

LONG BEACH
UNIFIED • SCHOOL • DISTRICT

Millikan High School

School Plan for Student Achievement
2024-2025

This School Plan for Student Achievement (SPSA) is a plan of actions to raise the performance of all students. The SPSA contains the following:

Needs Assessment:

- School Demographics
- English Language Arts
- Mathematics
- English Learners
- Culture/Climate Domain
- SPSA Effectiveness

Accountability Measure I: Increase Achievement:

- Core Programs (ELA, Writing, Math)
- Interventions
- Transitions

Accountability Measure II: School Climate

Accountability Measure III: Professional Development

- Professional Development
- Teacher Involvement

Accountability Measure IV: Parents and Community Involvement Assurances

- School Budget for Categorical Programs
- SSC Membership
- ELAC Membership
- ELAC Recommendations
- Assurances, Approval and Signatures

The School Site Council (SSC) completed a comprehensive needs assessment, including analyses of student performance in relation to the state

academic content standards. In order to provide supplemental interventions, the SSC analyzed the academic performance of all students and subgroups, and it considered the instructional program's effectiveness for at-promise students.

The School Site Council aligns the Long Beach Unified School District's Strategic Plan and LCAP into the SPSA. The LCAP Goals are presented at: lbschools.net/lcap. The LCAP Federal Addendum is presented at: lbschools.net/departments/business-and-finance/fiscal-services/state-and-federal-programs/state-and-federal-required-plans

Education Code 52062 (4) requires that the superintendent of the school district review school plans for schools within the school district and ensure that the specific actions included in the local control and accountability plan or annual update to the local control and accountability plan are consistent with strategies included in the school plans submitted.

Progress and components of LBUSD's Strategic Plan, viewable at lbschools.net/departments/strategic-planning, are rooted in the following core values:

- Centering student needs and voice
- Authentic community engagement and collaboration
- Culture of innovation and creativity
- Diversity and inclusion
- Environment that fosters connection, respect and safety
- Equity and social justice
- Excellence and accountability through continuous improvement
- Fostering joy and commitment
- Integrity and responsible leadership

The Board of Education has set goals to help guide the district and schools:

Goal 1: Reading: Proficiency

The percentage of Grade 3 students who meet or exceed grade-level standards on the state English Language Arts SBAC assessment will grow from 48% in June 2023 to 70% by June 2028.

Goal 2: Reading: Acceleration

The percentage of students in Grades 4-8 scoring at the “Not Met” achievement level in the prior year who meet the scale score growth target on the state SBAC-English Language Arts assessment will increase from 28% in June 2023 to 60% in June 2028.

Goal 3: Algebra Proficiency

In pursuit of having more than 80% of Black/African American students meet the Algebra A-G requirement by the end of Grade 9, the proficiency gap between Black/African American students and all other students will decline from 5% in June 2023 to 0% by June 2028.

Goal 4: College & Career Readiness

In pursuit of having more than 66% of Black/African American graduating seniors A-G eligible, the proficiency gap between Black/African American students and all other students will decline from 15% in June 2023 to 0% by June 2028

In addition, the SSC recognizes following recommendations made by the District Community Advisory Committee (DCAC) and the District English Learner Advisory Committee (DELAC):

DCAC Recommendations:

Recommendation 1: Provide more parent involvement and parent education training at all schools, including sending parent participants to conferences in order to empower and train parent leaders.

Recommendation 2: Create and provide a more inviting, safe and welcoming climate/community atmosphere at all sites for all cultures, parents and students.

Recommendation 3: Re-establish district Parent Centers and encourage sites to establish a parent center/parent resource room to better engage and serve parents.

DELAC Recommendations:

1. Monitor the implementation of the district's comprehensive English Language Development (ELD) program in grades K-12th addressing language and academic needs of a diverse EL population from newcomers to Long Term English Learners.
2. Provide parent workshops to build capacity on specific topics such as LCFF, LCAP and SSC to better understand how each functions;
3. Continue to explore programs at sites that address the social/emotional development and well-being of all students, including English Learners
4. Expand tutoring and other intervention programs that are content-specific to meet the student's identified needs including special education students

The SSC recognizes the importance of **Parent and Family Engagement** and emphasizes LBUSD Board Policy 6020:

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that continued parent involvement in the education of children contributes greatly to student achievement and a positive school environment. For this reason, the Governing Board will have a written parent involvement policy developed jointly with and agreed upon by parents/guardians and applicable to non-Title I schools.

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

The district's local control and accountability plan (LCAP) shall include goals and strategies for parent/guardian involvement and family engagement, including district efforts to seek parent/guardian input in district and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities. (Education Code 42238.02, 52060)

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent/guardian and family engagement efforts, including, but not limited to, input from parents/guardians, family members, and school staff on the adequacy of involvement opportunities and on barriers that may inhibit participation.

Title I Schools

The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for

meaningful parent/guardian and family engagement in schools supported by Title I funding, developing strategies that describe how the district will carry out each activity listed in 20 USC 6318, as contained in the accompanying administrative regulation, and implementing and evaluating such programs, activities, and procedures. As appropriate, the Superintendent or designee shall conduct outreach to all parents/guardians and family members. (Education Code 11503; 20 USC 6318)

When the district's Title I, Part A allocation exceeds the amount specified in 20 USC 6318, the Board shall reserve at least one percent of the funding to implement parent/guardian and family engagement activities and shall distribute at least 90 percent of those reserved funds to eligible schools, with priority given to high-need schools as defined in 20 USC 6631. The Superintendent or designee shall involve parents/guardians and family members of participating students in decisions regarding how the district's Title I funds will be allotted for parent/guardian and family engagement activities. (20 USC 6318).

Conclusions from the needs assessment were used to prioritize supplemental programs, materials, professional development, targeted interventions, and other activities that will strengthen the school's academic achievement, close the achievement gap, and provide a safe, civil and productive school.

Comprehensive Needs Assessment: English-Language Arts

ELA Findings

Based on the D/F rate data for English, the D/F rate increased by 4% since last year. It was 11% previously and increased to 15%. Therefore, this goal was not met.

1. We will continue to use this data to monitor growth during pathway and department meetings.
2. We will continue to have peer tutors supporting our tutoring program.
3. Our Intervention Coordinator (IC) is facilitating the development of a tiered supports and intervention system. One of these interventions is “Kid Talk Protocol” which teachers will engage in 4 times this year to analyse data, action steps, and progress for students with multiple D/Fs and less than satisfactory attendance.
4. We are also implementing classroom walkthroughs and instructional strategy “swap meets” where teachers observe and model best practices that align with U3 (student engagement) and U4 (evidence of student learning).

All teachers and admin will be trained on the KidTalk protocol by January 2025 by our IC and will all be providing progress checks for students by grade level during pathway meetings. We will monitor the progress by utilizing google sheets with notes of intervention actions and progress by teachers and the IC that is done quarterly.

All teachers will conduct 3 classroom walkthroughs during quarter 3 and quarter 4 (with departments and outside of departments, respectively). Department meetings provide time at each meeting to share best practices connected to student engagement (U3) and evidence of student learning/assessment (U4). We will share findings (via google form) from walkthroughs and data will be shared with department heads and department staff members throughout the 2nd semester. Best practices will be embedded in a google doc for teachers to access to review and try.

We will monitor daily attendance at after school tutoring and during Saturday Schools. The administrator over attendance, community worker, and intervention coordinator will collaborate to determine if our students within our subgroups are attending these sessions. We will continue to send out communication via school messengers, the Ram Rundown (our school’s newsletter), Canvas, and parent meetings (PTSA, ELAC, The Millikan Village).

ELA Goals

By June 2025, through the implementation of Quality Core Instruction, Students receiving a C or higher will increase by 3% overall (from 88% to 91%), 3% in each department (varies), and 5% among Black (from 81% to 86%) and Hispanic (from 85% to 90%) students, students with disabilities (from 84% to 89% RSP; 82% to 87% SDC), homeless/foster youth (from 78% to 83%), and multilingual learners (from 69% to 74%). Students who are on-track for A-G will increase at least 3% overall (from 69% to 72%) and 5% among Black (from 54% to 59%) and Hispanic students (from 63% to 68%), students with disabilities (from 50% to 55% RSP), homeless/foster youth (from 47% to 52%), and multilingual students (from 23% to 28%). 11th-grade students who meet or exceed standards on the SBAC exam will increase overall by 3% in ELA (from 67% to 70%), and 5% across student subgroups (varies).

Comprehensive Needs Assessment: Mathematics

Math Findings

Based on the D/F rate data for math, the D/F rate was 19% last year and then increased by 1% since last year to 20%. Therefore, this goal was not met.

1. We will continue to use this data to monitor growth during pathway and department meetings.
2. We will continue to have peer tutors supporting our tutoring program.
3. Our Intervention Coordinator (IC) is facilitating the development of a tiered supports and intervention system. One of these interventions is “Kid Talk Protocol” which teachers will engage in 4 times this year to analyse data, action steps, and progress for students with multiple D/Fs and less than satisfactory attendance.
4. We are also implementing classroom walkthroughs and instructional strategy “swap meets” where teachers observe and model best practices that align with U3 (student engagement) and U4 (evidence of student learning).

All teachers and admin will be trained on the KidTalk protocol by January 2025 by our IC and will all be providing progress checks for students by grade level during pathway meetings. We will monitor the progress by utilizing google sheets with notes of intervention actions and progress by teachers and the IC that is done quarterly.

All teachers will conduct 3 classroom walkthroughs during quarter 3 and quarter 4 (with departments and outside of departments, respectively). Department meetings provide time at each meeting to share best practices connected to student engagement (U3) and evidence of student learning/assessment (U4). We will share findings (via google form) from walkthroughs and data will be shared with department heads and department staff members throughout the 2nd semester. Best practices will be embedded in a google doc for teachers to access to review and try.

We will monitor daily attendance at after school tutoring and during Saturday Schools. The administrator over attendance, community worker, and intervention coordinator will collaborate to determine if our students within our subgroups are attending these sessions. We will continue to send out communication via school messengers, the Ram Rundown (our school’s newsletter), Canvas, and parent meetings (PTSA, ELAC, The Millikan Village).

Math Goals

By June 2025, 11th-grade students who meet or exceed standards on the SBAC exam will increase overall by 5% in math (from 35% to 40%), and 5% across student subgroups (varies).

Comprehensive Needs Assessment: English Learners

English Learner Findings

The percentage of English Learners who reached English language proficiency and beyond, as determined by the English Learner Progress Index (ELPI), decreased from 36% to 30%. From 2022-23 to 2023-24, there was a significant increase in the number of students who tested at the Beginning Stage (from 17 to 25) and Somewhat Developed stage (from 41 to 54), which may have contributed to this decrease.

According to the ELPI rates data and the I-ready scores, this revealed several interesting findings. First, looking at data based on grade level, our tenth grade students have actually decreased ELPI scores. Also, although there may be concern for our newcomers' (0-5 years) language acquisition, the data showed an increase of ELPI scores for especially those who have been here for 3 years. Our LTEL students (5 years) showed both stagnancy or decreased scores and for those here for 5+ years. Though it did show some growth, 50% of students showed a decrease in scores and 25% showed maintenance in their scores.

Our ELAC committee also provided recommendations focused on the ELPI/ELPAC and the I-ready scores, suggesting the following action steps:

1. Collecting data for students to provide the opportunity to attend Saturday small group tutoring.
2. Reach out to trained teachers with the curriculum provided by the district (with funding approval from SSC) to create a schedule for the small group tutoring.
3. We will also have our community worker and EL coordinator reach out to students' families with information about tutoring and its importance.
4. We will collect quarterly data based on completion of activities at tutoring, as well as using I-ready diagnostic test data, to showcase growth and needed supports for students.

English Learner Goals

By June 2025, the percentage of English Learners who reach English language proficiency and beyond, as determined by the English Learner Progress Index (ELPI), will increase by 4%, from 30% to 34%.

Comprehensive Needs Assessment: Culture/Climate Domain

Culture/Climate Findings

Results from the CORE survey showed that 52% of Millikan students gave favorable ratings in Sense of Belonging and 39% gave favorable ratings in Cultural Awareness & Action. The gap among responses from Black and Hispanic students, students with disabilities, and multilingual learners compared to our white students closed.

Suspension rates increased slightly (1% overall). However, the rates increased disproportionately among Black students (from 9% to 12%), homeless/foster youth (from 8% to 11%), and multilingual learners (from 4% to 10%). The gap in suspension rates among Hispanic students and students with disabilities has closed. Chronic absenteeism has remained relatively the same or decreased slightly (1-2%) overall and across most subgroups.

There was a slight increase in chronic absenteeism among Black students (from 19% to 21%). The gap in chronic absenteeism rates among Hispanic students has closed. Chronic absenteeism at Millikan is considerably lower than the district average overall and across all student subgroups.

Our action plan consists of utilizing CORE Survey data, concurrently with ABC rates and attendance, as part of our interventions on campus. As mentioned before, Kid Talk Protocol will be analyzed on a quarterly basis in pathway meetings and interventions used to support students will be implemented by grade level within the pathway and recorded on a google sheet. This is monitored by our Intervention Coordinator and student progress data will be updated quarterly.

Our action plan for suspension includes weekly collaboration between our administration and dean to calibrate our disciplinary responses, use of restorative practices and reentry conferences.

We will monitor daily attendance at after school tutoring and during Saturday Schools. The administrator over attendance, community worker, and intervention coordinator will collaborate to determine if our students within our subgroups are attending these sessions. We will continue to send out communication via school messengers, the Ram Rundown (our school's newsletter), Canvas, and parent meetings (PTSA, ELAC, The Millikan Village).

Culture/Climate Goals

By June 2025, through the implementation of culturally relevant instruction, identity-affirming activities, and use of restorative practices, Results from the CORE survey for Sense of Belonging and Cultural Awareness & Action will increase at least 5% overall (from 52% to 57% and from 39% to 44%, respectively). The gap among Black and Hispanic students, students with disabilities, and multilingual learners will remain closed. Suspension rates will decrease by 1.5% overall (from 4.5% to 3%) and across each student subgroup (varies), with a 5% decrease among Black students (from 12% to 7%), homeless/foster youth (from 11% to 6%), and multilingual learners (from 10% to 5%). The gap in suspension rates among Hispanic students and students with disabilities will remain closed. Chronic absenteeism will decrease by 3% overall (from 17% to 14%) and by 5% among Black students (from 22% to 17%), students with disabilities (from 25% to 20%), multilingual learners (from 25% to 20%), and homeless/foster youth (from 29% to 24%). The gap in chronic absenteeism rates among Hispanic students will remain closed.

Comprehensive Needs Assessment: SPSA Effectiveness

SPSA Effectiveness				
Area	Prior Year Goal	Status	Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment	For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals
ELA	<p>1) By June 2024, the D/F rate will decrease through the consistent implementation of U3 and U6 Quality Core Instruction Practices in all classroomsA decrease of the ELA schoolwide D/F rate in the first semester from 9.4% to 7.5%A decrease of the schoolwide D/F rate in the second semester from 10% to 8.1%</p> <p>iReady is not being used for ELA in classes at this time, so we will have to focus on using data such as grades and SBAC in the future to see growth. We will continue to use our peer tutoring program on campus during 7/8 period and after school. We will also prioritize pull out days for our English teachers to work on an</p>	Goal Partially or Not Met	<p>Comparison data for 2023-24 and 2024-25 Quarter 1 grade distribution by department, ethnicity, EL, and students with disabilities was provided.</p> <p>Based on the D/F rate data for English, the D/F rate increased by 4% since last year. It was 11% previously and increased to 15%. Therefore, this goal was not met.</p>	<ol style="list-style-type: none"> 1. We will continue to use this data to monitor growth during pathway and department meetings. 2. We will continue our peer tutoring program during 7th/8th period and after school. 3. Our Intervention Coordinator (IC) is facilitating the development of a tiered supports and intervention system. One of these interventions is “Kid Talk Protocol” which teachers will engage in 4 times this year to analyse data, action steps, and progress for students with multiple D/Fs and less than satisfactory attendance. 4. We are also implementing classroom walkthroughs and instructional strategy “swap meets” where teachers observe and model best practices that align with U3 (student engagement) and U5 (evidence of student learning).

	<p>action plan and to assess whether they are supporting the needs of students in their classes through interventions and accommodations for classes. Our intervention coordinator is working with our site to work on mentoring students and to support with monitoring grades in classes. The IC is pulling grades each quarter to inform teachers about their mentee's progress.</p>			
Math	<p>1) By June 2024, the D/F rate will decrease through the consistent implementation of U3 and U6 Quality Core Instruction Practices in all classrooms A decrease of the Math schoolwide D/F rate in the first semester from 22.6% to 18% A decrease of the schoolwide D/F rate in the second semester from 21.9% to 17.5%</p> <p>Iready is also not being used in math so we will have to focus on using D/F rates and possibly graduation/A-g rates to track progress. We will have our tutors assigned to our credit recovery class for math (geometry, algebra, algebra 2). This is significant because algebra is a graduation</p>	Goal Partially or Not Met	<p>Comparison data for 2023-24 and 2024-25 Quarter 1 grade distribution by department, ethnicity, EL, and special education was provided.</p> <p>Based on the D/F rate data for math, the D/F rate was 19% last year and then increased by 1% since last year to 20%. Therefore, this goal was not met.</p>	<ol style="list-style-type: none"> 1. We will continue to use this data to monitor growth during pathway and department meetings. 2. We will continue to have peer tutors supporting our tutoring program. 3. Our Intervention Coordinator (IC) is facilitating the development of a tiered supports and intervention system. One of these interventions is "Kid Talk Protocol" which teachers will engage in 4 times this year to analyse data, action steps, and progress for students with multiple D/Fs and less than satisfactory attendance. 4. We are also implementing classroom walkthroughs and instructional strategy "swap meets" where teachers observe and model best practices that align with U3 (student engagement) and U5 (evidence of student learning).

<p>requirement. They are working with students on building skills in order to have a foundation in the math skills and to be able to pass their course. We will continue to also have peer tutors available in the library for all as well. Our intervention coordinator is working with our site to work on mentoring students and to support with monitoring grades in classes. The IC is pulling grades each quarter to inform teachers about their mentee's progress.</p>			
---	--	--	--

English Learner	<p>1) By June 2023, the ELL graduation rate will increase 10% from 75% to 85% and the Chronic Absenteeism rate will decrease 5% from 21.8% to 16.8%.</p> <p>We will focus on hiring peer tutors who are bilingual and provide reminders that this resource is available and we will also fly a full time bilingual community worker that can support with monitoring grades.</p>	Goal Partially or Not Met	<p>2022-23 and 2023-24 comparison data for graduation and A-G rates by ethnicity and for ELs and special education was provided. The data shows that during the 22-23 school year that 71% of our EL population was off-track for A-G. During the 23-24 school year, 72% were off track. Although the percent of those who were on track increased, the rate of those off track increased. Therefore, this goal was not met.</p> <p>2023-24 and 2024-25 comparison data for attendance and chronic absenteeism by ethnicity and for ELs and special education was provided. Based on the data, the EL population shows decreases after August and until June; the chronic absenteeism percentage was 26.1% last year and is currently 20%. Although the percentage has decreased significantly, it did not meet the goal of 16.8%. Therefore, this goal was not met.</p>	<p>1. We will hire bilingual peer tutors and provide reminders to students and families that this resource is available.</p> <p>2. Our Intervention Coordinator will work with our ELL TOSA and community worker to check-in about student ABC rates and attendance reports, supporting teachers whose students are off-track for graduation.</p>
Culture/Climate	<p>1) We will focus on using funding for sharing the CORE survey data and providing support for collaboration with our schoolwide PD to focus on creating an action plan to support especially our student to student respect on</p>	Goal Partially or Not Met	<p>1. Based on the results from the CORE survey for sense of belonging and cultural awareness and action, EL students ratings decreased by 4% and students with disabilities decreased by 1%. African American and Hispanic</p>	<p>1. We will use CORE and Pulse survey data and provide support for collaboration with our schoolwide PD focused on increasing student sense of belonging, student identity, and cultural awareness and action. Student and staff focus groups are being conducted in January through March 2025 to</p>

campus. We will also focus on supporting our pathways with using funding Linked Learning field trips to support a sense of belonging with the students and teachers in the pathway.

students remained the same. Overall, the school connectedness rates increased 1% since last year. Therefore, this goal was not met.

2. Based on the suspension data provided, African American students' suspension rate was 12.3% in 2023-24. To date, the suspension rate is 4%. The suspension rate for homeless/foster youth was 11% in 2023-24. To date, the suspension rate is 8%. The suspension rate for multilingual students was 20% in 2023-24. To date, the suspension rate is 43%. For Hispanic students, the suspension rate was 8% in 2023-24 and currently at 9%. For students with disabilities, the rate was 10% in 2023-24 and to date, it is at 25%. Therefore, this goal was not met.

3. Based on the chronic absenteeism data provided which included attendance rate by month and ethnicity, attendance rates by subgroups, chronic absenteeism for all high school sites and for each grade level for the 23-24 school year, the rate of chronic absenteeism for African American students decreased from 19.1% to 13.4%; meeting the goal. To date, the rate of chronic absenteeism for students with disabilities decreased

survey sense of belonging, student identity, and overall school culture.

2. In order to support our suspension rates, we have implemented optional Restorative Justice training to all staff once a month. We have also implemented reentry conferences for students returning from suspension. The administrators and dean also meet weekly to discuss disciplinary incidents and calibrate our responses.

3. Our bilingual community worker will team with the Assistant Principal supporting attendance to continue hosting meetings to inform families about the importance of school attendance, such as ELAC. They will also collaborate with our intervention coordinator and teachers to monitor the attendance of our student subgroups (Black/African American, Hispanic, ELs, Students with Disabilities, and Homeless/Foster Youth) and set-up meetings with families as needed. We recommend adding a new part-time classified position (Student Engagement Specialist) to mentor and support students who are not connected to the classroom or school.

		<p>from 22.1% to 17.5%, also nearly meeting the goal. To date, the rate of chronic absenteeism for multilingual students decreased from 27% to 20.4%, meeting this goal. Our homeless and foster youth went from 28.4% to 20% and 30% to 50%, respectively. The goal is also partially met.</p> <p>Finally, the chronic absenteeism rate for our Hispanic students decreased from 17.7% to 12.3%; this has continued to decrease from 22-23 when it was 21.6%. The gap remains consistent with the overall student population at 11%.</p>	
--	--	---	--

Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
<p>Millikan High School has determined a need for a 85% Instructional Assistant Computer Resources. This Instructional Assistant Computer Resources will facilitate the use and maintenance of the two Common Core Labs, one regular Lab, One Science Lab and manage all of the Chrome carts. The Instructional Assistant Computer Resources will perform light repairs, make sure that the labs are in working order and schedule teacher/class visits to the various labs. This Instructional Assistant Computer Resources will help the teachers deliver curriculum when needed due to his or her superior knowlege of software and hardware. This Instructional Assistant Computer Resources will also facilitate large format standardized testing. (IN 1)</p>	Limited or no impact	Limited or no impact	Limited or no impact	Limited or no impact
<p>Millikan will hire a Teacher on Special Assignment for one period to provide support and intervention for English Language Learners. This person will translate for parents and staff in IEP meetings, in phone conference and parent/teacher conferences. He/she will also work with families to improve student attendance for students with chronic absenteeism. (IN 2)</p>	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
<p>Master Schedule Development for 2023-24 Support from a Data Technician with expertise in the master schedule support. The classified person will support certificated staff members with technical skills to develop a master schedule that meets the needs of students while allowing for each Linked Learning Pathway to offer a course of study aligned to their industry and allow for relative purity of classes for each Pathway. The Data Tech will assist with the technical pieces during the process including inputting seat counts for balancing. (IN 3)</p>	Limited or no impact	Limited or no impact	Limited or no impact	Limited or no impact

<p>Pathway and Content Professional Development, Planning, and Collaboration: Certificated Staff will meet in Pathway teams to plan activities, action plans, and integrated/interdisciplinary projects. Each Pathway team's work focuses on carrying out Linked Learning outcomes that will move the Pathways to certification. Content teams will meet throughout the year to collaborate ways to implement LBUSD Understandings. Each approved team will either meet after school, on Saturdays, or will receive release time during the school day for collaboration time as appropriate. Some teams, when appropriate, will have several team members attend conferences that are aligned to the school focus areas or team focus areas as a way to help the team implement their action plan. (PD 1)</p>	<p>Limited or no impact</p>	<p>Limited or no impact</p>	<p>Limited or no impact</p>	<p>Limited or no impact</p>
--	-----------------------------	-----------------------------	-----------------------------	-----------------------------

Accountability Measure 1: Increase Achievement

Core Program - English Language Arts		
Curriculum/Instruction	Assessments	Resources/Materials
<p>Students pursue a balanced, integrated literacy program of literature and language study to promote academic discourse. In literature, students develop strategies to construct meaning and interact thoughtfully with all genres of literature and nonfiction texts. Language production (in both speech and written response) becomes an extension of experiences developed through reading literary and nonfiction works. Students also receive instruction in the conventions of written language, effective oral communication, and research techniques.</p> <p>Reading activities are based on contemporary themes in literature and non-fiction selections to provide for an ever-changing and highly motivational curriculum.</p> <p>LBUSD offers the Expository Reading and Writing Course (ERWC) to prepare college-bound seniors for the literacy demands of higher education. Through a sequence of fourteen rigorous instructional modules, students in this</p>	<p>Interim Assessments End of learning assessments to demonstrate competency in comprehension, analysis, synthesis, evaluation, etc. These tasks are primarily unassisted student assessments. Some examples include the following:</p> <ul style="list-style-type: none"> • Interim district assessment • Unit tests • Portfolios <p>Reading & Writing Tasks: Making Meaning, Language Development, and Effective Expression Writing Tasks These tasks provide students with opportunities to “attempt” or “discover” multiple strategies in their learning of new or reviewed skills. This process allows for multiple submissions to master the learning without penalty. These are primarily teacher guided or collaborative tasks that may</p>	<p>My Perspectives, 2017, Pearson</p>

yearlong, rhetoric-based course develop advanced proficiency in expository, analytical, and argumentative reading and writing. The cornerstone of the course—the assignment template—presents a process for helping students read, comprehend, and respond to nonfiction and literary texts. Modules also provide instruction in research methods and documentation conventions. Students will be expected to increase their awareness of the rhetorical strategies employed by authors and to apply those strategies in their own writing. Students who take this course by CSU ERWC Certified Teacher and who receive a grade of “C” or better in the course will be deemed ready for college level coursework in English by the CSU. ERWC meets the CSU English proficiency exam requirement.

Please see the full catalog of high school courses at: <https://resources.finalsite.net/images/v1713982731/lbusdk12caus/l70nxrvuswyezynk2e7i/HS-Course-Selection-Guide.pdf>

include scaffolded supports. Some examples include the following:

- Unit and section introduction tasks: section overview activities, Launch Text activities
- Making Meaning tasks: First Read & Close Read guides, comprehension check, research to clarify and/or explore, close read the text, analyze the text, analyze craft and structure
- Language Development tasks: concept vocabulary, word study, conventions, author’s style
- Preparation for performance assessments, Unit reflections, evidence logs, word networks
- Short constructed response, Cornell notes, double entry journals, journal quick writes

Formative Assessments/Quizzes

These assessments allow teachers and students to collect the best possible evidence about where students are in the learning process, and teachers use this information to decide what to do next.

These are quick assessments to check for understanding of the content and skills taught so far. These mini assessments can be oral, multiple choice, short answer, essay format, or visual. They can be graded or not. Some examples include the following:

- Brief quizzes and general comprehension checks
- Thinking Maps
- Selection Tests

Homework

This independent practice reinforces or extends the instruction or learning done in class. Teachers use the data to determine areas of focus for student

intervention (reteach) and/or acceleration (move on). The work should be checked for completion, but not graded for mastery: it is practice in a skill.

Core Program - Writing

Curriculum/Instruction	Assessments	Resources/Materials
<p>Students engage in a variety of academic and creative writing tasks which connect both literature and nonfiction to their life experiences. Students use writing process activities in a variety of genres; argumentative, expository, narrative, reflective and literary analysis of texts, and research or inquiry. Students also receive instruction in the conventions of written language and effective oral communication. Students read and respond to historically and/or culturally significant works of non-fiction texts tracing.</p> <p>Students are provided a concentrated study of the writing process, essay genres, close reading of fiction and non-fiction, research skills and correctness. Writing activities are based on contemporary themes in literature and non-fiction selections to provide for an ever changing and highly motivational curriculum. Students use technology to support production of text, correctness, and research reading and writing</p> <p>LBUSD offers the Expository Reading and Writing Course (ERWC) to prepare college-bound seniors for the literacy demands of higher education. Through a sequence of fourteen rigorous instructional modules, students in this yearlong, rhetoric-based course develop advanced proficiency in expository, analytical, and argumentative reading and writing. The cornerstone of the course—the</p>	<p>Interim Assessments End of learning assessments to demonstrate competency in comprehension, analysis, synthesis, evaluation, etc. These tasks are primarily unassisted student assessments. Some examples include the following:</p> <ul style="list-style-type: none"> • Interim district assessment • Unit tests • Portfolios <p>Reading & Writing Tasks: Making Meaning, Language Development, and Effective Expression Writing Tasks These tasks provide students with opportunities to “attempt” or “discover” multiple strategies in their learning of new or reviewed skills. This process allows for multiple submissions to master the learning without penalty. These are primarily teacher guided or collaborative tasks that may include scaffolded supports. Some examples include the following:</p> <ul style="list-style-type: none"> • Performance Task: Writing Focus (teacher-guided process essay), including prewrites, Thinking Maps, Flee Maps, drafts, peer feedback, etc. • Effective Expression Writing Tasks: writing to sources, writing to compare, quick writes, summaries, Write Now tasks 	<p>My Perspectives, 2017, Pearson</p>

assignment template—presents a process for helping students read, comprehend, and respond to nonfiction and literary texts. Modules also provide instruction in research methods and documentation conventions. Students will be expected to increase their awareness of the rhetorical strategies employed by authors and to apply those strategies in their own writing. Students who take this course by CSU ERWC Certified Teacher and who receive a grade of “C” or better in the course will be deemed ready for college level coursework in English by the CSU. ERWC meets the CSU English proficiency exam requirement.

Please see the full catalog of high school courses at: <https://resources.finalsite.net/images/v1713982731/lbusdk12caus/l70nxrvuswyzynk2e7i/HS-Course-Selection-Guide.pdf>

- Short constructed response, Cornell notes, double entry journals, journal quick writes
- Teacher modeled writing lesson activities

Language Production through Speaking & Listening Tasks:

- Preparation and participation in effective collaborative conversations that are built around important content ensures that students may show competency in contributing appropriately and analyzing and synthesizing a multitude of ideas from a variety of sources. Some examples include the following:
- Performance Task: Speaking and Listening Focus (small group presentation)
 - Effective Expression Speaking & Listening tasks
 - Everyday classroom participation, active participation activities, collaborative conversations, Socratic seminars, peer feedback and critiques, reader's theater, choral response, recitations

Core Program - Math

Curriculum/Instruction	Assessments	Resources/Materials
<p>The Common Core State Standards Scope and Sequence documents provide a comprehensive “blueprint” for strategically sequencing and operationalizing the grade-level/course standards in Mathematics. For high school, the core program includes Algebra 1, Geometry, Algebra 2 and Precalculus.</p> <p>Algebra 1 The fundamental purpose of the Algebra 1 course is to formalize and extend the mathematics that students</p>	<p>Formative Assessment Lessons embedded into each Unit of Instruction</p> <p>End of Unit Assessment embedded into each Unit of Instruction</p> <p>First Semester Final End of Course (EOC) Assessment (Algebra AB, CD, Algebra 1, Geometry, Algebra 2, Precalculus)</p>	<p>Algebra: Big Ideas Math Algebra 1, Big Ideas Learning, 2015</p> <p>Geometry: Big Ideas Math Geometry, Big Ideas Learning, 2015</p> <p>Algebra 2: Big Ideas Math Algebra 2, Big Ideas Learning, 2015</p> <p>Precalculus: Precalculus, McGraw Hill, 2014</p>

learned in the middle grades. This course includes standards from the conceptual categories of Number and Quantity, Algebra, Functions, and Statistics and Probability. Successful completion of Algebra 1, or an equivalent sequence, is a graduation requirement. Instructional time focuses on four critical areas: (1) deepen and extend understanding of linear and exponential relationships; (2) contrast linear and exponential relationships with each other and engage in methods for analyzing, solving, and using quadratic functions; (3) extend the laws of exponents to square and cube roots; and (4) apply linear models to data that exhibit a linear trend.

Intensified Algebra I is offered to a small group of approximately 30 students at selected sites. Intensified Algebra I is a comprehensive, two-period course that is designed to help students who are one to three years behind in mathematics re-engage as motivated learners and succeed in Algebra I within a single academic year. Students are enrolled in a double block of Algebra which is supplemented with mindset activities and a hands-on approach to help students gain confidence and competence in Algebra.

Geometry

The fundamental purpose of the Geometry course is to formalize and extend students' geometric experiences from the middle grades. This course includes standards from the Geometry conceptual category. In this Geometry course, students explore more complex geometric situations and deepen their explanations of geometric relationships, presenting and hearing formal mathematical arguments. Instructional time focuses on five critical areas: (1) establish criteria for congruence of triangles based on rigid

SBAC Summative Assessment (Grade 11)

Khan Academy offers the teachers a way to get assessment data and differentiate instruction based on student needs. It is being used in many classrooms for class activities, homework, and assessment.

Khan Academy

motions; (2) establish criteria for similarity of triangles based on dilation and proportional reasoning; (3) informally develop explanations of circumference, area, and volume formulas; (4) apply the Pythagorean Theorem to the coordinate plane; and (5) prove basic geometric theorems.

Algebra 2

Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include logarithmic, polynomial, rational, and radical functions in the Algebra 2 course. This course includes standards from the conceptual categories of Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. Students work closely with the expressions that define the functions, competently manipulate algebraic expressions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. Instructional time focuses on four critical areas: (1) relate arithmetic of rational expressions to arithmetic of rational numbers; (2) expand understandings of functions and graphing to include trigonometric functions; (3) synthesize and generalize functions and extend understanding of exponential functions to logarithmic functions; and (4) relate data display and summary statistics to probability and explore a variety of data collection methods.

Precalculus

Precalculus combines the trigonometric, geometric, and algebraic techniques needed to prepare students for the study of calculus, and strengthens students' conceptual understanding of problems and mathematical reasoning in

solving problems. Instructional time focuses on four critical areas: (1) extend work with complex numbers; (2) expand understanding of logarithms and exponential functions; (3) use characteristics of polynomial and rational functions to sketch graphs of those functions; and (4) perform operations with vectors. Precalculus is not a required course for A-G completion. See additional 4th year options below.

4th Year Options

To meet the four year math requirement and to provide access to upper level math classes, some schools offer additional math electives, which may include:

- Introduction to Applied Math (not A-G)
- Intro to Data Science (IDS)
- Functions, Statistics & Trigonometry (FST)
- Finite Math
- AP Statistics
- AP Calculus (AB or BC)

For other math offerings and the full catalog of high school courses, please visit:
<https://resources.finalsite.net/images/v1713982731/lbusdk12caus/l70nxrvuswyezynk2e7i/HS-Course-Selection-Guide.pdf>

Interventions						
Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring

<p>A graduation and attendance gap exists for EL students. D/F Rate 30, Attendance/Chronic Absenteeism Rate 70</p>	<p>Monitor chronic absenteeism list and provide support primarily for EL students and their families; contact parents of students with attendance plan of action (e.g. SaturdaySchool referral, SART/SARB resolution). Contact the families of students with 2+ absences the previous week to check in and provide support. Translate written materials from English to second language for distribution; serve as an interpreter for phone calls, parent conferences, and other site meetings. Provide information, explain and refer parents to appropriate community services, local agencies and District resources; assist parents with</p>	<p>English Learners</p>	<p>LCFF \$57,932 School Community Worker .6 FTE - LCFF 100%</p>	<p>08/25/2024 - 06/30/2025 Daily</p>	<p>EL TOSA and Assistant Principal (Attendance)</p>	<p>Attendance Tier I - III Tracking Logs Weekly chronic absenteeism data Home Visits D/F Rate 30, Attendance/Chronic Absenteeism Rate 70</p>
--	--	-------------------------	---	--------------------------------------	---	--

<p>completing forms and documents; complete related records and reports. Conduct home visits and contact parents by telephone to acquire information and discuss issues such as absenteeism, illnesses, behavior issues and other matters; verify home addresses; report findings and possible solutions to site administrators; schedule parent conferences with school personnel.</p>					
---	--	--	--	--	--

Parents whose home language is Spanish Chronic Absenteeism for identified target groups/students. Attendance/Chronic Absenteeism Rate 100	Millikan will hire a Teacher on Special Assignment for one period to provide support and intervention for English Language Learners. This person will translate for parents and staff in IEP meetings, in phone conference and parent/teacher conferences. He/she will also work with families to improve student attendance for students with chronic absenteeism.	Targeted Parents, English Learners	LCFF \$30,324 Teacher on Special Assignment (TOSA) .17 FTE - LCFF 100%	08/25/2024 - 06/30/2025 Daily	Assistant Principal/Principal	Activity Logs Attendance Data Attendance/Chronic Absenteeism Rate 100
---	---	------------------------------------	---	-------------------------------	-------------------------------	---

Program Description for Transitions		
Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition
		<p>The staff and administration provide the freshman orientation the week before school begins. There is a presentation for students and parents to attend that reviews all of the regular orientation topics. In addition, it lets students know where the wellness center is and how to find the Millikan Interactive Flyer to access outside resources when needed.</p> <p>We begin each year with the first week of school, called "Smart Start." This is where</p>

		<p>each content area course provides SEL lessons to our students, welcoming them to the school/grade. In addition to the school orientation, the freshman counselor comes into their CTE Classes during the first week of school to give them access to critical information they will need for the year. They walk them through their Canvas tile and include courses that they will be taking throughout their experience at Millikan. They help them understand the timeline for everything they need during the first semester. They return at the beginning of the second semester to let them know about courses they can choose from for next year.</p> <p>We also have a Wellness Center where students may seek counseling and other necessary services or resources and the college and career center and library that all 9th graders visit with their teacher and view a presentation to be sure they are aware of the resources on campus to be successful and supported.</p>
--	--	--

Accountability Measure 2: Organizational Climate

Organizational Climate

Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Progress Monitoring for Assessing Effectiveness
--------------------	---------------------	-----------------------	------------	-----------	---

No supplemental budgeted items have been approved.

Accountability Measure 3: Professional Development

Professional Development

Identified Need(s)	Planned Staff Development	Funding Source & Cost	Dates/Hours of Training Session	Personnel	Tools Used for Monitoring Implementation & Effectiveness
<p>Millikan staff has identified additional time is needed to implement their action plans as well as monitor progress Core Curriculum 100</p>	<p>Pathway and Content Professional Development, Planning, and Collaboration: Certificated Staff will meet in Pathway teams to plan activities, action plans, and integrated/interdisciplinary projects. Each Pathway team's work focuses on carrying out Linked Learning outcomes that will move the Pathways to certification. Content teams will meet throughout the year to collaborate ways to implement LBUSD Understandings. Each approved team will either meet after school, on Saturdays, or will receive release time during the school day for collaboration time as appropriate. Some teams, when appropriate, will have several team members attend conferences that are aligned to the school focus areas or team focus areas as a way to help the team implement their action plan.</p>	<p>LCFF \$35,335 Teacher Hourly Extra Comp (63) for 6 hours annually - LCFF 100%</p>	<p>07/01/2024 - 06/30/2025 Quarterly</p>	<p>Principal/Assistant Principal Department Heads Pathway Leads</p>	<p>Professional Development Proposal Plan will be submitted to the Principal before each session and will require each team leader to submit an agenda, minute and/or evidence of the work completed.</p>

Describe Teacher Involvement

Accountability Measure 4: Parent & Community

Parent and Community Involvement					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Method for Assessing Effectiveness

No supplemental budgeted items have been approved.

School Budget for Categorical Programs

The following site budget represents programs funded through the Consolidated Application. This Budget summary lists the funds that are to be consolidated as part of a schoolwide program. The SPSA’s budgeted activities have been approved by the School Site Council and are in compliance with program regulations.

Federal Programs (to Consolidate)	Allocation
Title I (3010)	0
Title I Parent and Family Involvement (3008)	0

The following amounts are the school's share of Title I required and allowed reservations:

Share	Services	Amount
Administrative Share	Services provided to sites as part of Title I program leadership: EEP and Early Childhood Education; Additional reservation for Parent Involvement (over 1% requirement); Homeless Education; Reading Intervention/Private Schools; Research LROIX Development.	NA
Centralized Services Share	Counselors, Family Resource Centers, Facilitators, Travel/Conferences, APEX Online, Youth Orchestra Travel/Conferences, CORE	NA

State Programs *	Allocation
LCFF	162820

* It is understood that LCFF funding is district-directed; however, in the spirit of effective stakeholder engagement and transparency, LBUSD has included LCFF activities in the SPSA.

Midyear Adjustments:

The state projects amounts districts receive in Title I and other resources, sometimes making mid-year adjustments to the allotments as a result of the Consolidated Application. While there is often no difference in site allocations, LBUSD will notify affected principals who will announce any adjustment to the SSC.

Title I Reservations

Title I Reservations are used for required or Board-approved services. These reservations are made prior to allocations to sites and designed to provide central services to underserved, underperforming, and/or Title I schools. Listed programs and services are budgeted for the school year and may be slightly altered depending on need and budget adjustments.

Administrative Share & Reservations Title I Program Administration

Parent Involvement (additional funds beyond the required 1%)

Parent University Staff to help families understand & access information, as well as become a true partner in education. In addition to providing parent trainings, staff works with parent engagement events, such as Education Celebration. Multilingual staff helps support parent engagement activities as well as personalizes information for non-English speaking families.

Homeless Education

Provides homeless students and families with supplies (uniforms, basic needs), social service referrals, transportation, and counseling.

Research/TISB LROIX Development

LROIX is LBUSD's data hub to help schools access pertinent, focused, live data; formulate needs assessments; and create effective interventions. The reservation provides personnel to maintain and develop the complex system.

Program Administration and Personnel to provide leadership:

- Curriculum Instruction and Professional Development (OCIPD): DELAC and EL services
- Early Learning (CDC, Educare, Head Start) - early childhood education, personnel including pre-K teachers of subsidized programs, office assistants
- Equity Engagement and Partnerships (EEP) - parent workshops and community engagement
- State and Federal Programs (SFP): state and federal supplemental programs

Centralized Services

Family Resource Centers

Services to address students' social, emotional, and behavioral needs at 32 schools, including short-term counseling. The centers work with families to connect them to community resources, school-based services and parent education workshops.

Youth Orchestra

Students receive music opportunities with string instruments and instruction from professional music performers on weekends.

Assistance to Schools**Counselors**

Addresses student well-being, provides and coordinates various mental health supports, and collaborates with the site team to promote academic, behavioral or social-emotional development.

Facilitators

Assists in site engagement and compliance tasks to improve communication, build and strengthen community partnerships, and address goals to improve student achievement.

Travel/Conferences

Enables staff to develop requisite knowledge about programs they lead.

CORE

The CA Office to Reform Education is a partnership of large CA urban school districts. Part of the CORE collaborative is data sharing and accountability, including the CORE surveys of parents, staff and students in grades 4-12 on a range of school climate indicators.

APEX Online

APEX Learning program is a computerized independent learning program, coupled with teacher-directed instruction designed to assist students to address gaps in knowledge.

Foster Youth Transportation

Transportation services for foster youth districtwide, contracted with Los Angeles County Department of Health

Technology

Supplemental technology support and devices to school sites

School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	Stacie Alexander	
Staff	Classroom Teacher	Maricela Baldwin	06-01-2025
Staff	Classroom Teacher	Andrew Lewis	06-01-2025
Staff	Classroom Teacher	Gray Lange III	06-01-2026
Staff	Classroom Teacher	Ysamar Barboza	06-01-2026
Staff	Other School Personnel	Kevin Butcher	06-01-2026
Community	Parent/Community Member	█ Tinsley	06-01-2025
Community	Parent/Community Member	█ Mansell	06-01-2025
Community	Parent/Community Member	█ Tatum	06-01-2025
Community	Student	K █	06-01-2025
Community	Student	L █	06-01-2025
Community	Student	S █	06-01-2026

English Learner Advisory Committee Membership

The following are members of the English Learner Advisory Committee, who duly advised and made recommendations to the School Site Council on the school's program, goals, and objectives for English learners.

Position	Representing	Name
Chair	Parent of EL Student (required)	██████ Valencia
DELAC Representative	Parent of EL Student (required)	██████ Urena
Principal or Designee	Staff Member (required)	Daniel Yu
Secretary	Parent of EL Student (required)	██████████ Guzman

Name	Representing
██████ Miguel	Parent of EL Student

ELAC Recommendations

Pursuant to Education Code, Section 52176, the school’s English Learner Advisory Committee (ELAC) conducted a needs assessment as it pertains to English Learner (EL) students and presented the following recommendations about programs and services that will assist EL students to achieve standards.

Question	Answer
1. Does the school have more than 20 EL students enrolled?	Y
2. At which ELAC meeting did ELAC approve its Recommendations?	10/08/2024
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	Expand the ELL TOSA position 100% Additional hourly (90 hours) tutoring for small groups to focus on academic language(speaking/writing/listening/reading skills; testing strategies) Expand the bilingual community worker position to 100% Maintain Saturday School bilingual support, bilingual tutoring support for EL afterschool, and professional development opportunities for teachers.
4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	EL Student Grades RFEP Student Grades CELDT/ELPAC Results Reclassification Data Language Census Data EL Attendance Rates Other: I-ready ELA
5. At which SSC meeting were the ELAC recommendations presented? Ensure the SSC Agenda and Minutes list the receipt of the ELAC Recommendations	11/20/2024

6. What was SSC's response to ELAC recommendations?	SSC is planning on communicating the need for the EL TOSA to continue to support and collaborate with the EL Coordinator and community worker and to approve funding for small group tutoring and workbooks to be used during Saturday school that provide literacy support.
---	--

Assurances & Approval

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the Consolidated Application, pursuant to California Education Code, Section 64001 and the federal Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA). The SPSA's purpose is to increase the overall effectiveness of the school program by crafting a site strategic plan that maximizes the resources available to the school. The School Site Council (SSC) is required to analyze data as part of a needs assessment, develop the SPSA, which approves programs and services in support of an annual budget to promote student achievement, pursuant to California Education Code, Sections 52853 and 52855. SSC's approach to the utilization of federal resources to support underserved, underachieving students by providing interventions that are aligned with the school and district goals and promote continuous improvement.

Assurances:

1. School Site Council received recommendations from ELAC at the following SSC meeting(s): 11/20/2024
2. The SSC approved the **Home-School Compact** on 11/20/2024
3. The SSC approved the **Parent Involvement Guidelines** on 09/25/2024
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): ,
5. SSC Participated in the Annual Evaluation of SPSA:12/18/2024
6. The SPSA was approved at the following SSC Meeting: 12/18/2024

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____

Printed Name: _____ Date: _____

SSC Chair: _____

Printed Name: _____ Date: _____

ELAC Chair: _____

Printed Name: _____ Date: _____



Robert A. Millikan High School
2800 Snowden Ave.
Long Beach, CA 90815
(562) 425-7441 Phone
(562) 425-1151 Fax

Millikan High School Home School Compact: 2024-25

*These guidelines should be followed in a virtual setting as applicable

As the **PRINCIPAL**, I will:

- Demonstrate professional behavior and a positive attitude
- Listen to the concerns of parents, students and staff members
- Maintain only the highest of expectations for students, staff, and parents
- Be fair and show respect to all students, staff members, families and visitors
- Make decisions keeping in mind the best interests of all students while centering the needs of youth who are marginalized
- Provide an environment that is safe, civil and conducive to learning
- Commit to training staff members in ways to respond to bias and foster equity in school procedures
- Foster high quality curriculum and instruction with a culturally responsive lens
- Meet with other schools and administrators in order to provide best practices for our school

As the **TEACHER**, I will:

- Demonstrate the belief that each student can learn and grow to their full potential
- Be fair, show respect and have a positive attitude with all students, staff members, families and visitors
- Come to class prepared to teach and implement high quality curriculum that is culturally responsive
- Provide an environment conducive to the learning needs of all students
- Enforce school and classroom policies fairly and consistently including appropriate responses to bias
- Maintain an open line of communication with students and parents through multiple avenues including email and phone calls
- Encourage parental involvement in school activities
- Model professional behavior and a positive attitude on the MHS campus and in the Long Beach community
- Use technology to communicate academic progress

As the **PARENT/GUARDIAN**, I will:

- Commit to ensuring that my student attends school regularly and adheres to the attendance policy.
- Ensure that my student arrives at school prepared and ready to learn in proper dress code.
- Model and encourage my student to be respectful
- Provide an environment that encourages my student to learn and achieve college and career readiness
- Talk with my student about their daily activities
- Maintain an open line of communication with my student's teachers, counselors, and other staff members
- Support and encourage positive behavior and high expectations at school, including extra-curricular activities
- Monitor my student's use of technology, such as social media, video games, television, phone, computer
- Become actively involved in my student's school activities, such as Back to School Night & Open House
- Use available technology to monitor my student's academic progress
- Seek assistance from school staff if there are challenges related to the education of my student

As the **STUDENT**, I will:

- Come to school regularly and attend all classes on time every day
- Be prepared and ready to learn in proper school dress code

- Have a positive attitude in the classroom, with my classmates and teachers and expect that my classmates and teachers will have a positive attitude with me
- Work cooperatively with others
- Show respect for teachers, students, staff, visitors, and myself
- Share with school staff when I face bias including hate speech or other actions of discrimination
- Follow all classroom, school and bus (if applicable) rules, expectations and procedures
- Maintain an open line of communication with my parents, teachers, and staff regarding my academic, physical and emotional well being
- Seek support from school staff and family when I am facing harassment, abuse and bullying
- Treat school property (books, technology, etc.) and the Long Beach community with respect
- Use technology to monitor my academic progress
- Seek assistance from school staff if there are challenges involved with these expectations

As **STAFF**, I will:

- Make decisions in the best interests of all students, especially students who have been historically marginalized and underrepresented in decision-making.
- Be fair and show respect to all students, staff members, families and visitors
- Demonstrate professional behavior and show a positive attitude
- Support teachers and other educators

As the **COUNSELOR**, I will:

- Maintain open lines of communication via phone and email with students, parents, and teachers.
- Be fair and show respect to all students, staff members, families and visitors
- Make pathways to mental health and wellness referrals accessible to all families
- Demonstrate professional behavior and show a positive attitude
- Make decisions keeping in mind the best interests of the students
- Support students' mental health and well-being so they can learn and grow to their full potential

2024-25, Approved by SSC at November 20, 2024, meeting

Student

Principal

Parent

On File

Teacher

On File

Staff

On File

Counselor



Robert A. Millikan High School
2800 Snowden Ave.
Long Beach, CA 90815
(562) 425-7441 Teléfono
(562) 425-1151 Fax

Compacto Escolar de Millikan High School Compacto Escolar: 2024-25

*Estas pautas deben seguirse en un entorno virtual según corresponda

Como DIRECTOR, yo:

- Demostraré un comportamiento profesional y una actitud positiva
- Escucharé las preocupaciones de padres, estudiantes y miembros del personal
- Mantendré las expectativas más altas para estudiantes, personal y padres
- Seré justo y mostraré respeto a todos los estudiantes, miembros del personal, familias y visitantes
- Tomaré decisiones teniendo en cuenta el mejor interés de todos los estudiantes, centrándome en las necesidades de los jóvenes marginados
- Proporcionaré un entorno seguro, civil y propicio para el aprendizaje
- Me comprometeré a capacitar al personal en formas de responder a los prejuicios y fomentar la equidad en los procedimientos escolares
- Fomentaré un plan de estudios e instrucción de alta calidad con una perspectiva culturalmente receptiva
- Me reuniré con otras escuelas y administradores para proporcionar mejores prácticas para nuestra escuela

Como MAESTRO, yo:

- Demostraré la creencia de que cada estudiante puede aprender y desarrollarse hasta su máximo potencial
- Seré justo, mostraré respeto y tendré una actitud positiva con todos los estudiantes, miembros del personal, familias y visitantes
- Vendré a clase preparado para enseñar e implementar un plan de estudios de alta calidad que sea culturalmente receptivo
- Proporcionaré un entorno propicio para las necesidades de aprendizaje de todos los estudiantes
- Aplicaré las políticas escolares y de clase de manera justa y coherente, incluidas las respuestas apropiadas a los prejuicios
- Mantendré una línea de comunicación abierta con estudiantes y padres a través de múltiples vías, incluidos correo electrónico y llamadas telefónicas
- Fomentaré la participación de los padres en las actividades escolares
- Modelaré un comportamiento profesional y una actitud positiva en el campus de MHS y en la comunidad de Long Beach
- Usaré la tecnología para comunicar el progreso académico

Como PADRE/TUTOR, yo:

- Me comprometeré a asegurar que mi estudiante asista a la escuela regularmente y cumpla con la póliza de asistencia
- Garantizaré que mi estudiante llegue a la escuela preparado y listo para aprender con el código de vestimenta adecuado
- Modelaré y animaré a mi estudiante a ser respetuoso
- Proporcionaré un entorno que fomente el aprendizaje y el logro de mi estudiante en preparación para la universidad y la carrera
- Hablaré con mi estudiante sobre sus actividades diarias
- Mantendré una línea de comunicación abierta con los maestros, consejeros y otros miembros del personal de mi estudiante
- Apoyaré y fomentaré un comportamiento positivo y altas expectativas en la escuela, incluidas las actividades extracurriculares
- Monitoreré el uso de tecnología de mi estudiante, como redes sociales, videojuegos, televisión, teléfono, computadora
- Me involucraré activamente en las actividades escolares de mi estudiante, como la Noche de Regreso a Clases y Casa Abierta
- Utilizaré la tecnología disponible para monitorear el progreso académico de mi estudiante
- Buscaré ayuda del personal escolar si hay desafíos relacionados con la educación de mi estudiante

Como ESTUDIANTE, yo:

- Vendré a la escuela regularmente y asistiré a todas las clases a tiempo todos los días
- Estaré preparado y listo para aprender con el código de vestimenta escolar adecuado
- Tendré una actitud positiva en el aula, con mis compañeros y maestros, y esperaré que mis compañeros y maestros tengan una actitud positiva conmigo
- Trabajaré de manera cooperativa con otros
- Mostraré respeto por maestros, estudiantes, personal, visitantes y por mí mismo
- Compartiré con el personal escolar cuando enfrente prejuicios, incluidos discursos de odio u otras acciones de discriminación
- Seguiré todas las reglas, expectativas y procedimientos del aula, la escuela y el autobús (si corresponde)
- Mantendré una línea de comunicación abierta con mis padres, maestros y personal sobre mi bienestar académico, físico y emocional
- Buscaré apoyo del personal escolar y mi familia cuando enfrente acoso, abuso y bullying
- Trataré la propiedad escolar (libros, tecnología, etc.) y la comunidad de Long Beach con respeto
- Usaré la tecnología para monitorear mi progreso académico
- Buscaré ayuda del personal escolar si hay desafíos relacionados con estas expectativas

Como PERSONAL, yo:

- Tomaré decisiones en el mejor interés de todos los estudiantes, especialmente de aquellos que históricamente han sido marginados y subrepresentados en la toma de decisiones
- Seré justo y mostraré respeto a todos los estudiantes, miembros del personal, familias y visitantes
- Demostraré un comportamiento profesional y mostraré una actitud positiva
- Apoyaré a los maestros y otros educadores

Como CONSEJERO, yo:

- Mantendré líneas de comunicación abiertas por teléfono y correo electrónico con estudiantes, padres y maestros
- Seré justo y mostraré respeto a todos los estudiantes, miembros del personal, familias y visitantes
- Haré que las rutas para derivaciones de salud mental y bienestar sean accesibles para todas las familias
- Demostraré un comportamiento profesional y mostraré una actitud positiva
- Tomaré decisiones teniendo en cuenta el mejor interés de los estudiantes
- Apoyaré la salud mental y el bienestar de los estudiantes para que puedan aprender y desarrollarse hasta su máximo potencial

2024-25, Aprobado por SSC en la reunión del 20 de noviembre de 2024

Estudiante

Director

Padre

En Archivo

Maestro

En Archivo

Personal

En Archivo

Consejero



វិទ្យាល័យ Robert A. Millikan
 2800 Snowden Ave.
 Long Beach, CA 90815
 ទូរស័ព្ទ៖ (៥៦២) ៤២៥-៧៤៤១
 ទូរសារ៖ (៥៦២) ៤២៥-១១៥១

វិទ្យាល័យ Millikan

កិច្ចព្រមព្រៀងរវាងអ្នកផ្ទះ និងសាលារៀន៖ ឆ្នាំសិក្សា ២០២៤-២៥

*សេចក្តីណែនាំទាំងនេះ គួរតែធ្វើតាមការរៀបចំតាមអនុញ្ញាត បើអាចធ្វើទៅបាន

ក្នុងនាមជា នាយកសាលា គឺខ្ញុំនឹង៖

- បង្ហាញនូវកិរិយាមារយាទល្អ និងឥរិយាបថល្អ
- ស្តាប់អំពីក្តីកង្វល់របស់មាតាបិតា សិស្សានុសិស្ស និងបុគ្គលិកសិក្សា
- រក្សានូវការរំពឹងទុកខ្ពស់សម្រាប់ សិស្សានុសិស្ស បុគ្គលិក និងមាតាបិតា
- ត្រូវមានយុត្តិធម៌ និងបង្ហាញក្តីគោរពចំពោះសិស្សានុសិស្ស បុគ្គលិកសិក្សា ក្រុមគ្រួសារ និងភ្ញៀវ ទាំងអស់គ្នា
- ធ្វើការសម្រេចចិត្តដោយទុកក្នុងចិត្តនូវ ផលប្រយោជន៍ដ៏ល្អបំផុតរបស់សិស្សានុសិស្សទាំងអស់ ខណៈពេលដែលផ្ដោតចិត្តលើសេចក្តីត្រូវការរបស់យុវជនដែលខ្វះខាតខ្សោយ
- បង្កើនបរិយាកាសដែលមានសុវត្ថិភាព សុភាពរាបសារ និងអំណោយផលក្នុងការសិក្សា
- ប្តេជ្ញាចិត្តផ្តល់វគ្គបណ្តុះបណ្តាលបុគ្គលិកសិក្សា តាមរបៀបដែលឆ្លើយតបទៅនឹងភាពលំអៀង និងជំរុញឱ្យមានសមធម៌ក្នុងនីតិវិធីរបស់សាលារៀន
- លើកកម្ពស់កម្មវិធីសិក្សានិងមេរៀនដែលមានគុណភាព ជាមួយនឹងកញ្ចប់ដែលឆ្លុះបញ្ចាំងវប្បធម៌
- ជួបប្រជុំជាមួយសាលា និងអ្នកគ្រប់គ្រងផ្សេងៗ ដើម្បីផ្តល់នូវការអនុវត្តល្អៗបំផុត សម្រាប់សាលារបស់យើង

ក្នុងនាមជា គ្រូបង្រៀន គឺខ្ញុំនឹង៖

- បង្ហាញនូវជំនឿថា សិស្សនីមួយៗអាចសិក្សានិងលូតលាស់តាមសក្តានុពលរបស់ខ្លួនទាំងស្រុងបាន
- ត្រូវមានយុត្តិធម៌ គោរពគ្នា និងឥរិយាបថល្អជាមួយសិស្សានុសិស្ស បុគ្គលិកសិក្សា ក្រុមគ្រួសារ និងភ្ញៀវ ទាំងអស់គ្នា
- មកដល់ថ្នាក់រៀន ដោយត្រៀមខ្លួនបង្អាត និងអនុវត្ត កម្មវិធីសិក្សាប្រកបដោយគុណភាពខ្ពស់ ដែលឆ្លើយតបទៅនឹងវប្បធម៌
- ផ្តល់នូវបរិយាកាសដែលអំណោយផលចំពោះតម្រូវការចាំបាច់ក្នុងការសិក្សារបស់សិស្សានុសិស្សទាំងអស់គ្នា
- ពង្រឹងច្បាប់ទម្លាប់នៅសាលា និងនៅថ្នាក់រៀនដោយយុត្តិធម៌ និងបញ្ចូលការឆ្លើយតបដ៏សមរម្យនិងទៀងទាត់ចំពោះភាពលំអៀង
- ទ្រទ្រង់ការប្រាស្រ័យទំនាក់ទំនងដែលទូលំទូលាយជាមួយសិស្សានុសិស្ស និងមាតាបិតាទាំងឡាយ តាមរយៈមធ្យោបាយជាច្រើន ដែលរួមមាន៖ តាមអ៊ីម៉ែល និងហៅតាមទូរសព្ទ ជាដើម
- ជម្រុញឱ្យមានការរួមចំណែករបស់មាតាបិតាក្នុងសកម្មភាពទាំងឡាយនៅសាលា
- បង្ហាញគំរូកិរិយាមារយាទប្រកបដោយវិជ្ជាជីវៈត្រឹមត្រូវ និងឥរិយាបថល្អ នៅតាមបរិវេណ MHS ហើយនិងនៅតាមសហគមន៍នៅឡុងប៊ិច
- ប្រើបច្ចេកវិទ្យា ដើម្បីប្រាស្រ័យទំនាក់ទំនងអំពីការវិវត្តលូតលាស់ក្នុងការសិក្សា

ក្នុងនាមជា មាតាបិតា ឬអាណាព្យាបាល គឺខ្ញុំនឹង៖

- ប្តេជ្ញាចិត្តធានាថា សិស្សរបស់ខ្ញុំទៅរៀនយ៉ាងទៀងទាត់ និងគោរពតាមច្បាប់ទម្លាប់វគ្គមានសិក្សាឱ្យបាន
- ធានាថា សិស្សរបស់ខ្ញុំនឹងទៅដល់សាលា និងត្រៀមដើម្បីសិក្សា ក្នុងសម្លៀកបំពាក់ដែលសមរម្យ
- ធ្វើជាគំរូ និងជម្រុញលើកទឹកចិត្តសិស្សរបស់ខ្ញុំ ឱ្យចេះគោរពគ្នា
- បង្កើនបរិយាកាស ដែលជម្រុញលើកទឹកចិត្តដល់សិស្សរបស់ខ្ញុំ ឱ្យសិក្សា និង សម្រេចការត្រៀមខ្លួនចូលមហាវិទ្យាល័យ និងរៀនយកអាជីពឱ្យបាន
- ជជែកជាមួយសិស្សរបស់ខ្ញុំ អំពីសកម្មភាពរាល់ថ្ងៃរបស់ពួកគាត់
- ទ្រទ្រង់នូវការប្រាស្រ័យទំនាក់ទំនងដែលបើកទូលាយ ជាមួយគ្រូបង្រៀនរបស់សិស្ស អ្នកប្រឹក្សាពិគ្រោះ និងបុគ្គលិកសិក្សាផ្សេងៗ
- ជួយជ្រោមជ្រែង និងជម្រុញឱ្យមានអាកប្បកិរិយាល្អ និង ការរំពឹងទុកខ្ពស់នៅសាលា រួមទាំងសកម្មភាពសិក្សាក្រៅម៉ោងផ្សេងៗផងដែរ
- តាមដានបច្ចេកវិទ្យាដែលសិស្សរបស់ខ្ញុំប្រើ មានដូចជា៖ ប្រព័ន្ធផ្សព្វផ្សាយសង្គម វីដេអូហ្គេម ទូរទស្សន៍ ទូរសព្ទ និងកុំព្យូទ័រ ជាដើម
- ក្លាយជាអ្នកចូលរួមចំណែកយ៉ាងសកម្ម ក្នុងសក្តានុពលសិក្សាផ្សេងៗដែលសិស្សរបស់ខ្ញុំចូលរួម មានដូចជា៖ រាត្រីនៃពិធីត្រឡប់ចូលរៀនវិញ និងការបើកទទួលឱ្យចូលមើលសាលា ជាដើម

- ប្រើបច្ចេកវិទ្យាដែលមាន ដើម្បីតាមដានការវិវត្តលូតលាស់ក្នុងការសិក្សារបស់សិស្សខ្ញុំ
- ស្វែងរកជំនួយពីបុគ្គលិកនៅសាលា បើសិនជាមានបញ្ហាព្រួយបារម្ភផ្សេងៗ ដែលទាក់ទងនឹងការសិក្សារបស់សិស្សខ្ញុំ

ក្នុងនាមជា សិស្ស គឺខ្ញុំនឹង៖

- មករៀនឱ្យបានទៀងទាត់ និងចូលរៀនគ្រប់ថ្នាក់ទាំងអស់ឱ្យទាន់ពេលវេលាជារៀងរាល់ថ្ងៃ
- រៀបចំ និងត្រៀមខ្លួនសិក្សា ក្នុងសម្លៀកបំពាក់ដែលសមរម្យ
- មានឥរិយាបថល្អក្នុងថ្នាក់រៀន ជាមួយមិត្តរួមថ្នាក់ និងគ្រូ ហើយនិងរំពឹងថា មិត្តរួមថ្នាក់ និងគ្រូ ក៏នឹងមានកិរិយាមារយាទល្អជាមួយខ្ញុំដែរ
- ធ្វើកិច្ចការដោយសហការណ៍គ្នាជាមួយអ្នកផ្សេងៗ
- បង្ហាញនូវការគោរពចំពោះគ្រូ សិស្សានុសិស្ស បុគ្គលិក ភ្ញៀវ និងខ្លួនឯងផ្ទាល់
- ចែករំលែកជាមួយបុគ្គលិកនៅសាលា នៅពេលដែលខ្ញុំព្រួយបារម្ភនឹងភាពលំអៀង មានដូចជា៖ សម្តីបែបស្តាប់ខ្លឹម ឬសកម្មភាពរើសអើងផ្សេងៗ ជាដើម
- គោរពតាមច្បាប់ទម្លាប់ ការរំពឹងទុក និងនីតិវិធីរបស់រាល់គ្រប់ថ្នាក់រៀន សាលា និងឡានដឹកសិស្សរបស់សាលា (បើសិនជាមាន)
- ទ្រទ្រង់នូវការប្រាស្រ័យទំនាក់ទំនងដែលបើកទូលាយ ជាមួយមាតាបិតារបស់ខ្ញុំ គ្រូ បុគ្គលិកសិក្សាផ្សេងៗ អំពីការសិក្សា កាយសម្បទា និងសុខុមាលភាពផ្លូវចិត្តរបស់ខ្ញុំ
- ស្វែងរកជំនួយពីបុគ្គលិកនៅសាលា និង គ្រួសារ នៅពេលដែលខ្ញុំព្រួយបារម្ភនឹងការបំពានបំពាន ការរំលោភបំពាន និងការសម្តែងធ្វើបាប
- ចាត់ទុកទ្រព្យសម្បត្តិសាលា (មានដូចជា៖ សៀវភៅអាន បច្ចេកវិទ្យា ។ល។) និងសហគមន៍នៅឡុងប៊ិច ដោយក្តីគោរព
- ប្រើបច្ចេកវិទ្យា ដើម្បីតាមដានការវិវត្តលូតលាស់ក្នុងការសិក្សារបស់ខ្ញុំ
- ស្វែងរកជំនួយពីបុគ្គលិកនៅសាលា បើសិនជាមានបញ្ហាព្រួយបារម្ភផ្សេងៗ ដែលទាក់ទងជាមួយនឹងការរំពឹងទុកទាំងនេះ

ក្នុងនាមជា បុគ្គលិក គឺខ្ញុំនឹង៖

- ធ្វើការសម្រេចចិត្ត ដើម្បីផលប្រយោជន៍ដ៏ល្អបំផុតរបស់សិស្សានុសិស្សទាំងអស់គ្នា ជាពិសេស គឺសិស្សានុសិស្សណា ដែលពិដើមឡើយមានជីវភាពមិនសូវធូរធារ ឬក៏គ្មានតំណាងគ្រប់គ្រាន់ក្នុងការធ្វើការសម្រេចចិត្តនោះទេ
- មានយុត្តិធម៌ត្រឹមត្រូវ និងបង្ហាញនូវការគោរពចំពោះសិស្សានុសិស្ស បុគ្គលិកសិក្សា ក្រុមគ្រួសារ និងភ្ញៀវ ទាំងអស់គ្នា
- បង្ហាញកិរិយាមារយាទប្រកបដោយវិជ្ជាជីវៈត្រឹមត្រូវ និងឥរិយាបថល្អ
- ជួយជ្រោមជ្រែងដល់គ្រូ បុគ្គលិកផ្សេងៗ និងអ្នកអប់រំផ្សេងៗ

ក្នុងនាមជា អ្នកប្រឹក្សាពិគ្រោះ គឺខ្ញុំនឹង៖

- ទ្រទ្រង់នូវការប្រាស្រ័យទំនាក់ទំនងដែលបើកទូលាយ តាមទូរសព្ទ និងអ៊ីម៉ែល ជាមួយសិស្សានុសិស្ស មាតាបិតា និងគ្រូ
- ត្រូវមានយុត្តិធម៌ត្រឹមត្រូវ និងបង្ហាញនូវការគោរពចំពោះសិស្សានុសិស្ស បុគ្គលិកសិក្សា ក្រុមគ្រួសារ និងភ្ញៀវ ទាំងអស់គ្នា
- បង្ហាញផ្លូវឆ្ពោះទៅកាន់សុខភាពផ្លូវចិត្ត និងធ្វើការបញ្ជូនខាងសុខុមាលភាព ដែលងាយទទួលបានសម្រាប់ក្រុមគ្រួសារទាំងអស់
- បង្ហាញកិរិយាមារយាទប្រកបដោយវិជ្ជាជីវៈត្រឹមត្រូវ និងឥរិយាបថល្អ
- ធ្វើការសម្រេចចិត្ត ដោយទុកផលប្រយោជន៍ដ៏ល្អបំផុតរបស់សិស្ស នៅក្នុងចិត្ត
- ជួយជ្រោមជ្រែងដល់សុខភាព និងសុខុមាលភាពផ្លូវចិត្តរបស់សិស្សានុសិស្ស ដើម្បីឱ្យពួកគាត់អាចសិក្សា និងលូតលាស់តាមសក្តានុពលរបស់ពួកគាត់ទាំងស្រុងបាន

២០២៤-២៥ បានអនុម័តដោយក្រុមប្រឹក្សាសាលា (SSC) នៅឯការប្រជុំ កាលពីថ្ងៃទី២០ ខែវិច្ឆិកា ឆ្នាំ២០២៤

សិស្ស

នាយកសាលា

មាតាបិតា

ទុកក្នុងឯកសារ
គ្រូបង្រៀន

ទុកក្នុងឯកសារ
បុគ្គលិក

ទុកក្នុងឯកសារ
អ្នកប្រឹក្សាពិគ្រោះ

Robert A. Millikan High School Parent/Guardian Involvement Guidelines 2024-25

Millikan High School has developed jointly with the members of School Site Council (SSC) and distributed to parent/guardians, the school's *parent/guardian Involvement Guidelines* which establish Millikan High School's expectations for parent/guardian involvement and describe how the school will implement a number of specific parent/guardian involvement activities. The *Home-School Compact* is a component of the parent/guardian Involvement Guidelines.

PART I

Millikan High School agrees to implement the following requirements:

- Jointly develop with parent/guardians, and distribute to parent/guardians of participating students, the school *Parent/Guardian Involvement Guidelines*.
- Notify parent/guardians about the *Parent/Guardian Involvement Guidelines* in an understandable and uniform format and, to the extent practicable, distribute to parent/guardians in a language the parent/guardians can understand.
- Make the *Parent/Guardian Involvement Guidelines* available to the local community.
- Periodically update the *Parent/Guardian Involvement Guidelines* to meet the changing needs of parent/guardians and the school. The SSC must approve these Guidelines annually.
- Adopt the school's *Home-School Compact* as a component of the *Parent/Guardian Involvement Guidelines*. The School Site Council must approve the Compact annually.
- Be governed by the following statutory definition of parent/guardian involvement, and carry out programs, activities, and procedures in accordance with this definition.

PART II.

DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL parent/guardian INVOLVEMENT GUIDELINES COMPONENTS

1. Millikan High School will take the following actions to involve parent/guardians in the joint development and agreement of its school *parent/guardian Involvement Guidelines* and its schoolwide plan under Section 1118(b) of the Elementary and Secondary Education Act (ESEA). The school will periodically update its *parent/guardian Involvement Guidelines* to meet the changing needs of parent/guardians and the school by doing the following:
 - Attend, when applicable, one of the district or SSC trainings to comply with expected responsibilities and roles of SSC and its members, ensure proper composition of the SSC, effectively

consider budgetary data, and follow the goals set out in the *Single Plan for Student Achievement (SPSA)*.

- Plan meetings with both SSC & ELAC parent/guardians to review assessment data, *SPSA*, and previous year's *Parent/Guardian Involvement Guidelines* that includes inviting parent/guardians and stakeholders to attend meetings and providing meeting dates and locations via information disseminated in flyers, announcements at Back-To-School night, Canvas email, school messenger, or email.
 - Reviewing the school *Parent/Guardian Involvement Guidelines* and *Home School Compact* as a group, making changes as necessary, and approving both the *parent/guardian Involvement Guidelines* and the *Home School Compact* with the information recorded in the official minutes. Oral and written translations made available in Spanish for parents/guardians as needed.
2. Millikan High School will take the following actions to distribute to parent/guardians of participating students and the local community, the *parent/guardian Involvement Guidelines*:
- SSC & ELAC meetings
 - Main Office counter
 - Copies in College and Career Center
 - Back to School Night
 - School website
 - Distribute via email
3. Millikan High School will provide timely information about Title I (when applicable) programs to parent/guardians of participating students in a timely manner:
- On Main Office counter
 - At SSC, ELAC meetings and other parent/guardian meetings (PTSA/PTO/CAAP, etc.)
 - At Back-to-School Night
 - On school website
 - Distribute via email
4. Millikan High School will provide to parent/guardians of participating students a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet:
- Back-to-School Night
 - Copies in College and Career Center
 - Teacher syllabi
 - Canvas course pages
5. Millikan High School will provide parent/guardians of participating students, if requested by parent/guardians, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children:
- Parent/guardian-Teacher conferences, telephone calls, email
 - Attend School Site Council and/or ELAC meetings for public comment

PART III

SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. Millikan High School will build capacity for strong parent/guardian involvement in order to ensure effective parent/guardian/school partnership and to improve student academic achievement, through the following activities listed below:
 - Parent/Guardian-Teacher conferences
 - District trainings offered for parent/guardians and staff
 - DCAC and ELAC meetings
 - District website resources: click “P” for parent/guardian Involvement
 - Support provided through AVID

2. Millikan High School will, as a component of its school’s *parent/guardian Involvement Guidelines*, incorporate the *Home-School Compact* which outlines the shared responsibility of home, school and student in academic achievement, and is developed/reviewed and approved by the SSC and ELAC at the first meeting. The *Home-School Compact* will be sent to all parents/guardians via Welcome Email, SchoolMessenger, posted on the Millikan website, and hard copies will be available.

3. Millikan High School will provide assistance to parent/guardians in understanding:
 - the State’s academic content standards
 - the State and local academic assessments including alternate assessments

4. Millikan High School will, with the assistance of its district and parent/guardians, educate its teachers and other staff in how to reach out to, communicate with, and work with parent/guardians as equal partners and build ties between parent/guardians and schools.
 - Teacher syllabi
 - Canvas course pages

5. Millikan High School will, to the extent feasible and appropriate, ensure that information related to the school and parent/guardian programs, meetings, and other activities, is sent to the parent/guardians of participating students in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parent/guardians can understand.

* * * * *

PART IV. ADOPTION

These Millikan High School *Parent/Guardian Involvement Guidelines* have been developed jointly with, and were adopted by the School Site Council members on September 25, 2024 and will be in effect for the period of one year. The school will distribute the Guidelines to all parents/guardians during or before December 2024. Millikan High School, when feasible, will provide a copy of these Guidelines to parent/guardians in a language the parent/guardians can understand.

 Signature of Principal

9/25/24

 Date



Escuela Preparatoria Robert A. Millikan **Directrices de Participación para Padres de Familia** **2024-2025**

La Escuela Preparatoria Millikan ha desarrollado conjuntamente con los miembros del Consejo del Plantel Escolar (SSC, según sus siglas en inglés) y distribuido a los padres de familia/tutores, las *Directrices de Participación para Padres de Familia/Tutores* de la escuela, en las cuales se establecen las expectativas de la Escuela Preparatoria Millikan para la participación de padres de familia/tutores y describen cómo la escuela implementará una serie de actividades específicas de participación para padres de familia/tutores. El *Pacto Entre Hogar y Escuela* es un componente de las *Directrices de Participación para Padres de Familia/Tutores*.

PARTE I

La Escuela Preparatoria Millikan está de acuerdo en implementar los siguientes requisitos:

- Desarrollar conjuntamente con los padres de familia/tutores y distribuir a los padres de familia/tutores de estudiantes participantes, las *Directrices de Participación para Padres de Familia/Tutores*.
- Notificar a los padres de familia/tutores sobre las *Directrices de Participación para Padres de Familia/Tutores* en un formato comprensible y uniforme, y en la medida de lo posible, distribuir estas *Directrices* en un idioma que los padres de familia/tutores puedan entender.
- Poner a disposición de la comunidad local las *Directrices de Participación para Padres de Familia/Tutores*.
- Actualizar periódicamente las *Directrices de Participación para Padres de Familia/Tutores* para satisfacer las necesidades cambiantes de los padres de familia/tutores y la escuela. El Consejo del Plantel Escolar (SSC) debe aprobar las *Directrices* anualmente.
- Adoptar el *Pacto Entre el Hogar y la Escuela* como un componente de las *Directrices de Participación para Padres de Familia/Tutores*. El Consejo del Plantel Escolar (SSC) debe aprobar el *Pacto* anualmente.
- Se registrará por la siguiente definición legal de la participación de padres de familia/tutores, y llevar a cabo programas, actividades, y procedimientos conforme a esta definición.

PART II.

DESCRIPCIÓN DE CÓMO LA ESCUELA IMPLEMENTARÁ LOS COMPONENTES REQUERIDOS POR LA GUÍA DE PARTICIPACIÓN DE PARA PADRES DE FAMILIA/TUTORES

1. La Escuela Preparatoria Millikan tomará las siguientes acciones para incorporar a los padres de familia/tutores en el desarrollo y acuerdo conjunto de las *Directrices para los Padres de Familia/Tutores* y su plan de toda la escuela bajo la Sección 118 (b) de la Ley Educativa de Primaria y Secundaria (ESEA, según sus siglas en inglés). La escuela actualizará periódicamente las *Directrices de Participación para Padres de Familia/Tutores* para cubrir las necesidades cambiantes de los padres de familia/tutores y la escuela al hacer lo siguiente:

- Asistir, cuando corresponda, a una de las capacitaciones del distrito o del SSC para cumplir con las responsabilidades y funciones esperadas del SSC y sus miembros, garantizar una composición apropiada del SSC, considerar de manera efectiva datos presupuestarios, y seguir las metas establecidas en el *Plan Escolar para el Logro Académico Estudiantil* (SPSA).
 - Planificar reuniones con los padres de familia/tutores del SSC y el Comité Asesor del Estudiantado Que Está Aprendiendo Inglés (ELAC) para revisar datos de las evaluaciones, el SPSA y las *Directrices de Participación para Padres de Familia/Tutores* del año anterior, lo cual incluye invitar a padres de familia/tutores y partes interesadas para asistir a las reuniones y proporcionar fechas y lugares de las reuniones a través de volantes informativos, anuncios en la Noche de Regreso a la Escuela, correos electrónicos en *Canvas*, *School Messenger* [Mensajero Escolar] u otros correos electrónicos.
 - Revisar las *Directrices de Participación para Padres de Familia/Tutores* y el *Pacto Entre Hogar y Escuela* como grupo, hacer cambios según sea necesario y aprobar tanto las *Directrices de Participación para Padres de Familia/Tutores* como el *Pacto Entre Hogar y Escuela*, documentando la información en las actas oficiales de la reunión. Tener disponibles traducciones orales y escritas para los padres de familia que hablan español, según sea necesario.
2. La Escuela Preparatoria Millikan tomará las siguientes acciones para distribuir a los padres de familia/tutores de los estudiantes participantes y la comunidad local las *Directrices de Participación para Padres de Familia/Tutores*:
- En reuniones del SSC y ELAC
 - En el mostrador de la Oficina Principal
 - Copias en el Centro de Universidades y Profesiones
 - En la Noche de Regreso a la Escuela
 - En el sitio web de la escuela
 - Distribuir por correo electrónico
3. La Escuela Preparatoria Millikan proporcionará a los padres/tutores de los estudiantes participantes información oportuna sobre los programas del Título I (cuando corresponda):
- En el mostrador de la Oficina Principal
 - En reuniones del SSC y ELAC y otras reuniones de padres de familia/tutores (PTSA/PTO/CAAP, etc.)
 - En la Noche de Regreso a la Escuela
 - En el sitio web de la escuela
 - Distribuir por correo electrónico
4. La Escuela Millikan proporcionará a los padres de familia/tutores de estudiantes participantes una descripción y explicación del plan de estudios que utiliza la escuela, los formularios de evaluación académica utilizadas para medir el progreso de los estudiantes y los niveles de competencia que se espera que logren los estudiantes:
- La Noche de Regreso a la Escuela
 - Copias en el Centro de Universidades y Profesiones
 - Programas de los maestros
 - Páginas del curso en *Canvas*

5. La Escuela Preparatoria Millikan proporcionará a los padres de familia/tutores de los estudiantes participantes, si así lo solicitan los padres de familia/tutores, oportunidades para reuniones regulares para formular sugerencias y participar, según sea apropiado, en las decisiones relacionadas con la educación de sus hijos:
- Conferencias de Maestros y Padres de familia/Tutores, llamadas telefónicas, correos electrónicos
 - Asistir a las reuniones del Consejo del Plantel Escolar y/o ELAC para los comentarios públicos

PARTE III

RESPONSABILIDADES COMPARTIDAS PARA EL ALTO LOGRO ACADÉMICO DE LOS ESTUDIANTES


1. La Escuela Preparatoria Millikan desarrollará la capacidad de las escuelas y los padres de familia/tutores para una contundente participación de padres de familia/tutores, con el fin de garantizar una asociación efectiva entre padres/tutores/escuela y mejorar el logro académico, a través de las siguientes actividades descritas a continuación:
 - Conferencias de Maestros y Padres de Familia/Tutores
 - Capacitación del distrito ofrecida para padres de familia/tutores y el personal
 - Reuniones del DCAC y ELAC
 - Recursos del sitio web del distrito: haga clic en "P" para Participación de Padres de Familia/Tutores
 - Apoyo proporcionado a través de AVID
2. La Escuela Preparatoria Millikan, como un componente de las *Directrices de Participación para Padres de Familia/Tutores* de la Escuela, incorporará el *Pacto Entre Hogar y Escuela*, el cual describe la responsabilidad compartida del hogar, la escuela y el estudiante en el logro académico, y es desarrollado/revisado y aprobado por el SSC y ELAC en la primera reunión. El *Pacto Entre Hogar y Escuela* se enviará a todos los padres de familia/tutores a través del sistema de mensajes escolares *SchoolMessenger* [Mensajero Escolar], publicado en el sitio web de Millikan y en la oficina principal:
3. La Escuela Preparatoria Millikan brindará ayuda a los padres de familia/tutores para comprender temas como los siguientes:
 - los estándares del contenido académico del estado
 - las evaluaciones académicas estatales y locales, incluidas las evaluaciones alternativas
4. La Escuela Preparatoria Millikan, con la ayuda de su distrito y los padres de familia/tutores, educará a sus maestros y el resto del personal sobre cómo acercarse, comunicarse y trabajar con los padres de familia/tutores como socios iguales y desarrollen vínculos entre los padres de familia/tutores y las escuelas.
 - Programas de los maestros
 - Páginas del curso en *Canvas*
5. La Escuela Preparatoria Millikan proporcionará, en la medida posible y apropiado, garantizará que la información relacionada con la escuela y programas para padres/tutores, reuniones y otras actividades, sea enviada a los padres/tutores de los estudiantes participantes en un formato comprensible y uniforme,

incluidos formatos alternativos a petición, y, en la medida de lo posible, en un idioma que los padres de familia/tutores puedan entender.

* * * * *

PARTE IV. ARROGACIÓN

Las *Directrices de Participación para Padres de Familia/Tutores* de la Escuela Preparatoria Millikan han sido desarrolladas conjuntamente y adoptadas por miembros del Consejo del Plantel Escolar el 25 de septiembre de 2024 y estarán vigentes por un periodo de un año. La escuela distribuirá las Directrices a todos los padres de familia/tutores en diciembre de 2024 o antes. La Escuela Preparatoria Millikan, cuando sea posible, proporcionará una copia de estas Directrices a los padres de familia/tutores en un idioma que los padres de familia/tutores puedan entender.



Firma del Director

9/25/24

Fecha