

Manteca Unified School District Strategic Plan

2023-2024

Vision Statement

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

Mission Statement

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

Joseph Widmer Elementary School

39685936118509

Manteca Unified School District

School Site Vision

All students work towards mastery of grade level standards in a safe, welcoming, school community that empowers individual academic success.

School Site Mission

Joseph Widmer's mission is to provide equitable access to an engaging, rigorous, data driven, standards-based education for all students in safe, positive school environment that celebrates growth, strives for continuous improvement, values diversity, and seeks collaboration with the community.

Purpose and Description

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

Schoolwide Program

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

Joseph Widmer's plan includes three goals designed to address student performance.

Goal 1: By Spring of 2024, all Joseph Widmer 20% more students will reach their growth target.

Goal 2: All Joseph Widmer students will have access to a clean, safe learning environment.

Goal 3. All emerging students at Joseph Widmer will have access to resources and effective instruction offered by teachers and professionals who are trained in researched, effective pedagogy and best practices.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Joseph Widmer stakeholders had the opportunity to review data and give input on the plan and monitor progress at each School Site Council (SSC) meeting, English Language Advisory Committee (ELAC) meeting and Instructional leadership team (ILT) meeting during the 2022-2023 school year. The public also had an additional opportunity to give input on the Plan at the annual LCAP meeting. The plan was further reviewed, and data shared with staff at monthly meetings throughout the year. At each meeting, relevant data was presented (MAPS, attendance, behavior) and discussed, and expenditures to address school needs were shared. Input was provided and the plan altered and updated as the need indicated or as suggested by stakeholder input. The ELAC will review the SPSA in August of 2021. A needs assessment was sent out in the spring of 2022 indicating parent input regarding their perception of the school's reopening, and current needs. The school will conduct the needs assessment during back-to-school night in August of 2023 then share this information with our key stakeholder groups and adjust the plan as needed. The SSC, ELAC, and ILT exceeded their meeting projections with SSC and ILT meeting monthly as a way to monitor the current plan and keep communication open among teachers, parents, and administration. All school staff and members of the Joseph Widmer community are invited to school site council meetings and ELAC meetings which are advertised through social media, blackboard, and the school monthly newsletter. Agendas are posted 72 hours in advance in accordance with the Green Act. The SSC meetings were all on Zoom for the school year 2022-23 and will likely continue into next year on zoom per request. Agendas, sign in sheets and minutes from all meetings of the SSC, ELAC and ILT will be preserved.

Resource Inequities

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

Many of the actions and services that were identified as needs in 2022-23 were unmet as we addressed new challenges. In addition to opening new classrooms and the student population growing over 130 students, JW experienced many changes in staffing. The relatively new admin team welcomed 7 new teachers who were mostly new to the field. In 2022-23 about half of the teaching staff were induction with additional teachers who were pre-induction. Two teachers began midyear. 2023-24 will surely increase our number of teachers who are eager, but not yet fully trained. Administration anticipates that 70% or more teaching staff will be new teachers when considering the current transfer requests, resignations, and retirements.

Inequities relating to academic goals include staffing, training, and resources. The academic needs of students requires fresh ways of offering content to both teachers and students. Teachers report finding value in the PLC process as they build the collective responsibility for JW students. However, they have expressed

that they feel underprepared to meet the needs of students under current parameters given the learning gaps that have been discovered. Teachers need to be regularly reminded of the purpose and power of PLC's through rigorous training and systemic follow through. Based on the success of the IS implementation of a supplemental phonics program, Teachers are attending the district offered literacy trainings, and have expressed a need for further explicit instruction on teaching reading beyond the curriculum. Joseph Widmer school continues to be understaffed in the area of support personnel for meeting the academic and social emotional needs of our students and providing support to families struggling to support their children. The recent COVID pandemic exacerbated this condition. The unintended consequence of attending school full-time resulted is numerous teachers being placed on quarantine and worsening the sub-shortage. This shortage in human resources typically results in sites placing subs in the classrooms for extended periods, pulling paras from some rooms to help out in others, doubling up classes, and consequently causing instability in instruction. Further, parents have expressed a need for afterschool tutoring. GECAC offered tutoring after school, but our need surpassed what their staffing allowance. Therefore, students in imminent need of academic support, went unserved in a tutoring capacity this school year. Out of the 41 teachers on site, only one followed through with this paid opportunity. Teachers report being drained shortly after this school year began.

Inequities relating to safety include rebounding from a lack of family engagement and lack of school culture during the transitional period, and the Socio-emotional state of families, students, and staff. Some of the residual effects of COVID include major attendance issues related to a number of social concerns and a reported increase in students with socio-economic needs. JW has added an Outreach Assistant to the staff to address issues related to poor student engagement with school. As we refine the work of the Outreach Assistant, parents have expressed unmet needs in mental health, transience, and basic resources. Parents have expressed the need for robust mental health services beyond VCC counseling, as there is a shortage of professionals seeing children right now. In 2022-23 VCC added a 1 day per week therapist who served referred students who have medi-cal. Parents have expressed the need for support with their children at home. COVID restrictions has completely cut out parents' physical engagement in the school site. The challenge of opening campus, finding resources that will visit campus, and keeping the student body safe is key for the health of the school's community identity. Previously parents have expressed the desire to be on campus to support our students; however when given this opportunity, only 2-3 parents chose to become parent volunteers for the current school year.

In regards to safety, our site has continued problems with traffic, lack of parking and unsafe conditions relating to morning drop-off. It has been very challenging, with a shortage of yard supervisors, to manage the volume of traffic. Additionally, MUSD has begun general education bussing of students that live west of the I-5. This bussing has resulted in students being on campus as much as 20 minutes before morning supervision begins. We are currently utilizing SSA's to monitor the school site with the additional minutes that they have been offered, however, there are periods during the day that the bathrooms are being vandalized between SSA shifts. The need to provide regular, training to yard staff in the area of de-escalation and structured play is evident by the number of parent and students complaints and discipline referrals during unstructured recess time. Support in meeting student social emotional needs through peacemaking programs additional staffing, training and resources is also another inequity.

Inequalities relating to emerging students have seemed to increase, as an effect of COVID. Since The district has implemented NWEA maps assessments, our teachers have quality data in which to inform their instruction. However, teachers now need the training to make data-informed goals, and walkthrough data indicates that students are often confused about what they are learning and why they are learning it, and

concerns as to whether the curriculum meets students' needs continues to be a concern. Teachers continue to see a need for professional development in effective student engagement strategies, and instructional strategies that push students towards higher levels of rigor, use of data to drive instruction, small group instruction, essential standards and effective collaboration with peers. A lack of structured, measured ELL implementation makes language acquisition monitoring difficult for some classrooms. Large class sizes, classrooms not configured to meet the demands of 21st century learning, aging technology peripherals and ageing facilities impact learning as well.

School Site Description

Joseph Widmer Elementary School's mission is to provide equitable access to an engaging and rigorous, standards-based education for all students. Education is provided in a safe, welcoming school environment that celebrates growth, strives for continuous improvement, values diversity and seeks collaboration with the community. Our school is located in San Joaquin County and serves the northern portion of Lathrop on both the east and west sides of interstate five and sits in the middle of the Stonebridge housing development. The school serves approximately 900 students, many from multigenerational households and diverse backgrounds. The school offers grades K-8, employing 32 general education teachers, 5 SDC teachers, and 1.5 RSP teachers. The site houses one K-3 SDC mild/moderate autism class, and four SDC moderate/severe classes for students in grades K-8. The needs of the SDC classes create a large demand for speech services thus the school is supported by 1.5 SLPs and one full time educational psychologist. The school hosts a .8 FTE music teacher. The school also houses a First Five preschool. Before and after school program through Give Every Child A Chance continues to operate from 6:30am until 6pm daily. The school has a developing tier one PBIS program and participates in the district sponsored ACORN athletic league.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.80	78.64	885.50	84.32	228366.10	83.12
Intern Credential Holders Properly Assigned	1.70	5.54	38.90	3.71	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	5.00	15.82	113.30	10.79	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	11.40	1.09	12115.80	4.41
Unknown	0.00	0.00	0.90	0.09	18854.30	6.86
Total Teaching Positions	31.60	100.00	1050.10	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

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

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

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	5.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	5.00	

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

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

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

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

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	16.90	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	6.00	

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

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

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

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).

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

Additionally, on the site, needs assessments are periodically given to help administration to check the pulse of teacher satisfaction and needs.

Classroom Observations

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

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

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

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

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

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

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Manteca Unified School District is committed to hiring and retaining highly qualified staff. 100% of classes were taught by fully credentialed, appropriately assigned staff, verified by the 2021-2022 SARC reports (the most current available). There were no identified misassignments of teachers of English Learners for 2021-2022 school year, which improved from the previous year where there were 4 misassigned teachers. Manteca Unified School District's Teacher Development Department utilizes the Induction program to support beginning teachers/interns and provide a clear credential pathway to preliminary credential holders.

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

MUSD maintained its status in that 100% of students had standards-aligned curriculum, verified by the 2021-2022 SARC reports (the most current available). Manteca Unified School District utilizes state approved, board adopted core curricular programs and materials which are standards based in the subject areas of Reading/Language Arts, Math, Social Studies and Science. The textbook adoption for K-6 ELA/ELD is McGraw-Hill Wonders, while the adoption for reading/language arts in grades 7-12 is StudySync. Math programs in use by the district are McGraw-Hill My Math for grades K-5, and McGraw Hill CALIFORNIA MATH COURSES 1-2 for grades 6-8, and Big Ideas Math for grades 9-12. The adopted social studies materials are Scott Foresman for grades K-3, MacMillian/McGraw-Hill for grades 4-6, and Holt Rinehart and Winston Social Studies for grades 7 and 8. The adopted science materials are MacMillian/McGraw-Hill for grades K-6, and Glencoe McGraw-Hill for grades 6-8. All students, including those with special needs, have access to these core curriculum materials. Manteca Unified School District students have access to technology. Students grade K-4 maintain access to their devices within their school setting. Students grades 5-12 are able to take their devices home in order to have 24/7 access. Wonders, StudySync, My Math and California Math Courses 1-2 have traditional and digital resources.

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

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

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

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

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

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

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

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

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

Teaching and Learning

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

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

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

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

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

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

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

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

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

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

Opportunity and Equal Educational Access

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

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

Evidence-based educational practices to raise student achievement

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

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

Parental Engagement

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

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

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

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

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

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

Funding

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

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

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

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

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

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

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

Fiscal support (EPC)

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

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

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

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
757	61.0	25.5	0.3
Total Number of Students enrolled in Joseph Widmer Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	193	25.5
Foster Youth	2	0.3
Homeless	8	1.1
Socioeconomically Disadvantaged	462	61.0
Students with Disabilities	105	13.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	39	5.2
American Indian	5	0.7
Asian	87	11.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Filipino	90	11.9
Hispanic	428	56.5
Two or More Races	31	4.1
Pacific Islander	8	1.1
White	69	9.1

Conclusions based on this data:

1. The percentage of students identified as English Language learners has decrease from 34% in 2916-17 to 26% in 2018-19. The percentage of students identified as socioeconomically advantage decline by 6% in that same time period. Students receiving special education services increased by 3%. Percentages of students who identify foster or homeless is fairly consistent.
2. Students who are Hispanic are the largest racial group and have steadily increased over time. The African American population remains relatively stable. The percentage of Filipino students is also increasing, while the percentage of whites and Asian students changes by +/- 2 % each year.
3. Demographic data for Joseph Widmer is not completely reflective of the community it serves because the special education students brought to this school for specific program and the lack of accounting for overflow enrollment both in and a out.



Grade Level Standards

Grade Level: K-8

District Goal

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

Site Strategic Goal

By spring 2024 Joseph Widmer students will have equitable access to research-based curriculum, guided by teachers trained in highly effective pedagogy. Efficacy will be monitored and evidenced by an increase in MAPS growth and state testing and increasing students executive functioning.

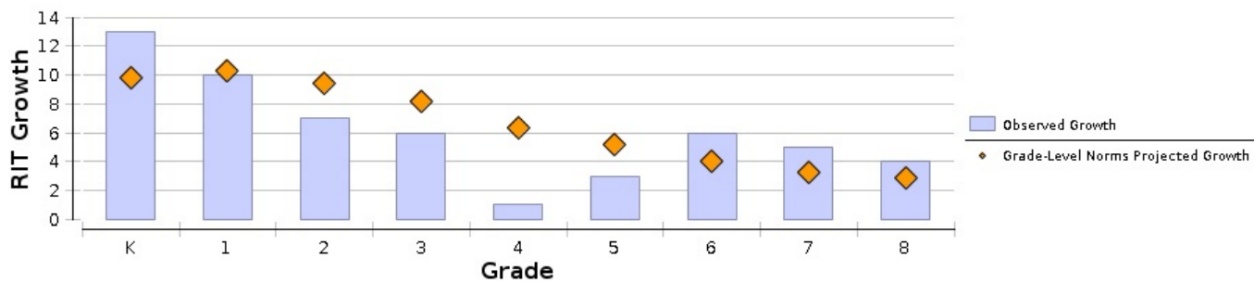
Base Requirements

Every student is entitled to base instruction and services including materials and supplies as well as teachers highly trained in delivering instruction.

Language Arts:
Reading

		Comparison Periods							Growth Evaluated Against							
Grade (Winter 2023)	Total Number of Growth Events‡	Fall 2022			Winter 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	24	142.3	7.8	88	154.8	8.1	95	13	1.5	9.8	1.80	96	24	17	71	77
1	95	148.6	11.5	11	158.3	13.8	10	10	1.0	10.3	-0.39	35	95	40	42	40
2	91	166.0	16.5	19	172.6	17.1	10	7	0.9	9.4	-1.85	3	91	30	33	25
3	81	175.9	15.1	8	182.0	16.0	5	6	1.3	8.1	-1.59	6	81	32	40	32
4	61	194.1	18.4	39	195.5	17.2	16	1	1.2	6.4	-3.95	1	61	19	31	22
5	82	198.5	14.0	22	201.1	15.1	13	3	0.8	5.2	-2.17	2	82	32	39	40
6	84	206.2	15.0	30	212.1	13.6	40	6	1.0	4.1	1.74	96	84	49	58	65
7	92	207.8	15.4	20	213.1	14.2	29	5	0.9	3.3	1.90	97	92	59	64	58
8	83	213.2	13.3	28	217.1	12.3	33	4	1.0	2.8	0.86	81	83	47	57	57

Language Arts: Reading

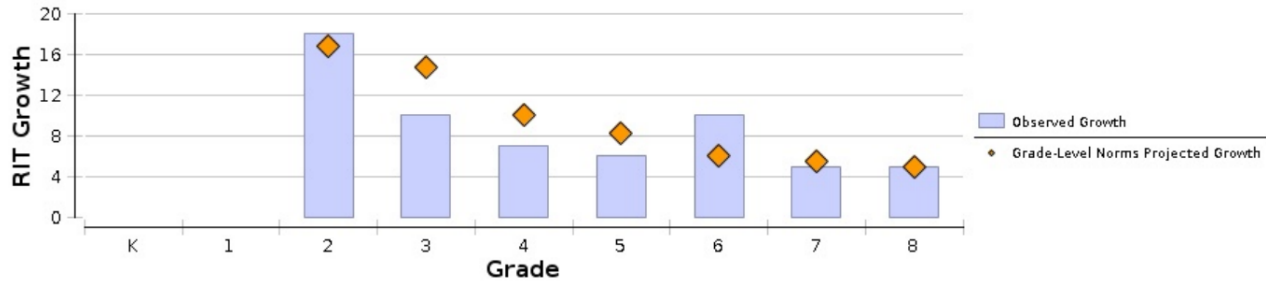


Joseph Widmer Elementary

Language Arts:
Reading

		Comparison Periods							Growth Evaluated Against									
		Winter 2022			Winter 2023			Growth		Grade-Level Norms			Student Norms					
Grade (Winter 2023)	Total Number of Growth Events	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile		
		K	0	**		**			**					**				
		1	5	*		*			*					*				
		2	34	166.6	12.7	66	184.1	14.2	67	18	2.0	16.8	0.35	64	34	18	53	54
		3	75	172.2	15.9	13	182.6	15.8	6	10	1.3	14.8	-2.58	1	75	25	33	26
		4	48	190.0	15.9	35	197.3	16.5	23	7	1.3	10.0	-2.02	2	48	20	42	31
		5	69	195.1	14.6	18	201.6	15.0	14	6	1.1	8.2	-1.12	13	69	33	48	44
		6	77	203.7	14.6	25	213.5	12.9	48	10	1.0	6.0	2.38	99	77	56	73	71
		7	81	209.7	12.8	31	215.0	13.1	39	5	1.0	5.4	-0.12	45	81	38	47	46
		8	72	211.9	14.3	25	217.1	11.9	33	5	1.0	5.0	0.16	57	72	39	54	54

Language Arts: Reading



Grade 2

Term: Winter 2022-2023
District: Manteca Unified School District
School: Joseph Widmer Elementary

Norms Reference Data: 2020 Norms.
Weeks of Instruction: 20 (Winter 2023)
Grouping: None
Small Group Display: No

Language Arts: Reading

Growth: Reading 2-5 CA 2010 V3 / CA Common Core English Language Arts: 2010

Summary	
Total Number of Students With Valid Growth Scores	94
Mean RIT Score	172.2
Standard Deviation	17.1
District Grade-Level Mean RIT	173.3
Students At or Above District Grade-Level Mean RIT	45
Grade-Level Mean RIT	181.2
Students At or Above Grade-Level Mean RIT	32

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Overall Performance												
Growth: Reading 2-5 CA 2010 V3 / CA Common Core English Language Arts: 2010	41	44%	17	18%	12	13%	13	14%	11	12%	170-172-174	17.1
Instructional Area RIT Range												
Literary Text	40	43%	16	17%	11	12%	14	15%	13	14%	173-175-177	16.1
Informational Text	49	52%	14	15%	10	11%	8	9%	13	14%	168-170-172	18.5
Vocabulary	38	40%	14	15%	15	16%	19	20%	8	9%	170-172-174	18.8

Language Arts: Reading

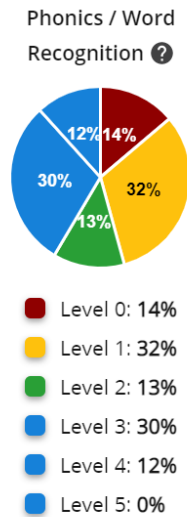
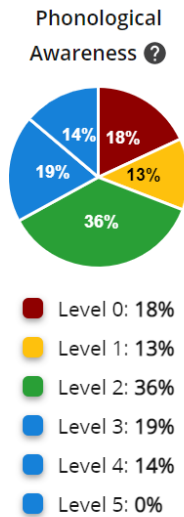
Growth: Reading 2-5 CA 2010 V3 / CA Common Core English Language Arts: 2010

Summary	
Total Number of Students With Valid Growth Scores	88
Mean RIT Score	182.3
Standard Deviation	15.9
District Grade-Level Mean RIT	186.7
Students At or Above District Grade-Level Mean RIT	39
Grade-Level Mean RIT	193.9
Students At or Above Grade-Level Mean RIT	19

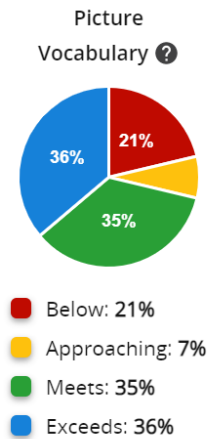
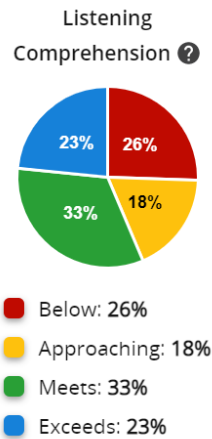
	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Growth: Reading 2-5 CA 2010 V3 / CA Common Core English Language Arts: 2010	35	40%	28	32%	14	16%	6	7%	5	6%	181-182-184	15.9
Instructional Area RIT Range												
Literary Text	40	45%	21	24%	11	13%	12	14%	4	5%	180-182-184	16.6
Informational Text	39	44%	20	23%	20	23%	4	5%	5	6%	179-180-182	17.7
Vocabulary	29	33%	26	30%	16	18%	11	13%	6	7%	183-185-186	16.3

Foundational Skills Performance Breakdown

DECODING



LANGUAGE COMPREHENSION



Growth: Reading 6+ CA 2010 V3 / CA Common Core English Language Arts: 2010

Summary	
Total Number of Students With Valid Growth Scores	95
Mean RIT Score	212.2
Standard Deviation	13.5
District Grade-Level Mean RIT	209.6
Students At or Above District Grade-Level Mean RIT	55
Grade-Level Mean RIT	213.8
Students At or Above Grade-Level Mean RIT	45

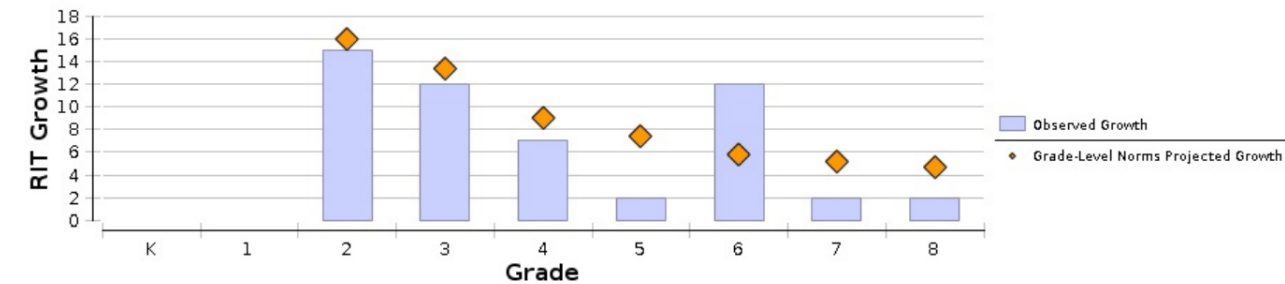
	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev	
	count	%	count	%	count	%	count	%	count	%			
Overall Performance		17	18%	23	24%	26	27%	18	19%	11	12%	211-212-214	13.5
Growth: Reading 6+ CA 2010 V3 / CA Common Core English Language Arts: 2010													
Instructional Area RIT Range													
Literary Text		21	22%	20	21%	17	18%	24	25%	13	14%	211-213-214	15.6
Informational Text													
Vocabulary		19	20%	19	20%	23	24%	21	22%	13	14%	211-213-214	13.8

Joseph Widmer Elementary

Language Arts:
Reading

		Comparison Periods							Growth Evaluated Against							
		Spring 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2023)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	0	**			**			**					**			
1	9	*			*			*					*			
2	77	162.4	15.1	12	176.9	18.7	13	15	1.5	15.9	-0.61	27	77	35	45	41
3	77	174.7	15.5	8	187.0	16.7	9	12	1.0	13.4	-0.55	29	77	37	48	41
4	60	189.2	18.9	16	196.0	18.9	11	7	1.2	9.1	-1.38	8	60	27	45	39
5	75	197.1	13.8	16	199.5	17.2	5	2	1.2	7.4	-2.81	1	75	26	35	24
6	83	202.0	15.9	11	213.8	12.8	42	12	1.0	5.8	3.33	99	83	62	75	84
7	85	209.6	13.0	22	211.7	15.0	18	2	1.1	5.2	-2.28	1	85	36	42	31
8	76	212.7	14.1	23	214.8	12.2	19	2	1.0	4.7	-1.48	7	76	26	34	35

Language Arts: Reading



Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	81	75		0	71		0	71		0.0	94.7	
Grade 4	80	90		0	90		0	90		0.0	100.0	
Grade 5	73	95		0	93		0	93		0.0	97.9	
Grade 6	73	90		0	89		0	89		0.0	98.9	
Grade 7	95	84		0	84		0	84		0.0	100.0	
Grade 8	97	99		0	98		0	98		0.0	99.0	
All Grades	499	533		0	525		0	525		0.0	98.5	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2380.			16.90			15.49			22.54			45.07	
Grade 4		2410.			8.89			13.33			23.33			54.44	
Grade 5		2448.			7.53			16.13			30.11			46.24	
Grade 6		2468.			4.49			23.60			25.84			46.07	
Grade 7		2524.			5.95			36.90			32.14			25.00	
Grade 8		2537.			11.22			25.51			35.71			27.55	
All Grades	N/A	N/A	N/A		8.95			21.90			28.57			40.57	

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.23			64.79			30.99	
Grade 4		6.67			63.33			30.00	
Grade 5		7.53			60.22			32.26	
Grade 6		8.99			53.93			37.08	
Grade 7		8.33			65.48			26.19	
Grade 8		16.33			50.00			33.67	
All Grades		8.95			59.24			31.81	

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		11.27			52.11			36.62	
Grade 4		6.67			52.22			41.11	
Grade 5		6.45			53.76			39.78	
Grade 6		7.87			44.94			47.19	
Grade 7		10.84			66.27			22.89	
Grade 8		15.31			59.18			25.51	
All Grades		9.73			54.77			35.50	

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.63			63.38			30.99	
Grade 4		4.44			68.89			26.67	
Grade 5		7.53			75.27			17.20	
Grade 6		13.48			67.42			19.10	
Grade 7		8.33			76.19			15.48	
Grade 8		11.22			74.49			14.29	
All Grades		8.57			71.24			20.19	

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		11.27			61.97			26.76	
Grade 4		2.22			74.44			23.33	
Grade 5		7.53			59.14			33.33	
Grade 6		6.74			64.04			29.21	
Grade 7		10.71			70.24			19.05	
Grade 8		9.18			67.35			23.47	
All Grades		7.81			66.29			25.90	

CAASPP Results

Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	81	73		0	71		0	71		0.0	97.3	
Grade 4	80	91		0	91		0	91		0.0	100.0	
Grade 5	73	94		0	94		0	94		0.0	100.0	
Grade 6	73	90		0	89		0	89		0.0	98.9	
Grade 7	95	84		0	84		0	84		0.0	100.0	
Grade 8	97	99		0	99		0	99		0.0	100.0	
All Grades	499	531		0	528		0	528		0.0	99.4	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2378.			2.82			21.13			29.58			46.48	
Grade 4		2405.			4.40			7.69			30.77			57.14	
Grade 5		2430.			5.32			5.32			21.28			68.09	
Grade 6		2461.			10.11			11.24			17.98			60.67	
Grade 7		2476.			1.19			10.71			33.33			54.76	
Grade 8		2492.			8.08			12.12			22.22			57.58	
All Grades	N/A	N/A	N/A		5.49			10.98			25.57			57.95	

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.23			52.11			43.66	
Grade 4		7.69			30.77			61.54	
Grade 5		4.26			31.91			63.83	
Grade 6		13.48			28.09			58.43	
Grade 7		2.38			42.86			54.76	
Grade 8		6.06			41.41			52.53	
All Grades		6.44			37.31			56.25	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.23			54.93			40.85	
Grade 4		6.59			34.07			59.34	
Grade 5		5.32			32.98			61.70	
Grade 6		10.11			35.96			53.93	
Grade 7		3.57			64.29			32.14	
Grade 8		10.10			49.49			40.40	
All Grades		6.82			44.70			48.48	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.45			67.61			23.94	
Grade 4		4.40			56.04			39.56	
Grade 5		3.19			44.68			52.13	
Grade 6		14.61			43.82			41.57	
Grade 7		2.38			61.90			35.71	
Grade 8		4.04			59.60			36.36	
All Grades		6.06			55.11			38.83	

Data Analysis

2022-23 shows that some classes improved in comparison to the 2021-22 literacy MAPS data. However, a significant number of primary students lack proficiency in basic literacy in early primary with reading informational and literary texts being the area of greatest need in K-2.

In comparing the percentage of students making their growth garget in ELA from fall to spring of 2021-22 to fall to spring of 22-23 there has been a notable increase in students meeting their target at certain grade levels..

Kinder- 21/22=	22/23= 42%
First- 21/22= 25%	22/23=47%
Second 21/22= 32%	22/23= 35%
Third- 21/22= 24%	22/23= 53%
Fourth- 21/22= 30%	22/23= 22%
Fifth- 21/22= 34%	22/23= 30%
Sixth- 21/22= 33%	22/23= 56%
Seventh- 21/22= 41%	22/23= 48%
Eighth- 21/22= 52%	22/23= 26%

In considering the 2022 goal that 20% more students will meet their growth target, about 9.5 % more students made their growth targets. We are halfway to the achievement goal set last year. After JW begins to achieve higher growth rates, the goal is for achievement percentiles to increase overall. This will be the factor that impacts the CA dashboard. Currently, looking at the overall achievement in percentile for Spring 3 years below are the findings:

Percentile in ELA		
Kinder- SP 21 31%ile	SP22	SP23 72%ile
First- SP 21 10%ile	SP22 79 %ile	SP23 19%ile
Second- SP 21 38%ile	SP22 10%ile	SP23 11%ile
Third- SP 21 29%ile	SP22 24%ile	SP23 8%ile
Fourth- SP 21 21%ile	SP22 18%ile	SP23 16%ile
Fifth- SP 21 9%ile	SP22 10%ile	SP23 5%ile
Sixth- SP 21 18%ile	SP22 18%ile	SP23 41%ile
Seventh- SP 21 18%ile	SP22 24%ile	SP23 19%ile
Eighth- SP 21 38%ile	SP22 33%ile	SP23 17%ile

There has been a steady decline in the Spring percentiles for students in Joseph Widmer Elementary. This is an indicator of state testing at the site. It is important to note that while 5th grade had a steep decline, inconsistent staffing may have been the culprit. However, the steep incline in 6th grade is indicative of excellent teaching that occurs for the 6th grade students.

K-3 teachers are focusing on early literacy and remediation, however there is inadequate focus on challenge, enrichment, and variety in instruction that allow students to learn in a brain-friendly way.

There continues to be a need to focus on informational text among all of the grade levels and a need to explore what happened in 6th grade for students to double their proficiency.

Student Need 1:

Joseph Widmer teachers will have access to base supplies and standards aligned core curriculum, supplemental curriculum where indicated, copies and technology for presentation, web-based programs/subscriptions, along with professional development, during and after the professional workday in order to improve student performance in ELA. Indicators of success include the following; a year-to-year and withing the school year increase in the number of students who achieve the Projected Growth Target , walk through data demonstrating the instructional framework, and an increase in student learning and achievement.

Implementation Plan

With the number of site transitions and new teachers on site, administration and leadership will need to take a more direct role in coaching new and seasoned teachers in Tier 1 best practices that are being developed by the leadership team. ILT has developed a living document that outlines instructional framework and for JW. The leadership deconstructed the professional standards for teachers and connected the work that is currently developing on site. This framework and classroom content will serve as the common language needed to communicate during the PLC process and acceptable practices at JW. Part of this building involves frequent visits, coaching, and instruction from the administration and the ILT to identify the Best Practices on our site and grow them for the staff. The visits, professional development, ILT visits, as well as the professional development will be aimed at building our foundation of strong tier 1 instruction. It will also clarify what is being asked of teachers during evaluations as each of these framework areas are attached to one of the 6 evaluated areas.

The focus on early literacy and primary teacher development among instructional leaders will continue along with the IS working with targeted intervention groups. Teachers are working through the curriculum pieces and implementing the Word Work components with Foundations. The goal is that All primary teachers be trained in Foundations by the beginning of the next school year. This will help teachers identify additional curriculum gaps that prohibit students from being prepared for the next grade level. We will offer parent engagement only once per year because the parent

interest was not as we had imagined for the 22-23 school year. Primary teachers will continue to develop a balanced reading program in each of their classrooms that include each of the 5 pillars of reading: Phonics, phonemic Awareness, Fluency, Vocabulary, and comprehension. All primary teachers will implement strategic grouping as part of the tier 1 instruction.

The site is currently exploring ways to get students engaged in more frequent leveled reading. JW will need to continue exploring literacy tracking and incentive programs that encourage reading as a way of life. Without students becoming lovers of reading, there is a slim chance that literacy scores will significantly increase from classroom instruction alone. Research has shown over generations that the more time that students spend reading, the better their reading will develop. With the omission of STAR reading and AR points, there is currently NO way of tracking student on-levle reading that leads to proficiency.

Intermediate grades will begin moving away from the whole group model and into a model of Mini-lesson and gradual release. In building their tier 1 instruction, it is imperative that each student be known by name and need and those needs are to be met in daily tier 1 differentiated instruction of ELA and Math. There is an expectation that all classrooms participate in all 4 PLC questions daily. Students should know how far they are from mastery of essential standards. Intermediate (4-6) students will also work on developing executive functioning skills in their classrooms.

Middle School will only be grades 7-8 for the next school year. Their classes will be longer so that teachers have adequate time to conduct the small group learning during the period. ELA and Social Studies will be blocked together, Math will have a long block period in which they will use the additional time to target student learning and conduct OTP, frontloading and back filling for the students from that class period. Science and PE will share a 94-minute period block. The new scheduling will eliminate excessive transitions from 8-9 per day to 5. Our intention is to have fewer tardies, and fewer skipped classes and bathroom incidents.

SMART Goal

By spring 2024 90% of JW students will meet their growth target as measured by NWEA Maps and monitoring. This goal will be achieved through providing rigorous instruction, differentiated instruction, and frequent professional learning community discourse focusing on data and practice.

Metric/Indicator	Baseline	Expected Outcome
MAPS Informational and Literary reading grades 2-5	40-45% below (red)	10% below
MAPS Growth target grades 2-3	50% meet growth Target (2021-22 33.75%)	75%
Walkthrough Data	Fewer than 50% of classes demonstrate signature strategies. 0% of teachers differentiate in tier 1 in grades 4-8.	75% will demonstrate designated signature strategies and 100% of teachers will differentiate in ELA or Math in grades 4-8
State Testing	42 points below Standard	Meeting Standard within 3 years.

Targeted Resources Applied

Action	Resources	Money/Budget
Professional Development for on or off campus expenses, per diem, supplies and materials supporting teacher/staff development.	LCFF- Supplemental	2000

Professional Development for on or off campus expenses, per diem, supplies and materials supporting teacher/staff development.	Title I Part A: Allocation	2000
Supplemental Foundations materials	LCFF- Supplemental	7500
Certificated Subs and time sheeting for training, collaboration, leadership, engagement, etc.	Title I Part A: Allocation	2000
Certificated Subs and time sheeting for training, collaboration, leadership, engagement, etc.	LCFF- Supplemental	2000
Supplemental instructional materials, programs, incentives, software and services.	Title I Part A: Allocation	2500
Supplemental instructional materials, programs, incentives, software and services.	LCFF- Supplemental	2000
Educational experiences: Excursions, guests, services, assemblies, transportation, entrance fees or exhibitions etc	LCFF- Supplemental	2500

Progress Monitoring

October

January

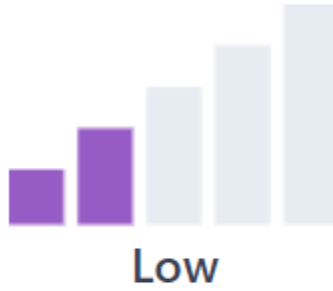
April

Data

LEARN MORE
Mathematics

All Students

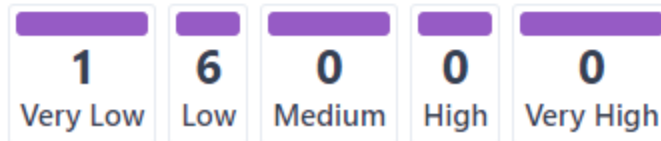
State



83.4 points below standard

EQUITY REPORT

Number of Student Groups in Each Level

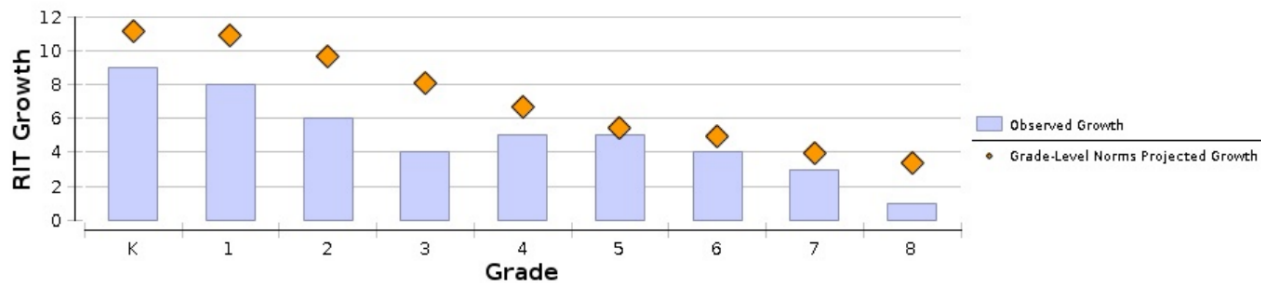


Joseph Widmer Elementary

Math: Math K-12

		Comparison Periods							Growth Evaluated Against									
		Fall 2022			Winter 2023			Growth		Grade-Level Norms			Student Norms					
Grade (Winter 2023)	Total Number of Growth Events\$	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile		
		K	66	140.9	10.3	65	149.5	12.7	45	9	1.2	11.1	-1.85	3	66	28	42	32
		1	101	155.5	11.6	26	163.2	11.5	12	8	0.7	10.9	-2.11	2	101	33	33	33
		2	90	169.0	13.8	18	174.9	13.7	6	6	0.8	9.7	-2.73	1	90	23	26	21
		3	83	181.2	11.7	13	185.6	12.3	4	4	0.7	8.1	-2.90	1	83	22	27	21
		4	60	191.9	13.9	14	196.5	16.6	9	5	0.7	6.7	-1.72	4	60	22	37	35
		5	84	199.5	12.0	10	204.0	12.4	9	5	0.7	5.4	-0.64	26	84	39	46	37
		6	89	208.4	11.9	22	212.1	12.4	18	4	0.7	4.9	-0.92	18	89	38	43	41
		7	92	213.8	16.4	24	216.3	16.7	19	3	0.7	3.9	-1.14	13	92	46	50	46
		8	81	217.7	12.4	24	219.1	11.9	18	1	0.8	3.4	-1.33	9	81	35	43	35

Math: Math K-12



Data Analysis

Just as solid tier 1 instruction is the cornerstone for ELA achievement, so it is also for mathematics achievement. Teachers have been trained in small group instruction and we will continue to use the same structure for intervention in Mathematics. High schools have reported that freshmen have a high failure rate of Algebra. That trend is clear in our 8th grade data as few students are achieving minimal growth. In primary, mathematics should be approached with the same data cycle as ELA. Intermediate grades, have been using OTP time to focus on essential and prerequisite standards. That focus seems to be working because MAP growth indicates that 4th grade went from 20% of the students making the growth target to 37% of students making the growth target. 5th grade had a similar growth target, but they remain one of the highest growth grade levels in JW.

Student Need 2:

Joseph Widmer teachers will have access to base supplies and standards aligned core curriculum, supplemental curriculum where indicated, copies and technology for presentation, web based programs/subscriptions, along with professional development, during and after the professional work day in order to improve student performance in MATH. Indicators of success include the following; and increase in the mean RIT score accompanied by a decrease in Standard deviation; and increase in the Median RIT score and/or an increase of 5% or more of students meeting growth targets.

Implementation Plan

SMART Goal

By spring 2024

MAPS Growth Math	39% of students met the growth target. (2021 36%)	75%
Walkthrough Data	fewer than 25% of math classrooms do small group targeted instruction daily.	100%

State testing	82 pts below standard	50 pts below standard
---------------	-----------------------	-----------------------

Targeted Resources Applied

Supplemental TK/SPED materials	LCFF- Supplemental	1000
Supplemental Foundations materials	LCFF- Supplemental	7500
Professional Development for on or off campus expenses, per diem, supplies and materials supporting teacher/staff development.	LCFF- Supplemental	2000
.Professional Development for on or off campus expenses, per diem, supplies and materials supporting teacher/staff development.	Title I Part A: Allocation	2000
Certificated Subs and time sheeting for training, collaboration, leadership, engagement, PBIS, etc.	LCFF- Supplemental	2000
Certificated Subs and time sheeting for training, collaboration, leadership, engagement, PBIS, etc.	Title I Part A: Allocation	2000
Supplemental instructional materials, programs, incentives, software and services.	LCFF- Supplemental	2000
Educational experiences: Excursions, guests, services, assemblies, transportation, entrance fees or exhibitions etc.	LCFF- Supplemental	3270

Progress Monitoring

October

January

April



District Goal

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

Site Goal

Joseph Widmer school will be a clean, safe, supportive and welcoming learning environment.

Base Requirements

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

Climate

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

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

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	4.14	1.50	5.22	0.91	3.47	0.20
Expulsions	0.11	0.00	0.23	0.01	0.08	0.00

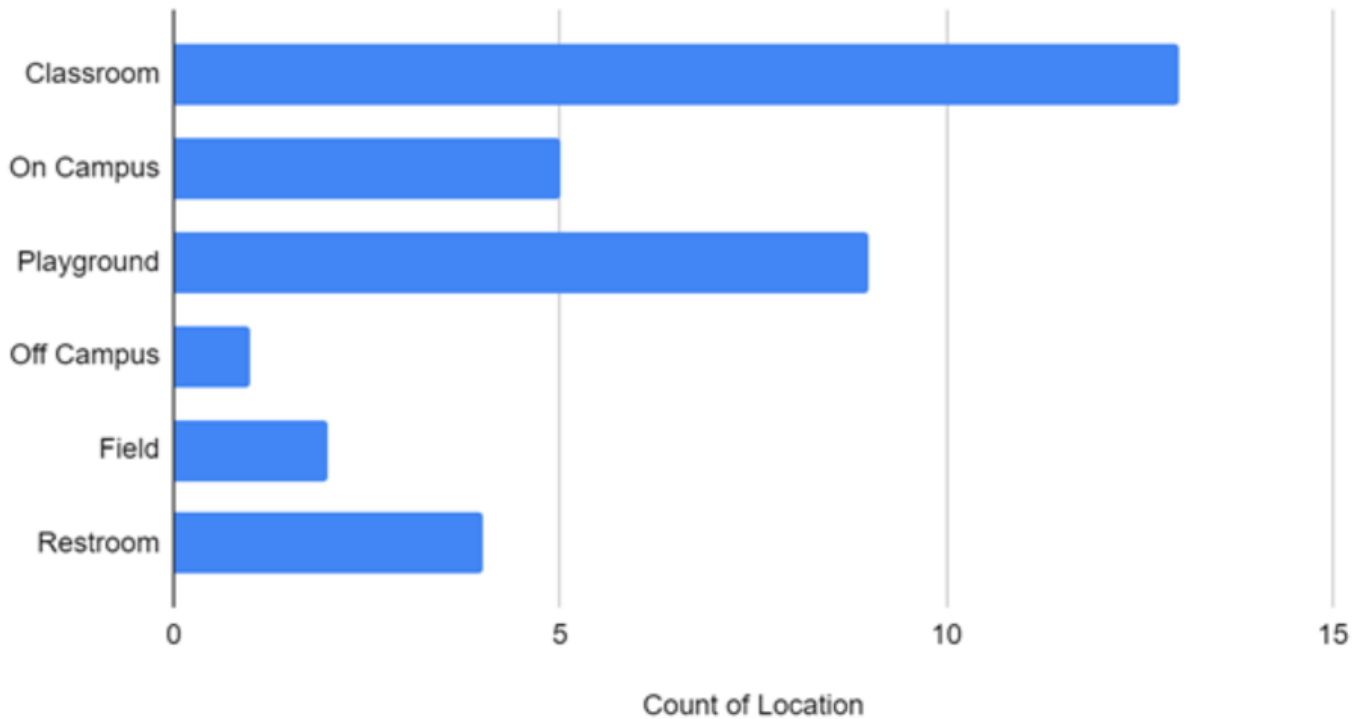
This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the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

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.54	4.19	2.45
Expulsions	0.12	0.14	0.05

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	799	772	169	21.9
Female	419	408	96	23.5
Male	380	364	73	20.1
American Indian or Alaska Native	8	8	1	12.5
Asian	81	79	15	19.0
Black or African American	45	43	9	20.9
Filipino	82	81	11	13.6
Hispanic or Latino	466	449	108	24.1
Native Hawaiian or Pacific Islander	6	6	3	50.0
Two or More Races	32	32	2	6.3
White	79	74	20	27.0
English Learners	195	185	38	20.5
Foster Youth	10	10	4	40.0
Homeless	25	24	7	29.2
Socioeconomically Disadvantaged	630	614	147	23.9
Students Receiving Migrant Education	6	1	0	0.0
Students with Disabilities	136	132	39	29.5

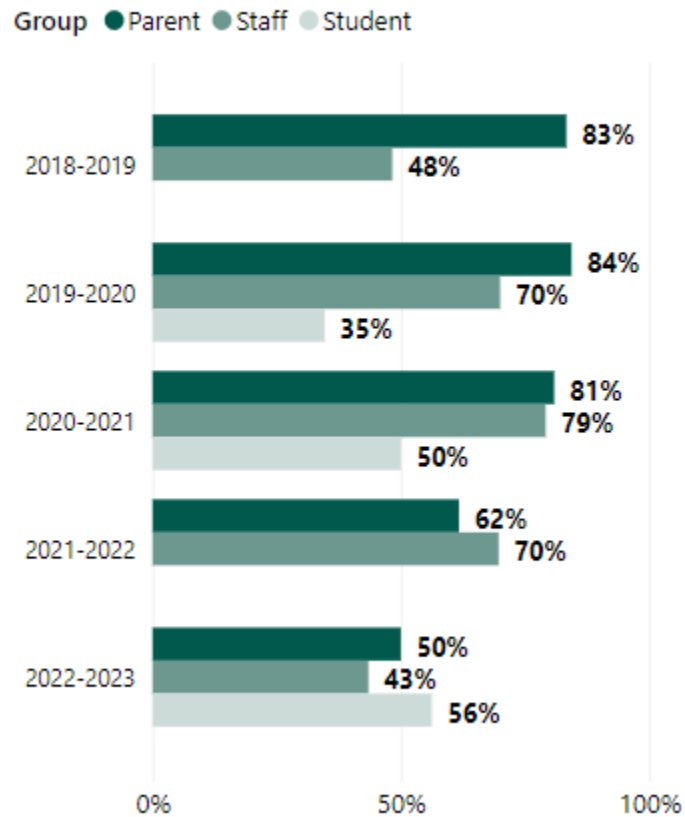
Count of Location



EOY Suspension data location

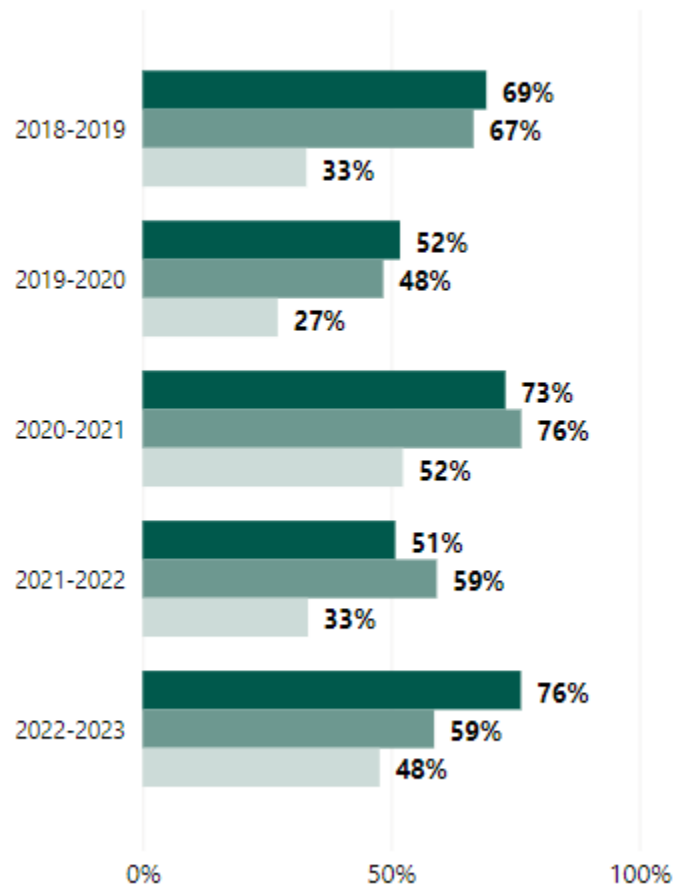
# Suspensions Per Grade 8/4/22-4/26/23	
Grade	Suspensions
TK/K	0
1st	4
2nd	0
3rd	0
4th	2
5th	13
6th	5
7th	1
8th	10
Total	35

Students get along with each other and respect their differences.



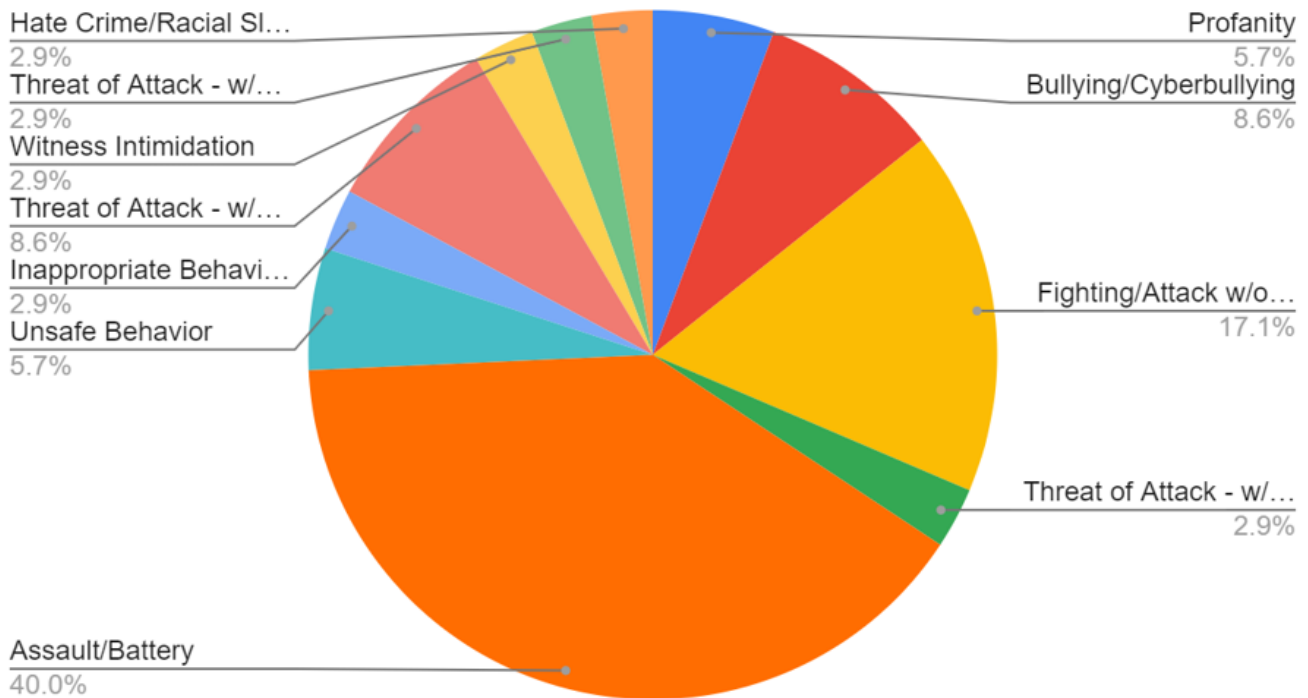
Students respect the teachers and staff.

Group ● Parent ● Staff ● Student



Name	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate	Percent of Students Suspended with One Suspension	Percent of Students Suspended with Multiple Suspensions
Joseph Widmer Jr. Elementary	877	39	31	3.5%	77.4%	22.6%
Manteca Unified	25,718	1,786	1,189	4.6%	71.1%	28.9%
San Joaquin County	160,415	12,332	7,825	4.9%	69.1%	30.9%
Statewide	6,064,658	292,423	192,365	3.2%	71.5%	28.5%

Count of Incident



Data Analysis

2022- JW suspension rate is low in comparison to MUSD but over the Statewide average.

Student Need 1:

Joseph Widmer students will have access to a safe, clean, welcoming school environment that promotes connection to school that promotes social emotional success. Students and staff support in social emotional development, interpersonal skills and conflict management (particularly during unstructured times) as well as acknowledgement for appropriate behavior as these skills are acquired and implemented. Opportunities to build connections to school, re-educate on behavior expectations, conflict management and restorative practices are also needed. Indicators of success include a reduction in suspensions, a reduction in recidivism of chronic behavior, a reduction in events that indicate conflict, (fighting, verbal fights, threats, bullying, harassment/racial slurs, pushing/shoving).

Implementation Plan

2023-24 Focus: The Human

School Culture

In 2023-24 JW will continue to develop tier one PBIS supports through regular meetings of PBIS tier 1 team with a focus of training staff to have "wrap informed" practices and a mindset shift among staff from deficit to growth. We are expanding PBIS to a tier 2 team. 5-8 teachers will attend the PBIS conference in Sacramento in the fall.

There is also a need to explicitly teach and clearly communicate behavior expectations through classroom lessons, signage, awards, meetings and assemblies. Continued work with SSA staff on safety and de-escalation training and

communicating expectations is also a need. We will deepen our learning of PBIS through providing comprehensive training in restorative practices. We will have push-in support in grades 4-6 with follow-up support with their teachers. Additional outside support will be offered to teachers and students to better address conflict, respect, and kindness. Our intention is to utilize resources within the district and outside to address the needs of JW to make the environment safer for student learning.

With respect being one of the three B's, the LCAP survey indicates that parents believe their students are respectful in school (with an all time high of 76%) but teachers and students do not believe that students are respectful with about 52% reporting that students are respectful. There is a clear difference in the way that parents believe their students behave in school compared to the teacher's experience of the student behavior. Exploring how we communicate student behavior with parents is an area of need. Additionally, the LCAP survey revealed that fewer students get along well and respect each other's differences.

Staff culture is also in need of attention. There have been a number of emotionally rooted discourse issues among certificated and classified staff members. Teachers are in need of support in professional problem-solving skills, language, tools, and time to devote to developing appropriate professional relationships. A restorative practices organization will be coming in to support students in classrooms, as well as teachers in need of support with classes and colleagues. The number of staff absences has also put a strain on the capacity in which teachers work together, student learning and stability among the most affected groups of staff and their respective PLC groups. The absences may be an indication that teachers are feeling fatigued by work.

This year, Sunshine became active again by adding brightness and treats to employees who paid dues. Admin later learned that fewer than half of the staff paid into Sunshine. For 23/24, the focus will be for the entire staff to participate in monthly events that mark the First Friday celebration! Each month, certain grade levels will bring treats/gifts/or activities for the entire staff to participate. This idea came from the effort that the OA put forth to unite the staff.

Additionally, the LCAP survey revealed that fewer students get along well and respect each other's differences. The increase of racially motivated harassment and bullying over the past two years, has demonstrated that teachers need more support and knowledge in addressing those issues in the classroom and among their students. All behaviors come from an unmet need. With respect to equity, teachers are not tooled up to address student needs. The response to racial slurs tends to be typically punitive towards the offender; however, punishment does not address the offended student's actual need to feel heard and validated. Teachers need the time, tools, and language to regularly engage in difficult conversations about race in the US. Administration and teachers may research resources that may give teachers the capacity to teach students about these important issues. Administration and leadership will research trainings, resources offered through the County offices, CTA, and other vendors to expand the capacity of staff.

Discipline-

Joseph Widmer continues to have significant discipline concerns with a 3.5% suspension rate. At first the majority of the disciplinary actions took place on the playground during unstructured time. Administration began doing daily yard duty and cafeteria duty in order to eliminate those discipline issues. In recent months, the discipline has become prevalent in the classrooms. Teachers need clear tools and guidelines for classroom management, organization and systems in their classrooms. With support in creating healthy boundaries, teachers will be able to teach more effectively without disruptions and classroom discipline issues. Additionally, when there is good management, it allows administration to be outside on the yard and around campus to eliminate discipline from unstructured time.

Facilities

Bi-monthly meetings with custodial staff to review facilities, needs, and budgets has been pivotal in addressing deferred Maintenance on site and creating a more usable site. We are receiving a new air-conditioning system in the gym that has been out of repair for over 5 years. A complete site AC replacement project is in progress. Additionally, this year we have gotten the necessary repairs to the PA system in the gym so that the space has proper sound for gym events. We

have requested and distributed several tons of bark to improve the curb appearance and overall safety of campus. We are promised a new play structure for Kinder and intermediate in 2023.

We have identified some safety concerns relating to our cameras and MUSD has added more cameras around campus and in the cafeteria with better angles to secure the campus.

Additionally, our north fence bordering Sangalang park is an ongoing safety concern. There have been reports of people participating in inappropriate activities just beyond the fence. There continues to be the continuing threat of parents who park and watch the playground as to "protect their children" or connect with them during recess time. There have been several reports of guardians yelling through the fence as students for various reasons. It is important that if a student goes out to the restroom from one of the intermediate north classrooms that they are safe in doing so. The site plans to purchase privacy for the fencing in order to lessen the threat of people from outside of the school grounds. There is also a concern about the kinder playground and the visibility from Stonebridge. We regularly have people at the fence interacting with our students. Some of which we have custody and safety concerns. We are currently seeking solutions to create a more obstructed view from the street for TK and K playgrounds along the south campus.

The site is also considering ways to which to provide less street visibility into the administration office and the gym. We have considered a decal for the large glass panes to bring less attention to areas that students and staff may be housed during an emergency.

Most recently, there has been a concern of people walking through the office to campus. We have considered solutions that include having a locked inside door that must be buzzed to open.

The site has had an ongoing concern with offensive graffiti in the restroom stalls. Site admin is exploring solutions in addition to creating a schedule with fewer transitions and assigning extra rounds to the SSA's to address this issue.

Capacity-

Our site has a multipurpose room only and the community growth has created a reality where large assemblies are no longer feasible in the Multipurpose room. In order for our school to do a school talent show or rally, there would need to be a minimum of three shows for the entire student body to attend. This model is very taxing for the staff and students involved. Our campus has a large outdoor amphitheater that was used for the 2022 8th grade celebration. We received many complaints because the temperature was high and there is no shade in the large, amphitheater space that can comfortably seat 500 in chairs and up to 700 seated on the ground. If shade sails were installed over the outdoor stage area, our use of space could be frequently utilized as instructional space or assembly space.

Shared Facility needs.

Bi-monthly meetings with GECAC to review shared facility concerns has been a good way to keep the pulse of program needs. The program is at capacity with a waiting list that nearly 50% of the capacity. 83% of the participants of the GECAC survey reported that they would use the after-school care service. Typically, GECAC is displaced at mealtime during indoor sport season. They are forced to set up tables and chairs each day in the space behind the gym so that the students can eat supper. Next year, with ACORN having 3 indoor sports, approximately 3/4 of the school year the cafeteria will be off limits for GECAC. JW Administration would like to enrich that space behind the gym with 15-20 outdoor tables and shading/covering between the middle school wing and the cafeteria. This area will provide an outdoor learning space for students during the school day and after school. This permanent space is integral to providing quality services to our commuter community, and growing population.

Parent/Student engagement/Attendance

Parent/Student engagement/Attendance Through Parenting Partners, weekly class offerings hosted by the Outreach Assistant, and kinder engagement through KinderStrong, we have created a rich parent-on-campus environment. Providing the OA with a well-equipped classroom has improved her visibility and overall ability to host parents on a weekly basis. She provides her warm and accepting space to students during lunch as she hosts the rubik's Cube club on Monday and the Black Student Union on Thursdays. The OA provides support during after school events, conducts a food drive monthly and a mobile farmer's market monthly. The OM supports the administration during home visits for students struggling to attend school. She works with parents to provide structure at home for students.

SMART Goal

By the spring of 2023, JW will decrease the number of discipline referrals related to student conflicts by 20% through implementing PBIS tier 1 with fidelity and expanding to Tier 2 strategies and restorative practices. Restorative practices will enhance the development of the PLC's to have difficult conversations, and with student's need to problem solve.

Metric/Indicator	Baseline	Expected Outcome
Decreased rate of suspensions from year by 10 suspensions	35	25
Decreased number of suspendible discipline incidents that result physical harm.	57%	40%
Decreased number of suspendible discipline instances in classrooms.	12	6

Resources to Support

Action	Resources	Money/Budget
Professional Development for on or off campus expenses, per diem, supplies and materials supporting teacher/staff development.	LCFF- Supplemental	2000
Professional Development for on or off campus expenses, per diem, supplies and materials supporting teacher/staff development.	Title I Part A: Allocation	15,000
Certificated Subs and time sheeting for training, collaboration, leadership, engagement, PBIS, etc.	LCFF- Supplemental	1000
Certificated Subs and time sheeting for training, collaboration, leadership, engagement, PBIS, etc.	Title I Part A: Allocation	2000
Classified Timesheet for before, during, and afterschool engagement activities, bussing , and pick up supervision .	LCFF- Supplemental	1000
Classified Timesheet for before, during, and afterschool engagement activities, bussing , and pick up supervision .	Title I Part A: Allocation	1230
Supplemental instructional materials, programs, incentives, software and services.	LCFF- Supplemental	2000

Supplemental instructional materials, programs, incentives, software and services.	Title I Part A: Allocation	2500
Educational experiences: Excursions, guests, services, assemblies, transportation, entrance fees or exhibitions etc.	LCFF- Supplemental	3000
Educational experiences: Excursions, guests, services, assemblies, transportation, entrance fees or exhibitions etc.	Title I Part A: Allocation	6600

Progress Monitoring

September

December

March

Data

Name	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Joseph Widmer Jr. Elementary	838	285	34.0%
Manteca Unified	25,256	8,436	33.4%
San Joaquin	158,041	52,371	33.1%
Statewide	5,995,399	1,799,734	30.0%
Name	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Joseph Widmer Jr. Elementary	772	169	21.9%
Manteca Unified	24,413	3,737	15.3%
San Joaquin	154,706	24,508	15.8%
Statewide	6,072,413	866,842	14.3%

Climate

Data Analysis

In 2021 the chronic absenteeism rate is 21.9% which is about 7% higher than the district average. In 2022, the chronic absenteeism rate is 34% which is about .6% higher than the district average.

Student Need 2:

Students will attend school or utilize the independent study option to decrease chronic absenteeism.
--

Implementation Plan

With the support of the Outreach Assistant, administration staff we will create family communication relating to attendance. We will provide explicit information regarding extended times out of school. We will provide communication in our school languages about doctors' notes, bereavement, traveling abroad, calling in sick, etc. Many parents are not fully aware of the laws in California schools and don't fully know the consequences of excessive absences.

We have created a tutorial to discuss extended vacations or absences with families to make sure that they fully understand the family responsibilities for absences: Doctor's notes, Call in's, school impact etc.

SMART Goal

JW will increase our daily attendance (decrease chronic absenteeism) by 10% for the next school year and engage parents into the school community by Spring 2024 as measured attendance rates and more meaningful conversations with parents.

Metric/Indicator	Baseline	Expected Outcome
Fewer students reaching T2 status	22 students	
Monthly recoupment of ADA from independent study completion	0	90% of independent study will be completed.
Decreased Chronic Absenteeism	34% chronic absenteeism	decrease by 10%
After participating in T2 meetings or attendance communication, parents who choose to leave for long periods will follow through with proper documentation.	0%	100% parents notified before leaving about educational options.

Resources to Support

Action	Resources	Money/Budget
Outreach Assistant	Title I Part A: Allocation	31,500

Progress Monitoring

September

December

March

Data

Climate

Data Analysis

Student Need 3:

Culture and Climate improvement.

Implementation Plan

See above comprehensive implementation plan.

Teachers and students have reported feeling heard and mostly safe at work; however, there is an overwhelming concern that student behaviors are escalating, unsafe parent behaviors are becoming more frequent, and that the state of the world affects their well-being at work. Several have become frustrated with emergency drills that are conducted on Catapult because their phones don't have service. They are unable to communicate with the incident command center.

After conducting several needs assessments, it has become clear that teacher's overall satisfaction is deeply impacted by a lack of instructional resources. Such as calming corners, art supplies, and classroom libraries.

Admin is currently working with the budget to provide some of the basic needs for each classroom. In the Fall of 2023, we also plan to send out a survey, "What is your support language?" This will help define support among the teacher groups so that teachers can feel the support.

In the latest anonymous survey, it was evident that teachers enjoy the visibility and frequent classroom visits.

SMART Goal

By spring of 2024 admin will have regular communication with teachers regarding the areas in which they need support by following through with systemic high frequency walkthroughs and intentional conversations.

Metric/Indicator	Baseline	Expected Outcome
Walkthrough data	0	TBD

Resources to Support

Action	Resources	Money/Budget
Administration monitoring teacher needs and feelings of support.		0

Progress Monitoring

September

December

March

Data



District Goal

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

Site Strategic Goal

By June 2023, 65% of Joseph Widmer students will meet NWEA growth targets as a result of being provided with engaging, rigorous, data-driven, standards based instruction by staff trained in evidenced-based instructional strategies, MAP data analysis, essential standards development and effective use of base and supplemental curriculum.

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	155	193	221	21.0%	25.5%	24.7%
Fluent English Proficient (FEP)	103	96	118	14.0%	12.7%	13.2%
Reclassified Fluent English Proficient (RFEP)	9	16		5.8%	8.2%	12%

Student Need 1:

In 2023 there were 12% of the EL population that RFEP. This is a 4% increase from 2022. More students need to reclassify before entering high school because their schedules will be greatly impacted if they are to take ELD each year.

Implementation Plan

Kindergarten through third grade teachers will receive training in base curriculum routines materials to implement a reading intervention program within and across their grade span. MAPS data will be used to establish baseline performance. Grade level teams with the support of the IS, TOSAs, and administration, will meet and discuss student data, develop progress monitoring strategies (formative assessments), work with students and families to develop individual goals, and form small groups for instruction. Individual reading support will be provided daily. Teachers will have weekly grade level meetings to discuss data, progress and adjustments. Tutorials will be offered.

Middle school will continue to track data for all EL students with a focus on long term EL students. They will continue working towards their goals to become more proficient in literacy so that they can reclassify before 8th grade promotion.

SMART Goal

We will continue to work towards reclassifying more long-term language learners. JW will work with literacy staff and faculty reclassify 16% of English Learners by spring 2024.

Metric/Indicator	Baseline	Expected Outcome
8% reclassification in 22/ 12% reclassification in 2023	12% reclassification	16-20% reclassification rate school-wide.

Targeted Resources Applied		
Action	Resources	Money/Budget
See Below		

Progress Monitoring

November

February

May

Data

Student Need 2:

<p>ELL students will benefit from integrated ELD strategies across content areas in order to improve performance. Research based EL instruction implemented across disciplines will provide needed support for EL students not to become LTEL student. Additionally, implementation of self-efficacy models such as goal setting will help students understand what it takes to reclassify and how their daily efforts lead to success.</p>

Implementation Plan

Grade levels and content area teachers will receive training and collaborate on integrating ELD strategies across the curriculum. BeGLAD strategies and the ELD institute will be offered during the upcoming summer. Additionally, MUSD will offer SJCOE training for bilingual paras, and the Instructional specialists will be trained in the Wonder's EL resources. ELD student progress and success will be monitored in. MAPS data, benchmark assessments, attendance, and walk through data to ensure the use of integrated ELD strategies. Additional support for ELL students will be offered.

In 2022 Middle school Teachers began using Goal sheets for LPAC level 3-4 sixth - eighth grade Students. These goal sheets will be extended to the 4th grade and up. These goals sheets will be provided to parents and explained by students during the student led conferences.

SMART Goal

Teachers will begin to use researched based integrated EL strategies to enhance their daily instruction of EL Students thus reducing the number of LTELs in JW with a goal of 100% of Eighth grade LTEL Students will reclassify before they promote to high school.

Decreased number of 8th graders will continue as EL students in high school.		
Total # of LTELs will decrease each year by 10%		

Targeted Resources Applied

Action	Resources	Money/Budget
Professional Development for on or off campus expenses, per diem, supplies and materials supporting teacher/staff development.	LCFF- Supplemental	4000
Certificated Subs and time sheeting for training, collaboration, leadership, engagement, tutoring.	LCFF- Supplemental	2000
Supplemental instructional materials, programs, incentives, software and services.	LCFF- Supplemental	2000
Educational experiences: Excursions, guests, services, assemblies, transportation, entrance fees or exhibitions etc.	LCFF- Supplemental	5000

Progress Monitoring

November

February

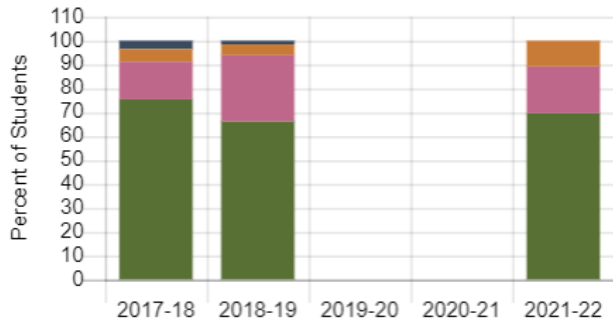
May

CAASPP ELA/Literacy Results for Students with Disabilities

Joseph Widmer Jr. Elementary

CDS Code 39-68593-6118509

Select options



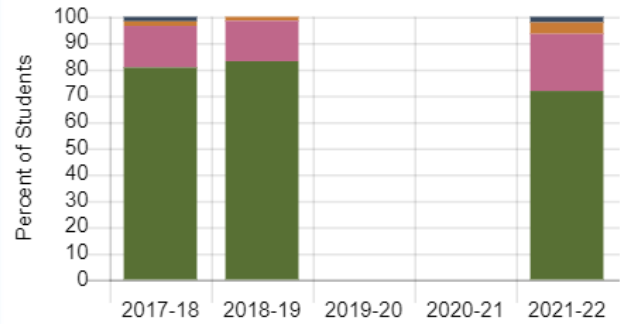
Std Exceeded Level 4
Std Met Level 3
Std Nearly Met Level 2
Std Not Met Level 1

CAASPP Mathematics Results for Student with Disabilities

Joseph Widmer Jr. Elementary

CDS Code 39-68593-6118509

Select options



Std Exceeded Level 4
Std Met Level 3
Std Nearly Met Level 2
Std Not Met Level 1

Data

NWEA Assessment Summary

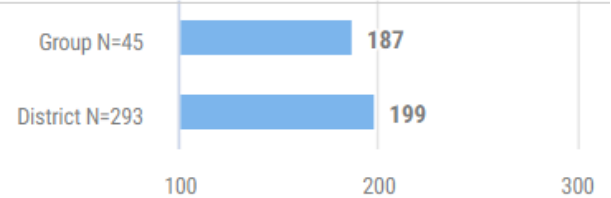
Site: **Joseph Widmer Elementary**
 Scores for: **Winter 2022-2023**
 Grade: **All**
 Group: **All**
 User: **All Teachers**
 Tests Included: **All**

Roster Date: **Control Panel (03-15-2023)**
 Gender(s): **All**
 Reported Race: **Black or African American**
 Special Education: **Special & Non Special Ed**
 Socio-Economic: **SED & Not SED**
 English Proficiencies: **All**

Overall Performance: Percentile & RIT Scores

Percentile Range	Percentage	Students
81 - 99	11%	5
61 - 80	4%	2
41 - 60	22%	10
21 - 40	22%	10
1 - 20	40%	18
Total Students Tested		45

Average RIT Score



Lexile Distribution

Grade Level Ranges		%	#
K-1	N/A	47%	21
2-3	450-769	20%	9
4-5	770-954	16%	7
6-8	955-1079	9%	4
9-10	1080-1214	7%	3
11-CCR	1215-1355	2%	1

Lexile ranges derived from:
http://www.corestandards.org/assets/Appendix_A.pdf

NWEA Assessment Summary

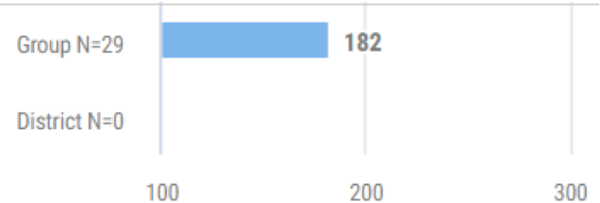
Site: **Joseph Widmer Elementary**
 Scores for: **Winter 2022-2023**
 Grade: **All**
 Group: **All**
 User: **All Teachers**
 Tests Included: **All**

Roster Date: **Control Panel (03-15-2023)**
 Gender(s): **All**
 Reported Race: **Two or More Races**
 Special Education: **Special & Non Special Ed**
 Socio-Economic: **SED & Not SED**
 English Proficiencies: **All**

Overall Performance: Percentile & RIT Scores

Percentile Range	Percentage	Students
81 - 99	10%	3
61 - 80	24%	7
41 - 60	21%	6
21 - 40	14%	4
1 - 20	31%	9
Total Students Tested		29

Average RIT Score



Lexile Distribution

Grade Level Ranges		%	#
K-1	N/A	59%	17
2-3	450-769	28%	8
4-5	770-954	3%	1
6-8	955-1079	3%	1
9-10	1080-1214	3%	1
11-CCR	1215-1355	3%	1

Lexile ranges derived from:
http://www.corestandards.org/assets/Appendix_A.pdf

Chronic Absenteeism Rate by Race/Ethnicity	2017-18	2018-19	2019-20	2020-21	2021-22
American Indian or Alaska Native	11.1 %	Redacted	N/A	N/A	Redacted
Asian	5.3 %	2.6 %	N/A	19 %	20.2 %
Black or African American	10 %	13.9 %	N/A	20.9 %	35.4 %
Filipino	2 %	6.4 %	N/A	13.6 %	14.4 %
Hispanic or Latino	11.4 %	14.7 %	N/A	24.1 %	40.6 %
Native Hawaiian or Pacific Islander	Redacted	Redacted	N/A	N/A	Redacted
None Reported	N/A	N/A	N/A	N/A	Redacted
Two or More Races	9.4 %	13.8 %	N/A	6.3 %	45.9 %
White	12.6 %	15.2 %	N/A	27 %	34.2 %

Student Need 3:

Implementation Plan

The department of Education has identified the following sub groups for low achievement, poor attendance, or high suspension rates.

African American students have been identified for poor attendance and high suspension. Students have reported not feeling supported in school because they are being targeted for racial reasons. The lack of engagement in school may indicate why students have such poor attendance. African American students will be monitored and supported through clubs, activities and teachers who are culturally competent. In the 22-23 school year a BSU club was created to address the social emotional needs of African American students. The club is part of the statewide BSCU. Students attended the annual conference at SF State University. This opportunity was a positive part of their school experience.

Students with Disabilities and students who are two or more races do not perform at the level academically as other subgroups. These students will be monitored and provided with additional after school or before school academic support. Teachers will have an awareness through formative assessment and provide differentiate instruction. The OA will provide incentives for students within the subgroup to encourage good attendance.

Many students with disabilities (particularly those in the SDC classes) often are bussed to JW and don't live in the neighborhood. Administration will need to brainstorm unconditional ways to build a connection with school and engage them into the school community. Additionally, some students with disabilities have health or cognitive issues that may cause them to miss school. Many of the SPED families who have students with IEP's should have an attendance goal, and clear direction about excessive absenteeism.

SMART Goal

Students from the above-mentioned subgroups will be monitored and supported through clubs and activities that promote family and student engagement. Each identified family from the subgroup will receive monthly connection contacts with opportunities to engage.

Metric/Indicator	Baseline	Expected Outcome
Fewer African American suspensions	10 suspensions	5 suspensions
Higher Attendance for African American Students and students of 2 or more races	respectively 35.4% and 45.9%	25 and 35% respectively
CAASP approximately 70% of SPED students are scoring at a level 1 in ELA and Math	70% at level 1 in ELA and Math	60% of SPED students are level 1 in ELA and Math

Targeted Resources Applied

Action	Resources	Money/Budget
Certificated Subs and time sheeting for training, collaboration, leadership, engagement, tutoring.	LCFF- Supplemental	2000

Progress Monitoring

November

February

Due to the high suspension rates of African American Students, we are creating an affinity group of parents and students to meet at lunch in the format of the BSU. Outreach will assist with facilitating the group meetings with students and parents.

May

Budget Summary

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Part A: Allocation	69,390	60.00
LCFF- Supplemental	55,906	-1,864.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF- Supplemental	57,770.00
Title I Part A: Allocation	69,330.00

Stakeholder Input

Date

:Instructional Leadership Team meetings (ILT) --8/24; 9/21; 10/26; 11/16; 1/18; 2/20; 2/22; 4/18; 3/30
: Certificated and classified employees (MEA/CSEA)--3/9
: School Site Council Meetings (SSC)--8/11; 11/17; 12/15; 1/12; 2/2; 3/30
:English Language Advisory Committee (ELAC)--9/1; 12/2; 2/10; 3/9
PBIS meetings: 8/9; 8/23; 9/16; 9/20; 10/18; 11/8; 12/1; 12/13; 1/10; 2/14; 3/21; 4/18;

Groups

SSC, ELAC, ILT PBIS, MEA, CSEA

Outcome

SSC: over the school year, much input regarding safety has taken center stage. They continue to be concerned with campus safety, parking safety, and community safety.
ELAC- Helped to revise goals related to reclassification and school goals
ILT- Continued focus on achievement and efficacy of PLC groups discussions and work. Very expressive about campus morale, and student/teacher involvement.
PBIS/Safety- 7/29 PBIS planning; 8/2 Staff PD; 10/18 PBIS PD from conference attendee.
MEA- ongoing progress monitoring of achievement data and setting grade level goals monthly.
SSA's--Weekly Safety goal discussions, data and progress towards goals; systemic supervision, input in setting goals for the next school year related to stations, student movement and relational capacity.
Title 1 meeting- Discussed goals and plan- 3/9/21 Opened incentive store and began creating the tier 2 team. Applying for recognition.

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

Name of Members	Role
Tarsha Taylor-Godfrey	Principal
Raquel Bonillas	Parent or Community Member
Marie Olivas	Classroom Teacher
Ed Cureton	Parent or Community Member
Megan Payne	Other School Staff
Landa Jones	Classroom Teacher
Brandy Perkins	Parent or Community Member
CiAnna Chase	Parent or Community Member
Maria Diaz	Parent or Community Member
Jadon Thibodeau	Other School Staff

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

Recommendations and Assurances

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

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

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.



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

Signature	Committee or Advisory Group Name
The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.	

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 05-05-2021.

Attested:

	Principal, Tarsha Taylor-Godfrey on 5/17/2022
	SSC Chairperson, Raquel Bonillas on 5/17/2022