



# Nightingale Charter

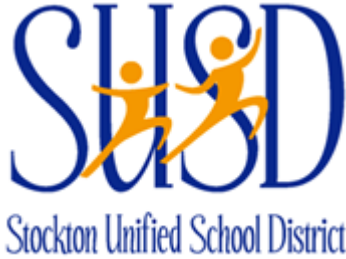
1721 Carpenter Rd. • Stockton, CA 95206 • (209) 933-7260 • Grades K-8

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<http://fnes-susd-ca.schoolloop.com/>

## 2014-15 School Accountability Report Card Published During the 2015-16 School Year



### Stockton Unified School District

701 North Madison St.  
Stockton, CA 95202-1634  
(209) 933-7000  
[www.stocktonusd.net](http://www.stocktonusd.net)

#### District Governing Board

Gloria Allen  
Andrea Burrise  
Kathleen Garcia  
Colleen Keenan  
Maria Mendez  
Angela Phillips  
Steve Smith

#### District Administration

Ms. Julie Penn  
**Superintendent**  
Ms. Julie Penn  
**Interim Superintendent**  
Dr. Mark Hagemann  
**Interim Deputy Superintendent**

### School Description

Florence Nightingale Charter is a Stockton Unified dependent charter school. Our students participate in Project-Based Learning (PBL), an innovative approach to learning that builds mastery in the core content areas of Reading and Language Arts, Mathematics, Science, Social Studies, and Technology. Through Project-Based Learning, our students build life skills of critical thinking, communication, collaboration, and creativity.

Mission- Nightingale Charter will cultivate Outstanding, Wise Leaders and Scholars prepared for college, career, and beyond through Project-Based Learning and 21st Century skills.

Vision- A Professional Learning Community dedicated to creating Outstanding, Wise Leaders and Scholars.

Myra Machuca, PRINCIPAL

## About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school at (209) 933-7260 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	41
Grade 1	48
Grade 2	35
Grade 3	48
Grade 4	52
Grade 5	35
Grade 6	32
Grade 7	35
Grade 8	33
<b>Total Enrollment</b>	<b>359</b>

SOURCE: California Department of Education

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	17
American Indian or Alaska Native	1.9
Asian	4.7
Filipino	1.7
Hispanic or Latino	71.3
White	2.2
Two or More Races	1.1
Socioeconomically Disadvantaged	86.9
English Learners	42.1
Students with Disabilities	5.6

SOURCE: California Department of Education

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Nightingale Charter	13-14	14-15	15-16
With Full Credential	15	14	14
Without Full Credential	1	2	1
Teaching Outside Subject Area of Competence	0	0	0
Stockton Unified School District	13-14	14-15	15-16
With Full Credential	♦	♦	1437
Without Full Credential	♦	♦	133
Teaching Outside Subject Area of Competence	♦	♦	12

SOURCE: This information is provided by the school district.

♦ no data required.

Teacher Misassignments and Vacant Teacher Positions at this School			
Nightingale Charter	13-14	14-15	15-16
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	2	1

\* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

SOURCE: This information is provided by the school district.

### Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	95.8	4.2
Districtwide		
All Schools	95.8	4.2
High-Poverty Schools	95.8	4.2
Low-Poverty Schools	0.0	0.0

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

SOURCE: California Department of Education

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

The main fact about textbooks that the Williams legislation calls for described whether schools have books in core classes for all students. The law also asks districts to reveal whether those books are what the California content standards calls for. This information is far more meaningful when along with the more detailed description of textbooks contained in our School Accountability Report Card (SARC). There you'll find the names of the textbooks used in our core classes, their dates of publication, the names of the firms that published them, and more

Textbooks and Instructional Materials	
Year and month in which data were collected: September 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	ENGLISH LANGUAGE ARTS K-12 Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Mathematics</b>	K-8 Math, Algebra I & Geometry Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Science</b>	FOSS (Full Option Science System) Adopted in 2007  Earth Science Adopted in 2007  Life Science Adopted in 2007  Physical Science Adopted in 2007  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>History-Social Science</b>	K-5 Scott Foresman Adopted in 2006  6-8 Glencoe: Discovering Our Past Adopted in 2006  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0

### School Facility Conditions and Planned Improvements (Most Recent Year)

Each school site has classrooms, a multipurpose room, a library and an administration building. The number of classrooms at each school site varies, depending on enrollment and available space. Several sites have portable class rooms to accommodate increased enrollment.

In 2011, Nightingale opened two new wings that include 8 classrooms and a science lab. Playground and parking lot areas were refurbished as well.

#### Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

#### Cleaning Process and Schedule

A scheduled maintenance program is administered by the district to ensure that all classrooms, restrooms, and facilities are well-maintained and in good repair. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 7/13/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			rm 12: cover on thermostat missing, stained and loose ceiling tiles. rm 17: loose ceiling tiles. rm 8: cover on thermostat missing
<b>Interior:</b> Interior Surfaces			X	boys & girls restrooms: broken light cover girls RR Multipurpose/kitchen: loose wall tiles rm 2: stained ceiling tiles. rm 5: loose ceiling tiles, cabinet in need of painting.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences			X	overall: dead trees in 20 wing need to be trim or removed.
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
			X	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	21	23	44
Math	15	17	33

\* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**SOURCE: California Department of Education**

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	22	19	19	32	31	29	59	60	56

\* Results are for grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

SOURCE: California Department of Education

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	18.20	15.20	3.00
7	12.90	41.90	9.70

\* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

SOURCE: California Department of Education

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	29
All Student at the School	19
Male	13
Female	26
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	18
White	--
Socioeconomically Disadvantaged	--
English Learners	0
Students with Disabilities	17
Students Receiving Migrant Education Services	--
Foster Youth	--

\* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

SOURCE: California Department of Education

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	46	46	100.0	52	22	15	11
	4	51	50	98.0	60	28	12	0
	5	34	33	97.1	55	36	6	3
	6	32	32	100.0	50	31	19	0
	7	34	34	100.0	38	38	24	0
	8	31	31	100.0	39	23	32	6
Male	3	46	22	47.8	41	27	18	14
	4	51	25	49.0	60	24	16	0
	5	34	19	55.9	74	21	5	0
	6	32	16	50.0	56	31	13	0
	7	34	15	44.1	47	40	13	0
	8	31	18	58.1	44	33	22	0

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
<b>Female</b>	<b>3</b>	46	24	52.2	63	17	13	8
	<b>4</b>	51	25	49.0	60	32	8	0
	<b>5</b>	34	14	41.2	29	57	7	7
	<b>6</b>	32	16	50.0	44	31	25	0
	<b>7</b>	34	19	55.9	32	37	32	0
	<b>8</b>	31	13	41.9	31	8	46	15
<b>Black or African American</b>	<b>3</b>	46	8	17.4	--	--	--	--
	<b>4</b>	51	7	13.7	--	--	--	--
	<b>5</b>	34	5	14.7	--	--	--	--
	<b>6</b>	32	2	6.3	--	--	--	--
	<b>7</b>	34	7	20.6	--	--	--	--
	<b>8</b>	31	2	6.5	--	--	--	--
<b>American Indian or Alaska Native</b>	<b>3</b>	46	1	2.2	--	--	--	--
	<b>4</b>	51	2	3.9	--	--	--	--
	<b>5</b>	34	1	2.9	--	--	--	--
	<b>6</b>	32	1	3.1	--	--	--	--
	<b>7</b>	34	1	2.9	--	--	--	--
	<b>8</b>	31	1	3.2	--	--	--	--
<b>Asian</b>	<b>3</b>	46	3	6.5	--	--	--	--
	<b>4</b>	51	2	3.9	--	--	--	--
	<b>5</b>	34	2	5.9	--	--	--	--
	<b>6</b>	32	3	9.4	--	--	--	--
	<b>7</b>	34	4	11.8	--	--	--	--
	<b>8</b>	31	1	3.2	--	--	--	--
<b>Filipino</b>	<b>3</b>	46	1	2.2	--	--	--	--
	<b>4</b>	51	1	2.0	--	--	--	--
	<b>5</b>	34	2	5.9	--	--	--	--
<b>Hispanic or Latino</b>	<b>3</b>	46	29	63.0	52	21	14	14
	<b>4</b>	51	36	70.6	53	33	14	0
	<b>5</b>	34	22	64.7	41	45	9	5
	<b>6</b>	32	26	81.3	46	31	23	0
	<b>7</b>	34	22	64.7	32	41	27	0
	<b>8</b>	31	26	83.9	46	15	31	8
<b>White</b>	<b>3</b>	46	3	6.5	--	--	--	--
	<b>4</b>	51	2	3.9	--	--	--	--
	<b>5</b>	34	1	2.9	--	--	--	--
	<b>7</b>	34	1	2.9	--	--	--	--
	<b>8</b>	31	1	3.2	--	--	--	--

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
<b>Two or More Races</b>	<b>3</b>	46	1	2.2	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	<b>3</b>	46	40	87.0	50	25	15	10
	<b>4</b>	51	45	88.2	60	29	11	0
	<b>5</b>	34	32	94.1	53	38	6	3
	<b>6</b>	32	28	87.5	50	36	14	0
	<b>7</b>	34	31	91.2	35	42	23	0
	<b>8</b>	31	28	90.3	39	21	36	4
<b>Students with Disabilities</b>	<b>3</b>	46	2	4.3	--	--	--	--
	<b>4</b>	51	5	9.8	--	--	--	--
	<b>5</b>	34	3	8.8	--	--	--	--
	<b>6</b>	32	4	12.5	--	--	--	--
	<b>7</b>	34	4	11.8	--	--	--	--
	<b>8</b>	31	2	6.5	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	<b>4</b>	51	1	2.0	--	--	--	--
	<b>5</b>	34	1	2.9	--	--	--	--
	<b>6</b>	32	1	3.1	--	--	--	--
<b>Foster Youth</b>	<b>3</b>	--	--	--	--	--	--	--
	<b>4</b>	--	--	--	--	--	--	--
	<b>5</b>	--	--	--	--	--	--	--
	<b>6</b>	--	--	--	--	--	--	--
	<b>7</b>	--	--	--	--	--	--	--
	<b>8</b>	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

**SOURCE: California Department of Education**

**School Year 2014-15 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
<b>All Students</b>	<b>3</b>	46	46	100.0	54	26	15	4
	<b>4</b>	51	49	96.1	59	33	8	0
	<b>5</b>	34	34	100.0	71	24	6	0
	<b>6</b>	32	32	100.0	59	28	13	0
	<b>7</b>	34	34	100.0	53	29	15	3
	<b>8</b>	31	31	100.0	48	19	23	10
<b>Male</b>	<b>3</b>	46	22	47.8	41	36	18	5
	<b>4</b>	51	24	47.1	58	38	4	0
	<b>5</b>	34	20	58.8	65	35	0	0
	<b>6</b>	32	16	50.0	69	25	6	0
	<b>7</b>	34	15	44.1	53	27	20	0
	<b>8</b>	31	18	58.1	56	22	17	6
<b>Female</b>	<b>3</b>	46	24	52.2	67	17	13	4
	<b>4</b>	51	25	49.0	60	28	12	0
	<b>5</b>	34	14	41.2	79	7	14	0
	<b>6</b>	32	16	50.0	50	31	19	0
	<b>7</b>	34	19	55.9	53	32	11	5
	<b>8</b>	31	13	41.9	38	15	31	15
<b>Black or African American</b>	<b>3</b>	46	8	17.4	--	--	--	--
	<b>4</b>	51	7	13.7	--	--	--	--
	<b>5</b>	34	5	14.7	--	--	--	--
	<b>6</b>	32	2	6.3	--	--	--	--
	<b>7</b>	34	7	20.6	--	--	--	--
	<b>8</b>	31	2	6.5	--	--	--	--
<b>American Indian or Alaska Native</b>	<b>3</b>	46	1	2.2	--	--	--	--
	<b>4</b>	51	2	3.9	--	--	--	--
	<b>5</b>	34	1	2.9	--	--	--	--
	<b>6</b>	32	1	3.1	--	--	--	--
	<b>8</b>	31	1	3.2	--	--	--	--
<b>Asian</b>	<b>3</b>	46	3	6.5	--	--	--	--
	<b>4</b>	51	2	3.9	--	--	--	--
	<b>5</b>	34	2	5.9	--	--	--	--
	<b>6</b>	32	3	9.4	--	--	--	--
	<b>7</b>	34	4	11.8	--	--	--	--
	<b>8</b>	31	1	3.2	--	--	--	--



**School Year 2014-15 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Filipino	3	46	1	2.2	--	--	--	--
	4	51	1	2.0	--	--	--	--
	5	34	2	5.9	--	--	--	--
Hispanic or Latino	3	46	29	63.0	48	31	17	3
	4	51	35	68.6	51	40	9	0
	5	34	23	67.6	65	26	9	0
	6	32	26	81.3	58	27	15	0
	7	34	22	64.7	59	23	14	5
	8	31	26	83.9	50	19	19	12
White	3	46	3	6.5	--	--	--	--
	4	51	2	3.9	--	--	--	--
	5	34	1	2.9	--	--	--	--
	7	34	1	2.9	--	--	--	--
	8	31	1	3.2	--	--	--	--
Two or More Races	3	46	1	2.2	--	--	--	--
Socioeconomically Disadvantaged	3	46	40	87.0	53	28	15	5
	4	51	45	88.2	60	33	7	0
	5	34	33	97.1	70	24	6	0
	6	32	28	87.5	61	29	11	0
	7	34	31	91.2	55	26	16	3
	8	31	28	90.3	50	18	25	7
Students with Disabilities	3	46	2	4.3	--	--	--	--
	4	51	5	9.8	--	--	--	--
	5	34	3	8.8	--	--	--	--
	6	32	4	12.5	--	--	--	--
	7	34	4	11.8	--	--	--	--
	8	31	2	6.5	--	--	--	--
Students Receiving Migrant Education Services	4	51	1	2.0	--	--	--	--
	5	34	1	2.9	--	--	--	--
	6	32	1	3.1	--	--	--	--
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--
	6	--	--	--	--	--	--	--
	7	--	--	--	--	--	--	--
	8	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

**SOURCE: California Department of Education**

## **C. Engagement**

### **State Priority: Parental Involvement**

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

### **Opportunities for Parental Involvement**

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 have made a commitment 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:

School Site Council

English Learner Parent Involvement Committee – (4x/ Year) (TBA)

Parent Academy- (monthly parent training and workshops)

Parent Coffee Meetings- (1x/ Month)

Principal Parent Coffee- (1x/ Month)

Academic Parent Teacher Teams- APTT (3 Academic Group Meetings/ 1 Individual Meeting)

Volunteer- Need TB and Fingerprint Clearance (Science Olympiad, School Garden, Academic Prep, Scholastic Book Fair, Field Trips)

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

Academic Awards Ceremonies- (Quarterly)

Character Awards Ceremonies- (Quarterly)

Community Fair- (1x/ Year)

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- (APTT- Academic Parent Teacher Teams)

Attending award/character assemblies, literacy night, math night, Project-Based Learning presentations

### **State Priority: School Climate**

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

### **School Safety Plan**

Our school places a strong emphasis on ensuring the safety of all students and staff members. The school's custodial team ensures the school facilities are in compliance with all federal and state health and safety regulations. Each year a deep cleaning process occurs during a close of school, either during the summer or other extended breaks. In the event of a facility plant emergency, the principal notifies appropriate site and district personnel to resolve the emergency and safely secure or evacuate the students, based upon the site and district emergency preparedness plans. A site review with the district Internal Evaluation Instrument (IEI) occurs annually.

A comprehensive School Safety Plan, which was recently reviewed by the School Site Council, helps to provide a secure, peaceful and clean environment for the school community. The school's Disaster Preparedness Plan identifies procedures to follow during emergencies and natural disasters. Emergency drills are conducted on a regular basis.

Every effort is made to ensure students are monitored while on campus throughout the school day. Yard supervisors, teachers, site administrators and school staff provide supervision for students before, after and during school. The playground is safe for all students. All visitors must sign in at the office, receive proper authorization to be on campus, and display their passes at all times.

See attached Nightingale Charter Schoolwide Safety Plan

### Suspensions and Expulsions

School	2012-13	2013-14	2014-15
Suspensions Rate	4.41	4.49	7.01
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	10.96	10.09	9.39
Expulsions Rate	0.02	0.08	0.08
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

SOURCE: California Department of Education

### D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
<b>English Language Arts</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

SOURCE: California Department of Education

### 2015-16 Federal Intervention Program

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		50
Percent of Schools Currently in Program Improvement		86.2

SOURCE: California Department of Education

### Average Class Size and Class Size Distribution (Elementary)

Average Class Size			Number of Classrooms*									
			1-20			21-32			33+			
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	18	20	21	2	2	1		1	1			
1	31	26	22		1	1	1		1		1	
2	29	25	16			3	2	2	1			
3	30	26	19			1	1	3	1			
4	33	17	23		1	2		1	1	1		1
5	33	32	23			1		1		1		1
6	31	11	18		2	1	1	1	1			
Other		5	5		2	1						

SOURCE: California Department of Education

### Average Class Size and Class Size Distribution (Secondary)

Average Class Size			Number of Classrooms*									
			1-22			23-32			33+			
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	24	5	6	2	3	3	5					
Math	28	24	14			1	4	1				
Science	28						2					

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

SOURCE: California Department of Education

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0.04
Library Media Services Staff (Paraprofessional)	0.43
Psychologist	0.33
Social Worker	0.04
Nurse	0.1
Speech/Language/Hearing Specialist	0.5
Resource Specialist	1
Other	3
Average Number of Students per Staff Member	
Academic Counselor	

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**SOURCE:** This information is provided by the school district.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,802	\$43,165
Mid-Range Teacher Salary	\$60,551	\$68,574
Highest Teacher Salary	\$76,281	\$89,146
Average Principal Salary (ES)	\$105,299	\$111,129
Average Principal Salary (MS)		\$116,569
Average Principal Salary (HS)	\$111,870	\$127,448
Superintendent Salary	\$232,300	\$234,382
Percent of District Budget		
Teacher Salaries	35%	38%
Administrative Salaries	6%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

**SOURCE:** California Department of Education

### Types of Services Funded

The following is a list of Federal and State funded programs that may be available to schools in the district:

- Title I Helping Disadvantaged Students Meet Standards
- Title I Homeless
- Title I Migrant Education
- Title II Improving Teacher Quality
- Title III Limited English Proficient Students
- Beginning Teacher Support and Assessment (B TSA)
- Extended Day Programs
- English Language Acquisition Program (ELAP)

### Professional Development provided for Teachers

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach.

Teachers have had professional development in the following areas:

No Bully Solution Coach (6 hours) presented at an off-site workshop  
 No Bully Foundations (3.5 hours) presented during after school workshop  
 Project-Based Learning (20 hours) through school pull-out sessions and after school meetings. Support is provided by our external support provider from Teacher's College of San Joaquin.

Professional Learning Communities Leadership (26 hours) offered during off-site workshops.

Professional Learning Communities Grade Level (24 hours) provided at off-site workshops. Support is provided during collaboration meetings.

Common Core State Standards (32 hours) provided at off-site workshops. Support is provided through in-class coaching.

PBIS (24 hours) provided at off-site workshops.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	11471.3	5970.29	5501.01	53562.20
District	◆	◆	4983.64	\$61,632
State	◆	◆	\$5,348	\$72,971
Percent Difference: School Site/District			10.4	-12.5
Percent Difference: School Site/ State			17.3	-24.3

\* Cells with ◆ do not require data.

**SOURCE:** Information is provided by the school district and California Department of Education.

◆ no data required.

**DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

**Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.