



Alfred B. Nobel Charter Middle School &
Nobel Math/Science/Technology Magnet

PETITION FOR AFFILIATED CHARTER
JULY 1, 2012 – JUNE 30, 2017

To
Board of Education
Los Angeles Unified School District

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LOS ANGELES UNIFIED SCHOOL DISTRICT
Charter Schools Division

Letter of Intent to Apply for a Charter School

Name of proposed charter school	Alfred B. Nobel Charter and Mathematics, Science, and Technology Magnet		
General location of proposed charter	9950 Tampa Avenue, Northridge, CA 91324		
Projected Grade Levels-Year 1	6, 7, & 8	Projected Grade Levels-Year 5	6, 7, & 8
Projected Enrollment-Year 1	2450	Projected Enrollment-Year 5	2500

Lead Petitioner Information:

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Stacy Bolden
Jeff Fischbach
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Artur Cybulski
Michelle Halpern
Joe Montanez
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Certification:

☒ I/we certify that we are interested in applying for a charter school within LAUSD boundaries.

☒ I/we have participated in the Orientation Meeting given by the LAUSD Charter Schools Division.

☐ I/we did not participate in the Orientation Meeting given by the LAUSD Charter Schools Division.

Derek Horowitz
PRINT NAME


SIGNATURE

02/16/2012
DATE

Briefing Page

Name of Charter School: Alfred B. Nobel Charter Middle School
9950 Tampa Avenue
Northridge, CA 91324

Grades Served/Number of Students:

Grade	Enrollment
Sixth	502/312 (Magnet)
Seventh	549/300 (Magnet)
Eighth	508/300 (Magnet)
Total Enrollment	1559/912 (Magnet)

Source of Funding: Categorical Block Grant

Governing Board:

Derek Horowitz

Other members to be determined

Charter Development Team:

Derek Horowitz	Dianne Newell	Stacy Bolden	Fanny Arana
Jeff Fischbach	Felicia Drew	Randi Tunick	Erisha Spotville
Ellen Kaplan	Marie Ferry	Michelle Halpern	Joe Montanez
Ron Bauer	Artur Cybulski	Sandra Luster	Michelle Oak
Christy Waishwile			

Mission/Vision:

We are a school serving a culturally diverse student body. Each student will realize his/her potential in all curricular areas through **personal learning emphasizing diversity, growth, and enrichment (PLEDGE)** in a safe environment that promotes nurturing and mutual respect. All stakeholders will work together to develop students who have the habits of lifelong learners, including the literacy, thinking, processing and communication skills required to adapt their knowledge to an ever-changing world and to be responsible, productive members of a local and global community.

What innovative elements of your charter could be considered “best practices” and replicated by other schools?

Nobel Charter Middle School’s instructional program will provide all students with a rigorous and relevant educational experience while also providing a personalized learning environment:

Personalized Learning Environment: Nobel Charter Middle School will provide students with a personalized learning experience by offering vertical academies that address students’ interests and strengths. Nobel Charter Middle School students will be able to select from the following academies for their 7th and 8th grade years: Math/Science, Humanities, or Technology. Math/Science, and Technology Magnet students in the 7th and 8th grades will select one of the following vertical academies: Math/Science or Technology. Instructional teams will provide

enrichment and intervention during the school day during the **PLEDGE** (advisory) period, engaging in tier one RTI for their own students and providing enrichment and study skills instruction for those students with an identified greater need for academic intervention. Character Education and Citizenship advancement will be developed as students are given the opportunity to participate in a service learning program. We will provide a uniform method for communicating student progress with parents through the use of an internet-based grade publishing system such as the LAUSD Family Module.

School wide Intervention Strategies: 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. In addition to our current tier two intervention classes for English/Language Arts and Mathematics, The PLEDGE period will allow teachers to provide tier one intervention to their own students in a timely fashion. PLEDGE will be a thirty minute period. Core academic teachers will evaluate the needs of their students and assign them to a PLEDGE class every ten weeks based on their academic needs. 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 teachers providing intervention during PLEDGE will design targeted lessons on specific skills. During the PLEDGE period, academic teams will also develop strategies, such as a study hall, for students who are not meeting culmination standards. The Student Success Team process will be utilized to develop individualized intervention strategies. Mentoring programs will be put into place for students who need additional support.

Professional Development: Nobel Charter Middle School will provide professional development to support the implementation of culturally relevant and responsive education which is rigorous and student centered. Focus will be on RTI, project-based learning, and developing standards-based lessons which are differentiated and focused on student engagement. Professional development will be conducted whole staff, departments and teams. During Common Planning Time, teachers will work in academic teams to develop intervention and enrichment strategies and lessons which are interdisciplinary.

Elective Offerings: Nobel Charter Middle School will offer a wide array of electives to appeal to a variety of interests. These include play production, technical theatre, drill team/dance, horticulture, conversational languages, orchestra, band, marine science, forensic science, astronomy, ceramics, and Peer Mediation. AVID will be added to our current elective offering to provide support to students who are traditionally underrepresented in A-G coursework to ensure that they are able to successfully navigate the path to a four-year university.

Affirmations and Assurances

Nobel Charter Middle School shall:

- Be nonsectarian in its programs, admission policies, employment practices and all other operations.
- Not charge tuition.
- Not discriminate against any student on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other

characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.

- Admit all pupils who wish to attend the school. EC 47605(d)(2)(A). An existing public school that converts to a charter school shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of the school
- As a charter school the school can serve students beyond the current attendance boundary.
- Determine admission by a public random drawing, if the number of pupils who wish to attend the school exceeds the school capacity, and preference shall be extended to pupils who currently attend the Charter School and pupils who reside in the District. EC 47605(d)(2)(B)
- Not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.
- Not require any child to attend the charter school or any employee to work at the charter school.
- Any reference to [Charter School] herein means Alfred B. Nobel charter Middle School & Nobel Math/Science/Technology Magnet.
- In accordance with Education Code Section 48200, if a pupil is expelled or leaves Nobel Charter Middle School without graduation or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information."

Element 1: The Educational Program

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

The School Name shall be Alfred B. Nobel Charter Middle School & Nobel math/Science/Technology Magnet, also referred to as Nobel Charter Middle School.

The address of the Charter School is 9950 Tampa Avenue, Northridge, CA 91324.

The telephone number of the Charter School is (818) 773-4700.

The FAX number of the Charter School is (818) 701-9480.

The contact person for the Charter School is Derek Horowitz.

The term of this charter shall be from July 1, 2012 to June 30, 2017.

The grade configuration is grades six through eight.

The number of students the first year is projected to be 2,449.

The operational capacity of the Charter School is 2,678. The opening of a span school in Porter Ranch may affect the enrollment of the Charter School due to relief from overcrowding.

The grade levels of the students for the first year will be:

- 502 in the sixth grade of the Charter School
- 300 in the sixth grade magnet school
- 549 in the seventh grade of the charter school
- 297 in the seventh grade magnet
- 508 in the eighth grade in the charter school
- 293 in the eighth grade magnet

The scheduled opening date of the Charter School is August 14, 2012.

The instructional calendar will be: see Attachment A.

The bell schedule for the charter School will be:

6th grade		7 th /8 th grade	
Warning Bell:	7:50	Warning Bell:	7:50
Period 1	7:56 – 8:52	Period 1	7:56 – 8:52
Period 2	8:58 – 9:49	Period 2	8:58 – 9:49
Nutrition	9:49 – 10:06	Nutrition	9:49 – 10:06
Period 3	10:12 – 11:03	Period 3	10:12 – 11:03
Period 4	11:09 – 12:00	Period 4	11:09 – 12:00
Lunch 6th	12:00 – 12:30	PLEDGE (Advisory)	12:06 – 12:36 (30)
PLEDGE (Advisory)	12:36 – 1:06	7th/8th grade lunch	12:36 – 1:06
Period 5	1:12 – 2:03	Period 5	1:12 – 2:03
Period 6	2:09 – 3:00	Period 6	2:09 – 3:00

**DEMOGRAPHIC INFORMATION FOR PROSPECTIVE SITE
(Surrounding Schools Data)**

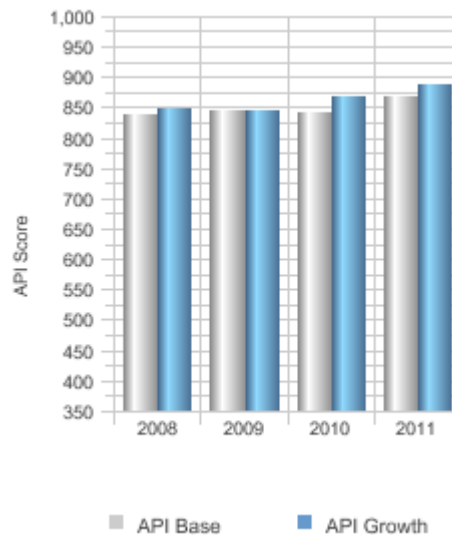
LAUSD SCHOOLS	# of Students	Multi-Track School?	Program Improvement?	Met Schoolwide Growth Target?	Met all Subgroup Growth Targets?	API score	API State Ranking	Similar Schools Rank	% Students Eligible for Free/ Reduced Lunch	% of Special Ed. Students	% of ELL Students	% Major Ethnicity #1	% Major Ethnicity #2	% Major Ethnicity #3
Calahan	386	No	Year 1	Yes	Yes	841	7	2	55	11	15	48 H	24 W	14 B
Frost	1558	No	Year 4	Yes	No	841	8	6	48	13	6	54 H	23 W	8 A
Henry	1147	No	Year 4	Yes	Yes	803	6	4	61	14	9	60 H	18 W	8 B
Lawrence	1575	No	Year 5	Yes	No	806	7	5	61	12	12	48 H	19 W	16 A
Topeka	350	No	No	Yes	Yes	895	8	2	33	13	13	35 W	33 H	22 A
CHARTER SCHOOLS	# of Students	Multi-Track School?	Program Improvement?	Met Schoolwide Growth Target?	Met all Sub-group Growth Targets?	API Score	API State Ranking	Similar Schools Rank	% Students Eligible for Free/ Reduced Lunch	% of Special Ed. Students	% of ELL Students	% Major Ethnicity #1	% Major Ethnicity #2	% Major Ethnicity #3
Beckford	376	No	No	Yes	Yes	912	9	7	20	17	5	50 W	25 H	13 A
Hale	1863	No	No	Yes	No	838	7	4	28	13	4	49 W	27 H	9 A

I. Student Population and Achievement Data

- Demographic Data:** Our current enrollment is approximately 2400 students in grades 6-8. Our school demographics have changed over the past 5 years; our Asian population has decreased from 522 to 352; our Latino population has increased from 746 to 843. This is due, in part, to the expansion of magnets, charters, and SAS programs. We are also seeing an increase in students who are coming from socio-economically disadvantaged families. According to the 2009-10 Language Census, more than 30 different languages are spoken by the families of students attending Nobel Charter Middle School. Other than English, Spanish is the second largest language spoken, at approximately 21%, followed by Korean (4%) and Filipino (3%). Our racial and ethnic make-up consists of the following: White 34%, Latino 37%, Filipino 7%, Asian 16%, African American 6%. 55 students are identified English Learners through the district's criteria. The state of California still recognizes 238 students as EL. These students include ELs and RFEP students who have not attained three years of Proficiency on their CSTs. Approximately 130 students are students with disabilities, and 1150 students are indentified as Gifted and Talented. Through professional development, we will reexamine and refine our practices to maintain culturally responsive and relevant education (CRRE) that reflect our school community, as well as provide a personalized learning environment that will meet each student's needs.

- **Academic Achievement Data:**

	2008	2009	2010	2011
Base	837	846	843	867
Growth	849	844	867	889



In 2011, we met 32 out of 37 AYP criteria. Our goal is to meet NCLB requirements by, at minimum, meeting Safe Harbor goals for ELA and Math for English Learners, Students with Disabilities, Socio-Economically Disadvantaged, Hispanic/Latino, and African-American students.

II. School Mission and Vision

We are a school serving a culturally diverse student body. Each student will realize his/her potential in all curricular areas through personal learning emphasizing diversity, growth, and enrichment in a safe environment that promotes nurturing and mutual respect. All stakeholders will work together to develop students who have the habits of lifelong learners, including the literacy, thinking, processing and communication skills required to adapt their knowledge to an ever-changing world and to be responsible, productive members of a local and global community.

III. Education in the 21st Century

- An “educated person” in the 21st century is one who can think critically, utilize a wide variety of resources to accomplish tasks, access available technology to its full potential, understands the link between physical and mental health, and can contribute as socially responsible citizens to his community and world (Jackson and Davis, 2000).

- Learning best occurs in student-centered classrooms where students take responsibility for their own learning (Fisher, 2008). Nobel’s teachers will utilize teaching models in which increased instructional time is given to engaging students in inquiry, collaboration, and student discussion. Professional development will focus on differentiation and the development of lesson plans which increase student engagement. Learning also best occurs when it is done in a safe environment (Roberts, 1999). Students will be placed in personalized learning environments through our magnet and academies, as well as through a staggered lunch program where 6th grade students will have a separate lunch period.
- The goal of Nobel Charter Middle School and Nobel Math/Science/Technology Magnet is to create lifelong learners who maintain their interest and curiosity for learning. This is encouraged and promoted by affording students the opportunities to be active participants in learning through an innovative and rigorous curriculum. Goals related to this concept include, but are not limited to:
 - PLEDGE (Personalized Learning Emphasizing Diversity, Growth, and Enrichment) period to provide intervention and enrichment during the school day for all students.
 - Nobel Charter Middle School students will have the opportunity to participate in themed academies which address their personal interests and curiosities.
 - Assuring 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.
 - Providing supplemental materials that expand on resources provided by the basic curriculum in order to make the core curriculum more relevant and engaging.

IV. A Typical Day at Alfred B. Nobel Charter Middle School:

On a typical day at Nobel Charter Middle School and Nobel Math/Science/Technology Magnet a student will start his day with one of his four core academic teachers. These core teachers will share approximately 200 students. This student’s teachers will work together to develop common practices such as the use of Cornell notes and interactive notebooks. In each of their core classes, students will be engaged in student-centered lessons in which they are immersed in problem solving and their assessments will be performance based and developed in alignment with the theme of their academy – humanities, technology or math/science. For example, an eighth grade student in the math/science academy may read articles about the ethics of keeping animals in captivity in English class and watch a podcast of news reports about the death of a Sea World trainer who was killed by an Orca, and debate the related issue in their science elective. Their assignment will be to write an essay taking a stand on the question in which they must synthesize information obtained through doing research. Both the science and English teachers will evaluate their final product.

Also during a typical day, a student will attend his PLEDGE class during which he will receive enrichment or intervention, depending on his needs. Intervention may be in math or Language Arts, as determined by his core teachers. If intervention is not needed, the student may receive enrichment such as a short course in exercise science, study skills, or speech and debate. During

PLEDGE, he may also have a conference with his teacher about his academic goals for the school year.

Before or after PLEDGE students will have a grade level specific lunch. By creating a staggered lunch, students will be able to have lunch in an environment that is less intimidating. An intramural program will be provided so that students can interact socially in an athletic program.

After school, on a typical day students can participate in clubs such as the movie club or music club, or receive tutoring in mathematics, science, history or language arts.

V. Instructional Program and Curriculum

A. Instructional Framework:

Nobel Charter Middle School instructional framework focuses on the whole child with programs that enhance their strengths and build on areas for improvement. Instruction is devoted to academic rigor, use of data to drive instruction, and personalized learning environments. Teacher reference, assessments, academic performance, and parent or student referral place students in the proper academic setting to address their diverse needs. Students are placed in SAS/Honors, Regular, or Sheltered classes for each of their academic content areas. Students with disabilities are supported in their academics through resource assistance, collaborative co-taught classes, and Special Day classes. In addition to a rigorous academic program, Nobel Charter Middle School has a strong elective department that includes industrial arts, ceramics, computers, horticulture, leadership, yearbook, forensic science, marine science, space science, and award-winning programs in drill team, play production/ theatre arts and band/ orchestra/drum line. Rounding out the instructional framework is a Physical Education program that strives to promote life-long physical fitness and the relationship between a healthy mind and a healthy body.

The Nobel Charter Middle School is currently taking steps toward implementing vertical teaming academies in the seventh and eighth grade which will enable us to provide small learning communities which reflect our goals of providing a personalized learning environment. Our broad themes are math and science, humanities, and technology. At the conclusion of the 2012-2013 school year, our sixth grade class will be the first to select which academy they participate in for their seventh and eighth grade years. Students will receive a preference sheet on which they will rank their preferred academies. Every effort will be made to place students in their first choice as space allows.

During our first year as a charter, the teams will work together to further refine their themes, common practices within and between grade levels, and goals for each grade level. The academies will be structured around the four core academic classes – Mathematics, Science, History and Language Arts. There will be eight teachers in each academy – four 7th and four 8th grade. Teams will work together within grade levels and between grade levels.

The goals of math and science academy are to demonstrate the real world applications of the math and science standards, ensure that students are prepared for rigorous high school

coursework, develop the skills that are needed for students to be college and career ready and to make science and math curriculum relevant to the students.

The goals of the technology academy are to give students a deep understanding of the role of technology in the 21st Century and to provide them with access to a variety of technology and the skills necessary for effective application in the academic and workplace setting. Further, students will understand the roles of math and science in the development of modern technology.

The goals of the humanities academy are to examine real world issues, expose students to multicultural literature, and deeply examine the intersections among cultures, religion, government, and the arts as seen through the lens of the 7th and 8th grade curricula. Students will be exposed to higher order thinking skills in order to be ready for rigorous high school coursework and to be college and career ready.

The 6th grade core will introduce incoming students to all of the themes represented in our academies by placing them in an elective rotation that includes the arts, technology, math and science. Also, the core academic classes will incorporate these themes through the regular curriculum.

The success of the academies will be measured by teacher reflection within teams on a quarterly basis, annual parent and student experience surveys, periodic assessments, and CST scores. An administrator or a coordinator will be given the task to collect and disseminate data on a quarterly basis, as well as ensuring the data is analyzed and action steps are developed if data indicates change is required.

Vertical academies will be utilized to provide personalized learning communities in which teachers work together by grade level and departments to develop interdisciplinary lessons and units which are relevant to our students, with a focus on real-life applications. Team members will also work together to provide tier one interventions for both academics and behavior.

B. Teaching Methodologies:

With an understanding of Culturally Relevant and 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:

- Project-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 asked to apply what they have learned during guided instruction.
- Cues, prompts, and questions: Teachers use cues to activate prior knowledge as well as teach something new. Questions guide the students' understanding of what they are expected to learn. Higher level questions produce deeper learning.
- Inquiry-based learning: Students are posed with a questions
- Experimentation: students develop and test hypotheses.

- 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.

C. Scope and Sequence of Skills:

The scope and sequence of skills taught along grade levels and content areas are those that are required in the California Content Standards, they include, but are not limited to: reading comprehension, drawing inferences, critical thinking, problem solving, communication, social development, emotional well-being, deductive reasoning, skill application, inductive reasoning, cooperative learning, quantitative and qualitative analysis, and the use of appropriate technology. Beginning in the spring 2012, Nobel teachers will participate in professional development on the Common Core State Standards to prepare for the transition and develop lesson plans which teach all of the new skills that the Common Core State Standards and the Smarter Balance assessments will require. The following courses are required at Nobel to address and meet the scope and sequence of skills taught across the grade levels and the different subjects the school teaches.

Sixth Grade		Seventh Grade		Eighth Grade	
Fall	Spring	Fall	Spring	Fall	Spring
English 6A	English 6B	English 7A	English 7B	English 8A	English 8B
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
Math 6A	Math 6B	Math 7A OR Algebra 1A	Math 7B OR Algebra 1B	Algebra Readiness OR Algebra 1A OR Geometry A	Algebra Readiness OR Algebra 1B OR Geometry B
Science and Health 6A	Science and Health 6B	Science 7	Health	Science 8A	Science 8B
Physical	Physical	Physical	Physical	Physical	Physical

Education	Education	Education	Education	Education	Education
Elective	Elective	Elective	Elective	Elective	Elective

D. How does the curriculum address California Content Standards?

All courses are California Content Standards driven. State adopted textbooks are aligned to the California Content Standards. Nobel utilizes textbooks that support and enhance the curriculum to best incorporate the needs of our target populations. When planning and implementing instruction, Nobel faculty ensure that the California Content Standards are the basis for all lessons. Beginning in the 2012-2013 school year, Nobel Charter Middle School will begin the transition to the Common Core State Standards. The Charter School assures that the school will transition to and implement the Common Core State Standards. The school will develop a plan to address instructional shifts and professional development.

E. How do the teaching methodologies and instructional program address the needs of the targeted student population?

The teachers of Nobel Charter Middle School as well as the leadership team will use current research and student data to drive best teaching methodologies while utilizing rigorous conceptual learning at each grade level. Standard methodologies include:

- **Academic Rigor**—Students actively explore, research, and solve complex problems to develop a deep understanding of core academic concepts.
- **Clear Expectations**—Teachers clearly define and articulate state standards in student-friendly language to ensure academic goals are attained.
- **Collaborative Groupings**—Teachers create small groups in order for students to interact with their peers. Students share their thinking processes to maximize learning. Cooperative groups promote diverse perspectives, student-centered learning, and teamwork.
- **Criteria Charts/Rubrics**—these tools help focus students to effectively meet and exceed teacher expectations and objectives of the assignment. Charts/rubrics are based upon curricular standards and objectives.
- **Direct Instruction**—Teachers use carefully planned direct instruction to teach standards-based lessons.
- **Guided & Independent Practice**—we provide students with adequate time to be successful at demonstrating their understanding of the concepts or skills being taught.
- **Small Group Instruction**—Teachers create small groups to target students who need extra instructional time as well as preview and review.
- **Differentiated Instruction**—Teachers provide lessons and assignments within the core curriculum that allow students to perform at their appropriate academic levels while maintaining or exceeding state standards.
- **Higher-level Thinking**—Teachers design lessons that develop critical thinking skills, which help to solve complex problems with depth and complexity. Students are encouraged to utilize the highest stages of Bloom's Taxonomy such as synthesis, analysis, and evaluation. Students use Kaplan strategies to explore curriculum using depth and complexity prompts. Teachers can tailor the curriculum to challenge students based on their interests and abilities.

- **Integration of the Arts**—Teachers and curriculum specialists use drama, dance, music and visual arts to enhance their students’ thinking and learning experiences.
- **Experiential Learning**—Students learn by doing. 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.

F. Research-based Evidence for Proposed Instructional Program:

Substantial research has been done by educators such as Robert Marzano, Douglas Fisher, and Richard DuFour and demonstrates that the proposed instructional program for Nobel Charter Middle School will be successful with our targeted population. We believe that the strategies supported by this research will improve the achievement of our at-risk students and address the needs of our high achieving students as we work with all students to reach their full potential.

DuFour’s work on Professional Learning Communities is the basis for our PLEDGE period and the development of academic teams of teachers who share a common group of students. His documented success and experiences at Stevenson High School are an outstanding model for us as the demographics of Nobel are similar to the high performing, high socioeconomic community of Stevenson.

Robert Marzano’s book, *Classroom Instruction that Works*, describes several strategies that will produce significant student gains when implemented correctly. He supports his assertions with highly regarded research. In particular, Nobel will focus on collaborative learning (referred to as cooperative learning in Marzano) and strategies that are directed at higher order thinking skills such as generating and testing hypotheses and cues and questions.

Finally, Douglas Fisher’s gradual release of responsibility model in which teachers shift the focus of their instruction from teacher-centered to student-centered is the basis for our focus on project-based learning and performance assessment. Like Marzano, Fisher’s model also includes a focus on Collaborative learning, cues and questions.

With a focus on best practices in regards to the instructional program, Nobel Charter Middle School’s API has met district goals for improvement for the past five years. The API for 2010-2011 was 889. Over the past five years, our API has ranged from 837 to 889. That is one piece of evidence of our proven successful and rigorous instructional program.

G. Instructional Materials and Curriculum

Nobel Charter Middle School shall exercise the right to select the state adopted textbooks and instructional materials that will be utilized at the school site, as well as whether district periodic assessments or assessments created or selected by the school site will be used.

Departments working with the Professional Development/Curriculum Committee will determine which periodic assessments and instructional materials are most suitable for Nobel Charter Middle School target student populations and make recommendations to the Charter Council. The Charter Council will make all final decisions regarding the choice of instructional material, including textbooks. All assessments and curricular materials will be aligned with California State Standards and Common Core State Standards.

Textbooks and Other Instructional Resources

6th Grade

Glencoe McGraw Hill –
Discovering our Past:
Ancient Civilizations
Holt CA Earth Science
McDougal Littell -Math,
Course 1
Prentice Hall Literature:
Copper Level

Consumables:

Active Reading Note- Taking
Guide
Reading Essentials & Study
Guide Student Workbook for
Ancient civilizations
CA Standards Practice
Workbook
Holt CA earth Science
Interactive Reader & Study
Guide
Standard Review Workbook
for CA Earth Science
Study Guide B with Directed
Reading Worksheets for CA
Earth Science
Readers Companion for
The Development of the
Human Story (6th grade
language arts)

7th Grade

McDougal Littell: World
History: Medieval & Early
Modern Times
Holt CA Life Science

McDougal Little: Math,
Course 2
Glencoe CA Algebra 1
Prentice Hall Literature:
Bronze Level
Glencoe McGraw Hill: Teen
Health, Course 2

Consumables:

World History: Reading
Study Guide & Enrichment
Workbook
Study Guide B with Directed
Reading Worksheets for CA
Life Science
Standard Review Workbook
for Life Science
Practice Workbook for CA
Math, Course 2
Standards Review & Practice
for Middle School Math,
Course 2
7th Grade English/Language
Arts Student Test v. 2
Responses to Literature

8th Grade

McDougal Littell: Creating
America
Holt CA Physical Science
Prentice Hall Geometry
Pearson Algebra Readiness
Glencoe CA Algebra I
Prentice Hall Literature:
Silver Level

Consumables:

Creating America: Reading
Study Guide Workbook
Study Guide B with Directed
Reading Worksheets for CA
Physical Science
8th Grade English/Language
Arts, The Power of
Language, v.1 & 2

ESL

Hampton Brown: High Point,
Level A
Hampton Brown: High Point,
Level B
Hampton Brown: High Point,
Level C

AAL

Cambium _ Language
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 D
Assessment: Content Mastery
for Language! Book E
Assessment: Summative
Tests & Progress Indicators
for Language! Book D

H. How will the school recruit teachers who are qualified to deliver the proposed instructional program?

Teacher Recruitment and Nobel Charter Middle School Hiring Guidelines:

- Full-time classroom teaching positions will be filled by highly qualified certificated employees, as identified by the No Child Left Behind legislation (NCLB), holding California teaching credentials. Teachers will be recruited,

selected and qualified in accordance with District and Personnel Commission's Policy and Procedures.

- All teaching staff members will be chosen in accordance with District and Personnel Commission Policy and Procedures and collective bargaining agreements.
- More than one certificated employee may share a full-time position based upon collective bargaining agreements and District Policy and Procedures.
- The Teacher Selection Committee will be comprised of the Principal or designee, Department Chair, UTLA representative, Assistant Principal overseeing the department, another teacher from the department or other representative teacher from the applicable department, a classified employee and a parent. In the event that no parent representatives are available for the selection committee, and immediate action is required to fill a position, the committee will be comprised of the Principal or designee and a teacher representative.
- Selection of certificated staff will be aligned with current Education Code, District Policy, and collective bargaining agreements. Nobel Charter Middle School will have the autonomy to interview and select teachers and school-funded support staff from District approved lists of eligible candidates. Available lists will be determined by Human Resource and may be limited to Priority Placement Lists (displaced teachers) and Rehire Lists depending on the current hiring situation in each subject area. While every effort will be made to avoid assigning any certificated employee to an affiliated charter campus, the District retains the right to make such assignments in cases where no other alternative is available (i.e. Reasonable Accommodation).

I. Professional Development:

The goal of professional development at Nobel Charter Middle School is to address personal learning emphasizing diversity, growth, and enrichment by raising academic achievement through data-driven instruction using CORE K-12. Nobel has set a goal to increase the number of students who are proficient and advanced in ELA and mathematics by 10% during the 2012-2013 school year. Professional Development 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 activities.

In order to achieve this school-wide goal, all Thursdays will be dedicated to PD/CPT. The 90 minute group sessions will involve the following:

- PD/CPT demonstrating instructional methodologies and research-based strategies for improving pedagogy. Trainings relating to rigor, motivation, My Data, Personalized Learning Environments, Instructional Technology, data analysis, rubrics and assessments will be implemented to create a more effective team of educators in our educational program (Sepanlou, 2008).
- PD/CPT relating to Culturally Relevant and Responsive Education, brain-based research, SDAIE methods, reciprocal teaching, cooperative learning, project-based learning, instructional teams, and data-based instructional strategies.
- Collaborative Charter Council School-wide Committees
- Department Instructional Meetings
- Instructional Team 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., Marcia Tate, Clay Roberts, Carol Ann Tomlinson)
- Collaboration with neighboring schools (Beckford Elementary, Topeka Elementary, Patrick Henry MS, Lawrence MS)
- Teachers are encouraged to attend educationally relevant conferences, seminars, and workshops throughout the year.
- Address guidelines and LAUSD homework policies with intent to modify for our student population
- 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.

J. Academic Calendar and Sample Daily Schedule:

- School calendar: Nobel Middle school will adhere to the traditional calendar as set forth by LAUSD (see attachment A). We will have a total of 377 minutes on Monday, Tuesday, Wednesday, and Friday. We will have a total of 287 minutes on Thursday and 247 minutes on minimum days. Nobel Middle school assures that the school will offer, at minimum, the 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 Thursdays.
- 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.

Monday, Tuesday, Wednesday, and Friday

<u>6th grade</u>			<u>7th / 8th grade</u>		
Warning Bell:	7:50		Warning Bell:	7:50	
Period 1	7:56 – 8:52	(56)	Period 1	7:56 – 8:52	(56)
Period 2	8:58 – 9:49	(51)	Period 2	8:58 – 9:49	(51)
Nutrition	9:49 – 10:06	(17)	Nutrition	9:49 – 10:06	(17)
Period 3	10:12 – 11:03	(51)	Period 3	10:12 – 11:03	(51)
Period 4	11:09 – 12:00	(51)	Period 4	11:09 – 12:00	(51)
Lunch 6 th	12:00 – 12:30	(30)	PLEDGE (Advisory)	12:06 – 12:36	(30)
PLEDGE (Advisory)	12:36 – 1:06	(30)	7 th /8 th grade lunch	12:36 – 1:06	(30)
Period 5	1:12 – 2:03	(51)	Period 5	1:12 – 2:03	(51)
Period 6	2:09 – 3:00	(51)	Period 6	2:09 – 3:00	(51)
Total Daily Minutes 377					

Thursday Schedule

<u>6th grade</u>			<u>7th / 8th grade</u>		
Warning Bell:	7:50		Warning Bell:	7:50	
Period 1	7:56 – 8:43	(47)	Period 1	7:56 – 8:43	(47)
Period 2	8:49 – 9:31	(42)	Period 2	8:49 – 9:31	(42)
Nutrition	9:31 – 9:48	(17)	Nutrition	9:31 – 9:48	(17)
Period 3	9:54 – 10:36	(42)	Period 3	9:54 – 10:36	(42)
Period 4	10:42 – 11:24	(42)	Period 4	10:42 – 11:24	(42)
Lunch 6 th	11:24 – 11:54	(30)	Period 5	11:30 – 12:12	(42)
Period 5	12:00 – 12:42	(42)	Lunch 7 th /8 th	12:12 – 12:42	(30)
Period 6	12:48 – 1:30	(42)	Period 6	12:48 – 1:30	(42)
Total Daily Minutes 287					

Minimum Day- All Grades

<i>Warning Bell:</i>	7:50			
Period 1	7:56	-	8:38	(42)
Period 2	8:44	-	9:19	(35)
Period 3	9:25	-	10:00	(35)
Nutrition/Lunch	10:00	-	10:22	(22)
Period 4	10:28	-	11:03	(35)
Period 5	11:09	-	11:44	(35)
Period 6	11:50	-	12:25	(35)

Total Daily Minutes 247

Total Yearly Minutes: 62960

VI. Meeting the Needs of Targeted Groups

A. English Learners:

- As a District affiliated charter school, the Charter School shall comply with all applicable laws (federal and state), policies and procedures set forth in the District's English Learner Master Plan, as it may be changed from time to time, including but not limited to English Learner (EL) identification, parent notification, assessment, progress monitoring, and reclassification.
- Students in ESL are placed into a block schedule to maximize their time to acquire the English language using the High Point curriculum which has been adopted by the district. Students placed in PRP English classes and sheltered academic classes are taught by teachers who have been trained and authorized to teach English Learners using SDAIE techniques and state-adopted texts. A bilingual Teacher Assistant provides primary language support for beginning ESL students.
- Ongoing professional development on SDAIE lesson design and other research-based strategies will be provided to ensure that EL students are accessing the curricula.
- EL student's newly reclassified students who still need support are clustered in an academic team with teachers who have a demonstrated ability to meet the needs of English Learners.
- PRP and RFEP students not proficient in ELA are scheduled into tier two intervention in Language Arts in order to meet their needs.
- After school intervention will be provided for EL and RFEP students who need additional support in ELA and math.

- Students identified as English Learners are monitored periodically by the Categorical Program Advisor and counselors to ensure that they are making adequate yearly progress toward reclassification and achievement. Monitoring takes place at the beginning of the year, after progress and final report cards, after CELDT 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 High Point tutoring and LAT/SST.
- For the first two years after reclassification, the Categorical Program Advisor and counselors annually monitor the RFEP students to ensure that they are continuing to make adequate yearly progress toward proficiency and advanced in both ELA and Math on their CSTs 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, referral for an LAT/SST, and placement for tier two intervention.

The Charter School shall comply with all applicable laws (federal and state), policies and procedures set forth in the District's English Learner Master Plan, as it may be changed from time to time, including but not limited to English Learner (EL) identification, parent notification, assessment, progress monitoring, and reclassification.

B. Socio-Economically 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:

- PIQE provides education for parents on how to support their students' education and college readiness.
- 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.
- High-interest after school clubs will be provided for all students. Clubs include the French Club, Music Club, Movie Club and Generation Earth. Late buses will be provided for students who are in our traveling programs so that they can participate in clubs and after school tutoring
- The PLEDGE period will provide students with a variety of enrichment opportunities that cannot always be provided in the regular classroom setting including multicultural education, art education and speech and debate.
- Students will be provided field trips to the theatre, museums, aquariums and local beaches for units on conservation and marine biology.
- Access to all extracurricular programs will be provided without financial constraints.
- College Awareness and Career Readiness programs will be provided to all students. Low income students will be able to take the PSAT for free. An

outreach will be made to encourage the participation of Socio-economically disadvantaged students.

C. Gifted Students:

Nobel Charter Middle School has a large, identified GATE population. Students who are identified gifted are placed in honors classes in order to provide them with a curriculum that has complexity, novelty and depth. Teachers utilize the depth and complexity icons developed by Dr. Sandra Kaplan. 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 course to allow them access to a rigorous math curriculum.

All GATE teachers participate in ongoing training and professional development on the socio-emotional and academic needs of gifted students. 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. At the end of every academic year, we use the district GATE evaluations to determine the upcoming year’s GATE goals.

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. If we determine to use the District’s GATE identification process and policy and allow Alfred B. Nobel Charter Middle School & Nobel Math/Science/Technology Magnet student participation in the Saturday Conservatory of Fine Arts, we will reimburse on a Fee for Service.

D. Student 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.

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 CST 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 Revolution Prep, and units developed by UCLA's Center for Mathematics and Teaching. 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, CST data, progress reports, and periodic 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 Success Teams, use of the daily agenda planners, weekly progress reports, and intervention during the advisory period.

E. Special Education

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

Charter School Special Education Responsibilities

a. General Requirements

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

The Charter School will adhere to the provisions of the IDEA and California special education laws and regulations to assure that all students with disabilities are accorded a free appropriate public education ("FAPE"). The Charter School will also ensure that no

student otherwise eligible to enroll in their Charter School will be denied enrollment on the basis of their special education status.

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

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

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

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

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

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

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

b. Transferring Students

For students transferring to the Charter School from other school districts, District-operated schools or District affiliated charters, the District will provide those related services by the students' enrollment regardless of the types of service provider (i.e. school-based, NPA or private). 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 state and federal law if there is a change in supports and services set forth in the transfer student's IEP.

c. Assessments

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

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

d. Alternative Placements

Under limited circumstances when a Charter School student's needs may not be provided at the Charter School, Charter School will consult with the District to discuss placement and service alternatives. The IEP team convened at the 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 Charter School pursuant to an IEP.

e. Least Restrictive Environment

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

f. Staffing Requirements

The Charter School shall participate in available appropriate District trainings to support access by students with disabilities to the general education classroom, general education

curriculum, integration of instructional strategies and curriculum adaptations to address the diverse learner, and interaction with nondisabled peers.

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

g. Student Discipline/Inclusion

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

The Charter is committed to achieving population balance that includes students with disabilities. The Charter will conduct outreach activities to attract and enroll a range of mild to severe special education students that is diverse and comparable with resident schools with similar demographics. The current District-wide average percentage of students with disabilities is 10-13%. The Charter School's outreach efforts should be geared toward aligning with the District-wide average. The Charter School may not refuse to admit a student based on special education eligibility, needs or services identified in the student's IEP. The District will provide the Charter with MCD reports indicating range of services and number of students served at individual Charter Schools.

Procedural Safeguards/Due Process Hearings

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

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

Complaints

The District will investigate and respond to all special education complaints the District receives pertaining to the Charter Schools including the District's Uniform Complaint

Procedures, Office for Civil Rights and California Department of Education Special Education Compliance Complaints. The Charter School will cooperate with the District in any such investigations and provide the District with any and all documentation that is needed to respond to complaints.

Funding of Special Education

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

District Responsibilities Relating to Charter School Special Education Program

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

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

***Modified Consent Decree Requirements**

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

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

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

The MCD requires charter schools to implement the District's Integrated Student Information System ("ISIS"). ISIS is a suite of applications designed to capture all District student data and includes the Welligent IEP Management Systems, EESIS, SIS and LAUSDMAX.

F. Additional Support for Targeted Groups:

Nobel Charter Middle School will maintain and further develop its parent involvement program with the understanding that parent involvement is critical to assist all of our students in meeting their academic potential, but especially our ELL and socially disadvantaged students. Parent classes provided by the Parent Institute for Quality Education and parent workshops which focus on providing information to parents on the A-G requirements, college readiness, and assisting their students academically will be broadened. A parent center representative will be employed to enhance communications with parents and provide parent resources and educational opportunities.

VII. Implementation Plan

Nobel Charter Middle School will begin implementation of its instructional program during the spring 2012 semester utilizing professional development time to provide our faculty training on Culturally Relevant and Responsive Education, project-based learning, and interdisciplinary teaming. Additionally, professional development and common planning time will be allocated for faculty to work in their academic teams to engage in unit development and asset development strategies.

Students will be programmed into vertical academies beginning in the fall semester of 2012. Training and the development of an AVID team will take place during the 2012 – 13 school year for full implementation during the fall of 2013.

Element 2: Measurable Student Outcomes

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

The Charter School will strive to achieve student outcome goals as outlined in LAUSD’s Performance Meter.

I. Anticipated Skills and Knowledge Outcomes for Students

The goal for Nobel Charter Middle School students is the mastery of the California State Standards as measured by the CST, Periodic Assessments, and other assessments. An additional goal for our EL students is to meet their AMAO and reclassification goals through CELDT and CST. In addition to the mastery of the California State Standards, Nobel students are expected to become critical thinkers and effective communicators as well as socially responsible citizens who contribute to the society and world.

Desired Skills and Knowledge:

1. Language Arts: Students will be able to read, write, listen and speak effectively. Students will be able to incorporate the language of the discipline and give concrete examples when writing and speaking. Furthermore, they will actively read and listen and be able to locate and interpret information. Students will be able to combine these skills to compose meaningful writing and oral presentations. By the conclusion of their eighth grade year, students will be able to identify and analyze narrative, expository, and persuasive writing as well as write essays in each genre. Students will be able to recognize point of view and support assertions with evidence from literary text. Students will be able to engage in the research process and write a research paper. Finally students will learn to access and use visual, broadcast and digital media.
2. Mathematics: Students will understand and apply formal logical reasoning, analytic and symbolic processing, arithmetic and pre-algebraic, algebraic and geometric manipulation and construction. Students will also create/generate their own real world word problems to gain further understanding of the applications of such processes. Students will make sense of quantities and their relationships in problem situations.
3. Science: Students will acquire proficiency in the fundamental concepts and terms of Earth Science, Life Science, and Physical Science. Students will utilize the scientific method through completing science projects, participating in science fairs, and engaging in hands-on experiments that encourage critical thinking.
4. History and Social Studies: Students will demonstrate an understanding of the development of major world civilizations and U. S. History. Students will acquire an understanding of the origins of western civilization and modern democracy. Students

will also demonstrate an understanding of culture, diversity and world view, recognizing the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives.

CST percentage goals by 2015:

Language Arts: 85%

Math: 82%

Social Science: 82%

Science: 90%

II. Specific, Measurable, and Realistic Achievement Targets

Nobel Charter Middle School will measure student achievement through the use of the Academic Performance Index, Adequate Yearly Progress Measures, CST scores for subgroups, and data from Periodic Assessments (district or school site generated), and data generated through the review of academic grades, including work habits and cooperation marks.

- Our API for 2011 was 889. Our three-year goal is to reach 900. Our annual goal is to improve a minimum of 3 points.
- In 2011, we met 32 out of 37 AYP criteria. Our goal, at minimum, is to increase the number of students who are Proficient and Advanced by 10% in ELA and Math for the following subgroups: English Learners, Students with Disabilities, Socio-Economically Disadvantaged, Hispanic/Latino, and African-American students.
- In 2011, the reclassification rate for our EL students was 36%. Our annual goal is to increase this rate by 4%.

III. When and How Pupil Outcomes Will Be Assessed

Nobel Charter Middle School shall determine the development, implementation or use of periodic 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 assessments or design its own and will determine the timing of such assessments and coordinate with the respective Local District.

Periodic Assessments will be administered according to the district calendar. The number of assessments varies by subject area. Departments will meet a minimum of three times a year to analyze periodic assessment data and engage in instructional planning, intervention design, and assess student placement in tier two interventions.

Annually, the Nobel faculty will engage in the analysis of the CST 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 CST data and academic marks will be analyzed and used in concert with other measures

such as the MAZE test to determine student placement in the tier two math and 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 Core K-12 and My 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.

Element 3: Method by Which Student Outcomes Will Be Measured

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

Academic achievement outcomes to be measured will focus on the students’ development of basic skills and conceptual understanding in the four academic content areas of English, Mathematics, Science and History. Outcomes in alignment with the California Academic Content Standards and Common Core State Standards where applicable will include skill acquisition in reading, writing, speaking, listening, quantitative analysis, reasoning and problem solving.

Nobel Charter Middle School will use formative assessments to evaluate student mastery of the California Standards on an ongoing basis. Teachers will utilize a variety of assessment tools including the following:

- STAR Math and STAR Reading diagnostic tests which provide teachers with baseline data and the ability to evaluate their students’ areas of weakness and track their improvement.
- progress monitoring quizzes developed in CORE-K12
- teacher created assessments
- Periodic Assessments
- CST scores
- Progress reports

Teachers will meet in departments and teams during common planning time to analyze the data provided by these assessments and develop lesson plans which include tier one interventions. Teachers will share best practices and establish criteria for common assessments.

Professional development will be implemented to address instructional areas which data indicates that a more systemic approach is required or is an area of need. The professional development committee and Instructional Leadership Team (department chairs, National Board Certified Teachers, and other selected teachers) will evaluate all CST data, CELDT data, and Periodic Assessment data to determine school wide goals for instructional improvements and professional development. Both the Instructional Leadership Team and Professional Development committee will meet at minimum once a month.

Nobel Charter Middle School may opt to use periodic assessments of its own design. These assessments will be administered in alignment with the District’s assessment calendar and the data will be analyzed promptly to facilitate instructional planning and student placement in intervention.

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

Grading Policies:

The grading policies of Nobel Charter Middle School will be in alignment with the policies of LAUSD. All students who have been enrolled for a minimum of 15 school days will be issued a letter grade. A minimum of one achievement mark for each five hours of instruction will be recorded. Homework will account for no more than twenty percent of a student's total grade. Grades will be based on the students' demonstrated mastery of the content standards.

Element 4: Governance

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

Alfred B. Nobel Charter Middle School & Nobel Math/Science/Technology Magnet is subject to the governance of the LAUSD Board of Education, which has a fiduciary responsibility over Alfred B. Nobel Charter Middle School & Nobel Math/Science/Technology Magnet. Governance at the school site level shall be in accordance with the provisions of this petition and will be consistent with all applicable state, federal laws and regulations and the provisions of collective bargaining agreements. Any governance model in conflict with the above shall be null and void unless the appropriate parties have agreed to a waiver or exemption. Absent agreed upon waivers between the District and UTLA, Article XXVII of the LAUSD-UTLA CBA must be adhered to, particularly in regards to Local School Leadership Council composition and responsibilities.

In the event that Alfred B. Nobel Charter Middle School & Nobel Math/Science/Technology Magnet changes from affiliated charter status to independent charter status, Nobel Charter Middle School and/or its non-profit corporation will be a separate legal entity and will be solely responsible for the debts and obligations of the Charter School. If Nobel Charter Middle School changes its status to an independent charter school, Nobel Charter Middle School shall submit a petition for material revision with articles of incorporation and bylaws for District’s approval.

A. Role of Charter Council

A Charter Council will be formed for the purpose of school site governance. This council will function within the authority of the District Superintendent and LAUSD Board of Education. The Charter Council’s actions and decisions shall be bound by the decisions of the District Superintendent, Los Angeles Unified School Board, LAUSD policies and procedures and State laws as well as provisions of collective bargaining agreements.

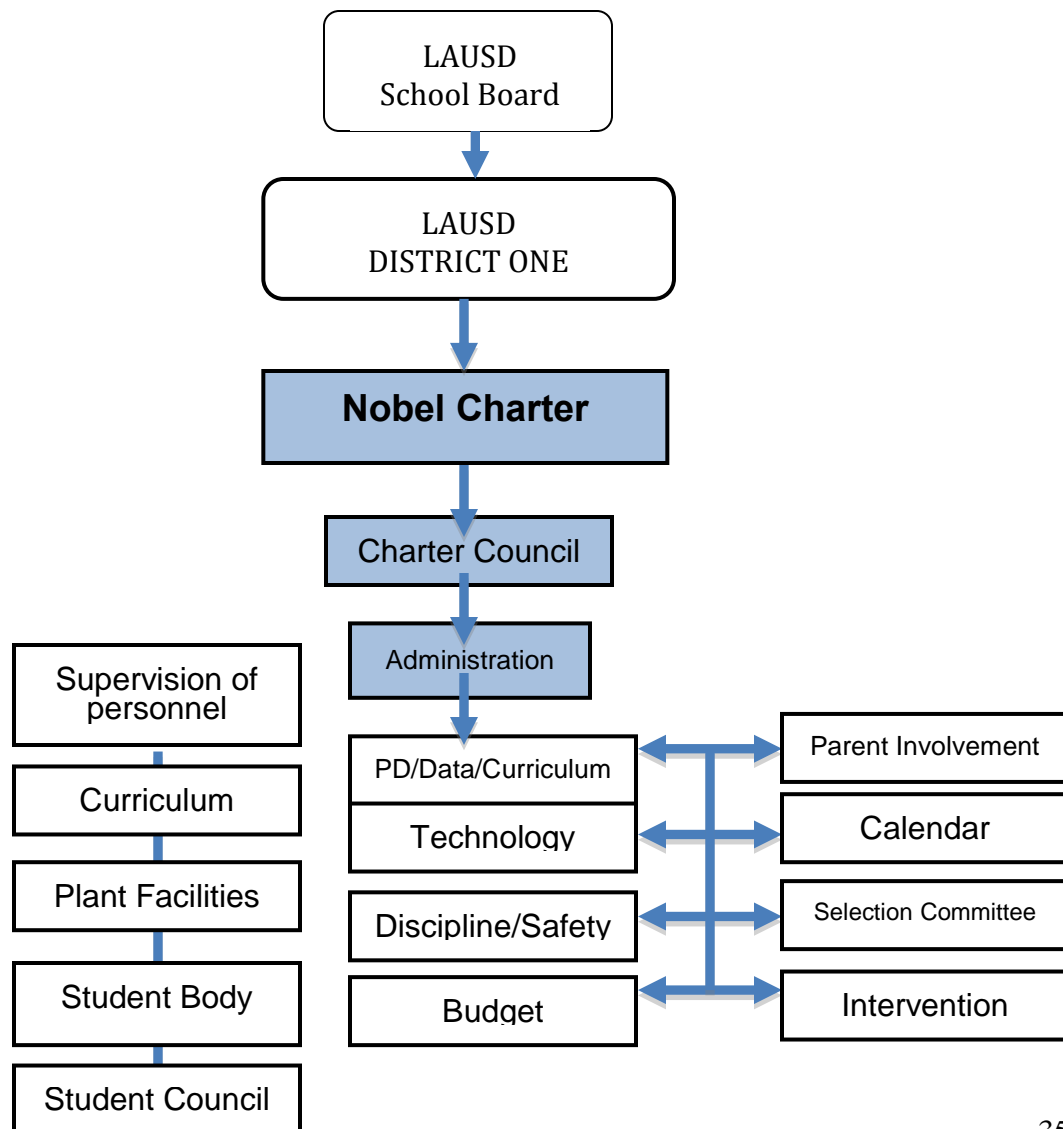
The school site governing body of Nobel Charter Middle School is known as the “Charter Council” which serves as a representative democracy. The mandate of the Charter Council, consisting of stakeholders of Nobel Charter Middle School, is to oversee the implementation of the guiding mission, vision, strategic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

categorical block grant in addition to selecting and recommending administrators and staff pursuant to District policies and procedures.

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

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

B. Organizational Chart



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.

Element 5: Employee Qualifications

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

Nobel Charter Middle School believes that all persons are entitled to equal employment opportunity. Nobel Charter Middle School shall not discriminate against qualified applicants or employees on the basis of race, color, religion, sex, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment to the same extent as all LAUSD schools.

[Affiliated Charter School] is subject to District decisions regarding reduction in force, mandated furloughs, layoffs, and any other District personnel decisions regarding salaries, classifications and assignments.

- **Personnel**

Principal selection is purview of the Superintendent.

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

- **Staff Selection**

Certificated Personnel

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

Classified Personnel

Selection of classified staff will be in compliance with the current merit system provisions of the Education Code, the Personnel Commission Rules and applicable collective bargaining agreements. Unless valid reemployment lists exist, Nobel Charter

Middle School will have the autonomy, when selecting employees for regular assignment, to select from the top three eligible candidates on current valid eligibility lists promulgated by the Personnel Commission. When valid reemployment lists exist, every effort will be made to avoid assigning classified staff to Nobel Charter Middle School. However, the Personnel Commission retains the right to make such assignments in cases where no alternative is available (e.g. reductions-in-force or reasonable accommodations required in compliance with the Americans with Disabilities Act.)

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

Professional Development

In addition to any District-mandated professional development, Nobel Charter Middle School shall have full autonomy in the selection of professional development programs for their employees to meet their site-specific needs. Any professional development required by the District for newly-adopted curriculum selected by Nobel Charter Middle School will, in turn, be funded by the District consistent with its practice for other District schools.

Element 6: Health and Safety Procedures

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

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

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

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

- A. The procedures that the school will follow to ensure the health and safety of pupils and staff are dictated by the State and District. These procedures shall include the requirement that each employee of the school furnish the District with a criminal record summary as described in §44237. Ed. Code §47605 9b)(5)(F)
- B. All school employees must go through District hiring process that includes a criminal background check as described in Education Code Section 44327, tuberculin screening, and fingerprints. A negative Mantoux tuberculosis test is required. The Employee Relations Office will process. Fingerprints must be cleared by the Department of Justice and the F.B.I.
- C. All students and employees will adhere to the state and county immunization and health procedures currently followed by the Los Angeles Unified School District.
- D. Nobel Charter Middle School will follow District policy concerning screening of pupils’ vision and hearing and the screening of pupils for scoliosis according to the District’s guidelines.
- E. The address of the affiliated charter school is: 9950 Tampa Avenue, Northridge, CA 91324
- F. Nobel Charter Middle School has submitted all School Safety Plans to the LAUSD on the due dates prescribed by the District.
- G. Nobel Charter Middle School will abide by assurances provided by LAUSD with an appropriate Certificate of Occupancy.
- H. The School Safety Plan for 2011-2012 is available at the school site upon request.

- I. All employees at Nobel Charter Middle School are required to complete and sign proof of child abuse training through the District website. Employees are required by law to be mandated reporters of child abuse. Therefore employees are required to immediately or as soon as practically possible within 36 hours of receiving information report any suspected incidents or evidence of child abuse to the Department of Child Services 57and the Los Angeles Police Department's Child Abuse Unit. Mandated reporters inform the Principal that a report has been made. Employees of Nobel Charter Middle School shall comply with District policy related to reporting suspected child abuse or neglect as mandated by District guidelines, federal and state law, and local agencies. In addition, Affiliated Charter School shall comply with LAUSD policy on Employee –to-Student Sexual Abuse and Related Investigation and Notification (BUL 5736.0) in reporting sexual misconduct allegations by certificated employees within 72 hours to parents and guardians of students in the school. Affiliated Charter school shall also comply with any other policy as established by the District with regards to reporting of child abuse and notification to parents and guardians related to classified employees. Access to student records is available to designated staff members. Student records when reviewed by appropriate LAUSD personnel must be signed out and a record kept as to who has viewed the records and why they have viewed them. Pupil records are available for review to the parent or legal guardian only.
- J. Nobel Charter Middle School implements FERPA and ensures safe and confidential securing of student records.
- K. Nobel Charter Middle School conducts regular safety drills, meetings, and includes safety as part of professional development.
- L. See information below:
 - Evidence of Insurance
 - Nobel Charter Middle School shall follow all policies of the Risk Management Division of the Los Angeles Unified School District. All policies will be held and maintained by LAUSD Office or Risk Management and Insurance Services.

Insurance

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

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

The Nobel Charter Middle School, its employees and officers will comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

Element 7: 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**

The Charter School shall comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order, by the Office of Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD. The Charter School will provide a written plan in the charter petition and upon further request by the District outlining how it would achieve and maintain the LAUSD’s ethnic schools goal of 70:30 or 60:40.

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

No Child Left Behind-Public School Choice (NCLB-PSC) Traveling Students

The District and [charter school] are committed to providing all students with quality educational alternatives in compliance with all federal and state laws, including students who are enrolled in schools of the District identified by the California Department of Education as in need of Program Improvement. Public School Choice (“NCLB-PSC”) placement with charter schools is an alternative strongly encouraged by the No Child Left Behind Act of 2001 (“NCLB”). The [charter school] agrees to discuss with the District the possibility of accepting for enrollment District students participating in the District’s NCLB-PSC program. The parties agree to memorialize separately any agreed-to number of NCLB-PSC placements of District students at the school.

As required under NCLB, all NCLB-PSC students attending [charter school] shall have the right to continue attending [charter school] until the highest grade level of the charter. However, the obligation of the District to provide transportation for a NCLB-PSC student to [charter school] shall end in the event the NCLB-PSC student’s resident District school exits Program Improvement status.

[Charter School] will ensure that all of its NCLB-PSC students are treated in the same manner as other students attending the Charter School. NCLB-PSC students are and will be eligible for all applicable instructional and extra-curricular activities at the Charter School. [Charter School] will make reasonable efforts to invite and encourage the participation of the parents of NCLB-PSC students in the activities and meetings at the Charter School.

Determination of student eligibility for this NCLB-PSC option, including the grade level of eligibility, will be made solely by the District, based on the District's NCLB-PSC process, guidelines, policies and the requirements of NCLB. In the event demand for places at [charter school] under the NCLB-PSC program increases in subsequent years, [charter school] agrees to discuss with the District the possibility of increasing the number of NCLB-PSC places available at the Charter School.

***Federal Compliance**

As a recipient of federal funds, including federal Title I, Part A funds, [charter school] has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act of 2001 (NCLB) and other applicable federal grant programs. [Charter school] understands that it is a local educational agency [LEA] for purposes of federal compliance and reporting purposes. [charter school] agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of NCLB and other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB, Title I, Part A include, but are not limited to, the following:

- Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact
- Hold an annual Title I meeting for parents of participating Title I students
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy
- Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds
- Complete and submit Local Education Agency (LEA) Plan to CDE
- Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I school-wide status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program
- Maintain inventory of equipment purchased with categorical funds, where applicable; and
- Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable

[Charter School] also understands that as part of its oversight of the Charter School, the District may conduct program review of federal and state compliance issues.

Element 8: Admission Requirements

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

A. Admittance:

[*Affiliated charter school*] shall admit all students who wish to apply. (Education Code section 47605(d)(2)(A)). However, as a conversion charter school, [*Affiliated Charter School*] must admit students who reside in the attendance boundary of the school as established by the District (“resident students”). (Education Code section 47605(d)(1)). Students cannot be required to attend a charter school.

If the number of students who apply to (Affiliated Charter School) exceeds the schoolwide operational capacity, a public random drawing/lottery will be conducted. Resident students and currently enrolled students shall have preference so as to be exempt from the lottery. The lottery will have the following order of preferences:

- Students residing in LAUSD boundaries but not residing within the attendance area of the charter school

In the event that [*Affiliated Charter School*] reaches capacity and is unable to enroll incoming students who reside in the attendance boundary of the school, affiliated charter schools will consult and coordinate with its Education Service Center administration to identify the appropriate receiver school(s).

If [*Affiliated Charter School*] determines that fraudulent address information was used to establish resident status in the attendance area, the student may be withdrawn and the student will be referred back to his/her school of residence, in accordance with District policy.

If applicable, additional language for schools with SAS Programs:

As schools with attendance boundaries, affiliated charter schools must admit students who reside in the attendance boundary of the school. Students within this group who qualify for the SAS (School for Advanced Studies) Program can enroll in that school’s SAS program.

If open seats remain after enrolling all resident students, the school will conduct a random public drawing/lottery. *After* admission through the lottery, students may then apply for the SAS program at that school.

In the event that an affiliated charter school reaches capacity, students selected through the lottery process will be waitlisted until a seat becomes available. These families have a choice to enter the lottery for other neighboring affiliated charter schools and/or apply to other area SAS programs.

[*Affiliated charter school*] shall admit all students who wish to apply. (Education Code section 47605(d)(2)(A)). However, as a conversion charter school, [*Affiliated Charter School*] must admit students who reside in the attendance boundary of the school as established by the District (“resident students”). (Education Code section 47605(d)(1)). Students cannot be required to attend a charter school.

Prior to [*Affiliated Charter School’s*] conversion into an affiliated charter school, [*Affiliated Charter School*] had a LAUSD magnet program which had an attendance boundary for students from all over LAUSD. [*Affiliated Charter School*] shall continue to provide admission preference to pupils from LAUSD as determined by the magnet program and consistent with *Crawford v. Board of Education* court order.

C. Public Random Drawing for Lottery:

1. 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.
2. The lottery procedures are verified through electronic selection of applications in a well-advertised open meeting held during the month of March. All interested parties are informed through written information, and the website of the March open public meeting. Applications are selected at random and names are inputted electronically in the order they are drawn.
3. 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 February. The actual Lottery is held in March. Completed applications are turned into the Main Office only. A receipt will be given when the completed application has been received. All late submissions are placed automatically on a wait list, and these applications are time-stamped.
4. The Lottery is held in the Library of 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.
5. A letter 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.
6. 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.
7. 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.

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 anytime 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.

Element 9: Financial Audits

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

Categorical Funds

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

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

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

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

Timing for Distribution of Categorical Block Grant Funds

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

Other Sources of Funds

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

Administrative Fees

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

Payment for Other Services

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

Documentation

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

Per-Pupil Budgeting

Where possible, Nobel Charter Middle School will have the ability to implement the District's per-pupil budgeting model.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that it, among other things, monitors the fiscal condition of the Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of the Charter School to meet generally accepted accounting principles or if it engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Nobel Charter Middle School's books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of school financial information,
- The school's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,

- The school's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Nobel Charter Middle School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to the school. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours notice.

The Nobel Charter Middle School will develop and maintain internal fiscal control policies governing all financial activities.

Element 10: Suspension and Expulsion Procedures

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

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

Charter School shall provide due process for all students, including adequate notice to parents/guardians and students regarding the grounds for suspension and expulsion and their due process rights regarding suspension and expulsion, including rights to appeal, in accordance with District policies and procedures.

Charter School shall utilize alternatives to suspension and expulsion with students who are truant, tardy, or otherwise absent from compulsory school activities.

Outcome Data

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

Rehabilitation Plans

Pupils who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Los Angeles City Board of Education at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

Readmission

The Charter School shall follow District policies and procedures with regard to requests for readmission and the process for the required review of all expelled pupils for readmission. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered. The Charter School is responsible for reinstating the student upon the conclusion of the expulsion period whether the student seeks readmission or not.

Special Education Students

In the case of a student who has an IEP, or a student who has a 504 Plan, the Charter will ensure that it follows the correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973 and the Modified Consent Decree. An IEP team, including a District representative, will meet to conduct a manifestation determination and to discuss alternative placement

utilizing the District's Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, the charter administrator will convene a Link Determination meeting to ask the following two questions: A) Was the misconduct caused by, or directly and substantially related to the student's disability? B) Was the misconduct a direct result of the Charter's failure to implement 504?

Gun Free Schools Act

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

The charter school embraces the theory of consistent, positive discipline

Administrators Role in Suspension/Expulsion

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

No student will be penalized for his or her parent's failure to attend a conference with school officials, i.e., reinstatement of the suspended pupil will not be contingent upon attendance by the pupil's parent at the school conference (E.C. section 48911).

The principal may suspend a student without affording him/her an informal conference only if an emergency situation exists. The term "emergency situation" means that the principal has determined that the immediate conditions constitute a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended from school without the conference, the designated administrator will notify both the parent and the student of their right to a conference and of their right to return to school for that purpose. The conference will be held at the earliest time possible but no later than two school days after the incident takes place unless the student waives this right or is physically unable to attend. In the latter instance, the conference will be held as soon as the student is able to attend.

Length of Suspension

The length of suspension for students may not exceed a period of five (5) consecutive school days unless an administrative recommendation has been made and agreed to by the student's parent/guardian. If a student is recommended for a period of suspension exceeding five (5) consecutive school days, a second conference will be scheduled between the parent/guardian to discuss the progress of the suspension upon the completion of the fifth (5th) day of suspension. All reasonable arrangements will be made to provide the student with classroom material and current assignments to be completed at home during the length of the suspension. A student may not be suspended more than 20 days in a single school year.

Grounds for Suspension and Expulsion

A student may be recommended for suspension or expulsion for any of the following reasons, as specified in Education Code Sections 48900 et seq

- Caused, attempted to cause, or threatened to cause physical injury to another person.
- Willfully used force or violence upon the person of another, except in self-defense.
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property (includes, but is not limited to, electronic files and databases).
- Stole or attempted to steal school property or private property (includes, but is not limited to, electronic files and databases).
- Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel (exception made for use or possession by a pupil of his or her own prescription products).
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- Knowingly received stolen school property or private property (includes, but not limited to, electronic files and databases).
- Possessed an imitation firearm.
- Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- Unlawfully offered, arranged to sell, negotiated to sell, or sold any prescription drug.

- Engaged in, or attempted to engage in, hazing as defined in Section 32050.
- Aided or abetted, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person (suspension only).
- Committed sexual harassment (grades 4-5). Section 48900.2 (E.C. 48900et seq.)
- Caused, attempted to cause, threatened to cause, or participated in the act of hate violence (grades 4-5). Section 48900.3.
- Engaged in harassment, threats, or intimidation directed against school District personnel or pupils (grades 4-5), that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment. Section 48900.4.
- Made terroristic threats against school officials, school property or both. Section 48900.7.
- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.

It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against any pupil who is truant, tardy, or otherwise absent from school activities. The principal will provide alternatives to suspension or expulsion including, but not limited to, counseling and an anger management program.

Mandatory Expulsion

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

- Possession of a firearm
- Brandishing a knife at another person
- Unlawfully selling a controlled substance
- Committing or attempting to commit a sexual assault or committing a sexual battery
- Possession of an explosive
- The Federal Gun-Free Schools Act also mandates the expulsion of any student who takes a firearm onto a school campus.

Suspension Appeal Procedures

The principal is to advise the parents of the appeal procedures when they disagree with the suspension. The appeal may first be made to the school principal (not designee). If the parents wish to appeal the principal's decision, they may appeal to the Local District Operations Administrator or designee. The Local District appeal conference will be arranged as soon as possible following the parents' request; during the period of appeal, the suspension remains in effect for the length of time designated. The results of the appeal may include, but are not limited to:

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

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

Expulsion Procedure

Only the Principal of the charter school can recommend that a pupil be expelled.

Whenever a student is accused of an act for which an expulsion may be recommended, the principal will conduct an incident investigation by 1) discussing the matter with District officials in accordance with LAUSD's Discipline Expulsion Support Unit. 2) identifying and interviewing witnesses, 3) securing oral and written statements, and 4) reviewing appropriate student records. The administrator will also notify law enforcement if certain acts have been committed by the student, including assault with a deadly weapon, possession of narcotics or controlled substances or possession of a weapon at school. The principal will then consult with the Student Discipline Proceedings Unit of LAUSD regarding the appropriateness of an expulsion, and additionally consult with his/her administrative supervisor. If expulsion is recommended, the Principal will conduct any necessary conferences and forward all information to the Discipline Unit in accordance with District policy.

The LAUSD Student Discipline Proceedings Unit is charged with ensuring that students recommended for expulsion are afforded a fair and impartial hearing and all due process rights.

Therefore, in the event that a student requires expulsion, the charter school will work with LAUSD and implement BUL-4655, March 13, 2009 as the guiding practice for expulsion. The charter school will notify the local District Superintendent of any potential expulsion case and provide the local District Superintendent with a copy of the case file for review. It will be the local District Superintendent that will review the case and prepare the recommendation to expel the student. The charter school will cooperate fully as indicated above with LAUSD in preparing the file for student expulsion and participate and cooperate with the LAUSD Board decision on the plan for rehabilitation.

Element 11: Retirement Programs

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

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

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

Element 12: Attendance Alternatives

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

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

Element 13: Employee Rights

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

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

Staff at Nobel Charter Middle School are, and will continue to be, employees of the Los Angeles Unified School District. They do not leave District employment to work at Nobel Charter Middle School. Staff are subject to District decisions regarding reductions-in-force and layoffs.

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

Element 14: Dispute Resolution

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

The staff of Nobel Charter Middle School and LAUSD Board of Education agrees to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Nobel Charter Middle School, except any controversy or claim that is in any way related to revocation of this Charter, ("Dispute") pursuant to the terms of this Element 14.

Any Dispute between the District and Nobel Charter Middle School shall be resolved in accordance with the procedures set forth below:

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

To Charter School:	Alfred B. Nobel Charter Middle School
c/o School Director	9950 Tampa Avenue
	Northridge, CA 91324

To Director of Charter Schools:	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 the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

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

Element 15: Employer Status and Collective Bargaining

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

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

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

Alfred B. Nobel Charter Middle School reserves the right to request an amendment to its charter through the Charter Schools Division and LAUSD Board for approval. Nobel Charter Middle School employees are subject to district decisions regarding RIF and layoffs

Element 16: Procedures to be used if the Charter School Closes

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

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

Nobel Charter Middle School reverts back to a District traditional school in the event of a closure.

Revocation

The District may revoke the charter if Nobel Charter Middle 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 provisions set forth in the Charter School Act of 1992. The District may revoke the charter of the Nobel Charter Middle School if the District finds, through a showing of substantial evidence, that the Charter School did any of the following:

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

Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d) and State regulations, the LAUSD Board of Education will notify the Nobel Charter Middle School in writing of the specific violation, and give the Nobel Charter Middle 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. Revocation proceedings are not subject to the dispute resolution clause set forth in this charter.

Charter Renewal

Nobel Charter Middle School must submit its renewal petition to the District’s Charter Schools Division no earlier than September of the year before the charter expires.

Closure Procedures

The decision by the LAUSD Board of Education to revoke or not renew the affiliated charter school constitutes a Closure Action. The Closure Action shall be deemed to have

been automatically made when any of the following occur: the Charter is revoked or non-renewed by the LAUSD Board of Education; the Charter School governing council votes to close the school; or the Charter lapses. In the event of such a Closure Action or as soon as Charter School informs the District of its intent to voluntarily close, the following steps are to be implemented:

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

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

Facilities

K-12 school sites remain subject to use by the District and possible space allocation under Proposition 39 and implementing regulations.

Nobel Charter Middle School will be an affiliated charter school with LAUSD and will use LAUSD facilities on a yearly basis. Nobel Charter Middle School will not move or expand to another facility during the term of its charter. Nobel Charter Middle School

will not open in any location other than the present location, an LAUSD-owned property, at 9950 Tampa Avenue, Northridge, CA 91324.

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

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

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

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

In the event of an emergency, all LAUSD facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of LAUSD facilities with another LAUSD user group, Charter School agrees it will participate in and observe all LAUSD safety policies (e.g., emergency chain of information, participate in safety drills).

The use agreements provided by LAUSD for LAUSD facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use. Charter School will be restricted to using the LAUSD facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the charter petition and incidental related uses. LAUSD shall have the right to inspect LAUSD facilities upon reasonable notice to Charter School.

- Furnishings and Equipment. LAUSD shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing. Use of the LAUSD facilities by any person or entity other than Charter School shall be administered by LAUSD. The parties may agree to an alternative arrangement in the use agreement.
- Minimum Payments or Charges to be Paid to LAUSD Arising From the Facilities.
 - (i) Pro Rata Share. LAUSD shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter School Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
 - (ii) Taxes; Assessments. Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.
- Maintenance & Operations Services. In the event LAUSD agrees to allow Charter School to perform any of the operation and maintenance services, LAUSD shall have the right to inspect the LAUSD facilities and the costs incurred in such inspection shall be paid by Charter School.
 - (i) Co-Location. If Charter School is co-locating or sharing the LAUSD facilities with another user, LAUSD shall provide the operations and maintenance services for the LAUSD facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
 - (ii) Sole Occupant. If Charter School is a sole occupant of LAUSD facilities, LAUSD shall allow the Charter School, at its sole cost and expense, to provide some operations and maintenance services for the LAUSD facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, LAUSD shall provide all services for regulatory inspections, which as the owner of the real property is required to submit, and deferred maintenance and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- Real Property Insurance. Prior to occupancy, Charter School shall satisfy those requirements to participate in LAUSD’s property insurance or, if Charter School is

the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

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

Occupancy of the Site: The charter petitioner or developer shall provide the District with a final Certificate of issued by the applicable permitting agency, allowing the petitioner to use and occupy the site. The Charter School may not open without providing a copy of the Certificate of Occupancy for the designated use of the facility. If the Charter School moves or expands to another facility during the term of this charter, the Charter School shall provide a Certificate of Occupancy to the District for each facility before the school is scheduled to open or operate in the facility or facilities. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

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

Asbestos Management:

Nobel Charter Middle School shall occupy facilities that comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.