Weston Ranch High School
2023-2024 School Accountability Report Card
(Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.
	- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
	- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
	- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
	A hard copy of the School Accountability Report Card is available at your School Office, upon request.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	Weston Ranch High School
Street	4606 McCuen Avenue
City, State, Zip	Stockton, CA 95206
Phone Number	(209) 938-6245
Principal	Troy M. Fast
Email Address	tfast@musd.net
School Website	https://westonranch.mantecausd.net/
Grade Span	9-12
County-District-School (CDS) Code	39685930101576

2024-25 District Contact Information

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

2024-25 School Description and Mission Statement

Weston Ranch High School opened in 2003 and is one of five comprehensive high schools in Manteca Unified School District. Students who attend Weston Ranch come from three feeder K-8 schools. Weston Ranch has a current student enrollment of 1,186. For over twenty years, Weston Ranch High School has created a beautiful and diverse school culture with a focus on student learning, inside and outside the classrooms. Weston Ranch drives school culture through Cougars Rising, a program designed to affirm and encourage students, promote achievement, increase school spirit and participation, and unify students and staff. Each month, Cougars Rising focuses on a word that reflects the vision of Weston Ranch (C: Community/ O: Optimistic/ U: Unity/ G: Grateful/ A: Ambitious/ R: Resilient/ S: Selfless). Student are recognized and awarded for showing

2024-25 School Description and Mission Statement

excellence in academics, arts, athletics, attendance, campus contribution, character, Cougar Code (word of the month), school programs, school spirit, and perseverance.

Weston Ranch High School takes pride in academic, extracurricular, and athletic programs and is committed to academic success for all students. Each year, we utilize student, staff, and parent data to identify areas of success and growth. Commitment to student learning, academic growth, campus safety, and achievement recognition are our top priorities. Weston Ranch High School is the hub of the Weston Ranch community; we continue to collaborate and grow relationships with stakeholders to improve programs and cultivate graduates who are college and/or career ready. Graduates have many local post-secondary options, including Delta Community College, University of the Pacific, CSU Stanislaus, Sacramento, and East Bay, UC Merced, and Modesto Junior College.

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.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	261
Grade 10	325
Grade 11	290
Grade 12	305
Total Enrollment	1,181

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.3
Male	55.5
Non-Binary	0.2
American Indian or Alaska Native	0.7
Asian	11.1
Black or African American	17
Filipino	7.7
Hispanic or Latino	53.5
Native Hawaiian or Pacific Islander	2.5
Two or More Races	3.3
White	4.1
English Learners	17.6
Foster Youth	1.2
Homeless	5.4
Migrant	0.3
Socioeconomically Disadvantaged	76.3
Students with Disabilities	15.3

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	53.20	78.81	885.50	84.32	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	1.48	38.90	3.71	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	12.30	18.23	113.30	10.79	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	1.48	11.40	1.09	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	0.90	0.09	18854.30	6.86
Total Teaching Positions	67.50	100.00	1050.10	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	46.10	72.96	829.80	80.07	234405.20	84.00
Intern Credential Holders Properly Assigned	0.80	1.31	45.20	4.36	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.50	7.24	64.50	6.23	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.80	2.85	25.70	2.48	11953.10	4.28
Unknown/Incomplete/NA	9.80	15.61	71.00	6.85	15831.90	5.67
Total Teaching Positions	63.20	100.00	1036.30	100.00	279044.80	100.00

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	42.10	68.53	771.70	72.44	231142.40	100.00
Intern Credential Holders Properly Assigned	2.30	3.79	37.00	3.48	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	6.90	11.23	86.60	8.13	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.80	1.33	21.60	2.03	11746.90	4.23
Unknown/Incomplete/NA	9.20	15.09	148.20	13.92	14303.80	5.15
Total Teaching Positions	61.50	100.00	1065.40	100.00	277698	100

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

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0.9
Misassignments	12.30	4.50	5.9
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	12.30	4.50	6.9

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	1.00	1.80	0.8
Total Out-of-Field Teachers	1.00	1.80	0.8

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	21.80	6.1	11.3
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	19.00	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Most recent hearing on the sufficiency of instructional materials was on April 18, 2024.

Year and month in which the data were collected	November 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English 1- Into Literature, Houghton Mifflin Harcourt (Adopted 2023) English 2- Into Literature, Houghton Mifflin Harcourt (Adopted 2023) English 3- Into Literature, Houghton Mifflin Harcourt (Adopted 2023) English 4- Into Literature, Houghton Mifflin Harcourt (Adopted 2023) Special Ed Parallel English 1, 2, 3, 4- Into Literature, Houghton Mifflin Harcourt (Adopted 2023) Special Ed Essential English 1, 2, 3, 4- Into Literature, Houghton Mifflin Harcourt (Adopted 2023) English Honors 1- Foundations of Language & Literature, Bedford, Freeman and Worth (Adopted 2023) English Honors 2- Advanced Language & Literature, Bedford, Freeman and Worth (Adopted 2023) AP English Language & Composition- The Language of Composition, Bedford, Freeman and Worth (Adopted 2023) AP English Literature & Composition- Literature and Composition, Bedford, Freeman and Worth (Adopted 2023) ELD 1: Houghton Mifflin Harcourt English 3D – Language Launch Volumes 1 & 2 (Adopted 2024) ELD 2: Houghton Mifflin Harcourt English 3D – Course B, Volume 1 (Adopted 2024) ELD 3: Houghton Mifflin Harcourt English 3D – Course B, Volume 2 (Adopted 2024) ELD 4: Houghton Mifflin Harcourt English 3D – Course C (Adopted 2024)	Yes	0

Mathematics	Algebra 1, A, B - Common Core Curriculum, Big Ideas Learning (Adopted 2015) Geometry - Common Core Curriculum, Big Ideas Learning (Adopted 2015) Algebra 2 - Common Core Curriculum, Big Ideas Learning (Adopted 2015) Pre Calculus - Pre-Calculus with Limits, Brooks Cole (Adopted 2014) AP Calculus - Calculus of a Single Variable, Brooks/Cole (Adopted 2014) Special Ed - Pre-Algebra - ALEKS Math, McGraw-Hill (Adopted 2015) Special Ed - Functional Math 1 – ALEKS, McGraw-Hill (Adopted 2015) Special Ed - Functional Math 2 – ALEKS, McGraw-Hill (Adopted 2015) Special Ed - Algebra A & B - ALEKS, Big Ideas Learning (Adopted 2015) Special Ed - Functional Personal Financial Literacy, Pearson/Prentice Hall (Adopted 2010)	Yes	0
Science	Anatomy/Physiology- Essentials of Human Anatomy & Physiology 12th Edition, Pearson (Adopted 2022) Biology- The Living Earth-STEMScopes Accelerate Learning Digital Curriculum (Adopted 2021) AP Biology- Biology, 12th Edition, Campbell / Benjamin, Cummings (Adopted 2022) Chemistry- Chemistry in the Earth System-STEMScopes Accelerate Learning Digital Curriculum (Adopted 2021) AP Chemistry- Chemistry: The Central Science, Pearson Education (Adopted 2022) Physics- Physics in the Universe-STEMScopes Accelerate Learning Digital Curriculum (Adopted 2021) AP Physics- College Physics: A Strategic Approach, Pearson Education (Adopted 2022) Astronomy- Horizons: Exploring the Universe, Cengage Learning (Adopted 2022) Environmental Science- Environmental Science: Your World, Your Turn, Savvas Learning Company (Adopted 2022) AP Environmental Science- Environmental Science for the AP Course, Bedford, Freeman and Worth (Adopted 2022) Zoology- Zoology, McGraw-Hill Education (Adopted 2022) Introductory Physical Earth and Space Systems- Inspire Earth Science, McGraw-Hill Education (Adopted 2024) Ag Biology- The Science of Agriculture: A Biological Approach, Delmar Thomson Learning (Adopted 2004) Ag Earth Science- Earth and Space Science-STEMScopes Accelerate Learning Digital Curriculum (Adopted 2021) Special Ed- The Living Earth-STEMScopes Accelerate Learning Digital Curriculum (Adopted 2021) Special Ed- Earth and Space Science-STEMScopes Accelerate Learning Digital Curriculum (Adopted 2021)	Yes	0
History-Social Science	World History - Modern World History California Edition 2019, Houghton Mifflin Harcourt (Adopted 2019) Geography - Global Geography, California Edition, Houghton Mifflin Harcourt (Adopted 2019) AP European History –The Western Heritage Since 1300, 12th Edition AP Edition, Pearson (Adopted 2019)	Yes	0

	U.S. History – American History: Reconstruction to the Present California, Houghton Mifflin Harcourt (Adopted 2019) AP U.S. History – The Enduring Vision: A History of the American People, 8th Edition, National Geographic Learning/Cengage Learning (Adopted 2015) American Government – Government Alive! Politics, and You, TCI (Adopted 2019) AP US Government & Politics– Government in America People, Politics, and Policy 2016 Presidential Election Ed, 17th Edition, Pearson (Adopted 2019) Economics – Econ Alive! The Power to Choose, TCI (Adopted 2019) Psychology – Essentials of Psychology: Concepts & Applications 5th Edition, Cengage (Adopted 2019) AP Psychology – Myers' Psychology for AP 4th Edition, Bedford, Freeman and Worth (Adopted 2024) Special Ed – Essential World History – Modern World History, Houghton Mifflin Harcourt (Adopted 2019) Special Ed – Essential U.S. History – American History: Reconstruction to the Present, Houghton Mifflin Harcourt (Adopted 2019) Special Ed – Essential Economics – Economics, Houghton Mifflin Harcourt (Adopted 2020) Special Ed – Essential American Government – United States Government, Houghton Mifflin Harcourt (Adopted 2020)		
Foreign Language	Spanish 1 - Descubre Level 1 Series, Vista Higher Learning (Adopted 2017) Spanish 2 - Descubre Level 2 Series, Vista Higher Learning (Adopted 2017) Spanish 3 - Descubre Level 3 Series, Vista Higher Learning (Adopted 2017) Spanish 4 - Imagina Level 4 Series, Vista Higher Learning (Adopted 2015) Spanish for Spanish Speakers – Tu Mundo, McDougal Littell (Adopted 2002) Spanish for Spanish Speakers - El Español Para Nosotros Nivel 1 y 2, McGraw Hill (Adopted 2017) Spanish AP - Temas, Vista Higher Learning (Adopted 2016) Spanish AP - Azulejo 2nd Edition, Wayside Publishing (Adopted 2018) Spanish AP Lit - Nextext for Abriendo Puertas, Holt McDougall (Adopted 2013) French 1 – D'accord 1 Level 1 Series, Vista Higher Learning (Adopted 2015) French 2 - D'accord 2 Level 2 Series, Vista Higher Learning (Adopted 2015) French 3 - D'accord 3 Level 3 Series, Vista Higher Learning (Adopted 2015) AP French – Themes, Vista Higher Learning (Adopted 2017)	Yes	0
Health	Health – Glencoe Health, Glencoe (Adopted 2007)	Yes	0
Visual and Performing Arts	Intro to Theatre - The Stage & The School, Glencoe (Adopted 2005) Theater - Actions: The Actor's Thesaurus, London (Adopted 2004) Theater - Basic Drama Projects, Perfection Learning (Adopted 2004)	Yes	0

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

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

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

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

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

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

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

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

Year and month of the most recent FIT report	August 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External:	X			

School Facility Conditions and Planned Improvements

Playground/School Grounds, Windows/ Doors/Gates/Fences			Significant cracks, trip hazards, holes and deterioration.

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	45	47	38	36	46	47
Mathematics (grades 3-8 and 11)	9	15	22	22	34	35

2023-24 CAASPP Test Results in ELA by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	274	267	97.45	2.55	46.82
Female	129	124	96.12	3.88	51.61
Male	144	142	98.61	1.39	42.25
American Indian or Alaska Native	0	0	0	0	0
Asian	30	30	100.00	0.00	46.67
Black or African American	48	45	93.75	6.25	31.11
Filipino	28	28	100.00	0.00	67.86
Hispanic or Latino	138	135	97.83	2.17	43.70
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	11	100.00	0.00	45.45

White	12	11	91.67	8.33	81.82
English Learners	38	36	94.74	5.26	13.89
Foster Youth	--	--	--	--	--
Homeless	22	21	95.45	4.55	33.33
Military	--	--	--	--	--
Socioeconomically Disadvantaged	210	204	97.14	2.86	45.59
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	45	42	93.33	6.67	4.76

2023-24 CAASPP Test Results in Math by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	274	267	97.45	2.55	15.36
Female	129	124	96.12	3.88	9.68
Male	144	142	98.61	1.39	19.72
American Indian or Alaska Native	0	0	0	0	0
Asian	30	30	100.00	0.00	26.67
Black or African American	48	45	93.75	6.25	8.89
Filipino	28	28	100.00	0.00	21.43
Hispanic or Latino	138	135	97.83	2.17	12.59
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	11	100.00	0.00	18.18
White	12	11	91.67	8.33	27.27
English Learners	38	36	94.74	5.26	0.00
Foster Youth	--	--	--	--	--
Homeless	22	21	95.45	4.55	9.52
Military	--	--	--	--	--

Socioeconomically Disadvantaged	210	204	97.14	2.86	16.18
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	45	42	93.33	6.67	2.38

CAASPP Test Results in Science for All Students

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	17.93	19.68	22.16	22.63	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	586	576	98.29	1.71	19.97
Female	244	238	97.54	2.46	18.49
Male	341	337	98.83	1.17	20.77
American Indian or Alaska Native	--	--	--	--	--
Asian	73	72	98.63	1.37	26.39
Black or African American	97	92	94.85	5.15	16.30
Filipino	56	56	100.00	0.00	44.64
Hispanic or Latino	301	298	99.00	1.00	13.42
Native Hawaiian or Pacific Islander	13	13	100.00	0.00	23.08
Two or More Races	20	20	100.00	0.00	15.00
White	24	23	95.83	4.17	43.48
English Learners	81	77	95.06	4.94	1.30
Foster Youth	--	--	--	--	--
Homeless	43	42	97.67	2.33	19.05
Military	14	13	92.86	7.14	0.00
Socioeconomically Disadvantaged	433	425	98.15	1.85	18.82
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	96	91	94.79	5.21	5.49

2023-24 Career Technical Education Programs

Weston Ranch High School has focused on integrating and focusing on elements of a 21st Century student, adhering to the motto of "Cougars Rising." Ninth graders participate in Success 101, a class designed to help them select a career path and develop a 10-year plan as they move through high school. A career path is developed for each student to prepare for the transition from school to post-secondary options. Weston Ranch High students may enroll in CTE classes on campus in a variety of career pathways. Students also may enroll in districtwide CTE capstone courses in a variety of areas. CTE classes incorporate Standards for Career Ready Practice (a series of twelve standards that encompass fundamental knowledge and skills students need in order to be prepared for postsecondary education, career development, or the workforce) as well as standards-specific to their industry sector that are technical skills

Districtwide CTE Capstone Courses:
Accounting (Automated)
Advanced Ag Welding
Advanced Ag Wood
Advanced Business: Entrepreneurship
Advanced Careers with Children
Advanced Child Development
Advanced Fashion Merchandising

2023-24 Career Technical Education Programs

Advanced Health Careers
Advanced Interior Design
Advanced Public Safety
Advanced Emergency Medical Response
Advanced Emergency Medical and Fire Response
Advanced Pro-Start: Culinary Arts
Advanced Video Game Art & Design
Ag Construction
Food Service and Hospitality

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

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

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	806
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	59.5
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	92.48
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	35.99

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2023-24 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	98	98	99	98	99

C. Engagement

State Priority: Parental Involvement

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

2024-25 Opportunities for Parental Involvement

Weston Ranch High School encourages and values parental involvement and input. Parent groups include English Learner Advisory Committee (ELAC), School Site Council (SSC), Future Farmers of America (FFA) Boosters, Athletic Boosters, and Band Boosters. Parents, family, and the community are pivotal to the success of Back to School Night, 8th Grade Parent Night, Grade Level Parent Nights, parent and student conferences, Coffee with the Counselors, college informational nights, Trunk or

2024-25 Opportunities for Parental Involvement

Treat, the annual holiday parade, and various other meetings/events to support multiple school programs and clubs.

There are multiple ways to connect with Weston Ranch and join our school community! For school information, including our programs and staff contact information, access our school website: https://westonranch.mantecausd.net/ or call us at (209) 938-6245. Please follow us on social media; we regularly post notifications and pictures of school events and celebrations on Facebook (https://www.facebook.com/wrhscougars/) and Instagram (https://www.instagram.com/wrhs_cougarsrising/). Parents can access their students' grades and attendance using the Parent Portal (https://q.musd.net/parent/). Weston Ranch also uses text messaging and automated phone calls to communicate important reminders, news, and dates.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	5.6	6.1	4.2	3.9	4.4	4.3	7.8	8.2	8.9
Graduation Rate	92.0	90.9	92.5	93.2	91.5	91.4	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	307	284	92.5
Female	116	107	92.2
Male	191	177	92.7
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	41	39	95.1
Black or African American	48	44	91.7
Filipino	26	25	96.2
Hispanic or Latino	160	147	91.9
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	11	9	81.8
White	13	12	92.3
English Learners	60	57	95.0
Foster Youth	--	--	--
Homeless	27	23	85.2
Socioeconomically Disadvantaged	272	251	92.3
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	55	44	80.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1271	1240	280	22.6
Female	564	547	138	25.2
Male	705	691	142	20.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	142	141	33	23.4
Black or African American	213	206	51	24.8
Filipino	95	94	7	7.4
Hispanic or Latino	682	667	147	22.0
Native Hawaiian or Pacific Islander	33	31	15	48.4
Two or More Races	43	41	13	31.7
White	55	52	14	26.9
English Learners	241	234	51	21.8
Foster Youth	20	15	5	33.3
Homeless	111	105	43	41.0
Socioeconomically Disadvantaged	1017	990	236	23.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	203	194	63	32.5

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement	State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
7.64	4.89	6.69	4.62	4.96	4.95	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.07	0.29	0.55	0.09	0.24	0.18	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.69	0.55
Female	6.21	1.06
Male	7.09	0.14
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	3.52	0.00
Black or African American	13.15	1.88
Filipino	1.05	0.00
Hispanic or Latino	6.16	0.44
Native Hawaiian or Pacific Islander	3.03	0.00
Two or More Races	6.98	0.00
White	3.64	0.00
English Learners	8.71	0.00
Foster Youth	15.00	0.00
Homeless	9.91	0.00
Socioeconomically Disadvantaged	7.08	0.49
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	11.33	0.49

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

All school sites in the Manteca Unified School District annually update their Comprehensive School Safety Plan in accordance with California Education Code and State legislation. Plans are revised by Site Administration per the required adoption process with appropriate School Site Council public meetings and School Site Safety Team input. At the March 2024 Board of

2024-25 School Safety Plan

Education meeting, current school safety plans were unanimously approved by the MUSD Board of Education.

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

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

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

Site safety team members are requested to earn their ICS 100 certification upon joining the team. Several members of District senior leadership, site principals, and MUSD's Coordinator of Emergency Preparedness and Safety maintain an ICS 402 certification.

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

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

2021-22 Secondary Average Class Size and Class Size Distribution

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

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

2022-23 Secondary Average Class Size and Class Size Distribution

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

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

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	16	15	4
Mathematics	19	20	8	3
Science	23	9	7	2
Social Science	25	7	14	4

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	295.25

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	6613.49	1679.57	4933.93	94209.44
District	N/A	N/A	3748.92	$90,799
Percent Difference - School Site and District	N/A	N/A	27.3	3.7
State	N/A	N/A	$10,771	$94,625
Percent Difference - School Site and State	N/A	N/A	-74.3	-0.4

Fiscal Year 2023-24 Types of Services Funded

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

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

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$60,687	$56,573
Mid-Range Teacher Salary	$86,656	$87,186
Highest Teacher Salary	$116,178	$119,665
Average Principal Salary (Elementary)	$179,500	$148,486
Average Principal Salary (Middle)	$0	$154,835
Average Principal Salary (High)	$187,357	$170,008
Superintendent Salary	$311,917	$338,699
Percent of Budget for Teacher Salaries	29.82	31.41
Percent of Budget for Administrative Salaries	5.51	4.86

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	5.2

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

Subject	Number of AP Courses Offered
Computer Science	0
English	1
Fine and Performing Arts	0
Foreign Language	0
Mathematics	1
Science	0
Social Science	2
Total AP Courses Offered Where there are student course enrollments of at least one student.	4

Professional Development

Manteca Unified School District continuously analyzes student data, utilizes staff surveys, and student surveys to determine professional development needs to improve student learning. As a district, we then prioritize our major focus areas for staff development for each school year. The Educational Services Team then plans out our district professional learning calendar as a collective to ensure it aligns with our district and site strategic plans. The 2024-25 school year focus is to continue to refine our Tier 1 Inclusive Classroom Instruction to engage and meet the individual needs of every student, as well as address social emotional learning and the academic learning loss of your student population. Manteca Unified provides a variety of

Professional Development

professional development in-person and virtually for our Preschool-12th certificated and classified staff. This includes live/independent training courses, live/archived webinars, virtual and in-person training/coaching, administrator academies, and dedicated district-wide training on UTK-8th Early Release Minimum Days, 9th-12th Late Start Professional Development Wednesdays, UTK-12th District Pull-out Days, and Preschool- 12th District-wide Staff Development Days.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	96	97	113

WRHS STRATEGIC PLAN OVERVIEW

For the 2024-2025 school year, every school in MUSD created a new strategic plan to help focus our efforts to support student learning. For the 24-25 school year, this plan has been substantially changed from previous years with new or revised needs, SMART goals, actions, and metrics based around a 3-year planning cycle. The plan is divided into three areas:

- Grade Level Standards
- Safety
- Emerging Students

For this overview, the Student Needs and SMART goals are being provided for each area. If you would like to take a closer look at the full document and the action items or have additional questions, please email Joseph Verderame (jverderame@musd.net).

GRADE LEVEL STANDARDS

DISTRICT GOAL: EVERY STUDENT WORKS TO ACHIEVE MASTERY OF GRADE LEVEL STANDARDS IN ALL SUBJECTS.

SITE TIER I GOAL: IMPROVEMENT OF STUDENT LITERACY SKILLS ACROSS ALL SUBJECTS.

- **Student Need 1**: Student improvement in Math, measured through common assessments aligned to state standards.
    - o **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.
- **Student Need 2:** Student improvement in ELA, measured through common assessments aligned to state standards.
    - o **SMART Goal 2:** 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.
- **Student Need 3:** Student improvement in Science, measured through common assessments aligned to state standards.
    - o **SMART Goal 3:** 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.
- **Student Need 4:** Improvement in essential academic skills across all content areas, based on subject-specific content standards.
    - o **SMART Goal 4:** 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.
- **Student Need 5:** Improve student college and career readiness.

o **SMART Goal 5:** 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.

SAFETY

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.

- **Student Need 1:** Support students struggling behaviorally and socio-emotionally to work towards academic standards
  - o **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.
- **Student Need 2:** Provide interventions to enforce and maintain behavioral expectations to allow students access to standards.
  - o **SMART Goal 2:** 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..
- **Student Need 3:** Provide interventions to enforce and maintain attendance expectations to allow students access to standards.
  - o **SMART Goal 3:** 92.20% of students were in attendance for the 22-23 school year. We will increase to 95% or better and maintain.
- **Student Need 4:** Affirm students with positive recognition of student successes.
  - o **SMART Goal 4:** 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.

EMERGING STUDENTS

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.

- **Student Need 1:** Our English Learner (EL) student population needs support and opportunities that will provide an enriched educational experience.
  - o **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.
- **Student Need 2:** Our Socioeconomical Disadvantaged (SED) student population needs support and opportunities that will provide an enriched educational experience.
  - o **SMART Goal 2:** 22.68% of students in SED are ineligible based on GPA. We will target a rate of 25% per year or less.
- **Student Need 3:** Our Special Education (SPED) student population needs support and opportunities that will provide an enriched educational experience.

- o **SMART Goal 3:** 24.65% of students in SPED are ineligible based on GPA. We will target a rate of 30% per year or less.