



## Manteca Unified School District Strategic Plan

2023-2024

### Vision Statement

Every student works to achieve grade level standards, feels safe and is supported to realize individual success.

### Mission Statement

Through smart actions and decisions, MUSD will work together using meaningful, measurable and aligned data for all students to achieve mastery of grade level standards in all subjects based on their unique educational pathway in a safe environment inclusive of design, security and climate.

### **Nile Garden**

39685936042378

### **Manteca Unified School District**

39685930000000

### School Site Vision

Nile Garden School staff, students, and families will create an environment that promotes social physical and emotional safety while motivating all students to be literate, problem solving, critical thinkers in an effort to achieve grade level standards.

### School Site Mission

Nile Garden School staff, students, and families, through informed decisions and actions will create an environment that promotes social, physical and emotional safety while motivating students to be literate, problem solving, critical thinkers in an effort to achieve grade level standards.

### **Purpose and Description**

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

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

Nile Garden School, a kindergarten through eighth grade school in a rural setting, serves a 20-square mile area. Forty percent (40%) of the students are living within Manteca City limits. Seventy-five (80%) have the ability to be bussed. Nile Garden is considered the center of our school community. Parents and students take pride in the school, keeping it clean, observing good safety practices, and supporting our school programs. Our school enjoys excellent community involvement through the Nile Garden Community Club. Parents regularly volunteer in the classroom, are active participants on the School Site Council, English Language Advisory Committee, and various parent committees for fund-raisers and field trips.

**Educational Partner Involvement**

How, when, and with whom did the 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**

Community involvement is an integral part of any school function. Parental involvement in the planning, review, and improvement of the schoolwide program plan will take place via English Learner Advisory Committee meetings, School Site Council meetings, as well as community surveys. Staff meetings will also be held to review and update the plan.

**Resource Inequities**

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

It has been expressed that the core curriculum does not supply adequate resources for phonics instruction. By piloting the Foundations program in Kindergarten through Second grade, the primary students will have a proper foundation to begin reading. Students will also be given the opportunity to build their reading skills at home by being provided books, weekly, that correlate with the stories.

**School Site Description**

Nile Garden School is TK-8 campus of approximately 1,100 students located on the outskirts of Manteca’s city limits and rural Manteca. We are a combination of busing as well as parental drop off for students. Our original school buildings were built in 1963. Starting in 2019, Nile Garden was the recipient of a multi-million-dollar renovation funded by Measure G which included a new Classroom Building with a new Kindergarten suite, playground structures, additional portables, multipurpose room and learning commons. In addition to the new classrooms, we have a new Administration office, increased parking to our front parking lot, and east parking lot which was to be designated for staff parking and bus drop off.

Historically, Nile Garden is recognized within the district for its consistently high academic standards and student performance with a California Distinguished Schools award recognition in 2020. We provide our students with the best available interventions at our disposal including Edmentum's Exact Path, Give Every Child A Chance one-to-one tutoring, Mine Craft for Education, Rosetta Stone and designated access time to target student learning deficits. The Give Every Child a Chance/ASAP program hosts an after school three-hour program that provides on average 120 students daily with homework support, physical activity, and enrichment at no cost to our families. Through the Expanded Learning Opportunities Program GECAC provides extended learning opportunities during MUSD's long breaks (Fall Break, Winter Break, Spring Break). Nile Garden also offers the Parenting Partners workshops combine parenting and leadership skills that empower parents to become vital contributors to their children's academic success. Strong parental support and involvement through parent volunteers as well as our Nile Garden Community Club, compliments our well-trained staff of professionals. With the focus of meeting our individual site's needs, we provided a Full Day Kindergarten instructional model. Additionally, we have a full-time counselor at our site. In support of the students of families in the Transitional Student Support Program we have provided a site Liaison to assist them with accessing various helpful resources. To create a strong relationship between parents, students and teachers, a Site Outreach Assistant has been hired for 3 hours per day to work to remove barriers to educational success for our students.

#### 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	26.20	84.46	885.50	84.32	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	3.00	9.65	38.90	3.71	4205.90	1.53
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	1.80	5.89	113.30	10.79	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0.00	0.00	11.40	1.09	12115.80	4.41
<b>Unknown</b>	0.00	0.00	0.90	0.09	18854.30	6.86
<b>Total Teaching Positions</b>	31.00	100.00	1050.10	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

#### 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
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Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

#### Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	1.80	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	1.80	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

#### Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	13.00	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	6.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	0.3

## Comprehensive Needs Assessment Components

### Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

### Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Beginning with the 2018-2019 school year and continuing through the 2021-2022 year, parents, teachers and students were surveyed with questions developed by Hanover Research with regard to safety, professional development needs, implementation of rigorous state standards, and meeting the needs of unduplicated, as well as underperforming, groups. Results were reported to all in the district LCAP and the California Dashboard. Historically, every other year, students in grades 5, 7, and 9 are administered the California Healthy Kids Survey. Results are reported out in the California Dashboard, and site level results are disaggregated and shared with school sites. Results are discussed in school site council and English Learner Advisory Committee meetings, leadership, and other stakeholder input meetings. Findings were used to inform the MUSD Local Control Accountability Plan (LCAP), school site strategic plans and further implementation needs. Individual sites may also utilize surveys.

### Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Site administrators, in accordance with the MEA Master Agreement, utilize classroom observation to evaluate teachers using the California Standards for the Teaching Profession.

### Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

### Use of state and local assessments to modify instruction and improve student achievement (ESEA)

District-wide assessment and accountability systems monitor student academic performance and growth in learning. Over the previous school years, MUSD spent valuable time looking at and evaluating whether or not identified assessments were meaningful, measurable, and valid. With the onset of the pandemic in 2020, and the lack of state-mandated assessments, MUSD chose and implemented the NWEA MAP (Measures of Academic Progress) Growth assessment at targeted grade levels district-wide. The information gleaned from these on-going assessments was shared with parents at goal-setting conferences, and students, parents and teachers were able to discuss specific skills that each pupil was ready to learn, and his/her projected and actual growth toward state standards. Data were used to identify student need, determine areas of focus for professional learning, and choose appropriate interventions. Parents are provided results digitally via ParentConnect (the district's on-line portal for parents to access information about their student), on paper (if requested) and at teacher conferences. Throughout the year, the assessment of student achievement is a priority and requires continual support and monitoring of the collection, processing, analyses, and reporting of data. Students in grades 3-8 and in grade 11 take Smarter Balance Summative Assessments in English Language Arts (ELA) and Mathematics, except in the spring of 2020 and 2021 due to COVID-19. All English Language Learners are administered the English Language Proficiency Assessments for California annually, except in Spring of 2020 due to COVID-19 school closures. Moving forward, students in grades K-2 will be assessed using the reading fluency assessment, also through NWEA. In grades K-8, writing samples are maintained in student portfolios. In grades 3-8 students are given an on demand writing prompt each trimester, which is scored using a district-wide grade level rubric. Reading assessments include the Wonders platform aligned with California State Standards. Assessment results and other data are stored in a database which can produce reports and disaggregate data by filtering and sifting via individual subgroups or state standards. Other assessments may include performance based tasks aligned to the Common Core State Standards. Kindergarten students are assessed in Math using a system of ongoing assessments built into the curriculum which assesses students relative to specific grade level (CCSS). All of the aforementioned district proficiency data, along with academic grades, are recorded on each student's report card. The data from these report cards is collected electronically and is disaggregated by school and grade level for use by the school sites.

### Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

The site leadership team team comprised of the principal, assistant/vice-principal, and others meet regularly to evaluate benchmark and summative assessment data as well as observational and formative information. Team members then meet with specific grade level/grade span/department teachers to provide support in data analysis. The district supports an assessment evaluation program, which is designed to make decisions from the bottom up while supporting from the top down. Through the district-developed structure, school sites act as site level data teams. These teams identify areas of "cause", which affect student achievement. Further, the teams are trained in how to support the teachers at the site in developing, refining, and implementing a standards-based instructional program at the classroom level and modifying their instruction using data. Ongoing analyses continue at the site and classroom level to improve individual student achievement. The Executive Directors of Elementary and Secondary Education support this process by meeting with site teams quarterly. Programs are evaluated regularly and no less than annually for effectiveness.

## Staffing and Professional Development

### Status of meeting requirements for highly qualified staff (ESEA)

Manteca Unified School District is committed to hiring and retaining highly qualified staff. 100% of classes were taught by fully credentialed, appropriately assigned staff, verified by the 2020-2021 SARC reports (the most current available). There were no identified misassignments of teachers of English Learners for 2019-2020 school year, which improved from the previous year where there were 4 misassigned teachers. Manteca Unified School District's Teacher Development Department utilizes the Induction program to support beginning teachers/interns and provide a clear credential pathway to preliminary credential holders.

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

MUSD maintained its status in that 100% of students had standards-aligned curriculum, verified by the 2020-2021 SARC reports (the most current available). Manteca Unified School District utilizes state approved, board adopted core curricular programs and materials which are standards based in the subject areas of Reading/Language Arts, Math, Social Studies and Science. The textbook adoption for K-6 ELA/ELD is McGraw-Hill Wonders, while the adoption for reading/language arts in grades 7-12 is StudySync. Math programs in use by the district are McGraw-Hill My Math for grades K-5, and McGraw Hill CALIFORNIA MATH COURSES 1-2 for grades 6-8, and Big Ideas Math for grades 9-12. The adopted social studies materials are Scott Foresman for grades K-3, MacMillian/McGraw-Hill for grades 4-6, and Holt Rinehart and Winston Social Studies for grades 7 and 8. The adopted science materials are MacMillian/McGraw-Hill for grades K-6, and Glencoe McGraw-Hill for grades 6-8. All students, including those with special needs, have access to these core curriculum materials. Manteca Unified School District students have access to technology. Students grade K-4 maintain access to their devices within their school setting. Students grades 5-12 are able to take their devices home in order to have 24/7 access. Wonders, StudySync, My Math and California Math Courses 1-2 have traditional and digital resources.



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

Professional Learning is the core element in creating a system in education that holds the student as the center piece of importance and allows the classroom teacher the opportunity to create lessons that are engaging and relevant to all students. Recognizing that professional learning must mirror desired outcomes in TK-12 classrooms, professional learning in Manteca Unified School District will have a multimodality approach including opportunities for on-line, face to face, site based, educator conferences, and coaching in order to meet the individual learning levels of teachers. Professional Learning in Manteca Unified School District will focus on district targets, with the focus of inclusive academic instruction in the 2021-2022 school year. A professional learning plan is in place to meet the needs of educators where they are, with a definite urgency to improve core instruction. Teacher Induction, formerly known as BTSA, will train those new to the profession on the state standards for the teaching profession and support classroom competency; base programs with instructional strategies designed to help students meet state standards will be taught and refined; supplemental programs will be utilized for those students who are not meeting, or most at risk of not meeting, the rigorous state standards; intervention by teams designed to look at the whole child and drill down to core deficiencies will occur, and funds will be employed in evidence-based actions which meet student needs.

Manteca Unified School District and the Department of Teaching and Learning is guided by meaningful and measurable data. The Department will coach, train, and support all educators with the necessary knowledge, skills, resources and tools needed to be effective in meeting the needs of all students so they can achieve mastery of grade level standards.

The Department of Teaching and Learning will also support teachers in the implementation of Manteca Unified School District's Cycle of Refinement. The department's Teachers on Special Assignment (TOSAs) will provide focused support to teachers in the design of standards-based lessons, guided by diagnostic, formative, and summative assessment data. Instructional Support Specialists will work with teachers at each elementary site to improve initial teaching and classroom-based supports and services. Student outcomes, primary indicated by MAP growth assessment data, will determine the efficacy of the support.

In addition, the District provides three days of in-service to all teachers to promote highly qualified teaching strategies in the core content areas for all students, including English Learners and Special Education students. Data, such as state and district assessment results, formative assessments, teacher surveys, staff development day evaluations are analyzed to determine staff development needs.

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

Manteca Unified provides instructional assistance and ongoing support to all teachers of ELA/ELD, Mathematics, core classes, and intervention programs. Possible options for providing support include instructional support specialists and content experts, and teachers on special assignment who are knowledgeable about the adopted program and work inside the classrooms to support teachers and deepen their knowledge about the content and the delivery of instruction. The Manteca Unified Department of Teaching and Learning offers more than 200 trainings a year after school, and provides small group and one-on-one support as needed or requested. Three district-wide staff development days this year will focus on helping students meet district targets.

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

Manteca Unified facilitates and supports structured collaboration meetings in order for all teachers of ELA/ELD and Mathematics, including strategic and intensive intervention, special education, and ELD teachers to analyze, discuss and utilize the results of the local assessments to guide student placement, instructional planning and delivery, and progress monitoring in the instructional programs used at the school. The district and site provide release days during the school year for development and collaboration. Teachers meet in Professional Learning Communities by grade level or by department to refine instructional practice and work to improve student outcomes.

## Teaching and Learning

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

The focus and vision of Manteca Unified School District is to increase student achievement. All students receive curriculum, instruction, and materials aligned to CCSS and Frameworks. All students receive curriculum, instruction, and materials from programs and/or strategies shown to increase student achievement. District developed standards-based curriculum guides for grades K-8 are used by teachers so that all students receive clearly defined curriculum and instruction that is sequentially and systematically delivered, at a pace that will ensure master of grade-appropriate standards. Students who do not meet standards at their grade level and are identified as “at-risk of retention” may be offered intervention programs and/or supplemental instruction derived from programs, strategies, and skill training shown to increase student achievement.

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

Manteca Unified allocates adequate instructional time as recommended in the California subject matter frameworks for the standards-aligned, basic core programs for RLA and mathematics and intensive interventions as well as additional time for strategic support and ELD for identified English Learners. This time should be given priority and be protected from interruptions.

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

Manteca Unified prepares, distributes, and monitors the use of an annual district-instructional/assessment pacing guide for each grade level (kindergarten through grade eight) for the standards-aligned, basic core ELA/ELD, strategic support, intensive intervention programs, standards-aligned mathematics basic core, strategic support, and Grades 4-6 intensive intervention programs in order for all teachers to follow a common sequence of instruction and assessment. ELD, small-group instruction and Tier I interventions are a focus when developing a master schedule.

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

All textbooks are in adequate supply and fair to excellent condition. MUSD places great emphasis on providing students with the most up-to-date, state-adopted textbooks and instructional materials. Each pupil has a textbook and/or instructional materials to use in class and to take home. There are zero percent of pupils who lack their own assigned textbooks and/or instructional materials. Additional literature-based materials are used to enrich the state textbook matrix. All students, including those with special needs, have access to the core curriculum materials. MUSD provides students one to one access to a digital device.

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

Manteca Unified provides standards-aligned, basic core instructional programs, including ancillary materials for small-group instruction, for Reading/Language Arts/English Language Development (RLA/ELD) (CCSS) and for Mathematics (CCSS). Manteca Unified also provides intensive intervention programs. Intervention programs include Rosetta Stone, and ALEKS. These programs are to be implemented as designed in every classroom with materials for every student.

## **Opportunity and Equal Educational Access**

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

MUSD provides each child access to the core curriculum. In addition, underperforming students have access to intervention during the regular school day or beyond the school day. To ensure acquisition of skills, intensive intervention programs are offered. Core programs in ELA and Math contain intervention and RTI materials to modify instruction. Leveled readers and digital tutorials allow for leveled instruction as well as individualized instruction. Intervention programs include Rosetta Stone, and ALEKS. These programs are implemented as designed in every classroom with materials for every student. Counseling, funded through federal title funds or the Local Control Funding Formula is provided on-site by a Valley Community Counselor(s).

Evidence-based educational practices to raise student achievement

The District provides two days of in-service to all teachers to promote highly qualified teaching strategies in the core content areas for all students, including English learners and Special Education students. Staff Development in the Manteca Unified School District focuses on two goals: improvement in the educational program and in student achievement. Assessment data is analyzed and reviewed by the site leadership teams through designed processes. Common assessments for each grade level or course are administered, each of which aligns with the appropriate Common Core State Standards. These assessments may be statistically normed tests such as MAP, or district common finals.

After the assessments are given, data are collected and disaggregated for teachers to analyze. The data give teachers specific feedback on levels of achievement for the entire school population, individual classes, and individual students. These data are analyzed for trends, looking for areas of success and for areas for growth. Data drive district-wide change, both large and small, in the curricular program (which is also aligned with state student content standards) which then leads students to higher levels of achievement.

## **Parental Engagement**

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

The school-wide Title I site has a School Site Council (SSC), an English Learning Advisory Council (ELAC), which is comprised of both staff and parents. MUSD has district committees which include the District Parent Advisory Council and the District English Learner Advisory Committee. These committees at the site and district level provide parent input on students' instructional needs related to under-achieving students. There are also Parent-Teacher groups which support the sites.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

MUSD established a District English Learner Advisory Committee (DELAC) and a District Parent Advisory Council (DPAC), consisting of parents and school representatives and involve them in the application for funding programs provided by the state or federal government including those that serve English Learners and Title 1 students.

The Consolidated Application (ConApp) would first be brought up to the DELAC committee members along with the DPAC members for review. Once approved, the Application for funding, which will be signed by the DELAC chairperson, lists the Categorical Program funding requests for the fiscal year. The ConApp will then be reviewed by Manteca Unified School District School Board during board meetings and be approved by the Board before making its way to the Superintendent to finalize it with a Certification of Assurance and Protected Prayer Certification. The Certification of Assurance verifies that MUSD will spend any federal funds received, legally and correctly. The Protected Prayer Certification is a certification of protected prayer within MUSD.

Both the DELAC and DPAC act as advisory councils in the development of the LCAP and make recommendations on activities and expenditures related to Local Control Accountability Funds.

## Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical funds such as EIA-SCE funds and EIA-LEP funds have been replaced by the Local Control Funding Formula (LCFF) funds which are not considered categorical. LCFF funds are used to provide for the needs of all students in MUSD, including professional development related to underperforming students, tutorials, and intervention programs and materials.

MUSD uses LCFF supplemental/concentration funds as well as Title 1 funds district-wide to provide assistance for Homeless students, parent involvement activities, staff development, student achievement, teacher attraction and retention and for the Kindergarten Bridge program among many others.

Title III funds are used to provide support and resources related to English Learners. A District director and coordinator oversees EL trainings, resources, and strategies to improve ELD instruction. Trainings have focused on ELD instruction in coordination with the ELD/ELA standards and framework.

Title II funds are used to support the Induction program and to provide professional development to all MUSD staff members.

Title IV funds are used for STEAM activities, improving science teaching and the improving of safety at the school sites through Positive Behavior Intervention and Supports (PBIS).

Low Performing Student Block Grant funds support the professional development of teachers designed to assist students in meeting rigorous instructional standards.

### Fiscal support (EPC)

All Manteca schools receive formula-based allocations of general fund support for staffing, instructional materials and supplies, custodian needs, and other uses. Funding for the support services such as maintenance of buildings and grounds, utilities, and student transportation is budgeted on a district-wide, centralized basis and provided to each school site-based on the unique needs of the individual school.

In addition to its support from the local general fund, each school in the Manteca Unified School District receives yearly allocations from various state and federal categorical programs. The purposes of these categorical programs range from improving the quality of the total instructional program for all students to addressing the unique needs of special groups of students such as limited-English proficient, academically deficient, and students at risk of dropping out of school.

Manteca Unified general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in RLA/ELD, Mathematics, and the Site Strategic Plans (which contain all of the core elements of the School Plan for Student Achievement).

# School and Student Performance Data

## Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
880	44.0	28.5	0.1
Total Number of Students enrolled in Nile Garden.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	251	28.5
Foster Youth	1	0.1
Homeless	14	1.6
Socioeconomically Disadvantaged	387	44.0
Students with Disabilities	107	12.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	30	3.4
American Indian	2	0.2
Asian	184	20.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Filipino	49	5.6
Hispanic	373	42.4
Two or More Races	37	4.2
Pacific Islander	7	0.8
White	198	22.5

**Conclusions based on this data:**

1. Hispanic and White still remain as the top significant sub-groups.
2. The Asian sub-group has increased in the past several years.
3. Socioeconomically Disadvantaged has increased to over half our student population.



# Grade Level Standards

Grade Level: K-8

## District Goal

Every student works to achieve mastery of grade level standards in all subjects.

## Site Strategic Goal

Nile Garden students will be provided with access to grade level standards by staff trained in essential standards and continued implementation of common formative assessments.

## Base Requirements

Every student is entitled to base instruction and services including materials and supplies.

Site Name: Nile Garden		Function: 1000 Instructional									LCAP A/S
Location: 330		Goal: 1110									1.1
Administrator: D. Noceti-Ward		Mgmt: 0000									
Elementary School Site Base - Resource 0000 PROGRAM											
Target Standards (ST), Safety (S), and/or Emerging Students (ES)	Description of Need	Estimated Annual Cost									
		1107 Certificated Hourly/Extra	2407 Classified Hourly/Extra	4310 Materials & Supplies	4400 Non-Cap Equipment	5100 Subagreemen t for Services	5220 Travel, Conf & Training	5300 Dues & Memberships	5600 Rents, Leases, &	5800 Other Services &	6400 Equipment new/replace
ST, ES	Office Depot Supplies			9,000							
ST, ES	Amazon Supplies			5,000							
ST, ES	Duplo Supplies			5,000							
ST, ES	STORES Recess			4,200							
ST, ES	Sub IEP	2,500									
ST, ES	Classified Timesheeting (PBIS, SEL, PD)	2,000									
ST, ES	Click/Copy Expenses									3,000	
ST, ES	Postage									1,000	
ST, ES	Music (Sheet music, reeds, oils, etc)			6,000							
ST, ES	Professional Dev/Books			2,000							
ST, ES	SpEd Additional Copy / Copy Costs			2,000							
ST, ES	Collaborative Storage Options			21,500							
ST, ES	Whiteboard Refresh			1,500							
ST, ES	Bilingual Translation	2,000									
ST, ES	Study Skills Calendars			500							
TOTAL		6,500	-	56,700	-	-	-	-	-	4,000	-
		GRAND TOTAL									67,200



Site Name: Nile Garden		Function: 2700 School Administration										LCAP A/S
Location: 330		Goal: 0000										1.1
Administrator: D. Noceti-Ward		Mgmt: 0000										
Elementary School Site Base - Resource 0000												
ADMINISTRATION												
Target Standards (ST), Safety (S), and/or Emerging Students (ES)	Description of Need	Estimated Annual Cost										
		1107 Certificated Hourly/Extra	2407 Classified Hourly/Extra	4310 Materials & Supplies	4400 Non-Cap Equipment	5100 Subagreemen t for Services	5220 Travel, Conf & Training	5300 Dues & Memberships	5600 Rents, Leases, &	5800 Other Services &	6400 Equipment new/replace	
ST	Postage									1,000		
ST	Print Shop (Office & Teachers)									3,000		
ST	STORES Paper (Office & Teachers)			3,250								
ST	Amazon			6,000								
ST	Office Depot			4,000								
ST	Classified timesheeting		3,000									
ST, S, ES	Office Refresh				4,000							
ST, S, ES	Cameras				20,000							
ST, S, ES	Promotion Supplies (chairs, etc.)			1,000								
ST, S, ES	Marquee				25,000							
ST, S, ES	Backpack Refresh			2,000								
ST, S, ES	Food 4 Less									500		
TOTAL		-	3,000	16,250	49,000	-	-	-	-	4,500	-	
GRAND TOTAL											72,750	

Site Name: Nile Garden Location: 330 Administrator: D. Noceti-Ward		Function: 8200 Operations Goal: 0000 Mgmt: 0000									LCAP A/S 1.1
Elementary School Site Base - Resource 0000 OPERATIONS											
Target Standards (ST), Safety (S), and/or Emerging Students (ES)	Description of Need	Estimated Annual Cost									
		1107 Certificated Hourly/Extra	2407 Classified Hourly/Extra	4310 Materials & Supplies	4400 Non-Cap Equipment	5100 Subagreement for Services	5220 Travel, Conf & Training	5300 Dues & Memberships	5600 Rents, Leases, &	5800 Other Services &	6400 Equipment new/replace
ST, S	Amazon			5,000							
ST, S	Office Depot			5,000							
ST, S	STORES (Health)			4,000							
ST, S	Grainger (Custodial, parking lot supplies)			25,000							
ST, S	Waxie			500							
ST, S	Home Depot			8,000							
ST, S	Security Cameras			7,000							
ST, S	Silke Radio Maintenance			2,000							
ST, S	Home Depot Tool Refresh				5,000						
ST, S	Custodial Wquip Refresh				4,000						
ST, S	Work Orders			5,000							
ST, S	Equipment Repairs				4,000						
TOTAL		-	-	61,500	13,000	-	-	-	-	-	-
GRAND TOTAL											74,500



Site Name: Nile Garden Location: 330 Administrator: D. Noceti-Ward			Function: 1000 Instructional Goal: 1110 Mgmt: 0000 (unless listed below)									
Elementary School Site Supplemental - Resource 0709 LCAP												
LCAP A/S	Description of Need	Mgmt	Estimated Annual Cost									
			1107 Certificated Hourly/Extra	2407 Classified Hourly/Extra	4310 Materials & Supplies	4400 Non-Cap Equipment	5100 Subagreement t for Services	5220 Travel, Conf & Training	5300 Dues & Memberships	5600 Rents, Leases, &	5800 Other Services &	6400 Equipment new/replace
2.5	PBIS Sub		3,000									
2.4	PBIS				5,000							
2.5	Field Trips/Educational Excursions										8,000	
1.1	Accurate Labels				400							
1.1	Food for Less										500	
1.1	TSSP		1,000	300								
1.1	COA			14,000								
1.1	Wilson Language				10,000							
1.1	PD		2,000									
1.1	PBIS		1,750	250								
1.1	Translation Services			2,000								
	ELD		1,000									
	Conference PD							8,000				
	Copy/Student Incentives										400	
	Data Review		250	250								
	Parenting Partners		700	300								
	Copy/Parent Communication										1,000	Allocation
TOTAL		-	9,700	17,100	15,400	-	-	8,000	-	-	9,900	-
GRAND TOTAL											60,100	

Site Name: <b>Nile Garden</b>	Function:
Location: <b>330</b>	Goal:
Administrator: <b>D. Noceti-Ward</b>	Mgmt:

<b>Supplemental-Local-Other RSXXXX</b>												
LCAP A/S	Description of Need	Mgmt	Estimated Annual Cost									
			1107 Certificated Hourly/Extr	2407 Classified Hourly/Extr	4310 Materials & Supplies	4400 Non-Cap Equipment	5100 Subagreement for Services	5220 Travel, Conf & Training	5300 Dues & Membership	5600 Rents, Leases, &	5800 Other Services &	6400 Equipment new/replacement
ST, S, ES	Vape Detectors					5,000						
TOTAL		-	-	-	-	5,000	-	-	-	-	-	-
GRAND TOTAL											5,000	

## Data

### CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	96	103		0	103		0	103		0.0	100.0	
Grade 4	89	105		0	105		0	105		0.0	100.0	
Grade 5	94	107		0	106		0	106		0.0	99.1	
Grade 6	72	105		0	105		0	105		0.0	100.0	
Grade 7	67	91		0	90		0	90		0.0	98.9	
Grade 8	59	68		0	68		0	68		0.0	100.0	
All Grades	477	579		0	577		0	577		0.0	99.7	

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2405.			18.45			22.33			25.24			33.98	
Grade 4		2493.			32.38			32.38			20.95			14.29	
Grade 5		2514.			24.53			34.91			19.81			20.75	
Grade 6		2530.			17.14			30.48			33.33			19.05	
Grade 7		2576.			18.89			43.33			25.56			12.22	
Grade 8		2583.			14.71			42.65			32.35			10.29	
All Grades	N/A	N/A	N/A		21.49			33.62			25.82			19.06	

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		17.48			54.37			28.16	
Grade 4		20.95			70.48			8.57	
Grade 5		23.58			61.32			15.09	
Grade 6		21.90			58.10			20.00	
Grade 7		17.78			68.89			13.33	
Grade 8		16.18			70.59			13.24	
All Grades		19.93			63.43			16.64	

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		18.45			55.34			26.21	
Grade 4		23.81			61.90			14.29	
Grade 5		25.47			61.32			13.21	
Grade 6		20.00			60.00			20.00	
Grade 7		24.44			62.22			13.33	
Grade 8		27.94			55.88			16.18	
All Grades		23.05			59.62			17.33	

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.83			76.70			17.48	
Grade 4		9.52			79.05			11.43	
Grade 5		11.32			74.53			14.15	
Grade 6		14.29			70.48			15.24	
Grade 7		12.22			75.56			12.22	
Grade 8		10.29			82.35			7.35	
All Grades		10.57			76.08			13.34	

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		10.68			65.05			24.27	
Grade 4		24.76			61.90			13.33	
Grade 5		21.70			58.49			19.81	
Grade 6		16.19			66.67			17.14	
Grade 7		26.67			64.44			8.89	
Grade 8		26.47			63.24			10.29	
All Grades		20.62			63.26			16.12	

## CAASPP Results

## Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	96	103		0	103		0	103		0.0	100.0	
Grade 4	89	105		0	105		0	105		0.0	100.0	
Grade 5	94	107		0	106		0	106		0.0	99.1	
Grade 6	72	105		0	105		0	105		0.0	100.0	
Grade 7	67	91		0	90		0	90		0.0	98.9	
Grade 8	59	68		0	68		0	68		0.0	100.0	
All Grades	477	579		0	577		0	577		0.0	99.7	

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2418.			15.53			27.18			27.18			30.10	
Grade 4		2480.			14.29			34.29			36.19			15.24	
Grade 5		2503.			24.53			15.09			33.96			26.42	
Grade 6		2512.			13.33			21.90			34.29			30.48	
Grade 7		2536.			12.22			23.33			35.56			28.89	
Grade 8		2531.			8.82			17.65			36.76			36.76	
All Grades	N/A	N/A	N/A		15.25			23.57			33.80			27.38	

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		18.45			56.31			25.24	
Grade 4		25.71			53.33			20.95	
Grade 5		24.53			46.23			29.25	
Grade 6		11.43			62.86			25.71	
Grade 7		17.78			55.56			26.67	
Grade 8		7.35			58.82			33.82	
All Grades		18.20			55.29			26.52	

<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		18.45			54.37			27.18	
Grade 4		20.00			59.05			20.95	
Grade 5		20.75			51.89			27.36	
Grade 6		12.38			55.24			32.38	
Grade 7		8.89			67.78			23.33	
Grade 8		14.71			67.65			17.65	
All Grades		16.12			58.58			25.30	

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		18.45			58.25			23.30	
Grade 4		16.19			65.71			18.10	
Grade 5		16.98			65.09			17.92	
Grade 6		12.38			59.05			28.57	
Grade 7		13.33			67.78			18.89	
Grade 8		2.94			73.53			23.53	
All Grades		14.04			64.30			21.66	

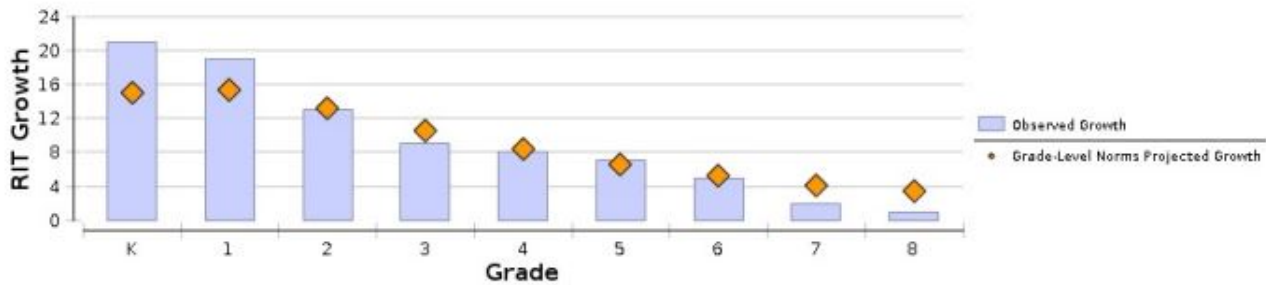


## Nile Garden Elementary

Language Arts:  
Reading

		Comparison Periods							Growth Evaluated Against								
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms				
Grade (Spring 2023)	Total Number of Growth Events†	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile	
K	25	145.2	10.2	96	166.6	12.2	99	21	1.6	15.0	2.74	99	25	23	92	91	
1	117	153.9	11.5	40	172.7	13.0	63	19	0.7	15.3	1.45	93	117	85	73	65	
2	115	169.2	16.5	35	182.4	15.4	36	13	0.8	13.2	-0.01	49	115	58	50	48	
3	107	187.8	16.0	60	197.2	16.1	53	9	0.9	10.6	-0.58	28	107	54	50	49	
4	114	195.2	16.6	44	203.0	15.8	41	8	0.8	8.4	-0.31	38	114	54	47	44	
5	124	206.2	15.2	62	213.0	14.7	63	7	0.8	6.5	0.13	55	124	71	57	55	
6	121	210.6	15.6	54	215.5	15.0	52	5	0.7	5.3	-0.21	42	121	60	50	46	
7	101	218.1	12.6	71	220.2	11.8	61	2	0.7	4.0	-1.15	12	101	42	42	39	
8	88	222.1	12.2	71	223.4	13.2	60	1	0.7	3.5	-1.12	13	88	36	41	40	

## Language Arts: Reading



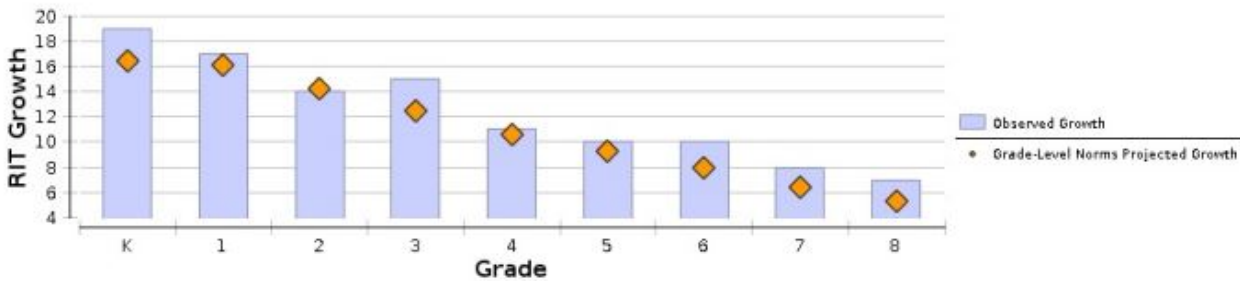
Small Group Display: No

## Nile Garden Elementary

Math: Math K-12

		Comparison Periods						Growth Evaluated Against										
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms					
Grade (Spring 2023)	Total Number of Growth Events†	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile		
		K	95	143.7	11.3	81	162.9	13.6	91	19	1.0	16.4	1.28	90	95	65	68	62
		1	117	159.1	11.2	48	176.4	10.8	56	17	0.6	16.1	0.49	69	117	70	60	51
		2	115	171.2	13.8	29	184.8	13.5	27	14	0.7	14.2	-0.28	39	115	52	45	44
		3	107	188.5	13.3	54	203.0	12.2	66	15	0.7	12.4	1.03	85	107	70	65	60
		4	115	197.1	13.1	38	207.7	14.6	39	11	0.6	10.6	0.02	51	115	60	52	47
		5	124	208.6	14.1	49	218.8	15.1	53	10	0.7	9.3	0.41	66	124	73	59	54
		6	121	215.1	13.8	53	224.9	15.7	62	10	0.6	7.9	0.87	81	121	74	61	57
		7	100	221.9	13.4	59	230.0	14.5	66	8	0.5	6.4	0.85	80	100	68	68	61
		8	87	227.6	14.3	62	234.3	16.9	67	7	0.9	5.3	0.61	73	87	57	66	62

## Math: Math K-12



## Reading Spring 2023

### NWEA Assessment Summary

Site: Nile Garden Elementary  
 Scores for: Spring 2022-2023  
 Grade: All  
 Group: All  
 User: All Teachers  
 Tests Included: All

Roster Date: Control Panel (05-08-2023)  
 Gender(s): All  
 Reported Race: All Reported Races  
 Special Education: Special & Non Special Ed  
 Socio-Economic: SED & Not SED  
 English Proficiencies: All

### Overall Performance: Percentile & RIT Scores

Percentile Range	Percentage	Students
81 - 99	19%	207
61 - 80	25%	275
41 - 60	22%	240
21 - 40	17%	193
1 - 20	17%	193
Total Students Tested		1108

### Average RIT Score



### Lexile Distribution

Grade Level Ranges	%	#
K-1	N/A	34%
2-3	450-769	19%
4-5	770-954	14%
6-8	955-1079	11%
9-10	1080-1214	12%
11-CCR	1215-1355	10%

Lexile ranges derived from:  
[http://www.corestandards.org/assets/Appendix\\_A.pdf](http://www.corestandards.org/assets/Appendix_A.pdf)

## Math Spring 2023

### NWEA Assessment Summary

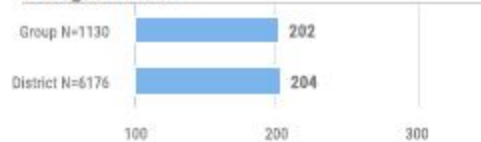
Site: Nile Garden Elementary  
 Scores for: Spring 2022-2023  
 Grade: All  
 Group: All  
 User: All Teachers  
 Tests Included: All

Roster Date: Control Panel (05-08-2023)  
 Gender(s): All  
 Reported Race: All Reported Races  
 Special Education: Special & Non Special Ed  
 Socio-Economic: SED & Not SED  
 English Proficiencies: All

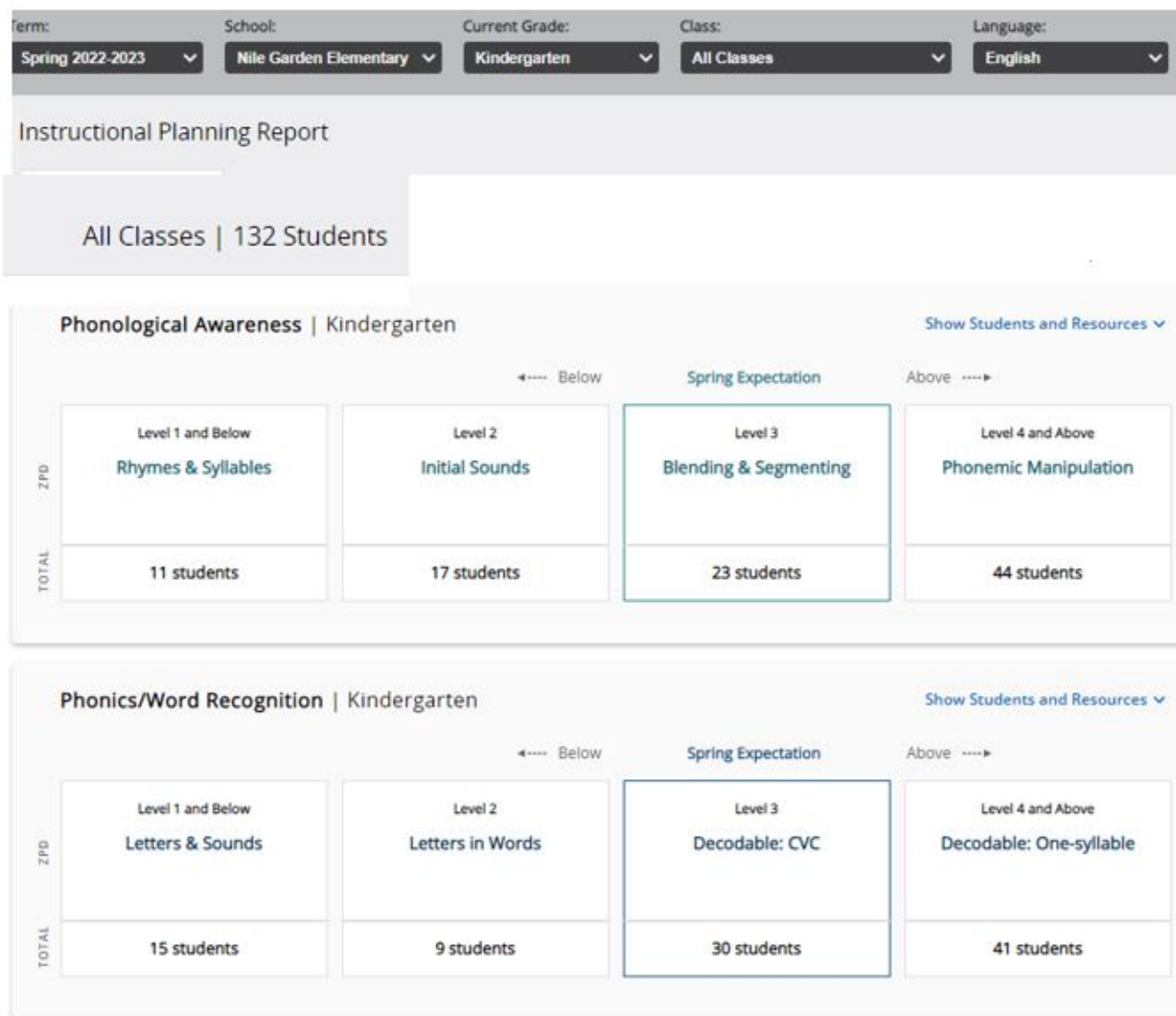
### Overall Performance: Percentile & RIT Scores

Percentile Range	Percentage	Students
81 - 99	19%	214
61 - 80	25%	280
41 - 60	21%	242
21 - 40	19%	219
1 - 20	16%	176
Total Students Tested		1131

### Average RIT Score



NWEA Assessments Spring 2023			
Grade - Reading	Proficiency (Green & Blue)	Grade - Reading	Achievement (Red & Yellow)
Kinder	60/108- 55%	Kinder	30/108- 28%
1st	60/131- 45%	1st	50/131- 38%
2nd	51/147- 34%	2nd	63/147- 43%
3rd	53/111- 48%	3rd	33/111- 30%
4th	52/129- 40%	4th	48/129- 37%
5th	71/138- 52%	5th	26/138- 36%
6th	60/139- 43%	6th	48/139- 34%
7th	42/106- 39%	7th	34/106- 32%
8th	45/101- 45%	8th	33/101- 33%
Grade - Math	Proficiency (Green & Blue)	Grade - Math	Achievement (Red & Yellow)
Kinder	60/108- 55%	Kinder	30/108- 28%
1st	52/132- 39%	1st	51/131- 39%
2nd	56/147- 39%	2nd	63/147- 42%
3rd	55/111- 49%	3rd	24/111- 22%
4th	45/129- 35%	4th	56/129- 43%
5th	63/138- 45%	5th	46/138- 33%
6th	71/139- 51%	6th	45/139- 33%
7th	43/105- 41%	7th	31/105- 29%
8th	48/100- 48%	8th	32/100- 32%



### Data Analysis

Based on the NWEA MAP assessments Nile Garden students continue to make progress towards meeting individual growth scores but will need additional support in both Reading and Math. Next year's 2nd & 3rd graders need additional continued support in foundational skills. Next year's 5th and 6th graders will need additional support overall.

### Student Need 1:

80% of Nile Garden students will meet growth, achievement, and proficiency in grade level standards including students with disabilities (ATSI group).

### Implementation Plan

Data will be used to identify and adjust learning goals, lesson design, Access Time/UDL "On The Prowl" Time, PLCs, Professional Development, and Region 4 Training to ensure students master grade level standards. Data from MAP, CA Dashboard, CFAs, Illuminate, Dataquest, Interim Block Assessments, etc. will be analyzed by our PLCs and ILT throughout the year to ensure students are progressing in proficiency, meeting individual growth targets, and meeting

achievement goals. Teachers will work with families to develop learning goals, enrichment activities, family support nights and foster rigorous learning opportunities. Professional development will be provided to teachers in the areas of essential standards, base curriculum, tier 1 instruction, rigor, enrichment/supplemental learning activities, and intervention to help students meet mastery of grade level standards. Collaboration time through PLC, region meetings/trainings, and differentiated Professional Development will be provided for teachers to communicate and monitor student achievement, proficiency, and growth towards mastery of grade level standards. Will continue vertical articulation with Sierra High School and working towards the profile of the 9th grader.

**SMART Goal**

80% of students will meet growth projections in MAP ELA/Math from Fall 2023 to Spring 2024.

Metric/Indicator	Baseline	Expected Outcome
MAP Student Summary Growth Report -Reading	Spring 2023: # of students    % of students K            23/25            92% 1st        85/117           73% 2nd        58/115           50% 3rd        54/107           50% 4th        54/114           47% 5th        71/124           57% 6th        60/121           50% 7th        42/101           42% 8th        36/88            41%	80% of students will meet growth projection on NWEA MAP Reading
Map Student Summary Growth Report- Math	Spring 2023 # of students        % of students K            65/95            68% 1st        70/117           60% 2nd        52/115           45% 3rd        70/107           65% 4th        60/115           52% 5th        73/124           59% 6th        74/121           61% 7th        68/100           68% 8th        57/87            66%	80% of students will meet growth projection on NWEA MAP Math
NWEA Achievement Report (Illuminate) Reading with a focus on proficiency	Spring 2023 high/high average (green and blue):  overall baseline: 482/1108 44%  # of students            % of students K            60/108            55% 1st        60/131           45% 2nd        51/147           34% 3rd        53/111           48% 4th        52/129           40% 5th        71/138           52%	All grade levels will have 80% of students perform high/high average (green & blue) in NWEA MAP Reading

	6th 61/139 43% 7th 42/106 39% 8th 45/101 45%																															
NWEA Achievement Report (Illuminate) Math with a focus on proficiency	Spring 2023 high/high average (green and blue):  overall baseline: 494/1131 44%  <table> <thead> <tr> <th></th><th># of students</th><th>% of students</th></tr> </thead> <tbody> <tr><td>K</td><td>60/108</td><td>55%</td></tr> <tr><td>1st</td><td>52/132</td><td>39%</td></tr> <tr><td>2nd</td><td>56/147</td><td>39%</td></tr> <tr><td>3rd</td><td>55/111</td><td>49%</td></tr> <tr><td>4th</td><td>45/129</td><td>35%</td></tr> <tr><td>5th</td><td>63/138</td><td>45%</td></tr> <tr><td>6th</td><td>71/139</td><td>51%</td></tr> <tr><td>7th</td><td>43/105</td><td>41%</td></tr> <tr><td>8th</td><td>48/100</td><td>48%</td></tr> </tbody> </table>		# of students	% of students	K	60/108	55%	1st	52/132	39%	2nd	56/147	39%	3rd	55/111	49%	4th	45/129	35%	5th	63/138	45%	6th	71/139	51%	7th	43/105	41%	8th	48/100	48%	All grade levels will have 80% of students perform high/high average (green & blue) in NWEA MAP Math
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	# of students	% of students																														
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NWEA Achievement Report (Illuminate) Math with a focus on proficiency	Spring 2023 low/low average (red and orange):  overall baseline: 395/1131 35%  <table> <thead> <tr> <th></th><th># of students</th><th>% of students</th></tr> </thead> <tbody> <tr><td>K</td><td>30/108</td><td>28%</td></tr> <tr><td>1st</td><td>51/131</td><td>39%</td></tr> </tbody> </table>		# of students	% of students	K	30/108	28%	1st	51/131	39%	All grade levels show a decrease of 20% of students performing low/low average (red & orange) in NWEA MAP Math ATSI group will show a decrease in number of students.																					
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	2nd 63/147 42% 3rd 24/111 22% 4th 56/129 43% 5th 46/138 33% 6th 45/139 33% 7th 31/105 29% 8th 32/100 32%  ATSI group Students with Disabilities: 73/140 53%	
NWEA/Reading Fluency Instructional Planning Report Fall to Spring Phonological Awareness (Kindergarten)	Fall Phonological Awareness Level 1 & 2 95/119 80% Level 3 & 4 24/119 20%  Spring Phonological Awareness Level 1 & 2 28/95 30% Level 3 & 4 67/95 70%	80% of our students will meet spring expectations of level 3 or 4 (Blending and Segmenting)
NWEA/Reading Fluency Instructional Planning Report Fall to Spring Phonics/Word Recognition (Kindergarten)	Fall Phonics/Word Recognition Level 1 & 2 98/115 85% Level 3 & 4 17/115 15%  Spring Phonics/Word Recognition Level 1 & 2 24/95 25% Level 3 & 4 71/95 75%	80% of our students will meet spring expectations of level 3 or 4 (Decodable: CVC)

#### Targeted Resources Applied

Action	Resources	Money/Budget
Copy costs	Title I Part A: Allocation	500
Certificated staff will have substitute release time for vertical articulation across grade levels/data analysis and planning	Title I Part A: Allocation	2000
Students will have access to after school, small group tutorial for remediation	Title I Part A: Allocation	12583
Foundations supplemental curriculum for grades K-3	LCFF- Supplemental	10000
Certificated staff will have access to professional development (including but not limited to, conferences, trainings, etc.) including substitute	LCFF- Supplemental	8000

release time, time sheeting, resources, books, registration fees, and other costs related to professional development.		
Student incentives and rewards related to academic achievement and/or progress towards goals.	LCFF- Supplemental	400
All students will have access to educational excursions, (Outdoor educational equality)	LCFF- Supplemental	8000

### **Progress Monitoring**

**October**

**January**

**April**





#### District Goal

Every student feels safe in the school environment inclusive of design, security and climate.

#### Site Goal

Nile Garden staff and students will work in a safe and clean school environment.

#### Base Requirements

Every student is entitled to a safe and clean school environment which includes the supplies necessary to make and keep the campus appropriate for students.

#### Climate

This table displays suspensions and expulsions data collected between July through June, each full school year respectively.

Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	1.07	0.00	5.22	0.91	3.47	0.20
Expulsions	0.00	0.00	0.23	0.01	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.86	4.19	2.45
Expulsions	0.12	0.14	0.05

#### 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	844	820	88	10.7
Female	417	410	43	10.5
Male	427	410	45	11.0
American Indian or Alaska Native	2	2	0	0.0
Asian	152	149	5	3.4
Black or African American	29	29	3	10.3
Filipino	48	46	1	2.2
Hispanic or Latino	379	368	64	17.4
Native Hawaiian or Pacific Islander	5	5	0	0.0
Two or More Races	33	33	4	12.1
White	196	188	11	5.9
English Learners	246	242	25	10.3
Foster Youth	0	0	0	0.0
Homeless	25	24	10	41.7
Socioeconomically Disadvantaged	545	530	71	13.4
Students Receiving Migrant Education	0	0	0	0.0
Students with Disabilities	117	113	19	16.8

**average of overall attendance all grades**

<b>Aug-April</b>			
<b>K</b>	50/122-38%		
<b>1st</b>	70/127- 30%		
<b>2nd</b>	36/135- 27%		
<b>3rd</b>	20/110- 19%		
<b>4th</b>	28/127- 22%		
<b>5th</b>	24/138- 17%		
<b>6th</b>	29/134- 22%		
<b>7th</b>	22/102- 22%		
<b>8th</b>	20/97- 21%		
<b>overall</b>	270/1101- 25%		

Nile Garden Elementary Behavior Analysis - Penalties Events from 08/04/2022 to 04/28/2023 Printed: 5/11/2023 4:29 PM											
Track	(All)										
School	(All)										
Count of Student		Grade									
Penalty	Incident	00	01	02	03	04	05	06	07	08	Grand Total
Alternative Placement							1	3			4
Conference, Parent				2			2		1	1	6
Conference, Student		4	8	6	6	5	12	17	15	11	84
Contract, Behavior							4		1	2	7
Contract, Fighting	Fighting/Attack with Weapon									1	1
Contract, Fighting Total										1	1
Contract, SARB	Truant (CWA ONLY)	2		2	3	1	3	1			12
Contract, SARB Total		2		2	3	1	3	1			12
COST				1		2	1	1			5
Detention				2					5	3	10
Full Restitution	Damage School/Personal Property							1	1		2
Full Restitution Total								1	1		2
Lau Enforcement Referral	Sexual Harassment							1			1
Lau Enforcement Referral Total								1			1
Laz of Privilege		2		1	1	2	6	17	10	9	48
Laz of Privilege		1	4	22	9	4	18	23	7	11	99
No Action Taken						5		2			8
Refer to Counselor		1	1	4	3	12	1	5	4	2	33
Suspension				3		1	3	7	3	9	26
Teacher Suspension	Disruptive								1		1
Teacher Suspension Total									1		1
Warning		8	3	12	6	9	19	17	15	10	99
Work Detail							7	6			13
Written Consequence				2			2	15	3	8	30
Grand Total		18	18	55	28	41	79	116	66	68	489

ATSI Sub-group	% of chronic absenteeism
African American	16/47- 34%
Students with Disabilities	29/114- 25%

### Nile Garden Chronic Absenteeism: (10% or more total absences of their total days enrolled)

Grade	Aug/Sept	Oct.	Nov.	Dec	Jan	Feb	Mar	April
TK/K	26/131- 20%	51/131- 39%	97/133- 73%	49/133- 37%	45/132- 34%	48/133- 36%	50/133- 38%	36/133- 27%
1st	12/126- 10%	29/127- 23%	66/128- 52%	45/126- 36%	37/129- 29%	42/128- 33%	42/129- 33%	31/129- 24%
2nd	21/119- 18%	32/128- 25%	58/130- 45%	43/130- 33%	25/140- 18%	35/145- 24%	45/143- 31%	32/145- 22%
3rd	9/109- 8%	15/109- 14%	42/110- 38%	28/110- 25%	13/110- 12%	22/110- 20%	20/111- 18%	15/111- 14%
4th	8/125- 6%	28/127- 22%	53/129- 41%	40/127- 31%	26/126- 22%	26/127- 20%	24/127- 19%	17/128- 13%
5th	14/138- 10%	19/138- 14%	39/136- 28%	42/137- 31%	23/137- 17%	18/138- 13%	19/138- 14%	17/138- 12%
6th	16/127- 13%	26/131- 20%	35/103- 34%	49/133- 37%	27/133- 20%	31/135- 23%	36/138- 26%	25/141- 18%
7th	10/102- 10%	26/102- 25%	35/102- 34%	34/100- 34%	16/100- 16%	21/102- 21%	22/102- 22%	15/102- 15%
8th	8/94- 9%	9/96- 9%	33/95- 35%	44/95- 46%	15/96- 16%	20/98- 20%	16/100- 16%	14/101- 14%
Total	124/1071- 12%	235/1089- 22%	462/1095- 42%	374/1091- 34%	227/1103- 21%	263/1116- 24%	274/1121- 24%	202/1128- 18%

### Data Analysis

Using data from Q for attendance, chronic absenteeism on average is 25% school-wide, with a spike during the months of November and December. With an increase of student population of 454 students since April 2019, behavioral incidents have risen by approximately 300.

**Student Need 1:**

Nile Garden will increase attendance rates school-wide, decrease chronic absenteeism while increasing student/community engagement by lowering student incidences/suspensions (including ATSI groups: African American, Students with Disabilities and students identified as Two or more races) and building an active safe, social emotional learning environment. Full implementation of PBIS occurred during the 23-24 school year however, due to the increase in population over the past three years, it is difficult to say that PBIS has been effective. The 22-23 school year will be used as the baseline for impact of PBIS on incidents/behavior referrals. i).

**Implementation Plan**

Improve school climate and engagement where students feel safe, comfortable to learn and engaged in school as well as to increase the attendance rate school wide, decrease chronic absenteeism and decrease the number of behavior incidents and suspensions. Counseling services, COST, Community Outreach Assistant, PBIS and ELOP will be resources that will support safety. PD for certificated/classified staff will be given. Walkthroughs, data collection and observation will be done to monitor progress/supports. Expectations for attendance, behavior and school recognition plan will be communicated to staff, students, and community. Counseling services will support students through individual/group student counseling services as well as during unstructured times such as recess/lunch throughout the school day, including SEL classroom and pull out small group supports. Social emotional learning and support will be given/implemented. Sanford Harmony (UTK-5th) and BASE (6-8th) weekly. Panther Pride: display/implementation of monthly character trait, positive character trait messages daily/monthly to staff/student/families, student recognition plan. Essential behavior/SEL support during school/Access time through the classroom teacher and/or counseling services. Engagement will be supported through various clubs and before/after school activities through ELOP (drama club, STEM club, Star Lab). Engagement will continue through morning student announcements, student leadership, peer support from PAWS elective class students, monthly regular check ins with teachers, COA meetings with at risk students, ongoing communication with students/families/community, Facebook page, weekly announcements, monthly Panther Publications Newsletter/Monday Night Messages, NTI messaging (email/text) and Peach Jar, field trips , goal setting conferences, family nights, parent workshops and events. Grade level, student and school attendance rates will be recognized through incentives and awards. Truancy processes will be followed. Attendance will be addressed in SST/IEP/504 meetings and plans for support will be developed as needed. Barriers to student attendance will be identified and supported. Community Outreach Assistant will facilitate/offer support/resources for parent and student engagement, attendance and chronic absenteeism as well as to support student success both inside and outside of the classroom.

**SMART Goal**

Chronic absenteeism will decrease from Spring 2023 to Spring 2024 with a focus on ATSI groups (African America, Students with Disabilities and students identified as Two or More Races). All grade levels will have less than 10% total absences of their total days enrolled.

Metric/Indicator	Baseline	Expected Outcome
Site Chronic Absenteeism report from Q	Grade level groups Aug- April  K 50/122- 38% 1st 70/127- 30% 2nd 36/135- 27% 3rd 20/110- 19% 4th 28/127- 22%	Chronic absenteeism will decrease from 270 students to 216 students.  Chronic absenteeism for African American from 16 students to 13 students.

	<p>5th 24/138- 17%</p> <p>6th 29/134- 22%</p> <p>7th 22/102- 22%</p> <p>8th 20/97- 21%</p> <p>overall 270/1101- 25%</p> <p>ATSI groups</p> <p>African American- 16/47- 34%</p> <p>Students with Disabilities- 29/114- 25%</p> <p>Two or more races- 18/64- 28%</p>	<p>Chronic absenteeism for Students with Disabilities from 29 students to 23 students.</p> <p>Chronic absenteeism for Two or More Races from 18 students to 14 students.</p>
Parent/student/community participation and attendance at events, clubs/activities (including ELOP) and workshops.	<p>Goal Setting Conferences</p> <p>Fall attendance (school-wide) 1002/1070- 94%</p> <p>Winter attendance (school-wide) 1041/1098- 95%</p> <p>Back To School Nighat 0% baseline</p> <p>ELOP- 0%</p> <p>Parent Nights (individualized by school)</p>	<p>Increase in parent/student/community participation and attendance at events, clubs/activities (including ELOP) and workshops.</p>
Q Behavior Analysis Report	<p>Number of Suspensions: 8/4/22- 4/28/23: 26</p> <p>Number of Incident Reports: 8/4/22- 4/28/23: 489</p> <p>ATSI groups suspensions:</p> <p>African American: 3/47</p> <p>Students with Disabilities: 4/114</p> <p>Two or More Races: 3/64</p>	<p>Decrease in 26 number of suspensions to 21.</p> <p>Decrease in 360 number of incidences to 288.</p> <p>Decrease number of suspensions for African American sub-group from 3 number of suspensions to 2.</p> <p>Decrease number of suspensions for Students with Disabilities sub-group from 4 number of suspensions to 3.</p> <p>Decrease number of suspensions for Two or More Races sub-group from 3 number of suspensions to 2.</p>
Counseling Services	Counselor Caseload- 91	2.5 Counselor Caseload =

	<p>Number of services declined: 74</p> <p>Number of groups: 52</p> <p>Counselor observation log during unstructured time: no baseline data</p>	<p>Number of students declined=</p> <p>Number of groups=</p> <p>Student in groups=</p> <p>Counselor observation log during unstructured time (included in pre-data and progress monitoring)</p>
Q Visits/Outreach Assistant	<p>No Baseline due to new Q updates:</p> <p>Student/Parent Engagement:</p> <p>Parent Contact:</p> <p>Attendance:</p> <p>Intervention Conference- ATSI groups:</p> <ul style="list-style-type: none"> <li>African American</li> <li>Students with Disabilities</li> <li>Two or More Races</li> </ul>	<p>Student/Parent Engagement-</p> <p>Parent Contact:</p> <p>Attendance:</p> <p>Intervention Conference - ATSI groups:</p> <ul style="list-style-type: none"> <li>African American</li> <li>Students with Disabilities</li> <li>Two or More Races</li> </ul>

#### Resources to Support

Action	Resources	Money/Budget
Incentives for PBIS for positive behavior and increase in attendance	LCFF- Supplemental	3000
Training/time sheeting for PBIS for certificated and classified staff	LCFF- Supplemental	2000
Substitute release time for trainings for PBIS	LCFF- Supplemental	3000
Release time before, during and after school to meet and review data for certificated and classified staff; staff will be timesheeted	LCFF- Supplemental	500
Refresh of printing information for PBIS (banners, signs, copy costs, etc).	LCFF- Supplemental	2000
Training in SEL PD for certificated and classified staff; substitute costs/timesheeting	Title I Part A: Allocation	500
Community Outreach Assistant will support families and students to increase student/family engagement in school.	LCFF- Supplemental	14000

Identification/security for on campus visitors	LCFF- Supplemental	400
Parent Involvement-classified/certificated time sheeting for parent involvement program, events and/or conferences	LCFF- Supplemental	1000
Classified staff will receive training in SEL as well as supplemental activities/curriculum to support unstructured time on the playground. Time sheeting, books, professional development, etc.	Other	
Community Outreach Assistant will support families and students to increase student/family engagement in school.	Title I Part A: Allocation	4000
Incentives for certificated/classified staff	LCFF- Supplemental	500

### **Progress Monitoring**

**September**

**December**

**March**

**Data**

**Climate**

**Data Analysis**

### **Student Need 3:**

### **Implementation Plan**

### **SMART Goal**

Resources to Support

Action	Resources	Money/Budget
Community Outreach Assistant		

Progress Monitoring

September

December

March

Data





## District Goal

Every student is supported within a multi-tiered system to realize their individual success.

## Site Strategic Goal

Nile Garden will support all students so that they have equal and equitable access to achieve grade level standards with appropriate materials, support, training, or programs, to enable them to successfully navigate the core curriculum. MAP, CAASPP, ELPAC and formative assessments will be given throughout the year. Data will be reviewed and analyzed monthly during PLC meetings to support student needs.

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	202	251	292	26.2%	28.5%	27.3%
Fluent English Proficient (FEP)	94	102	167	12.2%	11.6%	15.6%
Reclassified Fluent English Proficient (RFEP)	21			10.4%		

## English Learner Data

[Glossary of Terms for EL Reports](#)

Grade	English Learners				EL Total	RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL			
KN	39	0	0	0	39	0	39
01	35	0	0	0	35	0	35
02	32	0	0	0	32	0	32
03	21	13	0	2	36	1	37
04	2	25	0	0	27	7	34
05	2	14	0	9	25	19	44
06	1	0	23	0	24	12	36
07	1	0	22	0	23	18	41
08	0	1	9	0	10	15	25

## Report Totals

Level	English Learners				EL Total	RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL			
Nile Garden Elementary	133	53	54	11	251	72	323
Manteca Unified	2,086	976	2,163	145	5,360	3,704	9,064
San Joaquin County	12,802	5,160	11,621	1,360	30,943	24,073	55,016
State	497,471	211,055	379,290	39,832	1,127,648	983,058	2,090,704

## Asian- EL- Math

### NWEA Assessment Summary

Site: Nile Garden Elementary  
 Scores for Spring 2022-2023  
 Grade: All  
 Group: All  
 User: All Teachers  
 Tests Included: All

Report Date: Current Panel (05-10-2023)  
 Gender(s): All  
 Reported Race: Asian  
 Special Education: Special & Non Special Ed  
 Socio-Economic: SED & Non SED  
 English Proficiency: English Learner

### Overall Performance: Percentile & RIT Scores

Percentile Range	Percentage	Students
81 - 99	14%	25
61 - 80	22%	40
41 - 60	19%	34
21 - 40	29%	51
1 - 20	16%	29
Total Students Tested		178

#### Average RIT Score



## Spanish- EL- Math

### NWEA Assessment Summary

Site: Nile Garden Elementary  
 Scores for Spring 2022-2023  
 Grade: All  
 Group: All  
 User: All Teachers  
 Tests Included: All

Report Date: Current Panel (05-10-2023)  
 Gender(s): All  
 Reported Race: Hispanic  
 Special Education: Special & Non Special Ed  
 Socio-Economic: SED & Non SED  
 English Proficiency: English Learner

### Overall Performance: Percentile & RIT Scores

Percentile Range	Percentage	Students
81 - 99	4%	5
61 - 80	9%	11
41 - 60	19%	22
21 - 40	31%	36
1 - 20	37%	43
Total Students Tested		117

#### Average RIT Score



## Asian- EL- Reading

### NWEA Assessment Summary

Site: Nile Garden Elementary  
 Scores for: Spring 2022-2023  
 Grade: All  
 Group: All  
 User: All Teachers  
 Tests Included: All

Router Date: Control Panel (05-09-2023)  
 Sender(s): All  
 Regional Focus: Asian  
 Special Education: Special & Non-Special Ed  
 Socio-Economic: SED & Non-SED  
 English Proficiency: English Learner

#### Overall Performance: Percentile & RIT Scores

Percentile Range	Percentage	Students
81 - 99	11%	19
61 - 80	15%	26
41 - 60	26%	45
21 - 40	25%	42
1 - 20	23%	40
Total Students Tested		171

#### Average RIT Score



#### Lexile Distribution

Grade Level Ranges	%	#
K-1	N/A	93
2-3	450-769	24%
4-5	770-954	11%
6-8	955-1079	7%
9-10	1080-1214	4%
11-CCR	1215-1385	0%

Lexile ranges derived from:  
<http://www.nweaassessments.org/assessments/lexile.html>

## Spanish- EL- Reading

### NWEA Assessment Summary

Site: Nile Garden Elementary  
 Scores for: Spring 2022-2023  
 Grade: All  
 Group: All  
 User: All Teachers  
 Tests Included: All

Router Date: Control Panel (05-09-2023)  
 Sender(s): All  
 Regional Focus: Hispanic  
 Special Education: Special & Non-Special Ed  
 Socio-Economic: SED & Non-SED  
 English Proficiency: English Learner

#### Overall Performance: Percentile & RIT Scores

Percentile Range	Percentage	Students
81 - 99	3%	3
61 - 80	11%	13
41 - 60	25%	29
21 - 40	20%	23
1 - 20	40%	46
Total Students Tested		114

#### Average RIT Score



#### Lexile Distribution

Grade Level Ranges	%	#
K-1	N/A	53
2-3	450-769	24%
4-5	770-954	16%
6-8	955-1079	8%
9-10	1080-1214	5%
11-CCR	1215-1385	0%

Lexile ranges derived from:  
<http://www.nweaassessments.org/assessments/lexile.html>

**Overall- EL- Reading**

## NWEA Assessment Summary

Site: Nile Garden Elementary  
 Scores for: Spring 2022-2023  
 Grade: All  
 Group: All  
 User: All Teachers  
 Tests Included: All

Router Data Control Panel (05-10-0000)

Gender: 13

Reported Race: All Reported Races

Special Education: Special &amp; Non Special Ed

Socio-Economic: 250 &amp; Not 250

English Proficiency: English Learner

### Overall Performance: Percentile & RIT Scores

Percentile Range	Percentage	Students
81 - 99	8%	24
61 - 80	14%	42
41 - 60	26%	80
21 - 40	22%	66
1 - 20	30%	91
Total Students Tested		303

## Average RIT Score



### Lexile Distribution

Grade Level Ranges	%	#
K-1	N/A	52
2-3	450-760	23
4-5	770-954	14
6-8	955-1079	7
9-10	1080-1214	4
11-COR	1215-1355	0

Larval ranges derived from:  
[http://www.dreamwaters.org/assess/lc/petrids\\_1.pdf](http://www.dreamwaters.org/assess/lc/petrids_1.pdf)

**Overall- EL- Math**

## NWEA Assessment Summary

Site: Nile Garden Elementary  
 Scores for Spring 2022-2023  
 Grade: All  
 Group: All  
 User: All Teachers  
 Tests Included: All

Scatter Date: Control Panel (05-10-2025)

Gender: 11

Reported Rate: All Reported Races

Special Education: Special &amp; Non Special Ed

Auto-Economy: \$10 A Week

English Proficiency: English Learner

### Overall Performance: Percentile & RIT Scores

Percentile Range	Percentage	Students
81 - 99	11%	33
61 - 80	18%	55
41 - 60	19%	59
21 - 40	30%	93
1 - 20	23%	72
Total Students Tested		312

## Average RIT Score



<b>English Learner- Reading</b>	
Met Projected Growth:	
All Els	137/241 57%
Asian El	76/127 60%
Spanish	55/102 54%
<b>Homeless/Foster Youth- Reading</b>	
Met Projected Growth:	
7/11	63%
<b>SED- Reading</b>	
Met Projected Growth:	
197/386	51%
<b>English Learner- Math</b>	
Met Projected Growth:	
All Els	271/331 82%
Asian El	145/182 80%
Spanish	111/131 84%
<b>Homeless/Foster Youth- Math</b>	
Met Projected Growth:	
7/11	63%
<b>SED- Math</b>	
Met Projected Growth:	
235/386	61%

<b>Homeless/Foster Youth- Reading</b>	
high/high avg (green/blue)	
6/17	35%
<b>Homeless/Foster Youth- Reading</b>	
low/low avg (red/orange)	
11/17	64%
<b>SED- Reading</b>	
high/high avg (green/blue)	
203/450	45%
<b>SED- Reading</b>	
low/low avg (orange/red)	
199/459	43%
<b>SED/Math</b>	
high/high avg (green/blue)	
196/459	43%
<b>SED- Math</b>	
low/low avg (red/orange)	
213/459	46%
<b>Homeless/Foster Youth- Math</b>	
high/high avg (green/blue)	
7/18	39%
<b>Homeless/Foster Youth- Math</b>	
low/low avg (red/orange)	
11/18	61%

#### Student Need 1:

All English Language Learners, Homeless/Foster, Socially Economically Disadvantaged students will meet growth, achievement, and proficiency in Reading and Math.

#### Implementation Plan

Data will be used to identify and adjust learning goals, lesson design, Access Time/UDL "On the Prowl Time", PLCs, Professional Development, and Region 4 Training to ensure student mastery of grade level standards. Data from MAP, ELPAC, CA Dashboard, Common Formative Assessments, Illuminate, Dataquest, etc. will be analyzed by our PLCs and ILT throughout the year to ensure students are progressing in proficiency, meeting individual growth targets, and meeting achievement goals. Teachers will work with families to develop learning goals, enrichment activities, family support nights and foster rigorous learning opportunities. Professional development will be provided to teachers in the areas of essential standards, base curriculum, Tier 1 instruction, rigor, enrichment/supplemental learning activities, GLAD strategies, designated ELD, intervention to help students meet mastery of grade level standards and develop language acquisition. Collaboration time through PLC, region meetings/trainings, and differentiated Professional Development will be provided for teachers to communicate and monitor student achievement, proficiency, and growth towards mastery of grade level standards. Designated classified and certificated staff will monitor academic progress of students in the TSSP program.

#### SMART Goal

Reduce the number of English Learner students becoming Long-term English Learners (LTELs) by 20% in 2023-2024 school year measured in DataQuest (CDE) who are identified as being "at risk" students.

<b>Metric/Indicator</b>	<b>Baseline</b>	<b>Expected Outcome</b>
NWEA Illuminate Growth Report - Reading	<p>Spring 2023:</p> <p>English Language Learners; All: 137/241 57%</p> <ul style="list-style-type: none"> <li>Asian EL: 76/127 60%</li> <li>Spanish: 55/102 54%</li> </ul> <p>Homeless/Foster Youth: 7/11 63%</p> <p>SED: 197/386 51%</p>	80% of students will meet growth projection on NWEA MAP Reading
NWEA Illuminate Growth Report - Math	<p>Spring 2023:</p> <p>English Language Learners; All: 271/331 82%</p> <ul style="list-style-type: none"> <li>Asian: 145/182 80%</li> <li>Spanish: 111/131 84%</li> </ul> <p>Homeless/Foster Youth: 7/11 63%</p> <p>SED: 235/386 61%</p>	80% of students will meet growth projection on NWEA MAP Math
NWEA Achievement Report (Illuminate) Reading with a focus on proficiency	<p>Spring 2023 high/high average (green and blue):</p> <p>English Language Learners; All: 66/303 22%</p> <ul style="list-style-type: none"> <li>Asian EL: 44/171 26%</li> <li>Spanish: 26/114 14%</li> </ul> <p>Homeless/Foster Youth: 6/17 35%</p> <p>SED: 203/450 45%</p>	All grade levels will have 80% of students perform high/high average (green & blue) in NWEA MAP Reading
NWEA Achievement Report (Illuminate) Math with a focus on proficiency	<p>Spring 2023 high/high average (green and blue):</p> <p>English Language Learners; All: 88/312 of students 29% of students</p> <ul style="list-style-type: none"> <li>Asian EL: 65/178 36%</li> <li>Spanish: 16/117 13%</li> </ul> <p>Homeless/Foster Youth: 6/17 35%</p>	All grade levels will have 80% of students perform high/high average (green & blue) in NWEA MAP Math

	SED: 196/459 43%	
NWEA Achievement Report (Illuminate) Reading with a focus on achievement	<p>Spring 2023 low/low average (red and orange):</p> <p>English Language Learners; All: 157/303 of students 52% of students</p> <ul style="list-style-type: none"> <li>Asian EL: 82/171 48%</li> <li>Spanish: 69/114 60%</li> </ul> <p>Homeless/Foster Youth: 11/18 61%</p> <p>SED: 199/459 43%</p>	All grade levels show a decrease of 20% of students performing low/low average (red & orange) in NWEA MAP Reading
NWEA Achievement Report (Illuminate) Math with a focus on achievement	<p>Spring 2023 low/low average (red and orange):</p> <p>English Language Learners; All: 165/312 of students 53% of students</p> <ul style="list-style-type: none"> <li>Asian EL: 79/178 45%</li> <li>Spanish: 79/117 68%</li> </ul> <p>Homeless/Foster Youth: 11/18 61%</p> <p>SED: 213/459 46%</p>	All grade levels show a decrease of 20% of students performing low/low average (red & orange) in NWEA MAP Math
DataQuest (Smart Goal metric)	Total # of "at-risk" of being an LTEL: 52	Will decrease the number of "at-risk" students and students from becoming an LTEL (20% 10 students)

#### Targeted Resources Applied

Action	Resources	Money/Budget
Certificated staff will have access to make copies for students, parents and staff using the copy machine.	LCFF- Supplemental	1000
Time sheeting for professional development for integrated ELD strategies	LCFF- Supplemental	1000
Time sheeting for classified staff to provide translation services for families to include but not limited to: student conferences, parent meetings, IEPs, written communications, etc.	LCFF- Supplemental	2000
All students will have access to educational excursions, (Outdoor		



educational equality) (see grade level standards)		
Time sheeting for teachers for professional development-trainings, collaboration, observations, pull out days, conferences, planning time.	LCFF- Supplemental	2000
Time sheeting for before or after school tutoring in all subject areas, extra curricular, and enrichment learning for all students.	LCFF- Supplemental	1098
Time sheeting for certificated and classified staff to assist students/families that are identified as TSSP	LCFF- Supplemental	1300

### **Progress Monitoring**

**November**

**February**

**May**

## Budget Summary

### Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF- Supplemental	61,198	0.00
Title I Part A: Allocation	19,583	0.00

### Expenditures by Funding Source

Funding Source	Amount
LCFF- Supplemental	61,198.00
Title I Part A: Allocation	19,583.00

## Stakeholder Input

### Date

10/9, 12/10, 2/11, 5/18, 7/20, 8/17- Instructional Leadership Team  
8/2- Certificated and classified employees (MEA/CSEA)  
10/7, 12/8, 2/9, 5/13 - SSC

### Groups

SSC, ILT, MEA, CSEA

### Outcome

10/9, 7/20- ILT meeting to discuss SPSA, review data, and give input on goals  
8/2- staff meeting to review and receive input  
10/7- SSC meeting to discuss SPSA, review data and give input on goals review safety and standards data on goal standards  
10/9- ILT meeting to discuss and review safety and standards data on goal progress  
12/8- SSC met to review Safety and Emerging Students and safety target data and progress on goals  
12/10- ILT meeting to review Safety and Emerging students and safety data  
2/9- SSC meeting to review all targets of plan  
2/11- ILT meeting to review all targets of plan  
5/13- SSC Progress update/ review  
5/18- ILT Progress update/review

## School Site Council Membership

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

- 1 School Principal
- 5 Classroom Teachers
- 3 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Deborah A. Noceti-Ward	Principal
Christy Scott	Other School Staff
Ashlee Shaffer	Parent or Community Member
Alejandra Lopez	Other School Staff
Cinthia Rodriguez	Parent or Community Member
Brandi Nussbaumer	Classroom Teacher
Tracy Beck	Other School Staff
Tim Thurmon	Parent or Community Member
Kris Thurmon	Parent or Community Member
Martha Widgren	Classroom Teacher
Carri Morino	Classroom Teacher
Debbie Winter	Classroom Teacher
Gina Alegre	Classroom Teacher
Monic Arnoldus	Parent or Community Member

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

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

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

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.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
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.	

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.

This SPSA was adopted by the SSC at a public meeting on 5/31/2022.

Attested:

Principal, Deborah A. Noceti- Ward on 5/15/2023

SSC Chairperson, Christy Scott on 5/15/2023