



SCHOOL PLAN
FOR
STUDENT ACHIEVEMENT

YEAR 3 REVISION
(SY 2019-2020)

NIGHTINGALE CHARTER

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School Year: 2019-2020 - Revision

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Nightingale Charter	39686766042725	Original – 01/26/2018 Revision – 05/24/2019	Original – 04/10/2018 Revision – 06/25/2019

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Nightingale Charter is implementing a Schoolwide Program.

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Nightingale Charter’s school plan aligns with the district’s Local Control Accountability Plan (LCAP) as each goal (and its associated strategy(ies)/activit(ies)) can be referenced to the LCAP’s intent.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Nightingale Charter developed a three-year (2017-2020) school plan which aligned to the district’s goals and incorporated strategies specific to its school. The original plan was reviewed by the school’s School Site Council on January 26, 2018 and obtained board approval on April 10, 2018.

Throughout the 2017-2018 school year, the School Site Council reviewed the activities relating to budget adjustments and modifications to the strategies originally identified.

Nightingale Charter and its School Site Council reviewed the progress of the 2017-2018 (Year 1) culminating the document 2017-2018 SPSA Evaluation. This evaluation included responses to four questions focusing on each goal within the SPSA. Question 1 inquired about the implementation of strategies within the plan. Question 2 inquired about the effectiveness of the strategies within plan. Question 3 inquired about material

changes – fiscal or programmatic. Question 4 inquired about future changes based on the results of questions 1 and 2. Discussion and review of the evaluation has been notated in the February 8, 2019 School Site Council meeting.

In school year 2018-2019, also Year 2, Nightingale Charter initiated a specific Need Assessment (NA) process which included forums and meetings with stakeholders outside and in addition to the School Site Council. These meetings were held on October 2nd, 3rd, and 4th of 2018 during our Nightingale Academic Teams (NAT).

In summary, parents overwhelmingly indicate that they feel their child(ren) are receiving a high quality education and have a strong collaborative relationship with teachers and administration at Nightingale Charter School. Parents feel as though they need more resources and support in helping their student(s) in reaching academic goals. As a result of the stakeholder involvement and data reviews, Nightingale Charter has been able to complete the Decision Making Model in March and April 2019. As a result, Nightingale will advocate for and meet the intervention needs of students by proposing to hire a Teacher on Special Assignment (TOSA) and a Parent Liaison.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is not applicable for Nightingale Charter.

Goals, Strategies, Expenditures, & Annual Review

Complete a copy of the Goal table for each of the school's goals. Duplicate the table as needed.

Goal 1 – Student Achievement

ELA/ELD SMART Goal:

By June 30, 2020, decrease the distance from standard in ELA for all students by 3 points from 62 to 59 remaining in the yellow performance level as indicated on the CA Dashboard.

According to district assessments, most kindergarten students are performing at or above grade level. However, in grades 1 and 2, the performance seems to decrease. By the time students enter third grade, they are already performing below the Smarter Balanced Standards.

Increase the amount of Researched Based Instruction, AVID, and EL Strategies

Math SMART Goal:

By June 30, 2020, decrease the distance from standard in math for all students by 3 points from 87 to 84 moving from the orange to yellow performance level as indicated on the CA Dashboard.

Increase the amount of Researched Based Instruction, AVID, and EL Strategies

Identified Need

ELA/ELD:

SBAC

Nightingale is currently performing 53.3 points below standard according to the Smarter Balanced Summative Assessment.

In 2017-18 students the percentage of students who did not meet achievement standards for the SBAC were:

3rd grade: 77%

4th grade: 74%

5th grade: 83%

6th grade: 63%

7th grade: 62%

Therefore, 71% of all students at Nightingale who took the ELA SBAC did not meet Achievement Standards.

MAP

Winter MAP data shows the following percentages of students who have met the grade level targets in ELA:

K: 55%

1st: 47%

2nd: 25%

3rd: 27%

4th: 28%

5th: 23%

6th: 41%

7th: 39%

8th: 23%

Math:

SBAC

Nightingale is currently performing 87 points below standard according to the Smarter Balanced Summative Assessment.

In 2017-18 students the percentage of students who did not meet achievement standards for the SBAC were:

3rd grade: 73%

4th grade: 72%

5th grade: 94%

6th grade: 83%

7th grade: 85%

Therefore, 82% of all students at Nightingale who took the Math SBAC did not meet Achievement Standards.

MAP

Winter MAP data shows the following percentages of students who have met the grade level targets in Math:

K: 69%

1st: 59%

2nd: 35%

3rd: 27%

4th: 25%

5th: 25%

6th: 16%

7th: 23%

8th: 12%

Annual Measurable Outcomes

ELA/ELD - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - ELA (All Students)	62 points below standard	59 points below standard

Math - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - Math (All Students)	87 points below standard	84 points below standard

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students and Subgroup: English Learners

Strategy/Activity

To provide appropriate English Language intervention and supplemental support to students while fostering academic success in English Language Development. Teacher PD will be provided regarding integrated/ designated instruction and implementation of the EL Instructional Program and the EL Master Plan.

of PD sessions offered

of teachers attended # of students reclassified

of EL students at grade level

of EL students below grade level

of LTEL students # of EL students

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$10,000

LCFF Concentration

\$4,900 - 11700 (Substitutes)

Title I - 50650

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

To provide professional learning opportunities to staff to aid in the improvement of students' academic success in all content areas. Training and conferences involving core curriculum, and specialized training/ coaching in PBL/AVID/Integrated ELD/Designated ELD strategies.

of PDs offered

of teachers attended

of observations

of observation with feedback

of students at grade level

of students below grade level

of students making progress

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$10,000	LCFF Concentration
\$4,900 - 11700 (Substitutes)	Title I - 50650
\$4,900 - 11700 (Substitutes)	Title I - 50643
\$20,000 - 52150 (Conferences)	Title I - 50643

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Professional Learning Community Implementation and teacher collaboration. Provide Professional Development regarding PLC to permit effective teacher collaboration focusing on data and instructional practices to increase student achievement.

of TCT meetings

of TCT observations

of complete data cycles

of PLC collaboration PDs

of PLC collaboration PDs attended

of students at grade level

of students below grade level # of students making progress

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$10,000

LCFF

\$4,900 - 11700 (Substitutes)

Title I - 50643

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

The majority of Nightingale teachers have been trained in Trauma-informed instructional strategies with Angela Beyer. Through continued support from Angela Beyer and her staff, Nightingale will continue to gain an understanding of how students' bodies and brains work and process information while utilizing pedagogy and teaching methodology to address all students' academic and social emotional learning needs. Teachers and staff will use research-based effective instructional practices to guide them in planning, implementing, and assessing a sound program of instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$10,000	LCFF
\$10,000 - 58100 (Consultant-Instructional)	Title I - 50643

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Subgroup: Preschool, Transitional Kindergarten

Strategy/Activity

Provide students opportunities to:

- *interact with their peers who will attend their kindergarten class promoting social skills,
- *establish a connection between the kindergarten teacher and preschooler,
- *practice kindergarten rituals such as eating in the cafeteria, attending assemblies and visiting the computer lab, and
- *attend the district's one-week Summer Bridge program.

Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Centralized Service.

Title I

Annual Review – Goal 1

SPSA Year Reviewed: 2017-2018

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Implementation

- 1.1 a. Intervention/support- All EL students receive Designated English language instruction each day.
- b. PD- Several teachers received training specific to EL instruction at the county office of Ed.
- 1.2 a. Common core/PD/coaching- Number talks PD. Close reading.
- b. PBL/PD/coaching- PBL pull-out with grade level teams. 9 teachers attended 4 day PBL World workshop.
- 1.3 a. PLC- Teachers participate in Teacher Collaboration Time every other week for 90 minutes.
- 1.4 a. Materials- Teachers are provided with materials to implement core instruction, intervention and PBL
- b. Tech/equipment- All teachers are provided with computers, doc cameras, projectors, etc. Students are 1:1 with chromebooks

Effectiveness

- 1.1 a. Intervention/support- 36% of our EL students were redesignated.
- b. PD- ELs increased by 12.3 points in ELA and declined 6.8 points in Math.
- 1.2 a. Common core/PD/coaching- Math scores maintained. ELA scores improved by 6.4 points.
- b. PBL/PD/coaching- Math scores maintained. ELA scores improved by 6.4 points.
- 1.3 a. PLC- 29% of students met standard for ELA SBAC- 19% of students met standard for MATH SBAC
- 1.4 a. Materials
- b. Tech/equipment

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Material Changes

- 1.1 a. Intervention/support- Follow the District's new adopted curriculum intervention component
- b. PD-

- 1.2 a. Common core/PD/coaching- Follow the District's new adopted curriculum and coaching system
- b. PBL/PD/coaching- N/A
- 1.3 a. PLC- N/A
- 1.4 a. Materials- N/A
- b. Tech/equipment- More classrooms were added and Audio equipment will be provided.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Future Changes

- 1.1 a. Intervention/support- An increased school wide focus on mathematics. Implement the district's new curriculum for intervention.
- b. PD- Focusing on LTEL learners with Ensemble Learning.
- 1.2 a. Common core/PD/coaching- Follow the District's new adopted curriculum.
- b. PBL/PD/coaching
- 1.3 a. PLC
- 1.4 a. Materials
- b. Tech/equipment- More classrooms were added and Audio equipment will be provided.

Goal 2 – School Climate

Suspension Goals:

Based on the increase of suspensions, particularly within the Black/African American sub-group, Nightingale Charter will implement the following goals for 2019-2020 to reduce the percentage of suspensions:

2019 Base Goal: By June 2020, Nightingale Charter will decrease the percentage of students suspended at least once from 1.8% to 1.5%; decrease of 0.3% (Green) as measured by suspension data.

2019 Stretch Goal: By June 2020, Nightingale Charter will decrease the percentage of students suspended at least once from 1.8% to 0.8%; decrease of 1.0% (Blue) as measured by suspension data.

Expulsion Goals:

Nightingale Charter has no expulsions.

Goal: In 2019-2020 school year, Nightingale Charter will maintain its number of expulsions at zero expulsions as measured by expulsion data according to Calpads and CA Dashboard.

Attendance/Chronic Truancy Goals:

In 2018, 12.1% of all students were chronically absent. This was an increase of 1.6% (orange)

2019 Base Goal: By June 2020, Nightingale Charter will decrease the percentage of students chronically absent from 12.1% to 11.6%; decrease of 0.5% (yellow).

2019 Stretch Goal: By June 2020, Nightingale Charter will decrease the percentage of students chronically absent from 12.1% to 9.1%; decrease of 3% (green).

Overall School Climate Goals:

Goal: In 2019-2020 school year, principal will average 5 days/week visiting classrooms and 120 minutes/day as measured by Principal records.

Goal: in 2019-2020 school year, AP will average 5 days/week visiting classrooms and 120 minutes/day as measured by AP records.

Goal: In 2019-2020 school year, teachers will receive informal feedback on instruction 2-3 days/week on average based on classroom visits as measured by Principal/AP records.

Identified Need

Goals for Suspension were based on the following data from the CA 2018 Dashboard and SUSD Discipline Reports:

In 2018, the percentage of students suspended at least once by increased 1.4% to 1.8% (orange).
 In 2018, the percentage of Black/African American students increased by 4.7% to 8.1% (red).

Goals for Expulsion were based on the following data from the CA 2018 Dashboard and SUSD Discipline Reports:

In 2018, a total of zero students were expelled from Nightingale Charter.

Goals for Chronic Absenteeism were based on the following data from the CA 2018 Dashboard and SUSD attendance reports.

In 2018, 12.1% of all students were chronically absent. This was an increase of 1.6% (orange).
 In 2018, 24.1% of Students with Disabilities were chronically absent. This was an increase of 9% (red).

Percent of chronic absenteeism by life levels:

- Kinder-15.0%(-13.1%)
- 1st- 3rd-10.0%(-3.0%)
- 4th -6th-5.0% (-0.9%)
- 7th -8th -7.5% (-0.9%)

Goals for Overall School Climate to improve Instructional Leadership, Supervision, and Evaluation were based on the following information:

- Currently, the principal averages <1 day/week visiting classrooms for about 50 minutes/day.
- Currently, the ½ time AP averages <1 day/week visiting classrooms for about 30 minutes/day.
- Teachers are currently receiving informal feedback on instruction <1 day/week on average based on classroom visits.
- in 2018-19 SY, the principal formally evaluates 9 certificated teachers
- In 2018-19 SY, the AP formally evaluates 6 certificated teachers

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard	In 2018, the percentage of students suspended at least once by increased 1.4% to 1.8% (orange).	[2019 Base Goal: By June 2020, Nightingale Charter will decrease the percentage of students suspended at least

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>In 2018, the percentage of Black/African American students increased by 4.7% to 8.1% (red).</p>	<p>once from 1.8% to 1.5%; decrease of 0.3% (Green) as measured by suspension data.</p> <p>2019 Stretch Goal: By June 2020, Nightingale Charter will decrease the percentage of students suspended at least once from 1.8% to 0.8%; decrease of 1.0% (Blue) as measured by suspension data.</p> <p>2019 Base Goal: By June 2020, Nightingale Charter will decrease the percentage of Black/African American students suspended at least once from 8.1% to 7.8% (orange).</p> <p>2019 Stretch Goal: By June 2020, Nightingale Charter will decrease the percentage of Black/African American students suspended at least once from 8.1% to 7.1% (yellow).</p>
<p>CA Dashboard</p>	<p>In 2018, 12.1% of all students were chronically absent. This was an increase of 1.6% (orange)</p>	<p>2019 Goal 1: By June 2020, Nightingale Charter will decrease the percentage of students chronically absent from 12.1% to 11.6%; decrease of 0.5% (yellow).</p> <p>2019 Goal 2: By June 2020, Nightingale Charter will decrease the percentage of students chronically absent from 12.1% to 9.1%; decrease of 3% (green).</p>
<p>Principal/AP personal record/observation</p>	<p>Currently, the principal averages <1 day/week visiting classrooms for about 50 minutes/day.</p>	<p>Goal: In 2019-2020 school year, principal will average 5 days/week visiting classrooms and 120 minutes/day as measured by Principal records.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Currently, the ½ time AP averages <1 day/week visiting classrooms for about 30 minutes/day. Teachers are currently receiving informal feedback on instruction <1 day/week on average based on classroom visits. in 2018-19 SY, the principal formally evaluates 9 certificated teachers In 2018-19 SY, the AP formally evaluates 6 certificated teachers</p>	<p>Goal: in 2019-2020 school year, AP will average 5 days/week visiting classrooms and 120 minutes/day as measured by AP records. Goal: In 2019-2020 school year, teachers will receive informal feedback on instruction 2-3 days/week on average based on classroom visits as measured by Principal/AP records.</p>

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide students with social and emotional supportive resources that positively impact student learning through program such as PBIS, PLUS program, counseling, structured student engagement activities, and Trauma-informed instruction (Angela Beyer) etc.

of student being referred for social/emotional issues

of student involved in the PLUS program

of PLUS meetings held

of PLUS forums held # of student attending school

of student attending on time

of discipline referrals

of students suspended

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$300	LCFF
\$600	ASB

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide professional development opportunities to staff to support awareness of various cultural backgrounds and lifestyles.

Also, the majority of Nightingale teachers have been trained in Trauma-informed instructional strategies with Angela Beyer. Through continued support from Angela Beyer and her staff, Nightingale will continue to gain an understanding of how students' bodies and brains work and process information while utilizing pedagogy and teaching methodology to address all students' academic and social emotional learning needs. Teachers and staff will use research-based effective instructional practices to guide them in planning, implementing, and assessing a sound program of instruction.

of school climate related trainings

of teachers trained

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$10,000	LCFF
\$10,000 - 58320 (Consultant - Non-Instructional)	Title I - 50643

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide students with motivation, encouragement and acknowledgement on their improvement in academics, behavior and attendance.

of students participating in academic incentives

of students participating in behavior incentives

of students participating in attendance incentives

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$900	LCFF
\$900	ASB

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Sow a Seed is to provide students with mentoring relationships to assist with their social/emotional growth. Check in can be based on social/emotional need, low academic achievement, or poor attendance.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$25,000

LCFF

Annual Review – Goal 2

SPSA Year Reviewed: 2017-2018

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Implementation

1.1 Evaluation not provided.

a.PBIS- School Wide PBIS lesson plans and expectations implemented.

b.PLUS- PLUS team held four forums for students in grades 4-6.

c.Counseling- Counselor focused on attendance initiatives and social/emotional referrals.

1.2 a.PD- No PD implemented on site. SUSD provided PD during mandatory teacher PD days.

1.3 a.Academics- Students were provided incentives for meeting growth targets and/or grade level goals on MAP assessments.

b.Behavior- Behavior incentives were provided on an individual, as needed basis.

c.Attendance- Students with perfect attendance were provided certificates at awards assemblies, drawings were held for prizes for perfect attendance.- Classrooms with highest attendance percentages across their life levels were also celebrated monthly and given possession of the trophy.

Effectiveness

1.1 a. PBIS- Suspension increased 1.4%

b. PLUS- PLUS team

c. Counseling- Chronic absenteeism increased 1.6%.with SWD showing an increase of 9%

d.Activities

1.2 a. PD

1.3 a. Academics- In ELA and Math for the winter and spring, over 800 growth target goal celebrations took place. Over 300 celebrations for being on grade level in ELA or math also took place for winter and spring scores.

b. Behavior

c.Attendance- Chronic absenteeism increased by 1.6%. This may have been due to a high SWD absenteeism rate.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Material Changes

1.1 a. PBIS

No

b. PLUS

No

c. Counseling

No

d. Activities

No

1.2 a PD

No

1.3 a. Academics

No

b. Behavior

No

c. Attendance

No

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Future Changes

1.1 a. PBIS

b. PLUS

New PLUS coordinator established who will be expanding the focus of the team as well as increase forum/services to students.

c. Counseling

A new attendance initiative is in place.

d. Activities

1.2 a. PD

Teachers will be encouraged to attend diversity-related trainings and admin will incorporate practices into staff meetings/collaboration

1.3 a. Academics

No

b. Behavior

New behavior referral is being established

c. Attendance

Goal 3 – Meaningful Partnerships

Meaningful Partnerships

By June 2020, Nightingale Charter expects to see an increase in parent/community member participation as measured by sign-in sheets/visitor sign-in book.

Identified Need

Nightingale Charter continues to explore opportunities that engage parents and community members in the academic and social/emotional aspects of our students' lives.

Parent Engagement Events/ Activities

2 - NAT

4 - Events

Various by teacher- Parent Conferences

X - Parent Coffees

(Due to lack of staff (Parent Liaison- Nightingale has struggled with keeping percentage data of parent participating.)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Nightingale Academic Team Sign in Sheets	____% Not available	33%
Parent Coffee Sign-in Sheets	____% Not available	5%
Other Events	____% Not available	33%

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Increase parent empowerment through informational meetings and academic conferences that encourage parent and teacher and school relationships. Increase opportunities to build and maintain a healthy school climate and culture that shares high expectations for students and parents.

Parent Liaison will conduct home visits to provide outreach to parents of students who have been identified as chronically absent. The parent liaison will coordinate parent meetings and focus on increasing parent engagement through workshop, trainings, and other similar meetings.

The Parent Liaison will provide one-on-one interactions, where applicable, maintaining communications through School Messenger, CARE/SSTs, and IEPs, etc.

of parents contacted

of meetings coordinated

of parents attending

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$56,512

Title 1- Partnerships

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide parents with support and resources that empowers them be engaged in their student’s learning such as parent conferences, communication, after school academic focused activities.

The Parent Liaison will assist in arranging translation, babysitting, and other resources as needed in order to help parents be more involved in students’ academic activities.

of parent conferences

of parents attending

of parent contacts occurrences (e.g. email, telephone, face to face)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$1,200	Title 1- Partnerships Parent
\$1,125	Title 1- Partnerships Parent
\$1,300	Title 1- Partnerships

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide parents with notification and awareness of student needs and school interventions offered at site.

The TOSA (Teacher on Special Assignment), Parent Liaison, counselor, and administration can assist parents in determining and/or accessing the academic/social needs of students.

of students referred for each category

of parents attending

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$72,541

LCFF

Annual Review – Goal 3

SPSA Year Reviewed: 2017-2018

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Implementation

1.1 a. Info mtgs- Parent coffees re: School safety, ELPAC, Safe Schools, El Concilio, Attendance, Social Skills, Parent Empowerment, Progress Reports & Report Cards, ADHD, Behavior Challenges, Community resources, Summer Enrichment.

b. academic conf- There were 3 Nightingale Academic Team conferences plus individual parent teacher conferences.

1.2 a. parent conferences- Parent coffees re: School safety, ELPAC, Safe Schools, El Concilio, Attendance, Social Skills, Parent Empowerment, Progress Reports & Report Cards, ADHD, Behavior Challenges, Community resources, Summer Enrichment.

b. communication- Parents received Edconnect dialers in English and Spanish, fliers, posters in office and on gates/hallways, Facebook/website notifications, and teacher communications.

1.3 a. notification/awareness- The counselor, teacher, administration, and/or CWA provide parents with notification of student needs/interventions.

b. interventions- SSTs, after school tutoring

Effectiveness

1.1 a. Info mtgs

Parent attendance averaged _____

b. Academic conf

Parent attendance averaged _____

1.2 a. parent conferences

Parent attendance averaged _____

b. Communication

1.3 a. notification/awareness

b. interventions

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Material Changes

1.1 amino mtgs

No

b. Academic conf

No

1.2 a. parent conferences

No

b. Communication

No

1.3 a.notification/awareness

No.

b. Interventions

No

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Future Changes

1.1 amino mtgs

No

b. Academic conf

No.

1.2 a.parent conferences

No

b. Communication

New marquee installed allowing for notifications/postings

1.3 a. notification/awareness

No

b. Interventions

No

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$119,737
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$ [Enter amount here]

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$119,737

Subtotal of additional federal funds included for this school: \$119,737

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF	\$148,741
ASB	\$1,500

Subtotal of state or local funds included for this school: \$150,241

Total of federal, state, and/or local funds for this school: \$269,978