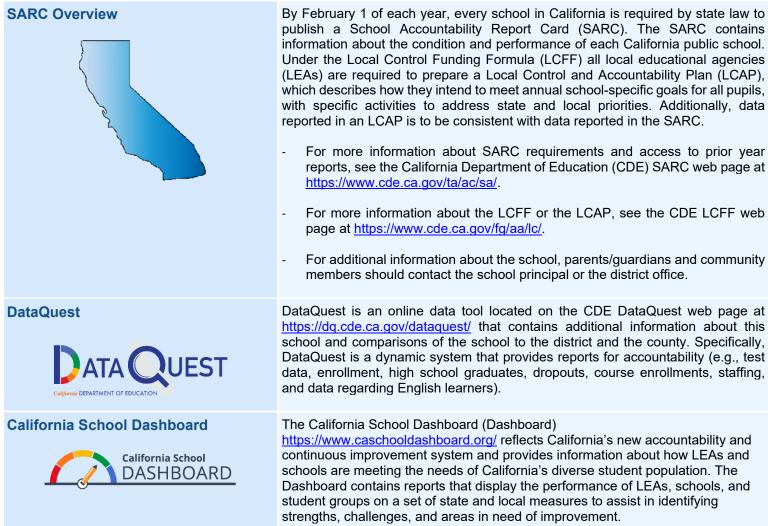# Weston Ranch High School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.
	- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
	- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
	- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Weston Ranch High School
Street	4606 McCuen Avenue
City, State, Zip	Stockton, CA 95206
Phone Number	(209) 938-6245
Principal	Troy Fast
Email Address	tfast@musd.net
School Website	https://www.mantecausd.net/westonranchhighschool
County-District-School (CDS) Code	39685930101576

2023-24 District Contact Information

District Name	Manteca Unified School District
Phone Number	(209) 825-3200
Superintendent	Clark Burke
Email Address	cburke@musd.net
District Website	www.mantecausd.net

2023-24 School Description and Mission Statement

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.

2023-24 School Description and Mission Statement

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

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	322
Grade 10	315
Grade 11	327
Grade 12	301
Total Enrollment	1,265

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44%
Male	55.8%
American Indian or Alaska Native	0.5%
Asian	11.9%
Black or African American	16.5%
Filipino	7.5%
Hispanic or Latino	54.3%
Native Hawaiian or Pacific Islander	2.1%
Two or More Races	3.4%
White	3.9%
English Learners	19%
Foster Youth	0.7%
Homeless	4%
Migrant	0.2%
Socioeconomically Disadvantaged	65.5%
Students with Disabilities	15.7%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

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)	46.10	72.96	829.80	80.07	234405.20	84.00
Intern Credential Holders Properly Assigned	0.80	1.31	45.20	4.36	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.50	7.24	64.50	6.23	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.80	2.85	25.70	2.48	11953.10	4.28
Unknown	9.80	15.61	71.00	6.85	15831.90	5.67
Total Teaching Positions	63.20	100.00	1036.30	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Misassignments	12.30	4.50
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	12.30	4.50

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Local Assignment Options	1.00	1.80
Total Out-of-Field Teachers	1.00	1.80

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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)	21.8	6.1
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	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Most recent hearing on the sufficiency of instructional materials was on September 21, 2023.

Year and month in which the data were collected	September 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Eng 1 - Study Sync, McGraw-Hill (Adopted 2015)	Yes	0

	Eng 2 - Study Sync, McGraw-Hill (Adopted 2015) Eng 3 - Study Sync, McGraw-Hill (Adopted 2015) Eng 4 - Study Sync, McGraw-Hill (Adopted 2015) Special Ed – English 1 & 2 Study Sync, McGraw-Hill (Adopted 2015) Special Ed – English 3 & 4 Study Sync, McGraw-Hill (Adopted 2015)		
Mathematics	Algebra 1, A, B - Common Core Curriculum, Big Ideas Learning (Adopted 2015) Geometry - Common Core Curriculum, Big Ideas Learning (Adopted 2015) Algebra 2 - Common Core Curriculum, Big Ideas Learning (Adopted 2015) Pre Calculus - Pre-Calculus with Limits, Brooks Cole (Adopted 2014) AP Calculus - Calculus of a Single Variable, Brooks/Cole (Adopted 2014) Special Ed - Pre-Algebra - ALEKS Math, McGraw-Hill (Adopted 2015) Special Ed - Functional Math 1 – ALEKS, McGraw-Hill (Adopted 2015) Special Ed - Functional Math 2 – ALEKS, McGraw-Hill (Adopted 2015) Special Ed - Algebra A & B - ALEKS, Big Ideas Learning (Adopted 2015) Special Ed - Functional Personal Financial Literacy, Pearson/Prentice Hall (Adopted 2010)	Yes	0
Science	Anatomy/Physiology- Essentials of Human Anatomy & Physiology, Pearson (Adopted 2008) Biology- The Living Earth-STEMScopes Accelerate Learning Digital Curriculum (Adopted 2021) AP Biology- Biology, 8th Edition, Campbell / Benjamin, Cummings (Adopted 2007) Chemistry- Chemistry in the Earth System-STEMScopes Accelerate Learning Digital Curriculum (Adopted 2021) AP Chemistry- Chemistry: The Central Science, Prentice Hall (Adopted 2009) Physics- Physics in the Universe-STEMScopes Accelerate Learning Digital Curriculum (Adopted 2021) Astronomy- Explorations: An Introduction to Astronomy, Glencoe (Adopted 2010) Ag Biology- The Science of Agriculture: A Biological Approach, Delmar Thomson Learning (Adopted 2004) Ag Earth Science- Earth and Space Science-STEMScopes Accelerate Learning Digital Curriculum (Adopted 2021) Special Ed- The Living Earth-STEMScopes Accelerate Learning Digital Curriculum (Adopted 2021) Special Ed- Earth and Space Science-STEMScopes Accelerate Learning Digital Curriculum (Adopted 2021)	Yes	0
History-Social Science	AP Government – Government in America People, Politics, and Policy, Pearson (Adopted 2019) AP Government – The Western Heritage Since 1300, Pearson (Adopted 2019) AP Government –American Government: Roots and Reform, Pearson (Adopted 2019) American History – Reconstruction to the Present California, Houghton Mifflin Harcourt (Adopted 2019)	Yes	0

	World History - Modern California Edition 2019, Houghton Mifflin Harcourt (Adopted 2019) Global Geography, Houghton Mifflin Harcourt (Adopted 2019) Government – Gov Alive, Politics, and You, TCI (Adopted 2019) Economics – Econ Alive, Power, Politics, and You, TCI (Adopted 2019) Psychology – Essentials of Psychology, Cengage (Adopted 2019) AP Psychology – Psychology for AP, Bedford, Freeman and Worth (Adopted 2019) AP European History – The Western Heritage Since 1300, Pearson (Adopted 2019) Essentials of Psychology – Concepts and Applications, National Geographic Learning/Cengage Learning (Adopted 2019) U.S. History – The Enduring Vision: A History of the American People, National Geographic Learning/Cengage Learning (Adopted 2019) U.S. History – Western Civilization since 1300, National Geographic Learning/Cengage Learning (Adopted 2019) U.S. Government – Gateways to Democracy, National Geographic Learning/Cengage Learning (Adopted 2019) Special Ed - World History – Modern World History, Houghton Mifflin Harcourt (Adopted 2019) Special Ed - U.S. History – American History Reconstruction to the Present, Houghton Mifflin Harcourt (Adopted 2019)		
Foreign Language	Spanish 1 - Descubre Level 1 Series, Vista Higher Learning (Adopted 2017) Spanish 2 - Descubre Level 2 Series, Vista Higher Learning (Adopted 2017) Spanish 3 - Descubre Level 3 Series, Vista Higher Learning (Adopted 2017) Spanish 4 - Imagina Level 4 Series, Vista Higher Learning (Adopted 2015) Spanish for Spanish Speakers – Tu Mundo, McDougal Littell (Adopted 2002) Spanish for Spanish Speakers - El Español Para Nosotros Nivel 1 y 2, McGraw Hill (Adopted 2017) Spanish AP - Temas, Vista Higher Learning (Adopted 2016) Spanish AP - Azulejo 2nd Edition, Wayside Publishing (Adopted 2018) Spanish AP Lit - Nextext for Abriendo Puertas, Holt McDougall (Adopted 2013) French 1 – D'accord 1 Level 1 Series, Vista Higher Learning (Adopted 2015) French 2 - D'accord 2 Level 2 Series, Vista Higher Learning (Adopted 2015) French 3 - D'accord 3 Level 3 Series, Vista Higher Learning (Adopted 2015) AP French – Themes, Vista Higher Learning (Adopted 2017)	Yes	0
Health	Health – Glencoe Health, Glencoe (Adopted 2007)	Yes	0
Visual and Performing Arts	Intro to Theatre - The Stage & The School, Glencoe (Adopted 2005) Theater - Actions: The Actor's Thesaurus, London (Adopted 2004) Theater - Basic Drama Projects, Perfection Learning (Adopted 2004)	Yes	0

| | Technical Theatre - Practical Technical Theater, An Interactive Educational DVD Series, Interactive Educational Video LLC Copyright 2005 (Adopted 2015) | | |

School Facility Conditions and Planned Improvements

The District takes great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses the Facility Inspection Tool (FIT) instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the District Office. Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Age of School Buildings
Weston Ranch High School was completed in 2002 including the administration building, library, a performing arts building, two gymnasiums, and 61 classrooms.

Maintenance and Repair
District maintenance staff ensures that repairs necessary to keep schools in good working order are completed in a timely manner. A work order process is used to ensure efficient service and emergency repairs are given the highest priority.

Cleaning Process and Schedule
The District's governing Board has adopted cleaning standards for all schools in the District. A summary of these standards is available at the school office and at the District Office. Staff works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Program
The District allocates funding for deferred maintenance. The Deferred Maintenance Program includes funding for replacement of existing school building components so that the educational process may safely continue. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, wall systems, floor systems, etc.

Modernization Projects
The District is currently planning to renovate and modernize its schools based upon the District's 2014 Facility Master plan and 2019 Needs Assessment. As part of that activity there are projects planned at the campus which will be completed through the use of local funds. State funding will also be sought for those portions of projects which may be eligible for modernization.

| **Year and month of the most recent FIT report** | June 2023 |

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Carpet damage - Accounting Office
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Metal Shop + 905 have items not put away - Safety Concern.
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Tennis Courts have huge gaps all over.

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	48	45	38	38	47	46
Mathematics (grades 3-8 and 11)	12	9	20	22	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	310	305	98.39	1.61	44.92
Female	114	111	97.37	2.63	62.16
Male	196	194	98.98	1.02	35.05
American Indian or Alaska Native	--	--	--	--	--
Asian	43	43	100.00	0.00	46.51
Black or African American	49	48	97.96	2.04	35.42
Filipino	25	25	100.00	0.00	64.00
Hispanic or Latino	165	161	97.58	2.42	44.10
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	12	12	100.00	0.00	50.00
English Learners	50	49	98.00	2.00	8.16
Foster Youth	--	--	--	--	--
Homeless	13	12	92.31	7.69	16.67
Military	--	--	--	--	--
Socioeconomically Disadvantaged	204	200	98.04	1.96	42.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	54	50	92.59	7.41	8.00

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	311	308	99.04	0.96	9.42
Female	114	113	99.12	0.88	7.96
Male	197	195	98.98	1.02	10.26
American Indian or Alaska Native	--	--	--	--	--
Asian	43	43	100.00	0.00	13.95
Black or African American	50	49	98.00	2.00	10.20
Filipino	25	25	100.00	0.00	28.00
Hispanic or Latino	165	163	98.79	1.21	4.91
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	12	12	100.00	0.00	16.67
English Learners	50	50	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	13	12	92.31	7.69	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	205	202	98.54	1.46	6.93
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	54	51	94.44	5.56	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	18.51	17.93	20.38	22.16	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	619	613	99.03	0.97	18.14
Female	259	257	99.23	0.77	18.68
Male	360	356	98.89	1.11	17.75
American Indian or Alaska Native	--	--	--	--	--
Asian	80	80	100.00	0.00	26.25
Black or African American	104	101	97.12	2.88	16.83
Filipino	49	49	100.00	0.00	44.90
Hispanic or Latino	330	327	99.09	0.91	13.46
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	18	18	100.00	0.00	11.11
White	27	27	100.00	0.00	19.23
English Learners	90	89	98.89	1.11	0.00
Foster Youth	--	--	--	--	--
Homeless	26	25	96.15	3.85	8.00
Military	12	11	91.67	8.33	0.00
Socioeconomically Disadvantaged	402	399	99.25	0.75	16.83
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	103	98	95.15	4.85	4.12

2022-23 Career Technical Education Programs

Weston Ranch High School has focused on integrating and focusing on elements of a 21st Century student, adhering to the motto of "Cougars Rising." Ninth graders participate in Success 101, a class designed to help them select a career path and develop a 10-year plan as they move through high school. A career path is developed for each student to prepare for the transition from school to post-secondary options. Weston Ranch High students may enroll in CTE classes on campus in a variety of career pathways. Students also may enroll in districtwide CTE capstone courses in a variety of areas. CTE classes incorporate Standards for Career Ready Practice (a series of twelve standards that encompass fundamental knowledge and skills students need in order to be prepared for postsecondary education, career development, or the workforce) as well as standards-specific to their industry sector that are technical skills. Students are allowed to access CTE courses throughout the district through part-time enrollments. If a CTE course is not offered at a particular high school site, students have the opportunity to register for the CTE class at another high school, ensuring equitable access to CTE courses and articulated credits.

Districtwide CTE Capstone Courses:
Advanced Careers with Children
Advanced Fashion Merchandising
Advanced Interior Design
Advanced Public Safety
Advanced Emergency Medical Response
Advanced Emergency Medical and Fire Response
Advanced Culinary Arts
Advanced Video Game Art & Design

Weston Ranch High School Career Pathways:
Agricultural Mechanics Pathway
Animal Science Pathway
Floral Pathway
Design, Visual, Media Arts Pathway
Business Management Pathway
Financial Services Pathway
Fashion Design & Merchandising Pathway
Patient Care Pathway
Food Service & Hospitality Pathway
Public Safety Pathway

CTE Advisory Committee Members and Industry
Industry Members:
Dan Summa – Art, Media, Entertainment
Danell Hepworth – Education
Pamela Knapp – Education
Gerry Hinayon – Health Services, Education
George Singh – Banking, Business
Jeff Liotard – Food Service/Hospitality
Taylor Hasal – Chamber of Commerce
Carla Cope – Health Services
Faith Rosado – Health Services
Silvia Mendez – Parent
Tevani Liotard – Food Service/Hospitality
Tom Wilson – Real Estate
Franco Torres – Public Services
Sergeant William Mueller – Public Services
Workforce Development Members:
Belinda Petate
Yecenia Razo Jara
Education Members:
Clara Schmiedt – Manteca USD
Amanda Peters – Manteca USD
Larry Machado – Manteca USD
Lisa Herrin – Manteca USD

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	834
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	39.7
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	18.8

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	93.74
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	33.05

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	0	0	0	0	0
Grade 7	0	0	0	0	0
Grade 9	97	96	96	97	97

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Weston Ranch High School enjoys valuable parent involvement and utilizes the services and input of School Site Council, two booster clubs, English Language Advisory Committee (ELAC), Back to School Night, 8th Grade Parent Night, grade level parent nights, parent/student conferences, Parent Cougar Club, and various other parents' groups and activities to support students and school programs. Weston Ranch High School connects with parents and the community through the following:
- Phone: (209) 938-6245
- School website: https://www.mantecausd.net/westonranchhighschool
- Parent Connection: https://q.musd.net/parent
- Facebook: https://www.facebook.com/wrhscougars/
- Peachjar: https://www.mantecausd.net/peachjar
- Blackboard Connect
- Various social media platforms for individual programs and organizations

C. Engagement	State Priority: Pupil Engagement
	The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5): • High school Dropout Rates; • High school Graduation Rates; and • Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	6.6	5.6	6.1	6.1	3.9	4.4	9.4	7.8	8.2
Graduation Rate	91.4	92	90.9	90.9	93.2	91.5	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	309	281	90.9
Female	147	133	90.5
Male	162	148	91.4
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	42	39	92.9
Black or African American	46	43	93.5
Filipino	26	25	96.2
Hispanic or Latino	168	149	88.7
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	14	14	100.0
English Learners	69	59	85.5
Foster Youth	--	--	--
Homeless	32	27	84.4
Socioeconomically Disadvantaged	268	241	89.9
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	56	42	75.0

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1369	1331	273	20.5
Female	615	591	127	21.5
Male	752	738	146	19.8
Non-Binary	2	2	0	0.0
American Indian or Alaska Native	6	6	1	16.7
Asian	158	155	21	13.5
Black or African American	240	225	37	16.4
Filipino	98	97	8	8.2
Hispanic or Latino	743	728	170	23.4
Native Hawaiian or Pacific Islander	28	26	14	53.8
Two or More Races	44	42	8	19.0
White	52	52	14	26.9
English Learners	277	272	60	22.1
Foster Youth	13	11	1	9.1
Homeless	67	67	17	25.4
Socioeconomically Disadvantaged	935	908	197	21.7
Students Receiving Migrant Education Services	3	3	1	33.3
Students with Disabilities	218	214	64	29.9

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	1.31	7.64	4.89	0.91	4.62	4.96	0.20	3.17	3.60
Expulsions	0.00	0.07	0.29	0.01	0.09	0.24	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.89	0.29
Female	2.93	0.16
Male	6.52	0.4
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0.63	0
Black or African American	9.58	1.25
Filipino	2.04	0
Hispanic or Latino	3.77	0.13
Native Hawaiian or Pacific Islander	10.71	0
Two or More Races	11.36	0
White	5.77	0
English Learners	3.61	0
Foster Youth	7.69	0
Homeless	10.45	0
Socioeconomically Disadvantaged	5.03	0.21
Students Receiving Migrant Education Services	0	0
Students with Disabilities	8.72	0

2023-24 School Safety Plan

All school sites in the Manteca Unified School District annually update their Comprehensive School Safety Plan. Plans are revised by Site Administration per the required adoption process with appropriate School Site Council public meetings and School Site Safety Team input. At the March 2023 Board of Education meeting, current school safety plans were unanimously approved by the MUSD Board of Education!

The safety of students and staff as well as the security of school campuses are high priorities in MUSD. Safety plans in place are thorough and inclusive of various forms of threats and the protocols aligned for each situation. Staff and students receive ongoing training throughout the school year on emergency response and participate in regular disaster preparedness drills including but not limited to specific procedures for fire, earthquake, flood, civil disturbance, and hazardous chemical situations as aligned with state guidance. Safety plans evolve as necessary to adapt to current local, state, and national conditions.

Each school in Manteca Unified has a dedicated site safety team made up of key personnel who represent differing areas of expertise and perspective relating to campus logistics. The team meets regularly to review, adjust, and implement the best safety procedures for their school communities. Plans outline the many components necessary for a comprehensive safety plan such as steps for preparedness, proactive measures for prevention, emergency response, and a thoughtful blueprint for recovery.

As Manteca Unified School District attendance boundaries expand beyond city limits, MUSD partners and works closely with six law enforcement agencies, three fire departments, and many local first responders. MUSD's master emergency plan as well as school safety plans are reviewed by these agencies.

All site safety teams are currently involved in earning their ICS 100 certification (completed on 12/1/2023). Several members of District senior leadership, site principals, and MUSD's Coordinator of Emergency Preparedness and Safety maintain an ICS 402 certification.

2023-24 School Safety Plan

Weston Ranch High School forms a committee at the beginning of each school year inviting stakeholders to participate in annual revisions. The committee always includes at least one administrator, the school resource officer, and a representative of the classified staff, and a representative of the certificated staff. Additional members from the staff, students, and parents are encouraged to participate. In January or February, a public hearing is held (last held on 1/26/2023) to obtain further stakeholder input. The plan is then presented to the School Site Counsel in February (last held on 2/7/2023) for approval before sending the plan on to the district and the MUSD Board of Education.

The comprehensive school safety plan includes a comprehensive plan for safety inclusive of school, district, board, and state policy related to all identified safety aspects in the school. This includes, but is not limited to, disaster procedures, emergency procedures, crisis response, school maintenance, school discipline, dress code, harassment, and child abuse reporting. Safety for students and staff is very important to Weston Ranch High School and we continually seek to improve our plans through the annual review process.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	17	15	18
Mathematics	19	28	10	8
Science	20	13	13	5
Social Science	20	18	12	9

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	22	16	5
Mathematics	18	18	12	4
Science	20	9	10	2
Social Science	22	10	9	8

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	17	15	7
Mathematics	19	16	13	4
Science	22	10	7	2
Social Science	20	16	11	2

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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	Ratio
Pupils to Academic Counselor	316.25

2022-23 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)	4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7227.71	1757.18	5470.53	86009.40
District	N/A	N/A	4484.16	$84,910
Percent Difference - School Site and District	N/A	N/A	19.8	5.4
State	N/A	N/A	$7,607	$87,885
Percent Difference - School Site and State	N/A	N/A	-18.6	0.7

Fiscal Year 2022-23 Types of Services Funded

All Manteca schools receive 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, socio-disadvantaged, and students at risk of dropping out of school.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$56,632	$55,550
Mid-Range Teacher Salary	$80,866	$80,703
Highest Teacher Salary	$108,415	$109,418
Average Principal Salary (Elementary)	$165,632	$137,703
Average Principal Salary (Middle)	$0	$143,760
Average Principal Salary (High)	$174,906	$159,021
Superintendent Salary	$295,431	$319,443
Percent of Budget for Teacher Salaries	32.3%	30.35%
Percent of Budget for Administrative Salaries	5.56%	4.87%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	8.5

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	1
Science	0
Social Science	4
Total AP Courses Offered Where there are student course enrollments of at least one student.	5

Professional Development

Manteca Unified School District continuously analyzes student data, utilizes staff surveys, and student surveys to determine professional development needs to improve student learning. As a district, we then prioritize our major focus areas for staff development for each school year. The Educational Services Team then plans out our district professional learning calendar as a collective to ensure it aligns with our district and site strategic plans. The 2023-24 school year focus is to continue to refine our Tier 1 Inclusive Classroom Instruction to engage and meet the individual needs of every student, as well as address social emotional learning and the academic learning loss of your student population. Manteca Unified provides a variety of professional development in-person and virtually for our Preschool-12th certificated and classified staff. This includes live/independent training courses, live/archived webinars, virtual and in-person training/coaching, administrator academies, and dedicated district-wide training on UTK-8th Early Release Minimum Days, 9th-12th Late Start Professional Development Wednesdays, UTK-12th District Pull-out Days, and Preschool- 12th District-wide Staff Development Days.

Weston Ranch High School places a high value on Professional Development (PD) as a means of fostering research based and data driven improvements in instruction of students. PD opportunities are given to staff based on student and staff needs within departments. All teaching staff members participate in data-driven Professional Learning Communities (PLC) throughout the year. In the PLC teams, staff have the ability to direct professional development to match the needs of students based on student performance data from a variety of assessments including the CAASPP, MAPs, ELPAC, district-wide assessments, and departmental assessments. Additional release time and conferences are granted to staff members who show interest, need, and a willingness to share with their colleagues for the purposes of improving student engagement and learning. Our PD opportunities are tailored based on our student and staff needs. We place high value on the improvement of the education of students in our community and invest in our staff and students continuously.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	61	96	97