

# Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.  
[Appendix A](#): Priorities 5 and 6 Rate Calculations  
[Appendix B](#): Guiding Questions: Use as prompts (not limits)  
[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Alfred B. Nobel Charter Middle	
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# 2017-20 Plan Summary

## THE STORY

Briefly describe the students and community and how the LEA serves them.

Nobel's current enrollment is 2445 students.

- Grade 6: (reg. school) 530; (magnet) 300
- Grade 7: (reg. school) 490; (magnet) 289
- Grade 8: (reg. school) 545; (magnet) 291

Our school demographics have changed over the past 5 years due to demographic shifts in the northwest Los Angeles region. We have seen a decline in the enrollment of white students and a significant increase in our Latino population from 843 to 1039 students. Our Asian population has slightly increased from 352 to 380. According to the most recent Language Census data, 39 different languages are spoken by the families of students attending Nobel Charter Middle School. Approximately 1600 students have indicated that only English is spoken at home; about 1000 students come from homes where English is not the primary language. Some of the more prevalent home languages include Spanish, Vietnamese, Korean, Cantonese, and Tagalog.

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

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

As of March 2017, according to the My Integrated Student Information System, 41 students are identified English Learners. In addition, 443 students are RFEP students (Reclassified Fluent English Proficient), which means they met the state's criteria for English proficiency. Of these RFEP students, 187 students have reclassified within the last two years. Approximately 165 students have Individualized Education Plans, and 966 students are identified as gifted and talented.

Nobel Middle School is located in the neighborhood of Northridge. It is an affluent neighborhood with a median income of approximately \$50,000. The largest group in this area is White (approx. 46%), followed by Hispanic/Latino (approx. 30%), Asian (approx. 15%) and African-American (approx. 4%). Approximately 75% of the residents of this area have completed high school or above, and approximately 30% have a BA or higher. However, the school's demographics don't match the neighborhood's demographics due to our large charter lottery, magnet program and existing School for Advanced Studies permits..

Nobel's vision is to provide students with a school environment that allows them to become successful lifelong learners with skills in critical thinking and problem-solving so that they are college and career ready. Nobel's goals are: culmination rates of 100%, academic proficiency for all students, 100% attendance, increased parent and community engagement, and total student safety. To accomplish our goals we have focused on high quality professional development in order to ensure sound, standards based instruction. A focus on California Common Core Standards, ELD standards, and Culturally and Linguistically Responsive Education remains a priority in order to provide all students with access to a rigorous curriculum. We continue to examine and refine our practices to ensure that all students' needs are met in an environment that supports our diverse student population.

## LCAP HIGHLIGHTS

Identify and briefly summarize the key features of this year's LCAP.

Key features of this year's LCAP include:

- An emphasis on increasing the use of AVID instructional strategies school wide.
- Improved access and implementation of tier two intervention including a Saturday program.
- Continued support for our successful parent engagement plan to further increase parent participation.
- Improved ELD instruction and CLR instruction through additional professional development to advance a deeper understanding and implementation of these strategies.
- Introduction of a campus culture and climate committee to address student concerns about safety and sense of belonging.

## REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

## GREATEST PROGRESS

Over the last two years our CAASPP data has shown that students in all significant subgroups have improved their academic performance in English Language Arts. As a whole in 2016, 72% of Nobel's student met or exceeded the standards. This was an increase of 7% over the previous year. In mathematics, as a whole, Nobel's students improved from 56% met or exceed standards in 2015 to 61% in 2016. Successful implementation of a number innovative features and educational initiatives has not only resulted in improved performance on the SBAC overall, but in a reduction of the achievement gap for some of our significant subgroups. Notably our African-American subgroup saw a greater improvement than the whole school, improving in English Language Arts from 51% met or exceed standards to 64% and 41% meet or exceed in mathematics to 50%. The Hispanic subgroup improved in English Language arts from 54% met or exceed standard in 2015 to 62% in 2016, an increase of 8% compared to 7% for the whole school. While not exceeding the whole school figures, our Asian subgroup improved by 5% in English as well. In math our Asian subgroup improved by 5% from 77% to 82% met or exceed standards and the Hispanic subgroup improved from 43% to 48%. According to the LCFF Evaluation Rubrics, low-income students increased on the ELA Summative Assessment by 18.4 points and on the mathematics assessment by 9.7 points. English Learners increased significantly by 26.4 points on the ELA assessment and on the math assessment by 8.5 points. In addition to great

academic progress we have seen significant improvement in our parent engagement as evidenced by the results of the 2015-2016 school experience survey. 90% of our parents feel that the parent center provides useful resources and information to help them support their child's education, up from 39% the prior year. 82% of parents responded that they feel like partners with the school in decisions made regarding their child's education, an increase of 21%.

In order to maintain and build upon our successes we will:

- Continue to strive for the school-wide implementation of AVID (the Advancement Via Individual Determination program) strategies such as Cornell Notes, critical reading strategies and Socratic Seminar through professional development.
- Extend our professional development on ELD (English Language Development) standards, addressing the needs of LTELs (long term English Learners) and English Language Development strategies to deepen teacher understanding and implementation of Integrated ELD instruction.
- Extend our professional development on Culturally and Linguistically Responsive Education.
- Develop a school wide plan to address the needs of long term English Learners.
- Further increase parent participation and engagement in the educational process through workshops, parent-teacher conferences, and the expansion of our parent center.
- Further increase and improve parent communication through the utilization of our school website and online grade reporting.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Based on the LCFF Evaluation Rubrics, Nobel does not have any subgroups with "Red" or "Orange" performance. However we do recognize the need to address our achievement gaps for some of our subgroups. The two subgroups with the greatest needs are the English Learners and Students with Disabilities. On the ELA summative assessment our English Learners were at the yellow level due to their significant increase, but they are still 17.4 points away from level 3. Similarly our students with disabilities were at the yellow level because of increased performance, but they are 43.3 points away from level 3. In Mathematics the same pattern exists with English Learners who are 32.9 points below level 3 and our students with disabilities are 66.8 points below level 3. Though high on the evaluation rubric, we feel that addressing the achievement gap for our low-income students, African-American students and Latino students is a must. The data show that the whole school is 41.1 points above level 3 on the ELA summative, but African-American students are only 28.2 points above level 3, low-income students were only 22.8 above and Hispanic students were only 16.1 points above. The gap is even greater between these subgroups and white and Asian subgroups.

Nobel will take the following steps to address these areas of need:

**GREATEST NEEDS**

- Provide the funding and the time necessary for in depth professional development on Culturally and Linguistically Responsive Education and for teachers to collaborate around implementation.
- Provide funding and resources to increase the use of AVID strategies throughout the school and have more teachers trained at the AVID Summer Institute.
- Ongoing professional development on strategies to address English Learners and especially long term English Learners and providing time for lesson development.
- Use common planning time for teacher to develop instruction that includes problem based learning.
- Continued use of data to design instruction and plan for intervention and reteaching.
- Mentoring target populations through programs like Young Black Scholars.
- Increased articulation between core content teachers and RSP teachers to better address the needs of special education students
- Utilize the services of our English Learner Coordinator, Title I Coordinator, College and Career Coach, AVID tutors, Bilingual Teacher Assistant and Instructional Aide.
- Provide materials and funding for intervention during the school day, after school and on Saturdays.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

**PERFORMANCE GAPS**

On the LCFF Evaluation Rubric, we did not have any subgroups who were two or more performance levels below all students. However, in the section above we identified subgroups that have an achievement gap with our whole school.

**INCREASED OR IMPROVED SERVICES**

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Nobel Charter Middle School will increase or improve services for low-income students, English Learners and foster youth by:

- Improving our intervention by providing intervention on Saturdays for targeted students only
- Funding a full time Title I coordinator who will specifically address the needs of low-income students.
- Expanding our parent center and the services offered to the parents of targeted students.

**BUDGET SUMMARY**

Complete the table below. LEAs may include additional information or more detail, including graphics.

**DESCRIPTION**

**AMOUNT**

Total General Fund Budget Expenditures for LCAP Year

\$27,916,009

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$26,880,911

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Title I \$529,126  
Title I - Parent Involvement \$9,776  
Cafe Fd Cafe Wkrs \$496,196

\$2,088,763

Total Projected LCFF Revenues for LCAP Year

# Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

<b>Goal 1</b>	<b>100% Graduation</b>
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State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input checked="" type="checkbox"/> 7	<input checked="" type="checkbox"/> 8
COE	<input type="checkbox"/> 9	<input type="checkbox"/> 10						
LOCAL								

## ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

(1-D) Middle School Drop-out Rate (if applicable)			(1-D) Middle School Drop-out Rate (if applicable)		
All Students	Nobel Charter Middle School	.01%	All Students	Nobel Charter Middle School	0 SY 15 - 16
Low-Income Students	Nobel Charter Middle School	N/A	Low-Income Students	Nobel Charter Middle School	N/A SY 15 - 16
English Learners	Nobel Charter Middle School	N/A	English Learners	Nobel Charter Middle School	N/A SY 15 - 16
African American Students	Nobel Charter Middle School	0	African American Students	Nobel Charter Middle School	0 SY 15 - 16
Student w/Disabilities	Nobel Charter Middle School	N/A	Student w/Disabilities	Nobel Charter Middle School	N/A SY 15 - 16
Foster Youth	Nobel Charter Middle School	N/A	Foster Youth	Nobel Charter Middle School	N/A SY 15 - 16



## ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Actions/Services

PLANNED	ACTUAL
<p><b>Interventions</b></p> <ul style="list-style-type: none"><li>-Provide auxiliaries as needed to reduce class size in English Language Arts and Mathematics to provide effective tier one intervention.</li><li>-Implement the AVID program in grades seven and eight. Introduce to the sixth grade elective wheel an AVID-type exploratory and maintain an outreach to African-Americans, RFEPs, Latinos, low income and foster youth to increase participation in AVID. Increase to two sections at each grade if enrollment is available.</li><li>-Implement a peer tutoring program in Math and ELA.</li><li>-Develop an attendance incentive program for students.</li><li>-Implement a mentor program for students at risk not to culminate.</li><li>-Provide auxiliaries as needed to provide math intervention for struggling students during the school day as an elective course.</li><li>-Implement Accelerated Mathematics program to support development of mathematics fluency and conceptual development.</li><li>-Implement an after school Mathematics Intervention program for ten weeks for targeted students performing below grade level but who are not in the tier 2 intervention course.</li><li>-Provide auxiliaries as needed to provide reading intervention for struggling students during the school day as an elective course.</li><li>-Implement an after school Language Arts Intervention program for ten weeks for targeted students who are</li></ul>	<p><b>Interventions</b></p> <ul style="list-style-type: none"><li>-Provide auxiliaries as needed to reduce class size in English Language Arts and Mathematics to provide effective tier one intervention.</li><li>-Utilize strategies to increase diverse parent participation at parent education programs</li><li>-Implement the AVID program in grades seven and eight. Introduce to the sixth grade elective wheel an AVID-type exploratory and maintain an outreach to African-Americans, RFEPs, Latinos, low income and foster youth to increase participation in AVID. Increase to two sections at each grade if enrollment is available.</li><li>-Provide auxiliaries as needed to provide math intervention for struggling students during the school day as an elective course.</li><li>-Implement Accelerated Mathematics program to support development of mathematics fluency and conceptual development.</li><li>-Implement an after school Mathematics Intervention program for ten weeks for targeted students performing below grade level but who are not in the tier 2 intervention course.</li><li>-Provide auxiliaries as needed to provide reading intervention for struggling students during the school day as an elective course.</li><li>-Implement an after school Language Arts Intervention program for ten weeks for targeted students who are not in the tier 2 intervention course.</li><li>-Implement Accelerated Reader program to support development of life-long readers who read with fluency and comprehension.</li></ul>

	<p>not in the tier 2 intervention course.</p> <p>-Implement Accelerated Reader program to support development of life-long readers who read with fluency and comprehension.</p> <p>-Provide opportunities for ELA teachers to participate in on-site literacy expert support and peer coaching (Day-to-Day Substitutes for release time) to evaluate, plan, and refine research-based reading intervention strategies and activities to meet the individual literacy development needs of struggling students</p> <p>-Provide intervention for EL students after school in Mathematics to ensure mastery of the standards.</p>
<p><b>Expenditures</b></p>	<p><b>BUDGETED</b></p> <p>\$10,854,322 (General Fund School Program Program 13027) \$955,637 (Charter School Categorical Block Grant Program 13723) \$185,307 (Charter School Allocation in Lieu of EIA Program 13724)</p>
<p><b>Actions/Services</b></p>	<p><b>ESTIMATED ACTUAL</b></p> <p>\$11,281,719 (General Fund School Program Program 13027) \$994,280 (Charter School Categorical Block Grant Program 13723) \$204,029 (Charter School Allocation in Lieu of EIA Program 13724)</p>
	<p><b>ACTUAL</b></p> <p><b><u>Parent Engagement and Support</u></b></p> <p>Provide additional budget autonomy to schools to support the academic plan on each campus. School site receives targeted student population funds to support programs benefiting low-income, English learners or foster youth.</p> <p>-Provide a Community Representative to develop and implement programs for parents, including literacy and mathematics workshops to help parents support their children’s academic progress at home and serve as liaison to build a strong partnership between home and school with the goal of improving student attendance and academic achievement.</p> <p>-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</p>



compensating faculty members to provide workshops for parents on Common Core State Standards.

-Provide professional development for teachers on how to engage parents, increase parent involvement and improve and increase communication with parents through the use of Engrade Pro and the school website.

-Institutionalize the use of the district's interpretation services and provide translated correspondence for parents in Spanish.

-Utilize strategies to increase diverse parent participation at parent education programs

compensating faculty members to provide workshops for parents on Common Core State Standards.

-Provide professional development for teachers on how to engage parents, increase parent involvement and improve and increase communication with parents through the use of Engrade Pro and the school website.

-Institutionalize the use of the district's interpretation services and provide translated correspondence for parents in Spanish.

-Utilize strategies to increase diverse parent participation at parent education programs

**Expenditures**

**BUDGETED**

\$35,850 (Targeted Student Population Program 10400), \$7318 (Targeted School Population Program 10405), \$12,000 (Charter Block Grant 13723), \$2000-IMA (Charter Block Grant 3723)

**ESTIMATED ACTUAL**

\$35,850 (Targeted Student Population Program 10400), \$7318 (Targeted School Population Program 10405), \$12,000 (Charter Block Grant 13723), \$2000-IMA (Charter Block Grant 3723)

**ANALYSIS**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We were very successful in implementing our parent engagement program, implementing Engrade Pro to increase parent-teacher communication, and in adding targeted intervention after school for mathematics and English Language Arts. Our AVID program continues to grow as more teachers get trained in the strategies and more students are participating in the program. We failed to follow through on our commitment to creating a mentoring program for at-risk students, peer tutoring, and an attendance incentive program.

Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.

Our goal of reducing the middle school drop out rate was met as the number students who were identified as middle school dropouts reduced from five students in 2014-15 to two students in 2105-16.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Differences between budgeted expenditures and estimated actual expenditures are the result of carryover funds that were primarily generated from unused salaries and sub days. These carryover funds were not addressed in the previous LCAP. The carryover funds were used to purchase additional positions including a librarian and technology coordinator and to fully fund a school nurse and financial

manager. The actions or services that were not implemented were free or of negligible cost.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

All foster youth will be identified so that the counseling staff can provide greater support and intervention. The counseling staff now meets in person with parents of at-risk students to review their Individualized Graduation Plans. Peer tutors will be identified through the elective selection process to ensure that the peer tutors are in place at the beginning of the school year. A new committee, Campus Culture and Climate, has been added to our Charter Council subcommittees. A more defined attendance incentive program with monthly raffles will be put into place, advertised and carried out. Saturday school will be added to our available interventions which will target Title I students in our first year. A Title I coordinator will be funded to support this intervention.

# Goal 2

## Proficiency for All

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

#### ACTUAL

(2-A) Smart Balanced Assessment Consortium (SBAC) Assessment English Language Arts Proficiency Rate			(2-A) Smart Balanced Assessment Consortium (SBAC) Assessment English Language Arts Proficiency Rate		
All Students	Nobel Charter Middle School	<b>67%</b>	All Students	Nobel Charter Middle School	<b>72% SY 15-16</b>
Reclassified Fluent English Proficient Students (RFEP)	Nobel Charter Middle School	<b>61%</b>	Reclassified Fluent English Proficient Students (RFEP)	Nobel Charter Middle School	<b>68% SY 15-16</b>
English Learners	Nobel Charter Middle School	<b>6%</b>	English Learners	Nobel Charter Middle School	<b>7% SY 15-16</b>
Foster Youth	Nobel Charter Middle School	<b>32%</b>	Foster Youth	Nobel Charter Middle School	<b>14% SY 15-16</b>
Low-Income Students	Nobel Charter Middle School	<b>58%</b>	Low-Income Students	Nobel Charter Middle School	<b>66% SY 15-16</b>
Latino Students	Nobel Charter Middle School	<b>57%</b>	Latino Students	Nobel Charter Middle School	<b>62% SY 15-16</b>
African-American Students	Nobel Charter Middle School	<b>54%</b>	African-American Students	Nobel Charter Middle School	<b>64% SY 15-16</b>
Students with Disabilities	Nobel Charter	<b>21%</b>	Students with Disabilities	Nobel Charter	<b>25% SY 15-16</b>

**(2-B) Smart Balanced Assessment Consortium (SBAC) Assessment  
Mathematics Proficiency Rate**

All Students	Nobel Charter Middle School	<b>58%</b>
Reclassified Fluent English Proficient Students (RFEP)	Nobel Charter Middle School	<b>56%</b>
English Learners	Nobel Charter Middle School	<b>10%</b>
Foster Youth	Nobel Charter Middle School	<b>31%</b>
Low-Income Students	Nobel Charter Middle School	<b>50%</b>
Latino Students	Nobel Charter Middle School	<b>45%</b>
African-American Students	Nobel Charter Middle School	<b>43%</b>
Students with Disabilities	Nobel Charter Middle School	<b>15%</b>

**(2-F) English Learner Reclassification Rate**

English Learners	Nobel Charter Middle School	<b>22%</b>
English Learners – Less than 5 Years	Nobel Charter Middle School	<b>TBD</b>

**(2-B) Smart Balanced Assessment Consortium (SBAC) Assessment  
Mathematics Proficiency Rate**

All Students	Nobel Charter Middle School	<b>61%</b>	<b>SY 15-16</b>
Reclassified Fluent English Proficient Students (RFEP)	Nobel Charter Middle School	<b>57%</b>	<b>SY 15-16</b>
English Learners	Nobel Charter Middle School	<b>6%</b>	<b>SY 15-16</b>
Foster Youth	Nobel Charter Middle School	<b>29%</b>	<b>SY 15-16</b>
Low-Income Students	Nobel Charter Middle School	<b>52%</b>	<b>SY 15-16</b>
Latino Students	Nobel Charter Middle School	<b>48%</b>	<b>SY 15-16</b>
African-American Students	Nobel Charter Middle School	<b>50%</b>	<b>SY 15-16</b>
Students with Disabilities	Nobel Charter Middle School	<b>19%</b>	<b>SY 15-16</b>

**(2-F) English Learner Reclassification Rate**

English Learners	Nobel Charter Middle School	<b>35%</b>	<b>SY 15-16</b>
English Learners – Less than 5 Years	Nobel Charter Middle School	<b>38%</b>	<b>SY 15-16</b>

English Learners – More than 5 Years	Nobel Charter Middle School	<b>TBD</b>
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**(2-G) Rate of English Learners Making Annual Progress on California English Language Development Test (CELDT) - (AMAO1)**

English Learners	Nobel Charter Middle School	<b>74%</b>
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**(2-H) Rate of English Learners who have not reclassified in 5 years (LTEL)**

Long Term English Learners	Nobel Charter Middle School	<b>55%</b>
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English Learners – More than 5 Years	Nobel Charter Middle School	<b>32% SY 15-16</b>
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**(2-G) Rate of English Learners Making Annual Progress on California English Language Development Test (CELDT) - (AMAO1)**

English Learners	Nobel Charter Middle School	<b>44% SY 15-16</b>
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**(2-H) Rate of English Learners who have not reclassified in 5 years (LTEL)**

Long Term English Learners	Nobel Charter Middle School	<b>52% SY 15-16</b>
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## ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Actions/Services

PLANNED	ACTUAL
<p><b>See LAUSD LCAP.</b></p> <p>The District has allocated the following general fund staffing and resources to the school, based on the school's enrollment and/or other factors, necessary for administering and implementing the school's core educational programs and services as well as operating the school:</p> <ul style="list-style-type: none"><li>• Principal (1 FTE)</li><li>• Asst. Prin., SCS (1 FTE)</li><li>• Asst. Prin., Sec. (3 FTE)</li><li>• Teachers (43 FTEs)</li><li>• Counselors (4 FTE)</li><li>• School Administrative Assistant (1 FTE)</li><li>• Senior Office Technician (2 FTE)</li><li>• Office Technician (3 FTE)</li><li>• Itinerant Nurse (.20 FTE)</li><li>• Itinerant Psychologist (.08 FTE)</li><li>• Itinerant Physical Education Teacher (.39 FTE)</li><li>• Day to Day Substitutes</li><li>• Temporary Personnel</li><li>• Clerical Substitutes</li><li>• General Supplies</li><li>• Instructional Materials (IMA) (some IMA expenditures of total allocation are included separately in Implementation of State Standards – English Language Arts below)</li><li>• Campus Aides</li><li>• Cafeteria Workers</li><li>• Reasonable Accommodations Assistant</li></ul> <p>The District has allocated the following staffing and resources to the school necessary for administering and implementing the school's core educational programs and services for students with disabilities:</p> <ul style="list-style-type: none"><li>• Resource Specialist Teacher (4FTE)</li><li>• Substitute coverage for teachers to attend IEP</li></ul>	<p><b>See LAUSD LCAP.</b></p> <p>The District has allocated the following general fund staffing and resources to the school, based on the school's enrollment and/or other factors, necessary for administering and implementing the school's core educational programs and services as well as operating the school:</p> <ul style="list-style-type: none"><li>• Principal (1 FTE)</li><li>• Asst. Prin., SCS (1 FTE)</li><li>• Asst. Prin., Sec. (3 FTE)</li><li>• Teachers (43 FTEs)</li><li>• Counselors (4 FTE)</li><li>• School Administrative Assistant (1 FTE)</li><li>• Senior Office Technician (2 FTE)</li><li>• Office Technician (3 FTE)</li><li>• Itinerant Nurse (.20 FTE)</li><li>• Itinerant Psychologist (.08 FTE)</li><li>• Itinerant Physical Education Teacher (.39 FTE)</li><li>• Day to Day Substitutes</li><li>• Temporary Personnel</li><li>• Clerical Substitutes</li><li>• General Supplies</li><li>• Instructional Materials (IMA) (some IMA expenditures of total allocation are included separately in Implementation of State Standards – English Language Arts below)</li><li>• Campus Aides</li><li>• Cafeteria Workers</li><li>• Reasonable Accommodations Assistant</li></ul> <p>The District has allocated the following staffing and resources to the school necessary for administering and implementing the school's core educational programs and services for students with disabilities:</p> <ul style="list-style-type: none"><li>• Resource Specialist Teacher (4FTE)</li><li>• Substitute coverage for teachers to attend IEP meetings</li></ul>

- meetings
- Special Day Teachers (3 FTE)
- Special Education Assistants (11)
- Special Day Class IMA

- Special Day Teachers (3 FTE)
- Special Education Assistants (11)
- Special Day Class IMA

**Expenditures**

**BUDGETED**

\$10,854,322 (Program 13027 -General Fund), \$79,381 Itin. Nurse (.80 FTE), (Program 13027-General Fund Carryover), \$46,669 (Campus Aides-Spec Progs Program 11673), \$72,962 (Reas. Accom. Program 11375), \$31,862 (Operations-Sch-Pos Program 11694), \$538,465 (Cafe Fd-Cafe Wkrs Program 17025), \$457,841 (SPED Resource Specialist Prog Program 12002), \$313,051 (SPED Special Day Prog Program 12005), \$468,671 (SPED Assistants Program 12215), \$9563 (Day to Day Subs. SPED Scholl Alloc-Compliance Program 12817)

**ESTIMATED ACTUAL**

\$10,854,322 (Program 13027 -General Fund), \$79,381 Itin. Nurse (.80 FTE), (Program 13027-General Fund Carryover), \$46,669 (Campus Aides-Spec Progs Program 11673), \$72,962 (Reas. Accom. Program 11375), \$31,862 (Operations-Sch-Pos Program 11694), \$538,465 (Cafe Fd-Cafe Wkrs Program 17025), \$457,841 (SPED Resource Specialist Prog Program 12002), \$313,051 (SPED Special Day Prog Program 12005), \$468,671 (SPED Assistants Program 12215), \$9563 (Day to Day Subs. SPED Scholl Alloc-Compliance Program 12817)

**Actions/Services**

**PLANNED**

The school will:

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

**ACTUAL**

- Provide professional development opportunities to
  - Attend training (PD Teacher X/Z) on Common Core implementation strategies for English language arts lesson design and delivery, with a focus on informational text comprehension
- Implement Accelerated Reader program to support development of life-long readers who read with fluency and comprehension.
- Provide auxiliaries as needed to provide reading intervention for struggling students during the school day as an elective course.
- Implement a ten-week after school Language Arts Intervention program for targeted students performing below grade level who are not enrolled in the tier 2 intervention course.
- Reduce class size by purchasing an additional 7 core content teachers.
- Implement the AVID program in grades 7 and 8 and include an AVID-like introductory course in

	<p>guided reading and literature circle instructional activities.</p> <ul style="list-style-type: none"> <li>• Provide auxiliaries as needed to provide reading intervention for struggling students during the school day as an elective course.</li> <li>• Implement a ten-week after school Language Arts Intervention program for targeted students performing below grade level who are not enrolled in the tier 2 intervention course.</li> <li>• Reduce class size by purchasing an additional 7 core content teachers.</li> <li>• Implement the AVID program in grades 7 and 8 and include an AVID-like introductory course in the sixth grade elective wheel.</li> </ul>
<p><b>Expenditures</b></p>	<p>the sixth grade elective wheel.</p>
<p><b>Actions/Services</b></p>	

**BUDGETED**

\$10,854,322 (General Fund School Program Program 13027), \$955,637 (Charter School Categorical Block Grant Program 13723), \$185,307 (Charter School Allocation in Lieu of EIA Program 13724)

**ESTIMATED ACTUAL**

\$11,281,719 (General Fund School Program Program 13027), \$994,280 (Charter School Categorical Block Grant Program 13723), \$204,029 (Charter School Allocation in Lieu of EIA Program 13724)

**PLANNED**

- Provide professional development opportunities for teachers to:
  - Attend training (PD Teacher X/Z) on Common Core implementation strategies for mathematics lesson design and delivery, with a focus on problem-solving and real-world applications.
  - Participate in on-site peer planning and coaching (Day-to-Day Substitutes for release time) to evaluate, plan, and refine research-based problem-solving strategies and activities,
- Provide auxiliaries as needed to provide math intervention for struggling students during the school day as an elective course.
- Implement the AVID program in grades 7 and 8 and include an AVID-like introductory course in the sixth grade elective wheel.

**ACTUAL**

- Provide professional development opportunities for teachers to:
  - Attend training (PD Teacher X/Z) on Common Core implementation strategies for mathematics lesson design and delivery, with a focus on problem-solving and real-world applications.
- Provide auxiliaries as needed to provide math intervention for struggling students during the school day as an elective course.
- Implement the AVID program in grades 7 and 8 and include an AVID-like introductory course in the sixth grade elective wheel.
- Implement Accelerated Mathematics program to support development of mathematics fluency and conceptual development.
- Implement a ten-week after school Mathematics Intervention program for students performing



	<ul style="list-style-type: none"> <li>• Include a peer tutoring program in Math in our after school tutoring and clubs program staffed by a certificated teacher paid their hourly rate.</li> <li>• Implement Accelerated Mathematics program to support development of mathematics fluency and conceptual development.</li> </ul> <p>•Implement a ten-week after school Mathematics Intervention program for students performing below grade level who are not in the tier 2 intervention course.</p> <p>•Reduce class size by purchasing an additional 7 core content teachers.</p>	<p>below grade level who are not in the tier 2 intervention course.</p> <ul style="list-style-type: none"> <li>• Reduce class size by purchasing an additional 7 core content teachers.</li> </ul>
<b>Expenditures</b>	<p><b>BUDGETED</b></p> <p>\$10,854,322 (General Fund School Program Program 13027), \$955,637 (Charter School Categorical Block Grant Program 13723), \$185,307 (Charter School Allocation in Lieu of EIA Program 13724)</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>\$11,281,719 (General Fund School Program Program 13027), \$994,280 (Charter School Categorical Block Grant Program 13723), \$204,029 (Charter School Allocation in Lieu of EIA Program 13724)</p>
<b>Actions/Services</b>	<p><b>PLANNED</b></p> <p>For English Learners, the school will:</p> <p>Provide all English Learners with a need-appropriate individual English/primary language dictionary to support access to core curriculum, as provided in the charter.</p>	<p><b>ACTUAL</b></p> <p>For English Learners, the school will:</p> <p>Provide all English Learners with a need-appropriate individual English/primary language dictionary to support access to core curriculum, as provided in the charter.</p>
<b>Expenditures</b>	<p><b>BUDGETED</b></p> <p>\$157 IMA (Charter School Allocation in Lieu of EIA Program 13724)</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>\$157 IMA (Charter School Allocation in Lieu of EIA Program 13724)</p>
<b>Actions/Services</b>	<p><b>PLANNED</b></p> <p>For English learners, the school will:</p> <ul style="list-style-type: none"> <li>• Provide professional development opportunities for teachers of English Learners to: <ul style="list-style-type: none"> <li>◦ Attend training (PD Teacher X/Z) on ELD</li> </ul> </li> </ul>	<p><b>ACTUAL</b></p> <p>For English learners, the school will:</p> <ul style="list-style-type: none"> <li>• Provide professional development opportunities for teachers of English Learners to: <ul style="list-style-type: none"> <li>◦ Attend training (PD Teacher X/Z) on ELD</li> </ul> </li> </ul>

lesson design and instructional strategies for English language acquisition and access to core instruction focused on CCSS standards

- o Participate in on-site peer coaching (Day-to-Day Substitutes for release time) to evaluate student progress and plan research-based English language acquisition intervention program to meet the needs of struggling EL students

- Provide after school tutoring for English Learners to support access to the core curriculum.
- A categorical program advisor will provide support for English Learners to ensure proper placement, engage in progress monitoring, meet with students and parents, and provide professional development for teachers on ELD strategies
- A bilingual teacher assistant will provide primary language support for English Learners in the core content classes.
- A teacher assistant will provide support in mathematics classes for English Learners.
- A bilingual office technician will be available to provide interpretation and translation for parents as well as support maintaining records for English Learners.
- Include a peer tutoring program in Math in our after school tutoring and clubs program staffed by a certificated teacher paid their hourly rate.

lesson design and instructional strategies for English language acquisition and access to core instruction focused on CCSS standards

- Provide after school tutoring for English Learners to support access to the core curriculum.
- A categorical program advisor will provide support for English Learners to ensure proper placement, engage in progress monitoring, meet with students and parents, and provide professional development for teachers on ELD strategies
- A bilingual teacher assistant will provide primary language support for English Learners in the core content classes.
- A teacher assistant will provide support in mathematics classes for English Learners.
- A bilingual office technician will be available to provide interpretation and translation for parents as well as support maintaining records for English Learners.

**BUDGETED**

\$4588- Tutor X-time (Charter School Allocation in Lieu of EIA Program 13724), \$491 Coord. Diff (Charter School Allocation in Lieu of EIA Program 13724), \$23,990 Tchr Asst Salaries (Charter School Allocation in Lieu of EIA Program 13724), \$64,516 Office Technician (Charter School Allocation in Lieu of EIA Program 13724)

**ESTIMATED ACTUAL**

\$4588- Tutor X-time (Charter School Allocation in Lieu of EIA Program 13724), \$491 Coord. Diff (Charter School Allocation in Lieu of EIA Program 13724), \$23,990 Tchr Asst Salaries (Charter School Allocation in Lieu of EIA Program 13724), \$64,516 Office Technician (Charter School Allocation in Lieu of EIA Program 13724)

**Expenditures**

**ANALYSIS**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>Our school was very successful in the implementation of the actions and services articulated for this goal. All of the actions and services were implemented with one exception, teacher release time to access expert support and peer coaching.</p>
<p>Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.</p>	<p>We have been very successful in addressing most of the measurable outcomes for this goal, exceeding expectations on the SBAC summative assessments for all subgroups except for Foster Youth on the ELA assessment and English Learners on the mathematics assessments. We also exceeded our reclassification goals for English Learners. We do need to continue to focus on the needs of our Long-Term English Learners as we saw a decline in the number of students making progress on the CELDT in the 2015-2016 school year.</p>
<p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p>	<p>Differences between budgeted expenditures and estimated actual expenditures are the result of carryover funds that were primarily generated from unused salaries and sub days. These carryover funds were not addressed in the previous LCAP. Additional positions were purchased utilizing these carryover fund including a librarian, technology coordinator, and fully funding the nurse and school financial manager. The costs of the actions that were not implemented were negligible or free such as a peer tutoring program.</p>
<p>Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.</p>	<p>Saturday school will be added to our available interventions which will target Title I students in our first year. A Title I coordinator will be funded to support this intervention. A college and career coach provided to Title I schools will work with the Title I coordinator to develop interventions and monitor and support targeted students. Professional development that addresses the needs of students who are both English Learners and in the special education program will be provided for core content teachers and special education teachers. Well defined professional development on Culturally and Linguistically Responsive Education will be provided on an ongoing basis. Opportunities to develop lesson plans to address the needs of long term English Learners and to develop lesson plans that address CLR will be provided during the paid work day and on pupil free days.</p>

# Goal 3

## 100% Attendance

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

#### ACTUAL

<b>(3-A) The percent of students attending 173-180 days each school year (96% attendance rate)</b>			<b>(3-A) The percent of students attending 173-180 days each school year (96% attendance rate)</b>		
All Students	Nobel Charter Middle School	<b>90%</b>	All Students	Nobel Charter Middle School	<b>88% SY 15-16</b>
Low-Income Students	Nobel Charter Middle School	<b>88%</b>	Low-Income Students	Nobel Charter Middle School	<b>88% SY 15-16</b>
English Learners	Nobel Charter Middle School	<b>77%</b>	English Learners	Nobel Charter Middle School	<b>64% SY 15-16</b>
Foster Youth	Nobel Charter Middle School	<b>73%</b>	Foster Youth	Nobel Charter Middle School	<b>57% SY 15-16</b>
African-American Students	Nobel Charter Middle School	<b>87%</b>	African-American Students	Nobel Charter Middle School	<b>81% SY 15-16</b>
Students with Disabilities	Nobel Charter Middle School	<b>89%</b>	Students with Disabilities	Nobel Charter Middle School	<b>76% SY 15-16</b>
<b>(3-B) Percentage rate of Students Missing 16 days or more each school year</b>			<b>(3-B) Percentage rate of Students Missing 16 days or more each school year</b>		
All Students	Nobel Charter Middle School	<b>3%</b>	All Students	Nobel Charter Middle School	<b>3% SY 15-16</b>

Low-Income Students	Nobel Charter Middle School	4%	Low-Income Students	Nobel Charter Middle School	9% SY 15-16
English Learners	Nobel Charter Middle School	5%	English Learners	Nobel Charter Middle School	12% SY 15-16
Foster Youth	Nobel Charter Middle School	9%	Foster Youth	Nobel Charter Middle School	14% SY 15--16
African-American Students	Nobel Charter Middle School	5%	African-American Students	Nobel Charter Middle School	6% SY 15-16
Students with Disabilities	Nobel Charter Middle School	5%	Students with Disabilities	Nobel Charter Middle School	9% SY 15-16

**ACTIONS / SERVICES**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

<p><b>Actions/Services</b></p>	<p><b>PLANNED</b></p> <p><b>See LAUSD LCAP.</b></p> <p>Additionally, the school will:</p> <p>Promote and strengthen the home-school partnership through programs and activities implemented by the Community Rep.</p>	<p><b>ACTUAL</b></p> <p><b>See LAUSD LCAP.</b></p> <p>Additionally, the school will:</p> <p>Promote and strengthen the home-school partnership through programs and activities implemented by the Community Rep.</p>
<p><b>Expenditures</b></p>	<p><b>BUDGETED</b></p> <p>See LAUSD LCAP. \$7318 (Targeted School Population Program 10405), \$6123 Community Rep. (Charter Block Grant Program 13723)</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>See LAUSD LCAP. \$7318 (Targeted School Population Program 10405), \$6123 Community Rep. (Charter Block Grant Program 13723)</p>
<p><b>Actions/Services</b></p>	<p><b>PLANNED</b></p> <p>Implement school attendance policy and incentive program.</p>	<p><b>ACTUAL</b></p> <p>Implement school attendance policy and incentive program.</p>
<p><b>Expenditures</b></p>	<p><b>BUDGETED</b></p> <p>\$1000 General Supplies (Charter Block Grant Program 13723)</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>\$0 General Supplies (Charter Block Grant Program 13723)</p>
<p><b>Actions/Services</b></p>	<p><b>PLANNED</b></p> <p><b>See LAUSD LCAP.</b></p> <p><b><u>Targeted Supports to Increase Student Engagement at campuses of highest need</u></b></p> <p>Resources provided to school sites to receive clerical support, registration time, custodial, maintenance, nurses, psychologists and additional support personnel</p>	<p><b>ACTUAL</b></p> <p><b>See LAUSD LCAP.</b></p> <p><b><u>Targeted Supports to Increase Student Engagement at campuses of highest need</u></b></p> <p>Resources provided to school sites to receive clerical support, registration time, custodial, maintenance, nurses, psychologists and additional support personnel</p>
<p><b>Expenditures</b></p>	<p><b>BUDGETED</b></p> <p>See LAUSD LCAP</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>See LAUSD LCAP</p>

**ANALYSIS**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We have moved forward in creating a very successful Parent Center and increasing home school communication. Our attendance policy is in its third year. We did not get a new attendance incentive program in place.

Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.

Our attendance declined by two percent for all students and all of our sub groups saw declines in their attendance rate from the 2014-15 school year to the 2015-16 school year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was not a material difference in the budgeted and estimated expenditures for this goal. \$1000 was budgeted for the attendance incentive policy.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

A new committee, Campus Culture and Climate has been added to our Charter Council subcommittees to address student concerns about climate and safety to increase motivation to attend. A better defined attendance incentive program with monthly raffles will be put into place. Our parent center and administrator responsible for parent engagement will conduct workshops on attendance for parents.

# Goal 4

## Parent, Community, and Student Engagement

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

#### ACTUAL

EXPECTED			ACTUAL		
<b>(4-A) Percentage of students who feel a part of their school (question on School Experience Survey)</b>			<b>(4-A) Percentage of students who feel a part of their school (question on School Experience Survey)</b>		
All Students	Nobel Charter Middle School	82%	All Students	Nobel Charter Middle School	71% SY 15-16
<b>(4-B) Percentage of parents completing the School Experience Survey annually</b>			<b>(4-B) Percentage of parents completing the School Experience Survey annually</b>		
All Parents	Nobel Charter Middle School	53%	All Parents	Nobel Charter Middle School	70% SY 15-16
<b>(4-C) Percentage of parents trained on academic initiatives by providing a minimum of four workshops at each school annually</b>			<b>(4-C) Percentage of parents trained on academic initiatives by providing a minimum of four workshops at each school annually</b>		
All Parents	Nobel Charter Middle School	55%	All Parents	Nobel Charter Middle School	15% SY 15-16
<b>(4-D) Percentage of parents that state that our parent center or community rep provides resources (information, classes, etc.) useful to help me support my child's learning"</b>			<b>(4-D) Percentage of parents that state that our parent center or community rep provides resources (information, classes, etc.) useful to help me support my child's learning"</b>		
All Parents	Nobel Charter Middle School	43%	All Parents	Nobel Charter Middle School	90% SY 15-16



**ACTIONS / SERVICES**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

<p><b>Actions/Services</b></p>	<p><b>PLANNED</b></p> <p><b>See LAUSD LCAP.</b></p> <p><u>Parent and Family Involvement:</u></p> <p>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.</p> <p>(3) The school provides me with information (verbal and written) I can understand.</p> <p>(4) School staff takes my concerns seriously.</p> <p>(5) This school provides opportunities to help me support my child's learning.</p>	<p><b>ACTUAL</b></p> <p><b>See LAUSD LCAP.</b></p> <p><u>Parent and Family Involvement:</u></p> <p>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.</p> <p>(3) The school provides me with information (verbal and written) I can understand.</p> <p>(4) School staff takes my concerns seriously.</p> <p>(5) This school provides opportunities to help me support my child's learning.</p>
	<p><b>Expenditures</b></p>	<p><b>BUDGETED</b></p> <p>See LAUSD LCAP</p>
<p><b>Actions/Services</b></p>	<p><b>PLANNED</b></p> <p>Additionally the school will:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> </ul>	<p><b>ACTUAL</b></p> <ul style="list-style-type: none"> <li>• Provide a Community Representative to develop and implement programs for parents to help support their children's academic progress at home and serve as liaison to build a strong partnership between home and school</li> <li>• 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.</li> </ul>

<p>faculty members to provide workshops for parents on Common Core State Standards.</p> <ul style="list-style-type: none"> <li>• Provide professional development for teachers on how to engage parents, increase parent involvement and improve and increase communication with parents through the use of Engrade Pro and the school website.</li> <li>• Institutionalize the use of the district's interpretation services and provide translated correspondence for parents in Spanish.</li> <li>• Utilize strategies to increase diverse parent participation at parent education programs.</li> </ul> <p>Plan social and community oriented events on campus to increase interaction between faculty and parents, such as movie nights and clean-up days.</p>	<ul style="list-style-type: none"> <li>• Provide professional development for teachers on how to engage parents, increase parent involvement and improve and increase communication with parents through the use of Engrade Pro and the school website.</li> <li>• Increased use of the district's interpretation services and provide translated correspondence for parents in Spanish.</li> <li>• Utilize strategies to increase diverse parent participation at parent education programs.</li> </ul>
<p><b>BUDGETED</b></p> <p>\$ 7318 Community Rep (TSP Parental Engagement Program 10405), \$12,000 Contr. Instrl Svc (Charter Allocation in Lieu of EIA Program 13724), \$2000 General Supplies (Charter School Block Grant Program 13723)</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>\$ 7318 Community Rep (TSP Parental Engagement Program 10405), \$12,000 " Contr. Instrl Svc (Charter Allocation in Lieu of EIA Program 13724), \$2000 General Supplies (Charter School Block Grant Program 13723)</p>

**Expenditures**

**ANALYSIS**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Our parent workshops on district initiatives are fully implemented and our parent center director has offered a full calendar of parent workshops. Parent participation at these workshops and the Parent Institute remain high. Communication in the student's home language has increased through the use of translated communication and the use of the district interpretation services though this is not yet institutionalized. Teachers have been fully trained in using tools such as the school website and Engrade Pro to increase parent communication and more than 80% of our teachers are using these resources at varying degrees.

Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.

We have exceeded the targets set for this goal in two of four annual measurable goals. We increased our parent participation on the school experience survey by 17% from 51% participation to 70% participation. We also increased the number of parents who reported that the "parent center provides

resources useful to help me support my child's learning" from 39% to 90%. While we have increased parent participation in workshops on district initiatives, we are still striving to reach the 55% participation goal. Finally, the number of students who reported that they feel like they belong at our school increased by 4% to 71%, but was short of our target of 82%.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between the budgeted and actual expenditure for this goal.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Professional development on Culturally and Linguistically Responsive Education will continue to be provided to teachers to increase student and parent engagement. A Campus Culture and Climate committee has been added to our Charter Council subcommittees to address student engagement. Students will be surveyed to determine the source of their concerns regarding the school climate and safety.

# Goal 5

## Ensure School Safety

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

<b>(5-A) Single Student Suspension Rate</b>		
All Students	Nobel Charter Middle School	<b>0%</b>
<b>(5-B) Number of Instructional Days Lost to Suspension</b>		
All Students	Nobel Charter Middle School	<b>0</b>
<b>(5-C) Expulsion Rate</b>		
All Students	Nobel Charter Middle School	<b>0</b>
<b>(5-D) Percentage of students who feel safe on school grounds</b>		
All Students	Nobel Charter Middle School	<b>88%</b>

#### ACTUAL

<b>(5-A) Single Student Suspension Rate</b>		
All Students	Nobel Charter Middle School	<b>0%</b>
<b>(5-B) Number of Instructional Days Lost to Suspension</b>		
All Students	Nobel Charter Middle School	<b>0</b>
<b>(5-C) Expulsion Rate</b>		
All Students	Nobel Charter Middle School	<b>0</b>
<b>(5-D) Percentage of students who feel safe on school grounds</b>		
All Students	Nobel Charter Middle School	<b>79% SY 15-16</b>

**ACTIONS / SERVICES**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

<p><b>Actions/Services</b></p>	<p><b>PLANNED</b></p> <p><b>See LAUSD LCAP.</b></p> <p><b>NOTE: The District LCAP provides most of the relevant information for Section 2 of this LCAP. As an LAUSD affiliated charter school, the school receives from the District many of the resources necessary to operate the school, including “services” as the term is defined in the LCAP regulations. Section 2 of the District LCAP therefore is incorporated by reference herein; this section of the school’s LCAP directly addresses only those actions and services corresponding to funds allocated to and budgeted by the school as a District affiliated charter school.</b></p> <p>Additionally, the school will:</p> <ul style="list-style-type: none"> <li>• implement a character development program: Character Counts.</li> <li>• survey all students to determine their specific concerns and develop programs to address those concerns</li> </ul>	<p><b>ACTUAL</b></p> <p><b>See LAUSD LCAP.</b></p> <p><b>NOTE: The District LCAP provides most of the relevant information for Section 2 of this LCAP. As an LAUSD affiliated charter school, the school receives from the District many of the resources necessary to operate the school, including “services” as the term is defined in the LCAP regulations. Section 2 of the District LCAP therefore is incorporated by reference herein; this section of the school’s LCAP directly addresses only those actions and services corresponding to funds allocated to and budgeted by the school as a District affiliated charter school.</b></p>
<p><b>Expenditures</b></p>	<p><b>BUDGETED</b></p> <p>\$1500 Staff Conference Attendance (General Fund Program 13027) \$2000 IMA (General Fund Program 13027)</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>\$0</p>
<p><b>Actions/Services</b></p>	<p><b>PLANNED</b></p> <p>Campus Aide – Provide a safe environment for youth</p>	<p><b>ACTUAL</b></p> <p>Campus Aide – Provide a safe environment for youth</p>
<p><b>Expenditures</b></p>	<p><b>BUDGETED</b></p> <p>\$46,669 (Campus Aides-Spec Progs Program 11673)</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>\$46,669 (Campus Aides-Spec Progs Program 11673)</p>
<p><b>Actions/Services</b></p>	<p><b>PLANNED</b></p>	<p><b>ACTUAL</b></p>

**Targeted Supports for School Climate/Safety –  
Please see LAUSD LCAP.**

**Targeted Supports for School Climate/Safety –  
Please see LAUSD LCAP.**

**Expenditures**

**BUDGETED**

See LAUSD LCAP

**ESTIMATED ACTUAL**

See LAUSD LCAP

**ANALYSIS**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We have increased our campus security, hiring additional noontime and supervision aides.

Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.

We did not meet our goal of 88% of students reporting that they feel safe on campus. We saw a one percent increase on this response from 78% to 79%. The Character Counts program and student survey were not implemented.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The difference in budgeted and actual expenditures is due to the failure to implement the Character Counts program.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

A Campus Culture and Climate subcommittee was established during the charter petition renewal process. A student survey is now in draft form and a plan to conduct the survey is in process.

# Goal 6

## Provide for Basic Services

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

#### ACTUAL

<b>(6-A) Percentage of teachers that are appropriately credentialed for the students they are assigned to teach</b>			<b>(6-A) Percentage of teachers that are appropriately credentialed for the students they are assigned to teach</b>		
All Students	Nobel Charter Middle School	<b>100% Compliant</b>	All Students	Nobel Charter Middle School	<b>100% Compliant</b>
<b>(6-B) Percentage of Teachers completing the Teacher Growth and Development Cycle (TGDC)</b>			<b>(6-B) Percentage of Teachers completing the Teacher Growth and Development Cycle (TGDC)</b>		
All On-Roster Teachers	Nobel Charter Middle School	<b>20%</b>	All On-Roster Teachers	Nobel Charter Middle School	<b>20%</b>
<b>(6-C) Percentage of school-based staff attending 96% or above</b>			<b>(6-C) Percentage of school-based staff attending 96% or above</b>		
All Employees	Nobel Charter Middle School	<b>78%</b>	All Employees	Nobel Charter Middle School	<b>66% SY 15-16</b>
<b>(6-D) Percentage of schools providing students with standards based instructional materials by meeting Williams Act requirements</b>			<b>(6-D) Percentage of schools providing students with standards based instructional materials by meeting Williams Act requirements</b>		
All Students	Nobel Charter Middle School	<b>100%</b>	All Students	Nobel Charter Middle School	<b>100%</b>
<b>(6-E) Percentage of facilities that are in good repair</b>			<b>(6-E) Percentage of facilities that are in good repair</b>		

All Students

Nobel Charter  
Middle School

**99%**

All Students

Nobel Charter  
Middle School

**99%**



**ACTIONS / SERVICES**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

<p><b>Actions/Services</b></p>	<p><b>PLANNED</b></p> <p><b>See LAUSD LCAP.</b></p> <p><b>NOTE: The District LCAP provides most of the relevant information for Section 2 of this LCAP. As an LAUSD affiliated charter school, the school receives from the District many of the resources necessary to operate the school, including “services” as the term is defined in the LCAP regulations. Section 2 of the District LCAP therefore is incorporated by reference herein; this section of the school’s LCAP directly addresses only those actions and services corresponding to funds allocated to and budgeted by the school as a District affiliated charter school.</b></p>	<p><b>ACTUAL</b></p> <p><b>See LAUSD LCAP.</b></p> <p><b>NOTE: The District LCAP provides most of the relevant information for Section 2 of this LCAP. As an LAUSD affiliated charter school, the school receives from the District many of the resources necessary to operate the school, including “services” as the term is defined in the LCAP regulations. Section 2 of the District LCAP therefore is incorporated by reference herein; this section of the school’s LCAP directly addresses only those actions and services corresponding to funds allocated to and budgeted by the school as a District affiliated charter school.</b></p>
<p><b>Expenditures</b></p>	<p><b>BUDGETED</b></p> <p>See LAUSD LCAP</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>See LAUSD LCAP</p>
<p><b>Actions/Services</b></p>	<p><b>PLANNED</b></p> <p><b>See LAUSD LCAP.</b></p> <p>The District has allocated the following general fund staffing and resources to the school, based on the school’s enrollment and/or other factors, for purposes of maintaining and operating the school facilities:</p> <ul style="list-style-type: none"> <li>• Plant Manager</li> <li>• Buildings and Grounds Worker</li> </ul> <p>Maintenance and Operations Supplies – e.g., bathroom and cleaning supplies and tools</p>	<p><b>ACTUAL</b></p> <p><b>See LAUSD LCAP.</b></p> <p>The District has allocated the following general fund staffing and resources to the school, based on the school’s enrollment and/or other factors, for purposes of maintaining and operating the school facilities:</p> <ul style="list-style-type: none"> <li>• Plant Manager</li> <li>• Buildings and Grounds Worker</li> </ul> <p>Maintenance and Operations Supplies – e.g., bathroom and cleaning supplies and tools</p>
<p><b>Expenditures</b></p>	<p><b>BUDGETED</b></p> <p>\$93,771 Plant Manager III “ Program 13027 (General Fund School Program), \$70,136 Asst. Plant Mgr. Program 13027 (General Fund Program) , \$272,064 Bldg. and Grounds Worker Program 13027 (General</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>\$93,771 Plant Manager III “ Program 13027 (General Fund School Program), \$70,136 Asst. Plant Mgr. Program 13027 (General Fund Program) , \$272,064 Bldg. and Grounds Worker Program 13027 (General</p>

	Fund School Program), \$17,694 Conv. SFA to Building and Grounds Worker-Program 13027 (General Fund School Program), \$16,232 - M & O Supplies - Program 13027 (General Fund School Program)	Fund School Program), \$17,694 Conv. SFA to Building and Grounds Worker-Program 13027 (General Fund School Program), \$16,232 - M & O Supplies - Program 13027 (General Fund School Program)
<b>Actions/Services</b>	<b>PLANNED</b> <b>Centralized Support and Resources</b> – Accounting, Human Resources and additional administrative supportive received by LAUSD Central office.	<b>ACTUAL</b> <b>Centralized Support and Resources</b> – Accounting, Human Resources and additional administrative supportive received by LAUSD Central office.
<b>Expenditures</b>	<b>BUDGETED</b> \$7,363,525	<b>ESTIMATED ACTUAL</b> \$7,363,525

**ANALYSIS**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	All actions and services outlined for this goal were fully implemented.
Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.	Our actions and services were effective in addressing three of the four goals. We need to address school-based staff attendance more effectively.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There are no material differences between the budgeted and actual expenditures.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	A proactive incentive plan for addressing the attendance of our teachers needs to be put into place as their attendance dropped by 10% from the 2014-2015 school year to 2015-2016.

# Stakeholder Engagement

LCAP Year

2017-18     2018-19     2019-20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

In order to develop the school's LCAP, in April 2014, the school convened two introductory informational meetings, one for parents and one for school staff, to provide an overview of the LCFF, the eight state priorities and other LCAP requirements, and the process for local development and District approval of the LCAP. At these meetings, school leadership also explained that the school would be aligning the LCAP to the school's charter as well as its recently updated Single Plan for Student Achievement (SPSA), which together already identify many of the school's goals, needs and corresponding plans to meet those needs through various expenditures. To aid discussion, the school also presented a data report (Data Summary Sheet) that presented information relevant to the state priorities, including data regarding attendance, suspension, EL progress and reclassification, academic performance in English and math, and parent engagement.

Based in part on stakeholder input already provided during the process of updating the school's SPSA, the school leadership team then proceeded to draft a proposed LCAP, aligned to the charter and the SPSA, on the required template and disseminated the written draft for review and comment by school staff and parents. School leadership presented and discussed the proposal at the parent meeting in April and the school's April SSC meeting and sent out an electronic version to all faculty members, in order to gather additional stakeholder input. In addition to oral feedback, the school solicited written comments from staff members and parents.

School leaders then reviewed all of the comments and input and revised the LCAP in response to ideas and concerns raised by staff, students, and parents. As a final step, the school leadership presented the final proposal to the Local School Leadership Council (Charter Council) for its review and approval to submit the proposed LCAP to the District for LAUSD Board of Education consideration and approval. The Council approved the submission of the proposed LCAP on April 29, 2014.

In April 2016, based in part on stakeholder input provided during the process of reviewing our charter and analyzing our school data and budget expenditures, the School Site Council proceeded to update the LCAP on April 21, 2016, aligned to the charter, and disseminated the written draft for review and comment by school staff and parents.

School leaders then reviewed all of the comments and input. As a final step, the school leadership presented the final proposal to the Charter Council for its review and approval to submit the proposed LCAP to the District for LAUSD Board of Education consideration and approval. The Council approved the submission of the proposed LCAP on May 3, 2016.

**Annual Update:**

Based in part on stakeholder input provided during the process of renewing our charter petition and analyzing our school data and budget expenditures, the School Site Council reviewed and recommended updates to the LCAP on February 9, 2017, aligned to the charter. On February 28, 2017, the Instructional Leadership Team also reviewed the 2016-2019 LCAP and recommended changes and additions.

School leaders then reviewed all of the comments and input to prepare a draft of the Annual Update and 2017-2020 LCAP. As a final step, the school leadership presented the final proposal to the Charter Council for its review and approval to submit the proposed LCAP to the District for LAUSD Board of Education consideration and approval. The Charter Council approved the submission of the proposed LCAP on May 2, 2017.

**IMPACT ON LCAP AND ANNUAL UPDATE**

How did these consultations impact the LCAP for the upcoming year?

Nobel's stakeholders made no changes to the draft that they were presented.

**Annual Update:**

As a direct result of comments and feedback received through the involvement of staff, parents, and students in the LCAP development process, the following changes or additions were made:

1. Add a peer tutoring program to our elective program.
2. Add a Saturday School program for targeted students that is funded by Title I funds.
3. Provide more in depth PD and support for ELD instruction and Culturally and Linguistically Responsive Education
4. Survey all students to identify their concerns regarding school safety, sense of belonging, and relationships with faculty.
5. Provide incentives and recognition for student and teacher attendance.

# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

	<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged
<b>Goal 1</b>	<b>100% Graduation</b>		

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL

Identified Need:

- To monitor and support middle and high school attainment.
  - To increase number of students who successfully complete high school college and career ready
  - To monitor and reduce drop-out rates for middle and high school pupils.
- Ensure that 12<sup>th</sup> graders have access to the financial aid and opportunities to attend universities, community colleges and/or vocational schools.

## EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline		2017-18		2018-19		2019-20	
(1-D) Middle School Drop-out Rate (if applicable)	All Students	.01% SY 15-16	All Students	.0% SY 15-16	All Students	.0% SY 15-16	All Students	.0% SY 15-16
	Low-Income Students	N/A	Low-Income Students	N/A	Low-Income Students	N/A	Low-Income Students	N/A
	English Learners	N/A	English Learners	N/A	English Learners	N/A	English Learners	N/A

	African American Students	0	African American Students	0	African American Students	0	African American Students	0
	Student w/Disabilities	N/A SY 15-16	Student w/Disabilities	N/A SY 15-16	Student w/Disabilities	N/A SY 15-16	Student w/Disabilities	N/A SY 15-16
	Foster Youth	N/A	Foster Youth	N/A	Foster Youth	N/A	Foster Youth	N/A

**PLANNED ACTIONS / SERVICES**

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

**Action 1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth
	<input checked="" type="checkbox"/> Low Income	
Scope of Service:	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide
	OR	<input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: <u>Nobel Charter Middle School</u>
	<input type="checkbox"/> Specific Grade Spans: _	

**ACTIONS/SERVICES**

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p><b><u>School Autonomy</u></b></p> <p>Provide additional budget autonomy to schools to support the academic plan on each campus. School site receives targeted student population funds to support programs benefiting low-income, English learners or foster youth.</p> <p>-Provide auxiliaries as needed to reduce class size in English Language Arts and Mathematics to provide effective tier one intervention.</p>		



- Provide an additional elective or physical education teacher to reduce class size and improve tier one intervention and student engagement.
  
- Provide a Community Representative to develop and implement programs for parents, including literacy and mathematics workshops to help parents support their children's academic progress at home and serve as liaison to build a strong partnership between home and school with the goal of improving student attendance and academic achievement.
  
- Provide opportunities for parents to build education literacy by supporting the Parent Institute for Quality Education's nine week course for parents, as well as compensating faculty members to provide workshops for parents on Common Core State Standards.
  
- Provide professional development for teachers on how to engage parents, increase parent involvement and improve and increase communication with parents through the use of A Learning Management System (Schoology) and the school website.
  
- Institutionalize the use of the district's interpretation services and provide translated correspondence for parents in Spanish.
  
- Utilize strategies to increase diverse parent participation at parent education programs.

**BUDGET EXPENDITURES**

<b>2017-18</b>		<b>2018-19</b>		<b>2019-20</b>	
Amount	\$73,052	Amount	\$0	Amount	\$0
Source	LCFF	Source		Source	
Budget Reference	Certificated Salaries	Budget Reference		Budget Reference	

Amount	\$5,156	Amount	\$0	Amount	\$0
Source	LCFF	Source		Source	
Budget Reference	Classified Salaries	Budget Reference		Budget Reference	
Amount	\$12,000	Amount	\$0	Amount	\$0
Source	LCFF	Source		Source	
Budget Reference	Services and Other Operating Expenses	Budget Reference		Budget Reference	
Amount	\$2,200	Amount	\$0	Amount	\$0
Source	LCFF	Source		Source	
Budget Reference	Books and Supplies	Budget Reference		Budget Reference	
Amount	\$2,331	Amount	\$0	Amount	\$0
Source	LCFF	Source		Source	
Budget Reference	Books and Supplies	Budget Reference		Budget Reference	
Amount	\$112,271	Amount	\$0	Amount	\$0
Source	LCFF	Source		Source	
Budget Reference	Certificated Salaries	Budget Reference		Budget Reference	

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

**ACTIONS/SERVICES**

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
-Implement the AVID program in grades six, seven and eight and maintain an outreach to African-Americans, RFEPs, Latinos, low income and foster youth to increase their participation in AVID. Increase to two sections at each grade if enrollment is available.  -Implement a peer tutoring program in the mathematics intervention classes.  -Develop an attendance incentive program for students.  -Implement a mentor program for students at risk to not culminate.		

-Provide auxiliaries as needed to provide math intervention for struggling students during the school day as an elective course.

-Implement Accelerated Mathematics program to support development of mathematics fluency and conceptual development.

-Implement an after school Mathematics Intervention program for ten weeks for targeted students performing below grade level but who are not in the tier 2 intervention course.

-Provide professional development on ELD strategies, particularly for long-term English Learners, and Culturally and Linguistically Responsive Education; and provide support for the implementation of high quality lessons.

-Provide auxiliaries as needed to provide reading intervention for struggling students during the school day as an elective course.

-Implement an after school Language Arts Intervention program for ten weeks for targeted students who are not in the tier 2 intervention course.

-Implement Accelerated Reader program to support development of life-long readers who read with fluency and comprehension.

-Provide intervention during a Saturday School program for targeted students.

-Utilize a Title I Coordinator and College and Career Coach to coordinate intervention programs for at risk students, lead the faculty in data analysis and identify resources and professional development to support academic achievement for low income students, English Learners and other targeted subgroups.

**BUDGET EXPENDITURES**

2017-18		2018-19		2019-20	
Amount	\$11,000	Amount	\$0	Amount	\$0
Source	Other State Revenues	Source		Source	
Budget Reference	Books and Supplies	Budget Reference		Budget Reference	
Amount	\$9,000	Amount	\$0	Amount	\$0
Source	College Readiness Block Grant	Source		Source	
Budget Reference	Books and Supplies	Budget Reference		Budget Reference	
Amount	\$24,000	Amount	\$0	Amount	\$0
Source	Other State Revenues	Source		Source	
Budget Reference	Certificated Salaries	Budget Reference		Budget Reference	
Amount	\$117,819	Amount	\$0	Amount	\$0
Source	Other State Revenues	Source		Source	
Budget Reference	Certificated Salaries	Budget Reference		Budget Reference	
Amount	\$118,121	Amount	\$0	Amount	\$0
Source	Federal Revenues - Title I	Source		Source	
Budget Reference	Certificated Salaries	Budget Reference		Budget Reference	
Amount	\$76,800	Amount	\$0	Amount	\$0
Source	Federal Revenues - Title I	Source		Source	
Budget Reference	Certificated Salaries	Budget Reference		Budget Reference	
Amount	\$6,000	Amount	\$0	Amount	\$0
Source	College Readiness Block Grant	Source		Source	
Budget Reference	Certificated Salaries	Budget Reference		Budget Reference	

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input checked="" type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools <input checked="" type="checkbox"/> Specific Schools: <u>Nobel Charter Middle School</u> <input type="checkbox"/> Specific Grade Spans: _

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
-Provide intervention for EL students after school in Mathematics to ensure mastery of the standards.		

**BUDGET EXPENDITURES**

2017-18	2018-19	2019-20
Amount: \$1,530	Amount: \$0	Amount: \$0
Source: LCFF	Source:	Source:
Budget Reference: Certificated Salaries	Budget Reference:	Budget Reference:

Action 4

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served:  All  Students with Disabilities  Specific Student Group(s): \_

Locations:  All Schools  Specific Schools: \_  Specific Grade Spans: \_

OR

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served:  English Learners  Foster Youth  Low Income

Scope of Service:  LEA-wide  Schoolwide OR  Limited to Unduplicated Student Group(s)

Locations:  All Schools  Specific Schools: Nobel Charter Middle School  Specific Grade Spans: \_

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Teacher costs funded by central office.		

**BUDGET EXPENDITURES**

2017-18		2018-19		2019-20	
Amount	\$1,036,843	Amount	\$0	Amount	\$0
Source	LCFF	Source		Source	
Budget Reference	Certificated Salaries	Budget Reference		Budget Reference	

New

Modified

Unchanged

## Goal 2

### Proficiency for All

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL

Identified Need:

- To increase the number of students who score Proficient or above in English Language Arts on the SBAC assessment
- To increase the number of students who score Proficient or above in grade level and higher level mathematics on the SBAC assessment
- To monitor and increase early literacy rates of pupils
- To increase the number of English Learners who achieve full English language proficiency
- To increase the number of English learners demonstrating readiness to participate in a core English language arts curriculum.
- To decrease the number of Long Term English Learners

#### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20	
(2-A) Smart Balanced Assessment Consortium (SBAC) Assessment English Language Arts Proficiency	All Students	<b>72%</b>	All Students <b>73%</b>	All Students <b>74%</b>	All Students <b>75%</b>
	Reclassified Fluent English Proficient Students (RFEP)	<b>68%</b>	Reclassified Fluent English Proficient Students (RFEP) <b>70%</b>	Reclassified Fluent English Proficient Students (RFEP) <b>71%</b>	Reclassified Fluent English Proficient Students (RFEP) <b>72%</b>
	English Learners	<b>7%</b>	English Learners <b>9%</b>	English Learners <b>11%</b>	English Learners <b>13%</b>
	Foster Youth	<b>14%</b>	Foster Youth <b>16%</b>	Foster Youth <b>17%</b>	Foster Youth <b>18%</b>
	Low-Income Students	<b>66%</b>	Low-Income Students <b>68%</b>	Low-Income Students <b>69%</b>	Low-Income Students <b>70%</b>



	Latino Students	<b>62%</b>	Latino Students	<b>64%</b>	Latino Students	<b>65%</b>	Latino Students	<b>66%</b>
	African-American Students	<b>64%</b>	African-American Students	<b>67%</b>	African-American Students	<b>68%</b>	African-American Students	<b>69%</b>
	Students with Disabilities	<b>28%</b>	Students with Disabilities	<b>30%</b>	Students with Disabilities	<b>31%</b>	Students with Disabilities	<b>32%</b>
(2-B) Smart Balanced Assessment Consortium (SBAC) Assessment Mathematics Proficiency Rate	All Students	<b>61%</b>	All Students	<b>62%</b>	All Students	<b>63%</b>	All Students	<b>64%</b>
	Reclassified Fluent English Proficient Students (RFEP)	<b>57%</b>	Reclassified Fluent English Proficient Students (RFEP)	<b>59%</b>	Reclassified Fluent English Proficient Students (RFEP)	<b>60%</b>	Reclassified Fluent English Proficient Students (RFEP)	<b>61%</b>
	English Learners	<b>6%</b>	English Learners	<b>8%</b>	English Learners	<b>10%</b>	English Learners	<b>12%</b>
	Foster Youth	<b>29%</b>	Foster Youth	<b>31%</b>	Foster Youth	<b>32%</b>	Foster Youth	<b>33%</b>
	Low-Income Students	<b>52%</b>	Low-Income Students	<b>54%</b>	Low-Income Students	<b>55%</b>	Low-Income Students	<b>56%</b>
	Latino Students	<b>48%</b>	Latino Students	<b>50%</b>	Latino Students	<b>51%</b>	Latino Students	<b>52%</b>
	African-American Students	<b>50%</b>	African-American Students	<b>52%</b>	African-American Students	<b>53%</b>	African-American Students	<b>54%</b>
	Students with Disabilities	<b>19%</b>	Students with Disabilities	<b>21%</b>	Students with Disabilities	<b>22%</b>	Students with Disabilities	<b>23%</b>
(2-F) English Learner Reclassification Rate	English Learners	<b>35%</b>	English Learners	<b>36%</b>	English Learners	<b>37%</b>	English Learners	<b>38%</b>
	English Learners – Less than 5 Years	<b>38%</b>	English Learners – Less than 5 Years	<b>39%</b>	English Learners – Less than 5 Years	<b>40%</b>	English Learners – Less than 5 Years	<b>41%</b>

	English Learners – More than 5 Years <b>32%</b>	English Learners – More than 5 Years <b>33%</b>	English Learners – More than 5 Years <b>34%</b>	English Learners – More than 5 Years <b>35%</b>
(2-G) Rate of English Learners Making Annual Progress on California English Language Development Test (CELDT) - (AMAO1)	English Learners <b>73%</b>	English Learners <b>74%</b>	English Learners <b>75%</b>	English Learners <b>76%</b>
(2-H) Rate of English Learners who have not reclassified in 5 years (LTEL)	Long Term English Learners <b>52%</b>	Long Term English Learners <b>51%</b>	Long Term English Learners <b>50%</b>	Long Term English Learners <b>49%</b>

**PLANNED ACTIONS / SERVICES**

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

**Action 1**

<b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b>		
Students to be Served:	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input type="checkbox"/> All Schools	<input checked="" type="checkbox"/> Specific Schools: <u>Nobel Charter Middle School</u> <input type="checkbox"/> Specific Grade Spans: _

OR

<b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b>		
Students to be Served:	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income	
Scope of Service:	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)	
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _	

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p><b>See LAUSD LCAP.</b></p> <p>The District has allocated the following general fund staffing and resources to the school, based on the school's enrollment and/or other factors, necessary for administering and implementing the school's core educational programs and services as well as operating the school:</p> <ul style="list-style-type: none"> <li>• Principal (1 FTE)</li> <li>• Teachers (43 FTEs)</li> </ul>		

- Counselors (4 FTE)
- School Administrative Assistant (1 FTE)
- Senior Office Technician (2 FTE)
- Office Technician (3 FTE)
- Itinerant Nurse (.20 FTE)
- Itinerant Psychologist (.08 FTE)
- Itinerant Physical Education Teacher (.39 FTE)
- Day to Day Substitutes
- Temporary Personnel
- Clerical Substitutes
- General Supplies
- Instructional Materials (IMA) (some IMA expenditures of total allocation are included separately in Implementation of State Standards – English Language Arts below)
- Campus Aide
- Reasonable Accommodations Assistant

**BUDGET EXPENDITURES**

2017-18		2018-19		2019-20	
Amount	\$6,407,026	Amount	\$0	Amount	\$0
Source	Other State Revenues	Source		Source	
Budget Reference	Certificated Salaries	Budget Reference		Budget Reference	
Amount	\$38,899	Amount	\$0	Amount	\$0
Source	Other State Revenues	Source		Source	
Budget Reference	Books and Supplies	Budget Reference		Budget Reference	
Amount	\$48,949	Amount	\$0	Amount	\$0
Source	Other State Revenues	Source		Source	
Budget Reference	Classified Salaries	Budget Reference		Budget Reference	
Amount	\$76,795	Amount	\$0	Amount	\$0
Source	Other State Revenues	Source		Source	

Budget  
Reference

Classified Salaries

Budget  
Reference

Budget  
Reference

Action **2**

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served:  All  Students with Disabilities  Specific Student Group(s): \_

Locations:  All Schools  Specific Schools: Nobel Charter Middle School  Specific Grade Spans: \_

OR

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served:  English Learners  Foster Youth  Low Income

Scope of Service:  LEA-wide  Schoolwide OR  Limited to Unduplicated Student Group(s)

Locations:  All Schools  Specific Schools: \_  Specific Grade Spans: \_

**ACTIONS/SERVICES**

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p><b>See LAUSD LCAP.</b></p> <p>The District has allocated the following staffing and resources to the school necessary for administering and implementing the school's core educational programs and services for students with disabilities:</p> <ul style="list-style-type: none"> <li>• Resource Specialist Teacher (4FTE)</li> <li>• Substitute coverage for teachers to attend IEP meetings</li> <li>• Special Day Teachers (3 FTE)</li> <li>• Special Education Assistants (11)</li> <li>• Special Day Class IMA</li> </ul>		

**BUDGET EXPENDITURES**

2017-18		2018-19		2019-20	
Amount	\$552,664	Amount	\$0	Amount	\$0
Source	Other State Revenues	Source		Source	
Budget Reference	Certificated Salaries	Budget Reference		Budget Reference	
Amount	\$321,237	Amount	\$0	Amount	\$0
Source	Other State Revenues	Source		Source	
Budget Reference	Certificated Salaries	Budget Reference		Budget Reference	
Amount	\$779,116	Amount	\$0	Amount	\$0
Source	Other State Revenues	Source		Source	
Budget Reference	Classified Salaries	Budget Reference		Budget Reference	
Amount	\$71,795	Amount	\$0	Amount	\$0
Source	Other State Revenues	Source		Source	
Budget Reference	Certificated Salaries	Budget Reference		Budget Reference	
Amount	\$52,705	Amount	\$0	Amount	\$0
Source	Other State Revenues	Source		Source	
Budget Reference	Certificated Salaries	Budget Reference		Budget Reference	
Amount	\$46,669	Amount	\$0	Amount	\$0
Source	Other State Revenues	Source		Source	
Budget Reference	Certificated Salaries	Budget Reference		Budget Reference	
Amount	\$33,629	Amount	\$0	Amount	\$0
Source	Other State Revenues	Source		Source	
Budget Reference	Certificated Salaries	Budget Reference		Budget Reference	
Amount	\$19,511	Amount	\$0	Amount	\$0

Source	Other State Revenues	Source		Source	
Budget Reference	Certificated Salaries	Budget Reference		Budget Reference	
Amount	\$10,455	Amount	\$0	Amount	\$0
Source	Other State Revenues	Source		Source	
Budget Reference	Certificated Salaries	Budget Reference		Budget Reference	



Action 3

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served:  All  Students with Disabilities  Specific Student Group(s): \_

Locations:  All Schools  Specific Schools: Nobel Charter Middle School  Specific Grade Spans: \_

OR

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served:  English Learners  Foster Youth  Low Income

Scope of Service:  LEA-wide  Schoolwide OR  Limited to Unduplicated Student Group(s)

Locations:  All Schools  Specific Schools: \_  Specific Grade Spans: \_

**ACTIONS/SERVICES**

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>Additionally, the school will</p> <ul style="list-style-type: none"> <li>• Provide professional development opportunities to               <ul style="list-style-type: none"> <li>◦ Attend training (PD Teacher X/Z) on Common Core implementation strategies for English language arts lesson design and delivery, with a focus on informational text comprehension.</li> <li>◦ Participate in professional development on Culturally and Linguistically Responsive Education.</li> <li>◦ Increase the use of AVID</li> </ul> </li> </ul>		

instructional strategies school wide.

- Engage in lesson planning for problem based learning.
- Implement the Accelerated Reader program to support development of life-long readers who read with fluency and comprehension.
- Provide auxiliaries as needed to provide reading intervention for struggling students during the school day as an elective course.
- Implement a ten-week after school Language Arts Intervention program for targeted students performing below grade level who are not enrolled in the tier 2 intervention course.
- Reduce class size by purchasing an additional 8 core content teachers.
- Expand the AVID program in grades 7 and 8 and continue to include an AVID introductory course in the sixth grade elective wheel.
- Provide intervention during a Saturday School program for targeted students.
- Utilize a Title I Coordinator and College and Career Coach to coordinate intervention programs for at risk students, lead the faculty in data analysis and identify resources and professional development to support academic achievement for low income students, English Learners and other targeted subgroups.

**BUDGET EXPENDITURES**

**2017-18**

Amount	\$3,682
Source	Other State Revenues
Budget Reference	Certificated Salaries

**2018-19**

Amount	\$0
Source	
Budget Reference	

**2019-20**

Amount	\$0
Source	
Budget Reference	

Amount	\$902,200	Amount	\$0	Amount	\$0
Source	Other State Revenues	Source		Source	
Budget Reference	Certificated Salaries	Budget Reference		Budget Reference	
Amount	\$10,638	Amount	\$0	Amount	\$0
Source	Other State Revenues	Source		Source	
Budget Reference	Classified Salaries	Budget Reference		Budget Reference	
Amount	\$5,000	Amount	\$0	Amount	\$0
Source	College Readiness Block Grant	Source		Source	
Budget Reference	Services and Other Operating Expenses	Budget Reference		Budget Reference	
Amount	\$9,000	Amount	\$0	Amount	\$0
Source	College Readiness Block Grant	Source		Source	
Budget Reference	Books and Supplies	Budget Reference		Budget Reference	
Amount	\$11,000	Amount	\$0	Amount	\$0
Source	Other State Revenues	Source		Source	
Budget Reference	Books and Supplies	Budget Reference		Budget Reference	
Amount	\$24,000	Amount	\$0	Amount	\$0
Source	Other State Revenues	Source		Source	
Budget Reference	Certificated Salaries	Budget Reference		Budget Reference	
Amount	\$76,800	Amount	\$0	Amount	\$0
Source	Federal Revenues - Title I	Source		Source	
Budget Reference	Certificated Salaries	Budget Reference		Budget Reference	
Amount	\$118,121	Amount	\$0	Amount	\$0

Source	Federal Revenues - Title I	Source		Source	
Budget Reference	Certificated Salaries	Budget Reference		Budget Reference	
Amount	\$117,819	Amount	\$0	Amount	\$0
Source	Other State Revenues	Source		Source	
Budget Reference	Certificated Salaries	Budget Reference		Budget Reference	
Amount	\$6,000	Amount	\$0	Amount	\$0
Source	College Readiness Block Grant	Source		Source	
Budget Reference	Certificated Salaries	Budget Reference		Budget Reference	

Action 4

<b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b>		
Students to be Served:	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input type="checkbox"/> All Schools	<input checked="" type="checkbox"/> Specific Schools: <u>Nobel Charter Middle School</u>
	<input type="checkbox"/> Specific Grade Spans: _	

OR

<b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b>		
Students to be Served:	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth
	<input type="checkbox"/> Low Income	
Scope of Service:	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide
	OR	<input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

**ACTIONS/SERVICES**

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p><b>See LAUSD LCAP. See also Implementation of State Standards – English Language Arts provisions above.</b></p> <p>Additionally, the school will:</p> <ul style="list-style-type: none"> <li>• Provide professional development opportunities for teachers to:                             <ul style="list-style-type: none"> <li>◦ Attend training (PD Teacher X/Z) on Common Core implementation strategies for mathematics lesson design and delivery, with a focus on problem-solving and real-world applications.</li> <li>◦ Participate in professional development on Culturally and</li> </ul> </li> </ul>		

Linguistically Responsive Education.

- Engage in lesson planning for problem based learning.
- Expand the use of AVID instructional strategies school wide.
- Provide auxiliaries as needed to provide math intervention for struggling students during the school day as an elective course.
- Expand the AVID program in grades 7 and 8 and continue to include an AVID introductory course in the sixth grade elective wheel.
- Include a peer tutoring program in Math in our after school tutoring and clubs program staffed by a certificated teacher paid their hourly rate.
- Implement Accelerated Mathematics program to support the development of mathematics fluency and conceptual development.
- Implement a ten-week after school Mathematics Intervention program for students performing below grade level who are not in the tier 2 intervention course.
- Reduce class size by purchasing an additional 8 core content teachers.
- Provide intervention during a Saturday School program for targeted students.
- Utilize a Title I Coordinator and College and Career Coach to coordinate intervention programs for at risk students, lead the faculty in data analysis and identify resources and professional development to support academic achievement for low income students, English Learners and other targeted subgroups.

**BUDGET EXPENDITURES**

2017-18		2018-19		2019-20	
Amount	\$902,200	Amount	\$0	Amount	\$0
Source	Other State Revenues	Source		Source	
Budget Reference	Certificated Salaries	Budget Reference		Budget Reference	
Amount	\$10,638	Amount	\$0	Amount	\$0
Source	Other State Revenues	Source		Source	
Budget Reference	Classified Salaries	Budget Reference		Budget Reference	
Amount	\$5,000	Amount	\$0	Amount	\$0
Source	College Readiness Block Grant	Source		Source	
Budget Reference	Services and Other Operating Expenses	Budget Reference		Budget Reference	
Amount	\$9,000	Amount	\$0	Amount	\$0
Source	College Readiness Block Grant	Source		Source	
Budget Reference	Books and Supplies	Budget Reference		Budget Reference	
Amount	\$11,000	Amount	\$0	Amount	\$0
Source	Other State Revenues	Source		Source	
Budget Reference	Books and Supplies	Budget Reference		Budget Reference	
Amount	\$24,000	Amount	\$0	Amount	\$0
Source	Other State Revenues	Source		Source	
Budget Reference	Certificated Salaries	Budget Reference		Budget Reference	
Amount	\$76,800	Amount	\$0	Amount	\$0
Source	Federal Revenues - Title I	Source		Source	
Budget Reference	Certificated Salaries	Budget Reference		Budget Reference	

Amount	\$118,121	Amount	\$0	Amount	\$0
Source	Federal Revenues - Title I	Source		Source	
Budget Reference	Certificated Salaries	Budget Reference		Budget Reference	
Amount	\$117,819	Amount	\$0	Amount	\$0
Source	Other State Revenues	Source		Source	
Budget Reference	Certificated Salaries	Budget Reference		Budget Reference	
Amount	\$6,000	Amount	\$0	Amount	\$0
Source	College Readiness Block Grant	Source		Source	
Budget Reference	Certificated Salaries	Budget Reference		Budget Reference	



Action 5

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served:  All  Students with Disabilities  Specific Student Group(s): \_

Locations:  All Schools  Specific Schools: \_  Specific Grade Spans: \_

OR

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served:  English Learners  Foster Youth  Low Income

Scope of Service:  LEA-wide  Schoolwide OR  Limited to Unduplicated Student Group(s)

Locations:  All Schools  Specific Schools: Nobel Charter Middle School  Specific Grade Spans: \_

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p><b>See LAUSD LCAP.</b></p> <p>Additionally, for English Learners, the school will:</p> <p>Provide all English Learners with a need-appropriate individual English/primary language dictionary to support access to core curriculum, as provided in the charter.</p>		

**BUDGET EXPENDITURES**

2017-18	2018-19	2019-20
Amount <input type="text" value="\$160"/>	Amount <input type="text" value="\$0"/>	Amount <input type="text" value="\$0"/>

Source

LCFF

Source

Source

Budget  
Reference

Books and Supplies

Budget  
Reference

Budget  
Reference

Action 6

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served:  All  Students with Disabilities  Specific Student Group(s): \_

Locations:  All Schools  Specific Schools: \_  Specific Grade Spans: \_

OR

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served:  English Learners  Foster Youth  Low Income

Scope of Service:  LEA-wide  Schoolwide OR  Limited to Unduplicated Student Group(s)

Locations:  All Schools  Specific Schools: Nobel Charter Middle School  Specific Grade Spans: \_

**ACTIONS/SERVICES**

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p><b>See LAUSD LCAP</b></p> <p>Additionally, for English learners, the school will:</p> <ul style="list-style-type: none"> <li>• Provide professional development opportunities for teachers of English Learners to:               <ul style="list-style-type: none"> <li>◦ Attend training (PD Teacher X/Z) on Integrated ELD lesson design and instructional strategies for English language acquisition and access to core instruction focused on CCSS standards.</li> <li>◦ Participate in professional development on Culturally and</li> </ul> </li> </ul>		

Linguistically Responsive Education.

- Provide training for core content teachers and RSP teachers on collaboration and addressing the needs of EL students who are also students with disabilities.
- Provide time for articulation and planning by core content teachers and RSP teachers of EL students with disabilities.
- Provide after school tutoring for English Learners to support access to the core curriculum.
- A categorical program advisor will provide support for English Learners to ensure proper placement, engage in progress monitoring, meet with students and parents, and provide professional development for teachers on ELD strategies.
- A bilingual teacher assistant will provide primary language support for English Learners in the core content classes.
- A teacher assistant will provide support in mathematics classes for English Learners.
- A bilingual office technician will be available to provide interpretation and translation for parents as well as support maintaining records for English Learners.
- Include a peer tutoring program in Math in our after school tutoring and clubs program staffed by a certificated teacher paid their hourly rate.

**BUDGET EXPENDITURES**

**2017-18**

Amount

\$1,270

Source

LCFF

**2018-19**

Amount

\$0

Source

**2019-20**

Amount

\$0

Source

Budget Reference	Certificated Salaries	Budget Reference		Budget Reference	
Amount	\$1,530	Amount	\$0	Amount	\$0
Source	LCFF	Source		Source	
Budget Reference	Certificated Salaries	Budget Reference		Budget Reference	
Amount	\$1,390	Amount	\$0	Amount	\$0
Source	LCFF	Source		Source	
Budget Reference	Books and Supplies	Budget Reference		Budget Reference	
Amount	\$22,676	Amount	\$0	Amount	\$0
Source	LCFF	Source		Source	
Budget Reference	Classified Salaries	Budget Reference		Budget Reference	
Amount	\$10,515	Amount	\$0	Amount	\$0
Source	LCFF	Source		Source	
Budget Reference	Classified Salaries	Budget Reference		Budget Reference	
Amount	\$119,690	Amount	\$0	Amount	\$0
Source	LCFF	Source		Source	
Budget Reference	Classified Salaries	Budget Reference		Budget Reference	

Action **7**

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served:  All  Students with Disabilities  Specific Student Group(s): \_

Locations:  All Schools  Specific Schools: \_  Specific Grade Spans: \_

OR

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served:  English Learners  Foster Youth  Low Income

Scope of Service:  LEA-wide  Schoolwide OR  Limited to Unduplicated Student Group(s)

Locations:  All Schools  Specific Schools: Nobel Charter Middle School  Specific Grade Spans: \_

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<ul style="list-style-type: none"> <li>• Asst. Prin., SCS (1 FTE)</li> <li>• Asst. Prin., Sec. (3 FTE)</li> <li>• Itinerant Nurse (.20 FTE)</li> </ul>		

**BUDGET EXPENDITURES**

2017-18	2018-19	2019-20
Amount: \$629,217	Amount: \$0	Amount: \$0
Source: LCFF	Source:	Source:
Budget Reference: Certificated Salaries	Budget Reference:	Budget Reference:

Action 8

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served:  All  Students with Disabilities  Specific Student Group(s): \_

Locations:  All Schools  Specific Schools: \_  Specific Grade Spans: \_

OR

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served:  English Learners  Foster Youth  Low Income

Scope of Service:  LEA-wide  Schoolwide OR  Limited to Unduplicated Student Group(s)

Locations:  All Schools  Specific Schools: Nobel Charter Middle School  Specific Grade Spans: \_

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide AVID tutors to lead tutorials in the AVID elective classes and provide support in collaborative classes.		

**BUDGET EXPENDITURES**

2017-18	2018-19	2019-20
Amount: \$31,914	Amount: \$0	Amount: \$0
Source: LCFF	Source:	Source:
Budget Reference: Classified Salaries	Budget Reference:	Budget Reference:

## Goal 3

### 100% Attendance

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL

Identified Need:

- To achieve or maintain school attendance rates that support student learning
- To decrease chronic absenteeism

#### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline		2017-18		2018-19		2019-20	
(3-A) The percent of students attending 173-180 days each school year (96% attendance rate)	All Students	88%	All Students	91%	All Students	92%	All Students	93%
	Low-Income Students	88%	Low-Income Students	89%	Low-Income Students	90%	Low-Income Students	91%
	English Learners	64%	English Learners	66%	English Learners	67%	English Learners	68%
	Foster Youth	57%	Foster Youth	59%	Foster Youth	61%	Foster Youth	62%
	African-American Students	81%	African-American Students	83%	African-American Students	84%	African-American Students	85%
	Students with Disabilities	76%	Students with Disabilities	78%	Students with Disabilities	79%	Students with Disabilities	80%
(3-B) Percentage rate of Students Missing 16 days or more each school year	All Students	3%	All Students	2%	All Students	1%	All Students	0%



	Low-Income Students	<b>4%</b>	Low-Income Students	<b>3%</b>	Low-Income Students	<b>2%</b>	Low-Income Students	<b>1%</b>
	English Learners	<b>12%</b>	English Learners	<b>11%</b>	English Learners	<b>10%</b>	English Learners	<b>9%</b>
	Foster Youth	<b>14%</b>	Foster Youth	<b>13%</b>	Foster Youth	<b>12%</b>	Foster Youth	<b>11%</b>
	African-American Students	<b>6%</b>	African-American Students	<b>5%</b>	African-American Students	<b>4%</b>	African-American Students	<b>3%</b>
	Students with Disabilities	<b>9%</b>	Students with Disabilities	<b>8%</b>	Students with Disabilities	<b>7%</b>	Students with Disabilities	<b>6%</b>

**PLANNED ACTIONS / SERVICES**

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

**Action 1**

<b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b>		
Students to be Served:	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input type="checkbox"/> All Schools	<input checked="" type="checkbox"/> Specific Schools: <u>Nobel Charter Middle School</u>
	<input type="checkbox"/> Specific Grade Spans: _	

OR

<b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b>		
Students to be Served:	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth
	<input type="checkbox"/> Low Income	
Scope of Service:	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide
	OR	<input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
See LAUSD LCAP.		

Action **2**

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served:  All  Students with Disabilities  Specific Student Group(s): \_

Locations:  All Schools  Specific Schools: Nobel Charter Middle School  Specific Grade Spans: \_

OR

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served:  English Learners  Foster Youth  Low Income

Scope of Service:  LEA-wide  Schoolwide OR  Limited to Unduplicated Student Group(s)

Locations:  All Schools  Specific Schools: \_  Specific Grade Spans: \_

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p><b>See LAUSD LCAP.</b></p> <p>Additionally, the school will:</p> <p>Promote and strengthen the home-school partnership through programs and activities implemented by the Community Rep (see Parent and Family Involvement provisions above)</p>		

**BUDGET EXPENDITURES**

2017-18	2018-19	2019-20
---------	---------	---------

Amount	\$5,156	Amount	\$0	Amount	\$0
Source	LCFF	Source		Source	
Budget Reference	Classified Salaries	Budget Reference		Budget Reference	

Action 3

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served:  All  Students with Disabilities  Specific Student Group(s): \_

Locations:  All Schools  Specific Schools: \_  Specific Grade Spans: \_

OR

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served:  English Learners  Foster Youth  Low Income

Scope of Service:  LEA-wide  Schoolwide OR  Limited to Unduplicated Student Group(s)

Locations:  All Schools  Specific Schools: Nobel Charter Middle School  Specific Grade Spans: \_

**ACTIONS/SERVICES**

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>See LAUSD LCAP.</p> <p><b><u>Targeted Supports to Increase Student Engagement at campuses of highest need</u></b></p> <p>Resources provided to school sites to receive clerical support, registration time, custodial, maintenance, nurses, psychologists and additional support personnel.</p>		

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input type="checkbox"/> All Schools <input checked="" type="checkbox"/> Specific Schools: <u>Nobel Charter Middle School</u> <input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Continue school attendance policy and fully implement an incentive program for student attendance.		

**BUDGET EXPENDITURES**

2017-18	2018-19	2019-20
Amount: \$1,000	Amount: \$0	Amount: \$0
Source: Other State Revenues	Source:	Source:
Budget Reference: Books and Supplies	Budget Reference:	Budget Reference:

## Goal 4

### Parent, Community and Student Engagement

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL

Identified Need:

- To increase the number of parents providing input about school conditions
- To train parents on how to support learning at home and at school
- To increase student engagement

#### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
(4-A) Percentage of students who feel a part of their school (question on School Experience Survey)	All Students <b>71%</b>	All Students <b>73%</b>	All Students <b>75%</b>	All Students <b>77%</b>
(4-B) Percentage of parents completing the School Experience Survey annually	All Parents <b>70%</b>	All Parents <b>72%</b>	All Parents <b>73%</b>	All Parents <b>74%</b>
(4-C) Percentage of parents trained on academic initiatives by providing a minimum of four workshops at each school annually	All Parents <b>55%</b>	All Parents <b>65%</b>	All Parents <b>70%</b>	All Parents <b>72%</b>
(4-D) Percentage of parents that state that our parent center or community rep provides resources (information, classes, etc.)	All Parents <b>90%</b>	All Parents <b>91%</b>	All Parents <b>92%</b>	All Parents <b>93%</b>

useful to help me support  
my child's learning



**PLANNED ACTIONS / SERVICES**

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

**Action 1**

<b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b>		
Students to be Served:	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

OR

<b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b>		
Students to be Served:	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth
	<input checked="" type="checkbox"/> Low Income	
Scope of Service:	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide
	OR	<input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools	<input checked="" type="checkbox"/> Specific Schools: <u>Nobel Charter Middle School</u>
	<input type="checkbox"/> Specific Grade Spans: _	

**ACTIONS/SERVICES**

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p><b>See LAUSD LCAP.</b></p> <p><u>Parent and Family Involvement:</u></p> <p>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</p>		

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.

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input type="checkbox"/> All Schools <input checked="" type="checkbox"/> Specific Schools: <u>Nobel Charter Middle School</u> <input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>Additionally the school will:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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</li> </ul>		

provide workshops for parents on Common Core State Standards.

- Provide professional development for teachers on how to engage parents, increase parent involvement and improve and increase communication with parents through the use of a learning management system (Schoology) and the school website.
- Conduct parent workshops on district initiatives and academic strategies to support parents in assisting their students at home.
- Institutionalize the use of the district's interpretation services and provide translated correspondence for parents in Spanish.
- Utilize strategies to increase diverse parent participation at parent education programs.
- Plan social and community oriented events on campus to increase interaction between faculty and parents, such as movie nights and clean-up days.
- Continue professional development on Culturally and Linguistically Responsive Education to increase relationship building with students.
- Create a Charter Council subcommittee, Campus Climate and Culture, to address campus climate and student engagement.

**BUDGET EXPENDITURES**

**2017-18**

Amount	\$5,156
Source	LCFF
Budget Reference	Classified Salaries

**2018-19**

Amount	\$0
Source	
Budget Reference	

**2019-20**

Amount	\$0
Source	
Budget Reference	

Amount	\$12,000	Amount	\$0	Amount	\$0
Source	LCFF	Source		Source	
Budget Reference	Services and Other Operating Expenses	Budget Reference		Budget Reference	
Amount	\$1,270	Amount	\$0	Amount	\$0
Source	LCFF	Source		Source	
Budget Reference	Certificated Salaries	Budget Reference		Budget Reference	
Amount	\$2,200	Amount	\$0	Amount	\$0
Source	LCFF	Source		Source	
Budget Reference	Books and Supplies	Budget Reference		Budget Reference	
Amount	\$2,331	Amount	\$0	Amount	\$0
Source	LCFF	Source		Source	
Budget Reference	Books and Supplies	Budget Reference		Budget Reference	

## Goal 5

### Ensure School Safety

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL

Identified Need:

- To sustain the low number of student suspensions while providing for targeted reductions in student subgroups
- To sustain the low number of instructional days lost to suspension while providing for targeted reductions in student subgroups
- To reduce or maintain low percentage of expulsions
- Maintain safe and positive school environments

#### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline		2017-18		2018-19		2019-20	
(5-A) Single Student Suspension Rate	All Students	<b>0%</b>	All Students	<b>0%</b>	All Students	<b>0%</b>	All Students	<b>0%</b>
(5-B) Number of Instructional Days Lost to Suspension	All Students	<b>0</b>	All Students	<b>0</b>	All Students	<b>0</b>	All Students	<b>0</b>
(5-C) Expulsion Rate	All Students	<b>0</b>	All Students	<b>0</b>	All Students	<b>0</b>	All Students	<b>0</b>
(5-D) Percentage of students who feel safe on school grounds	All Students	<b>79%</b>	All Students	<b>88%</b>	All Students	<b>90%</b>	All Students	<b>91%</b>

**PLANNED ACTIONS / SERVICES**

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

**Action 1**

<b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b>		
Students to be Served:	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input type="checkbox"/> All Schools	<input checked="" type="checkbox"/> Specific Schools: <u>Nobel Charter Middle School</u> <input type="checkbox"/> Specific Grade Spans: _

OR

<b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b>		
Students to be Served:	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income	
Scope of Service:	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)	
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _	

**ACTIONS/SERVICES**

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>See LAUSD LCAP.</p> <p><b>NOTE: The District LCAP provides most of the relevant information for Section 2 of this LCAP. As an LAUSD affiliated charter school, the school receives from the District many of the resources necessary to operate the school, including "services" as the term is defined in the LCAP regulations. Section 2 of the District LCAP therefore is incorporated by reference herein; this section of the school's LCAP directly addresses only those actions and</b></p>		

**services corresponding to funds allocated to and budgeted by the school as a District affiliated charter school.**

Additionally, the school will:

- implement a character development program: Character Counts.
- survey all students to determine their specific concerns and develop programs to address those concerns.

**BUDGET EXPENDITURES**

<b>2017-18</b>		<b>2018-19</b>		<b>2019-20</b>	
Amount	\$1,500	Amount	\$0	Amount	\$0
Source	Other State Revenues	Source		Source	
Budget Reference	Services and Other Operating Expenses	Budget Reference		Budget Reference	
Amount	\$2,000	Amount	\$0	Amount	\$0
Source	Other State Revenues	Source		Source	
Budget Reference	Books and Supplies	Budget Reference		Budget Reference	



Action **2**

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served:  All  Students with Disabilities  Specific Student Group(s): \_

Locations:  All Schools  Specific Schools: Nobel Charter Middle School  Specific Grade Spans: \_

OR

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served:  English Learners  Foster Youth  Low Income

Scope of Service:  LEA-wide  Schoolwide OR  Limited to Unduplicated Student Group(s)

Locations:  All Schools  Specific Schools: \_  Specific Grade Spans: \_

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Campus Aide – Provide a safe environment for youth		

**BUDGET EXPENDITURES**

2017-18	2018-19	2019-20
Amount: \$48,949	Amount: \$0	Amount: \$0
Source: Other State Revenues	Source:	Source:
Budget Reference: Classified Salaries	Budget Reference:	Budget Reference:

Action 3

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served:  All  Students with Disabilities  Specific Student Group(s): \_

Locations:  All Schools  Specific Schools: \_  Specific Grade Spans: \_

OR

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served:  English Learners  Foster Youth  Low Income

Scope of Service:  LEA-wide  Schoolwide OR  Limited to Unduplicated Student Group(s)

Locations:  All Schools  Specific Schools: Nobel Charter Middle School  Specific Grade Spans: \_

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Targeted Supports for School Climate/Safety – Please see LAUSD LCAP.</b>		

Action **4**

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served:  All  Students with Disabilities  Specific Student Group(s): \_

Locations:  All Schools  Specific Schools: \_  Specific Grade Spans: \_

OR

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served:  English Learners  Foster Youth  Low Income

Scope of Service:  LEA-wide  Schoolwide OR  Limited to Unduplicated Student Group(s)

Locations:  All Schools  Specific Schools: Nobel Charter Middle School  Specific Grade Spans: \_

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Hire additional campus aides to increase student safety.		

**BUDGET EXPENDITURES**

2017-18		2018-19		2019-20	
Amount	\$16,319	Amount	\$0	Amount	\$0
Source	LCFF	Source		Source	
Budget Reference	Classified Salaries	Budget Reference		Budget Reference	

## Goal 6

### Provide for Basic Services

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL

Identified Need:

- To provide and maintain Basic Services for students and schools
- 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.

#### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
(6-A) Percentage of teachers that are appropriately credentialed for the students they are assigned to teach	All Students <b>100%</b>	All Students <b>100%</b>	All Students <b>100%</b>	All Students <b>100%</b>
(6-B) Percentage of Teachers completing the Teacher Growth and Development Cycle (TGDC)	All On-Roster Teachers <b>20%</b>	All On-Roster Teachers <b>20%</b>	All On-Roster Teachers <b>20%</b>	All On-Roster Teachers <b>20%</b>
(6-C) Percentage of school-based staff attending 96% or above	All Employees <b>66%</b>	All Employees <b>75%</b>	All Employees <b>78%</b>	All Employees <b>79%</b>
(6-D) Percentage of	All Students <b>100%</b>	All Students <b>100%</b>	All Students <b>100%</b>	All Students <b>100%</b>

schools providing students with standards based instructional materials by meeting Williams Act requirements				
(6-E) Percentage of facilities that are in good repair	All Students <b>99%</b>	All Students <b>99%</b>	All Students <b>99%</b>	All Students <b>99%</b>

**PLANNED ACTIONS / SERVICES**

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

**Action 1**

<b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b>		
Students to be Served:	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input type="checkbox"/> All Schools	<input checked="" type="checkbox"/> Specific Schools: <u>Nobel Charter Middle School</u>
	<input type="checkbox"/> Specific Grade Spans: _	

OR

<b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b>		
Students to be Served:	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth
	<input type="checkbox"/> Low Income	
Scope of Service:	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide
	OR	<input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

**ACTIONS/SERVICES**

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>See LAUSD LCAP.</p> <p><b>NOTE: The District LCAP provides most of the relevant information for Section 2 of this LCAP. As an LAUSD affiliated charter school, the school receives from the District many of the resources necessary to operate the school, including "services" as the term is defined in the LCAP regulations. Section 2 of the District LCAP therefore is incorporated by reference herein; this section of the school's LCAP directly addresses only those actions and</b></p>		

**services corresponding to funds allocated to and budgeted by the school as a District affiliated charter school.**

Action **2**

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served:  All  Students with Disabilities  Specific Student Group(s): \_

Locations:  All Schools  Specific Schools: Nobel Charter Middle School  Specific Grade Spans: \_

OR

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served:  English Learners  Foster Youth  Low Income

Scope of Service:  LEA-wide  Schoolwide OR  Limited to Unduplicated Student Group(s)

Locations:  All Schools  Specific Schools: \_  Specific Grade Spans: \_

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
See LAUSD LCAP.		



Action 3

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served:  All  Students with Disabilities  Specific Student Group(s): \_

Locations:  All Schools  Specific Schools: Nobel Charter Middle School  Specific Grade Spans: \_

OR

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served:  English Learners  Foster Youth  Low Income

Scope of Service:  LEA-wide  Schoolwide OR  Limited to Unduplicated Student Group(s)

Locations:  All Schools  Specific Schools: \_  Specific Grade Spans: \_

**ACTIONS/SERVICES**

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p><b>See LAUSD LCAP.</b></p> <p>The District has allocated the following general fund staffing and resources to the school, based on the school’s enrollment and/or other factors, for purposes of maintaining and operating the school facilities:</p> <ul style="list-style-type: none"> <li>• Plant Manager</li> <li>• Buildings and Grounds Worker</li> <li>• Maintenance and Operations Supplies – e.g., bathroom and cleaning supplies and tools</li> </ul>		

**BUDGET EXPENDITURES**

**2017-18**

Amount	\$92,874
Source	Other State Revenues
Budget Reference	Classified Salaries
Amount	\$72,535
Source	Other State Revenues
Budget Reference	Classified Salaries
Amount	\$285,703
Source	Other State Revenues
Budget Reference	Classified Salaries
Amount	\$16,205
Source	Other State Revenues
Budget Reference	Books and Supplies

**2018-19**

Amount	\$0
Source	
Budget Reference	
Amount	\$0
Source	
Budget Reference	
Amount	\$0
Source	
Budget Reference	
Amount	\$0
Source	
Budget Reference	

**2019-20**

Amount	\$0
Source	
Budget Reference	
Amount	\$0
Source	
Budget Reference	
Amount	\$0
Source	
Budget Reference	
Amount	\$0
Source	
Budget Reference	

Action **4**

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served:  All  Students with Disabilities  Specific Student Group(s): \_

Locations:  All Schools  Specific Schools: Nobel Charter Middle School  Specific Grade Spans: \_

OR

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served:  English Learners  Foster Youth  Low Income

Scope of Service:  LEA-wide  Schoolwide OR  Limited to Unduplicated Student Group(s)

Locations:  All Schools  Specific Schools: \_  Specific Grade Spans: \_

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Implement a teacher attendance incentive program.		

**BUDGET EXPENDITURES**

2017-18	2018-19	2019-20
Amount: \$200	Amount: \$0	Amount: \$0
Source: Other State Revenues	Source:	Source:
Budget Reference: Books and Supplies	Budget Reference:	Budget Reference:

Action 5

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served:  All  Students with Disabilities  Specific Student Group(s): \_

Locations:  All Schools  Specific Schools: Nobel Charter Middle School  Specific Grade Spans: \_

OR

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served:  English Learners  Foster Youth  Low Income

Scope of Service:  LEA-wide  Schoolwide OR  Limited to Unduplicated Student Group(s)

Locations:  All Schools  Specific Schools: \_  Specific Grade Spans: \_

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Centralized Support and Resources–</b> Accounting, Human Resources and additional administrative supportive received by LAUSD Central office.		

**BUDGET EXPENDITURES**

2017-18	2018-19	2019-20
Amount: \$1,755,248	Amount: \$0	Amount: \$0
Source: Other State Revenues	Source: Other State Revenues	Source:
Budget Reference: Services and Other Operating Expenses	Budget Reference: Revenue and Other Financing Sources	Budget Reference:

Amount	\$6,557,196	Amount	\$0	Amount	\$0
Source	Other State Revenues	Source		Source	
Budget Reference	Services and Other Operating Expenses	Budget Reference		Budget Reference	
Amount	\$3,797,193	Amount	\$0	Amount	\$0
Source	Other State Revenues	Source		Source	
Budget Reference	Services and Other Operating Expenses	Budget Reference		Budget Reference	

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017-18  2018-19  2019-20

Estimated Supplemental and Concentration Grant Funds: \$2,088,763

Percentage to Increase or Improve Services:

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

## **Targeted intervention for English Learners, Foster Youth, Low Income Students**

Increased intervention will be provided for targeted students by providing auxiliaries to reduce class size in English Language Arts and mathematics to provide improved tier one intervention. Additionally, after school intervention and Saturday School will be provided for targeted students in small group settings to increase student engagement.

## **Parent Engagement**

Parent engagement funding will be used to provide a parent center director and fund parent workshops to increase parent engagement and education about school and district initiatives and how to support their students' academic achievement. The parent center director will be bilingual to ensure increased access for targeted students. LCFF funds allow for the parent center services to be available to the parents of targeted students additional hours.

## **Addressing the needs of English Learners**

In order to improve services for English Learners a number of actions will be taken to increase services delivered to them. These actions will be implemented to ensure their access to the California Common Core State Standards and increase achievement. Professional development on designing instruction for Integrated ELD and Culturally and Linguistically Responsive Education will be continued and deepened in order to ensure the delivery of strong instruction for English Learners. After school intervention will be provided for English Learners to give them additional support to access the curriculum. Additionally, training will be provided to special education teachers and core content teachers who collaborate in order to achieve improved results for long term English Learners who have IEPs. These teachers will also be provided with time to collaborate around instruction. A bilingual teacher assistant and an instructional aide will be funded in order to provide EL students instructional support in the EL D classroom and in core content classrooms. A bilingual office technician will provide interpretation and translation for parents increasing parent participation and engagement as well as support record keeping for English Learners. Finally, the services of a categorical program advisor will be utilized to ensure that English Learners are properly programmed, engage in progress monitoring, and provide training to both parents and teachers.

