

# Joe Nightingale Elementary School

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

### Published During 2016-17

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 <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 principal or the district office.

#### **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 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.

## **About This School**

#### **Contact Information (School Year 2016-17)**

<b>School Contact Information</b>	
<b>School Name</b>	Joe Nightingale Elementary School
<b>Street</b>	255 Winter Road
<b>City, State, Zip</b>	Santa Maria, CA 93455
<b>Phone Number</b>	(805) 938-8650
<b>Principal</b>	Julie Kozel
<b>E-mail Address</b>	<a href="mailto:jkozel@orcutt-schools.net">jkozel@orcutt-schools.net</a>
<b>Web Site</b>	<a href="http://joenightingale.orcuttschools.net/">http://joenightingale.orcuttschools.net/</a>
<b>CDS Code</b>	42-69260-6045777

<b>District Contact Information</b>	
<b>District Name</b>	Orcutt Union Elementary School District
<b>Phone Number</b>	(805) 938-8900
<b>Superintendent</b>	Deborah Blow, Ed.D.
<b>E-mail Address</b>	dblow@orcutt-schools.net
<b>Web Site</b>	<a href="http://www.orcuttschools.net">http://www.orcuttschools.net</a>

### **School Description and Mission Statement (School Year 2016-17)**

Our mission statement, as approved by our School Site Council, is as follows: At Joe Nightingale School, all students learn and all students belong. Our students, parents, and staff are committed to working as a team to promote academic excellence, physical and emotional well-being, social and behavioral development, and an appreciation for diversity in a safe environment. We strive to instill in our students motivation and excitement about their future!

#### **Vision Statement**

The vision of Joe Nightingale School is to provide for the educational success of all students through high expectations and a commitment to academic excellence; to empower them to reach their full potential as responsible, ethical and productive citizens in a diverse and changing world. We believe this is a shared responsibility requiring the cooperation and commitment of students, parents, staff, and the community.

We ensure academic excellence by providing quality educational programs with all staff members focused on continually improving student achievement. We believe children learn best when they engage in a variety of meaningful activities in a challenging, structured and positive environment. At Joe Nightingale School we provide our students with a rigorous, scholarly learning environment in which learning time, instructional planning, progress monitoring, and strategic/intensive interventions are systematically focused on individual student learning needs. We have clear, research-based interventions and enrichment opportunities to meet the needs of learners at all instructional levels.

All members of the Joe Nightingale School community collaborate to offer continuous learning programs that enable all children to maximize their academic, social and emotional growth and promote their development into thoughtful, accepting, productive and responsible citizens. Teacher teams at each grade level, work together to ensure students receive a comprehensive, standards-based course of study. These teacher grade level teams meet weekly in Professional Learning Communities to review student learning and to plan strategic interventions and enrichment activities to meet the various needs of all students.

At Joe Nightingale, our commitment to preparing children with 21st Century Learning Skills-Communication, Collaboration, Critical Thinking and Creativity- is present in all learning activities. The students at Joe Nightingale are global learners who use technology to increase their awareness and facilitate their contributions to the world around them.

At Joe Nightingale School, our students, parents, and staff are committed to working as a team to promote student involvement in the positive, scholarly, safe, and inclusive school culture. Students are caretakers for their own learning environment and are deeply connected to the school community. Parents, families, and community members have a strong investment in our students' lifelong education.

In order to achieve this vision, during the 2016-17 school year, Joe Nightingale School is continuing the focus on High Quality First Instruction.

This High Quality First Instruction includes Continued Instructional Focus Areas:

- Literary and Non-Fiction Reading
- Academic Vocabulary in Speaking and Listening
- Cross-curricular academic language including a focus on mathematics academic language
- Student engagement including the use of inquiry, student collaboration and anchor charts
- Intervention time block to meet individual needs in Math, Reading and Writing
- Small group targeted instruction in Math, Reading and Writing
- Writing Process with technology
- Implementation on the Common Core Math curriculum and intervention in mathematics

**Student Enrollment by Grade Level (School Year 2015-16)**

<b>Grade Level</b>	<b>Number of Students</b>
Kindergarten	167
Grade 1	97
Grade 2	91
Grade 3	85
Grade 4	107
Grade 5	114
Grade 6	100
<b>Total Enrollment</b>	<b>761</b>

**Student Enrollment by Group (School Year 2015-16)**

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Black or African American	0.8
American Indian or Alaska Native	0.5
Asian	1.2
Filipino	1.2
Hispanic or Latino	57.2
Native Hawaiian or Pacific Islander	0
White	33.1
Two or More Races	5.5
Socioeconomically Disadvantaged	46.4
English Learners	18.5
Students with Disabilities	11.2
Foster Youth	1.4

## 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

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	32	35	37.5	
Without Full Credential	2	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments *	0	0	
Vacant Teacher Positions	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.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	96.6	3.5
All Schools in District	99.6	0.5
High-Poverty Schools in District	98.9	1.1
Low-Poverty Schools in District	100.0	0.0

Note: 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.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

**Year and month in which data were collected:** October 1, 2016

All textbooks used in the core curriculum at Joe Nightingale Elementary School are aligned to the California Content Standards and Frameworks. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's adoption cycle for core content materials (English/language arts, math, science, and social science).

On Wednesday, October 14, 2015, the Orcutt Union Elementary's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution No.7 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2013-14 school year, Orcutt Union Elementary did not offer visual/performing arts classes and therefore did not require the distribution of respective textbooks and instructional materials.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Grades K-5 McGraw-Hill WONDERS CA Comprehensive System Adoption Year 2016 Grades 6-8 Houghton Mifflin, COLLECTIONS for California 2017 Adoption Year 2016	Yes	0.0%
<b>Mathematics</b>	Houghton Mifflin Harcourt Publishing Expressions K-5  CPM grade 6 Core Connections Course 1 Adoption Year 2015	Yes	0.0%
<b>Science</b>	Macmillan/McGraw-Hill, Macmillan/McGraw-Hill California Science Adoption Year 2006	Yes	0.0%
<b>History-Social Science</b>	Harcourt School Publishers, Reflections: California Series. Adoption Year 2005  Pearson Scott Foresman, Scott Foresman History-Social Science for California. Adoption Year 2005	Yes	0.0%

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

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Joe Nightingale Elementary School's original facilities were built in 1958. Ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Every morning before school begins, the custodian inspects the facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and two evening custodians are assigned to Joe Nightingale Elementary School.

The day custodian is responsible for:

- Cafeteria setup/cleanup
- Restroom cleaning

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed.

The evening custodian is responsible for:

- Classroom cleaning
- Office area cleaning
- Restroom cleaning

The principal and assistant principal communicate with the custodial staff daily concerning maintenance and school safety issues.

**School Facility Good Repair Status (Most Recent Year)**

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: February 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<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 Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: February 2016				
Overall Rating	Exemplary	Good	Fair	Poor
		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] 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

#### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	55	60	46	51	44	48
Mathematics	43	45	36	42	34	36

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.

#### CAASPP Test Results in ELA by Student Group

##### Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	87	85	97.7	44.7
	4	109	105	96.3	61.0
	5	111	107	96.4	68.2
	6	105	104	99.0	63.5
Male	3	50	50	100.0	32.0
	4	51	48	94.1	52.1
	5	46	42	91.3	57.1
	6	50	49	98.0	51.0
Female	3	37	35	94.6	62.9
	4	58	57	98.3	68.4
	5	65	65	100.0	75.4
	6	55	55	100.0	74.5
Black or African American	4	--	--	--	--
	5	--	--	--	--
American Indian or Alaska Native	5	--	--	--	--
	6	--	--	--	--
Asian	3	--	--	--	--
	4	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	--	--	--	--
	6	--	--	--	--
Filipino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Hispanic or Latino	3	52	50	96.2	36.0
	4	64	62	96.9	56.5
	5	68	68	100.0	63.2
	6	59	58	98.3	53.5
White	3	28	28	100.0	64.3
	4	33	32	97.0	81.3
	5	31	28	90.3	75.0
	6	37	37	100.0	81.1
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Socioeconomically Disadvantaged	3	45	43	95.6	34.9
	4	61	57	93.4	59.6
	5	55	55	100.0	63.6
	6	57	56	98.3	55.4
English Learners	3	15	14	93.3	50.0
	4	27	27	100.0	51.9
	5	25	25	100.0	60.0
	6	21	20	95.2	55.0
Students with Disabilities	3	11	11	100.0	18.2
	4	18	15	83.3	6.7
	5	18	15	83.3	13.3
	6	13	13	100.0	15.4
Students Receiving Migrant Education Services	4	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.



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.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
<b>All Students</b>	3	87	86	98.8	55.8
	4	109	105	96.3	58.1
	5	111	107	96.4	29.9
	6	105	104	99.0	39.4
<b>Male</b>	3	50	50	100.0	56.0
	4	51	48	94.1	58.3
	5	46	42	91.3	28.6
	6	50	49	98.0	32.6
<b>Female</b>	3	37	36	97.3	55.6
	4	58	57	98.3	57.9
	5	65	65	100.0	30.8
	6	55	55	100.0	45.5
<b>Black or African American</b>	4	--	--	--	--
	5	--	--	--	--
<b>American Indian or Alaska Native</b>	5	--	--	--	--
	6	--	--	--	--
<b>Asian</b>	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
<b>Filipino</b>	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
<b>Hispanic or Latino</b>	3	52	51	98.1	47.1
	4	64	62	96.9	50.0
	5	68	68	100.0	25.0
	6	59	58	98.3	27.6
<b>White</b>	3	28	28	100.0	75.0
	4	33	32	97.0	78.1
	5	31	28	90.3	35.7
	6	37	37	100.0	54.0

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Socioeconomically Disadvantaged	3	45	44	97.8	50.0
	4	61	57	93.4	52.6
	5	55	55	100.0	23.6
	6	57	56	98.3	33.9
English Learners	3	15	15	100.0	60.0
	4	27	27	100.0	55.6
	5	25	25	100.0	20.0
	6	21	20	95.2	5.0
Students with Disabilities	3	11	11	100.0	27.3
	4	18	15	83.3	13.3
	5	18	15	83.3	6.7
	6	13	13	100.0	15.4
Students Receiving Migrant Education Services	4	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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.

#### 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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	69	61	59	72	68	72	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

**CAASPP Test Results in Science by Student Group  
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	111	108	97.3	59.3
Male	46	43	93.5	65.1
Female	65	65	100.0	55.4
Hispanic or Latino	68	68	100.0	54.4
White	31	29	93.6	69.0
Socioeconomically Disadvantaged	55	55	100.0	56.4
English Learners	25	25	100.0	56.0
Students with Disabilities	18	16	88.9	43.8

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: 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.

**State Priority: Other Pupil Outcomes**

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

- Pupil outcomes in the subject areas of physical education.

**California Physical Fitness Test Results (School Year 2015-16)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	17.3	31.7	23.1

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.

**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 (School Year 2016-17)**

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or attending school events. Teachers, parents, ELAC committee members and members of the School Site Council generate input and feedback used to plan budgets and programs supported by various funding sources.

Parents stay informed on upcoming events and school activities through email, school newsletters, the school website, and the glass kiosk on campus. Contact the school office at (805) 938-8650 for more information on how to become involved in your child's learning environment.

## 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.

### Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Suspensions</b>	1.7	1.3	1.8	3.1	2.4	3.0	4.4	3.8	3.7
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2016-17)

The Comprehensive School Site Safety Plan was developed for Joe Nightingale Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in January 2017.

## 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.

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
<b>Program Improvement Status</b>	In PI	Not In PI
<b>First Year of Program Improvement</b>	2011-2012	
<b>Year in Program Improvement*</b>	Year 3	
<b>Number of Schools Currently in Program Improvement</b>	N/A	2
<b>Percent of Schools Currently in Program Improvement</b>	N/A	40.0

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

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

Grade Level	2013-14			2014-15			2015-16					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
<b>K</b>	23	1	6		23	2	7		23	2	7	
<b>1</b>	26		3		30		3		30		3	
<b>2</b>	30		3		26		3		26		3	
<b>3</b>	27		4		30		3		30		3	
<b>4</b>	32		3		31		4		31		4	
<b>5</b>	26	1	4		30		3		30		3	
<b>6</b>	32		3		26	1	4		26	1	4	

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

### Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	.5	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.7	N/A
Psychologist	.3	N/A
Social Worker	0	N/A
Nurse	.1	N/A
Speech/Language/Hearing Specialist	2	N/A
Resource Specialist	1	N/A
Other	0	N/A

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

\*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.

### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$ 6436.00	\$ 1789.00	\$ 4647.00	\$70,760.00
District	N/A	N/A	\$5,267	\$75,999
Percent Difference: School Site and District	N/A	N/A	-100.0	-1.5
State	N/A	N/A	\$5,677	\$71,610
Percent Difference: School Site and State	N/A	N/A	-100.0	5.2

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

### Types of Services Funded (Fiscal Year 2015-16)

DataQuest is an online data tool located at <http://www.cde.ca.gov/ds/sd/cb/dataquest.asp> that contains additional information about Joe Nightingale Elementary School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to CAASP results, STAR results, CELDT results, enrollment, and staffing.

#### Public Internet Access Location

Parents may access Joe Nightingale Elementary School's SARC and access the internet at any of the county's public libraries. The closest public library to Joe Nightingale Elementary School is Orcutt Library, a branch of Santa Maria Public Library.

Address: 1157 East Clark Ave. Suite K, Orcutt

Phone Number: (805) 937-6483

WebSite: <http://www.ci.santa-maria.ca.us/210.shtml>

Number of Computers Available: 2

#### Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Orcutt Union Elementary. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available.

### Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,896	\$44,507
Mid-Range Teacher Salary	\$66,665	\$68,910
Highest Teacher Salary	\$88,250	\$88,330
Average Principal Salary (Elementary)	\$117,271	\$111,481
Average Principal Salary (Middle)	\$114,490	\$115,435
Average Principal Salary (High)		\$113,414
Superintendent Salary	\$189,000	\$169,821
Percent of Budget for Teacher Salaries	41%	39%
Percent of Budget for Administrative Salaries	6%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

### Professional Development (Most Recent Three Years)

All training and curriculum development activities at Joe Nightingale Elementary School revolve around the current California State Standards (Common Core Standards) and focus on the following goals.

- Implementation of the New California State Standards (Common Core Standards)
- Instructional Strategies for Math and English Language Arts
- Use of Academic Language
- Intervention Strategies

Decisions concerning selection of staff development activities are performed by the principal and grade level representatives using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Joe Nightingale Elementary School supports ongoing professional growth throughout the year on through weekly PLC grade level collaboration time. Teachers meet in both grade level and department level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula. Joe Nightingale Elementary School's teachers attended the following events hosted by the Orcutt Union Elementary:

- Professional Learning Communities
- Examining School Culture and Student Achievement
- Differentiated Instruction/Response to Intervention
- Implementation and Instructional Strategies in English Language Arts TK-6

Joe Nightingale Elementary School offers support to new and veteran teachers through peer coaching and mentoring. Hourly certificated teachers are provided targeted training focused on teaching strategies and curriculum content. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.