



## Manteca Unified School District Strategic Plan

2025-2026

### 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 students work to be literate, problem-solving, critical thinkers in order to achieve grade level standards while remaining safe physically and emotionally.

### School Site Mission

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.

### **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 strategic 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.

#### School Site Description

Nile Garden School is TK-8 campus of approximately 1,173 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.

## 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).

The focus and vision of Manteca Unified School District is to increase student achievement. All students receive curriculum, instruction, and materials aligned to the CCSS and CA Frameworks. All students receive curriculum, instruction, and materials from programs and/or strategies shown to increase student achievement. District adopted standards-based curriculum for grades UTK-8 are used by teachers so that all students receive clearly defined curriculum and instruction that is sequentially and systemically delivered, mastery of grade-appropriate standards. Teachers design lessons in Tier 1 instruction with the learner in mind using the Universal Diagnostic tool (NWEA Measure of Academic Performance) to build groups and provide opportunities for all students to access the grade level standards with supports. Our adopted base curriculum is equipped with resources for students who are performing below standard to aide in scaffolding instruction to meet the student need and develop interventions for a student who needs a little more (Tier 2) and students who need intensive support (Tier 3). All students K-8 have an opportunity within the school day to receive support on the standards they need additional support or enrichment opportunities.. These opportunities are developed and implemented through the grade level Professional Learning Communities with the aid of an Instructional Specialist at most sites. The district adheres to recommended instructional minutes for reading/language arts and mathematics (UTK–8)

### 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. Learning Walks are utilized by District and site staff to gather and provide specific feedback towards instructional or program goals. District staff conduct a minimum of two Learning Walks a year while site staff conduct weekly learning walks at the elementary high school levels. The data gathered is used to determine trends, effectiveness of student learning and necessary professional development at the site and district level.

## **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 instructional leadership team comprised of the principal, assistant/vice-principal, and others meet regularly to evaluate benchmark, common formative 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 Tier 1 standards-based instructional program at the classroom level and modifying their instruction using data and the Teaching-Assessing-Intervening cycle and lesson design. Ongoing analyses continue at the site and classroom level utilizing the Professional Learning Community model (PLC) to improve individual student achievement. Programs are evaluated regularly and no less than annually for effectiveness.

## Staffing and Professional Development

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

The Manteca Unified School District is dedicated to the recruitment and retention of highly qualified staff. All classes in the 2022-2023 academic year were instructed by fully credentialed and appropriately assigned staff, as confirmed by the California State Assignment Accountability System (CALSAAS) reports for that period. Throughout the same school year, 111 teachers in the district held a PIP, STSP, Waiver, or Intern Credential. Notably, there were four (4) identified misassignments of teachers of English Learners.

To support beginning teachers and interns, Manteca Unified School District employs the Induction program, offering a clear credential pathway to preliminary credential holders. In the 2022-2023 school year, the Induction program recommended 51 Preliminary Credential holders to obtain their Clear Credentials..

### 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 22-23 SARC reports (the most current available). Manteca Unified School District utilizes state approved, board adopted 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 7-8 is StudySync and in grades 9-12 HMH: Intro to Literature with Writable. Math programs in use by the district are McGraw-Hill My Math for grades K-5, and McGraw California Glencoe Math for grades 6-8, and Big Ideas Math for grades 9-12. The adopted social studies materials are Studies Weekly for grades K-2, Savvas for grades 4-6, and McGraw Hill for grades 7 and 8, HMH ED Your Friend in Learning, TCI History, LaunchPad, Cengage NGLsync and Pearson MYLan are used for grades 9-12. The adopted science materials are Amplify for grades K-8 and Stemsscopes for 9-12. All students, including those with special needs, have access to these core curriculum materials. Manteca Unified School District students have access to technology. Students grades K-12 are able to take their devices home in order to have 24/7 access. All adopted base curriculum has traditional and digital resources.

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

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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 K-12 teachers in all content areas including 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 curriculum programs 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 a copious amount of base curriculum training opportunities to teachers after school focused on Tier 1 Instruction and evidence-based practices, in addition they train all substitute teachers as well to ensure sound understanding of Tier 1 practices. They also provide small group and one-on-one support for UTK-12 teachers 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 the CCSS and CA Frameworks. All students receive curriculum, instruction, and materials from programs and/or strategies shown to increase student



achievement. District adopted standards-based curriculum for grades UTK-8 are used by teachers so that all students receive clearly defined curriculum and instruction that is sequentially and systemically delivered, mastery of grade-appropriate standards. Teachers design lessons in Tier 1 instruction with the learner in mind using the Universal Diagnostic tool (NWEA Measure of Academic Performance) to build groups and provide opportunities for all students to access the grade level standards with supports. Our adopted base curriculum is equipped with resources for students who are performing below standard to aide in scaffolding instruction to meet the student need and develop interventions for a student who needs a little more (Tier 2) and students who need intensive support (Tier 3). All students K-8 have an opportunity within the school day to receive support on the standards they need additional support or enrichment opportunities.. These opportunities are developed and implemented through the grade level Professional Learning Communities with the aid of an Instructional Specialist at most sites. The district adheres to recommended instructional minutes for reading/language arts and mathematics (UTK-8)

#### 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. At UTK- 8th grade level all sites have a 30-40 minute intervention block for each grade level. An Instructional Specialist is a part of each school site's intervention team. Intervention programs include Foundations, Just Words, WonderWorks, Edmentum:Exact Path, Sound Sensible, SPIRE, Rosetta Stone, Math in Practice, Bridges Intervention. 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 Multi Tiered Systems of Supports to provide each child access to the base curriculum. Our focus is developing rich Tier 1 instruction focused on meeting the needs of all learners. In addition, all students have access to enrichment or support during the regular school day and/or beyond the school day. To ensure acquisition of skills, supplemental resources and interventions developed in the Professional Learning Communities at each grade level. Base curriculum in ELA and Math contain intervention and Response to Intervention materials to modify instruction or use as a targeted intervention for specific skills. Leveled readers and digital tutorials allow for leveled instruction as well as individualized instruction. The Tier 1 Instructional Program is supported by an Instructional Specialist based upon the schoolwide student need. Intervention programs include Rosetta Stone and ALEKS. These programs are implemented as designed in every classroom with materials for every student.

Manteca Unified School District undertakes various interventions to nurture the development of young minds, providing them with a foundation for lifetime success. These interventions range from academic support programs to social and emotional well-being, prioritizing addressing the needs of the whole child. We provide Tier 1 interventions tailored to building a climate of positive relationships and community inside and outside of the classroom. Tier 2 and 3 interventions provide targeted support for students.

Examples of Tier 2 and 3 intervention support are:

Point Break Intervention Classes

Anger Management (ages 12-18)

An eight-week class that enables adolescents to identify, evaluate, and appropriately handle their anger. Uncontrolled anger can lead to bad habits that become unhealthy and dangerous when they are left unattended. This class examines those habits and works with young people and their families to bring about a change of mindset and behavior. A parent or guardian is required to attend three sessions.

Substance Abuse (ages 12-18)

An eight-week class that allows teenagers to learn the truth about drugs (long and short-term consequences) as well as to work through misconceptions, attitudes, and behaviors that must change if a person is to deal honestly with the issues of substance abuse.

Point Break Workshop at High Schools

This all-day workshop brings high school students together to talk seriously about the walls of division on campuses caused by issues such as bullying, disrespect, racism, gangs, intolerance, and misunderstanding. This is not an assembly; it is an all-day exercise where students are challenged to change their behaviors and attitudes.

Victor Wrap-Around Services

Victor provides a continuum of community and school-based services that meet families where their need is to provide the support and education, they deserve to help them thrive.

Coordination of Services Team (COST)

A Coordination of Services Team (COST) is a strategy for managing and integrating various learning supports and resources to remove learning barriers for students. COST teams identify and address student needs and



ensure that the overall system of support works together effectively.

Five core components (Common Referral Process, Assessment, Regular COST Meetings, Collaboration of Services, and Tracking and Evaluation) make up the COST service delivery system and maximize a school's capacity to support student success and well-being.

### Intervention TOSA

This is a teacher on a special assignment who is under the direction of the high school principal. The TOSA serves as a resource to staff to support a multi-tiered system of support in the areas of prevention and intervention.

### Restorative Practices

Restorative practices in schools represent a philosophical shift away from the traditional punitive approach to wrongdoing. Instead of merely focusing on rule-breaking, restorative practices view misbehavior as an offense against relationships.

### Suicide Prevention

One of the strategies for suicide prevention that is utilized is crisis intervention and identification of students in crisis. All school nurses, counselors, school psychologists, and valley community counselors are trained in our Suicide Risk Assessment protocol. This protocol is used when a student is believed to be exhibiting thoughts of suicide or self-harm. For students that are identified as being at risk through this process, there is a follow-up protocol for their return to school and procedures for how to keep them safe on campus and at home.

### Yellow Ribbon Suicide Prevention Program

Yellow Ribbon provides training in suicide prevention and collaborates with community support networks to reduce the stigma surrounding suicide.

### Parent Project

Parent workshops help parents raise difficult children.

Workshop topics include:

Parent Project Senior - "Changing Destructive Adolescent Behavior" is an award-winning intervention model addressing the most destructive of adolescent behaviors. We know of no other program that addresses it all: truancy, drugs, runaways, media, early teen sex, violence, gangs . . . Parent Project Senior promises concrete answers for every parent question asked.

Parent Project Junior - Loving Solutions is a parent-training program specifically designed for parents raising difficult younger children, ages 5-10 years. With special application to ADD / ADHD issues, Loving Solutions

employs a behavioral model to help parents motivate children to do constructive tasks and manage unwanted behaviors. The program's "Steps of Success" (S.O.S.) home practice assignments help create a solid foundation for change.

Preparing Our Kids for Success - Preparing Our Kids for Success. This stand-alone, 2.5-hour truancy intervention parent class is "Trauma-Informed" and specifically designed to augment the S.A.R.B. and local Truancy Abatement efforts.

#### Elevate Mentoring

Is a mentoring program designed to help students elevate their life skills so they can grow confident emotionally, succeed academically, and thrive socially.

#### Journey Mentoring

Journey Mentoring Program (A program of New Birth Community Development), promotes and teaches responsibility for youth ages 10-18. This takes place through highly interactive activities. The program is designed as a small group mentoring resource and represents a targeted effort to engage youth in discussions and activities that reinforce positive behavior.

#### Multi-Tiered System of Support (MTSS)

MTSS is a framework for providing instruction and intervention to all students based on their academic, social, emotional, and behavioral needs. MTSS is a proactive and preventative approach that aims to maximize student achievement and support the whole child.

#### Positive Behavioral Interventions and Supports

PBIS, or Positive Behavioral Interventions and Supports, is a proactive approach to behavior management in schools aimed at creating a positive school climate. It emphasizes teaching and reinforcing positive behaviors, rather than solely focusing on disciplining negative behaviors. PBIS incorporates data-driven decision-making to tailor interventions to support the specific needs of students and promote their social, emotional, and academic success. Currently, we are in the 3rd year of implementation at MUSD. Each school has a unique timeline for full implementation based on the needs of each school and community. By next year, all schools should successfully be considered Tier 1 schools that are fully implementing the PBIS Tier 1 framework for their entire school population.

#### Valley Community Counseling

Valley Community Counseling is an organization that MUSD contracts with to provide school-based counseling services to our students. Every school site has a minimum of one counselor per site available to meet with students to work on skill building, crisis intervention, conflict mediation, truancy, truancy-related concerns, provide support, and help students build relationships. Through a referral process, including self-referrals, the counselors will meet with students on a routine basis, establish goals, and implement strategies based on the student's individual goals. The Valley Community Counselors work in collaboration with school site administrators, teachers, school nurses, and other service providers to ensure the needs of the whole child are met.

## Social Emotional Learning

The integration of SEL to promote equity and address the needs of the whole child, and educators, is supported by many of our current policies, standards, funding, and decision-making mechanisms. Social emotional learning is defined as “the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.”

### Supports

Sanford Harmony is our district's SEL Curriculum available to UTK-6th students. Harmony SEL uses the CASEL 5 framework. The CASEL framework is one of the most widely used SEL frameworks and has been used to develop multiple state and district SEL standards and competencies. The CASEL framework comprises five core competencies students and adults need to successfully navigate academic standards. The Alignment Guides align Harmony objectives with Common Core State Standards, the CASEL 5, and state SEL standards/competencies.

BASE is our district's SEL Curriculum available to 6-12th students. This offers over 100 SEL Lessons to support students' SEL needs. The program uses an evidence-based SEL curriculum to support students in navigating challenging real-world topics, developing self-awareness, building practical skills, and connecting more effectively as well as prevention, and intervention and helps avert crisis.

Our SEL BASE curriculum allows 6-12th grade students to take a BASEline Survey every 90 days. This self-reporting survey measures behavior, engagement, academic self-confidence, and social connectivity in school.

Our SEL Lending Library is available to all teachers to check out books to support their SEL classroom implementation/integration and their students' needs.

Our SEL Materials Library is available to all teachers to check out materials to support their SEL classroom lesson implementation/integration and their student's needs.

Our In School Suspension class offers “An Accountability Opportunity Project,” to attending students. This class is offered as an alternative to suspension. During the ISS classes, students engaged in incident-aligned SEL BASE lessons and then completed an accountability project that proactively repairs relationships after they have been damaged through intentional research so that healing can occur.

Our annual Women Empowerment Event invites 40 female students from each high school to participate in SEL-aligned activities. This event focuses on CASEL's five core competencies as well as fostering the needs of students facing unforeseen circumstances.

Our SEL CASEL-aligned teacher workshops are offered each month after school, this is a paid opportunity. These workshops focus on students' needs in the following areas: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making.

Our SEL Teacher Committee meets three times per year. This is a paid opportunity for teachers. These workshops allow teachers to collectively collaborate on the implementation and integration of SEL lessons within the classroom and how to collect SEL data intentionally and effectively to direct instruction and meet the SEL needs of the students they serve.

Our SEL Site Support visits are available to all school sites upon request. These visits focus on a student's SEL needs after looking at the school site's data.

Our SEL Staff Training is available to all school sites upon request. These visits focus on students' SEL needs after looking at the school site's data.

Our Intervention TOSAs deliver SEL-BASE instruction to our COST students. This is based on data and students' needs.

Our SEL Training is available to our ELOP program upon request. This training focuses on CASEL-aligned SEL practices to meet students' SEL needs after looking at the school site data.

Our SEL Training is available to OAs and SSAs 3 times per year during district-directed days. These training courses offer CASEL-aligned SEL practices. They focus on healthy communication, relationship-building skills, and being mindful of our students, families, and community's needs.

Our SEL Training is available to all OA's once per month. These training courses offer CASEL-aligned SEL practices. They focus on healthy communication, relationship-building skills, and being mindful of our students, families, and community's needs.

Our SEL SSA training courses are available to all school sites upon request. These training courses offer CASEL-aligned SEL practices. They focus on healthy communication, relationship-building skills, and being mindful of our students, families, and community's needs.

Our SEL Trainings are offered once per year to our CTCP group. This training offers CASEL-aligned SEL practices. They focus on healthy communication, relationship-building skills, and being mindful when considering taking leadership roles within classified employment.

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 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).

#### Fiscal support (EPC)

All Manteca schools receive needs-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's 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

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1070	37.5	27.3	0.3
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.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,155	52.2%	28.7%	0.3%
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.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	292	27.3
Foster Youth	3	0.3
Homeless	4	0.4
Socioeconomically Disadvantaged	401	37.5
Students with Disabilities	112	10.5

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	331	28.7%
Foster Youth	4	0.3%
Homeless	35	3%
Socioeconomically Disadvantaged	603	52.2%
Students with Disabilities	102	8.8%

2022-23 Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	33	3.1
American Indian	4	0.4
Asian	314	29.3
Filipino	67	6.3
Hispanic	390	36.4
Two or More Races	39	3.6
Pacific Islander	10	0.9
White	213	19.9

2023-24 Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	33	2.9%
American Indian	10	0.9%
Asian	459	39.7%
Filipino	66	5.7%
Hispanic	360	31.2%
Two or More Races	34	2.9%
Pacific Islander	10	0.9%
White	183	15.8%

**Conclusions based on this data:**

1. Hispanic and Asian are the top two significant sub-groups.
2. The Asian sub-group has increased in the past several years.
3. Socioeconomically Disadvantaged is 37% of the student population.



# Grade Level Standards

## District Goal

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

## Site Tier 1 Goal

Nile Garden students will be provided with access to grade level standards by staff trained in, Tier 1 base instruction, Tier 1 curriculum, essential standards and continued implementation of common formative assessments.

## CAASPP Results

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2405.	2435.	2389.	18.45	26.36	14.39	22.33	24.55	19.70	25.24	29.09	26.52	33.98	20.00	39.39
Grade 4	2493.	2448.	2440.	32.38	20.16	17.78	32.38	20.16	25.19	20.95	24.03	16.30	14.29	35.66	40.74
Grade 5	2514.	2526.	2524.	24.53	31.62	28.47	34.91	27.21	32.85	19.81	21.32	18.98	20.75	19.85	19.71
Grade 6	2530.	2536.	2528.	17.14	22.70	20.44	30.48	36.17	32.12	33.33	17.02	21.90	19.05	24.11	25.55
Grade 7	2576.	2577.	2573.	18.89	14.71	21.05	43.33	48.04	41.35	25.56	27.45	21.05	12.22	9.80	16.54
Grade 8	2583.	2588.	2578.	14.71	24.75	17.65	42.65	36.63	38.24	32.35	22.77	27.45	10.29	15.84	16.67
Grade 11															
All Grades	N/A	N/A	N/A	21.49	23.64	20.10	33.62	31.57	31.31	25.82	23.23	21.78	19.06	21.56	26.80

**CAASPP Results  
Mathematics (All Students)**

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2418.	2448.	2410.	15.53	25.45	13.64	27.18	28.18	26.52	27.18	27.27	24.24	30.10	19.09	35.61
Grade 4	2480.	2459.	2459.	14.29	14.84	16.67	34.29	24.22	24.64	36.19	37.50	33.33	15.24	23.44	25.36
Grade 5	2503.	2503.	2505.	24.53	19.71	21.90	15.09	19.71	18.98	33.96	29.93	35.77	26.42	30.66	23.36
Grade 6	2512.	2525.	2528.	13.33	17.73	18.25	21.90	20.57	25.55	34.29	34.75	30.66	30.48	26.95	25.55
Grade 7	2536.	2545.	2546.	12.22	16.67	19.26	23.33	20.59	25.19	35.56	43.14	27.41	28.89	19.61	28.15
Grade 8	2531.	2554.	2569.	8.82	18.63	19.61	17.65	24.51	23.53	36.76	24.51	32.35	36.76	32.35	24.51
All Grades	N/A	N/A	N/A	15.25	18.75	18.18	23.57	22.78	24.07	33.80	32.92	30.60	27.38	25.56	27.14

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

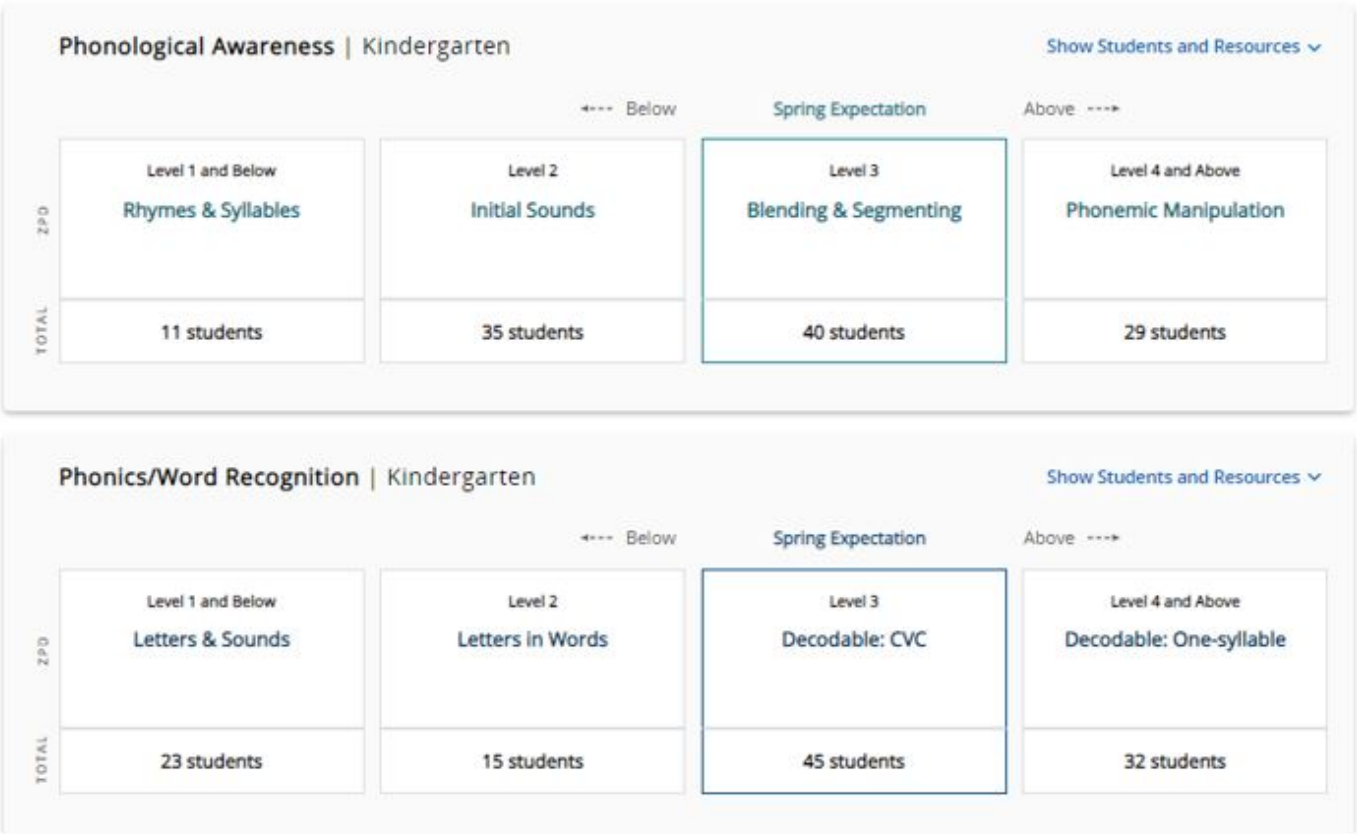
CAASPP Student Groups	22-23 CAASPP Percent Met or Exceeded	23-24 CAASPP Percent Met or Exceeded
All Students	55.11	55.22
Female	59.71	60.77
Male	50.99	50.26
American Indian or Alaska Native	--	--
Asian	59.65	65.38
Black or African American	57.14	50.00
Filipino	76.47	58.33
Hispanic or Latino	47.97	48.12
Native Hawaiian or Pacific Islander	--	--
Two or More Races	59.09	64.00
White	57.45	51.82
English Learners	28.89	28.85
Foster Youth	0.00	0
Homeless	--	--
Military	90.91	70.59
Socioeconomically Disadvantaged	50.00	46.73
Students Receiving Migrant Education Services	0.00	--
Students with Disabilities	12.50	7.89

**CAASPP Results  
Mathematics (All Students)**

CAASPP Student Groups	22-23 CAASPP Percent Met or Exceeded	23-24 CAASPP Percent Met or Exceeded
All Students	38.82	41.53
Female	37.00	39.53
Male	40.46	43.31
American Indian or Alaska Native	--	--
Asian	50.00	55.77
Black or African American	28.57	25.00
Filipino	64.71	64.58
Hispanic or Latino	30.08	26.22
Native Hawaiian or Pacific Islander	--	--
Two or More Races	36.36	52.00
White	39.01	43.07
English Learners	19.26	18.59
Foster Youth	0.00	0
Homeless	--	--
Military	45.45	29.41
Socioeconomically Disadvantaged	35.71	26.80
Students Receiving Migrant Education Services	0.00	--
Students with Disabilities	9.38	5.26

**Data**

# Kinder fluency results; Winter





# 1<sup>st</sup> grade fluency results; Winter

Export All

## Phonological Awareness | 2nd Grade

Show Students and Resources

Spring expectation is oral reading

	Level 1 and Below Rhymes & Syllables	Level 2 Initial Sounds	Level 3 Blending & Segmenting	Level 4 and Above Phonemic Manipulation
TOTAL	0 students	3 students	3 students	19 students

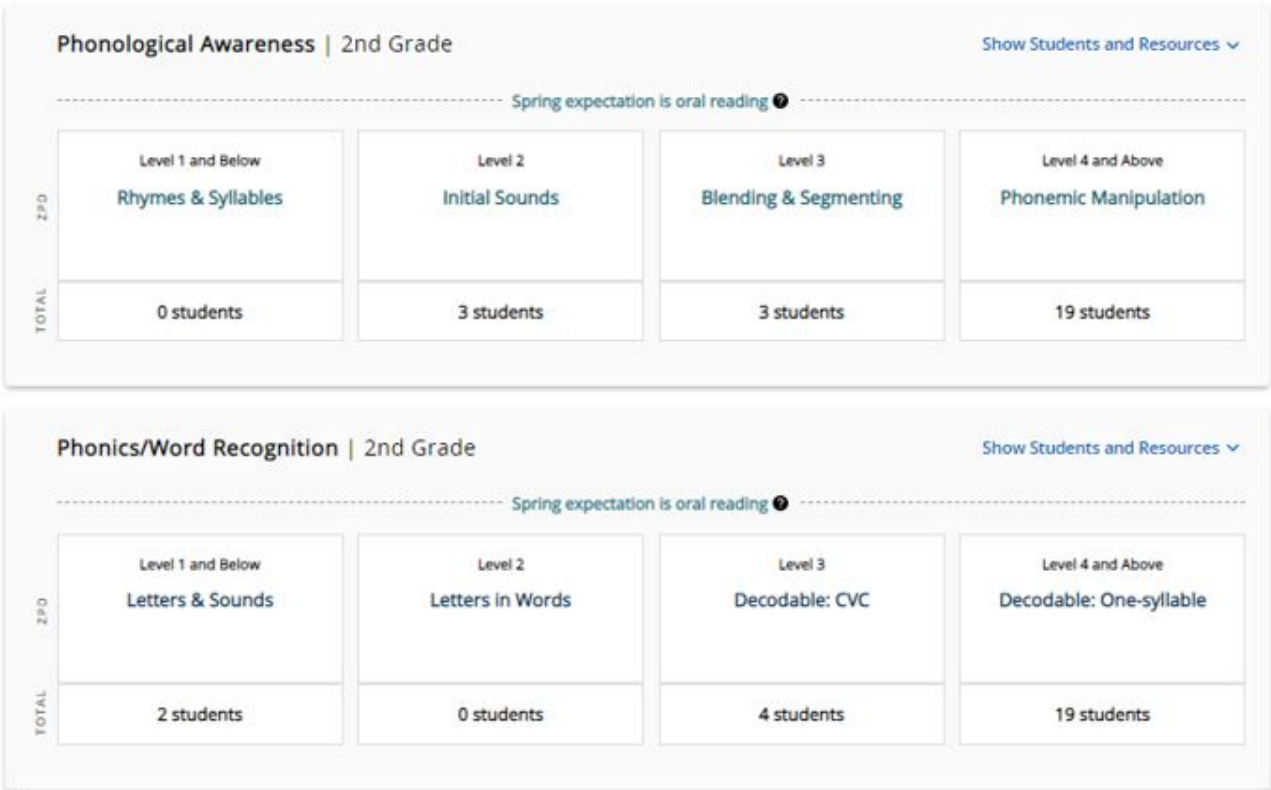
## Phonics/Word Recognition | 2nd Grade

Show Students and Resources

Spring expectation is oral reading

	Level 1 and Below Letters & Sounds	Level 2 Letters in Words	Level 3 Decodable: CVC	Level 4 and Above Decodable: One-syllable
TOTAL	2 students	0 students	4 students	19 students

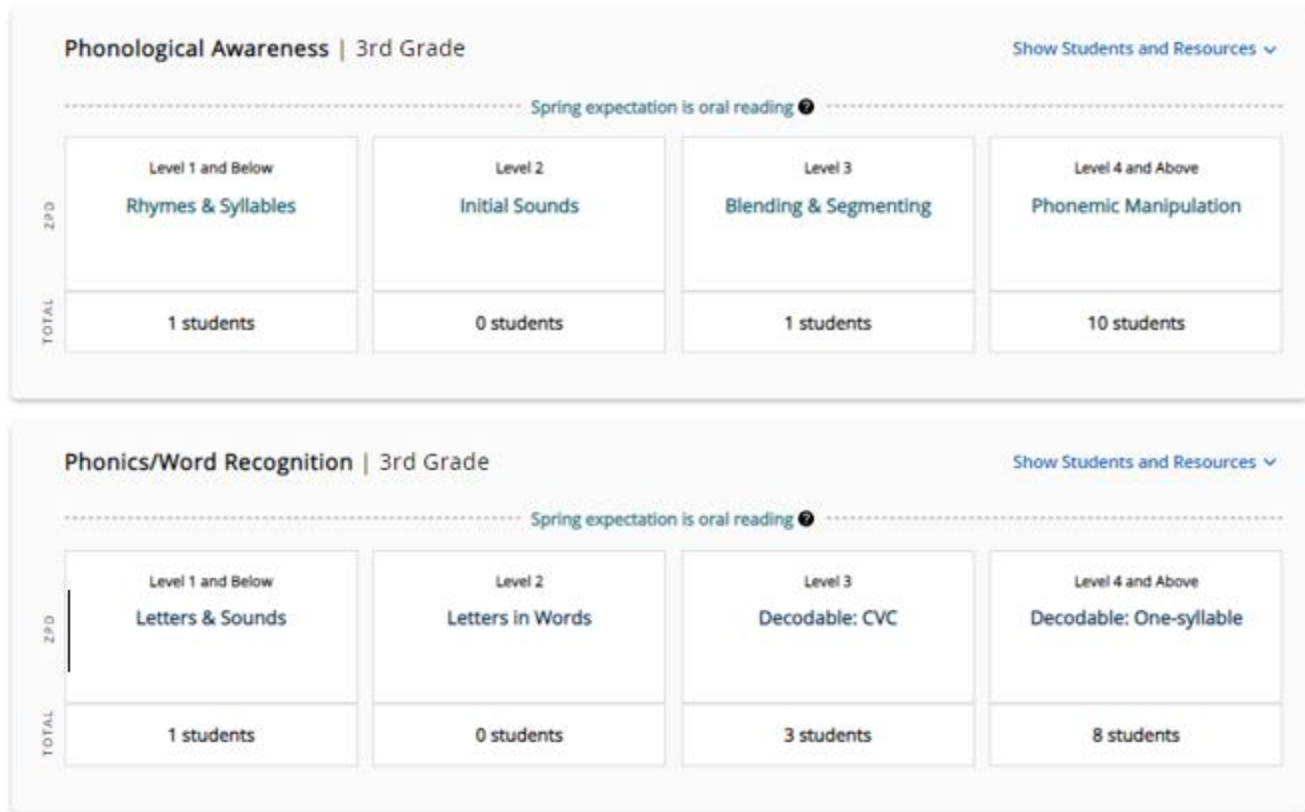
# 2<sup>nd</sup> grade fluency results; Winter



1

# 3<sup>rd</sup> grade fluency results; Winter

Expand All 



## Data Analysis

For Kindergarten, of the 115 students that took the fluency assessment in the area of Phonological Awareness, 69/115 (60%) students already have met the spring expectation during the winter assessment. For Phonics/Word recognition, 77/115 (67%) students already have met the spring expectation during the winter assessment. For first grade, during the Fall assessment of fluency, 113 students initially took the assessment. 86/113 of those students did not have to assess again in the Winter. Of the 25 students that had to take the fluency assessment in the Winter, 22/25 students met the spring expectation leaving only 3 students at Level 2. For second grade, during the Fall assessment of fluency, 28 students initially took the assessment. Although not required of the 2nd grade students, teachers utilized the fluency assessment with varying students. During the Fall assessment window, 28 students took the assessment and in the Winter, 25 students took the assessment. Based on the NWEA MAP fluency assessment scores, Nile Garden students continue to make progress towards meeting individual growth scores but will need additional support in foundational skill acquisition. Students in 2nd & 3rd grades also need continued support in foundational skills.

### Student Need 1:

Students entering the primary grades need constant phonological development and support to build their foundational reading skills.

Nile Garden students will be at 80% proficiency in their reading fluency skills (Phonological Awareness & Phonics,) measured by NWEA- Reading Fluency from Fall to Spring each school year (24-25, 25-26, & 26-27).

### Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
ELOP: K - 3rd grade teachers will request after school support in the area of essential standards and current student need to meet grade level expectations in the area of ELA	Number of students showing growth from pre to post tutorial intervention	Pre and Post survey results: Tutorials started: First Grade: 1 group Second Grade: 1 group 7th Grade Math: 1 group	Met: First grade group High growth: 6 Mid growth: 3 Low growth 1  Second grade group: High growth: 3 Mid growth: 3 Low growth: 5  Seventh grade group: No information provided			Time Money People
Teachers (with IS/staff support/district support) will have access to professional development training around Tier 1 instruction and ELA supplemental program (Foundations) during the school day, before school, and after school	Number of teachers trained.  Learning walk data. Number of teachers utilizing Foundations instructional strategies.	Number of teachers trained: K- 5 1- 5 2- 5 3- 5  Learning walk evidence 23-24 sy: Strong Some X Little None  Number of teachers trained 24-25 sy: K-4 1-5 2-5 3-6  Learning walk evidence 24-25 sy: Strong	Making Progress: Number of teachers trained 24-25 sy: K-4 1-5 2-5 3-6  Learning walk evidence 24-25 sy: Strong Some X Little None			Time Money People

		Some X Little None				
Teachers/IS will meet within in their designed PLC time to review, identify, and support student learning around early literacy/essential standards through their PLC Learning Cycle.	Number of K - 3rd teachers completing PLC Learning Cycle that target Foundations skills through PLC learning cycle Measuring Mastery	4 of the 4 PLC teams are completing PLC Learning Cycle with fidelity.	Making Progress: 4 of the 4 PLC teams are completing PLC Learning Cycle with fidelity.			Time Money People
Teachers will utilize Foundations with fidelity.	Number of teachers showing strong evidence of Foundations curriculum	23-24 sy: Strong 19 Some Little None  24-25 Strong 20 Some Little None	Met: 24-25 Strong 20 Some Little None			Time Money People

### Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
<b>Cycle 1:</b> Based on the data from cycle one, it demonstrates that students are making progress towards 80% proficiency in fluency skills by teachers utilizing the Foundations supplemental curriculum with fidelity, meeting in PLCs to review data and inform their instruction and work with Instructional Specialist.	All Kindergarten through 3rd grade teachers have been trained in Foundations. Learning Walk data demonstrates that teachers are utilizing the Foundations curriculum in the classrooms with fidelity. Nile Garden had a 50% Instructional Specialist assigned at the end of August. A different IS was assigned to Nile Garden at the beginning of October. Data analysis: See OneNote: <a href="https://musd-my.sharepoint.com/personal/dnoceti-ward_musd_net/_layouts/15/Doc.aspx?sourcedoc={101dced4-85bc-47a9-afd5-87fd4b68c1e3}&amp;action=edit&amp;wd=target">https://musd-my.sharepoint.com/personal/dnoceti-ward_musd_net/_layouts/15/Doc.aspx?sourcedoc={101dced4-85bc-47a9-afd5-87fd4b68c1e3}&amp;action=edit&amp;wd=target</a>	Continue with learning walks to ensure Foundations curriculum is being delivered with fidelity. Monitor and work with PLCs to ensure that the learning cycle is consistent and done with fidelity.	Continue

	<a href="#">%28Data.one%7C9deb6ddd-4d37-465d-8cd4-7ec38a666c2f%2Fspring%20MAP%20data%20Math%7C22209cdd-cc5f-4ed1-aa6a-0eb9df10cce2%2F%29&amp;wdorigin=NavigationUrl</a>  Back casting document: "C:\Users\dnoceti-ward\OneDrive - Manteca Unified School District\strat plan data 2425\24_25 PM\PM backcasting NG 2526.pdf"		
<b>Cycle 2:</b> Based on the data from cycle one, it demonstrates that students are making progress towards 80% proficiency in fluency skills by teachers utilizing the Foundations supplemental curriculum with fidelity, meeting in PLCs to review data and inform their instruction and work with Instructional Specialist.	All Kindergarten through 3rd grade teachers have been trained in Foundations. Learning Walk data demonstrates that teachers are utilizing the Foundations curriculum in the classrooms with fidelity. Nile Garden had a 50% Instructional Specialist assigned at the end of August. A different IS was assigned to Nile Garden at the beginning of October. Data analysis: See OneNote.	After further training on Foundations in February 2025, it has informed our understanding on what we should be looking for during our learning walks to ensure Foundations curriculum is being delivered with fidelity. Monitor and work with PLCs to ensure that the learning cycle is consistent and done with fidelity.	Continue
<b>Cycle 3:</b> Nile Garden is making strong progress toward the 2024–2025 SMART goal of achieving 80% proficiency in reading fluency (Phonological Awareness and Phonics). Winter data shows that 60% of Kindergarten and 67% of first grade students have already met spring benchmarks in foundational reading. First grade interventions yielded high growth rates, and targeted second grade support is underway despite optional assessment status. Additionally, teacher training, PLC implementation, and fidelity of the Foundations	Student Achievement Evidence:  Kindergarten:  60% of students met spring phonological benchmarks by winter.  67% met phonics benchmarks by winter.  First Grade:  Only 25 of 113 students required reassessment in winter.  88% (22 of 25) met spring expectations after intervention.  Second Grade:  Optional assessment participation (28 in fall, 25 in winter).	ELOP/After School Tutorials:  High-impact growth noted in tutorial groups (e.g., first grade: 6 students showed high growth).  Tutorials are positively contributing to goal progress, particularly in Grade 1.  Teacher Training & Learning Walks (Foundations):  Increase in trained staff: growth in 3–8 years experience group (3 to 8 teachers trained).	Continue

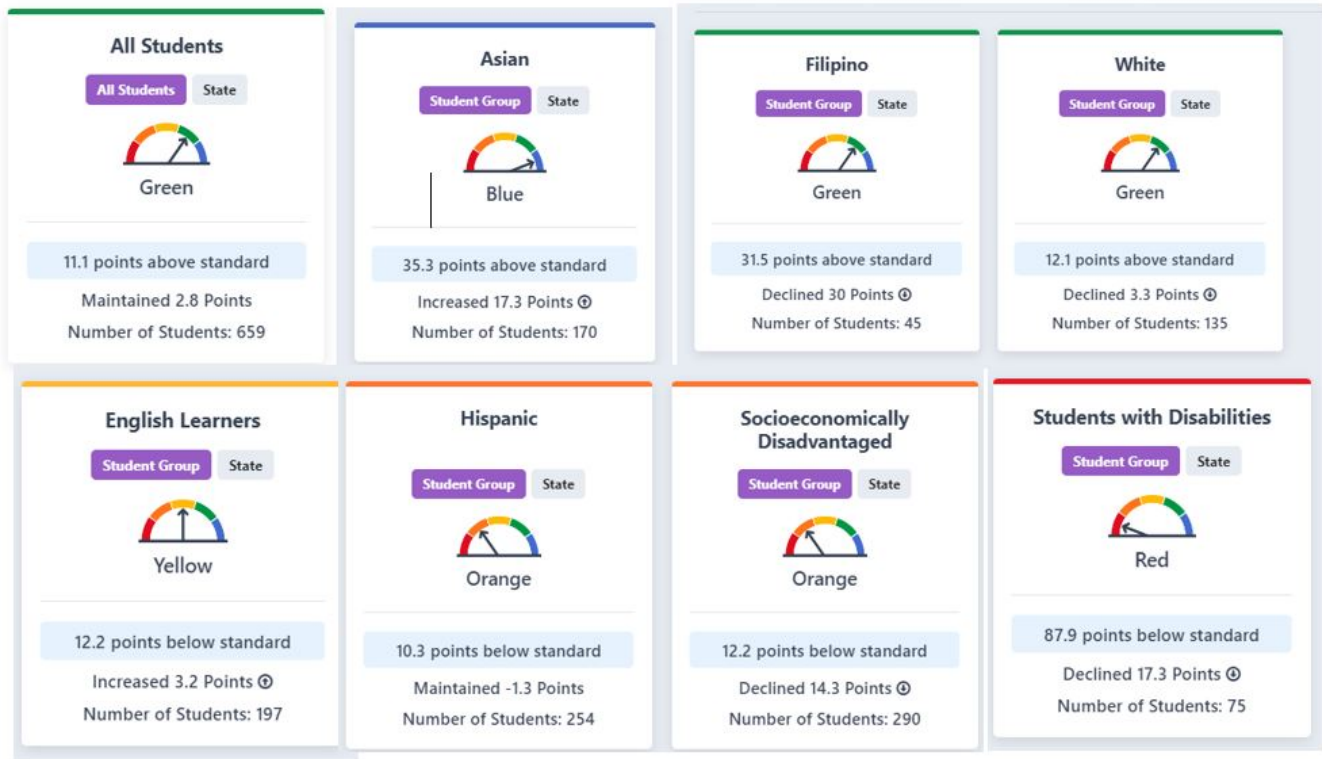


<p>curriculum are producing consistent instructional improvement across K–3. All four PLC teams are operating with fidelity, and teacher use of Foundations has shown a notable increase, with 20 teachers demonstrating strong implementation practices.</p>		<p>Learning Walks (24–25): Evidence of strong implementation continues, especially in Foundations.</p> <p>PLC Learning Cycles:</p> <p>All 4 PLC teams are completing Learning Cycles with fidelity, sustained from previous year.</p> <p>Curriculum Fidelity (Foundations):</p> <p>“Strong” implementation rose from 19 (2023–2024) to 20 (2024–2025).</p> <p>Consistent or increased evidence of effective curriculum use among teachers.</p>	
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### Progress Monitoring 25-26

### Progress Monitoring

# ELA CAASPP Scores 2023



## English Language Arts Indicator - Student Group Five-by-Five Placement

[View All Student Group Reports](#)  
[View District Placement](#)

Reporting Year: 2023 Select a Report: 5x5 English Language Arts Placement Report (Grades 3-5 and 11)

[View Detailed Data](#)

LEVEL	DECLINED SIGNIFICANTLY <i>from Prior Year (by more than 15.1 points)</i>	DECLINED <i>from Prior Year (by 3.0 to 15.0 points)</i>	MAINTAINED <i>from Prior Year (declined or increased by less than 2.9 points or fewer)</i>	INCREASED <i>from Prior Year (by 3.0 to 14.9 points)</i>	INCREASED SIGNIFICANTLY <i>from Prior Year (by 15.0 points or more)</i>
VERY HIGH (HIGHEST STATUS) +45.0 points or more Current Year	Green (None)	Green (None)	Blue (None)	Blue (None)	Blue (None)
HIGH +10.0 to +44.9 points in Current Year	Green • Filipino	Green • White	Green • All Students (School Placement)	Green (None)	Blue • Asian
MEDIUM -5.0 to +9.9 points in Current Year	Yellow (None)	Yellow (None)	Yellow (None)	Green (None)	Green (None)
LOW -5.1 to -70.0 points in Current Year	Orange (None)	Orange • Socioeconomically Disadvantaged	Orange • Hispanic	Yellow • English Learners	Yellow (None)
VERY LOW (LOWEST STATUS) -70.1 points or lower in Current Year	Red • Students with Disabilities	Red (None)	Red (None)	Orange (None)	Orange (None)

Note: Because the local control funding formula (LCFF) treats charter schools as districts, they are not displayed on their district's Placement report. (The only exception to this rule is when a district oversees only charter schools.)

# Language Usage- Winter; English Language Learners \*ALL\*

Filters (1 applied) English Learner [Clear All](#)

Close

Ethnicity

-- select an option --

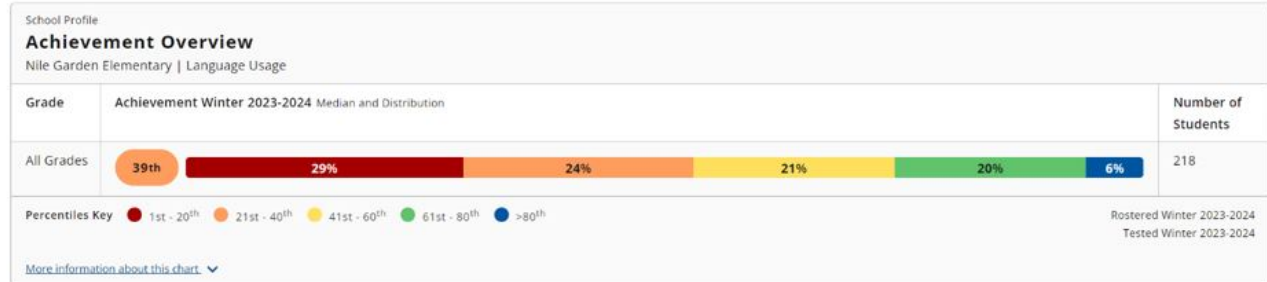
Gender

-- select an option --

Program

-- select an option --

## Nile Garden Elementary



# Language Usage- Winter; English Language Learners; Hispanic

Filters (2 applied) English Learner Hispanic or Latino [Clear All](#)

[Close](#)

Ethnicity

-- select an option --

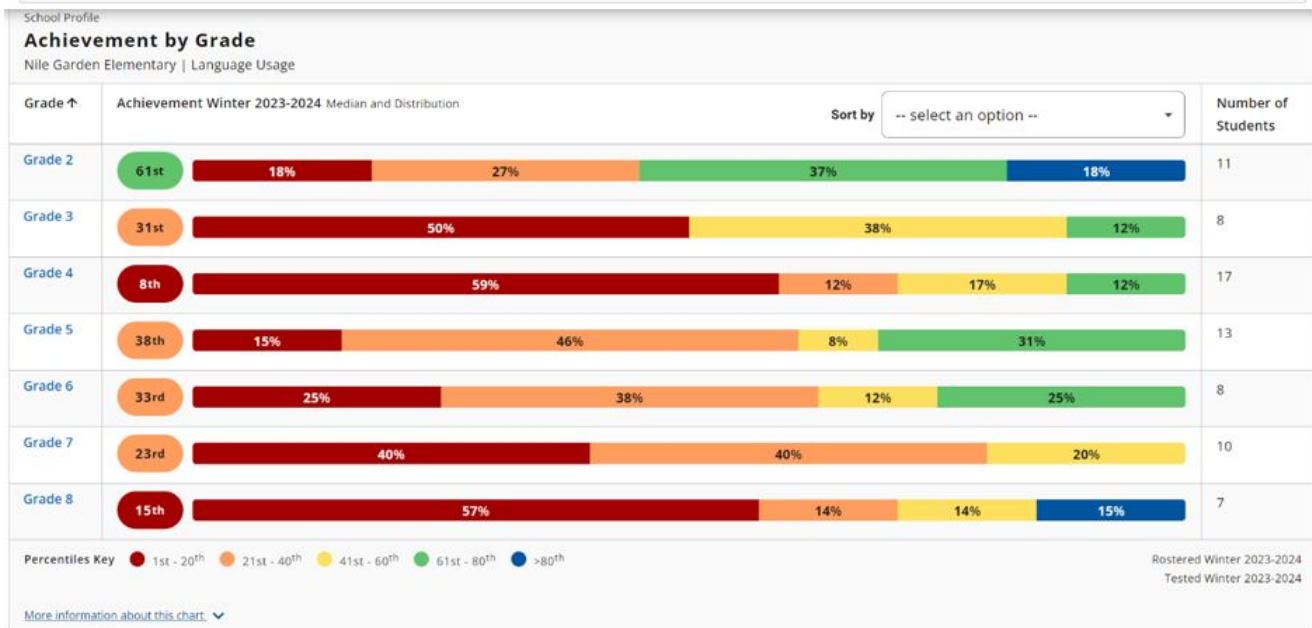
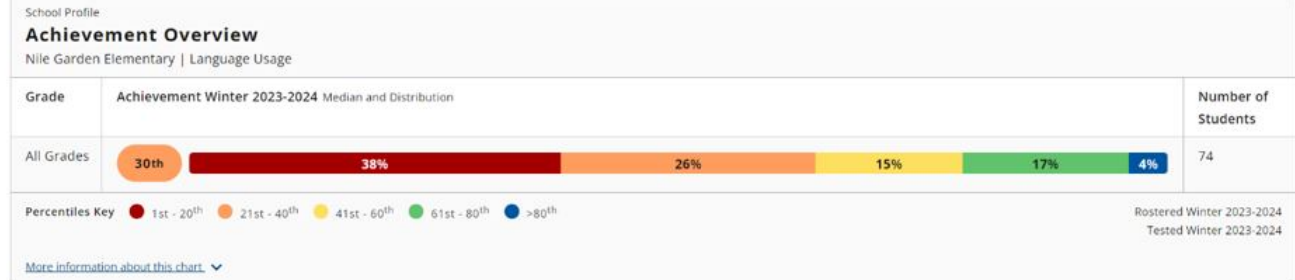
Gender

-- select an option --

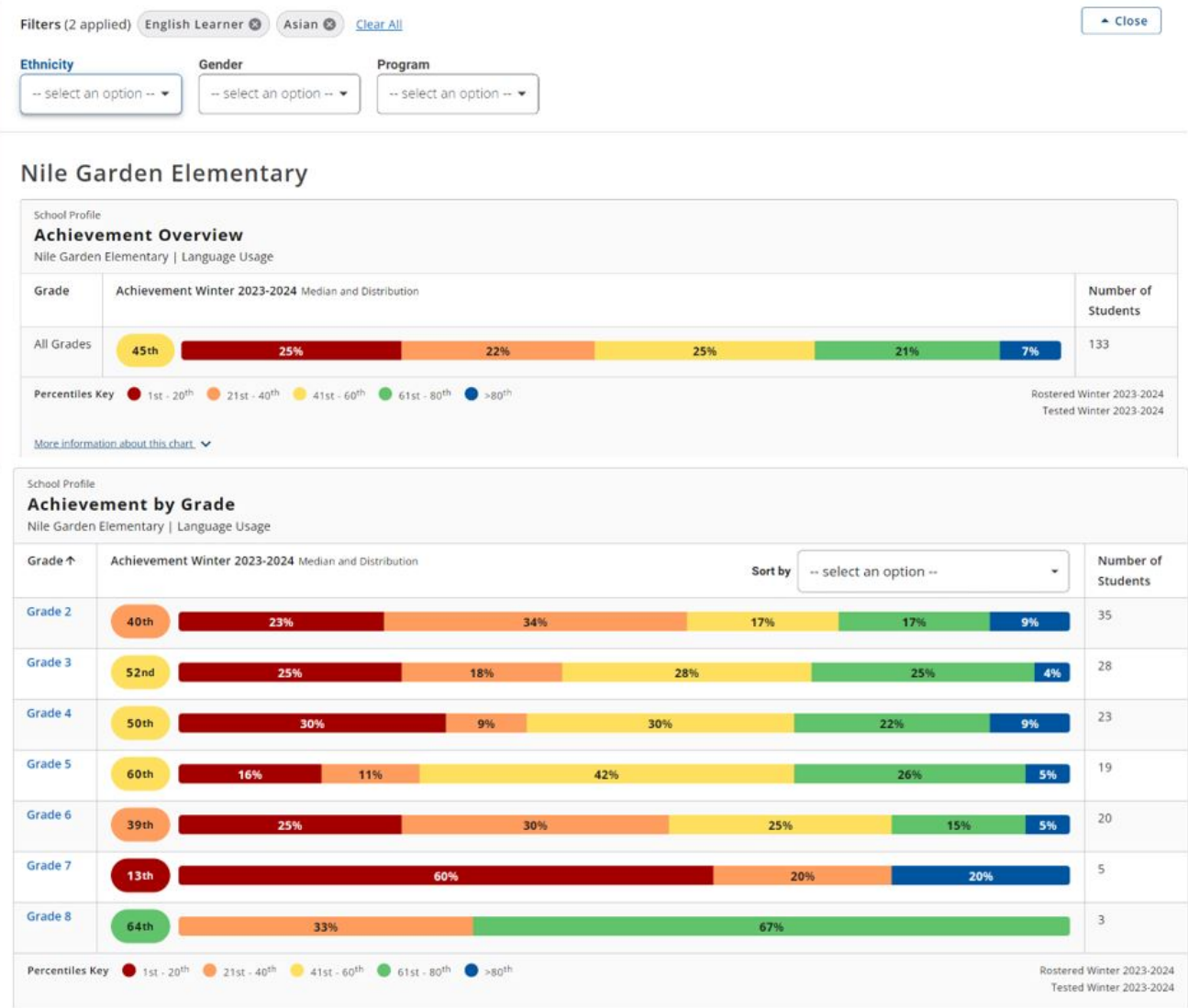
Program

-- select an option --

## Nile Garden Elementary



# Language Usage- Winter; English Language Learners; Asian



Data

# 2022-2023 CAASPP; ELA

## 2022-23 Smarter Balanced Performance Summary ELA (Summative): All Grades

Site: Nile Garden Elementary  
Roster Date: Control Panel (03-19-2024)  
Grades: All  
English Proficiencies: All  
Reported Race: All Reported Races  
Gender(s): All  
Special Education: Special & Non Special Ed  
Socio-Economic: SED & Not SED

More information about this report can be found at [help.illuminateed.com](http://help.illuminateed.com).

### Overall Score Levels

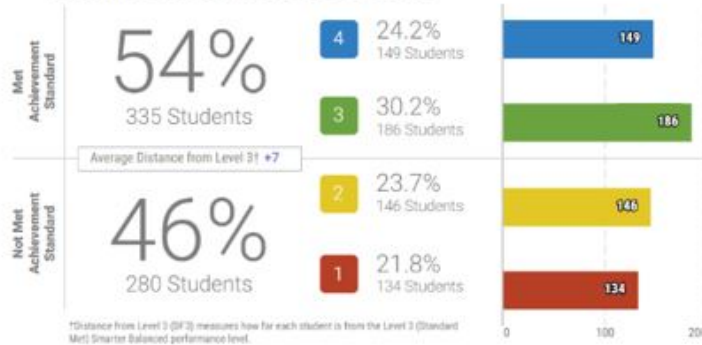
- 4 Standard Exceeded
- 3 Standard Met
- 2 Standard Nearly Met
- 1 Standard Not Met

### Claim Score Levels

- Above Standard
- Near Standard
- Below Standard
- No score/Not taken

Generated on 03/19/2024  
by Illuminate Education™

Overall Performance: 615 students



ADDITIONAL FILTERS APPLIED: Students: All Students Add Student Group: All Students

# 2022-2023 CAASPP; ELA by grade level

## 2022-23 Smarter Balanced Assessments (SBA) Grade Level Comparison

Subject: ELA

Test(s): All 2022-23 Summative Assessments

Roster Date  
Control Panel (03-19-2024)

Gender(s)  
All

Reported Race  
All Reported Races

Special Education  
Special & Non Special

Socio-Economic  
null

English Proficiencies  
All

Overall Performance (Nile Garden Elementary)

PL = Performance Level

Grade Levels	Total Tested	Avg Scale Score	Avg PL	Avg Dist. from L3†	Meeting Standard	Not Meeting Standard	PL 4 Standard Exceeded	PL 3 Standard Met	PL 2 Standard Nearly Met	PL 1 Standard Not Met
DISTRICT	12,448	2487	2.1	-33	38%	62%	12%	26%	26%	36%
3rd Grade	125	2420	2.4	-11	46%	54%	25%	21%	29%	26%
4th Grade	133	2459	2.4	-14	44%	56%	23%	20%	26%	31%
5th Grade	133	2523	2.7	+21	57%	43%	31%	26%	23%	20%
6th Grade	122	2550	2.7	+19	65%	35%	25%	40%	17%	18%
7th Grade	102	2576	2.7	+24	64%	36%	16%	48%	25%	12%

## Data Analysis



On the 2023 CAASPP for English Language Arts, 54% (334) of the 615 students who took the assessment scored at "Standard Met" and "Standard Exceeded" and when looking at the California State Dashboard "all" students "maintained". Three out of the seven identified significant subgroups at scored at either "above" or "at standard". English Learners, Hispanic, Social Economically Disadvantaged and Students with Disabilities, ranged from Yellow to Red. Nile Garden's English Language Learner subgroup increased by 3.2 points however is still 12.2 points below standard. The Hispanic subgroup maintained at -1.3 and is 10.3 points below standard. The two significant English Language Learner groups at Nile Garden School are Spanish and Punjabi (identified in MAP NWEA reports as EL/Hispanic and EL/Asian, respectfully). In the Winter MAP assessment for Language Usage, 218 identified English Language learners in grades 2-8 took the assessment. Of those 218 English Language Learners, 133 were identified as Asian (61%) and 74 were Hispanic (34%). Of those identified Asian English Language Learner students, 39/133 (29%) scored "at" or "above" standard with 94 (70%) students "approaching, below, or far below" standard. Of those identified as Hispanic English Language Learner students, 11/74 (15%) scored "at" or "above" standard with 63 (85%) students "approaching, below, or far below" standard. In CAASPP ELA by grade level, Nile Garden grades 3-8 scored above the District meeting standard in all grade levels. The lowest scoring grade level for the 22-23 CAASPP assessment was 4th grade which has a significant number of English Language Learners this school year in 5th grade.

## Student Need 2:

Using the CAASPP 22-23 and NWEA Winter assessment data for 23-24, Nile Garden staff needs to continue to focus on growth in English Language Arts specifically with the following subgroups: English Language Learners (specifically the Hispanic/Spanish speaking subgroup), Socioeconomically Disadvantaged subgroup, and Students with Disabilities. Continued English Language Development strategies need to be implemented in daily class instruction as well as dedicated, implicit English Language Development instruction in class. After school tutorials will be offered to students who have been identified by their teachers based on specific English Language Arts need.

## SMART Goal 1

Nile Garden students will increase by 5% in proficiency each year (24-25, 25-26, & 26-27) in English Language Arts measured by NWEA- Reading assessment from Fall to Spring each school year.

## Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
ELOP; K-8 grade students will attend tutoring after school based on teacher identified students based on need identified by teachers	Number of students showing growth from pre to post tutorial intervention	Current teachers are utilizing MAP testing as baseline; however next year they will be using CFAs and PLC Learning Cycle Current tutorials and number of students being served 24-25 sy: Kinder- 12 First- 12 Second- 12	Making Progress Pre and Post survey results: 25-26 tutorials Tutorials started: First Grade: 1 group Second Grade: 1 group 7th Grade Math: 1 group Met: First grade group High growth: 6 Mid growth: 3			Time Money People

			<p>Low growth 1</p> <p>Second grade group: High growth: 3 Mid growth: 3 Low growth: 5</p> <p>Seventh grade group: No information provided</p>			
Teachers (with IS/staff support/district support) will have access to professional development training around Tier 1 instruction and ELA programs during the school day, before school, and after school	<p>Number of teachers trained.</p> <p>Learning walk data. Number of teachers utilizing Tier I instructional strategies.</p>	<p>Number of teachers trained:</p> <p>K- 4 1- 5 2- 5 3- 5 4- 4 5- 4 6- 4 7- 4 8- 3</p> <p>Learning walk evidence 23-24 sy: Strong Some X Little None</p>	<p>Making Progress: Number of teachers trained:</p> <p>K- 4 1- 5 2- 5 3- 5 4- 4 5- 4 6- 4 7- 4 8- 3</p> <p>Learning walk evidence 24-25 sy: Strong Some X Little None</p> <p>Only had a 50% Instructional Specialist this year who did not start until mid-October. Next year slated to have a full time Instructional Specialist who can work with teachers consistently.</p>			<p>Time Money People</p>
Teachers/IS will meet within in	Number of K - 3rd teachers completing	6 of the 9 PLC teams are	Making Progress:			<p>Time Money</p>

their designed PLC time to review, identify, and support student learning around early literacy/essential standards through their PLC Learning Cycle.	PLC Learning Cycle that target Foundations skills through PLC learning cycle Measuring Mastery	completing PLC Learning Cycle with fidelity.	8 of the 9 PLC teams are completing PLC Learning Cycle with fidelity.  Only had a 50% Instructional Specialist this year who did not start until mid-October. Next year slated to have a full time Instructional Specialist who can work with teachers consistently.			People
Teachers will have planning time to develop their Tier 1 instruction and lesson design utilizing their base curriculum.	Through learning walks (site and regional) teachers will be utilizing their ELA base curriculum and support student learning through good Tier 1 teaching strategies and lesson design.	Learning walk evidence 23-24 sy: Strong Some X Little None	Maintained: Learning walk evidence 24-25 sy: Strong Some X Little None			Time Money People
Teachers will work with IS on teaching strategies (scaffolding, front loading, vocabulary development, etc.,) to focus on Spanish Speaking, English Language Learner students.	Number of contacts IS has with teacher(s) to collaborate with regarding teaching strategies, understanding the curriculum, or co-teaching/model lessons.  Number of teachers showing strong evidence of teaching strategies directed for ELLs.	Baseline: # of contacts with IS: tbd based on new implementation for 24-25 sy  Learning Walk data: Strong Some X Little None	Maintained: Baseline: # of contacts with IS: tbd based on new implementation for 24-25 sy  Learning Walk data: Strong Some X Little None Baseline: # of contacts with IS: tbd based on new implementation for 24-25 sy			Time Money People

			Learning Walk data: Strong Some X Little None			
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### Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
<b>Cycle 1:</b> Based on the date from cycle 1, we show the action items are effective in moving us to our 5% proficiency each year with 15% at the end of the 26-27 school year.	Nile Graden acquired a 50% Instructional Specialist at the end of August and then she was replaced by a different IS in mid-October therefore, the number of contacts the IS has had with teachers regarding teaching strategies has been minimal. Data analysis: See OneNote.	Continue with learning walks to ensure teachers utilizing Tier I instructional strategies. Adjust PD for teachers to address lack of Tier I instructional strategies. Refer IS to work with teachers who are not utilizing teaching strategies (scaffolding, front loading, vocabulary development, etc.,) to focus on Spanish Speaking, English Language Learner students as evidenced in walk throughs.	Continue
<b>Cycle 2:</b> Based on the date from cycle 2, we show the action items are effective in moving us to our 5% proficiency each year with 15% at the end of the 26-27 school year.	Nile Graden acquired a 50% Instructional Specialist at the end of August and then she was replaced by a different IS in mid-October therefore, the number of contacts the IS has had with teachers regarding teaching strategies has been minimal. Data analysis: See OneNote.	Continue with learning walks to ensure teachers utilizing Tier I instructional strategies. Adjust PD for teachers to address lack of Tier I instructional strategies. Refer IS to work with teachers who are not utilizing teaching strategies (scaffolding, front loading, vocabulary development, etc.,) to focus on Spanish Speaking, English Language Learner students as evidenced in	Continue

		walk throughs. Also utilize the	
<p><b>Cycle 3:</b> Nile Garden School is showing incremental progress toward the SMART goal of increasing English Language Arts (ELA) proficiency by 5% annually, as measured by NWEA from Fall to Spring. Several actions have been implemented with promising early outcomes, including the launch of targeted after-school tutorials and stronger teacher engagement in PLC Learning Cycles. However, subgroup performance—especially for Hispanic English Learners—remains below expectations. Implementation was affected by limited access to full-time instructional support staff, which impacted teacher coaching and intervention rollout. Despite this, the school is making progress with foundational systems now in place to support continued growth.</p>	<p><b>After-School Tutorials (ELOP Program):</b></p> <p>Tutorials were started in multiple grade levels with documented pre- and post-surveys in use.</p> <p>Data collection has begun using CFAs and PLC Learning Cycles, showing early student growth.</p> <p><b>Professional Development and Teacher Support:</b></p> <p>Teacher training occurred across grade levels (K–8), but implementation fidelity varies.</p> <p>Learning walk data shows a majority of classrooms still demonstrating "Some" to "Little" evidence of strong Tier 1 instruction.</p> <p><b>PLC Learning Cycles:</b></p> <p>8 out of 9 K–3 PLC teams are now implementing the PLC Learning Cycle with fidelity.</p> <p>This marks a substantial improvement from the baseline (6 out of 9).</p> <p><b>Instructional Specialist Support:</b></p> <p>The school only had a part-time Instructional Specialist until mid-October, which limited consistent support.</p> <p>A full-time specialist is expected to begin next year, which should help improve coaching and lesson modeling.</p> <p><b>Focus on EL Strategies (Spanish Speakers):</b></p> <p>The number of contacts with IS and evidence of implementation is still being established due to the recency of the strategy's rollout.</p>	<p>Enhance After-School Tutorial Impact: Continue refining CFA use and track student growth data across sessions.</p> <p>Increase the number of students served, particularly Hispanic ELs in 3rd–5th grades.</p> <p><b>Maximize Instructional Specialist Use:</b> Leverage the new full-time Instructional Specialist to provide consistent modeling, co-teaching, and ELD strategy support.</p> <p>Prioritize support for grades and subgroups with the highest need (e.g., 5th grade Hispanic ELs).</p> <p><b>Strengthen Tier 1 Instruction:</b> Use learning walk data to provide targeted feedback and coaching.</p> <p>Increase peer observations and collaborative lesson design to improve Tier 1 instruction quality.</p> <p><b>Monitor and Increase Fidelity of PLC Cycles:</b> Support the one remaining team not yet implementing the cycle with fidelity.</p> <p>Deepen the analysis of student learning evidence during PLC time to drive instruction.</p> <p><b>Prioritize Differentiated PD:</b> Provide professional development on scaffolding and academic language</p>	Continue

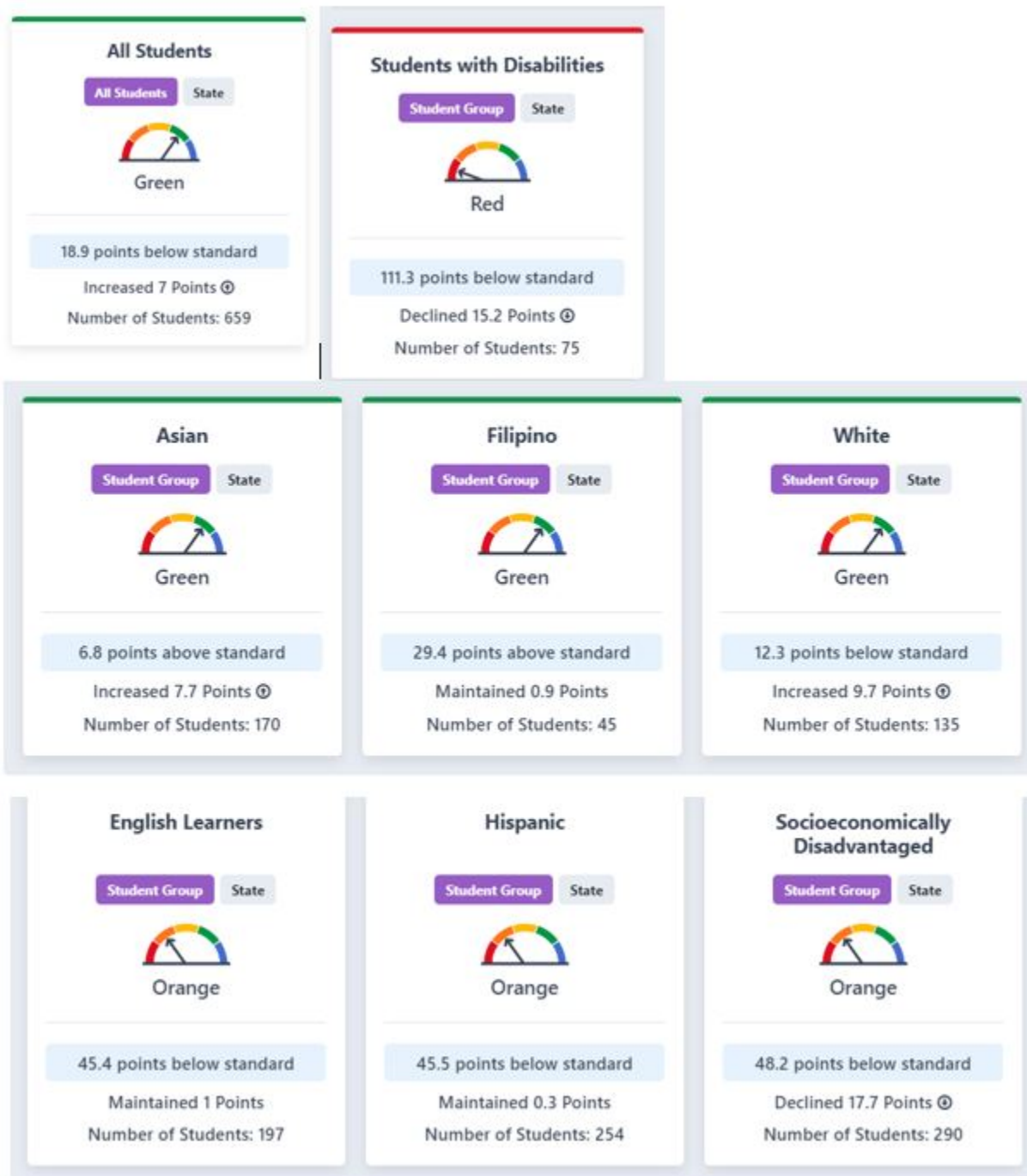
	<p>Learning walk evidence shows “Some” to “Little” implementation of ELL-focused strategies.</p> <p>Analysis: While structures are in place and some positive movement is evident (particularly in tutorials and PLC implementation), the progress toward the SMART goal is partial. Students in subgroups—especially Hispanic ELs—are not yet demonstrating sufficient gains to close the performance gap. Limited staffing earlier in the year slowed the scale of impact. There is a strong foundation, but consistent Tier 1 instruction and targeted supports for ELs must be further embedded.</p>	<p>development strategies for ELs, especially Spanish-speaking students.</p> <p>Track impact through classroom walkthroughs and student data.</p>	
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#### Progress Monitoring 25-26

#### Progress Monitoring

#### Data

## Math CAASPP Scores 2023



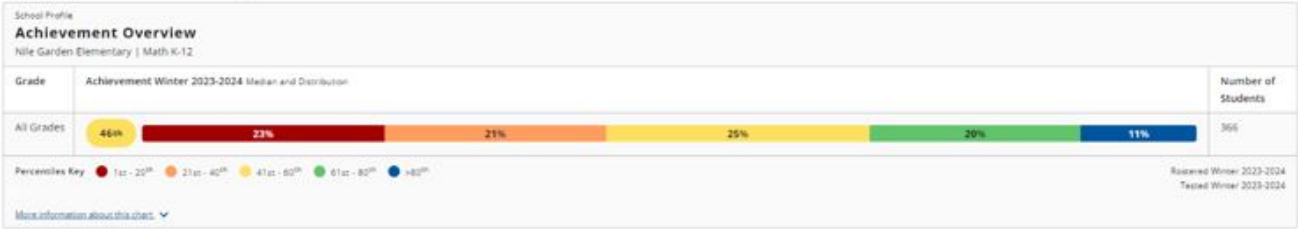
Reporting Year: 2023 Select a Report: 5x5 Mathematics Placement Report (Grades 3-8 and 11)

[View Detailed Data](#)

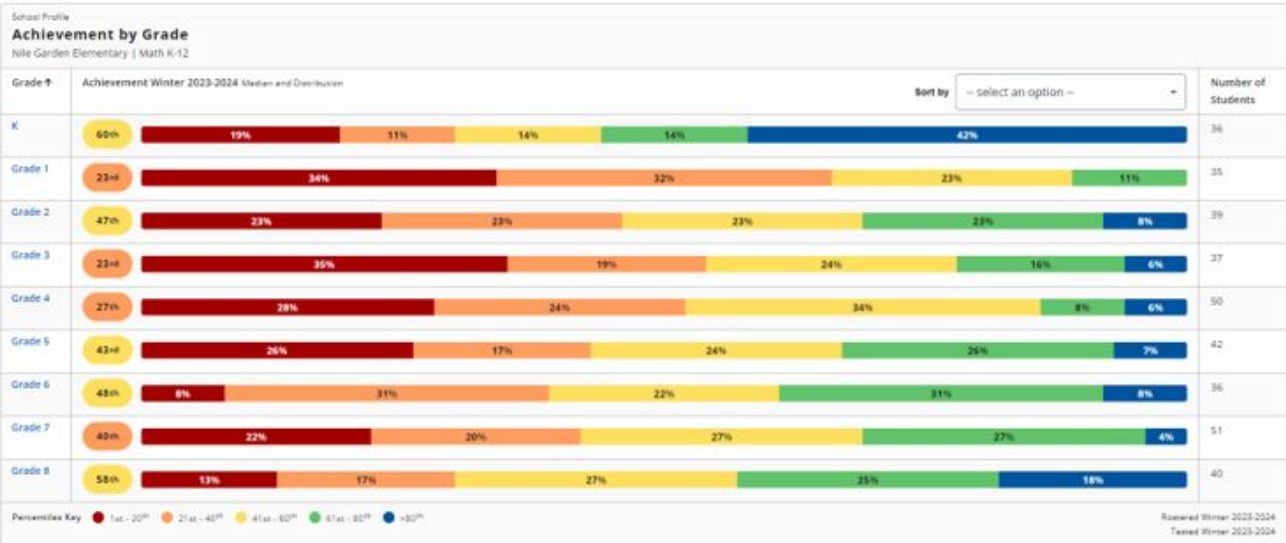
LEVEL	DECLINED SIGNIFICANTLY <i>from Prior Year (by 15.1 points or more)</i>	DECLINED <i>from Prior Year (by 3.0 to 15.0 points)</i>	MAINTAINED <i>from Prior Year (declined increased by 2.9 points or fewer)</i>	INCREASED <i>from Prior Year (by 3.0 to 14.9 points)</i>	INCREASED SIGNIFICANTLY <i>from Prior Year (by 15.0 points or more)</i>
VERY HIGH (HIGHEST STATUS) <i>+35.0 points or more in Current Year</i>	Green (None)	Green (None)	Blue (None)	Blue (None)	Blue (None)
HIGH <i>0.0 to +34.9 points in Current Year</i>	Green (None)	Green (None)	Green • Filipino	Green • Asian	Blue (None)
MEDIUM <i>-0.1 to -25.0 points in Current Year</i>	Yellow (None)	Yellow (None)	Yellow (None)	Green • All Students (School Placement) • White	Green (None)
LOW <i>-25.1 to -95.0 points in Current Year</i>	Orange • Socioeconomically Disadvantaged	Orange (None)	Orange • English Learners • Hispanic	Yellow (None)	Yellow (None)
VERY LOW (LOWEST STATUS) <i>-95.1 points or fewer in Current Year</i>	Red • Students with Disabilities	Red (None)	Red (None)	Orange (None)	Orange (None)

Math; Winter MAP assessment; \*SED\* students

Nile Garden Elementary

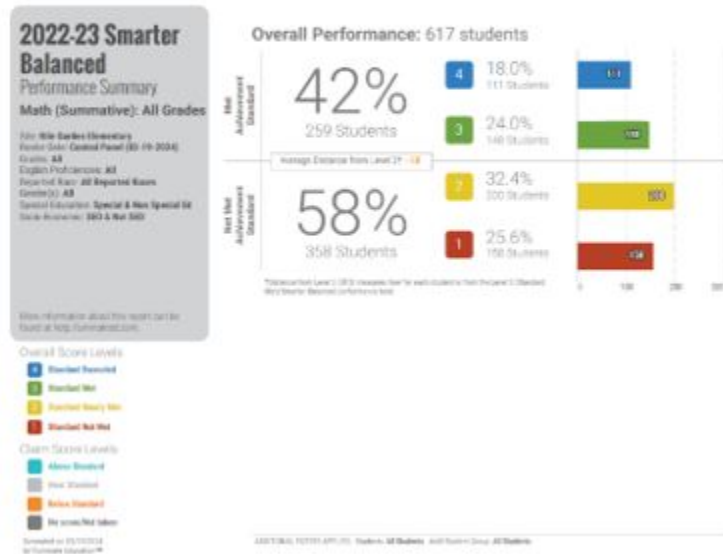


Math; Winter MAP assessment; SED grade level breakdown



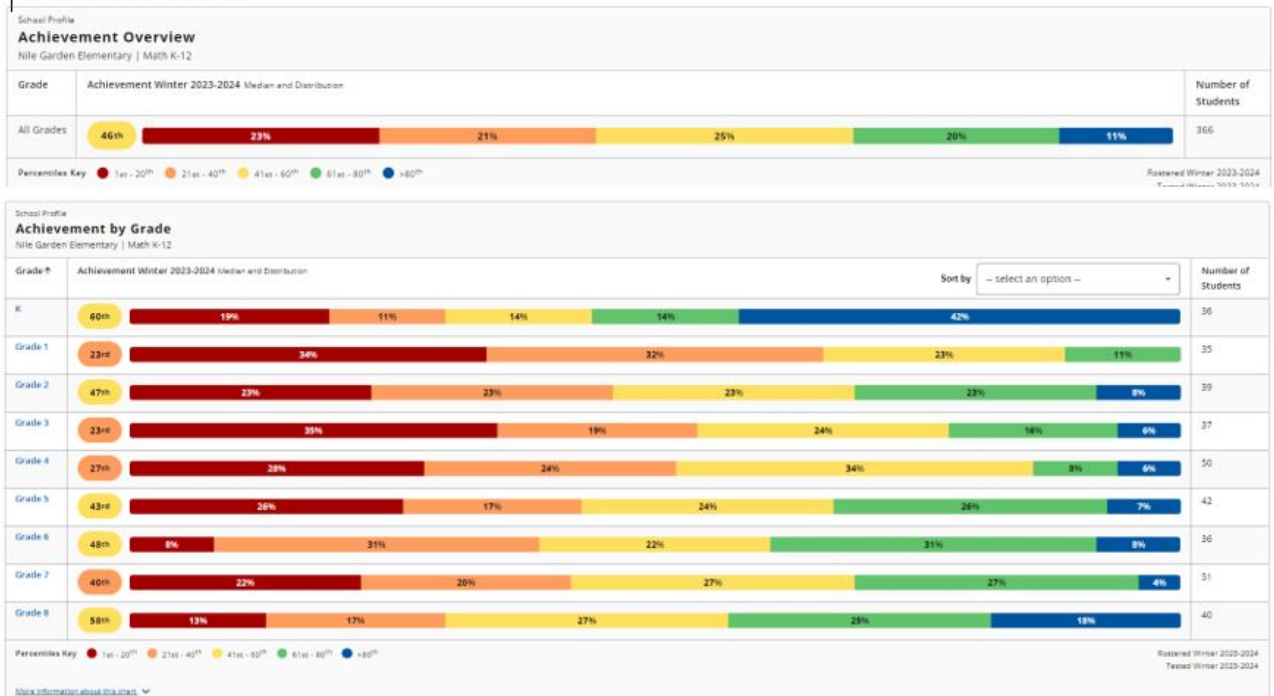


# 2022-2023 CAASPP; Math

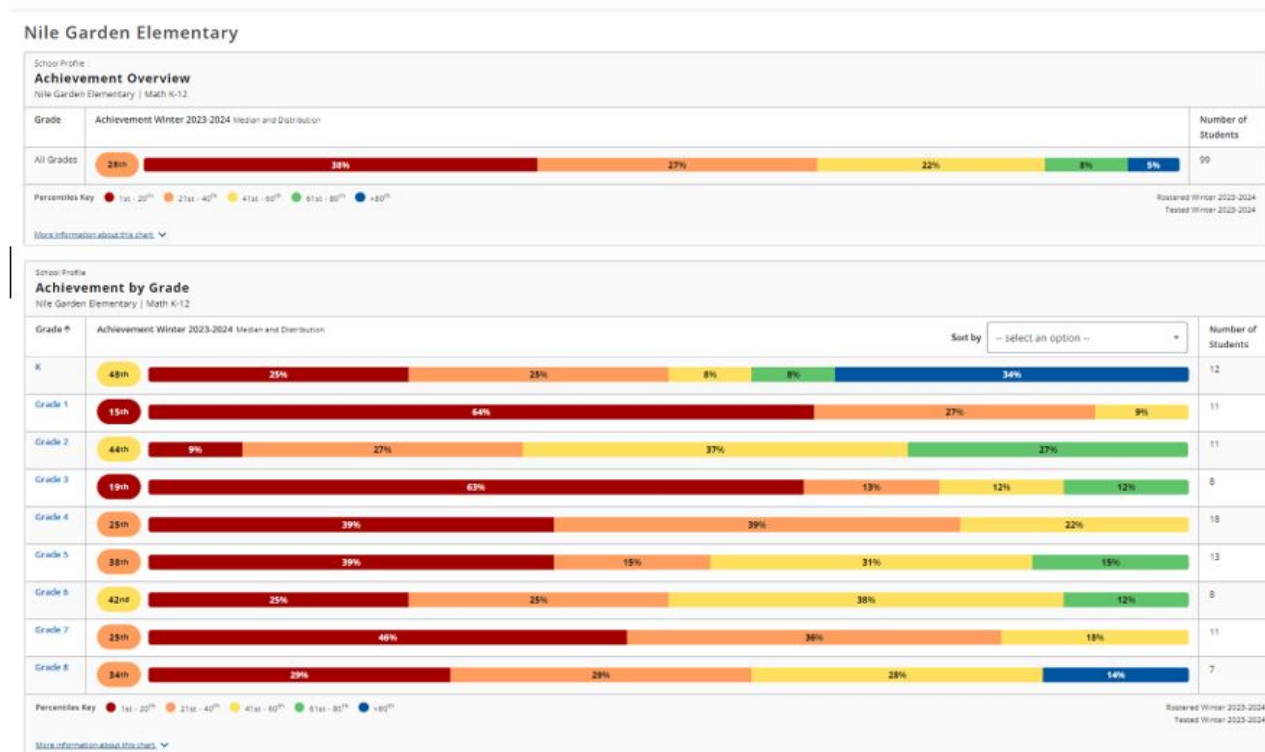


## Winter MAP Math; Hispanic

### Nile Garden Elementary



# Winter MAP, Math; ELL Spanish



## Data Analysis

On the 2023 CAASPP for Math, 42% (259) of the 617 students who took the assessment scored at "Standard Met" and "Standard Exceeded" and when looking at the California State Dashboard "all" students "increased" 7 points. Three out of the seven identified significant subgroups at scored at either "above" or "at standard". English Learners, Hispanic, Social Economically Disadvantaged and Students with Disabilities, ranged from Orange to Red. Nile Garden's English Language Learner subgroup maintained 1 points however is still 45.4 points below standard. The Hispanic subgroup maintained at .3 and is 45.5 points below standard. In CAASPP Math by grade level, Nile Garden grades 3-8 scored above the District meeting standard in all grade levels. The lowest scoring grade level for the 22-23 CAASPP assessment was 7th grade,

### Student Need 3:

Using the CAASPP 22-23 and NWEA Winter assessment data for 23-24, Nile Garden staff needs to continue to focus on growth in Math specifically with the following subgroups: English Language Learners, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities. Continued English Language Development strategies need to be implemented in daily class instruction as well as dedicated, implicit English Language Development instruction in class. After school tutorials will be offered to students who have been identified by their teachers based on specific Mat need.

## SMART Goal 1

Nile Garden students will be at 80% proficiency in Math as measured by NWEA- Math assessment from Fall to Spring each school year (24-25, 25-26, & 26-27).

## Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
ELOP; K-8 grade students will attend tutoring after school based on teacher identified students based on need identified by teachers	Number of students showing growth from pre to post tutorial intervention	Current teachers are utilizing MAP testing as baseline; however next year they will be using CFAs and PLC Learning Cycle-Baseline 0	Making Progress: 8 of the 9 PLC teams are completing PLC Learning Cycle with fidelity.			Time Money People
Teachers (with IS/staff support/district support) will have access to professional development training around Tier 1 instruction and Math programs during the school day, before and after	Number of teachers trained.  Learning walk data. Number of teachers utilizing Tier I instructional strategies	Number of teachers trained: K- 4 1- 5 2- 5 3- 5 4- 4 5- 4 6- 4 7- 4 8- 4  Learning walk evidence 23-24 sy: Strong Some X Little None	Making Progress: Number of teachers trained: K- 4 1- 5 2- 5 3- 5 4- 4 5- 4 6- 4 7- 4 8- 3  Learning walk evidence 24-25 sy: Strong Some X Little None  Only had a 50% Instructional Specialist this year who did not start until mid-October. Next year slated to have a full time Instructional Specialist who can work with teachers consistently.			Time Money People
Teachers/IS will meet within in their designed PLC	Number of K - 3rd teachers completing PLC Learning Cycle	6 of the 9 PLC teams are completing PLC	Making Progress:			Time Money People

time to review, identify, and support student learning around early literacy/essential standards through their PLC Learning Cycle.	that target essential standards skills through PLC learning cycle Measuring Mastery	Learning Cycle with fidelity.	8 of the 9 PLC teams are completing PLC Learning Cycle with fidelity.  Only had a 50% Instructional Specialist this year who did not start until mid-October. Next year slated to have a full time Instructional Specialist who can work with teachers consistently.			
Teachers will have planning time to develop their Tier 1 instruction and lesson design utilizing their base curriculum.	Through learning walks (site and regional) teachers will be utilizing their Math base curriculum and support student learning through good Tier 1 teaching strategies and lesson design.	Site learning walk evidence 23-24 sy: Strong Some X Little None :	Maintained: Learning walk evidence 24-25 sy: Strong Some X Little None			Time Money People
Teachers will work with IS on teaching strategies (scaffolding, front loading, vocabulary development, etc.,) to focus on Socio-Economically Disadvantaged, English Language Learner, specifically Spanish speaking, and Hispanic students.	Number of contacts IS has with teacher(s) to collaborate with regarding teaching strategies, understanding the curriculum, or co-teaching/model lessons.  Number of teachers showing strong evidence of teaching strategies directed for ELLs.	Baseline: # of contacts with IS: tbd based on new implementation for 24-25 sy  Learning Walk data: Strong Some X Little None	Maintained: Baseline: # of contacts with IS: tbd based on new implementation for 24-25 sy  Learning Walk data: Strong Some X Little None Baseline: # of contacts with IS: tbd based on new implementation for 24-25 sy			Time Money People

			Learning Walk data: Strong Some X Little None			
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### Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
<b>Cycle 1:</b> Based on the date from cycle 1, we show the action items are effective in moving us to our goal of 80% proficiency in Math as measured by NWEA- Math assessment from Fall to Spring each school year.	Nile Graden acquired a 50% Instructional Specialist at the end of August and then she was replaced by a different IS in mid-October therefore, the number of contacts the IS has had with teachers regarding teaching strategies has been minimal. Data analysis: See OneNote.	Continue with learning walks to ensure teachers utilizing Tier I instructional strategies. Adjust PD for teachers to address lack of Tier I instructional strategies. Refer IS to work with teachers who are not utilizing teaching strategies (scaffolding, front loading, vocabulary development, etc.,) to focus on Socio-Economically Disadvantaged, English Language Learner, specifically Spanish speaking, and Hispanic students.	Continue
<b>Cycle 2:</b> Based on the date from cycle 2, we show the action items are effective in moving us to our goal of 80% proficiency in Math as measured by NWEA- Math assessment from Fall to Spring each school year.	Nile Graden acquired a 50% Instructional Specialist at the end of August and then she was replaced by a different IS in mid-October therefore, the number of contacts the IS has had with teachers regarding teaching strategies has been minimal. Data analysis: See OneNote.	Continue with learning walks to ensure teachers utilizing Tier I instructional strategies. Adjust PD for teachers to address lack of Tier I instructional strategies. Refer IS to work with teachers who are not utilizing teaching strategies (scaffolding, front loading, vocabulary development, etc.,) to focus on Socio-Economically Disadvantaged, English	Continue

		Language Learner, specifically Spanish speaking, and Hispanic students.	
<p><b>Cycle 3:</b></p> <p>Nile Garden School has made measurable progress toward its strategic goal. With 54% of students meeting or exceeding standards on the most recent CAASPP, and strong implementation of instructional practices and systems, the school is positioned for improved subgroup performance. Year 1 implementation highlights include increased participation in after-school tutorials, strengthened PLC Learning Cycles, and foundational teacher training. However, staffing gaps and inconsistent Tier 1 instruction have limited the rate of growth for subgroups—particularly Hispanic ELs. With a full-time Instructional Specialist scheduled for the upcoming year, sustained growth is expected as systems mature.</p>	<p>Pre- and post-assessments show early growth. CFA and PLC-based data practices emerging. Training provided across all grades. Walkthroughs mostly show “Some” to “Little” use of strong instructional strategies</p> <p>Increase from 6/9 at baseline. Some teams leveraging curriculum effectively; others still developing strong Tier 1 instruction.</p> <p>50% staffing until mid-October. Full-time IS scheduled for next year.</p> <p>Number of IS-teacher contacts still being established. Observed implementation is inconsistent.</p>	<p>Leverage Full-Time Instructional Specialist: Begin regular coaching cycles, co-teaching, and modeling—especially in grades with high EL concentrations. Support lesson development with embedded scaffolds and ELD strategies.</p> <p>Expand and Refine After-School Tutorials: Scale tutorial programs with data-informed groupings and progress monitoring. Focus on specific foundational reading skills, comprehension, and academic vocabulary.</p> <p>Strengthen Tier 1 Instruction: Use learning walk data to prioritize areas for targeted coaching and PD.</p> <p>Deepen integration of EL supports in daily instruction.</p> <p>Increase Use of PLC Data Cycles: Continue supporting fidelity in PLC Learning Cycles across K–3 and expand alignment with upper grades. Use CFA/MAP data in PLCs to adjust instruction and groupings in real time.</p> <p>Intensify Support for Hispanic ELs: Deliver focused PD and coaching on language development strategies</p>	Continue

		<p>for Spanish-speaking students.</p> <p>Monitor progress monthly and adjust interventions accordingly.</p> <p>Improve Progress Monitoring Infrastructure:</p> <p>Establish clear tracking systems for IS-teacher collaboration, student interventions, and growth data.</p>	
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Progress Monitoring 25-26

Progress Monitoring

Data

English Language Arts Indicator - Student Group Five-by-Five Placement

[View the Assessment Report](#)
[View District Placement](#)

Reporting Year: 2023

Select a Report: 5x5 English Language Arts Placement Report (Grades 3-5 and 11)

[View Detailed Data](#)

LEVEL	DECLINED SIGNIFICANTLY <i>from Prior Year (by more than 15.1 points)</i>	DECLINED <i>from Prior Year (by 3.0 to 15.0 points)</i>	MAINTAINED <i>from Prior Year (declined or increased by less than 2.9 points or fewer)</i>	INCREASED <i>from Prior Year (by 3.0 to 14.9 points)</i>	INCREASED SIGNIFICANTLY <i>from Prior Year (by 15.0 points or more)</i>
<b>VERY HIGH (HIGHEST STATUS)</b> +45.0 points or more Current Year	Green (None)	Green (None)	Blue (None)	Blue (None)	Blue (None)
<b>HIGH</b> +10.0 to +44.9 points in Current Year	Green • Filipino	Green • White	Green • All Students (School Placement)	Green (None)	Blue • Asian
<b>MEDIUM</b> -5.0 to +9.9 points in Current Year	Yellow (None)	Yellow (None)	Yellow (None)	Green (None)	Green (None)
<b>LOW</b> -5.1 to -70.0 points in Current Year	Orange (None)	Orange • Socioeconomically Disadvantaged	Orange • Hispanic	Yellow • English Learners	Yellow (None)
<b>VERY LOW (LOWEST STATUS)</b> -70.1 points or lower in Current Year	Red • Students with Disabilities	Red (None)	Red (None)	Orange (None)	Orange (None)

Note: Because the local control funding formula (LCFF) treats charter schools as districts, they are not displayed on their district's Placement report. (The only exception to this rule is when a district oversees only charter schools.)

# Language Usage- Winter; English Language Learners; Hispanic

Filters (2 applied) English Learner Hispanic or Latino [Clear All](#)

[Close](#)

Ethnicity

-- select an option --

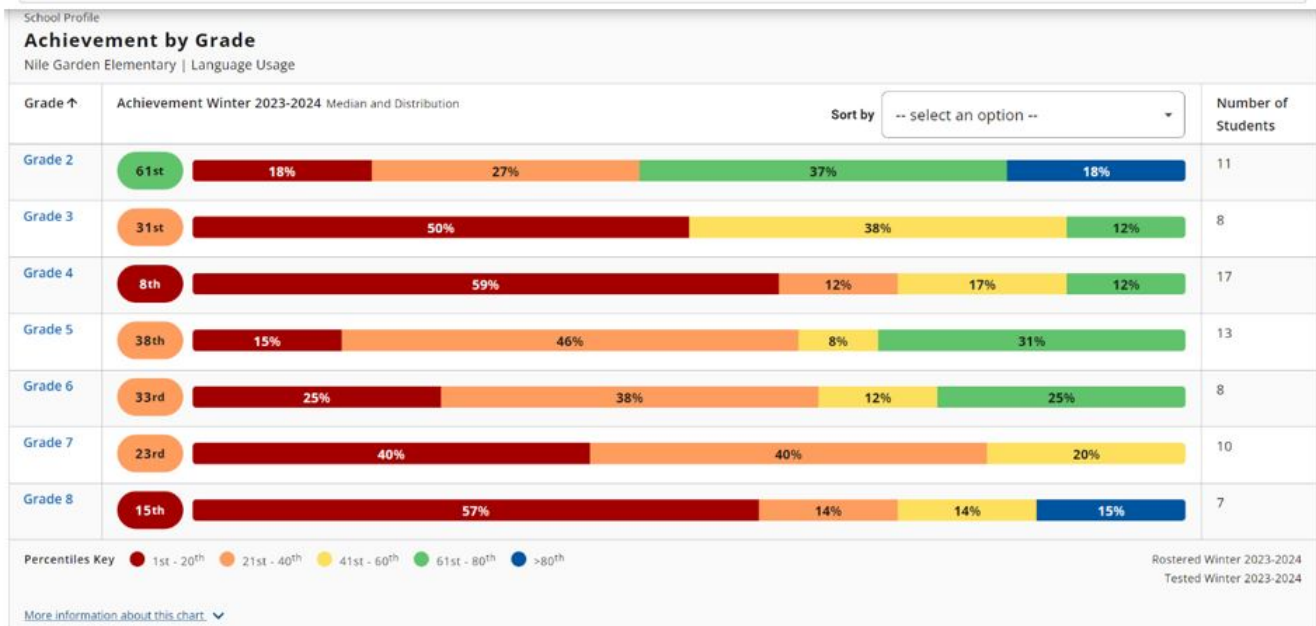
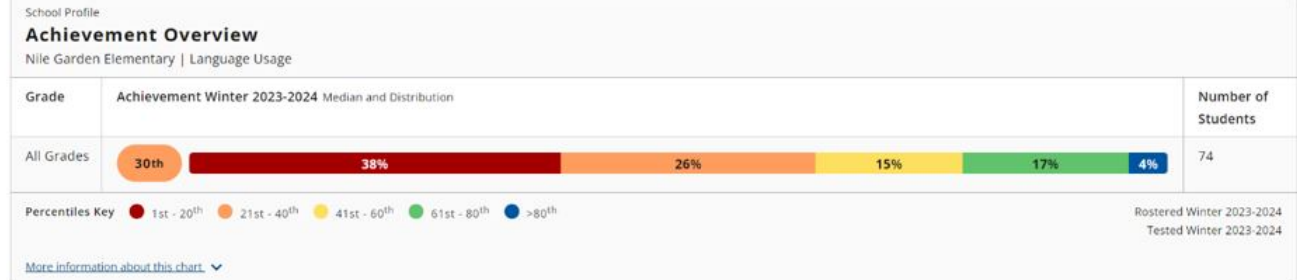
Gender

-- select an option --

Program

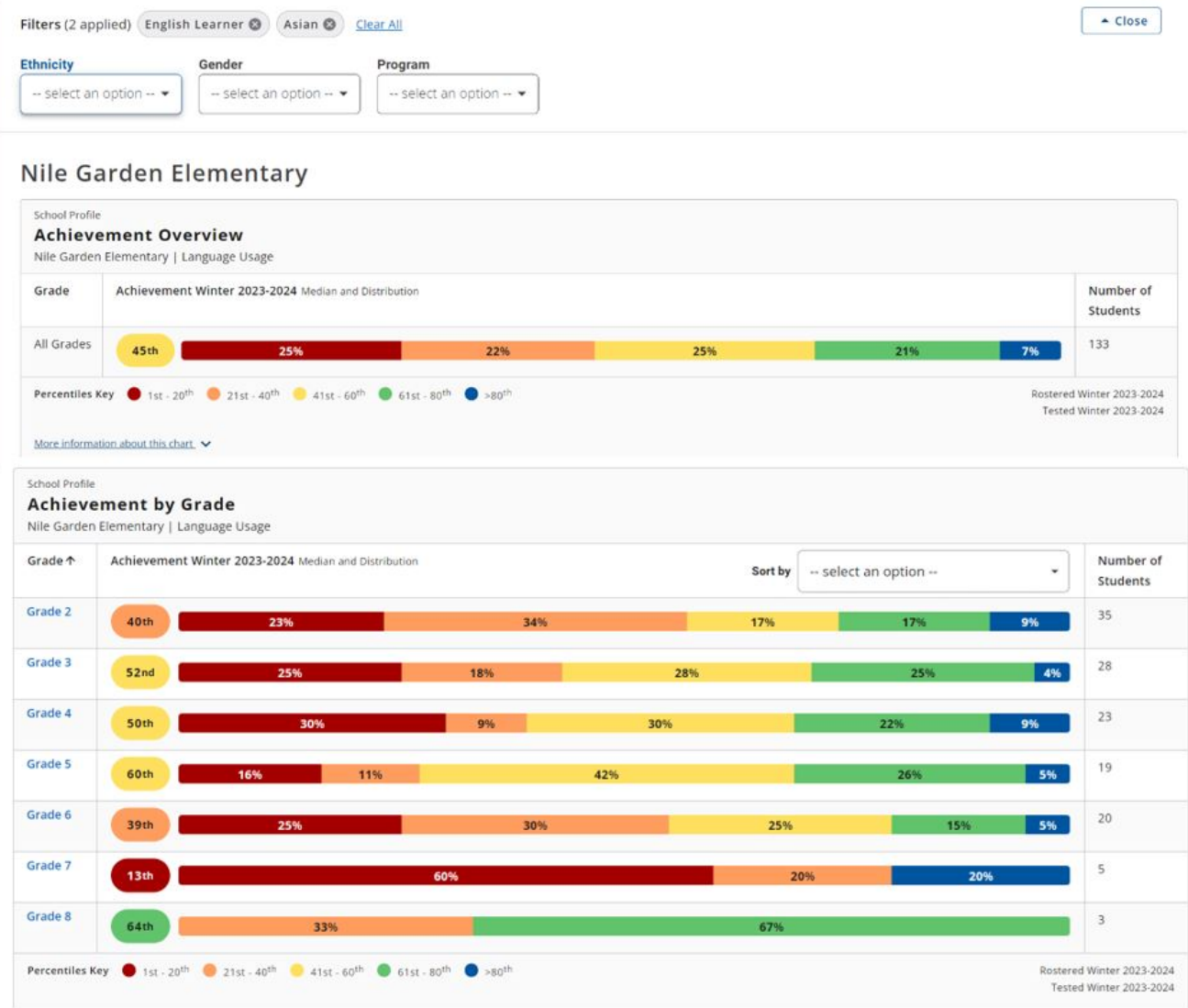
-- select an option --

## Nile Garden Elementary





# Language Usage- Winter; English Language Learners; Asian



# CAASPP ELA; EL students

2022-23 Smarter  
Balanced

CAASPP File Edition: Performance Summary

ELA (Summative): All Grades

Site: Nile Garden Elementary

Gender: Female & Male

Grades: All

English Proficiency: English Learner

Reported Race: All

Special Education: SPED & Not SPED

Socio-Economic: SED & Not SED

More information about this report can be found at [help.illuminateed.com](https://help.illuminateed.com).

Overall Score Levels

4

Standard Exceeded

3

Standard Met

2

Standard Nearly Met

1

Standard Not Met

Claim Score Levels

Above Standard

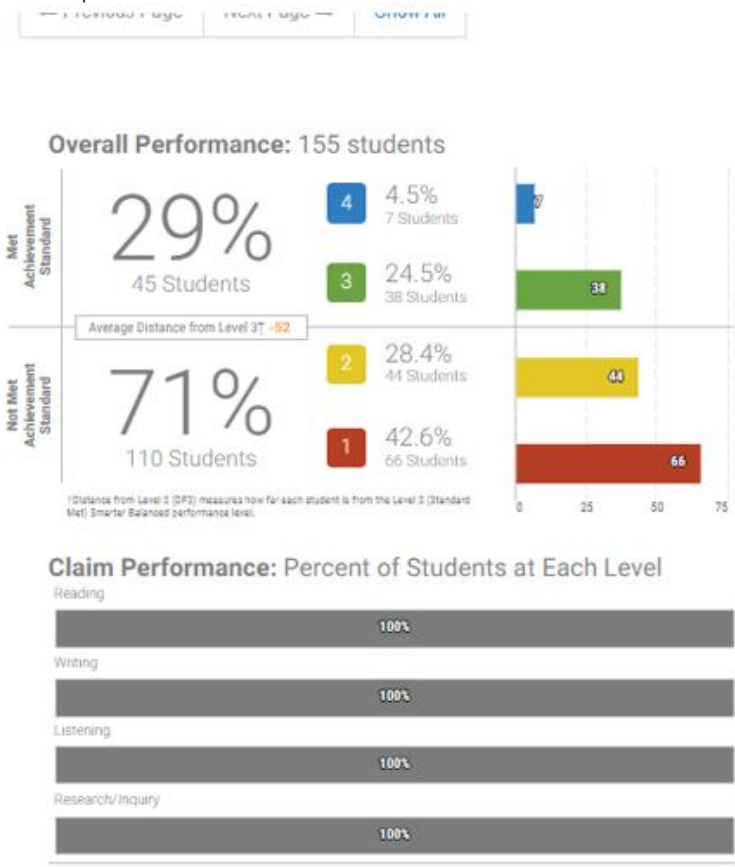
Near Standard

Below Standard

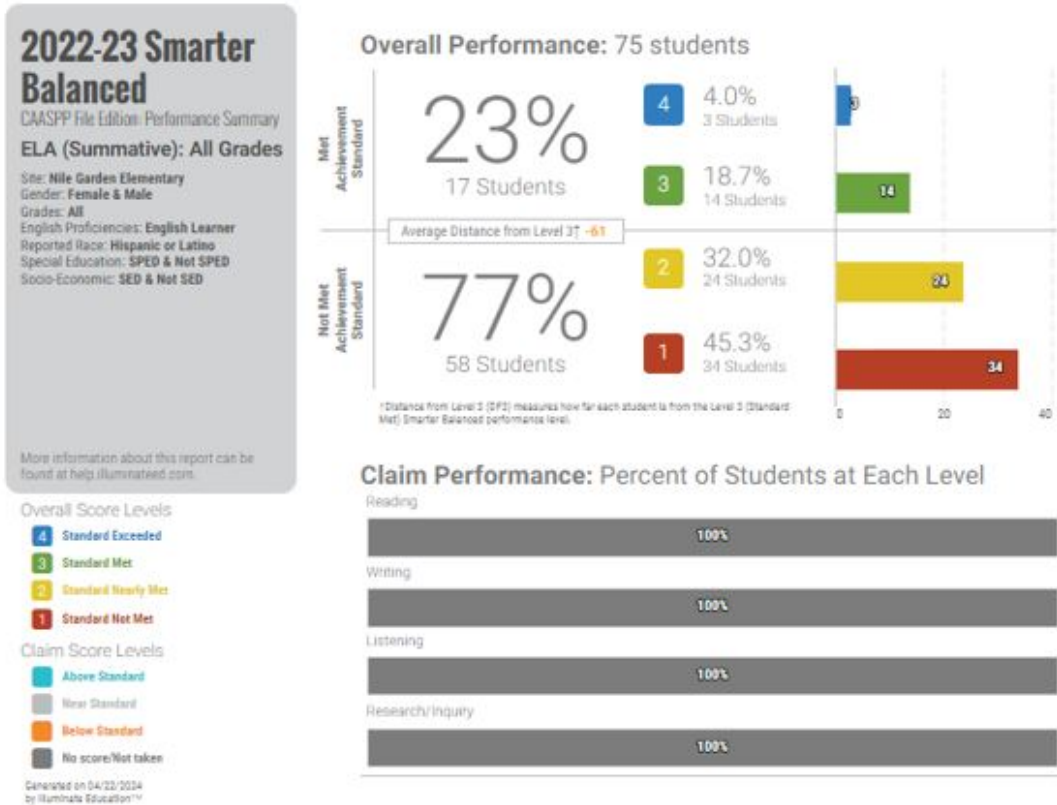
No score/Not taken

Generated on 04/22/2024

by Illuminate Education™

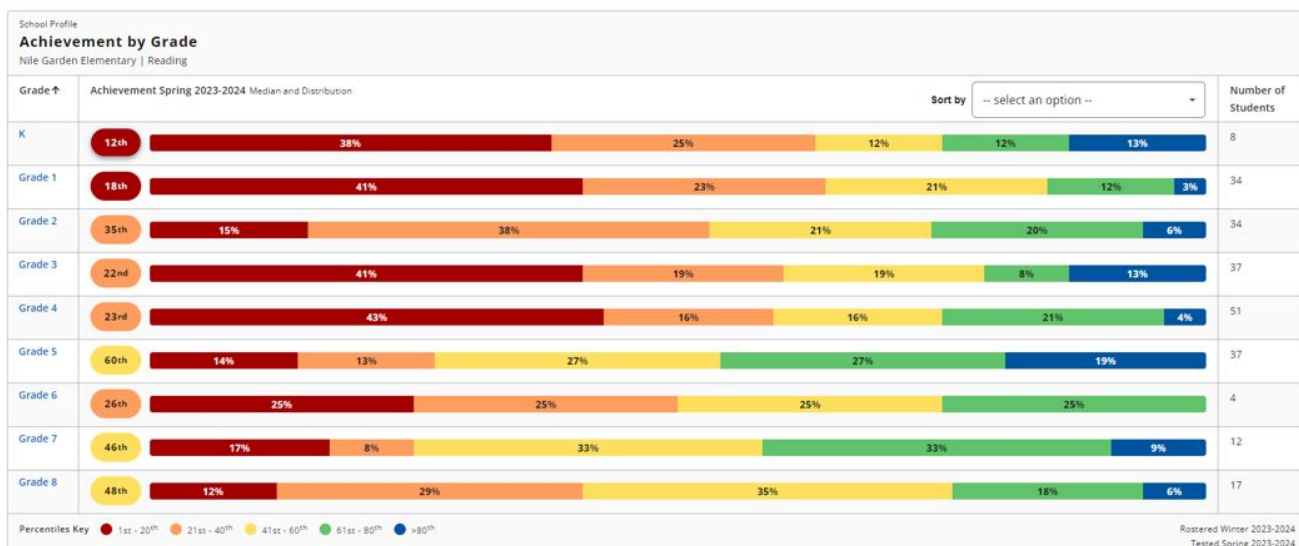
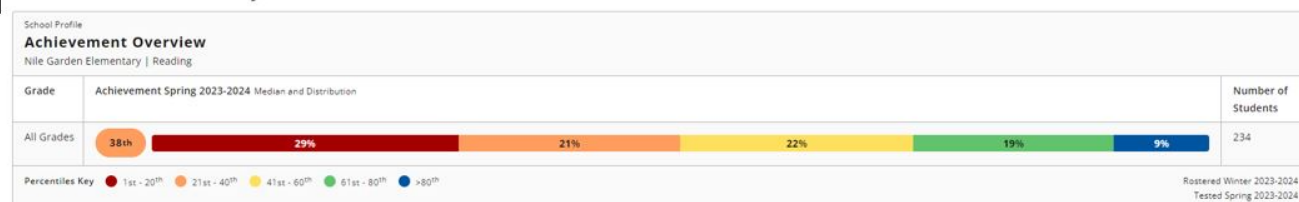


# CAASPP ELA; EL students; Hispanic



# Winter MAP ELA; Hispanic

## Nile Garden Elementary



## Data Analysis

On the 2023 CAASPP for English Language Arts, 110 (71%) of the 155 English Language Learner students who took the assessment scored at or below standard. Of those 155 identified EL students 75 (48%) were Spanish speaking/Hispanic. On the Winter MAP assessment for Language Usage, 218 identified English Language learners in grades 2-8 took the assessment. Of those 218 English Language Learners, 133 were identified as Asian (61%) and 74 were Hispanic (34%). Of those identified Asian English Language Learner students, 39/133 (29%) scored "at" or "above" standard with 94 (70%) students "approaching, below, or far below" standard. Of those identified as Hispanic English Language Learner students, 11/74 (15%) scored "at" or "above" standard with 63 (85%) students "approaching, below, or far below" standard. In CAASPP ELA by grade level, Nile Garden grades 3-8 scored above the District meeting standard in all grade levels. The lowest scoring grade level for the 22-23 CAASPP assessment was 4th grade which has a significant number of English Language Learners this school year in 5th grade.

## Student Need 4:

English Language Learners at Nile Garden School need continued English Language Development strategies in daily class instruction in all subject areas as well as dedicated, implicit English Language Development instruction in class.

## SMART Goal 1

The number of EL students that score "below standard" will be decreased on the CAASPP test by 8% (12 students) each year 24-25, 25- 26, and 26-27.

## Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
ELOP; K-8 grade students will attend tutoring after school based on teacher identified students based on need identified by teachers	Number of students showing growth from pre to post tutorial intervention	Current teachers are utilizing MAP testing as baseline; however next year they will be using CFAs and PLC Learning Cycle-Baseline 0	Making Progress: 8 of the 9 PLC teams are completing PLC Learning Cycle with fidelity.			Time Money People
Teachers (with IS/staff support/district support) will have access to professional development training around Tier 1 instruction and ELA programs during the school day, before school, and after school	Number of teachers trained.  Learning walk data. Number of teachers utilizing Tier I instructional strategies..	Number of teachers trained: K- 4 1- 5 2- 5 3- 5 4- 4 5- 4 6- 4 7- 4 8- 4  Learning walk evidence 23-24 sy: Strong Some Little None	Making Progress: Number of teachers trained: K- 4 1- 5 2- 5 3- 5 4- 4 5- 4 6- 4 7- 4 8- 3  Learning walk evidence 24-25 sy: Strong Some X Little None  Only had a 50% Instructional Specialist this year who did not start until mid-October. Next year slated to have a full time Instructional Specialist who can work with teachers consistently.			Time Money People
Teachers/IS will meet within in their designed PLC time to review,	Number of K - 3rd teachers completing PLC Learning Cycle that target Math skills	6 of the 9 PLC teams are completing PLC	Making Progress: 8 of the 9 PLC teams are			Time Money People

identify, and support student learning around early literacy/essential standards through their PLC Learning Cycle.	and essential standards through PLC learning cycle Measuring Mastery	Learning Cycle with fidelity.	<p>completing PLC Learning Cycle with fidelity.</p> <p>Only had a 50% Instructional Specialist this year who did not start until mid-October. Next year slated to have a full time Instructional Specialist who can work with teachers consistently.</p>			
Teachers will have planning time to develop their Tier 1 instruction and lesson design utilizing their base curriculum.	Through learning walks (site and regional) teachers will be utilizing their ELA base curriculum and support student learning through good Tier 1 teaching strategies and lesson design.	Learning walk evidence 23-24 sy: Strong Some X Little None	Maintained: Learning walk evidence 24-25 sy: Strong Some X Little None			Time Money People
Teachers will work with IS on teaching strategies (scaffolding, front loading, vocabulary development, etc.,) to focus on Spanish Speaking, English Language Learner students.	<p>Number of contacts IS has with teacher(s) to collaborate with regarding teaching strategies, understanding the curriculum, or co-teaching/model lessons.</p> <p>Number of teachers showing strong evidence of teaching strategies directed for ELLs.</p>	<p>Baseline: # of contacts with IS: tbd based on new implementation for 24-25 sy</p> <p>Learning Walk data: Strong Some X Little None</p>	<p>Maintained: Baseline: # of contacts with IS: tbd based on new implementation for 24-25 sy</p> <p>Learning Walk data: Strong Some X Little None</p> <p>Baseline: # of contacts with IS: tbd based on new implementation for 24-25 sy</p> <p>Learning Walk data: Strong Some X</p>			Time Money People

			Little			
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### Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
<b>Cycle 1:</b> Based on the date from cycle 1, we show the action items are effective in moving us to our goal of the number of EL students that score "below standard" will be decreased on the CAASPP test by 8% (12 students).	Nile Graden acquired a 50% Instructional Specialist at the end of August and then she was replaced by a different IS in mid-October therefore, the number of contacts the IS has had with teachers regarding teaching strategies has been minimal. Data analysis: See OneNote.	Continue with learning walks to ensure teachers utilizing Tier I instructional strategies. Adjust PD for teachers to address lack of Tier I instructional strategies. Refer IS to work with teachers who are not utilizing teaching strategies (scaffolding, front loading, vocabulary development, etc.,) to focus on Spanish Speaking, English Language Learner students.	Continue
<b>Cycle 2:</b> Based on the date from cycle 2, we show the action items are effective in moving us to our goal of the number of EL students that score "below standard" will be decreased on the CAASPP test by 8% (12 students).	Nile Graden acquired a 50% Instructional Specialist at the end of August and then she was replaced by a different IS in mid-October therefore, the number of contacts the IS has had with teachers regarding teaching strategies has been minimal. Data analysis: See OneNote.	Continue with learning walks to ensure teachers utilizing Tier I instructional strategies. Adjust PD for teachers to address lack of Tier I instructional strategies. Refer IS to work with teachers who are not utilizing teaching strategies (scaffolding, front loading, vocabulary development, etc.,) to focus on Spanish Speaking, English Language Learner students. Also will be utilizing data from the Coordinator of ELLs to help address deficits in those trained in BeGlad strategies.	Continue

<p><b>Cycle 3:</b> Nile Garden School is making measurable progress toward its SMART goal of reducing the number of English Learner (EL) students scoring "below standard" on the CAASPP by 8% annually. While the current CAASPP data still shows a high percentage of ELs below standard (71%), the implementation of targeted professional development, use of PLCs, and improved instructional practices have contributed to increased instructional capacity and consistent instructional practices. Notably, 8 of 9 PLC teams are implementing their learning cycles with fidelity, and learning walk data indicates sustained or improved Tier 1 instruction. Although challenges remain, especially due to staffing gaps in instructional support earlier in the year, the foundational work completed this year establishes a strong platform for deeper impact next year.</p>	<p>PLC Implementation: 8 of 9 PLC teams are completing their learning cycles with fidelity, showing a strong collaborative approach to instructional improvement.</p> <p>Teacher Training: Most grade levels have trained between 4–6 teachers in Tier 1 instructional strategies.</p> <p>Learning Walks: Observational data shows sustained levels of Tier 1 instruction across classrooms. Categories such as “Some” and “Strong” were evident, although not yet universal.</p> <p>Instructional Specialist Impact: A part-time IS limited full implementation of coaching and strategy deployment. However, plans for a full-time IS next year should boost coaching outcomes, especially around scaffolding and ELD strategies.</p> <p>Student Performance Data:</p> <p>On the 2023 CAASPP, 71% of ELs scored “below standard.”</p> <p>Winter MAP Language Usage data showed that only 15% of Hispanic ELs and 29% of Asian ELs were “at or above” standard, demonstrating a need for increased language supports, particularly for Hispanic students.</p> <p>Analysis: There is alignment between actions implemented and the goal to support ELs through Tier 1 and designated instruction. The data shows system-building progress — particularly in instructional consistency and teacher collaboration — even if student achievement gains are not yet fully realized. This progress sets the stage for more impactful instructional practices next year.</p>	<p>Fully Leverage Instructional Specialist Support: Ensure the newly appointed full-time IS begins early in the year. Prioritize co-teaching, modeling, and coaching focused on scaffolding and vocabulary development for ELs. Enhance ELD Integration Across Content Areas: Continue embedding designated and integrated ELD strategies across all core subjects. Provide planning time for teachers to align content with language objectives. Increase Targeted Support for Hispanic EL Students: Provide differentiated instruction and small group interventions for Spanish-speaking ELs, who show the greatest academic need. Utilize culturally responsive strategies and leverage bilingual supports. Continue Monitoring Instructional Fidelity: Conduct regular learning walks to ensure consistent implementation of Tier 1 strategies. Use walkthrough data to tailor ongoing PD and coaching cycles. Refine Data Use and Progress Monitoring: Shift from relying solely on MAP to using Common Formative Assessments (CFAs) for</p>	<p>Continue</p>
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		<p>more timely, actionable data.</p> <p>Develop a data dashboard for monitoring subgroup growth across assessment types.</p> <p>Expand ELOP and Intervention Access:</p> <p>Identify and group students based on need and teacher recommendation to maximize after-school intervention outcomes.</p> <p>Monitor growth from pre- to post-intervention sessions to ensure impact.</p>	
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**Progress Monitoring 25-26**

**Progress Monitoring**



### District Goal

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

### Site Tier 1, 2, and 3 Goals

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

### 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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	1.12	0.91	4.62	0.20	3.17
Expulsions	0.00	0.00	0.01	0.09	0.00	0.07

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 2022-23	District 2022-23	State 2022-23
Suspensions	1.92	4.96	3.60
Expulsions	0.00	0.24	0.08

### 2022-23 Chronic Absenteeism by Student Group

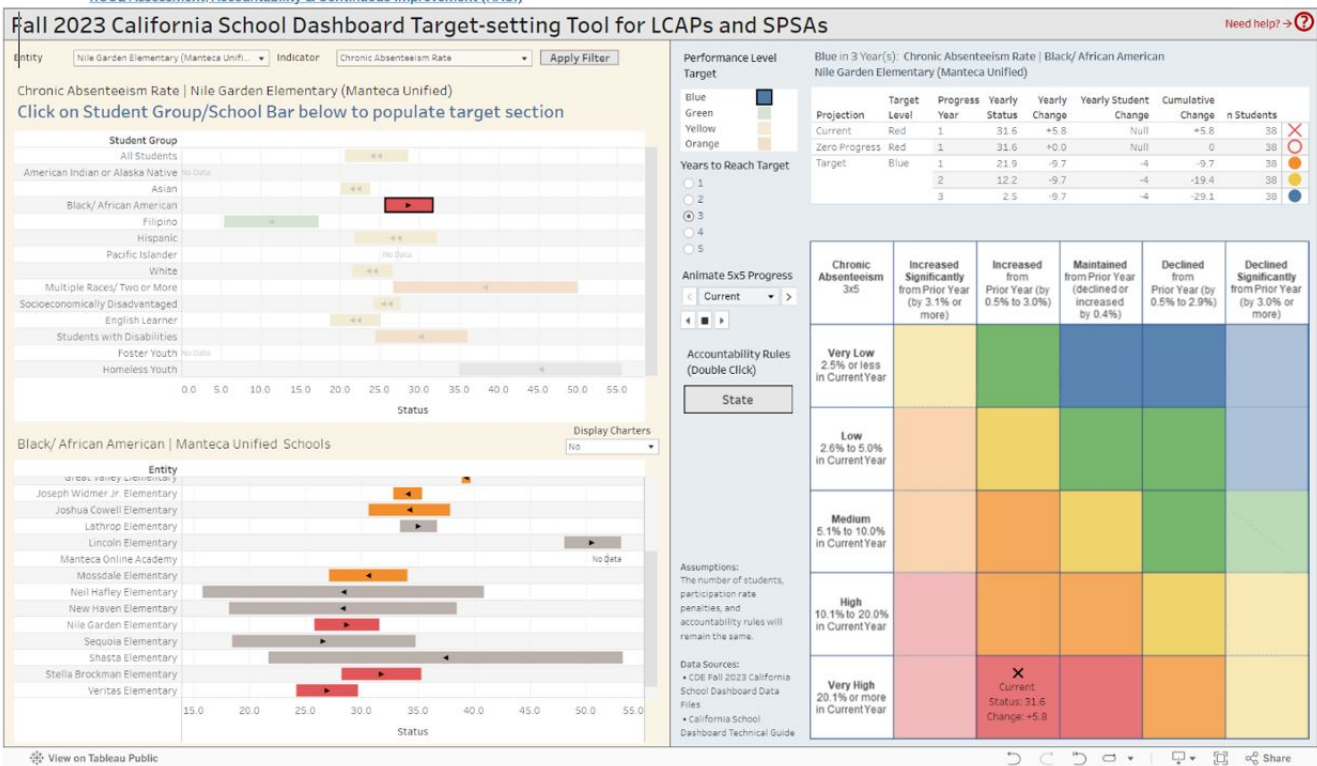
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1248	1187	245	20.6

<b>Female</b>	585	552	112	20.3
<b>Male</b>	663	635	133	20.9
<b>American Indian or Alaska Native</b>	7	7	0	0.0
<b>Asian</b>	403	383	77	20.1
<b>Black or African American</b>	38	38	12	31.6
<b>Filipino</b>	74	74	4	5.4
<b>Hispanic or Latino</b>	444	415	91	21.9
<b>Native Hawaiian or Pacific Islander</b>	11	11	3	27.3
<b>Two or More Races</b>	43	41	11	26.8
<b>White</b>	228	218	47	21.6
<b>English Learners</b>	372	352	66	18.8
<b>Foster Youth</b>	6	6	3	50.0
<b>Homeless</b>	24	20	7	35.0
<b>Socioeconomically Disadvantaged</b>	543	515	125	24.3
<b>Students Receiving Migrant Education</b>	2	2	0	0.0
<b>Students with Disabilities</b>	149	139	34	24.5

#### Chronic Absenteeism

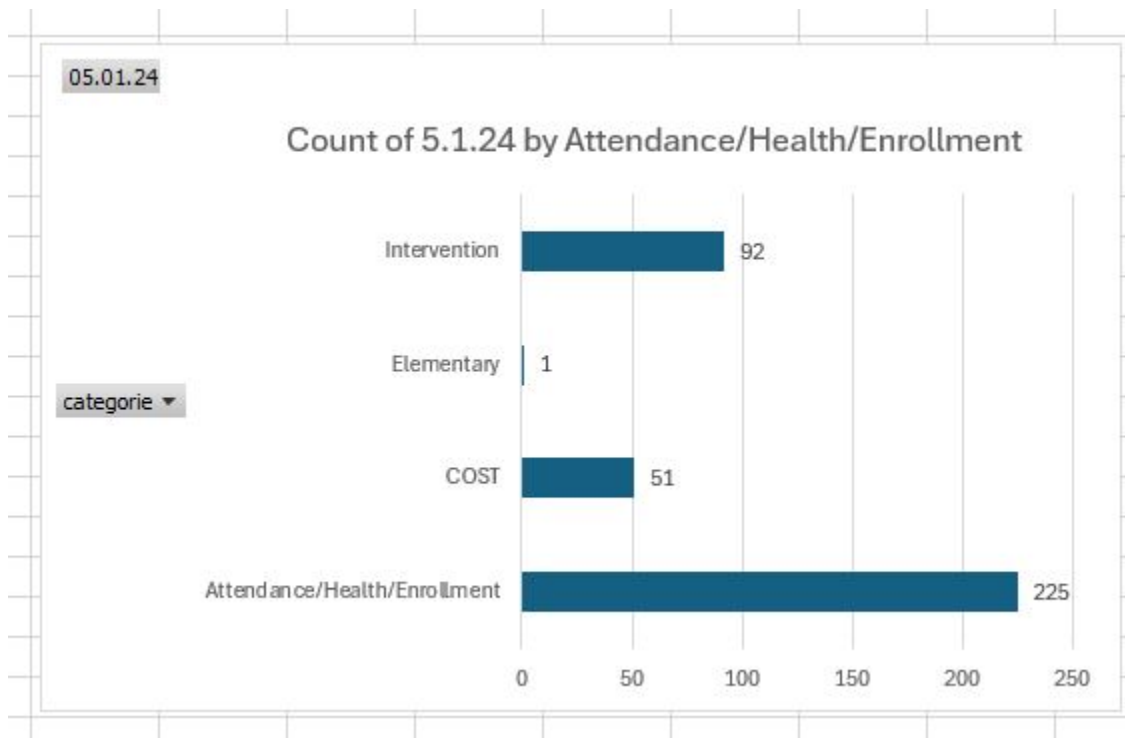
<b>2023-2024</b>	Aug.	Sept	Oct.	Nov.	Dec	Jan	Feb	Mar	April	May
<b>K</b>	15/122- 12%	40/122- 32%	27/122- 22%	30/120- 25%	28/122- 23%	34/122- 29%	29/122- 24%	28/122- 23%		
<b>1<sup>st</sup></b>	13/131- 10%	25/130- 19%	18/130- 14%	28/131- 29%	22/131- 17%	23/130- 18%	20/131- 15%	14/131- 11%		
<b>2<sup>nd</sup></b>	12/135- 9%	27/135- 20%	21/134- 16%	34/134- 25%	23/135- 17%	16/135- 12%	14/135- 11%	15/134- 11%		
<b>3<sup>rd</sup></b>	16/135- 12%	30/135- 22%	21/134- 16%	22/133- 17%	20/134- 15%	20/132- 15%	18/134- 13%	16/134- 12%		
<b>4<sup>th</sup></b>	5/128- 4%	16/ 131- 12%	12/132- 9%	24/132- 18%	11/132- 8%	10/135- 7%	12/135- 9%	10/139- 7%		
<b>5<sup>th</sup></b>	13/136- 10%	23/139- 17%	17/137- 12%	31/137- 23%	26/138- 19%	15/139- 11%	14/139- 10%	13/139- 9%		
<b>6<sup>th</sup></b>	7/137- 5%	16/136- 12%	17/135- 13%	13/136- 10%	14/136- 10%	8/137- 6%	8/137- 9%	8/137- 6%		
<b>7<sup>th</sup></b>	5/129- 4%	23/130- 18%	24/130- 18%	30/130%- 23%	23/130- 18%	14/133- 11%	15/135- 11%	15/135- 11%		
<b>8<sup>th</sup></b>	11/102- 11%	15/102- 15%	17/101- 17%	29/102%- 29%	16/102- 16%	16/101- 16%	16/102- 16%	11/102- 11%		
<b>Total</b>	97/1155- 8%	215/1160- 19%	169/1155- 14%	221/1155- 19%	183/1160- 16%	156/1164- 13%	146/1169- 12%	130/1173- 11%		

# Chronic Absenteeism; ATSI Group; African American students



## ATSI group; African American Chronically Absent

Grade	Number of students
K	2/3
1 <sup>st</sup>	0/3
2 <sup>nd</sup>	0/6
3 <sup>rd</sup>	3/7
4 <sup>th</sup>	1/7
5 <sup>th</sup>	0/7
6 <sup>th</sup>	0/6
7 <sup>th</sup>	3/4
8 <sup>th</sup>	1/2
	10/45



### Data Analysis

Using data from Q for attendance, chronic absenteeism is on average 15% school-wide, with a spike in the months of August and November. This was a decrease from last year at this time where the average 29% at this time of the year. There has been a decrease in chronic absenteeism in the identified ATSI sub-group, African American from the 22-23 school year from 34% to 20%. Kindergarten students are identified as being absent the most on a monthly basis up to the end of March 2024, 231/976 missed school (24%). Students in

### Student Need 1:

Students need to attend school regularly and on time, in order to access the curriculum taught, access interventions, and interact socially with other students their own age.

### SMART Goal 1

Chronic absenteeism at Nile Garden School will decrease steadily from 15% to 10% by the 26-27 school year by implementing targeted interventions which will improve attendance rates and is crucial for student success and overall academic achievement.

### Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Implement targeted interventions such as personalized attendance improvement plans, regular	# of student/parent contacts by OA Number of identified students as "chronically absent" to decrease	chronic absenteeism report # of students chronically absent:	Making Progress: chronic absenteeism report			Time Money People

check-ins with students and families, and incentives for consistent attendance to support students in attending classes regularly by the Community Outreach Assistant.		as of March 2024: 130/1168  23-24 sy: # of parent/student contacts regarding attendance/health/enrollment:225	# of students chronically absent: as of March 2025: 134/1241  24-25 sy: # of parent/student contacts regarding attendance/health/enrollment:243			
ELOP: Increase connectedness opportunities for students through events, activities, and educational excursions outside of the instructional day.	Number of opportunities for students Number of students attending opportunities as measured by QR code/sign in sheets	Science Camp attendance 23-24 sy: 106/139	Didn't meet: Science Camp attendance 24-25 sy: 101/141 with the addition of the 4th grade parent meeting and interest survey this year, hopefully an increase in attendance of Science Camp will occur.			Time Money People
Attendance incentives will be given to identified, chronically absent kindergartners who have improved their attendance monthly, by the Community Outreach Assistant.	-Monthly Q kindergarten attendance; number of kindergarten students attending school regularly and on time	Monthly Q kindergarten attendance report for the 23-24 sy: Aug:12% Sept:32% Oct: 22% Nov: 25% Dec: 23% Jan: 29% Feb: 24% Mar: 23%	Didn't meet: Monthly Q kindergarten attendance report for the 24-25 sy: Aug:8% Sept:28% Oct: 17% Nov: 35% Dec: 26% Jan: 46% Feb: 34% Mar: 23% See below for additional refinements.			Time Money People
Attendance incentives will be given to identified,	-Monthly Q ATSI group attendance; number of ATSI	Identified Chronically Absent ATSI as	Met Identified Chronically			Time Money People

chronically absent ATSI group students who have improved their attendance monthly by the Community Outreach Assistant.	students attending school regularly and on time	of April 23, 2024; African American group: K - 2 1- 0 2- 0 3- 3 4- 1 5- 0 6- 0 7- 3 8- 1	Absent ATSI as of April 23, 2025; African American group: K - 0 1- 1 2- 0 3- 1 4- 4 5- 1 6- 1 7- 0 8-1			
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### Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
<b>Cycle 1:</b> Based on the data from cycle one, it demonstrates that students are chronic absenteeism at Nile Garden School is maintaining at the same rate at this time of year as last school year. Time needs to be given for the implemented targeted interventions to improve attendance rates..	Our Community Liaison contacts with students and parents, have increased and she has implemented attendance contracts with identified chronically absent students tied to incentives. The contracts were just implemented in October and need time to see if they have had any impact on student attendance. Data analysis: See OneNote	Continue action steps to give time to analyze the data to see if there has been any impact.	Continue
<b>Cycle 2:</b> Based on the data from cycle two, it demonstrates that students are chronic absenteeism at Nile Garden School is maintaining at the same rate at this time of year as last school year. Time needs to be given for the implemented targeted interventions to improve attendance rates..	Our Community Liaison contacts with students and parents, have increased and she has implemented attendance contracts with identified chronically absent students tied to incentives. Our Community Liaison is continuing to contact families and make contact with chronically absent students, grade level competitions and within classroom competitions. Data analysis: See OneNote	Continue action steps to give time to analyze the data to see if there has been any impact.	Continue
<b>Cycle 3:</b> Significant progress has been made toward the school's chronic absenteeism reduction goal. As of March 2025,	School-Wide Chronic Absenteeism  Baseline (Mar 2024): 130/1168 (11.1%)  Current (Mar 2025): 134/1241 (10.8%)	Kindergarten Attendance Strategy Intensification  Launch a Kindergarten Attendance Awareness	Continue

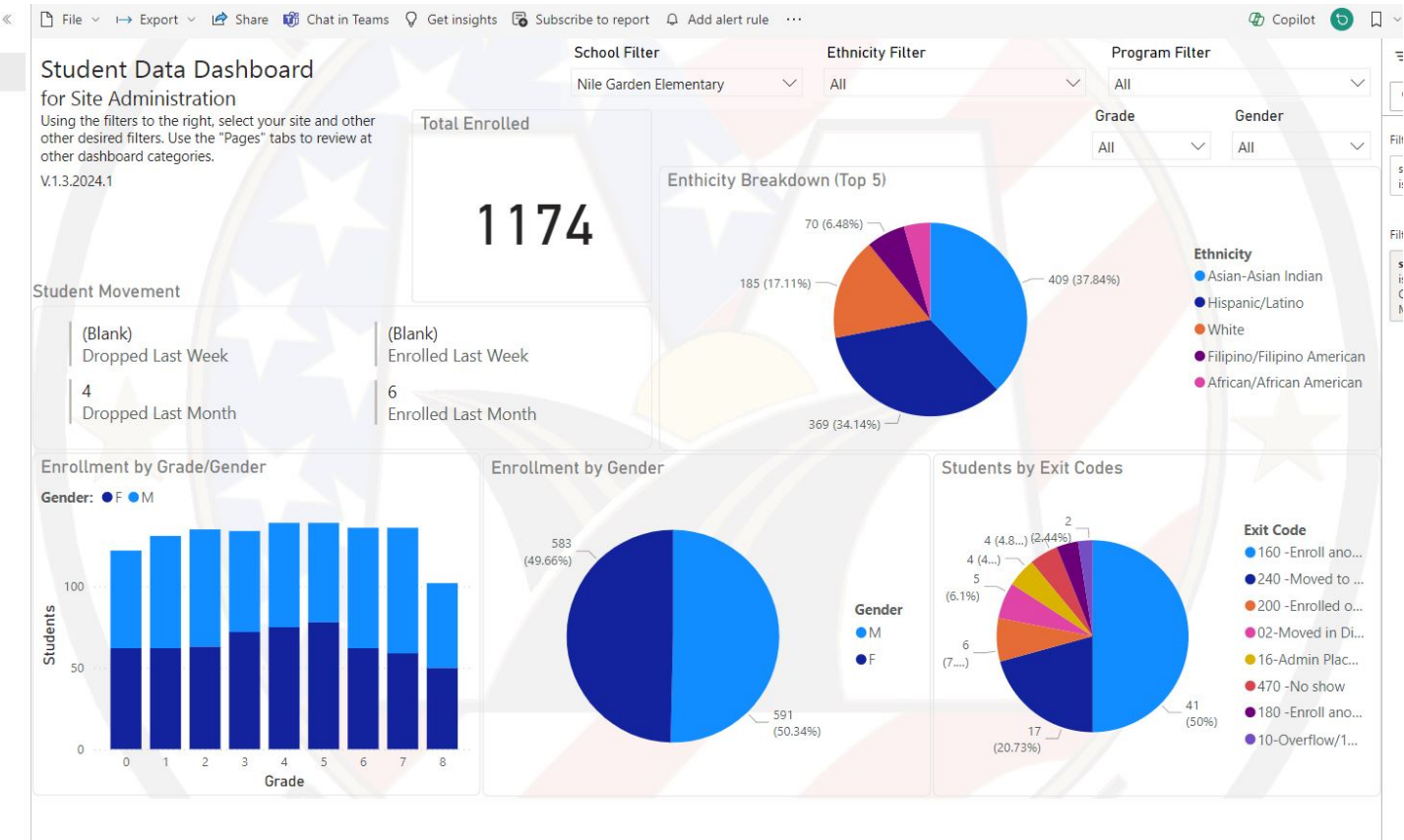
<p>chronic absenteeism is 10.8% (134/1241 students), a marked decrease from 11.1% in the prior year and a dramatic drop from the previous baseline of 29% in 2023–24. Improvements were also evident in targeted subgroups, including a reduction in African American ATSI student chronic absenteeism from 34% (2022–23) to 20% (2023–24). Kindergarten absenteeism, while still high, has stabilized and shown month-to-month fluctuation with a slight decrease.</p>	<p>Steady decline; nearly at the 2026–27 goal.</p> <p>Outreach and Support by Community Outreach Assistant (COA)</p> <p>23–24 Contacts: 225</p> <p>24–25 Contacts (to date): 243 Increase in family engagement.</p> <p>Kindergarten Attendance</p> <p>Baseline (23–24): Up to 32% chronic absenteeism monthly</p> <p>24–25 Monthly Trends: Ranging 8–36% (most recent months show decrease to 23–26%) Still high, but showing improvement.</p> <p>African American ATSI Students</p> <p>23–24 Chronically Absent: 34%</p> <p>24–25: 20% Significant improvement through targeted monthly incentives.</p> <p>ELOP Engagement</p> <p>Science Camp Attendance 23–24: 106/139</p> <p>24–25: 101/141 Slight dip; new 4th-grade parent meeting added to improve participation.</p>	<p>Campaign in August, involving visual trackers, class challenges, and family incentives.</p> <p>Partner with parents at Kinder Orientation and monthly family meetings to address common barriers (transportation, health routines).</p> <p>Refine Outreach and Tracking Systems</p> <p>Develop a more frequent progress tracking system (weekly or biweekly).</p> <p>Ensure all COA contacts are documented in Q for easy data retrieval and analysis.</p> <p>Increase Engagement Through ELOP &amp; Events</p> <p>Build upon ELOP opportunities—expand Science Camp interest with earlier communication and incentives for attendance.</p> <p>Pilot weekend or after-school enrichment tied to attendance milestones.</p> <p>Targeted ATSI Supports</p> <p>Continue monthly recognitions and mentorship check-ins.</p> <p>Consider academic coaching or family workshops to sustain attendance and engagement.</p>	
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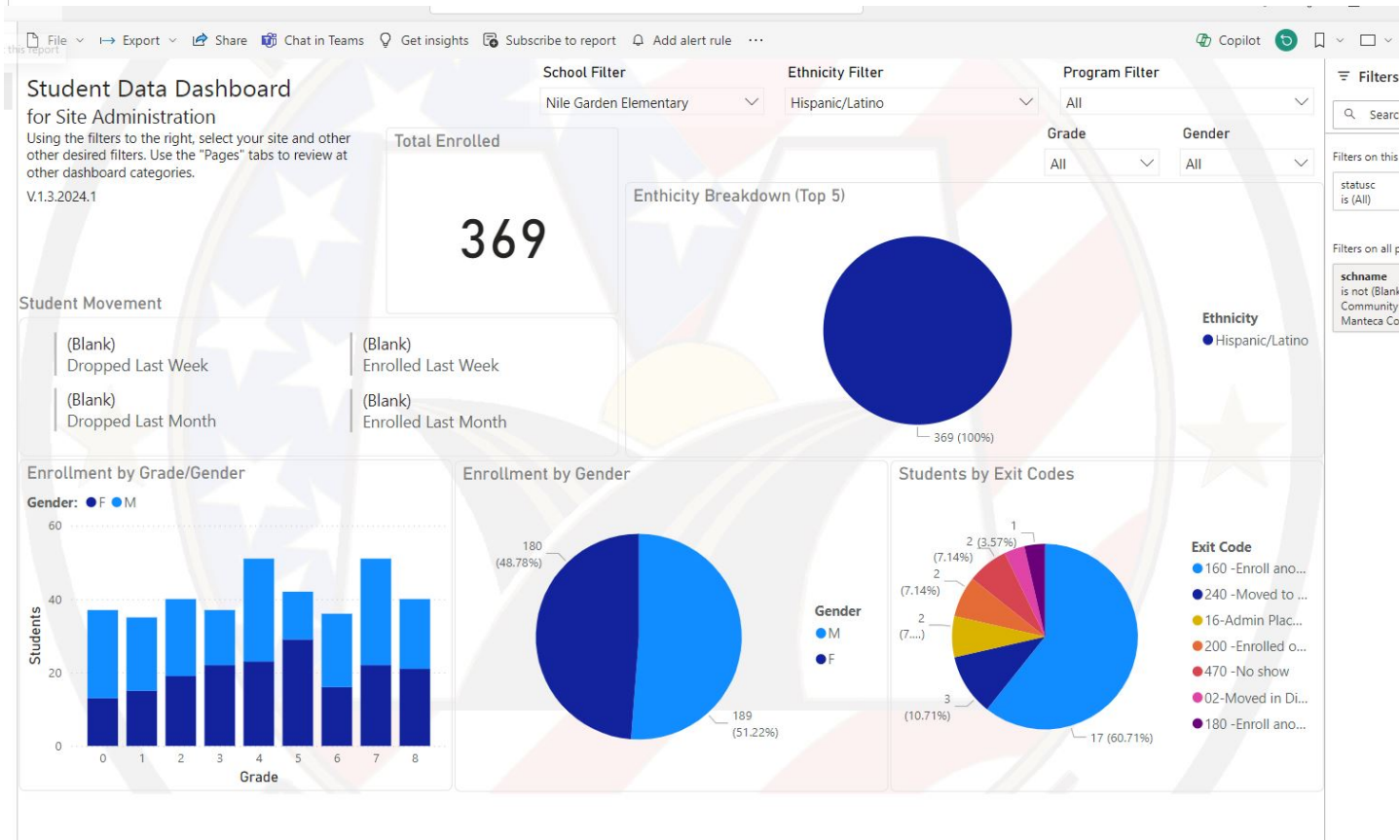
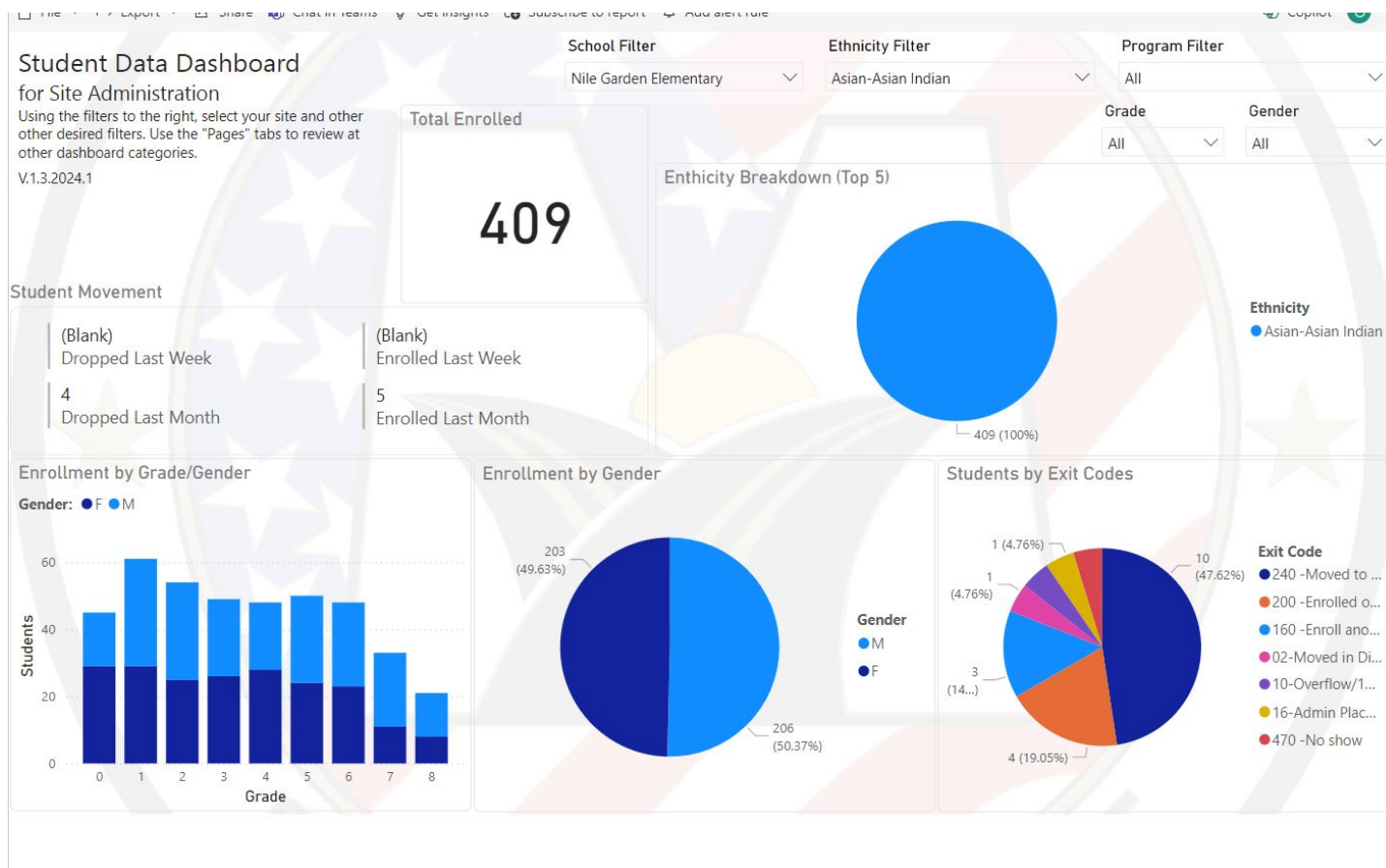


		<div>Monitor for Seasonal Drop-offs</div> <div>Address known spike months (August, November) with preemptive communication campaigns, attendance challenges, and personalized outreach.</div>	
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Progress Monitoring 25-26

Progress Monitoring





Data

Count of Student	Column Lab									
Row Labels	00	01	02	03	04	05	06	07	08	(blank Grand Total
<b>• African/African American</b>	<b>2</b>	<b>4</b>	<b>1</b>	<b>1</b>	<b>5</b>	<b>3</b>	<b>1</b>	<b>2</b>		<b>19</b>
<b>• Female</b>		<b>1</b>		<b>1</b>	<b>3</b>	<b>1</b>	<b>2</b>			<b>8</b>
Assault/Battery						<b>1</b>				<b>1</b>
Bus Referral			<b>1</b>		<b>2</b>		<b>2</b>			<b>6</b>
Damage School/Personal Property					<b>1</b>					<b>1</b>
<b>• Male</b>	<b>2</b>	<b>3</b>	<b>1</b>		<b>2</b>	<b>2</b>	<b>1</b>			<b>11</b>
Assault/Battery	<b>1</b>	<b>1</b>			<b>1</b>					<b>3</b>
Bus Referral			<b>1</b>							<b>1</b>
Cheating/Dishonest						<b>1</b>				<b>1</b>
Fighting/Attack w/o Weapon		<b>1</b>								<b>1</b>
Inappropriate Behavior/Object	<b>1</b>				<b>1</b>		<b>1</b>			<b>3</b>
Pushing/Shoving		<b>1</b>				<b>1</b>				<b>2</b>
<b>• American Indian/Alaskan Native</b>	<b>1</b>							<b>1</b>		<b>2</b>
<b>• Female</b>	<b>1</b>									<b>1</b>
Bus Referral	<b>1</b>									<b>1</b>
<b>• Male</b>								<b>1</b>		<b>1</b>
Theft/Robbery/Extortion								<b>1</b>		<b>1</b>
<b>• Asian-Asian Indian</b>	<b>4</b>	<b>9</b>	<b>8</b>	<b>9</b>	<b>7</b>	<b>8</b>	<b>7</b>			<b>93</b>
<b>• Female</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>7</b>	<b>6</b>	<b>4</b>	<b>2</b>	<b>3</b>		<b>30</b>
Bus Referral	<b>2</b>	<b>3</b>	<b>3</b>	<b>6</b>	<b>6</b>	<b>3</b>	<b>2</b>			<b>25</b>
Hate Crime/Racial Slurs								<b>1</b>		<b>1</b>
Inappropriate Behavior/Object				<b>1</b>		<b>1</b>				<b>2</b>
Theft/Robbery/Extortion								<b>1</b>		<b>1</b>
Threat of Attack - w/o Weapon								<b>1</b>		<b>1</b>
<b>• Male</b>	<b>2</b>	<b>6</b>	<b>8</b>	<b>8</b>	<b>3</b>	<b>7</b>	<b>8</b>	<b>4</b>		<b>63</b>
Assault/Battery		<b>1</b>					<b>2</b>			<b>3</b>
Bus Referral	<b>2</b>	<b>3</b>	<b>4</b>	<b>6</b>	<b>3</b>	<b>3</b>	<b>9</b>	<b>2</b>	<b>2</b>	<b>34</b>
Cheating/Dishonest							<b>1</b>	<b>1</b>		<b>2</b>
Disruptive						<b>1</b>				<b>1</b>
Fighting/Attack w/o Weapon		<b>1</b>				<b>1</b>	<b>1</b>			<b>3</b>
Forgery						<b>1</b>				<b>1</b>
Hate Crime/Racial Slurs							<b>2</b>			<b>2</b>
Inappropriate Behavior/Object		<b>1</b>	<b>4</b>	<b>1</b>			<b>2</b>	<b>1</b>		<b>9</b>
Profanity							<b>1</b>	<b>1</b>		<b>2</b>
Pushing/Shoving				<b>1</b>	<b>2</b>	<b>1</b>	<b>1</b>			<b>5</b>
Threat of Attack - w/o Weapon							<b>1</b>			<b>1</b>
<b>• Asian-Cambodian</b>							<b>1</b>			<b>1</b>
<b>• Male</b>							<b>1</b>			<b>1</b>
Bus Referral							<b>1</b>			<b>1</b>
<b>• Asian-Chinese</b>	<b>1</b>									<b>1</b>
<b>• Male</b>	<b>1</b>									<b>1</b>
Bus Referral	<b>1</b>									<b>1</b>
<b>• Asian-Korean</b>					<b>1</b>		<b>1</b>			<b>2</b>
<b>• Female</b>							<b>1</b>			<b>1</b>
Bus Referral							<b>1</b>			<b>1</b>
<b>• Male</b>					<b>1</b>					<b>1</b>
Fighting/Attack w/o Weapon					<b>1</b>					<b>1</b>

47	Asian-Korean					1		1		2
48	Female							1		1
49	Bus Referral							1		1
50	Male					1				1
51	Fighting/Attack w/o Weapon					1				1
52	Asian-Other	2	2	2					2	8
53	Female				1				2	3
54	Inappropriate Behavior/Object								1	1
55	Theft/Robbery/Extortion								1	1
56	Unsafe Behavior				1					1
57	Male	2	2	1						5
58	Assault/Battery		1							1
59	Bus Referral		1	1						2
60	Inappropriate Behavior/Object	1								1
61	Pushing/Shoving	1								1
62	Filipino/Filipino American	1			1	2	4	2	2	12
63	Female					1	1			2
64	Bus Referral					1				1
65	Left Campus, No Checkout						1			1
66	Male	1			1	1	3	2	2	10
67	Assault/Battery						1			1
68	Bus Referral				1	1	1	1		4
69	Cheating/Dishonest								1	1
70	Damage School/Personal Property						1			1
71	Inappropriate Behavior/Object	1								1
72	Profanity							1		1
73	Theft/Robbery/Extortion								1	1

<b>Hispanic/Latino</b>	<b>5</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>8</b>	<b>8</b>	<b>12</b>	<b>26</b>	<b>20</b>	<b>106</b>
<b>Female</b>	<b>1</b>	<b>5</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>4</b>	<b>4</b>	<b>7</b>	<b>14</b>	<b>39</b>
Assault/Battery		1								1
Bus Referral	1	4	2	1	1	1	3	3	2	18
Cheating/Dishonest								1	1	2
Defiance									2	2
Disruptive									1	1
Eating/Chewing Gum in Class									1	1
Electronic Device									1	1
Forgery						1				1
Inappropriate Behavior/Object						1	1	1	1	4
Profanity						1		2		3
Theft/Robbery/Extortion									5	5
<b>Male</b>	<b>4</b>	<b>4</b>	<b>7</b>	<b>8</b>	<b>7</b>	<b>4</b>	<b>8</b>	<b>19</b>	<b>6</b>	<b>67</b>
Assault/Battery			1	2				2		5
Bus Referral	2	2	4	4	3	3	4	4	2	28
Cheating/Dishonest									1	1
Damage School/Personal Property								1		1
Defiance								1		1
Disruptive								1		1
Fighting/Attack w/o Weapon				1					1	2
Forgery						1				1
Hate Crime/Racial Slurs							2	2		4
Inappropriate Behavior/Object	1	2	1		1		1	3		9
Profanity					1		1	1	1	4
Pushing/Shoving				1	1			2		4
Sexual Assault								1		1
Tardiness								1		1
Theft/Robbery/Extortion									1	1
Truant (CWA ONLY)			1							1
Unsafe Behavior	1				1					2
<b>Pac Islander-Other</b>						<b>1</b>				<b>1</b>
<b>Male</b>						<b>1</b>				<b>1</b>
Threat of Attack - w/o Weapon						1				1
<b>Pac Islander-Samoan</b>							<b>1</b>	<b>1</b>		<b>2</b>
<b>Female</b>							<b>1</b>			<b>1</b>
Assault/Battery							1			1
<b>Male</b>								<b>1</b>		<b>1</b>
Assault/Battery								1		1





administration, will in-service students who ride the bus on bus rules, bus safety and behavior expectations at the beginning of the school year.		End of Trimester 1: 63  End of Trimester 2: 182  April 23, 2024: 218	End of Trimester 1: 23  End of Trimester 2: 37  April 23, 2025: 48			
Improve or maintain current level of behaviors by continuing PBIS program with Tier 1 and Tier 2 supports. Focus on Inappropriate Behavior/Object and Pushing/Shoving	Q Behavior Analysis Report number of incidences decreasing	April 23, 2024  Inappropriate Behavior/Object: 107  Pushing/Shoving: 63	Met: April 23, 2024  Inappropriate Behavior/Object: 76  Pushing/Shoving: 16			Time Money People
SSAs will receive training on PBIS strategies.	Number of yard behavior reports/FYIs decreasing	FYI reports from SSAs 23-24 sy: 422/1170	Met FYI reports from SSAs 23-24 sy: 592/1241			Time Money People

### Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
<b>Cycle 1:</b> Based on the data from cycle one, student bus referrals have been reduced from this time last year as compared to now. Clarification and consistency in reporting into Q what is considered "Inappropriate Behavior/Object" was given at the beginning of the year by the District.	Consistent training and attendance by SSAs on PBIS training must continue throughout the year. With the onset of Structured Play due to construction occurring on the campus will have a direct impact on the types of referrals being brought to the office. Bus referrals have decreased since last year at this point of the school year. Data analysis: See OneNote	Continue action steps to give time to analyze the data to see if there has been any impact.	Continue
<b>Cycle 2:</b> Based on the data from cycle two, student bus referrals have been reduced	Consistent training and attendance by SSAs on PBIS training must continue throughout the year. With the onset of Structured Play due to construction	Continue action steps to give time to analyze the data to see if there has been any impact.	Continue

<p>drastically from this time last year as compared to now (many of the referrals were due to bus pass scanning requirements). Clarification and consistency in reporting into Q what is considered "Inappropriate Behavior/Object" was given at the beginning of the year by the District.</p>	<p>occurring on the campus has had a direct impact on the types of referrals being brought to the office. There also has been a decrease in the category of "Inappropriate Behavior/Object" since the previous school year (79; 23-24 sy vs 57; 24-25 sy) despite increasing in enrollment by 66 students. Bus referrals have decreased since last year at this point of the school year but so have referrals based on not scanning/having in possession bus passes. Data analysis: See OneNote</p>		
<p><b>Cycle 3:</b> We are exceeding expectations in progress toward its SMART goal of reducing behavioral incidents. Significant decreases were recorded in all key areas: bus referrals dropped from 218 to 48 year-over-year, inappropriate behavior incidents decreased from 107 to 76, and pushing/shoving incidents declined from 63 to 16. However, there was a notable increase in FYI behavior reports submitted by SSAs, rising from 422 to 592. This may reflect increased vigilance and reporting rather than more incidents. Overall, the data indicates positive impact from PBIS implementation and safety-focused interventions.</p>	<p>Bus Referrals:</p> <p>Baseline (2023–24): 218 total referrals (182 by Trimester 2)</p> <p>Year 1 Outcome (2024–25): 48 total referrals (only 37 by Trimester 2) Result: ~78% decrease in bus referrals. This suggests that transportation in-service training, combined with administrative support, was effective.</p> <p>Inappropriate Behavior/Object Incidents:</p> <p>Baseline: 107</p> <p>Year 1: 76 Result: ~29% reduction.</p> <p>Pushing/Shoving Incidents:</p> <p>Baseline: 63</p> <p>Year 1: 16 Result: ~75% reduction.</p> <p>FYI Reports from SSAs:</p> <p>Baseline: 422 reports out of 1170 students</p> <p>Year 1: 592 reports out of 1241 students</p>	<p>Continue PBIS with Tiered Supports:</p> <p>Given the strong results in behavioral incident reduction, continue reinforcing Tier 1 and Tier 2 strategies, especially focusing on consistency across all settings.</p> <p>Deep Dive into SSA FYI Reports: Analyze FYI data to identify if the increase reflects more minor behaviors being documented or a shift in reporting norms post-training. Adjust expectations or retrain if necessary. Separate FYI reports based on month to indicate spikes in behaviors during certain times of year.</p> <p>Celebrate and Share Success:</p> <p>Recognize students, staff, and transportation teams for the dramatic improvement in bus</p>	<p>Continue</p>



	<p>Result: Increase in reports, possibly reflecting enhanced training, increased student enrollment, and/or improved observation and documentation rather than increased incidents.</p> <p>The data demonstrates that PBIS training and implementation are yielding strong results in key behavior areas, particularly physical aggression and bus conduct. The spike in FYIs requires deeper review to determine if it's a procedural or behavioral trend.</p>	<p>behavior and physical interactions. Use this momentum to reinforce a culture of safety.</p> <p>Ongoing SSA Training:</p> <p>Provide additional PD for SSAs on identifying major vs. minor infractions, de-escalation, and consistent documentation.</p>	
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Progress Monitoring 25-26

Progress Monitoring

PART III: CATEGORY TOTALS AND RANKING (Round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/ DOORS GATES/FENCES
		72	70	71	66	72	72	70	26	63	72	72	70	69	72	72
		Number of "✓":	0	0	1	4	0	0	0	0	0	0	0	1	0	0
72	Number of "D's":	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of "C's":	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of "N/A's":	0	2	0	2	0	0	2	46	9	0	0	2	2	0	0
Percent of System in Good Repair Number of "✓'s" divided by (Total Areas - "N/A's")		100.00%	100.00%	98.61%	94.29%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	98.57%	100.00%	100.00%	100.00%
Total Percent per Category (average of above)*		99.54%			94.29%	100.00%		100.00%	100.00%		100.00%		99.29%		100.00%	
Rank (Circle One) Good = 90%-100% Fair = 75%-89.99% Poor = 0%-74.99%		GOOD FAIR POOR			GOOD FAIR POOR	GOOD FAIR POOR		GOOD FAIR POOR	GOOD FAIR POOR		GOOD FAIR POOR		GOOD FAIR POOR		GOOD FAIR POOR	

Note: An extreme deficiency in any section automatically results in a "poor" ranking for that category and a zero for "Percent of System in Good Repair."

OVERALL RATING: DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE 99.14% SCHOOL RATING\* Exemplary

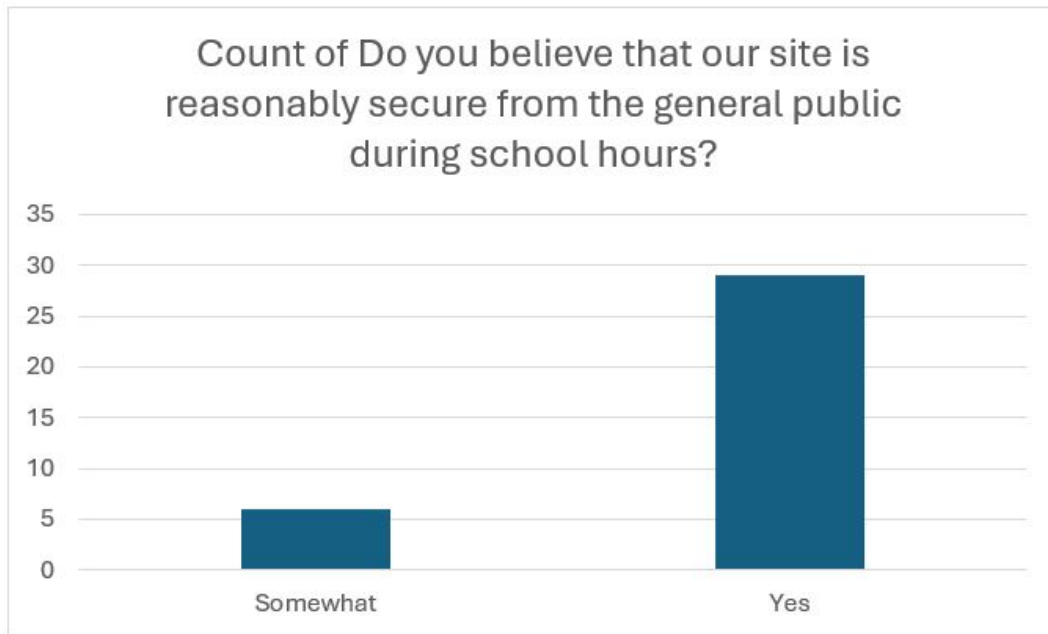
PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	Exemplary
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	Good
75%-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	Fair
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	Poor

INSPECTOR'S COMMENTS AND RATING EXPLANATION:

Data

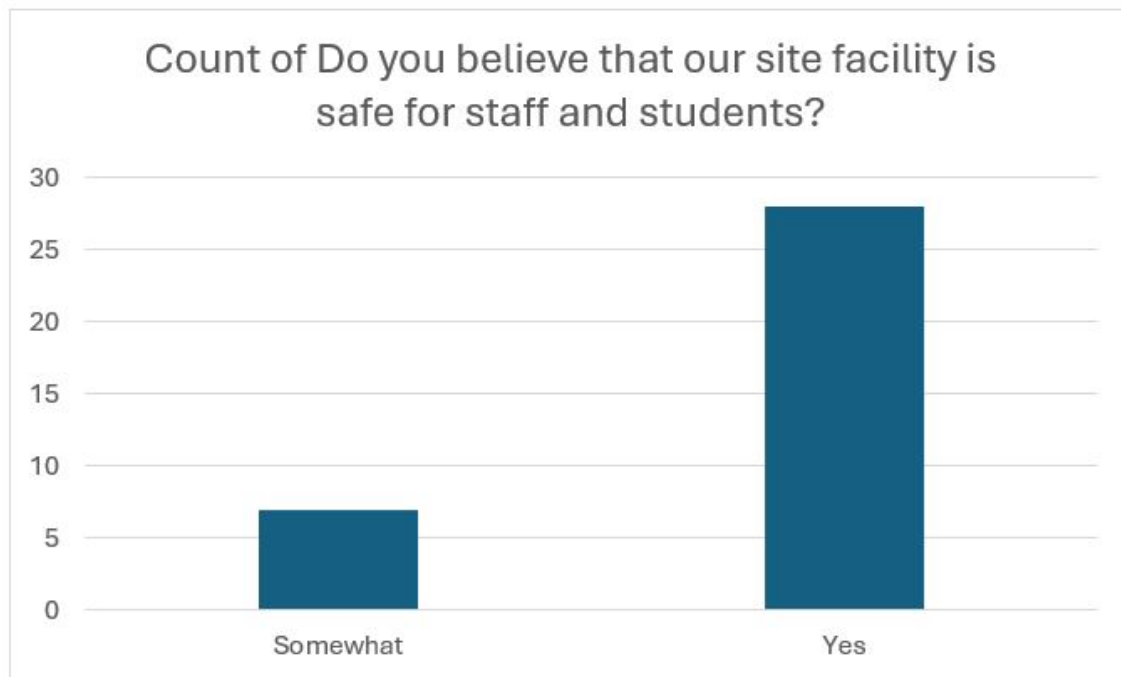
## Q2 of Site Safety Survey:

Do you believe that our site is reasonably secure from the general public during school hours?



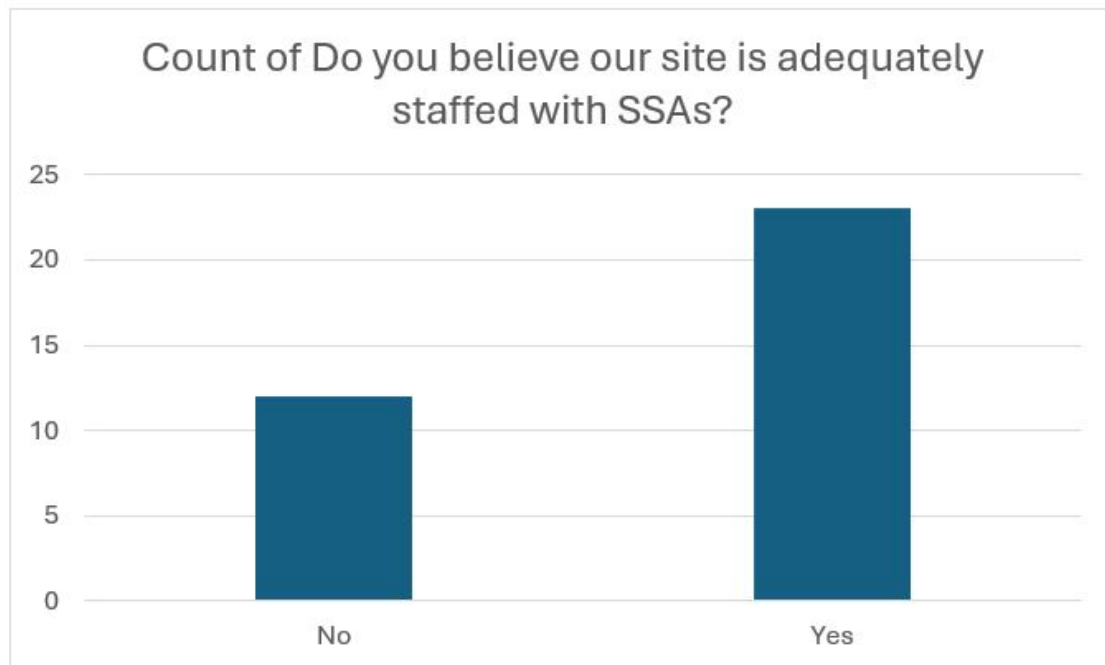
#### Q4 of Site Safety Survey:

Do you believe that our site facility is safe for staff and students?



#### Q6 of Site Safety Survey:

Do you believe that our site is adequately staffed with SSAs?



### Data Analysis

According to the FIT (Facility Inspection Tool) report, Nile Garden School's overall campus rating is "Exemplary". From the School Site Safety Survey, question 2, "Do you believe that our site is reasonably secure from the general public during school hours if the site facility is safe for staff and students" 29/35 (83%) answered yes, For question 4, Do you believe that our site facility is safe for staff and students, 28/35 (80%) answered yes. and question 6, "Do you believe that our site is adequately staffed with SSA's", 23/35 (65%) answered yes that our school site is adequately staffed with SSA's. According to notes from the staff survey as seen above, there are blind spots and a need for an adult presence during unstructured time.

### Student Need 3:

Nile Garden needs to maintain a clean and safe environment and address the issue with 'blind spots' during recess and an adult presence during unstructured time in between classes.

### SMART Goal 1

by May of 2027, the site will meet all the state/county requirements for facilities with an "exemplary" rating as measured by the annual FIT report.

### Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Meet with School Site Safety Team to review the School Site Safety Survey and discuss possible solutions based on suggestions from the survey taken in spring of 2024.	School Site Safety Survey results number of staff members reporting that they feel that the school site is reasonably secure during school hours, that they feel safe and that SSA's are adequately staffed.  Number of School Site Safety Team meetings	Spring 2024 survey results:  Q4- 29/35 Q6- 28/35 Q8- 23/25  School Site Safety team meetings for the 23-24 sy: 2 held	Spring 2025 survey results: Q4- 31/31 Q6-29/31 Q8- 31/31  School Site Safety team meetings for the 24-25 sy: 2 held			

### Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
<b>Cycle 1:</b> Based on the data from cycle one, Nile Garden continues to make strides in the attempt to meet all the state/county requirements	Will be sending a mid-year Safety Survey to staff prior to leaving for Winter Break to gather information and address in a Safety Team meeting.	Continue action steps to give time to analyze the data to see if there has been any impact.	Continue

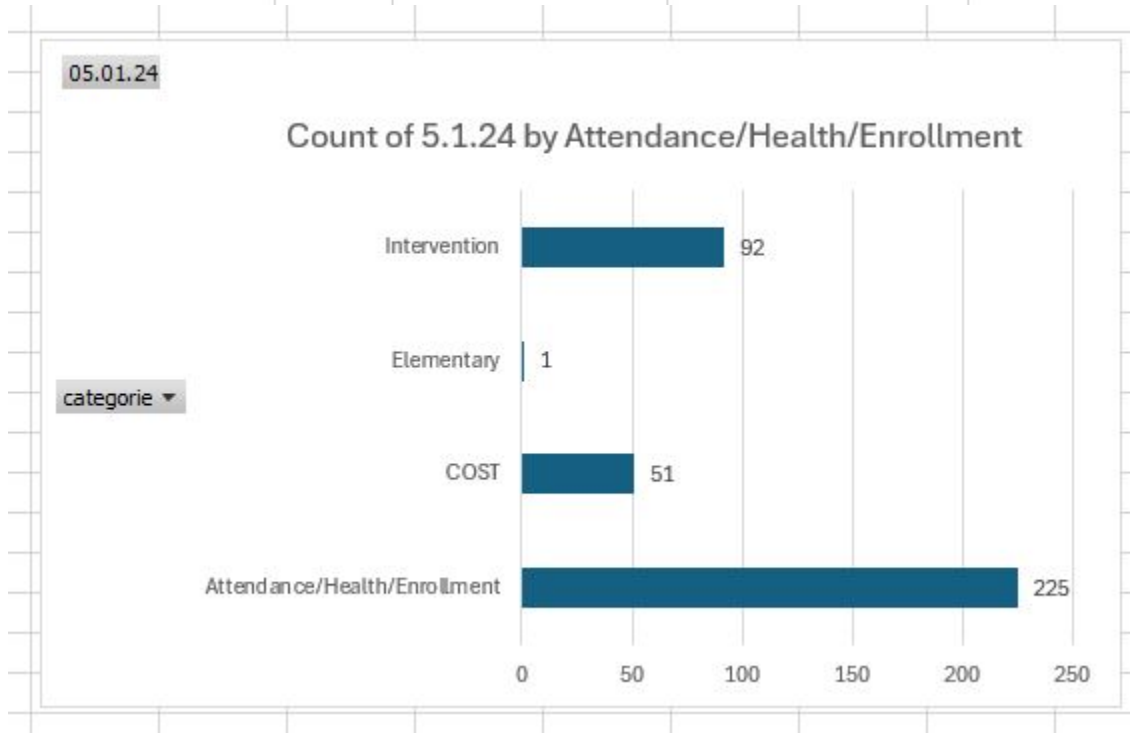
for facilities with an "exemplary" rating as measured by the annual FIT report.			
<b>Cycle 2:</b> Based on the data from cycle one, Nile Garden continues to make strides in the attempt to meet all the state/county requirements for facilities with an "exemplary" rating as measured by the annual FIT report.	Did not send out Safety Survey to staff. Will do so immediately.		Continue
<b>Cycle 3:</b> Progress is being made toward the SMART goal of meeting all state/county facility requirements for an "exemplary" FIT rating by May 2027. Spring 2025 School Site Safety Survey results show improvement in staff perception of campus safety and supervision. For example, survey responses for feeling safe during school hours (Q4), having a secure facility (Q8), and being adequately staffed with SSAs (Q6) all increased compared to the baseline. The number of School Site Safety Team meetings has remained consistent, indicating ongoing collaboration and attention to school safety concerns.	The data collected from the Spring 2025 School Site Safety Survey show noticeable gains in staff confidence regarding school safety:  Q4: 31/35 (up from 29/35) Q8: 30/31 (up from 28/35) Q6: 31/31 (up from 23/35)  These increases reflect improved perceptions of physical safety, secure facilities, and staffing levels for student supervision. In addition, two School Site Safety Team meetings were held during the 2024–2025 school year, which maintained engagement and allowed the team to implement actions based on spring 2024 survey feedback. However, while the data indicates growth, the persistence of "blind spots" during unstructured times remains an area to address through additional supervision strategies and site coverage planning.	Making Progress.  Increase the number of School Site Safety Team meetings from two to at least three per year to support more frequent data review and response planning.  Conduct a mid-year safety walkthrough using staff feedback and survey trends to identify and document specific "blind spots."  Collaborate with campus supervisors to ensure additional coverage during unstructured periods such as recess and passing periods.  Continue surveying staff biannually to monitor trends and guide future decisions regarding site safety and adult presence.	Continue

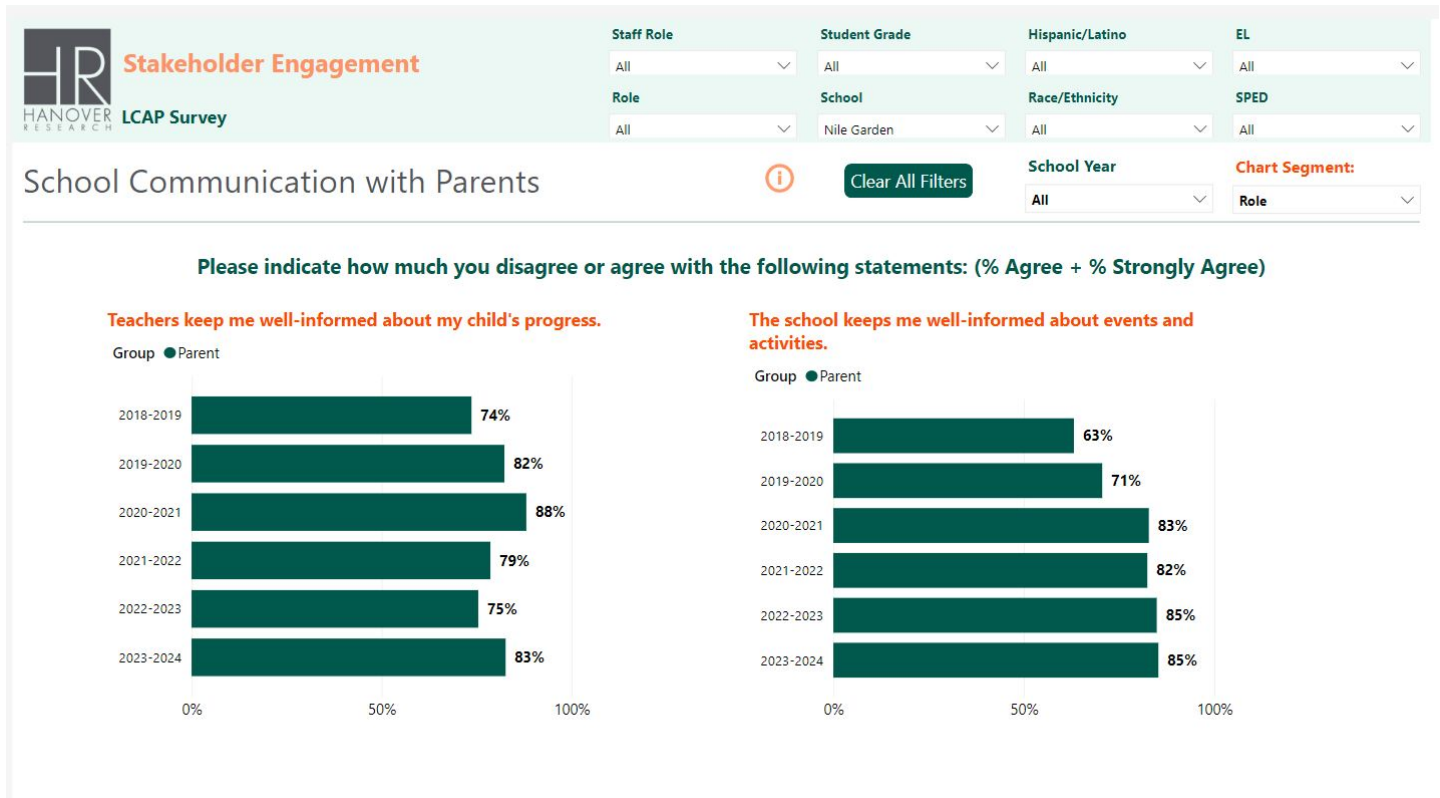
### Progress Monitoring 25-26

## Progress Monitoring

### Data

Count of Student ID		Participation			
School	Grade	9 hr. Day Program	Academic Enrichment	Club/Activity	Grand Total
Nile Garden Elementary	0	12	11		23
	1	8	16		24
	2	27	10	1	38
	3	22	13		35
	4	12	25	3	40
	5	14		8	22
	6	8	10	4	22
	7	17			17
	8	8	17		25
Nile Garden Elementary Total		128	102	16	246
Grand Total		128	102	16	246





### Data Analysis

Of the school population of 1147 only 246 students only 21% of the student population accessed ELOP activities. According to the Hanover Survey conducted with families, 83% of the families that responded to the survey feel that they are well informed about their child's progress; 85% feel that the school keeps them well informed about events and activities. Nile Garden's Community Outreach assistant fosters connectedness with families and students through a variety of means. For the COAs contacts, 92 were intervention, 51 COST, and 225 attendance/health/enrollment.

### Student Need 4:

Nile Garden families and students need to feel connected to the school by staff reaching out, providing after school activities as well as excursions provided by school site.

### SMART Goal 1

Nile Garden will increase the number of families participating in after school activities, demonstrating school connectedness by 15% 24-25, 20% 25-26 and 25% in 26-27.

### Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Partnering with outside agencies to provide after school activities to increase school connectedness..	Percentage of families attending event reporting that they feel more connected to school.	TBD implementing 24-25 school year:	Making Progress: Partnered with GECAC			Time Money People

Community Outreach Assistant will reach out to families to continue to foster school connectedness.	Number of parent contacts to foster school connectedness	Number of parent contacts made by OA under school connectedness for the 23-24 sy: 225	Number of parent contacts made by OA under school connectedness for the 24-25 sy: 217			Time Money People
ELOP students and families will attend after school events, activities and excursions to support student and family engagement before and after school.	Participation will increase to the school activities measured by the participation numbers.	23-24 sy: Science Camp: 106/139 Block Party: 223 Fall Festival: tbd ELOP: 246 Kinder bridge: 21 Kinder Open House: tbd	24-25 sy: Science Camp: 111/141 Block Party: n/a Fall Festival: 408 ELOP: 283 Kinder bridge: n/a Kinder Open House: 78			Time Money People

#### Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
<b>Cycle 1:</b> As demonstrated by cycle 1 data, Nile Garden has been able to maintain the number of families participating in after school activities through the stated action steps.	NG's Community Liaison has reached out to families to connect with them to remove barriers for students that are chronically absent as well as students who have been identified under the TSSP program.  Data analysis: See OneNote	Continue action steps to give time to analyze the data to see if there has been any impact.	Continue
<b>Cycle 2:</b> As demonstrated by cycle 2 data, Nile Garden has been able to maintain the number of families participating in after school activities through the stated action steps.	NG's Community Liaison has reached out to families to connect with them to remove barriers for students that are chronically absent as well as students who have been identified under the TSSP program.  Data analysis: See OneNote	Continue action steps to give time to analyze the data to see if there has been any impact.	Continue
<b>Cycle 3:</b> Nile Garden School is making progress toward its SMART goal of increasing family participation in after	Partnerships: GECAC collaboration initiated during 2024-2025 is a promising step in enhancing after school offerings.	Strengthen Outreach Efforts: Strategize ways to increase OA parent contact, including multilingual	Continue



<p>school activities to promote school connectedness. Initial efforts to partner with outside agencies such as GECAC and to expand activity offerings like Science Camp, ELOP, and Kinder Open House have led to modest gains in participation. While parent contact numbers through the Outreach Assistant slightly decreased from 225 to 217, overall event attendance increased, particularly for Fall Festival and ELOP enrollment. Continued emphasis on outreach and event accessibility will be necessary to meet the 15% growth target for 2024-2025.</p>	<p>Parent Contact: Outreach Assistant made 217 contacts this year, slightly down from the baseline of 225. This suggests a need to reinvigorate or diversify outreach strategies.</p> <p>Participation Data:</p> <p>Science Camp increased from 106/139 to 111/141 participants.</p> <p>Fall Festival attendance reported at 408 (baseline was TBD), showing strong engagement.</p> <p>ELOP enrollment rose from 246 to 283 students.</p> <p>Kinder Open House increased from TBD to 78 attendees.</p> <p>Block Party and Kinder Bridge had no data or were not held due to change in administration as well as UTK being offered and the discontinuation of Kinder Bridge.</p> <p>Survey Metrics: While the baseline perception data on connectedness is not yet available (TBD), the family survey shows strong communication satisfaction (83%-85%).</p> <p>These outcomes demonstrate targeted growth in family engagement activities, although not yet at the full 15% target.</p>	<p>communication, personalized follow-ups, and integration with school events.</p> <p>Monitor and Expand Participation Opportunities:</p> <p>Evaluate which events had the highest impact and replicate or expand those formats.</p> <p>Enhance Partnerships: Deepen collaboration with GECAC and explore additional agency partnerships to diversify after school offerings and remove access barriers (e.g., transportation, cost).</p> <p>Promote Participation: Continue targeted campaigns (flyers, text messages, social media) to raise awareness and encourage family attendance at events.</p>	
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### Progress Monitoring 25-26

### Progress Monitoring



### District Goal

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

### Site Tier 2 and 3 Goals

Nile Garden students will achieve grade level standards with a focus on the following sub-groups: Long Term English Language Learners, Social Economically Disadvantaged and Students with Disabilities. Nile Garden staff will assist in removing barriers so that those sub-groups can have equitable access to achieve academic and social success.

### Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable for all schools with identified ATSI groups.

Resource inequities significantly impact English Language Learners, Students with Disabilities, and Socioeconomically Disadvantaged Students, creating barriers to their academic success and overall well-being. These students often face challenges such as inadequate access to specialized instruction, limited availability of support services, and insufficient educational materials. Addressing these inequities is crucial to ensuring that all students receive a high-quality education and have the opportunity to thrive, regardless of their background or circumstances

### Comprehensive Needs Assessment

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	251	292	328	26.2%	28.5%	28.4%
Fluent English Proficient (FEP)	102	167	216	12.2%	11.6%	18.7%
Reclassified Fluent English Proficient (RFEP)				10.4%		

View Data As: ☒ Numbers ☐ Percents

[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	45	0	0	0	45	0	45
01	55	0	0	0	55	0	55
02	38	0	0	0	38	1	39
03	21	8	0	0	29	6	35
04	3	17	0	19	39	11	50
05	2	10	0	23	35	21	56
06	2	0	7	13	22	27	49
07	1	0	3	14	18	18	36
08	1	0	6	4	11	26	37

### 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			
<a href="#">Nile Garden Elementary</a>	168	35	16	73	292	110	402
<a href="#">Manteca Unified</a>	2,300	679	1,183	1,277	5,439	3,910	9,349
<a href="#">San Joaquin County</a>	13,341	3,985	6,787	6,826	30,939	23,945	54,884
<a href="#">State</a>	505,487	144,190	226,535	236,323	1,112,535	927,723	2,040,258

### Data Analysis

Nile Garden students have a significant number of identified English Language Learners with 27/219 (12%) students considered "At-Risk" of being LTELs in the 4th and 5th grades for the 22-23 school year. CAASPP indicates a disproportionality where ALL students are performing at 55.22% "at or above" standard and the English Language Learners are performing at 28.85% "at or above" standard. Nile Garden had 16/219 (7%) students identified as "LTELs"

#### Student Need 1:

Using the CAASPP 22-23 and NWEA Winter assessment data for 23-24, Nile Garden staff needs to continue to focus on growth in English Language Arts specifically with the following subgroups: English Language Learners (specifically the Hispanic/Spanish speaking subgroup), Continued English Language Development strategies need to be implemented in daily class instruction as well as dedicated, implicit English Language Development instruction in class. After school tutorials will be offered to students who have been identified by their teachers based on specific English Language Arts need.

### SMART Goal 1

Sixty percent of the English Language Learner students at Nile Garden School that have been enrolled since Kindergarten will be reclassified by the end of their 5th grade year.

### Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
ELOP: K - 3rd grade teachers will request after school support in the area of essential standards and current student need to meet grade level expectations in the area of ELD	Number of students showing growth from pre to post tutorial intervention	Pre and Post survey results: We do not have any teachers conducting tutorials with a focus in the area of ELD.	Making Progress: No teachers volunteered to conduct ELD tutorials after school.			Time Money People
Teachers (with IS/staff support/district support) will have access to professional development training around Tier 1 instruction and ELD strategies during the school day, before school, and after school	The development and utilization of CFA's during the learning cycle.  The pass rate of the developed CFA's o the PLC Learning Cycle	Currently 6 of 9 PLC teams are creating and utilizing CFAs during their learning cycles.	Making Progress: Currently 8 of 9 PLC teams are creating and utilizing CFAs during their learning cycles.			Time Money People
Teachers will have planning time to develop their Tier 1 instruction and lesson design utilizing their base curriculum.	Through learning walks (site and regional) teachers will be utilizing their ELA base curriculum and support student learning through good Tier 1 ELD teaching strategies and lesson design.	Learning walk evidence 23-24 sy: Strong Some X Little None	Making Progress: Learning walk evidence 24-25 sy: Strong Some X Little None			Time Money People
Teachers will work with IS on teaching strategies (scaffolding, front loading, vocabulary development, etc.,) to focus on Spanish Speaking, English Language Learner students.	Number of contacts IS has with teacher(s) to collaborate with regarding teaching strategies, understanding the curriculum, or co-teaching/model lessons.	Baseline: # of contacts with IS: tbd based on new implementation for 24-25 sy  Learning Walk data: Strong Some X Little None	Making Progress: Baseline: # of contacts with IS: tbd based on new implementation for 24-25 sy  Learning Walk data: Strong Some X Little None			Time Money People
Administration will work with classified "LTEs"	Number of students met and counseled with by administration	Baseline 23-24: 3rd: 26	Making Progress:			Time Money People

as well as "At-Risk L-TELS" with a specific focus on the students who score a "3" on the Summative ELPAC to provide understanding of the test and their score, encouragement, and the reasons why they should work to be reclassified.	to discuss the importance of the ELPAC test, doing well and the need to be reclassified.	4th: 17 5th: 21 6th: 21 7th: 10 8th: 4	24-25 school year:  3rd: 74 4th: 61 5th: 56 6th: 20 7th: 13 8th: 2			
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### Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
<b>Cycle 1:</b> Based on the date from cycle 1, we show the action items are effective in moving us toward the goal of sixty percent of the English Language Learner students at Nile Garden School that have been enrolled since Kindergarten will be reclassified by the end of their 5th grade year.	Nile Graden acquired a 50% Instructional Specialist at the end of August and then she was replaced by a different IS in mid-October therefore, the number of contacts the IS has had with teachers regarding teaching strategies has been minimal. Data analysis: See OneNote.	Continue with learning walks to ensure teaching strategies (scaffolding, front loading, vocabulary development, etc.,) to focus on Spanish Speaking, English Language Learner students. Monitor and work with PLCs to ensure that the learning cycle is consistent and done with fidelity.	Continue
<b>Cycle 2:</b> Based on the date from cycle 2, we show the action items are effective in moving us toward the goal of sixty percent of the English Language Learner students at Nile Garden School that have been enrolled since Kindergarten will be reclassified by the end of their 5th grade year.	Nile Graden acquired a 50% Instructional Specialist at the end of August and then she was replaced by a different IS in mid-October therefore, the number of contacts the IS has had with teachers regarding teaching strategies has been minimal. Data analysis: See OneNote.	Continue with learning walks to ensure teaching strategies (scaffolding, front loading, vocabulary development, etc.,) to focus on Spanish Speaking, English Language Learner students. Monitor and work with PLCs to ensure that the learning cycle is consistent and done with fidelity. Also utilize data given by the	Continue

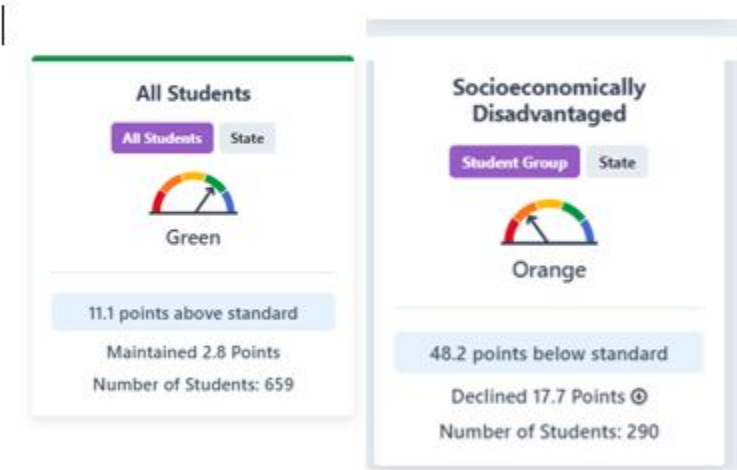
		Coordinator of English Language Learners to inform learning walks and look for BeGlad strategies of the teachers trained.	
<p><b>Cycle 3:</b> Progress is underway toward the SMART goal of reclassifying 60% of English Language Learner students enrolled since kindergarten by the end of their 5th-grade year. Multiple strategies have been implemented, including professional development in ELD strategies, PLC engagement in CFA cycles, and targeted administrative outreach to LTEL and at-risk students. While some actions are in early stages or still being established (e.g., tutorial programs), Year 1 outcomes reflect increased collaboration, improved assessment alignment, and significant growth in the number of students counseled about the ELPAC and reclassification process. The school is on track but will require more targeted instruction and student support to meet reclassification targets.</p>	<p><b>ELPAC Support &amp; Counseling:</b>  Student counseling on reclassification increased dramatically from 123 students in 2023–24 to 324 students in 2024–25 (e.g., 3rd grade from 26 ? 74; 5th grade from 21 ? 61), indicating strong progress in awareness-building and motivation.</p> <p><b>CFA Implementation:</b>  PLC teams using CFAs increased from 6 of 9 teams to 8 of 9 teams, supporting alignment with student learning needs and consistent formative assessment.</p> <p><b>Learning Walk Feedback:</b>  Evidence of stronger Tier 1 ELD practices has improved, with continued representation in “Strong” and “Some” tiers during classroom walkthroughs.</p> <p><b>IS Collaboration &amp; Strategy Implementation:</b>  Teacher contact and coaching through IS support has been initiated, though baseline and outcome numbers are still under review as part of new 2024–25 implementation. Learning walks confirm some uptake in strategy integration.</p> <p><b>Tutorials (ELOP):</b>  Progress is limited; no teachers volunteered to lead after-school ELD-focused tutorials, revealing a gap in extended learning opportunities for students most in need.</p>	<p><b>Launch After-School ELD Tutorials:</b> Address the lack of after-school support by recruiting and incentivizing teacher participation in targeted ELD tutorial sessions, especially for K–3rd grade students.</p> <p><b>Continue Strengthening PLC CFA Use:</b> Expand CFA implementation to include data review protocols and explicit ELD student monitoring to support reclassification pathways.</p> <p><b>Prioritize Professional Development:</b> Ensure consistent and scaffolded professional learning opportunities on ELD strategies, with a focus on Spanish-speaking subgroups and LTELs.</p> <p><b>Increase Coaching &amp; Classroom Modeling:</b> Build upon initial IS-teacher collaborations by increasing classroom-based modeling and planning support for vocabulary development, frontloading, and scaffolded instruction.</p>	Continue

		<p>Track and Analyze Reclassification Readiness: Begin tracking individual progress toward reclassification among the kindergarten cohort, identifying trends and providing mid-year intervention where needed.</p> <p>Parent Engagement &amp; Education: Launch informational sessions for families on the reclassification process, ELPAC expectations, and how they can support their child’s progress at home.</p>	
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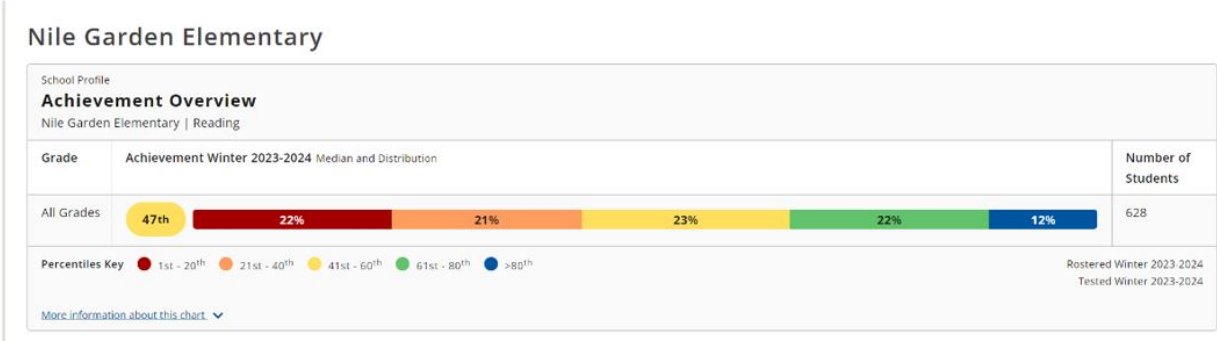
Progress Monitoring 25-26

Data

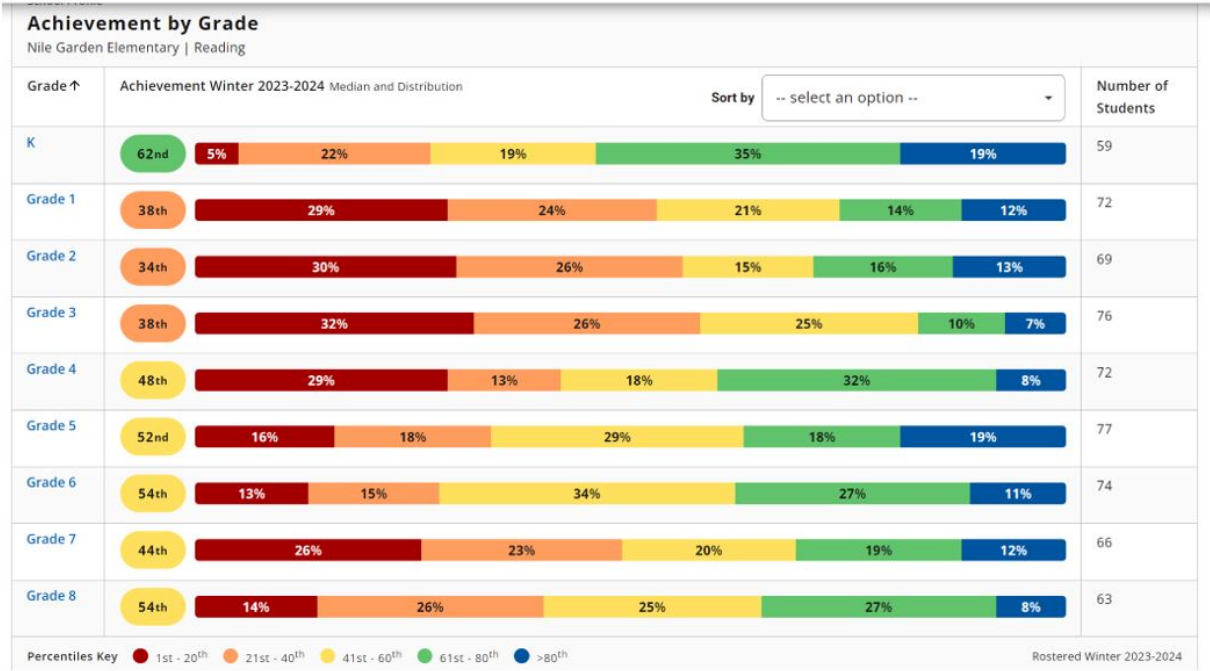
CAASPP ELA; SED students



# ELA; Winter MAP assessment; \*SED\* students



## ELA; Winter MAP assessment; \*SED\* grade level breakdown



### Data Analysis

On the 2023 CAASPP for English Language Arts, 55% (334) of the 615 students who took the assessment scored at "Standard Met" and "Standard Exceeded" and when looking at the California State Dashboard "all" students "maintained". Three out of the seven identified significant subgroups at scored at either "above" or "at standards. CAASPP indicates ALL students are performing at 55.22% "at or above" standard and the Socio-Economically Disadvantaged students are performing at 46.73% "at or above" standard.

### Student Need 2:

On the 2023 CAASPP for English Language Arts, 54% (334) of the 615 students who took the assessment scored at "Standard Met" and "Standard Exceeded" and when looking at the California State Dashboard "all" students "maintained". Of the seven identified significant subgroups Social Economically Disadvantaged being one of them, they scored in the orange with them being 48.2 points below standard and they declining 17.7 points. Nile Garden's English Language Learner subgroup increased by 3.2 points however is still 12.2 points below standard. The Hispanic subgroup maintained at -1.3 and is 10.3 points below standard. The two significant English Language Learner groups at Nile Garden School are Spanish and Punjabi (identified in MAP NWEA reports as EL/Hispanic and EL/Asian,



respectfully). In the Winter MAP assessment for Language Usage, 218 identified English Language learners in grades 2-8 took the assessment. Of those 218 English Language Learners, 133 were identified as Asian (61%) and 74 were Hispanic (34%). Of those identified Asian English Language Learner students, 39/133 (29%) scored "at" or "above" standard with 94 (70%) students "approaching, below, or far below" standard. Of those identified as Hispanic English Language Learner students, 11/74 (15%) scored "at" or "above" standard with 63 (85%) students "approaching, below, or far below" standard. In CAASPP ELA by grade level, Nile Garden grades 3-8 scored above the District meeting standard in all grade levels. The lowest scoring grade level for the 22-23 CAASPP assessment was 4th grade which has a significant number of English Language Learners this school year in 5th grade.

### SMART Goal 1

Nile Garden students identified as Social Economically Disadvantaged will continue to move from below standard (red, orange, and yellow bands) to at standard by 5% in 24-25, 10% by 25-26, and 15% by 26-27 on the NWEA MAP Reading assessment.

### Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
ELOP; K-8 grade students will attend tutoring after school based on teacher identified students based on need identified by teachers	Number of students showing growth from pre to post tutorial intervention	Current teachers are utilizing MAP testing as baseline; however next year they will be using CFAs and PLC Learning Cycle-Baseline 0	<p>Making Progress</p> <p>Pre and Post survey results: 25-26 tutorials</p> <p>Tutorials started:</p> <p>First Grade: 1 group</p> <p>Second Grade: 1 group</p> <p>7th Grade Math: 1 group</p> <p>Met:</p> <p>First grade group</p> <p>High growth: 6</p> <p>Mid growth: 3</p> <p>Low growth 1</p> <p>Second grade group:</p> <p>High growth: 3</p> <p>Mid growth: 3</p> <p>Low growth: 5</p> <p>Seventh grade group:</p> <p>No information provided</p>			

Teachers (with IS/staff support/district support) will have access to professional development training around Tier 1 instruction and ELA programs during the school day, before school, and after school	<p>The development and utilization of CFA's during the learning cycle.</p> <p>The pass rate of the developed CFA's o the PLC Learning Cycle.</p>	Currently 6 of 9 PLC teams are creating and utilizing CFAs during their learning cycles.	Making Progress: Currently 8 of 9 PLC teams are creating and utilizing CFAs during their learning cycles.			
Teachers will meet within in their designated PLC time with IS support to review, identify, and support student learning around literacy/essential standards through their PLC Learning Cycle.	K - 8th will complete PLC Learning Cycle that target Essential Standard and CFAs.	__ of the __ PLC teams are completing PLC Learning Cycle with fidelity. TBD	<p>Making Progress: 8 of the 9 PLC teams are completing PLC Learning Cycle with fidelity.</p> <p>Only had a 50% Instructional Specialist this year who did not start until mid-October. Next year slated to have a full time Instructional Specialist who can work with teachers consistently.</p>			
Teachers will have planning time to develop their Tier 1 instruction and lesson design utilizing their base curriculum.	Through learning walks (site and regional) teachers will be utilizing their ELA base curriculum and support student learning through good Tier 1 teaching strategies and lesson design.	Learning Walk data: Strong Some X Little None	Learning Walk data: Strong Some X Little None			
Teachers will work with IS on teaching strategies (scaffolding, front loading, vocabulary development,	Number of contacts IS has with teacher(s) to collaborate with regarding teaching strategies, understanding the curriculum, or co-	Baseline: # of contacts with IS: tbd based on new implementation for 24-25 sy	Baseline: # of contacts with IS: tbd based on new implementation for 24-25 sy			

etc.,) to focus on SED students	teaching/model lessons.	Learning Walk data: Strong Some X Little None	Learning Walk data: Strong Some X Little None			
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### Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
<b>Cycle 1:</b> Based on the date from cycle 1, we show the action items are effective in moving us toward the goal of Nile Garden students identified as Social Economically Disadvantaged will continue to move from below standard (red, orange, and yellow bands) to at standard by 5% in 24-25.	Nile Graden acquired a 50% Instructional Specialist at the end of August and then she was replaced by a different IS in mid-October therefore, the number of contacts the IS has had with teachers regarding teaching strategies has been minimal. Data analysis: See OneNote.	Continue with learning walks to ensure teaching strategies (scaffolding, front loading, vocabulary development, etc.,) to focus on teaching strategies (scaffolding, front loading, vocabulary development, etc.,) to focus on SED students.	
<b>Cycle 2:</b> Based on the date from cycle 2, we show the action items are effective in moving us toward the goal of Nile Garden students identified as Social Economically Disadvantaged will continue to move from below standard (red, orange, and yellow bands) to at standard by 5% in 24-25.	Nile Graden acquired a 50% Instructional Specialist at the end of August and then she was replaced by a different IS in mid-October therefore, the number of contacts the IS has had with teachers regarding teaching strategies has been minimal. Data analysis: See OneNote.	Continue with learning walks to ensure teaching strategies (scaffolding, front loading, vocabulary development, etc.,) to focus on teaching strategies (scaffolding, front loading, vocabulary development, etc.,) to focus on SED students.	
<b>Cycle 3:</b> Nile Garden School is making measurable progress toward the SMART goal of improving academic performance for students identified as Social Economically Disadvantaged (SED), specifically targeting a 5% movement from below standard to at or above	Tutorials/Interventions: Tutorials began in multiple grade levels: First (2 groups), Second (1 group), and Seventh (Math). Pre/post assessments indicate various levels of growth: First grade: 6 high growth, 3 mid, 1 low Second grade: 3 high, 3 mid, 5 low Seventh grade: No outcome data reported yet	Expand Tutorial Access Increase teacher participation in after-school tutoring across all grade levels. Standardize pre/post assessment reporting for all tutorial groups to strengthen impact analysis.	

<p>standard on the NWEA MAP Reading assessment by the end of 2024–2025. Increased tutorial offerings, expanded use of Common Formative Assessments (CFAs), and improved PLC participation have been implemented with consistency. While some instructional strategies are still in early phases and data fidelity continues to develop, Year 1 outcomes demonstrate forward movement in professional learning and student academic support structures.</p>	<p>Indicates that targeted after-school interventions are supporting SED student growth but require expanded participation and consistent data collection.</p> <p>PLC and CFA Implementation: CFA use increased from 6/9 PLCs to 8/9 PLCs.</p> <p>8 of 9 PLC teams are now completing their learning cycles with increased fidelity.</p> <p>Growth occurred despite delayed full staffing (only 50% Instructional Specialist in Fall).</p> <p>Tier 1 Instruction &amp; Learning Walks: Walkthrough data continued to show areas marked “Some” with minimal shifts into “Strong,” suggesting the need for deeper implementation of Tier 1 instructional practices.</p> <p>Instructional Coaching &amp; Strategy Support: IS contact and strategy modeling are underway; baseline and Year 1 data collection is in progress. Emphasis on scaffolding, front-loading, and vocabulary development is prioritized for SED students.</p>	<p>Ensure Full Implementation of PLC Learning Cycles</p> <p>Maintain momentum with 8 of 9 PLCs using CFAs.</p> <p>Support the 1 remaining PLC to adopt and complete cycles with fidelity.</p> <p>Strengthen Tier 1 Instruction</p> <p>Utilize instructional specialist support to improve classroom teaching practices, particularly for essential ELA standards.</p> <p>Use Learning Walks to Guide PD</p> <p>Focus professional development based on walk data showing inconsistent implementation of high-quality instruction.</p> <p>Improve IS Engagement with Teachers</p> <p>Increase model lessons and coaching cycles targeting ELA instruction for SED subgroups.</p> <p>Prioritize co-planning and real-time feedback loops.</p> <p>Monitor SED Progress Closely</p> <p>Begin disaggregating MAP Reading results by SED status to track direct movement between bands.</p> <p>Use CFA and MAP data to identify students on the cusp of proficiency for targeted intervention.</p>	
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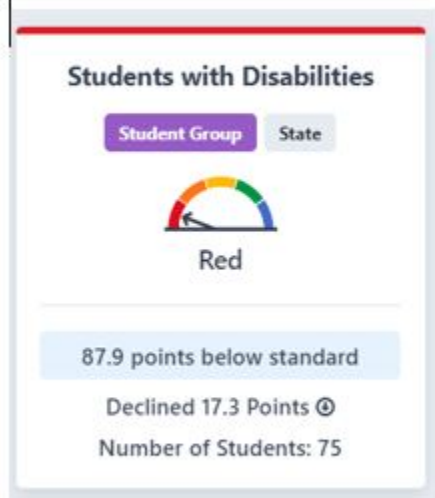
### Progress Monitoring 25-26

## MAP Winter; ELA; Students with Disabilities

### Nile Garden Elementary



## CAASPP ELA, Students with Disabilities



### Data Analysis

Nile Garden students that are identified as having learning disabilities have academic struggles in the area of English Language Arts. They score in the "red" area on the CAASPP test for the 22-23 school year, are 87.9 points below standard and declined by 17.3 points. For the MAP Winter assessment in the area of ELA, 89% of the 100 students scored in the red, orange and yellow bands designated for below standard. CAASPP indicates a disproportionality where ALL students are performing at 55.22% "at or above" standard and the Students With Disabilities are performing at 7.89% "at or above" standard.

**Student Need 3:**

Nile Garden students identified as having a learning disability need additional support to demonstrate proficiency in Language Arts grade level standards.

**SMART Goal 1**

Nile Garden students identified as having a learning disability will move from "below standard" (red, orange, and yellow bands) to "at standard" by 2% in 24-25, 4% by 25-26, and 6% by 26-27 as measured by the NWEA MAP reading assessment.

**Implementation Plan**

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Using learning walks aligned with District learning walks to ensure students are being exposed to base curriculum, utilizing supplemental programs and that students are engaged.	Through learning walks (site and regional) teachers will be utilizing their ELA base curriculum, supplemental curriculum to support student's individual goals as per their IEP.	Learning Walk data: Strong Some Little X None	Making Progress: Learning Walk data: Strong Some X Little None			Money People Time
Teachers will work with IS on teaching strategies (scaffolding, front loading, vocabulary development, etc.,) to focus on students with disabilities.	Number of contacts IS has with teacher(s) to collaborate with regarding teaching strategies, understanding the curriculum, or co-teaching/model lessons.	Baseline: # of contacts with IS: tbd based on new implementation for 24-25 sy  Learning Walk data: Strong Some X Little None	Making Progress: Baseline: # of contacts with IS: tbd based on new implementation for 24-25 sy  Learning Walk data: Strong Some Little X None			Money Time People

**Progress Monitoring 24-25**

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
<b>Cycle 1:</b> Based on the date from cycle 1, we show the action	SpEd teachers are using the supplemental curriculum to support	Continue with learning walks to ensure supplemental	Continue

items are effective in moving us toward the goal of Nile Garden students identified as having a learning disability will move from "below standard" (red, orange, and yellow bands) to "at standard" by 2%.	their students but not as much as they possibly could.. Nile Graden acquired a 50% Instructional Specialist at the end of August and then she was replaced by a different IS in mid-October therefore, the number of contacts the IS has had with teachers regarding teaching strategies has been minimal. Data analysis: See OneNote.	curriculum is being utilized and that teaching strategies (scaffolding, front loading, vocabulary development, etc.,) to focus on teaching strategies (scaffolding, front loading, vocabulary development, etc.,) to focus on Students with Disabilities.	
<b>Cycle 2:</b> Based on the date from cycle 2, we show the action items are effective in moving us toward the goal of Nile Garden students identified as having a learning disability will move from "below standard" (red, orange, and yellow bands) to "at standard" by 2%.	SpEd teachers are using the supplemental curriculum to support their students but not as much as they possibly could.. Nile Graden acquired a 50% Instructional Specialist at the end of August and then she was replaced by a different IS in mid-October therefore, the number of contacts the IS has had with teachers regarding teaching strategies has been minimal. Data analysis: See OneNote.	Continue with learning walks to ensure supplemental curriculum is being utilized and that teaching strategies (scaffolding, front loading, vocabulary development, etc.,) to focus on teaching strategies (scaffolding, front loading, vocabulary development, etc.,) to focus on Students with Disabilities.	Continue
<b>Cycle 3:</b> Nile Garden School is making initial progress toward the SMART goal of increasing the percentage of students with learning disabilities moving from "below standard" to "at standard" by 2% in the 2024–2025 school year as measured by the NWEA MAP Reading assessment. While formal student outcome data is still being collected and baseline contacts with the Instructional Specialist (IS) are pending, there has been progress in classroom instructional practices. Learning walk data continues to indicate	Contacts with teachers are being tracked, though baseline and outcome numbers are pending due to new implementation this year.  Learning walk data still reflects minimal presence of scaffolded or differentiated instruction for students with disabilities	Increase Teacher Collaboration with IS: Finalize and document baseline contact counts between teachers and IS to monitor growth in support services. Schedule regular planning or coaching cycles targeting instructional practices for students with IEPs. Target Professional Learning: Provide focused training on scaffolding, frontloading, and vocabulary development aligned with IEP goals. Prioritize model lessons or co-teaching for high-need classrooms.	Continue

<p>"some" implementation of base and supplemental curriculum use, though high-quality instruction targeting IEP goals remains inconsistent. Additional support and modeling will be needed to strengthen teacher capacity and improve student outcomes.</p>		<p>Strengthen Learning Walk Routines: Expand the use of walkthrough tools to provide feedback aligned with both core instruction and IEP service delivery. Follow up walkthroughs with actionable feedback and follow-through support. Track and Analyze MAP Growth: Disaggregate MAP Reading scores by student disability category to identify patterns and responsive interventions. Set mid-year benchmarks to monitor progress toward the 2% improvement goal. Monitor Fidelity of Intervention Use: Ensure supplemental programs are being used as intended with students with disabilities, especially in ELA classrooms. Check that modifications and accommodations listed in IEPs are being implemented.</p>	
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#### Progress Monitoring 25-26



## Budget Summary

### 330 - Nile Garden Elementary School Supplemental Programs/Services

Priority	Title Purpose and/or Justification	Vendor	Cost Estimate (Site Plan)	Funding Source	Function (Type of Activity)	Object (Type of Expenditure)	Management (Program Tracking)	LCAP A/S	Target	Student Needs	Smart Goal
	Foundations- GLS SN#1 District supplemental required	Wilson Language Training	\$ 7,436.00	3010 - ESSA-Title I Bas Ombs Low Inc	1000 - Instruction	4310 - Materials & Supplies	1001 - 1.1 Goal 1, A&S 1 GLS-Base	1.1	GLS	1	
	Foundations- GLS SN#1 District supplemental required	Wilson Language Training	\$ 15,000.00	3010 - ESSA-Title I Bas Ombs Low Inc	1000 - Instruction	4310 - Materials & Supplies	1001 - 1.1 Goal 1, A&S 1 GLS-Base	1.1	GLS	1	
	Outreach Liaison - SALARY ONLY CATERING TIS AND SCHOOL Community Activities - Wisconsin the amount to meet T-1 allocation		\$ 23,501.00	3010 - ESSA-Title I Bas Ombs Low Inc	3900 - Other Pupil Services	2200 - Classified Support Salaries	2003 - 2.3 Goal 2, A&S 3	2.3	Safety	SN 1	
			\$ 6,000.00		1000 - Instruction	1107 - Teachers' Salaries Hourly	2003 - 2.3 Goal 2, A&S 3	2.3	Safety	SN 2	
Total			\$ 51,937.00								

### 330 - Nile Garden Elementary School Supplemental Programs/Services

Priority	Title Purpose and/or Justification	Vendor	Cost Estimate (Site Plan)	Funding Source	Function (Type of Activity)	Object (Type of Expenditure)	Management (Program Tracking)	LCAP A/S	Target	Student Needs	Smart Goal
	MAP Fluency Headphones - Qty 105	TBD	\$ 2,000.00	0799 - Prev EIALCAP	1000 - Instruction	4310 - Materials & Supplies	1001 - 1.1 Goal 1, A&S 1 GLS-Base	1.1	GLS - ELA	SN 1	
	Region 4 collaboration, GLS SN#1-4, S SN#1, ES SN# 1-5 supporting district supplemental, grade level standards, PLCs, data analysis, new teacher support, SBRC, CFAs		\$ 5,000.00	0799 - Prev EIALCAP	1000 - Instruction	1105 - Teachers' Salaries Sube	1001 - 1.1 Goal 1, A&S 8	1.1	GLS/ES	SN 1, 2, 3, 4	
	Timesheeting for ELT GLS SN#1-5, S SN#1, ES SN# 1-5		\$ 15,000.00	0799 - Prev EIALCAP	1000 - Instruction	1105 - Teachers' Salaries Sube	1001 - 1.1 Goal 1, A&S 8	1.1	GLS	SN 1, 2, 3, 4	
	Timesheeting for ELT GLS SN#1-5, S SN#1, ES SN# 1-5		\$ 5,000.00	0799 - Prev EIALCAP	1000 - Instruction	1107 - Teachers' Salaries Hourly	1001 - 1.1 Goal 1, A&S 8	1.1	GLS/ES	SN 1, 2, 3, 4	
	Region 4 collaboration, GLS SN#1-4, S SN#1, ES SN# 1-5 PD		\$ 5,000.00	0799 - Prev EIALCAP	1000 - Instruction	1107 - Teachers' Salaries Hourly	1001 - 1.1 Goal 1, A&S 8	1.1	GLS	SN 1, 2, 3, 4	
	Conferences/trainings for staff GLS SN#5, ES SN#5, S #5		\$ 30,000.00	0799 - Prev EIALCAP	1000 - Instruction	5220 - Conference Expense	1001 - 1.1 Goal 1, A&S 8	1.1	GLS	SN 1, 2, 3, 4	
	Region 4 collaboration, GLS SN#1-4, S SN#1, ES SN# 1-5 PD		\$ 3,000.00	0799 - Prev EIALCAP	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	1001 - 1.1 Goal 1, A&S 8	1.1	GLS	SN 1, 2, 3, 4	
	Region 4 collaboration, GLS SN#1-4, S SN#1, ES SN# 1-5 books, copy costs, lamination, poster machine supplies		\$ 3,000.00	0799 - Prev EIALCAP	1000 - Instruction	4310 - Materials & Supplies	1001 - 1.1 Goal 1, A&S 8	1.1	GLS	SN 1, 2, 3, 4	
	Professional Dev / Books Professional Dev / Books		\$ 2,000.00	0799 - Prev EIALCAP	1000 - Instruction	4200 - Books Other Than Textbooks	1001 - 1.1 Goal 1, A&S 8	1.1	GLS	SN 1, 2, 3, 4	
	Conferences/trainings for staff GLS SN#5, ES SN#5, S #5 verify amount	TBD	\$ 30,000.00	0799 - Prev EIALCAP	1000 - Instruction	5220 - Conference Expense	1001 - 1.1 Goal 1, A&S 8	1.1	GLS	SN 1, 2, 3, 4	
	PBS - S SN #1&2		\$ 1,900.00	0799 - Prev EIALCAP	1000 - Instruction	4310 - Materials & Supplies	2002 - 2.2 Goal 2, A&S 2	2.2	Safety	SN 1	
	Socio Emotional Learning GLS SN#1-5, S SN# 1, 2, 3 SEL Safety, EMS, Family Engagement		\$ 2,000.00	0799 - Prev EIALCAP	1000 - Instruction	4310 - Materials & Supplies	2002 - 2.2 Goal 2, A&S 2	2.2	GLS	SN 1, 2, 3, 4	
	COST GLS SN#1-5, S SN#1&2, ES SN#1-5 after school meetings and trainings		\$ 1,000.00	0799 - Prev EIALCAP	1000 - Instruction	1107 - Teachers' Salaries Hourly	2002 - 2.2 Goal 2, A&S 2	2.2	ES	SN 1, 2, 3, 4	
	PBS - S SN #1&2		\$ 6,000.00	0799 - Prev EIALCAP	1000 - Instruction	4310 - Materials & Supplies	2002 - 2.2 Goal 2, A&S 2	2.2	Safety	SN 2	
	Classified TIS PBS / SEL / PD		\$ 5,000.00	0799 - Prev EIALCAP	2700 - School Administration	2400 - Clerical And Office Sal Sube	2002 - 2.2 Goal 2, A&S 2	2.2	Safety	SN 2	
	Conferences/trainings for staff GLS SN#5, ES SN#5, S #5 SEL strategies/PBS		\$ 4,000.00	0799 - Prev EIALCAP	1000 - Instruction	5220 - Conference Expense	2002 - 2.2 Goal 2, A&S 2	2.2	GLS	SN 1, 2, 3, 4	
	Socio Emotional Learning GLS SN#1-5, S SN# 1, 2, 3 SEL Safety, EMS		\$ 500.00	0799 - Prev EIALCAP	1000 - Instruction	4310 - Materials & Supplies	2002 - 2.2 Goal 2, A&S 2	2.2	GLS	SN 1, 2, 3, 4	
	COST GLS SN#1-5, S SN#1&2, ES SN#1-5 after school meetings and trainings/COA participation in Tier 2 meetings		\$ 1,000.00	0799 - Prev EIALCAP	2700 - School Administration	2400 - Clerical And Office Sal Hourly	2002 - 2.2 Goal 2, A&S 2	2.2	Safety	SN 2	
	Socio Emotional Learning GLS SN#1-5, S SN# 1, 2, 3 SEL Safety, EMS, Family Engagement	TBD	\$ 2,000.00	0799 - Prev EIALCAP	1000 - Instruction	4310 - Materials & Supplies	2002 - 2.2 Goal 2, A&S 2	2.2	GLS	SN 1, 2, 3, 4	
	COST GLS SN#1-5, S SN#1&2, ES SN#1-5 student incentives/check in-check out	TBD	\$ 1,000.00	0799 - Prev EIALCAP	1000 - Instruction	4310 - Materials & Supplies	2002 - 2.2 Goal 2, A&S 2	2.2	Safety	SN 2	

	5508 Enrichment Learning GLS SN#1-5, S SN# 1, 2, 3 60000	TBD	\$ 5,000.00	0709 - Prev EIALCAP	1000 - Instruction	4400 - Non-Capitalized Equipment	2002 - 2.2 Goal 2, A&S 2	2.2	GLS	SN 4	
	PEIS- S SN #1&2 copy costs, incentives, signage	TBD	\$ 9,000.00	0709 - Prev EIALCAP	1000 - Instruction	5000 - Other Svcs & Oper Expenditures	2002 - 2.2 Goal 2, A&S 2	2.2	Safety		2
	Family Engagement Nights GLS SN #1-5, S SN#4, ES SN# 1-5 SEL, Safety, EMS, Family Engagement, Parent Workshops, POF, Parenting Partners, Community Engagement assemblies	TBD	\$ 3,000.00	0709 - Prev EIALCAP	1000 - Instruction	1107 - Teachers' Salaries Hourly	2003 - 2.3 Goal 2, A&S 3	2.3	Safety	SN 4	
	Socio Emotional Learning GLS SN#1-5, S SN# 1, 2, 3 Family Engagement		\$ 500.00	0709 - Prev EIALCAP	2700 - School Administration	2407 - Clerical And Office Sal Hourly	2003 - 2.3 Goal 2, A&S 3	2.3	GLS	SN 1, 2, 3, 4	
	Community Outreach Assistant- GLS SN#1-4, S SN# 1-4, S SN#1, 2, 3&4 incentives for students	TBD	\$ 1,500.00	0709 - Prev EIALCAP	1000 - Instruction	4310 - Materials & Supplies	2003 - 2.3 Goal 2, A&S 3	2.3	Safety	SN 1 & 4	
	SEL, Safety, EMS, Family Engagement, Parent Workshops, POF, Parenting Partners, Community Engagement assemblies	TBD	\$ 3,000.00	0709 - Prev EIALCAP	1000 - Instruction	4310 - Materials & Supplies	2003 - 2.3 Goal 2, A&S 3	2.3	Safety	SN 3	
	Supplies for Parent ELAC	Food 4 Less	\$ 500.00	0709 - Prev EIALCAP	1000 - Instruction	5000 - Other Svcs & Oper Expenditures	2003 - 2.3 Goal 2, A&S 3	2.3	Safety	SN 2	
	CSTEM training - GLS SN#5 Junior high elective		\$ 2,000.00	0709 - Prev EIALCAP	1000 - Instruction	1105 - Teachers' Salaries Subs	2004 - 2.4 Goal 2, A&S 4	2.4	GLS		
	CSTEM- GLS SN#5 Junior high elective	TBD	\$ 15,000.00	0709 - Prev EIALCAP	1000 - Instruction	4310 - Materials & Supplies	2004 - 2.4 Goal 2, A&S 4	2.4	GLS	SN 4	
	Additional junior high electives- GLS SN#5 Band, TA, Life Skills, Leadership, Art, Drama, Math intervention	TBD	\$ 10,000.00	0709 - Prev EIALCAP	1000 - Instruction	4310 - Materials & Supplies	2004 - 2.4 Goal 2, A&S 4	2.4	GLS	SN 4	
	CAASPP & MAP incentives GLS SN#1-5, ES SN#1-5 student and staff incentives	TBD	\$ 5,000.00	0709 - Prev EIALCAP	1000 - Instruction	4310 - Materials & Supplies	2004 - 2.4 Goal 2, A&S 4	2.4	GLS	SN 1	
	core elective materials Bridge to Success & other core required elective/consumable materials	TBD	\$ 5,000.00	0709 - Prev EIALCAP	1000 - Instruction	4310 - Materials & Supplies	2004 - 2.4 Goal 2, A&S 4	2.4	GLS		
	CSTEM- GLS SN#5 license fee - Robolocky Barbo	TBD	\$ 2,000.00	0709 - Prev EIALCAP	1000 - Instruction	5000 - Other Svcs & Oper Expenditures	2004 - 2.4 Goal 2, A&S 4	2.4	GLS		
	Science Camp Transportation		\$ 8,727.00	0709 - Prev EIALCAP	1000 - Instruction	5024 - Transport By Private Vendor	2004 - 2.4 Goal 2, A&S 4	2.4	Safety	SN 1	
	Educational Excursions GLS SN#1-5, S SN#1&2, ES SN#1-5 Bilingual Translation support officedrn with translation services	TBD	\$ 12,000.00	0709 - Prev EIALCAP	1000 - Instruction	5000 - Other Svcs & Oper Expenditures	2004 - 2.4 Goal 2, A&S 4	2.4	Safety	SN 1 & 4	
	Conferences/trainings for staff GLS SN#5, ES SN#5, S #5 EL support		\$ 4,000.00	0709 - Prev EIALCAP	1000 - Instruction	2107 - Inst Aides Salaries Hourly	3001 - 3.1 Goal 3, A&S 1	3.1	Safety	SN 4	
	translation services GLS SN#1-5, ES SN#1-5, S SN#1&2 translation	TBD	\$ 3,000.00	0709 - Prev EIALCAP	1000 - Instruction	5220 - Conference Expense	3001 - 3.1 Goal 3, A&S 1	3.1	GLS	SN 1, 2, 3, 4	
			\$ 2,500.00	0709 - Prev EIALCAP	2700 - School Administration	2407 - Clerical And Office Sal Hourly	3001 - 3.1 Goal 3, A&S 1	3.1	GLS/ES	SN 1, 2, 3, 4/SN 1, 2, 3	
	TS5P- ES SN #2 & 3		\$ 1,500.00	0709 - Prev EIALCAP	1000 - Instruction	1107 - Teachers' Salaries Hourly	3004 - 3.4 Goal 3, A&S 4	3.4	Safety	SN 4	
	TS5P- ES SN #2 & 3		\$ 1,000.00	0709 - Prev EIALCAP	1000 - Instruction	2407 - Clerical And Office Sal Hourly	3004 - 3.4 Goal 3, A&S 4	3.4	Safety	SN 4	
Total			\$ 176,627.00								

### 330 - Nile Garden Elementary School Supplemental Programs/Services

Priority	Site Purpose and/or Justification	Vendor	Cost Estimate (Site Plan)	Funding Source	Function (Type of Activity)	Object (Type of Expenditure)	Management (Program Tracking)	LCAP A/S	Target	Student Needs	Smart Goal
	Certificated T/IS After School Intervention Tutoring		\$ 10,000.00	2600 - Expanded Learning Oppy Prgm	1000 - Instruction	1107 - Teachers' Salaries Hourly	ELOP-Adaptive Support	2.4	GLS/ES	SN 1, 2, 3, 4/SN 1, 2, 3	
	ELOP GLS SN#1-5, S SN# 1, 2, 4, ES SN#1-5 Enrichment activities, community events, time sheeting for all events		\$ 7,000.00	2600 - Expanded Learning Oppy Prgm	1000 - Instruction	1107 - Teachers' Salaries Hourly	7418 - ELOP-Enrichment	2.4	GLS/Safety/ES	SN1,2,3,4/SN 1,4/SN 1	
	ELOP GLS SN#1-5, S SN# 1, 2, 4, ES SN#1-5 Enrichment activities, community events, materials supplies, resources		\$ 5,000.00	2600 - Expanded Learning Oppy Prgm	1000 - Instruction	4310 - Materials & Supplies	7418 - ELOP-Enrichment	2.4	GLS/Safety/ES	SN1,2,3,4/SN 1,4/SN 1	
	ELOP GLS SN#1-5, S SN# 1, 2, 4, ES SN#1-5 Enrichment activities, community events, materials supplies	TBD	\$ 8,000.00	2600 - Expanded Learning Oppy Prgm	1000 - Instruction	4310 - Materials & Supplies	7418 - ELOP-Enrichment	2.4	GLS/Safety/ES	SN1,2,3,4/SN 1,4/SN 1	
	Field Trip Science Camp		\$ 17,455.00	2600 - Expanded Learning Oppy Prgm	1000 - Instruction	5000 - Other Svcs & Oper Expenditures	7418 - ELOP-Enrichment	2.4	Safety	SN 2	
Total			\$ 55,455.00								

### 330 - Nile Garden Elementary School Supplemental Programs/Services

Priority	Site Purpose and/or Justification	Vendor	Cost Estimate (Site Plan)	Funding Source	Function (Type of Activity)	Object (Type of Expenditure)	Management (Program Tracking)	LCAP A/S	Target	Student Needs	Smart Goal
	ELA after school intervention GLS SN#1-5 after school intervention		\$ 9,000.00	7435 - Learning Recovery Emer Grant	1000 - Instruction	1107 - Teachers' Salaries Hourly	1001 - 1.1 Goal 1, A&S 1 GLS-Base	1.1	GLS/ES	SN 1, 2, 3, 4/SN 1, 2, 3	
	math - GLS SN# 2&5, ES SN#1-5	PEBC	\$ 2,000.00	7435 - Learning Recovery Emer Grant	1000 - Instruction	1105 - Teachers' Salaries Subs	1002 - 1.2 Goal 1, A&S 2 GLS-Sup	1.2	GLS/ES	SN 1, 2, 3, 4/SN 1, 2, 3	
	Math GLS SN#2&5, ES SN#1-5	PEBC	\$ 1,500.00	7435 - Learning Recovery Emer Grant	1000 - Instruction	1107 - Teachers' Salaries Hourly	1002 - 1.2 Goal 1, A&S 2 GLS-Sup	1.2	GLS	SN 3	
	Math after school intervention GLS SN#1-5 after school intervention		\$ 9,000.00	7435 - Learning Recovery Emer Grant	1000 - Instruction	1107 - Teachers' Salaries Hourly	1002 - 1.2 Goal 1, A&S 2 GLS-Sup	1.2	GLS/ES	SN 1, 2, 3, 4/SN 1, 2, 3	
	math coaching- GLS SN#2&5, ES SN#1-5 additional on site coaching	PEBC	\$ 10,000.00	7435 - Learning Recovery Emer Grant	1000 - Instruction	5000 - Other Svcs & Oper Expenditures	1002 - 1.2 Goal 1, A&S 2 GLS-Sup	1.2	GLS	SN 1, 2, 3, 4	
Total			\$ 31,500.00								

## Educational Partner Input

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

### Involvement Process for the Strategic Plan and Annual Review and Update

Nile Garden Strategic Plan has been reviewed with the following groups by holding meetings: SSC, ILT, and ELAC and updating those groups with information regarding GLCs, Safety and Emerging Students. It is a cycle of refinement as new data is taken into account to address each target.

#### Date

SSC- 9/13/23, 12/6/23, 2/21/24, 5/14/24

ILT- 12/5/23 & 5/7/34

Access 5/7/24

ELAC- May 1, 2024

Safety Team 12/5/23 & 2/7/24

#### Groups

SSC, ILT, Access, ELAC and Safety Team

#### Outcome

Each group contributes to the cycle of refinement as we go through the year assisting in defining the work.

## 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
- 3 Classroom Teachers
- 2 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Deborah A. Noceti-Ward	Principal
Alejandra Lopez	Other School Staff
Tracy Beck	Other School Staff
Brandi Nussbaumer	Classroom Teacher
Debbie Winter	Classroom Teacher
Kira Baldovino	Classroom Teacher
Tim Thurmon	Parent or Community Member
Tim Chapman	Parent or Community Member
Kristina Thurmon	Parent or Community Member
Monic Arnoldus	Parent or Community Member
Deanna Fonseca	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 Strategic Plan 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
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this Strategic Plan 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 Strategic Plan 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 Strategic Plan was adopted by the SSC at a public meeting on 5/14/2024.

Attested:

	Principal, Deborah A. Noceti-Ward on 5/16/2025
	SSC Chairperson, Kira Baldovno on 5/16/2025