Manteca Unified School District Strategic Plan

2023-2024

Vision Statement

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

Mission Statement

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

Weston Ranch High School
39685930101576

Manteca Unified School District
39685930000000

School Site Vision

Produce Responsible Individuals Destined for Excellence (PRIDE).

School Site Mission

At Weston Ranch High School, we teach, inspire, and prepare our students for college and career success.

Purpose and Description

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

Schoolwide Program

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

At Weston Ranch High School (WRHS) all stakeholders were originally informed of the Title 1 school site status, for the 2019-2020 school year, during summer of 2019 through an informational letter mailed home. The original review by stakeholders was conducted through multiple presentations during the month of August through the English Language Advisory Council meeting (ELAC) (on 9/5/2019), Open House (on 9/21/2019) with parents reviewing the three goals related to how to improve parental involvement, support students academically, and improve school culture. This was then presented to the School Site Council (SSC) which includes representatives from the student body, parents, and staff for commentary, input, and review of the Title 1 budget on 9/19/19 and again on 10/9/2019. Student stakeholders in grades 9 through 12 met with WRHS administration on 10/13/2019 to provide additional feedback on the three goals.

For the 2020-2021 school year this was managed by Strategic Plan Team (SPT) with feedback from staff primarily through the School Leadership Team (SLT) and upon revisions presented to the SSC for input and approval. The process was largely done via digital means during the various operational phases the school and community went through as we navigated the pandemic.

Since the 2020-2021 school year the SPT has continued to manage the Strategic Plan for Weston Ranch High school. Beginning in March of 2023 initial budget plans were developed to include Title 1 and LCAP funding allocations for the 2023-2024 Strategic Plan. The initial budget was developed between the Principal, Title 1 Coordinator, and the Strategic Plan Coordinator/Lead. This initial budget was developed based on the previous years plan, feedback received over the course of the school year from staff and community members, and school performance data. The initial plan was shown to the full Strategic plan team for review and feedback. It was then discussed with department chairs during the May 4th meeting for additional feedback. The 2023-2024 Strategic Plan is developed over the month of May and sent out to the members of the SSC for review, feedback, and a vote of approval via an electronic vote.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The review process for SPSA was primarily conducted through the SSC via presentation and review of the 2023-2024 school year Strategic Plan in May of 2023. With a review of the preliminary 2023-2024 Strategic plan conducted during the month of May/Jume via email with several weeks for input and feedback and a vote for approval conducted during the first week of June.

Resource Inequities

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

School Site Description

Weston Ranch High School is one of five comprehensive high schools in Manteca Unified School District. Since the school opened in the 2003-2004 school year, Weston Ranch High School has built traditions of excellence, inside and outside the classrooms. The Weston Ranch Community is one of diversity and resiliency. Weston Ranch High School is the hub of the community and continues to collaborate and grow relationships with stakeholders to improve programs and cultivate graduates who are college and/or career ready. The staff takes pride in academic and athletic programs, as well as extra and co-curricular activities, and is committed to all students and their academic success. Every year, we utilize data to drive new efforts in growth for the school. Student learning, growth, and recognition are our top priorities as we strive to prepare our students for success in life.

Vision:
Preparing Responsible Individuals Destined for Excellence (P.R.I.D.E)

Mission:
At Weston Ranch High School, we teach, inspire, and prepare our students for college and career success.

Student Learning Outcomes (SLO):
Students will apply content knowledge to real world situations and develop technical skills for the workplace.

Students will display behaviors that will promote success in the classroom and beyond: prompt, prepared, productive, and respectful.

Students will contribute to the school and community, be self-directed, take initiative, and remain active participants in their learning.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	53.20	78.81	885.50	84.32	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	1.48	38.90	3.71	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	12.30	18.23	113.30	10.79	11216.70	4.08

Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	1.48	11.40	1.09	12115.80	4.41
Unknown	0.00	0.00	0.90	0.09	18854.30	6.86
Total Teaching Positions	67.50	100.00	1050.10	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

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

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

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	12.30	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	12.30	

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

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	1.00	
Total Out-of-Field Teachers	1.00	

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

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	21.80	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	19.00	

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

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

2021-22 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Comprehensive Needs Assessment Components

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

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

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

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

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

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

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

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

Standards, Assessment, and Accountability

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

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

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

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

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

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

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

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

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

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

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

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

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

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

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

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

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

Teaching and Learning

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

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

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

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

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

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

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

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

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

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

Opportunity and Equal Educational Access

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

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

Evidence-based educational practices to raise student achievement

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

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

Parental Engagement

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

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

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

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

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

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

Funding

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

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

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

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

Title II funds are used to support the Induction program and to provide professional development to all MUSD staff members.
Title IV funds are used for STEAM activities, improving science teaching and the improving of safety at the school sites through Positive Behavior Intervention and Supports (PBIS).
Low Performing Student Block Grant funds support the professional development of teachers designed to assist students in meeting rigorous instructional standards.

Fiscal support (EPC)

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

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

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

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1,238	**71.6**	**21.2**	**1.7**
Total Number of Students enrolled in Weston Ranch High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	263	21.2
Foster Youth	21	1.7
Homeless	25	2.0
Socioeconomically Disadvantaged	886	71.6
Students with Disabilities	194	15.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	177	14.3
American Indian	2	0.2
Asian	139	11.2

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
Filipino	113	9.1
Hispanic	673	54.4
Two or More Races	41	3.3
Pacific Islander	23	1.9
White	70	5.7

Conclusions based on this data:

1. 263 (21.2%) of our students do not identify English as their primary language.
2. Socioeconomically disadvantaged students have increased from 839 in 2016 to 886 in 2021-2022.
3. Special needs students have increased from 137 in 2016 to 194 in 2021-2022.

Grade Level Standards

Grade Level: 9-12

District Goal

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

Site Strategic Goal

Improvement of student literacy skills across all subjects.

Base Requirements

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

Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	342	306		234	302		232	302		68.4	98.7	
All Grades	342	306		234	302		232	302		68.4	98.7	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2533.	2566.		9.48	17.22		28.88	31.13		22.41	26.49		39.22	25.17	
All Grades	N/A	N/A	N/A	9.48	17.22		28.88	31.13		22.41	26.49		39.22	25.17	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	14.22	14.90		56.03	62.25		29.74	22.85	
All Grades	14.22	14.90		56.03	62.25		29.74	22.85	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	16.81	20.20		40.09	52.65		43.10	27.15	
All Grades	16.81	20.20		40.09	52.65		43.10	27.15	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	7.76	10.93		69.83	72.19		22.41	16.89	
All Grades	7.76	10.93		69.83	72.19		22.41	16.89	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	15.95	14.90		60.34	67.22		23.71	17.88	
All Grades	15.95	14.90		60.34	67.22		23.71	17.88	

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	346	307		260	303		259	303		75.1	98.7	
All Grades	346	307		260	303		259	303		75.1	98.7	

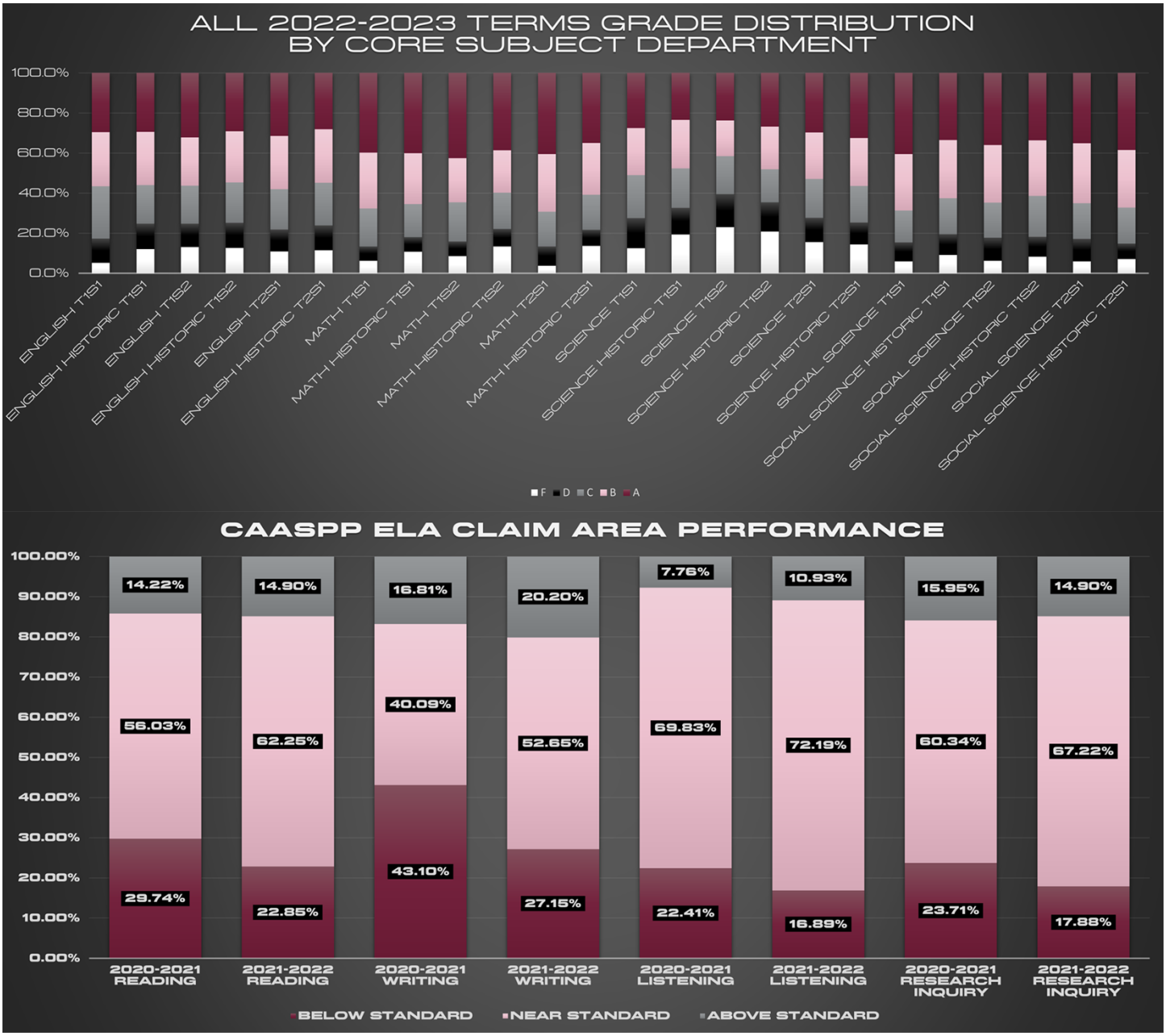
* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2504.	2494.		3.09	3.63		7.72	8.25		25.87	23.10		63.32	65.02	
All Grades	N/A	N/A	N/A	3.09	3.63		7.72	8.25		25.87	23.10		63.32	65.02	

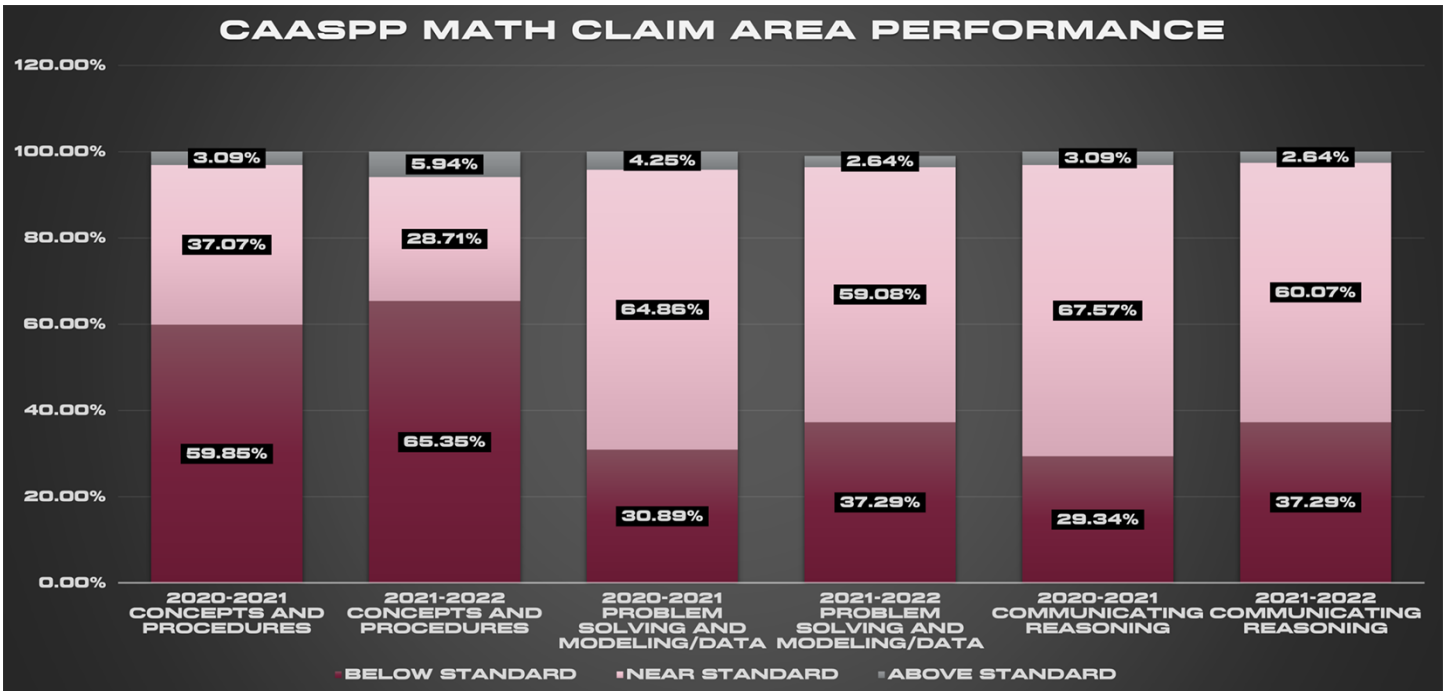
Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	3.09	5.94		37.07	28.71		59.85	65.35	
All Grades	3.09	5.94		37.07	28.71		59.85	65.35	

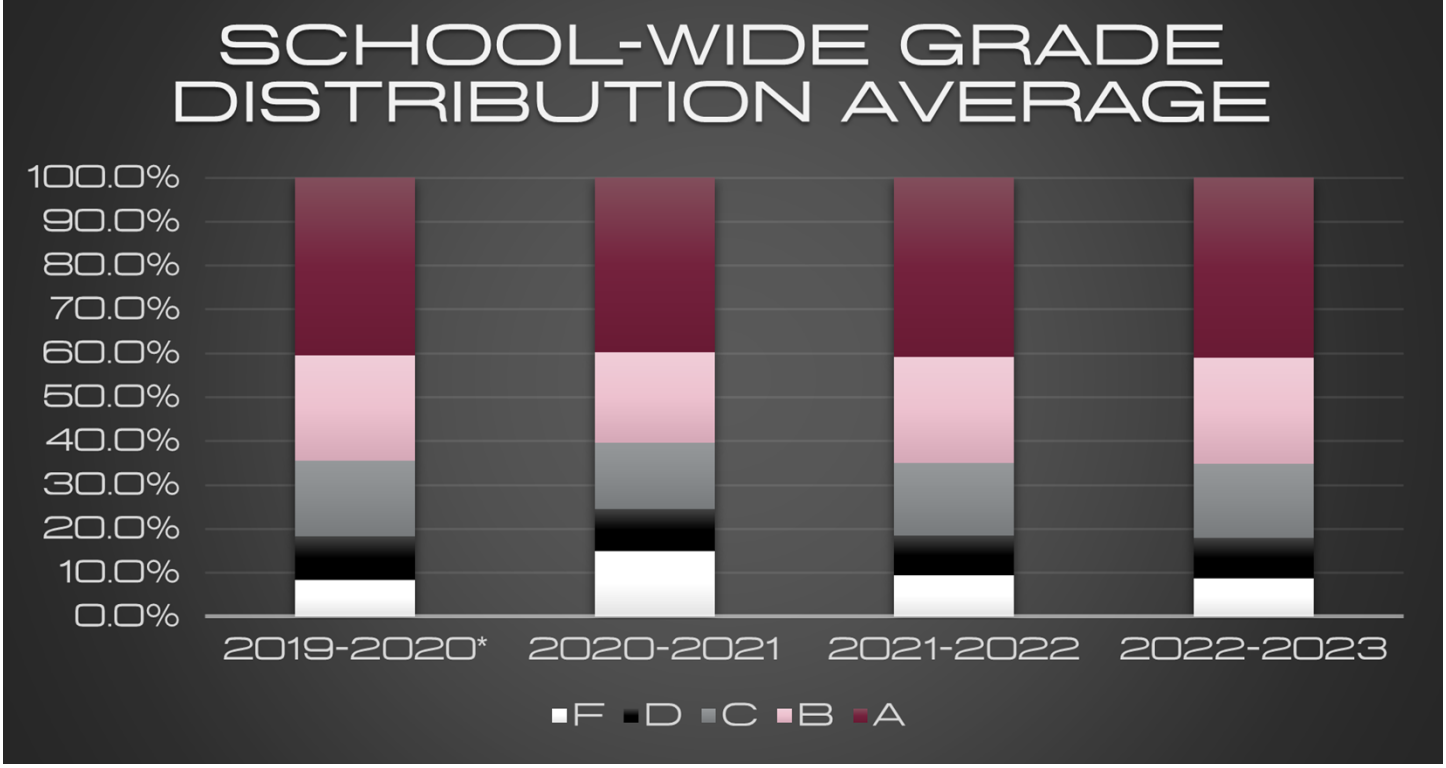
Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	4.25	3.63		64.86	59.08		30.89	37.29	
All Grades	4.25	3.63		64.86	59.08		30.89	37.29	

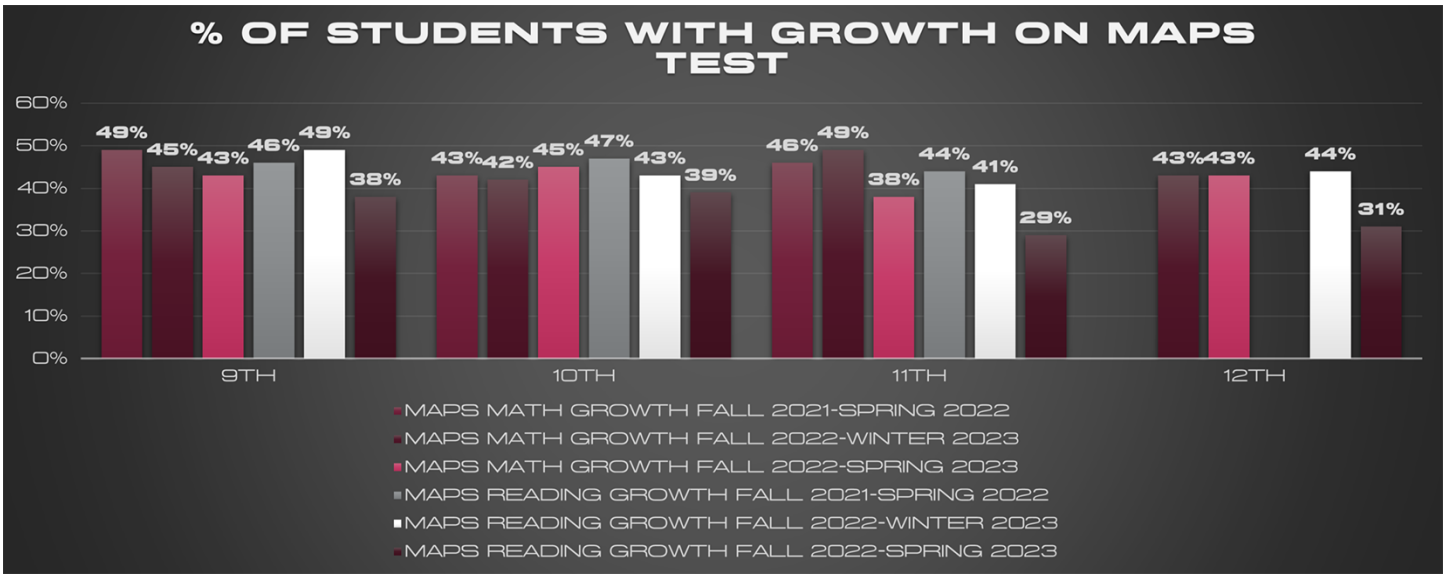
Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	3.09	2.64		67.57	60.07		29.34	37.29	
All Grades	3.09	2.64		67.57	60.07		29.34	37.29	


ALL 2022-2023 TERMS GRADE DISTRIBUTION
BY CORE SUBJECT DEPARTMENT
100.0%
80.0%
60.0%
40.0%
20.0%
0.0%
ENGLISH T1S1
ENGLISH HISTORIC T1S1
ENGLISH T1S2
ENGLISH HISTORIC T1S2
ENGLISH T2S1
ENGLISH HISTORIC T2S1
MATH T1S1
MATH HISTORIC T1S1
MATH T1S2
MATH HISTORIC T1S2
MATH T2S1
MATH HISTORIC T2S1
SCIENCE T1S1
SCIENCE HISTORIC T1S1
SCIENCE T1S2
SCIENCE HISTORIC T1S2
SCIENCE T2S1
SCIENCE HISTORIC T2S1
SOCIAL SCIENCE T1S1
SOCIAL SCIENCE HISTORIC T1S1
SOCIAL SCIENCE T1S2
SOCIAL SCIENCE HISTORIC T1S2
SOCIAL SCIENCE T2S1
SOCIAL SCIENCE HISTORIC T2S1
F D C B A

CAASPP ELA CLAIM AREA PERFORMANCE
100.00%
90.00%
80.00%
70.00%
60.00%
50.00%
40.00%
30.00%
20.00%
10.00%
0.00%
14.22%
56.03%
29.74%
14.90%
62.25%
22.85%
16.81%
40.09%
43.10%
20.20%
52.65%
27.15%
7.76%
69.83%
22.41%
10.93%
72.19%
16.89%
15.95%
60.34%
23.71%
14.90%
67.22%
17.88%
2020-2021 READING
2021-2022 READING
2020-2021 WRITING
2021-2022 WRITING
2020-2021 LISTENING
2021-2022 LISTENING
2020-2021 RESEARCH INQUIRY
2021-2022 RESEARCH INQUIRY
BELOW STANDARD
NEAR STANDARD
ABOVE STANDARD


CAASPP MATH CLAIM AREA PERFORMANCE
120.00%
100.00%
80.00%
60.00%
40.00%
20.00%
0.00%
3.09%
37.07%
59.85%
5.94%
28.71%
65.35%
4.25%
64.86%
30.89%
2.64%
59.08%
37.29%
3.09%
67.57%
29.34%
2.64%
60.07%
37.29%
2020-2021 CONCEPTS AND PROCEDURES
2021-2022 CONCEPTS AND PROCEDURES
2020-2021 PROBLEM SOLVING AND MODELING/DATA
2021-2022 PROBLEM SOLVING AND MODELING/DATA
2020-2021 COMMUNICATING REASONING
2021-2022 COMMUNICATING REASONING
BELOW STANDARD
NEAR STANDARD
ABOVE STANDARD


SCHOOL-WIDE GRADE DISTRIBUTION AVERAGE
100.0%
90.0%
80.0%
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
2019-2020*
2020-2021
2021-2022
2022-2023
F
D
C
B
A



Data Analysis

At the time of this writing summative data on grades form Term 2 Semester 2 for spring 2023 is not yet available for a complete analysis of the full year results. We will include a detailed analysis of the 2022-2023 data by our October progress monitoring at the latest. We however intend to update this data analysis as soon as we are able to compile the new data (likely in Mid-June of 2023). The data from the 2022-2023 school year indicated that we were seeing improvements in the number of students passing classes with a the highest eligibility rate we have seen since 2019-2020 when pandemic rules impacted eligibility. Passing grade distributions improved for English, Math, and Social Science. Science continued to have the highest failure rate of any core department, but it was fairly close to historic levels. Piloting new curriculum in Science for the 2023-2024 is hoped to help move towards a higher student achievement rate in Science. We continue to observe the general trend of higher failure rates in core classes during the second semester of a term, likely as a result of the cumulative nature of core curricula. MAPS data tracking was problematic during the 2022-2023 school year and we were only able to access growth data. That data indicated improving growth rates Fall to Winter. Fall to Spring MAPS data indicated such a large reduction in growth that we suspect it is not accurate and that students were over tested in the spring of 2023 between MAPS, CAASPP, AP, and ELPAC testing. Based on the data from the 2022-2023 school year, it was concluded that our need and implementation plan needed to be continued and monitored in the 2023-2024 school year, with a close examination to determine if there is continued growth and improvement in the 2023-2024 school year.

Student Need 1:

Student improvement across all core subject areas measured through district and site prepared common assessments aligned to state standards.

Implementation Plan

Implement ELD strategies across all subject areas. Student performance in class, CAASPP and other tests (as appropriate) will be used to identify impact.
MAP Testing for all 9th grade students in Algebra I, Algebra A/B, and English I will be given. Upper grade level students will be given the MAP assessment as well. Data from the MAP Assessments will be used in PLC and documentation of discussion will be completed in PLC reports.
Increased incorporation of instructional strategies into Professional Learning Communities (PLC) and Professional Development (PD). PLC Data analysis will be used to evaluate instructional strategies within departments, evaluated, and adjusted as deemed necessary by department staff. PLC Reports will be used to show efforts made by departments. Specific attention paid to finding ways to improve student completion of courses.

Regular reflection and revision of department Rigorous Curriculum Design (RCD) units. This will be done within PLC's as deemed appropriate by departments. Requests for additional release time, PD, etc. will be evaluated by admin and granted as needed/possible, with RCD plans submitted for progress monitoring.
Will begin the process of standardization of writing rubrics across all core subject areas and development of minimum standards of citations in all classes. PD offered to staff to help with improving student writing.
Expanded use of non-fiction texts across all curricular areas (in addition to adopted curriculum). Selection, evaluation, and effect will be monitored by staff in PLC's. PLC reports will indicate when this has occurred.
Afterschool tutorials. Students attendance of tutorial sessions will be monitored and recorded.
Common summative assessments. Departments will create their own common summative assessments (Mid-terms and Finals to start). The data from these will be evaluated in PLC and used to guide and improve instruction. PLC reports will indicate findings and actions.
Professional development opportunities to support best teaching practices and assessment. Dedicated PD, afterschool trainings, online conferences, etc will be offered/encouraged where possible. Departments will have the opportunity to submit requests for conference and PD trainings with prioritization for PD related to core subject standards education. Recording of staff attendance to these PD opportunities will be kept along with PD agenda or reports of PD for documentation.
Expanding of remediation opportunities campus wide to increase successful completion of courses.
Student/Parent/Staff Survey Pulse utilized to help identify needs.
Data and Strategic Planning Coordinator to support all sections and all student needs.

SMART Goal

Metric/Indicator	**Baseline**	**Expected Outcome**
Percentage of Students at the Meet Standards or Exceeds Standards levels on the CAASPP	2021-2022 Data used as Baseline due to 2022-2023 data not being available released as of 5/13/2022. 2021-2022 ELA: 48.35%. 2021-2022 Math:11.88%	Expecting an improvement in student scores in 2023-2024 as we continue to show improvement on student performance in the 2021-2022 data. Expect to see improvement in the 2022-2023 student performance Data (5% growth target). Expected 2022-2023 results based on 2021-2022 data of ELA: 53.35% and Math: 16.88%
Percent of 9th, 10th, and 11th graders who made growth from Fall to Spring on the MAP ELA/MATH growth assessment (DATA+DESIGN)	9th: 38% ELA/43% Math 10th: 39% ELA/45% Math 11th: 29% ELA/38% Math 12th: 31% ELA/43% Math	9th: 43% ELA / 48% Math 10th: 44% ELA/50% Math 11th: 34% ELA/43% Math 12th: 36% ELA/48% Math
Department PLC Reports and Staff PLC Surveys (Quarterly) will be used to give both qualitative data (analysis) and quantitative scoring of PLC results and effectiveness.	N/A	Departments will submit PLC reports for meetings and provide evidence of work done to improve student performance with a 90% rate of submission of completed reports. With Quarterly PLC Staff surveys ranking PLC effectiveness at an average of better than 3 in both department wide and district wide

		ratings. This will be on a Likert scale of 1-5 with 5 as highly effective, 3 as neutral, and 1 as highly ineffective.
PD Surveys will be used to identify the efficacy and PD needs.	N/A	Staff will give honest feedback on the effectiveness of PD allowing for adjustments in PD to match needs. In post surveys the majority of staff (greater than 50%) will rate PD as effective or highly effective.
Department 4R Assessment Form will be used to assess student performance on common assessments from both the District and Site giving quantitative data on the overall performance of students as well as analysis data on what improvements, strategies and needs are planned/required to improve student mastery.	Department selected comparison.	Departments will submit 4R assessment forms for each common final (at the minimum) showing analysis, needs, and plans for improvement. All core departments (100%) will submit completed 4R reports for T1S1, T1S2, and T2S1. T2S2 will be submitted in in Fall of 2023.
RCD Review Form/Update Form will be used to identify curriculum needs and adjustments to ensure students are learning.	N/A	All core subject departments will submit reviews and updates for RCD plans to help improve student performance on the standards.
Tutoring Coordinator(s) reports will identify students academic performance in terms of course pass rate based on their attendance at tutoring sessions.	2022-2023 student pass rate by core subject area (department)	Students receiving tutoring services for core subject areas will have a higher percentage of students passing courses when compared to the school average for students passing by core subject area. End of semester tutee pass rate will be submitted in the Tutoring Coordinator reports.
The percentage of students completing GradPoint.	Number of students in GradPoint	Students in GradPoint will complete their courses with a 80% or better completion rate.
Student/Staff/Parent Surveys will provide data on areas of success and need across academics.	Survey dependent	Survey data will identify areas of success and need across all three populations (student/staff/parent) sent in Fall, Winter, and Spring

Targeted Resources Applied

Action	Resources	Money/Budget
Professional development for Teaching Staff. Teachers will receive new and continued professional development opportunities to improve student performance.	Title I Part A: Allocation	61700
Payroll for substitutes for PD. Substitutes will be provided as needed for teachers attending	Title I Part A: Allocation	12080

Professional Development opportunities.		
Credentialed Tutors. Teachers will be paid for providing tutoring support to students in need of extra assistance.	Title I Part A: Allocation	8870.8
Time sheeting for a Tutoring Coordinator. The Tutoring Coordinator is responsible ensuring that underperforming students are being directed into and served by the various tutoring offerings on campus. This includes coordinating/managing/documenting all academic tutoring on campus and sharing data with the Data Coordinator and Strategic Plan Coordinator/Lead.	Title I Part A: Allocation	5900
Time sheeting for Data Coordinator and Strategic Plan Coordinator/Lead	LCFF- Supplemental	16900

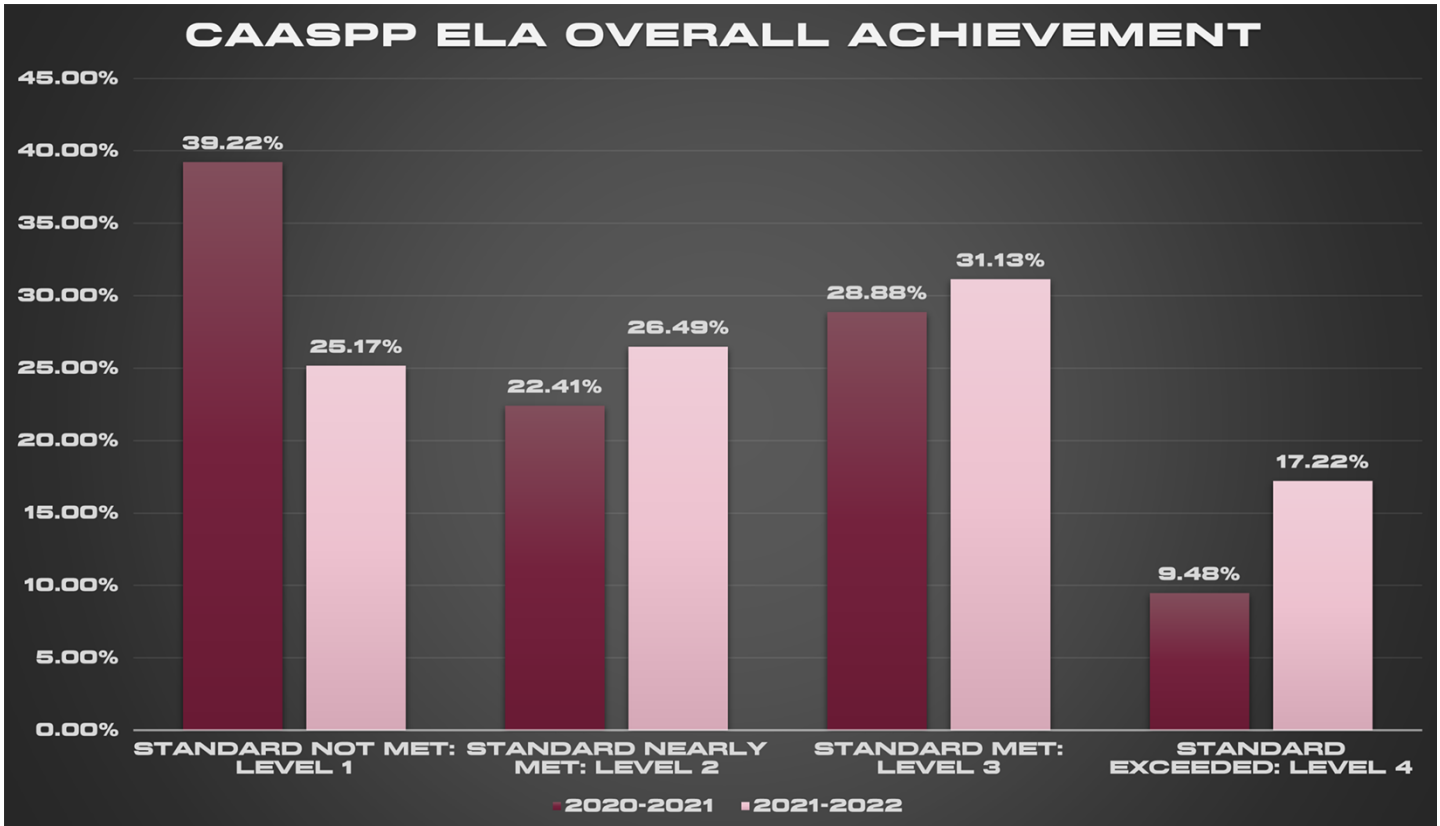
Progress Monitoring

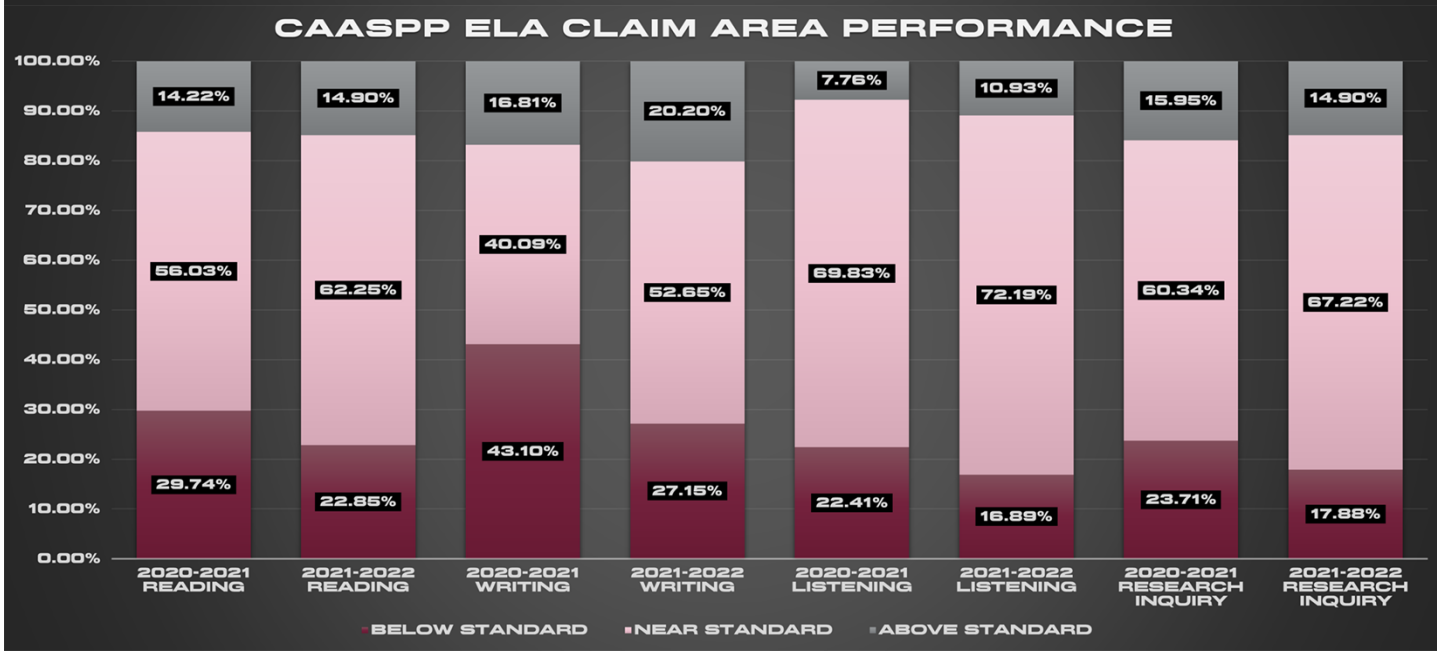
October

January

April

Data


CAASPP ELA OVERALL ACHIEVEMENT
45.00%
40.00%
35.00%
30.00%
25.00%
20.00%
15.00%
10.00%
5.00%
0.00%
39.22%
25.17%
22.41%
26.49%
28.88%
31.13%
9.48%
17.22%
STANDARD NOT MET: LEVEL 1
STANDARD NEARLY MET: LEVEL 2
STANDARD MET: LEVEL 3
STANDARD EXCEEDED: LEVEL 4
2020-2021
2021-2022


CAASPP ELA CLAIM AREA PERFORMANCE
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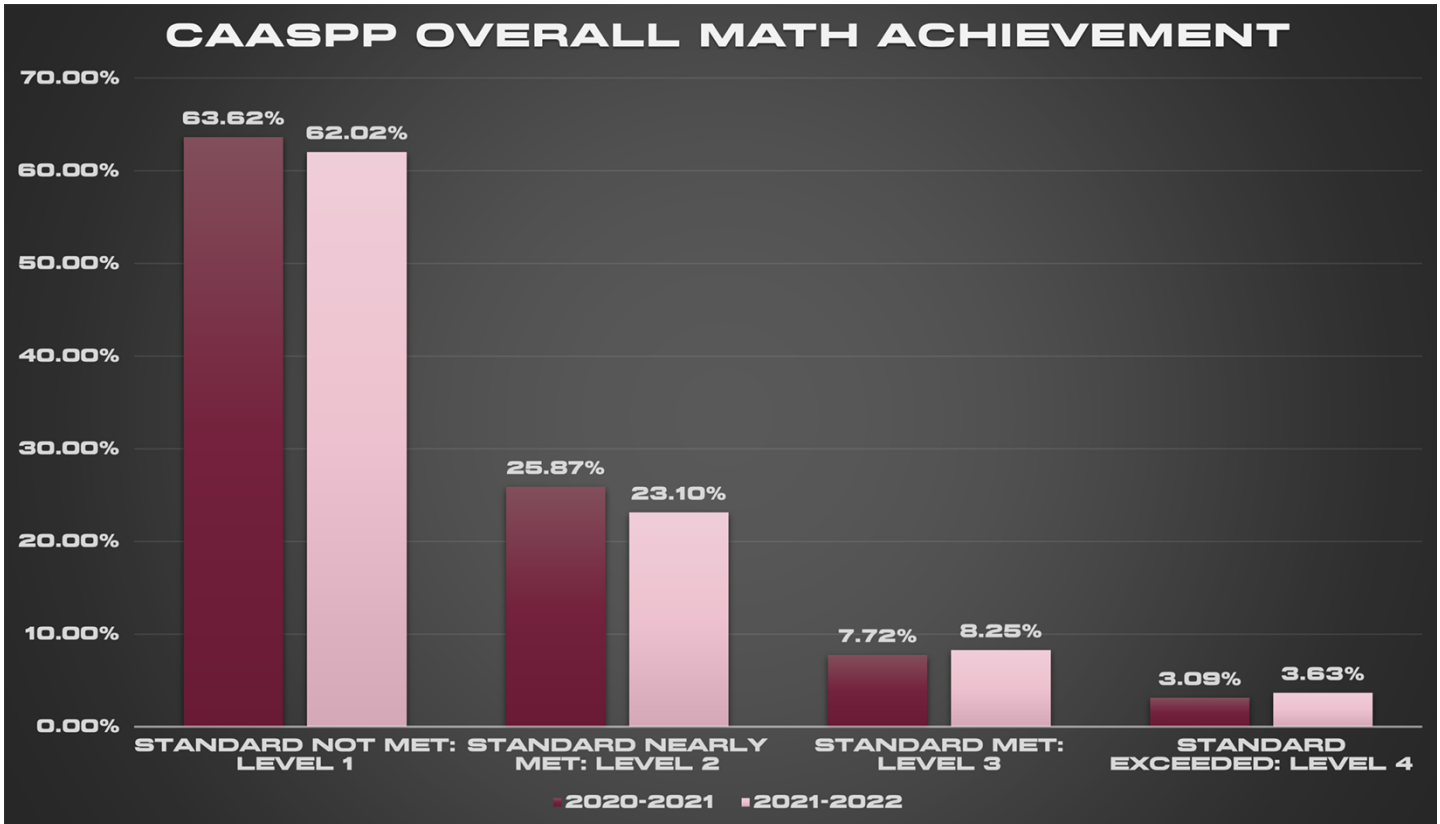
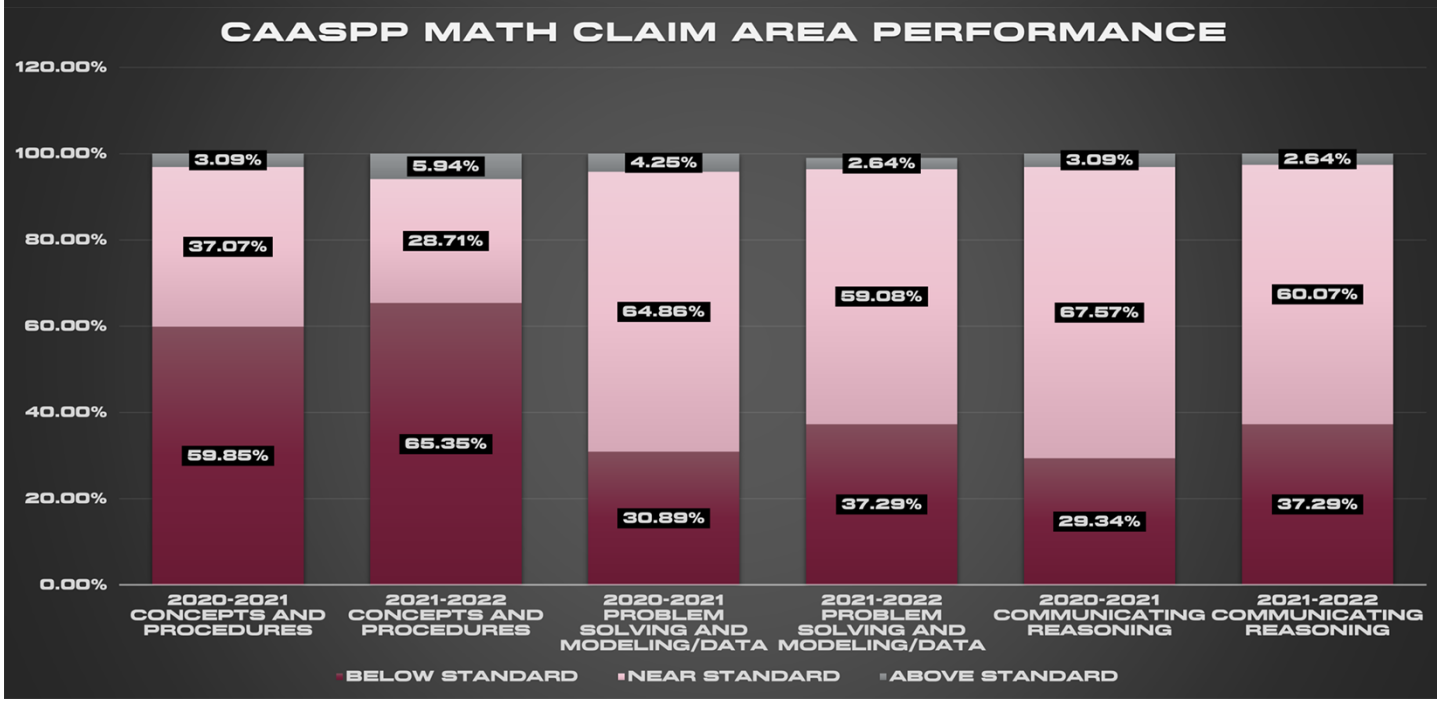
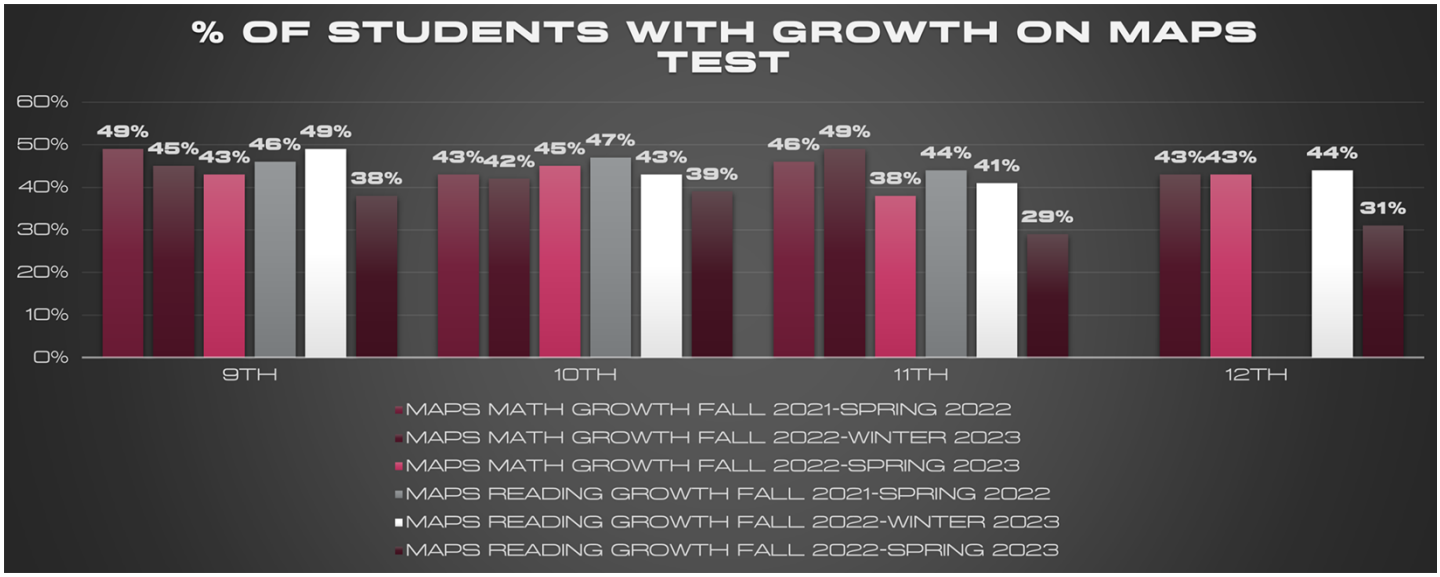
80.00%
70.00%
60.00%
50.00%
40.00%
30.00%
20.00%
10.00%
0.00%
14.22%
56.03%
29.74%
14.90%
62.25%
22.85%
16.81%
40.09%
43.10%
20.20%
52.65%
27.15%
7.76%
69.83%
22.41%
10.93%
72.19%
16.89%
15.95%
60.34%
23.71%
14.90%
67.22%
17.88%
2020-2021 READING
2021-2022 READING
2020-2021 WRITING
2021-2022 WRITING
2020-2021 LISTENING
2021-2022 LISTENING
2020-2021 RESEARCH INQUIRY
2021-2022 RESEARCH INQUIRY
BELOW STANDARD
NEAR STANDARD
ABOVE STANDARD


CAASPP OVERALL MATH ACHIEVEMENT
70.00%
60.00%
50.00%
40.00%
30.00%
20.00%
10.00%
0.00%
63.62%
62.02%
25.87%
23.10%
7.72%
8.25%
3.09%
3.63%
STANDARD NOT MET: LEVEL 1
STANDARD NEARLY MET: LEVEL 2
STANDARD MET: LEVEL 3
STANDARD EXCEEDED: LEVEL 4
2020-2021
2021-2022


CAASPP MATH CLAIM AREA PERFORMANCE
120.00%
100.00%
80.00%
60.00%
40.00%
20.00%
0.00%
3.09%
37.07%
59.85%
5.94%
28.71%
65.35%
4.25%
64.86%
30.89%
2.64%
59.08%
37.29%
3.09%
67.57%
29.34%
2.64%
60.07%
37.29%
2020-2021 CONCEPTS AND PROCEDURES
2021-2022 CONCEPTS AND PROCEDURES
2020-2021 PROBLEM SOLVING AND MODELING/DATA
2021-2022 PROBLEM SOLVING AND MODELING/DATA
2020-2021 COMMUNICATING REASONING
2021-2022 COMMUNICATING REASONING
BELOW STANDARD
NEAR STANDARD
ABOVE STANDARD



Data Analysis

Data for the 2022-2023 CAASPP was not available at the time of this analysis and we will include it in a future progress monitoring, as soon as the data is available. 2021-2022 CAASPP data showed that our students had growth in both ELA and Math. Math had a modest growth of 1.07% more students meet or exceed standards. English had a substantial growth of 9.99% more students meet or exceed standards. Examination of MAP testing scores from the 2022-2023 school year showed improvements in student growth from Fall to Winter in both Math and Reading. Data from the Fall-Spring time frame shows a significant drop in student growth, especially in reading. We suspect that over testing students in the months of March and April (CAASPP, MAPS, AP, and ELPAC all were in that time frame), resulted in students not performing at ability. It is possible that there was significant regression in growth but with this much of a deviation from previous trends we suspect there are problems with the reliability of that data. Based on the partial data from 2022-2023 and previous data, it was determined that Student Need 2 and corresponding implementation plan needed to continue from the previous year.

Student Need 2:

Improvement of students meeting or exceeding standard on CAASPP

Implementation Plan

SBAC Incentive program implementation.
MAP Testing for all 9th grade students in Algebra I, Algebra A/B, and English I will be given. Upper grade level students will be given the MAP assessment as well. Data from the MAP Assessments will be used in PLC and documentation of discussion will be completed in PLC reports.
Expanded use of non-fiction texts across all curricular areas (in addition to adopted curriculum). Selection, evaluation, and effect will be monitored by staff in PLC's. PLC reports will indicate when this has occurred.
Use of common departmental summative assessments in core areas that mimic SBAC design. This will be done within departments and reported in PLC reports.
Regular reflection and revision of department RCD units. This will be done within PLC's as deemed appropriate by departments. Requests for additional release time. PD, etc. will be evaluated by admin and granted as needed/possible, with RCD plans submitted for progress monitoring.
PLCs will examine ways to improve student completion of courses through reflection and sharing of best practices.
Remediation opportunities (Gradpoint) will be expanded to help reduce the number of students who are behind on credits and underperforming.
Incentives for student participation and scores. This will be managed under a new program in development by the principal. Staff and student feedback will be used to design, implement, revise, and monitor the program.
Work to increase the number of students taking Algebra II in their Junior year.
Student/Parent/Staff Survey Pulse utilized to help identify needs.

SMART Goal

Metric/Indicator	Baseline	Expected Outcome
Percentage of Students at the Meet Standards or Exceeds Standards levels on the CAASPP	2021-2022 Data used as Baseline due to 2022-2023 data not being available released as of 5/27/222. 2020-2021 ELA: 38.36%. 2020-2021 Math:10.81%	Expecting an improvement in student scores in 2023-2024 as we continue to show improvement on student performance in the 2021-2022 data. Expect to see improvement in the 2022-2023 student performance Data (5% growth target). Expected 2022-2023 results based on 2021-2022 data of ELA: 53.35% and Math: 16.88%
Percent of 9th graders who made growth from Fall to Spring on the MAP ELA/MATH growth assessment (DATA DESGN)	38% ELA / 43% Math	43% ELA / 48% Math
Department 4R Assessment Form will be used to assess student performance on common assessments from both the District and Site giving quantitative data on the overall performance of students as well as analysis data on what improvements, strategies and needs are planned/required to improve student mastery.	Department selected comparison.	Departments will submit 4R assessment forms for each common final (at the minimum) showing analysis, needs, and plans for improvement. All core departments (100%) will submit completed 4R reports for T1S1, T1S2, and T2S1. T2S2 will be submitted in in Fall of 2022.
The percentage of students participating in CAASPP Incentives	N/A	A majority of students will participate in the CAASPP Incentive program (Greater than 50%)

Targeted Resources Applied

Action	Resources	Money/Budget
Supplies. Teachers will be able to make copies, and acquire supplies (paper, pens, pencils, etc) to support creation and administration of SBAC mimics.	Title I Part A: Allocation	400
Payroll for designing SBAC mimics. Inclusive of costs related to Substitutes for release time, time sheeting of certificated staff, and staff development.	Title I Part A: Allocation	500

PLC Conference to train and support PLC implementation on campus	LCFF- Supplemental	15000
MAP/CAASP Incentives	LCFF- Supplemental	9520

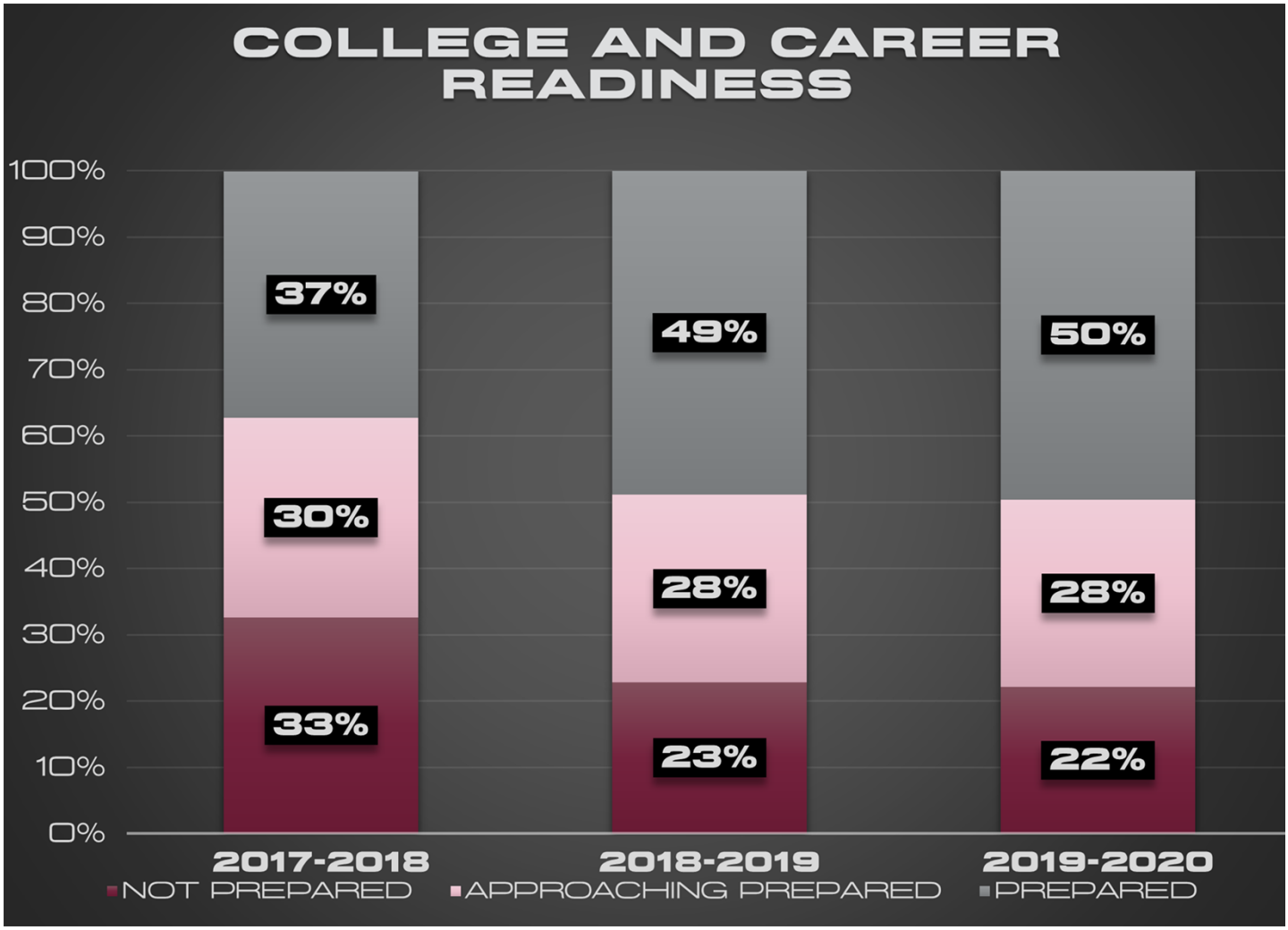
Progress Monitoring

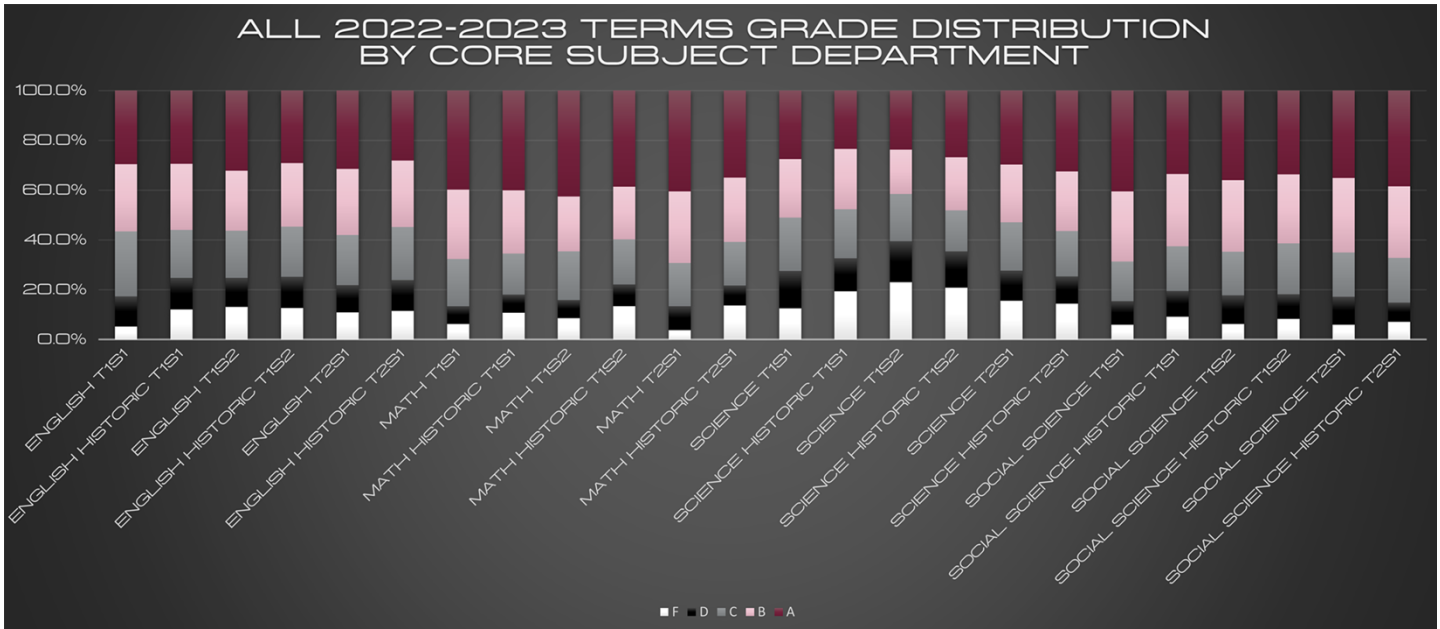
October

January

April

Data




ALL 2022-2023 TERMS GRADE DISTRIBUTION
BY CORE SUBJECT DEPARTMENT
100.0%
80.0%
60.0%
40.0%
20.0%
0.0%
ENGLISH T1S1
ENGLISH HISTORIC T1S1
ENGLISH T1S2
ENGLISH HISTORIC T1S2
ENGLISH T2S1
ENGLISH HISTORIC T2S1
MATH T1S1
MATH HISTORIC T1S1
MATH T1S2
MATH HISTORIC T1S2
MATH T2S1
MATH HISTORIC T2S1
SCIENCE T1S1
SCIENCE HISTORIC T1S1
SCIENCE T1S2
SCIENCE HISTORIC T1S2
SCIENCE T2S1
SCIENCE HISTORIC T2S1
SOCIAL SCIENCE T1S1
SOCIAL SCIENCE HISTORIC T1S1
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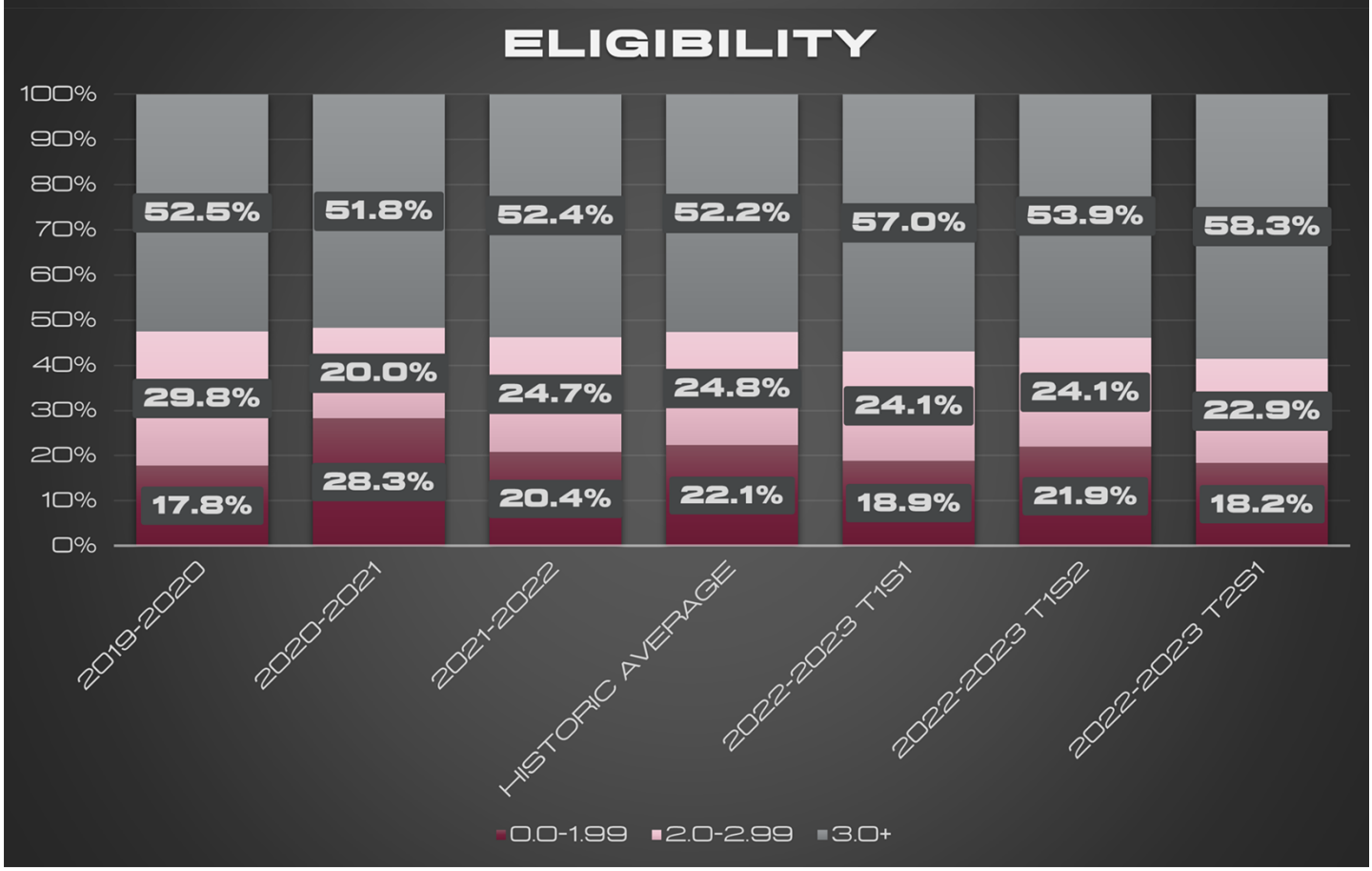
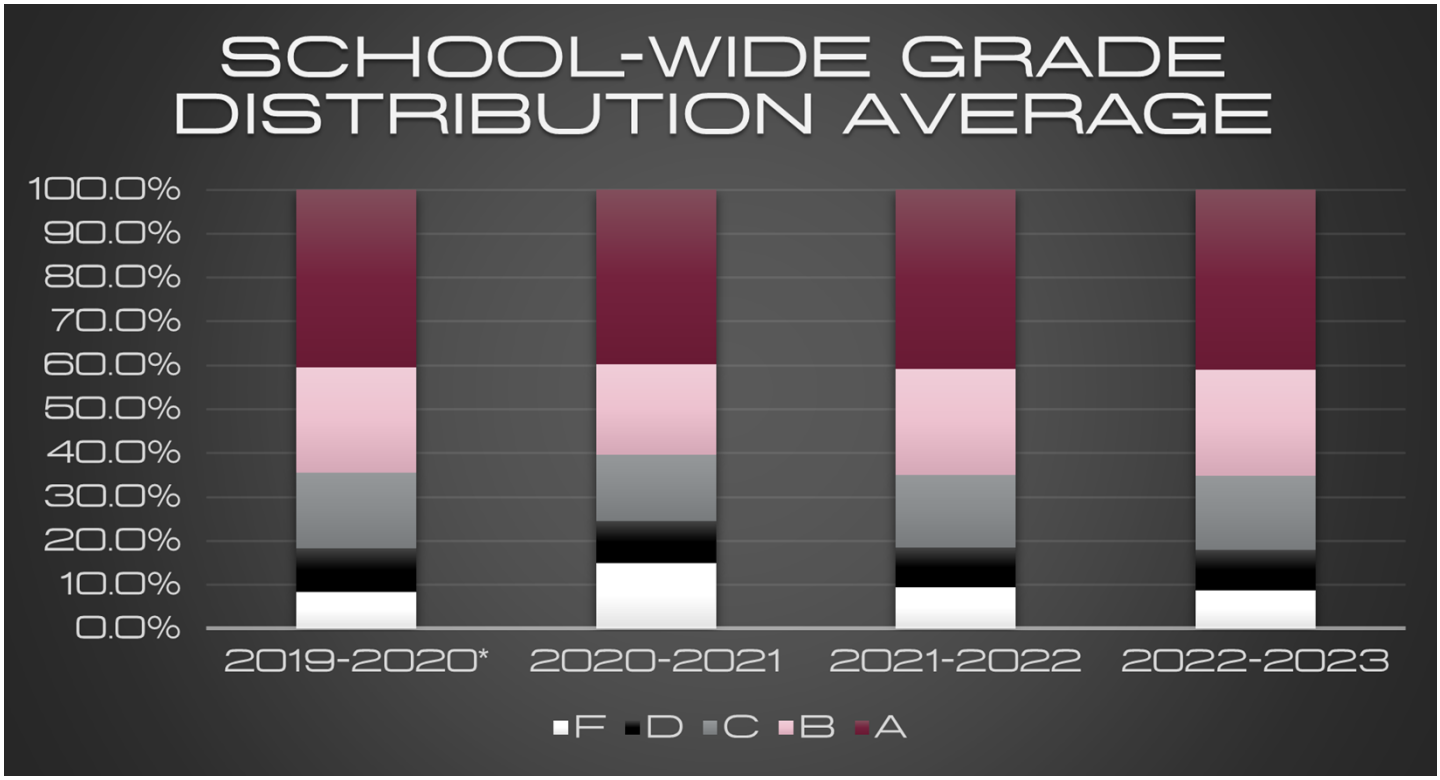
SOCIAL SCIENCE T2S1
SOCIAL SCIENCE HISTORIC T2S1
F D C B A


ELIGIBILITY
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
52.5%
29.8%
17.8%
51.8%
20.0%
28.3%
52.4%
24.7%
20.4%
52.2%
24.8%
22.1%
57.0%
24.1%
18.9%
53.9%
24.1%
21.9%
58.3%
22.9%
18.2%
2019-2020
2020-2021
2021-2022
HISTORIC AVERAGE
2022-2023 T1S1
2022-2023 T1S2
2022-2023 T2S1
0.0-1.99
2.0-2.99
3.0+



Data Analysis

Student college and career readiness data was not released for the 2020-2021 or 2021-2022 school year and is not available for the 2022-2023 school year at this time. We hope to update and include this data in our October progress monitoring update. Based on student grade distributions from the available data on the 2022-2023 school year we have continued to see improvements in student pass rates for core classes, with the exception of science who are in the process of adopting a new curriculum after the previous adoption in 2020 proved problematic for student success. MAP data also showed significant growth in students in both ELA and Math based on Fall to Winter results. Fall to Spring MAP testing data had significant reductions in growth leading us to suspect that over testing students in the spring (CAASPP, AP, MAPS, and ELPAC testing all were done in March and April of 2023) may have caused students results to be inaccurate to actual performance. Based on this data the identified Student Need 3 has been continued from the 2021-2022 school year and will continue to be monitored.

Student Need 3:

Improve student college and career readiness.

Implementation Plan

Compare equity across all high schools for current programs
Field trips. Student attendance and post-trip surveys will be used to monitor progress/effect.
Reopen Career Center. Student use of the center will be monitored with sign-in logs. Surveys will be given to students to assess needs.
Enrichment opportunities. Student attendance and post-enrichment surveys will be used to monitor progress/effect.
Dual enrollment opportunities with Delta College through Career Technical Education (CTE) courses, allowing for students earning of college credits while in high school.
CTE certification opportunities for students allowing for career specific opportunities immediately after high school.
Remediation opportunities expansion to help students who have fallen behind catch up and return to a status of being on track for graduation and post-secondary programs.
Financial Aid workshops (virtual/remote). Student/Parent attendance will be monitored with sign-in logs. Surveys will be given to students to assess needs.
Parent Club. Attendance and minutes will be used to monitor effect.

Student recognition – Cougars Roar assembly, Senior Awards Night, banquets, SBAC, etc. Student attendance and surveys will be used to track/monitor efforts and effect.
Strategic Team visits successful programs. Team attendance and a summary report will be used to track/monitor impact on planning.
Student/Parent/Staff Survey Pulse utilized to help identify needs.

SMART Goal

Metric/Indicator	**Baseline**	**Expected Outcome**
The number of students and parents attending College and Career Coordinator Events.	N/A	Students and Parents will attend events facilitating student/parent access to post-secondary education opportunities and/or careers.
The percentage of students meeting A to G graduation requirements (State Dashboard).	2019-2020: 49.6%	54.6% target for students meeting A-G Prepared status.
College and Career Coordinator Data on the percentage of students receiving Student College/Career Acceptance and the percentage of students completing CTE certifications.	N/A	% of graduating seniors who are accepted to college/post-secondary education. % of students completing CTE Certifications. This will be the first time this data is reported and will be used as a benchmark in subsequent years.
Student and Parent attendance at Student Recognition Event(s).	N/A	Students and parents will attend student recognition events tracked through 5-Star and manual counts. This will be the first time this data is reported and will be used as a benchmark in subsequent years.

Targeted Resources Applied

Action	**Resources**	**Money/Budget**
College and Career Coordinator time sheeting - College and Career Coordinator will be responsible for coordinating college and career speakers, planning and offering student and parent workshops and support on topics like FASFA, SAT, ACT, ASVAB, Financial Aid, College applications. This must emphasis targeting our students who are underperforming and/or underserved.	Title I Part A: Allocation	5895
Supplies for College and Career Coordinator to make copies and acquire supplies to support creation	Title I Part A: Allocation	500

and administration of College and Career Readiness workshops, meetings, trainings, presentations, etc. specifically for students and parents.		
Supplimental field trips to broaden students experiences.	LCFF- Supplemental	3000

Progress Monitoring

October

January

April

District Goal

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

Site Goal

Support and affirm students academically, behaviorally, and socio-emotionally.

Base Requirements

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

Climate

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

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

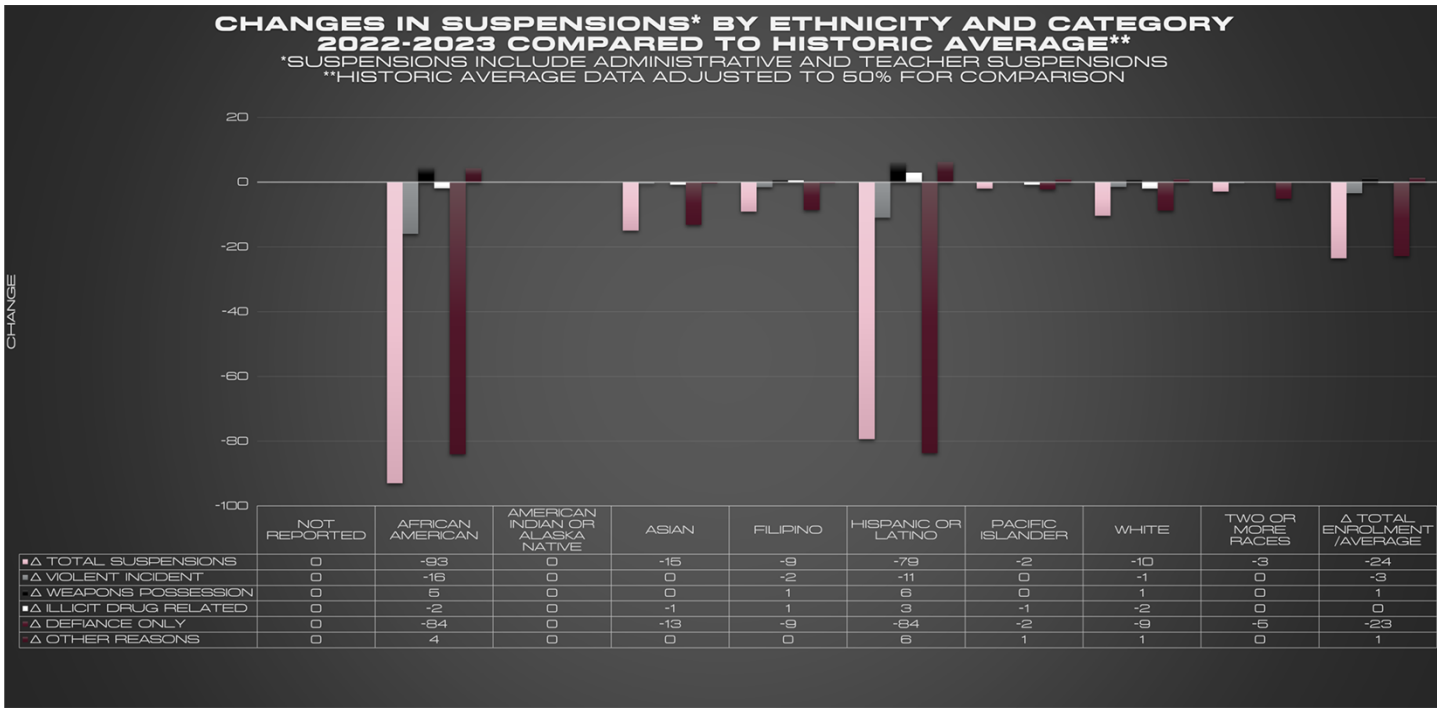
Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	8.66	1.31	5.22	0.91	3.47	0.20
Expulsions	0.38	0.00	0.23	0.01	0.08	0.00

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

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	8.24	4.19	2.45
Expulsions	0.39	0.14	0.05

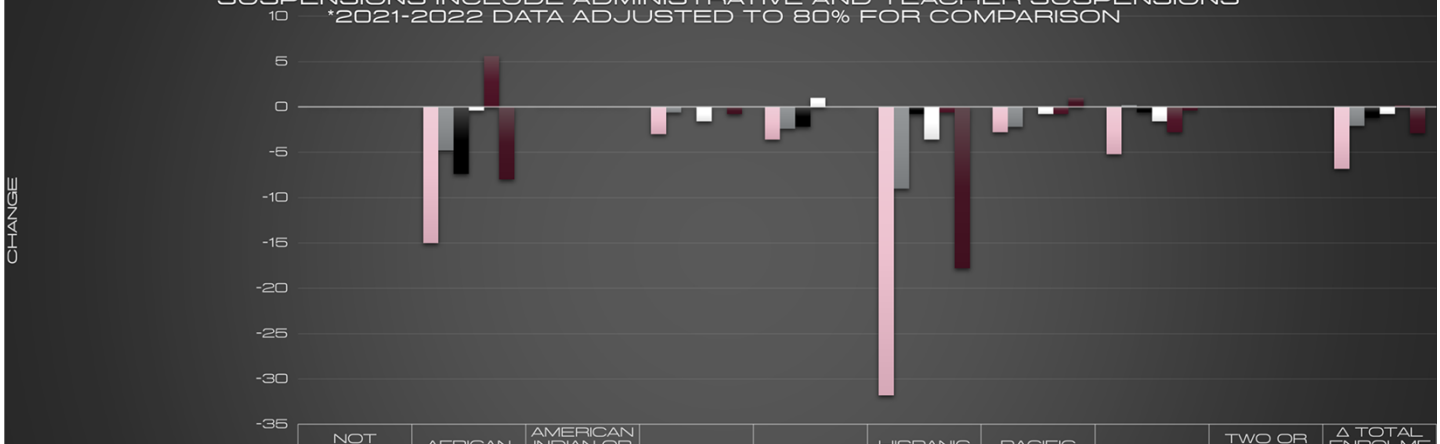
2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1684	1639	187	11.4
Female	767	746	85	11.4
Male	916	892	102	11.4
American Indian or Alaska Native	3	3	0	0.0
Asian	207	202	14	6.9
Black or African American	240	228	33	14.5
Filipino	137	132	6	4.5
Hispanic or Latino	861	847	104	12.3
Native Hawaiian or Pacific Islander	33	31	4	12.9
Two or More Races	61	57	12	21.1
White	142	139	14	10.1
English Learners	309	305	32	10.5
Foster Youth	39	30	2	6.7
Homeless	102	101	20	19.8
Socioeconomically Disadvantaged	1319	1293	160	12.4
Students Receiving Migrant Education	1	1	0	0.0
Students with Disabilities	229	221	12	5.4



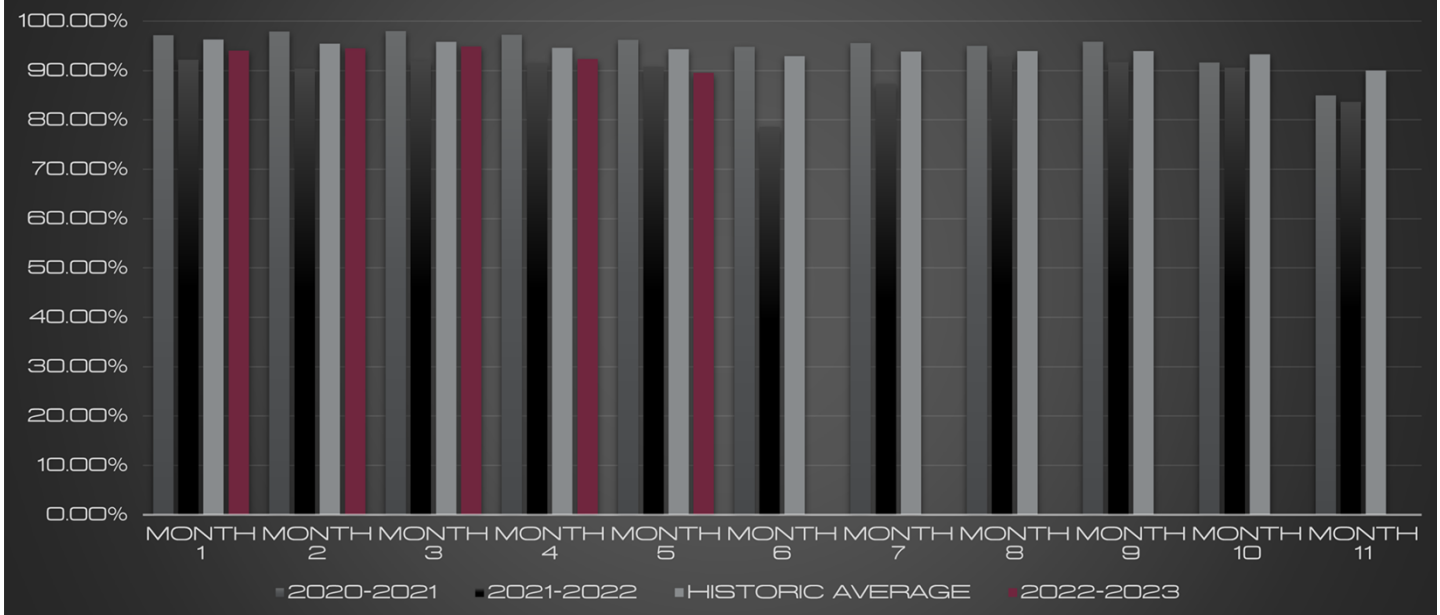
CHANGES IN SUSPENSIONS* BY ETHNICITY AND CATEGORY
2022-2023 COMPARED TO 2021-2022**

*SUSPENSIONS INCLUDE ADMINISTRATIVE AND TEACHER SUSPENSIONS
*2021-2022 DATA ADJUSTED TO 80% FOR COMPARISON

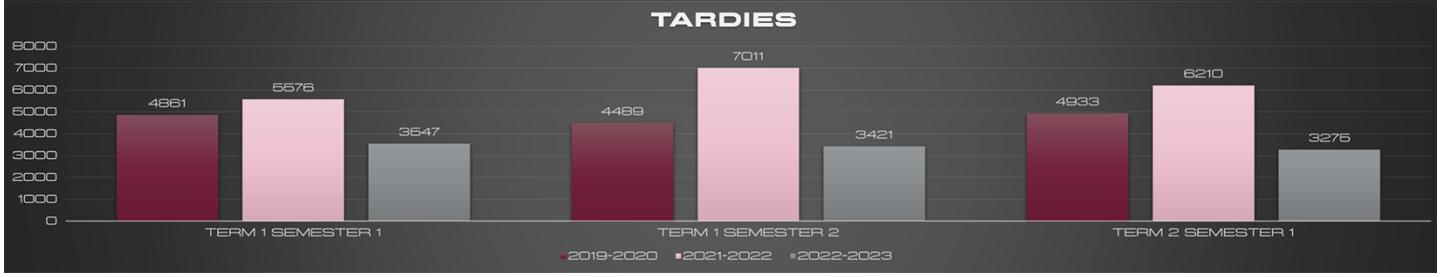


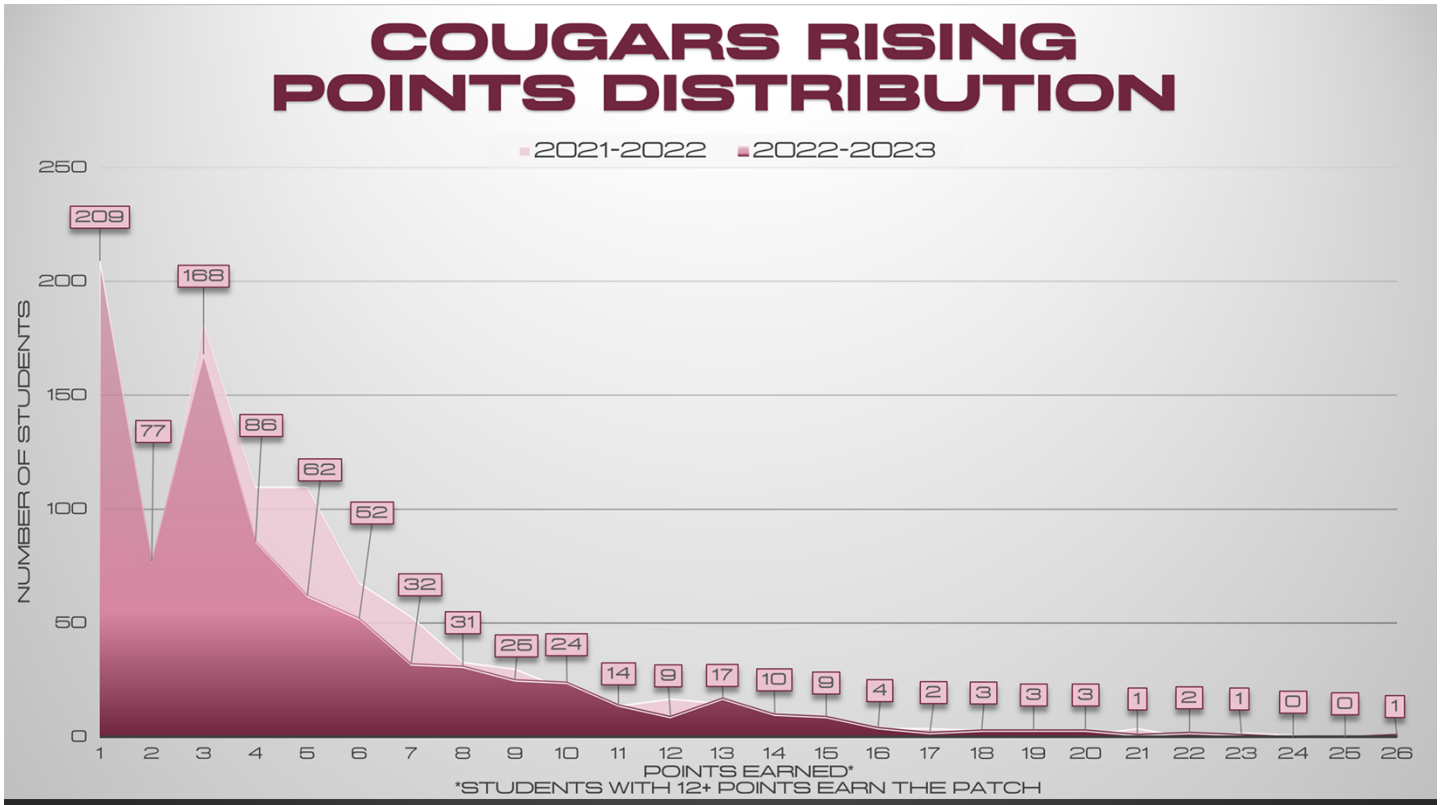
	NOT REPORTED	AFRICAN AMERICAN	AMERICAN INDIAN OR ALASKA NATIVE	ASIAN	FILIPINO	HISPANIC OR LATINO	PACIFIC ISLANDER	WHITE	TWO OR MORE RACES	Δ TOTAL ENROLMENT/AVERAGE
Δ TOTAL SUSPENSIONS	0	-15	0	-3	-3.6	-31.8	-2.8	-5.2	0	-6.8222222
Δ VIOLENT INCIDENT	0	-4.8	0	-0.6	-2.4	-9	-2.2	0.2	0	-2.0888889
Δ WEAPONS POSSESSION	0	-7.4	0	0	-2.2	-0.8	0	-0.6	0	-1.2222222
Δ ILLICIT DRUG RELATED	0	-0.4	0	-1.6	1	-3.6	-0.8	-1.6	0	-0.7777778
Δ DEFIANCE ONLY	0	5.6	0	0	0	-0.6	-0.8	-2.8	0	0.15555556
Δ OTHER REASONS	0	-8	0	-0.8	0	-17.8	1	-0.4	0	-2.8888889

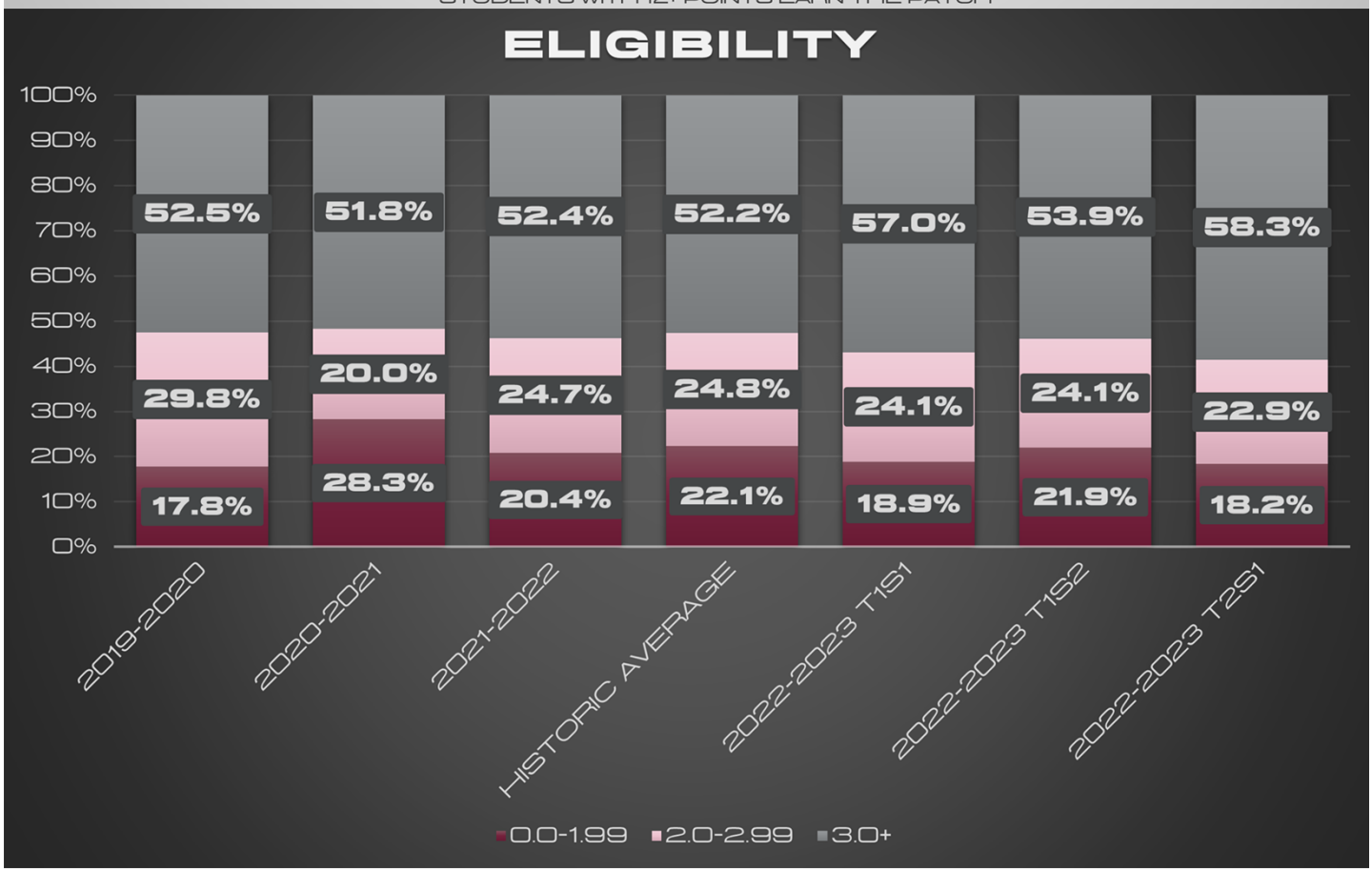
AVERAGE DAILY ATTENDANCE



TARDIES







Data Analysis

Complete Data for the 2022-2023 school year was not available at the time of this writing. We will update with complete discipline data for the 2022-2023 school year in our first progress monitoring update for the 2023-2024 Strategic Plan. Based on the discipline data available, we saw significant reductions in suspensions across all populations in the 2022-2023 school year when compared to both the 2021-2022 school year and the historic average data. Attendance data indicates that Average Daily Attendance (ADA) ADA was lower than in previous years. Reliability issues are believed to exist in the 2021-2022 data but when compared to the historic average we saw lower ADA in each month we had available at the time of this writing. The rate of tardies had substantial declines in the 2022-2023 school year, a trend we hope will continue into the 2023-2024 school year. Eligibility of the student body reached a level that was nearly as high as the 2019-2020 school year (where pandemic rules resulted in higher eligibility rates). The positive recognition through the Cougars Rising program indicates that we were able to positively recognize almost two-thirds of the student body. Based on this data it was determined that Student Need #1 and its implementation plan should continue into the 2023-2024 school year with close monitoring and evaluation of efforts to support students

Student Need 1:

Support students struggling behaviorally and socio-emotionally to work towards academic standards

Implementation Plan

Cougars Rising Program

Increased time for counseling

Suicide Prevention Team

Tiered intervention and support programs

Promotion of clubs and club activities

Student Leadership Camp

Fellowship of Students

Men's Mentoring Program

Assemblies (True Hope, Your Choices Matter)

Mental Health Resource Fair

PLUS Forum

Parent Groups: ELAC, SSC, Ag Boosters, Athletics Boosters, Music Boosters, Cougars Rising, etc utilized to help support programs that encourage students to engage with school programing, extracurricular activities, and the community.

Student/Parent/Staff Survey Pulse utilized to help identify needs.

SMART Goal

Metric/Indicator	Baseline	Expected Outcome
# of students attending assemblies (5-Star)	N/A	Better than 90% of students attending.
# of students attending afterschool activities (tracked via 5-Star)	N/A	Greater than 50% of the student body will participate in at least 1 afterschool activity.
Percentage of student eligible to participate in sports and afterschool activities	2022-2023: T1S1: 81.1%, T1S2: 78.0%, T2S1: 81.2%,T2S2: TBD	Eligibility rate (percentage) increasing from the start of the year to the end of the year by at least 5%.
# of students attending lunch time activities/fairs.	N/A	Better than 90% of students attending.

Resources to Support

Action	Resources	Money/Budget
Funding to cover the costs associated with various fairs and assemblies	Title I Part A: Allocation	500
PD for Counseling in Crisis and intervention.	Title I Part A: Allocation	500
PLUS Subscription	LCFF- Supplemental	500
Student Leadership Camp	Other	32000

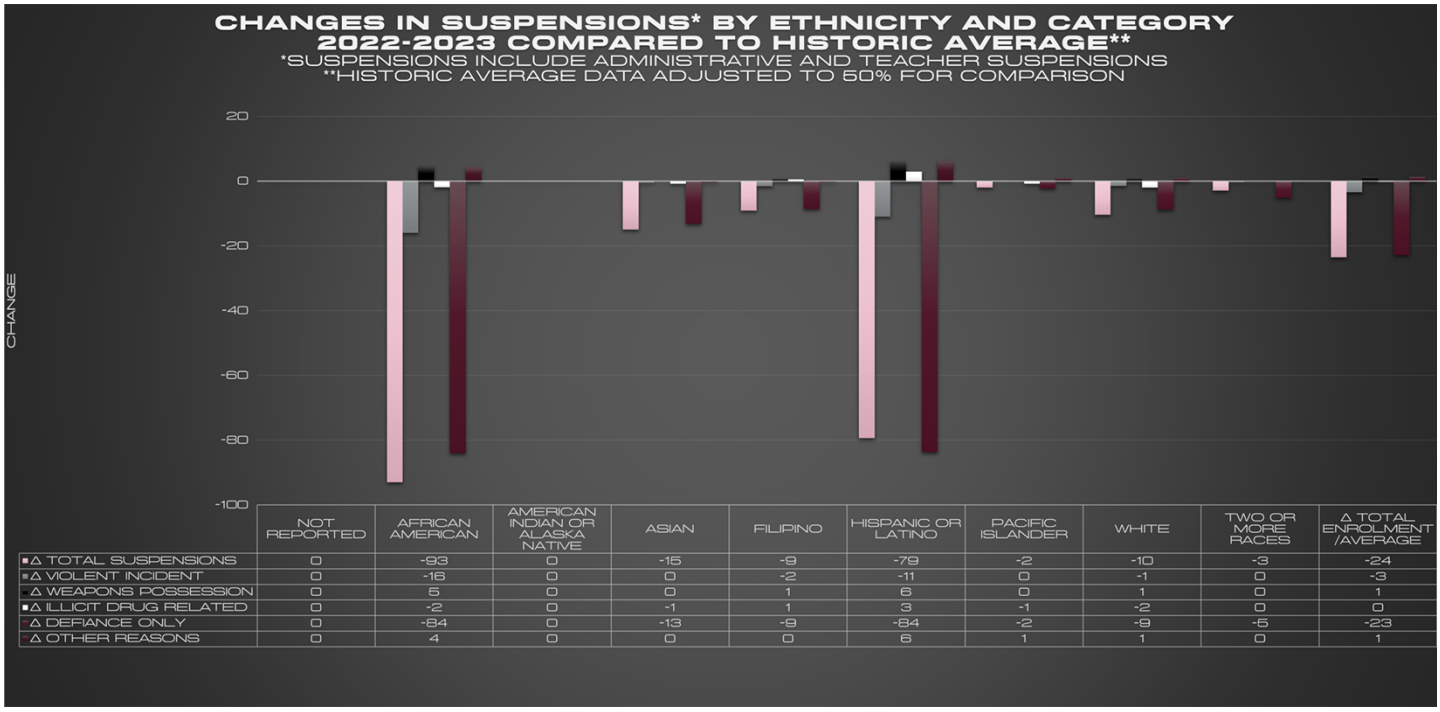
Progress Monitoring

September

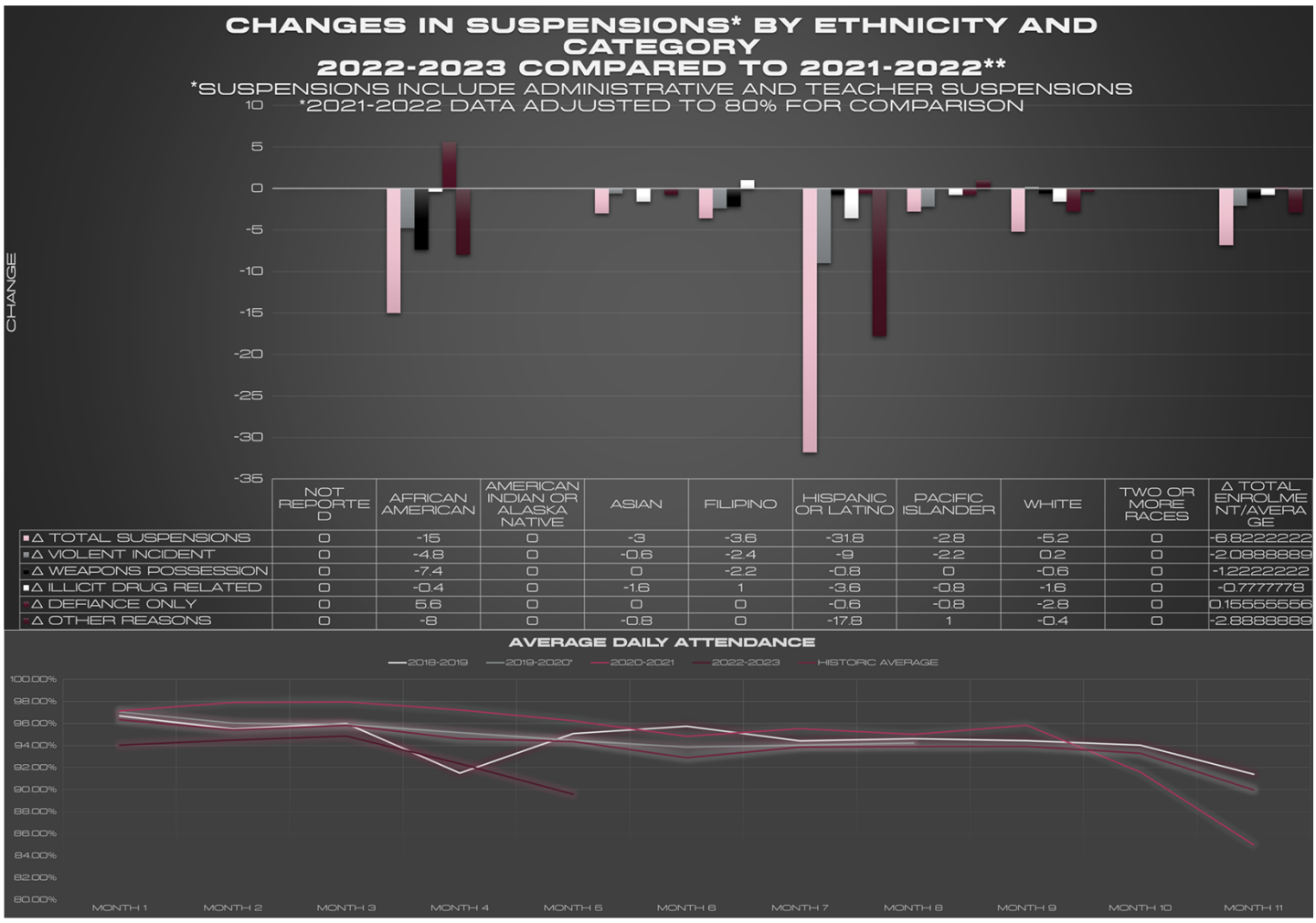
December

March

Data

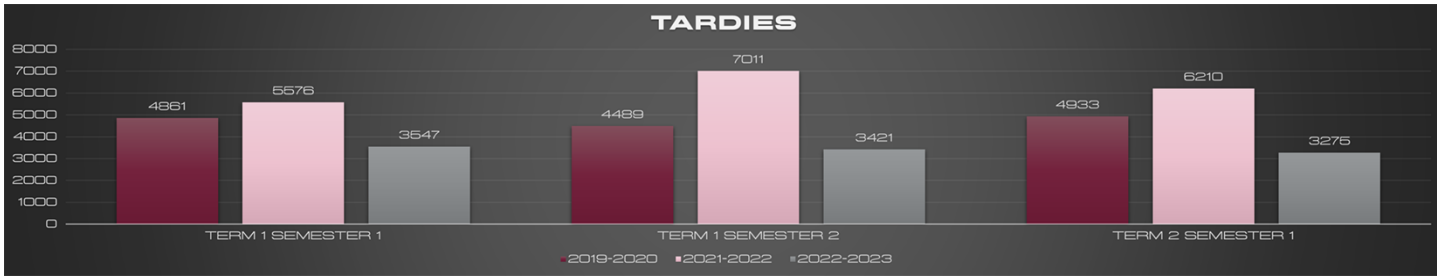


	NOT REPORTED	AFRICAN AMERICAN	AMERICAN INDIAN OR ALASKA NATIVE	ASIAN	FILIPINO	HISPANIC OR LATINO	PACIFIC ISLANDER	WHITE	TWO OR MORE RACES	Δ TOTAL ENROLMENT /AVERAGE
Δ TOTAL SUSPENSIONS	0	-93	0	-15	-9	-79	-2	-10	-3	-24
Δ VIOLENT INCIDENT	0	-16	0	0	-2	-11	0	-1	0	-3
Δ WEAPONS POSSESSION	0	5	0	0	1	6	0	1	0	1
Δ ILLICIT DRUG RELATED	0	-2	0	-1	1	3	-1	-2	0	0
Δ DEFIANCE ONLY	0	-84	0	-13	-9	-84	-2	-9	-5	-23
Δ OTHER REASONS	0	4	0	0	0	6	1	1	0	1



	NOT REPORTED	AFRICAN AMERICAN	AMERICAN INDIAN OR ALASKA NATIVE	ASIAN	FILIPINO	HISPANIC OR LATINO	PACIFIC ISLANDER	WHITE	TWO OR MORE RACES	Δ TOTAL ENROLMENT/AVERAGE
Δ TOTAL SUSPENSIONS	0	-15	0	-3	-3.6	-31.8	-2.8	-5.2	0	-6.8222222
Δ VIOLENT INCIDENT	0	-4.8	0	-0.6	-2.4	-9	-2.2	0.2	0	-2.0888889
Δ WEAPONS POSSESSION	0	-7.4	0	0	-2.2	-0.8	0	-0.6	0	-1.22222222
Δ ILLICIT DRUG RELATED	0	-0.4	0	-1.6	1	-3.6	-0.8	-1.6	0	-0.7777778
Δ DEFIANCE ONLY	0	5.6	0	0	0	-0.6	-0.8	-2.8	0	0.15555556
Δ OTHER REASONS	0	-8	0	-0.8	0	-17.8	1	-0.4	0	-2.8888889

Climate



Data Analysis

Full data for the 2022-2023 school year is not available at the time of this analysis. We will update this analysis at the first progress monitoring update in this section during the 2023-2024 school year. Available data for the 2022-2023 school year indicates reductions in the overall number of suspensions across all student groups when compared to both the 2021-2022 school year and historic averages. Tardy data from the 2022-2023 school year also indicates reductions in tardies to levels lower than those observed in the previous two school years (note 2019-2020 Term 2 Semester 2 had zero tardies reported due to the pandemic and distance learning). Both of these positive trends indicate that the implementation plan is working and that there is need to continue both Student Need 2 and its implementation plan.

Student Need 2:

Provide interventions to enforce and maintain behavioral expectations to allow students access to standards

Implementation Plan

Librarian Commons position

Community Outreach Assistant

Classified personnel work with at risk students outside the school day

Weight room tied to attendance/tardy contracts

Tiered intervention and support programs

SMART Goal

Metric/Indicator	**Baseline**	**Expected Outcome**
Percent of students in daily attendance (average rate per month)	2022-2023: TBD %	(2% growth)
Total number of students tardies (each semester)	2022-2023: T1S1: 3547, T1S2: 3421. T2S1: 3275, T2S2: TBD	Total number of tardies each semester will decline from the start of the year to the end of the year.
Records of students attendance and completion of assigned interventions	N/A	Students will attend and complete interventions with at least 60% rate of completion.
Weight room attendance	N/A	A consistent and/or improving rate of students attending afterschool weight room activities will be observed.

Student suspension rate (percentage).	2021-2022: 7.64%, 2022-2023: Not available	5.64% for 2023-2024 based on available 2021-2022 SARC report (2% reduction)

Resources to Support

Action	Resources	Money/Budget
Payroll for classified personnel to work with at risk students outside of the school day	Title I Part A: Allocation	8300
Weight room Time Sheets. Teacher(s) providing students with supervision and support in the weight room after school will be paid for the time.	Other	4000

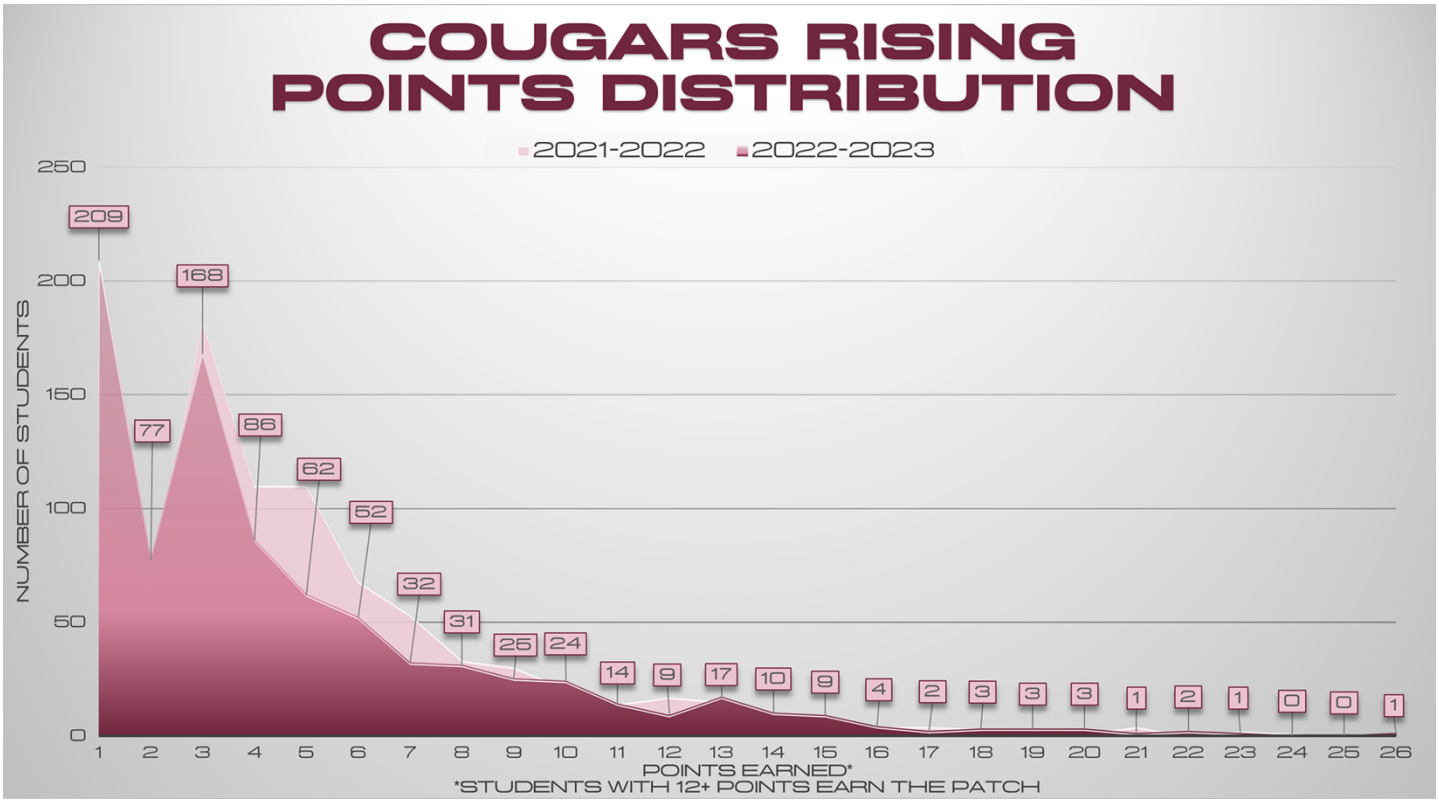
Progress Monitoring

September

December

March

Data



Climate

Data Analysis

In 2021-2022 Weston Ranch High School introduced the Cougars Rising program to try to meet Student Need 3. Based on the reported data, 65.78% of all students were recognized by this program in 2022-2023. This was a reduction in the total percent of the student body recognized from the previous year by 4.12%. During the 2022-2023 school year the population of Weston Ranch grew by 5.34% meaning that the percentage of growth was higher than reduction in recognition. Based on data the Strategic Plan Team has recommended evaluating how recognition is documented in the 2023-2024 school year to ensure accurate recognition data, as there is a suspicion that recognition was underreported. Based on the apparent buy-in and success of the program, it has been recommended that we retain Student Need 3 and continue the Cougars Rising program for 2023-2024 with continued monitoring.

Student Need 3:

Affirm students with positive recognition of student successes.

Implementation Plan

Implement Cougars Rising program

Cougars Rising assembly

Parent Club

SMART Goal

Metric/Indicator	Baseline	Expected Outcome
5 Star Data will show student participation and attendance in the Cougars Rising program	2022-2023: 65.78%	Cougars Rising program will demonstrate a student participation rate that is greater than 70.78%.

Resources to Support

Action	Resources	Money/Budget
Cougars Rising. Students and staff will have a new positive recognition program. Speakers, staffing, assemblies, and other related costs will be paid through this fund.	LCFF- Supplemental	23500
5-Star Program	LCFF- Supplemental	2000

Progress Monitoring

September

December

March

Data

Emerging Students

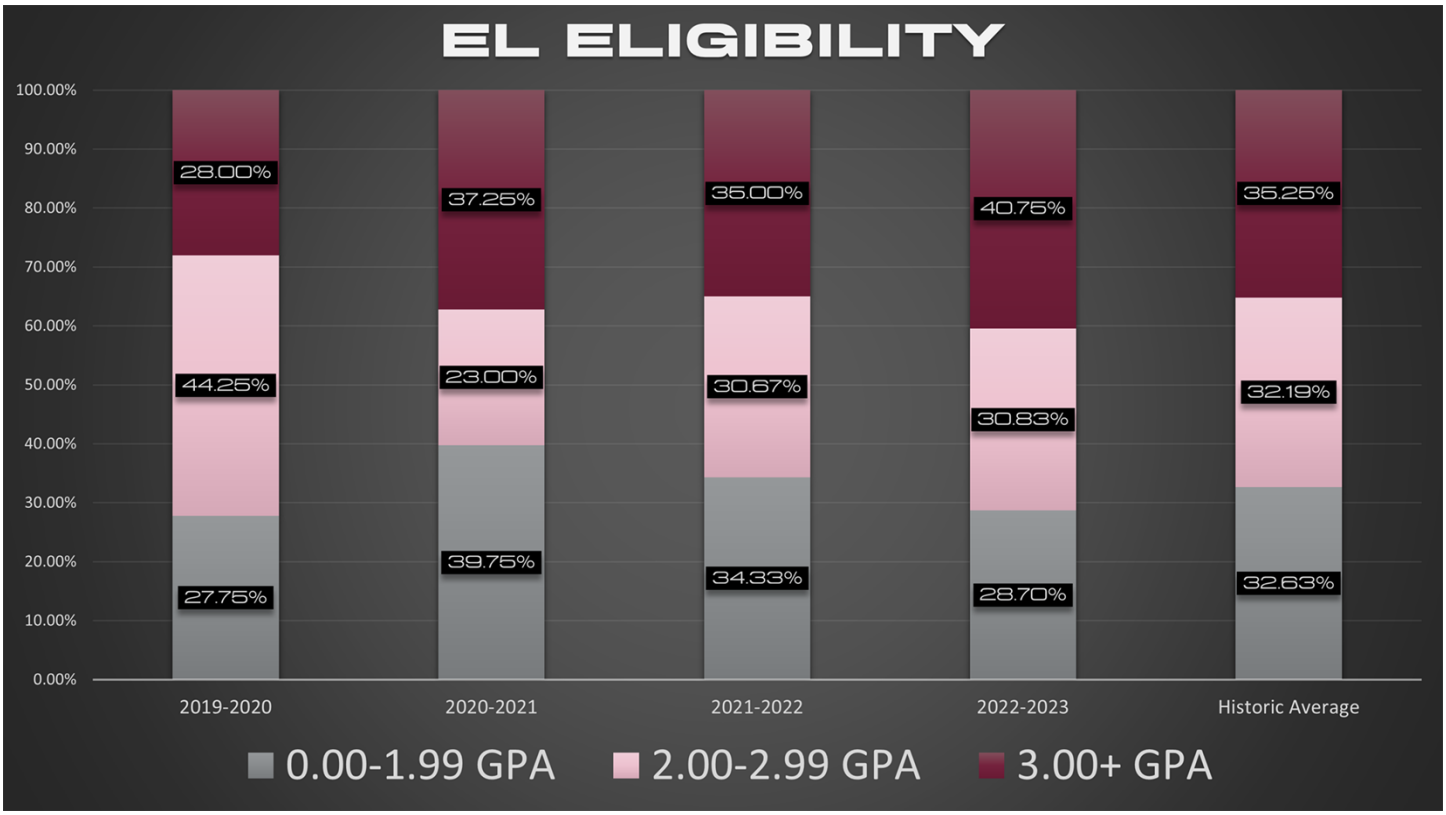
District Goal

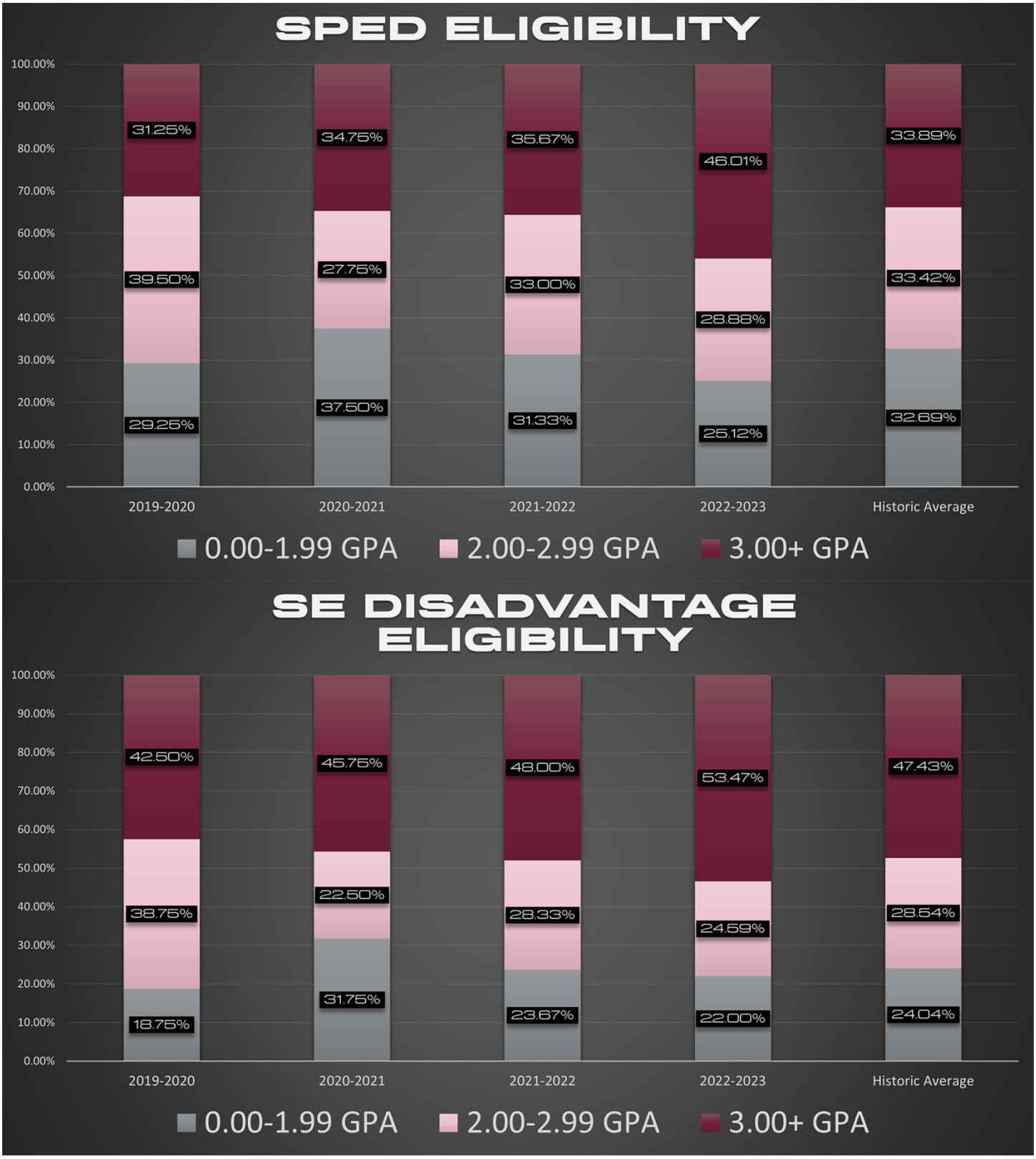
Every student is supported within a multi-tiered system to realize their individual success.

Site Strategic Goal

Our emerging student populations need support and opportunities that will provide an enriched educational experience.

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
English Learners	270	263	240	18.5%	21.2%	19.0%
Fluent English Proficient (FEP)	493	405	438	33.7%	32.7%	34.6%
Reclassified Fluent English Proficient (RFEP)	1			0.4%		





Student Need 1:

Our emerging student populations need support and opportunities that will provide an enriched educational experience.

Implementation Plan

AP Exam Waivers
Homeless Student Coordinator
Expanded utilization of the Cougar Boutique
Foster Youth Coordinator
Spanish Language Tutorial Professional Development
SPED Study Skills/Transitions class
Vertical articulation between EL Cohort Teachers
Journey Mentoring Counseling
ELAC
Public Relations Team will give attention/encouragement to students through their successes and activities.
Student/Parent/Staff Survey Pulse utilized to help identify needs.

SMART Goal

Metric/Indicator	**Baseline**	**Expected Outcome**
Number of AP Exam Waivers	NA	Students will utilize waivers based on need with tracking of the number awarded.
The number of students provided supports as indicated by the Homeless Student Coordinator's data	# of homeless students	100% of homeless students will be provided supports
The number of students provided supports as indicated by the Foster Student Coordinator's data	# of foster students	100% of foster students will be provided supports
Tutoring Coordinator data showing students attending tutoring and their pass rate for classes supported by tutoring.	Total # of unique students attending tutoring	At least 70% of students who attended tutoring, will pass classes for which tutoring was provided.
The percentage of students passing classes based on attending/participating in SPED supports.	# of students attending SPED Supports	At least 70% of SPED students attending supports will pass classes related to the supports.
PLC Meeting Notes for EL meetings will indicate qualitatively and quantitatively how students are performing and what steps are being taken to improve EL student learning.	NA	Meeting notes will indicate consistent analysis and methods for improving EL student performance.
Journey Mentoring Data will show students participation in the program with positive impact on students perceptions.	# of students being served/participating in Journey Mentoring program	At least 60% of students will indicate a positive impact in surveys based on participating in Journey Mentoring.
Student/Staff/Parent Survey	Survey Specific	Survey results should highlight/reveal successes and needs.

Percent of eligible students within the categories of emerging students (SPED, EL, and Socioeconomically Disadvantaged).	SPED 2022-2023: T1S1: 74.48%, T1S2: 72.4%, T2S1: 77.78%, T2S2: TBD EL 2022-2023: T1S1: 75.1%, T1S2: 65.96%, T2S1: 73.68%, T2S2: TBD Socioeconomically Disadvantaged 2022-2023: T1S1: 79.09%, T1S2: 73.9%, T2S1: 81.2%, T2S2: TBD	5% improvement over each equivalent Term and semester by subgroup.
Percentage of EL students showing improvement in ELPAC score and the reclassification rate for EL students at level 4.	64% of EL students showed improvements in ELPAC score based on the 2021-2022 ELPAC Scores (2022-2023 results not available at this time). Estimated 80% reclassification rate for level 4 EL students for 2022-2023. (Updated as soon as final 2022-2023 rate is calculated)	66% (2% improvement) of EL students showing growth in ELPAC scores. 82% reclassification rate for level for students in 2023-2024 (2% improvement).

Targeted Resources Applied

Action	Resources	Money/Budget
Tutorial - Teachers will be paid for providing tutoring support to students in need of extra assistance.	Other	4000
Timesheeting subs. Teachers working with students in the emerging students category will have access to substitute coverage for release time, PD, etc.	Title I Part A: Allocation	2650
Professional Development Pullout. Staff will be provided additional PD related to emerging students. Conferences, Coordinators, Trainers, and Consultants may be used to provide necessary PD.	Title I Part A: Allocation	26600
Providing EL academic support	LCFF- Supplemental	2000
Journey mentoring. Students with identified need will be referred to the journey mentoring program and costs related to staffing, materials, etc will be paid.	Title I Part A: Allocation	16875
Community Outreach Liaison Position - Under the direction of the assigned administrator, acts as a support in providing services to students and families within the District. Assists in communication, collaboration, training and ongoing support of school sites and District, with any	Title I Part A: Allocation	18192.2

needs related to student , family, staff, and community outreach as well as agency and government entity partnerships.		
Supplies for Community Outreach Coordinator to provide support to students before and after school. Community Outreach Coordinator will have the ability to make copies and order supplies related to running the program.	Title I Part A: Allocation	250
Read 180 Stage C Licenses Subcription Renewal will provide continued access for our EL students to a key program which has been shown to improve these emerging students literacy and growth.	Title I Part A: Allocation	7000
Under the specific advisement of ELAC, a Parent Liaison will be established a dedicated link for communication and outreach between parents and the school. The Parent Liaison will be responsible for facilitating greater bi-directional communication and involvement of parents with the school. The Parent Liaison position will be filled by a staff member with hourly time carding (anticipated 2 hours per week).	Other	3000
Transitional Student Supplemental Program will provide support for homeless youth.	LCFF- Supplemental	1000

Progress Monitoring

November

February

May

Budget Summary

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Part A: Allocation	176,713	0.00
LCFF- Supplemental	73,420	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF- Supplemental	73,420.00
Other	43,000.00
Title I Part A: Allocation	176,713.00

Stakeholder Input

Date

?/2023 (SSC), 2/23`/2023 (ELAC)

Groups

School Site Council, ELAC

Outcome

The members of the School Site Council were asked to review the initial Strategic Plan for the 2023-2024 school year on TBD, and a digital copy was sent to all members of the council for input, feedback, and vote for approval. ? votes in approval and ? abstentions were logged by the close of the vote on 6/?/2023. ELAC parent feedback was given on 2/23/2023 as part of the LCAP feedback process. ELAC parent feedback highlighted a desire to see more personnel funding to increase academic counseling, law enforcement presence, campus monitors, special education support staff, etc. Student encouragement, motivation, and recognition was identified as a priority. They also specified the need for more PD related to substitute teacher training, teachers, counselors, and all other staff. They emphasized a need for more STEM courses, math courses, CTE courses, and remediation through GradPoint. The feedback also included a desire for a Parent Liaison as well as more funding for materials and supplies. Finally, they would like to see all necessary resources to prepare students for college.

School Site Council Membership

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

1 School Principal

5 Classroom Teachers

3 Other School Staff

5 Parent or Community Members

4 Secondary Students

Name of Members	Role
Troy Fast	Principal
Sylvia Berchtold	Classroom Teacher
Laura Mejia	Classroom Teacher
Bonnie Stogner	Classroom Teacher
Christina Jara	Classroom Teacher
Stayce Baptista	Classroom Teacher
Daisy Carmona	Other School Staff
Rocio Carrillo	Other School Staff
Aracely Sandoval	Other School Staff
Traci Gregg-Ramirez	Parent or Community Member
Kathylene Graves	Parent or Community Member
Jenny Zegarra Huacahi	Parent or Community Member
Samaoya Smith	Parent or Community Member
Anthony Bell	Parent or Community Member
Alejandra Arevalo	Secondary Student
Jose "Ricky" Sanchez	Secondary Student
Lydia Ornelas (alternate)	Secondary Student
Isabelle Mayorca (alternate)	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members.

Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

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

Attested:

	Principal, Troy Fast on
	SSC Chairperson, Patricia Cervantes on