



Western School of Science and Technology: CFA

Meeting of the Board of Directors of Western

Date and Time

Thursday August 13, 2026 at 8:30 AM MST

Location

Notice of Public Meeting of the Board of Directors of Western School of Science and Technology: A Challenge Foundation Academy, Inc.

Pursuant to Arizona Revised Statutes ("A.R.S.") § 38-431.02, notice is hereby given to the members of the Board of Directors of Western School of Science and Technology: A Challenge Foundation Academy, Inc., and to the general public that the board will hold a meeting, open to the public as specified below. The Board of Directors reserves the right to change the order of items on the agenda, with the exception of public hearings set for a specified time.

Pursuant to A.R.S. § 38-431.03.A.3, the Board of Directors may go into Executive Session, which will not be open to the public, concerning any item on the agenda, for discussion, consideration, or consultations for legal advice.

ALL ITEMS ON THE AGENDA ARE OPEN FOR DISCUSSION AND POSSIBLE ACTION, INCLUDING REPORTS AND ACTION ITEMS AGENDA

Disabled persons in need of special accommodations should contact Ms. Nancy Carbajal at 623.249.3900, ncarbajal@wsst.school at least 24 hours prior to the scheduled meeting time.

Members of the Governing Board may join in person, by telephone, or by Internet Conference.

Where: Western School of Science and Technology:
A Challenge Foundation Academy
6515 W. Indian School Rd.

Phoenix, AZ 85033

Conference Line: One tap mobile. +16699006833,,75990914594#,,,,*133807# US (San Jose) +17193594580,,75990914594#,,,,*133807# US

Meeting ID: 759 9091 4594

When: Thursday, August 13, 2026, 8:30 am

The public space will open 10 minutes before the meeting begins. The virtual space will open 5 minutes before the meeting begins.

Agenda

	Purpose	Presenter	Time
I. Opening Items			8:30 AM
A. Call the Meeting to Order		Jay Kaprosy	1 m
B. Roll Call & Pledge of Allegiance		Nancy Carbajal	2 m
I pledge allegiance to the flag of the United States of America, and to the republic for which it stands, one nation under God, indivisible, with liberty and justice for all.			
C. Public Comments	Discuss	Jay Kaprosy	3 m
Public comments received in accordance with the instructions in the meeting notice will be read by staff during this agenda item up to a limit of three (3) minutes each in the order in which they were received, subject to time available at the discretion of the Board President or his/her designee. Under Arizona open meeting law, members of the Board may not discuss, respond to, or take action in this meeting on a matter raised under this public comment item that is not on the agenda.			
D. Read Mission Statement		Jay Kaprosy	2 m

Western School of Science and Technology exists to be an integral part of the Maryvale community, empowering students with access to a high-quality and

	Purpose	Presenter	Time
<i>inclusive education that will prepare every student with the skills to excel in a post-secondary institution and career.</i>			
II. WSST Update			8:38 AM
A. Board Update	Discuss	Adrian Espana	5 m
B. Enrollment Update	Discuss	Adrian Espana	5 m
C. Academic Update	Discuss	Valeria Escobedo	10 m
D. Staffing Update	Discuss	Valeria Escobedo	5 m
E. Financial update	Discuss	Diamond Financial	5 m
III. Approval of the Consent Agenda			9:08 AM
A. Approval of July 9, 2026 Board Meeting Minutes	Approve Minutes	Jay Kaprosy	
B. Approval of Financial Statements and Vouchers for June 2026			
C. Approval of the revised FY27 Teacher Evaluation tool			
D. Approval of the FY26/27 Wellness Policy			
IV. Action Items #1			9:08 AM
Board Members to take action on the items listed.			
A. Discussion and Consideration to remove Matt Sandoval as a Board of Directors		Adrian Espana	3 m
B. Discussion and Consideration to remove Matt Sandoval as the Charter Representative	Vote	Adrian Espana	5 m
C. Discussion and Consideration to remove Matt Sandoval from the Arizona Corporation Comissions as one of the Directors	Vote	Adrian Espana	5 m

	Purpose	Presenter	Time
D. Discussion and Consideration to add Denise Ebert to the Board of Directors	Vote	Adrian Espana	5 m
V. Governing Board Organizational			9:26 AM
ELECTION OF GOVERNING BOARD PRESIDENT AND VICE PRESIDENT FOR THE 26-27 SCHOOL YEAR.			
A. It is recommended that the Governing Board take the following action: 1. Elect a President of the Board 2. Elect a Vice President of the Board	Vote	Adrian Espana	10 m
VI. Closing Items			9:36 AM
A. Adjourn Meeting	Vote		

Coversheet

Approval of July 9, 2026 Board Meeting Minutes

Section:	III. Approval of the Consent Agenda
Item:	A. Approval of July 9, 2026 Board Meeting Minutes
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Meeting of the Board of Directors of Western on July 9, 2026

APPROVED



Western School of Science and Technology: CFA

Minutes

Meeting of the Board of Directors of Western

Date and Time

Thursday July 9, 2026 at 8:30 AM

Location

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**Where: Western School of Science and Technology:
A Challenge Foundation Academy
6515 W. Indian School Rd.
Phoenix, AZ 85033**

Meeting ID: 860 9333 1956

One tap mobile+17193594580,,86093331956# US+17207072699,,86093331956# US (Denver)

When: Thursday, July 9, 2026, 8:30 am

The public space will open 10 minutes before the meeting begins. The virtual space will open 5 minutes before the meeting begins.

Directors Present

A. Ballesteros (remote), B. Stratford (remote), E. Yndigoyen (remote), J. Kaprosy (remote), M. Sandoval (remote)

Directors Absent

None

Directors who arrived after the meeting opened

J. Kaprosy

Directors who left before the meeting adjourned

A. Ballesteros

Guests Present

A. Espana, A. Torres, N. Carbajal

I. Opening Items

A. Call the Meeting to Order

M. Sandoval called a meeting of the board of directors of Western School of Science and Technology: CFA to order on Thursday Jul 9, 2026 at 8:00 AM.

B. Roll Call & Pledge of Allegiance

J. Kaprosy arrived at 8:41 AM.

A. Ballesteros left at 9:00 AM.

C.

Public Comments

No Public Comment

D. Read Mission Statement

Vice President Sandoval read the Mission Statement

II. WSST Update

A. Board Update

Executive Director Mr. Espana updated the Board:

- These past 2 day we had our Administration Leadership Retreat.
 - The goal of the retreat is to continue growing as leaders, build trust, and review expectations.
- Challenge Foundation Group has informed us that their Board Representative Program will come to an end this month.
- Thank you, Mr. Sandoval, for your years of service and commitment.
- Board will have to vote Mr. Sandoval out next month.
- We will also have to host elections next month for President and Vice President.
- Please continue to send your 3 names. At this time, I have not received any names.
- We are working with the AZ Charter Association to clean up some items. You will see some action items to do this.

B. Enrollment Update

Executive Director Mr. Espana shared the Enrollment Update:

Enrollment ADM Target 425

Current Enrollment 439

C. Staffing Update

Executive Director Mr. Espana shared the FY27 Staffing update:

Fully Staffed

D. Financial update

Diamond Financial shared the April & May 2026 Financial Update:

President Kaprosy asked for more details on a waiver requested by the Auditor.

Aimee Heising from Diamond Financial responded that our Auditor will notify the bank and the bank will initiate a waiver.

III. Approval of the Consent Agenda

A. Approval of June 25, 2026 Board Meeting Minutes

J. Kaprosy made a motion to approve the minutes from Meeting of the Board of Directors of Western on 06-25-26.

The board **VOTED** to approve the motion.

B. Approval of the April 2026 Financials

C. Approval of the May 2026 Financials

D. Approva to remove Darryl Bess Jr as a Board of Directors

IV. Action Items #1

A. Discussion and Consideration of the FY27 Budget

M. Sandoval made a motion to Approve the FY27 Budget.

A. Ballesteros seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

A. Ballesteros Aye

E. Yndigoyen Aye

M. Sandoval Aye

B. Stratford Aye

J. Kaprosy Aye

B. Discussion and Consideration of the FY26/27 Board Meeting Dates

A. Ballesteros made a motion to Approve the Fy26/27 Board Meeting Dates.

M. Sandoval seconded the motion.

The board **VOTED** to approve the motion.

C. Discussion and Consideration of the WSST- ITM Model

M. Sandoval made a motion to Approve the WSST-ITM Model.

E. Yndigoyen seconded the motion.

The board **VOTED** to approve the motion.

D. Discussion & Consideration of the Off-Contract Teacher Hourly Compensation

M. Sandoval made a motion to Approve the Off-Contract Teacher Hourly Compensation.

E. Yndigoyen seconded the motion.

The board **VOTED** to approve the motion.

**E. Discussion and Consideration of Adrian Espana Ex-Officio (non-voting)
Appointment to the Board of Directors**

M. Sandoval made a motion to Approve Adrian Espsna Ex-Officio (non-voting)
Appointment to the Board of Directors.

E. Yndigoyen seconded the motion.

The board **VOTED** to approve the motion.

V. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded
and approved, the meeting was adjourned at 9:05 AM.

Respectfully Submitted,
J. Kaprosy

Coversheet

Approval of Financial Statements and Vouchers for June 2026

Section:	III. Approval of the Consent Agenda
Item:	B. Approval of Financial Statements and Vouchers for June 2026
Purpose:	
Submitted by:	
Related Material:	WSST Financials 06.30.2026.pdf

WESTERN SCHOOL OF SCIENCE AND TECHNOLOGY**DASHBOARD REPORT****June 30, 2026**

TOTAL VOUCHERS - June, 2026	1,179,989.06
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Cash Activity

	Beginning	Receipts	Disbursements	Ending
Jul-25	1,953,456	2,571,845	2,594,551	1,930,750
Aug-25	1,930,750	1,603,943	1,704,255	1,830,438
Sep-25	1,830,438	1,789,294	1,979,732	1,640,000
Oct-25	1,640,000	1,895,761	1,828,825	1,706,936
Nov-25	1,706,936	1,490,789	1,574,262	1,623,463
Dec-25	1,623,463	1,814,530	1,841,653	1,596,340
Jan-26	1,596,340	1,663,247	1,631,997	1,627,590
Feb-26	1,627,590	1,668,410	1,654,814	1,641,186
Mar-26	1,641,186	1,536,735	1,496,395	1,681,526
Apr-26	1,681,526	1,771,913	1,678,511	1,774,929
May-26	1,774,929	1,750,778	1,762,601	1,763,105
Jun-26	1,763,105	1,782,809	1,814,273	1,731,641
TOTAL - 2026	1,953,456	21,340,055	21,561,870	1,731,641
YTD Total - 2025	2,153,438	7,306,219	7,506,201	1,953,456
YTD Total - 2026	1,953,456	21,340,055	21,561,870	1,731,641
Increase (Decrease)	(199,982)	14,033,836	14,055,669	(221,814)

Budget

	YTD ACTUALS 2026	YTD BUDGET 2026	Over (Under)
ADM	485	520	35
Revenue	6,419,137	7,124,448	(705,312)
Expenses	6,641,227	6,657,851	(16,624)
Surplus (Deficit)	(222,090)	466,597	(688,688)

Debt Service Coverage Ratio
 Overage (Shortfall)
 DCOH

0.71 Does Not Meet Debt Covenant (1.20)
(186,798)
105.89

NOTES:

With Enrollment number below expected budget, current revenue funding is lower than expected. Changes were made throughout the year especially during the second half to reduce operating costs and end the year on a positive Net Income after Depreciation.

Cash Disbursements

Western School of Science and Technology

June 1-30, 2026

Num	Date	Vendor	Amount
Bill.com	6/1/2026	Amazon Capital Services	\$ (389.03)
Bill.com	6/1/2026	American Medical Staffing, Inc.	\$ (226.80)
Bill.com	6/1/2026	Arizona Grants Management, LLC	\$ (880.49)
Bill.com	6/1/2026	Canyon Athletic Association.	\$ (8.00)
Bill.com	6/1/2026	College Board - AP	\$ (1,333.00)
Bill.com	6/1/2026	Cruz M. Campos Covarrubias	\$ (161.63)
Bill.com	6/1/2026	Cruz M. Campos Covarrubias	\$ (916.50)
Bill.com	6/1/2026	Fabiola Guzman.	\$ (551.17)
Bill.com	6/1/2026	Oscar Fernandez.	\$ (1,381.10)
Bill.com	6/1/2026	Rachel Yanof	\$ (306.25)
Bill.com	6/1/2026	Senya	\$ (911.24)
Bill.com	6/1/2026	Staples Advantage	\$ (222.99)
Bill.com	6/1/2026	Swing Education Inc	\$ (506.25)
Bill.com	6/1/2026	Technical Service Center	\$ (217.80)
Bill.com	6/1/2026	Beyond Med Plans of Arizona	\$ (204.00)
Bill.com	6/1/2026	Challenge Foundation Group	\$ (17,595.60)
Bill.com	6/1/2026	THE HOLMAN GROUP OF ARIZONA	\$ (450.00)
Bill.com	6/4/2026	Luis Ricardo Rosette Acevedo	\$ (648.00)
Bill.com	6/9/2026	Delta-T Group Phoenix Inc	\$ (2,232.00)
Bill.com	6/9/2026	Strong and Courageous Apparel LLC	\$ (1,380.25)
Bill.com	6/9/2026	All Copy Products - Verticomm	\$ (869.79)
Bill.com	6/9/2026	All Copy Products, Inc	\$ (280.31)
Bill.com	6/9/2026	Amazon Capital Services	\$ (66.45)
Bill.com	6/9/2026	ASPAA	\$ (150.00)
Bill.com	6/9/2026	Assurity Life Insurance Company	\$ (1,935.49)
Bill.com	6/9/2026	Board On Track Inc.	\$ (6,755.00)
Bill.com	6/9/2026	DIVERSIFIED LANDSCAPE MANAGEMENT LLC	\$ (1,650.00)
Bill.com	6/9/2026	Domain Directory LLC	\$ (288.00)
Bill.com	6/9/2026	Fester & Chapman P.C.	\$ (2,800.00)
Bill.com	6/9/2026	Michel, Salvador.	\$ (1,000.00)
Bill.com	6/9/2026	Oscar Fernandez.	\$ (2,400.00)
Bill.com	6/9/2026	Phoenix Police Department	\$ (17.00)
Bill.com	6/9/2026	Senya	\$ (683.43)
Bill.com	6/9/2026	Swing Education Inc	\$ (337.50)
Bill.com	6/9/2026	The Arizona Group	\$ (5,557.32)
Bill.com	6/12/2026	Amazon Capital Services	\$ (236.99)
Bill.com	6/12/2026	Primo Brands	\$ (12.76)
Bill.com	6/12/2026	B and M Communications, LLC	\$ (39.95)
Bill.com	6/12/2026	Brady Industries	\$ (526.23)
Bill.com	6/12/2026	Diamond Financial	\$ (6,530.00)
Bill.com	6/12/2026	School Operations Solutions	\$ (2,000.00)
Bill.com	6/12/2026	Southwest Gas Corporation	\$ (30.67)
Bill.com	6/12/2026	SRP	\$ (5,278.73)

Cash Disbursements

Western School of Science and Technology

June 1-30, 2026

Num	Date	Vendor	Amount
Bill.com	6/12/2026	Truly Nolen Inc. Branch 045	\$ (167.00)
Bill.com	6/12/2026	Truly Nolen Inc. Branch 045	\$ (80.00)
Bill.com	6/12/2026	Warrior Protection Group LLC	\$ (180.00)
Bill.com	6/12/2026	HD Supply	\$ (72.94)
Bill.com	6/22/2026	L&M Food Management Services	\$ (23,367.00)
Bill.com	6/22/2026	Amazon Capital Services	\$ (27.97)
Bill.com	6/22/2026	Canon Financial Services, Inc. - 879422-2	\$ (5,124.70)
Bill.com	6/22/2026	Canon Financial Services, Inc. - 879422-3	\$ (157.62)
Bill.com	6/22/2026	CopperPoint Insurance Company	\$ (1,321.20)
Bill.com	6/22/2026	Edupoint	\$ (895.00)
Bill.com	6/22/2026	Republic Services	\$ (2,661.44)
Bill.com	6/22/2026	Staples Advantage	\$ (222.99)
Bill.com	6/22/2026	Truly Nolen Inc. Branch 045	\$ (592.00)
Bill.com	6/22/2026	Valleywide Transportation LLC	\$ (1,000.00)
Bill.com	6/22/2026	Verizon Wireless	\$ (151.56)
Bill.com	6/26/2026	Apache Equipment Rental	\$ (167.88)
Bill.com	6/26/2026	Aqua Chill, Inc. #13	\$ (237.82)
Bill.com	6/26/2026	Arizona Grants Management, LLC	\$ (1,060.49)
Bill.com	6/26/2026	CNS 360, LLC (Prev Compass Network Solu)	\$ (220.00)
Bill.com	6/26/2026	HD Supply	\$ (43.60)
Bill.com	6/26/2026	SRP	\$ (5,188.20)
Bill.com	6/26/2026	Technical Service Center	\$ (345.60)
Bill.com	6/26/2026	United Portraits	\$ (1,846.68)
Bill.com	6/26/2026	Selective Insurance Company of America	\$ (3,704.00)
Expense	6/10/2026	MidFirst Bank	\$ (12.00)
Expense	6/10/2026	MidFirst Bank	\$ (50.00)
Expense	6/12/2026	Empower (Prev Great West Trust)	\$ (3,752.70)
Expense	6/17/2026	Postalia LLC	\$ (500.00)
Expense	6/23/2026	Bill.com	\$ (155.09)
Expense	6/26/2026	Empower (Prev Great West Trust)	\$ (3,752.70)
ACH	6/2/2026	MidFirst Bank - New Credit Card - 9095	\$ (7,420.30)
ACH	6/15/2026	MidFirst Bank - Mortgage	\$ (36,688.71)
ACH	6/22/2026	United Healthcare	\$ (45,359.86)
ACH	6/25/2026	MidFirst Bank - New Credit Card - 9095	\$ (6,466.50)
ACH	6/25/2026	Great American Insurance Co.	\$ (3,600.00)
PR Debit	6/15/2026	Inova Payroll (Prev PR Experts)	\$ (122,921.81)
PR Debit	6/30/2026	Inova Payroll (Prev PR Experts)	\$ (123,558.69)
PR Fees	6/5/2026	Inova Payroll (Prev PR Experts)	\$ (307.68)
PR Fees	6/18/2026	Inova Payroll (Prev PR Experts)	\$ (198.11)
PR Taxes	6/5/2026	Inova Payroll (Prev PR Experts)	\$ (73,065.90)
PR Taxes	6/18/2026	Inova Payroll (Prev PR Experts)	\$ (43,381.07)
TOTAL			\$ (589,994.53)

WESTERN SCHOOL OF SCIENCE AND TECHNOLOGY
STATEMENT OF FINANCIAL POSITION
For the Period Ending June 30, 2026

	June 30, 2026	
ASSETS		
Cash	1,731,642	20.27%
Accounts Receivable & Prepaid Expense	171,085	2.00%
Current Assets	1,902,727	22.27%
Deposits	41,715	0.49%
Fixed Assets net of Accumulated Depreciation	6,600,010	77.24%
TOTAL ASSETS	8,544,452	100.00%
LIABILITIES AND NET ASSETS		
Accounts Payable and Accrued Expense	645,398	7.55%
Current Liabilities	645,398	7.55%
Mortgage Payable	4,563,960	
Capital Lease Payables	29,472	
Total Liabilities	5,238,830	61.31%
Beginning Net Assets	3,527,712	41.29%
Net Income (Loss)	(222,090)	-2.60%
Total Net Assets	3,305,622	38.69%
TOTAL LIABILITIES AND NET ASSETS	8,544,452	100.00%

Western School of Science and Technology**Budget vs. Actuals: 2025-2026 Adopted Budget - FY26 P&L Classes****Jul 2025 - Jun 2026**

	Year to Date	2026 Budget			
	Actual	Budget	Remaining	% Remaining	
Income					
1700 School Activities	22,140	-	(22,140)		
1920 Private Donations and Grants	17,438	7,804	(9,634)	-123.46%	
1950 Other Income	21,555	34,576	13,021	37.66%	
1975 Fundraising	9,740	21,570	11,830	54.84%	
3000 State	5,690,999	6,361,241	670,242	10.54%	
4000 Federal	619,716	637,343	17,627	2.77%	
Total Income	6,381,587	7,062,534	680,947	9.64%	
Gross Profit	6,381,587	7,062,534	680,947	9.64%	Lower than expected ADM/Rev
Expenses					
6100 Salaries and Wages	3,938,713	4,048,520	109,807	2.71%	
6200 Employee Benefits	659,242	931,159	271,917	29.20%	
6310 Professional Services	178,381	221,436	43,055	19.44%	
6320 Outside Services	120,153	120,835	682	0.56%	
6400 Facilities	229,365	190,053	(39,311)	-20.68%	
6500 Other Purchased Services	257,109	270,796	13,687	5.05%	
6580 Travel	35,220	6,862	(28,358)	-413.25%	
6610 Supplies	123,343	146,580	23,237	15.85%	
6635 Food Service	235,230	275,062	39,833	14.48%	
6640 Books and Instructional Aids	120,661	54,455	(66,206)	-121.58%	
6650 Supplies - Technology Related	2,885	12,319	9,434	76.58%	
6740 Depreciation	429,288		(429,288)		Not budget line item/non-cash
6810 Dues and Fees	52,308	80,880	28,571	35.33%	
6850 Interest and Finance Charges	257,416	284,723	27,307	9.59%	
6890 Miscellaneous	1,913	14,170	12,257	86.50%	
Total Expenses	6,641,227	6,657,851	16,624	0.25%	Expenses on track but not adjusted for current decrease in revenue
Net Operating Income	(259,641)	404,682	664,323	164.16%	
Other Income					
1990 Interest Income	37,550	61,914	24,364	39.35%	
Total Other Income	37,550	61,914	24,364	39.35%	
Net Other Income	37,550	61,914	24,364	39.35%	
Net Income	(222,090)	466,597	688,687	147.60%	
<i>Debt Service-Principal</i>	<i>387,615</i>	<i>378,400</i>	<i>(9,215)</i>	<i>-2.44%</i>	

Western School of Science and Technology
Profit and Loss by Month
 July, 2025-June, 2026

	Jul 2025	Aug 2025	Sep 2025	Oct 2025	Nov 2025	Dec 2025	Jan 2026	Feb 2026	Mar 2026	Apr 2026	May 2026	Jun 2026	Total
Income													
1700 School Activities	0.00	0.00	4,375.00	2,227.03	2,876.00	2,481.83	5,773.05	304.57	2,723.62	382.49	892.97	103.00	22,139.56
1920 Private Donations and Grants	365.48	215.00	503.55	100.00	400.00	2,620.00	3,335.00	630.00	3,192.00	6,057.00	20.00	0.00	17,438.03
1950 Other Income	0.00	0.00	5,522.40	1,622.04	0.00	0.00	2,500.00	0.00	3,500.00	0.00	2,607.28	5,802.96	21,554.68
1975 Fundraising	0.00	0.00	330.59	53.65	387.00	986.51	1,279.32	450.00	3,856.80	675.49	1,720.77	0.00	9,740.13
3000 State	483,135.94	483,135.95	465,350.56	458,592.57	477,217.83	499,317.15	468,680.35	453,966.45	439,372.59	466,957.93	473,624.23	521,647.02	5,690,998.57
4000 Federal	0.00	68,263.75	56,727.44	50,834.17	42,774.22	42,619.57	66,166.37	77,875.79	64,680.15	73,355.04	48,139.99	28,279.10	619,715.59
Total for Income	483,501.42	551,614.70	532,809.54	513,429.46	523,655.05	548,025.06	547,734.09	533,226.81	517,325.16	547,427.95	527,005.24	555,832.08	6,381,586.56
Gross Profit	483,501.42	551,614.70	532,809.54	513,429.46	523,655.05	548,025.06	547,734.09	533,226.81	517,325.16	547,427.95	527,005.24	555,832.08	6,381,586.56
Expenses													
6100 Salaries and Wages	210,145.53	363,877.96	331,242.60	329,347.22	337,578.71	397,189.57	351,229.82	303,934.82	285,848.48	289,708.00	417,927.44	320,682.64	3,938,712.79
6200 Employee Benefits	72,614.51	38,885.16	76,478.66	58,484.06	62,836.44	61,935.35	56,427.17	56,059.18	18,636.17	62,689.84	24,990.09	69,205.36	659,241.99
6310 Professional Services	20,904.58	9,613.79	50,130.96	9,106.17	9,141.16	10,141.34	17,155.33	9,901.23	9,005.14	9,917.07	14,464.70	8,899.75	178,381.22
6320 Outside Services	9,882.85	9,996.75	21,137.36	14,712.01	6,309.05	10,550.29	10,821.48	9,799.02	6,477.10	11,754.24	4,797.67	3,915.61	120,153.43
6400 Facilities	29,108.27	29,816.08	25,460.07	21,152.70	17,926.74	15,590.56	14,726.42	16,173.95	12,312.94	12,747.68	15,232.34	19,117.04	229,364.79
6500 Other Purchased Services	23,291.23	24,668.71	21,435.68	19,136.14	18,236.70	20,170.40	20,281.83	20,656.85	21,679.20	19,537.62	26,636.83	21,377.94	257,109.13
6580 Travel	227.58	685.13	4,083.18	2,253.33	1,553.60	1,851.58	9,659.28	4,150.00	2,981.58	5,575.00	1,600.00	600.00	35,220.26
6610 Supplies	29,399.79	8,616.93	12,597.79	14,328.78	7,677.40	8,214.68	8,273.55	5,446.14	8,836.68	6,817.55	7,663.55	5,469.93	123,342.77
6635 Food Service	0.00	29,000.80	27,126.60	22,426.50	17,865.00	17,871.00	25,953.00	24,468.00	20,196.90	26,955.00	22,746.00	621.00	235,229.80
6640 Books and Instructional Aids	31,362.98	8,117.98	8,117.98	8,117.98	8,117.98	8,117.98	8,117.98	8,117.98	8,117.98	8,117.98	8,117.98	8,117.98	120,660.76
6650 Supplies - Technology Related	1,784.20	350.04	95.25	338.20	267.18	0.00	0.00	0.00	0.00	0.00	50.18	0.00	2,885.05
6740 Depreciation	25,028.05	30,811.82	30,811.82	47,492.76	38,885.85	36,650.52	36,650.52	36,636.00	36,495.87	36,748.52	36,677.79	36,398.27	429,287.79
6810 Dues and Fees	9,799.15	6,336.55	2,498.51	2,663.67	3,561.82	2,376.71	2,557.91	2,227.70	6,833.98	4,447.90	6,207.52	2,796.91	52,308.33
6850 Interest and Finance Charges	16,599.78	22,843.81	22,262.57	22,560.93	22,019.76	22,297.78	22,172.81	20,776.11	21,887.02	21,337.05	21,611.80	21,046.93	257,416.35
6890 Miscellaneous	583.94	512.95	585.95	0.00	230.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1,912.84
Total for Expenses	480,732.44	584,134.46	634,064.98	572,120.45	552,207.39	612,957.76	584,027.10	518,346.98	459,309.04	516,353.45	608,723.89	518,249.36	6,641,227.30
Net Operating Income	2,768.98	-32,519.76	-101,255.44	-58,690.99	-28,552.34	-64,932.70	-36,293.01	14,879.83	58,016.12	31,074.50	-81,718.65	37,582.72	-259,640.74
Other Income													
1990 Interest Income	4,429.45	4,323.92	3,684.88	3,310.89	2,923.53	2,755.34	2,633.96	2,333.76	2,736.61	2,699.88	2,927.91	2,790.17	37,550.30
Total for Other Income	4,429.45	4,323.92	3,684.88	3,310.89	2,923.53	2,755.34	2,633.96	2,333.76	2,736.61	2,699.88	2,927.91	2,790.17	37,550.30
Net Other Income	4,429.45	4,323.92	3,684.88	3,310.89	2,923.53	2,755.34	2,633.96	2,333.76	2,736.61	2,699.88	2,927.91	2,790.17	37,550.30
Net Income	7,198.43	-28,195.84	-97,570.56	-55,380.10	-25,628.81	-62,177.36	-33,659.05	17,213.59	60,752.73	33,774.38	-78,790.74	40,372.89	-222,090.44

Coversheet

Approval of the revised FY27 Teacher Evaluation tool

Section:	III. Approval of the Consent Agenda
Item:	C. Approval of the revised FY27 Teacher Evaluation tool
Purpose:	
Submitted by:	
Related Material:	Final FY27 Official Teacher Evaluation Board Approval (1).pdf

WESTERN SCHOOL OF SCIENCE AND TECHNOLOGY TEACHER EVALUATION TOOL (ARIZONA EDUCATOR EFFECTIVENESS TOOL (AEEF))

Teacher Name -

Date-

Subject-

Supervisor-

Domain	Indicator	Highly Effective	Effective	Developing	Ineffective	Rating (1-4)	Weighted Score
Planning & Preparation							
Domain 1: Planning & Preparation (20%)	1.1 Standards & Alignment	All objectives are rigorous, measurable, and vertically aligned to standards. Lessons are sequenced logically and integrate cross-curricular connections.	All objectives are measurable and aligned to standards with some integration and logical flow across lessons. Lessons follow a clear sequence and support unit goals.	Objectives are aligned to standards. Lesson design lacks cohesion or consistent sequence.	Objectives are poorly aligned or not aligned to standards. Lessons appear disconnected and lack rigor.	4	
Domain 1: Planning & Preparation (20%)	1.2 Assessment & Data Use	Assessment data is consistently analyzed and shared with students. Students self-monitor and track progress. Instruction is adapted responsively.	Assessment data is regularly used to adjust instruction. Students receive feedback are aware of goals and progress.	Some assessment is used, but feedback is limited or inconsistently applied.	Assessment is infrequent or not aligned to instructional goals. Students receive little feedback.	4	
					TOTAL SCORE	8	1.6
Instructional Practice							
Domain 2: Instructional Practice (40%)	2.1 Student Engagement & Rigor	All students are actively engaged in rigorous, relevant tasks that require critical thinking and real-world application. Students initiate inquiry and persist through challenges.	Most students are engaged in challenging tasks that build higher-order thinking. Teacher uses strategies to promote persistence and comprehension.	Student engagement varies. Tasks are mostly low-level or procedural.	Few students are engaged. Instruction lacks challenge or relevance.	1	
Domain 2: Instructional Practice (40%)	2.2 Content Knowledge & Instructional Delivery	Teacher demonstrates deep content knowledge and adapts instruction skillfully to student needs. Integrates content across disciplines.	Teacher demonstrates solid content knowledge, delivers instruction clearly, and adjusts instruction based on student understanding.	Content knowledge is uneven; explanations may be confusing or incomplete.	Teacher conveys inaccurate content; instruction leads to misconceptions.	1	
Domain 2: Instructional Practice (40%)	2.3 Checking for Understanding	Checks for understanding are embedded throughout the lesson. Adjustments are immediate and effective. Students are involved in self-monitoring.	Teacher uses checks at strategic points and adjusts instruction based on results.	Checks are infrequent or inconsistently used.	Instruction continues regardless of student confusion or misunderstanding.	1	
Domain 2: Instructional Practice (40%)	2.4 Differentiation	Instruction is consistently differentiated based on real time assessment and student need. Supports are personalized and proactive.	Differentiation is evident in instruction and meets the general needs of students. Supports are in place and generally effective.	Minimal differentiation is evident. Supports may not be targeted.	No differentiation is evident. Supports are absent or inappropriate.	1	
Domain 2: Instructional Practice (40%)	2.5 Student Discourse & Academic Language	Students use academic language to engage in rich, structured discourse. Student-led dialogue deepens learning.	Students engage in structured academic discussion using correct terminology and vocabulary.	Student talk is limited and primarily informal, and/or is strictly teacher lead.	Academic discourse is absent from instruction.	1	
Domain 2: Instructional Practice (40%)	2.6 Use of Technology and Tools	Technology and tools are seamlessly integrated to enhance engagement, differentiation, and access to rigorous content.	Technology/tools are used appropriately and support learning and engagement for most students.	Technology/tools are used inconsistently or without clear purpose.	Technology/tools distract from learning or are misused.	1	
Domain 2: Instructional Practice (40%)	2.7 Student Classroom Proficiency	A majority of students demonstrate mastery of grade-level standards through multiple measures. Instruction leads to consistent proficiency gains.	Most students meet grade-level standards. Teacher monitors and supports proficiency through targeted instruction.	Students show progress toward grade-level standards, but proficiency outcomes are inconsistent or unsupported.	Few students meet proficiency targets. Instructional practices do not adequately support learning.	1	
Domain 2: Instructional Practice (40%)	2.8 Student Classroom Growth	All students, regardless of starting point, demonstrate measurable academic growth. Growth is tracked and celebrated.	Most students show meaningful growth based on baseline data. Instruction is adjusted to meet learning trajectories.	Growth is limited or only evident for some groups of students.	Little to no growth is evident. Instruction is not responsive to student data or needs.	1	
					TOTAL SCORE	8	3.2
Classroom Environment							
Domain 3: Classroom Environment (20%)	3.1 Routines & Procedures	Students lead and manage well-established routines. Transitions are smooth and maximize instructional time.	Routines and procedures are consistently followed and support instructional goals.	Routines are in place, but execution is inconsistent.	Routines are unclear or absent, causing significant loss of instructional time.	4	
Domain 3: Classroom Environment (20%)	3.2 Behavior Management	Student behavior is exemplary. Students uphold and reinforce expectations for one another.	Clear behavior expectations are consistently communicated and reinforced. Most students respond appropriately.	Expectations are communicated and inconsistently reinforced. Some disruptions occur.	Behavior management is ineffective. Students frequently disrupt learning.	4	
Domain 3: Classroom Environment (20%)	3.3 Physical & Emotional Safety	The classroom is welcoming, organized, and emotionally safe. Students feel supported.	The classroom is generally safe and organized. Basic needs are met.	There are occasional safety or emotional concerns that are not proactively addressed.	The environment is unsafe, unwelcoming, or emotionally negative.	4	
Domain 3: Classroom Environment (20%)	3.4 Culture of Respect & Collaboration	Students consistently demonstrate respect, take ownership of learning, and collaborate positively.	Students are generally respectful and collaborate. Teacher fosters positive interactions.	Respect and collaboration are inconsistent. Teacher mediates conflicts reactively.	Disrespectful behavior is frequent. The classroom lacks a positive culture.	4	
Professional Responsibilities DONE AT THE END OF THE YEAR					TOTAL SCORE	16	3.2
Professional Responsibilities							
Domain 4: Professional Responsibilities (20%)	4.1 Professional Demeanor & Ethics	Exemplifies ethical standards, professionalism, and integrity in all settings. Serves as a model for peers.	Demonstrates professionalism and adheres to ethical and legal standards.	Occasionally demonstrates unprofessional or ethically questionable behavior.	Frequently fails to demonstrate professionalism or comply with ethical standards.	4	
Domain 4: Professional Responsibilities (20%)	4.2 Attendance & Contractual Duties	Always punctual and present. Actively takes initiative in fulfilling all responsibilities and duties.	Consistently meets attendance and duty expectations.	Attendance or duty performance is inconsistent and sometimes unreliable.	Frequently fails to meet contractual obligations or professional expectations.	4	
Domain 4: Professional Responsibilities (20%)	4.3 Collaboration & Continuous Improvement	Actively leads collaborative efforts and engages in reflective practice to improve instruction and outcomes.	Collaborates with colleagues and engages in professional development to improve performance.	Infrequently participates in collaboration or avoids professional feedback.	Resists collaboration and shows little commitment to professional growth.	4	
Domain 4: Professional Responsibilities (20%)	4.4 Family & Community Engagement	Builds meaningful relationships with families and community. Consistently initiates and maintains two-way communication.	Communicates regularly with families to support student success.	Limited or inconsistent communication with families. Only engages when needed.	Rarely communicates with families or community. Interactions may be negative or absent.	4	
Domain 4: Professional Responsibilities (20%)	4.5 Goal Setting	Sets high-quality, data-informed goals and achieves or exceeds most of them. Regularly reflects and adapts strategies to improve outcomes.	Sets measurable goals that align with instructional responsibilities and achieves most of them. Some reflection and adjustment are evident.	Sets vague or limited goals. Progress is inconsistent or minimal. Little evidence of reflection or results achieved.	Fails to set meaningful goals or does not follow through. No progress is demonstrated toward achievement.	4	
TOTAL SCORE						20	4

Score Range
21.6-19.44

Score Range
19.43-15.12

Score Range
15.11-10.81

Score Range
10.8-5.4

52

12

WESTERN SCHOOL OF SCIENCE AND TECHNOLOGY TEACHER EVALUATION TOOL (ARIZONA EDUCATOR EFFECTIVENESS TOOL (AEEF))

Teacher Name -

Date-

Subject-

Supervisor-

Domain	Indicator	Highly Effective	Effective	Developing	Improvement Needed	Rating (1-4)	Weighted Score
Planning & Preparation (10%)	Note: Data for this domain is gathered with classroom observations throughout the year and also the Evaluation Observation.						
Domain 1: Planning & Preparation	1.1 Standards & Alignment	All objectives are rigorous, measurable, and vertically aligned to standards and curriculum. Lessons are sequenced logically and integrate cross-curricular connections. Daily Lesson Plan and Mastery Check, including objective and lesson activities, are aligned to the content and rigor expectations of the curriculum. Lesson plans have all required components, including all State, AVID, & Curriculum Map components. 3 or less missed lesson plan checks	All objectives are measurable and aligned to standards and curriculum with some integration and logical flow across lessons. Lessons follow a clear sequence and support unit goals. Daily Lesson Plan and Mastery Check, including objective and lesson activities, are aligned to the content and rigor expectations of the curriculum. Lesson plans have most of the required components, including all State, AVID, & Curriculum Map components. 4-6 missed lesson plan checks	Objectives are aligned to standards. Lesson design lacks cohesion or consistent sequence. Lesson plan missing majority of the required components. 6-9 missed lesson plan checks	Objectives are poorly aligned or not aligned to standards. Lessons appear disconnected and lack rigor. Lesson plan missing all required components. 10+ missed lesson plan checks	4	
	Notes:						
Domain 1: Planning & Preparation	1.2 Assessment & Data Use	Assessment data is consistently analyzed and shared with students. Students self-monitor and track progress. Instruction is adapted responsively. All students, regardless of starting point, demonstrate measurable academic growth. Growth is tracked and celebrated. Data is presented and used 90%+ of the time (Data from PLCs can be used to support this category.)	Assessment data is regularly used to adjust instruction. Students receive feedback are aware of goals and progress. Most (70-89%) students show growth based on baseline data. Instruction is adjusted to meet learning trajectories. Data is presented and used 80%-89% of the time (Data from PLCs can be used to support this category.)	Some assessment is used, but feedback is limited or inconsistently applied. Growth is limited or only evident for some groups of students Data is presented and used 70%-79% of the time (Data from PLCs can be used to support this category.)	Assessment is infrequent or not aligned to instructional goals. Students receive little feedback. Little to no growth is evident. Instruction is not responsive to student data or needs. Data is no used or presented, less than 69% of the time (Data from PLCs can be used to support this category)	4	
	Notes:						
					TOTAL SCORE	8	0.8
Instructional Practice (25%)	Note: Data for this domain is gathered with classroom observations throughout the year and also the Evaluation Observation.						
Domain 2: Instructional Practice	2.1 Student Engagement & Rigor	All students are actively engaged, completing rigorous, relevant tasks that require critical thinking and real-world application. Students initiate inquiry and persist through challenges. Consistent high levels of participation for checks for understanding and structured speaking and listening opportunities. Tasks completed by students are at Depth of Knowledge (DOK) Levels 1-4 with high levels of participation. Students are able to consistently justify responses and demonstrate learning.	Most students (at least 70%) are engaged in challenging tasks that build higher-order thinking and comprehension. Some students initiate inquiry and levels of participation for checks for understanding and structured speaking and listening opportunities vary. Tasks completed by students are at Depth of Knowledge (DOK) Levels 1-4 with high levels of participation. Some students are able to justify responses.	Student engagement varies. Few students are engaged in challenging tasks that support learning. The teacher is leading most of the learning. Tasks are mostly low-level or procedural, mostly at Depth of Knowledge (DOK) 1-2. Few students are able to justify responses.	Few students are engaged. Instruction lacks challenge or relevance.	4	
	Notes:						
Domain 2: Instructional Practice	2.2 Content Knowledge & Instructional Delivery	Teacher demonstrates content knowledge and adapts instructor skillfully to students needs using the curriculum, and incorporates content literacy, vocabulary, and writing in their lesson consistently. Gradual Release of Responsibility is evident that allow for students to comprehend and eventually master the skills presented in lessons.	Teacher demonstrates content knowledge and adapts instructor skillfully to students needs using the curriculum, and sometimes incorporates content literacy, vocabulary, and writing in their lesson. Gradual Release of Responsibility is evident that allow for students to comprehend and eventually master the skills presented in lessons.	Teacher demonstrates limited content knowledge and at times adapts instructor to students needs. Use of content literacy, vocabulary, and writing varies in their lesson. Gradual Release of Responsibility is limited.	Teacher conveys inaccurate content; instruction leads to misconceptions. Teacher requires a significant amount of support in this category.	4	
	Notes:						
Domain 2: Instructional Practice	2.3 Checking for Understanding	Checks for understanding are embedded throughout the lesson. Adjustments are immediate and effective. Students are involved in self-monitoring. Checks for Understanding for all students Teacher constantly gathers universal data to assess what students can do and immediately uses that informal data to make instantaneous decisions about instructional next steps.	Teacher uses checks at strategic points and adjusts instruction based on results. Adjustments are made some of the time to improve the lesson. Checks for understanding is used by most students The teacher regularly gathers data to assess what next steps can be made to improve instruction.	Checks are infrequent or inconsistently used.	Instruction continues regardless of student confusion or misunderstanding.	4	
	Notes:						
Domain 2: Instructional Practice	2.4 Differentiation	Instruction is consistently differentiated based on real-time assessment and student need. Supports are personalized and proactive. Differentiation is planned for students with any specific learning need, such as IEP, EL, or 504 plan, but also for any students who require a varied way of accessing the material. -Data is use to differentiate activities that challenge and support students at different levels of mastery. -Evidence of this should be evident in lesson, assignments and assessments.	Differentiation is evident in instruction and meets the general needs of students. Supports are in place and generally effective. Differentiation is planned for students with any specific learning need, such as IEP, EL, or 504 plan, but also for any students who require a varied way of accessing the material some of the time. Data is sometimes used to provide access to students in the lessons.	Minimal differentiation is evident. Supports may not be targeted.	No differentiation is evident. Supports are absent or inappropriate.	4	
Domain 2: Instructional Practice	2.5 Student Discourse & Academic Language	All Students use academic language to engage in rich, structured discourse. Student-led dialogue deepens learning. Academic language is used consistently and often with the use of structured speaking, listening and writing opportunities. Students consistently participate during the lesson and demonstrate thorough thinking through their words and discussions.	Some students use academic language to engage in rich, structured discourse. Student-led dialogue deepens learning. Academic language is used some of the time with structured speaking, listening and writing opportunities. Students participation varies during the lesson with some demonstration of their thought process.	Student talk is limited and primarily informal, and/or is strictly teacher lead. Most students do not use any type of structured speaking, listening or writing opportunities.	Academic discourse is absent from instruction.	4	
	Notes:						
Domain 2: Instructional Practice	2.6 Use of Technology and Tools	Technology and tools are seamlessly integrated to enhance engagement, differentiation, and access to rigorous content. -Evidence of tools used to support lessons and student learning. This can include anchor charts, digital tools or other tools.	Technology and tools are used appropriately and support learning and engagement for most students. Tools used to support lessons and student learning are used some of the time. This can include anchor charts, digital tools or learning resources.	Technology/tools are used inconsistently or without clear purpose.	Technology/tools distract from learning or are misused.	4	
	Notes:						
					TOTAL SCORE	24	6
Classroom Environment (20%)	Note: Data for this domain is gathered with classroom observations throughout the year and also the Evaluation Observation.						
Domain 3: Classroom Environment	3.1 Routines & Procedures	All Students lead and manage well-established routines. Transitions are smooth and maximize instructional time. Lesson structure includes routines and procedures that support an effective learning environment and are automatic for students. This includes structures from bell to bell and during transitions within a lesson.	Routines and procedures are consistently followed and support instructional goals. Lesson structure includes some routines and procedures to support the lesson. The structures are used from bell to bell some of the time.	Routines are in place, but execution is inconsistent.	Routines are unclear or absent, causing significant loss of instructional time.	4	
	Notes:						
Domain 3: Classroom Environment	3.2 Behavior Management	Student behavior is exemplary. Students uphold and reinforce expectations for one another. Teacher is clearly in command of the classroom, using physical presence, non verbal cues and circulation to support behavior. Students behavior is exemplary. When necessary, behavior is addressed quickly and appropriately. Students encourage others to demonstrate their best behavior.	Clear behavior expectations are consistently communicated and reinforced. Students respond appropriately. Teacher is in command of the classroom most of the time using physical presence, and non-verbal cues and circulation to support behavior. Student behavior is satisfactory and off-task behavior is addressed most of the time.	Expectations are communicated and inconsistently reinforced. Some disruptions occur and may or may not be addressed. Teacher often needs support to command the classroom.	Behavior management is ineffective. Students frequently disrupt learning. Teacher needs significant support to manage classroom behavior.	4	
	Notes:						
Domain 3: Classroom Environment	3.3 Physical & Emotional Safety	The classroom is welcoming, organized, and emotionally safe with consistency. Students feel supported. The classroom provides a safe and welcoming learning environment through visual culture and student data.	The classroom is generally safe and organized. Basic needs are met. There is some evidence that students feel supported.	There are occasional safety or emotional concerns that are not proactively addressed.	The environment is unsafe, unwelcoming, or emotionally negative.	4	
	Notes:						

Domain 3: Classroom Environment	3.4 Culture of Respect & Collaboration	A majority (90-100%) Students consistently demonstrate respect, take ownership of learning, and collaborate positively. Students take ownership of learning, investment, and demonstrate high urgency for their work and expectations. Students & teacher model appropriate behavior with words and actions. There is structured student choice in various elements of how the classroom operates.	Students are generally respectful and collaborate. Teacher fosters positive interactions.	Respect and collaboration are inconsistent. Teacher mediates conflicts reactively.	Disrespectful behavior is frequent. The classroom lacks a positive culture.	4	4
	Notes:						
					TOTAL SCORE	16	3.2
Student Classroom Performance DONE AT THE END OF THE YEAR							
Student Classroom Performance (25%)	Note: Data for this domain is gathered with classroom observations throughout the year and also the Evaluation Observation.						
Domain 4: Student Performance	4.1 Student Classroom Proficiency District Assessment	A majority of students (90-100%) demonstrate mastery of grade-level standards through multiple measures. Instruction leads to consistent proficiency gains. Proficiency will be measured at 70% Middle: 90-100% Mastery Semester 1 Final: 90-100% Mastery Semester 2	Most students (70-89%) meet grade-level standards. Teacher monitors and supports proficiency through targeted instruction. Proficiency will be measured at 70% Middle: 70-89% Mastery Semester 1 Final: 70-89% Mastery Semester 2	Students show progress toward grade-level standards, but proficiency outcomes are inconsistent or unsupported. Proficiency will be measured at 70% Middle: 60-69% Mastery Semester 1 Final: 60-69% Mastery Semester 2	Few students meet proficiency targets. Instructional practices do not adequately support learning. Proficiency will be measured at 70% Middle: 59-0% Mastery Semester 1 Final: 59-0% Mastery Semester 2	4	
Domain 4: Student Performance	4.2 Student Classroom Growth District Assessments	A majority of students (90-100%), regardless of starting point, demonstrate academic growth. Middle: 90-100 Students From BOY-MOY Final 90-100 Student from MOY-EOY	Most (89-70%) students show growth based on baseline data. Instruction is adjusted to meet learning trajectories. Middle: 89-70% Student From BOY-MOY Final 89-70% Student From MOY-EOY	Growth is limited (69-50%) or only evident for some groups of students. Middle: 69-50% Student From BOY-MOY Final: 69%-50% Student From MOY-EOY	Little to no growth is evident. Instruction is not responsive to student data or needs. (49%-0%) Middle: 49-0% Student From BOY-MOY Final: 49%-0% Student From MOY-EOY	4	
					TOTAL SCORE	8	2
Professional Responsibility DONE AT THE END OF THE YEAR							
Professional Responsibilities (20%)	-Corrective Action and Coaching Conversations to address specific behavior will be considered in this category.						
Domain 5: Professional Responsibilities	5.1 Professional Demeanor & Ethics	Exemplifies ethical standards, professionalism, and integrity in all settings. Serves as a model for peers. -Consistently enforces all policies, procedures, and priorities. -0 Conduct Coaching Conversations or Corrective Actions -Teacher using appropriate judgement and maintaining positive and professional words and actions with students, staff, families and guests are considered in this category.	Demonstrates professionalism and adheres to ethical and legal standards. -Generally enforces most policies, procedures, and priorities. -Up to 1-2 Conduct Coaching conversation -Teacher using appropriate judgement and maintaining positive and professional words and actions with students, staff, families and guests are considered in this category.	Occasionally demonstrates unprofessional or ethically questionable behavior. -Spotlity enforces policies, procedures, and priorities. -1 Corrective Action Write-up -Teacher using appropriate judgement and maintaining positive and professional words and actions with students, staff, families and guests are considered in this category.	Frequently fails to demonstrate professionalism or comply with ethical standards. -Does not follow and ablies Policies and Procedures -2+ Corrective Action Wrire-Up -Teacher using appropriate judgement and maintaining positive and professional words and actions with students, staff, families and guests are considered in this category.	4	
	Notes:						
Domain 5: Professional Responsibilities	5.2 Attendance & Contractual Duties	Always punctual and present. Actively takes initiative in fulfilling all responsibilities and duties. -Consistently meets contractual obligations -Attendance: 0-3 PTO/UPTO absences -Fulfilling all responsibilities for their role and as assigned. -Punctuality, including tardies and absences are considered in this category. -Attendance to PLC, Meetings, and PD are considered in this category.	Consistently meets attendance and duty expectations. -Generally meets most contractual obligations. -Attendance: 4-6 PTO/UPTO absences -Fulfilling all responsibilities for their role and as assigned. -Punctuality, including tardies and absences are considered in this category. -Attendance to PLC, Meetings, and PD are considered in this category.	Attendance or duty performance is inconsistent and sometimes unreliable. -Occasionally does not meet contractual obligations -Attendance: 7-8 PTO/UPTO absences -Fulfilling all responsibilities for their role and as assigned. -Punctuality, including tardies and absences are considered in this category. -Attendance to PLC, Meetings, and PD are considered in this category.	Frequently fails to meet contractual obligations or professional expectations. Ineffective -Attendance: 8+ PTO/UPTO absences -Fulfilling all responsibilities for their role and as assigned. -Punctuality, including tardies and absences are considered in this category. -Attendance to PLC, Meetings, and PD are considered in this category.	4	
	Notes:						
Domain 5: Professional Responsibilities	5.3 Collaboration & Continuous Improvement	Actively leads collaborative efforts and engages in reflective practice to improve instruction and outcomes. -Following structures and expectations for any meeting or collaborative initiative, including PLCs are considered in this category. -Implementing feedback from Instructional Coach and administration to support teacher craft are considered in this category.	Collaborates with colleagues and engages in professional development to improve performance. -Following structures and expectations for any meeting or collaborative initiative, including PLCs are considered in this category. -Implementing feedback from Instructional Coach and administration to support teacher craft are considered in this category.	Infrequently participates in collaboration or avoids professional feedback.	Resists collaboration and shows little commitment to professional growth.	4	
	Notes:						
Domain 5: Professional Responsibilities	5.4 Family & Community Engagement	Builds meaningful relationships with families and community. Consistently initiates and maintains two-way communication.	Communicates regularly with families to support student success.	Limited or inconsistent communication with families. Only engages when needed.	Rarely communicates with families or community. Interactions may be negative or absent.	4	
	Notes:						
	5.5 Goal Setting	Sets high-quality, data-informed goals and achieves or exceeds most of them. Regularly reflects and adapts strategies to improve outcomes. -3 goals will be set that are aligned with the school's goals and that will benefit student learning and teacher development and will be approved by Principal and/or Manager. -3 goals were met	Sets measurable goals that align with instructional responsibilities and achieves most of them. Some reflection and adjustment are evident. -3 goals will be set that are aligned with the school's goals and that will benefit student learning and teacher development and will be approved by Principal and/or Manager. -At least 2 goals were met	Sets vague or limited goals. Progress is inconsistent or minimal. Little evidence of reflection or results achieved. -3 goals will be set that are aligned with the school's goals and that will benefit student learning and teacher development and will be approved by Principal and/or Manager. -1 goal was met	Fails to set meaningful goals or does not follow through. No progress is demonstrated toward achievement. -3 goals will be set that are aligned with the school's goals and that will benefit student learning and teacher development and will be approved by Principal and/or Manager. -0 goals were met	4	
					TOTAL SCORE	20	4
					TOTAL SCORE	76	16

Final Evaluation Score	Score Range: Highly Effective	Score Range: Effective	Score Range: Developing	Score Range: Ineffective
Signature will be required to acknowledge this evaluation was provided.	16-14.4 90% or higher	14.3-11.2 70%-89%	11.1-8.0 50%-69%	7.99-4 49% or below

WESTERN SCHOOL OF SCIENCE AND TECHNOLOGY TEACHER EVALUATION TOOL (ARIZONA EDUCATOR EFFECTIVENESS TOOL (AEEF))

Teacher Name - Date- Subject- Supervisor-

Domain	Indicator	Highly Effective	Effective	Developing	Improvement Needed	Rating (1-4)	Weighted Score
Planning & Preparation (10%)	Note: Data for this domain is gathered with classroom observations throughout the year and also the Evaluation Observation.						
Domain 1: Planning & Preparation	1.1 Standards & Alignment	All objectives are rigorous, measurable, and vertically aligned to standards and curriculum. Lessons are sequenced logically and integrate cross-curricular connections. Daily Lesson Plan and Mastery Check, including objective and lesson activities, are aligned to the content and rigor expectations of the curriculum. Lesson plans have all required components, including all State, AVID, & Curriculum Map components. 3 or less missed lesson plan checks	All objectives are measurable and aligned to standards and curriculum with some integration and logical flow across lessons. Lessons follow a clear sequence and support unit goals. Daily Lesson Plan and Mastery Check, including objective and lesson activities, are aligned to the content and rigor expectations of the curriculum. Lesson plans have most of the required components, including all State, AVID, & Curriculum Map components. 4-6 missed lesson plan checks	Objectives are aligned to standards. Lesson design lacks cohesion or consistent sequence. Lesson plan missing majority of the required components. 6-9 missed lesson plan checks	Objectives are poorly aligned or not aligned to standards. Lessons appear disconnected and lack rigor. Lesson plan missing all required components. 10+ missed lesson plan checks	4	
	Notes:						
Domain 1: Planning & Preparation	1.2 Assessment & Data Use	Assessment data is consistently analyzed and shared with students. Students self-monitor and track progress. Instruction is adapted responsively. All students, regardless of starting point, demonstrate measurable academic growth. Growth is tracked and celebrated. Data is presented and used 90%+ of the time (Data from PLCs can be used to support this category.)	Assessment data is regularly used to adjust instruction. Students receive feedback are aware of goals and progress. Most (70-89%) students show growth based on baseline data. Instruction is adjusted to meet learning trajectories. Data is presented and used 80%-89% of the time (Data from PLCs can be used to support this category.)	Some assessment is used, but feedback is limited or inconsistently applied. Growth is limited or only evident for some groups of students Data is presented and used 70%-79% of the time (Data from PLCs can be used to support this category.)	Assessment is infrequent or not aligned to instructional goals. Students receive little feedback. Little to no growth is evident. Instruction is not responsive to student data or needs. Data is no used or presented, less than 69% of the time (Data from PLCs can be used to support this category)	4	
	Notes:						
					TOTAL SCORE	8	0.8
Instructional Practice (25%)	Note: Data for this domain is gathered with classroom observations throughout the year and also the Evaluation Observation.						
Domain 2: Instructional Practice	2.1 Student Engagement & Rigor	All students are actively engaged, completing rigorous, relevant tasks that require critical thinking and real-world application. Students initiate inquiry and persist through challenges. Consistent high levels of participation for checks for understanding and structured speaking and listening opportunities. Tasks completed by students are at Depth of Knowledge (DOK) Levels 1-4 with high levels of participation. Students are able to consistently justify responses and demonstrate learning.	Most students (at least 70%) are engaged in challenging tasks that build higher-order thinking and comprehension. Some students initiate inquiry and levels of participation for checks for understanding and structured speaking and listening opportunities vary. Tasks completed by students are at Depth of Knowledge (DOK) Levels 1-4 with high levels of participation. Some students are able to justify responses.	Student engagement varies. Few students are engaged in challenging tasks that support learning. The teacher is leading most of the learning. Tasks are mostly low-level or procedural, mostly at Depth of Knowledge (DOK) 1-2. Few students are able to justify responses.	Few students are engaged. Instruction lacks challenge or relevance.	4	
	Notes:						
Domain 2: Instructional Practice	2.2 Content Knowledge & Instructional Delivery	Teacher demonstrates content knowledge and adapts instructor skillfully to students needs using the curriculum, and incorporates content literacy, vocabulary, and writing in their lesson consistently. Gradual Release of Responsibility is evident that allow for students to comprehend and eventually master the skills presented in lessons.	Teacher demonstrates content knowledge and adapts instructor skillfully to students needs using the curriculum, and sometimes incorporates content literacy, vocabulary, and writing in their lesson. Gradual Release of Responsibility is evident that allow for students to comprehend and eventually master the skills presented in lessons.	Teacher demonstrates limited content knowledge and at times adapts instructor to students needs. Use of content literacy, vocabulary, and writing varies in their lesson. Gradual Release of Responsibility is limited.	Teacher conveys inaccurate content; instruction leads to misconceptions. Teacher requires a significant amount of support in this category.	4	
	Notes:						
Domain 2: Instructional Practice	2.3 Checking for Understanding	Checks for understanding are embedded throughout the lesson. Adjustments are immediate and effective. Students are involved in self-monitoring. Checks for Understanding for all students Teacher constantly gathers universal data to assess what students can do and immediately uses that informal data to make instantaneous decisions about instructional next steps.	Teacher uses checks at strategic points and adjusts instruction based on results. Adjustments are made some of the time to improve the lesson. Checks for understanding is used by most students The teacher regularly gathers data to assess what next steps can be made to improve instruction.	Checks are infrequent or inconsistently used.	Instruction continues regardless of student confusion or misunderstanding.	4	
	Notes:						
Domain 2: Instructional Practice	2.4 Differentiation	Instruction is consistently differentiated based on real-time assessment and student need. Supports are personalized and proactive. Differentiation is planned for students with any specific learning need, such as IEP, EL, or 504 plan, but also for any students who require a varied way of accessing the material. -Data is use to differentiate activities that challenge and support students at different levels of mastery. -Evidence of this should be evident in lesson, assignments and assessments.	Differentiation is evident in instruction and meets the general needs of students. Supports are in place and generally effective. Differentiation is planned for students with any specific learning need, such as IEP, EL, or 504 plan, but also for any students who require a varied way of accessing the material some of the time. Data is sometimes used to provide access to students in the lessons.	Minimal differentiation is evident. Supports may not be targeted.	No differentiation is evident. Supports are absent or inappropriate.	4	
Domain 2: Instructional Practice	2.5 Student Discourse & Academic Language	All Students use academic language to engage in rich, structured discourse. Student-led dialogue deepens learning. Academic language is used consistently and often with the use of structured speaking, listening and writing opportunities. Students consistently participate during the lesson and demonstrate thorough thinking through their words and discussions.	Some students use academic language to engage in rich, structured discourse. Student-led dialogue deepens learning. Academic language is used some of the time with structured speaking, listening and writing opportunities. Students participation varies during the lesson with some demonstration of their thought process.	Student talk is limited and primarily informal, and/or is strictly teacher lead. Most students do not use any type of structured speaking, listening or writing opportunities.	Academic discourse is absent from instruction.	4	
	Notes:						
Domain 2: Instructional Practice	2.6 Use of Technology and Tools	Technology and tools are seamlessly integrated to enhance engagement, differentiation, and access to rigorous content. -Evidence of tools used to support lessons and student learning. This can include anchor charts, digital tools or other tools.	Technology and tools are used appropriately and support learning and engagement for most students. Tools used to support lessons and student learning are used some of the time. This can include anchor charts, digital tools or learning resources.	Technology/tools are used inconsistently or without clear purpose.	Technology/tools distract from learning or are misused.	4	
	Notes:						
					TOTAL SCORE	24	6
Classroom Environment (20%)	Note: Data for this domain is gathered with classroom observations throughout the year and also the Evaluation Observation.						
Domain 3: Classroom Environment	3.1 Routines & Procedures	All Students lead and manage well-established routines. Transitions are smooth and maximize instructional time. Lesson structure includes routines and procedures that support an effective learning environment and are automatic for students. This includes structures from bell to bell and during transitions within a lesson.	Routines and procedures are consistently followed and support instructional goals. Lesson structure includes some routines and procedures to support the lesson. The structures are used from bell to bell some of the time.	Routines are in place, but execution is inconsistent.	Routines are unclear or absent, causing significant loss of instructional time.	4	
	Notes:						
Domain 3: Classroom Environment	3.2 Behavior Management	Student behavior is exemplary. Students uphold and reinforce expectations for one another. Teacher is clearly in command of the classroom, using physical presence, non-verbal cues and circulation to support behavior. Students behavior is exemplary. When necessary, behavior is addressed quickly and appropriately. Students encourage others to demonstrate their best behavior.	Clear behavior expectations are consistently communicated and reinforced. Students respond appropriately. Teacher is in command of the classroom most of the time using physical presence, and non-verbal cues and circulation to support behavior. Student behavior is satisfactory and off-task behavior is addressed most of the time.	Expectations are communicated and inconsistently reinforced. Some disruptions occur and may or may not be addressed. Teacher often needs support to command the classroom.	Behavior management is ineffective. Students frequently disrupt learning. Teacher needs significant support to manage classroom behavior.	4	
	Notes:						
Domain 3: Classroom Environment	3.3 Physical & Emotional Safety	The classroom is welcoming, organized, and emotionally safe with consistency. Students feel supported. The classroom provides a safe and welcoming learning environment through visual culture and student data.	The classroom is generally safe and organized. Basic needs are met. There is some evidence that students feel supported.	There are occasional safety or emotional concerns that are not proactively addressed.	The environment is unsafe, unwelcoming, or emotionally negative.	4	
	Notes:						

Domain 3: Classroom Environment	3.4 Culture of Respect & Collaboration	A majority (90-100%) Students consistently demonstrate respect, take ownership of learning, and collaborate positively. Students take ownership of learning, investment, and demonstrate high urgency for their work and expectations. Students & teacher model appropriate behavior with words and actions. There is structured student choice in various elements of how the classroom operates.	Students are generally respectful and collaborate. Teacher fosters positive interactions.	Respect and collaboration are inconsistent. Teacher mediates conflicts reactively.	Disrespectful behavior is frequent. The classroom lacks a positive culture.	4	4
	Notes:						
					TOTAL SCORE	16	3.2
Student Classroom Performance DONE AT THE END OF THE YEAR							
Student Classroom Performance (25%)	Note: Data for this domain is gathered with classroom observations throughout the year and also the Evaluation Observation.						
Domain 4: Student Performance	4.1 Student Classroom Proficiency District Assessment	A majority of students (90-100%) demonstrate mastery of grade-level standards through multiple measures. Instruction leads to consistent proficiency gains. Proficiency will be measured at 70% Middle: 90-100% Mastery Semester 1 Final: 90-100% Mastery Semester 2	Most students (70-89%) meet grade-level standards. Teacher monitors and supports proficiency through targeted instruction. Proficiency will be measured at 70% Middle: 70-89% Mastery Semester 1 Final: 70-89% Mastery Semester 2	Students show progress toward grade-level standards, but proficiency outcomes are inconsistent or unsupported. Proficiency will be measured at 70% Middle: 60-69% Mastery Semester 1 Final: 60-69% Mastery Semester 2	Few students meet proficiency targets. Instructional practices do not adequately support learning. Proficiency will be measured at 70% Middle: 59-0% Mastery Semester 1 Final: 59-0% Mastery Semester 2	4	
Domain 4: Student Performance	4.2 Student Classroom Growth District Assessments	A majority of students (90-100%), regardless of starting point, demonstrate academic growth. Middle: 90-100 Students From BOY-MOY Final 90-100 Student From MOY-EOY	Most (89-70%) students show growth based on baseline data. Instruction is adjusted to meet learning trajectories. Middle: 89-70% Student From BOY-MOY Final 89-70% Student From MOY-EOY	Growth is limited (69-50%) or only evident for some groups of students. Middle: 69-50% Student From BOY-MOY Final: 69%-50% Student From MOY-EOY	Little to no growth is evident. Instruction is not responsive to student data or needs. (49%-0%) Middle: 49-0% Student From BOY-MOY Final: 49%-0% Student From MOY-EOY	4	
					TOTAL SCORE	8	2
Professional Responsibility DONE AT THE END OF THE YEAR							
Professional Responsibilities (20%)	-Corrective Action and Coaching Conversations to address specific behavior will be considered in this category.						
Domain 5: Professional Responsibilities	5.1 Professional Demeanor & Ethics	Exemplifies ethical standards, professionalism, and integrity in all settings. Serves as a model for peers. -Consistently enforces all policies, procedures, and priorities. -0 Conduct Coaching Conversations or Corrective Actions -Teacher using appropriate judgement and maintaining positive and professional words and actions with students, staff, families and guests are considered in this category.	Demonstrates professionalism and adheres to ethical and legal standards. -Generally enforces most policies, procedures, and priorities. -Up to 1-2 Conduct Coaching conversation -Teacher using appropriate judgement and maintaining positive and professional words and actions with students, staff, families and guests are considered in this category.	Occasionally demonstrates unprofessional or ethically questionable behavior. -Spotlty enforces policies, procedures, and priorities. -1 Corrective Action Write-up -Teacher using appropriate judgement and maintaining positive and professional words and actions with students, staff, families and guests are considered in this category.	Frequently fails to demonstrate professionalism or comply with ethical standards. -Does not follow and ablies Policies and Procedures -2+ Corrective Action Wrire-Up -Teacher using appropriate judgement and maintaining positive and professional words and actions with students, staff, families and guests are considered in this category.	4	
	Notes:						
Domain 5: Professional Responsibilities	5.2 Attendance & Contractual Duties	Always punctual and present. Actively takes initiative in fulfilling all responsibilities and duties. -Consistently meets contractual obligations -Attendance: 0-3 PTO/UPTO absences -Fulfilling all responsibilities for their role and as assigned. -Punctuality, including tardies and absences are considered in this category. -Attendance to PLC, Meetings, and PD are considered in this category.	Consistently meets attendance and duty expectations. -Generally meets most contractual obligations. --Attendance: 4-6 PTO/UPTO absences -Fulfilling all responsibilities for their role and as assigned. -Punctuality, including tardies and absences are considered in this category. -Attendance to PLC, Meetings, and PD are considered in this category.	Attendance or duty performance is inconsistent and sometimes unreliable. -Occasionally does not meet contractual obligations -Attendance: 7-8 PTO/UPTO absences -Fulfilling all responsibilities for their role and as assigned. -Punctuality, including tardies and absences are considered in this category. -Attendance to PLC, Meetings, and PD are considered in this category.	Frequently fails to meet contractual obligations or professional expectations. Ineffective -Attendance: 8+ PTO/UPTO absences -Fulfilling all responsibilities for their role and as assigned. -Punctuality, including tardies and absences are considered in this category. -Attendance to PLC, Meetings, and PD are considered in this category.	4	
	Notes:						
Domain 5: Professional Responsibilities	5.3 Collaboration & Continuous Improvement	Actively leads collaborative efforts and engages in reflective practice to improve instruction and outcomes. -Following structures and expectations for any meeting or collaborative initiative, including PLCs are considered in this category. -Implementing feedback from Instructional Coach and administration to support teacher craft are considered in this category.	Collaborates with colleagues and engages in professional development to improve performance. -Following structures and expectations for any meeting or collaborative initiative, including PLCs are considered in this category. -Implementing feedback from Instructional Coach and administration to support teacher craft are considered in this category.	Infrequently participates in collaboration or avoids professional feedback.	Resists collaboration and shows little commitment to professional growth.	4	
	Notes:						
Domain 5: Professional Responsibilities	5.4 Family & Community Engagement	Builds meaningful relationships with families and community. Consistently initiates and maintains two-way communication. -Evidence of communicating with families for negative or concerning behavior in a timely manner. -Evidence of communicating with families in an effort to celebrate wins and develop consistent communication. -Attendance to Meet the Teacher and both Parent Teacher Conferences required -Attend all required parent meetings including IEP meetings. -Completes all parent communication requirements	Communicates regularly with families to support student success. -Evidence of communicating with families for negative or concerning behavior in a timely manner. -Evidence of communicating with families in an effort to celebrate wins and develop consistent communication. -Attendance to Meet the Teacher and both Parent Teacher Conferences required -Attend all required parent meetings including IEP meetings. -Completes all parent communication requirements	Limited or inconsistent communication with families. Only engages when needed. -Attendance to Meet the Teacher and both Parent Teacher Conferences required -Attend all required parent meetings including IEP meetings. -Communicates with parents every Interim -Communication with families was sporadic -Evidence of communicating with families for negative or concerning behavior in a timely manner. -Evidence of communicating with families in an effort to celebrate wins and develop consistent communication.	Rarely communicates with families or community. Interactions may be negative or absent. -Attendance to Meet the Teacher and both Parent Teacher Conferences required -Attend all required parent meetings including IEP meetings. -Communicates with parents every interim -Very little to no communication with families -Evidence of communicating with families for negative or concerning behavior in a timely manner. -Evidence of communicating with families in an effort to celebrate wins and develop consistent communication.	4	
	Notes:						
	5.5 Goal Setting	Sets high-quality, data-informed goals and achieves or exceeds most of them. Regularly reflects and adapts strategies to improve outcomes. -3 goals will be set that are aligned with the school's goals and that will benefit student learning and teacher development and will be approved by Principal and/or Manager. -Goals will need to be met by end of February. -Teachers must develop a system to track goals periodically, including by end of each quarter. -3 goals were met	Sets measurable goals that align with instructional responsibilities and achieves most of them. Some reflection and adjustment are evident. -3 goals will be set that are aligned with the school's goals and that will benefit student learning and teacher development and will be approved by Principal and/or Manager. -Goals will need to be met by end of February. -Teachers must develop a system to track goals periodically, including by end of each quarter. -At least 2 goals were met	Sets vague or limited goals. Progress is inconsistent or minimal. Little evidence of reflection or results achieved. -3 goals will be set that are aligned with the school's goals and that will benefit student learning and teacher development and will be approved by Principal and/or Manager. -Goals will need to be met by end of February. -Teachers must develop a system to track goals periodically, including by end of each quarter. -1 goal was met	Fails to set meaningful goals or does not follow through. No progress is demonstrated toward achievement. -3 goals will be set that are aligned with the school's goals and that will benefit student learning and teacher development and will be approved by Principal and/or Manager. -Goals will need to be met by end of February. -Teachers must develop a system to track goals periodically, including by end of each quarter. -0 goals were met	4	
					TOTAL SCORE	20	4

Final Evaluation Score	Score Range: Highly Effective	Score Range: Effective	Score Range: Developing	Score Range: Ineffective
Signature will be required to acknowledge this evaluation was provided.	16-14.4	14.3-11.2	11.1-8.0	7.99-4
	90% or higher	70%-89%	50%-69%	49% or below

Coversheet

Approval of the FY26/27 Wellness Policy

Section:	III. Approval of the Consent Agenda
Item:	D. Approval of the FY26/27 Wellness Policy
Purpose:	
Submitted by:	
Related Material:	Wellness Policy 2026-2027.pdf

Western School Science and Technology | Local Wellness Policy

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Western School Science and Technology | Local Wellness Policy

Introduction

Wester School Science of Technology (hereto referred to as “school,” “our school,” or “the school”) is committed to the optimal development of every student.

Research shows that two components, good nutrition and physical activity before, during, and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture’s (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism, and improved cognitive performance (CDC). Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students (CDC). In addition, students who are physically active throughout the day tend to have better grades, attendance, cognitive performance, and behavior (CDC).

This policy outlines our school’s approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day.

Definitions of Key Terms

The following terms will be defined as follows when used in this document:

- School campus: areas that are owned or leased by the school and used at any time for school-related activities, including on the outside of the school building, school buses or other vehicles used to transport students, athletic fields and stadiums, or parking lots
- School day: the time between midnight the night before to 30 minutes after the end of the instructional day

Wellness Goals

Nutrition Promotion

- Participation in meal programs is encouraged as appropriate (School Breakfast, National School Lunch).
- School meal program menus are posted on the school website and ParentSquare.

Nutrition Education

- Teachers and other staff receive training in nutrition education.
- Nutrition education is taught through other subjects like math, science, language arts, social sciences and electives.

Physical Activity

- Physical activity during the day (including but not limited to recess, classroom physical activity breaks, or physical education) is not used or withheld as punishment for any reason.
- Schools ensure that inventories of physical activity supplies and equipment are known and, when necessary, work with community partners to ensure sufficient quantities of

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equipment are available to encourage physical activity for as many students as possible.

Other School-Based Activities to Promote Student Wellness

- School-sponsored events incorporate wellness components including physical activity and healthy eating opportunities.
- The benefits of and approaches to healthy eating and physical activity are promoted to parents/caregivers, families, and the general community throughout the school year (i.e. the school provides information about nutrition and physical activity to parents throughout the year).

Nutrition Standards and Guidelines

School Meals

Our school is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; that are moderate in sodium, low in saturated fat, and have zero grams of *trans* fat per serving (nutrition label or manufacturer's specification); and to meeting the nutrition needs of children within their calorie requirements. The school meal programs aim to improve the diet and health of children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs.

Our school participates in USDA child nutrition programs, including the National School Lunch Program (NSLP) and the School Breakfast Program (SBP). We are committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs, that:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. Note: The school offers reimbursable school meals that meet [USDA nutrition standards](#).
- Promote healthy food and beverage choice www.fns.usda.gov/cn/smart-snacks-school including but not limited to:
 - Displaying fruit options in a location in the line of sight and reach of students.
 - Offering vegetables on all service lines.
 - When cut raw, serve healthy, low-fat dips (e.g., hummus, salsa, ranch) with vegetables.
 - Keeping milk cases and coolers stocked throughout the meal service.
 - Offering white milk in all beverage coolers.
 - Politely prompting students who do not have a full reimbursable meal to “complete their meal” (e.g., by selecting a fruit or vegetable).
 - Ensuring a reimbursable meal can be created in any service area available to students.
 - Providing a monthly meal menu to students, families, teachers, and administrators.

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Additionally, our school is committed to:

- Promoting participation in federal child nutrition programs among students and families to help ensure that families know what programs are available.
- Accommodating students with special dietary needs.
- Serving lunch at a reasonable and appropriate time of day.
- Allowing reasonable time for students to eat meals.

Competitive Foods and Beverages

Our school is committed to ensuring that all foods and beverages sold to students on the school campus during the school day support healthy eating. Nutritional requirements of the foods and beverages sold outside of the school meal programs (i.e., “competitive” foods and beverages) will be determined in accordance with www.fns.usda.gov/cn/smart-snacks-school. These standards aim to improve student health and well-being, increase consumption of healthful foods during the school day and create an environment that reinforces the development of healthy eating habits.

To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day will meet or exceed the www.fns.usda.gov/cn/smart-snacks-school). These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores and snack or food carts.

Celebrations and Rewards

The school will encourage the use of foods and beverages that meet nutrition standards, as well as make available to parents and teachers resources suggesting healthy alternatives for the following activities, though food and beverages served in these instances are not required to meet www.fns.usda.gov/cn/smart-snacks-school.

- Celebrations and parties. The school will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas. Healthy party ideas are available from the [Alliance for a Healthier Generation](#) and from the [USDA](#).
- Classroom snacks brought by parents. The school will provide to parents a [list of foods and beverages that meet Smart Snacks](#) nutrition standards.
- Rewards and incentives. The school will provide teachers and other relevant school staff a [list of alternative ways to reward children](#).

Fundraising

Foods and beverages that meet or exceed the www.fns.usda.gov/cn/smart-snacks-school may be sold through fundraisers on the school campus during the school day. The school will make available to parents and teachers a list of healthy fundraising ideas and encourage the use of non-food fundraisers and those promoting physical activity (such as walk-a-thons, Jump Rope

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for Heart, fun runs, etc.). Healthy fundraising ideas are available from the [Alliance for a Healthier Generation](#) and the [USDA](#).

Foods and Beverages Marketing

Food and beverage marketing is defined as advertising and other promotions in schools. Food and beverage marketing often includes oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller, or any other entity with a commercial interest in the product. This term includes, but is not limited to the following:

- Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container.
- Displays, such as on vending machine exteriors.
- Corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards.
- Corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, pupil assignment books or school supplies displayed, distributed, offered or sold by the school.
- Advertisements in school publications or school mailings.
- Free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.

Our school is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. We strive to teach students how to make informed choices about nutrition, health and physical activity. These efforts will be weakened if students are subjected to advertising on school property that contains messages inconsistent with the health information the school is imparting through nutrition education and health promotion efforts. It is the intent of the school to protect and promote student's health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with the school's wellness policy.

Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the [USDA Smart Snacks in School nutrition standards](#), such that only those foods that comply with or exceed those nutrition standards are permitted to be marketed or promoted to students.

As the school reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by the local wellness policy. Note: Immediate replacement of school equipment (e.g., scoreboards) is not required; however, the school will replace or update equipment when existing contracts are up for renewal or to the extent that is in financially possible over time so that items follow the marketing policy.

Western School Science and Technology | **Local Wellness Policy****Participation, Implementation and Monitoring****Wellness Leadership**

The school will convene a Wellness Committee periodically to oversee the Wellness Policy and related decisions or actions. The committee will include (to the extent possible), but is not limited to: parents or caregivers; students; school nutrition program leaders (e.g., school nutrition director; operations manager); teachers; school administrators; school board members; health professionals; and the general public. The school leader, or a designee, is responsible for overseeing and convening the committee and serves as Wellness Coordinator.

The Wellness Committee members are included in the table below, which is updated when/if membership changes:

Name	Title or Relationship to School	Contact Information (email and/or phone)	Role on Committee
Amparo Barajas	Operations Lead	abarajas@wsst.school	Wellness Coordinator
Adrian España	Executive Director	aespana@wsst.school	Member School Director
Nancy Carbajal	Director of Business	ncarbajal@wsst.school	Member School Director

Implementation

The school will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy. The plan delineates actions, responsibilities, outcomes and timelines for general implementation as well as aligned to the goals set for nutrition promotion, nutrition education, physical activity, and other activities to promote wellness.

Evaluation

At least once every three years, our school will assess implementation of the Wellness Policy. The Wellness Coordinator will oversee triennial reviews by convening the Wellness Committee and any additional stakeholders to conduct the assessment and develop a report of the findings.

Triennial assessments will include the following components:

- Evaluate compliance to standards and guidelines in the Wellness Policy
- Monitor progress toward Wellness Policy goals
- Compare our Wellness Policy to the [Alliance for a Healthier Generation's model wellness policy](#)

The assessment team(s) will evaluate the school for compliance to standards/guidelines and of progress toward goals using an appropriate rubric or checklist. Additionally, the evaluation will compare the local wellness policy to the Alliance for Healthier Generation's model. The completed tools and corresponding notes or recommendations for improvement will serve as the report for each evaluation. Reports will be shared publicly via our website.

Western School Science and Technology | Local Wellness Policy

Revision

The Wellness Policy will be revised as needed, including but not limited to responding to:

- Local, state, or federal policy changes
- Needs identified by students, staff, parents/families, or other stakeholders brought to the Wellness Coordinator
- Completed triennial evaluation report reviews

Revision to the Wellness Policy will be made by convening the Wellness Committee, in whole or part, to discuss and revise the policy. Note: When revision is required as a result of local, state, or federal policy changes, Wellness Policy revisions may be made in consultation with qualified experts and in the absence of committee meetings.

The school will inform all members of the school community and public at large of revision to the Wellness Policy via our website.

Public Involvement

Our school is committed to being responsive to community input, which begins with awareness of the wellness policy. We will actively communicate ways in which members of the Wellness Committee and others can participate in the development, implementation and monitoring of the Wellness Policy. We will also inform parents/families of any substantial changes that have been made to school meal programs and compliance with school meal standards, the availability of child nutrition programs and how to apply, and other pertinent information related to wellness.

We will use electronic mechanisms, such as email and website/social media notices, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified updates to the Wellness Policy, as well as how to get involved and support the policy. We will ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that we are communicating important information with parents.

The school will notify the public/community at large about the content of or any updates to the Wellness Policy at least annually, as well as the availability of the annual and triennial reports, via our website.

Resources and References

Center for Disease Control and Prevention. (2014). "Health and Academic Achievement." Retrieved from.

https://www.cdc.gov/healthyyouth/health_and_academics/pdf/health-academic-achievement.pdf

Alliance for a Healthier Generation. (2018). "Alliance's Model Wellness Policy." Retrieved from https://www.healthiergeneration.org/take_action/schools/wellness_committees_policies/.