



Manteca Unified School District Strategic Plan

2025-2026

Vision Statement

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

Mission Statement

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

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 Stemscopes 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
893	52.3	24.7	0.4
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.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
911	60.4%	24.5%	0.4%
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

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	223	24.5%
Foster Youth	4	0.4%
Homeless	39	4.3%
Socioeconomically Disadvantaged	550	60.4%
Students with Disabilities	115	12.6%

2022-23 Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	52	5.8
American Indian	7	0.8
Asian	124	13.9
Filipino	108	12.1
Hispanic	464	52
Two or More Races	37	4.1
Pacific Islander	12	1.3
White	89	10

2023-24 Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	49	5.4%
American Indian	4	0.4%
Asian	152	16.7%
Filipino	123	13.5%
Hispanic	450	49.4%
Two or More Races	40	4.4%
Pacific Islander	11	1.2%
White	82	9%

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 Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2380.	2343.	2360.	16.90	5.62	11.65	15.49	7.87	14.56	22.54	25.84	15.53	45.07	60.67	58.25
Grade 4	2410.	2425.	2399.	8.89	21.05	7.84	13.33	15.79	16.67	23.33	21.05	15.69	54.44	42.11	59.80
Grade 5	2448.	2411.	2436.	7.53	7.69	4.76	16.13	9.89	25.00	30.11	20.88	21.43	46.24	61.54	48.81
Grade 6	2468.	2505.	2462.	4.49	11.46	4.04	23.60	23.96	20.20	25.84	36.46	26.26	46.07	28.13	49.49
Grade 7	2524.	2516.	2536.	5.95	5.94	12.00	36.90	32.67	32.00	32.14	26.73	33.00	25.00	34.65	23.00
Grade 8	2537.	2517.	2537.	11.22	1.11	7.77	25.51	30.00	32.04	35.71	35.56	32.04	27.55	33.33	28.16
Grade 11															
All Grades	N/A	N/A	N/A	8.95	8.47	8.12	21.90	20.44	23.35	28.57	27.99	24.03	40.57	43.09	44.50

**CAASPP Results
Mathematics (All Students)**

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2378.	2373.	2373.	2.82	2.25	5.83	21.13	12.36	18.45	29.58	33.71	21.36	46.48	51.69	54.37
Grade 4	2405.	2420.	2412.	4.40	3.95	2.94	7.69	21.05	14.71	30.77	35.53	35.29	57.14	39.47	47.06
Grade 5	2430.	2419.	2429.	5.32	0.00	2.38	5.32	6.52	7.14	21.28	22.83	38.10	68.09	70.65	52.38
Grade 6	2461.	2476.	2452.	10.11	7.29	6.00	11.24	7.29	14.00	17.98	35.42	22.00	60.67	50.00	58.00
Grade 7	2476.	2485.	2490.	1.19	7.92	7.92	10.71	13.86	12.87	33.33	27.72	30.69	54.76	50.50	48.51
Grade 8	2492.	2488.	2498.	8.08	2.20	9.71	12.12	9.89	10.68	22.22	28.57	25.24	57.58	59.34	54.37
All Grades	N/A	N/A	N/A	5.49	4.04	5.90	10.98	11.56	13.15	25.57	30.46	28.50	57.95	53.94	52.45

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






CAASPP Student Groups	22-23 CAASPP Percent Met or Exceeded	23-24 CAASPP Percent Met or Exceeded
All Students	30.67	27.48
Female	33.10	28.37
Male	28.09	26.62
American Indian or Alaska Native	--	--
Asian	46.15	46.38
Black or African American	24.14	16.22
Filipino	42.25	39.19
Hispanic or Latino	26.85	23.96
Native Hawaiian or Pacific Islander	--	--
Two or More Races	27.78	17.65
White	25.49	24.07
English Learners	10.83	4.42
Foster Youth	--	--
Homeless	--	15.38
Military	--	15.38
Socioeconomically Disadvantaged	25.82	24.20
Students Receiving Migrant Education Services	0.00	0
Students with Disabilities	16.67	11.25

**CAASPP Results
Mathematics (All Students)**

CAASPP Student Groups	22-23 CAASPP Percent Met or Exceeded	23-24 CAASPP Percent Met or Exceeded
All Students	15.88	14.90
Female	13.29	12.72
Male	18.66	17.01
American Indian or Alaska Native	--	--
Asian	34.62	29.17
Black or African American	3.57	2.63
Filipino	25.35	22.97
Hispanic or Latino	11.31	10.26
Native Hawaiian or Pacific Islander	--	--
Two or More Races	15.79	17.65
White	21.57	18.87
English Learners	4.84	6.09
Foster Youth	--	--
Homeless	--	0.00
Military	--	23.08
Socioeconomically Disadvantaged	11.28	9.29
Students Receiving Migrant Education Services	0.00	0
Students with Disabilities	5.56	5.00

Data

Oral Reading Rate

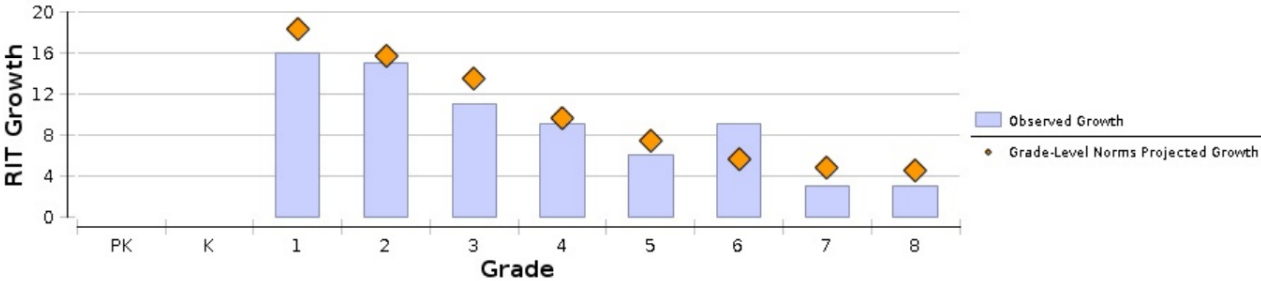
	Fall 2023-2024	Winter 2023-2024
Total Students	312	336
Oral Reading	62	106
Foundational Skills	250	230
ALL GRADES		
 Exceeds	46	21
 Meets	12	52
 Approaching	3	27
 Below	1	6
 No Expectation	0	0

Joseph Widmer Elementary

Language Arts:
Reading

		Comparison Periods						Growth Evaluated Against								
		Winter 2023			Winter 2024			Growth		Grade-Level Norms			Student Norms			
Grade (Winter 2024)	Total Number of Growth Events	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
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 
All Grades	<div><div><div>Growth Median and Distribution</div><div><div>47th</div><div><div>30%</div><div>16%</div><div>16%</div><div>15%</div><div>23%</div></div></div></div><div><div>Achievement Fall 2023-2024 Median and Distribution</div><div><div>38th</div><div><div>30%</div><div>23%</div><div>21%</div><div>17%</div><div>9%</div></div></div></div><div><div>Achievement Winter 2023-2024 Median and Distribution</div><div><div>37th</div><div><div>30%</div><div>24%</div><div>20%</div><div>17%</div><div>9%</div></div></div></div></div>	776

Percentiles Key 1st - 20th 21st - 40th 41st - 60th 61st - 80th >80th

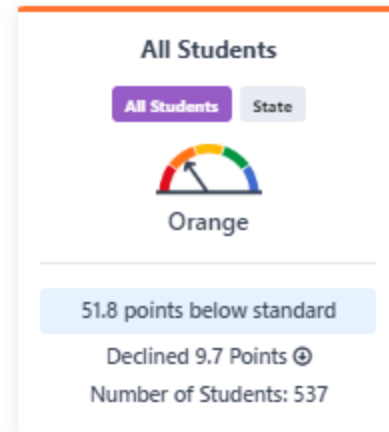
Rostered Spring 2023-2024
Tested Fall 2023-2024 - Winter 2023-2024

[More information about this chart.](#)

English Language Arts

All Students

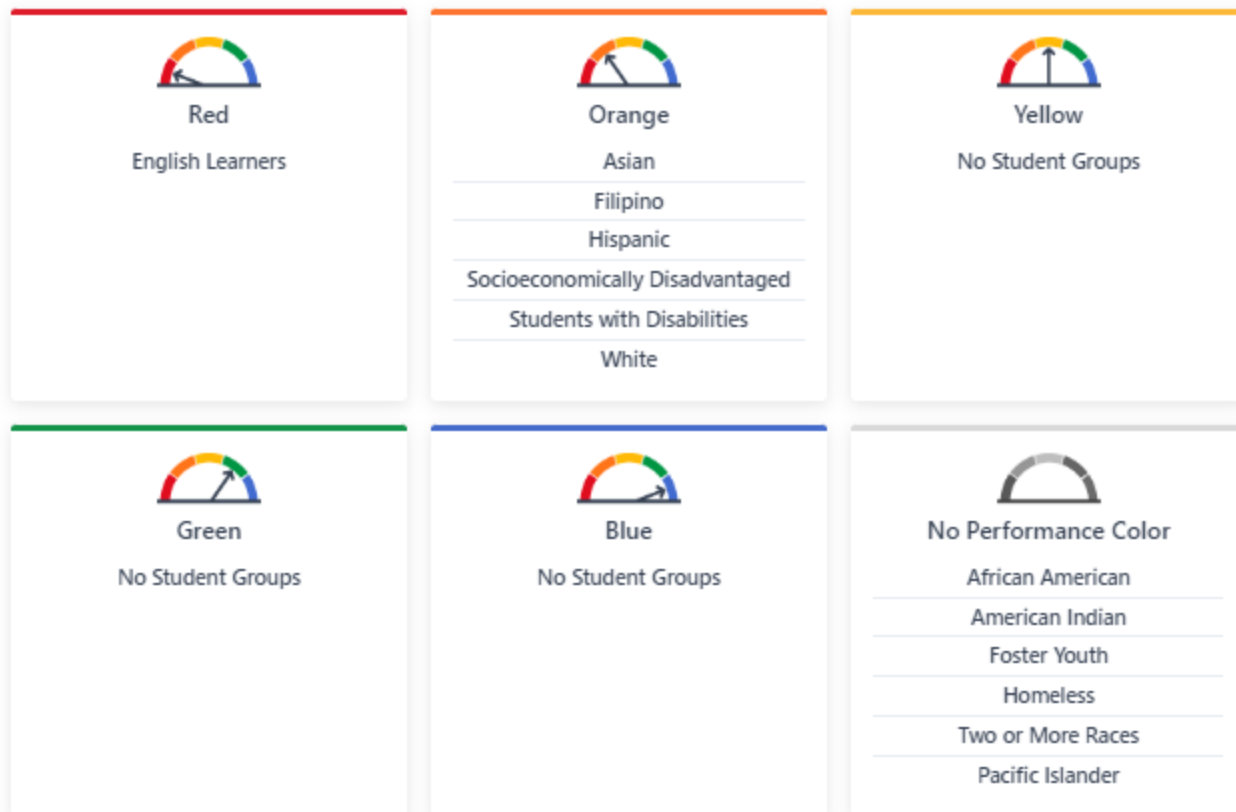
Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



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 K-3 teachers using Foundations with fidelity.	0 out of 14 teachers.	8 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.	Percent of teams making progress through the stages of team development.	0 out of 4 teams.	3 out of 4 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 - 1 Some - 3 Strong - 0	No evidence - 1 Some - 0 Strong - 3			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 99 students in Foundational Skills 1 in oral reading 1- 69 in foundational skills and 8 in oral reading 2 - 50 students in foundational skills and 29 in oral reading 3 - 35 in foundational skills and 54 in oral reading	Spring 2025 MAP Fluency Reading Assessment Scores. K 89 students in Foundational Skills 1 in oral reading 1- 50 in foundational skills and 27 in oral reading 2 - 23 students in foundational skills and 47 in oral reading 3 - 17 in foundational skills and 82 in oral reading			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 2024 MAP Fluency Reading Assessment Scores. K 99 students in Foundational Skills 1 in oral reading 1- 69 in foundational skills and 8 in oral reading 2 - 50 students in foundational	Spring 2025 MAP Fluency Reading Assessment Scores. K 89 students in Foundational Skills 1 in oral reading 1- 50 in foundational skills and 27 in oral reading 2 - 23 students in			Time Money People

		skills and 29 in oral reading 3 - 35 in foundational skills and 54 in oral reading	foundational skills and 47 in oral reading 3 - 17 in foundational skills and 82 in oral reading			
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Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: Based on data from cycle 1, we show that our action items are showing progress in moving us to our 2% growth by the end of the school year. We will review MAP data in the winter.	<p>Based on the action items above we have collected the following data to show that our action items are effective.</p> <p>Professional development in teaching Foundations with fidelity. We have 4 new teachers that have been provided model lessons and coaching by our instructional specialist. We are having to make some adjustments due to classroom furniture and lack of base classroom needs such as whiteboards.</p> <p>Our intervention teacher has provided small group instruction for those students who need extra support. The students receiving intervention support are making great progress in reading foundational skills.</p> <p>All grade level teams will be provided with support during their early release PLCs to focus on creating common formative assessments.</p> <p>We are struggling hiring staff for our after-school intervention. We have not been able to provide our students with intervention.</p> <p>(data can be found in binder in school office)</p>	We will be refining action item #5. We will look for other ways to provide intervention to the students in need during before or after school hours. (see action item above)	Continue
Cycle 2:	Based on the action items above we have collected the following data to	Continue providing our teachers with PD to	

<p>Based on data from cycle 2, we show that our action items are showing progress in moving us to our 2% growth by the end of the school year. We will review MAP data in the Spring.</p>	<p>show that our action items are effective.</p> <p>Based on new data, we have identified 1st grade students in red and orange band should be targeted in this area. We did not have an opportunity to establish a baseline. We will collect evidence.</p> <p>We are targeting Kinder and 1st grade levels with Foundations PD. We now are providing this support with district Foundation TOSAs. We also continue to provide PD for all grade levels to teach Foundations with fidelity. Adjustments have been corrected and made to create a learning environment recommended for learning.</p> <p>Our intervention teacher continues to provide small group instruction for students who need extra support. We continue to see significant student growth who are receiving this intervention.</p> <p>(data can be found in data binder in school office)</p>	<p>increase the number of our K-3 teachers teaching Foundations with fidelity.</p> <p>Continue to work in grade level PLCs to work on CFAs, analyze data, and visit each others classrooms.</p>	
<p>Cycle 3: Based on data from cycle 3, we show that our action items are showing progress in moving us to our 2% growth by the end of the school year.</p>	<p>In Spring 2023-2024 our oral reading rate was at 37% and our Spring scores for 2024-2025 in oral reading rate was 46.7%</p>	<p>Continue providing our teachers with PD to increase the number of our K-3 teachers teaching Foundations with fidelity.</p> <p>Continue to work in grade level PLCs to work on CFAs, analyze data, and visit each others classrooms.</p>	

Progress Monitoring 25-26

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.	No evidence - 8 Some - 5 Strong - 0	No evidence - 8 Some - 5 Strong - 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 - 7 MOY - 5	EOY - 7			Time Money People
PD pull out days to provide PD in PLCs and assessment cycle.	Percent of teams making progress through the stages of team development.	0 out of 9 grade levels	6 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 (2)	Total opportunities 2024-2025 (4)			Time Money People
Intervention Teacher will provide small group intervention support for all students including our English Learners, Homeless, Students with	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 99 students in Foundational Skills 1 in oral reading	Spring 2025 MAP Fluency Reading Assessment Scores. K 89 students in Foundational			Time Money People

Disabilities, and African Americans, during OTP for those students who are not at grade level.		1- 69 in foundational skills and 8 in oral reading 2 - 50 students in foundational skills and 29 in oral reading 3 - 35 in foundational skills and 54 in oral reading	Skills 1 in oral reading 1- 50 in foundational skills and 27 in oral reading 2 - 23 students in foundational skills and 47 in oral reading 3 - 17 in foundational skills and 82 in oral reading			
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.	Increase the number of students demonstrating understanding from pre to post assessments on targeted grade level standards.	PLC created Common Formative Assessment results by grade level - 0.	PLC created Common Formative Assessment results by grade level - 4			Time Money People
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.	Increase the number of opportunities provided for our students that supports academic growth.	2 Opportunities in 2023-2024	4 Opportunities in 2024-2025			
All staff will have the opportunity to attend PLC conference to enhance their knowledge in the PLC process.	Number of teachers who have attended a PLC conference.	2 out of 29 attended a PLC conference	6 out of 29 attended a PLC conference			

Progress Monitoring 24-25

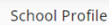
Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
<p>Cycle 1: Based on data from cycle 1, we show that our action items are showing progress in moving us to our 2% growth by the end of the school year. We will review MAP data in the winter.</p>	<p>Based on the action items above we have collected the following data to show that our action items are effective.</p> <p>All grade level teams will be provided with support during their early release PLCs to focus on creating common formative assessments.</p> <p>Action #6 continues to be difficult in moving forward. We are struggling hiring staff for our after-school intervention. We have not been able to provide our students with intervention before and after-school.</p> <p>Our intervention teacher has provided small group instruction for those students who need extra support. The students receiving intervention support are making great progress in reading foundational skills.</p> <p>(data can be found in binder in school office)</p>	<p>We will be refining action item #5. We will look for other ways to provide intervention to the students in need during before or after school hours. (see action item above)</p>	<p>Continue</p>
<p>Cycle 2: Based on data from cycle 1, we show that our action items are showing progress in moving us to our 2% growth by the end of the school year. We will review MAP data in Winter.</p>	<p>Based on the action items above we have collected the following data to show that our action items are effective.</p> <p>Based on new data, we have identified 1st grade students in red and orange band should be targeted in this area.</p> <p>Teachers continue to meet in grade level teams to focus on CFAs, data analysis, and grade level observations. Students are being identified as needing OTP support.</p> <p>Intervention teacher continues to provide intervention for students</p>	<p>We will be refining action item above.</p>	

	<p>identified and are showing growth in the targeted area.</p> <p>(data can be found in binder in school office)</p>		
<p>Cycle 3:</p> <p>Based on data from cycle 1, we show that our action items are showing progress moving us toward our 3-year growth goal.</p>	<p>Based on the action items above we have collected the following data to show that our action items are effective.</p> <p>Based on new data, we have identified 1st grade students in red and orange band should be targeted in this area.</p> <p>Teachers continue to meet in grade level teams to focus on CFAs, data analysis, and grade level observations. Students are being identified as needing OTP support.</p> <p>Intervention teacher continues to provide intervention for students identified and are showing growth in the targeted area.</p>	<p>Continue our focus with PLCs, Foundations, Common Formative Assessments, and Just Words.</p>	

Progress Monitoring 25-26

Progress Monitoring

Math: Math K-12

Math: Math K-12

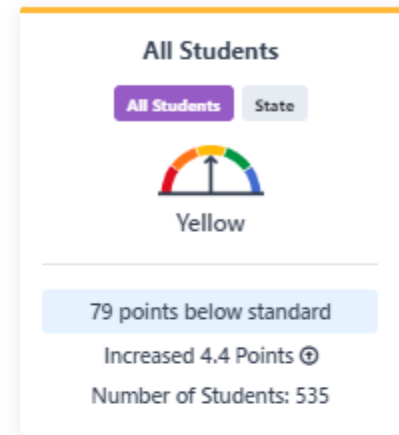
Joseph Widmer Elementary | Math K-12

Joseph Widmer Elementary School

Mathematics

All Students

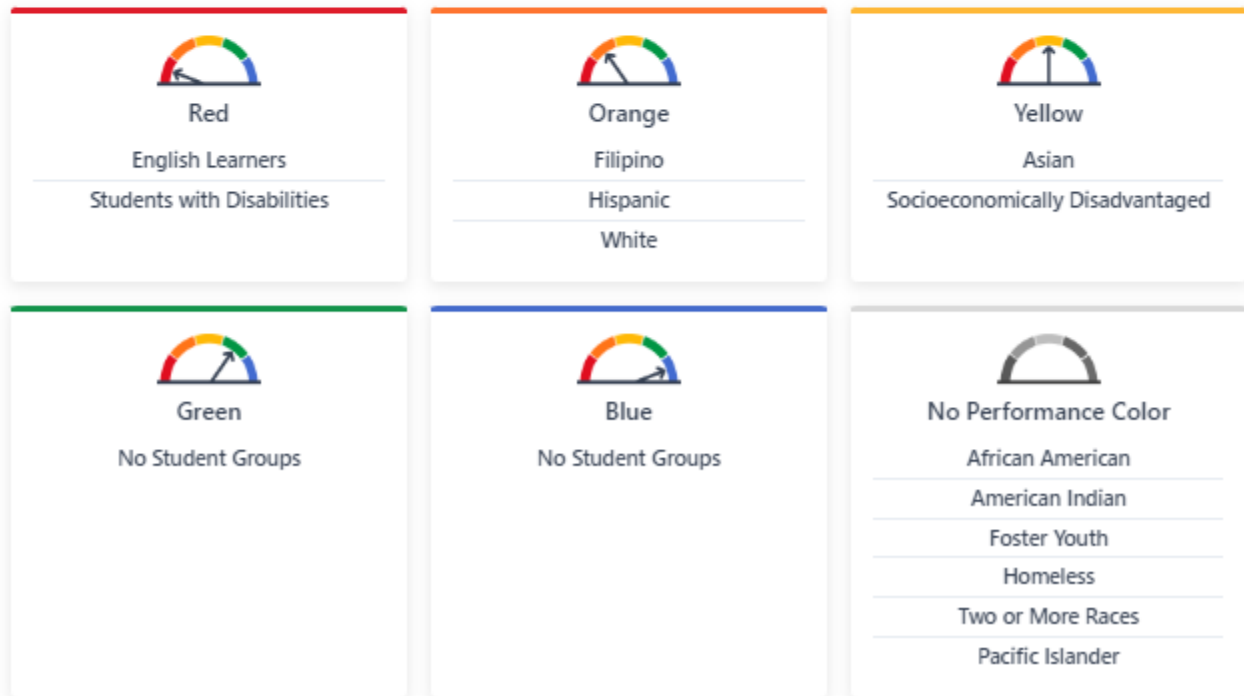
Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



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	15 -No Evidence 10 - Some Evidence 0 - Strong Evidence	10 -No Evidence 13- Some Evidence 2 - 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.	2 Opportunities in 2023-2024	4 Opportunities in 2024-2025			Time Money People
4th-8th grade English Learners,	Increase the number of students	PLC created Common	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 -0	Formative Assessment results by grade level -2			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	4 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 7 MOY Survey 5	EOY Survey 7			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	0 - No Evidence 8 - Some Evidence 0 - Strong Evidence	22 - No Evidence 5 - Some Evidence 2 - Strong Evidence			Time Money People

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: Based on data from cycle 1, we show that our action items are showing progress in moving us to our 2% growth by the end of the	Based on the action items above we have collected the following data to show that our action items are effective.	We will be refining action item #3. We will look for other ways to provide intervention to the students in need during before or after	Continue

<p>school year. We will review MAP data in the winter.</p>	<p>8 teachers are showing some evidence of teaching using math workshop model.</p> <p>The majority of our ILT members feel confident in leading their teams in PLCs.</p> <p>We have had 2 Science Night events so far this year.</p> <p>We have not been able to hire staff to provide our students with before or after-school intervention.</p> <p>Our ILT has met at least 1 time per month.</p> <p>8 teachers have been provided with training in the math workshop model by PEBC.</p> <p>(data can be found in binder in school office)</p>	<p>school hours. (see action item above)</p>	
<p>Cycle 2: Based on data from cycle 2, we show that our action items are showing minimal progress in moving us to our 2% growth by the end of the school year. Map data was reviewed in the winter and shows grades 4, 6, and 8 making growth.</p>	<p>Based on the action items above we have collected the following data to show that our action items are effective.</p> <p>Teachers continue to receive PD in the workshop model.</p> <p>Teachers have been working in grade level PLCs to create CFAs and use the data to change instruction.</p> <p>ILT members are more confident leading their grade level teams in the PLC process according to our survey.</p> <p>Based on new data, we have identified 1st grade students in red and orange band should be targeted in this area.</p> <p>We now have one teacher who has begun a math club for students who need extra support.</p>	<p>We will continue to refine action item #3. See action item above.</p> <p>We will continue to look for ways to support students before and after school.</p>	

	We did not have an opportunity to establish a baseline. We will collect evidence.		
Cycle 3: Based on data from cycle 3, we show that our action items are showing minimal progress in moving us to our 2% growth by the end of the school year. Map data was reviewed in the winter and shows grades 4th and 6th making growth.	Based on the action items above we have collected the following data to show that our action items are effective. Teachers continue to receive PD in the workshop model. Teachers have been working in grade level PLCs to create CFAs and use the data to change instruction. ILT members are more confident leading their grade level teams in the PLC process according to our survey. Based on new data, we have identified 1st grade students in red and orange band should be targeted in this area. We now have one teacher who has begun a math club for students who need extra support	We a plan for professional development to support all grade levels in the workshop model process with PEBC and Instructional Specialist.	

Progress Monitoring 25-26

Progress Monitoring



District Goal

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

Site Tier 1, 2, and 3 Goals

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

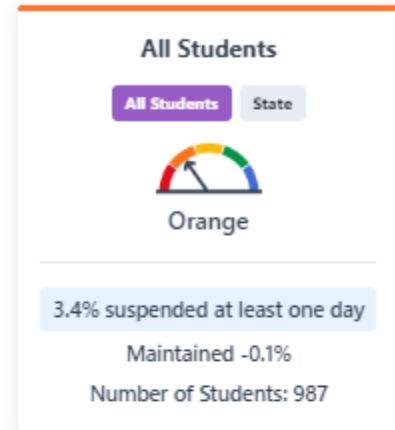
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate

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

Suspension Rate

All Students

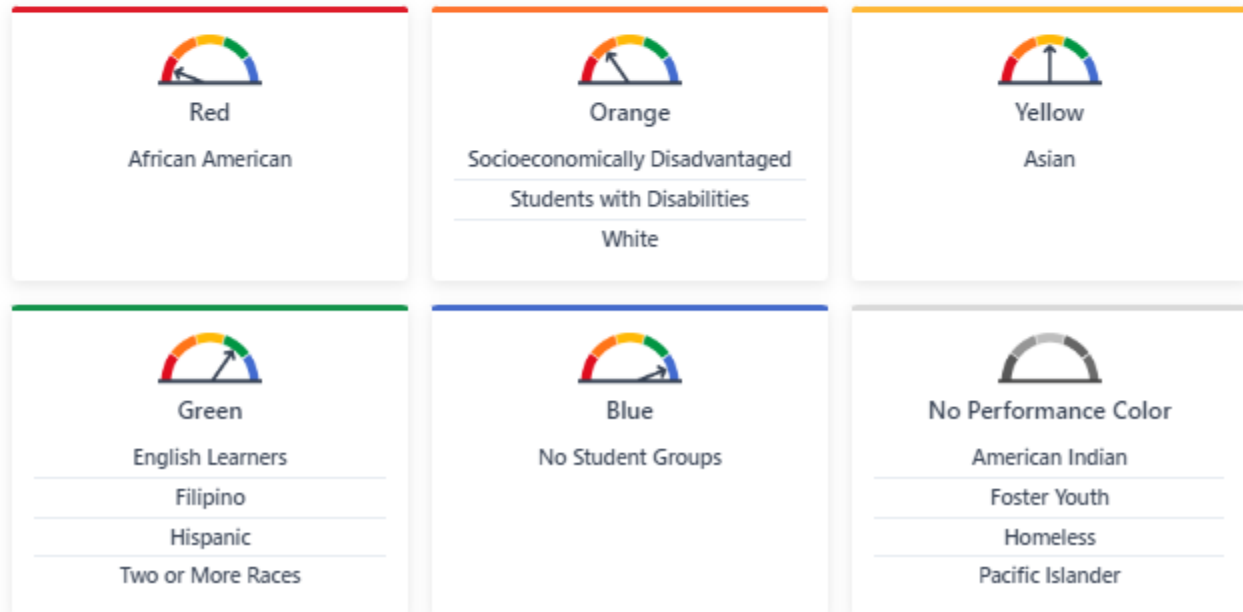
Explore information about the percentage of students in kindergarten through grade 12 who have been suspended for at least one aggregate day in a given school year. Students who are suspended multiple times or for multiple days are only counted once.



Student Group Details

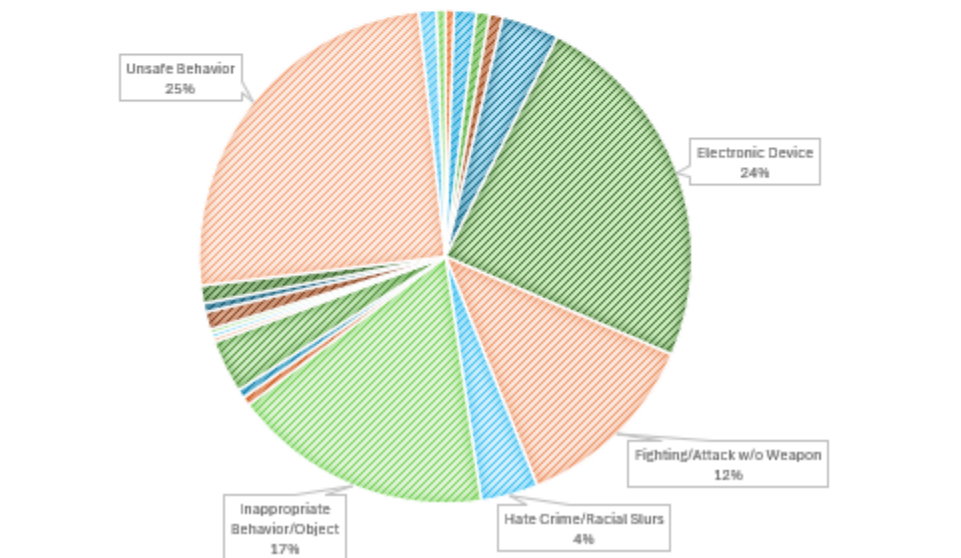
All Student Groups by Performance Level

13 Total Student Groups



Incident	Total						
Bullying/Cyberbullying	2						
Bus Referral	5						
Damage School/Personal Property	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/Explosive	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



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	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	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
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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.	90% of students met the criteria in the Spring 2023-2024.	93% of students met the criteria in the Spring 2024-2025			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.	Over 100 students and families attended the first event.	Over 150 students and families attended the first event			
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 4.5 Suspension Rate	2024-2025 EOY suspension rates and behavior incident data 3.58%			
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.	Number of trained staff BOY 3 MOY 0 EOY 0	Number of trained staff BOY 3 MOY 0 EOY 0			
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.	0 events in 2023-2024	2 events 2024-2025			
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	100% students			

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 0	2024-2025 number of trained staff 0.			
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 0 MOY using outdoor learning space 0	EOY using outdoor learning space 0			
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 85 incidents Trimester 2 20 incidents	Trimester 3 17 incidents			

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: Based on data from cycle 1, we show that our action items are showing progress in moving us to our .5% reduction by the end of the school year. We will continue to review data we weekly.	Based on the action items above we have collected the following data to show that our action items are effective. The first incentive event we will have will be this month, which will give us a baseline. We had over 100 families and students attend our first event. We continue to see an increase and have increased the number of events for our families. 7 students have been referred for COST meetings.	We will be refining action item 7. (see action item above) We will continue to focus our efforts on Tier 1 supports. Action item 8 will not be implemented until we provide an outdoor learning space.	Continue

	<p>5 staff members have received PBIS PD.</p> <p>We have had 2 assemblies that focus on student behaviors.</p> <p>7 out of 41 students who were receiving VCC counseling and were suspended.</p> <p>Soul Shoppe is still in the implementation phase. We will continue receiving our training and roll it out.</p> <p>(data can be found in binder in school office)</p>		
<p>Cycle 2: Based on data from cycle 1, we show that our action items are _____ in moving us to our .5% reduction by the end of the school year. We will review MAP data in the Winter.</p>	<p>Based on the action items above we have collected the following data to show that our action items are effective.</p> <p>Based on new data, we have identified 1st grade students in red and orange band should be targeted in this area.</p> <p>We did not have an opportunity to establish a baseline. We will collect evidence.</p> <p>We continue to have over 100 families and students attend our events. We continue to see an increase and have increased the number of events for our families.</p> <p>7 students have been referred for COST meetings.</p> <p>7 staff members have received PBIS PD.</p> <p>We have had 4 assemblies that focus on student behaviors in the cafeteria and around the campus.</p> <p>7 out of 41 students who were receiving VCC counseling and were suspended.</p> <p>Soul Shoppe is still in the implementation phase. We have trained the counselors and are planning</p>	<p>We will be refining providing additional tiered support for behavior.</p> <p>Action item 8 will not be implemented until we provide an outdoor learning space.</p>	

	<p>a roll out for 3-4 grade levels. We will make necessary changes for implementation in other grade levels in the next school year.</p> <p>(data can be found in binder in school office)</p>		
<p>Cycle 3: Based on data from cycle 1, we show that our action items are showing progress in moving us to our .5% reduction for the 2024-2025 school year.</p>	<p>Based on the action items above we have collected the following data to show that our action items are effective.</p> <p>Based on new data, we have identified our 5th and 7th grade students needing support.</p> <p>We have had an opportunity to establish a baseline. We are showing a decrease in incidents and suspensions.</p> <p>We have increase the amount of student and parent participating in after school events. We had over 150 families and students attend our events. We continue to see an increase and have increased the number of events for our families.</p> <p>30 students have been referred for COST meetings.</p> <p>7 staff members have received PBIS PD.</p> <p>We have had 4 assemblies that focus on student behaviors in the cafeteria and around the campus.</p> <p>We had a reduction of student suspensions for those students who were receiving VCC counseling.</p> <p>Soul Shoppe is still in the implementation phase. We have trained the counselors and are planning a roll out for 3-4 grade levels. We will make necessary changes for implementation in other grade levels in the next school year.</p>	<p>We will be refining providing additional tiered support for behavior.</p> <p>Action item 8 will not be implemented until we provide an outdoor learning space.</p>	

	(data can be found in binder in school office)		
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Progress Monitoring 25-26

Progress Monitoring

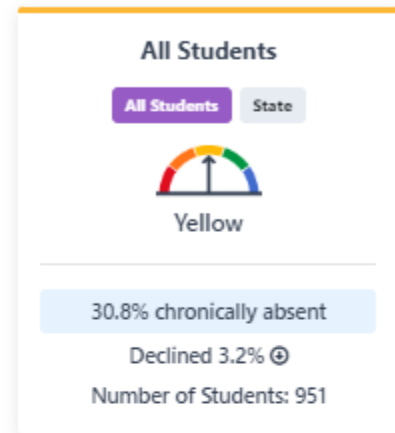
Data

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:

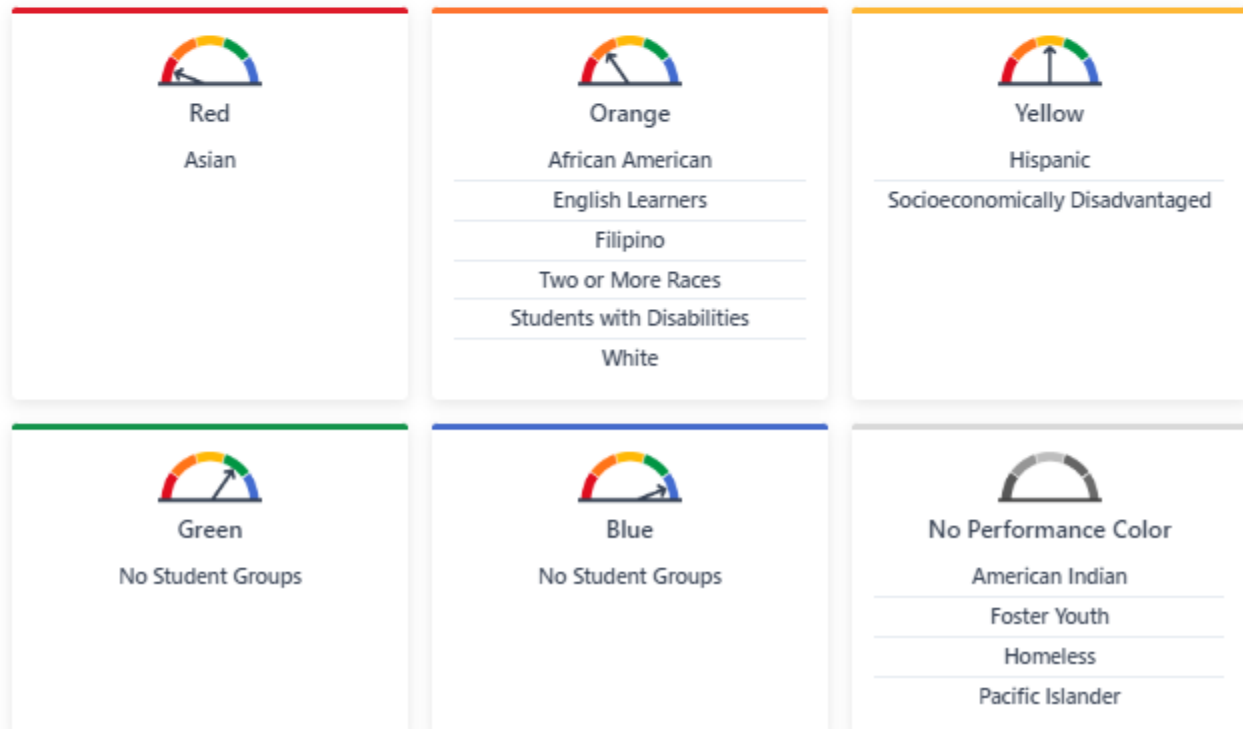
<https://dq.cde.ca.gov/dataquest/DQCensus/AttAbsByRsn.aspx?agglevelevel=School&cde=39685936118509&year=2022-23>



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 st	91.73
Regular	2 nd	92.43
Regular	3 rd	92.29
Regular	4 th	92.90
Regular	5 th	93.43
Regular	6 th	94.11
Regular	7 th	93.88
Regular	8 th	94.53
Special Education SDC	K	65.53
Special Education SDC	1 st	86.13
Special Education SDC	2 nd	87.42
Special Education SDC	3 rd	91.11
Special Education SDC	4 th	89.33
Special Education SDC	5 th	92.98
Special Education SDC	6 th	91.66
Special Education SDC	7 th	94.44
Special Education SDC	8 th	89.16
K-12 Home and Hospital	6 th	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 st Grade: 84 Students	25 Students/29.8%
2 nd Grade: 109 Students	21 Students/19.3%
3 rd Grade: 108 Students	26 Students/24.1%
4 th Grade: 107 Students	26 Students/24.3%
5 th Grade: 90 Students	15 Students/16.7%
6 th Grade: 106 Students	17 Students/16.0%
7 th Grade: 113 Students	21 Students/18.6%
8 th 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 60 students attended science camp 24/25 70 have signed up to attend science camp	65 students attended science camp			
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.	We had a substitute cover this position for most of the year. No data was collected.			
Joseph Widmer will incorporate a schoolwide	Increase the number of times students are	2023-2024 school year - 3 times	2024-2025 school year - students were			

attendance recognition and incentive program which includes individual recognition, class, and grade level competitions.	being recognized for attendance.	2024-2025 school year - every week	recognized for perfect attendance every week			
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 2 times communicated	2024-2025 3 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 92.3% TSSP attendance rates MOY 90.88%	TSSP attendance rates EOY 89.97%			
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 (0)	We had a substitute cover this position for the majority of the year. No data was collected.			
The Outreach Assistant will support the school's student incentive system for students who are demonstrating irregular attendance or tardiness.	Increase the number of students receiving positive incentives.	2023-2024 (0)	2024-2025 We provided incentives more consistently towards the last half of the school year. Our student store was open for students to			

			purchase items.			
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Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: Based on data from cycle 1, we show that our action items are showing progress in moving us to our .5% growth by the end of the school year. We will review data in January.	<p>Based on the action items above we have collected the following data to show that our action items are effective.</p> <p>Every grade level will participate in activity or excursion during the school year.</p> <p>We did not have an opportunity to establish a baseline on action item 2. All action items that incorporate the support of our Outreach Liaison are currently on pause due to unforeseen circumstances.</p> <p>A student from each grade level has been recognized weekly for perfect attendance. Students also earned trimester awards for great behavior.</p> <p>The admin team has made phone calls and home visits for support attendance. We will begin assemblies in January.</p> <p>Our TSSP staff our provide supports to our students. Attendance rates for TSSP students are 92.3%.</p> <p>Action item 6 and 7 are on pause do not have data due to our Outreach liaison being out for unforeseen circumstances.</p> <p>(data can be found in binder in school office)</p>	We will be refining action items 2, 6, and 7. We are currently without an outreach liaison. (see action item above)	Continue
Cycle 2: Based on data from cycle 1, we show that our action items are showing progress in moving us to our .5%	Based on the action items above we have collected the following data to show that our action items are effective.	We will be refining action item 2, 6, and 7. (see action item above)	

<p>growth by the end of the school year.</p>	<p>Based on new data, we have identified 1st grade students in red and orange band that will be targeted in this area.</p> <p>We did not have an opportunity to establish a baseline. We will collect evidence.</p> <p>Every grade level has been participating in activity or excursion during the school year.</p> <p>We did not have an opportunity to establish a baseline on action item 2. All action items that incorporate the support of our Outreach Liaison are currently on pause due to unforeseen circumstances.</p> <p>A student from each grade level has been recognized weekly for perfect attendance. Students also earned trimester awards for the Wildcat Way of Be Safe, Be Respectful, and Be Responsible.</p> <p>The admin team has made phone calls and home visits to decrease absenteeism.</p> <p>Our TSSP staff provides support to our students as well. Attendance rates for TSSP students are 90.88%</p> <p>Action item 6 and 7 are on pause do not have data due to our Outreach liaison being out for unforeseen circumstances.</p> <p>(data can be found in binder in school office)</p>		
<p>Cycle 3: Based on data from cycle 1, we show that our action items are showing progress in moving us to our .5% growth for this school year. We show a .8% growth</p>	<p>Based on the action items above we have collected the following data to show that our action items are effective.</p> <p>Based on new data, we have identified 1st grade students in red and orange band that will be targeted in this area.</p>		

	<p>We did not have an opportunity to establish a baseline. We will collect evidence.</p> <p>Every grade level has been participating in activity or excursion during the school year.</p> <p>We did not have an opportunity to establish a baseline on action item 2. All action items that incorporate the support of our Outreach Liaison are currently on pause due to unforeseen circumstances.</p> <p>A student from each grade level has been recognized weekly for perfect attendance. Students also earned trimester awards for the Wildcat Way of Be Safe, Be Respectful, and Be Responsible.</p> <p>The admin team has made phone calls and home visits to decrease absenteeism.</p> <p>Our TSSP staff provides support to our students as well. Attendance rates for TSSP students are 89.97%</p> <p>Action item 6 and 7 are on pause do not have data due to our Outreach liaison being out for unforeseen circumstances.</p> <p>(data can be found in binder in school office)</p>		
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Progress Monitoring 25-26

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

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
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 0	Data not collected due to having a sub all year.			
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 activities 2 (100 Students)	2024-2025 number of activities 5 (150+ students)			
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, 3 times	2024-2025 school year, weekly throughout the year.			
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 2 of times communicated	2024-2025 parents were contacted once a month.			
Our TSSP staff will provide family assistance and build opportunities for consistent communication.	Increase in attendance of our TSSP students.	TSSP attendance BOY 92.3% TSSP attendance MOY 90.88%	TSSP attendance EOY 89.97%			

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
<p>Cycle 1: Based on data from cycle 1, we show that our action items are showing progress in moving us to our 1% decrease by the end of the school year.</p>	<p>Based on the action items above we have collected the following data to show that our action items are effective.</p> <p>Every grade level will participate in activity or excursion during the school year.</p> <p>We did not have an opportunity to establish a baseline on action item 1. All action items that incorporate the support of our Outreach Liaison are currently on pause due to unforeseen circumstances.</p> <p>A student from each grade level has been recognized weekly for perfect attendance. Students also earned trimester awards for great behavior.</p> <p>The admin team has made phone calls and home visits for support attendance. We will begin assemblies in January.</p> <p>Our TSSP staff our provide supports to our students. Attendance rates for TSSP students are 92.3%.</p> <p>(data can be found in binder in school office)</p>	<p>We will be refining action item 1. (see action item above)</p>	<p>Continue</p>
<p>Cycle 2: Based on data from cycle 2, we show that our action items are showing progress in moving us to our 1% decrease by the end of the school year.</p>	<p>Based on the action items above we have collected the following data to show that our action items are effective.</p> <p>Every grade level has been participating in activity or excursion during the school year.</p> <p>We did not have an opportunity to establish a baseline on action item 2. All action items that incorporate the support of our Outreach Liaison are currently on pause due to unforeseen circumstances.</p>	<p>We will be refining action item 1 (see action item above)</p>	

	<p>A student from each grade level has been recognized weekly for perfect attendance. Students also earned trimester awards for the Wildcat Way of Be Safe, Be Respectful, and Be Responsible.</p> <p>The admin team has made phone calls and home visits to decrease absenteeism.</p> <p>Our TSSP staff provides support to our students as well. Attendance rates for TSSP students are 92.3%.</p> <p>Action item 1 is on pause and we do not have data due to our Outreach liaison being out for unforeseen circumstances.</p> <p>(data can be found in binder in school office)</p>		
<p>Cycle 3: Based on data from cycle 3, we show that our action items are showing progress in moving us to our 1% decrease in chronic absenteeism. We decreased it by 9%.</p>	<p>Based on the action items above we have collected the following data to show that our action items are effective.</p> <p>Every grade level has been participating in activity or excursion during the school year.</p> <p>We did not have an opportunity to establish a baseline on action item 2. All action items that incorporate the support of our Outreach Liaison are currently on pause due to unforeseen circumstances.</p> <p>A student from each grade level has been recognized weekly for perfect attendance. Students also earned trimester awards for the Wildcat Way of Be Safe, Be Respectful, and Be Responsible.</p> <p>The admin team has made phone calls and home visits to decrease absenteeism.</p>	<p>We will be refining action item 1 (see action item above)</p>	

	<p>Our TSSP staff provides support to our students as well. Attendance rates for TSSP students are 92.3%.</p> <p>Action item 1 is on pause and we do not have data due to our Outreach liaison being out for unforeseen circumstances.</p> <p>(data can be found in binder in school office)</p>		
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Progress Monitoring 25-26

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	4 parents are on the task force.			
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	Survey did not get completed.			
Full implementation of Soul Shoppe Program	The number of staff and students being trained to implement.	BOY 0 MOY 2	EOY 5			
Joseph Widmer will provide student with mentors.	The number of total mentors and student receiving support.	BOY Mentors 0 Students 0 MOY Mentors 0 Students 0	EOY- Mentors 0 Students 0			
Joseph Widmer will provide training and share information to	The Stanislaus County Office of Education status recognition in CA PBIS.	2023-2024 Bronze Level	2024-2025 Gold Level			

support Tier 1 behavioral supports						
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 6 meetings average of 10 parents per meeting.			
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.	4 events approximately 100 parents and students at events	7 events approximately 150 parents and students at each event			

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: Based on data from cycle 1, we show that our action items are showing progress in moving us to grow by the end of the school year. We will review survey data <hr/>	<p>Based on the action items above we have collected the following data to show that our action items are effective.</p> <p>We are providing training in PBIS and Tier 1 behavioral supports. Two trainings having been conducted schoolwide.</p> <p>We have had a Coffee with the Principal meetings once a month. We have had an average of approximately 10 parents per meeting.</p> <p>We have increased the number of outside events for our students and families. We have had 1-2 events every month this school year.</p> <p>We did not have an opportunity to establish a baseline for actions 1, 2, 3, and 4. We will continue to work on making sure these action items are put in place after winter break.</p> <p>(data can be found in binder in school office)</p>	<p>We will begin to put in place action item 1, 2, 3, and 4. (see action item above)</p> <p>A Community Task Force needs to be developed along.</p> <p>Soul Shoppe and a Mentor program also need to be developed.</p>	Continue

<p>Cycle 2: Based on data from cycle 2, we show that our action items are showing progress in moving us in meeting our goal.</p>	<p>Based on the action items above we have collected the following data to show that our action items are effective.</p> <p>We are providing training in PBIS and Tier 1 behavioral supports. Three trainings having been conducted schoolwide. The Tier 1 team meets monthly and Tier 2 team meets weekly.</p> <p>We have had a Coffee with the Principal meetings once a month. We continue to have an average of approximately 10 parents per meeting.</p> <p>We have increased the number of outside events for our students and families. We continue have had 1-2 events every month this school year.</p> <p>We did not have an opportunity to establish a baseline for actions 1, 2, 3, and 4. We will continue to work on making sure these action items are put in place after winter break.</p> <p>(data can be found in binder in school office)</p>	<p>We will begin to put in place action item 1, 2, 3, and 4. (see action item above)</p> <p>A Community Task Force needs representatives from all grade levels.</p> <p>Soul Shoppe and a Mentor program also need to be developed.</p>	
<p>Cycle 3: Based on data from cycle 3, we show that our action items are showing progress in moving us in meeting our goal.</p>	<p>Based on the action items above we have collected the following data to show that our action items are effective.</p> <p>We are providing training in PBIS and Tier 1 behavioral supports. Three trainings having been conducted schoolwide. The Tier 1 team meets monthly and Tier 2 team meets weekly.</p> <p>We have had a Coffee with the Principal meetings once a month. We continue to have an average of approximately 10 parents per meeting.</p> <p>We have increased the number of outside events for our students and families. We continue have had 1-2 events every month this school year.</p>	<p>We will begin to put in place action item 1, 2, 3, and 4. (see action item above)</p> <p>A Community Task Force needs representatives from all grade levels.</p> <p>Soul Shoppe and a Mentor program also need to be developed.</p>	

	<p>We did not have an opportunity to establish a baseline for actions 1, 2, 3, and 4. We will continue to work on making sure these action items are put in place in our 2025-2026 school year.</p> <p>(data can be found in binder in school office)</p>		
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Progress Monitoring 25-26

Progress Monitoring



District Goal

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

Site Tier 2 and 3 Goals

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.

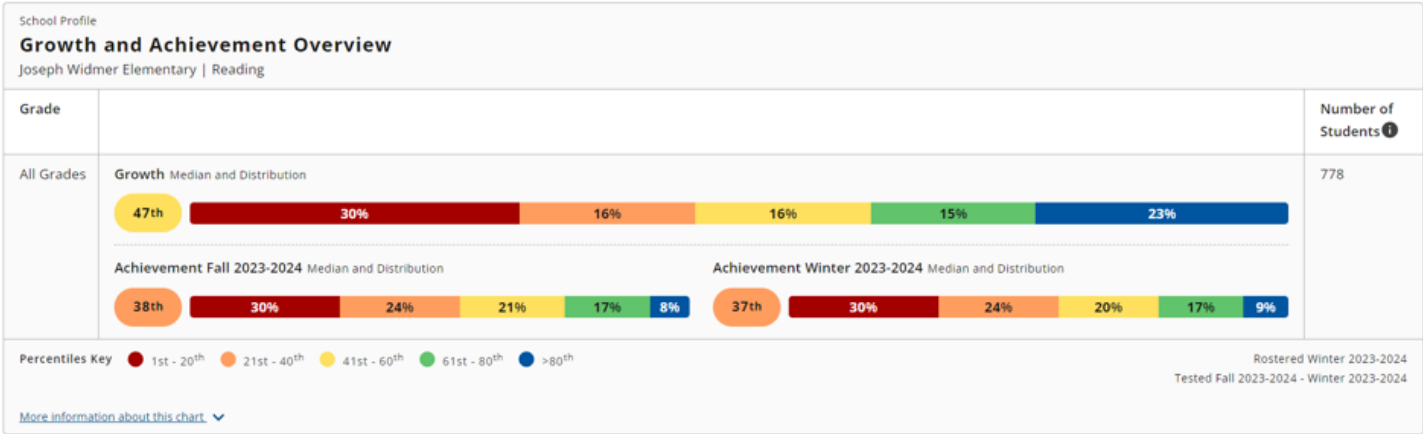
ATSI Subgroups - African American students in suspension rates.

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	193	221	221	21.0%	25.5%	24.3%
Fluent English Proficient (FEP)	96	118	128	14.0%	12.7%	14.1%
Reclassified Fluent English Proficient (RFEP)	16			5.8%	8.2%	

ELA

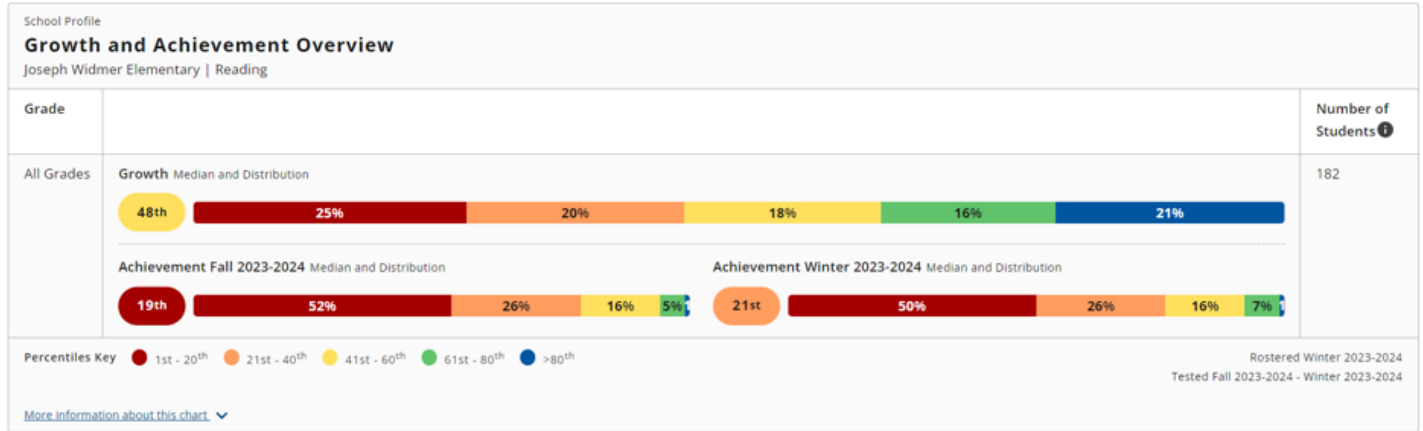
All Students: Growth and Achievement

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 25% BOY 25% MOY	35% 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. 2%	EOY 1%			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.	Winter MAP Reading Fluency Scores.	100% of our students receiving intervention teacher support made progress.			Time Money People
ELOP- Academic Tutoring Students who are not at grade level	Teacher will create pre and post assessments to	Winter 2024 MAP Reading Growth scores	Academic Tutoring was not offered			Time Money People

in K-8 will be provided with after school academic tutoring.	monitor effectiveness of tutoring.		due to staffing.			
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 0	2024-2025 number of trained staff 6			Time Money
Provide staff with support in translation with our Bilingual Paras.	Number of times bilingual paras are used for translating	During parent meetings and parent conferences.	20 times.			Time Money People

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: Based on data from cycle 1, we show that our action items are showing progress in moving us to our 5% growth by the end of the school year. We will review MAP data in the winter.	<p>Based on the action items above we have collected the following data to show that our action items are effective.</p> <p>Teachers in grades 6th and Junior High are receiving PD in designated and integrated ELD instruction with district EL Tosas. 6 teachers have received training.</p> <p>Teachers are supporting each other in grade levels to create lesson plans that include supports for our English Learners. Vocabulary supports, background knowledge, sentence stems, realia, etc.</p> <p>Our intervention teacher is providing small group intervention support for our ELs during OTP. Teacher will use Map assessments to evaluate effectiveness.</p> <p>We did not have an opportunity to address action item 4 - providing students with before and after-school tutoring. We will look to readvertise this opportunity with our staff.</p>	<p>We will be refining action item 4. (see action item above). We will work on recruiting teachers for extra hours to support students before or after-school with tutoring.</p>	Continue

	<p>Teachers use support with translation with our bilingual paraprofessionals. They are used throughout the year during goal setting, report cards, and IEPs.</p> <p>(data can be found in binder in school office)</p>		
<p>Cycle 2: Based on data from cycle 2, we show that our action items are showing minimal progress in moving us to our 5% growth by the end of the school year. We will review MAP data in the Spring</p>	<p>Based on the action items above we have collected the following data to show that our action items are effective in some of the actions.</p> <p>Teachers in grades 6th and Junior High are receiving PD in designated and integrated ELD instruction with district EL Tosas. 6 teachers have received training.</p> <p>Teachers are supporting each other in grade levels to create lesson plans that include supports for our English Learners. Vocabulary supports, background knowledge, sentence stems, realia, etc.</p> <p>Our intervention teacher is providing small group intervention support for our ELs during OTP. Teacher will use Map assessments to evaluate effectiveness.</p> <p>We did not have an opportunity to address action item 4 - providing students with before and after-school tutoring. We will look to readvertise this opportunity with our staff.</p> <p>Teachers use support with translation with our bilingual paraprofessionals. They are used throughout the year during goal setting, report cards, and IEPs.</p> <p>(data can be found in binder in school office)</p>	<p>We will be refining action item 4 action item above.</p>	<p>Continue</p>
<p>Cycle 3: Based on data from cycle 3, we show that our action items are showing minimal</p>	<p>Based on the action items above we have collected the following data to show that our action items are effective in some of the actions.</p>	<p>We will be refining action item 4 action item above.</p>	

<p>progress in moving us to our 5% growth by the end of the school year.</p>	<p>Teachers in grades 6th and Junior High are receiving PD in designated and integrated ELD instruction with district EL Tosas. 6 teachers have received training.</p> <p>Teachers are supporting each other in grade levels to create lesson plans that include supports for our English Learners. Vocabulary supports, background knowledge, sentence stems, realia, etc.</p> <p>Our intervention teacher is providing small group intervention support for our ELs during OTP. Teacher will use Map assessments to evaluate effectiveness.</p> <p>We did not have an opportunity to address action item 4 - providing students with before and after-school tutoring. We will look to readvertise this opportunity with our staff.</p> <p>Teachers use support with translation with our bilingual paraprofessionals. They are used throughout the year during goal setting, report cards, and IEPs.</p> <p>(data can be found in binder in school office)</p>	<p>Our Jr. High teachers will be provided with designated ELD support next year.</p>	
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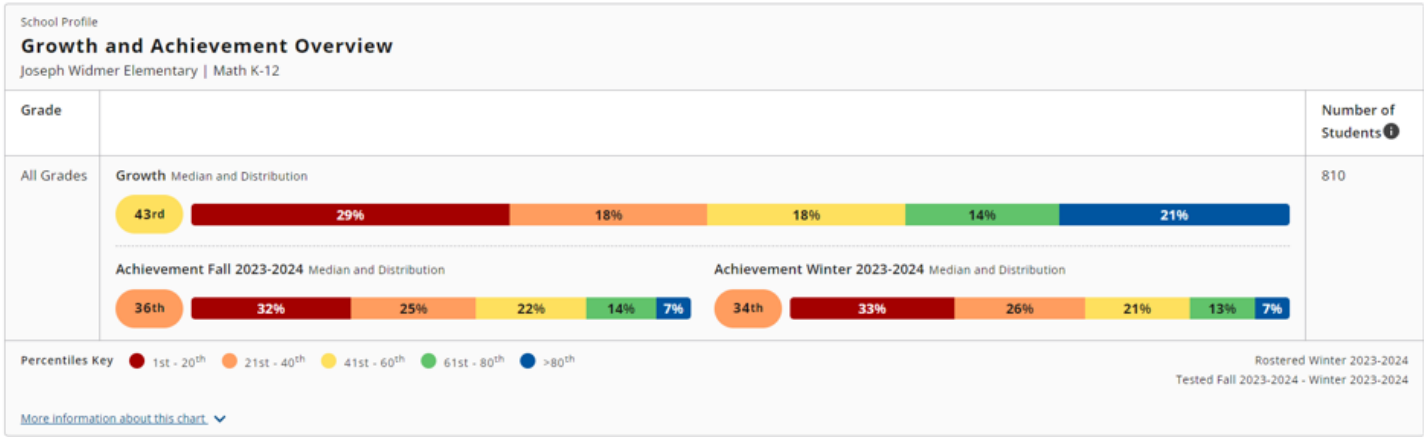
Progress Monitoring 25-26

Data

Math

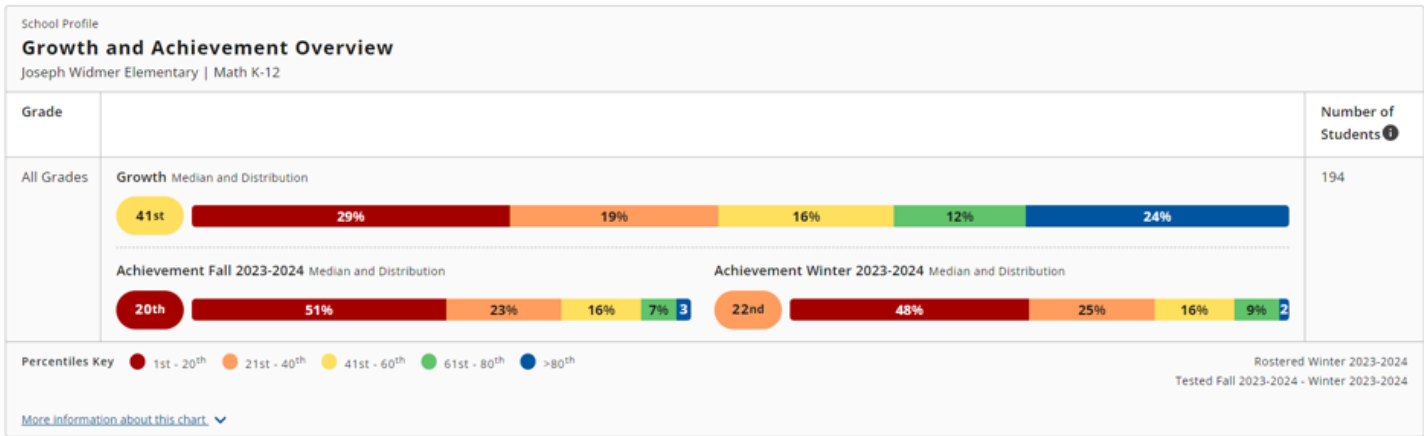
All Students: Growth and Achievement

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.

Current English Learners	Recently Reclassified English Learners	English Only
124.1 points below standard	53.6 points below standard	78.8 points below standard
Declined 3.5 Points ⓘ	Declined 7.2 Points ⓘ	Increased 5.1 Points ⓘ
Number of Students: 96	Number of Students: 62	Number of Students: 323

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

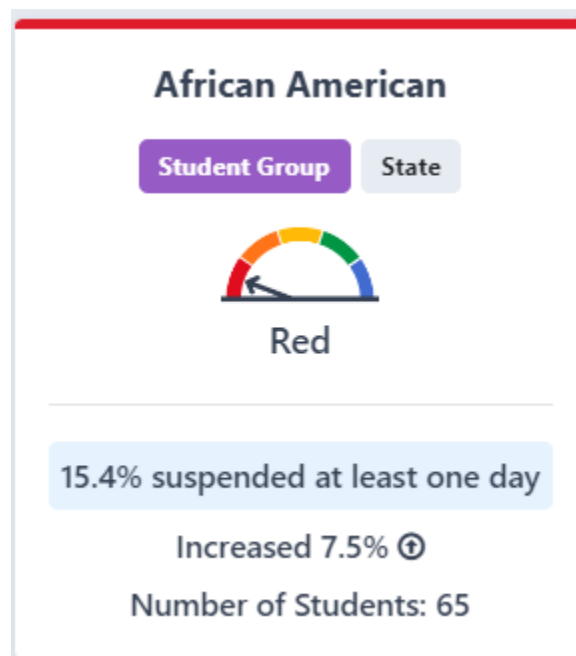
Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Teachers will be provided with PD in designated and integrated ELD instruction.	Learning walks to monitor evidence of usage of EL instructional strategies used in the classroom during designated and integrated ELD instruction.	Percent of teachers using strategies 25% BOY 25% MOY	35% 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. 5%	1% EOY			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 _____	We do not have data for this action due to not having the staffing.			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 0	2024-2025 6 teachers			Time Money

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: Based on data from cycle 1, we show that our action items are showing minimal progress in moving us to our 5% growth by the end of the school year. We will review MAP data in the winter	<p>Based on the action items above we have collected the following data to show that our action items are effective.</p> <p>Teachers in grades 6th and Junior High are receiving PD in designated and integrated ELD instruction with district EL Tosas. 6 teachers have received training.</p> <p>Teachers are supporting each other in grade levels to create lesson plans that include supports for our English Learners. Vocabulary supports, background knowledge, sentence stems, realia, etc.</p> <p>We did not have an opportunity to address action item 3 - providing students with before and after-school tutoring. We will look to readvertise this opportunity with our staff.</p> <p>(data can be found in binder in school office)</p>	<p>We will be refining action item 3. (see action item above).</p> <p>We will work on recruiting teachers for extra hours to support students before or after-school with tutoring.</p>	Continue
Cycle 2: Based on data from cycle 2, we show that our action items are showing minimal progress in moving us to our 5% growth by the end of the school year. We will review MAP data in spring	<p>Based on the action items above we have collected the following data to show that our action items are effective.</p> <p>Based on new data, we have identified 1st grade students in red and orange band should be targeted in this area.</p> <p>We did not have an opportunity to establish a baseline. We will collect evidence.</p>	<p>We will be refining action item 3 (see action item above)</p>	Continue
Cycle 3: Based on data from cycle 3, we show that our action items are showing minimal progress in moving us to our 5% growth by the end of the	<p>Based on the action items above we have collected the following data to show that our action items are effective.</p> <p>Teachers in grades 6th and Junior High are receiving PD in designated and</p>	<p>We will be refining action item 3 (see action item above)</p>	

<p>school year. We will review MAP data in spring</p>	<p>integrated ELD instruction with district EL Tosas. 6 teachers have received training.</p> <p>Teachers are supporting each other in grade levels to create lesson plans that include supports for our English Learners. Vocabulary supports, background knowledge, sentence stems, realia, etc.</p> <p>We did not have an opportunity to address action item 3 - providing students with before and after-school tutoring. We will look to readvertise this opportunity with our staff.</p> <p>(data can be found in binder in school office)</p>		
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Progress Monitoring 25-26



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
Grand Total		1	1	2	4	17	4	8	9	46

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 providing them with Tier 2 supports (check-in, check-out).	Reduced the number of incidents and suspensions for our ATSI subgroup students who are receiving check-in, check-out supports.	0	No data was collected due to having a substitute for this position for most of the year.			
Joseph Widmer will provide VCC services to provide support for our African American students needing counseling services.	Reduce the number of suspensions of students receiving VCC services.	2023-2024 7.1% suspensions	2024-2025			
Joseph Widmer will implement year 2 of Soul Shoppe to support a positive school culture.	Reduce the number of suspension rates for our African American Subgroup.	Trimester 1 _____ Trimester 2 _____	Trimester 3 1%			

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: Based on data from cycle 1, we show that our action items are showing progress in moving us to our 3% reduction by the end of the	Based on the action items above we have collected the following data to show that our action items are effective. Our Outreach Liaison has been out since August. We are not able to provide	We will be refining action item 1. (see action item above) We will reduce the number of hours and look for ways to provide	Refine

<p>school year. We will review MAP data in the Winter</p>	<p>check-in, and check-out supports with our students.</p> <p>We have two VCC support staff providing our students counseling. They are providing counseling services to our African American students who were suspended in 2023-2024 and this school year.</p> <p>We are still in the process of fully implementing Soul Shoppe. We will begin with this program after winter break.</p> <p>(data can be found in binder in school office)</p>	<p>check-in, and check-out systems without this support.</p>	
<p>Cycle 2: Based on data from cycle 2, we show that our action items are showing progress in moving us to our 3% growth by the end of the school year. We will review MAP data in the Spring</p>	<p>Based on the action items above we have collected the following data to show that our action items are effective.</p> <p>Based on new data, we have identified 1st grade students in red and orange band should be targeted in this area.</p> <p>We did not have an opportunity to establish a baseline. We will collect evidence.</p>	<p>We will be refining action item 1 see action item above.</p>	<p>Continue</p>
<p>Cycle 3: Based on data from cycle 3, we show that our action items are showing progress in moving us to our 3% growth by the end of the school year. We will review MAP data in the Spring</p>	<p>Based on the action items above we have collected the following data to show that our action items are effective.</p> <p>Our Outreach Liaison has been out since August. We are not able to provide check-in, and check-out supports with our students.</p> <p>We have two VCC support staff providing our students counseling. They are providing counseling services to our African American students who were suspended in 2023-2024 and this school year.</p> <p>We are still in the process of fully implementing Soul Shoppe. We will begin with this program after winter break.</p>	<p>Our data shows we are meeting this goal.</p>	

	(data can be found in binder in school office)		
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Progress Monitoring 25-26

Budget Summary

410 - Joseph Widmer Elementary School Supplemental Programs/Services

Priority	Site Purpose and/or Justification	Vendor	Cost Estimate (Site Plan)	Funding Source	Function (Type of Activity)	Object (Type of Expenditure)	Management (Program Tracking)	LCAP A/S	Target	Student Needs
	Foundations (district required) Goal 1, 3 District Required		\$ 15,000.00	3010 - ESSA-Title I Bas Grnts Low Inc	1000 - Instruction	4310 - Materials & Supplies	1001 - 1.1 Goal 1, A&S 1 GLS-Base	1.1	Grade Level Standards	K-3 Students Goal 1
	Outreach Assistant Continued funding - SALARY ONLY		\$ 41,120.00	3010 - ESSA-Title I Bas Grnts Low Inc	1000 - Instruction	2200 - Classified Support Salaries	2003 - 2.3 Goal 2, A&S 3	2.3	Safety	All Students Attendance Goal 1
	Foundations Goals 1.3 District Supplemental - Required		\$ 1,000.00	3010 - ESSA-Title I Bas Grnts Low Inc	1000 - Instruction	1107 - Teachers' Salaries Hourly	1001 - 1.1 Goal 1, A&S 1 GLS-Base	1.1	Standards	ELA Smart Goal 1
	Foundations Goals 1.3 Pullout Days for Ongoing Training		\$ 8,000.00	3010 - ESSA-Title I Bas Grnts Low Inc	1000 - Instruction	1105 - Teachers' Salaries Subs	1001 - 1.1 Goal 1, A&S 1 GLS-Base	1.1	Standards	ELA Math Goal 1
	TSSP - Goal 2 Family Outreach/Communication		\$ 5,000.00	3010 - ESSA-Title I Bas Grnts Low Inc	2700 - School Administration	2407 - Clerical And Office Sal Hourly	3004 - 3.4 Goal 3, A&S 4	3.4	Safety	SN 2
	Foundations Goals 1.3 District Supplemental - Required Family Engagement Nights Goal 1.2.3 SEL, Safety, EMS, Family Engagement, Parent Workshops, PIQE, Parenting Partners, Community Engagement, assemblies		\$ 5,000.00	3010 - ESSA-Title I Bas Grnts Low Inc	1000 - Instruction	4310 - Materials & Supplies	1001 - 1.1 Goal 1, A&S 1 GLS-Base	1.1	Standards	ELA Math Goal 1
	ILT Pullout Days Goal 1.2.3		\$ 4,000.00	3010 - ESSA-Title I Bas Grnts Low Inc	1000 - Instruction	4310 - Materials & Supplies	2003 - 2.3 Goal 2, A&S 3	2.3	Safety	School Connectedness Goal 1
	Math Coaching - Goal 1.3 PD math - Thinking Strats	PEBC	\$ 5,000.00	3010 - ESSA-Title I Bas Grnts Low Inc	1000 - Instruction	1105 - Teachers' Salaries Subs	1002 - 1.2 Goal 1, A&S 2 GLS-Sup	1.2	System-Wide Work	Goal 123
	Socio Emotional Learning Goal 1.2.3 SEL, Safety, EMS, Family engagement		\$ 2,000.00	3010 - ESSA-Title I Bas Grnts Low Inc	1000 - Instruction	4310 - Materials & Supplies	2002 - 2.2 Goal 2, A&S 2	2.2	System-Wide Work	Goal 2, 3
Total			\$ 91,120.00							

410 - Joseph Widmer Elementary School Supplemental Programs/Services

Priority	Site Purpose and/or Justification	Vendor	Cost Estimate (Site Plan)	Funding Source	Function (Type of Activity)	Object (Type of Expenditure)	Management (Program Tracking)	LCAP A/S	Target	Student Needs	Smart Goal
	Certificated Time Sheeting Events/Family Support		\$ 200.00	0709 - Prev EIA/LCAP	1000 - Instruction	1107 - Teachers' Salaries Hourly	2003 - 2.3 Goal 2, A&S 3	2.3	Standards	ELA and Math Goal 1	
	Jr. High Electives Goal 1.2.3 C-Stem, Art, Theater, Media, Band, Peer PE, Leadership, TA, Bridge to Success, Esports		\$ 800.00	0709 - Prev EIA/LCAP	1000 - Instruction	1107 - Teachers' Salaries Hourly	2004 - 2.4 Goal 2, A&S 4	2.4	Standards	ELA Math Goal 1	
	Outreach Assistant Goal 1.2.3 Community Events, COST Jr. High Electives Goal 1.2.3 C-Stem, Art, Theater, Media, Band, Peer PE, Leadership, TA, Bridge to Success, Esports		\$ 300.00	0709 - Prev EIA/LCAP	3900 - Other Pupil Services	2200 - Classified Support Salaries	2003 - 2.3 Goal 2, A&S 3	2.3	Safety	Connectedness Goal 1	
	Copies & Supplies, posters for community engagement		\$ 150.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	2004 - 2.4 Goal 2, A&S 4	2.4	Standards	ELA Math Goal 1	
	Outreach Assistant Goal 1.2.3 Student Incentives, Awards		\$ 4,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	2003 - 2.3 Goal 2, A&S 3	2.3	Safety	School Connectedness Goal 1	
	Activities Supplies for Leadership		\$ 1,500.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	2004 - 2.4 Goal 2, A&S 4	2.4	Safety	Discipline and Attendance Goal 1	
	CAASPP and MAP Incentives Staff Incentives and student Jr. High Electives Goal 1.2.3 C-Stem, Art, Theater, Media, Band, Peer PE, Leadership, TA, Bridge to Success, Esports		\$ 2,500.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	2004 - 2.4 Goal 2, A&S 4	2.4	Standards	ELA and Math Goal 1	
	PSIS - Goal 2 - Student Incentives Goal 2 Wildcat Store, Wildcat Tickets		\$ 7,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	2004 - 2.4 Goal 2, A&S 4	2.4	Standards	ELA and Math Goal 1	
	Programs and Incentives Goal 2, 3 Safety, Attendance		\$ 5,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	2003 - 2.3 Goal 2, A&S 3	2.3	Safety	Discipline Goal 1	
	Promotion stole, pins, certificates, chords		\$ 4,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	2004 - 2.4 Goal 2, A&S 4	2.4	Standards	Discipline and Attendance Goal 1	
	Required Elective Junior High Supplies		\$ 1,500.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	2004 - 2.4 Goal 2, A&S 4	2.4	Standards	ELA and Math Goal 1	
	Blanket Goal 1, 2 Parent engagements/staff meetings Leadership Elective Print Shop: Copies for events and activities	Food 4 Less	\$ 1,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	2003 - 2.3 Goal 2, A&S 3	2.3	Safety	Parent Connectedness Goal 1	
	Conferences/trainings hourly rate Goal 1.2.3 EL Support, PBIS, SEL, SSAA/TTC/DOC Para Behavior Support		\$ 600.00	0709 - Prev EIA/LCAP	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	2004 - 2.4 Goal 2, A&S 4	2.4	Standards	ELA and Math Goal 1	
	Conferences/trainings RTI Institute and CAGE Goal 1.2.3 PLC, ELD, PBIS, PBL, GL Standards, Electives, SEL, PD Contracts		\$ 1,500.00	0709 - Prev EIA/LCAP	1000 - Instruction	2107 - Inst Aides Salaries Hourly	2002 - 2.2 Goal 2, A&S 2	2.2	Safety	SN 1	SG 1
	Grade Level Pullout Days for professional learning communities - Goal, 1.2.3 Supporting District Supplemental and Grade Level Standards, PLC, New Teacher Training, SBR, CFA		\$ 10,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	5222 - Workshops/Trainings	3001 - 3.1 Goal 3, A&S 1	3.1	Emerging Students	SN 1	SG 1
	Conferences/trainings RTI Institute and CAGE Goal 1.2.3 PLC, ELD, PBIS, PBL, GL Standards, Electives, SEL, PD Contracts		\$ 15,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	1105 - Teachers' Salaries Subs	1008 - 1.8 Goal 1, A&S 8	1.8	System-Wide Work	Goal 123	
			\$ 10,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	5222 - Workshops/Trainings	2002 - 2.2 Goal 2, A&S 2	2.2	Safety	SN 1	SG 1

	COST Goal 1.2.3 After school meeting and trainings		\$ 1,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	1107 - Teachers' Salaries Hourly	2002 - 2.2 Goal 2, A&S 2	2.2	OLS - System-Wide Work	Goal 123	
	ILT		\$ 4,200.00	0709 - Prev EIA/LCAP	1000 - Instruction	1107 - Teachers' Salaries Hourly	1008 - 1.8 Goal 1, A&S 8	1.8	OLS - System-Wide Work	Goal 123	
	Instructional supplies and copies for PD days provided by the site TOSA		\$ 1,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	1008 - 1.8 Goal 1, A&S 8	1.8	OLS - System-Wide Work	Goal 1, 3	
	PBIS - Goal 2 - Year 2 ongoing professional development Goal 2, 3 District or School Site Pullout Days		\$ 6,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	1109 - Teachers' Salaries Sube	2002 - 2.2 Goal 2, A&S 2	2.2	OLS - System-Wide Work	Goal 2, 3	
	Conferences/trainings hourly rate Goal 1.2.3 EL Support, PBIS, SEL, SSA/UTK/SOC Para Behavior Support		\$ 1,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	1107 - Teachers' Salaries Hourly	2002 - 2.2 Goal 2, A&S 2	2.2	OLS - System-Wide Work	Goal 123	
	Socio Emotional Learning Goal 1.2.3 SEL, Safety, EMS, Family engagement		\$ 1,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	1107 - Teachers' Salaries Hourly	2002 - 2.2 Goal 2, A&S 2	2.2	OLS - System-Wide Work	Goal 123	
	PBIS - Goal 2 - Year 2 ongoing Goal 2, 3 After School Meetings		\$ 1,500.00	0709 - Prev EIA/LCAP	1000 - Instruction	1107 - Teachers' Salaries Hourly	2002 - 2.2 Goal 2, A&S 2	2.2	OLS - System-Wide Work	Goal 2, 3	
	Translator Services for parents, meetings, 504 costs		\$ 1,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	2107 - Instr Aides Salaries Hourly	3001 - 3.1 Goal 3, A&S 1	3.1	OLS - System-Wide Work	Goal 123	
	PBIS - Goal 2 - Year 2 ongoing professional development Goal 2, 3 District or School Site Pullout Days		\$ 1,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	1109 - Teachers' Salaries Sube	2002 - 2.2 Goal 2, A&S 2	2.2	OLS - System-Wide Work	Goal 2, 3	
	Conferences/trainings RTI Institute and GARR Goal 1.2.3 PLC, ELQ, PBIS, PBL, OL Standards, Electives, SEL, PD Contracts		\$ 5,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	5220 - Conference Expense	1008 - 1.8 Goal 1, A&S 8	1.8	OLS - System-Wide Work	SN 1	SG 2
	Assemblies Standards SN1 Student Success celebration		\$ 1,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	2004 - 2.4 Goal 2, A&S 4	2.4	OLS - System-Wide Work	Goal 1, 3	
	COST Goal 1.2.3 Student incentives, check in-check out		\$ 1,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	2002 - 2.2 Goal 2, A&S 2	2.2	OLS - System-Wide Work	Goal 123	
	Conferences/trainings RTI Institute and GARR Goal 1.2.3 PLC, ELQ, PBIS, PBL, OL Standards, Electives, SEL		\$ 4,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	5220 - Conference Expense	1008 - 1.8 Goal 1, A&S 8	1.8	OLS - System-Wide Work	SN 1	SG 2
	PBIS - Goal 2 - Year 2 ongoing Goal 2, 3 District Support - Ongoing 7		\$ 7,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	2002 - 2.2 Goal 2, A&S 2	2.2	OLS - System-Wide Work	Goal 2, 3	
	Bussing for Field Trips - Science Camp District Required		\$ 6,400.00	0709 - Prev EIA/LCAP	1000 - Instruction	5624 - Transport By Private Vendor	2004 - 2.4 Goal 2, A&S 4	2.4	OLS - System-Wide Work	Goal 1	
	Field Trip transportation 1 field trip per grade level equity, grade level standards		\$ 15,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	5624 - Transport By Private Vendor	2004 - 2.4 Goal 2, A&S 4	2.4	OLS - System-Wide Work	Goal 1	
	Field Trips focused on academic standards Goal 1.1 field trip per grade level equity, grade level standards		\$ 10,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	2004 - 2.4 Goal 2, A&S 4	2.4	OLS - System-Wide Work	Goal 1	
	Year 2 for positive culture Professional Development for Teachers and Parents	Soul Shoppe Programs	\$ 3,550.00	0709 - Prev EIA/LCAP	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	2002 - 2.2 Goal 2, A&S 2	2.2	OLS - System-Wide Work	Goal 2, 3	
	Replacement of Technology Peripherals		\$ 3,500.00	0709 - Prev EIA/LCAP	1000 - Instruction	4400 - Non-Capitalized Equipment	1007 - 1.7 Goal 1, A&S 7	1.7	OLS - System-Wide Work	Goal 1, 2, 3	
Total			\$ 147,200.00								

410 - Joseph Widmer Elementary School Supplemental Programs/Services

Priority	Site Purpose and/or Justification	Vendor	Cost Estimate (Site Plan)	Funding Source	Function (Type of Activity)	Object (Type of Expenditure)	Management (Program Tracking)	LCAP A/S	Target	Student Needs	Smart Goal
	ELOP Goal 1.2.3 tutoring, time sheeting		\$ 1,500.00	2600 - Expanded Learning Oppty Prgm	1000 - Instruction	1107 - Teachers' Salaries Hourly	7417 - ELOP-Academic Support	2.4	OLS - System-Wide Work	Goal 123	
	ELOP Goal 1.2.3 Enrichment activities, community events		\$ 3,500.00	2600 - Expanded Learning Oppty Prgm	2700 - School Administration	2407 - Clerical And Office Sal Hourly	7418 - ELOP-Enrichment	2.4	OLS - System-Wide Work	Goal 123	
	ELOP Goal 1.2.3 Enrichment activities, community events, materials supplies for all events		\$ 5,000.00	2600 - Expanded Learning Oppty Prgm	1000 - Instruction	4310 - Materials & Supplies	7418 - ELOP-Enrichment	2.4	OLS - System-Wide Work	Goal 123	
	Field Trips - Science Camp Goal 1 District Required		\$ 12,880.00	2600 - Expanded Learning Oppty Prgm	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	7418 - ELOP-Enrichment	2.4	OLS - System-Wide Work	SN 1	SG 2
	Art in the classroom Goal 1.3 VAPA for Students		\$ 21,000.00	6770 - Arts & Music Prog 28	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	0000 - Undesignated	1.4	OLS - System-Wide Work	Goal 1, 3	
Total			\$ 43,880.00								

410 - Joseph Widmer Elementary School
Supplemental Programs/Services

Priority	Site Purpose and/or Justification	Vendor	Cost Estimate (Site Plan)	Funding Source	Function (Type of Activity)	Object (Type of Expenditure)	Management (Program Tracking)	LCAP A/B	Target	Student Needs	Smart Goal
	Conferences/trainings for teachers and CAFE Goal 1.2.3 PLC, ELD, PBIS, PBL, GL Standards, Electives, SEL		\$ 4,000.00	7435 - Learning Recovery Emer Grant	1000 - Instruction	5222 - Workshops/Trainings	2002 - 2.2 Goal 2, A&S 2	2.2	Safety	SN 1	SG 1
Total			\$ 4,000.00								

Educational Partner Input

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

Involvement Process for the Strategic Plan and Annual Review and Update

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 2025 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) -- 8/27/24, 9/24/24, 10/22/24, 11/18/24, 12/3/24, 2/11/25, 3/18/25, 3/22/25

School Site Council Meetings (SSC)--10/14/24, 11/25/24, 12/30/24, 1/13/25, 5/5/25

English Language Advisory Committee (ELAC)--9/27/2024, 11/25/2025, 1/31/2025, 5/5/2025

Coffee with the Principal Meetings: 8/30/24, 10/4/24, 10/25/24, 11/22/24, 1/31/25, 2/28/25, 3/28/25, 4/25/25

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 5/5/25 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
Ignacio Cantu	Principal
Tanya Woodfolk	Classroom Teacher
Marie Olivas	Classroom Teacher
Mary Hall	Classroom Teacher
Delores Johnson	Other School Staff
Leslie Fetsch	Parent or Community Member
Sarah Sanfilippo	Parent or Community Member
Stephanie Vargas	Parent or Community Member
Esther Lemus	Parent or Community Member
Charlene Sevilla	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 5/21/2025
	SSC Chairperson, Leslie Fetsch on 5/27/2025