

WESTON R HIGH SCHOOL



Manteca Unified School District Strategic Plan

2025-2026

Vision Statement

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

Mission Statement

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

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 (Not currently being used @ WRHS, needs to be removed)

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.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,181	76.3%	17.6%	1.2%
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

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	208	17.6%
Foster Youth	14	1.2%
Homeless	64	5.4%
Socioeconomically Disadvantaged	901	76.3%
Students with Disabilities	181	15.3%

2022-23 Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	209	16.5
American Indian	6	0.5
Asian	150	11.9
Filipino	95	7.5
Hispanic	687	54.3
Two or More Races	43	3.4
Pacific Islander	26	2.1
White	49	3.9

2023-24 Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	201	17%
American Indian	8	0.7%
Asian	131	11.1%
Filipino	91	7.7%
Hispanic	632	53.5%
Two or More Races	39	3.3%
Pacific Islander	30	2.5%
White	49	4.1%

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 Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2566.	2559.	2558.	17.22	16.28	16.15	31.13	28.90	31.54	26.49	25.91	25.38	25.17	28.90	26.92
All Grades	N/A	N/A	N/A	17.22	16.28	16.15	31.13	28.90	31.54	26.49	25.91	25.38	25.17	28.90	26.92

CAASPP Results Mathematics (All Students)

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2494.	2490.	2505.	3.63	3.29	2.69	8.25	6.25	12.69	23.10	20.72	19.62	65.02	69.74	65.00
All Grades	N/A	N/A	N/A	3.63	3.29	2.69	8.25	6.25	12.69	23.10	20.72	19.62	65.02	69.74	65.00

CAASPP Results English Language Arts/Literacy (All Students)

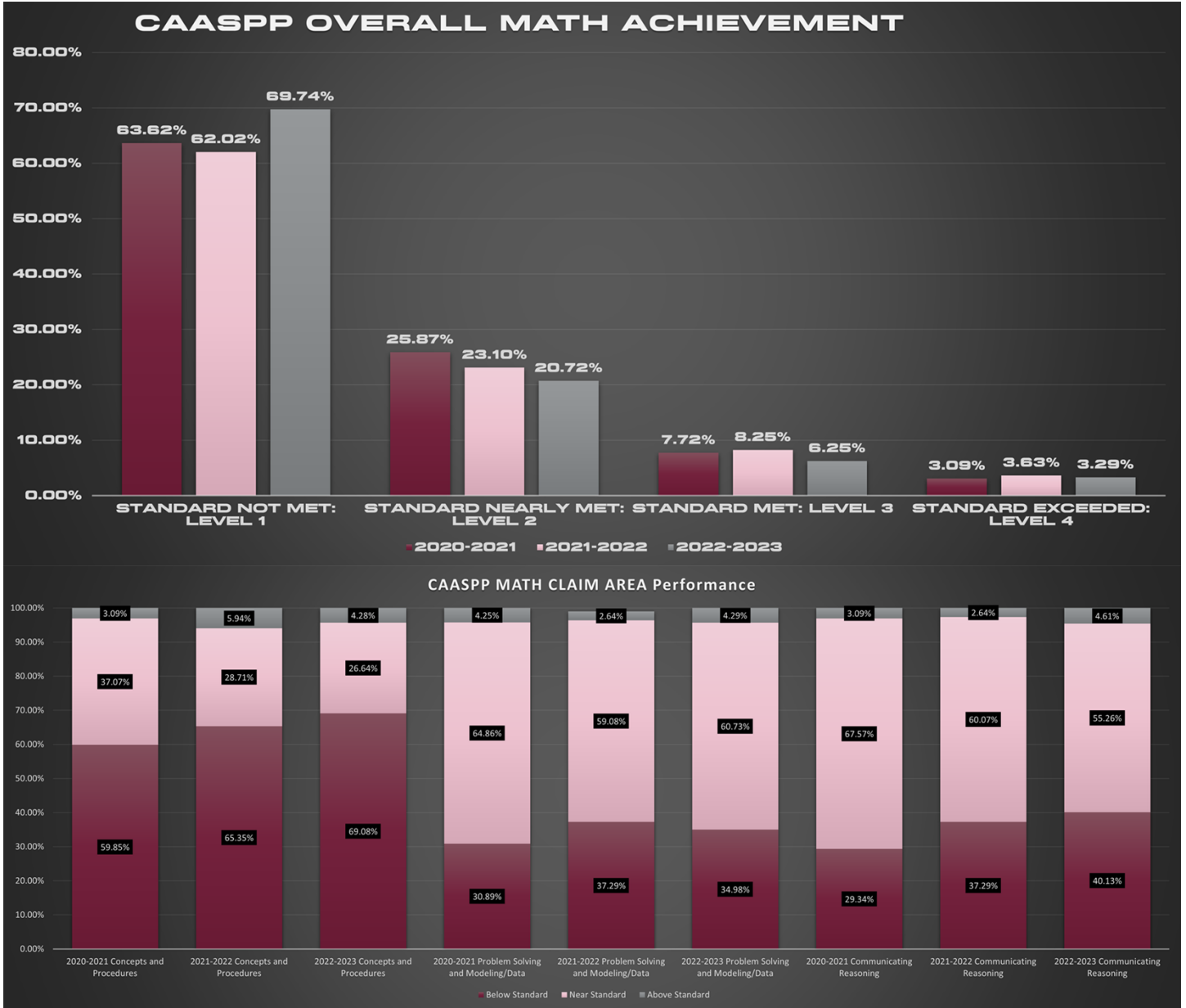
CAASPP Student Groups	22-23 CAASPP Percent Met or Exceeded	23-24 CAASPP Percent Met or Exceeded
All Students	47.87	44.92
Female	55.71	62.16
Male	41.21	35.05
American Indian or Alaska Native	0.00	--

CAASPP Student Groups	22-23 CAASPP Percent Met or Exceeded	23-24 CAASPP Percent Met or Exceeded
Asian	54.05	46.51
Black or African American	41.18	35.42
Filipino	65.38	64.00
Hispanic or Latino	44.31	44.10
Native Hawaiian or Pacific Islander	--	--
Two or More Races	--	--
White	41.67	50.00
English Learners	12.28	8.16
Foster Youth	--	--
Homeless	43.75	16.67
Military	--	--
Socioeconomically Disadvantaged	46.61	42.00
Students Receiving Migrant Education Services	0.00	--
Students with Disabilities	4.00	8.00

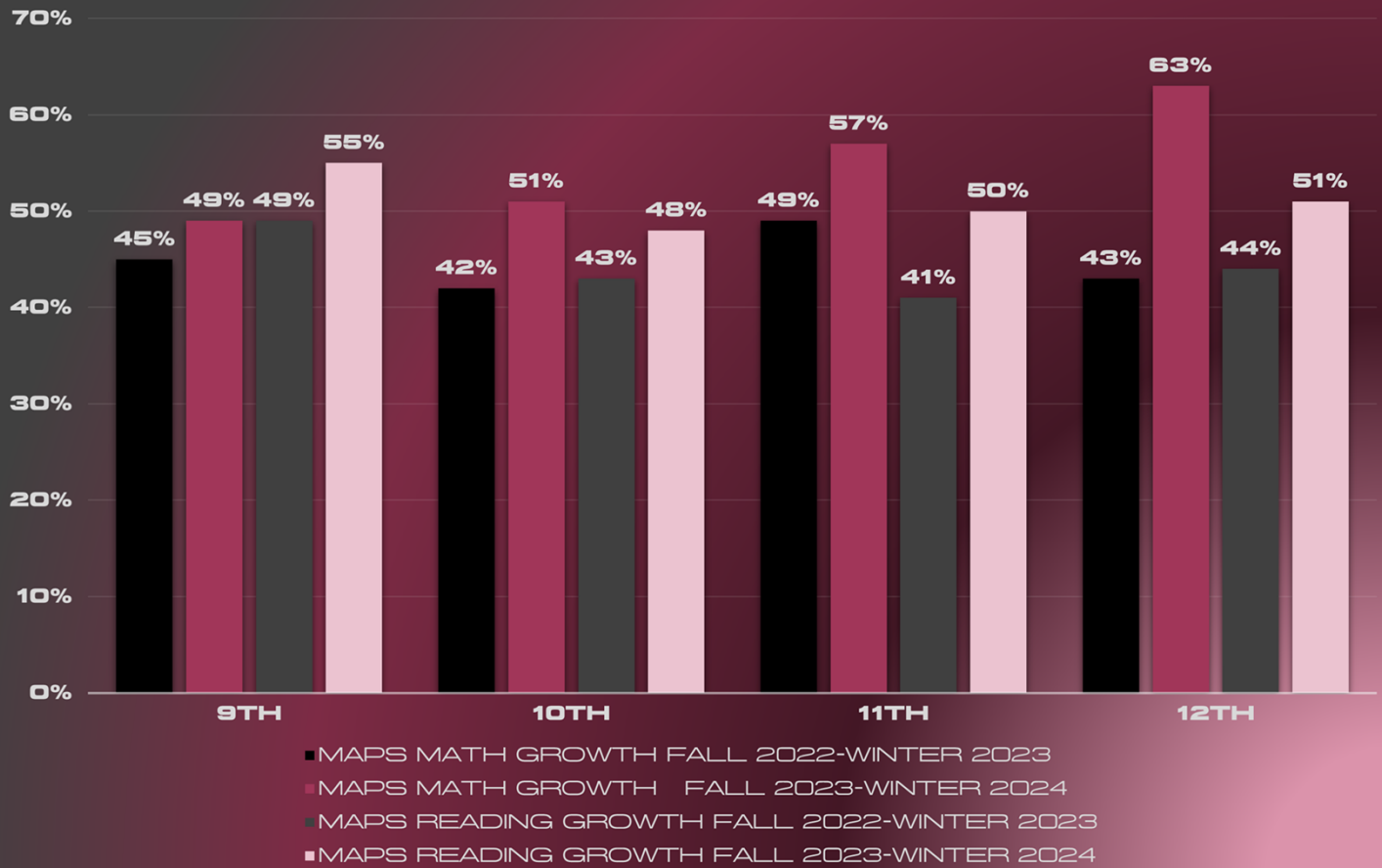
**CAASPP Results
Mathematics (All Students)**

CAASPP Student Groups	22-23 CAASPP Percent Met or Exceeded	23-24 CAASPP Percent Met or Exceeded
All Students	12.09	9.42
Female	11.35	7.96
Male	12.73	10.26
American Indian or Alaska Native	0.00	--
Asian	10.81	13.95
Black or African American	7.84	10.20
Filipino	26.92	28.00
Hispanic or Latino	11.24	4.91
Native Hawaiian or Pacific Islander	--	--
Two or More Races	--	--
White	18.18	16.67
English Learners	5.36	0.00
Foster Youth	--	--
Homeless	6.25	0.00
Military	--	--
Socioeconomically Disadvantaged	9.46	6.93
Students Receiving Migrant Education Services	0.00	--
Students with Disabilities	2.00	0.00

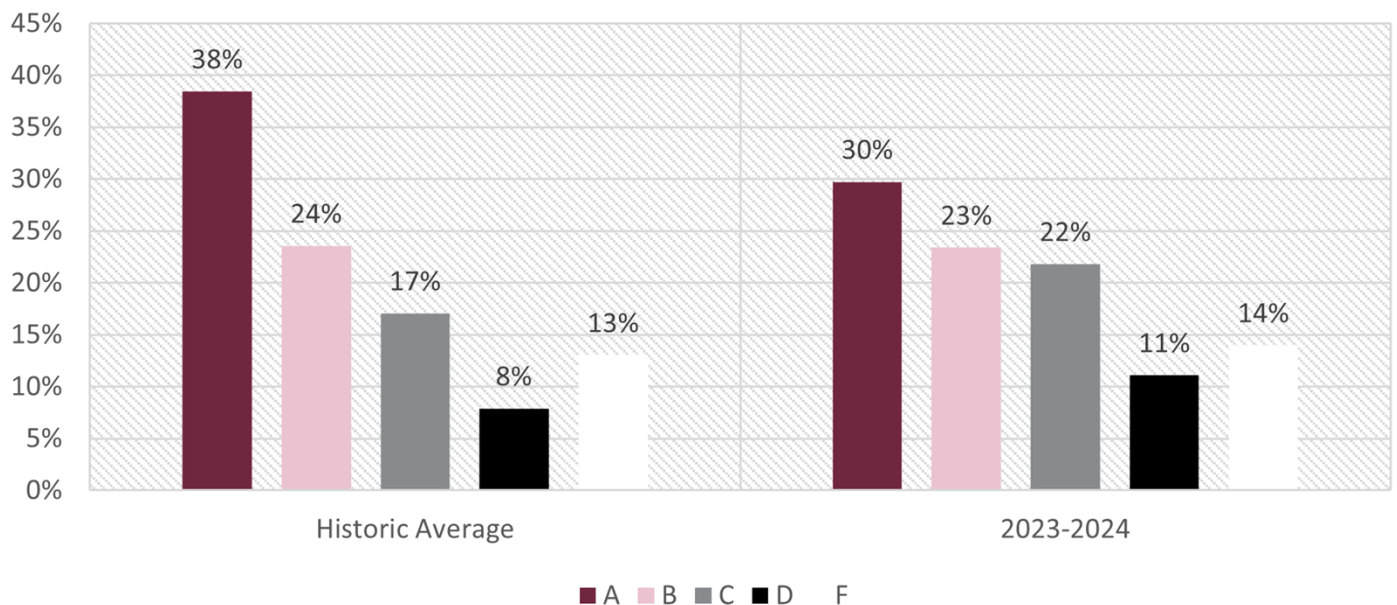
Data



% 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:

Students need to develop Mathematical Skills in order to meet or exceed state standards through support from highly trained teachers, standards-based curriculum, and supplemental materials.

SMART Goal 1

Students are currently at 9.54% meeting or exceeding standards on the 11th grade CAASPP Math test. WRHS will improve by 10% in the percentage of students meeting or exceeding standards by CAASPP math testing for Spring of 2027.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
<p>*Action wording refined.</p> <p>Require all students to be enrolled in math courses during both terms of the school year, until they complete Algebra 2 and/or demonstrate proficiency in mathematics.</p> <p>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</p>	<p>*Metric wording refined.</p> <p>The number of students enrolled in sections of math courses</p> <p>% of students making growth in MAP Math Scores Fall to Winter.</p>	<p>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)</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>Enrollment: 24-25 Data: 9th Grade:254 (T1S2), 255 (T2S1) 10th Grade:189 (T1S2), 195 (T2S1) 11th Grade: 216 (T1S2), 255 (T2S1) 12th Grade: 86 (T1S2), 137 (T2S1)</p> <p>MAP Data (Fall 24-Winter 25): 9th grade: 53% growth 10th grade: 45% growth 11th grade: 64% growth 12th grade: 51% growth</p>			<p>Time</p> <p>Money</p> <p>People</p>

<p>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 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,</p>						
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based on previous years results, to ensure students have full year course offerings and improved math skills						
<p>Expanded opportunities for Professional Development with an emphasis on Math-Curriculum needs/growth with an emphasis 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>*Metric wording refined.</p> <p>% of Staff attending PD offerings. % of students in MAP Math Scores Fall to Winter.</p>	<p>Past PD attendance: Data not currently available</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>100% of staff in Math have attended PD in 24-25.</p> <p>MAP Data (Fall 24-Winter 25): 9th grade: 53% growth 10th grade: 45% growth 11th grade: 64% growth 12th grade: 51% growth</p>			Time Money People
<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>*Metric wording refined.</p> <p>75% of PLC Meeting notes showing discussion of engagement strategies and/or student performance on standards.</p>	<p>Not measured, new PLC meeting form in development.</p>	<p>Self-reported estimations from Math PLC Leaders show that 60% of meetings included an examination of standards, 60% of meetings included examination of student engagement, 70% of meetings reviewed assessments, and 90% of meetings included classroom management techniques.</p>			Time Money People

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: CAASPP Math results for Spring of 2024 showed growth of 5.84%.	As of T1S1 Grades 776 students are enrolled in math classes while rates of MAPS growth for Fall 2023 to Fall 2024 show a higher number of students showing growth compared to Fall 2023-Spring 2024. CAASPP scores for Spring 2024 show improvement with an increase of 5.84% over the previous year in students meeting or exceeding standards. However, as of November students have not been tested for MAP growth since the higher enrolment began.	Continue monitoring to see if increased enrollment in Math courses results in higher rates of growth.	Continue
Cycle 2: Grade performance data showing some shifts in distribution towards a more normalized distribution	T1S2 grades data for math shows some leveling of the data in response to changes in math curriculum. Historically T1S2 grades for math show that only 21.8% of students fall into the D and F range while 78.2% are in the A-C range with 37.5% being A's. This historic data indicates a skew that does not match student performance on standardized testing. The 2024 T1S2 student grade data shows that 23% have A's, 20.5% had B's, 24.8% have C's, 14.2% have D's, and 17.4% have F's. While this may not seem to be positive data it does indicate that changes to rigor have started to shift grades closer to a normalized distribution. Which should help create a more accurate picture of student performance and where we need to focus instructional changes and ultimately lead to higher student performance on standardized testing.	Continue to monitor student performance data to see if increased enrollment results in higher student performance. Long term changes on standardized testing will take up to three years to observe under this change.	Continue
Cycle 3: Grade distribution data shows a continued trend of evening distribution while MAP scores indicate continued growth.	Grade data through T2S1, shows that the overall grade distribution for the 24-25 school year has significantly shifted to a more leveled distribution. Overall 26% of grades are A's, 24% are B's, 22% are C's, 13% are D's, and 15% are F's. This indicates several changes from the historic average. A's reduced	Continue to monitor and continue programs for the fall with reflection and adjustment after CAASPP scores are released.	Continue

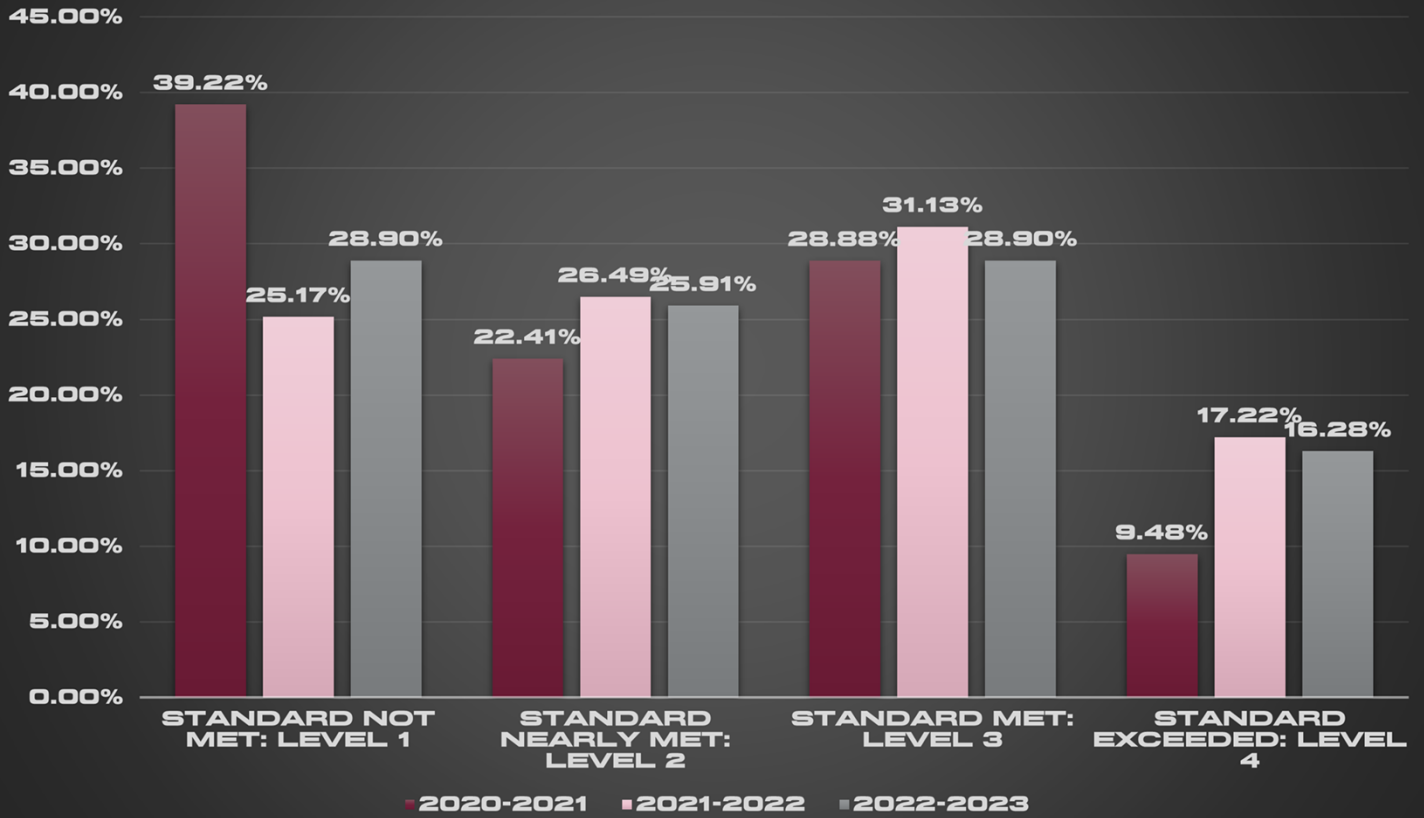
	<p>by 11%, B's remained the same, C's increased by 4%, D's Increased by 4%, and F's Increased by 3%. This data indicates that grades are moving towards a more leveled distribution with the increased rigor. When this is coupled with the growth observed in MAP Testing were continued growth was observed across all grade levels, with an especially notable increase in the growth rate for Freshman (4% increase), Juniors (7% increase), and seniors 12%. This data indicates support for the actions taken this year to improve student performance on standards. We will see how this is reflected in CAASPP scores when those are released in the fall.</p>		
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Progress Monitoring 25-26

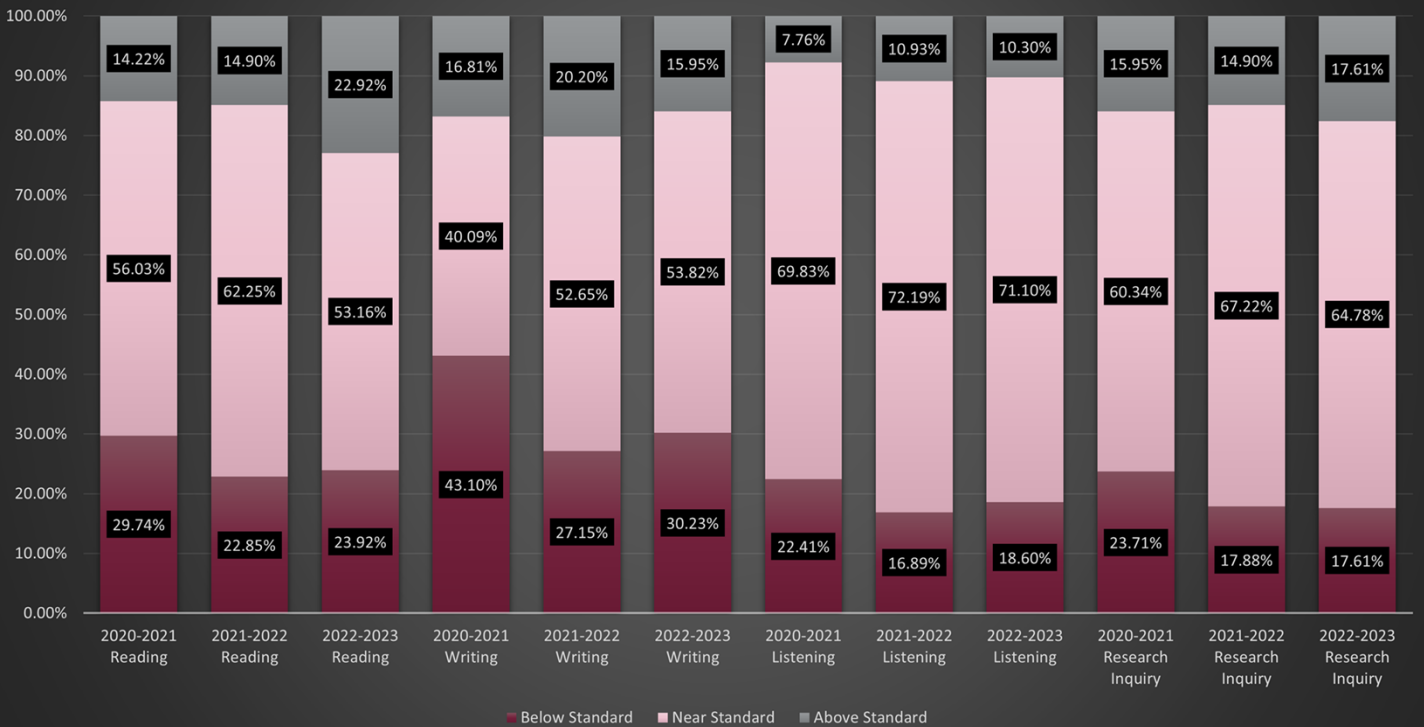
Progress Monitoring

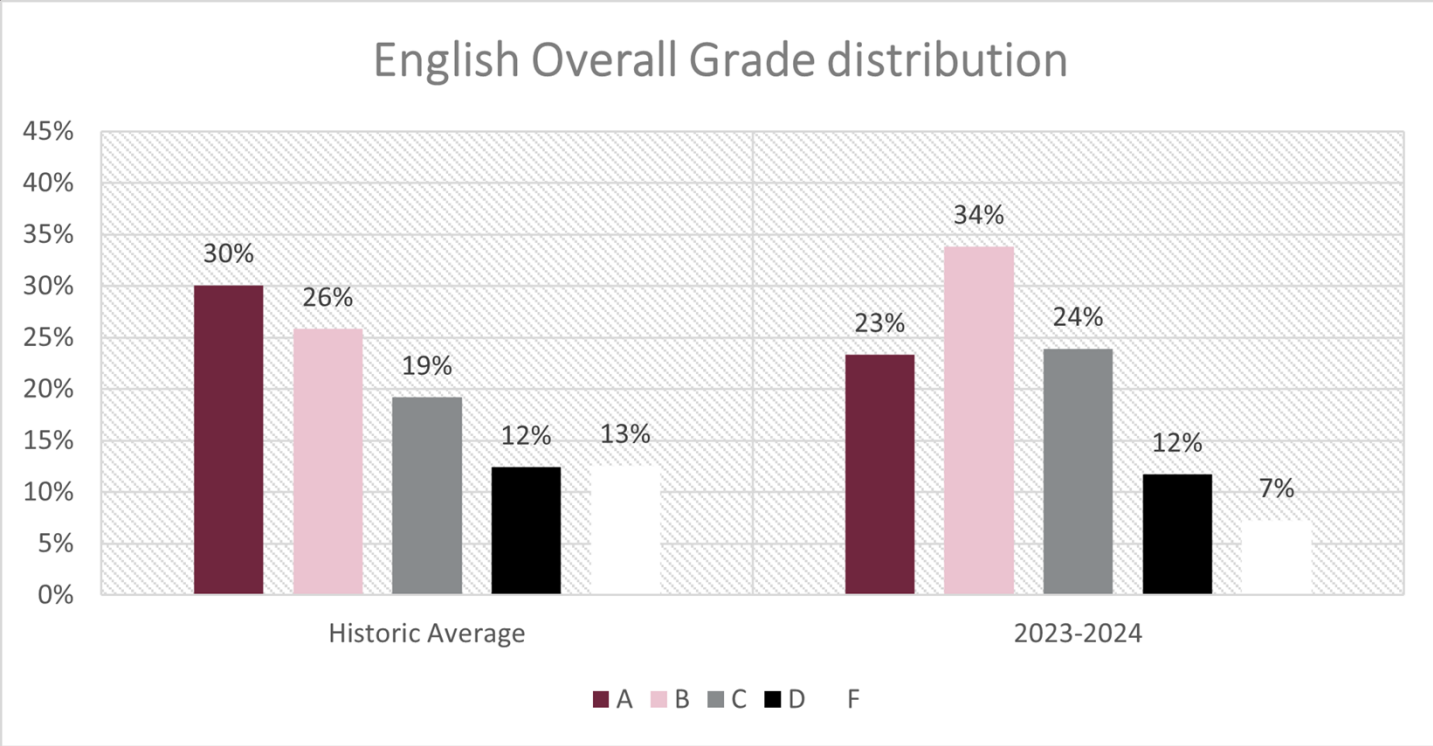
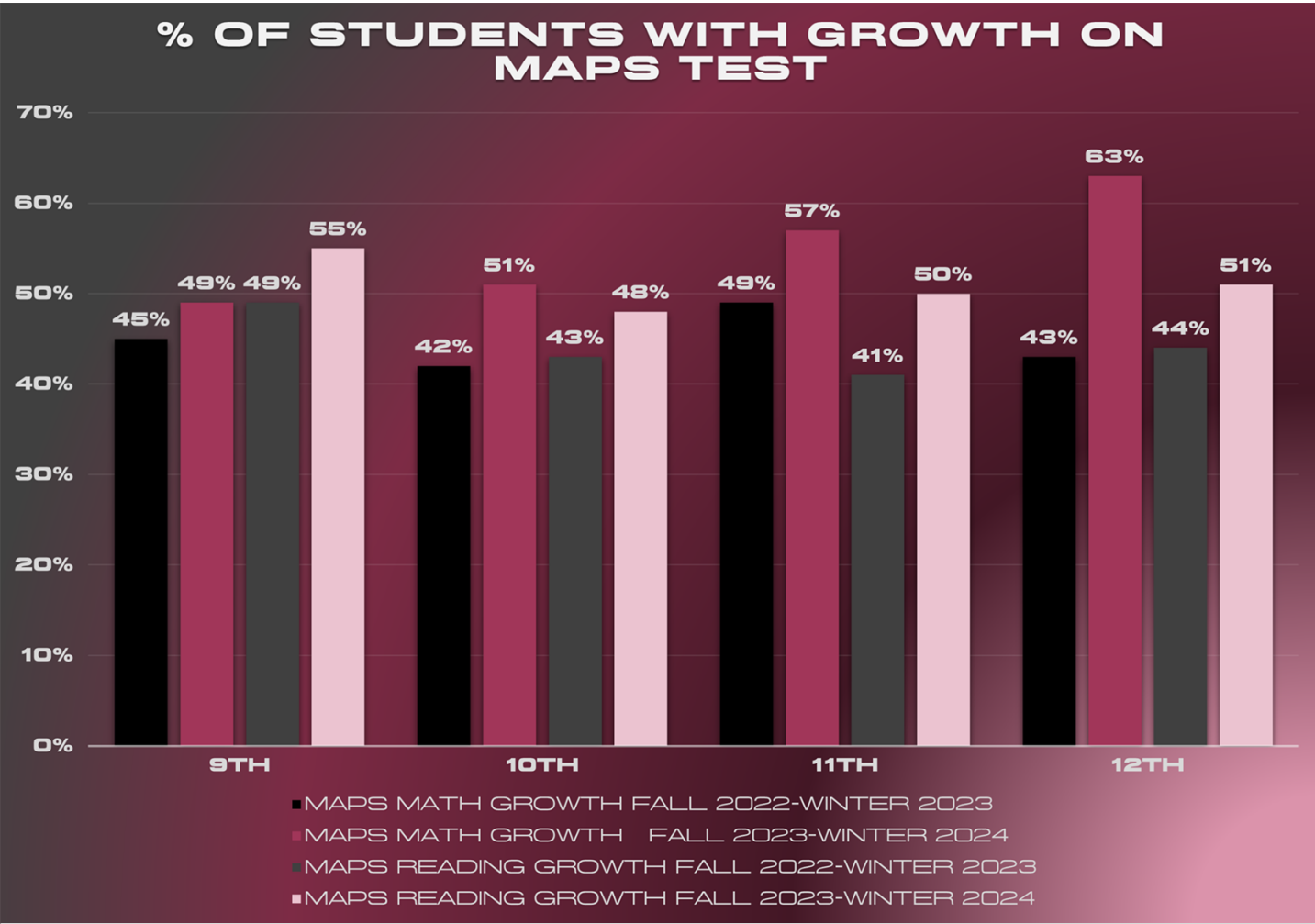
Data

CAASPP ELA OVERALL ACHIEVEMENT



CAASPP ELA Claim Area Performance





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 CAASPP ELA testing for Spring of 2027.

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 standards/assessments Year 1-3: Quarterly introduction of new ELD strategies	*Metric wording refined. Learning Walk data showing PD implementation during at least 10% of observed classes (threshold set to 10% based on the brief observational nature of learning walks).	Not previously measured	*Limited response data due to survey development issues that were eventually resolved in the second term. 11.1% observed PD implementation in classrooms.			Time Money People
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	*Metric wording refined. % of Staff attending PD offerings. % of students showing growth in MAP Reading Scores Fall to Winter.	Past PD attendance: Data not available. MAP Data (Fall 23-Winter 24): 9th grade: 55% growth 10th grade: 48% growth 11th grade: 50% growth 12th grade: 51% growth	100% of English Staff attended PD this year MAP Data (Fall 24-Winter 25): 9th grade: 48% growth 10th grade: 47% growth 11th grade: 54% growth 12th grade: 50% growth			Time Money People

engagement, and improvements in performance on standards.						
<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>*Metric wording refined.</p> <p>75% of PLC Meeting notes showing discussion of engagement strategies and/or student performance on standards.</p>	Not measured, new PLC meeting form in development.	Self-reported estimations from English PLC Leaders show that 80% of meetings included an examination of standards, 90% of meetings included examination of student engagement, 90% of meetings reviewed assessments, and 30% of meetings included classroom management techniques.			Time Money People

Progress Monitoring 24-25

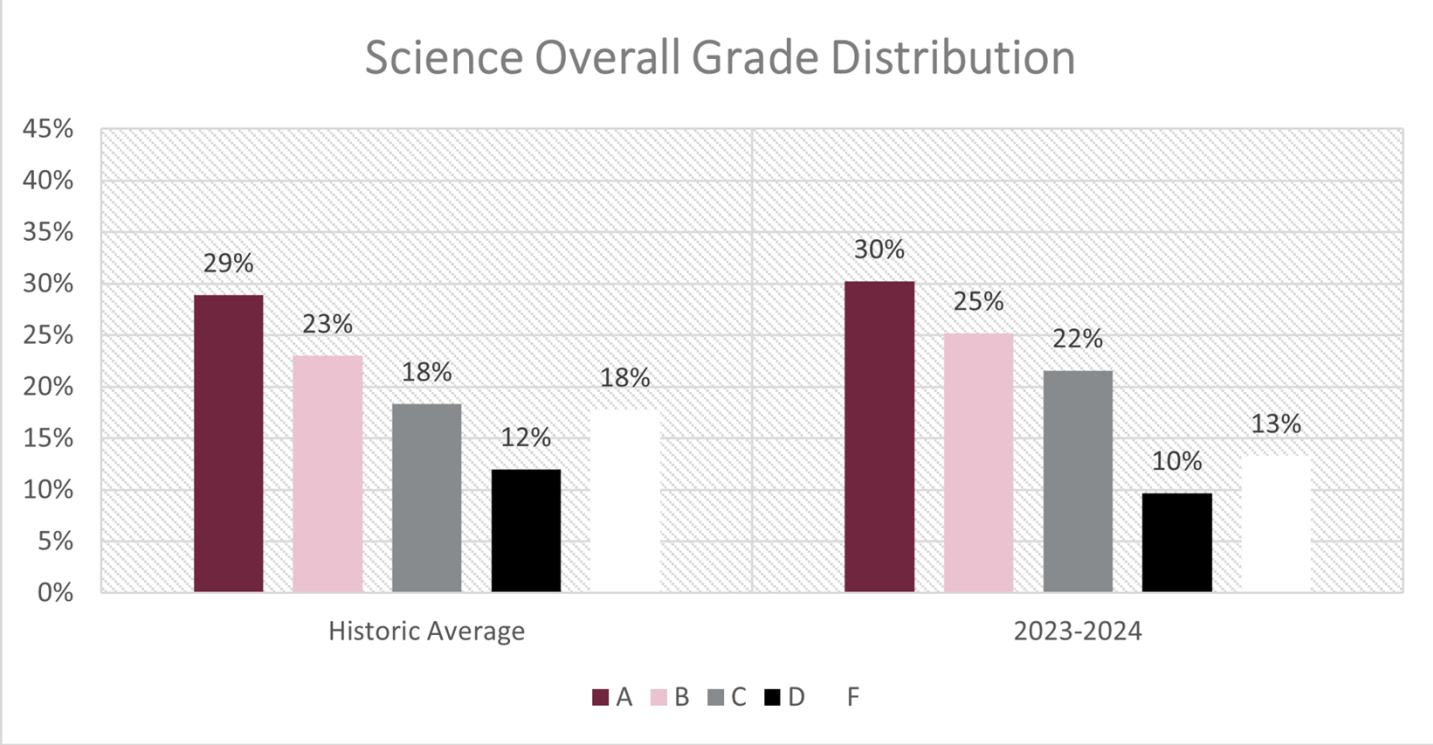
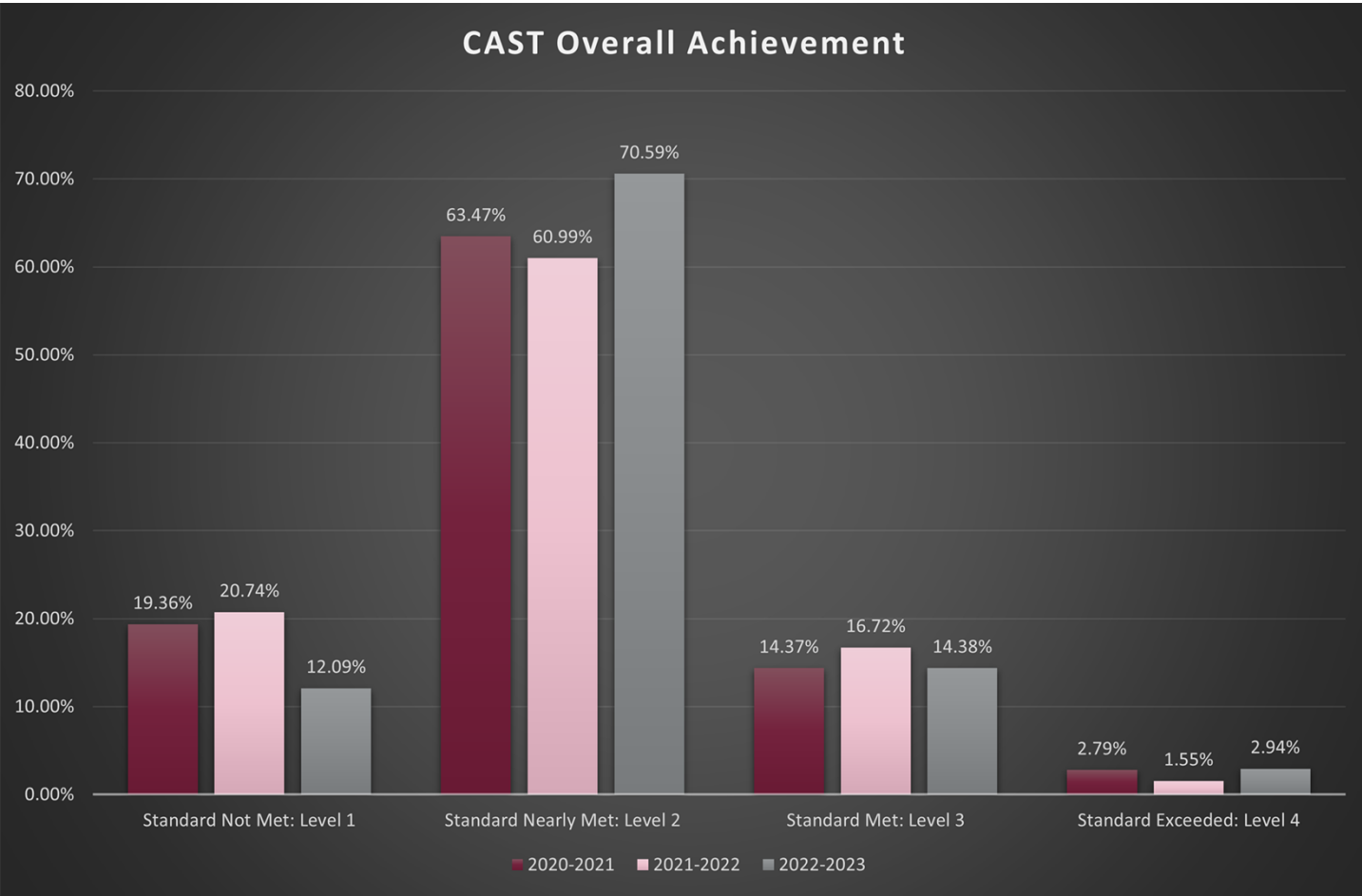
Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: CAASPP data for Spring 2024 testing shows in increase of 2.51% of students meeting or exceeding standards.	As of T1S1 747 students are enrolled in English courses. Fall 2023 to Fall 2024 MAPS data indicates higher growth rates for all student groups when compared to Fall 2023 to Spring 2023 Data. CAASPP data shows reasonably stable data for the last three years and a increase of 2.51% of students meeting and exceeding standards compared to the previous year.	Continue monitoring. Examine possible Cross-Curricular literacy skill building.	Continue
Cycle 2: Grades data for T1S2 shows a higher pass rate than historic averages with a reduction in F's by 4.6%.	The T1S2 data indicates that students have improved in performance across the entire term. Typically there is elevation in failure rates in core classes from S1 to S2 as material increases complexity. T1S2 data shows a increase	Continue monitoring student progress and observe effects on student performance on standards.	Continue

	<p>of 1.8% over T1S1 but this is still showing a similar reduction in the F rate to what we saw in T1S1 (4.6% reduction in T1S2 compared to 4.8% reduction in T1S1). Looking at the other grades, There is a shift towards B's (31.3%) and C's (24.3%) compared to the historic averages of 26.5% B's and 20.7% C's. A's dropped by 1.6% to 27.4% from the historic average of 29%. D's reduced from a historic average of 12.2% to 9.9%. This data shows movement towards a more normalized distribution and indicates a general positive response to increases in rigor within ELA.</p>		
<p>Cycle 3: Overall grade data through T2S1 shows a continued movement towards a normalized distribution and increased pass rates for students compared to the historic average while MAP testing data shows continued growth, but with some reductions in percentage of students meeting growth.</p>	<p>The Overall data through T2S1 indicates that students have improved their pass rates compared to this historic average with F's reducing in half down to 6%. The overall distribution shows movement towards increased B and C grades. A's have remained the same overall, but B's have increased by 5%, C's have grown by 2%, while D's have reduced by 2%. MAP data indicates continued growth for students, but there were reductions of 7% for 9th grade, 1% for 10th grade, and 1% for 12th grade based on Fall 24 to Winter 25 MAP scores. Juniors increased by 5% for this same time period. We continue to see growth and will need to see the CAASPP results to determine what further adjustments may be necessary.</p>	<p>Continue to monitor and continue programs for the fall with reflection and adjustment after CAASPP scores are released.</p>	<p>Continue</p>

Progress Monitoring 25-26

Progress Monitoring

Data



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 CAST in Spring 2027.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
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. Year 1-3: Improvement made to instruction based on CFA results and improved student performance on standards.	Percentage of students showing proficiency by Dimension	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%	InnerOrbit data: DCI: PS1: Mater and its interactions: 53% PS2: Motion and Stability: Forces and Interactions: 74% PS3: Energy: 62% PS4: Waves and their Applications in Technologies for Information Transfer: 64% LS1: From Molecules to Organisms: Structures and Processes: 52% LS2: Heredity: Inheritance and Variation of Traits: 51% LS3: Heredity: Inheritance and Variation of Traits: 47%			Time Money People

		<p>LS4: Biological Evolution: Unity and Diversity: 58% ESS1: Earth's Place in the Universe: 70% ESS2: Earth's Systems: 44% ESS3: Earth and Human Activity: Not measured ETS1: Engineering Design: Not Measured</p> <p>SEP Analyzing and Interpreting Data: 62% Asking Question and Defining Problems: 35% Constructing Explanations and Designing Solutions: 54% Developing and Using Models: 41% Engaging in Argument from Evidence: 46% Planning and Carrying Out Investigations: 39% Using Mathematics and Computational Thinking: 46%</p> <p>Crosscutting Concepts: Cause and Effect: Mechanism and Prediction: 56% Energy and Matter: Flows, Cycles, and</p>	<p>LS4: Biological Evolution: Unity and Diversity: 47% ESS1: Earth's Place in the Universe: 67% ESS2: Earth's Systems: 55% ESS3: Earth and Human Activity: 62 ETS1: Engineering Design: 52</p> <p>SEP Analyzing and Interpreting Data: 62% Asking Question and Defining Problems: 41% Constructing Explanations and Designing Solutions: 46% Developing and Using Models: 51% Engaging in Argument from Evidence: 71% Planning and Carrying Out Investigations: 56% Using Mathematics and Computational Thinking: 49%</p> <p>Crosscutting Concepts: Cause and Effect: Mechanism and Prediction: 59% Energy and Matter: Flows, Cycles, and</p>			
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		<p>Conservation: 44%</p> <p>Patterns: 51%</p> <p>Stability and Change: Not previously measured</p> <p>Scale, Proportion, and Quality: 64%</p> <p>Structure and Function: 39%</p> <p>Systems and System Models: 44%</p>	<p>Conservation: 49%</p> <p>Patterns: 59%</p> <p>Stability and Change: 62%</p> <p>Scale, Proportion, and Quality: 53%</p> <p>Structure and Function: 45%</p> <p>Systems and System Models: 62%</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>*Metric wording refined.</p> <p>% of staff attending PD offerings and InnerOrbit/Illuminate data on student performance on standards by dimension.</p>	<p>Past years PD attendance: Not measured</p> <p>InnerOrbit data:</p> <p>DCI:</p> <p>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>100% of Science Staff attended PD in 24-25.</p> <p>InnerOrbit data:</p> <p>DCI:</p> <p>PS1: Mater and its interactions: 53%</p> <p>PS2: Motion and Stability: Forces and Interactions: 74%</p> <p>PS3: Energy: 62%</p> <p>PS4: Waves and their Applications in Technologies for Information Transfer: 64%</p> <p>LS1: From Molecules to Organisms: Structures and Processes: 52%</p> <p>LS2: Heredity: Inheritance and Variation of Traits: 51%</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 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>	<p>LS3: Heredity: Inheritance and Variation of Traits: 47%</p> <p>LS4: Biological Evolution: Unity and Diversity: 47%</p> <p>ESS1: Earth's Place in the Universe: 67%</p> <p>ESS2: Earth's Systems: 55%</p> <p>ESS3: Earth and Human Activity: 62</p> <p>ETS1: Engineering Design: 52</p> <p>SEP Analyzing and Interpreting Data: 62%</p> <p>Asking Question and Defining Problems: 41%</p> <p>Constructing Explanations and Designing Solutions: 46%</p> <p>Developing and Using Models: 51%</p> <p>Engaging in Argument from Evidence: 71%</p> <p>Planning and Carrying Out Investigations: 56%</p> <p>Using Mathematics and Computational Thinking: 49%</p> <p>Crosscutting Concepts: Cause and Effect: Mechanism and Prediction: 59%</p>			
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		and Prediction: 56% Energy and Matter: Flows, Cycles, and Conservation: 44% Patterns: 51% Scale, Proportion, and Quality: 64% Structure and Function: 39% Systems and System Models: 44%	Energy and Matter: Flows, Cycles, and Conservation: 49% Patterns: 59% Stability and Change: 62% Scale, Proportion, and Quality: 53% Structure and Function: 45% Systems and System Models: 62%			
<p>Adopt or build a CA Frameworks aligned supplemental curriculum</p> <p>Year 1: Pilot/initial development of supplemental curricula</p> <p>Year 2: 1st year implementation of supplemental curricula</p> <p>Year 3: Refine supplemental curricula based on student performance on standards measured by common assessments and CAST.</p>	<p>*Metric wording refined.</p> <p>Established/Shared Curriculum and student growth on common summative exams (Term over term comparison).</p>	<p>CA 3-Course Model Frameworks: https://www.cde.ca.gov/ci/sc/cf/documents/scifwchapter7.pdf</p>	<p>Living Earth and Chemistry Adopted Discovery Education as the new base curriculum. Evaluation of supplemental materials placed on hold. New common assessments to be developed in 25-26.</p> <p>Physics continues pilot of alternate base curriculum in 25-26.</p>			Time Money People
<p>Increased incorporation of student engagement instructional strategies into Professional Learning Communities (PLC).</p> <p>Year 1-3: Regular review of student</p>	<p>*Metric wording refined.</p> <p>75% of PLC Meeting notes showing discussion of engagement strategies and/or student performance on standards.</p>	<p>Not measured, new PLC meeting form in development.</p>	<p>Self-reported estimations from Science PLC Leaders show that % of meetings included an examination of standards, 90% of meetings included examination</p>			

performance data driving curriculum development and adjustment of instruction to enhance student engagement and performance on standards.			of student engagement, 90% of meetings reviewed assessments, and 30% of meetings included classroom management techniques.			
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Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: CAST Spring 2024 shows a 4.86% increase in students meeting or exceeding standards. T1S1 InnerOrbit data shows that students are on average demonstrating proficiency.	<p>InnerOrbit data from T1S1 indicates students are on average demonstrating proficiency (based on InnerOrbit's metrics) across all tested standards. Data does not span all priority standards at this time due to only one semester worth of data.</p> <p>All members of the science department have attended one or more PD session. PD has resulted in changes to curriculum and pacing based on student performance on InnerOrbit CFA and Assessment data. Experimental implementation of Standards based grading based on PD from last year is resulting in a higher initial F rate but with significant changes over the semester as students must demonstrate proficiency on standards to pass. More data is needed and the impact on testing is still a couple of years out as it is only currently implemented in one section of Living Earth and two sections of Chemistry in the Earth System.</p> <p>CAST testing data shows a 4.86% increase in students meeting or exceeding standards in the 2024 test compared to the previous year.</p>	Continue monitoring to see if students continue to show growth/proficiency on standards. Living Earth curriculum pilot is scheduled for T2S1	Continue

<p>Cycle 2: InnerOrbit data for science shows students demonstrating proficiency across all priority standards (DCI) by 10% across all measured DCI categories.</p>	<p>InnerOrbit data is indicating that students (on average) at WRHS are demonstrating proficiency on priority Disciplinary Core Ideas (DCI) standards exceeding the lower end of the threshold by 10%. Crosscutting Concepts (CCC) show that students reached proficiency with an average score at least 5% above the lower threshold for proficiency. Only one of the Science and Engineering practices (Asking questions and Defining Problems) fell below proficient on average by 1%. This is very positive data indicating that we should see growth in state testing over the next three years, if this trend continues.</p> <p>Adoptions in the Living Earth and Chemistry in the Universe will impact instruction next year (Assuming board approval) by providing students with better resources compared to the difficulties encountered with STEMscopes over the past several years.</p> <p>Grades show that in T1S2 there was an overall shift towards a higher pass rate and a more even distribution of grades. 24.3% A's (26.9% historically), 21.1% B's (21.0% historically), 22.9% C's (18.5% historically), 14.3% D's (13.7% historically), and 17.4% F's (19.9% historically).</p>	<p>Continue monitoring through InnerOrbit to see if student proficiency on standard continues on trend and prepare for curriculum adoptions.</p>	<p>Continue</p>
<p>Cycle 3: InnerOrbit data for science shows students are performing at proficient to advanced levels across all Disciplinary Core Ideas (DCI), Science and Engineering Practices (SEP), and Cross Cutting Concepts.</p>	<p>InnerOrbit data continues to show that students are demonstrating proficient to advanced performance across all standard categories including DCI, SEP, and CCC. In the DCI categories students demonstrated increased performance over last year on all physical science categories. Lower performance was observed in LS3 and LS4 which likely is the result of piloting two different curricula in the 2024-2025 school year. Performance increased across all SEP categories except for Constructing Explanations, which showed a decline but remained in the proficient region.</p>	<p>Continue monitoring through InnerOrbit to see if student proficiency on standard continues on trend and prepare for curriculum adoptions implementations in Living Earth and Chemistry in the Earth System.</p>	<p>Continue</p>

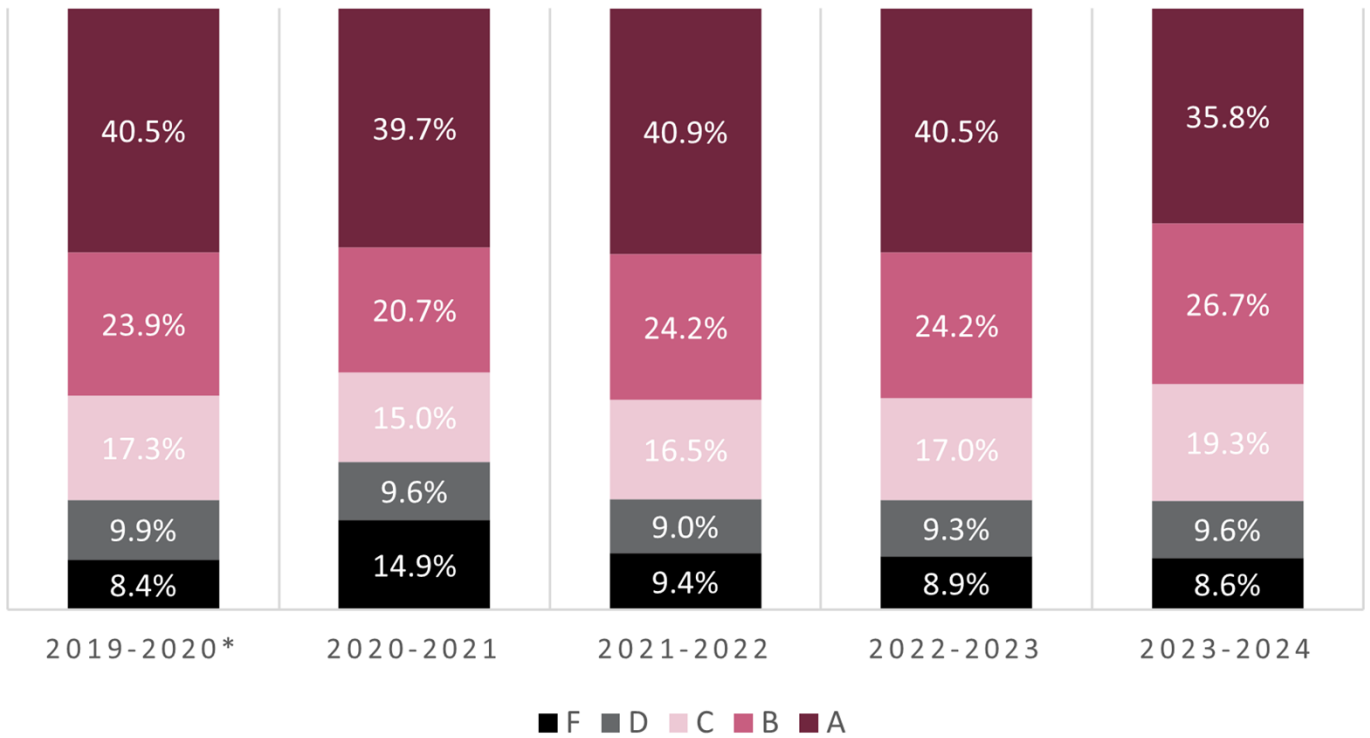
	<p>Similarly, we saw increases across all but one category of CCC and all were in the proficient to advanced brackets.</p> <p>Grades through T2S1 show that grade distributions are continuing to flatten as there has been increased focus on aligning assessments and curriculum to priority standards. Average grades currently show 25% A's (28% historical), 21% B's (23% historical), 21% C's (19% historical), 13% D's (12% historical), and 20% F's (17% historical). Increases in F's are likely do to adjustments to some classes, pilot curriculum, and movement towards standards-based grading.</p>		
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Progress Monitoring 25-26

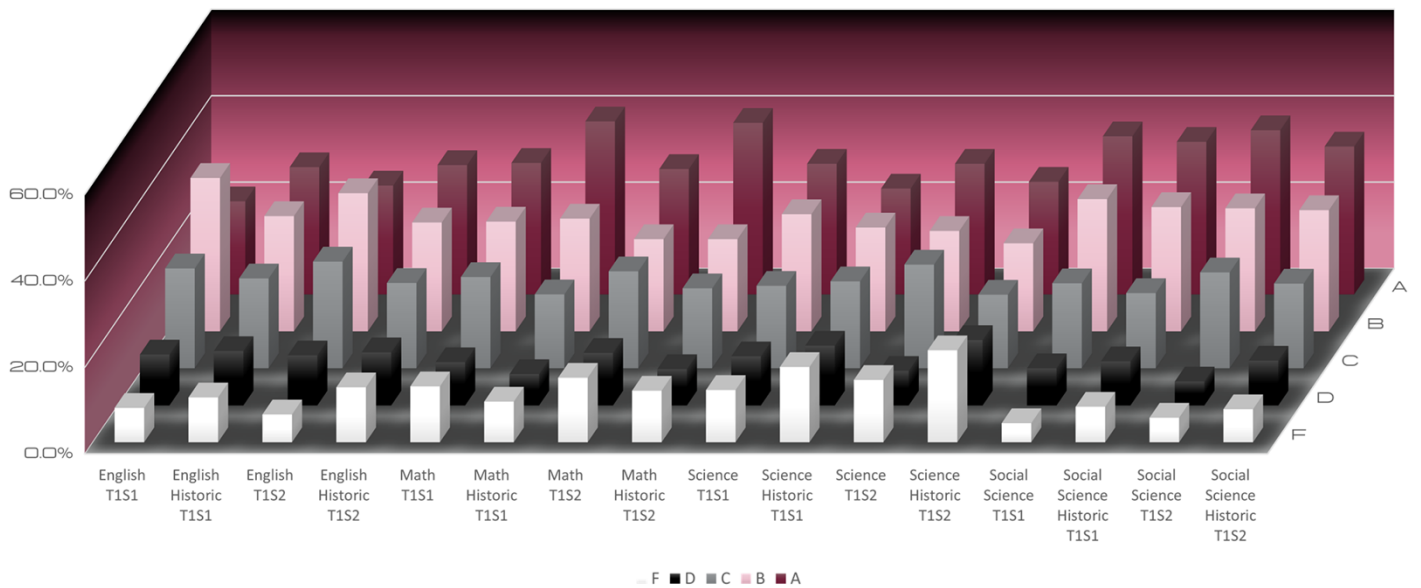
Progress Monitoring

Data

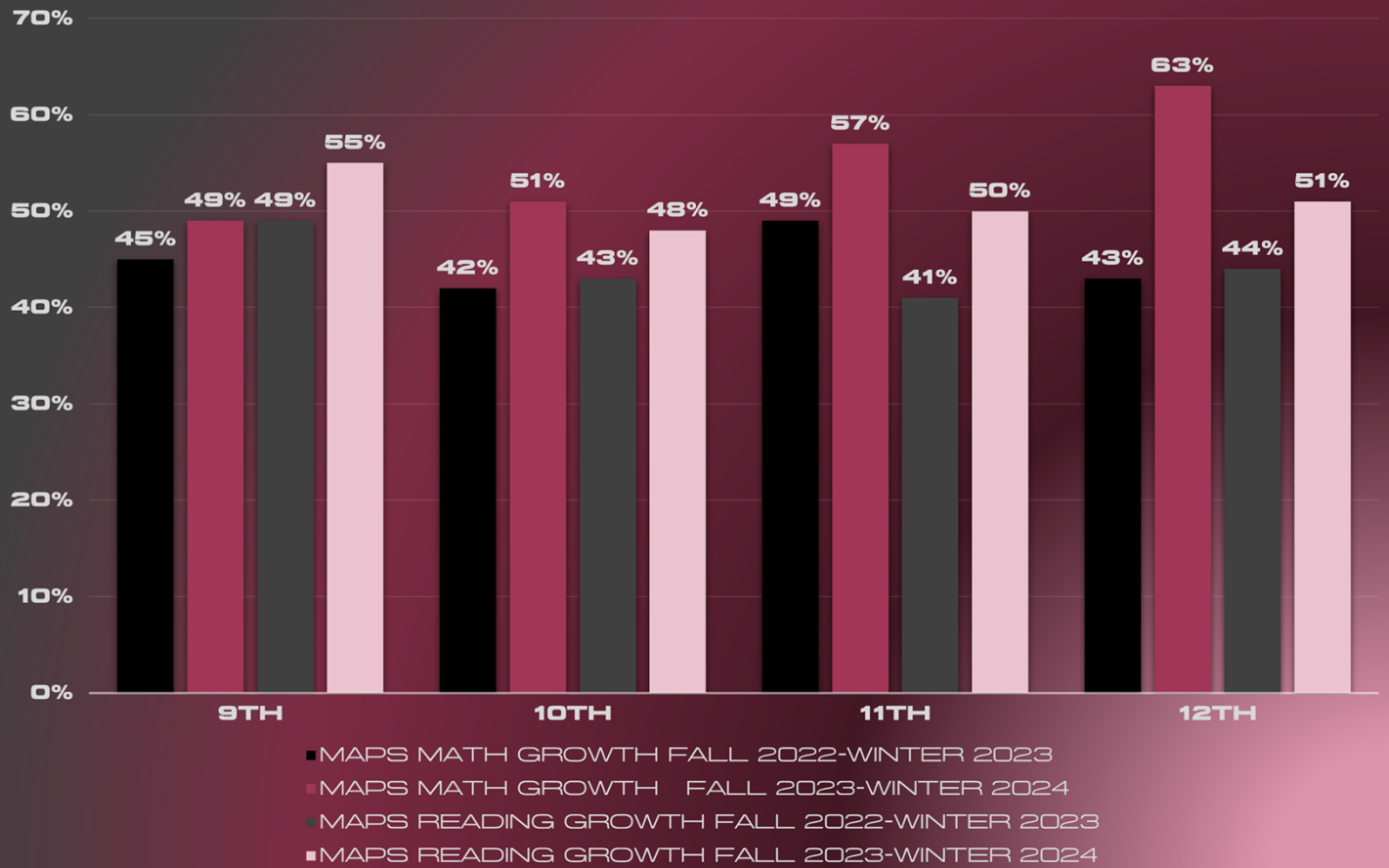
SCHOOL-WIDE GRADES



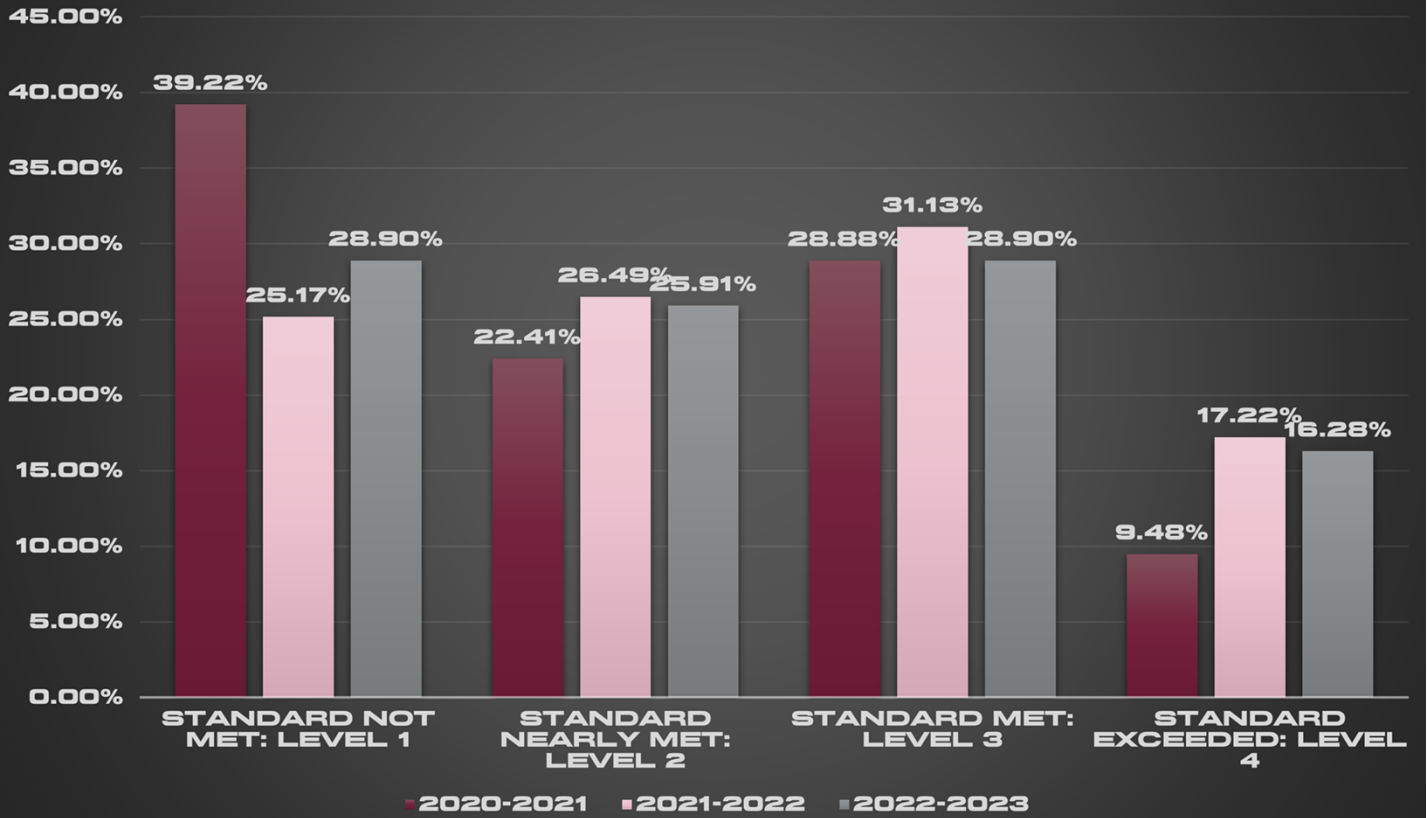
ALL 2023-2024 TERMS GRADE DISTRIBUTION BY CORE SUBJECT DEPARTMENT



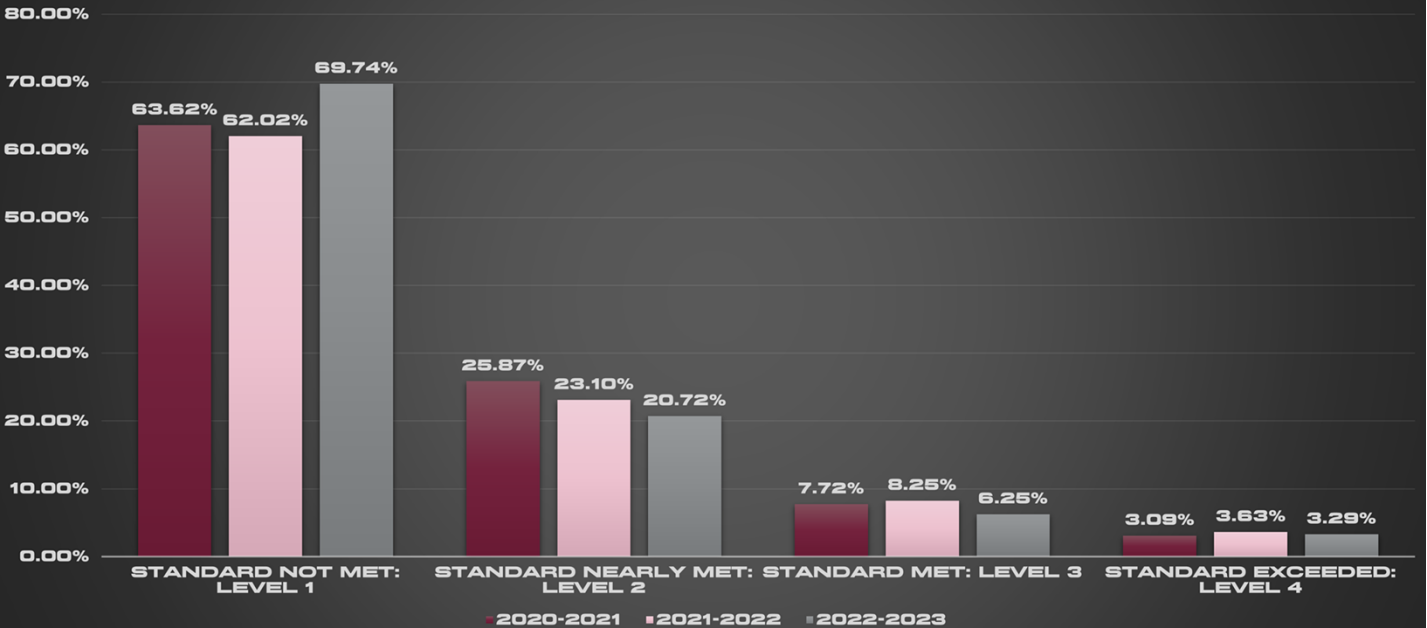
% OF STUDENTS WITH GROWTH ON MAPS TEST



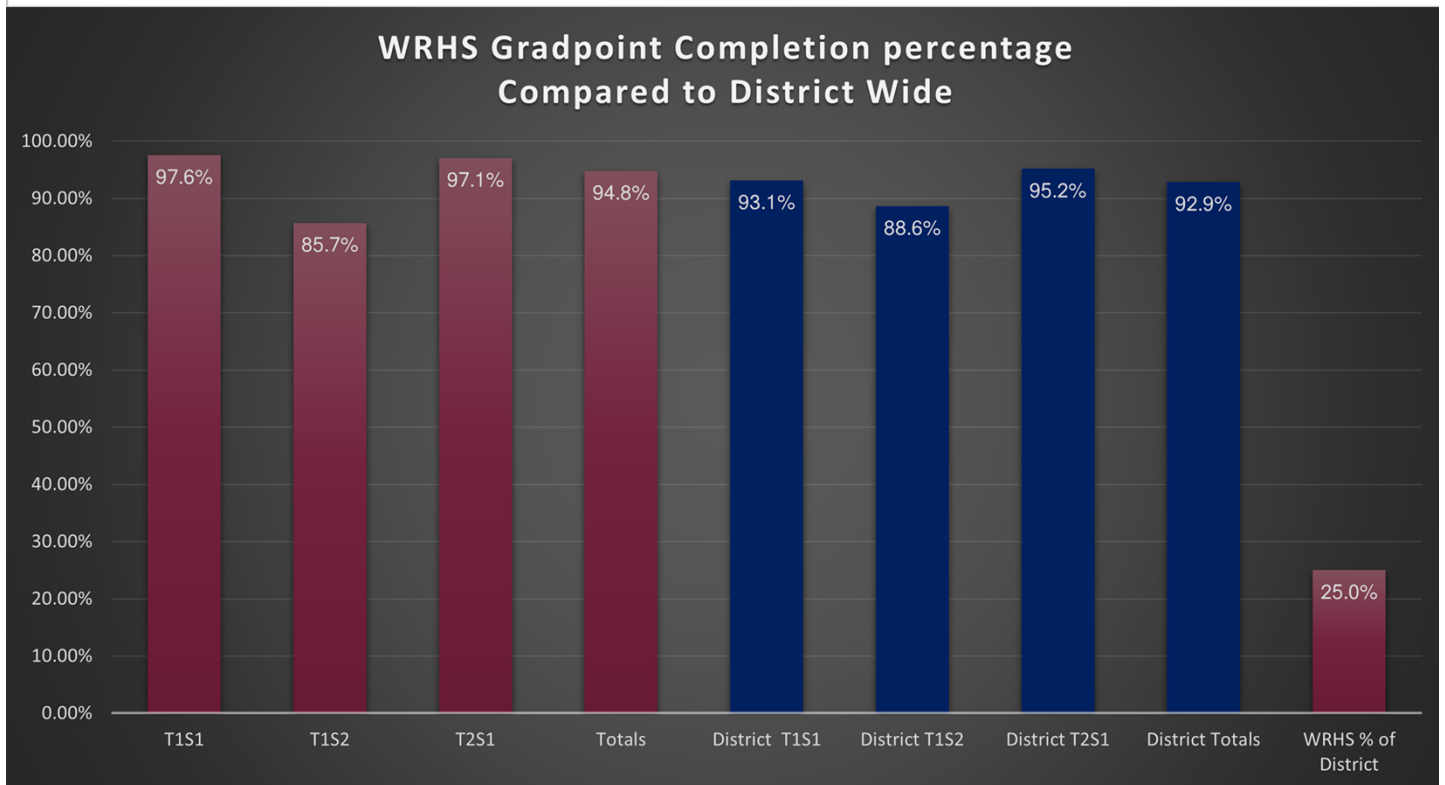
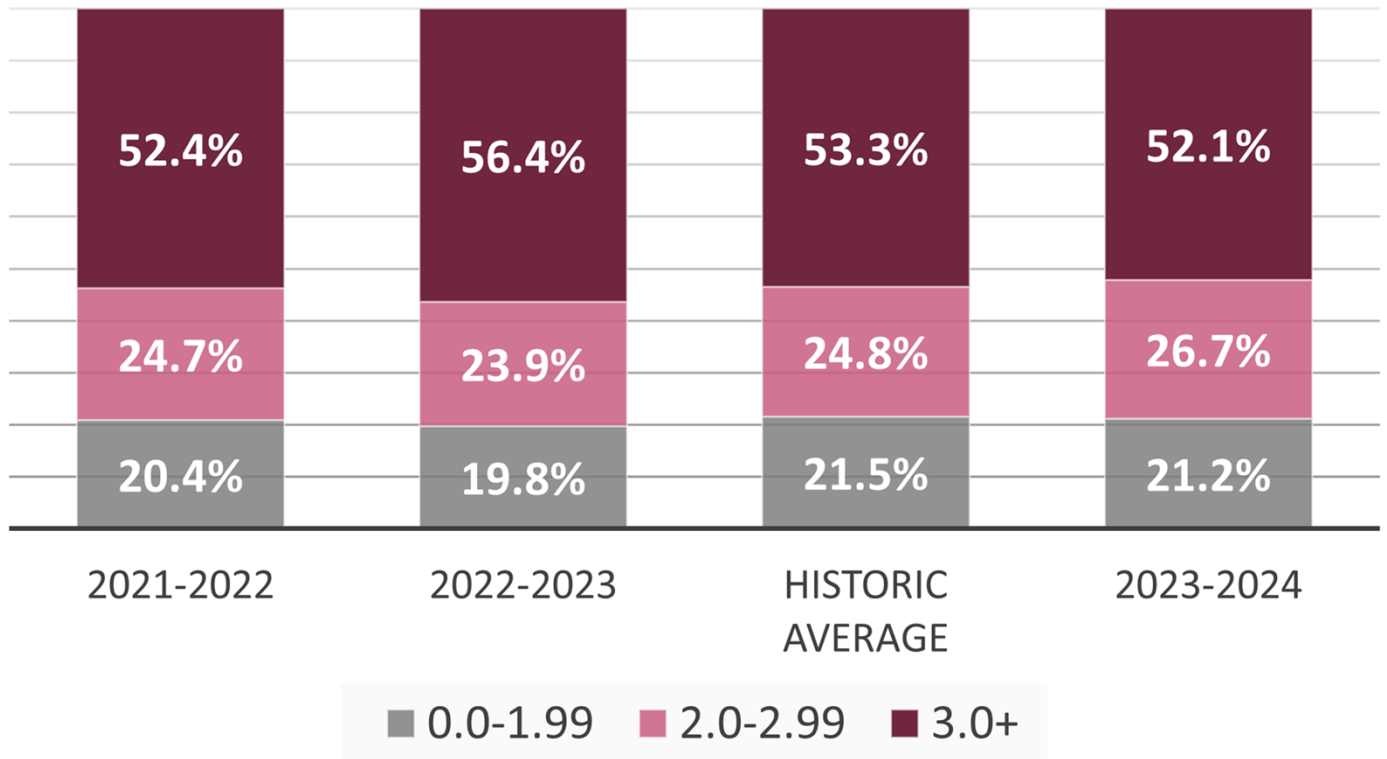
CAASPP ELA OVERALL ACHIEVEMENT



CAASPP OVERALL MATH ACHIEVEMENT



Eligibility



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 1.5% as students improve academic skills across all content areas by end of the 2026-2027 school year.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Professional development and training for implementation of Standards Based Grading to improve student/parent communication of academic skills related to standards. 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. Year 2: Possible Initial campus-wide roll out and evaluation based on MAP and CAASPP testing	*Metric wording refined Percentage of students showing proficiency and/or growth on standards as measured on: MAP and CAASPP data.	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. 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%	MAP Data: Fall 24-Winter 25: 9th grade: 48% ELA, 53% Math 10th grade: 47% ELA, 45% Math 11th grade: 54% ELA, 64% Math 12th grade: 50% ELA, 51% Math. CAASPP: ELA Overall 23-24 Standard not met: 26.92% Standard nearly met: 25.38% Standard met: 31.54% Standard exceeded: 16.15% Math Overall 23-24 Standard not met: 65.00%			Time Money People

Year 3: Evaluation of effectiveness in improving student growth on standards via MAP and CAASPP Testing		Standard nearly met: 20.72% Standard met: 6.25% Standard exceeded: 3.29%	Standard nearly met: 19.62% Standard met: 12.69% Standard exceeded: 2.69%			
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.	Data publications and the annual strategic plan document for progress monitoring of data with emphasis on student learning and increasing eligibility.	Data publications and the annual strategic plan document 23-24 Eligibility: 78.4%	2024-2025 Eligibility: 79.19%			Time Money People
Expanded opportunities for Professional Development with an emphasis on	*Metric wording refined. % of Staff attending PD offerings. % of eligible students.	Past years PD attendance and Learning Walk PD implementation: Not	100% of staff attended PD opportunities in 2024-2025			Time Money People

academic needs/growth. Years 1-3: Staff selected PD to drive curriculum growth		previously measured. 23-24 Eligibility: 78.4%	Learning Walk PD implementation observation: 11.1% 2024-2025 Eligibility: 79.19%			
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 position held by	Intervention TOSA data related to all interventions managed: Number of interventions, student grades, attendance.	Previous years intervention data: Not previously measured this way.	2024-2025 Intervention Data: #Students served/# of interventions COST: 94 Restorative: 57/103 Referrals to outside programs/agencies: 105/105 BASE Lessons: 29/98 Behavior Plans: 39/48 Attendance: 140/194 Totals: 464/548			Time Money People

<p>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>*Metric wording refined.</p> <p># of student attending tutoring events.</p>	<p>Previous years data:</p> <p>Number of students attending (total responses):</p> <p>CSF Tutoring: 44</p> <p>Subject Specific Tutoring: 229</p> <p>Teacher Specific Tutoring: 418</p> <p>Athletics Tutoring: 104</p> <p>EL Tutoring: 111</p>	<p>2024-2025 data:</p> <p>Number of students attending (total responses):</p> <p>CSF Tutoring: 106</p> <p>Subject Specific Tutoring: 342</p> <p>Teacher Specific Tutoring: 572</p> <p>Athletics Tutoring: 19</p> <p>EL Tutoring: 38</p>			<p>Time Money People</p>
<p>High School Library Learning Commons Teacher - manages operation of library and collaborates with teachers to</p>	<p>*Metric wording refined.</p> <p>Increase in % of classes library usage.</p>	<p>Previous year's data: Not previously measured</p>	<p>2024-2025 Library usage data:</p> <p>97 classes out of 386 used the library this year.</p>			<p>Time Money People</p>

<p>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.</p> <p>Year 2-3: 5% growth over previous year</p>			<p>25.13% of classes used the library for enhanced instruction.</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% Standard met: 6.25%</p>	<p>MAP Data: Fall 24-Winter 25: 9th grade: 48% ELA, 53% Math 10th grade: 47% ELA, 45% Math 11th grade: 54% ELA, 64% Math 12th grade: 50% ELA, 51% Math.</p> <p>CAASPP: ELA Overall 23-24 Standard not met: 26.92% Standard nearly met: 25.38% Standard met: 31.54% Standard exceeded: 16.15% Math Overall 23-24 Standard not met: 65.00% Standard nearly met: 19.62% Standard met: 12.69%</p>			<p>Time Money People</p>

		Standard exceeded: 3.29%	Standard exceeded: 2.69%			
<p>Departments will implement the collective commitments to academic expectations and skills.</p> <p>Years 1-3: Departments will continue to refine instructional practices to further improve student engagement, learning, mastery of standards, and overall academic skills.</p>	<p>*Metric wording refined.</p> <p>75% of PLC Meeting notes showing discussion of engagement strategies and student performance on standards.</p>	Not measured, new PLC meeting form in development.	<p>2024-2025 Percentages of Meetings including:</p> <p>Standards: 66%</p> <p>Student Engagement 75%</p> <p>Assessments: 62%</p> <p>Classroom Management 57%</p>			Time Money People

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
<p>Cycle 1:</p> <p>Growth has been observed across all grades for MAP testing from Fall 2023 to Fall 2024 compared to Fall 2023 to Spring 2024 testing data.</p>	<p>Grade distributions for standards-based graded courses compared to traditional graded courses not yet available. MAP testing data for 2024 only available through Fall 2024 testing will not yet show differences as a result of different grading methods.</p> <p>All staff have attended PD data. Due to limitations of MAP data for 24-25 (Only Fall 2024 is currently available) PD effect can not be determined. However growth has been observed across all grades for MAP testing from Fall 2023 to Fall 2024 compared to Fall 2023 to Spring 2024 testing data.</p>	Continue monitoring.	Continue
<p>Cycle 2:</p> <p>Overall trends in grade distribution campus wide for T1S2 show a shift</p>	Grade distributions for students over T1S2 show A's at 33.88% (39.94% historic), B's at 26.24% (22.69% historic), C's at 18.86% (16.71% historic)	Continue monitoring.	Continue

towards a more normalized distribution with a slight reduction in F rates by 0.25%.	historic), D's at 10.30% (9.48% historic), and F's at 10.73% (10.98% historic). This trend shows a movement towards a more normalized grade distribution. Data comparing standard-based graded courses has not yet been disaggregated and compiled for comparison yet as implementation was staggered over T1 and T2. The overall trend indicates that shifts in rigor are having an impact in student performance, but more data is needed for a full analysis.		
Cycle 3: Grade distributions for the year have continued to show a slow movement towards a more normalized distribution while MAP testing shows continued growth.	School-Wide grades overall for the 2024-2025 school year through T2S1 show a continued movement towards a more normalized distribution of grades. Grade distributions across all classes showed a slight increase in the number of F's, now at 10.3% compared to the historic average of 10.1%. A's decreased to 34.8% from this historic average of 39.6%. B's and C's both increased with 26.4% for B's compared to 23.8% (historic average) and 18.6% for C's compared to 17.0% (historic average). D's also increased to 9.8% from an average of 9.5%. When this is coupled with the growth observed in MAP testing, this indicates an overall positive trend as we move to increase academic rigor and student achievement on standards.	Continue monitoring	Continue

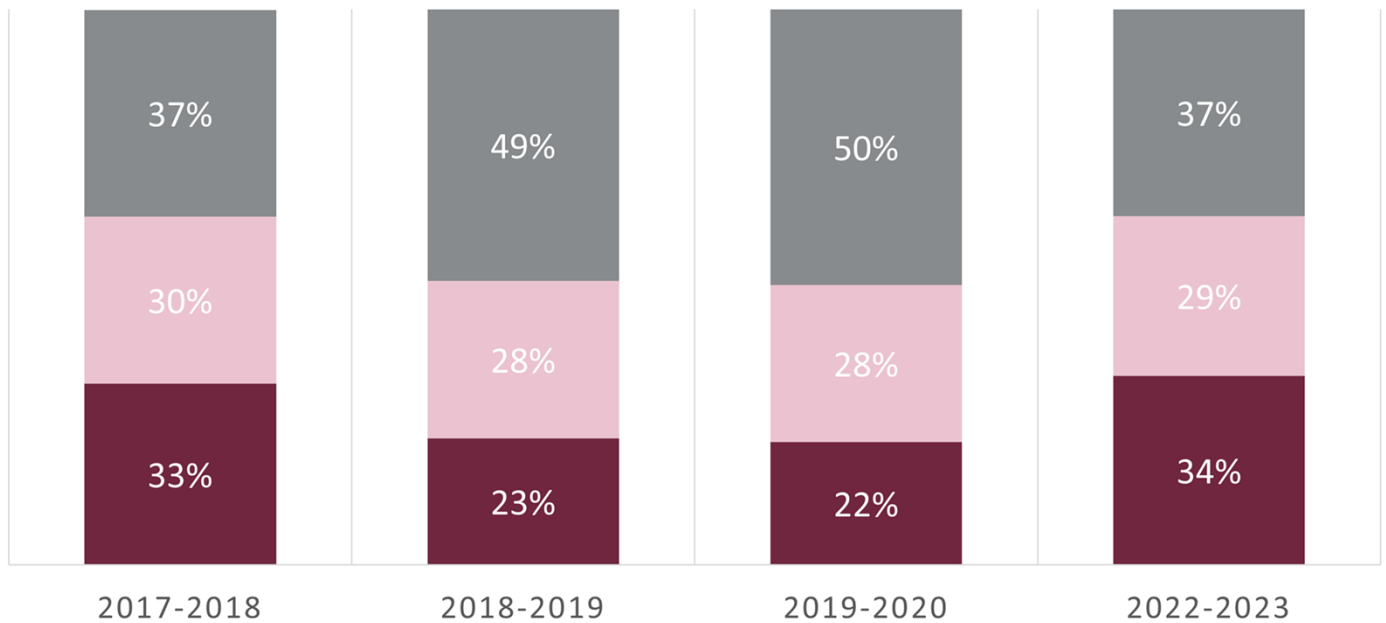
Progress Monitoring 25-26

Progress Monitoring

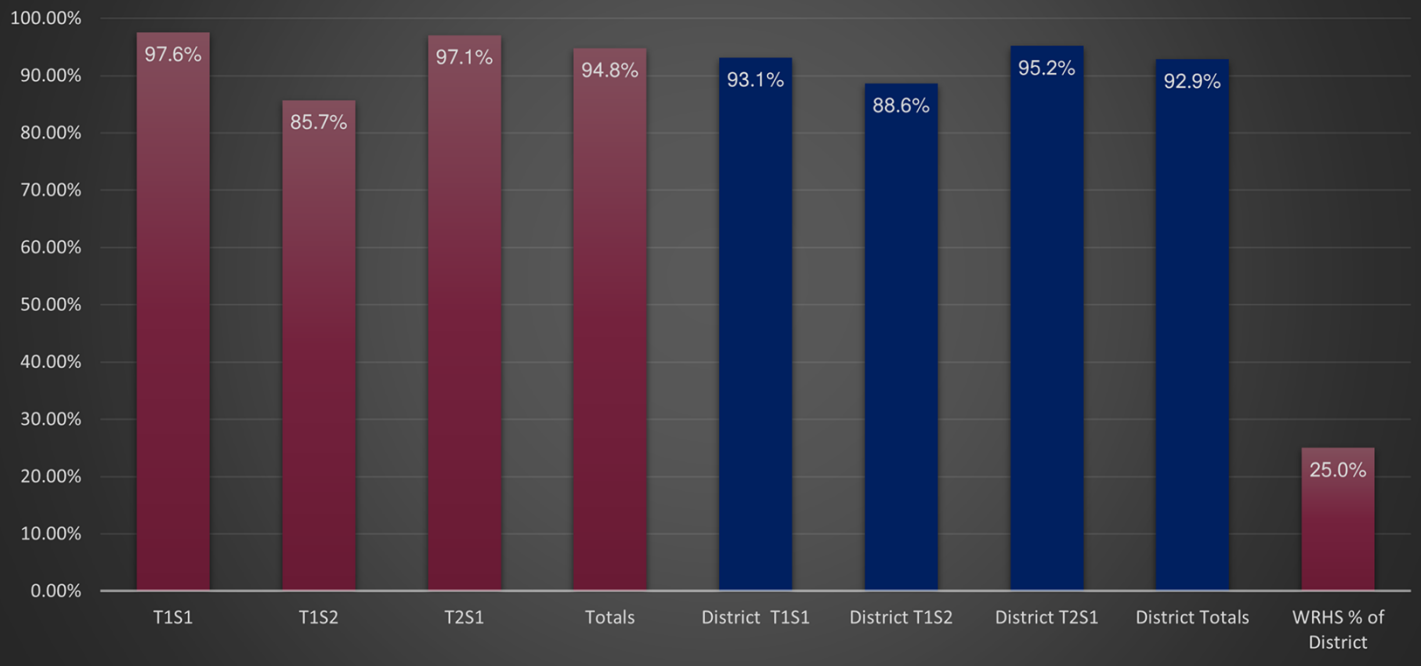
Data

COLLEGE AND CAREER READINESS

■ Not Prepared ■ Approaching Prepared ■ Prepared



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.

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 by the end of the 2026-2027 school year publication.

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 awareness and understanding of college and career opportunities.	*Metric wording revised. Total number of students attending College and Career tours and presentations.	Not previously measured.	For the 2024-2025 school year there were a total of 664 student attendance counts for tours and presentations.			
Provide additional enrichment activities for students to provide students with additional support and expanded exposure and experience through academic, professional, and community related activities. Years 1-3: Students increase participation in expanded enrichment activities	*Metric wording revised. Total number of students participating in enrichment opportunities.	Not previously measured.	664 students attended college and career presentations and tours. Additional enrichment activities were not tracked do to inconsistent use of the 5star program. Additional training for staff for the 25-26 school year is necessary to improve data collection.			
Dual-enrolment offerings with Delta College through Career-Technical	*Metric wording revised. The number of students eligible to	Not previously measured.	2024-2025 477 Students enrolled in Articulated Courses. T1			

Education (CTE) courses. Years 1-3: Increased number of students earning college credits through CTE offerings	receive college credit at Delta College through successful completion of CTE course requirements.		Students Eligible for credits based on grades: 147 T2 Students Eligible for credits based on grades: Data not yet available			
CTE Certification opportunities for students allowing for direct employment post high school graduation. Years 1-3: Increased number of students earning CTE certificates	*Metric wording revised. The number of students achieving CTE Certifications.	Not previously measured.	As of May 12th an estimated 50 students will earn CTE certificates for the 24-25 school year. Exact numbers will not be available until after graduation.			
College and Financial Aid workshops. Years 1-3: Student access to college and financial aid increase	*Metric wording revised. The number of student attendance at workshops.	Not previously measured	For the 2024-2025 school year there were a total of 323 student attendance counts for tours and presentations.			
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	*Metric wording revised. The number of students enrolled in Gradpoint and completion rates, by percentage.	Gradpoint data: WRHS Completion Data 2023-2024: T1S1 Completion Percentage: 97.56% T1S2 Completion Percentage: 85.71% T2S1 Completion Percentage: 97.06% T2S2 Completion	Gradpoint data: WRHS Completion Data 2024-2025: T1S1 Completion Percentage: 92.31% T1S2 Completion Percentage: 91.89% T2S1 Completion Percentage: 93.18% T2S2 Completion Percentage:			

		Percentage: 92.00% Average Completion Percentage: 96.43% District-Wide Completion Percentage: 92.86% WRHS Percentage of the district completions: 25.00%	Data not available Average Completion Percentage: 92.50% District-Wide Completion Percentage: 93.33% WRHS Percentage of the district completions: 27.41%			
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Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: Data is not sufficient to measure student CTE certifications or credits as of T1S1	T1S1 data insufficient to determine CTE certifications and credits at this time.	Continue monitoring.	Continue
Cycle 2: CTE Certification data not available at this time.	T1 data on certifications under CTE and credits was not available at the time of analysis.	Continue monitoring.	Continue
Cycle 3: Significant growth across college and career preparedness occurred during the 2024-2025 school year based on data through mid-May.	Data through mid-May of 2025 indicated that during the 2024-2025 a substantial number of students were exposed to college and career opportunities with over 664 students in attendance at various tours and presentations, along with 323 students attending workshop content related to college and career planning. Estimates of 50 students completing CTE certifications and 447 students enrolling in articulated courses for the 2024-2025 school year. Gradpoint data showed a reduction in completion percentage but also showed that we were an even larger portion of the high school remediation/credit-recovery in the district overall accounting for 27.41% of the total number of students completing Gradpoint courses. The	Continue monitoring with reflection in the fall on how we might refine Individual practices.	Continue

	completion percentage for WRHS was 0.83% below the district completion percentage, indicating we should examine practices in those classes to ensure that most students complete their courses. Irregularities in the terms with the spring term being 9 days shorter, may have contributed to this change.		
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Progress Monitoring 25-26

Progress Monitoring



District Goal

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

Site Tier 1, 2, and 3 Goals

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

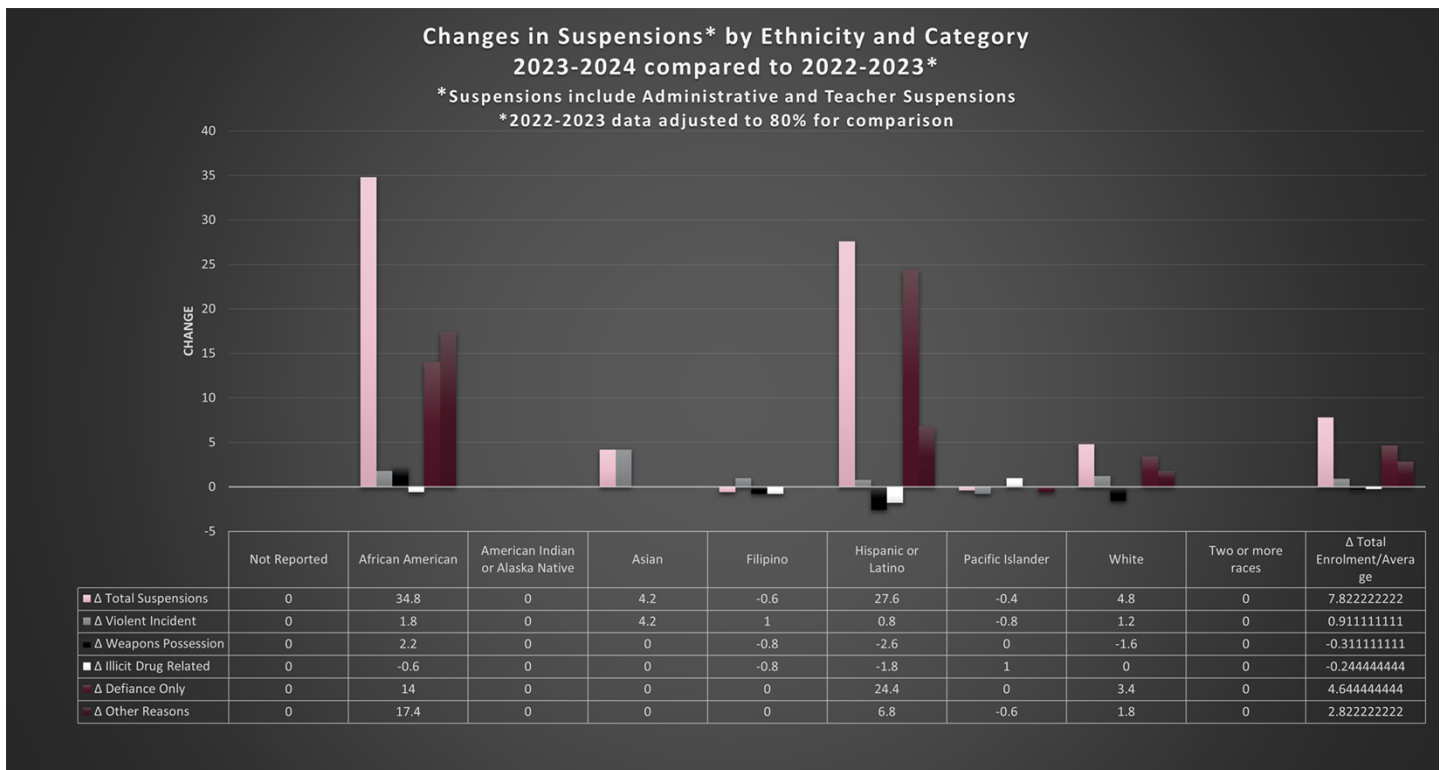
This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the 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

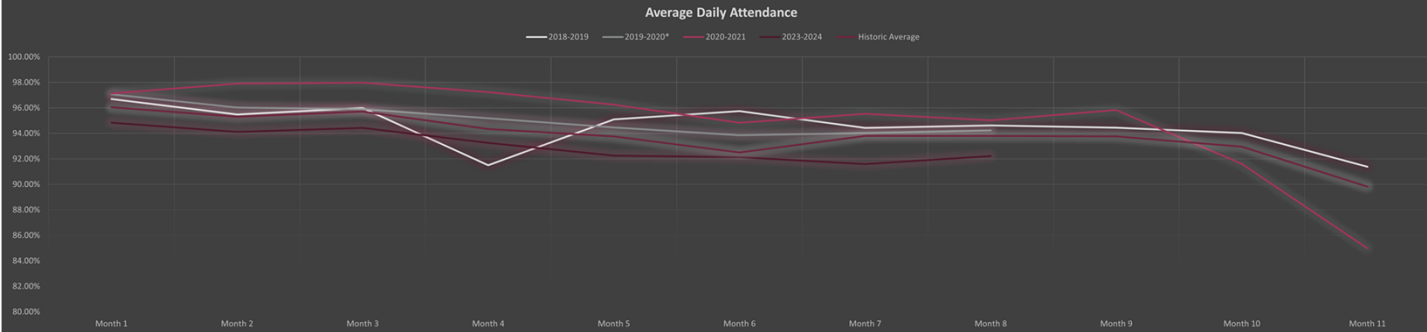
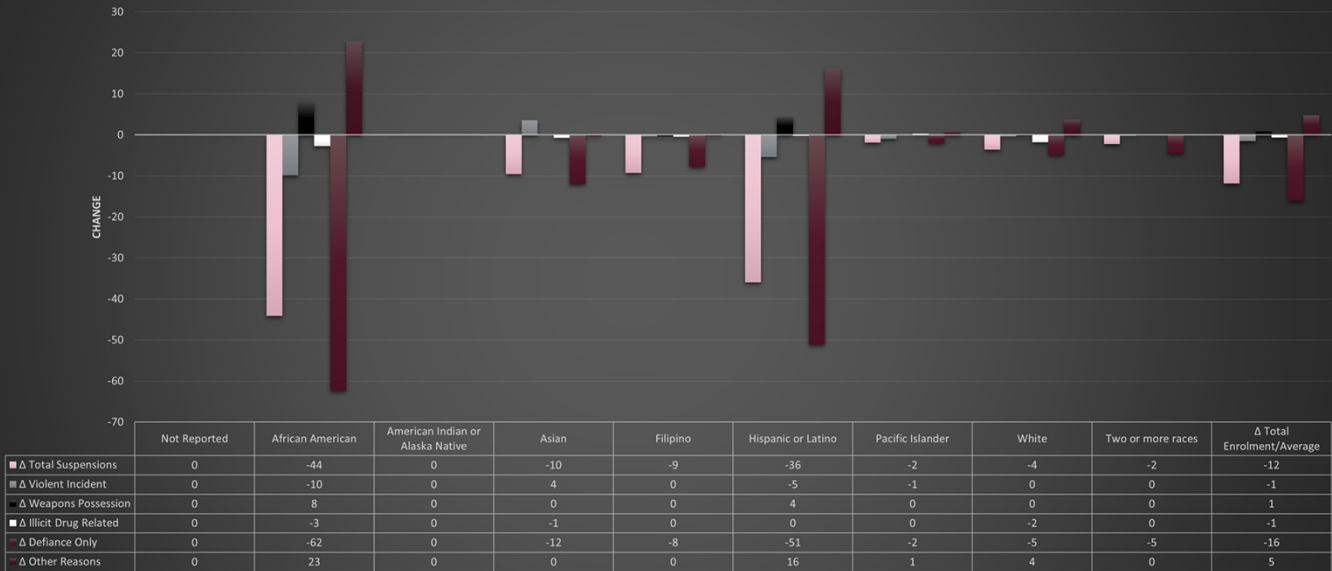
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1369	1331	273	20.5

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

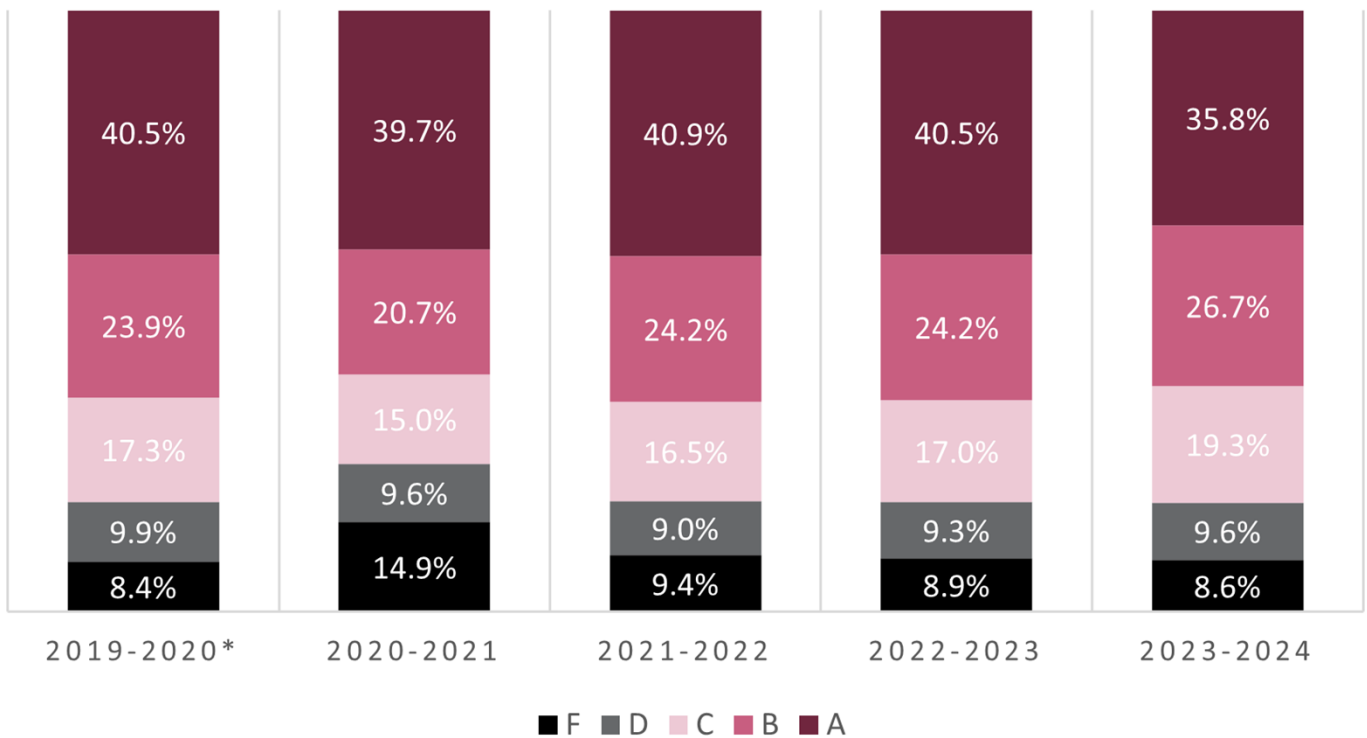


Changes in Suspensions* by Ethnicity and Category 2023-2024 compared to Historic Average**

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



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>*Metric wording revised.</p> <p>Number of students served by counseling and intervention programing</p>	Not previously measured.	<p>2024-2025 Intervention Data:</p> <p>#Students served/# of interventions</p> <p>COST: 94</p> <p>Restorative: 57/103</p> <p>Referrals to outside programs/agencies: 105/105</p> <p>BASE Lessons: 29/98</p> <p>Behavior Plans: 39/48</p> <p>Attendance: 140/194</p> <p>Totals: 464/548</p>			Time Money People
<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>*Metric wording revised.</p> <p>The percent of Staff attendance at PD for crisis and intervention</p>	Not previously measured	100% of staff in attendance of crisis and intervention PD.			Time Money People
<p>PLUS Forum and subscription to PLUS.</p> <p>Year 1-3 Students will develop improved behavioral and emotional understanding by</p>	<p>*Metric wording revised</p> <p>% of students participating in PLUS Forum</p>	Not previously measured	<p>2024-2025 PLUS Data:</p> <p>PLUS Student Leaders: 22</p> <p>PLUS Student Participants:</p>			Time Money People

participating in the PLUS forums.						
<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>	Annual Pulse Survey for Students, Staff, and Parents (three separate surveys) showing Likert scale rankings for academics, safety, and enrichment.	Staff/Student/Parent Survey summary October 2023: https://1drv.ms/w/s!ArBg2GFWSc3tgrMh4qufsx51m2X4dA?e=ggQYWf	Staff/Student/Parent Survey Summary December 2024: https://musd-my.sharepoint.com/:w/g/personal/jverderame_musd_net/EYcFjift/GdMtVHZkz7Dm10BV9kM-oUzOxRQPKiOjen_Qg?e=awYa1A			Time Money People
<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>	The number of students participating in after school activities	Not previously measured	Data not collected consistently. Revision of tracking students at afterschool activities needed.			Time Money People
<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>	The number of students participating in after school activities	Not previously measured	Data not collected consistently. Revision of tracking students at afterschool activities needed.			Time Money People

Years 1-3: Students participation 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	Data not collected consistently. Revision of tracking students at afterschool activities needed.			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..	*Metric wording revised. The number of students served by intervention and support programs	Not previously measured	2024-2025 Intervention Data: #Students served/# of interventions COST: 94 Restorative: 57/103 Referrals to outside programs/age ncies: 105/105 BASE Lessons: 29/98 Behavior Plans: 39/48 Attendance: 140/194 Totals: 464/548			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	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+	2024-2025 Cougars Rising Data: Students awarded points: 504 (42.46%) Number of recognition Occasions: 1427 Number of students earning 12+			Time Money People

improvements in behavior.		points (patch awarded): 51	points (patch awarded): 6			
<p>Parent Groups: ELAC, SSC, Ag Boosters, Athletic Boosters, Music Boosters, Cougars Rising, etc. which are utilized to help support programs that encourage students to engage with school programing, extracurricular activities, and the community.</p> <p>Years 1-3: Increased parent involvement will lead to greater support for students.</p>	The number of parents participating	Not previously measured	<p>2024-2025 Parent Participation Data:</p> <p>ELAC: 40</p> <p>SSC: 2</p> <p>Athletic Boosters: 32</p> <p>Other data not available</p>			Time Money People
<p>*Action Added 1/16/2025*</p> <p>Professional Development will train staff in research-supported methodologies related to supporting students' socio-emotional development and needs for all staff.</p> <p>Year 1: Restorative circles training (Dr. Dale Allender) for select staff and introduction to entire staff</p> <p>Years 2-3: Extended training and support (Dr. Dale Allender) for all staff on implementation of</p>	<p>The number of staff trained in Restorative Circles.</p> <p>The number of staff utilizing Restorative Circles in classes and observed effects (Survey).</p>	Not previously measured.	All staff have been trained in restorative circles, however survey			

Restorative Circle Practices.						
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Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: The number and percentage of students receiving/participating in intervention services.	Data not available at this time	Continue Monitoring	Continue
Cycle 2: Intervention TOSA data shows 724 interventions across multiple intervention types	Data from the Intervention TOSA indicates that there have been 724 interventions in the 24-25 school year. Interventions have placed 94 students on COST representing 7.92% of the overall student body. Intervention data shows 464 students (duplication may be present in the data across categories) have received interventions so far in 24-25. This indicates a positive trend in being able to show actual interventions towards students in the student body. More data is required to generate meaningful conclusions, but this data is very positive at this time.	Continue Monitoring	Continue
Cycle 3: Interventions and supports show revised support number for Interventions. It was found that due to inconsistencies in usage of tracking programs data collected on student activities was not sufficient to use for analysis.	Data from the intervention TOSA was revised to show a total of 548 interventions and 464 students supported. This revision was adjusted based on corrections of errors to earlier data that did not have totals correctly counted for an unknown reason. The data shows that there have been significant positive efforts this year. During the review of outcomes for the year it was discovered that 5-star had not been used to track all afterschool student activities, which resulted in inconsistent and largely unusable data for analysis of afterschool student activities.	Moving into next year discussions have led to a desire to tabulate the interventions on a month-by-month basis so as to better observe trends. All staff need to be trained in 5-Star to consistently track student activities afterschool. We will continue to monitor, reflect, and revise practices as needed.	Continue

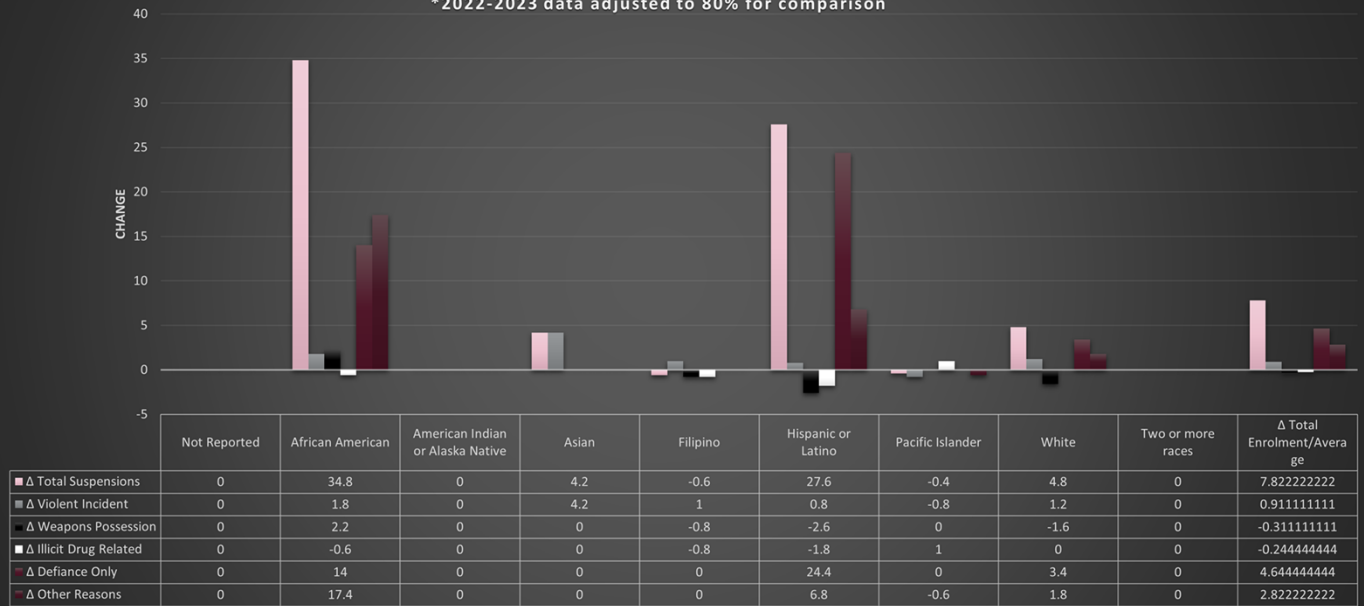
Progress Monitoring 25-26

Progress Monitoring

Data

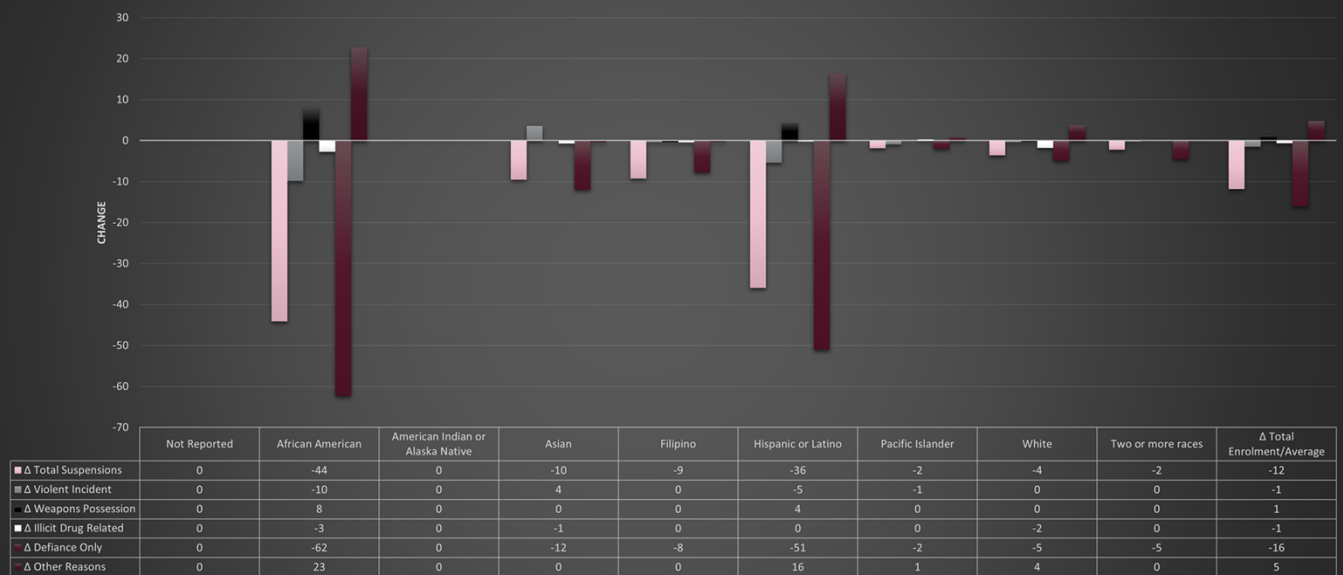
Changes in Suspensions* by Ethnicity and Category 2023-2024 compared to 2022-2023*

*Suspensions include Administrative and Teacher Suspensions
*2022-2023 data adjusted to 80% for comparison



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 school and community will lead to improvements in student behaviors and supports.	Outreach contacts and publications	Not previously measured.	The person in the outreach position resigned during the 2024-2025 school year. Data not available. Position will have to be refilled for 2025-2026			Time Money People
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	*Metric wording revised. The number of students served by classified personnel outside of the school day	Not previously measured.	Data not collected consistently. Revision of tracking students at afterschool activities needed.			Time Money People

increased support to African American and Hispanic/Latino students.						
<p>Tiered Intervention and support programs.</p> <p>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.</p>	<p>*Metric wording revised.</p> <p>The number of students served by intervention and support programs.</p>	Not previously measured.	<p>2024-2025 Intervention Data:</p> <p>#Students served/# of interventions</p> <p>COST: 94</p> <p>Restorative: 57/103</p> <p>Referrals to outside programs/agencies: 105/105</p> <p>BASE Lessons: 29/98</p> <p>Behavior Plans: 39/48</p> <p>Attendance: 140/194</p> <p>Totals: 464/548</p>			Time Money People

Progress Monitoring 24-25

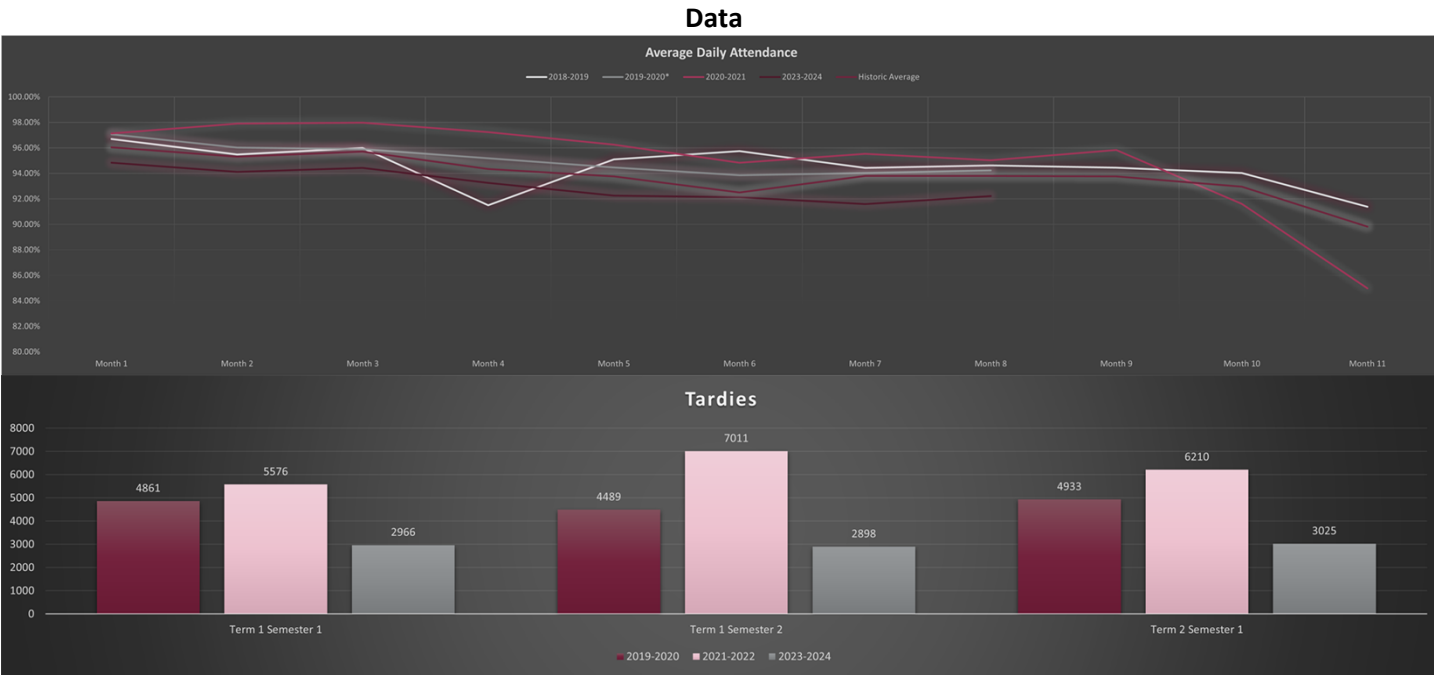
Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
<p>Cycle 1:</p> <p>Suspensions by demographic group compared to previous years data and historic averages.</p>	<p>Current suspension data shows a slight increase overall compared to the previous year but remains lower than the historic averages. Hispanic and Latino students have shown reduction in suspensions overall but with increases in violent incidents, weapon possessions, and defiance only when compared to last year's data. African American students show a significant increase in suspensions in all categories except other reasons when compared to last year's data. Drug and Other reasons are slightly down compared to the previous year.</p>	<p>Continue monitoring to see if trend continues</p>	<p>Continue</p>

<p>Cycle 2: Suspensions by demographic group through March 1st show an increase over the previous year but remain below historic averages in every category.</p>	<p>The suspension numbers through March 1st, 2025, when compared to 70% of the numbers from the 23-24 school year, show increases in every category except for drug related for Pacific Islander. In many cases the increases are 1 to 3 suspensions, but there were significant increases amongst the African American and Hispanic/Latino students. As these two populations represent about 2/3rds of the student body, it does make sense that proportionately there could be more suspensions in these populations. However, compared to a 70% prorating of the historic average data, suspensions in all groups are lower in every single category and demographic group. Given the nature of suspension data, the overall trend of being lower than the historic average is perhaps a better comparison. Compared to the historic data that is a reduction of about 34% for the African American student group and a reduction just over 20% for the Hispanic/Latino student group.</p>	<p>Continue monitoring</p>	<p>Continue</p>
<p>Cycle 3: Suspensions for African American and Hispanic/Latino students continue to have higher rates of suspensions when compared to last year but the overall rates are lower than the historic averages. New strategies are being considered for fall implementation.</p>	<p>Suspension numbers for all groups have gone up compared last year's data but remain lower than the historic overall suspension numbers. The Hispanic/Latino group rose over last year by about 73 suspensions based on pro-rated data through May 9th. African American students' suspensions rose over last year by approximately 39 based on the same prorated data. Suspensions rose primarily in violence, drug offenses, defiance, and other reasons. There was a sharp decline in weapons related suspensions across all groups compared to last year. Many of the incidents that have occurred in the last two months have been surprise incidents that were not expected/anticipated. This meant that our normal methods of early intervention did not uncover these before they happened allowing for prevention. Based on these general increases, especially amongst our two</p>	<p>Continue monitoring.</p> <p>Exploring implementation of several new interventions for Fall 2025 including:</p> <ul style="list-style-type: none"> -Sharing/aligning our CR site expectations with feeder schools -Newly enrolled students meet with like to like culture/staff member, ex. IYT -VPs meet with small groups of (high risk) junior high students -Referral to IYT for any student suspended (males of color) -Invite IYT to COST meetings 	<p>Refine</p>

	largest groups, new interventions have been discussed.		
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Progress Monitoring 25-26

Progress Monitoring



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 my 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
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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!ArBg2GFWS3tgqcFO96zVeig8Fe32A?e=THNilr	2024-2025 Data: ADA Percentage (10 month data): 92.68% 2024-2025 Cougars Rising Data: Students awarded points: 504 (42.46%) Number of recognition Occasions: 1427 Number of students earning 12+ points (patch awarded): 6			Time Money People
						Time Money People

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: School data showing percentage of ADA by reporting month and the number of tardy incidents by semester and term shows that tardies are higher than 23-24 but lower than the historic average, while attendance data indicates lower rates compared to historic and 23-24 school year.	ADA data for months 1-3 indicate a slight decrease in percentage ranging from -0.4% to -1.45%. Overall data shows percentages are about 2% below the historic average. Tardy data indicates an increase in T1S1 2024 tardies by 720 tardies over T1S1 2023. Compared to the historic average T1S1 2024 tardies are 552 tardies lower. Overall tardy trends are positive when looking at longer term data.	Continue monitoring for change.	Continue
Cycle 2: Trends continue through T1S2 indicating increases in	ADA data for months 1-5 indicate a decrease in attendance ranging from -0.4% to -2.19% compared to 23-24	Continue monitoring for change.	Continue

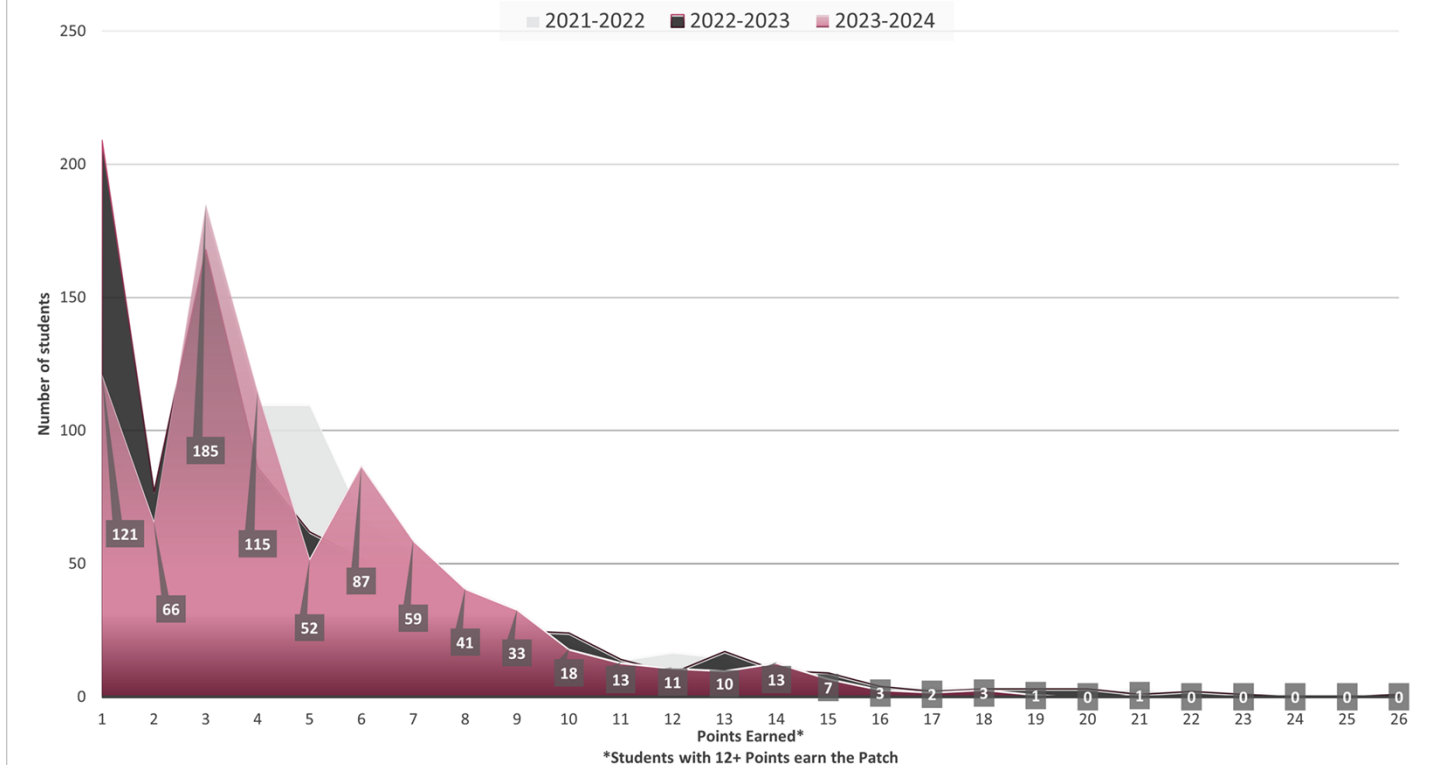
tardies over 23-24 but still remain below the historic average while attendance is down about 2% over the first 5 months of official data compared to the historic average.	school year. Compared to the historic average data this range is -1.20% to -2.84%. Tardy data indicates an increase in tardies for T1S2 of 530 tardies over T1S1 and data shows that tardies have increased in T1S2 from 2898 in 23-24 to 4216 in 24-25. Attendance data indicate that we still are below historic averages for tardies but are observing an uptick in tardies with a decrease in ADA.		
Cycle 3: Data through month 10 for average attendance shows that the ADA has risen by 0.19% compared to the 2023-2024 school year while tardies in T2S1 dropped by 35% compared to the historic average.	ADA data for months 1-10 shows that average attendance is up by 0.19% over the 2023-2024 school year. That same data shows that we are down by 1.64% compared to the historic average. Tardies in T2S1 shows a massive reduction of 35% compared to the historic average. The data shows that tardies were down in every single semester this year so far. The data supports that changes made to attendance practices are having a positive effect in both ADA and Tardies.	Continue monitoring for change	Continue

Progress Monitoring 25-26

Progress Monitoring

Data

Cougars Rising Points Distribution



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
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 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).	2023-2024 Data: Students awarded points: 841 (65.55%) Number of recognition Occasions: 4136	2024-2025 Data: Students awarded points: 504 (42.46%) Number of recognition Occasions: 1427			Time Money People

<p>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>Number of students earning 12+ points (patch awarded): 51</p>	<p>Number of students earning 12+ points (patch awarded): 6</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 leadership skills and increased student participation in school activities.</p>	<p>The number of students attending the Leadership Camp.</p>	<p>Not previously measured</p>	<p>2024-2025: 49 students attended the Leadership camp in the summer of 2024.</p>			<p>Time Money People</p>

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
<p>Cycle 1: Cougars Rising data was not available at this time.</p>	Data not yet available	Continue monitoring	Continue
<p>Cycle 2: Cougars Rising data not available at this time.</p>	Data not available	Continue monitoring.	Continue
<p>Cycle 3:</p>	Data from the 2024-2025 school year showed that there was a substantial	Reflection and revision to our process will be	Refine

There was a significant decline in students being recognized through Cougars Rising, down to 42.46% of students recognized.	decline in student recognition through the Cougars Rising Program. 42.46% of students were recognized compared to the 65.55% in the previous year. Additionally only 6 students recieved 12+ points resulting in an automatic award of students. The teachers choice award through this program remained at its typically levels and the number of students awarded patches remained at 200, through nomination of students to adjust for the lack of recorded data. It is unclear as to the cause of the reduction in recognition.	explored for improved implementation to hopefully improve student recognition in 2025-2026	
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Progress Monitoring 25-26

Progress Monitoring



District Goal

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

Site Tier 2 and 3 Goals

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

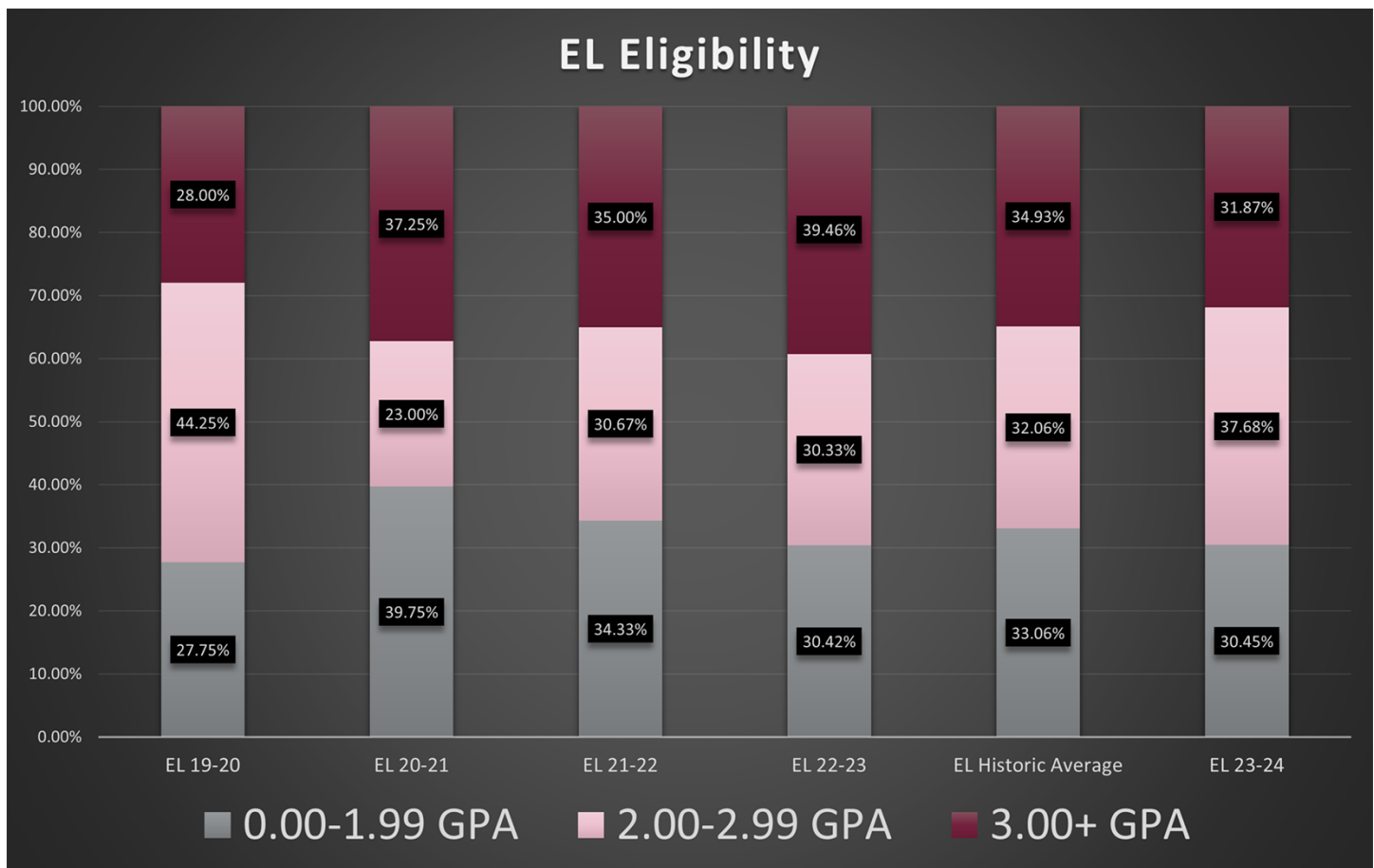
Resource Inequities

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 providing tutoring	*Metric wording revised.	23-24 Tutorial Data:	2024-2025 Tutorial Data:			Time Money People

<p>support to students in need of extra assistance. Programs/services will be purchased and teachers will work with EL to improve academic performance and English proficiency.</p> <p>Years 1-3: EL students attending tutoring will show improvement in their academic performance and reclassification.</p>	<p>The number of student attendance logs for EL tutoring.</p>	<p>111 Student attendance logs</p>	<p>39 Students logged attending EL Tutoring.</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>*Metric wording revised.</p> <p>The number of teachers utilizing release time for additional student work, academic supports and PD. Eligibility rates for EL students</p>	<p>Pull-out Data not previously collected. 23-24 Eligibility rate for EL students: 69.55%</p>	<p>2024-2025 Pull-out data: 6 teachers utilized pull-out days for a total of 3 days.</p> <p>2024-2025 EL Eligibility: 67.07% (Average of T1S1-T2S1)</p>			<p>Time Money People</p>
<p>Professional Development Pullout. Staff will be provided additional PD related to emerging students. Conferences,</p>	<p>*Metric wording revised.</p> <p>The number of staff attending PD for ELD.</p>	<p>Data not previously collected.</p>	<p>10 staff members attended PD for ELD in 2024-2025.</p>			<p>Time Money People</p>

<p>Coordinators, Trainers, and Consultants may be used to provide necessary PD.</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>Parent Liaison position remained unfilled for 2024-2025.</p>			<p>Time Money People</p>

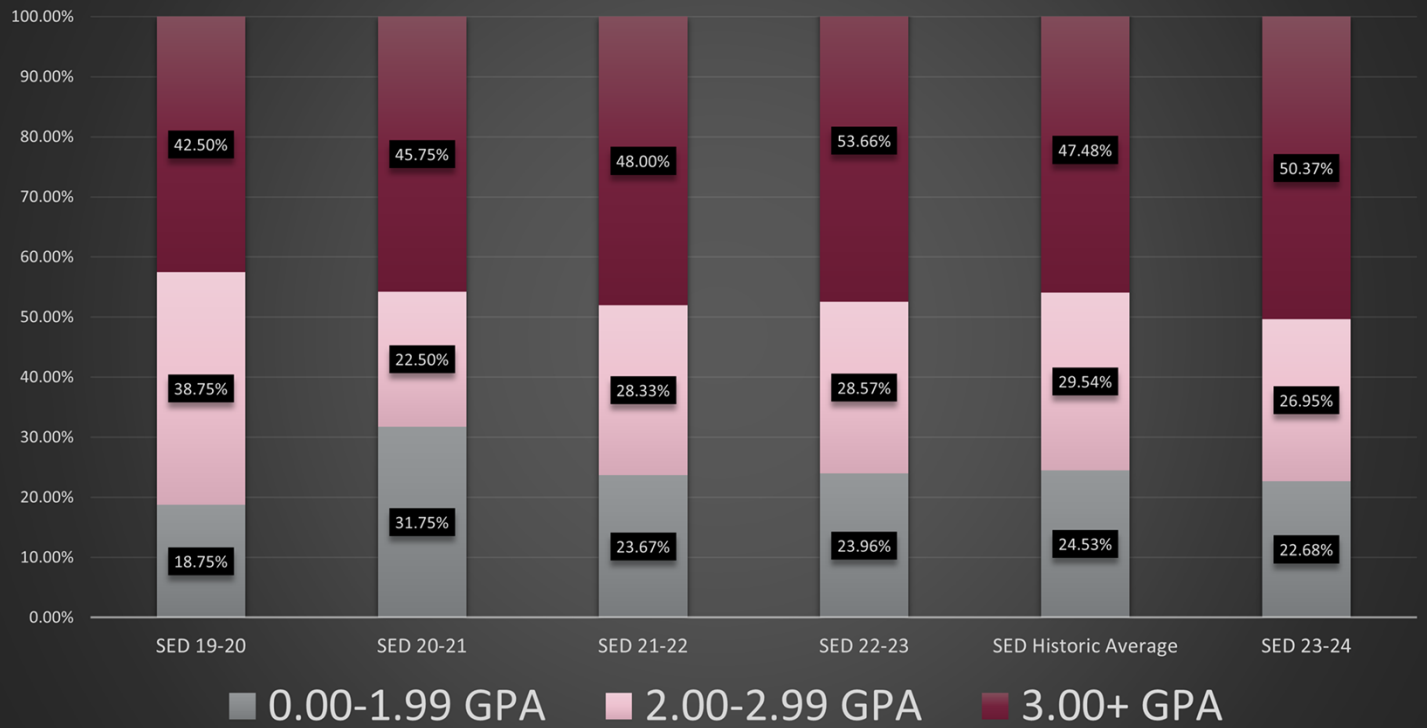
Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 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.	Eligibility rates for EL students in T1S1 are the same overall compared to the historic average with 1% decrease in the 3.0+ range and a 1% increase in the 2.0-2.99 range. EL students continue to have the highest ineligibility rate of emerging student groups.	Continue monitoring	Continue
Cycle 2: Eligibility rates for T1S2 EL students decreased for the second semester but were only down by 0.26% compared to the previous years T1S2.	Eligibility rates showed the expected trend of decreasing in the second semester of Term 1. Changes showed a reduction in eligibility by 0.26%. The rates of 2.0-2.99 GPA range increased by 2.49% compared to last years T1S2 . The rates of the 3.00+ GPA decreased by 2.74%. This trend shows some normalization of grades amongst EL students which is expected based on shifts in grades overall observed this year.	Continue monitoring	Continue
Cycle 3: The majority of EL students showed progress on their ELPAC while eligibility overall was only slightly higher than the historic average.	Based on the last round of ELPAC data, 31% of students improved their level, 52% did not improve in level, and 17% regressed. Of the 52% that did not change level, 75% of those students improved their overall score. Looking at the overall data for 2024-2025 inclusive of T1S1 through T2S1, there was a 0.07% increase in eligibility. Comparing T1S1 data to T2S1 data we see that there was a 4.41% increase in students achieving a 3.00 or higher GPA while both the 2.0-2.99 GPA category and 0-1.99 GPA category reduced each by about 2%.	Continue Monitoring	Continue

Progress Monitoring 25-26

Data

SE Disadvantage Eligibility



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
Tutorial - Teachers will be paid for providing tutoring support to students in	*Metric wording revised. The number of students attendance logs.	Data not previously collected.	2024-2025 Tutoring Attendance Data:			Time Money People

<p>need of extra assistance.</p> <p>Years 1-3: SED students attending tutoring will show improvement in their academic performance and reclassification.</p>			<p>CSF Tutoring: 108 Subject Specific Tutoring: 348 Teacher Specific Tutoring: 579 Athletics Tutoring: 19 EL Tutoring: 39</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 SED students.</p>	<p>*Metric wording revised.</p> <p>The number of teachers utilizing release time for additional student work, academic supports and PD. Eligibility rates for SED students</p>	<p>Pull-out data not previously collected. 23-24 Eligibility rate for SED students: 77.32%</p>	<p>2024-2025 Pull out data: Pull-out not utilized this year specific to SED population.</p> <p>2024-2025 SED Eligibility: 77.85% (Average of T1S1-T2S1)</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>Year 1: PD funding to send selected staff to the "A Dream Differed" Conference in New York. Additional in state and site PD offerings</p>	<p>*Metric wording revised.</p> <p>The number of staff attending PD for SED students.</p>	<p>Data not previously collected.</p>	<p>100% of staff attended at least one PD related to SED students.</p>			<p>Time Money People</p>

throughout the year. Year 2-3: Staff/Site/District PD will lead to improved SED student academic performance						
<p>*Revised to include IYT program</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>Improve Your Tomorrow (IYT). Male students with identified needs will be referred to the IYT program, paid for through district supported funds.</p> <p>Years 1-3: Students participating in the Journey mentoring program or IYT will gain additional support and enrichment promoting academic success.</p>	<p>Metric Revised: The number of students participating in the Journey Mentoring program</p> <p>The number of students participating in the Improve Your Tomorrow Program.</p>	<p>23-24 Journey Mentoring: 26 students 23-24 IYT: Program did not start until the 24-25 school year.</p>	<p>2024-2025 Journey Mentoring: 33 Students 2024-2025 IYT: 40 Students</p>			Time Money People
Community Outreach Liaison Position - Under the direction of the assigned administrator, acts as a support in providing services to students and	Data related to contacts, students served, and academic performance.	Data not previously collected.	The person in the outreach position resigned during the 2024-2025 school year. Data not available.			Time Money People

<p>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>			Position will have to be refilled for 2025-2026			
<p>Transitional Student Supplemental Program will provide support for homeless youth.</p> <p>Years 1-3: Additional support for homeless students will support student</p>	The number of students supported and academic performance	Data not previously collected.	<p>2024-2025 Data: 55 9th grade students 33 10th grade students 25 11th grade students 30 12th grade students</p>			Time Money People

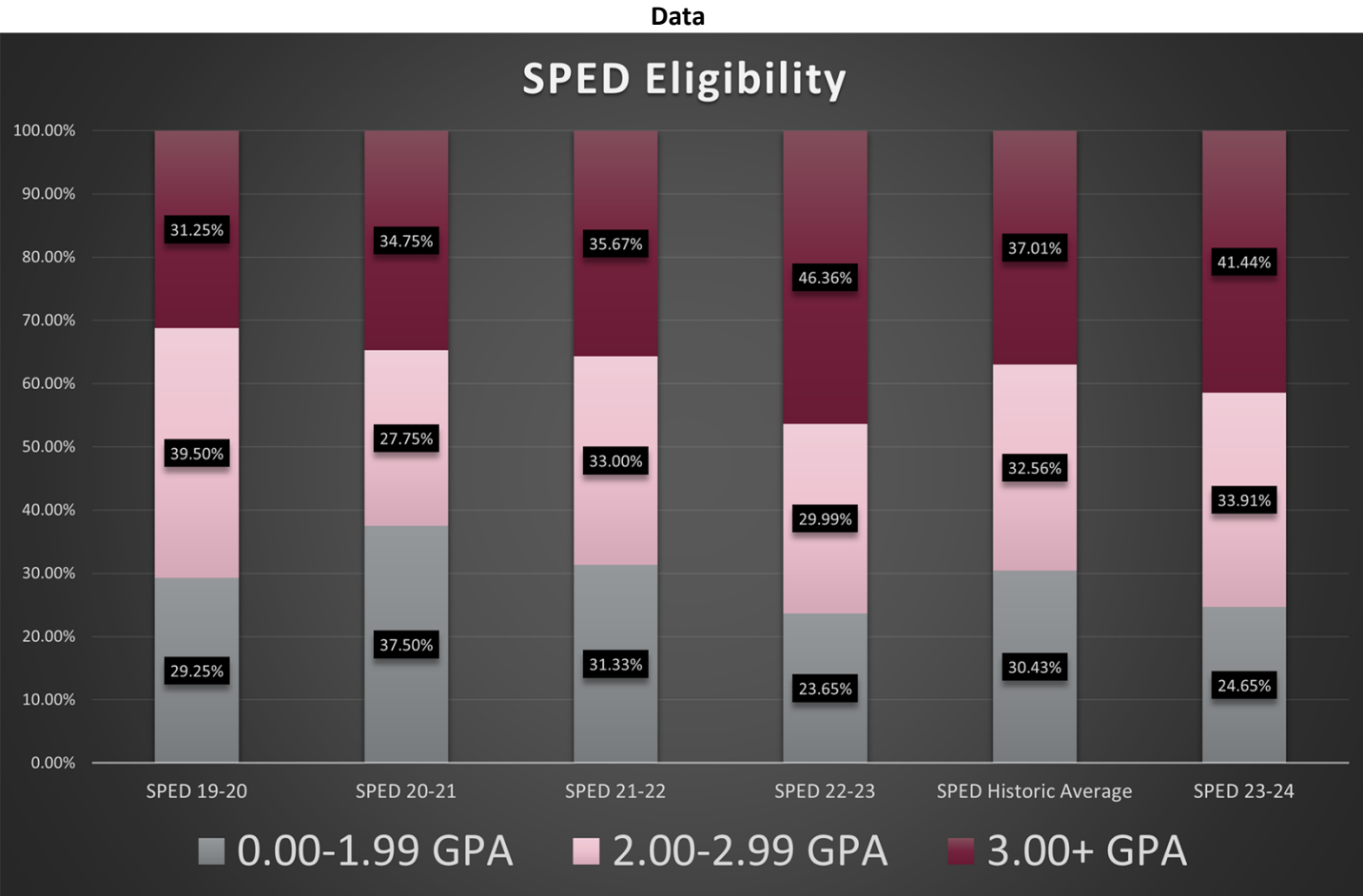
academic achievement.						
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Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: 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.	Eligibility rates for T1S1 are slightly higher than the historic average with a 1% overall increase. Compared to this historic average there has been a shift towards the 3.0+ range with a 5% increase over the historic average. The majority of students at WRHS are in this emerging group. Increases in this area indicate growth for the school overall and are positive.	Continue monitoring	Continue
Cycle 2: Eligibility data for T1S2 shows small changes overall for SED students with a slight decrease in eligibility of 0.57% compared to data from the 23-24 school year for T1S2.	Eligibility for T1S2 shows the expected trends decreasing eligibility in the second semester compared to the first semester. Eligibility decreased by 1.16% compared to semester 1 from this year. The data show a decrease in the 3.0+ GPA range by 1.61% when compared to T1S2 for 23-24. 2.00-2.99 GPA range data show an increase by 1.05% compared to T1S2 23-24. The 0-1.99 GPA range data show an increase by 0.57% compared to T1S2 23-24. Eligibility for SED students remains higher than the historic average by 0.41%. This small change is likely the result of changes in academic rigor, but will need to be monitored for continued change.	Continue monitoring	Continue
Cycle 3: 2024-2025 Eligibility data for SED Students from T1S1 through T2S1 shows that there has been about a 1.5% increase in overall eligibility compared to the previous year's data.	Eligibility data for T2S1 shows the highest eligibility rates for the year. 54.37% of students achieved a 3.0 or higher GPA, while 25.99% of students were in the 2.00-2.99 GPA range. This resulted in the lowest ineligibility rate for the year at 19.65%. Overall the averages worked out to 51.74% in the 3.0+ GPA category, 26.11% in the 2.0-2.99 GPA, with 22.15% falling in the 0-1.99 GPA range. This represents about a 4.5% rise in the highest GPA range when compared to historic averages	Continue monitoring.	Continue

	while the 2.0-2.99 GPA is 3.5% lower and the 0-1.99 GPA range is about 2% lower. Overall this is a very positive trend with improved eligibility for students. There may be some correlation to the additional supports but insufficient data is available to draw definitive conclusions.		
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Progress Monitoring 25-26



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 histoirc 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.

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>*Metric wording revised.</p> <p>The number of students attendance logs.</p>	Data not previously collected.	<p>2024-2025 Tutoring Attendance Data:</p> <p>CSF Tutoring: 108 Subject Specific Tutoring: 348 Teacher Specific Tutoring: 579 Athletics Tutoring: 19 EL Tutoring: 39 SPED# not specifically identified/collected in 24-25</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>*Metric wording revised.</p> <p>The number of teachers utilizing release time for additional student work, academic supports and PD for SPED students. Eligibility rates for SPED students</p>	<p>Pull-out data not previously collected. 23-24 Eligibility rate for SPED students: 75.35%</p>	<p>Pull-out data: 1 teacher attended Pull-out for district-wide Moderate/Severe students</p> <p>2024-2025 SPED Eligibility: 77.98% eligibility (T1S1-T2S1)</p>			<p>Time Money People</p>
<p>Professional Development Pullout. Staff will be provided additional PD related to emerging students.</p>	<p>*Metric wording revised.</p> <p>The number of staff attending PD for SPED.</p>	Data not previously collected.	10 Staff members attended SPED Specific PD			<p>Time Money People</p>

Conferences, Coordinators, Trainers, and Consultants may be used to provide necessary PD.						
Years 1-3: Staff/Site/District PD will lead to improved SPED student academic performance.						

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 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.	T1S1 data indicates a substantial improvement in eligibility amongst SPED students. Compared to the historic average, there has been an increase in eligibilty of 10%. SPED students achieving a GPA of 3.0+ increased by 14% over the historic average. This needs to be closely monitored to see if this trend continues.	Continue monitoring.	Continue
Cycle 2: Eligibility rates for SPED students showed improvement by 4.2% compared to the previous year (23-24) for T1S2 and by 3.48% compared to the historic average.	T1S2 data always shows decreases in eligibility compared to T1S1 however eligibility rates improved for SPED students when compared to T1S2 data in comparison to T1S2 historic and 23-24 school year data. The 3.0+GPA data indicates an increase of 4.81% compared to T1S2 23-24. The 2.0-2.99GPA data indicates a decrease of 0.61% over T1S2 23-24. The 0-1.99GPA data indicates a decrease of 4.2% compared to T1S2 23-24. The trends for SPED students show significant growth in eligibility compared to historic and previous year data, but more data is needed to observe a trend.	Continue monitoring	Continue
Cycle 3: Eligibility rates for SPED students in T2S1 were lower than T1S1 but show a significantly higher	T2S1 eligibility data showed that 56.41% of students were in the 3.0+ GPA range, while 21.79% were in the 2.0-2.99 GPA range, and 21.79% were in the 0-1.99 GPA range. Compared to T1S1 which had 52.12% (3.0+ GPA), 28.48% (2.0-	Continue monitoring.	Continue

percentage of students in the 3.0+GPA range.	2.99 GPA), and 19.39% (0-1.99 GPA), this represents a about a 2.5% increase in ineligibility, but with a 4.29% increase in the highest GPA range. Overall, the average works out to 51.93% (3.0+GPA), 26.05% (2.0-2.99 GPA), and 22.01% (0-1.99 GPA). This is a significant improvement over the historic averages of 37.87% (3.0+GPA), 32.84% (2.0-2.99 GPA), and 29.29% (0-1.99 GPA). Based on this comparison, SPED students have made substantial improvements in their grades over the course of the year compared to historic trends.		
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Progress Monitoring 25-26

Budget Summary

750 - Weston Ranch High School Supplemental Programs/Services

Priority	Site Purpose and/or Justification	Vendor	Cost Estimate (Site Plan)	Funding Source	Function (Type of Activity)	Object (Type of Expenditure)	Management (Program Tracking)	LCAP/AS	Target	Student Needs	Smart Goal
	Timesheet: Payroll-Certified A/S 1.2 (Goal Grade Level SN 2) Tutoring Coordinator ELA		\$ 6,000.00	3010 - ESSA-Title I Bas Gm's Low Inc	1000 - Instruction	1107 - Teachers' Salaries Hourly	1001 - 1.1 Goal 1, A&S 1 GLS-Base	1.1	Grade Level	SN 2	
	Sub: Payroll-Certified (Goal Grade Level SN 4) PD Teacher Sub Coverage ELA support		\$ 6,000.00	3010 - ESSA-Title I Bas Gm's Low Inc	1000 - Instruction	1105 - Teachers' Salaries Subs	1001 - 1.1 Goal 1, A&S 1 GLS-Base	1.1	Grade Level	SN 4	
	Training: Kagan Cooperative Learning Training	Kagan Professional Dev	\$ 2,500.00	3010 - ESSA-Title I Bas Gm's Low Inc	1000 - Instruction	5222 - Workshops/Trainings	1001 - 1.1 Goal 1, A&S 1 GLS-Base	1.1	Grade Level	SN 4	
	Sub: Payroll-Certified (Kagan Training) Goal Grade Level A/S 1.1 SN 4		\$ 2,000.00	3010 - ESSA-Title I Bas Gm's Low Inc	1000 - Instruction	1105 - Teachers' Salaries Subs	1001 - 1.1 Goal 1, A&S 1 GLS-Base	1.1	Grade Level	SN 4	
	Sub: Math pull out days		\$ 10,515.00	3010 - ESSA-Title I Bas Gm's Low Inc	1000 - Instruction	1105 - Teachers' Salaries Subs	1002 - 1.2 Goal 1, A&S 2 GLS-Sup	1.2	GLS - Math	SN 1	
	Training: Scott Murphy Training (Math Leadership Coaching)	PEBC	\$ 30,600.00	3010 - ESSA-Title I Bas Gm's Low Inc	1000 - Instruction	5600 - Other Svcs & Oper Expenditures	1002 - 1.2 Goal 1, A&S 2 GLS-Sup	1.2	Grade Level	SN 4	
	Conference: CA Science Education Conference A/S 1.4 (Goal Grade Level Level SN 4)	TBD	\$ 8,500.00	3010 - ESSA-Title I Bas Gm's Low Inc	1000 - Instruction	5220 - Conference Expense	1003 - 1.3 Goal 1, A&S 3	1.3	Grade Level	SN 4	
	Sub: Pull Out Days-Timesheeting Subs (CASE Conference)		\$ 1,200.00	3010 - ESSA-Title I Bas Gm's Low Inc	1000 - Instruction	1105 - Teachers' Salaries Subs	1003 - 1.3 Goal 1, A&S 3	1.3	Grade Level	SN 4	
	Conference: Spring CUE Conference A/S 1.4 (Goal Grade Level SN 4)	CUE	\$ -	3010 - ESSA-Title I Bas Gm's Low Inc	1000 - Instruction	5222 - Workshops/Trainings	1005 - 1.5 Goal 1, A&S 5	1.5	Grade Level	SN 4	
	Sub: Pull Out Days-Timesheeting Subs (Standard Base Learning Conference)		\$ 2,500.00	3010 - ESSA-Title I Bas Gm's Low Inc	1000 - Instruction	1105 - Teachers' Salaries Subs	1005 - 1.5 Goal 1, A&S 5	1.5	Grade Level	SN 4	
	Service: New Birth Community A/S 3.4 (Goal Emerging Students SN 4) Journey Mentoring Program	New Birth Community	\$ 20,000.00	3010 - ESSA-Title I Bas Gm's Low Inc	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	2002 - 2.2 Goal 2, A&S 2	2.2	Emerging Students	SN 4	
	Service: Vanden Corp A/S 1.3 (Goal Grade Level SN 3) PLUS subscription	Vanden Corporation	\$ 600.00	3010 - ESSA-Title I Bas Gm's Low Inc	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	2002 - 2.2 Goal 2, A&S 2	2.2	Grade Level	SN 3	
	Conference: Teaching Strong Brains Conference	TBD	\$ -	3010 - ESSA-Title I Bas Gm's Low Inc	1000 - Instruction	5222 - Workshops/Trainings	2002 - 2.2 Goal 2, A&S 2	2.2	Grade Level	SN 4	
	Salary: Outreach Assistant Damian McMiller		\$ 23,799.00	3010 - ESSA-Title I Bas Gm's Low Inc	3000 - Other Pupil Services	2200 - Classified Support Salaries	2003 - 2.3 Goal 2, A&S 3	2.3	Emerging Students	SN 1	
	Service: NEWSOLA	Newsola Inc	\$ -	3010 - ESSA-Title I Bas Gm's Low Inc	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	3001 - 3.1 Goal 3, A&S 1	3.1	Emerging Students	SN 1	
	Conference: A Dream Deferred the Future African American Education Conference (Grade Level SN 4)	TBD	\$ -	3010 - ESSA-Title I Bas Gm's Low Inc	1000 - Instruction	5222 - Workshops/Trainings	3005 - 3.5 Goal 3, A&S 5	3.5	Grade Level	SN 4	
	Sub: Pull Out Days - Timesheeting Subs		\$ 2,500.00	3010 - ESSA-Title I Bas Gm's Low Inc	1000 - Instruction	1105 - Teachers' Salaries Subs	3005 - 3.5 Goal 3, A&S 5	3.5	Grade Level	SN 4	
Total			\$ 118,714.00								

750 - Weston Ranch High School Supplemental Programs/Services

Priority	Site Purpose and/or Justification	Vendor	Cost Estimate (Site Plan)	Funding Source	Function (Type of Activity)	Object (Type of Expenditure)	Management (Program Tracking)	LCAP/AS	Target	Student Needs	Smart Goal
	Conference: California Associate Teacher of English Conference A/S 1.4 (Grade Level SN 4)	TBD	\$ 10,000.00	0709 - Prev EIALCAP	1000 - Instruction	5220 - Conference Expense	1001 - 1.1 Goal 1, A&S 1 GLS-Base	1.1	Grade Level	SN 4	
	Sub: Pull Out Days - Timesheeting Subs Science support		\$ 3,000.00	0709 - Prev EIALCAP	1000 - Instruction	1105 - Teachers' Salaries Subs	1003 - 1.3 Goal 1, A&S 3	1.3	Science	SN 3	
	Service: Science Alliance	TBD	\$ 1,000.00	0709 - Prev EIALCAP	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	1003 - 1.3 Goal 1, A&S 3	1.3	Science	SN 3	
	Sub: Pull Out Days - Timesheeting Subs WAPA/SSOAL Science support		\$ 3,000.00	0709 - Prev EIALCAP	1000 - Instruction	1105 - Teachers' Salaries Subs	1004 - 1.4 Goal 1, A&S 4	1.4	Subjects	SN 4	
	Materials & Supplies: Blanket PO Supplies for Coffee with Counselors Parent meeting	Save Mart Supermarket	\$ 1,000.00	0709 - Prev EIALCAP	1000 - Instruction	4310 - Materials & Supplies	1005 - 1.5 Goal 1, A&S 5	1.5	Grade Level	SN 5	
	Materials & Supplies: College Career Support A/S 1.2 (Goal Grade Level SN 2)	TBD	\$ 500.00	0709 - Prev EIALCAP	1000 - Instruction	4310 - Materials & Supplies	1005 - 1.5 Goal 1, A&S 5	1.5	Grade Level	SN 2	
	Conference: Link Crew Boomerang Project Conference A/S 3.4 (Goal Grade Level SN 4)	TBD	\$ 2,000.00	0709 - Prev EIALCAP	1000 - Instruction	5220 - Conference Expense	1005 - 1.5 Goal 1, A&S 5	1.5	Grade Level	SN 4	
	Sub: Payroll Certified A/S 3.4 Goal Grade Level SN 4 (Link Crew Boomerang)		\$ 2,000.00	0709 - Prev EIALCAP	1000 - Instruction	1105 - Teachers' Salaries Subs	1005 - 1.5 Goal 1, A&S 5	1.5	Grade Level	SN 4	
	Service: PLUS Boomerang Project Conference A/S 1.5 (Goal Emerging Students Level SN 4)	TBD	\$ 2,000.00	0709 - Prev EIALCAP	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	1005 - 1.5 Goal 1, A&S 5	1.5	Emerging Student	SN 4	
	Sub: Payroll Certified A/S 1.5 Goal Emerging SN 4 (Plus Boomerang Conference)	TBD	\$ 600.00	0709 - Prev EIALCAP	1000 - Instruction	1105 - Teachers' Salaries Subs	1005 - 1.5 Goal 1, A&S 5	1.5	Emerging Student	SN 4	
	Sub: Pull Out Days - Timesheeting Subs CTE support		\$ 2,500.00	0709 - Prev EIALCAP	1000 - Instruction	1105 - Teachers' Salaries Subs	1005 - 1.5 Goal 1, A&S 5	1.5	GLS - CTE	SN 4	
	Conference: Counselors Summit Conference	TBD	\$ 500.00	0709 - Prev EIALCAP	3119 - Guidance & Counseling Services	5220 - Conference Expense	1005 - 1.5 Goal 1, A&S 5	1.5	Grade Level	SN 4	
	Sub: Pull Out Days-Timesheeting Subs (Educators Rising Conference) \$2,000		\$ -	0709 - Prev EIALCAP	1000 - Instruction	1105 - Teachers' Salaries Subs	1005 - 1.5 Goal 1, A&S 5	1.5	Emerging Students	SN 4	
	Conference: UC High School Counseling Conference Counselor Conference	TBD	\$ 1,000.00	0709 - Prev EIALCAP	1000 - Instruction	5220 - Conference Expense	1005 - 1.5 Goal 1, A&S 5	1.5	Grade Level	SN 4	
	Service: C-STEM Annual Subscription	UC Davis AR Lockbox	\$ 1,000.00	0709 - Prev EIALCAP	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	1005 - 1.5 Goal 1, A&S 5	1.5	GLS - CTE	SN 5	
	Service: RoboBlox Subscription	RoboBlox Inc	\$ 1,600.00	0709 - Prev EIALCAP	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	1005 - 1.5 Goal 1, A&S 5	1.5	GLS - CTE	SN 5	
	Celeste - Equipment: 2x 10" sander dual bevel compound miter saw - 3 @ \$650		\$ 1,950.00	0709 - Prev EIALCAP	1000 - Instruction	4400 - Non-Capitalized Equipment	15CT - LCAP CTE Pathways	1.5	GLS - CTE	SN 5	
	Celeste - Equipment: Disc sanders - 2 @ \$1700		\$ 3,400.00	0709 - Prev EIALCAP	1000 - Instruction	4400 - Non-Capitalized Equipment	15CT - LCAP CTE Pathways	1.5	GLS - CTE	SN 5	
	Celeste - Equipment: Bench grinder - 2 @ \$500		\$ 1,000.00	0709 - Prev EIALCAP	1000 - Instruction	4400 - Non-Capitalized Equipment	15CT - LCAP CTE Pathways	1.5	GLS - CTE	SN 5	
	Celeste - Equipment: Grinders - 8 @ \$100		\$ 800.00	0709 - Prev EIALCAP	1000 - Instruction	4310 - Materials & Supplies	15CT - LCAP CTE Pathways	1.5	GLS - CTE	SN 5	

	Gutierrez - Service: Field trips (industry tours, FFA/MFE/JALA)		\$ 7,500.00	0709 - Prev EIALCAP	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	15CT - LCAP CTE Pathways	1.5	GLS - CTE	SN 5		
	O'Donnell - Conference: HOSA Conferences - SLC, ILIC (transportation, hotel, subs)*SPLIT FUND*		\$ 11,750.00	0709 - Prev EIALCAP	1000 - Instruction	5220 - Conference Expense	15CT - LCAP CTE Pathways	1.5	GLS - CTE	SN 5		
	O'Donnell - Service: College tours - 1 fall, 1 spring		\$ 8,500.00	0709 - Prev EIALCAP	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	15CT - LCAP CTE Pathways	1.5	GLS - CTE	SN 5		
	Contreras - Materials & Supplies: Various supplies: light kit, batteries, cameras, mic and holder, monopod, tripod, camcorder, desktop computers (\$12,000), podcasting kit, headset		\$ 37,000.00	0709 - Prev EIALCAP	1000 - Instruction	4310 - Materials & Supplies	15CT - LCAP CTE Pathways	1.5	GLS - CTE	SN 5		
	Timesheet Payroll-Certified A/S 1.2 (Goal Grade Level SN 2) Ex: Data/Strategic Planning		\$ 26,300.00	0709 - Prev EIALCAP	1000 - Instruction	1107 - Teachers' Salaries Hourly	1000 - 1.8 Goal 1, A&S 8	1.8	Grade Level	SN 2		
	Conference: Standard Base Learning Conference A/S 1.4 (Goal Grade Level SN 4)	TBD	\$ -	0709 - Prev EIALCAP	1000 - Instruction	5220 - Conference Expense	1000 - 1.8 Goal 1, A&S 8	1.8	Grade Level	SN 4		
	Service: 5 Star Program A/S 1.3 (Goal Grade Level SN 3) Subscription renewal	TBD	\$ 2,300.00	0709 - Prev EIALCAP	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	2002 - 2.2 Goal 2, A&S 2	2.2	Grade Level	SN 3		
	Conference: Classic Renaissance Conference A/S 1.4 (Goal Grade Level SN 4)	TBD	\$ -	0709 - Prev EIALCAP	1000 - Instruction	5220 - Conference Expense	2002 - 2.2 Goal 2, A&S 2	2.2	Grade Level	SN 4		
	Timesheet Payroll-Certified A/S 2.1 (Goal Safety SN 1) Classified working with At Risk Students		\$ 8,300.00	0709 - Prev EIALCAP	2700 - School Administration	2407 - Clerical And Office Sal Hourly	2002 - 2.2 Goal 2, A&S 2	2.2	Safety	SN 1		
	Sub: Payroll-Certified PO Sub Coverage		\$ 2,500.00	0709 - Prev EIALCAP	1000 - Instruction	1105 - Teachers' Salaries Subs	2002 - 2.2 Goal 2, A&S 2	2.2	Grade Level	SN 1		
	Training: Professional Development-Counseling in Crisis and Intervention A/S 2.2 (Goal Safety SN 1)	TBD	\$ 600.00	0709 - Prev EIALCAP	3110 - Guidance & Counseling Services	5222 - Workshops/Trainings	2002 - 2.2 Goal 2, A&S 2	2.2	Safety	SN 1		
	Service: Supplemental Enrollment Field Trips A/S 2.5 (Goal Safety SN 5)	TBD	\$ 5,000.00	0709 - Prev EIALCAP	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	2002 - 2.2 Goal 2, A&S 2	2.2	Safety	SN 5		
	Sub: Payroll-Certified A/S 1.1 (Goal Grade Level SN 4) (Teaching Strong Brains)		\$ 1,200.00	0709 - Prev EIALCAP	1000 - Instruction	1105 - Teachers' Salaries Subs	2002 - 2.2 Goal 2, A&S 2	2.2	Grade Level	SN 4		
	Customization Service: A/S 2.5 (Goal Safety SN 5) Cougar Rising Patches	The Basic	\$ 1,000.00	0709 - Prev EIALCAP	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	2004 - 2.4 Goal 2, A&S 4	2.4	Safety	SN 5		
	Customization Service: (Goal Safety SN 5) Cougar Rising Windshields	TJM Promotions	\$ 7,000.00	0709 - Prev EIALCAP	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	2004 - 2.4 Goal 2, A&S 4	2.4	Safety	SN 5		
	Materials & Supplies: Blank Shirts A/S 2.5 (Goal Safety SN 5) Cougar Rising/Academic Shirts-Student Incentive	Blank Shirts Inc	\$ 10,000.00	0709 - Prev EIALCAP	1000 - Instruction	4310 - Materials & Supplies	2004 - 2.4 Goal 2, A&S 4	2.4	Safety	SN 5		
	Service: WRHS Cougar Print Shop-Printing service for CRI/Academic Shirts-Student Incentive	Weston Ranch High School	\$ 2,000.00	0709 - Prev EIALCAP	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	2004 - 2.4 Goal 2, A&S 4	2.4	Safety	SN 5		
	Materials & Supplies: Blank Shirts Plus Blank T-Shirts	Blank Shirts Inc	\$ 1,500.00	0709 - Prev EIALCAP	1000 - Instruction	4310 - Materials & Supplies	2004 - 2.4 Goal 2, A&S 4	2.4	Grade Level	SN 3		
	Customization Service: WRHS Cougar Print Shop-Printing service for Plus Shirts	Weston Ranch High School	\$ 750.00	0709 - Prev EIALCAP	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	2004 - 2.4 Goal 2, A&S 4	2.4	Safety	SN 3		
	Customization Service: Blanket PO A/S 2.5 (Goal Safety SN 5) Cougar Rising Awards	Red-Mark	\$ 2,500.00	0709 - Prev EIALCAP	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	2004 - 2.4 Goal 2, A&S 4	2.4	Safety	SN 5		
	Materials & Supplies: Blanket PO A/S 2.5 (Goal Safety SN 5) Cougar Rising Student Incentives	Amazon Business US Communities	\$ 3,000.00	0709 - Prev EIALCAP	1000 - Instruction	4310 - Materials & Supplies	2004 - 2.4 Goal 2, A&S 4	2.4	Safety	SN 5		
	Materials & Supplies: Food 4 Less-Blanket PO A/S 2.5 (Goal Safety SN 5) Student Incentives Gift Cards-MAPS/CAAS/PCAR	Food 4 Less	\$ 20,000.00	0709 - Prev EIALCAP	1000 - Instruction	4310 - Materials & Supplies	2004 - 2.4 Goal 2, A&S 4	2.4	Safety	SN 5		
	Service: Marker Man 24 & 8 Unit Color Kit Solvent Ink	TBD	\$ 3,000.00	0709 - Prev EIALCAP	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	2004 - 2.4 Goal 2, A&S 4	2.4	Safety	SN 4		
	Customization Service: Ripon Studio A/S 2.5 (Goal Safety SN 5) Cougar Rising Water Bottles-Student Incentive	Ripon Print Studio	\$ 1,500.00	0709 - Prev EIALCAP	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	2004 - 2.4 Goal 2, A&S 4	2.4	Safety	SN 5		
	Sub: Payroll-Certified Sub-LULAC Conference		\$ 2,500.00	0709 - Prev EIALCAP	1000 - Instruction	1105 - Teachers' Salaries Subs	2004 - 2.4 Goal 2, A&S 4	2.4	Emerging Students	SN 4		
	Materials & Supplies: A/S 3.1 (Goal Emerging SN 1) ELD Headsets	Office Depot	\$ 3,200.00	0709 - Prev EIALCAP	1000 - Instruction	4310 - Materials & Supplies	3001 - 3.1 Goal 3, A&S 1	3.1	Emerging Student	SN 1		
	Service: A/S 3.1 (Goal Emerging SN 1) ELD Edmentum software license	Edmentum	\$ 250.00	0709 - Prev EIALCAP	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	3001 - 3.1 Goal 3, A&S 1	3.1	Emerging Student	SN 1		
	Timesheet Payroll-Certified A/S 3.1 (Goal Emerging Students SN 1) Ex: Bilingual Aid		\$ 2,500.00	0709 - Prev EIALCAP	2700 - School Administration	2407 - Clerical And Office Sal Hourly	3001 - 3.1 Goal 3, A&S 1	3.1	Emerging Student	SN 1		
	Sub: Pull Out Days - Timesheeting Subs ELL support		\$ 2,500.00	0709 - Prev EIALCAP	1000 - Instruction	1105 - Teachers' Salaries Subs	3001 - 3.1 Goal 3, A&S 1	3.1	Emerging Students	SN 1		
	Materials & Supplies: Supplemental materials for EL and emerging students	TBD	\$ 7,000.00	0709 - Prev EIALCAP	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	3001 - 3.1 Goal 3, A&S 1	3.1	Emerging Students	SN 1		
	Conference: CABE Conference A/S 1.4 (Goal Grade Level SN 4)	CABE	\$ 3,000.00	0709 - Prev EIALCAP	1000 - Instruction	5220 - Conference Expense	3001 - 3.1 Goal 3, A&S 1	3.1	Grade Level	SN 4		
	Sub: Payroll-Certified A/S 1.4 (Goal Grade Level SN 4) PO Teacher Sub Coverage-CABE		\$ 1,000.00	0709 - Prev EIALCAP	1000 - Instruction	1105 - Teachers' Salaries Subs	3001 - 3.1 Goal 3, A&S 1	3.1	Grade Level	SN 4		
	Service: Reading Eggs Subscription	3P Learning Inc.	\$ 600.00	0709 - Prev EIALCAP	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	3001 - 3.1 Goal 3, A&S 1	3.1	Emerging Students	SN 1		
	Timesheet Payroll-TSSP A/S 3.2 (Goal Emerging Students SN 2) Teacher Liaison		\$ 2,000.00	0709 - Prev EIALCAP	1000 - Instruction	1107 - Teachers' Salaries Hourly	3004 - 3.4 Goal 3, A&S 4	3.4	Students	SN 2		
	Total		\$ 227,100.00									

750 - Weston Ranch High School Supplemental Programs/Services

Priority	Site Purpose and/or Justification	Vendor	Cost Estimate (Site Plan)	Funding Source	Function (Type of Activity)	Object (Type of Expenditure)	Management (Program Tracking)	LCAP A/S	Target	Student Needs	Smart Goal
	Service: Student and site fees for All-State Orchestra	TBD	\$ 715.00	6770 - Arts & Music Prop	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	0000 - Undesignated	1.4	GLS - Other Subjects	SN 4	
	Service: ADD UOP Instructor Contracted Services	TBD	\$ 240.00	6770 - Arts & Music Prop	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	0000 - Undesignated	1.4	GLS - CTE	SN 5	
	Total		\$ 955.00								

750 - Weston Ranch High School
Supplemental Programs/Services

Priority	Site Purpose and/or Justification	Vendor	Cost Estimate (Site Plan)	Funding Source	Function (Type of Activity)	Object (Type of Expenditure)	Management (Program Tracking)	LCAP A/S	Target	Student Needs	Smart Goal
	Sub: Pull Out Days - Timesheeting Subs ELA support		\$ 3,000.00	7435 - Learning Recovery Emer Grant	1000 - Instruction	1105 - Teachers' Salaries Subs	1001 - 1.1 Goal 1, A&S 1 GLS-Base	1.1	GLS - ELA	SN 2	
	Materials & Supplies: Houghton Mifflin Harcourt A/S 3.1 (Goal Emerging SN 1)	Houghton Mifflin Harcourt	\$ 8,000.00	7435 - Learning Recovery Emer Grant	1000 - Instruction	4310 - Materials & Supplies	1001 - 1.1 Goal 1, A&S 1 GLS-Base	1.1	Emerging Students	SN 1	
	Sub: Pull Out Days - Timesheeting Subs Math support		\$ 3,000.00	7435 - Learning Recovery Emer Grant	1000 - Instruction	1105 - Teachers' Salaries Subs	1002 - 1.2 Goal 1, A&S 2 GLS-Sup	1.2	GLS - Math	SN 1	
	Timesheet Payroll-Certificated A/S 1.2 (Goal Grade Level SN 2) Credential Tutoring		\$ 12,000.00	7435 - Learning Recovery Emer Grant	1000 - Instruction	1107 - Teachers' Salaries Hourly	1002 - 1.2 Goal 1, A&S 2 GLS-Sup	1.2	Grade Level	SN 2	
Total			\$ 26,000.00								

750 - Weston Ranch High School
Supplemental Programs/Services

Priority	Site Purpose and/or Justification	Vendor	Cost Estimate (Site Plan)	Funding Source	Function (Type of Activity)	Object (Type of Expenditure)	Management (Program Tracking)	LCAP A/S	Target	Student Needs	Smart Goal
	Ordenez - Conference: PDs for Ruel & Natalie (CATA Roadshow Conference \$3000, NAAE for Ruel and Natalie \$3500, Animal Sci/Vet CASE Lifetime certification course \$4250 Natalie only)		\$ 11,550.00	6387 - Career Technical Education	1000 - Instruction	5220 - Conference Expense	0000 - Undesignated	1.5	GLS - CTE	SN 5	
	O'Donnell - Conference: HOSA Conferences - SLC, ILC (transportation, hotel, subs)*SPUT FUND*		\$ 11,750.00	6387 - Career Technical Education	1000 - Instruction	5220 - Conference Expense	0000 - Undesignated	1.5	GLS - CTE	SN 5	
	Wayman - Conference: PD (Cosume College, CTE Conference)		\$ 5,500.00	6387 - Career Technical Education	1000 - Instruction	5220 - Conference Expense	0000 - Undesignated	1.5	GLS - CTE	SN 5	
	Contreras - Service: Field trips - Jelly Belly Factory, Tesla, Port of Stockton		\$ 4,750.00	6387 - Career Technical Education	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	0000 - Undesignated	1.5	GLS - CTE	SN 5	
	Contreras - Conference: PD - TBD		\$ 4,000.00	6387 - Career Technical Education	1000 - Instruction	5220 - Conference Expense	0000 - Undesignated	1.5	GLS - CTE	SN 5	
	Conference: Summit conference	TBD	\$ -	7339 - Dual Enrollment Opportunities	1000 - Instruction	5222 - Workshops/Trainings		1.5	GLS - CTE	SN 5	
	Conferences and travel related to Dual Enrollment - split between sites		\$ 7,500.00	7339 - Dual Enrollment Opportunities	1000 - Instruction	5222 - Workshops/Trainings		1.5			
	CCEMC Dual Enrollment Coaching - split between sites		\$ 3,000.00	7339 - Dual Enrollment Opportunities	1000 - Instruction	5800 - Other Svcs & Oper Expenditures		1.5			
	Supplies for Dual Enrollment Committee		\$ 750.00	7339 - Dual Enrollment Opportunities	1000 - Instruction	4310 - Materials & Supplies		1.5			
	Timesheeting/DE teacher stipend		\$ 500.00	7339 - Dual Enrollment Opportunities	1000 - Instruction	1107 - Teachers' Salaries Hourly		1.5			
Total			\$ 51,300.00								

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 (Also known as the strategic planning 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.

Need to continue the Staff Surveys.

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
- 1 Other School Staff
- 3 Parent or Community Members
- 3 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
Staycee Baptista	Classroom Teacher
Jessica Isherwood	Parent or Community Member
Rebecca Armstrong--TBD	Parent or Community Member
Whitney Mbruru	Secondary Student
Susana Soria	Secondary Student
Anaya Hill	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
	English Learner Advisory Committee

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

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

This Strategic Plan was adopted by the SSC at a public meeting on April 1, 2024 (Renewed: 5/22/2025).

Attested:

	Principal, Troy M. Fast on 5/23/2025
	SSC Chairperson, Nicole Burrows on 5/23/2025