

CHARTER RENEWAL
for
MILLENNIUM HIGH SCHOOL
A CALIFORNIA PUBLIC CHARTER SCHOOL

Introduction

It is the intent of the Legislature, in enacting the Charter Schools Act of 1992, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

- (a) Improve pupil learning.
- (b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.
- (c) Encourage the use of differentiated and innovative teaching methods.
- (d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
- (e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
- (f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.
- (g) Provide a viable model within the public school system to stimulate continual improvements in all public schools.

The Charter Schools Act (“Act”) (Education Code Sections 47600 et seq.) requires each charter school to have a “charter” that outlines, at a minimum, sixteen (16) components set forth in Section 47605((b)(5)) of the Act. The following provisions of this charter set forth the required components under Section 47605 of the Act.

AFFIRMATIONS/ASSURANCES

As the authorized lead petitioner, I, _____, hereby certify that the information submitted in this renewal petition for the Millennium High School, a California public charter school operated by Tracy Learning Center, a California nonprofit public benefit corporation, which is located within the boundaries of the Tracy Unified School District is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if renewed, the Millennium High School or “Charter School”:

1. Shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]

2. Shall be deemed the exclusive public school employer of the employees of the Millennium High School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (b)(5)(O)]

3. Shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]

4. Shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]

5. Shall admit all students who wish to attend the Millennium High School, and who submit a timely application, unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random lottery process. Admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. [Ref. Education Code Section 47605(d)(2)(A)-(B)]

6. Shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code). [Ref. Education Code Section 47605(d)(1)]

7. Shall adhere to all provisions of federal law applicable to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.

8. Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]

9. Shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]

10. Shall at all times maintain all insurance coverage required by this charter and Memorandum of Understanding between Tracy Learning Center and the District.

11. Shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D)

12. If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]

13. Will follow any and all other federal, state, and local laws and regulations that apply to the Millennium High School including but not limited to:

a. The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.

b. The Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs.

c. The Charter School shall comply with all geographic requirements imposed by applicable law on the locations of its facilities.

d. The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment.

e. The Charter School shall comply with all applicable portions of the No Child Left Behind Act.

f. The Charter School shall comply with the Public Records Act.

g. The Charter School shall comply with the Family Educational Rights and Privacy Act.

h. The governing board of Tracy Learning Center which operates the Charter School shall comply with the Ralph M. Brown Act.

i. The Charter School shall meet or exceed the legally required minimum of school days.

_____, Lead Petitioner

Date

1. THE EDUCATIONAL PROGRAM

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

A Vision for Learning in the 21st Century

The Millennium High School (“Millennium High School” or “Millennium” or “School”) is operated by Tracy Learning Center, a California nonprofit public benefit corporation (“Tracy Learning Center” or “Corporation”). The Tracy Learning Center is an innovative collaborative where the threads of education, business and research together are woven into a compelling new learning opportunity in which students of all ages, parents, the community and business are active participants and true partners. The Tracy Learning Center is a place where learning results from accessing information through continuous dynamic interactions. Millennium will include high school and university level education programs that are a vital part of the learning and training of our future citizens. Students beginning in 10th grade may enroll in college classes (e.g., Delta Community College) and upon successful completion of the course, tuition is reimbursed by School.

The Tracy Learning Center is a simple, yet powerful idea for a unique place where education, business and research organizations create a world of learning not confined by walls, time or traditional resources. It is a place where every student will use state of the art technology to enable learning which will not result from access to information alone, but also from continuous dynamic interaction among students, educators, parents, business and the extended community.

Millennium High School Mission Statement

The mission of Millennium High School is to equip students ages fourteen through eighteen with the skills and background necessary to participate in and contribute to the global economy. For many Millennium High School students this vision was begun with the unique educational opportunities provided through Primary Charter School (the primary charter school operated by Tracy Learning Center) and the Discovery Charter School (the middle school also operated by Tracy Learning Center). The objective of Millennium High School is to prepare these students to fulfill their responsibilities as citizens of the 21st century, as well as to provide these students with seamless opportunities to access higher education and internships.

The ability to utilize, manipulate and share information enables pupils to become self-motivated, competent, and life-long learners. The educational climate fosters student learning utilizing different modalities and provides a non-threatening environment in which learners can be motivated. The teachers act as facilitators providing opportunities for small group instruction or whole group classroom learning. Teachers also create a community which empowers students to discover the unique qualities of their own learning. All students participate in internships and/or service learning projects.

All students take a placement test and based on scoring are placed in one of five groups. The groups are differentiated for math and are tailored to meet student needs in other subject content areas. Students are given support within the instructional groups. There are tutoring opportunities within the school day on Wednesdays during lunch time. There is an after-school homework room available every day which is staffed by an aide. Students are invited to special Saturday tutoring for CAHSEE. Grades are reviewed four times a year by the director who meets and sets a plan for all students with Ds or Fs. Pathway counseling and scheduling is set up once a year on a one-on-one basis to review progress on the pathway for that student and to formulate plans for the schedule for the next year. FAST TRACK is a mandatory extra five weeks of school for all students attending Millennium. This is used for remediation or acceleration. EL students are given extra support in the classroom as needed. Focus groups were set up to talk to Hispanic students this year to learn first hand what support they felt they needed or wanted.

Whom does the School educate?

Tracy’s diversity is represented in present enrollment at the School. There has been an open acceptance policy. Ads in the paper and a recently published brochure has helped the public have a better understanding that the School is not a continuation school, but rather a fully accredited comprehensive high school while maintaining a small school feel. At the present time, 75% of the Discovery eighth graders are remaining for high school at Millennium. This is a significant increase from previous beginning years. Those continuing have first priority in acceptance. Beginning in the fifth year of existence, it appears there will be a waiting list at the freshmen level. The School hopes, as classroom space becomes available, to grow to a population of 600 students.

The following sets forth Millennium’s demographics for the 2007-08 academic year as well as its anticipated demographics for the 2008-09 academic year.

Academic Year	Asian	Pacific Islander Filipino	Hispanic/ and Latino	African American	Caucasian	Other
2007-08	10.1%	2.9%	28.3%	14.3%	42.6%	1.7%
2008-09	10.2%	2.9%	35.85%	14.1%	35.2%	2.0%

	Grade Level		Anticipated Enrollment For 2008-09	Growth Cap	
PHASE I	9 th Grade		115	150	
	10 th Grade		110	150	
PHASE II	11 th Grade		80	150	
	12 th Grade		50	150	
	Totals		355	600	

Curriculum and Content:

The Millennium High School enables students to choose from three academic pathways – these pathways prepare students for vocational training and a two-year college; a four-year college,

early college education. The pathways are described in an appendix attached to this petition renewal. In the first two years at Millennium High, students concentrate on basic high school requirements for graduation and should be able to pass the high school exit exam by the end of their second year. In fact, 85% of the School's tenth graders currently pass the CAHSEE their first test time. Students are not given much elective choice the first two years of school. These first two years are referred to as phase one, or the foundation. There is a pathway course map set out for all three pathways. These pathways are reviewed each year with each student in the School to oversee progress and to plot out the next year courses.

Millennium provides students with transcripts of completed courses and grades achieved in the event they wish to transfer to a traditional high school. Millennium High School is accredited by the Western Association of Schools and Colleges and courses meet the University of California and California State University A to G admissions criteria for university entrance requirements.

Upon enrollment of a student at Millennium (and annually thereafter), Millennium will provide written notice to the parents of its students about the transferability of its courses to other public high schools and the eligibility of courses to meet college entrance requirements. Parents understand that there is a higher credit requirement for Millennium than other public high schools and that D level grades do not receive credit at Millennium. Credit given for D level courses from other schools are accepted when a student transfers into Millennium but are not credited once a student is enrolled at the School. Students are also aware that there is a four year math requirement at the School.

During year three or at the onset of FAST TRACK of the tenth grade year at Millennium High School, some students will continue to take site -based classes; however, students at this level, with proof of competency, will have opportunities to begin internships supervised by School staff and/or courses through satellite college campuses. Learning does not result from access alone, but from continuous dynamic interaction among students, educators, parents and the extended community of higher education and business partners.

Student Needs and Instructional Strategies:

The program at Millennium High School, addresses many pressing issues in education today: the need for a longer and continuous school year, a smaller student-teacher ratio (no more than 27:1 ratio) within a smaller high school setting, student support services, and hands-on laboratory or technical classes combined with opportunities for internships and work experience.

It has long been recognized that the traditional school calendar no longer meets the needs of today's urban society. The School's program takes the concept of year -round education one step further by initiating a true year -round program of 205 days, mirroring more closely the world of business. While the students do have vacations at traditional times, the academic calendar is seamless which eliminates the need for repeated instruction and allows for continuous and accelerated learning. The program addresses the need for relevant and challenging learning opportunities in a small group setting that is designed to accommodate individual learning styles, as well as real-life work experiences. The National Association of Secondary School Principals has announced its support of a high school reform model that combines classroom studies with work-based learning. Further, the State of California has recognized a growing need for the integrated implementation of technology within the school setting. The School continues the

integrated use of technology begun with the students at Discovery Charter School (the middle school operated by Tracy Learning Center).

Technology is a key element for curriculum delivery and project work. The projects and the instruction focus on transfer of learning from one subject area to others in a seamless curriculum. The transfer of learning is enhanced by connecting grade level courses with a school wide theme for each school year. The curriculum meets all statewide standards as adopted by the California State Board of Education.

As the school evolved, Millennium realized it needed to conform to the two semester school year while it maintained the requirement for an additional five weeks of school. The School invented FAST TRACK. Students are given a mandatory third semester of school in which they enroll in ONE class for four hours a day for a year credit. This can be used for remediation, acceleration, or improvement of a low grade. Those students who are up-to-date with requirements are allowed to enroll in a college class during FAST TRACK. This may occur at the completion of the tenth grade second semester.

The instructional strategies designed to meet student needs are built upon the following significant characteristics of learning for the 21st century:

Not confined to a single place: Learning is not confined to the classroom. Rather anyone, anywhere has access to worldwide resources with personal, wireless, pocket technology. Learning, thus, is wherever students and staff are. The School recognizes that internships and community service opportunities are great ways to enhance learning.

Not confined to a time: What truly sets Millennium High School and Tracy Learning Center apart from other public schools is an extended academic year of 205 days coupled with extended school day hours. Learning needs are reflected in a staff schedule based on student needs.

Not confined to a single person: The School is not organized around state standards only, rather the needs of students at different levels of skill and ability are considered. Grouping for instruction is based on an entering student's placement test so that students are challenged but are not frustrated. Students report that they feel they are given individual and supportive help from their teachers.

Not confined to a single style: Instruction is differentiated to meet the needs of diverse learners within learning group settings.

Not confined to paper based information: Traditional textbook instruction is no longer the primary source of information. Students and staff utilize current multimedia resources for learning.

Not confined to memorization: Historically, academic success has been based on a student's ability to memorize. What is needed is a shift from equating success with rote learning to effective analytical processing skills. With the amount of information doubling in increasingly shorter periods of time and the availability of more powerful search engines, students' perception of information and their application of this knowledge become critical.

The School has also identified skills that are necessary to the success of workers and life-long learners of the 21st century. Ninth grade students are enrolled in a class called Life Skills to help them set personal goals and to help them organize for the challenges ahead of them in high school. Juniors enroll in a year long course called Career Education, in which they learn about their interests in relationship to jobs and then learn about colleges and the requirements for them that best prepare the students for those career choices.

Communication skills: Emphasis is placed on speaking and listening, which are necessary to be effective members of society.

Reading and writing skills: There is a difference between literary reading and writing versus computer screens, technical papers and manuals. For students of the 21st century It is not a question of either/or, but both.

Problem solving and critical thinking: Students need the analytical skills for accessing information and applying it to real world situations using a structured problem solving process in all subject areas. It is one of the reasons Millennium has made four years of mathematics instruction mandatory for all students.

Information literacy: This involves the ability to move beyond simple data to significant information. It includes recognizing trends in a rapidly changing world, utilizing complex search techniques, determining appropriate media for specific projects, interpreting graphical representations, and understanding technical manipulation and bias in a multimedia environment.

Technology as a tool: The focus needs to be not on technology itself, but on tasks with technology as a vehicle for learning and communicating. Linking the school to the home, as well as to the global community, technology enables us to work smarter rather than just harder.

Personal skills: The “new 21st century” essential skills in this area include goal setting, self-assessment, entrepreneurship, team learning/working, time management, and stress management for an environment of unrelenting change.

Athletics: Millennium participates as part of a CIF league with a full complement of sports. Sports are part of the dynamic involvement of students at the School. Students must conform to all league requirements for participation and maintain the required grade requirements of the School. All facilities for sports are arranged for home competition by the School. District facilities are rented when needed and arranged using District request forms.

2. PLAN FOR ENGLISH LEARNERS

Overview

Millennium Charter School will meet all applicable legal requirements of federal law relative to equal access to curriculum for English learners (“EL”) and Education Code Section 300. The School shall evaluate the success of its EL students and modify its program if necessary to ensure the success of EL students.

Home Language Survey

The School will administer the home language survey upon a student's initial enrollment into the School (on enrollment forms).

CELDT Testing

All students who indicate that their home language is other than English will be CELDT tested within thirty days of initial enrollment¹ and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient. (only students classified as EL are to be tested annually- FEP students are not retested on the CELDT annually).

The School will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from test contractor. The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

Reclassification Procedures

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

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the California English Language Development Test or CELDT.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

¹ Only designated EL students will continue with annual CELDT testing.

3. Measurable Pupil Outcomes

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program.” Education Code Section 47605(b)(5)(B).

Students of Millennium High School demonstrate the following skills, which have been developed to align with state standards, before completion of the senior year:

Core Academic Skills.

- **History/Social Studies:** Students understand and apply civic, historical, and geographical knowledge in order to serve as citizens in today’s world of diverse cultures and as part of a broader global society.
- **Mathematics:** Students become proficient in computational and procedural skills, develop mathematical reasoning as well as conceptual understanding in the areas of algebra, geometry, and statistical analysis and probability. Advanced mathematics classes will be available to students by the second year of high school. They will become adept at problem solving and mathematical applications within their chosen career path. Students who achieve and are ready for calculus or statistics will be allowed to register and take those classes in a college setting
- **Language Arts:** Students demonstrate strong reading, writing, listening, speaking, and presentation skills, in multiple forms of expression (e.g., written, oral, multimedia), with communication skills appropriate to the setting and audience. They comprehend and interpret multiple forms of expression, including literature from various time periods and cultures.
- **Science:** Students successfully utilize scientific research and inquiry methods to understand and apply the major concepts underlying various branches of science, which may include physics, chemistry, biology, ecology, astronomy and earth sciences. Students wishing to enroll in higher level courses will be allowed to enroll in college level physics or other courses.
- **Foreign Language:** Students acquire additional language skills throughout their time at Millennium through the use of technology and direct teacher instruction.
- **Arts:** The expressive arts (e.g., drama and graphic arts) will be available through electives and a fine arts (e.g., visual arts) requirement in art.

Life Skills. *Students develop skills, which will enable them to pursue their own path of learning throughout their adult lives, including:*

- Knowledge of pertinent issues of health and the development of a personal physical fitness program
- The ability to effectively use technology for a variety of reasons
- Problem-solving, analyzing, and applying knowledge using critical thinking skills
- Study skills and habits, e.g., note-taking, library research skills, studying strategies
 - Ability to plan e.g., time and financial management, initiate, and complete a project
 - Ability to reflect on and evaluate one’s own and others’ learning

- Investigation of and experience with careers through business internships, mentors, interviews and community projects.

Social/Interpersonal Skills. *Students demonstrate:*

- Strong citizenship and leadership skills by planning and implementing service learning projects and curriculum based projects for the school and greater community
- Ability to engage in responsible, compassionate peer relationships, by participating in conflict resolution training.
- Ability to collaborate and work effectively with others in cooperative groups
- Ability to perform as an effective colleague in an internship position
- Strengthening certain core values including honesty, inventiveness, healthy living, curiosity, a balance of interests and respect. These core values will guide the actions of the students and will help them to grow socially and emotionally as they engage in challenging individual and team activities.

Student pathways through high school to college have been marked by various rough spots for many years, particularly for students who aren't sure early in their high school years whether they intend to go on to college. While there may never be a time when student movement through high school to college is completely smooth, because education has become more important to society and the economy, the pathways available to students have become the focus of increasing attention and discussion.

Today, there is a growing consensus that for some students, the junior and senior years in high school are poorly used. This is particularly true for students who have a clear goal to attend college following graduation from high school. These students typically take a carefully planned curriculum and complete their requirements both for graduation from high school and entrance to college during or by the end of their junior year. At that point, many students coast during their senior year rather than take courses that require a high level of effort.

Vocational education, now commonly referred to as Career and Technical Education (CTE), has been part of the high school curriculum since the 1920s and has played an important role in preparing students for jobs. In recent years, CTE has come under criticism for not being able to prepare students for today's jobs or for not being able to document that it can do so. In the opinion of some, CTE programs at the secondary level should emphasize career exploration and articulated technical-education programs, as well as do a better job of equipping CTE students, who may decide to enroll in college, with the skills and knowledge they need to succeed in college. Certainly, CTE students should be prepared for community college level education at the end of high school.

Still another issue is finding the best solution for students enrolled in a General Studies curriculum. In many high schools, these students constitute the largest group and yet their needs go largely unmet. Such students often lack direction and motivation and are not sure whether they want to pursue a higher education goal or enter the job market. To give these students, as well as students who intend to go to college and CTE students, a curriculum that provides an open pathway for this large group of students, Millennium does not offer a general studies pathway. Rather, all pathways at Millennium lead to post-secondary education.

Millennium students learn and achieve the foregoing skills outcomes through a research-based program that utilizes the philosophies, approaches and protocols underlying the following high school models:

New Pathways: A Look at Some of the Options

Clearly, it is time for the K-12 and postsecondary education systems to begin to work together more effectively to create smoother transitions for students. This is one of the most favorable aspects of the Tracy Learning Center and the single campus for the three charter schools. What follows is a brief examination of some of the various programs that are available now for students to use in moving through high school to college, from many of which Millennium's program draws.

School-to-Career Initiatives

The School-to-Work Opportunities Act, which was approved by Congress in 1994, was designed to change the way schools prepare high school students for careers, based on the following principles:

- Academic instruction should be integrated with career application.
- Vocational skill training should be offered as part of electives and curriculum projects
- Work-based education should be coordinated with classroom-based instruction through the use of internships and career shadowing.
- Programs and courses should be interconnected, both within and across the secondary and postsecondary levels by offering students opportunities to take college level classes

High Schools That Work

High Schools That Work (HSTW), an Atlanta-based program created by the Southern Regional Education Board (SREB) in 1987, has emerged as a promising initiative with documented results. The program consists of a set of policies, practices and curricula that include and connect all facets of the high school program. HSTW has been implemented in more than 1,000 schools in 23 states.

HSTW goals include raising achievement levels in college-preparatory courses to or above the national average and blending college-preparatory programs with high-quality CTE programs. In HSTW schools, all students are required to take a minimum core of courses. For example, at Millennium 4 years of mathematics is required.

The HSTW program has shown solid results, in both urban and rural schools, based on improved student performance on the National Assessment of Educational Progress (NAEP) tests. According to SREB, more students are taking higher-level and college-preparatory courses and scoring higher in math, reading and science. In addition, attendance and graduation rates are increasing, while dropout and disciplinary referral rates are declining. This has been the case at Millennium as well. Through the use of college preparatory courses, career education classes and greater graduation requirement, students not only have a clearer picture of possible goals beyond high school but are also prepared to reach those goals.

Although HSTW requirements call for preparing all high school students for entry to college, the program does not seem to be as strong in terms of creating connective strategies between high schools and colleges as Millennium is.

Tech Prep

Over the years, “Tech Prep” has evolved to where it now has several features that are similar to the HSTW program. It continues, however, to emphasize connectivity between high schools and colleges through articulated and sequenced curriculum building and also places a stronger emphasis on applied learning.

Tech Prep has come to be known as a “new system” that includes formal articulation strategies, engaged learning, outcomes-focused curriculum, involvement of all students, collaboration at all levels, innovative teaching strategies and proposed policies designed to support the system.

Tech Prep was launched nationwide with the passage of the 1990 Carl D. Perkins Vocational and Applied Technology Act amendments, which provided funding for implementing Tech Prep education in schools and community colleges. By 1995, Tech Prep existed in some form in nearly 70% of the nation’s school districts, serving more than 88% of all high school students. In the 1998 reauthorization of the Carl D. Perkins Act, the concept of Tech Prep was expanded to include articulated “two-plus-four” programs leading to a baccalaureate degree. The “Tech Prep” system has been integrated into all pathways and courses at Millennium. Students are encouraged to begin college classes at the end of the sophomore year and are able to earn approximately 30 college units prior to graduation. Students report a high degree of readiness for the expectations in post-secondary education.

Career Academies

Career Academies are learning communities within high schools that prepare students for both college and career. Participating students stay together as a group through two, three or four years, and study under the same teachers, who are drawn from various specialty areas. The curriculum includes college-preparatory courses but the experience is built around a career theme, such as health sciences, finance or information technology.

The first Career Academy was started in Philadelphia in 1969. Since then, there has been a substantial increase in interest and enrollment, with several thousand high schools across the nation now offering Career Academies. They are supported in a variety of ways, with one model being a foundation created by the business community. One such foundation is the National Academy Foundation, which sponsors 394 Career Academies in 38 states and the District of Columbia. More than 30,000 students are enrolled in its programs.

Various evaluations of Career Academies have shown improved attendance, grades and graduation rates for participating students. Approximately 65% of the students enrolled in academies are classified as “at risk,” yet more than 80% of them are admitted to either a community college or university after graduation. Career Academies thus have an excellent record as a pathway that high school students can follow to attend college.

The size of enrollment at Millennium High School and the grouping of students for instructional levels reflect the same outcome as Career Academies in larger high schools. Career exploration and internships provide all students at Millennium valuable insight into careers and professional requirements for the field of choice.

Dual-Credit Programs

Dual-credit programs (DCPs) provide the opportunity for high school juniors or seniors who have completed a large number of their required courses to enroll in college-level courses. Most DCPs represent partnerships between high schools and community colleges. Millennium students predominately enroll in courses at Delta Community College. While there is no formal partnership, the proximity of classes and offerings has made Delta a good fit for students.

A student enrolling in a DCP course receives credit at both the high school and the college. Courses can be conducted at either the high school or college and are taught by teachers certified to teach high school students. The DCP has the potential of compressing the time required to obtain a baccalaureate degree by up to two years. (In Utah, the governor has established a goal that every student graduating from high school also will have earned an associate degree. This means that students would be eligible to enter a university as juniors upon graduating from high school. Should a goal like this be accomplished, the implications for higher education would be enormous.)

The largest dual-credit program is Syracuse University's Project Advance, which serves approximately 4,000 students in five states. Started in 1972, Project Advance allows qualified high school teachers to preside over classes with a college-level curriculum. According to research conducted by Syracuse University, 93% of students who graduated from the program maintained a B average or better through four years of college. Also, 68% of Project Advance graduates said they planned to attend graduate school.

In recent years, DCPs increasingly have been used as a tool to motivate below-average students, including dropouts, to take another look at education. It allows such students to engage in learning in a different, more mature environment and appears to work well for some of the students.

A Program for the Gifted: Simon's Rock College of Bard

Simon's Rock College of Bard was started in 1964, as a two-year college for women and awarded not only the associate degree but the high school diploma, as well. Simon's Rock accomplished this by admitting gifted students who had completed the 10th grade and as a result, it became one of the earliest institutions to use a Dual-Credit Program.

In 1974, Simon's Rock eliminated the high school components from the associate degree curriculum and replaced them with a baccalaureate degree. The college continued, however, to admit gifted students who had completed the 10th grade. Accelerated students at Millennium are enrolled in college classes as early as tenth grade.

The Best Strategy Is To Blend Options

The *High Schools That Work* program is a promising initiative that builds on high schools as they exist and focuses on making every facet of the high school program work more effectively.

It doesn't call for a radical remake of anything but, rather, relies on upgrading and enriching the high school experience for all students.

One of the main predictors of success in college is the curriculum taken in high school. Students who have taken rigorous courses in English, mathematics, science, social science and computer science have a high probability of succeeding in college. The HSTW program requires that students take a course pattern that meets or exceeds the entrance requirements for admission to most colleges and universities.

Millennium High School believes that a blended program involving Tech Prep, Career Exploration, and dual-credit programs provides the best potential for improving high school and student performance. The curriculum consists of both required and elective courses. Required courses are taken by all students and most of them are taught in a contextual mode.

The Career Academy model was chosen as the architecture because it has a proven record of moving students into college successfully. It also has a proven record of exposing students to careers and making them aware of the requirements for succeeding in the world of work. The contribution of Tech Prep is primarily in the area of curriculum design. The Tech Prep program has proven strength in the area of building sequential curricula, using contextual learning and articulating/planning on a grade 9-12 basis. Dual-credit programs are available for all students to use as an option during grades 11 and 12 in place of honors or advanced placements usually taken at high school.

Conclusion

High school performance has improved, but there are still a number of areas in need of attention, including the preparation of students for college, the exposure of students to career options, more effective use of the senior year.

Of the programs reviewed, it was determined that a blend of Career Academies with Tech Prep and Dual-Credit Programs offers the best solution for improving pathways to post secondary education. This blended program addresses most of the issues mentioned above and has been relatively simple to implement at Millennium.

It is intended that this blended-program model would accommodate all high school students and that the differences in student goals would be accommodated by the design of elective courses. At least some of the required courses would be taught contextually, and career exploration experiences would be available to satisfy some requirements for graduation.

Finding solutions for making high schools more effective for all students is a journey that is well under way but still has a distance to go. Each passing month brings increased understanding and improved strategies. The key to continued improvement depends on applying these new discoveries in a timely manner.

In order to best serve our students and community, the Millennium High School will continue to examine and refine its list of student outcomes over time to reflect the School's mission and any material changes to state or local standards that support such mission.

3. Methods to Assess Pupil Progress Towards Meeting Outcomes

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

The Program for Meeting Student Needs and Assessing Outcomes:

The needs of all Millennium students, including high-achievers, low-achievers, special education students, and English learners, are met and their outcomes are assessed using the following specialized program:

- Prior to entering Millennium High School, all incoming ninth grade students take a standardized placement test for math and language arts. Based on this testing, state testing, and teacher report cards, students are placed in one of five academic groupings.
- The grouping levels are determined by the outcome of the testing. For example, if the majority of students performed at a high level of math and language arts, class groupings would be structured for mostly advanced groups.
- Students are informed of their group level and are told they may challenge the level with additional testing after school begins.

Ninth grade

- Students begin on one of three pathways: community college; four-year college; and early college placement. Those who begin on the early college placement path have already completed algebra in eighth grade. Community college pathway students show a need for remediation in math and are provided with remedial math assistance.
- Students in ninth grade follow a prescribed curriculum of six subjects:

Early College	College	Community College
English 1 Advanced	English 1 Grade Level	English 1 Grade level with support
Geometry or Algebra 2	Algebra 1	Remedial math
Biology	Biology	Enironmental Science
Life Skills	Life Skills	Life Skills
Geography	Geography	Geography
Spanish 1 or 2	Spanish 1	Elective
Physical Education	Physical Education	Physical Education

- Unlike other high schools, Millennium’s ninth grade is highly prescriptive allowing for very little election of classes in order to provide a solid foundation of basic skills for all students.
- Students demonstrating mastery with an A or B in Algebra and Spanish 1 are permitted to accelerate their learning during a specially designed FAST TRACK summer program.
- Students who are not doing well in math are required to repeat the first half of the course during the second semester and are given the opportunity to take the second half in our summer program.
- Curriculum is uniform for all pathways. Teacher modification or support for the different levels is expected and is provided.

- There is an after-school homework room open five days a week for one hour. This is staffed by a learning guide.
- After-school tutoring is available for core subjects and is provided by the teacher.
- Wednesday, club day, allows for math tutoring as well.
- Students' grades are reviewed each quarter and the Executive Director meets with those not doing well to adjust classes, or to develop a plan for improvement.
- Teams of teachers meet to review IEPs if the students have one and or to set up an SST meeting for students having difficulty.
- The Millennium has a four-year math requirement, a three-year science requirement, a four-year social studies requirement, and a total of 245 credits for graduation. There is a 200-hour community service requirement as well.
- Students identified as English learners are tested and given support as needed in the assigned learning group.
- Parents are notified of progress through "parent connect," an on-line grading service. Students are given e-mail addresses to use at school if they do not have access to e-mail at home. Both students and their parents are taught to access this website.
- In addition to the state test, students take final exams common to all courses offered.

FAST TRACK

- During each academic year, students attend school for two full semesters and a summer session of five weeks. The summer session is not voluntary. Students use the summer session, called FAST TRACK, either to advance or to remediate. Courses scheduled for FAST TRACK are determined based on student needs.
- Student needs are determined based on personalized, one-on-one counseling with each student after the first semester to decide the student's schedule for the new year and the best placement for FAST TRACK.
- All regular teaching staff are assigned to teach during FAST TRACK.
- Students receiving anything lower than a C- (70) must retake the class. No credit is given for D grades.
- Students take 7 classes per semester, one during FAST TRACK for a possible total of 80 credits per year.

Tenth Grade

- Students in tenth grade follow a prescribed curriculum of six subjects:

Early College	College	Community College
English 2 Advanced	English 2 Grade Level	English 2 Grade level with support
Algebra 2 Advanced	Geometry	Remedial math or algebra
Chemistry	Chemistry	Biology
Art	Art	Art
World history	World history	World history
Spannish 2 or 3	Spanish 2	Elective
Physical Education	Physical Education	Physical Education

- All support provided for ninth grade students continues for tenth grade students.

- All tenth grade students and their parents are invited for a counseling session to mark out the path for graduation and to determine how to make up deficiencies or to allow for advancement.
- Students in tenth grade who are progressing on the early college pathway are permitted to take a college class in FAST TRACK. College class enrollment is supported with the help of the counselor and the tuition is reimbursed when the student presents grades of a C or better.
- Advanced placement classes are not offered at Millennium, rather they are taken as college level classes.
- In addition to final exams which are standard for all courses offered, students take the state test and the high school exit exam.

Eleventh Grade

- Students in eleventh grade follow a prescribed curriculum of six subjects:

Early College	College	Community College
English 3 Advanced	English 3 Grade Level	English 3 Grade level with support
Pre-Calculus or a college math class	Algebra 2	Algebra or geometry
Bio-chemistry	Bio-chemistry	Applied chemistry
Career Education	Career Education	Career Education
US History	US History	US History
Spanish 3 or a college class	Spanish 2 or 3	Elective
A college class	Physical Education	Physical Education

- All eleventh grade students must take career education. This class helps students learn about college and/or vocational opportunities, training and colleges, the aptitude of the student, interests etc. Speakers are part of the class to help students learn about the world of work and careers.
- Students who are behind in credits are given a chance to make up credit in the daily schedule or are enrolled in adult school classes.
- Students who have openings in their schedule have the opportunity to take college classes.
- Study halls are assigned for college work if the opening times in the day are not at the start or end of the day making it easy for late arrival or early dismissal.

Twelfth Grade

- Students in twelfth grade follow a prescribed curriculum of six subjects:

Early College	College	Community College
English 4 Advanced (offered in a double block first semester)	English 4 Grade Level	English 4 Grade level with support
College level math	Pre-calculus or consumer math	Geometry or consumer math
College class	College class	Elective
Internship	Internship	Internship

Economics and Government (offered in a double period block)	Economics and Government	Economics and Government
Spanish 3 or a college class	Spanish 2 or 3	Elective
A college class	College Class	Elective or college class

- Students in the early college pathways are usually in college classes for the entire final semester of high school and have completed all requirements for high school by January.
- FAST TRACK allows those in the college pathway to take some college classes.
- FAST TRACK allows those in need of remediation either to progress ahead, or move to another pathway by eleventh grade, or to complete the high school requirements for Millennium.

Programs for Students in all Grades at Millennium:

Students with special needs identified through an IEP are accommodated in accordance with the provisions of the MOU regarding special education. Teacher modification and support within those groupings allow for student success. IEPs are reviewed and students are watched to be certain progress is being made within the support given.

At the request of Hispanic students, the School provides a study period after school to have access to technology and adult supervision for studying. They also requested a special family night once a year to bring in Spanish speakers who explain to their parents college admissions, college, financial aid and other related topics. The first “family night” was held this year on January 14 2009. These requests were made after the School conducted focus group meetings with students from this group which makes up one-third of the Millennium High School.

Students are taught to monitor their grades through “parent connect,” an on-line grading service. They are given e-mail addresses to use at school if they do not have access to e-mail at home.

General Assessment Information:

Millennium students’ outcomes and achievements are measured using the foregoing annual state testing and the STAR test, and are evaluated based on the following criteria set forth in Section 47607(b): (1) meeting or exceeding the API growth target for the applicable year, (2) ranking within deciles 4 to 10 on the API for the applicable year, (3) ranking in deciles 4 to 10 on the API for a demographically comparable school for the applicable year.

As noted below, Millennium exceeded its API target in the 2007-08 academic year.

Year	Target API	Actual API
2005-06	757	711
2006-07	716	680
2007-08	686	719

Millennium students' outcomes and achievements are measured using the foregoing annual state testing and the STAR test, and are evaluated based on the following criteria set forth in Section 47607(b): (1) meeting or exceeding the API growth target for the applicable year, (2) ranking within deciles 4 to 10 on the API for the applicable year, (3) ranking in deciles 4 to 10 on the API for a demographically comparable school for the applicable year.

Excellence in performance is encouraged by work that is highly interesting to each student, and achievement of goals help produce increasing confidence and ability to contribute to the community. Millennium High School students consistently set standards for themselves that often are far beyond state-mandated standards because of the opportunity to pursue internships and independent study within the structure of an extended school day and learning opportunities which transcend the school walls with wireless networking for all students.

Teachers generally have additional calendar days dispersed throughout intersessions for program evaluation and staff development. Training opportunities include brain research and learning theory, student motivation, and specific content training, as well as collaboration with business partners. Teachers conduct action research projects in order to identify best practices and refine their programs. Instructional decisions are based on student outcomes and results. Teachers operate as a team not only to deliver a quality educational program to students but also to learn and to expand their own professional knowledge and skills.

Millennium exceeded its API target in the 2007-08 academic year. The following are the API scores for Millennium for the last three years.

Year	API Target	Actual
2005-06	757	711
2006-07	716	680
2007-08	686	719

4. GOVERNANCE STRUCTURE

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

As permitted under, and in accordance with the Act, Millennium High School is operated as and by a California nonprofit public benefit corporation, Tracy Learning Center. The School is governed in accordance with the Tracy Learning Center's corporate Bylaws, applicable provisions of the California Corporations Code, the Act and applicable portions of the Ralph M. Brown Act (California Government Code Section 54950 *et seq.*) ("Brown Act"). The Corporation retains the right to enter into charter agreements to establish other charter schools within the District or with other sponsors to establish charter schools outside of the District subject to the processes set forth in the Act. The School agrees that the District shall not be liable for, and that the School shall defend, indemnify and hold harmless the District, its officers, agents or employees from, any liability for injuries to person or property arising from any act or omission of the School, its directors, officers, agents, employees, or students while subject to the supervision of the School. The District shall not be liable for any of the debts or financial obligations of the School.

Tracy Learning Center also operates the Primary Charter School ("Primary") and the Discovery Charter School ("Discovery"), both of the charters of which were granted by the District.

Tracy Learning Center's Board of Directors ("Board") governs the Millennium High School including, without limitation, approving the Millennium High School's budget, financial records, contracts, hiring and acceptance of resignations, and evaluation and approval of the School's Executive Director. The Board currently is composed of nine (9) members, who are nominated from the community at-large. Openings are published in the weekly newsletter and the Board selects from those applying. The Board represents many different aspects of the community businesses as well as parents. Staff serves as consultants to the Board..

The Board may delegate any of its roles and responsibilities to any committee, officer, or other person(s) to the extent permitted by law.

Tracy Learning Center a set of parent involvement policies and strategies. These policies are available on the Corporation's website at www.tracylc.net.

Tracy Learning Center maintains general liability policy with limits of at least \$1million per occurrence and under which the District is named as an additional insured. In addition, Tracy Learning Center maintains an officers' and directors' errors and omissions policy covering its officers and directors.

Tracy Learning Center has adopted a Conflict of Interest Code as required by the Political Reform Act, Government Code Section 81000 *et seq.* The Code requires that all the Board members and certain high-level School employees and consultants publicly recuse themselves and refrain from discussing and voting on matters which could materially affect their financial interests. Additionally, the Code requires these individuals to disclose annually certain financial interests which could be materially affected by their positions at the School.

Millennium High School is non-sectarian in its programs, admissions, policies, employment practices, and all other operations, does not charge tuition, and does not discriminate on the basis of race, ethnicity, national origin, gender or disability.

The Corporation, as Millennium High School, and the District pledge to continue to work in cooperation with all local education agencies (LEAs) and special education local plan areas

(SELPA) to ensure that a free and appropriate education is provided to all students with exceptional needs. The specific manner in which special education and related services will be provided and funded are set forth in the MOU, delineating the respective responsibilities of the School and the District.

Millennium High School is deemed a “public school of the local education agency that granted the charter” for purposes of providing special education and related services pursuant to Education Code Section 47641(b).

Notwithstanding the foregoing, the Corporation, as Millennium High School, shall have the right to pursue independent local education agency (LEA) and/or special education local plan area (SELPA) status pursuant to Education Code Section 47641 (a) and the District shall not hinder or otherwise impede the efforts of the Corporation to do so. In the event that the Corporation opts not to establish independent LEA and/or SELPA status, the School shall remain an arm of the District for special education purposes per Education Code Section 47641 (b), and shall continue to receive funding and services pursuant to the terms of the MOU.

The Corporation, as Millennium High School (as well as Discovery Charter School and Primary Charter School), has been granted the exclusive use of the property and facility known as the H.A. Clover Campus (located on E. Beverly and Holly Street, Tracy) under the terms of a written agreement with the District until June 2009. The School and District agree to negotiate in good faith to establish a new written agreement governing the issue of the Clover Campus site after June 2009..

5. EMPLOYEE QUALIFICATIONS

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

The Corporation, as Millennium High School, retains or employs teaching staff who hold appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing, and who are “highly qualified” as such term is defined in the federal No Child Left Behind Act of 2001. These teachers teach the core academic classes of mathematics, language arts, science, and history/social studies. These teachers are responsible for overseeing the students’ academic progress and for monitoring grading and matriculation decisions as specified in the School’s operational policies. Teachers considered for employment are those who share the vision and mission of Millennium High School and the Tracy Learning Center.

The Corporation, as Millennium High School, may also employ or retain non-certificated instructional support staff. Non-certificated instructional support staff shall have an appropriate mix of subject matter expertise, professions experience, and the demonstrated capacity to work successfully in an instructional support capacity. Instructional support staff do not assign grades or approve student work assignments without the approval of a teacher except in non-core or non-college preparatory courses and activities. All non-instructional staff possess experience and expertise appropriate for their position within the School as outlined in the School’s staffing plan and the School’s adopted personnel policies.

Within the provisions of the law, the Corporation, as Millennium High School, reserves the right to recruit, interview and hire anyone at anytime who has the best qualifications to fill any of its position vacancies.

6. HEALTH AND SAFETY PROCEDURES

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

The Corporation, as Millennium High School, has adopted and implemented a comprehensive set of health, safety, and risk management policies, all of which are available on the Corporation’s website at www.tracylc.net. Any amendment to such policies will be promptly posted to the website. These policies meet the following requirements:

- A requirement that all enrolling students and staff provide records documenting immunizations to the extent required for enrollment in non-charter public schools.
- A requirement that all faculty and staff are examined for tuberculosis as required by Education Code Section 49406.
- A requirement for screening of pupils’ vision and hearing and screening of pupils for scoliosis to the same extent as would be required if the pupils attended a non-charter public school.
- Policies and procedures for response to natural disasters and emergencies, including fires and earthquakes.
- Policies relating to preventing contact with blood-borne pathogens.
- A policy requiring that instructional and administrative staff receive training in emergency response, including appropriate “first responder” training or its equivalent.
- Policies relating to the administration of prescription drugs and other medicines.
- A policy that, to the extent required by the applicable law, the School will be located in a facility that is compliant with the State Building Code or Field Act.
- A policy establishing that the School functions as a drug, alcohol, and tobacco free workplace.
- A requirement that prior to the School employing any individual, each prospective employee of the School submit to a criminal background check and furnish a criminal record summary as required by Education Code Section 44237.
- A requirement that each volunteer at the School submit to a background check.

These policies are available on the Corporation’s website at www.tracylc.net and are incorporated as appropriate into the School’s student and staff handbooks. They will be reviewed on an ongoing basis in the School’s staff development efforts and governing board policies.

7. MEANS TO ACHIEVE RACIAL/ETHNIC BALANCE REFLECTIVE OF DISTRICT

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

The Corporation, as Millennium High School, has implemented a student recruitment strategy that includes, but is not necessarily limited to, the following elements or strategies to encourage a racial and ethnic balance among students that is reflective of the District:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
- The development of promotional and informational material that appeals to all of the various racial and ethnic groups represented in the District.
- Outreach meetings sponsored by the School to reach prospective students and parents, with certain staff members available who speak both English and Spanish and informational material available in both English and Spanish.
- The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial ethnic and interest groups represented in the District, including advertisements in newspapers in the Tracy area.

Academic Year	Asian	Pacific Islander and Filipino	Hispanic/Latino	African American	Caucasian	Other
2007-08	10.1%	2.9%	28.3%	14.3%	42.6%	1.7%
2008-09	10.2%	2.9%	35.85%	14.1%	35.2%	2.0%

Millennium will continue its efforts to attract a diverse student population that is reflective of the general population residing within the District.

8. ADMISSION REQUIREMENTS

“Admission requirements, if applicable.” Education Code Section 47605(b)(5)(H)

The Corporation, as Millennium High School, actively recruits a diverse student population from the Tracy area who understand and value the School’s mission and are committed to the School’s instructional and operational philosophy. Admission to the School is open to residents of the State of California. Pupils are considered for admissions without regard to ethnicity, national origin, gender or disability. The School strives through recruiting efforts to achieve a mix of students that reflects the general population within the territorial jurisdiction of the District. Prospective students are expected to have completed the promotion standards for their grade level. Students and parents or guardians are required to attend orientation meetings regarding the School’s instructional and operational philosophy and are expected to complete an application packet which qualifies the applicant for an interview. While it is the intention of Millennium High School to serve students who live in the Tracy community, if more students qualify than can be admitted, a lottery will be used to select students for admission. The lottery selection

process will consider selection by grade rather than in general. A waiting list of qualified applicants at each grade level will be maintained to fill vacancies that occur during the school year. A student who has been expelled from another district or the District and has not completed the terms of the expulsion will not be considered for enrollment at Millennium.

Preference for enrollment will be given in order of priority according to the Corporation's policy to 1. students coming from Discovery Charter School, 2. siblings of students currently enrolled in charter schools operated by the Corporation within the District, 3. children of the Tracy Learning Center Board members, 4. children of school staff members, 5. residents of the Tracy Unified School District and 6. California residents, providing all other admission criteria has been met. When a lottery is necessary after the enrollment period has ended, it begins with the group that is over the space available.

9. FINANCIAL AUDIT

“The manner in which an annual, independent, financial audit shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. A charter school shall transmit a copy of its annual independent financial audit report for the preceding fiscal year, to its chartering entity, the Controller, the county superintendent of schools of the county in which the charter school is sited, unless the county board of education of the county in which the charter school is sited is the chartering entity, and the State Department of Education by December 15 of each year.” Education Code Section 47605 (b)(5)(I).

The Board will form an audit committee each fiscal year to oversee selection of an independent auditor and the completion of an annual audit of the School's financial affairs. The audit will be conducted in accordance with generally accepted accounting principles applicable to the School.

To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable Office of Management and Budget Circulars. It is anticipated that the annual audit will be completed by October 15 of each year and that a copy of the auditor's findings will be forwarded to the chief financial officer of the District. The Board audit committee will review any audit exceptions or deficiencies and report to the Board with recommendations on how to resolve them. The Board will report to the School District regarding how the exceptions and deficiencies have been or will be resolved. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in Section 14, Dispute Resolutions. A copy of the annual audit report will be sent to the District, the State Controllers Office, the County Superintendent of Schools, and the State Department of Education by December 15 of each year. The Corporation will compile and provide to the District an annual performance report for the School.

The Corporation and District will also jointly develop an annual site visitation process and protocol to enable the District to gather information needed to confirm the School's performance and compliance with the terms of this charter.

10. PUPIL SUSPENSION AND EXPULSION

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

In accordance with California Education Code Section 48900 *et seq.*, the Corporation, as Millennium High School, adopted and maintains the District’s comprehensive set of student discipline policies. These policies are printed and distributed as part of the School’s student handbook and clearly describe the School’s expectations regarding attendance, mutual respect, substance abuse, violence, safety, and work habits. Each student and his or her parent or guardian is expected to read and understand the policies prior to enrollment. The discipline policy itself is an opportunity for learning. Students are expected to act as responsible members of the community, and staff will support the students in attaining this goal. All such policies are available on the Corporation’s website at www.tracylc.net. The Executive Director has initial responsibility for making a determination as to whether a student shall be suspended or expelled for violation of School policies, and may, pursuant to the School’s adopted policies, discipline and ultimately suspend students who fail to comply with the terms of a remediation agreement. Students who present an immediate threat to health and safety may also be immediately suspended and later expelled by the Board upon recommendation of the School’s Executive Director. The School’s policies provide all students with an opportunity for due process and conform to applicable federal law regarding students with exceptional needs, confidentiality, and access to records. Any hearings provided to students conform with applicable laws regarding special needs, confidentiality, and access to records. The Board of the Corporation approves any student expulsions, and the Corporation notifies the District of any such expulsions. Any expulsion recommendation may be appealed to the Charter School Board. The Board has the right to modify or rescind any suspension or any recommended expulsion initially approved by the Executive Director.

If a student is expelled or leaves Millennium High School without graduating or completing the school year for any reason, Tracy Learning Center shall notify the District of the student’s last known address within 30 days, and shall, upon request by the District, provide the District with a copy of the cumulative records of the student, including a transcript of grades or report card, and health information.

11. RETIREMENT SYSTEM

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

Staff employed by the Corporation at the Millennium High School participate in the following programs: (1) certified employees participate in the State Teachers Retirement System (“STRS”), (2) classified employees participate in the Public Employees Retirement System (“PERS”) and the federal social security system, and (3) all other employees participate in the federal social security system.

Corporation provides the information concerning PERS and STRS to applicants for positions at the School as required by Government Code Section 47611(b).

As and to the extent the Corporation's School employees participate in the STRS or PERS systems, or a system otherwise allowed by law, the District shall cooperate as necessary to forward any required payroll deductions and related data. The Corporation shall pay the District its actual costs for the provision of these services.

12. ATTENDANCE ALTERNATIVE

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

Students who opt not to attend Millennium High School may attend school in their district of residence or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence.

13. DESCRIPTION OF EMPLOYEE RIGHTS

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

School staff employed by the Corporation who have left permanent status employment in the District to work at the Millennium High School shall not have the automatic right to return to a comparable position within the District. The Corporation will provide such employee benefits (other than as described above) to its employees as the Corporation shall determine.

14. DISPUTE RESOLUTION PROCESS, OVERSIGHT, REPORTING and RENEWAL

"The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter." Education Code Section 47605 (b)(5)(N).

Intent

The intent of this dispute resolution process is to (1) resolve disputes within the School pursuant to the School's policies, (2) minimize the oversight burden on the district, (3) ensure a fair and timely resolution to disputes, and (4) frame a charter oversight and renewal process and timeline so as to avoid disputes regarding oversight and renewal matters.

Public Comments

The staff and the Board members and the District agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. Both shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Disputes Arising From Within the School

Disputes arising from within the School, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and Board members, shall be resolved pursuant to policies and processes developed by the Corporation.

The District shall refer any complaints or reports regarding such disputes to the Board for resolution pursuant to the charter school's policies; the Corporation shall provide written notice to the District within a reasonable period of time of the resolution of any complaint referred by the District. The District agrees not to intervene or become involved in the dispute unless the dispute has given the District reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless the Board has requested the District to intervene in the dispute.

Disputes Between the Corporation and Charter School and the District

In the event that the Corporation or the District has disputes regarding the terms of this charter or any other issue regarding Millennium and the substance of the dispute would not constitute grounds for revocation under the Act, both parties agree to follow the process outlined below.

In the event of a dispute between the Corporation and the District, the staff and Board members and the Corporation, and the members of the board of the District and the District agree to first frame the issue in written format and refer the issue to the superintendent of the District and the Executive Director of the School. In the event that the District believes that the dispute relates to an issue that could lead to revocation of the charter, this shall be specifically noted in the written dispute statement.

The Executive Director and superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two governing board members from their respective boards who shall jointly meet with the superintendent of the District and the Executive Director of the School and attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, the superintendent and the Executive Director shall meet to jointly identify a neutral, third party arbitrator. The format of the arbitration session shall be developed jointly by the superintendent and the Executive Director, and shall incorporate informal rules of evidence and procedure unless both parties agree otherwise. The findings or recommendations of the arbitrator shall be non-binding, unless the respective governing boards of the Corporation and District jointly agree to bind themselves. The cost of the arbitrator shall be borne equally by the Corporation and the District.

Oversight, Reporting, Revocation, and Renewal

The District board may inspect or observe any part of the school at any time, but shall provide reasonable notice to the Executive Director of the School prior to any observation or inspection. The District shall provide such notice at least three working days prior to the inspection or observation unless (i) the Board or Director agrees otherwise, or (ii) the District reasonably (A) believes that there is a severe and imminent threat to the health or safety of the School's students, and (B) provides the Executive Director with a written notice of the basis for such belief upon arrival of District personnel at the School for such inspection or observation. Inspection,

observation, monitoring, and oversight activities may not be assigned or subcontracted to a third party by the District without the prior written consent of the Board.

As provided in Government Code Section 47607(c), this charter may be revoked if the District finds, through a showing of substantial evidence, that the School (i) committed a material violation of any of the conditions, standards or procedures in this charter, or (ii) failed to meet or pursue any of the students outcomes identified in this charter, or (iii) failed to meet generally accepted accounting principles, or engaging in fiscal mismanagement, or (iv) violated any provision of law.

If the governing board of the District believes it has cause to revoke this charter, the District board agrees to notify the Board in writing, noting the specific reasons for which the charter may be revoked, and grant the Corporation and the School reasonable time to respond to the notice and take corrective action, unless the District determines in writing that the violation constitutes a severe and imminent threat to the health or safety of the students at the School as described in Education Code Section 47607(d).

Prior to any revocation for failure to remedy a violation described in Education Code Section 47607(c), and after expiration of the School's reasonable opportunity to remedy such violation without successfully remedying the same, the District shall provide the Corporation and the School with a notice of intent to revoke and notice of the facts supporting revocation. Within 30 days after providing such notice of intent to revoke, the District shall hold a public hearing, in the normal course of business, on the issue of whether evidence exists to revoke the charter; and within 30 days after such public hearing, the District shall issue a final decision to revoke or decline to revoke the charter (unless the District and the Corporation and School agree to extend the 30-day period to issue such decision for an additional 30 days). The District shall not revoke the charter unless it makes written factual findings ("Factual Findings") supported by substantial evidence, specific to the School and its charter, that supports its Factual Findings.

If the District revokes the School's charter under Education Code Section 47607, the Corporation and School may appeal the revocation to the County Board of Education within 30 days following the District's final decision to revoke. The County Board of Education may reverse the revocation decision if the County Board of Education determines that the Factual Findings are not supported by substantial evidence; and if the County Board of Education reverses the revocation decision, the District may appeal the reversal to the State Board of Education ("State Board").

With respect to any revocation of this charter or nonrenewal of this charter, the Corporation and the Charter School shall have all rights and remedies provided under the Act including, without limitation, rights of appeal set forth in Section 47607, and alternatives for submission of applications for renewal set forth in Section 47607.5, and under other applicable law.

The board of the District agrees to receive and review the annual fiscal and annual performance report. Within two months of the receipt of this review, the District must notify the Board as to whether it considers the School to be making satisfactory progress relative to the goals specified in this charter. This annual notification will include the specific reasons for the District's conclusions.

15. LABOR RELATIONS

“A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act” Education Code Section 47605 (b)(5)(O).

The Corporation shall be deemed the exclusive public school employer of the employees working at the School for the purpose of the Educational Employment Relations Act.

16. AGREED PROCESS ON CLOSURE OF SCHOOL

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

The Corporation and the School will comply with the provisions of the California Code of Regulations applicable to charter school closures. The following procedures, which are consistent with such provisions, shall apply in the event the School closes. The following procedures apply regardless of the reason for closure.

1. Closure of the School will be documented by official action of the Corporation’s Board. Unless the Board designates another responsible entity, the Corporation shall conduct the closure-related activities (the Corporation or such other designated responsible entity is hereinafter referred to as “Designated Entity”).
2. The Designated Entity will promptly provide notification of the closure of the School to (i) the parents (guardians) of students, (ii) the District, (iii) the County Office of Education, (iv) the applicable special education local plan area, (v) PERS, STRS and the Social Security Administration, and (vi) the California Department of Education. Such notification shall provide the following information:
 - A. The effective date of closure of the School;
 - B. The name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure;
 - C. The students’ schools districts of residence; and
 - D. The manner in which parents (guardians) may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements. (Transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act (“FERPA”), 20 U.S.C. § 1232g.)
3. The Designated Entity will be provided with a list of students in each grade level and the classes they have completed, together with information on the students’ district of residence.

4. The Designated Entity shall take custody of and maintain all student records, all state assessment results, and any special education records, except as otherwise provided in this charter for such records and/or assessment results.
5. The School's personnel records shall be transferred and/or maintained by the Designated Entity in accordance with applicable law.
6. An independent final audit shall be completed within 6 months following closure of the School (which audit shall function as the annual audit with respect to the School), and shall include the following:
 - A. An accounting of all financial assets of the School (including cash and accounts receivable and an inventory of property, equipment and other items of material value;
 - B. An accounting of the liabilities of the School (including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans and unpaid staff compensation; and
 - C. An assessment of the disposition of any restricted funds received by or due to the School.
7. On closure of the School, the Corporation's net assets utilized by the School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues related to students attending the School, remain the sole property of the Corporation, and the Corporation shall remain responsible for all liabilities related to the School; provided that if (i) any grant funds and restricted categorical funds are required by state or federal law or the terms of the grant under which they were received to be returned to their source upon the closure of the School, the Corporation shall return the same to their source, or (ii) if any donated materials or property are required by the conditions established by the donor at the time of the donation to be returned upon the closure of the School, the Corporation shall return the same.
8. Annual reports with respect to the School will be completed and filed as required under Education Code Section 47604.33.
9. The Corporation shall be responsible for the costs and expenses related to the foregoing activities related to closure of the School.

In connection with any dissolution of the Corporation, the provisions of the California Nonprofit Public Benefit Corporation Law (Corporations Code Sections 5110 *et seq.*) apply to the Corporation; and any of its assets remaining after payment of or adequate provision for its liabilities shall be distributed in accordance with its Articles of Incorporation and the California Nonprofit Public Benefit Corporation Law.

17. MISCELLANEOUS

Term: The Charter School shall be renewed for a 5-year term upon approval of this charter by the board of the District. The term of this charter shall expire June 30, 2014.

Name: _____ MILLENNIUM HIGH SCHOOL Date Entered: _____
GRADUATION REQUIREMENTS

Required Courses In Years	UC a-g Requirement
History	3 1/2 a
English	4 b
Math	4 c
Science	3 d
Fine Art	1 f
Electives	4 e*/g
PE	2
Life Skills	1
Career Ed	1
Economics	1/2
Internship/Seminar	1/2
Community Service	200 hours

*Must include a minimum of 2 years of foreign language

Math Offerings

Pre-Alg A/B
 Algebra 1*
 Geometry*
 Algebra 2*
 Pre Calculus*
 Consumer Math (Voc or College Prep)
 College Courses for Math*
 *Satisfies the "c" requirement for UC admission

MAKE UP CLASSES	
1 st Semester	2 nd Semester

COLLEGE CLASSES	

EARLY COLLEGE ACADEMY (ECA) (Prepared for UC, CSU, Private College)		COLLEGE PREP ACADEMY (CPA) (Prepared for UC, CSU, Private College)		VOCATIONAL PREP INSTITUTE (VPI) (Prepared for Community College or Job Training)	
Phase 1	Grade 9	Phase 1	Grade 9	Phase 1	Grade 9
Credits		Credits		Credits	
English I	10	English I	10	English I	10
Geometry or Algebra 2	10	Algebra I	10	Pre-Algebra A or B	10
Biology	10	Biology	10	Environmental Interactions	10
Foreign Language	10	Elective	10	Elective	10
Physical Education	10	Physical Education	10	Physical Education	10
Life Skills	10	Life Skills	10	Life Skills	10
Geography/World Cultures	10	Geography/World Cultures	10	Geography/World Cultures	10
FAST TRACK CLASS	10	FAST TRACK CLASS	10	FAST TRACK CLASS	10
Total Credit for 9th Grade	80	Total Credit for 9th Grade	80	Total Credit for 9th Grade	80
Phase 1	Grade 10	Phase 1	Grade 10	Phase 1	Grade 10
Credits		Credits		Credits	
English 2	10	English 2	10	English 2	10
Algebra 2 or Pre-Calc	10	Geometry	10	Pre-Algebra B or Alg I	10
Chemistry	10	Chemistry	10	Biology	10
World History	10	World History	10	World History	10
Foreign Language	10	Foreign Language	10	Elective	10
Physical Education	10	Physical Education	10	Physical Education	10
Art	10	Art	10	Art	10
FAST TRACK CLASS	10	FAST TRACK CLASS	10	FAST TRACK CLASS	10
Total Credit for 10th Grade	80	Total Credit for 10th Grade	80	Total Credit for 10th Grade	80
Phase 2	Grade 11	Phase 2	Grade 11	Phase 2	Grade 11
Credits		Credits		Credits	
English 3	10	English 3	10	English 3	10
US History	10	US History	10	US History	10
Pre Calculus or College	10	Algebra 2	10	Algebra 1 or Geometry	10
Bio-Chemistry	10	Bio-Chemistry	10	Applied Chemistry	10
Career Education Seminar	10	Career Education Seminar	10	Career Education Seminar	10
Foreign Language	10	Foreign Language	10	Elective	10
Elective	10	Elective	10	Elective	10
FAST TRACK AT COLLEGE	10	FAST TRACK	10	FAST TRACK	10
Total Credit for 11th Grade	80	Total Credit for 11th Grade	80	Total Credit for 11th Grade	80
Phase 2	Grade 12	Phase 2	Grade 12	Phase 2	Grade 12
Credits		Credits		Credits	
English 4 (2 blocks 1 semester)	10	English 4	10	English 4	10
Economics (1 semester)	5	Economics (1 semester)	5	Economics (1 semester)	5
American Government (1 semester) Honors	5	American Government (1 semester)	5	American Government (1 semester)	5
Internship and Seminar (1 semester)	5	Internship and Seminar (1 semester)	5	Internship and Seminar/WE (1 semester)	5
Pre-Calculus or Math at College	10	Pro Calc or Consumer Math	10	Consumer Math	10
Elective at College	10	Elective at College	10	Elective	10
ALL CLASSES 2 ND SEMESTER AT COLLEGE	10	Foreign Language	10	Elective at College	10
FAST TRACK AT COLLEGE	10	FAST TRACK AT COLLEGE	10	FAST TRACK AT COLLEGE	10
Total Credit for 12th Grade	35	Total Credit for 12th Grade	45	Total Credit for 12th Grade	45
Total Credits for 4 years	275	Total Credits for 4 years	285	Total Credits for 4 years	285

Total Hours to date: _____ 200 hours of Community Service must be earned for graduation
 CAHSEE: Math _____ English: _____

Student Signature _____ Date _____
 Parent Signature _____ Date _____
 Counselor Signature _____ Date _____

