



**New Millennium Secondary
Charter Renewal Petition**
July 1, 2026 – June 30, 2031

Submitted September 19, 2025
for Term July 1, 2026 - June 30, 2031

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Assurances, Affirmations, and Declarations

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

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(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, including immigration status. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(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(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)
- 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(e)(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(d)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(d)(2).)

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

NOTE: This Charter contains specific “Federal, State and District Required Language” (FSDRL), including the Assurances, Affirmations, and Declarations section above. The FSDRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the FSDRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the FSDRL 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 FSDRL 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(c)(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, 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(c)(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(c)(5)(A)(iii).)

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

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

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

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

TRANSITIONAL KINDERGARTEN

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

WASC ACCREDITATION

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

ENGLISH LEARNERS

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

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

- How Charter School's EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTELs) with an effective English language acquisition program as well as meaningful and equitable access to Charter School's core academic curriculum
- How English Learners' specific needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

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

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

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

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

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

SELPA Reorganization

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

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

Use of District’s Special Education Policies and Procedures and Data Systems

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of orders imposed upon the District pertaining to special education. All charter schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs (“IEPs”) and tracking of related services provided to students during the course of their education.

All charter schools are required to interface with My Integrated Student Information System (MiSiS) via a web based Application Programming Interface (API). MiSiS is a suite of applications which is designed to capture all student data.

<u>General Information</u>	
The contact person for the Charter School is	Dr. Darrick Rice, Chief Executive Officer/Principal
The contact address for the Charter School is	1301 W. 182nd St. Gardena, California 90248
The contact phone number for the Charter School is	(310) 999-6162
The current address of the Charter School is	1301 W. 182nd St. Gardena, California 90248
Location is in LAUSD Board District	7
Location is in LAUSD Region	South

<u>General Information</u>	
The grade configuration of the Charter School is	Grades 9-12
The number of students in the first year (should align with that for Year 1 of the budget, as well as the rollout plan in the petition, if applicable) will be	150
The grade level(s) are	9-12
The total enrollment capacity will be: (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School.)	225 students
The type of instructional calendar (e.g., traditional/year-round, single track/multi-track, extended day/year) will be	Traditional
The regular bell schedule will be	Monday-Thursday 8:00 am to 3:20 pm Friday 8:00 am to 1:35 pm
The term of this Charter for Middle performing schools (ensure term consistency throughout the document, e.g., rollout plan, LCFF, etc.)	July 1, 2026 - June 30, 2031

Introduction

Pursuant to California Education Code (EC) Section 47607(c), as an additional criterion for determining whether to grant a charter renewal, the chartering authority shall consider a charter school’s placement under the performance categories, which is based on the charter school's performance under the California School Dashboard (Dashboard).

Under this criterion, a charter school is placed into one of the three performance level categories: high, middle, or low. The determination for charter renewals for each category are as follows:

- High: A charter school in this category is eligible for a five-, six-, or seven-year renewal term.
- Middle: A charter school in this category may be renewed for a five-year term.
- Low: A charter school in this category may be renewed for a two-year term only if it meets the conditions under EC Section 47607.2(a)(4).

In March 2025, the CDE published the Charter Performance Category list of high-, middle-, and low-performing charter schools. ***For the second year in a row, the CDE has determined New Millennium Secondary is middle-performing, and thus eligible for a five-year charter renewal term.***

New Millennium Secondary California School Dashboard State & Local Indicators

The following chart reflects the Charter School’s 2024 Dashboard performance indicators as compared to Los Angeles Unified School District’s and the State.

When comparing these data, it is important to remember the academic indicators for English/Language Arts and Mathematics for the District and the State include students from all assessed grade levels (e.g., 3-8 and 11) while the NMS academic data represents only 11 grade students.

2024 California School Dashboard Comparison State & Local Indicators			
	New Millennium	LAUSD	California
Suspension Rate	Blue	Blue	Green
English Learner Progress	No Color	Yellow	Orange
Graduation Rate		Green	Yellow

2024 California School Dashboard Comparison State & Local Indicators			
	New Millennium	LAUSD	California
College/Career	No Color	Green	Green
English/Language Arts	No Color	Yellow	Orange
Mathematics	No Color	Yellow	Orange
Basics	“Standard Met”	“Standard Met”	
Implementation of Academic Standards	“Standard Met”	“Standard Met”	
Parent/Family Engagement	“Standard Met”	“Standard Met”	
Local Climate Survey	“Standard Met”	“Standard Met”	
Broad Course of Study	“Standard Met”	“Standard Met”	

Source: California Department of Education, 2024 California School Dashboard for [New Millennium Secondary](#) and [Los Angeles Unified School District](#). Retrieved on July 15, 2025.

New Millennium Secondary - California School Dashboard 2018 to 2025						
	2018	2019	2022	2023	2024	2025
Suspension Rate						TBD
English Learner Progress						TBD
Graduation Rate						TBD
College/Career						TBD
English/Language Arts						TBD
Mathematics						TBD
Basics		“Not Met”	“Not Met”	“Met”	“Met”	TBD
Implementation of Academic Standards		“Not Met”	“Not Met”	“Met”	“Met”	TBD
Parent/Family Engagement		“Not Met”	“Not Met”	“Met”	“Met”	TBD

Local Climate Survey		"Not Met"	"Not Met"	"Met"	"Met"	TBD
Broad Course of Study		"Not Met"	"Not Met"	"Met"	"Met"	TBD

Source: California Department of Education, 2024 California School Dashboard for [New Millennium Secondary](#) and [Los Angeles Unified School District](#). Retrieved on July 15, 2025.

LAUSD Charter Schools Division’s Oversight History of New Millennium Secondary (2017 to Present)

In fulfillment of its authorizer responsibilities, the Los Angeles Unified School District’s Charter School Division has consistently conducted annual oversight monitoring and visitations of NMSS.

The school is evaluated using the CSD’s Annual Performance-Based Oversight Rubric which rates the school on a 4-point scale in the areas of Governance, Student Achievement/Educational Performance, Organizational Management/Operations, and Fiscal Operations.

New Millennium Secondary - LAUSD Charter Schools Division Annual Performance-Based Oversight Visit Ratings History				
Year	Governance	Student Achievement	Organizational Management/Operations	Fiscal Operations
2024-2025	3, Proficient	No Rating	1, Unsatisfactory	3, Proficient
2023-2024	3, Proficient	No Rating	2, Developing	4, Accomplished
2022-2023	3, Proficient	No Rating	2, Developing	4, Accomplished
2021-2022	3, Proficient	No Rating	3, Proficient	4, Accomplished
2020-2021	3, Proficient	2, Developing	3, Proficient	4, Accomplished
2019-2020	3, Proficient	3, Proficient	3, Proficient	3, Proficient
2018-2019	3, Proficient	3, Proficient	3, Proficient	3, Proficient
2017-2018	3, Proficient	3, Proficient	3, Proficient	3, Proficient

Source: Los Angeles Unified School District Charter Schools Division historical annual “Performance-Based Oversight Visit” reports from 2018 through 2025.

Community to be Served

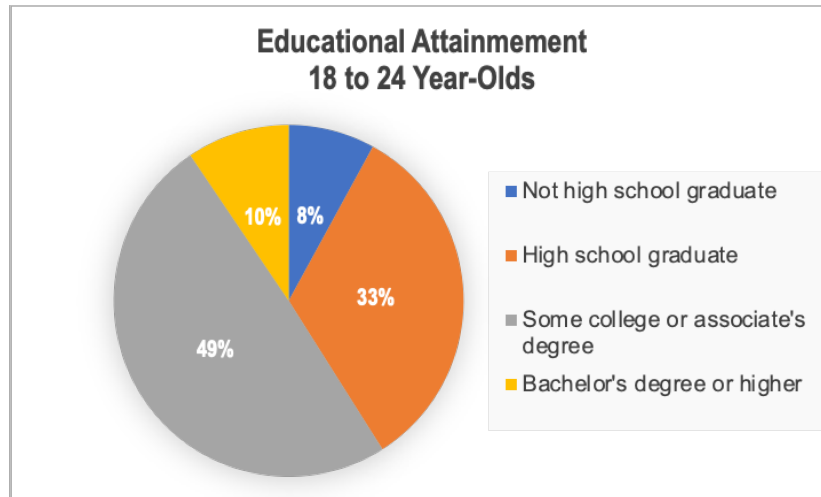
New Millennium Secondary originally opened its doors in 2008 to provide a quality alternative public school option to the community of Carson. In 2013, to remove the ongoing challenges facing standalone charter schools for facilities, NMS entered into a Prop 39 colocation agreement with Los Angeles Unified School District (LAUSD) to continue its education program on the campus of Gardena High School. While the school served a considerable African American population prior to the change in location, the shift to Gardena allowed for the opportunity to expand its enrollment profile to include Hispanics, Asian, Pacific Islander, and White; with nearly 1% of students identifying as being of two or more ethnicities.

New Millenium Secondary Multi-Year Enrollment by Ethnicity						
Year	African-American	Asian	Hispanic	2 or More	Pacific Islander	White
2017-18	46.7%	2.4%	46%	0.6%	1.2%	2.4%
2018-19	36.4%	1.5%	57.9%	0.5%	1.5%	2.1%
2019-20	25.5%	1%	66.7%	1.6%	1%	0.5%
2020-21	19.3%	0.5%	73.3%	0.5%	1.6%	0%
2021-22	18.8%	0.5%	69.4%	1.1%	1.1%	0%
2022-23	22.5%	0%	62.9%	2%	0%	0%
2023-24	28.3%	0%	60%	1.4%	0.7%	0%
2024-25	35.3%	1.7%	53.4%	0.9%	0.9%	1.7%

Source: California Department of Education, DataQuest, ["New Millennium Secondary - Enrollment Multi-Year Summary by Ethnicity"](#) filtered for 2017 through 2025. Retrieved July 2025.

Based on 2020 United States Census reporting¹, the zip code of 90248 which includes Gardena, is ethnically diverse with 40.2% identified as Hispanic or Latino, 26.5% Asian, 21.8% African American, 11.9% White, 1.2% Native American, 0.7% Pacific Islander, 25.9% from other races and 11.9% identified as two or more races. The educational attainment data for 18- to 24-year olds in this zip code underscores the need for small schools to focus on college and career.

¹"Gardena city, California; DP1: Profile of General Population and Housing Characteristics - 2020 Census of Population and Housing" (<https://data.census.gov/table/DECENNIALDP2020.DP1?q=160XX00US0628168&tid=DECENNIALDP2020.DP1>). United States Census Bureau. Retrieved June 21, 2025.



Source: "S1501 Educational Attainment - 2023 American Community Survey" (<https://data.census.gov/table/ACSST5Y2023.S1501?g=160XX00US0628168>). United States Census Bureau. Retrieved August 5, 2025.

Only 10% of residents between ages of 18 to 24 obtained a bachelor’s degree, compared to 49% who reported having some college or an associate’s degree. This data supports New Millennium Secondary’s “Future Ready” focus for the 2026 charter renewal term. With rapidly changing technology and economic pressures facing communities of color, NMS seeks to enhance its established mission/vision of preparing students through personalized learning experiences that align to the students’ interests while supporting them through a robust system of social and emotional support.

This renewed focus to include SEL is in response to the lessons learned from the pandemic and changes in the characteristics of our enrolled student population.

Enrollment Challenge

Prior to the disruption caused by the pandemic during the 2019-20 academic year, New Millennium’s enrollment had begun to recover from the impact of the Prop 39 relocation and hovered near 200 students.

New Millennium Secondary Enrollment 2016-2025					
Year	Enrolled	Grade 9	Grade 10	Grade 11	Grade 12
2017-18	167	37	51	43	36
2018-19	195	73	40	40	42
2019-20	192	55	64	35	38
2020-21	187	50	45	68	24
2021-22	186	51	42	40	53

2022-23	151	42	34	47	28
2023-24	145	40	38	32	35
2024-25	116	31	28	28	29

Source: California Department of Education, DataQuest, ["New Millennium Secondary Report - Enrollment Multi-Year Summary by Grade"](#) for 2017 through 2025. Retrieved July 2025.

The school's enrollment has once again begun to rebound, and is actively working on outreach to increase enrollment for 2025-2you 6.

Changing Demographics

Since the beginning of the 2017 charter term, the demographics of NMS have changed. New Millennium Secondary has increased the enrollment of the targeted Local Control Funding Formula (LCFF) student groups and students with special needs. The percentage of English learners (EL) has increased by 6.4%; students in foster care (FY) has increased by 2.2%; the socioeconomically disadvantaged student group has increased by nearly 31%, and students with disabilities (SWD) has increased by 9.3%.

New Millennium Secondary Enrollment by Student Group					
Year	English Learner	Foster	Homeless	Students with Disabilities	Socioeconomically Disadvantaged
2017-18	4.8%	1.2%	0%	11.4%	50.3%
2018-19	7.7%	1.5%	0%	16.4%	64.6%
2019-20	12%	1.6%	0%	10.9%	92.7%
2020-21	13.9%	2.1%	0.5%	18.7%	67.4%
2021-22	12.4%	2.7%	0.5%	19.4%	65.6%
2022-23	15.9%	4.6%	0%	23.8%	84.8%
2023-24	17.2%	2.1%	0%	23.4%	77.9%
2024-25	11.2%	3.4%	0%	20.7%	81%

Source: California Department of Education, DataQuest, ["New Millennium Secondary Report - Enrollment by Subgroup"](#) filtered for 2017 through 2025. Retrieved July 2025.

Since its inception the school recognized the need to dedicate more resources to students who are low-income, English learners, in foster care, facing housing insecurity or having special needs. In many cases, NMS students meet multiple classifications.

At the onset of the pandemic NMS ramped up the provision of services for all students regardless of whether they carried a designation requiring it. Counseling services were

provided remotely via Zoom; the school implemented frequent “check-ins” to monitor the safety and emotional well-being of all students.

The return to in-person instruction in Spring 2021 brought a new challenge to NMS as the leadership team and instructional staff quickly came to realize that we were forever changed by the months of remote learning and societal impacts of COVID. Students had more emotional needs stemming from the effects of the pandemic, many had family health and economic challenges. The school has prioritized providing comprehensive social-emotional and behavioral support to all students. Efforts to meet individual student needs have been expanded, through external resources such as Care Solace and service options through Total Education Solutions. These supports coupled with a nurturing school environment have become an integrated system where students feel comfortable reaching out to staff members to discuss their feelings and concerns.

Another feature implemented during the pandemic to maintain student connection was the school use of social media and video-conferencing applications to communicate to parents/guardians, students, and staff. We continue to employ platforms such as *Instagram Lives* on mental health and well-being as a signature practice. The Warrior Community (which started to engage students during COVID) continues—students can watch our “Lives” video posts and comment on questions we pose to serve as conversation starters. We are proud to continue harnessing the power of social media to focus on student mental health and to foster a positive school climate for our students.

Reflection on Performance Over the Charter Term

National and Local Impact of Learning Loss

Across the country, students experienced severe academic setbacks in math and reading due to the pandemic, with long-term implications that continue to surface. The lack of consistent, high-quality in-person instruction during this time not only widened existing achievement gaps but also delayed the identification of students with special education needs. For many, their struggles blended into the broader context of “COVID learning loss,” resulting in under-identification and delayed interventions.

In addition, foster youth and transient students were disproportionately affected, often experiencing multiple school placements and unstable access to virtual learning. This instability accelerated learning gaps, prompting families to seek smaller, more personalized learning environments like ours. Nationally, the pandemic created long-term risks for students’ social, emotional, and academic development—many of which our school has sought to counteract with focused support and innovative instructional strategies.

Post-Pandemic Schoolwide Response and Adaptations

In response, our school has adopted a comprehensive strategy to address unfinished learning and promote steady growth:

1. Data-Driven Instruction and Professional Collaboration

- Increased use of **NWEA MAP Growth data** to identify specific student learning gaps.
- Use of the **NWEA Learning Continuum** to not only inform targeted interventions but also evaluate and strengthen teaching practices.
- Establishment of **Professional Learning Communities (PLCs)** to align scope and sequence, share best practices, and design cohesive instructional responses.
- Implementation of **weekly action walks**, giving administrators and instructional leaders opportunities to provide feedback, monitor effectiveness, and support teachers in real time.

2. Instructional Pedagogy and Universal Design for Learning (UDL)

- Emphasis on **backwards planning** to ensure lessons align with long-term goals and state standards.
- Adoption of **UDL strategies** to provide multiple entry points for learning, ensuring accessibility for diverse learners.
- Targeted interventions through **Read 180** and **Math 180** to accelerate literacy and numeracy recovery.
- Greater use of differentiated instruction, scaffolding, and intentional alignment to scope and sequence across grade levels.

3. Expanded Instructional Time and Opportunities

- Transition from a **7-period to an 8-period schedule**, creating more intervention and enrichment periods during the school day.

- Integration of **credit recovery, dual enrollment, and concurrent enrollment** opportunities to help students regain ground while also expanding access to advanced coursework.

4. Student Wellness and Future Readiness

- Development and implementation of a **Wellness Center**, which provides social-emotional, behavioral, and mental health supports to ensure students are ready to learn.
- Creation of a **College and Career Readiness Center**, offering counseling, workshops, and resources to prepare students for postsecondary success. These centers represent a holistic investment in student growth—supporting both academic recovery and the long-term vision of preparing all students to be college- and career-ready.

Teaching and Learning Success Amid Challenges

Despite the significant challenges faced over the past few years, our school has continued to thrive in teaching and learning. The data across Reading, Math, and Language demonstrates clear evidence of growth: students are moving out of the lowest performance bands and making meaningful gains into the middle, green, and even blue achievement levels. These gains are especially noteworthy given the unique and complex circumstances of our student population.

Following the COVID-19 pandemic, our school experienced an unprecedented increase in the enrollment of special education students, with nearly 50% of our total student body now holding Individualized Education Programs (IEPs). Many of these students came to us with significant learning gaps and disrupted educational histories. In addition, our student cohorts—like many across the nation—suffered devastating learning loss due to extended school closures, lack of access to consistent instructional supports, and the social-emotional toll of the pandemic.

Beyond the surge in special education enrollment, our school also serves a high percentage of transient students, foster youth, and at-promise youth, whose educational journeys are often marked by instability and systemic barriers. This has meant that our teachers and staff must meet not only academic needs but also provide social-emotional and wraparound supports to ensure students remain engaged and supported in their learning.

Even in the face of these realities, our school has held firm to its mission: we are the school that promises to educate all students. We do not turn students away or lower

expectations. Instead, we commit to meeting each learner where they are and supporting them as they grow.

The progress seen in the NWEA results—students moving out of the red band, expanding into the orange, yellow, green, and blue performance levels, and increasing average RIT scores across subjects—is a direct reflection of this commitment. Through targeted interventions such as Read 180, ThinkCERCA, and the Jaime Escalante Math program, combined with focused analysis of learning gaps, small-group instruction, and personalized supports, our students are showing measurable improvement.

The growth achieved is not only a data point but also a powerful story of resilience—of students overcoming obstacles, of teachers adapting and innovating, and of a school that continues to thrive despite serving one of the most complex student populations in the region. We are proud to stand by our commitment to educate all students and to provide them the tools, skills, and support needed to achieve success, no matter their starting point.

Our school is committed to strengthening student learning through a comprehensive focus on data-driven instruction. By utilizing NWEA MAP data and developing Professional Learning Communities (PLCs) to review both formative and summative assessments, we ensure that instruction is targeted and responsive to student needs. The implementation of Math 180, Read 180, and the East Los Angeles College Jaime Escalante Math Program provide multiple, high-impact interventions to support math achievement and close learning gaps. In addition, we are committed to a positive school climate through the use of Positive Behavioral Interventions and Supports (PBIS), ensuring consistency in expectations, discipline, and recognition of student success. Weekly classroom observations and one-on-one meetings focused on unit planning and instructional strategies provide ongoing monitoring and coaching to improve teaching effectiveness.

The Alignment Between CAASPP and NWEA Growth

Our most recent CAASPP results for 2025 demonstrate encouraging upward movement across multiple grade levels, with proficiency rates rising in both English Language Arts (ELA) and Mathematics. These results show that more students are reaching or approaching grade-level expectations than in prior years.

When viewed alongside our NWEA MAP results (2024–25 school year), the data tell a consistent story of incremental growth and stability. Both assessments reflect our students' persistence and our teachers' focused instructional strategies, especially in grades 9–11.

Reading/ELA Alignment

- Grade 9 held steady at the 49th percentile from fall to spring, with students maintaining performance even as national norms increase. While the RIT score slightly dipped (215 → 214), the distribution of students shows fewer at the lowest band (12% → 6%), suggesting some upward mobility that aligns with CAASPP’s reported improvements in “nearly met” performance levels.
- Grade 10 showed positive movement: percentile scores grew from 36th to 36th (steady), but the average RIT increased (211 → 212). Notably, the percentage of students in higher bands expanded (21% → 24%), aligning with CAASPP’s increase in “met” performance levels.
- Grade 11 sustained at the 58th percentile, showing growth in RIT (221 → 223) and a balanced distribution across quartiles. This matches CAASPP outcomes where Grade 11 often posts the strongest ELA results.
- Grade 12 continued to challenge us, remaining at the 20th percentile with stagnant distributions and a decline in RIT (202 → 196). This suggests alignment with CAASPP’s persistent senior-year gaps and highlights a need for targeted supports in the transition year.

Across grades 9–11, NWEA reading trends confirm CAASPP’s signal of growth at the middle levels, while both assessments identify Grade 12 as an area of concern.

Mathematics Alignment

- Grade 9 dipped slightly in percentile (41st → 36th), though RIT remained steady (220). This parallels CAASPP’s finding of limited math growth in early high school.
- Grade 10 demonstrated strong improvement: percentile climbed from 31st to 37th, and average RIT jumped significantly (217 → 225). The percentage of

students in higher achievement bands doubled, aligning with CAASPP's report of notable gains in sophomore-level math proficiency.

- Grade 11 stayed near the national average (42nd → 40th percentile) but showed meaningful RIT growth (211 → 226). CAASPP similarly noted stability with modest gains in upper-grade math.
- Grade 12 reflected substantial movement: while the fall cohort placed at the 4th percentile, the spring percentile rose to 24th (RIT 190 → 211). This sharp increase suggests meaningful growth, even if students are still below grade-level benchmarks—an encouraging sign mirrored by CAASPP's recognition of late high school catch-up potential.

Math results show the clearest alignment between CAASPP and NWEA: growth in Grades 10–12 is visible across both assessments, with sophomores leading the way.

Key Patterns of Alignment

1. Consistency in Growth Signals: Both CAASPP and NWEA data identify Grades 10 and 11 as areas of steady progress in both reading and math.
2. Targeted Support Needs: Grade 12 consistently emerges as the group requiring more intensive intervention, especially in reading.
3. Distribution Gains: Both assessments show students gradually shifting upward out of the lowest performance bands, a sign of success in Tier 1 instruction and intervention supports.
4. Instructional Validation: The alignment suggests that our instructional strategies are not only improving MAP RIT growth but also translating into higher CAASPP proficiency rates, validating the work happening in classrooms.

Our CAASPP and NWEA results tell a unified story: while challenges remain—particularly for seniors—the majority of our students are demonstrating growth and stability that positions them for long-term success. Sophomore and junior classes show the strongest alignment between assessments, suggesting our systems of support and instruction are most effective at those levels. Moving forward, focused interventions for 12th grade and continued reinforcement of early high school math and reading

strategies will help us build on these successes.

The California School Dashboard

New Millennium Secondary was designed to be a small learning community to serve the underserved students living in the Gardena area of Los Angeles. As discussed previously, since the COVID-19 pandemic students have more intensive academic, social and emotional needs than was characteristic of the community before the pandemic disruption.

According to California School Dashboard business rules around data, color performance gauges are only available when the number of tested students is 30 or more; and numeric performance levels are only available for groups with a minimum of 11 students. This technical information is extremely important when examining the annual performance of NMS measured by the California School Dashboard since only grade 11 is assessed in English/Language Arts and Mathematics. Also, the indicators for English Learner progress, graduation rate and college/career readiness have been based on cohorts of students often below the public reporting threshold. Looking at public school level data for the Smarter Balanced Assessment Consortium (SBAC) in ELA and math, California Science Test (CAST) and English Learner Proficiency Assessments for California (ELPAC) helps the leadership and board gauge .

Since the 2022 return to mandated state-mandated California Assessment of Student Performance and Progress (CAASPP) testing, New Millennium Secondary has had cohorts under 30 students for all academic indicators since 2022. Although the cohorts have consisted of fewer students, the growth in student performance must be highlighted:

- **Suspensions** have remained at **0% for four consecutive years** including 2025
- **Long-Term English Learners** have shown **growth** in English Learner Progress and reclassified since enrolling at NMS
- **DfS in Mathematics** has improved **44.17 points** over three years

NMS California School Dashboard 2017 to 2025							
Indicator	2017	2018	2019	2022	2023	2024	2025**
Suspension	5.3%	6.3%	6%	0%	0%	0%	0%
English Learner Progress	0%	NR	*	*	38.9%	25%	TBD
Graduation Rate	72.7%	78%	91.5%	88.1%	92%	77.5%	TBD

College/Career	36.4%	20%	26.7%	NR	8.3%	17.5%	TBD
English/Language Arts	NR	-65.8	-8.1	-121.7	-85.4	-32.9	-50.23
Mathematics	NR	-146.8	-107.9	-174.7	-162.5	-134.3	-130.53

Source: California Department of Education, California School Dashboard ["School Performance Review New Millennium Secondary"](#) filtered for 2017 to 2024. Retrieved July 2025. The "*" denotes data suppression based on fewer than 11 students participating in the assessment to protect students' privacy; "NR" means data was not collected or publicly reported.

**Denotes data to be released publicly through the CA School Dashboard on November 13, 2025

Suspension Rates

The 0% suspension rate for four consecutive years including 2025 is a direct reflection in improvement to the school's culture and climate. Our program of Positive Behavior Interventions has kept suspensions at zero since returning from the COVID school closures. The *Model Warrior Rewards Program* has served as motivation to our students to work hard and behave in a manner that will set themselves up for success. The NMS partnership with the Gardena Clinic has also been instrumental in improving behavior by providing free counseling services to students. Students may seek mental health support services anonymously and share without fear of being stigmatized.

The school's culture and climate have improved compared to pre-pandemic based on annual surveys of students, parents and staff. Students value the supportive relationships they have with their peers and staff members. Annual survey data demonstrates that students feel safe, protected, included, and cared for. 85% of students agree that little to no verbal bullying takes place on the campus. Students also feel empowered to speak up for themselves or on behalf of others. Creating an environment that fosters positive interactions throughout the day between students, students and staff, and staff and parents has been transformational to the culture and climate. Parent/Family surveys also report high levels of satisfaction with school culture and climate, agreeing NMS is a safe place for students.

English Learner Progress

The Dashboard English Language Progress Indicator (ELPI) uses the ELPAC to measure English learners making progress towards English mastery in reading, writing, listening and speaking. Since NMS has a small number of English learners enrolled, the school does not receive a performance color on the California School Dashboard.

New Millennium Secondary Summative ELPAC 2022 to 2025				
	2021-22	2022-23	2023-24	2024-25**
<i>n</i>	22	22	23	14

# Reclassified	4	3	8	0**
Level 4	19.05%	14.29%	4.55%	0%**
Level 3	28.57%	42.86%	50%	42.86%**
Level 2	33.33%	33.33%	27.27%	28.57%**
Level 1	19.05%	9.52%	18.18%	28.57%**

Source: California Department of Education, English Language Proficiency Assessments for California "Summative ELPAC". Public data retrieved July 2025.

**Denotes data retrieved from the CAASPP-ELPAC Private Preview on September 12, 2025. Final data will be released to the public on October 15, 2025. The data will be updated to reflect any changes upon public release.

NMS acknowledges the consistent progress of English learners to meet standards to reclassify continues to be an area of growth. Starting with the 2025-26 academic year, the change to an eight period day allows for more opportunities to provide targeted language acquisition support to these students. Additionally it must be noted that the majority of the EL population at NMS is considered "LTEL" since they have not met reclassification criteria in elementary or middle school grades. Reclassification of LTEL students may also be challenging for students who also currently have IEPs.

English/Language Arts
NWEA Reading and Language

New Millennium Secondary NWEA Reading Achievement by Grade Level 2024-25 Fall to Spring								
Grade	Fall/ Spring	%ile	Achievement Levels					Avg RIT
Grade 9	Fall	49th	15%	23%	27%	23%	12%	215
	Spring	49th	18%	24%	29%	23%	6%	214
Grade 10	Fall	36th	16%	53%	21%	5%	5%	211
	Spring	36th	24%	36%	24%	8%	8%	212
Grade 11	Fall	58th	8%	16%	36%	28%	12%	221
	Spring	58th		14%	36%	36%	14%	223
Grade 12	Fall	20th	50%	50%				202

	Spring	20th	50%	50%		196
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Reading Growth Report: NWEA MAP Fall to Spring 2024–2025

The NWEA MAP Reading results from Fall to Spring show promising growth across grade levels, particularly in movement out of the lowest performance bands and into the middle and higher achievement ranges.

Grade-level Growth Highlights:

- **Grade 11:**
Students in Grade 11 made meaningful gains. The red band dropped from 8% to 0%, while the orange band declined from 16% to 14%. At the same time, the green and blue bands expanded significantly, growing from 28% and 12% to 36% and 14% respectively. This shift demonstrates a clear upward trend, with students advancing beyond the middle bands into higher achievement levels.
- **Grade 12:**
While Grade 12 continues to face challenges with the majority of students in the red and orange bands (50% each), these results highlight the importance of continued interventions, particularly for students who are credit deficient or require intensive support to meet graduation requirements.

Movement into Higher Bands (Green & Blue)

The most significant growth can be seen in Grades 10 and 11, where more students entered the green and blue bands, representing above-average reading achievement. For example:

- Grade 10 green band growth: from 5% to 8%.
- Grade 11 green and blue growth: from 28% to 36% in green to 12% to 14% in blue.

This is a strong indicator that targeted strategies are not only moving students out of the lowest bands but are also accelerating students into higher levels of reading performance.

Drivers of Growth

This progress has been made possible by:

- Focused Study of Learning Gaps: Teachers and support staff carefully analyzed assessment data to identify specific skill gaps, allowing for precise instructional planning.
- Targeted Intervention Programs:
 - Read 180 provided structured reading intervention, focusing on comprehension, vocabulary, and fluency for students most at risk.
 - ThinkCERCA supported critical thinking and literacy development, especially in argumentative and evidence-based writing, helping students strengthen higher-order literacy skills.
- Intentional Instructional Support: Small-group instruction, scaffolding strategies, and ongoing progress monitoring ensured that students received personalized attention.

Language Growth Report: NWEA MAP Fall to Spring 2024–2025

The NWEA MAP Language results from Fall to Spring show encouraging progress across grade levels, particularly in reducing the percentage of students in the lowest bands and expanding the number of students in the middle, green, and blue performance ranges.

Key Growth Highlights

- Grade 9:

Grade 9 students showed meaningful progress in reducing the lowest performance band. The red band decreased from 28% to 18%, while the orange band expanded from 8% to 29%, showing that many students moved up a performance level. The green band also grew slightly (28% → 29%), indicating that more students are moving into proficiency levels.
- Grade 10:

While the red band remained constant at 33%, there was important movement out of the orange band (42% → 28%) and growth into the higher levels. The blue band increased from 9% to 17%, and the green band more than doubled

(8% → 11%). This reflects a shift from struggling performance into middle and higher achievement levels.

- Grade 11:

Grade 11 demonstrated the strongest improvement. The red band was cut nearly in half (33% → 17%), while the orange band dropped from 24% to 23%. More importantly, there was strong growth in the yellow, green, and blue bands:

- Yellow: 19% → 27%
- Green: 19% → 20%
- Blue: 5% → 13%

This upward shift shows clear progress in both reducing the number of students in the lowest band and accelerating others into higher achievement ranges.

Movement into Higher Bands (Green & Blue)

- Grade 10: Blue band expanded from 9% to 17%.
- Grade 11: Blue band nearly tripled from 5% to 13%, while green also increased (19% → 20%).
- Grade 9: Green held steady at 29%, showing sustained strength at higher performance levels.

Drivers of Growth

The observed gains are the result of intentional instructional strategies and targeted interventions, including:

- Focused Gap Analysis: Teachers used NWEA data to identify specific writing and language skills needing reinforcement, allowing for precision in instructional planning.
- Read 180: Provided intensive literacy and language support, with structured intervention in grammar, mechanics, and comprehension.
- ThinkCERCA: Strengthened students' critical thinking and writing skills, particularly in evidence-based writing, which directly improved performance in higher-level language tasks.
- Ongoing Progress Monitoring: Teachers implemented scaffolding, small-group instruction, and supplemental lessons to ensure that struggling students received individualized support while advanced students were challenged appropriately.

Grade 11 NWEA Reading & Language 2024-25

NWEA Reading and Language Achievement by Grade Fall & Spring 2024-2025 11th Grade Only					
Reading			Language		
Fall 24-25	Spring 24-25	Change	Fall 24-25	Spring 24-25	Change
12%	14%	2%	5%	13%	8%
28%	36%	8%	19%	20%	1%
36%	36%	0%	19%	27%	8%
16%	14%	2%	24%*	23%*	1%
8%	0%	6%	33%*	17%*	16%*

*Notice the growth of students from the red band to the orange significantly grew in language.

The NWEA results for our 11th grade students in reading, math, and language demonstrate clear signs of growth and progress, reflecting the impact of our schoolwide instructional improvements and student-centered interventions.

Reading:

From fall to spring, we saw consistent upward momentum. Students in the green proficiency band increased by 8%, while students in the blue (high-achieving) band grew by 2%. This reflects both the strengthening of students who were already near

grade-level expectations and the ability of our interventions to push students into higher proficiency levels. Notably, fewer students remained in the lowest red band with no students in the spring red band, showing that our efforts to target struggling readers through Read 180, UDL strategies, and intervention blocks are working.

Language Usage:

The most significant gains occurred in language usage, where growth was especially pronounced in the lower performance bands. Students in the blue band increased by 8%, while students in the yellow band also grew by 8%. The most notable achievement is the reduction in the red band: from 33% in fall to 17% in spring—a dramatic 16% decrease. This shows that nearly half of the students who began in the lowest achievement category moved upward into the orange and yellow bands. Although the orange band only increased slightly (-1%), this reflects students shifting out of the very lowest levels into higher achievement bands, which represents a major success for this cohort.

Overall Impact:

These results demonstrate that our intentional instructional shifts—such as the use of the NWEA Learning Continuum to guide lesson planning, backwards planning with UDL strategies, consistent PLC collaboration, weekly action walks, and targeted interventions—are producing measurable results. The data confirms that fewer students remain in the lowest levels of achievement, while more are steadily moving upward into higher proficiency bands across all subject areas.

This growth underscores not only our students' resilience but also the effectiveness of our schoolwide focus on data-driven instruction, expanded learning opportunities, and whole-child supports. By continuing to refine and sustain these strategies, we are positioning our students for even greater success in their college and career readiness pathways.

Our current cohort of 11th grade students has demonstrated steady improvement in reading, mathematics, and language usage as measured by NWEA MAP Growth assessments. This progress is especially commendable given that this group of students experienced significant learning loss during the COVID-19 pandemic. As 7th and 8th graders during 2020–2021, they endured nearly two full years of disrupted in-person learning. Because of Proposition 39 restrictions in LAUSD, our school was unable to return to campus during spring 2021, prolonging the virtual learning environment until fall 2021. This disruption occurred during a crucial stage of academic development, especially in foundational subjects such as reading and math.

The SBAC English/Language Arts

The administration of the SBAC for high school is only for Grade 11 students in California. As discussed earlier, before the pandemic, the Distance from Standard (DfS) in English was improving each year, and the student cohorts were large enough to be represented by color gauges on the Dashboard. While the student groups have been smaller since the pandemic and not represented by “colors,” in many ways the performance for the three years post-COVID are more impressive as the learning gaps and academic needs of our student population are greater than ever before.

The CAASPP data show that 2024 NMS performance in ELA is close to the 49% high established in 2019. This is a positive sign considering the Class of 2025 (the SBAC juniors assessed in 2023-24) experienced the COVID shutdown and its lingering impacts when they were in grades 7 through 9.

Graduating Cohort Performance on SBAC English/Language Arts 2018 to 2024				
Graduating Class	Academic Year	English/Language Arts		
		Not Met	Nearly	Met/Exceeded
2019	2017-18	40.6%	31.3%	28.1%
2020	2018-19	17.1%	34.2%	48.8%
2021	2019-20	<i>Data are not available due to the suspension of testing as a result of COVID-19.</i>		
2022	2020-21*	17.5%	37.5%	45%
2023	2021-22	50%	37.5%	12.5%
2024	2022-23	56.8%	15.9%	27.3%
2025	2023-24	40%	20%	40%
2026	2024-25	36.7%**	26.7%**	36.7%**

Source: California Department of Education, California Assessment of Student Performance and Progress [“English Language Arts/Literacy and Mathematics - Smarter Balanced Summative Assessments Test Results at a Glance - New Millennium Secondary”](#) filtered for testing year from 2018 through 2024.

*The CDE included the following note with regard to 2020-21 SBAC results: “PLEASE NOTE: Due to factors surrounding the novel coronavirus (COVID-19) pandemic, testing participation in 2020–21 varied. Care should be used when interpreting results.”

**Denotes data retrieved on September 12, 2025 via CDE Preview of 2025 CAASPP data. This data will be publicly released on October 15, 2025.

We use NWEA Reading to monitor our students’ progress in the areas of reading and mathematics for all grade levels. The NWEA data is used to develop each student’s Individualized Learning Plan (ILP) which includes goal-setting and targeted interventions aligned to the data.

Mathematics

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Math Growth Report: NWEA MAP Fall to Spring 2024–2025

The NWEA MAP Math results from Fall to Spring demonstrate steady progress across grade levels, particularly in reducing the number of students in the lowest-performing bands and moving more students into the middle, green, and even blue achievement ranges.

New Millennium Secondary NWEA Mathematics Achievement by Grade Level 2024-25 Fall to Spring								
Grade	Fall/ Spring	%ile	Achievement Levels					Avg RIT
Grade 9	Fall	41th	16%	32%	32%	12%	8%	220
	Spring	36th	17%	33%	33%	11%	6%	220
Grade 10	Fall	31th	28%	28%	33%	11%		217
	Spring	37th	26%	37%	16%	5%	16%	225
Grade 11	Fall	42th	16%	53%	21%	5%	5%	211
	Spring	40th	13%	35%	26%	17%	9%	226
Grade 12	Fall	4th	100%					190
	Spring	24th	50%		50%		211	

Key Growth Highlights

- Grade 9:

Grade 9 maintained stable growth overall, with a slight increase in students in the red band (16% → 17%). Importantly, the orange and yellow bands both grew (32% → 33%), and students in the green and blue bands, while modest, represent continued upward shifts (11%/8% → 11%/6%). This shows more

students are holding steady or improving in the middle ranges.

- **Grade 10:**

Students in Grade 10 showed significant movement out of the lowest band. The red band decreased from 28% to 26%, and there was an important shift into the orange band (28% → 37%). While the yellow band dipped (33% → 16%), the green and blue bands both expanded, with green holding at 11% and blue rising from 0% to 16%. This indicates real gains for students progressing toward higher math proficiency.

- **Grade 11:**

Grade 11 demonstrated strong upward movement. The red band declined from 16% to 13%, while the yellow band expanded from 21% to 26%. Most notably, the green band grew significantly (5% → 17%) and the blue band nearly doubled (5% → 9%), signaling that more students are entering higher achievement levels.

- **Grade 12:**

The most dramatic improvement occurred in Grade 12. In the Fall, 100% of students were in the red band, signaling urgent need. By Spring, students made a remarkable shift: 50% were in the orange band and 50% in the yellow band. While no students yet reached the green or blue bands, the reduction of all students out of the red band is a clear marker of progress.

Movement into Higher Bands (Green & Blue)

- Grade 10: Increase in blue band (0% → 16%).
- Grade 11: Growth in green (5% → 17%) and blue (5% → 9%).
- Grade 12: While not yet in green/blue, students advanced two performance levels within a single testing cycle.

This movement reflects meaningful strides not only in lifting students out of the lowest bands but also in helping them reach more advanced levels of math achievement.

Drivers of Growth

This growth is directly tied to a schoolwide commitment to closing learning gaps and providing targeted supports, including:

- Focused Data Analysis: Teachers regularly reviewed student performance data to pinpoint skill gaps and tailor instruction accordingly.
- Targeted Intervention Programs:
 - The Jaime Escalante Math program provided rigorous, structured, and motivational support that emphasized mastery of foundational concepts, perseverance, and high expectations.
 - Small-group instruction and individualized problem-solving practice reinforced core skills for struggling students.
- Intentional Academic Supports: Regular monitoring, scaffolding, and supplemental practice ensured that students not only improved basic skills but also gained confidence to perform in higher-level math tasks

NWEA Math Achievement by Grade Fall & Spring 2024-2025 11th Grade Only		
Math		
Fall 24-25	Spring 24-25	Change
9%	12%	3%
17%	12%	5%
26%	24%	2%
35%	40%	5%
13%	12%	1%

Math results highlight positive movement. The percentage of students in the blue band grew by 3%, demonstrating that our advanced and high-achieving students continued to thrive. Meanwhile, students in the orange band grew by 5%, suggesting that our targeted math supports, including Math 180, expanded intervention periods, and increased use of NWEA data to pinpoint learning gaps, are helping more students make measurable progress. While the yellow and green bands showed slight decreases, this reflects a redistribution of students as more moved upward into higher bands and others from the lowest red band began to shift into orange.

The SBAC Mathematics

The administration of the SBAC for high schools is only for Grade 11 students in California. As discussed earlier, before the pandemic, the Distance from Standard (DfS) in Mathematics was improving each year, and the student cohorts were large enough to be represented by color gauges on the Dashboard. While the student groups have been smaller since the pandemic and not represented by “colors,” in many ways the performance for the three years post-COVID are more impressive as the learning gaps and academic needs of our student population are greater than ever before.

The CAASPP data show that 2024 NMS performance in math has surpassed the 2019 percentage by 11.5%. This is a positive sign considering the Class of 2025 (the SBAC juniors assessed in 2023-24) experienced the COVID shutdown and its lingering impacts when they were in grades 7 through 9.

Graduating Cohort Performance on SBAC Mathematics 2018 to 2024				
Graduating Class	Academic Year	Mathematics		
		Not Met	Nearly	Met/Exceeded
2019	2017-18	69.2%	15.4%	15.4%
2020	2018-19	62.5%	35%	2.5%
2021	2019-20	<i>Data are not available due to the suspension of testing as a result of COVID-19.</i>		
2022	2020-21*	60.5%	27.9%	11.6%
2023	2021-22	78.3%	17.4%	4.3%
2024	2022-23	74.4%	18.6%	6.98%
2025	2023-24	76%	12%	12%
2026	2024-25	76.7%**	13.3%**	10%**

Source: California Department of Education, California Assessment of Student Performance and Progress [“English Language Arts/Literacy and Mathematics - Smarter Balanced Summative Assessments Test Results at a Glance - New Millennium Secondary”](#) filtered for testing year from 2018 through 2024.

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*The CDE included the following note with regard to 2020-21 SBAC results: “PLEASE NOTE: Due to factors surrounding the novel coronavirus (COVID-19) pandemic, testing participation in 2020–21 varied. Care should be used when interpreting results.”

**Denotes data retrieved on September 12, 2025 via CDE Preview of 2025 CAASPP data. This data will be publicly released on October 15, 2025.

Mathematics continues to be a challenge for many NMS students. In YEAR, the school adopted the Jaime Escalante Math Program

We have also adopted *Math 180* beginning in 2025-26 as an additional intervention to close math skill gaps for our students.

Graduation Rate

New Millennium Secondary Four-Year Adjusted Cohort Outcomes 2017-2024						
Academic Year	Cohort Students	Regular Diploma Graduates	Special Education Certificate of Completion	Other Transfers	Still Enrolled	Dropouts
2017-18	50	78%	0%	0%	10%	12%
2018-19	45	91.1%	0%	0%	6.7%	2.2%
2019-20	52	86.5%	1.9%	1.9%	7.7%	1.9%
2020-21	25	88%	0%	0%	8%	4%
2021-22	58	87.9%	1.7%	0%	10.3%	0%
2022-23	24	91.7%	0%	0%	8.3%	0%
2023-24	40	77.5%	15%	2.5%	5%	0%

Source: California Department of Education, DataQuest [“New Millennium Secondary - Four-Year Adjusted Cohort Outcome”](#) filtered by data type options - Academic Year”. Retrieved July 2025.

In the years preceding the pandemic, the NMS graduation rate was showing improvement, and we actively worked on decreasing the percentage of dropouts. The data available via DataQuest shows that while the graduation rate for the classes of 2018 to 2021 ranged between 78% to 91.1%, we struggled with students not meeting credit and course requirements for graduation. Some students availed themselves of the option to remain enrolled for an additional semester or more, and are reflected in the table above as “Still Enrolled.” However, there were several students who dropped out of school altogether. In 2019 the dropout rate decreased by an impressive 9.8%. This was made possible by providing opportunities for credit recovery before, during and after the instructional day. The success of our credit recovery program during the 2018-19 year resulted in an increase of credit deficient students transferring into our school from neighboring schools. In response, the hallmark practice of the Individualized Learning Plan (ILP) was supplemented by the addition of an Individualized Graduation Plan (IGP).

This approach led to another surprising data point during 2019-20 when worldwide school closures were implemented– the NMS graduation rate was 86.5% and the dropout rate declined again. With the return to in-person instruction during 2020-21, NMSS enrollment for the first time included homeless students; more foster youth and English learners, and the percentage of SWD soared to 19%. There was an uptick in dropouts for the Class of 2021 and this was already a very small cohort.

We recognized that the return to in-person instruction was positive but the needs of students we served had greatly changed. The tiered reengagement strategies and SEL focus were still required if we were to be successful at supporting our students to persist to graduation. These efforts have been highly successful and have a direct correlation to the consecutive three-year 0% dropout rate since the 2021-22. We are also proud of our school climate and culture which has led to students to opt into continued enrollment in order to meet the graduation/diploma goals. NMS’s Four-Year Adjusted Cohort Graduation Rate has remained over 95% since 2021 and we attribute this success to our SEL and mental health initiatives which have bonded students to the school.

College/Career Indicator

New Millennium Secondary Four-Year Adjusted Cohort Graduation Rates 2017-2024				
Academic Year	Cohort Students	Cohort Graduation Rate	Graduates Meeting UC/CSU Requirements	Graduates Earning Golden State Seal Merit Diploma
2017-18	50	78%	87.2%	35.9%
2018-19	45	91.1%	85.4%	82.9%
2019-20	52	86.5%	91.9%	17.8%
2020-21	25	88%	100%	18.2%
2021-22	58	87.9%	100%	9.8%
2022-23	24	91.7%	95.5%	13.6%
2023-24	40	77.5%	96.8%	9.7%

Source: California Department of Education, DataQuest [“New Millennium Secondary - Four-Year Adjusted Cohort Rates”](#) filtered by data type options - Academic Year”. Retrieved July 2025.

Being a small school with students who have considerable academic gaps as well as high Adverse Childhood Experiences (ACES), we have been challenged to fully address college/career readiness. The school now has a robust system of supports in place for students’ social/emotional well-being, and the 2025 summer pre-service focused on developing the plan to build out an equally impressive career/college-readiness program. Initiatives will include:

- Development of College/Career Center
- Establishment of external partnerships to offer certification-based Career Technical Education (CTE) pathways in barbering, cosmetology, heating/ventilation and air conditioning (HVAC), and construction for students whose interests involve an immediate industry career focus
- Expansion of CTE Pathways in 2026-27 for the introduction of three Career and Technical Education (CTE) pathways: Sport Medicine, Digital & Media Arts and Business/Entrepreneurship.
- Increasing the percentage of students who take more than one dual enrollment opportunity during their NMS career
- Partnering with the National Student Clearinghouse to develop additional insights about our students after graduation; use data to improve college/career outcomes for students

Based on our demonstrated resiliency through the pandemic, the New Millennium Secondary community is re-energized as we seek a new five-year charter term. We seek to build upon our positive culture and climate by reestablishing a strong brand based on academic achievement.

Starting in 2025-2026, students will also benefit from an expanded offering of enrichment and intervention courses to improve the core areas of reading and math.

The introduction of peer-to-peer mentoring, and the formation of 5 more student clubs Black Student Association (BSA) Latin X Student Association (LSA), LGBTQ Association, Warrior Crew, and Student Run Club to begin shaping student life. Parent engagement with the Parent Advisory Committee (PAC), and English Learner Advisory Committee (ELAC) will be a key priority furthering the collaboration and involvement of parents and the community. Planning will also begin for the development of a Wellness Center and a College and Career Center, which will grow into signature supports for our students.

Enrollment Rollout Plan

The new leadership of NMS has engaged teachers in program planning to attract new students, and to make it the first choice for families in determining where to enroll for high school. This vision for improved program offerings will begin in the 2026–2027 school year with an enrollment of 150 students. The Individual Learning Plans (ILPs) for every student to ensure personalized and focused learning will continue as our signature practice. In the 2027–2028 school year, the school will grow to 175 students. With enrollment growth will come an expansion of programming, including the launch of a fourth CTE pathway in Information Technology and the introduction of the school's first honors and AP courses. More dual enrollment programs will begin in partnership with local community colleges, giving students their first opportunity to earn college credit.

More student clubs will be added to enrich student life, while the Wellness Center will begin providing counseling services and matching of student career interest to available apprenticeships. Parents will be further engaged through workshops on college readiness and financial aid, ensuring that families have the tools to support their children's success. The year will conclude with the school's first College and Career Fair, bringing local industry partners onto campus to inspire and connect with students.

By 2028–2029, enrollment will grow to 200 students, and the school's programs will expand in both breadth and depth. Two additional AP courses—AP U.S. History and AP English—will be added, alongside expanded dual enrollment opportunities in math, English, and CTE electives. The school will also grow its CTE offerings to six pathways with the addition of Engineering/Technology, and Child Development while beginning to offer industry-recognized certifications in at least two fields.

Student leadership will be strengthened by transforming the peer mentoring program into a credit-bearing elective, while the number of student clubs will expand to six, reflecting students' diverse interests. This year will also mark the formal launch of the College and Career Center, which will provide academic advising, workshops, and certification preparation. The Wellness Center will broaden its services to include nutrition and health education.

The 2029–2030 school year will mark a period of maturity as the school grows to 225 students. Two more CTE pathways, such as Multimedia Communications and Music Production, will be added to expand student options. The AP program will grow to six courses across multiple disciplines, while dual enrollment will include STEM and certification courses in partnership with higher education. Individual Learning Plans will now be fully integrated with digital tools to support career and college planning, ensuring that each student is on track toward their goals. Student engagement will continue to grow, with eight clubs thriving on campus, including cultural and service-based organizations. Parent and community partnerships will also expand, with quarterly engagement events and deeper collaborations with local businesses. The Wellness Center will increase its services to include peer mediation and additional health partnerships, while the College and Career Center will begin offering internship placements with local industry.

By 2030–2031, the school will reach its planned enrollment capacity of 225 students. At full scale, the school will sustain eight or more robust CTE pathways, each offering students access to certification opportunities that prepare them for both college and career. The AP and dual enrollment programs will be fully developed, offering a wide range of rigorous options so that every student graduates with college credit or recognized credentials.

Individual Learning Plans will be a central feature of the academic model, guiding each student through a personalized path to graduation and post-secondary readiness. Student leadership and culture will be strong, with ten or more active clubs and a peer mentoring program recognized as a cornerstone of student success.

The Wellness Center will serve as a hub for health, mental wellness, and social-emotional support, while the College and Career Center will provide comprehensive services including college counseling, internships, and alumni connections as well as maintain or relationship with the local ROP center for continued career path certification and support. Parents will remain deeply engaged through annual summits, workshops, and leadership opportunities, ensuring a strong school-to-home partnership.

Over the course of five years, the school will not only grow steadily from 150 to 225 students but also develop into a comprehensive, future-ready institution. With a focus on CTE pathways, advanced academics, dual enrollment, student wellness, and parent and community involvement, the school will position itself as a model for preparing students to thrive in college, career, and life.

New Millennium Secondary 5-Year Term Enrollment/Rollout Plan					
Grade	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
9	38	45	50	57	57
10	38	45	50	57	57
11	37	43	50	56	56
12	37	42	50	55	55
Total	150	175	200	225	225

Goals and Philosophy

New Millennium Secondary's well-established mission/vision has undergone slight revisions over its 17 years of operation. With the arrival of new leadership, the 2025-26 academic year has started with a renewed sense of urgency to focus on college/ career-readiness through the incorporation of Future Ready Schools (FRS) framework developed by the Alliance for Excellent Education. The national research-based framework emphasizes collaborative leadership and creating an innovative school culture where student learning is at the heart of all decision-making.²

Mission

² All4Ed, "Future Ready Schools Frameworks." URL: <https://futureready.org/future-ready-frameworks/> . Website accessed July 2025.

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

Vision

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

The WASC School-wide Learning Expectations (SLOs) being monitored through the NMS Action Plan state that all NMS students will:

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

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

M - Manage and pursue school and life goals by:

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

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

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

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

- Developing technological literacy and awareness.

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

Characteristics of An Educated Person 21st Century

An educated person in the 21st century is equipped with a solid academic foundation, critical thinking skills, and social-emotional competencies to succeed in college, career, and civic life. Such individuals are:

- **Academically Prepared** with mastery of literacy, numeracy, scientific reasoning, and analytical skills.
- **Future Ready** with the ability to adapt to emerging technologies, new industries, and the global economy.
- **Culturally Competent** with an appreciation for diversity and the ability to collaborate across backgrounds and perspectives.
- **Innovative Problem-Solvers** who think creatively, communicate effectively, and engage in ethical decision-making.
- **Self-Directed and Resilient** with a growth mindset, perseverance, and the capacity to learn independently.

How Learning Best Occurs

Learning occurs best and is most powerful when it is **personalized, engaging, and connected to real-world applications.**

Students thrive when they:

- Engage in **student-centered learning** that promotes inquiry, exploration, and authentic problem-solving.
- Learn in a **supportive environment** that prioritizes relationships, equity, and social-emotional well-being.
- Have access to **technology-rich classrooms** that extend learning opportunities and prepare them for digital citizenship.
- Receive **ongoing feedback and reflection opportunities** that build ownership of learning and continuous improvement.

By transitioning to the principles of the Future Ready Schools framework, NMS will prepare students for academic success and the ability to be adaptive in an increasingly dynamic world. The NMS program will:

- Integrate **21st-century skills** – communication, collaboration, creativity, and critical thinking– across the curriculum.
- Provide students with **college- and career-ready pathways**, including A-G courses, dual enrollment opportunities, and career technical education (CTE).
- Leverage **digital learning tools and resources** to personalize instruction and ensure students are technically fluent.
- Ensure equitable access so that **all students**, regardless of background, graduate from high school prepared to succeed in post-secondary education, the workforce, and engaged citizens.

Annual Goals Aligned to the LCFF Eight State Priorities

NMS established the following five goals in its 2024-2027 LCAP.

LCFF State Priorities (Charter Term Commencing July 1, 2026)	
GOAL #1	
Provide a safe environment, and rigorous educational program for students by ensuring well-kept facilities, highly effective teachers, standards-aligned instructional materials (CCSS, NGSS, ELD), access to a broad course of study, and advanced coursework to college/career pathway, and leverage the use of technology in teaching and learning to prepare students for future educational and professional endeavors.	Maintenance of Progress Goal
	Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 6: School Climate (Engagement)
Specific Annual Actions to Achieve Goal	
1.01 Facility: Prop 39 MOU Agreement for co-location 1.02 Facility: Health & Safety Supplies 1.03 Staffing: Certificated Teachers, Counselors & Administrators 1.04 Staffing: Classified Staff 1.05 Special Education: SELPA Agreement Option 2 LAUSD 1.06 Curriculum: Core 1.07 Curriculum: Supplemental 1.08 Local Assessments 1.09 Professional Development 1.10 Technology: Student Devices 1.11 Technology: Classroom/Instructional 1.12 Technology: Applications 1.13 School Meal Program (1.14)	

(1.15)

1.16 Art, Music, and Instructional Materials

Expected Annual Measurable Outcomes

Outcome #1.1: Credentiated teachers and appropriately assigned

Metric/Method for Measuring: Teaching Assignment Monitoring Outcomes by Full-Time Equivalent (FTE) [Source: [DataQuest](#)]

Applicable Student Groups	Baseline <small>(Based on 2022-23 Teaching Assignment Monitoring Outcomes)</small>	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	70%	85%	100%	100%	100%	100%
English Learner Students	*	*	*	*	*	*
Long-Term English Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #1.2: Maintain school facilities to meet the “good repair” standard

Metric/Method for Measuring: CDE Facilities Inspection Tool (FIT)

Applicable Student Groups	Baseline <small>(Based on November 2024 FIT Review by LAUSD)</small>	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	98% “Good”	“Good”	“Good”	“Good”	“Good”	“Good”
English Learner Students	*	*	*	*	*	*
Long-Term English Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*

Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #1.3: All students and staff having access to standards-aligned instructional materials

Metric/Method for Measuring: Annual reporting of CA Dashboard Local Indicators based on internal review

Applicable Student Groups	Baseline (Based on 2024 CA Dashboard Local Indicator reporting)	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	“Met”	“Met”	“Met”	“Met”	“Met”	“Met”
English Learner Students	*	*	*	*	*	*
Long-Term English Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #1.4: Maintain implementation/sustainability of academic content standards for CCSS, ELD, and NGSS

Metric/Method for Measuring: Annual reporting of CA Dashboard Local Indicators

based on internal review

Applicable Student Groups	Baseline <small>(Based on 2024 CA Dashboard Local Indicator reporting)</small>	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	“Met”	“Met”	“Met”	“Met”	“Met”	“Met”
English Learner Students	*	*	*	*	*	*
Long-Term English Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #1.5: All students have access to the broad course of study

Metric/Method for Measuring: Annual reporting of CA Dashboard Local Indicators based on internal review

Applicable Student Groups	Baseline <small>(Based on 2024 CA Dashboard Local Indicator reporting)</small>	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	“Met”	“Met”	“Met”	“Met”	“Met”	“Met”
English Learner Students	*	*	*	*	*	*
Long-Term English Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*

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

Outcome #1.6: Increase percentage of graduates meeting CSU/UC course requirements for entry
Metric/Method for Measuring: Four-year adjusted cohort graduation rate
[Source: [DataQuest](#)]

Applicable Student Groups	Baseline (Based on 2023-24)	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	96.8%	>90%	>90%	>90%	>90%	>90%
English Learner Students	*	*	*	*	*	*
Long-Term English Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students		>90%	>90%	>90%	>90%	>90%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	100%	>90%	>90%	>90%	>90%	>90%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #1.7: Increase percentage of students participating in dual enrollment by graduation
Metric/Method for Measuring: College/Career Levels and Measures Report & Data
[Source: [CA School Dashboard](#)]

Applicable Student Groups	Baseline (Based on 2024 College/Career Levels Measures Report & Data)	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	0%	40%	50%	60%	70%	80%
English Learner Students	*	*	*	*	*	*
Long-Term English Students	*	*	*	*	*	*

Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #1.8: Maintain sufficient technology in working order for 1:1 devices (Chromebooks)						
Metric/Method for Measuring: Internal review of technology inventory by IT staff						
Applicable Student Groups	Baseline <small>(Based on internal review conducted for 2024-25)</small>	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learner Students	*	*	*	*	*	*
Long-Term English Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #1.9: Provide engaging and impactful professional development for staff						
Metric/Method for Measuring: Internal teacher survey on professional development						
Applicable Student Groups	Baseline <small>(Based on most recent data)</small>	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term

	available)					
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learner Students	*	*	*	*	*	*
Long-Term English Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

GOAL #2						
All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and growth in English language proficiency as demonstrated through local formative assessments and course grades.	Focus Goal					
	Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes)					
Specific Annual Actions to Achieve Goal						
2.01 English/Language Arts Intervention - School Day and Academic Intervention for Learning Loss						
Expected Annual Measurable Outcomes						
Outcome #2.1: Demonstrate growth on Fall-to- Spring NWEA English/Language Arts Grades 9 & 10						
Metric/Method for Measuring: NWEA Reading Mean RIT scores						
Applicable Student Groups	Baseline (Based on most recent data available)	Year 1 of Term 24	Year 2 of Term 25	Year 3 of Term 26	Year 4 of Term 27	Year 5 of Term 28
All Students (Schoolwide)	212	212	214	219	224	229
English Learner Students	*	*	*	*	*	*
Long-Term English Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	212	212	214	219	224	229
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*

African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	210	212	214	219	224	229
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #2.2: Improve DfS on English/Language Arts SBAC						
Metric/Method for Measuring: CA Dashboard English/Language Arts DfS						
[Source: CA School Dashboard]						
Applicable Student Groups	Baseline (Based on 2024 CA Dashboard)	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	-32.9	-30	-20	-10	-5	+2.5
English Learner Students	*	*	*	*	*	*
Long-Term English Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	-40.4	-38	-28	-18	-8	+1.3
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	-29.9	-27	-20	-10	-2	+5.1
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #2.3: Annual improvement of English learner progress as measured by ELPAC						
Metric/Method for Measuring: ELPAC as represented on CA Dashboard ELPI						
[Source: CA School Dashboard]						
Applicable Student Groups	Baseline (Based on 2024 CA Dashboard)	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	*	*	*	*	*	*

English Learner Students	25% "No Color"	>25%	>30%	>30%	>30%	>30%
Long-Term English Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #2.4: Support ELs including LTELs and dually-identified, to make progress towards reclassification to RFEP

Metric/Method for Measuring: ELPAC and school reclassification criteria

Applicable Student Groups	Baseline (Based on 2024 Reclassification Rate)	Year 1 of Term 24	Year 2 of Term 25	Year 3 of Term 26	Year 4 of Term 27	Year 5 of Term 28
All Students (Schoolwide)	*	*	*	*	*	*
English Learner Students	25%	30%	35%	40%	45%	50%
Long-Term English Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*

White Students	*	*	*	*	*	*
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GOAL #3

All students will demonstrate growth towards meeting or exceeding standards in mathematics and science, and growth in proficiency as demonstrated through local formative assessments and course grades.	Focus Goal
	Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes)

Specific Annual Actions to Achieve Goal

3.01 Freshman Mathematics Support/Interventions and Academic Intervention for Learning Loss

Expected Annual Measurable Outcomes

Outcome # 3.1: Demonstrate growth on Fall-to- Spring NWEA Mathematics Grades 9 & 10

Metric/Method for Measuring: NWEA Mathematics Mean RIT scores 9th Grade 220/10th Grade 221

Applicable Student Groups	Baseline <small>(Based on most recent data available) 25</small>	Year 1 of Term 26-27	Year 2 of Term 27-28	Year 3 of Term 28-29	Year 4 of Term 29-30	Year 5 of Term 30-31
All Students (Schoolwide)	Gr 9:220 Gr 10: 221	Gr 9: 223 Gr 10: 225	Gr 9: 226 Gr 10: 228	Gr 9: 228 Gr 10: 230	Gr 9: 230 Gr 10: 232	Gr 9: 232 Gr 10: 235
English Learner Students	*	*	*	*	*	*
Long-Term English Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #3.2: Improve DfS on Mathematics SBAC
Metric/Method for Measuring: CA Dashboard Mathematics DfS
 [Source: [CA School Dashboard](#)]

Applicable Student Groups	Baseline (Based on 2024 CA Dashboard)	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	-134.3 "No Color"	>-130	>-125	>-115	>-100	>-90
English Learner Students	*	*	*	*	*	*
Long-Term English Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students		>-130	>-125	>-115	>-100	>-90
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	-141.6	>-135	>-130	>-125	>-115	>-100
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #3.3: Improve student proficiency in assessment of NGSS standards

Metric/Method for Measuring: CA Science Test (CaST) DfS

[Source: [CA School Dashboard](#)]

Applicable Student Groups	Baseline (Based on 2024 CA Dashboard)	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	-27.3 "No Color"	> -25	> -17	> -15	> -13	> -11
English Learner Students	*	*	*	*	*	*
Long-Term English Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	-28.7	> -26	> -24	> -22	> -20	> -18
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	-28.6	> -26	> -24	> -22	> -20	> -18
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	-29.3	> -27	> -25	> -23	> -21	> -19
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*

Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

GOAL #4						
Develop interventions and practices to support LCFF-targeted student groups to increase regular attendance, pupil achievement, graduation, college/career readiness, and address learning loss.	Focus Goal					
	Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 8: Other Pupil Outcomes (Pupil Outcomes)					
Specific Annual Actions to Achieve Goal						
4.01 Counselor & Foster/ Homeless Liaison 4.02 Student Government, After-School Enrichment, and Parent Education 4.03 College/Career-focused events						
Expected Annual Measurable Outcomes						
Outcome #4.1: Improve student attendance (decrease chronic absenteeism)						
Metric/Method for Measuring: Chronic Absenteeism Rate [Source: DataQuest]						
Applicable Student Groups	Baseline (Based on 2023-24 Chronic Absenteeism)	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	34.4%	<30%	<25%	<20%	<15%	<10%
English Learner Students	24%	<20%	<15%	<10%	<10%	5%
Long-Term English Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	38.2%	<35%	<30%	<25%	<20%	<15%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	27.8%	<25%	<20%	<15%	<10%	<10%
African American Students	46.7%	<45%	<35%	<25%	<15%	<15%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	30.4%	<25%	<20%	<15%	<10%	<10%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #4.2: Improve regular attendance to 95%

Metric/Method for Measuring: Monthly attendance reports

Applicable Student Groups	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	90%	92%	93%	94%	95%	95%
English Learner Students	90%	92%	93%	94%	95%	95%
Long-Term English Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	89%	91%	93%	94%	95%	95%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	91%	92%	93%	94%	95%	95%
African American Students	89%	91%	93%	94%	95%	95%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	90%	91%	93%	94%	95%	95%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #4.3: Increase percentage of students qualified as “Prepared” for College/Career through multiple opportunities (e.g., SBAC, dual enrollment, AP exams, etc.)

Metric/Method for Measuring: College/Career Indicator

[Source: [CA School Dashboard](#)]

Applicable Student Groups	Baseline (Based on 2024 CA Dashboard)	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	17.5% “Prepared”	20%	30%	>30%	>30%	>30%
English Learner Students	0%	5%	10%	>10%	>10%	>10%
Long-Term English Students	0%	5%	10%	>10%	>10%	>10%
Socioeconomically Disadvantaged Students	15.8% “Prepared”	20%	30%	>30%	>30%	>30%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	7.1% “Prepared”	10%	15%	>15%	>15%	>15%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*

Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	20% "Prepared"	25%	30%	>30%	>30%	>30%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #4.4: Establish CTE pathways and support students to completion of one pathway

Metric/Method for Measuring: Dashboard Additional Reports for "Completed at Least 1 CTE Pathway" [Source: [CA School Dashboard Additional Reports](#)]

Applicable Student Groups	Baseline (Based on 2024 Dashboard Additional Reports)	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	0% Completion of 1 pathway	>2%	>5%	>10%	>10%	>10%
English Learner Students	0% Completion of 1 pathway	>2%	5%	>5%	7%	>7%
Long-Term English Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	0% Completion of 1 pathway	>5%	>10%	>15%	>15%	>15%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	0% Completion of 1 pathway	>2%	5%	>5%	7%	>7%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	0% Completion of 1 pathway	>5%	>10%	>15%	>15%	>15%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #4.5: Maintain cohort dropout rate to under 1%

Metric/Method for Measuring: Four-Year Adjusted Cohort Outcome Report [Source: [DataQuest](#) filtered by ethnicity and program subgroup]

Applicable Student Groups	Baseline (Based on 2023-24 Adjusted Cohort Outcomes)	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	0%	0%	0%	0%	0%	0%
English Learner Students	0%	0%	0%	0%	0%	0%
Long-Term English Students	0%	0%	0%	0%	0%	0%
Socioeconomically Disadvantaged Students	0%	0%	0%	0%	0%	0%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	0%	0%	0%	0%	0%	0%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	0%	0%	0%	0%	0%	0%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #4.6: On-going monitoring of student progress towards graduation to increase percentage of graduates

Metric/Method for Measuring: Graduation Rate Indicator [Source: [CA Dashboard](#)]

Applicable Student Groups	Baseline (Based on 2024 CA Dashboard)	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	77.5%	80%	85%	90%	95%	100%
English Learner Students	63.6%	65%	67%	70%	75%	80%
Long-Term English Students	63.6%	65%	67%	70%	75%	80%
Socioeconomically Disadvantaged Students	76.3%	80%	85%	90%	95%	100%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	50%	52.5%	55%	57.5%	60%	>60%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	83.3%	85%	90%	>90%	>90%	95%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*

Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

GOAL #5

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

Specific Annual Actions to Achieve Goal

- 5.01 Home/School Communications (5.02)
- 5.03 Restorative Justice
- 5.04 Social Emotional Learning (SEL) (5.05)
- 5.06 Positive Behavior Interventions & Supports (PBIS)

Expected Annual Measurable Outcomes

Outcome #5.1: Provide meaningful opportunities on a monthly basis to gather parent/guardian input

Metric/Method for Measuring: Internal tracking of events held and parent attendance

Applicable Student Groups	Baseline <small>(Based on most recent data available)</small>	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	95%	95%	95%	95%	95%	95%
English Learner Students	*	*	*	*	*	*
Long-Term English Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*

White Students	*	*	*	*	*	*
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Outcome #5.2: Increase participation and ratings by parents/guardians in annual Family Survey

Metric/Method for Measuring: Local Parent Survey [Source: NMS Local Survey]

Applicable Student Groups	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	80%	85%	90%	95%	95%	95%
English Learner Students	*	*	*	*	*	*
Long-Term English Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #5.3: Increase percentage of parents/guardians attending/participating in Student Study Team (SST) and Individualized Education Plan (IEP) meetings

Metric/Method for Measuring: Internal calendar of scheduled IEP/SST and parent attendance

Applicable Student Groups	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	90%	92%	93%	94%	95%	95%
English Learner Students	*	*	*	*	*	*
Long-Term English Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	95%	95%	95%	95%	95%	95%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*

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

Outcome #5.4: Improve parent/guardian attendance at academic oriented events (i.e., Back-to-School Night, Parent/Teacher Conferences)

Metric/Method for Measuring: Internal monitoring of parent/guardian attendance at events (e.g., sign-ins)

Applicable Student Groups	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	45%	50%	55%	65%	75%	85%
English Learner Students	*	*	*	*	*	*
Long-Term English Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #5.5: Parent participation in educational opportunities/workshops relating to the school mission/vision

Metric/Method for Measuring: Internal monitoring of parent/guardian attendance at events [Source: NMS local tracking (e.g., sign-ins)]

Applicable Student Groups	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	45%	50%	55%	65%	75%	85%
English Learner Students	*	*	*	*	*	*
Long-Term English Students	*	*	*	*	*	*

Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #5.6: Maintain suspension below 1% (“Blue” or “Green” performance level)
Metric/Method for Measuring: Suspension Rate Indicator [Source: [CA School Dashboard](#)]

Applicable Student Groups	Baseline (Based on 2024 CA Dashboard)	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	0% “Blue”	<1%	<1%	<1%	<1%	<1%
English Learner Students	0% “No Color”	<1%	<1%	<1%	<1%	<1%
Long-Term English Students	0% “No Color”	<1%	<1%	<1%	<1%	<1%
Socioeconomically Disadvantaged Students	0% “Blue”	<1%	<1%	<1%	<1%	<1%
Foster Youth Students						
Students with Disabilities	0% “Blue”	<1%	<1%	<1%	<1%	<1%
African American Students	0% “Blue”	<1%	<1%	<1%	<1%	<1%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	0% “Blue”	<1%	<1%	<1%	<1%	<1%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	0% “No Color”	<1%	<1%	<1%	<1%	<1%
White Students	*	*	*	*	*	*

Outcome #5.7: Maintain expulsion below 1%

Metric/Method for Measuring: Expulsion Rate Report; Internal tracking of discipline/referrals [Source: [CDE DataQuest](#)]

Applicable Student Groups	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	0%	0%	0%	0%	0%	0%
English Learner Students	*	*	*	*	*	*
Long-Term English Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	0%	0%	0%	0%	0%	0%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	0%	0%	0%	0%	0%	0%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #5.8: Maintain strong students' feeling of safety and belonging

Metric/Method for Measuring: Annual student survey of safety and connectedness administered in spring [Source: NMS Local Survey]

Applicable Student Groups	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	93%	93%	93%	93%	93%	93%
English Learner Students	*	*	*	*	*	*
Long-Term English Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*

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

Instructional Design

Curriculum and Instruction

NMS is committed to providing all students with access to technology in the classroom and at home. 100% of its students have a Chromebook assigned upon the start of classes. All teachers maintain courses on Google Classroom where students can access daily agendas, course assignments, support resources, assessments, and communication. Teachers are also provided with a laptop and a digital whiteboard for their classrooms to encourage student engagement and enhance student learning.

All curriculum materials are selected based on their alignment to the CA Common Core State Standards (“CCSS”), English Language Development (“ELD”) standards, and Next Generation Science Standards (“NGSS”). At the end of each school year, the curricular needs of certain content areas are evaluated on a rotational basis. As necessary, materials are adjusted, replaced, or updated. This applies to core curriculum, supplemental materials, and digital resources available to our students.

Traditional Textbooks			
Course Subject	Grade(s)	Title/Edition	Publisher
English 9AB	9	myPerspectives, Grade 09, Volume 1, 2 (2022)	Savvas Learning Company
English 10AB	10	myPerspectives, Grade 10, Volume 1,2	Savvas Learning Company
English/ American Literature & Composition	11	myPerspectives, Grade 11, Volume 1,2	Savvas Learning Company
English/Expository Composition	11	Viewpoints (8th Ed.)	Wadsworth/Cengage Learning
CSU Expository Reading & Writing Course 11AB	11	Expository Reading and Writing Course: Student Workbook (Grade 11)	Center for Advancement of Reading
English/ Modern Literature	12	myPerspectives, Grade 12, Volume 1,2	Savvas Learning Company

Traditional Textbooks			
Course Subject	Grade(s)	Title/Edition	Publisher
English/ World Literature	12	myPerspectives, Grade 12, Volume 1,2	Savvas Learning Company
Journalism	9-12	Inside Reporting: A Practical Guide to the Craft of Journalism (3rd Ed.) [*For Journalism 1 AB, use with The Newspaper Designer's Handbook, 7th Ed.]	Harrower
ELD	9-12	Read 180	Houghton Mifflin Harcourt/Scholastic
Algebra 1	9	Core Connections: Algebra 1	College Preparatory Mathematics (CPM)
Math Support	9	Math 180	Houghton Mifflin Harcourt
Math Support	9	Jaime Escalante Math Program: A Transition to Common Core	GNFINITY
Algebra 2	10	Core Connections: Algebra 2	College Preparatory Mathematics (CPM)
Geometry	11	Core Connections: Geometry	College Preparatory Mathematics (CPM)
Math Analysis	12	Advanced Mathematics: Precalculus with Discrete Mathematics & Data Analysis (2003)	Houghton Mifflin
Biology	9	Biology: Concepts & Connections	Pearson Education
Chemistry	10	Basic Chemistry	Pearson Education
Anatomy/Physiology	11	Human Anatomy & Physiology	Pearson Education
Environmental Science	12	Environmental Science	Houghton Mifflin Harcourt
Geography	9	World Geography: My World Interactive (2019)	Pearson Education
Modern World History	10	World History and Geography: Modern Times (2018)	McGraw-Hill Education

Traditional Textbooks			
Course Subject	Grade(s)	Title/Edition	Publisher
U.S. History	11	American History: Reconstruction to the Present (2018)	Houghton Mifflin Harcourt
U.S. Government	12	Magruder's American Government (2018)	Pearson Education
Economics	12	Economics	Houghton Mifflin Harcourt
Spanish/World Language	9	En voz alta, Level 1	Carnegie Learning
Spanish/World Language	10	En voz alta, Level 2	Carnegie Learning
Spanish/World Language	11	EntreCulturas, Level 3	EMC/Carnegie Learning

Digital Content & Resources												
Title/Publisher	Subject(s)								Grade Level			
	ELA	ELD	Math	Social Studies	Science	World Lang.	SpEd	Electives	9	10	11	12
Read180 (Scholastic)	X	X						X	X	X	X	X
Math180 (Scholastic)			X									
ThinkCERCA	X											
Edgenuity (Imagine Learning)	X		X		X				X	X	X	X
APEX Learning	X		X				X		X	X	X	X
School Links								X	X	X	X	X

Comprehensive Course List

The following courses have been approved for A-G credit through UC Doorways {School maintains small number of licenses for APEX usu for sped}

UC Doorways A-G Course List for New Millennium Secondary

“A” History/Social Science (2 years required)			
Two units (equivalent to two years) of history/social science required including: one year of world history, cultures or historical geography and one year of U.S. history; or one-half year of U.S. history and one-half year of civics or American government.			
Course Title	Grade(s)	Length	Learning Environment/Format

World Geography A/B	9	1 year	Classroom-based
Modern World History A/B	10	1 year	Classroom-based
U.S. History A/B	11	1 year	Classroom-based
U.S. Government	12	1 semester	Classroom-based
U.S. History (Core)	9-12	1 year	Online - Edgenuity, APEX
World History	10	1 year	Online - Edgenuity, APEX
U.S. History (Honors)	10-12	1 year	Online - Edgenuity, APEX
World History Since the Renaissance (Honors)	10-12	1 year	Online - Edgenuity, APEX
“B” English (4 years required)			
Four units (equivalent to four years) of college preparatory English composition and literature required, integrating extensive reading, frequent writing, and practice listening and speaking with different audiences. Students may only use 1 year of ESL/ELD.			
English 9 A/B	9	1 year	Classroom-based
English 9 A/B Honors	9	1 year	Classroom-based
Classic Literature A/B	9	1 year	Classroom-based
Classic Literature Honors A/B	9	1 year	Classroom-based
English 10 A/B	10	1 year	Classroom-based
English 10 A/B Honors	10	1 year	Classroom-based
English 11 A/B	11	1 year	Classroom-based
CSU Expository Reading and Writing	12	1 year	Classroom-based
English III Honors	11, 12	1 year	Online - Edgenuity, APEX
English IV Honors	12	1 year	Online - Edgenuity, APEX
“C” Mathematics (3 years required, 4 years recommended)			
Three units (equivalent to three years) of college-preparatory mathematics, including or integrating topics covered in elementary algebra, and two-and three-dimensional geometry.			
Algebra 1 A/B	9	1 year	Classroom-based
Algebra 2 A/B	10	1 year	Classroom-based
Geometry A/B	11	1 year	Classroom-based
Math Analysis A/B	12	1 year	Classroom-based
Algebra II	11, 12	1 year	Online
Precalculus Honors	11, 12	1 year	Online - Edgenuity, APEX
Trigonometry A/B	12	1 year	Classroom-based

“D” Science (2 years required, 3 years recommended)

Two units (equivalent to two years) of science are required (three are strongly recommended), providing fundamental knowledge in two of the following: biology, chemistry, or physics. A yearlong interdisciplinary or earth and space science course can meet one year of this requirement.

Science (D) courses listed under the engineering, computer science and applied science disciplines can only be used to fulfill the recommended third year of science (D).

Biology A/B (with Lab)	9	1 year	Classroom-based
Human Anatomy & Physiology A/B (with Lab)	10	1 year	Classroom-based
Chemistry A/B (with Lab)	11	1 year	Classroom-based
Environmental Science (with Lab)	10-12	1 year	Classroom-based
Biology (with Lab)	9-12	1 year	Online - APEX

“E” Language Other Than English (2 years required, 3 years recommended)

Two units (equivalent to two years or through the second level of high school instruction) of the same language other than English.

Spanish 1 A/B	9	1 year	Classroom-based
Spanish 2 A/B	10	1 year	Classroom-based
Spanish 3 A/B	11	1 year	Classroom-based
Spanish 1	9-11	1 year	Online - APEX
Spanish 2	9-12	1 year	Online - APEX

“F” Visual & Performing Arts (1 year required)

One unit (equivalent to one year) required, chosen from one of the following categories: dance, music, theatre, interdisciplinary arts or visual arts. Two one-semester courses from the same discipline is also acceptable.

Digital Media Art A/B	9-12	1 year	Classroom-based
Digital Media Art, Design Analysis	9-12	1 year	Classroom-based
Visual Art 1 A/B	9-12	1 year	Classroom-based
Drama	9-12	1 year	Classroom-based
Drama II	10-12	1 year	Classroom-based

“G” College Preparatory Electives (1 year required)

One unit (equivalent to one year) chosen from the “a-f” subjects, or courses that have been approved solely in the elective area.

Geography and World Cultures	9-12	½ year	Online - APEX
World Literature A/B	10	1 year	Classroom-based
World Literature Honors A/B	10	1 year	Classroom-based
American Literature A/B	11	1 year	Classroom-based
Economics	12	½ year	Classroom-based
Entrepreneurship 1	10-12	1 year	Classroom-based

Sport Medicine 1	10-12	1 year	Classroom-based
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Source: UC Doorways, "[A-G Course List - New Millennium Secondary](#)". University of California & The California State University. Retrieved July 2025.

Graduation Requirements

The NMS Counselors and Advisory teachers support the monitoring of each student's Individualized Graduation Plan (IGP) as part of each student's ILP. Students will receive credit for a class when they receive a grade of "C" or better. NMS provides ample credit recovery opportunities through online classes supported by a credentialed teacher as well as the counselor.

NMS offers two diplomas to differentiate between the method of successful completion of the education program: the General Diploma and the Millennium Scholar Diploma. Credits for each diploma will be calculated from 9th grade through the end of Quarter 4 of 12th grade.

General Diploma requirements

- Successful completion of 230 credits with a grade of "C" or better
- Successful completion of NMS's A-G course of study
- Passage of one semester of a college-administered course
- Completion of 75 hours of community service

Millennium Scholar Diploma requirements

- Successful completion of 250 credits with a grade of "C" or better
- Successful completion of NMS's A-G course of study
- Passage of one semester of a college-administered course
- Passage of one online college-level course
- 3.0 Cumulative GPA
- Completion of 75 hours of community service
- Completion of a community service project
- Completion of a digital media portfolio

Both diplomas meet the basic requirements for admission to California's UC and CSU systems.

Transferability of Courses

All A-G courses are transferable to other public schools, and meet the rigorous requirements for admission to both the UC and state university systems. Parents receive notification of course transferability in student recruitment and student enrollment materials, which are available in both English and Spanish.

The NMS Counselor works closely with students and families to ensure they understand both UC/CSU requirements and individual student progress towards meeting them.

Western Association of Schools and Colleges (WASC)

NMS was successfully accredited by the Western Association of Schools and Colleges (WASC) in May 2024. The WASC Commission granted NMS a six-year term through June 2027 with a mid-cycle visit during the 2026-27 academic year.

Academic Calendar

2025/26 Split Year Calendar

New Millennium
Secondary School

July 2025						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August 2025						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7S	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29P	30
31						

September 2025						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2P	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October 2025						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31P	

November 2025						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26P	27	28	29
30						

December 2025						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19P	20
21	22B	23B	24B	25	26B	27
28	29B	30B	31B			

January 2026						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2B	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 2026						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13P	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March 2026						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16P	17	18	19	20	21
22	23	24	25	26	27	28
29	30P	31				

April 2026						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6B	7B	8B	9B	10B	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2026						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28L	29	30
31						

June 2026						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Federal holidays 2025/26

Jul 4, 2025	Independence Day	Nov 27, 2025	Thanksgiving Day	Feb 16, 2026	Presidents' Day
Sep 1, 2025	Labor Day	Dec 25, 2025	Christmas Day	May 25, 2026	Memorial Day
Oct 13, 2025	Columbus Day	Jan 1, 2026	New Year's Day	Jun 19, 2026	Juneteenth
Nov 11, 2025	Veterans Day	Jan 19, 2026	Martin L. King Day		

S/L B/P = 8/7, 8/29-9/2, 10/31, 11/26, 12/19/24, 12/22-1/2/25, 2/13, 3/16, 3/30, 4/6-4/10, 5/28/26

Sample Schedules

Grade 9 - Sample Student Schedule	
Period 1 - English 9	Period 2 - Advisory 9
Period 3 - Anatomy/Physiology A	Period 4 - Jaime Escalante, Math A
Period 5 - Visual Arts A	Period 6 - Advance Physical Education
Period 7 - Algebra 1A	Period 8 - Intro Entrepreneurship 1 (CTE)

Grade 10 - Sample Student Schedule	
Period 1 - Spanish 2A	Period 2 - English 11A
Period 3 - Adv. Digital Design A	Period 4 - Chemistry A
Period 5 - Advisory 11	Period 6 - Advanced Physical Education
Period 7 - US History A	Period 8 - Geometry A

Grade 11 - Sample Student Schedule	
Period 1 - Geometry A	Period 2 - English 11A
Period 3 - Advance Digital Design A	Period 4 - Anatomy/Physiology A
Period 5 - Advisory 11	Period 6 - College Class (Small Business Entrepreneur MGMT13)
Period 7 - US History A	Period 8 - Read 180 A

Grade 12 - Sample Student Schedule	
Period 1 - English 12 (EWRC)	Period 2 - US Government
Period 3 - Advisory 12	Period 4 - Digital Media Arts A
Period 5 - English 10A	Period 6 - College Class (Small Business Entrepreneur MGMT13)
Period 7 - CIF Sports	Period 8 - College/Career Center

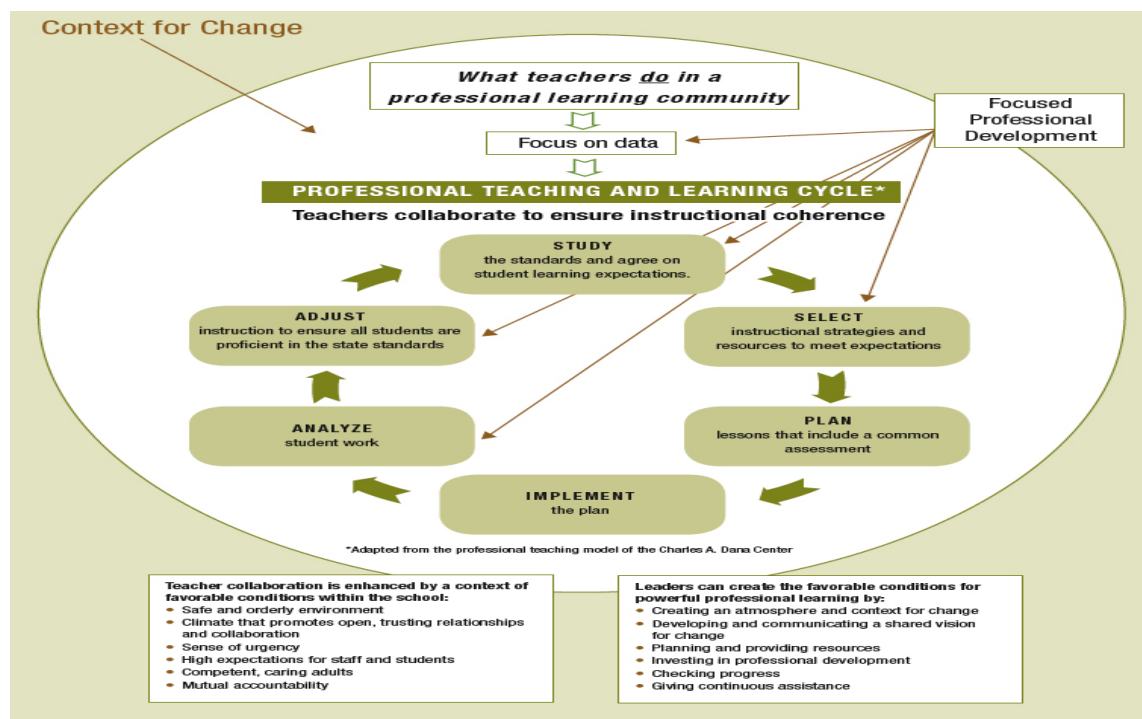
Instructional Days & Minutes Calculator

This table represents the instructional minutes based on the academic calendar.

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/ Below State Req't.
9	Yes	138	440	31	275	11	255	0		180	64800	72050	7250
10	Yes	138	440	31	275	11	255	0		180	64800	72050	7250
11	Yes	138	440	31	275	11	255	0		180	64800	72050	7250
12	Yes	138	440	31	275	11	255	0		180	64800	72050	7250

Professional Development

Our staff Professional Development (PD) plan is intentionally designed to build the capacity of our Professional Learning Communities (PLCs) by ensuring that all instructional practices are grounded in data-driven decision-making. The PD model follows a four-week cycle with a focus area designated for each Monday session, as well as full-day training days, to provide both consistency and depth of professional growth.



Four-Week PD Cycle Focus

- 1st Week-Monday – NWEA Formative/Summative Assessments & PLC's: Teachers will analyze student achievement and growth using NWEA MAP data. PLCs will use the MAP Learning Continuum to identify instructional priorities, establish grade-level and content-specific goals, and align formative assessments to monitor progress.
- 2nd Week-Monday – UDL Strategies/Book Study: Staff will deepen their understanding of Universal Design for Learning (UDL) by aligning strategies to student data trends. UDL practices will be directly connected to the Improvement Science book study, with a focus on *Chapter 8: Planning, Doing, Studying, and Acting: Improvement Methodology – Science*.

This work will strengthen inclusive instructional practices and promote backwards planning for success.

- 3rd Week-Monday – SPED/Subject Matter Planning:
Teachers will collaborate with Special Education staff to refine accommodations and modifications. Subject matter planning will integrate intervention strategies such as Read 180, Math 180, Jamie Escalante Math, and ThinkCERCA. The goal is to ensure students at all levels, including at-risk youth, receive targeted support.
- 4th Week-Monday – Wellness Training/Safety:
A focus on staff and student well-being will be prioritized through training in wellness, trauma-informed practices, and school safety protocols. Building a culture of care is essential to sustaining high levels of teaching and learning.

Book Study Integration

The staff book study will serve as a unifying framework for PD, connecting theory to practice across subject areas. Each department will anchor its work in Improvement Science to strengthen collaborative problem-solving:

- Chapter 3 – Collaborating to Define Problems (ELA): Using stakeholder voices to frame literacy challenges and design responsive instruction.
- Chapter 4 – Discerning Variation (Social Science): Examining fluctuations in outcomes and processes to identify equity gaps.
- Chapter 5 – Using a Wide-Angle Lens (Math): Investigating systemic factors that produce student achievement patterns and using this lens to guide math intervention planning.
- Chapter 8 – Planning, Doing, Studying, and Acting (Science): Applying continuous improvement cycles within science instruction to refine practices and improve outcomes.

Alignment with Instructional Practices

The integration of the NWEA MAP Learning Continuum will ensure that instruction is personalized and aligned with UDL strategies. Through backwards planning, teachers will design lessons and interventions that are data-driven, equitable, and responsive to student needs. Intervention programs such as Read 180, Math 180, Jamie Escalante Math, and ThinkCERCA will be strategically embedded into instructional plans, ensuring that students receive the additional scaffolding and enrichment necessary for success.

Focus on goals: Effective planning in PLCs helps define clear and specific goals for student learning. These goals should be aligned with school and district-wide objectives to ensure that the PLC's work contributes to the larger vision of student success.

Structured Collaboration: Planning ensures PLCs have regular, dedicated time to meet and engage in meaningful discussions about instruction and student learning. This structured collaboration prevents meetings from becoming unproductive and fosters an environment where teachers can share expertise and develop shared strategies.

Proactive Strategies: Planning enables PLCs to proactively address potential challenges and devise strategies to support student learning, rather than reactively addressing issues as they arise.

Clear Action Steps: A well-developed plan outlines the specific actions and interventions needed to reach PLC goals and improve student outcomes. This clarity allows teachers to confidently implement strategies and track their progress effectively.

1. Identify a Problem of Practice:

PLCs begin by analyzing data (student work, assessments, etc.) to pinpoint areas where student learning can be improved.

2. Develop a Shared Understanding:

Team members collaborate to understand the root causes of the identified problem and build a shared knowledge base about effective strategies.

3. Plan and Implement Solutions:

Based on their analysis, PLCs develop and implement specific strategies designed to address the identified problem.

4. Collect and Analyze Evidence:

Teams collect data to assess the effectiveness of their interventions, using common assessments and data protocols.

5. Reflect and Adjust:

Based on the data analysis, PLCs reflect on their practice, adjust their strategies, and plan for the next cycle of improvement.

Assessment

Data-Driven Decision-Making: PLCs use assessment data to identify student learning needs and pinpoint areas where students are struggling or excelling. Common formative

assessments, in particular, provide invaluable ongoing feedback that informs and impacts instruction.

Monitor Effectiveness: Assessment data not only provides insights into student learning but also helps PLCs evaluate the effectiveness of their own instructional strategies and adjust accordingly based on student progress.

Identify Trends & Gaps: Analyzing assessment data collaboratively within a PLC allows educators to identify trends in student performance, uncover misconceptions, and pinpoint specific learning gaps that need addressing.

Inform Instruction and Intervention: Formative assessment data provides teachers with information to tailor instruction to address specific student needs promptly. It helps inform decisions about interventions for students who are not grasping the material and allows for the creation of differentiated learning experiences.

Reteaching

Targeted Support: Reteaching ensures students who haven't mastered a concept receive targeted instruction to address their specific misconceptions. This differentiates instruction and prevents students from falling further behind.

Enhance Retention and Recall: Reteaching helps solidify learning and improves students' ability to retain and recall information. It provides opportunities for students to revisit concepts from a new perspective or through different approaches.

Personalized Learning: Data-driven reteaching allows teachers to personalize the learning experience for students, ensuring they receive the appropriate level of support and scaffolding required to reach their learning goals.

Continuous Improvement: Reteaching is a crucial component of the continuous improvement cycle within PLCs, as it allows teachers to refine their instructional practices and respond effectively to student needs based on ongoing assessment data. In essence, planning provides the roadmap, assessment illuminates the path, and reteaching addresses obstacles along the way, all working synergistically within a PLC to enhance student outcomes and empower teachers in their professional growth.

English Learners

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

1. **Assets-based Education:** Educators foster an assets-oriented mindset by knowing, valuing, and affirming their own students', and families' cultures and languages, empowering students' voices, and cultivating a joy of learning.
2. **Bilingualism and Biliteracy:** Students have opportunities to learn language skills in two or more languages, including speaking, writing, reading, and listening. Educators promote students' metacognitive skills, allowing them to make the appropriate language choices based on situational awareness. These skills support future language development, content learning, and postsecondary success to benefit their community and society. L.A. Unified 2018 Master Plan for English Learners and Standard English Learners Contents Page vii.
3. **Sociocultural Competence:** There is an affirming classroom and school culture where staff, students, and families foster positive attitudes among students regarding both their own and others' diverse and complex cultural and linguistic identities.
4. **Rigorous Academics for All:** Language learners engage in intellectually rigorous and developmentally appropriate learning experiences that promote high levels of proficiency in English and another language, including an academic language, as well as academic achievement across the curriculum.
5. **Alignment and Articulation:** Language learners experience a coherent, articulated, and aligned set of practices and pathways across contexts, starting in early childhood, through reclassification, and graduation, in preparation for college and careers in the 21st century.
6. **Systemic Support:** Leaders and educators across all levels of the school system are provided integrated professional development. They share responsibility for educating and monitoring the progress of language learners, are accountable and responsive to the needs of diverse learners, and ensure that fiscal investments are equity-oriented and research-based.

Identification

As part of the electronic enrollment process, the Home Language Survey (HLS) must be completed for each student; it should be provided in English and the language most frequently spoken in the local community (such as Spanish). Parents complete a Home Language Survey at time of initial enrollment in a California school. This survey consists of four questions pertaining to the home language of the family. As standard procedure, this form is to be included in the enrollment packet and all four questions must be answered.

The school must ensure that ALL students have a completed Home Language Survey on file (including monolingual English speakers). If any of the four questions in the

Home Language Survey indicates the use of a language other than English by the student or in the home, the student must be assessed for language proficiency.

After the completion of the registration process, new student registration is verified through CALPADS and the Student English Language Acquisition (SELA) status is added to the school's student information system (SIS). New students at the beginning of the year are expected to be enrolled mid-June, the process for adding SELA status takes 2 weeks from the date of enrollment.

Students who do not have a SELA status will be given a 'to be determined' ("TBD") status. A list of "TBD" students, along with Initial ELPAC Assessment Parent Notification Letters will be placed in the student's cumulative record. The charter school must then send home the parent letter and administer the Initial ELPAC within 30 days of initial enrollment.

Assessments

The English Language Proficiency Assessments for California (ELPAC) is California's assessment system that is used to determine the English language proficiency (ELP) of students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: Listening, Speaking, Reading, and Writing.

English Language Assessments for California (ELPAC) is the assessment used to determine how well students speak, listen, read and write in English when it is not their primary language. There are four forms of the assessment each aligned to a specific need of the individual student:

- **Initial ELPAC:** The Initial ELPAC is used to identify students as being either an English learner or fluent English proficient. It is administered only once during a student's time in the California public school system, based on the results of the home language survey. The locally scored Initial ELPAC is the official score. It is used to identify students as either an English Learner (EL) who needs support to learn English or as proficient in English (EC Section 313; 5 CCR Section 11518.5[d]). Schools have a 30-day window upon enrollment within which to administer the Initial ELPAC assessment.
- **Initial Alternate ELPAC:** This alternative form of the Initial ELPAC test is designed for students with the most significant cognitive disabilities who are potential English learners (ELs) whose individualized education program (IEP) team has determined that they are eligible for an alternate assessment.
- **Summative ELPAC:** an annual summative assessment given every spring to measure an EL's progress and determine their English language proficiency until reclassified as proficient in English (EC sections 313, 60810; 5 CCR sections 11306, 11518.15[a])
- **Summative Alternate ELPAC:** This test is designed for students with the most significant cognitive disabilities who are English learners (ELs) whose

individualized education program (IEP) team has determined that they are eligible for an alternate assessment.

Parent Notification

Prior to placing a student in an ELD program, the school must inform parents of their child's language classification and eligibility for placement in the ELD program. The school's counselor with the support of the school office staff, will provide the following in writing:

- Assessment Notification: The school will notify parents/guardians of their child's results on the state's English language proficiency assessment within 30 calendar days of receipt (EC Section 313; 5 CCR Section 11518.5[d]).
- Placement Notification: At the beginning of each school year, parents/guardians will be informed of the placement of their child in an ELD program.

Parent notification must be communicated in a language that can be understood by them within the first 30 days of school. If the student enrolls after the first 30 days of school, parent notification must be completed within two weeks of enrollment.

Designated English Language Development (dELD)

English Language Development addresses all four domains of language: speaking, listening, reading and writing – but the emphasis is on speaking and listening. English learners are programmed into a designated period of ELD where these students receive small group instruction to develop their acquisition of English language. The Designated ELD course is taught by an appropriately credentialed teacher with the authorization to provide instruction to multilingual learners.

Integrated English Language Development (iELD)

All teachers who provide core content instruction in English at any grade level use integrated ELD methodology to provide access to core content areas for English learners, taking into account their level of language proficiency and the language demands of the lessons. In addition, teachers consider the language needed to construct meaning and demonstrate acquisition of a concept/skill. NMS ensures that all teachers have CLAD certification to deliver instruction to ELs. Additionally, teachers are trained in *SDAIE* strategies as the methodology to creating structured literacy for all students. Teachers must incorporate the strategies for small groups, including as appropriate, techniques and additional materials to ensure the English learner has access to the core content.

Strategies for English Learner Instruction and Intervention

When the enrollment of English learners is 10 or less, NMS will provide an inclusion model (Mainstream English Instructional Program) to serve English Learners and will

ensure all of its teachers are trained in the most effective EL instructional strategies, including the research-based Specially Designed Academic Instruction in English (SDAIE), scaffolding strategies, and Sheltered English strategies. Best practices and individual student progress discussions will be frequent agenda items during the weekly professional development and grade-level meetings. The results of these discussions and teacher input will be captured in the Individual Learning Plans for all students, including English language learners.

Reclassification Criteria

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

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC. At NMSS students must score Overall Performance Level 4 (PL4) on the ELPAC in order to be designated as Reclassified Fluent English Proficient (RFEP).
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery. An EL student must be passing their core ELA content area course with a "C" or better in order to be able to meet the reclassification qualifications for this category.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.
- Redesignation at NMS is based on EL students meeting the requirements in all reclassification criteria, from ELPAC scores to ELA class performance to comparison standards on Lexile scores.

Reclassifying English Learners with Disabilities

English Learners with Disabilities Participating in the General Education Curriculum

Students with disabilities are provided the same opportunities to be reclassified as students without disabilities. Therefore, IEP teams may determine appropriate

measures of English language proficiency and performance in basic skills and minimum levels of proficiency on these measures that would be equivalent to a native English-speaking peer with similar disabilities in the same grade level.

In accordance with federal and state law, the IEP team may address the individual needs of ELs with disabilities using multiple criteria in concert with the four reclassification criteria in the California Education Code listed in the previous section. Other criteria may be used to supplement the four required criteria to ensure the most appropriate decision is made for each student.

When students who have had the benefit of at least six or more years of ELD support do not meet the established criteria of reclassification, it is possible for the IEP team to consider reclassification based on alternate means to examine the impact of his/her disabilities on English language development.

Monitoring Progress

NMS prides itself on cultivating an individualized small learning environment for its students. This has proved effective in assisting English learners and ELs with disabilities with the acquisition of English. NMS's small school environment allows for on-going monitoring of EL student progress and ensures the continued support of these students to meet reclassification goals.

After students have been reclassified as RFEP, the school will continue to monitor their progress for four years to ensure correct classification, placement and academic support as needed. (20 U.S.C. § 6841[a][4][5]; 5 CCR § 11304). If an exited English learner is not progressing academically and monitoring suggests a persistent language need, the school will provide additional academic supports, including but not limited to tutoring, accommodations and support classes.

Annual Evaluation of the English Learner

Gifted and Talented (GATE) Students and Students Achieving Above Grade Level
Courses to accelerate using Edunuity or APEX
Academic leadership (elective) "Link Crew"

Academically high-achieving students will be identified through the review of academic record/grades, and performance on local verified data (e.g., NWEA). Should a student be identified previously as GATE, NMS will provide opportunities for the student to accelerate academically. NMS, however, does not officially identify GATE students.

The Charter School also reviews student GPA data along with yearly performance on in-school benchmarks such as the NWEA exam to determine students who are academically high performing. Once students are appropriately identified as academically high performing they meet with their respective counselor and their parent(s)/guardian(s) to design an appropriate school schedule that includes honor classes, access to college classes on campus, and access to extra curricular courses for continued accelerated high school credit. These students may also be eligible to work as peer tutors in ELA and math which promotes supportive, positive relationships between students.

NMS also offers a Millennium Scholar Diploma which gives high performing students access to an honors high school diploma. These high performing students may be admitted to the NMS Scholars Program where students are eligible for a school-sponsored scholarship upon successful completion of their senior year and high school graduation. The NMS scholars' scholarship assists academically high performing students with their first year of college in the form of providing financial assistance for first year college school supplies and materials.

Students Achieving Below Grade Level

Identification of Students

Our charter school will identify students performing below grade level using multiple data sources, including:

- State summative assessments (CAASPP, ELPAC as applicable).
- Benchmark assessments (e.g., NWEA MAP Growth).
- Course grades, formative assessments, and teacher recommendations.
- Diagnostic tools administered at the start of the year and at intervention checkpoints.
- Parent and student input through conferences and surveys.

Students flagged by these measures will be reviewed by teachers and administrators in Professional Learning Community (PLC) meetings to ensure early intervention and targeted supports.

Our approach emphasizes tiered support and personalized instruction to close learning gaps while building confidence and engagement.

- Core Instructional Supports
 - Teachers will integrate Universal Design for Learning (UDL) strategies, backwards planning, and scaffolding to ensure access to grade-level content.
 - Differentiated instruction will be embedded across content areas.
- Specialized Intervention Programs
 - Read 180 will be used as an intensive literacy intervention for students reading below grade level. The program provides adaptive, individualized learning paths, small group instruction, and engaging digital components.
 - Math 180 will serve as a math intervention program to build foundational numeracy skills, accelerate progress, and prepare students for algebra and higher-level math courses.
 - Peer Tutoring: Students will participate in structured peer tutoring programs, where trained student tutors provide academic support, build confidence, and foster a collaborative learning environment.
- Additional Supports
 - Small-group and one-on-one instruction by intervention specialists.
 - After-school tutoring and Saturday school for extended learning.
 - MTSS-based interventions at Tier I, II, and III levels.

Instructional services will be delivered by teachers, intervention specialists, resource staff, counselors, and peer tutors.

Use of AB 167/216 Reduced Credit Programs

AB 167/216 benefits students that are designated as foster youth, homeless youth, at-risk youth and or students that are far behind their graduating cohort. The measure will allow these students to graduate by completing minimum state graduation requirements rather than additional school district requirements, which is especially helpful if they transferred to high schools after their second year and are behind on credits.

This legislation prevents a school from requiring a student to remain in school for a fifth year solely to complete these additional local requirements if they are otherwise on track to graduate under the state minimums. This provides a viable pathway to a high

school diploma ensuring they can remain with their educational goals despite the challenges of their circumstances.

This exemption supports timely graduation, which enables designated youth to remain on track for college, including attending a public community college without tuition or fees. NMS graduate focus is to have any student designated AB 167/216 to also have an Individualized Learning Plan that will focus on career development and 2 year college or trade enrollment. Students that are also designated to be AB 167/216 are also encouraged to return back to the regular A-G track if they seek to attend a four year college or university.

NMS will implement AB 167/216 reduced credit pathways eligible students, and will:

- Be reviewed by the Student Services Coordinator and counselor for qualification to receive a diploma and graduate with board approval.
- Receive individualized graduation plans with reduced but rigorous credit requirements.
- Access credit recovery opportunities (e.g., Edgenuity, APEX, summer school, independent study labs).

Individual Learning Plans (ILPs)

Each identified student will create an Individual Learning Plan (ILP) in partnership with their teacher, counselor, and family. ILPs will:

- Establish short-term goals (e.g., skill mastery, benchmark growth).
- Define long-term goals (e.g., graduation requirements, college or career pathway).
- Incorporate credit recovery plans and align with the student's postsecondary aspirations.
- Be revisited each semester through student-led conferences to monitor and adjust progress.

Credit Recovery using APEX and Edgenuity

NMS will use APEX and Edgenuity as a comprehensive credit recovery platform. Students will:

- Complete self-paced online courses aligned to state standards.

- Work in a monitored, structured lab setting with support from credentialed teachers.
- Have progress tracked by counselors and intervention specialists to ensure alignment with ILPs.
- Using APEX and Edgenuity in combination with AB 216/167 pathways for timely graduation.

Through early identification, targeted interventions (Read 180, Math 180, peer tutoring), Individual Learning Plans, AB 216/167 reduced credit options, and APEX/Edgenuity credit recovery, NMSS will provide a robust system of support for students achieving below grade level. These strategies ensure that every student has access to the resources, tools, and personalized pathways needed to graduate high school prepared for college, career, and lifelong success.

Students performing below grade level based on internal assessments are eligible for block schedule programming in English/language arts and mathematics.

For intervention in language arts, students are programmed into a class period of *Read180* to supplement the regular core English class for their grade level. This programming allows for students to practice skills daily related to reading and writing, leading to closure of academic gaps that exist. *Read180* is a research-based reading support program that has proven quite beneficial to NMS students for improving reading and writing.

In the area of mathematics, NMS has a long established partnership with East Los Angeles College to provide the *Jaime Escalante Math Program* to all students. The Math Support course focuses on foundational math concepts such as number sense, order of operations, and mathematical reasoning. The program curriculum applies these concepts through the Common Core Math Standards to develop students' skills and math confidence which are frequently the barriers to math success for our students. The Escalante Math program is taught on campus and supported by facilitators (i.e., tutors) provided by ELAC to allow students to receive direct support during instruction.

The ILP serves as an ongoing monitoring tool for students and teachers. Advisory teachers regularly conduct grade checks and conferences with students during this period to not only connect regarding academic progress but also to check in on students' social/emotional and mental health. Historically, students struggling academically also may have additional challenges that are affecting their performance. The student connection to their advisor and the school counselor is pivotal to getting the student the assistance they need in a timely manner.

Advisory teachers are expected to communicate with families of their students. Parents have access to student grades via PowerSchool, but often lack understanding of how to interpret that information and/or support their child's improvement. To address this, NMS will expand its workshop offerings for parents of struggling students.

Socioeconomically Disadvantaged/Low Income Students

New Millennium Secondary (NMS) is committed to meeting the needs of all learners, with intentional differentiation between the supports provided to socioeconomically disadvantaged/low-income students and those provided to low-achieving students. While these groups may overlap, we recognize that their challenges and needs are not identical.

Socioeconomically disadvantaged students are identified through Free and Reduced-Price Meal Program (FRPM) eligibility, CalPADS reporting, enrollment forms, and counselor intake assessments. These students may not necessarily struggle academically, but often face barriers to access, opportunity, and participation due to financial hardship.

To meet their unique needs, our school provides:

- **Equitable Access to Resources:** All required instructional materials, technology, and extracurricular costs are provided at no charge to families.
- **Wellness Supports:** School-based counseling, referrals to community health, food, and housing services, and access to a campus Wellness Center.
- **College & Career Readiness Opportunities:** Free tutoring, after-school programs, dual enrollment, AP courses, and CTE pathways to ensure equitable participation in advanced programs.
- **Family Engagement:** Parent workshops on financial aid, college access, and community resources, with translation and flexible scheduling to reduce barriers.

The Student Services Coordinator/Counselor leads needs assessments and connects families with supports, while teachers apply Universal Design for Learning (UDL) and culturally responsive practices to ensure access for all learners. Administrators monitor participation data to ensure financial barriers never prevent engagement. Progress is reviewed quarterly through attendance, academic performance, enrichment participation, and family/student surveys.

Low-Achieving Students

Low-achieving students are identified through multiple academic measures, including NWEA MAP results, state assessments, classroom assessments, and teacher/PLC

reviews. These students require additional academic support, regardless of socioeconomic status.

To meet their unique needs, our school provides:

- Tiered Academic Interventions: Small group instruction, targeted tutoring, and RTI support both during and after school.
- Personalized Learning Plans: Student goal-setting, data tracking, and monitoring of progress toward grade-level standards.
- Instructional Strategies: Backwards planning, scope and sequence alignment, and evidence-based instructional practices focused on scaffolding and differentiation.
- Language Development Supports: Structured academic discourse, vocabulary development, and targeted ELA interventions.

Teachers deliver interventions in collaboration with instructional aides and intervention specialists, while PLC teams regularly review student data to refine instructional plans. Counselors provide additional support for motivation, study skills, and academic confidence. Progress is monitored through bi-weekly formative assessments, quarterly benchmarks, and intervention logs reviewed by administration.

Distinction Between Groups

- Supports for socioeconomically disadvantaged/low-income students address equity, access, and removing financial/social barriers that may prevent participation in learning and enrichment opportunities.
- Supports for low-achieving students focus on academic growth and mastery of standards through targeted instructional interventions.

By intentionally addressing these groups separately, this ensures NMS's socioeconomically disadvantaged students have equitable access to all opportunities, while low-achieving students receive the academic interventions necessary to achieve at high levels. Together, these strategies uphold our mission of preparing every student for college, career, and lifelong success.

Students with Disabilities

The Final Statement of District Required Language (FSDRL) developed and mandated by Los Angeles Unified School District (LAUSD) includes all provisions necessary to

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ensure that charter schools comply with state and federal laws regarding students with disabilities. This includes adherence to the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA).

Students in Other Student Groups Foster and Homeless Youth

Identification of Students

Consistent with LAUSD policy, AB 167/216, AB 490, AB 1933, and the McKinney-Vento Homeless Assistance Act, our charter school will identify students in these groups through the following methods:

- Foster Youth: Enrollment documents, CALPADS Foster Youth data, and collaboration with the LAUSD Foster Youth Achievement Program (FYAP) and Los Angeles County Department of Children and Family Services (DCFS).
- Students Experiencing Homelessness: Student residency questionnaires at enrollment, teacher/staff referrals, and family self-identification in alignment with McKinney-Vento protocols.
- Other Targeted Student Groups (English Learners, low-income students, students with disabilities): Identified through state reporting systems (CALPADS), home language surveys, and eligibility documentation.

The school's Student Services Coordinator and/or Homeless and Foster Youth Liaison will maintain confidential records, ensure compliance with all notification requirements, and serve as the primary point of contact for students and families.

Our school will provide comprehensive services tailored to the unique needs of Foster Youth, students experiencing homelessness, and other targeted groups.

- Academic Supports
 - Immediate enrollment regardless of missing records (per McKinney-Vento and AB 490).
 - Priority placement in intervention programs such as Read 180, Math 180, Edgenuity credit recovery, and structured peer tutoring.
 - Access to AB 167/216 reduced credit graduation pathways to prevent delays in credit accrual caused by school transfers or housing instability. AB 167/216 is a California law that allows foster, at-risk, and homeless youth who transfer schools after completing their second year of high school to graduate by completing only the statewide minimum high

school graduation requirements, rather than additional local district requirements, if they cannot reasonably complete the local requirements within their fourth year.

- Development of **Individual Learning Plans (ILPs)** with academic, social-emotional, and postsecondary goals.
- Social-Emotional and Wellness Supports
 - Counseling services provided by the school counselor and/or school psychologist, including trauma-informed practices.
 - Access to the school's Wellness Center for mental health referrals, crisis intervention, and family support services.
 - Restorative practices and Positive Behavioral Interventions and Supports (PBIS) to create a safe, inclusive campus climate.
- Stability and Access Supports
 - Assistance with transportation in compliance with LAUSD and McKinney-Vento requirements to ensure school stability.
 - Free school meals and referrals to community-based resources (housing, clothing, health services).
 - Coordination with LAUSD's Foster Youth Achievement Program (FYAP) and Homeless Education Office to leverage district-level supports.

Monitoring Student Progress

- The Student Services Coordinator will track attendance, grades, assessment results, and intervention participation for all Foster Youth and students experiencing homelessness.
- Progress will be reviewed during PLC data meetings and in collaboration with counselors, administrators, and classroom teachers.
- Students will participate in semester ILP reviews to evaluate short- and long-term progress toward graduation and college/career goals.
- Data will be disaggregated by student group (Foster Youth, homeless, English Learner, socioeconomically disadvantaged) to ensure equity and accountability in outcomes.

- Reports will be shared with the school leadership team and Board of Directors as part of continuous improvement planning.

In alignment with LAUSD policy, state law, and federal protections, our charter school is committed to ensuring that Foster Youth, students experiencing homelessness, and other vulnerable student groups are immediately identified, provided with equitable access to high-quality academic programs and supports, and monitored for continuous progress. Through dedicated staff, targeted intervention programs, counseling and wellness services, and collaborative partnerships with LAUSD and community agencies, we will create a safe, stable, and supportive educational environment where all students thrive.

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 pupil subgroups served by the charter school, as that term is defined in Section 52052. 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(c)(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(c)(5)(C))

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

STANDARDIZED TESTING

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

Measurable Goals of the Educational Program

Refer to the completed LCFF Table Provided in Element 1, which is incorporated herein by reference.

Measurable Pupil Outcomes: Summative Assessment Performance Targets

Performance Targets Aligned to State Priorities

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Refer to the completed LCFF Table Provided in Element 1, which is incorporated herein by reference.

Other Performance Targets

Refer to the completed LCFF Table Provided in Element 1, which is incorporated herein by reference.

Method for Measuring Pupil Progress Toward Outcomes: Formative and Summative Assessments

As an independent charter school, NMS tests independently of LAUSD. Assessments and standardized testing of students with disabilities are conducted using state and District guidelines for modifications and accommodations.

New Millennium Secondary Assessments			
Type	Frequency	Grades/Content	Description
Local Assessments – NWEA MAP (State Board of Education-approved “state verified data source”)	3x per year	All grades, Reading and Math	These local assessments recognized by the SBE as “verified data” provide important information to teachers for planning, instruction and supports for students in order to meet the Common Core State Standards. Assessment results are used to determine the necessary academic interventions depending on the results indicating grade-level performance. Based on consistent, standards-based instruction, students are expected to meet individualized growth targets.
Smarter Balanced (SBAC) Summative Assessments	1x per year	Grade 11 ELA and Math	Smarter Balanced Summative Assessments are comprehensive end of year assessments in English language arts/literacy (ELA) and Math that are aligned with the Common Core State Standards (CCSS) for English language arts/literacy (ELA) Mathematics.
California Adaptive Assessment (CAA)	1x per year	All grades, identified students only	Students with cognitive disabilities take the CAA Instead of the Smarter Balanced Summative Assessment. This test is modified to appropriately assess the ELA/Literacy and mathematics progress and performance of specific students designated to engage in a modified curriculum as specified in their IEP.

New Millennium Secondary Assessments			
Type	Frequency	Grades/Content	Description
California Science Assessment Test (CaST)	1x per year	One high school grade	California Next Generation Science Standards summative assessment is administered in the spring for grade 8 as part of the California Assessment of Student Performance and Progress (CAASPP)
English Language Proficiency Assessments for California (ELPAC)	1x per year	English learners in all grade levels	ELPAC measures provides both initial and annual summative assessment of an English learner's proficiency in the domains of Reading, Writing, Listening and Speaking.
Physical Education Test (PFT)	1x per year	Grade 10	Students in grade 10 participate in this State required assessment on basic components of California Physical Education Standards.

The local assessment structure includes, in addition to other standards-based and performance-based assessment tools, assessments in each of the core academic subjects, homework assignments, essays and projects, and teacher evaluation of in class performance. The aggregate results are periodically reviewed with the community to evaluate progress towards the measurable goals and terms outlined in the charter.

Data Analysis and Reporting

Ongoing data gathering and analysis guides and informs decisions for determining successful progress or the need for program adjustments.

New Millennium Data Sources		
Data	Purpose	Frequency
Formal and informal classroom observations	To measure the effectiveness of instruction. Data is used to inform professional development needs and provide teachers with actionable feedback. Observations and coaching sessions are documented in an online portal	Weekly
Classroom curriculum and instruction walk-throughs	To measure the degree of and consistency with which grade appropriate standards-based instruction is taking place. Data is used to identify trends to inform professional development and share best practices.	Multiple times a month
Student data and work analysis	To identify student misunderstandings and misconceptions. Data is used to adjust scope/sequence, unit and lesson plans.	Ongoing as part of professional development
Analyzing the results of local and/or state assessments	To measure the degree to which students demonstrate growth towards meeting grade-level standards and/or state expectations for levels of standards mastery. Data is used to adjust instruction, determine needed accelerations and the overall instructional program.	Varies depending on assessment

Analyzing the results of educational partner surveys	To measure the degree to which parents and students are satisfied that our school is meeting their needs and addressing the goals of our charter.	Annual
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Data gathered is used to measure progress towards stated goals and to determine the effectiveness of our instructional program. NMS regularly engages with educational partners regarding available data (local and state), to assess progress, programmatic needs, and annual development of the LCAP.

Grading, Progress Reporting, and Promotion/Retention

NMS Grading System

A student must complete at least 80% of a credit-bearing course to be eligible for credit. Unexcused absences or withdrawal from school will count against the percent of time that a student is in class and could affect the student’s ability to be awarded credits for the course.

NMS has adopted a Standards-Based Grading model. All assignments will be graded with a rubric that grades for the level of mastery demonstrated on the assigned standards. Students will have the opportunity to resubmit assignments or complete alternative assignments, of the teacher’s design and discretion, to alter grades for any standard. Students can earn grades for each standard in one of three categories: assessments, professional conduct, including timeliness and completeness of assignments, and practice. Rubric scores demonstrate the mastery levels indicated below:

<u>Rubric Score</u>	<u>Mastery Rating</u>	<u>Grade Value</u>
4	Advanced	A
3	Proficient	B
2	Basic	C
1	Below basic	F
0	Student has not turned in assignment	

Final letter grades are determined using averages of all total scores within each designated grading category for all course standards. Please see your individual teacher’s syllabus for specific grading policies.

Students who transfer into NMS with a grade(s) of “D” must retake the course to meet NMS’s A-G High School Graduation Requirements. The credits for the class if it is a “D” grade will not be transferred, nor counted toward graduation progress. Students may transfer courses and credits from other institutions that are WASC accredited and for which they received a grade of “C-” or higher. Official transcripts are required before credit will be awarded. (Students with disabilities enrolled in general education classes

may be given modified grades that are determined collaboratively between the general and special educators and outlined in the IEP when course content is modified. NMSS may not modify grades because of a student's special education status alone. A student with disabilities may be given a pass/fail grade as long as participation in this grading system is voluntary and is available to all students. In addition, the grading system must meet the student's special needs and must be documented in the IEP).

NMS Graduation Requirements

NMS offers two diplomas: a General Diploma and a Millennium Scholar Diploma. Both diplomas require the completion of course work, the completion of community service hours, and the adherence to state requirements.

General Diploma:

1. Earn 220 credits-(230 with one semester of college-level course)
2. Complete the A-G course requirements
3. Take and pass one semester of a College-level course
4. Complete 75 community service hours

English: 40 credits (4 years)

Mathematics: 20 credits (2 years), including Algebra and above

Science: 30 credits (3 years), including Biology and Physical Science

Social Studies: 30 credits (3 years), including World History, US History, Government, and Economics

Physical Education: 20 credits (2 years)

Humanities/Foreign Language/CTE: 10 credits (1 year)

Electives: 70 credits

Millennium Scholar Diploma:

1. Earn 250 credits
2. Have a cumulative GPA of 3.0 or above
3. Complete the A-G course requirements
4. Take and pass one semester of a College-level "in seat" course
5. Pass one College-level on-line course
6. Complete 100 community service hours
7. Complete a community service project
8. Complete a digital media portfolio

Both diplomas meet the basic entrance requirements for California State and UC systems, though do not guarantee admission to all universities. Admission to a university is based on the high school course work, cumulative GPA, SAT and/or ACT

scores, and other criteria set by the university.

*If a student falls into the category of 5 or less credits short/1 college class of the Graduation Requirement, student may petition to participate in the ceremony upon enrolling in the equivalent summer school class. The requirements for the petition would need to include an in-person meeting with student and parent; verification of enrollment in summer class, and final documentation of completing the course.

Progress Reporting: Type and Frequency

Our school is committed to keeping families informed of student academic achievement, growth, and areas needing improvement. To ensure clear communication, progress is reported through the following methods:

- Report Cards: Issued twice per year (semesters) to provide an official record of student performance aligned to grade-level standards.
- Progress Reports: Distributed quarterly to identify student progress and areas of concern before final grades are posted.
- Parent/Teacher Conferences: Held at least twice annually and additionally as needed to discuss student academic, behavioral, and social-emotional progress.
- Ongoing Communication: Teachers utilize tools such as email, phone calls, and online platforms (e.g., Parent Portal, Powerschool, or equivalent) to update families on student performance in real time.
- State and Local Assessments: Families receive results and explanations of standardized tests, including NWEA MAP, CAASPP, and ELPAC (for English Learners).

This consistent system of progress monitoring ensures that families and students are informed, supported, and engaged in the learning process throughout the year.

Promotion and Retention Policy and Procedures

Our school maintains high expectations for student achievement while also providing multiple supports to ensure all students have the opportunity to succeed.

Promotion:

- Students are promoted to the next grade upon demonstrating mastery of grade-level standards in English Language Arts, Mathematics, and other core subjects.
- Teacher recommendations, assessment data, student work samples, and attendance records are all considered when making promotion decisions.
- English Learners, Foster Youth, Homeless Youth, and students with disabilities are given additional consideration, and interventions are provided to address individual needs in compliance with LAUSD policy, IDEA, and federal requirements.

Retention:

- Retention is considered only after documented interventions have been provided and progress monitoring shows insufficient growth.
- Parents/guardians are notified as early as possible when retention is being considered and are included in all decision-making meetings.
- A Student Success Team (SST) or IEP Team (when applicable) reviews academic, social-emotional, and developmental factors before making a final recommendation.
- The Principal/CEO makes the final determination regarding retention, in consultation with teachers, the SST/IEP, and families, following LAUSD guidelines.

Procedures:

1. Identification: Teacher identifies a student at risk of not meeting grade-level standards by mid-year and documents interventions.
2. Notification: Parent/guardian is notified in writing and through conferences of academic concerns and possible retention.
3. Intervention: Students receive targeted support, such as small-group instruction, tutoring, or after-school intervention programs.
4. Review: The SST or IEP Team meets in late spring to review student progress, intervention outcomes, and make a recommendation.
5. Decision: The Principal/CEO makes the final promotion/retention decision. Parents are provided with written notice of the outcome.

This process ensures that promotion and retention decisions are equitable, transparent, and always in the best interest of the student's academic and developmental success.

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(c)(5)(D).)

GENERAL PROVISIONS

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

Charter School shall not be operated as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. (Ed. Code § 47604.)

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

Charter School shall comply with the Ralph M. Brown Act (“Brown Act”). All meetings of the Charter School’s governing board shall be called, held and conducted in accordance with the terms and provisions of Education Code section 47604.1 and the Brown Act including, but not limited to, those related to meeting access and recording, notice, agenda preparation, posting and reporting.

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

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

LEGAL AND POLICY COMPLIANCE

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

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

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

The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code section 47604.1.

Charter School shall comply with the Political Reform Act of 1974. (Gov. Code § 81000 et seq.)

Charter School and all employees and representatives of Charter School, including members of Charter School's governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

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

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

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

RESPONDING TO INQUIRIES

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

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

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

NOTIFICATION OF THE DISTRICT

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

STUDENT RECORDS

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068 and all student confidentiality and privacy laws including compliance with the Family Educational Rights

and Privacy Act (FERPA). Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

PARENT ENGAGEMENT

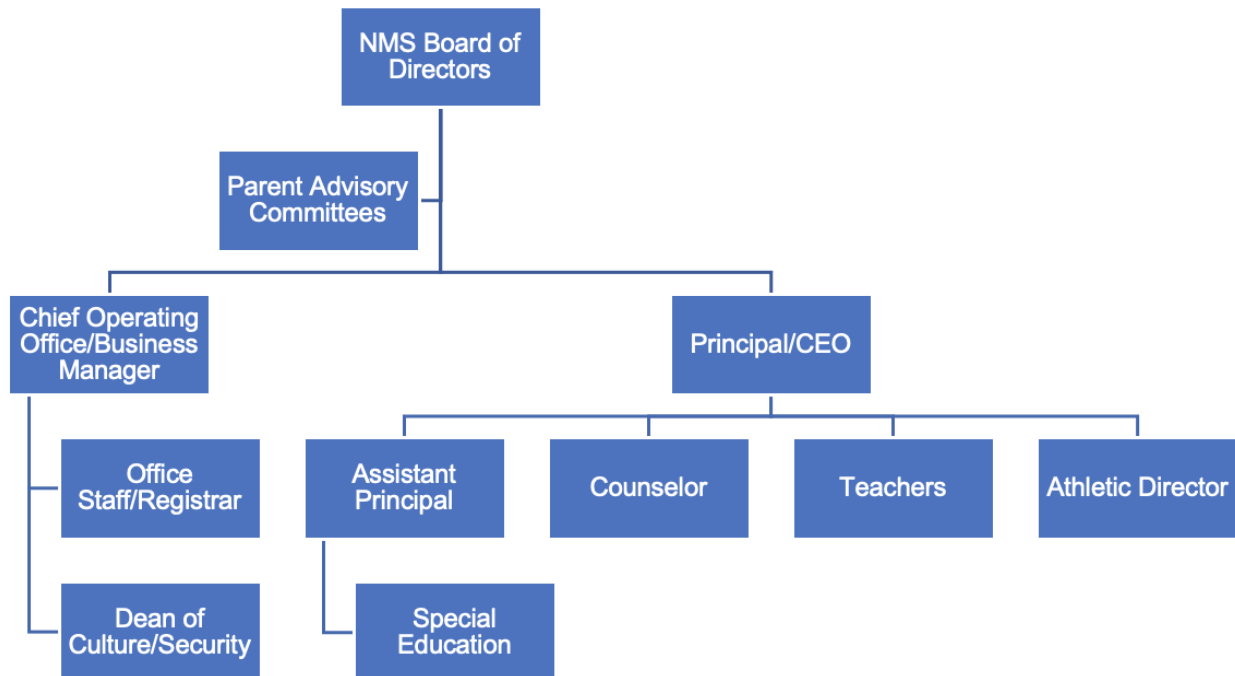
Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant students and currently enrolled students that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. (Ed. Code § 47605(n).)

FEDERAL PROGRAM COMPLIANCE

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

Organizational Chart



Governance Structure

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

Board of Directors

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

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

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

The Board of Directors will provide external accountability, oversight, and guidance to ensure the Charter School’s ongoing success. It will meet at least quarterly to review

NMS' achievements and provide support in achieving short-term and long-term goals set by the Board of Directors.

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

The NMS Board of Directors consists of:

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

Upon request, the Chief Operations Officer/Business Manager will provide the Board with updates regarding the financial condition of the Corporation and will perform any additional duties as may be required by law, the Board of Directors, or these Bylaws. All financial books and records of account will, at all times, be open to inspection by any Director of the Corporation.

Governing Board Composition and Member Selection

The Corporation may not have less than five, nor more than thirty Board Members. The number of Board Members, within the range above, will be fixed by the Board from time to time. The Board Members of the Corporation must be residents of the State of California and have a strong history of community involvement and organizational management. Each Director will be elected to hold office for a term of two (2) years, renewable and without term limits. Any person qualified to be a Board Member may be nominated by the method of nomination authorized by the Board or by any other method authorized by law.

The Board of Directors will be composed of highly qualified individuals who have demonstrated a passion for advancing educational opportunities for children, particularly children that have historically been underserved. The term for each Board member is two years. These individuals will possess outstanding leadership and analytical skills. They will represent a diverse field of professions and ethnic backgrounds. Board members must nominate potential new Board members to the Governance Committee. Nominees will be interviewed by the Governance Committee^[JR1], and upon the approval of the Governance Committee, nominees will then be interviewed by the entire Board before a vote is taken. Nominees must gain unanimous support from the existing Board

to be offered a Board seat . New Board members will take an oath of office and agree to the provisions of the charter.

The NMS Board of Directors currently does not have standing subcommittees but reserves the authority to do so as the Board of Directors grows in size and as new focus areas require additional attention. Should these committees be necessary, the chair will notify the Charter School of meeting dates, times, and locations. The subcommittee will present the annual meeting calendar to the New Millennium Secondary Board. After the dates have been approved, committee meeting agendas will be posted at least 72 hours in advance prior to regular subcommittee meetings. Posting locations are at the front gate, principal's office, main office, outside the door of the meeting location, and on the Charter School's website.

Board Duties

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

- Hire and evaluate the Principal/CEO of the Charter School.
- Approve recommendation to hire Chief Operating Officer given by the Executive Director
- Approve all contractual agreements and purchases over \$10,000^[JR4] .
- Approve and monitor the implementation of general policies for NMS.
- Develop and monitor an operational business plan that focuses on student achievement.
- Approve and monitor NMS's annual budget.
- Act as a fiscal agent. This includes the receipt of funds for the operation of the NMS in accordance with its laws, the receipt of grants and donations consistent with the mission of NMS, and the establishment of investment procedures.
- Contract with an external auditor to produce an annual financial audit according to generally accepted accounting practices.
- Regularly review progress of both student and staff performance.
- Regularly monitor academic performance and other relevant data.
- Review and approve NMS' LCAP and Dashboard Local Indicators.
- Review and approve the Comprehensive School Safety Plan annually.
- Approve the Charter School academic calendar and schedule of Board meetings.
- Develop Board of Directors policies and procedures.
- Participate in the dispute resolution procedure and complaint procedures when necessary.
- Approve charter material revisions.
- Approve annual fiscal audit reports.
- Appoint an administrative panel to act as a hearing body on recommended student expulsions.
- Hear and take action on recommendations for student expulsion.

- Execute all other responsibilities provided for in the California Corporations Code.

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

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

The NMS Board of Directors will attend an annual in-service for the purposes of training individual Board members on their responsibilities through NMSS' affiliation with California Charter Schools Association (CCSA) and other Board training opportunities. The Board of Directors will also participate in Ethics Training as required under AB 2158 (2022).

Major Role/Responsibility of Executive-Level Employees:

Principal/CEO

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

Chief Operating Officer

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

Governance Procedures and Operations

Call of Meetings

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

Place of Meetings

All meetings of the Board will be held at the principal office of the Corporation or at any location specified by resolution of the Board. However, the location of the meeting must be held within the boundaries of the territory over which the Board has jurisdiction. Thus, meetings of the Board shall be conducted within the jurisdictional boundaries of Los Angeles County, in accordance with Education Code Section 47604.1(c).

Regular Meetings

Regular meetings of the Board of Directors will be held at least once per quarter. Notice of each meeting of the Board shall be given to each Director, and notice of each public meeting of the Board shall be posted at the principal office, main office, counseling office, main gate location, the meeting room location and on its Internet web site. Such notices will indicate the location, date and time of the meeting. All meeting schedules will be posted for a minimum of 72 hours in advance, in compliance with the Brown Act and Education Code Section 47604.1(c).

Special Meetings

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

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

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

Quorum

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

Transactions of Board

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

Conduct of Meetings

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

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

Adjournment

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

Parent Involvement

Parents have a right to choose to send their child to excellent high performing schools and have a right and the responsibility to participate actively in ensuring the success of

their child and the Charter School. NMS understands the importance of active parent involvement in the education of their children.

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

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

NMS makes every effort to fully inform parents as to the curriculum offered and their child's progress.

Parent Opportunities

New Millennium Secondary provides ongoing opportunities for two-way communication between parents/guardians and the Charter School. The Principal/Chief Executive

Officer and Chief Operating Officer will be available at each parent meeting to answer questions and address concerns. Parents have a voice in the Parent Advisory Committee and will convene at least quarterly to review school progress on data and the Local Control and Accountability Plan. Parents are also asked to provide input on the continuous school improvement process. Participation in meetings is optional.

Element 5 – Employee Qualifications

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

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

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

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

Employee Positions and Qualifications

New Millennium Secondary will comply with legal requirements that teachers in the Charter School hold the CTC certificate, permit, or other document required for the teacher’s certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. NMS will meet all requirements for employment set forth in applicable provisions of law. The Chief Operating Officer position will maintain current copies of all teacher credentials and ensure that they are readily available for inspection. NMS will take all steps necessary to hire properly credentialed teachers, including active recruitment of duly credentialed teachers through local colleges and universities, Edjoin, Teach for America, and local newspapers.

Principal/Chief Executive Officer

Under the direction of the New Millennium Secondary Board of Directors, the Principal/CEO runs the day-to-day operations and is responsible for the academic success of the school. This person is the site leader, and is in charge of all aspects of the school’s academic and extracurricular programs.

Responsibilities

ORGANIZATIONAL LEADERSHIP

- Support fundraising efforts when called upon
- Develop a culture of high and clear expectations for all students and staff
- Participate in Board Meetings
- Maintain both formal and informal lines of communication to all staff while involving them meaningfully in the operation of the school.
- Schedule and conduct faculty meetings on a weekly basis.
- Supervises an adequate system of teacher, pupil, and staff records.
- Coordinates, supervises and evaluates school staff on a continual basis and participates in their selection, evaluation, and dismissal.
- Oversees the planning for all aspects of instruction, including all types of scheduling, registration of students, and the development of a master schedule.
- Participates in routine health and safety inspections to insure adherence to local, state and federal health and safety standards.
- Participate in negotiation and assists in supervising implementation of contracted school lunch program.
- Recommend purchase of new equipment and instructional supplies.
- Maintain an up-to-date system of student attendance and discipline.
- Submit all reports required by state, authorizer or other regulatory agency in a timely manner.
- Maintain communications with the Board.

INSTRUCTIONAL LEADERSHIP

- Oversee the instructional program and all professional development at the school
- Coach, support and evaluate teacher performance
- Drive the ongoing development and improvement of effective classroom practices
- Model data-driven decision-making
- Establish a culture of collaboration and continuous learning
- Project and encourage a positive, cooperative atmosphere within the school and seeks to motivate all staff toward the fulfillment of the school's mission statement.
- Assume responsibility for the supervision of programs and improvement of instruction within the school.
- Promote curriculum improvement and ensure instructional programs and courses are implemented consistent with the State standards.
- Organize and coordinate in-service activities for the staff.
- Work constructively in securing staff involvement and support for the development and implementation of instructional changes.
- Remain informed and current regarding new developments in curriculum, instruction and administration, i.e. workshops, meetings, credit classes, etc.

STUDENTS

- Prepare all students to attend college.
- Strive to attain a positive school climate in which students can mature and develop a sense of responsibility, self-worth, and good citizenship.

- Establishes rules and sets the tone for student discipline consistent with the charter, philosophy, and current school law.
- Enforce rules consistent with the approved Charter petition, the school's philosophy and current law.
- Carry out and supervise disciplinary consequences for students who violate student code of conduct
- Maintain communication with the student body in regular community meetings and interactions.
- Develop a program of orientation and acclimation for all new students.
- Assume responsibility for security and pupil safety within the building; develop procedures designed to protect and enhance safety of students and staff, and to promote the security of property and equipment.
- Coordinate the school's extra-curricular activities with assistance of volunteers, staff and parents.
- Coordinate and supervise an effective guidance program to insure student awareness of and access to the services provided.
- Promote the general health, safety and welfare of the student body, guiding, supervising and/or coordinating all student activities to include school related activities outside of regular school hours, i.e. career exploration, field trips, service learning, etc

PERSONNEL

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

FINANCIAL AND BUSINESS MANAGEMENT

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

COMMUNITY OUTREACH

- Cultivate strong partnerships with community-based organizations and local universities
- Create a welcoming environment at the school for parents and guardians
- Communicate regularly with students' families to ensure active family involvement
- Foster a cooperative relationship with LAUSD/ authorizer
- Develops and maintains a positive communication system with the community and is responsive to meaningful input.

- Encourages all staff to be sensitive to the community and to be aware of the public relations responsibilities and opportunities inherent in their positions.
- Develops and maintains parent resources within the school and engages parents in volunteerism in the school.

Minimum Qualifications

- Masters Degree in education or related field
- Valid California Teaching Credential
- Valid California Administrative Credential
- Minimum of five years teaching experience
- Proven experience as an instructional leader
- Demonstrated experience using technology in the classroom
- Proven success with raising academic achievement with a diverse student population
- Demonstrated experience using data-driven instructional systems
- Experience supervising and evaluating staff
- Experience managing school budgets
- Charter school experience a plus

Chief Operating Officer

Under the direction of the Board of Directors, the Chief Operating Officer (COO) is responsible for all operations and outcomes of NMSS. This person is the primary lead on school finance, facilities, governance, and compliance. The COO plays a critical leadership role in ensuring the smooth, compliant, and efficient functioning of NMSS, overseeing all non-instructional aspects of school operations, including financial management, facilities, technology, human resources, compliance reporting, safety, community engagement, and strategic planning.

Responsibilities

FINANCIAL AND BUSINESS MANAGEMENT

- Lead the development of the annual operating budget in coordination with the Board of Directors, Principal, and back-office support provider.
- Monitor day-to-day fiscal operations, including expenditures, accounts payable/receivable, deposits, and cash flow.
- Review and approve purchase orders, payment requests, and budget transfers.
- Provide timely, accurate monthly and year-to-date financial reports to the Board and Principal.
- Identify and address accounting discrepancies or financial “red flags.”
- Oversee contract negotiation and renewal for services such as facilities, technology, food services, special education consultants, transportation, janitorial services, telecommunications, and equipment leasing.
- Coordinate facility use agreements, vendor bidding processes, and secure short- and long-term financing when needed.
- Ensure compliance with state and federal fiscal regulations, charter requirements, and audit Standards.

FUNDRAISING & GRANT MANAGEMENT

- Collaborate with the Board and Principal to develop and execute annual fundraising strategies.
- Identify new funding sources, including grants, corporate sponsorships, and major donors.
- Write and submit competitive grant proposals or oversee the work of grant writers.
- Ensure timely submission of post-award grant reports and compliance with funding requirements.
- Build relationships with foundations, businesses, and community stakeholders to expand support for NMS initiatives.

COMMUNICATION & COMPLIANCE REPORTING

- Serve as a primary point of contact for operational matters with parents, staff, vendors, and partners.
- Implement Board decisions and policies with fidelity and transparency.
- Oversee and manage the Student Information System (PowerSchool) and ensure accurate data entry for CALPADS, CBEDS, Norm Day, ADA, Title I, and other mandated reporting.
- Train staff on SIS/data systems and state reporting protocols.
- Monitor student attendance and ensure compliance with state ADA reporting requirements.
- Maintain secure student and personnel records in compliance with FERPA and other legal requirements.
- Provide the Board with monthly operational updates and contribute to Board meeting agenda preparation.

TECHNOLOGY & FACILITIES MANAGEMENT

- Oversee technology policies, inventory, and usage, ensuring security, maintenance, and compliance with IT standards.
- Supervise the upkeep of facilities, campus grounds, and capital improvement projects.
- Coordinate safety inspections, emergency drills, and implementation of security protocols.
- Troubleshoot minor technology issues and coordinate with IT vendors for larger projects or repairs.
- Maintain and update the school website, ensuring timely and accurate public information.
- Monitor facility wear and tear, make recommendations for improvements, and ensure compliance with health and safety codes.

COMMUNITY OUTREACH & LEGAL AFFAIRS

- Serve as liaison between NMS and community organizations, partners, and agencies such as CSMC and CCSA.
- Coordinate school communications, including newsletters, press releases, social media updates, and marketing materials.
- Partner with legal counsel and the Board to address contracts, legal compliance, and risk management issues.

- Represent the school at community meetings, events, and partnership engagements.

HUMAN RESOURCES

- Maintain and update personnel files, ensuring all staff credentials and documentation are current.
- Oversee payroll processing, employee benefits, leave tracking, and CalSTRS/403b reporting.
- Coordinate hiring, onboarding, professional development, and staff evaluations in accordance with Board policy.
- Investigate employee workplace injuries, prepare incident reports, and coordinate resolution of safety hazards.
- Supervise classified staff assignments and schedules to ensure coverage and operational efficiency.
- Oversee volunteer program management and compliance with school policies.

Minimum Qualifications

- Associate of Arts (A.A.) degree or Associate of Science (A.S.) degree in Business
- Administration, Public Administration, Education Administration, or related field (Bachelor's degree preferred).
- Minimum 5 years of progressively responsible leadership experience in school operations, nonprofit administration, or business management.
- Experience managing school budgets and overseeing financial compliance.
- Familiarity with federal, state, and charter school regulations.
- Experience in contract negotiation, facilities management, and vendor relations.
- Experience managing human resources and employee benefits programs.
- Proven track record in fundraising and grant management.

Assistant Principal

Under the direction of the New Millennium Secondary Principal, the Assistant Principal supports the day-to-day operations and academic success of the school.

Responsibilities

Supervision and Safety

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

Student Behavior Management

- Ensure that the school's rules and policies are communicated and adhered to
- Respond to disciplinary infractions as needed (determined by Dean and/or Principal), including offenses subject to suspension and expulsion, follow up with parents/guardians, and maintain thorough records

- Enforce consequences as indicated on the Code of Conduct Matrix of the Student/Parent Handbook and School Safety Plan

Instructional Support

- Teach a minimum of 1 course within credential area
- Encourage a learning environment of continuous professional growth of all staff, especially as related to student achievement
- Assist in the monitoring of teacher performance through observation and coaching cycles
- Collect data on student performance and growth after each benchmark exam
- Present data findings to Principal and prepare data reports to be shared with all stakeholders
- Work with the Principal to coordinate and develop the alignment of instruction for academic teachers within designated subject areas
- Conduct formal and informal observations of teachers, including pre and post-observation meetings
- Monitor and oversee data collection, and assist and evaluate teachers in utilizing collected data to drive their instruction
- Assists the Principal in teacher evaluation and support
- General Administrative Duties
- Know and be committed to the school's vision, mission, goals, and objectives
- Communicate with parents, the public, other schools, and public agencies as necessary
- Supervise and evaluate the performance of personnel, especially as related to non-teaching duties and responsibilities
- Confer with students, parents, and teachers on an individual student's progress, involving academic, attendance, and behavior probation
- Conduct conferences as requested or deemed necessary between parent/teacher, student/teacher, or parent/student/teacher
- Participate in the implementation and monitoring of student support interventions, modifications, and adaptations in classrooms including IEPs and SSTs as needed
- Assume responsibility for specific tasks and programs as designated by the principal

Minimum Qualifications

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

Teachers

*New Millennium Secondary School
Charter Renewal Petition 2026-31*

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

Responsibilities

Planning and Instruction:

- Develops and maintains lessons that are scaffold and differentiated to reflect the needs of individual students.
- Develops lesson plans that correspond to the California State Content Standards and Common Core Standards for their subject.
- Works with the Administration and/or educators to ensure that teaching methods are directed towards meeting and surpassing the standards.
- Develops and utilizes assessments and data to drive the instruction.
- Fosters a safe and nurturing learning environment.
- Creates an effective classroom environment conducive to learning and student achievement, organizes classroom systems/procedures, and manages student behavior to ensure all students are fully engaged in learning.
- Uses a variety of strategies to engage students in student-centered teaching and learning.
- Works collaboratively with the Resource Specialist, Administration, and other professionals to meet the diverse needs of all students.
- Utilizes and executes school-wide and content-specific common practices.
- Utilizes subject-specific standards and standards rubric for assessing and grading student comprehension.

Culture:

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

Professional Educator and Leadership:

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

Student Achievement:

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

Operations: Time Management, PowerSchool, and Attendance:

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

Professional Growth (added as teachers gain professional mastery):

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

Minimum Qualifications

- CTC certificate, permit or other document required for the teacher's specific certificated assignment.
- Background Clearance from FBI/DOJ
- TB risk assessment or examination

Counselor

The professional school counselors provide a comprehensive school-counseling program for students in the high school grades. The Charter School counselors coordinate activities to address the needs of the students; consult and collaborate with teachers, staff and parents/guardians to support students' success; and support other high school educational programs consistent with the Charter School counselor management agreement. The professional school counselors will implement the High School Guidance Curriculum: Conduct guidance learning activities in the classroom based on the academic career and personal/social domains to facilitate the infusion of guidance as integrated to the total education curricula. The professional school counselors will provide Responsive Services by facilitating small groups and counseling individual students with specific needs: Conduct structured, goal oriented, data driven

counseling sessions to meet the identified needs of individuals or groups of students. Session topics at the high school level may include self-concept development, academic concerns, behavior problems, social skills, peer relationships, family concerns, development, academic concerns, behavior problems, social skills, peer relationships, family concerns, grief and loss issues, child abuse, substance abuse, depression/suicide, and sexuality. The professional school counselors will refer students, as needed, to district and community resources in consultation with their parents/guardians: Consult and coordinate the referral process with district personnel including school psychologists, social workers, nurses, administrators, and other community resources. The professional school counselors will evaluate and revise the Charter School counseling program and review the results with staff and administration. The professional school counselors will modify the Charter School counseling program based on the results of the audit to improve student success.

Responsibilities:

Individual Student Planning activities

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

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

- Participate in building level student assistance teams
- Facilitate conferences with teachers, students, and parents/guardians
- Develop school-wide college preparedness programming (Advisory, college fairs, etc.)
- Assist other school staff in the placement of students and assist families in addressing school related issues.

- Assist with course development as departments grow, and serve as primary point of contact for UC course approvals (Doorways "a-g" Course List)
- Participate and contribute to 504 plans and participate in IEP's
- Lead staff in development and implementation of school-wide "college-going culture" initiatives
- Monitor and evaluate counseling interns, assistants, and student workers assigned to counseling department

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

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

Participate in professional development:

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

Minimum Qualifications

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

Front Desk/Registrar (Office Staff)

Under the direction of the Chief Operations Officer

Experience collecting, organizing, and analyzing student records for the purposes of student enrollment, transfers, transcript preparation, and scheduling

Excellent communication skills, including knowledge of general office procedures and correct use of English and Spanish punctuation, spelling, and grammar

Ability to perform routine clerical duties, such as posting data, filing, maintaining filing systems, proof-reading, copying data, and operating office machines and equipment

Minimum Qualifications

- Education: High School Diploma or equivalent
- Possession of a valid First Aid Certificate
- Background Clearance from FBI/DOJ
- TB risk assessment or examination

Athletics Director

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

Responsibilities

Athletic Program Leadership

- Work closely with the staff and site administration to develop and enforce an athletic/academic code of conduct which is consistent with the goals of the staff, administration, and the district.
- Assist the Principal in developing a quality athletic program.
- Attend all required CIF Athletic Director meetings
- Assure that coaches and players adhere to the CIF and site athletic bylaws.
- Responsible for the orientation of all coaches regarding school and district policies, procedures and expectations; and ensures that all coaches comply with CIF rules and procedures.
- Assure that the athletic program meets League and CIF regulations.
- Responsible for the development of a schedule of varsity events in accordance with CIF regulations.
- Responsible for participating in development and oversight of Athletic Department budget
- Submit purchase orders for all equipment and uniforms
- Provide three banquets per year (Fall, Winter, Spring). Keep records of all awards/letters issued
- Leads coordination of athletic fundraising, letters of recommendation, press box, awards, etc
- Act as the Athletic advisor
- Verify that all athletes are academically eligible to compete
- Secure adequate practice and playing facilities.
- Serve as a liaison between the athletic booster groups, coaches, and site administration.
- Respond to all athletic related parent concerns and calls.
- Respond to all staff concerns and Email messages.

Program Management & Coordination

- Hire coaches; conduct preseason and postseason meetings with coaches.
- Schedule transportation for all away competitions.
- Provide officials for all home competitions.
- Coordinate supervision for home and away competitions

- Ensure that each varsity coach maintains an accurate inventory of equipment and materials, and file such an inventory with the principal at the conclusion of each season.
- Troubleshoot the day-to-day operation of a high school athletic program.
- Assist in the care of athletic facilities.

Program Compliance & Safety

- Submit all CIF paperwork according to scheduled deadlines
- Responsible for ensuring certification of coaching staff and walk-on coaches in accordance with State guidelines
- Verify that all athletes are medically cleared, have insurance, have been released by parents, and have signed the Code of Conduct form.
- Works to schedule athletic physicals and processes necessary forms.

Other

- Abide by professional ethics standards established by Board Policy.
- Maintain punctuality for all prescribed functions.
- Perform other related duties as assigned by the Principal.

Overall Qualifications

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

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 require all of the following:

(i) That each employee of the charter school furnish it with a criminal record summary as

described in Section 44237.

(ii) For all schools, the development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive, of paragraph (2) of subdivision (a) of Section 32282.

For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (L) of paragraph (2) of subdivision (a) of Section 32282 (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” (Ed. Code § 47605(c)(5)(F)).

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

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

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

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

Comprehensive School Safety Plan

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities

and at Charter School-related functions; and (2) identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, which shall include the development of all of the following pursuant to Education Code section 32282(a)(2)(A)-(J):

- Child abuse reporting procedures
- Routine and emergency disaster procedures
- Policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students pursuant to Education Code section 49079
- A discrimination and harassment policy consistent with Education Code section 200
- Provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel" if applicable
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- A safe and orderly environment conducive to learning at the Charter School
- The rules and procedures on Charter School discipline
- Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on Charter School campus(es) and at school-related functions.

CHILD ABUSE AND NEGLECT MANDATED REPORTER TRAINING

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of Education Code section 44691.

Medication in School

The Charter School will adhere to Education Code section 49423 regarding administration of medication in school. Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

ATHLETIC PROGRAMS

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

If the Charter School offers an interscholastic athletic program, it shall develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, acquire and regularly test and maintain at least one automated external defibrillator (AED) for the Charter School, and make the AED available at on-campus athletic activities or events according to the requirements of Education Code sections 35179.4 and 35179.6.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

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

All teachers in Charter School shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code sections 44339, 44340, and 44341.

TRANSPORTATION SERVICES

Effective July 1, 2025, Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

WORKPLACE VIOLENCE PREVENTION PLAN

Effective July 1, 2024, Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan, consistent with the requirements of Labor Code Section 6401.9.

HOMICIDE THREATS

Charter School shall comply with all requirements under Education Code sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All Charter School employees and governing board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis pursuant to Education Code section 49450 et seq, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

MENTAL HEALTH EDUCATION

If Charter School offers one or more courses in health education to students in middle or high school, Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code section 51925, *et seq.*

MENTAL HEALTH INFORMATION

Charter School shall create and post a poster at the schoolsite identifying approaches and resources addressing student mental health in compliance with Education Code section 49428.5. The poster shall be displayed in English and any primary language spoken by 15 percent or more of students enrolled at the schoolsite as determined pursuant to Education Code section 48985. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the schoolsite. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

SAFE PLACE TO LEARN ACT

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

GUN SAFETY NOTICE

Pursuant to Education Code section 49392, at the beginning of the first semester of each school year, Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to

firearm safety utilizing the most updated model language published by the California Department of Education.

SUICIDE PREVENTION POLICY

If Charter School serves students in any grades Transitional Kindergarten/Kindergarten through 12, Charter School shall comply with the requirements of AB 2246 (2016) and AB 1767, codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and adopted at a regular public hearing. The Charter School shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

HUMAN TRAFFICKING PREVENTION RESOURCES

If the Charter School serves students in any grades 6-12, it shall identify and implement the most appropriate methods of informing parents/guardians of human trafficking prevention resources as required by Education Code section 49381.

FEMININE HYGIENE PRODUCTS

If the Charter School maintains any combination of classes in grades 6-12 that meets the 40% pupil poverty threshold required to operate a schoolwide program pursuant to Section 6314(a)(1)(A) of Title 20 of the United States Code, then it shall stock at least 50% of its restrooms with feminine hygiene products at all times, and shall not charge students for these products, as required by Education Code section 35292.6.

ALL GENDER RESTROOMS

Pursuant to Education Code section 35292.5, on or before July 1, 2026, Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its schoolsites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

NUTRITIONALLY ADEQUATE FREE OR REDUCED-PRICE MEAL

The Charter School shall provide each needy student, as defined in Education Code section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code section 49553(a), during each school day.

RECESS

Except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code section 49056, Charter

School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, for at least 30 minutes on regular instructional days and at least 15 minutes on early release days. Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

CALIFORNIA HEALTHY YOUTH ACT

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act. (Ed. Code § 51930, et seq.)

BULLYING PREVENTION

Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall annually make available the online training module developed by the California Department of Education pursuant to Education Code section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with pupils.

LGBTQ RESOURCES TRAINING

Charter School recognizes that it is encouraged to use schoolsite and community resources developed by the State Department of Education for the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) pupils to provide training at least once every 2 years to teachers and other certificated employees at each Charter School schoolsite that serves pupils in grades 7 to 12, to increase support for LGBTQ pupils and thereby improve overall school climate. (Ed. Code § 218.)

TRANSPORTATION SAFETY PLAN

The Charter School shall develop and maintain a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus, youth bus, or child care motor vehicle and procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus. In addition, the Charter School shall ensure that each school bus, student activity bus, youth bus, or child care motor vehicle is equipped with a child safety alert system that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting, unless the student activity bus is exempted by law. (Ed. Code § 39831.3; Veh. Code § 28160.)

Element 7 – Means to Achieve Racial and Ethnic, Special Education, and English Learner, including Redesignated Fluent English Proficient Pupils Balance

“The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, 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(c)(5)(G).)

COURT-ORDERED INTEGRATION

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

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

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

Court-Ordered Integration

NMS is committed to achieving and maintaining LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio through intentional outreach and equitable enrollment practices. Our recruitment plan ensures that we reflect the diversity of the surrounding community and serve a student population that is inclusive of all backgrounds.

Annual Outreach and Recruitment Activities

The school will conduct annual, recurring recruitment efforts targeted to diverse neighborhoods across Los Angeles:

- Fall (September–November): Participation in high school nights and feeder middle school events across LAUSD.
- Winter (December–February): Enrollment fairs at local recreation centers, libraries, and community centers; hosting open houses and school tours.
- Spring (March–May): Presence at community events, cultural celebrations, and college/career fairs.
- Summer (June–August): Street-level outreach (flyers, tabling at parks, grocery stores, and local markets) and digital enrollment campaigns before the new school year.

Outreach locations will include neighborhoods with high racial, ethnic, and socioeconomic diversity (e.g., South Los Angeles, Inglewood, Compton, Watts, Gardena).

Outreach Materials and Methods

To maximize visibility, recruitment will use multiple communication channels:

- Print Materials: Flyers, brochures, and posters placed in libraries, community centers, clinics, places of worship, and local businesses.
- Digital Outreach: Website updates, social media ads (Facebook, Instagram, TikTok), email campaigns, and online community postings.
- Mass Media: Local radio spots, billboard placements, and press releases.
- Word-of-Mouth & Networks: Current families, alumni, and community leaders will be engaged as ambassadors.
- Events: Open houses, information nights, and presentations at feeder middle schools.

All materials will highlight the school's commitment to diversity, inclusive practices, and support services for all learners.

Language Diversity

All outreach and recruitment materials will be provided in English, Spanish, and other languages common in the surrounding community (e.g., Korean, Tagalog) as needed based on demographic data.

Bilingual staff and interpreters will be present at events and school tours to ensure accessibility.

Special Education and English Learner Enrollment Goals

The school will ensure enrollment of Special Education students and English Learners (ELs) that is reflective of the surrounding LAUSD population by:

- **Inclusive Messaging:** All recruitment materials explicitly state that the school welcomes and serves students with disabilities, English Learners, and socioeconomically disadvantaged students.
- **Collaboration with Local Agencies:** Partnerships with SELPAs, community organizations, and advocacy groups will strengthen outreach to students with special needs and multilingual learners.
- **Transparent Supports:** Materials will highlight services such as individualized support, bilingual education supports, reclassification pathways for ELs, and access to the full continuum of Special Education services.
- **Monitoring and Adjustment:** Enrollment data will be reviewed annually to assess representation. If subgroups are underrepresented, the school will increase targeted outreach in communities where those students reside.

This plan ensures compliance with LAUSD's racial/ethnic balance goal, while also affirming that the charter school's population of Special Education students, English Learners, and RFEP students reflects the general LAUSD student population.

Element 8 – Admission Policies and Procedures

“Admission policies and procedures, consistent with subdivision (e).” (Ed. Code § 47605(c)(5)(H).)

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

HOMELESS AND FOSTER YOUTH

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

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

NON-DISCRIMINATION

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

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

Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School, nor encourage a current student from disenrolling, for any reason, including, but not limited to, the student's academic performance, nationality, race, ethnicity, or sexual orientation or because the student is a student with disabilities, academically low achieving, an English learner, neglected or delinquent, homeless, economically disadvantaged, or a foster youth. The Charter School shall not request or require a student's records to be submitted before enrollment. The Charter School shall post on its web site the California Department of Education notice of these requirements and shall provide the notice to parents/guardians or students age 18 and older when the parent/guardian or student inquiries about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Ed. Code §§ 47605, 47605.6)

Charter School shall adopt policy that is consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

PREGNANT AND PARENTING STUDENT ACCOMMODATIONS

Charter School shall provide specified accommodations to pregnant and parenting students, including, but not limited to, the provision of parental leave and reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. The Charter School shall notify pregnant and parenting students and parents/guardians of the rights and options available to pregnant and parenting students. (Ed. Code §§ 222, 222.5, 46015.)

SEXUAL HARASSMENT POLICY NOTICE

The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at each schoolsite and in public areas at each schoolsite.

If the charter school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level. If Charter School operates multiple school sites, this information shall be disaggregated by school site. (Ed. Code § 221.9.)

Admission Requirements

New Millennium Secondary shall admit all pupils who wish to attend the school. (Education Code Section 47605(e)(2)(A). The school specifically seeks to serve the students in this population – traditionally low-achieving and socioeconomically

disadvantaged students. Student outreach and recruitment is described in more detail in Element 7.

Student Recruitment

The NMS recruitment timeline allows for a broad-based recruiting process. Outreach meetings will be held in several locations described below in the target area in an effort to ensure all students in the area have equitable access to the school. Open houses and school tours will also be conducted.

The Charter School develops promotional and informational materials (e.g., a school brochure, flyers, a website, social media accounts and advertisements for local media) that reflect the diversity of the community and that are in the languages spoken by most families in the surrounding neighborhoods for distribution to a broad variety of community groups, agencies, neighborhood youth organizations, social service providers, churches, grocery stores, public libraries, and legislators that serve the various racial, ethnic, disability, and English Learner groups, and other community-based groups.

- **Flyers and Print Materials:** Distributed at community centers, libraries, grocery stores, and local businesses to share information about our programs, supports, and enrollment process.
- **Social Media Campaigns:** Regular posts on Facebook, Instagram, and TikTok highlight student success stories, campus life, extracurriculars, and important enrollment dates.
- **Billboards and Radio Ads:** Strategically placed billboards and radio spots ensure broad awareness across the community, reinforcing NMSS as a strong choice for secondary education.
- **Network and Word-of-Mouth Advertising:** We empower current NMS families, alumni, and community partners to share their positive experiences and invite new families to join.
- **Community Engagement:** NMS staff actively participate in high school nights at local middle schools, college and career fairs, and other neighborhood events to connect directly with students and families.

Through these efforts, NMS ensures that all students—including those with a history of academic challenges, students with disabilities, and socioeconomically disadvantaged students—know they are welcome, valued, and supported in our school community.

Lottery Preferences and Procedures

NMS accepts applications from any student that has successfully completed 8th grade and has a strong desire to go to college. Students entering as a 9th grader must present an 8th grade certificate to verify successful completion. Transfer students must present their high school transcripts to verify credits earned. NMSS will determine grade placement by credits earned. Applications can be completed and then mailed, hand-delivered, or e-mailed to the school.

Interested families should fill out the one page application on page 1 and turn in by the third Thursday in March.

Admission to NMS is open to any student in California. NMS does not charge students tuition and does not discriminate based on ethnicity, national origin, gender, disability, religious, or political beliefs.

Students will also be admitted based upon openings per grade at each enrollment session. A lottery may be held to determine enrollment if the number of completed applications exceeds the openings available. Applicants not accepted at the time of the lottery will be wait-listed according to the lottery number and admitted pending openings. Subsequent applicants will be wait-listed on a first come, first serve basis. Families will be informed of their acceptance or placement on the waiting list via US mail.

It is understood that once admitted to New Millennium Secondary, students will be allowed to re-enroll for the following year as long as they are in good standing. Preference is extended to students who reside in the Los Angeles Unified School District region as per the charter school legislation. Preference will also be given to siblings of students currently attending NMS.

Item	Date	Details
Application Deadline	Third Thursday in March	Applications are due by 4:00pm in order to be included in the lottery. Late applications will automatically be placed on the waiting list.
Admission Lottery at NMSS	Final Monday in March	If the number of students applying exceeds openings

<i>(if necessary)</i>		available, admission is determined by a random public drawing. Students will be accepted and/or wait-listed based on drawing.
Acceptance Letters Mailed	First week of April	Acceptance and waiting list letters will be mailed to students after the drawing.
Confirmation of Acceptance Due	First Saturday in June	Mandatory to begin registering and enrolling students. If not received by this date, admission is forfeited and an acceptance letter is mailed to the next student on the waiting list. Upon confirmation, registration forms will be given.
Final Enrollment Packet Completed		Mandatory documents needed for student registration or admission is forfeited and an acceptance letter is mailed to the next student on waiting list.
9 th Grade Placement Exams	Final Saturday in June	Mandatory participation for students or status is jeopardized. Placements exams will be administered at NMSS. Final enrollment material will be given upon attendance.

Students and parents/guardians must complete the entire application process on time in order to be considered for enrollment.

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(c)(5)(l).)

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

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

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

In addition:

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

Annual Audit Procedures

The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law and the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide.

The New Millennium Board of Directors Audit Committee and CEO will select an independent auditor through a request for proposal process. The auditor will have, at a minimum, a CPA and educational institution audit experience and be approved by the State Controller on its published list as an educational audit provider. To the extent

required under applicable federal law, the audit scope will be expanded to include items and processes specified in the applicable Office of Management and Budget Circulars.

The Charter School's CEO/Principal, Chief Operations Officer and the Business Manager are responsible for working with the independent auditor to complete the audit. The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Charter School's CEO, along with the Board of Directors, will review any audit exceptions or deficiencies, and develop recommendations on how to resolve them. The Charter School's Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (EAAP) in accordance with applicable law.

The independent financial audit of NMS is a public record to be provided to the public upon request.

- Audit exceptions will be addressed to the satisfaction of the charter authorizer.
- New Millennium Secondary has a financial procedures policy/manual that outlines the fiscal policies and procedures of the organization. The policies and procedures will provide proper segregation of duties and finances and conform to Generally Accepted Accounting Principles. The policies and procedures manual will have approval by the New Millennium Secondary School Board.
- The Charter School will provide an annual audit to the District.

Element 10 – Suspension and Expulsion Procedures

“The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform the pupil, the pupil’s parent or guardian, or the pupil’s educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

(iv) A foster child’s educational rights holder, attorney, and county social worker and an Indian child’s tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information.” (Ed. Code § 47605(c)(5)(J).)

GENERAL PROVISIONS

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

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

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

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

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

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated in this section.

HOMEWORK TO SUSPENDED STUDENTS

For any student who has been suspended from school for two or more schooldays, Charter School shall provide student with the homework the student would otherwise have been assigned if requested by the student or student's parent/guardian. If a homework assignment is requested and turned in to the student's teacher either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, but it is not graded before the end of the academic term, then that assignment shall not be included in the calculation of the pupil's overall grade in the class. (Ed. Code § 48913.5)

STUDENTS WITH DISABILITIES

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

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School’s administrator will convene a Link Determination meeting to ask the following two questions:

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

NOTIFICATION OF THE DISTRICT

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

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

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

OUTCOME DATA

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

REHABILITATION PLANS

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

READMISSION

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

REINSTATEMENT

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

GUN-FREE SCHOOLS ACT

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

School Climate and Student Discipline System

NMS Student Discipline Philosophy

NMS is committed to fostering a safe, respectful, and inclusive learning environment where all students can thrive academically, socially, and emotionally. We embrace the guiding principles of the Discipline Foundation Policy and the School Climate Bill of Rights, recognizing that discipline should be proactive, restorative, instructional, and equitable. We reject zero-tolerance approaches in favor of progressive, tiered interventions that build community, repair harm, and promote student growth.

Our philosophy is grounded in the following beliefs:

- Every student can learn positive behaviors when explicitly taught, modeled, and reinforced.
- Strong school climates are built through relationships, respect, and restorative practices.
- Discipline is not punishment but an opportunity to teach, support, and redirect.
- Student voice and cultural responsiveness are central to maintaining equity in discipline.

School-Wide Positive Behavior Intervention and Support (SWPBIS)

NMSS will implement School-Wide Positive Behavior Intervention and Support (SWPBIS) as a systemic framework to teach and reinforce expectations:

- **Clear Expectations:** Schoolwide norms for respect, responsibility, and safety are taught, modeled, and reinforced across classrooms and non-instructional settings.
- **Explicit Instruction:** Students receive lessons on behavior expectations, conflict resolution, and problem-solving through advisory periods and integrated SEL curriculum.
- **Positive Reinforcement:** Recognition systems (e.g., praise, tokens, recognition assemblies) reinforce positive choices.
- **Consistent Responses:** Staff use a common language and framework for addressing misbehavior to ensure fairness and clarity.

Tiered Behavior Intervention

NMS employs a tiered system of support for behavior, aligned with MTSS:

- Tier 1 (Universal Supports): Preventive strategies such as explicit teaching of expectations, SEL integration, classroom management training for teachers, and recognition systems.
- Tier 2 (Targeted Supports): Small group interventions for students needing additional help (e.g., mentoring, check-in/check-out systems, social skills groups, restorative circles).
- Tier 3 (Individualized Supports): Intensive interventions for students with chronic or severe needs (e.g., individualized behavior support plans, FBA/BIP, wraparound services, counseling referrals).

Discipline is progressive and instructional, beginning with redirection, restorative dialogue, and parent engagement before moving to more formal consequences.

Restorative Justice Practices

Restorative Justice (RJ) practices are central to our school culture. They will be used to build relationships, resolve conflict, and repair harm:

- Community Building Circles: Regularly scheduled circles create space for students and staff to build trust, empathy, and shared values.
- Restorative Conferences: When harm occurs, affected parties are brought together in a structured process to express impact, take responsibility, and develop agreements for repair.
- Student Leadership in RJ: Peer mediators and student leaders are trained to support restorative practices and conflict resolution.

RJ emphasizes accountability, empathy, and reintegration rather than exclusion.

Alternatives to Suspension

NMS prioritizes alternatives to suspension that are age-appropriate, equitable, and focused on teaching and repairing behavior. Examples include:

- Restorative circles or mediation sessions
- Reflective essays or restorative writing assignments
- Community service within the school
- Conflict resolution or anger management workshops
- Behavior contracts with student, family, and staff involvement

- Parent-student-teacher conferences

Suspension is reserved for the most serious cases where safety is at risk and only after all alternatives have been exhausted.

Professional Development for Staff

All staff will receive ongoing professional development to ensure consistent implementation of our discipline policy, including:

- Annual training on SWPBIS, restorative justice practices, and alternatives to suspension.
- Monthly PLCs focused on analyzing discipline data, sharing best practices, and refining classroom management.
- Culturally responsive pedagogy and implicit bias training to reduce disproportionate discipline outcomes.
- Coaching and support for teachers needing assistance with classroom climate and behavior management.

Professional development will include role-playing, modeling, and co-facilitation of restorative circles to build staff confidence.

Using Data to Monitor and Improve

NMS will use data-driven decision-making to ensure fairness and effectiveness in discipline:

- Behavior Dashboards: Discipline referrals, suspensions, and interventions are tracked in a student information system and disaggregated by race, gender, disability, foster/at-promise status.
- Data Review Cycles: School leadership, counselors, and grade-level teams review data monthly to identify patterns, inequities, and needed supports.
- Continuous Improvement: Data is shared transparently with staff, parents, and the school community to monitor progress toward reducing exclusionary discipline and building positive climate.
- Student and Family Voice: Surveys and focus groups provide feedback on fairness, inclusivity, and school climate.

Grounds for Suspension and Expulsion

The scope of a NMS disciplinary jurisdiction typically mirrors state education code and board-approved policies. In general, a charter school may exercise disciplinary authority over students under the following circumstances:

1. On Campus / During the School Day
 - While students are on school grounds during school hours.
 - During breaks, lunch, and passing periods.
2. School-Sponsored Activities & Events
 - While attending, traveling to, or returning from school-sponsored activities (e.g., field trips, sports events, dances, after-school programs).
 - While using school-provided transportation (e.g., buses, vans).
3. Before and After School
 - When misconduct occurs within a reasonable time and proximity to school (e.g., at bus stops, walking to or from school).
4. Off-Campus Conduct with School Impact
 - When student behavior off-campus or outside regular school hours creates a direct and substantial disruption to the school environment, threatens the safety of students/staff, or infringes on the rights of others (e.g., cyberbullying, harassment, or threats made via social media).
5. Extended Programs
 - During participation in independent study sessions, internships, or community-based instruction if those activities are part of the school program.
 - Disciplinary jurisdiction is not limited to the classroom. It extends to any time or place where student behavior affects the safety, order, or educational environment of the charter school community.

In-School Suspension

Using their discretion in the process described below, Principal may assign a student to an in-school suspension. Students in in-school suspension will be monitored by the administration and school staff. An administrator notifies the parent(s)/guardians or the foster child's educational rights holder, attorney, and county social worker via telephone of an in-school suspension, and a meeting is held when needed/requested. In-school suspensions will be served in the main office under the direct supervision of office staff. During the suspension, the Principal will work with teachers to ensure that the student has access to their classwork and the required instructional support to complete it. The

student will receive access to support that they already receive including but not limited to Special Education Services and mental health counseling. Additionally, the student will receive support from the Principal or designee in processing the reason for the disciplinary consequence and coaching to help prevent the same behavior from occurring again. As the Principal or designee develops interventions for the student, those will be shared with teachers and staff who work directly with the student on a daily basis. The maximum number of days of in-school suspension will not exceed two (5) five days in one academic year and a maximum of 20 instructional days per academic year. Students will not be suspended or expelled for academic failure. Students shall only be suspended or expelled for actions as defined by Element 10 of the charter petition.

New Millennium Secondary does intend to include in-school suspension as a potential option for the offenses listed below in the Matrix for Suspension/Expulsion Recommendations. In order to maintain safety for students, visitors, and staff, the Principal will assess the situation and consider evaluations made by the school's mental health counselor, school police, psychological evaluation team, and LAPD (as applicable) to determine the credibility of threats and a student's need for services prior to determining if a suspension should be served in or out of school. A student who is suspended for any of the listed offenses would work in the main office, away from others. The student would be escorted when traveling on campus and the student's schedule would be re-organized if necessary to prevent contact with victims or those affected by the student's behavior. An in-school suspension option for these behaviors is in the best interest of students in that it allows the school to both respond to the concern and provide services to the student, which will hopefully help to prevent the re-occurrence of the behavior, which is in the best interest of students.

In-school suspension will not be an option for the following offenses:

- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence;
- Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel;
- Made terrorist threats against school officials or school property, or both

Grounds for Suspension and Expulsion

Practices and considerations for student suspension and expulsion can be found in the section below; ultimately, the school site Principal has discretion over student discipline procedures including student suspension and recommendations for expulsion. Students who present a real or alleged threat to the health and safety of others may be

immediately suspended and later recommended for expulsion by the Principal. A student may be suspended or expelled for any of the acts enumerated in this section and related to school activity or school attendance that occur at any time, including, but not limited to, any of the following:

- While on school grounds.
- While going to or coming from school.
- During the lunch period whether on or off the campus.
- During, or while going to or coming from, a school-sponsored activity.

The Principal will implement alternative consequences to suspension as appropriate. If a parent/guardian would like to appeal a student’s suspension, the suspension appeal form is available in the main office. A conference with the Principal will be held to determine whether or not the suspension will be upheld and kept on the student’s records.

NMS may use the chart below for discretionary and clearly defined suspension or expulsion recommendations:

<p>Must Suspend. Mandatory Recommendation to Expel Offenses with Administrator Discretion.</p>	<p>Must Suspend. Shall Recommend Expulsion Hearing Unless Particular Circumstances Render Inappropriate Expulsion Not Mandatory. Offenses Subject to Limited Administrator Discretion.</p>	<p>May Suspend. May Recommend Expulsion Hearing. Offenses Subject to Broad Administrator Discretion.</p>
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<p>Act must be committed at school or school activity.</p> <p>1. Firearm</p> <p>a. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a charter school employee, with the Principal or designee's concurrence.</p> <p>c. Brandished a knife at another person.</p> <p>d. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053 et. seq.</p> <p>e. Committing or attempting to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.</p> <p>If it is determined by the Principal that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or</p>	<p>Act must be committed at school or school activity. EC Section 48915 (a) states that an administrator shall recommend expulsion for the following violations [except for subsections (c) and (e)] unless the administrator finds that expulsion is inappropriate due to a particular circumstance.</p> <p>1. Causing serious physical injury to another person, except in self- defense. EC Section 48915 (a)(1).</p> <p>2. Possession of any knife or other dangerous object of no reasonable use to the pupil. EC Section 48915 (a)(1)(B).</p> <p>3. Unlawful possession of any substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for the first offense for possession of not more than one avoirdupois ounce of marijuana other than concentrated cannabis or the possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician.</p> <p>4. Robbery or extortion. EC Section 48915 (a)(1)(D).</p>	<p>Acts committed at school or school activity or on the way to and from school or school activity.</p> <p>a. Caused, attempted to cause, or threatened to cause physical injury†</p> <p>b. Willfully used force or violence upon the person of another, except in self-defense</p> <p>c. Possessed dangerous objects</p> <p>d. Possessed drugs or alcohol (policy determines which offense)</p> <p>e. Sold look alike substance representing drugs or alcohol</p> <p>f. Caused damage to property‡</p> <p>g. Committed theft</p> <p>h. Possessed or used tobacco (policy determines which offense)</p> <p>i. Committed obscenity/ profanity/vulgarity</p> <p>j. Possessed or sold drug paraphernalia</p> <p>k. Received stolen property</p> <p>l. Possessed imitation firearm</p>
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destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

5. Assault or battery as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

m. Committed sexual harassment

n. Harassed, threatened or intimidated a student witness

o. Sold prescription drug
Soma

p. Committed hazing

	<p>The recommendation for expulsion shall be based on one or both of the following:</p> <ol style="list-style-type: none"> 1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct. 2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others [see Section 48915 (b)]. 	<p>r. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.</p> <p>s. Participating in the act of hate Violence and Terroristic Threats (including but not limited to engaging in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel; making terrorist threats against school officials or school property, or both.)</p> <p>The recommendation for expulsion shall be based on one or both of the following:</p> <ol style="list-style-type: none"> 1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct. 2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others [see Section 48915 (b)]. <p>† Section 48900 (t)(Statutes of 2001) states a pupil who aids or abets in infliction of physical injury to another, as defined in</p>
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		<p>Penal Code 31, may suffer suspension, but not expulsion. However, if a student is adjudged by a court to have caused, attempted to cause, or threatened personal injury, the student may be expelled.</p> <p>‡ Section 48900 (u)"school property" includes, but is not limited to, electronic files and databases.</p>
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Out-of-School Suspension

Informal Conference

The Principal has the authority to suspend students. Every effort will be made to hold an informal conference prior to suspension with the student and his/her parent or guardian. The conference may be omitted if the Principal determines that an emergency situation

exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or school personnel. If the student is suspended without conference, the parent/guardian shall be notified of the suspension and a conference will be requested as soon as possible.

Notice to Parents/Guardians

At the time of suspension, the Principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person to be followed up with a written notification. This notice will state the specific offense/s committed by the student. In addition, the notice will state the date the student may return to school following suspension.

Suspension in an Emergency Situation

An “emergency situation” involves a danger to the lives, safety or health of students or school personnel. When the Principal or the designee determines that a student must be removed to ameliorate an emergency situation, the student may be suspended without a conference.

1. In the case of an emergency suspension without a conference both the parent/guardian and the student will be notified by the Principal or designee of the student’s right to return to school, no later than the next school day, for purposes of a conference with the Principal or the designee. The notice shall include the anticipated length and conditions of the emergency suspension, the specified reasons for it, and an invitation to attend the conference with or without counsel or other advisors. Parents/guardians are assured that reasonable accommodations and language support will be available. They are also informed that a conference with the student is required for the student to return to school, but they are not required to attend the conference and that no penalty will be imposed on the student if they do not attend. If information presented at the conference proves the suspension was in error, the suspension shall be removed from the student’s record,

Suspension in Non-Emergency Situations

In all non-emergency situations that appear to warrant suspension, the Principal or designee will attempt to contact, by telephone or in person, the student’s parent, guardian, or educational rights holder to explain the situation and to schedule a pre-suspension conference. During the pre-suspension conference, a written notice is also provided within 24 hours that explains the behavior or events that appear to warrant the suspension, whether it will be an in-school or out-of-school suspension, the student’s basic rights, and the length of the anticipated suspension. The notice either confirms the

conference details scheduled orally or, if no contact has been made, details the right to a pre-suspension conference and the time and place it will be held.

Appeal of Suspension

New Millennium Secondary has a fair and impartial process for investigating and confirming the appropriateness of the suspension or expulsion of any student. This process will preserve due process rights of students and parents/guardians.

Parents/guardians may first appeal the suspension by meeting with the Principal within 24 hours of the suspension.

The Principal will hear the appeal and the parent may also recommend an alternative fair punishment for the infraction. If the Principal assigned the suspension, the Board of Directors or designee will hear the appeal. With the approval of the Principal the suspension can be removed from the student's record and the student can return to the classroom.

If the Principal denies the appeal and enforces the suspension, the parent can appeal to the Board of Directors. The appeal must be delivered in writing. Review of the appeal document and a determination will be made within 72 hours of receipt between the times of 7:45 am to 4:30 pm. In reviewing the appeal, the Board may remove the suspension from the student's records.

Length of Suspension

The length of suspension for students may not exceed a period of 5 consecutive school days unless the Principal has made a recommendation for expulsion and the outcome is pending. The student may be placed in an interim setting until the outcome of the expulsion hearing. A student shall not be suspended for more than 20 school days; a student in special education shall not be suspended for more than 10 school days within an academic year.

In the event that a student's suspension is extended beyond 5 days pending an expulsion hearing, the Principal will provide the student with an interim placement, possibly including independent study, if mutually agreed to. The purpose of the placement is to ensure meaningful access to relevant curriculum and instructional support thereby allowing a pathway to credit completion. Students facing expulsion for the following offenses will be immediately referred to LACOE for interim placement pending the outcome of the expulsion hearing:

1. Unlawful gun possession. This applies to all types of guns including but not limited to firearms, air guns, stun guns, replica guns, and any device that discharges a metallic object by gunpowder.

2. For students 16 years of age or older, assault of another person with a weapon in a manner likely to cause serious bodily injury.
3. For students 16 years of age or older, battery of another person causing serious bodily injury.

Activities During Suspension

During a period of suspension, the student is given assignments and homework by the student's teacher(s) to minimize the loss of schooling. Upon return to school, the student is given an opportunity to make up any missed tests. The assignments are listed on the learning management system and Illuminate, which the student and parent have access to at home or in school. This gives the student and parent(s) the knowledge of all classroom and homework assignments that are assigned during the days of suspension. The Principal will meet with the suspended student upon return to ensure that assignments have been completed.

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

Suspension Pending Expulsion Hearing

A student who is suspended for an offense likely to lead to expulsion may only return to school if the Principal determines that the suspension should not be continued pending the expulsion hearing. The student and/or parent will be given an opportunity to be heard as part of this determination. The suspension and, if necessary, interim placement, will be continued until the expulsion hearing if:

- The student's presence will likely be disruptive to the educational process, and/or
- The student poses a threat or danger to others.

The total number of days for which a pupil may be suspended from Charter School shall not exceed twenty (20) school days in any school year, unless a pupil enrolls in or is transferred to another regular school, an opportunity school or class, or a continuation education school or class, in which case the total number of school days for which the pupil may be suspended shall not exceed thirty (30) days in any school year. NMS will offer a suitable interim placement, such as at a grade-appropriate opportunity school or class, continuation school, or off-site supervised suspension classroom where the student will have meaningful access to education during the term of the suspension pending the outcome of the expulsion process.

Expulsion Procedures

To expel, except in the case of Education Code Section 48915(c) behaviors, one of the following must also be found to be true:

- a) Other means of corrective action are not feasible or have repeatedly failed to bring about proper conduct
- b) Due to the nature of the act, the student's presence causes a continuing danger to the physical safety of the student and/or others:
- c) Students may be expelled for any of the following reasons, as specified in the Education Code Section 48915:
 - 1. Causing serious physical injury to another person except in self defense
 - 2. Possession of any dangerous object (such as a firearm, knife, or explosive)
 - 3. Unlawful possession of any controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind (Section 48915(c))

Pre-Expulsion Conference

A decision to recommend expulsion may not be made until after the Principal has concluded the pre-expulsion conference with the parent/guardian. If at all possible, the student should also be present. At the conclusion of the conference, if the Principal determines to not recommend expulsion, appropriate alternative intervention should be implemented.

The pre-expulsion conference will be conducted in accordance with the following procedures: The Principal shall make every effort to contact the family, including by

phone and by mail, to schedule the pre-expulsion conference. The Principal shall conduct the conference and arrange for a second school official to be present as a witness. At the conclusion of the conference, the Principal shall:

- a. Inform the student and the parent of each applicable charge.
- b. Provide the student and the parent with the opportunity to discuss the allegation.
- c. Ask the student to respond, verbally and in writing, to the allegation(s) and provide the student the opportunity to admit, deny, or qualify his or her participation and to present any explanation, justification, or other information relevant to the alleged misconduct.
- d. Keep record of all pertinent comments made during the conference, particularly those made by the student or parent.
- e. Advise the student and parent of their obligation to not engage in harassment, intimidation, or threatening behavior against potential witnesses.
- f. Explain the expulsion procedure and the process of an interim placement should the Principal recommend expulsion.

If the student and parent do not attend the pre-expulsion conference, the Principal will:

- a. Exercise all due diligence to reschedule the conference within a reasonable period of time and document the details of each attempt.
- b. At the Principal's discretion, the suspension and pre-expulsion conferences may be combined and held as one.
- c. For students with an IEP or a 504 Plan, the manifestation determination IEP or 504 Plan review meeting must be held prior to the pre-expulsion conference.

Expulsion Procedures

Only the Principal is authorized to recommend a student's expulsion. The following are steps the school administrator should take whenever a student is accused of an act for which expulsion may or must be recommended.

Incident Investigation

When an alleged incident occurs, the Principal will investigate the matter prior to issuing a suspension, except when it has been determined that an "emergency situation" exists, defined in E.C. Section 48911[c] a "clear and present danger to the lives, safety, or health of pupils or school personnel." The school Principal will be responsible for each of the following responsibilities:

1. Collect relevant information surrounding the incident;
2. Identify and interview witness(es) and the accused student;
3. Secure verbal and written statements from the accused student victim(s) and witness(es) who observed the incident and may corroborate any piece of information obtained;
4. Review the appropriate pupil records, such as cumulative record, and, when applicable, Individualized Education Program (IEP);
5. Contact law enforcement, as applicable;
6. Maintain contact with law enforcement and proceed with the discipline process as appropriate.

The Principal will commence and conclude an investigation for reported incidents and will ensure a fair and thorough process while collecting evidence and investigating reported concerns.

Student Suspension Prior to Expulsion

Staff will take immediate and appropriate steps to investigate, to determine what occurred, and take prompt and reasonable steps to ensure a safe campus for everyone. Every effort will be made to hold an informal conference prior to suspension with the student and their parent/guardian. At this conference, the Principal will:

1. Discuss with the student and parent/guardian the details surrounding the charge(s).
2. Provide the student and parent/guardian the opportunity to respond to the charge(s) and to present a defense.
3. Inform the student and parent/guardian of the grounds upon which a suspension is based, if a suspension is warranted.
4. Encourage the student to write a statement concerning the alleged misconduct and to sign and date it.

The conference may be postponed if the Principal determines that an emergency situation exists. If the student is suspended without conference, the parent/guardian shall be notified of the suspension and a conference will be requested as soon as possible. The student shall be provided with assignments for all courses for which they are enrolled during the term of the student suspension. The student's parent/guardian may pick-up assignments for the student daily in the NMS Main Office.

Expulsion Hearing

Students recommended for expulsion by the Principal are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause the hearing shall be held within thirty (30) school days after the Principal or designee determines the student has committed an expellable offense and recommends student for expulsion.

The hearing will be presided over by a Discipline Committee (DC), consisting of at least four members, which will consist of an Administrator, one teacher (that the student does not currently have), one counselor (that the student does not work directly with, if possible), and a Director (i.e. Director of Special Education, Community of Charter administrators within the LAUSD boundaries, and/ or other Charter School Directors), is convened by the Principal. This team is designed to be as impartial as possible, with considerations taken to minimize the chances that each staff member on the DC is familiar with the student. The DC hearing will occur in a closed session, unless the parent requests an open hearing in writing up to five (5) days before the hearing. After hearing all the evidence, the DC will make a decision whether or not to expel the student.

Written notice of the DC hearing will be forwarded to the student and the student's parent/guardian by the Principal at least 10 calendar days before the date of the hearing. This notice will include:

A decision, communicated via written notice, along with a record of expulsion, will be made within 10 school days after the conclusion of the expulsion hearing (unless the student requests in writing that the decision be postponed).

This Pre-Hearing Notice will include:

- a. The date and place of the hearing;
- b. A statement of the specific facts, charges and offense upon which the proposed expulsion is based;
- c. A copy of the Charter School's disciplinary rules that relate to the alleged violation;
- d. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor at the hearing.
- e. Notice that the student will be permitted to bring witnesses and present evidence on his or her behalf.
- f. Student and parent rights related to expulsion hearings including the right to counsel or the presence of an advocate, and/or language support.
- g. The right to inspect and obtain copies of all documents to be used at the hearing

- h. The right to confront and question all witnesses that testify at the hearing,
- i. The right to question all other evidence presented, and to present oral and documentary evidence on the pupil's behalf including witnesses.
- j. Special rules and procedures for incidents involving sexual assault and/or battery, presentation and cross examination of witnesses and other evidence
- k. Reasonable accommodations

The Hearing Process:

A. Presentation of the case: The Principal will provide factual evidence upon which the expulsion recommendation is based. The student or parent/representative will also have the right to present on the case and provide relevant context, and language support services will be provided.

B. Evidence: The Principal will provide credible evidence to support the recommendations for expulsion. The student or parent/representative will have the right to provide credible evidence to support the case. While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Discipline Committee to expel must be supported by substantial evidence presented at the hearing that the student committed an expellable offense. If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

C. Witnesses: The Executive Administrator or Coordinator of School Culture and Climate will present any witnesses who will testify on behalf of the Charter School. If the witness is a student, the Executive Administrator will obtain parental consent. The student or parent/representative will have the right to call upon any witnesses to testify on his/her behalf including Parent Advocate or Legal Counsel.

D. A reasonably accurate and complete record of the hearing shall be made and may be maintained by any means, including electronic recording or minutes taken of the proceeding. If electronic recording is used, it must permit a reasonably accurate and complete transcription

of the proceedings. Minutes or transcripts are provided to parents/guardians.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days' notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian, or legal counsel; and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.

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

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

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

Post Hearing

The decision of the Discipline Committee shall be in the form of written findings of fact made within ten (10) school days following the conclusion of the hearing. If the Discipline Committee decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

Notice of Decision

Based on its investigation and considering all the evidence introduced by the student, parent/guardian, and counsel or advisor, the DC decides whether there is substantial evidence to support the assertion that the student committed an infraction warranting expulsion. The DC will prepare a written summary of its findings of fact and its conclusions concerning expulsion or non-expulsion.

After the DC delivers its decision, as well as findings of fact and conclusions to the Executive Administrator, the Executive Administrator or Designee will attempt to notify the parents/guardians by telephone or in person of the decision. Whether or not such oral notice is accomplished, if a decision to expel is made, the Charter School sends the parents/guardians written notice of the decision, including the findings and conclusions within 72 hours of the decision.

This notice will include the following:

- a. The specific offense(s) committed by the student for any of the acts listed under "Grounds for Suspension and Expulsion."
- b. Notice of the student or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School;
- c. The reinstatement eligibility review date;
- d. Copy of the rehabilitation plan;
- e. The type of educational placement options during the period of expulsion;
- f. Appeal procedures.

A record of the hearing will be created and maintained by any means including electronic recording, as long as a reasonably accurate and complete written transcription of the hearing can be made. A Fact and Findings document will be

prepared in order to summarize the evidence presented at the hearing to substantiate the expulsion decision by the the Charter School Discipline Committee. This document shall serve as a summary of the conclusions regarding the underlying facts of the case under consideration by the Charter School Discipline Committee. The Fact and Findings documents will be included with the expulsion order and any other recommendations that the Discipline Committee deems appropriate. If a student is expelled, the Charter School will assist the parent/guardians in finding a new and appropriate placement for an expelled student by providing them information about alternative placement options such as, Community Day Schools, Opportunity Schools, and other charter schools and placement suggested by the district.

Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the chartering authority upon request.

Appeal of Expulsion

Expulsion Appeals shall be brought to the Charter School Board of Directors.

In the event of a decision to expel a student from the Charter School, the parent can appeal to the Charter School Board of Directors. A written request for an appeal should be sent to the Principal within 7 school days of the DC's decision to expel. The written request must specify the grounds for the appeal. The Board of Directors will hear the appeal within 10 school days and render a decision within 5 school days of hearing the appeal. The decision of the Board of Directors is final. The Charter School will work cooperatively with schools of residence, county, and/or private schools to assist with the appropriate educational placement of the student who has been expelled. Any incident of violent and/or serious behavior shall be communicated to the school to which the student matriculates in accordance with applicable law.

If a student is under an expulsion order from another school district or school, all information including the student's rehabilitation plan must be provided to the Charter School Board of Directors for review. The Board of Directors will determine if enrollment will be granted upon review of expulsion on a case-by-case basis.

Any incident of violent and/or serious student behavior shall be communicated to the district/school to which the student matriculates via phone or submission of the expulsion order via certified mail.

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(c)(5)(K).)

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

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

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

Certificated Staff Members

All eligible full-time certificated employees will participate in the State Teachers’ Retirement System (STRS). Employees will contribute the required percentage, and the Charter School will contribute the employer’s portion required by STRS. All withholdings from employees and the Charter School will be forwarded to the STRS Fund as required. Charter School will submit all retirement data through LACOE and will comply with all policies and procedures for payroll reporting. Employees will accumulate service credit years in the same manner as all other members of STRS. The Charter School Board of Directors retains the option to consider any other public or private retirement plans and to coordinate such participation with existing programs, as it deems appropriate.

Life, health, dental, vision, and related benefits will also be provided to all full-time employees at the cost of the school. Employees will earn paid legal holidays.

Classified Staff Members

All full-time classified employees will be covered by a 403(b) retirement plan. All full-time eligible employees will be covered by the Federal Social Security program. Full-time employees accrue 15 days of paid vacation per year. Vacation is accrued on a monthly basis (*i.e.*, a full-time employee accrues one and one quarter vacation day per

month). Life, health, dental, vision, and related benefits will also be provided to all full-time employees at the cost of the school. Employees will earn paid legal holidays.

Other Staff Members

Mandatory benefits such as workers' compensation, unemployment insurance, Medicare, and social security (for non-STRS members) will be provided by the Charter School. Other full-time employees may participate in the Charter School's 403(b) retirement plan. Life, health, dental, vision, and related benefits will also be provided to all full-time employees at the cost of the school. Employees will earn paid legal holidays.

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(c)(5)(L).)

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

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

Informing Parents and Students of Public School Attendance Alternatives

No student will be required to attend NMS. Parents and students will be informed of their public school attendance alternatives during the enrollment process through such publications as the District's School Choices brochure.

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(c)(5)(M).)

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

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

No individual may be required to work at a charter school.

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(c)(5)(N).)

GENERAL PROVISIONS

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

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

PROPOSITION 39 DISPUTES

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

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

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

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

Dr. Darrick Rice, Ed.D., CEO/Principal
New Millennium Secondary
1301 W. 182nd St.
Gardena, California 90248

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

NON-PROPOSITION 39 DISPUTES

*New Millennium Secondary School
Charter Renewal Petition 2026-31*

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

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

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

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

Dr. Darrick Rice, Ed.D., CEO/Principal
New Millennium Secondary
1301 W. 182nd St.
Gardena, California 90248

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon

the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

Element 15 – Charter School Closure Procedures

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

REVOCAION OF THE CHARTER

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

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

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

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

CLOSURE ACTION

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

CLOSURE PROCEDURES

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

Designation of Responsible Person(s) and Funding of Closure

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

Notification of Closure Action

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

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

applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.

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

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

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

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

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

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

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade

reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results

3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

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

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

Records Retention and Transfer

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

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

each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

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

Financial Close-Out

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

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

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

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

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

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

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

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

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

Disposition of Liabilities and Assets

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

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

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

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

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

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

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

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

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees

that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

In the event of closure, the Charter School's Board of Directors shall designate a closure agent.

Additional Provisions

FACILITIES

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

District-Owned Facilities

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

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

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

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and

other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

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

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

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

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

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

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

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

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

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

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

- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

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

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

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

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

INSURANCE

Insurance Requirements

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

claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

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

The following insurance policies are required:

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

included by endorsement to another policy, such coverage shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. Where specifically required above, and with respect to any other coverage for which such endorsements and/or provisions are available, each policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

Evidence of Insurance

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

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

With respect to the coverages for which additional insured status is required as set forth above, the certificate(s) of insurance shall reflect Los Angeles Unified School District's and Its Board of Education's status as named additional insureds thereunder, and shall attach a copy of the endorsement(s) extending such coverage.

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

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

Hold Harmless/Indemnification Provision

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

FISCAL MATTERS

District Oversight Costs

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

Cash Reserves

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

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws,

and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

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

Audit and Inspection of Records

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

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

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

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,

- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

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

Fiscal Policies and Procedures

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

Apportionment Eligibility for Students Over 19 Years of Age

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

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). (Ed. Code § 47606.5(b).)