

WESTON RANCH HIGH SCHOOL



Manteca Unified School District Strategic Plan

2024-2025

Vision Statement

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

Mission Statement

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

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 strategic 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.

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.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

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

Classroom Observations

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

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

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

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

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

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

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The Manteca Unified School District is dedicated to the recruitment and retention of highly qualified staff. All classes in the 2022-2023 academic year were instructed by fully credentialed and appropriately assigned staff, as confirmed by the California State Assignment Accountability System (CALSAAS) reports for that period. Throughout the same school year, 111 teachers in the district held a PIP, STSP, Waiver, or Intern Credential. Notably, there were four (4) identified misassignments of teachers of English Learners.

To support beginning teachers and interns, Manteca Unified School District employs the Induction program, offering a clear credential pathway to preliminary credential holders. In the 2022-2023 school year, the Induction program recommended 51 Preliminary Credential holders to obtain their Clear Credentials..

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

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

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

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

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

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

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

Teaching and Learning

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

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

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

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

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

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

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

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

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

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

Opportunity and Equal Educational Access

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

MUSD provides Multi Tiered Systems of Supports to provide each child access to the base curriculum. Our focus is developing rich Tier 1 instruction focused on meeting the needs of all learners. In addition, all students have access to enrichment or support during the regular school day and/or beyond the school day. To ensure acquisition of skills, supplemental resources and interventions developed in the Professional Learning Communities at each grade level. Base curriculum in ELA and Math contain intervention and Response to Intervention materials to modify instruction or use as a targeted intervention for specific skills. Leveled readers and digital tutorials allow for leveled instruction as well as individualized instruction. The Tier 1 Instructional Program is supported by an Instructional Specialist based upon the schoolwide student need. Intervention programs include Rosetta Stone and ALEKS. These programs are implemented as designed in every classroom with materials for every student.

Manteca Unified School District undertakes various interventions to nurture the development of young minds, providing them with a foundation for lifetime success. These interventions range from academic support programs to social and emotional well-being, prioritizing addressing the needs of the whole child. We provide Tier 1 interventions tailored to building a climate of positive relationships and community inside and outside of the classroom. Tier 2 and 3 interventions provide targeted support for students.

Examples of Tier 2 and 3 intervention support are:

Point Break Intervention Classes

Anger Management (ages 12-18)

An eight-week class that enables adolescents to identify, evaluate, and appropriately handle their anger. Uncontrolled anger can lead to bad habits that become unhealthy and dangerous when they are left unattended. This class examines those habits and works with young people and their families to bring about a change of mindset and behavior. A parent or guardian is required to attend three sessions.

Substance Abuse (ages 12-18)

An eight-week class that allows teenagers to learn the truth about drugs (long and short-term consequences) as well as to work through misconceptions, attitudes, and behaviors that must change if a person is to deal honestly with the issues of substance abuse.

Point Break Workshop at High Schools

This all-day workshop brings high school students together to talk seriously about the walls of division on campuses caused by issues such as bullying, disrespect, racism, gangs, intolerance, and misunderstanding. This is not an assembly; it is an all-day exercise where students are challenged to change their behaviors and attitudes.

Victor Wrap-Around Services

Victor provides a continuum of community and school-based services that meet families where their need is to provide the support and education, they deserve to help them thrive.

Coordination of Services Team (COST)

A Coordination of Services Team (COST) is a strategy for managing and integrating various learning supports and resources to remove learning barriers for students. COST teams identify and address student needs and

ensure that the overall system of support works together effectively.

Five core components (Common Referral Process, Assessment, Regular COST Meetings, Collaboration of Services, and Tracking and Evaluation) make up the COST service delivery system and maximize a school's capacity to support student success and well-being.

Intervention TOSA

This is a teacher on a special assignment who is under the direction of the high school principal. The TOSA serves as a resource to staff to support a multi-tiered system of support in the areas of prevention and intervention.

Restorative Practices

Restorative practices in schools represent a philosophical shift away from the traditional punitive approach to wrongdoing. Instead of merely focusing on rule-breaking, restorative practices view misbehavior as an offense against relationships.

Suicide Prevention

One of the strategies for suicide prevention that is utilized is crisis intervention and identification of students in crisis. All school nurses, counselors, school psychologists, and valley community counselors are trained in our Suicide Risk Assessment protocol. This protocol is used when a student is believed to be exhibiting thoughts of suicide or self-harm. For students that are identified as being at risk through this process, there is a follow-up protocol for their return to school and procedures for how to keep them safe on campus and at home.

Yellow Ribbon Suicide Prevention Program

Yellow Ribbon provides training in suicide prevention and collaborates with community support networks to reduce the stigma surrounding suicide.

Parent Project

Parent workshops help parents raise difficult children.

Workshop topics include:

Parent Project Senior - "Changing Destructive Adolescent Behavior" is an award-winning intervention model addressing the most destructive of adolescent behaviors. We know of no other program that addresses it all: truancy, drugs, runaways, media, early teen sex, violence, gangs . . . Parent Project Senior promises concrete answers for every parent question asked.

Parent Project Junior - Loving Solutions is a parent-training program specifically designed for parents raising difficult younger children, ages 5-10 years. With special application to ADD / ADHD issues, Loving Solutions

employs a behavioral model to help parents motivate children to do constructive tasks and manage unwanted behaviors. The program's "Steps of Success" (S.O.S.) home practice assignments help create a solid foundation for change.

Preparing Our Kids for Success - Preparing Our Kids for Success. This stand-alone, 2.5-hour truancy intervention parent class is "Trauma-Informed" and specifically designed to augment the S.A.R.B. and local Truancy Abatement efforts.

Elevate Mentoring

Is a mentoring program designed to help students elevate their life skills so they can grow confident emotionally, succeed academically, and thrive socially.

Journey Mentoring

Journey Mentoring Program (A program of New Birth Community Development), promotes and teaches responsibility for youth ages 10-18. This takes place through highly interactive activities. The program is designed as a small group mentoring resource and represents a targeted effort to engage youth in discussions and activities that reinforce positive behavior.

Multi-Tiered System of Support (MTSS)

MTSS is a framework for providing instruction and intervention to all students based on their academic, social, emotional, and behavioral needs. MTSS is a proactive and preventative approach that aims to maximize student achievement and support the whole child.

Positive Behavioral Interventions and Supports

PBIS, or Positive Behavioral Interventions and Supports, is a proactive approach to behavior management in schools aimed at creating a positive school climate. It emphasizes teaching and reinforcing positive behaviors, rather than solely focusing on disciplining negative behaviors. PBIS incorporates data-driven decision-making to tailor interventions to support the specific needs of students and promote their social, emotional, and academic success. Currently, we are in the 3rd year of implementation at MUSD. Each school has a unique timeline for full implementation based on the needs of each school and community. By next year, all schools should successfully be considered Tier 1 schools that are fully implementing the PBIS Tier 1 framework for their entire school population.

Valley Community Counseling

Valley Community Counseling is an organization that MUSD contracts with to provide school-based counseling services to our students. Every school site has a minimum of one counselor per site available to meet with students to work on skill building, crisis intervention, conflict mediation, truancy, truancy-related concerns, provide support, and help students build relationships. Through a referral process, including self-referrals, the counselors will meet with students on a routine basis, establish goals, and implement strategies based on the student's individual goals. The Valley Community Counselors work in collaboration with school site administrators, teachers, school nurses, and other service providers to ensure the needs of the whole child are met.

Social Emotional Learning

The integration of SEL to promote equity and address the needs of the whole child, and educators, is supported by many of our current policies, standards, funding, and decision-making mechanisms. Social emotional learning is defined as “the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.”

Supports

Sanford Harmony is our district's SEL Curriculum available to UTK-6th students. Harmony SEL uses the CASEL 5 framework. The CASEL framework is one of the most widely used SEL frameworks and has been used to develop multiple state and district SEL standards and competencies. The CASEL framework comprises five core competencies students and adults need to successfully navigate academic standards. The Alignment Guides align Harmony objectives with Common Core State Standards, the CASEL 5, and state SEL standards/competencies.

BASE is our district's SEL Curriculum available to 6-12th students. This offers over 100 SEL Lessons to support students' SEL needs. The program uses an evidence-based SEL curriculum to support students in navigating challenging real-world topics, developing self-awareness, building practical skills, and connecting more effectively as well as prevention, and intervention and helps avert crisis.

Our SEL BASE curriculum allows 6-12th grade students to take a BASEline Survey every 90 days. This self-reporting survey measures behavior, engagement, academic self-confidence, and social connectivity in school.

Our SEL Lending Library is available to all teachers to check out books to support their SEL classroom implementation/integration and their students' needs.

Our SEL Materials Library is available to all teachers to check out materials to support their SEL classroom lesson implementation/integration and their student's needs.

Our In School Suspension class offers “An Accountability Opportunity Project,” to attending students. This class is offered as an alternative to suspension. During the ISS classes, students engaged in incident-aligned SEL BASE lessons and then completed an accountability project that proactively repairs relationships after they have been damaged through intentional research so that healing can occur.

Our annual Women Empowerment Event invites 40 female students from each high school to participate in SEL-aligned activities. This event focuses on CASEL's five core competencies as well as fostering the needs of students facing unforeseen circumstances.

Our SEL CASEL-aligned teacher workshops are offered each month after school, this is a paid opportunity. These workshops focus on students' needs in the following areas: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making.

Our SEL Teacher Committee meets three times per year. This is a paid opportunity for teachers. These workshops allow teachers to collectively collaborate on the implementation and integration of SEL lessons within the classroom and how to collect SEL data intentionally and effectively to direct instruction and meet the SEL needs of the students they serve.

Our SEL Site Support visits are available to all school sites upon request. These visits focus on a student's SEL needs after looking at the school site's data.

Our SEL Staff Training is available to all school sites upon request. These visits focus on students' SEL needs after looking at the school site's data.

Our Intervention TOSAs deliver SEL-BASE instruction to our COST students. This is based on data and students' needs.

Our SEL Training is available to our ELOP program upon request. This training focuses on CASEL-aligned SEL practices to meet students' SEL needs after looking at the school site data.

Our SEL Training is available to OAs and SSAs 3 times per year during district-directed days. These training courses offer CASEL-aligned SEL practices. They focus on healthy communication, relationship-building skills, and being mindful of our students, families, and community's needs.

Our SEL Training is available to all OA's once per month. These training courses offer CASEL-aligned SEL practices. They focus on healthy communication, relationship-building skills, and being mindful of our students, families, and community's needs.

Our SEL SSA training courses are available to all school sites upon request. These training courses offer CASEL-aligned SEL practices. They focus on healthy communication, relationship-building skills, and being mindful of our students, families, and community's needs.

Our SEL Trainings are offered once per year to our CTCP group. This training offers CASEL-aligned SEL practices. They focus on healthy communication, relationship-building skills, and being mindful when considering taking leadership roles within classified employment.

Counseling, funded through federal title funds or the Local Control Funding Formula is provided on-site by a Valley Community Counselor(s).

Evidence-based educational practices to raise student achievement

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

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

Parental Engagement

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

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

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

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

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

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

Funding

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

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

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

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

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

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

Fiscal support (EPC)

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

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

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

School and Student Performance Data

Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1265	65.5	19	0.7
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.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	240	19
Foster Youth	9	0.7
Homeless	50	4
Socioeconomically Disadvantaged	829	65.5
Students with Disabilities	199	15.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	209	16.5
American Indian	6	0.5
Asian	150	11.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Filipino	95	7.5
Hispanic	687	54.3
Two or More Races	43	3.4
Pacific Islander	26	2.1
White	49	3.9

Conclusions based on this data:

1. 208 of our students are English Learners and therefore their primary language is a language other than English.
2. Socioeconomically disadvantaged students have increased from 829 in 2022-2023 to 901 in 2023-2024. This is an increase of roughly 8.7% increase.
3. Special needs students have decreased from 199 in 2022-2023 to 181 in 2023-2024. However, the percent of students has stayed relatively the same (15.7% in 2022-2023 to 15.3% in 2023-2024).



Grade Level Standards

District Goal

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

Site Tier 1 Goal

Improvement of student literacy skills across all subjects.

CAASPP Results English Language Arts/Literacy (All Students)

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2533.	2566.	2559.	9.48	17.22	16.28	28.88	31.13	28.90	22.41	26.49	25.91	39.22	25.17	28.90
All Grades	N/A	N/A	N/A	9.48	17.22	16.28	28.88	31.13	28.90	22.41	26.49	25.91	39.22	25.17	28.90

CAASPP Results Mathematics (All Students)

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2504.	2494.	2490.	3.09	3.63	3.29	7.72	8.25	6.25	25.87	23.10	20.72	63.32	65.02	69.74
All Grades	N/A	N/A	N/A	3.09	3.63	3.29	7.72	8.25	6.25	25.87	23.10	20.72	63.32	65.02	69.74

CAASPP Results English Language Arts/Literacy (All Students)

CAASPP Student Groups	CAASPP Percent Met or Exceeded
All Students	44.92
Female	62.16
Male	35.05
American Indian or Alaska Native	--
Asian	46.51
Black or African American	35.42
Filipino	64.00

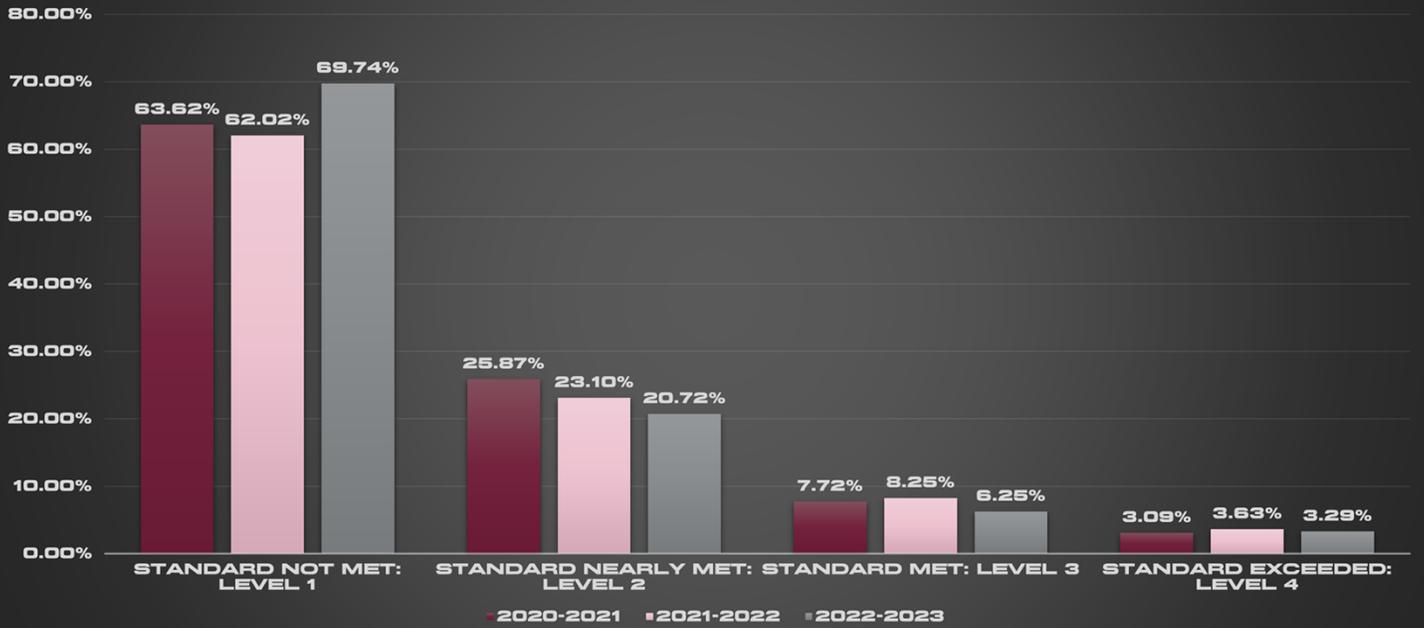
CAASPP Student Groups	CAASPP Percent Met or Exceeded
Hispanic or Latino	44.10
Native Hawaiian or Pacific Islander	--
Two or More Races	--
White	50.00
English Learners	8.16
Foster Youth	--
Homeless	16.67
Military	--
Socioeconomically Disadvantaged	42.00
Students Receiving Migrant Education Services	--
Students with Disabilities	8.00

**CAASPP Results
Mathematics (All Students)**

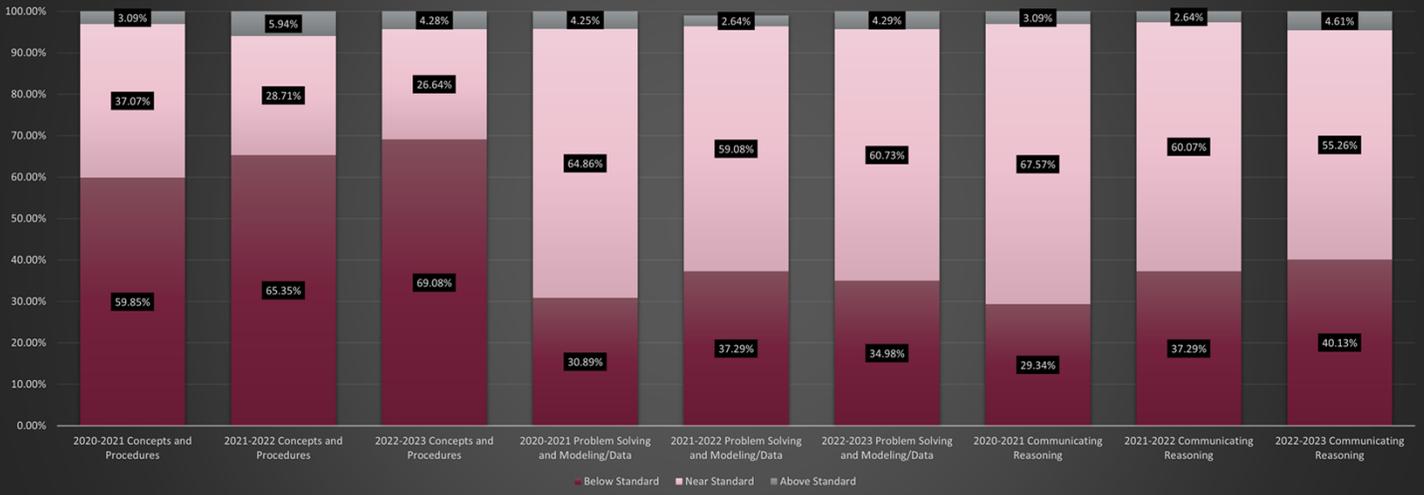
CAASPP Student Groups	CAASPP Percent Met or Exceeded
All Students	9.42
Female	7.96
Male	10.26
American Indian or Alaska Native	--
Asian	13.95
Black or African American	10.20
Filipino	28.00
Hispanic or Latino	4.91
Native Hawaiian or Pacific Islander	--
Two or More Races	--
White	16.67
English Learners	0.00
Foster Youth	--
Homeless	0.00
Military	--
Socioeconomically Disadvantaged	6.93
Students Receiving Migrant Education Services	--
Students with Disabilities	0.00

Data

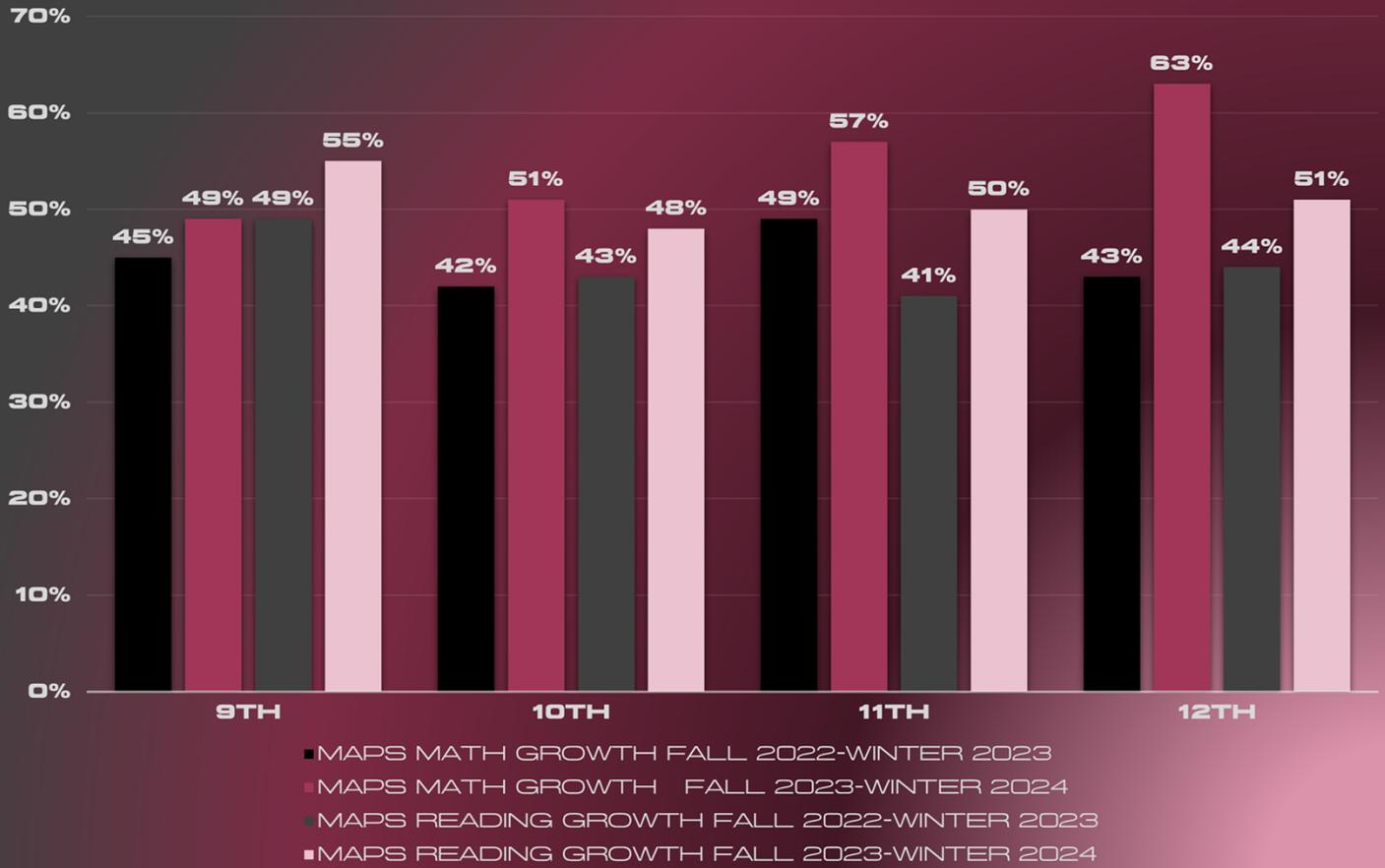
CAASPP OVERALL MATH ACHIEVEMENT



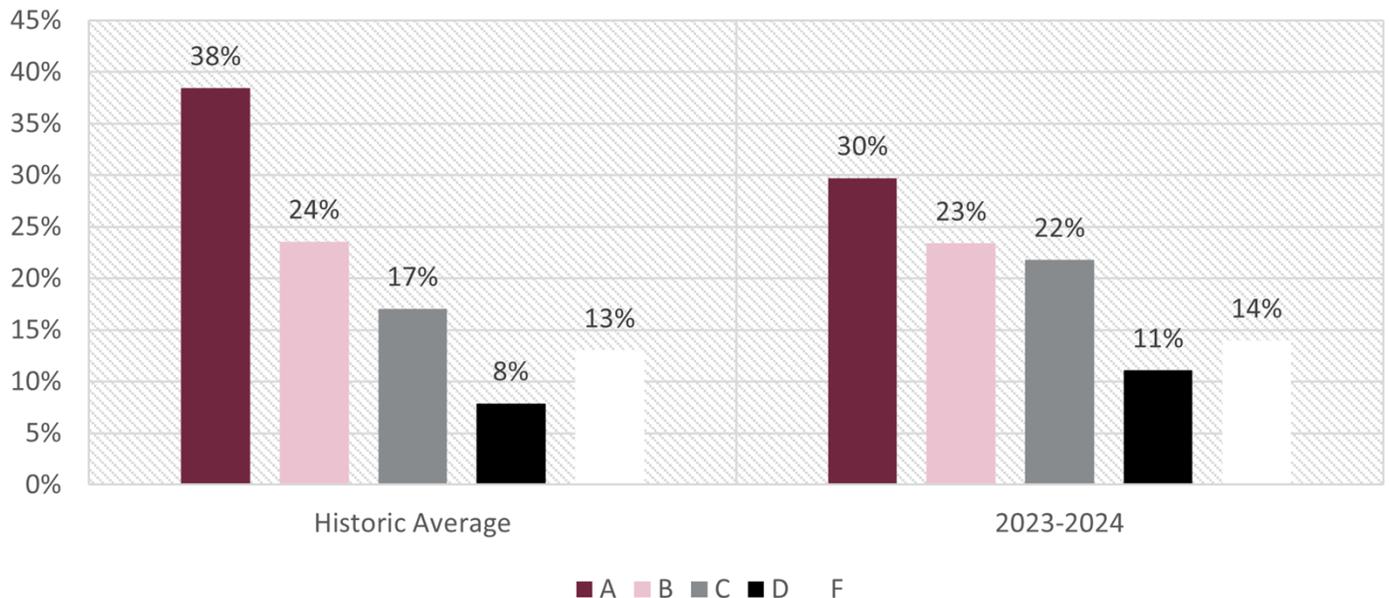
CAASPP MATH CLAIM AREA Performance



% OF STUDENTS WITH GROWTH ON MAPS TEST



Math Overall Grade Distribution



Data from student performance on CAASPP, MAP testing, and student grades for mathematics indicates a significant need to focus on student performance in math. CAASPP scores for 2022-2023 indicate a that only 9.54% of students are meeting or exceeding standards in mathematics. This is a decline from the previous two years of scores, though only 1.27% less than scores from 202-2021. The concepts and procedures claim area shows the greatest need for remediation and support. for Grades for students in math classes do not indicate this same trend. MAP testing shows healthy growth ranging from 5-20% depending on grade level. While the MAP testing indicates that students should show improvement in upcoming CAASPP testing, there is still a very clear and urgent need to focus on student performance in mathematics.

Student Need 1:

Student improvement in Math, measured through common assessments aligned to state standards.

SMART Goal 1

Students are currently at 9.54% meeting or exceeding standards on the 11th grade CAASPP. WRHS will improve by 10% in the percentage of students meeting or exceeding standards by providing engaging instruction in all math classes.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
WRHS needs an additional math teacher to support an urgent need to help student success rates in mathematics. Student performance on CAASPP and MAP testing show that students at WRHS are in need of more intensive math interventions and consistent yearlong math exposure. In order to provide students with adequate math instruction and remediation, we are proposing to require all students to be enrolled in math courses during both terms of the school year, until	The number of students enrolled in sections of math courses % of students meeting growth target in MAP Math Scores	Enrolment: 23-24 Data 9th grade: 122 (T1S2), 170 (T2S1) 10th grade: 154 (T1S2), 186 (T2S1) 11th grade: 157 (T1S2). 224 (T2S1) 12th grade: 101 (T1S2), 70 (T2S1) MAP Data (Fall 23-Winter 24): 9th grade: 49% growth 10th grade: 51% growth 11th grade: 57% growth 12th grade: 63% growth				Time Money People

<p>they complete Algebra 2 and/or demonstrate proficiency in mathematics. In order to offer the additional necessary classes, we would require an additional math teacher to ensure that all students have math year around.</p> <p>Year 1: Pilot program 24-25 school year program with the additional math teacher instructing courses Algebra A/B, Algebra 1, and Geometry for freshman and sophomore students, will increase student performance on standards measured by MAPS testing and increase student access to additional Math instruction.</p> <p>Year 2 & 3: Evaluate and adjust math course offerings, based on previous years results, to ensure students have full year course offerings and improved math skills</p>						
<p>Expanded opportunities for Professional Development with an emphasis on Math-Curriculum needs/growth with an emphasis</p>	<p>Attendance to PD offerings, Learning Walk data showing PD implementation, and MAP testing data</p>	<p>Past PD attendance: Data not currently available</p> <p>Learning Walk data not</p>				<p>Time Money People</p>

<p>on student engagement to improve student performance on standards.</p> <p>Year 1-3: Staff selected PD to drive curriculum growth, student engagement, and improvements in performance on standards.</p>		<p>previously measured.</p> <p>MAP Data (Fall 23-Winter 24): 9th grade: 49% growth 10th grade: 51% growth 11th grade: 57% growth 12th grade: 63% growth</p>				
<p>Increased incorporation of student engagement instructional strategies into Professional Learning Communities (PLC).</p> <p>Year 1-3: Regular review of student performance data driving curriculum development and adjustment of instruction to enhance student engagement and performance on standards.</p>	<p>PLC Meeting notes showing discussion of engagement strategies and student performance on standards 75% of meetings.</p>	<p>Not measured, new PLC meeting form in development.</p>				<p>Time Money People</p>

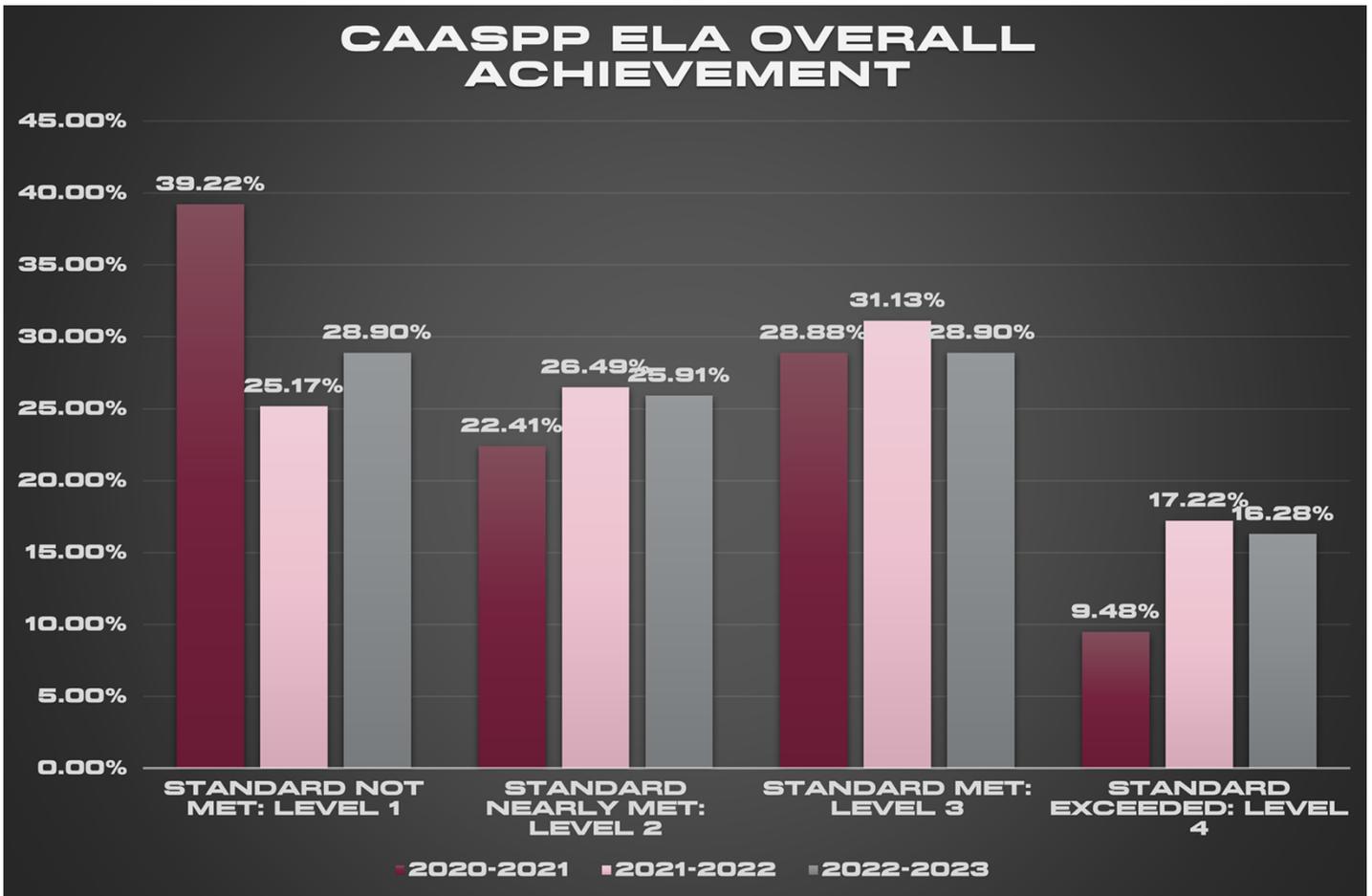
Progress Monitoring

SMART Goal(s) and How to Measure the Progress	Analysis of Data	Review Growth/Effectiveness of action items with team members. Who? How? When?	Evaluation/Next Steps
<p>Benchmark 1: The number of students enrolled in Math courses by grade level compared to the percentage of students showing growth on MAP testing.</p>			
<p>Benchmark 2:</p>			

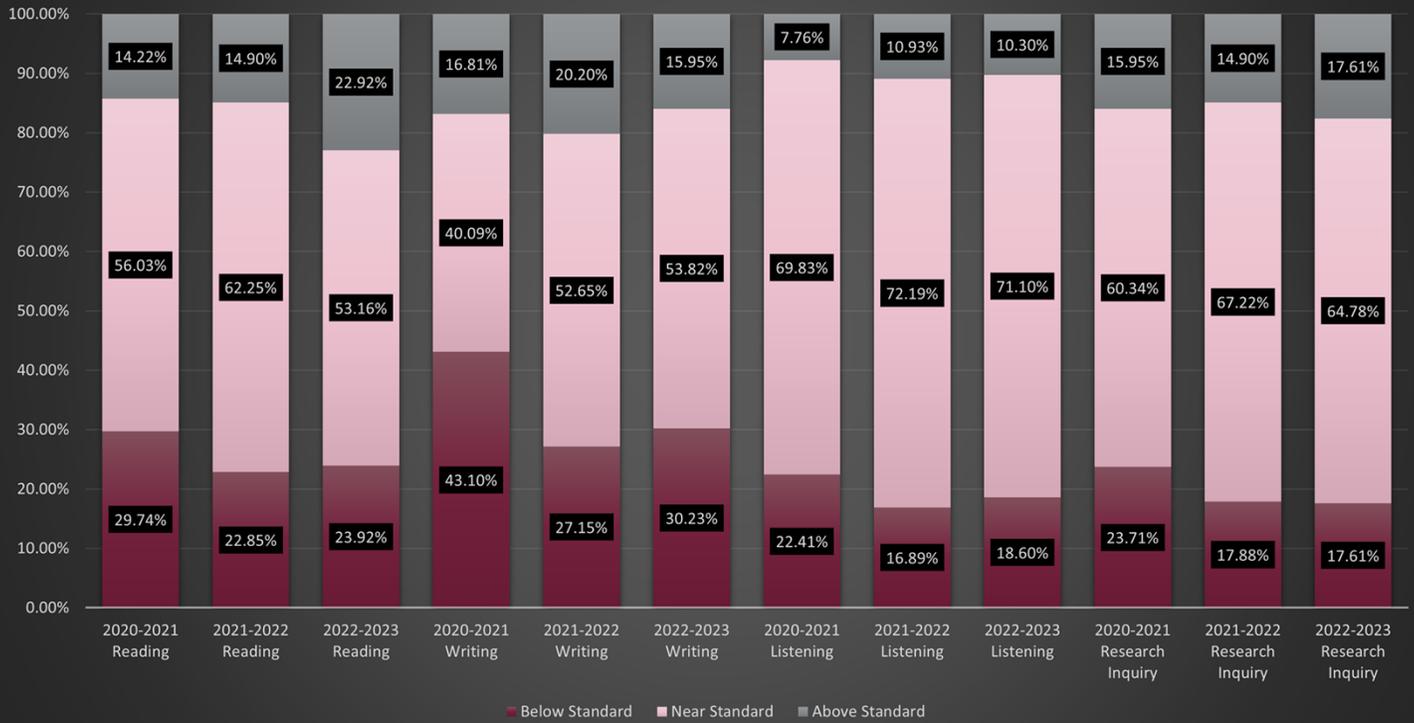
Staff attendance at PD compared against MAP testing data.			
Benchmark 3: PLC Minutes showing the frequency of data review and adjustments to instruction/curriculum.			
Benchmark 4: Grade distributions by grade level.			
Benchmark 5: CAASPP Testing Data			

Progress Monitoring

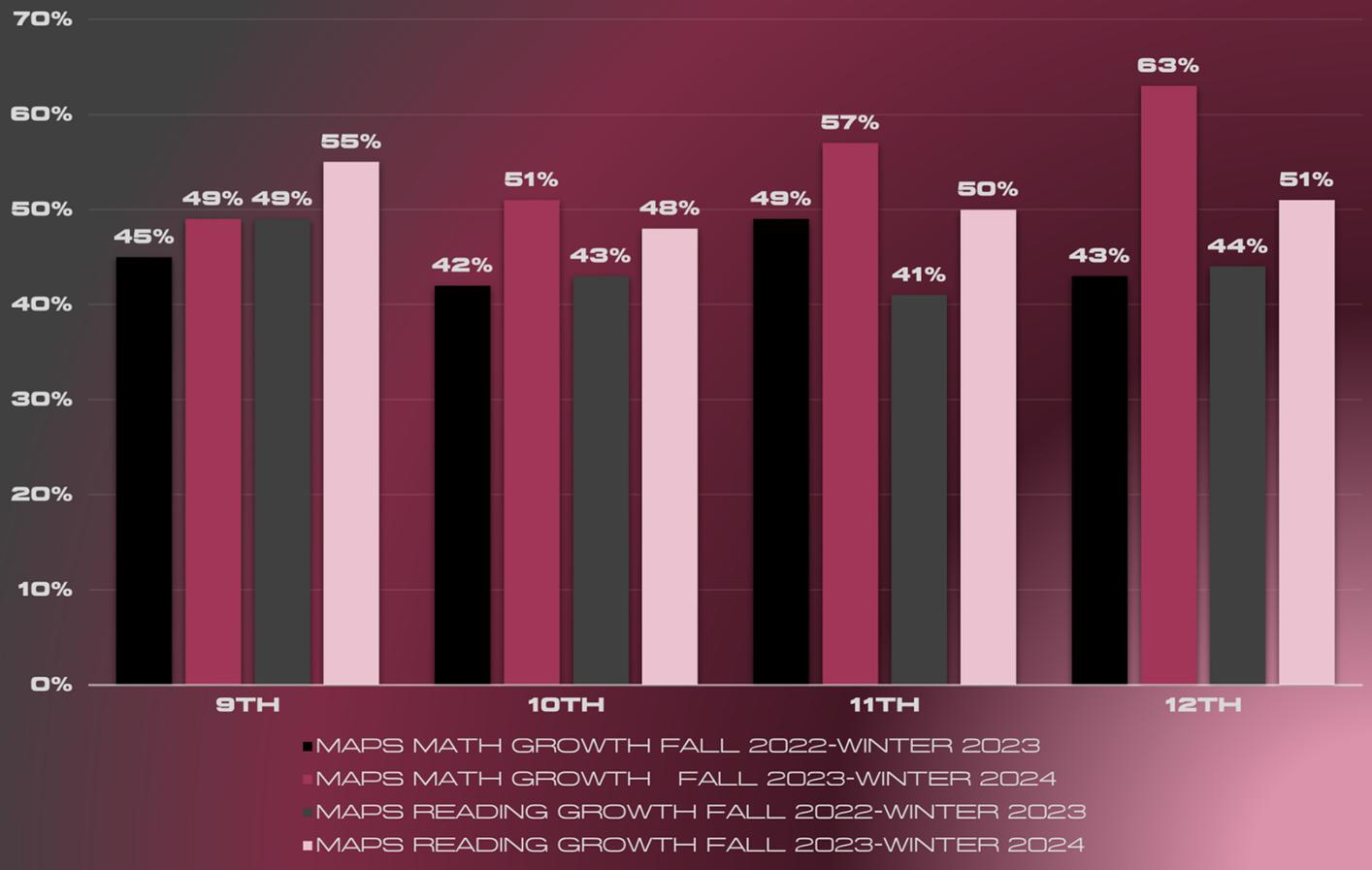
Data



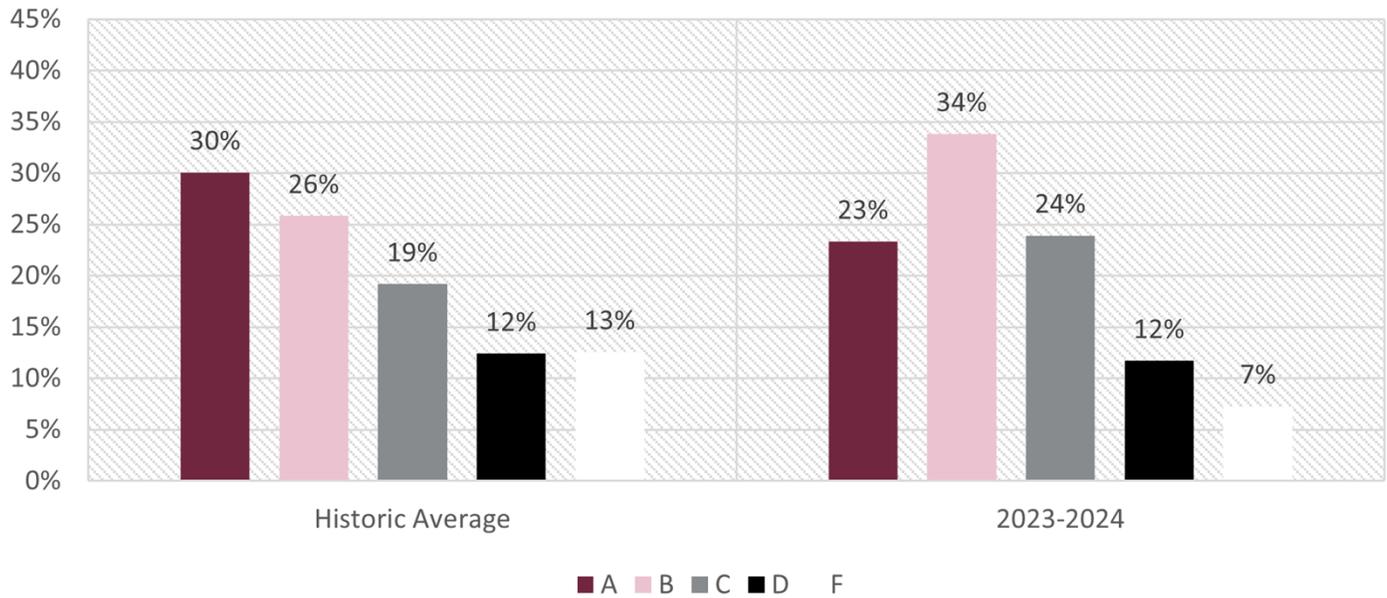
CAASPP ELA Claim Area Performance



% OF STUDENTS WITH GROWTH ON MAPS TEST



English Overall Grade distribution



Data Analysis

The CAASPP, MAP testing, and grades data indicate that student performance in ELA has room to improve. For the 2022-2023 school year, 45.35% of students met or exceeded standards for ELA. This marks a decline of 3.17% from the previous year. MAP testing does indicate students are showing improvement in ELA of 5-9% depending on grade level. Grades do not indicate student performance in line with performance seen on the CAASPP testing, but do indicate that students are performing well and meeting classroom expectations. Additional support and focus are needed to facilitate a return to increasing rates of students meeting or exceeding ELA standards.

Student Need 2:

Student improvement in ELA, measured through common assessments aligned to state standards.

SMART Goal 1

Students are currently at 45.18% meeting or exceeding standards on 11th grade CAASPP. WRHS will improve by 5% in the percentage of students meeting or exceeding standards by providing engaging instruction in all ELA classes.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Implement ELD strategies across all subject areas, to improve student engagement and performance on ELD	Bi-annually ELD PD at staff trainings and Learning Walk data showing PD implementation.	Not previously measured				Time Money People

standards/assessments Year 1-3: Quarterly introduction of new ELD strategies						
Expanded opportunities for Professional Development with an emphasis on ELA-Curriculum needs/growth with an emphasis on student engagement to improve student performance on standards. Year 1-3: Staff selected PD to drive curriculum growth, student engagement, and improvements in performance on standards.	Attendance to PD offerings, Learning Walk data showing PD implementation, and MAP testing data	Past PD attendance: Data not available. Learning Walk data not previously measured. MAP Data (Fall 23-Winter 24): 9th grade: 55% growth 10th grade: 48% growth 11th grade: 50% growth 12th grade: 51% growth				Time Money People
Increased incorporation of student engagement instructional strategies into Professional Learning Communities (PLC). Year 1-3: Regular review of student performance data driving curriculum development and adjustment of instruction to enhance student engagement and performance on standards.	PLC Meeting notes showing discussion of engagement strategies and student performance on standards 75% of meetings.	Not measured, new PLC meeting form in development.				Time Money People

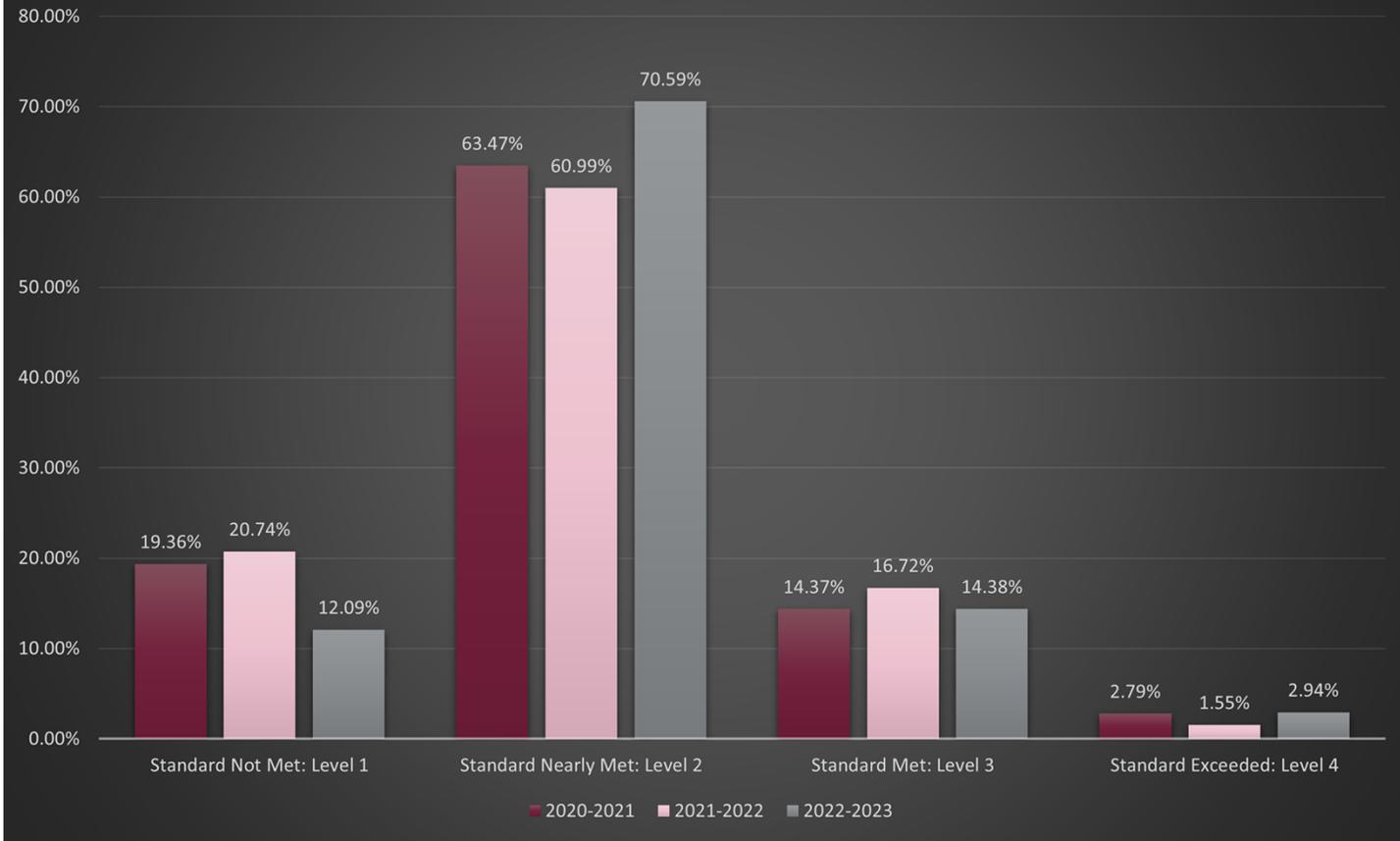
Progress Monitoring

SMART Goal(s) and How to Measure the Progress	Analysis of Data	Review Growth/Effectiveness of action items with team members. Who? How? When?	Evaluation/Next Steps
Benchmark 1: The number of students enrolled in English courses by grade level compared to the percentage of students showing growth on MAP testing.			
Benchmark 2: Staff attendance at PD compared against MAP testing data.			
Benchmark 3: PLC Minutes showing the frequency of data review and adjustments to instruction/curriculum.			
Benchmark 4: Grade distributions by grade level.			
Benchmark 5: CAASPP Testing Data			

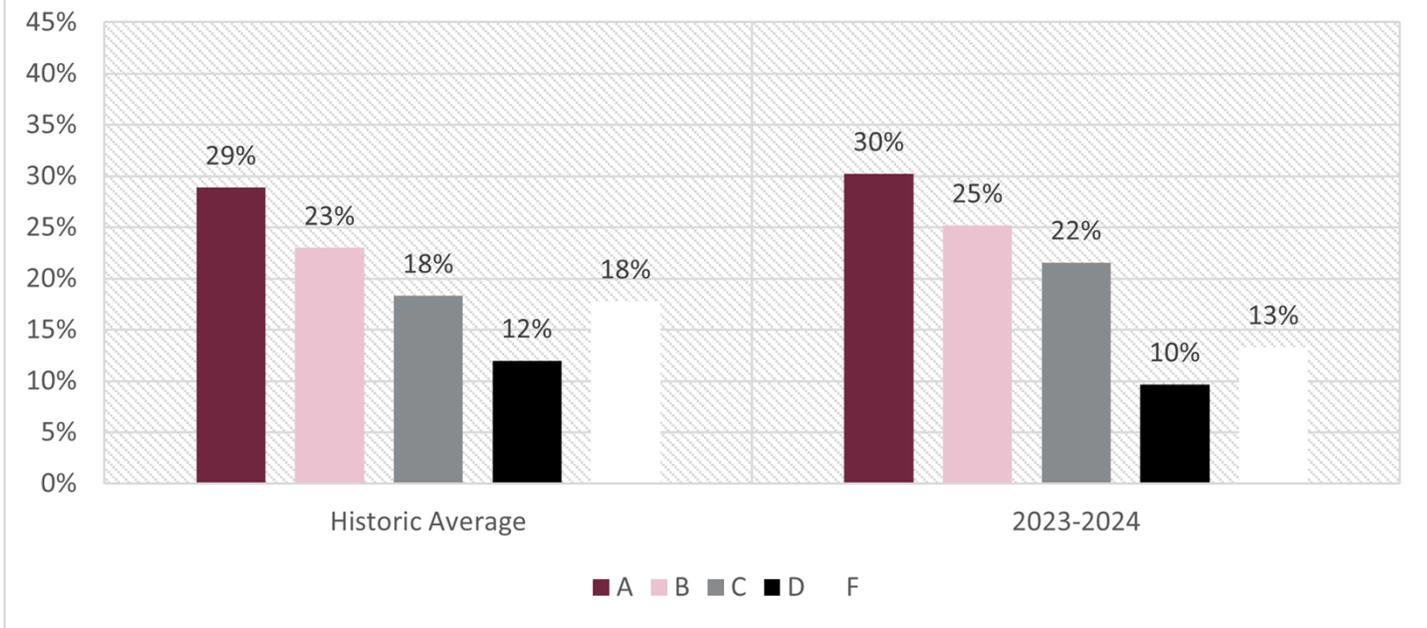
Progress Monitoring

Data

CAST Overall Achievement



Science Overall Grade Distribution



Data Analysis

CAST data for 2022-2023 indicate that the majority of students are nearly meeting standards with 70.59% of students in this area. 17.32% of students are meeting or exceeding standards. Based on the previous year's data, it appears that the overall trend has students moving up in standards performance. There is significant room for improvement,

especially given that the majority of students are close to meeting standards. Difficulties in identifying a CA frameworks aligned curriculum that provides students with adequate supports is creating issues related to providing students with a base curriculum that supports student learning and growth. This is a district-wide problem that is being examined by QISA. WRHS has a clear need to provide students with additional support, instruction, and supplemental materials in order to continue to move student performance to higher levels of achievement.

Student Need 3:

Student improvement in Science, measured through common assessments aligned to state standards.

SMART Goal 1

Students are currently at 17.32% meeting or exceeding standards. WRHS will improve by 5% in the percentage of students meeting or exceeding standards by providing engaging instruction in all science classes.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
<p>Common Formative Assessments (CFAs) administered in all Science courses will be used to facilitate data-driven analysis of student performance, needs, remediation/intervention and curriculum development.</p> <p>Year 1-3: Improvement made to instruction based on CFA results and improved student performance on standards.</p>	<p>Percentage of students showing proficiency by Dimension</p>	<p>InnerOrbit data: DCI: PS1: Mater and its interactions: 44% PS2: Motion and Stability: Forces and Interactions: 62% PS3: Energy: 46% PS4: Waves and their Applications in Technologies for Information Transfer: Not measured LS1: From Molecules to Organisms: Structures and Processes: 51% LS2: Heredity: Inheritance and Variation of Traits: Not Measured LS3: Heredity: Inheritance and Variation of Traits: 52%</p>				<p>Time Money People</p>

		<p>LS4: Biological Evolution: Unity and Diversity: 58%</p> <p>ESS1: Earth's Place in the Universe: 70%</p> <p>ESS2: Earth's Systems: 44%</p> <p>ESS3: Earth and Human Activity: Not measured</p> <p>ETS1: Engineering Design: Not Measured</p> <p>SEP Analyzing and Interpreting Data: 62%</p> <p>Asking Question and Defining Problems: 35%</p> <p>Constructing Explanations and Designing Solutions: 54%</p> <p>Developing and Using Models: 41%</p> <p>Engaging in Argument from Evidence: 46%</p> <p>Planning and Carrying Out Investigations: 39%</p> <p>Using Mathematics and Computational Thinking: 46%</p> <p>Crosscutting Concepts: Cause and Effect: Mechanism and Prediction: 56%</p> <p>Energy and Matter: Flows, Cycles, and</p>				
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		<p>Conservation: 44%</p> <p>Patterns: 51%</p> <p>Scale, Proportion, and Quality: 64%</p> <p>Structure and Function: 39%</p> <p>Systems and System Models: 44%</p>				
<p>Expanded opportunities for Professional Development with an emphasis on Science-Curriculum needs/growth with an emphasis on student engagement to improve student performance on standards.</p> <p>Years 1-3: Staff selected PD to drive curriculum growth, student engagement, and improvements in performance on standards.</p>	<p>Attendance to PD offerings, Learning Walk data showing PD implementation, and InnerOrbit/Illuminate data on student performance on standards by dimension.</p>	<p>Past years PD attendance: Not measured</p> <p>Learning Walk data not previously measured.</p> <p>InnerOrbit data: DCI: PS1: Mater and its interactions: 44%</p> <p>PS2: Motion and Stability: Forces and Interactions: 62%</p> <p>PS3: Energy: 46%</p> <p>PS4: Waves and their Applications in Technologies for Information Transfer: Not measured</p> <p>LS1: From Molecules to Organisms: Structures and Processes: 51%</p> <p>LS2: Heredity: Inheritance and Variation of Traits: Not Measured</p>				<p>Time</p> <p>Money</p> <p>People</p>

		<p>LS3: Heredity: Inheritance and Variation of Traits: 52%</p> <p>LS4: Biological Evolution: Unity and Diversity: 58%</p> <p>ESS1: Earth's Place in the Universe: 70%</p> <p>ESS2: Earth's Systems: 44%</p> <p>ESS3: Earth and Human Activity: Not measured</p> <p>ETS1: Engineering Design: Not Measured</p> <p>SEP</p> <p>Analyzing and Interpreting Data: 62%</p> <p>Asking Question and Defining Problems: 35%</p> <p>Constructing Explanations and Designing Solutions: 54%</p> <p>Developing and Using Models: 41%</p> <p>Engaging in Argument from Evidence: 46%</p> <p>Planning and Carrying Out Investigations: 39%</p> <p>Using Mathematics and Computational Thinking: 46%</p> <p>Crosscutting Concepts: Cause and Effect: Mechanism</p>				
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		<p>and Prediction: 56%</p> <p>Energy and Matter: Flows, Cycles, and Conservation: 44%</p> <p>Patterns: 51%</p> <p>Scale, Proportion, and Quality: 64%</p> <p>Structure and Function: 39%</p> <p>Systems and System Models: 44%</p>				
<p>Adopt or build a CA Frameworks aligned curriculum</p> <p>Year 1: Pilot/initial development of curricula</p> <p>Year 2: 1st year adoption</p> <p>Year 3: Refine curriculum based on student performance on standards measured by common assessments and CAST.</p>	<p>Established/Shared Curriculum</p>	<p>CA 3-Course Model Frameworks:</p> <p>https://www.cde.ca.gov/ci/sc/cf/documents/scifwchapter7.pdf</p>				<p>Time</p> <p>Money</p> <p>People</p>
<p>Increased incorporation of student engagement instructional strategies into Professional Learning Communities (PLC).</p> <p>Year 1-3: Regular review of student performance data driving curriculum development and adjustment of instruction to enhance student</p>	<p>PLC Meeting notes showing discussion of engagement strategies and student performance on standards 75% of meetings.</p>	<p>Not measured, new PLC meeting form in development.</p>				

engagement and performance on standards.						
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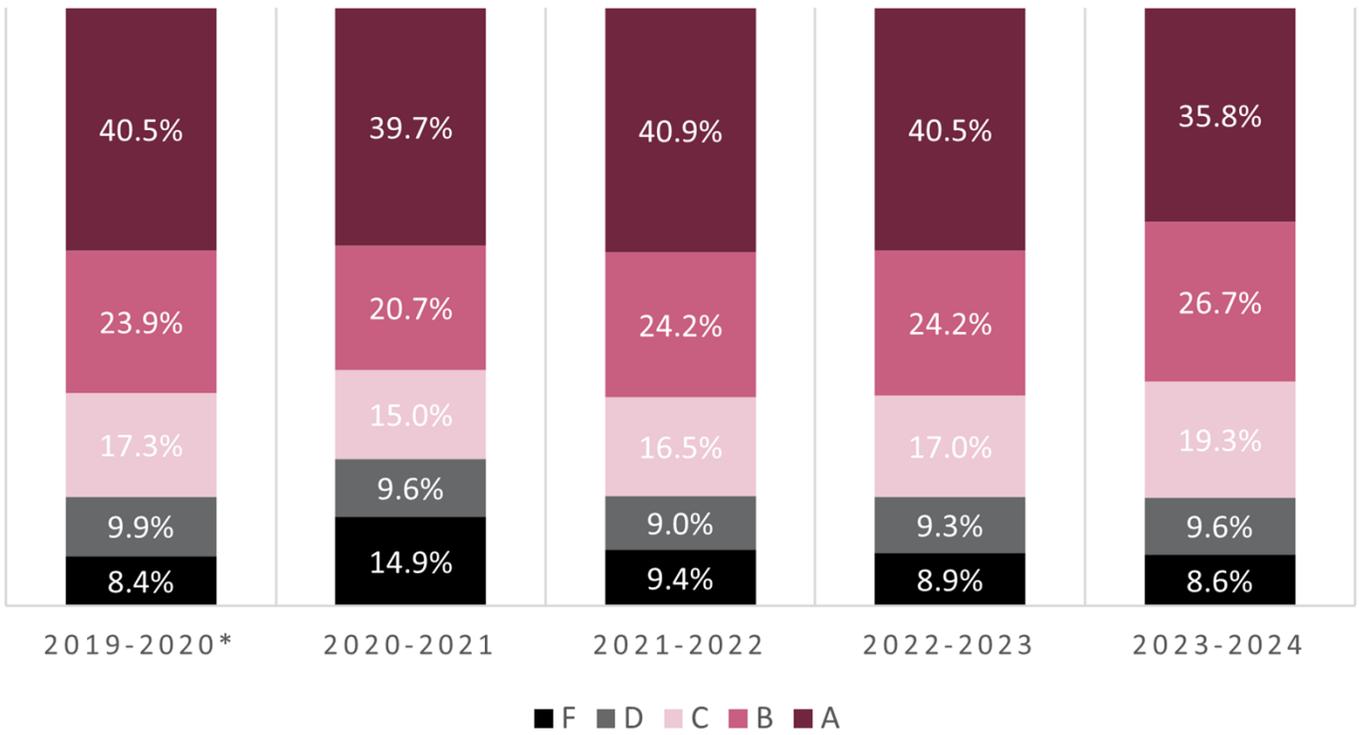
Progress Monitoring

SMART Goal(s) and How to Measure the Progress	Analysis of Data	Review Growth/Effectiveness of action items with team members. Who? How? When?	Evaluation/Next Steps
Benchmark 1: InnerOrbit Assessment data.			
Benchmark 2: Staff attendance at PD compared against InnerOrbit testing data.			
Benchmark 3: CAST Testing data.			

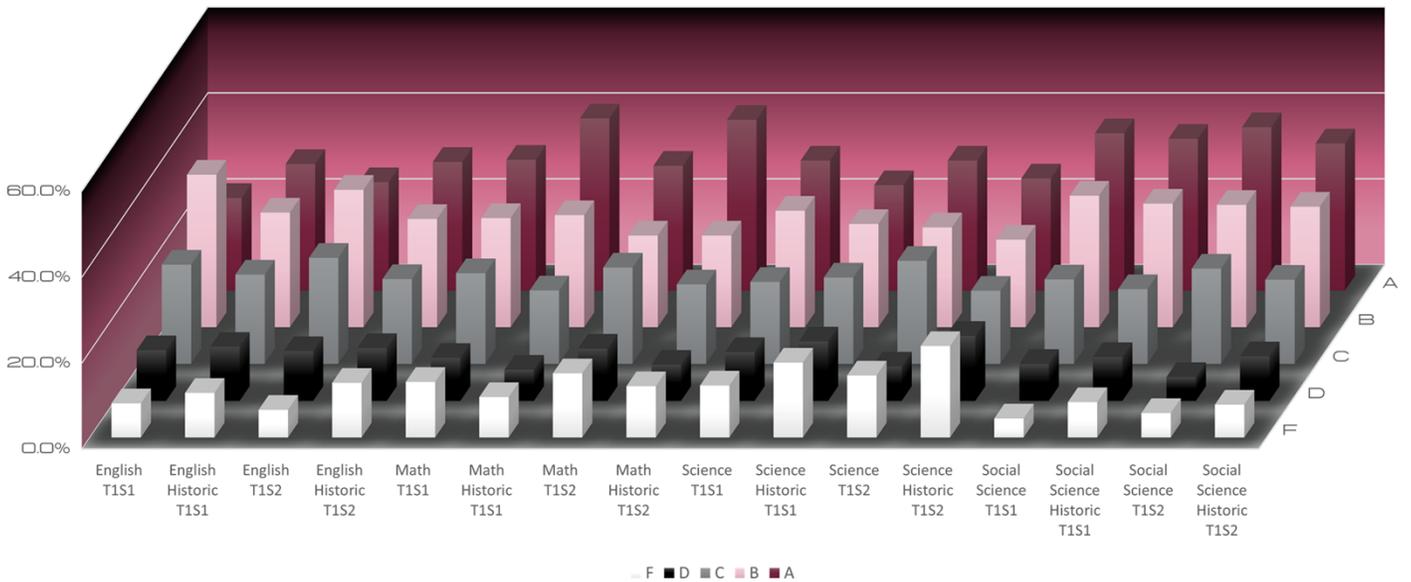
Progress Monitoring

Data

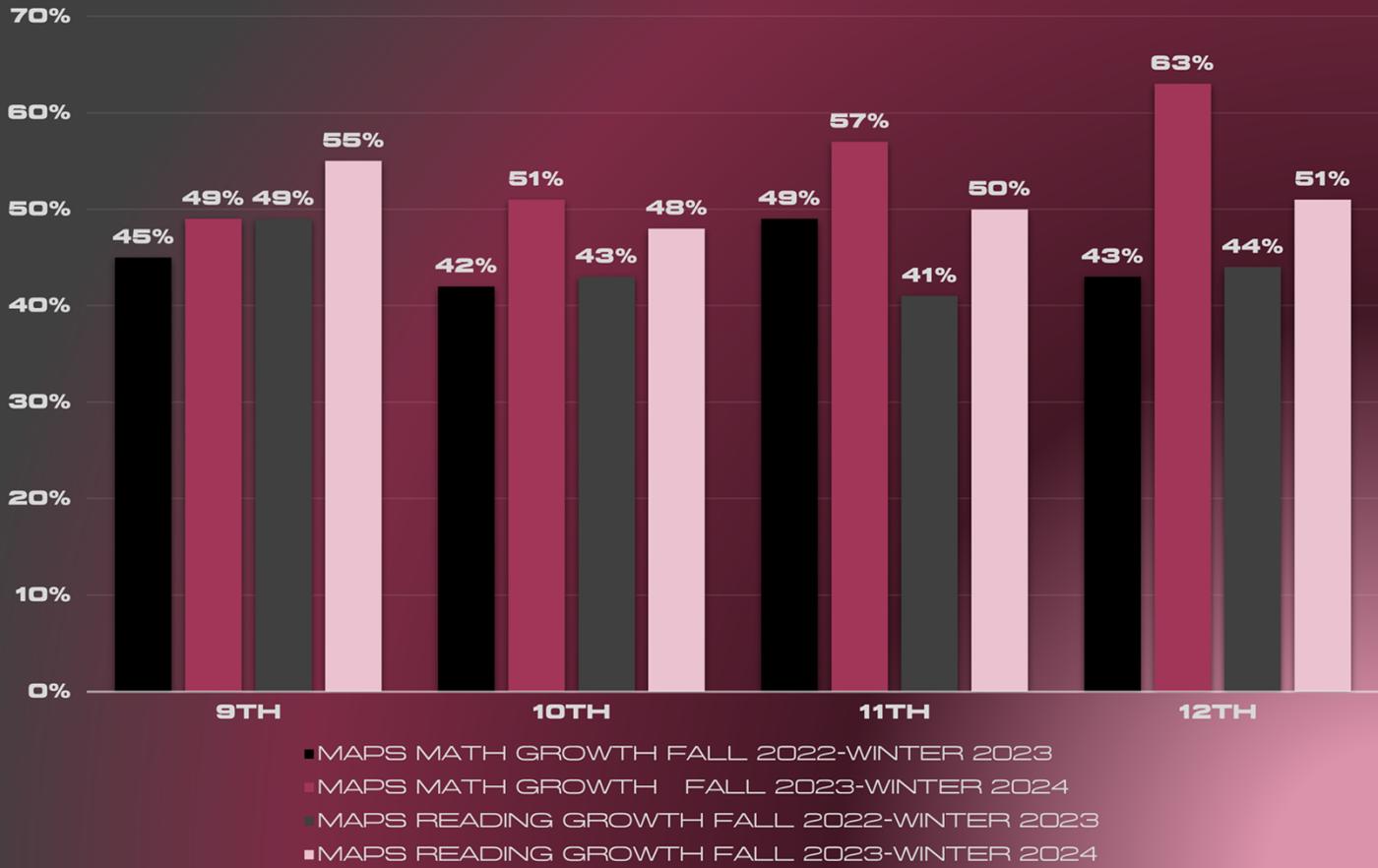
SCHOOL-WIDE GRADES



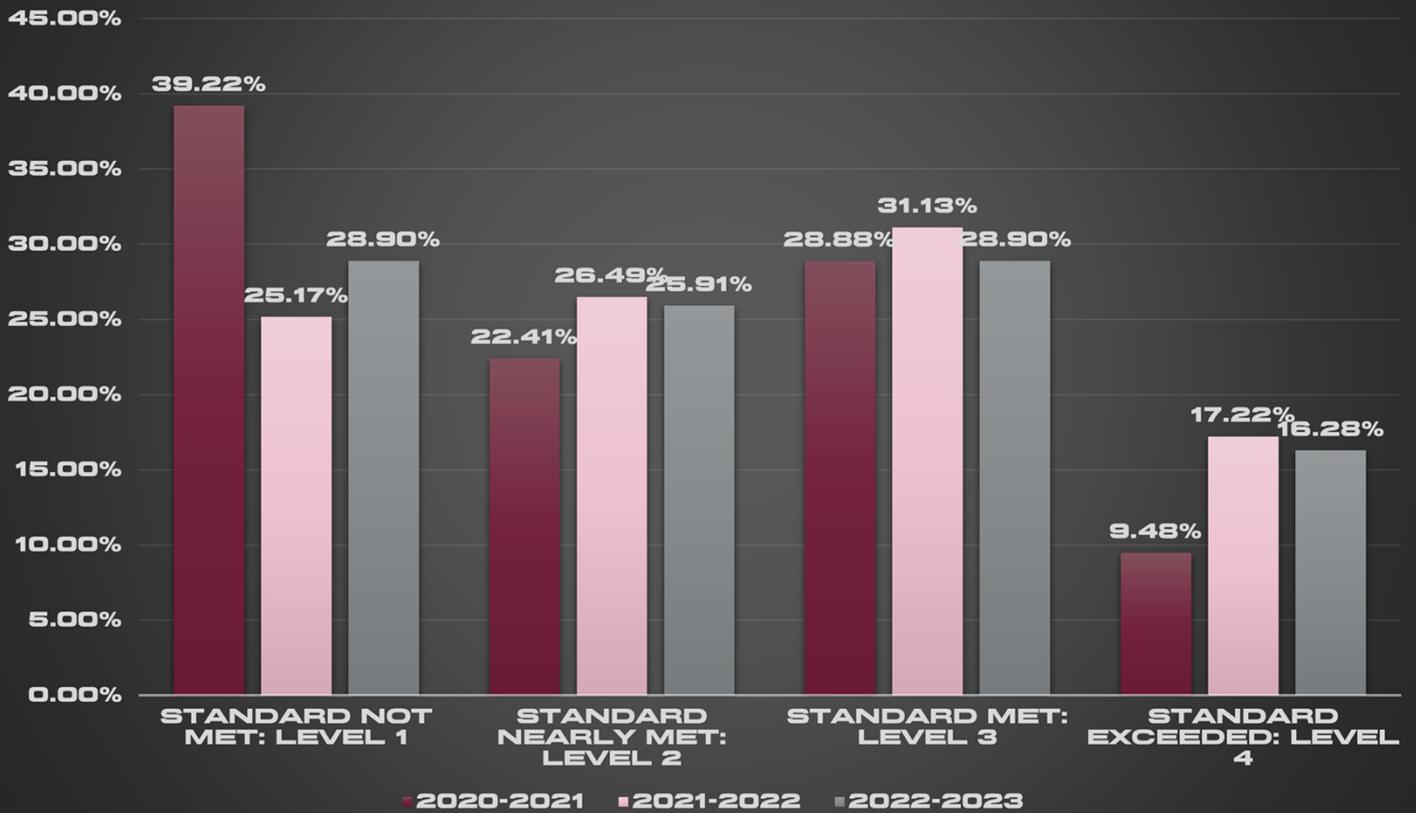
ALL 2023-2024 TERMS GRADE DISTRIBUTION BY CORE SUBJECT DEPARTMENT



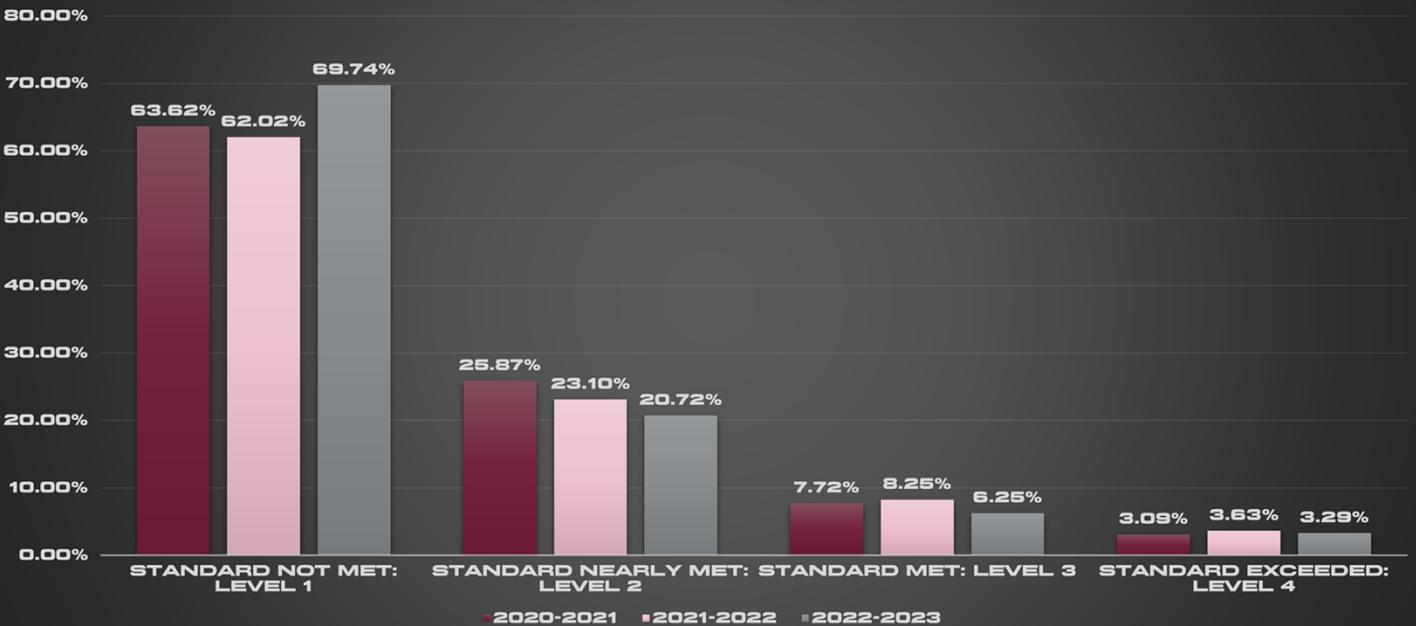
% OF STUDENTS WITH GROWTH ON MAPS TEST



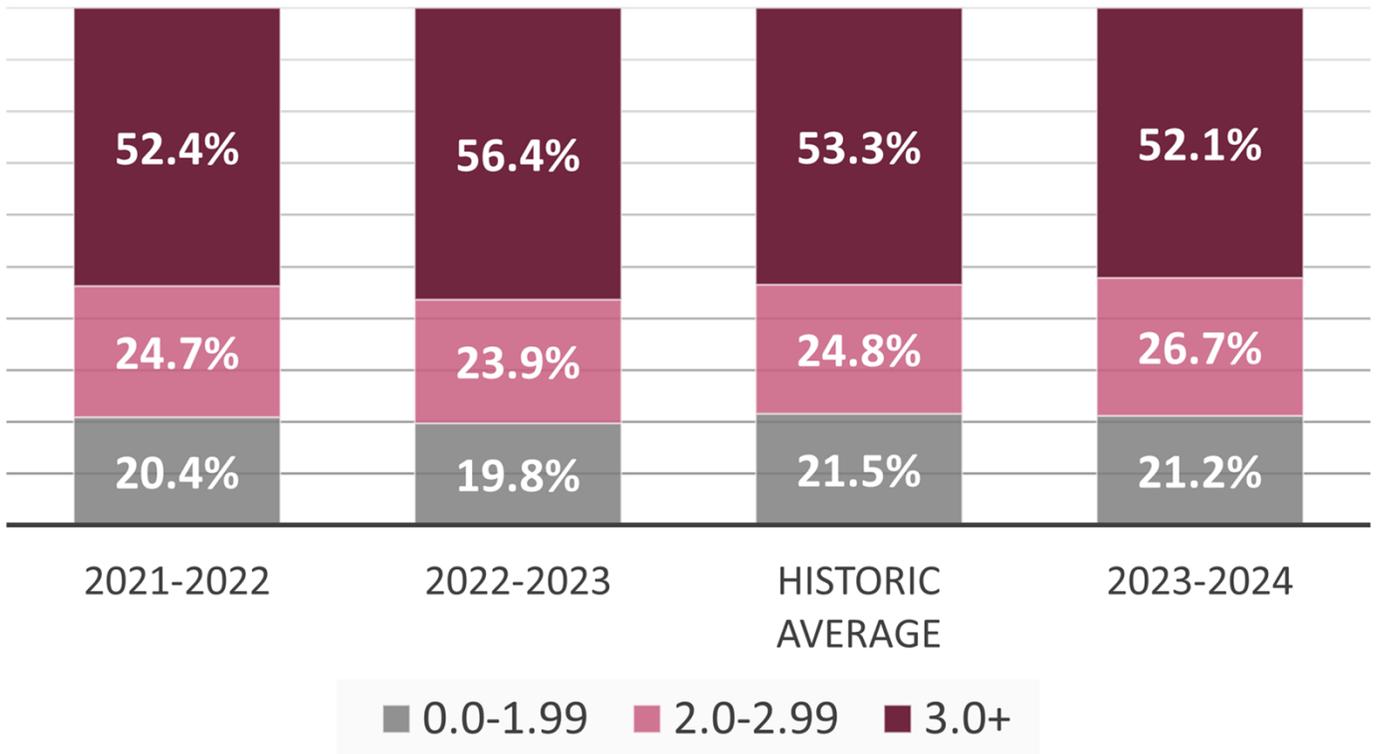
CAASPP ELA OVERALL ACHIEVEMENT



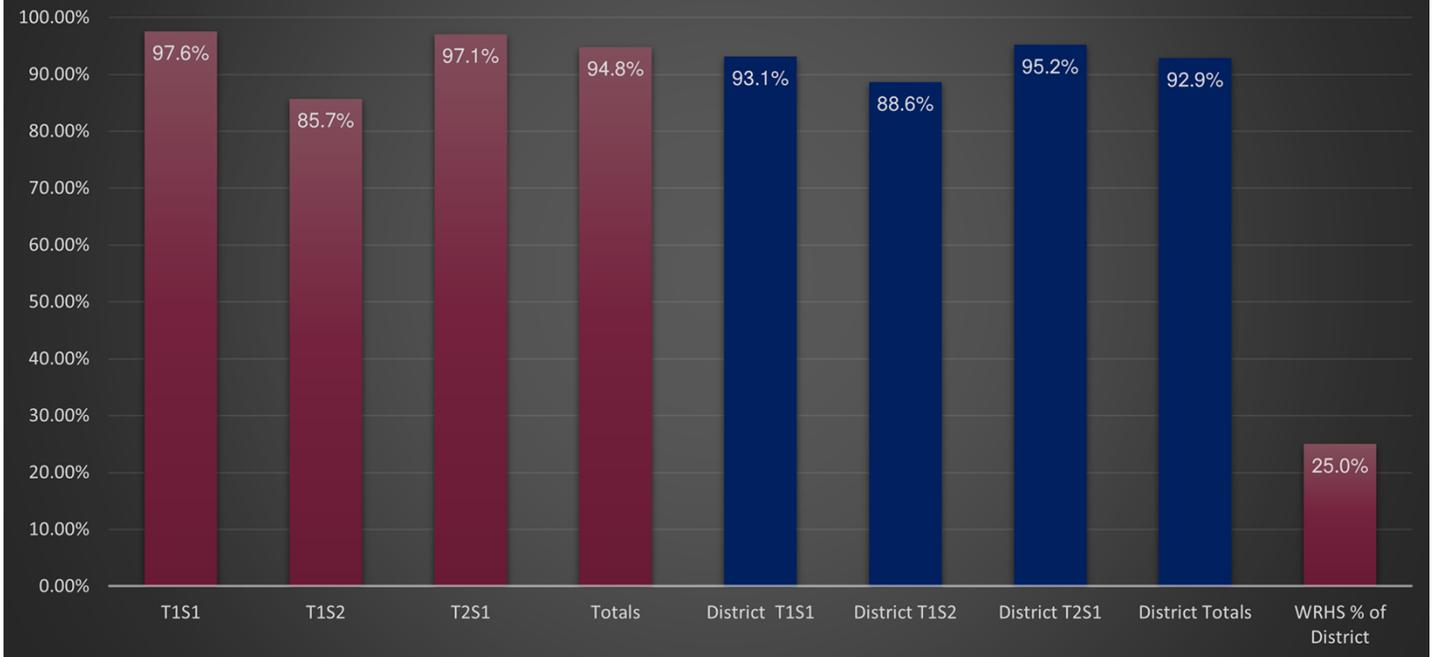
CAASPP OVERALL MATH ACHIEVEMENT



Eligibility



WRHS Gradpoint Completion percentage Compared to District Wide



Data Analysis

Initial analysis of grades, MAP's, Eligibility, and CAASPP data through the end of Term 1 for the 23-24 school year indicates a substantial need to focus on student academic performance moving forward. Eligibility remained above

historic averages and we saw high numbers of students showing growth from Fall to Winter on MAPs testing. Student grades moved away from the very high numbers of A's and moved towards a more even distribution. The grade distributions and student performance on CAASPP do not align. As we move into the 24-25 school year and beyond there is a clear need to find new ways to meet the identified student needs and improve student performance in assessments. This is especially true of core subjects, with math being an area that needs special attention going forward. We must study student performance further and explore new methods of teaching and evaluating students to help our students achieve at higher levels.

Student Need 4:

Improvement in essential academic skills across all content areas, based on subject-specific content standards.

SMART Goal 1

21.6% of students are currently ineligible based on academic performance/skills. The rate of ineligible students will decrease by 0.5% as students improve academic skills across all content areas.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
<p>Professional development and training for implementation of Standards Based Grading to improve student/parent communication of academic skills related to standards.</p> <p>Year 1: Initial pilot/evaluation of Standards Based grading by a volunteer-based team of teachers. Evaluation of student performance on MAP and CAASPP compared to general population.</p> <p>Year 2: Possible Initial campus-wide roll out and evaluation based on MAP and CAASPP testing</p>	<p>Percentage of students showing proficiency and/or growth on standards as measured on: Common assessments, MAP, and CAASPP data.</p>	<p>Common Assessment Data: Not available.</p> <p>MAP Data: Fall 23-Winter 24: 9th grade: 55% ELA, 49% Math 10th grade: 48% ELA, 51% Math 11th grade: 50% ELA, 57% Math 12th grade: 51% ELA, 63% Math.</p> <p>CAASPP: ELA Overall 22-23 Standard not met: 28.90% Standard nearly met: 25.91% Standard met: 28.90% Standard exceeded: 16.28%</p>				<p>Time Money People</p>

<p>Year 3: Evaluation of effectiveness in improving student growth on standards via MAP and CAASPP Testing</p>		<p>Math Overall 22-23 Standard not met: 69.74% Standard nearly met: 20.72% Standard met: 6.25% Standard exceeded: 3.29%</p>				
<p>Data Coordinator and Strategic Plan Coordinator positions. The Data Coordinator position is responsible for collection of data across all areas of the school and providing data for analysis to various teams on campus. The Strategic Plan Coordinator position is responsible for completing all documentation related to the strategic plan including the annual strategic plan, coordinating the strategic plan team under the direction of the site principal, and all related publications and presentations. Both the Data Coordinator and the Strategic Plan Coordinator are to work collaborative to ensure that data, analysis, and actions are communicated to all stakeholders.</p>	<p>Data publications and the annual strategic plan document for progress monitoring of data with emphasis on student learning and increasing eligibility.</p>	<p>Data publications and the annual strategic plan document 23-24 Eligibility: 78.4%</p>				<p>Time Money People</p>
<p>Expanded opportunities for</p>	<p>The total number of staff attending PD</p>	<p>Past years PD attendance</p>				<p>Time Money</p>

<p>Professional Development with an emphasis on academic needs/growth.</p> <p>Years 1-3: Staff selected PD to drive curriculum growth</p>	<p>offerings, Learning Walk data showing PD implementation, and student eligibility</p>	<p>and Learning Walk PD implementation: Not previously measured.</p> <p>23-24 Eligibility: 78.4%</p>				<p>People</p>
<p>Intervention TOSA: Intervention TOSA, Christina Jara, at Weston Ranch high school fills a pivotal role identifying and assisting students who require additional services and interventions. This is done by facilitating communication and collaboration among teams and teaching staff. Intervention TOSA leads our Coordination of Service team, works with counseling department, VCC and provides 1-1 SEL lessons for students. The TOSA facilitates and collaborates with feeder schools to build our Freshmen Success team in region 5 and has an essential roll to support social emotional growth and belonging for our WR student and incoming 8th graders to navigate the challenges of a new academic environment. The Intervention TOSA</p>	<p>Intervention TOSA data related to all interventions managed: Number of interventions, student grades, attendance, MAP testing data.</p>	<p>Previous years intervention data: Not previously measured this way.</p>				<p>Time Money People</p>

<p>position held by Christina Jara is an essential position needed to continue and maintain momentum of student support teams, fostering accountability, ensuring seamless coordination of services and fidelity for our students. The Intervention TOSA position, filled by Christina Jara, ensures more services for our students.</p> <p>Years 1-3: Improved intervention applications and effects</p>						
<p>Academic tutoring services for core subject areas to improve students academic skills and performance on subject-specific standards.</p> <p>Years 1-3: Students attending show improved GPA</p>	<p>Tutoring Attendance and Average GPA for students receiving tutoring services compared to overall school GPA average.</p>	<p>Previous years data: Number of students attending (total responses): CSF Tutoring: 44 Subject Specific Tutoring: 229 Teacher Specific Tutoring: 418 Athletics Tutoring: 104 EL Tutoring: 111</p> <p>Grade data: not previously measured</p>				<p>Time Money People</p>
<p>High School Library Learning Commons Teacher - manages</p>	<p>Increase in student and class library usage.</p>	<p>Previous year's data: Not previously measured</p>				<p>Time Money People</p>

<p>operation of library and collaborates with teachers to enhance instruction and technology use in an effort to further student academic skills across curricula.</p> <p>Year 1: 10% of classes will use library commons for enhanced instruction and technology use. Year 2-3: 5% growth over previous year</p>						
<p>Implementation of MAP and CAASPP testing incentives for students to encourage students to perform to the best of their ability and to encourage academic growth.</p> <p>Years 1-3: 5% annual growth in MAP and CAASPP Testing</p>	<p>The number of students receiving incentives based on MAP growth data and CAASPP data.</p>	<p>MAP Data: Fall 23-Winter 24: 9th grade: 55% ELA, 49% Math 10th grade: 48% ELA, 51% Math 11th grade: 50% ELA, 57% Math 12th grade: 51% ELA, 63% Math.</p> <p>CAASPP: ELA Overall 22-23 Standard not met: 28.90% Standard nearly met: 25.91% Standard met: 28.90% Standard exceeded: 16.28% Math Overall 22-23 Standard not met: 69.74% Standard nearly met: 20.72%</p>				<p>Time Money People</p>

		Standard met: 6.25% Standard exceeded: 3.29%				
Departments will implement the collective commitments to academic expectations and skills. Years 1-3: Departments will continue to refine instructional practices to further improve student engagement, learning, mastery of standards, and overall academic skills.	PLC Meeting notes showing discussion of engagement strategies and student performance on standards at 75% of meetings.	Not measured, new PLC meeting form in development.				Time Money People

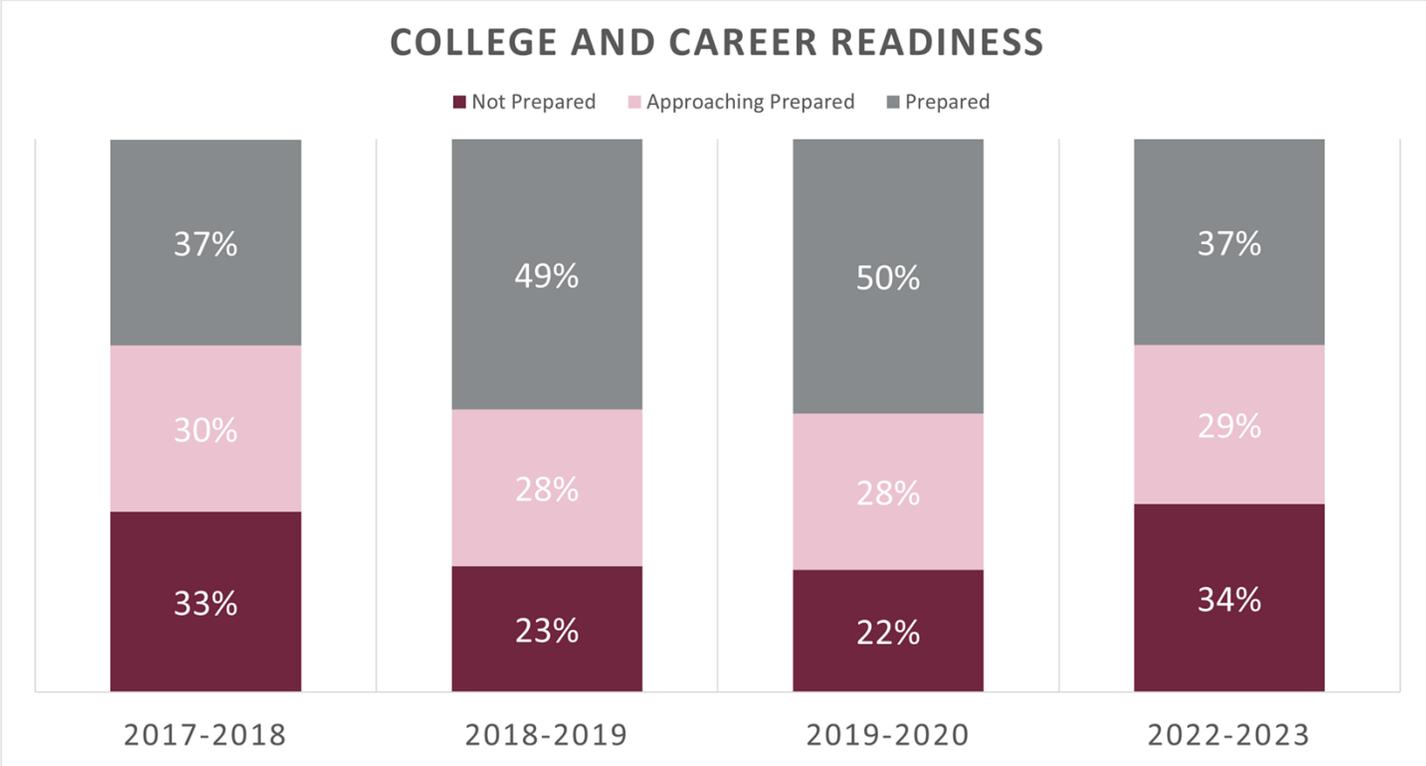
Progress Monitoring

SMART Goal(s) and How to Measure the Progress	Analysis of Data	Review Growth/Effectiveness of action items with team members. Who? How? When?	Evaluation/Next Steps
Benchmark 1: Grade distributions for standards-based graded courses and traditional graded courses compared against MAP Testing, and CAASSPP data			
Benchmark 2: Staff attendance at PD compared against MAP testing data.			
Benchmark 3: Number of interventions, student grades, attendance, MAP testing data.			
Benchmark 4: Tutoring Attendance and Average GPA for students			

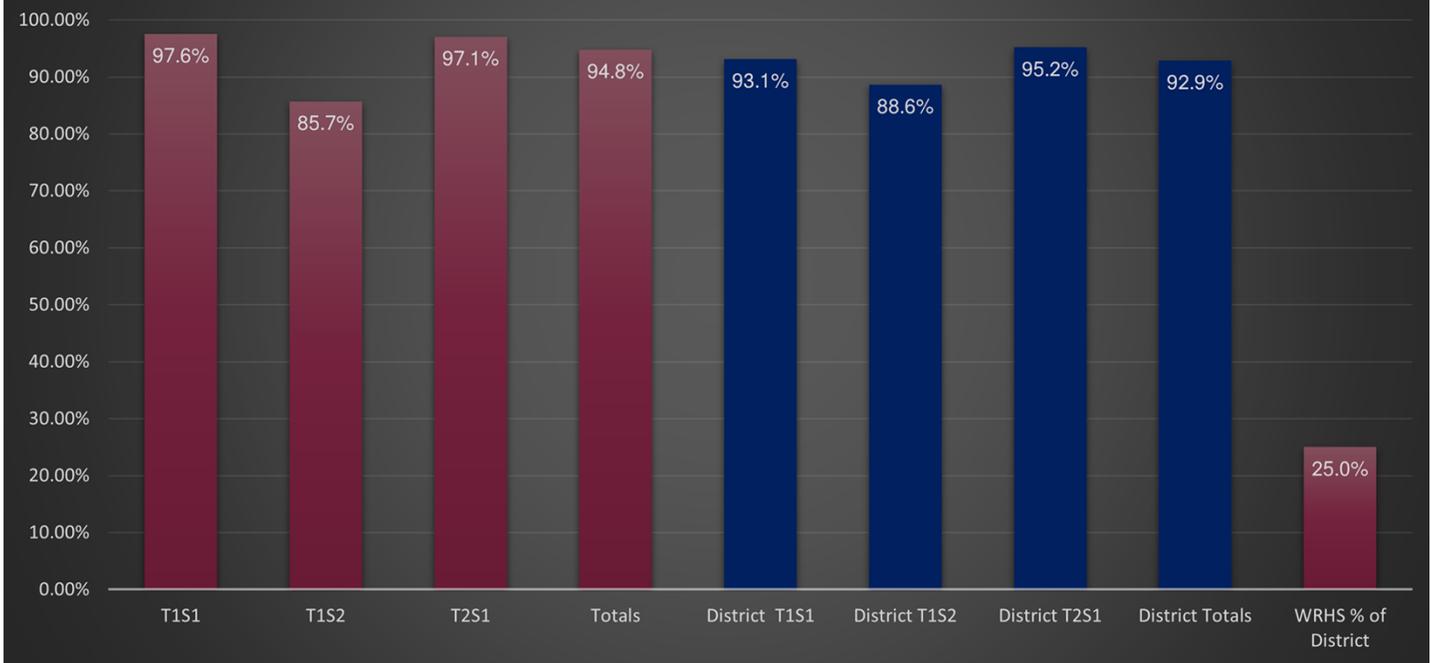
receiving tutoring services compared to overall school GPA average.			
Benchmark 5: PLC Meeting notes showing discussion of engagement strategies and student performance on standards at 75% of meetings.			

Progress Monitoring

Data



WRHS Gradpoint Completion percentage Compared to District Wide



Data Analysis

College and Career Readiness data has only recently returned to the state dashboard, with data for 2020-2021 and 2021-2022 not being available. Data for the 2022-2023 school year indicates student readiness for college at a rate that is similar to data from the 2017-2018 school year and is below pre-pandemic levels. Gradpoint data for 2022-2023 indicates that we are helping students remediate classes at a higher than district average rate. This continues to be an area of focus moving forward.

Student Need 5:

Improve student college and career readiness.

SMART Goal 1

37.2% of WRHS graduates are identified as prepared on the state dashboard. The rate of students identified as prepared will increase by 3% on the state dashboard.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Field trips to expand students' awareness and understanding of college and career opportunities. Years 1-3: Students gain	75% of Post-trip survey of students indicating improved awareness of post-graduation college and career opportunities.	Not previously measured.				

awareness and understanding of college and career opportunities.						
<p>Provide additional enrichment activities for students to provide students with additional support and expanded exposure and experience through academic, professional, and community related activities.</p> <p>Years 1-3: Students increase participation in expanded enrichment activities</p>	<p>Increase the number of students participating in enrichment opportunities.</p>	<p>Not previously measured.</p>				
<p>Dual-enrolment offerings with Delta College through Career-Technical Education (CTE) courses.</p> <p>Years 1-3: Increased number of students earning college credits through CTE offerings</p>	<p>Increase the number of students receiving college credit at Delta College through successful completion of CTE course requirements.</p>	<p>Not previously measured.</p>				
<p>CTE Certification opportunities for students allowing for direct employment post high school graduation.</p> <p>Years 1-3: Increased number of students earning CTE certificates</p>	<p>Increase the number of students achieving CTE Certifications.</p>	<p>Not previously measured.</p>				

College and Financial Aid workshops. Years 1-3: Student access to college and financial aid increase	Increase the number of student attendance at workshops.	Not previously measured				
Gradpoint remediation for juniors and seniors to allow them to recover credit and improve readiness for graduation and college. Years 1-3: Improved student recovery of credits and readiness for college and careers	Increase Gradpoint enrollment and completion rates.	Gradpoint data: WRHS Completion Data: T1S1 Completion Percentage: 97.56% T1S2 Completion Percentage: 85.71% T2S1 Completion Percentage: 97.06% T2S2 Completion Percentage: Not available Average Completion Percentage: 96.43% District-Wide Completion Percentage: 92.86% WRHS Percentage of the district completions: 25.00%				

Progress Monitoring

SMART Goal(s) and How to Measure the Progress	Analysis of Data	Review Growth/Effectiveness of action items with team members. Who? How? When?	Evaluation/Next Steps
Benchmark 1:			

Student post-trip survey indicating percentage of students with improved awareness of college and career opportunities.			
Benchmark 2: The number of students participating in afterschool enrichment programs.			
Benchmark 3: The number of students earning college credits and certifications through CTE courses.			
Benchmark 4: The number of students attending college and financial aid workshops			
Benchmark 5: Gradpoint remediation completion percentages by term compared against the district averages.			

Progress Monitoring



District Goal

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

Site Tier 1, 2, and 3 Goals

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

Climate

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	1.31	7.64	0.91	4.62	0.20	3.17
Expulsions	0.00	0.07	0.01	0.09	0.00	0.07

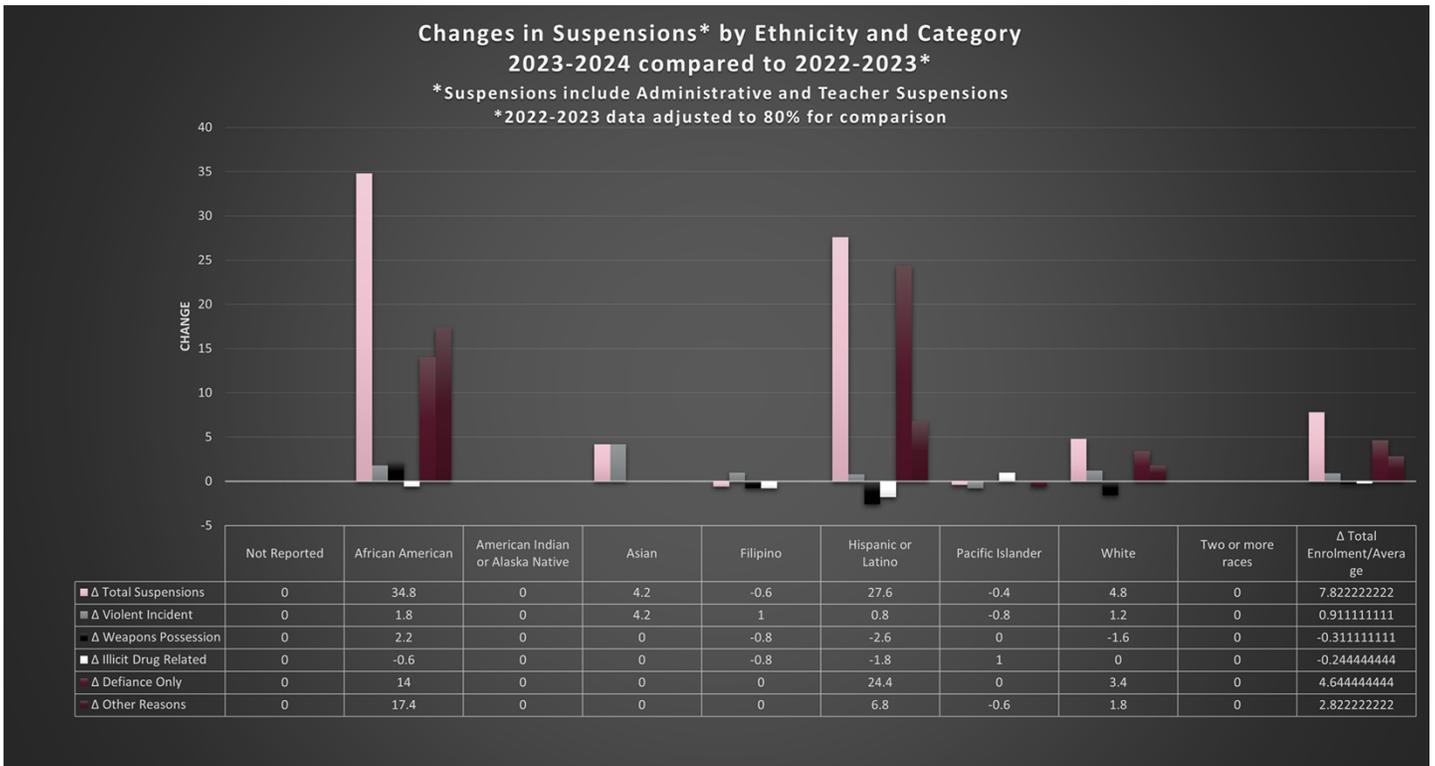
This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the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

Subject	School 2022-23	District 2022-23	State 2022-23
Suspensions	4.89	4.96	3.60
Expulsions	0.29	0.24	0.08

2022-23 Chronic Absenteeism by Student Group

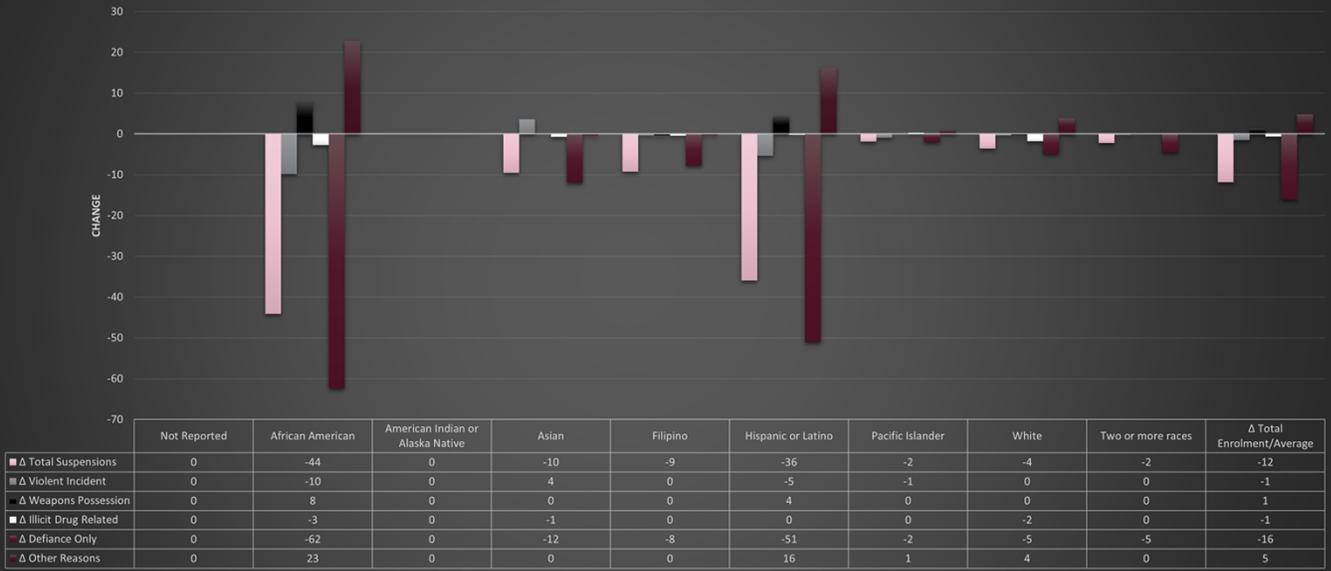
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1369	1331	273	20.5

Female	615	591	127	21.5
Male	752	738	146	19.8
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	3	3	1	33.3
Students with Disabilities	218	214	64	29.9

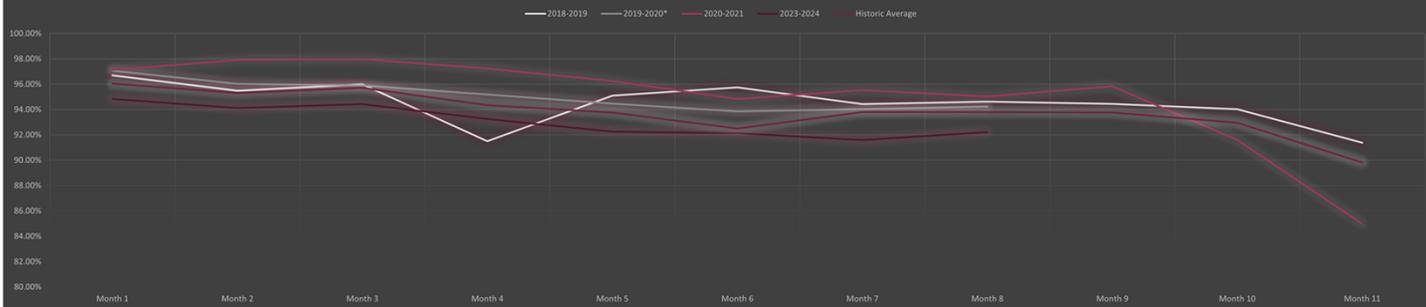


Changes in Suspensions* by Ethnicity and Category 2023-2024 compared to Historic Average**

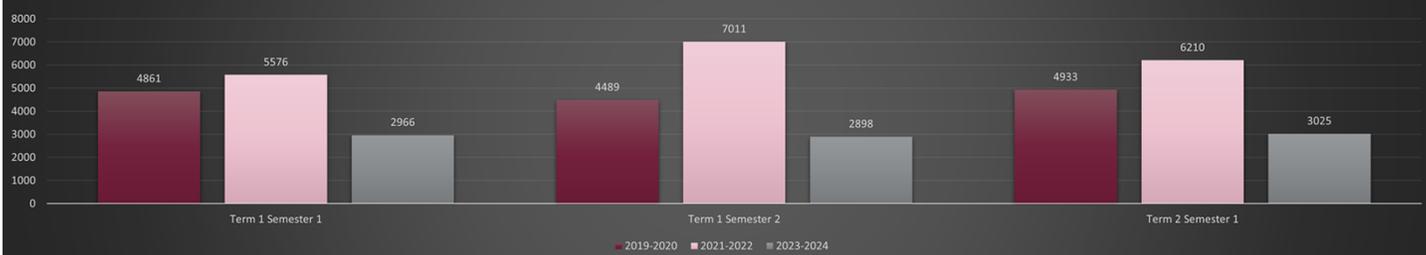
*Suspensions include Administrative and Teacher Suspensions
**Historic Average data adjusted to 80% for comparison



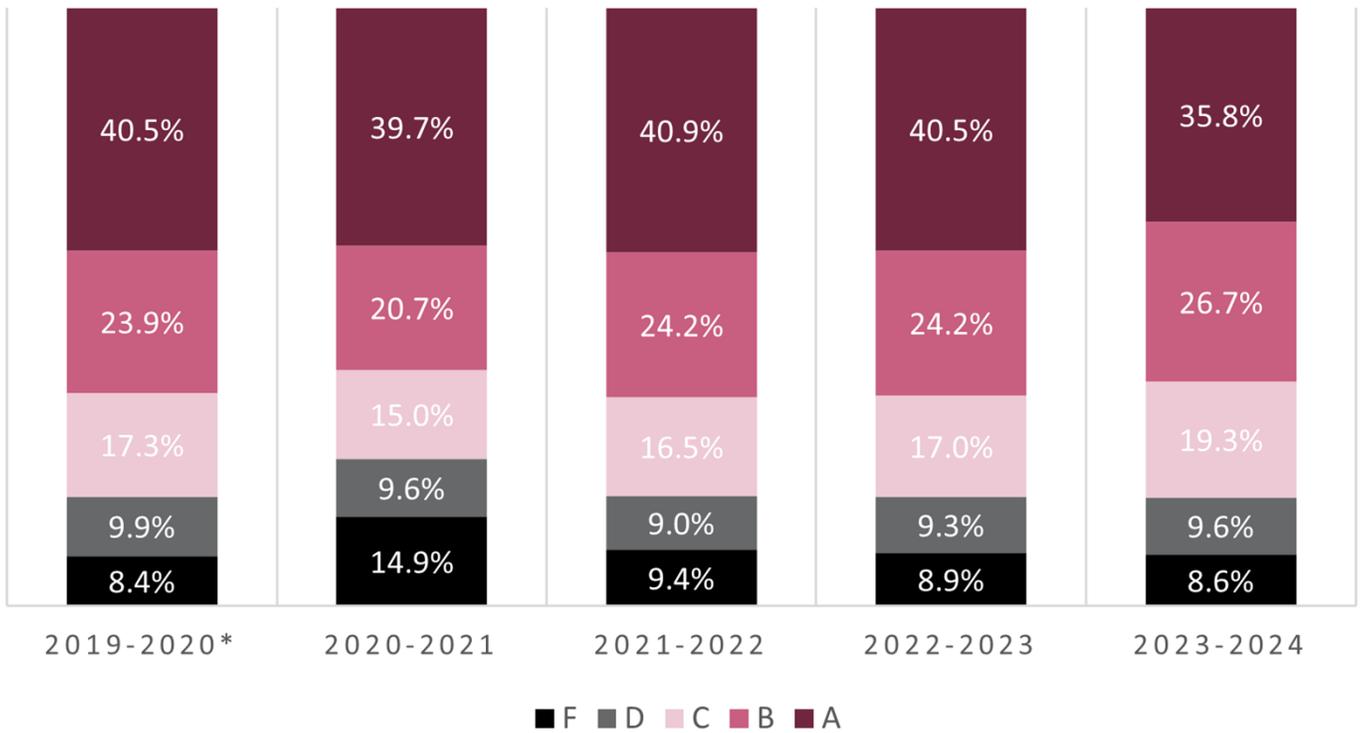
Average Daily Attendance



Tardies



SCHOOL-WIDE GRADES



Data Analysis

Partial data from the 2023-2024 school years discipline shows some increases in suspensions, particularly for African American and Hispanic/Latino students when compared to the previous years data. When compared to the historic averages there is an overall trend showing that suspensions remained lower in almost all categories. Given the nature of suspension data, the comparison based on partial data is only somewhat indicative of change over previous year(s) data. Attendance data for 2023-2024 indicates a generally lower attendance rate but with far higher consistency of attendance. While data is lower in most months it is only lower by small percentage differences. Tardy data indicates that the tardy rate for the 2023-2024 school year is significantly lower than the prior years post-pandemic. School grades show that students passing classes was improved by 0.3%. The indications from all of this indicates a continued need to provide students with support structures aimed at improving behavior, attendance and tardies to facilitate improved academic performance.

Student Need 1:

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

SMART Goal 1

100% of students have awareness and access to behavioral and socio-emotional supports with an emphasis on African American and Hispanic/Latino students, measured through student pulse surveys given each term.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
<p>Counseling and Crisis intervention programing.</p> <p>Years 1-3: Students will receive access to counseling and intervention programing to support behavior and socio-emotional needs, with an emphasis on providing African American and Hispanic/Latino students with counseling and intervention programing.</p>	<p>Number of students served by counseling and intervention programing, by demographic group.</p>	<p>Not previously measured.</p>				<p>Time Money People</p>
<p>PD for counseling in crisis and intervention.</p> <p>Years 1-3: Staff/school/district offerings in PD will improve staff's ability to support student needs in behavioral and socio-emotional support, with an emphasis on African American and Hispanic/Latino student needs.</p>	<p>The number of Staff attendance at PD and PD focus.</p>	<p>Not previously measured</p>				<p>Time Money People</p>
<p>PLUS Forum and subscription to PLUS.</p> <p>Year 1-3 Students will develop improved behavioral and emotional understanding by participating in the PLUS forums.</p>	<p>The number of students participating in PLUS Forum</p>	<p>Not previously measured</p>				<p>Time Money People</p>

<p>Student/Staff/Parent Surveys evaluating areas of need and areas of success in academics.</p> <p>Years 1-3: Student/Staff/Parent feedback will lead to improvements in school support structures.</p>	<p>Annual Pulse Survey for Students, Staff, and Parents (three separate surveys) showing Likert scale rankings for academics, safety, and enrichment.</p>	<p>Staff/Student/Parent Survey summary October 2023: https://1drv.ms/w/s!ArBg2GFWSc3tgrMh4gufsx51m2X4dA?e=ggQYWf</p>				<p>Time Money People</p>
<p>Materials, Supplies, equipment, and other resources for enrichment outside of school hours, under ELOP funding, to promote positive behaviors, emotional well-being, and access to standards for all students.</p> <p>Years 1-3: Students participation afterschool programs will increase.</p>	<p>The number of students participating in after school activities</p>	<p>Not previously measured</p>				<p>Time Money People</p>
<p>Enrichment activities, excursions, and community events/nights outside of school hours that promote positive behaviors, emotional well being and expands student access to standards (ELOP funding).</p> <p>Years 1-3: Students participation</p>	<p>The number of students participating in after school activities</p>	<p>Not previously measured</p>				<p>Time Money People</p>

afterschool programs will increase.						
Promotion of clubs and activities. Years 1-3: Students participation afterschool programs will increase.	The number of students participating in after school activities	Not previously measured				Time Money People
Tiered intervention and support programs. Years 1-3: Students will receive intervention and support programs to support behavior and socio-emotional needs, with an emphasis on providing intervention and support to African American and Hispanic/Latino students..	The number of students served by intervention and support programs by demographic group.	Not previously measured				Time Money People
Cougars Rising Program will recognize positive behaviors encouraging students to improve behavior campus wide. Years 1-3: Increased student recognition for positive behavior leading to overall improvements in behavior.	The number and percentages students recognized and earning points.	2023-2024 Data: Students awarded points: 635 (53.09%) Number of recognition Occasions: 4136 Number of students earning 12+ points (patch awarded): 51				Time Money People
Parent Groups: ELAC, SSC, Ag Boosters, Athletic Boosters, Music	The number of parents participating	Not previously measured				Time Money People

<p>Boosters, Cougars Rising, etc. which are utilized to help support programs that encourage students to engage with school programming, extracurricular activities, and the community.</p> <p>Years 1-3: Increased parent involvement will lead to greater support for students.</p>						
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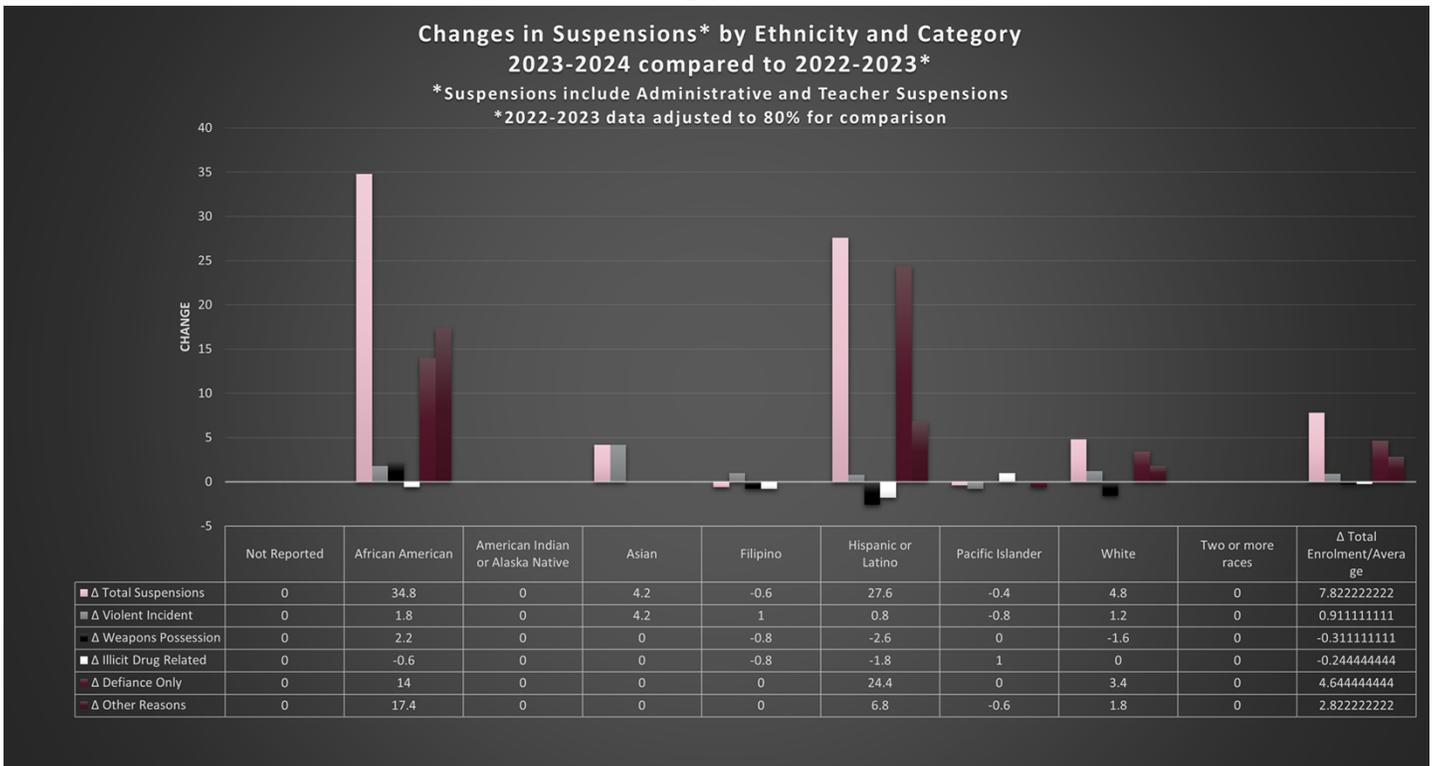
Progress Monitoring

SMART Goal(s) and How to Measure the Progress	Analysis of Data	Review Growth/Effectiveness of action items with team members. Who? How? When?	Evaluation/Next Steps
Benchmark 1: The number and percentage of students receiving/participating in intervention services.			
Benchmark 2: Staff attendance at PD related to crisis and intervention.			
Benchmark 3: The number of students participating in PLUS forum and the total percentage of the student body participating in the program.			
Benchmark 4: Annual Staff/Student/Parent Pulse survey(s).			
Benchmark 5: The number and percentage of students			

participating in extra-curricular activities.			
Benchmark 6: Cougars Rising data including number and percentage of students recognized, number of recognition occurrences, and the number of students earning 12+ points (patch award threshold).			
Benchmark 7: Grade distributions by semester, term, and overall averages to monitor student academic performance.			

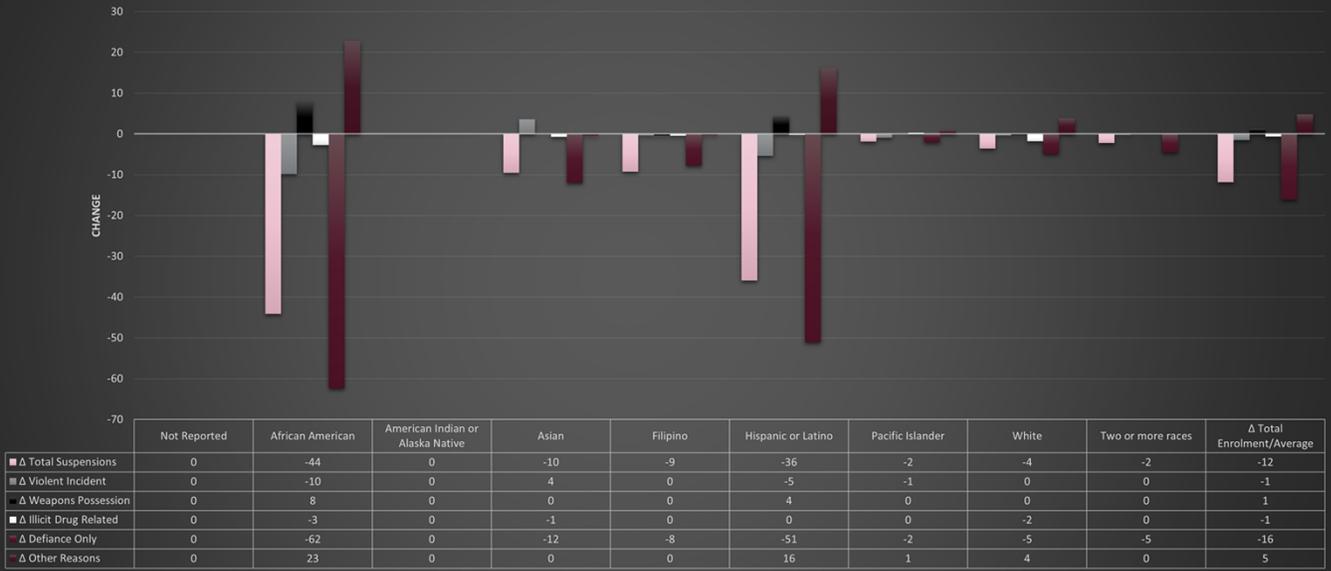
Progress Monitoring

Data



**Changes in Suspensions* by Ethnicity and Category
2023-2024 compared to Historic Average****

*Suspensions include Administrative and Teacher Suspensions
**Historic Average data adjusted to 80% for comparison



Data Analysis

Partial data from the 2023-2024 school years discipline shows some increases in suspensions, particularly for African American and Hispanic/Latino students when compared to the previous years data. When compared to the historic averages there is an overall trend showing that suspensions remained lower in almost all categories. Given the nature of suspension data, the comparison based on partial data is only somewhat indicative of change over previous year(s) data. However, based on this data we believe there is a need for continued effort to improve student behavior

Student Need 2:

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

SMART Goal 1

4.9% of students were suspended in the 22-23 school year with the majority of suspensions attributed to African American and Hispanic/Latino students. We will maintain or reduce the overall rate of suspensions, while focusing on reducing suspensions amongst African American and Hispanic/Latino students..

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Community Outreach Assistant. Years 1-3: Improved connection between the	Outreach contacts and publications	Not previously measured.				Time Money People

school and community will lead to improvements in student behaviors and supports.						
Classified Personnel work with at risk students outside of the school day. Years 1-3: Improved support of at risk students by classified personnel will lead to improvements in student behaviors and supports. Special focus on providing increased support to African American and Hispanic/Latino students.	The number of students served by classified personnel outside of the school day by demographic group.	Not previously measured.				Time Money People
Tiered Intervention and support programs. Years 1-3: Students will receive intervention and support programs to support behavior and improve academic success. Special focus on providing increased support to African American and Hispanic/Latino students.	The number of students served by intervention and support programs by demographic group.	Not previously measured.				Time Money People

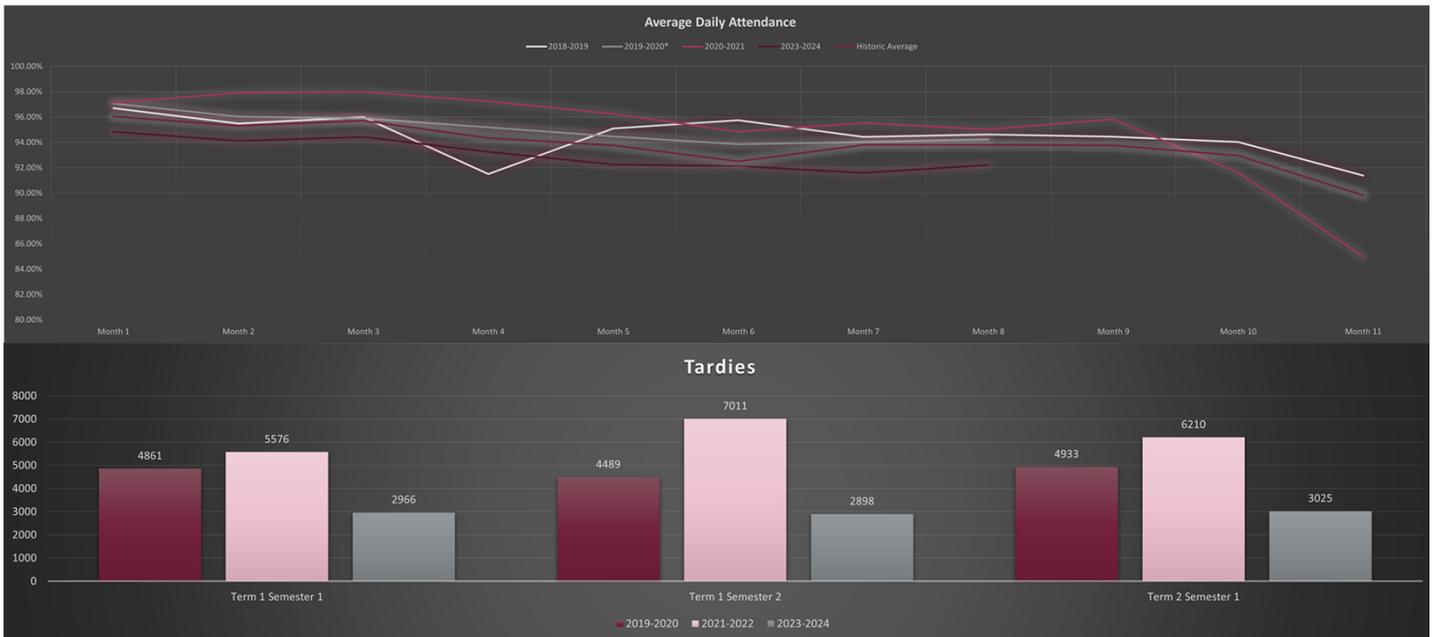
Progress Monitoring

SMART Goal(s) and How to Measure the Progress	Analysis of Data	Review Growth/Effectiveness of	Evaluation/Next Steps
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		action items with team members. Who? How? When?	
Benchmark 1: Suspensions by demographic group compared to previous years data and historic averages.			
Benchmark 2: Outreach publications and the number of outreach contact events.			
Benchmark 3: The number of students served by classified personnel during afterschool time.			
Benchmark 4: Tiered intervention data including all relevant programs			

Progress Monitoring

Data



Data Analysis

Attendance data for 2023-2024 indicates a generally lower attendance rate but with far higher consistency of attendance. While data is lower in most months it is only lower by small percentage differences. Tardy data indicates that the tardy rate for the 2023-2024 school year is significantly lower than the prior years post-pandemic. Partial data for the 2023-2024 school year shows a continued need to improve student attendance rates.

Student Need 3:

Provide interventions to enforce and maintain attendance expectations to allow students access to standards.

SMART Goal 1

92.20% of students were in attendance for the 22-23 school year. We will increase to 95% or better and maintain.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Continued implementation of the Cougars Rising program to celebrate student achievements. This includes the use of bracelets, incentives, student of the month celebrations, the Cougars Roar assembly, annual teachers' choice banquet, parent recognition, and other forms of formal and informal recognition. Years 1-3: Improved recognition of students attendance	5 Star Data showing student participation and school attendance data showing ADA percentages by reporting month and tardies by semester and term.	2023-2024 Strategic Plan Data spreadsheet, See "Attendance" and "Cougars Rising" tabs. Link: https://1drv.ms/x/s!ArBg2GFWSc3tgqcFO96zVeig8Fe32A?e=THNilr				Time Money People
						Time Money People

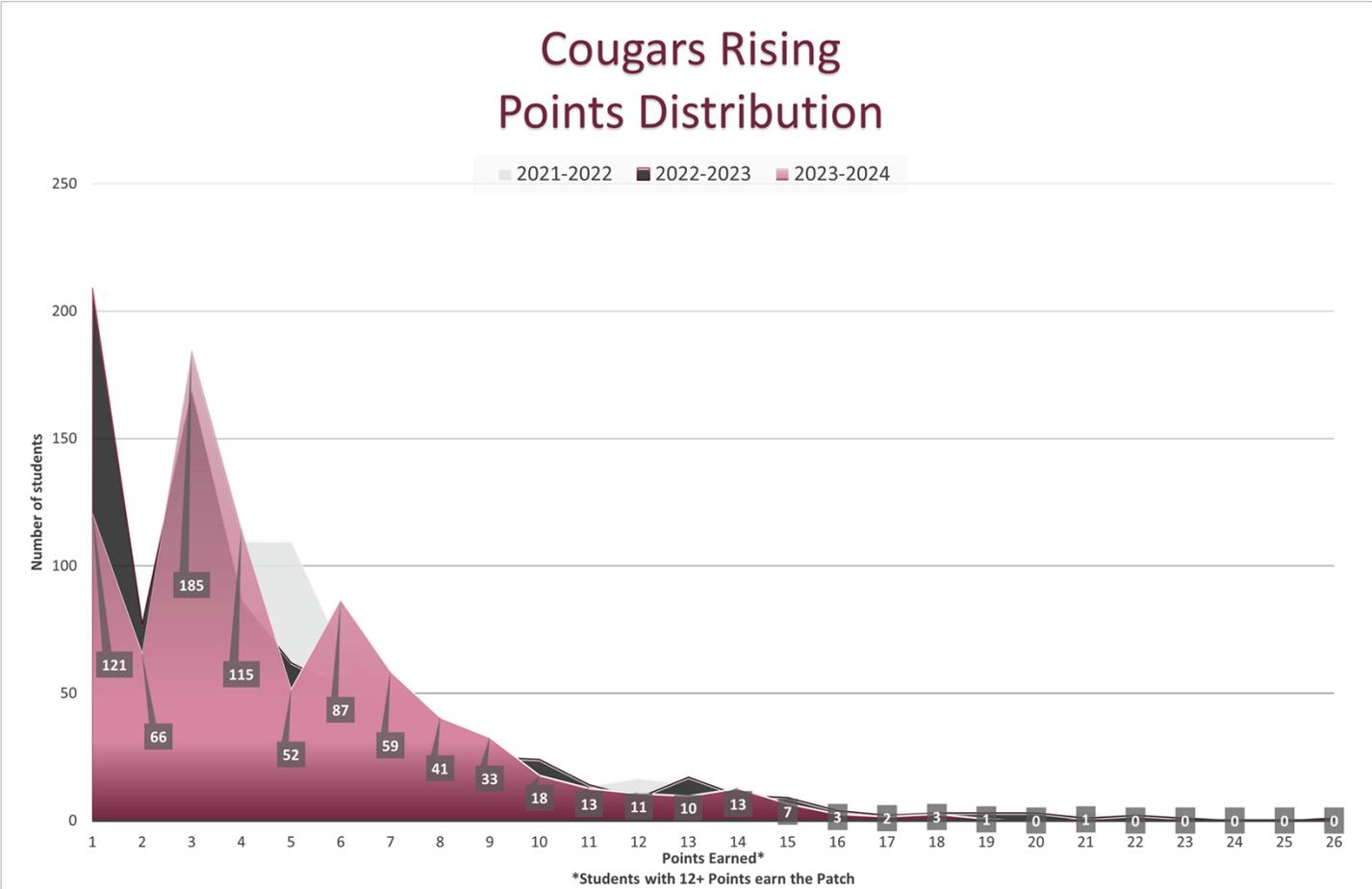
Progress Monitoring

SMART Goal(s) and How to Measure the Progress	Analysis of Data	Review Growth/Effectiveness of action items with team members. Who? How? When?	Evaluation/Next Steps
Benchmark 1:			

<p>School data showing percentage of ADA by reporting month and the number of tardy incidents by semester and term compared to previous year(s) data.</p>			
<p>Benchmark 2: Cougars Rising data including number and percentage of students recognized, number of recognition occurrences, and the number of students earning 12+ points (patch award threshold).</p>			

Progress Monitoring

Data



Student Need 4:

Affirm students with positive recognition of student successes.

SMART Goal 1

65.28% of students were recognized by the Cougars Rising program in the 22-23 school year. We will recognize at least 70% of students, measured by points earned in the Cougars Rising Program.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
<p>Continued implementation of the Cougars Rising program to celebrate student achievements. This includes the use of bracelets, incentives, student of the month celebrations, the Cougars Roar assembly, annual teachers' choice banquet, parent recognition, and other forms of formal and informal recognition.</p> <p>Years 1-3: Improved number of students recognized and earning patches.</p>	<p>Cougars Rising data showing the number and percentage of students awarded points, the number of recognition occasions, and the number of students earning 12+ points (patch award threshold).</p>	<p>2023-2024 Data: Students awarded points: 635 (53.09%) Number of recognition Occasions: 4136 Number of students earning 12+ points (patch awarded): 51</p>				<p>Time Money People</p>
<p>Student leaders (club and ASB) will have the opportunity to participate in Student Leadership Camp improving their leadership skills and facilitating greater involvement in clubs and activities.</p> <p>Years 1-3: Students gain</p>	<p>The number of students attending the Leadership Camp compared to the number of students participating in clubs and activities.</p>	<p>Not previously measured</p>		<p>Students gain leadership skills and increased student participation in school activities</p>	<p>Students gain leadership skills and increased student participation in school activities</p>	<p>Time Money People</p>

leadership skills and increased student participation in school activities.						
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Progress Monitoring

SMART Goal(s) and How to Measure the Progress	Analysis of Data	Review Growth/Effectiveness of action items with team members. Who? How? When?	Evaluation/Next Steps
Benchmark 1: Cougars Rising data including number and percentage of students recognized, number of recognition occurrences, and the number of students earning 12+ points (patch award threshold).			
Benchmark 2: The number of students attending the Leadership Camp compared to the number of students participating in clubs and activities.			

Progress Monitoring



District Goal

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

Site Tier 2 and 3 Goals

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

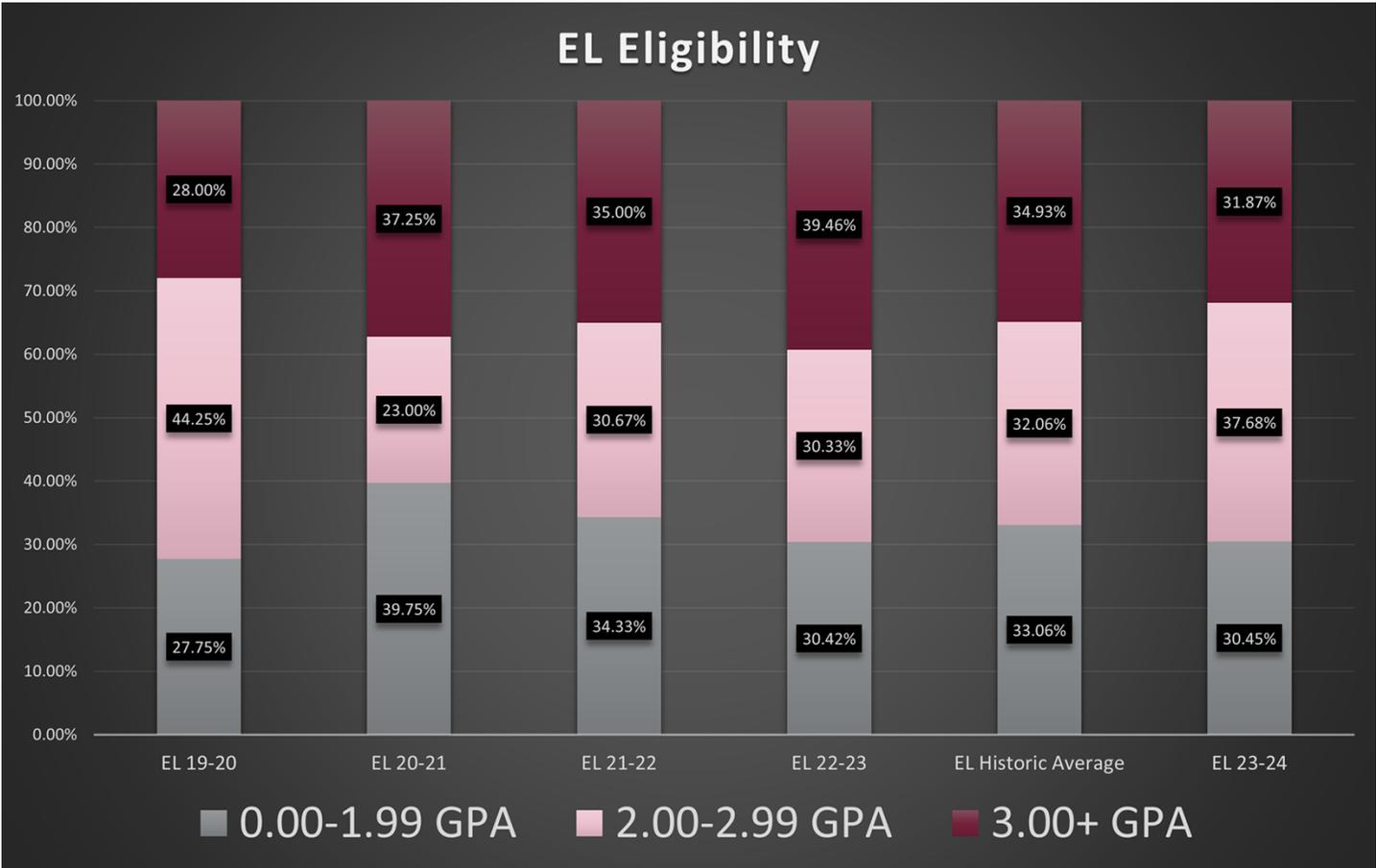
Resource Inequities

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

Comprehensive Needs Assessment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	263	240	208	18.5%	21.2%	17.6%
Fluent English Proficient (FEP)	405	438	425	33.7%	32.7%	35.9%
Reclassified Fluent English Proficient (RFEP)				0.4%		



Data Analysis

Based on data for the first half of the 23-24 school year, EL students have similar eligibility rates to the previous year and improved compared to the historic average. Student performance in the 2.00-2.99 GPA increased substantially. Students receiving a 3.00+ GAP reduced from the previous year and is roughly 3% lower than the historic average. The 2023-2024 ineligibility rate is 9.26% higher than the overall student body rate. Continued support for EL students is needed in order to see future growth.

Student Need 1:

Our English Learner (EL) student population needs support and opportunities that will provide an enriched educational experience.

SMART Goal 1

30.45% of students in EL are ineligible based on GPA. We will target a rate of 30% per year or less.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Tutorial - Teachers will be paid for	The number of student attendance	23-24 Tutorial Data:				Time Money

<p>providing tutoring support to students in need of extra assistance.</p> <p>Years 1-3: EL students attending tutoring will show improvement in their academic performance and reclassification.</p>	<p>logs for EL tutoring and academic performance.</p>	<p>111 Student attendance logs Academic performance data not previously collected.</p>				<p>People</p>
<p>Timesheeting subs. Teachers working with students in the emerging students category will have access to substitute coverage for release time, PD, etc.</p> <p>Years 1-3: Release time for teachers will lead to improved academic supports for EL students. Academic support provided to EL students will result in increased academic performance and reclassifications.</p>	<p>The number of teachers utilizing release time for additional student work, academic supports and PD. The number of EL students receiving supports. Eligibility rates for EL students</p>	<p>Pull-out Data not previously collected. 23-24 Eligibility rate for EL students: 69.55%</p>				<p>Time Money People</p>
<p>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.</p>	<p>The number of staff attending PD, department PLC minutes showing discussion and implementation of PLC items, and learning walk data indicating implementation of PD.</p>	<p>Data not previously collected.</p>				<p>Time Money People</p>

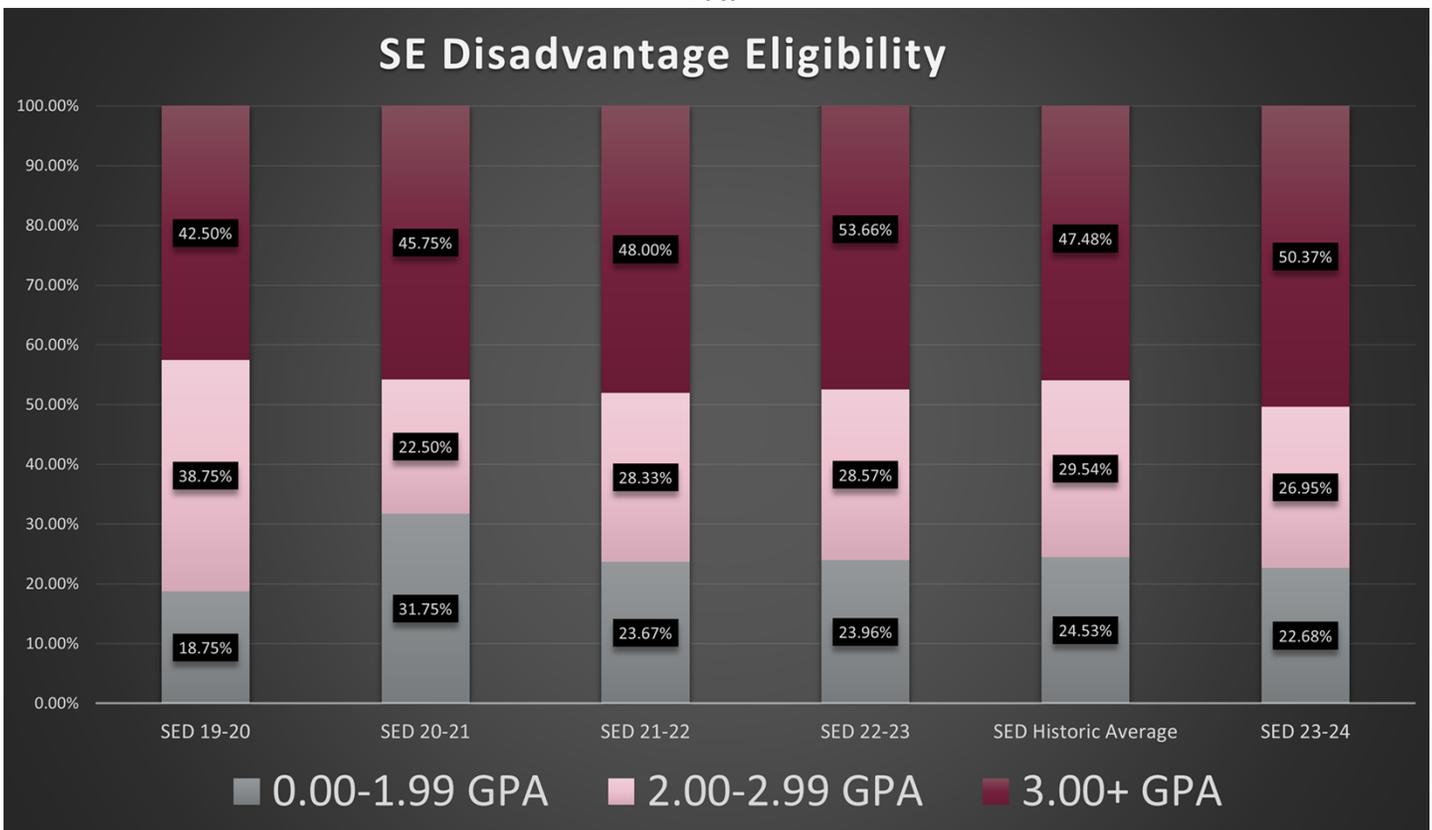
<p>Years 1-3: Staff/Site/District PD will lead to improved EL student academic performance.</p>						
<p>Under the specific advisement of ELAC, a Parent Liaison will be established a dedicated link for communication and outreach between parents and the school. The Parent Liaison will be responsible for 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).</p> <p>Years 1-3: Increased communications between the school and parents will lead to EL student improvements in academic performance and reclassification.</p>	<p>The number of Parent Liaison communications</p>	<p>Data not previously collected</p>				<p>Time Money People</p>

Progress Monitoring

<p>SMART Goal(s) and How to Measure the Progress</p>	<p>Analysis of Data</p>	<p>Review Growth/Effectiveness of action items with team members. Who? How? When?</p>	<p>Evaluation/Next Steps</p>
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<p>Benchmark 1: Eligibility rates for EL students measured at each semester and averaged for the year. This data will be compared against data collected from 2019 onward.</p>			
<p>Benchmark 2: PD data collection inclusive of staff attendance, frequency, and scope. Student data collected based on the number of students impacted by additional supports from pull-out days and PD.</p>			
<p>Benchmark 3: EL Student tutorial data including the number of student logs and academic performance.</p>			
<p>Benchmark 4: Log of parent liaison communications.</p>			

Data



Data Analysis

Eligibility Data for the first term of 2023-2024 shows that 22.68% of socioeconomically disadvantaged students are ineligible. This represents the lowest percentage of students ineligible in this category since the 2019-2022 school year (skewed due to the pandemic). Compared to the historic average, the 2023-2024 data is 1.85% lower, a trend we hope will continue for the second term. This value is 1.49% higher than the overall percentage of students ineligible campus wide. As a result we will continue to focus efforts to provide our socioeconomically disadvantaged students with support.

Student Need 2:

Our Socioeconomical Disadvantaged (SED) student population needs support and opportunities that will provide an enriched educational experience.

SMART Goal 1

22.68% of students in SED are ineligible based on GPA. We will target a rate of 25% per year or less.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
<p>Tutorial - Teachers will be paid for providing tutoring support to students in need of extra assistance.</p> <p>Years 1-3: SED students attending tutoring will show improvement in their academic performance and reclassification.</p>	The number of students attendance logs and academic performance (GPA) data.	Data not previously collected.				Time Money People
<p>Timesheeting subs. Teachers working with students in the emerging students category will have access to substitute coverage for release time, PD, etc.</p> <p>Years 1-3: Release time for teachers will lead to improved</p>	The number of teachers utilizing release time for additional student work, academic supports and PD. The number of SED students receiving supports. Eligibility rates for SED students	Pull-out data not previously collected. 23-24 Eligibility rate for SED students: 77.32%				Time Money People

academic supports for SED students.						
<p>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.</p> <p>Year 1: PD funding to send selected staff to the "A Dream Differed" Conference in New York. Additional in state and site PD offerings throughout the year.</p> <p>Year 2-3: Staff/Site/District PD will lead to improved SED student academic performance</p>	<p>The number of staff attending PD, department PLC minutes showing discussion and implementation of PLC items, and learning walk data indicating implementation of PD.</p>	<p>Data not previously collected.</p>				<p>Time Money People</p>
<p>Journey mentoring. Students with identified needs will be referred to the journey mentoring program and costs related to staffing, materials, etc will be paid.</p> <p>Years 1-3: Students participating in the Journey mentoring program will gain additional support and enrichment</p>	<p>The number of students participating in the Journey Mentoring program</p>	<p>23-24: 26 students</p>				<p>Time Money People</p>

promoting academic success.						
<p>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, interventions to improve student academics and attendance, collaboration, training and ongoing support of school sites and District, with any needs related to student, family, staff, community resources, and community outreach as well as agency and government entity partnerships. Accurately maintains appropriate data in collaboration with school administration and the Strategic Plan Team.</p> <p>Years 1-3: Increased communications between the school and community will lead to SED students gaining increased support, access, and result in improvements in academic performance.</p>	Data related to contacts, students served, and academic performance.	Data not previously collected.				Time Money People

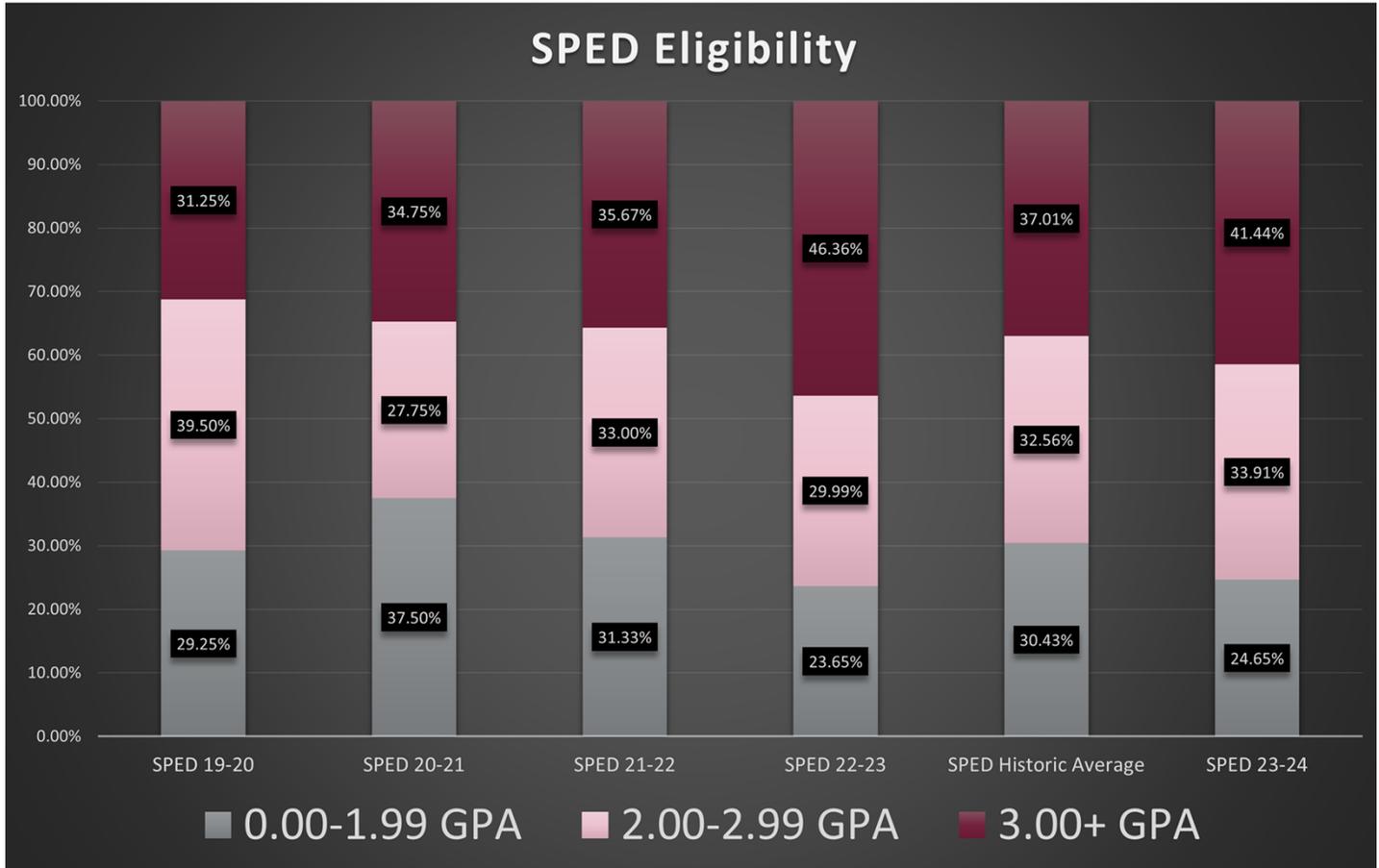
<p>Transitional Student Supplemental Program will provide support for homeless youth.</p> <p>Years 1-3: Additional support for homeless students will support student academic achievement.</p>	<p>The number of students supported and academic performance</p>	<p>Data not previously collected.</p>				<p>Time Money People</p>
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Progress Monitoring

<p>SMART Goal(s) and How to Measure the Progress</p>	<p>Analysis of Data</p>	<p>Review Growth/Effectiveness of action items with team members. Who? How? When?</p>	<p>Evaluation/Next Steps</p>
<p>Benchmark 1: Eligibility rates for SED students measured at each semester and averaged for the year. This data will be compared against data collected from 2019 onward.</p>			
<p>Benchmark 2: PD data collection inclusive of staff attendance, frequency, and scope. Student data collected based on the number of students impacted by additional supports from pull-out days and PD.</p>			
<p>Benchmark 3: SED Student tutorial data including the number of student logs and academic performance.</p>			
<p>Benchmark 4: Journey Mentoring data showing number of students served and eligibility data.</p>			
<p>Benchmark 5:</p>			

Community Outreach
Liaison data related to
contacts, students served,
and academic performance.

Data



Data Analysis

Data for our Special Education population shows that 24.65% of students were ineligible in Term 1. This is 5.78% reduction compared to the historic average but a 1% increase over the previous year (the lowest post-pandemic). It is higher than the overall student body percentage of ineligibility by 3.46%. Based on this data, there is a clear need to continue focus on providing our SPED students with additional supports.

Student Need 3:

Our Special Education (SPED) student population needs support and opportunities that will provide an enriched educational experience.

SMART Goal 1

24.65% of students in SPED are ineligible based on GPA. We will target a rate of 30% per year or less.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
<p>Tutorial - Teachers will be paid for providing tutoring support to students in need of extra assistance.</p> <p>Years 1-3: SPED students attending tutoring will show improvement in their academic performance and reclassification.</p>	<p>The number of students attendance logs and academic performance (GPA) data.</p>	<p>Data not previously collected.</p>				<p>Time Money People</p>
<p>Timesheeting subs. Teachers working with students in the emerging students category will have access to substitute coverage for release time, PD, etc.</p> <p>Years 1-3: Release time for teachers will lead to improved academic supports for SPED students.</p>	<p>The number of teachers utilizing release time for additional student work, academic supports and PD. The number of SPED students receiving supports. Eligibility rates for SPED students</p>	<p>Pull-out data not previously collected. 23-24 Eligibility rate for SPED students: 75.35%</p>				<p>Time Money People</p>
<p>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.</p> <p>Years 1-3: Staff/Site/District PD will lead to improved SPED</p>	<p>The number of staff attending PD, department PLC minutes showing discussion and implementation of PLC items, and learning walk data indicating implementation of PD.</p>	<p>Data not previously collected.</p>				<p>Time Money People</p>

student academic performance.						
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Progress Monitoring

SMART Goal(s) and How to Measure the Progress	Analysis of Data	Review Growth/Effectiveness of action items with team members. Who? How? When?	Evaluation/Next Steps
Benchmark 1: Eligibility rates for SPED students measured at each semester and averaged for the year. This data will be compared against data collected from 2019 onward.			
Benchmark 2: PD data collection inclusive of staff attendance, frequency, and scope. Student data collected based on the number of students impacted by additional supports from pull-out days and PD.			

Budget Summary

Supplemental Programs/Services

[Template Assignment for Common Items.pdf](#)

LCAP A	Target	Student Need/Smart Goal	Description of Program Service: Identify Target, SMART Goal/Student Need	Funding Source	Object (Type of Expenditure)	Year of Cycle	Cost Estimate
1.1	Grade Level	SN 2	Payroll-Certificated A/S 1.2 (Goal Grade Level SN 2)	3010	Certificated Extra-time	Year 1	\$ 5,900.00
1.8	Grade Level	SN 2	Payroll-Certificated A/S 1.2 (Goal Grade Level SN 2)	3010	Certificated Extra-time	Year 1	\$ 26,300.00
3.4	Emerging Students	SN 2	Payroll -TSSP A/S 3.2 (Goal Emerging Students SN 2)	3010	Certificated Extra-time	Year 1	\$ 2,000.00
1.1	Grade Level	SN 4	Payroll-Certificated A/S 1.4 (Goal Grade Level SN 4)	3010	Certificated Sub-time	Year 1	\$ 16,432.00
1.1	Grade Level	SN 4	AME Conference	3010	Conferences	Year 1	\$ 2,000.00
1.1	Grade Level	SN 4	California Associate Teacher of English Conference	3010	Conferences	Year 1	\$ 10,000.00
1.1	Grade Level	SN 4	Standard Base Learning Conference	3010	Conferences	Year 1	\$ 10,000.00
1.3	Grade Level	SN 4	CA Science Education Conference	3010	Conferences	Year 1	\$ 2,200.00
1.5	Grade Level	SN 4	Spring CUE Conference		Conferences	Year 1	\$ 4,484.00
1.5	Emerging Students	SN 4	Educators Rising Conference-Empowering Students Voices	3010	Conferences	Year 1	\$ 7,000.00
1.5	Grade Level	SN 4	UC High School Counseling Conference	3010	Conferences		\$ 500.00
1.5	Grade Level	SN 4	CSU Northern Counselor Conference	3010	Conferences		\$ 500.00
1.5	Grade Level	SN 4	Counselors Summit Conference	3010	Conferences		\$ 500.00
2.2	Emerging Students	SN 4	LGBTQ Conference	3010	Conferences	Year 1	\$ 2,000.00
2.2	Safety	SN 1	Professional Development-Counseling in Crisis and Intervention	3010	Conferences	Year 1	\$ 500.00
3.5	Grade Level	SN 4	A Dream Deferred the Future African American Education Conference	3010	Conferences	Year 1	\$ 28,000.00
1.1	Emerging Students	SN 1	Houghton Mifflin Hancourt	3010	Materials & Supplies	Year 1	\$ 8,000.00
2.2	Grade Level	Sn 3	Vanden Corp A/S 1.3 (Goal Grade Level SN 3)	3010	Services	Year 1	\$ 600.00
2.2	Safety	SN 5	Supplemental Enrichment Field Trips	3010	Services	Year 1	\$ 5,000.00
3.5	Emerging Students	SN 4	New Birth Community A/S 3.4 (Goal Emerging Students SN 4)	3010	Services	Year 1	\$ 20,000.00
2.3	Emerging Students	SN 1	Outreach Assistant				\$ 21,084.00
							\$ 173,000.00

\$ 173,000

\$ -

Supplemental Programs/Services

[Template Assignment for Common Items.pdf](#)

LCAP A	Target	Student Need/Smart Goal	Description of Program Service: Identify Target, SMART Goal/Student Need	Funding Source	Object (Type of Expenditure)	Year of Cycle	Cost Estimate
2.2	Grade Level	SN 1	Payroll-Certificated	0709	Certificated Sub-time	Year 1	\$ 15,000.00
2.2	Safety	SN 1	Payroll -Classified A/S 2.1 (Goal Safety SN 1)	0709	Classified Extra-time	Year 1	\$ 8,300.00
3.1	Emerging Student	SN 1	Payroll-Classified A/S 3.1 (Goal Emerging Students SN 1)	0709	Classified Extra-time	Year 1	\$ 2,500.00
1.4	Grade Level	SN 4	National Council on Education for the Ceramics Arts Conference	0709	Conferences	Year 1	\$ 10,000.00
1.5	Emerging Student	SN 4	Link Crew Boomerang Project Conference	0709	Conferences	Year 1	\$ 26,345.00
2.2	Grade Level	SN 4	Chronic Absenteeism Conference	0709	Conferences	Year 1	\$ 1,000.00
1.5	Grade Level	SN 2	College Career Supplies	0709	Materials & Supplies	Year 1	\$ 500.00
1.5			Save Mart-Blanket PO	0709	Materials & Supplies		\$ 750.00
2.4	Safety	SN 5	Amazon-Blanket PO A/S 2.5 (Goal Safety SN 5)	0709	Materials & Supplies	Year 1	\$ 3,000.00
2.4	Safety	SN 5	TJM Promos A/S 2.5 (Goal Safety SN 5)	0709	Materials & Supplies	Year 1	\$ 7,000.00
2.4	Safety	SN 5	The Basix A/S 2.5 (Goal Safety SN 5)	0709	Materials & Supplies	Year 1	\$ 1,000.00
2.4	Safety	SN 5	Redi-Mark-Blanket PO A/S 2.5 (Goal Safety SN 5)	0709	Materials & Supplies	Year 1	\$ 2,500.00
2.4	Safety	SN 5	Food 4 Less-Blanket PO A/S 2.5 (Goal Safety SN 5)	0709	Materials & Supplies	Year 1	\$ 20,000.00
2.4	Safety	SN 5	Blank Shirts A/S 2.5 (Goal Safety SN 5)	0709	Materials & Supplies	Year 1	\$ 10,000.00
2.4	Safety	SN 5	Ripon Studio A/S 2.5 (Goal Safety SN 5)	0709	Materials & Supplies	Year 1	\$ 1,000.00
2.4	Grade Level	SN 3	Blank Shirts	0709	Materials & Supplies		\$ 1,050.00
2.4	Grade Level	SN 3	WRHS Cougar Print Shop	0709	Materials & Supplies		\$ 263.00
2.4			Marker Man	0709	Materials & Supplies		\$ 3,242.00
3.1	Emerging Student	SN 1	Office Depot A/S 3.1 (Goal Emerging SN 1)	0709	Materials & Supplies	Year 1	\$ 3,200.00
2.2	Grade Level	SN 3	5 Star Program A/S 1.3 (Goal Grade Level SN 3)	0709	Services	Year 1	\$ 2,100.00
2.4	Safety	SN 5	WRHS Cougar Print Shop A/S 2.5 (Goal Safety SN 5)	0709	Services	Year 1	\$ 2,000.00
3.1	Emerging Student	SN 1	Edmentum A/S 3.1 (Goal Emerging SN 1)	0709	Services	Year 1	\$ 250.00
							\$ 121,000.00

\$ 121,000

\$ -

LCAP A/S	Target	Student Need/SMART Goal	Description of Program Service: Identifier, Target, SMART Goal/Student Need	Funding Source	Object (Type of Expenditure)	Year of Cycle	Cost Estimate
		moved to base	Payroll-Certificated	0000	Certificated Extra-time		\$ 25,000.00
		moved to base	Payroll -Certificated A/S 1.2 (Goal Grade Level SN 2)	0000	Certificated Sub-time	Year 1	\$ 500.00
		moved to base	CADA Conference	0000	Conferences		\$ 8,000.00
		moved to base	CSADA Conference	0000	Conferences		\$ 6,000.00
		moved to base	CADA Membership Fee	0000	Dues and Membership		\$ 500.00
		moved to base	Just Rewards A/S 2.5 (Goal Safety SN 5)	0000	Materials & Supplies	Year 1	\$ 1,500.00
		moved to base	SBAC Supplies	0000	Materials & Supplies	Year 1	\$ 400.00
		moved to base	Food 4 Less-Blanket PO	0000	Materials & Supplies		\$ 2,000.00
		moved to base	Mountain Mikes-Blanket PO	0000	Materials & Supplies		\$ 2,000.00
		moved to base	Save Mart-Blanket PO	0000	Materials & Supplies		\$ 2,000.00
		moved to base	Togos-Blanket PO	0000	Materials & Supplies		\$ 2,500.00
		moved to base	Save Mart-Blanket PO	0000	Materials & Supplies		\$ 500.00
		moved to base	Scholastic	0000	Materials & Supplies		\$ 1,223.00
		moved to base	Blank Shirts	0000	Materials & Supplies		\$ 2,000.00
		moved to base	Statewide Production Services	0000	Services		\$ 5,000.00
		moved to base	Calibama	0000	Services		\$ 1,500.00
		moved to base	Hudl	0000	Services		\$ 13,500.00
		moved to base	Water Hydration Stations-Unknown Vendor	0000	Services		\$ 8,000.00
		moved to base	MUSD Transportation	0000	Services		\$ 10,000.00
		moved to base	Sign Up Genius	0000	Services		\$ 300.00
		moved to base	Weston Ranch High School Cougar Print Shop	0000	Services		\$ 400.00
		budgeted in 000 location	ASB Works Conference	7311	Conferences		\$ 6,000.00
1.5	Grade Level	SN 2	Payroll-Certificated A/S 1.2 (Goal Grade Level SN 2)	7435	Certificated Extra-time	Year 1	\$ 8,870.80
3.1	Grade Level	SN 4	CABE Conference	7435	Conferences	Year 1	\$ 22,900.00
2.2	Emerging Students	SN 4	Professional Development-Related to Emerging Students	7435	Conferences	Year 1	\$ 26,800.00
							\$ 157,193.80

Description of Need	Base Tracking Management Number	Function of activity	(Type)	Object of Expenditure	(Type)	Cost Estimate
CADA Conference	0272	Admin		Conferences		\$ 8,000.00
Office Depot-Blanket PO	0272	Admin		Materials & Supplies		\$ 17,000.00
Amazon-Blanket PO	0272	Admin		Materials & Supplies		\$ 16,500.00
Academic Affairs-Blanket PO	0272	Admin		Materials & Supplies		\$ 12,000.00
Herff Jones-Blanket PO	0272	Admin		Materials & Supplies		\$ 10,000.00
American Lumber-Blanket PO	0272	Admin		Materials & Supplies		\$ 4,500.00
Redi-Mark-Blanket PO	0272	Admin		Materials & Supplies		\$ 500.00
Flora Fresh-Blanket PO	0272	Admin		Materials & Supplies		\$ 2,500.00
Store Warehouse	0272	Admin		Materials & Supplies		\$ 10,000.00
Postage	0272	Admin		Materials & Supplies		\$ 5,000.00
Warden	0272	Admin		Materials & Supplies		\$ 1,500.00
Food 4 Less-Blanket PO	0272	Admin		Materials & Supplies		\$ 2,000.00
Mountain Mikes-Blanket PO	0272	Admin		Materials & Supplies		\$ 2,000.00
Save Mart-Blanket PO	0272	Admin		Materials & Supplies		\$ 2,000.00
Togos-Blanket PO	0272	Admin		Materials & Supplies		\$ 2,500.00
Blank Shirts	0272	Admin		Materials & Supplies		\$ 2,000.00
M&J Restaurant-Blanket PO	0272	Admin		Services		\$ 10,000.00
City of Stockton-Blanket PO	0272	Admin		Services		\$ 500.00
Shred It	0272	Admin		Services		\$ 1,000.00
Ricoh	0272	Admin		Services		\$ 18,000.00
Redi-Mark	0272	Admin		Services		\$ 2,000.00
Statewide Production Services	0272	Admin		Services		\$ 5,000.00
Calibama	0272	Admin		Services		\$ 1,500.00
Weston Ranch High School Cougar Print Shop	0272	Admin		Services		\$ 400.00
						\$ 136,400.00

Educational Partner Input

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

Involvement Process for the Strategic Plan and Annual Review and Update

Education Partners include formal and informal meetings with various groups to review and analyze data, evaluate needs and prioritize strategies and resources to promote learning outcomes and equitable supports for students, staff and community.

Date

SSC: August 13, September 3, October 1st, November 5th, December 3rd, January 14th, February 4th, March 4th, April 1st, and May 6th

ELAC: September 20, November 9, December 13, March 26, May 7.

Weston Ranch Staff meetings: September 13, October 18, November 15, December 6, January 17, February 14, March 20, April 17, May 8.

Department Chair Meetings: July 28, September 7, October 3rd, January 29th, May 9th

Strategic planning Team meetings: Other SP meetings (includes meetings to go over specific data, surveys, DO meetings, etc) 12/13/2023, 10/4/2023, 10/5/2023, 1/8/2024,

1/9/2024, 1/26/2024, 3/19/2024, 4/5/2024, 4/15/2024, 4/26/2024, 4/30/2024, 5/3/2024

Leadership Team Meetings (specific to WR Strategic plan)-September 7th, November 27th, January 22nd, March 26th, May 16th

Groups

School Site Council

ELAC

Weston Ranch Staff Meetings

Department Chair Team

Strategic Planning Team

Leadership Team Meetings (Specific to WR Strategic plan)

Outcome

At the start of the 2023-2024 school year, and throughout the school year, each partner group (SSC, ELAC, WR Staff Mtgs, Department Chair meetings, and Strategic Planning Team meetings), gave input to review academics, attendance, student behavior, PLCS, student engagement, parent engagement, teaching practices, and PLCS to provide input on guiding the school sites Strategic Plan for both the current year and upcoming 2024-2025 school year.

In October of 2023, three separate surveys were given out to students, staff, and community. The completed surveys provided data that supported the use of continued professional development for PLCS, teaching, and student learning. The continual on-going meetings with the educational partners provided guidance to the WRHS leadership teams in planning for the 24-25 school site strategic plan. In April of 2024, the WR School site Council team approved the 2024-2025 Strategic Plan.

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
- 2 Other School Staff
- 3 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Troy M. Fast	Principal
Nicole Burrows	Classroom Teacher
Sylvia Berchtold	Classroom Teacher
Laura Mejia	Classroom Teacher
Jess Watson	Classroom Teacher
Gayathri Jacobs	Other School Staff
Samuel Gonzalez	Other School Staff
Staycee Baptista	Classroom Teacher
Jessica Isherwood	Parent or Community Member
Rebecca Armstrong	Parent or Community Member
Whitney Mbruru	Secondary Student
Susana Soria	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 Strategic Plan requiring board approval.

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

Signature

Committee or Advisory Group Name

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

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

This Strategic Plan was adopted by the SSC at a public meeting on April 1, 2024.

Attested:



Principal, Troy M. Fast on 6/12/24

SSC Chairperson, Nicole Burrows on 6/12/24