



# School Plan for Student Achievement

For the School Year

July 1, 2020 – June 30, 2021

Version 1

NIGHTINGALE CHARTER

## Contents

School Plan for Student Achievement (SPSA) Template .....	2
Purpose and Description .....	2
Stakeholder Involvement.....	4
Resource Inequities.....	5
Goals, Strategies, Expenditures, & Annual Review.....	6
LCAP/SPSA Goal 1 – Student Achievement .....	6
Identified Need .....	7
Annual Measurable Outcomes .....	15
Strategy/Activity 1.....	16
Strategy/Activity 2.....	17
Strategy/Activity 3.....	18
Strategy/Activity 4.....	19
Annual Review – Goal 1 .....	20
Analysis.....	20
Goal 2 – School Climate .....	21
Identified Need .....	22
Annual Measurable Outcomes .....	25
Strategy/Activity 1.....	26
Strategy/Activity 2.....	27
Strategy/Activity 3.....	28
Annual Review – Goal 2 .....	29
Analysis.....	29
Goal 3 – Meaningful Partnerships.....	30
Identified Need .....	31
Annual Measurable Outcomes .....	32
Strategy/Activity 1.....	33
Strategy/Activity 2.....	34
Annual Review – Goal 3 .....	35
Analysis.....	35
Budget Summary.....	36
Budget Summary .....	36
Other Federal, State, and Local Funds .....	36
Budget Spreadsheet Overview – Title I .....	37
Budget Spreadsheet Overview – LCFF.....	38

School Year: 2020-2021

# 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	ELAC Recommendation to SSC Date	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Nightingale Charter	39686766042725	Ver 1 – 05/14/2020	Ver 1 – 06/05/2020	Ver 1 – 07/28/2020

## 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 and its School Site Council reviewed the progress of the 2018-2019 (Year 2) and the 2019-2020 (Year 3) 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 May 2020 School Site Council meeting.

In school year 2019-2020, Year 3, 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. Due to COVID 19, National Pandemic, meetings were not held during the third trimester of the 2019-2020 SY.

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 well as social and emotional support during their school day as well as resources for parents and communities. Nightingale Parents and Staff also emphasized that as a result COVID-19, National Pandemic also agreed for the extreme need of support for social and emotional support, additional resources for parents and a full time employee to foster and maintain/ increase parent engagement.

As a result of the stakeholder involvement and data reviews, Nightingale Charter has been able to complete the Decision Making Model in March - April 2020. As a result, Nightingale will advocate for and meet the parent engagement needs of our community to improve the increase of student achievement to reach academic goals and guidance on how to support students socially and emotionally.

## 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.

## LCAP/SPSA Goal 1 – Student Achievement

School Goal for ELA/ELD:

ELA/ELD SMART Goal:

By June 30, 2021, Nightingale Charter will 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.

School Goal for Math:

Math SMART Goal:

By June 30, 2021, Nightingale Charter will 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.

## Identified Need

- Be sure English Learner data is reviewed and included.

### ELA/ELD:

SBAC-Nightingale is currently performing 62 points below standard according to the Smarter Balanced Summative Assessment.

In 2018-2019 students the percentage of students who did not meet achievement standards for the ELA SBAC were:

Grade 3	86%	Grade 6	77%
Grade 4	82%	Grade 7	55%
Grade 5	73%		

Therefore, 75% of all students at Nightingale who took the ELA SBAC did not meet Achievement Standards

IREADY-Winter IREADY data shows the following percentages of students who did not meet the grade level targets in ELA:

Kinder	59%	Grade 5	87.5%
Grade 1	73%	Grade 6	86%
Grade 2	71%	Grade 7	99%
Grade 3	57%	Grade 8	98%
Grade 4	82.5%		

Therefore, 79 % of all students at Nightingale who took the ELA IREADY winter assessment did not meet grade level targets in ELA.

### English Language Learner Progress

Well Developed	Level - 4	15
Moderately Developed	Level – 3	39
Somewhat Developed	Level – 2	41
Beginning Stage	Level - 1	9

In the 2019-2020 SY, 18 students were reclassified (16%) compared to the 58 students reclassified (54%) in the 2018-2019 SY (previous year).

EL Population- 19.4%



### Math:

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

In 2018-2019 students the percentage of students who did not meet achievement standards for the MATH SBAC were:

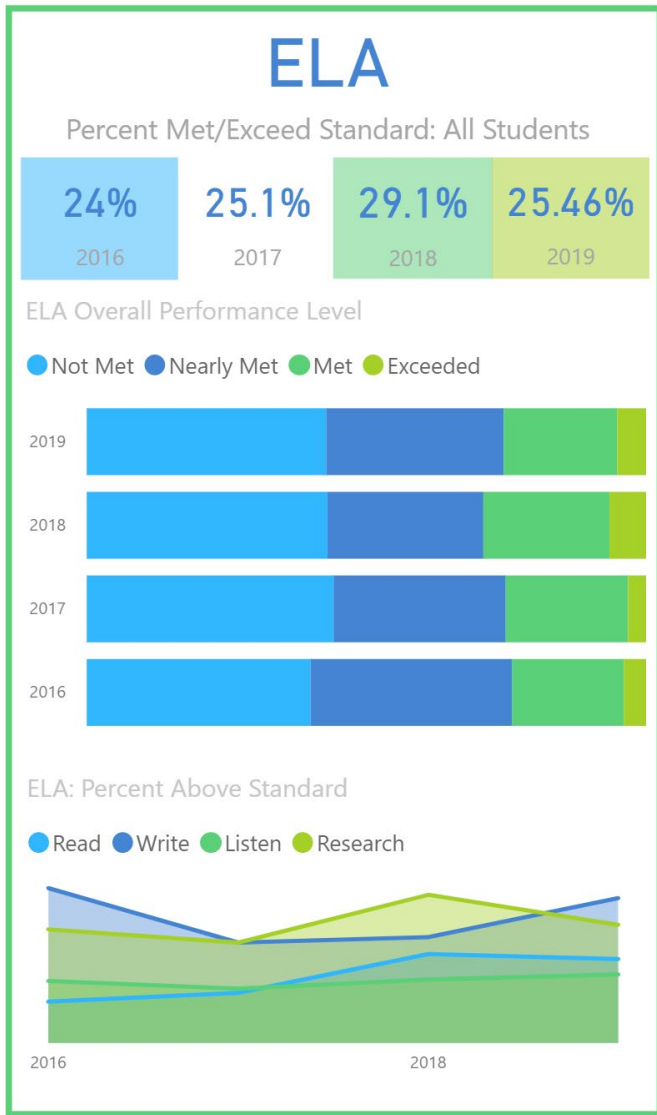
Grade 3	72%	Grade 6	97%
Grade 4	78%	Grade 7	65%
Grade 5	80%		

Therefore, 78% of all students at Nightingale who took the Math SBAC did not meet Achievement Standards.

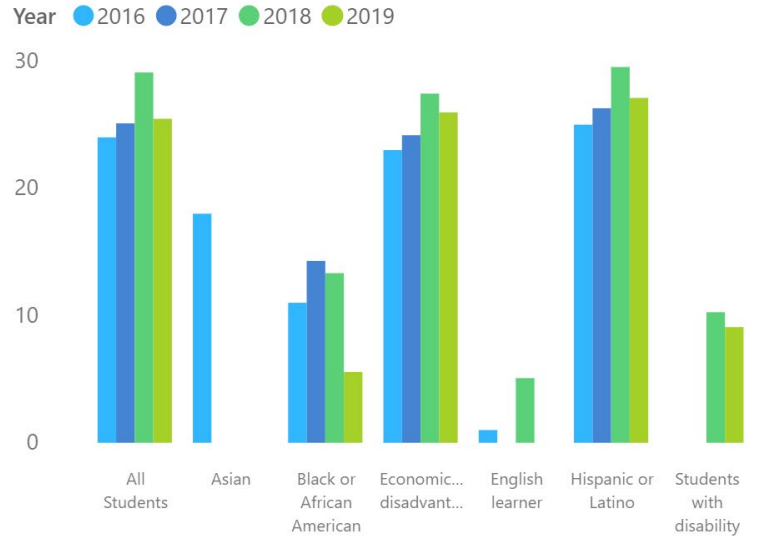
IREADY- Winter IREADY data shows the following percentages of students who did not meet the grade level targets in Math:

Kinder	72.7%	Grade 5	87.5%
Grade 1	73%	Grade 6	81.5%
Grade 2	81.7%	Grade 7	93%
Grade 3	78%	Grade 8	91%
Grade 4	80%		

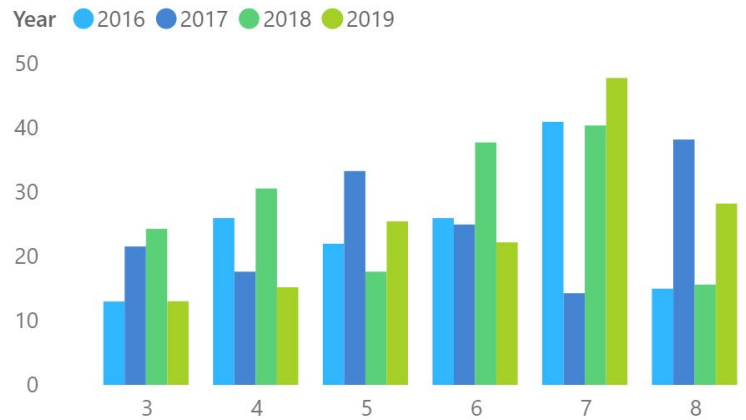
Therefore, 82% of all students at Nightingale who took the Math IREADY winter assessment did not meet grade level targets in Math.



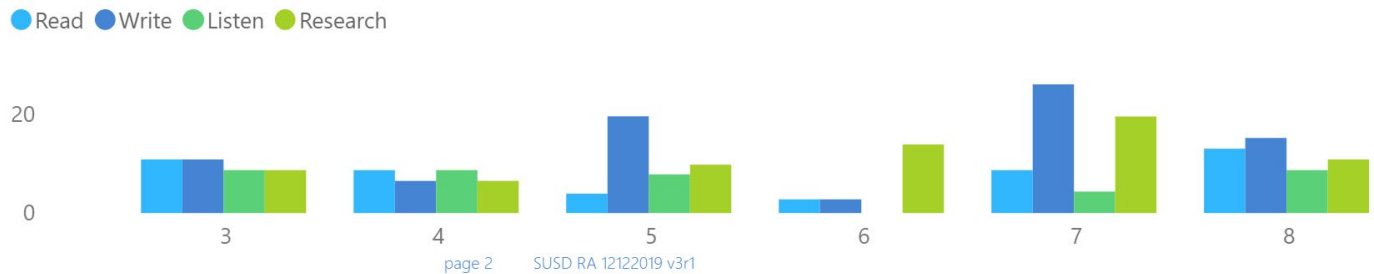
ELA CAASPP: Percent Met/Exceed Standard

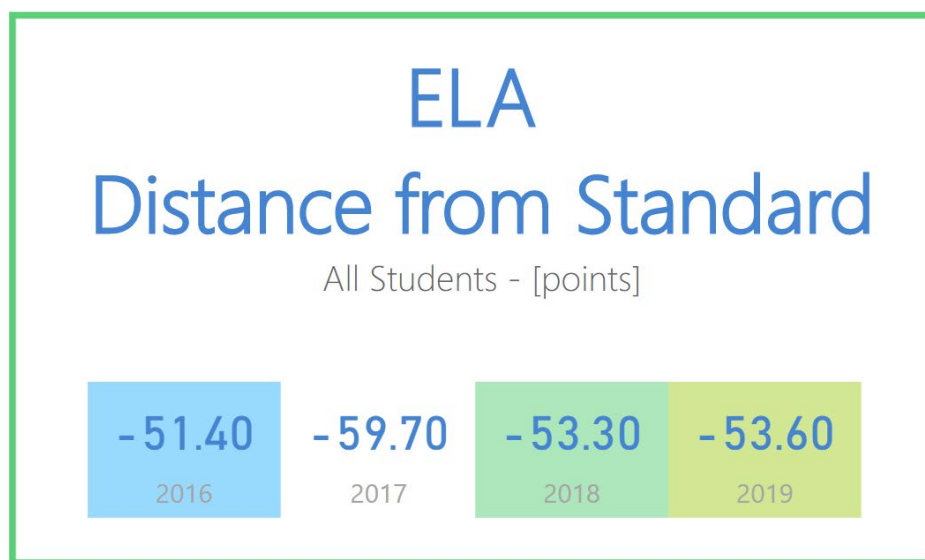


ELA CAASPP: Percent Met/Exceed Standard by Grade Level



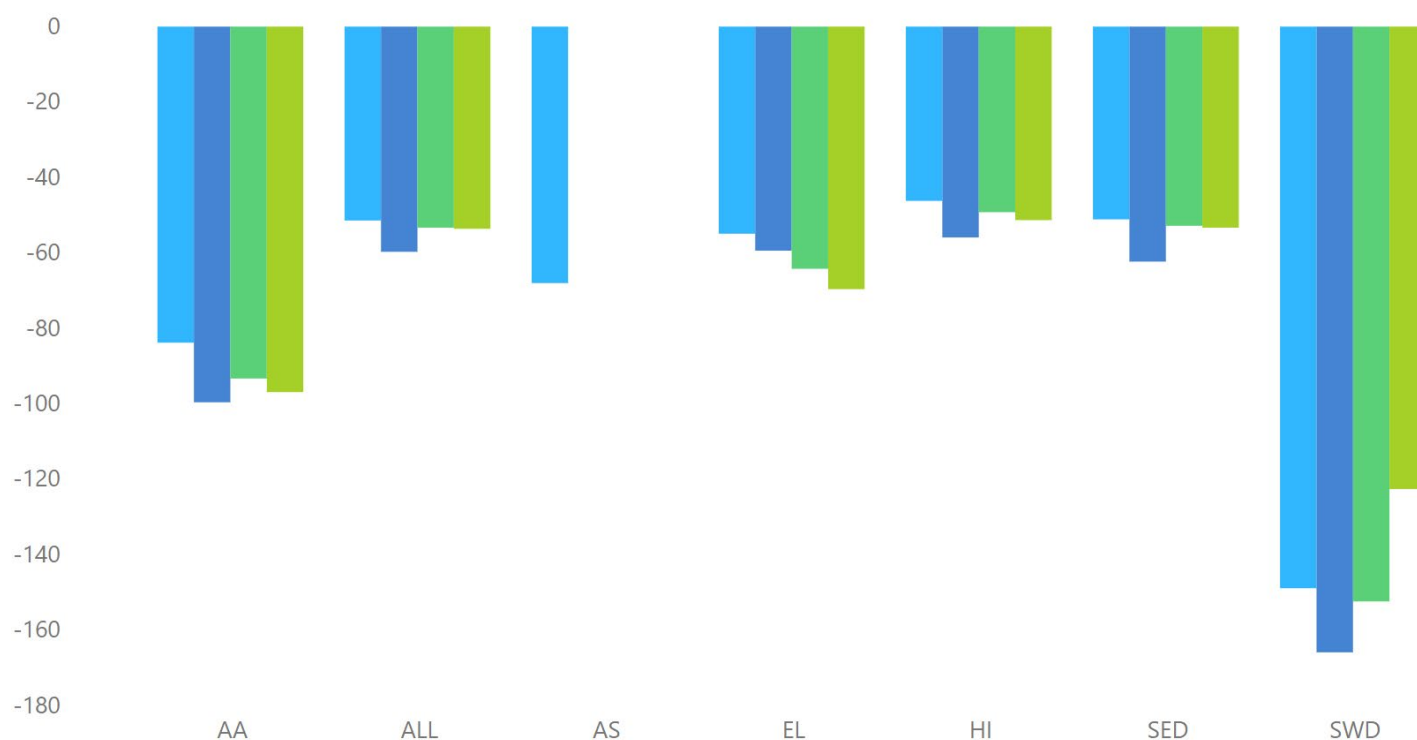
2019 Prelim ELA CAASPP: Area - Percent Above Standard

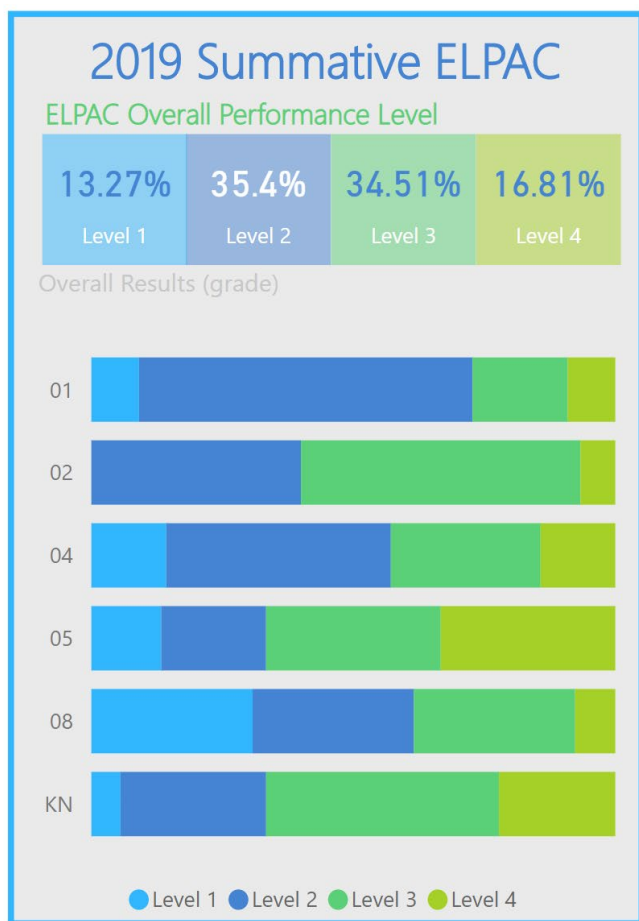




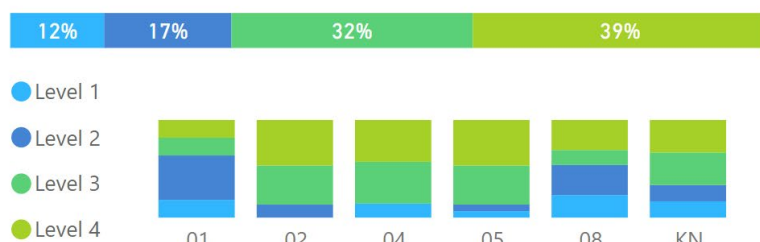
ELA Distance from Standard [points]

Year ● 2016 ● 2017 ● 2018 ● 2019

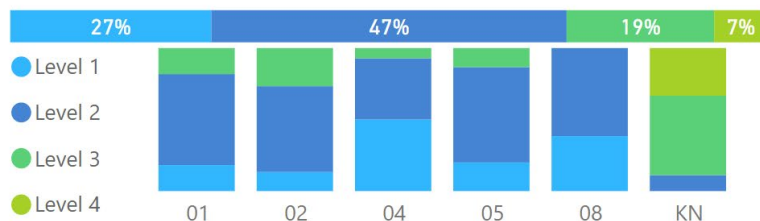




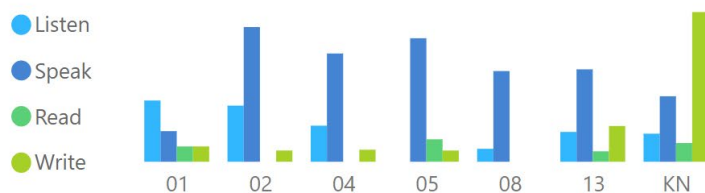
#### Oral Language Overall Performance Level



#### Written Language Overall Performance Level



#### Performance Area: Percent Well Developed



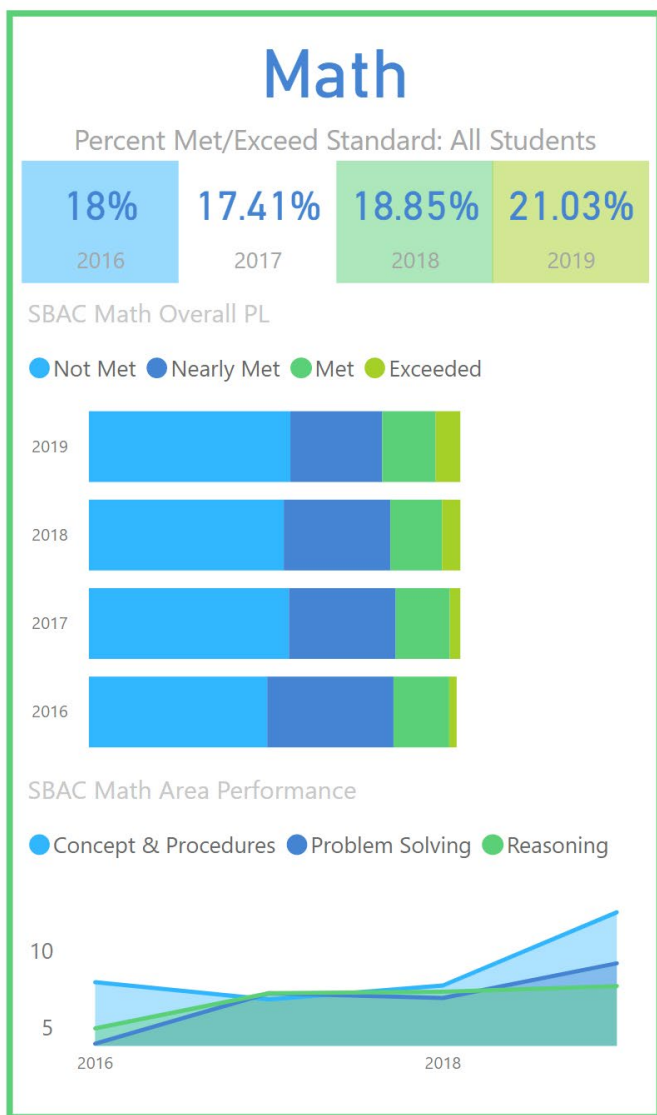
### English Learner Progress Reclassification Rates



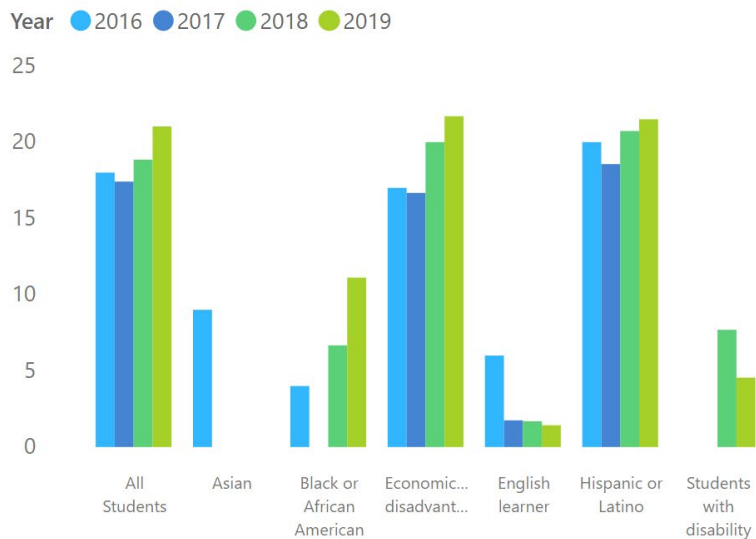
#### English Learner Progress Indicator (ELPI)

**45.3%**

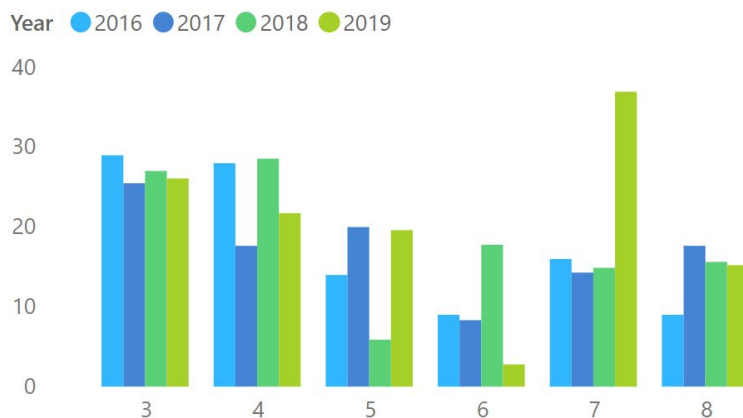
ELPI 2019



Math CAASPP: Percent Met/Exceed Standard

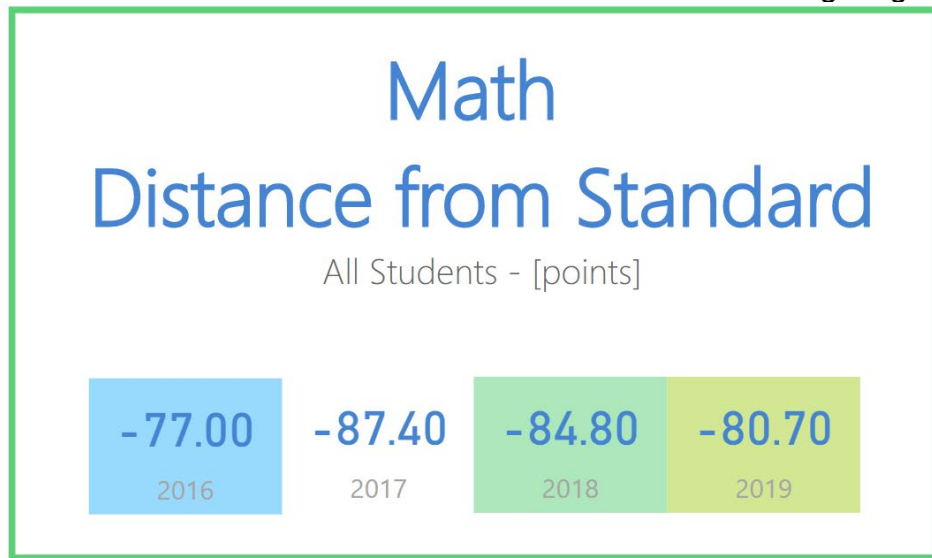


Math CAASPP: Percent Met/Exceed Standard by Grade Level



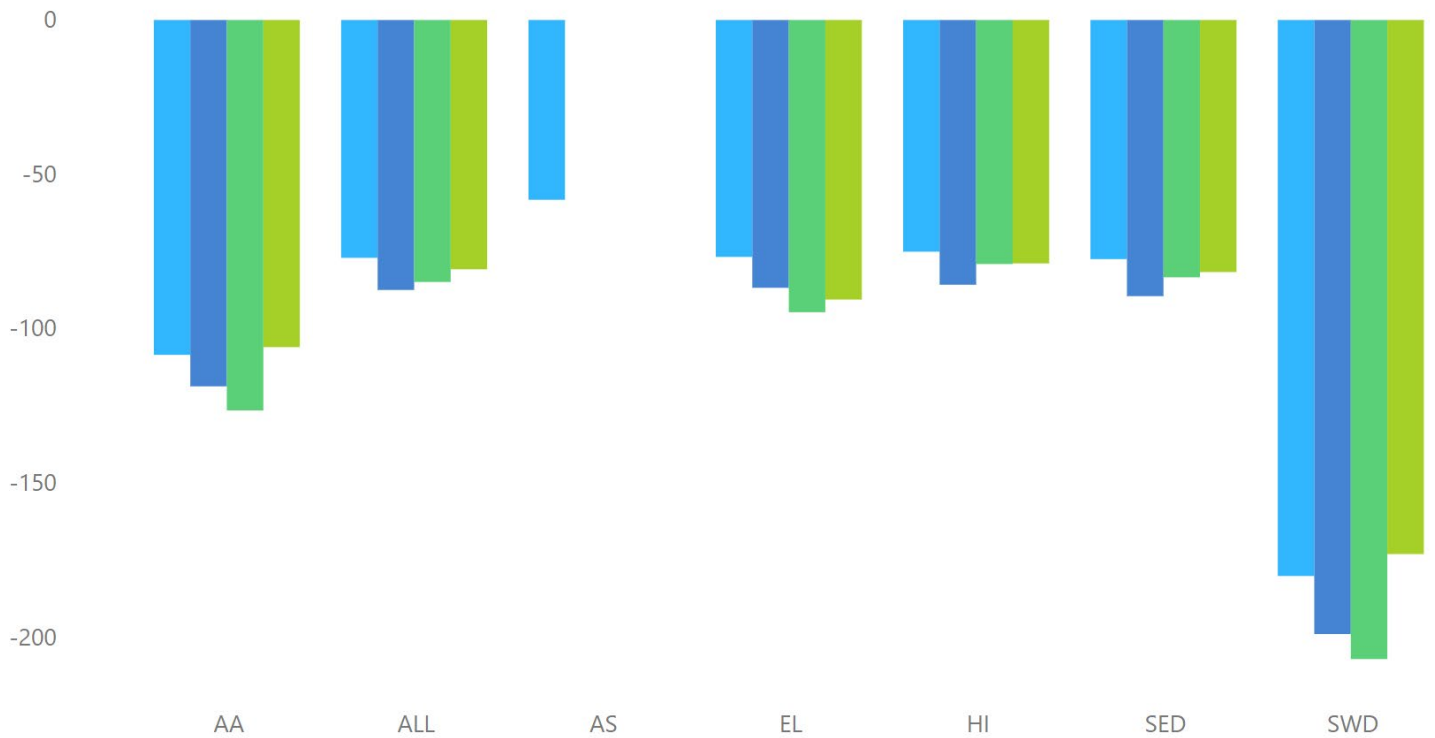
2019 Math CAASPP: Percent Above Standard





Math Distance from Standard [points]

Year ● 2016 ● 2017 ● 2018 ● 2019



# PSAT NMSQT Grade 10

Percent Met Evidence-Based  
Reading & Writing  
Benchmark

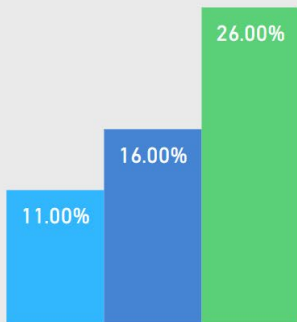
Percent Met Mathematics  
Benchmark

Percent Met ERW &  
Math Benchmark

## PSAT 8/9 Grade 8

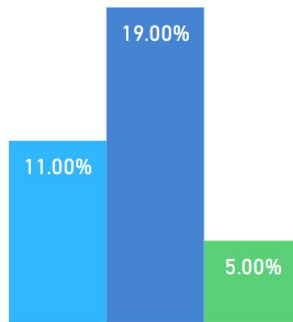
Percent Met Evidence-Based  
Reading & Writing  
Benchmark

Year ● 2016 ● 2017 ● 2018



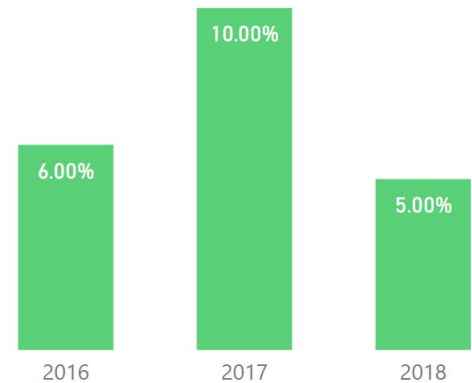
Percent Met Mathematics  
Benchmark

Year ● 2016 ● 2017 ● 2018



page 9 SUSD RA 12122019 v3r1

Percent Met ERW &  
Math Benchmark



## 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 An improvement of 3
IREADY	79% not at grade-level target	69% not at grade-level target
ELPAC- reclassified	18 Students/ 16%	Approx. 36 Students/ 32%

Math - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - Math (All Students)	87 points below standard	84 points below standard An improvement of 3
IREADY	82% not at grade-level target	72% not at grade-level target



## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All Students/ Subgroup English Learners

### Strategy/Activity

To provide appropriate English Language intervention and supplemental support to students while fostering academic success in English Language Development. Services of additional support to students not at grade level standard will also be provided

# of EL students at grade level

# of EL students below grade level

# of LTEL students

# of EL students

### Proposed Expenditures for this Strategy/Activity 1

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.

#### Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$7,000	11500	Additional comp for teachers to provide afterschool intervention and support to English Learners.

#### Fund Source – LCFF:

\$ Amount(s)	Object Code	Description

## 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 support staff in the improvement of students' academic success in all content areas. Training, conferences, and coaching involving core curriculum, district curriculum, PBL, AVID, Integrated ELD and Designated ELD strategies.

# of PDs offered

# of teachers attended

# of observations

# of observation with feedback

### Proposed Expenditures for this Strategy/Activity 2

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$7,000	11700	Substitutes for teachers to participate in trainings, conferences, and coaching during school hours.
		2 @ .5 FTE Instructional Coach – Centralized Service

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description

### 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 (PLC) implementation and teacher collaboration. Provide Professional Development and additional PLC collaboration time to impact and effective teacher collaboration that focuses on data and instructional practices to increase student achievement. Teachers will also attend Academic Conferences a minimum of 2 times a year.

# of TCT meetings

# of TCT observations

# of complete data cycles

#### Proposed Expenditures for this Strategy/Activity 3

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.

##### Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$6,000	11700	Substitutes for teachers to participate in trainings, conferences, and coaching during school hours.

##### Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description

## Strategy/Activity 4

### 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 4

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.

#### Fund Source - Title I:

\$ Amount(s)	Object Code	Description
		Centralized Service

#### Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description

## Annual Review – Goal 1

### SPSA Year Reviewed: 2018-2019 (Year 2)/ 2019-2020 (Year 3)

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.

18-19 Implementation: We focused on several factors for implementation of strategies to achieve Goal 1. Professional Learning opportunities or professional consulting were provided focusing on raising student achievement. These included times to collaborate, Imagine Learning training, Project Based Learning Training (PBL World), 2 teachers attended the ELD Institute to receive training focusing on our EL and LTEL students and strategies for designated and integrated ELD.

19-20 Implementation: We focused on several factors for implementation of strategies to achieve Goal 1. During the 2019-2020 SY Nightingale was able to provide learning opportunities that focused on student achievement such as PBL World, Curriculum Based training, and the AVID Institute. Staff meetings were used as targeted professional learning opportunities where AVID strategies were modeled. Unfortunately, we were unable to implement the Trauma Informed Teaching Strategies by Angela Byers due to the SUSD District Office denying the board approval for consulting with Angela Byers.

18-19 Effectiveness: Professional development, as evidenced by agendas and sign in sheets were attended by most teachers. Taught strategies were observed being utilized in the classroom. Teachers and staff provided students with opportunities to increase reading proficiency through in classroom interventions, and classroom libraries as evidenced by PLC notes.

19-20 Effectiveness: Professional development, as evidenced by agendas and sign in sheets were attended by most teachers. Strategies learned were observed and initial implementation was discussed in PLC and with other colleagues. Teachers and staff provided students with opportunities to increase reading proficiency through in classroom interventions, classroom libraries, and teacher collaboration as evidenced by PLC notes.

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: None

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.

18-19 Future Changes: None

19-20 Future Changes: Deletion of Trauma Informed Teaching Strategies by Angela Byers.

## Goal 2 – School Climate

School Goal for Suspension:

### Suspension Goals:

2020 Base Goal: By June 2021, Nightingale Charter will decrease the percentage of students suspended from 0.54% to 0.40%; decrease of 0.14% as measured by suspension data according to Calpads and CA Dashboard.

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

### Expulsion Goals:

Nightingale Charter has no expulsions.

2020 Base Goal: In 2020-2021 school year, Nightingale Charter will maintain its number of expulsions at zero expulsions as measured by expulsion data according to Calpads and CA Dashboard.

School Goal for Attendance/Chronic Truancy: (Must be a SMART Goal)

### Attendance/Chronic Truancy Goals:

2020 Base Goal: By June 2021, Nightingale Charter will decrease the percentage of student chronically absent from 10.46% to 9.95%; decrease of 0.51% according to Calpads and CA Dashboard.

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) according to Calpads and CA Dashboard.

## Identified Need

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

In 2019, of those students suspended the percentage of students with disabilities suspended increased from 45% to 66%.

In 2019, of those students suspended the percentage of Black/ African American students increased from 27% to 66%.

### Attendance/Chronic Truancy –

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

In 2019, 10.46% of all students were chronically absent according to SUSD Data.

In 2019, 3.35% of all students that were chronically absent were Kindergarteners.

In 2019, 24% of Kindergartners and 17% of all 1<sup>st</sup> graders were chronically absent.

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

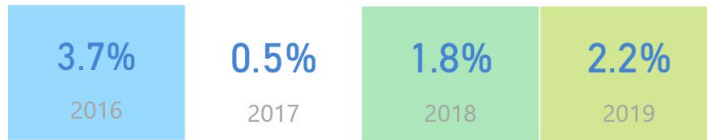
In 2018, 24.1% of Students with Disabilities were chronically absent. This was an increase of 9% (red).

Percent of chronic absenteeism by grade levels:

Grade K	3.35%	Grade 5	0.42%
Grade 1	1.88%	Grade 6	0.63%
Grade 2	1.46%	Grade 7	1.46%
Grade 3	0.21%	Grade 8	0.63%
Grade 4	0.63%		

# Suspension Rate

All Students  
percent of unduplicated suspension

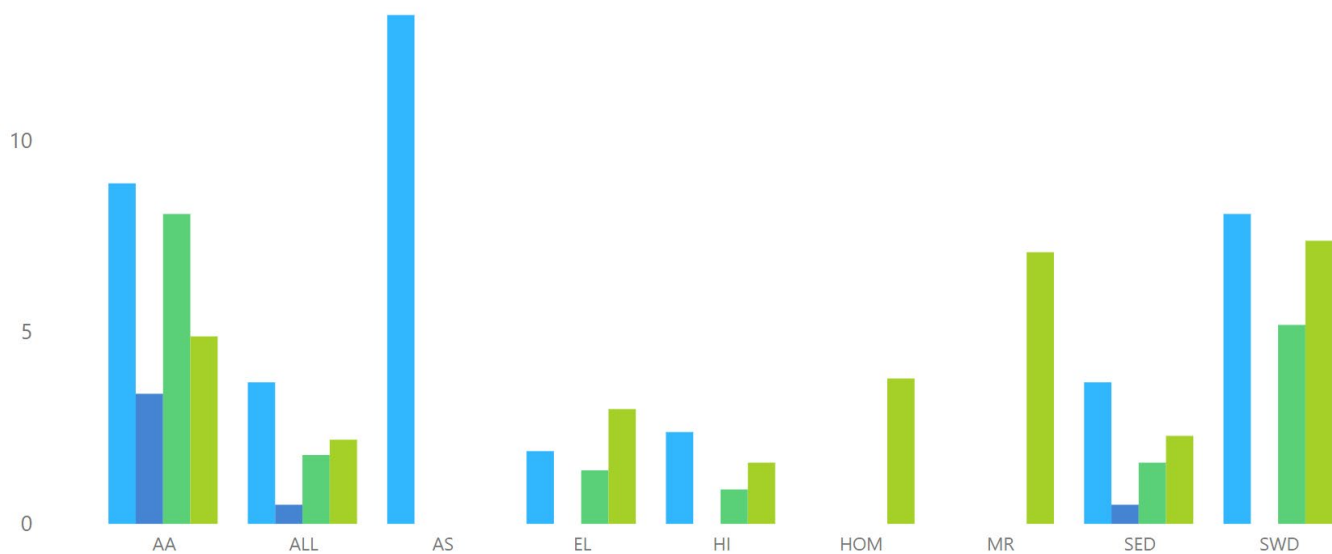


# Expulsion

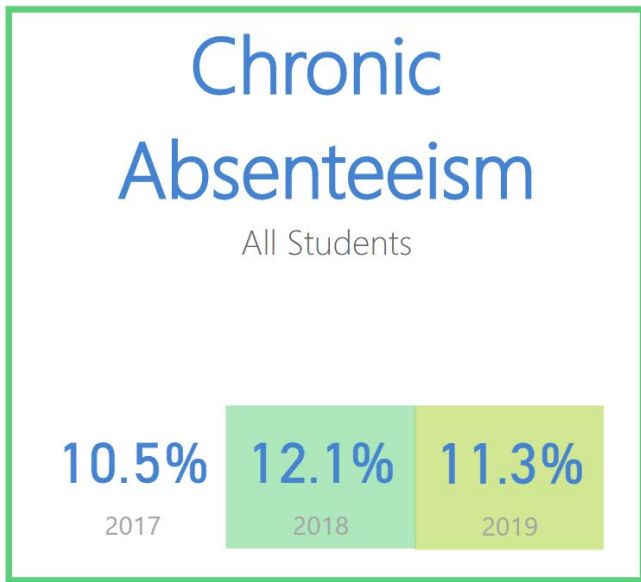
All Students - Count \*2019 Preliminary count  
Expulsion Count by Year - if available

Suspension Rate: Student Group

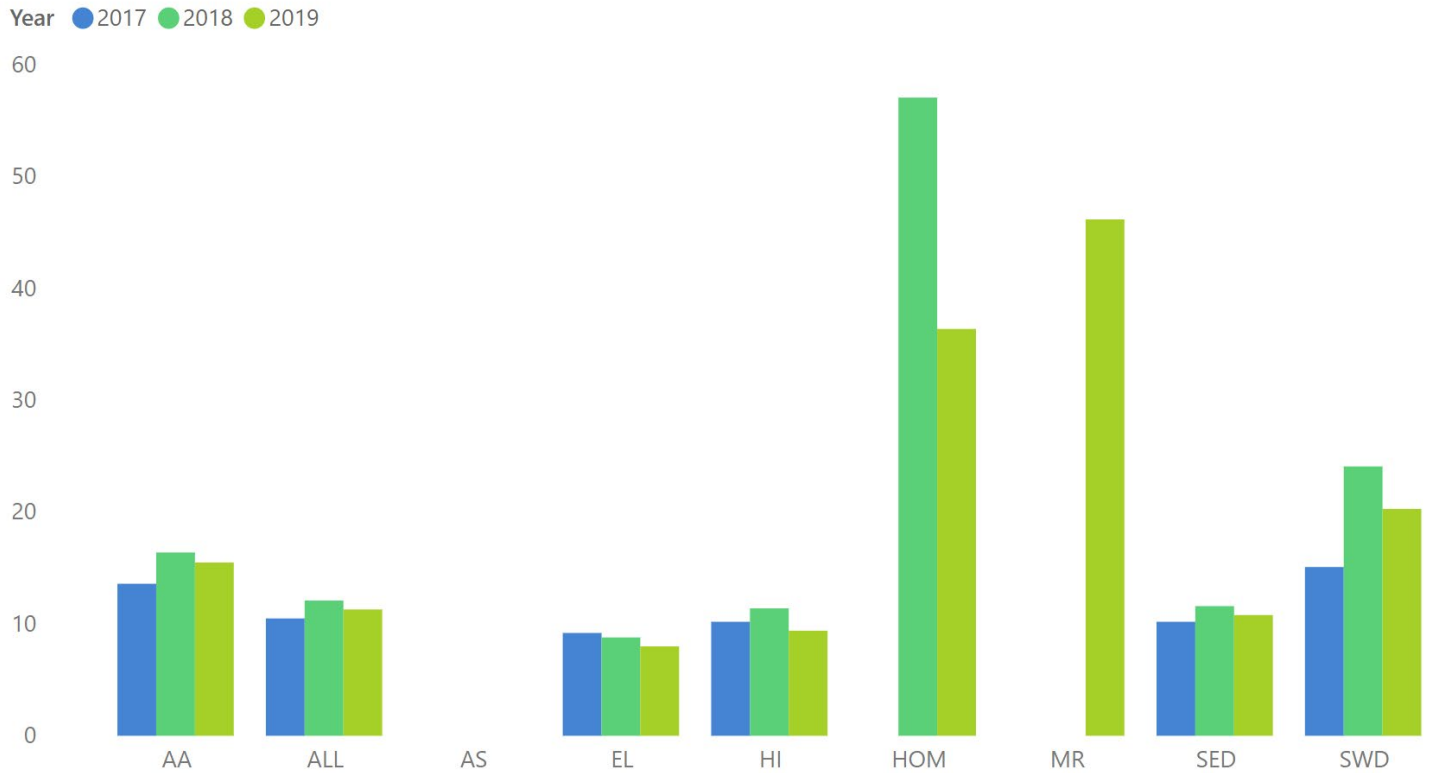
Year ● 2016 ● 2017 ● 2018 ● 2019







Chronic Absenteeism Rate by Student Group and Year



## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions (All Students)	0.54%	0.40%
Chronic Absenteeism (All Students)	10.46%	9.95%
School Climate Survey	Taken 3 times a year- Fall, Winter, Spring	Climate survey will improve positively.
PLUS Surveys	Given various times to different groups of students.	PLUS surveys will increase positively.

## 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

A PBIS Team will continue to evolve and provide guidance and support for Nightingale's PBIS Lessons (Playground, Hallways, Cafeteria, Restroom, Classroom) implemented in classrooms at the beginning of the year, and after every student break or as needed.

OWLS Tickets System implemented by Safety Team during lunch periods starting in November 2019 -- tickets given to students for Safe, Respectful, Responsible behavior that aligns to PBIS lessons and prize drawings every two weeks.

# of tickets issued to students

# of raffles

# of discipline referrals

### Proposed Expenditures for this Strategy/Activity 1

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.

#### Fund Source - Title I:

\$ Amount(s)	Object Code	Description

#### Fund Source – LCFF:

\$ Amount(s)	Object Code	Description

## 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

Nightingale Charter will continue to implement and support the PLUS Team. The PLUS Team will structure forums for various grade levels to enhance communication, provide team building opportunities, facilitate conversations, and increase positive school culture and climate.

# of PLUS forums

# results from PLUS surveys

# results from California Healthy Kids Survey

### Proposed Expenditures for this Strategy/Activity 2

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description

### 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

Nightingale Charter will contract with Sow a Seed to provide students with mentoring relationships to assist with their social/emotional growth. Check-in Systems will be based on social/emotional need, low academic achievement, or poor attendance.

# of student being referred for social/emotional issues

#### Proposed Expenditures for this Strategy/Activity 3

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.

##### Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$25,000	58320	Contract with Sow a Seed to provide mentoring and support services to students.

##### Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description

## Annual Review – Goal 2

### SPSA Year Reviewed: 2018-2019 – (Year 2)/ 2019-2020 (Year 3)

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.

18-19 Implementation: Our school counselor provided students with social and emotional supportive resources such as the following; classroom presentations, PLUS team, and classroom support. SST meetings were held bi-monthly to support our students, teachers, and parents. The school counselor was assigned to Nightingale 5 days per week, and assisted all students including our subgroups with the most need. African Americans and SDC students were supported during the day when dealing with difficulties. Counseling sessions were provided as needed throughout the year, but a focus on social groups and group sessions is needed. Our suspension rate did increase however our attendance rate is one of the highest in the District.

19-20 Implementation: Our school counselor provided students with social and emotional supportive resources such as the following; classroom presentations, PLUS team, and classroom support. SST meetings were held bi-monthly to support our students, teachers, and parents. CARE team meetings were also established and implemented at least 3 times this year. The school counselor was assigned to Nightingale 5 days per week, and assisted all students including our subgroups with the most need. African Americans and SDC students were supported during the day when dealing with difficult behaviors and emotional outbursts. Counseling sessions were provided as needed throughout the year, but a focus on social groups and group sessions is needed.

18-19 Effectiveness: Our suspension rate increased

19-20 Effectiveness: Our suspension rate did decrease significantly and our attendance rate is one of the highest in the District

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: None

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: None

## Goal 3 – Meaningful Partnerships

School Goal for Meaningful Partnerships:

By June 2021, Nightingale Charter will increase in parent/community member participation as measured by sign-in sheets/visitor sign-in book.

## Identified Need

### Meaningful Partnerships:

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

Such involvement will be seen through family events/ activities, parent conferences, Parent Coffee Hours, and Nightingale Academic Teams.

Nightingale Charter acknowledges that due to lack of a Parent Liaison, Nightingale has struggled with sustaining Parent Engagement Events/ Activities as well as collecting data of parents participating in such activities.



**Annual Measurable Outcomes**

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Volunteer Log	____ % Not available	33%
Parent Coffee Sign Ins	____ % Not available	5%
Nightingale Academic Team Sign in Sheets	____ % Not available	33%
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/ 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 workshops, 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.

The Parent Liaison will establish a parent resource center on campus

The Parent Liaison will implement a parent survey to better serve their needs and improve school climate.

# of parents contacted

# of meetings coordinated

# of parents attending

### Proposed Expenditures for this Strategy/Activity 1

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$58,979	29101	1 FTE Parent Liaison

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description

## 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 2

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$1,000		Classified Additional Comp
\$1,073	43400	Parent Meeting

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description

## Annual Review – Goal 3

### SPSA Year Reviewed: 2018-2019 – (Year 2)/ 2019-2020 (Year 3)

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.

18-19 Implementation: Parents were provided with support and resources through-out the year. Such supports and resources included; parent/ teacher conferences, communication, after school academic focused activities, and parent meetings, (e.g., Parent Coffees, parent volunteering, parent engagement events, etc.).

19-20 Implementation: Parents were provided with support and resources through-out the year. Such supports and resources included; parent/ teacher conferences, communication, after school academic focused activities, and parent meetings, (e.g., Parent Coffees, parent volunteering, parent engagement events, etc.).

18-19 Effectiveness: It is not evident that parent involvement has not increased. It is difficult to be certain due to the lack of personnel to support that data.

19-20 Effectiveness: It is not evident that parent involvement has not increased. It is difficult to be certain due to the lack of personnel to support that data.

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: None

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.

18-19 Future Changes: None

19-20 Future Changes: Delete goal 3 strategy 4 as it is not relevant to state and federal expenditures.

## 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	\$106,052
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	\$106,052

## 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	\$106,052

Subtotal of additional federal funds included for this school: \$106,052

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	\$0

Subtotal of state or local funds included for this school: \$0

Total of federal, state, and/or local funds for this school: \$106,052

## Budget Spreadsheet Overview – Title I

**NIGHTINGALE****Preliminary Budget Allocation - TITLE I****FISCAL YEAR 2020-21**

TOTAL ALLOCATION	\$	103,979
TOTAL BUDGET DISTRIBUTED BELOW	\$	103,979
TO BE BUDGETED (Should be \$0.)		0

50647	TOTAL ALLOCATION	\$	2,073
	TOTAL BUDGET DISTRIBUTED BELOW	\$	2,073
	TO BE BUDGETED (Should be \$0.)		0

Object	Description	FTE	TITLE I					TOTAL BUDGET
			50643 GOAL #1 STUDENT ACHIEVEMENT  LOW INCOME	50650 GOAL #1 STUDENT ACHIEVEMENT  ENGLISH LEARNERS	50671 GOAL #2 LEARNING ENVIRONMENT  NEW COST CENTER	50672 GOAL #3 MEANINGFUL PARTNERSHIPS  NEW COST CENTER	50647 GOAL #3 MEANINGFUL PARTNERSHIPS - PARENTS	
Personnel Cost-Including Benefits								
11500	Teacher - Add Comp			\$ 7,000				\$ 7,000
11700	Teacher Substitute		\$ 13,000					\$ 13,000
12151	Counselor							\$ -
13201	Assistant Principal							\$ -
19101	Program Specialist							\$ -
19101	Instructional Coach							\$ -
19500	Instr. Coach-Add Comp							\$ -
	OTHER Certificated							\$ -
21101	Instructional Assistant							\$ -
21101	CAI Assistant							\$ -
21101	Bilingual Assistant							\$ -
24101	Library Media Clerk							\$ -
29101	Community Assistant							\$ -
	OTHER Classified	1.0000				\$ 58,979	\$ 1,000	\$ 59,979
30000	Statutory Benefits							\$ -
Sub Total - Personnel/Benefits			\$ 13,000	\$ 7,000	\$ -	\$ 58,979	\$ 1,000	\$ 79,979
Books & Supplies								
42000	Books							\$ -
43110	Instructional Materials							\$ -
43200	Non-Instructional Materials							\$ -
43400	Parent Meeting						\$ 1,073	\$ 1,073
44000	Equipment							\$ -
43150	Software							\$ -
	OTHER							\$ -
	OTHER							\$ -
Sub Total-Supplies			\$ -	\$ -	\$ -	\$ -	\$ 1,073	\$ 1,073
Services								
57150	Duplicating							\$ -
57250	Field Trip-District Trans							\$ -
57160	Nurses							\$ -
56590	Maintenance Agreement							\$ -
56530	Equipment Repair							\$ -
52150	Conference							\$ -
58450	License Agreement							\$ -
58720	Field Trip-Non-District Trans							\$ -
58920	Pupil Fees							\$ -
58100	Consultants-instructional							\$ -
58320	Consultants-Noninstructional				\$ 25,000			\$ 25,000
	OTHER							\$ -
	OTHER							\$ -
Sub Total-Services			\$ -	\$ -	\$ 25,000	\$ -	\$ -	\$ 25,000
GRAND TOTAL			\$ 13,000	\$ 7,000	\$ 25,000	\$ 58,979	\$ 2,073	

## **Budget Spreadsheet Overview – LCFF**

Not applicable.