

2022-2023 School Plan for Student Achievement Recommendations and Assurances

Site Name: Nightingale (N1 - 269)

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 School 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:

English Learner Advisory Committee

_____ 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 _____ Date of Meeting

Attested:

Myra Machuca
Typed Name of School Principal


Signature of School Principal

_____ Date

School Plan for Student Achievement (SPSA)

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Nightingale Elementary	39686766042725	06/01/2022	06/28/2022

Purpose

(Only required for CSI, TSI, or ATSI campuses) Briefly describe the purpose of this plan.

Nightingale Charter is implementing a Schoolwide Program.

Nightingale Charter has been identified as Additional Targeted Support and Improvement (ATSI) for Students with Disabilities (SWD) student group.

Description

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.

Engaging Educational Partners

Refer to the comprehensive needs assessment.

Resource Inequities

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

Refer to the comprehensive needs assessment.

Comprehensive Needs Assessment Process

Comprehensive Needs Assessment Process Summary

Nightingale Charter, presently, during the COVID 19 pandemic, holds virtual stakeholder meetings via Parent Coffee, ELAC, SSC and Staff input forum. In the past these meetings have been held in person on the school's site premise. Nightingale Charter will resume in person meetings once authorization is given. Nightingale Charter frequently reviews all data and information from all meetings to best determine next steps and how to best service students. May it be noted that Nightingale continuously uses the above process to ensure that stakeholders have input each time new funds are provided or that update for student services are needed. The documents required to be made available to the public are always located and posted for review on Nightingale's website as well as under the specific department for Stockton Unified School District.

Nightingale Charter receives input via surveys such as a supplemental Annual LCAP Survey, parent survey and yearly LCAP Survey. These surveys which provide opportunities for parents to provide vital and timely input are used for Nightingale's SPSA Plan (Student Plan for Student Achievement), LCAP, (Local Control and Accountability Plan), Nightingale's Improvement Plan as well as any other plan or necessary document related to our school's fiscal obligation to ensure Nightingale is uses its resources appropriately.

Meeting dates for the aforementioned committees:

SSC - 1/13/22

ELAC - 10/14/21, 11/18/21, 2/10/22, 2/17/22

Parent Coffee - 10/14/21, 11/18/21

Charter Improvement Plan Team - 6/8/21, 6/15/21

Staffing and Professional Development

Staffing and Professional Development Summary

Nightingale currently has 22 teachers in the K-8 setting. Twenty-one of our teachers are credentialed and two are in the process of completing their credential. Overall, the current teaching staff has an average of 11 years of teaching experience with ten staff members having at least 15 years of experience or more. The race/ethnicity breakdown of the certificated staff is 55% Hispanic, 36% Caucasian, 9% Asian, and 9% African-American.

Highly qualified staff at Nightingale Charter are required to meet twice per month for 60 minutes for staff meetings and twice per month for 90 minutes for teacher collaboration time. Stockton Unified also requires all staff to meet four times per year for district-wide professional development days. The district professional development days focus on current curriculum, social-emotional needs of students, instructional technology, teaching strategies, assessments, data analysis, and other needs determined by surveys from Stockton Unified. Teachers are asked to pick from sessions that they feel will benefit them in their growth as a professional and to assist them in meeting their students needs academically and otherwise.

Teacher collaboration at the school site focuses on teacher-driven needs. This time often centers on data analysis based on formative and informal assessment creation and analysis, and determining performance gaps and discussing strategies/techniques to address these gaps. As our charter has a Project-Based Learning focus, this time is also often spent developing project-based learning units based on upcoming standards and/or reflecting on completed project-based learning units for improvement.

Teachers are also able to collaborate with our instructional coach to discuss curriculum and strategies in the classroom. The opportunity to co-plan and co-teach with the instructional coach are also offered.

The site Program Specialist also offers professional developments on project-based learning to all teachers, as requested. Teachers have the ability to collaborate with Program Specialist to plan/discuss/review PBL units after contract hours for additional compensation.

Staffing and Professional Development Strengths

Nightingale offers various professional developments, academic related conferences, project based learning activities, and other professional events to strengthen our teachers in their best practices. Nightingale continues to offer various professional development opportunities enabling additional compensation to support teachers in expanding the knowledge they implement in their best practices while they are teaching. Additional hours can reflect reviewing formal assessment data to plan out intervention groups to strengthen the domains that require additional academic support, and plan accordingly to enable students to engage in instructional activities that are planned by the general education teacher.

Nightingale has been able to maintain a stable core of teachers for many years. Therefore, there are veteran teachers available to mentor/onboard newer teachers as well as assist them in learning the concept of Project-Based Learning. Turnover rate has been fairly consistent of approximately 1-2 teachers per year leaving mostly due to relocation or career advancement.

The diversity of the teaching staff is fairly similar and reflects the student population as Hispanics are the mostly highly represented at 81%.

Giving teachers the ability to choose their district-wide professional development allows for a more personalized approach to improvement and meeting one's specific needs. The online approach to professional development provides teachers with more flexibility and freedom to be able to attend from home or school. This convenience helps to keep teacher attendance at PD sessions higher.

Teachers are diligent in focusing their bi-weekly teacher collaboration time on addressing curriculum needs, data analysis, and unpacking standards with their partner teacher. They may also use this time gain assistance from the instructional coach, program specialist, or collaborate with the Teacher on Special Assignment who provides intervention services to many of their students.

Needs Statements Identifying Staffing and Professional Development Needs

Needs Statement 1: Although the district provides choice in which professional development sessions they can attend, teachers are not engaged in the sessions. Teachers are also not consistently seeking out Project-Based Learning opportunities offered at the school site. **Root Cause/Why:** Lack of engagement regarding district PD may be due to "zoom fatigue" and a lack of in-depth professional development offered. Many PD sessions seem to only scratch the surface of the topic and are often repeated throughout the year. Veteran teachers are not finding most district PD sessions useful. Teachers not attending PBL sessions are possibly due to being overwhelmed with other duties.

Teaching and Learning

Teaching and Learning Summary

Classroom observations

Are conducted throughout the school year, both formally and informally. Administrators conduct formal observations in accordance with the SUSD process which is aligned to the CA teaching standards. Formal observations occur twice a year for probationary teachers and two times a year for permanent status teachers during their evaluation year cycle. Informal and ongoing observations and walk-throughs are conducted by administrators and support staff. Technology is regularly integrated into the instructional routine by both teachers and students. Interactive whiteboards and wireless sound systems are installed in all classrooms and all classrooms have a 1 to 1 ratio of chrome books to students.

Assessments to modify instruction and improve student achievement

In the 21-22 school year all students took a diagnostic/benchmark assessment three times throughout the year. Students in grades K-8 took the I-Ready Assessment in reading and math. When comparing Fall to Spring, the % of students performing at or above grade level in Reading increased by 22%. For math, the % of students performing at or above grade level increased by 28%. Respectively, the % of students performing 2 or more grade levels below decreased in reading by 19% and decreased by 25% in math. The I-ready individualized pathways in both reading & math help close the learning gaps for students. Students are also offered small group differentiation in ELA as part of the integrity of the program design, as well as, after school tutoring. Students in grades 3 – 8 took the CAASPP assessment in English Language Arts & Math this year, and students in grades 5 and 8 took the CAST assessment. All English Learner students new to California took the initial ELPAC assessment. All remaining EL students were administered the summative ELPAC.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction

Teachers use results from the iReady Diagnostic, CORE instructional programs Weekly/Unit Assessments, ELD rubric/performance tasks, PBL projects and informative assessments to monitor student progress in writing, reading, math, science, social studies and ELD. During teacher collaboration meetings, teachers and administrators review student work & corresponding data to make decisions for next steps in reteaching, remediation, and small group work. English learner students receive both integrated and designated instruction to help increase their language proficiency. Results from the ELPAC assessment help inform instruction of EL students. Appropriate accommodations and modifications are made for students on a Section 504 Plan and/or Individualized Education Plan (IEP) with full utilization of our resource pull out program.

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

SUSD has adopted Common Core State Standards-aligned curriculum in mathematics, English Language Arts/Development, Science and Social Science. The standards serve as the framework for directing our goals, objectives, and articulated curricular programs designed to maximize learning for all students. There is a detailed scope and sequence included within each program that aids teachers in their instructional delivery & planning.

Adherence to recommended instructional minutes

We provide appropriate and outlined instructional minutes for our students. Suggested lesson pacing schedules (K–8) and master schedule flexibility are provided and is based on student/class needs. Teachers have flexibility within their lessons in order to meet the needs of the students within their classroom.

Availability of standards-based instructional materials appropriate to all student groups

All students, including English learners, have access to standards-based instructional materials in core content areas of math, ELA/ELD, history/social science, and NGSS science.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses

Use of district adopted and standards-aligned instructional materials, including intervention materials is evident in classrooms. Teachers have access to the curriculum and to the scope and sequences designed to support teachers with instructional core and supplemental materials, as well as provide program procedures and system support. Teachers also use the ancillary materials to support the core instruction for universal and differentiated instruction.

Services provided by the regular program that enable underperforming students to meet standards

All English learner students receive both integrated and designated English language development instruction to help them meet the standards. Underperforming students receive additional remedial instruction through small group differentiated instruction. Interventions that address the needs of low-achieving ELs and students at risk of not meeting state academic content standards include intensive targeted instruction by Intervention Reading Specialist and content-specific consultants. These efforts help to fill learning gaps for students and help prepare them to be more successful in grade-level content. Teachers continue to improve their proficiency in best teaching practices with a focus on culturally responsive teaching strategies, Project-based Learning (PBL), and a Multi-tiered System of Supports (MTSS) approach to addressing the academic, behavioral, and social-emotional needs of the whole child. Students have access to mental health clinicians that may meet with them as needed to support any mental health wellness or social-emotional needs of the student.

Evidence-based educational practices to raise student achievement

A focus on positive student engagement strategies, student centered instructional practices through content aligned with minority students'

experiences, maintaining a culturally relevant pedagogy, employing project-based learning, providing social-emotional learning with district/school-based social-emotional and character development programs and utilizing the Positive Behavior Intervention and Supports (PBIS) framework for implementing school-wide systems of behavioral support, in a tiered continuum based on student responsiveness to intervention, to help prevent and reduce undesired behavior and improve social and academic behavior outcomes for all students in a school are a variety of evidence based practices being used currently to raise student achievement.

Teaching and Learning Strengths

- Staff & students develop knowledge of their own strengths and how they combine to produce excellence in teaching and learning.
- Applying individual strengths to each aspect of the teaching/ learning process: Planning/lesson design, student engagement, assessing and providing feedback to students.
- PBL lesson design
- Commitment to self reflection and growth
- Access to standards based instructional programs/materials
- Differentiated small group ELA daily/weekly
- DII lesson plan design & delivery
- AVID strategies/activities employed
- Academic Conferencing
- Student goal setting and data tracking
- Technology integration in all aspects of the teaching/learning process.
- Grade level collaboration
- Classroom collaborative conversations
- Development of positive teacher-student relationships

Needs Statements Identifying Teaching and Learning Needs

Needs Statement 1: There is a need to improve & maintain student growth with increased rigor and consistency across all content areas and student programs as it relates to instructional planning, lesson delivery & assessment. **Root Cause/Why:** The causes are varied and complex but fall into several overarching themes: Teacher fatigue, lack of adherence to the curricular design & level of rigor, an absence of relevancy for students, a clash with teacher pedagogy, inconsistencies with the design/administration/analysis of assessments (the guiding force behind instructional practices), and inconsistent PLC practices.

Parental Engagement

Parental Engagement Summary

Due to Covid restrictions, parental and community involvement has been minimized for the majority of the 2021-22 school year. Stakeholders still had the opportunity to engage with the school via zoom meetings for English Learner Advisory Council, School Site Council, and Parent Coffees. Agendas, links, and surveys were posted to the school/district website and social media in order to gain parent, community, teacher, and staff input regarding plans and distribution of categorical funds.

Nightingale has been in the process of hiring a parent liaison to assist with Parental Engagement on campus. A hire was made at the end of the 21-22 SY and we will have a full-time parent liaison beginning with the 22-23 SY. This will help bridge the gap between parents, staff, and students.

Parent participation rates are measured through sign-in sheets during in-person meetings and online sign-in during zoom calls. Barriers that may prevent participation for parents/community members has been the ongoing Covid pandemic and potentially a lack of technology access/understanding for virtual attendance.

Parents/guardians have been involved in student achievement and school performance during Nightingale Academic Teams (NAT) and award assemblies. NAT meetings occurred 2 times per year where all parents were invited to attend a class-wide meeting with the teacher and all parents in the classroom during which time the parents were all taught at least two academic skills to work on with students at home. Parents are also given a survey during this time to assess school culture/climate. Parents also meet with the teacher as part of the NAT on an individual basis to discuss progress on goals.

Teachers also have academic parent/teacher conferences at least 1 time per year on a formal basis and often meet more than this informally.

Parental Engagement Strengths

Parental engagement has ebbed and flowed over the years at Nightingale. Parents are much more likely to show up for fun academically-focused "family" events (i.e. literacy night or fall festival) at the school than they had been in previous years. Again, this year Covid restrictions limited the majority of participation in any governance/oversight meetings to online platforms. Attendance at these meetings was minimal.

Needs Statements Identifying Parental Engagement Needs

Needs Statement 1: Parents are not as likely to engage in school activities related to governance. **Root Cause/Why:** A deficiency of technological skills and availability was a hindrance to some parents regarding online attendance. In general, a lack of understanding as to how their input helps to determine the direction the school takes is also likely a cause as the limited engagement.

School Culture and Climate

School Culture and Climate Summary

At Nightingale we believe that education should be led by those who are continuous learners as well, that education should be differentiated, that education can be fun! that education should be full of experiences, and that education should be collaborative. Nightingale is a small K-8 neighborhood charter with approximately 420 students. We have an open enrollment policy. Anyone who lives within Stockton Unified School District is welcome to apply. Our charter has a focus on Project Based Learning. Project Based Learning is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge. Parents and community are invited to our yearly PBL Showcase as well as some classroom-based presentations (prior to Covid).

In the 2019-2020 school year the teachers and staff began the process of Equity training. The staff attended several two hour trainings over the course of the school year until being shut down for COVID. When we are able to continue to improve our journey to create a safe work environment to promote these trainings to our staff.

School Culture and Climate Strengths

Nightingale Charter is a small school located in south Stockton. The school pulls the majority of students from the neighborhood as there is not bussing or transportation provided by the district. Our school has an active PLUS (Peer Leaders Uniting Students) and does a lot of activities to enlighten students on topics like bullying and Earth Day as well enhance school spirit with rallies and field day. Due to its size, our students usually benefit from smaller class sizes and our teachers all know one another fairly well. This allows for collaboration and communication that spans grade level.

Nightingale Charter implements project based learning, 21st century skills, and district adopted curriculum aimed to best support the high quality academic instruction for our students. Nightingale Charter uses project based learning to improve student academics and engagement in the various adopted cultures and climates strengths aimed to best support our students.

Needs Statements Identifying School Culture and Climate Needs

Needs Statement 1: Nightingale Charter is experiencing more suspensions than usual. The problem seems to be focused in all grades, both during structured time and unstructured time. **Root Cause/Why:** The increase may be due to new teachers who are lacking classroom management and follow through when it comes to expectations and discipline. * A return from COVID * PBIS across the board

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 Goal

Goal 1: Student Achievement

SUSD will implement a Multi-Tiered System of Support (MTSS) to increase student achievement and provide all students with a well-rounded educational experience, the delivery of high quality instruction, and exposure to rigorous and relevant curriculum to become life-long learners and to address barriers to learning with targeted services for unduplicated pupil populations (i.e. English Language Learners, Foster Youth, and Students living in Low-Socioeconomic Status) and priority student groups (inc. homeless students, ethnic minorities, disproportionate students of color, and students with disabilities).

Goal 1.1

School Goal for ELA/ELD:

By June 30th, 2023, Nightingale Charter will increase the percentage by 10% of students that are on grade level from our iReady Spring Diagnostic data.

School Goal for Math:

By June 30th, 2023, Nightingale Charter will increase the percentage by 10% of students that are on grade level from our iReady Spring Diagnostic data

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percent of students performing at grade level or above	ELA 35% Math 34%	ELA 45% Math 44%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Goal 1 - Strategy #1

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.

1 @ 1.0 FTE Instructional Coach - Centralized Service

of Professional Developments offered

of Teachers Attended

of Observations

of Observation with feedback

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

Strategy/Activity 1.1.2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Goal 1 - Strategy #2

To provide appropriate English Learner and Socio- Economic Disadvantage intervention and supplemental support while fostering academic success in English Language Development and all academic areas. Services of additional support to students not at grade level.

Tutoring Supports:

2 Teachers x \$52.23 rate of pay x 3 hours x 33 weeks = \$10, 320 (Allocating \$10,341.54)

- # of EL Students at grade level
- # of EL Students below grade level
- # of EL Students
- # of EL Students receiving tutoring services
- # of Below Grade Level
- # of at Grade Level
- # of Socioeconomically Disadvantaged
- # of Socioeconomically Disadvantaged at grade level
- # of Socioeconomically Disadvantaged below grade level

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$10320	50643 - Title I

Strategy/Activity 1.1.3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Goal 1 - Strategy 3

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

of TCT meetings

of TCT observations

of hours above and beyond

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$14970	50643 - Title I

Strategy/Activity 1.1.4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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.****

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

Annual Review

SPSA Year Reviewed: 2021-2022

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.

All strategies for goal 1 were implemented with the exception of strategy 5 due to the cessation of the Summer Bridge Program offered by SUSD. The remainder of the strategies were effective in that improvement in the expected goal was made.

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

There were no major differences in budgeted expenditures to implement the strategies.

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.

This goal was met with 35% of students achieving grade level in ELA and 34% achieving grade level in Math. The expected annual outcomes will increase again and will be found in SPSA Goal 1. Strategies will remain the same with the exception of strategy 5 which will be eliminated.

LCAP Goal

Goal 2: Safe and Healthy Learning Environments

SUSD will implement and promote a Multi-Tiered System of Support (MTSS) to promote a safe and healthy learning environment to enhance the social-emotional and academic learning for all students necessary to become productive members of society. Increased access of academic and social-emotional supports for our unduplicated pupil populations (i.e. English Language Learners, Foster Youth, and Students living in Low-Socioeconomic Status) and priority sub-groups (inc. homeless students, ethnic minorities, disproportionate students of color, and students with disabilities) will be addressed through MTSS targeted strategies.

Goal 2.1

School Goal for Suspension:

By June 2023, Nightingale Charter will decrease the percentage of students suspended from 4.13% to 3.50%; a decrease as measured by suspension data according to CALPADS and California Dashboard.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
[Add metric/indicator here]	[Add metric/indicator here]	[Add metric/indicator here]

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 2.1.1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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 - 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 incentives provided

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

Strategy/Activity 2.1.2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

Strategy/Activity 2.1.3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

Strategy/Activity 2.1.4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

Annual Review

SPSA Year Reviewed: 2021-2022

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. The overall implementation of the strategies for Goal 2 needs improvement. A PBIS team (strategy 1) was developed but did not meet regularly to facilitate a strong presence on campus. Strategies 2 and 3 were implemented but even more of a push in these two areas may yield better results with student behavior and motivation. There were trainings offered by SUSD in the areas of cultural competency, social emotional learning and trauma based instruction but this could be offered in a more targeted way to teachers at our campus specifically. A stronger implementation of these strategies may help us to meet this goal next year as this year the number of suspensions actually increased.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal. The PBIS team needs to get stronger and develop and enforce campus/classroom expectations on a regular basis. No differences in expenditures in the budget were required.

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.

The goal to decrease suspensions will remain the same and strategy 4 will include site-based professional development on trauma based instruction and response.

LCAP Goal

Goal 3: Meaningful Partnerships

Together, in collaboration with families and community stakeholders, SUSD will create a culture of inclusion that will build meaningful partnerships, increase student and parent engagement, and address and remove barriers to learning for unduplicated pupil populations (i.e. English Language Learners, Foster Youth, and Students living in Low-Socioeconomic Status) and priority sub-groups (inc. homeless students, ethnic minorities, disproportionate students of color, and students with disabilities) so all students acquire the attitude, skills, and knowledge to become successful members of society.

Goal 3.1

School Goal for Meaningful Partnerships:

By June 2023, Nightingale Charter will increase parent/community member participation by 10% implementing a Parent Liaison to engage parents 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.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
[Add metric/indicator here]	[Add metric/indicator here]	[Add metric/indicator here]

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 3.1.1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$101000	50643 - Title I

Strategy/Activity 3.1.2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Goal 3 - Strategy 2

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

Strategy/Activity 3.1.3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Goal 3 - Strategy 3

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.

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$1024	50647 - Title I - Parent
\$1024	50647 - Title I - Parent

Strategy/Activity 3.1.4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Goal 3 - Strategy 4

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.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$305	50647 - Title I - Parent

Annual Review

SPSA Year Reviewed: 2021-2022

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.

Nightingale was able to hire Parent Liaison at the end of 21-22 SY as described in Strategy 1. However, this position will not begin until the 22-23 SY. Parent meetings were held but the attendance was very limited. A push to increase parent involvement in meetings will be made through efforts by parent liaison.

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

The budget expenditure for the Parent Liaison was moved to teacher planning/collaboration for 21-22 SY.

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.

The goal and the strategies will remain the same.

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	\$128643
Total Federal Funds Provided to the School from the LEA for CSI	\$ [Enter Amount here]
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$128643

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 (\$)
50643 - Title I	\$126290
50647 - Title I - Parent	\$2353

Subtotal of additional federal funds included for this school: \$128643

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 (\$)
23030 - LCFF (Site)	[\$[Enter Amount here]]
50334 - CSI	[\$[Enter Amount here]]
50039 - EL SB	[\$[Enter Amount here]]

Subtotal of state or local funds included for this school: \$[Enter state or local funds subtotal here]

Total of federal, state, and/or local funds for this school: \$128643