

POSTED 05-10-21

**STOCKTON UNIFIED SCHOOL
DISTRICT**

**REQUEST TO RENEW THE CHARTER OF
NIGHTINGALE CHARTER SCHOOL**

GOVERNING BOARD PUBLIC HEARING DATE:

April 13, 2021

GOVERNING BOARD DETERMINATION MEETING DATE:

May 25, 2021

Background:

On April 1, 2021, the Board received the request to renew the Nightingale Charter School (“Charter School”), seeking a renewal term of July 1, 2021 through June 30, 2026.

The Charter School has been operating in the District under a charter authorized by the Stockton Unified School District (“District”) since the 2011-2012 school year.

On April 13, 2021, the Board conducted a public hearing on the Renewal as required by Education Code 47605(b) to consider the level of support for the Renewal by teachers, other employees and parents/guardians.

At its May 25, 2021 meeting, the Board must take action to grant or deny the Renewal under the standards set forth in Education Code section 47605(b).

Legal Requirements:

Education Code section 47605(c)(5)(B) requires that the Renewal contain a reasonably comprehensive description of the following required charter petition elements:

1. Description of educational program
2. Measurable pupil outcomes
3. Method for assessing pupil progress
4. Governance structure of the school
5. Employee qualifications
6. Health & safety procedures
7. Means to achieve race/ethnic balance
8. Admission requirements, if applicable
9. Manner in which annual independent financial audits shall be conducted
10. Student suspension & expulsion procedures
11. Staff coverage by State Teachers’ Retirement System, Public Employees’ Retirement System or Social Security
12. Public school attendance alternatives
13. District employee leave & return rights
14. Dispute resolution process
15. Procedures for closure of school

Other Information Required for a Successful Charter Petition:

1. Information regarding proposed operation and potential effects of the school
2. Facilities to be utilized
3. Provision of administrative services
4. Potential civil liability effects, if any
5. Proposed 1st year budget, and 3 years of financial projections/cash flow

6. Affirmations
 - a. Nonsectarian program
 - b. No tuition
 - c. No discrimination
 - d. Admission not according to residence of pupil or parents

Grounds for Denial:

If a governing board denies a renewal, it must make written findings to support any of the following under Education Code § 47605(c):

- “(1) The charter school presents an unsound educational program for the pupils to be enrolled in the charter school;
- (2) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition;
- (3) The petition does not contain the [required] number of signatures [not applicable for renewal];
- (4) The petition does not contain an affirmation of each of the conditions described in subdivision [Education Code §§47605](e);
- (5) The petition does not contain reasonably comprehensive descriptions of all of the [criteria set forth in Education Code §§47605(c)(5)(A)-(O)]; and
- (6) The petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of [Government Code § 3540 (the Rodda Act, the State’s collective bargaining law for school employees.).]”

Analysis of Academic Performance as a “Low-Performing” Charter School:

The California Department of Education has categorized Nightingale Charter School as a “Low Performing” charter school. Under Education Code §47607.2(a), an authorizer cannot grant the renewal of a low performing charter school unless it makes written factual findings that:

The Charter School is taking meaningful steps to address the underlying cause(s) of lower performance, and those steps are/will be reflected in a written plan adopted by the Charter School’s governing board, and

There is clear and convincing evidence that either: (1) the Charter School has achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school, or (2) strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers [applicable only to secondary programs.]

A “Low-Performing” charter school can only be renewed for a term of **two (2)** years.

Potential Outcomes for May 25, 2021 Board Action:

Education Code section 47605(b) requires that “[t]he governing board of the school district shall publish all staff recommendations, including the recommended findings ... regarding the petition at least 15 days before the public hearing at which the governing board of the school district will either grant or deny the charter.” This staff recommendation was posted on May 10, 2021, in compliance with Education Code section 47605(b).

Education Code section 47605(b) requires that the Board “grant or deny” the renewal. Staff identifies the following two potential outcomes:

- Option 1: If the Board takes action to grant the Renewal, such action should be conditioned upon the Charter School’s written agreement to perform the conditions set forth in Exhibit A of the attached Resolution.
- Option 2: If the Board takes action to deny the Renewal, it should adopt the findings set forth on pp. 7-11 of the attached Resolution as the required findings in support of its decision.

Staff Recommendation:

Staff recommends that the Board grant the request to renew the Nightingale Charter School Charter for a two-year term of July 1, 2021 through June 30, 2023.

As Nightingale is a “Low Performing” charter school, the Board has the legal right to deny the request for Renewal.

However, under Education Code section 47607.2, the Board could grant a low performing charter school’s renewal for a term of two (2) years if it makes findings that: (1) The Charter School is taking meaningful steps to address the underlying cause(s) of lower performance, and those steps are be reflected in a written plan adopted by the Charter School’s governing board; (2) There is clear and convincing evidence that the Charter School has achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school.

If the Decision is to Grant Renewal: If the Board grants renewal, it should select Option 1 on p. 7 and adopt the attached Resolution in support of its decision directing the Charter School to meet the conditions set forth in Exhibit A.

If the Decision is to Deny Renewal: If the Board denies renewal it should select Option 2 on p. 7 and adopt the findings on pp. 7-11, as well as in the remainder of the Resolution, in support of its decision.

**RESOLUTION OF THE STOCKTON UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION
REGARDING REQUEST TO RENEW THE
NIGHTINGALE CHARTER SCHOOL CHARTER**

WHEREAS, by enacting the Charter Schools Act (Ed. Code §§ 47600, *et seq.*), the Legislature has declared its intent to provide opportunities to teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure for the purposes specified therein; and

WHEREAS, the Legislature has declared its intent that charter schools are and should become an integral part of the California educational system and the establishment of charter schools should be encouraged, and that charter schools are part of and under the jurisdiction of the Public School System and the exclusive control of the officers of the public schools; and

WHEREAS, Assembly Bill 1505 (AB 1505) was signed into law by Governor Gavin Newsom on October 3, 2019, adding a number of new provisions to the petition review and evaluation criteria, most of which took effect on July 1, 2020; and

WHEREAS, AB 1505 amended Education Code §47605(c) to state that an authorizer “shall grant a charter for the operation of a school under this part if it is satisfied that granting the charter is consistent with sound educational practice and with the interests of the community in which the school is proposing to locate. The governing board of the school district [or potential authorizer] shall consider the academic needs of the pupils the school proposes to serve”; and

WHEREAS, although charter schools are exempt from many of the laws governing school districts, in return for that flexibility, they are accountable for complying with the terms of their charters and applicable law; and

WHEREAS, Education Code §47605(c) charges school district governing boards and county boards of education with the responsibility of reviewing charter petitions to determine whether they meet the legal requirements for a successful charter petition; and

WHEREAS, a successful charter petition must contain reasonably comprehensive descriptions of the criteria set forth in Education Code § 47605(c)(5)(A)-(O), as well as the affirmations and other requirements set forth in Education Code §47605; and

WHEREAS, if a governing board denies a petition to form a charter school, it must make written findings to support any of the following under Education Code § 47605(c): “(1) The charter school presents an unsound educational program for the pupils to be enrolled in the charter school; (2) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition; (3) The petition does not contain the [required] number of signatures [not applicable to renewals]; (4) The petition does not contain an affirmation of each of the conditions described in subdivision [Education Code §§47605](e); (5) The petition does not contain reasonably comprehensive descriptions of all of the [criteria set forth in Education Code §§47605(c)(5)(A)-(O)]; and (6) The petition does not contain a declaration of whether or not the charter school shall

be deemed the exclusive public employer of the employees of the charter school for purposes of [Government Code § 3540 (the Rodda Act, the State’s collective bargaining law for school employees.);]” in addition to the two new grounds added as set forth below; and

WHEREAS, AB 1505 added the following grounds for denial of a petition, effective July 1, 2020:

(7) “The charter school is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate. Analysis of this finding shall include consideration of the fiscal impact of the proposed charter school. A written factual finding under this paragraph shall detail specific facts and circumstances that analyze and consider the following factors: (A) The extent to which the proposed charter school would substantially undermine existing services, academic offerings, or programmatic offerings. (B) Whether the proposed charter school would duplicate a program currently offered within the school district and the existing program has sufficient capacity for the pupils proposed to be served within reasonable proximity to where the charter school intends to locate,” and

(8) “The school district is not positioned to absorb the fiscal impact of the proposed charter school. A school district satisfies this paragraph if it has a qualified interim certification pursuant to Section 42131 and the county superintendent of schools, in consultation with the County Office Fiscal Crisis and Management Assistance Team, certifies that approving the charter school would result in the school district having a negative interim certification pursuant to Section 42131, has a negative interim certification pursuant to Section 42131, or is under state receivership. Charter schools proposed in a school district satisfying one of these conditions shall be subject to a rebuttable presumption of denial.”

WHEREAS, the above two new grounds do not apply to a request to renew a charter, but do apply to the impact of a proposed material revision of a charter under Education Code section 47607(a)(4); and

WHEREAS, Nightingale Charter School (“Charter School”) has been operating since the 2011-2012 school year as a charter school authorized by the District; and

WHEREAS, on April 1, 2021, the Charter School submitted its Renewal at a duly agendized meeting of the Board of Education; and

WHEREAS, in compliance with Education Code §47605(c), the Board held a public hearing on April 13, 2021 to determine the level of support for the Renewal; and

WHEREAS, the Board of Education, under Education Code §47605(c), is obligated to take action to grant or deny the Renewal within 90 days of its submission, unless the parties mutually agree to an extension of up to thirty (30) days; and

WHEREAS, the California Department of Education has designated Nightingale Charter School as a “low-performing” charter school; and

WHEREAS, under Education Code section 47607.2, an authorizer shall not renew a “Low Performing” charter school unless it makes written factual findings that: the Charter School is taking meaningful steps to address the underlying cause(s) of lower performance, and those steps are/will be reflected in a written plan adopted by the Charter School’s governing board, and there is clear and convincing evidence that either: (1) the Charter School has achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school, or (2) strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

WHEREAS, under Education Code §47607.2(a), for low-performing charters, a charter granted under this subdivision shall be granted for a term of two (2) years; and

WHEREAS, the Education Code does not require that the Board make findings if it elects to grant a renewal; and

WHEREAS, if a governing board denies a petition to form or renew a charter school, it must make written findings to support any of the grounds listed under Education Code § 47605(c).

NOW, THEREFORE, BE IT FURTHER RESOLVED AND ORDERED by the Stockton Unified School District Board of Education that:

Option 1: The Board hereby grants the request to renew the charter of the Nightingale Charter School for a two-year term of **July 1, 2021** through **June 30, 2023**, conditioned upon the Charter School signing and agreeing to the conditions attached as Exhibit A to this Resolution. [Proceed directly to the recitals at the end of this Resolution]; or

Option 2: *The Board hereby denies the request to renew the charter of the Nightingale Charter School on the following grounds (all findings below support all grounds listed for the Board’s decision):*

1. *Petitioners are Demonstrably Unlikely to Successfully Implement the Program Set Forth in the Petition (Education Code § 47605(c)(2)).*
2. *The Petition Fails to Contain a Reasonably Comprehensive Description of all 15 Required Elements set forth in Education Code § 47605(c). (Education Code § 47605(c)(5)(A)-(O).)*
3. *Under Education Code §47607.2(a), the Charter School is not taking meaningful steps to address the underlying cause(s) of lower performance in a written plan adopted by the Charter School’s governing board; and there is not clear and convincing evidence that either: (1) the Charter School has achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school, or (2)*

strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

The Board of Education's decision is based on all of the factual findings contained below.

CAASSP ELA and Math

- *Nightingale experienced a decrease in the percentage of students meeting or exceeding standards from 2018 (29.1%) to 2019 (25.46%) in the CAASPP ELA, with all student groups in the 3rd-8th grades being consistently -51 points or more below standards in their levels of proficiency.*
- *In Math, all student groups in the 3rd-8th grades have been consistently -77 points or more below standards in their levels of proficiency as measured by the CAASPP*
- *Nightingale has consistently been rated below the state average on both Math and English Language Arts indicators as measured by the California School Dashboard.*

NWEA MAP Reading

- *NWEA MAP results demonstrated that in 2017-2018 that two grades (3rd & 7th) increased the percentage of students at grade level and seven grades (K-2nd, 4th-6th, & 8th) decreased the percentage of students at grade level in Reading as measured by MAP assessment Fall to Spring assessment results.*
- *NWEA MAP results in the following year, 2018-2019, demonstrated that four grades (K, 2nd, 5th, & 7th) increased the percentage of students at grade level and five grades (1st, 3rd-4th, 6th, & 8th) decreased the percentage of students at grade level in Reading as measured by MAP assessment Fall to Spring assessment results.*
- *In 2018-2019, the following percentage of student groups met standards as measured by the Spring MAP Reading assessment results: 70% of Two or More Races, 50% White, 27% Hispanic, 71% Filipino, 31% Asian, 7% African American, 10% Special Education, 8% English Learners, & 22% SBAC 3rd-8th grade students.*
- *As for students meeting their growth target in Reading as measured by MAP, two grades met their growth targets in 2017-2018 (1st & 4th) and one grade (2nd) met their growth target in 2018-2019.*

NWEA MAP Math

- *In 2017-2018 that four grades (K, 3rd, 5th & 7th) increased the percentage of students at grade level, 8th grade maintained the percentage of students meeting standards, and four grades (1st-2nd, 4th & 6th) decreased the percentage of students at grade level in Math as measured by MAP assessment Fall to Spring assessment results.*

- *In 2018-2019, five grades (K, 2nd-3rd & 7th-8th) increased the percentage of students at grade level and four grades (1st & 4th-6th) decreased the percentage of students at grade level in Math as measured by MAP assessment Fall to Spring assessment results.*
- *Overall Math MAP results for 2018-2019 showed in the Fall 30% of K-8th grade students were assessed at grade level, in the Winter 32%, and in the Spring 28% of students.*
- *In 2018-2019, the following percentage of student groups met standards as measured by the Spring MAP Math assessment results: 50% of Two or More Races, 75% White, 28% Hispanic, 57% Filipino, 31% Asian, 17% African American, 25% American Indian or Alaskan Native, 14% Special Education, 14% English Learners, & 21% SBAC (3rd-8th grade students.)*
- *As for students meeting their growth target in Math as measured by MAP, three grades met their growth targets in 2017-2018 (K & 7th-8th) and three grades (K, 2nd, & 4th) met their growth target in 2018-2019.*

iReady ELA

- *In 2019-2020, in grades Kindergarten through Eighth in the Fall, 11.7% of students were assessed on grade level and in the Winter 17.4% were on grade level; no Spring assessment results are available due to COVID-19.*
- *For the 2019-2020 school year, iReady ELA assessment data demonstrated the following percentage of students within each grade level and student group were on track to meet typical growth: by grade level (K: 68.52%, 1st: 67.35%, 2nd: 65.08%, 3rd: 59.18%, 4th: 61.36%, 5th: 40.48%, 6th: 48.89%, 7th: 62.50%, 8th: 31.91%) & by student groups (African American: 50.98%, American Indian or Alaskan Native: 33.33%, Asian: 50%, English Learner: 50.46%, Filipino: 75%, Hispanic: 57.61%, Multiple Races: 100%, SBAC Grade Levels 3rd-8th: 50.19%, Low-Income: 57.18%, Students With Disabilities: 33.33%, and White: 0%.)*

iReady Math

- *For 2019-2020, in grades Kindergarten through Eighth in the Fall, 8.3% of students were assessed on grade level and in the Winter 13.6% were on grade level; no Spring assessment results are available due to COVID-19.*
- *For 2019-2020, the following percentage of students within each grade level and student group were on track to meet typical growth: by grade level (K: 75.93%, 1st: 64%, 2nd: 68.25%, 3rd: 56.25%, 4th: 56.82%, 5th: 42.86%, 6th: 52.27%, 7th: 56.25%, 8th: 48.94%) & by student groups (African American: 76%, American Indian or Alaskan Native: 100%, Asian: 75%, English Learner: 59.63%, Filipino: 50%, Hispanic: 56.12%, Multiple Races: 57.14%, SBAC Grade Levels 3rd-8th: 52.14%, Low-Income: 57.34%, Students With Disabilities: 49.02%, and White: 25%.)*

English Language Learners

- *English learner summative performance data demonstrates an area of ongoing need to increase and improve the growth and development of English learners progressing towards English language proficiency and reclassification rates.*
- *2017-2018 summative English Language Proficiency Assessment for California (ELPAC) data results showed that English learners' performance level scores were 36% at Level 4, 33.6% at Level 3, 21.6% at Level 2, and 8.8% at Level 1.*
- *2018-2019 summative ELPAC data results showed that English learners' performance level scores were 16.81% at Level 4, 34.51% at Level 3, 35.4% at Level 2, and 13.27% at Level 1.*
- *The English Learner Progress Indicator, the percentage of current English learners making progress towards English language proficiency or maintaining the highest level on the ELPAC, for 2018-2019 was 45.3% of English learners. The data trends show an annual increase of English learner progress in reclassification rates for 2015-2019 with a drop in the reclassification process in 2019-2020; the reclassification rate data is 11.3% in 2015-2016, 21.3% in 2016-2017, 22.7% in 2017-2018, 35.1% in 2018-2019, and 4.9% in 2019-2020.*

Under Education Code section 47607.2(a), an authorizer shall not renew a "Low Performing" charter school unless it makes written factual findings that: the Charter School is taking meaningful steps to address the underlying cause(s) of lower performance, and those steps are/will be reflected in a written plan adopted by the Charter School's governing board, and there is clear and convincing evidence that either: (1) the Charter School has achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school, or (2) strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

Written Plan for Improvement: The Renewal, on pages 38-40 outlines Nightingale Charter's Plan for Improvement, identifies the following resources and services: intervention provided by a teacher on special assignment (TOSA), Reading & Math Corps tutoring support, brain-based teaching, Amira as a tier1 intervention support, after school program tutoring, and a renewed commitment to project-based learning. However, the improvement plan does not include sufficient intervention measures for the Charter School that are substantially different from existing measures.

Measurable Increases in Academic Achievement: For the reasons set forth above, local assessment data and state standardized assessment data do not appear to provide clear and convincing evidence that the charter school has achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school

Reasonable Comprehensive Description of 15 Required Elements:

The Renewal does not contain reasonably comprehensive descriptions of the following required elements:

- D. Governance*
- E. Employee Qualifications*
- F. Health and Safety*
- H. Admissions Requirements*
- J. Student Discipline*
- N. Dispute Resolution*
- O. Closure Procedures (See pp. 11-24 below.)*

Analysis of each of the elements follows below.

1. Required Petition Elements/Likelihood of Successfully Implementing the Program Set Forth in the Petition.

“In determining whether the descriptions in the petition are “reasonably comprehensive,” an authorizer considers whether they contain information that:

- 1) is substantive and is not a listing of topics with little elaboration;*
- 2) for elements that have multiple aspects, addresses all aspects of each element, not just selected aspects;*
- 3) is specific to the charter petition being proposed, not to charter schools or charter petitions generally; and*
- 4) describes how the charter school will:*
 - a) improve student learning;*
 - b) increase learning opportunities for its students, particularly students who have been identified as academically low achieving;*
 - c) encourage the use of different or innovative teaching methods;*
 - d) create new professional opportunities for teachers;*
 - e) provide parents, guardians, and students with expanded educational opportunities;*
 - f) hold itself accountable for measurable, performance-based student outcomes; and*
 - g) provide vigorous competition with other public school options available to parents, guardians, and students.” (5 C.C.R. § 11967.5.1(g).)*

A. The Educational Program of the School. (Subd. (c)(5)(A)(i)):

The educational program should identify, among other things:

- (a) Charter petitions must include a description of annual goals for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify*

- additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” (Subd. (c)(5)(A)(ii).)*
- (b) the target student population, including grade levels, approximate numbers of students, and specific educational interests, backgrounds or challenges;*
 - (c) what it means to become an “educated person” in the 21st century, including a description of the specific educational experiences that the charter school will offer to enable each of its students to become an “educated person;”*
 - (d) a statement regarding how learning best occurs;*
 - (e) the objective of enabling students to become self-motivated, competent, and lifelong learners;*
 - (f) a framework for instructional design that is aligned with the needs of the target student population;*
 - (g) the basic learning environment;*
 - (h) the instructional approach, including, but not limited to, the curriculum teaching methods that will enable the school’s students to master the content standards for the four core curriculum areas adopted by the State Board of Education pursuant to Education Code section 60605 and to achieve the objectives specified in the charter;*
 - (i) how the charter school will identify and respond to the needs of students who are not achieving at or above expected levels;*
 - (j) how the charter school will meet the needs of the students with disabilities, English learners, students achieving substantially above or below grade level expectations, and other special student populations;*
 - (k) the charter school’s special education plan, including, but not limited to, the means by which the school will comply with Education Code section 47641, the process to be used to identify students who qualify for special education programs and services, how the school will provide or access special education programs and services, the school’s understanding of its responsibilities under the law for special education students, and how the school intends to meet those responsibilities; and*
 - (m) if the charter school will serve high school students, a description of how the school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. (Subd. (c)(5)(A); 5 C.C.R. § 11967.5.1(f)(1).)*

Findings:

District staff has determined that the education program as described in the Nightingale Charter School Renewal is consistent with sound educational practice, is likely to successfully implement the program, provides a clear, concise mission statement and description of what it means to be an educated person in the 21st Century, a framework for instructional design and development that is aligned with the needs of enrolled students, and meets the minimum requirements to qualify for a two-year renewal as a low-performing charter school related to academic data analysis and taking into account the unprecedented circumstances related to the academic and social-emotional impacts of the COVID-19 pandemic.

Overall, Nightingale Charter School students have performed below the state average on most indicators on a schoolwide basis and among student groups enrolled, and data demonstrates students performing academically at or above results of data demographically similar SUSD schools.

The Renewal communicates the approach of addressing the learning needs of English learners through the implementation of Specially Designed Academic Instruction in English (SDAIE), “The staff will implement SDAIE techniques throughout the day to meet the needs of English Learners outside of the required ELD time. These techniques include: whole group, explicit instruction to introduce new concepts, and small, leveled group instruction to differentiate and reinforce the ELD standards that are being targeted for each group of English Learners. Students will also engage in cooperative group activities and independent practice to acquire linguistic

competency.” Within the Renewal, the following strategies for English learner instruction and intervention are provided: realia, academic language and Tier II vocabulary, manipulatives, visuals, graphic organizers, sentence frames, and planned opportunities for interaction between all individuals in the classroom.

Generally, the information provided and outlined within the Renewal provides research-based approaches that are likely to be of educational benefit to students who attend, and demonstrates that the elements of the proposed program are in alignment and offer a description of the instructional approaches the charter school will utilize that will enable enrolled students to master the content standards for the core curriculum areas and achieve the learning objectives specified in the charter.

B/C. Measurable Pupil Outcomes/Methods of Measuring Pupil Outcomes:

The measurable student outcomes identified for use by the charter school, defined as “the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. (Subd. (c)(5)(B).)

Outcomes must “address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subdivision (a) of section 52052. The pupil outcomes shall align with state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.”

The student outcomes should, at a minimum:

- (a) specify skills, knowledge, and attitudes that reflect the school’s educational objectives and can be assessed by objective means that are frequent and sufficiently detailed enough to determine whether students are making satisfactory progress;*
 - (i) the frequency of the objective means of measuring student outcomes should vary according to such factors as grade level, subject matter, the outcome of previous objective measurements, and information that may be collected from anecdotal sources; and*
 - (ii) Objective means of measuring student outcomes must be capable of being used readily to evaluate the effectiveness of and to modify instruction for individual students and groups of students.*

The method by which progress toward meeting the student outcomes is measured. (Subd. (c)(5)(C).) The method should, at a minimum:

- (a) utilize a variety of assessment tools that are appropriate to the skills, knowledge, or attitudes being assessed, including, at a minimum, tools that employ objective means of assessment;*
- (b) include the annual assessment results from the [CAASPP]; and*
- (c) outline a plan for collecting, analyzing, and reporting student achievement data to school staff and parents, and for utilizing the data to monitor and improve the charter school’s educational program. (5 C.C.R. § 11967.5.1(f)(3)) (Subd. (c)(5)(C).)*

Findings:

Introduction: Nightingale Charter School has operated as a dependent, classroom-based charter school under the authorization of the District since 2011, and serves a population of 456

students in Preschool through 8th grade. According to the most recent data available on the California School Dashboard and local data, Nightingale Charter School's student population consists of:

- 86% socio-economically disadvantaged students
- 26% English learners
- 0.9% foster youth
- 12% students with disabilities
- 11% African American students
- 0.68% American Indian or Alaskan Native students
- 3% Asian students
- 1% Filipino students
- 79% Hispanic students
- 0.23% Pacific Islander students
- 1% White students.

Nightingale's current charter term expires on June 30, 2021, and the charter school is identified as low-performing by the CDE.

Academic Performance:

Nightingale's performance on state and local indicators demonstrates overall that it is showing some areas for growth and some areas needing improvement schoolwide and among student group populations.

CAASPP:

ELA: Nightingale as measured by the CAASPP SBAC assessment has demonstrated increasing the percent of students who have met or exceeded standards in ELA for the 2016 (24%), 2017 (25.1%), and 2018 (29.1%) school years with a decrease in the percent of students meeting or exceeding standards in 2019 (25.46%) (data shows the annual average distance from/below standard points in ELA was -51.40 (2016), -59.70 (2017), -53.30 (2018), and -53.60 (2019) points below standards), representing all student groups in the 3rd-8th grades being consistently -51 points or more below standards in their levels of proficiency in ELA as measured by the CAASPP SBAC assessment.

Math: In the content area of Math the percentage of students who met or exceeded standards showed a pattern (with a drop in 2017) of increase from 2016 (18%), 2017 (17.41%), 2018 (18.85%), to 2019 (21.03%) (data shows the annual average distance from/below standard points in Math was -77 (2016), -87.40 (2017), -84.80 (2018), and -80.70 (2019) points below standards), representing all student groups in the 3rd-8th grades being consistently -77 points or more below standards in their levels of proficiency in Math as measured by the CAASPP SBAC assessment.

Standardized assessment data demonstrated that Nightingale Charter School has consistently been rated below the state average on both Math and English Language Arts indicators as measured by the California School Dashboard. CAASPP SBAC assessment data compared to other comparable student enrollment size and demographic data showed that Nightingale

standardized test results in Math and ELA were either equal or above similar data comparison schools. The review of local assessment data (MAP & iReady) demonstrated similar trends with a school wide need for growth in students performing at grade level in reading and math.

Local assessment: Local assessment, NWEA MAP, results demonstrated that in 2017-2018 that two grades (3rd & 7th) increased the percentage of students at grade level and seven grades (K-2nd, 4th-6th, & 8th) decreased the percentage of students at grade level in Reading as measured by MAP assessment Fall to Spring assessment results. Overall Reading MAP results for 2017-2018 showed that in the Fall 35% of K-8th grade students were assessed at grade level, in the Winter 35%, and in the Spring 32% of students.

MAP results in the following year, 2018-2019, demonstrated that four grades (K, 2nd, 5th, & 7th) increased the percentage of students at grade level and *five grades* (1st, 3rd-4th, 6th, & 8th) decreased the percentage of students at grade level in Reading as measured by MAP assessment Fall to Spring assessment results. Overall Reading MAP results for 2018-2019 showed in the Fall 32% of K-8th grade students were assessed at grade level, in the Winter 32%, and in the Spring 27% of students. In 2018-2019, as measured by the local MAP assessment results in Reading, the results demonstrated the following percentage of student groups met standards as measured by the Spring MAP Reading assessment results: 70% of Two or More Races, 50% White, 27% Hispanic, 71% Filipino, 31% Asian, 7% African American, 10% Special Education, 8% English Learners, & 22% SBAC 3rd-8th grade students. Focused on data showing students meeting their growth target in Reading as measured by MAP, two grades met their growth targets in 2017-2018 (1st & 4th) and one grade (2nd) met their growth target in 2018-2019.

MAP results demonstrated that in 2017-2018 that four grades (K, 3rd, 5th & 7th) increased the percentage of students at grade level, 8th grade maintained the percentage of students meeting standards, and four grades (1st-2nd, 4th & 6th) decreased the percentage of students at grade level in Math as measured by MAP assessment Fall to Spring assessment results. Overall Math MAP results for 2017-2018 showed that in the Fall 28% of K-8th grade students were assessed at grade level, in the Winter 28%, and in the Spring 28% of students.

MAP results in the following year, 2018-2019, demonstrated that five grades (K, 2nd-3rd & 7th-8th) increased the percentage of students at grade level and four grades (1st & 4th-6th) decreased the percentage of students at grade level in Math as measured by MAP assessment Fall to Spring assessment results. Overall Math MAP results for 2018-2019 showed in the Fall 30% of K-8th grade students were assessed at grade level, in the Winter 32%, and in the Spring 28% of students. In 2018-2019, as measured by the local MAP assessment results in Math, the results demonstrated the following percentage of student groups met standards as measured by the Spring MAP Math assessment results: 50% of Two or More Races, 75% White, 28% Hispanic, 57% Filipino, 31% Asian, 17% African American, 25% American Indian or Alaskan Native, 14% Special Education, 14% English Learners, & 21% SBAC 3rd-8th grade students. Focused on data showing students meeting their growth target in Math as measured by MAP, three grades met their growth targets in 2017-2018 (K & 7th-8th) and three grades (K, 2nd, & 4th) met their growth target in 2018-2019.

2019-2020 iReady local assessment data in ELA demonstrated that in grades Kindergarten through Eighth in the Fall, 11.7% of students were assessed on grade level and in the Winter 17.4% were on grade level; no Spring assessment results are available due to the school building closures aligned with the impacts of the COVID-19 pandemic. For each student group enrolled in the charter school for the 2019-2020 school year, iReady ELA assessment data demonstrated the following percentage of students within each grade level and student group

were on track to meet typical growth: by grade level (K: 68.52%, 1st: 67.35%, 2nd: 65.08%, 3rd: 59.18%, 4th: 61.36%, 5th: 40.48%, 6th: 48.89%, 7th: 62.50%, 8th: 31.91%) & by student groups (African American: 50.98%, American Indian or Alaskan Native: 33.33%, Asian: 50%, English Learner: 50.46%, Filipino: 75%, Hispanic: 57.61%, Multiple Races: 100%, SBAC Grade Levels 3rd-8th: 50.19%, Low-Income: 57.18%, Students With Disabilities: 33.33%, and White: 0%.)

2019-2020 iReady local assessment data in Math demonstrated that in grades Kindergarten through Eighth in the Fall 8.3% of students were assessed on grade level and in the Winter 13.6% were on grade level; no Spring assessment results are available due to the school building closures aligned with the impacts of the COVID-19 pandemic. For each student group enrolled in the charter school for the 2019-2020 school year, iReady Math assessment data demonstrated the following percentage of students within each grade level and student group were on track to meet typical growth: by grade level (K: 75.93%, 1st: 64%, 2nd: 68.25%, 3rd: 56.25%, 4th: 56.82%, 5th: 42.86%, 6th: 52.27%, 7th: 56.25%, 8th: 48.94%) & by student groups (African American: 76%, American Indian or Alaskan Native: 100%, Asian: 75%, English Learner: 59.63%, Filipino: 50%, Hispanic: 56.12%, Multiple Races: 57.14%, SBAC Grade Levels 3rd-8th: 52.14%, Low-Income: 57.34%, Students With Disabilities: 49.02%, and White: 25%.)

English Language Learners: English learner summative performance data demonstrates an area of ongoing need to increase and improve the growth and development of English learners progressing towards English language proficiency and reclassification rates.

2017-2018 summative English Language Proficiency Assessment for California (ELPAC) data results (Level 4 = well developed, Level 3 = moderately developed, Level 2 = somewhat developed, & Level 1 = minimally developed) oral {listening & speaking} & written {reading & writing} skills showed that English learners' performance level scores were 36% at Level 4, 33.6% at Level 3, 21.6% at Level 2, and 8.8% at Level 1.

2018-2019 summative ELPAC data results showed that English learners' performance level scores were 16.81% at Level 4, 34.51% at Level 3, 35.4% at Level 2, and 13.27% at Level 1.

The English Learner Progress Indicator, the percentage of current English learners making progress towards English language proficiency or maintaining the highest level on the ELPAC, for 2018-2019 was 45.3% of English learners. The data trends show an annual increase of English learner progress in reclassification rates for 2015-2019 with a drop in the reclassification process in 2019-2020; the reclassification rate data is 11.3% in 2015-2016, 21.3% in 2016-2017, 22.7% in 2017-2018, 35.1% in 2018-2019, and 4.9% in 2019-2020. English learner data demonstrates an ongoing need to increase English learner student's academic achievement and overall development of oral and written performance levels.

Nightingale within its Renewal outlines strategic steps related to providing professional development for instructional staff, integration of core academic subjects through project-based learning (PBL), targeted early interventions, universal prevention, differentiated instruction, inclusive classrooms, multiple measures of assessment, family involvement, low student to teacher ratio, and summer school, inter-session, and community supported programs. Page 22 of the Renewal states that, "for students who need additional support, the faculty implements a Student Assistance Program (SAP) composed of teachers, family members, the student (when appropriate) and other support providers to identify strategies and interventions to better support the student's success."

Within the Renewal, pages 38-40 outline Nightingale Charter's Plan for Improvement, which states the following resources and services: intervention provided by a teacher on special assignment (TOSA), Reading & Math Corps tutoring support, brain-based teaching, Amira as a tier1 intervention support, after school program tutoring, and a renewed commitment to project-based learning. Content within the charter petition seems to suggest the charter school is taking meaningful steps to address the underlying cause or causes of low performance.

Local assessment data and state standardized assessment data do not appear to provide clear and convincing evidence that the charter school has achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school. The charter school has demonstrated that academic growth has been demonstrated in the areas of Mathematics and English Language Arts for students who were assessed using local assessments, with a need for continued growth and acceleration of learning supports to address the learning needs of all enrolled students and high priority student groups. The impacts of COVID-19 on student achievement are clear in data across the District and the charter school in the Renewal states their approach to targeted intervention as follows: "A key component to Nightingale Charter School's program of study continues to deliver targeted and effective remedial support to students demonstrating need in key academic areas as defined in our Multi-Tier Support System (MTSS)/Response to Intervention (RtI) Model. Intervention instruction is a requirement for achieving student success. Nightingale Charter School continues to plan and provide extensive pull-out remediation for students who are two years or more behind grade level and structure small group or in-class intervention for students who are less than two years behind grade level. This also includes being proactive in intervening with students at risk of falling behind as well as supporting and extending learning opportunities for students at and above grade level. Intervention plans have been appropriate for the child's age, grade-level, and has been flexible in scope and practice in order to best accommodate students' needs."

It is within the discretion of the Board if it feels as a majority that the school is making significant progress and has presented an improvement plan that addresses the areas of growth and improvement to garner a two-year approval; thus, if a two-year approval is granted, at the end of two years' time, the expectation is suggested to be set forth that the charter school is able to demonstrate an increase in ELA and Math percentage proficiency for all students and student groups enrolled and an increase in English learner proficiency and reclassification rates demonstrating effective student data outcomes aligned with their plan for improvement within a two-year time frame.

A more detailed breakdown of the Charter School's academic performance is attached as Exhibit B of this Resolution.

D. Governance

The governance structure of the charter school, including, but not limited to, the process to be followed by the school to ensure parental involvement. (Subd. (c)(5)(D).) The governance structure should, at a minimum:

- (a) *include evidence of the charter school's incorporation as a non-profit public benefit corporation, if applicable;*
- (b) *include evidence that the organizational and technical designs of the governance structure reflect a seriousness of purpose necessary to ensure that:*
 - (i) *the charter school will become and remain a viable enterprise;*
 - (ii) *there will be active and effective representation of interested parties, including, but not limited to parents and guardians; and*
 - (iii) *the educational program will be successful.*
- (c) *include evidence that parental involvement is encouraged in a variety of ways and may include any of the following*

- (i) *classroom observation;*
- (ii) *meetings with teachers and administrators;*
- (iii) *volunteering in the classroom and elsewhere at the school;*
- (iv) *student absence notification;*
- (v) *providing information on student achievement at the charter school;*
- (vi) *maintaining a safe school environment;*
- (vii) *examining the instructional materials used in the class or classes in which their child is enrolled;*
- (viii) *being informed of their child's progress in school and of the appropriate school personnel whom they should contact if problems arise with their child;*
- (ix) *having access to the school records of their child;*
- (x) *receiving information concerning the academic performance standards, proficiencies, or skills their child is expected to accomplish;*
- (xi) *being informed in advance about school rules, attendance policies, dress codes, and procedures for visiting the school; and*
- (xii) *participating as a member of any parent advisory committee established by the charter school. (5 C.C.R. § 11967.5.1(f)(4).)*

Findings:

The Charter School is governed by the District's governing board. The Renewal identifies "an extensive network of communication tools designed to connect parents and children to both the school community and to each other." (p. 28.) The Renewal also identifies an advisory board. A separate reference to the School Site Council on p. 61 ("Admission Requirements") is potentially confusing as the School Site Council is not addressed in the Governance section of the Renewal.

E. Employee Qualifications:

The qualifications to be met by individuals employed by the school. (Subd. (c)(5)(E).) The qualifications should, at a minimum:

- (a) *identify general qualifications for the various categories of employees (e.g., administrative, instructional, instructional support, non-instructional support);*
- (b) *ensure the health and safety of the school's faculty, staff, and students, and the academic success of the students;*
- (c) *identify those positions that the charter school regards as key in each category and specify the additional qualifications expected of individuals assigned to those positions; and*
- (d) *specify that all requirements for employment set forth in applicable provisions of law will be met, including, but not limited to credentials as necessary. (5 C.C.R. § 11967.5.1(f)(5).)*

Findings:

This section of the Renewal cites to outdated laws as it pertains to the qualifications of teaching personnel. The Renewal states that "[a]s allowed by statute, flexibility may be allowed for teachers of non-core, non-college preparatory courses" (p. 54). However, AB 1505 revised Education Code section 47605(1) to require that "[t]eachers in charter schools shall hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment," with no exception for teachers of non-core or non-college preparatory courses. AB 1505 also added Education Code section 47605.4, requiring all charter school employees employed as of the 2019-2020 to be fully credentialed by July 1, 2025.

The Renewal also makes an outdated reference to the “Highly Qualified Teacher” requirements contained in the ESEA, as reauthorized by the Every Student Succeeds Act (ESSA) (p. 54). However, the ESSA refers back to state certification requirements, as opposed to containing a separate “Highly Qualified” standard.¹

F. Health and Safety:

*The procedures that the school will follow to ensure the health and safety of students and staff. (Subd. (c)(5)(F).)
The procedures should, at a minimum:*

- (a) *require that each employee of the school provide a criminal record summary as described in Education Code section 44237;*
- (b) *include the examination of faculty and staff for tuberculosis as described in Education Code section 49406;*
- (c) *require immunization of students as a condition of school attendance to the same extent as would apply if the students attended a non-charter public school;*
- (d) *provide for the screening of students’ vision and hearing and the screening of students for scoliosis to the same extent as would be required if the students attended a non-charter public school. (5 C.C.R. § 11967.5.1(f)(6).)*
- (e) *The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (H), inclusive, of paragraph (2) of subdivision (a) of Section 32282 and procedures for conducting tactical responses to criminal incidents:*
 - i. *Child abuse reporting procedures;*
 - ii. *Disaster procedures, routine and emergency, including adaptations for pupils with disabilities;*
 - iii. *Policies pursuant to subdivision (d) of Section 48915 for pupils who committed an act listed in subdivision (c) of Section 48915 and other school-designated serious acts that would lead to suspension, expulsion, or mandatory expulsion recommendations;*
 - iv. *Procedures to notify teachers of dangerous pupils pursuant to Section 49079;*
 - v. *A discrimination and harassment policy consistent with the prohibition against discrimination set forth in Education Code section 200*
 - vi. *The provisions of any schoolwide dress code, pursuant to Section Education Code 35183 that prohibits pupils from wearing “gang-related apparel,” if the school has adopted that type of a dress code;*
 - vii. *Procedures for safe ingress and egress of pupils, parents, and school employees to and from school;*
 - viii. *A safe and orderly environment conducive to learning at the school;*
 - ix. *The rules and procedures on school discipline adopted pursuant to Education Code sections 35291, 35291.5, 47605, and 47605.6;*
- x. *Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and at school-related functions. The procedures to prepare for active shooters or other armed assailants shall be based on the specific needs and context of each school and community.”*

Findings:

This section of the Renewal does not reference a school safety plan addressing the requirements of Education Code section 32282, or address examination of faculty and staff for tuberculosis (Education Code section 49406.) No mention is made of the following commonly-addressed safety concerns at schools:

- Epinephrine Auto-Injectors (Education Code section 49414);

¹ <https://www.cde.ca.gov/nclb/sr/tq/essateachreqfaq.asp>

- Signs of Cardiac Arrest and Concussions/Head Injuries in Athletic Programs (Education Code section 33479, 49475);
- Safe Place to Learn Act (Education Code section 234 et seq. and Gun-Free Schools Act);
- Tobacco Use Prevention (California Health and Safety Code section 104495);
- Suicide Prevention (Education Code section 215);
- Notice regarding reporting of child abuse or sexual abuse (Education Code section 33133.5, 51900.6).

G. Racial and Ethnic Balance:

The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), on the balance of pupils with disabilities at the charter school.” (Subd. (c)(5)(G).)

Findings:

The Education Code requires the authorizer to evaluate the means by which the Charter School achieves a racial and ethnic balance that is reflective of the general population residing in in the boundaries of the school district. Of the largest subgroups, the Charter School enrolls a markedly higher percentage of African-American and Hispanic/Latino students, but a lower percentage of Asian and White students, than the District. Because mathematical precision is not required, it can be concluded from the data that the Charter School is reaching student subgroups represented in the District’s geographic area.

Ethnicity	SUSD Charter School Enrollment	SUSD Non-Charter School Enrollment	Nightingale Percent
African American	12.1%	9.9%	11.6%
American Indian or Alaska Native	0.7%	1.3%	0.7%
Asian	7.1%	8.9%	3.9%
Filipino	3.3%	3.7%	1.8%
Hispanic or Latino	67.6%	67.3%	79.2%
Pacific Islander	0.4%	0.5%	0.2%
White	4.4%	5.1%	1.1%

Two or More Races	3.9%	3.1%	1.4%
Total			100.0%

AB 1505 amended the Education Code to also require the Charter School to identify means by which it would maintain a percentage of English Language Learners and special education students that is reflective of that enrolled in the District. In these two areas, the Charter School’s percentage of English Language Learners and special education students (as well as its proportion of socioeconomically disadvantaged students) is higher than that of the District:

Subgroup	SUSD Charter School Enrollment	SUSD Non-Charter School Enrollment	Nightingale Enrollment
English Learners	20.0%	23.4%	26.0%
Foster Youth	0.5%	0.8%	0.9%
Homeless Youth	1.5%	3.7%	3.2%
Migrant Education	0.4%	1.0%	0.2%
Students with Disabilities	5.9%	11.2%	12.8%
Socioeconomically Disadvantaged	75.8%	82.0%	86.5%
All Students	6,437	35,242	869

With respect to the new subgroups added by AB 1505, it can be concluded from the data that the Charter School is reaching student subgroups represented in the District’s geographic area.

H. Admissions Requirements:

Admission requirements, if applicable. (Subd. (c)(5)(H).) The admission requirements shall be in compliance with the requirements of Education Code section 47605(e) and any other applicable provision of law. (5 C.C.R. § 11967.5.1(f)(8).)

- (i) Each type of preference shall be approved by the chartering authority at a public hearing.*
- (ii) Preferences shall be consistent with federal law, the California Constitution, and Section 200.*
- (iii) Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation.*
- (iv) Preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.*

Findings:

The Renewal states that “we encourage and provide opportunities for families to volunteer throughout the school year in a variety of ways.” (p. 61) The Charter School should include a provision that parent voluntary hours are not a condition admission or continued enrollment.

The admissions procedure contains preferences for siblings of existing students, children of faculty, District residents, and all other applicants (p. 63). While the Renewal identifies three ways in which to implement the preferences (exemption from lottery, priority in selection, higher weighing), it does not describe which method applies to which preference. For consistency and fairness, the Renewal should detail how each preference is implemented.

I. Audit Procedure:

The manner in which annual, independent, financial audits shall be conducted. (Subd. (c)(5)(I).) Such audits shall employ generally accepted accounting principles and shall, at a minimum:

- a. *specify who is responsible for contracting and overseeing the independent audit;*
- b. *specify that the auditor will have experience in education finance;*
- c. *outline the process of providing audit reports to the chartering district, or other agency as the district may direct, and specify the time-line in which audit exceptions will typically be addressed; and*
- d. *state the process the charter school will follow to address any audit findings and/or resolve any audit exceptions. (5 C.C.R. § 11967.5.1(f)(9).)*

Findings:

No findings.

J. Student Discipline:

The procedures by which students can be suspended or expelled. (Subd. (c)(5)(J).) The procedures shall, at a minimum:

- a. *identify a preliminary list of offenses for which students may (or must, where discipline is non-discretionary) be suspended or expelled;*
- b. *identify the procedures by which students can be suspended or expelled;*
- c. *identify the procedures by which parents, guardians, and students will be informed about reasons for suspension or expulsion and of their due process rights in regard to suspension or expulsion;*
- d. *provide evidence that the petitioners reviewed the lists of offenses and discipline procedures and believe their lists provide adequate safety for students, staff, and visitors to the school and serve the best interests of the school's students and their parents/guardians; and*
- e. *if not otherwise covered under paragraphs (a), (b), (c), and (d):*
 - i. *provide due process for all students and demonstrate an understanding of the rights of students with disabilities in regard to suspension and expulsion; and*
 - ii. *outline how detailed policies and procedures will be developed and periodically reviewed and modified, as necessary. (5 C.C.R. § 11967.5.1(f)(10).)*
- f. *These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:*
 - (i) *For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.*
 - (ii) *For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:*
 - (I) *Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights*
 - (II) *Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.*

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

Findings:

The Renewal states that the Charter School "shall continue to develop and maintain a comprehensive set of student suspension and expulsion policies and/or procedures consistent with student suspension and expulsion policies and procedures adopted by the District's Board of Education" (p. 67.) However, as an ongoing entity, the Charter School should already have suspension and expulsion policies and procedures in writing and available to families. While charter schools are not necessarily obligated to comply with all Education Code provisions regarding student discipline, the charters are required to contain, among other things, the grounds and procedures for suspension and expulsion, and "the procedures for how the charter school will comply with federal and state constitutional procedures and substantive due process requirements." (Education Code section 47605(c)(5)(J)(i)-(iii).)

K. STRS/PERS:

The manner by which staff members of the charter schools will be covered by the State Teachers Retirement System, the Public Employees' Retirement System, or federal social security. (Subd. (c)(5)(K).) This requires, at a minimum, that the charter specify the positions to be covered under each system and identify the staff who will be responsible for arranging coverage. (5 C.C.R. § 11967.5.1(f)(11).)

Findings:

No findings.

L. Public School Attendance Alternatives:

The public school attendance alternatives for students residing within the school district who choose not to attend charter schools. (Subd. (c)(5)(L).) The alternatives shall specify, at a minimum, that the parent or guardian of each student enrolled in the charter school shall be informed that the student has no right to admission in a particular school of any local education agency (or program of any local education agency) as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the local education agency. (5 C.C.R. § 11967.5.1(f)(12).)

Findings:

No findings.

M. Employee Rights:

A description of the rights of any employees of the school district upon leaving the employment of the school district to work in a charter school, and of any rights to return to the district after employment at a charter school. (Subd. (c)(5)(M).) The description shall set forth, at a minimum, the following rights:

- a. any rights upon leaving the employment of a local education agency to work in the charter school that the local education agency may specify;*
- b. any rights of return to employment in a local education agency after employment in the charter school as the local education agency may specify; and*
- c. any other rights upon leaving employment to work in the charter school and any rights to return to a previous employer that are not in conflict with law. (5 C.C.R. § 11967.5.1(f)(13).)*

Findings:

No findings.

N. Dispute Resolution:

The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter. (Subd. (c)(5)(N).) The procedures shall, at a minimum:

- a. describe how the costs of the dispute resolution process, if needed, would be funded; and*
- b. recognize that if the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter, the matter will be addressed at the chartering district's discretion in accordance with that provision of law and any regulations pertaining thereto. (5 C.C.R. § 11967.5.1(f)(14).)*

Findings:

The Renewal states that “[i]nternal disputes include all disputes among and between students, staff, parents, volunteers, advisors, business/community organizations, and advisory committee members of the Charter School [and] shall be resolved according to the policies and procedures developed by the Charter School and in accordance with SUSD Board Policy and Administrative Regulation” (p. 71.) However, the Renewal does not set forth procedures to “resolve disputes relating to the provisions of the charter,” as is required by Education Code section 47605(c)(5)(N). The Renewal does not cite any specific District Board Policy or Administrative Regulation that specifically addresses how to resolve disputes between the District and the charter schools that it oversees. It also does not address how the costs of the dispute resolution process would be borne, or acknowledge that disputes potentially resulting in the revocation of the charter would not be subject to the dispute resolution process.

O. Closure Procedures:

A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of student records. (Subd. (c)(5)(O).)

Findings:

The Renewal does not mention the obligation to notify the State Teachers Retirement System, the California Public Employees' Retirement System, the federal Social Security Administration (if applicable); and the Special Education Local Plan Area of the closure of the Charter School. (5 CCR § 11962.)

2. **Likelihood of Successfully Implementing the Program Set Forth in the Petition.**

A. **Fiscal/Budget:** No findings.

B. **Impact/Civil Liability Effects:** No findings.

* * *

NOW, THEREFORE, BE IT FURTHER RESOLVED AND ORDERED by the Stockton Unified School District Board of Education that the Board [select one]:

- Grants the request to renew the Nightingale Charter School for an additional two-year term of **July, 1, 2021** through **June 30, 2023**, based upon the Charter School's written agreement to the conditions contained in Exhibit A of this Resolution; or
- Denies the request to renew the Nightingale Charter School, and hereby adopts the above factual findings in support of its decision.

PASSED AND ADOPTED on May 25, 2021, by the Stockton Unified School District by the following vote:

AYES:

NOES:

ABSTENTIONS:

ABSENCES:

I declare under penalty of perjury that the foregoing resolution was duly passed and adopted on the date and by the vote stated.

Secretary of the STOCKTON UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

EXHIBIT A

[Conditions for Approval]

The Charter School must agree in writing to abide by the following conditions of approval. Enforcement of the conditions would be performed through the District’s oversight duties:

Conditions for Approval:

1. Submit, no later than June 30, 2021, supplemental written materials in support of the following required elements that meet the “reasonably comprehensive” standard.

D. Governance

E. Employee Qualifications

F. Health and Safety

H. Admissions Requirements

J. Student Discipline

N. Dispute Resolution

O. Closure Procedures

2. Improvement Plan:

Submit, no later than June 30, 2021, a detailed improvement plan to the District on how the Charter School will attain an increase in ELA and Math percentage proficiency for all students and student groups enrolled, and an increase in English learner proficiency and reclassification rates, demonstrating effective student data outcomes aligned with their plan for improvement within a two-year time frame.

EXHIBIT B

[Academic Performance Data]

CAASPP **ELA** Indicator (Percentage of Students who Met or Exceeded the Standard for each year):

PAS= Points Above Standard & PBS= Points Below Standard (CAASPP Related Data)

Schoolwide:

Year 1: 24% Met or Exceeded Standard (-51.40 PBS)

Year 2: 25.10% Met or Exceeded Standard (-59.70 PBS)

Year 3: 29.10% Met or Exceeded Standard (-53.30 PBS)

Year 4: 25.46% Met or Exceeded Standard (-53.20PBS)

Progress/Growth (Y/N) Maintained, (Orange) 53.2 PBS, maintained 0.1 points

Socioeconomically Disadvantaged (SED):

Year 1: 23% Met or Exceeded Standard (-51.10 PBS)

Year 2: 24.17% Met or Exceeded Standard (-62.30 PBS)

Year 3: 27.44% Met or Exceeded Standard (-52.80PBS)

Year 4: 25.96% Met or Exceeded Standard (-53.30 PBS)

Progress/Growth (Y/N) Maintained, (Orange) , 52.8 PBS, 0 declined points

English Learner (EL):

Year 1: 1% Met or Exceeded Standard (-54.90 PBS)

Year 2: 0% (-59.40 PBS)

Year 3: 5.08% Met or Exceeded Standard (-64.20 PBS)

Year 4: 0% (-69.3 PBS)

Progress/Growth (Y/N) Declined, (Orange), 69.3 PBS, declined -5.1 points

Students with Disabilities:

Year 1: No Available Data Because there were 10 or fewer students tested

Year 2: 0% (-165.90 PBS)

Year 3: 10.26% Met or Exceeded Standard (-152.40 PBS)

Year 4: 9.09% Met or Exceeded Standard (-122.60 PBS)

Progress/Growth (Y/N) Increased, (Orange), 122.6 PBS, increased 29.8 points

Hispanic/Latino Students:

Year 1: 25% Met or Exceeded Standard (-46.20 PBS)

Year 2: 26.29% Met or Exceeded Standard (-55.90 PBS)

Year 3: 29.53% Met or Exceeded Standard (-49.20 PBS)

Year 4: 27.10% Met or Exceeded Standard (-51.30 PBS)

Progress/Growth (Y/N) Maintained, Orange, 50.8 PBS, maintained -1.6 points

Black/African American Students:

Year 1: 11% Met or Exceeded Standard (-83.80 PBS)

Year 2: 14.29% Met or Exceeded Standard (-99.60 PBS)

Year 3: 13.33% Met or Exceeded Standard (-93.30 PBS)

Year 4: 5.56% Met or Exceeded Standard (-96.90 PBS)

Progress/Growth (Y/N) Declined, (No Color), 96.9 PBS, declined -3.6 points

Asian Students:

Year 1: 18% Met or Exceeded Standard (-68 PBS)

Year 2: No Available Data Because there were 10 or fewer students tested

Year 3: No Available Data Because there were 10 or fewer students tested

Year 4: No Available Data Because there were 10 or fewer students tested

Progress/Growth (Y/N) NA

White Students:

Year 1: No Available Data Because there were 10 or fewer students tested

Year 2: No Available Data Because there were 10 or fewer students tested

Year 3: No Available Data Because there were 10 or fewer students tested

Year 4: No Available Data Because there were 10 or fewer students tested

Progress/Growth (Y/N) NA

Filipino Students:

Year 1: No Available Data Because there were 10 or fewer students tested

Year 2: No Available Data Because there were 10 or fewer students tested

Year 3: No Available Data Because there were 10 or fewer students tested

Year 4: No Available Data Because there were 10 or fewer students tested

Progress/Growth (Y/N) NA

Two or More Races:

Year 1: No Available Data Because there were 10 or fewer students tested

Year 2: No Available Data Because there were 10 or fewer students tested

Year 3: No Available Data Because there were 10 or fewer students tested

Year 4: No Available Data Because there were 10 or fewer students tested

Progress/Growth (Y/N) NA

Comparison ELA CAASPP Table: (Percent Met/Exceeded Standards: All Students)

School	2015-2016	2016-2017	2017-2018	2018-2019
Nightingale	24%	25.1%	29.1%	25.46%
Taft	13%	12.5%	14.92%	20.22%
Roosevelt	14%	16.06%	16.07%	14.49%
Grunsky	13%	15.31%	18.36%	20.88%
SUSD	25%	24.65%	26.56%	30.28%
CA State	49%	48.56%	49.88%	51.10%

CAASPP **Math** Indicator (Percentage of Students who Met or Exceeded the Standard for each year):

PAS= Points Above Standard & PBS= Points Below Standard

Schoolwide:

Year 1: 18% Met or Exceeded Standards (-77 PBS)

Year 2: 17.41% Met or Exceeded Standards (-87.40 PBS)

Year 3: 18.85% Met or Exceeded Standards (-84.80 PBS)

Year 4: 21.03% Met or Exceeded Standards (-80.70 PBS)

Progress/Growth (Y/N) Increased, Yellow, 80.7 PBS, increased 4.1 points

Socioeconomically Disadvantaged (SED):

Year 1: 17% Met or Exceeded Standards (-77.40 PBS)

Year 2: 16.67% Met or Exceeded Standards (-89.40 PBS)

Year 3: 20% Met or Exceeded Standards (-83.30 PBS)

Year 4: 21.70% Met or Exceeded Standards (-81.60 PBS)

Progress/Growth (Y/N) Maintained, Orange, 81.6 PBS, and maintained 1.7 points

English Learner (EL):

Year 1: 6% Met or Exceeded Standards (-76.70 PBS)

Year 2: 1.75% Met or Exceeded Standards (-86.70 PBS)

Year 3: 1.69% Met or Exceeded Standards (-94.60 PBS)

Year 4: 1.43% Met or Exceeded Standards (-90.50 PBS)

Progress/Growth (Y/N) Increased, (Yellow), 90.5 PBS, increased 4.1 points

Students with Disabilities:

Year 1: No Available Data Because there were 10 or fewer students tested

Year 2: 0% (-198.80 PBS)

Year 3: 7.69% Met or Exceeded Standards (-206.90 PBS)

Year 4: 4.55% Met or Exceeded Standards (-172.90 PBS)

Progress/Growth (Y/N) Increased, (Orange), 172.9 PBS, increased 34 points

Hispanic/Latino Students:

Year 1: 20% Met or Exceeded Standards (-75 PBS)

Year 2: 18.56% Met or Exceeded Standards (-PBS)

Year 3: 20.73% Met or Exceeded Standards (-PBS)

Year 4: 21.50% Met or Exceeded Standards (-PBS)

Progress/Growth (Y/N) Maintained, Orange, 0.2 PBS, maintained 0.2 points

Black/African American Students:

Year 1: 4% Met or Exceeded Standards (-PBS)

Year 2: 0% Met or Exceeded Standards (-PBS)

Year 3: 6.67% Met or Exceeded Standards (-PBS)

Year 4: 11.11% Met or Exceeded Standards (-PBS)

Progress/Growth (Y/N) Increased, (No color), 105.9 PBS, increased 20.5 points

Asian Students:

Year 1: 9% Met or Exceeded Standards (-PBS)

Year 2: No Available Data Because there were 10 or fewer students tested

Year 3: No Available Data Because there were 10 or fewer students tested

Year 4: No Available Data Because there were 10 or fewer students tested

Progress/Growth (Y/N) NA

White Students:

Year 1: No Available Data Because there were 10 or fewer students tested

Year 2: No Available Data Because there were 10 or fewer students tested

Year 3: No Available Data Because there were 10 or fewer students tested

Year 4: No Available Data Because there were 10 or fewer students tested

Progress/Growth (Y/N) NA

Filipino Students:

Year 1: No Available Data Because there were 10 or fewer students tested

Year 2: No Available Data Because there were 10 or fewer students tested

Year 3: No Available Data Because there were 10 or fewer students tested

Year 4: No Available Data Because there were 10 or fewer students tested

Progress/Growth (Y/N) NA

Two or More Races:

Year 1: No Available Data Because there were 10 or fewer students tested

Year 2: No Available Data Because there were 10 or fewer students tested

Year 3: No Available Data Because there were 10 or fewer students tested

Year 4: No Available Data Because there were 10 or fewer students tested

Progress/Growth (Y/N) NA

Comparison Math CAASPP Table: (Percent Met/Exceeded Standards: All Students)

School	2015-2016	2016-2017	2017-2018	2018-2019
Nightingale	18%	17.41%	18.85%	21.03%
Taft	8%	9.38%	12.21%	15.47%
Roosevelt	13%	9.62%	12.22%	8%
Grunsky	20%	14.18%	19.29%	19.45%
SUSD	20%	19.39%	19.77%	20.85%
CA State	37%	37.56%	38.65%	39.73%

EL Progress Indicator (Percentage of EL students making progress towards proficiency):

Year 1: Less than 11 students, data not reported out

Year 2: ELPAC Results: 36% Level 4: Well Developed, 33.6% Level 3: Moderately Developed, 21.6% Level 2: Somewhat Developed, 8.8% Level 1: Beginning Stage

Year 3: ELPAC Results: 16.81% Level 4: Well Developed, 34.51% Level 3: Moderately Developed, 35.40% Level 2: Somewhat Developed, 13.27% Level 1: Beginning Stage &

45.3% EL making progress towards English language proficiency (Prof. Level Medium) (43% of ELs progressed at least one English Language Progress Indicator Level)

Progress/Growth (Y/N) NA

English Learner Progress Reclassification Rates:

2015-2016: 11.3%

2016-2017: 21.3%

2017-2018: 22.70%

2018-2019: 35.10%

2019-2020: 4.90%

Other Academic Data Points:

PSAT Assessment Data:

Percent Met Evidence-Based Reading & Writing Benchmark:

2016: 11% / 2017: 16% / 2018: 26%

Percent Met Mathematics Benchmark:

2016: 11% / 2017: 19% / 2018: 5%

Percent Met Both Benchmarks (ERW & Math)

2016: 6% / 2017: 10% / 2018: 5%

SUSD Academic Benchmark Data (MAP Assessment) 2017-2019) Related To Achieved Measurable Increases In Academic Achievement ELA

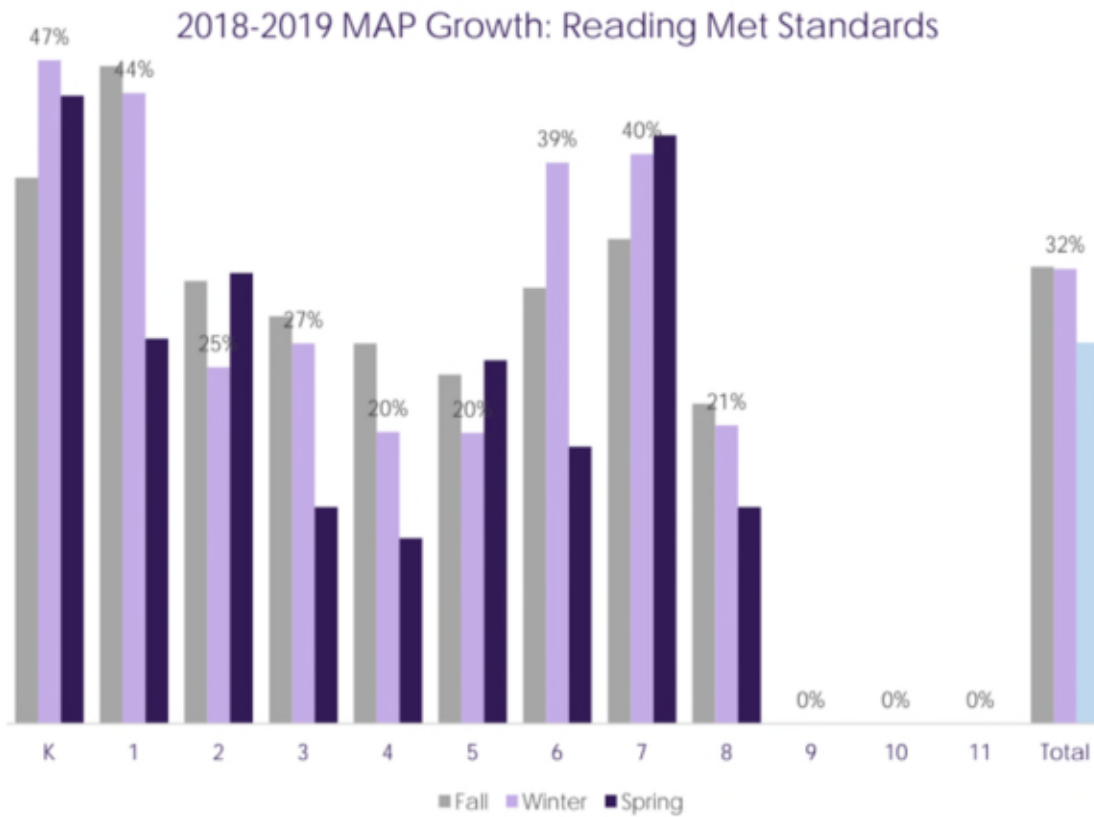
Reading: Percent Met Standards

Nightingale Elementary

Student Group: All, Grade Level

GR	2017-2018							2018-2019						
	Fall		Winter		Spring		F-S	Fall		Winter		Spring		F-S
K	51%	29	55%	32	50%	29	-1%	38%	23	47%	27	44%	26	6%
1	49%	30	52%	30	41%	24	-8%	46%	30	44%	27	27%	17	-19%
2	40%	17	28%	12	37%	16	-3%	31%	18	25%	15	32%	19	1%
3	17%	6	16%	6	22%	8	5%	29%	14	27%	12	15%	7	-13%
4	29%	14	23%	11	23%	11	-6%	27%	12	20%	9	13%	6	-14%
5	28%	9	26%	9	12%	4	-16%	24%	12	20%	10	25%	13	1%
6	47%	21	42%	19	36%	16	-11%	31%	11	39%	13	19%	7	-11%
7	19%	9	32%	15	23%	11	5%	34%	16	40%	18	41%	19	7%
8	21%	7	25%	8	13%	4	-9%	22%	11	21%	9	15%	7	-7%
9	0%	0	0%	0	0%	0	0%	0%	0	0%	0	0%	0	0%
10	0%	0	0%	0	0%	0	0%	0%	0	0%	0	0%	0	0%
11	0%	0	0%	0	0%	0	0%	0%	0	0%	0	0%	0	0%
Total	35%	142	35%	142	32%	147	-3%	32%	147	32%	140	27%	121	-5%

*Spring 2019 - Summary results include Grade 11, but are not comparable to Fall/Winter 2018-19 or Spring 2018.

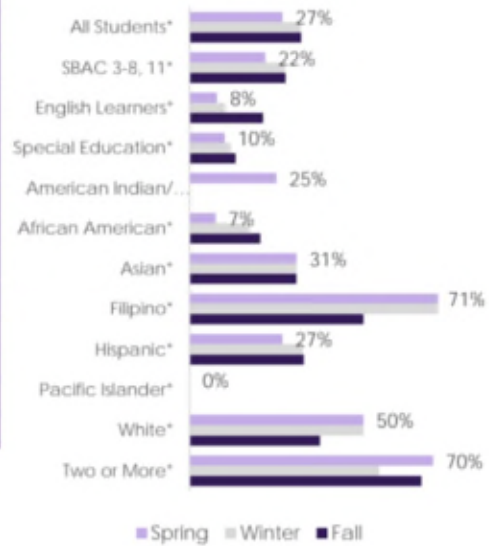


Read: Met Standards; Student Groups

2018-2019				
Student Groups		Fall	Winter	Spring
Race/Ethnicity	Two or More*	67%	55%	70%
	White*	38%	50%	50%
	Pacific Islander*	0%	0%	0%
	Hispanic*	33%	33%	27%
	Filipino*	50%	71%	71%
	Asian*	31%	31%	31%
	African American*	20%	17%	7%
	American Indian/ Alaskan	0%	0%	25%
	Special Education*	13%	12%	10%
	English Learners*	21%	10%	8%
SBAC 3-8, 11*		28%	27%	22%
All Students*		32%	32%	27%

*Spring 2019 - Summary results include Grade 11, but are not comparable to Fall/Winter 2018-19 or Spring 2018.

Read Student Groups:
Met Standards



Reading: Met Growth Target

Nightingale Elementary
Student Group: All, Grade Level

GR	2017-2018		
	Fall Winter	Fall Spring	Change
K	71%	62%	-9%
1	55%	57%	2%
2	38%	29%	-9%
3	39%	37%	-2%
4	40%	50%	10%
5	42%	21%	-21%
6	57%	57%	0%
7	57%	57%	0%
8	75%	53%	-22%
9	0%	0%	0%
10	0%	0%	0%
Overall	53%	49%	-4%

GR	2018-2019		
	Fall Winter	Fall Spring	Change
K	60%	56%	-4%
1	36%	27%	-9%
2	38%	43%	5%
3	48%	25%	-23%
4	57%	43%	-14%
5	47%	36%	-11%
6	55%	26%	-29%
7	60%	59%	-1%
8	35%	35%	0%
9	0%	0%	0%
10	0%	0%	0%
Overall	48%	39%	-8%

GR	Change 1718 1819	
	FW FW	FS FS
K	-11%	-6%
1	-19%	-30%
2	0%	14%
3	9%	-12%
4	17%	-7%
5	5%	15%
6	-2%	-31%
7	3%	2%
8	-40%	-18%
9	0%	0%
10	0%	0%
Overall	-5%	-10%

Math

Mathematics: Percent Met Standards

Nightingale Elementary

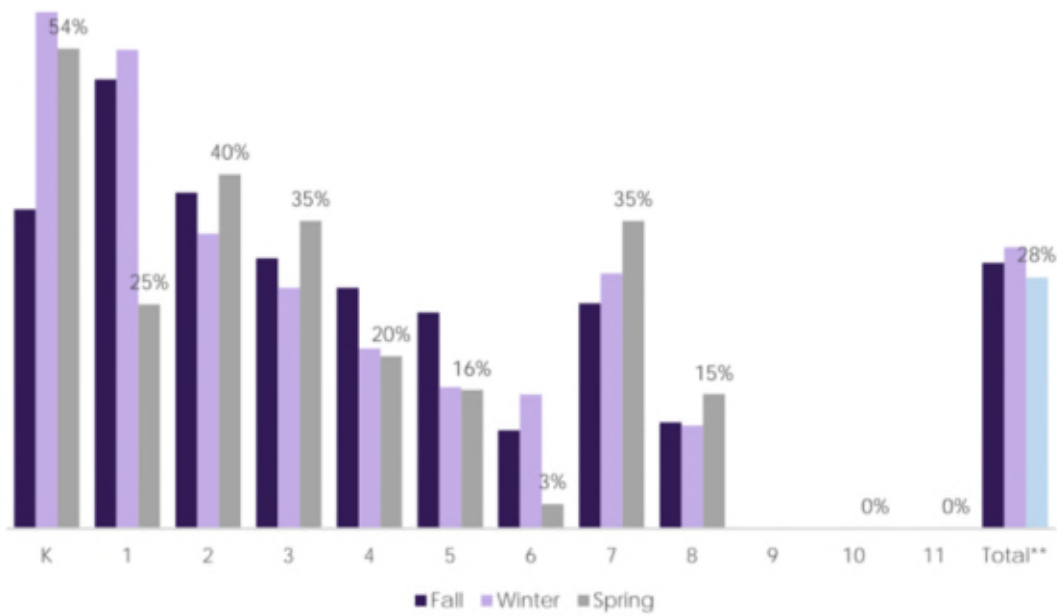
Student Group: All, Grade Level

GR	2017-2018							2018-2019						
	Fall	Winter		Spring		F-S	Fall	Winter		Spring		F-S		
K	35%	20	57%	31	54%	30	18%	36%	22	58%	35	54%	32	18%
1	44%	27	45%	26	34%	20	-10%	51%	33	54%	33	25%	16	-25%
2	48%	20	43%	18	45%	19	-2%	38%	22	33%	20	40%	24	2%
3	29%	10	28%	10	31%	11	3%	31%	15	27%	12	35%	16	4%
4	25%	12	23%	11	21%	10	-4%	27%	12	20%	9	20%	9	-8%
5	9%	3	9%	3	15%	5	6%	24%	12	16%	8	16%	8	-9%
6	27%	12	23%	10	14%	6	-13%	11%	4	15%	5	3%	1	-8%
7	13%	6	13%	6	13%	6	1%	26%	12	29%	13	35%	16	9%
8	9%	3	16%	5	9%	3	0%	12%	6	12%	5	15%	7	3%
9	0%	0	0%	0	0%	0	0%							0%
10	0%	0	0%	0	0%	0	0%	0%	0	0%	0	0%	0	0%
11	0%	0	0%	0	0%	0	0%	0%	0	0%	0	0%	0	0%
Total**	28%	113	28%	120	28%	110	0%	30%	138	32%	140	28%	129	-2%

* Grade 9 excluded in 2017-2018 Total and not reported in 2018-2019 as a result of the administration of the Algebra I Growth test.

**Spring 2019 - Summary results include Grade 11, but are not comparable to Fall/Winter 2018-19 or Spring 2018.

2018-2019 MAP Growth: Math Met Standards



Mathematics: Met Growth Target

Nightingale Elementary
 Student Group: All, Grade Level

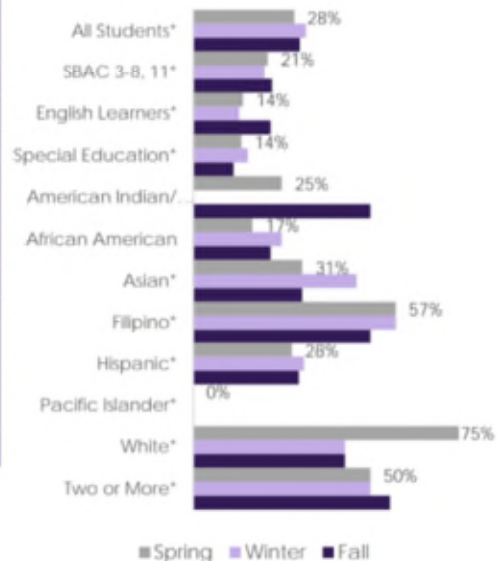
2017-2018				2018-2019				Change 1718 1819			
GR	Fall Winter	Fall Spring	Change	GR	Fall Winter	Fall Spring	Change	GR	FW FW	FS FS	FS
K	70%	73%	3%	K	72%	77%	5%	K	2%	4%	
1	64%	48%	-16%	1	46%	25%	-21%	1	-18%	-23%	
2	40%	36%	-4%	2	39%	49%	11%	2	-1%	13%	
3	64%	43%	-21%	3	57%	50%	-7%	3	-7%	7%	
4	42%	36%	-6%	4	29%	30%	1%	4	-13%	-6%	
5	38%	18%	-20%	5	45%	22%	-23%	5	7%	4%	
6	61%	39%	-22%	6	52%	37%	-14%	6	-9%	-2%	
7	55%	64%	9%	7	60%	52%	-8%	7	5%	-12%	
8	75%	81%	6%	8	56%	52%	-4%	8	-19%	-29%	
9	0%	0%	0%	9	0%	0%	0%	9	0%	0%	
10	0%	0%	0%	10	0%	0%	0%	10	0%	0%	
Overall		49%		Overall	50%	44%	-7%	Overall		-5%	

Math: Met Standards; Student Groups

Math Student Group:
Met Standards

2018-2019			
Student Groups	Fall	Winter	Spring
Two or More*	56%	50%	50%
White*	43%	43%	75%
Pacific Islander*	0%	0%	0%
Hispanic*	30%	31%	28%
Filipino*	50%	57%	57%
Asian*	31%	46%	31%
African American	22%	25%	17%
American Indian/ Alaskan	50%	0%	25%
Special Education*	11%	15%	14%
English Learners*	22%	13%	14%
SBAC 3-8, 11*	22%	20%	21%
All Students*	30%	32%	28%

*Spring 2019 - Summary results include Grade 11, but are not comparable to Fall/Winter 2018-19 or Spring 2018.



SUSD Local Assessment Data (iReady) Percent On Track To Grade Level & Typical Growth Data 2019-2020

ELA iReady

On Grade Level (K-8th)= Fall: 11.7% & Winter: 17.4%

Grade Level Or Student Group	% On Grade Level In ELA Fall 2019	% On Grade Level In ELA Winter 2019	% On Track to Meet Typical Growth
Kinder	7.02%	26.32%	68.52%
1st	8%	18%	67.35%
2nd	8.82%	23.44%	65.08%
3rd	25%	26.53%	59.18%
4th	8.70%	11.11%	61.36%
5th	6.82%	9.52%	40.48%
6th	15.22%	4.44%	48.89%
7th	3.23%	12.50%	62.50%
8th	21.74%	17.02%	31.91%
AA	6%	7.55%	50.98%
AI.	0%	0%	33.33%
AS	18.75%	31.25%	50%
EL	1.75%	9.09%	50.46%
FI	37.50%	75%	75%
HI	11.59%	16.52%	57.61%
MR	0%	28.57%	100%
PI	NA	NA	NA
SBAC (3rd-8th)	14.18%	13.85%	50.19%
SED	10.74%	15.20%	57.18%
SWD	13.73%	9.62%	33.33%
WH	40%	50%	0%

Math iReady

On Grade Level (K-8th)= Fall: 8.3% & Winter: 13.6%

Grade Level Or Student Group	% On Grade Level In ELA Fall 2019	% On Grade Level In ELA Winter 2019	% On Track to Meet Typical Growth
Kinder	0%	17.24%	75.93% %
1st	4%	21.57%	64%
2nd	5.88%	10.94%	68.25%
3rd	6.25%	16.33%	56.25%
4th	13.04%	13.33%	56.82%
5th	13.64%	9.52%	42.86%
6th	15.22%	15.56%	52.27%
7th	0%	0%	56.25%
8th	17.39%	12.77%	48.94%
AA	4%	7.55%	76%
AI.	0%	0%	100%
AS	6.25%	12.50%	75%
EL	0.88%	7.27%	59.63%
FI	12.50%	50%	50%
HI	8.70%	13.49%	56.12%
MR	14.29%	28.57%	57.14%
PI	NA	NA	NA
SBAC (3rd-8th)	11.49%	11.92%	52.14%
SED	8.26%	11.94%	57.34%
SWD	5.88%	13.46%	49.02%
WH	20%	25%	25%

Nightingale Charter (Stockton, CA)
Stockton Unified

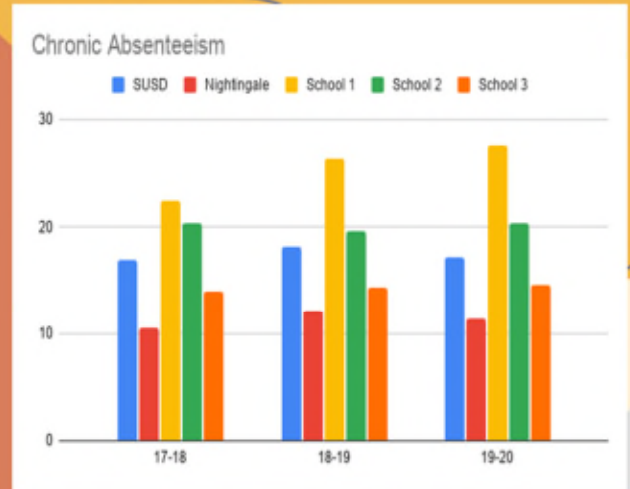
Reporting Year: 2019 ▼

This report displays the performance level (color) for each student group on all the state indicators.

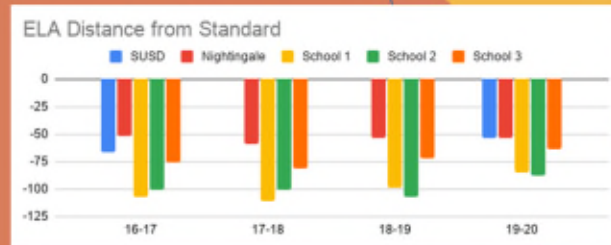
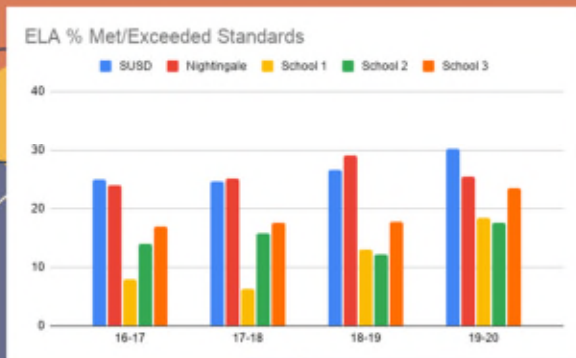
Student Group Report for 2019

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	Yellow	Orange	None	None	Orange	Yellow
English Learners	Green	Orange	None	None	Orange	Yellow
Foster Youth	None	None	None	None	None	None
Homeless	None	None	None	None	None	None
Socioeconomically Disadvantaged	Yellow	Orange	None	None	Orange	Orange
Students with Disabilities	Orange	Red	None	None	Orange	Orange
African American	Yellow	Yellow	None	None	None	None
American Indian or Alaska Native	None	None	None	None	None	None
Asian	None	None	None	None	None	None
Filipino	None	None	None	None	None	None
Hispanic	Green	Orange	None	None	Orange	Orange
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	None	None	None	None	None	None
Two or More Races	None	None	None	None	None	None

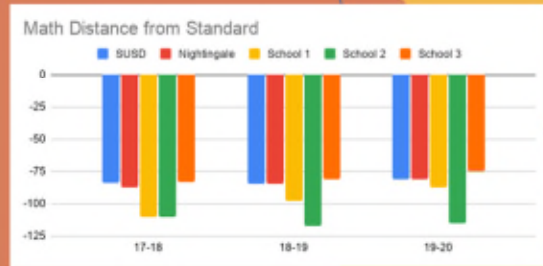
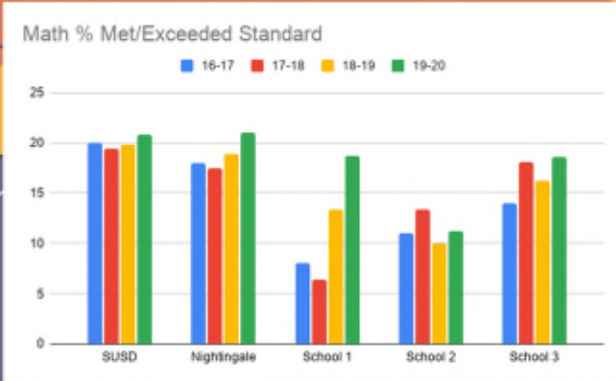
Suspension/Chronic Absenteeism Comparison



ELA Data Comparison



Math Comparison



EL Comparison Data

