

School Plan for Student Achievement (SPSA)

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) follow the template in the SPSA Template instructions.

CSI Instruction:

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Comprehensive Support and Improvement (CSI) planning requirements follow the template in the SPSA Template instructions.

ATSI Instruction:

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Additional Targeted Support and Improvement (ATSI) planning requirements follow the template in the SPSA Template instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Nightingale Elementary	39686766042725	05/17/2024	06/25/2024

Plan Description

Briefly describe your school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

All School goals, strategies and activities are in alignment with Stockton Unified School District's LCAP Goals and priorities. Through LCFF the school will design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning.

Educational Partner Involvement

How, when, and with whom did your school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Nightingale Charter collaborates with educational partners through School Site Council, Leadership Team, and Advisory Groups. Stakeholders include parents, teachers, staff, and community members. The School Site Council regularly convenes throughout the year to review and analyze site performance measures and community feedback. School Site Council also formally evaluates SPSA implementation and effectiveness through periodic progress checks and a final

Annual Review. Summary of evaluations, data analysis, surveys, empathy interviews, and educational partner input are documented in a Comprehensive Needs Assessment. The method used for conducting a Root Cause Analysis to identify priorities listed in the CNA was the Whys. School Site Council collaboration, feedback, and review sessions also informed decision making and planning for potential SPSA modifications and improvement.

School Site Council convened on the following dates to address actions noted:

9/15/23, 10/20/23, 11/17/23, 1/26/24, 2/16/24, 3/15/24.

Staff Meetings:

08/01/23, 08/07/23, 02/06/24, 04/16/24

Leadership Meetings: Nightingale Charter Leadership Team meets before the start of the year and monthly:

Leadership meeting 23-24 SY - 7/27/23, 8/8/23, 9/5/23, 10/3/23, 12/5/23, 12/19/23, 1/11/24, 2/6/24, 3/5/24, 5/15/24

Cindi Leadership Days 23-24 SY -11/4/23, 12/4/23, 1/6/24, 4/23/24 PLC Leadership 23-24 SY -1/31/24-2/1/24, 3/12/24-3/13/24, 5/7/24-5/8/24

ELAC Meetings: The advisory ELAC Group convened reviewed and offered input on the following dates:

10/26/23, 11/30/23, 2/24/24, 4/25/24.

Comprehensive Needs Assessment Process

Comprehensive Needs Assessment Process Summary

Nightingale Charter collaborates with educational partners through School Site Council, Leadership Team, and Advisory Groups. Stakeholders include parents, teachers, staff, and community members. The School Site Council regularly convenes throughout the year to review and analyze site performance measures and community feedback. School Site Council also formally evaluates SPSA implementation and effectiveness through periodic progress checks and a final Annual Review. Summary of evaluations, data analysis, surveys, empathy interviews, and educational partner input are documented in a Comprehensive Needs Assessment. The method used for conducting a Root Cause Analysis to identify priorities listed in the CNA was the Whys. School Site Council collaboration, feedback, and review sessions also informed decision making and planning for potential SPSA modifications and improvement.

School Site Council convened on the following dates to address actions noted: 9/15/23, 10/20/23, 11/17/23, 1/26/24, 2/16/24, 3/15/24, 4/19/24, 5/17/24 and 5/31/24

Staff Meetings: 08/01/23, 08/07/23, 02/06/24

Leadership Meetings: Nightingale Charter Leadership Team meets before the start of the year and monthly.

ELAC Meetings: The advisory ELAC Group convened reviewed and offered input on the following dates: 10/26/23, 11/30/23, 2/24/24, 4/25/24.

Staffing and Professional Development

Staffing and Professional Development Summary

STAFFING AND PROFESSIONAL DEVELOPMENT

Nightingale currently has 23 teachers in the K-8 setting. Nineteen of our teachers are fully credentialed and three are in the process of completing their credential. Overall, the current teaching staff has an average of 10 years of teaching experience with nine staff members having at least 15 years of experience or more. The race/ethnicity breakdown of the certificated staff is 36% Hispanic, 22% Caucasian, 22% Asian, and 13% African-American.

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

Teacher collaboration at the school site is partially driven by The Leadership Team. Over the summer the Leadership Team decided to focus on raising ELA and Math Scores. Part of collaboration time can be spent working in vertical teams to address how to do that whole school. The other time often centers on data analysis based on formative and informal assessment creation and analysis, and determining performance gaps and discussing strategies/techniques to address these gaps. As our charter has a Project-Based Learning focus, this time is also often spent developing project-based learning units based on upcoming standards and/or reflecting on completed project-based learning units for improvement.

Status of meeting requirements for highly qualified staff (ESEA)

Nightingale currently has 23 teachers in the K-8 setting. Nineteen of our teachers are credentialed and three are in the process of completing their credential. Overall, the current teaching staff has an average of 10 years of teaching experience with nine staff members having at least 15 years of experience or more. The race/ethnicity breakdown of the certificated staff is 36% Hispanic, 22% Caucasian, 22% Asian, and 13% African-American.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Nightingale Charter and Stockton Unified both prioritize professional development and collaboration among their staff members. The regular meetings and collaboration time at Nightingale Charter ensure that staff members have dedicated opportunities to discuss important matters and work together to improve teaching practices. Meanwhile, Stockton Unified District-wide professional development days offer additional opportunities for growth and learning, focusing on a variety of relevant topics based on the needs and input of the teachers themselves. This comprehensive approach to professional development can contribute greatly to the overall effectiveness of the educational program.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Nightingale Charter's Leadership Team is proactive in identifying areas for improvement and guiding teacher collaboration towards achieving those goals. Focusing on raising ELA and Math scores shows a commitment to academic excellence. The use of vertical teams to address these subjects across grade levels facilitates a cohesive approach to instruction and curriculum alignment.

Data analysis plays a crucial role in informing instructional decisions, and it's commendable that the collaboration time involves examining formative and informal assessments to identify performance gaps. This data-driven approach enables teachers to tailor their strategies and interventions to meet the needs of individual students or groups.

Integrating Project-Based Learning (PBL) into the collaboration time aligns well with Nightingale Charter's focus. PBL can be a highly effective method for engaging students and promoting deeper understanding of content. Developing PBL units based on upcoming standards or reflecting on completed units for improvement demonstrates a commitment to enhancing the quality of instruction and student learning experiences.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches)

(EPC)

Overall, the combination of focused goals, data analysis, and PBL integration in teacher collaboration time reflects our comprehensive approach to professional development and instructional improvement at Nightingale Charter. Teachers are also able to collaborate with our instructional coach to discuss curriculum and strategies in the classroom. The opportunity to co-plan and co-teach with the instructional coach are also offered.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

The use of vertical teams to address these subjects across grade levels facilitates a cohesive approach to instruction and curriculum alignment.

Equity

Equity is a fundamental principle at Nightingale Charter, ensuring that all students have access to the resources, support, and opportunities they need to succeed, regardless of their background, identity, or circumstances. We recognize and address systemic barriers and disparities that may exist in our educational system to ensure fairness and inclusivity for all our students.

By prioritizing equity in our policies, practices, and decision-making processes, Nightingale Charter can create more inclusive and supportive learning environments where every student has the opportunity to thrive.

Staffing and Professional Development Strengths

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

Nightingale has also offered staff the opportunity to work on Trauma Based Instruction with Angela Beyer. During these sessions, teachers were offered additional compensation for afternoon sessions or by being given a sub during their contract day. Teachers engage in whole group presentations demonstrating how trauma affects the brain and makes it difficult to comprehend information while in times of crisis. After the whole group presentations were completed, Mrs. Beyer began working with individual grade levels to improve front loading and instructional techniques for higher levels of understanding. The teachers began implementing this training right away.

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

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

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

Needs Statements Identifying Staffing and Professional Development Needs

Needs Statement 1 (Prioritized): Expanding Project-Based Learning opportunities at Nightingale Charter. Per teacher survey less than 25% of teachers are completing the required 3 PBLs per school year, one per trimester. Root Cause/Why: Many of our teachers lack the necessary resources, including time restraints, funding, and professional development, to effectively implement PBLs in their classrooms. Limited access to training impedes teachers' ability to design and facilitate meaningful project-based experiences for their students.

Needs Statement 2 (Prioritized): 36% of our students are proficient in reading comprehension and 27% of our students met the proficiency in vocabulary. Nightingale needs to provide explicit instruction in comprehension strategies, including active reading, questioning techniques, vocabulary development, and metacognitive strategies to support students in constructing meaning from texts independently. Root Cause/Why: Some educators may lack the necessary training, instructional strategies, and resources to effectively teach comprehension skills. Professional development opportunities focused on evidence-based practices, instructional coaching, and collaboration among teachers can enhance educators' capacity to support students' comprehension development.

Teaching and Learning

Teaching and Learning Summary

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

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

Assessments to modify instruction and improve student achievement

In the 22-23 school year all students took a diagnostic/benchmark assessment three times throughout the year. Students in grades K-8 took the I-Ready Assessment in reading and math. When comparing preliminary data from Fall to Spring, the percentage of students performing at or above grade level in Reading increased by 25%. For math, the percentage of students performing at or above grade level increased by 25%. Respectively, the percentage of students performing 2 or more grade levels below decreased in reading by 9% and decreased by 17% in math. The I- ready individualized pathways in both reading & math help close the learning gaps for students. Students are also offered small group differentiation in ELA as part of the integrity of the program design, as well as, after school tutoring. Students in grades 3 – 8 took the CAASPP assessment in English Language Arts & Math this year, and students in grades 5 and 8 took the CAST assessment. The CAASPP assessment in English Language Arts indicated a 4% decline from 28% proficiency to 24% proficiency. The CAASPP assessment in Math also indicates a decline of 2% from 21% to 19%. These results indicated that 5th and 6th grade had the highest percent on grade level while an area of concern was 8th grade who had the lowest percent on grade level.

All English Learner students new to California took the initial ELPAC assessment. All remaining EL students were administered the summative ELPAC.

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

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

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

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

Adherence to recommended instructional minutes for reading/language arts and mathematics (K-8) (EPC)

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

Lesson pacing schedule (K-8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The district provided resources and materials as a recomended pacing guide for all teachers. Schools have the flexibility to create master scheduled based on the needs of their students.

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

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

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

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

Services provided by regular program that enable underperforming students to meet standards (ESEA)

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

Evidence-based educational practices to raise student achievement

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

Teaching and Learning Strengths

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

Needs Statements Identifying Teaching and Learning Needs

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

Parental Engagement

Parental Engagement Summary

Resources available from family, school, district, and community to assist underachieving students (ESEA)

Nightingale Charter is committed to increasing parent and family participation and engagement in our student's education to foster a positive school culture and climate for parents, families, and students. Nightingale's parent liaison will continue to bridge the communication gaps between parents, staff, and students to encourage parental engagement in school activities and volunteering on campus.

All communication from the school is generally translated into Spanish, and meetings have a translator or are conducted in a second language. Phone messages are sent in both English and Spanish.

Our school offers various resources to support parents and families in our school and community, including:

- An established Family Resource Center, with a full-time parent liaison, provides daily bilingual support to assist parents and families in finding resources, navigating the education system, and communicating with teachers and staff.
- Our Parent Liaison and community stakeholders offer workshops on nutrition, family wellness, positive parenting, and classroom assistance.
- Social-emotional support in partnership with our counselor, mental health specialist, and school psychologist.
- Referrals to the district and community-based Social Emotional Support resources.

We regularly organize events and meetings for parents to participate and gain insight into their child's progress and accomplishments. Our goal is to encourage and support families throughout this process. That includes:

- Back to School Night
- Coffee with the Principal Meetings focusing on academics, attendance, and safety
- Parent Coffee Hours
- SSC
- ELAC
- Positive Discipline Parenting Program
- Project Based Learning (PBL) Showcases
- Nightingale Academic Teacher Teams (NATT) Meetings
- Family Literacy Nights
- Award assemblies for honor roll, character traits, and perfect attendance
- Parent Volunteers
- · Open House
- IEPs/SSTs/CARE team meetings

Additionally, Parents and families are well informed through:

- Information packets sent home
- Regular progress reports
- · School Website / Facebook
- Blackboard Mass Communication
- Family Resource Monthly Calendar
- · Teacher Emails / Class Dojo / Remind
- Personal Connection

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp program

The School Site Council is open to parents, community members, teachers, and other staff. The English Learner Advisory Committee (ELAC) evaluates and recommends the EL Plan/SPSA. Our SSC and ELAC are vital in creating and revising our SPSA. We regularly revisit our SPSA at our SSC and ELAC meetings, discussing the budget, goals, student achievement, available support, and more.

We reviewed our SPSA monitoring tool with our committee during our latest SSC meeting. This allowed them to assess our progress towards achieving last year's goals, identify areas where we need to improve and recognize where we have achieved success. In addition, parents can provide their feedback on the plan during coffee hours and parent meetings.

Parent participation rates are measured through sign-in sheets during in-person meetings, online sign-in during Zoom meetings, and the visitor sign-in book. Parents and guardians actively participate in their child's academic achievements and school performance during Nightingale Academic Teams (NATT) and award assemblies. NATT meetings occur twice a year, and all parents are invited to attend a class-wide meeting with the teacher and other parents in the classroom. During these meetings, parents are taught at least two academic skills to work on with their child at home. Parents also meet individually with the teacher as part of the NATT to discuss progress on goals. Additionally, parents are given a survey during this time to assess school culture/climate and the best times and days to hold meetings.

Teachers typically hold formal parent-teacher conferences and frequent informal meetings at least once a year.

Surveys were conducted in our ELAC and Coffee Hour meetings, and they determined that parents wanted Nightingale Charter to resume offering ESL, parenting education, and academic support classes for the 24-25 SY.

Parental Engagement Strengths

- Our Parent Liaison has been actively engaging with parents, empowering them to participate more in their child's education. This includes providing interpretation services for parent-teacher conferences, facilitating communication between parents and teachers, arranging after-school academic activities (NATT), conducting parent training workshops, organizing parent meetings, hosting Parent Coffee Hours, and encouraging parents to volunteer. We aim to maintain a positive direction and enhance opportunities for a healthy school environment with high expectations for students and parents the following year.
- The scope of parent engagement has broadened to include extracurricular activities, classroom volunteering, and lunchtime assistance, which has ultimately benefited our students.

Needs Statements Identifying Parental Engagement Needs

Needs Statement 1 (Prioritized): To address this situation, we will make our African American/Black families feel welcome and to connect with this student population. To bridge these gaps, we will be addressing our families by encouraging them to be on campus and grow our African American/Black Parent Advisory Committee. Furthermore, we also address academic concerns in our NATT meeting provided by each teacher twice a year. Root Cause/Why: According to our ATSI Report, we have one identified subgroup that is struggling to attend school on a daily basis. The California Dashboard for the 2022-23 school year, our African American/Black students made up 2% of our total student population and 21.43% of our chronic absenteeism rate. Unfortunately, this school year, this subgroup's chronic absenteeism rate increased by 14.05% to 35.48%.

School Culture and Climate

School Culture and Climate Summary

Nightingale is a small K-8 neighborhood charter with approximately 420 students. We have an open enrollment policy. Anyone who lives within Stockton Unified School District is welcome to apply. At Nightingale we believe that education should be led by those who are continuous learners and that education should be differentiated, fun, full of life experiences and collaborative. As lifetime learners, teachers regularly attend various professional developments provided by the district and the school site to enhance their teaching skills. All staff members began professional development in the areas of Trauma Based Instruction. During this time they began learning and implementing teaching practices to ensure ways to reach students experiencing trauma in their lives and simple ways to frontload information so that at the time of instruction, they would be able to acquire information more readily. Furthermore, a group of teachers will go to the AVID Summer Institute this summer in Sacramento and attend district provided PLC training. Included in our Charter is the use of Project Based Learning which includes classroom presentations where students from all other grade levels are able to go into the classrooms to interact with the presenting classes' PBL projects. Parents and community are invited to our yearly PBL Showcase(prior to Covid) as well as some classroom-based presentations

Of the 32 suspensions through the end of April 2024, 9 have been on the playground, 6 have been in the cafeteria, 11 in classrooms, 2 in the hallways and 3 have been on off campus areas/parking lot. To address the problems on the playground, we have included our CSA and Noon Duties in our Trauma Based Instruction that is geared towards actively monitoring students, keeping aware of certain activities, and engaging students in restorative conversations. We continue a policy of 2 students only in the restroom at a time. To address the playground suspension rate, our CSA has begun monitoring recess times with the teachers as additional support. Also, we would like to ensure that our beginning of the year routines are also done upon the return of Winter and Spring Breaks to serve as a reminder for all students.

Furthermore, the school counselor proactively delivers comprehensive classroom lessons on bullying prevention and kindness, these lessons play a pivotal role in nurturing a positive school culture. When students require assistance in addressing behavioral concerns, they are promptly triaged and referred to the school counselor by the assistant principal. The school counselor initiates small group sessions tailored to address these behavioral challenges effectively. This proactive and personalized approach not only fosters a supportive environment but also empowers students to overcome obstacles and thrive academically and socially.

Surveys (students)

Nightingale Students participate in the district wide School Culture and Climate Surveys. We review this data to ensure that students are feeling safe at school. We also take into consideration their feedback in the areas of bullying, and having at least one adult on campus that they feel comfortable to go to with any concerns they may have.

Values

We at Nightingale Charter believe that it is critical to be lifelong learners. As such, our teachers and staff members are continually engaged in Professional Development given by the district and provided by the school site. We also value the need to include 21st Century Skills into daily academic tasks so we can prepare our young scholars to engage in respectful collaboration, communication, critical thinking, and creativity.

Beliefs

We believe that all children can learn. Our teachers' scaffold lessons, give additional support, and engage students in small group instruction

Equity-Opportunity and Equal Access

Nightingale provides a variety of ways to support our students, academically, physically, and emotionally. We have composed a CARE group to support and evaluate students who are in need of Tier II or higher supports. This could range from have a 1:1 check-in to being referred to Tier III services. At Nightingale we ensure that students come first and it is our responsibility to exhaust all resources available at the school site prior to referring to higher levels of support. Academics and students' overall wellness is our first priority.

In our ATSI report, Nightingale has one targeted subgroup, Black/African American, which makes up 8.7% of our student population. According to our chronic absenteeism bi-monthly report, as of June 3, 2023, this subgroup makes up 2% of our total student population. Of the 2%, our African America/Black subgroup makes 48.65% of their subgroup total chronic absenteeism for the 2022-23 school year. Also, 16.2% of our Black/ African American subgroup accounts for 6.9% total students suspended for the 2022-23 school year. To address the disproportionality of this subgroup, we at Nightingale have put into place several interventional strategies. We feel it is necessary to include, building of foundational skill, culture and climate, as well as lessen chronic absenteeism rates.

To rectify these areas of need, we use parent meetings, student check-in/check-outs, and an academic meeting forum called NATT, Nightingale Academic Teacher Teams. Our NATT meeting with parents is to explain data, student standing and goal setting to parents about their individual students. It also addresses what parents can do at home to help bridge the gap with student foundational skills. To further address the need to improve culture and climate and establish bonds with those students in greatest need, we have implemented a check-in/check-out process. It has become evident that when students feel connected or a part of the school, they tend to attend school more often, decreasing the chronic absenteeism and suspension rates. Furthermore, to reach our African American/Black families, we intend on encouraging this group of families to engage in the school's African American/Black family advisory group.

School Culture and Climate Strengths

Nightingale Charter, nestled in south Stockton, fosters a tight-knit community where every student thrives. The school pulls the majority of students from the neighborhood as there is no bussing or transportation provided by the district. Our school has an active PLUS Group (Peer Leaders Uniting Students) and participates in a variety of activities to enlighten students on topics like bullying prevention and school spirit with rallies. Through initiatives like PLUS and events like rallies, we promote leadership and unity. We celebrate Kindness Month, Mental Health Awareness Month, and host a Cultural Diversity Fair, enriching our community with empathy and understanding. Due to its size, our students usually benefit from smaller class sizes and our teachers all know one another fairly well. This allows for collaboration and communication that spans grade levels and leads to personalized support for every student academically and emotionally.

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

Also, our parent liaison has continued to work on increasing parent involvement in our community. Through the parent liaison, we have been able to strengthen our ELAC committee and Parent Coffee Hours. We have also been able to bring parenting classes and volunteers who are cleared through the Be A Mentor process. For the 2024-2025 school year parents have requested that we add Nutrition and English classes for them on site.

Needs Statements Identifying School Culture and Climate Needs

Needs Statement 1 (Prioritized): To further address the need to improve culture and climate and establish bonds with those students in greatest need, we have implemented a check-in/check-out process. It has become evident that when students feel connected or a part of the school, they tend to attend school more often, decreasing the chronic absenteeism and suspension rates. **Root Cause/Why:** According to the California Dashboard for the 2022-23 school year, our African American/Black students made up 2% of our total student population. Yet, they are disproportionately suspended and continued to make up 10.7% of our suspension rate.

Goals, Strategies, Expenditures, & Annual Review

Complete a copy of the Goal table for each of the school's goals. Duplicate the table as needed.

LCAP Goal

Goal 1: Student Achievement

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

Goal 1.1

School Goal for ELA/ELD:

By June 30th, 2025, Nightingale Charter will increase the percentage by 5% of students that are on grade level from our iReady Spring Diagnostic data 2024 to our iReady Spring Diagnostic data 2025.

School Goal for Math:

By June 30th, 2025, Nightingale Charter will increase the percentage by 5% of students that are on grade level from our iReady Spring Diagnostic data 2024 to our iReady Spring Diagnostic data 2025.

Identified Need

Expanding Project-Based Learning opportunities at Nightingale Charter. Per teacher survey less than 25% of teachers are completing the required 3 PBLs per school year, one per trimester.

36% of our students are proficient in reading comprehension and 27% of our students met the proficiency in vocabulary. Nightingale needs to provide explicit instruction in comprehension strategies, including active reading, questioning techniques, vocabulary development, and metacognitive strategies to support students in constructing meaning from texts independently.

There is a need to improve & maintain student growth with increased rigor and consistency across all content areas and student programs as it relates to instructional planning, lesson delivery & assessment/data analysis.

Annual Measurable Outcomes

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Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percent of students performing at grade level or above according to the iReady Spring Diagnostic.	ELA 35% Math 30%	ELA 40% Math 35%
Percent of students performing and meeting their annual stretch growth according to the iReady Spring Diagnostic.	ELA 27% Math 19%	ELA 30% Math 22%
Percent of students performing and meeting their annual typical growth according to the iReady Spring Diagnostic.	ELA 54% Math 47%	ELA 59% Math 52%

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

Strategy/Activity 1.1.1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Professional Development

To provide professional learning opportunities to all staff in the improvement of students' academic success in all content areas. This is to include training, conferences, and coaching involving core curriculum, district curriculum, PBL, AVID, integrated ELD, designated ELD strategies, and other professional development, such as Trauma Based Instruction, that assist with student academic success.

(LCAP 2.4) Increase and/or improve to unduplicated pupils' access to teachers, administrators, and paraprofessionals with professional development, support, and training to recruit and retain high needs specialized positions, existing teachers, new teachers, and administrators focused on building capacity and implementing systemic structures and practices that will increase and/or improve student achievement.

Instructional Coaches: Instructional coaches supporting school sites providing high quality first instruction, English Language Development, and implementation of state-standards aligned curriculum.

Funding Source:

1 @ 1.0 FTE Instructional Coach

0.40 - District Initiative (Title 1 District)

0.60 - General Charter Funds (LCFF)

Trauma Based Instruction (Title 1)

Metric for Progress Monitoring: # of Professional Development Attended # of Staff Participating

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$25,000	50643 - Title I
\$10,766	50643 - Title I

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

Strategy/Activity 1.1.2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

English Learner Support

To provide student groups with academic additional support. This includes English Learners, Socio-Economic Disadvantaged, and At-Risk with intervention and supplemental academic support while fostering academic success in English Language Development (ELD) and ALL academic areas. Provide additional support to students not at grade level.

(LCAP 1.3) Instructional support for English Learner students through increased teacher and paraprofessional professional development, bilingual instructional support, translation services and purchasing of supplemental materials for students/parents. Professional development and implementation of learning supports the district's English Learner master plan and direct supportive services by Language Development Office staff to increase or improve services for student achievement.

Bilingual instructional program support for K-8th grade students: Bilingual assistant in-class learning support for English learners focused on increasing or improving the supplemental learning support provided within the classroom, during lessons and one-on-one/small group setting.

EL Site Coordinator will administer local assessment & ELPAC to provide English Learner data analysis for identifying differentiation support resources, targeting small group ELD instruction, and monitoring EL progress. Coordinator will also align supplemental programs, extended day, and extended year programs to support English Learners in making progress towards English language proficiency. As part of ongoing ELD instructional support, the coordinator will facilitate professional development and collaboration to improve ELD integration and effective instructional practices.

Funding Source:

Teacher on Special Assignment TOSA (LCFF) Expanded Learning Opportunities Program (ELOP) District Multicultural After School Program (MASP) General Charter Funds Local Control Funding Formula (LCFF)

Metrics for Progress Monitoring: ELPAC scores,

English Learner Progress Indicator (Percent of English Learners making growth towards English proficiency), number of students Reclassifying as English Fluent Proficient, number of students at risk (Designated as Long Term English Learners).

Proposed Expenditures for this Strategy/Activity

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

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

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

Strategy/Activity 1.1.3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

PLC

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

(LCAP 1.5) Professional development for school site administrators, teachers, and instructional staff focused on best practices, Professional Learning Communities and processes, instructional cycles and assessments, analysis of student data, and strengthening collaboration between educators and community supporting all student academic achievement.

Funding Source:

Local Control Funding Formula (LCFF)

General Charter Funds

of Teacher Collaboration Time meetings

of Hours Above and Beyond (Paid)

Proposed Expenditures for this Strategy/Activity

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

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

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

Strategy/Activity 1.1.4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Supplemental Programs and Resources

Student manipulatives, learning resources, supplemental materials, instructional material and resources (including science, technology, equipment and other material) to support core instruction. Such as intervention programs, project materials, equipment, and technology. Additional materials and resources will help achieve academic achievement and success in the general education classroom.

(LCAP 1.2) Provide students with access to hands on project-based learning connecting them to opportunities supporting college and career readiness. Develop STEM programs and project resources for professional development in NGSS and to increase student science achievement. College and Career Readiness is inclusive of Career Technical Education (CTE) Pathway participation and completion, student apprenticeships with local business, increased dual enrollment course offerings.

Funding Source: Local Control Funding Formula (LCFF) General Charter Funds

Proposed Expenditures for this Strategy/Activity

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

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

Annual Review

SPSA Year Reviewed: 2023-2024 Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Nightingale Charter has implemented strategy 1.1.1 into full direct implementation at our school site. This includes offering direct support services to our teachers, providing teachers with curriculum related materials, and promoting professional development opportunities to support growth in our teachers' instructional strategies. Nightingale Charter continues to implement strategy 1.1.2 into full direct implementation that allows our students in various subgroups to access academic intervention and supplemental support to meet their educational needs. This includes offering after school tutoring hours to our teachers that come from various allocated budgeted resources meant to support this strategy. Nightingale Charter continues to implement strategy 1.1.3 offering professional learning community (PLC) professional development opportunities that allow our teachers to support our teacher planning, data analysis, and broaden teacher collaboration times to promote excellent teaching practices. Nightingale Charter continues to support strategy 1.1.4 into full effect allowing our students to access instructional materials and resources allocated for project-based learning (PBL) in our classrooms. This includes purchasing materials related to project-based learning lessons that are tailored to include California content standards and support direct instruction to our students while working on projects that promote learning. Nightingale Charter does not have a transitional kindergarten program as stated in strategy 1.1.5, which correlates with the district's early childhood education program which is a centralized service. At this time, no more information is made available to over implementation of strategy 1.1.5.

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

Strategy/Activity 1.1.1 is implemented into full effect, and has not exceeded what the original funds allocation indicated as this goal is funded directly through Nightingale Charter general funds, or LCAP. Strategy/Activity 1.1.2 is implemented into full effect, and budgeted expenditures did not exceed as initially

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Strategy/Activity 1.1.1 will be updated to reflect the current service implementation of collaboration and support in the general education classroom for project-based learning (PBL) lessons to promote academic participation and success. (# of PBL Lessons Supported, # of teachers requiring support for PBL lessons) Strategy/Activity 1.1.2 will not be updated at this time due to current implementation and overall success of offering supplemental academic support and instruction to various subgroups at Nightingale Charter. Strategy/Activity 1.1.3 will be updated to include new metrics that allow Nightingale Charter to provide additional data for overall direct implementation. (# of PLC district meetings, # of PLC related services) Strategy/Activity 1.1.4 will be updated to add metrics needed for data collection purposes and monitor overall direct implementation to support Nightingale Charters overall project-based learning (PBL) lessons. (# of PBL request for materials, # of PBL projects, # of PBL lessons) Strategy/Activity 1.1.5 will be deleted from Goal 1 as Nightingale Charter does not have transitional kindergarten on site, and this goal correlates with the districts early childhood education centralized services.

LCAP Goal

Goal 2: Safe and Healthy Learning Environments

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

Goal 2.1

School Goal for Suspension:

By June 2025, Nightingale Charter will decrease the percentage of students suspended from 6.3XX% to 5.3XX%; a decrease as measured by suspension data according to CALPADS and California Dashboard.

Identified Need

To further address the need to improve culture and climate and establish bonds with those students in greatest need, we have implemented a check-in/check-out process. It has become evident that when students feel connected or a part of the school, they tend to attend school more often, decreasing the chronic absenteeism and suspension rates.

Annual Measurable Outcomes

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

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

Strategy/Activity 2.1.1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

PBIS

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

(LCAP 2.1) Increase and/or improve unduplicated pupil access to Multi-Tiered System of Supports (MTSS) to individual students, classrooms, school-wide efforts, families, and community. There will be a focus on high quality first instruction, systems, and practices to improve student responsiveness and alignment between academic, behavioral, and/or social-emotional supports specific to their unique needs. Provide Positive Behavior Interventions and Support (PBIS) to impact positive relationship building, cultivate connectedness between students/family/school, and nurture student mental health and overall well-being.

Funding Source:

Local Control Funding Formula (LCFF)

General Charter Funds

of Discipline Incidents

of Suspensions

of In-School Suspension/Admin Timeout

Proposed Expenditures for this Strategy/Activity

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

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

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

Strategy/Activity 2.1.2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

PLUS Leadership

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

(LCAP 3.5) Increase and/or improve unduplicated pupil access to leadership experiences, career & technical student organizations, student clubs & activities, and collaborative academic learning focused on acquiring positive and inclusive experiences, developing leadership skills, and contributing to positive and equitable school cultures.

Student Leadership & Engagement Experiences: Peer Leaders Uniting Students (PLUS) program experience provide increased or improved access to students focused on leadership skills, student engagement, positive and inclusive school culture and climate, providing students with opportunities to have their voices heard and be the drivers of developing academic learning environments that are inclusive and equitable focused on developing student leadership skills.

Funding Source:

Local Control Funding Formula (LCFF)

of PLUS Forums

of Students Participating in Forums

of PLUS Leaders

of PLUS Meetings Held

of Results from the California Healthy Kids Survey

Proposed Expenditures for this Strategy/Activity

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

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

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

Strategy/Activity 2.1.3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Attendance

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

(LCAP 3.4) Increase attendance and reduce chronic absenteeism to address the needs of students not demonstrating academic proficiency due attendance, with contributing factors such as trauma, mental health concerns, nutrition and health related issues, chronic stresses, concerns for safety, and other varied experiences. Additional supports, resources, motivators or personnel may be required to help to address

underlying factors contributing to absenteeism.

Funding Source: Local Control Funding Formula (LCFF) General Charter Funds

of academic prizes given

of behavior prizes given

of attendance prizes given

Proposed Expenditures for this Strategy/Activity

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

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

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

Strategy/Activity 2.1.4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Professional Development

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

of trainings offered

Proposed Expenditures for this Strategy/Activity

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

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

Annual Review

SPSA Year Reviewed: 2023-2024 Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Nightingale strives to uphold a Safe and Healthy Learning Environment for all students, currently we have seen results with 3 of the 4 goals. Under Goal 2 Strategy 2, Nightingale has implemented PLUS forums from 4th grade-8th grade on the topics of exposure and awareness for racism, sexual harassment, individual differences, and other items of concern have been shared. A Forum for each grade-level has been held and the PLUS group has also united to hold school wide activities. This has been a contributing factor to the decrease in name calling and "roasting" amongst students. Nightingale has also celebrated students for positive attendance, positive behavior, and positive academic growth. Students have received prizes, incentives, and class parties to celebrate their accomplishments. The goal and strategy we have had the most success with is 2.1.4., professional development based on Trauma-Based Instruction. This training was received by classified and certificated staff. Nightingale Charter brought in Angela Beyer to train and expose staff to strategies to best support students during times of need. The staff receiving training has stated yielding amazing results in a short time period, stating students are more open to learning. Lastly, Nightingale would like to acknowledge that Goal 2 Strategy 1 was an item that was not implemented to its fullness potential nor was it given enough thought for implementation. Although suspensions have decreased there is no evidence it is related to Goal 2 Strategy 4 as it was not implemented due to lack of support and personnel.

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

There were no differences when it came to intended strategy implementation and budgeted expenditures. The only expenditure in this Goal was Strategy 4 Trauma Informed Strategies. Nightingale was able to implement the Professional Development needed to successfully implement this strategy completely.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.
There will be no changes and modifications to this Goal.

LCAP Goal

Goal 3: Meaningful Partnerships

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

Goal 3.1

School Goal for Meaningful Partnerships:

By June 2025, Nightingale Charter will increase parent/community member participation by 10% implementing a Parent Liaison to engage parents in Nightingale Academic Team meetings, parent workshops, parent meetings, and school-related events relevant to the academic achievement of Nightingale OWLS as measured by sign-in sheets/ visitor sign-in book, and meeting sign-ins.

Identified Need

To address this situation, we will make our African American/Black families feel welcome and to connect with this student population. To bridge these gaps, we will be addressing our families by encouraging them to be on campus and grow our African American/Black Parent Advisory Committee. Furthermore, we also address academic concerns in our NATT meeting provided by each teacher twice a year.

Annual Measurable Outcomes

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

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

Strategy/Activity 3.1.1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Parent Liaison

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

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

Funding Source:

Title I

The Parent Liaison will:

- 1. Establish a Parent Resource Center
- 2. Implement Parent Surveys
- 3. Maintain School-Home Communication Platforms
- 4. Coordinate Parent Meetings
- 5. Conduct Home Visits
- 6. Assist with Parent/Home Needs and Resources.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)		Source(s)
	\$130,000	50643 - Title I

\$1,177	50643 - Title I Salary Contingency

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

Strategy/Activity 3.1.2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Parent Training and Support

Nightingale's Parent Liaison will assist in arranging parent support for parent meeting involvement and other resources as needed to help parents to be more involved in their child's education. Additional Hours for Classified Staff

Funding Source:

Title 1

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)	
\$1,000	50643 - Title I	

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

Strategy/Activity 3.1.3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Engaging Educational Partners

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

Meeting Expenses - Parent Title1 \$1000

(LCAP 3.2) Foster educational partnerships that target student and community needs and provide support services. Increase parent involvement, resulting in student success through access, awareness and connection between school and community. Provide opportunities, supports, resources, staff, and space for parents/guardians at the site, such as English Learner Advisory Committee (ELAC), School Site Council (SSC), and other Parent Advisory Committees, to contribute to the development and monitoring of various programs and supports made available to all students, staff and community Conduct parent trainings and school events that empower community in supporting student achievement and build capacity for school relations and partnership.

of parents contacted

of meetings coordinated

of parents in attendance at meetings

of parent conferences

of parents attending

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$1,570	50647 - Title I - Parent
\$1,000	50647 - Title I - Parent

Annual Review

SPSA Year Reviewed: 2023-2024 Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Nightingale Charter strives to provide parents with support and resources to engage parents in their child's learning. In order to do so Nightingale has hired and continues to employ a Parent Liaison. There was a lapse of Parent Liaison coverage from January through the end of March due to our Parent Liaison receiving a promotion within our district. This position is dedicated to increase parent empowerment through informational meetings, parent coffees, and trainings that encourage a partnership with the school. Some examples include parents attending our Nightingale Academic Teacher Teams, Mental Health Training Sessions, Parenting classes for parents with high behavior children. Nightingale Charter has increased the access of parent support by ensuring that we have translation for all of our meetings and events including promotion ceremonies. These opportunities for parents have been maintained and supported through-out the year. This goal and the strategies have worked to increase Nightingale's partnership with parents. This is noted and has made a difference as we now see parents coming in to volunteer and support the school.

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

For Goal 3, there has been no major differences between the intended implementation and the budgeted expenditures to implement the strategies to meet the articulated goal. The majority of the funding was used for the implementation of the Parent Liaison.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

There will be no changes and modifications to this Goal.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$170,513.00
Total Federal Funds Provided to the School from the LEA for CSI	\$ [Enter Amount here]
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$170,513.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
50643 - Title I	\$166,766.00
50647 - Title I - Parent	\$2,570.00
50608 - Title I/ELA/Math Coach,InstSprtSu	\$0.00
50643 - Title I Salary Contingency	\$1,177.00
50346 - CSI 2022/23	\$0.00

Subtotal of additional federal funds included for this school: \$170,513.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
23030 - LCFF (Site)	\$0.00
50039 - ELSB	\$0.00
23030 - LCFF Salary Contingency	\$0.00

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

Total of federal, state, and/or local funds for this school: \$170,513.00

Addendums

2024-2025 School Plan for Student Achievement Recommendations and Assurances

Sit	e Name:
Th	e school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the
dis	strict governing board for approval and assures the board of the following:
1.	The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2.	The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3.	The SSC completed an Annual Evaluation/Review of the 2023-24 SPSA for overall effectiveness towards goals and identified possible modifications to consider as a result of the analysis.
	Date of Meeting
4.	The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
	English Learner Advisory Committee
5.	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.
6.	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.
20	24-25 SPSA was adopted by the SSC at a public meeting on
	otional) her committees included in the Comprehensive Needs Assessment and SPSA review include:
	Committee Date of Meeting
Δ+	tested:
Λ (La Machuer
	Typed Named of School Principal Signature of School Principal Date

Stockton Unified School District

Nightingale Elementary

2024-2025 Funding Summary

Distinction Designations:

Additional Targeted Support & Improvement (ATSI)

Board Approval Date: June 25, 2024 **Public Presentation Date:** May 31, 2024

Mission Statement

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

Vision

Nightingale Charter will cultivate Outstanding, Wise Leaders and Scholars.

Table of Contents

School Funding Summary 4

School Funding Summary

			23030 - LCFF (Site)		
LCAP Goal	School Goal	Strategy/Activity		Account Code	Amount
					\$0.00
				Sub-To	tal \$0.00
			Budget	ed Fund Source Amou	nt \$0.00
				+/- Differen	ce \$0.00
			50643 - Title I		
LCAP Goal	School Goal	Strategy/Activity		Account Code	Amount
1	1	1	Consultant Agreement 1st 25,000.00		\$25,000.00
1	1	1	Consultant Agreement Additional		\$10,766.00
3	1	1	Parent Liaison Salary		\$130,000.00
3	1	2	Classified Additional Comp for Parent Support		\$1,000.00
	<u>.</u>			Sub-Total	\$166,766.00
			Budgeted I	Sund Source Amount	\$166,766.00
				+/- Difference	\$0.00
			50647 - Title I - Parent	<u>.</u>	
LCAP Goal	School Goal	Strategy/Activity		Account Code	Amount
3	1	3	Parent Meeting Expenses		\$1,000.00
3	1	3	Parent Meeting Non-Instructional Materials/Supplies		\$1,570.00
	•			Sub-Tota	1 \$2,570.00
			Budgete	d Fund Source Amoun	t \$2,570.00
				+/- Difference	e \$0.00
			50039 - ELSB		
LCAP Goal	School Goal	Strategy/Activity		Account Code	Amount
					\$0.00
	•	•	•	Sub-To	tal \$0.00
Budgeted Fund Source Amount				nt \$0.00	
				+/- Differen	ce \$0.00

50608 - Title I/ELA/Math Coach,InstSprtSu					
LCAP Goal	School Goal	Strategy/Activity	A	Account Code	Amount
					\$0.00
				Sub-Tota	\$0.00
			Budgeted Fund	l Source Amount	\$0.00
				+/- Difference	\$0.00
			50643 - Title I Salary Contingency		
LCAP Goal	School Goal	Strategy/Activity	Ac	ccount Code	Amount
3	1	1	Title1 Salary Reserve		\$1,177.00
				Sub-Total	\$1,177.00
			Budgeted Fund So	Source Amount	\$1,177.00
				+/- Difference	\$0.00
			23030 - LCFF Salary Contingency		
LCAP Goal	School Goal	Strategy/Activity	A	Account Code	Amount
					\$0.00
				Sub-Tota	\$0.00
			Budgeted Fund	l Source Amount	\$0.00
				+/- Difference	\$0.00
			50346 - CSI 2022/23		
LCAP Goal	School Goal	Strategy/Activity	Acco	ount Code	Amount
					\$0.00
				Sub-Total	\$0.00
			Budgeted Fund Sour	urce Amount	\$0.00
+/- Difference			-/- Difference	\$0.00	
Grand Total Budgeted				tal Budgeted	\$170,513.00
Grand Total Spent			l Total Spent	\$170,513.00	
+/- Difference				-/- Difference	\$0.00

Nightingale Charter

Explore the performance of Nightingale Charter under California's Accountability System.

Chronic Absenteeism



Suspension Rate



English Learner Progress



Red

English Language Arts



Orange

Mathematics



Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

Implementation of Academic Standards

STANDARD MET

Parent and Family Engagement

STANDARD MET

Local Climate Survey

STANDARD MET

Access to a Broad Course of Study

STANDARD MET

School Details

NAME

Nightingale Charter

ADDRESS

1721 Carpenter Road Stockton, CA 95206-3809 WEBSITE

N/A

GRADES SERVED

K-8

CHARTER

Yes

DASHBOARD
ALTERNATIVE SCHOOLS
STATUS

No

NIGHTINGALE CHARTER

Student Population

Explore information about this school's student population.

Enrollment

413

Socioeconomically Disadvantaged

83.1%

English Learners

22.8%

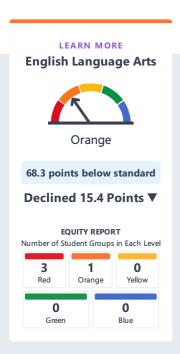
Foster Youth

0.7%

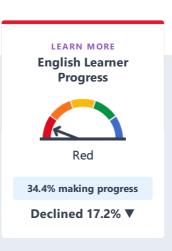
NIGHTINGALE CHARTER

Academic Performance

View Student Assessment Results and other aspects of school performance.







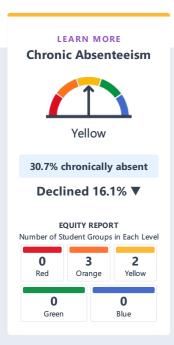
Local Indicators



NIGHTINGALE CHARTER

Academic Engagement

See information that shows how well schools are engaging students in their learning.



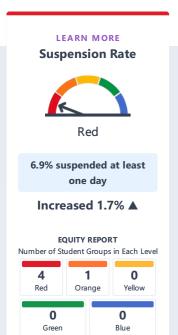
Local Indicators



NIGHTINGALE CHARTER

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.



Local Indicators

LEARN MORE

Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

LEARN MORE

Parent and Family Engagement

STANDARD MET

LEARN MORE

Local Climate Survey

STANDARD MET

Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.





Orange

68.3 points below standard

Declined 15.4 Points ▼
Number of Students: 275

Student Group Details

All Student Groups by Performance Level

11 Total Student Groups



Pad

English Learners

Socioeconomically Disadvantaged
Students with Disabilities



Orange

Hispanic



Yellow

No Student Groups



Green

No Student Groups



Blue

No Student Groups



No Performance Color

African American

Asian

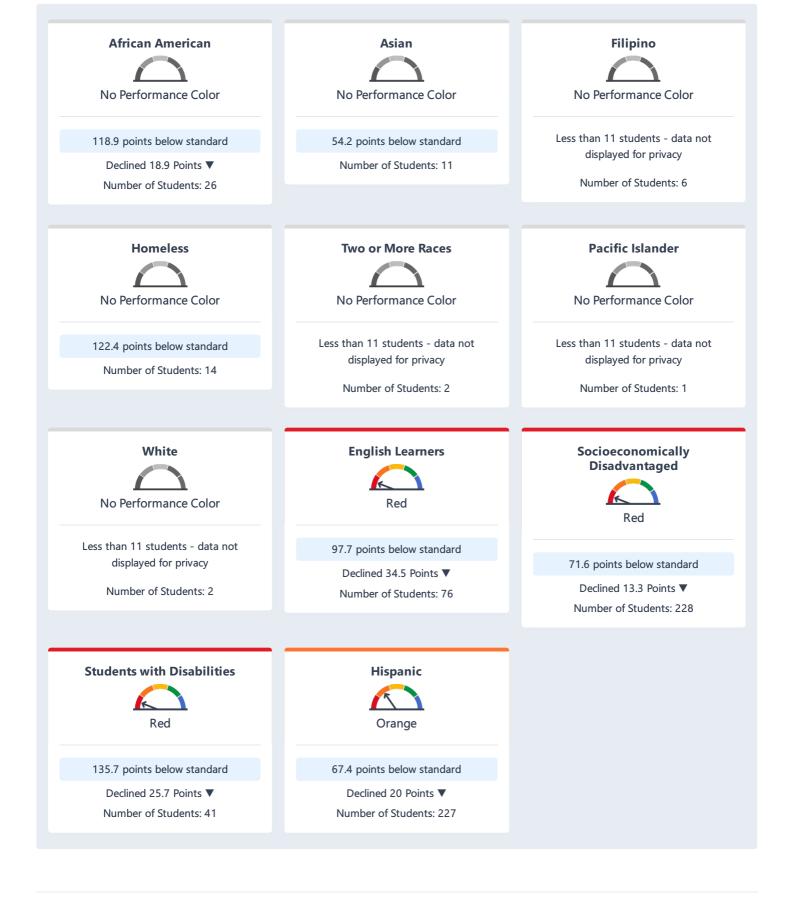
Filipino

Homeless

Two or More Races

Pacific Islander

White



Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2022	2023
All Students	52.9 points below standard	68.3 points below standard

English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in English Language Arts.



123.3 points below standard

Declined 10.3 Points ▼ Number of Students: 39

Recently Reclassified English Learners

70.8 points below standard

Declined 28.4 Points ▼ Number of Students: 37

English Only

72.4 points below standard

Maintained 1.1 Points Number of Students: 124

Mathematics

All Students

Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3-8 and grade 11.

All Students



84.7 points below standard

Declined 3.9 Points ▼ Number of Students: 275

Student Group Details

All Student Groups by Performance Level

11 Total Student Groups



English Learners

Students with Disabilities



Hispanic

Socioeconomically Disadvantaged



No Student Groups



No Student Groups



No Student Groups



No Performance Color

African American

Asian

Filipino

Homeless

Two or More Races

Pacific Islander

White

• 0 0 0 0 0

African American



No Performance Color

139.2 points below standard

Maintained -2.2 Points Number of Students: 26

Asian



No Performance Color

56.1 points below standard

Number of Students: 11

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Homeless



No Performance Color

115.8 points below standard

Number of Students: 14

Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

English Learners





Declined 13.9 Points ▼ Number of Students: 76



Students with Disabilities

145 points below standard

Declined 17.3 Points ▼

Number of Students: 41

Hispanic



84.7 points below standard

Declined 8.9 Points ▼ Number of Students: 227

Socioeconomically Disadvantaged



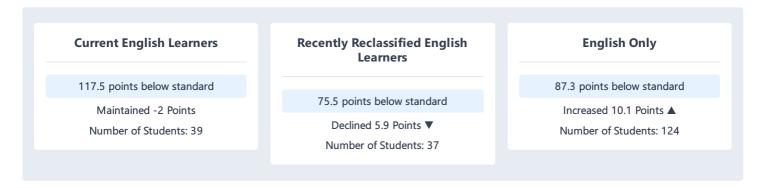
Orange

85.5 points below standard

Maintained -0.9 Points Number of Students: 228

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in mathematics.



English Learner Progress Indicator

All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.



Student English Language Acquisition Results

Local Indicators

STANDARD MET

Implementation of Academic Standards

This measure covers the implementation of state academic standards.

Local educational agencies (LEAs) annually measure their progress in implementing state academic standards and report the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

The summary of progress is required to be based on information collected with locally selected measures or tools and includes a description of why the district chose the selected measure or tool.

Reflection Tool Rating Scale (lowest to highest)

Exploration And Research Phase

2	Beginning Development
3	Initial Implementation
4	Full Implementation
5	Full Implementation And Sustainability

Professional Development

Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

English Language Arts – Common Core State Standards for English Language Development (Aligned to English Language Arts Standards)

4 Full Implementation

Mathematics – Common Core State Standards for Mathematics

4 Full Implementation

Next Generation Science Standards

4 Full Implementation

History - Social Science

4 Full Implementation

Instructional Materials

Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

English Language Arts – Common Core State Standards for English Language Arts

4 Full Implementation

Mathematics – Common Core State Standards for Mathematics

4 Full Implementation

Next Generation Science Standards

4 Full Implementation

History - Social Science

Policy & Program Support

Full Implementation

Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

English Language Arts – Common Core State Standards for English Language Arts

4 Full Implementation

Mathematics – Common Core State Standards for Mathematics

4 Full Implementation

Mathematics – Common Core State Standards for Mathematics

4 Full Implementation

Mathematics – Common Core State Standards for Mathematics

4 Full Implementation

4 Full Implementation

History - Social Science

4 Full Implementation

Implementation of Standards

Progress implementing each of the following academic standards adopted by the State Board of Education for all students.

Career T	echnical Education	Health E	Health Education Content Standards						
3	Initial Implementation	4	Full Implementation						
Physical	Education Model Content Standards	Visual and Performing Arts							
4	Full Implementation	3	Initial Implementation						
World La	anguage								
1	Exploration And Research Phase								

Engagement of School Leadership

Success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Identifying the professional learning needs of groups of teachers or staff as a whole

4 Full Implementation

Providing support for teachers on the standards they have not yet mastered

4 Full Implementation

Identifying the professional learning needs of individual teachers

4 Full Implementation

Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled. Additional information on the counts and reasons for absences can be found on DataQuest on the Absenteeism by Reason reports: https://dq.cde.ca.gov/dataquest/DQCensus/AttAbsByRsn.aspx?agglevel=School&cds=39686766042725&year=2022-23



Yellow

30.7% chronically absent

Declined 16.1% ▼
Number of Students: 414

Student Group Details

All Student Groups by Performance Level

12 Total Student Groups



Red

No Student Groups



Orange

African American

English Learners

Students with Disabilities



Yellow

Hispanic

Socioeconomically Disadvantaged



Greer

No Student Groups



Blue

No Student Groups



Asian

Filipino

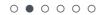
Foster Youth

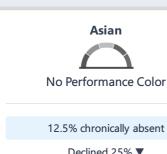
Homeless

Two or More Races

Pacific Islander

White







Number of Students: 10

Filipino

No Performance Color



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5





No Performance Color

38.9% chronically absent

Declined 11.1% ▼ Number of Students: 18 Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

African American



Orange

48.6% chronically absent

Declined 14.4% ▼

Number of Students: 37

English Learners



Orange

26.3% chronically absent

Declined 16.7% ▼

Number of Students: 95

Students with Disabilities



Orange

42.2% chronically absent

Declined 9.3% ▼

Number of Students: 64

Hispanic



Yellow

29.6% chronically absent

Declined 14.4% ▼

Number of Students: 341

Socioeconomically



Yellow

31.7% chronically absent

Declined 15.6% ▼

Number of Students: 350

Local Indicators

STANDARD MET

Access to a Broad Course of Study

This measure explores whether students have access to, and are enrolled in, a broad course of study including the programs and services developed and provided to unduplicated students and individuals with exceptional needs.

LEAs report progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the

adopted courses of study specified in the California Education Code for Grades 1-6 and 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs to their local governing boards at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

The summary of progress is required to be based on information collected through locally selected tools and measures that identifies differences across school sites and student groups, barriers preventing student access, and any revisions to ensure access for all students.

1. The locally selected measures or tools used to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

Based on analysis of course enrollment trends. - All Students - 66% to 99% - Unduplicated Students (UPC) – 67% to 99% - Students with Disabilities (SWD) - 60% to 99%

2. A summary of the differences across school sites and student groups having access to, and are enrolled in, a broad course of study, and may include a description of progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

To track the extent to which all students are enrolled in a broad course of study, information was pulled from our SIS and data systems for students enrolled in 2022-23, specifically, course enrollment was used for TK-8 and student eligibility (UPC and students with disabilities).

3. Identification of any barriers preventing access to a broad course of study for all students.

Utilizing the district SIS and data system, students in grades TK-5 configured schools accessed a broad course of study through self-contained classrooms, where multiple content areas are delivered in one classroom. Grades 6-8 were configured as either self-contained or content-centered. Nearly all students were enrolled in self-contained or content-centered classrooms in a broad course of study. The LEA recognizes that the percentage of UPC and SWD is slightly lower than all students, and is working toward increasing this percentage.

4. Revisions, decisions, or new actions that will be implemented, or has been implemented, to ensure access to a broad course of study for all students.

All students have access to a broad course of study, as all courses are taught at each site.

Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

Explore information about the percentage of students in kindergarten through grade 12 who have been suspended for at least one aggregate day in a given school year. Students who are suspended multiple times or for multiple days are only counted once.



Student Group Details

All Student Groups by Performance Level

12 Total Student Groups





Students with Disabilities

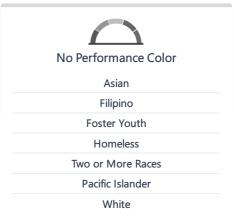




No Student Groups



No Student Groups







No Performance Color

0% suspended at least one day

Declined 6.3% ▼
Number of Students: 16

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Homeless



No Performance Color

5.6% suspended at least one day

Maintained 0%
Number of Students: 18

Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

African American



Red

16.2% suspended at least one day

Increased 5.3% ▲
Number of Students: 37

English Learners



Red

8.4% suspended at least one day

Increased 1.9% ▲
Number of Students: 95

Hispanic



Red

6.4% suspended at least one day

Increased 1.8% ▲
Number of Students: 346

Socioeconomically Disadvantaged



Red

7% suspended at least one day

Increased 2% ▲
Number of Students: 355

Students with Disabilities



Orange

13.8% suspended at least one day

Declined 0.9% ▼
Number of Students: 65

Local Indicators

Basics: Teachers, Instructional Materials, Facilities

This measure addresses the percentage of appropriately assigned teachers; students' access to curriculum-aligned instructional materials; and safe, clean and functional school facilities.

As applicable, 100% of all school sites promptly address any complaints or other deficiencies identified throughout the academic year and provide information annually on progress meeting this standard to the local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Appropriately Assigned Teachers

Name	Total Teaching Full-Time Equivalent (FTE)	Clear (% of teaching FTE)	Comparison to Statewide Average
LEA	17	46.1%	Below
County	6,944.45	72.5%	Below
Statewide	279,044.88	84%	n/a

For additional information about appropriately assigned teachers at schools within this local educational agency, please visit the Dataquest Teaching Assignment with School Data report at https://dq.cde.ca.gov/dataquest/DQCensus/TchAssgnOutcomeLevels.aspx?agglevel=School&cds=39686766042725&year=2021-22.

Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home
Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies)

Additional Comments

Λ

STANDARD MET

Parent and Family Engagement

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the State Board of Education adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its Local Control and Accountability Plan (LCAP), and reports to educational partners and the public through the Dashboard.

1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.

Full Implementation and Sustainability

- 2. Rate the LEA's progress in creating welcoming environments for all families in the community. Full Implementation and Sustainability
- 3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.

Full Implementation

4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.

Full Implementation

Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

Nightingale has created a number of site-based opportunities for educational patronship. The LEA continues to increase the number of spaces available for educational partnership.

5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.

Full Implementation

6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.

Full Implementation

7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.

Full Implementation

8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.

Full Implementation

Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

Nightingale Charter works diligently to ensure that Parent and Family Engagement via- Building Relationships, Building Partnerships for Student Outcomes, Seeking Input for Decision Making

Research indicates that students whose parents are actively involved in their education are more successful in school. To help students reach their full potential, parent involvement is not only necessary, but highly encouraged at Nightingale School. Parents of Nightingale students are encouraged to volunteer at least 10 hours during the school year. The contact person for parent involvement at Nightingale School is the principal, Ms. Machuca. Parent opportunities at Nightingale include opportunities for building relationships, student outcomes, and input for decision making via:

Volunteer- Need TB and Fingerprint Clearance

School Site Council

Fall Festival

English Learner Parent Advisory Committee – (4x/ Year)

Parent Coffee Meetings- (Monthly)

Nightingale Academic Teams-NAT

Parent Conferences

Fundraising- (Student Council, Science Camp, 8th grade activities, field trips and school wide activities)

Academic Awards Ceremonies- (every trimester)

Character Awards Ceremonies- (every trimester)

PBL showcase- annually

Nightingale Charter believes that parents and guardians can support the learning environment of the school and their children by:

Monitoring student attendance

Monitoring completion of homework

Volunteering in the classroom

Planning and participating in activities at home that support classroom learning- (Nightingale Academic Teams)

Attending award/character assemblies, literacy night, math night, Project-Based Learning presentations, family movie night, family dance, and other family events

9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.

Full Implementation

10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.

Full Implementation

11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.

Initial Implementation

12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.

Full Implementation

Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

Nightingale has created a number of site-based opportunities for educational partners to provide input in decision making. Nightingalse continues to increase the number of spaces available for educational partner to provide input in decision making.

STANDARD MET

Local Climate Survey

This measure addresses information regarding the school environment based on a local climate survey administered every other year on the topics of school safety and connectedness.

LEAs report how they administered a local climate survey (at least every other year) that provides a valid measure of perceptions of school safety and connectedness to their local governing boards at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

The summary of progress is required to be based on information collected that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span.

Local Climate Survey Summary

We need to continue to implement more school engagement sessions with our students and find better ways to build strong relationships between students and teachers as well as students and the school. One imperative key finding is that we had an extremely low amount of student participation. This highlights the need to ensure parents fill out the consent form and that students have multiple and plenty of opportunities to take the survey.

It should be noted that students are recognized for improved academics, positive behavior and attendance biweekly, monthly and quarterly. We have a strong Support Team whose main focus is to help students self regulate and to address students' social-emotional needs in a caring and supportive environment.



Nightingale Data Review

April 2024

Summary



Accountability

- Nightingale's current ESSA Status is **ATSI**, same as prior year. Subgroup identified was African American/Black for suspensions (slide 10)
- Nightingale's State Indicators for Chronic Absenteeism, ELA, and Math are the same as the district (slide 12)
- Nightingale's State Indicators for Suspension and ELPI are lower than the district (slide 12)
- Chronic Absenteeism decreased last year from prior year. Days absent this year are lower than last year (slides 13 and 14)

Demographics

- Nightingale's demographics are highly **Hispanic** at 82.6% of the student population (<u>slide 5</u>)
- Nightingale had 22.8% of students as English Learners in the latest school year available (2022-23) (slide 6)

State Assessments

- Percent of students meeting or exceeding standards on ELA decreased from prior year to 23.74% (<u>slide 15</u>)
- Percent of students meeting or exceeding standards on Math decreased from prior year to 19.06% (<u>slide 16</u>)
- Number of students tested with ELPAC decreased slightly from 2022 to 2023 by 4 students (<u>slide 17</u>)
- Percent of students scoring at Level 4 decreased by 6% (<u>slide 17</u>)

Local Assessments

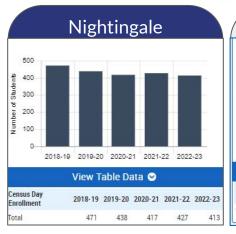
- i-Ready (starting on <u>slide 19</u>): Nightingale **Reading on grade level** increased and for Math decreased at the end of year 2022-23 from prior year
- i-Ready Lessons: Students have spent on average 31 minutes in reading and 28 minutes in math for i-Ready lessons (slide 31)
- Engagement in curriculum (Benchmark, Ready Math) is low across the grade levels (starting on slide 25)

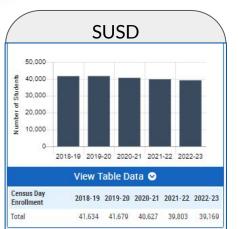


Demographics

Enrollment







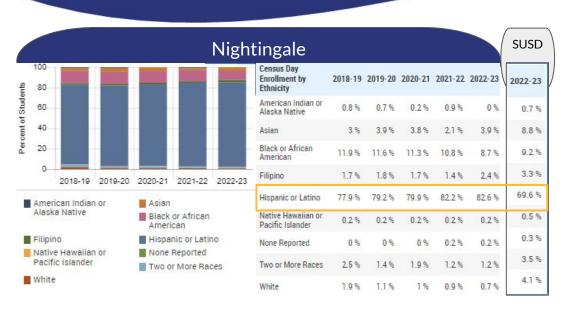
- Nightingale's enrollment declined by 14 students from 2021-22 to 2022-23
- Nightingale's stability rate (percent of students who start and end the school year at the school) is 96.7%,
 9% higher than the district (87%)

Sources: Enrollment: EdData, Nightingale

Stability Rate: DataQuest

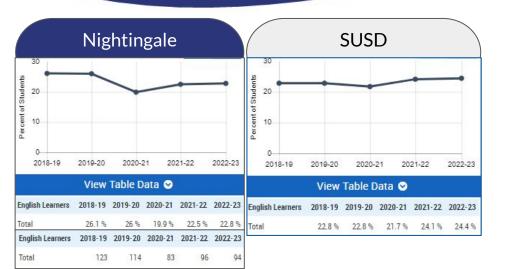
Demographics





- Nightingale's population is majority Hispanic, with 82.6% of the student population in the last 2 years of data
- This is the highest ethnicity in the district as well, at 69.6%

English Learners



Research and Accountability Department Empowering with data.

- Nightingale averaged 23% English Learners over the last 5 years
- Most current data is 22.8% of the student population are English Learners
- The percent of English Learners is slightly lower than the district (between 21% and 25% over the last 5 years)

English Learners' Language

	Nigl	nting	gale			SUSD								
Languages of English Learners	2018-19	2019-20	2020-21	2021-22	2022-23	Languages of English Learners	2018-19	2019-20	2020-21	2021-22	2022-23			
All Other	0%	0.2%	0.2%		0 %	All Other	1.2%	1.3 %	1.2%	1.4%	1.4 %			
Arabic	0.4 %	0.2%	0.2%			Arabic	0.3 %	0.2 %	0.2%	0.3 %	0.3 %			
Cebuano (Visayan)	12.22				0.2 %	Filipino (Pilipino or Tagalog)	0.3 %	0.3 %	0.3 %	0.3 %				
Hindi	0.6 %	0.7 %	0.5 %	0.2 %	0.7 %	Hmong	0.6 %	0.5 %	0.5 %	0.5 %	0.5 %			
Hmong		0.2 %	0.2%	0.5 %	0.2 %	Khmer (Cambodian)	0.5 %	0.5 %	0.4%	0.4 %	0.4 %			
llocano	0.2%	0.2%				Punjabi	0.0	0.0	851.0	2757675	0.2 %			
Punjabi	0.2 %		0.2%		0.2 %	No. 1850	50050500	1000000	20.000.000	2000	100000000000000000000000000000000000000			
Spanish	24.6 %	24.4 %	18.5 %	21.5 %	21.3 %	Spanish	19.9 %	20.1 %	19.1 %	21.2 %	21.7 %			
Tigrinya				0.2 %										



- Spanish is the majority
 language of English Learners
- This is in line with the district as the top language for ELs

ELs and RFEPs by Grade Level





*Source: Synergy, local data as of 4/5/24



State Assistance & Indicators

2023 ESSA Support



- Nightingale did not change ESSA status from prior year: ATSI
- Nightingale improved
 - Absenteeism
- Nightingale declined:
 - Suspension
 - o ELPI
- ELA and Math remained unchanged

	Year	Status	Area	Current Indicator	Previous Indicator
m	Current (2023)	ATSI	ELA	2 - Orange	2 - Orange
	2022	ATSI	Math	2 - Orange	2 - Orange
	2021	ATSI	Absenteeism	3 - Yellow	1 - Red
7	2020	ATSI	Suspension	1 - Red	2 - Orange
J	2019	ATSI	ELPI	1 - Red	3 - Yellow
	2018	CSI	Note: These are th	for color indicators on the	

Note: These are the color indicators on the California School Dashboard (see next slide)

Source: ESSA 2023, visually on 2023 Indicator Dashboard

ESSA Subgroups



The only subgroup identified for ATSI was African
American/Black for suspensions

This subgroup for suspensions was a **red** last year and did not show improvement

2023-24 ESSA SUBGROUPS		African	American / Black	American Indian	Indian Asian		English Learner Filipino		Foster		Hispanic	Homeless		Multiple Races		Pacific Islander		SED		CANO		SWD					
				1	0		0		0		0		0	()	()	(0	()	()		0	(0
Subgroups		African	African American/ Black American Indian Asian		English	English Learner Filipino		Foster Hispanic		Homeless		Multiple Races		Pacific Islander		SED				White							
					If you ar	e CSI,	checl	the /	ALL su	bgrou	ıps. If	you a	re ATS	l, revi	ew th	e chai	nge fr	om la	st yea	r to ti	his yea	ar for	each s	ubgr	oup.		
Indicator	2023	2022	2023	2022	2023 2022	2023	2022	2023	2022	2023	2022	2023	2022	2023	2022	2023	2022	2023	2022	2023	2022	2023	2022	2023	2022	2023	2022
ELA	2	2	0	1	0	0	0	1	2	0	0		(2	2	0	0	0	0	0	0	1	2	1	1	0	0
Math	2	2	0	1		0	0	1	2	0	0			2	2	0	0	0	0	0	0	2	2	1	1	0	0
Absenteeism	3	1	2	1		0	1	2	1	0	0	0	0	3	1	0	1	0	0	0	0	3	1	2	1	0	0
Suspension	1	2	1	1		0	1	1	1	0	0	0	0	1	2	0	2	0	0	0	0	1	2	2	1	0	0
ELPI	1	3						1	3																		

California School Dashboard



Mathematics Chronic Absenteeism Suspension Rate **English Learner Progress English Language Arts** Stockton Unified Yellow Orange Orange Orange Orange Chronic Absenteeism **English Language Arts** Mathematics Suspension Rate **English Learner Progress** Nightingale Yellow Red Red Orange Orange

- Absenteeism was the same as the district as Yellow
- **ELA and Math** were the same as the district as Orange
- Suspension and ELPI were lower than the district, both at Red

Source: <u>California School Dashboard</u>

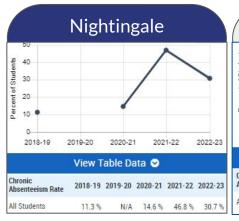
Higher than the district

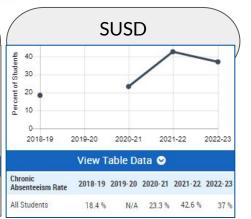


Same as the district

Chronic Absenteeism Historical







- Last year, Nightingale decreased the percent of Chronic Absenteeism from 46.8% to 30.7%
- This was lower than the district's absenteeism rate at 37%

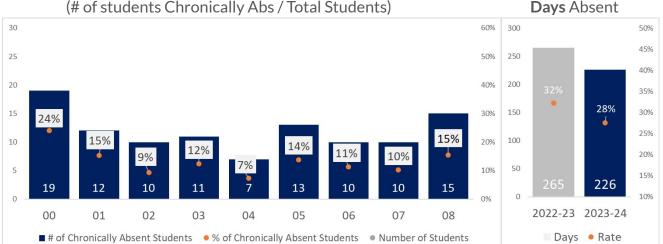


Chronic Absenteeism Current Year



Nightingale Chronic Absenteeism through February

2023-24 Percent of Chronically Absent **Students** by Grade Level (# of students Chronically Abs / Total Students)



- The number of days absent decreased and percent of days decreased by 4% (through March)
- Kinder has the highest chronically absent rate at 24%

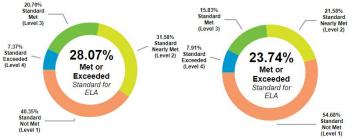


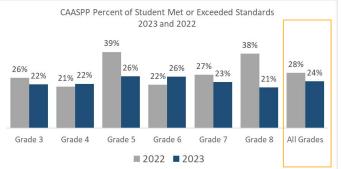
Source: Synergy, local data provided by Student Support services, March

CAASPP ELA 2 years









Source: Smarter Balanced Results, Nightingale



Research and Accountability Department

owering with data.





23.74% of students met or exceeded ELA standards (4% lower than the district at 27.78%)

- This was a 4.3% decrease from the prior year
- 5th and 6th grade had the highest percent on grade level
 - 8th grade had the lowest percent on grade level



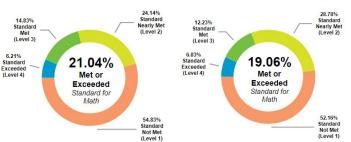
CAASPP Math 2 years

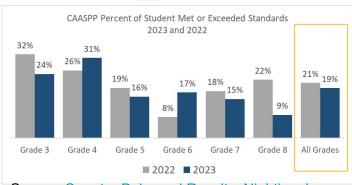


2021-2022

2022-2023

Percent of students within each achievement level Percent of students within each achievement level





Source: Smarter Balanced Results, Nightingale



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2022-2023

Percent Met or Exceeded Standards by Grade Level



■ Standard Not Met (Level 1) ■ Standard Nearly Met (Level 2) ■ Standard Met (Level 3) ■ Standard Exceeded (Level 4)

Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	All Grades
Standard Not Met (Level 1)	44%	31%	51%	57%	64%	74%	52%
Standard Nearly Met (Level 2)	31%	39%	33%	26%	21%	18%	29%
Standard Met (Level 3)	13%	20%	11%	11%	9%	9%	12%
Standard Exceeded (Level 4)	11%	10%	5%	7%	6%	0%	7%
Number of Students With Scores	45	49	57	46	47	34	278

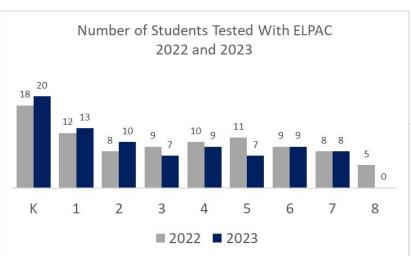
- 19.06% of students met or exceeded Math standards (2.3% higher than the district at 16.76%)
- This was a 1.98% increase versus previous year
- 4th grade was the highest at 31% met or exceeded standards
 - 8th grade was the lowest at 9% met or exceeded standards

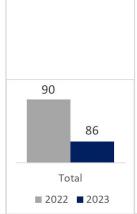


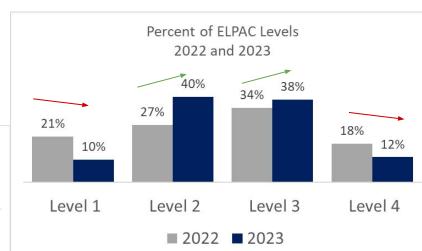


ELPAC 2 Years Overview









- Number of students taking the ELPAC decreased by 4 from 90 to 86
- The number of students increased the most in K (+2) and 2nd (+2)
- Percent of students scoring level 4 decreased by 6%

English Learner Progress
Red

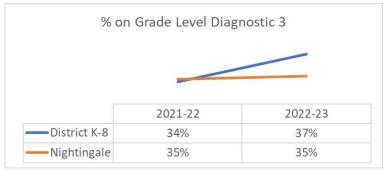
Source: ELPAC Results, Nightingale

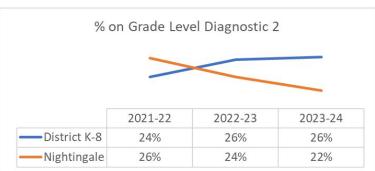


i-Ready

i-Ready Reading







Diagnostic 3 - End of Year

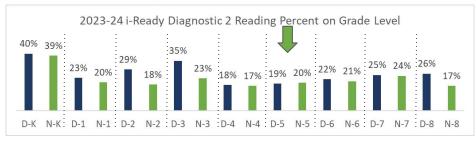
 Nightingale maintained the percent of students on grade level over the last 2 years at 35%

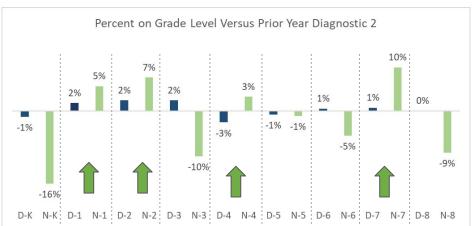
Diagnostic 2 - Most Current

 Based on the most recent diagnostic (Winter 2023-24), 22% of students were on grade level, down slightly from prior year

Source: 2023-24 i-Ready Dashboard

i-Ready Diagnostic 2 Reading On Grade Level





Research and Accountability Department

Strengths

- 5th grade had a slightly higher percent on grade level than the district (20% versus 19%)
- 1st, 2nd, 4th, and 7th grade increase percent on grade level versus prior year

Opportunities

 3rd and 6th grade declined versus prior year, where the district had a slight increase

D = District N = Nightingale

Source: 2023-24 i-Ready Dashboard

i-Ready Reading Domains Percent on Grade Level

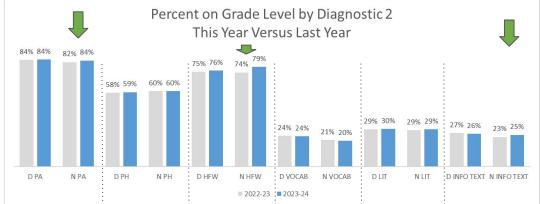
Research and Accountability Department

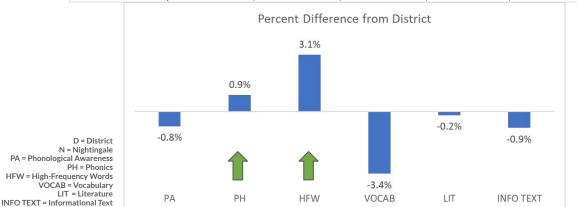
Strengths

- Phonological Awareness, HFW, and Informational Text increased percent of students on grade level versus prior year
- **HFW and Phonics** were higher for the percent of students on grade level than the district

Opportunities

Vocabulary has a gap of percent of students on grade level to the district and declined slightly from prior year

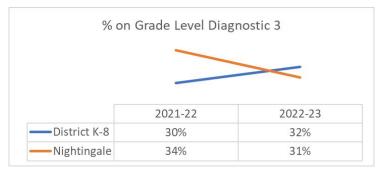


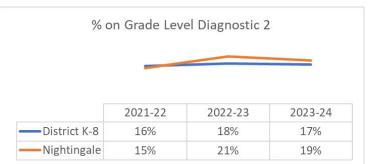


Source: 2023-24 i-Ready Dashboard

i-Ready Math







Diagnostic 3 - End of Year

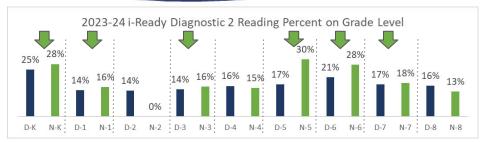
 Percent of students ended prior year down 4% in students on grade level to 31% of students

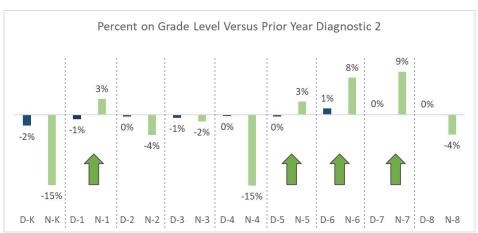
Diagnostic 2 - Most Current

 For the most current diagnostic, percent of students on grade level decreased 2% from prior year to 19%

Source: 2023-24 i-Ready Dashboard

i-Ready Diagnostic 2 Math On Grade Level





Research and Accountability Department Empowering with data.

Strengths

- Most grade levels have a higher percent of students on grade level than the district (indicated by green arrows, top chart)
- 5th grade had the highest gap to the district at 13% (30% versus 17% on grade level)
- 6th and 7th grades show the highest increases on grade level versus prior year

Opportunities

 Kinder and 4th had the largest declines in percent of students on grade level

D = District N = Nightingale

Source: 2023-24 i-Ready Dashboard



Steel St. St. Stockson Unified School District Since 1852

Research and Accountability Department

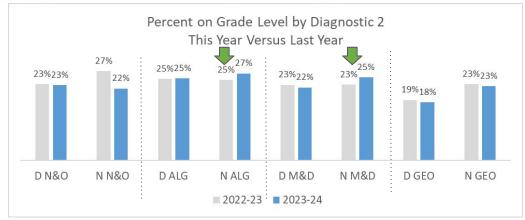
Empowering with data

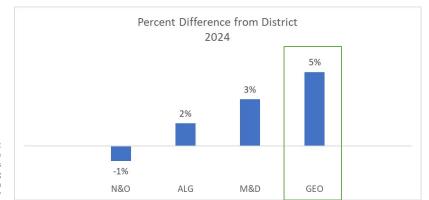
Strengths

- Algebra and Measurement & Data had the highest percent on grade level growth versus prior year at +2%
- **Geometry h**as a higher percent of students on grade level than the district (23% versus 18%)

Opportunities

 Numbers & Operations was the only domain with a negative gap to the district for percent of students on grade level and decreased 5% from prior year





D = District
N&O = Numbers and Operations
ALG = Algebra and Algebraic Thinking
M&D = Measurement & Data
GEO = Geometry

Source: 2023-24 i-Ready Dashboard



Curriculum Engagement and Results

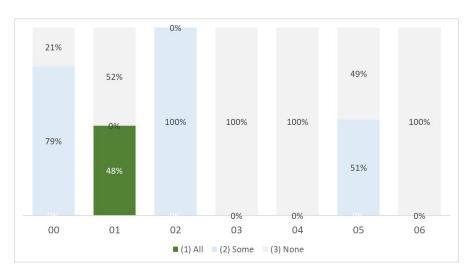
Benchmark

Benchmark Engagement K-6 ELA Curriculum

Research and Accountability Department

Empowering with data.

Nightingale
Percent of Benchmark Unit Assessments Administered
2023-2024



- At this point in the year, 6 Benchmark unit assessments were on the Assessment calendar
- Engagement in the Benchmark Unit Assessments is low:
- → High Engagement
 - None
- **→** Some Engagement
 - o Kinder, 1st, 2nd, 5th
- → No Engagement
 - None

^{*}Data included is for online administered assessments

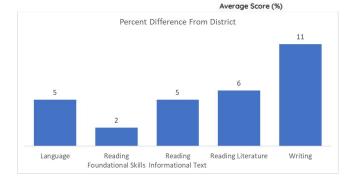
Benchmark Standards Performance Overall

Research and Accountability Department

Empower	ing w	ith d	lata.
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Nightingale					
Strand	Language	Reading: Foundational Skills	Reading: Informational Text	Reading: Literature	Writing
School	57	66	48	56	57
Grade k	64	81	50	57	-
Grade 1	62	73	59	68	66
Grade 2	54	55	50	51	42
Grade 3	54	66	43	44	-
Grade 4	93	83		53	-
Grade 5	42	54	45	41	57

		SUSD			
Strand	Language	Reading: Foundational Skills	Reading: Informational Text	Reading: Literature	Writing
District	52	64	43	50	46
Grade k	74	83	55	66	
Grade 1	57	72	56	67	50
Grade 2	53	61	52	51	43
Grade 3	47	59	41	45	50
Grade 4	51	60	40	47	40
Grade 5	48	58	43	45	45
Grade 6	55	61	42	53	48



- Reading foundational skills has the highest percent correct at 66%, and is 2% above the district
- All standards have a positive gap to the district, with the largest being writing at 11% (57% correct versus 46%)



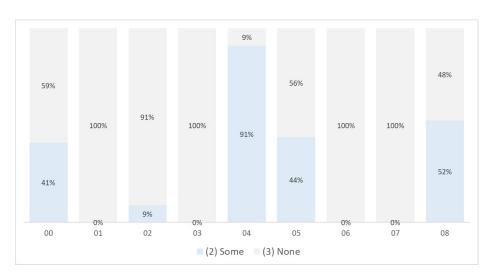
Curriculum Engagement and Results

Ready Math

Ready Math Engagement



Nightingale
Percent of Ready Math Unit Assessments Administered
2023-2024



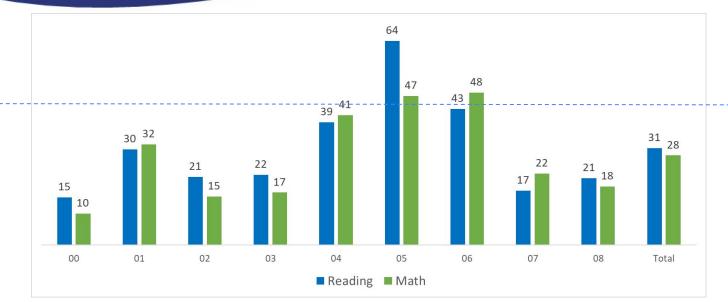
- Engagement in the Ready Math Unit Assessments is **low**:
- **→** High Engagement
 - None
- **→** Some Engagement
 - o Kinder, 4th, 5th, 8th
- → No Engagement
 - o 1st, 2nd, 3rd, 6th, 7th



i-Ready Lessons

Average Minutes - i-Ready Lessons

Research and Accountability Department

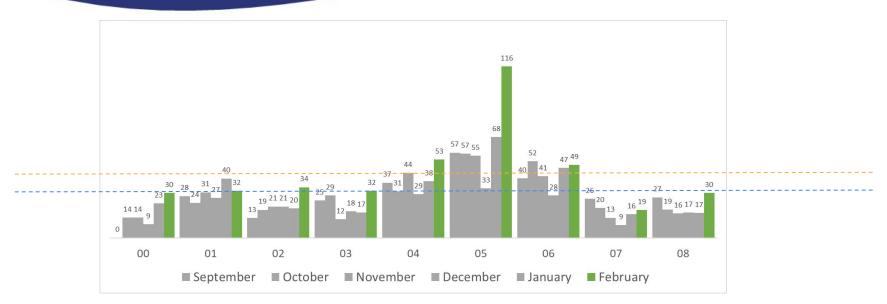


- *i-Ready recommends a minimum 45 minutes per week per subject (blue dashed line)
 - **Overall**, the average year-to-date minutes 31 for reading and 28 for math
 - 5th grade has the highest average at a combined 111 minutes (64 for reading and 47 for math)
 - Kinder has the lowest minutes on average at 15 minutes for Reading and 10 minutes for math

i-Ready Pathway Data- Avg Minutes Reading

Research and Accountability Department

Empowering with data.

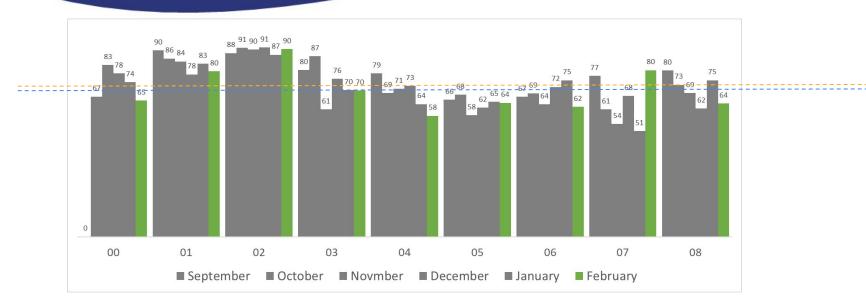


- *i-Ready recommends 45 minutes per week per subject on personalized lessons (blue line)
 - For Nightingale, 31 minutes were spent on average in i-Ready Reading (orange line)
 - There is a high fluctuation in the number of minutes by grade level and by month, from 15 minutes average in Kinder to 64 minutes average in 5th grade

i-Ready Pathway Data- % Correct Reading

Research and Accountability Department

Empowering with data.



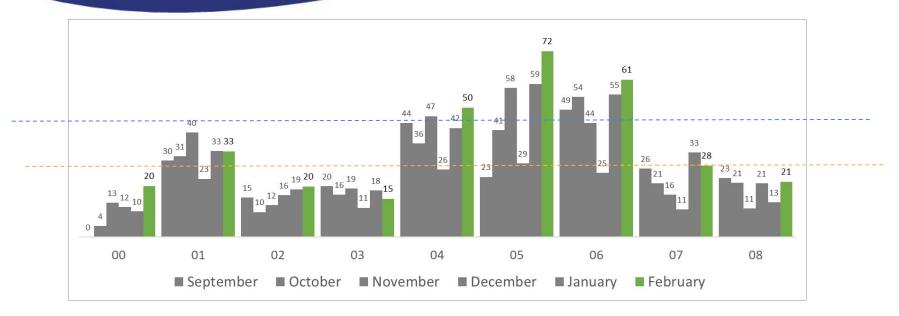
*i-Ready recommends 70% for passing lessons (blue line)

- For Nightingale, average was 73%, above the target
- On average, all grades have met the 70% target

i-Ready Pathway Data- Avg Minutes Math

Research and Accountability Department

Empowering with data.



*i-Ready recommends 45 minutes per week per subject on personalized lessons (blue line)

- For Nightingale, 28 minutes were spent on average in i-Ready Math (orange line)
- As with Reading minutes, there is a high fluctuation in the number of minutes by grade level, ranging from an average 10 minutes in Kinder to 48 minutes in 6th grade

i-Ready Pathway Data- % Correct *Math*

Research and Accountability Department

Empowering with data.



- *i-Ready recommends 70% for passing lessons (blue line)
 - For Nightingale, average was 85% (orange line)
 - On average, all grades met the 70% target, with the exception of 8th grade (averaging 68%)

Acronyms and Initialisms Commonly used acronyms and initialisms list (August 2021) used by the California Department of Education (CDE).

A

Acronym	Description
AB	Assembly Bill
ACE	American Council on Education (Outside CDE Source)
ACSA	Association of California School Administrators (Outside CDE Source)
ACT	American College Testing (Outside CDE Source)
ADAD	Assessment Development and Administration Division – CDE
AID	Audits and Investigations Division - CDE
AIECE	American Indian Early Childhood Education
AMARD	Analysis, Measurement, and Accountability Reporting Division – CDE
AP	Advanced Placement
API	Academic Performance Index
ARP	American Rescue Plan Act of 2021 (Stimulus 3)
APR	Accountability Progress Reporting
ATSI	Additional Targeted Support and Improvement
AVID	Advancement Via Individual Determination

B

Acronym	Description
BTSA	Beginning Teacher Support and Assessment

C

Acronym	Description
CAASFEP	California Association of Administrators of State and Federal Education Programs (Outside CDE Source)
CAASPP	California Assessment of Student Performance Data System
CABE	California Association of Bilingual Education (Outside CDE Source)
CALPADS	California Longitudinal Pupil Achievement Data System
CalSTRS	California State Teachers' Retirement System (Outside CDE Source)
CalWORKS	California Work Opportunity and Responsibility to Kids

CARES	Coronavirus Aid, Relief, and Economic Security Act (Stimulus 1)
CARS	Consolidated Application and Reporting System
CASBO	California Association of School Business Officials (Outside CDE Source)
CBEDS	California Basic Educational Data System
CBEST	California Basic Educational Skills Test (Outside CDE Source)
CCC	California Community Colleges (Outside CDE Source)
cccco	California Community Colleges Chancellor's Office (Outside CDE Source)
CCEE	California Collaborative for Educational Excellence (Outside CDE Source)
CCI	College/Career Indicator
CCR	California Code of Regulations
CCSESA	California County Superintendents Educational Services Association (Outside CDE Source)
CCSS	Common Core State Standards
CCSSO	Council of Chief State School Officers (Outside CDE Source)
CCTD	Career and College Transition Division – CDE
CDC	Centers for Disease Control and Prevention (Outside CDE Source)
CDE	California Department of Education
CDS Code	County/District/School Code
CEI	Community Engagement Initiative (Outside CDE Source)
CFIRD	Curriculum Frameworks, and Instructional Resources Division – CDE
CFR	Code of Federal Regulations (Outside CDE Source)
CFT	California Federation of Teachers (Outside CDE Source)
CHKRC	California Healthy Kids Resource Center (Outside CDE Source)
CHKS	California Healthy Kids Survey
CHSPE	California High School Proficiency Examination
CLAD	Crosscultural, Language, and Academic Development (Outside CDE Source)
CMD	Clearinghouse for Multilingual Documents
СМТ	California Department of Education Monitoring Tool

CNIPS	Child Nutrition Information Payment System
COE	County Office of Education
CPS	Child Protection Services
CSB	California School for the Blind
CSBA	California School Boards Association (Outside CDE Source)
CSEA	California State Employees Association (Outside CDE Source)
CSI	Comprehensive Support and Improvement
21CSLA	21st Century California School Leadership Academy
CSU	California State University (Outside CDE Source)
СТА	California Teachers Association (Outside CDE Source)
CTC	Commission on Teacher Credentialing (Outside CDE Source)
CTE	Career Technical Education
CYA	California Youth Authority (Outside CDE Source)

D

Acronym	Description
Dashboard	California School Dashboard
DASS	Dashboard Alternative School Status
DHCS	Department of Health Care Services
DOF	Department of Finance (Outside CDE Source)
DOL	U.S. Department of Labor (Outside CDE Source)
DSS	Department of Social Services (Outside CDE Source)

Ε

Acronym	Description
EANS	Emergency Assistance to Non-public schools
EC	Education Code (Outside CDE Source)
ED	U.S. Department of Education (Outside CDE Source)
EDGAR	Education Department General Administrative Regulations (Outside CDE Source)
EDMD	Educational Data Management Division – CDE
EEED	Educator Excellence and Equity Division – CDE
EL	English learner

ELA	English-language Arts
ELCD	Early Learning and Care Division – CDE
ELD	Expanded Learning Division – CDE
ELPAC	English Language Proficiency Assessments for California
ELPI	English Learner Progress Indicator
EL Roadmap	English Learner Roadmap Policy
ELSB	Early Literacy Support Block
ELSD	English Learner Support Division – CDE
ESEA	Elementary and Secondary Education Act of 1965 (Outside CDE Source)
ESSA	Every Student Succeeds Act
ESSER	Elementary and Secondary School Emergency Relief Fund
ETS	Educational Testing Service (Outside CDE Source)
EWIG	Educator Workforce Investment Grant

F

Acronym	Description
FASD	Fiscal and Administrative Services Division
FM	Fiscal Monitoring
FPM	Federal Program Monitoring
FRPM	Free or Reduced-Priced Meals
FTE	Full-time Equivalent
FY	Fiscal Year
FYS	Foster Youth Services

G

Acronym	Description
GAD	Government Affairs Division – CDE
GATE	Gifted and Talented Education
GED	General Educational Development Test

GEER	Governor's Emergency Education Relief Fund
GL	General Ledger
GMART	Grant Management and Reporting Tool
GPA	Grade Point Average

Н

Acronym	Description

Acronym	Description
IB	International Baccalaureate
IDEA	Individuals with Disabilities Education Act (Outside CDE Source)
IEP	Individualized Education Program
IS	Independent Study
ISSPO	Integrated Student Support and Programs Office

J

Acronym	Description
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K

Acronym	Description
•	

Acronym	Description
LAC	Legal, Audits, and Compliance Branch
LASSO	Local Agency Systems Support Office
LCAP	Local Control and Accountability Plan
LCFF	Local Control Funding Formula
LEA	Local Educational Agency
LTEL	Long-term English Learner

M

Acronym	Description
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MSD	Multilingual Support Division - CDE
MTSS	Multi-tiered System of Support (Outside CDE Source)

Ν

Acronym	Description
NBCT	National Board Certified Teacher
NCBE	National Clearinghouse for Bilingual Education
NCLB	No Child Left Behind Act of 2001
NEA	National Education Association (Outside CDE Source)
NGSS	Next Generation Science Standards (Outside CDE Source)
NPS	Non-Public School
NSBA	National School Boards Association (Outside CDE Source)
NSD	Nutrition Services Division - CDE

0

Acronym	Description
OMB	Office of the Management and Budget
OSE	Office of the Secretary of Education (Outside CDE Source)
OSHA	Occupational Safety and Health Administration (Outside CDE Source)

P

Acronym	Description
PCA	Program Cost Account
PFT	Physical Fitness Testing
PSAT	Preliminary Scholastic Achievement Test (Outside CDE Source)
PTA	Parent Teacher Association (State) (Outside CDE Source)

Q

Acronym	Description
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R

Acronym	Description
RFA	Request for Applications
RFP	Request for Proposals

ROCP	Regional Occupational Centers and Programs
	togional occupational contolo and i regianio

S

Acronym	Description
SACS	Standardized Account Code Structure
S and C Funds	Supplemental and Concentration Funds
SARB	School Attendance Review Board
SARC	School Accountability Report Card
SASD	Student Achievement and Support Division - CDE
SAT	Scholastic Achievement Test
SB	Senate Bill
SBE	State Board of Education
SBP	School Breakfast Program
SCO	State Controller's Office
SCOE	Sacramento County Office of Education
SDAIE	Specially Designed Academic Instruction in English
SDC	Special Day Class
SEA	State Educational Agency
SED	Special Education Division – CDE
SELPA	Special Education Local Plan Area
SELPA Content Leads	SELPA Content Leads https://www.cde.ca.gov/fg/fo/r18/selpacontentlead18rfa.asp
SES	Supplemental Educational Services (Outside CDE Source)
SFSD	School Fiscal Services Division
SIG	School Improvement Grant
SIL	SELPA Systems Improvement Leads (Outside CDE Source)
SNP	School Nutrition Program
SnS	Supplement not Supplant
SpED	Special Education
SPSA	School-Plan for Student Achievement
SSC	Schoolsite Council

SSD	Single School District
SSI	School Support and Improvement
SSID	Statewide Student Identifier
SSO	(Statewide) System of School Support
SSPI	State Superintendent of Public Instruction
SSSSD	State Special Schools and Services Division
STAR	Standardized Testing and Reporting Program
STEM	Science, Technology, Engineering, and Mathematics
SWD	Students with Disabilities
SWP	Schoolwide programs

T

Acronym	Description
T5	Title 5, California Code of Regulations
TA	Technical Assistance
TAS	Targeted School Assistance
TSD	Technology Services Division
TSI	Targeted Support and Improvement
TUPE	Tobacco-Use Prevention Education



Acronym	Description
UC	University of California (Outside CDE Source)
UCOP	University of California Office of the President (Outside CDE Source)
UCP	Uniform Complaint Procedures
UGG	Uniform Grant Guidance
USDA	U.S. Department of Agriculture (Outside CDE Source)



Acronym	Description
VAPA	Visual and Performing Arts

W

Acronym	Description
WASC	Western Association of Schools and Colleges (Outside CDE Source)
WestEd	WestEd (Outside CDE Source)
WIC	Women, Infants, and Children (Outside CDE Source)

X, Y, Z

Acronym	Description
YRE	Year-round Education

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