



# Nightingale Charter School

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

Myra Machuca, Principal

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<http://www.stocktonusd.net/Nightingale>

## 2017-18 School Accountability Report Card Published During the 2018-19 School Year



### **Nightingale Charter School**

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

#### **District Governing Board**

Cecilia Mendez  
AngelAnn Flores  
Kathleen Garcia  
Lange Luntao  
Maria Mendez  
Scot McBrian  
Candelaria Vargas

#### **District Administration**

John E. Deasy, Ph.D.

#### **Superintendent**

Dr. Reyes Gauna

#### **Assistant Superintendent of Educational Support Services**

Craig Wells

#### **Assistant Superintendent of Human Resources**

Sonjhia Lowery

#### **Assistant Superintendent of Educational Services**

### **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 and 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	60
Grade 1	60
Grade 2	43
Grade 3	36
Grade 4	48
Grade 5	33
Grade 6	46
Grade 7	48
Grade 8	32
<b>Total Enrollment</b>	<b>406</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	13.5
American Indian or Alaska Native	0.7
Asian	2.0
Filipino	2.2
Hispanic or Latino	77.8
Native Hawaiian or Pacific Islander	0.2
White	2.2
Socioeconomically Disadvantaged	88.2
English Learners	32.3
Students with Disabilities	12.1
Foster Youth	0.5

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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 School	16-17	17-18	18-19
With Full Credential	24	16	18
Without Full Credential	6	5	6
Teaching Outside Subject Area of Competence	0	0	0
Nightingale Charter School	16-17	17-18	18-19
With Full Credential	♦	♦	1517
Without Full Credential	♦	♦	266
Teaching Outside Subject Area of Competence	♦	♦	3

Teacher Misassignments and Vacant Teacher Positions at this School			
Nightingale Charter School	16-17	17-18	18-19
Teachers of English Learners	1	1	0
Total Teacher Misassignments	1	1	0
Vacant Teacher Positions	0	0	0

\* Note: "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.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

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). Here you'll find the names of the textbooks used in our core classes and their dates of publication.

Textbooks and Instructional Materials Year and month in which data were collected: August 2018	
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  CK-12 Earth Science Adopted in 2016  CK-12 Life Science Adopted in 2016  CK-12 Physical Science Adopted in 2016  <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 California Studies Weekly Adopted in 2017  6-8 California McGraw Hill Impact 6 Ancient Civilizations 7 Medieval and Early Modern World History 8 US History Adopted in 2017 6  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0

Note: Cells with N/A values do not require data.

### 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.

Stockton Unified takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, we utilize the facility survey instrument developed by the State of California OPSC. The full report is available upon request.

School Facility Good Repair Status (Most Recent Year)		
Year and month in which data were collected: 8/7/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Poor	bys/girls restrooms northside: broken wall tiles bys/girls restrooms southside: broken wall tiles rm11: walls and cabinet need to be painted. rm2: stain ceiling tiles, loose ceiling tiles, wire hanging from ceiling by the door.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Poor	Multi-purpose kitchen: kitchen RR misins exhaust cover. overall: camera missing by rm19, playgrounds cracked asphalt, gutters have grass growing, broken branch on pine tree behind multipurpose/ rm2: stain ceiling tiles, loose ceiling tiles, wire hanging from ceiling by the door.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	overall: camera missing by rm19, playgrounds cracked asphalt, gutters have grass growing, broken branch on pine tree behind multipurpose/
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	overall: camera missing by rm19, playgrounds cracked asphalt, gutters have grass growing, broken branch on pine tree behind multipurpose/

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 8/7/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Overall Rating	Good	

## 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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	25.0	29.0	26.0	28.0	48.0	50.0
Math	17.0	19.0	20.0	21.0	37.0	38.0

Note: 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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the

standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	21.2	21.2	9.1
7	12.5	4.2	4.2

\* 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.

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	246	244	99.19	29.10
<b>Male</b>	130	128	98.46	24.22
<b>Female</b>	116	116	100.00	34.48
<b>Black or African American</b>	30	30	100.00	13.33
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	--	--	--	--
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	195	193	98.97	29.53
<b>White</b>	--	--	--	--
<b>Two or More Races</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	218	216	99.08	27.78
<b>English Learners</b>	127	126	99.21	23.02
<b>Students with Disabilities</b>	39	38	97.44	7.89
<b>Students Receiving Migrant Education Services</b>	--	--	--	--
<b>Foster Youth</b>	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; 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 only students who received scores.

**School Year 2017-18 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	246	244	99.19	18.85
Male	130	128	98.46	17.97
Female	116	116	100	19.83
Black or African American	30	30	100	6.67
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	195	193	98.97	20.73
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	218	216	99.08	19.91
English Learners	127	126	99.21	17.46
Students with Disabilities	39	38	97.44	5.26
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; 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 only students who received scores.

### **C. Engagement**

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

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

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

#### **Opportunities for Parental Involvement (School Year 2018-19)**

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:

- School Site Council
- Fall Festival
- English Learner Parent Involvement Committee – (4x/ Year) (TBA)
- Parent Academy- (monthly parent training and workshops)
- Parent Coffee Meetings- (1x/ Month)
- Nightingale Academic Teams- NAT (2 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- (trimesterly)
- Character Awards Ceremonies- (trimesterly)
- PBL showcase

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

**State Priority: School Climate**

The SARC provides the following information relevant to the State priority: School Climate (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.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	3.7	0.5	1.8
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	9.4	7.6	6.9
Expulsions Rate	0.1	0.1	0.1
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1



## 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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.00
Counselor (Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	.5
Social Worker	0.12
Nurse	0.2
Speech/Language/Hearing Specialist	0.50
Resource Specialist (non-teaching)	1.00
Other	2.00
Average Number of Students per Staff Member	
Academic Counselor	0

\* 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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	22	19	16	1	3	5	5	6				
1	21	21	17	2	1	8	2	2	1			
2	23	22	13	3	2	2	4	4	2			
3	26	21	17	1	2	1	2	4	1			
4	23	26	18	1	1	2	2	2	2			
5	16	23	20	7	1	1	4	2	2			
6	19	18	14	2	5	6	2	4	2			
Other			10			1						

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

### 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:

Number talks professional development provided on-site in classroom

Project-Based Learning (4 days) through off-site conference

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 provided at off-site workshops. Support is provided through in-class coaching.

PBIS provided at off-site workshops.

NGSS NextGen Science Standards workshops.

Individual personalized training based on teachers' needs

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,720	\$47,903
Mid-Range Teacher Salary	\$72,597	\$74,481
Highest Teacher Salary	\$91,456	\$98,269
Average Principal Salary (ES)	\$126,294	\$123,495
Average Principal Salary (MS)	\$0	\$129,482
Average Principal Salary (HS)	\$135,899	\$142,414
Superintendent Salary	\$275,808	\$271,429
Percent of District Budget		
Teacher Salaries	32.0	35.0
Administrative Salaries	5.0	5.0

\* 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/).

### 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
- Teacher Induction Program
- Extended Day Programs
- English Language Acquisition Program (ELAP)

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. 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.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	10260.85	1902.05	8358.8	78123.18
District	♦	♦	6203.28	\$72,903
State	♦	♦	\$7,125	\$80,764
Percent Difference: School Site/District			29.6	12.6
Percent Difference: School Site/ State			23.9	-1.4

\* Cells with ♦ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.