



LOS ANGELES UNIFIED SCHOOL DISTRICT

ALFRED B. NOBEL CHARTER MIDDLE SCHOOL

A DISTRICT AFFILIATED CHARTER SCHOOL

9950 Tampa Avenue

Northridge, California 91324

Renewal Charter Petition

Submitted

February 13, 2025

TERM OF CHARTER

JULY 1, 2025 TO JUNE 30, 2030

TABLE OF CONTENTS

Assurances, Affirmations, and declarations.....	1
Element 1 – The Educational Program	3
Element 2 – Measurable Pupil Outcomes, and Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured	58
Element 4 – Governance.....	61
Element 5 – Employee Qualifications	64
Element 6 – Health and Safety Procedures.....	66
Element 7 – Means to Achieve Racial and Ethnic, Special Education, and English Learners, including redesignated fluent english proficient Pupils Balance.....	68
Element 8 – Admission POLICIES AND PROCEDURES.....	69
Element 9 – Annual Financial Audits.....	73
Element 10 – Suspension and Expulsion Procedures	73
Element 11 – Employee Retirement Systems.....	75
Element 12 – Public School Attendance Alternatives	76
Element 13 – Rights of District Employees.....	76
Element 14 – Mandatory Dispute Resolution.....	76
Element 15 – Charter School Closure Procedures	78
Additional Provisions.....	81

ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

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

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, in any program or activity conducted by an educational institution that receives, or benefits from, state financial assistance, or enrolls pupils who receive state student financial aid.. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of the pupil’s parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)

- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(d)(1).)
- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(d)(2).)

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

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

ELEMENT 1 – THE EDUCATIONAL PROGRAM

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

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

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

GENERAL INFORMATION

• The name and title of the contact person for Charter School is:	<i>Derek Horowitz</i>
• The contact address of Charter School is:	<i>9950 Tampa Ave. Northridge, California 91324</i>
• The contact phone number for Charter School is:	<i>(818) 773-4700</i>
• Charter School is located in LAUSD Board District:	<i>3</i>
• Charter School is located in LAUSD Region:	<i>North</i>
• The grade configuration of Charter School is:	<i>6-8</i>
• The number of students in the first year of this charter term will be:	<i>1,995</i>
• The grade level(s) of the students in the first year will be:	<i>6-8</i>
• Charter School’s scheduled first day of instruction in 2025-2026 is:	<i>August 11, 2025</i>
• The current operational capacity of Charter School is: NOTE: For all District affiliated charter schools, the District determines each school’s operational capacity annually in accordance with District policy. Operational capacity refers to the maximum number of students that Charter School may enroll in a given year and includes all students, regardless of student residence or other factors.	<i>1995</i>
• The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	<i>Traditional</i>
• The bell schedule (e.g. daily hours) for Charter School will be:	<i>See Chart under Bell Schedule.</i>
• The term of this Charter shall be from:	<i>July 1, 2025-June 30, 2030</i>

COMMUNITY NEED FOR DISTRICT AFFILIATED CHARTER SCHOOL

Nobel's vision is to provide students with a school environment that allows them to become successful lifelong learners with skills in critical thinking and problem-solving so that they are college and career-ready. Nobel's goals are the following: Academic excellence, Culmination rates of 100%, Joy and Wellness so that all students feel safe, excited and welcome to attend school, Increased Engagement and Collaboration with all stakeholders, and Investing in Staff and total Student Safety. Our success in these areas has attracted students from throughout Los Angeles County. Students are drawn to Nobel to benefit from its exceptional, diverse programs. At Nobel, all subgroups have exceeded district benchmarks and perform at higher levels on the SBA (formerly SBAC) than all other LAUSD schools last year.

SBAC Performance Levels
Location Comparison Table

English Language Arts 2022-2023							
Location Name	% Not/Nearly Met Standard	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	% Meets/Exceeds Standard	# Tested
Frost MS	36%	13%	23%	42%	22%	64%	1,337
Holmes MS	45%	20%	25%	33%	22%	55%	862
Lawrence MS	54%	31%	23%	26%	20%	46%	1,050
Nobel CMS	33%	15%	18%	35%	32%	67%	1,869
Northridge MS	73%	45%	28%	21%	6%	27%	669
Patrick Henry MS	56%	28%	28%	33%	11%	44%	987

SBAC Performance Levels
Location Comparison Table

English Language Arts 2023-2024							
Location Name	% Not/Nearly Met Standard	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	% Meets/Exceeds Standard	# Tested
Frost MS	29%	10%	19%	41%	30%	71%	1,392
Holmes MS	40%	19%	21%	34%	26%	60%	834
Lawrence MS	54%	33%	21%	26%	20%	46%	1,038
Nobel CMS	25%	9%	16%	34%	41%	75%	1,799
Northridge MS	73%	51%	22%	21%	6%	27%	691
Patrick Henry MS	54%	26%	28%	32%	14%	46%	1,011

SBAC Performance Levels
Location Comparison Table

Mathematics 2022-2023							
Location Name	% Not/Nearly Met Standard	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	% Meets/Exceeds Standard	# Tested
Frost MS	45%	20%	25%	26%	29%	55%	1,339
Holmes MS	54%	31%	23%	21%	25%	46%	871
Lawrence MS	69%	48%	21%	12%	19%	31%	1,068
Nobel CMS	44%	22%	22%	22%	34%	56%	1,884
Northridge MS	89%	65%	24%	9%	2%	11%	688
Patrick Henry MS	76%	47%	29%	14%	10%	24%	1,011

SBAC Performance Levels
Location Comparison Table

Mathematics 2023-2024							
Location Name	% Not/Nearly Met Standard	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	% Meets/Exceeds Standard	# Tested
Frost MS	41%	16%	25%	25%	34%	59%	1,403
Holmes MS	49%	26%	23%	20%	31%	51%	846
Lawrence MS	71%	50%	21%	11%	18%	29%	1,038
Nobel CMS	37%	16%	21%	22%	41%	63%	1,803
Northridge MS	87%	69%	18%	8%	5%	13%	707
Patrick Henry MS	71%	43%	28%	15%	14%	29%	1,021

The chart below shows that over the last two years our SBA data has shown all students in all subgroups have improved their academic performance in English Language Arts and/or Math. As a whole in 2024, 75% of Nobel's students met or exceeded the standards in Language Arts. This was an increase of almost 8% over the previous year. In mathematics, as a whole, Nobel's students improved from 56% met or exceed standards in 2023 to 63% in 2024. Successful implementation of a number of innovative features and educational initiatives has not only resulted in improved performance on the SBA overall, but in a reduction of the achievement gap for some of our significant subgroups. Notably our African American subgroup who saw a greater improvement than any other group in the school, improving in English Language Arts from 42% met or exceed standards in 2023 to 50% in 2024, and BSAP students who jumped from approximately 50% to over 60% met or exceeded. In math, 29% of African American students met or exceeded the standard in 2023 and that increased to 38% in 2024. Our students in the Black Student Achievement Plan (BSAP) also went up in math from 39% to 47% in 2024. Our Hispanic subgroup showed excellent gains in both English and math as well. In

English they went from approximately 58% met and exceeded to almost 70% in 2024. In math our Hispanic students jumped from 44% met and exceeded to an impressive 52% in 2024.

Nobel's success is due to the following reasons:

- Professional development focusing on improving instruction through learning by doing strategies, developing problem-based learning units focusing on critical thinking and interdisciplinary themes (STEAM), highlighting materials that focus on cultural diversity, creating student centered classrooms, and the socio-emotional (SEL) development of the middle school student.
- Learning by Doing strategies geared specifically to increase engagement by focusing on practical application, and collaborative problem-solving, both of which are crucial for addressing the needs of students across performance levels:
- Specialized instruction focusing on developing teacher created lessons geared toward our BSAP population.
- Increased parent participation and engagement in the educational process through workshops, parent-teacher conferences, and the creation and full-time staffing of our well respected and highly active parent center.
- Increased and improved parent communication through the increased utilization of Schoology and Blackboard Connect, as well as our school website and social media accounts, and the parent portal for easy access to online viewing of grades.
- Professional development on ELL (English Language Learners) standards, addressing the needs of LTELs (long term English Learners) and English Language Development strategies.
- Various hands-on elective course offerings that expand student experiences including music, art, ceramics, advanced art, drumline, orchestra, horticulture, yearbook, leadership, drama, choir, forensics, marine science, computers, hands on math, science and Spanish.
- 20+ after-school clubs are offered to students in areas of sports, career-readiness, arts, and other student interests that increase student engagement.
- Staff investing time in "data digs" to analyze information that deepens our understanding of students' abilities, enabling us to plan and deliver instruction tailored to individual student needs.

English Language Arts 2023-24						
	% Not/Nearly Met Standard	% Not Met Standard	% Nearly Met Standard	% Met Standard	% Exceeds Standards	% Meets/Exceeds Standard
Ethnicity						
African American	50.00%	21.25%	28.75%	35.00%	15.00%	50.00%
Asian	10.73%	4.39%	6.34%	34.15%	55.12%	89.27%
BSAP	39.59%	15.28%	24.31%	34.72%	25.69%	60.41%
Hispanic	30.90%	11.38%	19.52%	38.56%	30.54%	69.10%
Filipino	13.05%	1.09%	11.96%	21.74%	65.22%	86.96%
Pacific Islander	33.33%	33.33%	0.00%	0.00%	66.67%	66.67%
Two or More	10.94%	4.69%	6.25%	24.22%	64.84%	89.06%
Language Classification						
English Only	22.96%	8.35%	14.61%	34.70%	42.35%	77.05%
IFEP	15.15%	1.82%	13.33%	35.76%	49.09%	84.85%
Limited English Proficient	92.59%	51.85%	40.74%	7.41%	0.00%	7.41%
RFEP	32.77%	12.63%	20.14%	35.84%	31.40%	67.24%
Special Education	68.96%	35.86%	33.10%	22.76%	8.28%	31.04%
Low Income	30.41%	11.85%	18.56%	36.53%	33.07%	69.60%
Mathematics 2023-2024						
	% Not/Nearly Met Standard	% Not Met Standard	% Nearly Met Standard	% Met Standard	% Exceeds Standards	% Meets/Exceeds Standard
Ethnicity						
African American	62.19%	37.80%	24.39%	21.95%	15.85%	37.80%
Asian	19.23%	7.69%	11.54%	16.83%	63.94%	80.77%
BSAP	52.74%	28.08%	24.66%	24.66%	22.60%	47.26%
Hispanic	48.47%	21.87%	26.60%	21.51%	30.02%	51.53%
Filipino	16.13%	4.30%	11.83%	20.43%	63.44%	83.87%
Pacific Islander	0.00%	0.00%	0.00%	33.33%	66.67%	100.00%
Two or More	21.10%	5.47%	15.63%	20.31%	58.59%	78.90%
Language Classification						
English Only	35.89%	15.18%	20.71%	22.01%	42.10%	64.11%
IFEP	25.45%	8.48%	16.97%	23.03%	51.52%	74.55%
LEP	82.93%	60.98%	21.95%	12.20%	4.88%	17.08%
RFEP	42.47%	18.84%	23.63%	22.26%	35.27%	57.53%
Special Education	74.15%	50.34%	23.81%	14.97%	10.88%	25.85%
Low Income	44.06%	20.08%	23.98%	23.49%	32.46%	55.95%
English Language Arts 2022-23						
	% Not/Nearly Met Standard	% Not Met Standard	% Nearly Met Standard	% Met Standard	% Exceeds Standards	% Meets/Exceeds Standard
Ethnicity						
African American	57.78%	26.67%	31.11%	30.00%	12.22%	42.22%
Asian	16.22%	5.26%	10.96%	37.72%	46.05%	84.00%
BSAP	49.32%	22.97%	26.35%	35.14%	15.54%	50.68%
Hispanic	42.23%	18.62%	23.61%	34.52%	23.25%	57.77%
Filipino	15.39%	5.13%	10.26%	34.19%	50.43%	84.62%
Pacific Islander	60.00%	40.00%	20.00%	20.00%	20.00%	40.00%
Two or More	15.67%	8.21%	7.46%	33.58%	50.75%	84.33%
Language Classification						
English Only	31.15%	13.18%	17.97%	35.27%	33.58%	68.85%
IFEP	26.92%	10.99%	15.93%	36.26%	36.81%	73.07%
Limited English Proficient	100.00%	63.64%	36.36%	0.00%	0.00%	0.00%
RFEP	38.78%	21.15%	17.63%	36.86%	24.36%	61.22%
Special Education	#VALUE!	NA	NA	NA	NA	#VALUE!
Low Income	42.50%	20.61%	21.89%	34.58%	22.93%	57.51%
Mathematics 2022-23						
	% Not/Nearly Met Standard	% Not Met Standard	% Nearly Met Standard	% Met Standard	% Exceeds Standards	% Meets/Exceeds Standard
Ethnicity						
African American	71.11%	40.00%	31.11%	14.44%	14.44%	28.88%
Asian	24.02%	6.99%	17.03%	24.02%	51.97%	75.99%
BSAP	60.81%	29.73%	31.08%	19.59%	19.59%	39.18%
Hispanic	55.63%	29.63%	26.00%	21.55%	22.83%	44.38%
Filipino	20.69%	8.62%	12.07%	31.90%	47.41%	79.31%
Pacific Islander	60.00%	20.00%	40.00%	0.00%	40.00%	40.00%
Two or More	18.80%	6.02%	12.78%	21.80%	59.40%	81.20%
Language Classification						
English Only	41.92%	20.96%	20.96%	22.57%	35.51%	58.08%
IFEP	39.57%	14.97%	24.60%	24.06%	36.36%	60.42%
LEP	95.65%	78.26%	17.39%	0.00%	4.35%	4.35%
RFEP	50.80%	24.13%	26.67%	21.59%	27.62%	49.21%
Special Education	#VALUE!	NA	NA	NA	NA	#VALUE!
Low Income	53.90%	28.10%	25.80%	20.99%	25.11%	46.10%

While the data indicates progress for many of our key subgroups, there are still areas of concern. Achievement gaps persist, particularly for English Learners and students in special education, who continue to perform below other groups. Although African-American students have shown improvement in both ELA and math, their performance still reflects a significant gap compared to their peers. As a “BSAP 2” school in its second year of implementing the District’s Black Student Achievement Plan (BSAP), we have introduced specific measures to address these disparities. The school has appointed a School Climate Advocate and a BSAP Counselor to help facilitate the program. BSAP offers a range of supports, including a specialized teacher-led auxiliary course, personalized learning through IXL, and educational field trips designed to enhance student engagement and outcomes.

To further strengthen the implementation of BSAP, the school has partnered with California State University, Northridge (CSUN), and various community partners in providing mentoring to participating students and delivering professional development for teachers, promoting culturally responsive teaching and learning practices.

To address these achievement gaps we will continue to do the following:

- Conduct detailed reviews of data from iReady formative assessments, IXL data and teacher-designed evaluations, focusing specifically on subgroup performance. This review will examine potential contributing factors such as language barriers, the cultural relevance of assessments, and instructional strategies aligned with math and English practice standards. By implementing targeted interventions, we aim to bridge these gaps and ensure all students achieve academic success.
- Continue professional development on Culturally and Linguistically Responsive Pedagogy (CLRP) Education and provide time for teachers to collaborate around implementation.
- Ongoing professional development on strategies to address English Learner and long-term English Learners and providing time for lesson development.
- Engaging in problem-based learning
- Continued use of data to design instruction and plan for intervention and reteaching.
- Math and English Tier 2 and 3 school day interventions and after-school tutoring.
- Increased articulation between core content teachers and RSP teachers to better address the needs of special education students

STUDENT POPULATION TO BE SERVED

Our school demographics have changed over the past 5 years due to demographic shifts and the opening of two new middle schools in the immediate area of the North Los Angeles region. We have also seen changes in our demographics because we lowered our overall enrollment from approximately 2400 students to 1780. According to the Focus Dashboard, approximately 56% of our students are now eligible for free or reduced lunch. Our Asian population has decreased from 16% to 12%. The enrollment of white students has decreased from 28% to 21%, and there was an increase in our Latino population from 43% to 48%. Our African American population has remained relatively stable going down slightly from 5% to 4.5%. There are approximately 20 different languages spoken by the families of students attending Nobel Charter Middle School. Approximately 1287 students

have indicated that only English is spoken at home; about 490 students come from homes where English is not the primary language and according to the California Department of Education (CDE) some of the more prevalent home languages include Spanish, Russian, Armenian, Persian (Farsi), Arabic and Mandarin.

As of October 2024, according to the Focus Dashboard, 65 students are identified English Learners. In addition, 287 students are Reclassified Fluent English Proficient (RFEP), which means they met the state's criteria for English proficiency. Approximately 139 students have Individualized Education Plans, and 777 students are identified as gifted and talented. Through professional development, we will continue to examine and refine our practices to maintain a Culturally Linguistically Responsive Pedagogy (CLRP) and inclusive education for all students that reflect our school community and meets each student's needs.

Student Population taken from the Focus Dashboard:

Total number of students: 1780 students

Broken down by Grade:

Grade 6 – 594

Grade 7 – 596

Grade 8 – 590

By Ethnicity:

Two or more races - 121

African American/Black - 83

Asian - 220

Filipino - 99

Hispanic - 844

Pacific Islander - 3

Unknown - 24

White - 386

Language Classification:

EO - 1287

IFEP - 141

LEP - 65

RFEP - 287

Students with Disabilities – 139

Standard English Learner – 774

English Learner – 65

GATE Enrollment - 777

GOALS AND PHILOSOPHY

Mission and Vision

At Nobel Charter Middle School, we embrace the philosophy of "Learning by Doing." We believe that students learn best when they are actively engaged—observing, listening, and discovering. Our commitment is to provide every student with a hands-on, experiential education that encourages curiosity and problem-solving, grounded in the complex challenges of modern society. We cultivate compassion, perseverance, and self-efficacy in our students, empowering them to become ethical, responsible, and productive members of both their local and global communities.

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

In the 21st century, learning goes beyond mastering content; it involves producing, synthesizing, and critically evaluating information from a wide range of subjects and sources while fostering an understanding and respect for diverse cultures. To be prepared for college and careers, students must not only demonstrate the three Rs—relationships, relevance, and rigor—but also the three Cs: creativity, communication, and collaboration. They must develop digital literacy and a sense of civic responsibility. Virtual tools and open-source software provide students with borderless learning opportunities, anytime and anywhere.

Technology is regularly incorporated throughout the curriculum in all subjects. However, the use of apps and websites do not replace the hands-on aspects of learning. Technology enhances the learning experience, but true understanding comes through active participation, experiencing and reflecting on the process of learning. Whether it's through collaborative projects, experiments, or problem-solving activities, students will continue to develop critical skills by immersing themselves in both digital and physical learning environments. This balance ensures that students not only acquire knowledge but also learn how to apply it in meaningful, real-world contexts where people interact and work together.

How Learning Best Occurs

Learning is rooted in the acquisition of experiences—a core principle of "Learning by Doing." Knowledge gained through direct experience is far more impactful than learning by proxy. As natural learners, humans discover through exploration and reflection (Schank, 1995). Learning is most effective when it integrates students' backgrounds, places them at the center of the classroom, and encourages them to take ownership of their learning journey (Fisher, 2008). Instructional time is dedicated to fostering inquiry, collaboration,

and meaningful discussion, allowing students to actively engage with both the content and the learning process.

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

At Nobel Charter Middle School, our "Learning by Doing" approach equips students with strategies to approach challenges, understand them, and develop effective solutions. Students engage in interdisciplinary, standards-based lessons that reflect real-world issues, fostering essential content knowledge and modern competencies needed for success in today's workplace. We actively incorporate and value students' diverse cultures and experiences, making these an integral part of the curriculum. By doing so, we create a welcoming and inclusive learning environment that resonates with students' identities, motivating them to connect more deeply with their education.

Nobel's instruction is culturally and linguistically responsive, not only motivating and addressing the needs of all students but also involving their families. We welcome families as partners in the educational journey, encouraging their active participation in their child's learning and development. Students will understand and appreciate the importance of seeing the world through a broad lens, recognizing the interconnectedness of societies, economies, and environments. Students who acquire this global perspective are aware of challenges that both transcend and are created by borders; issues such as climate change, human rights, and economic inequality, and they learn to think critically about how their actions and decisions can impact the world.

The program emphasizes key skills and mindsets that are woven into various aspects of instruction, including:

- Global Awareness
- Creative thinking and innovative problem-solving
- Information, media literacy, Artificial Intelligence (AI) and technology fluency
- Life and career skills

These skills provide students with a solid foundation for academic and professional success while fostering intellectual curiosity. This approach inspires students to pursue their interests beyond the classroom and ensures that learning remains a collaborative and enduring effort involving students, families, and the broader school community.

Local Control Funding Formula (LCFF) Requirements

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) in accordance with District policies and procedures, as they may be amended from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School "shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan." (Ed. Code § 47606.5(d).)

**LCFF STATE PRIORITIES
(Charter Term Commencing July 1, 2025)**

GOAL #1

Academic Excellence

Nobel Charter Middle School students are the leaders, educators, entrepreneurs, artists, and innovators of tomorrow. They will think critically, communicate effectively and possess the standards-based knowledge and skills and resilience to tackle real-life challenges. All of our students will graduate as life-long learners and engaged global citizens, with the motivation and tenacity to pursue their dreams. Los Angeles Unified and its Affiliated Charter Schools, including Nobel Charter Middle School, are committed to providing the high-quality instruction and supports to achieve our goal of 100% graduation, starting with reducing middle school dropout rates and preparing students for success in high school. High-quality instruction including the integration of technology, student choice and access to visual and performing arts as part of a well-rounded education is aligned with the needs of students.

Related State Priorities:

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

Local Priorities:

- :
:

Specific Annual Actions to Achieve Goal

- The core classes will focus on technological integration and experiential learning (learning by doing) while elective classes impact and reinforce overall student achievement.
- LAUSD will continue to provide centralized funding to support Special Education programs.
- Nobel Charter Middle School (NCMS) funded a Special Education Coordinator, CSR Teacher, IMA, Software Licenses, Maintenance, Day to Day subs and Conference Attendance to support all students.
- NCMS will continue to offer Enrichment classes and activities on Saturdays.
- LAUSD will continue to support smaller class sizes and supports for English Learners, students in foster care, and low-income students.
- NCMS will leverage Black Student Achievement Plan (BSAP) funds to close equity gaps for Black students.
- NCMS will continue to support student-centered programs to ensure English Learners, low-income students and foster youth in grades 6-8 are on-track to graduate, are A-G compliant and are meeting grade-level standards in ELA and Math.
- NCMS will continue to foster and support the LAUSD sponsored Pathway to Biliteracy awards.
- NCMS will use Charter/Supplemental/Concentration Funds for the following: two EL Teacher Assistants; two Office Technicians; Full-time Community representatives to develop and implement programs for parents, including literacy and mathematics workshops, to help parents support their children’s academic progress at home. Serve as

liaison to build a strong partnership between home and school to improve student attendance and academic achievement.; Teacher X-time; IMA to support low income, English Learners and Foster youth.

- Student Equity Needs Index (SENI) Funds towards academic excellence will be used for all of the following:
- -Teacher X-Time: Professional Development time will be provided to all math, special education and RSP teachers at their regular rate.
Admin X Time: Planning, programming, and working with lead teachers to create a bridge program in order to support new 6th grade students in the transition from elementary to middle school. Lesson planning and collaboration in order to support the implementation of math and English lessons during the Bridge program. Time for Professional Development on Saturdays to support instructional strategies.
- NON-CAP EQUIPMENT: Will be used to do a complete refresh in our computer lab including towers, monitors, keyboards, and mice.
- Staff Conference Attendance: Teachers will attend a variety of conferences to obtain and strengthen their knowledge of instructional strategies that they can use in the classroom to ensure that core content is accessible by all students.
- Curricular Trips: To offer at-risk students additional experiences focusing on real-world lessons, curricular trips will be available for all grade levels.
- Tutor Teacher X Time will be used to run the after-school intervention sessions in the Fall and the Spring semesters.
- Community Rep C: The Community Rep will provide parent workshops on the School Experience Survey (SES) and Parent Portal. The parent center will offer sessions in which parents will be able to complete the survey on campus. Workshops will also be held each semester to assist our parents in signing in to the Parent Portal.
- SOFTWARE LICENSE MAINTENANCE: The educational program will be supported with the purchase of additional software licenses to enhance the core curriculum of 6th to 8th grade students.
- Provide auxiliaries to reduce English Language Arts and Mathematics class size to provide effective tier-one instruction.
- Provide auxiliaries for teachers to provide reading intervention for struggling students during the school day as an elective course Literature For Success.
- Provide professional development for teachers on how to engage parents, increase parent involvement, and improve communication with parents through the Parent Portal on Schoology and the school website.
- Utilize strategies to increase diverse parent participation in parent education programs.
- Continue to utilize an attendance incentive program for students.
- Continue implementation of highly accelerated math pathways for students.
- Continue embedded tier 2 intervention during the school day for math and ELA.
- Continue implementation of a semester-long after-school Mathematics and ELA Intervention program for targeted students performing below grade level but who are not in the tier 2 intervention course.
- Provide intervention for EL students after school in English, Mathematics and history to ensure mastery of the standards.

- Continue implementation of opportunities for English Language Arts and math teachers to participate in on-site literacy expert support and peer coaching (Day-to-Day Substitutes for release time) to evaluate, plan, and refine research-based reading intervention strategies and activities to meet the individual literacy development needs of struggling students.
- Teachers participate in professional development to support the needs of gifted and talented students (GATE).
- Continue on-going implementation of identifying GATE students in all LAUSD categories of giftedness.
- Implement purchases of technology applications to address individual needs in reading comprehension and writing instruction.
- Continue district mandated parent conferences to address the Predominately Hispanic, Black Asian and other non-Anglo students (PHBAO).

Expected Annual Measurable Outcomes

Outcome #1:

Students will show growth on the SBA standardized test in English Language Arts.

Metric/Method for Measuring:

Percentage of students who met and exceeded on the SBA test.

APPLICABLE STUDENT GROUPS	Baseline <small>(Based on most recent data available)</small>	Year 1 of Term	Year 2 of Term	Year 3 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 4 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 5 of Term <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	73%	75	76	77	78	79
English Learners Students	33%	35	36	37	38	39
Socioeconomically Disadvantaged Students	67%	69	70	71	73	74
Foster Youth Students	<i>n/a</i>					
Students with Disabilities	26%	28	29	30	31	32
African American Students	56%	58	59	60	61	62
American Indian/Alaska Native Students	<i>n/a</i>					
Asian Students	87%	89	90	91	92	93
Filipino Students	87%	89	90	91	92	93
Latino Students	66%	68	69	70	71	72
Native Hawaiian/Pacific Islander Students	<i>n/a</i>					
Students of Two or More Races	86%	88	89	90	91	92
White Students	76%	78	79	80	81	82

Expected Annual Measurable Outcomes

Outcome #2:

Students will show growth on the SBA standardized test in Math.

Metric/Method for Measuring:

Percentage of students who met and exceeded on the SBA test

APPLICABLE STUDENT GROUPS	Baseline <small>(Based on most recent data available)</small>	Year 1 of Term	Year 2 of Term	Year 3 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 4 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 5 of Term <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	64%	66	67	68	69	70
English Learners Students	20%	22	23	24	25	26
Socioeconomically Disadvantaged Students	56%	58	59	60	61	62
Foster Youth Students	N/A					
Students with Disabilities	26%	28	29	30	31	32
African American Students	45%	47	48	49	50	51
American Indian/Alaska Native Students	N/A					
Asian Students	78%	80	81	82	83	84
Filipino Students	82%	84	85	86	87	88
Latino Students	54%	56	57	58	59	60
Native Hawaiian/Pacific Islander Students	N/A					
Students of Two or More Races	80%	82	83	84	85	86
White Students	71%	73	74	75	76	77

Outcome #3:

Students will show growth on the iReady Diagnostic test in Reading.

Metric/Method for Measuring:

Comparing Beginning of the year (BOY) with Middle of Year (MOY) results.

APPLICABLE STUDENT GROUPS	Baseline <small>(Based on most recent data available)</small>	Year 1 of Term	Year 2 of Term	Year 3 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 4 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 5 of Term <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	49%	51	52	53	54	55
English Learners Students	6%	8	9	10	11	12
Socioeconomically Disadvantaged Students	41%	43	44	45	46	47
Foster Youth Students	N/A					

Students with Disabilities	19%	21	22	23	24	25
African American Students	37%	39	40	41	42	42
American Indian/Alaska Native Students	N/A					
Asian Students	67%	69	70	71	72	73
Filipino Students	63%	65	66	67	68	69
Latino Students	39%	41	42	43	44	45
Native Hawaiian/Pacific Islander Students	N/A					
Students of Two or More Races	68%	70	71	72	73	74
White Students	52%	54	55	56	57	58

GOAL #2	
<p><i>Joy and Wellness</i> All students feel safe, welcome and excited to attend school.</p> <ul style="list-style-type: none"> • Supplemental health services to ensure health access and equity. • Supplemental after school programs. • Attendance supports such as School Enrollment Placement and Assessment (SEPA centers) and other attendance interventions administered by Pupil Services & Attendance (PSA) Counselors. • Specialized attendance supports for students in foster care and experiencing homelessness. • Supplemental School Climate Staff to provide additional supports for LCFF target student groups. • Additional mental health supports and Positive Behavior Interventions initiatives. 	<p>Related State Priorities:</p> <p><input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7</p> <p><input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 8</p> <p><input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6</p>
Specific Annual Actions to Achieve Goal	
<ul style="list-style-type: none"> • Promote and strengthen the home-school partnership through programs and activities implemented by the Parent Community Representative including parent education workshops on attendance, discipline, and socio-emotional concerns. • Implement a school attendance policy which links attendance and participation in the culmination ceremony and related activities. • Continue to utilize and grow our incentive program that rewards students who improve attendance to increase student motivation. • Psychiatric Social Worker supports Social and Emotional Learning Initiatives and supports activities to improve overall school climate such as the "No Room for Hate" campaign, Arts integration activities, individual consultations and classroom visits supporting the district positive behavior support plan. • Increase student engagement through the Climate and Culture committee. 	

- Utilize resources provided by the school district to school sites to receive clerical support, registration time, custodial, maintenance, nurses, psychologists and additional support personnel.
- Saturday school enrichment classes and opportunities including arts and culture-centered field trips, instructional and supplemental supplies and materials to encourage and enhance student hands-on experiences in the arts, supporting our Learning By Doing philosophy.
- STEM and STEAM centered activities including field trips to Catalina Island, Whale watching daytrips as well as parent engagement activities like Astronomy Night. Students participate in robotics competitions, Esports for Good Clubs tournaments, and culinary science. Students in our Students Run LA program run in the Los Angeles Marathon every year.
- STEAM centered activities include Regional Band Competitions, School Musicals, Visual Art Shows, Media Arts Competitions, Youth Arts Awards for Musical Theatre, District-wide Arts Festival, Reading Decathlon Competition, and Publishing Nights.
- 20+ after-school clubs are offered to students in areas of sports, career-readiness, arts, and other student interests.
- Black Student Achievement Plan (BSAP) counselor also does outreach to support student attendance behavior. Our BSAP community partners provide assemblies and field trips geared specifically towards our BSAP students.
- Base-Funded Health Supports In order to ensure health access and equity for low-income students, students in foster care, and English Learners, Nobel Charter Middle School will continue to receive additional nursing support.
- Base-Funded School Climate Support Staff. Nobel Charter Middle School will provide base-funded school climate support staffing to ensure all students feel safe and welcome at school.
- Supplemental School Climate Support Staff--To provide additional supports so that our English Learners, students in foster care, and low-income students feel safe and welcome on campus, Nobel Charter Middle School will also provide supplemental school climate support staffing.
- SENI Investments towards Joy and Wellness--To provide a safe and welcoming environment for students to learn while supporting students' social and emotional health. The Psychiatric Social Worker can address students' emotional concerns and provide tools to students and their families to ensure a continuum of services, including prevention, early intervention, and intensive support when needed.
- The school's weekly attendance incentive program will need to continue and build upon its success. The program will also include periodic whole-class incentives to increase student attendance.
- Ensure School Safety – Maintains a positive school environment.
- Implement a character development program: Positive Behavior Intervention Supports (PBIS).
- Survey all students to determine their specific concerns and develop programs to address those concerns.
- Address issues of student motivation and sense of belonging through the creation of a committee to address campus-climate and morale.

- Include students on shared decision-making bodies.
- Hire additional campus aides using temporary personnel funds in the general fund to provide a safe environment.

Expected Annual Measurable Outcomes

Outcome #1:

Reduction in Chronic Absenteeism

Metric/Method for Measuring:

FOCUS will act as a guide in tracking student attendance, allowing staff to identify students with chronic absenteeism.

APPLICABLE STUDENT GROUPS	Baseline <small>(Based on most recent data available)</small>	Year 1 of Term	Year 2 of Term	Year 3 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 4 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 5 of Term <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	12%	10	9	8	7	6
English Learners Students	18%	16	15	14	13	12
Socioeconomically Disadvantaged Students	16%	14	13	12	11	10
Foster Youth Students	n/a	n/a	n/a	n/a	n/a	n/a
Students with Disabilities	21%	19	18	17	16	15
African American Students	17%	15	14	13	12	11
American Indian/Alaska Native Students	n/a	n/a	n/a	n/a	n/a	n/a
Asian Students	4%	2	1	0	0	0
Filipino Students	3%	1	0	0	0	0
Latino Students	14%	12	11	10	9	8
Native Hawaiian/Pacific Islander Students	n/a	n/a	n/a	n/a	n/a	n/a
Students of Two or More Races	13	11	10	9	8	7
White Students	14	12	11	10	9	8

Outcome #2:

Increased Attendance to proficient level (96% attendance average daily attendance rate)

Metric/Method for Measuring:

FOCUS will act as a guide in tracking student attendance, allowing staff to identify students with increased attendance.

APPLICABLE STUDENT GROUPS	Baseline <small>(Based on most</small>	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
---------------------------	---	----------------	----------------	----------------	----------------	----------------

	recent data available)			(Not applicable if categorized as Low Performing)	(Not applicable if categorized as Low Performing)	(Not applicable if categorized as Low Performing)
All Students (Schoolwide)	63%	65	66	67	68	69
English Learners Students	54%	56	57	58	59	60
Socioeconomically Disadvantaged Students	57%	59	60	61	62	63
Foster Youth Students	N/A					
Students with Disabilities	48%	50	51	52	53	54
African American Students	63%	65	66	67	68	69
American Indian/Alaska Native Students	N/A					
Asian Students	87%	89	90	91	92	93
Filipino Students	73%	75	76	77	78	79
Latino Students	57%	58	59	60	61	62
Native Hawaiian/Pacific Islander Students	67%	69	70	71	72	73
Students of Two or More Races	68%	70	71	72	73	74
White Students	59%	61	62	63	64	65

Outcome #3: Decreased Suspension Rates						
Metric/Method for Measuring Focus Dashboard						
APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	0.9%	0.8%	0.6%	0.5%	0.3%	0%
English Learners Students						
Socioeconomically Disadvantaged Students						
Foster Youth Students						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						

Students of Two or More Races						
White Students						

GOAL #3

Engagement and Collaboration

The parent center continues to explore innovative strategies to increase participation in parent workshops. To expand accessibility, workshops now offer a Zoom option, enabling the information to reach a larger audience. This effort aligns with the school's demonstrated progress in parent engagement, as evidenced by a 33% increase in the completion rate of the school experience survey compared to the previous year. Despite this growth, there is still room for improvement. To address this, deliberate incentive programs will be developed to encourage greater survey participation. Meanwhile, student, teacher, and staff participation rates remain consistently high.

Related State Priorities:

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

Local Priorities:

- :
:

Specific Annual Actions to Achieve Goal

Parent and Family Involvement:

The school will increase the number of parents completing the School Experience Survey and percentage of parents trained on academic initiatives by providing a minimum of four workshops annually.

The school will also increase the number of parents who agree or strongly agree with the following questions on the school experience survey:

- (2) I am a partner with this school in decisions made about my child's education.
- (3) The school provides me with information (verbal and written) I can understand.
- (4) School staff takes my concerns seriously.
- (5) This school provides opportunities to help me support my child's learning.

Additionally, the school will:

- Provide a Community Representative to develop and implement programs for parents, including literacy and mathematics workshops to help parents support their children's academic progress at home and serve as liaison to build a strong partnership between home and school.
- Provide opportunities for parents to build education literacy by supporting the Parent Institute for Quality Education's nine-week course for parents, as well as compensating faculty members to provide workshops for parents on Common Core State Standards.
- Provide professional development for teachers on how to engage parents, increase parent involvement and improve and increase communication with parents with Schoology and the school website.
- Monthly parent/staff meetings, parent community liaison, parent center, outreach using Schoology, Website information, Blackboard Connect announcements, Charter council monthly meetings, ELAC monthly meetings, parent educational seminars, monthly campus beautification programs, and multiple after-school programs.

To improve parent participation in the workshops offered, a digital online component will be adopted and offered to the community. Workshops will be delivered both in person and online

GOAL #4

Operational Effectiveness and Investing in Staff

Provide for Basic Services:

To provide and maintain Basic Services for students' instructional needs and school site maintenance.

- **Teacher Assignments and Credentialing:** The school will assign 100% of teachers in accordance with their credentials, including subject matter and EL authorizations.
- **Access to Instructional Materials:** The school will provide 100% of students with sufficient access to 100% of standards-aligned instructional materials necessary to participate fully in the educational program described in the school charter.
- **Facilities Maintenance:** The school will achieve and maintain an overall "good" rating or equivalent on annual review(s) of school facilities.

Related State Priorities:

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

Local Priorities:

- :
- :

Specific Annual Actions to Achieve Goal

Centralized Support and Resources– Accounting, Human Resources and additional administrative support received by LAUSD Central office.

The school will ensure that all teachers are assigned to classes for which they are fully credentialed.

The school will ensure that teachers are providing standards-based instruction to all students through participation in the Educator Growth and Development Cycle.

The school will ensure that 100% of students receive 100% of standards-aligned instructional materials.

LAUSD has allocated the following general fund staffing and resources to the school, based on the school's enrollment and/or other factors, for purposes of maintaining and operating the school facilities:

- Plant Manager
- Buildings and Grounds Worker
- Maintenance and Operations Supplies – e.g., bathroom and cleaning supplies and tools
- NCMS will provide an additional building and grounds worker as our general fund resources allows.

Expected Annual Measurable Outcomes

Outcome #1:

Maintain exemplary rating for overall campus / facility environment satisfaction with campus physical plant.

Metric/Method for Measuring:

Overall growth will be measured by the school annual School Accountability Report Card which provides information to the community to allow public comparison of schools for student achievement, environment, resources and demographics.

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	100	100	100	100	100	100
English Learners Students						
Socioeconomically Disadvantaged Students						
Foster Youth Students						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						

Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

Outcome #2:

Teachers Are Appropriately Credentialed for the Students They Are Assigned to Teach

Metric/Method for Measuring:

Overall growth will be measured by the school annual School Accountability Report Card which provides information to the community to allow public comparison of schools for student achievement, environment, resources and demographics.

APPLICABLE STUDENT GROUPS	Baseline <small>(Based on most recent data available)</small>	Year 1 of Term	Year 2 of Term	Year 3 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 4 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 5 of Term <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	100	100	100	100	100	100
English Learners Students						
Socioeconomically Disadvantaged Students						
Foster Youth Students						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

Outcome #3:

All students have Standards-Based Instructional Materials.

Metric/Method for Measuring:

- Meeting Williams Act Requirements.
- Overall growth will be measured by the school annual School Accountability Report Card which provides information to the community to allow public comparison of schools for student achievement, environment, resources and demographics.

APPLICABLE STUDENT GROUPS	Baseline <small>(Based on most recent data available)</small>	Year 1 of Term	Year 2 of Term	Year 3 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 4 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 5 of Term <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	100	100	100	100	100	100
English Learners Students						
Socioeconomically Disadvantaged Students						
Foster Youth Students						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

INSTRUCTIONAL DESIGN

Description: At Nobel Charter Middle School, *Learning by Doing* is more than just a motto; it's at the heart of our instructional approach. All instruction is grounded in experiential learning, where students actively participate by creating, building, and engaging hands-on. In small groups, students tackle open-ended projects and real-world problems, promoting exploration and collaboration within the classroom.

Experiential learning can take many forms, reflecting the varied definitions of “making” and “doing” across disciplines. For example, rather than repeating pre-structured experiments weekly, students engage in authentic, hands-on tasks that encourage applying and connecting knowledge across subjects, resulting in diverse outcomes. Students experience the curriculum through plays, field trips, labs, simulations, and experiments—activities that foster a deeper understanding by immersing them in learning processes where they analyze, conceptualize, and reflect.

Research: The Learning by Doing model is strongly supported by educational research and is rooted in Project-Based Learning (PBL) and Problem-Based Learning (PBL) methodologies. John Dewey championed the value of hands-on learning experiences over a century ago, a concept reinforced by contemporary research. Carol Dweck’s *growth mindset* theory emphasizes the value of focusing on learning processes and developing metacognitive skills, which is integral to experiential learning. Similarly, Linda Darling-Hammond’s research highlights the strengths of inquiry-based, problem-based, and design-based instruction.

Studies by Stelagh Gallagher and William Stepien demonstrated that high school students in PBL environments perform comparably on traditional tests to their peers in traditional instructional models but possess a deeper understanding of content. Major universities, including Cal Poly San Luis Obispo, Cal Poly Pomona, and Harvard, have validated and adopted experiential learning as a core instructional strategy. Cal Poly’s “Learn by Doing” approach, for instance, is foundational to its Vision 2022 educational goals, while Harvard’s Initiative for Learning and Teaching (HILT) prioritizes experiential learning as a pillar of its educational framework.

Innovative curricular components -

- Every student will participate in a variety of public Showcases in each grade level. Authentic project/problems will culminate in a showcase for an authentic audience. A showcase can take a variety of forms: publication or online publication, presentations/demonstrations at a public event, pitching of product to a panel of judges. A key component to Project/Problem Based Learning or Learning by Doing is to connect students with an authentic audience to increase engagement and help students relate what they’re learning to the real world.
- Phenomena-Based Science Investigations-

Real-World Phenomena: Students explore science through hands-on investigations, such as planning and conducting experiments, analyzing data, and building models to explain natural events.

- Engineering Design: Students design, test, and revise engineering solutions to real-world problems.
- Project-Based Learning in History/Social Studies- Simulations and Role-Playing: Students reenact historical events and participate in debates to analyze multiple perspectives.
- Document-Based Learning (DBQs): Students examine historical documents, develop arguments, and propose solutions to historical problems.
- Iterative Problem-Solving in Math- Guided Discovery Lessons: Students investigate patterns in data and use hands-on activities to develop conceptual understanding.
- Open-Ended Problem Solving: Students tackle real-life math problems using an iterative approach to refine and test solutions.

Cross-Disciplinary STEAM Electives-

- Marine Science: Students engage in modeling, simulations, and working with live specimens to investigate marine ecosystems and propose solutions to environmental challenges.
- Forensic Science: Hands-on crime scene analysis, including examining physical evidence and applying investigative techniques.
- Media Arts: Students create animations, music videos, and podcasts using professional-grade tools and software.
- Yearbook: Students use DSLR cameras, graphic design tools, and journalism skills to produce the school yearbook.
- Environmental Studies: Students maintain a horticultural area, applying sustainability principles in practical settings.
- Theatre Basics-Students practice acting, vocal projection, and stage movement through interactive games and scene work, culminating in collaborative performances.
- Choir integrates sight reading music that involves rhythmic patterns and dynamics along with exploring complex harmonies that culminate in performances.
- Technology-Based Creative Activities- Coding in Computer Science: Students build websites using HTML/CSS and create interactive games with JavaScript.
- Multimedia Production in Media Arts: Students learn practical skills in audio, video, and animation editing.
- Reading for Pleasure Program (40 Book Challenge)- A dedicated program promoting independent reading as a means of fostering empathy, creativity, and critical thinking. Operates alongside formal instruction, emphasizing personal choice and engagement.

Key features of the educational program- The curriculum blends active learning, collaboration, and technology to prepare students for future academic, career, and civic opportunities while fostering a lifelong love of learning.

Standards Alignment

- California Common Core Standards for English Language Arts and Math.
- California English Language Development Standards.
- Next Generation Science Standards (NGSS) for science.
- The California Health Framework which is aligned with the California Health Education Content Standards.
- California Social Science Standards and The College, Career and Civic Life (C3) Framework for history.
- Emphasis on academic literacy, problem-solving, and critical thinking.

Hands-On, Experiential Learning

- Real-world, scenario-based tasks in writing, math, science, and electives.
- Inquiry-driven methods, such as simulations, project-based learning, role-playing, and experiments.
- Practical application of knowledge in realistic contexts.

Cross-Disciplinary Integration

- STEAM electives bridge science, technology, engineering, arts, and math.
- Opportunities for interdisciplinary projects and problem-solving across subjects.

Collaborative and Autonomous Learning

- Activities promoting teamwork, critical inquiry, and self-directed work.
- Structured discussions such as Socratic Seminars and collaborative investigations.

Personalized Learning and Technology Integration

- Adaptive learning platforms that offer tailored instruction and real-time feedback.
- Digital literacy, including research, production, and media analysis.
- Use of professional tools in electives (e.g., coding, multimedia editing, and scientific analysis).

Emphasis on Critical Thinking Skills

- Development of critical reading, writing, and analytical thinking.
- Integration of problem-solving, communication, and collaboration skills.
- Media literacy and responsible digital citizenship.

Broad Curriculum Offerings

- Rich elective programs that develop practical skills and explore future career paths (e.g., coding, forensic science, environmental studies, and media arts).
- Inclusion of music, art, theatre, and language electives to foster creativity and cultural fluency.

Iterative and Reflective Learning

- Opportunities for students to revisit and refine their work to achieve mastery.
- Emphasis on persistence and reflection in solving open-ended challenges.

Real-World Relevance

- Career-oriented skills (e.g., coding, graphic design, journalism).
- Engineering and science practices applied to real-world phenomena.
- Environmental and societal themes explored in depth (e.g., sustainability, public health).

Focus on Whole-Person Development

- Physical, mental, emotional, and social well-being emphasized in physical education and health.
- Creativity, empathy, and civic awareness fostered through diverse content areas.

Curriculum and Instruction

Charter School shall have autonomy in their instructional programs and choice of curricular materials pursuant to District policy and consistent with the requirements of section 60000, et seq. of the Education Code, the *Williams* settlement, and aligned with California content and performance standards, including the Common Core State Standards, and CAASPP.

English Language Arts - The English department at Nobel has designed its Learning by Doing program in alignment with the California Common Core Standards, cultivating the critical thinking, creativity, and innovation necessary for success across a diverse range of future academic and career opportunities. Students use mentor texts as models to sharpen their critical reading, analytical, and problem-solving skills while engaging in real-world, scenario-based writing tasks to enhance their narrative, explanatory, and informational writing competencies. Students engage in a Reading for Pleasure program that works in the background but complement the Learning by Doing initiative fostering engagement, creativity, critical thinking, and empathy, all of which are essential for effective problem-solving and collaboration in practical contexts. They work autonomously, in pairs, and within larger collaborative groups, participating in hands-on problem-based learning that encourages close reading, deep thinking, critical inquiry, the integration of knowledge across texts, design and evaluation of proposed solutions and effective communication. The Learning by Doing Program also integrates technology as a tool for production, research, presentations and publishing, reflecting real world application of workplace practices. It emphasizes digital literacy through collaborative writing, connected reading, and multimodal communication. The program promotes responsible digital citizenship and fosters critical media literacy by helping students evaluate sources and analyze media portrayals. Personalized learning platforms offer tailored instruction and support self-paced learning, reinforcing the focus on mastery through hands-on experiences and practical application.

English Language Development/English as a Second Language- Educational programs for English language acquisition:

Newcomer English Learner students with ELPAC Level 1 are placed into a block schedule

to receive their Designated ELD, using the District adopted curriculum. EL students with ELPAC levels 2 and higher receive a Designated ELD class which uses the school-adopted *My Perspectives* ELD program, in addition to their grade-level English Language Arts class. All EL students receive Integrated English Language Development through sheltered academic classes taught by teachers who have been trained and authorized to teach English Learners using California English Language Development standards, SDAIE techniques, and state-adopted texts. To ensure access to curriculum for EL students, ongoing professional development on effective, research-based instructional strategies for English Learners will be provided to teachers. Bilingual Teacher Assistants provide primary language support for beginning EL students. Adequate EL student progress toward mastery of the English Language Development standards is monitored by teachers, EL coordinator, and counselors. Results of the ELPAC data is used to support and accelerate student progress towards English proficiency by sharing data and setting goals with all stakeholders (parents, teachers, students), through ELAC, SSPT, PHBAO, and individual student conferences. Ongoing professional development on CA English Language Development standards and Culturally and Linguistically Responsive Pedagogy strategies are provided to ensure that EL students are accessing the curriculum. EL students will also be given opportunities for enrichment and intervention through after school, Saturday programs and through advisory period. Members of ELAC/SSC conduct a Comprehensive Needs Assessment by evaluating previous year's data and budget allocations to determine the effectiveness of EL programs and purchases. Students identified as English Learners are monitored periodically by the Categorical Program Advisor and members of SSPT (including counselors) to ensure that they are making adequate yearly progress.

Math-The math department at Nobel has structured its Learning by Doing program in accordance with the California Common Core Standards for Mathematics: students will engage in guided discovery lessons to investigate patterns in data, critically analyze the what, why and how behind the patterns and ultimately develop a solid conceptual understanding. The direct instruction model will work hand in hand with the guided discovery instructional model in order to lead students to a clear understanding of the traditional, more efficient algorithms and will ultimately lead them to procedural fluency. Additionally, students will engage in problem solving complex open-ended tasks that are rooted in real life contexts. In order to develop the analytical and reflective thinking as well as the persistence necessary to solve these types of tasks, an iterative approach will be used that will allow students multiple opportunities to show mastery in the various math practices. Our school also uses adaptive, online learning platforms that provide personalized instruction and progress tracking to help students build essential skills in Math. These platforms are online educational tools that provide personalized, adaptive learning experiences. They use interactive lessons, immediate feedback, and progress tracking to tailor instruction to each student's needs. With embedded assessments and data-driven insights, they help both students and teachers monitor progress and identify areas for improvement, offering individualized support to ensure mastery of key skills.

History and Social Studies instruction will center on student-driven strategies that foster discovery and experiential learning as students explore essential questions in history. Key instructional methods will include simulations, role-playing, debates, Project-Based

Learning (PBL), Socratic Seminars, and document-based lessons from curricula such as *Reading Like a Historian* and *The DBQ Project*. Instruction will align with the California Social Science Standards, the Common Core State Standards (CCSS) for literacy, and the College, Career, and Civic Life (C3) Framework for Social Studies State Standards. Academic literacy will be developed through structured discussion protocols and strategies that support content comprehension and literacy.

Science - The *Learning by Doing* approach is integral to the Next Generation Science Standards (NGSS), aligning with their three-dimensional model to offer students meaningful, immersive experiences that deepen their understanding of the world. Science learning begins with real-world phenomena and, through a storyline approach, students engage with Science and Engineering Practices (SEP) to ask questions, develop and use models, plan and carry out investigations, analyze and interpret data, apply mathematical thinking, construct scientific explanations, design engineering solutions, support arguments with evidence, and communicate findings. Disciplinary Core Ideas (DCI) form the foundation of content knowledge, organized around key explanatory ideas that students explore using Cross-Cutting Concepts (CCC) to view and analyze phenomena from multiple perspectives. Through the Preferred Integrated Model of NGSS, students actively build knowledge across life, earth, and physical sciences, with embedded earth science content. This model also promotes engineering skills, encouraging students to devise solutions to scientific challenges using engineering design processes. By connecting prior learning to new concepts each year, our science curriculum fosters continuity and progression, reinforcing and expanding students' understanding. Technology integration and collaborative learning are essential to our science instruction, providing an environment where students engage in genuine inquiry, share and evaluate ideas, critique peer perspectives, and reach a consensus on models explaining real-world phenomena or engineering problems. This approach not only aligns with Common Core standards but also develops critical thinking, problem-solving, and communication skills essential for college, career, and civic readiness.

Health - The seventh-grade health curriculum will comprehensively cover the six health content areas recommended by the California Health Framework: Nutrition and Physical Activity, Growth, Development, and Sexual Health, Injury Prevention and Safety, Alcohol, Tobacco and Other Drugs, Mental, Emotional, and Social Health, and Personal and Community Health. Through this curriculum, students will develop a foundational understanding of health concepts and learn strategies for making informed, positive health choices. Students will engage in goal-setting activities to promote healthy decision-making and will participate in project-based learning to demonstrate their ability to analyze internal and external influences on health. This approach will also encourage students to evaluate and utilize health information, products, and services. A student-centered instructional approach will emphasize the development of interpersonal communication skills, as students participate in discussions and collaborative activities related to health topics, enhancing their understanding and ability to make informed decisions about health and wellness.

Physical Education- The physical education curriculum is based on the premise that the quality and productivity of each student's life can be enhanced through participation in a

comprehensive, sequential physical education system that promotes physical, mental, emotional and social well-being. The Nobel PE program puts a strong focus on the whole person, as opposed to a narrow range of skills or abilities, and teaches students to apply new knowledge, in implementing their lifelong learner skills.

Elective Course Descriptions

Nobel Charter Middle School offers a variety of standards-based elective courses in areas of Science, Technology, Engineering, Art, and Math (STEAM). Electives are guided by the hands-on “Learning By Doing” philosophy. Students are empowered to apply skills and knowledge that are interdisciplinary and give students the opportunity to explore future career possibilities.

In **Media Arts** students learn the basics of editing different audio, visual, and photographic media types. They create animations, music videos, and podcasts, gaining practical experience with professional equipment and software programs that prepare them for real-world applications.

In the **Yearbook** elective, students are responsible for the creation and sale of the Nobel yearbook. Students learn graphic design techniques, photography skills using DSLR cameras, photo editing, web design, and journalism writing.

Computer Science students build their own websites using HTML and CSS in Web Lab. They create interactive animations and games using JavaScript in Game Lab, providing a solid foundation in coding and computer science concepts and skills that can be applied in a variety of careers and workplaces.

Robotics students are young engineers and develop critical thinking and problem-solving skills while engaging in this hands-on elective. Students use the Engineering Design Process to design, build and code robots using Vex IQ Parts and compete with other middle schools at VIQC tournaments.

College Ed--STEAM through the Engineering Design Cycle

A science, technology, engineering, arts and mathematics (STEAM) class working with the LEGO and other technology focuses on fostering creativity and critical thinking through hands-on learning. Students engage in projects that integrate engineering principles, problem solving and artistic expression using LEGO kits, robotics, coding tools, and other technological resources. The class encourages collaboration, innovation and practical application of STEAM concepts as students build structures, design robots program devices and explore engineering challenges. By blending play and education, the STEAM class promotes a deeper understanding of technology and its real-world applications, while also developing essential skills such as teamwork, communication and perseverance.

Marine Science students focus on marine ecosystems and investigate the problems facing our planet. They engage in hands-on learning through modeling, simulations, and interaction with live specimens. With this knowledge, students work to develop solutions

and educate the public on these environmental issues, fostering a sense of stewardship and understanding of marine science.

Theatre Basics introduces students to the fundamentals of acting, stage presence, and storytelling. Students learn essential skills including vocal projection, body movement, and character development through interactive games and scene work. They collaborate on short performances, focusing on creative expression and building confidence while gaining a foundation in theatre terminology and stagecraft, empowering students to speak and perform publicly.

Choir students participate in vocal training, ensemble singing, and music literacy, with a special emphasis on sight-reading skills. They learn to read and interpret sheet music, practicing rhythm, pitch, and dynamics, which helps them build both individual and group singing confidence. Through ear training and harmonization, students gain practical sight-reading skills and a deeper understanding of choral music, preparing them for future musical opportunities.

Forensic Science students will explore science through the perspective of a crime scene investigator. Students gain hands-on experience with key scientific strategies and critical thinking skills by examining various types of physical evidence and applying investigative techniques. This course encourages students to become self-motivated, competent, and to develop a foundation for life-long learning by fostering curiosity, analytical thinking, and an understanding of real-world scientific applications.

Culinary Chemistry students look at cooking from a scientific perspective. Students will develop a deeper understanding of chemistry concepts such as identifying elements, compounds and chemical reactions involved in cooking through hands-on activities.

Visual Art and Ceramics students create two and three-dimensional works of art using a variety of tools, materials and techniques to produce works of art that showcase students' understanding of the Elements of Art and Principles of Design, while exploring and expressing their interests, culture, and identity, while considering future arts-related careers.

Spanish 1 AB is a high school course for eighth graders where the students learn Spanish skills related to listening, speaking, reading/writing and comprehension through various interactive activities in class and online. Culture and history from Latin American countries and Spain are also incorporated into the course to help the students learn about the Spanish speaking world and their people, culture, and geographical locations.

Leadership students learn essential skills like effective communication, teamwork, problem-solving, and responsibility, which help them become confident and positive influencers in their school community.

In **Environmental Studies** students investigate human interaction with the environment and experience hands-on learning in growing and maintaining a Horticultural area.

The **Music** program places an emphasis on large ensemble playing, building teamwork, community, and school pride. Students who participate in orchestra, band, or auxiliary groups develop and grow musically as well as good citizens and strong future leaders.”

Intervention and Enrichment Programs

Nobel Charter Middle School will continue to expand and refine our tier one and tier two interventions to help all students reach their full academic potential.

- The math and English/Language Arts teachers can provide timely intervention to their own students on the standards they have not mastered, using formative assessments to determine which students need such intervention.
- The Student Support and Progress Team process will be utilized to develop and evaluate individualized intervention strategies. Mentoring programs will be put into place for students who need additional support.
- Nobel Charter Middle School will address the instructional needs of students who are working below grade level by placing them in tier three intervention in language arts or tier two intervention in Mathematics and English/Language Arts. Utilizing the District criteria, students who score in the intensive range on District placement tools will be placed in tier three intervention for Language Arts. Nobel currently uses Language! Edition Four for this two-period class. Students who are working below grade level in language arts but who don't meet the criteria for tier three and those who are below low grade level in math will have access to tier two intervention. These students are placed in a reading class or mathematics support class in place of a traditional elective. Students will be placed in these intervention classes based on their SBA scores and academic grades from the previous school year.
- At the conclusion of the first semester, the intervention team which consists of the intervention teachers and the administrators of the English and Math departments, determine which students will remain in the class for the second semester using grades and diagnostic test results.
- The administrators of the math and English departments will meet every ten weeks with the intervention teachers to monitor progress, evaluate the program and develop actions steps as needed.
- For struggling students who are not placed in tier two intervention, SBA data, progress reports, and formative assessment data will be used to offer students voluntary placement in after school tutoring; additionally academic teams working in concert with the counseling staff will develop individualized interventions for struggling students including the use of Student Support and Progress Team, use of Schoology, weekly progress reports, and intervention during the advisory period.

Enrichment will be provided by ensuring that students have learning experiences beyond classroom instruction through exposure to guest speakers, field trips, service-learning

experiences, and access to extensive enrichment through rich and varied electives, Saturday Fun Days, Astronomy Night, and after school clubs

- After school, on a typical day students can participate in clubs such robotics and eSports, Students Run LA (SRLA) or receive tutoring in mathematics, science, history or language arts.
- Our musical theatre program offers an immersive experience that goes beyond simply performing on stage. Students audition and become part of a cast receive in-depth training in acting, singing, and dancing, while developing collaborative skills through ensemble work. Behind the scenes, a dedicated tech crew of fellow students manages all aspects of production, including lighting design, sound engineering, set construction, and prop management. This collaborative structure helps cast members refine their craft and allows the tech crew to gain invaluable hands-on, real-world experience in theatre production, ensuring every participant leaves with new skills, confidence and a stronger sense of responsibility, comradery and community.

Curricular and instructional materials (e.g., textbooks and computer-based resources, to be used in each subject area/course/program/grade level/grade span, as appropriate).

6th Grade

Illustrative Math, Grade 6

Earth's Changing Climate Engineering Internship Student Investigation Notebook with Article Compilation

Earth's Changing Climate Student Investigation Notebook with Article Compilation

Metabolism Engineering Internship Student Investigation Notebook with Article Compilation

Metabolism Student Investigation Notebook with Article Compilation

Microbiome Student Investigation Notebook with Article Compilation

Ocean, Atmosphere, and Climate Student Investigation Notebook with Article Compilation

Thermal Energy Student Investigation Notebook with Article Compilation

Traits and Reproduction Student Investigation Notebook with Article Compilation

Weather Patterns Student Investigation Notebook with Article Compilation

Impact: World History & Geography, Ancient Times

Impact: World History & Geography, Ancient Times Inquiry Journal

Impact: World History & Geography, Ancient Civilizations Weekly Explorer Magazine

World History Ancient Civilization
myPerspectives

7th Grade

Illustrative Math, Grade 7

Chemical Reactions Student Investigation Notebook with Article Compilation

Geology on Mars Investigation Notebook with Article Compilation

Matter and Energy in Ecosystems Student Investigation Notebook with Article Compilation

Phase Change Engineering Internship Student Investigation Notebook with Article
Compilation

Phase Change Student Investigation Notebook with Article Compilation

Plate Motion Engineering Internship Student Investigation Notebook with Article
Compilation

Plate Motion Student Investigation Notebook with Article Compilation

Populations and Resources Student Investigation Notebook with Article Compilation

Rock Transformations Student Investigation Notebook with Article Compilation

Comprehensive Health Skills Middle School, 3rd Edition

Impact: World History & Geography, Medieval & Early Modern Times

myPerspectives, Grade 7

8th Grade

Illustrative Math, Grade 8

Earth, Moon and Sun Student Investigation Notebook with Article Compilation

Evolutionary History Student Investigation Notebook with Article Compilation

Force and Motion Engineering Internship Student Investigation Notebook with Article
Compilation

Force and Motion Student Investigation Notebook with Article Compilation

Harnessing Human Energy Student Investigation Notebook with Article Compilation

Light Waves Student Investigation Notebook with Article Compilation

Magnetic Fields Student Investigation Notebook with Article Compilation

Natural Selection Engineering Internship Student Investigation Notebook with Article
Compilation

Natural Selection Student Investigation Notebook with Article Compilation

Impact: United States History & Geography, Growth & Conflict

myPerspectives, Grade 8

Supplemental Materials

Language!

LightSail Independent Reading Program

IXL

iReady

Savvas Realize

Orton-Gillingham Online Reading Intervention

Course List

Sixth Grade		Seventh Grade		Eighth Grade	
Fall	Spring	Fall	Spring	Fall	Spring
English 6A or *AAL or ELD 1,2,3 ADV ELD MS *L&L MS	English 6B or *AAL or ELD 1,2,3 ADV ELD MS *L&L MS	English 7A or *AAL or ELD 1,2,3 ADV ELD MS *L&L MS	English 7B or *AAL or ELD 1,2,3 ADV ELD MS *L&L MS	English 8A or *AAL or ELD 1,2,3 ADV ELD MS *L&L MS	English 8B or *AAL or ELD 1,2,3 ADV ELD MS *L&L MS
World History and Geography: Ancient Civilizations A	World History and Geography: Ancient Civilizations B	World History and Geography: Medieval and Early Modern Times A	World History and Geography: Medieval and Early Modern Times B	U.S. History and Geography: Growth and Conflict A	U.S. History and Geography: Growth and Conflict B
CC Math 6A or *H HGH ACC Math 6/7A	CC Math 6B or *H HGH ACC Math 6/7B	CC Math 7A or *H ACC CC Math 7A or *H HGH ACC Math 8/Alg 1A	CC Math 7B or *H ACC CC Math 7B or *H HGH ACC Math 8/Alg 1B	CC Math 8A or *H ACC CC Alg 1A or *H ACC CC Geometry 1A	CC Math 8B or *H ACC CC Alg 1B or *H ACC CC Geometry 1B
Science and Health 6A	Science and Health 6B	Science 7	Health	Science 8A	Science 8B
Physical Education	Physical Education	Physical Education	Physical Education	Physical Education	Physical Education
 Electives Beginning Strings, Beginning Woodwinds, Introductory Art, Dynamics of Communication, Theatre		 Electives Horticulture, Intro. to computers, Intro to art, advanced art, ceramics, marine science, forensic science, theatre basics, choir, Spanish, yearbook, leadership, advanced band, orchestra, strings, drumline media arts, Adv. Media Arts		Electives Horticulture, Intro. to computers, Intro to art, advanced art, ceramics, marine science, forensic science, theatre basics, choir, Spanish, yearbook, leadership, advanced band, strings, drumline, orchestra, media arts, Advanced Media Arts	

All core subjects, including history, language arts, mathematics, science, physical education, and electives, are offered during each period for both seventh and eighth graders. Sixth graders will have their core academic classes during periods one through four, with electives and physical education provided in periods five and six.

Sixth Grade		Seventh Grade		Eighth Grade	
Fall	Spring	Fall	Spring	Fall	Spring
English 6A or *AAL or ELD 1,2,3 ADV ELD MS *L&L MS	English 6B or *AAL or ELD 1,2,3 ADV ELD MS *L&L MS	English 7A or *AAL or ELD 1,2,3 ADV ELD MS *L&L MS	English 7B or *AAL or ELD 1,2,3 ADV ELD MS *L&L MS	English 8A or *AAL or ELD 1,2,3 ADV ELD MS *L&L MS	English 8B or *AAL or ELD 1,2,3 ADV ELD MS *L&L MS
World History and Geography: Ancient Civilizations A	World History and Geography: Ancient Civilizations B	World History and Geography: Medieval and Early Modern Times A	World History and Geography: Medieval and Early Modern Times B	U.S. History and Geography: Growth and Conflict A	U.S. History and Geography: Growth and Conflict B
CC Math 6A or *H HGH ACC Math 6/7A	CC Math 6B or *H HGH ACC Math 6/7B	CC Math 7A or *H ACC CC Math 7A or *H HGH ACC Math 8/Alg 1A	CC Math 7B or *H ACC CC Math 7B or *H HGH ACC Math 8/Alg 1B	CC Math 8A or *H ACC CC Alg 1A or *H ACC CC Geometry 1A	CC Math 8B or *H ACC CC Alg 1B or *H ACC CC Geometry 1B
Science and Health 6A	Science and Health 6B	Science 7	Health	Science 8A	Science 8B
Physical Education	Physical Education	Physical Education	Physical Education	Physical Education	Physical Education
Electives Beginning Strings, Beginning Woodwinds, Introductory Art, Dynamics of Communication, Theatre		Electives Horticulture, Intro. to computers, Intro. to art, advanced art, ceramics, marine science, forensic science, theatre basics, choir, Spanish, yearbook, leadership, advanced band, orchestra, strings, drumline media arts, Adv. Media Arts		Electives Horticulture, Intro. to computers, Intro. to art, advanced art, ceramics, marine science, forensic science, theatre basics, choir, Spanish, yearbook, leadership, advanced band, strings, drumline, orchestra, media arts, Advanced Media Arts	

All core subjects, including history, language arts, mathematics, science, physical education, and electives, are offered during each period for both seventh and eighth graders. Sixth graders will have their core academic classes during periods one through four, with electives and physical education provided in periods five and six.

Instructional methodologies and strategies:

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

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

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

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

Alignment of instructional strategies and the standards:

Nobel Charter Middle School has intentionally selected instructional strategies that align closely with the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), California Social Science Standards, CCSS for Literacy, the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, and the English Language Development (ELD) Standards. These strategies ensure student success by fostering meaningful, active engagement with real-world tasks and collaborative experiences, embodying the principles of "Learning by Doing."

The NGSS emphasizes Science and Engineering Practices, such as asking questions, conducting investigations, and designing solutions, which inherently require active, hands-on participation. Similarly, the social science standards promote inquiry-based learning, exploration of essential questions, and civic engagement. Practical applications like debates, simulations, and project-based learning further reinforce this experiential methodology. These approaches also align with the ELD Standards by providing opportunities for English Learners (ELs) to engage in meaningful academic discourse, collaborative problem-solving, and language-rich activities.

Core instructional strategies, including collaborative groups and problem-based learning, are embedded across all subject areas to support the growth of academic literacy, development of higher-order thinking skills, and mastery of language proficiency goals. These student-centered approaches address 21st-century skills and meet the CCSS Anchor Standards while also integrating the ELD Standards by scaffolding language and content learning. For example, collaborative groups allow EL students to practice oral language skills in a supportive environment, while problem-based learning incorporates academic vocabulary and language structures in context.

In essence, the standards and instructional methods at Nobel are designed to meet the diverse needs of all students, including English Learners, by ensuring that they actively participate in their learning. This hands-on, inquiry-based approach helps students develop language skills alongside content knowledge, building deeper understanding, enhancing retention, and preparing them for academic and real-world success.

The instructional materials selected for mathematics, English Language Development and English Language Arts are aligned to the Common Core State Standards and were selected because they incorporate instructional strategies that will support students in meeting the demands of CCSS.

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

Nobel continues to invest in the strategic deployment of technology to support instruction and learning. Technology is ubiquitous throughout the school. Students use district provided Chromebooks in all classes to varying degrees. The school has now provided a ViewSonic interactive board in every classroom, added more resources to the school's Maker Space, and set up additional 3-D printers in some classrooms. Teachers continue to develop their individual and collective capacities to use the various types of technology now available in order to deepen student learning of abstract concepts and their real-world application. Technology is integrated within classroom instruction and is used as a tool of production and research. All content areas utilize Google Suite for student collaboration and publication. Students will utilize the district provided Chromebooks to complete the formative and summative assessments.

Transitional Kindergarten

Charter School shall comply with all applicable requirements and District policy regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School's admissions, enrollment, and lottery. Nobel Charter Middle School does not offer Transitional Kindergarten

Academic Calendar and Schedules

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by California Code of Regulations, Title 5, section 11960. Charter School shall comply with all applicable District policies and procedures and provisions of LAUSD collective bargaining agreements (CBAs), as they may change from time to time, including but not limited to provisions related to work year, academic calendars, and schedules.

As an LAUSD affiliated charter school, Charter School follow LAUSD's academic calendar.

Mathematics Placement Act

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

WASC Accreditation

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

Not applicable

PROFESSIONAL DEVELOPMENT

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

Professional development (PD) at Nobel Charter Middle School aims to support our "Learning by Doing" philosophy and enhance academic achievement through data-driven

and evidence-based instruction. PD is an ongoing, integral component aimed at addressing both student and teacher needs within our curriculum.

The interests and needs of students and staff will inform PD topics, resources, and initiatives. The Professional Development Committee will oversee PD programming, including approval, implementation, and scheduling. Nobel Charter Middle School will also engage in professional development at both the site and district levels to support this school-wide initiative.

All Tuesdays are designated for PD and Common Planning Time (CPT), including 60-minute sessions with a focus on the following areas:

- **Instructional Strategies and Pedagogical Approaches**
Emphasis will be placed on Learning by Doing strategies, Mastery Learning, brain-based research, Specially Designed Academic Instruction in English (SDAIE), academic literacy, collaborative learning, project-based learning, and data-driven instructional strategies and assessments. These areas aim to build a cohesive, effective team of educators.
- **Collaborative Charter Council and School-wide Committees**
Regular engagement in committees allows for cross-departmental collaboration and alignment on school-wide initiatives.
- **Departmental Instructional Meetings**
These sessions provide departments with focused time to align curriculum, discuss best practices, and address subject-specific goals.
- **Support for Gifted and Talented Education (SAS/GATE)**
SAS/GATE teachers meet to develop strategies tailored to the needs of gifted students, ensuring an enriching educational experience.
- **Special Education Collaboration**
Special Education teachers work closely with department teams to address the specific needs of students receiving special education services.
- **Access to Expert Facilitators and Presentations**
Faculty and staff benefit from presentations and workshops led by external facilitators, providing valuable insights and strategies.
- **Opportunities for Continued Learning**
Teachers are encouraged to participate in relevant conferences, seminars, and workshops throughout the year, which supports their professional growth and keeps them current with educational advancements.
- **Collaboration on Student Achievement Goals**
Faculty will collaborate to support students who do not meet the district's culmination standards ("Non-Par"), aiming to improve student success and readiness.
- **Participation in District-Provided PD**
In accordance with LAUSD's affiliated bulletin, Nobel will also participate in district-level professional development sessions to ensure that our practices align with broader district goals and standards.

MEETING THE NEEDS OF ALL STUDENTS

English Learners

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

According to the data provided by the LAUSD Focus Dashboard, English Learners comprised 4% of Nobel's student population. According to this same source 28% of the EL population is made up of Long Term English Learners (LTELs). Educational programs for English language acquisition:

- As per LAUSD policy, [REF-144709](#), international newcomers (born outside the United States and enrolled for 0-3 years in United States schools) will be placed into a block schedule to receive their Designated ELD, using the district adopted curriculum. (International Newcomer ELD course)
- All other EL students, regardless of ELPAC overall level receive a Designated ELD class organized by graduation year (ELD 6, ELD 7, ELD 8) which uses the current site adopted program, ELD curriculum: My Perspectives ELD Companion, in addition to their grade-level English Language Arts class.
- Starting in 2025-2026 Long Term English Learners receive a comprehensive ELA/ELD course via SSPT if they have received at least 2 years of grade level ELD at the secondary level. The goal is to propel them to reclassification as quickly as possible.
- All EL students receive Integrated English Language Development through sheltered academic classes taught by teachers who have been trained and authorized to teach English Learners using California English Language Development standards, SDAIE techniques, and state-adopted texts. To ensure access to curriculum for EL students, ongoing professional development on effective, research-based instructional strategies for English Learners will be provided to teachers. A bilingual Teacher Assistant provides primary language support for beginning EL students.
- Adequate EL student progress toward mastery of the English Language Development standards is monitored by teachers, EL coordinator, and counselors.
- NCMS uses the results of the ELPAC to support and accelerate student progress towards English proficiency by sharing data and setting goals with all stakeholders (parents, teachers, students), through ELAC, Master Plan parent meetings, SSPT, PHBAO, and individual student conferences.
- NCMS will provide all English Learners with meaningful access to the full curriculum by ensuring that students are clustered by similar English Language Development levels into core courses. Ongoing professional development on CA English Language Development standards and other research-based strategies will be provided to ensure that EL students are accessing the curriculum. EL students will also be given

opportunities for enrichment and intervention through after school programs and through advisory period.

- Members of ELAC/SSC conduct a Comprehensive Needs Assessment by evaluating previous year's data and budget allocations to determine the effectiveness of EL programs and purchases.
- Students identified as English Learners are monitored periodically by the Categorical Program Advisor and members of SSPT (including counselors) to ensure that they are making adequate yearly progress toward reclassification and achievement. Monitoring takes place at the beginning of the year, after the i-Ready diagnostic tests, after progress and final report cards, after ELPAC reports, and at the end of the year. If students are not meeting requirements for reclassification, conferences are made with parents, teachers, and counselors to make referrals or recommendations for further support, including after school tutoring, SSPT, and ELD placement for the following year.
- Long Term English Learners are monitored for progress throughout the year by the Categorical Program Advisor and members of SSPT to ensure that they are making progress toward reclassification. The CPA meets individually with LTEL students and twice a year with parents through LTEL parent meetings to inform them of the elements that need to be met to reach the goal of reclassification.
- Minimally, for the first four years after reclassification, the Categorical Program Advisor and members of SSPT annually monitor RFEP students to ensure that they are continuing to make adequate yearly progress toward proficiency in both English Language Arts and Math on their SBA as well as being successful in all their academic classes. Additional support and intervention are recommended for students who are not making adequate progress, including recommendations for after school tutoring, placement into tier two intervention, and referral to SSPT. [Newly reclassified students who still need support are clustered into an academic team with teachers who have demonstrated ability to meet the needs of English Learners.]

Gifted and Talented Students and Students Achieving Above Grade Level

Charter School shall continue to use LAUSD's Gifted and Talented Education (GATE) student identification process, adhere to District policies and procedures regarding GATE, and reimburse the District for GATE testing and processing on a fee-for-service basis. Learning by Doing ensures academic rigor, social-emotional growth, and well-rounded development for all GATE students. The GATE Coordinator and counselors will monitor the progress of gifted and talented students and students achieving above grade level by continuously reviewing and monitoring progress of student grades, Schoology reports and district updated dashboards including Focus, Misis, and Whole Child 2.0.

- Nobel Charter Middle School has a large, identified GATE population, 53% of our students are identified Gifted by LAUSD and over 1100 of our students are enrolled in one or more honors classes. GATE students who enroll at Nobel are

placed in our SAS (School for Advanced Studies) program or our magnet honors program in order to provide them with a curriculum that has complexity, novelty, depth, and acceleration.

- Our GATE program highlights the importance of differentiating instruction to ensure that students are both challenged and supported. Teachers differentiate content by adjusting what is taught, ensuring that students have access to advanced materials and more complex concepts. Instructional strategies are also tailored to meet the varying needs of gifted students, with a focus on how teachers deliver lessons. This is achieved through a variety of approaches drawn from leading educational experts, including Dr. Kaplan's Icons of Differentiation, as well as strategies developed by Carol Ann Tomlinson, Marcia Tate, Bertie Kingore, and Susan Winebrenner. These strategies allow teachers to push students to think critically, analyze complex problems, and creatively explore new ideas.
- Teachers utilize Dr. Kaplan's Icons of Differentiation to guide students toward deeper understanding, challenging them to explore content through different lenses, such as multiple perspectives, trends over time, and ethical considerations. By incorporating complexity, students are encouraged to make connections between ideas, compare and contrast themes, and explore relationships within and across disciplines.
- Our emphasis on novelty ensures that students are exposed to a wide variety of ideas and learning opportunities. Through project-based learning (PBL) and problem-based learning (PBL), students engage with real-world problems, developing original solutions and unique products that demonstrate their learning. This approach allows students to explore unfamiliar topics and express their understanding in diverse and creative ways, promoting innovation and out-of-the-box thinking. Incorporating project-based learning and problem-based learning allows students to work collaboratively, think critically, and engage deeply with content. These methods foster a sense of curiosity, ownership, and real-world application, providing students with multiple avenues to express their learning and develop meaningful solutions to complex challenges.
- Gifted students often grasp concepts quickly, so we provide opportunities for them to move through material at a faster pace while also deepening their understanding. Teachers are trained to use questioning strategies that prompt higher-level critical thinking and encourage students to push beyond basic knowledge. These strategies, combined with rigorous expectations, challenge students to engage in sophisticated research and use advanced resources,

including primary source documents and scholarly texts, in their academic inquiries.

- In addition, students are regularly pushed beyond their academic comfort zones, using creative problem-solving techniques to tackle complex issues. By developing and testing their hypotheses, students enhance their critical thinking and analytical skills, which are essential for success in an increasingly complex world.
- Our emphasis on depth, complexity, novelty, and acceleration ensures that our students are consistently challenged, engaged, and inspired to reach their highest potential.
- We recognize that the social-emotional needs of gifted and talented learners are just as critical as their academic development. Gifted students often experience unique emotional and psychological challenges and we are dedicated to addressing these needs to ensure that students thrive both academically and personally.

Students Achieving Below Grade Level

Nobel Charter Middle School will address the instructional needs of students who are working below grade level by placing them in tier three intervention in language arts or tier two intervention in Mathematics and English/Language Arts. We currently identify students achieving below grade level by utilizing criteria which include fifth grade DIBELS for our incoming sixth graders, grades, and SBAC scores. The Categorical Program Advisor, support staff and counselors will continuously review and monitor progress by reviewing student grades, Schoology reports and district updated dashboards including Focus, Misis, and Whole Child 2.0.

- **Student Identification**
 - Below-grade-level students identified through DIBELS (5th grade for 6th graders), teacher referrals based on grades, iReady and SBA scores for math and English.
- **Intervention Placement**
 - **Tier 3 (Intensive):** Two-hour Accelerated Academic Literacy (AAL) using *Language!* curriculum.
 - **Tier 2 (Targeted):** Reading or math support classes (Academic Literacy or Math) replace electives.
 - **Math Curriculum:** IXL, Zearn
 - **ELA Curriculum:** Light Sail, iReady
- **Program Monitoring**

- Math and English administrators meet with intervention teachers every 10 weeks to review progress and adjust strategies.
- Semester evaluations determine continued placement based on grades and diagnostics.
- **Additional Support**
 - After-school tutoring placement determined by SBA, interim assessments, or iReady data.
 - Academic teams and counseling staff develop individualized interventions, including:
 - SSPT support, daily agenda planners, weekly progress reports, and advisory period interventions.
 - Teacher/parent/student conferences engage families in academic progress.
- **Parent Engagement**
 - Conferences are held twice annually (afternoon and evening).

Socioeconomically Disadvantaged

Students are identified as socio-economically disadvantaged based on whether they qualify for free or reduced-priced lunch through the federally funded School Lunch Program. All families will be asked to complete the Household Income Form to determine which of our families is most in need. The needs of the socio-economically disadvantaged students will be monitored by the counselors, coordinators, and school support staff through the following programs:

- Administrators, teachers, and support staff will ensure that socio-economically disadvantaged students will have access to all classes, services, clubs, and supplies on campus. Access to all extracurricular programs will be provided without financial constraints.
- Staff will receive professional development in CLRP to better support and meet the needs of socioeconomically disadvantaged students. Core teachers will be provided with additional time to review pertinent data that helps gear the instructional support of socioeconomically disadvantaged students throughout each semester.
- Socio-economically disadvantaged students will have the opportunity to attend after-school enriching field trips to expand their knowledge base. Excursions to theaters, museums, and science centers will take place each semester.
- High-interest after-school clubs will be provided for all students. Club themes include but not limited to Forensic Science, Robotics, Lego, Coding, Crochet, Art, Guitar, Sports, eSports and Filmmakers. Late buses will be provided for students who receive transportation to allow all students to participate in extracurricular activities.
- Clubs meet at lunch during the day including Black Student Union (BSU) and Gay Straight Alliance (GSU).
- Socio-economically disadvantaged students who are in need of academic assistance will be provided the opportunity to participate in after-school intervention for the core subjects of English, mathematics, history, and science.

- College Awareness and Career Readiness programs will be provided to all students. Low-income students will be able to take the PSAT at no cost each year.
- BSAP Cultural and educational field trips, community partners through CSUN.
- Nobel has a Parent Center with a bilingual parent representative who offers workshops and assistance for parents. Workshops are geared towards parents' interest and provided at different times to encourage increased participation. Additionally, there is a BSAP parent rep who supports parents with the BSAP initiatives.

The progress of socio-economically disadvantaged students will be monitored by administrators and support staff through the use of district updated dashboards including Focus, Misis, and Whole Child 2.0.

Students with Disabilities

Special Education

The District shall continue to serve the needs of students with disabilities enrolled in District affiliated charter schools in the same manner as at any other public school of the District and shall be responsible for adhering to the provisions of the IDEA, California special education laws and regulations, and District policies and procedures for special education to ensure that all students with disabilities are accorded a free appropriate public education ("FAPE") as is required of all District authorized schools.

Conversion Affiliated Charter

1. District Affiliated Charter School's Special Education Responsibilities

a. General Requirements

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

The District Affiliated Charter School will comply with Sections 504 and 508 of the Federal Rehabilitation Act of 1973, the Americans with Disabilities Act, and all Office of Civil Rights mandates for students enrolled in the District Affiliated Charter School.

The District Affiliated Charter School will use District forms to develop, maintain, and review assessments and Individualized Education Programs ("IEPs") in the format required by the District and will enter accurate assessment and IEP data into the

District's designated data system (Welligent) in accordance with LAUSD policies and procedures. The District Affiliated Charter School will maintain copies of assessments and IEP materials for District review and submit to the District all required reports.

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

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

The District Affiliated Charter School is responsible for the management of its personnel, programs, and services. All employees shall be hired by the District and maintain the same relationships with and through all respective bargaining units as other District employees at non-charter schools. The District Affiliated Charter School will implement the programs and services, including providing related services, required by the IEPs of the students enrolled at the District Affiliated Charter School.

b. Transferring Students

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

c. Assessments

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

Upon a teacher or other staff member's request for assessment, the District Affiliated Charter School shall develop an assessment plan in Welligent for each student with suspected disabilities within the 15 day timeline.

Upon a parent/guardian's request for assessment, the District Affiliated Charter School will either (1) develop an assessment plan in Welligent for each student with suspected disabilities within the 15 day timeline; or (2) within 15 days convene an

SSPT meeting to review and discuss the request in light of student records, acquired data and student performance. If at the end of the SSPT meeting parent/guardian agrees to waive the request for assessment, the District Affiliated Charter School shall document the agreement in writing and may attempt general education interventions through the SSPT process. If the parent/guardian does not agree to waive the request for assessment, then the District Affiliated Charter School shall develop an assessment plan in Welligent for each student with suspected disabilities within the 15 day timeline.

The LAUSD assessment plan describes the types of assessments that may be used to determine the eligibility of students for special education instruction and services. Assessments will be conducted, within legal timelines, after receiving the parents' written consent. The District Affiliated Charter School shall conduct an IEP team meeting that includes required team members within mandated timelines for each student assessed to discuss results, determine eligibility, and (if eligible) specify special education instruction and services. The District Affiliated Charter School will make decisions regarding eligibility, goals, program, placement, and exit from special education through the IEP process according to federal, state and District timelines.

d. Alternative Placements

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

e. Least Restrictive Environment

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

f. Inclusion

The Charter is committed to achieving population balance that includes students with disabilities. The Charter will conduct outreach activities to attract and enroll a range of mild to severe special education students that is diverse and comparable with resident schools with similar demographics. The District Affiliated Charter School's

outreach efforts should be geared toward aligning with the District-wide average. The District Affiliated Charter School may not refuse to admit a student based on special education eligibility, needs or services identified in the student's IEP and may not refuse or require waiver of enrollment rights based on a student's eligibility for special education. The District will make available to the District Affiliated Charter School reports indicating range of services and number of students served at individual District affiliated charter schools.

g. Staffing Requirements

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

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

h. Student Discipline

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

2. Procedural Safeguards/Due Process Hearings

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

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

3. Complaints

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

4. Funding of Special Education

The District Affiliated Charter School will adhere to all District policies and procedures regarding special education and special education funding, as they may be amended from time to time. The District shall retain all state and federal special education funding for District Affiliated Charter School students which is allocated to the SELPA. The District shall be responsible for providing all appropriate special education and related services in accordance with all applicable state and federal laws.

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

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

At its discretion, the District will make available training opportunities and/or information regarding special education to District Affiliated Charter Schools.

All District schools, including District affiliated charter schools, are required to implement the District's integrated student information system which is referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All District affiliated charter schools are required to utilize MiSiS.

Students in Other Student Groups

Nobel has several relevant subgroups for whom there is a persistent achievement gap as demonstrated by the data. They include Latinos, African Americans, Foster Youth, Homeless Youth and Emergent Bilinguals as identified by analysis of MiSiS, Focus, and Whole Child 2.0 data and input from counselors and support staff. Progress of will be monitored by administrators and support staff through the use of district updated dashboards including Focus, Misis, and Whole Child 2.0.

Data is consistently reviewed by teachers, support staff, and administrators to monitor the progress of students in these vulnerable student groups and assistance provided when

needed. Our school foster liaison ensures that homeless and foster youth students are equipped with the classroom materials needed to attend class.

These targeted subgroups benefit from access to the different programs, interventions, and clubs offered at Nobel. The academic interventions offered aim to assist in closing the achievement gaps in the core subjects, while the clubs offer vulnerable students a place to connect with peers and find a sense of belonging. To further assist these subgroups, Nobel's teachers have been trained in CLRP strategies to create a school and classroom learning environment that is culturally sensitive. CLRP builds on the student population's prior knowledge, diverse backgrounds, and experience.

Nobel has a Parent Center with a bilingual Parent Representative who offers workshops and assistance for parents of students in these subgroups. Homeless and foster students are provided with a district-designated student health pupil services and attendance counselor to address their individual needs. In addition, our administration, counselors, and teachers monitor the academic and social progress of these students. We provide them with access to resources in an effort to support their academic and social success.

For Charter Schools Identified as “High Performing” by the CDE

Describe the manner in which the school will share promising practices of the charter school with other traditional and charter public schools serving similar grade levels.

Collaborative Networks and Partnerships

- The school will engage with collaborative networks, such as local educational consortia or charter school associations, to share effective practices through regular meetings, resource exchanges, and joint professional learning communities (PLCs).
- Partnerships with other schools will include shared training sessions, visits, and discussions on implementing hands-on, inquiry-based learning across disciplines.

Online Platforms and Resource Sharing

- The school will publish detailed guides, lesson plans, and multimedia resources on its website or through educational repositories to provide access to replicable components of its curriculum, such as **Marine Science**, **Forensic Science**, and **Media Arts** electives.
- Teachers will utilize online forums and collaborative tools to share their insights into adaptive learning technologies, personalized learning strategies, and student-driven activities like DBQ-based instruction in social studies.

Instructional Rounds

- The school will invite educators from traditional and charter schools to observe classrooms and observe teachers during lessons that highlight innovative practices, such as iterative problem-solving in math or role-playing in history simulations.

Community and Public Outreach Events

- Hosting open-house events and student showcases, such as exhibitions of project-based learning products or performances from electives like Theatre Basics and

Music, will allow educators from other schools to witness the effectiveness of the school's practices firsthand.

“A TYPICAL DAY”

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

- In English Language Arts, students will be working on Chromebooks in small groups producing and publishing literary magazines containing short stories, human interest pieces and anime designs. Student's tasks in class will mimic real life magazine professions. Some kids will be editing student written articles and others will be working on layout and design incorporating pictures and text.
- Kids in PE will be wearing heart rate monitors and collecting data to develop an understanding of the relationship between cardiovascular fitness and exercise.
- In math class students will participate in a PBL project focusing on why chosen building structures are interesting from the mathematical point of view and the architectural point of view. Students will then design and print their own 3d room
- In an eighth grade Social Studies classroom, students are reading and annotating an article from the New York Times in preparation for a Socratic seminar in which they discuss the viability of the Electoral College. The seminar is a part of a unit activity in which teams of students develop alternative proposals for the current Electoral College system.
- In Advisory, students will participate in Sustained Silent Reading, or Social Emotional Learning lessons, or taking advantage of individual academic support. Sixth graders get their own lunch at a different time than seventh and eighth grade students to increase access to school resources such as the library, PE fields and student store.
- In Science class, students are working in pairs researching to prepare for a lab experiment involving biodiversity where they identify a problem, research an original solution, build a prototype they will present to an audience.
- Finally, in the elective they may write a script for an original play, choreograph a new dance number, build and move a set, interpret a piece of literature through multi-media artwork or practice for a drum-line performance.
- After school (on Mondays and Wednesdays) clubs, tutoring and after school sports are available.

ELEMENT 2 – MEASURABLE PUPIL OUTCOMES, AND ELEMENT 3 – METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE MEASURED

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(c)(5)(B).)

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

STANDARDIZED TESTING

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

Charter School shall comply with all applicable laws, regulations, and District policies and procedures related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

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

MEASURABLE PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

Refer to charts in element 1 “Local Control Funding Formula Requirements” for all performance targets.

MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

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

Nobel Charter Middle School will use District mandated formative assessments (such as iReady) but may design or purchase its own if the district does not issue a mandate and will administer them adhering to the timing set by the district calendar. The number of assessments may vary by subject area. Departments will meet a minimum of two times a year to analyze formative assessment data and engage in instructional planning. At the beginning of the year, teachers will meet by department and analyze current year students' prior year data and identify areas of strength and weakness. After each formative assessment, new data will be examined for evidence of growth. Formative assessments will be administered in English Language Arts and mathematics. Nobel shall determine the development, implementation or use of formative assessments according to the needs of its students, within the limits permitted by the Education Code for social studies and science.

DATA ANALYSIS AND REPORTING

Annually, the Nobel faculty will engage in the analysis of the SBA data in order to establish instructional priorities and engage in planning for the current school year. Prior year data will be evaluated in “Data Digs” to determine the effectiveness of instructional practices as well as to determine the academic needs of the current students. Additionally, prior year SBA data and academic marks will be analyzed and used in concert with other diagnostic tools such as iReady testing and DIBELS to determine student placement in English intervention courses or the double block English Language Arts course.

The Nobel administrative team will be responsible for making the data from assessments available in a format that is accessible for teachers to analyze. They will accomplish this by providing training and supervision of coordinators, department chairs and teachers in the process of obtaining the data through the Whole Child and Focus websites. The

administrator will monitor the collection of data and if necessary, assist in the process of disseminating the data. They will regularly meet with their department chairs and coordinators to develop agendas for professional development for the purpose of analyzing the data and be active participants in reviewing and analyzing the data during department meetings. The administrative team will be responsible for ensuring that any actions plan steps developed are implemented. Parent workshops on the School Report Card and monthly Coffee with the Principal Meetings and PTSA monthly meetings share data and at Charter Council Governance meetings will be conducted by the administration every year.

GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

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

ELEMENT 4 – GOVERNANCE

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

GENERAL PROVISIONS

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

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

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

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

The District reserves the right to appoint a non-voting single representative to Charter School’s Governing Council.

LEGAL AND POLICY COMPLIANCE

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

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

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

STAKEHOLDER INVOLVEMENT

TITLE IX, SECTIONS 504 AND 508, AND UNIFORM COMPLAINT PROCEDURES

As a District affiliated charter school, Charter School shall comply with and implement all District policies and procedures related to its responsibilities under Title IX of the Education Amendments of 1972 (Title IX), Sections 504 and 508 of the Rehabilitation Act of 1973 (“Section 504” and “Section 508”), and the District’s Uniform Complaint Procedures.

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

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

RESPONDING TO INQUIRIES

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

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

NOTIFICATION OF THE DISTRICT

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

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

STUDENT RECORDS

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

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

PARENT ENGAGEMENT

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

The Charter School may encourage parental/guardian involvement, but shall notify the parents and guardians of applicant students and currently enrolled students that parental/guardian involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. (Education Code section 47605(n).)

FEDERAL PROGRAM COMPLIANCE

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

ELEMENT 5 – EMPLOYEE QUALIFICATIONS

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

EQUAL EMPLOYMENT OPPORTUNITY

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

STAFFING

Charter School shall comply with and implement all applicable state and federal laws and regulations, District policies, and LAUSD collective bargaining agreements related to staffing, credentialing, and assignment of teachers to grade levels, department, subjects, and classes. Charter School shall be subject to all District decisions regarding reduction in force, mandated furloughs, layoffs, and any other District decisions related to salaries, classifications, qualifications, and assignments. Unless the District has assigned all employees in a classification to a specific basis, Charter School will have autonomy in assigning positions to specific working bases.

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

Certificated Personnel

Charter School shall comply with federal and state laws and regulations, District policies and procedures, and applicable collective bargaining agreements in the selection and assignment of certificated staff. Charter School will have the autonomy to interview and select teachers and school-funded support staff from District-approved lists of eligible candidates as determined by the LAUSD Human Resources Division, which may be limited to Priority Placement Lists (displaced teachers) and Rehire Lists depending on current hiring conditions in each subject area. While every effort will be made to avoid assigning any certificated employee to any Charter School campus, the District retains the right to make such assignments in cases in which no other alternative is available or when an administrative transfer is necessary as determined by the Region administrator (e.g., in order to provide reasonable accommodation in compliance with the Americans with Disabilities Act).

Classified Personnel

Charter School shall comply with applicable federal and state laws and regulations, including but not limited to the merit system provisions of the Education Code, Personnel Commission Rules, and applicable collective bargaining agreements in the selection and assignment of classified staff. Unless valid reemployment lists exist, Charter School will have the autonomy, when selecting classified employees for regular assignment, to select from the top three eligible candidates on current valid eligibility lists promulgated by the Personnel Commission. Affiliated charters with staff selection autonomy will be provided with the ability to select classified staff in accordance with Personnel Commission Rules and statutory requirements.

ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

(i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237.

(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (L) of paragraph (2) of subdivision (a) of Section 32282.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” (Ed. Code § 47605(c)(5)(F).)

GENERAL PROVISIONS

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

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

Charter School shall periodically review, and modify as necessary, its Health, Safety and Emergency Preparedness Plan (Integrated Safe School Plan) and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

As a District Affiliated Charter School, in order to guarantee the health and safety of students and staff, Charter School shall ensure that all staff, vendor/contracting entity employee who may have frequent or prolonged contact with students, and volunteers adhere to the policies and procedures of the District related to tuberculosis risk assessment, examination and clearance. Charter School shall comply with and implement all District policies and procedures related to the immunization and health screening of its students, including but not limited to the immunization of students as a condition of attendance and screening for vision, hearing, and scoliosis. Charter School shall create, use, maintain, store, transfer, and dispose of student health records in accordance with District policies and procedures.

SAFE PLACE TO LEARN ACT

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

SUICIDE PREVENTION

As a District Affiliated Charter School, Charter School shall comply with all applicable District policies and procedures related to suicide prevention and the requirements of AB 2246 (2016), codified in Education Code section 215.

ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC, SPECIAL EDUCATION, AND ENGLISH LEARNERS, INCLUDING REDESIGNATED FLUENT ENGLISH PROFICIENT PUPILS BALANCE

“The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, 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(c)(5)(G).)

COURT-ORDERED INTEGRATION

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

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

ELEMENT 8 – ADMISSION POLICIES AND PROCEDURES

“Admission policies and procedures, consistent with subdivision (e).” (Ed. Code § 47605(c)(5)(H).)

GENERAL PROVISIONS

Charter School shall admit all students who wish to attend the school. (Ed. Code § 47605(e)(2)(A).) As an existing District school that has converted to become a District Affiliated Charter School, Charter School’s first priority is to admit students who reside in the former attendance area (boundary) of the school. (See Ed. Code § 47605(e)(1).) If the number of students who wish to attend Charter School exceeds its operational capacity, as determined annually by the District, Charter School shall conduct a public random drawing/lottery. (Ed. Code § 47605(e)(2)(B).) Charter School’s existing students (regardless of residence or any other factor) shall be exempt from the lottery. Prospective students who reside within the former attendance area (boundaries) of Charter School (“resident students”) shall have first priority admission preference at all times and are thus deemed exempt from the lottery as well. (See Ed. Code § 47605(e).)

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

If Charter School determines, in accordance with applicable law and District policies and procedures, that any student/parent/guardian used fraudulent address information to establish resident status within Charter School’s former attendance boundary to gain enrollment prior to the school’s conversion to a District Affiliated Charter School, or to gain enrollment through an admission preference in Charter School’s lottery and enrollment process, the student may be withdrawn and referred back to their school of residence in accordance with District policy and applicable law. If, at that time or any time subsequent, the student seeks re-enrollment in Charter School, Charter School shall make its admissions determination in compliance with applicable law and the terms of this Charter.

Student Recruitment

Nobel is committed to recruiting and supporting students with a history of low academic performance, socioeconomically disadvantaged students, and students with disabilities. To reach these populations, Nobel will distribute flyers to all elementary schools within the North District, advertise its admission lottery on the school website, participate in recruitment fairs, and attend Region North public events such as the STEAM Fest. Additionally, Nobel will host public tours of the campus to provide prospective families with an opportunity to learn more about the school. Elementary schools will also be invited to

bring their students during the school day to enjoy performances by our exceptional theatre and music programs, showcasing the unique opportunities and excellence these programs offer.

Application Procedures

Resident Boundary Students

Resident attendance boundary students go directly to the school main office to enroll. Prospective students who reside within the former attendance area (boundaries¹) of Charter School (“resident students”) shall have **first** admission preference and thus are deemed exempt from the lottery.

Non-Resident Boundary Students

The Charter School will follow LAUSD’s Choices process and deadlines for non-resident applicants. If there is more interest than the number of spaces available, a random public lottery will be conducted for non-resident boundary students as described below.

Charter School’s non-resident lottery applications will be made available each year through the On-Time LAUSD Choices Process (Choices Brochure & Application and GoTo.LAUSD.Net). The six week On-Time application window spans the first week in October through the first week in November. Multiple birth applicants (e.g., twins, triplets) must reside at the same address and apply to the same program in the same year in order to be placed consecutively in the selection process.

Lottery Preferences and Procedures

Nobel Charter Middle School is advertised in the District Choices brochure. Parents apply according to District policy. A random drawing is held on campus in room 2 and via Zoom on the designated date. Students are either selected or placed on a waitlist.

In conducting its admissions lottery, Charter School shall provide the following admission preferences, in the stated order of priority:

- **LAUSD Students**

- Siblings**

Prospective students who (a) are siblings of students enrolled in grades 6-7 at Charter School at the time of the lottery and (b) reside within LAUSD boundaries,

¹ For all District Affiliated Charter Schools, which are conversion charter schools, the term “former attendance area (boundaries)” includes those sending areas designated under the District’s Permits with Transportation (PWT) and Capacity Adjustment Program (CAP) programs.

but not within the former attendance area (boundaries) of Charter School, shall have **second** admission preference.

□ Other LAUSD Students

All other prospective students who reside within LAUSD boundaries, but not within the former attendance area (boundaries) of Charter School, shall have **third** admission preference.

● **California Students**

□ Siblings Prospective students who (a) are siblings of students enrolled in grades 6 and 7 at Charter School at the time of the lottery and (b) reside in the State of California but not within LAUSD boundaries, shall have **fourth** admissions preference.

□ Other California Students

Prospective students who reside in the State of California, but not within LAUSD boundaries shall have fifth admissions preference.

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

During the month of February, after receiving the list of interested applicants from the Choices Program, the Charter School shall conduct its public random drawing (lottery) for non-resident boundary students only, if applicable. Information regarding the date and procedures of the lottery shall be posted on Charter School's website (i.e., at least two weeks prior to the lottery) and made readily available in the main office.

Charter School shall hold its lottery in the multipurpose room or equivalent alternative space on campus. Affiliated Charters, as aligned to District guidance, may opt to include a virtual option for families at the same time and/or in addition to the in-person lottery. Any interested party or member of the public may attend, but attendance is not required to participate in the lottery.

Parent/guardians of applicants being offered admission through the lottery will be notified in writing by email or mail, depending on method of application submission, in accordance with the Choices notification timelines and will accept the offered seat in accordance with the Choices timelines. Parent/guardians of student applicants who are placed on the waitlist resulting from the lottery may call or visit the school to find out their child's priority number on the waitlist. Parent/guardians of student applicants on the waitlist who are offered admission at any time subsequent to the lottery will receive notification by telephone call and will have to contact the parent/guardian a minimum of three times to accept the offered seat.

Non-resident boundary students who apply for admission after the On-Time application window will be added to the bottom of the waitlist in the order in which their applications are received. Choices Late Applications are processed on a first come, first-served basis beginning February 1st through norm day of the following school year. The school is responsible for contacting waitlisted and late applicants.

SCHOOLS FOR ADVANCED STUDIES (SAS) PROGRAM

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

MAGNET PROGRAM

If an affiliated charter school is a full magnet or has a District-approved Magnet Center, selection to the Magnet Program (school or center) shall be determined in accordance with the rules and procedures established by District's Student Integration Services.

Students enrolled in the magnet program may take part in all programs and activities available to students at the Affiliated Charter school where they are enrolled.

HOMELESS AND FOSTER YOUTH

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

NON-DISCRIMINATION

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

as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences, if any, set forth in this Charter.

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

Charter School shall adhere to the District's policy consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

ELEMENT 9 – ANNUAL FINANCIAL AUDITS

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

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

ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

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

GENERAL PROVISIONS

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

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

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

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

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

STUDENTS WITH DISABILITIES

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

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a Section 504 Plan, Charter School shall ensure that it follows 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 District policies and procedures. An IEP team will meet to conduct a manifestation determination and to discuss, if appropriate, alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School's administrator will convene a Section 504 Link Determination meeting to ask the following two questions:

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

NOTIFICATION OF STUDENT’S DISTRICT OF RESIDENCE

Upon the expulsion of any student, if the student is a resident of a school district other than LAUSD, Charter School must notify the Superintendent of the student’s district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code sections 49068 (a) and (b). Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records.

OUTCOME DATA

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

READMISSION

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

GUN-FREE SCHOOL ZONE ACT

Charter School shall comply with the Gun-Free School Zone Act and other applicable state and federal law.

ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS

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

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

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

ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

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

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

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

ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

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

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

ELEMENT 14 – MANDATORY DISPUTE RESOLUTION

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

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

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

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

To Charter School: Alfred B. Nobel Charter Middle School
c/o Derek Horowitz, School Principal
9950 Tampa Avenue
Northridge, California 91324

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

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

ELEMENT 15 – CHARTER SCHOOL CLOSURE PROCEDURES

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

CLOSURE ACTION

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

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

REVOCATION OF THE CHARTER

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

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

Pursuant to AB 97 (2013), Charter School may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

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

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

REQUEST FOR VOLUNTARY REVERSION TO NON-CHARTER SCHOOL STATUS

In the event that Charter School, seeks to revert voluntarily to a non-charter District school status, the Local School Leadership Council and/or the Governance Council, as indicated in Element 4, shall execute a resolution requesting approval from the LAUSD board. Charter School shall contact its assigned Charter Schools Division administrator, who will provide information and guidance regarding the applicable procedures for submitting and processing a request for voluntary reversion to non-charter school status. Students enrolled at the District Affiliated Charter School at the time of reversion, who reside outside of resident school area (boundaries), will be entitled to continuous enrollment through permits, as applicable.

CLOSURE PROCEDURES

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

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

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

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

ADDITIONAL PROVISIONS

FACILITIES

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

Charter School shall comply with all applicable federal and state laws and regulations, and District policies and procedures, regarding facilities.

FISCAL MATTERS

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

LOCAL CONTROL AND ACCOUNTABILITY PLAN

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). These expenditures shall be "classified using the California School Accounting Manual pursuant to Section 41010." (Ed. Code § 47606.5(b).)

ADDENDUM

ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

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

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, in any program or activity conducted by an educational institution that receives, or benefits from, state financial assistance, or enrolls pupils who receive state student financial aid.. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of the pupil’s parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil

exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)

- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(d)(1).)
- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(d)(2).)

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

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

ELEMENT 1 – THE EDUCATIONAL PROGRAM

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

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

"If the proposed charter school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and

the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements.” (Ed. Code § 47605(c)(5)(A)(iii).)

Local Control Funding Formula (LCFF) Requirements

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) in accordance with District policies and procedures, as they may be amended from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(d).)

Curriculum and Instruction

Charter School shall have autonomy in their instructional programs and choice of curricular materials pursuant to District policy and consistent with the requirements of section 60000, et seq. of the Education Code, the *Williams* settlement, and aligned with California content and performance standards, including the Common Core State Standards, and CAASPP.

Transitional Kindergarten

Charter School shall comply with all applicable requirements and District policy regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School’s admissions, enrollment, and lottery.

Academic Calendar and Schedules

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by California Code of Regulations, Title 5, section 11960. Charter School shall comply with all applicable District policies and procedures and provisions of LAUSD collective bargaining agreements (CBAs), as they may change from time to time, including but not limited to provisions related to work year, academic calendars, and schedules.

Mathematics Placement Act

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

WASC Accreditation

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

PROFESSIONAL DEVELOPMENT

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

MEETING THE NEEDS OF ALL STUDENTS

English Learners

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

Gifted and Talented Students and Students Achieving Above Grade Level

Charter School shall continue to use LAUSD's Gifted and Talented Education (GATE) student identification process, adhere to District policies and procedures regarding GATE, and reimburse the District for GATE testing and processing on a fee-for-service basis.

Students with Disabilities

Special Education

The District shall continue to serve the needs of students with disabilities enrolled in District affiliated charter schools in the same manner as at any other public school of the District and shall be responsible for adhering to the provisions of the IDEA, California special education laws and regulations, and District policies and procedures for special education to ensure that all students with disabilities are accorded a free appropriate public education ("FAPE") as is required of all District authorized schools.

Conversion Affiliated Charter

1. District Affiliated Charter School's Special Education Responsibilities

a. General Requirements

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

The District Affiliated Charter School will comply with Sections 504 and 508 of the Federal Rehabilitation Act of 1973, the Americans with Disabilities Act, and all Office of Civil Rights mandates for students enrolled in the District Affiliated Charter School.

The District Affiliated Charter School will use District forms to develop, maintain, and review assessments and Individualized Education Programs (“IEPs”) in the format required by the District and will enter accurate assessment and IEP data into the District’s designated data system (Welligent) in accordance with LAUSD policies and procedures. The District Affiliated Charter School will maintain copies of assessments and IEP materials for District review and submit to the District all required reports.

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

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

The District Affiliated Charter School is responsible for the management of its personnel, programs, and services. All employees shall be hired by the District and maintain the same relationships with and through all respective bargaining units as other District employees at non-charter schools. The District Affiliated Charter School will implement the programs and services, including providing related services, required by the IEPs of the students enrolled at the District Affiliated Charter School.

b. Transferring Students

For students transferring to the District Affiliated Charter School from other school districts, District-operated schools or District authorized charters, the District will provide those related services required by the students’ IEPs immediately upon the students’ enrollment regardless of the types of service provider (i.e., school-based, NPA, or private). District Affiliated Charter School will ensure that IEP team meetings

for such students will be held within thirty (30) days of the student's enrollment in accordance with federal and state law and District policies and procedures.

c. Assessments

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

Upon a teacher or other staff member's request for assessment, the District Affiliated Charter School shall develop an assessment plan in Welligent for each student with suspected disabilities within the 15 day timeline.

Upon a parent/guardian's request for assessment, the District Affiliated Charter School will either (1) develop an assessment plan in Welligent for each student with suspected disabilities within the 15 day timeline; or (2) within 15 days convene an SSPT meeting to review and discuss the request in light of student records, acquired data and student performance. If at the end of the SSPT meeting parent/guardian agrees to waive the request for assessment, the District Affiliated Charter School shall document the agreement in writing and may attempt general education interventions through the SSPT process. If the parent/guardian does not agree to waive the request for assessment, then the District Affiliated Charter School shall develop an assessment plan in Welligent for each student with suspected disabilities within the 15 day timeline.

The LAUSD assessment plan describes the types of assessments that may be used to determine the eligibility of students for special education instruction and services. Assessments will be conducted, within legal timelines, after receiving the parents' written consent. The District Affiliated Charter School shall conduct an IEP team meeting that includes required team members within mandated timelines for each student assessed to discuss results, determine eligibility, and (if eligible) specify special education instruction and services. The District Affiliated Charter School will make decisions regarding eligibility, goals, program, placement, and exit from special education through the IEP process according to federal, state and District timelines.

d. Alternative Placements

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

methodology used to provide special education and related services at the District Affiliated Charter School pursuant to an IEP.

e. Least Restrictive Environment

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

f. Inclusion

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

g. Staffing Requirements

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

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

h. Student Discipline

The District Affiliated Charter School will ensure that it makes the necessary adjustments to comply with the mandates of state and federal laws, including the

IDEA regarding discipline of students with disabilities. Discipline procedures will include positive behavioral interventions and the District's Discipline Foundation Policy. Prior to recommending expulsion and/or prior to the eleventh day of cumulative suspension for a student with disabilities, the District Affiliated Charter School will convene a manifestation determination IEP as set forth in the District's Policies and Procedures Manual. The District Affiliated Charter School will collect data pertaining to the number of special education students suspended or expelled.

2. Procedural Safeguards/Due Process Hearings

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

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

3. Complaints

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

4. Funding of Special Education

The District Affiliated Charter School will adhere to all District policies and procedures regarding special education and special education funding, as they may be amended from time to time. The District shall retain all state and federal special education funding for District Affiliated Charter School students which is allocated to the SELPA. The District shall be responsible for providing all appropriate special education and related services in accordance with all applicable state and federal laws.

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

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

At its discretion, the District will make available training opportunities and/or information regarding special education to District Affiliated Charter Schools.

All District schools, including District affiliated charter schools, are required to implement the District's integrated student information system which is referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All District affiliated charter schools are required to utilize MiSiS.

**ELEMENT 2 – MEASURABLE PUPIL OUTCOMES,
AND
TOWARD
ELEMENT 3 – METHOD BY WHICH PUPIL PROGRESS
OUTCOMES WILL BE MEASURED**

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(c)(5)(B).)

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

STANDARDIZED TESTING

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

Charter School shall comply with all applicable laws, regulations, and District policies and procedures related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

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

GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

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

ELEMENT 4 – GOVERNANCE

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

GENERAL PROVISIONS

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

If the charter school has a separate charter school Governing Council N/A

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

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

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

The District reserves the right to appoint a non-voting single representative to Charter School's Governing Council.

LEGAL AND POLICY COMPLIANCE

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

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

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

TITLE IX, SECTIONS 504 AND 508, AND UNIFORM COMPLAINT PROCEDURES

As a District affiliated charter school, Charter School shall comply with and implement all District policies and procedures related to its responsibilities under Title IX of the Education Amendments of 1972 (Title IX), Sections 504 and 508 of the Rehabilitation Act of 1973 ("Section 504" and "Section 508"), and the District's Uniform Complaint Procedures.

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

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

RESPONDING TO INQUIRIES

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

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

NOTIFICATION OF THE DISTRICT

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

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

STUDENT RECORDS

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

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

PARENT ENGAGEMENT

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

The Charter School may encourage parental/guardian involvement, but shall notify the parents and guardians of applicant students and currently enrolled students that parental/guardian involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. (Education Code section 47605(n).)

FEDERAL PROGRAM COMPLIANCE

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

ELEMENT 5 – EMPLOYEE QUALIFICATIONS

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

EQUAL EMPLOYMENT OPPORTUNITY

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

STAFFING

Charter School shall comply with and implement all applicable state and federal laws and regulations, District policies, and LAUSD collective bargaining agreements related to staffing, credentialing, and assignment of teachers to grade levels, department, subjects, and classes. Charter School shall be subject to all District decisions regarding reduction in force, mandated furloughs, layoffs, and any other District decisions related to salaries, classifications, qualifications, and assignments. Unless the District has assigned all employees in a classification to a specific basis, Charter School will have autonomy in assigning positions to specific working bases.

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

Certificated Personnel

Charter School shall comply with federal and state laws and regulations, District policies and procedures, and applicable collective bargaining agreements in the selection and assignment of certificated staff. Charter School will have the autonomy to interview and select teachers and school-funded support staff from District-approved lists of eligible candidates as determined by the LAUSD Human Resources Division, which may be limited

to Priority Placement Lists (displaced teachers) and Rehire Lists depending on current hiring conditions in each subject area. While every effort will be made to avoid assigning any certificated employee to any Charter School campus, the District retains the right to make such assignments in cases in which no other alternative is available or when an administrative transfer is necessary as determined by the Region administrator (e.g., in order to provide reasonable accommodation in compliance with the Americans with Disabilities Act).

Classified Personnel

Charter School shall comply with applicable federal and state laws and regulations, including but not limited to the merit system provisions of the Education Code, Personnel Commission Rules, and applicable collective bargaining agreements in the selection and assignment of classified staff. Unless valid reemployment lists exist, Charter School will have the autonomy, when selecting classified employees for regular assignment, to select from the top three eligible candidates on current valid eligibility lists promulgated by the Personnel Commission. Affiliated charters with staff selection autonomy will be provided with the ability to select classified staff in accordance with Personnel Commission Rules and statutory requirements.

ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

(i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237.

(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (L) of paragraph (2) of subdivision (a) of Section 32282.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” (Ed. Code § 47605(c)(5)(F).)

GENERAL PROVISIONS

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

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

Charter School shall periodically review, and modify as necessary, its Health, Safety and Emergency Preparedness Plan (Integrated Safe School Plan) and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

As a District Affiliated Charter School, in order to guarantee the health and safety of students and staff, Charter School shall ensure that all staff, vendor/contracting entity employee who may have frequent or prolonged contact with students, and volunteers adhere to the policies and procedures of the District related to tuberculosis risk assessment, examination and clearance. Charter School shall comply with and implement all District policies and procedures related to the immunization and health screening of its students, including but not limited to the immunization of students as a condition of attendance and screening for vision, hearing, and scoliosis. Charter School shall create, use, maintain, store, transfer, and dispose of student health records in accordance with District policies and procedures.

SAFE PLACE TO LEARN ACT

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

SUICIDE PREVENTION

As a District Affiliated Charter School, Charter School shall comply with all applicable District policies and procedures related to suicide prevention and the requirements of AB 2246 (2016), codified in Education Code section 215.

ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC, SPECIAL EDUCATION, AND ENGLISH LEARNERS, INCLUDING REDESIGNATED FLUENT ENGLISH PROFICIENT PUPILS BALANCE

“The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, 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(c)(5)(G).)

COURT-ORDERED INTEGRATION

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

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

ELEMENT 8 – ADMISSION POLICIES AND PROCEDURES

“Admission policies and procedures, consistent with subdivision (e).” (Ed. Code § 47605(c)(5)(H).)

GENERAL PROVISIONS

Charter School shall admit all students who wish to attend the school. (Ed. Code § 47605(e)(2)(A).) As an existing District school that has converted to become a District Affiliated Charter School, Charter School’s first priority is to admit students who reside in the former attendance area (boundary) of the school. (See Ed. Code § 47605(e)(1).) If the number of students who wish to attend Charter School exceeds its operational capacity, as determined annually by the District, Charter School shall conduct a public random drawing/lottery. (Ed. Code § 47605(e)(2)(B).) Charter School’s existing students (regardless of residence or any other factor) shall be exempt from the lottery. Prospective

students who reside within the former attendance area (boundaries) of Charter School (“resident students”) shall have first priority admission preference at all times and are thus deemed exempt from the lottery as well. (See Ed. Code § 47605(e).)

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

If Charter School determines, in accordance with applicable law and District policies and procedures, that any student/parent/guardian used fraudulent address information to establish resident status within Charter School’s former attendance boundary to gain enrollment prior to the school’s conversion to a District Affiliated Charter School, or to gain enrollment through an admission preference in Charter School’s lottery and enrollment process, the student may be withdrawn and referred back to their school of residence in accordance with District policy and applicable law. If, at that time or any time subsequent, the student seeks re-enrollment in Charter School, Charter School shall make its admissions determination in compliance with applicable law and the terms of this Charter.

Application Procedures

Resident Boundary Students

Resident attendance boundary students go directly to the school main office to enroll. Prospective students who reside within the former attendance area (boundaries) of Charter School (“resident students”) shall have **first** admission preference and thus are deemed exempt from the lottery.

Non-Resident Boundary Students

The Charter School will follow LAUSD’s Choices process and deadlines for non-resident applicants. If there is more interest than the number of spaces available, a random public lottery will be conducted for non-resident boundary students as described below.

Charter School's non-resident lottery applications will be made available each year through the On-Time LAUSD Choices Process (Choices Brochure & Application and GoTo.LAUSD.Net). The six week On-Time application window spans the first week in October through the first week in November. Multiple birth applicants (e.g., twins, triplets) must reside at the same address and apply to the same program in the same year in order to be placed consecutively in the selection process.

Lottery Preferences and Procedures

In conducting its admissions lottery, Charter School shall provide the following admission preferences, in the stated order of priority:

- **LAUSD Students**

- **Siblings**

Prospective students who (a) are siblings of students enrolled in grades 6-7 at Charter School at the time of the lottery and (b) reside within LAUSD boundaries, but not within the former attendance area (boundaries) of Charter School, shall have **second** admission preference.

- **Other LAUSD Students**

All other prospective students who reside within LAUSD boundaries, but not within the former attendance area (boundaries) of Charter School, shall have **third** admission preference.

- **California Students**

- **Siblings**

Prospective students who (a) are siblings of students enrolled in grades 6 and 7 at Charter School at the time of the lottery and (b) reside in the State of California but not within LAUSD boundaries, shall have **fourth** admissions preference.

- **Other California Students**

Prospective students who reside in the State of California, but not within LAUSD boundaries shall have fifth admissions preference.

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

During the month of February, after receiving the list of interested applicants from the Choices Program, the Charter School shall conduct its public random drawing (lottery) for non-resident boundary students only, if applicable. Information regarding the date and procedures of the lottery shall be posted on Charter School's website (i.e., at least two weeks prior to the lottery) and made readily available in the main office.

Charter School shall hold its lottery in the multipurpose room, or equivalent alternative space on campus. Affiliated Charters, as aligned to District guidance, may opt to include a virtual

option for families at the same time and/or in addition to the in-person lottery. Any interested party or member of the public may attend, but attendance is not required to participate in the lottery.

Parent/guardians of applicants being offered admission through the lottery will be notified in writing by email or mail, depending on method of application submission, in accordance with the Choices notification timelines and will accept the offered seat in accordance with the Choices timelines. Parent/guardians of student applicants who are placed on the waitlist resulting from the lottery may call or visit the school to find out their child's priority number on the waitlist. Parent/guardians of student applicants on the waitlist who are offered admission at any time subsequent to the lottery will receive notification by telephone call and will have to contact the parent/guardian a minimum of three times to accept the offered seat.

Non-resident boundary students who apply for admission after the On-Time application window will be added to the bottom of the waitlist in the order in which their applications are received. Choices Late Applications are processed on a first come, first-served basis beginning February 1st through norm day of the following school year. The school is responsible for contacting waitlisted and late applicants.

SCHOOLS FOR ADVANCED STUDIES (SAS) PROGRAM

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

MAGNET PROGRAM

If an affiliated charter school is a full magnet or has a District-approved Magnet Center, selection to the Magnet Program (school or center) shall be determined in accordance with the rules and procedures established by District's Student Integration Services.

Students enrolled in the magnet program may take part in all programs and activities available to students at the Affiliated Charter school where they are enrolled.

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other

children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and Regional Center meetings, that notifies parents/guardians that Charter School is open to enroll and provide services for all students. Charter School shall comply with all applicable federal and state laws and related District policies and procedures regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time.

NON-DISCRIMINATION

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

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

Charter School shall adhere to the District's policy consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

ELEMENT 9 – ANNUAL FINANCIAL AUDITS

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

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

ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

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

GENERAL PROVISIONS

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

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

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

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

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

STUDENTS WITH DISABILITIES

Charter School shall implement District policies and procedures ensuring compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim alternative

educational placement, to be determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a Section 504 Plan, Charter School shall ensure that it follows 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 District policies and procedures. An IEP team will meet to conduct a manifestation determination and to discuss, if appropriate, alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School’s administrator will convene a Section 504 Link Determination meeting to ask the following two questions:

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

NOTIFICATION OF STUDENT’S DISTRICT OF RESIDENCE

Upon the expulsion of any student, if the student is a resident of a school district other than LAUSD, Charter School must notify the Superintendent of the student’s district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code sections 49068 (a) and (b). Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records.

OUTCOME DATA

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

READMISSION

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

GUN-FREE SCHOOL ZONE ACT

Charter School shall comply with the Gun-Free School Zone Act and other applicable state and federal law.

ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS

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

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

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

ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

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

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

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

ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

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

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

ELEMENT 14 – MANDATORY DISPUTE RESOLUTION

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

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

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

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

To Charter School: Alfred B. Nobel Charter Middle School
c/o Derek Horowitz, School Principal
9950 Tampa Avenue
Northridge, California 91324

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

2. A written response (“Written Response”) shall be tendered to Charter School within twenty (20) business days from the date of receipt of the Written Notification. The parties shall schedule a conference at a mutually agreeable time and place to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place

within fifteen (15) business days from the date the Written Response is received by Charter School. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon the date of delivery to the address of the person to receive such notice if delivered by 5:00 PM; otherwise, it is deemed received on the next business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

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 Superintendent or his/her designee.

ELEMENT 15 – CHARTER SCHOOL CLOSURE PROCEDURES

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

CLOSURE ACTION

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

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

REVOCATION OF THE CHARTER

The Board of Education may revoke the Charter if Charter School commits a breach of any provision set forth in a District policy related to charter schools adopted by the District Board of Education and/or any provision of the Charter Schools Act of 1992, as it may be amended from time to time. The Board of Education may revoke the charter of Charter School if the

District finds, through a showing of substantial evidence, that Charter School did any of the following:

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

Pursuant to AB 97 (2013), Charter School may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

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

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

REQUEST FOR VOLUNTARY REVERSION TO NON-CHARTER SCHOOL STATUS

In the event that Charter School, seeks to revert voluntarily to a non-charter District school status, the Local School Leadership Council and/or the Governance Council, as indicated in Element 4, shall execute a resolution requesting approval from the LAUSD board. Charter School shall contact its assigned Charter Schools Division administrator, who will provide information and guidance regarding the applicable procedures for submitting and processing a request for voluntary reversion to non-charter school status. Students enrolled at the District Affiliated Charter School at the time of reversion, who reside outside of resident school area (boundaries), will be entitled to continuous enrollment through permits, as applicable.

CLOSURE PROCEDURES

In the event of a Closure Action, Charter School shall immediately act and operate in all matters as a traditional District school, unless otherwise directed by the LAUSD Board of Education or its duly authorized designee. If and to the extent that they are not already

District property or rights, all assets of Charter School shall be automatically transferred to LAUSD. The District reserves the right to conduct a close out audit or other audit.

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

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

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

ADDITIONAL PROVISIONS

FACILITIES

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

Charter School shall comply with all applicable federal and state laws and regulations, and District policies and procedures, regarding facilities.

FISCAL MATTERS

As a District Affiliated Charter School, Charter School's fiscal operations will be supervised by LAUSD. Charter School shall adhere to all applicable District fiscal policies and procedures, including but not limited to policies and procedures related to budgeting,

procurement, third party contracts, student body funds, student store, donations, fundraising, payroll, imprest funds, and payment approval for goods and services.

LOCAL CONTROL AND ACCOUNTABILITY PLAN

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” (Ed. Code § 47606.5(b).)