



New Millennium Secondary School

1301 W. 182nd St
Gardena, CA 90248

Charter Petition Submitted to the
Board of Education of the
Los Angeles Unified School District
Request for Five-Year Renewal Term
July 1, 2018 to June 30, 2023
Approved/Renewed November 7th 2017

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Assurances, Affirmations, and Declarations

New Millennium Secondary School (also referred to herein as “NMSS” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School's employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

NOTE: This Charter contains specific "District Required Language" (DRL), including the *Assurances, Affirmations, and Declarations* section above. The DRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL contained in the addendum, the provisions of the DRL addendum shall control.

Element 1– The Educational Program

“The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” (Ed. Code § 47605(b)(5)(A)(i).)

“The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” (Ed. Code § 47605(b)(5)(A)(ii).)

“If the proposed charter school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements.” (Ed. Code § 47605(b)(5)(A)(iii).)

LOCAL CONTROL FUNDING FORMULA (LCFF) AND LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(e).)

ACADEMIC CALENDAR AND SCHEDULES

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by *California Code of Regulations*, title 5, section 11960.

MATHEMATICS PLACEMENT

Charter School shall comply with all applicable requirements of the California Mathematics Placement Act of 2015.

TRANSITIONAL KINDERGARTEN

Charter School shall comply with all applicable requirements regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School's admissions, enrollment, and lottery.

HIGH SCHOOL EXIT EXAMINATION

Charter School shall comply with all applicable requirements of Education Code sections 60850 – 60859, including but not limited to the requirements of sections 60851.6 and 60852.3.

WASC ACCREDITATION

If Charter School serves students in grades 9-12, before Charter School graduates its first class of students, Charter School shall obtain, and thereafter maintain, Western Association of Schools and Colleges (WASC) accreditation.

<u>GENERAL INFORMATION</u>	
· The contact person for Charter School is:	Samantha Navarro
· The contact address for Charter School is:	1301 W. 182nd St. Gardena, California 90248
· The contact phone number for Charter School is:	310-999-6162
· The proposed address or ZIP Code of the target community to be served by Charter School is:	90248
· This location is in LAUSD Board District:	7
· This location is in LAUSD Local District:	South
· The grade configuration of Charter School is:	9-12
· The number of students in the first year will be:	225
· The grade level(s) of the students in the first year will be:	9-12
· Charter School's scheduled first day of instruction in 2018-2019 is:	August 13, 2018
· The enrollment capacity is: (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency.)	225

· The type of instructional calendar (e.g., traditional/year-round, single track/multi-track, extended day/year) will be:	August 13, 2018- May 30, 2019; Traditional, Single Track
· The bell schedule for Charter School will be:	Monday, Tuesday, Wednesday, and Thursday: 8:00-3:20 Friday: 8:00-1:35
· The term of this Charter shall be from:	July 1, 2018 to June 30, 2023

Community Need for Charter School

New Millennium Secondary School has and will continue to meet the needs of the community it serves through these areas:

- **Four-Year Cohort Graduation Rate:** The school's Four-Year Cohort Graduation Rate of 85% according to spring 2017 reporting from California School Dashboard school year is higher than district average of 72%. The percentage of African American graduates was at 89.1% which was a 4.8% increase from the previous year. In 2014-2015 the graduation rate was 84.7%. However, in 2015-2016 the graduation rate decreased 12% points. A decrease in graduation percentage came from the cohort of students that started at New Millennium as freshmen at the former campus in Carson. The 2012-2013 freshmen class was the last class at the other location. Parents were unable to transport their students to the new location and some parents did want to send their students to a co-located site. And since it was still early on in their high school career parents pulled their student out and had them start somewhere else. NMSS was able to maintain juniors and seniors because of the college classes/college partnerships on campus that were offered. Juniors and seniors were further along the track with their A-G Requirements for graduation also. NMSS is taking several factors into consideration as it moves to increase the graduation rate. Such pieces to consider are as follows: New Millennium Secondary School co-locates with Gardena High School as a Prop 39 campus. NMSS has built a solid cooperative relationship with their prop 39-district school that is mutually beneficial to both schools. A major evidence factor in the success of NMSS and Gardena High School's cooperative relationship is their joint athletics where NMSS students as well as Gardena High School students participate in CIF accredited team sports together such as football, basketball, volleyball, tennis, cross country/track, soccer, baseball, and softball. This joint sporting program with the district school allows for increased collaboration

between the two schools and further solidifies the effective partnership NMSS has with Gardena High School.

New Millennium Secondary School continues to meet the needs of the community through various clubs that the students can participate in during lunch and after school. Academic drive is encouraged in all of them including Homework Club, Writing Lab Club, and Botany Club. Other clubs such as Basketball, Soccer, Glee, Art, Anime, Gay Straight Alliance, and Poetry Club give the students are educational outlets.

NMSS utilizes the student success team process to further support the school's tiered intervention team in conjunction with the PBIS school wide system to further support students who have been targeted as highest need (tier III) for behavior/academic intervention and support. The SST team process consists of a unified team of all of the targeted student(s) teachers as well as the student(s) counselor and guardian and various other wrap around service members that the team deems necessary for adequate support of the student. The SST team develops and applies targeted interventions both in academics and behaviors with the ultimate goal of supporting high need students in their efforts to meet their behavior and academic goals. The team monitors and tracks all interventions and adjusts interventions appropriately until the student(s) are adequately supported.

NMSS will host a New and Returning Parent Orientation every summer not only to inform and update parents on the policies of the school, but also to emphasize the desire and expectation that parents will play an active role in their children's school experience at NMSS.

Parents are able to meet with all of their student's teachers in the span of one afternoon to make it convenient for the parent, student, and teacher. This one-on-one meeting will provide insight for the parent so they are able to gauge their student's learning and success. Parent/Teacher Conferences occur once every semester.

NMSS will add more high school night dates to showcase our school and invite the community out to see.

For students: grade level counselors that do grade checks with individual students at least 2 times a semester for A-G Graduation Check

Parent/Teacher Conferences and also Teacher/Counselor Conferences/ Student/Parent Orientations to give parents knowledge of A-G Graduation Requirements

Advisory weekly grade checks in class where one-on-one meetings with teacher/student occur.

New Millennium Secondary School will continue to provide sufficient credit recovery opportunities through targeted APEX Intervention classes supported by a credentialed teacher as well as an NMSS counselor.

- New Millennium Secondary School has higher Met or Exceeded Standard SBAC Scores for the 2015-2016 than student home schools: Gardena High School, Centennial High School, and Compton High School, according to the California Department of Education
- New Millennium Secondary School increased the percentage of Met or Exceeded Standard SBAC ELA Scores by 4.67% in 2016-2017.

- The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by the English Learner reclassification rate for 2016-2017 the reclassification percentage was 20%.
- New Millennium has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety, which then leads to better instructional output if both students and teachers feel safe. New Millennium collected data based off of a survey presented to the students during their advisory class.
- 2015-2016 SBAC Subgroup ELA: The percentage of students who Met or Exceeded Standards in 11th Grade ELA is at a rate higher than the district average for all subgroups. The percentage of African Americans (35%) and Socioeconomically Disadvantaged (40%) students who Met or Exceeded was higher than the district average subgroups.
- New Millennium Secondary School has a new internal benchmark in place since 2014-2015 year. However with the scores from 2014-2015 New Millennium wanted to implement more of a testing culture at our school that stressed the importance of the internal benchmark for each individual student. Therefore NMSS started with monthly data analysis professional development meetings. New Millennium created lead teacher positions that would head the data analysis and lead professional development meetings. The lead teachers and our assistant principal have bi-monthly meetings to analysis benchmark data and plan professional development. The lead teachers received one-on-one training with our internal benchmark program NWEA (mathematics, language use, and reading).
- NMSS offers a full-inclusion special education program with resource support for students with disabilities. Students are enrolled in college preparatory A-G courses with modifications and accommodations by both the general education and resource teachers. Math, science, English, and social science courses will implement a co-teaching style that will allow for both general education and resource teachers to support and assist all students in the classroom environment. Staff assigned to co-teaching classes will be appropriately credentialed. A Resource Room is available for pull out instruction for individuals or small groups who need more targeted assistance with the Resource Teacher. NMSS anticipates that 10-15% of the student population will require special education services, consistent with local school populations. NMSS prides itself on its full inclusion program, and welcomes the attendance of all students with learning disabilities in an effort to effectively provide the community with a highly effective full inclusion program that truly offers the Least Restrictive Environment for all students with IEPs who can benefit from the full inclusion program the school offers. NMSS small classroom sizes and the school's targeted small student body size works ideally for a school wide full inclusion program that is highly effective. The goal of the full inclusion

program is to effectively transition students with mild to moderate disabilities whom have traditionally been designated into special day classroom environments into a full inclusion general education environment with appropriate supports in an effort to actualize their rights within their Free Appropriate Public Education act detailed within their IEP for a genuine Least Restrictive Learning Environment. NMSS believes that this service and the success of the school's special education department is a vital asset to the community. It is NMSS's goal to ensure that students with disabilities who enter the school's full inclusion program are not only fully accommodated to receive high quality academic instruction but are also effectively accommodated to be able to access the same level of opportunities as students without disabilities particularly focusing on college acceptance and high school graduation for the sub group of students with learning disabilities attending the school.

- New Millennium Secondary School special education program shows students are able to achieve great success through the inclusion program. On average 85.7% of NMSS special education caseload averages a 2.0 GPA or above, and the school is extremely proud of its special education students on the caseload that were able to achieve honor roll, averaging 28.6% of the caseload students receiving honor roll merit. When it comes to graduation rates the students qualifying for special education have a 100% graduation qualification rating for the graduating class of 2017 with IEPs. The school also shows the same graduation qualification rating for the current senior class of students with IEPs. The 11th grade students with IEPs show that they are on track to graduate at 86%. One particular area of focus from the data analysis of SPED caseload performance is the target graduation rate of our 10th graders, which is currently at 78% for students on the caseload. New Millennium Secondary School would like to see this number increase and have taken measures to provide targeted DIS counseling for all students identified to not be on track for graduation in the special education program at the 10th grade level.
- New Millennium Secondary School's internal data scores for reading proficiency across the board, as measured through NWEA testing as well as through formative and summative assessments across 9th-12th grade English classes offered, leave a clear need to improve the reading proficiency across grades 9th and 10th. In 2016-2017 school year the administration team replaced the READ 180 intervention program with the ThinkCERCA literacy program in the hopes that ThinkCERCA would provide the flexibility necessary to implement reading intervention across content areas with a particular focus on expanding literacy intervention from the English classroom to the history content areas as well as the humanities electives offered on campus. While the program proved to offer some success in providing students with supplementary literacy intervention support particularly in their humanities electives such as debate, the overall program of ThinkCERCA did not produce the desired literacy proficiency increase results NMSS was hoping to achieve in the 9th and 10th grade school wide. Moving forward, the school has analyzed that the READ 180 program in combination with the ThinkCERCA program would be the best choice for our students moving forward in the effort to

increase literacy proficiency school wide. READ 180, while being self contained in a class period and scripted program, provides the structured support necessary for the students who test far below proficiency in reading. Utilizing a highly structured program such as READ 180 in combination with an interdisciplinary program such as ThinkCERCA will allow NMSS to offer literacy support and intervention across our curriculum and most importantly will allow us to target all students across literacy proficiency groups in an effort to increase literacy rates as a whole. For the next academic school year (2017-2018) the school will be re establishing the READ 180 program in conjunction with the ThinkCERCA program. The school's accomplishment in obtaining the College Readiness Grant for next year, makes implementing both ThinkCERCA and READ 180 in conjunction with one another possible. As part of the grant, NMSS has explicitly made increasing literacy rates as one of college ready goals for the upcoming school year.

- NMSS also have identified and targeted instructional improvement in the mathematics subset subjects of Geometry and Algebra II based on the internal NWEA benchmark data. The school would like to improve NWEA scores in these areas for both content areas to the typical proficiency mean for the 10th and 11th grade level by the end of the upcoming academic year of 2017-2018. In response to the decrease in math scores, NMSS has hired an additional new math teacher as well as expanded its Jaime Escalante math intervention courses to school wide dual enrollment for all incoming students enrolled in a core math content area of Algebra I or Algebra II. This dual enrollment procedure for all incoming students allows all students at NMSS to have access to Jaime Escalante math intervention support, and allows all students (not just those identified as extremely high need in math intervention) to receive math support both in foundational skills as well as specific structured math skills for their dual enrolled core mathematics class. NMSS has seen improvement utilizing this dual enrollment math support strategy in its 2016-17 SBAC data results, which show a 3% increase in overall students who have met or exceeded standards in comparison to the 2015-16 data results. Moving forward NMSS will continue to closely monitor the results of its dual enrollment math support program, as well as continue to offer extra math support to students who struggle through targeted in class support facilitated in conjunction with our resource program as well as after school support offered to students through our math homework club ran by our math department chair.
- College classes are offered at New Millennium Secondary School. NMSS has had the opportunity to work with such schools as El Camino Community College, East Los Angeles Community College, and California State University Dominguez Hills. These are classes that occur during the school day with professors coming to campus. They are free to the students and passing the class gives students college credit that can apply to their general education units.
- APEX enabling students to take classes on-line. It can be used as credit recovery but also extra classes that students may be interested in, whether that is another Math class,

English class, Foreign Language, or elective class.

- The Millennium Scholar Diploma:
 - Earn 250 credits
 - Cumulative GPA of 3.0 or above
 - Complete the A-G course requirements
 - Take and pass one semester of a College-Level in seat class
 - Pass one College-Level on-line class
 - Complete 75 hours of community service
 - Complete a community service project
 - Complete a digital media portfolio
- PBIS is used as the school's process for creating a safer and more effective school. We have adopted a unified set of behavioral expectations for all school stakeholders: Respect for Self, Respect for Others, Respect for Education.
 - Tier II and Tier III Interventions
 - PBIS School Events Honoring Students
 - CICO- Check in Check Out Student Progress Form
 - Class support and training
 - Peer Mediation
 - System of monthly rewards for students who meet school wide and classroom expectations
 - Proactive circles/restorative practices/restorative chats as a classroom intervention for students who do not meet classroom expectations
 - Model Warrior Program to reinforce expected behaviors
 - PBIS clothing students can purchase with model warriors
 - Implementation of affective statements as a means of achieving 5:1 in the classroom environment
 - The leadership team consistently collaborates with teachers and individual students to create specific support plans.
- New Millennium Secondary School co-locates with Gardena High School as a Prop 39 campus. NMSS has built a solid cooperative relationship with their prop 39-district school that is mutually beneficial to both schools. A major evidence factor in the success of NMSS and Gardena High School's cooperative relationship is their joint athletics where NMSS students as well as Gardena High School students participate in CIF accredited team sports together such as football, basketball, volleyball, tennis, cross country/track, soccer, baseball, and softball. This joint sporting program with the district school allows for increased collaboration between the two schools and further solidifies the effective partnership NMSS has with Gardena High School.

- New Millennium Secondary School continues to meet the needs of the community through various clubs that the students can participate in during lunch and after school. Academic drive is encouraged in all of them including Homework Club, Writing Lab Club, and Botany Club. Other clubs such as Basketball, Soccer, Glee, Art, Anime, Gay Straight Alliance, and Poetry Club give the students are educational outlets.
- Based on the assessment and analysis of the documents provided to CSD as well as the positive statements on Note 12 of the 2014/15 audit report, New Millennium has sound fiscal management and is on track in meeting our financial goals.

Student Population To Be Served

NMSS serves students in the 9th through 12th grades, primarily located in the Gardena/Carson areas of Los Angeles County. New Millennium Secondary School originated in Carson, California. Our demographics shifted when we moved from Carson to Gardena. Due to the origination in Carson, California, a city that has a large African American community and presence, our school was able to build a name for itself within that community. That reputation has traveled with NMSS in the move to Gardena, California where the school still has a high enrollment of African American students. This move has also enabled us to establish ourselves in the Latino community of Gardena where NMSS has been able to see that student demographic increase.

Specific student educational interest in taking college classes has grown throughout the years New Millennium has been in existence. NMSS began offering college classes after school to students who were interested. It grew in popularity and because of that NMSS decided to offer college classes during the day. NMSS also wanted to address the challenges of making a college class work after school when students did not have transportation or a parent or guardian to pick them up after the class. Students that wanted to participate in sports had a conflict of schedule also. NMSS wants the students to have opportunities to participate in extracurricular activities, but the college classes in the past would not have allowed for that to happen. Students depend on sports as an outlet and an incentive to do their best in the classroom. Therefore, NMSS gave the opportunity for juniors and seniors to take college classes each semester during the school day. This allowed for the students to participate in extracurricular events and helped with transportation for the parent or guardian. Students have input in what college classes will be offered at NMSS also. If there is a certain subject that the majority of students are interested in then the administration will contact the college partners to see if a class of that interest is available. Because of this New Millennium Secondary School offers a unique college preparatory curriculum in a small school environment that introduces all students to college level courses promoting student success through college and university acceptance and acquiring skills necessary to graduate from college.

NMSS anticipates, after a targeted recruiting campaign, the student population will be representative of the local demographics in the area, and consistent with existing public high schools in the area. New Millennium participates yearly in high school nights at various middle schools in the local area. New Millennium also offers high school information nights to parents interested starting in sending their son or daughter to NMSS. Because of this recruiting, NMSS will continue each year to reflect more of the surrounding community. Based on statistics from the California Department of Education on local public schools, NMSS estimates that 70% of the students will qualify for free/reduced lunch. In addition, the school will serve a sizable English Learner population, likely 10-15% of the student body, which will then reflect what is consistent with the demographics of Banning High School, Carson High School, Gardena High School, and Narbonne High School. NMSS estimates that 10-15% of the students served will be students with special needs, a ratio that is consistent with surrounding schools. NMSS will be non-sectarian in its programs, admission practices, employment practices and all other operations. NMSS will not charge tuition and will not discriminate on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.

Enrollment Roll Out Plan

Grade	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
9th	60	60	50	50	55
10th	60	60	60	55	50
11th	55	55	60	60	60
12th	50	50	55	60	60
Total	225	225	225	225	225

Goals and Philosophy

Mission

The New Millennium Secondary School's mission is to prepare traditionally underserved students for success in the 21st century by providing a rigorous and relevant college-preparatory education that invests in talented human capital, provides early college experiences, and strives to adapt public education to the new millennium.

Vision

The New Millennium Secondary School's vision is to create empathetic, ethical, responsible, self-actualized, innovative citizens and provide an educational environment that empowers students, teachers, parents, and community through critical thinking, digital entrepreneurship, and collaboration resulting in graduates who are college ready and clearly developed in both character and intellect.

What It Means To Be an Educated Person in the 21st Century

Gleaning insight from the research and consensus building performed by Partnership for 21st Century Skills, NMSS recognizes that an educated person in the 21st century that is college and career ready is someone who has demonstrated:¹

- Competency in all core academic content areas;
- Media and information literacy (i.e., the ability to navigate the latest technology to obtain, synthesize, and analyze a variety of information);
- Excellent communication and higher order, critical thinking skills;
- Initiative and self-direction in guiding his or her own life-long learning;
- A commitment to integrity, social responsibility and an understanding of the context of the world in which he or she lives; and
- Strong leadership skills and team-building capacity.
- ·Creating a broad range of standards based assignments across academic curricula.
- ·Assessing their own work using rubrics and criteria.
- ·Demonstrating the ability to read, write, listen and speak effectively to diverse audiences.
- ·Applying problem solving and critical thinking skills in academic settings independently and collaboratively.

¹ The Partnership for 21st Century Skills - <http://www.p21.org/overview>

- Completing at least one college course while in high school.

How Learning Occurs Best

NMSS has extensively researched the topic of “how learning occurs best”. According to Partnership For 21st Century Learning, all learners need and deserve 21st century learning opportunities to thrive as tomorrow's leaders, workers, and citizens.

Learning takes place throughout life in many places and spaces. From birth through their careers, learners need a broad range of experiences that develop their skills, dispositions and abilities to succeed. A strong foundation for success is rooted in learning that happens in and out of school.

A current learning concept such as Framework for 21st Century Learning was developed with input from teachers, education experts, and business leaders to define and illustrate the skills and knowledge students need to succeed in work, life and citizenship, as well as the support systems necessary for 21st century learning outcomes. It has been used by thousands of educators and hundreds of schools in the U.S. and abroad to put 21st century skills at the center of learning.

As a result of this research, NMSS believes that learning best occurs when the following conditions are in place to ensure that all high school students are truly “PREPARED” for the 21st century:

- **PERSONALIZATION:** Instruction is personalized to meet each student’s needs.
- **RELEVANCE:** Lessons are relevant to the students’ academic learning and have real-world applications.
- **EARLY COLLEGE:** Students are exposed to college early on in their education, and internalize the high expectations that their teachers hold for them to succeed in college.
- **PROFESSIONAL DEVELOPMENT:** Teachers continuously improve their craft by participating in robust professional development program and peer collaboration.
- **ADVANCED TECHNOLOGY:** Advanced technology is leveraged as an engaging and efficient learning tool in the classroom. Students will have access to Chromebooks and a computer lab.
- **RECRUITMENT STRATEGIES THAT ATTRACT AND REWARD TALENTED TEACHERS:** The school attracts and retains teachers who are passionate, competent and engaging through innovative recruitment strategies and a challenging career ladder.
- **ENGAGEMENT OF PARENTS/ GUARDIANS:** Parents/guardians are active in their

children's learning process.

- DATA-DRIVEN DECISION-MAKING: Data drives instructional decisions and informs teachers as to which topics need to be readdressed with students, who needs remediation, who needs to be further challenged, etc.

NMSS LCFF STATE PRIORITIES	
GOAL #1	
<p>To increase the number of students who graduate high school college and career ready in four years successful through the following priorities:</p> <p>A) The degree to which the teachers of the school district are appropriately assigned in accordance with Section 44258.9 and fully credentialed in the subject areas.</p> <p>B) For the pupils they are teaching, every pupil in the school district has sufficient access to the standards-aligned instructional materials as determined pursuant to Section 60119.</p> <p>C) School facilities are maintained in good repair as specified in subdivision (d) of Section 17002.</p>	<p>Related State Priorities:</p> <p><input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 7</p> <p><input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 8</p> <p><input type="checkbox"/> 3 <input type="checkbox"/> 6</p> <p>Local Priorities:</p> <p><input type="checkbox"/>:</p> <p><input type="checkbox"/>:</p>
Specific Annual Actions to Achieve Goal	
<p>* Full time college and career counselor: Working with students through their 4 year period A-G requirements; working with the college professors in providing resources to our students; working with parents in the high school coursework requirements; providing counseling hours for the students.</p> <p>* Programs and Interventions: Targeted to the needs of all students and those</p>	

students with specific needs such as Special Education or accessing student health, counseling and related services, using a multi-- tiered system of supports. These interventions and programs target student academic, socio-- behavioral, mental, and related student needs in order to ensure students remain in school, or re-enter or complete school. These programs include Special Education, Student Health & Human Services

- Special Education Services including SELPA fees

- Read 180 and Jamie Escalante

- * Full time SPED/Counseling clerk: NMSS hired a fulltime SPED Aid.

- NMSS maintained compliance in SPED services after hiring and retaining a highly effective SpEd coordinator.

- * College and Career field trips and workshops: - NMSS provided the opportunity for students to participate in various college trips and students enrolled in AFS 212 participated in activities at CSUDH

- NMSS conducted FASFA workshops for parents and students.

- Weekly meetings with the Co-Located School in order to maintain the campus in good working order for the safety and educational performance of the students.

- Maintaining updated teacher credentials on file with the Chief Operating Officer

Expected Annual Measurable Outcomes

Outcome #1: New Millennium Secondary School will increase the number of students who graduate high school college and career ready in four years.

Metric/Method for Measuring: By using the following items to measure growth, New Millennium Secondary School will increase the number of students who graduate high school college and career ready:

- * EAP results
- * College acceptance rate
- * A-G completion
- * Addition of A-G Courses,
- * Implementation of CICO-SWIS,
- * NWEA Data
- * Read 180! Data and ThinkCerca as reading intervention programs
- * = “Subgroup not numerically significant at this time”

Mid Year and End of the Year Evaluations of the teaching staff.

Weekly documented meetings with the Administrative team at the co-located school.

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	California School Dashboard Spring 2017 72.7%	3% increase above baseline	5% increase above 2018-2019	6% increase above 2019-2020	6% increase above 2020-2021	7% increase above 2021-2022

English Learners	California School Dashboard Spring 2017 *	1% increase above baseline	1% increase above baseline	1% increase above baseline	1% increase above baseline	1% increase above baseline
Socioecon. Disadv./Low Income Students	California School Dashboard Spring 2017 76.5%	3% increase above baseline	5% increase above 2018-2019	5% increase above 2019-2020	5% increase above 2020-2021	6% increase above 2021-2022
Foster Youth	California School Dashboard Spring 2017 *	1% increase above baseline	1% increase above baseline	1% increase above baseline	1% increase above baseline	1% increase above baseline
Students with Disabilities	Students on track 2017-2018 57.1%	10% increase above baseline	10% increase above 2018-2019	10% increase above 2019-2020	6% increase above 2020-2021	7% increase above 2021-2022
African American Students	California School Dashboard Spring 2017 67.6%	10% increase above baseline	10% increase above 2018-2019	5% increase above 2019-2020	5% increase above 2020-2021	3% increase above 2021-2022
American Indian/Alaska Native Students	California School Dashboard Spring 2017 *	1% increase above baseline	1% increase above baseline	1% increase above baseline	1% increase above baseline	1% increase above baseline
Asian Students	California School Dashboard Spring 2017 *	1% increase above baseline	1% increase above baseline	1% increase above baseline	1% increase above baseline	1% increase above baseline

Filipino Students	California School Dashboard Spring 2017 *	1% increase above baseline	1% increase above baseline	1% increase above baseline	1% increase above baseline	1% increase above baseline
Latino Students	California School Dashboard Spring 2017 82.4%	3% increase above baseline	5% increase above 2018-2019	5% increase above 2019-2020	3% increase above 2020-2021	2% increase above 2021-2022
Native Hawaiian/Pacific Islander Students	California School Dashboard Spring 2017 *	1% increase above baseline	1% increase above baseline	1% increase above baseline	1% increase above baseline	1% increase above baseline
Students of Two or More Races	California School Dashboard Spring 2017 *	1% increase above baseline	1% increase above baseline	1% increase above baseline	1% increase above baseline	1% increase above baseline
White Students	California School Dashboard Spring 2017 *	1% increase above baseline	1% increase above baseline	1% increase above baseline	1% increase above baseline	1% increase above baseline

NMSS LCFF STATE PRIORITIES

GOAL #2

Maintaining at or above the LAUSD reclassification rate at NMSS by increasing the number of ThinkCerca lessons used by teachers for purposes of gaining academic content knowledge and English language proficiency.
ThinkCERCA will allow NMSS to offer literacy support for students and intervention across the curriculum and most importantly will allow NMSS to target all students across literacy proficiency groups in an effort to increase literacy rates as a whole. This then supports ELD students to attain English proficiency and achieve high levels in core academic classes.

Related State Priorities:

☐ 1 ☐ 4 ☐ 7
X 2 5 ☐ 8
3 ☐ 6

Local Priorities:

☐:
☐:

Specific Annual Actions to Achieve Goal

- Weekly lesson plans from teachers that incorporate ThinkCerca in the lesson plans
- At least one weekly walk through for each teacher to see ThinkCerca implemented
- Weekly grade check-ins during Advisory
- Monthly Analysis of Lexile Scores for ELD students with teachers and administrators

Expected Annual Measurable Outcomes

Outcome #1: At least 2 ThinkCerca lessons will be implemented weekly by NMSS teachers leading to student reclassification.

Metric/Method for Measuring: Lesson Plans; Powerschool; Reclassification

Rate

* = “Subgroup not numerically significant at this time”

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	*	*	*	*	*	*
English Learners	20% Reclassification Rate	Maintain reclassification rate at or above the LAUSD District reclassification rate.	Maintain reclassification rate at or above the LAUSD District reclassification rate.	Maintain reclassification rate at or above the LAUSD District reclassification rate.	Maintain reclassification rate at or above the LAUSD District reclassification rate.	Maintain reclassification rate at or above the LAUSD District reclassification rate.
Socioecon. Disadv./Low Income Students	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*

Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*

NMSS LCFF STATE PRIORITIES	
GOAL # 3	
To increase the percentage of parent involvement in academic initiatives workshops on campus annually by providing a minimum number of four workshops on campus.	Related State Priorities: <div> <div>1</div> <div>4</div> <div>7</div> </div> <div> <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 </div> <div> <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 6 </div>
	Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :
Specific Annual Actions to Achieve Goal	

- Provide parent training, learning opportunities, and workshops with 4 trainings annually
- Supporting Common Core State Standards Literacy at home, progress monitoring, and providing parent notification of student progress:

Access to Powerschool

Weekly grade checks from student

SchoolReach Communication

School Website

Parent Conference

Back to School Night

Teacher/Parent Communication through email/

Progress Reports

Report Cards

Expected Annual Measurable Outcomes

Outcome #1: To increase the percentage of parent involvement in academic initiatives workshops.

Metric/Method for Measuring: Attendance at Orientation, Back to School Night, Parent Conferences; Number of outgoing calls to inform parents of the meetings; number of meetings attended

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	30% Parent Involvement	10% increase above baseline	10% increase above baseline	15% increase above baseline	15% increase above baseline	20% increase above baseline

English Learners	30% Parent Involvement	10% increase above baseline	10% increase above baseline	15% increase above baseline	15% increase above baseline	20% increase above baseline
Socioecon. Disadv./Low Income Students	30% Parent Involvement	10% increase above baseline	10% increase above baseline	15% increase above baseline	15% increase above baseline	20% increase above baseline
Foster Youth	30% Parent Involvement	10% increase above baseline	10% increase above baseline	15% increase above baseline	15% increase above baseline	20% increase above baseline
Students with Disabilities	30% Parent Involvement	10% increase above baseline	10% increase above baseline	15% increase above baseline	15% increase above baseline	20% increase above baseline
African American Students	30% Parent Involvement	10% increase above baseline	10% increase above baseline	15% increase above baseline	15% increase above baseline	20% increase above baseline
American Indian/Alaska Native Students	30% Parent Involvement	10% increase above baseline	10% increase above baseline	15% increase above baseline	15% increase above baseline	20% increase above baseline
Asian Students	30% Parent Involvement	10% increase above baseline	10% increase above baseline	15% increase above baseline	15% increase above baseline	20% increase above baseline

Filipino Students	30% Parent Involvement	10% increase above baseline	10% increase above baseline	15% increase above baseline	15% increase above baseline	20% increase above baseline
Latino Students	30% Parent Involvement	10% increase above baseline	10% increase above baseline	15% increase above baseline	15% increase above baseline	20% increase above baseline
Native Hawaiian/Pacific Islander Students	30% Parent Involvement	10% increase above baseline	10% increase above baseline	15% increase above baseline	15% increase above baseline	20% increase above baseline
Students of Two or More Races	30% Parent Involvement	10% increase above baseline	10% increase above baseline	15% increase above baseline	15% increase above baseline	20% increase above baseline
White Students	30% Parent Involvement	10% increase above baseline	10% increase above baseline	15% increase above baseline	15% increase above baseline	20% increase above baseline

NMSS LCFF STATE PRIORITIES		
GOAL #4		
By 1) monitoring The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or clusters of courses that satisfy the requirements of subdivision (a) of Section 52302, subdivision (a) of Section 52372.5, or paragraph (2) of subdivision (e) of Section 54692, and align with State Board-approved career technical education standards and frameworks; and 2) The percentage of English-learner pupils who make progress toward English proficiency as measured by the California English Language Development Test or any subsequent assessment of English proficiency, as certified by the State Board: NMSS will increase the number of students scoring Standard Met and Standard Exceeded on the SmarterBalanced benchmark in English Language Arts and Mathematics. The above monitoring will provide more student support to meet the goals stated below in Outcome #1	Related State Priorities:	
	<div><div>1</div><div>X 2</div><div><input type="checkbox"/> 3</div></div> <div><div>X4</div><div>X 5</div><div>6</div></div> <div><div>X 7</div><div><input type="checkbox"/> 8</div><div></div></div>	
	Local Priorities:	
	<div><input type="checkbox"/>:</div> <div><input type="checkbox"/>:</div>	
Specific Annual Actions to Achieve Goal		
<div><div>* NMSS yearly use of APEX VS to support students in need of credit recovery in all subject areas.</div><div>* Continued use Read 180. Moving forward, we have analyzed that the READ 180 program in combination with the ThinkCERCA program would be the best choice for our students in the effort to increase literacy proficiency school wide.</div><div>* Jaime Escalante: This math intervention class is a requirement of all 9th grade students. They take this class in conjunction with the Algebra I class. It will continue to be implemented annually.</div><div>* NMSS continued use of 1:1 student devices through the Instructional Technology Initiative, a program through LAUSD</div><div>* NMSS continued to use NWEA MAP assessments to gather achievement data and support teaching and learning.</div><div>* Personalized intervention strategies and programs, including push in model for students with disabilities and English Learners.</div></div>		

- * Training for our lead teachers on NWEA test score analysis to lead professional development
- * Monitoring the CELDT testing data and student grades in core classes
- * Individual check in's with counselor to make sure students are on track with A-G Graduation Courses for college

Expected Annual Measurable Outcomes

Outcome #1: New Millennium will annually increase the number of students scoring “Met Standard” and “Exceeded Standard” in English Language Arts on the Smarter Balanced Assessment.

Metric/Method for Measuring: Percentage of students performing at or above proficiency level on the NWEA Internal Benchmark and on CAASPP English Language Arts Assessment; CELDT Testing Data; A-G Individual Checklist Sheets

* = “Subgroup not numerically significant at this time”

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	CAASPP 2016-2017 Baseline Levels of Performance 41.67%	3% increase above baseline	5% increase above baseline	7% increase above baseline	10% increase above baseline	15% increase above baseline
English Learners	CAASPP 2016-2017 Baseline Levels of Performance	2% increase above baseline	4% increase above baseline	6% increase above baseline	8% increase above baseline	10% increase above baseline

Socioecon. Disadv./Low Income Students	CAASPP 2016- 2017 Baseline Levels of Performan ce 48%	3% increase above baseline	5% increase above baseline	7% increase above baseline	10% increase above baseline	15% increase above baseline
Foster Youth	CAASPP 2016- 2017 Baseline Levels of Performan ce	3% increase above baseline	5% increase above baseline	8% increase above baseline	10% increase above baseline	15% increase above baseline
Students with Disabilities	CAASPP 2016- 2017 Baseline Levels of Performan ce	3% increase above baseline	5% increase above baseline	8% increase above baseline	10% increase above baseline	15% increase above baseline
African American Students	CAASPP 2016- 2017 Baseline Levels of Performan ce 29.17	3% increase above baseline	5% increase above baseline	8% increase above baseline	10% increase above baseline	15% increase above baseline
American Indian/Alaska Native Students	CAASPP 2016- 2017 Baseline Levels of Performan ce	3% increase above baseline	5% increase above baseline	8% increase above baseline	10% increase above baseline	15% increase above baseline
Asian Students	CAASPP 2016- 2017 Baseline Levels of Performan ce	3% increase above baseline	5% increase above baseline	8% increase above baseline	10% increase above baseline	15% increase above baseline

Filipino Students	CAASPP 2016- 2017 Baseline Levels of Performan ce	3% increase above baseline	5% increase above baseline	8% increase above baseline	10% increase above baseline	15% increase above baseline
Latino Students	CAASPP 2016- 2017 Baseline Levels of Performan ce	3% increase above baseline	5% increase above baseline	8% increase above baseline	10% increase above baseline	15% increase above baseline
Native Hawaiian/Pacific Islander Students	CAASPP 2016- 2017 Baseline Levels of Performan ce	3% increase above baseline	5% increase above baseline	8% increase above baseline	10% increase above baseline	15% increase above baseline
Students of Two or More Races	CAASPP 2016- 2017 Baseline Levels of Performan ce	3% increase above baseline	5% increase above baseline	8% increase above baseline	10% increase above baseline	15% increase above baseline
White Students	CAASPP 2016- 2017 Baseline Levels of Performan ce	3% increase above baseline	5% increase above baseline	8% increase above baseline	10% increase above baseline	15% increase above baseline
Expected Annual Measurable Outcomes						

Outcome #2: New Millennium will annually increase the number of students scoring “Met Standard” and “Exceeded Standard” in Mathematics on the Smarter Balanced Assessment.

Metric/Method for Measuring: Percentage of students performing at or above proficiency level on the NWEA Internal Benchmark and on CAASPP Mathematics Assessment

* = “Subgroup not numerically significant at this time”

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	CAASPP 2016-2017 Baseline Levels of Performance 14.81%	3% increase above baseline	5% increase above baseline	7% increase above baseline	10% increase above baseline	15% increase above baseline
English Learners	CAASPP 2016-2017 Baseline Levels of Performance	2% increase above baseline	4% increase above baseline	6% increase above baseline	8% increase above baseline	10% increase above baseline
Socioecon. Disadv./Low Income Students	CAASPP 2016-2017 Baseline Levels of Performance 16.67%	3% increase above baseline	5% increase above baseline	7% increase above baseline	10% increase above baseline	15% increase above baseline
Foster Youth	CAASPP 2016-2017 Baseline Levels of Performance	3% increase above baseline	5% increase above baseline	8% increase above baseline	10% increase above baseline	15% increase above baseline

Students with Disabilities	CAASP P 2016- 2017 Baseline Levels of Perform ance	3% increase above baseline	5% increase above baseline	8% increase above baseline	10% increase above baseline	15% increase above baseline
African American Students	CAASP P 2016- 2017 Baseline Levels of Perform ance 5.56%	3% increase above baseline	5% increase above baseline	8% increase above baseline	10% increase above baseline	15% increase above baseline
American Indian/Alaska Native Students	CAASP P 2016- 2017 Baseline Levels of Perform ance	3% increase above baseline	5% increase above baseline	8% increase above baseline	10% increase above baseline	15% increase above baseline
Asian Students	CAASP P 2016- 2017 Baseline Levels of Perform ance	3% increase above baseline	5% increase above baseline	8% increase above baseline	10% increase above baseline	15% increase above baseline
Filipino Students	CAASP P 2016- 2017 Baseline Levels of Perform ance	3% increase above baseline	5% increase above baseline	8% increase above baseline	10% increase above baseline	15% increase above baseline
Latino Students	CAASP P 2016- 2017 Baseline Levels of Perform ance	3% increase above baseline	5% increase above baseline	8% increase above baseline	10% increase above baseline	15% increase above baseline

Native Hawaiian/Pacific Islander Students	CAASP P 2016- 2017 Baseline Levels of Perform ance	3% increase above baseline	5% increase above baseline	8% increase above baseline	10% increase above baseline	15% increase above baseline
Students of Two or More Races	CAASP P 2016- 2017 Baseline Levels of Perform ance	3% increase above baseline	5% increase above baseline	8% increase above baseline	10% increase above baseline	15% increase above baseline
White Students	CAASP P 2016- 2017 Baseline Levels of Perform ance	3% increase above baseline	5% increase above baseline	81% increase above baseline	10% increase above baseline	15% increase above baseline

NMSS LCFF STATE PRIORITIES	
GOAL # 5	
To increase the student attendance rate therefore decreasing the chronic absenteeism and increasing the graduation rates.	Related State Priorities: <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 X 5 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 6
	Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :

Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none"> * To communicate school survey (attendance survey) to parents through SchoolReach, mailing and electronic means (survey made available via email, school website, SurveyMonkey) and communicate with parent/guardian student attendance data. * Professional Developments on student engagement and accountability in the classroom * Increasing extra curricular opportunities for students to feel connected * Added counselor for more regular check in's with students. * Provide parent training/meeting to discuss the importance of student attendance * School Wide Attendance celebrations * 						
Expected Annual Measurable Outcomes						
<p>Outcome #1: New Millennium Secondary School will increase the attendance rate</p> <p>Metric/Method for Measuring: School Website Tracker; Excel Sheet Tracker; Powerschool, Counselor Check In Data Sheets</p>						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	91% Attendance Rate	4% increase	5% increase	100% maintained	100% maintained	100% maintained
English Learners	91% Attendance Rate	4% increase	5% increase	100% maintained	100% maintained	100% maintained

Socioecon. Disadv./Low Income Students	91% Attendance Rate	4% increase	5% increase	100% maintained	100% maintained	100% maintained
Foster Youth	91% Attendance Rate	4% increase	5% increase	100% maintained	100% maintained	100% maintained
Students with Disabilities	91% Attendance Rate	4% increase	5% increase	100% maintained	100% maintained	100% maintained
African American Students	91% Attendance Rate	4% increase	5% increase	100% maintained	100% maintained	100% maintained
American Indian/Alaska Native Students	91% Attendance Rate	4% increase	5% increase	100% maintained	100% maintained	100% maintained
Asian Students	91% Attendance Rate	4% increase	5% increase	100% maintained	100% maintained	100% maintained
Filipino Students	91% Attendance Rate	4% increase	5% increase	100% maintained	100% maintained	100% maintained
Latino Students	91% Attendance Rate	4% increase	5% increase	100% maintained	100% maintained	100% maintained
Native Hawaiian/Pacific Islander Students	91% Attendance Rate	4% increase	5% increase	100% maintained	100% maintained	100% maintained
Students of Two or More Races	91% Attendance Rate	4% increase	5% increase	100% maintained	100% maintained	100% maintained

White Students	91% Attendance Rate	4% increase	5% increase	100% maintained	100% maintained	100% maintained
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NMSS LCFF STATE PRIORITIES

GOAL #6

Decrease the number of suspensions for all students: number of students suspended annually

Related State Priorities:

- | | | |
|----------------------------|----------------------------|----------------------------|
| <input type="checkbox"/> 1 | <input type="checkbox"/> 4 | <input type="checkbox"/> 7 |
| <input type="checkbox"/> 2 | 5 | <input type="checkbox"/> 8 |
| <input type="checkbox"/> 3 | X6 | |

Local Priorities:

- ☐:
- ☐:

Specific Annual Actions to Achieve Goal

**School Personnel:* Implementation and delivery of services for students. The identification, recruitment, placement, and training of employees. This includes both the staffing and the methods for staffing and selection. Includes all staff not directly associated with classroom instruction. NMSS trained additional staff in PBIS and school discipline systems. NMSS implemented CICO-SWIS to track discipline data and support students behaviorally.

** Tier II and Tier III Interventions:*

- * PBIS School Events Honoring Students
- CICO- Check in Check Out Student Progress Form
- Peer Mediation
- System of monthly rewards for students who meet school wide and classroom expectations
- Proactive circles/restorative practices/restorative chats as a classroom intervention for students who do not meet classroom expectations
- Model Warrior Program to reinforce expected behaviors
- PBIS clothing students can purchase with model warriors
- Implementation of affective statements as a means of achieving 5:1 in the classroom

environment. The leadership team consistently collaborates with teachers and individual students to create specific support plans.

NMSS will continue to seek out partnerships to provide outside interventions such as:

-TES: Total Education Solutions

-AADAP: Asian American Drug Abuse Program

Expected Annual Measurable Outcomes

Outcome #1: To decrease suspensions to 2% by the 2020-2021 school year and then maintain that percentage through the following two school years.

Metric/Method for Measuring: CICO- Check in Check Out Student Progress Form; SWIS to track discipline data and support students behaviorally; PBIS School Events

* = “Subgroup not numerically significant at this time”

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	Baseline 2016-2017 12%	9% decrease below baseline	1% decrease below baseline	Achieved Baseline of 2%	Achieved Baseline of 2%	Achieved Baseline of 2%
English Learners	Baseline 2016-2017 12%	9% decrease below baseline	1% decrease below baseline	Achieved Baseline of 2%	Achieved Baseline of 2%	Achieved Baseline of 2%
Socioecon. Disadv./Low Income Students	Baseline 2016-2017 12%	9% decrease below baseline	1% decrease below baseline	Achieved Baseline of 2%	Achieved Baseline of 2%	Achieved Baseline of 2%

Foster Youth	Baseline 2016- 2017 12%	9% decrease below baseline	1% decrease below baseline	Achieved Baseline of 2%	Achieved Baseline of 2%	Achieved Baseline of 2%
Students with Disabilities	Baseline 2016- 2017 12%	9% decrease below baseline	1% decrease below baseline	Achieved Baseline of 2%	Achieved Baseline of 2%	Achieved Baseline of 2%
African American Students	Baseline 2016- 2017 12%	9% decrease below baseline	1% decrease below baseline	Achieved Baseline of 2%	Achieved Baseline of 2%	Achieved Baseline of 2%
American Indian/Alaska Native Students	Baseline 2016- 2017 12%	9% decrease below baseline	1% decrease below baseline	Achieved Baseline of 2%	Achieved Baseline of 2%	Achieved Baseline of 2%
Asian Students	Baseline 2016- 2017 12%	9% decrease below baseline	1% decrease below baseline	Achieved Baseline of 2%	Achieved Baseline of 2%	Achieved Baseline of 2%
Filipino Students	Baseline 2016- 2017 12%	9% decrease below baseline	1% decrease below baseline	Achieved Baseline of 2%	Achieved Baseline of 2%	Achieved Baseline of 2%
Latino Students	Baseline 2016- 2017 12%	9% decrease below baseline	1% decrease below baseline	Achieved Baseline of 2%	Achieved Baseline of 2%	Achieved Baseline of 2%

Native Hawaiian/Pacific Islander Students	Baseline 2016- 2017 12%	9% decrease below baseline	1% decrease below baseline	Achieved Baseline of 2%	Achieved Baseline of 2%	Achieved Baseline of 2%
Students of Two or More Races	Baseline 2016- 2017 12%	9% decrease below baseline	1% decrease below baseline	Achieved Baseline of 2%	Achieved Baseline of 2%	Achieved Baseline of 2%
White Students	Baseline 2016- 2017 12%	9% decrease below baseline	1% decrease below baseline	Achieved Baseline of 2%	Achieved Baseline of 2%	Achieved Baseline of 2%

NMSS LCFF STATE PRIORITIES										
GOAL # 7										
School administration will audit teaching and service credentials for all school staff twice yearly to ensure that all staff members are appropriately credentialed with 100% accuracy paying specific attention to CLAD authorizations for EL Learners * = group not numerically significant at this time”	<div> Related State Priorities: <table border="0"> <tr> <td>X 1</td> <td>4</td> <td>7</td> </tr> <tr> <td>2</td> <td>5</td> <td>8</td> </tr> <tr> <td>3</td> <td>6</td> <td></td> </tr> </table> </div> <div> Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> : </div>	X 1	4	7	2	5	8	3	6	
X 1	4	7								
2	5	8								
3	6									
Specific Annual Actions to Achieve Goal										

- Professional Learning Communities (Best Practices)
- Observations/Evaluations with Administration
- Audit of documentation
- Professional Development/Cross Collaboration
- Peer Observations
- Parent Conferences
- Grade Checks

Expected Annual Measurable Outcomes

Outcome #1: All staff members are appropriately credentialed with 100% accuracy paying specific attention to CLAD authorization for English Language Learners therefore increasing the number of students who are reclassified,

Metric/Method for Measuring: Twice yearly teaching and service credentials audit for all school staff

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	100% of teachers appropriately credentialed	* 100% of teachers appropriately credentialed	* 100% of teachers appropriately credentialed	* 100% of teachers appropriately credentialed	* 100% of teachers appropriately credentialed	* 100% of teachers appropriately credentialed
English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	*	*	*	*	*	*

Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*

Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

NMSS LCFF STATE PRIORITIES	
GOAL # 8	
<p>The counseling department in alignment with the school's Instructional Leadership Team will audit instructional materials for all A-G courses to ensure standard-alignment of material used in A-G courses twice every academic year with 100% accuracy and report findings to school administration.</p> <p>To provide all students in A-G courses access to standards-aligned instructional material</p>	<p>Related State Priorities:</p> <p>X 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7</p> <p>X 2 <input type="checkbox"/> 5 X 8</p> <p><input type="checkbox"/> 3 <input type="checkbox"/> 6</p>
	<p>Local Priorities:</p> <p><input type="checkbox"/>:</p> <p><input type="checkbox"/>:</p>

Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none"> • Meetings between the ILT and counseling department • Audit of the instructional materials • Debrief after the audit • Supplemental curriculum and materials supporting CCSS • Content Design lessons • Effective use of technology in the classroom designed to support teaching and learning 						
Expected Annual Measurable Outcomes						
Outcome #1: Instructional materials for all A-G courses will be standard-aligned with 100% accuracy Metric/Method for Measuring: <ul style="list-style-type: none"> • Bi Annual (Once per semester) audit of the instructional material for all A-G courses. • Student Surveys • Teacher observations 						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	100% Accuracy for Students Baseline	Continued 100% Accuracy for students from Baseline	Continued 100% Accuracy for students from Baseline	Continued 100% Accuracy for students from Baseline	Continued 100% Accuracy for students from Baseline	Continued 100% Accuracy for students from Baseline
English Learners	100% Accuracy for Students Baseline	Continued 100% Accuracy for students from Baseline	Continued 100% Accuracy for students from Baseline	Continued 100% Accuracy for students from Baseline	Continued 100% Accuracy for students from Baseline	Continued 100% Accuracy for students from Baseline

Socioecon. Disadv./Low Income Students	100% Accuracy for Students Baseline	Continued 100% Accuracy for students from Baseline	Continued 100% Accuracy for students from Baseline	Continued 100% Accuracy for students from Baseline	Continued 100% Accuracy for students from Baseline	Continued 100% Accuracy for students from Baseline
Foster Youth	100% Accuracy for Students Baseline	Continued 100% Accuracy for students from Baseline	Continued 100% Accuracy for students from Baseline	Continued 100% Accuracy for students from Baseline	Continued 100% Accuracy for students from Baseline	Continued 100% Accuracy for students from Baseline
Students with Disabilities	100% Accuracy for Students Baseline	Continued 100% Accuracy for students from Baseline	Continued 100% Accuracy for students from Baseline	Continued 100% Accuracy for students from Baseline	Continued 100% Accuracy for students from Baseline	Continued 100% Accuracy for students from Baseline
African American Students	100% Accuracy for Students Baseline	Continued 100% Accuracy for students from Baseline	Continued 100% Accuracy for students from Baseline	Continued 100% Accuracy for students from Baseline	Continued 100% Accuracy for students from Baseline	Continued 100% Accuracy for students from Baseline
American Indian/Alaska Native Students	100% Accuracy for Students Baseline	Continued 100% Accuracy for students from Baseline	Continued 100% Accuracy for students from Baseline	Continued 100% Accuracy for students from Baseline	Continued 100% Accuracy for students from Baseline	Continued 100% Accuracy for students from Baseline
Asian Students	100% Accuracy for Students Baseline	Continued 100% Accuracy for students from Baseline	Continued 100% Accuracy for students from Baseline	Continued 100% Accuracy for students from Baseline	Continued 100% Accuracy for students from Baseline	Continued 100% Accuracy for students from Baseline
Filipino Students	100% Accuracy for Students Baseline	Continued 100% Accuracy for students from Baseline	Continued 100% Accuracy for students from Baseline	Continued 100% Accuracy for students from Baseline	Continued 100% Accuracy for students from Baseline	Continued 100% Accuracy for students from Baseline

Latino Students	100% Accuracy for Students Baseline	Continued 100% Accuracy for students from Baseline	Continued 100% Accuracy for students from Baseline	Continued 100% Accuracy for students from Baseline	Continued 100% Accuracy for students from Baseline	Continued 100% Accuracy for students from Baseline
Native Hawaiian/Pacific Islander Students	100% Accuracy for Students Baseline	Continued 100% Accuracy for students from Baseline	Continued 100% Accuracy for students from Baseline	Continued 100% Accuracy for students from Baseline	Continued 100% Accuracy for students from Baseline	Continued 100% Accuracy for students from Baseline
Students of Two or More Races	100% Accuracy for Students Baseline	Continued 100% Accuracy for students from Baseline	Continued 100% Accuracy for students from Baseline	Continued 100% Accuracy for students from Baseline	Continued 100% Accuracy for students from Baseline	Continued 100% Accuracy for students from Baseline
White Students	100% Accuracy for Students Baseline	Continued 100% Accuracy for students from Baseline	Continued 100% Accuracy for students from Baseline	Continued 100% Accuracy for students from Baseline	Continued 100% Accuracy for students from Baseline	Continued 100% Accuracy for students from Baseline

Goals for Enabling Pupils to Become or Remain Self-Motivated, Competent, and Lifelong Learners

NMSS intends to put the above LCFF information in place to ensure that all of its students are supported in an environment where learning best occurs, as described earlier.

NMSS has established a set of Expected School Wide Learning Results (ESLR's) to ensure NMSS students develop the skills and attributes necessary to be "educated persons in the 21st century" and to become "self-motivated, competent, life-long learners":

All NMSS students will:

N- Nurture academic progress and achievement for college readiness by:

- Pursuing mastery in all content areas.
- Creating a broad range of standards based assignments across academic curricula.
- Assessing their own work using rubrics and criteria.
- Demonstrating the ability to read, write, listen and speak effectively to diverse audiences.
- Applying problem solving and critical thinking skills in academic settings independently and collaboratively.
- Completing at least one college course while in high school.

M- Manage and pursue school and life goals by:

- Setting short and long term personal, academic and professional goals.
- Fostering success in academic and professional environments.
- Practicing organizational and time management skills.
- Participating in career exploration.

S₁- Support the pillars of character for self and others by:

- Adhering to NMSS rules and expectations.
- Demonstrating academic and personal integrity.
- Promoting mutual respect, appreciation, and acceptance among people of different backgrounds, cultures, abilities, and beliefs.
- Accepting responsibility for one's own behavior and actions.
- Using appropriate models of communication when expressing ideas, collaborating, and resolving conflict.
- Being responsible and productive citizens of the school, the community, and the world.

S₂- Sustain the skills necessary to participate in a technologically advanced society by:

- Developing technological literacy and awareness.
- Using a diverse spectrum of reliable resources as research tools.
- Using appropriate technologies as academic, professional, and life-long learning tools.
- Communicating effectively and appropriately through various technologies.

The specific measurable outcomes and assessment tools to monitor NMSS's success at achieving these ESLR's can be found in Element 2 on beginning on page 55.

Instructional Design

The instructional program of NMSS has been designed to maximize the advantages of a small school² and to create an environment where the previously described vision for 21st century students and how learning best occurs will be realized.

Instructional Approach and Methodologies

Students Learn Best When...	Instructional Strategies for Creating These Conditions...
<p>Instruction is personalized to the students' needs.³</p>	<p>Small School Setting:</p> <ul style="list-style-type: none"> The small size of the NMSS student body will enable students to be better known by the adults in the building and to foster a tighter sense of community, one where it would be difficult for any student to “fall through the cracks.”⁴ <p>Individual Learning Plans (ILPs):</p> <ul style="list-style-type: none"> All students will have computer-based ILPs that are frequently updated based on ongoing assessments. These ILPs have been transitioned into Individualized Check In Plans facilitated through Advisory and through the student's grade level counselor. <p>Advisory</p> <ul style="list-style-type: none"> Every student has an advisor who is responsible for knowing that student's performance, skills, strengths, interests, goals, challenges, etc. and who will serve as a liaison to all other teachers to ensure individual needs are met. This is done through weekly check ins, including progress reports. Advisory will occur on all regular schedule days. <p>Small Class Sizes</p> <ul style="list-style-type: none"> The average class size will be 25 students per class. <p>Students with Special Needs</p> <ul style="list-style-type: none"> All students will be supported through the Advisory elements, but those requiring additional support (IEP, 504, ELL, Gifted, etc.) will have additional programs and resources as identified.
<p>Lessons are relevant to the students'</p>	<p>Robust Professional Development</p> <ul style="list-style-type: none"> Relevancy of material will be emphasized with accompanying strategies during Professional Development. <p>Annual Career Fair</p>

² <http://www.ncef.org/rl/size.cfm>

³ http://www3.northern.edu/rc/pages/Reading_clinic/adjudicated_youth.pdf

⁴ <http://www.mdrc.org/sustained-positive-effects-graduation-rates-produced-new-york-city%E2%80%99s-small-public-high-schools>

<p>academic learning and have real-world application.</p>	<ul style="list-style-type: none"> Students will connect learning to the workplace through the NMSS Annual Career Fair. Many representatives from different career fields will share their expertise with the students in order to provide general information for a possible career in their field. <p>Community Learning Projects</p> <ul style="list-style-type: none"> Students will complete 75 hours of Community Service by the end of their senior year. Millennium Scholar candidates will be required to incorporate their experiences and lessons learned into a Community Service Project that will be presented to the NMSS staff.
<p>Students have early college exposure and high expectations.⁵</p>	<p>Rigorous A-G Curriculum</p> <ul style="list-style-type: none"> All students will take an A-G college-prep curriculum. <p>High Expectations</p> <ul style="list-style-type: none"> Every staff member at NMSS will convey clear, high expectations that all students will graduate prepared for college and the staff will provide the support necessary for students to meet those expectations. By utilizing Lead Teachers and Professional Development, teachers will be supported in these high expectations. <p>Dual Enrollment</p> <ul style="list-style-type: none"> Students enroll in and pass at least one college course while at NMSS. These classes can be taken during the regular school day with college professors coming to the NMSS campus.
<p>Teachers continuously improve their craft by participating in a robust professional development program and peer</p>	<p>University and Community Partnerships</p> <ul style="list-style-type: none"> NMSS teachers and administration will benefit from professional development and training opportunities offered by NMSS's university partners.⁶California State University Dominguez Hills has partnered with NMSS administration through a grant that offers Leadership training guided by collaboration with other schools. <p>Teaching Supports</p> <ul style="list-style-type: none"> NMSS will recruit experienced and accomplished teachers to serve as lead teachers and also experienced administration to serve as Assistant Principal. The AP will take the lead in training and supporting newer teachers as well as leading

⁵ <http://www.ous.edu/sites/default/files/dept/ir/reports/dualcredit/DualCredit2010FINAL.pdf>

⁶ Appendix T

collaboration.	<p>curriculum development for their assigned content area(s). The Lead Teachers will be there as added support and guidance for the teaching staff.</p> <p>Built-In Time in the Schedule for Collaboration and Professional Development</p> <ul style="list-style-type: none"> • The schedule allows for weekly PD for whole staff, grade-level, and content groups to meet. Grade-level collaboration time is also an opportunity for advisors to share information with their advisees' teachers.
<p>Advanced technology is leveraged as an engaging and efficient learning tool in the classroom.⁷</p>	<p>On-line Access to Teachers and Curriculum</p> <ul style="list-style-type: none"> • NMSS will use engaging online platforms and software programs that will allow students to remain in digital contact with teachers outside of the classroom. This system will function similarly to a "Blackboard"-type program implemented in most college environments. <p>Student Response Devices</p> <ul style="list-style-type: none"> • Students are able to participate in class using a class set of Tablets, Chromebooks, or the 36 computers in the Computer Lab. These learning tools provide real time feedback for teacher/student assessments. <p>Digital Portfolios</p> <ul style="list-style-type: none"> • Digital portfolios will be maintained by each student who is enrolled in Digital Media. Samples of his or her work can be used as an efficient and engaging means to capture authentic student achievement, as well as to reveal and enhance student's "media literacy skills". <p>Online College Courses</p> <ul style="list-style-type: none"> • All students with a 2.75 GPA are eligible to participate in online college courses through local colleges. NMSS has had the opportunity to have various partnerships such as El Camino Community College and East Los Angeles Community College and Cal State Dominguez Hills. Students who do not meet the 2.75 GPA requirements are able to take online college course offerings through other colleges and universities such as LA Harbor Community College. NMSS offers a class period during the core day to support the students taking the online college courses. This teacher will

⁷ <http://www2.ed.gov/pubs/EdReformStudies/EdTech/effectsstudents.html>

	<p>serve as a mentor to the students and provide support and resources as needed to students enrolled in the online college courses. These courses are offered to students free of charge.</p> <ul style="list-style-type: none"> NMSS has also increased our partnership in 2017-2018 to include but not limited to El Camino Community College. Each semester El Camino will provide a class with a professor that will be taught at our school during our school hours. We also have a partnership with East Los Angeles Community College. They will provide a class with a professor that will also be taught at our school during school hours. Juniors and seniors have an opportunity to take 2 college classes each of the semesters they are attending NMSS.
<p>The school attracts and retains teachers who are passionate, competent and engaging through innovative recruitment strategies and a challenging career ladder.</p>	<p>Private Sector Practices</p> <ul style="list-style-type: none"> NMSS will use private sector practices such as EdJoin and also local job recruiting fairs in order to recruit the best teachers who have a proven track record in raising student achievement. <p>Robust Evaluation and Growth Model</p> <ul style="list-style-type: none"> NMSS will implement a robust evaluation system based on the LAUSD Teaching and Learning Framework. Teachers will undergo a minimum of nine observations and two evaluation cycles to determine progress and achievement toward the framework. A Mid Year Evaluation will take place first semester as well as a Final Evaluation in the spring semester. <p>Challenging Career Ladder</p> <ul style="list-style-type: none"> NMSS will provide promotion opportunities for teachers to grow and progress professionally, in an effort to increase teacher retention and job satisfaction. Lead Teacher roles were established in 2016-2017 to provide another support system for the teachers. We also want to retain highly effective teachers through leadership opportunities. <p>Merit-based Pay Incentives</p> <ul style="list-style-type: none"> NMSS will pay more for teachers with proven success, based on their LAUSD Teaching and Learning Framework annual evaluation.
<p>There are ample opportunities</p>	<p>Parent Orientation</p> <ul style="list-style-type: none"> NMSS will host a New and Returning Parent Orientation every summer not only to inform and update parents on the

<p>for engagement by parents/guardians in their student's learning process.</p>	<p>policies of the school, but also to emphasize the desire and expectation that parents will play an active role in their children's school experience at NMSS.</p> <p>Back to School Night</p> <ul style="list-style-type: none"> • Parents are able to interact with students and teachers and see what new learning opportunities their students are exposed to. <p>Parent/Teacher Conferences</p> <ul style="list-style-type: none"> • Parents are able to meet with all of their student's teachers in the span of one afternoon to make it convenient for the parent, student, and teacher. This one-on-one meeting will provide insight for the parent so they are able to gauge their student's learning and success. Parent/Teacher Conferences occur once every semester. <p>College and Career Center Opportunities</p> <ul style="list-style-type: none"> • NMSS will house a Parent Center where parents are welcome to come by and set up a meeting with their student's advisors or teachers and to learn more about their student's progress. A specific Parent Conference schedule will happen twice a year where parents can sign up for time slots to meet with each of their student's teachers. • There will be a sign-up process for parent volunteer opportunities as well as surveys conducted to identify areas where parents would like to, and are able to offer volunteer services. <p>School Site Council</p> <ul style="list-style-type: none"> • NMSS will ensure that an active School Site Council (SSC) meets regularly to evaluate school progress and use of Title I funds. The NMSS SSC will include parents at each meeting. <p>Website/Powerschool/ Data Management System</p> <ul style="list-style-type: none"> • Parents will have access to their children's syllabi for all classes via the school's website as well as their latest grades/test scores through Powerschool. NMSS will provide after-school computer and Internet access to families that do not have such internet access at their homes or workplaces. <p>Advisory</p> <ul style="list-style-type: none"> • Students' advisors are responsible as the primary liaison to their advisees' parents/ guardians, so parents/guardians will always have someone dedicated to keeping them as personally
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<p>Instruction driven by data.</p>	<p>involved as possible in their student’s schooling.</p> <p>Diagnostic Exams</p> <ul style="list-style-type: none"> • NMSS will administer diagnostic exams to all students at the beginning of the academic year to inform both class placements and necessary academic interventions or acceleration opportunities. • NMSS has an internal benchmark system in place through NWEA (mathematics, language use, and reading). Each grade level participates in the assessment in order for the faculty to analyze the results, implement interventions, and prepare for the SBAC. NMSS lead teachers analyze the data and then present it to the staff during professional development. From there the data is analyzed in each professional learning community. NWEA testing takes place in October and in March. <p>Sophisticated Data Management System</p> <ul style="list-style-type: none"> • NMSS invested in a user-friendly data management system that will enable teachers to frequently monitor student learning and adjust instruction accordingly. ⁸ This investment is the NWEA internal benchmark given twice a year. Teachers will also have their own unit exams as benchmarks. At the beginning of each school year the teachers will be given the SBAC results to analyze and in their Professional Learning Communities. Here they will come up with interventions in their own classrooms to contribute to student need. • Assessment Benchmark Exams will be administered in each core content area at least 2 times per semester. This data will be tracked and reported to the lead teachers and administrators and then to the NMSS School Board at least twice a semester to check that instructional programs are on track. <p>Robust Professional Development</p> <ul style="list-style-type: none"> • Teachers will be trained on the importance of 1) incorporating assessments – even quick and informal ones – into all lessons, 2) providing a mix of assessment types – standardized tests, group activities, essays, etc., and 3) using student work
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⁸ <http://www.sedl.org/pubs/sedl-letter/v22n02/using-data.html>

	<p>samples as a source for collecting meaningful data to inform instructional practices.⁹</p> <ul style="list-style-type: none"> Teachers will also be taught how to use the data gathered from such assessments to inform and drive instruction.¹⁰ <p>Student and Parent Trainings on Data</p> <ul style="list-style-type: none"> NMSS will host trainings in its College and Career Center for parents to better understand the school's available data online, including their student's progress, and therefore, to better understand their student's strengths and challenges in order to best support their student's academic progress in school and at home. NMSS will similarly teach students how to analyze their own performance data and set goals accordingly. These activities will take place primarily in advisory during the development and maintenance of the student's grade checks.
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The Individual Learning Plan as an instructional approach may require more detail and is further explained below.

- ***Individual Learning Plans***

All students at NMSS will have individual learning plans. The ILPs will be reviewed at least once each quarter by students in advisory period, especially the goal-setting portion, and will include key progress information, such as:

- o Standardized test scores;
- o Individual class assessment scores (formative and summative);
- o Specific academic interventions used or in process;
- o Student goals;
- o Teacher comments;

ILPs are useful tools not only for analyzing a student's most recent progress, but also for capturing how the student has been performing over time. It will serve as a focal point for conversations with students, parents and teachers around goals and strategies to best support the student's learning and to increase their academic achievement levels.

⁹ http://www.neafoundation.org/downloads/NEA-Using_Data_Classroom_Practice.pdf

¹⁰ http://www.nwp.org/cs/public/download/nwp_file/12584/What_Data-Driven_Instruction_Should_Really_Look_Like.pdf?x-r=pcfile_d

During the 2014-2015 school year, New Millennium expanded the use of individual Learning Plans in Advisory. The counselors took on the role of meeting with each student and reviewing their goals and providing teacher feedback through Powerschool. Each student meets with the counselor once a semester to check in with his or her goal. However, Advisories still have one-on-one weekly meetings with the student and the teacher in regards to grades and goals.

ESSA and State Priorities

As required by ESSA and the State Priorities, NMSS will work with its staff to ensure that all students have full access to the curriculum and that each subgroup in the school is making meaningful progress towards meeting all of the standards. NMSS will implement all provisions of ESSA that are applicable to charter schools, including use of effective methods and instructional strategies that are based on scientific research that strengthens the core academic program, meeting annual goals, publishing a school accountability report, providing extended learning for students below grade level, ensuring teacher quality, and participating in all required assessments.

Process for Selecting Instructional Materials

NMSS attest that each pupil in the school will have sufficient current textbooks and instructional materials in each subject area consistent with the content and cycles of the curriculum frameworks adopted by the California Department of Education. All instructional materials will follow the California Content Standards, and will adhere to the California Common Core State Standards that were implemented in 2014-15. Each spring, the principal, in consultation with the staff, will identify areas of need and order texts and materials for the following year.

Curriculum and Instruction

English Language Arts/ (Core and College Prep)

The English Language Arts program seeks to further the student's linguistic, reading, and communication skills by using literature that focuses on ethical, cultural, and political issues and themes in order to create an active learning environment that promotes critical and creative independent thinking. One of the interventions in the ELA program is the READ 180 class. It is the leading blended learning solution that accelerates learning for readers that need extra support. READ 180, while being self contained in a class period and scripted program, provides the structured support necessary for the students who test far below proficiency in reading. Utilizing a highly structured program such as READ 180 in combination with an interdisciplinary program

such as ThinkCERCA will allow NMSS to offer literacy support and intervention across the curriculum and most importantly will allow NMSS to target all students across literacy proficiency groups in an effort to increase literacy rates as a whole. This then supports ELD students to attain English proficiency and achieve high levels in core academic classes.

English Language Development/English as a Second Language (Core and College Prep)

NMSS will use an inclusion model (Mainstream English Instructional Program) to serve English Learners and will ensure all of its teachers are trained in the most effective EL instructional strategies, including the research-based Specially Designed Academic Instruction in English (SDAIE), scaffolding strategies, and Sheltered English strategies. NMSS will also employ teachers with CLAD certification, and give preference to those with BCLAD certification. NMSS teachers will align their teaching to the California English Language Development standards and all staff members will be given the “Content Specific Strategies that Support Learning for English Learners and Standard English Learners” from the LAUSD Resource Guide as a resource for curriculum planning. Best practices and individual student progress discussions will be frequent agenda items during the school’s weekly professional development and grade-level meetings.

The small school size and small class sizes at NMSS will provide an environment where English Learners will receive ample academic support and attention to their individual needs with EL instructional strategies, including the research-based Specially Designed Academic Instruction in English (SDAIE), scaffolding strategies, and Sheltered English strategies. With smaller class sizes than traditional district schools, teachers can better monitor and respond to the needs of each individual student in the classroom. In addition to all content courses providing support for English Learners, English support classes are available to students who struggle in English/Language Arts coursework. Although these courses are designed for all students needing intervention and support, the instructional methods will emphasize differentiated instruction and appropriate supports utilizing SDAIE and sheltered methodology to assist EL students. Primary language support, ELD courses, and clustering EL students in ELA and core content area courses may be provided based on student need.

Mathematics (Core and College Prep)

New Millennium provides a challenging, hands-on math curriculum that develops mathematical inquiry and engagement. Developing mathematical understanding and skills is critical for academic success throughout each grade. The curriculum will build upon the California Common Core Content. New Millennium is able to provide a support class for all 9th grade students upon enrolling at New Millennium. One of the innovative components to Mathematics at New Millennium is the Jaime Escalante math class/curriculum. It is a support class that every 9th grade student or student in other grades that needs added math interventions will be able to take. It provides assistance in preparing math students for success in Algebra and beyond. NMSS provides mathematics intervention services to students in grades 9-12 who are at-risk for Math Standards of Learning passage. The course is based on inquiry learning, with emphasis on

projects that solve practical problems in a hands-on atmosphere. The mathematics courses at NMSS allow all students to engage in challenging mathematics in order to prepare for the technical jobs of the 21st century.

History-Social Science (Core and College Prep)

The Social Science Department will foster a positive classroom environment that promotes forming, supporting, and defending arguments, making historical connections, and empowering students as agents of change. The History-Social Science program seeks to investigate and reconstruct the past through critical thinking skills that allow students to grapple with issues in order for a better understanding of the human experience. Through hands-on experiences, open discussions, and problem solving students will have a better understanding of how their lives are affected daily in regards to domestic and international politics and social change. An enrichment program that is part of the social science classes is ThinkCerca. Through standards-aligned close reading and academic writing lessons for English language arts, science, social studies, and math, the schoolwide approach to literacy instruction prepares students post-secondary life by building up their analytical skills in every subject.

It is a comprehensive literacy platform to personalize critical reading, writing, and thinking instruction while building knowledge about the world and building knowledge about themselves.

Science (Core and College Prep)

The Science Department will foster a positive classroom environment that promotes critical thinking skills in attempt to solve the complex science problems of the 21st century. ThinkCerca will be included in the lesson plans to continue to promote literacy across the curriculum. Scientific literacy incorporates the knowledge and understanding of scientific concepts and practices. Students will be involved in inquiry-oriented investigations and hands-on experiments that incorporate real-life applications. Even though 2 years is required it is encouraged for students to participate each year in a science class.

Visual and Performing Arts (Core/College Prep)

The Visual and Performing Arts Department will foster critical thinking skills through the exploration of art and the principals of design and performance. Students through visual, digital, and performance art will be able to understand how to “speak” without words. It is the goal of this department to develop student creativity and to foster an understanding that there are many ways to see and interpret the world. Visual, digital, and performance students will have the opportunity to work side by side with ASB (Associated Student Body) in contributing artistically and theatrically to the extra curricular activities that occur on and off campus.

World Languages (Core and College Prep)

The Foreign Language Department seeks to have the student learn the ability to communicate in another language other than their own in order to grow academically. A better understanding of one's own language can grow from this educational experience. Through communication in a different language, NMSS is preparing students for the growing and changing local, national, and world societies. Since NMSS is a small school Spanish is the in seat class offered. However, NMSS also offers an APEX class period where a student can take another on-line foreign language class if he or she chooses. This added opportunity could enrich the student's world language experience while attending New Millennium.

Physical Education and Health (Core/Non-College Prep)

New Millennium seeks to foster an understanding that it is important to exercise your body and mind physically and mentally. This department teaches students to become physically literate individuals who are equipped with the knowledge and skills to live a healthy lifestyle. One of the great curricular components for this department is the shared campus with the Prop 39 partnership. The students have access to the multiple gyms, fields, and weight room at the school. It allows for the learning to involve many different sports and many different ways of exercising, therefore promoting more student interest in the program.

Yearbook, Associated Study Body, and Journalism (Non-College Prep)

New Millennium Secondary School includes these classes as part of the student enrichment opportunity. Students are encouraged to become involved in student life while at NMSS. Part of that is working with the school through a student leadership position. NMSS has a class set aside for the ASB President, ASB Vice President, Secretary, and Treasurer, and the students that want to be a part of the leadership team. They are involved in planning events and activities at school and work hand in hand with the administrative team at NMSS. If students want to get involved documenting the stories that happened annually at NMSS then they are encouraged to join the Journalism team and be a part of the NMSS Newspaper or the Yearbook team. The students are the ones that contribute to unifying the school and showing school spirit. These classes will enhance those opportunities.

A-G College Preparatory Coursework: Scope and Sequence

(A) Social Studies

9th grade

* CP World Geography A, B: 10.0 credits

Text: Prentice Hall World Geography: Building a Global Perspective

10th grade

CP World History A, B: 10.0 credits (Meet A-G Requirements)

Text: McDougal Littell Modern World History

11th grade

CP US History A, B: 10.0 credits

Text: Prentice Hall United States History: Modern America (Meet A-G Requirements)

12th grade

*CP US Government: 5.0 credits (Meet A-G Requirements)

*CP Economics: 5.0 credits (Meets A-G Requirements)

Text: Pearson Magruder's American Government

Text: Prentice Hall Economics

* = elective course (UC Approved)

CP = college prep (UC Approved)

= support class

(B) English

9th grade

English Support READ 180 A, B: 10.0 credits (taken concurrently with CP English

9A as needed)

Text: READ 180 Universal Products (Books, Computer-based Resources)

CP English 9A,B: 10.0 credits (Meets A-G Requirements)

or

CP Honors English 9A,B: 10.0 credits (Meets A-G Requirements)

Text: Holt John E. Warriner's Handbook; various novels

10th grade

CP English 10A,B: 10.0 credits (Meets A-G Requirements)

English Support READ 180 A, B: 10.0 credits (taken concurrently with CP English 10A as needed)

11th grade
CP English 11A, B: 10.0 credits (Meets A-G Requirements)

English Support READ 180 A, B: 10.0 credits (taken concurrently with CP English 11A as needed)

12th grade
CP English 12A,B: 10.0 credits (Meets A-G Requirements)

* CP Expository Writing A,B: 10.0 credits

* College English Courses offered through CSUDH

* = elective course (UC Approved)

CP = college prep (UC Approved)

= support class

English Supplemental Texts

Lang, Andrew (Ed) The Arabian Nights entertainments

Achebe, Chinua Things Fall Apart

Anderson, Laurie Halse Speak

Baldwin, James The Fire Next Time

Basye, Dale Heck: Where the Bad Kids Go

Bondoux, Anne-Laure The Second Life of Linus

Bradbury, Ray Fahrenheit 451

Bronte, Emily Wuthering Heights

Bulfinch, Thomas	Bulfinchs Greek and Roman Mythology
Cabot, Meg	Boy Meets Girl
Christie, Agatha	Murder on the Orient Express
Christie, Agatha	The A.B.C. Murders
Christie, Agatha	At Bertram's Hotel
Cisneros, Sandra	The House on Mango Street
Clare, Cassandra	City of Fallen Angels
Collins, Billy	Nine Horses
Conrad, Joseph	Heart of Darkness
Coulter, Catherine	Split Second
Edwards, Nicholas	Stand and Deliver
Fagles, Robert	The Three Theban Plays
Glencoe McGraw-Hill	Reviewing for the General Mathematics CST
Golding, William	Lord of the Flies
Harris, Joshua	Boy Meets Girl
Hawthorne, Nathaniel	The Scarlet Letter
Holt	Grammar,usage,mechanics,sentences Warriners Handbook
Holt	Literature and Language Arts Warreners Handbook

Holt	literature and Language Arts Holt interactive Reader
Holt	Literature and Language Arts
Holt	Interactive Reading
Holt	Focus on Standards with support for CAHSEE
Holt	Language handbook worksheets
Holt	Grammar for Writing 10
Holt	Teacher Edition for Literature and Language Arts Textbook 5th Course
Holt	TE Literature and Language Arts
Holt	Differentiated Instruction Literature and Language Arts Handbooks
Joseph M Hoedel,PH.D.	Role Models
Kennedy, Caroline	Whe Walks in Beauty
Larson, Stieg	The Girl with the Dragon Tattoo
Lee, Harper	To Kill a Mockingbird
Lin-Liu, Jen	Serve the People
Lowell, Sophia	Glee Summer Break
McDougal Littell	Grammar for Writing 11
McDougall, Christopher	Born to Run

Merriman, John	The Dynamite Club
Palmer Herbert, George	The Odyssey
Plath, Sylvia	The Bell Jar
Rand, Ayn	Anthem (100 free copies being shipped in the August)
Roberts, Nora	Happily Ever After
Shakespeare, William	Three Tragedies (Purged heavily damaged copies)
Steinbeck, John	The Grapes of Wrath
Stockett, Kathryn	The Help
Tan, Amy	The Joy Luck Club
Twain, Mark	Adventures of Huckleberry Finn
Two shelves of Various SSR Books	One Shelf of Teacher's Resource Books
Walker, Alice	The Color Purple
Wilde, Oscar	The Picture of Dorian Gray
Wilde, Oscar	The Importance of being Earnest
Wilde, Oscar	Complete Fairy Tales of Oscar Wilde
Williams, Tennesse	The Glass Menagerie
Williams, Tennesse	A Streetcar Named Desire
Wilson, August	The Piano Lesson

Wright, Jason

The Wednesday Letters

Wright, Richard

Native son

(C) Math

The Mathematics sequence will follow this general progression, but students may begin coursework at different levels depending on initial placement based on diagnostic examinations.

9th grade

Jaime Escalante Math A, B: 10.0 credits (required with CP Algebra 1A)

Text: Jaime Escalante Math Program A Transition to Common Core

CP Algebra 1A, B: 10.0 credits (Meets A-G Requirements)

Text: McDougal Littell Algebra I

10th grade

Jaime Escalante Math A, B: 10.0 credits (taken concurrently with CP Algebra 2A (as needed))

Text: Jaime Escalante Math Program A Transition to Common Core

CP Algebra 2A, B: 10.0 credits (Meets A-G Requirements)

Text: McDougal Littell Algebra II

11th grade

CP Geometry A, B: 10.0 credits (Meets A-G Requirements)

Text: McDougal Littell Geometry

12th grade

* CP Math Analysis A, B: 10.0 credits

Text: McDougal Littell Advanced Mathematics

* Elective Math Through APEX 10.0 credits

* = elective course (UC Approved)

CP = college prep (UC Approved)
= support class

(D) Science

9th grade

CP Biology A, B: 10.0 credits (Meets A-G Requirements)

Text: McDougal Littell Biology

10th grade

* CP Anatomy/Physiology A, B: 10.0 credits

Text: McGraw Hill Hole's Essentials of Human Anatomy and Physiology

11th grade

CP Chemistry A, B: 10.0 credits (Meets A-G Requirements)

Text: McDougal Littell World of Chemistry

12th grade

* CP Environmental Science: 10.0 credits

Text: Houghton Mifflin Harcourt Environment Science

* = elective course (UC Approved)

CP = college prep (UC Approved)

= support class

(E) Foreign Language

9th grade

CP Spanish 1A, B: 10.0 credits (Meets A-G Requirements)

or

* CP Spanish for Native Speakers 1A,B: 10.0 credits

Text: Realidades 1 Textbook and Workbook

10th grade

CP Spanish 2A, B: 10.0 credits (Meets A-G Requirements)

Text: Realidades 2 Textbook and Workbook

11th grade

* CP Spanish 3A, B: 10.0 credits (Meets A-G Requirements)

Text: Realidades 3 Textbook and Workbook

12th grade

* Foreign Language Class through APEX 10.0 credits

* = elective course (UC Approved)

CP = college prep (UC Approved)

= support class

Text: On-line Text

Other Supporting Foreign Language Text:

- Bless Me Ultima
- Like Water for Chocolate
- How to be a Chicana Role Model
- Rana Ranita
- Tapices Literarios
- Diego Rivera: My Art My Life an Autobiography

(F) Visual/Performing Arts

9th or 10th grade

* CP Visual Art 1A, B: 10.0 credits

Text: Glencoe ARTTALK

11th grade

* CP Digital Media Arts A,B: 10.0 credits (Meets A-G Requirements)

Text: Thomson Delmar Learning Visual Design Fundamentals: A Digital Approach

And/or

* CP Drama A,B: 10.0 credits

Text: On-Line Resources

12th grade

* CP Digital Media Art and Design A,B: 10.0 credits (Meets A-G Requirements)

And/or

* CP Drama A,B: 10.0 credits

* = elective course (UC Approved)

CP = college prep (UC Approved)

= support class

(G) College Preparatory Electives

9th and/or 10th grade

* CP Visual Art 1A, B:	10.0 credits
* CP Spanish for Native Speakers 1A,B:	10.0 credits
* CP Physical Education/Health A, B:	10.0 credits
* CP Anatomy/Physiology A, B:	10.0 credits
* CP World Geography A, B:	10.0 credits

11th and/or 12th grade

* CP Drama A,B:	10.0 credits
* CP Spanish 3A, B:	10.0 credits
* CP Environmental Science:	10.0 credits
* CP Math Analysis A, B:	10.0 credits
* CP Trigonometry A, B:	10.0 credits
* CP American Literature A,B:	10.0 credits
* CP Expository Writing A,B:	10.0 credits

* = elective course (UC Approved)

CP = college prep (UC Approved)

= support class

NMSS will offer a rigorous standards-based curriculum incorporating high-level depth of knowledge that will challenge students to apply their understanding of course concepts to real-world applications. With a smaller school community, increased instruction time, and robust professional development as a regular part of each week, NMSS will help students accomplish their academic goals by implementing the following instructional strategies:

- ***Teacher-as-Facilitator***

In a learning environment that seeks to support students in becoming self-directed, life-long learners, the primary role of the teacher is to guide learning rather than direct it¹¹. At NMSS, the teacher acts as a coach, providing frameworks for learning and helps students build on their strengths and interests.

- ***Cooperative Learning***

Cooperative learning supports the NMSS vision in a number of ways. In guiding effective small-group learning, NMSS teaches students the communication, reasoning, critical thinking, and team-building skills that are essential to life in the

¹¹ <http://tip.psychology.org/vygotsky.html>

21st century¹². As students work together to solve problems and determine work processes, they begin to direct their own learning.

- ***Scaffolding***

Scaffolding instruction is based on Vygotsky's socio-cultural theory of learning and the zone of proximal development, and relates to the Teacher-as-Facilitator role¹³. Teachers identify the current developmental skills of individual students and of classes and provide support structures to help students move to the next level. As the year goes on, the student becomes more adept at skills and at directing his or her learning, and the teacher begins to remove the supports.

- ***Project-Based Learning***

Research reveals that students who have access to project-based learning, along with the appropriate technology, are engaged, excited about school, and are demonstrating impressive gains in academic achievement by connecting content to real-world projects¹⁴. Project-based learning allows students to use their creative skills and curiosity to discover new knowledge and practice their communication skills to demonstrate their understandings.

- ***Standards-Based Grading Model***

Standards-based grading implements the use of rubric-based grading scales to assess the demonstration of learning for each standard, rather than a holistic grading approach for each assignment. The model aligns with both the Common Core's use of Webb's Depth of Knowledge, as well as Bloom's Taxonomy. The foundation behind standards-based grading is that it promotes data driven teaching and learning, allowing both the teacher and student to identify strengths and weaknesses within each subject by assessing individual concepts rather than assignments. Students have the ability to "reassess" any and all standards to demonstrate a growing understanding of the concept. Teachers can better track and monitor student growth to facilitate re-teaching, interventions, and overall student success. A key component to the standards-based grading model is the ability for students to take charge of their learning by demonstrating continuous learning at their pace. Students do not receive zero grades that cannot be replaced, but rather participate in a school culture that expects ongoing growth and learning that is demonstrated through reassessment and data.¹⁵

- ***Technology***

¹² <http://serc.carleton.edu/introgeo/cooperative/whyuse.html>

¹³ Doolittle, Peter E, Understanding Cooperative Learning through Vygotsky's Zone of Proximal Development, 1995.

¹⁴ Linda Darling-Hammond, Stanford University: 10 Features of Good Small Schools: Redesigning Schools, What Matters and What Works: Project-based Learning

¹⁵ Douglas B. Reeves, The Case Against the Zero. *Phi Delta Kappan* December 2004 vol. 86 no. 4 324-325

All NMSS classrooms will be equipped with a SMART board and a wireless hot spot. In addition, NMSS will have a world-class server that provides the engine to at least 100 computers, laptops, and thin clients stations (server linked desktop sessions). NMSS will offer all students a Digital Media Arts class in order to graduate. Teachers will use and integrate technology on a daily basis to increase students' ability to work and adapt to the current technology. Students will use technology to create, display, and present information on a regular basis.

- ***Early College Experience***

NMSS is a partnership school with local colleges. All NMSS students are required to take at least one college course while enrolled at NMSS in order to graduate. To avoid transportation barriers, NMSS has contracted instructors to teach college classes to NMSS students on the high school campus during the school day. Studies have shown that students who are exposed to college courses while enrolled in high school have higher college acceptance, retention, and completion rates than students not provided early college experience.

(Please refer to the Instructional Approach and Methodologies Chart)

Graduation Requirements and Credit Recovery Support

Students will receive credit for a class when they receive a grade of "C" or better. NMSS does not believe in social promotion and will only promote students based on credits earned. Students who transfer into NMSS with a grade(s) of "D" must retake the course to meet NMSS's A-G High School Graduation Requirements. The credits for a "D" grade will not be transferred, nor counted toward graduation progress. New Millennium Secondary School provides sufficient credit recovery opportunities through targeted APEX Intervention classes supported by a credentialed teacher as well as an NMSS counselor.

NMSS will offer two diplomas: a General Diploma and a Millennium Scholar Diploma. Both diplomas require the completion of course work, the completion of 75 community service hours, and the adherence to state requirements such as the California High School Exit Examination.

General Diploma:

1. Earn 230 credits
2. Complete the A-G course requirements
3. Take and pass one semester of a college-administered course
4. Complete 75 community service hours

Millennium Scholar Diploma:

1. Earn 250 credits
2. Have a cumulative GPA of 3.0 or above
3. Complete the A-G course requirements
4. Take and pass one semester of a College-level course
5. Pass one College-level on-line course
6. Complete 75 community service hours
7. Complete a community service project
8. Complete a digital media portfolio

Both diplomas meet the basic entrance requirements for California State and UC systems, though do not guarantee admission to all universities.

New Millennium Secondary School's plan for obtaining and maintaining Western Association of Schools and Colleges (WASC) accreditation:

- Consistently monitoring student learning outcomes- cooperative learning, scaffolding, early college experience
- Data Driven Analysis of overall students and sub groups for graduation rates
- Committed and effective teaching staff with a low turnover rate
- Robust Professional Development with Professional Learning Communities
- Continuing to analyze data results from yearly oversight visits in regards to:
 - Organizational Management, Programs, and Operations
 - Student Achievement and Educational Performance
 - Governance
 - Fiscal Operations

Content Standards, Transferability of Courses to Other Public Schools, and Eligibility of Courses to meet College Entrance Requirements

All coursework will be based on the California Content Standards, Next Generation Science Standards, and remaining State Content Standards. All non-support level courses have been submitted and approved by the UC Doorways program as meeting the A-G requirements. NMSS is WASC accredited through 2018, with all units transferable to other public high schools. WASC status notification, transferability of courses to other public schools, and the eligibility of courses to meet college entrance requirements is available on the school website, on students' transcripts, and in the NMSS College and Career Center. Documents will be provided in both English and other languages and will be brought to the parent in a timely manner ensuring the success of the student. A parent can make an appointment through the College and Career Center to meet with their student's counselor.

Academic Calendar and Daily Schedule

All instructional days: regular, early dismissal, or minimum days are identified in the Academic Calendar in this section.

Longer School Year

NMSS exceeds the minimum number of required school days, having more than 180 school days each year it has been in operation.¹⁶ School starts in mid-August, with the first semester drawing to a close prior to the winter break. Second semester will begin after the return from the winter break, and will conclude at the end of May, or possibly early June, depending on the calendar year. The school year will consist of more than 180 days.

¹⁶ http://www.edweek.org/ew/articles/2008/09/24/05narmain_ep.h28.html

Beginning Date	Ending Date Last Day	Holidays and Breaks	Summer Professional Development Days	Summer Parent and Student Orientation
Instruction Begins Monday, August 13, 2018	Instruction Ends Thursday, May 30, 2018	Labor Day 9/3/18 Columbus Day 10/8/18 Veterans' Day 11/12/18 Thanksgiving Break 11/21/18-11/23/18 Winter Break 12/24/18-1/4/19 Martin L. King Day 1/21/19 Presidents' Day 2/18/19 Cesar Chavez 3/29/19 Spring Break 4/15/19-4/19/19 Memorial Day 5/27/19	8/6/18-8/10/18	Incoming 9 th graders: 8/1-8/2/18 New Transfer Students: 8/1/18 Returning 10 th grade students: 8/1/18 Returning 11 th grade students: 8/2/18 Returning 12 th grade students: 8/2/18

The schedule above includes designated and integrated classrooms for each period. Each schedule must show both the subjects to be taught including designated and integrated English Language Development, during the various periods of the day. Total instructional minutes are shown on the New Millennium Secondary Bell Schedule.

New Millennium Secondary School

1301 W. 182nd St., Suite B
Gardena, CA 90248
310-999-6162

Student Schedule

Student Name:
Student ID:
Grade:

Period	Term	Course Name	Teacher	Room
adv	S1	Advisory 11		G-4
1	S1	Geometry A		GG-5
2	S1	Spanish 2A		G-3
3	S1	US History A		G-6
4	S1	English 11A		G-5
5	S1	El Camino-Com 100		
6	S1	ELAC-Intro to Soc		GG-6
7	S1	Advanced Visual Art A		G-2

PowerSchool Login Information

<http://newmillenniumschool-ca.powerschool.com/public>

Student Username:
Student Password:

Parent Username:
Parent Password:

Longer School Day

NMSS implements a longer school day, with core day instruction beginning at 8:00am and concluding at 3:20pm. NMSS will offer more than the required instructional minutes set forth in Education Code Section 47612.5.

Block Schedule

NMSS utilizes a modified block schedule. Periods 1-6 meet on alternating days and each course meets for 100 minutes on regular schedule days. Period 7 meets for 65 minutes on every regular schedule day. Odd period courses (1, 3, and 5) will meet on Monday and Wednesday, and even period courses (2, 4, and 6) will meet on Tuesday and Thursday. Periods 1-6 will all meet on shortened Professional Development Day (Friday). The M, T, W, F bell schedule for NMSS is:

8:00am – 8:25am	Advisory period
8:30am – 10:10am	Period 1/2
10:15am – 11:55am	Period 3/4
11:55am – 12:25pm	Lunch
12:30pm – 2:10pm	Period 5/6
2:15pm – 3:20pm	Period 7

This modified block schedule is crucial for the fundamental academic goals NMSS is trying to accomplish. By offering seven classes a year, and an advanced course offering, students are able to move through the A-G requirements faster so that they can take early college courses with our university partners beginning in their junior year. This schedule also allows for students to participate in additional electives and athletics during Period 7 without impacting access to core academic classes. The counseling department will work to ensure that students are enrolled in the appropriate A-G courses to keep them on their graduation time line.

NEW MILLENNIUM SECONDARY SCHOOL

2018-2019 Academic Calendar

August 2018							December 2018							April 2019						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4							1		1	2	3	4		6
5	6	7	8	9	10	11	2	3	4	5	6	7	8	7	8	9	10	11	12	13
12	13	14	15	16	17	18	9	10	11	12	13	14	15	14	15	16	17	18	19	20
19	20	21	22	23	24	25	16	17	18	19	20	21	22	21	22	23	24	25	26	27
26	27	28	29	30			23	24	25	26	27	28	29	28	29	30				
							30	31												
September 2018							January 2019							May 2019						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
						1			1	2	3	4	5			1	2			4
2	3	4	5	6	7	8	6	7	8	9	10	11	12	5	6	7	8	9	10	11
9	10	11	12	13	14	15	13	14	15	16	17	18	19	12	13	14	15	16	17	18
16	17	18	19	20	21	22	20	21	22	23	24	25	26	19	20	21	22	23	24	25
23	24	25	26	27	28	29	27	28	29	30	31			26	27	28	29	30	31	
30																				
October 2018							February 2019							June 2019						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
						1							1							1
7	8	9	10	11	12	13	3	4	5	6	7	8	9	2	3	4	5	6	7	8
14	15	16	17	18	19	20	10	11	12	13	14	15	16	9	10	11	12	13	14	15
21	22	23	24	25	26	27	17	18	19	20	21	22	23	16	17	18	19	20	21	22
28	29	30					24	25	26	27	28			23	24	25	26	27	28	29
														30						
November 2018							March 2019							Notes						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa							
						1							1	X = First day & Last Day school						
4	5	6	7	8	9	10	3	4	5	6	7	8	9	PD = Professional Development (Pupil Free)						
11	12	13	14	15	16	17	10	11	12	13	14	15	16	H = Holiday						
18	19	20	21	22	23	24	17	18	19	20	21	22	23	W = Winter & Spring Breaks						
25	26	27	28	29	30		24	25	26	27	28	29	30	E = Early Dismissal						
							31							I = Instructional Days						

Holiday's = Labor day, Veterans Day, Thanksgiving Day, Christmas Day, New Year's Day, MLK Day, President Day, Cesar Chavez Day, Memorial Day
Instructional days (140), Early Dismissal days (40)

Bell Schedule



2018-2019 NMSS Bell Schedules

Regular Schedule (M, T, W, Th)

Monday & Wednesday – Odd Periods (1, 3, Adv., 5, 7)

Tuesday & Thursday – Even Periods + Period 7 (2, 4, Adv., 6, 7)

8:00am – 9:40am	Period 1/2
9:45am – 11:25am	Period 3/4
11:30am – 11:55am	Advisory
11:55am – 12:25pm	Lunch
12:30pm – 2:10pm	Period 5/6
2:15pm – 3:20pm	Period 7

Instructional minutes: 390

Collaboration Schedule (Friday)

8:00am – 8:50am	1st period
8:53am – 9:43am	2nd period
9:46am – 10:36am	3rd period
10:36am – 10:56am	Nutrition
10:59am – 11:49am	4th period
11:52pm – 12:42pm	5th period
12:45am – 1:35pm	6th period

Instructional minutes: 300

Final Exams Schedule

Advisory/ Period 1	8:00 – 9:15
Period 2/ Period 3	9:20 – 10:35
Break/Nutrition	10:35 – 10:50
Period 4/ Period 5	10:55 – 12:15
Period 6/ Period 7	12:20 – 1:35

Instructional minutes: 300

Instructional Minutes Calculator

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/Below State Req't.
TK/K	No	0	0	0	0	0	0			0	36000	0	-36000
1	No	0	0	0	0	0	0			0	50400	0	-50400
2	No	0	0	0	0	0	0			0	50400	0	-50400
3	No	0	0	0	0	0	0			0	50400	0	-50400
4	No	0	0	0	0	0	0			0	54000	0	-54000
5	No	0	0	0	0	0	0			0	54000	0	-54000
6	No	0	0	0	0	0	0			0	54000	0	-54000
7	No	0	0	0	0	0	0			0	54000	0	-54000
8	No	0	0	0	0	0	0			0	54000	0	-54000
9	Yes	140	390	40	300	8	0			188	64800	66600	1800
10	Yes	140	390	40	300	8	0			188	64800	66600	1800
11	Yes	140	390	40	300	8	0			188	64800	66600	1800
12	Yes	140	390	40	300	8	0			188	64800	66600	1800

Professional Development Day (Fridays)

NMSS has historically had an early release to allow for professional development time. On Fridays, the bell schedule is:

8:00am – 8:50am 1st period
 8:53am – 9:43am 2nd period
 9:46am – 10:36am 3rd period
 10:36am – 10:56am Nutrition
 10:59am – 11:49am 4th period
 11:52pm – 12:42pm 5th period
 12:45am – 1:35pm 6th period

Professional Development Plan for 2018-2019

(Based on Professional Learning Communities/Lead Teacher Position)

Monthly (Each Friday has a theme based on below)

- Data Driven Instruction
- Grade Level Meetings
- Cross Curricular Meetings
- Curriculum Design

List of Topics and Focus Points for the 2018-2019 School Year:

- 1) Student Sub Group Data Analysis/Intervention Strategies (Focus on African American student performance in math/benchmark score analysis)
- 2) Data Driven Instruction Planning
- 3) English Learner Instruction/Continued Intervention and Supports
- 4) Continued Positive Behavior Interventions and Supports PD Series
- 5) Formative and Summative Assessments: The Next Level
- 6) Restorative Justice/Circles Practices Embedded in Curriculum
- 7) Peer to Peer Classroom Observation Cycles
- 8) Special Education in the Inclusion Environment with Behavior Management Focus

NMSS will use private sector practices such as EdJoin and also local job recruiting fairs in order to recruit the best teachers who have a proven track record in raising student achievement. NMSS has two lead teacher positions that serve as peer mentors to their colleagues. These new leadership roles will give the opportunity for professional growth within the school itself. The lead teacher positions will assist with training teachers on the importance of 1) incorporating assessments – even quick and informal ones – into all lessons, 2) providing a mix of assessment types – standardized tests, group activities, essays, etc., and 3) using student work samples as a source for collecting meaningful data to inform instructional practices.

Advisory Class

As reflected in the daily schedule, each regular school day begins with a 25-minute Advisory class.

Advisory focuses on four primary areas:

- 1) Personal Development
- 2) Social Responsibility
- 3) College and Career
- 4) Community Building

- Mondays: Sustained Silent Reading- Students will be expected to bring a book from home, check out a book at a local library, or use a book from your classroom library
- Tuesdays: Social Responsibilities/Awareness- build a sense of community within the room and get students to care more about their communities outside of the room; Included but not limited to: community circles w/ talking piece, debate, journal prompt + discussion, Think-Pair-Share based on short article, etc.
- Wednesdays: Grade Checks- one on one discussion with each advisory student about most updated grades; student fills out a grade check and brings it back signed by guardian. On a weekly basis the student will know exactly what he or she's grades are.
- Thursdays: College and Career- Showcase colleges, explore career options, understand graduation requirements
- Fridays: No Advisory

MEETING THE NEEDS OF ALL STUDENTS

Charter School shall identify potential English Learners in a timely manner in accordance with all applicable legal requirements. Charter School must provide all English Learners with an effective English language acquisition program that also affords meaningful and equitable access to Charter School's core academic curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis, upon request, Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD English Learner Master Plan *or* Charter School's own English Learner (EL) Master Plan. If Charter School chooses to implement its own EL Master Plan, the plan shall provide a detailed description of Charter School's EL program, and shall address the following:

- How Charter School's EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTELs) with an effective English language acquisition program as well as meaningful and equitable access to Charter School's core academic curriculum
- How English Learners' specific needs will be identified
- What services will be offered

- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

Each year, Charter School shall provide to the CSD a report on its annual evaluation of the effectiveness of its EL program. Upon request, Charter School shall provide a copy of its current EL Master Plan to the CSD.

Charter School shall administer the CELDT/ELPAC annually in accordance with federal and state requirements.

Charter School shall reclassify English Learners in accordance with federal and state requirements.

Charter School shall provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding Charter School matters to the same extent as other parents.

New Millennium Secondary School will adopt and implement LAUSD's English Learner Master Plan.

Educational Program for ELD Students

In accordance to California Department of Education guidelines for EL instruction in grades 6-12, NMSS provides all EL students with the appropriated accommodated instruction based on students' EL level and cognitive ability in acquiring a second language. NMSS's EL population is too small in size to offer designated sheltered classes, though we would like to offer such classes in our matrix should our EL population increase. NMSS offers both integrated EL instruction in all core content academic areas of math, language arts, history, and science as well as specifically crafted small group instruction in EL for students who need further support. The classes that are identified to have EL students and/or an EL student who is need of greater support become designated EL classes for further support by our ELA department and our resource program department. In partnership both the ELA department and the resource program department work to support students in these classes with higher targeted interventions specific to the EL students level and need, including one on one EL support, further scaffolding and use of context cues, prompts, re-teaching and extension of SDAIE strategies in a targeted one on one and small group basis to meet the EL students' needs within the general education classroom environment.

All faculty of core academic content classes at NMSS incorporate Specifically Designed Academic Instruction in English (SDAIE) strategies throughout each lesson plan in their content

area, and a large part of teacher evaluations at NMSS in the realm of lesson design and implementation revolve around a teacher's effective inclusion and application of SDAIE strategies in their content area. NMSS implements and utilizes LAUSD's New Teacher Resource Guide section in Content Specific Strategies that Support Learning for English Learners and standard English learners to guide the practices of SDAIE strategies utilized throughout our high school content classes.

NMSS administration conducts frequent informal observations of faculty classroom instruction. Within the informal observation EL instruction is specifically targeted as an observation requirement, furthermore NMSS faculty must each turn lesson plans each week on Friday, which also specify the EL accommodations and strategies they plan to incorporate in their specific lessons for the following week. Lastly, all faculty is formally evaluated on their effective instruction of EL students and implementation of SDAIE strategies and their ability to gain data supported results that EL students are meeting their goals and succeeding within each classes as part of their formal mid year and final year evaluation.

Home Language Survey

In order to identify English Learners, New Millennium Secondary School will administer the home language survey upon a student's initial enrollment into the Charter School (on enrollment forms). NMSS also reviews student records and meet with parent/guardian.

CELDT Testing

All students who indicate that their home language is other than English will be California English Language Development Test ("CELDT") tested within thirty days of initial enrollment¹⁷ and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient.

New Millennium Secondary School will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from publisher. The CELDT shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

All references in the charter petition to the CELDT will be understood by New Millennium Secondary School and the District to mean the English Language Proficiency Assessments for California ("ELPAC"), when it replaces the CELDT.

Reclassification Criteria

¹⁷ The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the CELDT. At NMSS students must score Early Advanced or Advanced in order to be designated as reclassified English Proficient in the CELDT testing category.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery. At NMSS EL students must be passing their ELA content area courses with a C or better in order to be able to meet the reclassification qualifications for this category.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.
- Redesignation at NMSS is based on EL students meeting the requirements in all reclassification criteria, from CELDT scores to ELA class performance to comparison standards on Lexile scores. We ask that our EL students who are reclassified meet an average Lexile score of above 1000. The Lexile score of 1000 and above is the average Lexile score of incoming at grade level 9th graders. We believe at NMSS that if our EL students can meet the Lexile score of 1000 or above as well as meet the standard of Early Advanced to Advanced on the CELDT along with a passing grade in their core ELA courses they are ready to be reclassified and scaffolded away from EL accommodations and instruction.

Monitoring Progress

NMSS prides itself on cultivating an individualized small learning environment for its students. Our school's designed small school environment offers small class sizes to students, which has worked tremendously in not only assisting EL students but also students with various learning needs such as our special education students who are effectively able to transition into a full inclusion environment where they not only excel at achieving their IEP goals but far beyond,

showing a high rate of honor roll achievement for our SPED case load as well as college acceptance and attendance by our students with disabilities. The success of our full inclusion program has allowed for a partnership to be formed between the Resource Program and the EL support department at our school site comprised of ELA/EL teachers to design targeted differentiated instructional support for our identified EL students. NMSS believes that the ability to cultivate a differentiated and accommodated support program specifically for EL students within a small school environment ensures the continued support of EL students to meet their reclassification goals as well as their overall academic goals and keep them making progress once reclassified.

For our students at NMSS LTEL “at risk” students were identified at the start of the 2016-17 school year. Through a partnership at our school site between our resource program department and our ELA/EL department LTEL students were able to receive targeted intervention support both within their academic content classes as well as targeted extra support utilizing accommodations and differentiated learning strategies for EL students outside of the classroom in direct ELD instruction through our resource center.

NMSS’s CELDT data scores for 2017-18 show that out of 7 LTEL learners all but one student was able to reclassify, marking our reclassification rate at 85% for this specific subgroup of students. This data is promising for our school site, and shows that our school’s joint partnership between the resource program and the ELA/EL department is highly effective at delivering required supports for EL and LTEL learners in achieving their reclassification goals. NMSS plans to move forward continuing this strategic collaboration and monitoring its effectiveness on student learning through targeted benchmark score review for LTEL students as well as academic performance for targeted LTEL students.

Strategies for English Learner Instruction and Intervention

NMSS will use an inclusion model (Mainstream English Instructional Program) to serve English Learners and will ensure all of its teachers are trained in the most effective EL instructional strategies, including the research-based Specially Designed Academic Instruction in English (SDAIE), scaffolding strategies, and Sheltered English strategies.¹⁸ NMSS will also employ teachers with CLAD certification, and give preference to those with BCLAD certification. NMSS teachers will align their teaching to the California English Language Development standards and all staff members will be given the “Content Specific Strategies that Support Learning for English Learners and Standard English Learners” from the LAUSD Resource Guide as a resource for curriculum planning. Best practices and individual student progress discussions will be frequent agenda items during the school’s weekly professional development

¹⁸ http://www.usc.edu/dept/education/CMMR/DigitalPapers/SDAIE_Genzuk.pdf

and grade-level meetings. The results of these discussions and teacher input will be captured in the Individual Learning Plans for all students, including English language learners.

Process for annual evaluation of the school's EL program(s/ Monitoring and Evaluation of Program Effectiveness)

The school reviews CELDT data scores for each EL students to measure the effectiveness of EL instruction. The school also utilizes incremental benchmark assessments of EL student progress to meet their goals through analyzing EL performance on the schools internal NWEA benchmark assessment. Furthermore the ELA department in collaboration with the school's resource program hold monthly meetings where they review the progress of all identified EL students at our school site comprehensively analyzing their performance in all of their curriculum content areas to appropriately measure the success of teacher led EL instruction for EL students. Administration also meets with the ELA department monthly to continuously monitor the progress of EL students. Furthermore, administration also targets specifically EL instruction as a measure of highly effective teaching in teacher observations and lesson plan reviews.

All of these comprehensive evaluation measures work together to give the school's leadership team a comprehensive look at the effectiveness of our EL program. Through these measures the effectiveness of our EL program is measured and areas that are identified as needing improvement or change are appropriately altered to meet the needs of our EL students.

The results of the students' CELDT scores will be used to determine the students' ELD levels and to provide insight into appropriate language development supports. The 3 levels that a student may be categorized into include:

- Emerging
- Expanding
- Bridging

The CELDT and ELPAC exams will be administered annually to measure student progress.

The evaluation for the program effectiveness for ELs in the Charter School will include:

- Adhere to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress.
- Monitoring of teacher qualifications and the use of appropriate instructional strategies based on program design.

- Monitoring of student identification and placement.
- Monitoring of parental program choice options.
- Monitoring of availability of adequate resources.

Gifted and Talented (GATE) Students and Students Achieving Above Grade Level

Academically high-achieving students will be identified through the use of CSU/UC created Mathematics Diagnostic Testing Project and school-created initial diagnostic exams using SBAC released questions at the beginning of each academic year if they are not already designated as such on their transcripts. NMSS, however, does not officially identify GATE students. NMSS identifies students based on intervention needs upon their enrollment into the school. Students are given an ELA and Math exam to gauge skill level and identify students who are in need of academic intervention and support. The school does not believe in formal tracking that marginalizes students to a given “track” of performance. However, the school does utilize these exams to not only identify students who are in need of academic support but also students who are eligible based on their prior knowledge to enroll in advanced courses such as applied math analysis. The school also reviews student GPA data along with yearly performance on in-school benchmarks such as the NWEA exam to determine students who are academically high performing. Once students are appropriately identified as academically high performing they meet with their respective counselor and their parent(s)/guardian(s) to design an appropriate school schedule that includes honor classes, access to college classes on campus, and access to extra curricular APEX honor courses for continued accelerated high school credit. The school also offers a Millennium scholar diploma which gives high performing students access to an honors high school diploma, as well as admittance into the NMSS scholars program where students are eligible for a school sponsored scholarship upon successful completion of their senior year and high school graduation. The NMSS scholars’ scholarship assists academically high performing students with their first year of college in the form of providing financial assistance for first year college school supplies and materials.

Students Achieving Below Grade Level

The NMSS instructional program was designed based on the assumption that a significant number of incoming students would be achieving substantially below grade level, scoring Standard Not Met or Standard Nearly Met on annual SBAC exams, as per the local middle school statistics (see data chart below). As previously mentioned, NMSS will administer diagnostic exams to all students prior to the start of school. These exam results, coupled with students’ prior records and standardized test scores, will serve as the means to identify those students who are academically low-achieving.

A number of academic supports have been put in place at NMSS for students who are academically low achieving, scoring Standard Not Met or Standard Nearly Met on annual SBAC exams. These support features include:

Double Period Math and ELA: Jaime Escalante Math Support Class; READ 180

Content specific support classes are available in both math and English for students who are academically low achieving. These support courses will be taken concurrently with the core academic courses and provide additional time and support for students struggling to understand concepts due to a lack of foundational knowledge¹⁹. Reading comprehension and writing skills will be reinforced in the English support courses using a research-based reading support program, such as Read 180, proven to show significant gains in student achievement.²⁰ Math support courses will be conducted through the Jaime Escalante Math Program facilitated through East Los Angeles College.²¹ This program will support students' foundational mathematics skills, such as number sense, order of operations, and mathematical reasoning, while using the California Content Standards and Common Core State Standards to prepare students for higher level mathematics.

Advisory

Each school day, as also previously described, begins with a 25-minute Advisory Class. In addition to supporting the Advisory curriculum promoting character development and college-ready skills, this time may be used by students to review their ILP's and create a plan with their Advisor to access teachers in subject matters they may need additional help in, as well as create a schedule for tutoring or study time.

After-School ASB Approved Homework and Writing Clubs

NMSS provides after school enrichment activities, as well as tutoring and support programs. Tutoring will be available to all students by credentialed staff, which has been proven to an essential element of effective after school tutoring programs²². However, because the UC/CSU entrance requirements state that core classes must be passed with at least a grade of "C" or higher, all students with a grade lower than a "C" will be required to attend after-school tutoring until that grade is raised to an acceptable level. Because NMSS is aligning graduation requirements with the entrance requirements of UC/CSU, students must also have a "C" or higher to remain on pace to graduate. Tutors will have access to classroom curriculum.

¹⁹ <http://www.questia.com/library/1P3-2535825831/a-concurrent-support-course-for-intermediate-algebra>

²⁰ <http://read180.scholastic.com/reading-intervention-program/research/pages/313>

²¹ <http://www.edexcelencia.org/programs/jaime-escalante-math-program>

²² http://www.thereadingpeople.org/docs/Research_on_Effective_Literacy_Tutoring.PDF

NMSS staff will monitor student progress for those students who are academically low-achieving, scoring Standard Not Met or Standard Nearly Met on annual SBAC exams in the same way it monitors student progress for all of the school's students – captured in students' individual learning plans (ILPs). The individual learning plans will be reviewed regularly by students in advisory period and with their counselor, and will include key progress information, such as:

- Standardized test scores;
- Individual class assessment scores (formative and summative);
- Specific academic interventions used or in process;
- Student goals;
- Teacher comments;
- A review of the students' online digital portfolio of work.

As previously mentioned, parents will have access to their student's progress through parent, teacher, and student meetings, as well as the weekly grade reviews, which will serve as key tools to engage parents in focused conversations around their student's progress and goals. Every student's advisor will serve as the primary liaison for communication with that student's parent for these discussions, bringing in specific content-area teachers when appropriate.

Serving Socioeconomically Disadvantaged Students

NMSS supports every student at the school through various ways. NMSS counselor(s) will meet on a regular basis with students that are socioeconomically disadvantaged. These check-ins include follow up questions, grade-checks, and participation in extracurricular activities. The counselor may recommend students participating in clubs or sports after school to get them involved in the school. There are also regular meetings with the counselor and the teachers to discuss how students are doing in the classroom. Data is also tracked on Powerschool in order to assist the counselors in identifying who may need extra support. NMSS anticipates that approximately 70% of the student population will qualify for free or reduced price lunch. Students will be identified confidentially through their enrollment packets, specifically free and reduced price lunch forms. This is consistent with local district school populations (see chart below). NMSS will adhere to Title I guidelines in providing Title I support in the form of targeted programs in reading and math, after school tutoring support, and college/career counseling. The SSC will oversee the spending of Title I funds.

Local LAUSD School Name	% Free/ Reduced Price Lunch
Gardena HS	69%
Carson HS	64%

Narbonne HS	70%
Curtiss Middle School	83%
Dana Middle School	74%
Fleming Middle School	78%
Peary Middle School	85%
Samuel Gompers Middle School	100%
Andrew Carnegie Middle School	83%
Stephen White Middle School	75%

STUDENTS WITH DISABILITIES

Federal Law Compliance

Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

Special Education Program

Charter School shall ensure that no student otherwise eligible to enroll in Charter School shall be denied, directly or indirectly, admission due to a disability or to Charter School's inability to provide necessary services. Charter School acknowledges that policies and procedures are in place to ensure the recruitment, enrollment, service, and retention of students with disabilities at LAUSD-authorized charter schools, including Charter School.

Prior to LAUSD Board of Education approval of an initial Charter petition, and if a renewing Charter School intends to operate as a "school of the district" for special education services, Charter School shall execute a Memorandum of Understanding ("MOU") by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with applicable state law and the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education and shall be considered a "public school of the District" for purposes of Special Education pursuant to Education Code Section 47641(b). However, Charter School reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code Section 47641 (a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b).

SELPA Reorganization

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a). As a single-District SELPA, the District has created two charter school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year

requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding (“MOU”), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status for the purposes of special education but will function in a similar role in that each charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

Modified Consent Decree Requirements

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the *Chanda Smith* Modified Consent Decree (“MCD”) and other court orders imposed upon the District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statistically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs (“IEPs”) and tracking of related services provided to students during the course of their education.

As part of fulfilling the District’s obligations under the MCD, student level data requests from District-operated and Charter-operated charter schools are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s (“OIM”) required format in accordance with the OIM’s required timelines and as follows:

- **End of Year Suspension**

District ID, SSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- **Statewide Assessment Data**

The standard file including District ID.

- **Norm day**

District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- CBEDS

- All Students enrolled as of December 1 of each school year

District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- Dropout

District ID, SSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district

- Monthly SESAC and Suspension data

- Graduation roster from all charter schools with 12th grade students with disabilities

The MCD requires charter schools to implement the District's integrated student information system, which is currently referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS directly or interface with MiSiS via a web based Application Programming Interface (API) in compliance with the requirements of the MCD and applicable timelines. Upon charter school full utilization of MiSiS either directly or via a web based API, the list of required data above will automatically be captured within MiSiS.

FOSTER YOUTH

Foster youth are identified at NMSS through the school's confidential enrollment packet. Once a foster youth has been identified the school's counseling team immediately begins compiling all necessary services for the foster youth's success. This includes contacting the foster youth's case manager and setting up targeted monthly meetings with the foster youth's wrap around team members, case manager, foster guardian, and general education content teachers. In these monthly meetings the team reviews the progress of the foster youth towards meeting their academic and social/emotional goals as well as checks in on the overall well being of the student in campus life. At this time the team discusses any necessary interventions or further supports needed by the foster youth and makes a plan for not only acquiring the extra services/interventions but also for monitoring their individual success in assisting the student.

A Typical Day at New Millennium Secondary School

All visitors, whether they are school stakeholders, prospective students, parents of prospective students, or the interested citizen just curious about our school, would observe our basic beliefs about education and our educational values in practice if they shadowed any student or staff member for a typical day.

Students begin arriving in uniform (a black shirt or one with a NMSS logo shirt or sweatshirt, and black, Khaki or Blue Jean pants) after 7:00 a.m. where they pick up a free “grab-and-go” breakfast, which they eat in the Quad. An administrator or counselor always greets students at the gate. It is an opportunity for a New Millennium Secondary School staff member to greet the students at the gate first thing in the morning, passing out breakfast and handing out Model Warriors. Students arrive via city buses, bicycles, on foot, or by car. Before school begins, some students relax on benches outside and socialize with their peers while others head to a classroom for tutoring or just a quiet place to work. Most importantly, our visitor sees that NMSS is a safe, welcoming, diverse campus with students, teachers, parents, and staff who are there to support the needs of its students.

At 7:55 a.m. the five-minute warning bell rings and students finish what they are doing and head to their 8:00 a.m. class. As our visitor walks through the gate, our staff members will greet them and then escort them to the front office (G8). He or she once in the front office will see our college banners and PBIS (Positive Behavior Intervention System) Motivating Post-It Notes proudly displayed on the wall. Here they will receive a visitor pass and either wait for their appointment or head to the main office (G1) for further help. Once in the main office the visitor will see a framed article on the wall from a national magazine highlighting the mission and success of NMSS. He or she will also see our six-year WASC Accreditation proudly displayed on the wall next to a framed picture of a student shaking hands with former First Lady Michelle Obama. On one of the office cabinets our school’s academic accomplishments are displayed as well as our sports achievements.

NMSS utilizes an alternating block schedule with three 100-minute periods daily. Periods 1, 3, and 5 meet on Mondays and Wednesdays, and periods 2, 4, and 6 meet on Tuesdays and Thursdays. Period 7 meets every Regular Schedule Day, and periods 1-6 will meet on the shortened Professional Development Day (Fridays). This bell schedule is crucial for the fundamental academic goals NMSS is trying to accomplish. By offering more class periods each

semester than a traditional high school, 7 rather than 6, and an advanced schedule of A-G and college-level courses for all students, students are able to move through the A-G requirements faster so they can take early college courses with our university and community college partners. A large number of NMSS students will have completed their science, mathematics, foreign language, and/or visual and performing arts requirements by their junior year, leaving room in their schedule for college-level courses. This schedule also allows students to participate in athletics during period 7 without missing core academic classes.

Visitors entering the classroom at 8:00am will be greeted by a highly qualified teacher. This teacher will have the agenda on the whiteboard along with a three-part objective and a class warm-up on the Smart Board which is either related to the upcoming lesson or reviewing the prior day's lesson. After the five-minute warm-up, where the teacher walks the room to monitor student progress, the class reviews the warm-up and discuss/how the warm-up is applicable to the lesson for the day. Since the classes are 100 minutes in length, the instructor will vary the lesson to serve and support the various types of learners in his or her class. Scaffolded lessons and peer-to-peer support may also be seen during the lesson of the day, but regardless of the approach, rigorous student learning and committed teacher instruction will always be seen. The best way for us to successfully accomplish this is to ensure that the teacher engages the collective and individual students with a clear understanding and expectation for what students need to know and be able to achieve in order to receive a grade of proficient or advanced. Academic language is the staple to any instructor's vocabulary. Since we implement the standards-based grading system, every student is also aware that re-assessing is not only encouraged, but expected, for any standard which a student scores less than proficient on any assessment or an assignment.

At 9:40 a.m. the bell rings and students head towards their next period before they would transition to advisory. Advisory is a twenty-five minute class that is considered their "home room" since they will have one teacher follow them throughout their four-year stay at NMSS. Advisory has assigned themes each day. Monday is consistently Sustained Silent Reading day. The student may bring school appropriate reading material that they find interesting. Tuesday is community/social awareness issues that teachers and students can select from, discuss, and then debate. Wednesday consists of Grade Checks. Students meet one-on-one with their Advisory teacher and look over the students' grades. The student will fill out a form and get it signed by their guardian and then turn it into the teacher. Thursdays center on college. Each Advisory will have an opportunity to research universities, scholarships, cost, and the application process. At any given point in their academic careers, when approached, NMSS students will know what they need to do to graduate and be able to verbally share that information with the curious parent and/or visitor. Advisory Class will provide time to discuss study skills, tips on being prepared, college requirements based on the student's school of interest, and civic opportunities available

to our student body.

Student lunchtime is after advisory class. The New Millennium staff participate in serving lunch to the students everyday. Our students enjoy a healthy and hot lunch outside or in a classroom then relax before heading back to class for the final two periods of the day. At NMSS over 70% of the student body qualifies for free or reduced lunch, but lunch is also available to all non-qualifying students.

After lunch students have two more class periods before the day is over. There is a five-minute passing period between each class so that students can have an opportunity to use the restroom before the tardy bell rings.

Every student will take a math and an English class, as well as either two more A-G courses or a UC approved elective. Seniors who have completed all of their A-G requirements will have more flexibility for college classes through our university and community college partnerships. We have a partnership with El Camino Community College and East Los Angeles Community College. We pride ourselves on the fact that college professors come to our campus during the actual school day and give our students the quality college class experience. These classes are after lunch and they fit into the normal bell schedule of the day. NMSS pays for the class and for the books. If juniors and seniors are able to maintain a specific GPA they could graduate from NMSS with eight college classes.

The final class period of the day consists of a 65-minute course that meets on all Regular Schedule Days. This shorter course allows students access to additional support and enrichment courses, athletics, and on-line college courses without impacting their ability to access the A-G curriculum. This time frame will also allow for our Advanced Physical Education Class to meet. This allows for our athletes to train in season and in the off-season. On game days students need to leave early. The structure of the last period of the day allows for student athletes to attend their game without missing core classes.

Classes conclude at 3:20 p.m. However, the day is not over for many of our students. Those who decide to stay, enjoy our after school clubs. New Millennium Secondary School offers many clubs to choose from such as: Male Mentor, Girl Talk, Amine, Basketball, Soccer, Gay Straight Alliance, Homework, Botany, Glee, Ping Pong, Writing, and Art. Students also have the opportunity to participate in CIF sports through Gardena High School. Students can try out for sports such as football, cross-country, volleyball, tennis, basketball, soccer, baseball, softball, and track. Our partnership with Gardena is mutually rewarding. Our students benefit from a big school athletics program while still having a smaller school setting. Gardena High School increases their talent on the team by including our students. It is a relationship that has increased

in size over the last 3 years.

After visiting NMSS, a visitor cannot help but realize that the school is a safe, supportive environment where all adults have high expectations for students. The whole school community recognizes that our students have enormous potential and the NMSS staff sees it as their responsibility to prepare its students for college acceptance and success.

Element 2- Measurable Pupil Outcomes and Element 3- Methods By Which Pupil Progress Toward Outcomes Will Be Measured

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(b)(5)(B).)

“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” (Ed. Code § 47605(b)(5)(C).)

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§ 47605(c)(1), 60605.)

Charter School shall comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

Charter School agrees to comply with state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain complete, accurate, and up-to-date California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School. Upon request, Charter School shall submit, in the requested format (e.g., CD), a copy of the results of all state-mandated tests to the District.

Measurable Goals of the Educational Program

(Please see the LCFF Table in Element 1)

Measurable Pupil Outcomes: Summative Assessment Performance Targets

(Please see the LCFF Table in Element 1)

Other Performance Targets

- *Target:* NMSS students will “Support the pillars of character for self and others”.

OUTCOMES	ASSESSMENT MEASURE	MONITORING TIMELINE	REPORTING
All students will complete 75 hours of community service by the end of their senior year.	Community service logs, Millennium Scholar Presentations.	April/May of senior year.	College counselor, advisor
All NMSS students will create and strive towards meeting individual goals in their advisory and with their counselor regarding integrity, social responsibility, and an understanding of the context of the world in which they live.	Evidence of self-reflection and progress towards individually created goals in Advisory Class.	Ongoing informally, but formally at least once a year.	Advisor, Counselor

All NMSS students wishing to attain a “Millennium Scholar Diploma” will satisfactorily complete a significant Community Service Project at least one month prior to the end of their senior year.	Service Learning project passing grades	First portion of the project to be completed by the end of their junior year and the second to be completed by the end of their senior year.	College counselor, advisor, school’s assessment management system
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- *Target:* NMSS students will “Sustain the skills necessary to participate in a technologically advanced society”.

OUTCOMES	ASSESSMENT MEASURE	MONITORING TIMELINE	REPORTING
All NMSS students will pass a course in the field of “digital media arts” with a “C” or better before the end of their senior year.	Digital Media Arts Course Grade of C or better, digital portfolios	By the end of senior year	Teacher, school’s assessment management system

All students will be expected to integrate the use of technology into their demonstration of learning in core content courses through projects, reports, presentations, etc.	Student work samples of content specific projects, reports, presentations, digital portfolios, etc.	Ongoing, each grading period	Teachers, student work samples
All students will demonstrate excellent communication and higher order, critical thinking skills.	Course specific formative and summative assessments (such as a persuasive essay for an English class)	Ongoing and at least once a semester	Teachers, advisors, school's assessment management system
All NMSS students wishing to attain a "Millennium Scholar Diploma"[1] will maintain a digital portfolio that must be deemed satisfactory to graduate.	Digital Portfolio	One month prior to the end of senior year	Counselors, Teachers, Advisors, school's assessment management system
All students wishing to attain a "Millennium Scholar Diploma" must deliver a satisfactory portfolio presentation, including a Q and A session, in order to graduate.	Portfolio Presentation Grade	By the end of senior year	Teachers, advisors, school's assessment management system

[1] All students will be encouraged to earn a “Millennium Scholar Diploma”, which entails additional requirements of academic achievement. Students unable to complete these requirements may still graduate by successfully earning the required academic credit units.

Methods for Measuring Pupil Progress Toward Outcomes: Formative Assessment
New Millennium will measure student outcomes daily in the classroom. A classroom culture of student interaction and discussion will encourage pupil progress toward outcomes. Therefore more learning outcomes can come through these formative assessments at New Millennium. Consist checking for understanding occurs in these ways:

- Warm Up/Exit Slips every class period
- Cold Calling every class period
- Creative Extension Projects: posters, collages, skits, presentations cross-curricular classes
- Classroom Polls practiced daily in classrooms

Monitoring and Measuring Student Progress: Tools, Frequency, and Expectations

Using the Common Core State Standards, New Millennium Secondary School will measure student outcomes based on the content of the standards-based curriculum. Student achievement in developing conceptual thinking, problem-solving skills, and content mastery is assessed using multiple measures. Students are also able to demonstrate proficiency through multiple measures. Proficiency is measured using an assessment model that is formative and summative, holistic and standardized, narrative and norm referenced. The approach is conducive to measuring student progress as identified by state determined proficiency bands and against students’ individual baseline data, evaluating individuals and groups of students and assessing the whole school from year to year for longitudinal study of our progress. The assessment measures include but are not limited to:

<u>Assessment Method</u>	<u>Frequency</u>
State Mandated Standardized Tests (Smarter Balanced Assessment Consortium)	Annually, Spring
NWEA Internal Benchmark Testing	October and March

Common Benchmark Assessments	Quarterly (every 10 weeks)
Diagnostic Exams	During the first 2 weeks of first semester
College Entrance Exams: PSAT, SAT I, SAT II, CSU Entrance/Placement Exams	Beginning in Grade 10
Student Progress Reports	Quarterly (every 10 weeks)
Student Diagnostic Survey	After registration and enrollment in school
Ongoing Classroom Teacher Assessments	Daily, Weekly, Final Exams

Ongoing Interim Assessment

On-going “in house” assessment and evaluation of educational outcomes are vital in determining if the educational purposes are attained. The first step in the assessment process is the collection of data and information. The student achievement data routinely gathered and analyzed include:

- Results from regularly scheduled common assessments given in core academic subjects (at weeks 5, 10, and 20 for final semester grades).
- In classroom formative and summative exams and quizzes.
- Grades from progress reports and semester report cards: Two progress reports each semester and one final report card at end of each semester
- NWEA, SBAC and PSAT results.
- Weekly Grade Checks in Advisory Classes

Data gathered is used to measure progress towards stated goals and to determine the effectiveness of our instructional program. Data informs our decisions regarding the need to continue, modify, improve, add to or discontinue instructional strategies. As discussed in Element 1, teachers will participate in professional development to facilitate the gathering and use of data to drive instruction to better meet the varied needs of all students.

Data Analysis and Reporting

As data is gathered, the faculty and administration begin the task of analysis to measure progress towards the school's selected objectives. Ongoing data gathering and analysis guides and informs decisions for determining successful progress or the need for program adjustments.

Data to Be Gathered By	Purpose	Frequency
Observing the lessons teachers are delivering and the nature of student participation in classroom activities.	To measure effectiveness of instruction. Data is used to inform professional development needs.	Weekly
Classroom Curriculum and Instruction Walk-throughs	To measure the degree of and consistency with which grade appropriate standards based instruction is taking place. Data is used to share best practices	Weekly
Interviewing students about their courses of study through Grade Check meetings	Connect with individual students on their progress towards meeting graduation and college requirements to develop student awareness of their progress and to assist them with maintaining their individual portfolio.	Ongoing in Advisory periods and counseling sessions at least at 5 week and 10 week periods each semester.
Shadowing/Accompanying students during their school day.	To experience a school day from the perspective of individual students and to insure that our school maintains a student centered focus.	Ongoing, at least once every semester.

Review “in house” benchmark data for core content areas	To monitor student progress toward content area proficiency.	Ongoing, at least once every 5 weeks.
Using Rubrics and Benchmarks to calibrate teacher assessments of student work projects	To insure consistency of high expectations in determining criteria for proficient student work.	Ongoing as part of weekly professional development
Review state testing data (SBAC, CELDT, ELPAC)	To measure student progress and school’s program in effectively meeting academic needs of students.	Annual, Spring/Summer/Fall
Analyzing the results of parent and student surveys.	To measure the degree to which parents and students are satisfied that our school is meeting their needs and addressing the goals of our charter.	Annual, Spring

Analysis of Student Work and Data

Under the leadership of the principal and assistant principals, teachers regularly use a wide range of assessment information to modify curriculum and instruction to improve student achievement.[1] Teachers develop and implement an efficient, student performance data gathering and reporting system to track and monitor student performance using multiple measures of assessment and data gathering. Collected data will be compiled and reported at least twice each year to the Board of Directors.

Grading, Progress Reporting, and Promotion/Retention

Standards-based grading implements the use of rubric-based grading scales to assess the demonstration of learning for each standard, rather than a holistic grading approach for each assignment. The model aligns with both the Common Core’s use of Webb’s Depth of Knowledge, as well as Bloom’s Taxonomy. The foundation behind standards-based grading is that it promotes data driven teaching and learning, allowing both the teacher and student to identify strengths and weaknesses within each subject by assessing individual concepts rather than assignments. Students have the ability to “reassess” any and all standards to demonstrate a

growing understanding of the concept. Teachers can better track and monitor student growth to facilitate re-teaching, interventions, and overall student success. A key component to the standards-based grading model is the ability for students to take charge of their learning by demonstrating continuous learning at their pace. Students do not receive zero grades that can not be replaced, but rather participate in a school culture that expects ongoing growth and learning that is demonstrated through reassessment and data.

NMSS will implement a standards-based grading system utilizing rubric-based grading scales to assess the demonstration of learning for each standard, rather than a holistic grading approach for each assignment. The model aligns with both the Common Core's use of Webb's Depth of Knowledge, as well as Bloom's Taxonomy. The foundation behind standards-based grading is that it promotes data driven teaching and learning, allowing both the teacher and student to identify strengths and weaknesses within each subject by assessing individual concepts rather than assignments. Students have the ability to "reassess" any and all standards to demonstrate a growing understanding of the concept.

Progress Reporting is as follows:

- NWEA Testing Results once a semester
- Progress Reports twice per semester
- Weekly Grade Check in Advisory Classrooms
- Final Report Cards once at culmination of semester
- Powerschool Latest Grades at Parent/Student daily convenience

Promotion/Retention Policy and Procedures including Appeals Procedures

The PPR policy of the LAUSD School District is the policy for New Millennium Secondary School. Teachers are required to notify parents of students who are at risk of not meeting grade level standards for promotion at each reporting period. A formal conference must be held when double promotion or retention is warranted. New Millennium Secondary School can retain or promote a student without parent or guardian approval. However, the district Promotion Retention Policy approved by the district's school board provides an appeal process for parents who disagree with a principal's promotion or retention decision for their student. Criteria for retention should include grades and other assessment measures of the student's proficiency in reading, English-language arts, and mathematics. NMSS also recognizes the need for the student to receive additional instructional intervention that will help to improve academic performance.

Element 4– Governance

“The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement.” (Ed. Code § 47605(b)(5)(D).)

GENERAL PROVISIONS

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School’s website will satisfy this requirement.

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(b).

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action¹ ²³

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

Charter School shall comply with the Brown Act and the Public Records Act.

Charter School and all employees and representatives of Charter School, including members of Charter School’s governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state

1. The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.

Commented [A1]: Please update to the following updated DRL:

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action ¹.

Please update the footnote to read:

¹ The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.

laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.

Charter School shall notify parents, guardians, and teachers in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

Charter School shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and section 504 of the Rehabilitation Act of 1973 ("Section 504"), including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School shall notify all of its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of *California Code of Regulations*, title 5, section 4600 et seq.

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Education Code sections 49010 - 49013, and extend its uniform complaint procedure to complaints filed pursuant to Education Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

RESPONDING TO INQUIRIES

Charter School, including its nonprofit corporation shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that Charter School, including but not limited to its nonprofit corporation, is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current, complete, and accurate contact information for Charter School, Charter School administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School's public funds shall be subject to all necessary and appropriate District charter school oversight.

NOTIFICATION OF THE DISTRICT

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside governmental regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g., loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

PARENT ENGAGEMENT

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in

lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

Governance Structure

New Millennium Secondary School is an independent Charter School, operated as a non-profit public benefit corporation. NMSS has been issued an EIN and 501(c)(3) tax-exempt status with the federal government.

Board of Directors

The NMSS Board of Directors, in accordance with its adopted corporate bylaws will govern NMSS in a manner consistent with the terms of this charter and in compliance with the Brown Act.

New Millennium Secondary School will comply with the Brown Act, including posting NMSS Board of Directors schedule of (at least) quarterly meetings, and posting meeting notices and agendas at least 72 hours in advance and recording actions of the Board. NMSS posts meeting notices and agendas 72 hours in advance of the meeting on the school website; via posting in school office in a visible location, and posts minutes recording Board action online public portal accessible through the NMSS website and in school's main office. NMSS maintains a Board record book of meeting agendas and minutes.

All meetings of the NMSS Board of Directors shall be open to the public and located on New Millennium Secondary School campus.

The Board of Directors will provide external accountability, oversight, and guidance to ensure the school's ongoing success. It will meet at least quarterly to review NMSS' achievements and provide support in achieving short-term and long-term goals set by the Board of Directors.

The Principal and Chief Operating Officer shall be responsible for day-to-day management of NMSS.

Board of Directors - The NMSS Board of Directors consists of:

Board Chair - The Board Chair will perform all duties incident to the office of Board Chair and any other duties as may be required by law, by the Bylaws, or that may be prescribed from time to time by the Board of Directors. The Chair will preside at all meetings of the Board of Directors.

Board Secretary - The Secretary will keep or cause to be kept at the principal office of the Corporation, or other place as the Board of Directors may order, a book of minutes of all meetings of the Board of Directors. The Secretary will perform any other and further duties as may be required by law or as may be prescribed or required from time to time by the Board of Directors.

Board Treasurer - The Treasurer of the Corporation will cause to be kept and maintained in written form, or any other form capable of being converted into written form, adequate and correct books and records of account of the properties and business transactions of the Corporation, including accounts of its assets, liabilities, receipts, disbursements, surpluses and deficits. The books and records of account will at all times be open to inspection by any Director of the Corporation.

The Treasurer will cause to be deposited all moneys and other valuables in the name of and to the credit of the Corporation with depositaries as may be designated by the Board of Directors. The Treasurer will cause to be disbursed the funds of the Corporation as ordered by the Board of Directors, and will render to the Directors, on request, an account of all financial transactions of the Corporation and of the financial condition of the Corporation. The Treasurer will perform any other and further duties as may be required by law or as reasonably may be prescribed or required from time to time by the Board of Directors or these Bylaws.

Governing Board Composition and Member Selection

Board Members - The Corporation may not have less than five, nor more than thirty Board Members. The number of Board Members, within the range above, will be fixed by the Board from time to time. The Board Members of the Corporation must be residents of the State of California and have a strong history of community involvement and organizational management. Each Director will be elected to hold office for the term of two (2) years, renewable and without

term limits. Any person qualified to be a Board Member may be nominated by the method of nomination authorized by the Board or by any other method authorized by law.

Selection of Board Members

The Board of Directors will be composed of highly qualified individuals who have demonstrated a passion for advancing educational opportunities for children, particularly children that have historically been underserved. The term for each Board member is two years. These individuals will possess outstanding leadership and analytical skills. They will represent a diverse field of professions and ethnic backgrounds. It would be preferable to select new members who are residents of the Carson and/or the South Bay area. Board members must nominate potential new Board members to the Governance Committee. Nominees will be interviewed by Governance Committee, and upon the approval of the Governance Committee, nominees will then be interviewed by the entire Board before a vote is taken. Nominees must gain unanimous support from the existing Board to be offered a Board seat. New Board members will take an oath of office and agree to the provisions of the charter.

Board Subcommittees

The NMSS Board of Directors has four subcommittees: Finance, Academic, Facilities, and Governance. The Board of Directors will expand the number of subcommittees as the Board of Directors grows in size and if new focus areas require additional attention. At this point, each Board member serves on at least one subcommittee. Subcommittee chairs are nominated and voted upon by the entire Board. Once that occurs, the sub committee chair will notify the school of meeting dates, times, and locations. The sub committee will present the annual meeting calendar to the New Millennium School Board. After the dates have been approved, committee meeting agendas will be posted at least 72 hours in advance prior to the sub committee meeting. Posting locations are at the front gate, principal's office, main office, and outside the door of the meeting location.

Board Duties

The Board of Directors is fully responsible for the operation and fiscal affairs of the School. It will maintain active and effective control of the charter school through the exercise of the following duties, including but not limited to:

- Hire and evaluate the Principal/CEO of the School.
- Vote on the recommendation of Chief Operating Officer given by the principal
- Approve all contractual agreements and purchases over \$10,000.
- Approve and monitor the implementation of general policies for NMSS.

- Develop and monitor an operational business plan that focuses on student achievement.
- Approve and monitor NMSS's annual budget.
- Act as a fiscal agent. This includes the receipt of funds for the operation of the NMSS in accordance with its laws, the receipt of grants and donations consistent with the mission of NMSS, and the establishment of investment procedures.
- Contract with an external auditor to produce an annual financial audit according to generally accepted accounting practices.
- Regularly review progress of both student and staff performance.
- Review curriculum and recommend modifications to curriculum and instruction.
- Set and monitor Academic Performance Targets annually.
- Develop, review, or revise NMSS' accountability and mission.
- Review and approve NMSS School Safety Plan annually.
- Approve the school calendar and schedule of Board meetings.
- Develop Board of Directors policies and procedures.
- Participate in the dispute resolution procedure and complaint procedures when necessary.
- Approve charter amendments.
- Approve annual fiscal audit and performance reports.
- Appoint an administrative panel to act as a hearing body on recommended student expulsions.
- Hear and take action on recommendations for student expulsion.
- Execute all other responsibilities provided for in the California Corporations Code.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.
- Attend at least 75% board meeting, committee meetings and special events

The NMSS Board of Directors will attend an annual in-service for the purposes of training individual Board members on their responsibilities through NMSS' affiliation with California Charter Schools Association (CCSA) and other Board training opportunities.

Major Role/Responsibility of Executive-Level Employees:

Principal/CEO

- Participate in Board Meetings with the Principal's Report on school culture, testing, instruction, and student discipline data.
- Work closely with the Board to direct the selection, evaluation, and dismissal of school personnel.

Chief Operating Officer

- Implement and support Board of Directors decisions and policies.
- In coordination with the Board of Directors, Principal, and contracted back office support agency develop annual operating budget.
- In conjunction and coordination with the Board of Directors and Principal, oversee fundraising for general operating and capital building needs.
- In coordination with contracted back office support agency, provide monthly financial reports to the Board of Directors.

School Site Council

New Millennium Secondary School has developed a School Site Council (SSC). The SSC will advise the Board of Directors, Principal, and staff on the planning, implementation, and evaluation of the school improvement plan, Local Control and Accountability Plan LCAP, and to allocate Systematic Investment Plans SIP funds from the state to support the goals of the school plan. The SSC reviews the progress of the school in achieving the goals of the plan. January-February is the time allotted to review, analyze, and prepare the LCAP goals. March-April these goals are brought to parent and staff meetings for consultation. April-May the School Site Council reviews the notes and connects the goals to the 8 State Priorities. In the month of June the LCAP is brought to the Board of New Millennium Secondary School in public session for review and adoption.

The SSC will be comprised of at least two teachers, four parents/guardians, four students, and the school Principal. All members of the SSC, except the school Principal, are nominated and voted on by their peer group. The SSC will report to the Board of Directors. The SSC will meet monthly.

Governance Procedures and Operations

Call of Meetings

Meetings of the Board may be called by the Board Chair, the Secretary, or any two Directors.

Place of Meetings

All meetings of the Board will be held at the principal office of the Corporation or at any location specified by resolution of the Board. However, the location of the meeting must be held within the boundaries of the territory over which the Board has jurisdiction. Thus, meetings of the Board should be conducted within the jurisdictional boundaries of LAUSD.

Regular Meetings

Regular meetings of the Board of Directors will be held at least once per quarter. Notice of each meeting of the Board shall be given to each Director, and notice of each public meeting of the Board shall be posted at the principal office, main office, counseling office, main gate location, the meeting room location and on its Internet web site, if possible. Such notices will indicate the location, date and time of the meeting. All meeting schedules will be posted for a minimum of 72 hours in advance, in compliance with the Brown Act.

Special Meetings

Special meetings of the Board may be called by the Board Chair, the Secretary, or any two Directors. Special meetings may be held on 24 hours notice and will follow public notification rules as set forth in the Brown Act in regards to posting prior to the meeting. ***Special meetings*** (called before the next regularly scheduled board meeting, usually in order to meet time deadlines):

- 24-hour notice must be provided to board members
- Agenda must be posted 24 hours in advance. Only items on the posted agenda may be discussed.
- Minutes should be taken and are open to the public

Notice of the special meeting need not be given to any Director who signs a waiver of notice or written consent to holding the meeting, or an approval of the minutes of the meeting, whether before or after the meeting, or who attends the meeting without protesting the lack of notice to that Director either before or at the commencement of the meeting. All waivers, consents, and approvals must be filed with the corporate records or made a part of the minutes of the meetings.

Quorum

A majority of the Directors constitutes a quorum of the Board for the transaction of business, except as otherwise provided in these Bylaws.

Transactions of Board

Except as otherwise provided in the Articles, in these Bylaws, or by law, every act or decision done or made by a majority of the Directors present at a meeting duly held at which a quorum is present is the act of the Board. Per the California Attorney General (Brown Act publication 2003), when there is less than a quorum present at a noticed meeting, the body may either (1) meet as a committee, or (2) adjourn to a future date. The presence of a quorum is necessary to take action or “continue to transact business.” (Govt. Code §§ 54952.6; 54955; 54955.1.)

Conduct of Meetings

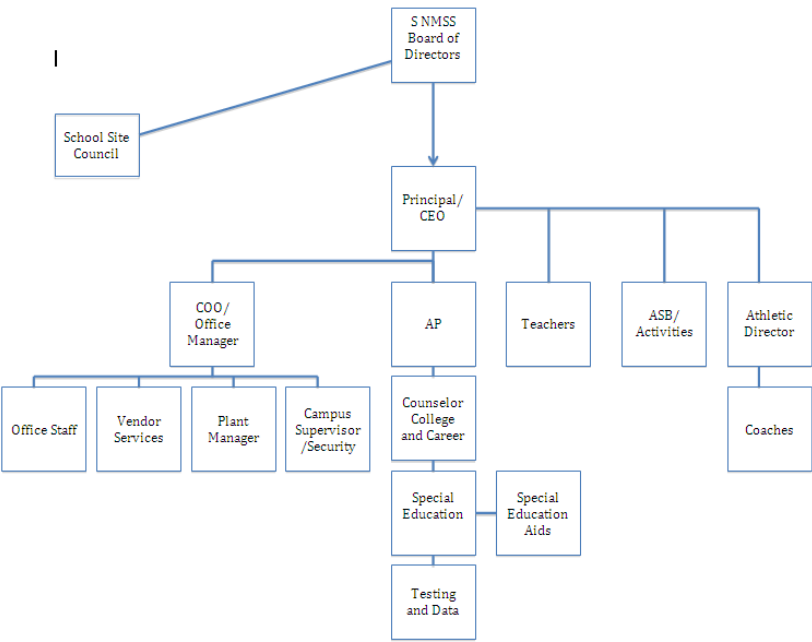
The Board Chair or, in his or her absence, any Director selected by the Directors then present will preside at meetings of the Board of Directors. The Secretary of the Corporation or, in the Secretary's absence, any person appointed by the presiding officer will act as Secretary of the Board. Members of the Board may participate in a meeting through use of conference telephone or similar communications equipment, so long as all members participating in the meeting can hear one another. This participation constitutes personal presence at the meeting. The Brown Act authorizes teleconference meetings in connection with any meeting within the subject matter jurisdiction of the Board as long as specific requirements are satisfied, including:

- Agendas must be posted at all teleconference locations.
- Each teleconference location shall be identified in the notice and agenda of the meeting or proceeding.
- Each teleconference location shall be accessible to the public from locations within the boundaries of the territory over which the Board exercises jurisdiction.

Adjournment

A majority of the Directors present at the meeting, whether or not a quorum is present, may adjourn any meeting to another time and place. If the meeting is adjourned for more than 24 hours, notice of the adjournment to another time or place must be given before the time of the adjourned meeting to the Directors who were not present at the time of the adjournment. The time and place of the adjourned meeting must also be provided to the public, in accordance with the Brown Act.

New Millennium Secondary School Organizational Chart



Stakeholder Involvement

Parent Engagement

Parents have a right to choose to send their child to excellent high performing schools and have a right and the responsibility to participate actively in insuring the success of their child and the school. NMSS understands the importance of active parent involvement in the education of their children.

Parents of NMSS students will be meaningfully and actively engaged in their children's education. Parents are responsible and accountable for supporting their children's learning at school and at home through their participation in understanding what it takes for children to achieve college-readiness, and by their active voice in achieving the goals of the school.

- Parents are actively engaged in the development of the school as members of the School Site Council.
- Parents have access to school and classroom information and updates through the school webpage.
- Parents have access to students' grades and attendance information through the school grading and attendance program.
- Parents are guaranteed access to the school, school leaders, governing board, and classroom teachers to support their children's education through school events such as quarterly college nights, monthly coffee with the principal events, monthly governing board meetings, semi-annually open house, semester "showcase" presentations, scheduled meetings, email, and by phone.
- After the enrollment of a student, each parent and each student meets with the counselor or school administrator.
- Parents are provided multiple opportunities to develop an awareness of college readiness benchmarks and what their children must accomplish to be successful. Parents are supported in their participation in monitoring their child's individual learning plan towards college readiness.
- Each parent, their child, and the school have the right to equally participate in annually developing and signing a Parent/Student/School Enrollment Agreement acknowledging their understanding, responsibility and commitment to support student learning and the academic goals of NMSS.
- Each parent, the student, and their advisor participate in developing an Individual Learning Plan, which is based on an initial assessment, student interests, and needs. Parents have the opportunity to support their student and staff through participating in parent meetings regarding their students as needed.

- Meetings with individual classroom teachers, with the student’s instructional team, and with the student’s advisor.
- An active parent center so that each parent feels welcome in the school environment and feels a sense of belonging as part of the school community.

NMSS makes every effort to fully inform parents as to the curriculum offered and their child’s progress. In addition to representation on the School Site Council, an active Parent Booster Organization serves to address parent concerns and foster further involvement of parents within the school community.

Parent Opportunities

New Millennium Secondary School provides an ongoing opportunity for two-way communication between parent constituents and the school. The Principal and Chief Operating Officer will be available at each parent meeting to answer questions and address concerns. Parents have a voice in the School Site Council through the parent representative and will convene regularly to give input into the continuous program implementation and improvement process. Participation in meetings is optional.

Element 5– Employee Qualifications

“The qualifications to be met by individuals to be employed by the charter school.” (Ed. Code § 47605(b)(5)(E).)

EQUAL EMPLOYMENT OPPORTUNITY

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Employee Positions and Qualifications

New Millennium Secondary School will conform to the legal requirement that all core, college prep teachers shall hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. NMSS will meet all requirements for employment set forth in applicable provisions of law. Chief Operating Officer position will maintain current copies of all teacher credentials and ensure that they are readily available for inspection. NMSS will take all steps necessary to hire fully credentialed teachers, including active recruitment of duly credentialed teachers through local colleges and universities, EdJoin, Teach For America, and local newspapers.

Positions and Qualifications

The following is a list of key personnel to be employed by NMSS, along with corresponding qualifications:

Principal

Overall Qualifications:

- Professional Administrative Credential and/or Master's Degree in Education or similar
- At least 2 years of proven experience as an instructional leader
- Minimum of 5 years teaching experience
- Proven experience as an instructional leader
- Demonstrated experience using technology in the classroom
- Proven success with raising academic achievement with a diverse student population
- Demonstrated experience using data-driven instructional systems
- Experience supervising and evaluating staff
- Familiarity with California Department of Education rules and regulations
- Experience managing school budgets
- Visionary leadership and a passion for education reform
- Ability to form productive relationships with a highly diverse group of students, families, and staff
- Desire to be held accountable for school performance
- Interest in and knowledge of the evolving education technology market
- Excellent communication and organizational skills
- Entrepreneurial spirit with an ability to thrive in a start-up environment
- Charter school experience preferred
- Familiarity with California state standards and assessments preferred
- Ability to speak multiple languages preferred (Spanish, etc.)
- Familiarity with the Carson/Gardena area preferred
- Background Clearance from FBI/DOJ
- TB Clearance

Job Description

Principal

Instructional Leadership

- Oversee the instructional program and all professional development at the school
- Coach, support and evaluate teacher performance
- Drive the ongoing development and improvement of effective classroom practices
- Model data-driven decision-making
- Establish a culture of collaboration and continuous learning
- Project and encourage a positive, cooperative atmosphere within the school and seek to motivate all staff toward the fulfillment of the school's mission statement.
- Assume responsibility for the supervision of programs and improvement of instruction within the school.
- Promote curriculum improvement and insures that instructional programs and courses are implemented consistent with the State standards.

- Organize and coordinate in-service activities for the staff.
- Work constructively in securing staff involvement and support for the development and implementation of instructional changes.
- Keep informed and up to date regarding new developments in curriculum, instruction and administration, i.e. workshops, meetings, credit classes, etc.

Students

- Prepare all students to attend college.
- Strive to attain a positive school climate in which students can mature and develop a sense of responsibility, self-worth, and good citizenship.
- Establish rules and set the tone for student discipline consistent with the charter, philosophy, and current school law.
- Enforce rules consistent with the approved Charter petition, the school's philosophy and current law.
- Carry out and supervise disciplinary consequences for students who violate student code of conduct
- Maintain communication with the student body in regular community meetings and interactions.
- Develop a program of orientation and acclimation for all new students.
- Assume responsibility for security and pupil safety within the building; develop procedures designed to protect and enhance safety of students and staff, and to promote the security of property and equipment.
- Coordinate and supervise an effective special education program to insure student services are provided and school remains in compliance.
- Coordinate and supervise an effective guidance program to insure student awareness of and access to the services provided.
- Promote the general health, safety and welfare of the student body

Organizational Leadership

- Support fundraising efforts when called upon
- Develop a culture of high and clear expectations for all students and staff
- Participate in Board Meetings
- Maintain both formal and informal lines of communication to all staff while meaningfully involving them in the operation of the school.
- Schedule and conduct faculty meetings on a weekly basis.
- Supervise an adequate system of teacher, pupil, and staff records.
- Coordinate, supervise, and evaluate school staff on a continual basis, and participate in their selection, evaluation, and dismissal.

- Oversee the planning for all aspects of instruction, including all types of scheduling, registration of students, and the development of a master schedule.
- Participate in routine health and safety inspections to insure adherence to local, state and federal health and safety standards.
- Participate in negotiations and assists in supervising implementation of a contracted school lunch program.
- Recommend purchases of new equipment and instructional supplies.
- Maintain an up-to-date system of student attendance and discipline record keeping and reporting.
- Submit all reports required by state, authorizer or other regulatory agency in a timely manner.
- Maintain communications with Board and School Site Council.

Financial and Business Leadership

- Work with the Chief Operating Officer to create a school budget.
- Operate within the approved budget for the school and adhere to school fiscal policies
- Evaluates the general condition and needs of the physical plant, and make recommendations to Chief Operating Officer for immediate maintenance needs

Personnel

- Develop a program of orientation and professional development for new teachers.
- Work closely with the Board to direct the selection, evaluation, and dismissal of school personnel.
- Assume overall responsibility for credentialed staff assignments and schedules within the building.
- Maintain a positive ongoing program of teacher supervision and evaluation in support of established school mission goals and procedures.

Community Outreach

- Cultivate strong partnerships with community-based organizations and local universities
- Create a welcoming environment at the school for parents and guardians
- Communicate regularly with students' families to ensure active family involvement
- Foster a cooperative relationship with LAUSD/ authorizer
- Develop and maintain a positive communication system with the community and be responsive to meaningful input.
- Encourage all staff to be sensitive to the community and to be aware of the public relations responsibilities and opportunities inherent in their positions.
- Develop and maintain parent resources within the school and engage parents in volunteerism within the school.

Chief Operating Officer

Overall Qualifications:

- Demonstrated experience in leadership and management
- Minimum experience of 4 to 5 years in educational business
- At least 5 years experience in the field of business
- Minimum educational experience Associates Degree in Business with credits towards Bachelors Degree.
- Demonstrated organizational development leadership
- Demonstrated ability to create and manage budgets
- Demonstrated experience with Board relations and reporting
- Demonstrated experience in school finance and non-profit management
- Demonstrated expertise in partnership development and fundraising
- Knowledge of and experience in school governance
- Demonstrated experience in government/agency relations
- Demonstrated commitment to continuous improvement process and utilization of data in school improvement
- Background Clearance from FBI/DOJ
- TB Clearance

Chief Operating Officer

Budget/Fiscal Management

- In coordination with the Board of Directors, Principal, and contracted back office support agency develop annual operating budget.
- Manage day-to-day fiscal operations, including monitoring ongoing expenditures, deposits, accounts payable, accounts receivable, and cash flow requirements utilizing proper accounting procedures
- In coordination with contracted back office support agency, provide monthly financial reports to the Board of Directors.
- Coordinate the school's hot lunch program, including lunch program reimbursement processing and compliance
- Work with Charter School Management Company to: Process Invoice Payment and Expense Requests; Invoice -Payment Reconciliation; Payroll Review and Submission; Order Processing (Supplies & Textbooks)
- Transportation & fee coordination (including field trips and outdoor education)
- Ensure maintenance of inventories of all school-owned and leased materials
- Supervise Requisitions, receives, and distributes/stores classroom, school office and Workroom materials and supplies; maintains ongoing inventory; processes packing slips

- Coordinates the development of, and prepares, school site General Fund and special projects budgets; prepares budget transfers as appropriate; monitors charter school budgets
- Prepares and maintains purchase orders and other expense records; approves, logs, and monitors expenditures; reconciles site records with monthly CSMC (Charter School Management Company) reports; resolves discrepancies; and ensures expenditures are within budget allowances for the month and year
- Prepare and process facility use agreement forms using established Board procedures
- Maintain the school budget
- Annually bid and negotiate contracts for facilities, technology, security services, school food, special education consultants, janitorial services, transportation, telecommunications, equipment leases, and uniform sales
- Secure short and long-term financing, when appropriate
- Be informed of State budget processes
- Ensure that legal, fiscal, administrative, and overall school operations are in compliance with the Charter and all related laws and regulations
- Serve as the liaison between the school and the business service provider on fiscal and related management issues
- Works with Principal and staff to prepare and submit an annual budget to the governing board for review and approval; and be responsible for maintaining a balanced budget throughout the school year

Fundraising

- In conjunction and coordination with the Board of Directors and Principal, oversee fundraising for general operating and capital building needs.
- Responsible for identifying funding opportunities, including government, foundation and corporate grant opportunities.
- Responsible for ensuring thorough and timely grant application submissions.
- Responsible for writing grant proposals, or identifying a writer and delegating authority.
- Responsible for fulfilling post-award grant requirements and reporting, as needed.
- Assist with identifying potential individual donors.

Communication & Reporting

- Establishes and maintains professional and cooperative working relationships with all stakeholders: parents, students, staff, neighbors, and partners.
- Implement and support Board of Directors decisions and policies.
- Recognizes problems and impediments and reports them promptly with options for solutions to the site principal; promotes and assists with constructive resolutions.
- Respond to inquiries and concerns in a timely manner, whether from parents, teachers or staff.

- Inputs student information and maintains SIS, CALPADS, CBEDS, Power School, etc.
- Maintain Student Information System (SIS) management (PowerSchool):
 - Scheduling
 - Enrollment
 - Attendance
 - Staffing
 - Progress reports
 - Transcripts
- Responsible for LAUSD, State, and Federal reporting:
 - CALPADS database management;
 - Train staff on all SIS / data software used by the School (PowerSchool);
 - Process student records & maintain secure file system.
 - 20 Day Attendance Reports;
 - CBEDS Reports;
 - Norm Day Report;
 - Language Census (R30-LC);
 - Any additional required State or Local reporting.
- Maintain accurate reporting records for: Title 1, School Lunch Program, Supplemental Education, private grants, and any additional required State or Local reporting.
- Responsible for audit management of enrollment documentation.
- Monitor attendance and ADA percentage.
- Serve as the custodian of school office records.
- Attend monthly Board of Directors meetings, and participate in additional ad hoc committee meetings as needed.
- Provide monthly updates to the Board of Directors regarding the school's business operations.
- Assist with the creation of board meeting agendas, providing printed materials as needed.

Technology/Facilities

- Supervise and direct usage policies for classroom technology and shared school technology, including inventory and maintenance;
- Develop and maintain a comprehensive manual that addresses facility, operations, & security
- Develop and maintain an infrastructure to support effective communication including telephone system, cell phones and email.
- Oversee school Internet usage and filtering software;
- Troubleshoot minor technology problems as they arise.
- Maintain school website.

- Manage the facilities and campus safety issues and for ensuring that related incident reports are completed and filed;
- Oversee upkeep of the school facilities including custodial services, capital improvements and campus grounds.
- Scrutinizes facility wear and tear and makes recommendations as to facility improvement

Community Outreach and Relations

- Develop relationships with donors and foundations.
- Liaison between the school and CCSA
- In collaboration with Principal, coordinate all external school communication including direct mail, press releases, website content, fundraising brochures and other written material as required.
- Work with legal counsel and the Board to identify and manage legal issues and contractual agreements.
- Coordinate routine health and safety inspections to insure adherence to local, state and federal health and safety standards.

Human Resources

- Maintain teacher and staff personnel files with all required documentation, including the monitoring of credentials;
- Coordinate payroll time sheets, sick and leave documents, and employment documents for faculty and staff.
- Coordinate in-services for new staff on School policies and regulations as they apply to school site operations; standard school site rules and procedures; computer operation and software programs used at the school site; proper use of office equipment; and emergency procedures.
- Investigate circumstances of employee on-the-job injuries; prepares required documentation; and reports safety hazards to school principal and Dean of Students.
- Prepares necessary forms to hire, upgrade, terminate or authorize special payments to staff.
- Plan, assign, train, and evaluate classified staff in accordance with Board approved standards, timelines, and procedures.
- Processes, assigns, trains, and directs work of volunteers.
- Maintain accurate HR records in accordance to State and Federal law
- Secure and oversee employee benefits program
- Oversee CalSTRS and 403b contributions and reporting
- Assume overall responsibility for classified staff assignments and schedules within the building.

Assistant Principal (“AP”), Curriculum and Instruction

The Assistant Principal of Curriculum and Instruction must have:

- Professional Administrative Credential and/or Masters Degree in Education or equivalent
- Minimum of 4 years full-time teaching experience
- Proven experience as an instructional leader
- Demonstrated experience using technology in the classroom
- Proven success with raising academic achievement with a diverse student population
- Demonstrated experience using data-driven instructional systems
- Experience supervising and evaluating staff
- A State single-subject high school credential
- Background clearance from FBI/DOJ
- TB clearance

AP: Curriculum and Instruction

Supervision and Safety

- Assisting in the school safety and campus supervision programs (often in conjunction with other faculty)
- Maintain an active presence in the school, ensuring that the school is a safe and healthy environment for learning
- Supervise students' arrival to and departure from school and the campus lunch period

Student Behavior Management

- Ensure that the school's rules and policies are communicated and adhered to
- Respond to disciplinary infractions as needed (determined by Dean and/or Principal), including offenses subject to suspension and expulsion, follow up with parents/guardians, and maintain thorough records
- Enforce consequences as indicated on the Code of Conduct Matrix of the Student/Parent Handbook and School Safety Plan

Instructional Support

- Teach a minimum of 1 course within credential area
- Encourage a learning environment of continuous professional growth of all staff, especially as related to student achievement
- Assist in the monitoring of teacher performance through observation and coaching cycles
- Collect data on student performance and growth after each benchmark exam
- Present data findings to Principal and prepare data reports to be shared with all stakeholders
- Work with the Principal to coordinate and develop the alignment of instruction for academic teachers within designated subject areas
- Conduct formal and informal observations of teachers, including pre and post-observation meetings

- Monitor and oversee data collection, and assist and evaluate teachers in utilizing collected data to drive their instruction
- Assists the Principal in teacher evaluation and support

General Administrative Duties

- Know and be committed to the school's vision, mission, goals, and objectives
- Communicate with parents, the public, other schools, and public agencies as necessary
- Supervise and evaluate the performance of personnel, especially as related to non-teaching duties and responsibilities
- Confer with students, parents, and teachers on an individual student's progress, involving academic, attendance, and behavior probation
- Conduct conferences as requested or deemed necessary between parent/teacher, student/teacher, or parent/student/teacher
- Participate in the implementation and monitoring of student support interventions, modifications, and adaptations in classrooms including IEPs and SSTs as needed
- Assume responsibility for specific tasks and programs as designated by the principal

Teachers

A teacher of core academic subjects must have:

- A valid California single-subject credential or an Intern Certificate/Credential for no more than three years while actively working toward completion of their State credential, and demonstrated expertise
- Background Clearance from FBI/DOJ
- TB Clearance

Teachers

A NMSS teacher helps to create a school culture that results in graduation and college readiness for all students. Through positive leadership and relationships with students and their families, as well as powerful teaching and learning skills, a NMSS teacher will ensure that we meet our school-wide goals as outlines in the NMSS charter.

Planning and Instruction:

- Develops and maintains lessons that are scaffold and differentiated to reflect the needs of individual students.
- Develops lesson plans that correspond to the California State Content Standards and Common Core Standards for their subject.
- Works with the Administration and/or educators to ensure that his or her teaching methods are directed towards meeting and surpassing the standards.
- Develops and utilizes assessments and data to drive the instruction.
- Fosters a safe and nurturing learning environment.

Creates an effective classroom environment conducive to learning and student achievement, organizes classroom systems/procedures, and manages student behavior to ensure all students are fully engaged in learning.

- Uses a variety of strategies to engage students in student-centered teaching and learning.
- Works collaboratively with the Resource Specialist, Administration, and other professionals to meet the diverse needs of all students.
- Utilizes and executes school-wide and content-specific common practices.
- Utilizes subject-specific standards and standards rubric for assessing and grading student comprehension.

Culture:

- Communicates effectively and appropriately with all stakeholders (parents, students, staff, school board, community, etc.).
- Builds mutually respectful relationships with all stakeholders (parents, students, staff, school board, community).
- Demonstrates support and knowledge of school's vision and mission.

Professional Educator and Leadership:

- Continuously builds professional knowledge.
- Attends Professional Development training during and beyond the school year, and applies learning to his or her curriculum and classroom instruction.
- Reflects on teaching practices, assesses professional progress, and identifies developmental opportunities for professional growth.
- Collaborates with colleagues to plan instruction, analyze student work, and discuss new learning approaches to deepen student learning opportunities.
- Identifies students' areas for improvement, collaborates with the students and families (when possible), and suggests internal and external resources as options for student improvement.

Student Achievement:

- Through the use of data and assessments (teacher, school, state, purchased programs, etc.), teachers demonstrate student achievement and growth, and provide evidence of student learning.
- Implement Standards-Based Grading to further demonstrate data driven instruction and the evaluation of student progress.

Operations: Time Management, PowerSchool, and Attendance:

- Sets and communicates academic and behavioral expectations to all stakeholders through class webpage.
- Prepares lesson plans for substitutes prior to absence.
- Demonstrates a capacity for time management in regards to preparation for classes, delivering lessons during class time, assessing content, and planning personal time off (when necessary).
- Is detailed oriented and manages time appropriately when tracking students' grades, attendance, etc. (comments, interventions, behavior, phone calls home, responding to parent calls and emails).
- Attends and participates in school-based meetings and activities.
- Maintains and updates grades in PowerSchool in a timely manner (3 days) and updates class webpage weekly.
- Attendance, Progress Reports, Fail Notifications, and Quarter Grades are entered, printed, and submitted on time.

Professional Growth (added as teachers gain professional mastery):

- Collaboratively sets individual goals with Administration related to student achievement and professional growth.
- Throughout the year assesses his or her progress towards the achievement of those goals.

Counselors**Overall Qualifications**

- Minimum of 1 year full-time high school counseling experience
- Minimum of 1 year college-prep counseling experience
- Bachelors Degree with a valid California credential for school counseling (PPS)
- Demonstrated success with similar populations
- Experience with master scheduling
- Experience supervising and scheduling state testing
- Familiarity with the Carson/Gardena area preferred
- Background Clearance from FBI/DOJ
- TB Clearance

Counselors (College Counselor/Testing & Scheduling)

The professional school counselors provide a comprehensive school-counseling program for students in the high school grades. The school counselors coordinate activities to address the

needs of the students; consult and collaborate with teachers, staff and parents/guardians to support students' success; and support other high school educational programs consistent with the school counselor management agreement. The professional school counselors will implement the High School Guidance Curriculum: Conduct guidance learning activities in the classroom based on the academic career and personal/social domains to facilitate the infusion of guidance as integrated to the total education curricula. The professional school counselors will provide Responsive Services by facilitating small groups and counseling individual students with specific needs: Conduct structured, goal oriented, data driven counseling sessions to meet the identified needs of individuals or group of students. Session topics at the high school level may include self-concept development, academic concerns, behavior problems, social skills, peer relationships, family concerns, development, academic concerns, behavior problems, social skills, peer relationships, family concerns, grief and loss issues, child abuse, substance abuse, depression/suicide, and sexuality. The professional school counselors will refer students, as needed, to district and community resources in consultation with their parents/guardians: Consult and coordinate the referral process with district personnel including school psychologists, social workers, nurse, administrators, and other community resources. The professional school counselors will evaluate and revise the school counseling program and review the results with staff and administration. The professional school counselors will modify the school counseling program based on the results of the audit to improve student success.

Major Job Responsibilities:

Provide Individual Student Planning activities:

- Provide orientation activities for incoming 9th graders and students new to the school
- Participate in orientation programs for parent/guardians and students
- Assist students in the transition from middle school to high school and high school to post secondary training/education
- Inform students and their parents/guardians of test results and their implication for educational planning and their status for graduation
- Provide resources and information to assist students developing and updating their New Millennium-Individual Learning Plans (ILP), monitor teacher participation in ILP development
- Evaluate and monitor students' status for graduation
- Facilitate registration and schedule changes/conflicts for all students
- Coordinates and provides access to local, state and national scholarship opportunities
- Use district technology- Power School and Data Director to support students
- Coordinate career awareness activities such as career fairs
- Counsel students in regards to personal & educational needs
- Facilitate Student Success Team (SST) meetings
- Counsel, motivate and work with students who are underachieving or performing poorly

academically

- Coordinate at-risk and intervention programs
- Responsible for correct course placement for all student schedules

Consult and collaborate with teachers, staff and parents/guardians regarding the developmental needs of students:

- Participate in building level student assistance teams
- Facilitate conferences with teachers, students, and parents/guardians
- Develop school-wide college preparedness programming (Advisory, college fairs, etc.)
- Assist other school staff in the placement of students and assist families in addressing school related issues.
- Assist with course development as departments grow, and serve as primary point of contact for UC course approvals (Doorways "a-g" Course List)
- Participate and contribute to 504 plans and participate in IEP's
- Lead staff in development and implementation of school-wide "college-going culture" initiatives
- Monitor and evaluate counseling interns, assistants, and student workers assigned to counseling department

Provide Systems Support by coordinating and conducting activities that contribute to the effective operation of the school consistent with the approved school counseling program:

- Interpret group test results to faculty and staff
- Establish effective liaisons with all grade levels
- Act as an advocate for students as appropriate in conjunction with other staff
- Conduct professional development/in-service programs for faculty
- Provide opportunities for parent education programs
- Participate with the administration and faculty as a team member in building and district committees.
- Track and monitor student data to inform academic decision-making
- Track and monitor graduates' success in post-secondary environment

Participate in professional development:

- Actively participate in local, state and national professional associations that foster the development and improvement of school counseling
- Read professional journals
- Attend workshops and conferences, and continue professional development

Front Desk/Registrar (Office Staff)

Overall Qualifications

- Education: High School Diploma or equivalent
- Possession of a valid First Aid Certificate
- Background Clearance from FBI/DOJ
- TB Clearance
- Experience collecting, organizing, and analyzing student records for the purposes of student enrollment, transfers, transcript preparation, and scheduling
- Excellent communication skills, including knowledge of general office procedures and correct use of English and Spanish punctuation, spelling, and grammar
- Ability to perform routine clerical duties, such as posting data, filing, maintaining filing systems, proof-reading, copying data, and operating office machines and equipment

Athletics Director

Overall Qualification

- A valid California single-subject credential or an Intern Certificate/Credential for no more than three years while actively working toward completion of their State credential, and demonstrated expertise
- Understanding of CIF rules, regulations, and procedures
- Minimum of 3 years CIF coaching experience
- Experience with maintaining and creating budgets
- Effective communication skills
- Current CPR and First Aid certification
- Background Clearance from FBI/DOJ
- TB Clearance
- Nurse, Physical Therapy, or EMT training preferred

Under the direction of the school site principal, and in cooperation with the staff of the department, he/she plans, coordinates, implements, and evaluates the athletic program at the high school level in conformance with the California Education Code, CIF rules and regulations and the high school handbook.

DAILY RESPONSIBILITIES / DUTIES: (INCLUDE BUT NOT LIMITED TO)

1. Hire coaches. Require preseason and postseason meetings with coaches.
2. Attend all required CIF Athletic Director meetings, and submit all CIF paperwork according to scheduled deadlines.
3. Assure that coaches and players adhere to the C.I.F. and site athletic bylaws.
4. Verify that all athletes are medically cleared, have insurance, have been released by parents, and have signed Code Of Conduct form.
5. Assure that the athletic program meets League and C.I.F. regulations.
6. Responsible for the development of a schedule of varsity events in accordance with CIF regulations.
7. Schedule transportation for all away competitions.

8. Provide officials for all home competitions.
9. Responsible for participating in development and oversight of Athletic Department budget.
10. Coordinate supervision for home and away competitions.
11. Provide three banquets per year (Fall, Winter, Spring). Keep records of all awards/letters issued.
12. Verify that all athletes are academically eligible to compete.
13. Submit purchase orders for all equipment and uniforms.
14. Secure adequate practice and playing facilities.
15. Respond to all athletic related parent concerns and calls. Respond to all staff concerns and Email messages.
16. Act as the Athletic advisor to the school's Parent Booster club.
17. Troubleshoot the day to day operation of a high school athletic program.
18. Ensure that each varsity coach maintains an accurate inventory of equipment and materials, and file such an inventory with the principal at the conclusion of each season.
19. Responsible for the orientation of all coaches regarding school and district policies, procedures and expectations; and ensures that all coaches comply with CIF rules and procedures.
20. Works to schedule athletic physicals and processes necessary forms.
21. Serve as a liaison between the athletic booster groups, coaches, and site administration.
22. Work closely with the staff and site administration to develop and enforce an athletic/academic code of conduct which is consistent with the goals of the staff, administration, and the district.
23. Assist the Principal in developing a quality athletic program.
24. Assist in the responsibility for the care of athletic facilities.
25. Responsible for ensuring certification of coaching staff and walk on coaches in accordance with State guidelines.
26. Leads coordination of athletic fundraising, letters of recommendation, pressbox, awards, etc.
27. Abide by professional ethics standards established by Board Policy.
28. Maintain punctuality for all prescribed functions.
29. Perform other related duties as assigned by the Principal.

Element 6 – Health and Safety

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237.” (Ed. Code § 47605(b)(5)(F).)

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District’s Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan (“Plan”), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School’s requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter

School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its employees, officers, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

SUICIDE PREVENTION POLICY

If Charter School serves students in grades 7-12, Charter School shall comply with the requirements of AB 2246 (2016), codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

New Millennium Secondary School Custodian of Record

The Chief Operating Officer will serve as the school's Custodian of Records per California Department of Justice Requirements.

The Health and Wellness of the Students

The Healthy, Hunger-Free Kids Act of 2010: New Millennium Secondary School partners with Preferred Meals to provide meals that meet the needs of the nutritional standards established by the United States Department of Agriculture for the National School Lunch.

Element 7 – Means to Achieve Racial & Ethnic Balance

“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(b)(5)(G).)

COURT-ORDERED INTEGRATION

Charter School shall comply with all requirements of the *Crawford v. Board of Education, City of Los Angeles* court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order by the District’s Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)*). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary throughout the term of the Charter to achieve the District’s goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. The District may receive the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

Court-Ordered Integration

Outreach Efforts

New Millennium Secondary School will make every effort to recruit students of various racial and ethnic groups, so as to achieve a balance that is reflective of the general population residing within the boundaries of the Los Angeles Unified School District. New Millennium Secondary School will be advertised to the community on an on-going basis, with particular emphasis in Gardena and Carson. The school’s annual outreach plan shall include, but is not necessarily limited to, the following strategies to ensure a racial and ethnic balance among students that is reflective of LAUSD’s demographics:

New Millennium Secondary School will reach out to parents of potential students, utilizing earned media, directed web traffic, community forums, informational fliers posted in public meeting places, public information sessions, and middle school visits. NMSS will advertise the

mission, vision, and brief overview of the academic program and successes, along with pertinent application deadlines and due dates.

New Millennium Secondary School will work with counselors at local public and private middle schools to create awareness to parents.

New Millennium Secondary School will host information sessions at NMSS for students and parents interested in attending. These events will be advertised on New Millennium Secondary's website and on fliers that will be distributed to local middle schools, churches, libraries, after-school centers, and other areas designated for public meetings.

For segments of parents that have historically been hard to reach, including single-parent homes, guardian-led homes, and families on public assistance, NMSS will make special outreach efforts. New Millennium Secondary School will advertise at places commonly used for child care and after-school programming, such as YMCAs and the Boys and Girls Clubs. New Millennium Secondary School will distribute information to local libraries as well. New Millennium Secondary School will also ask agencies providing public assistance to distribute school materials, including student applications.

Flyers will be posted at local grocery stores, after-school tutoring centers, churches, and libraries. Flyers will be posted in English and Spanish.

New Millennium will continue to use social media as an outreach tool. NMSS website will continue to be updated. Facebook and Instagram accounts will be maintained by the Associated Student Body and monitored by New Millennium Secondary Staff.

Parents will also be allowed to submit student applications online through the school's website, in person, or via fax.

Geographic Target Area

New Millennium Secondary School will recruit primarily in Gardena and Carson.

Outreach Languages

New Millennium Secondary School will produce recruiting materials in English and Spanish, representative languages of the school's target area.

Efforts for a LAUSD Reflective Population

The cities of Gardena and Carson are primarily comprised of three ethnic/racial groups: Latinos, African-Americans, and Filipinos. By targeting recruitment efforts in the local community,

reaching out to churches of all faiths and racial makeup, and working with community and business leaders of various ethnic groups, New Millennium Secondary School will successfully recruit a student body that is reflective of the demographics of LAUSD. New Millennium Secondary School will be cognizant to not focus solely on a particular subgroup. New Millennium Secondary School will diligently reach out to all groups, using multiple languages when appropriate.

NMSS will serve students in the 9th through 12th grades, primarily located in the Gardena/Carson areas of Los Angeles County. The school will serve similar demographics to those of Banning High School, Carson High School, Gardena High School, and Narbonne High School, consisting of predominately Latino and African American students.

New Millennium Secondary School will host information sessions at NMSS for students and parents interested in attending. There will be no fewer than five (5) information sessions held at NMSS beginning in January, with the last session to be held no more than one (1) week prior to the application deadline. These events will be advertised on the NMSS website and on fliers that will be distributed to local middle schools, churches, libraries, after-school centers, and other areas designated for public meetings beginning in January. New Millennium Secondary School will also participate in high school nights at local middle schools. Two dates have already been established for the upcoming school year: November 2nd in Gardena, California and November 30th and January 11th in Inglewood, California.

For segments of parents that have historically been hard to reach, including single-parent homes, guardian-led homes, and families on public assistance, NMSS will make special outreach efforts. New Millennium Secondary School will advertise at places commonly used for child care and after-school programming, such as YMCAs and the Boys and Girls Clubs. New Millennium Secondary School will distribute information to local libraries as well. New Millennium Secondary School will also ask agencies providing public assistance to distribute school materials, including student applications.

Flyers will be posted at local grocery stores, after-school tutoring centers, churches, and libraries beginning in January. Flyers and outreach material will be posted in English and Spanish. By using diversity in the materials and the methods of promoting the school, New Millennium Secondary School will maintain the LAUSD Racial and Ethnic Balance goal. The high school nights and the advertising will replicate the following 4 years as part of the consistency in continuing to meet the goal.

Element 8 – Admission Requirements

“Admission requirements, if applicable.” (Ed. Code § 47605(b)(5)(H).)

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.

Charter School shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

NON-DISCRIMINATION

Charter School shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student's IEP, Section 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

Admission Requirements and Lottery Preferences and Procedures

New Millennium Secondary School admits all students who wish to attend as outlined in Education Code section 47605(d)(2)(A).

If the number of students applying for admission exceeds the capacity of the school, except for existing students of the charter school, admission to New Millennium Secondary School, will be determined by a public random drawing.

Per statute (Ed. Code 47605(d)(2)(B)), LAUSD students will have first priority. Each application is reviewed to determine if the student lives in the LAUSD boundary using the LAUSD District Map. Students living outside of LAUSD will be given admission if space permits.

An example of how this system works follows: If we plan to accept 150 9th grade students for the 2018-2019 school year and 175 students submit applications for the 9th grade prior to the application deadline, we would look at each application and decide if the student was, 1) a LAUSD resident or 2) a non-LAUSD resident. New Millennium does not have any preferences when it comes to enrolling new students at the school.

Student Recruitment

Methods to recruit students for enrollment include:

- Meetings, materials, and communications will be provided in English and Spanish.
- Flyers distributed throughout the local community
- Community meetings open to all interested parents and community members
- Local newspaper announcements
- High School Information Nights at the school site prior to the opening of Charter School

EXAMPLE of Neighboring Schools and Communities Anticipated to Receive Announcements

- Perry Middle School
- Curtiss Middle School
- Gardena Senior High School
- Compton High School
- Centennial High School
- Narbonne High School
- Churches and Community Centers in the Area
- Local District Staff

- Local Elected Officials

All distributed information will state that all students including low achieving, economically disadvantaged and students with special needs are welcome.

Public Random Drawing

In the event of that New Millennium Secondary School receives more student enrollment applications than seats available at the school, New Millennium Secondary School will comply with state law and hold a public random drawing to randomly select the student body. Should the applications received at the time of the deadline not exceed space available, all applicants are accepted for enrollment.

Method to communicate rules

Parents of students who submitted applications are notified individually by U.S. mail of the date, time, place, openings available and procedures of the public random drawing. Parents are informed in writing of the enrollment and random drawing procedures and timeline.

The procedures for the random drawing are as follows:

1. All applicants who are entering the public lottery will be assigned a random number from a random number generator.
2. Applicants will be informed of their lottery number when they arrive to the public lottery. Prior to the day of the drawing, families are notified of lottery number. Therefore, attendance by applicants is not required.
3. All numbers will be placed into a hopper.
4. Numbers will be drawn by the principal one by one for all of the available seats.
5. Once all seats have been filled, the numbers will continue to be drawn for placement on the waitlist. Applicants will be placed on the wait list in consecutive order that the numbers are drawn.

At the public random drawing, a presentation will be made in English and Spanish to all interested parties about the lottery process and rules. Printed information about the lottery process will also be given to each interested party in their requested language.

Timeline for open enrollment and public random drawing

The open enrollment period will occur each January through middle of March. The lottery will be held on Saturday March 16th 2019 at 9am, to ensure the greatest parent participation.

Location of public random drawing

The public random drawing will be held at NMSS.

Date and time of public random drawing

The public random drawing, if necessary, will take place on a Saturday at 9am so most interested parties are able to attend. The date of the public random drawing will be publicized on application information, parent notification of public random drawing, and on the Charter School website.

Preferences to be granted

There are no preferences for students who seek enrollment. NMSS accepts all LAUSD students.

Procedures for wait list priorities

Once the admission list has been set, a waiting list will be developed for those students still wishing to enroll should space become available. Waitlist ranking will be assigned in the order selected from the lottery results. The waitlist is prioritized by pulling lottery cards randomly. First preference will be given to students residing within LAUSD. The second preference will be given to all other students. Families are then notified of their number on the waitlist. Then two separate observers will collect lottery cards and enter into an electronic database the results. The database will be double checked to the physical cards to ensure accuracy. Any applications received after the application deadline will be placed on the waitlist in the order their application was received, but after those applicants waitlisted in the public random drawing.

Notifying parents and timeline for securing admissions

Admission results from the public lottery will also be mailed to all applicants by an NMSS staff member appointed by the Principal within 48 hours of the lottery. Follow-up phone calls will also be made by an NMSS staff member appointed by the Principal within 72 hours of the lottery. Winning parents/guardians will have 10 business days from notification to accept enrollment. If parents do not respond within 10 business days, New Millennium Secondary School will move to the wait list in the order of the lottery drawing.

School records of lottery

All lottery cards and databases will be kept on file by New Millennium Secondary School. Lottery cards will be kept for one calendar year. During the school year, if vacancies should arise, the school will pull from the wait list in numerical order by the grade level where the vacancy exists. For example, if a vacancy arises in the 10th grade, the student on the top of the 10th grade waitlist will be contacted by NMSS staff and offered admission.

Element 9 – Annual Financial Audits

“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” (Ed. Code § 47605(b)(5)(I).)

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(5)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

- a. Provisional Budget – Spring prior to operating fiscal year
- b. Final Budget – July of the budget fiscal year
- c. First Interim Projections – November of operating fiscal year
- d. Second Interim Projections – February of operating fiscal year
- e. Unaudited Actuals – July following the end of the fiscal year
- f. Audited Actuals – December 15 following the end of the fiscal year
- g. Classification Report – monthly according to Charter School’s Calendar
- h. Statistical Report – monthly according to Charter School’s Calendar of Reports

In addition:

- P1, first week of January
 - P2, first week of April
- i. Instructional Calendar – annually five weeks prior to first day of instruction
 - j. Other reports as requested by the District

Annual Audit Procedures

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide.

The Governing Board will commission an annual financial audit by an independent third party auditor who will report directly to them. The Governing Board will approve the final audit report, and a copy will be provided to the charter-granting agency. Any audit exceptions and/or

deficiencies will be resolved to the satisfaction of the Governing Board and the charter-granting agency.

The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars. The Governing Board will annually appoint an audit committee by January 1 to select an auditor by March 1 prior to year end (June 30th). Any persons with expenditure authorization or recording responsibilities within the school may not serve on the committee. The committee will annually contract for the services of an independent certified public accountant to perform an annual fiscal audit. The audit shall include, but not be limited to: an audit of the accuracy of the financial statements, an audit of the attendance accounting and revenue accuracy practices and an audit of the internal control practices.

The financial audit will be conducted in accordance with auditing standards generally accepted in the United States of America; the standards for financial audits contained in *Government Auditing Standards*, issued by the Controller General of the United States; and will include tests of accounting records, and other procedures considered necessary to enable the auditor to express such an opinion and to render the required reports. The financial audit will also provide a report (which does not include an opinion) on internal control related to the financial statements and compliance with laws, regulations, and the provisions of contracts or grant agreements, noncompliance with which could have a material effect on the financial statements as required by Government Auditing Standards.

The reports on internal control and compliance will include a statement that the report is intended solely for the information and use of management, the body or individual charged with governance, others within the organization, and specific legislative or regulatory bodies and is not intended to be and should not be used by anyone other than these specified parties.

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Chief Operating Officer will review any audit exceptions or deficiencies and report to the Charter School Board of Directors with recommendations on how to resolve them. The Chief Operating Officer will submit a copy of the annual audit report to the LAUSD Charter Schools Division via certified mail to be postmarked no later than December 15th following the end of the fiscal year. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit exceptions and deficiencies will be resolved in conference with the auditor to the satisfaction of the auditing agency prior to the completion of the auditor's final report. Audit exceptions and deficiencies will be resolved to the satisfaction of LAUSD. Typically, audit exceptions will be addressed within 4 months of the close of the audit. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit of New Millennium Secondary School is a public record to be provided to the public upon request.

Element 10 – Suspension and Expulsion Procedures

“The procedures by which pupils can be suspended or expelled.” (Ed. Code § 47605(b)(5)(J).)

GENERAL PROVISIONS

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School’s student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

STUDENTS WITH DISABILITIES

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation

determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

- A. Was the misconduct caused by, or directly and substantially related to the student's disability?
- B. Was the misconduct a direct result of the Charter School's failure to implement Section 504?

NOTIFICATION OF THE DISTRICT

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed "Notification of Charter School Expulsion" [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
 - A. Was the misconduct caused by, or directly and substantially related to the student's disability?
 - B. Was the misconduct a direct result of Charter School's failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

REINSTATEMENT

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

GUN-FREE SCHOOLS ACT

Charter School shall comply with the federal Gun-Free Schools Act.

School Climate and Student Discipline System

To cultivate a supportive environment that promotes academic excellence through respect for self, respect for others, and respect for education. To provide constructive consequences and restorative justice practices that reinforce the NMSS School Code of Conduct as well as actively support all faculty in their classroom instructional norms & behavioral norms within their own classroom.

It is the ultimate goal of discipline at NMSS to prepare our students for the demands of the post high school world and the expectations of that environment with both appropriate boundaries in behavior as well as development of critical thinking skills to meet challenging situations.

Goal for the year 2018-2019: to maintain our 2017 goal of school year suspension rate 2.10%

- Reducing number of students being sent out of class
- Reduced number of physical confrontations
- Reduced amount of detentions assigned by teachers
- Biggest percentage of athletic participation school wide; students met behavior and academic requirements overwhelmingly to qualify for playing sports

New Millennium Secondary School Code of Conduct Matrix

NMSS rules and Code of Conduct apply (1) While on school grounds,(2) While going to or coming from school,(3) During the lunch period whether on or off the campus.(4) During, or while going to or coming from, a school-sponsored activity

Any student conduct that would constitute criminal conduct under the California Education Code is also a violation of the Code of Conduct.

SCHOOLWIDE EXPECTATION	OFFENSE	1st OCCURRENCE	2nd OCCURRENCE	3rd OCCURRENCE	4th OCCURRENCE
RESPECT FOR EDUCATION	Unexcused Tardy (per quarter)	Tardy 1-2: Student is marked Tardy and issued a warning	Tardy 3-6: Lunch Detention	Tardy 6-8: After-School	Tardy 9+: Saturday School, Parent conference. Continuous occurrences may result in attendance-focused interventions and SARB referral.
RESPECT FOR SELF	Uniform Policy Violation (per school year)	Parent contacted to bring a change of clothes to student or student issued a loaner uniform (when available). A written warning issued.	School detention issued in addition to consequences from 1 st Occurrence.	1 day On-Campus Suspension in addition to consequences from 1 st Occurrence.	2 day On-Campus Suspension with Parent Conference Required in addition to consequences from 1 st Occurrence.
RESPECT FOR SELF/RESPECT FOR EDUCATION	Academic Cheating including Plagiarism and Copying Work (per school year)	Zero credit for assignment, Parent contacted. Teacher's discretion to allow reassessment of standard. Student to review meaning of plagiarism.	Zero credit for assignment, no reassessment permitted. Mandatory Parent Meeting with an Administrator.	Mandatory parent/guardian and administrator meeting. Zero credit for assignment, no reassessment permitted. Student assigned three (3) fifty-minute after school detentions. May have after school extracurricular activities revoked.	Mandatory parent/guardian and administrator meeting. Zero credit for assignment, no reassessment permitted. Student assigned three (3) fifty-minute after school detentions. All after school extracurricular activities revoked. (Including all senior activities.)

RESPECT FOR SELF/RESPECT FOR OTHERS	Non Compliance with School Norms (per school year)	Teacher/Student meeting and parent notified. Teacher detention assigned.	50-minute after school detention assigned and parent contacted.	Mandatory Parent Meeting with an Administrator and 1 day On-Campus Suspension.	Parent required to shadow student for 1 school day
RESPECT FOR EDUCATION	Unprepared for Learning (defined by syllabus)	Teacher Detention	50 minute after school detention, Parent Contacted.	1 day On-Campus Suspension and Mandatory Parent Meeting with an Administrator.	2 day On-Campus Suspension
RESEPECT FOR SELF/RESPECT FOR EDUCATION	Truancy (per school year)	20-minute teacher assigned detention. First Truancy Notification sent home.	50-minute after school detention and Mandatory Parent Meeting with Administrator. Second Truancy Notification sent home.	1 day On-Campus Suspension and Mandatory Parent Meeting with Administrator. Third Truancy Notification sent home.	Student will be enrolled in mandatory after school tutoring and all after school activities are revoked.
RESPECT FOR SELF/RESPECT FOR OTHERS/RESPECT FOR EDUCATION	Electronic Devices (per school year)	Device confiscated for the day/period. <i>Note: If cell phone violation is in conjunction with a separate violation it will be confiscated for the year.</i>	Device confiscated for one week/and or given to parent. Parent phone call/meeting.	Device confiscated by school administration. Parent meeting with school administration device removed from campus by administration.	
RESPECT FOR SELF/RESPECT FOR OTHERS	Interruption of Instruction (per class period)	Verbal Warning (Student name on board).	Second Warning (Check-mark after the name on board). Student assigned teacher detention and teacher contacts parent.	50-minute after school detention and Parent Contact.	Parent or guardian will be notified of the occurrence and will then shadow the student for a day.
RESPECT FOR SELF/RESPECT FOR OTHERS	Computer Usage Violation (per school year)	Loss of School Computer usage for one week (assignments must still be completed on time) and Parent Contacted.	Loss of computer Privileges for one month and Mandatory Parent Meeting with an Administrator.	Loss of computer Privileges for the remainder of the school year with parent contact.	Loss of computer Privileges for the remainder of the school year with parent contact and after school activities revoked.
RESPECT FOR SELF/RESPECT FOR OTHERS	Direct Profanity/ Vulgar or Inappropriate Language/ Slurs (per school year)	Teacher Detention	1 day On-Campus Suspension, Parent Contacted	2 day On-Campus Suspension, Mandatory Parent Meeting with an Administrator.	Mandatory Parent Meeting with an Administrator, consequence to be determined by Administration.

All on-campus suspensions require infraction-related assignments to be completed as determined by Administration. If number of instances exceeds four, additional consequences will be given per the discretion of school administration.

Positive Behavior Intervention and Support

New Millennium Secondary School utilizes PBIS (Positive Behavior Intervention and Support) as an alternative to suspension. PBIS allows NMSS to implement a tiered behavior intervention system that supports students whom may be struggling with behavior/academic challenges at the school site. PBIS as a school wide system also allows NMSS to establish a culture of positive behavior reinforcement amongst the student body through a wide variety of PBIS tools including a token economy system and school wide PBIS spirit events for students who exemplify the school's behavior and academic expectations.

Student Success Team

NMSS utilizes the student success team process to further support the school's tiered intervention team in conjunction with the PBIS school wide system to further support students who have been targeted as highest need (tier III), according to the Los Angeles County of Education PBIS system, for behavior/academic intervention and support. The SST team process consists of a unified team of all of the targeted student(s) teachers as well as the student(s) counselor and guardian and various other wrap around service members that the team deems necessary for adequate support of the student. The SST team develops and applies targeted interventions both in academics and behaviors with the ultimate goal of supporting high need students in their efforts to meet their behavior and academic goals. The team monitors and tracks all interventions and adjusts interventions appropriately until the student(s) are adequately supported.

Professional Development

Teachers and school wide staff continuously receive professional development regarding PBIS and the school's alternatives to suspension programs. Teachers and school staff engage in weekly professional development provided by the school site that targets not only development of rigorous academic instruction and practice but also behavior intervention and supports within the classroom. Teachers and staff attend professional development on best practices for behavior intervention and special education support through the SELPA Option 2 as well as attend all PBIS specific professional developments facilitated by the Los Angeles County Office of Education. Lastly, our school is designated with a PBIS consultant/coordinator assigned to us through the Los Angeles County Office of Education who ensures we maintain best practices and compliance with our school wide PBIS system as well as further assists all teachers and school staff in accomplishing their PBIS related professional development goals.

In-School Suspension

New Millennium Secondary School does authorize and implement in-school suspensions. The number of days of in-school suspension per incident is one day and in one academic year is 5. In-school suspension will allow the Student Success Team an opportunity to meet with the student and with the parent. If there is a need for a student/peer mediation to take place one will occur on that day also. The student will be given the assignments from his or her classes during that same day. There will be follow up with the student the next day the student returns to class.

Student Suspension and Expulsion Policy

The NMSS Suspension and Expulsion Guide, as found in the Parent and Student Handbook, has been established in order to promote learning and protect the safety and well-being of all students at the New Millennium Secondary School. In creating the NMSS Suspension and Expulsion Guide, New Millennium Secondary School has reviewed Education Code Section 48900 *et seq.* which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that

follows regarding the grounds for suspension and expulsion closely mirrors the language of current LAUSD Matrix for Student Suspension and Expulsion Recommendation and Education Code Section 48900 *et seq.*

New Millennium Secondary School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. The New Millennium Secondary School Code of Conduct Matrix and the Matrix for Student Suspension and Expulsion Recommendations will be printed and distributed as part of the Student and Parent Handbook and will clearly describe discipline expectations.

The Assistant Principal or the Principal shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that these policies and procedures are available on request at the Principal's office in addition to being provided in the Parent and Student Handbook.

Suspended or expelled students shall not be allowed to attend any school and school-related activities, such as athletic events and school dances, unless otherwise agreed during the period of suspension or expulsion.

Code of Conduct

Student responsibilities include, but are not limited to:

- Following all rules of behavior and conduct set by the classroom teacher and contained within this policy
- Respecting fellow students and school personnel
- Attending classes regularly and on time
- Completing all assigned work (to the best of the student's ability)
- Being prepared for class (bring materials, e.g., books, homework)
- Respecting the property of the school and others
- Keeping the campus clean
- Wearing school uniform. One uniform is provided at no cost for each student.

New Millennium Secondary School believes in a student discipline philosophy that is progressive in nature, and at all points, tries to provide students with supports and opportunities to improve.

Students who violate the Code of Conduct are subject to, but not limited to the following progressive actions:

- Verbal warning
- Loss of privileges

- Detention
- Written notice to parents
- Conference with student/parent
- Parent/Guardian Shadowing

Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at New Millennium Secondary School or at any other school or a New Millennium Secondary School sponsored event, occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school sponsored activity.

Enumerated Offenses

Students may be suspended or expelled for any of the following acts, consistent with the requirements for Category I through III offenses defined below, when it is determined the pupil:

Annotated Excerpts from the Current California Education Code § 48900. Grounds for Suspension or Expulsion

- (a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
- (2) Willfully used force or violence upon the person of another, except in self-defense.

- (b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.

- (d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

- (e) Committed or attempted to commit robbery or extortion.

- (f) Caused or attempted to cause damage to school property or private property.
- (g) Stolen or attempted to steal school property or private property.
- (h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- (k) Knowingly received stolen school property or private property.
- (l) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- (m) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- (n) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- (o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- (p) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.

(q) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, video, or image.

ii. A post on a social network Internet Web site including, but not limited to:
(a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonates a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

(r) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

(s) As used in this section, "school property" includes, but is not limited to, electronic files and databases.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Student Discipline & Expulsion Support Unit
MATRIX FOR STUDENT SUSPENSION AND EXPULSION RECOMMENDATIONS
(State Law: Applicable to School Principals)

Category I Student Offenses with No Principal Discretion (except as otherwise precluded by law)	Category II* Student Offenses with Limited Principal Discretion	Category III* Student Offenses with Broad Principal Discretion
Principal shall immediately suspend and recommend expulsion when the following occur at school or at a school activity off campus . (E.C. 48915(c))	Principal must recommend expulsion when the following occur at school or at a school activity off campus unless the principal determines that the expulsion is inappropriate. (E.C. 48915(a))	Principal may recommend expulsion when the following occur at any time, including, but not limited to, <u>while on school grounds, while going to or coming from school, during the lunch period, whether on or off the campus, or during, or while going to or coming from, a school-sponsored activity</u> . (E.C. 48915(b) and (e))
1. Possessing, selling, or furnishing a firearm. E.C. 48915(c)(1); 48900(b)	1. Causing serious physical injury to another person, except in self-defense. E.C. 48915(a)(1); 48900(a)(1), maybe also 48900(a)(2)	1. Caused, attempted to cause, or threatened to cause physical injury to another person. (Unless, in the case of "caused," the injury is serious. (See II.1)) E.C. 48900(a)(1); 48915(b) 2. First offense of possession of marijuana of not more than one ounce, or alcohol. E.C. 48900(c); 48915(b) 3. Sold, furnished, or offered a substitute substance represented as a controlled substance. E.C. 48900(d); 48915(b)
2. Brandishing a knife at another person. E.C. 48915(c)(2); 48900(a)(1) and 48900(b)	2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil. E.C. 48915(a)(2); 48900(b)	4. Caused or attempted to cause damage to school or private property. E.C. 48900(f); 48915(e) 5. Stole or attempted to steal school or private property. E.C. 48900(g); 48915(e) 6. Possessed or used tobacco. E.C. 48900(h); 48915(e) 7. Committed an obscene act or engaged in habitual profanity or vulgarity. E.C. 48900(i); 48915(e)
3. Unlawfully selling a controlled substance. E.C. 48915(c)(3); 48900(c)	3. Unlawful possession of any controlled substance, except for the first offense of no more than an ounce of marijuana. E.C. 48915(a)(3); 48900(c)	8. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. E.C. 48900(j); 48915(e) 9. Disrupted school activities or willfully defied the valid authority of school personnel. E.C. 48900(k); 48915(e) 10. Knowingly received stolen school or private property. E.C. 48900(l); 48915(e) 11. Possessed an imitation firearm. E.C. 48900(m); 48915(e)
4. Committing or attempting to commit a sexual assault or committing a sexual battery (as defined in 48900(n)). E.C. 48915(c)(4); 48900(n)	4. Robbery or extortion. E.C. 48915(a)(4); 48900(e)	12. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. E.C. 48900.4**; 48915(e) 13. Engaged in sexual harassment. E.C. 48900.2**; 48915(e) 14. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence. E.C. 48900.3**; 48915(e) 15. Made terrorist threats against school officials or school property, or both. E.C. 48900.7; 48915(e)
5. Possession of an explosive E.C. 48915(c)(5); 48900 (b)	5. Assault or battery upon any school employee. E.C. 48915(a)(5); 48900(a)(1) and 48900(a)(2)	16. Willfully used force or violence upon the person of another, except in self-defense. E.C. 48900(a)(2); 48915(b) 17. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a disciplinary action. E.C. 48900(o); 48915(e) 18. Any behavior listed in Category I or II that is related to school activity or school attendance but that did not occur on campus or at a school activity off campus. E.C. 48915(b) 19. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. E.C. 48900(p); 48915(e) 20. Engaged in, or attempted to engage in, hazing, as defined in Section 32050. E.C. 48900(q); 48915(e) 21. Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or school personnel. E.C. 48900(r); 48915(e)

* For Categories II and III, the school must provide evidence of one or both of the following **additional findings**: (1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct, (2) Due to the nature of the act, the student's presence causes a continuing danger to the physical safety of the pupil or others.
** Grades 4 through 12 inclusive.

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Student Health and Human Services

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New Millennium Secondary School will use the Matrix for Student Suspension and Expulsions Recommendations developed by LAUSD.

Category I

The Principal of New Millennium Secondary School shall immediately suspend and recommend expulsion when the following occur on school campus or at a school activity off campus, for any of the following reasons:

1. Possessing, selling, or furnishing a firearm, as defined below. E.C. 48915(c)(1); 48900(b)
2. Brandishing a knife at another person. E.C. 48915(c)(2); 48900(a)(1) and 48900(b)
3. Unlawfully selling a controlled substance. E.C. 48915(c)(3); 48900(c)
4. Committing or attempting to commit a sexual assault or committing a sexual battery, as defined in the enumerated offenses, above. (as defined in 488900[n]). E.C. 488915(c)(4); 48900(c)
5. Possession of an explosive, as defined below. E.C. 48915(c)(5); 48900(b)

If it is determined by the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have

possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

Category II

The Principal of New Millennium Secondary School has limited discretion with Category II student offences listed below. The Principal must suspend and recommend expulsion when any of the following occur at school or at a school activity off campus, unless the Principal determines that expulsion is inappropriate (E.C. 48915[a]):

1. Causing serious physical injury to another person, except in self-defense. E.C. 48915(a)(1); 48900(a)(1), maybe also 48900(a)(2).
2. Possession of any knife or other dangerous object of no reasonable use to the pupil. E.C. 48915(a)(2); 48900(b)
3. Unlawful possession of any controlled substance, except for the first offence of less than an ounce of marijuana. E.C. 48915(a)(3); 48900(c).
4. Robbery or extortion. E.C. 48915(a)(4); 48900(e).
5. Assault or battery upon any school employee. E.C. 48915(a)(5); 48900(a)(1) and 48900(a)(2)

Category III

The Principal of New Millennium Secondary School may suspend and recommend expulsion when any of the following Category III offenses occur at any time, including, but not limited to, while on school grounds; while going to or coming from school; during the lunch period, whether on or off the campus; or during, or while going to or coming from, a school-sponsored activity:

1. Category I and II offenses that are related to a school activity or school attendance, but that did not occur on school campus or at a school activity.

2. Caused or attempted to cause, or threatened to cause physical injury to another person, unless the injury is serious, as set forth under the Category II offenses.. (Unless, in the case of “caused,” injury is serious. [See II.1]). E.C. 48900(a)(1); 48915(b)
3. First offense of possession of marijuana of not more than one ounce, or possession of alcohol. E.C. 48900(c); 48915(b)
4. Sold, furnished, or offered a substitute substance represented as a controlled substance. E.C. 48900(d); 38915(b)
5. Caused or attempted to cause damage to school or private property. E.C. 48900(f); 48915(e)
6. Stole or attempted to steal school or private property. E.C. 48900(g); 48915(e)
7. Possessed or used tobacco. E.C. 48900(h); 48915(e)
8. Committed an obscene act or engage in habitual profanity or vulgarity. E.C. 48900(i); 48915(e)
9. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. E.C. 48900(j); 48915(e)
10. Knowingly received stolen school or private property. E.C. 48900(l); 48915(e)
11. Possessed an imitation firearm. E.C. 48900(m); 48915(e)
12. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel.. E.C. 48900.4; 48915(e)
13. Committed sexual harassment (applicable to grades 4 through 12 only). E.C. 48900.2; 48915(e)
14. Caused or attempted to cause, threatened to cause, or participated in an act of hate violence (applicable to grades 4 through 12 only). E.C. 48900.3**; 48915(e)
15. Made terroristic threats against school officials or school property, or both. E.C. 48900.7; 48915(e)
16. Willfully use force or violence upon the person of another, except in self-defense. E.C. 48900(a)(2); 48915(b)
17. Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a disciplinary action. E.C. 48900(o); 48915(e)
18. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. E.C. 48900(p); 48915(e)
19. Engaged in, or attempted to engage in, hazing, as defined in Section 32050. E.C. 48900(q); 48915(e)
20. Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or school personnel. E.C. 48900(r); 48915 (e)

Additional Findings

For all Category II and III offenses, the student may be expelled only if one or both of the

following findings are substantiated:

- a) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- b) Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

Process for Suspension

Informal Conference:

Suspension is preceded by an informal conference conducted by the Principal or Principal's designee, such as the Assistant Principal with the student and the student's parent. The conference may be omitted if the Principal or Principal's designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If the student is suspended without a conference, the parent is notified of the suspension, a request for a conference to be made as soon as possible and the conference to be held as soon as possible.

Notice to Parents

At the time of suspension, the Principal or Principal's designee makes a reasonable effort to contact the parent by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing by the Principal or Principal's designee of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student. In addition, the notice also shall state the date and time the student may return to school. The school officials will ask the parent to confer regarding matters pertinent to the suspension, the notice may note that the parents are required to respond to this request, by phone, email, or in person, without delay and that student violations of school rules can result in student requiring more intervention services.

Length of Suspension

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the Principal or Principal's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. The Principal or designee upon either of the following will make this determination: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing. Students will be provided work in the interim through our on-line teacher class pages and email correspondence with the teachers. If a student does not have access to the Internet, the parent/guardian of the student may pick up work for the student in the front

office. Students suspended for more than five (5) days will be provided off-campus, in person instruction once a week by a certified NMSS teacher.

- Students may not be suspended from school for any reasons, for more than 5 consecutive school days.
- Students of general education (including students served under a 504 plan) shall not be suspended for more than 20 school days in any school year (30 days if student transfers to another school).
- Students with disabilities shall not be suspended for more than 10 school days in any school year.

Suspension Appeals

The suspension of a student is at the discretion of the Principal or Assistant Principal. Parents are notified in advance of the enactment of the suspension. At that time, written notification is given to parent/guardian informing them of the appeal process for the suspension. A suspension appeal is heard within 5 days of notification of suspension by the Principal or Assistant Principal. The administrator hearing the appeal will not be the same administrator that assigned the suspension. Upon consideration, the Principal or Assistant Principal's decision is final. The student is considered suspended until a meeting is convened to hear the appeal, or if the student wins on appeal which then the suspension will be expunged. For students who are recommended for expulsion, any appeal of the suspension will be considered concurrently with the expulsion process.

Authority to Expel

A student may be expelled either by the Board following a hearing before it, or by the Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Board will hear the expulsion when there are no panel members that fit the selection process as listed in the Expulsion Hearing Section. The eligible Administrative Panel members are selected from a list of candidates that has been reviewed and approved by the NMSS governing board. The selected Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil nor a Board member of New Millennium Secondary School's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

Process for Expulsion

Upon a recommendation of Expulsion by the Principal or Principal's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Principal or designee upon a finding that the student committed a mandatory expulsion offense in Category I or II, above, or, for discretionary Category III offenses, a finding of either

of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon such a determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

Expulsion Hearing

A hearing to determine whether the student should be expelled is required for recommendations for expulsion if requested. The hearing is held within 30 school days after the principal determines that the student committed an act expellable act and a recommendation for expulsion is made. The hearing shall be presided over by an Administrative Panel of 3-5 members. The panel includes certificated New Millennium Secondary School staff. The panel members are selected with the following criteria: 1) no knowledge of the student or situation, and 2) the panel members are not a teacher of the pupil or members of the New Millennium Secondary School Board.

The Principal or designee of New Millennium Secondary School provides written notice of the hearing to the student and the student's parent at least 10 calendar days before the date of the hearing. This notice shall include:

- a) The date and place of the expulsion hearing.
- b) A statement of the specific facts, "charge(s)", "offences(s)" upon which the proposed expulsion is based.
- c) A copy of the Charter School's disciplinary rules which relate to the alleged violation;
- d) Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
- e) The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- f) The right to inspect and obtain copies of all documents to be used at the hearing;
- g) The opportunity to confront and question all witnesses who testify at the hearing;
- h) The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses. The Charter School will make sure it provides time frames to meet the needs of the witnesses on behalf of the student. A translator will be on sight during the hearing to accommodate any witness that is speaking.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the administrative panel to expel must be

supported by substantial evidence presented at the hearing that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors who will make a final determination regarding the expulsion. The Board will review these findings in a closed session at a board meeting within 10 days of the Administrative Panel meeting. The Board decision will be announced as the Board reconvenes to public session in the board meeting. The Board must accept or deny the expulsion within 10 days from the Panel's recommendation for expulsion. The decision of the Board of Directors is final.

If the Administrative Panel decides not to recommend expulsion, or the Board does not accept the recommendation of the panel to expel, the pupil shall immediately be returned to his/her educational program. The record of suspension will be expunged from the student's record. Should the School Board conduct the hearing and accept the recommendation for expulsion, or accept the administrative panel's recommendation for expulsion, the student and parent will receive notification as described in the following "Written Notice of Expulsion" section, and is to no longer attend the charter school or any charter school functions, and begin seeking a different school environment with the help of New Millennium.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

New Millennium Secondary School may, upon a finding of good cause, determine that the disclosure of either the identity of complaining witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by New Millennium Secondary School or the hearing officer. Copies of these sworn declarations, redacted to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. New Millennium Secondary School must also provide the complaining witness a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the Administrative Panel conducting the expulsion or administrative panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The Administrative designee conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The Administrative designee conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the Administrative Panel over the hearing from removing a support person whom the presiding Administrative designee finds is disrupting the hearing. The Administrative Panel may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, New Millennium Secondary School must present evidence that the witness' presence is both desired by the witness and will be helpful to New Millennium Secondary School. The Administrative Panel presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding Administrative Panel from exercising their discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the Administrative Panel that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person.

Written Notice to Expel

Following a decision of the Board of Directors to expel, the Principal or designee shall send to the student and parent/guardian written notice of the decision to expel, including the Board of Directors' adopted findings of fact, based upon evidence presented during the hearing. This notice to expel a student will include the following:

- a) The reinstatement eligibility review date.
- b) A copy of the rehabilitation plan.
- c) The type of educational placement or study plan during the period of expulsion.
- d) Appeal procedures.
- e) The specific offense(s) committed by the student
- f) Notice of the student's or parent's obligation to inform any new school district in which the student seeks to enroll of the student's status with NMSS.

Record of Hearing

Expulsion hearings are conducted before the designated 3-5 member Administrative Panel and are recorded on audio transcripts. The Administrative Panel will also summarize the evidence presented at the hearing and their determination in a "Finding of Facts" document to be presented to the Board of Directors for final consideration. The student and the parent will receive copies of evidence that has been presented to the Board. All documentation, which

includes, but not limited, to evidence, grievance, and administrative written summary will be provided to both the Board and guardian/parent and student in written form.

Appeal of Expulsion

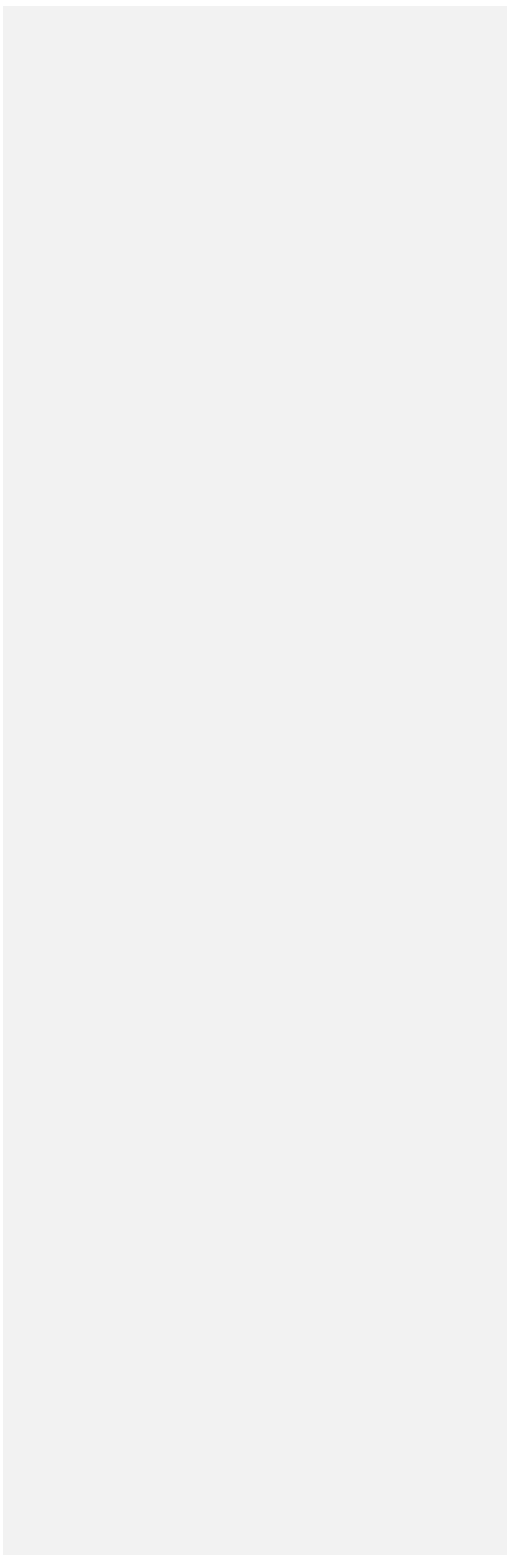
An expulsion decision may be appealed within 30 calendar days of the date of the Administrative Panel's decision to expel. The parent/guardian and/or student may request to address the New Millennium Secondary School Board. Any student expelled by NMSS may appeal the expulsion, within thirty (30) days from the date of the Administrative Panel's decision.

1. The Board may accept, alter, or reject the Administrative Panel's recommendation
2. The Board must make its decision at a public meeting.
3. The parent/guardian and/or student may address the Board.
4. The Board shall recommend the NMSS plan of rehabilitation for the student based upon their final decision

Rehabilitation Plan/Reinstatement/Readmission

In the event of a decision to expel a student from New Millennium Secondary School, the school will work cooperatively with the district of residence, county, and/or private schools to assist with the appropriate educational placement of the student who has been expelled. Any incident of violent and/or serious student behavior is communicated to the district/school to which the student matriculates. New Millennium Secondary School has the responsibility to facilitate expulsion placements and enrollment to ensure that expelled students do not get lost in the system. Parent/guardian will have a meeting with the counselor and the principal to discuss the post-expulsion support for the student in order to provide continued access to education. Post Expulsion support will include educational placement referrals, community counseling agencies and credit recovery plans.

Student or parent/guardian may petition for readmission into New Millennium Secondary School, one calendar year from the date of the incident which resulted in the student's expulsion from New Millennium Secondary School. Petitions to readmit an expelled student must be approved or disapproved by an Administrative Panel whose members were not involved in the expulsion recommendation or decision, therefore providing adequate notice and meaningful opportunity to be heard, and reasonable accommodations and language support, and other due process protection and rights, within three (3) days of submission. The student's readmission is contingent upon NMSS capacity at the time the student seeks readmission. Monitored progress of the student at the previous school will take place if and when the student seeks readmission to NMSS. Reinstatement is based on academic achievement, attendance, and social adjustment. Upon readmission the parent/guardian, student, counselor, and principal will meet and discuss intervention supports the school will provide in order for the student to be successful at NMSS. The interventions will include, but not limited to, quarterly check in meetings with the counselor and also quarterly meetings with the SST(Student Success Team) upon re-entering the classroom.



Element 11– Retirement Programs

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” (Ed. Code § 47605(b)(5)(K).)

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

Certificated and Classified Staff Members

New Millennium Secondary School will make participation in State Teachers’ Retirement System (STRS) available to certificated staff, and a 403b plan and federal social security available to non-certificated persons working at the school. NMSS will make any contribution that is legally required of the employer, including STRS, 403b, social security, and unemployment insurance. All withholdings from employees and the charter school will be forwarded to the STRS fund and 403b funds as required. New Millennium acknowledge that the school will continue such participation of all retirement programs for the duration of the charter school’s existence as required by Education Code Section 47605.5.

1. STRS: All certificated personnel including teachers, Principal, and guidance counselor
2. Federal Social Security: Non-certificated staff, including the Chief Operating Officer, Administrative Assistants, Front Office Clerk/Registrar
3. Non-certificated staff will be offered a 403b

Responsible Staff Member

The Chief Operating Officer is responsible for ensuring that appropriate arrangements for the aforementioned coverage will be made with approval of the Board.

STRS Reporting

New Millennium Secondary School will submit all retirement data through LACOE and will comply with all policies and procedures for payroll reporting. Employees will accumulate service credit years in the same manner as all other members of STRS. The New Millennium Secondary School Chief Operating Officer shall be solely responsible for ensuring that such retirement coverage is arranged and shall forward any required payroll deductions and related data to LACOE as required by Education Code Section 47611.3.

Element 12 – Public School Attendance Alternatives

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Ed. Code § 47605(b)(5)(L).)

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil’s school district of residence in accordance with applicable law and that school district’s policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school’s charter. If LAUSD is the pupil’s school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

Parent Notification

New Millennium Secondary School is a public school of choice. No student is required to attend New Millennium Secondary School.

Element 13 – Rights of District Employees

“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Ed. Code § 47605(b)(5)(M).)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

Element 14 – Mandatory Dispute Resolution

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(b)(5)(N).)

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of or relating to this Charter, except for any claim, controversy or dispute related to the authorization (non-renewal, revision and/or revocation) of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs and/or expenses, or mediator’s or arbitrator’s fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code §47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 *et seq.* (“Proposition 39”), shall be resolved in accordance with the procedures set forth below:

- 4) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director

Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Samantha Navarro
Principal
New Millennium Secondary School
1301 W. 182nd St
Gardena, CA 90248

- 5) A written response (“Written Response”) shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 6) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 7) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 8) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

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NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Samantha Navarro
Principal
New Millennium Secondary School
1301 W. 182nd St
Gardena, CA 90248

- 2) A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

Element 15 – Charter School Closure Procedures

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(b)(5)(O).)

REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(j)(1) and 47607(f), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative

appeal process;; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by *Education Code* sections 47604.32, 47605, and 47607 as well as *California Code of Regulations*, title 5, sections 11962 and 11962.1, and are based on "Charter School Closure Requirements and Recommendations (Revised 08/2009)" posted on the California Department of Education website. All references to "Charter School" apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.

5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter

School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

The Chief Operating Officer will serve as the school's closure agent in the event that the school closes.

Additional Provisions

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- **Use:** Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- **Furnishings and Equipment:** The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- **Leasing; Licensing:** Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- **Programs, Services, and Activities Outside Instructional Program; Third Party Vendors**
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such

third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- **Minimum Payments or Charges to be Paid to District Arising From the Facilities:**

- (i) **Pro Rata Share:** The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

- (ii) **Taxes; Assessments:** Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.

- **Maintenance & Operations Services:** In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

- (i) **Co-Location:** If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

- (ii) **Sole Occupant:** If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- **Real Property Insurance:** Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of

obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.

6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. *The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.*

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 calendar days of all new policies, inceptions, renewals or changes, certificates, or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

"Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless "the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of

special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours notice.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” (Ed. Code § 47606.5(b).)