2017-2020

Single Plan for Student Achievement (SPSA)

Site Strategic Plan

School:	Nightingale Charter Elementary
Address:	1721 Carpenter Road, Stockton, CA 95206
CDS Code:	6042725
District:	Stockton Unified School District
Principal:	Myra Machuca
Revision Date:	January 26, 2018
District Governing Board approved:	April 10, 2018

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person:	Myra Machuca
Position:	Principal
Phone Number:	209-470-2373
E-mail Address:	mmachuca@stocktonusd.net

Contents

SECTION I: BACKGROUND

Purpose/Intent

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

Recommendations and Assurances

Recommendations and Assurances

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

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

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

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

☐ State Compensatory Education Advisory Committee

　　　　　　　　　　　　　　　　　　CLAUDIA DALLA R.2.
　　　　　　　　　　　　　　　　　　　　　　　Signature

■ English Learner Parent Involvement Committee

☐ Special Education Advisory Committee

　　　　　　　　　　　　　　　　　　_____
　　　　　　　　　　　　　　　　　　　　　　　Signature

☐ Gifted and Talented Education Program Advisory Committee

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　　　　　　　　　　　　　　　　　　　　　　　Signature

☐ District/School Liaison Team for schools in Program Improvement

　　　　　　　　　　　　　　　　　　_____
　　　　　　　　　　　　　　　　　　　　　　　Signature

☐ Compensatory Education Advisory Committee

　　　　　　　　　　　　　　　　　　_____
　　　　　　　　　　　　　　　　　　　　　　　Signature

☐ Departmental Advisory Committee (secondary)

　　　　　　　　　　　　　　　　　　_____
　　　　　　　　　　　　　　　　　　　　　　　Signature

☐ Other committees established by the school or district (list):

　　　　　　　　　　　　　　　　　　_____
　　　　　　　　　　　　　　　　　　　　　　　Signature

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.

6. This SPSA was adopted by the SSC at a public meeting on ___January 26, 2018___.

Attested:

Myra Machuca	*[signature]*	March 1, 2018
Typed Named of School Principal	Signature of School Principal	Date
Qawiy Ali	*[signature]*	March 1, 2018
Typed Named of SSC Chairperson	Signature of SSC Chairperson	Date

Mission

Insert the school site's mission.

> Nightingale Charter will cultivate Outstanding, Wise, Leaders and Scholars prepared for college, career, and beyond through project based learning and 21st century skills.

Vision

Insert the school site's vision.

> Nightingale Charter will cultivate Outstanding, Wise, Leaders and Scholars.

School Site Story

Briefly describe the students and community and how the school site serves them, include student demographic data and specialized programmatic information.

> Florence Nightingale Charter School is a K-8 school with an enrollment of approximately 450 students. Nightingale Elementary was renovated in 2010 when new classroom wings were added with funding from the community in the form of a bond measure. As part of the Race To The Top initiative, Nightingale Elementary transformed into a district dependent charter school in 2011 with the support of teachers, parents, and community members. Our students now participate in Project-Based Learning (PBL), an innovative approach to learning that builds mastery in the core content areas of Reading and Language Arts, Mathematics, Science, Social Studies, and Technology. Through Project-Based Learning, our students build life skills of critical thinking, problem solving, communication, collaboration, and creativity. Hispanic/Latino students make up 78.71% of our student population while 13.3% are African-American, 2.66% are Asian, and 1.77% are Caucasian. English Learners make up 37.25% of our population. Our student body consists of 51% males and 49% females. Approximately 95% of the population falls into the socio-economically disadvantaged subgroup, qualifying for the free and/or reduced lunch program. Special education students comprise 9% of our student body. The campus has two special education learning centers, a library, and one computer lab with 36 computers. There are also 300 Chromebooks available for student use. Each teacher has also been issued a laptop computer and iPads are available. One third of the classrooms are equipped with approximately 5 desktop computers for student use, 60 % of the classrooms are equipped with a mounted LCD projector, document camera, and a sound system with a microphone to enhance teaching practices and student engagement for optimum learning. The staff is comprised of a Principal, a 1 day- Assistant Principal, 16 general education classroom teachers, 3 special education teachers, one Instructional Coach, .5 FTE Visual and Performing Arts teacher, .5 FTE Physical Education teacher, a Counselor, and a Program Specialist. Additional part- time support staff includes a psychologist, a speech pathologist, a technology specialist, and a school nurse who are shared with other school sites in the district. Other support staff includes two office staff, two special education assistants, two school custodians, a kitchen manager, two food service workers, a campus safety monitor, and 3 part-time campus supervisors who oversee students before school and during lunch recesses. Nightingale is also housing the Pre-School/Head Start program consisting of 4 teachers, and 2 part-time assistants for morning and afternoon sessions and the Head Start program with two teachers and two assistants.

SECTION II: EVALUATION

Plan Priorities

- Identify 2-3 top priorities of the 2016-2017 Single Plan for Student Achievement.
- Identify the major expenditures supporting these priorities.

- Increase student achievement (ELs, Common Core, Subgroups, PBL)

A. Expenditures: Program Specialist, Instructional Coach, Counselor, Intervention teacher, supplies, incentives.

- Further Development of Data Teams/PLC Model

A. Expenditures: Program Specialist, Instructional Coach, Professional Development, Supplies.

- Increase parent involvement

Expenditures: Counselor, Translators, Babysitters, Supplies

Plan Implementation

- Identify strategies in the 2016-2017 Single Plan for Student Achievement (SPSA) that were fully implemented as described in the plan.
- Identify strategies in the 2016-2017 SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.
- What specific actions related to those strategies were eliminated or modified during the year?
- Identify barriers to full or timely implementation of the strategies identified above.
- What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?
- What impact did the lack of full or timely implementation of these strategies have on student outcomes?
- What data did you use to come to this conclusion?

- Strategies Implemented: UOS/CCSS, Collaboration, Instructional Coaching, PBIS, Parent Involvement, Achievement Incentives, Goal setting, 72% of staff PBL trained
- Strategies Not Fully Implemented: PLC/ PBL implementation

    - Modified: Amount of professional development offered to teachers for PLC/ planning time for PBL
    - Barriers: Lack of substitutes available in district to release teachers and the hiring of new teachers.
    - Actions/Adjustments: Released as many teachers as possible and shared information with staff during
        - meetings and/or collaboration time. Extra support to new teachers via instructional coach and program
        - specialist.

Impact on Student Outcomes: Project Based Learning training was only offered in June after the school year. New teachers were given knowledge of Project Based Learning whenever possible during coaching conversations. This impacted teachers and students as it took teachers a little longer to get up

to speed which may have impacted classroom instruction but the overall MAP and SBAC scores in ELA and MATH did improve schoolwide.

Strategies and Activities

- Identify those strategies or activities that were particularly effective in improving student achievement.
- What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?
- Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.
- Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement

- Effective Strategies and Evidence: Achievement incentives and goal-setting for MAP testing seemed to help as the school increased by 2% in ELA and 1% in Math from the previous year. Collaboration to identify the "big rocks" helped to target instruction more to increase achievement on SBAC. There was a 5% overall improvement in Math and a 9% overall improvement in ELA.
- Minimally Effective Strategies: UOS alignment and Collaboration has improved but could still be more effective
- Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?
- Unable to do grade-level collaboration in most grades due to school size which limits teachers' ability to align the UOS with PBL and CCSS.
- Still early in understanding of PLC process for small school nuances which is also hindered by staff turnover.
- Continuing PLC through leadership practice and continuing to maximize our collaboration time in a vertical manner to improve student outcomes.

Involvement/Governance

- How was the School Site Council (SSC) involved in development of the plan?
- How were advisory committees involved in providing advice to the SSC?
- How was the plan monitored during the school year?
- What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

- The SSC was involved in development of the plan by meeting with the principal reviewing and revising goals as needed.
- ELPIC was involved in providing advice to the SSC by meeting with administration to discuss student programs and achievement.
- The plan is monitored during the school year through MAP data, assessment data, instructional walks, coaching model, and SSC review.

Outcomes

- Identify any goals in the 2016-2017 Single Plan for Student Achievement (SPSA) that were met.
- Identify any goals in the 2016-2017 SPSA that were not met, or were only partially met.
- List any strategies related to this goal that were identified above as "not fully implemented" or "ineffective" or "minimally" effective.
- Based on this information, what might be some recommendations for future steps to meet this goal?

- Goals met: Parent involvement at the school continues to increase as parents become more familiar with the Nightingale Academic Teams, NAT formally known as Academic Parent Teacher Teams, APTT and are becoming more comfortable in the school environment.
- Goals partially met: Growth in student achievement based on MAP and SBAC scores has continued but not at the anticipated rate. EL outcomes are also not increasing at projected growth.
- While collaboration has improved, our school still struggles with finding the balance in collaborating to enhance classroom instruction based on student data.
- Recommendations: Our school will continue to fine tune our work as a PLC through mostly collaboration by continuing to identify key standards that exist within life levels. We will also work on being more data focused and how to use the data to collaborate to increase student achievement. We will also work at pinpointing our LTELs to see where they are struggling and identify ways to help them achieve reclassification status.

Summary of Review of Overall Performance

Greatest Progress

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school proudest of, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

There are three areas of great progress to be focused on:

1) English Learner progress

2) Math Achievement

3) English Language Arts achievement

English Learner Progress:

Based on data from the LCFF Evaluation Rubrics (California School Dashboard) English Learner Progress was maintained even though the change from year to year resulted in a minute decrease of 1.3%. For several years, SUSD has focused resources on English Learners; however, it does not compare to the efforts made in school year 2016-2017. During this school year, vast improvements in communication between the district's Language Development Office, school sites, district office, and with staff. Teachers, paraprofessionals, and site administration have been direct recipients of significantly relevant and appropriate professional learning and best practices of integrated and designated ELD strategies and framework. In addition, the Language Development Office Instructional Specialists and Coaches have been reinvigorated in providing constructive and informative feedback and coaching to teachers and paraprofessionals in use of integrated and designated ELD strategies and best practices. Through these constructive conversations, teachers and paraprofessionals can make appropriate corrections timely and with enthusiasm to benefit the English Learners. The district's Language Development Office during school year 2017-2018 will continue to inform site administration of what integrated and designated ELD strategies look like in the classroom, provide hands on experiential professional learning, and support sites with interventions, strategies, and best practices to maximize efforts for English Learners to reclassify at their earliest chance possible.

Math Assessment Growth:

Based on data from the LCFF Evaluation Rubrics (California School Dashboard) Math Assessment, all students showed an increase of 11.6 points in making progress toward meeting math standards. Three years ago, SUSD adopted the Units of Study framework that places creative and meaningful classroom instruction back into the hands of teachers; therefore, the progress being demonstrated is highly likely a result of high quality first instruction. The increase in students making progress in math is also attributed to the use of common formative assessments and the implementation of professional learning communities. Teachers use common formative assessments that allow them to receive timely feedback of student mastery of concepts and standards leading the teacher to adjust instruction thereby modifying student outcomes. Using the professional learning communities framework eliminates teachers working in a vacuum and instead working within their grade level and cross grade level colleagues to support student achievement and mastery of standards.

English Language Arts Assessment Growth:

Based on data from the LCFF Evaluation Rubrics (California School Dashboard) Math Assessment, all students showed an increase of 12.1 points in making progress toward meeting English Language Arts standards. Three years ago, SUSD adopted the Units of Study framework that places creative and meaningful classroom instruction back into the hands of teachers; therefore, the progress being demonstrated is highly likely a result of high quality first instruction. The increase in students making progress in math is also

attributed to the use of common formative assessments and the implementation of professional learning communities. Teachers use common formative assessments that allow them to receive timely feedback of student mastery of concepts and standards leading the teacher to adjust instruction thereby modifying student outcomes. Using the professional learning communities framework eliminates teachers working in a vacuum and instead working within their grade level and cross grade level colleagues to support student achievement and mastery of standards. These areas discussed above are included in the district's Administrative Expectations set by the Superintendent. The district's Administrative Expectations will continue into school year 2017- 2018, with the purpose that leads to crucial conversations of the effectiveness of first instruction Adopted June 27, 2017 Page 5 of 85 and reteaching (Tier 1), strategic interventions (Tier 2) and intensive interventions (Tier 3). District administration will continue to refine its support to school sites through clarification of expectations, identifying the providing resources and intervention strategies for students, refinement of professional learning communities, and the facilitation of professional learning of best practices and hand on experiential implementation of the standards aligned curriculum. More recently, the district's Curriculum Department has contracted with a consultant to evaluate the district's Units of Study resulting in the revision and confirmation of strong or exemplary Units of Study framework. The revisions will continue until all Units of Study are evaluated and rated as exemplary. Curriculum staff will also provide observation and coaching of teachers to aid in the improvement of first instruction.

Greatest Needs

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category. Additionally, identify any areas that the school has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

Based on the LCFF Evaluation Rubrics (California School Dashboard), suspension is the only indicator Nightingale has a need for improvement. Prior to the release of the Dashboard, Nightingale along with district administration have been actively monitoring and adjusting discipline responses including suspension and expulsions. The district has implemented and has been extremely proactive in Positive Behavior and Intervention Supports (PBIS) framework to include significant training to teachers, administrators and staff, developed a discipline toolkit, and using evidence based practices to address student behaviors and adult responses and interactions, such as restorative justice/practice. As a result the district identified three areas that require improvement to facilitate positive results in student achievement, which will assist Nightingale in overcoming the identified area of greatest need.

Improvement of Measuring Systems: Improving the district's measuring systems will aid in reviewing the right data to better inform decisions relating to program/initiative implementation or discontinuation. Outside of overcoming staffing barriers, the district's Research and Accountability Department, State & Federal (LEA Plan and Single Plan for Student Achievement (SPSA)), and the Local Control Accountability Plan (LCAP) Coordinator plan to meet to sync the data elements of each plan's components to be better informed as decisions from the school sites and the various district departments make that affect student attainment of academic success. It is well understood phases will need to be implemented to ensure all stakeholders fully understand the data being accessed, how to replicate (pull) the data, and how to effectively and consistently analyze the data before another layer is provided.

Narrow the Focus of Initiatives/Programs: The district has many different initiatives and/or programs being implemented or seeking to be implemented within the district. As we move into school year 2017-2018 district administration will conduct an evaluation of district programs. The first step is to identify the specific initiatives/programs, assess the effectiveness to improve student achievement to the standards, and determine if the intuitive/program is inclusive of all unduplicated students. Secondly, ensure district administration has a

common understanding of the purpose/intent, cost, accountability, effectiveness and desired student outcomes. Finally, recommend to Cabinet level administration of the final list of initiatives/programs with guidance to school sites for use or transitioning as appropriate.

Increase the Implementation of Initiatives/Programs with Fidelity: Resulting from the narrowed focus of initiatives/programs, strategic planning will be conducted and documented to ensure consistency in the roll-out and use of programs and activities that impact the student and their attainment of academic success. Through careful analysis of data, including having appropriate systems in place, the district will have verifiable and credible data to provide recommendation of implementation, enhancement or discontinuation of initiatives/programs based on their level of implementation. Furthermore, by determining the level of fidelity, district Adopted June 27, 2017 Page 6 of 85 administration can work with school sites who are not meeting the requirements for the initiatives/programs to develop action plans for adherence.

Performance Gaps

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. Additionally, identify any areas in which the school has determined there are significant performance gaps based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these performance gaps?

Based on the data from the LCFF Evaluation Rubrics, Nightingale Charter does not meet the criteria for performance gaps; however, we will continue monitoring and measuring student progress for academic success.

SECTION III: STAKEHOLDER OUTREACH

Stakeholder Involvement

Describe how the plan was developed with parents, community members, teachers, principals, other school leaders, secondary students, paraprofessionals, and other interested individuals or groups as determined by the school. (20 U.S.C. §6314(b)(2).) Include the stakeholder group and applicable meeting dates.

ELAC agenda/ minutes (1/19/18)

SSC agendas/minutes (1/26/18)

SECTION IV: STRATEGIC PLAN – EDUCATIONAL STRATEGIES ALIGNED TO LCAP GOALS

Strategic Planning Details and Accountability

LCAP Goal 1: Student Achievement

Nightingale will 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.

Strategic Area of Focus

Academic Student Achievement

- Tier 1
  - English Language Arts and English Learners
  - Mathematics
  - Social Studies
  - Science

Student Interventions

- Tier 2
  - English Learners
  - After School
  - Tier 3

Preschool Transition, 8th grade Transition, & College and Career Preparatory Opportunities

- Preschool Transitional
- 8th Grade Transitional
- Career and College
- A-G Course Completion

Year 1: July 1, 2017 – June 30, 2018

Area of Focus	2017-18 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
1.1 Academic Student Achievement: English Learner Support	To provide appropriate English Language intervention and supplemental support to students while fostering academic success in English Language Development. Teacher PD regarding integrated/ designated instruction and implementation of the EL Instructional Program and the EL Master Plan.	# of PD sessions offered # of teachers attended # of students reclassified # of EL students at grade level, # of EL students below grade level # of LTEL students # of EL students	Every 12 weeks	$8,828 (Teacher Additional Comp) $20,000 (Teacher Substitute) $17,000 (Conference) $53,602 (Salary/Benefits)	Title 1	11500 11700 52150 19101
1.2 Academic Student Achievement: Professional Learning through PD and Coaching in PBL.	To provide professional learning opportunities to staff to aid in the improvement of students' academic success. in all content areas. Training involving core curriculum, and specialized training/ coaching in PBL	# of PDs offered # of teachers attended # of observations # of observation with feedback # of students at grade level # of students below grade level # of students making progress	Every 12 weeks	See 1.0	See 1.0	See 1.0
1.3 Academic Student Achievement: Professional Learning Communities (PLC)	Professional Learning Community Implementation and teacher collaboration. Provide Professional	# of TCT meetings # of TCT observations # of complete data cycles	Every 12 weeks	See 1.0	See 1.0	See 1.0

	Development regarding PLC to permit effective teacher collaboration focusing on data and instructional practices to increase student achievement.	# of PLC collaboration PDs # of PLC collaboration PDs attended # of students at grade level # of students below grade level # of students making progress					
1.4 **Academic Student Achievement**	Supplemental materials and resources to support core instruction such as intervention programs, project material (e.g. markers, folders, post-its, 3" binders, planners, etc.), equipment/technology (e.g., speaker system, printers, projectors, doc camera, interactive monitors, etc.)	Technology Usage	Trimester	$15,300 (Equipment)	Title I	44000

Proposed: Year 2: July 1, 2018 – June 30, 2019

Area of Focus	2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
2.1 Academic Student Achievement: English Learner Support	To provide appropriate English Language intervention and supplemental support to students while fostering academic success in English Language Development. Teacher PD regarding integrated/ designated instruction and implementation of the EL Instructional Program and the EL Master Plan.	# of PD sessions offered # of teachers attended # of students reclassified # of EL students at grade level, # of EL students below grade level # of LTEL students # of EL students	Every 12 weeks	$8,828 (Teacher Additional Comp) $20,000 (Teacher Substitute) $17,000 (Conference) $53,602 (Salary/Benefits)	Title 1	11500 11700 52150 19101
2.2 Academic Student Achievement: Professional Learning through PD and Coaching in PBL.	To provide professional learning opportunities to staff to aid in the improvement of students' academic success. in all content areas. Training involving core curriculum, and specialized training/ coaching in PBL	# of PDs offered # of teachers attended # of observations # of observation with feedback # of students at grade level # of students below grade level # of students making progress	Every 12 weeks	See 1.0	See 1.0	See 1.0
2.3 Academic Student Achievement: Professional Learning Communities (PLC)	Professional Learning Community Implementation and teacher collaboration. Provide Professional	# of TCT meetings # of TCT observations # of complete data cycles	Every 12 weeks	See 1.0	See 1.0	See 1.0

	Development regarding PLC to permit effective teacher collaboration focusing on data and instructional practices to increase student achievement.	# of PLC collaboration PDs # of PLC collaboration PDs attended # of students at grade level # of students below grade level # of students making progress				
2.4 **Academic Student Achievement**	Supplemental materials and resources to support core instruction such as intervention programs, project material (e.g. markers, folders, post-its, 3" binders, planners, etc.), equipment/technology (e.g., speaker system, printers, projectors, doc camera, interactive monitors, etc.)	Technology Usage	Trimester	$15,300 (Equipment)	Title I	44000

Proposed: Year 3: July 1, 2019 – June 30, 2020

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
3.1 Academic Student Achievement: English Learner Support	To provide appropriate English Language intervention and supplemental support to students while fostering academic success in English Language Development. Teacher PD regarding integrated/ designated instruction and implementation of the EL Instructional Program and the EL Master Plan.	# of PD sessions offered # of teachers attended # of students reclassified # of EL students at grade level, # of EL students below grade level # of LTEL students # of EL students	Every 12 weeks	$8,828 (Teacher Additional Comp) $20,000 (Teacher Substitute) $17,000 (Conference) $53,602 (Salary/Benefits)	Title 1	11500 11700 52150 19101
3.2 Academic Student Achievement: Professional Learning through PD and Coaching in PBL.	To provide professional learning opportunities to staff to aid in the improvement of students' academic success. in all content areas. Training involving core curriculum, and specialized training/ coaching in PBL	# of PDs offered # of teachers attended # of observations # of observation with feedback # of students at grade level # of students below grade level # of students making progress	Every 12 weeks	See 1.0	See 1.0	See 1.0
3.3 Academic Student Achievement: Professional Learning Communities (PLC)	Professional Learning Community Implementation and teacher collaboration. Provide Professional	# of TCT meetings # of TCT observations # of complete data cycles	Every 12 weeks	See 1.0	See 1.0	See 1.0

	Development regarding PLC to permit effective teacher collaboration focusing on data and instructional practices to increase student achievement.	# of PLC collaboration PDs # of PLC collaboration PDs attended # of students at grade level # of students below grade level # of students making progress				
3.4 **Academic Student Achievement**	Supplemental materials and resources to support core instruction such as intervention programs, project material (e.g. markers, folders, post-its, 3" binders, planners, etc.), equipment/technology (e.g., speaker system, printers, projectors, doc camera, interactive monitors, etc.)	Technology Usage	Trimester	$15,300 (Equipment)	Title I	44000

LCAP GOAL 2: Safe and Healthy Learning Environments

Nightingale will 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.

Strategic Area of Focus

School Climate

- Peer Leaders Uniting Students (PLUS)
- Attendance
- Positive Behavior Interventions and Support (PBIS)
- Discipline

Year 1: July 1, 2017 – June 30, 2018

Area of Focus	2017-18 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
1.1 Safe & Healthy Learning Environment: Social/Emotional PD and implementation	Provide students with social and emotional supportive resources that positively impact student learning through program such as PBIS, PLUS program, counseling, structured student engagement activities, etc.	# of student being referred for social/emotional issues # of student involved in the PLUS program # of PLUS meetings held # of PLUS forums held # of student attending school # of student attending on time # of discipline referrals # of students suspended	Every 12 weeks		LCFF	
1.2 Safe & Health Learning Environment: Diversity Training	Provide professional development opportunities to staff to support awareness of various cultural backgrounds and lifestyles.	# of school climate related trainings # of teachers trained	Every 12 weeks	See 1.0	See 1.0	See 1.0
1.3 Safe & Healthy Learning Environment: MAP/SBAC/Behavior Incentives	Provide students with motivation, encouragement and acknowledgement on their improvement in academics, behavior and attendance.	# of students participating in academic incentives # of students participating in behavior incentives # of students participating in attendance incentives	Every 12 weeks	See 1.0	See 1.0	See 1.0

Proposed: Year 2: July 1, 2018 – June 30, 2019

Area of Focus	2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
2.1 Safe & Healthy Learning Environment: Social/Emotional PD and implementation	Provide students with social and emotional supportive resources that positively impact student learning through program such as PBIS, PLUS program, counseling, structured student engagement activities, etc.	# of student being referred for social/emotional issues # of student involved in the PLUS program # of PLUS meetings held # of PLUS forums held # of student attending school # of student attending on time # of discipline referrals # of students suspended	Every 12 weeks		LCFF	
2.2 Safe & Health Learning Environment: Diversity Training	Provide professional development opportunities to staff to support awareness of various cultural backgrounds and lifestyles.	# of school climate related trainings # of teachers trained	Every 12 weeks	See 1.0	See 1.0	See 1.0
2.3 Safe & Healthy Learning Environment: MAP/SBAC/Behavior Incentives	Provide students with motivation, encouragement and acknowledgement on their improvement in academics, behavior and attendance.	# of students participating in academic incentives # of students participating in behavior incentives # of students participating in attendance incentives	Every 12 weeks	See 1.0	See 1.0	See 1.0

Proposed: Year 3: July 1, 2019 – June 30, 2020

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
3.1 Safe & Healthy Learning Environment: Social/Emotional PD and implementation	Provide students with social and emotional supportive resources that positively impact student learning through program such as PBIS, PLUS program, counseling, structured student engagement activities, etc.	# of student being referred for social/emotional issues # of student involved in the PLUS program # of PLUS meetings held # of PLUS forums held # of student attending school # of student attending on time # of discipline referrals # of students suspended	Every 12 weeks		LCFF	
3.2 Safe & Health Learning Environment: Diversity Training	Provide professional development opportunities to staff to support awareness of various cultural backgrounds and lifestyles.	# of school climate related trainings # of teachers trained	Every 12 weeks	See 1.0	See 1.0	See 1.0
3.3 Safe & Healthy Learning Environment: MAP/SBAC/Behavior Incentives	Provide students with motivation, encouragement and acknowledgement on their improvement in academics, behavior and attendance.	# of students participating in academic incentives # of students participating in behavior incentives # of students participating in attendance incentives	Every 12 weeks	See 1.0	See 1.0	See 1.0

LCAP Goal 3: Meaningful Partnerships

Together, Nightingale, families and community will commit to meaningful partnerships that enhance student achievement, necessary to become successful members of society.

Strategic Area of Focus

Parent, Student, and School Engagement
- Parent
- Staff
- Student
- Community

Year 1: July 1, 2017 – June 30, 2018

Area of Focus	2017-18 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
1.1 **Meaningful Partnerships:** **Parent Empowerment and supplies**	Increase parent empowerment through informational meetings and academic conferences that encourage parent and teacher and school relationships.	# of parents contacted # of meetings coordinated # of parents attending	Every 12 weeks	$720	Title 1	50647 (43200) Non Instructional Material
				$700 $22	Title 1	50647 (43400) Parent Meeting
				$500	Title 1	50647 (44000) Equipment
				$384	Title 1	50647 (57150) Duplicating
1.2 **Meaningful Partnerships:** **Parent and School Communication - Translation and Babysitting**	Provide parents with support and resources that empowers them be engaged in their student's learning such as parent conferences, communication, after school academic focused activities	# of parent conferences # of parents attending # of parent contacts occurrences (e.g. email, telephone, face to face)	Every 12 weeks	See 1.0	See 1.0	See 1.0
1.3 **Meaningful Partnerships:** **Student Attendance/Behavior/Academic Accountability-CARE/SAP/SST/Retention**	Provide parents with notification and awareness of student needs and school interventions offer at site	# of students referred for each category # of parents attending	Every 12 weeks	See 1.0	See 1.0	See 1.0

Proposed: Year 2: July 1, 2018 – June 30, 2019

Area of Focus	2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
2.1 Meaningful Partnerships: Parent Empowerment and supplies	Increase parent empowerment through informational meetings and academic conferences that encourage parent and teacher and school relationships.	# of parents contacted # of meetings coordinated # of parents attending	Every 12 weeks	$720 $700 $22 $500 $384	Title 1 Title 1 Title 1 Title 1	50647 (43200) Non Instructional Material 50647 (43400) Parent Meeting 50647 (44000) Equipment 50647 (57150) Duplicating
2.2 Meaningful Partnerships: Parent and School Communication - Translation and Babysitting	Provide parents with support and resources that empowers them be engaged in their student's learning such as parent conferences, communication, after school academic focused activities	# of parent conferences # of parents attending # of parent contacts occurrences (e.g. email, telephone, face to face)	Every 12 weeks	See 1.0	See 1.0	See 1.0
2.3 Meaningful Partnerships: Student Attendance/Behavior/Academic Accountability- CARE/SAP/SST/Retention	Provide parents with notification and awareness of student needs and school interventions offer at site	# of students referred for each category # of parents attending	Every 12 weeks	See 1.0	See 1.0	See 1.0

Proposed: Year 3: July 1, 2019 – June 30, 2020

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
3.1 Meaningful Partnerships: Parent Empowerment and supplies	Increase parent empowerment through informational meetings and academic conferences that encourage parent and teacher and school relationships.	# of parents contacted # of meetings coordinated # of parents attending	Every 12 weeks	$720 $700 $22 $500 $384	Title 1 Title 1 Title 1 Title 1	50647 (43200) Non Instructional Material 50647 (43400) Parent Meeting 50647 (44000) Equipment 50647 (57150) Duplicating
3.2 Meaningful Partnerships: Parent and School Communication - Translation and Babysitting	Provide parents with support and resources that empowers them be engaged in their student's learning such as parent conferences, communication, after school academic focused activities	# of parent conferences # of parents attending # of parent contacts occurrences (e.g. email, telephone, face to face)	Every 12 weeks	See 1.0	See 1.0	See 1.0
3.3 Meaningful Partnerships: Student Attendance/Behavior/Academic Accountability-CARE/SAP/SST/Retention	Provide parents with notification and awareness of student needs and school interventions offer at site	# of students referred for each category # of parents attending	Every 12 weeks	See 1.0	See 1.0	See 1.0

Section V: School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current makeup of the SSC is as follows:

Name of Members	Start Term	End Term	Principal	Classroom Teacher	Other School Staff	Parent or Community Member
Lorie Linberger					x	
Qawiy Ali				x		
Gintell Dunlap				x		
Socheata Tuon				x		
Myra Machuca			x			
Alejandra De Los Santos						x
Irma Alvarado						x
Claudia Martinez						x
Maria Arroyo						X
Claudia Martinez						X
Numbers of members of each category:			1	3	1	5

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Section VI: Budget Allocation Spreadsheets

SCHOOL NAME: NIGHTINGALE ELEMENTARY
Revised Preliminary Allocations 2017-18 with 2016-17 Carryover
2017-2018

	Object	Description	FTE	Title 1 50647 Parent Involvement	Title 1 50643 InstructionaL-General	Title 1 50645 Extended Day /Year	TOTAL BUDGET	SPSA Alignment (Goal - Line)
Personnel Cost-Including Benefits								
	11500	Teacher - Add Comp			8,828		$ 8,828.00	Goal 1 - 1
	11700	Teacher Substitute			20,000		$ 20,000.00	Goal 1 - 1
	12151	Counselor					$ -	
	13201	Assistant Principal					$ -	
	19101	Program Specialist					$ -	
	19101	Instructional Coach			53,602		$ 53,602.00	Goal 1 - 1
	19500	Instr. Coach-Add Comp					$ -	
	21101	Instructional Assistant					$ -	
	21101	CAI Assistant					$ -	
	21101	Bilingual Assistant					$ -	
	24101	Library Media Clerk					$ -	
	29101	Community Assistant					$ -	
		Additional Comp/Hourly					$ -	
		Montessori Assistant					$ -	
		TOTAL PERSONNEL COST		$ -	$ 82,430.00	$ -	$ 82,430.00	
Books & Supplies								
	42000	Books					$ -	
	43110	Instructional Materials					$ -	
	43200	Non-Instructional Materials		720			$ 720.00	Goal 3 - 1
	43400	Parent Meeting		722			$ 722.00	Goal 3 - 1
	44000	Equipment		500	15,300		$ 15,800.00	Goal 3 - 1; Goal 1 - 1
	43150	Software					$ -	
		Sub-Total-Supplies		$ 1,942.00	$ 15,300.00	$ -	$ 17,242.00	
Services								
	57150	Duplicating		384			$ 384.00	Goal 3 - 1
	57250	Field Trip-District Trans					$ -	
	57160	Nurses					$ -	
	57400	CorpYard					$ -	
	56590	Maintenance Agreement					$ -	
	56530	Equipment Repair					$ -	
	52150	Conference			17,000		$ 17,000.00	Goal 1 - 1
	59140	Telephone					$ -	
	58450	License Agreement					$ -	
	58720	Field Trip-Non-District Trans					$ -	
	58920	Pupil Fees					$ -	
	58100	Consultants-instructional					$ -	
	58320	Consultants-Noninstructional					$ -	
		Sub-total-Services		$ 384.00	$ 17,000.00	$ -	$ 17,384.00	
		Total		$ 2,326.00	$ 114,730.00	$ -	$ 117,056.00	
		Differential		-	-		-	
		2016-17 Carryover		22	31,185		31,207	
		Revised 2017-18 Allocation		2,304	83,545		85,849	
				2,326	114,730		117,056	

SCHOOL NAME: NIGHTINGALE ELEMENTARY
Preliminary Budget Allocation - LCFF
2017-2018   <mark>Refer to LCAP</mark>

	Object	Description	FTE	LCFF/SCE 23030 InstructionaL-SCE/General	LCFF/SCE 23031 Extended Day/Year	TOTAL BUDGET	SPSA Alignment (Goal - Line)
Personnel Cost-Including Benefits							
	11500	Teacher - Add Comp				$ -	
	11700	Teacher Substitute				$ -	
	12151	Counselor				$ -	
	13201	Assistant Principal				$ -	
	19101	Program Specialist				$ -	
	19101	Instructional Coach				$ -	
	19500	Instr. Coach-Add Comp				$ -	
	21101	Instructional Assistant				$ -	
	21101	CAI Assistant				$ -	
	21101	Bilingual Assistant				$ -	
	24101	Library Media Clerk				$ -	
	29101	Community Assistant				$ -	
		Additional Comp/Hourly				$ -	
						$ -	
		TOTAL PERSONNEL COST		$ -	$ -	$ -	
Books & Supplies							
	42000	Books				$ -	
	43110	Instructional Materials				$ -	
	43200	Non-Instructional Materials				$ -	
	43400	Parent Meeting				$ -	
	44000	Equipment				$ -	
	43150	Software				$ -	
		Sub-Total-Supplies		$ -	$ -	$ -	
Services							
	57150	Duplicating				$ -	
	57250	Field Trip-District Trans				$ -	
	57160	Nurses				$ -	
	57400	CorpYard				$ -	
	56590	Maintenance Agreement				$ -	
	56530	Equipment Repair				$ -	
	52150	Conference				$ -	
	59140	Telephone				$ -	
	58450	License Agreement				$ -	
	58720	Field Trip-Non-District Trans				$ -	
	58920	Pupil Fees				$ -	
	58100	Consultants-instructional				$ -	
	58320	Consultants-Noninstructional				$ -	
		Sub-total-Services		$ -	$ -	$ -	
		Total		$ -	$ -	$ -	
		Differential		-		-	
		<mark>**Allocations**</mark>				-	