



LOS ANGELES UNIFIED SCHOOL DISTRICT

Alfred B. Nobel Charter Middle School

A DISTRICT AFFILIATED CHARTER SCHOOL

9950 Tampa Avenue

Northridge, CA 91324

Renewal Petition

Submitted

February 21, 2017

TERM OF PROPOSED CHARTER

JULY 1, 2017 TO JUNE 30, 2022

TABLE OF CONTENTS

Assurances, Affirmations, and Declarations.....	3
Element 1 – The Educational Program.....	5
Element 2 – Measurable Pupil Outcomes and	
Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured	43
Element 4 – Governance.....	46
Element 5 – Employee Qualifications.....	57
Element 6 – Health and Safety Procedures	59
Element 7 – Means to Achieve Racial and Ethnic Balance	61
Element 8 – Admission Requirements	62
Element 9 – Annual Financial Audits.....	66
Element 10 – Suspension and Expulsion Procedures.....	67
Element 11 – Employee Retirement Systems	69
Element 12 – Public School Attendance Alternatives.....	70
Element 13 – Rights of District Employees	71
Element 14 – Mandatory Dispute Resolution	72
Element 15 – Charter School Closure Procedures.....	74
Additional Provisions	

ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

[Alfred B. Nobel Affiliated Charter Middle School] (also referred to herein as “[Nobel Charter Middle School]”, “District Affiliated Charter School” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1).)
- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)
- Except for existing students of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)

- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)

Charter School hereby declares that the Los Angeles Unified School District is and shall be the exclusive public school employer of the employees working at or assigned to Charter School for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code.

NOTE: This Charter contains specific “District Required Language” (DRL), including the Assurances, Affirmations, and Declarations above. The DRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL contained in the addendum, the provisions of the DRL addendum shall control.

ELEMENT 1 – THE EDUCATIONAL PROGRAM

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

“The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” (Ed. Code § 47605(b)(5)(A)(ii).)

“If the proposed charter school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements.” (Ed. Code § 47605(b)(5)(A)(iii).)

GENERAL INFORMATION

● The contact person for Charter School is:	<i>Derek Horowitz</i>
● The address of Charter School is:	<i>9950 Tampa Ave Northridge CA 91324</i>
● The phone number for Charter School is:	<i>818-773-4700</i>
● Charter School is located in LAUSD Board District:	<i>3 Scott M. Schmerelson</i>
● Charter School is located in LAUSD Local District:	<i>NW</i>
● The grade configuration of Charter School is:	<i>Grades 6 - 8</i>
● The number of students in the first year of this Charter will be:	<i>2441</i>
● The grade levels of the students in the first year will be:	<i>6-8</i>
● Charter School’s scheduled first day of instruction in 2017-2018 is:	<i>August 16, 2017</i>
● The current operational capacity of Charter School is:	<i>2678</i>
NOTE: For all District affiliated charter schools, the District determines each school’s operational capacity annually in accordance with District policy. (Operational capacity refers to the maximum number of students that Charter School may enroll in a given year and includes all students, regardless of student residence or other factors.)	
● The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	<i>traditional</i>

● The bell schedule for Charter School will be:	7:56 a.m. – 3:00 p.m.
● The term of this Charter shall be from:	July 1, 2017 to June 30, 2022

COMMUNITY NEED FOR DISTRICT AFFILIATED CHARTER SCHOOL

Nobel’s vision is to provide students with a school environment that allows them to become successful lifelong learners with skills in critical thinking and problem-solving so that they are college and career ready. Nobel’s goals are: culmination rates of 100%, academic proficiency for all students, 100% attendance, increased parent and community engagement, and total student safety. Nobel’s success is due to the following reasons:

- School-wide implementation of AVID (the Advancement Via Individual Determination program) strategies and expansion of the AVID elective to all three grade levels.
- Professional development on ELD (English Language Development) standards, addressing the needs of LTELs (long term English Learners) and ELD strategies;
- Professional development focusing on improving instruction, creating student centered classrooms, and the socio-emotional development of the middle school student.
- Increased parent participation and engagement in the educational process through workshops, parent-teacher conferences, and the creation of a functioning parent center.
- Increased and improved parent communication through the utilization of a new school website and online grade reporting.
- Various elective course offerings that expand student experiences including music, art, ceramics, advanced art, drumline, orchestra, horticulture, yearbook, leadership, drama, forensics, marine science, computers, dance, ASL, hands on math and science, play production, AVID, Spanish, BUILD (intervention elective in math and English).
- After school clubs supplement core and elective programs and allow students to pursue specialized interests in greater depth. They include: subject area tutoring, Homework club, Games Club, Robotics, Dance, Music, Rubik’s Cube, Young Black Scholars, Equestrian Club, Academic Pentathlon, JYC (Christian Club), and STEM Science

Our success in these areas has attracted students from throughout Los Angeles County. Students are drawn to Nobel to benefit from its exceptional, diverse programs. At Nobel, all subgroups have exceeded all district benchmarks and perform at higher levels on the SBAC (and the CST previously) than all other schools over the term of our last charter.

SBAC Performance Levels
Location Comparison Table

Mathematics 2014-2015							
Preferred Location Name	% Not/Nearly Met Standard	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	% Meets/Exceeds Standard	# Tested
BECKFORD CES	45%	14%	31%	31%	25%	55%	314
FROST MS	55%	25%	30%	28%	17%	45%	1,571
HALE CA	57%	26%	30%	25%	18%	43%	1,903
LAWRENCE MS	59%	36%	23%	15%	25%	41%	1,462
NOBEL CMS	44%	16%	28%	27%	20%	56%	2,492
PORTER RANCH SCHOOL	29%	9%	20%	30%	41%	71%	660
TOPEKA DR CAS	47%	16%	31%	34%	19%	53%	225
Grand Total	50%	22%	28%	25%	24%	50%	8,627

Report ID: AGG28AS.1

SBAC Performance Levels
Location Comparison Table

Mathematics 2015-2016							
Preferred Location Name	% Not/Nearly Met Standard	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	% Meets/Exceeds Standard	# Tested
BECKFORD CES	38%	14%	24%	31%	31%	62%	327
FROST MS	47%	18%	29%	28%	24%	53%	1,633
HALE CA	52%	24%	28%	24%	24%	48%	1,935
LAWRENCE MS	59%	39%	20%	15%	26%	41%	1,466
NOBEL CMS	39%	14%	26%	27%	34%	61%	2,434
PORTER RANCH SCHOOL	21%	8%	13%	28%	51%	79%	675
TOPEKA DR CAS	38%	12%	27%	31%	31%	62%	245
Grand Total	45%	20%	25%	25%	30%	55%	8,715

Report ID: AGG28AS.1

SBAC Performance Levels
Location Comparison Table

English Language Arts 2014-2015							
Preferred Location Name	% Not/Nearly Met Standard	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	% Meets/Exceeds Standard	# Tested
BECKFORD CES	37%	12%	25%	27%	36%	63%	314
FROST MS	43%	15%	28%	43%	14%	57%	1,566
HALE CA	47%	20%	28%	39%	14%	53%	1,901
LAWRENCE MS	49%	24%	26%	31%	19%	51%	1,453
NOBEL CMS	35%	12%	23%	44%	21%	65%	2,489
PORTER RANCH SCHOOL	25%	7%	17%	38%	37%	75%	661
TOPEKA DR CAS	44%	17%	27%	28%	29%	56%	221
Grand Total	41%	16%	25%	39%	20%	59%	8,605

Report ID: AGG28AS.1

SBAC Performance Levels
Location Comparison Table

English Language Arts 2015-2016							
Preferred Location Name	% Not/Nearly Met Standard	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	% Meets/Exceeds Standard	# Tested
BECKFORD CES	28%	12%	17%	27%	44%	72%	327
FROST MS	36%	12%	24%	46%	19%	64%	1,634
HALE CA	42%	17%	24%	42%	17%	58%	1,930
LAWRENCE MS	50%	30%	20%	29%	21%	50%	1,455
NOBEL CMS	28%	8%	20%	45%	27%	72%	2,426
PORTER RANCH SCHOOL	20%	5%	15%	34%	47%	80%	675
TOPEKA DR CAS	28%	10%	18%	34%	38%	72%	245
Grand Total	36%	15%	21%	40%	25%	64%	8,692

Report ID: AGG28AS.1

As the data below demonstrates, we have seen our significant subgroups improve notably. An achievement gap continues to persist for some subgroups as is the case with all schools in the district. We will engage in the following techniques to address the needs of these students:

- Culturally and Linguistically Responsive strategies
- AVID strategies
- LTEL strategies
- Project/problem based learning
- Use of data to design instruction
- Mentoring target populations
- Increased articulation between core content teachers and RSP teachers to better address the needs of special education students

Mathematics 2015-2016							English Language Arts 2015-2016						
Ethnicity	% Not/Nearly Met Standard	% Not Met Standard	% Nearly Met Standard	% Met Standard	% Exceeds Standard	% Meets/ Exceeds Standard	Ethnicity	% Not/Nearly Met Standard	% Not Met Standard	% Nearly Met Standard	% Met Standard	% Exceeds Standard	% Meets/ Exceeds Standard
AMERICAN INDIAN/ALASKA NATIVE	60%	20%	40%	30%	10%	40%	AMERICAN INDIAN/ALASKA NATIVE	30%	10%	20%	40%	30%	70%
ASIAN	18%	3%	15%	25%	52%	82%	ASIAN	14%	2%	12%	43%	43%	86%
BLACK	50%	18%	32%	28%	24%	50%	BLACK	38%	12%	24%	39%	25%	64%
HISPANIC	52%	20%	32%	27%	21%	48%	HISPANIC	38%	13%	24%	47%	16%	62%
WHITE	24%	11%	23%	26%	40%	66%	WHITE	23%	6%	17%	47%	31%	77%
FILIPINO	26%	8%	18%	30%	44%	74%	FILIPINO	22%	8%	16%	45%	33%	78%
PACIFIC ISLANDER	75%		75%	13%	13%	25%	PACIFIC ISLANDER	63%		63%	12%	25%	38%
TWO OR MORE	36%	10%	26%	19%	45%	64%	TWO OR MORE	23%	9%	14%	35%	42%	77%
UNKNOWN	60%	20%	40%	10%	30%	40%	UNKNOWN	43%		43%	29%	29%	57%
Language Classification	% Not/Nearly Met Standard	% Not Met Standard	% Nearly Met Standard	% Met Standard	% Exceeds Standard	% Meets/ Exceeds Standard	Language Classification	% Not/Nearly Met Standard	% Not Met Standard	% Nearly Met Standard	% Met Standard	% Exceeds Standard	% Meets/ Exceeds Standard
ENGLISH ONLY	39%	13%	26%	27%	34%	61%	ENGLISH ONLY	28%	8%	20%	44%	28%	72%
INITIALLY FLUENT ENGLISH PROFICIENCY	88%	10%	23%	28%	38%	67%	INITIALLY FLUENT ENGLISH PROFICIENCY	21%	5%	15%	49%	30%	79%
LIMITED ENGLISH PROFICIENCY	94%	63%	32%	6%	6%	6%	LIMITED ENGLISH PROFICIENCY	93%	76%	17%	7%	7%	7%
RECLASSIFIED FLUENT ENGLISH PROFICIENCY	43%	15%	28%	27%	30%	57%	RECLASSIFIED FLUENT ENGLISH PROFICIENCY	32%	9%	24%	50%	18%	68%
UNKNOWN	75%	50%	25%	25%		25%	UNKNOWN	0%			50%	50%	100%
SPECIAL EDUCATION	81%	52%	30%	9%	9%	19%	SPECIAL EDUCATION	75%	43%	32%	19%	6%	25%
LOW INCOME	48%	18%	30%	27%	25%	52%	LOW INCOME	34%	11%	23%	47%	19%	66%

STUDENT POPULATION TO BE SERVED

Our current enrollment is 2441:

- Grade 6: (reg. school) 527; (magnet) 300
- Grade 7: (reg. school) 489; (magnet) 291
- Grade 8: (reg. school) 543; (magnet) 291

Our school demographics have changed over the past 5 years due to demographic shifts in the northwest Los Angeles region. We have seen a decline in the enrollment of white students and a significant increase in our Latino population from 843 to 1039 students. Our Asian population has slightly increased from 352 to 380. According to the 2009-10 Language Census, more than 30 different languages are spoken by the families of students attending Nobel Charter Middle School. Approximately 1600 students have indicated that only English is spoken at home; about 1000 students come from homes where English is not the primary language. Some of the more prevalent home languages include Spanish, Vietnamese, Korean, Cantonese, and Tagalog.

Our racial and ethnic make-up consists of the following:

- White 28%
- Latino 43%
- Filipino 8%
- Asian 16%
- African American 5%

Currently, 45 students are identified English Learners. In addition, 436 students are RFEP students (Reclassified Fluent English Proficient), which means they met the state's criteria for English proficiency. Of these RFEP students, 238 students have reclassified within the last two years. Approximately 165 students have Individualized Education Plans, and 966 students are identified as gifted and talented. Through professional development, we will reexamine and refine our practices to maintain a Culturally Linguistically Responsive (CLR) education for all students that reflect our school community and meets each student's needs.

GOALS AND PHILOSOPHY

Mission and Vision

At Nobel Charter Middle School we engage in Learning by Doing. We believe that children learn best when they are asked to look, listen, and discover. We are focused and committed to the fundamental purpose of a hands-on, experiential education for all. Students are asked to create questions and solve problems that stem from the complex issues found in modern society. We foster compassion, perseverance and self-efficacy in our students to enable them to become ethical, responsible, productive members of their local and global communities.

What It Means to be an “Educated Person” in the 21st Century

Twenty-first century learning means that students master content while producing, synthesizing, and evaluating information from a wide variety of subjects and sources with an understanding of and respect for diverse cultures. To be prepared for college and career, students must demonstrate the three Rs, but also the three Cs: creativity, communication, and collaboration. They demonstrate digital literacy as well as civic responsibility. Virtual tools and open-source software create borderless learning territories for students of all ages, anytime and anywhere.

How Learning Best Occurs

We learn through the acquisition of experiences; that’s the basis of Learning by Doing. The experiences that build up a knowledge base cannot be learned vicariously. Human beings are natural learners and we discover things before we learn from them (Schank, 1995). Learning best occurs when students’ backgrounds are incorporated, classrooms are student-centered and students take responsibility for their own learning (Fisher, 2008). Instructional time is devoted to engaging students in inquiry, collaboration, and discussion.

Local Control Funding Formula (LCFF) Requirements

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula) in accordance with District policies and procedures, as they may be amended from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update.” (Ed. Code § 47606.5(e).)

LCFF STATE PRIORITIES

GOAL #1

*100% Graduation
To monitor and support middle and high school attainment.*

Related State Priorities:

- | | | |
|----------------------------|---------------------------------------|---------------------------------------|
| <input type="checkbox"/> 1 | <input checked="" type="checkbox"/> 4 | <input checked="" type="checkbox"/> 7 |
| <input type="checkbox"/> 2 | <input checked="" type="checkbox"/> 5 | <input checked="" type="checkbox"/> 8 |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 6 | |

Local Priorities:

- :
:

Specific Annual Actions to Achieve Goal

- Provide auxiliaries as needed to reduce class size in English Language Arts and Mathematics to provide effective tier one intervention.
- Provide a Community Representative to develop and implement programs for parents, including literacy and mathematics workshops to help parents support their children’s academic progress at home and serve as liaison to build a strong partnership between home and school with the goal of improving student attendance and academic achievement.
- Provide opportunities for parents to build education literacy by supporting the Parent Institute for Quality Education’s nine week course for parents, as well as compensating faculty members to provide workshops for parents on Common Core State Standards.
- Provide professional development for teachers on how to engage parents, increase parent involvement and improve and increase communication with parents through the use of Engrade Pro and the school website.
- Institutionalize the use of the district’s interpretation services and provide translated correspondence for parents in Spanish.
- Utilize strategies to increase diverse parent participation at parent education programs.
- Implement the AVID program in grades seven and eight. Introduce to the sixth grade elective wheel an AVID-type exploratory and maintain an outreach to African-Americans, RFEPs, Latinos, Low income and foster youth to increase participation in AVID. Increase to two sections at each grade if enrollment is available.
- Implement a peer tutoring program in Math and ELA.
- Develop an attendance incentive program for students.
- Implement a mentor program for students at risk to not culminate.
- Provide auxiliaries as needed to provide math intervention for struggling students during the school day as an elective course.
- Implement Accelerated Mathematics program to support development of mathematics fluency and conceptual development.
- Implement an after school Mathematics Intervention program for ten weeks for targeted students performing below grade level but who are not in the tier 2 intervention course.
- Provide opportunities for ELA teachers to participate in on-site literacy expert support and peer coaching (Day-to-Day Substitutes for release time) to evaluate, plan, and refine research-based reading intervention strategies and activities to meet the individual literacy development needs of struggling students
- Provide auxiliaries as needed to provide reading intervention for struggling students during the school day as an elective course.

- Implement an after school Language Arts Intervention program for ten weeks for targeted students who are not in the tier 2 intervention course.
- Implement Accelerated Reader program to support development of life-long readers who read with fluency and comprehension.
- Provide intervention for EL students after school in Mathematics to ensure mastery of the standards.

Expected Annual Measurable Outcomes

Outcome #1: The school will reduce the middle school drop-out rate.

Metric/Method for Measuring: Percentage of students who drop-out of middle school as determined by formula set by state.

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	N/A	TBD	TBD	TBD	TBD	TBD
English Learners	N/A	TBD	TBD	TBD	TBD	TBD
Socioeconomically Disadvantaged Students	N/A	TBD	TBD	TBD	TBD	TBD
Foster Youth	N/A	TBD	TBD	TBD	TBD	TBD
Students with Disabilities	N/A	TBD	TBD	TBD	TBD	TBD
African American Students	N/A	TBD	TBD	TBD	TBD	TBD

LCFF STATE PRIORITIES

GOAL #2

*100% Proficiency for All
All students will achieve proficiency in English Language Arts and Mathematics.*

Related State Priorities:

- | | | |
|----------------------------|---------------------------------------|---------------------------------------|
| <input type="checkbox"/> 1 | <input checked="" type="checkbox"/> 4 | <input checked="" type="checkbox"/> 7 |
| <input type="checkbox"/> 2 | <input checked="" type="checkbox"/> 5 | <input type="checkbox"/> 8 |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 6 | |

Local Priorities:

- :
- :

Specific Annual Actions to Achieve Goal

- Provide professional development opportunities for English Language Arts to
 - Attend training (PD Teacher X/Z) on Common Core implementation strategies for English language arts lesson design and delivery, with a focus on informational text comprehension
 - Participate in on-site literacy expert support and peer coaching (Day-to-Day Substitutes for release time) to evaluate, plan, and refine research-based reading intervention strategies and activities to meet the individual literacy development needs of struggling students
- Implement Accelerated Reader program to support development of life-long readers who read with fluency and comprehension.

- Develop a collection of grade-level and developmental-level appropriate non-fiction informational texts, on a check-out basis, for guided reading and literature circle instructional activities.
- Provide auxiliaries as needed to provide reading intervention for struggling students during the school day as an elective course.
- Implement a ten-week after school Language Arts Intervention program for targeted students performing below grade level who are not enrolled in the tier 2 intervention course.
- Provide professional development opportunities for mathematics teachers to:
 - Attend training (PD Teacher X/Z) on Common Core implementation strategies for mathematics lesson design and delivery, with a focus on problem-solving and real-world applications.
 - Participate in on-site peer planning and coaching (Day-to-Day Substitutes for release time) to evaluate, plan, and refine research-based problem-solving strategies and activities,
- Provide auxiliaries as needed to provide math intervention for struggling students during the school day as an elective course.
- Include a peer tutoring program in Math in our after school tutoring and clubs program staffed by a certificated teacher paid their hourly rate.
- Implement Accelerated Mathematics program to support development of mathematics fluency and conceptual development.
- Implement a ten-week after school Mathematics Intervention program for students performing below grade level who are not in the tier 2 intervention course.
- Reduce class size by purchasing an additional 7 core content teachers.
- Implement the AVID program in grades 7 and 8 and include an AVID-like introductory course in the sixth grade elective wheel.
- Provide professional development opportunities for teachers of English Learners to:
 - Attend training (PD Teacher X/Z) on ELD lesson design and instructional strategies for English language acquisition and access to core instruction focused on CCSS standards
 - Participate in on-site peer coaching (Day-to-Day Substitutes for release time) to evaluate student progress and plan research-based English language acquisition intervention program to meet the needs of struggling EL students
- Provide afterschool tutoring for English Learners to support access to the core curriculum.
- A categorical program advisor will provide support for English Learners to ensure proper placement, engage in progress monitoring, meet with students and parents, and provide professional development for teachers on ELD strategies
- A bilingual teacher assistant will provide primary language support for English Learners in the core content classes.
- A teacher assistant will provide support in mathematics classes for English Learners.
- A bilingual office technician will be available to provide interpretation and translation for parents as well as support maintaining records for English Learners.

Expected Annual Measurable Outcomes

Outcome #1: Increase the number of students who score Proficient or above in English Language Arts on the SBAC assessment.

Metric/Method for Measuring: Percentage of students performing at or above proficiency level on CAASPP English Language Arts assessment.

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	72%	73%	74%	75%	76%	77%

Reclassified Fluent English Proficient	68%	70%	71%	72%	73%	74%
English Learners	7%	9%	10%	11%	12%	13%
Socioeconomically Disadvantaged Students	66%	68%	69%	70%	71%	72%
Foster Youth	14%	16%	17%	18%	19%	20%
Students with Disabilities	28%	30%	31%	32%	33%	34%
African American Students	64%	67%	68%	69%	70%	71%
Latino Students	62%	64%	65%	66%	67%	68%

Outcome #2: Increase the number of students who score Proficient or above in mathematics on the SBAC assessment.

Metric/Method for Measuring: Percentage of students performing at or above proficiency level on CAASPP mathematics assessment.

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	61%	62%	63%	64%	65%	66%
Reclassified Fluent English Proficient	57%	59%	60%	61%	62%	63%
English Learners	6%	8%	9%	10%	11%	12%
Socioeconomically Disadvantaged Students	52%	54%	55%	56%	57%	58%
Foster Youth	29%	31%	32%	33%	34%	35%
Students with Disabilities	19%	21%	22%	23%	24%	25%
African American Students	50%	52%	53%	54%	55%	56%
Latino Students	48%	50%	51%	52%	53%	54%

Outcome #3: Increase the number of English Learners who achieve full English language proficiency.

Metric/Method for Measuring: English Learner Reclassification Rate

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
English Learners	35%	36%	37%	38%	39%	39%
English Learners – less than 5 years	38%	39%	40%	41%	42%	43%
English Learners – more than 5 years	32%	33%	34%	35%	36%	37%

Outcome #4: Increase the number of English Learners demonstrating readiness to participate in a core ELA curriculum.

Metric/Method for Measuring: Rate of English Learners making annual progress on CELDT.

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
English Learners	44%	45%	46%	47%	48%	49%

Outcome #5: To decrease the number of Long-Term English Learners.

Metric/Method for Measuring: Rate of Long-term English Learners that have not reclassified.

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
English Learners	52%	51%	50%	49%	48%	47%

LCFF STATE PRIORITIES

GOAL #3

100% Attendance

Related State Priorities:

- | | | |
|----------------------------|---------------------------------------|----------------------------|
| <input type="checkbox"/> 1 | <input type="checkbox"/> 4 | <input type="checkbox"/> 7 |
| <input type="checkbox"/> 2 | <input checked="" type="checkbox"/> 5 | <input type="checkbox"/> 8 |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 6 | |

Local Priorities:

- :

Specific Annual Actions to Achieve Goal

See LAUSD LCAP.

Additionally, the school will:

Promote and strengthen the home-school partnership through programs and activities implemented by the Community Rep (see Parent and Family Involvement provisions above)

Implement school attendance policy and incentive program.

Targeted Supports to Increase Student Engagement at campuses of highest need

Resources provided to school sites to receive clerical support, registration time, custodial, maintenance, nurses, psychologists and additional support personnel

Expected Annual Measurable Outcomes

Outcome #1: To achieve or maintain school attendance rates that support student learning.

Metric/Method for Measuring: The percentage of students attending 173-180 days each school year (96% attendance rate).

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	88%	91%	92%	93%	94%	95%
English Learners	64%	66%	67%	68%	69%	70%
Socioeconomically Disadvantaged Students	88%	89%	90%	91%	92%	93%
Foster Youth	57%	59%	61%	62%	63%	64%
Students with Disabilities	76%	78%	79%	80%	81%	82%
African American Students	81%	83%	84%	85%	86%	87%

Outcome #2: Decrease chronic absenteeism

Metric/Method for Measuring: Percentage of students missing 16 days or more each year.

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	3%	2%	1%	0	0	0
English Learners	12%	11%	10%	9%	8%	7%
Socioeconomically Disadvantaged Students	4%	3%	2%	1%	0	0
Foster Youth	14%	13%	12%	11%	10%	9%
Students with Disabilities	9%	8%	7%	6%	5%	4%
African American Students	6%	5%	4%	3%	2%	1%

LCFF STATE PRIORITIES

GOAL #4

Parent, Community, and Student Engagement

Related State Priorities:

- | | | |
|---------------------------------------|---------------------------------------|----------------------------|
| <input type="checkbox"/> 1 | <input type="checkbox"/> 4 | <input type="checkbox"/> 7 |
| <input type="checkbox"/> 2 | <input type="checkbox"/> 5 | <input type="checkbox"/> 8 |
| <input checked="" type="checkbox"/> 3 | <input checked="" type="checkbox"/> 6 | |

Local Priorities:

- :
:

Specific Annual Actions to Achieve Goal

See LAUSD LCAP.

Parent and Family Involvement:

The school will increase the number of parents completing the School Experience Survey and percentage of parents trained on academic initiatives by providing a minimum of four workshops annually. The school will also increase the number of parents who agree or strongly agree with the following questions on the school experience survey: (2) I am a partner with this school in decisions made about my child's education.

(3) The school provides me with information (verbal and written) I can understand.

(4) School staff takes my concerns seriously.

(5) This school provides opportunities to help me support my child's learning.

Additionally the school will:

- Provide a Community Representative to develop and implement programs for parents, including literacy and mathematics workshops to help parents support their children's academic progress at home and serve as liaison to build a strong partnership between home and school
- Provide opportunities for parents to build education literacy by supporting the Parent Institute for Quality Education's nine week course for parents, as well as compensating faculty members to provide workshops for parents on Common Core State Standards.

- Provide professional development for teachers on how to engage parents, increase parent involvement and improve and increase communication with parents through the use of Engrade Pro and the school website.
- Institutionalize the use of the district’s interpretation services and provide translated correspondence for parents in Spanish.
- Utilize strategies to increase diverse parent participation at parent education programs.
- Plan social and community oriented events on campus to increase interaction between faculty and parents, such as movie nights and clean-up days.

Expected Annual Measurable Outcomes

Outcome #1: Increase student engagement

Metric/Method for Measuring: Percentage of students who feel a part of their school (question on School Experience Survey).

APPLICABLE STUDENT GROUPS	Baseline	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022
All Students (Schoolwide)	71%	73%	75%	77%	79%	81%

Outcome #2: Increase the number of parents providing input about school conditions

Metric/Method for Measuring: Percentage of parents completing the School Experience Survey annually

APPLICABLE STUDENT GROUPS	Baseline	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022
All Parents (Schoolwide)	70%	72%	73%	74%	75%	76%

Outcome #3: Train parents on how to support learning at home and at school

Metric/Method for Measuring: Percentage of parents trained on academic initiatives by providing a minimum of four workshops annually

APPLICABLE STUDENT GROUPS	Baseline	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022
All Parents (Schoolwide)	55	65%	70%	72%	74%	76%

Outcome #4: Train parents on how to support learning at home and at school

Metric/Method for Measuring: Percentage of parents that state that our parent center or community rep provides resources (information, classes, etc.)

APPLICABLE STUDENT GROUPS	Baseline	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022
All Parents (Schoolwide)	90%	91%	92%	93%	94%	95%

LCFF STATE PRIORITIES

GOAL #5

Ensure School Safety

Related State Priorities:

- | | | |
|----------------------------|---------------------------------------|----------------------------|
| <input type="checkbox"/> 1 | <input type="checkbox"/> 4 | <input type="checkbox"/> 7 |
| <input type="checkbox"/> 2 | <input type="checkbox"/> 5 | <input type="checkbox"/> 8 |
| <input type="checkbox"/> 3 | <input checked="" type="checkbox"/> 6 | |

Local Priorities:

- :
:

Specific Annual Actions to Achieve Goal

See LAUSD LCAP.

NOTE: The District LCAP provides most of the relevant information for Section 2 of this LCAP. As an LAUSD affiliated charter school, the school receives from the District many of the resources necessary to operate the school, including “services” as the term is defined in the LCAP regulations. Section 2 of the District LCAP therefore is incorporated by reference herein; this section of the school’s LCAP directly addresses only those actions and services corresponding to funds allocated to and budgeted by the school as a District affiliated charter school.

Additionally, the school will:

Implement a character development program: Character Counts.

Survey all students to determine their specific concerns and develop programs to address those concerns.

Campus Aide – Provide a safe environment for youth

Expected Annual Measurable Outcomes

Outcome #1: Sustain the low number of student suspensions while providing for targeted reductions in student subgroups

Metric/Method for Measuring: Single Student Suspension Rate

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	0	0	0	0	0	0

Outcome #2: Sustain the low numbers of instructional days lost to suspension while providing for targeted reductions in student subgroups

Metric/Method for Measuring: Number of instructional days lost to suspension

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	0	0	0	0	0	0

Outcome #3: Reduce or maintain low percentage of suspensions

Metric/Method for Measuring: Expulsion Rate						
APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	0	0	0	0	0	0
Outcome #4: Maintain safe and positive school environments						
Metric/Method for Measuring: Percentage of students who feel safe on school grounds						
APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	79%	88%	90%	91%	92%	93%

LCFF STATE PRIORITIES	
GOAL #6	
<i>Provide for Basic Services</i>	Related State Priorities: <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6 Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :
Specific Annual Actions to Achieve Goal	
<p>See LAUSD LCAP. NOTE: The District LCAP provides most of the relevant information for Section 2 of this LCAP. As an LAUSD affiliated charter school, the school receives from the District many of the resources necessary to operate the school, including “services” as the term is defined in the LCAP regulations. Section 2 of the District LCAP therefore is incorporated by reference herein; this section of the school’s LCAP directly addresses only those actions and services corresponding to funds allocated to and budgeted by the school as a District affiliated charter school.</p> <p>The District has allocated the following general fund staffing and resources to the school, based on the school’s enrollment and/or other factors, for purposes of maintaining and operating the school facilities:</p> <ul style="list-style-type: none"> • Plant Manager • Buildings and Grounds Worker • Maintenance and Operations Supplies – e.g., bathroom and cleaning supplies and tools <p>Centralized Support and Resources– Accounting, Human Resources and additional administrative supportive received by LAUSD Central office.</p>	

Expected Annual Measurable Outcomes						
Outcome #1: Provide and maintain basic services for students						
Metric/Method for Measuring: Percentage of teachers completing the Teacher Growth and Development Cycle						
APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	20%	20%	20%	20%	20%	20%
Outcome #2: Provide and maintain basic services for students						
Metric/Method for Measuring: Percentage of school-based staff attending 96% or above						
APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	66%	75%	78%	79%	80%	81%
Outcome #3: The school will assign 100% of teachers in accordance with their credentials, including subject matter and EL authorizations						
Metric/Method for Measuring: Percentage of teachers that are appropriately credentialed for the students they are assigned to teach						
APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
Outcome #4: The school will provide 100% of students with sufficient access to 100% of standards aligned instructional materials necessary to participate fully in the educational program described in the school charter						
Metric/Method for Measuring: Percentage of students with standards based instructional materials by meeting Williams Act requirements						
APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
Outcome #5: The school will achieve and maintain an overall “good” rating or equivalent on annual review(s) of school facilities						
Metric/Method for Measuring: Percentage of facilities that are in good repair						
APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	99%	99%	99%	99%	99%	99%

How the Goals of the Program Enable Students to Become Self-Motivated, Competent, and Life-Long Learners

Life is complicated and our focus on Learning by Doing offers students strategies on how to approach issues, make sense of them and formulate solutions to a variety of problems. Students will tackle well crafted, teacher designed, interdisciplinary,

standards based lessons that present relevant problems. These lessons will address and develop Content knowledge and 21st Century skills that will be required in the workplace. In collaboration with Learning by Doing, Nobel's instruction will be culturally and linguistically responsive to motivate and address the needs of all our students. The skills and mindset that this instructional program will address and include all the following:

- Global awareness
- Learning and innovation skills
- Information, media and technology skills
- Life and career skills

These skills will not only provide students the foundational tools they need for the rest of their educational career and beyond, but they will also instill an intellectual curiosity that will allow students to pursue their own interests outside a school setting.

INSTRUCTIONAL DESIGN

Description: Learning by Doing is more than a motto. At Nobel Charter Middle School all instruction will be grounded in experiential learning which is participative, meaning students are either *making* or *doing*. Small groups of students tackle complex open ended projects/problems. Because definitions of “making” and “doing” vary widely by discipline, experiential education can take diverse forms. For example, rather than performing different “canned” experiments each week, students will engage in hands-on, authentic tasks asking them to apply and explore a body of knowledge which is cross-disciplined and lends itself to multiple outcomes.

Students relate to the curriculum through plays, field trips, labs, simulations, and experiments. It is through these involvements that students process, analyze, and conceptualize the experience.

Research: Educational research strongly supports the Learning by Doing model. This curriculum model has its basis in Project/Problem Based Learning. John Dewey proposed a hundred years ago that children learn by hands-on experiences. Modern day research bears that out. Taking into account Carol Dweck's growth mindset theory that experiential learning focuses on the process of learning or the metacognitive aspect of learning how to learn, Linda Darling-Hammond has done research extolling the virtues of inquiry based learning, problem based learning, project based learning and design based instruction. Stelagh Gallagher and William Stepien conducted a study with American high school students that clearly showed that students who learned in a PBL model performed just as well on multiple choice tests as students who learned in a traditional instructional model, but had a deeper understanding of content. Major universities have validated the experiential approach to instruction and in the case of Cal Poly San Luis Obispo and Pomona have made it the cornerstone of their exceptional instructional programs. Harvard too, has incorporated the experiential model in the Harvard Initiative for Learning and Teaching (HILT).

Curriculum and Instruction

Charter School shall comply with and implement all applicable District policies and procedures, as they may change from time to time, related to implementation of curriculum and instruction to meet the California content and performance standards, including the Common Core State Standards, and CAASPP.

Key feature by subject area

- ELA - The English department at Nobel has structured its Learning by Doing program in accordance with the California Content Standards to develop the critical thinking, creative and innovative talents required to be successful in fast paced, ever-changing, technologically advanced global economy. Students collaborate using mentor texts as guides to enhance their critical reading and problem solving skills as they work through real-life scenarios to develop their narrative, explanatory and informational writing abilities. Student work autonomously, with partners, and as part of a larger team as they engage in problem based learning tasks, requiring them to read closely, think deeply, raise questions, communicate clearly and develop connections between and among texts and the real world. Students use technology the way it's used in the workplace: as a tool of production, an aid in presentations, for information gathering and to publish their work in a variety of formats.
- Math-The math department at Nobel has structured its Learning by Doing program in accordance with the California Content and Practice standards: students will engage in guided discovery lessons to investigate patterns, critically analyze the what, why and how behind the patterns and ultimately develop a solid conceptual understanding. The direct instruction model will work hand in hand with the guided discovery instructional model in order to lead students to a clear understanding of the traditional, more efficient algorithms and will ultimately lead them to procedural fluency. Additionally, students will engage in problem solving complex open-ended tasks that are rooted in real life contexts. In order to develop the analytical and reflective thinking as well as the persistence necessary to solve these types of tasks, an iterative approach will be used that will allow students multiple opportunities to show mastery in the various math practices.
- History - Social Studies instruction will focus on student-centered strategies which encourage and support student discovery and experiential learning as they address essential questions for history. Instructional strategies will include simulations, role-playing, debates, PBL, Socratic Seminars, and the use of curriculums like Reading Like a Historian document based lessons, The DBQ Project (Document Based Questions units). Instruction will address California Social Science standards, CCSS standards for literacy, and the College, Career and Civic Life (C3) Framework for Social Studies State Standards. Academic literacy will be fostered through the use of discussion protocols and strategies that support content literacy.

- Science - The Learning by Doing philosophy is a natural process and fundamental goal in the New Generation Science Standards. The new standards are structured in a three dimensional model of learning, to provide students a more meaningful and deeper experience to make sense of the world around them. Learning of science starts with a phenomena and through a storyline, students use Science and Engineering Practices (SEP) to ask questions, develop and use models, plan and carry out investigations, analyze and interpret data, use math to compute thinking, construct explanations for science and design solutions for engineering, engage in argument from evidence, and communicate information. Disciplinary Core Ideas (DCI) are content standards organized around explanatory core ideas in which students use the Cross-Cutting Concepts (CCC) as a lens to examine the phenomena. With the adoption of the Preferred Integrated Model of NGSS, students will actively and synchronously build knowledge in all three disciplines of life, earth, and physical science. The integrated model also embeds earth science content and provides students with opportunities to design solutions to science problems through engineering protocols. Past learning is connected to, applied, and further developed in each subsequent year. Our science department integrates technology and devotes our time planning units that fosters an environment in which students are genuinely engaged, work together to share ideas, evaluate ideas, critique one another, and reach a consensus model to explain a real world science phenomena or engineering problem.
- Electives – Nobel Charter Middle School will offer a wide variety of electives that support the Learning by Doing philosophy including our award winning music and theater programs where students are actually responsible for all aspects of production including lighting, sound, costume design, and set building. Nobel’s elective program also includes marine science where students go on a three day exploratory field trip to Catalina Island Marine Institute where they engage in experiential marine science labs and field activities; forensic science participates in teacher created mock crime scene investigations; in the ceramics and art classes students create pieces that incorporate their personal histories, literature, pop culture and art history; in dance class students collaborate and create their own choreography and perform for the student body; in the AVID elective students who are traditionally underrepresented in universities are mentored and supported with instruction in writing, critical reading, study skills and organization skills along with access to guest speakers and field trips to universities intended to provide motivation and role models; and Spanish I provides students with an A-G course at the middle school level. In general, elective teachers collaborate with core teachers to design experiential lessons that help students create products that integrate their various talents and allow them to develop a deeper understanding of the relationship between the core content and the arts.

Innovative curricular components -

- Every student will participate in a variety of public Showcases in each grade level. Authentic project/problems will culminate in a showcase for an authentic

audience. A showcase can take a variety of forms: publication or online publication, presentations/demonstrations at a public event, pitching of product to a panel of judges. A key component to Project/Problem Based Learning or Learning by Doing is to connect students with an authentic audience to increase engagement and help students relate what they're learning to the real world.

- Mastery Learning – Nobel Charter Middle School teachers will strive to engage in Mastery Learning including the increased use of formative assessment and tier one intervention.
- PBL - students work in groups to solve a real life problem or challenge and prepare a presentation with parameters set by the teacher
- AVID – Nobel Charter Middle School will continue striving to take AVID strategies school wide. Focus strategies will be:
 - Inquiry Learning
 - Cornell Notes
 - Self-efficacy & Reflection
 - WICOR - Writing, Inquiry, Collaboration, Organization & Reading to Learn

Intervention and Enrichment Programs

- Nobel Charter Middle School will continue to expand and refine our tier one and tier two interventions to help all students reach their full academic potential.
- The math and English/Language Arts teachers can provide timely intervention to their own students on the standards they have not mastered, using formative assessments to determine which students need such intervention
- The Student Support and Progress Team process will be utilized to develop and evaluate individualized intervention strategies. Mentoring programs will be put into place for students who need additional support.
- Nobel Charter Middle School will address the instructional needs of students who are working below grade level by placing them in tier three intervention in language arts or tier two intervention in Mathematics and English/Language Arts. Utilizing the District criteria, students who score in the intensive range on District placement tools will be placed in tier three intervention for Language Arts. Nobel currently uses Language! Edition Four for this two-period class. Students who are working below grade level in language arts but who don't meet the criteria for tier three and those who are below low grade level in math will have access to tier two intervention. These students are placed in a reading class or mathematics support class in place of a traditional elective. Students will be placed in these intervention classes based on their SBAC scores and academic grades from the previous school year. At the conclusion of the first semester, the intervention team which consists of the intervention teachers and the administrators of the English and Math departments, determine which students will remain in the class for the second semester using grades and diagnostic test results. The curriculums for the 7th and 8th math intervention are Accelerated Math. The curriculums for the 6th grade math intervention are Accelerated Math and Measuring Up. The curriculum for all grade levels of language arts are

Renaissance Learning’s Successful Reader and Accelerated Reader programs. The administrators of the math and English departments will meet every ten weeks with the intervention teachers to monitor progress, evaluate the program and develop actions steps as needed. For those students who are not placed in tier two intervention, SBAC data, progress reports, and interim assessment data will be used to place students in after school tutoring additionally academic teams working in concert with the counseling staff will develop individualized interventions for struggling students including the use of Student Support and Progress Team, use of the daily agenda planners, weekly progress reports, and intervention during the advisory period.

- Enrichment will be provided by ensuring that students have learning experiences beyond classroom instruction through exposure to guest speakers, field trips, service learning experiences, and access to extensive enrichment through electives and after school clubs
- After school, on a typical day students can participate in clubs such as the Academic Pentathlon team, robotics, Battle of the Books, STEM club, Young Black Scholars or music club, or receive tutoring in mathematics, science, history or language arts.

Curricular and Instructional Materials

6th Grade

Glencoe Discovering our Past: Ancient Civilizations
 Holt CA Earth Science
 Go Math Middle School, Gr. 6
 Go Math: CA Practice Fluency Workbook, Gr. 6
 Springboard ELA 6
 Springboard Writing Workshop 6
 Springboard Close Reading 6

7th Grade

World History: Medieval & Early Modern Times
 Holt CA Life Science
 Go Math Middle School, Gr. 7
 Go Math: CA Practice Fluency Workbook, Gr. 7
 Go Math Middle School, Accelerated 7
 Go Math Accelerated 7: CA Practice Fluency Workbook
 Springboard ELA Arts 7
 Springboard Writing Workshop 7
 Springboard Close Reading 7
 Teen Health, Course 2

8th Grade

Creating America
 Holt CA Physical Science
 Go Math Middle School, Gr. 8
 Go Math: CA Practice Fluency Workbook, Grade 8
 Big Ideas Math: Algebra I
 Student Journal for Big Ideas Algebra I
 Springboard ELA 8
 Springboard Writing Workshop 8
 Springboard Close Reading 8
 Prentice Hall Realidades, Level I
 Practice Workbook for Prentice Hall Realidades, Level I
ELD
 Springboard ELD Grade 6
 Springboard ELD Grade 7
 Springboard ELD Grade 8
 Great Source: Reader’s Handbook
 High Point, Basic
 High Point, Level A
 English 3D Issues Book, 1

AAL

Language! Comprehensive Literacy Curriculum (Student Textbook C)
 Language! Comprehensive Literacy Curriculum (Student Textbook D)
 Language! Interactive Text, Book C
 Language! Interactive Text, Book D
 Assessment: Content Mastery for Language! Book C
 Assessment: Content Mastery for Language! Book D
 Assessment: Summative Tests & Progress Indicators for Language! Book C
 Assessment: Summative Tests & Progress Indicators for Language! Book D
Supplemental Materials
 My Access! Vantage
 Explore Learning
 LightSail Independent Reading Program
 Renaissance Learning: Successful Reader

Course Offerings:

Sixth Grade		Seventh Grade		Eighth Grade	
Fall	Spring	Fall	Spring	Fall	Spring
English 6A or AAL or ELD 1,2,3 ADV ELD MS L&L MS	English 6B or AAL or ELD 1,2,3 ADV ELD MS L&L MS	English 7A or AAL or ELD 1,2,3 ADV ELD MS L&L MS	English 7B or AAL or ELD 1,2,3 ADV ELD MS L&L MS	English 8A or AAL or ELD 1,2,3 ADV ELD MS L&L MS	English 8B or AAL or ELD 1,2,3 ADV ELD MS L&L MS
World History and Geography: Ancient Civilizations A	World History and Geography: Ancient Civilizations B	World History and Geography: Medieval and Early Modern Times A	World History and Geography: Medieval and Early Modern Times B	U.S. History and Geography: Growth and Conflict A	U.S. History and Geography: Growth and Conflict B
CC Math 6A or H HGH ACC Math 6/7A	CC Math 6B or H HGH ACC Math 6/7B	CC Math 7A or H ACC CC Math 7A or H HGH ACC Math 8/Alg 1A	CC Math 7B or H ACC CC Math 7B or H HGH ACC Math 8/Alg 1B	CC Math 8A or H ACC CC Alg 1A or H ACC CC Geometry 1A	CC Math 8B or H ACC CC Alg 1B or H ACC CC Geometry 1B
Science and Health 6A	Science and Health 6B	Science 7	Health	Science 8A	Science 8B
Physical Education	Physical Education	Physical Education	Physical Education	Physical Education	Physical Education
Elective	Elective	Elective	Elective	Elective	Elective

Instructional methodologies and strategies:

With an understanding of our Learning by Doing philosophy and Culturally Linguistically Responsive Education, Nobel teachers will use many instructional practices, including differentiation and response to intervention to address the needs of their students (Gardner). Methodologies include, but are not limited to:

- Problem-based Learning: Students work in groups to solve a real world problem or challenge and prepare a presentation within the parameters set by the teacher.

- Collaborative learning: Students are provided the opportunity to work together to complete specific tasks such as solve problems, discover information and complete projects. Students are invited to engage in academic conversations that deepen their understanding of the content.
- Direct Instruction: Teachers use cues to activate prior knowledge or introduce new concepts as well as teach something new. Teachers develop prompts to guide the students' understanding of what they are expected to learn and ask higher level questions to produce deeper learning.
- Guided discovery: Students are presented with sequences or patterns. Lessons are carefully designed to lead students to discover informal rules that are later solidified and formalized.
- Experimentation: students develop and test hypotheses.
- Simulations: simulating real word events or operations in order to develop a deeper understanding of the causes and effects of historical events or scientific phenomena.
- Cross-curricular instruction: Teachers work together or alone to prepare lessons and projects that are interdisciplinary.
- Authentic assessment: Teachers evaluate students' abilities in 'real-world' contexts. Students learn how to apply their skills to authentic tasks and projects. The focus is on students' analytical skills; ability to integrate what they learn; creativity; ability to work collaboratively; and written and oral expression skills.
- Projects to address multiple intelligences: Teachers will provide students with project choices that address multiple learning styles such as oral presentations, technology based presentations, written projects, and nonlinguistic representations.

Data driven professional development and continuous improvement sessions will be implemented to support teaching strategies and methodologies to target deficiencies.

Alignment of instructional strategies and the standards:

Frequent use of technology coupled with taking the SBAC Interim Assessments ensures familiarity with use of the equipment as well as the structure of the summative SBAC test.

The instructional strategies that Nobel Charter Middle School has chosen to focus on are closely aligned to the goals of the Common Core State Standard, Next Generation Science Standards, and the California Content Standards and have been deliberately selected to ensure student success in meeting the standards. Strategies such as collaborative groups and problem-based learning support the growth of academic literacy and the development of higher level thinking skills. They are student centered and have selected because they address the twenty-first century skills needed to meet the CCSS Anchor standards. The instructional materials selected for mathematics, English Language Development and English Language Arts over the last two years are aligned to the Common Core State Standards and were selected because they incorporate instructional strategies that will support students in meeting the demands of

CCSS. Materials such as Document Based Questions address the CCSS standards in social studies which does not have a CCSS align text at this time. Likewise, our science department uses supplemental materials and hands-on experiments to address the NGSS absent a standards aligned text.

Student development of technology related skills and Student use of technology:

Technology is integrated within classroom instruction and is used as a tool of production and research. Laptop and ipad carts as well as a computer lab are readily available and checked out daily by staff. All content areas utilize Google Suite for student collaboration and publication. Other apps commonly utilized include Desmos, Geogebra, Nearpod, various online assessment tools, Vantage and Explore Learning.

Academic Calendar and Schedules

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by California Code of Regulations, title 5, section 11960. Charter School shall comply with all applicable District policies and procedures, and provisions of LAUSD collective bargaining agreements (CBAs), as they may change from time to time, related to work year, academic calendars, and schedules.

School calendar: Nobel Middle School will adhere to the traditional calendar as set forth by LAUSD. We will have a total of 377 minutes on Monday, Wednesday, Thursday and Friday. We will have a total of 287 minutes on Tuesday. There will be 10 minimum days of 247 minutes. Nobel Middle School assures that the school will offer, a minimum of 62,160 number of minutes of instruction set forth in Education Code S47612.5.

Nobel will reconfigure dismissal times through a District waiver to combine Professional Development/Continuous Improvement and Common Planning on Tuesdays. With the bell schedule listed below, all courses – history, language arts, mathematics, science, physical education, and electives, are offered during each period for seventh and eighth graders. Sixth graders will take their core academics periods one through four and electives and physical education will be offered periods 5 and 6.

□ Pupil Free Days
 Monday, August 14, 2017
 Friday, June 8, 2018
 * If a school selects Monday,
 January 8, 2018 as a Pupil
 Free Day, then Friday,
 June 8, 2018 becomes an
 Instructional Day

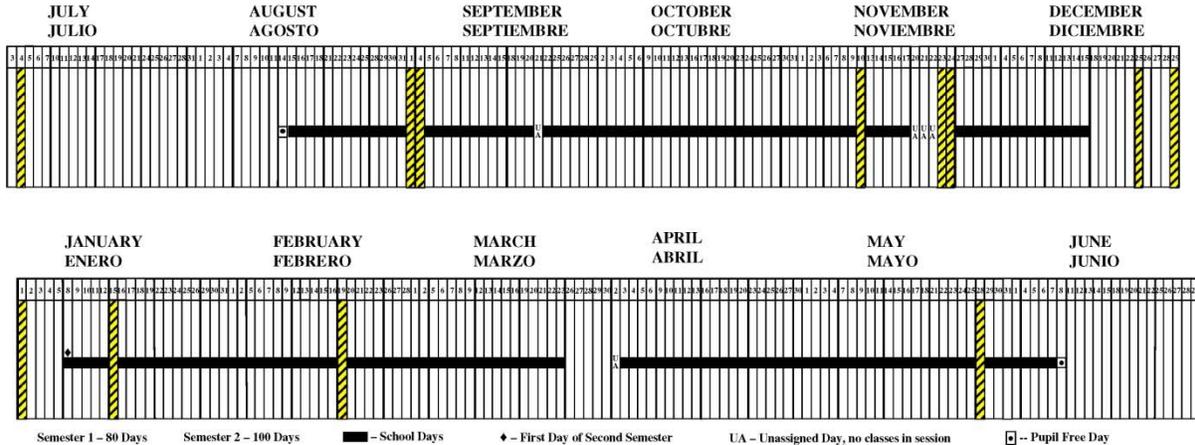


LOS ANGELES UNIFIED SCHOOL DISTRICT
DISTRITO ESCOLAR UNIFICADO DE LOS ANGELES



Board Approved
 1/10/2017

SINGLE TRACK INSTRUCTIONAL SCHOOL CALENDAR 2017-2018
CICLO UNICO CALENDARIO ESCOLAR DE INSTRUCCIÓN



Semester 1 – 80 Days Semester 2 – 100 Days ■ – School Days ◆ – First Day of Second Semester UA – Unassigned Day, no classes in session □ -- Pupil Free Day

IMPORTANT DATES:					
07-04-2017	Independence Day	11-23 & 11-24-2017	Thanksgiving Holiday	03-26 thru 03-30-2018	Spring Recess
08-15-2017	First Day of Instruction	12-18-2017 thru 01-05-2018	Winter Recess	04-02-2018	Cesar E. Chavez
09-01-2017	Admissions Day	◆ 01-08-2018	Second Semester Begins		Birthday Observed
09-04-2017	Labor Day	01-15-2018	Dr. Martin L. King, Jr.'s Birthday	05-28-2018	Memorial Day
11-10-2017	Veterans Day Observed	02-19-2018	Presidents' Day	* 06-07-2018	Last Day of Instruction

Bell Schedule 2017 - 18

Monday, Wednesday, Thursday, and Friday							
First Lunch --- 6th Grade			Minute	Second Lunch --- 7th/8th Grade			Minute
Warning	7:49 AM			Warning	7:49 AM		
Period 1	7:56 AM	8:58 AM	62	Period 1	7:56 AM	8:58 AM	62
Period 2	9:04 AM	9:55 AM	51	Period 2	9:04 AM	9:55 AM	51
Nutrition	9:55 AM	10:12 AM	17	Nutrition	9:55 AM	10:12 AM	17
Period 3	10:18	11:09 AM	51	Period 3	10:18	11:09 AM	51
Period 4	11:15	12:06 PM	51	Period 4	11:15	12:06 PM	51
Lunch 1: 6	12:06	12:36 PM	30	PLEDGE	12:12 PM	12:36 PM	24
PLEDGE	12:42	1:06 PM	24	Lunch 2:	12:36	1:06 PM	30
Period 5	1:12 PM	2:03 PM	51	Period 5	1:12 PM	2:03 PM	51
Period 6	2:09 PM	3:00 PM	51	Period 6	2:09 PM	3:00 PM	51

Tuesday			
Warning	7:49 AM		Minute
Period 1	7:56 AM	8:48 AM	52
Period 2	8:54 AM	9:35 AM	41
Nutrition	9:35 AM	9:52 AM	17
Period 3	9:58 AM	10:39 AM	41
Period 4	10:45	11:26 AM	41
Lunch	11:26	11:56 AM	30
Period 5	12:02	12:43 PM	41
Period 6	12:49	1:30 PM	41

Minimum Day			
9/4, 12/19, 1/28, 1/29, 3/27, 4/16, & 6/7			
Warning	7:49 AM		Minute
Period 1	7:56 AM	8:43 AM	47
Period 2	8:49 AM	9:23 AM	34
Period 3	9:29 AM	10:03 AM	34
Nutr/Lunc	10:03	10:25 AM	22
Period 4	10:31	11:05 AM	34
Period 5	11:11	11:45 AM	34
Period 6	11:51	12:25 PM	34

Period one in our bell schedule incorporates an additional eleven minutes for the Breakfast in the Classroom program.

Mathematics Placement Act

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

High School Exit Examination

Charter School shall comply with the requirements of Education Code sections 60851.5 and 60851.6.

WASC Accreditation

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

PROFESSIONAL DEVELOPMENT

As a District affiliated charter school, Charter School shall comply with and implement all applicable District policies and procedures related to staff professional development.

The goal of professional development at Nobel Charter Middle School is to address our Learning by Doing philosophy and raise academic achievement through data-driven instruction. Professional Development (PD) will be an on-going component and an effective tool used to address the curricular needs of our students and teachers. Professional development issues, ideas, and products will be driven by the students' and staff's needs and interests that are then forwarded to the School Governance Council for formalization of appropriate training and products. Our professional development program will be subject to the approval, implementation, and scheduling by the Professional Development Committee. In addition, Nobel Charter Middle School will participate in both site level and district professional development. In order to achieve this school-wide goal, all Tuesdays will be dedicated to PD and Common Planning Time (CPT).

The 90 minute group sessions will involve the following:

- PD/CPT relating to CLR, Mastery Learning, AVID Strategies, brain-based research, Specially Designed Academic Instruction in English (SDAIE) methods, academic literacy, collaborative learning, project-based learning, and data-based instructional strategies, and assessments will be implemented to create a more effective team of educators in our educational program (Sepanlou, 2008).
- Collaborative Charter Council School-wide Committees
- Department Instructional Meetings
- SAS/GATE teachers will meet to address the needs of gifted students.
- Special Education teachers will collaborate with departments to address Special Education issues.
- Provide access to outside facilitators/presentations to the faculty/staff (i.e., Jeff Zwiers, UCLA Center X)
- Teachers are encouraged to attend educationally relevant conferences, seminars, and workshops throughout the year.
- Collaborate to lower the number of students who are not meeting the district's culmination standards ("Non-Par")
- Nobel will participate in professional development provided by the district in accordance with the affiliated bulletin.

MEETING THE NEEDS OF ALL STUDENTS

English Learners

As a District affiliated charter school, Charter School shall implement the provisions of the District's *English Learner Master Plan*, as it may change from time to time, and comply with all applicable federal and state laws and District policies and procedures related to the implementation of the *English Learner Master Plan*.

English Learners comprise 2% of Nobel's student population. About 59% of the EL population is made up of Long Term English Learners (LTELs).

Educational programs for English language acquisition:

- ELD Level 1 and 2 students are placed into a block schedule to receive their Designated ELD, using the Highpoint curriculum.
- ELD Level 3 and 4 students receive a Designated ELD class which uses the school-adopted Springboard ELD program, in addition to their grade-level ELA class.
- Long Term English Learners receive a Designated ELD class which uses the district-adopted LTEL curricula (Great Source and English 3D), in addition to their grade-level ELA class.
- All EL students receive Integrated ELD through sheltered academic classes taught by teachers who have been trained and authorized to teach English Learners using California ELD standards, SDAIE techniques, and state-adopted texts. To ensure access to curriculum for EL students, ongoing professional development on effective, research-based instructional strategies for English Learners will be provided to teachers. A bilingual Teacher Assistant provides primary language support for beginning EL students.
- Adequate EL student progress toward mastery of the ELD standards is monitored by teachers, EL coordinator, and counselors.
- NCMS will use the results of the CELDT/ELPAC to support and accelerate student progress towards English proficiency by sharing data and setting goals with all stakeholders (parents, teachers, students), through ELAC, SSPT, PHBAO, and individual student conferences.
- NCMS will provide all English Learners with meaningful access to the full curriculum by ensuring that students are clustered by similar ELD levels into core courses. Ongoing professional development on CA ELD standards and other research based strategies will be provided to ensure that EL students are accessing the curriculum. EL students will also be given opportunities for enrichment and intervention through after school programs and through advisory period.
- Members of ELAC/SSC conduct a Comprehensive Needs Assessment by evaluating previous year's data and budget allocations to determine the effectiveness of EL programs and purchases.

- Students identified as English Learners are monitored periodically by the Categorical Program Advisor and members of SSPT (including counselors) to ensure that they are making adequate yearly progress toward reclassification and achievement. Monitoring takes place at the beginning of the year, after the Reading Inventory (RI) basic assessment, after progress and final report cards, after CELDT/ELPAC reports, and at the end of the year. If students are not meeting requirements for reclassification, conferences are made with parents, teachers, and counselors to make referrals or recommendations for further support, including after school tutoring and SSPT.
- Long Term English Learners are monitored for progress throughout the year by the Categorical Program Advisor and members of SSPT to ensure that they are making progress toward reclassification. The CPA meets individually with LTEL students and twice a year with parents through LTEL parent meetings to inform them of the elements that need to be met to reach the goal of reclassification.
- Minimally, for the first two years after reclassification, the Categorical Program Advisor and members of SSPT annually monitor RFEP students to ensure that they are continuing to make adequate yearly progress toward proficiency in both ELA and Math on their SBAC as well as being successful in all their academic classes. Additional support and intervention are recommended for students who are not making adequate progress, including recommendations for after school tutoring, placement into tier two intervention (BUILD), and referral to SSPT. Newly reclassified students who still need support are clustered into an academic team with teachers who have demonstrated ability to meet the needs of English Learners.

Gifted and Talented Students and Students Achieving Above Grade Level

Charter School shall use LAUSD's Gifted and Talented Education (GATE) student identification process, adhere to District policies and procedures regarding GATE, and reimburse the District for GATE testing and processing in accordance with the "General Fund School Program Manual" or equivalent as it may change from time to time.

Nobel Charter Middle School has a large, identified GATE population, 966 or 39% of our students are identified Gifted by LAUSD and over 1400 of our students are enrolled in one or more honors classes. GATE students who enroll at Nobel are placed in our SAS (School for Advanced Studies) program or our magnet honors program in order to provide them with a curriculum that has complexity, novelty, depth, and acceleration. Teachers utilize the depth and complexity icons developed by Dr. Sandra Kaplan as one form of differentiation. Teachers challenge students with more complex thinking and responses incorporating a resource rich environment (Kingore, 2004) Because gifted students often come into a class with a great deal of prior knowledge of the content and because they also do not need as many repetitions to learn new information, teachers are able to "compact" the curriculum, which then allows time for more challenging learning experiences (Reis, 1992). Instructional units are characterized by the inclusion of long term projects, advanced resources, and student selected products which

encourage novelty and creativity. Students have access to higher level mathematics courses to allow them access to a rigorous math curriculum.

Our gifted program meets the needs of our students by differentiating the content, the strategies (process) used by the teachers, and the products the students create. Most of our teachers incorporate Dr. Kaplan's Icons of Differentiation including the newer icons that align with the Common Core State Standards into their lessons. Teachers also use gifted strategies from Carol Ann Tomlinson, Marcia Tate, Bertie Kingore and Susan Winebrenner. Our students are expected to do in-depth research using primary and advanced resources and to be pushed out of their "academic comfort zone" (Tomlinson) by using higher level thinking skills and questioning and through critical and creative problem solving activities.

Our GATE teachers participate in ongoing training and professional development on the social-emotional and academic needs of gifted students. Teachers have and will continue to receive training on Culturally and Linguistically Responsive strategies (CLR) for working with gifted students from different backgrounds. A mentoring program, Soaring Nighthawks, for underachieving GATE students will be established by matching a teacher with a struggling GATE student.

Nobel constantly challenges its gifted students with a rigorous academic program where differentiation is at the core of all learning. Our teachers have high expectations for all gifted students and the students strive not only to meet those expectations, but to exceed them. Gifted students are expected to go deeper into content areas, meeting and then exceeding the core standards by becoming grade level "experts" as they engage in long-term research.

Nobel holds three parent meetings annually for our GATE parents, including a parent education night presented by a psychologist who specializes in gifted children and adolescents in order to address the social-emotional and academic needs of gifted students. Nobel also has a GATE/SAS Parent Representative who is invited to all district GATE parent meetings, and who is responsible for disseminating district information to parents of GATE students.

Alfred B. Nobel Charter Middle School & Nobel Math/Science/Technology Magnet will continue to use LAUSD's GATE identification process and policy and reimburse the District for testing and processing on a fee-for-service basis. We will use the District's GATE identification process and policy for our students to participate in the Saturday Conservatory of Fine Arts. NCMS will reimburse the district for any fees related to this opportunity for our students.

A mentoring program, Soaring Nighthawks, for underachieving GATE students will be established by matching a teacher with a struggling GATE student. In addition, struggling gifted students may be referred to SSTP for support. At the end of every academic year, we use the district GATE evaluations to determine the upcoming year's

GATE goals. The Intervention Committee will include a GATE intervention subcommittee focusing on underachieving gifted students. We also make opportunities available for our students achieving above grade level, such as summer enrichment programs.

The GATE/SAS coordinator will monitor the progress of the gifted and talented students and students working above grade level working closely with counselors and teachers. GATE students are monitored on an ongoing basis and annually.

Students Achieving Below Grade Level

Nobel Charter Middle School will address the instructional needs of students who are working below grade level by placing them in tier three intervention in language arts or tier two intervention in Mathematics and English/Language Arts. We currently identify students achieving below grade level by utilizing criteria which include DIBELS, grades, and SBAC scores.

Students who require intensive intervention in ELA receive a two-hour tier three intervention through Accelerated Academic Literacy (AAL) using the Language! curriculum. Students who are working below grade level in language arts but who do not meet the criteria for tier three intervention, and those who are below grade level in math will have access to tier two intervention. These students are placed in a reading class or mathematics support class (BUILD ELA or Math) in place of a traditional elective.

The curriculum for the math intervention includes Accelerated Math. The curricula for language arts intervention include Renaissance Learning's Successful Reader and Accelerated Reader programs.

The administrators of the math and English departments will meet every ten weeks with the intervention teachers to monitor progress, evaluate the program, and develop action steps as needed. At the conclusion of the first semester, the intervention team, using grades and diagnostic test results, determines which students will remain in the class for the second semester.

For those students who are not placed in tier two intervention, SBAC data, progress reports, and interim assessment data will be used to place students in after school tutoring. Additionally academic teams working in concert with the counseling staff will develop individualized interventions for struggling students including the use of SSPT, use of the daily agenda planners, weekly progress reports, and intervention during the advisory period.

NCMS will schedule teacher/parent/student conferences in order to engage parents to participate in their children's educational progress. Conferences are scheduled twice a year, one in the afternoon and one in the evening, in order to accommodate parent

schedules. Bilingual translation is available for parents whose home language is not English.

Socioeconomically Disadvantaged Students

Students are identified as socio-economically disadvantaged based on whether they qualify for free or reduced-priced lunches through the federally-funded School Lunch Program. The needs of the socio-economically disadvantaged students will be monitored by the counselors and met by the following programs:

- Administrators, teachers, and support staff will ensure that socio-economically disadvantaged students will have access to all classes, services, clubs, and supplies on campus. Access to all extracurricular programs will be provided without financial constraints.
- Staff will receive continuous training in CLR in order to better support and meet the needs of socioeconomically disadvantaged students.
- AVID supports underrepresented minorities and low-income students so that they can access rigorous curriculum and succeed in A-G coursework to prepare for college entrance. NCMS offers the AVID elective to 6th, 7th, and 8th grade students.
- High-interest after school clubs will be provided for all students. Clubs include the Drama Club, STEM Club, and Robotics Club. Late buses will be provided for students who are in our traveling programs so that they can participate in clubs and after school tutoring.
- College Awareness and Career Readiness programs will be provided to all students. Low income students will be able to take the PSAT 8/9 at no cost. An outreach will be made to encourage the participation of socio-economically disadvantaged students.
- Nobel has a Parent Center with a bilingual parent representative who offers workshops and assistance for parents
- PIQE provides education for parents on how to support their students' education and college readiness.

Students with Disabilities

Special Education

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

Conversion Affiliated Charter

1. District Affiliated Charter School's Special Education Responsibilities

a. General Requirements

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

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

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

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

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

The District Affiliated Charter School will participate in the state quality assurance process for special education (i.e. verification reviews, coordinated compliance self-reviews, complaints monitoring, procedural safeguards, and the local plan). The District Affiliated Charter School will participate in internal validation review (“DVR”).

The District Affiliated Charter School is responsible for the management of its, personnel, programs and services. The District Affiliated Charter School will ensure that its special education personnel or contracted personnel are

appropriately credentialed, licensed or on waiver consistent with California laws and regulations. The District Affiliated Charter School will implement the programs and services, including providing related services, required by the IEPs of the students enrolled at the District Affiliated Charter School.

b. Transferring Students

For students transferring to the District Affiliated Charter School from other school districts, District-operated schools or District authorized charters, the District will provide those related services required by the students' IEPs immediately upon the students' enrollment regardless of the types of service provider (i.e. school-based, NPA or private). District Affiliated Charter School will ensure that IEP team meetings for such students will be held within thirty (30) days of the student's enrollment in accordance with federal and state law and District policies and procedures.

c. Assessments

The referral process shall include Student Success Team (SST) meetings to review prior interventions, accommodations and modifications and to recommend further interventions as appropriate. The referral process shall be supported by the Response to Intervention (RtI) model approach using data to identify student strengths and weaknesses. Upon review of accumulated data, observation and review of records, the District Affiliated Charter School may determine that assessment is necessary to determine possible eligibility for special education programs and related services.

Upon a parent's request for assessment, the District Affiliated Charter School will convene a meeting to review and discuss the request in light of student records, acquired data and student performance to agree with or deny the request for assessment. If the District Affiliated Charter School determines that assessment for special education eligibility is not warranted, prior written notice must be given to the parent/guardian with a clear rationale for such refusal within 15 days of the request. If the District Affiliated Charter School concludes that there are suspected disabilities, the school must develop an assessment plan in Welligent for each student with suspected disabilities within the 15 day timeline. The LAUSD assessment plan describes the types of assessments that may be used to determine the eligibility of students for special education instruction and services. Assessments will be conducted, within legal timelines, after receiving the parents' written consent. The District Affiliated Charter School shall conduct an IEP team meeting that includes required team members within mandated timelines for each student assessed to discuss results, determine eligibility, and (if eligible) specify special education instruction and services. The District Affiliated Charter School will make decisions regarding eligibility, goals, program,

placement, and exit from special education through the IEP process according to federal, state and District timelines.

d. Alternative Placements

Under limited circumstances when a District Affiliated Charter School student's needs may not be provided at the District Affiliated Charter School, the District Affiliated Charter School will consult with the District to discuss placement and service alternatives. The IEP team convened at the District Affiliated Charter School shall have the authority to make offers of a FAPE and decisions regarding the staffing and methodology used to provide special education and related services at the District Affiliated Charter School pursuant to an IEP.

e. Least Restrictive Environment

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

f. Staffing Requirements

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

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

g. Student Discipline/Inclusion

The District Affiliated Charter School will ensure that it makes the necessary adjustments to comply with the mandates of state and federal laws, including the IDEA regarding discipline of students with disabilities. Discipline procedures will include positive behavioral interventions and the District's Discipline Foundation Policy. Prior to recommending expulsion and/or prior to the eleventh day of

cumulative suspension for a student with disabilities, the District Affiliated Charter School will convene a manifestation determination IEP set forth in the District's Policies and Procedures Manual. The District Affiliated Charter School will collect data pertaining to the number of special education students suspended or expelled.

The Charter is committed to achieving population balance that includes students with disabilities. The Charter will conduct outreach activities to attract and enroll a range of mild to severe special education students that is diverse and comparable with resident schools with similar demographics. The District Affiliated Charter School's outreach efforts should be geared toward aligning with the District-wide average. The District Affiliated Charter School may not refuse to admit a student based on special education eligibility, needs or services identified in the student's IEP. The District will make available to the District Affiliated Charter School MCD reports indicating range of services and number of students served at individual District affiliated charter schools.

2. Procedural Safeguards/Due Process Hearings

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

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

3. Complaints

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

4. Funding of Special Education

The District Affiliated Charter School will adhere to all District policies and procedures regarding special education and special education funding, as they may be amended from time to time. The District shall retain all state and federal special education funding

for District Affiliated Charter School students which is allocated to the SELPA. The District shall be responsible for providing all appropriate special education and related services in accordance with all applicable state and federal laws.

5. District Responsibilities Relating to District Affiliated Charter School Special Education Program

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

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

***Modified Consent Decree Requirements**

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

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

- # The Charter School Suspension/Expulsion Report, due monthly throughout the school year.
- # Paper SESAC Report and Welligent Student Listing Verification, due monthly throughout the school year.
- # CBEDS, which is due at the end of October of Each School Year.

All Students Enrolled December 1 of Each School Year, due at the end of December every school year.

Graduation Status of 12th Grade Students Enrolled on December 1, due at the end of June every school year.

The MCD requires all District authorized schools, including District affiliated charter schools, to implement the District's integrated student information system which is referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All District affiliated charter schools are required to utilize MiSiS. Upon full utilization of MiSiS, the list of required data above will automatically be captured within MiSiS.

Students in Other Subgroups

Nobel has several relevant subgroups for whom there is a persistent achievement gap as demonstrated by the data. They include Latinos, African Americans, Foster Youth, homeless youth and Standard English Learners (SELs) as identified by analysis of MiSiS data and our counseling staff.

These subgroups benefit from access to all the different programs and interventions offered at Nobel, including AVID, intervention classes, and clubs. In addition, all of Nobel's teachers have been trained in CLR strategies to create a school and classroom learning environment that is culturally sensitive. CLR builds on the student population's prior knowledge, diverse backgrounds, and experience. Nobel has a Parent Center with a bilingual Parent Representative who offers workshops and assistance for parents of students in these subgroups.

Homeless and foster students are provided with a district-designated Targeted Student Population (TSP) specialist to address their individual needs. In addition, our administration, counselors, and teachers monitor the academic and social progress of these students. We provide them with access to resources in an effort to support their academic and social success.

"A TYPICAL DAY"

On a typical day at Nobel Charter Middle School students will start their day with our extended first period where they will hear daily announcements and have Breakfast in the Classroom to prepare the student for the day. Students will be engaged in student-centered lessons in which they are immersed in problem solving and their assessments will be performance based.

- In ELA, students will be working on laptops in small groups and creating a magazine that pulls together both a problem and various solutions to the problem. Student's tasks in class will mimic real life magazine professions. Some

kids will be editing student written articles and others will be working on layout and design incorporating pictures and text.

- Kids in PE will be wearing heart rate monitors and collecting data to develop an understanding of the relationship between cardiovascular fitness and exercise.
- In Math, students can be seen working in pairs on iPads and discussing a Desmos activity that is also projected to the front of class. Desmos is an interactive graphing “app” in which students can easily manipulate and see how multiple representations affect each other. The teacher can be seen with her own iPad circulating amongst the students, observing their work and stopping for short discussions.
- In an eighth grade Social Studies classroom, students are reading and annotating an article from the New York Times in preparation for a Socratic seminar in which they discuss the viability of the Electoral College. The seminar is a part of a unit activity in which teams of students develop alternative proposals for the current Electoral College system.
- In Advisory, students will participate in Sustained Silent Reading, Second Step Education or Study Hall. Sixth graders get their own lunch at a different time than seventh and eighth grade students to increase access to school resources such as the library, PE fields and student store.
- In Science class, students are working in pairs researching to prepare for the Invention Convention where they identify a problem, research an original solution, build a prototype and develop it into a marketable invention.
- Finally, in the elective they may write a script for an original play, choreograph a new dance number, build and move a set, interpret a piece of literature through a multi-media artwork or practice for a drum-line performance.
- After school, on Mondays and Wednesdays clubs, tutoring and after school sports are available

Element 2 – Measurable Pupil Outcomes, and Element 3 – Method by which Pupil Progress Toward OUTCOMES WILL BE MEASURED

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(b)(5)(B).)

“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” (Ed. Code § 47605(b)(5)(C).)

STANDARDIZED TESTING

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state mandated tests, including computer-based assessments. As a District affiliated charter school, Charter School shall test with the District and adhere to District testing calendars and procedures for all state mandated assessments. Charter School shall submit and maintain up-to-date and accurate California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with District policies and procedures and the requirements of California Code of Regulations, title 5, section 861. Charter School shall submit and maintain up-to-date and accurate school and student data in MiSiS and other data systems used or required by the District.

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

Charter School shall work toward meeting all applicable District goals, including but not limited to the school and student outcome goals set forth in the LAUSD’s Local Control and Accountability Plan (LCAP), as it may be amended, updated, and/or replaced by the District, throughout the term of the Charter.

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

Refer to chart in element 1
“Local Control Funding Formula Requirements”

MEASURING PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

Refer to chart in element 1
“Local Control Funding Formula Requirements”

MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

As a District affiliated charter school, Charter School shall meet or exceed the District standards and guidelines for implementing diagnostic, screening, and periodic and/or benchmark assessments. Charter School shall be responsible to pay all costs related to the implementation of any alternate and/or replacement diagnostic, screening, periodic and/or benchmark assessments.

Nobel Charter Middle School shall determine the development, implementation or use of interim assessments according to the needs of its students, within the limits permitted by the Education Code. Nobel Charter Middle School may choose to use District formative assessments or design its own and will determine the timing of such assessments and coordinate with the respective Local District. Interim Assessments will be administered according to the district calendar. The number of assessments varies by subject area. Departments will meet a minimum of two times a year to analyze interim assessment data and engage in instructional planning. At the beginning of the year, teachers will meet by department and analyze current year students’ prior year data and identify areas of strength and weakness. After each Interim Assessment, new data will be examined for evidence of growth.

DATA ANALYSIS AND REPORTING

Annually, the Nobel faculty will engage in the analysis of the SBAC data in order to establish instructional priorities and engage in planning for the current school year. Prior year data will be evaluated to determine the effectiveness of instructional practices as well as to determine the academic needs of the current students. Additionally, prior year SBAC data and academic marks will be analyzed and used in concert with other

diagnostic tools such as STAR testing and DIBELS to determine student placement in English intervention courses or the double block ELA course. The Nobel administrative team will be responsible for making the data from assessments available in a format that is accessible for teachers to analyze. They will accomplish this by providing training and supervision of coordinators, department chairs and teachers in the process of obtaining the data through the Get Data websites. The administrator will monitor the collection of data and if necessary assist in the process of disseminating the data. They will regularly meet with their department chairs and coordinators to develop agendas for professional development for the purpose of analyzing the data and be active participants in reviewing and analyzing the data during department meetings. The administrative team will be responsible for ensuring that any actions plan steps developed are implemented.

Parent workshops on the School Report Card will be conducted by the administration every year.

GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

As a District affiliated charter school, Charter School shall adhere to and implement District policies and procedures regarding grading, progress reporting, and promotion/retention.

Element 4 – Governance

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

GENERAL PROVISIONS

As a District affiliated charter school, Charter School is subject to the governance and control of the LAUSD Board of Education. Governance at the school site level shall be in accordance with the provisions of this Charter and shall be consistent with all applicable state, federal laws and regulations, District policies, and the provisions of LAUSD collective bargaining agreements (CBAs). Adoption of any governance structure or model in conflict with the above shall be null and void unless the appropriate parties have agreed to a waiver or exemption. Absent agreed upon waivers between the District and UTLA, Charter School shall adhere to the requirements of Article XXVII of the LAUSD-UTLA CBA, as it may be amended from time to time, including but not limited to provisions related to Local School Leadership Council composition and responsibilities, and provisions regarding councils and committees (e.g., Title I School Site Councils).

Charter School shall adhere to and implement all applicable District policies and procedures for compliance with California open meetings laws (i.e., the Brown Act and the Greene Act, as applicable) and the California Public Records Act.

All staff and representatives of Charter School, including members of Charter School’s local governing council, members of school committees and other councils, and school administrators, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD’s charter school policies, regarding ethics and conflicts of interest.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its local governing council are and remain consistent with applicable laws, District policy, the provisions of LAUSD collective bargaining agreements (CBAs), any applicable District-UTLA waiver(s), and the provisions of this Charter.

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

LEGAL AND POLICY COMPLIANCE

As a District affiliated charter school, Charter School shall comply with all applicable federal and state laws and regulations, and District policies and procedures, as they may change from time to time.

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

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

As a District affiliated charter school, Charter School shall comply with and implement all District policies and procedures related to its responsibilities under Title IX of the Education Amendments of 1972 (Title IX), Section 504 of the Rehabilitation Act of 1973 (“Section 504”), and the District’s Uniform Complaint Procedures.

As a District affiliated charter school, Charter School shall adhere to all applicable federal and state laws and regulations, and District policies and procedures, regarding pupil fees, including but not limited to procedures related to complaints filed pursuant to Education Code section 49013.

Charter School shall comply with the requirements of Education Code section 52075 and District policies and procedures regarding the filing of complaints related to certain provisions of the Local Control Funding Formula legislation.

RESPONDING TO INQUIRIES

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

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School’s operations, or breach of the Charter, is received or discovered by the District, Charter School shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

NOTIFICATION OF THE DISTRICT

Charter School shall provide the appropriate Local District and the Charter Schools Division with copies of all collective bargaining waivers and/or exemptions within 10 days of the execution date of the waiver/exemption.

Charter School shall notify the appropriate Local District and the Charter Schools Division in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, or other formal complaints or notices, within one week of receipt of such notices by Charter School. Charter School shall also notify the appropriate Local District in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the appropriate District office(s) and Local District immediately of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Charter School shall comply with and implement all District policies and procedures related to the creation, use, maintenance, storage, and transfer of student records.

When a student transfers for any reason from Charter School to any other school district, Charter School shall notify the superintendent of the school district of the student's last known address within 30 days, and shall, within 10 school days of receiving a records request, provide that school district with a copy of the student's cumulative record, including a transcript of grades or report card and health information. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records.

PARENT ENGAGEMENT

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

STAKEHOLDER INVOLVEMENT

Broad-based involvement by different stakeholder constituencies at Nobel has been and continues to be crucial to its leadership, management, and governance. The enhancement of Nobel students' learning experiences, campus amenities and

environment as well as the improvement in overall student achievement are due, in large part, to its stakeholders' continuing commitment to the school.

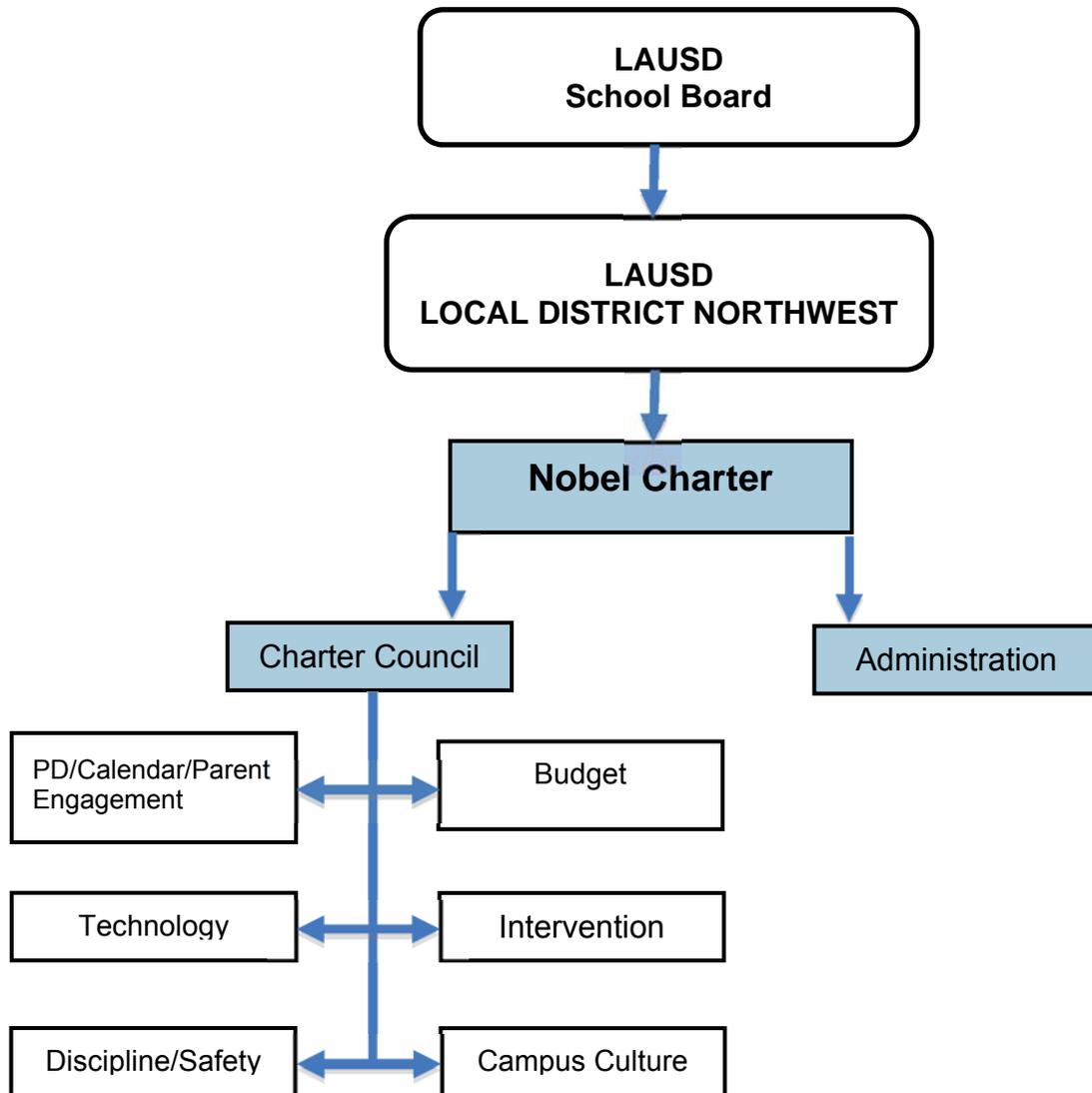
On-going and consistent stakeholder involvement in policies and activities supporting the school-wide community will enable Nobel to continue to implement its educational mission, vision, strategic plan and school-wide goals in accordance with its governance structure. Nobel will continue to encourage parents/guardians and members of its extended community to participate in Nobel's governance as well as to be involved in a myriad of school site activities that meaningfully impact the school-wide community encompassing Nobel Charter Middle School including, to name a few: participating in such activities or organizations as Charter Council and its Charter Council Committees, as well as writing grants to secure funds for the creation or maintenance of specific student-centered programs and activities.

Day-to-day participation by Nobel stakeholders in its governance help maintain the school-wide community's attention to and focus on educational initiatives, core programs, and the successful implementation of Common Core educational standards, including facilitating the training and professional development of Nobel's faculty and staff ensuring the budgeting of additional funds for such training. Such stakeholder involvement will also ensure that new ideas, programs and initiatives are thoroughly evaluated, investigated and considered by Charter Council sub-committees and Charter Council itself. Furthermore, the accountability of Nobel's Charter Council, Committee members, Administration, certificated and classified staff to the school-wide community encourages all stakeholders, including Nobel students and their families, to keep informed about and become actively involved in Nobel's governance. Nobel stakeholders are involved in the development and implementation of the LCAP and its annual update based on student data and performance. The LCAP is reviewed by School Site Council, ELAC and PTSA and these bodies make recommendations for inclusion to the writing team. The LCAP is also emailed to all faculty and staff members for their input and recommendations.

Communication to stakeholders about Nobel and their representatives' involvement in governance, the development of LCAP, and the work undertaken by Charter Council and its standing committees will keep the various constituencies' members motivated and interested. Stakeholder representatives to Charter Council will communicate with their constituents in several ways to ensure Nobel's compliance with the Brown Act, Public Records Act and various other applicable laws, regulations and District policies. Communications methods will include one or more of the following: specific information disseminated via U.S. mail, email, Nobel website, or in-house mail to various constituents, meeting minutes, announcements through Connect Ed, marquee listings,

letters or flyers sent home with students, audio announcements at the school site, announcement boards outside Nobel's Main Office, flyers on campus and/or in the main office, as well as via constituent-specific mailings and meetings.

The school communicates to parents regarding Nobel's educational program through: Back to School Night, PHBAO parent conferences, Individual Growth Plan Meetings, Magnet Parent Meetings, GATE Parent Meetings, various Parent Workshops, and schoolwide committee meetings. For teachers, the school's educational program is communicated through: Professional Development, Department/Grade/Faculty Meetings, Committees, and Instructional Leadership Team.



COMMITTEES	AREAS OF OVERSIGHT
Professional Development	<ul style="list-style-type: none"> • Data • Curriculum • Calendar
Technology	<ul style="list-style-type: none"> • Classroom equipment • Software management • User support
Safety/Discipline	<ul style="list-style-type: none"> • School wide Positive Support Plan • Safe School Plan • Analyze referral data • Emergency drills • School-wide activities
Intervention	<ul style="list-style-type: none"> • Analyze student data • Implement researched programs for student success • SSPT referrals • Monitor student progress
Campus Culture and Activities	<ul style="list-style-type: none"> • Address issues related to student and staff morale
Budget	<ul style="list-style-type: none"> • Approve cost items

Having Nobel’s consensus-based decision-making process at the heart of its governance structure will continue to increase participation by all stakeholders in the local school site governance process and solidify its effectiveness. Nobel’s constituencies remain involved in and dedicated to a school-wide community which strives to continue to improve, by all measurable criteria, while maintaining compliance with the District’s overall policies, regulations, legal commitments and applicable laws.

C. Composition and Selection of Charter Council Members

The composition of the Charter Council will comport with Article XXVII of the UTLA LAUSD collective Bargaining Agreement. The council will be comprised of 16 members; 8 teachers which includes the UTLA representative, 5 parent/community representatives, one principal, one classified employee, and one student representative. The magnet center at Nobel has opted to have a single council representing both the regular school and the magnet center (option 3 of Article XXVII). Magnet teachers, parents/community representatives, and students will be eligible to participate in the council along with the constituents of the host school. The District reserves the right to appoint a non-voting single representative to the Charter School governing council. Charter Council has the authority to create additional Ad Hoc committees on an as needed basis. All members of Charter Council will meet and adhere to the selection process as detailed in the Charter Council Bylaws (Attachment B).

Election Procedures for Employee Representatives:

a. Secret ballot elections shall be conducted for the certificated and non-certificated employee seats, following similar procedures. (1) Faculty representatives on the council are to be elected on an "at large" basis by the regular contract certificated employees assigned to the site with itinerant employees voting on a proportional basis corresponding to the number of days per week served at the site. (2) Non-certificated representatives shall be elected on an "at large" basis, with all non-certificated employees (including TA's) regularly assigned to the site having an equal vote.

b. The nomination process shall be open to all eligible voters assigned to the site. Nominations shall be either submitted by the nominee or with the written consent of the nominee.

c. Election notices shall be posted and distributed among the employees at the site.

d. Elections for each year's term of office shall be as follows: Secondary teachers' elections are to be in May before the secondary master schedule is established. The non-certificated employee elections are to be no later than the first school month of the school year.

Any elections for alternates and/or replacements (including teachers) are also to occur during the first month of the school year.

Election Procedures for Parent/Community Representatives:

a) Voter Eligibility for parent/community elections shall be based upon any one of the following criteria:

1. Parents of a pupil attending the school, including natural or adoptive parent, legal guardian, or other person having primary responsibility for the support and welfare of the pupil;
2. Adult residents of the school's attendance area;
3. Adults whose primary place of employment is within the school's attendance area (this includes non-certificated employees of the District);
4. When pupils are transported to the school from another attendance area (e.g. PWT or CAP receiving) the election criteria of categories 2, 3, and 4 above shall be expanded to include those from the sending school area;
5. Certificated personnel employed by the District are not eligible to vote except when they qualify as a parent under category 1 above;

b) Nominations: Are to be submitted in writing two working days prior to the election, or may be submitted from the floor at the election meeting. Nominations shall be either submitted by the nominee or with the written consent of the nominee. Nominees are not subject to any residency or employment requirement, but in order to qualify for the minimum guarantee for parents as provided below, they must meet the definition of parent as provided above. Certificated employees of the District are not eligible for nomination.

c) Election Notices: Shall be sent home with students, and submitted to local newspapers serving the areas affected.

d) Sign-in: At the election meeting there shall be a sign-in procedure, where each voter shall disclose appropriate information indicating eligibility and status (parent or community).

e) Ballot Procedure: The parent/community representatives are to be elected, during the first month of the school year by secret ballot among all attending eligible voters. All ballots are to be submitted in sealed secret ballot envelopes, and enclosed within another envelope on which the voter will print his or her name and address. The ballots shall be collected and placed in the large envelope provided for this purpose. This envelope shall be sealed and the principal and Chapter Chair shall sign their names over the seal. The ballots shall then be secured in a safe place for five working days before being counted. The five day period is intended to permit any voter eligibility issues to be raised and resolved prior to the vote count. For this purpose the voter sign-

in sheets shall be subject to by any interested person. The vote count shall occur at the time announced at the election meeting, and shall occur in the presence of any interested persons who wish to attend. Prior to the vote count the sealed secret ballot envelope shall be separated from the envelope which carries the voter's name and address, and inter-mingled with the other secret ballot envelopes. Then, the ballots shall be removed from the secret ballot envelopes and counted. The nominees who received the greatest number of votes are to be declared elected, with the two who receive the next greatest number of votes elected as alternates, except that in no event shall there be fewer parents* than the following (depending upon size of the Council):

- 3 out of the 5 parent/community positions
- 2 out of the 4 parent/community positions
- 1 out of the 2 parent/community positions
- 1 out of the 2 alternate parent/community positions

f) Disputes: The Principal and Chapter Chair shall determine any disputed eligibility issues using the above criteria, and shall also be primarily responsible for resolving any disputes relating to election procedures. If they are not able to resolve a dispute acceptable to the involved parents/community, the dispute shall be referred to the co-chairpersons of the central council for final determination. Said co-chairpersons may delegate this authority. Disputes relating to this Section 2.9 are not subject to the grievance procedures of the LAUSD/Agreement.

d) Decision-Making

The Charter Council encourages faculty, staff, parents, pupils, and administrators to bring their concerns and ideas to the monthly meetings, or one of the standing committees by attending and participating in open committee meetings by submitting written proposals. Each of the standing committees has majority faculty membership. All stakeholders may have representatives on each committee so that concerns and ideas may be brought to the attention of the committees through this representation. The standing committees meet once every month. Each committee will submit recommendations to the Charter Council in the areas of their purview based on the input they receive from stakeholders. The Charter Council meets monthly, unless an emergency arises and an additional meeting is required. Action will be taken by a majority of the Charter Council or as otherwise required by the charter or bylaws. Each Charter Council decision will require a consensus reached by a quorum of the Council. Quorum will be defined as 50% +1 of the membership. The guiding principle in the decision-making process is and shall be the creation of consensus among the

Council's various member constituents. If after a good-faith effort has been made, consensus cannot be reached on an issue brought before the council, a motion can be made to have a vote. When an issue is brought to vote, a simple majority will be required to approve any agenda items. All council members participate in at least one standing committee by voluntary selection. The co-chairs of the Council shall be the Principal and United Teachers of Los Angeles Chapter Chair. They will automatically be ad hoc members of all committees. Committee membership and participation will be open to any and all teachers, parents, students and community members. Committees are the workshops of thought and creativity and meet monthly or as necessary. Committees will select their own chairpersons who will report regularly at the meetings of the Charter Council.

e) Standing Committees

Individual standing committees will utilize consensus for decision-making. If members of the standing committee cannot reach consensus after making a good faith effort a vote will be held and a simple majority will be required to approve any agenda items. Chairpersons of each standing committee prepare agendas for each meeting and minutes are kept. Every faculty member is required to select a standing committee in which to participate and will attend meetings as designated by the standing committee. Classified staff is encouraged to participate in standing committees. Each standing committee will elect a chairperson annually. The chairperson is responsible for preparing meeting agendas and selecting a member to take minutes. The bylaws state that a member of the Charter Council must serve as a co-chair of each standing committee.

f) Communications Stakeholders of the Council will communicate with their constituents in the following ways: publish calendars of all meetings utilizing the Nobel website, Connect-Ed, Nobel newsletter, and parent flyers. All stakeholders and public will have access to the minutes through a posting on the Nobel Charter Middle School website. The communications may include Town Hall meetings quarterly reports, website and email communication, and regular reporting at PTSA monthly meetings. The student members of the Council, elected by members of the student body, shall present regular reports to that body. Participating classified staff will communicate information to their colleagues. Other specific and direct information will be disseminated in written form via U.S. mail, email, Nobel Charter Middle School website, or in-house mail to various constituents.

Nobel Charter Council and committees will comply with the Brown Act and meet every month while school is in session. All meetings will be publicized 72 hours in advance,

and will be open to the public and the school community in accordance with the Brown Act. Minutes of these public meetings are open to inspection and copying at all times during Nobel Charter Middle School's office hours. Every person has a right to inspect and copy these public records. Minutes are available for inspection or copying by the public in the main office of Nobel Charter Middle School at least 48 hours after the meeting was conducted.

g) Grievance Procedure for Parents and Students

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

h) LAUSD Charter

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

i) Responding to Inquiries

Nobel Charter Middle School shall promptly respond to all inquiries, including but not limited to, inquiries regarding financial records. Nobel Charter Middle School acknowledges that it is subject to audit by LAUSD including, without limitation, audit by the District Office of the Inspector General. If an allegation of waste, fraud or abuse related to the Charter School operations is received by the District, the Charter School shall be expected to cooperate with any investigation undertaken by the District and/or the Office of the Inspector General, Investigations Unit.

j) Notifications

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

FEDERAL PROGRAM COMPLIANCE

As a District affiliated charter school, Charter School shall comply with and implement all applicable District policies and procedures related to the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs.

ELEMENT 5 – EMPLOYEE QUALIFICATIONS

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

EQUAL EMPLOYMENT OPPORTUNITY

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

STAFFING

Charter School shall comply with and implement all applicable state and federal laws and regulations, District policies, and LAUSD collective bargaining agreements (subject to any applicable waiver or exemption validly and timely executed by the appropriate parties) related to staffing, credentialing, and assignments.

Charter School shall be subject to all District decisions regarding reduction in force, mandated furloughs, layoffs, and any other District decisions related to salaries, classifications, qualifications, and assignments. Unless the District has assigned all employees in a classification to a specific basis, Charter School will have autonomy in assigning positions to specific working bases.

Selection of the principal shall remain the purview of the LAUSD Superintendent.

CERTIFICATED PERSONNEL

Charter School shall comply with federal and state laws and regulations, District policies and procedures, and applicable collective bargaining agreements in the selection and class assignment of certificated staff. Charter School will have the autonomy to interview and select teachers and school-funded support staff from District-approved lists of eligible candidates as determined by the LAUSD Human Resources Division, which may be limited to Priority Placement Lists (displaced teachers) and Rehire Lists depending on current hiring conditions in each subject area. While every effort will be

made to avoid assigning any certificated employee to any Charter School campus, the District retains the right to make such assignments in cases in which no other alternative is available (e.g., in order to provide reasonable accommodation in compliance with the Americans with Disabilities Act).

CLASSIFIED PERSONNEL

Charter School shall comply with applicable federal and state laws and regulations, including but not limited to the merit system provisions of the Education Code, Personnel Commission Rules, and applicable collective bargaining agreements in the selection and assignment of classified staff. Unless valid reemployment lists exist, Charter School will have the autonomy, when selecting classified employees for regular assignment, to select from the top three eligible candidates on current valid eligibility lists promulgated by the Personnel Commission. When valid reemployment lists exist, every effort will be made to avoid assigning classified staff to Charter School; however, the Personnel Commission retains the right to make such assignments in cases in which no alternative is available (e.g., as a result of reductions-in-force or reasonable accommodations in compliance with the Americans with Disabilities Act.)

ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

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

GENERAL PROVISIONS

Charter School shall comply with all federal, state, county, and city laws and regulations, and District policies and procedures, related to health, safety, and emergency preparedness, as they may be changed from time. Charter School shall comply with and implement all District policies and procedures related to protecting the health and safety of students and staff, including but not limited to policies and procedures related to child abuse and neglect reporting and awareness training, and allegations of employee-to-student sexual abuse.

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

As a District affiliated charter school, Charter School shall comply with and implement all District policies and procedures related to health, safety, and emergency preparedness, including but not limited to the required creation, maintenance, and implementation of a Safe School Plan. Charter School shall ensure that its staff receives annual training on Charter School’s health, safety, and emergency procedures, and shall maintain a calendar for, and conduct, emergency response drills for students and staff in accordance with District policies and procedures.

Charter School shall periodically review, and modify as necessary, its Health, Safety and Emergency Preparedness Plan (Safe School Plan), and keep it readily available for use and review upon District request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

As a District affiliated charter school, in order to protect and promote the health and safety of students and staff, Charter School, including its staff, contractors (vendors), and volunteers, shall adhere to the policies and procedures of the District related to fingerprinting and criminal background clearances.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

As a District affiliated charter school, in order to guarantee the health and safety of students and staff, Charter School shall ensure that all staff, contractors (vendors), and volunteers adhere to the policies and procedures of the District related to tuberculosis risk assessment, examination and clearance. Charter School shall comply with and implement all District policies and procedures related to the immunization and health screening of its students, including but not limited to the immunization of students as a condition of attendance and screening for vision, hearing, and scoliosis. Charter School shall create, use, maintain, store, transfer, and dispose of student health records in accordance with District policies and procedures.

SAFE PLACE TO LEARN ACT

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act. Ed. Code section 234 et seq. and related District policies and procedures.

ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

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

COURT-ORDERED INTEGRATION

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

Charter School shall take all reasonable steps to attract and maintain a racially integrated student body in a manner consistent with the Court-ordered Integration Program, applicable law, and District policy. Any provision of Integration Program resources to Charter School (e.g., Magnet, Permits with Transportation, and/or Transportation resources) is subject to change, in whole or in part, for budgetary and/or other reasons, at the sole discretion of the District.

ELEMENT 8 – ADMISSION REQUIREMENTS

“Admission requirements, if applicable.” (Ed. Code § 47605(b)(5)(H).)

GENERAL PROVISIONS

Charter School shall admit all students who wish to attend the school. (Ed. Code § 47605(d)(2)(A).) As an existing District school that has converted to become a District affiliated charter school, Charter School’s first priority is to admit students who reside in the former attendance boundary of the school. (See Ed. Code § 47605(d)(1).) If the number of students who wish to attend Charter School exceeds its operational capacity, as determined annually by the District, Charter School shall conduct a public random drawing/lottery. (Ed. Code § 47605(d)(2)(B).) Charter School’s existing students (regardless of residence or any other factor) shall be exempt from the lottery. Prospective students who reside within the former attendance boundaries of Charter School (“resident students”) shall have first priority admission preference at all times and are thus deemed exempt from the lottery as well. (See Ed. Code § 47605(d).) Charter School shall provide a second priority admission preference for prospective students residing within LAUSD boundaries, but not residing within the former attendance area of Charter School. (Ed. Code § 47605(d)(2)(B).)

Students who participate in the lottery but are not selected for admission during the lottery shall be placed on a waitlist. As seats become available, Charter School shall fill seats from the waitlist. This waitlist shall be effective until the end of the programmatic year to which it pertains.

If, at any time during the school year, the total enrollment of Charter School approaches its operational capacity and Charter School appears potentially unable to enroll new students who reside within the former attendance boundary of Charter School, Charter School shall immediately consult and coordinate with its Local District administration as well as the District’s School Management Services and Student Integration Services, to manage its enrollment so that Charter School remains in compliance with all applicable laws and legal obligations (e.g., Crawford v. LAUSD) and that, to the maximum extent possible, Charter School is and remains able to enroll, at all times throughout the year, any and all students who reside within Charter School’s former attendance boundary who wish to attend.

If Charter School determines, in accordance with applicable law and District policies and procedures, that any student/parent used fraudulent address information to establish resident status within Charter School’s former attendance boundary to gain enrollment prior to the school’s conversion to a District affiliated charter school, or to gain enrollment through an admission preference in Charter School’s lottery and enrollment process, the student may be withdrawn and referred back to his/her school of residence

in accordance with District policy and applicable law. If, at that time or any time subsequent, the student seeks re-enrollment in Charter School, Charter School shall make its admissions determination in compliance with applicable law and the terms of this Charter.

Residents:

If a family lives in Nobel Charter Middle School's attendance area, a child will automatically be accepted. Proof of residency is required. Families may come to the attendance office to fill out the enrollment packet at any time during regular school hours.

Nobel Charter Middle School will adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual or a homeless youth has equal access to the same free, appropriate public education as provided to other children and youths.

Public Random Drawing for Lottery:

1. Admission to Nobel Charter Middle School for students that do not live within Nobel's attendance boundary is based on space availability. If the number of students applying to Nobel exceeds the number spaces available, a lottery will be held. There will be a separate lottery for each grade level, one for grade 6 applicants, one for grade 7 applicants and one for grade 8 applicants.

Students will be admitted in the order drawn in the lottery until the number of spaces available has been filled. Any remaining student applicants will be drawn and placed on a waitlist in the order drawn.

Sibling applicants of accepted students will be admitted to keep families together.

2. Informational flyers, brochures, District provided information sheets, and District organized middle school fairs are methods used by Nobel to communicate to all interested parties the rules of the lottery process.

3. The lottery procedures are verified through electronic selection of applications in a well-advertised open meeting held during the month of May. All interested parties are informed through written information, and the website of the May open public meeting. Applications are selected at random and names are inputted electronically in the order they are drawn.

4. The submission of applications for the Charter Lottery begins in December. Announcements, advertisements, and website information pages instruct the public on the timeline of events (Attachment J, p89). Applications are due on a designated date in April. The actual Lottery is held in May. Completed applications will be submitted

electronically. A receipt will be emailed when the completed application has been submitted. All late submissions are placed automatically on a wait list, and these applications are time-stamped.

5. The Lottery is held at Nobel Charter Middle School. Names of selected students are typed, by computer, and displayed as they are drawn on a wide screen. The Lottery is open to the public. Attendance is not required at the lottery drawing.

6. An electronic communication will be sent in the spring asking for confirmation that a student will be attending Nobel Charter Middle School in sixth grade. The purpose of the letter is to assist Nobel in planning for the incoming sixth grade class. If parents do not commit to Nobel by the end of May, students on the wait list will be called in order until the set number of students for the Charter school is reached.

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

8. All Charter Lists and Wait Lists will be kept on record in the Attendance Office. Lottery procedures will be on file with the main office, parent organizations, principal's office, the attendance office, and on the website.

SCHOOLS FOR ADVANCED STUDIES (SAS) PROGRAM

If Charter School offers an SAS Program, it shall not consider any student's eligibility or interest in the program in determining admission to Charter School. Once a student has been admitted/enrolled in Charter School, Charter School may accept and process an application from the student per SAS Program participation guidelines.

MAGNET PROGRAM

If Charter School offers a District-approved Magnet Program, admission to the Magnet Program shall be determined in accordance with the rules and procedures established by the District's Court-ordered Integration Program per the Crawford court order. Students duly enrolled in a Magnet Program offered by Charter School shall be considered "resident students" of Charter School for purposes of admission and enrollment.

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students. Charter School shall comply with all applicable state law and related District policies and procedures regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time.

NON-DISCRIMINATION

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

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

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

ELEMENT 9 – ANNUAL FINANCIAL AUDITS

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

As a District affiliated charter school, Charter School will not provide for a separate audit but will be included in the annual audit for LAUSD.

ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

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

GENERAL PROVISIONS

As a District affiliated charter school, Charter School shall comply with and implement all District policies and procedures related to student discipline and behavior, suspension, and expulsion.

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

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

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

Charter School acknowledges that the District’s Student Discipline and Expulsion Support Unit provides technical assistance to schools considering recommendations for expulsion, ensures that students recommended for expulsion are afforded a fair and impartial hearing and all other due process rights, and provides for post-expulsion placement/rehabilitation plans and services as required by law.

STUDENTS WITH DISABILITIES

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

Charter School shall implement proper disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the

Rehabilitation Plan of 1973, and District policies and procedures. In the case of a student who has an IEP, an IEP team, including a District representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, Charter School's administrator shall convene a Link Determination meeting to ask the following two questions:

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

NOTIFICATION OF STUDENT'S DISTRICT OF RESIDENCE

Upon the expulsion of any student, if the student is a resident of a school district other than LAUSD, Charter School shall notify the Superintendent of the school district of the student's last known address within 30 days of the expulsion, and shall, within 10 school days of receiving a records request, provide that school district with a copy of the student's cumulative record, including a transcript of grades or report card and health information. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records.

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, in the District's Student Information System and shall make such outcome data readily available to the Charter Schools Division upon request.

READMISSION

Charter School shall comply with all District policies and procedures related to requests for readmission by students expelled from Charter School.

GUN-FREE SCHOOLS ACT

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

ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS

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

District employees working at or assigned to Charter School will continue to receive compensation and benefits for their services according to the provisions of the collective bargaining agreements of their respective bargaining units with LAUSD, inclusive of but not limited to provisions related to salaries, unemployment benefits, retirement benefits (including CalSTRS and CalPERS), health insurance, life insurance, and all other assigned compensation and benefits.

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

ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

Students of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A student residing within the territorial boundaries of the District who chooses not to attend Charter School may contact the appropriate Local District to seek assistance in enrolling in another District school in accordance with District policies and procedures. Alternatively, the student may pursue an inter-district transfer, if available, in accordance with admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time, or seek enrollment at another charter public school pursuant to applicable law and the terms of the school’s charter.

A student currently enrolled at Charter School who resides outside the territorial boundaries of the District and who chooses not to continue attending Charter School may attend a public school within the student’s school district of residence in accordance with applicable law and that school district’s policies and procedures, or seek enrollment at another charter public school pursuant to applicable law and the terms of the school’s charter.

ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

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

As a District affiliated charter school, all administrators, faculty and staff of Charter School are and shall be LAUSD employees. All Charter School employees shall be hired by the District and maintain the same relationships with and through all respective bargaining units as other District employees at non-charter schools.

ELEMENT 14 – MANDATORY DISPUTE RESOLUTION

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(b)(5)(N).)

Charter School agrees to resolve any claim, controversy or dispute (“Dispute”) arising out of or relating to the Charter, except for any claim, controversy or dispute that is in any way related to revocation of this Charter, pursuant to the terms of this Element 14.

Any Dispute between the District and Charter School shall be resolved by a collaborative team from the appropriate Local District and the Charter Schools Division in accordance with the procedures set forth below:

- 1) Notification of any Dispute shall be made in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the District by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon the date of delivery to the address of the person to receive such notice if delivered by 5:00 PM; otherwise, it is deemed received on the next business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail. All Written Notifications shall be addressed as follows:

To Charter School: Nobel Charter Middle School
c/o School Principal
9950 Tampa Avenue
Northridge, CA 91324

To District: LAUSD
Attn: Director, Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

- 2) A written response (“Written Response”) shall be tendered to Charter School within twenty (20) business days from the date of receipt of the Written Notification. The parties shall schedule a conference at a mutually agreeable time and place to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by Charter School. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon the date of delivery to the address of the person to receive such notice if delivered by 5:00p.m; otherwise, it is deemed received on the next business day following personal

delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

- 3) If the Dispute cannot be resolved by mutual agreement at or under the auspices of the Issue Conference, either party may then request that the Dispute be resolved by the Superintendent or his/her designee.

ELEMENT 15 – CHARTER SCHOOL CLOSURE PROCEDURES

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

CLOSURE ACTION

In order to close Charter School, the LAUSD Board of Education must take a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the LAUSD Board of Education revokes or denies renewal of the Charter; the LAUSD Board of Education takes specific Board action to close Charter School pursuant to the Board’s general authority and/or its unique authority as the legal governing board of Charter School pursuant to the Charter Schools Act of 1992; the Charter lapses; or the LAUSD Board of Education or its designee approves Charter School’s request to revert to a non-charter District school.

In the event of a Closure Action, unless the LAUSD Board of Education or its duly authorized designee expressly directs otherwise, Charter School shall revert to a District traditional school.

REVOCATION OF THE CHARTER

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

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

Pursuant to AB 97, Charter School may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils, or otherwise takes specific Board action to close Charter School pursuant to the Board's general authority and/or its unique authority as the legal governing board of Charter School. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

REQUEST FOR VOLUNTARY REVERSION TO NON-CHARTER SCHOOL STATUS

In the event that Charter School, pursuant to a duly executed Local School Leadership Council action, determines to request approval to revert voluntarily to a non-charter District school, Charter School shall contact its assigned Charter Schools Division administrator, who will provide information and guidance regarding the applicable procedures for submitting and processing a request for voluntary reversion to non-charter school status.

CLOSURE PROCEDURES

In the event of a Closure Action, Charter School shall immediately act and operate in all matters as a traditional District school, unless otherwise directed by the LAUSD Board of Education or its duly authorized designee. If and to the extent that they are not already District property or rights, all assets of Charter School shall be automatically transferred to LAUSD. The District reserves the right to conduct a close out audit or other audit.

Charter School shall issue written notification of the school's closure as a District affiliated charter school, and reversion to a non-charter District school, to the parents/guardians/caregivers of all enrolled students of Charter School within 72 hours of a Closure Action. Such notification must include, but is not limited to, notice of the effective date of closure as a District affiliated charter school and information regarding student enrollment and/or transfer options as appropriate. Charter School shall simultaneously provide a copy of the written parent notification to the appropriate Local District Superintendent and Charter School's assigned Charter Schools Division administrator.

If Charter School serves any students who reside outside District boundaries, Charter School shall notify, within 72 hours of a Closure Action, any school district that may be responsible for providing education services to the former students of Charter School. This notice must include a list of students potentially returning to that district based on student residence. Charter School shall simultaneously provide a copy of these notifications, if any, to the Charter Schools Division. Charter School shall comply with and implement all District policies and procedures and terms of this Charter relating to the transfer of student records.

This Element 15 shall survive the revocation, expiration, termination, or cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation.

ADDITIONAL PROVISIONS

FACILITIES

Charter School's school site remains subject to use by the District and possible space allocation under Proposition 39 and implementing regulations.

Charter School shall adhere to all applicable district, state, and federal laws, regulations, and policies regarding facilities.

FISCAL MATTERS

As a District affiliated charter school, Charter School's fiscal operations will be supervised by LAUSD. Charter School shall adhere to all applicable District fiscal policies and procedures, including but not limited to policies and procedures related to budgeting, procurement, third party contracts, student body funds, student store, donations, fundraising, payroll, imprest funds, and payment approval for goods and services.