School Plan for Student Achievement

For the School Year

July 1, 2020 – June 30, 2021

Version 1 – 07/28/2020

Version 2 – 03/09/2021

Version 3 – 01/25/2022

NIGHTINGALE CHARTER

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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 2 – N/A Ver 3 – 01/11/2022	Ver 1 – 06/05/2020 Ver 2 – 02/17/2021 Ver 3 – 01/13/2022	Ver 1 – 07/28/2020 Ver 2 – 03/09/2021 Ver 3 - 01/25/2022

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 COVIS 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%		

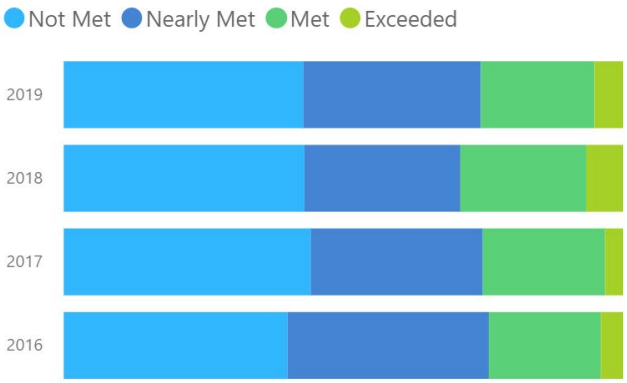
Therefore, 82% of all students at Nightingale who took the Math IREADY winter assessment did not meet grade level targets in Math.

ELA

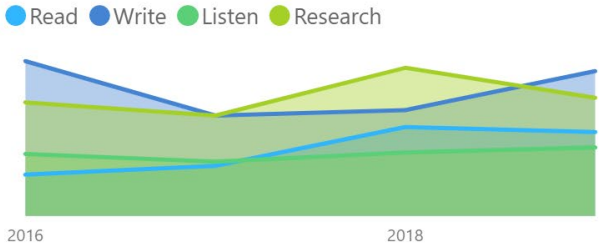
Percent Met/Exceed Standard: All Students

24%	25.1%	29.1%	25.46%
2016	2017	2018	2019

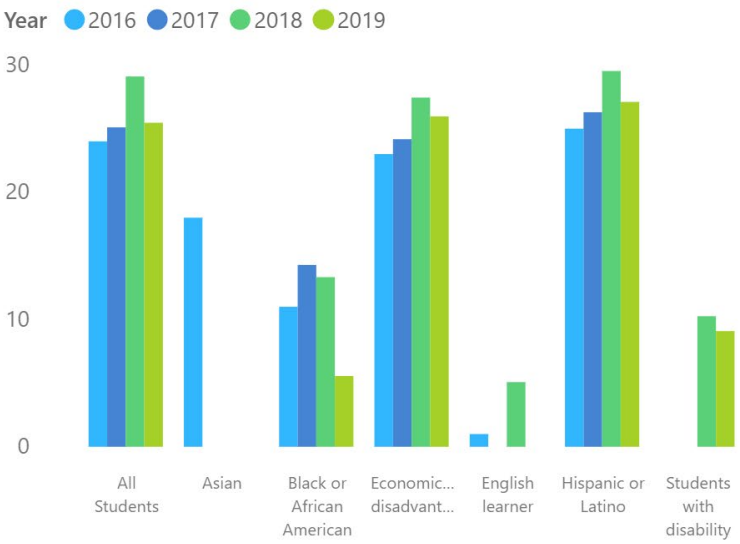
ELA Overall Performance Level



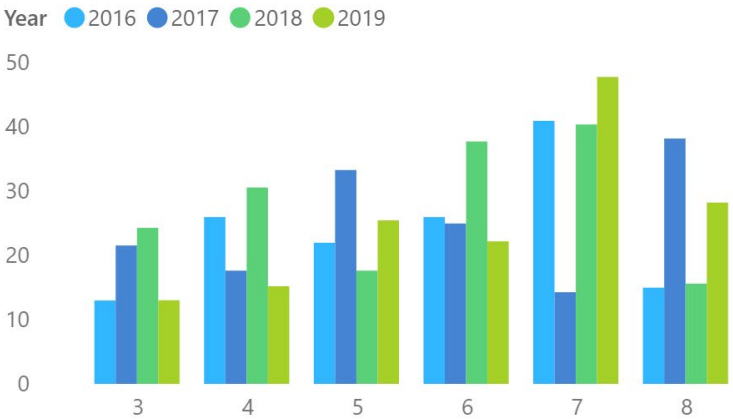
ELA: Percent Above Standard



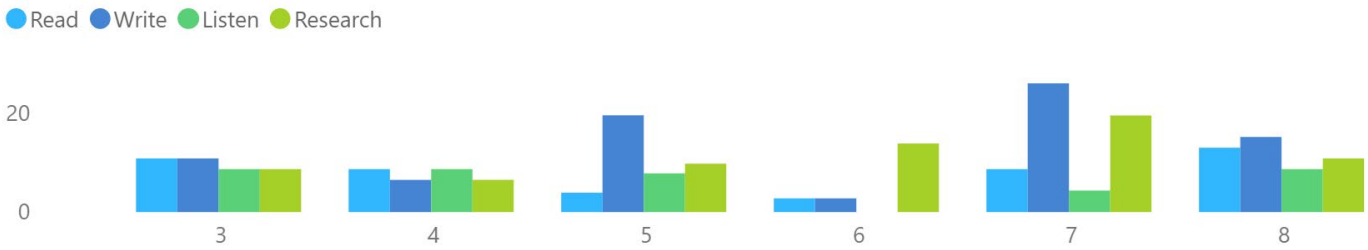
ELA CAASPP: Percent Met/Exceed Standard



ELA CAASPP: Percent Met/Exceed Standard by Grade Level



2019 Prelim ELA CAASPP: Area - Percent Above Standard



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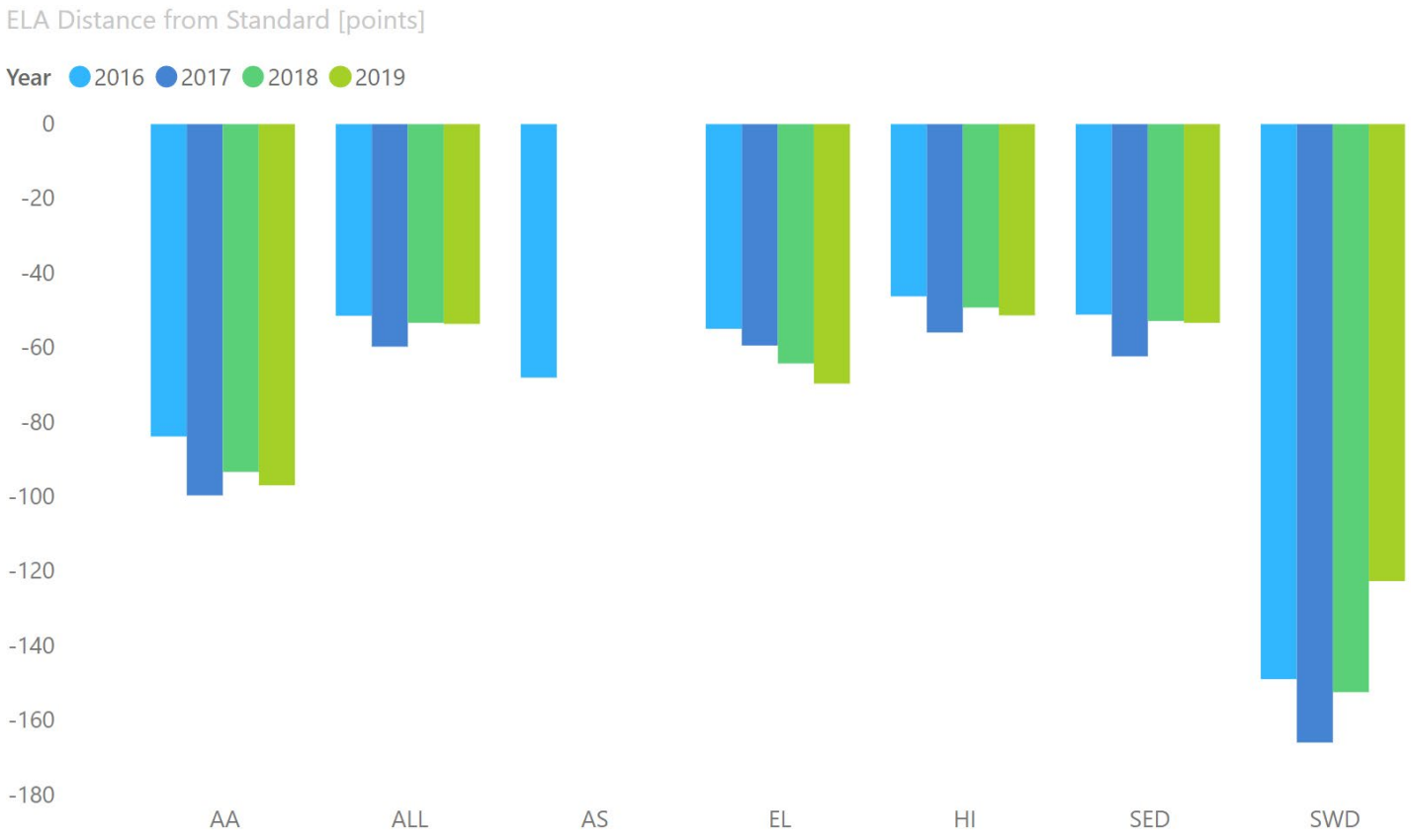
ELA
Distance from Standard

All Students - [points]

-51.40	-59.70	-53.30	-53.60
2016	2017	2018	2019



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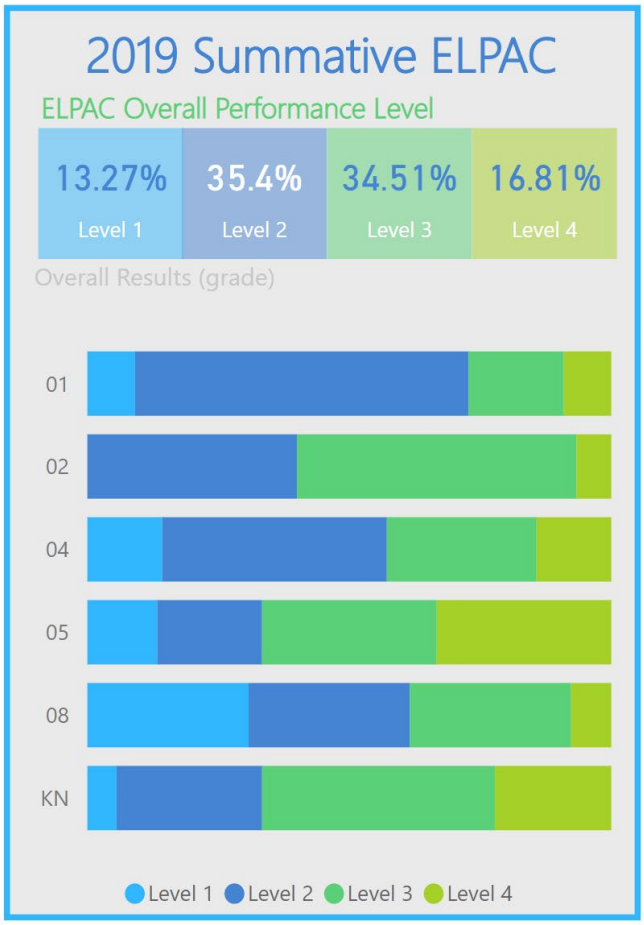

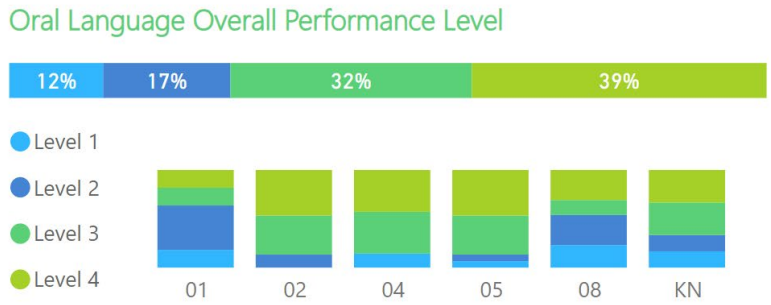

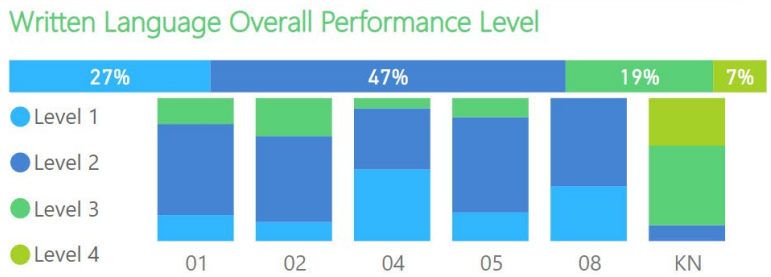

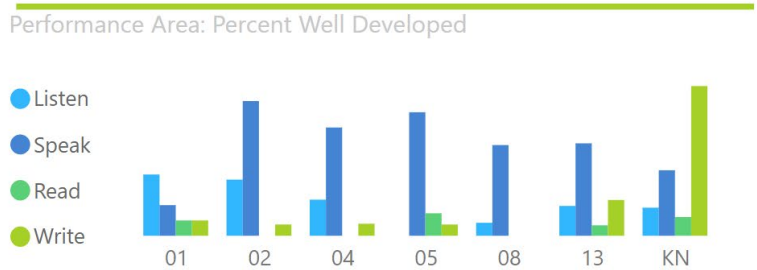

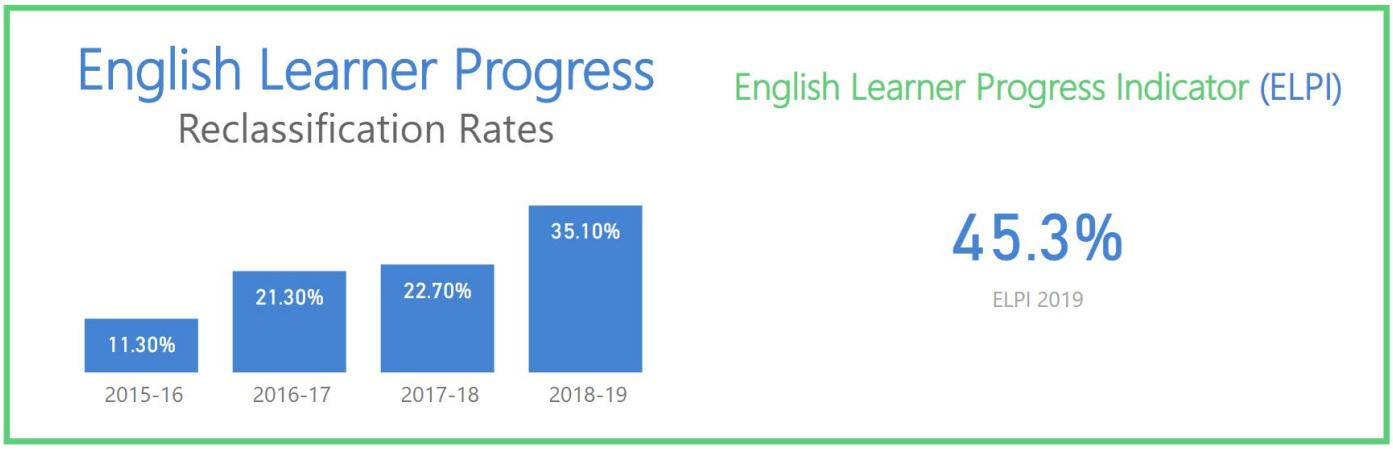

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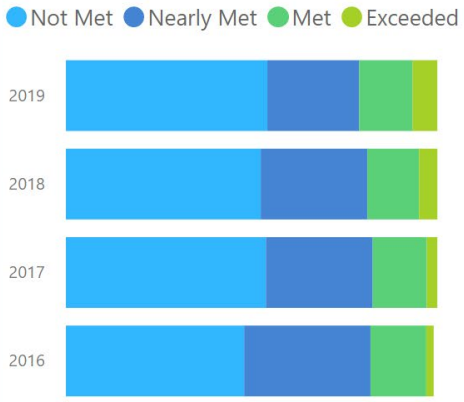
Math

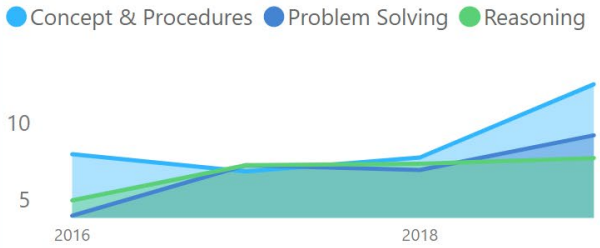
Percent Met/Exceed Standard: All Students

18%	17.41%	18.85%	21.03%
2016	2017	2018	2019

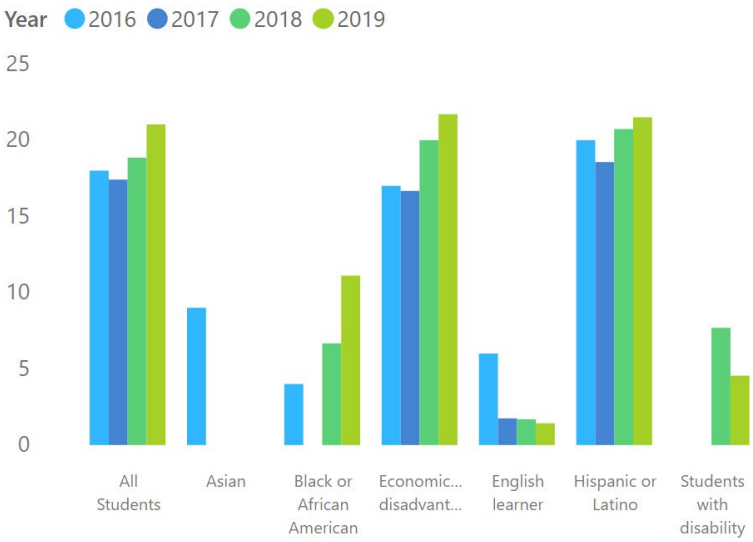
SBAC Math Overall PL



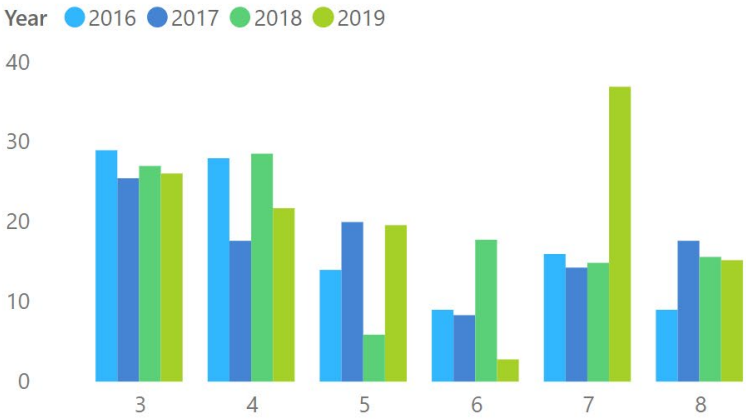
SBAC Math Area Performance



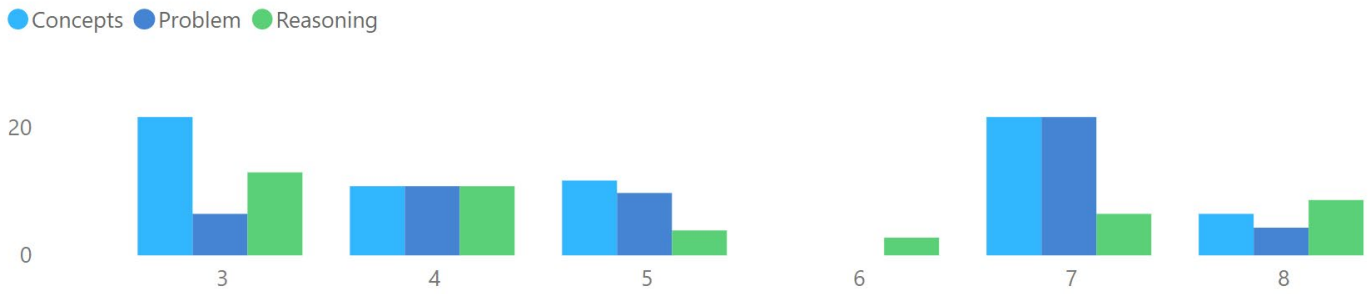
Math CAASPP: Percent Met/Exceed Standard



Math CAASPP: Percent Met/Exceed Standard by Grade Level



2019 Math CAASPP: Percent Above Standard



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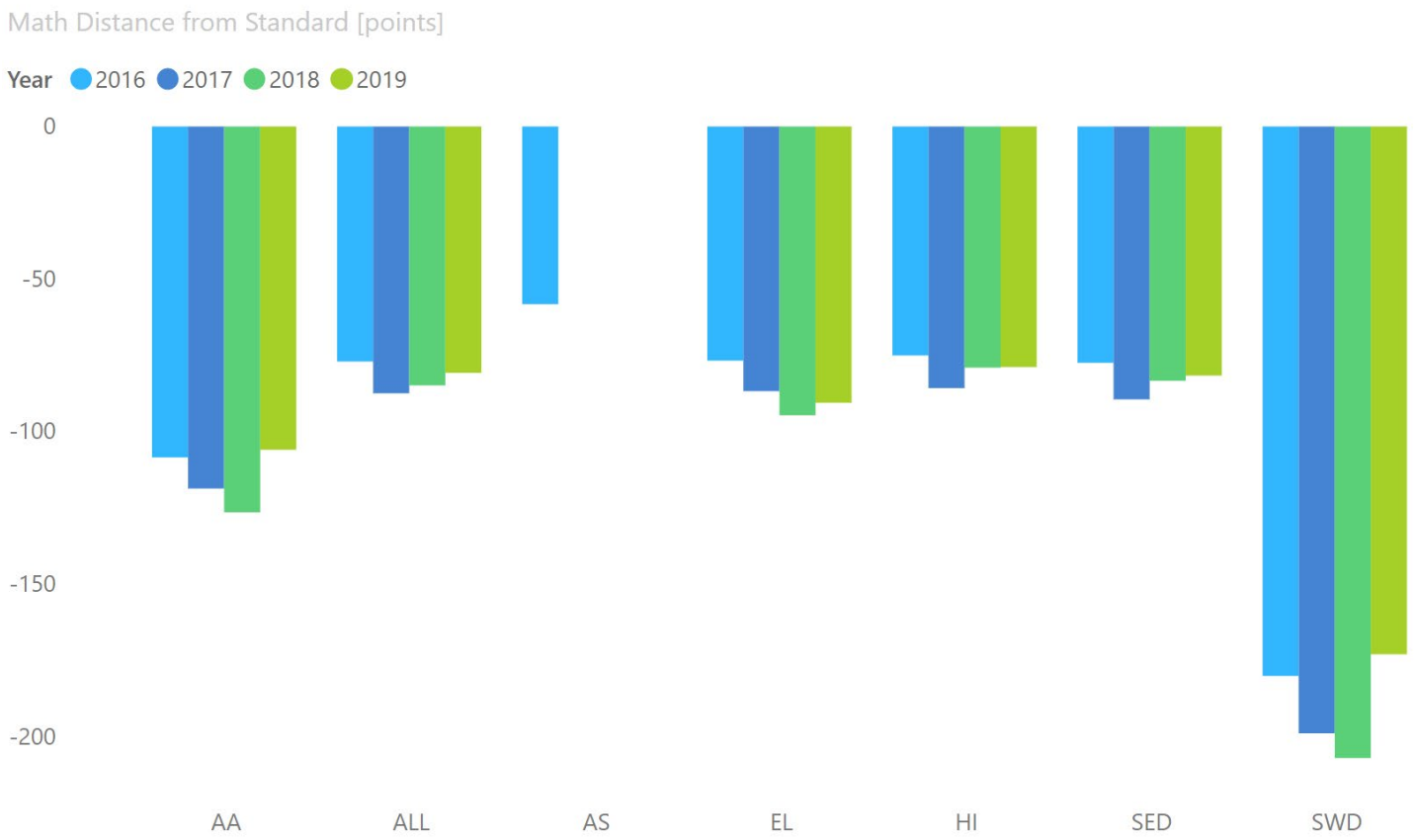
Math
Distance from Standard

All Students - [points]

-77.00	-87.40	-84.80	-80.70
2016	2017	2018	2019



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PSAT NMSQT Grade 10

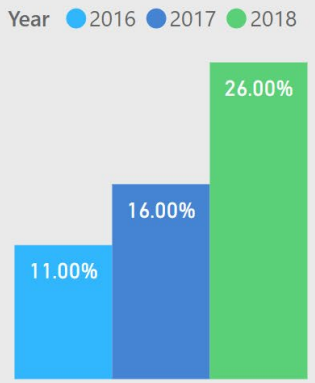
Percent Met Evidence-Based Reading & Writing Benchmark

Percent Met Mathematics Benchmark

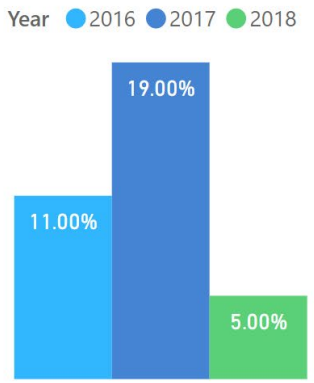
Percent Met ERW & Math Benchmark

PSAT 8/9 Grade 8

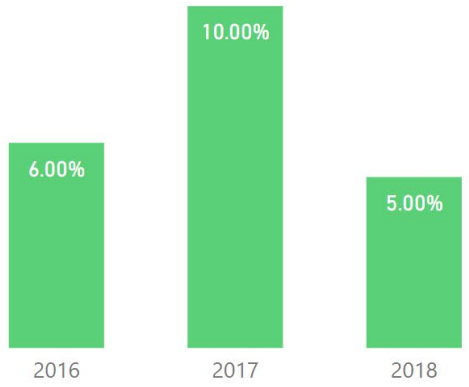
Percent Met Evidence-Based Reading & Writing Benchmark



Percent Met Mathematics Benchmark



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 1st 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

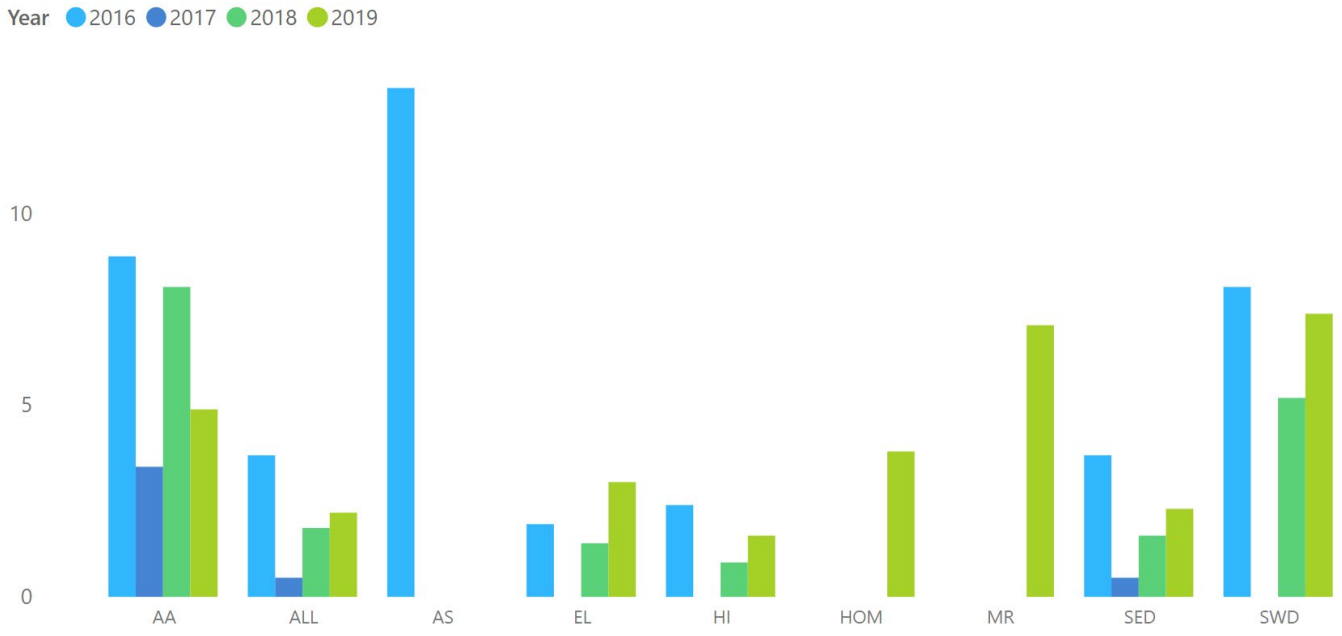
3.7%	0.5%	1.8%	2.2%
2016	2017	2018	2019

Explusion

All Students - Count *2019 Preliminary count

Expulsion Count by Year - if available

Suspension Rate: Student Group



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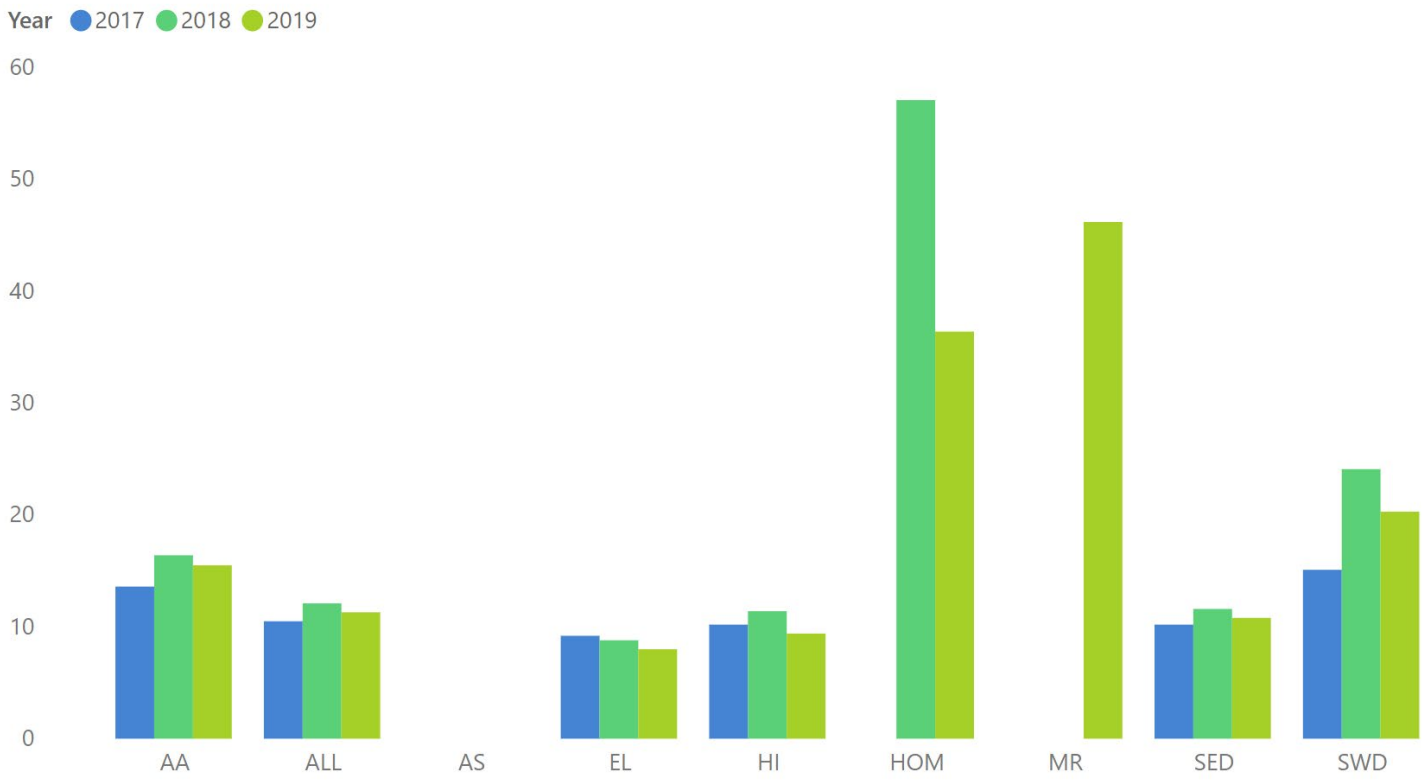
Chronic Absenteeism

All Students

2017	2018	2019
10.5%	12.1%	11.3%

Chronic Absenteeism Rate by Student Group and Year



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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 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	TOTAL BUDGET
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.

Amendments

The purpose of this amendment will reflect programmatic and budgetary adjustments resulting from COVID-19 restrictions requiring distance learning and virtual interactive opportunities. Nightingale's School Site Council (SSC) reviewed and approved the changes which have been detailed in their minutes.

Other adjustments reflected are business as usual modifications to cover the cost of minor transactions based on actual costs, such as maintenance agreements or salary adjustments, and/or correction to object code assignment.

Furthermore, Nightingale's Parent Involvement 1% allocation has increased. The funds have been reviewed and approved by the School Site Council.

Version 2

SPSA: Goal 1, Strategy 2:

Title I –

- **$7,000 – 11700 – Teacher Substitutes:** Reduce funds Due to COVID 19 and distance learning we have not had a need for substitutes.

SPSA: Goal 1, Strategy 3:

Title I –

- **$6,000 – 11700 – Teacher Substitutes:** Reduce funds Due to COVID 19 and distance learning we have not had a need for substitutes.

SPSA: Goal 1, Strategy 5: Adding a new strategy to students learning while in Distance Learning and as they return to In-Person Instruction. Teachers and students will need to be able to interact and collaborate via short throw projectors as well as visualize, create, and understand concepts with the benefits of 3-D Printers documents and interactive boards. These resources will allow all students to be more engaged and accelerate their learning and assist with learning loss acquired related to COVID 19 school closure/ distance learning. Nightingale will be able to monitor this strategy (GOAL 1 STRATEGY 5) via usage reports for Benchmark and Ready Math online tools. Nightingale's goal is to increase the usage of Benchmark and Read Math my path on-line tools by 20%.

Title I –

- **$83,979 – 44000 – Equipment:** Reallocated funds to purchase interactive white boards, document cameras, short throw projectors, and 3D printers to support blended and visual learning enhancing student reception of instruction.

SPSA: Goal 2, Strategy 3:

Title I –

- **$25,000 – 58320 – Consultant Non-Instructional:** Reduce funds due to COVID-19 restrictions pertaining to social distancing and distance learning students are not physically on the campus to implement services.

SPSA: Goal 3, Strategy 1:

Title I –

- **$58,979 – 29101 – 1 FTE Parent Liaison:** Reduce funds resulting from a vacancy of the position. Recruitment efforts were made and unsuccessful. Since that process, the district implemented a hiring freeze; therefore, recruitment efforts have ceased. Due to COVID-19 restrictions resulting in distance learning the position is no longer needed.

SPSA: Goal 3, Strategy 2:

Due to a funding increase from the State in the District's 2020-2021 Title I allocation, Nightingale is receiving additional monies in Parent Involvement (Cost Center: 50647). Nightingale's revised Parent Involvement as of 12/2020 is shaded yellow. This increase will be distributed to object code 43200 – Non-Instructional Materials/Supplies for the purchases of hands-on materials supporting math, English and science skills taught to parents to support their student.

School	Enrollment (CalPADS 12/1619)	Eligible Students F/R Meals (CalPADS 12/16/19)	Poverty Rate (Oct 2019)	School Allocation	Revised Parent Involvement 12/2020	TOTAL SCHOOL PRELIMINARY ALLOCATION	Original Parent Involvement 07/2020	Increase of:
NIGHTINGALE CHARTER	438	381	87.0%	$ 103,979	2314	$ 106,293	$ 2,073.00	$ 241.00

Title I –

- **$1,000 – 29500 – Parent Liaison Additional Comp:** Reduce funds as position was not filled and unable to be used.
- **$1,073 – 43400 – Parent Meeting:** Reduce funds due to COVID-19 restrictions pertaining to social distancing, in-person parent meetings were not conducted.
- **$373 – 42000 – Books:** Reallocated funds to provide parents needed resources to work with their children at home. Due to COVID19 and Distance Learning it is essential that parents and children continue building educational relationships together to increase academic success etc. via books and literature.
- **$1,700 – 43200 – Non-Instructional Materials:** Reallocated funds to provide parents needed resources to work with their children at home. Due to COVID19 and Distance Learning it is essential that parents and children continue building educational relationships together to increase academic success etc. via instructional materials and resources. Also, to provide parents with computers to use during parent coffees, completing surveys and other parent usage supporting trainings presented to parents.

- **$10,400 – 43200 – Non-Instructional Materials:** Reallocated funds to provide parents needed resources to work with their children at home. Due to COVID19 and Distance Learning it is essential that parents and children continue building educational relationships together to increase academic success etc. via instructional materials and resources. Also, to provide parents with computers to use during parent coffees, completing surveys and other parent usage supporting trainings presented to parents.
- **$2,600 – 44000 – Equipment:** Reallocated funds to purchase a computer cart to hold the computer provided to parents for use during parent coffees, completing surveys and other parent usage supporting trainings presented to parents.

NIGHTINGALE #269

6/25/2020 jls | INITIAL BUDGET/DATE | REVISED BUDGET/DATE | 50647 inc by $241

TITLE I	TOTAL ALLOCATION	$ 103,979	
	TOTAL BUDGET DISTRIBUTED BELOW	$ 103,979	
	TO BE BUDGETED (Should be $0.)	0	
LCFF	TOTAL ALLOCATION	$ -	
	TOTAL BUDGET DISTRIBUTED BELOW	$ -	
	TO BE BUDGETED (Should be $0.)	0	
TITLE I - PARENT - 50647	TOTAL ALLOCATION	$ 2,314	
	TOTAL BUDGET DISTRIBUTED BELOW	$ 2,314	
	TO BE BUDGETED (Should be $0.)	0	

Object	Description	ACHIEVEMENT								LEARNING ENVIRONMENT				PARTNERSHIPS						TOTAL FTE	TOTAL BUDGET
		FTE	50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	50671 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	23034 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	50672 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	FTE	23035 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	FTE	50647 GOAL #3 MEANINGFUL PARTNERSHIPS PARENTS		
Personnel Cost-Including Benefits																					
11500	Teacher - Add Comp (incl benefits)		$ 7,000																		$ 7,000
11700	Teacher Substitute (incl benefits)		$ -																		$ -
12151	Counselor																				$ -
30000	Statutory Benefits																				
12500	Counselor-add Comp (incl benefits)																				
13201	Assistant Principal																				$ -
30000	Statutory Benefits																				
19101	Program Specialist																				$ -
30000	Statutory Benefits																				
19500	Prog Spec-Add Comp (incl benefits)																				
19101	Instructional Coach																				$ -
30000	Statutory Benefits																				
19500	Instr Coach-Add Comp (incl benefits)																				$ -
21101	Instructional Asst/CAI																				$ -
30000	Statutory Benefits																				
21500	Inst Asst/CAI -Add Comp(incl benefits)																				
21101	Bilingual Assistant																				$ -
30000	Statutory Benefits																				
21500	Bil Asst-Add Comp (incl benefits)																				
22601	Library Media Assistant																				$ -
30000	Statutory Benefits																				
22500	Lib Med Asst-Addl Comp (incl benefits)																				
22901	Community Assistant																				$ -
30000	Statutory Benefits																				
22500	Comm Asst-Add Comp (incl benefits)																				
29101	Parent Liaison														$ -						$ -
30000	Statutory Benefits																				
29500	Classified addtl comp																		$ -		$ -
	Sub Total - Personnel/Benefits		$ 7,000		$ -		$ -		$ -		$ -		$ -		$ -		$ -		$ -		$ 7,000
Books & Supplies																					
42000	Books																		$ 373		$ 373
43110	Instructional Materials																				$ -
43200	Non-Instructional Materials														$ 10,400				$ 1,941		$ 12,341
43400	Parent Meeting																		$ -		$ -
44000	Equipment		$ 83,979												$ 2,600						$ 86,579
	Sub Total - Books & Supplies		$ 83,979		$ -		$ -		$ -		$ -		$ -		$ 13,000		$ -		$ 2,314		$ 99,293
Services																					
57150	Duplicating																				$ -
57250	Field Trip-District Trans																				$ -
56590	Maintenance Agreement																				$ -
52150	Conference																				$ -
58450	License Agreement																				$ -
58720	Field Trip-Non-District Trans																				$ -
58920	Pupil Fees																				$ -
58100	Consultants-Instructional																				$ -
58320	Consultants-Noninstructional										$ -										$ -
	Sub Total - Services		$ -		$ -		$ -		$ -		$ -		$ -		$ -		$ -		$ -		$ -
	GRAND TOTAL		$ 90,979		$ -		$ -		$ -		$ -		$ -		$ 13,000		$ -		$ 2,314		

Version 3 (Final 2020-2021 Version)

The purpose of the Version and SPSA adjustment is to incorporate changes to the 2021-2021 Title I Allocation, additional/adjustment to 2020-2021 strategies/activities based on the changes of COVID-19 restrictions, and the continuation of the SPSA for the upcoming 2021-2022 school year.

2020-2021 Title I Allocation Revision Statement

There are two reasons for the adjustment.

Reason 1: The district's overall Title I allocation increased, which resulted in an increase of Parent Involvement (50643) funds. This increase was communicated and captured through the Mid-Year SPSA change process for most school sites. However, due to changes based on Reason 2, further adjusted allocations again. State & Federal Programs is implementing funding alternatives to ensure schools will not be negatively impacted.

Reason 2: The district's 2020-2021 Title I allocation was calculated using the most current 2019-2020 CALPADS data available at the time of the CONAPP application submission, prompting the release of the 2020-2021 preliminary allocations. Since that time, the district's closure of Tyler Elementary and the subsequent opening of Mata Elementary school resulted in a shift of students attending the new school. Because of the shift in students, the 2019-2020 (previous year's CALPADS data) cannot be used. The most current and available CALPADS data is 2020-2021, resulting in allocation adjustment to all school sites. Unfortunately, the initial calculation was not favorable to school sites, meaning the new allocations were less than the preliminary budget allocations. Realizing the hardships this would cause, State and Federal Programs modified the per pupil rate to ensure schools would not be negatively affected.

2021-2022 SPSA Continuation Statement

The 2021-2022 SPSA Update has been incorporated in this version as a continuation update. The "final" 2021-2022 SPSA will be completed as a stand-alone plan following a review of October 2021 student enrollment data. Furthermore, sites may experience the need for re-evaluation of proposed strategies/activities due to instructional transitioning from distance learning, hybrid, and in-person. This re-evaluation may adjust the strategies/activities and their subsequent proposed expenditure of funds.

2021-2022 School/SMART Goals

Goal 1:

School Goal for ELA/ELD:

By June 30th, 2022, Nightingale Charter will increase the percentage by 10% of students that are on grade level from our iReady Spring Diagnostic data 14.81% to 24.81%.

School Goal for Math:

By June 30th, 2022, Nightingale Charter will increase the percentage by 10% of students that are on grade level from our iReady Spring Diagnostic data 14.51% to 24.51%.

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Update

Goal 1 - Strategy 1

To provide appropriate English Learners 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.

Tutoring supports:

2 teachers X $60 rate of pay X 3 hours X 37 weeks = $10,320 (Allocating $13,214)

# of EL Students at grade level

# of EL Students below grade level

# of EL Students

# of EL Students receiving tutoring services

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
13,214	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 2

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Goal 1 - Strategy 2.

To provide professional learning opportunities to all 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, designated ELD strategies, and other professional development that assist with student academic success.

2 @ .5 FTE Instructional Coach – Centralized Service

# of Professional Developments offered

# of Teachers Attended

# of Observations

# of Observation with feedback

2021-2022 Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies

0	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not Applicable.

Strategy/Activity 3

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Goal 1 - Strategy 3

Professional Learning Community (PLC) implementation and teacher collaboration. Provide Professional Development and additional PLC collaboration time. Additional PLC time will positively impact teacher collaboration that focuses on data and instructional practices to increase student achievement.

# of TCT meetings

# of TCT observations

# of hours above and beyond

2021-2022 Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 4

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Goal 1 - Strategy 4

Project Based Learning manipulatives and supplemental materials and resources (which may include science related technology/equipment) to support core instruction. Such as intervention programs, project materials, equipment, and technology. Additional materials and resources will help achieve academic achievement and success in the general education classroom.

****General supplies are unallowable using State & Federal funds.****

# of instructional materials needed

data collection for materials used

2021-2022 Proposed Expenditures for this Strategy/Activity 4

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 4

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 5

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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.

2021-2022 Proposed Expenditures for this Strategy/Activity 5

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)

0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 5

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Goal 2:

School Goal for Suspension:

2021 Base Goal: (Due to COVID19, GOAL data stays status quo due to no suspensions for the 2020-2021 school year)

By June 2022, Nightingale Charter will decrease the percentage of students suspended from 0.54% to 0.35%; a decrease as measured by suspension data according to CALPADS and California Dashboard.

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Goal 2 - Strategy 1.

A PBIS team will continue to evolve and provide guidance and support for Nightingale's PBIS lessons (playground, hallways, cafeteria, restroom, and classroom) implemented in classrooms at the beginning of the year, and after every student break or as needed. OWLS Ticket System implemented by Safety Team during lunch periods starting in August 2021 - tickets given to students for safe, respectful, and responsible behaviors that align to PBIS lessons and prize drawings every two weeks.

***Incentives/gifts/appreciation “events”/entertainment is not allowable using State and Federal funds.

# of tickets issued to students

# of raffles

# of discipline incidents

# of positive engagements

# of incentives provided

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	`	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 2

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Goal 2 - Strategy 2

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

of students participating

# of PLUS meetings held

# of results from California Healthy Kids Survey

2021-2022 Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 3

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Goal 2 - Strategy 3.

Nightingale Charter will provide students with motivation, encouragement and acknowledgement on their improvement in academics, behavior, and attendance.

***Incentives/gifts/appreciation “events”/entertainment is not allowable using State and Federal funds.

# of academic prizes given

# of behavior prizes given

# of attendance prizes given

2021-2022 Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 4

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

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

22 teachers X $60 X 16 hours = $21,120 (Allocating $20,235)

2021-2022 Strategy Adjustment

Goal 2 - Strategy 4

Nightingale Charter will provide staff with professional development opportunities to support awareness of various cultural backgrounds, lifestyles, to build an Inclusive Community as well as building a Culturally Competent Organization, social emotional learning supports and trauma based instruction.

# of training offered

2021-2022 Proposed Expenditures for this Strategy/Activity 4

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 4

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Goal 3:

School Goal for Meaningful Partnerships:

By June 2022, Nightingale Charter will increase parent/community member participation by 10% implementing a Parent Liaison to engage in Nightingale Academic Team meetings, parent workshops, parent meetings, and school-related events relevant to the academic achievement of Nightingale OWLS as measured by sign-in sheets/ visitor sign-in book, and meeting sign-ins.

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Goal 3 - Strategy 1

Nightingale Charter will provide parents with support and resources that empower parents to be engaged in their child's learning.

Nightingale Charter will hire a Parent Liaison that will increase parent empowerment through informational meetings and academic conferences that encourage parent/ teacher and school relationships.

The Parent Liaison will: 1. establish a parent resource center, 2. implement parent surveys, 3. maintain school- home communication platforms, 4. coordinate parent meetings, 5. conduct home visits, and 6. assist with parent/ home needs and resources.

Nightingale's Parent Liaison will assist in arranging translation, babysitting, and other resources as needed in order to help parents be more involved in their child's education.

1 FTE Parent Liaison - $101,000

To enhance technology to promote parent engagement activities, such as workshops and trainings. Projector, screen, speaker/sound system. $10,000 (50672)

Parent Meetings: Light snacks and refreshments, parent training materials such as chart paper, markers, white board, toner, paper, books etc. to support parent engagement activities while using various strategies such as gallery walks. Including educational games (such as multiplication bingo) and learning manipulative for families to check out and support their child's learning at home.

$1,000 Parent Meeting Title 1 - Parent Goal 3 - 50647

$1,000 Non-Instructional Materials Title 1 - Parent Goal 3 – 50647

Acquisition of books to provide parents with current strategies around positive parenting, ELA & math strategies to support their children at home. Parents utilize books to gain understanding and develop positive parenting skills that transfer parents' ability to help their children at home and provide a positive environment that is conducive to learning.

$305 Books Title 1 - Parent - Parent Goal 3 – 50647

# of parents contacted

# of meetings coordinated

# of parents in attendance at meetings

# of parent conferences

# of parents attending

# of parent contacts- email, telephone, face:face. etc

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
101,000	2000 Series	Classified Personnel Costs (including benefits)
12,305	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description

0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

2020-2021 Budget Spreadsheet

NIGHTINGALE #269

6/25/2020 jls | INITIAL BUDGET/DATE | REVISED BUDGET/DATE | 50647 inc by $241

TITLE I	TOTAL ALLOCATION	$ 124,214	
	TOTAL BUDGET DISTRIBUTED BELOW	$ 124,214	
	TO BE BUDGETED (Should be $0.)	0	
LCFF	TOTAL ALLOCATION	$ -	
	TOTAL BUDGET DISTRIBUTED BELOW	$ -	
	TO BE BUDGETED (Should be $0.)	0	
TITLE I - PARENT - 50647	TOTAL ALLOCATION	$ 2,314	
	TOTAL BUDGET DISTRIBUTED BELOW	$ 2,314	
	TO BE BUDGETED (Should be $0.)	0	

Object	Description	ACHIEVEMENT FTE	50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	ACHIEVEMENT FTE	23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	ACHIEVEMENT FTE	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	ACHIEVEMENT FTE	23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	LEARNING ENVIRONMENT FTE	50671 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	LEARNING ENVIRONMENT FTE	23034 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	PARTNERSHIPS FTE	50672 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	PARTNERSHIPS FTE	23035 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	PARTNERSHIPS FTE	50647 GOAL #3 MEANINGFUL PARTNERSHIPS PARENTS	TOTAL FTE	TOTAL BUDGET
Personnel Cost-Including Benefits																					
11500	Teacher - Add Comp (incl benefits)		$ 27,235																		$ 27,235
11700	Teacher Substitute (incl benefits)		$ -																		$ -
12151	Counselor																				$ -
30000	Statutory Benefits																				
12500	Counselor-add Comp (incl benefits)																				
13201	Assistant Principal																				$ -
30000	Statutory Benefits																				
19101	Program Specialist																				$ -
30000	Statutory Benefits																				
19500	Prog Spec-Add Comp (incl benefits)																				
19101	Instructional Coach																				$ -
30000	Statutory Benefits																				
19500	Instr Coach-Add Comp (incl benefits)																				$ -
21101	Instructional Asst/CAI																				$ -
30000	Statutory Benefits																				
21500	Inst Asst/CAI -Add Comp(incl benefits)																				
21101	Bilingual Assistant																				$ -
30000	Statutory Benefits																				
21500	Bil Asst-Add Comp (incl benefits)																				
22601	Library Media Assistant																				$ -
30000	Statutory Benefits																				
22500	Lib Med Asst-Addl Comp (incl benefits)																				
22901	Community Assistant																				$ -
30000	Statutory Benefits																				
22500	Comm Asst-Add Comp (incl benefits)																				
29101	Parent Liaison														$ -						$ -
30000	Statutory Benefits																				
29500	Classified addtl comp																		$ -		$ -
	Sub Total - Personnel/Benefits		$ 27,235		$ -		$ -		$ -		$ -		$ -		$ -		$ -		$ -		$ 27,235
Books & Supplies																					
42000	Books																		$ 373		$ 373
43110	Instructional Materials																				$ -
43200	Non-Instructional Materials														$ 10,400				$ 1,941		$ 12,341
43400	Parent Meeting																		$ -		$ -
44000	Equipment		$ 83,979												$ 2,600						$ 86,579
	Sub Total - Books & Supplies		$ 83,979		$ -		$ -		$ -		$ -		$ -		$ 13,000		$ -		$ 2,314		$ 99,293
Services																					
57150	Duplicating																				$ -
57250	Field Trip-District Trans																				$ -
56590	Maintenance Agreement																				$ -
52150	Conference																				$ -
58450	License Agreement																				$ -
58720	Field Trip-Non-District Trans																				$ -
58920	Pupil Fees																				$ -
58100	Consultants-Instructional																				$ -
58320	Consultants-Noninstructional										$ -										$ -
	Sub Total - Services		$ -		$ -		$ -		$ -		$ -		$ -		$ -		$ -		$ -		$ -
	GRAND TOTAL		$ 111,214		$ -		$ -		$ -		$ -		$ -		$ 13,000		$ -		$ 2,314		

Page 1

2021-2022 Budget Spreadsheet

2021-2022 BUDGET
NIGHTINGALE CHARTER - 269 - N1
PRELIMINARY - 04/16/2021

TITLE I		LCFF		TITLE I - PARENT - 50647	
TOTAL ALLOCATION	$ 124,214	TOTAL ALLOCATION	$ -	TOTAL ALLOCATION	$ 2,305
TOTAL BUDGET DISTRIBUTED BELOW	$ 124,214	TOTAL BUDGET DISTRIBUTED BELOW	$ -	TOTAL BUDGET DISTRIBUTED BELOW	$ 2,305
TO BE BUDGETED (Should be $0.)	0	TO BE BUDGETED (Should be $0.)	0	TO BE BUDGETED (Should be $0.)	0

	Object	Description	ACHIEVEMENT								LEARNING ENVIRONMENT						PARTNERSHIPS							
			FTE	50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	50671 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	23034 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	50672 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	FTE	23035 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	FTE	50647 GOAL #3 MEANINGFUL PARTNERSHIPS PARENTS	TOTAL FTE	TOTAL BUDGET
	Personnel Cost-Including Benefits																							
*	11500	Teacher - Add Comp (incl benefits)	0.000	$ 13,214	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ 13,214
	11700	Teacher Substitute (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
	12151	Counselor (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
	12500	Counselor-add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
	13201	Assistant Principal (incl benefits)			0.000				0.000				0.000				0.000				0.000	$ -
	13201	Assistant Principal-add Comp (incl benefits)			0.000				0.000				0.000				0.000				0.000	$ -
	19101	Program Specialist (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
	19500	Prog Spec-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
	19101	Instructional Coach (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
	19500	Instr Coach-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
	21101	Instructional Asst/CAI (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
	21500	Inst Asst/CAI -Add Comp(incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
	21101	Bilingual Assistant (incl benefits)			0.000				0.000				0.000				0.000				0.000	$ -
	21500	Bil Asst-Add Comp (incl benefits)			0.000				0.000				0.000				0.000				0.000	$ -
	22601	Library Media Assistant (incl benefits)			0.000				0.000				0.000				0.000				0.000	$ -
	22500	Lib Med Asst-Addl Comp (incl benefits)			0.000				0.000				0.000				0.000				0.000	$ -
	22901	Community Assistant (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
	22500	Comm Asst-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
	29101	Parent Liaison (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ 101,000	0.000		0.000		0.000	$ 101,000
	29500	Parent Liaison-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
		Sub Total - Personnel/Benefits		$ 13,214		$ -		$ -		$ -		$ -		$ -		$ 101,000		$ -		$ -		$ 114,214
	Books & Supplies																							
**	*43110*	Books/Supplies/Materials (less than $500 per item)																		$ 1,305		$ 13,214
	43400	Parent Meeting																		$ 1,000		$ -
	44000	Equipment ($500 - $4999.99 per item)														$ 10,000						$ -
		Sub Total - Books & Supplies		$ -		$ -		$ -		$ -		$ -		$ -		$ 10,000		$ -		$ 2,305		$ 13,214
	Services																							
	57150	Duplicating																				$ 13,214
***	*57250*	Field Trip-District/Non-District Trans																				$ -
	56590	Maintenance Agreement																				$ -
****	*52150*	Conference																				$ -
	58450	License Agreement																				$ -
	58920	Pupil Fees																				$ -
*****	58100	Consultants-Instructional/Non-Instructional																				$ -
		Sub Total - Services		$ -		$ -		$ -		$ -		$ -		$ -		$ -		$ -		$ -		$ -
		GRAND TOTAL		$ 13,214		$ -		$ -		$ -		$ -		$ -		$ 111,000		$ -		$ 2,305		

Assumptions:
* State and Federal Programs will have final determination to cover additional compensation in the event the projection was underestimated and may require a budget adjustment from another object code. Staff must be identified in the SPSA.
** State and Federal Programs will have final determination of instructional, non-instructional, books categorization for the object code. For the purpose of the SPSA and budget, supplies/materials will be identified as 43110.
***State and Federal Programs will have final determination of District/Non-District categorization for the object code. For the purpose of the SPSA and budget, Field Trip-District/Non-District Trans will be identified as 57250.
****State and Federal Programs will have final determination of in-person or virtual categorization for the object code. For the purpose of the SPSA and budget, professional learning will be identified as 52150.

2021-2022 Staffing Overview

Not available.

2020-2021 SPSA Evaluation

School Plan for Student Achievement
Evaluation
(School Year 2021-2022)
Nightingale Charter

GOAL(S)	2019-2020 School Year Data	2020-2021 School Year Data
• **Suspension** Sustain 0% suspension rate for the 2021-2022 school year.	3 students of 551 cumulative total = 0.54% • Grade level - 2nd x 1; 4th x 2 • Gender - Male x 3; Female x 0 • SpEd - RSP x 1; SDC x 2 • Ethnicity - White x 1; AA x 2 • Language - EO x 3; EL x 0; I/RFEP x 0	0 Students of 430 Cumulative Totals = 0%
STRATEGIES (RESOURCES)		SUMMARY
• Due to Distance Learning, disciplinary actions have been limited due to limited student contact on campus. • The full-time Principal ensured and monitored disciplinary actions with the safety team to ensure the number of suspensions.		Suspensions have been decreased due to COVID19.
GOAL(S)	2019-2020 School Year Data	2020-2021 School Year Data
• **Expulsion** Maintain number of expulsions at zero	0	0
STRATEGIES (RESOURCES)		SUMMARY
The support of a full time AP to oversee the safety team has been pivotal in the maintenance of zero expulsions.		Expulsions have been maintained - strategies implemented to provide behavior intervention and support have been effective.
GOAL(S)	2019-2020 School Year Data	2020-2021 School Year Data

Commented [1]: @mmachuca@stocktonusd.org _Assigned to Myra Machuca_

Commented [2]: Done!

	Attendance Summary **Overall percent attendance by grade level (until March 13, 2020:** K: 90.46% 1st: 93.25% 2nd: 94.67% 3rd: 95.25% 4th: 93.87% 5th: 96.60% 6th: 95.65% 7th: 87.05% 8th: 96.43% **Chronic Absenteeism** **Percent chronic absenteeism by grade level: (based on active students only as of 3/13/20)** ■ K: 3.35% of school; 24.24% of kinder ■ 1st: 1.88% of school; 16.98% of 1st grade ■ 2nd: 1.46% of school; 9.33% of 2nd grade ■ 3rd: 0.21% of school; 1.89% of 3rd grade ■ 4th: 0.63% of school; 6.12% of 4th grade ■ 5th: 0.42% of school; 9.09% of 5th grade ■ 6th: 0.63% of school; 5.88% of 6th grade ■ 7th: 1.46% of school; 12.50% of 7th grade ■ 8th: 0.63% of school; 5.56% of 8th grade Overall K-8 (based on active *and* inactive): 10.46%	**Attendance Summary:** Overall percent attendance by grade level. • K = 97.75% • 1st = 91.51% • 2nd = 93.31% • 3rd = 97.20% • 4th = 94.04% • 5th = 94.96% • 6th = 97.19% • 7th = 96.04% • 8th = 96.03% **Overall Positive Attendance Percentage = 95.29%**
STRATEGIES (RESOURCES)		SUMMARY
•		As of right now we believe that Nightingale's attendance system is a work in progress and would like to maintain this reward system. Items needed- $$$ for Perfect Attendance drawing by grade-level; $$$ for Reduce Chronic absenteeism celebrations
GOAL(S)	2019-2020 School Year Data	2020-2021 School Year Data
• **Overall School Climate** (Admin classroom visits and feedback) Increase in student perception of safe, positive learning environment;	**Discipline Incidents** Total K-8 = 285 ■ K - 2 ■ 1st - 6 ■ 2nd - 69 ■ 3rd - 36	**Discipline Incidents** Total K-8 = 0 Incidents

fewer student referrals; and increase in positive behavior recognitions.	■ 4th - 50 ■ 5th - 57 ■ 6th - 24 ■ 7th - 9 ■ 8th - 77 Sow A Seed Referrals 42 OWLS Tickets Drawings = 8 since Nov. 13	
STRATEGIES (RESOURCES)		SUMMARY
● The support of a full time AP to oversee the safety team has been pivotal in the management of school wide behaviors.		The full time Assistant Principal will oversee and monitor Nightingale's school wide behaviors. The AP will meet with individual grade level collaboration meetings to ensure that PBIS interventions and techniques are implemented in the classroom.

Comprehensive School Profile Data:

NIGHTINGALE CHARTER - Decision Making Model - Essential Question

How can we improve Nightingale's academic instruction by improving High Quality-first instruction and providing TIER 2 support?

TOSA - Teacher on Special Assignment X 2

Current Performance Level	Gap Analysis Results	Cause Analysis Results	Design & Improvement	Success Assurances	Implementation & Evaluation
Do I know where I am? **iReady Diagnostic I Overall ELA Data:** ● 77% ELA Goal was not met ● 18% ELA goal was met ● 5% N/A (No participation) **iReady Diagnostic II Overall ELA Data:** ● 65% ELA goal was not met ● 30% ELA goal was met ● 5% N/A (No participation) **iReady Diagnostic I Overall Math Data:** ● 79% Math goal was not met ● 17% Math	***Do I know the gap between where I am and where I want to be?*** ● According to district assessments, most kindergarten students are performing at 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	***Do I know what's causing me to be where I am?*** <u>General</u> ● Students in grades 1 and 2 are falling behind in growth expectations. This may be due to increased requirements to decode and recognize sight words. ● Due to the low levels of achievement and declining growth in K-2, intermediate and middle grades continue to fall behind. Low	***Do I know what I need to do to get where I want to be?*** ● The TOSA (teacher on special assignment) needs to pull small groups of struggling students in 1st and 2nd grades for 15 min per day 2-3 times per week. ● The TOSA (teacher on special assignment) should also prepare and monitor the kindergarten peer tutoring with older, proficient students. ● The TOSA	***Do I know what I need to do to assure that what I do works?*** ● Systematic intervention for students struggling in ELA in 1st and 2nd grades with a peer tutoring program for Kindergarten students. ● TOSA teacher will acquire data from classroom and district assessments as well as meet with teachers to identify struggling readers. ● TOSA	***Do I know what I need to do to confirm what I do works?*** ● Students who are pulled for intervention will have a data binder that is maintained by the intervention teacher. This data binder will be used by classroom teacher, intervention teacher, and administratio n to evaluate student progress and effectiveness of the intervention program. ● The TOSA

goal was met ● 4% N/A (No participation) **iReady Diagnostic II Overall Math Data:** ● 65% Math goal was not met ● 28% Math goal was met ● 7% N/A (No participation)	amount of Researched Based Instruction, AVID, and EL Strategies	achievement in primary grades is leading to lower and continuously dropping achievement across the board. <u>ELLs</u> ● The need to increase language acquisition and effective strategies for developing academic language across content areas	will also provide a portion of the day/ week to strengthen tier 1 support. Support will be given to teachers to strengthen and ensure rigorous 1st instruction is happening. ● The TOSA will also coach teachers on effective use of reteaching and effective small groups to support tier 1 intervention.	teacher and classroom teacher will identify specific needs of struggling readers to determine appropriate groupings for intervention. ● Provide release time so that TOSA Teachers meet to review data and meet the needs of targeted students ● Provide input at Academic Conferences ● Create intervention schedule and groups ● Create coaching and support calendar and log	will also create a support calendar and log for coaching and supporting teachers. This will ensure that different levels of support are given and alignment and usage of school wide strategies are being used.

Progress

school search

Nightingale Elementary

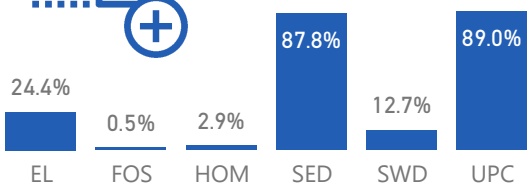
2020-2021

Overview: The 2021 progress report provides 2020-2021 data for Stockton Unified and all schools in the areas of academics, engagement, and school climate. Reports include: overall progress, enrollment, chronic absenteeism, iReady, curriculum assessments, ELPAC initial assessments, RFEPs, MDTP, HS report card, and PLUS survey. Measures are reported for all students and student groups. Summarized data is provided by CWA, PLUS, and Research. Reports are updated as information is available. SUSD RA v1.1

January

418

Enrollment



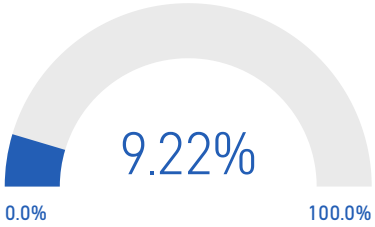
December

CWA

43

Parent Outreach

Engagement



Chronic Absenteeism

Winter

Academics

Participation	Participation	Participation
100%	100%	(Blank)
ELA: K-11	Math: K-8	MDTP-Fall
On-Track	On-Track	Nearly + Ready
33%	25%	(Blank)
Percent	Percent	Percent-Fall

High School: No Credits Earned

English Learners

ELPAC IA	ELPAC IA
81%	43
Percent GL Tested	Total Tested

Reclassification

RFEP Complete Eligible

Curriculum:

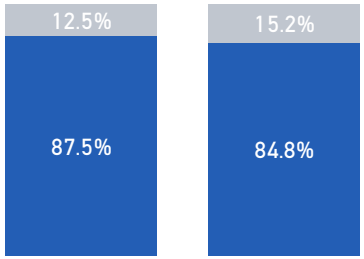
Tests Administered Through January

Benchmark	Ready Class
890	2156
Total Test Count	Total Test Count

Saavas
117
Total Test Count

Plus Survey

School Climate



I feel like I am part of this school.

At my school, there is a teacher or other adult who really cares about me.

Enrollment

school search: Nightingale Elementary

Month: All

Student G...: All

2020-2021

Change: All Enrollment
(current-previous month)

-1

Dec-Jan change

01-Aug	06-Jan
413 Enrollment	417 Enrollment

02-Sep	03-Oct	04-Nov	05-Dec
416 Enrollment	418 Enrollment	418 Enrollment	418 Enrollment

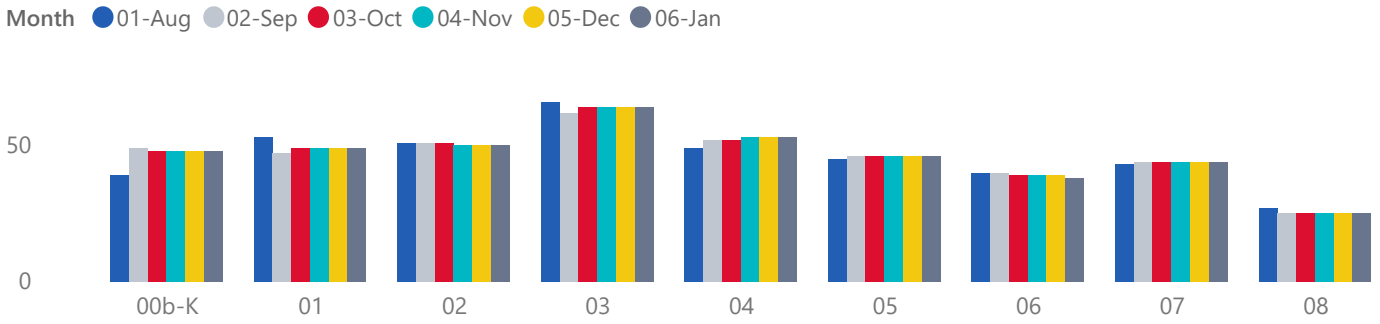
SUSD RA v1.1

Overview: Enrollment data includes the monthly TK-12 school enrollment count by student group, program participation/eligibility, and grade level. Reports includes all active students in Synergy on date reports were extracted.

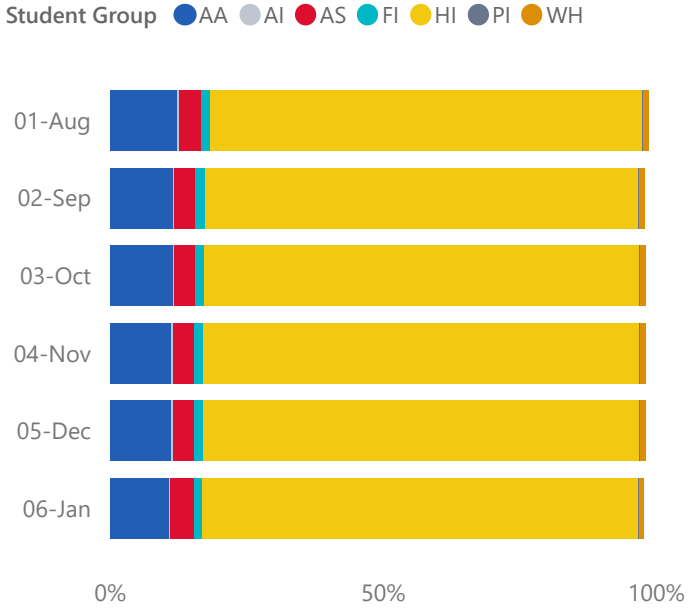
Navigation: All months and students groups are on displiay, use month and/or student group filters to change displays. Ctrl for multiple selections.

Source: Synergy, LCAP Monthly Reports; Frequency: Reports are updated monthly; Updated: 01-06-2021

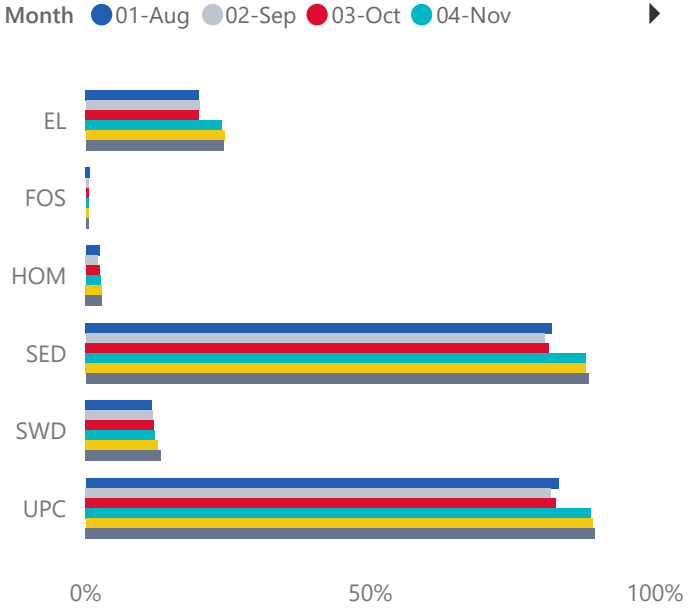
Grade Level: Student Count



Race/Ethnicity: Percent



Student Groups: Percent



Engagement

school search: Nightingale Elementary

Month: All

2020-2021

Connections

Rate Change: Chronic Abs

0.01 ↑

Nov - Dec change

01-Aug	10.90% Rate	01-Aug	45 Count
02-Sep	8.06% Rate	02-Sep	34 Count
03-Oct	8.27% Rate	03-Oct	35 Count
04-Nov	7.80% Rate	04-Nov	33 Count
05-Dec	9.22% Rate	05-Dec	39 Count

SUSD RA v1.1

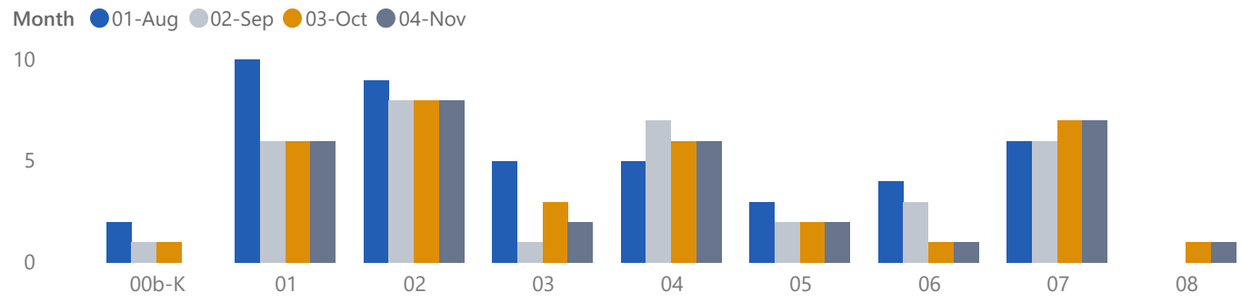
Overview: Student Engagement data includes the monthly Tk-12 chronic absenteeism rate, and is reported as the count of students considered chronically absent (absent for 10% or more of the days they were expected to attend).

CWA outreach includes: **CWA Parent Outreach** (parent calls, conference, home visits, presentation), and **Tier 2**: student check in, attendance contracts, referrals for services. .

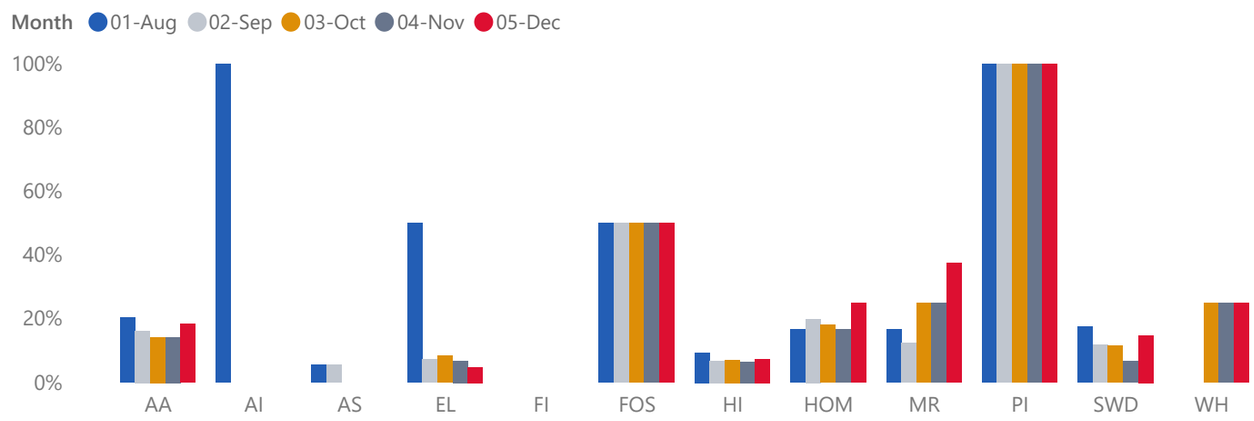
Navigation: All months and students groups are on displiay, use month filter to change displays. Ctrl for multiple selections.

Source: Student Support Services; Frequency: Reports are updated monthly; Updated: January 2021

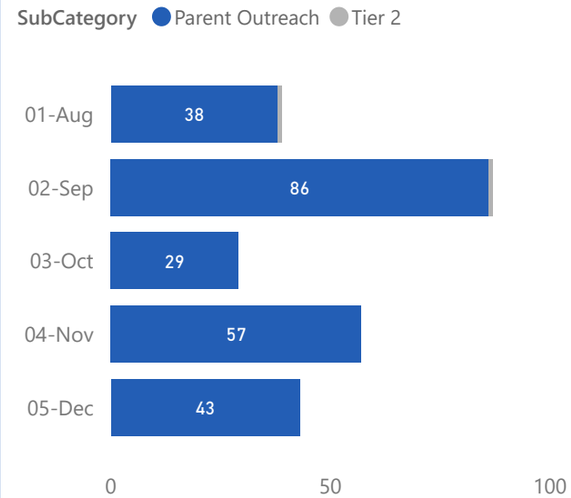
Chronic Absenteeism: Student Group



Chronic Absenteeism: Student Group



CWA Connections



counselors : coming soon!

iReady

school search: Nightingale Elementary

Subject: ELA

2020-2021

Term: All

Student Group: All

Participation

97%	100...	
Fall	Winter	Spring

Overview: Interim Assessments reports include participation and academic progress results from SUSD's intterim/diagnostic assessments:
* iReady (ELA K-11, Math K-8): iReady is administered three (K-8) and two (9-12) times per year, and progress is reported as:
1. On-Track for Grade Level: percent of students on track to score grade level at the end of the year if they meet the typical growth target.
2. Two or More Years Below: (2 + Below) percent of students who are 2 or more years below grade level.
3. No Growth: (0 Growth) percent of students who showed no growth since the Winter 2019 diagnostic

Navigation: Use Filters to select ELA or Math; Term/Student Group; Focus: Right corner arrow
Source: Research; Program Exports
Frequency: Reports are updated after assessment administration; Updated: January 2021 - winter.
High School Data Currently Not Reported

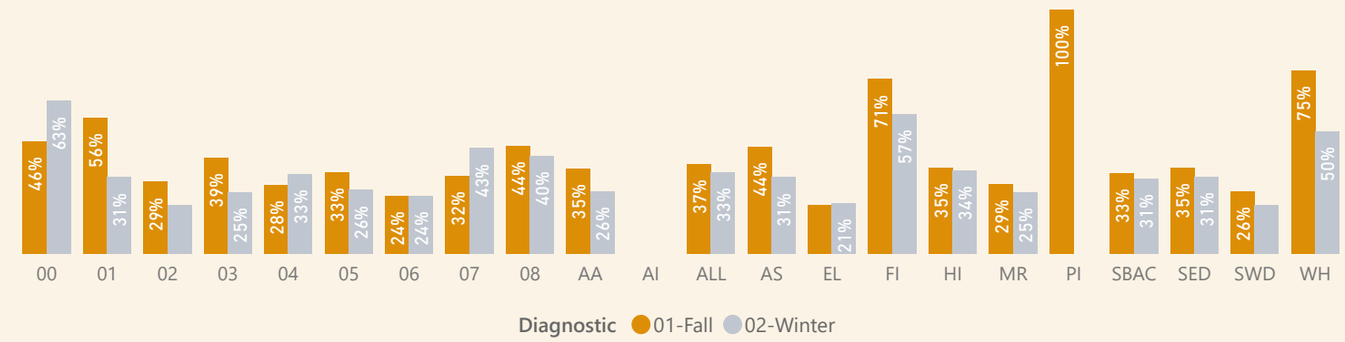
SUSD RA v1.1

On Track
37% Fall
33% Winter
Spring

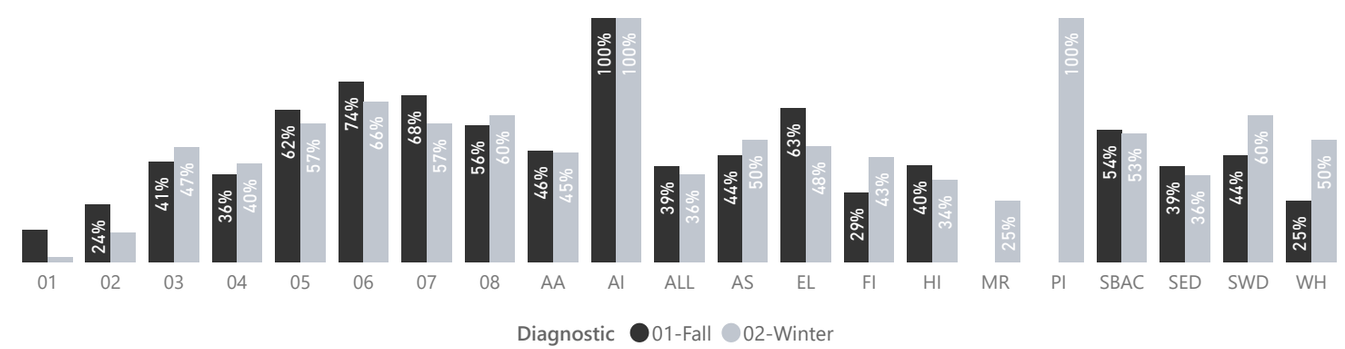
2+ Below
39% Fall
36% Winter
Spring

No Gro...
34% All
26% Winter
Spring

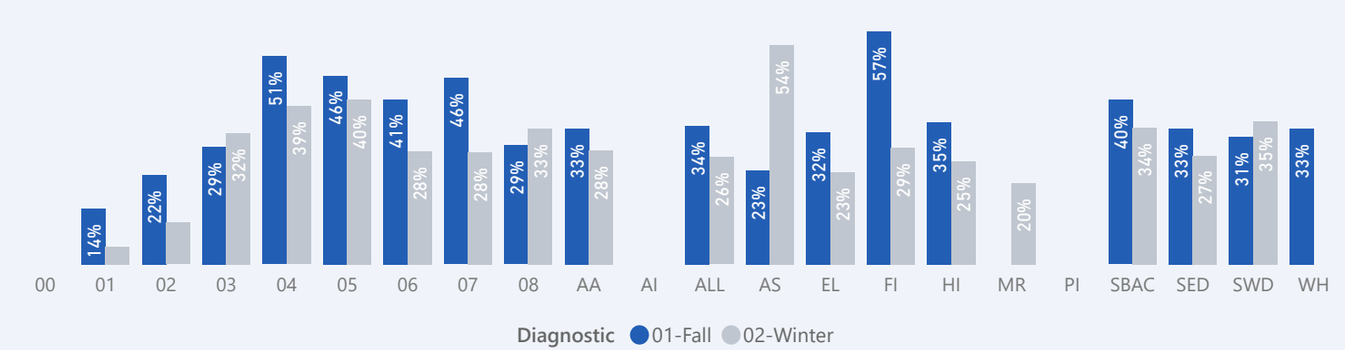
iReady Percent On-Track



iReady Percent Two or More Years Below Grade Level

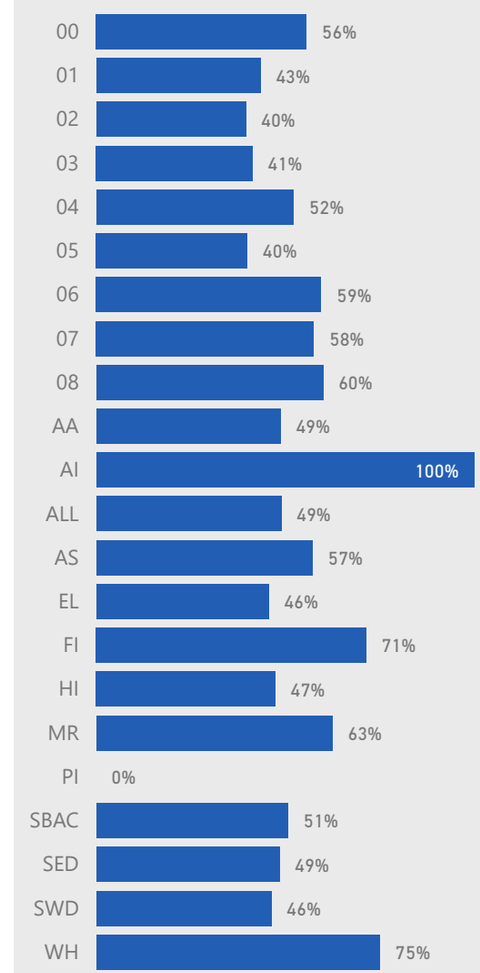


iReady Percent No Growth (since Winter 2019)



F-W Growth	F-S Growth
49% All	

iReady F-W Typical Growth



Curriculum

school search

Nightingale Elementary

2020-2021

Overview: Curriculum Assessment data reporting metrics is dependent on the availability of data and/or curriculum, and include:

* Total Test Count: Cumulative count of test administered online in the curriculum portals (ReadyMath, Saavas, and Benchmark).

* Average Test Administered: Of students who have completed at least one test in the system, the average number of tests administered by grade level (ReadyMath, MyPerspectives, and Benchmark).

* Progress/Proficiency: achievement (HS Math - midterm/final; Primary - Fluency)

Online Instruction: completion and engagement in iReady Online Instructional learning pathways.
* 30 minutes: percent of students averaging 30 minutes per subject per week
* Passed Lesson: percent of students passing online instruction (<70%)

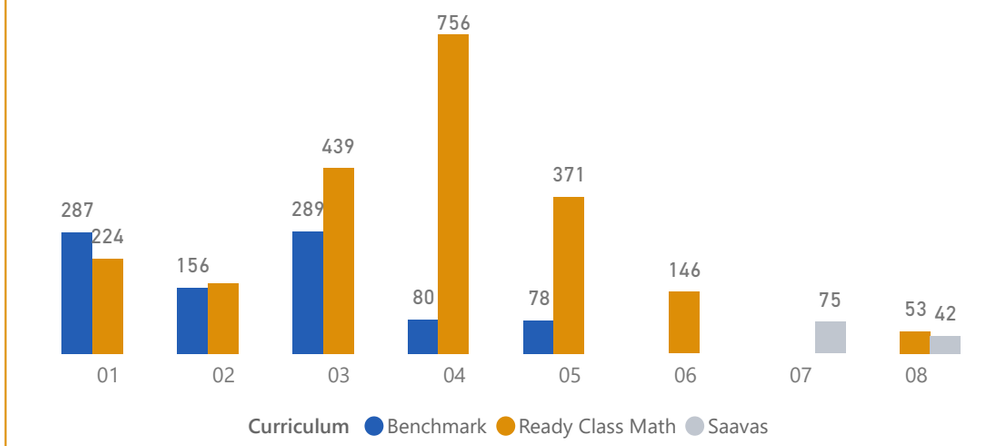
Navigation: N/A
Source: Research; Curriculum Exports, Illuminate
Frequency: Reports are updated periodically; Updated: November 2020

January 2021

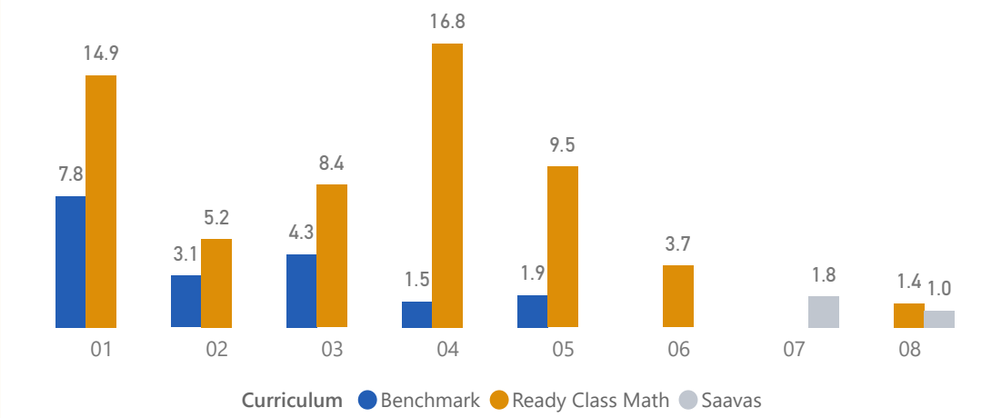
Curriculum Assessments

Ready Class	Saavas	Benchmark
2156	117	890
Total Test Count	Total Test Count	Total Test Count

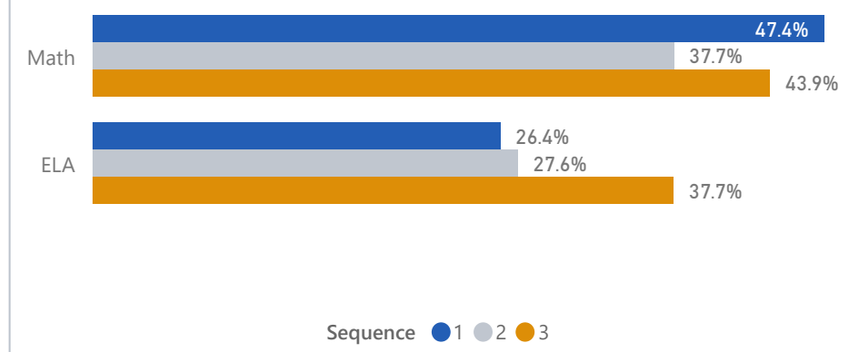
Curriculum: Test Count



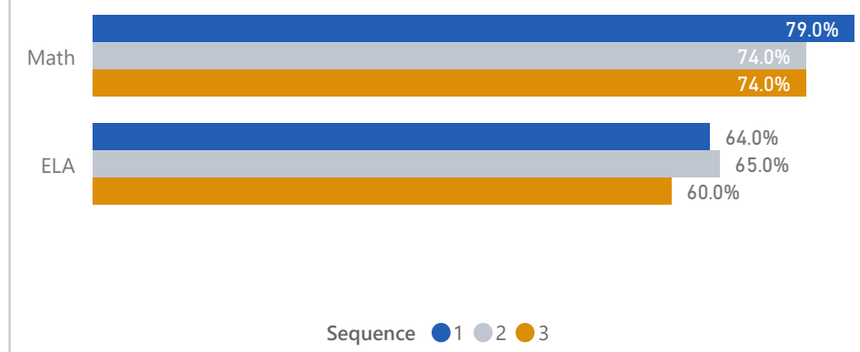
Curriculum: Average Test Count



Online Instruction: 30+ minutes



Online Instruction: Passed Lessons 70%+



Sequence: 1. Sep 28; 2. Nov 9; 3. Jan 11

ELs & RFEPs

school search

Nightingale Elementary

2020-2021

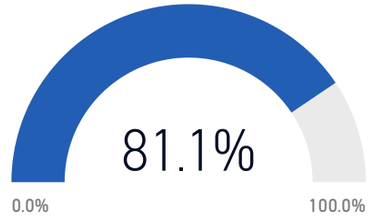
Overview: English Learners' progress is reported through the Initial ELPAC (IA ELPAC) and RFEP eligibility.

* IA ELPAC: THe Initial ELPAC is administered once to students in grades K-12 whose primary language is not English to determine their English language proficiency. Overall Performance is reported as a scale score and categorized as:
IFEP: Initial Fluent English Proficient
Intermeidate English Learner, and Novice English Learner.
Overall Performance is comprised of, Oral Language and Written Language, each domain is categorized as: Well Developed, Moderately Developed, and Minimally Developed.

* RFEP Eligibile: Count of all English Learners eligble for reclassification: and have met the 4 criteria to be designated as Reclassified Fluent English Proficient (RFEP) are reported as:
1. Not Completed (met all criteria), documents not processed, designation is not complete
2. Completed: documentation has been processed and students are designated as RFEP.

Navigation: NA
Source: Research; ELPAC; Illuminate
Frequency: Reports are updated periodically;
Updated: January 2021

Percent Initial ELPAC Completed



ELPAC IA

ELPAC IA

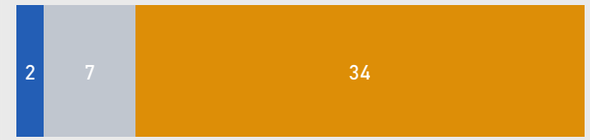
43

Total Tested

Grade Level	Tested	Enrolled	Percent Tested
00	43	52	82.69%
01	1		

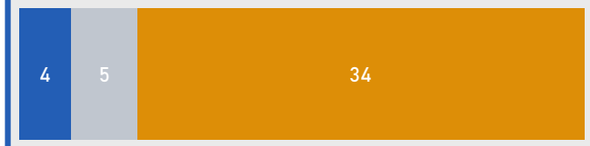
Overall Performance

IFEP Intermediate Novice



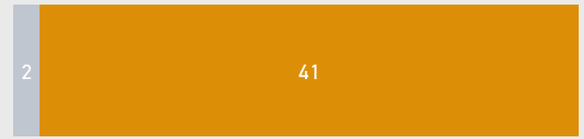
Oral Language Performance

Well Moderate Minimally

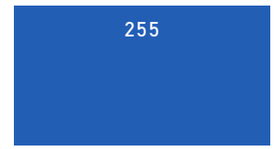


Written Language Performance

Well Moderate Minimally



Overall Mean Scale Score by Grade Level

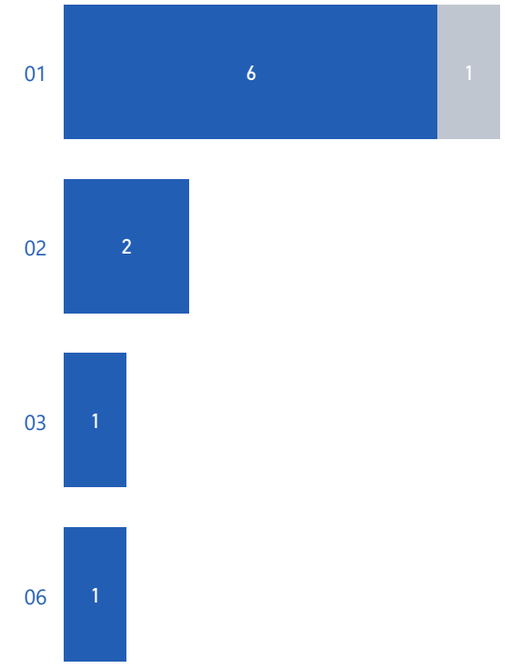


Reclassification

RFEP status Complete Not Complete

Reclassification by Grade Level

RFEP status Complete Not Complete



School Climate

school search: Nightingale Elementary

Grade Span: All

2020-2021

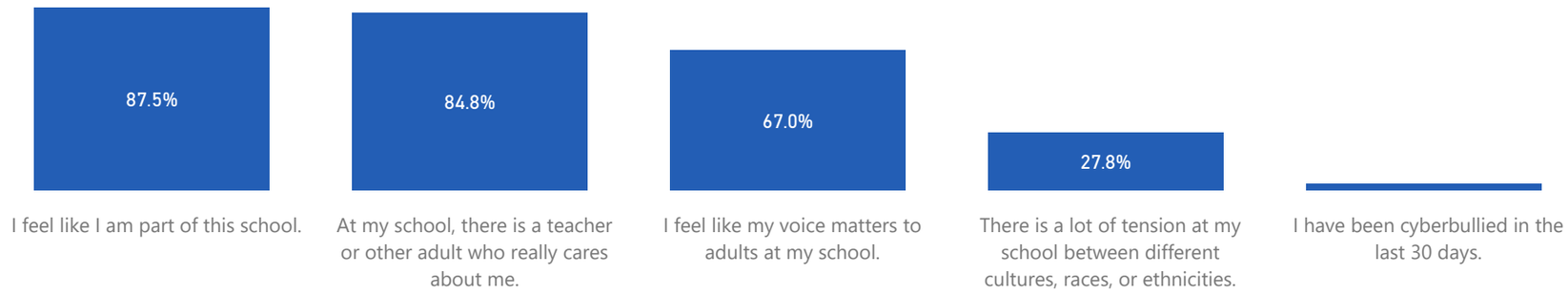
Question Priority: All

Term: 1-Fall

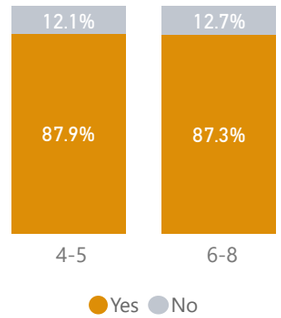
Overview: School climate data is reported from the School Climate Survey administered through the PLUS Program. The survey is conducted three times per year for students in grades 4-12. The school climate data collected is used for PLUS team actions, site/district program development and accountability, LCAP , CA Dashboard, PBIS teams, and program progress.
Navigation: NA
Source: Student Support Services - PLUS program
Frequency: Reportts are updated after survey administration (3x a year); Updated: Fall 2020

Count	Count	Count
33	79	(Bla...
Grade 4-5	Grades 6-8	Grades 9-12

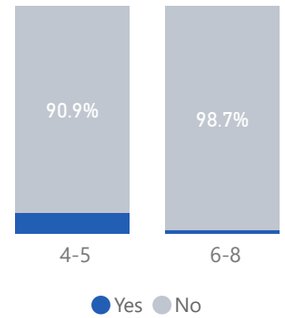
All Responses



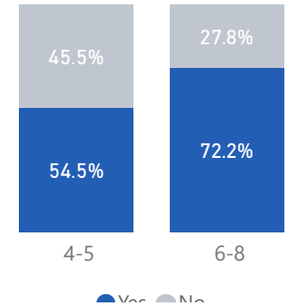
I feel like I am part of this school.



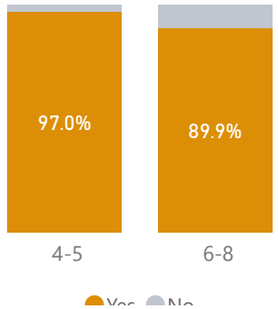
I have been cyberbullied in the last 30 days.



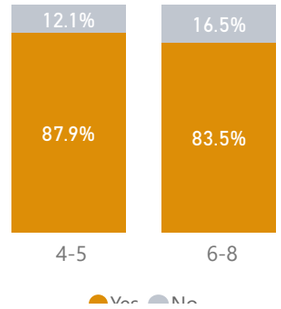
I feel like my voice matters to adults at my school.



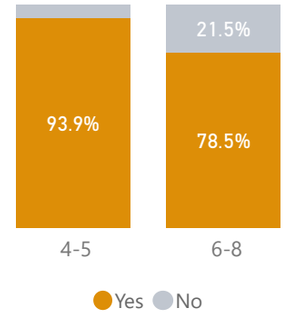
At my school, there is a teacher or other adult who believes that I will be a success.



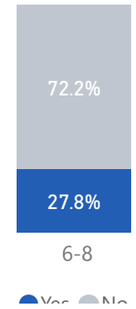
At my school, there is a teacher or other adult who really cares about me.



I feel safe in my school.



There is a lot of tension at my school between different cultures, races, or ethnicities.



High School

school search

Nightingale Elementary

GradePeriod

All

2020-2021

MDTP

Overview: Distribution of transcript grades reported by grade, course, and credits earned.

Transcript Grades:
* Non-Passing Grades: Grade marks of F, Not Completed (NC), No Marks (NM), and Not Reported (NR)
* Credits Earned: Credits earned as indicated on transcript

Credit Attempted/Earned: Count of students meeting the credit attempted and earned categories for the most recent grading period.
* All: all credits attempted were earned
* Half: more than half of credits attemped were earned
* Less than half: less than half of credits atttempted were earned
* None: no attempted credits were earned

*MDTP (9-11): The Mathematics Diagnostic Testing Project (MDTP) is a diagnostic tool designed to support secondary math programs in CA schools. MDTP is administered at the beginning of term and indicates students readiness for currently enrolled math course.

Readiness is indicated as Near/Ready: Ready (<67/68/69-100%), Nearly Ready (51-69), Not Ready (31-50), and Far from Ready (>30)

Navigation: NA; Source: Research; IS, Synergy
Frequency: Reports are updated after at end of term, test; Updated: January 2021

Grade Distribution and Term

Participation Fall	Near/Ready
(Blank)	(Blank)
Percent	All

MDTP: Fall Diagnostic

Subject and Non-Passing Grades

MDTP: Fall Diagnostic

Credits Earned (October)

10
8
6
4
2
0

Credits Earned (December)

10
8
6
4
2
0

SUSD RA v1.1

Reference and Updates

2020-2021

Report Log

* v1 01122021: preliminary review
* v1.1 01212021 administrators - published

Feedback Suggestions Comments Questions Ideas

Share your thoughts with our team!

Report Content

Student Level Reports

* iReady (portal), Student Level (Illuminate)
* RFEP eligibility (Illuminate)
* ELPAC IA testing list
* Benchmark Universe
* MDTP
* Saavas (portal)

Acronyms

Student Groups

ALL – all students

AA – Black/African American

AI-American Indian/Native Alaskan

AS-Asian

FI-Filipino

HI-Hispanic

MR-Two or More

PI-Pacific Islander/Native Hawaiian

WH-White

EL-English Learner

FOS-Foster Youth

HOM-Homeless Youth

SED-socioeconomically disadvantaged, SWD-students with disabilities.

Metrics

iReady

school search: Nightingale Elementary

Subject: Math

2020-2021

Term: All

Student Group: All

Participation

98%	100...	
Fall	Winter	Spring

Overview: Interim Assessments reports include participation and academic progress results from SUSD's intterim/diagnostic assessments:
* iReady (ELA K-11, Math K-8): iReady is administered three (K-8) and two (9-12) times per year, and progress is reported as:
1. On-Track for Grade Level: percent of students on track to score grade level at the end of the year if they meet the typical growth target.
2. Two or More Years Below: (2 + Below) percent of students who are 2 or more years below grade level.
3. No Growth: (0 Growth) percent of students who showed no growth since the Winter 2019 diagnostic

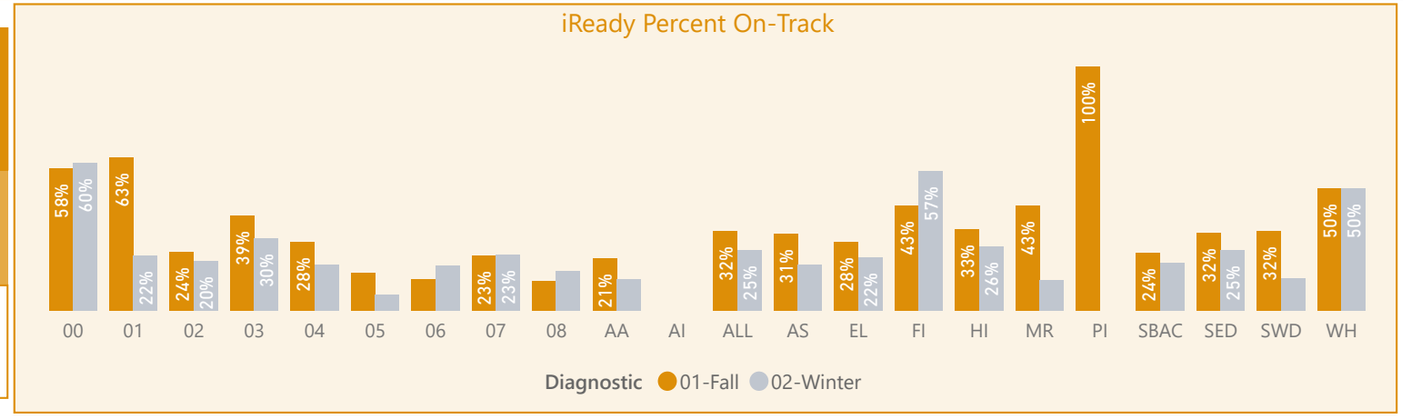
Navigation: Use Filters to select ELA or Math; Term/Student Group; Focus: Right corner arrow
Source: Research; Program Exports
Frequency: Reports are updated after assessment administration; Updated: January 2021 - winter.
High School Data Currently Not Reported

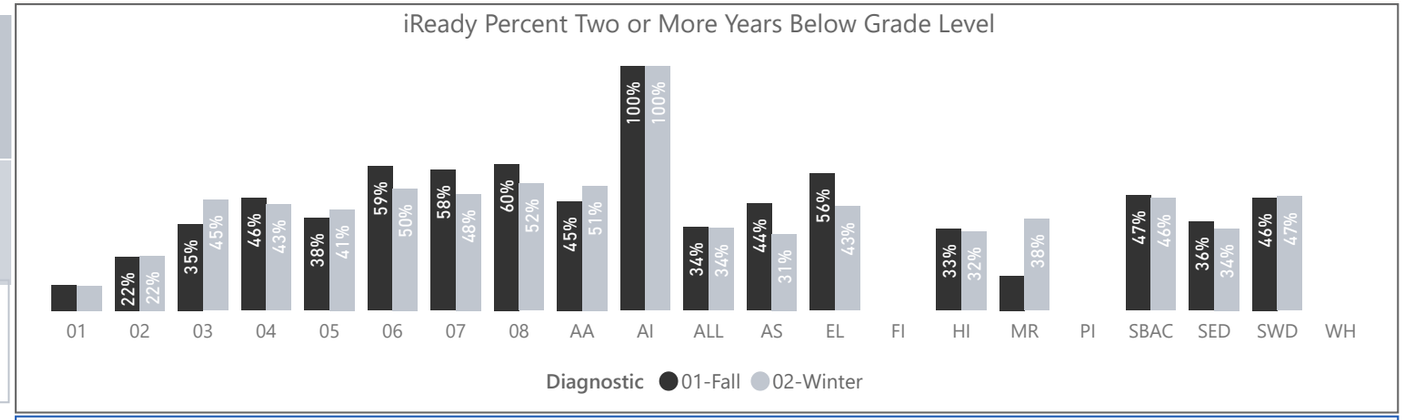
SUSD RA v1.1

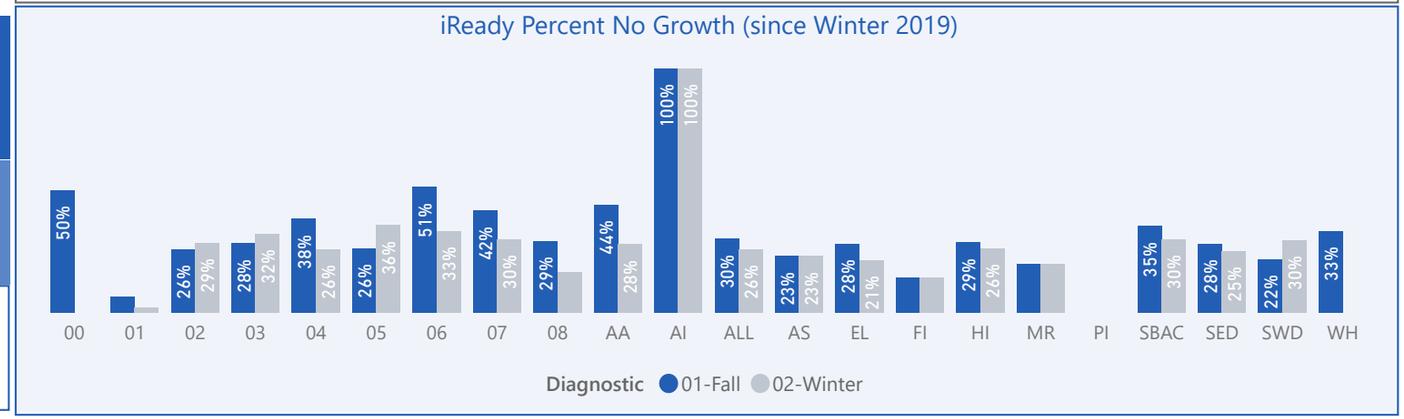
On Track	
32%	Fall
25%	Winter
	Spring

2+ Below	
34%	Fall
34%	Winter
	Spring

No Gro...	
30%	All
26%	Winter
	Spring

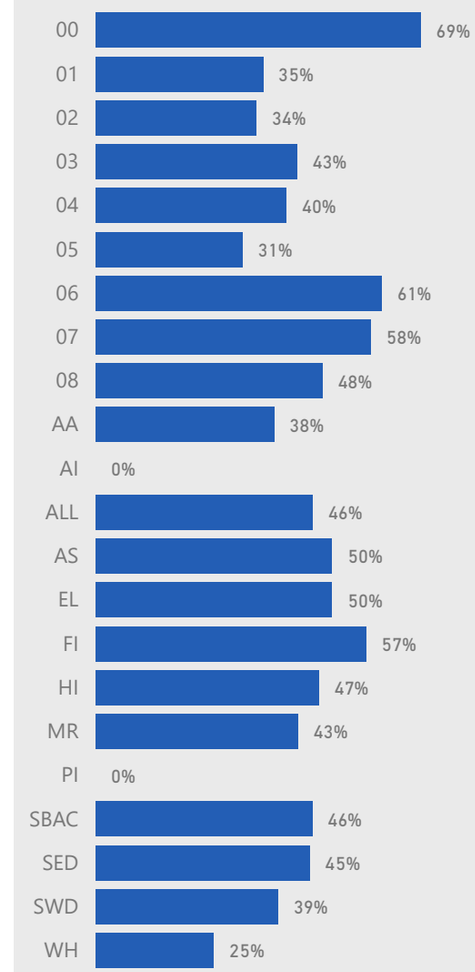






F-W Growth	F-S Growth
46%	
All	

iReady F-W Typical Growth



Recommendations and Assurances:

Site Name: Nightingale Charter

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

   English Learner Parent Involvement Committee 1/11/2022
   Date of Meeting

   Other committees established by the school or district (list): _____
   Date of Meeting

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

   This SPSA was adopted by the SSC at a public meeting on 1/13/2022.
   Date of Meeting

Attested:

Myra Machuca
Typed Named of School Principal

Signature of School Principal

1/14/2022
Date