

Robert A. Millikan Middle School,
Performing Arts Magnet & Science
Academy STEM School
(Millikan Affiliated Charter)

PETITION FOR
AFFILIATED CHARTER
July 1, 2012 – June 30, 2017
To
Board of Education
Los Angeles Unified School District

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LOS ANGELES UNIFIED SCHOOL DISTRICT
Charter Schools Division

Letter of Intent to Apply for a Charter School

Name of proposed charter school	<u>Millikan Middle School (affiliated charter)</u>		
General location of proposed charter	<u>Millikan Middle School-Magnet-Science Academy</u>		
Projected Grade Levels-Year 1	<u>6 - 8</u>	Projected Grade Levels-Year 5	<u>6 - 8</u>
Projected Enrollment-Year 1	<u>2213</u>	Projected Enrollment-Year 5	<u>2213</u>

Lead Petitioner Information:

Name	<u>John J. Plevack</u>		
Address	<u>5014 Sunnyslope, Sherman Oaks, CA 91423</u>		
Phone number(s)	<u>818-528-1600</u>	Fax	<u>818-990-7651</u>
E-mail address	<u>jplevack@lausd.net</u>		

Other members of the Charter Development team

Erin Tanguay
Jodi Huff
Kim D'Aloisio
Ali Miller

Blair Carroll
Florence Culpepper-Parent
Carol Morgan-Consultant
Shana Landsburg-Parent

Certification:

- I/we certify that we are interested in applying for a charter school within LAUSD boundaries.*
- I/we have participated in the Orientation Meeting given by the LAUSD Charter Schools Division.*
- I/we did not participate in the Orientation Meeting given by the LAUSD Charter Schools Division.*

John J. Plevack-Principal 2/21/2012
PRINT NAME SIGNATURE DATE

CHARTER BRIEFING

Name of Charter School: Robert A. Millikan Middle School, Performing Arts Magnet, & Science Academy STEM School Affiliated Charter
 (Millikan Affiliated Charter)
 5041 Sunnyslope Ave.
 Sherman Oaks, California 91423
 LAUSD, Local District 2
 (818) 528-1600; FAX (818) 990-7651

Grades Served / Number of Students

GRADE	MAIN SCHOOL	PERFORMING ARTS MAGNET	SCIENCE ACADEMY STEM SCHOOL	TOTAL IN EACH GRADE
6 TH	570	132	44	746
7 TH	528	137	36	701
8 TH	583	134	32	749
TOTAL	1681	403	112	2196

Governing/Advisory Board: The Governing Board is to be comprised of one permanent teacher from each department, English, Math, Social Studies, Science, Physical Education, English Language Learners (ELL), Special Education, School for Advanced Studies (SAS), and the various electives, magnet coordinator, two classified employees, the principal, one out of classroom teacher, the student body president, and a parent from each of the following groups: Parent Teacher Student Association (PTSA), ELL, SAS, Magnet, Special Education.

Governing/Advisory Board

John Plevack Principal	Jodi Huff UTLA/English Teacher	Michelle Yamasaki Math Teacher
William C. Burke Dance Teacher	David Guest Film	Sherman Gardin Out of Classroom
Andrea Harris Social Studies Teacher	Aileen Michel Art Teacher	Alison Miller Magnet Coordinator
Melody Delich Classified	Carlos Alvarado Classified	Blair Carroll Teacher Librarian
Ellen Maisen Science Teacher	Leo Krubsack Choral Music Teacher	Howard Cahn Physical Education
Maria Cordero ELL	Jason Koteen Special Education Teacher	Carlos Lauchu Science Academy STEM School

Source of Money: State Block Grant

Due to a change in LAUSD policy regarding allocation of Title I funding, Millikan Middle School, Performing Arts Magnet, and Science Academy STEM School will no longer receive Title I funds. This loss of approximately \$600,000 has made it necessary for our school site to seek other options for funding, such as the State Block Grant, to sustain programs necessary to support our students’ educational needs.

Leaders: Principal, Magnet Coordinator, UTLA Chapter Chair, Teachers, Classified Personnel, Parents, Students.

Charter Development Team

William C. Burke	Andrea Harris	John Plevack
Theresa Burnett	Jodi Huff	Melanie Ronning
Blair Carroll	Ellen Maisen	Penelope Spencer
Marie Cordero	Aileen Michel	Erin Tanguay
Kim D’Aloisio	Allison Miller	Michelle Yamasaki
Sherman Gardin		

Affirmations and Assurances

Millikan Affiliated Charter shall:

- Be nonsectarian in its programs, admission policies, employment practices and all other operations.
- Not charge tuition.
- Not discriminate against any student 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.
- Admit all pupils who wish to attend the school. EC 47605(d)(2)(A)
- Determine admission by a public random drawing, if the number of pupils who wish to attend the school exceeds the school capacity, and preference shall be extended to pupils who currently attend the Charter School and pupils who reside in the District. EC 47605(d)(2)(B)
- Not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.
- Not require any child to attend the charter school nor any employee to work at the Charter School.
- In accordance with Education Code Section 48200, if a pupil is expelled or leaves the Charter School without graduation or completing the school year for any reason, the 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.

Initial Screening Checklist

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Initial Screening Checklist

Element 1
Description of the Educational Program

School Description

Name of charter school	Robert A. Millikan Middle School Affiliated Charter
Address	5041 Sunnyslope Ave. Sherman Oaks, California 91423
Telephone Number	(818) 528-1600
Fax Number	(818) 990-7651
Contact Person	John Plevack, Principal
Term of Charter	2012-2017
Grade Configuration	6-8 Middle School
Number of students 1 st year	2200
Grade Levels 1 st year	6-8
Scheduled Opening Date	August 13, 2012
Current Enrollment	2196
Projected Enrollment	2200
Operational Capacity	2275
Instructional Calendar	Traditional

*If space is available, traveling students will have the option to attend.

Student Population

Millikan Affiliated Charter's target student population includes approximately 2200 students, grades 6-8, from our surrounding neighborhood and various areas within the San Fernando Valley and Los Angeles area. Our students fall into one or more of the following categories.

DESIGNATION	STUDENT COUNT
SAS	920
SPECIAL EDUCATION	220
ELL	113
REGULAR	943
SOCIO-ECONOMIC DISADVANTAGE	913

Our identified Special Education students require additional accommodations and specialized instructional strategies.

Our identified English Language Learners require strategic instruction through a Modular Program in Specially Designed Academic Instruction in English (SDAIE), ESL (English as a Second Language) and Sheltered instruction.

Our identified gifted or talented students and those in the SAS program require differentiated instruction, which enhances the curriculum through the dimensions of depth and complexity.

Millikan Affiliated Charter will continue to plan, develop, evaluate, and implement a positive and rigorous instructional program that meets the needs of various learning styles that are appropriate for the child.

Achievement Data

Millikan Affiliated Charter's California Standards Test scores demonstrate our continual academic improvement from year to year as specified under NCLB, and place Millikan Affiliated Charter as the second highest performing Middle School in LAUSD.

2007	2008	2009	2010	2011
808	841	844	862	868

To provide a quality standards based instruction, entwined with the Arts, Millikan Affiliated Charter incorporates the teaming of teachers either by subject, academy, and/or grade level. We core classes, maintain student groupings throughout their courses of study, provide a homeroom at the end of the day to support the needs of our students by allowing extended instructional time on campus for advanced, specialty, and intervention classes, and provide opportunities to take intervention classes during the day, in homeroom, and/or after school. Millikan Affiliated Charter takes great pride in providing instruction that is scaffolded, relevant, and interdisciplinary within our main school, our Performing Arts Magnet, our Science Academy STEM School, our various academies, the SAS program, and our Special Education Program, so that all of our students have the opportunity for educational growth in their academic and elective classes. (US Department of Education, 2001; Cotton, 2001; Lee & Smith, 1995, Virtue, Wilson, & Ingram, 2009; NMSA Position Paper, 2002; Beane, 1996).

An Educated Person in the 21st century

Millikan Affiliated Charter will focus on producing an educated person in the 21st century. We will accomplish this by providing opportunities which engage and challenge students, and allow them to demonstrate their learning and thinking process. Teachers will strive to integrate innovative technologies and research based instructional strategies, throughout the curriculum, to engage students and prepare them to be confident self-learners. Critical of information available to them in many different forms, our students will be information literate. Through hands on experiences in the classroom, on our campus, and out in our community, Millikan Affiliated Charter students will learn to be independent, disciplined, motivated people who can make incisive, well informed decisions for themselves by acquiring the knowledge and skills necessary

for our technology-oriented society (Mohan, Centre for the Development of Teaching and Learning, 2005).

Best Practices and Innovative Elements of Millikan Affiliated Charter

Millikan Affiliated Charter believes that learning best occurs when a child's intellectual mind and creative mind are nurtured equally. As a California Distinguished School, a National Forum School to Watch, and a Bravo Award Winner, Millikan Affiliated Charter provides a rigorous blend of high-level academics with high-level, academic art and technology electives.

Millikan Affiliated Charter's specialty homerooms, such as Civics, Peer Mediation, Leadership, Rainbow Council, Science, Math, and Musical Theater and Performance Dance provide students with additional opportunities to focus on their individual strengths and learning styles, which enhances the entire school.

Dance students perform regularly for the student body, local community, and neighboring schools. Dance students also conduct residencies in local elementary schools, teaching dance to K-5 students.

Utilizing the WiseLives: Character Counts! curriculum, Civics students teach the entire student body a positive character trait each week. They provide to each homeroom a service announcement and follow up activities. Each of the Civics students completes a service project which fosters change or enhances the community.

Peer Mediation students model conflict-resolution skills. When conflicts arise, any student may request the help of a Peer Mediator.

Leadership students act as role models to their peers through promoting school pride and academic achievement. They do this through organizing school wide activities and regular student recognition events. They help promote a close community within the school, and local organizations to help improve our community at large.

Rainbow Council students learn to appreciate their similarities and differences, and promote acceptance, tolerance, and kindness for all people through the murals they paint on our campus and the work they do in our community for children in need.

Humanities students receive a broad overview of great human achievement throughout history. They analyze and discuss the world of art, language, philosophy, and history to relate the past to the world in which they now live.

Math Academy students are given the opportunity to explore concepts through hands on cooperative learning and problem solving activities utilizing real world applications. Through authentic project-based, collaborative learning, students are able to delve deeply into mathematics concepts and support their peers throughout the learning process.

Science Academy STEM School students use high school level curriculum in an accelerated learning environment. They are available to the entire student body, on a daily basis, for peer tutoring in all levels of science.

Personalized Learning Environments

Millikan Affiliated Charter provides several personalized learning environments within our Main School, the Performing Arts Magnet School, and the Science Academy STEM School. Within the Main School, students may apply to be a member of the Performing Arts Academy, the Math Academy, the Civics Academy, the New Media Academy, or the SAS program. Millikan Affiliate Charter also offers personalized learning environments within homerooms, where students may apply to be in Leadership, Peer Mediation, Rainbow Council, Humanities, Journalism, Foreign Language, and Yearbook. In addition, we provide a 6th grade Elective rotation, 6th grade cored subject areas, and counselors who follow students through their three years at Millikan. Special Education students may be included in any of the above programs.

School-wide Intervention Strategies

Millikan Affiliated Charter is committed to helping all students to achieve academic success by offering a variety of Intervention classes during the school day, in homeroom, and after school. During class, students may request extra support in a variety of subject areas at the Learning Center. Teachers are also available to tutor students during nutrition, lunch, and after school. We use a variety of methods to ensure success, such as one on one tutoring with a teacher, peer tutoring, computer intervention programs (such as the ALEKS math program), and teacher support in the Learning Center, which students may use during the class period or at nutrition and lunch.

Extensive Elective Course Offering

Millikan Affiliated Charter offers a variety of elective classes to appeal to the varied interests and abilities of our students. Electives include: Drama, Musical Theater, Dance (Modern, Ballet, Jazz and Cultural), Stage Craft, Exploratory Wheel, General, and Advanced Art, Design Craft, Intervention, Environmental Art, Computers, Media, Film, Choral Music, Instrumental Music (Beginning and Advanced Band, Percussion, Strings, Orchestra, Drumming), and Robotics (within the Science Academy STEM School. Professional artists work collaboratively with teachers to provide meaningful workshops to enhance the elective program.

Extracurricular Programs

Millikan Affiliated Charter offers extracurricular programs and activities during the school day (during nutrition and lunch) and after school to promote school pride and participation, citizenship and tolerance, and opportunity and involvement. On any given week, there are a variety of school spirit events held during nutrition and/or lunch for students to interact with each other in community building activities. The Physical Education Department hosts regular lunchtime tournaments, open to all students, such as indoor and outdoor soccer, basketball, and football. Other school-wide events include the Math Academy's annual Pi Day event, the

Science Department's Science Fair, opportunities for at-risk students to participate in art performances beyond the school day, and the World Fair which is a collaborative event incorporating all departments and programs. Millikan Affiliated Charter also provides students with a wide array of after school activities, such as team sports (basketball, football, etc.), and provides space for Youth Services to offer classes such as dance, cooking, photography and animation.

Goals of the Program

The goal of Millikan Affiliated Charter is to become self-motivated, competent, life-long learners. Our students will make informed, positive decisions in the areas of school, local, national, and world citizenship.

To reach these goals Millikan Affiliated Charter will provide students with numerous opportunities to be active participants in learning through innovative, challenging curriculum, presented through interactive interdisciplinary-based instructional strategies. As Millikan Affiliated Charter seeks out enriching options to enhance our programs, students will participate in our current successful options which include:

***Specialized Schools:** The Performing Arts Magnet, The Science Academy STEM School

***Main School Academies:** Performing Arts, Civics, Math, The Film Academy, The School for Advanced Studies

***Electives:** Instrumental Music, Vocal Music, Drama, Film, Dance, Robotics, Computers, Personal Development, Yearbook, Civics, Yearbook, Fine Art, Advanced Science, and Intervention

***Specialty Homerooms:** Rainbow Council, Peer Mediation, Leadership, Intervention, Social Skills, Civics, Math, Jazz Band, and Chamber Ensemble

***Clubs:** Science Olympiad, Black Student Union, Christian Club, Book Club, Chess Club

***Special Events:** Pi Day, Battle of the Books, Spirit Days, Student Film Festivals, Millikan Idol, World's Fair, Science Fair, Intramural Sports Events, Career Day, High School Night

***After-School Options:** Classes sponsored by Youth Services including dance, journalism, and photography, Math and Language Arts Intervention, Advanced Placement Biology, Girl Scouts, recreational and competitive Sports Teams through Beyond the Bell

Typical Day at Millikan Affiliated Charter

On any given day at Millikan Affiliated Charter, students will attend each of their six periods, with homeroom at the end of the day to allow for extra instructional time for specialty and intervention classes, as well as time for homework assistance. In addition to core subject areas, students participate in academic electives to create a more complete education and allow students to pursue interest and discover their talents and abilities. During nutrition and lunch, students may be found in classrooms rehearsing for shows, receiving or offering tutoring, participating in school spirit events, engaging with peer mediation students who offer conflict-resolution strategies, working independently, working in groups, or getting individual assistance in the Library Media Center, socializing with peers to build positive friendships, and interacting with staff to develop core values.

Instructional Framework

Millikan Affiliated Charter aligns standards-based, interdisciplinary instruction, across the curriculum, to meet the needs of our students, so they may attain mastery of curriculum concepts, as evidenced by scores of proficient or advanced on progress monitoring assessments and CSTs.

Millikan Affiliated Charter's instruction design framework is set up to meet the vast needs of our students and their choices of electives and/or academies. To program our students' classes, we use data analysis, CST scores, IEP requirements, teacher recommendations, classroom performance, and counselor assessments.

Students are placed in SAS, Honors or Regular classes for each of their content areas. Students with disabilities are programmed into classes as written in their IEPs. ELL students will receive an instructional program that is based on their individual needs.

Whenever possible, students are assigned electives based on their choices, with the exception being that the 6th grade Elective Rotational Wheel, provides 6th grade students with four 10-week elective courses during a the school year, and certain specialty academies have a built in elective course for the students who select that academy.

Elective classes are sequential and academic so as to teach the inner workings of each elective, as well as, provide hands on experience of those electives. These electives also offer room for growth by providing students with beginning, intermediate, and advanced offering of the same elective area. Students in Art can start off in Exploratory Art, then take General Art or Design Craft, and then take Advanced Art in 8th grade. Students in Music can start off by learning to play an instrument, then joining the Band, and even specializing by choosing to be in the Percussion Class or Jazz Ensemble.

Entry into an academy is voluntary. Academies incorporate at least two grade levels, with articulation in its teacher team, curriculum, and instruction across grade levels. (Felner et al., 2007) Academies maintain personalization through limited size (Ancess & Allen, 2006; Semel & Sadovnik, 2008), teacher teamwork, (Oxley, 2001; Patterson, 2006; US Department of Education, 2001), and a sense of community (Fine & Somerville, 1998).

All students will take Dance or Physical Education, depending on their selection of academies or school. Our Dance and Physical Education programs are standards based and stress the importance of physical fitness as a lifelong goal.

Millikan Affiliated Charter's instructional framework incorporates rigor (Draper, 2009; California Association of the Gifted, 2002), student motivation (Ryan & Lynch, 2007; Marzano, Pickering, & Pollack, 2001; Fogerty, 2002), use of data to inform instruction (LAUSD MyData website), and personalized learning environments (Kafka, 2008; US Department of Education, 2001; Oxley, 2001; Patterson, 2006) to maintain a strong academic program in English, Math, Science, History, and the Arts.

Instruction by teachers allows for differentiation of lessons, enrichment, and remediation as needed. Methodologies include, but are not limited to: cooperative learning, heterogeneous and homogeneous groupings (Heacox, 2002), interdisciplinary teaching through thematic academies (Virtue, Wilson, & Ingram, 2009), WICR (Writing, Inquiry, Collaboration, and Reading) strategies (LACOE, 2002), facilitating dimensions of depth and complexity with gifted strategies for all (Tomlinson, 1999), experimentation, intervention, and technology-based presentations. CST data, Periodic Assessments, and/or Core-K12 Progress Monitoring results will drive professional development. Once student areas of weakness have been identified by these assessments, professional development and continuous improvement sessions will be implemented to support teaching strategies and methodologies which target deficiencies.

Delineation of Core Subject Areas

Reading comprehension, inference, critical thinking, problem solving, communication, social development, emotional well being, deductive reasoning, skill application, inductive reasoning, cooperative learning, qualitative analysis, and use of technology are incorporated in each subject area.

	ENGLISH	MATH	SOCIAL STUDIES	SCIENCE	PE	ELECTIVE
6 TH	Eng 6AB	Math 6A Algebra Readiness	Ancient Civilizations AB	Science Health 6AB	PE or Dance	Elective Or Intervention
7 th	Eng 7AB	Math 7A, Algebra Readiness, Alg 1AB	World History AB	Science Health 7AB	PE or Dance	Elective Or Intervention
8 th	Eng 8AB	Algebra Readiness, Alg 1AB, Geo 1AB	US History AB	Science AB	PE or Dance	Elective Or Intervention

For mathematics, an Algebra Readiness Assessment, CST scores, teacher recommendation, and final math grade in the sixth and seventh grades determine appropriate placement into the next year's math course: Math 7, Algebra Readiness or Algebra 1AB. Placement into high school level Geometry will occur when students have met all the Algebra 1 requirements for receiving high school graduation credit for mathematics, as outlined in LAUSD Bulletin 5325.

Core courses, Electives, and Physical Education/Dance classes are aligned with State Frameworks, California Content Standards, and utilize State adopted textbooks and supplemental materials, and differentiated instruction in all classrooms with a multi-disciplinary approach to keep students focused on a learning curriculum which is relevant and challenging. (Tomlinson, 1999; Heacox, 2002, Iatarola et al., 2008; US Department of Education, 2001, Virtue, Wilson, & Ingram, 2009, Reeves, 2000).

All California Content Standards (to become Common Core Standards) will be addressed with grade-level planning within departments so students receive consistent instruction in all academic areas. (Attachment R)

The Millikan Affiliated Charter Council shall have flexibility in instructional programs and extra-curricular programs and materials, but all assessments and curriculum materials will be aligned with California State Standards. Millikan Affiliated Charter will decide whether to implement the district periodic assessments or to have teachers create assessments to monitor student progress. Departments will then decide whether to use the district's assessment or department-created common assessments. The charter council must then vote to determine approval of the assessments. Millikan Affiliated Charter shall have flexibility in instructional programs and choice of curricular materials. All assessments and curricular materials will be aligned with the California State Standards.

Goals for Ensuring Equal Access

English Language Learners

Students are identified as English Language Learners (ELL) by the Home Language Survey, California English Language Development Test (CELDT) scores from the elementary schools, and notations on the Student Information System. If a student's parents fill out the Language survey of the enrollment application and state any other language beside English, the child is then tested with a CELDT exam. If the student scores 1, 2 or 3 on the CELDT the student is then classified as a Limited English Proficient (LEP) student. These students are also called ELL students. ELL students are placed in ESL 1, 2, 3, and 4 or Preparing to Redesignate Program (PRP) (sheltered language) classes that address the language needs indicated on their CELDT evaluations. The District provided instruction through a Modular Program in Specially Designed Academic Instruction in English (SDAIE). In the case of students dually designated in Special Education and ELL, students will be placed in the Special Education Program.

Students participating in the ELL Program are monitored by the categorical program advisor, ELL teachers, counselors, and the English Learners Advisory Committee (ELAC). They will be offered opportunities to:

- Participate in the general curriculum as outlined by the State of California, LAUSD, and LAUSD Master Plan for English Language Learners.
- Matriculate within departmentalized classes within their program.
- Participate in regular physical education and elective classes (unless otherwise designated).

Criteria for Reclassifying English Language Learners in Grades 6-12:

- a. The student has an Annual CELDT overall performance level of 4 or 5 with skill area scores of 3 or higher in Listening, Speaking, Reading and Writing.
- b. The student scores Basic or above on the ELA section of the CST.
- c. The student is judged successful in a mainstream English program based on a

- grade of C or better in English or ESL 3/4.
- d. The parent is notified that the student is eligible for Reclassification, using the District's Reclassification Letter.

The goal will be to increase the reclassification rate by at least 3% per school year. ELL students shall be allowed to matriculate within their departmentalized classes into regular English classes once they have demonstrated proficiency. It will be the goal of the educational program to integrate and involve English Language Learners in a variety of programs and activities throughout the school.

Gifted and Talented Education (GATE)

Millikan Affiliated Charter will continue to use LAUSD's GATE identification process and policy, and it will reimburse the District for testing and processing on a fee-for-service basis. To ensure underrepresented students are referred for identification, Millikan Affiliated Charter will utilize subjective indicators (i.e. teacher checklists and parent inventories), professional judgment, and test results as part of the screening procedures. This program will be monitored by the GATE coordinator and administrator.

Millikan Affiliated Charter will maintain federal, state and district mandated educational services and support for identified gifted, talented, and high achieving students. GATE students will participate in the School for Advanced Studies (SAS) program. To support the student's particular academic needs, SAS students will be provided with a curriculum that reflects rigor and differentiation. Differentiation of the curriculum for these advanced learners will include dimensions of gifted instruction such as accelerated pacing, depth, complexity, and novelty that are appropriate to individual needs, interests, and abilities. Teachers will be required to participate in on-going training in order to work with GATE students.

Identified talented students' needs are addressed through the elective classes. Varied levels of elective classes, as well as dance, allow for talented students to focus on their specific aptitude. We are committed to engaging in the implementation of comprehensive teaching strategies for all students. Eligible students who choose to participate in the District's Saturday Conservatory of the Arts may do so at the expense of the Millikan Affiliated Charter.

The quality and effectiveness of the GATE/SAS program will be monitored through the analysis of students' grades and CST results. The administrator, counselor and GATE/SAS coordinator will analyze student data to determine strategies for addressing the underachieving GATE students. Students who do not demonstrate advanced level performance will be provided with opportunities to participate in the various intervention programs that are available to all students.

Underperforming Students

Students who fail to meet grade level standards, as measured by the CST, Periodic Assessments (or department-created common assessments), and report card grades, will be provided with various forms of intervention programs. Counselors, administrators and coordinators will review grades every ten weeks and CST data to monitor student progress. Students who do not

demonstrate proficiency may be required to participate in intervention programs.

Low Socio-Economic Status

Students will be identified as socio-economically disadvantaged based on whether they qualify for Free- or Reduced-Lunch through the federally-funded School Lunch Program. The needs of socio-economically disadvantaged students will be monitored by the Title I Coordinator. Report card grades and CST data will be utilized to monitor student progress. Students who do not meet grade level standards may be required to participate in at least one of the intervention program.

Special Education

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

Meeting the Needs of At-Risk Students

Strategies for addressing all students who do not demonstrate proficiency on grade level standards:

- Notice of Unsatisfactory Progress: Teachers contact parents to report unsatisfactory progress of students. This communication may occur through conference, phone calls including Connect-Ed, email, or notice of unsatisfactory progress hand-delivered by the student.
- Teacher Conference(s): Teachers may meet conference with parents, students, dean, and/or administrator to discuss strategies for assisting at-risk students. In addition, a team of teachers may conference with parents and other out-of-classroom personnel to discuss strategies for promoting student achievement.
- Student Success Team Meetings (SST): The California Department of Education recommends SST as an intervention for students who are experiencing serious academic and/or behavior problems at school. If a student continues to be unsuccessful after teachers have implemented interventions, a team meeting is held with the student, parent, teachers, and school counselor. The student's progress is discussed, current interventions are reviewed and additional actions are identified to be implemented by the school and the family. A second meeting will be held after approximately five weeks to analyze and discuss progress. Additional possible outcomes of the SST meeting are a referral for an assessment for special education or a Section 504 Plan.
- Discipline Review Team: The team meets frequently to discuss individual student who possess on-going behavioral issues that impede their learning. The meeting allows team members to strategize and develop a plan for addressing the student's negative behavior.
- Student Planner: All students are provided with a planner to allow students to record assignments and homework. Parents and teachers may also utilize the planner as a form of communication between home-school.
- Meetings with counselors regarding Individualized Culmination Plan.

Intervention Programs Available to all Students:

- Period 7 Class: After school class in math or English provided for Tier 1/2 students.
- Intervention Elective: Students who require a more intensive intervention program can be enrolled in a Math Tutorial Lab or ELA Intervention.
- Homeroom Class: Tier 1 students who need math, English or homework support may utilize homeroom time to receive additional time to learn the concepts previously taught.
- Intervention Coordinator and administrator conference with students and/or parents every grade reporting period to discuss educational expectations and monitor student progress.
- After School Intervention Options: The computer lab is open afterschool as a math tutorial lab. Students may also enroll in the intervention classes for English and Math several days a week.

These different intervention programs are available to all students. The goal will be for students to meet grade level standards.

Attendance Requirements

Millikan Affiliated Charter will adhere to the minimum number of instructional minutes, as set forth by Education Code S47612.5.

Instructional Materials

Millikan Affiliated Charter currently uses district approved state aligned textbooks for all core subjects and will continue to do so for the 2012-2013 school year. In the future, Millikan Affiliated Charter may consider using other state-adopted materials that benefit the needs of the targeted population.

Textbook List

6 th GRADE TEXTBOOKS	TITLE	PUBLISHER
English	Literature: Timeless Voices, Timeless Themes Copper Level	Prentice Hall
Mathematics	California Math Course 1	McDougal Littell
Social Studies	Discovering Our Past: Ancient Civilizations	Glencoe
Science	California Earth Science Teen Health Course 1 Earth Science CA Edition	Holt Glencoe Pearson Prentice Hall

7 th GRADE TEXTBOOKS	TITLE	PUBLISHER
English	Literature: Timeless Voices, Timeless	Prentice Hall

	Themes Bronze Level	
Mathematics	California Math Course 2	McDougal Littell
Social Studies	World History: Medieval and Early Modern Times	McDougal Littell
Science	California Life Science Teen Health Course 2 Campbell Biology (9th Edition) Biology Life on Earth: 6 th edition Essentials of Human Anatomy and Physiology	Holt Glencoe Benjamin Cummings Prentice Hall Benjamin Cummings

8 th GRADE TEXTBOOKS	TITLE	PUBLISHER
English	Literature: Timeless Voices, Timeless Themes Silver Level	Prentice Hall
Mathematics	Geometry California Algebra 1 California Algebra Readiness	Prentice Hall Glencoe Prentice Hall
Social Studies	Creating America	McDougal Littell
Science	California Physical Science Chemistry for Advanced High School Studies: 7 th edition Chemistry Matter and Change Physics Principles and Problems Physics 6 th Edition by Giancoli	Holt Houghton Mifflin Company Glencoe Science Glencoe Science Pearson Prentice Hall

Instructional Strategies

The teachers of Millikan Affiliated Charter will use current research and student data to drive best teaching methodologies, while utilizing rigorous conceptual learning at each grade-level. Learning strategies may include any of the following:

- Academic Rigor- In all subject areas, students actively explore, research, and solve complex problems to develop a deep understanding of core academic concepts.
- Clear Expectations- Teachers clearly define and articulate the Common Core Standards in “student-friendly” language to ensure academic goals are attained.
- Flexible Student Groupings- Teachers create small groups in order for students to collaborate with their peers. Students share their metacognitive processes to maximize learning. Cooperative groups promote diverse

perspectives, student-centered learning, and teamwork, allowing students' individual needs to be addressed.

- **Criteria Charts/Rubrics-** These tools help focus students to meet and exceed the objectives of the assignment. They are based upon curricular standards and objectives.
- **Direct Instruction-** Teachers use carefully planned direct instruction to teach standards-based lessons.
- **Guided & Independent Practice-** Students are provided with adequate time to demonstrate successful understanding of the concepts or skills being taught.
- **Differentiated Instruction-** Teachers provide lessons and assignments within the core curriculum which allow students to perform at their appropriate academic levels while maintaining or exceeding state standards.
- **Higher-Level Thinking-** Teachers design lessons that develop critical thinking skills, which help to solve complex problems with depth and complexity. Students are encouraged to utilize the highest stages of Bloom's Taxonomy, such as synthesis, analysis, and evaluation.
- **Integration of the Arts-** Teachers and curriculum specialists use drama, dance, music and visual arts to enhance their students' thinking and learning experiences. Academic Art classes are approached with clear expectations, standards based lesson plans, and meaningful assessments.
- **Experiential Learning-** Students make connections to the curriculum through real life experiences such as plays, field trips, labs, simulations, and experiments in an effort to learn through doing. It is through these activities that students will process, analyze, and conceptualize their understanding.
- **Peer Instruction –** Students have the opportunity to use the “union of knowledge principle” that allows the students to engage in discussions of reasoning and deeper understanding of the curriculum.

Adhering to the proposed instructional framework and learning strategies ensures Millikan Middle School Charter instructors can successfully meet the needs of all students which include these subgroups: GATE/SAS, Special Education, English Language Learners, Under-Achieving/Non-Proficient, General Education, and the Socio-Economically Disadvantaged.

Teacher Recruitment and Millikan Affiliated Charter Hiring Guidelines

Full-time classroom teaching positions will be filled by highly qualified certificated employees, with California teaching credentials, as identified by the No Child Left Behind (NCLB) legislation. Teachers will be recruited, selected and qualified in accordance with District and Personnel Commission's Policy and Procedures. All teaching staff members will be chosen in accordance with District and Personnel Commission Policy and Procedures and collective bargaining agreements.

Professional Development

Every Tuesday afternoon is dedicated to professional development, where time is split between department, grade-level, magnet, academy, staff, and committee meetings. Meetings are held during common planning time on Tuesdays from 1:45 to 3:00, with meetings until 4:00 on up to three Tuesdays per month.

Professional development at Millikan Affiliated Charter is ongoing and needs-based as determined by analysis of student data as well as staff surveys. A committee of staff members will assist administration in planning of professional development. One Tuesday a month, teachers meet with their department during this time.

Topics include:

Sharing of best practices within and across subjects and grade levels

The academic performance of our students

The social and emotional well being of our students and staff

Strategies for differentiating lessons to address the needs of all students, both those struggling and needing enrichment, including GATE

Integrating technology in the classroom

Utilizing multiple intelligences in the classroom

Staff team-building and collaboration

Analyzing student data to help inform instruction

Creating cross-curricular lesson plans and activities

Addressing the needs of student subgroups: SDAIE strategies for ELL, Special Education students, and other subgroups

Culturally Relevant Responsive Education (CRRE)

Developing critical thinking skills

In addition to professional development every Tuesday, staff members also attend workshops and conferences. Some also design and instruct colleagues and students outside of the school site in collaboration with other organizations.

School Calendar (Attachment A)

Millikan Affiliated Charter uses the District's model of the traditional calendar with a minimum of 62,160 instructional minutes for the year. (377 minutes in a regular day, 317 minutes in a common planning day, 287 professional development day, and 247 minutes in a minimum day.) Millikan Affiliated Charter assures that the school will offer, at minimum, the number of minutes of instruction set forth in Education Code S47612.5: (Attachment I)

Daily Schedule

Students move through a six period day with each period lasting fifty one minutes (every day except Tuesdays). Counselors assign students a social studies, science, English, and mathematics class at their grade (or in math, placement) level. The majority of 6th graders have cored classes of English and History, and Math and Science for blocks of two periods. Students are also assigned a physical education and elective class, as well. Tuesdays, students are dismissed at 1:29pm (forty minute classes) and teachers engage in professional development or common planning time. The homeroom period at the end of the day allows students to receive homework help before leaving campus for the day, and also allows intervention teachers, along with others such as academy class enrichment, extra time to continue their work assisting students in achieving their learning goals.

Bell Schedules 2011-2012

REGULAR DAY (M, W, Th, F)

Period 1	8:00 - 8:52
Period 2	8:58 - 9:49
Nutrition	9:49 - 10:30
Period 3	10:10 - 11:01
Period 4	11:07 - 11:58
Lunch	11:58 - 12:28
Period 5	12:34 - 1:25
Period 6	1:31 - 2:22
Homeroom	2:28 - 3:03

PROFESSIONAL DEVELOPMENT AND Common Planning Time (Tuesdays)

Period 1	8:00 - 8:41
Period 2	8:47 - 9:27
Nutrition	9:27 - 9:42
Period 3	9:48 - 10:26
Period 4	10:34 - 11:14
Lunch	11:14 - 11:44
Period 5	11:50 - 12:30
Period 6	12:36 - 1:16
Homeroom	1:22 - 1:33

MINIMUM DAY (Occasionally)

Period 1	8:00 - 8:34
Period 2	8:40 - 9:13
Period 3	9:19 - 9:52
Brunch	9:52 - 10:12
Period 4	10:18 - 10:51
Period 5	10:57 - 11:30
Period 6	11:36 - 12:09
Homeroom	12:15 - 12:29

School Vision and Mission

Millikan Affiliated Charter's vision is to provide opportunities for all students to become self-motivated, life long learners. Millikan Affiliated Charter's mission is that our students will possess the knowledge and skills necessary to pursue their academic and career goals and to be mentally and physically healthy, analytic learners. We provide a safe environment where our students are encouraged to become self reliant and disciplined citizens. We promote academic and character development as we foster individuality, creativity, and teamwork. Millikan Affiliated Charter will provide a strong academic instructional program in which students will master the California State Content Standards, based on current research best practices, within a safe, cooperative, communicative environment. Instruction will focus on the success of all students, as we strive to challenge them to reach their greatest potential. Accountability and responsibility will be shared among all members of the school to promote positive character, values and ethics.

Demographics/Academic Achievement of Surrounding Schools

LAUSD School	Enrollment 2011	Program Improvement 2011	Met School-wide Growth Target 2011	Met all Sub group Growth Targets 2011	2011 API Score	2010 API State Rank	2010 Similar Schools Rank	2010 % Students Elig. Free/Re-duced Lunch	2010 % Spec. Ed. Stds	2010 % of ELL Stds	2010 % Major Ethnicity #1	2010 % Major Ethnicity #2	2010 % Major Ethnicity #3
Millikan MS	1999	Y	Y	N	868	9	9	44	9	6	White 46	Hispanic 36	Black 10
Walter Reed MS	1654	Y	Y	N	828	7	7	60	11	12	Hispanic 52	White 32	Black 7
Van Nuys MS	1351	Y	Y	N	721	3	6	81	16	26	Hispanic 82	White 8	Black 5
Dixie Canyon Elem	380	N	Y	Y	893	9	4	24	11	6	White 63	Hispanic 18	Black 16
Kester Elem	640	N	Y	Y	885	9	8	55	8	15	Hispanic 45	White 36	Black 10
Riverside Elem	372	N	Y	Y	852	7	1	33	16	14	White 59	Hispanic 24	Black 12
Sherman Oaks Elem	556	N	Y	N	856	8	3	27	14	11	White 57	Hispanic 28	Black 11

Implementation Plan

Implementation of the middle school philosophy, for the benefit of all students, focuses on the concept of creating personalized learning environments. Students in the academies, the Performing Arts Magnet, and the Science Academy STEM School move through their courses together, creating continuity and community, in a rigorous, yet safe and caring, learning environment. Millikan Affiliated Charter will continue to use this successful model and work toward our school's mission and vision as we move forward and implement the charter program, as put forth by the Charter Council.

Conversion Affiliated Charter

1) Charter School Special Education Responsibilities

a) General Requirements

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

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

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

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

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

The Charter School will participate in the state quality assurance process for special education (i.e. verification reviews, coordinated compliance self-reviews, complaints monitoring,

procedural safeguards, and the local plan). The Charter School will participate in internal validation review (“DVR”).

The Charter School is responsible for the management of its, personnel, programs and services. The Charter School will ensure that its special education personnel or contracted personnel are appropriately credentialed, licensed or on waiver consistent with California laws and regulations.

The Charter School will implement the programs and services, including providing related services, required by the IEPs of the students enrolled at the Charter School.

b) Transferring Students

For students transferring to the Charter School from District schools or District affiliated charter schools, the Charter School will provide those related services required by the students’ IEPs immediately upon the students’ enrollment.

For students transferring to the Charter School from other school districts, the Charter School shall provide related services required by the students’ IEPs upon the students’ enrollment regardless of the type of service provider (school, NPA or private). IEP team meetings for such students will be held within thirty (30) days of the student’s enrollment in accordance with state and federal law.

c) Assessments

The referral process shall include Student Success Team (SST) meetings to review prior interventions, accommodations and modifications and to recommend further interventions as appropriate. The referral process shall be supported by the Response to Intervention (RTI) model approach using data to identify student strengths and weaknesses. Upon review of accumulated data, observation and review of records, the Charter School may determine that assessment is necessary to determine possible eligibility for special education programs and related services. Upon a parent’s request for assessment, the Charter School will convene a meeting to review and discuss the request in light of student records, acquired data and student performance to agree with or deny the request for assessment. If the Charter School determines that assessment for special education eligibility is not warranted, prior written notice must be given to the parent/guardian with a clear rationale for such refusal within 15 days of the request. If the Charter School concludes that there are suspected disabilities, the school must develop an assessment plan for each student with suspected disabilities within the 15 day timeline. The assessment plan will describe the types of assessments that may be used to determine the eligibility of students for special education instruction and services. Assessments will be conducted, within legal timelines, after receiving the parents’ written consent. The Charter School shall conduct an IEP team meeting that includes required team members within mandated timelines for each student assessed to discuss results, determine eligibility, and (if eligible) specify special education instruction and services. The Charter School will make decisions regarding eligibility, goals, program, placement, and exit from special education through the IEP process according to federal, state and District timelines.

d) Alternative Placements

In the event that the Charter School is unable to provide an appropriate placement or services for a student with special needs, the Charter School will contact the District to discuss placement and service alternatives. Charter schools are expected to provide services to all enrolled students with disabilities (mild to severe). If an Individualized Education Program (IEP) team that includes Charter School personnel places a student in a special education program provided by another entity, the Charter School will be fully responsible for the quality of the program and for any costs incurred for such a placement.

e) Least Restrictive Environment

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

f) Staffing Requirements

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

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

g) Student Discipline/Inclusion

The Charter School will ensure that it makes the necessary adjustments to comply with the mandates of state and federal laws, including the IDEA regarding discipline of students with disabilities. Discipline procedures will include positive behavioral interventions and the District's Discipline Foundation Policy. Prior to recommending expulsion and/or prior to the eleventh day of cumulative suspension for a student with disabilities, the Charter School will convene a manifestation determination IEP that includes District representation as set forth in the District's Policies and Procedures Manual. The Charter School will collect data pertaining to the number of special education students suspended or expelled.

The Charter is committed to achieving population balance that includes students with disabilities. The Charter will conduct outreach activities to attract and enroll a range of mild to severe special education students that is diverse and comparable with resident schools with similar demographics. The current District-wide average percentage of students with disabilities is 10-

13%. The Charter School's outreach efforts should be geared toward aligning with the District-wide average. The Charter School may not refuse to admit a student based on special education eligibility, needs or services identified in the student's IEP. The District will provide the Charter with MCD reports indicating range of services and number of students served at individual Charter Schools.

2) Procedural Safeguards/Due Process Hearings

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

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

3) Complaints

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

4) Funding of Special Education

The Charter School will adhere to all District policies and procedures regarding special education and special education funding, as they may be amended from time to time. The District shall retain all state and federal special education funding for charter school students, which is allocated to the SELPA. The District shall be responsible for providing all appropriate special education and related services in accordance with all applicable state and federal laws. The Charter Schools will contribute their fair share of SELPA-wide unfunded special education costs from their general-purpose block grant monies.

5) District Responsibilities Relating to Charter School Special Education Program

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

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

Modified Consent Decree Requirements

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

As part of fulfilling the District’s obligations under the Modified Consent Decree, data requests from Charter Schools that are not connected to the District’s current Student Information Systems (“SIS”)/ (“ ISIS”) are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s required format and are as follows:

- The Independent Charter School Suspension/Expulsion Report, due monthly throughout the school year.
- Paper SESAC Report and Welligent Student Listing Verification, due monthly throughout the school year.
- CBEDS, which is due at the end of October of Each School Year.
- All Students Enrolled December 1 of Each School Year, due at the end of December every school year.
- Graduation Status of 12th Grade Students Enrolled on December 1, due at the end of June every school year.

The District is currently in the process of developing an Integrated Student Information System (“ISIS”) as required by the MCD. Although most Charter Schools are not currently utilizing the District’s current SIS, the MCD requires all Charter Schools to implement the use of ISIS once it is developed.

Element 2

Measurable Pupil Outcomes

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. Ed. Code 47605 (b)(5)(B)

Measurable Skills and Knowledge Outcomes for Millikan Affiliated Charter Students

The goal for every student at Millikan Affiliated Charter is mastery of the California State Content Standards, measured by the California Standards Tests, District Periodic Assessments, and additional formative assessments. Mastery of standards is a goal of the No Child Left Behind (NCLB) legislation and is evidenced by the percentage of student proficiency required through the state's Adequate Yearly Progress report. The goals for 2011 are 67.6% proficient and advanced in English Language Arts and 68.5% proficient and advanced in Mathematics. The goals from 2012 through 2014, when 100% of the students are expected to be proficient and advanced, are delineated by the California Department of Education. Millikan Affiliated Charter is required to mirror these goals.

Students are assessed annually by the California Standards Tests and periodically through district assessments and teacher evaluations to determine their level of mastery of the state standards. Progress monitoring assessments may be used by teachers to supplement periodic assessments and provide them with a more timely understanding of students' strengths and weaknesses.

In compliance with NCLB legislation, all students must score Proficient or Advanced on these assessments to prove mastery. Students are identified for English Language Arts or Mathematics intervention based on student grades or whether the student is basic, below basic, or far below basic on the California Standards Tests or Periodic Assessments. Students are then placed in Millikan Affiliated Charter's Response To Intervention (RTI). This is a ten-week program for students in groups of about fifteen, in which they will work towards mastery of specific standards in which they are struggling. Students may test out of RTI, and return to their elective classes, when they demonstrate mastery of the necessary standards.

In addition, Millikan Affiliated Charter students are provided with strategies and skills to become critical thinkers, effective communicators, and socially conscious and contributing citizens, through the use of differentiated instruction, culturally relevant and responsive education, and SDAIE strategies.

Accountability for Student Progress

Departments will meet to discuss, evaluate, and review student achievement data by looking at key standards and addressing grade level remediation a minimum of three times a year.

Diagnostic studies of assessments provide information to guide discussion for “Best Practices” and strategies to improve student achievement.

An administrator and/or intervention coordinator will be responsible for placement of students not meeting proficiency in state standards into some type of intervention program(s).

Periodic Assessments

Millikan Affiliated Charter shall determine the development, implementation, and use of periodic assessments according to the needs of its students, within the limits permitted by Education Code. Millikan Affiliated Charter may choose to use District assessments or design its own and will determine the timing of such assessments and coordinate with the respective Local District.

Quantitative outcomes may be assessed through the following measurable procedures:

- There are two to four district provided periodic assessments per core subject per year. Students who are not achieving mastery (i.e. Basic, Below Basic or Far Below Basic) are referred to RTI.
- Teachers may utilize Core K12 Progress Monitoring assessments after each teaching unit in the core subjects. Students who are not achieving mastery are referred to RTI.
- Tests, quizzes, assignments, homework, projects, presentations, and classroom discussions, will be assigned by individual teachers according to their pacing plans and dependent upon their perspective of student need.

Specific, Measurable, and Realistic Student Achievement Targets API Growth

Each spring semester, as mandated by the District, the California Standards Tests are administered to all students at our school. Millikan Affiliated Charter is a high-performing school with Academic Performance Index (API) scores that are consistently in the top ten of all LAUSD comprehensives. Over the past five years, from 2006 through 2011, Millikan Affiliated Charter's API scores have improved by 72 points from 756 to 868. The goal of Millikan Affiliated Charter is to raise API scores 20 points over the next five years.

In 2011, most Millikan Affiliated Charter subgroups met or exceeded their targeted growth, as demonstrated in the chart below. Target growth for each year is 5 points in sub groups that have not reached 800.

Millikan Affiliated Charter

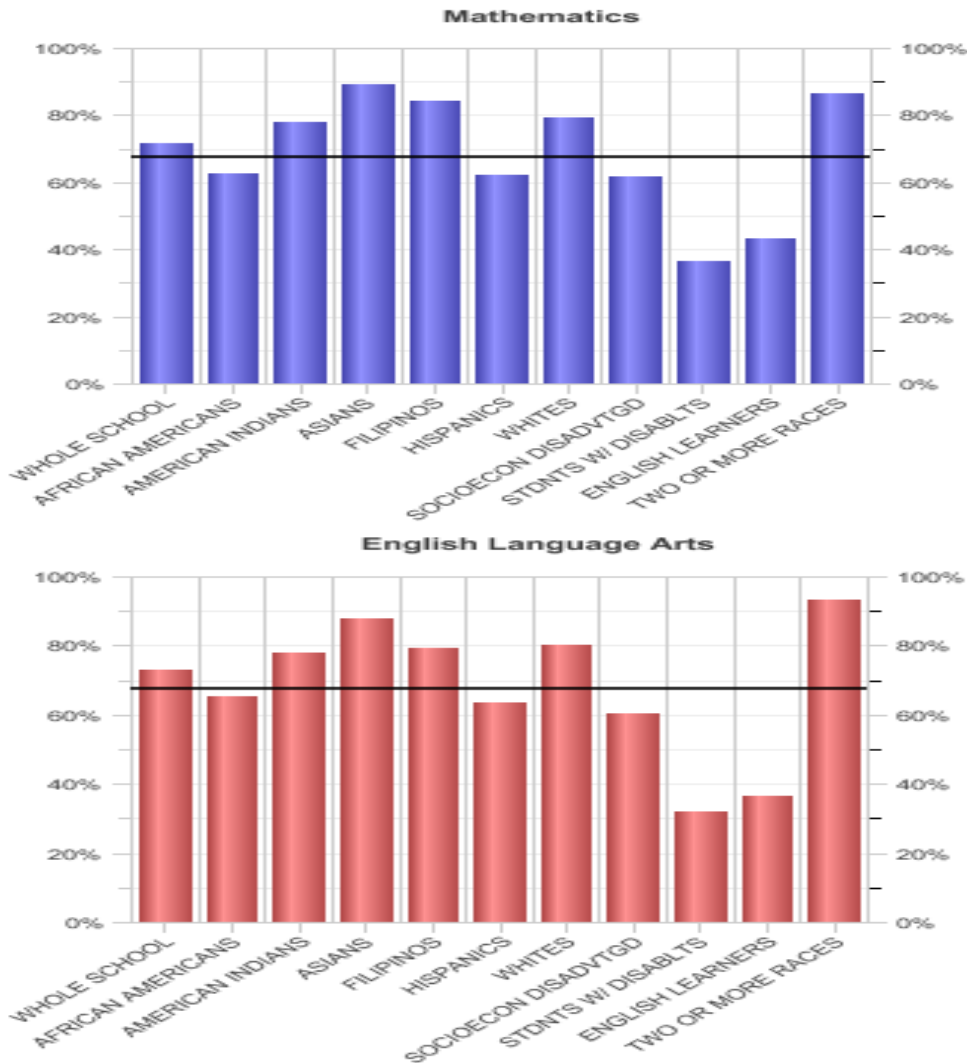
Nationality	Number of Students Included in 2011 API	Numerically Significant in Both Years	2011 Growth	2010 Base	2010-11 Growth Target	2010-11 Growth	Met Sub group Growth Target
Black or African American	203	Yes	822	810	A	12	Yes
American Indian or Alaska Native	18	No	884	891			
Asian	65	No	954	944			Yes
Filipino	44	No	927	945			
Hispanic or Latino	730	Yes	823	810	A	13	Yes
Native Hawaiian or Pacific Islander	3	No					
White	920	Yes	905	900	A	5	Yes
Two or More Races	15	No	925	922			
Socioeconomically Disadvantaged	940	Yes	819	808	A	11	Yes
English Learners	349	Yes	726	721	5	5	Yes
Students with Disabilities	177	Yes	594	589	1 1	5	No
School wide	1999		868	862	A	6	

Academic Performance Index (API) and Adequate Yearly Progress (AYP)

Millikan Affiliated Charter met 23 out of 29 target criteria for the AYP in 2010-2011. This includes five targets in which Millikan Affiliated Charter's subgroups made such significant gains in English and/or Math that they qualified for Safe Harbor designation. The goal of Millikan Affiliated Charter for the next five years is to improve 5% per year in math and English for the following subgroups: Black or African American, Hispanic or Latino, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities.

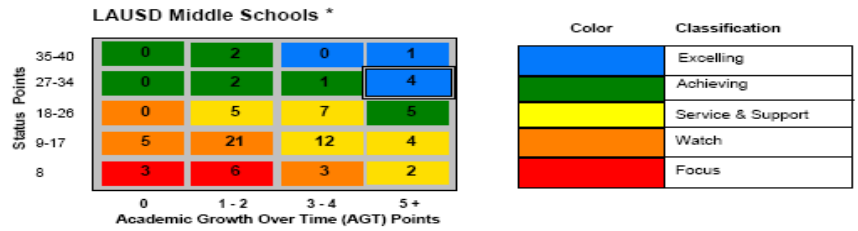
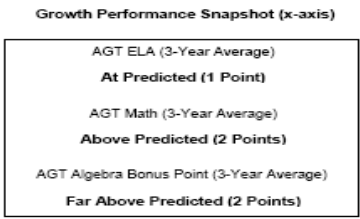
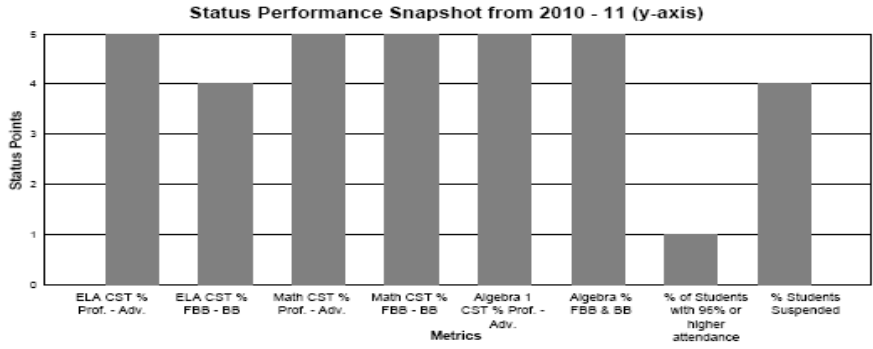
The following information demonstrates the number of targets met last year based on the CST Bands for ELA and Math and the LAUSD School Growth Performance Meter.

2010 – 2011 AYP Growth



School Performance Framework

MILLIKAN MIDDLE SCHOOL (Local District 2)



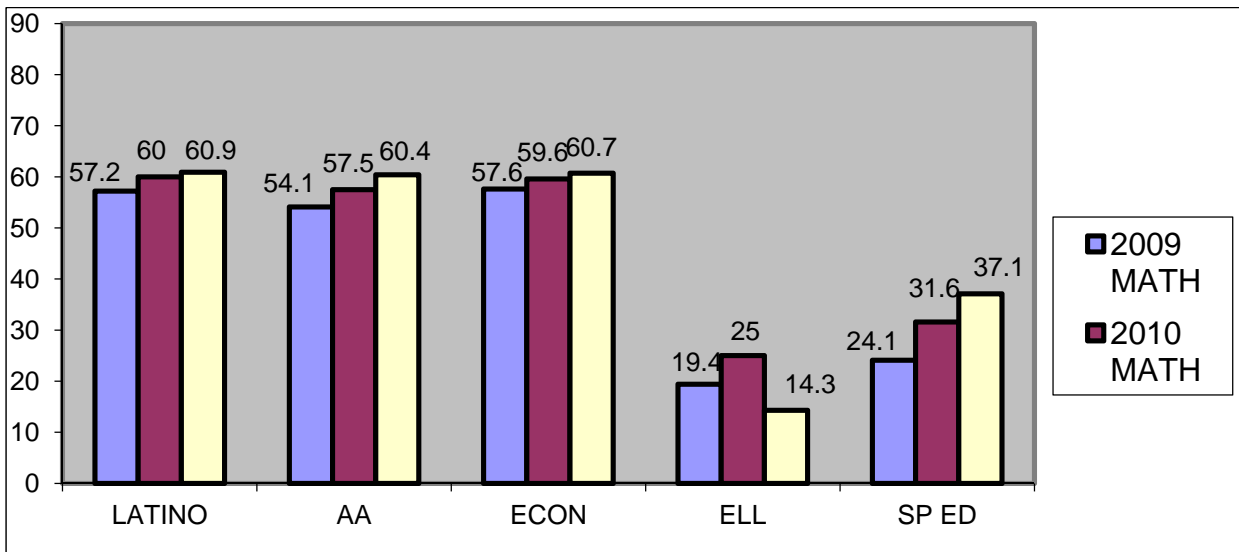
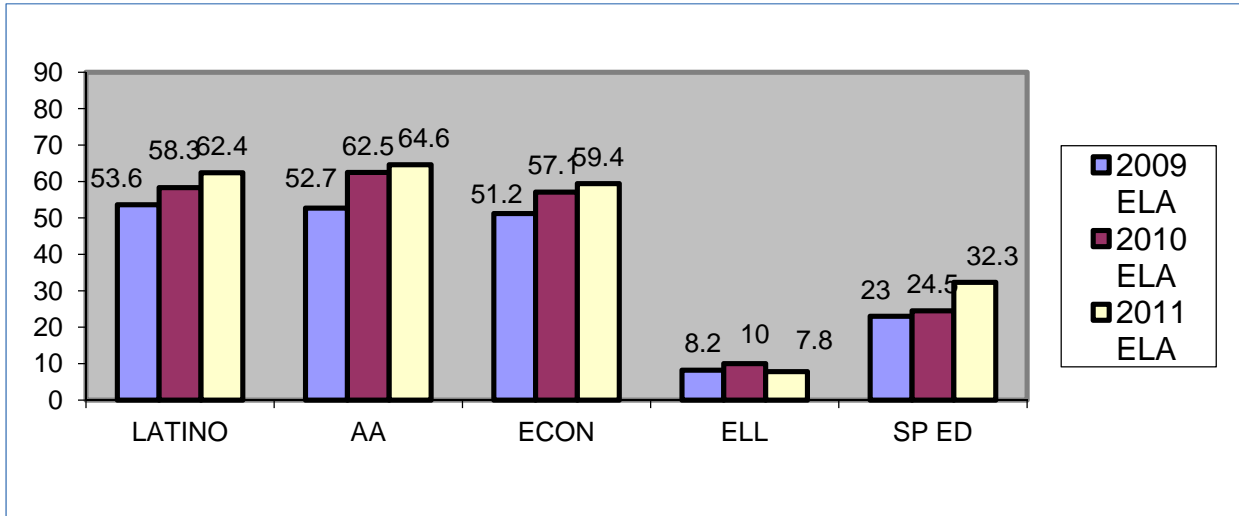
MILLIKAN MIDDLE SCHOOL earns the designation of **EXCELLING**

2010-2011 Growth Targets

— 67.6% ELA Proficiency Target Percent			— 68.5% Math Proficiency Target Percent		
	2010-2011			2010-2011	
Group	% P & A	AMO Target	Group	% P & A	AMO Target
WHOLE SCHOOL	72.90%	67.60%	WHOLE SCHOOL	71.80%	68.50%
AFRICAN AMERICANS	65.30%	67.60%	AFRICAN AMERICANS	62.60%	68.50%
AMERICAN INDIANS	77.80%	67.60%	AMERICAN INDIANS	77.80%	68.50%
ASIANS	87.70%	67.60%	ASIANS	89.20%	68.50%
FILIPINOS	79.50%	67.60%	FILIPINOS	84.10%	68.50%
HISPANICS	63.40%	67.60%	HISPANICS	62.00%	68.50%
WHITES	80.40%	67.60%	WHITES	79.50%	68.50%
SOCIOECON DISADVTGD	60.20%	67.60%	SOCIOECON DISADVTGD	61.90%	68.50%
STDNTS W/ DISABLTS	31.80%	67.60%	STDNTS W/ DISABLTS	36.40%	68.50%
ENGLISH LEARNERS	36.40%	67.60%	ENGLISH LEARNERS	43.30%	68.50%
TWO OR MORE RACES	93.30%	67.60%	TWO OR MORE RACES	86.70%	68.50%

Adequate Yearly Progress: Three-Year Trend - 2008 - 2011

Over the past three years, Millikan Affiliated Charter has made significant gains in the number of students scoring proficient or above in all subgroups except for English Language Learners.



For the 2011-2012 school year, Millikan Affiliated Charter has 120 English Language Learners. Of those, 24 students were reclassified, according to CELDT scores, CST scores, and grades, in the Fall, leading to a single semester reclassification rate of 20%. Millikan Affiliated Charter will be using the same criteria as The District, which is asking schools to raise ELL reclassification rates 3% per year.

School Year	# ELL	# Reclassified	% Reclassified
2010-2011	110	25	22.73
2009-2010	140	40	28.55
2008-2009	177	52	29.38
2007-2008	203	83	40.89

Element 3

Means to Assess Pupil Progress

The method by which pupil progress in meeting those pupil outcomes is to be measured. Ed. Code 47605 (b)(5)(C)

Use of Standardized Test Scores

In an effort to narrow the “achievement gap,” by increasing students’ proficiency in core subjects, student progress will be assessed based upon a variety of criteria including, but not limited to, the California Standards Tests (CST). Additionally, Millikan Affiliated Charter will use LAUSD and Department designed assessments, observation, teacher evaluation, and student portfolios to evaluate student achievement.

Measuring Pupil Progress

Millikan Affiliated Charter’s instructional curriculum is based on the California State Standards and is measured by the CST, California Modified Assessment (CMA), California Alternative Performance Assessment (CAPA), and California English Language Development Test (CELDT). In addition, core subject teachers will utilize district-provided or department made periodic assessments, which are content-based and are derived from research-based information and standards based assessments (CST, CMA and CAPA).

Millikan Affiliated Charter’s individual academic departments will have the option to use, in cooperation with the Local District Superintendent, District Assessments and Instructional Guides, or design their own assessments, which come from CORE-K12 and are CST released questions or questions designed from standards-based research, aligned with California Standards and pulled from the CORE-K12 questions bank. Departments may choose to create formative assessments to determine grade level subject literacy.

Standardized test results and final semester grades will be placed in student cumulative folders. Parents will receive written notification of report card grading schedules, testing schedules, and have access to all grades and assessment results.

Assessment of Student Performance and Improved Learning

Growth and development in the arts, social science, English Language Arts, mathematics, physical fitness/dance education, health, and science are achievement outcomes to be measured. Outcomes, which include knowledge acquisition, and problem solving and reasoning skills, will be aligned with the California Content Standards. Student performance will be evaluated and teaching methods will be determined by the following measures:

- Comparison of disaggregated median data with the established baseline
- Evaluation of LAUSD or department-designed assessments to track trends and guide future professional development to improve student learning

- Comparison of number of transitional English Language Learners passing English proficiency with baseline
- Annual graduation rate comparison of the current year to the previous year's students eligible for culmination
- Performance on District's or Millikan Affiliated Charter's department-defined periodic assessments
- Classroom observation by administrators and/or teachers

The Curriculum Committee will review the data and examine the areas of need for instructional improvements. Departments will analyze student work and examine individual lessons per subject area and grade levels. They will present "best practices," analyze the characteristics of successful content area programs, and establish criteria for evaluation of concept lesson designs. Data will be collected by the Professional Development Committee for analysis and review on a regular basis.

The members of this group will be staff members who volunteer to be on this committee. They will organize, plan, and present meaningful professional development sessions for the entire faculty and staff. State mandated testing will be administered. CST, CELDT, CMA, and CAPA scores will be presented in a timely manner at the beginning of each school year. Information from MyData/CORE-K12 online systems will assist with analysis of data and interpretation of the scores as soon as new data is available. School staff volunteers to present the information to the rest of the faculty or PTSA. Progress reports, report cards, and intervention statistics will provide data on student academic achievement.

Testing Accommodations

Millikan Affiliated Charter will ensure that all requirements are met, such as accommodations for ELL students and accessibility and modifications, according to student IEP and 504 plans, pursuant to Education Code 60602.5

Grading Policies

Grading policies and procedures are in accordance with LAUSD Bulletin 1353.1.

EXPLANATION OF MARKING TERMS

Teacher will assign three separate marks, subject, cooperation, and work habits for all secondary school courses.

CRITERIA FOR MARKS

- A. Teachers are to be thoroughly familiar with the standards addressed in courses and with Criteria for Marks
- B. Students and parents are to receive the course description, the content standards, and the Criteria for Marks in the appropriate language.

C. The final mark is an overall rating of the student's work and performance that demonstrates mastery of the California content standards for the entire duration of an authorized course.

D. The marks of "Pass/Fail" and "Credit/No Credit" are not to be used for courses offered at LAUSD secondary schools.

E. A mark with a plus or minus sign is not to be used. Two marks with a slash are not to be used (for example: C/D or E/S).

F. The terms "Incomplete" (**Inc** if written or **I** in SSIS or LAUSDMAX) and "No Mark" (**NM** if written or **N** in SSIS or LAUSDMAX) may be used only under the following conditions:

1. Incomplete (**Inc** or **I**) is given only when a student has been absent during the latter part of the semester for which a report card is issued. Incomplete is given only if the student was passing when present. When it is necessary to report that work is incomplete, the nature of the work to remove the Incomplete must be fully stated in a "Letter to Parents Regarding Incomplete Work" (Form 34-H-20). Incomplete work must be made up by a specific date prior to the next marking period, either the midterm or final marking period, whichever occurs first.
2. No Mark (**NM** or **N**) may be used only if a student has been enrolled (E) in a class without having work from the student's previous class that can be included in calculating the mark. The student is expected to make up a reasonable amount of the work missed. If the teacher determines that it is not possible for the student to complete a sufficient amount of course work to master the content standards and earn credit for the course, a No Mark (**NM** or **N**) may be entered and no credits issued. Marks are to be given in Work Habits and Cooperation. The entire course must then be repeated and satisfactorily completed before credits and a mark can be issued.

State Mandated Testing

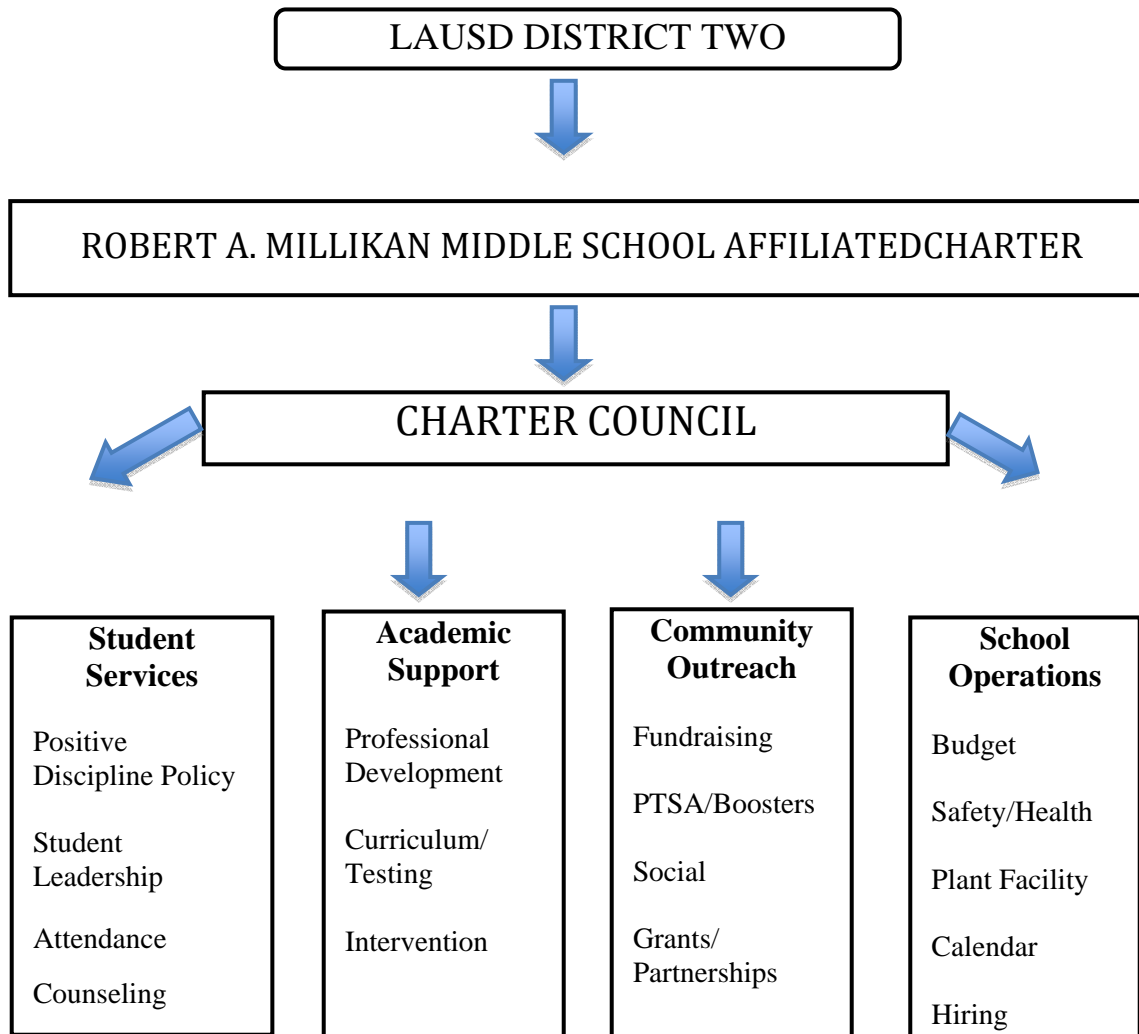
Millikan Affiliated Charter agrees to comply with and adhere to the State requirements for participation and administration of all state mandated tests. As a District affiliated charter school, Millikan Affiliated Charter will test with the District and adhere to District testing calendars and procedures for all state mandated assessments.

Element 4 Governance

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

Organizational Chart

Millikan Affiliated Charter--to become an LAUSD Affiliated Charter



Millikan Affiliated Charter is subject to the governance of the LAUSD Board of Education, which has a fiduciary responsibility over Millikan Affiliated Charter. Governance at the school site level shall be in accordance with the provisions of this petition and will be consistent with all applicable state, federal laws and regulations and the provisions of collective bargaining agreements. Any governance model in conflict with the above shall be null and void unless the appropriate parties have agreed to a waiver or exemption. Absent agreed upon waivers between

the District and UTLA, Article XXVII of the LAUSD-UTLA CBA must be adhered to, particularly in regards to Local School Leadership Council composition and responsibilities.

In the event that Millikan Affiliated Charter changes from affiliated charter status to independent charter status, Millikan Affiliated Charter and/or its non-profit corporation will be a separate legal entity and will be solely responsible for the debts and obligations of the Charter School. If Millikan Affiliated Charter changes its status to an independent charter school, Millikan Affiliated Charter shall submit a petition for material revision with articles of incorporation and bylaws for District's approval.

Members of the Millikan Affiliated Charter Council, any administrators, managers or employees, and any other committees of the School shall comply with federal and state laws, nonprofit integrity standards and LAUSD's Charter School policies and regulations regarding ethics and conflicts of interest.

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

Role of Charter Council

Millikan Affiliated Charter will operate as an affiliated charter school within the Los Angeles Unified School District. The Los Angeles Unified School Board is the governing body for Millikan Affiliated Charter. The school site governance structure is the Charter Council where decisions are made that involves various aspects of the school within the authority of the Local District Superintendent and LAUSD Board of Education. The Charter Council's actions and decisions shall be bound by the decisions of the Local District Superintendent, Los Angeles Unified School Board, LAUSD policies and procedures and State laws applicable to charter schools. Millikan Affiliated Charter's Charter Council shall serve as the on-site Governance Council for Millikan Affiliated Charter.

The school site governing body of Millikan Affiliated Charter is known as the "Charter Council" which serves as a representative democracy. The mandate of the Charter Council, consisting of stakeholders of Millikan Affiliated Charter, is to oversee the implementation of the guiding mission, vision, strategic plan and school-wide goals. In order to do so, the Millikan Affiliated Charter shall be empowered to operate as the principal school site decision-making body in regard to school-wide policies, programs and procedures within the authority of the Local District Superintendent and LAUSD Board of Education. The administration is empowered to enforce the day-to-day operational issues at the school site. The administration initiates, through the school-wide committees, and carries out the policies and procedures approved by the Charter Council. The governance structure is designed to foster participation by all stakeholders and to ensure the effectiveness of local school control and accountability. The Charter Council's major roles and responsibilities will include approving all major educational and operational policies, professional development, approving all major contracts, approving annual budgets and overseeing fiscal management of the categorical block grant in addition to selecting and recommending administrators and staff pursuant to District policies and procedures.

All school-wide policies will be developed in accordance with the governance procedures as described in this charter document and the bylaws of the Charter Council (Attachment C) and its standing committees and also applicable collective bargaining agreements. The Charter Council guarantees the opportunity for participation by all stakeholder groups. Policies in effect at the time of approval of this charter will remain in effect unless and until amended, replaced, or eliminated by the Charter Council.

Composition and Selection of Charter Council Members

The Charter Council shall consist of 17 members, including 2 non-voting members. The District reserves the right to appoint a non-voting single representative to the Charter Council.

Charter Council members shall be distributed to the various Council constituents accordingly:

Description	Number	Alternate
8 Teachers There must be representation from the main school, SA STEM, PA Magnet, and UTLA representative	8 certificated teachers with permanent status	8 Teachers
Two classified employees	2 Classified	1 Classified employee
Principal	1 Principal	1 Assistant Principal
School president (non-voting)	1 Student Body President	1 Student Body Vice President
Five parents of currently enrolled students (no more than one per Small Learning Community)	5 Parents	2 Alternate Parents
*Student and elected Committee chair do not vote.	15 Voting Members	13 Alternate members

The Charter Council oversees four committees. Each committee’s responsibilities are as follows:

Committee	Responsibilities	Description
Student Services	Positive Discipline Policy Student Leadership Attendance Counseling	Discipline, positive behavioral modification, and enforcement of District policies and procedures, plan school-wide activities, provide emotional and behavior support to students and staff
Academic Support	Professional Development Curriculum/Testing Intervention Instructional Technology	Planning, organizing and arranging professional development, data analysis, RTI ² , promoting literacy and integration of technology
Community Outreach	Fundraising PTSA/Boosters Social Grants/Partnerships	Establish clear lines of communication between school, community, and parents, fundraise, implement programs to increase staff morale and attendance,

	Communication	teacher recognition, Website/Newsletters
School Operations	Budget Safety/Health Plant Facility Hiring Calendar	Safe School Plan, emergency procedures, health issues, setting school yearly calendar, publishing and distributing monthly calendar of events, interview and selection of staff

The Charter Council has the authority to create additional Ad Hoc committees on an as needed basis. All members of Charter Council will meet and adhere to the selection process as detailed in the Charter Council Bylaws (Attachment C).

Decision-Making

The Charter Council encourages faculty, staff, parents, pupils, and administrators to bring their concerns and ideas to the monthly meetings, or one of the standing committees by attending and participating in open committee meetings by submitting written proposals. Each of the standing committees has majority faculty membership. All stakeholders may have representatives on each committee so that concerns and ideas may be brought to the attention of the committees through this representation. The standing committees meet once every month. Each committee will create recommendations to the Charter Council in the areas of their purview based on the input they receive from stakeholders. The Charter Council meets regularly on the third Thursday of the month, when school is in session, unless an emergency arises and a meeting is required. Action will be taken by a majority of the Charter Council or as otherwise required by the charter or bylaws. Any stakeholder group can defer a decision by one meeting to confer with their stakeholders prior to voting.

Each Charter Council decision will require a consensus. The guiding principle in the decision-making process is and shall be the creation of *consensus* among the Council’s various member constituents. If a consensus cannot be reached, a simple majority will be required. Appropriate amended bylaws will be maintained to facilitate the Council’s search for consensus in all areas of discussion, planning, decision-making and implementation.

All council members participate in at least one Standing committee by voluntary selection. The co-chairs of the Council shall be the Principal and United Teachers of Los Angeles Chapter Chair. They will automatically be ad hoc members of all committees. Committee membership and participation will be open to any and all teachers, parents, students and community members. Committees are the workshops of thought and creativity and meet monthly or as necessary. Committees will select their own chairpersons who will report regularly at the meetings of the Charter Council.

Standing Committees

Individual Standing Committees utilize consensus for decision-making. Chairpersons of each Standing Committee prepare agendas for each meeting and minutes are kept. Every faculty member is required to select a standing committee in which to participate and will attend meetings as designated by the standing committee. Classified staff is not required to participate in Standing Committees. Each standing committee will elect a chairperson annually. The chairperson is responsible for preparing meeting agendas and selecting a member to take

minutes. Each standing committee should have no more than one representative per department, as determined by the department chair and department administrator.

Communications

Stakeholders of the Council will communicate with their constituents in multiple ways. A calendar of professional development days/topics will be developed for consistent communication and consultation with teachers. All stakeholders and public will have access to the minutes through a posting on the Millikan Affiliated Charter website. The parent/community stakeholders of the Council will select their own communications which may include Town Hall meetings, Coffee with the Principal, quarterly reports, website and email communication, and regular reporting at PTSA monthly meetings. The student members of the Council, elected by members of the student body, shall present regular reports to that body. Participating classified staff will communicate information to their colleagues. Other specific and direct information will be disseminated in written form via U.S. mail, email, Millikan Affiliated Charter website, or in-house mail to various constituents.

Millikan Affiliated Charter and committees will comply with the Brown Act and meet every month while school is in session. All meetings are open to the public and the school community in accordance with the Brown Act. Millikan Affiliated Charter will comply with the Brown Act including the following directives:

- 72 hour notice of all public meetings
- Announcements for meetings through Connect Ed
- Electronic Marquee
- Meeting Agendas are posted in school's main office
- Flyers sent home with students and displayed in the main office
- Posted meetings on the homepage of the school's website
- Posted on the monthly calendar

Minutes of these public meetings are open to inspection and copying at all times during Millikan Affiliated Charter's school office hours. Every person has a right to inspect and copy these public records. Minutes are available for inspection or copying by the public in the main office of Millikan Affiliated Charter at least 48 hours after the meeting was conducted.

Grievance Procedure for Parents and Students

As a District affiliated charter, Millikan Affiliated Charter shall comply with District's Grievance policy and procedure for Parents and Students.

LAUSD Charter Policy

Millikan Affiliated Charter will comply with the District policy related to Charter Schools, including the Affiliated Charter Schools bulletin, as it may be changed from time to time.

Responding to Inquiries

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

If an allegation of waste, fraud or abuse related to the Charter School operations is received by the District, the Charter School shall be expected to cooperate with any investigation undertaken by the District and/or the Office of the Inspector General, Investigations Unit.

Notifications

Notification is to be made to the Charter Schools Division of any notices of workplace hazards, investigations by outside regulatory agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by Millikan Affiliated Charter.

Element 5

Employee Qualifications

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

Millikan Affiliated Charter believes that all persons are entitled to equal employment opportunity. Millikan Affiliated Charter shall not discriminate against qualified applicants or employees on the basis of race, color, religion, sex, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, 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 recruitment, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment to the same extent as all LAUSD schools.

Personnel

Millikan Affiliated Charter shall follow all applicable state and federal laws, regulations and collective bargaining agreements. Any conflict with the above shall be null and void unless the appropriate parties have agreed to a waiver or exemption. Absent agreed upon waivers between the District and UTLA, Article XXVII of the LAUSD – UTLA CBA must be adhered to, particularly in regard to Local School Leadership Council composition and responsibilities.

Staff Selection

Certificated Personnel

Selection of certificated staff will be aligned with current Education Code, District Policy, and collective bargaining agreements. Millikan Affiliated Charter will have the autonomy to interview and select teachers and school-funded support staff from District approved lists of eligible candidates. Available lists will be determined by Human Resources and may be limited to Priority Placement Lists (displaced teachers) and Rehire Lists depending on the current hiring situation in each subject area. While every effort will be made to avoid assigning any certificated employee to the Millikan Affiliated Charter campus, the District retains the right to make such assignments in cases where no other alternative is available (i.e. Reasonable Accommodation).

Certificated positions will be filled by highly qualified employees, as identified by the No Child Left Behind legislation (NCLB), holding California teaching credentials and in accordance with District and Personnel Commission Policies. More than one certificated employee may share a full-time position in accordance with the collective bargaining agreements and District Policy. The recommendation will be forwarded to the Local District Superintendent for final determination. Except in circumstances resulting from reduction in force necessitating displacement and/or the placement of teachers from a rehire list in accordance with State law, every effort will be made to avoid assigning any certificated employee to an affiliated charter campus. Site-selection processes will be subject to all applicable provisions of Education Code and collective bargaining agreements. All teaching staff members will be chosen in accordance to District and Personnel Commission Policy and Procedures and Collective Bargaining Agreements. (Attachment D)

Substitute teachers will be obtained through the Los Angeles Unified School District procedures.

Administrator

The application for a new administrator will be filed in accordance to District and Personnel Commission Policies. The applicant will be recommended for employment to the Local District Superintendent. Administration positions will be filled by highly qualified certificated employees, as identified by the NCLB, holding California Teaching Credentials and California Administrative Credentials, proof of Multicultural coursework, a Master's degree, and proof of meeting District Master Plan Requirements. Principal candidates are required to have the following experience:

- 8 years of successful full-time public school certificated service
- 5 years as a teacher with 2 years as a secondary teacher
- 2 years in a secondary administrative position (at two different locations)

The District Administrative Personnel Office will verify District qualifications of each candidate. Applications shall include a letter of intent, resume and two letters of reference, of which one must be from the current immediate supervisor. The job descriptions for criteria for candidates for administrative positions must align with collective bargaining agreements and LAUSD policy.

Classified Personnel Selection

Selection of classified staff will be in compliance with the current merit system provisions of the Education Code, the Personnel Commission Rules and applicable collective bargaining agreements. Unless valid reemployment lists exist, Millikan Affiliated Charter will have the autonomy, when selecting employees for regular assignment, to select from the top three eligible candidates on current valid eligibility lists promulgated by the Personnel Commission. When valid reemployment lists exist, every effort will be made to avoid assigning classified staff to Millikan Affiliated Charter, however, the Personnel Commission retains the right to make such assignments in cases where no alternative is available (e.g. reductions-in-force or reasonable accommodations required in compliance with the Americans with Disabilities Act.)

Unless the District has assigned all employees in a classification to a specific basis, Millikan Affiliated Charter will have autonomy in assigning positions to specific working basis.

Paraprofessionals

Paraprofessional personnel will be hired according to District and Personnel Commission Policies and Procedures and will work under the direct supervision of classroom teachers and hiring requirements set forth by District policies. Their purpose will be to enhance the instructional program. They may include, but are not limited to the classroom aides, readers, specialists, technicians, coaches, and guest lecturers. Such personnel shall not be hired to displace any current employee.

Other classes of paraprofessional personnel normally qualified and employed by the Los Angeles Unified School District including but not limited to special education trainees/assistants, teaching assistants, campus supervision aides, education aides, etc. shall be maintained at Millikan

Affiliated Charter according to the distribution/assignment norms established by the District or may be increased depending on the needs of the school and its available funds and priorities. Such personnel shall be hired and evaluated according to District policy and the conditions of the contracts established by the District and their individual bargaining units and the rules and guidelines of the Personnel Commission.

Classified Personnel Qualification

Classified support staff employed at Millikan Affiliated Charter, including all employees of the Los Angeles School District and independently contracted employees shall be subject to appropriate background checks as implemented by the school district according to its policies.

Finger prints must be cleared by the Department of Justice and the F.B.I.

Millikan Affiliated Charter will not discriminate against any employee on the basis of race, ethnicity, national origin, religion, gender, disability, sexual orientation, age, political affiliations and marital status. Moreover, all employees shall be subject to health maintenance monitoring and preventive procedures including but not limited to tuberculosis, as implemented by the district or required by the state of California.

The assignment, selection, evaluation and rights/grievance procedures of classified support staff, including such classes as clerical, maintenance and food service employees, shall be in accordance with state and District Policies, the conditions of the contracts established by the District and their individual bargaining units and the Personnel Commission.

Job Descriptions

Credentialed Staff

Teachers are primarily responsible for developing, planning, and implementing the school's educational program through standards based instruction in the classroom. In addition to their classroom instructional role, the broadly defined duties of the teachers includes but is not limited to the following:

- Understand the Charter document and its philosophies and practices.
- Participate in the governance of the school.
- Participate in professional development activities that advance their teaching skills, knowledge and attitudes toward the goals of continuous improvement.
- Work with the school's varied stakeholders in support of the home-school community.
- Work in elected or selected out-of-classroom positions such as deans, counselors, and coordinators.
- Collaborate in department, house, team and general faculty meetings.
- Promote a learning environment that allows each student to fulfill his or her potential in terms of academic achievement and social development.
- Provide assessment of student progress and maintains records of set progress.

Administrator

The Principal is the chief academic and financial officer responsible for both day-to-day and long-term operation of the school. The Principal will be evaluated by the Local District

Superintendent. The broadly defined duties of the Principal and administrative team includes, but is not limited to the following:

- Implement the philosophies and practices stated in the Charter.
- Participation in the governance of the school.
- Evaluation of the job performance of certificated and classified employees in alignment with collective bargaining agreements.
- Provide assistance, guidance and supervision in instructional practices and curriculum development.
- Provide timely information to teachers, parents, and the school community about school affairs.
- Utilize a shared decision making format with the Charter Council and school-wide committees.
- Prepare and manage the school budget.
- Provide leadership for identifying goals for student achievement.
- Oversee the school's curriculum and academic policies.
- Maintain a school climate that insures the safety, health and welfare of students and personnel.
- Work collaboratively with other stakeholders to plan, organize, and implement professional development.

With regards to administrative selection Millikan Affiliated Charter shall adhere to all applicable court mandates and state and federal laws, district policies personnel commission policies and collective bargaining agreements. The application shall be filed in accordance to District and Personnel Commission Policies.

Evaluation

All employees will be evaluated according to the collective bargaining agreements for each bargaining unit. Teacher assistants and instructional aides will be evaluated yearly using the LAUSD evaluation form. All classified staff will be evaluated in accordance with the collective bargaining agreement for each respective unit. Special education assistants will be evaluated by the principal or assistant principal on a yearly basis using the LAUSD standard evaluation form. Teachers can be exempt from the STULL evaluation process as determined by the UTLA contract and the school site administrator, typically an extension of up to 5 years can be mutually agreed upon. Administrators will be evaluated by the Local District Superintendent or designee.

Provisions of Law

Evaluation of teaching staff and any related grievances shall be governed by the procedures established by state law, District policy and the collective bargaining agreement between the Los Angeles Unified School District and United Teachers of Los Angeles (UTLA).

All employees at the Millikan Affiliated Charter within the Los Angeles Unified School District and independently contracted employees shall be subject to appropriate background checks as implemented by the school district according to its policies and as determined by the State of California. Fingerprints must be cleared by the Department of Justice and the F.B.I.

All affiliated charter school teachers shall be Highly Qualified and hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other District schools would be required to hold. Furthermore, racial/ethnic balance will be maintained among teaching staff members in accordance with federal and state guidelines and procedures.

Millikan Affiliated Charter will not discriminate against any employee on the basis of race, ethnicity, national origin, religion, gender, disability, sexual orientation, age, political affiliations, or marital status. Moreover, all employees shall be subject to health maintenance monitoring and preventive procedures including but not limited to tuberculosis, as implemented by the district or required by the State of California.

The District will maintain current copies of all teacher credentials and provide information to the affiliated charter school when such credentials are up for renewal or expiration.

Professional Development

In addition to any District-mandated professional development, Millikan Affiliated Charter shall have full autonomy in the selection of professional development programs for their employees to meet their site-specific needs. Any professional development required by the District for newly adopted curriculum selected by the Millikan Affiliated Charter will, in turn, be funded by the District consistent with its practice for other District schools. Professional Development calendar. (Attachment I).

Element 6

Health and Safety

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

As an affiliated charter school, Millikan Affiliated Charter will comply with all LAUSD policies and practices to guarantee the health and safety of pupils and staff, including but not limited to, criminal background checks, examination of faculty and staff for tuberculosis, immunization of pupils as a condition of attendance, screening of pupils' vision and hearing and screening of pupils for scoliosis.

Millikan Affiliated Charter will comply with all other regulations, such as fire and safety codes, as required by the federal, state, county, and city laws. In the event that Millikan Affiliated Charter changes its status to independent charter school during the term of this Charter, Millikan Affiliated Charter shall submit a petition for material revision for District's approval including provisions for insurance and indemnification for independent charter schools pursuant to District requirements.

The procedures that the school will follow to ensure the health and safety of pupils and staff are dictated by the State and District. These procedures shall include the requirement that each employee of the school furnish the District with a criminal record summary as described in §44237. Ed. Code §47605 9b)(5)(F)

As an affiliated charter school, Millikan Affiliated Charter will adhere to District's Health, Safety and Emergency Plans. This includes the safety of auxiliary services such as food service, transportation, custodial services and hazardous materials. The Millikan Affiliated Charter will ensure that staff has been trained in health, safety, and emergency procedures and will maintain a calendar and conduct emergency response drills for students and staff in line with District's procedures. The annual School Safety Plan is available at the school site upon request.

All employees at Millikan Affiliated Charter are required to complete and sign proof of child abuse training through the District website. Employees are required by law to be mandated reporters of child abuse. Therefore employees are required to immediately or as soon as practically possible within 36 hours of receiving information report any suspected incidents or evidence of child abuse to the Department of Child Services 57 and the Los Angeles Police Department's Child Abuse Unit. Mandated reporters inform the Principal that a report has been made.

All school employees must go through District hiring process that includes a criminal background check as described in Education Code Section 44327, tuberculin screening, and fingerprints. A negative Mantoux tuberculosis test is required. The Employee Relations Office will process. Fingerprints must be cleared by the Department of Justice and the F.B.I.

All students and employees will adhere to the state and county immunization and health procedures currently followed by the Los Angeles Unified School District. Millikan Affiliated Charter will follow District policy concerning screening of pupils' vision and hearing and the screening of pupils for scoliosis according to the District's guidelines.

The address of the affiliated charter school is: 5041 Sunnyslope Ave, Sherman Oaks, CA 91423.

Millikan Affiliated Charter has submitted all School Safety Plans to the LAUSD on the due dates prescribed by the District in order to comply with state building codes and federal Americans with Disability Act (ADA) requirements.

Millikan Affiliated Charter will abide by assurances provided by LAUSD with an appropriate Certificate of Occupancy.

Millikan Affiliated Charter implements FERPA and ensures safe and confidential securing of student records. Access to student records is available to designated staff members. Student records when reviewed by appropriate LAUSD personnel must be signed out and a record kept as to who has viewed the records and why they have viewed them. Pupil records are available for review to the parent or legal guardian only.

Insurance

Coverage shall be provided to the affiliated Millikan Affiliated Charter by the District under any of the District's self-insured programs or commercial insurance policies. The District shall secure and maintain insurance, to protect the Millikan Affiliated Charter from claims, which may arise from its operations, as, provided to all other schools in the Los Angeles Unified School District.

It shall be the District's responsibility, to monitor the Charter School vendors, contractors, partners or sponsors for compliance with District insurance requirements for third parties. Charter School shall adhere to current District Procurement Manual policies and procedures prior to accepting any services from vendors, partners or sponsors.

As an affiliated charter school, Millikan Affiliated Charter will adhere to District's Health, Safety and Emergency Plans. Millikan Affiliated Charter will ensure that staff has been trained in health, safety, and emergency procedures and will maintain a calendar and conduct emergency response drills for students and staff in line with District's procedures.

Millikan Affiliated Charter, its employees and officers will comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

Evidence of Insurance

Millikan Affiliated Charter shall follow all policies of the Risk Management Division of the Los Angeles Unified School District. All policies will be held and maintained by LAUSD Office or Risk Management and Insurance Services.

Element 7

Means to Achieve Racial & Ethnic Balance

Recognizing the limitations on admissions to charter schools imposed by EC Section 47605(d), the means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Ed. Code 47605 (b)(5)(G)

Millikan Affiliated Charter has been serving students of various racial/ethnic backgrounds for over fifty years. We will continue to serve the students and families that reside within LAUSD boundaries. It is a primary objective of Millikan Affiliated Charter to establish and maintain a stable student population that is racially and ethnically diverse. To be educated in a diverse environment broadens the outlook and experience of our students and strengthens our school.

Court-ordered Integration

The 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 Office of Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD. The Charter School will provide a written plan in the charter petition and upon further request by the District outlining how it would achieve and maintain the LAUSD’s ethnic schools goal of 70:30, or 30:70, 60:40 or 40:60 ratio.

Millikan Affiliated Charter shall be responsible for following the requirements of the Crawford desegregation court order, and shall take all reasonable steps to attract and maintain a racially integrated student body. Integration Program resources currently provided to certain affiliated charter schools (Magnet, Permits with Transportation, Transportation) are subject to change, in whole or in part, for budgetary and other reasons.

Outreach

The annual outreach program for the Millikan Affiliated Charter involves the following:

- School tours are offered throughout the year are advertised on the school website, community council agendas, electronic marquee and community outreach flyers. This allows parents and students to visit out the campus to tour classrooms and learn about our programs.
- Flyers are sent to elementary schools informing parents and students of available programs and events at Millikan Affiliated Charter.
- Millikan Affiliated Charter staff may attend District informational fairs and events at elementary schools to publicize our special programs.
- Touring Turtles visit selected school to showcase student talent and bring publicity to Millikan Affiliated Charter.

Desegregation or integration compliance will include appropriate record keeping ensuring that the desegregation or integration funds are used specifically as designated, including:

- Desegregated/Receiver School Class-Size Reduction

- Discretionary Funds (PWT)
- Permits with Transportation (PWT)
- Transportation of PWT Students

Student Integration Services of the Los Angeles Unified School District must first approve any modification to desegregation or integration programs.

Millikan Affiliated Charter will continue to receive and enroll all students from local feeder elementary schools and the entire District.

Millikan Affiliated Charter will participate in the Magnet, SAS, and Special Permits Programs in order to maintain a diverse student population. For purposes of further integration, Millikan Affiliated Charter will recruit minority students who reside within LAUSD boundaries through positive publicity, outreach programs, parent meetings, press releases, and other forms of public relations.

Outreach programs will be presented in primarily English, with additional information relayed in Spanish and Armenian by Parent Center directors.

Millikan Affiliated Charter will continue to maintain the School for Advanced Studies program as currently established. We will work collaboratively with the District as an affiliated charter school to maintain racial/ethnic diversity within the charter school as a whole. In order to retain the enrollment of these students, the following outreach efforts will be taken:

- Millikan Affiliated Charter encourages parents from our extended neighborhood community to be involved in the planning committee for Millikan Affiliated Charter and to serve on the Charter Council in order to review and monitor our developing program.
- Parents are encouraged to participate in Millikan Affiliated Charter's developmental process through such activities or organizations as the Charter Council, the PTSA and/or Millikan Affiliated Charter Booster Clubs, on-campus volunteers, Charter Council sub-committee involvement, Parenting Seminars, attending and participating in regularly scheduled Town Hall meetings, parent conferences, Back-to-School Night, parent workshops, Career Day, and various Open House events.
- Recruitment of an ethnically diverse student body is enhanced through current parents and students recommending Millikan Affiliated Charter as a school of choice.
- Through our interactive website, parents have the opportunity to contact administration, parent organizations, teachers, and offices. Calendared events and school-wide activities are located on the website and communicated through announcements from the telephone Connect Ed system.

Millikan Affiliated Charter will attempt to achieve a stable pupil population that represents the racial and ethnic diversity of pupils in the territorial jurisdiction of the Los Angeles Unified School District (LAUSD). Pupils can achieve the goal of becoming productive citizens in a multicultural world if they are educated in a multicultural environment.

Millikan Affiliated Charter will make reasonable efforts to invite and encourage the participation of the parents of traveling students in the activities and meetings at the school.

Element 8

Admission Requirements

To the extent admission requirements are included in keeping with EC Section 47605 (b)(5)(H), the requirements shall be in compliance with the requirements of EC Section 47605 (d) and any other applicable provision of law.

Admission Assurances

Millikan Affiliated Charter is non-sectarian in its educational programs, employment practices, admission policies and other aspects of school operations. Millikan Affiliated Charter does not charge tuition and does not discriminate against any student on the basis of disability, gender, 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. Charter is non-sectarian in its educational programs and operations. Students are eligible to enroll under the following guidelines:

1. Students from Millikan Affiliated Charter attendance area neighborhood, which includes all of the attendance areas of the six elementary feeder schools. Students who reside in the attendance boundary need to be ahead of siblings of enrolled students.
2. Presently enrolled students and their siblings.
3. In accordance with LAUSD BUL-2508.1, qualified students who live within LAUSD boundaries may apply for a transfer permit to attend Millikan Affiliated Charter's School for Advanced Studies. Acceptance is based on student meeting eligibility criteria and availability of space. No transportation will be provided.
4. Based on availability of space, non-resident students may receive a Z Permit based on an audition for the Performing Arts Academy.
5. All LASUSD students may apply to admission to Millikan Affiliated Charter Performing Arts Magnet through the LAUSD CHOICES application process. All District students, including, low-achieving students, students with disabilities, and economically disadvantaged students may apply.

Integration Ratios

At all times, applications will be monitored to ensure that integration ratios are maintained, at Millikan Affiliated Charter. In the event that the Charter Council determines that enrollment does not approach/reach capacity based on E-Cast predictions, then the LAUSD's Open Enrollment Transfer procedures will be followed as outlined in LAUSD BUL-5606. We will strive to enhance the integration status of Millikan Affiliated Charter through choice and option programs.

Millikan Affiliated Charter strives to recruit low-achieving students, students with disabilities, and economically disadvantaged students through various outreach programs to neighborhood schools and throughout the LAUSD boundaries. (ELEMENT 6)

Whenever applicable, informational flyers, brochures, phone messages, District distributed information sheets, and District organized fairs are methods used by Millikan Affiliated Charter to communicate to all interested parties the rules of the Open Enrollment Transfer procedures.

Residents

If a family lives in Millikan Affiliated Charter's attendance area, a child will automatically be accepted. Proof of residency is required. Families come to the attendance office to fill out the enrollment packet anytime.

Siblings

If a child is currently attending Millikan Affiliated Charter in the sixth or seventh grade (not in eighth grade) during the school year, then a fifth grade sibling will automatically be accepted for the following school year. There will be priority given for pupils who reside in the attendance area over siblings. (Attachment G) A letter will be sent in the spring asking for confirmation that a student will be attending Millikan Affiliated Charter in sixth grade. The purpose of the letter is to assist Millikan Affiliated Charter in planning for the incoming sixth grade class. If parents do not commit to Millikan Affiliated Charter by the end of May, students on the wait list will be called in order until the set number of students for Millikan Affiliated Charter is reached. If parents do not submit a commitment from but would otherwise be eligible to attend because they live in the attendance area, they will still be permitted to enroll and not be excluded. Resident student siblings, grades six through eight, will be allowed to enroll at any time.

Waiting Lists

Parents of students on the wait list will be contacted by a personal telephone call. Completed enrollment packets must be brought to the Attendance Office prior to the end of the current school year. The second group on the wait list is contacted, in the event that Millikan Affiliated Charter has not filled all available seats by July 1, and is given until the first day of the new school year to return their enrollment packet.

All Charter Lists and Wait Lists will be kept on record in the Attendance Office. Lottery procedures will be on file with the main office, parent organizations, principal's office, the attendance office, and on the website. Lottery procedures may be refined or revised by members of the Charter Council, if necessary.

McKinney-Vento Homeless Assistance Act - Millikan Affiliated Charter will adhere to the provisions of the 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.

Element 9

Annual Financial Audits

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

The Charter Council serves as the umbrella educational planning mechanism for the Millikan Affiliated Charter. As an affiliated charter school, Millikan Affiliated Charter will remain within the financial structure of the Los Angeles Unified School District.

Millikan Affiliated Charter will be governed by fiscal policies and procedures established by the District for budgeting, receiving, disbursing, spending and accounting for all such funds as are derived through the District. Furthermore, Millikan Affiliated Charter will comply with and be subject to all auditing procedures of the District.

Categorical Funds

Millikan Affiliated Charter shall have control over the budgeting and expenditure of its categorical block grant funds, including, but not limited to, the right to maintain such funds and/or establish reserves for carry over for future school year expenditures.

As an affiliated charter, Millikan Affiliated Charter shall receive a portion of categorical block grant funding, from the District, as part of the Targeted Instructional Improvement Grant, which is and will be used to support class size reduction for schools identified as Desegregated Receiver and Predominantly Hispanic Black Asian and Other (PHBAO).

Millikan Affiliated Charter must cover the cost of class size reduction commensurate with its Integration Court Order designation (Desegregated Receiver or PHBAO).

Millikan Affiliated Charter will oversee the receipt and management of the categorical block grant and other fund allocations, and shall adhere to generally accepted accounting principles. Millikan Affiliated Charter may also be subject to audits to verify the accuracy of the school's financial statements and the books and records relating to its expenditures, as well as its attendance records, accounting practices and internal controls.

Timing for Distribution of Categorical Block Grant Funds

Except as provided above, the District will continue to partially front-fund the categorical block grant allocation to the Millikan Affiliated Charter. The categorical block grant is subject to adjustment in funding levels and deferrals on the part of the California Department of Education. Consequently, allocations from the categorical block grant to the Millikan Affiliated Charter may also be subject to adjustment in funding levels and deferrals. In addition, Millikan Affiliated Charter may also be subject to District "freezes" in a manner consistent with other District schools.

Other Sources of Funds

The District shall retain general purpose entitlement funds and any other state or federal funding, with the exception of grants separately applied for and received by the Millikan Affiliated Charter, to maintain the Charter School in accordance with their annually adopted budget and consistent with staffing norms and support at the District norm levels. Funding from the Millikan Affiliated Charter will be used to enable the school to receive norm levels at the PBHAO or desegregated receiver level, as appropriate.

Administrative Fees

The District will retain an administrative fee from the categorical block grant to cover part of oversight costs. This administrative fee is approximately 2 percent of the categorical block grant.

Payment for Other Services

Services for programs funded through the categorical block grant, such as assessments for the GATE program, will be separately charged to the Charter School. In addition, it will be the responsibility of the Charter School, from site based discretionary resources, to pay for any different or additional level of service above the norm provided to District schools generally. The District shall, upon request, provide a listing of the costs of providing such services.

Documentation

The Millikan Affiliated Charter's financial reports shall remain a part of the District's single report to the Los Angeles County Office of Education or other regulatory body, as applicable. Millikan Affiliated Charter shall prepare and submit all required financial data and reports for inclusion in the District's report.

Per-Pupil Budgeting

Where possible, Millikan Affiliated Charter will have the ability to implement the District's per-pupil budgeting model.

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 their 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 it, among other things, monitor the fiscal condition of the Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of the Charter School to meet generally accepted accounting principles or if it 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 school financial information,
- The school's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- The school's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

The 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.

The Millikan Affiliated Charter will develop and maintain internal fiscal control policies governing all financial activities.

Balance Reserves

Additionally, the charter will at all times maintain a funds balance (reserve) of its expenditures as required by section 15450, Title 5 of the California Code of Regulations.

Element 10

Suspensions and Expulsions

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

As an affiliated charter school of the Los Angeles Unified School District, Millikan Affiliated Charter will follow all discipline proceedings established by the District. In LAUSD, the Student Discipline and Expulsion Support Unit provides technical assistance to schools considering recommendations for expulsion, ensures that students recommended for expulsion are afforded a fair and impartial hearing and all due process rights, and provides for post-expulsion placement and services as required by law.

Charter School shall provide due process for all students, including adequate notice to parents/guardians and students regarding the grounds for suspension and expulsion and their due process rights regarding suspension and expulsion, including rights to appeal, in accordance with District policies and procedures. The Charter School shall utilize alternatives to suspension and expulsion with students who are truant, tardy, or otherwise absent from compulsory school activities.

Any provisions in this charter petition, Millikan Affiliated Charter Parent-Student Handbook or Parent-School Compact which conflict with LAUSD discipline policy and procedures or state and federal laws shall be null and void.

Procedure for involving parents, students and staff in designing and implementing a discipline policy will follow the Section 47605 (b)(5)(J) of the Education Code.

- Parents, students, and staff shall review and revise our established school discipline policy, when necessary. This process will occur through our Charter Council, Student Services, and Disciplinary Review Committee. Discipline may include, but is not limited to, advising and counseling students, conferring with parents/guardians, school detention, parent shadows during the school day, citations, opportunity transfers, alternatives to suspension strategies, suspension and expulsion. Procedures leading up to suspension will be progressive in severity.
- Behavioral intervention programs, such as Peer Mediation and community outreach services, approved by our Charter Council, will guide students and staff in teaching, learning and using conflict resolution tools. Student Success Teams, Counselors and Intervention Coordinator will continue to provide ideas for behavior modification plans for students needing such intervention.

Discipline Policy

The Millikan faculty and staff are committed to providing a high quality education in a safe environment conducive to learning. The Millikan Discipline Policies, Behavioral code, and classroom rules and procedures have been adopted to help students reach their full potential. Students who do not strive to meet required standards, and whose behavior affects others' ability

to meet them will face disciplinary action and may lose the privilege of attending Millikan Middle School.

MILLIKAN RULES

1. BE SAFE.
2. BE RESPECTFUL.
3. BE RESPONSIBLE.

Additional Behavioral Expectations

1. Weapons of any kind. Real or toy weapons are prohibited. This includes knives, guns, chains, sharp or pointed wood or metal objects that may be used as weapons, bullets, baseball bats and fireworks or explosives of any kind (including smoke or stink bombs). Students with such items in their possession will be subject to arrest and face suspension or expulsion from the Los Angeles Unified School District.
2. Drugs, alcohol, or tobacco. Students found using, possessing, selling, or under the influence of illicit drugs, including alcohol, tobacco or marijuana will face arrest, be suspended from school, and may be subject to further disciplinary action. In the case of drugs, students may face immediate transfer from Millikan.
3. Fighting, violence, and intimidation. Fighting is a violation of Millikan's zero tolerance policy. Fighting will not be tolerated at Millikan.
 - Students participating in fights (mutual combat between students) will be suspended from school.
 - Students who cause injuries to others or incite other students to join a fight will be suspended from school and/or arrested and may be transferred from Millikan.
 - Students who damage or destroy the property of others are responsible for the repairs or reimbursement.
 - Students committing a battery against a staff member will be suspended and transferred from Millikan.
 - Students who join an ongoing fight, may be suspended and possibly arrested and transferred.
4. Theft.

Students involved in a theft or who are in possession of stolen property are subject to arrest and suspension from school. The school reserves the right to transfer students involved in thefts.
5. Graffiti/Vandalism.

Vandalism or destruction of school property will result in arrest and the involved parties will be financially responsible. The school reserves the right to transfer students involved in vandalism. Items used for vandalism including spray paint, permanent markers or white out are not permitted on campus. Students in possession of these items are subject to suspension and/ or arrest. Individuals who vandalize the school will be held liable for damages.
6. Defiance.

Millikan students are expected to follow the instructions of all Millikan faculty and staff. Defiance or disrespect toward any member of the staff will result in disciplinary measures which may include suspension.

7. Play Fighting. There is no such thing as play fighting. Because of the safety issues this behavior can lead to, play fights will be viewed as fighting and is subject to similar punishments.
8. Disruptive Items. Items such as water balloons, water shooting devices, laser pointers and stink bombs are not permitted on campus. Students using these items will face disciplinary actions.
9. Gambling. Cards, dice, items, items used in games of chance, and/or gambling paraphernalia are not permitted and will be confiscated and destroyed.
10. Electronic Devices.
THE SCHOOL IS NOT RESPONSIBLE FOR LOST OR STOLEN ITEMS. Counselors and administrators will not spend time and resources looking for stolen items. MP3 players, I – Pods, laptops, cell phones, electronic games, radios, CD players, laser pens, electronic pets and other electronic devices (cameras or camera phones) are not permitted on campus and will be confiscated and stored until picked up by a parent or guardian.
11. Students must carry their Millikan ID card at all times.
12. Students may not run in the halls or arcades.
13. Eating on campus at times other than lunch, nutrition, or at a time designated by the classroom teacher is prohibited.
14. Food is not allowed in the PE area at anytime.
15. Congregating in “out of bounds” areas during lunch, nutrition, and before and after school is prohibited.
16. Students are required to properly dispose their trash at all times.
17. Use of profanity or willful disobedience will not be tolerated.
18. Public displays of affection are not permitted.
19. Students are not to sit on tabletops or bars in the cafeteria, lunch area and uncovered lunch area.
20. Students are not to bring balloons, flowers, cakes, etc. to school.
21. Students are not permitted to sell anything on school grounds. This excludes school-sponsored fundraisers.

Bullying

The Los Angeles Unified School District is committed to providing a safe working and learning environment. Millikan will not tolerate bullying or any behavior that infringes on the safety or well being of students, employees, or any other persons within the District’s jurisdiction. The Millikan administration will not tolerate retaliation in any form when bullying has been reported. Immediate disciplinary action will be taken in the event that bullying occurs. Students and teachers have an obligation to report all suspected bullying. Cyber-bullying (bullying/harassing over the internet) falls under the LAUSD bullying policy and will be handled with the appropriate disciplinary actions which may involve law enforcement. Those who choose not to get involved or not to report such activity are condoning this inappropriate behavior and contributing to an unsafe learning environment.

Metal Detector Searches

Administrator(s) conduct daily, random metal detector searches to prevent weapons and other dangerous objects from being brought to school.

School Assemblies

Students will demonstrate proper behavior:

- No eating, booing, whistling, yelling or stamping of feet permitted.
- No talking unless directed to do so

Students who violate proper audience behavior will receive a warning and then be escorted from the assembly.

STUDENTS WHO VIOLATE ANY OF THE SCHOOL RULES WILL BE SUBJECTED TO DISCIPLINARY ACTIONS.

LAUSD Discipline Foundation Policy BUL-3638.0

To maintain a safe, respectful, and welcoming environment, Millikan Affiliated Charter will implement the district's Discipline Foundation Policy and create a *Culture of Discipline*, according to the District Communication Plan, using the following strategies:

- Campaign to kick off announcement of initiative
- Engage/inform teacher and all school staff
- Inform/Engage students about new expectations and code of conduct
- Inform/engage parents about new expectations and code of conduct
- Inform/engage broader community

Millikan Affiliated Charter's Progressive Discipline Policy

The classroom teacher handles minor infractions including but not limited to the following:

- Cheating/ plagiarism
- failure to bring class materials and supplies including gym materials.
- excessive talking
- gum chewing or eating
- joking, clowning or acting in an inappropriate manner
- failure to produce work or participate
- failure to complete homework/ assignments
- failure to return teacher notifications
- profanity
- not dressing for P.E.
- interruptions
- excessive absences and tardies (less than 3)
- out of seat
- sleeping
- laughing
- passing notes
- single comments
- mumbling/ talking under their breath

Student Behavior and Dress Code

Millikan Affiliated Charter behavior codes and dress codes are approved by Millikan Affiliated Charter, which is charged with the responsibility of reviewing these school codes on an annual basis.

Students' clothing should be casual and comfortable for the purposes of health and warmth. Clothing that distracts from the instructional process and/or is unsafe, is prohibited. (Attachment J)

Millikan Affiliated Charter students are responsible for their own actions and property. The possession of any illegal item, substance or object is prohibited. Students found in possession of any illegal item, substance or object may be subject to both administrative and/or legal consequence. Millikan Affiliated Charter has a ZERO TOLERANCE for weapons and conducts daily random (unannounced) metal detector searches on campus.

Any prohibited items that are brought to school will be confiscated and held for pick-up in the Attendance Office at the end of the school day. Students may collect the prohibited items for the first offense, and parent/guardian will have to collect prohibited for each offense thereafter.

Illegal items will be referred to a law enforcement agency. Unclaimed items will be donated to charity at the end of each academic year.

Repeated violations of school rules will be considered willful disobedience or defiance to school authority and can result in suspension and/or opportunity transfer. An opportunity transfer is a removal and transfer of a student from one District school to another. Voluntary (parent-initiated) opportunity transfers typically result in permanent transfers. Involuntary opportunity transfers (for discipline) should be temporary.

Voluntary opportunity transfers are usually initiated by the parent or guardian and may result in a permanent transfer. On the other hand, involuntary opportunity transfers are initiated by the school when the school administrator determines that a change in environment will improve the student's behavior. An involuntary opportunity transfer may not be used to address the following: truancy or other attendance related issues, low academic achievement, tardiness, or discipline of a victim of a fight.

Teacher Intervention Steps

The following steps are the procedures teachers will use to address student behavioral problems:

- Step 1: Teacher/ Student conference (done privately)
- Step 2: Teacher/ Parent phone conference
- Step 3: Teacher/ Parent conference
- Step 4: Referral to the Dean, Counselor, or Magnet Office

Suggested intervention strategies may include but are not limited to the following:

- Verbal/ Nonverbal warnings
- Closer proximity to student
- Redirect behavior
- Withhold privileges
- Provide incentives
- phone calls to parents/ E-mail
- Seat changes
- Parent conference
- Behavioral contracts

Counseling Office

Students should receive referrals to the Counseling Office for issues relating to their social, emotional, or psychological welfare. Classroom teachers may choose to refer a student to meet with his/her counselor for any of the following reasons.

- Issues of academic performance (if consistently below grade level)
- Emotional or personal issues
- Unresolved issues with/ between students
- On-going off- task behavior (after Teacher Disciplinary Steps are taken)
- Leaving class without permission
- Vulgarity

- Disruption of school-wide activity
- Racial comments or slurs
- On-going violation of school dress code
- Bullying
- Excessive tardies or absences

Dean

Students should be referred to Student Services for behavior issues of severe and/or habitual nature. For issues related to progressive discipline, classroom personnel must first address their concerns with both the student and his/her parent(s). Behaviors that warrant immediate referral are those which threaten the physical and/or emotional safety of the student or student body, or impede the teacher's ability to foster a classroom environment that is conducive to learning.

Examples of these types of offenses are as follows:

- Violations of school or district policy
- Violations of the law
- Explosive behavior
- Public defiance or disrespect
- Assault/ fighting
- Possession/ use of tobacco, or smoking paraphernalia. i.e. matches, pipes, etc,
- Molesting, abusing, or intimidating, sexual harassment, hate crime, or threat
- Possession or use of fireworks/ or explosives
- Extortion/ stealing
- Unacceptable dress
- Damaging property
- Threats toward the teacher
- Possession of stolen property
- Failure to complete counselor

Procedures for Referral to the Dean and Counselor: Teachers must use appropriate referral forms for documentation purposes. Referred students will be interviewed, counseled and issued a consequence(s) based on the severity of the infraction. For lesser offenses, the students may return to class within the same class period following intervention.

Parent "shadow" may be requested by administration, dean, teacher or parent. Parent spends the day "shadowing" their child to class, P.E., nutrition, and lunch. Parent does not meet with child's teachers, only observes child in class and around campus. Teachers will be provided with a minimum of a 24-hour advanced notice.

Suspension and Expulsion ED. Code

The procedures for suspension and expulsion from school will follow the procedures identified by LAUSD and in the California Education Code, Section 48900. Identified infractions may result in immediate suspension or expulsion per LAUSD policy and the California ED. Code Section 47605 (b) (5) (j) and in accordance with California Education Code, Sections 48900 et seq. and 48915 as well as the federal Gun-Free Schools Act of 1994. Procedures leading up to

suspension will be progressive in severity and involve the active participation of students, teachers, the administrator, and parents. Teachers may suspend students from their classrooms as per LAUSD/UTLA negotiated policy. Student expulsion recommendations from the Millikan Affiliated Charter will be referred to the Student Discipline Proceedings Unit of the LAUSD for processing and disposition and notification.

CALIFORNIA EDUCATION CODE SECTIONS AUTHORIZING SUSPENSIONS AND EXPULSIONS

A student may be suspended for no more than five consecutive school days. Approval from the Local District Superintendent must be given for suspension for more than five consecutive days. Students are subject to suspension or expulsion for offenses occurring:

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

Suspension and Expulsion Codes for Violence and Drugs are noted as V or D.

48900. A pupil may not be suspended from school or recommended for expulsion, unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (q), inclusive:

- (a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person. (2) Willfully used force or violence upon the person of another, except in self-defense.
- (b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- (d) Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- (e) Committed or attempted to commit robbery or extortion.
- (f) Caused or attempted to cause damage to school property or private property.

- (g) Stolen or attempted to steal school property or private property.
- (h) Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- (k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- (l) Knowingly received stolen school property or private property.
- (m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- (n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- (q) Engaged in, or attempted to engage in, hazing as defined in Section 32050.
- (r) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may suffer suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision 48900.2. In addition to the reasons specified in Section 48900, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in Section 212.5. 48900.3. In addition to the reasons set forth in Sections 48900 and 48900.2, a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the

superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision of Section 233.

Definition of illegal substance:

- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- Repeated violations of school rules such as using, selling or distributing of illegal substances, bullying, initiating or contributing to violence between students, and constant deviant behavior to adult supervision or authority will be considered willful disobedience.

Definition of illegal item: Millikan Affiliated Charter students need a learning environment that is safe and non-threatening.

- Possession of markers, spray paints, laser pointers, firearms, knives, razor blades or other weapons, drugs, alcoholic beverages, tobacco products, or other dangerous substances are against school and district policy. Students are not allowed to possess pagers, cell phones or other electronic devices. These items will be confiscated and held in the office until a parent conference can be held with an administrator.
- Possession of an imitation firearm: As used in this section, "imitation firearm" means a replica of a firearm that is substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- Gun Free Safe Schools: The Federal Gun Free Safe Schools Act and California law prohibit the possession of firearms on school campuses. Pursuant to these laws, any student found in possession of a firearm will be subject to arrest and will be recommended for expulsion immediately. The term of expulsion shall be one year. Upon a finding that the student was in possession of a firearm, the governing board shall expel the student. "Possession" includes, but is not limited to, storage in lockers, purses, backpacks, and automobiles. (LAUSD Parent Student Handbook 2009-2010)

Administrators Role in Suspension/Expulsion

If suspension is necessary, the principal or the principal's designee shall notify the parent, remind the parent that suspension is a disciplinary action and schedule a parent conference. The principal shall inform the parent that the parent is expected to respond without delay to any request from school officials to attend a conference regarding his or her child's behavior.

No student shall be penalized for his or her parent's failure to attend a conference with school officials, i.e., reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent at the school conference (E.C. section 48911). The principal may suspend a student without affording him/her an informal conference only if an emergency situation exists. The term "emergency situation" means that the principal has determined that the immediate conditions constitute a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended from school without the conference, the designated administrator shall notify both the parent and the student of their right to a conference and of their right to return to school for that purpose. The conference shall be held at the earliest time possible, but no later than two school days after the incident takes place unless the student waives this right or is physically unable to attend. In the latter instance, the conference shall be held as soon as the student is able to attend.

Due Process Rights for Students Prior to Suspension or Expulsion

Millikan Affiliated Charter shall adopt the policies of LAUSD regarding suspension and expulsion of students as set forth in California Education Code, Section 48900 et seq., and the federal Gun-Free School Act of 1994, and the bargaining agreement between UTLA and LAUSD. Students and their families are notified of their rights in the Parent Student Handbook given out at the beginning of each year. All students, including students who reside outside of the LAUSD area, will be subject to these policies.

Suspension Appeal Procedures

The principal or the principal's designee is to advise the parents of the appeal procedures when they disagree with the suspension. The appeal may first be made to the school principal. If the parents wish to appeal the principal's decision, they may appeal to the Local District Operations Administrator or designee. The Local District appeal conference shall be arranged as soon as possible following the parents' request; during the period of appeal, the suspension remains in effect for the length of time designated.

The results of the appeal may include, but are not limited to:

- Sustaining the suspension in all respects.
- Modification of penalties imposed.
- Rescinding the suspension and expunging the suspension from the student's records.

The parents shall be notified in writing of the appeal decision. Copies of any objections the parents may have to the decision shall be included in the student's discipline records if the parents so request.

Expulsion

Millikan Affiliated Charter follows LAUSD expulsion policies. Pupils who are expelled from the affiliated charter school shall be given a rehabilitation plan upon expulsion as developed by the district 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. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the charter school for readmission.

Mandatory Expulsions

Under California law, a school principal is required to recommend a student's expulsion when he or she determines that the student committed one of the following while on campus or a school-sponsored activity off campus:

- Possession of a firearm
- Brandishing a knife at another person
- Unlawfully selling a controlled substance
- Committing or attempting to commit a sexual assault or committing a sexual battery
- Possession of an explosive

Millikan Affiliated Charter School shall comply with the federal Gun Free Schools Act which mandates the expulsion of any student who takes a firearm onto a school campus.

Expulsion Procedures

Only the Principal of Millikan Affiliated Charter can recommend that a pupil be expelled. Whenever a student is accused of an act for which an expulsion may be recommended, the principal will conduct an incident investigation by 1) discussing the matter with district officials, 2) identifying and interviewing witnesses, 3) securing oral and written statements, and 4) reviewing appropriate student records.

The administrator will also notify law enforcement if certain acts have been committed by the student, including assault with a deadly weapon, possession of narcotics or controlled substances, possession of a weapon at school. The principal will then consult with the Student Discipline Proceedings Unit of LAUSD regarding the appropriateness of an expulsion, and additionally consult with his/her administrative supervisor. If expulsion is recommended the Principal will conduct any necessary conferences and forward all information to the Discipline Unit in accordance with District policy.

The LAUSD Student Discipline Proceedings Unit is charged with ensuring that students recommended for expulsion are afforded a fair and impartial hearing and all due process rights. A student may be expelled without suspended enforcement and therefore not be allowed to attend any LAUSD school or program during the term of expulsion.

Rehabilitation Plans

Pupils who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Los Angeles City Board of Education 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. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

Procedure for Interim Placement

Pending the disposition of the expulsion recommendation, the student may be placed in an alternative educational program. If the student is not placed by the end of his suspension, families should call the AB922 Placement Advisor at (213) 765-2870.

The family will receive a written request to attend an expulsion hearing. If the family does not receive a letter within 10 school days, they should call the Student Discipline and Expulsion Support Unit at (213) 765-2855.

Readmission

The Charter School shall follow District policies and procedures with regard to requests for readmission and the process for the required review of all expelled pupils for readmission. 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. The Charter School is responsible for reinstating the student upon the conclusion of the expulsion period whether the student seeks readmission or not."

The LAUSD 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, the LAUSD governing board shall readmit the pupil; unless the LAUSD 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.

Suspension, Expulsion and Disciplinary Transfers

Millikan Affiliated Charter has adopted the policies of the LAUSD regarding the suspension, expulsion and disciplinary transfers of students as set forth in the State Education Code, state laws and the bargaining agreement between United Teachers of Los Angeles and the Los Angeles Unified School District. All students, including students who reside outside of the school district area, will be subject to these policies.

Special Education Students

In the case of a student who has an IEP, or a student who has a 504 Plan, the Charter will ensure that it follows the correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973 and the Modified Consent Decree. An IEP team, including a District representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, the charter 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's failure to implement 504?

Outcome Data

Charter School shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request in accordance with District policies and procedures.

Infractions that threaten the safety or personal well-being of any student or school employee can lead to suspension, opportunity transfer, a recommendation for expulsion and/or arrest for offenses included in this element.

Each year the administration publishes and disseminates a Student Planner, which contains appropriate rules and policies. The District's student handbook is distributed to all students. Moreover, such rules, codes and policies are explained at: student grade level information assemblies, annual orientation meetings for parents, and letters mailed home and sent via student delivery.

Element 11

Employee Benefits

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

Employees of Millikan Affiliated Charter will continue to receive compensation and benefits for their services according to the provisions of their collective bargaining agreements of their respective bargaining units with LAUSD. inclusive of, but not limited to, salaries, unemployment benefits, and retirement benefits including organizations such as STRS/PERS, health insurance, life insurance and all other reasonably assigned compensations and benefits.

Recruitment, selection, evaluation and termination of certificated staff will be aligned with current Education Code, District Policy, and collective bargaining agreements, including monitoring current teaching credentials.

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

Staff at Millikan Affiliated Charter is, and will continue to be, employees of the Los Angeles Unified School District. They do not leave District employment to work at Millikan Affiliated Charter.

Millikan Affiliated Charter shall abide by all present and future employee related contractual agreements including due process with UTLA, AALA, Local 99, CSEA, Teamsters, other collective bargaining units and LAUSD. Staff is subject to District decisions regarding reduction in force and layoffs. As an affiliated school the District determines salaries, benefits, working conditions, and items, i.e., calendars, holidays, vacations, workday and year. If the school closes, rights of employees are governed by District policy and applicable collective bargaining agreements.

Element 12

Attendance Alternatives

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

Pupils who choose not to attend Millikan Affiliated Charter may choose to attend other public schools in their district of residence or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of the district.

District employees cannot be required to work at a charter school.

Element 13

Rights of District Employees

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

As an affiliated charter school, all administrators, faculty and staff of the Millikan Affiliated Charter are and will continue to be employees of LAUSD. All employees will be hired by the District and maintain the same relationships in all bargaining units.

Millikan Affiliated Charter shall abide by all present and future employee related contractual agreements with UTLA, AALA, Local 99, CSEA, Teamsters, and other collective bargaining units and LAUSD. Staff is subject to district decisions regarding reductions in force and lay-offs. As an affiliated school, the district determines the process by which salaries, benefits, working conditions, and items such as calendars, holidays, vacations, workday and year. If the school closes, the rights of employees are governed by district policy and applicable collective bargaining agreements.

Element 14

Mandatory Dispute Resolution

The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.

Ed Code 47605 (b)(5)(N)

The staff of Millikan Affiliated Charter and LAUSD Board of Education agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Millikan Affiliated Charter, except any controversy or claim that is in any way related to revocation of this Charter, (“Dispute”) pursuant to the terms of this Element 14.

Any Dispute between the District and Millikan Affiliated Charter shall be resolved in accordance with the procedures set forth below:

Any Dispute shall be made in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the 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 PM 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. All Written Notifications shall be addressed as follows:

To Charter School: Millikan Affiliated Charter
 c/o School Director
 5041 Sunnyslope Avenue
 Sherman Oaks, CA 91423

To Director of Charter Schools: Director of Charter Schools
 Los Angeles Unified School District
 333 South Beaudry Avenue, 25th Floor
 Los Angeles, California 90017

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. 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 the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.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.

*If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by the Local District.

Element 15

Exclusive Public School Employer

A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of division 4 of Title 1 of the Government Code). Ed. Code 47605 (b)(5)(O)

The Los Angeles Unified School District is the exclusive public school employer of the employees of the Millikan Affiliated Charter for the purposes of the Educational Employee Relations Act (EERA).

- All employees in Millikan Affiliated Charter shall remain as employees of the Los Angeles Unified School District, with all collective bargaining contracts in effect, except for such waivers as may be requested in this document or requested at a later time. All employees at Millikan Affiliated Charter shall be hired according to procedures established by the district. This includes certificated and classified personnel, and substitute teachers. As all individuals employed at Millikan Affiliated Charter are employees of the district, the district shall be the sole employer for the purposes of collective bargaining.
- Millikan Affiliated Charter will not discriminate against any employee on the basis of race, ethnicity, national origin, religion, gender, sexual orientation or disability. All employee programs and employment practices shall be nonsectarian in nature and substance.
- Millikan Affiliated Charter may initiate the process to seek waivers from LAUSD and applicable certificated and classified employee unions regarding applicable contract provisions/rules from which the school wishes to be exempt.
- Employees wishing not to serve at Millikan Affiliated Charter shall be allowed to transfer to other schools within the School District (as they remain employees of the District) according to the provisions of School District transfer policies and master contract agreements.

Millikan Affiliated Charter reserves the right to request an amendment to its charter through the LAUSD Board for approval. Millikan Affiliated Charter employees are subject to district decisions regarding RIF and layoffs.

Element 16

Charter School Closure

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

Because Millikan Affiliated Charter will be an affiliated charter school, district guidelines and procedures will be adhered to in all aspects of school closure.

Millikan Affiliated Charter reverts back to a District traditional school in the event of a closure.

Revocation

The District may revoke the charter if Millikan Affiliated Charter commits a breach of any provision set forth in a policy related to Charter Schools adopted by the District Board of Education and/or any provisions set forth in the Charter School Act of 1992. The District may revoke the charter of the Millikan Affiliated Charter if the District finds, through a showing of substantial evidence, that the Charter School did any of the following:

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

Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d) and State regulations, the LAUSD Board of Education will notify the Millikan Affiliated Charter in writing of the specific violation, and give the Millikan Affiliated Charter y 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 clause set forth in this charter.

Charter Renewal

Millikan Affiliated Charter must submit its renewal petition to the District's Charter Schools Division no earlier than September of the year before the charter expires.

Closure Procedures

The decision by the LAUSD Board of Education to revoke or not renew the affiliated charter school constitutes a Closure Action. The Closure Action shall be deemed to have been automatically made when any of the following occur: the Charter is revoked or non-renewed by the LAUSD Board of Education; the Charter School governing council votes to close the school;

or the Charter lapses. In the event of such a Closure Action, or as soon as Charter School informs the District of its intent to voluntarily close, the following steps are to be implemented:

1. If the affiliated Charter School's governing council voluntarily closes the Millikan Affiliated Charter, the LAUSD Board of Education will hold a public meeting officially closing the Charter School. The Board of Education will direct the Superintendent or his designee to determine implementation of the closure procedures.
2. The Innovation and Charter Schools Division will notify the California Department of Education that Millikan Affiliated Charter has closed and the effective date.
3. Upon closure, all of the assets of the Charter School are transferred to LAUSD. A copy of the stamped order of business showing the action taken by the LAUSD Board of Education will be included in the notification to the CDE.
4. The LAUSD Board of Education or its designee will determine the distribution of any remaining balance in the Categorical Block Grant Account of the Charter School upon closing.
5. LAUSD reserves the right to conduct a close out audit by the LAUSD auditor.
6. Written notification to parents/guardians/caregivers of the enrolled students of the Millikan Affiliated Charter will be issued by LAUSD within 72 hours after the determination of a Closure Action and the effective date of closure.
 - a. The process for transferring student records shall be in accordance with LAUSD procedures.

This Element 16 shall survive the revocation, expiration, termination, cancellation of this charter or any other act or event that would end Millikan Affiliated Charter's right to operate as a Charter School or cause Millikan Affiliated Charter to cease operation.

Facilities

In the event that [Charter School] changes its status to independent charter school, during the term of this Charter, [Charter School] shall submit a petition for material revision for District's approval. [Charter School] shall meet all requirements of an independent charter that occupies LAUSD facilities; [Charter School] shall enter into facilities use agreement with the District and adhere to District guidelines including:

- Proposed Charter School Location _____
- Names of District school sites near proposed location
- Proposed Charter School to be located within the boundaries of LAUSD.

District-Owned Facilities: If Charter School is using LAUSD facilities as of the date of the submittal of this charter petition or takes occupancy of LAUSD facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by LAUSD for the use of the LAUSD 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 LAUSD facilities, Charter School shall execute an agreement provided by LAUSD for the use of LAUSD facilities prior to occupancy and commencing use.

Charter School agrees that occupancy and use of LAUSD facilities shall be in compliance with applicable laws and LAUSD policies for the operation and maintenance of LAUSD facilities and furnishings and equipment. All LAUSD facilities (i.e., schools) will remain subject to those laws applicable to public schools which LAUSD observes.

In the event of an emergency, all LAUSD 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 LAUSD facilities with another LAUSD user group, Charter School agrees it will participate in and observe all LAUSD safety policies (e.g., emergency chain of information, participate in safety drills).

As a condition to the approval of the charter petition, [Charter School] will enter into a Public School Choice Facilities Use Agreement with the LAUSD prior to occupying or using the LAUSD facilities.

The use agreements provided by LAUSD for LAUSD 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 LAUSD facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the charter petition and incidental related uses. LAUSD shall have the right to inspect LAUSD facilities upon reasonable notice to Charter School.
- Furnishings and Equipment. LAUSD 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 LAUSD facilities by any person or entity other than Charter School shall be administered by LAUSD. The parties may agree to an alternative arrangement in the use agreement.
- Minimum Payments or Charges to be Paid to LAUSD Arising From the Facilities.
 - (i) Pro Rata Share. LAUSD shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter School 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 LAUSD agrees to allow Charter School to perform any of the operation and maintenance services, LAUSD shall have the right to inspect the LAUSD 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 LAUSD facilities with another user, LAUSD shall provide the operations and maintenance services for the LAUSD 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 LAUSD facilities, LAUSD shall allow the Charter School, at its sole cost and expense, to provide some operations and maintenance services for the LAUSD facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, LAUSD shall provide all services for regulatory inspections, which as the owner of the real property 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 those 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.

Facility status: The charter petitioner must demonstrate control of a facility such as a commitment from the landlord, to ensure that the property is actually available to the charter developer, and that the facility is usable with or without conditions (such as a conditional code permit.) The Charter School facility shall comply 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 the Charter School is to be located, and the Americans with Disabilities Act (ADA). Applicable codes and ADA requirements shall also apply to the construction, reconstruction, alteration of or addition to the proposed Charter School facility. The Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA requirements.

Occupancy of the Site: The charter petitioner or developer shall provide the District with a final Certificate of Occupancy issued by the applicable permitting agency, allowing the petitioner to use and occupy the site. The Charter School may not open without providing a copy of the Certificate of Occupancy for the designated use of the facility. If the Charter School moves or expands to another facility during the term of this charter, the Charter School shall provide a Certificate of Occupancy to the District for each facility before the school is scheduled to open or operate in the facility or facilities. 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.

Health & Safety: The school will comply with the Healthy Schools Act, California Education Code Section 17608, which details pest management requirements for schools. Developers may find additional information at: www.laschools.org/employee/mo/ipm

Asbestos Management

Millikan Affiliated Charter shall occupy facilities that comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR 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.