

**FINAL PETITION**

**Fresno Career Development Institute, Incorporated**

# **New Millennium Institute of Education**

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**Public Charter School Renewal Petition**

**July 1, 2013 – June 30, 2018**

**Submitted to:  
Fresno Unified School District  
School Choice/Charter Office**

**Revised Final Petition  
April 30, 2013**

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## **EXECUTIVE SUMMARY**

**2008-2013**

Fresno Career Development Institute, Inc. (FCDI) has served the youth of the city of Fresno since 1994. They were originally organized as Youth Opportunities Unlimited, and the original charter for New Millennium Institute of Education (NMIE) was secured with Fresno Unified School District (FUSD) under the auspices of that non-profit entity.

The New Millennium Institute of Education was originally chartered in 1998 and is entering its 15<sup>th</sup> year of operation in the fall of 2012. The FCDI Board of Directors serves as the governing board for NMIE Charter monitoring the substantial changes which have occurred in charter, state and federal laws and regulations relating to student and school accountability.

In spite of the unsteady journey the school has experienced, the Board has been consistently committed and steadfast in its determination to find the “right mix” of personnel; particularly a solid leadership team to ensure the focus of educating students is the priority. On the seven member Board, turnover has been minimal. Three of the members are part of the founding group and have served since the opening of the school. Three of the original members, Bill Riddlesprigger, former FUSD Trustee, whose recommendation it was to pursue a charter school to augment YOU services; Hon. Larry Jones, Superior Court Judge; and Carole Ponchetti, building contractor, all served diligently until their deaths. They were replaced by current Board members who have served since 2008. The remaining Board members have served from 5 to 10 years. (Director Liz Diaz has since submitted her resignation due to other work responsibilities. The Board is in the process of filling this vacancy.)

Neither the vision nor the mission of NMIE Charter has changed. The vision is that all students will learn that knowledge is power and that knowledge comes from education, that by acquiring knowledge students demonstrate to themselves and to society that they will positively contribute to society and to the community at large. In the process, they will gain self-respect and the respect of others as well. The mission of NMIE Charter is “to prepare for tomorrow today.”

The Board has attempted to follow recommendations from various sources on how to efficiently operate the charter. The sources included charter school experts, retired administrators, and consultants. The Board concluded that the past principals and superintendents lacked sufficient charter school experience to satisfy the requirements of the sponsoring district. Nor did they possess the wherewithal to continue the purpose for which the Board initiated the charter.

An excerpt from the original petition states, “Students will be required to engage in work based learning, practice community service projects, and engage in group and individual counseling. Educational program outcomes will be a high school diploma, return to mainstream high school with enough credits to graduate with designated high school class, or earn a GED and acquire meaningful employment.” The renewal petition returns to that focus and expands that emphasis to include teaching the “world of work.”

**Review of 2008-2013 Charter Goals**

MEASURABLE STUDENT OUTCOMES														
ACADEMIC GOALS	ASSESSMENT USED	FREQUENCY	PROFICIENCY GOAL/ EXIT OUTCOMES	PERIODIC PROGRESS TARGETS (ANNUALLY)										
Academic Excellence: 1. Develop “student’s potential in core academics. 2. Balanced literacy program that ensures students learn to read and write. 3. Equip students for the demands of the ever-changing, high performing workplace. Students will develop thinking skills.	California Standards Test (CST)	Annually	Proficient and Advanced Students	<table border="1"> <thead> <tr> <th>ELA</th> <th>MATH</th> </tr> </thead> <tbody> <tr> <td>2009: 2.0%</td> <td>3.6%</td> </tr> <tr> <td>2010: 4.8%</td> <td>6.5%</td> </tr> <tr> <td>2011: 2.5%</td> <td>0.0%</td> </tr> <tr> <td>2012: 4.0%</td> <td>1.0%</td> </tr> </tbody> </table>	ELA	MATH	2009: 2.0%	3.6%	2010: 4.8%	6.5%	2011: 2.5%	0.0%	2012: 4.0%	1.0%
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CAHSEE (10 <sup>th</sup> Grade)	Annually	CASHEE Passage Rate	<table border="1"> <thead> <tr> <th>ELA</th> <th>MATH</th> </tr> </thead> <tbody> <tr> <td>2009: 26%</td> <td>23%</td> </tr> <tr> <td>2010: 28%</td> <td>19%</td> </tr> <tr> <td>2011: 20%</td> <td>15%</td> </tr> <tr> <td>2012: 43%</td> <td>33%</td> </tr> </tbody> </table>	ELA	MATH	2009: 26%	23%	2010: 28%	19%	2011: 20%	15%	2012: 43%	33%	
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Academic Performance Index (API)	Annually	API Growth	<table border="1"> <tbody> <tr> <td>2008: 403</td> </tr> <tr> <td>2009: 447</td> </tr> <tr> <td>2010: 471</td> </tr> <tr> <td>2011: 483</td> </tr> <tr> <td>2012: 461</td> </tr> </tbody> </table>	2008: 403	2009: 447	2010: 471	2011: 483	2012: 461						
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Increase the percentage of seniors on track to graduate.	CAHSEE (12 <sup>th</sup> Grade)	Annually	Graduation Rate	<table border="1"> <tbody> <tr> <td>2009: 27%</td> </tr> <tr> <td>2010: 22%</td> </tr> <tr> <td>2011: 28%</td> </tr> <tr> <td>2012: 38%</td> </tr> </tbody> </table>	2009: 27%	2010: 22%	2011: 28%	2012: 38%						
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2011: 28%														
2012: 38%														
Personal Responsibility: 1. High standards of behavior and responsibility  Understanding of good character	Suspension, Expulsion, Awards, Homework completion.  Engagement, etc., Attitude Measurement, Judgment Assessment.	Annually	Understand and demonstrate leadership in school and community.  Decrease in Suspensions	Beginning in 2013, 15 NMIE students participated in the G.O.A.L (Graduates of Outstanding Achievement in Leadership) Scholarship Award program. These students submitted applications to be considered in three (3) areas of achievement and leadership (Academic, Community Service and Most Improved Student). With the assistance of our in-house counseling and intervention programs, NMIE’s suspension rate has dropped by 93% since the 2011-12 school year.										
Life-long Learning: “To become competent, life-long learners in a local and global community”.	Library use, reading log.	NMIE will sponsor monthly study trips to the library. Teachers will develop lessons that require the use of library media resources (journals, newspapers, periodicals)	Use of technology in everyday life experiences.	NMIE teachers and students enjoy the use of a state-of-the-art technology lab and 2 Academic Resource Labs The technology lab is where teachers support students in identifying sources and researching ideas in supplement to their core materials.  The Academic Resource Labs provide the same access to technology as the computer lab; however with a more optimal setting for individualized support with a certificated tutor.  Lab Usage logs indicate that we are maintaining an average monthly usage rate of appoximately15% within our student population.										

**The Last Five Years (2008-2013)**

1. Notice to Cure and Correct

On December 1, 2008, New Millennium submitted its response to Fresno Unified’s Notice to Cure and Correct (“Notice”) document. The Notice listed a number of remedial actions requested by the District. NMIE has addressed any and all concerns that were raised by the District, in its response, and has continued to remain available to address any further issues or concerns. A copy of the response is attached without the binder of documents (Fresno Unified has the complete binder of documents in its files).

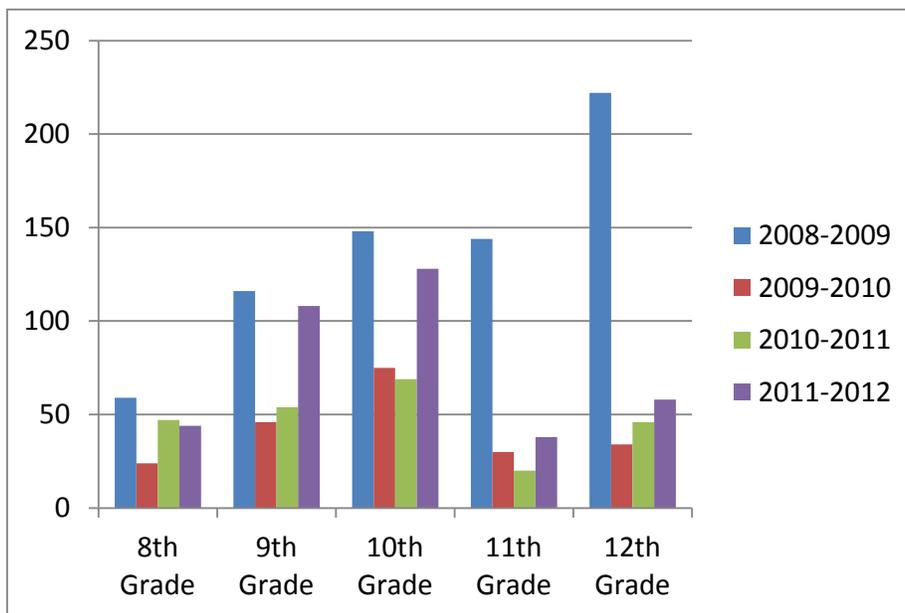
2. Compliance Update

In 2007-2008 there was an ADA disallowance because of lack of supervising teachers being hired by New Millennium. Payment arrangements are in place with the state (5 years) and NMIE is going into its 4<sup>th</sup> year of payments. This issue has been corrected, and in subsequent years NMIE has not experienced any disallowances of any kind.

3. Student Enrollments

Continuity and curriculum of the educational program remains the same whether the number of students is 100 or 900. The chart below reflects student enrollment by grade (based on graduation year) during the four years of the previous petition.

**Enrollment by Grade Levels**



Fewer controls, in the past, were exercised than the current practices, which led to the larger number of students enrolled in 2008-2009. The matriculation continued for the middle grades seated program through 2012-2013 with the 7<sup>th</sup> Graders matriculating to the 8<sup>th</sup> Grade.

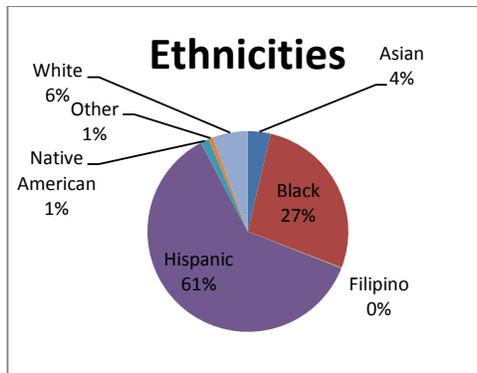
With the renewal petition, the educational program will return to its original petition target goal of grade levels 9-12 to address the needs of the high school population only.

The two charts below are provided to reflect the ethnicity of students enrolled at NMIE. The school is implementing activities to achieve the racial and ethnic balance among its pupils, similar to that of Fresno Unified. However, with 90% of the students attending the school residing in the area, the Black population is second highest in percentage than the Asian which is reverse when reflecting on the general population residing within Fresno Unified.

**Student Enrollment Count by Ethnicity**

Ethnicity	2008-2009	2009-2010	2010-2011	2011-2012
Asian	27	10	8	11
Black	184	73	72	89
Filipino	2	0	0	0
Hispanic	414	130	134	263
Native American	4	4	3	10
Other	9	0	0	2
White	43	16	9	19
Total Enrollments	683	233	226	394

**2011-2012 by Percentages**



4. Curriculum

In the fall of 2008, NMIE implemented the curriculum used by J. E. Young Academic Center (Fresno Unified Independent Study School) for their grades 7-12 Independent Study Program. The standards, goals and objectives to be accomplished and the methods of assessment, credits and hours of instruction are outlined in the lesson plans for each subject.

The curriculum information is also found on the NMIE Independent Study Website. All enrolled students are assigned State Adopted Texts complete with lesson plans and curriculum. Low achieving students make use of State adopted text at the “B” and “C” level (FUSD Approved) to accommodate differentiation. NMIE’s teaching staff continues to work toward improvement in the connection between the listed standards and the content of the lessons, which includes posted standard(s) of the days’ lesson. The independent study students are allowed to take all assigned textbooks home.

## 5. English Language Learner Services

Patricia Ochoa, Academic Counselor and Juan Ramirez, Language Arts Teacher completed the CELDT Training offered by FUSD in August 2012. Mr. Ramirez serves as the site certificated staff responsible for EL students and the services they receive. Teachers’ assessment of materials and rethinking education for their students has led to the purchase and training, where applicable, of the following additional instructional materials which benefit all NMIE students including EL and those with special needs – a) “*99 Ideas and Activities for Teaching English Learners with The SIOP Model,*” b) Holt McDougal *Literature for Grades 9-12,* and c) *Bridges to Literature* by Holt McDougal.

In addition, staff professional development includes training in Sheltered Instruction Observation Protocol (SIOP) and Specially Designed Academic Instruction in English (SDAIE) strategies.

An ELD Plan has been developed and is outlined in the 2013-2018 Charter Renewal Petition. EL students will have assignments utilizing the Study Island program for additional support of core standards. English Learners’ parents will be identified to serve on the Parent Advisory Council and work with Mr. Ramirez to assess needs of the parents.

## 6. Math

In math there are two intervention pieces that have been very successful for the NMIE Math program. The first is “Beyond the Basics.” This program is designed to increase students understanding of the math skills and concepts. As the math tasks increase in complexity, an understanding of facts, formulas, and algorithms will help the experience continued success in mathematics.

The second intervention piece is math boot camp. The math boot camp is designed to take two (2) weeks. During this time struggling students are expected to learn their math facts with 100 percent accuracy. During the two week assignment students are given a different task each day. They are taught strategies and patterns to help in their success. They are given homework and assessed daily to ensure their success. By integrating timers, games, and competitions students are motivated in completing the program successfully.

In the math curriculum and benchmarking we combine Costa’s Levels of Questioning and Bloom’s Taxonomy to plan lessons and write objectives. We cover the critical standards each quarter and at the end of the quarter we assess students and evaluate their performance

and understanding of the standards taught. If there are a significant number of students who did not understand a critical standard, the standard is taught to them again. By reteaching the standard students are more likely to be successful during the next testing period. Reteaching is also an imperative tool used in summative and formative testing of each standard.

#### 7. A-G Courses

NMIE will continue in its efforts to hire qualified teaching staff to offer foreign language, higher level math and science. The current timeline for NMIE to offer “a-g courses” is by the fall 2015. Meanwhile, NMIE will continue to inform families that students enrolled in NMIE have access to curriculum designed for students working toward credit recovery in order to return to their school of residence, a certificate of completion or high school diploma, community or vocational college or entry level employment.

#### 8. Curriculum Mapping and Benchmarking

NMIE Teachers continue to access Curriculum Maps (also referred to as Pacing Guides) developed for 8<sup>th</sup> grade English, physical science, pre-algebra and US History. The Pacing Guides are used as a tool by all teachers to make sure students are individually on track for Star Testing.

Benchmark testing is used by all teachers to identify students who have not completed standards with proficiency (70% or better). Independent Study teachers provide weekly tests of standards proficiency for each student. Teachers continue to provide additional opportunities by reteaching any of the standards where proficiency was not met.

#### 9. Technology Use

Course lessons are on the NMIE Independent Study Website and can be accessed by students. Independent Study students had the opportunity to use the computers (Odyssey) during the afterschool program for credit recovery. However, the number of students taking advantage of this offering was extremely low.

In an assessment of the use of the Odyssey program it was determined that the skill level was too high for our population of students. NMIE has redesigned its program structure which includes a more appropriate web-based program to assist and challenge all student levels.

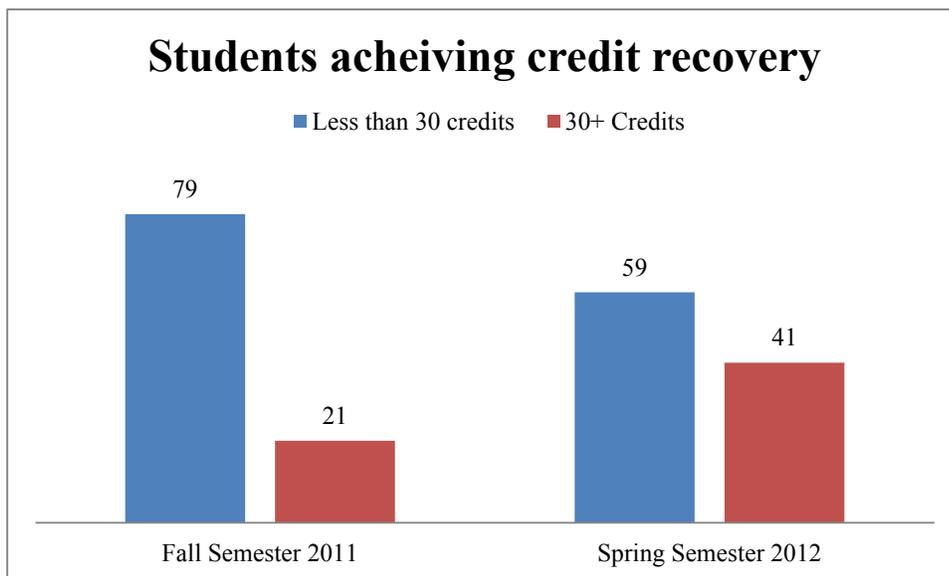
#### 10. Academic Counseling

Counseling staff meets with all families and students upon enrollment to evaluate transcripts and place all students in the correct schedule of courses. When families inform staff that the goal is to return to the FUSD school of residence, the scheduling of courses does not change, as NMIE has the same credit requirements as FUSD.

After a decision to leave NMIE (voluntary or recommended), the family and student meets with the supervising teacher to complete the exit process. During this process credits are

reviewed, as well as requirements, testing, and they discuss where the student is going. A drop slip is issued which contains: (a) the credits the student came in with; (b) credits earned; (c) the school the student is returning to; and (d) they receive a copy of their transcript. As of fall 2012, the counseling staff will include notification to the school the family has indicated they are transferring to.

We took a random sample of 100 students enrolled in New Millennium during the 2011-2012 school year. As shown in the chart below, we found that of the 100, we had 21 who earned more than 30 credits in the Fall 2011 semester and 41 in the Spring 2012 semester. Most students enroll late in the Fall semester which prevents them from earning more credits.



### 11. Professional Development

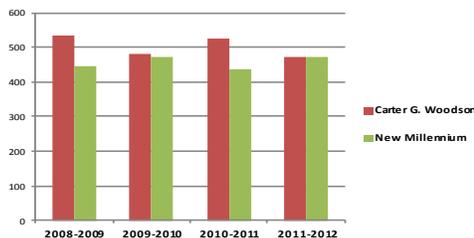
NMIE devoted three faculty meetings to assess the needs of the staff and students, discuss areas of improvement, and collaborate on the priorities for next school year. This produced a professional development plan for 2012-2013 that was teacher driven, student improvement focused, and essential for the implementation of instructional and essential data management tools.

The plan includes a monthly calendar for professional development activities where time is set aside to keep staff current in the newly acquired Data Management System (Pathways). The primary focus will be the collection, analysis, and dissemination of coherent data used to improve student achievement.

### 12. API Accountability

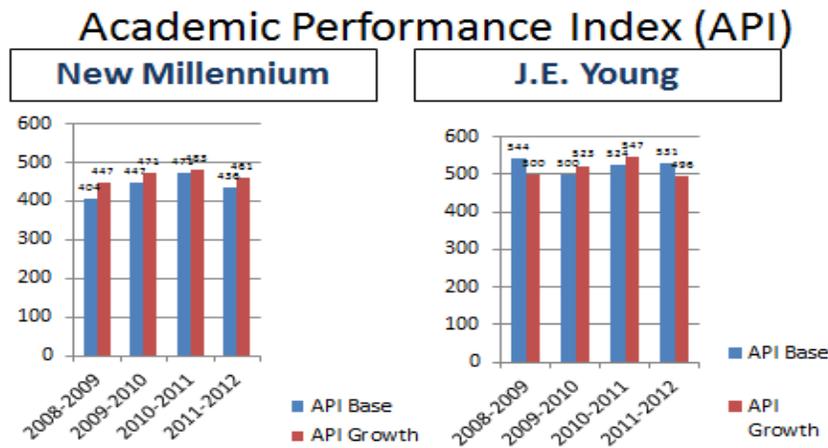
NMIE realizes the importance of comparing the academic progress of its students with that of a similar school within Fresno Unified and around the surrounding area. The Chart below represents API data for Woodson Charter School which also offers independent study programs serving a very similar population of students

**Woodson/New Millennium API 2008-2012**



JE Young Academic Center was the FUSD school chosen because of its similar student demographics and because NMIE is modeling its independent study program from curriculum to lab settings, based upon JE Young’s model (see the chart on the next page).

Although the student enrollment at JE Young is 50% or more than that of NMIE, analysis of comparable information regarding API scores shows that NMIE had a growth in number of students participating in STAR testing through the 2010-12 school years. This was largely due to the inclusion of a contract in the enrollment packet requiring student participation on state tests. Incentives were put in place which included extensive use of staff to make follow up calls to families, movie tickets, McDonalds Cards, and Pizza party for the class with the largest number participating. In spite of the challenges presented by our students, the scores held steady, illustrating that for those who did participate, the increased attention to alignment of instruction to standards will continue to reflect encouraging results.

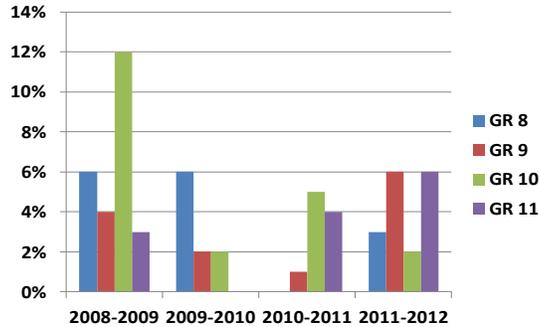


While analysis and interpretation of data were less than optimal, we are putting in place tools to improve this and mirror our progress toward student improvement. NMIE is very much aware of the API growth of similar schools, but are now borrowing best practices of other schools and doing our best to progress at a rapid pace. For example, NMIE is moving to a more structured personalized learning/IS program with resource and tutoring labs using Study Island and Pathways Software as options for remedial and enrichment curriculum.

Over the last four (4) years we have seen a fluctuating trend in the “Proficiency/Advanced” scoring students, as you read the chart below. Eighth grade data was the same for two years and then no 8<sup>th</sup> graders advancing to proficiency in the third year. This can be attributed to more 8<sup>th</sup> graders making progress within the lower performance bands. Ninth grade numbers dropped over the last two years; tenth graders show a drop in the number of students testing proficient/advanced in 2009-2010, but increased in 2010-2011; and 11<sup>th</sup> graders had no one identified in 2009-2010, but had a higher number proficient/advanced than in the 2008-2009 year. However, in the 2011-2012 school year students progressed in all grade levels with the exception of Grade Level 10. This reflects, again, a lower number of tenth graders testing during this year.

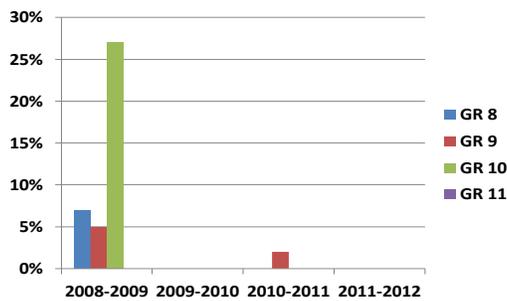
While students entered NMIE throughout the school year, interventions need to begin at the beginning of the school year, providing more support strategies in advancing through the performance bands as a priority. NMIE’s current data gathering tools will also assist in providing a more adequate job of capturing the data.

**CST ELA GR 8-11 (%Prof/Adv)**



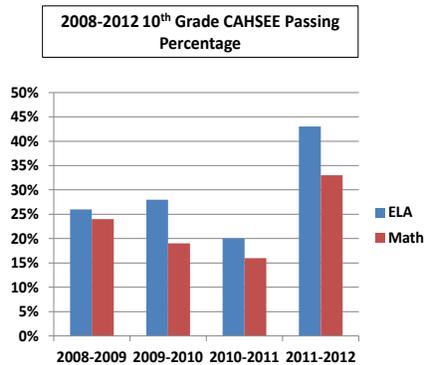
As indicated in the chart below, we have a need to study our student participation rate and make progress in increasing these numbers.

**CST Math GR 8-11 (%Prof/Adv)**



**\*There is a 0% (Prof/Adv) margin for 2009-2010 and 2011-2012 scores due to low participation**

The chart below reflects a dip in CAHSEE passage percentage rate from 2008-2010. However, the 2011-2012 school year reflects NMIE’s improvement. This increase is due to use of supplemental materials from JE Young curriculum and other materials accessed by teachers.



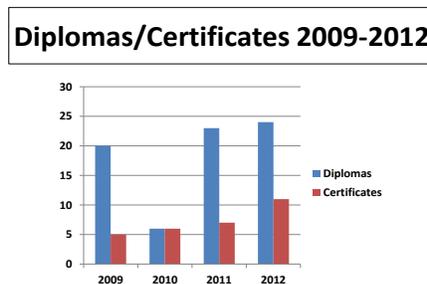
### 13. ASAM Accountability

In spite of the budget constraints beginning in 2009-2010, ASAM schools are held accountable under the Academic Performance Index (API) and receive growth targets as all other schools. However, ASAM schools do not receive API ranks. ASAM schools are no longer required to collect and report data to the California Department of Education on ASAM performance measures as required in previous years.

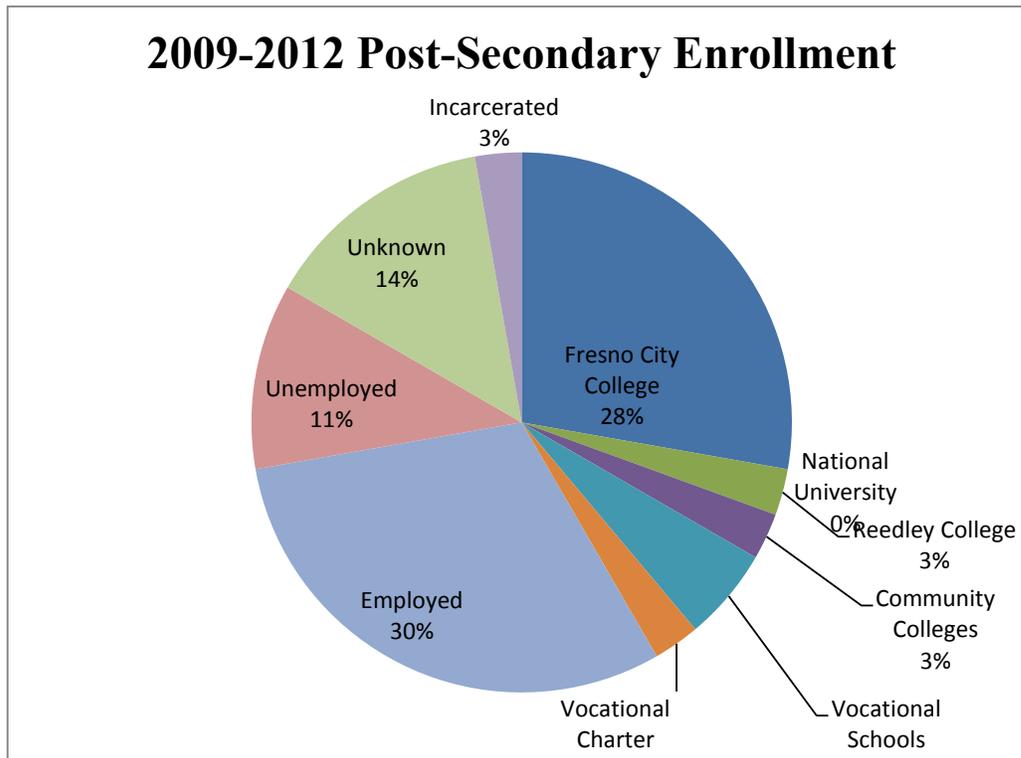
However, in reviewing past indicators identified (graduation rate, attendance, and suspensions) for ASAM data a direct comparison is not feasible in these indicators, but used to show where the school falls on its continuum of status.

#### A. Graduation Rates

The chart below shows that over the past four (4) years, NMIE had an increase in students graduating with high school diplomas or certificates.



The chart below reflects that 64% of students who graduated from 2009–2012 are either employed or attending a two-year college. The 14% unknown are graduates whose whereabouts are unknown.



The

second chart below identifies the 102 student graduates during this period of time by gender, ethnicity and graduation document earned.

#### GRADUATES DATA FROM 2009-2012

School	Gender		Ethnicity					Graduates	
	Male	Female	White(1)	Hispanic (2)	AfrAm(3)	Asian(4)	Am-Ind(5)	Diploma	Certificate
Fresno City College	10	12	1	15	5	1	0	17	5
National University	0	1	0	0	1	0	0	1	0
Reedley College	1	0	0	0	1	0	0	0	1
Community Colleges	1	7	0	5	3	0	0	7	1
Vocational Schools	2	4	2	2	1	1	0	6	0
Vocational Charter	1	0	0	0	1	0	0	1	0
Employed	11	8	0	16	3	0	0	11	8
Unemployed	4	22	3	20	2	1	0	17	9
Unknown	5	12	1	9	4	2	1	13	4
Incarcerated	1	0	0	1	0	0	0	1	0
<b>TOTALS</b>	<b>36</b>	<b>66</b>	<b>7</b>	<b>68</b>	<b>21</b>	<b>5</b>	<b>1</b>	<b>74</b>	<b>28</b>



**B. Attendance Rates**

This chart indicates the transitory nature of our student population. It shows that in 2010-2011, NMIE began to stabilize and the subsequent year was less drastic as the first two years on the chart.

**Total ADA**

Year	7-8 Graders	9-12 Graders	Total ADA @ P2	Change	%
2008-2009	29.72	227.75	257.47	-166.1	-39%
2009-2010	22.11	214.02	236.13	-21.34	-8%
2010-2011	25.27	243.03	268.3	32.17	14%
2011-2012	20.47	235.25	255.72	-12.58	-5%

**C. Discipline Data**

Discipline data is based on the Academic Probation/Behavior Contracts given during the 2011-2012 school year. There were 75 total students placed on contracts. Fifty-nine (59) were males with only one being a repeat offender. Of the 16 females on contracts, two (2) were repeat offenders. The data shows that 94% of the 75 students were in the “seated” program indicating that behavior issues were more often shown by students attending school all day.

2011-2012 SEAT-BASED PROGRAM STUDENTS ON CONTRACTS				DATA BY GRADE LEVEL	
Gender	Hispanic	African American	Asian	GRD LEVEL	NUMBER
				8	12
				9	13
				10	16
Male	39	20	0	11	19
Female	6	9	1	12	15

Interventions included meeting with students, referral to the Panacea Counseling Group, and calls to parent/guardian. Twenty-two of the 75 students were referred to the independent study program. With the planned academic interventions (core subject and homework labs) and program design, we expect a decrease in the disciplinary issues experienced with the hybrid program.

**14. Survey Results**

During the 2011-2012 school year the NMIE Board completed their self evaluation and students, teachers and parents completed surveys. Information gathered from these data documents were reviewed by NMIE staff which lead to sessions assessing what was working, what was not working and where changes needed to be made. The following summarizes the findings in these areas:

- a. Board Self Evaluation Findings
- b. Student Survey
- c. Teacher Meetings, Brainstorming Activities Findings

### **Board Self Evaluation**

The rating scale for the self evaluation was: 5 = Excellent; 4 = More than acceptable; 3 = Acceptable; 2 = Less than acceptable (needs some improvement); 1 = Less than acceptable (needs major improvement); and 0 = No opinion (not enough experience with the topic to rate).

Board Members overall combined rating was a 4.2 which reflects their knowledge of policies, vision and planning, understanding of importance of processes and relations; monitoring of finances and school operations as “more than acceptable.” Lessons learned from this evaluation include:

- Ongoing review of measurable student goals and schoolwide progress by administration;
- More frequent review of policies and manuals to ensure information is current with State and Federal laws;
- Develop an evaluation process for principal that is based on performance expectations; and,
- Commitment to connect more with the community surrounding the school, to build partnership opportunities for student community service component.

The NMIE Board has been vigilant in its monitoring of the schools’ finances and in building positive working relationships with Fresno Unified and Fresno County Office of Education Finance Departments.

### **Student Survey**

The results of the student survey are from a sample population of 45 students which is indicative of the total population. The survey questions addressed the following areas:

- School Climate/Environment
- Discipline
- Students Perception of their Educational Experience
- Students Perception of Teachers
- What they see as supports to enhance their learning

The rubric provided choices of strongly disagree, somewhat disagree, somewhat agree to strongly agree.

In the area of **School Climate/Environment**, students' ratings were favorable in this area. Students treated one another with respect (71%), felt emotionally safe at school (89%), felt staff was able to solve conflicts between students (82%), felt that staff values what the student has to say (76%), and that the school respects all races and cultures (89%). However, 60% of the students indicated that teachers did not understand their life out of school.

**Outcome:** Staff training and activities that broaden their awareness of students' environment. For example, "Colors" was a training that provided identification of specific personality types and strategies for effectively managing different personalities.

In the area of **Discipline**, students' ratings were more favorable than not. They rated that the school disciplines fairly (82%) and that 91% of the students feel they know and understand the discipline policies at the school; and 71% of the students believe the discipline practices and policies are fair. Over 50% of the students, participating in the survey, indicated that the policies prevent fighting, that students follow the rules and that the discipline policies motivate students to stay in school.

**Outcome:** While the ADA decreased by 5% during the 2011-2012 school year students were not out of school for discipline reasons. The Student Services Specialist will collaborate with other charters to identify sports opportunities for students interested at NMIE. In addition, a student group will be formed to discuss and plan one school activity per semester for students to gain knowledge in leadership, planning and organization. Implementation of the academic and homework labs provide immediate feedback, for both teachers and students, to inform planning and instruction.

**Students' perception of their educational experience** yielded the following: 51% believed students in the school care about learning and getting an education; 66% believe they are being prepared for after high school; 58% stated they often need extra help with school work; and, 66% stated they can do better work than they are currently doing. However, 53% feel they try their best but it doesn't help them do well while 76% feel they are involved in decisions about things that affect them at school.

**Outcome:** Teachers are committed to more training in strategies to motivate students and have reteaching come alive through the Homework and Academic Labs. More adult interaction is believed to help staff identify how they get to know students' needs more readily and where to begin building the support for them to experience academic success.

**Students' perception of their Teachers** were most favorable about their teachers putting the effort into making sure they learned (91%). Other areas students expressed about teachers were rated 73%-78% regarding teachers being concerned with the student's success, respect for most teachers, believe teachers are respectful toward one another, and students were very pleased with the fact that most of their teachers knew their name.

**Outcome:** Teachers continue the positive personal relationships they have established with their students.

**Supports to Enhance Learning:** The last survey area addressed questions for the student regarding the supports they needed to assist in their learning. The questions below were designed to capture student's needs toward academic progress in planning for the 2012-2013 school year. It was surprising to learn that services and areas known to promote student learning were not seen by students as a way to help support their learning.

Questions Re How much would each of the following support your learning at school?	Not at All	Help a Little	Help a Lot
a) Opportunities to pursue extracurricular interest and sports.	Over 60% responding indicated this would not help them at all.		
b) More examples of how the things I learn in school matter in the real world.	A little over 50% responded that this would help a little or not at all. The other 40% plus believed it would help a lot.		
c) Home work labs that assist students in understanding and completing weekly homework assignments.	This response was equally divided across the chart		
d) Planning for career (work world) and/or college.	About 42% believed this would help a lot, while 38% felt it would help a little.		
e) More support services like the Panacea Counseling Group.	42% of the students believed this helped a little; however, not all students had accessed the services of this group.		
f) Computer based learning activities.	40% of the students felt this would help a little and 33 % stated it would help a lot.		

**Outcome:** The administrative team and instructional staff considered the responses of students and included the following action in their planning:

- Professional development training for staff on understanding cultures.
- Review of discipline policies, annually, and consequences to ensure consistent implementation by all at the site level.
- Expand teaching strategies and instructional tools to enhance students' opportunity to learn and gain proficiency in course subjects.

### **Teacher Participation in Planning**

There was documentation showing that in 2009-2010, the independent study teachers completed a year-end survey. They reviewed: a) what was working; b) what was not working; and teacher concerns.

During the 2011-2012 school year, the teaching staff had one buyback day and three staff meetings devoted to assessing the school's organizational structure, the curriculum, instructional leadership, meeting needs of all students and promoting the culture of learning.

Within the three year period what continued to surface were issues surrounding recovery of student books, inconsistency of leadership, and more training on curriculum and instructional topics for instructional staff.

**Outcome:** From the discussions with teaching and support staff several supports for students are being implemented as of the fall 2012 school year. The outcomes from the teacher participation in planning are listed below:

- Academic Resource Lab
- Homework Lab
- Career Center and an Educational Career Program
- Identified a Student Record Accounting System to be implemented Fall 2012 (more efficient for data gathering)
- Concerted effort in identifying parent advisory council members
- Identified staff to coordinate student extracurricular activities
- Replace Odyssey program with Study Island
- A defined English Learner program
- Professional development plan for instructional staff regarding Common Core, improved instructional strategies and working with difficult students

#### 15. Career Program

New Millennium Institute of Education's Career Program is designed to help students prepare for employment immediately following high school, help them with college admissions, or technical school admission. It will provide a real-world opportunity for students to utilize.

Student outcomes should also include knowledge of industries, occupations, job duties, and employers, understanding the concept of employment and the application process. Also critical to this component are: interviewing skills, the hiring process, work ethic, how to obtain employment, how to maintain employment, and how to progress in one's chosen field.

Students will learn that their future and career will likely begin as soon as they leave high school. Our students are unlikely to go to college right away, and even those who do will most likely have a need to enter into the workforce. Our emphasis is on the practical. We believe that it is likely their career will begin with an entry level job, which we are preparing our students to obtain.

In addition to the careers curriculum which will include: computer programs, books and brochures (used to identify career requirements for programs at the community and vocational colleges), our students will be exposed to practical internships, work experiences, job shadowing, on the job training, presentations by employers and various workers. Students will be registered

for job fairs and exposed to all career and employment information and opportunities that are available in this and surrounding communities.

## **Conclusion**

The evidence of rigor in the credit recovery option(s) is concrete by virtue of what was reflected in the chart on Page 6. Through the Independent Study educational format students are allowed to accelerate the earned credits at their own pace. In addition, with the implementation of Study Island's web-base program this fall, another approach to the credit recovery option is available to students.

NMIE contracts with Panacea (mental health and social services) to provide drug and alcohol education and treatment, individual and group therapy for gang and anger management and referrals to other community resources. Independent contractors for Crisis Counseling and School Climate/Bullying have been identified to provide services for 2012-2013.

We feel that our previous petition was written lacking a clear sense of the Board's vision for the school. The Board, administrative team, faculty and support staff have been on a year long journey of reflection, assessment, and improvement which is the culminating product of the renewal petition. Where New Millennium sets itself apart from other schools is in the maintenance of its original intent of capturing students who have dropped out of a comprehensive school. With the implementation of the career component, NMIE now prepares students for entry level jobs. In addition, the community service program within the Southwest Community will help foster a student connectedness, for our students, to the local community as lifelong learners.

## BACKGROUND

Fresno Career Development Institute, Inc. (FCDI), a non-profit community based organization, has served the youth of the city of Fresno since 1994, by meeting employment and training needs of economically disadvantaged adults and youth. They were originally organized as Youth Opportunities Unlimited, and the original charter for the New Millennium Institute of Education (NMIE) was secured with Fresno Unified School District (FUSD) under the auspices of that entity.

New Millennium Institute of Education (NMIE) recognizes that some students, whether gifted or at-risk, struggle to thrive in the traditional public school environment. The charter school's corporate entity (FCDI) has committed many years to serving youth in the Fresno Community. NMIE continues to mirror this commitment through ongoing improvements in its educational program to enhance the academic opportunities in a small, personalized educational setting for youth in the community.

The charter school is located in the Southwest Community of Fresno, in a predominately Hispanic and African American neighborhood. This low socioeconomic community is where 90% of the students enrolled in our school reside. Most students and their families live at or below poverty level and many students live in kinship care with a relative. These kinship care placements are frequently arranged in order to keep the student close to school or else due to the primary caregiver's inability to provide for the student. Our student's daily interactions include exposure to gang activities, crime, violence, and substance abuse. NMIE students are impacted by substantial environment risks and poor health conditions. Malnutrition, air pollution-related diseases coupled with chronic fatigue and stresses are factors that impact student learning.

The students who have enrolled at NMIE are typically far below basic in their reading and math skills. The majority of our students are in grades 9–12 who are at risk, which includes students who have been expelled/suspended, deficient in credits, SARBed, dropped out of a traditional school, and are low performing.

The key to student academic success in all subjects is the reading and math proficiency levels of the student. However, many, if not most, of our students experience significant interruptions in their education through a history of truancy, suspensions, and expulsions; all of which yield students who are deficient in credits and low in performance.

While the curriculum offered at NMIE meets State Standards and faculty have spent many hours developing and modifying curriculum to meet the varying levels of our students, gains in proficiency levels for our students have fallen beneath our expectations. A review of current practices, site operations and structures, multiple discussions and feedback from all stakeholders have led to the new educational program design being presented for the next five (5) years of the Charter.

## Element A: Educational Program

Chartered in 1998 and now in its 15th year of operation, the New Millennium Institute of Education (NMIE) served 544 students in 2011-2012. This included 150 students in a classroom environment and 494 students participating in the independent study program.

The vision and mission for the charter remains with little to no change. The vision speaks to what NMIE has tried to accomplish and the mission speaks to the path the school has chosen to achieve the vision.

The vision of the charter is to “Ensure all students will have the opportunity to demonstrate to themselves and others that they can learn and will positively contribute to their well-being and that of their community.”

The mission of the charter is “Preparing for Tomorrow, Today!”

NMIE believes that its role is to support and enhance the community by providing an educational program for high school students, identified as high risk, who need an education in order to become a contributing member of society. The leadership and teachers of the school are proud of its progress and commitment to its students, humbled by the importance of its mission, and excited about the future as it continues to improve and expand its learning environment. NMIE believes there is no higher calling in education than to serve the needs of its targeted students. The school realizes that a successful educational program is a journey, not a destination, and that the effort to improve and expand the curriculum and programs is continuous.

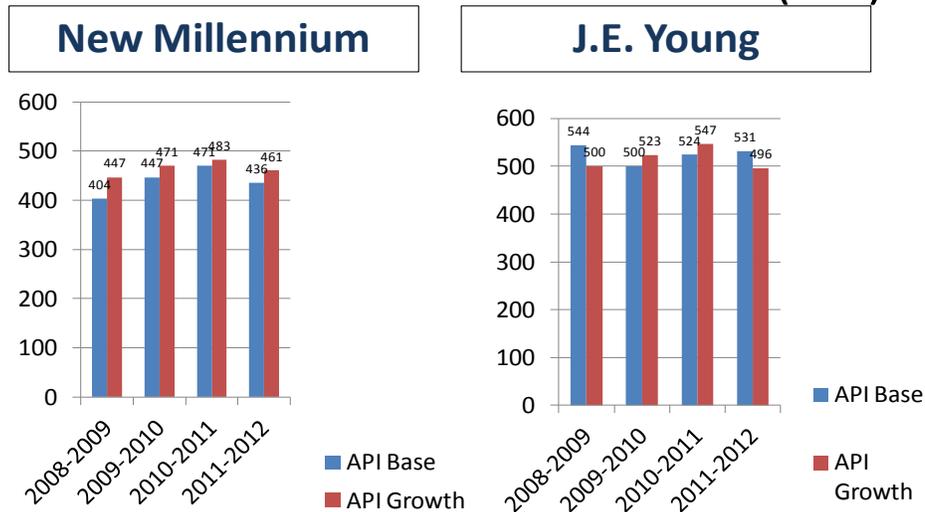
As alluded to in the Background section, we have conducted in-depth reflections and discussions over whether we were providing the most optimal learning environment for our student population. We found that in our traditional classroom settings, our students typically failed to move at their own pace, and those who struggled to understand content in the regular classroom would experience similar struggles if forced to repeat their courses in the same environment. It was obvious that in order for our students to be challenged yet experience the type of success that had thus far eluded them; our educational program had to be altered. School leaders recognized that the new program needed change and would require a combination of one-on-one instruction and flexibility of schedule through an exclusively Independent Study/Personalized Learning environment.

At the beginning of the 2012-13 school year, NMIE began piloting an approach designed to afford our unique student population the added flexibility of scheduling time for interaction with their teacher. In addition, we provide individual support in the core subjects through our Math, English and Homework labs.

The Personalized Learning approach to education has evolved over the past decade through the growing public charter school movement in California, and incorporates many of the latest educational research results as to how students learn successfully. Personalized Learning is a 21st century, “on the leading edge” approach to public education that honors and recognizes the unique gifts, skills, passions, and attributes of each student. Personalized Learning is dedicated

to developing individualized learning programs for each student with the intent to engage each student in the learning process in the most productive and meaningful way to optimize each student's learning potential and success.

## Academic Performance Index (API)



Analysis of comparable information, gathered from CDE's Accountability Progress Report, regarding API scores shows that NMIE had a growth in the number of students participating in 2012. In 2011 there were 63 students included in the 2011 API. This past year, NMIE had 70 students who included in the 2012 API. This was largely due to the inclusion of a contract in the enrollment packet requiring student participation on state tests. In addition, the entire staff, including faculty, made follow up calls to families. While J.E. Young's API scores are higher than NMIE, both schools experience the up and down fluctuations in scores, from year to year. NMIE academic program format and curriculum being used mirrors that of J.E. Young, but at a smaller student enrollment scale. Both schools serve a similar student population. The majority of certificated staff teaching in the independent study program retired from Fresno Unified School District's J.E. Young Academic Center High School.

### What it Means to be an Educated Person in the 21<sup>st</sup> Century

Academic excellence is adapted to real world experience creating a natural bridge from the classroom to the community. Core academics are challenging and student-centered to develop each student's full learning potential while recognizing his or her uniqueness in all curriculum areas. An explicit goal of NMIE is to equip students for the demands of the ever-changing, high-performance workplace of the 21<sup>st</sup> Century. Both the acquisition (content) and application

(process) of knowledge are emphasized. NMIE promotes three major components of Academic Excellence:

1. Major Learning Components

NMIE incorporates mutually enriching learning components to ensure that all students benefit from a focused meaningful learning environment. These components are personal responsibility, academic excellence, and life-long learning.

2. Literacy

Learning to read and reading to learn is recognized as fundamental to success in school, at work, and in life. All students participate in a balanced literacy program that ensures that students learn to read and write successfully.

3. Thinking Skills

Thinking skills are strategic skills that drive all other aspects of attitude, skill and knowledge. To be an educated person in the 21<sup>st</sup> Century individuals will need to become critical thinkers. Thinking skills help students to analyze what they are studying and equip them to be effective in sharing what they learn with others. Important thinking skills include logic and reasoning, decision-making, analytical skills, observational skills, adaptability and creativity.

To be an educated person in the 21<sup>st</sup> Century individuals will need to become critical thinkers, able to analyze, observe, reason, adapt, be creative using all these skills to make decisions. An educated person should be able to apply learned concepts to real-life situations and be a critical thinker who has learned how to overcome the challenges presented in life.

### **How Learning Best Occurs**

New Millennium Charter staff believes that learning best occurs through the continuing commitment of school, staff, teachers, families and students to academic improvement, safe learning environment, and, participation in resource opportunities and support services activities.

NMIE provides inter-disciplinary education for students at risk which includes students who have been expelled/suspended, deficient in credits, SARBed, dropped out of a traditional school and are low performing.

NMIE serves a diverse community of students who learn in small group and individual instruction. By the partnering of the stakeholders, (teachers, administrators, counselors, parents, parent liaison, and community members) NMIE will ensure that every student acquires the knowledge that will enable them to gain the skills, competencies and habits of self-discipline, perseverance, responsibility, hard work, flexibility, and adaptability to become productive citizens in the diverse and highly competitive global society.

NMIE presents a unique second chance in a small educational environment where counseling support and career readiness opportunities are provided.

NMIE was designed around the following educational objectives:

1. A safe place to learn for the at risk students.
2. Students will demonstrate progress toward their goals.
3. Current best practices and research based teaching techniques will be incorporated into the course of study lessons.
4. Students will benefit from various academic support programs and services.
5. Computer assisted instruction will be utilized to enhance time on task, and to ensure the introduction and review of a wide range of skills in selected subjects.
6. Students, staff, and parents will be accountable for student outcomes.

### **Theoretical Basis Supporting the Program's Approach to Learning**

There are five core beliefs that form the foundation for the development of NMIE and its educational program. NMIE believes that its role is to support the fabric of the community and to provide assistance for those who are in need, especially the youth who are no longer enrolled in school and desperately need an education and mentoring to become contributing members of society.

1. All students can and will achieve in a setting that is designed and focuses on meeting their individual needs. Individual learning strategies are employed that allow each student access and success in the curriculum and in meeting grade level standards.
2. Productive citizens make contributions to the community in which they live. This concept builds individual character, accountability, self-esteem, and a sense of responsibility. It fosters respect for and pride in the community and it teaches individuals that it is each and every resident who builds the culture of the community.
3. Additional opportunities must exist for those who have struggled to find success within the traditional educational system in order that all have the benefit of becoming productive members of society. Second and third chance opportunities must exist for those who may not have taken advantage of initial educational opportunities so that a history of failure may be superseded by a history of success.
4. No child shall be refused an opportunity to succeed within the program. No child will be denied the right to an education.
5. Students who have struggled to find success within the traditional school setting must have an alternative means of finding success in an educational environment, community, and work world in order to support society's values, customs, and ideals.

NMIE Charter's educational program is attempting to educate and meet the needs of students who are:

- suspended or expelled;
- referred from other schools;
- families looking for a smaller educational environment;
- participate in an established credit recovery program which enables students to return to their school of residence, and
- failing the traditional school settings due to low test scores, poor grades and/or poor attendance.

## **Instructional Design/Curriculum**

The curriculum for NMIE is based on the California State Curriculum Standards and Frameworks which has been approved and purchased by the Board. In order for students to successfully transition back to a FUSD school, the curriculum used is the same as that used by J.E. Young Academic Center (Fresno Unified's Independent Study School). State adopted textbooks and other instructional materials are provided for every student. This curriculum allows enhanced learning opportunities for all 9-12 grade level students in an independent study environment, whether they are college bound, non-college bound, English Learners or requiring Special Education services. *A complete list of curriculum materials is available upon request.*

NMIE curriculum is designed for high school students, in grades 9-12, working toward credit recovery in order to return to their school of residence, a certificate of completion or high school diploma, community or vocational college (not seeking an "a-g" course load), and entry level employment. Students may attend NMIE from age 14 up to reaching age 21.

Algebra II will be available for students seeking a higher level math course as of fall 2012-2013. NMIE has identified 2014-2015 for the school year of full implementation of the "a-g" offerings for students.

The curriculum materials, used at NMIE, provide a variety of avenues to ensure students have access to the core curriculum, and multiple opportunities to address deficiencies in credits so they can achieve their high school diploma. NMIE adheres to all applicable sections of the Education Code regarding Independent Study, including but not limited to Education Code §51745 et. seq., Education Code §47612.5, and Education Code §47634.2.

A minimum of 230 credits is required for students to graduate from high school. In addition, students must pass all graduation requirements, along with passing California High School Exit Exam (CAHSEE) in Language and Math with a score of 350 or higher. Below is the list of credit requirements for each subject area.

### Credit Requirements to Graduate

- 40 Credits ENGLISH
- 10 Credits GOVERNMENT/ ECONOMICS
- 10 Credits US HISTORY
- 10 Credits MODERN WORLD HISTORY
- 10 Credits EARTH SCIENCE

- 10 Credits BIOLOGY
- 10 Credits PHYSICAL SCIENCE
- 10 Credits MATHEMATICS
- 10 Credits ALGEBRA
- 10 Credits GEOMETRY
- 10 Credits FOREIGN LANGUAGE AND FINE ARTS
- 20 Credits PHYSICAL EDUCATION
- 70 Credits ELECTIVES (Includes the Career Component Coursework)

The instructional staff understands the need to make adjustments within the academic program to include balanced literacy, increased rigor, and ensuring students are challenged in their coursework to meet state standards. All teachers are expected to ensure students are reading, writing, and performing critical thinking tasks as a part of every academic assignment.

NMIE provides 180 days of instruction for Independent Study students. NMIE's calendar is the same as that of Fresno Unified School District. NMIE's schedule meets the number of minutes required by Education Code Section 47612.5(a)(1).

## **Educational Program Framework**

### Orientation

Orientations are held for continuing, new, and returning students and families. Families contact the NMIE front office staff to register for an orientation date. At the orientation, families are informed about the school protocols, policies and procedures, dress code, mandated testing requirements, before they complete the application for enrollment. Families are also advised that students enrolled in NMIE have access to curriculum designed for students working toward credit recovery in order to return to their school of residence, a certificate of completion or high school diploma, community or vocational college (not seeking an "a-g" course load), and entry level employment. Certificated Staff reviews the first instructional assignment with the families which they take home to complete and bring to their first meeting with the supervising independent study teacher. Parent(s)/Guardians and student are contacted within a week, by the supervising teacher for their first appointment. (Mandatory for one parent or guardian and student to attend.)

### Supervising Teacher

Students are placed with a certificated supervising teacher who evaluates their transcripts and assigns State Adopted Standards-Based Curriculum based on the Renaissance Star placement scores. The supervising teacher provides direct one-on-one instruction to their students for a minimum of one hour per week. Additionally, all students have the option of working in the Homework Lab which allows students' access to teachers and tutors any day or time during the week. Teachers are required to generate weekly assignments/lesson plans based strictly upon the State Standards, for all students, using Pathways, a computer-assisted instructional lesson plan program. A focus standard is provided for each assignment which explains what the student will be learning. Each week the teacher reviews all completed assignments, retrieving work samples

which are used to document student work completion. Attendance is documented through the weekly educational logs. The students are then given a new set of assignments which are thoroughly explained. The focus standard of each assignment is emphasized which gives the student a chance for clarifying questions.

### Master Agreement

The basic document for apportionments based on independent study in place of school attendance is the Master Agreement. The written agreement for independent study is any document that serves as authorization to substitute the student's performance, or study, for the student's presence in a classroom. Master Agreements indicate that all the parties involved; the student, his or her parent and the certificated teacher who is directly responsible for the student; agree that independent study will be the delivery system used for the student's education for a specific period. The master agreement includes all the components required by Education Code Section 51747(c) and the California Code of Regulations, Title 5, Section 11702, to be valid. A new Master Agreement must be signed each semester.

### Academic Resource Center Labs (ARC Labs)

During the 2012-2013 school year, NMIE expanded the lab offerings through Academic Resource Center Lab(s) settings for core subjects, tutorial and homework. Core subject labs are where instruction is delivered in both small groups and individually. Learning support is provided one on one or in small groups where new concepts or topics introduced by the Supervising Teacher can be reinforced. All labs provide opportunities for re-teaching, expanding and/or exploring concepts. Ongoing group analysis is undertaken to ensure that grouping is to be short term and with a specific goal in mind. Instructional teams are utilized to enhance cooperation, understanding and sharing among the students when appropriate, and for major projects.

### Tutorial Support

Every student at NMIE has the opportunity for tutorial time each day during school hours. The credentialed tutors are located in the Homework Lab and are available to assist students working on homework, make-up assignments, preparing for tests, and/or using computers to access core subject enrichment assignments.

### Technology

Technology plays a critical role where Academic Resource Labs have been set up in three areas of the school which are available for student use. These labs have a range from six (6) to eight (8) computers for a total of 40 computers in lab settings. Content monitoring software is on all computers to assure that no one is on an inappropriate site. The computers are also equipped with remote monitoring software which gives administration access to a live view of all lab computers. The principal monitors this daily. An Information and Technology Technician is available to assist students, staff and faculty with computer problems and technology needs.

Ensuring computer literacy, all students have access to lab settings and are expected to utilize the internet as an information/research tool. “Study Island” a web-based assessment and enrichment program has been purchased and is accessible on all computers throughout the campus. Study Island’s web-based Standards Mastery Program has provided a meaningful opportunity to impact students learning. The program is specifically designed to provide:

- Rigorous and engaging content that is continually updated as the Grade Level Expectations and Common Core State Standards change;
- Differentiated instruction with built-in remediation to raise individual student achievement; and
- Formative assessment and real-time report to guide teaching.

Study Island is also used for CAHSEE preparation as well as credit recovery. All students are required to complete some of their homework assignments using the software provided on the computers.

Teachers currently all have access to laptop computers provided by NMIE. The laptops are equipped with wireless networking cards allowing them to move freely throughout the school campus while still connected to the Internet. The main use of the laptops is for general daily lesson assignments accessed from an online lesson plan program through School Pathways. Students’ scores from state tests and in-house assessments can also be retrieved which enables teachers to better assess student’s progress and assist teachers in generating future assignments and necessary interventions.

### Career Component

New Millennium Charter School’s Careers Program is designed to help students prepare for employment directly out of high school and/or help students with college or technical school admission. The program will provide a real-world opportunity for students through community service, completion of Career elective coursework including use of computer-based modules through Study Island.

The Career Component has established partnerships with State Center Community College Workforce Connection and Nursing Programs. Other organizations in discussions for participating in the community service modules are Boys and Girls Club, Hinton Center, and LaVera’s Childcare Center.

Students meeting the following criteria are identified to participate in the Career Component:

- Grades 11 and 12
- Ages: 16 – 20
- Teacher Referral
- GPA 2.0
- Attendance of 90% or better

Students in Grades 9 and 10 are assigned elective classes to meet the Careers Components through the independent living skills and business classes.

During the summer 2012, NMIE's Director of Careers implemented a pilot of the program with five (5) students. They received on the job training working at one of the local car wash establishments and assisting custodial at NMIE. Students were paid a stipend during the summer program.

### Support Services

The Support Services Team includes an academic counselor, crisis counselor and school job agent. Their general responsibilities are:

- Academic Counselor assists students in initial assessments, setting goals, transcript updates and review, and serves as a support to teachers.
- Crisis Counselor handles discipline and meets other non-academic needs.
- School Job Agent facilitates the 10-week job readiness skills component.
- Drug, alcohol, anger management and other services are currently provided by counselors with Panacea.

On March 15, 2011, NMIE was granted WASC accreditation status for a period of three (3) years. Students and parents are informed of the academic requirements necessary for entry to state colleges and universities, but they are also informed that NMIE does not offer certain coursework needed to fulfill the matriculation to a state college or university. Parents are, however, informed that NMIE curriculum is designed for high school students, in grades 9-12, working toward credit recovery in order to return to their school of residence, a certificate of completion or high school diploma, community or vocational college (not seeking an "a-g" courseload), and entry level employment. NMIE intends to implement the offering of "a-g" courses in the fall of 2015.

### Plan for Student Achieving Above or Below Grade Level

NMIE addresses the needs of students who are achieving below grade level by providing the following interventions: Academic Resource Labs and Standard Based Modified curriculum which has three textbook levels that include state adopted text for subject areas.

Levels A and B are state adopted text; Level C is the modified curriculum that has been approved by FUSD - the same used at J.E. Young. Study Island, a supplemental web-based program, is used in support of the students. This supplemental tool can be used to adjust student difficulty areas by percentages or grade level.

ARC Lab teachers, tutors, academic counselor and student services specialist all serve to provide academic support for students. School Pathway and Study Island programs provide technology based self-paced instruction and serves as a data management tool that ensures teachers have ongoing real-time information about student performance on interim and benchmark assessments. Teachers can then target specific skills or knowledge in which students require

assistance in order to achieve mastery. Students who are achieving above grade level are provided individualized guidance and enrichment opportunities for real-world experiences and accelerated academic challenge. For these students, we provide special admissions to our career program. Additionally, we offer counseling assistance for participation in currently enrolled community college classes.

### Plan for English Language Learners and Students with Disabilities

New Millennium strives to serve the special needs of our students. English Language Learners (EL) and students with disabilities have special educational needs that must be met to allow them to achieve at the same rate as other students. The NMIE has designed intervention programs and receives staff training from FUSD Special Education and English Learner Services Departments to meet the needs of these students.

#### English Language Learners

NMIE's program for English Learners (EL) is designed to help students acquire fluency in English, to provide students with equal access to the academic core curriculum, and to help students maintain a positive self-image. NMIE's curriculum will use Specially Designed Academic Instruction in English (SDAIE) strategies along with the Sheltered Instruction Observation Protocol (SIOP) Model to work with students below English proficiency. The choice and combination of strategies used will be based on student needs, federal, state, local guidelines, academic best practices and parent input.

NMIE provides individual instruction, as well as, ARC Lab services to limited English proficient students. Students are taught California Standards-based content using the SDAIE instructional delivery model and piloted SIOP strategies initiated during the 2012-2013 school year with grades 8-12. The use of expository writing assessments, academic vocabulary reinforcement, and language objectives promote language development to acquisition of grade level content knowledge for not only EL students, but all NMIE students. Lab teachers also used adapted language to make linguistic connections, utilize gestures and visual aides to reinforce vocabulary acquisition for students.

Upon enrollment, all parents are required to complete a Home Language Survey to assist staff with appropriate placement of students in programs.

Assessment is the next process of enrollment if the primary language is not English. An initial language assessment is conducted to determine appropriate placement in a program that provides the student with the academic support needed for him/her to achieve. Assessments are done to determine the student's oral and written language skill development.

Once the assessment is completed the student is scheduled into courses that provide the support structures necessary for student progress toward language acquisition and fluency. Teachers are trained in SDAIE and SIOP strategies to assist students with comprehending content area materials. EL students receive the same content area instruction with a focus on English language development. Therefore, along with teaching students content area information,

teachers are responsible for incorporating English Language Development Benchmark activities required to help the student increase their language acquisition skills and ultimately be re-designated Fluent English Proficient (FEP). A few of the types of activities used to scaffold learning for EL students is chunking information, clarifying terms and phrases, preview information with students to access prior knowledge, review information in small amounts introduce new vocabulary and have the students write and draw the terms in their own words.

Benchmark Goals are identified for each of the English Language Development Stages, from Pre-Production to Early Production, to Speech Emergent, to Fluent to Advance Fluent, to Re-designated FEP. Teachers must monitor the student's progress toward completing Benchmark goals for the year or within two years. Quarterly, teachers are required to indicate which goals have been accomplished with a student work sample indicating mastery of the skill indicated as the benchmark goal(s). Teachers document intervention activities attempted or to be used to help struggling students. English Language Learners have access to school wide programs and services.

As students enter NMIE specific guidelines, listed below, are followed in order to be sure appropriate services are provided.

*English Language Development Program Process:*

1. Students are identified during enrollment for primary language, using the Home Language Survey.
2. Transcripts and CAHSEE scores from prior schools are reviewed for prior participation in an ELD program.
3. When the Home Language Survey indicates the primary language is not English, student is sent for CELDT assessment.
4. The assessment will either indicate:
  - a. ELD instruction is needed and what level of language acquisition has been attained; or,
  - b. The assessment will indicate that the student is proficient in English and traditional education courses are assigned.
  - c. Based upon test scores placement may be adjusted as necessary.
5. Any student needing ELD instruction are assigned to courses with BCLAD certified teachers and a program of coursework that will support their accelerated acquisition of English in core academic subjects.
6. Strategies are developed for EL students' personalized learning plan. These include, but are not limited to a minimum of language tutorial instruction, modified curriculum, and computer aided instruction.
7. Quarterly, the Language Arts teacher will have discussions with the student and the other core subject teachers regarding the progress the student is making towards meeting ELD Benchmark goals.
  - a. Each teacher will gather student work samples that indicate mastery or progress towards specific goals.
  - b. Together the teachers select one or two of the samples as the best works.

- c. The Language Arts teacher places best work in the student's benchmark folder for evidence and marks completed or in progress next to the goal on the folder.
8. As students reach mastery in all areas at Advance Fluency levels and meet the other requirements for being Re-designated Fluent English Proficient (FEP) students and parents will be notified.
9. The student will be given a certificate indicating that they have achieved FEP status. A copy of the certificate will be placed in the student's cumulative file, as well as, a written notation being made in the cumulative file.

### Serving Students with Disabilities

NMIE shall comply with all applicable State and Federal Laws in serving students with disabilities, including, but not limited to Section 504 of the Rehabilitation Act, the Americans with Disabilities Act and the Individuals with Disabilities in Education Improvement Act.

NMIE Charter School shall be categorized as a "public school" within Fresno Unified School District in conformity with Education Code Section 47641 (b). NMIE Charter shall comply with the Memorandum of Understanding between the District and NMIE related to the delineation of duties between the District and NMIE Charter School.

NMIE will comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms. The District SELPA shall provide a liaison between the charter school and the special education department for the purpose of monitoring the local plan policies and procedures.

NMIE recognizes its legal responsibility to ensure that no qualified person with a disability is, on the basis of disability, excluded from participation, denied benefits of, or otherwise be subjected to discrimination under any program of the school. Any student with identified disability is eligible for accommodation by NMIE Charter School.

#### *Entry procedures for Students with Disabilities*

Students are identified during enrollment for any existing Section 504 Plan or Special Education Individual Education Plans.

1. Files, transcripts, and current IEPs from prior schools are reviewed for modifications that have or have not been effective.
2. Students' primary disabilities are identified, and the district and SELPA contacted to ensure seamless service in transitioning student to a new educational environment.
3. FUSD School Resource Specialist is notified of enrollment of new student and consulted for guidance in scheduling necessary modifications and support services.

### *Process for Resolving Disputes*

If a parent or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to NMIE, which will then forward such written notice to the District within two school days. The school will encourage open communication between the parents and the District for any items related to the special education services. Students at NMIE who have IEP's will continue to attend the school, unless the IEP recommends otherwise and states why.

### *Procedural Safeguards*

Parents or guardians of students with IEPs at NMIE must give written consent for the evaluation and placement of their child, be included in the decision-making process when change in placement, is under consideration, and be invited, along with teachers, to conferences and meetings to develop their child's IEP.

Any concerns or disagreements raised by parents will be acknowledged by the school within five days, after which a meeting between the parent and school will be scheduled to seek resolution of the disagreement. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

The school will provide the parent with a written Notice of Procedural Safeguards, which will include information on the procedure to initiate both formal and informal dispute resolutions, at least once per year. NMIE will utilize the Notice of Procedural Safeguards used by the District or SELPA in which it is a member.

### *Dispute Resolution*

In the event that a parent/guardian files a request for a due process hearing or request for mediation, the District and NMIE shall work together to defend the case. In the event that the District determines that legal representation is needed, NMIE agrees that it shall be jointly represented by legal counsel of the District's choosing.

The District may initiate a due process hearing or request for mediation with respect to a student enrolled in NMIE if the District determines such action is legally necessary or advisable. NMIE agrees to cooperate fully with the District in such a proceeding.

So long as NMIE operates as a school of the District for purposes of special education, NMIE understands that the District shall have sole discretion to settle any matter in mediation or due process. The District shall also have sole discretion to file an appeal from a due process hearing or take other legal action involving any Charter School student necessary to protect its rights.

### *Complaint Procedures*

Parents or guardians also have the right to file a complaint with the District and/or California State Department of Education if they believe that the school or SELPA has violated federal or state laws or regulations governing special education.

### Oral and Written Communications Skills

The ELA teacher and writing resource labs provide writing classes for all grade levels. To show growth in students' written communication skills teachers will chart student's progress. Oral and written communication skills are taught to all NMIE students within the daily curriculum. As an independent study school, NMIE integrates writing skills into the EL curriculum so that the students can be successful.

Oral communications skills are also taught in the NMIE curriculum for EL students. The lesson plans for each grade level's weekly assignment includes activities, labs and projects that require the Supervising/Lab teachers to assess and determine the student's speaking abilities and progress. Some of these activities include, but are limited to, book reports, essays and research projects with oral presentations. Rubrics are used to show student success and the results are then factored into their Language Arts/English grades. Attachment A-1 provides one (1) page of the ELD/ELA Standards Rubric.

The Cluster tests in the Part 2: Standards-Based Assessment materials (Attachment A-2) use a variety of testing formats to evaluate students' knowledge of standards and foundation skills. Each test includes items on vocabulary development, reading comprehension, literary analysis, and written language conventions. Rubrics at the end of the "Reteaching Guide" may also be used to score the writing. The materials used are in the McDougal Littell's *The Language of Literature, Language Network*. CAHSEE rubrics and explanations for the rubrics are at the end of the reteaching suggestions.

Teachers' assessment of materials and rethinking education for their students led to the purchase and training, where applicable, of the following additional instructional materials (Attachment A-3), in fall 2012, which benefit all NMIE students including EL and those with special needs:

1. *"99 Ideas and Activities for Teaching English Learners with The SIOP Model*
2. Holt McDougal *Literature for Grades 9-12*
3. *Bridges to Literature* by Holt McDougal

### No Child Left Behind Act

NMIE complies with all applicable provisions of the No Child Left Behind Act.

### Exit Procedures

When there is a decision to leave NMIE (voluntary or recommended) the family and student meets with the Supervising Teacher to complete the following:

1. Family and student meet with Supervising Teacher to complete the exit process.
2. Credits earned and testing results are reviewed and posted to the permanent records.
3. All books are signed in as returned.
4. Parent documents where student will be transferring to, on the drop slip.

5. A drop slip is issued listing credits they came in with, credit earned, school transferring to, and a copy of the transcript is provided.
6. Parent and student complete an exit survey.

### Professional Development Plan

New Millennium's professional development plan is based on the needs of certificated staff and students. A preliminary assessment of needs by teachers and students was facilitated during the 2011-2012 school year which yield (Attachment B) – professional development plan for 2012-2013. Certificated staff will be provided an array of best practice strategies for differentiated instruction using current research on multiple intelligences, learning styles, language development, and aligned instructional planning. Teachers are also receiving ongoing coaching support and explicit instruction in implementing targeted strategies that will ensure both EL and special education students are able to access the core curriculum.

## Element B: Measurable Student Outcomes

The measurable student outcomes identified by NMIE are for the purpose of demonstrating the skills, knowledge and attitudes attained as goals for students participating in the education program.

MEASURABLE STUDENT OUTCOMES																						
ACADEMIC GOALS	ASSESSMENT USED	FREQUENCY	PROFICIENCY GOAL/ EXIT OUTCOMES	PERIODIC PROGRESS TARGETS (ANNUALLY)																		
Over the next five (5) years, NMIE will meet or exceed CST and API scores of the sponsoring district when compared with demographically similar schools	California Standards Test (CST)	Annually	Proficient and Advanced	<table border="0"> <tr> <td></td> <td>MATH</td> <td>ELA</td> </tr> <tr> <td>2013:</td> <td>4%</td> <td>3%</td> </tr> <tr> <td>2014:</td> <td>8%</td> <td>6%</td> </tr> <tr> <td>2015:</td> <td>12%</td> <td>9%</td> </tr> <tr> <td>2016:</td> <td>16%</td> <td>12%</td> </tr> <tr> <td>2017:</td> <td>20%</td> <td>15%</td> </tr> </table>		MATH	ELA	2013:	4%	3%	2014:	8%	6%	2015:	12%	9%	2016:	16%	12%	2017:	20%	15%
		MATH	ELA																			
	2013:	4%	3%																			
2014:	8%	6%																				
2015:	12%	9%																				
2016:	16%	12%																				
2017:	20%	15%																				
CAHSEE (10 <sup>th</sup> Grade)	Annually	25% increase in students passing over the next five (5) years	<table border="0"> <tr> <td></td> <td>MATH</td> <td>ELA</td> </tr> <tr> <td>2013:</td> <td>37%</td> <td>43%</td> </tr> <tr> <td>2014:</td> <td>42%</td> <td>48%</td> </tr> <tr> <td>2015:</td> <td>47%</td> <td>53%</td> </tr> <tr> <td>2016:</td> <td>52%</td> <td>58%</td> </tr> <tr> <td>2017:</td> <td>57%</td> <td>63%</td> </tr> </table>		MATH	ELA	2013:	37%	43%	2014:	42%	48%	2015:	47%	53%	2016:	52%	58%	2017:	57%	63%	
	MATH	ELA																				
2013:	37%	43%																				
2014:	42%	48%																				
2015:	47%	53%																				
2016:	52%	58%																				
2017:	57%	63%																				
Academic Performance Index (API)	Annually	5 points higher than demographically similar schools	CST Scores % Proficient/Advanced and API annual comparison review																			
Over the next five (5) years, English Learners will exhibit progress towards English Language proficiency	CELDT Testing	Annually	English Learner (EL) students will improve their English proficiency at least one(1) grade level each year until proficient/advanced or reclassified	50% of EL Students will move one level annually																		

<b>MEASURABLE SCHOOLWIDE OUTCOMES</b>				
<b>SCHOOLWIDE GOALS</b>	<b>ASSESSMENT USED</b>	<b>FREQUENCY</b>	<b>PROFICIENCY GOAL/ EXIT OUTCOMES</b>	<b>PERIODIC PROGRESS TARGETS (ANNUALLY)</b>
Over the next five (5) years, NMIE will improve and increase schoolwide attendance	Attendance Records (ADA, sign-in rosters, student logs)	Ongoing Annually	95% or better on schoolwide attendance	2013: 83% 2014: 85% 2015: 88% 2016: 90% 2017: 95%
Over the next five (5) years, NMIE will implement a Career Exploration and Job Readiness Program for students	Completion of Career elective course work, including Study Island Module	Annually	All students earn elective course credits	At least 50% of students participate in field work
	Job Readiness Placement	Annually	Entry level job placement	At least 10% of the students completing the Career course elective will be placed in an entry level job with an increase to 50% placement by 2018
Over the next five (5) years, NMIE will increase graduates matriculation opportunities	Data from graduation, community/vocational college enrollment and entry level job placements	Annually	Percentage of students participating in community/vocational college and/or entry level jobs	2013: 62% 2014: 64% 2015: 66% 2016: 68% 2017: 70%
Over the next five (5) years, NMIE will increase multiple areas for Parent Participation	Back-to-School Night, Open House and Parent Advisory Committee Meetings	Ongoing Annually	Increased parent participation schoolwide	An annual increase of 10%
Over the next five (5) years, NMIE students, as lifelong learners, will benefit from and be productive members of society through exposure and participation in support services	Attendance Records	Ongoing Annually	95% or better schoolwide attendance	Attendance is currently below 85% and will be reviewed biannually
	Discipline Reports	Annually	Decrease discipline contacts by 5% each year over the next five (5) years and improve students' overall behavior	25% decrease in discipline contracts over the next five (5) years
	Counseling/Crisis Support Records	Ongoing Annually	Students will acquire tools to improve behavior and social interaction with peers and adults	NMIE will show 75% or more students participating and completing the support services programs
	Community Service Hours in 11 <sup>th</sup> and 12 <sup>th</sup> grades	Annually	Students meeting or exceeding their community service hours goal	75% or more of students meeting or exceeding service learning hours
	Student connectedness to the community	Annually	Students reporting that they feel more connected to the community	75% or more of students reporting that they feel more connected to the community on the student climate survey

## **Element C: Methods to Assess Pupil Progress Towards Outcomes**

### Methods of Assessment

As is required by state charter law, NMIE will conduct the state pupil assessments required pursuant to Section 60602.5, which includes the California Standards Tests, California High School Exit Exam, California Achievement Tests, and the California Language Development Test.

New Millennium, like all other public schools, will be subject to the state and federal accountability system, including Academic Performance Index (API) and Adequate Yearly Progress (AYP), or whatever measures may be implemented by the state and/or federal governments during the course of the charter renewal period.

Student contracts for enrollment at NMIE now establish the expectation that ALL students will participate in the STAR and CAHSEE testing opportunities to demonstrate their progress toward meeting state standards. The data gathered from these external measures will be used to inform programmatic decisions regarding the effectiveness of implemented interventions.

NMIE has purchased School Pathways a web-based data management and analysis tool that will allow both teachers and administrators to aggregate and disaggregate data efficiently in order to analyze the data for trends and significant conditions at all levels: student, small groups, teacher, grade level, subject, and school-wide, as well as by program. This data will become the focus of collaborative conversations at all levels: administrative, programmatic, and instructional by department and grade level, to provide a network of appropriately designed and implemented support services for students on an ongoing basis so they can accelerate their progress toward meeting state standards.

Each year NMIE will compile and report to the FUSD Board of Education a performance report which will be used to report its progress toward meeting pupil outcomes. The performance report shall also be utilized to evaluate and improve upon its educational programming as needed.

NMIE uses the following assessments:

- California Standards Tests to measure academic achievement
- STAR Testing to measure academic achievement
- Independent Study Weekly Assessments to measure achievement and subject area mastery
- CELDT to measure progress for ELL Students
- Study Island computer based modules to measure achievement and subject mastery
- School-maintained records of attendance and suspensions
- CAHSEE Classes Assessments
- Renaissance Star, a pre and post assessment tool for language arts and math

## **Element D: School Governance**

New Millennium Charter School operates under the direction of the Fresno Career Development Institute (FCDI) as a duly constituted California nonprofit public benefit corporation, and will be governed in accordance with applicable California Corporations Code Sections and its adopted bylaws which shall be consistent with the terms of the charter. While NMIE intends to collaborate and work cooperatively with Fresno Unified School District, the charter shall operate as a separate legal entity, independent of the district.

The FCDI Board of Directors operates as the legal entity responsible for the charter school and serves as the NMIE governing body. While NMIE intends to collaborate and work cooperatively with Fresno Unified School District, the charter shall operate as a separate legal entity, independent of the district.

The Charter School and the Charter Board of Directors shall comply with the California Public Records Act (Gov Code 6250 et seq.) and the Charter Board Members and employees shall comply with the conflict of interest laws, including the Political Reform Act (Gov Code 87100) and Government Code Section 1090. (*Board adopted Conflict of Interest Policy is available upon request.*)

The Charter Board of Directors meet monthly to review academic progress and program implementation updates; to consider immediate needs of the school; and, act on its responsibilities. All Board meetings are conducted in accordance with the Ralph M Brown Act (Gov Code 54950-54963) and applicable open meeting laws.

All acts or decision of the Board of Directors will be by majority vote based upon the presence of a quorum. A majority of the voting directors present shall constitute a quorum.

Pursuant to Education Code Section 47604 (c), the District in performing its oversight of NMIE Charter School shall not be liable for the debts and obligations of the School or for claims arising from the performance acts, errors, or omissions by NMIE Charter School.

### Board of Directors

NMIE Charter School is governed by the seven (7) members FCDI Board of Directors. Attachment C provides the organizational chart of the Board of Directors and its relationship to be school. The last attachment in the petition provides the profiles of each Board member including their areas of expertise. The Chief Executive Officer (CEO) shall serve as Chairman of the Board and is the liaison between the Principal and the Board. A representative of the District may serve on the Board of Directors. All other Board members are elected by vote of the majority of the members of the entire Board of Directors. Board members are selected, removed, and replaced in accordance with the corporate bylaws. No paid employees of NMIE Charter School may serve on the Board of Directors.

The Board of Directors attend an annual in-service for the purposes of training individual board members on their responsibilities and providing legislative updates impacting Board operations.

Board policies are reviewed on a regular rotation, and augmented as required by circumstances. *Board Policies are available upon request.*

The Board of Directors responsibilities include, but are not limited to the following:

- Oversight of NMIE and its operations
  - Approve charter amendments as necessary and submit materials revisions to FUSD for consideration.
  - Act as a fiscal agent.
  - Approve and monitor NMIE's annual budget and budget revisions.
  - Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices.
  - Approve annual fiscal audit and performance report.
  - Approve the school calendar and schedule Board meetings.
  - Participate in the dispute resolution procedure and complaint procedures when necessary.
  - Ongoing monitoring of data reports indicating progress of both student and staff performance.
  - Hiring, discipline and dismissal of all employees of the Charter School after consideration of recommendation by CEO and Principal.
  - Creation of external or subcommittees as needed, including, but not limited to Finance, Personnel, and Compliance Committee.

The CEO serves as the liaison between the School Board and the Principal and is assigned responsibilities that may include but are not limited to the following:

- Communicate and report to the NMIE Board of Directors.
- Oversee the school finances to ensure financial stability.
- Participate in employee hiring, promotion, discipline and/or dismissal.
- Ensure compliance with all applicable state and federal laws and help secure local grants.
- Complete and submit required documents as requested or required by the charter, the Board of Directors, and/or Fresno Unified.
- Maintain up-to-date financial records.
- Oversee the presentation of fiscal audit to the Charter Board of Directors; after review by the Board present audit to FUSD Board of Education, Fresno County Office of Education Superintendent, the State Controller and the California Department of Education.
- Promote and publish NMIE program in the community and promote positive public relations and interact effectively with media.
- Monitor implementation of the Career Program.

The Principal is the leader of the school. The Principal will ensure that the curriculum is implemented in order to maximize student learning experiences. The Principal reports directly to the CEO and is responsible for the orderly operation of the school and the supervision of all employees in the school. The Principal's assigned responsibilities may include but are not limited to the following:

- Monitor academic progress, standardized testing, curriculum and instruction implementation.
- Monitor overall operations of the school.
- Supervise and evaluate teachers and staff.
- Develop and implement professional development workshops/plan.
- Serve on or appoint a designee to serve on any committees of the school.
- Ensure the security of the school building.
- Hire qualified substitute teachers, as needed.
- Ensure that appropriate evaluation techniques are used for both students and staff.
- Communicate with parents, recruit new families and students, and provide ongoing communication to families regarding academic growth.
- Participate in special education meetings as necessary.
- Attend FUSD Charter meetings as necessary and stay in direct contact with the District regarding changes, progress, etc.
- Provide all necessary financial reports as required for proper ADA reporting.

### Administrative Team

The CEO and Principal are at the top of the organizational chart and lead the Administrative Team which includes lead staff representatives from Curriculum and Instruction, Fiscal and Student Services areas. Due to the fact that these lead staff members duties are intertwined, the collaborative sharing of leadership roles is fundamental. As a result, the Board of Directors, as well as the staff feels NMIE Charter School has a more cohesive and stronger decision-making body.

### Parent Involvement

The Independent Study and personalized learning program provides an ongoing opportunity for parent involvement in their child's learning. Parents are required to sign off on student work submitted each week which encourages the review of their work. Parents support their children in taking advantage of all the activities and interventions offered.

Parents are encouraged at the orientation to become involved in the School Site Council. The Council meets, at a minimum of twice per year to review and give advice on Title funding. Representatives from the students, EL parents, teachers and administrators participate on the Council.

### Insurance Policies

NMIE maintains in force all necessary or desirable general liability and board errors and omissions insurance policies.

### A Non-Sectarian Public School

NMIE is non-sectarian in its programs, admissions policies, employment practices, contracts, and all other operations, does not charge tuition, does not discriminate against any pupil on the

basis of race, color, national origin, sex, sexual orientation, or disability, and does not otherwise to any extent engage in unlawful (State or Federal) discrimination.

## **Element E: Employee Qualifications**

The New Millennium staff is representative of the students they serve and they are employed directly by New Millennium. All employees have the attributes, abilities, skills and philosophy that support the tenets of the New Millennium educational program. They bring to this endeavor a desire and a spirit to serve and be served.

The NMIE retains and employs teaching staff that holds appropriate California teaching certificates or permits issued by the Commission on Teacher Credentialing and will comply with state and federal laws in this regard. All other staff will meet the qualifications necessary to perform the duties for which they are hired.

NMIE school board policy directs that all teachers are to be highly qualified under the state guidelines for NCLB compliance. All permanent classroom teachers have appropriate and current credentials. Because NMIE is small, many people are responsible for a range of responsibilities. The school administration is aggressively moving to ensure that all positions are filled with individuals who hold necessary and appropriate certifications for the variety of jobs they may be required to do. The list of staff with credential verification appears in Attachment D. Also, included as Attachment E, is a list of non credential staff with position titles and years of employment with NMIE.

### Certificated Staff

The teaching staff is considered the foundation of the instructional program and is well qualified. Teachers are expected to be experts in their major fields of study and meet the NCLB requirements for highly qualified teachers. Teachers are expected to be flexible, possessing a keen understanding of the English learners, learning disabled and academically challenged students, having a thorough knowledge of how to impart the subject matter to lead to greater retention and synthesis and analysis of information by the students. It is absolutely necessary for staff to share and consult frequently regarding the educational program and student progress. All are considered equal partners in the education of students.

Instructors must hold a proper credential. Prior to hiring, credential status is verified for each instructor through the Fresno County Office of Education.

Appropriately credentialed teachers are the educational specialists and must meet all the credentialing and professional requirements established by the State of California and the NCLB requirements for highly qualified teachers. All teachers have a clear credential. Teachers are expected to manage multi-aged small groups, utilized innovative instructional methods, be computer literate, and willing to work flexible hours to allow for incorporating study trips. Teachers are expected to employ best practices for student achievement.

Certificated Teachers are expected to be knowledgeable of state content standards, assessment instruments, and strategies in meeting individual student's needs. Teachers are required to be CLAD or BCLAD or moving towards achieving such status. Teachers are expected to possess effective classroom management skills and use effective behavior management techniques.

### Other Classified Staff

Classified clerical, school job agent, custodial, technology assistant and other support staff are hired as needed to support the school's program. The financial management functions are under the direction of the CEO. The custodial and maintenance functions are incorporated with the regular program. Time for these functions is prorated as appropriate.

### Administration

Program administration functions are directed by the current New Millennium Principal, who provides directions and oversight for charter operations and curriculum and instruction. Duties are assigned in accordance with areas of expertise and board direction. The CEO, principal, and school counselor hold valid administrative credentials or comparable administrative experience, and have the necessary experience, knowledge, skills, and ability to lead, guide, and direct the staff and students. The counselor has a Pupil Personnel Services credential.

### Contract Staff

Other consultants with whom NMIE contract to provide services and develop joint partnership agreements with FUSD and other local educational agencies are certificated as required. Special Education Instructors are contracted through Fresno Unified.

### Staff Evaluations

All staff, classified and certificated are evaluated annually. Each staff person outlines his/her goals and objectives for the year. This process includes clerical, maintenance, teaching and administrative staff. The pre-evaluation conference is held in September, at which time consensus is reached regarding the individual's goals and objectives that must directly correlate to the school's objectives. Bi-annual reviews and self-analysis are discussed with supervisors, and modifications or revisions are made to enhance goal and objective accomplishments as appropriate.

The CEO/Board evaluates the principal; the principal evaluates certificated staff and support staff are evaluated by their immediate supervisor. Due process is followed in all cases.

### Professional Development

Ongoing professional development is the basis for improved teaching techniques and growth in best practices. NMIE's professional development needs were determined through teacher discussions, review of student and school wide performance outcomes. Four days are set aside just prior to the school year and several half day opportunities have been scheduled for professional development workshops. Benchmark assessment meetings are scheduled as professional development to review student progress.

Beyond the minimum requirements imposed by NCLB, NMIE holds its staff to a higher standard of professional growth and development. In addition to the schoolwide goals that every employee is expected to support, each teacher participates in a personal professional growth conference with a supervising administrator. These conferences afford teachers a structured opportunity to be reflective about their professional practice. Each certificated professional, as well as clerical staff, have the opportunity to participate in planning their own growth process and targets. Resources are allocated to ensure each individual can take advantage of training and collaboration events.

#### Staff Salaries

Staff is paid in accordance commensurate with salaries of similar positions in other local schools.

#### Special Needs Populations

New Millennium will work in cooperation with Fresno Unified School District, the local education agency, to contract for services for special needs students as provided in the agreed upon Memorandum of Understanding. Services and outreach for special needs students will be conducted in compliance with California Education Code Section 56000.

A BCLAD credentialed teacher is designated to serve NMIE's English Language Learner student population. Appropriate testing, ongoing assessment reviews and access to additional technology based academic service will help move students to fluency. Designated special funding and categorical funds are to follow the special needs students.

## **Element F: Health and Safety Procedures**

### Safety Plan

NMIE has an operational and effective Safety Plan that meets all requirements to ensure safety of everyone in the school. Each year NMIE provides an update of its comprehensive safety plan to Fresno Unified. NMIE works with Fresno Unified Department of Prevention and Intervention – Safety Department on issues of campus safety.

The Safety Plan includes policies and procedures for a number of school safety issues (accident prevention, fire prevention, blood borne pathogen program, crisis plan, etc.). The Plan also includes a description of the Crisis Response Team, a list of team members, their alternates, and their responsibilities. The school holds frequent fire drills and emergency evacuations which procedures are posted in classrooms and throughout the school building.

### Criminal Background Checks

Employees of NMIE Charter School are required to submit a criminal background check and furnish a criminal record summary as required by Ed. Code 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. Volunteers working independently with students outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance.

### Immunizations and TB Tests

Students enrolling in NMIE are required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations 6000-6075.

Faculty, staff and volunteers are required to be tested for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

*Criminal background summaries and documentation of immunization records are available upon request.*

### Administration of Medications

NMIE Charter School will adhere to Education Code Section 49423 regarding administration of medication in school.

### Drug and Alcohol and Tobacco Free Work Place

NMIE Charter School functions as a drug, alcohol and tobacco free workplace.

### Mandatory Child Abuse Reporting

Certificated and non-certificated staff are mandated child abuse reporters and will follow all applicable reporting laws (California Penal Code Section 11166).

### Sexual Harassment

NMIE Charter School is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such facts as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. NMIE has developed a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the school (including employee to employee, employee to student, and student to employee misconduct). *NMIE Sexual Harassment Policy is available upon request.*

## **Element G: Means to Achieve a Reflective Racial and Ethnic Balance**

NMIE attracts an ethnically diverse student population. It currently serves a population of students who are a higher percentage of Latino and African American than FUSD. It stays in close contact with local Fresno districts to support a seamless referral process for students struggling with traditional school experiences. It does not discriminate on the basis of race, ethnicity, national origin, gender, or disability. NMIE conducts broad pupil outreach to strive for a pupil population that reflects the general population of the region it serves.

NMIE admits all students who wish to attend subject only to capacity. In order to further publicize its services, the school wide website is scheduled to be operational by August 2013. As it is refined, it will also include registration information in Spanish to ensure access to all potential interested students and families. NMIE Independent Study Website has been operational for the last four years.

New Millennium takes great pride in knowing that it has already demonstrated a practice of serving clients on a first come, first served basis. Adhering to the following procedures provides an assurance of an ethnically diverse student body.

- Timelines for submission of application are published and disseminated
- Enrollment applications are widely disseminated
- A NMIE School wide Website with broad appeal to all racial and ethnic groups is contracted to a Technical consultant and is scheduled for use in August of 2013.
- Community recruitment and outreach meetings are held within the seven distinct FUSD voting areas.
- If needed a lottery will be held by city sectors.
- All applications are processed in a timely fashion.

Achieving equity or parity is weighted significantly in accepting students for admission.

All students/families have been given a copy of the NMIE Student/Parent Handbook. Family health services brochure(s), parent council meeting dates, board meeting dates are posted or are available at the counter for students, parents and visitors to the school.

## **Element H: Student Admissions**

Admission to the school is open to any student residing within Fresno County. Admission is based upon non-discriminatory practices. Students in grades 9-12 are eligible to attend. A student may remain until obtaining a high school diploma or until reaching age 21, if making satisfactory progress. In the event of more students interested in attending NMIE than it can accommodate, entry will be based on a lottery where students will be admitted to the school or a wait list priority from a random drawing. Consistent with California Education Code 47605(d)(2)(B), preference is extended to pupils currently attending the charter school and pupils who reside in the Fresno Unified School District in the event of a random drawing.

Timelines for applications are published and disseminated. All applications submitted prior to the published annual deadline will be included in the random drawing. Once an annual lottery has been held, and places in the school or on a wait list established, other students desiring entry will be placed on the end of the wait list for the duration of the current year. All wait list students who did not gain admittance will need to reapply for the lottery in each subsequent year they desire admission.

All school notices and forms for public use will be available in Spanish as well as English, to assist parents with enrollment. Primary Language Surveys forms are part of the enrollment process. This is to ensure that EL students are appropriately placed according language supports needed.

All students enrolling in NMIE will be reviewed for appropriate placement by administration or counseling staff. NMIE complies with all state and federal laws relating to the provision of special education services for public school pupils. No student otherwise eligible to enroll in the charter school will be denied enrollment due to a disability or the charter school's inability to provide necessary services. No special education student will be admitted to independent study program without an IEP review and IEP Team recommendation that independent study is the most appropriate assignment.”

## **Element I: Financial and Programmatic Audit**

### Independent Fiscal Audits

An auditor who is properly registered with the office of the state controller performed the school audits since 2007-2008 school year. NMIE will comply with the K-12 audit procedures for charter schools as codified in the California Code of Regulations and was submitted in accordance with Education Code Section 47605(m).

In 2007, the Board directed a Finance Committee convene to oversee the audit process. This committee selects the auditor and reviews the report to verify the accuracy of the school's financial statements, attendance and enrollment accounting practices, and review of the school's internal controls. The audit will be conducted in accordance with generally accepted accounting principles applicable to the school and that conforms to the required format and components of the audit report for charter-specific regulations. The financial audit is performed by an independent auditing firm of certified public accountants who have experience in education finance. A copy of the audit report, including an audit report on the distinct fiscal operations of the school, is submitted to the District within 30-days of its completion, which is on or before December 15th.

The school's Finance Committee will review any audit exceptions or deficiencies and report to the Board with recommendations on how to resolve them. The Board will submit a report to the district describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for completion. Any disputes regarding resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in Element N of this petition.

Fresno Unified School District, as the chartering agency, is not liable for the debts or obligations of the charter school (Education Code 47604(c)).

### Programmatic Audit

School Pathways, Study Island and Renaissance Star are the current system of assessments designed to take advantage of new technology tools to analyze data results of various school programs and practices. The data will be used to make informed decisions about the effectiveness of existing school programs with the intent of either refining their implementation or eliminating them if they are not effective. The schedule for completing the program evaluation procedures is intended to allow for a review of existing programs at the end of the next school year, with further refinement and implementation of the analysis and evaluation process to be an ongoing effort.

The school and granting agency will also jointly develop a protocol to enable the District to gather information needed to confirm the school's performance and compliance with the terms of this charter.

## **Element J: Pupil Suspension and Expulsion**

The New Millennium Charter School has developed and maintained a comprehensive set of student discipline policies and procedures. These policies and procedures (Attachment F) are distributed as part of the school's Student/Parent Handbook and clearly describes the school's expectations regarding attendance, mutual respect, substance abuse, and safety. Parent and student submit documentation verifying they have reviewed the "Handbook" and understand the policies and procedures prior to enrollment.

Students who violate the school's discipline policies, who are a serious disruption to the educational process, and/or who present a health or safety threat may be suspended for up to five (5) school days.

The school will notify the student's parent/guardian as soon as possible regarding the suspension. If the violation of the discipline policies is a serious offense that merits expulsion, and/or if the student presents an ongoing threat to health and safety, the school may take action to expel the student.

### Expulsion Procedures

Students recommended for expulsion are entitled to a hearing before a committee designated by the Board to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the principal or his/her designee determines that the student has committed an expellable offense.

In the event the committee hears the case, they will make a recommendation to the Board for final decision whether to expel.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

- The date and place of the expulsion hearing;
- A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
- A copy of the NMIE's disciplinary rule which relates to the alleged violation;
- Notification of the student's or parent/guardian's obligation to provide information about the student's status at NMIE to any other school district or school to which the student seeks enrollment;
- The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- The right to inspect and obtain copies of all documents to be used at the hearing;
- The opportunity to confront and question all witnessed who testify at the hearing;
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the principal to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the disciplinary committee or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

The committee will make a final determination regarding expulsion. Following a decision to expel, written notice of the decision to expel shall be sent, including the adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: 1) Notice of the specific offense committed by the student; and 2) Notice of the student's or parent/guardian obligation to inform any new district in which the student seeks to enroll of the student's status with NMIE. A written notice of the decision to expel shall also be sent to the authorizing district. This notice shall include the following: 1) The student's name; and 2) the specific expellable offense committed by the student.

The final decision shall be made within ten (10) school days following the conclusion of the hearing. The Decision may be appealed to the Board. Any decision on the appeal by the Board is final.

If the committee decides against expulsion, the student shall immediately be returned to his or her educational program.

The above processes will be amended as required by law to protect the rights of students with disabilities or exceptional needs. This includes, but is not limited to, convening an individualized educational plan (IEP) team if a suspension lasts beyond ten (10) days or in the event expulsion is the recommendation.

NMIE will notify the district of any expulsions and will include suspension and expulsion data in its annual performance report.

The School Site Council (SSC), which includes administrators, parents, and staff will review the Discipline Policy annually and recommend changing, as needed. The governing board will have the final decision on any changes to the Discipline Policy.

## **Element K: Staff Retirement Systems**

New Millennium credential staff participates in the State Teachers Retirement System. Non-certificated staff participates in the federal Social Security System and a 401(k) retirement plan.

## **Element L: Attendance Alternatives**

A fundamental purpose for New Millennium is to provide ways to ensure students get an education. Enrollment at New Millennium is voluntary. Students who opt not to attend the charter school may attend other district schools or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence. Every effort is made to facilitate student transfer to other schools of their choice should they choose to leave New Millennium.

## **Element M: Description of Employee Rights**

New Millennium will be solely responsible for the hiring of all charter school staff, the setting of qualifications in compliance with applicable laws and the establishment of employee compensation scales and benefits. No preference will be given to employees of the sponsoring district. New Millennium employees who were previously employed by the sponsoring district will have no guarantee of return to the school district unless otherwise specified by district policies.

## **Element N: Dispute Resolution Process**

Should a conflict or dispute arise between the District and the Charter School, the parties will endeavor to resolve the conflict or dispute through negotiations between each party's designated representative(s). If the negotiations do not result in a resolution of the matter, then the parties may agree to resolve the dispute utilizing mediation prior to resorting to other legal remedies.

Notwithstanding anything in this charter petition to the contrary, participation in any dispute resolution procedures is entirely voluntary for FUSD to the extent the District is carrying out its oversight responsibilities, up to and including revocation of the charter. Disputes related to revocation of the charter or acts or omissions of the Charter School or parent that constitute grounds for revocation of the Charter shall be handled pursuant to Education Code section 47607.

All Charter School disputes other than disputes between the District and NMIE are handled in accordance with the Charter's own internal policies. The District will initially refer any complaints it receives about the Charter School that is not between the District and NMIE to NMIE for resolution. However, should the complaint provide reasonable cause to believe that a violation of the charter or related laws or agreements has occurred; the District may intervene to assist in resolution of the complaint.

## **Element O: Labor Relations**

Pursuant to California Education Code section 47611.5, New Millennium is the exclusive public school employer for collective bargaining purposes under the Educational Employment Relations Act (EERA). Enforcement and adjudication of disputes regarding collective bargaining is the role of the Public Employment Relations Board (PERB).

## **Element P: School Closure Procedures**

Closure of the school will be documented by official action of the NMIE School Board. The action will identify the reason for closure, whether the charter was revoked, not renewed or closed voluntarily and shall designate a representative of the administrative staff to carry out the closure of the school and to communicate with FUSD. The Board will promptly notify the FUSD of the closure and the effective date.

NMIE Board will ensure written notification to the parents and students of the school of the closure and provide information to assist parents and students in locating suitable alternative programs. The notification will also include a process for the transfer of all student records. This notice will be provided promptly following the school board's decision to close the school.

As applicable, the school will provide parents, students and the appropriate district with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. §1232g. The school will ask the FUSD to store original records of Charter School students. All records of the school shall be transferred to the district upon closure of the school.

As soon as reasonably practical, the school will prepare final financial records. NMIE will also have an independent audit completed as soon as reasonably practical, which period is generally no more than six months after closure. NMIE will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the school and will be provided to the FUSD promptly upon its completion.

On closure of the school, all assets of the school after liabilities are settled, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the school shall be distributed in accordance with the Articles of Incorporation to a public educational entity. On closure, the school shall remain solely responsible for all liabilities arising from the operation of the school.

NMIE is organized as a nonprofit public benefit corporation, the school board will follow the procedures set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

## **Financial Planning, Reporting and Accountability**

The Charter School's Board of Directors will oversee the budget of the school. The primary budgetary consideration is to ensure the school's fiscal solvency while fostering the development of a quality educational program and improved student achievement.

Attachment G is financial data for New Millennium Charter School that reflects current year 2012-2013 projections and five (5) subsequent years, 2013-2018, financial projections as well as ADA projections. The data also includes estimated cash flow balances as of June 30<sup>th</sup> of each year. New Millennium Charter has reserves therefore the estimated cash flows for the past years do not reflect a negative cash balance. New Millennium Charter has also established two lines of credit: A \$100,000 with the Bank of America and \$50,000 with Wells Fargo.

The above attachment is based upon the best data available to the Charter School at this time.

### **Financial/Budget Data Reporting**

New Millennium Charter School shall provide reports to the District as follows, and shall provide additional fiscal reports as requested by the District:

1. A preliminary budget shall be provided to the District by May 15 of each year. All key budget variable, including revenue, expenditure and beginning and ending balance variable shall be defined.
2. The first Interim Financial Report shall be provided to the District within 45 days after October 31 of each year, and approved no later than December 15 of each year.
3. The Second Interim Financial Report shall be provided to the District within 45 days after January 31 of each year, and approved no later than March 15 of each year.
4. The Third Interim Financial Report shall be provided to the District within 45 days after April 30 each year, if deemed necessary.
5. The Unaudited Actual Financial Report shall be provided to the District on or before September 15, as required by law. The report submitted shall include revenues, expenditures, and beginning and ending balances for the preceding fiscal year.
6. Cash Flow Data shall be submitted to the District with each quarterly financial report.

### **Financial Audit Report**

New Millennium shall provide a copy of the school's independent financial audit report for the preceding fiscal year to the District, the County Superintendent of Schools, the State Controller, and the California Department of Education by December 15 of each year with the report available upon request.

### **Financial Non-Profit Tax Returns**

New Millennium shall provide a copy of the non-profit tax returns, federal IRS Form 990 and California State Form 199, to the District each year.

## **Financial Attendance Accounting**

New Millennium shall maintain contemporaneous written records of enrollment and ADA and make available to the District for inspection or audit. Attendance reports, P-1, P-2, and Annual shall be submitted to the District by January 15, April 30 and June 30 respectively, each year.

## **Operational/Financial Policies**

New Millennium Charter School has operational and financial policies, procedures and internal controls for managing the financial operations that meet state laws, generally accepted practices and ethical standards.

## **Insurance**

New Millennium Charter School will maintain its own insurance of general liability, directors and officers, professional liability, workers compensation and any other necessary insurance coverage to cover the operations of the Charter. This would also include fidelity bonding to secure against financial risks. *Current documentation of insurance is available upon request.*

## **Impact Statement**

A California non-profit public benefit corporation shall operate the NMIE. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501 c (3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701d.

Pursuant to Education Code Section 47604c, an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The charter school shall work diligently to assist the FUSD in meeting any and all oversight obligations under the law; including monthly meetings, reporting, or other FUSD requested protocol to ensure the FUSD shall not be liable for the operation of the charter school.

Further, NMIE and the District shall enter into a memorandum of understanding, which shall provide for the indemnification of the District by NMIE. The District shall be named an additional insured on the general liability insurance of the school. The corporate bylaws of FCDI shall provide for indemnification of the school's Board of Directors, officers, agents, and employees, and NMIE holds general liability insurance, Directors and Officers insurance, and fidelity bonding to secure against financial risks.

NMIE institutes appropriate risk management practices in accordance with the health and safety policies and procedures identified in this document.

## **Special Education Local Plan Area**

NMIE is currently active as a part of the Fresno Unified School District SELPA. It contracts directly with FUSD to provide special education services to students who enroll at NMIE.

## **Administrative Services**

NMIE operates as a pseudo district office. It performs all the functions that are equivalent to a traditional district such as business finance, human resources, and student information services. The board has adopted a new organization chart. It appears as Attachment C. It reflects a move to direct areas of responsibility typical of school districts. As those positions are filled in 2008, the functions of Fiscal services, Curriculum and Instruction, and Student Services will become increasingly refined and sophisticated.

## **Facilities**

New Millennium Charter School is currently located at 830 Fresno Street, Fresno, California, however, as the lease ends in 2013, consideration is being given to seeking another site, with would remain in Southwest Fresno. New Millennium will continue to lease facilities for the duration of the charter and will fund said leases through ADA revenues. As a non-site based education program, New Millennium will not seek facilities from Fresno Unified, unless agreed upon and explained in detail in a Memorandum of Understanding (MOU) between the Charter School and the District.

The current facilities and any facilities to be used in the future shall meet the requirements of the Americans with Disabilities Act. The buildings shall receive local fire marshal approval, including fire and safety code requirements, and shall comply with all applicable State/County building codes. A copy of the lease shall be provided to the District.

## **Transportation**

The NMIE campus is located within walking distance from the City of Fresno's main public transportation routes. It is the parent and student's responsibility to get the student to school. However, bus tokens are provided on an as needed basis.

## **Assurances**

The completed Assurances page appears as Attachment H to this document. New Millennium currently endeavors to be in compliance with all relevant regulatory provisions from all federal, state, and local laws.

Profiles of the Board Members appears as Attachment I.