



LOS ANGELES UNIFIED SCHOOL DISTRICT

Robert A. Millikan Affiliated Charter & Performing Arts Magnet Middle School

A DISTRICT AFFILIATED CHARTER SCHOOL

5041 Sunnyslope Avenue

Sherman Oaks, CA 91423

Renewal Petition

Submitted

January 27, 2017

TERM OF PROPOSED CHARTER

JULY 1, 2017 TO JUNE 30, 2022

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ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

Robert A. Millikan Affiliated Charter & Performing Arts Magnet Middle School (also referred to herein as “Millikan Affiliated Charter”, “District Affiliated Charter School” 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).)
- 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 students 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 the Los Angeles Unified School District is and shall be the exclusive public school employer of the employees working at or assigned to Charter School 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.

NOTE: This Charter contains specific “District Required Language” (DRL), including the Assurances, Affirmations, and Declarations 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).)

GENERAL INFORMATION

• The contact person for Charter School is:	<i>John Plevack</i>
• The address of Charter School is:	<i>5041 Sunnyslope Ave. Sherman Oaks, CA 91423</i>
• The phone number for Charter School is:	<i>818-528-1600</i>
• Charter School is located in LAUSD Board District:	<i>3</i>
• Charter School is located in LAUSD Local District:	<i>Northeast</i>
• The grade configuration of Charter School is:	<i>6-8</i>
• The number of students in the first year of this Charter will be:	<i>2000</i>
• The grade levels of the students in the first year will be:	<i>6-8</i>
• Charter School’s scheduled first day of instruction in 2017-2018 is:	<i>August 15, 2017</i>
• The current operational capacity of Charter School is: NOTE: For all District affiliated charter schools, the District determines each school’s operational capacity annually in accordance with District policy. (Operational capacity refers to the maximum number of students that Charter School may enroll in a given year and includes all students, regardless of student residence or other factors.)	<i>2002</i>
• The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	<i>Traditional</i>
• The bell schedule for Charter School will be:	<i>8:00am-3:03pm MWTHF 8:00am-1:33pm T</i>
• The term of this Charter shall be from:	<i>July 1, 2017 to June 30, 2022</i>

COMMUNITY NEED FOR DISTRICT AFFILIATED CHARTER SCHOOL

Millikan's success lies in the willingness of the administrators and teachers to say yes. The Small Learning Communities (SLCs) all began with a teacher's idea and an administrator who supported the vision. This passion translates to effective teaching and engaged students. SLC teachers are highly trained and teach all Millikan students as no teachers are exclusive to a particular SLC so all students on campus have access to the same high quality education regardless of participation in an SLC. Supportive administrative, passionate and effective teachers who continue to hone their teaching practice through professional development, parent participation through the Parent Center and various parent organizations, high attendance rates for students and teachers, and engaging elective courses further Millikan's success at educating students and are the reason Millikan attracts students from across Los Angeles.

Millikan Middle School's magnet and specialized academies form SLCs to provide a community where students are nurtured and supported through the middle school years. Attending classes in cohorts within these groups, students take part in curriculum emphasizes deep understanding of important concepts and the development of essential skills while students work from an area of strength. Millikan's SLCs include the Performing Arts Magnet, Performing Arts Academy, Math Academy, and Cinematic Arts Academy. Millikan also offers a strong School of Advanced Studies (SAS) program for Gifted and Talented learners (GATE). The master schedule allows for academies and honors programs (students may participate in more than one program) to be aligned, providing students with the time and opportunity to meet rigorous academic standards throughout their school day. Students who do not participate in the SLCs also participate in a rich curriculum with many choices for extracurricular exploration through our elective courses, clubs, and specialty advisory classes.

The faculty understands and believes that reading and writing are taught by all teachers as ELA standards span social science and science leading to all teachers working toward students improving their reading and writing in all content areas. They teach using methods to access multiple learning modalities and employ a variety of assessment methods to monitor student progress and learning including performance tasks, presentations, projects, and portfolios, allowing for student choice whenever possible. The faculty is committed to moving our students forward with 21st Century learning, working toward meeting competencies in collaboration, digital literacy, creative thinking, and problem solving.

Since the establishment of Millikan's charter in 2012, the school has continued to educate students at an advanced level, as demonstrated by SBAC scores which show annual improvement as well as outperformance of local and district averages. During the 2014-15 school year, 57% of Millikan students met or exceeded standards in ELA and 46% in Math, outperforming the district average by 24% and 21% respectively. As teachers and students became more familiar with Common Core State Standards (CCSS) and SBAC, in the following year they showed improvement with 62% and 50% of students meeting or exceeding standards in ELA and math, continuing to outperform

LAUSD averages by more than 20%.

While most subgroups continued to outperform District averages through 2015, there was a drop in the 2012-13 and 2013-14 school years. Similar performance was seen throughout the District as new curriculum, new textbooks, one year without an adopted math textbook aligned to new standards, and then a new test was implemented. Between 2014-15 and 2015-16, once teachers were well versed in the CCSS and students were familiar with the SBAC test, every significant subgroup showed improvement between 2%-14% in both ELA and math, with the single exception of Students with Disabilities which dropped 2% in math.

We attribute much of this decrease in proficiency performance to a 17% decrease in the overall population of students with disabilities. When we compare sixth grade 2014-15 to seventh grade 2015-16 we see an increase in proficiency from 4% to 8%. Seventh graders decreased from 10% to 5% as eighth graders the following year. At Millikan, we offer interventions for our Students with Disabilities. In lieu of an elective a student may be scheduled into an intervention class as stated in their Individualized Education Program (IEP). Reading Plus and Assessment and Learning in Knowledge Space (ALEKS) are two of the intervention programs that are offered to students. Students also receive individualized help and guidance with any of their academic courses through the Learning Center. Based on IEPs, grades, and test scores, students will be placed in intervention ELA and math classes in lieu of an elective course. These courses, which focus on filling gaps in student knowledge, are taught by a special education teacher with support from special education assistant and are comprised of ten or fewer students.

The Learning Center is available during class time based upon student need as well as during lunch for tutoring. In addition, many teachers make themselves available in their classrooms during either Nutrition or Lunch to offer additional assistance to students. Every Tuesday, which are Professional Development Days, homework help is offered to students in the Learning Center where they are assisted by our classified staff.

Intervention is offered to students who are not progressing or in need of extra support in math and ELA. These students are identified via grades and testing data and placed into extended courses in which their math or ELA class will continue into the advisory period. These classes have smaller class sizes which allows for more one-on-one support. The addition of the advisory period provides extra time for instruction and guided practice within this smaller class environment. The ELA department has been using the Gates-McGinitie reading test to evaluate reading progress. Millikan is looking at implementing other programs such as Read Theory and Edmodo Snapshot which would help provide better disaggregated data to drive instruction and support struggling students. In 2016-17 Millikan is implementing the use of UCLA Mathematics Diagnostic Test as an assessment to determine student readiness for math placement for the following year. This disaggregated data will also assist teachers in reviewing and revising instruction to better meet student needs.

In addition to these supports and interventions, Millikan administrators and teachers will

continue to engage in best practices in order to close the achievement gap for students in all subgroups, but especially addressing the needs for students in targeted subgroups: Black Students, Hispanic Students, Economically Disadvantaged Students, and Students with Disabilities. These techniques include: mentoring programs for targeted populations, teachers using data to design instruction, project/problem based learning, SDAIE teaching strategies, and increased articulation between core content teachers and RSP teachers to better address the needs of special education students.

In 2016, Millikan was once again designated as a California School to Watch by the California League of Middle Schools and the California Department of Education. This redesignation was awarded based upon the school's written plan and observation of a faculty that creates an environment of high expectations and opportunities for students to achieve academic excellence. Focused intervention, classroom curriculum which builds upon students' prior knowledge and interest helps students make connections between their learning and real world applications, and specialized academies allow students to focus on their strengths as a platform for improvement.

The various charts below demonstrate Millikan's commitment to student success as shown in student performance on standardized tests, high attendance rates, and reclassification rates of English Learners. This proven success, combined with collaborative involvement of all stakeholder groups, serves to attract students from throughout Los Angeles County. Students are drawn to Millikan and willing to travel long distances to benefit from the exceptional programs offered at Millikan.

Standardized Testing Proficiency Levels by Subgroup – English Language Arts (LAUSD My Data)

	2011-12	2012-13	2014-15	2015-16
Asian	92.3%	84%	74%	83%
Black	71.3%	58.33%	44%	51%
Hispanic	68.66%	63.66%	44%	49%
White	83.66%	77%	64%	67%
Filipino	80%	82.33%	67%	76%
Two or More	N/A	N/A	59%	64%
Students with Disabilities	33.66%	37.33%	11%	13%
Economically Disadvantaged	67.66%	N/A	43%	49%

Standardized Testing Proficiency Levels by Subgroup – Math (LAUSD My Data)

	2011-12	2012-13	2014-15	2015-16
Asian	93%	87.5%	75%	77%
Black	61%	50%	28%	32%
Hispanic	63%	62%	33%	38%

White	71%	73%	52%	56%
Filipino	71%	74.3%	55%	69%
Two or More	N/A	N/A	54%	67%
Students with Disabilities	29.66%	31%	9%	7%
Economically Disadvantaged	62.3%	60%	32%	37%

Local School Comparison

School Name	2012-13 ELA CST	2013-14 Math CST	2014-15 ELA Standards Met or Exceeded	2014-15 Math Standards Met or Exceeded	2015-16 Attendance Rate of 96% or higher	2015-16 ELA Standards Met or Exceeded	2015-16 Math Standards Met or Exceeded
Millikan MS	71%	73%	57%	46%	85%	62%	50%
James Madison MS	49%	36%	35%	23%	69%	35%	25%
Roy Romer MS	37%	42%	23%	17%	80%	26%	15%
Walter Reed MS	70%	62%	53%	45%	85%	58%	47%
Van Nuys MS	42%	37%	19%	13%	61%	25%	14%
LAUSD Average	47%	42%	32%	23%	73%	37%	27%

CAASPP CDE and School Report Card

Reclassification Rates

	2013-14 Reclassification Rate	2014-15 Reclassification Rate	2015-16 Reclassification Rate
Millikan MS	16%	25%	19%
James Madison MS	18%	21%	9%
Roy Romer MS	18%	22%	16%
Walter Reed MS	22%	21%	9%
Van Nuys MS	18%	22%	16%

CAASPP CDE and School Report Card

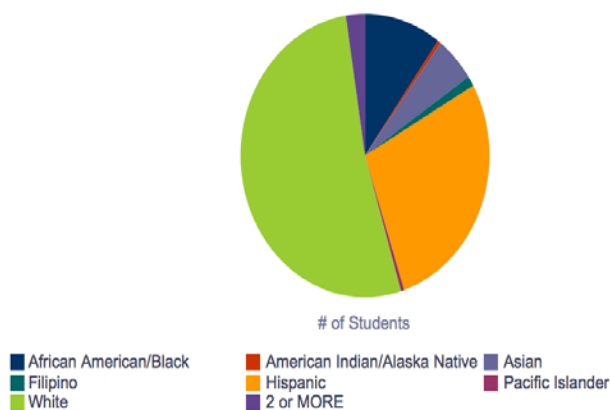
STUDENT POPULATION TO BE SERVED

Millikan Affiliated Charter serves the neighborhood population of 6-8 grade students from four local feeder elementary schools, students applying to the magnet school through LAUSD Choices, and students applying through the affiliated charter lottery from throughout Los Angeles County. Our proven record of student achievement as well as our magnet school and academies--performing arts, accelerated math, and cinematic arts--attract a diverse group of interested students from across LAUSD.

Millikan's current enrollment is 1848 students with 568 sixth grade students, 637 seventh grade students, and 637 eighth grade students. Our capacity is 2002 and we anticipate reaching capacity in the coming years with 667 sixth grade students and 668 students in each of the seventh and eighth grade classes.

	2017-18	2018-19	2019-20	2020-21	2021-22
6th	667	667	667	667	667
7th	668	668	668	668	668
8th	668	668	668	668	668
Total	2002	2002	2002	2002	2002

Enrollment Summary



Ethnicity	# of Students
African American/Black	186
American Indian/Alaska Native	8
Asian	97
Filipino	22
Hispanic	524
Pacific Islander	8
White	973
2 or MORE	46
Grand Total	1,864

Ethnicity▲▼	% of Students		
	APRIL 2014-2015	APRIL 2015-2016	APRIL 2016-2017
AMERICAN INDIAN/ALASKA NATIVE	0.4%	0.4%	0.4%
ASIAN	7.2%	7.1%	6.1%
BLACK	8.1%	9.0%	10.7%
HISPANIC	28.5%	27.0%	27.9%
WHITE	53.4%	53.9%	53.0%
FILIPINO	2.1%	1.9%	1.4%
PACIFIC ISLANDER	0.3%	0.4%	0.5%
UNKNOWN		0.1%	
Overall	100.0%	100.0%	100.0%

Diversity is celebrated at Millikan. Our families speak 27 languages including Tagalog, Russian, Armenian, Hebrew, Korean, Vietnamese, Farsi, and Arabic. Our racial and ethnic make-up is 0.4% American Indian/Alaska Native, 6.1% Asian, 10.7% Black, 27.9% Hispanic, 53% White, 1.4% Filipino, and 0.5% Pacific Islander. The Black student population has increased from 165 students in 2014 to 197 students in 2017, while all other subgroup populations have decreased. Our statistically significant subgroups include Asian, Black, Hispanic, and Filipino students, as well as the 35.9% of Millikan students who are economically disadvantaged, decreasing from 763 students (37.3% of students) in 2014 to 663 students (35.9%). 8.3% of students receive special education services. In addition, 32.8% of the student population is identified as gifted or talented.

Currently 81 students are identified as English Learners, while this number was 103 students last year. 50 of the 81 students are Long Term English Learners (LTEL) and 22 students are newcomers (they are in their first two years in the country). In addition, 418 students are Reclassified Fluent English Proficient students (RFEP), decreased from 450 students the previous year, which means they have met the state's criteria for English proficiency. This school year 29 English Learners met the criteria for reclassification to RFEP and 17 students reclassified in 2015-2016. Through professional development, we will reexamine and refine our practices to maintain a Culturally Linguistically Responsive (CLR) education for all students that reflect our school community and meets each student's needs.

GOALS AND PHILOSOPHY

Mission

We empower and inspire all students to apply the knowledge, skills, and attitudes necessary to become creative problem solvers, to achieve personal success, and to contribute responsibly to our diverse and dynamic world.

Vision

Robert A. Millikan Affiliated Charter & Performing Arts Magnet Middle School motivates students with a creative, challenging, and rigorous curriculum to prepare them to be socially responsible, critical thinkers who are equipped with 21st Century skills.

What It Means to be an “Educated Person” in the 21st Century

An educated person in the 21st Century is someone who exemplifies creativity, collaboration, communication, and critical thinking. They use technology safely and responsibly, and they are informed and responsible citizens who give time and talent to benefit their local and global communities. They are self-directed learners who possess the skills for continued life-long learning and problem solving. An educated person in the 21st Century uses these skills to help them prepare for college and careers.

How Learning Best Occurs

In an effective learning environment, teachers utilize varied teaching methodologies, coupled with meaningful differentiated instruction, to enable all students to access information and excel. In the Millikan classroom, this may be observed as guided and independent practice, experiential learning, peer instruction, inquiry based discussion and research, open-ended questions, and student choice in project format and presentation. Teachers ensure that students are active participants in the classroom who engage in high level questioning and discussion through text dependent questioning, close reading, wait time, Socratic seminars, and making connections between content and real world experiences and applications. Teachers encourage students to take academic risks and learn from their experiences by fostering individuality, creativity, and teamwork. Because Millikan serves a diverse population, teachers implement a variety of instructional strategies and assessments to meet the needs of all of our learners including but not limited to productive student groupings, SDAIE techniques, differentiation, Web’s Depth of Knowledge (DOK), student choice, authentic assessment, portfolios, and hands-on learning and investigation.

Millikan teachers have been introduced to Web’s DOK to increase rigor and guide instruction through DOK questioning stems and format. All core subject areas design lesson plans by establishing essential questions as student learning objectives and connecting the CCSS to real world issues. In classes students work in a variety of groupings for reading such as literature circles (specific to ELA), engaging in topic specific pair and small group discussion, and DOK activities designed to support their learning. Students take part in Socratic Seminars for the purpose of debate, persuasion, and personal reflection as they focus on developing meaning and providing evidentiary support. Students also make use of portfolios (notebooks in Science) as a tool for review and revision which shows growth over time. Teachers employ close reading and text dependent questioning to help students engage in complex texts. Science is hands-on, investigation based, and collaborative through exploring lab experiments. Math teachers also employ investigations focusing on word problems which require students to incorporate analysis, explanation, and reflection when solving complex, real world math problems. All grades also use the fourfold method to show number pictures and word symbols. Technology is an integral part of instruction allowing students the opportunity to

research, write, read, and annotate, individually and collaboratively, though Google Apps for Education. Regardless of the subject area, the arts are a driving force: Shakespeare carried out through reader's theater and/or performance, role playing or performing student-written songs about historic or scientific events, or creating videos, newscasts, or trailers about the topic of study.

Local Control Funding Formula (LCFF) Requirements

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula) in accordance with District policies and procedures, as they may be amended 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 annual update." (Ed. Code § 47606.5(e).)

LCFF STATE PRIORITIES-BASIC SERVICES										
GOAL #1										
<p>To provide and maintain Basic Services for students the school will assign teachers in accordance with their credentials, including subject matter and EL authorizations provide students with sufficient access to standards-aligned instructional materials necessary to participate fully in the educational program described in the school charter and achieve and maintain an overall "good" rating or equivalent on annual review(s) of school facilities.</p>	<p>Related State Priorities:</p> <table border="0"> <tr> <td><input checked="" type="checkbox"/> 1</td> <td><input type="checkbox"/> 4</td> <td><input type="checkbox"/> 7</td> </tr> <tr> <td><input type="checkbox"/> 2</td> <td><input type="checkbox"/> 5</td> <td><input type="checkbox"/> 8</td> </tr> <tr> <td><input type="checkbox"/> 3</td> <td><input type="checkbox"/> 6</td> <td></td> </tr> </table> <p>Local Priorities:</p> <p><input type="checkbox"/>:</p> <p><input type="checkbox"/>:</p>	<input checked="" type="checkbox"/> 1	<input type="checkbox"/> 4	<input type="checkbox"/> 7	<input type="checkbox"/> 2	<input type="checkbox"/> 5	<input type="checkbox"/> 8	<input type="checkbox"/> 3	<input type="checkbox"/> 6	
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Specific Annual Actions to Achieve Goal										
<ul style="list-style-type: none"> • Annual review of school compliance with credentialing, assignment requirements, and of teacher hiring procedures by Principal • Annual Williams instructional materials review and certification process • Annual budget review and planning to ensure funds are available for instructional materials • Internal and/or District annual review(s) of the state and condition of its facilities • Ongoing maintenance and repair log, with bi-annual inspection of school facilities by Plant Manager and Principal Annual review of ELD and special education programs to identify and obtain all instructional materials needed (Principal and School) 										
Expected Annual Measurable Outcomes										
<p>Outcome #1: The school will assign 100% of teachers in accordance with their credentials, including subject matter and EL authorizations.</p> <p>Metric/Method for Measuring: Annual Review of School Compliance with Credentialing and Assignment Requirements</p>										

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged Students	100%	100%	100%	100%	100%	100%
Foster Youth	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	100%	100%	100%	100%	100%	100%
American Indian/Alaska Native Students	100%	100%	100%	100%	100%	100%
Asian Students	100%	100%	100%	100%	100%	100%
Filipino Students	100%	100%	100%	100%	100%	100%
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	100%	100%	100%	100%	100%	100%
Students of Two or More Races	100%	100%	100%	100%	100%	100%
White Students	100%	100%	100%	100%	100%	100%

Outcome #2: The school will achieve and maintain an overall “good” rating or better on annual review(s) of school facilities.

Metric/Method for Measuring: Internal and District Annual Review

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating
English Learners	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating
Socioeconomically Disadvantaged Students	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating
Foster Youth	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating
Students with Disabilities	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating
African American Students	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating
American Indian/Alaska Native Students	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating
Asian Students	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating

Filipino Students	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating
Latino Students	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating
Native Hawaiian/Pacific Islander Students	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating
Students of Two or More Races	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating
White Students	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating

Outcome #3: The school will provide 100% of students with sufficient access to 100% of standards-aligned instructional materials necessary to participate fully in the educational program described in the school charter.

Metric/Method for Measuring:

Annual Williams Instructional Materials Review and Certification Process

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged Students	100%	100%	100%	100%	100%	100%
Foster Youth	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	100%	100%	100%	100%	100%	100%
American Indian/Alaska Native Students	100%	100%	100%	100%	100%	100%
Asian Students	100%	100%	100%	100%	100%	100%
Filipino Students	100%	100%	100%	100%	100%	100%
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	100%	100%	100%	100%	100%	100%
Students of Two or More Races	100%	100%	100%	100%	100%	100%
White Students	100%	100%	100%	100%	100%	100%

LCFF STATE PRIORITIES-IMPLEMENTATION OF STATE STANDARDS

GOAL #2

<p>In compliance with the state's priority on the implementation of common core state standards and NGSS, the school will deliver instruction through the use of curriculum and educational programs that are aligned to common core state standards. The school will ensure that students receive instruction in grade level state standards on a daily basis in all subject areas.</p>	<p>Related State Priorities:</p> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%;"><input type="checkbox"/> 1</div> <div style="width: 33%;"><input type="checkbox"/> 4</div> <div style="width: 33%;"><input type="checkbox"/> 7</div> <div style="width: 33%;"><input checked="" type="checkbox"/> 2</div> <div style="width: 33%;"><input type="checkbox"/> 5</div> <div style="width: 33%;"><input type="checkbox"/> 8</div> <div style="width: 33%;"><input type="checkbox"/> 3</div> <div style="width: 33%;"><input type="checkbox"/> 6</div> </div> <hr/> <p>Local Priorities:</p> <div style="display: flex;"> <input type="checkbox"/> : <input type="checkbox"/> : </div>					
Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none"> The school will annually monitor and improve the design and delivery of a high-quality Common Core State Standards driven educational program. Design and deliver appropriate professional development opportunities for teachers on Common Core implementation strategies, with a focus on critical thinking, problem solving, and real world applications. 						
Expected Annual Measurable Outcomes						
<p>Outcome #1: Increase the percentage of students that met or exceeded standards in Language Arts on the CAASPP/SBAC.</p> <p>Metric/Method for Measuring: California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Assessment Consortium (SBAC)</p>						
APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	59%	60%	61%	62%	63%	64%
English Learners	27%	29%	32%	35%	38%	41%
Socioeconomically Disadvantaged Students	45%	46%	47%	48%	49%	50%
Foster Youth	36%	37%	38%	39%	40%	41%
Students with Disabilities	13%	14%	15%	16%	17%	18%
African American Students	46%	47%	48%	49%	50%	51%
American Indian/Alaska Native Students	35%	36%	37%	38%	39%	40%
Asian Students	76%	77%	78%	79%	80%	81%
Filipino Students	69%	70%	71%	72%	73%	74%
Latino Students	46%	47%	48%	49%	50%	51%
Native Hawaiian/Pacific Islander Students	59%	60%	61%	62%	63%	64%
Students of Two or More Races	61%	62%	63%	64%	65%	66%
White Students	66%	67%	68%	69%	70%	71%
<p>Outcome #2: Reduce the number of LTEL students.</p> <p>Metric/Method for Measuring: Student Data</p>						
APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022

All Students (Schoolwide)	NA	NA	NA	NA	NA	NA
English Learners	68%	66%	64%	62%	60%	58%
Socioeconomically Disadvantaged Students	NA	NA	NA	NA	NA	NA
Foster Youth	NA	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA	NA
African American Students	NA	NA	NA	NA	NA	NA
American Indian/Alaska Native Students	NA	NA	NA	NA	NA	NA
Asian Students	NA	NA	NA	NA	NA	NA
Filipino Students	NA	NA	NA	NA	NA	NA
Latino Students	NA	NA	NA	NA	NA	NA
Native Hawaiian/Pacific Islander Students	NA	NA	NA	NA	NA	NA
Students of Two or More Races	NA	NA	NA	NA	NA	NA
White Students	NA	NA	NA	NA	NA	NA

Outcome #2: Increase the percentage of students that met standard/exceeded standard in Mathematics on the CAASPP/SBAC

Metric/Method for Measuring: California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Assessment Consortium (SBAC)

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	48%	49%	50%	51%	52%	53%
English Learners	25%	27%	30%	33%	36%	39%
Socioeconomically Disadvantaged Students	34%	35%	36%	37%	38%	39%
Foster Youth	9%	10%	11%	12%	13%	14%
Students with Disabilities	11%	12%	13%	14%	15%	16%
African American Students	30%	31%	32%	33%	34%	35%
American Indian/Alaska Native Students	19%	21%	22%	23%	24%	25%
Asian Students	77%	78%	79%	80%	81%	82%

Filipino Students	57%	58%	59%	60%	61%	62%
Latino Students	35%	36%	37%	38%	39%	40%
Native Hawaiian/Pacific Islander Students	35%	36%	37%	38%	39%	40%
Students of Two or More Races	56%	57%	58%	59%	60%	61%
White Students	54%	55%	56%	57%	58%	59%

LCFF STATE PRIORITIES-PARENTAL INVOLVEMENT						
GOAL #3						
The school will increase the number of parents completing the School Experience Survey and percentage of parents trained on academic initiatives and ways in which to support their child's learning.				Related State Priorities: <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 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						
Maintain an effective program for parent and family involvement that includes: <ul style="list-style-type: none"> meaningful opportunities for providing and gathering parental input involving parent stakeholders in sharing and receiving information teaching and learning how to support the educational program 						
Expected Annual Measurable Outcomes						
Outcome #1: Increase percentage of parents completing the School Experience Survey annually Metric/Method for Measuring: School Experience Survey						
APPLICABLE STUDENT GROUPS	Baseline	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022
All Students (Schoolwide)	40% (<i>all parents</i>)	45%	50%	55%	60%	65%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A

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

Outcome #2: Percentage of parents that feel they are a partner with this school in decisions made about my child's education.

Metric/Method for Measuring: School Experience Survey and Local Data (sign-ins and school surveys)

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	78% (all parents)	82%	86%	90%	94%	98%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

LCFF STATE PRIORITIES-STUDENT ACHIEVEMENT

GOAL #4

The school will annually increase the number of students achieving proficiency level and above as measured by the CAASPP SBAC English Language Arts and Mathematics assessments annually and increase the number of English Learners who reclassify as Reclassified Fluent English Proficient.

Related State Priorities:

- ☐ 1 ☒ 4 ☐ 7
☐ 2 ☐ 5 ☐ 8
☐ 3 ☐ 6

Local Priorities:

- ☐:
☐:

Specific Annual Actions to Achieve Goal

- The school will annually identify the need to improve and monitor the design and delivery of a high-quality Common Core State Standards-driven educational program in order to (1) yield improved academic performance outcomes for all students, including English Learners, (2) set

internal benchmark performance targets, and (3) design and deliver appropriate professional development.

- Provide or obtain training for certificated staff on Common Core implementation strategies for English Language Arts and Mathematics, including lesson design and delivery, with a focus on critical thinking, problem-solving, and real-world applications.
- Monitor Long Term English Learners (LTEL) progress (Language Acquisition Team)
- Utilize the new ELD standards to provide access to CCSS ELA/Literacy standards and other content areas

Expected Annual Measurable Outcomes

Outcome #1: Increase the percentage of students that met standard or exceeded standards in Language Arts on the CAASPP/SBAC.

Metric/Method for Measuring: California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Assessment Consortium (SBAC)

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	59%	60%	61%	62%	63%	64%
English Learners	27%	29%	32%	35%	38%	41%
Socioeconomically Disadvantaged Students	45%	46%	47%	48%	49%	50%
Foster Youth	36%	37%	38%	39%	40%	41%
Students with Disabilities	13%	14%	15%	16%	17%	18%
African American Students	46%	47%	48%	49%	50%	51%
American Indian/Alaska Native Students	35%	36%	37%	38%	39%	40%
Asian Students	76%	77%	78%	79%	80%	81%
Filipino Students	69%	70%	71%	72%	73%	74%
Latino Students	46%	47%	48%	49%	50%	51%
Native Hawaiian/Pacific Islander Students	59%	60%	61%	62%	63%	64%
Students of Two or More Races	61%	62%	63%	64%	65%	66%
White Students	66%	67%	68%	69%	70%	71%

Outcome #2: The percentage of students that met standard/exceeded standard in Mathematics on the CAASPP/SBAC

Metric/Method for Measuring: California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Assessment Consortium (SBAC)

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	48%	49%	50%	51%	52%	53%
English Learners	25%	27%	30%	33%	36%	39%
Socioeconomically Disadvantaged Students	34%	35%	36%	37%	38%	39%

Foster Youth	9%	10%	11%	12%	13%	14%
Students with Disabilities	11%	12%	13%	14%	15%	16%
African American Students	30%	31%	32%	33%	34%	35%
American Indian/Alaska Native Students	19%	21%	22%	23%	24%	25%
Asian Students	77%	78%	79%	80%	81%	82%
Filipino Students	57%	58%	59%	60%	61%	62%
Latino Students	35%	36%	37%	38%	39%	40%
Native Hawaiian/Pacific Islander Students	35%	36%	37%	38%	39%	40%
Students of Two or More Races	56%	57%	58%	59%	60%	61%
White Students	54%	55%	56%	57%	58%	59%

Outcome #3: Increase the number of English Learners who reclassify as Reclassified Fluent English Proficient

Metric/Method for Measuring: Reclassification Data

APPLICABLE STUDENT GROUPS	Baseline	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022
All Students (Schoolwide)	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	25%	25%	28%	31%	33%	34%
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

LCFF STATE PRIORITIES-STUDENT ENGAGEMENT

GOAL #5

The school will annually increase student attendance and decrease chronic absenteeism and middle school drop-out rate to foster student engagement and positive student outcomes.

Related State
Priorities:

- ☐ 1 ☐ 4
☐ 7
☐ 2 ☒ 5
☐ 8

☐ 3 ☐ 6

Local Priorities:

☐ :

☐ :

Specific Annual Actions to Achieve Goal

- Increase annually the percent of students attending 173-180 days.
- Maintain attendance incentive programs.
- Utilize attendance office staff, in conjunction with administration, to contact families whose student is absent more than 7 days during the school year, and strengthen the home-school partnership with regard to attendance.
- Decrease the number of students missing 16 or more school days each year (chronic absenteeism and potential student drop-out).
- Conduct SSPT for students with chronic absenteeism and potential student drop-out to provide intervention services and referrals.
- Consult with School Attendance Review Board for potential action to improve chronic absenteeism and reduce potential student drop-out.

Expected Annual Measurable Outcomes

Outcome #1: The school will annually increase the number of students that attend 173-180 days each school year (i.e. achieve individual attendance rate of 96% or higher).

Metric/Method for Measuring: Student Attendance Rates from My Data

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	84.4%	86%	88%	90%	92%	93%
English Learners	NA	NA	NA	NA	NA	NA
Socioeconomically Disadvantaged Students	NA	NA	NA	NA	NA	NA
Foster Youth	NA	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA	NA
African American Students	NA	NA	NA	NA	NA	NA
American Indian/Alaska Native Students	NA	NA	NA	NA	NA	NA
Asian Students	NA	NA	NA	NA	NA	NA
Filipino Students	NA	NA	NA	NA	NA	NA
Latino Students	NA	NA	NA	NA	NA	NA
Native Hawaiian/Pacific Islander Students	NA	NA	NA	NA	NA	NA
Students of Two or More Races	NA	NA	NA	NA	NA	NA
White Students	NA	NA	NA	NA	NA	NA

Outcome #2: The school will decrease annually the number of students with chronic absenteeism (missing 16 days or more each school year or an attendance rate of 91% or lower school-wide).

Metric/Method for Measuring: Student Attendance Rates from My Data

APPLICABLE STUDENT GROUPS	Baseline	2017- 2018	2018- 2019	2019-2020	2020- 2021	2021- 2022
All Students (Schoolwide)	4.6%	4%	4%	4%	4%	4%
English Learners	NA	NA	NA	NA	NA	NA
Socioeconomically Disadvantaged Students	NA	NA	NA	NA	NA	NA
Foster Youth	NA	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA	NA
African American Students	NA	NA	NA	NA	NA	NA
American Indian/Alaska Native Students	NA	NA	NA	NA	NA	NA
Asian Students	NA	NA	NA	NA	NA	NA
Filipino Students	NA	NA	NA	NA	NA	NA
Latino Students	NA	NA	NA	NA	NA	NA
Native Hawaiian/Pacific Islander Students	NA	NA	NA	NA	NA	NA
Students of Two or More Races	NA	NA	NA	NA	NA	NA
White Students	NA	NA	NA	NA	NA	NA

LCFF STATE PRIORITIES-SCHOOL CLIMATE

GOAL #6

The school will annually maintain a low level of suspensions and expulsions and maintain a safe and positive school environment.

Related State Priorities:

- | | | |
|----------------------------|---------------------------------------|----------------------------|
| <input type="checkbox"/> 1 | <input type="checkbox"/> 4 | <input type="checkbox"/> 7 |
| <input type="checkbox"/> 2 | <input type="checkbox"/> 5 | <input type="checkbox"/> 8 |
| <input type="checkbox"/> 3 | <input checked="" type="checkbox"/> 6 | |

Local Priorities:

- ☐:
- ☐:

Specific Annual Actions to Achieve Goal

Counselors, Administrators, Dean, and teachers will work together to identify students in need of referral to the following programs which support positive behavior, provide role models, and provide academic and emotional support, all which help students make better choices. The following programs provide such support at Millikan:

- Restorative Justice (counselors, dean, various faculty)
- counseling (counselors, school psychologist)
- referrals to appropriate support systems on campus (counselors and dean and the Millikan STAR Program)
- Contracted outside agencies such as Our House, Help Group, and San Fernando Mental Health
- "Plebucks" positive behavior recognition
- Turtle of the Month positive recognition award program

Expected Annual Measurable Outcomes

Outcome #1: Maintain low number of suspensions.

Metric/Method for Measuring: Single Student Suspension Rate

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	.7%	.7%	.6%	.6%	.5%	.5%
English Learners	.7%	.7%	.6%	.6%	.5%	.5%
Socioeconomically Disadvantaged Students	.7%	.7%	.6%	.6%	.5%	.5%
Foster Youth	1.3%	.8%	.7%	.6%	.5%	.5%
Students with Disabilities	1.1%	.8%	.7%	.6%	.5%	.5%
African American Students	.9%	.8%	.7%	.6%	.5%	.5%
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	0%	0%	0%	0%	0%	0%
Filipino Students	0%	0%	0%	0%	0%	0%
Latino Students	.91%	.8%	.7%	.6%	.5%	.5%

Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	.55%	.5%	.4%	.4%	.3%	.3%

Outcome #2: Students feel that school grounds are safe.

Metric/Method for Measuring: School Report Card

APPLICABLE STUDENT GROUPS	Baseline	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022
All Students (Schoolwide)	74%	76%	78%	81%	84%	87%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

LCFF STATE PRIORITIES-COURSE ACTION

GOAL #7

The school will provide the core subjects of English/Language Arts, Mathematics, History/Social Studies, Science, and Physical Education, and offer a comprehensive enrichment program (Elective Classes may include: Computers, Theater, Film, Art, Stage Design, Stage Crew, Music, Costume Design, Environmental Studies, Yearbook/Journalism) to **100% of its students** every year.

Related State Priorities:

- ☐ 1 ☐ 4 ☒ 7
☐ 2 ☐ 5 ☐ 8
☐ 3 ☐ 6

Local Priorities:

- ☐ :
☐ :

Specific Annual Actions to Achieve Goal

- Conduct an annual review of the school's master schedule, student schedules, and other information.

Expected Annual Measurable Outcomes

Outcome #1: The school will provide the core subjects of English/Language Arts, Mathematics, History/Social Studies, Science, and Physical Education to **100% of its students** every year.

Metric/Method for Measuring: Annual Review of Master Schedule and Student Schedules

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects
English Learners	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects
Socioeconomically Disadvantaged Students	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects
Foster Youth	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects
Students with Disabilities	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects
African American Students	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects
American Indian/Alaska Native Students	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects
Asian Students	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects

Filipino Students	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects
Latino Students	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects
Native Hawaiian/Pacific Islander Students	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects
Students of Two or More Races	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects
White Students	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects

Outcome #2: The school will offer a comprehensive enrichment program (Elective Classes) to 100% of its students every year.

Metric/Method for Measuring: Annual Review of Master Schedule and Student Schedules

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program
English Learners	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program
Socioeconomically Disadvantaged Students	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program
Foster Youth	Maintain 100% of students	Maintain 100% of students	Maintain 100% of students	Maintain 100% of students	Maintain 100% of students	Maintain 100% of students

				enrichment program		
White Students	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program

LCFF STATE PRIORITIES-OTHER STUDENT OUTCOMES

GOAL #8

The school will implement a strategic intervention system school wide in Language Arts and Math that is accessible to 100% of students who need additional academic support.

Related State Priorities:

- ☐ 1 ☐ 4 ☐ 7
☐ 2 ☐ 5 ☒ 8
☐ 3 ☐ 6

Local Priorities:

- ☐ :
☐ :

Specific Annual Actions to Achieve Goal

- Learning Center available to students during instructional time throughout the day to students in need of reteaching and other academic supports.
- Learning Center available to students after school, one day a week, and during lunch and nutrition daily, for homework help and academic support.
- Advisory teachers provide additional support and determine need for further intervention.
- Students assigned to advisory math intervention classes based on grades, test scores, teacher recommendation, and parent requests.
- Millikan purchases agenda book for each student to assist with work habits and organization.

Expected Annual Measurable Outcomes

Outcome #1: 100% of students having access to the Learning Center during and after the school day.

Metric/Method for Measuring: Monitoring of student work samples, grades, interim assessments, and diagnostic assessments.

APPLICABLE STUDENT GROUPS	Baseline	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022
All Students (Schoolwide)	Maintain 100% of students having access to the Learning Center during and after the school day.	Maintain 100% of students having access to the Learning Center during and after the school day.	Maintain 100% of students having access to the Learning Center during and after the school day.	Maintain 100% of students having access to the Learning Center during and after the school day.	Maintain 100% of students having access to the Learning Center during and after the school day.	Maintain 100% of students having access to the Learning Center during and after the school day.
English Learners	Maintain 100% of students having access to the	Maintain 100% of students having access to the	Maintain 100% of students having access to the	Maintain 100% of students having access to the	Maintain 100% of students having access to the	Maintain 100% of students having access to the

	and after the school day.	and after the school day.	and after the school day.	and after the school day.	and after the school day.	and after the school day.
Native Hawaiian/Pacific Islander Students	Maintain 100% of students having access to the Learning Center during and after the school day.	Maintain 100% of students having access to the Learning Center during and after the school day.	Maintain 100% of students having access to the Learning Center during and after the school day.	Maintain 100% of students having access to the Learning Center during and after the school day.	Maintain 100% of students having access to the Learning Center during and after the school day.	Maintain 100% of students having access to the Learning Center during and after the school day.
Students of Two or More Races	Maintain 100% of students having access to the Learning Center during and after the school day.	Maintain 100% of students having access to the Learning Center during and after the school day.	Maintain 100% of students having access to the Learning Center during and after the school day.	Maintain 100% of students having access to the Learning Center during and after the school day.	Maintain 100% of students having access to the Learning Center during and after the school day.	Maintain 100% of students having access to the Learning Center during and after the school day.
White Students	Maintain 100% of students having access to the Learning Center during and after the school day.	Maintain 100% of students having access to the Learning Center during and after the school day.	Maintain 100% of students having access to the Learning Center during and after the school day.	Maintain 100% of students having access to the Learning Center during and after the school day.	Maintain 100% of students having access to the Learning Center during and after the school day.	Maintain 100% of students having access to the Learning Center during and after the school day.

Outcome #2: All students with access to enrollment in an intervention advisory.

Metric/Method for Measuring: Monitoring of student work samples, grades, interim assessments, and diagnostic assessments.

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	Maintain 100% of students with access to enrollment in an intervention advisory.	Maintain 100% of students with access to enrollment in an intervention advisory.	Maintain 100% of students with access to enrollment in an intervention advisory.	Maintain 100% of students with access to enrollment in an intervention advisory.	Maintain 100% of students with access to enrollment in an intervention advisory.	Maintain 100% of students with access to enrollment in an intervention advisory.
English Learners	Maintain 100% of students with access to enrollment in an intervention advisory.	Maintain 100% of students with access to enrollment in an intervention advisory.	Maintain 100% of students with access to enrollment in an intervention advisory.	Maintain 100% of students with access to enrollment in an intervention advisory.	Maintain 100% of students with access to enrollment in an intervention advisory.	Maintain 100% of students with access to enrollment in an intervention advisory.
Socioeconomically Disadvantaged Students	Maintain 100% of students with access to enrollment in an intervention advisory.	Maintain 100% of students with access to enrollment in an intervention advisory.	Maintain 100% of students with access to enrollment in an intervention advisory.	Maintain 100% of students with access to enrollment in an intervention advisory.	Maintain 100% of students with access to enrollment in an intervention advisory.	Maintain 100% of students with access to enrollment in an intervention advisory.
Foster Youth	Maintain 100% of students with access to enrollment in an	Maintain 100% of students with access to enrollment in an	Maintain 100% of students with access to enrollment in an	Maintain 100% of students with access to enrollment in an	Maintain 100% of students with access to enrollment in an	Maintain 100% of students with access to enrollment in an

[illegible]

How the Goals of the Program Enable Students to Become Self-Motivated, Competent, and Life-Long Learners

Millikan's goals align with the needs of the whole child, encouraging self-motivation and building competence to support lifelong learning. Millikan teachers inspire student's intrinsic motivation and build their confidence as learners and encourage self-awareness and control through Restorative Justice.

Our students consistently perform well on standardized tests; however, our curriculum is much broader than what is evaluated on the Smarter Balanced Assessment Consortium. Millikan students experience an enriched curriculum that engages them as learners across multiple disciplines, including visual and performing arts and technology. Millikan students may participate in specialized learning through our various academies and elective courses. This allows students to focus on particular areas of interest thereby encouraging motivation through interrelated subject areas.

Millikan provides students with numerous opportunities to be active participants in learning through challenging curriculum which engages students through multiple modalities and hands-on learning, and innovation in teaching style through incorporation of new technologies and teaching methodologies. This is often seen in student choice in research topics, choice in style of presentation of student learning, and connection between academy themes and classroom experiences. In addition, teachers utilize technology to differentiate instruction, provide self-paced learning using learning management platforms, and enable student collaboration within, between, and beyond classrooms. Teachers ensure that students have learning experiences beyond classroom instruction through field trips, guest speakers, and performances.

INSTRUCTIONAL DESIGN

Millikan's educational program is designed based on the Common Core State Standards (CCSS) and LAUSD frameworks to best meet the academic needs of our student body. Our highly qualified faculty are credentialed in the subject areas they teach and placed within the master schedule where they will best meet student needs based on their experience and expertise. Students are assigned to the same counselor for their three years at Millikan to support relationship building and continuity. Millikan faculty and staff believe that through powerful instruction and learning, students will gain and refine the tools to be empowered and inspired. Our goal is that all students will be able to apply the knowledge, skills, and attitudes necessary to become creative and socially responsible critical thinkers, to achieve personal success, and to contribute responsibly to our diverse and dynamic community and world.

At Millikan, we explicitly teach citizenship through digital citizenship lessons through advisory and as provided by the teacher librarian. The diversity of the student body allows for incorporation of varied groupings of students between classes (such as involving the self-contained class for students with Autism in dance classes and robotics programs), multiple cultural events throughout the year, and intentional selection of diverse literary resources which allow students to see through the lenses of people

different from themselves. All of this helps foster awareness, understanding, and desire for inclusion of students from different backgrounds.

Instruction by teachers allows for differentiation of lessons (Kaplan, Benjamin), as well as remediation appropriate to grade levels. The other main methodologies include, but are not limited to: Close Reading (Paul and Elder), Text-dependent Questioning (Fisher and Fry), Cooperative Learning (Kagen), Interdisciplinary Teaching (Humanitas), Inquiry-Based Learning (Brooks), experimentation, Intervention (Dufour), performance activities, technology-based instruction and projects. Data-driven professional development and continuous improvement sessions support teaching strategies and methodologies.

Our teachers use Backward Lesson Design (Wiggins and McTighe). By establishing essential questions as student learning objectives and connecting the CCSS to real world issues, teachers develop common assessments that evaluate student learning of the standards and the essential questions. They also develop and structure units/lessons in ways that best prepare the students for these assessments.

In addition to the general approaches noted above, Millikan teachers utilize many more instructional strategies including, but not limited to, the following:

- The use of technology in the classroom for both information delivery and independent student mastery of concepts and project completion
- Project-based instruction
- Common grade-level assignments, assessments, and rubrics for assignments
- Intervention techniques for low-achieving students, such as teacher tutoring and intervention support through Advisory period
- Differentiated instruction for gifted learners
- Differentiated instruction for English learners
- Differentiated instruction for all special populations and subgroups
- Integrated instruction between classroom teaching and experiential learning, such as field-trips and assemblies
- Arts integration strategies
- Strategies for multiple modalities, including for visual, kinesthetic, and auditory learners
- Analysis of achievement data with students, and discussion of implications for student learning and goals
- Modeling/emulating study skills and habits of highly effective students
- Reading groups and literature circle
- Peer feedback and partner/small group work in the classroom
- Reciprocal teaching in partner teams and whole-class discussions
- Socratic seminar

Curriculum and Instruction

Charter School shall comply with and implement all applicable District policies and procedures, as they may change from time to time, related to implementation of

curriculum and instruction to meet the California content and performance standards, including the Common Core State Standards, and CAASPP.

Small Learning Communities

Millikan Middle School includes a Performing Arts Magnet, a Performing Arts Academy, a Cinematic Arts Academy, and a Math Academy. Students in the academy programs apply for admission, and if selected are scheduled to travel in grade level groups throughout their academy classes, building trust and camaraderie.

Performing Arts Magnet

As a Magnet school, the first purpose of the program is always to provide an integrated educational and personal experience which prepares students to function in a diverse society, and eliminate, reduce, or prevent long-standing patterns of racial isolation. The Performing Arts Magnet is co-located on the home school campus with access to activities and experiences being shared by the whole school, including the three theme based academies. In particular, the Magnet shares many of the same performing arts teachers with the Performing Arts Academy, but has its own teachers for traditional content in math, English, history, and science, including access to honors classes for qualifying students.

Performing Arts Academy

The Millikan Performing Arts Academy offers exceptional training in the disciplines of drama, dance, and vocal and instrumental music within the context of a challenging academic atmosphere. The emphasis is on exposing the student to the arts so that the artist can emerge.

A well rounded, experience-based, three-year program, the Performing Arts Academy represents the richness and diversity of Los Angeles. It is a challenging and engaging standards-based instructional program that attempts to integrate the arts across all curricular areas. Many of our Performing Arts Academy students qualify for our School of Advanced Studies (SAS) program and participate in honors classes.

Performing arts classes are a combination of instruction in technique and history coupled with performance opportunities that strengthen community partnerships. Highlights of the Performing Arts Academy program include physical education with a dance emphasis, beginning, intermediate, and advanced classes in drama, film, orchestra, concert band, vocal music and Afro-Caribbean percussion. The Musical Theatre and costume design classes are truly unique and culminate in participation in major productions and statewide competitions.

Cinematic Arts Academy at Millikan

The Cinematic Arts Academy (CAAM) is a three year advanced filmmaking program for students in grades 6-8. CAAM begins in the 6th grade with basic filmmaking techniques, and develops over the three year program into advanced screenwriting, cinematography, sound, film editing, and visual effects editing. Students learn

filmmaking on professional Canon video cameras using Adobe Premiere and After Effects, creating films of all styles and genres.

Math Academy

The Millikan Middle School Math Academy curriculum is designed for students who excel in mathematics and wish to advance their content understanding through games, projects, and problem solving, enriching conceptual understanding of the standards and logical reasoning. Students must take a math entrance exam and demonstrate mastery of sixth and seventh grade math Common Core State Standards to be accepted in the academy. The test is offered in the winter of the previous year as part of the application process, and ongoing for late applicants as space is available. All students travel together as a core, within their grade level, to all honors academic classes, including accelerated math courses. Students not in the math academy may also be placed in these accelerated math courses as appropriate. Students are given the opportunity to present all projects as screencasts, podcasts, films, slide shows, smart board activities, or on paper.

The Educational Program

Science

Millikan teachers are committed to providing their students with a rigorous academic program often including thought-provoking and engaging experiments, discussions, activities, or projects as evidenced by our science classes. Our science program, implementing the Next Generation Science Standards (NGSS) encourages students to make hypotheses, conduct laboratory investigations, and record and analyze data while making use of inquiry-based learning. Teachers utilize methods such as Socratic Seminar to help students learn to discuss and debate scientific theories while using data to support their assertions. The incorporation of technology, concrete measurement skills, and critical thinking helps prepare our students for college and career.

Math

The depth of knowledge demanded by the California Common Core State Standards is clearly evident when entering our math classrooms. Students engage in rigorous discussions, such as when they must provide evidence to support their reasoning in Socratic seminars, classroom debates, formal and informal writing, and class discussion. They may discuss why the product of two negative integers will result in a positive integer and prove it through the use of algebra tiles, or the possibility of seeing some mathematicians determining the area and perimeter of their classroom by measuring the unique dimensions of their room bringing the content area to life. In addition, students in our special day math classes access the curriculum through the use of Apple TV and iPads thereby providing the means for all students to work to their greatest potential. Students take the UCLA Mathematics Diagnostic Test at the end of the school year. This helps determine the most appropriate math placement for the following year's seventh and eighth graders as it determines readiness for each particular math course (7th Grade Readiness, High School Readiness, Geometry Readiness, Algebra 2 Readiness, Pre-Calculus Readiness). It also provides timely and

clear data to the teachers regarding student understanding of the mathematical concepts taught throughout the year.

Incoming sixth grade students take the school's math placement exam in the year before they attend Millikan. They are then placed in math classes based on their performance. The exam is administered numerous times throughout the year. Academy applicants are notified about exam dates by email. Dates are listed on the school website and local elementary schools notify their fifth graders. Students may also take the exam during orientation in August just before school begins, or within the first two weeks of school. In this way, students are identified for whom the accelerated math program will be the most appropriate placement.

Social Studies

Millikan students may travel through time in Social Studies classes in a student-centered, higher order thinking environment which challenges them to make cultural connections. Teachers weave together students' prior knowledge with pertinent background information on new material to build deeper understanding of content and text. As well, students learn through essential questions, guided class discussion, close reading, tableau, experiential scenarios, compare/contrast activities, graphic organizers, and text-dependent questions to reveal the significant influence of various cultures and people, and how history has helped to shape modern life.

English Language Arts

In English Language Arts (ELA), students may be observed working in cooperative groups on a variety of reading, writing, and research based assignments. Cooperative grouping is used to motivate students, encouraging them to support one another's learning style and strengths, and promotes discussion leading to learning at a deeper and more complex level. Students may also be seen annotating text, novels, short stories, poetry, or complex non-fiction text. Often times, students read and dissect historical documents in their ELA classes and learn about the significance of that same document in their Social Studies classes, illustrating to students that content areas are not mutually exclusive. Through implementing cross curricular activities, teachers guide students through a more in-depth intellectual experience. Students are also exposed to and taught the use of graphic organizers to promote active learning. This helps students construct knowledge, organize, think more deeply, and visualize abstract concepts that will help them with reading comprehension, producing clear and organized essays and research based writing, and synthesize important information to create oral and visual presentations. Use of Academic Language Development is evidenced as students use knowledge and tools learned in the classroom to connect conceptual knowledge, bridging academics with language from outside influences, thus showing an increased ability for students to communicate their ideas orally and in writing.

English Language Development

The English Language Development (ELD) program leads students as they progress through the four ELD domains towards becoming proficient English speakers, readers, writers and listeners. As in English Language Arts (ELA), ELD students are being given the instruction, support and tools to be successful with the transition from ELD to ELA.

The students learn rigorous linguistic, academic, and creative critical thinking skills through modeling. These skills are essential to achieving success in our complex, global, and interconnected world. The ELD program options guarantee access to a full, comprehensive curriculum with scaffolds and support through appropriately aligned instruction, intervention, and modeling to help students at different English language proficiency levels be successful at their current ELD level while encouraging them to move forward. Some of these supports include schema-building, modeling, and bridging. Students are taught how to utilize sentence starters, thinking maps, and graphic organizers to promote active learning. Students use their prior knowledge through think-pair-share and quick-writes to establish a personal link to the material. Teachers provide students with engaging text to increase their ability to participate in structured discussions, read complex texts, and generate questions and assertions using academic language. Technology is used to enhance understanding and give students alternate means of presenting their knowledge. Students are monitored by the ELD teachers and coordinator on a regular basis to address individual student needs and goal setting.

Upon initial enrollment, parents complete a Home Language Survey (HLS) on the District's Enrollment Form. On the HLS survey, if a parent indicates a language other than English spoken, or a combination of English and another language, the child is assessed with the California English Language Development Test (CELDT) and or English Language Proficiency Assessments of California (ELPAC) to measure his or her language proficiency. A student's language proficiency is determined based on their overall performance on these assessments. If the overall performance level is Beginning, Early Intermediate, or Intermediate the student is classified as an English Learner (EL). A student may also be classified as EL if their overall performance is Early Advanced or Advanced, but the domain skill scores in Listening, Speaking, Writing or Reading are Beginning or Early Intermediate.

The students are placed in the appropriate ELD classes: ELD 1-4, Literacy and Language, and Advanced English Learner Development. These classes help students acquire English language proficiency and gain access to grade-level academic core content via differentiated instruction and appropriate supports.

Students are assessed annually, with the CELDT and/or ELPAC and the Reading Inventory (RI). In order for a student to reclassify they must meet the following criteria:

- CELDT overall score of 4 or 5 and scores of 3 or higher in Listening, Speaking, Reading, and Writing
- Grade of C or better in a grade-level English or LTEL class
- Basic, Proficient or Advanced score on the Reading Inventory
- Parent consultation and approval

When the student meets all of the criteria for reclassification, the student is Reclassified to Fluent English Proficient (RFEP) and monitored by the EL Coordinator for 2 years to ensure they are continuing to make adequate yearly progress toward proficiency in both ELA and math on their SBAC as well as being successful in all their academic classes.

Physical Education/Dance

A good education requires a healthy body as well as mind. Whether it is a cool January morning or a warm October afternoon, Millikan students, clad in their Millikan P.E. clothes, participate in the Physical Education/Dance curriculum prescribed by the California State Standards. During this time, students set cardiovascular goals, learn about sportsmanship, develop their gross and fine motor skills, take part in team and individual sports as well as enjoy healthy interclass competitions at the close of each sports unit. Students participate in rotating units as determined by the Physical Education Department, either four or six weeks long (dependent on school calendar and holidays to provide the best continuity). While many activities, such as basketball, track and field, softball, dance, volleyball, and weight training will be taught to all grade levels, some activities are grade level specific.

- Sixth Grade: Circus Skills/Gymnastics, Jump Rope, Handball, and Soccer.
- Seventh Grade: Soccer, Paddleball, and Team Handball.
- Eighth Grade: Football, Racquetball, and Hockey.

All seventh graders are required to take the California State Physical Fitness Test administered by physical education teachers in the spring.

Dance courses help students develop awareness of the body through a variety of dance genres which include improvisation, ballet, jazz, hip hop, and contemporary. Students learn studio and performance etiquette, history of dance through notable choreographers and famous dancers, and ballet and jazz terminology. As students progress into more advanced courses, they continue to develop technique, movement, choreography, recall, and body awareness, expression, and emotion.

Visual and Performing Arts and Electives

In addition to the four core academic areas of study and physical education, Millikan students have the opportunity to explore other areas of interest through numerous elective course opportunities. Once academic classes are scheduled, students are placed in elective courses based on student preference and course availability. The Visual and Performing Arts curriculum for dance, music, theatre, and visual arts follows the Visual and Performing Arts Content Standards for California Public Schools. These courses require performance-based assessment and evaluation, using projects, exhibitions, performances, and presentations. In addition, many of these courses compete in local, state, national, and international competitions in which our students regularly receive accolades and awards. Our goal is that in the three years students attend Millikan, their experiences in these elective courses may help them discover something new and find an area of interest to begin a lifelong journey.

- Introduction to Drama-This course provides an introduction to the basics of stage acting. The students will gain basic skills in acting, analyzing, improvisation, visualization, playwriting, scene study, breathing, as well as gaining a working vocabulary of theater terms.
- Theater Lab A/B- This course provides a broad foundation of stage acting, theatre history, and theatrical technique. Students will further develop the art of character development while engaging in physical, mental, and vocal acting techniques including improvisation, movement, monologue preparation and performance, and scene study. Students will use their skills in analyzing, visualization, playwriting, scene study, and performance preparation, while increasing their working knowledge of theatre and academic specific vocabulary.

This course will also provide a basic foundation of acting for the camera and professional audition techniques.

- Drama Production-This course provides advanced theory and practical application of stage and film acting techniques, advanced theater history, character development, improvisation, movement, monologue preparation, and performance and scene study.
- Stage Design-This course is designed to familiarize theater students with the technical aspects of theater including but not limited to set design, lighting and sound design, building and creating props, costume design, theater publicity and marketing, stage crew, and theatrical make up.
- Costume Design-Students will design and create original costumes for the Drama Teachers Association of Southern California (DTASC) competitions as well as productions performed at the school. Students will learn to create original patterns from their designs and sew and alter existing costumes.
- Musical Theater-Students will work daily with accomplished theater professionals in acting, vocal, and dance techniques including reading musical and musical notation, interpretation of music from various periods and cultures, dance styles and choreographic forms, analysis, and expression. Three classes of students will rotate between the three teachers for instruction and rehearsal. In addition to the classroom and studio experience, students will also have the opportunity to be in two Broadway-style Musical Theatre productions during the year.
- Film-Students will connect the skills of story-telling to film and learn film appreciation, character development, writing and film dialogue, cinematography, and photography. Advanced students will also show evidence of planning and producing a one minute video project.
- Film (Cinematic Arts Academy Progression grades 6-8)
 - Sixth Grade: Students learn to write, shoot, and edit short films as a class and independently.
 - Seventh/Eighth Grade VFX Lab: Students learn visual effects techniques in Adobe After Effects and Adobe Premier. Students write, shoot, and edit short VFX films.
 - Seventh/Eighth Grade Advanced Production (Prerequisite-6th grade CAAM Film course or VFX Lab): Students work independently and in teams to make films with the goal of their productions being admitted into film festivals.
- General and Advanced Art- Appropriate to their level, students will acquire artistic perception through processing, analyzing, and responding to sensory information as well as learning to derive meaning and make informed judgments on aesthetic value. Students will develop visual arts knowledge and vocabulary, and the skills, processes, materials, and tools used for creative expression. Students will learn the role, development, and diversity to understand historical contributions and cultural dimensions of the visual arts, as well as real world connections and applications.
- Instrumental (Band, Strings, Percussion)-Students will learn artistic perception: read, notate, analyze, and describe music. Students will learn the historical and cultural context of a variety of musical genres and periods including the role of music and diversity. Students will progress through technique and musical

literature in difficulty as their ability grows including creative expression to compose, arrange, and improvise. Students will learn to analyze and assess music, making connections and applications to the role and function of music and its related careers in radio, television, and advertising. Students will perform a grade appropriate repertoire independently and as an ensemble.

- Choir-Students will learn to sing expressively while reading musical notation, interpret music from various musical periods and cultures while making historical connections, identify a musical piece from a specific historical period or culture, compose or improvise melodies and accompaniments, and sing in part harmony.
- Environmental Studies-Students will learn all aspects of agriculture, plant identification, crop rotation, and run a two acre farm containing vegetable beds, rescue turtle pond, two green houses, animal care, and the seed-to-table business model. Students will participate in Jane Goodall's Institute, Roots and Shoots Youth Program, and Future Farmers of America, and will participate in the annual horticulture competition.
- Yearbook-Students will learn to identify and report news-making events, assess visual and writing documentation for fact and opinion, and produce layouts, photographs, graphic design, and digital imaging. Students will incorporate journalistic forms and techniques, to document a year in the history of Millikan Middle School, its community, and outlying community to manage the production of the yearbook as appropriate to staff assignment and position.
- Introduction to Computers-Students will learn the fundamentals of typing using home position two handed typing techniques. Students will develop their typing skills through a variety of exercises including dictation, times typing drills, vocabulary terms, and creating a variety of documents.
- Advanced Computers-Students will learn the most important topics of Microsoft Office 2011 for Macintosh including an overview of Mac OS, Safari, and Microsoft Office documents and worksheets. They will develop skills to work with formulas, functions, charts, and integrating Office programs.
- Spanish- Students develop and gain knowledge of and an appreciation for the Spanish language and Spanish-speaking cultures through daily grammar instruction, opportunities for dialogue, and examination of components of Spanish and Latin American history, as well as of modern society and culture.
- Sixth Grade Elective Wheel-Students rotate through introductory sessions on art, film, and computers consistent with course state standards and learning objectives.

Intervention, Supports, and Extracurricular Activities

Extracurricular Activities

A positive educational environment includes extracurricular activities, which keep students excited and interested throughout the school day. There are many lunchtime clubs available to students giving them a place to eat, socialize, and engage with others who have similar interests. Some examples include the Pride Club, the Christian Club, the French Club, the Chess Club, Battle of the Books, Speech and Debate, and Mathletes. Further, the Library Media Center is open to students throughout the day, but is especially busy during lunch and nutrition as students meet to collaborate on projects,

browse books, use computers, learn 3D design and printing, and use the Makerspace to experiment and create.

Learning opportunities do not start and end with the tardy and end of class bells. Every Tuesday, which are Professional Development Days, homework help is offered to students in the Learning Center where they are assisted by our substitute teachers and paraeducators. The Learning Center is also available during class time based upon student need. In addition, many teachers make themselves available in their classrooms during either Nutrition or Lunch to offer additional assistance to students.

At Millikan, we want all of our students to reach their greatest potential and therefore offer several support groups to assist students who are going through a particularly difficult time. We attempt to redirect their focus to their educational and long term goals. Our House is a grief program for students who have experienced the death of a parent, close relative, or friend in the past three years. Through the Star program, administrators, counselors, and other out of classroom faculty each work with six at risk students to mentor throughout the year. They meet with the students one-to-one, providing academic support and monitoring their progress. Emotional and social needs are also addressed when necessary. In addition, Millikan contracts with the Help Group and San Fernando Mental Health who provide on campus counseling to students based on referrals. The staff at Millikan is committed to helping the whole child in order to provide the best environment to develop the foundation necessary for high school and beyond.

Instructional Materials

Grade Six

English Language Arts	College Board	<ul style="list-style-type: none"> • <i>Springboard English Language Arts</i> Grade 6 • <i>Springboard Writing Workshop</i> Grade 6 • <i>Springboard Close Reading</i> Grade 6 <p>All materials are available in print and online. Core Literature: <i>Walk Two Moons</i></p>
Math	Glencoe	<ul style="list-style-type: none"> • <i>California Math, Course 1, Vol. 1 & 2</i> • <i>Glencoe Math: Accelerated</i>, Grade 6/7 • <i>Glencoe Math:</i>

		<i>Accelerated, Interactive Study Guide, Grade 6/7</i>
Science	Holt, Rinehart & Winston	<i>California Earth Science</i>
Social Studies	Glencoe McGraw-Hill	<i>Discovering Our Past: Ancient Civilizations</i>

Grade Seven

English Language Arts	College Board	<ul style="list-style-type: none"> • <i>Springboard English Language Arts Grade 7</i> • <i>Springboard Writing Workshop Grade 7</i> • <i>Springboard Close Reading Grade 7</i> <p>All materials are available in print and online. Core Literature: <i>Tangerine</i> <i>The Giver</i></p>
Math	Glencoe Holt McDougall	<ul style="list-style-type: none"> • <i>California Math, Course 2, Vol. 1 & 2</i> • <i>Glencoe Math: Accelerated, Grade 7</i> • <i>Glencoe Math: Accelerated, Interactive Study Guide, Grade 7</i> • <i>Big Ideas Math: Algebra 1</i> • <i>Student Journal for Big Ideas Algebra 1 CC</i>
Science	Glencoe McGraw-Hill	<ul style="list-style-type: none"> • <i>Teen Health, Course 2</i> • <i>California Life Science</i>
Social Studies	McDougal Littell	<i>World History: Medieval</i>

		<i>and Early Modern Times</i>
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Grade Eight

English Language Arts	College Board	<ul style="list-style-type: none"> • <i>Springboard English Language Arts, Grade 8</i> • <i>Springboard Writing Workshop, Grade 8</i> • <i>Springboard Close Reading, Grade 8</i> <p>All materials are available in print and online. Core Literature: <i>Fahrenheit 451</i></p>
Math	Glencoe Holt McDougall	<ul style="list-style-type: none"> • <i>California Math, Course 3, Vol. 1 & 2</i> • <i>Big Ideas Math: Algebra 1</i> • <i>Student Journal for Big Ideas Algebra 1 CC</i> • <i>Big Ideas Math: Geometry</i> • <i>Student Journal for Big Ideas Geometry CC</i>
Science	Holt, Rinehart & Winston	<i>California Physical Science</i>
Social Studies	McDougal Littell	<i>Creating America: A History of the United States Beginnings Through World War I</i>
Spanish	Prentice Hall	<ul style="list-style-type: none"> • <i>Realidades, Level 1 Practice</i> • <i>Realidades, Level 1 Practice Workbook</i>

English Language Development (ELD)

ELD 1AB	National Geographic Learning	<ul style="list-style-type: none"> • <i>Inside Fundamentals, Vol.</i>
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		<ul style="list-style-type: none"> 1 (gr. 6-8) • <i>Inside Fundamentals, Vol. 2</i> (gr. 6-8) • <i>Inside the USA Practice Book</i> (gr. 6-8) • <i>Inside the USA Language and Vocabulary Practice Book</i> (gr. 6-8) • <i>Inside the USA Assessment Handbook</i> (gr. 6-8) • <i>Inside Phonics Practice Book</i> (gr. 6-8) •
ELD 2AB	National Geographic Learning	<ul style="list-style-type: none"> • <i>Inside Level A Reading and Language</i> (gr. 6-8) • <i>Inside Level A: Practice Book</i> (gr. 6-8) • <i>Inside Level A Writing</i> (gr. 6-8) • <i>Inside Phonics Practice Book</i> (gr. 6-8)
ELD 3 & 4	College Board	<ul style="list-style-type: none"> • <i>Springboard English Language Development</i> (Grades 6, 7 and 8) • <i>Springboard Writing Workshop</i> (Grades 6, 7 and 8) • <i>Springboard Close Reading</i> (Grades 6, 7 and 8)
ELD Literacy and Language	Scholastic	<ul style="list-style-type: none"> • <i>English 3D Issues Book, Course 1</i> (gr. 6-8) • <i>English 3D Language & Writing</i>

		<i>Portfolio, Course 1 (gr. 6-8)</i>
+Advanced ELD	Houghton Mifflin	<ul style="list-style-type: none"> • <i>Great Source Reader's Handbook</i> (gr. 6-8) • <i>Student Applications Book for Great Source Reader's Handbook</i>, (Grades 6, 7 and 8) • <i>Write Source: Skills Book</i>, (Grades 6, 7 and 8)

Course Offerings-Matriculation Requirements

Subject Area	Grade 6	Grade 7	Grade 8
English Language Arts	English Language Arts 6 or 6 Honors Two Semesters	English Language Arts 7 or 7 Honors Two Semesters	English Language Arts 8 or 8 Honors Two Semesters
Mathematics	Math 6 Accelerated Math 6/7 Two Semesters	Math 7 Accelerated Math 7 Algebra 1 Two Semesters	Math 8 Algebra 1 Geometry Two Semesters
Science	Earth Science Two Semesters	Health-One Semester Life Science-One Semester	Physical Science Two Semesters
History/ Social Science	Ancient Civilizations Two Semesters	Medieval and Modern History Two Semesters	U.S. History Two Semesters
Physical Education	Students are divided into PE classes based on assessed ability Two Semesters <ul style="list-style-type: none"> • Physical Education • Adaptive PE when required in IEP • Performing Arts/Magnet-Dance Two Semesters	Students are divided into PE classes based on assessed ability Two Semesters <ul style="list-style-type: none"> • Physical Education • Adaptive PE when required in IEP • Performing Arts/Magnet-Dance Two Semesters	Students are divided into PE classes based on assessed ability Two Semesters <ul style="list-style-type: none"> • Physical Education • Adaptive PE when required in IEP • Performing Arts/Magnet-Dance Two Semesters

<p>Elective, ELD Course, or Intervention</p>	<p>EL students attend ELD appropriate course.</p> <p>Intervention courses assigned when appropriate.</p> <p>Students may select from the following electives. Elective classes are subject to availability and may vary by year.</p> <ul style="list-style-type: none"> • 6th Grade Elective Wheel • Strings • Winds • Computer • Intro to Drama • Beginning Band • Choir • Environmental Studies • Film (CAAM students only) <p>Two Semesters</p>	<p>EL students attend ELD appropriate course.</p> <p>Intervention courses assigned when appropriate.</p> <p>Students may select from the following electives. Elective classes are subject to availability and may vary by year.</p> <ul style="list-style-type: none"> • Theater Lab A/B • Computers • Film • Film-VFX Lab (CAAM students only) • Environmental Studies • Computers • Stage Design • Costume Design • Yearbook • Musical Theater • Art (General/Adv) • Instrumental (Band, Strings, Percussion) • Choir <p>Two Semesters</p>	<p>EL students attend ELD appropriate course.</p> <p>Intervention courses assigned when appropriate.</p> <p>Students may select from the following electives. Elective classes are subject to availability and may vary by year.</p> <ul style="list-style-type: none"> • Library Practice • Drama Production • Film • Film-Advanced Production (CAAM students only) • Environmental Studies • Computers • Stage Design • Costume Design • Yearbook • Musical Theater • Art (General/Adv) • Instrumental (Band, Strings, Percussion) • Spanish • Choir <p>Two Semesters</p>
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Instructional Strategies and Methodologies

Millikan teachers, supported by administration through professional development and common planning time, review and utilize current educational research and student data to drive best teaching practices. All lesson planning and selection of methodologies is supported by authentic assessments, CAASPP interim and summative assessments, teacher-created assessments, observation, and textbook publisher assessments. Teachers design lessons incorporating brain-based teaching strategies to help students

with various learning modalities access deeper understanding of the curriculum and develop critical thinking skills to solve a variety of problems with depth and complexity. Students are required to utilize the highest stages of Bloom's Taxonomy, such as synthesis, analysis, and evaluation and other higher order thinking skills. In addition, teachers encourage students to make connections between CCSS and NGSS and real world issues. This allows students to explore a variety of topics and texts and provides a space for them to evaluate information and come to their own understandings. Furthermore, it encourages students and enables them to become lifelong learners by preparing them to be competent 21st Century citizens and achieve success through high school, college, career, and beyond.

We believe that by taking into consideration our varied student population we are best able to plan a high quality, balanced curricular program. We focus our student-centered, standards driven curriculum through systematic direct instruction, student collaboration, and guided practice. The educational program incorporates a variety of teaching methodologies allowing teachers to deliver instruction in an engaging manner. Some of these methodologies include, but are not limited to:

- Direct Instruction- Teachers use carefully planned direct instruction to teach standards-based lessons.
- Guided & Independent Practice- Students are provided with adequate time to demonstrate successful understanding of the concepts or skills being taught.
- Differentiated Instruction- Teachers provide lessons and assignments within the core curriculum which allow students to perform at their appropriate academic levels while maintaining or exceeding state standards.
- Experiential Learning- Students make connections to the curriculum through real life experiences such as plays, field trips, labs, simulations, and experiments in an effort to learn through doing. It is through these activities that students will process, analyze, and conceptualize their understanding.
- Peer Instruction – Students have the opportunity to use the “union of knowledge principle” that allows the students to engage in discussions of reasoning and deeper understanding of the curriculum.
- Criteria Charts and Rubrics - These tools help focus students to effectively meet and exceed teacher expectations and objectives of the assignment. Charts/rubrics are based upon curricular standards and high expectations for the student.
- Purposeful and Productive Instructional Groups -Teachers create small groups in order for students to interact with their peer. Students work within defined rolls sharing their thinking processes and maximizing learning. Groupings promote diverse perspectives, student centered learning, and teamwork.
- Inquiry-based Discussion and Research - Instead of teachers just presenting the facts, they may use questions, problems, and scenarios to

help students learn through their own thought processes, research, and investigation.

- Oral and Visual Presentations - Teachers can teach and have students use technology and visual media to prepare and enrich oral presentations.
- Thematic Units - Teachers organize curriculum around a central theme as a series of lessons that integrate subjects across the curriculum that all tie into one main theme.

Technology

Teachers utilize education technology at Millikan in numerous ways. The majority of classrooms are equipped with LCD projects and/or document cameras. Some work with interactive whiteboards while others use Apple TV and iPads. These technologies enhance lesson delivery through use of visual representations, realia, and media, and allow for students to interact with information through manipulation of data using various software and applications. This technology also gives students an alternative means of presenting their learning. This may take the form of a video, slide show, web site demonstration, and other technologies yet to be discovered.

Through the use of the school's computer lab, iPad carts, laptop carts, and Chromebook carts, students practice typing, take practice tests and IABs, utilize interactive graphic organizers, and conduct research under the direction of their teachers and teacher librarian. Further, students conduct independent study and mastery of concepts through teacher-created instructional videos, online lessons, and educational websites recommended by their teachers. This allows students to work at their own pace and preview/review instructional materials as needed to reach mastery. Using their LAUSD Single Sign On (SSO), students use Google Drive to create various projects, working collaboratively and in real time with classmates. Many teachers use Google Forms, or other interactive quiz web programs to administer quizzes and tests, providing teachers, students, and parents with instant feedback on students' learning. Using their SSO and their Google Drive accounts, students access the new digital editions of textbooks, starting at this time with the adoption SpringBoard for ELA/ELD and adopted Math textbooks, as well as the LAUSD Digital Library on campus and from home to conduct research and annotate and share articles with collaborative partners. All of this may be overseen in real time by their instructors. These various methods of implementing instructional and educational technology in the classroom enhances student understanding and collaboration, provides alternate means of acquiring and presenting knowledge, and prepares students to be successful navigating technology when taking computer-based state standardized assessments.

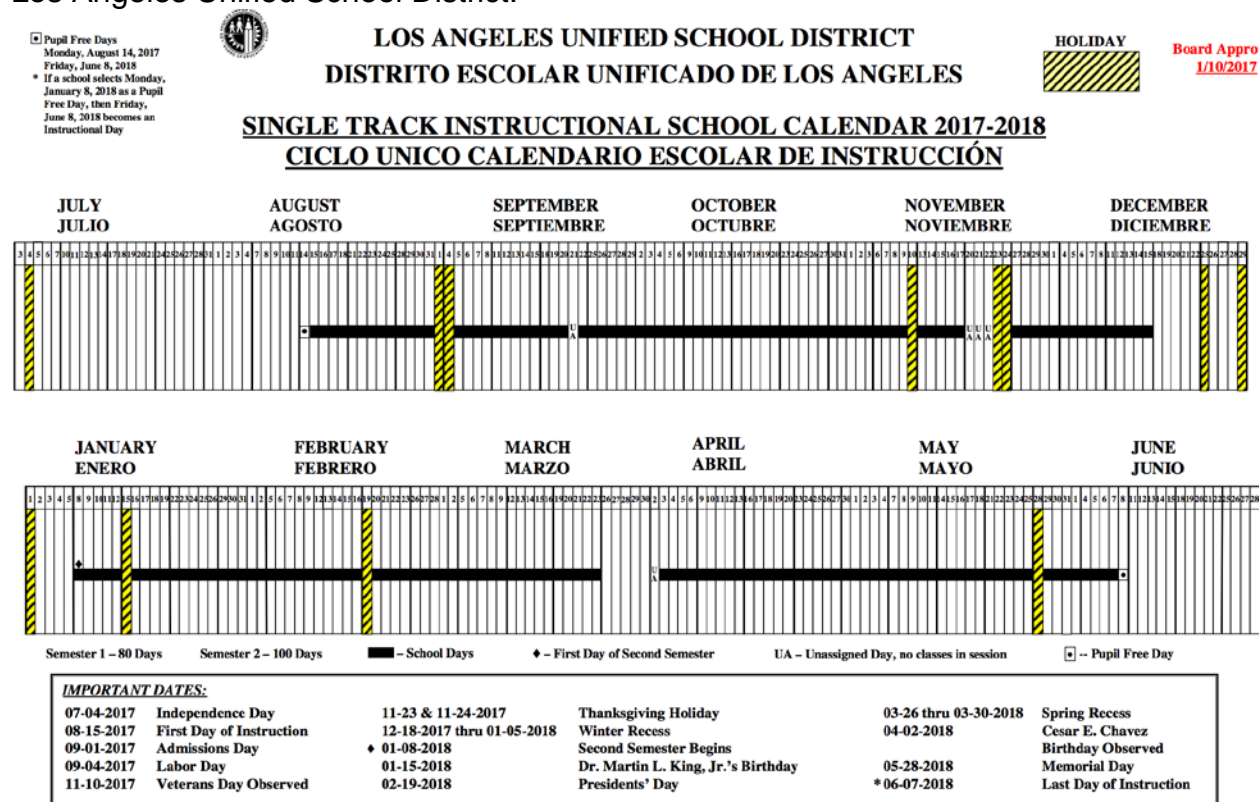
Transitional Kindergarten

Charter School shall comply with all applicable legal requirements and District policy 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.

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. Charter School shall comply with all applicable District policies and procedures, and provisions of LAUSD collective bargaining agreements (CBAs), as they may change from time to time, related to work year, academic calendars, and schedules.

Millikan Affiliated Charter will follow the Traditional Academic calendar set forth by the Los Angeles Unified School District.



All instructional days will be regular school days with the following exceptions:

1. All Tuesdays are shortened days for faculty professional development (24 additional Tuesdays approved by waiver for a total of 38 shortened Tuesdays).
2. Ten Minimum Days to be determined by the Charter Compliance Committee that oversees calendar.

All grades follow the daily bell schedule below, taking one period each of English Language Arts, Mathematics, Science, History/Social Science, Physical

Education/Dance, and Elective every day, including Common Planning/Professional Development Banked Time Days, Minimum Days.

2016-2017 MIDDLE SCHOOL BELL SCHEDULE
Single Track

School Information		
School Name: MILLIKAN MS	Local District: NE	Location Code: 8238

Regular Day Schedule

No. of Days: 133

Period	Begin	End	Passing Minutes	Period Minutes	Total Minutes
Period 1	8:00	9:01		61	61
Period 2	9:07	9:57	6	50	56
Nutrition	9:57	10:12			0
Period 3	10:18	11:08	6	50	56
Period 4	11:14	12:04	6	50	56
Lunch	12:04	12:34			0
Period 5	12:40	1:30	6	50	56
Period 6	1:36	2:26	6	50	56
Homeroom	2:32	3:03	6	31	37
TOTAL			36	342	378 / 377

Professional Development Banked Time Day Schedule

No. of Days: 14

Period	Begin	End	Passing Minutes	Period Minutes	Total Minutes
Period 1	8:00	8:53		53	53
Period 2	8:59	9:40	6	41	47
Nutrition	9:40	9:55			0
Period 3	10:01	10:42	6	41	47
Period 4	10:48	11:29	6	41	47
Lunch	11:29	11:59			0
Period 5	12:05	12:46	6	41	47
Period 6	12:52	1:33	6	41	47
TOTAL			30	258	288 / 287

Minimum Day Schedule

No. of Days: 10

Day1: 09/01/2016 Thursday	Day2: 09/15/2016 Thursday	Day3: 09/29/2016 Thursday	Day4: 12/16/2016 Friday
Day5: 04/06/2017 Thursday	Day6: 04/07/2017 Friday	Day7: 05/10/2017 Wednesday	Day8: 06/07/2017 Wednesday
Day9: 06/08/2017 Thursday	Day10: 06/09/2017 Friday		

Period	Begin	End	Passing Minutes	Period Minutes	Total Minutes
Period 1	8:00	8:44		44	44

Period 2	8:50	9:25	6	35	41
Period 3	9:31	10:06	6	35	41
Nutrition	10:06	10:26			0
Period 4	10:32	11:07	6	35	41
Period 5	11:13	11:48	6	35	41
Period 6	11:54	12:29	6	35	41
TOTAL			30	219	249 / 247

Shortened Day Schedule

No. of Days: 0

Period	Begin	End	Passing Minutes	Period Minutes	Total Minutes
TOTAL			0	0	0 / 312

Common Planning Time Schedule

No. of Days: 23

Period	Begin	End	Passing Minutes	Period Minutes	Total Minutes
Period 1	8:00	8:53		53	53
Period 2	8:59	9:40	6	41	47
Nutrition	9:40	9:55			0
Period 3	10:01	10:42	6	41	47
Period 4	10:48	11:29	6	41	47
Lunch	11:29	11:59			0
Period 5	12:05	12:46	6	41	47
Period 6	12:52	1:33	6	41	47
TOTAL			30	258	288 / 317

Mathematics Placement Act

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

High School Exit Examination

Charter School shall comply with the requirements of Education Code sections 60851.5 and 60851.6.

WASC Accreditation

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

PROFESSIONAL DEVELOPMENT

As a District affiliated charter school, Charter School shall comply with and implement all applicable District policies and procedures related to staff professional development.

The Millikan Affiliated Charter Academic Supports Committee will determine Professional Development at Millikan. All mandated LAUSD professional development topics are presented to all faculty and staff as required throughout the school year. These topics range from implementation of the California Standards in ELA, mathematics, History/Social Sciences, NGSS Science Standards, Technical Subjects, and English Language Development, improving instruction through the implementation of the English Learner (EL) Master Plan, the use of the Teaching and Learning Framework Rubrics to improve teaching and learning across the district, and the use of benchmark, progress monitoring, and diagnostic assessments to drive instruction and intervention.

Weekly Professional Development on shortened Tuesdays will rotate through various faculty groupings including department, grade level, whole faculty, and charter committee meetings. Within the various faculty groupings, as a form of informal professional development, teachers present demo lessons and share best practices. Teachers are provided release time upon request to observe others within their department or grade level. Additional professional development on minimum days and optional after school and weekend/summer opportunities will be developed based on faculty need as determined through the Academic Supports Committee's needs assessment administered at the beginning of the school year. This needs assessment asks faculty about areas of weaknesses and strengths. In addition, the committee will analyze data as another tool to determine areas for additional professional development.

At Millikan, we take advantage of the professional experts within our faculty, especially our National Board Certified Teachers, to provide professional development. Further, teachers who attend conferences are encouraged to share their learning with others. Such local professional development opportunities may focus on building teacher capacity to use technology to plan and strengthen instruction, and to improve student understanding and use of technology for learning. When appropriate, Millikan invites LAUSD specialists and other professional experts to present on various topics. To support new teachers, Millikan provides paid after school hours to collaborate with master teachers on topics such as lesson development, technology, analyzing data, and parental involvement.

MEETING THE NEEDS OF ALL STUDENTS

English Learners

As a District affiliated charter school, Charter School shall implement the provisions of the District's *English Learner Master Plan*, as it may change from time to time, and comply

with all applicable federal and state laws and District policies and procedures related to the implementation of the *English Learner Master Plan*.

Millikan's English Language Development Department has developed its educational program to lead students, as they progress towards being fluent English speakers, readers, writers and listeners, with creative critical thinking skills. Our goal is for English Learners (ELs) to become proficient in their English Language Development with the ability to access the grade level standards-driven content instruction. The overall achievement of our EL students had shown regular annual improvement, however, in the 2015-16 school year, the reclassification rates for the whole district declined, likely due to new testing standards. At Millikan the reclassification rate remained higher than the overall district at 18% compared to LAUSD at 12%. We attribute this to the rigorous ELD program and close monitoring of students.

Students are assessed for the ELD program according to CELDT/ELPAC scores, RI scores, and the number of years they have been in the country. Based on each student's data, they are placed in the appropriate EL course: ELD 1-4, Literacy and Language, and Advanced English Learner Development based on individual needs and progress, according to District policy.

ELD 1 and 2 - Students will be placed in this course dependent on CELDT/ELPAC scores and if they have been in the country two years or less. It is a double block of classes: ELD 1AB and ELD 2AB. Because of the double block of ELD classes, these students do not take an elective class. They are scheduled into general education classes for physical education, math, science, and history.

ELD 3 and 4 - Students will be placed in this course dependent on CELDT/ELPAC and RI scores and if have been in the country fewer than 4 years. This course takes the place of the student's elective class. The student will be in general education classes for all other courses throughout the day.

Literacy and Language – Dependent on enrollment and CELDT/ELPAC and RI scores students may be placed in this course if they have been in the country 3-5 years. This course takes the place of the student's elective class. The student will be in general education classes for all other courses throughout the day.

Advanced ELD - Students will be placed in this course dependent on CELDT/ELPAC and RI scores and if have been in the country five years or more. These students are also called Long Term English Learners (LTEL). This course takes the place of the student's elective class. The student will be in general education classes for all other courses throughout the day.

ELD teachers address the four ELD domains: listening, speaking, reading, and writing. EL proficiency in the core curriculum is affected by language barriers and reading levels. ELD instructors teach students transferrable strategies and reading comprehension skills to help them succeed in core curriculum classes. Implementing proven teaching strategies (SDAIE methods), use of required instructional materials, close monitoring by

the EL Coordinator, individual student goal setting by the ELD Teachers and EL Coordinator, and intensive language intervention, has resulted in a regularly decreasing number of LTEL students and increasing the reclassification rate of EL students. The ELD coordinator meets with EL students a minimum of twice a year to assess student progress through reviewing the EL students' grades, redesignation status, and testing data. This data provides information on the effectiveness of the overall ELD program and guides professional development planning. Professional development, during common planning time or beyond the school day, may include topics such as English Language Development Standards, using sentence starters, small group instruction, Socratic Seminar/literacy circles, cooperative learning, and applying technology resources and research opportunities to utilize realia visuals and media, as well as increased use and effectiveness of graphic organizers.

ELD students have the support of their classroom teachers, especially their ELD teachers, and the EL coordinator. The EL coordinator performs regular observations of EL students in ELD classrooms as well as core curriculum classes to provide feedback to teachers regarding instructional strategies to promote student success. The overall effectiveness of the ELD program is measured by continued improvement in EL students' grades, redesignation rates, and reduction in the number of LTEL students. This is monitored biannually by the EL Coordinator and supervising administrators.

Gifted and Talented Students and Students Achieving Above Grade Level

Charter School shall use LAUSD's Gifted and Talented Education (GATE) student identification process, adhere to District policies and procedures regarding GATE, and reimburse the District for GATE testing and processing in accordance with the "General Fund School Program Manual" or equivalent as it may change from time to time.

Millikan Affiliated Charter uses LAUSD's GATE identification process and policy, and it will reimburse the District for testing on a per student basis. To ensure underrepresented students are referred for identification, Millikan Affiliated Charter will utilize subjective indicators (i.e. Teacher checklists and parent inventories), professional judgment, and formal and informal assessments as part of the screening procedures. The GATE coordinator and administrator will monitor this program.

Millikan will maintain federal, state, and district mandated educational services and support for identified gifted, talented, and high achieving students. GATE students will participate in the School for Advanced Studies (SAS) program. To support each student's particular academic needs, SAS students will be provided with a curriculum that reflects rigor and differentiation. Differentiation of the curriculum for these advanced learners will include dimensions of gifted instruction such as accelerated pacing, novelty, and increased depth and complexity that are appropriate to meet individual needs, interests, and abilities. To teach GATE students, teachers are required to participate in 16 hours of annual training specific to working with GATE students.

Identified talented students' needs may also be addressed through elective classes. Varied levels of elective classes, as well as dance, allow for talented students to focus

on their specific aptitudes. Eligible students who choose to participate in the District's Saturday Conservatory of the Arts may do so at the expense of Millikan Affiliated Charter.

The quality and effectiveness of the GATE and SAS programs will be monitored through the analysis of the students' grades and SBAC results. Students will be in the GATE program if they are gifted or talented, and in the SAS program if they are advanced in an academic area as identified by testing. Students may be identified GATE and SAS or just one. The administrator, counselor, and GATE coordinator will analyze student data to determine strategies for addressing underachieving GATE and SAS students. Students who do not demonstrate advanced level performance will be provided with opportunities to participate in the various interventions (such as specialized classes and homerooms and afterschool and lunch tutoring) that are available to all students.

Students Achieving Below Grade Level

Students who fail to meet grade level standards, as measured by the SBAC, IABs, report card grades, and teacher feedback will be provided with various forms of intervention. Counselors will meet with students (6th and 7th graders annually and 8th graders at 10-week intervals) to monitor each student's Individual Graduation Plan (IGP). Based on grades and observations, teachers and counselors will identify academically struggling students and refer them to the Student Support and Progress Team (SSPT). Students who need support to succeed, but not necessarily academic intervention, will be referred by teachers and counselors to Millikan's STAR program. These are students who need academic support in the form of encouragement and accountability, positive behavior support, or who have attendance issues. In the STAR program, administrators, counselors, and other out of classroom faculty each take on six at risk students to mentor throughout the year. They meet with the students one-to-one to provide academic support and monitor their progress. Academic support is available as tutoring during Nutrition and/or Lunch, after school on Tuesdays and during Advisory.

Socioeconomically Disadvantaged Students

Students will be identified as socioeconomically disadvantaged based on whether they qualify for free- or reduced-price lunch through the federally funded School Lunch Program, teacher referrals, as well as through self-identification. The Library Media Center provides support to all students, but is especially important to socioeconomically disadvantaged students as free computer use and printing services are provided, as well as information literacy and digital citizenship instruction, which students may not have at home. Student Leadership, through food drives, is creating a food pantry which will be open to Millikan families in need. School supplies will be provided to students in need through nonprofit program partnerships.

Students with Disabilities

Special Education

The District shall continue to serve the needs of special education students enrolled in District affiliated charter schools in the same manner as at any other public school of the District, and shall be responsible for meeting all the requirements of the Modified Consent Decree along with the District Affiliated Charter School.

Conversion Affiliated Charter

1. District Affiliated Charter School's Special Education Responsibilities

a. General Requirements

The District Affiliated Charter School will adhere to the provisions of the IDEA and California special education laws and regulations to ensure that all students with disabilities are accorded a free appropriate public education ("FAPE") as is required of all District authorized schools. The District Affiliated Charter School will also ensure that no student otherwise eligible to enroll in the District Affiliated Charter School will be denied enrollment on the basis of their special education status.

The District Affiliated Charter School will comply with Section 504 of the Federal Rehabilitation Act, the Americans with Disabilities Act, and all Office of Civil Rights mandates for students enrolled in the District Affiliated Charter School.

The District Affiliated Charter School will adhere to the requirements of the *Chanda Smith* Modified Consent Decree and court orders imposed upon the District pertaining to special education and will submit documents and information, participate in reviews, and attend informational sessions and meetings at the District's request.

The District Affiliated Charter School will use District forms to develop, maintain, and review assessments and Individualized Education Programs ("IEPs") in the format required by the District and will enter accurate assessment and IEP data into the District's designated data system (Welligent) in accordance with LAUSD policies and procedures. The District Affiliated Charter School will maintain copies of assessments and IEP materials for District review. The District Affiliated Charter School will submit to the District all required reports, including but not limited to CASEMIS, SESAC and Welligent IEPs, in a timely manner as necessary to comply with state and federal and Modified Consent Decree requirements.

The District Affiliated Charter School shall keep daily attendance for each student which shall be reported and certified according to District policies and procedures.

The District Affiliated Charter School will participate in the state quality assurance process for special education (i.e. verification reviews, coordinated compliance self-reviews, complaints monitoring, procedural safeguards, and the local plan).

The District Affiliated Charter School will participate in internal validation review ("DVR").

The District Affiliated Charter School is responsible for the management of its, personnel, programs and services. The District Affiliated Charter School will ensure that its special education personnel or contracted personnel are appropriately credentialed, licensed or on waiver consistent with California laws and regulations. The District Affiliated Charter School will implement the programs and services, including providing related services, required by the IEPs of the students enrolled at the District Affiliated Charter School.

b. Transferring Students

For students transferring to the District Affiliated Charter School from other school districts, District-operated schools or District authorized charters, the District will provide those related services required by the students' IEPs immediately upon the students' enrollment regardless of the types of service provider (i.e. school-based, NPA or private). District Affiliated Charter School will ensure that IEP team meetings for such students will be held within thirty (30) days of the student's enrollment in accordance with federal and state law and District policies and procedures.

c. Assessments

The referral process shall include Student Success Team (SST) meetings to review prior interventions, accommodations and modifications and to recommend further interventions as appropriate. The referral process shall be supported by the Response to Intervention (Rtl) model approach using data to identify student strengths and weaknesses. Upon review of accumulated data, observation and review of records, the District Affiliated Charter School may determine that assessment is necessary to determine possible eligibility for special education programs and related services.

Upon a parent's request for assessment, the District Affiliated Charter School will convene a meeting to review and discuss the request in light of student records, acquired data and student performance to agree with or deny the request for assessment. If the District Affiliated Charter School determines that assessment for special education eligibility is not warranted, prior written notice must be given to the parent/guardian with a clear rationale for such refusal within 15 days of the request. If the District Affiliated Charter School concludes that there are suspected disabilities, the school must develop an assessment plan in Welligent for each student with suspected disabilities within the 15 day timeline. The LAUSD assessment plan describes the types of assessments that may be used to determine the eligibility of students for special education instruction and services. Assessments will be conducted, within legal timelines, after receiving the parents' written consent. The District Affiliated Charter School shall conduct an IEP team meeting that includes required team members within mandated timelines for each

student assessed to discuss results, determine eligibility, and (if eligible) specify special education instruction and services. The District Affiliated Charter School will make decisions regarding eligibility, goals, program, placement, and exit from special education through the IEP process according to federal, state and District timelines.

d. Alternative Placements

Under limited circumstances when a District Affiliated Charter School student's needs may not be provided at the District Affiliated Charter School, the District Affiliated Charter School will consult with the District to discuss placement and service alternatives. The IEP team convened at the District Affiliated Charter School shall have the authority to make offers of a FAPE and decisions regarding the staffing and methodology used to provide special education and related services at the District Affiliated Charter School pursuant to an IEP.

e. Least Restrictive Environment

The District Affiliated Charter School will support movement of students with disabilities into less restrictive environments and increase interactions of students with disabilities with non-disabled students. The District Affiliated Charter School general program of instruction for students with disabilities shall be responsive to the required sequence of courses and related curricular activities provided for all students in the District Affiliated Charter School. Assessment and standardized testing procedures shall be implemented, including guidelines for modifications and adaptations, to monitor student progress.

f. Staffing Requirements

The District Affiliated Charter School shall participate in available appropriate District trainings to support access by students with disabilities to the general education classroom, general education curriculum, integration of instructional strategies and curriculum adaptations to address the diverse learner, and interaction with non-disabled peers.

The District Affiliated Charter School will maintain responsibility for monitoring progress towards meeting specified IEP goals. The District Affiliated Charter School will assess, develop, and implement Individual Transition Plans to help students with disabilities transition to adult living in accordance with District policies and procedures.

g. Student Discipline/Inclusion

The District Affiliated Charter School will ensure that it makes the necessary adjustments to comply with the mandates of state and federal laws, including the IDEA regarding discipline of students with disabilities. Discipline procedures will include positive behavioral interventions and the District's Discipline Foundation

Policy. Prior to recommending expulsion and/or prior to the eleventh day of cumulative suspension for a student with disabilities, the District Affiliated Charter School will convene a manifestation determination IEP set forth in the District's Policies and Procedures Manual. The District Affiliated Charter School will collect data pertaining to the number of special education students suspended or expelled.

The Charter is committed to achieving population balance that includes students with disabilities. The Charter will conduct outreach activities to attract and enroll a range of mild to severe special education students that is diverse and comparable with resident schools with similar demographics. The District Affiliated Charter School's outreach efforts should be geared toward aligning with the District-wide average. The District Affiliated Charter School may not refuse to admit a student based on special education eligibility, needs or services identified in the student's IEP. The District will make available to the District Affiliated Charter School MCD reports indicating range of services and number of students served at individual District affiliated charter schools.

2. Procedural Safeguards/Due Process Hearings

The District may invoke dispute resolution provisions set out in the charter petition, initiate due process hearings, and/or utilize other procedures applicable to the District Affiliated Charter School if the District determines that such action is legally necessary to ensure compliance with federal and state special education laws and regulations or the Modified Consent Decree.

In the event that a parent or guardian of a student attending the District Affiliated Charter School initiates due process proceedings, both the District Affiliated Charter School and the District will be named as respondents. Whenever possible, the District and the District Affiliated Charter School shall work together in an attempt to resolve the matter at an early stage (informal settlement or mediation).

3. Complaints

The District will investigate and respond to all special education complaints the District receives pertaining to the District Affiliated Charter School including the District's Uniform Complaint Procedures, Office for Civil Rights and California Department of Education Special Education Compliance. The District Affiliated Charter School will cooperate with the District in any such investigations and provide the District with any and all documentation that is needed to respond to complaints.

4. Funding of Special Education

The District Affiliated Charter School will adhere to all District policies and procedures regarding special education and special education funding, as they may be amended from time to time. The District shall retain all state and federal special education funding for District Affiliated Charter School students which is allocated to the SELPA. The District

shall be responsible for providing all appropriate special education and related services in accordance with all applicable state and federal laws.

5. District Responsibilities Relating to District Affiliated Charter School Special Education Program

As long as charter schools operate as public schools within the District, the District shall provide information to the school regarding District special education decisions, policies, and procedures to the same extent as they are provided to other schools within the District.

To the extent that the District provides training opportunities and/or information regarding special education to other school site staff, such opportunities and/or information shall be made available to District Affiliated Charter School staff as well.

***Modified Consent Decree Requirements**

All District affiliated charter schools chartered by the Los Angeles Unified School District (“LAUSD or the District”) Governing Board 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 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 statically measurable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All District affiliated charter schools are required to use the current version of the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online 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 Modified Consent Decree, data requests from any schools that are not connected to the District’s current Student Information Systems (“SIS”) are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s required format and are as follows:

- # The Charter School Suspension/Expulsion Report, due monthly throughout the school year.
- # Paper SESAC Report and Welligent Student Listing Verification, due monthly throughout the school year.
- # CBEDS, which is due at the end of October of Each School Year.
- # All Students Enrolled December 1 of Each School Year, due at the end of December every school year.

Graduation Status of 12th Grade Students Enrolled on December 1, due at the end of June every school year.

The MCD requires all District authorized schools, including District affiliated charter schools, to implement the District's integrated student information system which is 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 District affiliated charter schools are required to utilize MiSiS. Upon full utilization of MiSiS, the list of required data above will automatically be captured within MiSiS.

Students in Other Subgroups

With its diverse student population, Millikan's other significant subgroups include many different ethnicities including Latino, African-American, Asian and several others. These subgroups benefit from access to all the different programs and the interventions listed previously. Restorative Justice is a program adopted by the District to promote and strengthen positive school culture. In addition, many enrichment activities are offered to affirm the value and experiences of all of the students' different backgrounds.

Millikan also has small subgroups that include our homeless youth and foster students. Although it is currently a group of fewer than ten, our administration, counselors and teachers monitor the academic and social progress of these students and, as previously mentioned, are able to provide them with access to resources in addition to ensuring that they benefit from the intervention programs Millikan uses to ensure their overall well-being. In addition, homeless and foster students are provided with a District designated counselor to address their individual needs.

"A TYPICAL DAY"

A typical day at Millikan Affiliated Charter encompasses numerous opportunities for students to engage in a highly academic and rigorous instructional program which challenges students to master the California Common Core State Standards within a safe, cooperative, communicative, and creative environment. The faculty, administration, and staff work together to meet the individualized needs of our students, and challenge student learning by involving them in many engaging and differentiated activities requiring the ability to synthesize, analyze, critique, and integrate higher-level questioning and critical thinking which helps prepare our students for college and career. In this way we help students to reach their greatest potential. We encourage students to take academic risks and celebrate their failures as well as their successes. Evidence of student engagement is clearly visible to all who visit the school.

Each day begins with students arriving, either by foot, car, bicycle, public or school bus prior to our 8:00 a.m. start time. Once at school, students are able to visit their lockers to drop off books or pick up supplies needed for the day. Then they proceed to their first class, where they receive Breakfast in the Classroom (BIC) for the first 10 minutes of the day. During this time, designated students lead the Pledge of Allegiance over the

Public Address system. Any important school announcements may also be heard at this time so as to avoid interrupting instruction throughout the day.

Following BIC, instruction begins and students then proceed through the day guided by their individual programs: English Language Arts, Mathematics, Science, Social Studies, Physical Education/Dance, and elective courses (ELD and SDC classes when appropriate). This is also the time when students leaving for field trips will meet to begin their experiential, real world learning. Throughout the day, students are developing skills in collaboration, perseverance, reasoning, and providing evidence to support conjectures. The instructional design/model, innovative component(s), and key instructional strategies of the educational program are laid out in the Instructional Design component of this plan.

At Millikan we create a rigorous and challenging academic program for all students, and bring the Millikan community together to support all aspects of student life. This provides a safe, comfortable, and welcoming educational environment which allows each individual the opportunity to achieve their greatest potential. On any given day there are numerous parent and community volunteers working throughout our school. In addition to assisting in our classrooms, they work on planning and participating in our “MilliCon” career week events, World’s Fair, Pi Day, One Warm Coat Drive, canned food drives, give Holiday Baskets to Millikan families in need, campus beautification days, Family Science Nights, and numerous community performances.

To further prepare Millikan families for the rigors of high school, we have an annual High School Night. Forty-five high schools, including private and charter schools come to our campus to offer parents and students the chance to hear about what is available to them after they leave our hallways. They are able to ask questions of the staff, become familiar with various programs that support specific strengths and interests, learn about individual application needs, and leave with a better overall understanding of what high schools require and have to offer, today and for the future.

Open communication is extremely important to Millikan staff members, which has led to piloting the implementation of online grade reporting via Jupiter Ed. as well as Google Classroom and LAUSD PASSport. This addition to our educational program has made grade reporting transparent and immediate. Parents are able to monitor their child’s progress and intervene as necessary. In some cases, students are not only able to access their individual grades and progress, but are now fully engaged in online assessments and assignments that provide instant feedback. We look forward to more complete implementation of these programs throughout the campus.

The final half hour of the school day, except for Tuesdays, students attend their advisory period. For some students this is an extension of their final class to allow for further instruction or intervention. These extended classes include performing arts, musical theater, cinematic arts, math academy math courses, yearbook, costume design, and math intervention. For other students, this end of day advisory provides time for them to begin their homework with assistance from Millikan faculty.

Once students have been dismissed for the day, 3:03pm Monday, Wednesday, Thursday, Friday and 1:33pm on Tuesdays, they still have many options. Many go home for the day, leaving the same way they came either by foot, bicycle, car, or bus, but there are a great number of students who remain on campus with the Beyond the Bell program. It provides a safe and supervised environment for students to participate in until they are picked up or able to go home. Students may also participate in after school enrichment classes, either for a fee or through a need-based scholarship. Classes include Coding, Homework Club (free to all students), Mambo / Cha Cha, French 2 Prep, Improv, Contemporary Dance, Hip Hop, and Model UN.

Each day is unique at Millikan Affiliated Charter where all students are encouraged to develop a love for learning and critical thinking that will help them succeed in the 21st Century.

ELEMENT 2 – MEASURABLE PUPIL OUTCOMES, AND ELEMENT 3 – METHOD 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).)

STANDARDIZED TESTING

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state mandated tests, including computer-based assessments. As a District affiliated charter school, Charter School shall test with the District and adhere to District testing calendars and procedures for all state mandated assessments. Charter School shall submit and maintain up-to-date and accurate California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with District policies and procedures and the requirements of California Code of Regulations, title 5, section 861. Charter School shall submit and maintain up-to-date and accurate school and student data in MiSiS and other data systems used or required by the District.

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 work toward meeting all applicable District goals, including but not limited to the school and student outcome goals set forth in the LAUSD’s Local Control and Accountability Plan (LCAP), as it may be amended, updated, and/or replaced by the District, throughout the term of the Charter.

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

Millikan Affiliated Charter guiding goals are to have or students meet LAUSD's Performance Meters including by not limited to: 100% culmination rate with preparation of college and career readiness, academic proficiency, 100% attendance, new opportunities for parents and community, all stakeholders, to show increased engagement and participation, while continuing to provide a safe school environment and facility.

Measurable goals and objectives for every Millikan Affiliated Charter student are based on the mastery of California Common Core State Standards (CCSS) measured by the California Assessment of Student Performance and Progress (CAASPP) summative and interim assessments, 8th grade Science Assessment, and additional textbook and/or teacher created, subject/class specific assessments. Mastery of standards is a goal of the Every Student Succeeds Act (ESSA.) This legislation reaffirms that every child regardless of race, income, background, or the zip code they live in deserves the chance to make the most of their education through Millikan Affiliated Charter and our continued commitment to equal opportunity for all students.

In compliance with ESSA legislation, Millikan Middle School provides an educational learning environment where continued progress is made toward equity and excellence for all students with the goal that all students score proficient or advanced on the above assessments to prove mastery in English Language Arts and Mathematics. Specific subject interventions are determined based on the SBAC; students scoring in the basic, below basic, or far below basic are eligible for school based intervention opportunities, such as an intervention class during homeroom and resource center tutoring. In addition, Millikan Affiliated Charter students will continue to be provided with strategies, skills, and supports to be an educated person in the 21st Century, who exemplifies creativity, collaboration, effective communication, critical thinking, and socially conscious and contributing citizens through the use of differentiated instruction, culturally relevant and responsive education, and SDAIE strategies.

In addition to our school-wide goals, Millikan has goals for student growth and improvement in subgroups listed in the Eight State Priorities of the Local Control [Education Code § 52060(d)] and Accountability Plan (LCAP) Element 1 goals [Education Code § 47605(b)(5)(A)(ii).] Millikan's focus will be improvements that exceed school-wide academic progress for students in designated subgroups [Education Code § 52052] (as measured by the CAASPP) for our foster youth, low-income students, Latino and African American students, Reclassified Fluent English Proficient (RFEP) students, Students with Disabilities, and English Learner populations. Improvement in increased student attendance and parent involvement is also a goal in working to achieve 0% suspension rates.

Millikan Affiliated Charter also has several different area specific learning communities. While meeting the academic needs of all students, these academies give us the opportunity to tap into and focus on specific strengths and interests of students. The Performing Arts Magnet, Math Academy, Performing Arts Academy, and Cinematic Arts Academy are organized so that teachers can lesson plan sharing a common group of students and around themes that interest and motivate student learning. Academy

teachers are part of the faculty at Millikan, participate in professional development, and contribute to the staff as a whole. Academy students are inclusive of the Millikan population and subgroups, participate in all assessment models, and are part of the overall student population when looking at data.

MEASURING PUPIL OUTCOMES:

SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

As part of academic planning, at the beginning of each school year, Millikan Affiliated Charter staff use data collected from CAASPP and My Data to analyze our progress and evaluate our student's needs overall and within subgroups, as delineated in the LCFF table in Element 1.

Over the course of our Charter we have disaggregated data from CAASPP and Science assessment to set goals for the upcoming Charter term:

- Based on Millikan's 2015-2016 CAASPP ELA scores, 59% of all students met or exceeded standards, our measurable goal is 64%, or greater, of students who meet or exceed standards in ELA by 2022. Each subgroup will improve by a minimum of 1% per year.
- Reduce the number of LTEL's, based on Millikan's 2015-2016 student data and baseline shows LTEL's at 68%, our measurable reduction goal is 58%, or greater by 2022.
- Based on Millikan's 2015-2016 CAASPP Math scores, 48% of all students met or exceeded standards, our measurable goal is 53%, or greater, of students who meet or exceed standards in Math by 2022. Each subgroup will improve by a minimum of 1% per year.

In addition to our school-wide goals, Millikan has goals for student growth and improvement in subgroups listed in the Eight State Priorities of LCFF Element 1 goals. Millikan's focus will be improvements that exceed school-wide academic progress for students in designated subgroups (as measured by the CAASPP) for our statistically significant subgroups including: English Learners, socio-economically disadvantaged students, students with disabilities, African American students, Asian students, Filipino students, Latino students, students of two or more races. The goal is for all subgroups to improve in proficiency by a minimum of 1% per year as outlined in the LCFF Table in Element 1. All interventions including after school homework help and tutoring, lunch time tutoring, intervention classes, extended class periods, and resource teachers working with small groups within the school day to reinforce learning and reteach as necessary, will be utilized to ensure that students have all the support necessary to reach proficiency. We will continue to focus on parental involvement and support as well as monitor and encourage attendance to ensure students have access to learning on a daily basis. To further this goal, the school will continue to maintain a low level of suspensions and expulsions and maintain a safe and positive school environment, welcoming and supportive of all students.

Millikan will annually increase the number of students achieving proficiency level and above as measured by the CAASPP English Language Arts and Mathematics

assessments annually and increase the number of English Learners who reclassify as Reclassified Fluent English Language Proficient, based on Millikan's baseline reclassification data, 25% of English learners were able to reclassify, our measurable goal is 34%, or greater, for English Learner reclassification by 2022.

MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

As a District affiliated charter school, Charter School shall meet or exceed the District standards and guidelines for implementing diagnostic, screening, periodic and/or benchmark assessments. Charter School shall be responsible to pay all costs related to the implementation of any alternate and/or replacement diagnostic, screening, periodic and/or benchmark assessments.

The growth and development achievement outcomes to be measured are in the areas of the arts, cultures, languages, social science, English Language Arts, physical fitness and development, health, and science. Outcomes, which include knowledge acquisition and problem solving and reasoning skills, will be aligned with CCSS. Student's performance will be evaluated and teaching methods and strategies determined by the following measures:

- Using baseline data from the Expected Annual Measurable Outcomes in Element 1, teachers will use assessment data to help plan curriculum to work toward meeting outcome goals
- Evaluation of CAASPP interim and summative assessments and/or department designed assessments to track trends and identify instructional needs to guide future professional development to improve student learning
- Analysis to determine if transitional English Language Learners are passing English proficiency meeting the baseline criteria and determination of academic and instructional needs to assist students in being successful
- Culmination rate evaluation between years looking at the number of eligible students with the goal being to achieve 100% culmination rate
- Performance on CAASPP interim performance task in English and math
- Classroom observation by administrators and/or teachers

The Curriculum/Professional Development Committee will review data to determine areas necessitating instructional improvement. Departments will analyze student work by specific subject area and grade level. Teachers will then present "Best Practices," collaboratively work on lesson/unit design and establish criteria/rubric for lesson evaluation.

Assessments to be reviewed:

- CAASPP – Interim (2) – Fall and Spring
- CAASPP – Summative – Spring (April/May)
- CAASPP – 8th grade Science
- Gates - MacGinite Reading Inventory
- Reading Inventory
- Department Specific Assessments (Formative/Benchmark/Summative)
- CELDT
- End of Year Math Assessments

Other professional settings where student data is evaluated are through our department meetings, subject specific data, and our grade level meeting, looking at how to support teacher instruction and student, group and individual, progress.

DATA ANALYSIS AND REPORTING

Millikan's Instructional Leadership Team (ILT) reviews and analyses data as it becomes available: after each grading period and when scores are released for the various assessments. ILT makes recommendations to the Academic Supports Committee and Student Services Committee regarding intervention and professional development needs. Assessment data is also presented to the faculty as a whole as it becomes available, and teachers are provided instruction in accessing this school and class-level data in LAUSD's My Data. Monthly department meetings and grade level sessions give teachers time to review subject/class-specific formative assessments which they will use to inform instruction and intervention needs. In department meetings, teachers present best practices and study student work and teachers' lessons to analyze the characteristics of successful content area programs and establish criteria for the evaluation of assessments, units, lessons, and projects. Based on this analysis, department chairs will also make recommendations to the above-mentioned committees. The School Report Card is disseminated annually to all stakeholders, and presented to parents during an annual workshop through the Parent Center.

GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

As a District affiliated charter school, Charter School shall adhere to and implement District policies and procedures regarding grading, progress reporting, and promotion/retention.

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 a District affiliated charter school, Charter School is subject to the governance and control of the LAUSD Board of Education. Governance at the school site level shall be in accordance with the provisions of this Charter and shall be consistent with all applicable state, federal laws and regulations, District policies, and the provisions of LAUSD collective bargaining agreements (CBAs). Adoption of any governance structure or model in conflict with the above shall be null and void unless the appropriate parties have agreed to a waiver or exemption. Absent agreed upon waivers between the District and UTLA, Charter School shall adhere to the requirements of Article XXVII of the LAUSD-UTLA CBA, as it may be amended from time to time, including but not limited to provisions related to Local School Leadership Council composition and responsibilities, and provisions regarding councils and committees (e.g., Title I School Site Councils).

Charter School shall adhere to and implement all applicable District policies and procedures for compliance with California open meetings laws (i.e., the Brown Act and the Greene Act, as applicable) and the California Public Records Act.

All staff and representatives of Charter School, including members of Charter School’s local governing council, members of school committees and other councils, and school administrators, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD’s charter school policies, regarding ethics and conflicts of interest.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its local governing council are and remain consistent with applicable laws, District policy, the provisions of LAUSD collective bargaining agreements (CBAs), any applicable District-UTLA waiver(s), and the provisions of this Charter.

The District reserves the right to appoint a non-voting single representative to Charter School’s local governing council.

LEGAL AND POLICY COMPLIANCE

As a District affiliated charter school, Charter School shall comply with all applicable federal and state laws and regulations, and District policies and procedures, as they may change from time to time.

In coordination and consultation with the District, 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 notify parents, guardians, and staff 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

As a District affiliated charter school, Charter School shall comply with and implement all District policies and procedures related to its responsibilities under Title IX of the Education Amendments of 1972 (Title IX), Section 504 of the Rehabilitation Act of 1973 ("Section 504"), and the District's Uniform Complaint Procedures.

As a District affiliated charter school, Charter School shall adhere to all applicable federal and state laws and regulations, and District policies and procedures, regarding pupil fees, including but not limited to procedures related to complaints filed pursuant to Education Code section 49013.

Charter School shall comply with the requirements of Education Code section 52075 and District policies and procedures regarding the filing of complaints related to certain provisions of the Local Control Funding Formula legislation.

RESPONDING TO INQUIRIES

Charter School shall promptly respond to all District inquiries, including but not limited to inquiries regarding financial records, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that it is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General.

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 shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

NOTIFICATION OF THE DISTRICT

Charter School shall provide the appropriate Local District and the Charter Schools Division with copies of all collective bargaining waivers and/or exemptions within 10 days of the execution date of the waiver/exemption.

Charter School shall notify the appropriate Local District and the Charter Schools Division in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, or other formal complaints or notices, within one week of receipt of such notices by Charter School. Charter School shall also notify the appropriate Local District in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the appropriate District office(s) and Local District immediately of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Charter School shall comply with and implement all District policies and procedures related to the creation, use, maintenance, storage, and transfer of student records.

When a student transfers for any reason from Charter School to any other school district, Charter School shall notify the superintendent of the school district of the student's last known address within 30 days, and shall, within 10 school days of receiving a records request, provide that school district with a copy of the student's cumulative record, including a transcript of grades or report card and health information. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records.

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.

STAKEHOLDER INVOLVEMENT

Broad-based involvement by different stakeholder constituencies at Millikan has been and continues to be crucial to its leadership, management and governance. On-going and consistent stakeholder involvement will enable Millikan to continue to implement its educational mission, vision, strategic plan and school-wide goals in accordance with its governance structure. Millikan will continue to encourage parents/guardians and members of its extended community to participate in Millikan's governance as well as to be involved in a myriad of school site activities that meaningfully impact the school-wide community.

Millikan's Affiliated Governance Council (AGC)/ School Site Council (SSC) meets eight times each year and is comprised of representatives from all stakeholder groups and

takes recommendations from the various committees, making decisions to further the school's educational program and support the LCAP goals. It meets six times per year and makes recommendations to the AGC/SSC regarding mandated District topics. Millikan's committees are open to all stakeholders and an administrator oversees each one. These committees meet six times each year and include:

- Compliance Committee: Budget, Calendar, Instructional Vision
- Committee Outreach Committee: Testing, Bilingual, Special Education
- Academic Supports Committee: Professional Development, School Plans
- School Operations Committee: Attendance, Safe School
- Student Services Committee: Discipline, Counseling
- Social Committee

Communications methods will include one or more of the following: Connect Ed, marquee listings, PA announcements at the school site, announcement boards outside Millikan's Main Office, flyers on campus and/or in the main office, email, Millikan website, and in-house mail to various constituents. Millikan's Instructional Leadership Team, comprised of a representative from each department, administrators, and other interested stakeholders, meets after governance committees to disseminate information to be shared with the rest of the faculty.

Having Millikan's consensus-based decision-making process at the heart of its governance structure will continue to increase participation by all stakeholder constituency groups. AGC/SSC's major role is facilitating the implementation and/or approval of successful educational and operational policy initiatives brought to the AGC/SSC by the various committees. Millikan's constituencies remain involved in and dedicated to a school-wide community, which strives to continue to improve, by all measurable criteria, while maintaining compliance with the District's overall policies, regulations, legal commitments and applicable laws.

There is a high value placed on all stakeholder involvement so every opportunity is provided for stakeholders to be active participants. Starting at School Orientation each year, before the first day of instruction, teachers are brought in to welcome students and families along with administration and counselors, students and parents are able to sign up to be part of different groups and committees they are interested in participating with, including SSC, AGC, ELAC, and parent subcommittees. At that time they are able to access the school website to complete enrollment documents and access our school calendar where they have information on Parent Workshops and Coffee with the Principal. Our academies serve as small learning communities that also provide for teacher, school, student, parent, and community involvement each having a parent group that helps with such things as volunteering, expenditures and use of monies for enrichment/extracurricular activities, field trips, and needed classroom materials and supplies for differentiation of instruction used to inform and increase student learning. All compliance-based committees follow mandated procedures for selection and ratio of school site personnel, parent, and student involvement. All other groups are volunteer organized and supported allowing for school personnel to also be a part of.

FEDERAL PROGRAM COMPLIANCE

As a District affiliated charter school, Charter School shall comply with and implement all applicable District policies and procedures related to the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs.

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.

STAFFING

Charter School shall comply with and implement all applicable state and federal laws and regulations, District policies, and LAUSD collective bargaining agreements (subject to any applicable waiver or exemption validly and timely executed by the appropriate parties) related to staffing, credentialing, and assignments.

Charter School shall be subject to all District decisions regarding reduction in force, mandated furloughs, layoffs, and any other District decisions related to salaries, classifications, qualifications, and assignments. Unless the District has assigned all employees in a classification to a specific basis, Charter School will have autonomy in assigning positions to specific working bases.

Selection of the principal shall remain the purview of the LAUSD Superintendent.

CERTIFICATED PERSONNEL

Charter School shall comply with federal and state laws and regulations, District policies and procedures, and applicable collective bargaining agreements in the selection and class assignment of certificated staff. Charter School will have the autonomy to interview and select teachers and school-funded support staff from District-approved lists of eligible candidates as determined by the LAUSD Human Resources Division, which may be limited to Priority Placement Lists (displaced teachers) and Rehire Lists depending on current hiring conditions in each subject area. While every effort will be made to avoid assigning any certificated employee to any Charter School campus, the District retains

the right to make such assignments in cases in which no other alternative is available (e.g., in order to provide reasonable accommodation in compliance with the Americans with Disabilities Act).

CLASSIFIED PERSONNEL

Charter School shall comply with applicable federal and state laws and regulations, including but not limited to the merit system provisions of the Education Code, Personnel Commission Rules, and applicable collective bargaining agreements in the selection and assignment of classified staff. Unless valid reemployment lists exist, Charter School will have the autonomy, when selecting classified employees for regular assignment, to select from the top three eligible candidates on current valid eligibility lists promulgated by the Personnel Commission. When valid reemployment lists exist, every effort will be made to avoid assigning classified staff to Charter School; however, the Personnel Commission retains the right to make such assignments in cases in which no alternative is available (e.g., as a result of reductions-in-force or reasonable accommodations in compliance with the Americans with Disabilities Act.)

ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

“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).)

GENERAL PROVISIONS

Charter School shall comply with all federal, state, county, and city laws and regulations, and District policies and procedures, related to health, safety, and emergency preparedness, as they may be changed from time. Charter School shall comply with and implement all District policies and procedures related to protecting the health and safety of students and staff, including but not limited to policies and procedures related to child abuse and neglect reporting and awareness training, and allegations of employee-to-student sexual abuse.

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

As a District affiliated charter school, Charter School shall comply with and implement all District policies and procedures related to health, safety, and emergency preparedness, including but not limited to the required creation, maintenance, and implementation of a Safe School Plan. Charter School shall ensure that its staff receives annual training on Charter School’s health, safety, and emergency procedures, and shall maintain a calendar for, and conduct, emergency response drills for students and staff in accordance with District policies and procedures.

Charter School shall periodically review, and modify as necessary, its Health, Safety and Emergency Preparedness Plan (Safe School Plan), and keep it readily available for use and review upon District request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its administrators, other staff, 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

As a District affiliated charter school, in order to protect and promote the health and safety of students and staff, Charter School, including its staff, contractors (vendors), and volunteers, shall adhere to the policies and procedures of the District related to fingerprinting and criminal background clearances.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

As a District affiliated charter school, in order to guarantee the health and safety of students and staff, Charter School shall ensure that all staff, contractors (vendors), and volunteers adhere to the policies and procedures of the District related to tuberculosis risk assessment, examination and clearance. Charter School shall comply with and implement all District policies and procedures related to the immunization and health screening of its students, including but not limited to the immunization of students as a condition of attendance and screening for vision, hearing, and scoliosis. Charter School shall create, use, maintain, store, transfer, and dispose of student health records in accordance with District policies and procedures.

SAFE PLACE TO LEARN ACT

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act. Ed. Code section 234 et seq. and related District policies and procedures.

ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND 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 shall take all reasonable steps to attract and maintain a racially integrated student body in a manner consistent with the Court-ordered Integration Program, applicable law, and District policy. Any provision of Integration Program resources to Charter School (e.g., Magnet, Permits with Transportation, and/or Transportation resources) is subject to change, in whole or in part, for budgetary and/or other reasons, at the sole discretion of the District.

ELEMENT 8 – ADMISSION REQUIREMENTS

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

GENERAL PROVISIONS

Charter School shall admit all students who wish to attend the school. (Ed. Code § 47605(d)(2)(A).) As an existing District school that has converted to become a District affiliated charter school, Charter School’s first priority is to admit students who reside in the former attendance boundary of the school. (See Ed. Code § 47605(d)(1).) If the number of students who wish to attend Charter School exceeds its operational capacity, as determined annually by the District, Charter School shall conduct a public random drawing/lottery. (Ed. Code § 47605(d)(2)(B).) Charter School’s existing students (regardless of residence or any other factor) shall be exempt from the lottery. Prospective students who reside within the former attendance boundaries of Charter School (“resident students”) shall have first priority admission preference at all times and are thus deemed exempt from the lottery as well. (See Ed. Code § 47605(d).) Charter School shall provide a second priority admission preference for prospective students residing within LAUSD boundaries, but not residing within the former attendance area of Charter School. (Ed. Code § 47605(d)(2)(B).)

Students who participate in the lottery but are not selected for admission during the lottery shall be placed on a waitlist. As seats become available, Charter School shall fill seats from the waitlist. This waitlist shall be effective until the end of the programmatic year to which it pertains.

If, at any time during the school year, the total enrollment of Charter School approaches its operational capacity and Charter School appears potentially unable to enroll new students who reside within the former attendance boundary of Charter School, Charter School shall immediately consult and coordinate with its Local District administration as well as the District’s School Management Services and Student Integration Services, to manage its enrollment so that Charter School remains in compliance with all applicable laws and legal obligations (e.g., Crawford v. LAUSD) and that, to the maximum extent possible, Charter School is and remains able to enroll, at all times throughout the year, any and all students who reside within Charter School’s former attendance boundary who wish to attend.

If Charter School determines, in accordance with applicable law and District policies and procedures, that any student/parent used fraudulent address information to establish resident status within Charter School’s former attendance boundary to gain enrollment prior to the school’s conversion to a District affiliated charter school, or to gain enrollment through an admission preference in Charter School’s lottery and enrollment process, the student may be withdrawn and referred back to his/her school of residence in accordance with District policy and applicable law. If, at that time or any time subsequent, the student seeks re-enrollment in Charter School, Charter School shall make its admissions determination in compliance with applicable law and the terms of this Charter.

Student Recruitment

School administrators and coordinators present outreach to many elementary schools throughout the year, reaching far beyond the neighborhood feeder schools. They attend District “Meet the Middle School” nights, parent events at numerous elementary schools, host on campus “Meet the Middle School” for elementary schools where interest has outgrown their campus capacity, host over 2,000 attendees for on campus tours which are advertised at the other events and on the school website, and bring Millikan students to various elementary schools (Millikan Touring Turtles) to showcase Millikan programs. Every effort is made to visit Title I elementary schools and make clear that Millikan welcomes and embraces diversity. Millikan faculty and staff encourage all students to apply, as Millikan is and will continue to be, a school that provides to students academic supports as well as acceleration.

Lottery Preferences and Procedures

Admission to Millikan Affiliated Charter will be granted to students according to the following priorities:

1. Students who reside in the **former** attendance boundary of the school, including students whose home school is **Millikan** based on the Permits With Transportation (PWT) Program.
2. Students who reside within the boundaries of LAUSD.
3. Students who reside within the State of California.

All charter lottery application information is available in Millikan’s attendance office and online at millikanimiddleschool.org/. Application information is disseminated through school tours and visits by administrators to various elementary schools and District middle school informational events, and informational brochures are provided.

Families must complete a charter application between October (on the same date LAUSD determines the eChoices application will be available) and February 15th for admission for the following school year. These dates are announced at all tours and outreach events, in school brochures, and the school website. The application is on the school website. Applicants will be directed to complete the application online and support will be provided in the parent center and magnet office when requested.

In the event that Millikan reaches capacity and more applications are received than there are open seats, a public random lottery will be conducted on March 1st, or the next school day if March 1st falls on a weekend or school holiday. Applicants will receive an email one week before the lottery to remind them of the date, time, and location of the lottery. Resident students and currently enrolled students shall have preference and are therefore exempt from the lottery. The lottery is held on campus on Lauble Lawn on

March 1st at 3:30 pm and will continue until all names are drawn. It is public and open to anyone who wishes to attend. It is officiated by a school administrator, a coordinator, and the parent representative(s) to assist and serve as witnesses.

In advance of the drawing, each applicant's name is printed on one slip of paper and placed into a lottery drum. The Millikan coordinator and administrator will draw and record one name at a time. Parent representatives will assist and serve as witnesses. Once all seats are filled through the lottery selection process, the lottery will continue and students will be placed on a waitlist in the order drawn. Name slips are stamped using an automatic numbering stamp. After the drawing all names are entered into a spreadsheet in numerical order. Applicants will be notified, in that order, when a seat becomes available. All applicants, regardless of attendance at the lottery, will be notified of their enrollment/waitlist status (all correspondence will include the number in which their name was drawn) via email within one week of the lottery.

Accepted students will be notified by email that they must accept or decline their charter lottery seat by a date to be determined as two weeks after the LAUSD Magnet eChoices deadline to accept or decline enrollment. The Magnet coordinator will document at least two emails and a phone call to contact the accepted student. If they do not respond by the set deadline, the student will be removed from the list. As students are removed from the list, either due to declining the seat or no response by the set deadline, waitlisted applicants, in the order in which their names were drawn, will be contacted via email and offered enrollment.

The waitlist is kept in the magnet, attendance, and main offices, and is available to applicants to request information about their location on their waitlist. This process is repeated annually and the wait list does not carry over to the following school year.

SCHOOLS FOR ADVANCED STUDIES (SAS) PROGRAM

If Charter School offers an SAS Program, it shall not consider any student's eligibility or interest in the program in determining admission to Charter School. Once a student has been admitted/enrolled in Charter School, Charter School may accept and process an application from the student per SAS Program participation guidelines.

MAGNET PROGRAM

If Charter School offers a District-approved Magnet Program, admission to the Magnet Program shall be determined in accordance with the rules and procedures established by the District's Court-ordered Integration Program per the Crawford court order. Students duly enrolled in a Magnet Program offered by Charter School shall be considered "resident students" of Charter School for purposes of admission and enrollment.

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. Charter School shall comply with all applicable state law and related District policies and procedures 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.

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, if any, set forth in this Charter.

Charter School shall not request or require submission of a student's IEP, 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.

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.

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)(l).)

As a District affiliated charter school, Charter School will not provide for a separate audit but will be included in the annual audit for LAUSD.

ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

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

GENERAL PROVISIONS

As a District affiliated charter school, Charter School shall comply with and implement all District policies and procedures related to student discipline and behavior, suspension, and expulsion.

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 staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy. 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 implement alternatives to suspension and expulsion, especially in response to attendance-related concerns, e.g. truancy or excessive tardiness.

Charter School acknowledges that the District’s Student Discipline and Expulsion Support Unit provides technical assistance to schools considering recommendations for expulsion, ensures that students recommended for expulsion are afforded a fair and impartial hearing and all other due process rights, and provides for post-expulsion placement/rehabilitation plans and services as required by law.

STUDENTS WITH DISABILITIES

Charter School shall implement District policies and procedures ensuring 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, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be determined in coordination with the appropriate LAUSD Special Education Service Center and/or other appropriate District office.

Charter School shall implement proper disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973, and District policies and procedures. In the case of a student who has an IEP, an IEP team, including a District representative, 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 504 Plan, Charter School's administrator shall 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 Charter School's failure to implement 504 Plan?

NOTIFICATION OF STUDENT'S DISTRICT OF RESIDENCE

Upon the expulsion of any student, if the student is a resident of a school district other than LAUSD, Charter School shall notify the Superintendent of the school district of the student's last known address within 30 days of the expulsion, and shall, within 10 school days of receiving a records request, provide that school district with a copy of the student's cumulative record, including a transcript of grades or report card and health information. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records.

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, in the District's Student Information System and shall make such outcome data readily available to the Charter Schools Division upon request.

READMISSION

Charter School shall comply with all District policies and procedures related to requests for readmission by students expelled from Charter School.

GUN-FREE SCHOOLS ACT

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

ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS

“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).)

District employees working at or assigned to Charter School will continue to receive compensation and benefits for their services according to the provisions of the collective bargaining agreements of their respective bargaining units with LAUSD, inclusive of but not limited to provisions related to salaries, unemployment benefits, retirement benefits (including CalSTRS and CalPERS), health insurance, life insurance, and all other assigned compensation and benefits.

As LAUSD employees, Charter School’s administrators, faculty and staff will receive all appropriate benefits in compliance with state and federal laws regarding employee benefits.

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).)

Students 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 student residing within the territorial boundaries of the District who chooses not to attend Charter School may contact the appropriate Local District to seek assistance in enrolling in another District school in accordance with District policies and procedures. Alternatively, the student may pursue an inter-district transfer, if available, in accordance with admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time, or seek enrollment at another charter public school pursuant to applicable law and the terms of the school’s charter.

A student currently enrolled at Charter School who resides outside the territorial boundaries of the District and who chooses not to continue attending Charter School may attend a public school within the student’s school district of residence in accordance with applicable law and that school district’s policies and procedures, or seek enrollment at another charter public school pursuant to applicable law and the terms of the school’s charter.

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).)

As a District affiliated charter school, all administrators, faculty and staff of Charter School are and shall be LAUSD employees. All Charter School employees shall be hired by the District and maintain the same relationships with and through all respective bargaining units as other District employees at non-charter schools.

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).)

Charter School agrees to resolve any claim, controversy or dispute (“Dispute”) arising out of or relating to the Charter, except for any claim, controversy or dispute that is in any way related to revocation of this Charter, pursuant to the terms of this Element 14.

Any Dispute between the District and Charter School shall be resolved by a collaborative team from the appropriate Local District and the Charter Schools Division in accordance with the procedures set forth below:

- 1) Notification of any Dispute shall be made 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 District by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon the date of delivery to the address of the person to receive such notice if delivered by 5:00 PM; otherwise, it is deemed received on the next business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail. All Written Notifications shall be addressed as follows:

To Charter School:	Robert A. Millikan Affiliated Charter & Performing Arts Magnet Middle School c/o School Principal 5041 Sunnyslope Avenue Sherman Oaks, CA 91423
To District:	LAUSD Attn: Director, Charter Schools Division Los Angeles Unified School District 333 South Beaudry Avenue, 20th Floor Los Angeles, California 90017

- 2) A written response (“Written Response”) shall be tendered to Charter School within twenty (20) business days from the date of receipt of the Written Notification. The parties shall schedule a conference at a mutually agreeable time and place 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 the Written Response is received by Charter School. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon the date of delivery to the address of the person to receive such notice if delivered by 5:00p.m; otherwise, it is deemed received on the next business day following personal delivery; (b) if by facsimile, 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 cannot be resolved by mutual agreement at or under the auspices of the Issue Conference, either party may then request that the Dispute be resolved by the Superintendent or his/her designee.

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).)

CLOSURE ACTION

In order to close Charter School, the LAUSD Board of Education must take a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the LAUSD Board of Education revokes or denies renewal of the Charter; the LAUSD Board of Education takes specific Board action to close Charter School pursuant to the Board’s general authority and/or its unique authority as the legal governing board of Charter School pursuant to the Charter Schools Act of 1992; the Charter lapses; or the LAUSD Board of Education or its designee approves Charter School’s request to revert to a non-charter District school.

In the event of a Closure Action, unless the LAUSD Board of Education or its duly authorized designee expressly directs otherwise, Charter School shall revert to a District traditional school.

REVOCATION OF THE CHARTER

The District may revoke the Charter if Charter School commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provision of the Charter Schools Act of 1992. 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.

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

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, or otherwise takes specific Board action to close Charter School pursuant to the Board's general authority and/or its unique authority as the legal governing board of Charter School. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

REQUEST FOR VOLUNTARY REVERSION TO NON-CHARTER SCHOOL STATUS

In the event that Charter School, pursuant to a duly executed Local School Leadership Council action, determines to request approval to revert voluntarily to a non-charter District school, Charter School shall contact its assigned Charter Schools Division administrator, who will provide information and guidance regarding the applicable procedures for submitting and processing a request for voluntary reversion to non-charter school status.

CLOSURE PROCEDURES

In the event of a Closure Action, Charter School shall immediately act and operate in all matters as a traditional District school, unless otherwise directed by the LAUSD Board of Education or its duly authorized designee. If and to the extent that they are not already District property or rights, all assets of Charter School shall be automatically transferred to LAUSD. The District reserves the right to conduct a close out audit or other audit.

Charter School shall issue written notification of the school's closure as a District affiliated charter school, and reversion to a non-charter District school, to the parents/guardians/caregivers of all enrolled students of Charter School within 72 hours of a Closure Action. Such notification must include, but is not limited to, notice of the effective date of closure as a District affiliated charter school and information regarding student enrollment and/or transfer options as appropriate. Charter School shall simultaneously provide a copy of the written parent notification to the appropriate Local District Superintendent and Charter School's assigned Charter Schools Division administrator.

If Charter School serves any students who reside outside District boundaries, Charter School shall notify, within 72 hours of a Closure Action, any school district that may be responsible for providing education services to the former students of Charter School. This notice must include a list of students potentially returning to that district based on student residence. Charter School shall simultaneously provide a copy of these notifications, if any, to the Charter Schools Division. Charter School shall comply with and implement all District policies and procedures and terms of this Charter relating to the transfer of student records.

This Element 15 shall survive the revocation, expiration, termination, or 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.

ADDITIONAL PROVISIONS

FACILITIES

Charter School's school site remains subject to use by the District and possible space allocation under Proposition 39 and implementing regulations.

Charter School shall adhere to all applicable district, state, and federal laws, regulations, and policies regarding facilities.

FISCAL MATTERS

As a District affiliated charter school, Charter School's fiscal operations will be supervised by LAUSD. Charter School shall adhere to all applicable District fiscal policies and procedures, including but not limited to policies and procedures related to budgeting, procurement, third party contracts, student body funds, student store, donations, fundraising, payroll, imprest funds, and payment approval for goods and services.

ADDENDUM
**District Required Language for District Affiliated Charter School
Petitions (New and Renewal) and Material Revisions**

ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

Robert A. Millikan Affiliated Charter & Performing Arts Magnet Middle School (also referred to herein as “Millikan”, “District Affiliated Charter School” 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).)
- 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 students 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 the Los Angeles Unified School District is and shall be the exclusive public school employer of the employees working at or assigned to Charter School 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.

NOTE: This Charter contains specific "District Required Language" (DRL), including the Assurances, Affirmations, and Declarations 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) Requirements

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula) in accordance with District policies and procedures, as they may be amended 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 annual update.” (Ed. Code § 47606.5(e).)

Curriculum and Instruction

Charter School shall comply with and implement all applicable District policies and procedures, as they may change from time to time, related to implementation of curriculum and instruction to meet the California content and performance standards, including the Common Core State Standards, and CAASPP.

Transitional Kindergarten

Charter School shall comply with all applicable legal requirements and District policy 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.

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. Charter School shall comply with all applicable District policies and procedures, and provisions of LAUSD collective bargaining agreements (CBAs), as they may change from time to time, related to work year, academic calendars, and schedules.

Mathematics Placement Act

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

High School Exit Examination

Charter School shall comply with the requirements of Education Code sections 60851.5 and 60851.6.

WASC Accreditation

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

PROFESSIONAL DEVELOPMENT

As a District affiliated charter school, Charter School shall comply with and implement all applicable District policies and procedures related to staff professional development.

MEETING THE NEEDS OF ALL STUDENTS

English Learners

As a District affiliated charter school, Charter School shall implement the provisions of the District's *English Learner Master Plan*, as it may change from time to time, and comply with all applicable federal and state laws and District policies and procedures related to the implementation of the *English Learner Master Plan*.

Gifted and Talented Students and Students Achieving Above Grade Level

Charter School shall use LAUSD's Gifted and Talented Education (GATE) student identification process, adhere to District policies and procedures regarding GATE, and reimburse the District for GATE testing and processing in accordance with the "General Fund School Program Manual" or equivalent as it may change from time to time.

Students with Disabilities

Special Education

The District shall continue to serve the needs of special education students enrolled in District affiliated charter schools in the same manner as at any other public school of the District, and shall be responsible for meeting all the requirements of the Modified Consent Decree along with the District Affiliated Charter School.

Conversion Affiliated Charter

1. District Affiliated Charter School's Special Education Responsibilities

a. General Requirements

The District Affiliated Charter School will adhere to the provisions of the IDEA and California special education laws and regulations to ensure that all students with disabilities are accorded a free appropriate public education ("FAPE") as is required of all District authorized schools. The District Affiliated Charter School will also ensure that no student otherwise eligible to enroll in the District Affiliated Charter School will be denied enrollment on the basis of their special education status.

The District Affiliated Charter School will comply with Section 504 of the Federal Rehabilitation Act, the Americans with Disabilities Act, and all Office of Civil Rights mandates for students enrolled in the District Affiliated Charter School.

The District Affiliated Charter School will adhere to the requirements of the *Chanda Smith* Modified Consent Decree and court orders imposed upon the District pertaining to special education and will submit documents and information, participate in reviews, and attend informational sessions and meetings at the District's request.

The District Affiliated Charter School will use District forms to develop, maintain, and review assessments and Individualized Education Programs ("IEPs") in the format required by the District and will enter accurate assessment and IEP data into the District's designated data system (Welligent) in accordance with LAUSD policies and procedures. The District Affiliated Charter School will maintain copies of assessments and IEP materials for District review. The District Affiliated Charter School will submit to the District all required reports, including but not limited to CASEMIS, SESAC and Welligent IEPs, in a timely manner as necessary to comply with state and federal and Modified Consent Decree requirements.

The District Affiliated Charter School shall keep daily attendance for each student which shall be reported and certified according to District policies and procedures.

The District Affiliated Charter School will participate in the state quality assurance process for special education (i.e. verification reviews, coordinated compliance self-reviews, complaints monitoring, procedural safeguards, and the local plan).

The District Affiliated Charter School will participate in internal validation review (“DVR”).

The District Affiliated Charter School is responsible for the management of its, personnel, programs and services. The District Affiliated Charter School will ensure that its special education personnel or contracted personnel are appropriately credentialed, licensed or on waiver consistent with California laws and regulations. The District Affiliated Charter School will implement the programs and services, including providing related services, required by the IEPs of the students enrolled at the District Affiliated Charter School.

b. Transferring Students

For students transferring to the District Affiliated Charter School from other school districts, District-operated schools or District authorized charters, the District will provide those related services required by the students’ IEPs immediately upon the students’ enrollment regardless of the types of service provider (i.e. school-based, NPA or private). District Affiliated Charter School will ensure that IEP team meetings for such students will be held within thirty (30) days of the student’s enrollment in accordance with federal and state law and District policies and procedures.

c. Assessments

The referral process shall include Student Success Team (SST) meetings to review prior interventions, accommodations and modifications and to recommend further interventions as appropriate. The referral process shall be supported by the Response to Intervention (Rtl) model approach using data to identify student strengths and weaknesses. Upon review of accumulated data, observation and review of records, the District Affiliated Charter School may determine that assessment is necessary to determine possible eligibility for special education programs and related services.

Upon a parent’s request for assessment, the District Affiliated Charter School will convene a meeting to review and discuss the request in light of student records, acquired data and student performance to agree with or deny the request for assessment. If the District Affiliated Charter School determines that assessment for special education eligibility is not warranted, prior written notice must be given to the parent/guardian with a clear rationale for such refusal within 15 days of the request. If the District Affiliated Charter School concludes that there are suspected disabilities, the school must develop an assessment plan in Welligent for each student with suspected disabilities within the 15 day timeline. The LAUSD assessment plan describes the types of assessments that may be used to determine the eligibility of students for special education instruction and services. Assessments will be conducted, within legal timelines, after receiving the parents’ written consent. The District Affiliated Charter School shall conduct an IEP team meeting that includes required team members within mandated timelines for each

student assessed to discuss results, determine eligibility, and (if eligible) specify special education instruction and services. The District Affiliated Charter School will make decisions regarding eligibility, goals, program, placement, and exit from special education through the IEP process according to federal, state and District timelines.

d. Alternative Placements

Under limited circumstances when a District Affiliated Charter School student's needs may not be provided at the District Affiliated Charter School, the District Affiliated Charter School will consult with the District to discuss placement and service alternatives. The IEP team convened at the District Affiliated Charter School shall have the authority to make offers of a FAPE and decisions regarding the staffing and methodology used to provide special education and related services at the District Affiliated Charter School pursuant to an IEP.

e. Least Restrictive Environment

The District Affiliated Charter School will support movement of students with disabilities into less restrictive environments and increase interactions of students with disabilities with non-disabled students. The District Affiliated Charter School general program of instruction for students with disabilities shall be responsive to the required sequence of courses and related curricular activities provided for all students in the District Affiliated Charter School. Assessment and standardized testing procedures shall be implemented, including guidelines for modifications and adaptations, to monitor student progress.

f. Staffing Requirements

The District Affiliated Charter School shall participate in available appropriate District trainings to support access by students with disabilities to the general education classroom, general education curriculum, integration of instructional strategies and curriculum adaptations to address the diverse learner, and interaction with non-disabled peers.

The District Affiliated Charter School will maintain responsibility for monitoring progress towards meeting specified IEP goals. The District Affiliated Charter School will assess, develop, and implement Individual Transition Plans to help students with disabilities transition to adult living in accordance with District policies and procedures.

g. Student Discipline/Inclusion

The District Affiliated Charter School will ensure that it makes the necessary adjustments to comply with the mandates of state and federal laws, including the IDEA regarding discipline of students with disabilities. Discipline procedures will include positive behavioral interventions and the District's Discipline Foundation

Policy. Prior to recommending expulsion and/or prior to the eleventh day of cumulative suspension for a student with disabilities, the District Affiliated Charter School will convene a manifestation determination IEP set forth in the District's Policies and Procedures Manual. The District Affiliated Charter School will collect data pertaining to the number of special education students suspended or expelled.

The Charter is committed to achieving population balance that includes students with disabilities. The Charter will conduct outreach activities to attract and enroll a range of mild to severe special education students that is diverse and comparable with resident schools with similar demographics. The District Affiliated Charter School's outreach efforts should be geared toward aligning with the District-wide average. The District Affiliated Charter School may not refuse to admit a student based on special education eligibility, needs or services identified in the student's IEP. The District will make available to the District Affiliated Charter School MCD reports indicating range of services and number of students served at individual District affiliated charter schools.

2. Procedural Safeguards/Due Process Hearings

The District may invoke dispute resolution provisions set out in the charter petition, initiate due process hearings, and/or utilize other procedures applicable to the District Affiliated Charter School if the District determines that such action is legally necessary to ensure compliance with federal and state special education laws and regulations or the Modified Consent Decree.

In the event that a parent or guardian of a student attending the District Affiliated Charter School initiates due process proceedings, both the District Affiliated Charter School and the District will be named as respondents. Whenever possible, the District and the District Affiliated Charter School shall work together in an attempt to resolve the matter at an early stage (informal settlement or mediation).

3. Complaints

The District will investigate and respond to all special education complaints the District receives pertaining to the District Affiliated Charter School including the District's Uniform Complaint Procedures, Office for Civil Rights and California Department of Education Special Education Compliance. The District Affiliated Charter School will cooperate with the District in any such investigations and provide the District with any and all documentation that is needed to respond to complaints.

4. Funding of Special Education

The District Affiliated Charter School will adhere to all District policies and procedures regarding special education and special education funding, as they may be amended from time to time. The District shall retain all state and federal special education funding for District Affiliated Charter School students which is allocated to the SELPA. The District

shall be responsible for providing all appropriate special education and related services in accordance with all applicable state and federal laws.

5. District Responsibilities Relating to District Affiliated Charter School Special Education Program

As long as charter schools operate as public schools within the District, the District shall provide information to the school regarding District special education decisions, policies, and procedures to the same extent as they are provided to other schools within the District.

To the extent that the District provides training opportunities and/or information regarding special education to other school site staff, such opportunities and/or information shall be made available to District Affiliated Charter School staff as well.

***Modified Consent Decree Requirements**

All District affiliated charter schools chartered by the Los Angeles Unified School District (“LAUSD or the District”) Governing Board 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 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 statically measurable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All District affiliated charter schools are required to use the current version of the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online 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 Modified Consent Decree, data requests from any schools that are not connected to the District’s current Student Information Systems (“SIS”) are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s required format and are as follows:

- # The Charter School Suspension/Expulsion Report, due monthly throughout the school year.
- # Paper SESAC Report and Welligent Student Listing Verification, due monthly throughout the school year.
- # CBEDS, which is due at the end of October of Each School Year.
- # All Students Enrolled December 1 of Each School Year, due at the end of December every school year.

Graduation Status of 12th Grade Students Enrolled on December 1, due at the end of June every school year.

The MCD requires all District authorized schools, including District affiliated charter schools, to implement the District's integrated student information system which is 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 District affiliated charter schools are required to utilize MiSiS. Upon full utilization of MiSiS, the list of required data above will automatically be captured within MiSiS.

**ELEMENT 2 – MEASURABLE PUPIL OUTCOMES, AND
ELEMENT 3 – METHOD 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).)

STANDARDIZED TESTING

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state mandated tests, including computer-based assessments. As a District affiliated charter school, Charter School shall test with the District and adhere to District testing calendars and procedures for all state mandated assessments. Charter School shall submit and maintain up-to-date and accurate California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with District policies and procedures and the requirements of California Code of Regulations, title 5, section 861. Charter School shall submit and maintain up-to-date and accurate school and student data in MiSiS and other data systems used or required by the District.

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 work toward meeting all applicable District goals, including but not limited to the school and student outcome goals set forth in the LAUSD’s Local Control and Accountability Plan (LCAP), as it may be amended, updated, and/or replaced by the District, throughout the term of the Charter.

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

MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

As a District affiliated charter school, Charter School shall meet or exceed the District standards and guidelines for implementing diagnostic, screening, periodic and/or benchmark assessments. Charter School shall be responsible to pay all costs related to the implementation of any alternate and/or replacement diagnostic, screening, periodic and/or benchmark assessments.

GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

As a District affiliated charter school, Charter School shall adhere to and implement District policies and procedures regarding grading, progress reporting, and promotion/retention.

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 a District affiliated charter school, Charter School is subject to the governance and control of the LAUSD Board of Education. Governance at the school site level shall be in accordance with the provisions of this Charter and shall be consistent with all applicable state, federal laws and regulations, District policies, and the provisions of LAUSD collective bargaining agreements (CBAs). Adoption of any governance structure or model in conflict with the above shall be null and void unless the appropriate parties have agreed to a waiver or exemption. Absent agreed upon waivers between the District and UTLA, Charter School shall adhere to the requirements of Article XXVII of the LAUSD-UTLA CBA, as it may be amended from time to time, including but not limited to provisions related to Local School Leadership Council composition and responsibilities, and provisions regarding councils and committees (e.g., Title I School Site Councils).

Charter School shall adhere to and implement all applicable District policies and procedures for compliance with California open meetings laws (i.e., the Brown Act and the Greene Act, as applicable) and the California Public Records Act.

All staff and representatives of Charter School, including members of Charter School’s local governing council, members of school committees and other councils, and school administrators, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD’s charter school policies, regarding ethics and conflicts of interest.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its local governing council are and remain consistent with applicable laws, District policy, the provisions of LAUSD collective bargaining agreements (CBAs), any applicable District-UTLA waiver(s), and the provisions of this Charter.

The District reserves the right to appoint a non-voting single representative to Charter School’s local governing council.

LEGAL AND POLICY COMPLIANCE

As a District affiliated charter school, Charter School shall comply with all applicable federal and state laws and regulations, and District policies and procedures, as they may change from time to time.

In coordination and consultation with the District, 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 notify parents, guardians, and staff 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

As a District affiliated charter school, Charter School shall comply with and implement all District policies and procedures related to its responsibilities under Title IX of the Education Amendments of 1972 (Title IX), Section 504 of the Rehabilitation Act of 1973 (“Section 504”), and the District’s Uniform Complaint Procedures.

As a District affiliated charter school, Charter School shall adhere to all applicable federal and state laws and regulations, and District policies and procedures, regarding pupil fees, including but not limited to procedures related to complaints filed pursuant to Education Code section 49013.

Charter School shall comply with the requirements of Education Code section 52075 and District policies and procedures regarding the filing of complaints related to certain provisions of the Local Control Funding Formula legislation.

RESPONDING TO INQUIRIES

Charter School shall promptly respond to all District inquiries, including but not limited to inquiries regarding financial records, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that it is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General.

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 shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

NOTIFICATION OF THE DISTRICT

Charter School shall provide the appropriate Local District and the Charter Schools Division with copies of all collective bargaining waivers and/or exemptions within 10 days of the execution date of the waiver/exemption.

Charter School shall notify the appropriate Local District and the Charter Schools Division in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, or other formal complaints or notices, within one week of receipt of such notices by Charter School. Charter School shall also notify the appropriate Local District in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the appropriate District office(s) and Local District immediately of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Charter School shall comply with and implement all District policies and procedures related to the creation, use, maintenance, storage, and transfer of student records.

When a student transfers for any reason from Charter School to any other school district, Charter School shall notify the superintendent of the school district of the student's last known address within 30 days, and shall, within 10 school days of receiving a records request, provide that school district with a copy of the student's cumulative record, including a transcript of grades or report card and health information. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records.

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 District affiliated charter school, Charter School shall comply with and implement all applicable District policies and procedures related to the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs.

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.

STAFFING

Charter School shall comply with and implement all applicable state and federal laws and regulations, District policies, and LAUSD collective bargaining agreements (subject to any applicable waiver or exemption validly and timely executed by the appropriate parties) related to staffing, credentialing, and assignments.

Charter School shall be subject to all District decisions regarding reduction in force, mandated furloughs, layoffs, and any other District decisions related to salaries, classifications, qualifications, and assignments. Unless the District has assigned all employees in a classification to a specific basis, Charter School will have autonomy in assigning positions to specific working bases.

Selection of the principal shall remain the purview of the LAUSD Superintendent.

CERTIFICATED PERSONNEL

Charter School shall comply with federal and state laws and regulations, District policies and procedures, and applicable collective bargaining agreements in the selection and class assignment of certificated staff. Charter School will have the autonomy to interview and select teachers and school-funded support staff from District-approved lists of eligible

candidates as determined by the LAUSD Human Resources Division, which may be limited to Priority Placement Lists (displaced teachers) and Rehire Lists depending on current hiring conditions in each subject area. While every effort will be made to avoid assigning any certificated employee to any Charter School campus, the District retains the right to make such assignments in cases in which no other alternative is available (e.g., in order to provide reasonable accommodation in compliance with the Americans with Disabilities Act).

CLASSIFIED PERSONNEL

Charter School shall comply with applicable federal and state laws and regulations, including but not limited to the merit system provisions of the Education Code, Personnel Commission Rules, and applicable collective bargaining agreements in the selection and assignment of classified staff. Unless valid reemployment lists exist, Charter School will have the autonomy, when selecting classified employees for regular assignment, to select from the top three eligible candidates on current valid eligibility lists promulgated by the Personnel Commission. When valid reemployment lists exist, every effort will be made to avoid assigning classified staff to Charter School; however, the Personnel Commission retains the right to make such assignments in cases in which no alternative is available (e.g., as a result of reductions-in-force or reasonable accommodations in compliance with the Americans with Disabilities Act.)

ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

“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).)

GENERAL PROVISIONS

Charter School shall comply with all federal, state, county, and city laws and regulations, and District policies and procedures, related to health, safety, and emergency preparedness, as they may be changed from time. Charter School shall comply with and implement all District policies and procedures related to protecting the health and safety of students and staff, including but not limited to policies and procedures related to child abuse and neglect reporting and awareness training, and allegations of employee-to-student sexual abuse.

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

As a District affiliated charter school, Charter School shall comply with and implement all District policies and procedures related to health, safety, and emergency preparedness, including but not limited to the required creation, maintenance, and implementation of a Safe School Plan. Charter School shall ensure that its staff receives annual training on Charter School’s health, safety, and emergency procedures, and shall maintain a calendar for, and conduct, emergency response drills for students and staff in accordance with District policies and procedures.

Charter School shall periodically review, and modify as necessary, its Health, Safety and Emergency Preparedness Plan (Safe School Plan), and keep it readily available for use and review upon District request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its administrators, other staff, 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

As a District affiliated charter school, in order to protect and promote the health and safety of students and staff, Charter School, including its staff, contractors (vendors), and volunteers, shall adhere to the policies and procedures of the District related to fingerprinting and criminal background clearances.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

As a District affiliated charter school, in order to guarantee the health and safety of students and staff, Charter School shall ensure that all staff, contractors (vendors), and volunteers adhere to the policies and procedures of the District related to tuberculosis risk assessment, examination and clearance. Charter School shall comply with and implement all District policies and procedures related to the immunization and health screening of its students, including but not limited to the immunization of students as a condition of attendance and screening for vision, hearing, and scoliosis. Charter School shall create, use, maintain, store, transfer, and dispose of student health records in accordance with District policies and procedures.

SAFE PLACE TO LEARN ACT

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act. Ed. Code section 234 et seq. and related District policies and procedures.

ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND 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 shall take all reasonable steps to attract and maintain a racially integrated student body in a manner consistent with the Court-ordered Integration Program, applicable law, and District policy. Any provision of Integration Program resources to Charter School (e.g., Magnet, Permits with Transportation, and/or Transportation resources) is subject to change, in whole or in part, for budgetary and/or other reasons, at the sole discretion of the District.

ELEMENT 8 – ADMISSION REQUIREMENTS

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

GENERAL PROVISIONS

Charter School shall admit all students who wish to attend the school. (Ed. Code § 47605(d)(2)(A).) As an existing District school that has converted to become a District affiliated charter school, Charter School’s first priority is to admit students who reside in the former attendance boundary of the school. (See Ed. Code § 47605(d)(1).) If the number of students who wish to attend Charter School exceeds its operational capacity, as determined annually by the District, Charter School shall conduct a public random drawing/lottery. (Ed. Code § 47605(d)(2)(B).) Charter School’s existing students (regardless of residence or any other factor) shall be exempt from the lottery. Prospective students who reside within the former attendance boundaries of Charter School (“resident students”) shall have first priority admission preference at all times and are thus deemed exempt from the lottery as well. (See Ed. Code § 47605(d).) Charter School shall provide a second priority admission preference for prospective students residing within LAUSD boundaries, but not residing within the former attendance area of Charter School. (Ed. Code § 47605(d)(2)(B).)

Students who participate in the lottery but are not selected for admission during the lottery shall be placed on a waitlist. As seats become available, Charter School shall fill seats from the waitlist. This waitlist shall be effective until the end of the programmatic year to which it pertains.

If, at any time during the school year, the total enrollment of Charter School approaches its operational capacity and Charter School appears potentially unable to enroll new students who reside within the former attendance boundary of Charter School, Charter School shall immediately consult and coordinate with its Local District administration as well as the District’s School Management Services and Student Integration Services, to manage its enrollment so that Charter School remains in compliance with all applicable laws and legal obligations (e.g., Crawford v. LAUSD) and that, to the maximum extent possible, Charter School is and remains able to enroll, at all times throughout the year, any and all students who reside within Charter School’s former attendance boundary who wish to attend.

If Charter School determines, in accordance with applicable law and District policies and procedures, that any student/parent used fraudulent address information to establish resident status within Charter School’s former attendance boundary to gain enrollment prior to the school’s conversion to a District affiliated charter school, or to gain enrollment through an admission preference in Charter School’s lottery and enrollment process, the student may be withdrawn and referred back to his/her school of residence in accordance with District policy and applicable law. If, at that time or any time subsequent, the student seeks re-enrollment in Charter School, Charter School shall make its admissions determination in compliance with applicable law and the terms of this Charter.

SCHOOLS FOR ADVANCED STUDIES (SAS) PROGRAM

If Charter School offers an SAS Program, it shall not consider any student's eligibility or interest in the program in determining admission to Charter School. Once a student has been admitted/enrolled in Charter School, Charter School may accept and process an application from the student per SAS Program participation guidelines.

MAGNET PROGRAM

If Charter School offers a District-approved Magnet Program, admission to the Magnet Program shall be determined in accordance with the rules and procedures established by the District's Court-ordered Integration Program per the Crawford court order. Students duly enrolled in a Magnet Program offered by Charter School shall be considered "resident students" of Charter School for purposes of admission and enrollment.

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. Charter School shall comply with all applicable state law and related District policies and procedures 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.

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, if any, set forth in this Charter.

Charter School shall not request or require submission of a student's IEP, 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.

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.

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).)

As a District affiliated charter school, Charter School will not provide for a separate audit but will be included in the annual audit for LAUSD.

ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

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

GENERAL PROVISIONS

As a District affiliated charter school, Charter School shall comply with and implement all District policies and procedures related to student discipline and behavior, suspension, and expulsion.

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 staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy. 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 implement alternatives to suspension and expulsion, especially in response to attendance-related concerns, e.g. truancy or excessive tardiness.

Charter School acknowledges that the District’s Student Discipline and Expulsion Support Unit provides technical assistance to schools considering recommendations for expulsion, ensures that students recommended for expulsion are afforded a fair and impartial hearing and all other due process rights, and provides for post-expulsion placement/rehabilitation plans and services as required by law.

STUDENTS WITH DISABILITIES

Charter School shall implement District policies and procedures ensuring 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, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be determined in coordination with the appropriate LAUSD Special Education Service Center and/or other appropriate District office.

Charter School shall implement proper disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973, and District policies and procedures. In the case of a student who has an IEP, an IEP team, including a District representative, 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 504 Plan, Charter School's administrator shall 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 Charter School's failure to implement 504 Plan?

NOTIFICATION OF STUDENT'S DISTRICT OF RESIDENCE

Upon the expulsion of any student, if the student is a resident of a school district other than LAUSD, Charter School shall notify the Superintendent of the school district of the student's last known address within 30 days of the expulsion, and shall, within 10 school days of receiving a records request, provide that school district with a copy of the student's cumulative record, including a transcript of grades or report card and health information. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records.

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, in the District's Student Information System and shall make such outcome data readily available to the Charter Schools Division upon request.

READMISSION

Charter School shall comply with all District policies and procedures related to requests for readmission by students expelled from Charter School.

GUN-FREE SCHOOLS ACT

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

ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS

“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).)

District employees working at or assigned to Charter School will continue to receive compensation and benefits for their services according to the provisions of the collective bargaining agreements of their respective bargaining units with LAUSD, inclusive of but not limited to provisions related to salaries, unemployment benefits, retirement benefits (including CalSTRS and CalPERS), health insurance, life insurance, and all other assigned compensation and benefits.

As LAUSD employees, Charter School’s administrators, faculty and staff will receive all appropriate benefits in compliance with state and federal laws regarding employee benefits.

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).)

Students 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 student residing within the territorial boundaries of the District who chooses not to attend Charter School may contact the appropriate Local District to seek assistance in enrolling in another District school in accordance with District policies and procedures. Alternatively, the student may pursue an inter-district transfer, if available, in accordance with admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time, or seek enrollment at another charter public school pursuant to applicable law and the terms of the school's charter.

A student currently enrolled at Charter School who resides outside the territorial boundaries of the District and who chooses not to continue attending Charter School may attend a public school within the student's school district of residence in accordance with applicable law and that school district's policies and procedures, or seek enrollment at another charter public school pursuant to applicable law and the terms of the school's charter.

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).)

As a District affiliated charter school, all administrators, faculty and staff of Charter School are and shall be LAUSD employees. All Charter School employees shall be hired by the District and maintain the same relationships with and through all respective bargaining units as other District employees at non-charter schools.

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).)

Charter School agrees to resolve any claim, controversy or dispute (“Dispute”) arising out of or relating to the Charter, except for any claim, controversy or dispute that is in any way related to revocation of this Charter, pursuant to the terms of this Element 14.

Any Dispute between the District and Charter School shall be resolved by a collaborative team from the appropriate Local District and the Charter Schools Division in accordance with the procedures set forth below:

- 1) Notification of any Dispute shall be made 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 District by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon the date of delivery to the address of the person to receive such notice if delivered by 5:00 PM; otherwise, it is deemed received on the next business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail. All Written Notifications shall be addressed as follows:

To Charter School:

Robert A. Millikan Affiliated Charter &
Performing Arts Magnet Middle School
c/o School Principal
5041 Sunnyslope Avenue
Sherman Oaks, CA 91423

To District:

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

- 2) A written response (“Written Response”) shall be tendered to Charter School within twenty (20) business days from the date of receipt of the Written Notification. The parties shall schedule a conference at a mutually agreeable time and place 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 the Written Response is received by Charter School. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon the date of delivery to the address of the person to receive such notice if delivered by 5:00p.m; otherwise, it is deemed received on the next business day following personal delivery; (b) if by facsimile, 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 cannot be resolved by mutual agreement at or under the auspices of the Issue Conference, either party may then request that the Dispute be resolved by the Superintendent or his/her designee.

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).)

CLOSURE ACTION

In order to close Charter School, the LAUSD Board of Education must take a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the LAUSD Board of Education revokes or denies renewal of the Charter; the LAUSD Board of Education takes specific Board action to close Charter School pursuant to the Board’s general authority and/or its unique authority as the legal governing board of Charter School pursuant to the Charter Schools Act of 1992; the Charter lapses; or the LAUSD Board of Education or its designee approves Charter School’s request to revert to a non-charter District school.

In the event of a Closure Action, unless the LAUSD Board of Education or its duly authorized designee expressly directs otherwise, Charter School shall revert to a District traditional school.

REVOCATION OF THE CHARTER

The District may revoke the Charter if Charter School commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provision of the Charter Schools Act of 1992. 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.

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

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, or otherwise takes specific Board action to close Charter School pursuant to the Board's general authority and/or its unique authority as the legal governing board of Charter School. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

REQUEST FOR VOLUNTARY REVERSION TO NON-CHARTER SCHOOL STATUS

In the event that Charter School, pursuant to a duly executed Local School Leadership Council action, determines to request approval to revert voluntarily to a non-charter District school, Charter School shall contact its assigned Charter Schools Division administrator, who will provide information and guidance regarding the applicable procedures for submitting and processing a request for voluntary reversion to non-charter school status.

CLOSURE PROCEDURES

In the event of a Closure Action, Charter School shall immediately act and operate in all matters as a traditional District school, unless otherwise directed by the LAUSD Board of Education or its duly authorized designee. If and to the extent that they are not already District property or rights, all assets of Charter School shall be automatically transferred to LAUSD. The District reserves the right to conduct a close out audit or other audit.

Charter School shall issue written notification of the school's closure as a District affiliated charter school, and reversion to a non-charter District school, to the parents/guardians/caregivers of all enrolled students of Charter School within 72 hours of a Closure Action. Such notification must include, but is not limited to, notice of the effective date of closure as a District affiliated charter school and information regarding student enrollment and/or transfer options as appropriate. Charter School shall simultaneously provide a copy of the written parent notification to the appropriate Local District Superintendent and Charter School's assigned Charter Schools Division administrator.

If Charter School serves any students who reside outside District boundaries, Charter School shall notify, within 72 hours of a Closure Action, any school district that may be responsible for providing education services to the former students of Charter School. This notice must include a list of students potentially returning to that district based on student residence. Charter School shall simultaneously provide a copy of these notifications, if any, to the Charter Schools Division. Charter School shall comply with and implement all District policies and procedures and terms of this Charter relating to the transfer of student records.

This Element 15 shall survive the revocation, expiration, termination, or 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.

ADDITIONAL PROVISIONS

FACILITIES

Charter School's school site remains subject to use by the District and possible space allocation under Proposition 39 and implementing regulations.

Charter School shall adhere to all applicable district, state, and federal laws, regulations, and policies regarding facilities.

FISCAL MATTERS

As a District affiliated charter school, Charter School's fiscal operations will be supervised by LAUSD. Charter School shall adhere to all applicable District fiscal policies and procedures, including but not limited to policies and procedures related to budgeting, procurement, third party contracts, student body funds, student store, donations, fundraising, payroll, imprest funds, and payment approval for goods and services.