

# Manteca Unified School District Strategic Plan

2024-2025

## 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  
Additional Targeted Support and Improvement  
Schoolwide Program  
Additional Targeted Support and Improvement  
African American - Suspensions

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

Joseph Widmer's plan includes goals in our districts three target areas: Grade Level Standards, Safety, and Emerging Students. By aligning our goals in our strategic plan with our district targets, Joseph Widmer will be able to have a laser-like focus in accomplishing our goals.

## 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 915 students, many from multigenerational households and diverse backgrounds. The school offers grades K-8, employing 29 general education teachers, 4 SDC teachers, and 1 RSP teacher. The site houses one K-3 mild/moderate autism class, and three SDC moderate/severe classes for students in grades K-8. The needs of the SDC classes creates 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 preschool. Before and after school program through Give Every Child A Chance continues to operate from 6:30am until 6:00pm daily. The school continues to improve on our PBIS program. Students can participate in the district sponsored ACORN athletic league.

## Comprehensive Needs Assessment Components

### Data Analysis

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

### Surveys

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

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

### Classroom Observations

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

Site administrators, in accordance with the MEA Master Agreement, utilize classroom observation to evaluate teachers using the California Standards for the Teaching Profession. Learning Walks are utilized by District and site staff to gather and provide specific feedback towards instructional or program goals. District staff conduct a minimum of two Learning Walks a year while site staff conduct weekly learning walks at the elementary high school levels. The data gathered is used to determine trends, effectiveness of student learning and necessary professional development at the site and district level.

## **Analysis of Current Instructional Program**

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

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

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

## **Standards, Assessment, and Accountability**

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

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

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

The site instructional leadership team comprised of the principal, assistant/vice-principal, and others meet regularly to evaluate benchmark, common formative and summative assessment data as well as observational and formative information. Team members then meet with specific grade level/grade span/department teachers to provide support in data analysis. The district supports an assessment evaluation program, which is designed to make decisions from the bottom up while supporting from the top down. Through the district-developed structure, school sites act as site level data teams. These teams identify areas of “cause”, which affect student achievement. Further, the teams are trained in how to support the teachers at the site in developing, refining, and implementing a Tier 1 standards-based instructional program at the classroom level and modifying their instruction using data and the Teaching-Assessing-Intervening cycle and lesson design. Ongoing analyses continue at the site and classroom level utilizing the Professional Learning Community model (PLC) to improve individual student achievement. Programs are evaluated regularly and no less than annually for effectiveness.

## Staffing and Professional Development

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

The Manteca Unified School District is dedicated to the recruitment and retention of highly qualified staff. All classes in the 2022-2023 academic year were instructed by fully credentialed and appropriately assigned staff, as confirmed by the California State Assignment Accountability System (CALSAAS) reports for that period. Throughout the same school year, 111 teachers in the district held a PIP, STSP, Waiver, or Intern Credential. Notably, there were four (4) identified misassignments of teachers of English Learners. To support beginning teachers and interns, Manteca Unified School District employs the Induction program, offering a clear credential pathway to preliminary credential holders. In the 2022-2023 school year, the Induction program recommended 51 Preliminary Credential holders to obtain their Clear Credentials.

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

MUSD maintained its status in that 100% of students had standards-aligned curriculum, verified by the 22-23 SARC reports (the most current available). Manteca Unified School District utilizes state approved, board adopted curricular programs and materials which are standards based in the subject areas of Reading/Language Arts, Math, Social Studies, and Science. The textbook adoption for K-6 ELA/ELD is McGraw-Hill Wonders, while the adoption for reading/language arts in grades 7-8 is StudySync and in grades 9-12 HMH: Intro to Literature with Writable. Math programs in use by the district are McGraw-Hill My Math for grades K-5, and McGraw California Glencoe Math for grades 6-8, and Big Ideas Math for grades 9-12. The adopted social studies materials are Studies Weekly for grades K-2, Savvas for grades 4-6, and McGraw Hill for grades 7 and 8, HMH ED Your Friend in Learning, TCI History, LaunchPad, Cengage NGLsync and Pearson MYLan are used for grades 9-12. The adopted science materials are Amplify for grades K-8 and Stemsscopes for 9-12. All students, including those with special needs, have access to these core curriculum materials. Manteca Unified School District students have access to technology. Students grades K-12 are able to take their devices home in order to have 24/7 access. All adopted base curriculum has traditional and digital resources.

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

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

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

Manteca Unified provides instructional assistance and ongoing support to all K-12 teachers in all content areas including intervention programs. Possible options for providing support include instructional support specialists and content experts, and teachers on special assignment who are knowledgeable about the adopted curriculum programs and work inside the classrooms to support teachers and deepen their knowledge about the content and the delivery of instruction. The Manteca Unified Department of Teaching and Learning offers a copious amount of base curriculum training opportunities to teachers after school focused on Tier 1 Instruction and evidence-based practices, in addition they train all substitute teachers as well to ensure sound understanding of Tier 1 practices. They also provide small group and one-on-one support for UTK-12 teachers as needed or requested. Three district-wide staff development days this year will focus on helping students meet district targets.

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

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

## **Teaching and Learning**

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

The focus and vision of Manteca Unified School District is to increase student achievement. All students receive curriculum, instruction, and materials aligned to the CCSS and CA Frameworks. All students receive curriculum, instruction, and materials from programs and/or strategies shown to increase student achievement. District adopted standards-based curriculum for grades UTK-8 are used by teachers so that all students receive clearly defined curriculum and instruction that is sequentially and systemically delivered, mastery of grade-appropriate standards. Teachers design lessons in Tier 1 instruction with the learner in mind using the Universal Diagnostic tool (NWEA Measure of Academic Performance) to build groups and

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

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

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

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

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

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

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

Manteca Unified provides standards-aligned, basic core instructional programs, including ancillary materials for small-group instruction, for Reading/Language Arts/English Language Development (RLA/ELD) (CCSS) and for Mathematics (CCSS). Manteca Unified also provides intensive intervention programs. At UTK- 8th grade level all sites have a 30-40 minute intervention block for each grade level. An Instructional Specialist is a part of each school site's intervention team. Intervention programs include Foundations, Just Words, WonderWorks, Edmentum:Exact Path, Sound Sensible, SPIRE, Rosetta Stone, Math in Practice, Bridges Intervention. These programs are to be implemented as designed in every classroom with materials for every student.

## Opportunity and Equal Educational Access

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

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

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

Manteca Unified's general and categorical funds are coordinated, prioritized, and allocated to align with the

full implementation of the EPCs in RLA/ELD, Mathematics, and the Site Strategic Plans which contain all of the core elements of the School Plan for Student Achievement).

# School and Student Performance Data

## Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>893</b>	<b>52.3</b>	<b>24.7</b>	<b>0.4</b>
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.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	221	24.7
Foster Youth	4	0.4
Homeless	16	1.8
Socioeconomically Disadvantaged	467	52.3
Students with Disabilities	116	13

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	52	5.8
American Indian	7	0.8
Asian	124	13.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Filipino	108	12.1
Hispanic	464	52
Two or More Races	37	4.1
Pacific Islander	12	1.3
White	89	10

**Conclusions based on this data:**

1. Hispanic and Socioeconomically Disadvantaged are our top significant sub-groups.
2. Our English Learners sub-group is almost at 25%.
3. Our Asian (13.9%) and Filipino (12.1%) are our next largest sub-groups.



# Grade Level Standards

## District Goal

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

## Site Tier 1 Goal

Every student will make growth towards mastery of grade level standards in all subjects.

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly			% Standard Not Met		
	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.	2343.		16.90	5.62		15.49	7.87		22.54	25.84		45.07	60.67
Grade 4		2410.	2425.		8.89	21.05		13.33	15.79		23.33	21.05		54.44	42.11
Grade 5		2448.	2411.		7.53	7.69		16.13	9.89		30.11	20.88		46.24	61.54
Grade 6		2468.	2505.		4.49	11.46		23.60	23.96		25.84	36.46		46.07	28.13
Grade 7		2524.	2516.		5.95	5.94		36.90	32.67		32.14	26.73		25.00	34.65
Grade 8		2537.	2517.		11.22	1.11		25.51	30.00		35.71	35.56		27.55	33.33
All Grades	N/A	N/A	N/A		8.95	8.47		21.90	20.44		28.57	27.99		40.57	43.09

### CAASPP Results Mathematics (All Students)

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly			% Standard Not Met		
	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.	2373.		2.82	2.25		21.13	12.36		29.58	33.71		46.48	51.69
Grade 4		2405.	2420.		4.40	3.95		7.69	21.05		30.77	35.53		57.14	39.47
Grade 5		2430.	2419.		5.32	0.00		5.32	6.52		21.28	22.83		68.09	70.65
Grade 6		2461.	2476.		10.11	7.29		11.24	7.29		17.98	35.42		60.67	50.00
Grade 7		2476.	2485.		1.19	7.92		10.71	13.86		33.33	27.72		54.76	50.50
Grade 8		2492.	2488.		8.08	2.20		12.12	9.89		22.22	28.57		57.58	59.34
All Grades	N/A	N/A	N/A		5.49	4.04		10.98	11.56		25.57	30.46		57.95	53.94

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


CAASPP Student Groups	CAASPP Percent Met or Exceeded
All Students	27.48
Female	28.37
Male	26.62
American Indian or Alaska Native	--
Asian	46.38
Black or African American	16.22
Filipino	39.19
Hispanic or Latino	23.96
Native Hawaiian or Pacific Islander	--
Two or More Races	17.65
White	24.07
English Learners	4.42
Foster Youth	--
Homeless	15.38
Military	15.38
Socioeconomically Disadvantaged	24.20
Students Receiving Migrant Education Services	0
Students with Disabilities	11.25

**CAASPP Results**  
**Mathematics (All Students)**

CAASPP Student Groups	CAASPP Percent Met or Exceeded
All Students	14.90
Female	12.72
Male	17.01
American Indian or Alaska Native	--
Asian	29.17
Black or African American	2.63
Filipino	22.97
Hispanic or Latino	10.26
Native Hawaiian or Pacific Islander	--
Two or More Races	17.65
White	18.87
English Learners	6.09

CAASPP Student Groups	CAASPP Percent Met or Exceeded
Foster Youth	--
Homeless	0.00
Military	23.08
Socioeconomically Disadvantaged	9.29
Students Receiving Migrant Education Services	0
Students with Disabilities	5.00






Data

 Oral Reading Rate

Fall 2023-2024   Winter 2023-2024

Total Students	312	336
Oral Reading	62	106
Foundational Skills	250	230

ALL GRADES

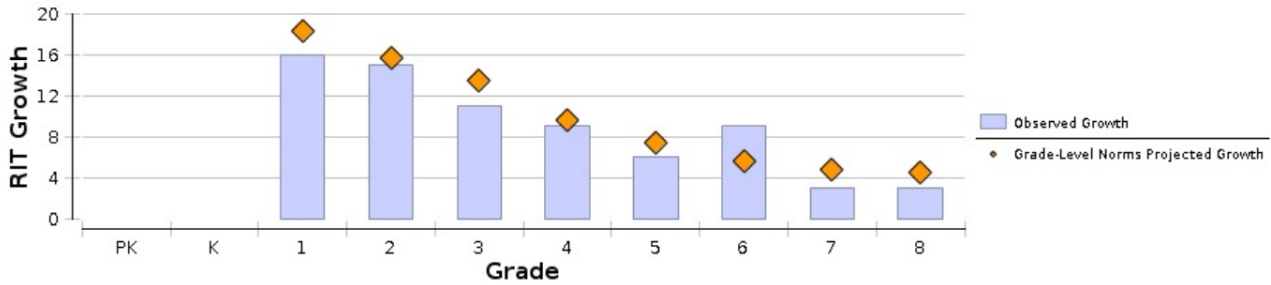
 Exceeds	46	21
 Meets	12	52
 Approaching	3	27
 Below	1	6
 No Expectation	0	0

**Joseph Widmer Elementary**

Language Arts:  
Reading

Grade (Winter 2024)	Total Number of Growth Events	Comparison Periods						Growth Evaluated Against								
		Winter 2023			Winter 2024			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
PK	0	**			**			**					**			
K	0	**			**			**					**			
1	30	150.7	8.6	81	166.2	12.0	52	16	1.5	18.3	-1.26	10	30	13	43	35
2	93	160.3	12.8	17	175.2	14.6	19	15	1.1	15.7	-0.39	35	93	49	53	54
3	89	172.4	17.2	10	183.4	18.2	7	11	1.2	13.5	-1.49	7	89	40	45	40
4	82	182.8	16.5	6	191.9	16.6	7	9	1.1	9.6	-0.36	36	82	43	52	51
5	68	194.6	17.8	13	200.5	16.8	11	6	1.1	7.4	-1.05	15	68	28	41	44
6	83	201.8	15.7	15	210.6	13.3	32	9	1.1	5.6	2.03	98	83	53	64	66
7	86	212.8	13.6	44	215.9	12.5	43	3	0.9	4.7	-1.42	8	86	39	45	38
8	99	213.9	14.2	33	217.1	12.5	33	3	0.9	4.5	-0.92	18	99	46	46	37

**Language Arts: Reading**



School Profile

### Growth and Achievement Overview

Joseph Widmer Elementary | Reading

Grade		Number of Students <sup>i</sup>
All Grades	<p><b>Growth</b> Median and Distribution</p> <p>47th <span style="display: inline-block; width: 30%; background-color: #c00000; height: 10px;"></span> <span style="display: inline-block; width: 16%; background-color: #ff9900; height: 10px;"></span> <span style="display: inline-block; width: 16%; background-color: #ffff00; height: 10px;"></span> <span style="display: inline-block; width: 15%; background-color: #008000; height: 10px;"></span> <span style="display: inline-block; width: 23%; background-color: #000080; height: 10px;"></span></p> <p><b>Achievement Fall 2023-2024</b> Median and Distribution <span style="float: right;"><b>Achievement Winter 2023-2024</b> Median and Distribution</span></p> <p>38th <span style="display: inline-block; width: 30%; background-color: #c00000; height: 10px;"></span> <span style="display: inline-block; width: 23%; background-color: #ff9900; height: 10px;"></span> <span style="display: inline-block; width: 21%; background-color: #ffff00; height: 10px;"></span> <span style="display: inline-block; width: 17%; background-color: #008000; height: 10px;"></span> <span style="display: inline-block; width: 9%; background-color: #000080; height: 10px;"></span> <span style="float: right;">37th <span style="display: inline-block; width: 30%; background-color: #c00000; height: 10px;"></span> <span style="display: inline-block; width: 24%; background-color: #ff9900; height: 10px;"></span> <span style="display: inline-block; width: 20%; background-color: #ffff00; height: 10px;"></span> <span style="display: inline-block; width: 17%; background-color: #008000; height: 10px;"></span> <span style="display: inline-block; width: 9%; background-color: #000080; height: 10px;"></span></span></p>	776

Percentiles Key ● 1st - 20<sup>th</sup> ● 21st - 40<sup>th</sup> ● 41st - 60<sup>th</sup> ● 61st - 80<sup>th</sup> ● >80<sup>th</sup>

Rostered Spring 2023-2024  
Tested Fall 2023-2024 - Winter 2023-2024

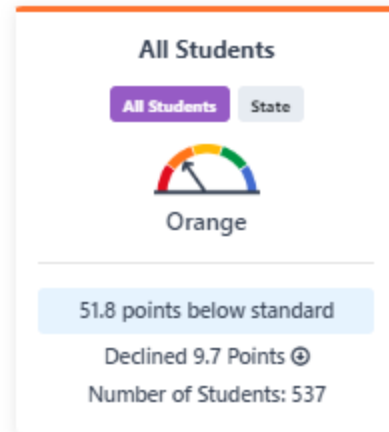
[More information about this chart](#) v



# English Language Arts

## All Students

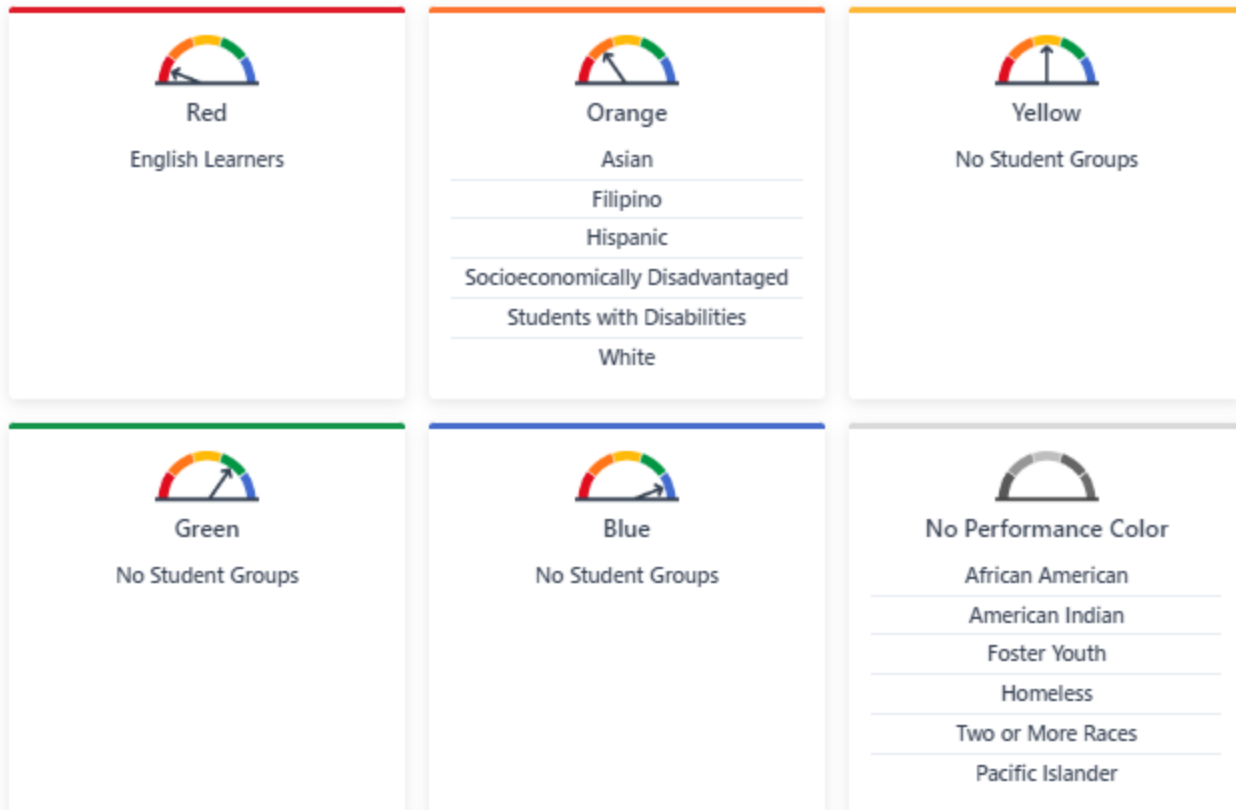
Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



## Student Group Details

### All Student Groups by Performance Level

13 Total Student Groups



## Data Analysis

In the initial images, students who met or exceeded grade-level standards for CAASPP English Language Arts (ELA) were at 30.85% in the 21-22 school year and 28.91% in the 22-23 school year. Similarly, students who nearly met and did not meet grade-level standards were at 69.14% in the 21-22 school year and 71.08% in the 22-23 school year. Furthermore, student groups with the highest CAASPP percent Met or Exceeded are Asian (46.38%) and Filipino (39.19%). Our English Learner group is the lowest scoring sub-group at 4.42% for Standards Met or Exceeded in the 22-23 school year. The other subgroups that performed low were our Homeless at 15.38% Met or Exceeded, Students with Disabilities at 11.25% Met or Exceeded, and African American at 16.22% Met or Exceeded.

The second image is the Oral Reading Rate, which reflects that 68.5% of our K-3 students are still working towards mastering foundational skills based on our Winter 2023-24 NWEA MAP reading fluency scores. Of the total number of students, 31.5% of the K-3 students are working towards mastering oral reading.

The third image shows the following by grade level growth in ELA from Winter 2023 to Winter 2024 testing periods. In ELA, the grade levels that had the highest percentage of students who met their growth projections were 6th (64% of students), 2nd grade (53% of students), and 4th (52% of students). The grade levels with the lowest percentage of students who met their growth projections were 5th (41% of students) and 1st (43% of students). The remaining grades were as follows: 3rd (45% of students), 7th (45% of students), and 8th (46% of students).

The fourth image compares the ELA growth/achievement scores of all students. Our English Learner sub-group is our lowest performing subgroup and is in the red band.

**Student Need 1:**

Joseph Widmer school will continue to develop, increase, and strengthen all literacy skills and practices for all students. Specifically, Joseph Widmer will provide targeted assistance for students who do not meet growth projections and/or students who are not projected to meet grade level standards in ELA.

**SMART Goal 1**

By the 2026-2027 school year, Joseph Widmer school will increase the percentage of all K-3 students who receive an oral reading score by 10%. The goal is to increase by 2% during the 2024-2025 and 3% in the 2025-2026 school year, and then by another 5% in the 2026-2027 school year.

**Implementation Plan**

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Teachers will be provided professional development in using Foundations with fidelity for all K-3 students.	Percent of teachers using Foundations with fidelity.	0 out of 14 teachers				Time Money People
PD pull out days to provide PD in PLCs and the assessment cycle with a focus on CFAs.	Number of grade level teams at the sustaining range of the PLC rubric.	_____ out of 9 grade level teams				Time Money People

Teachers will have early release on Wednesdays to collaborate and work on CFAs, Data, and intervention supports for students.	Grade level teams showing strong evidence in creating and implementing CFAs.	No evidence Some Strong				Time People
Intervention Teacher will provide small group intervention support to our English learners, Homeless, Students with Disabilities, and African American during OTP for those students who are not at grade level.	Increase in scores for students receiving OTP support in their targeted area of need through the reading fluency assessment provided every two weeks.	Fall 2024 MAP Fluency Reading Assessment Scores. K 1 2 3				Time Money People
K-3rd grade students in the red on phonemic awareness, will have the opportunity to receive tutoring in early literacy skills. Students in our lowest performing subgroups such as English Learners, Homeless, Students with Disabilities, and American Americans. (ELOP)	Increase the number of students demonstrating understanding from pre to post assessments on targeted grade level standards.	Fall 24-25 TBD K 1 2 3				Time Money People

**Progress Monitoring**

**SMART Goal 2**

By the 2026-27 school year, Joseph Widmer will increase the percentage of all K-8 students who meet their grade level standards in Reading by 10%. The goal is to increase achievement by 2% during 2024-25, 3% in 2025-26, and then by another 5% in the 2026-27 school year.

**Implementation Plan**

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Teachers will have early release on Wednesdays to collaborate and work on CFAs, Data, and intervention supports for students.	Grade level teams showing strong evidence in creating and implementing CFAs.	0				Time
Joseph Widmer ILT will meet consistently throughout the year to build capacity in leading their grade level teams on next steps, PD opportunities, review data, and ongoing planning for site needs.	Number of ILT who are confident in leading their grade level teams based on a survey.	BOY Survey MOY Survey EOY Survey				Time Money People
PD pull out days to provide PD in PLCs and assessment cycle.	Number of grade level teams at the sustaining range of the PLC rubric.	_____ out of 9 grade levels				Time Money People
Students will have the opportunity to attend various academic enrichment activities such as assemblies and excursions to support academic growth during the school day.	Increase the number of opportunities provided for our students that supports academic growth.	Total opportunities 2023-2024				Time Money People
Intervention Teacher will provide small group intervention support for all students including our English Learners, Homeless, Students with Disabilities, and African Americans, during OTP for those students who are not at grade level.	Increase in scores for students receiving OTP support in their targeted area of need through the reading fluency assessment provided every two weeks.	Fall 2024 MAP Fluency Reading Assessment Scores. K 1 2 3				Time Money People

<p>ELOP- Academic Tutoring All students including our English Learners, Homeless, Students with Disabilities, and African Americans who are not at grade level in K-8 will be provided with after school academic tutoring.</p>	<p>Increase the number of students demonstrating understanding from pre to post assessments on targeted grade level standards.</p>	<p>PLC created Common Formative Assessment results by grade level _____</p>				<p>Time Money People</p>
<p>ELOP - Students will have the opportunity to attend various academic enrichment activities such as assemblies and excursions to support academic growth outside of the school day.</p>	<p>Increase the number of opportunities provided for our students that supports academic growth.</p>	<p>_____ Opportunities in 2023-2024</p>				
<p>All staff will have the opportunity to attend PLC conference to enhance their knowledge in the PLC process.</p>	<p>Number of teachers who have attended a PLC conference.</p>	<p>_____ out of 29 attended a PLC conference</p>				

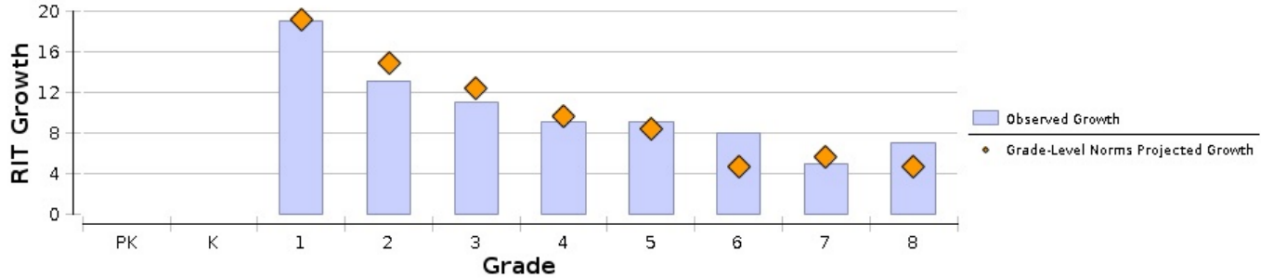
**Progress Monitoring**

**Joseph Widmer Elementary**

Math: Math K-12

Grade (Winter 2024)	Total Number of Growth Events	Comparison Periods						Growth Evaluated Against									
		Winter 2023			Winter 2024			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	
PK	0	**			**				**					**			
K	0	**			**				**					**			
1	64	148.7	12.0	39	167.7	12.0	34	19	1.1	19.1	-0.05	48	64	32	50	49	
2	96	165.1	11.7	20	177.7	13.8	14	13	0.8	14.9	-1.27	10	96	40	42	33	
3	88	174.6	13.8	6	185.5	13.2	4	11	1.0	12.4	-0.88	19	88	32	36	32	
4	82	185.4	13.4	4	194.8	13.2	5	9	0.8	9.6	-0.15	44	82	38	46	42	
5	67	196.7	16.4	9	205.9	12.0	13	9	1.0	8.3	0.51	69	67	35	52	48	
6	85	204.2	12.9	9	212.1	11.2	18	8	0.9	4.6	1.74	96	85	57	67	72	
7	86	213.0	12.6	21	217.9	14.4	25	5	1.0	5.7	-0.49	31	86	38	44	39	
8	98	216.4	16.8	20	223.8	17.0	33	7	0.8	4.7	1.57	94	98	56	57	63	

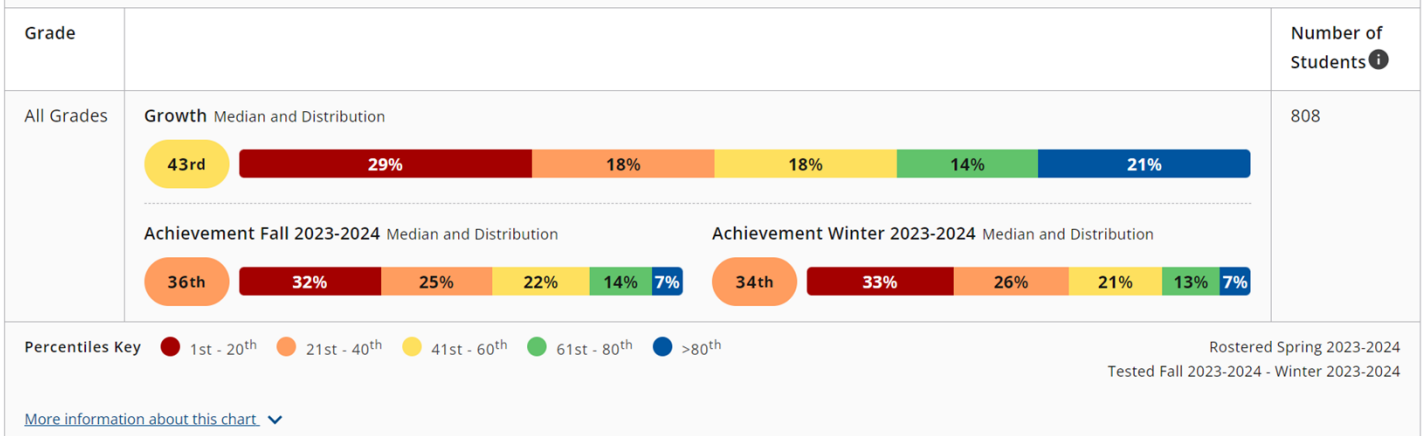
**Math: Math K-12**



School Profile

**Growth and Achievement Overview**

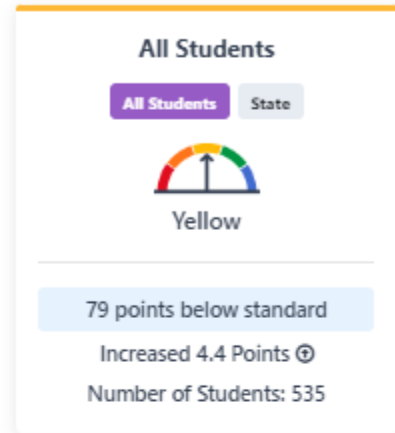
Joseph Widmer Elementary | Math K-12



# Mathematics

## All Students

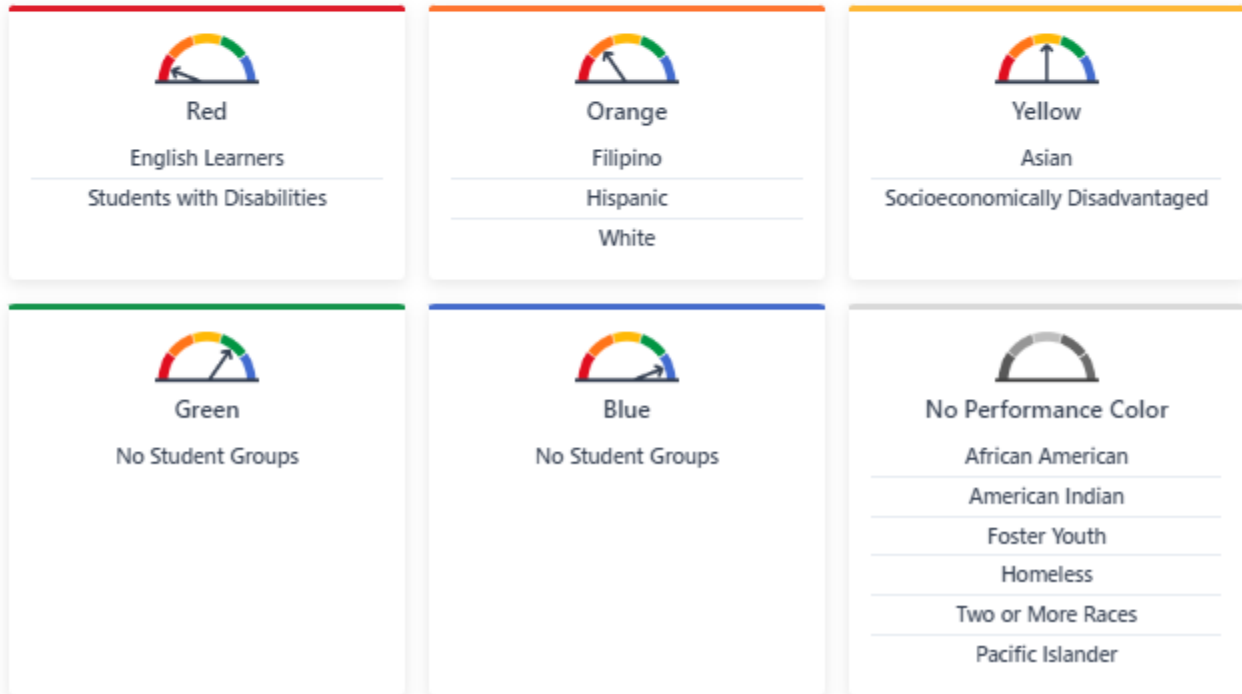
Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



## Student Group Details

### All Student Groups by Performance Level

13 Total Student Groups



### Data

#### Data Analysis

In the initial images at the top, students who Met or Exceeded grade-level standards for CAASPP Math were at 16.47% in the 21-22 school year and 15.60% in the 22-23 school year. Students who fell into the categories of Nearly Met and Standard Not Met were at 83.52% in the 21-22 school year and 84.40% in the 22-23 school year. Student groups with the highest CAASPP percentage in Met or Exceeded are Asian (29.17%) and Filipino (22.97%). Our lowest

scoring sub-groups in Standards Met or Exceeded were our African American (2.62%), Students with Disabilities (5.0%) and English Learners (6.09%) in the 22-23 school year.

The next image shows grade level growth on MAP Testing in Math from Winter 2023 to Winter 2024. The grade levels that had the highest percentage of students who met their growth projections were 6th (67% of students), 8th grade (57% of students), and 5th (52% of students). The grade levels with the lowest percentage of students who met their growth projections were 3rd (36% of students) and 2nd (42% of students). The remaining grades were as follows: 1st (50% of students), 4th (46% of students), and 7th (44% of students).

The fourth image compares the Math growth/achievement scores of all students as tested in MAP Growth. Overall achievement in Math for Joseph Widmer students fell 2% from Fall to Winter in the 2023-24 school year.

The final image from the California Dashboard shows Students with Disabilities and English Learners to be the lowest scoring subgroups in CAASPP Math.

**Student Need 2:**

Joseph Widmer school will continue to develop, increase, and strengthen all Math practices and abilities for all students. Specifically, Joseph Widmer will provide targeted assistance for students who do not meet growth projections and/or students who are not projected to meet grade level standards in Math.

**SMART Goal 1**

By the 2026-27 school year, Joseph Widmer school will increase the percentage of all K-8 students who meet grade level standards in Math by 10%. The goal is to increase achievement by 2% during 2024-25, 3% in 2025-26, and then by 5% in the 2026-27 school year.

**Implementation Plan**

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Joseph Widmer teachers will be provided with professional development in using the 7 mathematical thinking strategies within the classroom	Math workshop learning walk data to determine use of mathematical thinking strategies in the classroom	____ No Evidence ____ Some Evidence ____ Strong Evidence				Time Money People
ELOP Students will attend events and activities outside of the school day with an academic enrichment focus such as STEAM to support student growth in math.	Increase the number of opportunities provided for our students that supports academic growth.	____ Opportunities in 2023-2024				Time Money People
4th-8th grade English Learners,	Increase the number of students	PLC created Common				Time Money



African Americans, Homeless, and Students with disabilities, approaching grade level will have the opportunity to receive tutoring before or after school based on NWEA Map math scores.	demonstrating understanding from pre to post assessments on targeted grade level standards.	Formative Assessment results by grade level _____				People
Teachers will have early release on Wednesdays to collaborate and work on CFAs, Data, and intervention supports for students.	Grade level teams showing strong evidence in creating and implementing CFAs.	0 out of 9 teams				Time People
Joseph Widmer ILT will meet consistently throughout the year to discuss next steps, PD opportunities, review data, ongoing planning for site needs.	Number of ILT who are confident in leading their grade level teams based on a survey.	BOY Survey MOY Survey EOY Survey				Time Money
Joseph Widmer teachers will be provided PD with PEBC to support teachers with the math workshop model, improve math discourse, and instructional strategies.	Math workshop learning walk data to see if workshop model is being implemented and to determine evidence of math discourse and instructional strategies	_____No Evidence _____Some Evidence _____Strong Evidence				Time Money People

**Progress Monitoring**



**District Goal**

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

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

Joseph Widmer will improve school climate and culture through decreasing behavior incidents and chronic absenteeism, so that students feel emotionally and physically secure while having access to clean and safe facilities.

**Climate**

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	1.50	3.53	0.91	4.62	0.20	3.17
Expulsions	0.00	0.11	0.01	0.09	0.00	0.07

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

Subject	School 2022-23	District 2022-23	State 2022-23
Suspensions	3.44	4.96	3.60
Expulsions	0.00	0.24	0.08

**2022-23 Chronic Absenteeism by Student Group**

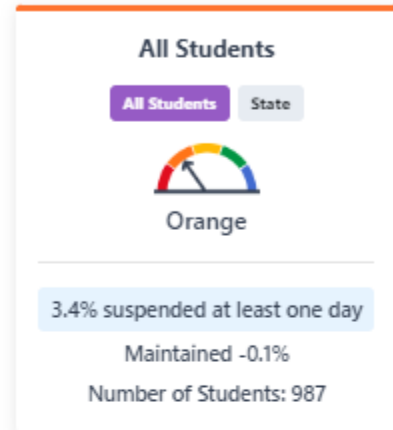
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate

<b>All Students</b>	987	951	293	30.8
<b>Female</b>	472	459	140	30.5
<b>Male</b>	515	492	153	31.1
<b>American Indian or Alaska Native</b>	7	7	0	0.0
<b>Asian</b>	140	138	35	25.4
<b>Black or African American</b>	65	64	21	32.8
<b>Filipino</b>	115	114	22	19.3
<b>Hispanic or Latino</b>	516	490	167	34.1
<b>Native Hawaiian or Pacific Islander</b>	12	11	6	54.5
<b>Two or More Races</b>	39	37	13	35.1
<b>White</b>	93	90	29	32.2
<b>English Learners</b>	262	246	67	27.2
<b>Foster Youth</b>	6	6	2	33.3
<b>Homeless</b>	29	25	13	52.0
<b>Socioeconomically Disadvantaged</b>	560	537	183	34.1
<b>Students Receiving Migrant Education</b>	1	0	0	0.0
<b>Students with Disabilities</b>	131	129	54	41.9

# Suspension Rate

## All Students

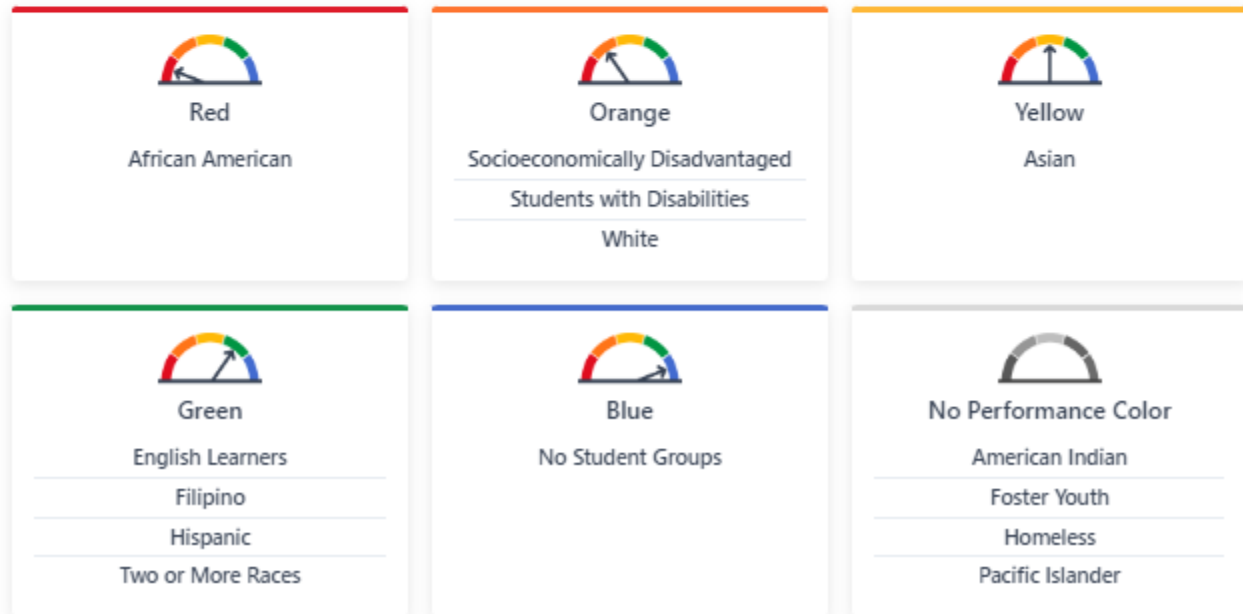
Explore information about the percentage of students in kindergarten through grade 12 who have been suspended for at least one aggregate day in a given school year. Students who are suspended multiple times or for multiple days are only counted once.



## Student Group Details

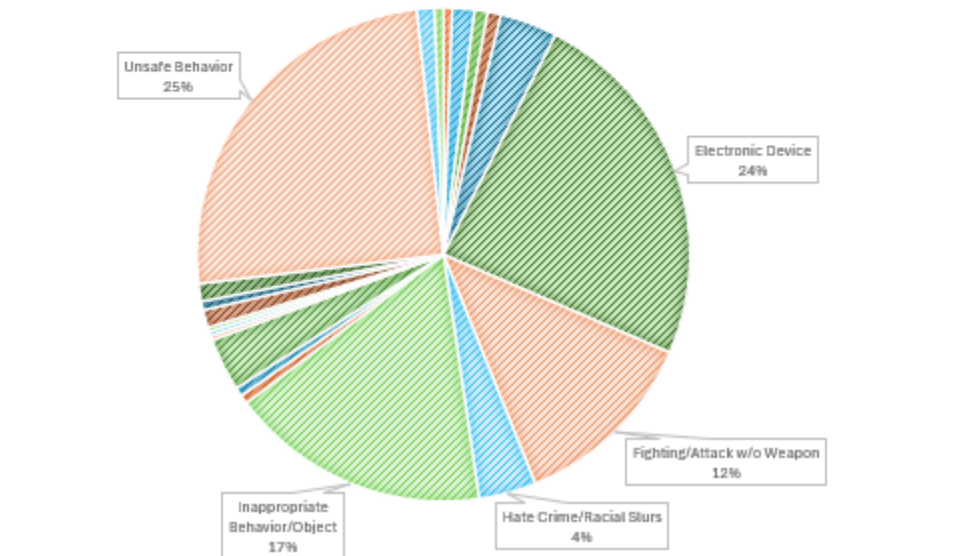
### All Student Groups by Performance Level

13 Total Student Groups



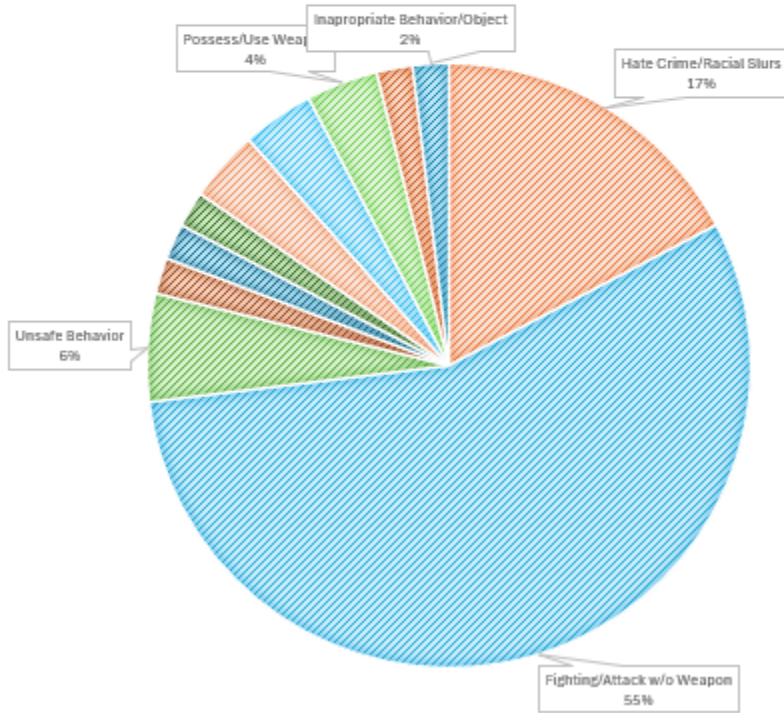
Incident	Total
Bullying/Cyberbullying	2
Bus Referral	5
Damage School/Personal Propert	3
Defiance	3
Disruptive	13
Electronic Device	83
Fighting/Attack w/o Weapon	43
Hate Crime/Racial Slurs	13
Inappropriate Behavior/Object	59
Possess/Use Weapon	2
Profanity	2
Pushing/Shoving	12
Sexual Harassment	1
Skateboard/Bike/Other	1
Theft/Robbery/Extortion	1
Threat of Attack - w/ Firearm/Explc	4
Threat of Attack - w/ Weapon	2
Threat of Attack - w/o Weapon	4
Unsafe Behavior	87
Vape Pen: Nicotine	4
Verbal Fight	2

### TOTAL INCIDENTS 2023-24



Suspension Incidents	Total	Percent
Hate Crime/Racial Slurs	9	17.308
Fighting/Attack w/o Weapon	29	55.769
Unsafe Behavior	3	5.7692
Pushing/Shoving	1	1.9231
Threat of Attack w/o Weapon	1	1.9231
Damage School/Personal Propert	1	1.9231
Disruptive	2	3.8462
Threat of Attack w/Firearm/Explosi	2	3.8462
Possess/Use Weapon	2	3.8462
Threat of Attack w/Weapon	1	1.9231
Inappropriate Behavior/Object	1	1.9231
Total	52	

### TOTAL SUSPENSION INCIDENTS 2023-24



Joseph Widmer Elementary	
Behavior Analysis - Penalties	
Events from 08/03/2023 to 04/21/2024	
Printed: 4/21/2024 11:05 AM	
Track	(All) ▼
School	(All) ▼
Count of Student	
Penalty ▼	Grand Total
Alternative Placement	16
BASE Lesson	10
Conference, Law Enforcement	2
Conference, Parent	50
Conference, Student	92
Contract, Behavior	11
Contract, DRB	2
Contract, Fighting	1
COST	1
Detention	3
Loss of Privileges	20
Loss of Recess	8
Refer to Counselor	4
Suspension	56
Warning	22
Grand Total	298

Joseph Widmer Elementary										
Behavior Analysis - Involvements										
Events from 08/03/2023 to 04/21/2024										
Printed: 4/21/2024 9:55 AM										
Track	(All)									
School	(All)									
Count of Student	Grade									
Incident	00	01	02	03	04	05	06	07	08	Grand Total
Bullying/Cyberbullying									2	2
Bus Referral			1			2		1	1	5
Damage School/Personal Property							1	2		3
Defiance						2	1			3
Disruptive			1			9	3			13
Electronic Device		1			1	8	19	26	28	83
Fighting/Attack w/o Weapon			1		5	10	12	13	2	43
Hate Crime/Racial Slurs						3	3	7		13
Inappropriate Behavior/Object	2		7	6	4	7	12	19	2	59
Possess/Use Weapon								2		2
Profanity								2		2
Pushing/Shoving			2		3	3	2	2		12
Sexual Harassment			1							1
Skateboard/Bike/Other									1	1
Theft/Robbery/Extortion									1	1
Threat of Attack - w/ Firearm/Explosive						4				4
Threat of Attack - w/ Weapon						2				2
Threat of Attack - w/o Weapon								3	1	4
Unsafe Behavior	8	12	19	5	12	5	7	9	10	87
Vape Pen: Nicotine								1	3	4
Verbal Fight							2			2
Grand Total	10	13	32	11	25	55	62	87	51	346

### Data Analysis

The CA School Dashboard indicates that we had a -0.1% decrease in suspensions, resulting in 3.4% of all students being suspended for at least one day during the 2022-2023 school year.

Our African American subgroup was in the Red with a 15.4% suspension rate, which was an increase of 7.5%. 55% of our suspensions are because of student fights. The highest number of incidents was for incidents that involved electronic devices at 83 incidents. Unsafe Behavior and inappropriate behavior accounted for 146 total incidents. We held 92 conferences with students and had 50 parent conferences when dealing with discipline. Our 7th grade students had the highest amount of incident with 87 and our 6th grade students followed behind with 62 incidents.

### Student Need 1:

Joseph Widmer will work to decrease the number of behavior incidents and reduce overall suspension rates.

### SMART Goal 1

By June 2027, Joseph Widmer will reduce the amount of overall suspension rates by 1.5% (a reduction of .5% for each school year).

### Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
--------	------------------	----------	----------------	----------------	----------------	-----------



Students in grades K-8 will attend an incentive/event after school who demonstrate behavior goals created by our PBIS team.	Increase in the Number of students meeting behavior criteria and attending the events.	___students met the criteria in the fall.  ___ of students attending the event in the fall.				Time Money People
Family Engagement Nights- Connectedness increase opportunities for students and families to participate during non-school hours.	Increase the number of families and students attending events.	___ of students and families attending the first event.  ___ of students and families attending all events.				
COST meeting to support students and provide interventions for students who are having difficulty with behavior.	Reduce the number of suspension rates and behavior incidents throughout the year for those students who have been through COST.	2023-2024 EOY suspension rates and behavior incident data				
All teachers and classified staff will continue to receive PD in PBIS to implement PBIS strategies with fidelity.	Increase the number of teachers who have been trained in implementing PBIS strategies with fidelity.	Percent of trained staff BOY ___ MOY ___ EOY ___				
Joseph Widmer will provide students with assemblies that teach students strategies and skills to handle situations the Wildcat Way.	Increase the number of assemblies that teach student strategies and skills.	___2023-2024				
Joseph Widmer will continue to support and monitor students who are struggling with behavior by providing our students with VCC counseling services.	Reduce suspensions rates for students receiving VCC services.	The number of suspensions for students receiving VCC services in 2023-2024				

Joseph Widmer staff will receive PD in providing students with a Multi-tiered System of Supports.	Increase the number of teachers receiving MTSS PD.	2023-2024 number of trained staff____ 2024-2025 number of trained staff____				
Joseph Widmer will provide students with an outdoor learning space to foster SEL activities.	Percent of teachers using outdoor learning space.	BOY using outdoor learning space____ MOY using outdoor learning space____ EOY using outdoor learning space____				
Joseph Widmer will implement year 2 of Soul Shoppe to support a positive school culture with a focus on our African Americans, Students with Disabilities, and Socioeconomically Disadvantaged students.	Reduce the number of behavioral incidents and suspensions.	Trimester 1____ Trimester 2____ Trimester 3____				

**Progress Monitoring**

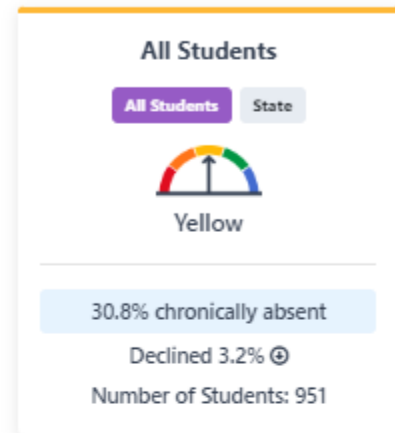
**Data**

# Chronic Absenteeism

## All Students

Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled. Additional information on the counts and reasons for absences can be found on DataQuest on the Absenteeism by Reason reports:

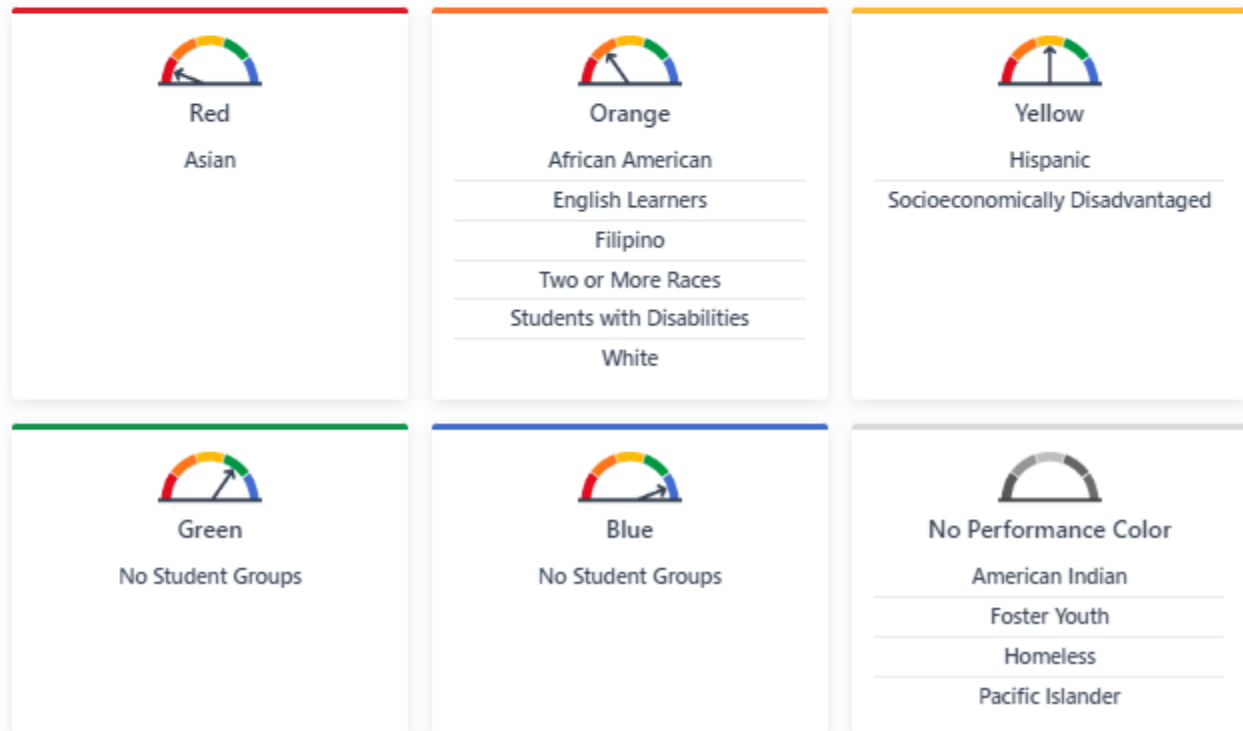
<https://dq.cde.ca.gov/dataquest/DQCensus/AttAbsByRsn.aspx?agglevel=School&cds=39685936118509&year=2022-23>



## Student Group Details

### All Student Groups by Performance Level

13 Total Student Groups



Attendance 8/3/2023-4/12/2024 (122 Days of School)	Grade Level	Actual Percent % Enrollment
Regular	TK	89.70
Regular	K	90.30
Regular	1 <sup>st</sup>	91.73
Regular	2 <sup>nd</sup>	92.43
Regular	3 <sup>rd</sup>	92.29
Regular	4 <sup>th</sup>	92.90
Regular	5 <sup>th</sup>	93.43
Regular	6 <sup>th</sup>	94.11
Regular	7 <sup>th</sup>	93.88
Regular	8 <sup>th</sup>	94.53
Special Education SDC	K	65.53
Special Education SDC	1 <sup>st</sup>	86.13
Special Education SDC	2 <sup>nd</sup>	87.42
Special Education SDC	3 <sup>rd</sup>	91.11
Special Education SDC	4 <sup>th</sup>	89.33
Special Education SDC	5 <sup>th</sup>	92.98
Special Education SDC	6 <sup>th</sup>	91.66
Special Education SDC	7 <sup>th</sup>	94.44
Special Education SDC	8 <sup>th</sup>	89.16
K-12 Home and Hospital	6 <sup>th</sup>	31.71
Average School Wide		92.62

CHRONIC ABSENTEEISM 8/3/2023-4/17/2024	
Total # of students enrolled as of 4/17/2024	# & % of Students Chronically Absent
All Students: 925	216 Students/23.3%
TK: 24 Students	12 Students/50.0%
Kinder: 75 Students	33 Students/44.0%
1 <sup>st</sup> Grade: 84 Students	25 Students/29.8%
2 <sup>nd</sup> Grade: 109 Students	21 Students/19.3%
3 <sup>rd</sup> Grade: 108 Students	26 Students/24.1%
4 <sup>th</sup> Grade: 107 Students	26 Students/24.3%
5 <sup>th</sup> Grade: 90 Students	15 Students/16.7%
6 <sup>th</sup> Grade: 106 Students	17 Students/16.0%
7 <sup>th</sup> Grade: 113 Students	21 Students/18.6%
8 <sup>th</sup> Grade: 109 Students	20 Students/18.3%

### Data Analysis

The first image taken from the CA School Dashboard displays chronic absenteeism for students at Joseph Widmer as measured by the state. They reported that 30.8% of our students were chronically absent. Our Native Hawaiian Pacific Islander (54.5%) and Students with Disabilities (41.9%) had the highest chronic absenteeism rates. Overall, our school has declined by 3.2% which demonstrates an improvement in the 2022-2023 school year. The following image displays specific attendance data from our site by grade level. The average schoolwide attendance for 2023-24 is 92.62%. The highest ADA is 8th grade (94.53%), SDC 7th grade (94.44%), and 6th grade (94.11%). The lowest ADA is K-12 Home and Hospital (31.71), SDC K (65.53%), and SDC 1st (86.13%). Chronic Absenteeism is displayed in the next image. In the 2023-24 school year 216 students (23.3%) are chronically absent. TK and K make up the highest percentage of chronically absent students, at 50% and 44% respectively. 5th (16.7%) and 6th (16.0%) grade students had the lowest percentage of chronically absent students.

### Student Need 2:

Joseph Widmer will increase average daily attendance in an effort to decrease overall schoolwide chronic absenteeism rates.

### SMART Goal 1

Joseph Widmer will increase the percentage of average daily attendance by 1.5% by the end of the 2026-27 school year reporting period and within each grade level.

### Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Students will attend events activities and academic excursions to increase connectedness to school such as 5th grade science camp..	Number of opportunities for students Number of students attending	23/24____ # of students attending__  23/24____ # of students attending				
Joseph Widmer will provide students and families with Outreach Assistant support who are identified as students who demonstrate irregular attendance or tardiness.	Reduce the number of student absences and tardies being supported by the Outreach Assistant.	BOY Number of students identified and number of students making improvements.				
Joseph Widmer will incorporate a schoolwide	Increase the number of times students are	____ 2023-2024 school year				

attendance recognition and incentive program which includes individual recognition, class, and grade level competitions.	being recognized for attendance.					
Joseph Widmer will increase awareness and communication with the community regarding the importance of attendance and its connection to academic achievement.	Increase the number of times communication information is provided to parents regarding the importance of attendance.	2023-2024 # of times communicated				
Our TSSP staff will provide family outreach to support students and families to increase attendance.	Increase in attendance of our identified students who require TSSP support.	TSSP attendance rates BOY _____ TSSP attendance rates MOY _____ TSSP attendance rates EOY _____				
The Outreach Assistant will actively assess and identify barriers hindering student and families' attendance and tardies especially with our Native Hawaiian Pacific Islanders and Students with Disabilities subgroups.	Reduce the number of identified barriers to increase student attendance rates.	Identified barriers Fall 2024-2025 _____.				
The Outreach Assistant will support the school's student incentive system for students who are demonstrating irregular	Increase the number of students receiving positive incentives.	2023-2024 _____				

attendance or tardiness.						
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**Progress Monitoring**

**SMART Goal 2**

Joseph Widmer will work to decrease the percentage of chronically absent students by 5% by the end of the 2026-27 school year (reductions of 1% in 2024-25, 2% in 2025-26, and 2% in 2026-27).

**Implementation Plan**

<b>Action</b>	<b>Metric/Indicator</b>	<b>Baseline</b>	<b>Year 1 Outcome</b>	<b>Year 2 Outcome</b>	<b>Year 3 Outcome</b>	<b>Resources</b>
The Outreach Assistant will contact families who students demonstrate irregular attendance or tardiness.	Reduce the number of absences and tardies of students who are identified as potential students who would fall into our chronically absent list.	2023-2024 ____ .				
Students will attend events, activities, and academic excursions to increase connectedness to school.	Number of opportunities for students to participate in activities and excursions. Number of students attending activities and excursions.	2023-2024 number of students identified.				
Joseph Widmer will incorporate a schoolwide attendance recognition and incentive program which includes individual recognition, class, and grade level competitions.	Increase the number of times students are being recognized for attendance.	____ 2023-2024 school year				
Joseph Widmer will increase awareness and communication with the community regarding the importance of attendance and its connection to	Increase the number of times communication information is provided to parents regarding the importance of attendance.	2023-2024 # of times communicated				

academic achievement..						
Our TSSP staff will provide family assistance and build opportunities for consistent communication.	Increase in attendance of our TSSP students.	TSSP attendance BOY _____ TSSP attendance MOY _____ TSSP attendance EOY _____				

**Progress Monitoring**

**SMART Goal 3**

By June 30, 2027, Joseph Widmer will Increase culture and community connectedness measure by a survey created by the community task force.

**Implementation Plan**

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Joseph Widmer will create a community task force.	A parent from each grade level.	0				
Joseph Widmer Community Task Force will create a survey for our students, teachers, parents, and guardians.	Completed Survey for both students, teachers, and parents and guardians.	BOY Survey Results MOY Survey Results EOY Survey Results				
Full implementation of Soul Shoppe Program	The number of staff and students being trained to implement.	BOY 0 MOY _____ EOY _____				
Joseph Widmer will provide student with mentors.	The number of total mentors and student receiving support.	BOY Mentors 0 Students 0 MOY Mentors __ Students __ EOY Mentors__ Students__				
Joseph Widmer will provide training and share information to support Tier 1	The Stanislaus County Office of Education status recognition in CA PBIS.	2023-2024 Bronze Level 2024-2025 _____				



behavioral supports		2025-2026 _____ 2026-2027 _____				
Joseph Widmer will hold monthly Coffee with the Principal meetings.	The number of meetings and parents attending our Coffee with the Principal meetings.	2023-2024 0/0 2024-2025 _____ 2025-2026 _____ 2026-2027 _____				
Joseph Widmer will host a variety of outside events for parents and students (quality outdoor portable sound system will be needed)	We will increase the amount of parent and student participation for outside events.	Average number of parents and students at events.				

**Progress Monitoring**

**Progress Monitoring**



**District Goal**

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

**Site Tier 2 and 3 Goals**

Every student receives effective differentiated instruction and behavioral supports needed to reach grade level mastery of standards.

**Resource Inequities**

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

Resource inequities that have been identified are tutorial support in Math and ELA, more social emotional support for students/staff including additional VCC support. Joseph Widmer's needs assessment and data review indicate resource inequities in providing our English Learners with additional supports through additional tutoring opportunities, resource, and personnel. We are also seeing the need for more support in decreasing the percent of our African American students who are being suspended.

**Comprehensive Needs Assessment**

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

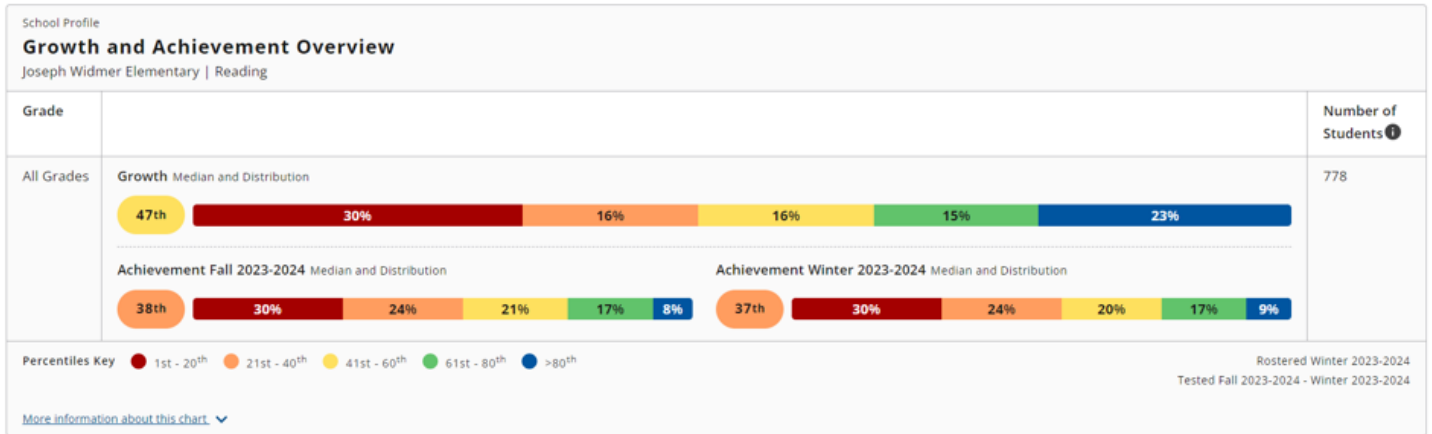
ATSI Subgroups - African American students in suspension rates.

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%

# ELA

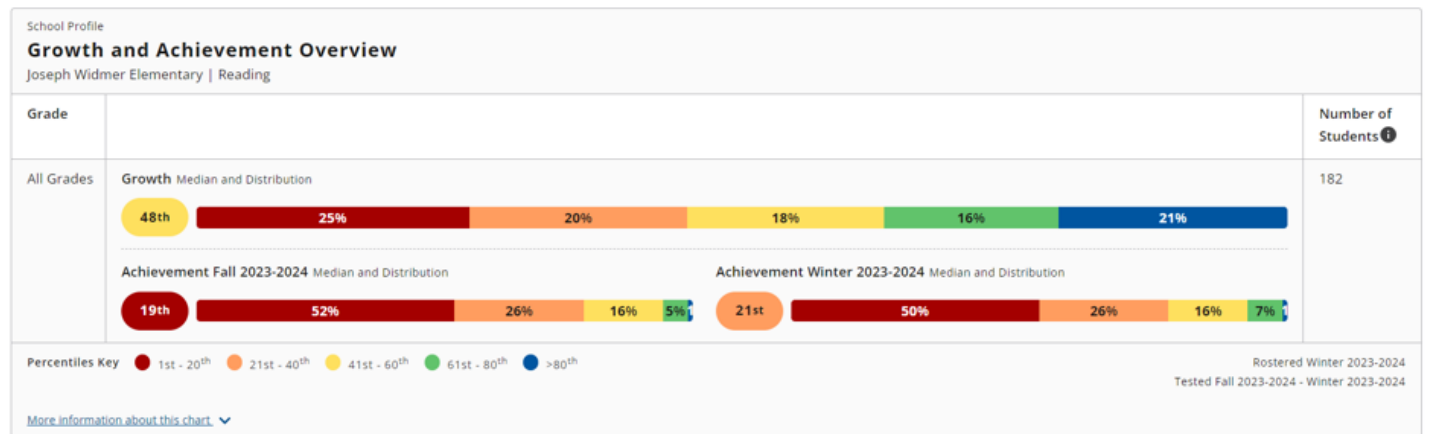
## All Students: Growth and Achievement

### Joseph Widmer Elementary



## English Language Learners: Growth and Achievement

### Joseph Widmer Elementary



## English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in English Language Arts.



**Data Analysis**

Joseph Widmer's English Learners subgroup accounts for 24.7% of our total enrollment. Our English Learners are 117.4 points below standard in ELA on the CA Data Dashboard which was a decline of 30.8 points from the previous year. In comparison, our English Only subgroup is 50 points below standard and had a decline of 5.9 points. Even though both of these subgroups have declined, our data shows an increasing gap in achievement in ELA between our English Learners and English Only subgroups.

**Student Need 1:**

Joseph Widmer will continue to develop, increase, and strengthen overall literacy skills and practices for designated English Language Learners.

**SMART Goal 1**

Joseph Widmer will increase the percentage of our English Learner subgroup who meet grade level standards in ELA by 15% (5% in 2024-2025, 5% in 2025-2026, and 5% in 2026-2027).

**Implementation Plan**

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Teachers will be provided with PD in designated and integrated ELD instruction.	Learning walks to monitor evidence of usage of EL instructional strategies used in the classroom during designated and integrated ELD instruction.	Percent of teachers using strategies ___BOY ___MOY ___EOY				Time Money
Teachers will have early release on Wednesdays to collaborate and work on CFAs, Data, and intervention supports for EL students.	Increase the number of EL meeting grade level standards on CFAs.	Percent of students meeting grade level standards at the beginning of the year.				Time
Intervention Teacher will provide small group intervention support during OTP for EL students who are not at grade level.	Increase the number of EL students making progress in their identified area of need.	Fall MAP Reading Fluency Scores ___				Time Money People
ELOP- Academic Tutoring	Teacher will create pre and post assessments to	Fall 2024 MAP Reading Growth scores				Time Money People

Students who are not at grade level in K-8 will be provided with after school academic tutoring.	monitor effectiveness of tutoring.					
Provide staff with opportunities to receive PD or attend training in supporting our ELs.	Number of teachers receiving ELD PD	2023-2024 number of trained staff _____ 2024-2025 number of trained staff _____				Time Money

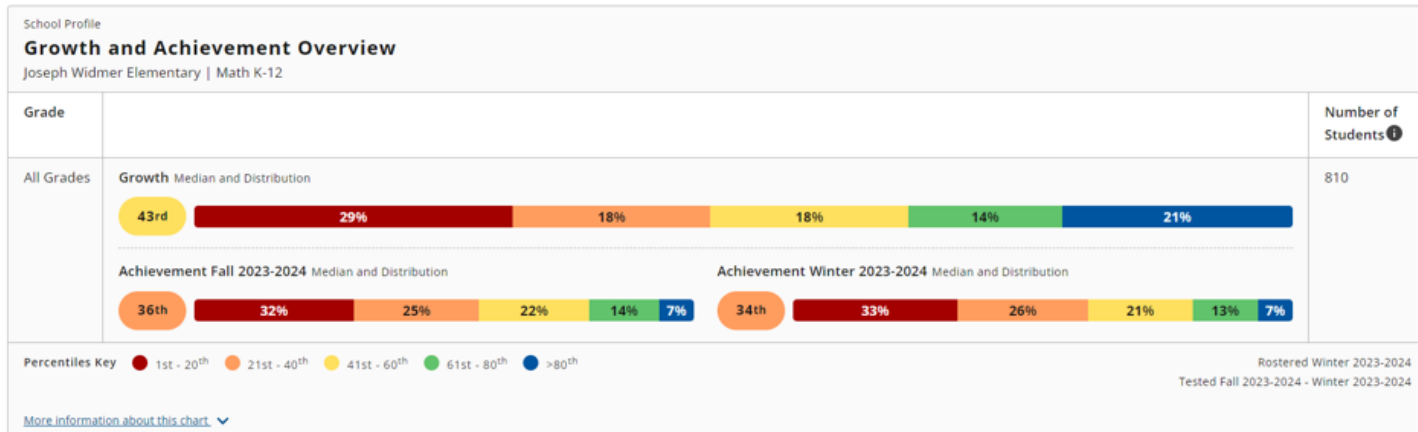
**Progress Monitoring**

**Data**

# Math

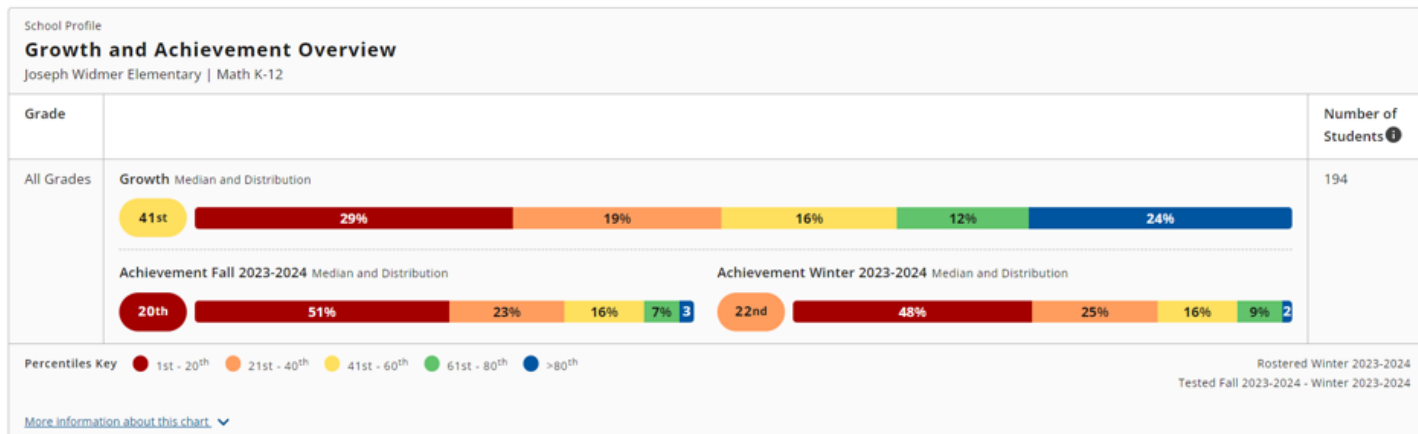
## All Students: Growth and Achievement

### Joseph Widmer Elementary



## English Language Learners: Growth and Achievement

### Joseph Widmer Elementary



## Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in mathematics.



### Data Analysis

Joseph Widmer's English Learners subgroup accounts for 24.7% of our total enrollment. Our English Learners are 124.1 points below standard in Math on the CA Data Dashboard which was a decline of 3.5 points from the previous year. In comparison, our English Only subgroup is 78.8 points below standard and had an increase of 5.1 points. This shows an increasing gap in achievement in Math between our English Learners and English Only subgroups.

#### Student Need 2:

Joseph Widmer will continue to develop, increase, and strengthen overall math skills and practices for designated English Language Learners.

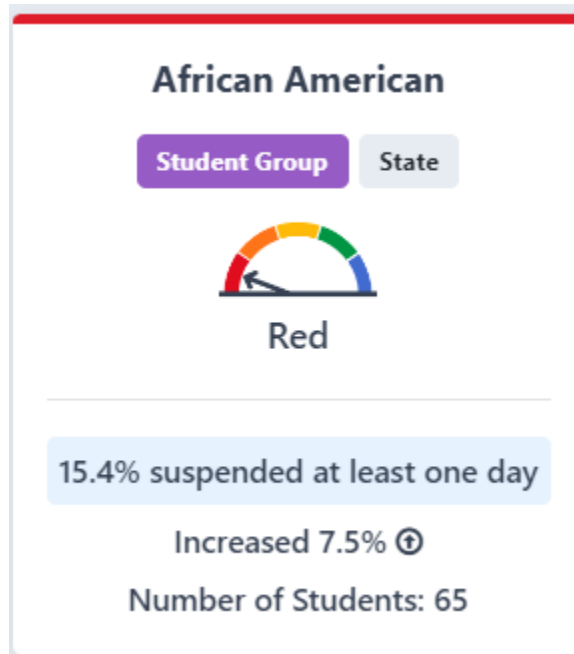
### SMART Goal 1

Joseph Widmer will increase the percentage of our English Learner subgroup who meet grade level standards in math by 15% (5% in 2024-2025, 5% in 2025-2026, and 5% in 2026-2027).

### Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Teachers will be provided with PD in designated and integrated ELD instruction.	Learning walks to monitor evidence of usage of EL instructional strategies used in the classroom during designated and integrated ELD instruction.	Percent of teachers using strategies ___BOY ___MOY ___EOY				Time  Money
Teachers will have early release on Wednesdays to collaborate and work on CFAs, Data, and intervention supports for EL students.	Progress monitoring EL data for grade level teams on MAP and teacher CFAs.	Percent of students meeting grade level standards at the beginning of the year.				Time Time
ELOP- Academic Tutoring Students who are not at grade level in K-8 will be provided with after school academic tutoring.	Increase the number of students demonstrating understanding from pre to post assessments on targeted grade level standards.	Pre-assessment scores _____ Post assessment scores _____				Time Money People
Provide staff with opportunities to receive PD or attend training in supporting our ELs.	Increase the number of staff receiving PD in supporting EL students.	2023-2024 _____				Time Money

## Progress Monitoring



Joseph Widmer Elementary										
Behavior Analysis - Involvements										
Events from 08/03/2023 to 04/21/2024										
Printed: 4/21/2024 11:14 AM										
Track	(All)									
School	(All)									
Count of Student	Grade									
Incident		01	02	03	04	05	06	07	08	Grand Total
Bus Referral						2			1	3
Defiance						2				2
Disruptive						2				2
Electronic Device					1	3	3	2	5	14
Fighting/Attack w/o Weapon					1	1	1	3	1	7
Hate Crime/Racial Slurs						1		1		2
Inappropriate Behavior/Object				1	1	2				4
Pushing/Shoving						1				1
Threat of Attack - w/ Firearm/Explosive						1				1
Threat of Attack - w/o Weapon								1		1
Unsafe Behavior		1	1	1	1	2		1	2	9
<b>Grand Total</b>		<b>1</b>	<b>1</b>	<b>2</b>	<b>4</b>	<b>17</b>	<b>4</b>	<b>8</b>	<b>9</b>	<b>46</b>

**Data**



Joseph Widmer Elementary	
Behavior Analysis - Penalties	
Events from 08/03/2023 to 04/21/2024	
Printed: 4/21/2024 11:16 AM	
Track	(All) ▼
School	(All) ▼
Count of Student	
Penalty ▼	Grand Total
Alternative Placement	1
BASE Lesson	1
Conference, Parent	6
Conference, Student	12
Contract, Behavior	3
Loss of Privileges	4
Loss of Recess	1
Refer to Counselor	1
Suspension	10
Warning	2
Grand Total	41

**Data Analysis**

Joseph Widmer's African American subgroup is in the red band on our Data Dashboard for suspension rates. The African American subgroup shows a suspension rate of 15.4%, which is a 7.5% increase. Our African American subgroup has been identified by the CA School Dashboard as a subgroup that needs Additional Targeted Support and Improvement.

**Student Need 3:**

Joseph Widmer will provide behavioral supports necessary to reduce barriers for African American students to increase academic achievement.

**SMART Goal 1**

Joseph Widmer will work to reduce the percentage of African American students suspended by 10% by the end of the 2026-27 school year. We will reduce this by 3% in 2024-25, 3% in 2025-26, and 4% in 2026-27.

**Implementation Plan**

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Joseph Widmer's Outreach Assistant will support and monitor our ATSI subgroup students who are struggling with behavior by	Reduced the number of incidents and suspensions for our ATSI subgroup students who are receiving check-in, check-out supports.	0				

providing them with Tier 2 supports (check-in, check-out).						
Joseph Widmer will provide VCC services to provide support for our African American students needing counseling services.	Reduce the number of incidents and suspensions of students receiving VCC services.	2023-2024 ____ incidents ____ suspensions				
Joseph Widmer will implement year 2 of Soul Shoppe to support a positive school culture.	Reduce the number of incidents and suspension rates for our African American Subgroup.	Trimester 1 ____ Trimester 2 ____ Trimester 3 ____				

**Progress Monitoring**

## Budget Summary

Required administrative costs to operate school site  
 Required costs to fulfill operational needs  
 Required materials, supplies, & services to implement base curriculum

Template Assignment for Common Items.pdf

Description of Need	Function (Type of activity)	Object (Type of Expenditure)	Cost Estimate
Roving Subs for IEP, SST, and COST	Admin	Certificated Sub-time	\$ 5,000.00
Sub coverage for Admin Designee	Admin	Certificated Sub-time	\$ 3,500.00
Chair Rental For 8th grade promtion	Admin	Equipment over \$500-9999	\$ 500.00
Health First Aide Supplies	Admin	Materials & Supplies	\$ 1,000.00
Bilingual Supplies-Envelopes, Blue and Golden Rod Paper, envelopes	Admin	Materials & Supplies	\$ 1,500.00
Office Depot Open PO-Goal 1	Admin	Materials & Supplies	\$ 5,000.00
Amazon Open PO-Goal 1	Admin	Materials & Supplies	\$ 15,000.00
Shoob Photography open PO for teacher resources	Admin	Materials & Supplies	\$ 700.00
Shred It Open PO	Admin	Services	\$ 4,000.00
First Choice Coffee Open PO	Admin	Services	\$ 650.00
Library Books	Library	Materials & Supplies	\$ 2,000.00
Library Supplies	Library	Materials & Supplies	\$ 900.00
Printer Ink TSS	Library	Materials & Supplies	\$ 1,000.00
Perma-bound Library books-Goal 1,3	Library	Materials & Supplies	\$ 3,000.00
Custodial Timesheeting	Operations	Classified Extra-time	\$ 2,400.00
Time sheeting for SSA for extra safety during school hours and after school	Operations	Classified Extra-time	\$ 4,000.00
feminine Products	Operations	Materials & Supplies	\$ 1,000.00
Home Depot Blanket PO	Operations	Materials & Supplies	\$ 3,500.00
Grainger	Operations	Materials & Supplies	\$ 17,000.00
Waxie	Operations	Materials & Supplies	\$ 15,000.00
Custodial team will have access to necessary tools, equipment, repairs	Operations	Repairs/Improvements	\$ 5,000.00
Sparks PE Goal 1	Program	Certificated Extra-time	\$ 3,000.00
Amplify - Goal 1	Program	Certificated Extra-time	\$ 2,000.00
years)	Program	Certificated Extra-time	10000
Classified Time Sheetting	Program	Classified Extra-time	\$ 2,500.00
Blanket: Office Depot Instructional Supplies	Program	Materials & Supplies	\$ 7,000.00
Copy Paper Warehouse	Program	Materials & Supplies	\$ 850.00
Laminating Film	Program	Materials & Supplies	\$ 600.00
Art Supply	Program	Materials & Supplies	\$ 2,000.00
Butcher Paper	Program	Materials & Supplies	\$ 800.00
Printer Ink	Program	Materials & Supplies	\$ 2,000.00
Teacher Store Supply	Program	Materials & Supplies	\$ 20,000.00
Amplify 2000	Program	Materials & Supplies	\$ 2,000.00
Amplify Food For Less	Program	Materials & Supplies	\$ 1,000.00
SSA'S Vest, Cones, Traffic Signs, Ect	Program	Materials & Supplies	\$ 3,300.00
Music Supplies	Program	Materials & Supplies	\$ 1,500.00
Office Depot Open PO-Goal 1	Program	Materials & Supplies	\$ 5,000.00
Sparks PE Goal 1	Program	Materials & Supplies	\$ 10,000.00
Amplify - Goal 1	Program	Materials & Supplies	\$ 5,000.00
ELPAC testing supplies	Program	Materials & Supplies	250
Print shop teacher budget Goal 1	Program	Services	\$ 8,000.00
Copy Charges - Extra Click Charges	Program	Services	\$ 3,500.00
Postage	Program	Services	\$ 800.00
Volunteers Goal 2	Program	Services	\$ 1,000.00
			\$ 183,750.00



Supplemental Programs/Services

Template Assignment for Common Items.pdf

Description of Program Service: Identify Target, SM/ Goal/Student Need	Fun Sol	Object (Type of Expenditure)	Yer Cj	Cost Est
Site Professional development bootcamp (new teachers to the district 1-2 years)	0000	Certificated Extra-time		\$ 10,000.00
Reflex for each grade level Goal 2	0000	Materials & Supplies	Year 1	\$ 10,000.00
ELL/ML learning supplies	0000	Materials & Supplies		\$ 250.00
Replacement of technology Peripherals	01 Peripherals	Equipment over \$500-\$999		\$ 3,500.00
ELOP Goal 1.2.3	2600	Certificated Extra-time		\$ 3,500.00
ELOP Goal 1.2.3	2600	Classified Extra-time		\$ 3,500.00
ELOP Goal 1.2.3	2600	Materials & Supplies		\$ 5,000.00
Field Trips - Science Camp Goal 1	2600	Services		\$ 15,000.00
BeGlad - H2 Goal 1.3	Student Programs	Certificated Extra-time		\$ 5,000.00
BeGlad - H2 Goal 1.3	Student Programs	Certificated Sub-time	Year 1	\$ 10,000.00
BeGlad - H2 Goal 1.3	Student Programs	Services		\$ 20,000.00
Art in the classroom Goal 1.3	6770	Services		\$ 21,000.00
Stipendium teacher	7435			\$188,000.00
Updated Storage for parking lot and gender neutral signs for all bathrooms	8150	Materials & Supplies		\$ 2,500.00
Assessbias Standards SNT	7435	Materials & Supplies	Year 1	\$ 1,000.00
Quoting for Field Trips - Science Camp	7435	Services	Year 1	\$ 9,000.00
Conferences/Trainings hourly rate Goal 1.2.3	7435	Classified Extra-time	Year 1	\$ 3,000.00
Conferences/Trainings PD hourly rate Goal 1.2.3	7435	Certificated Extra-time	Year 1	\$ 5,000.00
Conferences/Trainings RTI Institute and CASC Goal 1.2.3	7435	Conferences	Year 1	\$ 8,000.00
COST Goal 1.2.3	7435	Certificated Extra-time	Year 1	\$ 1,000.00
COST Goal 1.2.3	7435	Classified Extra-time	Year 1	\$ 1,000.00
COST Goal 1.2.3	7435	Materials & Supplies	Year 1	\$ 1,000.00
Field Trip transportation	7435	Services	Year 1	\$ 15,000.00
Field Trips - Science Camp Goal 1	7435	Services	Year 1	\$ 15,000.00
Field Trips focused on academic standards Goal 1	7435	Services	Year 1	\$ 10,000.00
Grade Level Pullout Days for professional learning communities - Goal 1.2.3	7435	Certificated Sub-time	Year 1	\$ 10,000.00
EL	7435	Certificated Extra-time		
EL Pullout Days Goal 1.2.3	7435	Certificated Sub-time	Year 1	\$ 4,000.00
Instructional supplies and copies for PD days provided by the site IOSA	7435	Materials & Supplies	Year 1	\$ 2,500.00
PD training Tier 1 supports - Goal 1.2.3	7435	Certificated Extra-time	Year 1	\$ 10,000.00
PLDC Math Coaching - Goal 1.3	7435	Certificated Extra-time	Year 1	\$ 3,000.00
PLDC Math Coaching - Goal 1.3	7435	Certificated Sub-time	Year 1	\$ 5,000.00
Region 2 Goal 1.2.3	7435	Certificated Extra-time	Year 1	\$ 3,000.00
Region 2 Goal 1.2.3	7435	Certificated Sub-time	Year 1	\$ 2,500.00
Region 2 Goal 1.2.3	7435	Materials & Supplies	Year 1	\$ 3,000.00
Socio Emotional Learning Goal 1.2.3	7435	Certificated Extra-time	Year 1	\$ 2,000.00
Socio Emotional Learning Goal 1.2.3	7435	Classified Extra-time	Year 1	\$ 1,000.00
Socio Emotional Learning Goal 1.2.3	7435	Materials & Supplies	Year 1	\$ 2,000.00
Soul Shoppe Year 2 for positive culture	7435	Services	Year 1	\$ 3,550.00
Substitutes teachers for grade level PD in PLCs	7435	Certificated Sub-time	Year 1	\$ 8,800.00
Teacher Hourly for PLC Extra Time Goal 1.3	7435	Certificated Extra-time	Year 1	\$ 4,000.00
TRIS - Goal 2 - Year 2 ongoing Goal 2.3	7435	Certificated Extra-time	Year 1	\$ 4,000.00
TRIS - Goal 2 - Year 2 ongoing Goal 2.3	7435	Classified Extra-time	Year 1	\$ 1,500.00
TRIS - Goal 2 - Year 2 ongoing Goal 2.3	7435	Materials & Supplies	Year 1	\$ 7,000.00
TRIS - Goal 2 - Year 2 ongoing Goal 2.3	7435	Services	Year 1	\$ 7,000.00
TRIS - Goal 2 - Year 2 ongoing professional development Goal 2.3	7435	Certificated Sub-time	Year 1	\$ 8,000.00
TRIS - Goal 2 - Year 2 ongoing professional development Goal 2.3	7435	Classified Sub-time	Year 1	\$ 1,000.00
Translator Services for parents meetings, 504 costs	7435	Classified Extra-time	Year 1	\$ 1,000.00
				\$427,100.00

## Supplemental Programs/Services

Template Assignment for Common Items.pdf

Description of Program Service: Identify Target, SMART Goal/Student Need	Funding Source	Object (Type of Expenditure)	Year of Cycle	Cost Estimate	Department/Program Administrator Additional Notes & Links to support documents
Activities Supplies for Leadership	0709	Materials & Supplies	Year 1	\$ 1,500.00	
Blanket: Food 4 less Goal 1, 2	0709	Services	Year 1	\$ 2,500.00	Parent engagements/staff meetings
CAASPP and MAP incentives	0709	Materials & Supplies	Year 1	\$ 2,500.00	Staff Incentives and student
Certificated Time Sheeting	0709	Certificated Extra-time	Year 1	\$ 2,500.00	Events/Family Support
Copies & Supplies, posters for community engagement	0709	Materials & Supplies	Year 1	\$ 1,500.00	
Family Engagement Nights Goal 1,2,3	0709	Certificated Extra-time	Year 1	\$ 5,000.00	SEL, Safety, EMS, Family Engagment, Parent Workshops, PIQE, Parenting Partners, Community Engagement, assemblies
Family Engagement Nights Goal 1,2,3	0709	Materials & Supplies	Year 1	\$ 5,000.00	SEL, Safety, EMS, Family Engagment, Parent Workshops, PIQE, Parenting Partners, Community Engagement, assemblies
Fundations Goals 1,3	0709	Certificated Extra-time	Year 1	\$ 3,000.00	District Supplemental - Required
Fundations Goals 1,3	0709	Certificated Sub-time	Year 1	\$ 8,000.00	Pullout Days for Ongoing Training
Fundations Goals 1,3	0709	Materials & Supplies	Year 1	\$ 12,000.00	District Supplemental - Required
Jr. High Electives Goal 1,2,3	0709	Certificated Extra-time	Year 1	\$ 2,500.00	C-Stem, Art, Theater, Media, Band, Peer PE, Leadership, TA, Bridge to Success, Esports
Jr. High Electives Goal 1,2,3	0709	Certificated Sub-time	Year 1	\$ 2,000.00	C-Stem, Art, Theater, Media, Band, Peer PE, Leadership, TA, Bridge to Success, Esports
Jr. High Electives Goal 1,2,3	0709	Dues and Membership	Year 1	\$ 2,000.00	C-Stem, Art, Theater, Media, Band, Peer PE, Leadership, TA, Bridge to Success, Esports
Jr. High Electives Goal 1,2,3	0709	Materials & Supplies	Year 1	\$ 7,000.00	C-Stem, Art, Theater, Media, Band, Peer PE, Leadership, TA, Bridge to Success, Esports
Leadership Elective Print Shop	0709	Services	Year 1	\$ 600.00	Copies for events and activities
Outreach Assistant Goal 1,2,3	0709	Classified Extra-time	Year 1	\$ 1,000.00	Community Events, COST
Outreach Assistant Goal 1,2,3	0709	Materials & Supplies	Year 1	\$ 4,000.00	Student Incentives, Awards
Parent Involvement Goal 2	0709	Materials & Supplies	Year 1	\$ 3,000.00	Building Culture and Engaging Community Partners
PBIS - Goal 2 - Student Incentives Goal 2	0709	Materials & Supplies	Year 1	\$ 5,000.00	Viper Store, Viper Tickets
Programs and Incentives Goal 2, 3	0709	Materials & Supplies	Year 1	\$ 5,000.00	Safety, Attendance
Promotion stole, pins, certificates, chords	0709	Materials & Supplies	Year 1	\$ 2,200.00	
Required Elective Junior High Supplies	0709	Materials & Supplies	Year 1	\$ 1,500.00	
TSSP - Goal 2	0709	Classified Extra-time	Year 1	\$ 5,000.00	Family Outreach/Communication
VCC	0709	Services	Year 1		

## Educational Partner Input

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

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

Educational Partners include formally meeting with various groups to review data, discuss needs assessments and define/receive input on school actions and goals. Data is often reviewed at all meetings, however during the spring of 2024 it is much more concentrated. Educational partners include parents, students, employees (both classified and certificated), partner agencies (Lathrop PD, Lathrop Fire, City of Lathrop) and community members. As outlined below, meetings were held on the following dates with each group of partners. Input regarding trends, goals, allocation of resources and next steps were sought and considered for inclusion in the 2024-2027 strategic plan.

#### Date

Instructional Leadership Team meetings (ILT) --10/3/23, 10/23/23, 12/5/23, 1/2/24, 1/9/24, 1/12/24, 1/16/24, 1/30/24, 3/18/24, 3/27/24

School Site Council Meetings (SSC)--2/5/24, 3/4/24, 4/22/24, 5/13/24

English Language Advisory Committee (ELAC)--9/18/23, 11/9/23, 2/5/24, 3/1/24, 4/15/24, 5/6/24

Site meetings: 8/23/23, 9/20/23, 10/4/23, 10/18/23, 11/8/23, 11/15/23, 12/6/23, 1/10/24, 1/17/24, 2/7/24, 2/21/24, 3/6/24, 3/20/24, 4/3/24, 4/17/24, 5/1/24, 5/8/24

Community Input Meeting: 2/22/24

#### Groups

English Language Advisory Committee, School Site Council, Certificated and Classified site staff, Instructional Leadership Team

#### Outcome

Joseph Widmer school consulted with various stakeholders in the review and update of the SPSA including the site English Learner Advisory Committee (ELAC), School Site Council (SSC), site leadership team, staff, and PTA Board. The SSC approved the SPSA on 5/13/24 and will review and provide input to the new draft goals for the Strategic Plan. Data that has been reviewed with the stakeholder groups include, CAASPP data, trimester and end of year summative assessments. Needs in each of the target areas were identified, these include math, early literacy, mental health, and attendance. The SSC will continue to review and modify the Strategic Plan throughout the school year and will utilize an ongoing cycle of refinement of the plan at each of the SSC meetings.

## School Site Council Membership

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

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

Name of Members	Role
Brandy Perkins Brown	Parent or Community Member
Ignacio Cantu Jr.	Principal
Ed Cureton	Parent or Community Member
Marie Olivas	Classroom Teacher
Raquel Bonillas	Other School Staff Parent or Community Member
Mary Hall	Classroom Teacher
Annette Souza	Classroom Teacher
Shravana Kavlava	Parent or Community Member
Sarah Sanfilippo	Parent or Community Member
Leslie Fetsch	Parent or Community Member

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



## Recommendations and Assurances

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

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

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Strategic Plan requiring board approval.

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

**Signature**

**Committee or Advisory Group Name**



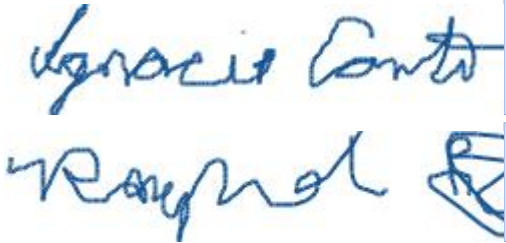
English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this Strategic Plan and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

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

This Strategic Plan was adopted by the SSC at a public meeting on 5/13/2024.

Attested:



Principal, Ignacio Cantu Jr. on 5/13/2024



SSC Chairperson, Raquel Bonillas on 5/13/2024