Alfred B. Nobel Charter Academy
Math/Science/Technology Magnet

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

To
Board of Education
Los Angeles Unified School District
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 Enrollment-Year 1: 2450
Projected Grade Levels-Year 2: 6, 7, & 8
Projected Enrollment-Year 2: 2500

Lead Petitioner Information:

<table>
<thead>
<tr>
<th>Name</th>
<th>Derek Horowitz</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td>9950 Tampa Avenue, Northridge, CA 91324</td>
</tr>
<tr>
<td>Phone number</td>
<td>818.773.4700</td>
</tr>
<tr>
<td>Fax number</td>
<td>818.701.9480</td>
</tr>
<tr>
<td>E-mail address</td>
<td><a href="mailto:dhorowitz@lausd.net">dhorowitz@lausd.net</a></td>
</tr>
</tbody>
</table>

Other members of the Charter Development team:

<table>
<thead>
<tr>
<th>Name</th>
<th>Ron Bauer</th>
<th>Stacy Belden</th>
<th>Artur Cybulski</th>
</tr>
</thead>
<tbody>
<tr>
<td>Felicia Drew</td>
<td>Marie Ferry</td>
<td>Jeff Fischbach</td>
<td>Michelle Halpin</td>
</tr>
<tr>
<td>Derek Horowitz</td>
<td>Ellen Kaplan</td>
<td>Sandra Luster</td>
<td>Joe Montanez</td>
</tr>
<tr>
<td>Diane Newell</td>
<td>Michelle Oak</td>
<td>Erisha Spotville</td>
<td></td>
</tr>
<tr>
<td>Christy Walshwil</td>
<td></td>
<td></td>
<td>Randi Tunick</td>
</tr>
</tbody>
</table>

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

DATE: 02/16/2012

Los Angeles Unified School District
Charter School Application
Revised May 3, 2011
Briefing Page

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

Grades Served/Number of Students:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sixth</td>
<td>502/312 (Magnet)</td>
</tr>
<tr>
<td>Seventh</td>
<td>549/300 (Magnet)</td>
</tr>
<tr>
<td>Eighth</td>
<td>508/300 (Magnet)</td>
</tr>
<tr>
<td>Total Enrollment</td>
<td>1559/912 (Magnet)</td>
</tr>
</tbody>
</table>

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 Academy’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 Academy will provide students with a personalized learning experience by offering vertical academies that address students’ interests and strengths. Nobel Charter Academy 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 Academy 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. 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 Academy 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 Academy 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 Academy 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, 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)
• 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.

In accordance with Education Code Section 48200, if a pupil is expelled or leaves Nobel Charter Academy 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)

<table>
<thead>
<tr>
<th>School Name:</th>
<th>Nobel Charter Academy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address:</td>
<td>9950 Tampa Avenue Northridge, California 91324</td>
</tr>
<tr>
<td>Telephone Number:</td>
<td>(818) 773-4700</td>
</tr>
<tr>
<td>FAX Number:</td>
<td>(818) 701-9480</td>
</tr>
<tr>
<td>Contact Person:</td>
<td>Derek Horowitz</td>
</tr>
<tr>
<td>Term of Charter:</td>
<td>2012 - 2017</td>
</tr>
<tr>
<td>Configuration:</td>
<td>6 - 8 Middle School</td>
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<tr>
<td>Projected Enrollment:</td>
<td>2,449</td>
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<tr>
<td>Current Enrollment:</td>
<td>2,409</td>
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<td>Scheduled Opening Date:</td>
<td>August 14, 2012</td>
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<td>Operational Capacity:</td>
<td>2,678</td>
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<tr>
<td>Instructional Calendar:</td>
<td>See Attachment A</td>
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</table>

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 Academy. 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%.

Approximately 70 students are identified English Learners through the district’s criteria, although approximately 230 are identified EL by the state. 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:

<table>
<thead>
<tr>
<th></th>
<th># of Students</th>
<th>Multi-Track School?</th>
<th>Program Improvement?</th>
<th>Math Schoolwide Growth Target?</th>
<th>Math Small School Growth Target?</th>
<th>API Score</th>
<th>API State Ranking</th>
<th>Similar Schools Rank</th>
<th>% Students English for Proficiency</th>
<th>% of Special Ed Students</th>
<th>% of ELL Students</th>
<th>% Major Minority 1</th>
<th>% Major Minority 2</th>
<th>% Major Minority 3</th>
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</thead>
<tbody>
<tr>
<td>Calahan</td>
<td>386</td>
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<td>Year 1</td>
<td>Yes</td>
<td>Yes</td>
<td>841</td>
<td>7</td>
<td>2</td>
<td>55</td>
<td>11</td>
<td>15</td>
<td>48 H</td>
<td>24 W</td>
<td>14 B</td>
</tr>
<tr>
<td>Frost</td>
<td>1558</td>
<td>No</td>
<td>Year 4</td>
<td>Yes</td>
<td>No</td>
<td>841</td>
<td>8</td>
<td>6</td>
<td>48</td>
<td>13</td>
<td>6</td>
<td>54 H</td>
<td>23 W</td>
<td>8 A</td>
</tr>
<tr>
<td>Henry</td>
<td>1147</td>
<td>No</td>
<td>Year 4</td>
<td>Yes</td>
<td>Yes</td>
<td>803</td>
<td>6</td>
<td>4</td>
<td>61</td>
<td>14</td>
<td>9</td>
<td>60 H</td>
<td>18 W</td>
<td>8 B</td>
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<tr>
<td>Lawrence</td>
<td>1575</td>
<td>No</td>
<td>Year 5</td>
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<td>No</td>
<td>806</td>
<td>7</td>
<td>5</td>
<td>61</td>
<td>12</td>
<td>12</td>
<td>48 H</td>
<td>19 W</td>
<td>16 A</td>
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<tr>
<td>Topka</td>
<td>350</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>895</td>
<td>8</td>
<td>2</td>
<td>33</td>
<td>13</td>
<td>13</td>
<td>35 W</td>
<td>33 H</td>
<td>22 A</td>
</tr>
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</table>

### Demographic Information for Proactive Site (Surrounding Schools Data)

<table>
<thead>
<tr>
<th></th>
<th># of Students</th>
<th>Multi-Track School?</th>
<th>Program Improvement?</th>
<th>Math Schoolwide Growth Target?</th>
<th>Math Small School Growth Target?</th>
<th>API Score</th>
<th>API State Ranking</th>
<th>Similar Schools Rank</th>
<th>% Students English for Proficiency</th>
<th>% of Special Ed Students</th>
<th>% of ELL Students</th>
<th>% Major Minority 1</th>
<th>% Major Minority 2</th>
<th>% Major Minority 3</th>
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</thead>
<tbody>
<tr>
<td>Beckford</td>
<td>376</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>912</td>
<td>9</td>
<td>7</td>
<td>20</td>
<td>17</td>
<td>5</td>
<td>50 W</td>
<td>25 H</td>
<td>13 A</td>
</tr>
<tr>
<td>Hale</td>
<td>1863</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>838</td>
<td>7</td>
<td>4</td>
<td>28</td>
<td>13</td>
<td>4</td>
<td>49 W</td>
<td>27 H</td>
<td>9 A</td>
</tr>
</tbody>
</table>

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 Academy and 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 Academy 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 Nobel Charter Academy:

Students move through a seven period day. Six of the periods will last fifty-one minutes on a regular day. The advisory period will be thirty minutes. The advisory period will be used to address the needs of students as determined by the instructional team, providing intervention and enrichment. Counselors assign students a Social Studies, Science, English, and Mathematics class at their grade level. Students are also assigned a physical education and elective class. On Thursdays, all students will get out at 1:33 p.m., and teachers will engage in professional development or common planning time.

As part of our efforts to create a personalized learning environment, lunch will be staggered so that the number of students in the lunch area is reduced. With a population of 2400 students, lunch time can be intimidating for our 6th graders. While 6th graders are at lunch, 7th and 8th graders will be in their advisory period, and vice versa. In this advisory, students receive instruction in study skills, test preparation, enrichment, and intervention, as needed.

During a typical day, students at Nobel Charter Academy will participate in a wide variety of extracurricular activities such as play production, drill team, intramural sports, and many other exciting programs. Additionally, tutoring and clubs are offered before, during, and after school.

V. Instructional Program and Curriculum

A. Instructional Framework:
Nobel Charter Academy’s 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 Academy 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.

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:
Recognizing that children learn in a variety of ways, Nobel’s 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: collaborative learning, inquiry-based learning, experimentation, intervention, cross-curricular instruction, authentic assessment, and technology-based presentations and projects to address multiple intelligences. 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 include, but are not limited to: reading comprehension, 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.

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.

<table>
<thead>
<tr>
<th>Sixth Grade</th>
<th>Seventh Grade</th>
<th>Eighth Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td><strong>Spring</strong></td>
<td><strong>Fall</strong></td>
</tr>
<tr>
<td>English 6A</td>
<td>English 6B</td>
<td>English 7A</td>
</tr>
<tr>
<td>Math 6A</td>
<td>Math 6B</td>
<td>Math 7A OR Algebra 1A</td>
</tr>
<tr>
<td>Science and Health 6A</td>
<td>Science and Health 6B</td>
<td>Science 7</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Physical Education</td>
<td>Physical Education</td>
</tr>
<tr>
<td>Elective</td>
<td>Elective</td>
<td>Elective</td>
</tr>
</tbody>
</table>
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. Teachers address the Standards when planning and implementing instruction. Beginning in the 2012-2013 school year, Nobel Charter Academy will begin the transition to the Common Core State Standards.

E. How do the teaching methodologies and instructional program address the needs of the targeted student population?
The teachers of Nobel Charter Academy 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 Academy will be successful with our targeted population. We will maintain a high level of achievement with our student population and improve the achievement of our at-risk students.

With a focus on best practices in regards to the instructional program, Nobel Charter Academy’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.

<table>
<thead>
<tr>
<th></th>
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<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
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<td>API</td>
<td>837</td>
<td>849</td>
<td>844</td>
<td>867</td>
<td>889</td>
</tr>
</tbody>
</table>

G. Instructional Materials and Curriculum

Nobel Charter Academy 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 Academy’s 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
- **History Ancient Civilization**
  - Holt CA Earth Science
  - Math, Course 1
  - 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
- **World History: Medieval & Early Modern Times**
  - Holt CA Life Science
  - Math, 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
- **Creating America**
  - Holt CA Physical Science
  - Prentice Hall Mathematics Geometry
  - 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
- **High Point, Level A**
- **High Point, Level B**
- **High Point, Level C**

### AAL
- **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 Academy 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.

- The Teacher Selection Committee will receive a list of available personnel from which to interview where practicable. If not practicable, then Nobel Charter Academy will contact the Human Resources employee specifically assigned to serve schools for staffing purposes for names of available eligible candidates to fill vacant teaching positions. Except in circumstances resulting from reduction in force necessitating displacement and/or the placement of teachers from a rehire list in accordance with State law, Affiliated Charters shall be exempt from the placement of any teacher who has not been selected through the Affiliated Charter’s locally determined selection process. Site-selection processes will be subject to all applicable provisions of Education Code and collective bargaining agreements.

I. Professional Development:
The goal of professional development at Nobel Charter Academy is to address **personal learning emphasizing diversity, growth, and enrichment** by raising academic achievement through data-driven instruction using CORE K-12. Professional Development will be an on-going component and an effective tool used to design 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 Academy 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, MyData, 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 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”)
- LAUSD will provide professional development at no cost to Nobel Charter Academy only if LAUSD incurs no cost for the professional development. Per Affiliated Bulletin, any PD required by the District for newly adopted curriculum selected by Nobel Charter Academy will be funded by the District.

J. Academic Calendar and Sample Daily Schedule:
- School calendar: Nobel Middle school will adhere to the traditional calendar as set forth by LAUSD. We will have a total of 377 minutes on Monday, 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.

<table>
<thead>
<tr>
<th>6th grade</th>
<th>7th / 8th grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monday, Tuesday, Wednesday, and Friday</strong></td>
<td><strong>Monday, Tuesday, Wednesday, and Friday</strong></td>
</tr>
<tr>
<td>Warning Bell:</td>
<td>7:50</td>
</tr>
<tr>
<td>Period 1</td>
<td>7:56 – 8:52 (56)</td>
</tr>
<tr>
<td>Period 2</td>
<td>8:58 – 9:49 (51)</td>
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<tr>
<td>Period 3</td>
<td>10:12 – 11:03 (51)</td>
</tr>
<tr>
<td>Period 4</td>
<td>11:09 – 12:00 (51)</td>
</tr>
<tr>
<td>Lunch 6th</td>
<td>12:00 – 12:30 (30)</td>
</tr>
<tr>
<td>PLEDGE(Advisory)</td>
<td>12:36 – 1:06 (30)</td>
</tr>
<tr>
<td>Period 5</td>
<td>1:12 – 2:03 (51)</td>
</tr>
<tr>
<td>Period 6</td>
<td>2:09 – 3:00 (51)</td>
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</table>
Thursday Schedule

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
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<td>Warning Bell:</td>
</tr>
<tr>
<td>Period 1</td>
<td>7:56 – 8:43  (47)</td>
</tr>
<tr>
<td>Period 2</td>
<td>8:49 – 9:31  (42)</td>
</tr>
<tr>
<td>Period 3</td>
<td>9:54 – 10:36 (42)</td>
</tr>
<tr>
<td>Lunch 6th</td>
<td>11:24 – 11:54 (30)</td>
</tr>
<tr>
<td>Period 5</td>
<td>12:00 – 12:42 (42)</td>
</tr>
<tr>
<td>Period 6</td>
<td>12:48 – 1:30 (42)</td>
</tr>
</tbody>
</table>

Minimum Day - All Grades

<table>
<thead>
<tr>
<th>6th grade</th>
<th>7th / 8th grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warning Bell:</td>
<td>Warning Bell:</td>
</tr>
<tr>
<td>Period 1</td>
<td>7:56 – 8:38  (42)</td>
</tr>
<tr>
<td>Period 2</td>
<td>8:44 – 9:19  (35)</td>
</tr>
<tr>
<td>Period 3</td>
<td>9:25 – 10:00 (35)</td>
</tr>
<tr>
<td>Nutrition/Lunch</td>
<td>10:00 – 10:22  (22)</td>
</tr>
<tr>
<td>Period 4</td>
<td>10:28 – 11:03 (35)</td>
</tr>
<tr>
<td>Period 5</td>
<td>11:09 – 11:44  (35)</td>
</tr>
<tr>
<td>Period 6</td>
<td>11:50 – 12:25  (35)</td>
</tr>
</tbody>
</table>

VI. Meeting the Needs of Targeted Groups

A. English Learners:

- English Learners at Nobel Charter Academy will be offered the opportunity to:
  - participate in the general curriculum as outlined by the State of California, LAUSD, and the LAUSD Master Plan for English Language Learners;
  - matriculate in departmentalized classes within their program;
  - participate in regular physical education and elective classes (unless otherwise designated). It will be the goal of the educational program to integrate English Learners into every available program, learning and social experience on campus.
Students are identified as English Learners based on the Home Language Survey (HLS) and the CELDT (California English Language Development Test). When the parent of a new enrollee indicates that a language other than English is/was used at home on the HLS, the student is given the CELDT. If the student receives a score of 1, 2, or 3 (Beginning, Early Intermediate, Intermediate), the student is identified as Limited English Proficient (LEP). The student is then placed into an ESL or Mainstream English class based on parent preference (as per Proposition 227), as well as in Sheltered academic classes for Math, Social Studies, and Science which address the language needs of the student. If a student matriculating from elementary school is already identified as an English Learner, the Categorical Program Advisor and counselors look at his most recent CELDT scores, CST scores, and final grades in 5th grade to determine placement into ESL or PRP classes, as well as sheltered academic classes.

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.

PRP students not proficient in ELA are given tier two intervention through BUILD in order to meet their needs.

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.

Criteria for reclassifying English Learners in Grades 6-12:
- The student has an Annual CELDT overall performance level of 4 or 5 with skill area scores of 3 or higher in Listening, Speaking, Reading, and Writing.
- The student scores Basic or above on the ELA section of the CST.
- The student is determined successful in a mainstream English program based on a grade of C or better in English or ESL 3/4.
- The parent has been notified that the student is eligible for reclassification, using the district’s Reclassification Notification.

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.

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.
- Access to tier two and tier three interventions
- After school clubs and tutoring
- PLEDGE enrichment and intervention
- Academic teams will work in concert with the counseling staff to 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.

C. Gifted Students:
Nobel Charter Academy 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.

D. Student Achieving Below Grade Level:
Nobel Charter Academy will address the instructional needs of students who are working below grade level by placing them in tier two intervention in Mathematics or
English/Language Arts. Students will be placed in tier two intervention based on their CST scores and academic grades from the previous school year. Based on the recommendations of the intervention teacher and the diagnostic data, students are placed in tier two intervention for one or two semesters. 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. 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. Students with Disabilities:

Charter School Special Education Responsibilities

a. General Requirements
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.

\textbf{b. Transferring Students}\n
For students transferring to the Charter School from District schools or District affiliated charter schools, the Charter School will provide those related services required by the students’ IEPs immediately upon the students’ enrollment.

For students transferring to the Charter School from other school districts, the Charter School shall provide related services required by the students’ IEPs upon the students’ enrollment regardless of the type of service provider (school, NPA or private). 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.

\textbf{c. Assessments}\n
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
In the event that the Charter School is unable to provide an appropriate placement or services for a student with special needs, the Charter School will contact the District to discuss placement and service alternatives. Charter schools are expected to provide services to all enrolled students with disabilities (mild to severe).

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.

The District is currently in the process of developing an Integrated Student Information
System (“ISIS”) as required by the MCD. Although most Charter Schools are not
currently utilizing the District’s current SIS, the MCD requires all Charter Schools to
implement the use of ISIS once it is developed.

F. Additional Support for Targeted Groups:
Nobel Charter Academy 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 Academy 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)

**I. Anticipated Skills and Knowledge Outcomes for Students**

The goal for Nobel Charter Academy 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.

**II. Specific, Measurable, and Realistic Achievement Targets**

Nobel Charter Academy 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 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.
- 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 Academy 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 Academy 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.
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 Academy 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. The professional development committee and Instructional Leadership Team will evaluate all CST data, CELDT data, and Periodic Assessment data to determine school wide goals for instruction improvements and professional development.

Nobel Charter Academy 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 Academy 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 Academy 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 Academy will be in alignment with the policies of LAUSD.
**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)

The Nobel Charter Academy will operate as an affiliated charter school within the Los Angeles Unified School District and will be subject to the governance of the LAUSD Board of Education, which has a fiduciary responsibility over Nobel Charter Academy. 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 Nobel Charter Academy changes from affiliated charter status to independent charter status, Nobel Charter Academy 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 Academy changes its status to an independent charter school, Nobel Charter Academy 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 applicable to charter schools.

The school site governing body of Nobel Charter Academy is known as the “Charter Council” which serves as a representative democracy. The mandate of the Charter Council, consisting of stakeholders of Nobel Charter Academy, 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 all major contracts, 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. 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 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.

B. Organizational Chart
### C. Composition and Selection of Charter Council Members

The Charter Council shall consist of twenty members:

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Other</th>
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<tbody>
<tr>
<td>One UTLA</td>
<td>One Principal</td>
</tr>
<tr>
<td>One 6th grade History/English</td>
<td>One Classified</td>
</tr>
<tr>
<td>One 6th grade Math/Science</td>
<td>One Classroom Aide</td>
</tr>
<tr>
<td>One 7th/8th grade History</td>
<td>One PTSA</td>
</tr>
<tr>
<td>One 7th/8th grade English</td>
<td>One ELAC</td>
</tr>
<tr>
<td>One 7th/8th grade Science</td>
<td>Three Parents (at large)</td>
</tr>
<tr>
<td>One 7th/8th grade Math</td>
<td></td>
</tr>
<tr>
<td>One Physical Education</td>
<td></td>
</tr>
<tr>
<td>One Elective</td>
<td>One Student</td>
</tr>
<tr>
<td>One SPED</td>
<td>One non-certified / community member</td>
</tr>
</tbody>
</table>

**20 Total members**

And six alternates:

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three majority-elected teachers</td>
<td>Three non-certified / community members</td>
</tr>
</tbody>
</table>

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).

### 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. The guiding principle in the
decision-making process is and shall be the creation of *consensus* among the Council’s various member constituents. If a consensus cannot be reached, a simple majority will be required.

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 utilize consensus for decision-making. 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 Academy 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 Academy 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 Academy’s school 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 Academy at least 48 hours after the meeting was conducted.
G. Grievance Procedure for Parents and Students
As a District affiliated charter, Nobel Charter Academy 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 Academy shall promptly respond to all inquiries, including but not limited to, inquiries regarding financial records. Nobel Charter Academy 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 o such notices by Nobel Charter Academy.
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 Academy believes that all persons are entitled to equal employment opportunity. Nobel Charter Academy 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.

- Personnel

Nobel Charter Academy 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.”

LAUSD and its affiliated charter schools are negotiating a Memorandum of Understanding ("MOU") regarding specific provisions in the affiliated charter petitions including, but not limited to, use of categorical block grant funds, sources of funding, fundraising policies, oversight fees, professional development policies, personnel policies, educational program, and transportation. In the event of any conflict between provisions in the charter petition and the MOU executed by the charter school and LAUSD for the terms, provisions and definition of the affiliated charter schools, the terms of the MOU, if duly executed by the parties, shall supersede.

- Staff Selection

Certificated Personnel

Selection of certificated staff will be aligned with current Education Code, District Policy, and collective bargaining agreements. Nobel Charter Academy 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 Academy 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 Academy 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 Academy. 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 Academy will have autonomy in assigning positions to specific working basis.

Nobel Charter Academy will abide by the guidelines established by the Nobel Charter Academy Hiring Committee procedures and collective bargaining agreements for employee (See Element 1).

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 and in accordance with District and Personnel Commission Policies. More than one certificated employee may share a full-time position in accordance with the collective bargaining agreements and District Policy. The recommendation will be forwarded to the Local District Superintendent for final determination.

**Credentialed Staff**

Teachers are primarily responsible for developing, planning, and implementing the school’s educational program through standards based instruction in the classroom. In addition to their classroom instructional role, the broadly defined duties of the teachers includes but is not limited to the following:

- Understand the Charter document and its philosophies and practices.
- Participate in the governance of the school.
- Participate in professional development activities that advance their teaching skills, knowledge and attitudes toward the goals of continuous improvement.
- Work with the school’s varied stakeholders in support of the home-school community.
- Work in elected or selected out-of-classroom positions such as deans, counselors, and coordinators.
- Collaborate in department, house, team and general faculty meetings.
- Promote a learning environment that allows each student to fulfill his or her potential in terms of academic achievement and social development.
- Provide assessment of student progress and maintains records of set progress.
The application for a new administrator will be filed in accordance to District and Personnel Commission Policies. The applicant will be recommended for employment to the Local District Superintendent. Administration positions will be filled by highly qualified certificated employees, as identified by the NCLB, holding California Teaching Credentials and California Administrative Credentials, proof of Multicultural coursework, a Master’s degree, and proof of meeting District Master Plan Requirements. The A.P.S.C.S. position may be filled by a person holding a current counseling credential with counseling experience at a school site. Principal candidates are required to have the following experience:

1) 8 years of successful full-time public school certificated service
2) 5 years as a teacher with 2 years as a secondary teacher
3) 2 years in a secondary administrative position (at two different locations)

The District Administrative Personnel Office will verify District qualifications of each candidate. Applications shall include a letter of intent, two-page resume and two letters of reference, of which one must be from the current immediate supervisor. The job descriptions for criteria for Candidates for administrative positions must align with collective bargaining agreements and LAUSD policy.

Administrators
The Principal is the chief academic and financial officer responsible for both day-to-day and long-term operation of the school. The Principal will be evaluated by the Local District Superintendent. The broadly defined duties of the Principal and administrative team includes, but is not limited to the following:

- Implement the philosophies and practices stated in the Charter.
- Participation in the governance of the school.
- Evaluation of the job performance of certificated and classified employees in alignment with collective bargaining agreements.
- Provide assistance, guidance and supervision in instructional practices and curriculum development.
- Provide timely information to teachers, parents, and the school community about school affairs.
- Utilize a shared decision making format with the Charter Council and school-wide committees.
- Prepare and manage the school budget.
- Provide leadership for identifying goals for student achievement.
- Oversee the school’s curriculum and academic policies.
- Maintain a school climate that insures the safety, health and welfare of students and personnel.
- Work collaboratively with other stakeholders to plan, organize, and implement professional development.
Paraprofessionals
Paraprofessional personnel will be hired according to District and Personnel Commission Policies and Procedures and will work under the direct supervision of classroom teachers and hiring requirements set forth by District policies. Their purpose will be to enhance the instructional program. They may include, but are not limited to the classroom aides, readers, specialists, technicians, coaches, and guest lecturers. Such personnel shall not be hired to displace any current employee.

Other classes of paraprofessional personnel normally qualified and employed by the Los Angeles Unified School District including but not limited to special education trainees/assistants, teaching assistants, campus supervision aides, education aides, etc. shall be maintained at Nobel Charter Academy according to the distribution/assignment norms established by the District or may be increased depending on the needs of the school and its available funds and priorities. Such personnel shall be hired and evaluated according to District policy and the conditions of the contracts established by the District and their individual bargaining units and the rules and guidelines of the Personnel Commission.

Classified Staff
Classified Support Staff employed at the Nobel Charter Academy campus, including all employees of the Los Angeles Unified School District and independently contracted employees shall be subject to appropriate background checks as implemented by the school district according to its policies and as determined by the State of California.

Fingerprints must be cleared by the Department of Justice and the F.B.I.

Nobel Charter Academy will not discriminate against any employee on the basis of race, ethnicity, national origin, religion, gender, disability, sexual orientation, age, political affiliations, and marital status. Moreover, all employees shall be subject to health maintenance monitoring and preventive procedures including but not limited to tuberculosis, as implemented by the district or required by the State of California.

The assignment, selection, evaluation and rights/grievance procedures of classified support staff, including such classes as clerical, maintenance and food service employees, shall be in accordance with state and District Policies, the conditions of the contracts established by the District and their individual bargaining units and the Personnel Commission.

Additional Qualifications
Nobel Charter Academy’s Hiring Committee will receive a list of available personnel from which to interview where practicable. If not practicable, then Nobel Charter Academy will contact the Human Resources employee specifically assigned to serve schools for staffing purposes for names of available eligible candidates to fill vacant teaching positions. Except in circumstances resulting from reduction in force necessitating displacement and/or the placement of teachers from a rehire list in accordance with State law, every effort will be made to avoid assigning any certificated
employee to an affiliated charter campus. Site-selection processes will be subject to all applicable provisions of Education Code and collective bargaining agreements.

All teaching staff members will be chosen in accordance to District and Personnel Commission Policy and procedures and collective bargaining agreements. (See Element 1)

With regards to administrative selection Nobel Charter Academy shall adhere to all applicable court mandates and state and federal laws, district policies personnel commission policies and collective bargaining agreements. The application shall be filed in accordance to District and Personnel Commission Policies. (See Element 1)

Substitute teachers will be obtained through the Los Angeles Unified School District procedures.

Provisions of Law
Evaluation of teaching staff and any related grievances shall be governed by the procedures established by state law, District policy and the collective bargaining agreement between the Los Angeles Unified School District and United Teachers of Los Angeles (UTLA).

All affiliated charter school teachers shall be Highly Qualified and hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other District schools would be required to hold. Furthermore, racial/ethnic balance will be maintained among teaching staff members in accordance with federal and state guidelines and procedures.

The District will maintain current copies of all teacher credentials and provide information to the affiliated charter school when such credentials are up for renewal or expiration.

Evaluation
All employees will be evaluated according to the collective bargaining agreements for each bargaining unit. Teacher assistants and instructional aides will be evaluated yearly using the LAUSD evaluation form. All classified staff will be evaluated in accordance with the collective bargaining agreement for each respective unit. Special education assistants will be evaluated by the principal or assistant principal on a yearly basis using the LAUSD standard evaluation form. Teachers can be exempt from the STULL evaluation process as determined by the UTLA contract and the school site administrator, typically an extension of up to 5 years can be mutually agreed upon. Administrators will be evaluated by the Local District Superintendent or designee.
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 Academy 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 Academy will comply with all other regulations, such as fire and safety codes, as required by the federal, state, county, and city laws. “As an affiliated charter school, Nobel Charter Academy will adhere to District’s Health, Safety and Emergency Plans. The Nobel Charter Academy 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 Academy 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 Academy has submitted all School Safety Plans to the LAUSD on the due dates prescribed by the District.

G. Nobel Charter Academy will abide by assurances provided by LAUSD with an appropriate Certificate of Occupancy.

H. The School Safety Plan for 2010-2011 is available at the school site upon request.

I. All employees at Nobel Charter Academy 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. 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 Academy implements FERPA and ensures safe and confidential securing of student records.

K. Nobel Charter Academy conducts regular safety drills, meetings, and includes safety as part of professional development.

L. See information below:
   - Evidence of Insurance
   - Nobel Charter Academy 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 Academy 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 Academy 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.

Facilities
In the event Nobel Charter Academy changes its status to independent charter school it will meet all requirements of an independent charter and since it occupies LAUSD facilities, Nobel Charter Academy will be charged a pro-rata share of facilities costs to support maintenance and operation of the site and be required to sign a facilities use agreement detailing the relationship between Nobel Charter Academy and LAUSD. The Nobel Charter Academy, 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)

Nobel Charter Academy will continue to ensure that an outreach is made to all students, in our feeder pattern and throughout the boundaries of the district, who may wish to attend Nobel without regard to ethnicity or race. Through participation at informational fairs we will promote our Magnet and SAS program. Flyers in both English and Spanish inviting parents and students to tour and apply to our program will be distributed through local elementary schools and at informational fairs. Parents and students are also invited to visit our campus during Open House.

**Court-ordered Integration**

Nobel Charter Academy 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 LAUSD’s ethnic schools goal of 70:30, or 30:70, 60:40 or 40:60 ratio.

Nobel Charter Academy 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.
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:
Nobel is non-sectarian in its educational programs, employment practices, admission policies and other aspects of school operations. Nobel does not charge tuition and does not discriminate against any student on the basis of disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code. Charter will non-sectarian in its educational programs and operations. Students are eligible to enroll under the following guidelines:

1. Presently enrolled students and their siblings.
2. Students from the Nobel attendance area neighborhood, which includes all of the attendance areas of the seven elementary feeder schools. Transportation for students from sending neighborhoods who are continuing in the Capacity Adjustment Program (CAP) or the Permits with Transportation Program (PWT) will be provided by the Los Angeles Unified School District.
3. New CAP and PWT students with transportation provided by the District.
4. All other students, with no transportation provided, may apply via Open Enrollment if space is available or the School for Advanced Studies program if they meet the criteria for this program.

All students are eligible to enroll and admission will not be based on the residence of the pupil or his or her parent or guardian, except that preference will be given to students residing within the attendance area of the school.

B. Integration Ratios
At all times, applications will be monitored to ensure that integration ratios are maintained, as is possible, at Nobel. In the event that enrollment should approach/reach capacity, a lottery admissions system will be established by the Charter Council, which will admit students in a manner to conform to racial/ethnic balance guidelines, as this is feasible.

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 Academy. 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 Academy 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. Lottery procedures may be refined or revised by members of the Charter Council, if necessary.

8. Applications for the SAS program will be may be submitted according to the calendar provided by the District.

Residents:
If a family lives in Nobel Charter Academy’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.

Siblings:
If a child is currently attending Nobel in the sixth or seventh grade (not in eighth grade) during the school year, then a fifth grade sibling will automatically be accepted for the following school year. (See Attachments K, p91; L, p96 & M, p97)

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

Nobel Charter Academy 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 Academy 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 Academy. 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 Academy may also be subject to adjustment in funding levels and deferrals. In addition, Nobel Charter Academy 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 Academy, 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 Academy’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 Academy shall prepare and submit all required financial data and reports for inclusion in the District’s report.

**Per-Pupil Budgeting**

Where possible, Nobel Charter Academy 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 Academy’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 Academy 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 Academy 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, Nobel Charter Academy 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.

The 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.

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

Any provisions in this charter petition, any Nobel Charter Academy Parent Student Handbook or Parent-School Compact that conflict with LAUSD discipline policy and procedures, state and federal laws shall be null and void.

Procedure for involving parents, students and staff in designing and implementing a discipline policy will follow the Section 47605 (b)(5)(J) of the Education Code.

- Parents, students, and staff shall review and revise our established school discipline policy, when necessary. This process will occur through our Charter Council and Discipline Committee. Discipline may include, but is not limited to, advising and counseling students, conferring with parents/guardians, detention during school hours, parent shadows during the school day, citations, suspension and expulsion. Procedures leading up to suspension will be progressive in severity.

- Behavioral intervention programs, such as counseling and Impact, approved by our Charter Council, will guide students and staff in teaching, learning and using conflict resolution tools. Student Success Teams and Counselors will continue to provide ideas for behavior modification plans for students needing such intervention.

Each year the administration publishes and disseminates a Student Planner, which contains appropriate rules and policies. The District’s student handbook is distributed to all students. Moreover, such rules, codes and policies are explained at: student grade level information assemblies, annual orientation meetings for parents, and letters mailed home and sent via student delivery.
A. Suspension, Expulsion and Disciplinary Transfers
Nobel Charter Academy has adopted the policies of the LAUSD regarding the suspension, expulsion and disciplinary transfers of students as set forth in the State Education Code, state laws and the bargaining agreement between United Teachers of Los Angeles and the Los Angeles Unified School District. All students, including students who reside outside of the school district area, will be subject to these policies.

B. Expulsion
Nobel Charter Academy follows LAUSD expulsion policies. Pupils who are expelled from the affiliated charter school shall be given a rehabilitation plan upon expulsion as developed by the district 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.

C. Suspension and Expulsion ED. Code
The procedures for suspension and expulsion from school will follow the procedures identified by LAUSD and in the California Education Code, Section 48900. Identified infractions may result in immediate suspension or expulsion per LAUSD policy and the California ED. Code Section 47605 (b) (5) (j) and in accordance with California Education Code, Sections 48900 et seq. and 48915 as well as the federal Gun-Free Schools Act of 1994. Consequences leading up to suspension will be progressive in the level of severity and involve the active participation of students, teachers, the administrator, and parents. Teachers may suspend students from their classrooms as per LAUSD/UTLA negotiated policy. Student expulsion recommendations from the Nobel Charter Academy will be referred to the Student Discipline Proceedings Unit of the LAUSD for processing and disposition and notification.

CALIFORNIA EDUCATION CODE SECTIONS AUTHORIZING SUSPENSIONS AND EXPULSIONS

Suspensions and Expulsions
A student may be suspended for up to no more than five consecutive school days. Students are subject to suspension or expulsion for offenses occurring:
- While on school grounds
- While going to or coming from school
- During the lunch period, while on or off campus
- During, or while going to, or coming from, a school-sponsored event.

A pupil may not be suspended from school or recommended for expulsion, unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (q), inclusive:
(a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person. (2) Willfully used force or violence upon the person of another, except in self-defense.

(b) 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.

(c) 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.

(d) 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.

(e) Committed or attempted to commit robbery or extortion.

(f) Caused or attempted to cause damage to school property or private property.

(g) Stolen or attempted to steal school property or private property.

(h) 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. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.

(i) Committed an obscene act or engaged in habitual profanity or vulgarity.

(j) 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.

(k) 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.

(l) Knowingly received stolen school property or private property.

(m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to
an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

(n) 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.

(o) 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.

(p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

(q) Engaged in, or attempted to engage in, hazing as defined in Section 32050.

(r) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may suffer suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision 48900.2. In addition to the reasons specified in Section 48900, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in Section 212.5. 48900.3. In addition to the reasons set forth in Sections 48900 and 48900.2, a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision of Section 233.

Definition of illegal substance:

- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- 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.
- 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.
- Repeated violations of school rules such as using, selling or distributing of illegal substances, bullying, initiating or contributing to violence between students, and
constant deviant behavior to adult supervision or authority will be considered willful disobedience.

Definition of illegal item:

- Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- Gun Free Safe Schools: The Federal Gun Free Safe Schools Act and California law prohibit the possession of firearms on school campuses. Pursuant to these laws, any student found in possession of a firearm will be subject to arrest and will be recommended for expulsion immediately. The term of expulsion shall be one year. Upon a finding that the student was in possession of a firearm, the governing board shall expel the student. “Possession” includes, but is not limited to, storage in lockers, purses, backpacks, automobiles. (LAUSD Parent Student Handbook)

Mandatory Expulsions

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.

Due Process Rights for Students Prior to Suspension or Expulsion

Nobel Charter Academy shall adopt the policies of LAUSD regarding suspension and expulsion of students as set forth in California Education Code, Section 48900 et seq., and the federal Gun-Free School Act of 1994, and the bargaining agreement between UTLA and LAUSD. Students and their families are notified of their rights in the Parent Student Handbook given out at the beginning of each year. All students, including students who reside outside of the LAUSD area, will be subject to these policies.

Administrators Role in Suspension/Expulsion

If suspension is necessary, the principal shall notify the parent, remind the parent that suspension is a disciplinary action and schedule a parent conference. The principal shall 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 shall be penalized for his or her parent’s failure to attend a conference with school officials, i.e., reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent at the school conference (E.C. section 48911). The
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 shall 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 shall 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 shall be held as soon as the student is able to attend.

**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. 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 shall 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:

1. Sustaining the suspension in all respects.
2. Modification of penalties imposed.
3. Rescinding the suspension and expunging the suspension from the student’s records.

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

**Expulsion Procedure**

Only the Principal of Nobel Charter Academy 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, 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, 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. A student may be expelled without suspended enforcement and therefore not be allowed to attend any LAUSD school or program during the term of expulsion.

**Nobel Charter Academy’s Positive Behavior Support Plan and Progressive Discipline Policy:**

**Code of Conduct:**
Alfred B. Nobel Charter Middle School behavior codes and dress codes are approved by the Charter Council, which is charged with the responsibility of reviewing these school codes on an annual basis.

Alfred B. Nobel Charter Middle School students are responsible for their own actions and property. The possession of any illegal item, substance or object is prohibited. Students found in possession of any illegal item, substance or object may be subject to both administrative and/or legal consequences. Alfred B. Nobel Charter Middle School has a ZERO TOLERANCE for weapons and conducts daily random (unannounced) metal detector searches on campus.

Any prohibited items that are brought to school will be confiscated and held for pick-up in the Student Services Office on the last day of the week by a parent/guardian. Illegal items will be referred to a law enforcement agency. Unclaimed items will be donated to charity at the end of each academic year.

Repeated violations of school rules will be considered willful disobedience or defiance to school authority and can result in suspension and/or opportunity transfer. Infractions that threaten the safety or personal well-being of any student or school employee can lead to suspension, opportunity transfer, a recommendation for expulsion and/or arrest for offenses included in this element.

**Student Dress Code:**
*General Guidelines:* Any clothing or accessory that depicts in any form profanity, put-downs, violence, drugs, alcohol, vandalism, weapons, tobacco, a sexual act, or is offensive to any gender, race or culture is unacceptable and therefore not permitted at Nobel Charter Academy. Students are expected to conform to reasonable standards in cleanliness, appropriate dress, and hair styling. Reasonable standards are defined as presenting an appearance that is conducive to learning and that does not detract from or disrupt the learning environment for others.

*Dresses, skirts, and shorts* - All such clothing should be of appropriate length, which is not shorter than fingertip length at the thigh. Short shorts or athletic shorts (split-side or tight bicycle type) are not permitted. Shorts must be fitted at the waist and must be worn so as not to bag or sag. Splits on dresses, shorts, or skirts must be no higher than the fingertip length at the thigh.

*Shirts and blouses* - All shirts and blouses must be long enough to cover the midriff when the student raises his/her hand in class. All shirts/blouses must have shoulders or straps
that are least two inches wide. Sleeveless athletic jerseys must be worn with an appropriate second shirt. Tops cannot be see-through, backless, side-less, worn off the shoulder or low cut to reveal cleavage. The codes are in effect regardless if covered by sweater or jacket.

**Pants** - Must be worn fitted at the waist and hemmed at the bottom. This is to eliminate sagging and bagginess. They may be worn with or without a belt. If the belt is removed, the pants may not sag. Pants cannot be worn ripped or torn at the bottom or at the seams. Overalls must be hemmed at the bottom and should fit appropriately; both straps must be worn over the shoulders at all times and any shirt worn with the overalls must follow the same guidelines for shirts/blouses. Beachwear is not permitted.

**Shoes** - For safety reasons, all shoes must be enclosed all around (heel, toe, and sides). Heels should not be more than 2” in height. Shoes must be worn at all times on campus. Flip-flops, house slippers, or sandals are not permitted.

**Headgear, earrings, jewelry** - Expensive jewelry should be left at home. Scarves, bandannas, doo-rags, sweatbands, curlers, or hairnets may not be worn on campus. Under Bill SB310 Nobel will allow students to wear visors, baseball caps, and narrow brimmed soft hats that are solid white or solid green without any logos. This is regardless of weather: be prepared with an appropriate hat.

**Attendance:**
In order to ensure that every child receives the instructional hours necessary to meet the grade-level culmination requirements, it is imperative that he/she arrives to school on time and prepared to learn. Classes begin at 7:56 a.m. daily. It is strongly recommended that each student arrive on campus no later than 7:46 a.m. so that he/she can arrive in class prior to the sounding of the tardy bell. Student records related to attendance and tardiness are maintained for the entire school year and are cumulative. Individuals who demonstrate a pattern of tardiness will be subject to the following progressive disciplinary measures:
1st, 2nd and 3rd Tardy Warning
4th Tardy 30 min. lunch detention
5th Tardy Counseling with grade-level counselor
6th Tardy Phone conference held with parent/guardian
7th Tardy Issuance of 2nd Attendance Policy letter
8th Tardy Parent conference scheduled
9th Tardy Parent Shadow scheduled
10th Tardy Referral to PSA Counselor
Note: Any student with more than ten (10) tardies to Homeroom will be referred to SARB.
Progressive Discipline:

Mild Behavior Issues (Classroom Intervention):
Mild behaviors are defined as those actions exhibited by students that, although disruptive to the learning environment, can be corrected through classroom teacher intervention. When addressing these behaviors, a teacher may be required to provide verbal prompts, hold an individual conference, assign class detention, contact the child’s parent/guardian by phone and/or issue any applicable written notification, such as a “U” Notice. Examples of these types of offenses are as follows:

- Failure to bring a book or school supplies
- Failure to complete homework(s)/assignment(s)
- Chewing gum or eating in class
- Demonstrating poor work habits
- Talking excessively out of turn
- Tardiness
- Lethargic and/or sleeping in class
- Profanity (not directed at anyone)
- Passing notes
- Arriving late to class
- Cheating on a test
- Throwing paper in class
- Out of seat without permission
- Wearing a hat in class
- Listening to IPOD in class (confiscation)
- Using cell phone in class (confiscation)

Following classroom intervention, mild-level behaviors that impede an individual student’s ability to successfully participate in a classroom activity, such issues relating to work habits, lack of supplies, and/or homework continue, then the teacher may refer the student to his/her counselor.

If classroom-based interventions fail to address more disruptive behaviors such as profanity, talking, throwing objects, defiance related to the confiscation of electronics and the inappropriate dress code, then the teacher may refer the student to the counselor or Dean.

Classroom Intervention Strategies:
The following is a list of suggested strategies to be implemented in the classroom when addressing mild to moderate disruptive student behaviors. These strategies may assist with mitigating the behavior(s), and preventing them from increasing in either their frequency and/or severity.

- Keep anecdotal student record
- Individual/private conference with the student
- Refer the student’s cumulative record for background information
- Check with the student’s other teachers or counselor for pertinent information
- Hold the child after class
- Contact the parent by the phone and/or in writing
• Schedule a parent conference
• Referral to Peer Mediation
• Referral to campus beautification
• Organize and utilize a “Buddy System”

Have the student and parent agree to and sign a written behavior contract Issues to be referred to the Counseling Office:

Students should receive referrals to the Counseling Office for issues relating to the social, emotional, or psychological welfare of a student. Classroom teachers may choose to refer a student to meet with his/her counselor for any of the following reasons.
• An urgent personal, emotional and/or family problem
• Lethargic, withdrawn behavior
• A noticeable change in behavior
• Fails to complete class work or homework (habitually)
• Excessive absences; erratic attendance resulting in missing significant amounts of instruction. (Teacher should also notify the Attendance Office)
• Persistent problems regarding the student’s academic performance (i.e. failure to complete assignments or bring materials) Issues that should be referred to Student Services:

Students should be referred to counselor or Dean for behavior issues of severe and/or habitual nature. For issues related to progressive discipline, classroom personnel must first address their concerns with both the student and his/her parent(s). Behaviors that warrant immediate referral often threaten the physical and/or emotional safety of the student or student body, or impede the teacher’s ability to foster a classroom environment that is conducive to learning. Examples of these types of offenses are as follows:
• Repeatedly refusing to comply with staff member instructions
• Fighting/Assault
• Inciting acts of violence
• Setting off fire alarms
• Truancy
• Defacing school property
• Stealing
• Gambling
• Possession of a controlled substance
• Possession of a weapon
• Verbally or physically threatening harm to a student or adult
• Bullying
• Harassment of another student
• Possessing or circulating pornographic material
• Repeated dress code violation
• Involvement in gang activity
• In addition, teachers may choose to refer a student for offenses or behaviors that fail to be resolved through teacher or counselor mediation. Every student referred to either the Counseling or Student Services must be sent with a hand-written referral with the box marked for the appropriate office. The referral should also
include a brief description of the reason for the referral. Please include any specific terms used by students for example, “S***” or “B****”

- These students will then be counseled and issued a consequence with the severity of the infraction
- For lesser offenses, the students may return to class within the same class period following intervention
- Copies of referrals with feedback regarding the dean’s actions will be returned to the issuing staff member in his/her mailboxes within two school days.
- Parent Shadow – Requested by administration, dean or parent. Parent spends the day “shadowing” their child to class, P.E., nutrition, and lunch. Parent does not meet with child’s teachers, only observes child in class and around campus.

**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:

1. Was the misconduct caused by, or directly and substantially related to the student’s disability?
2. Was the misconduct a direct result of the Charter’s failure to implement 504?

**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.
The LAUSD governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, the LAUSD governing board shall readmit the pupil; unless the LAUSD governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. 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.

**How will Nobel Charter Academy implement the District’s discipline policy and improve student attendance?**

In order to implement the district’s discipline plan, Nobel will use an interactive and self-checking process of organizational correction and improvement around four key elements:

- **Outcomes**: academic and behavior targets that are endorsed and emphasized by students, families, and educators.
- **Practices**: interventions and strategies that are evidence based as described in Nobel’s attendance and discipline plan.
- **Data**: information will be collected through the Online Discipline Referral system and used to identify status, need for change, and effects of interventions.
- **Systems**: supports that are needed to enable the accurate and durable implementation of the practices of the district’s discipline plan.

Nobel will use the following multiple points of support:

- **Individual Student**: intensive and individualized behavior intervention planning based on function-based behavior assessments and implementation for students who are unresponsive to school-wide (primary) interventions.
- **Classroom**: expectations, routines, structures, and practices for presenting curriculum, designing instruction, and managing social climate of classroom environments that serves as the basis for individual student behavior support planning.
- **School-wide**: behavioral expectations and supports (i.e., proactive discipline) for all students and staff, across all school settings that together serve as the foundation for classroom and individual student behavior support.
- **District**: specialized behavioral supports, organizational leadership, and implementation resources that serve as the foundation for effective implementation.
- **Community**: collaborative intervention and support efforts for students and families that involve mental health, public health, juvenile justice, and other community agencies and resources.
- **State**: behavior support policy, organizational leadership, and resource management that collectively serve as the foundation for district and school-wide implementation of positive behavior support plan.
Thus, instead of engaging in “train-n-hope” efforts, the positive behavior support plan gives priority to problem solving and action planning that emphasizes accurate, durable, and expanded implementation:

- Establish a visible, effective, efficient, and functional leadership team.
- Review existing information/data.
- Analyze, describe, and prioritize issue within context.
- Specify measurable outcome that is related directly to issue and context.
- Select evidence-based practice to achieve specified outcome.
- Provide supports for accurate sustained adoption and implementation of practice.
- Monitor practice implementation and progress toward outcome.
- Modify practice implementation based on analysis of progress data.
**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 Academy 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 Academy 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 Academy are LAUSD employees. All employees will be hired by the District and maintain the same relationships in all bargaining units.

Staff at Nobel Charter Academy 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 Academy. Staff are subject to District decisions regarding reductions-in-force and layoffs.

Nobel Charter Academy 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 Academy 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 Academy, 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 Academy 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: Nobel Charter Academy
c/o School Director

To Director of Charter Schools: Director of Charter Schools
Los Angeles Unified School District
333 South Beaudry Avenue, 25th 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 Academy for the purposes of the Educational Employee Relations Act (EERA).

- All employees in Nobel Charter Academy 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 Academy 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 Academy are employees of the district, the district shall be the sole employer for the purposes of collective bargaining.
- Nobel Charter Academy 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 Academy 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 Academy 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.

Nobel Charter Academy reserves the right to request an amendment to its charter through the LAUSD Board for approval. Nobel Charter Academy 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 Academy will be an affiliated charter school, district guidelines and procedures will be adhered to in all aspects of school closure.

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

Revocation

The District may revoke the charter if Nobel Charter Academy 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 Academy if the District finds, through a showing of substantial evidence, that the Charter School did any of the following:

- Nobel Charter Academy committed a material violation of any of the conditions, standards, or procedures set forth in the charter.
- Nobel Charter Academy failed to meet or pursue any of the pupil outcomes identified in the charter.
- Nobel Charter Academy failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Nobel Charter Academy 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 Academy in writing of the specific violation, and give the Nobel Charter Academy 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 Academy 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 Academy, 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 Innovation and Charter Schools Division will notify the California Department of Education that Nobel Charter Academy 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 Academy 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 Academy’s right to operate as a Charter School or cause Nobel Charter Academy to cease operation.

Facilities

Nobel Charter Academy will be an affiliated charter school with LAUSD and will use LAUSD facilities on a yearly basis. Nobel Charter Academy will not move or expand to another facility during the term of its charter. Nobel Charter Academy 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 Nobel Charter Academy changes its status to independent charter school it will meet all requirements of an independent charter and since it occupies LAUSD facilities, Nobel Charter Academy will be charged a pro-rata share of facilities costs to support maintenance and operation of the site and be required to sign a facilities use agreement detailing the relationship between Nobel Charter Academy and LAUSD. The charter school, its employees and officers will comply with the Family Educational
Rights and Privacy Act (FERPA) at all times.

**Asbestos Management:**
Nobel Charter Academy 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.