



# West Ranch High School

26255 West Valencia Blvd. • Valencia, CA 91381 • (661) 222-1220 • Grades 9-12

, Principal

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[www.WestRanchHighSchool.com](http://www.WestRanchHighSchool.com)

## 2016-17 School Accountability Report Card Published During the 2017-18 School Year



### William S. Hart Union High School District

21380 Centre Pointe Parkway  
Santa Clarita, CA 91350  
(661) 259-0033  
[www.hartdistrict.org](http://www.hartdistrict.org)

#### District Governing Board

Linda Storli

Bob Jenson

Dr. Cherise Moore

Steven M. Sturgeon

Joe Messina

Scott Watson, Student Board  
member

#### District Administration

Vicki Engbrecht  
Superintendent

Michael Vierra  
Assistant Superintendent, Human  
Resources

Mike Kuhlman  
Assistant Superintendent,  
Educational Services

### School Description

At West Ranch High School, our mission is to challenge and motivate each student to achieve excellence and become a responsible and valuable member of society. It is through relationships, rigor, and relevance that the educators of West Ranch High School will promote integrity, distinction, and vision.

These goals are represented in our School-wide Learner Outcomes:

West Ranch High School promotes RESPONSIBILITY and expects its graduates to...

- ...take ownership of their own learning and advancement
- ...demonstrate a commitment to civic and community involvement
- ...honor and take pride in themselves, their campus, their community, their nation

West Ranch High School emphasizes INTEGRITY and expects its graduates to...

- ...conduct themselves with honor and civility in the classroom and in the community
- ...lead others through ethical example
- ...examine their choices and thereby improve their own character

West Ranch High School inspires its students to EXCEL in all areas of development and expects its graduates to...

- ...pursue worthy academic goals
- ...strive for improvement intellectually, physically and creatively regardless of current achievement
- ...commit to intellectual curiosity and increased knowledge

West Ranch High School honors the DISTINCTIONS that make each person unique and expects its graduates to...

- ...value diversity of all types
- ...strive to make themselves stand out positively in academic, personal and professional endeavors
- ...apply their unique strengths to problems to reach solutions

West Ranch High School encourages students to find VALUE in themselves and in others and expects its graduates to...

- ...go beyond the classroom and apply their education and skills to their careers and lives
- ...make important contributions to their community
- ...realize that new experiences and relationships can enrich their lives

West Ranch High School instills students with a VISION and expects its graduates to...

- ...take initiative in pursuing noble post-secondary goals
- ...find ways to make their high school experience meaningful
- ...apply the connections between different academic disciplines

We believe that these core beliefs and values are integral for the continued health and growth of our students and community.

Working together with all stakeholders, these goals can become a reality for ALL students.

Mark Crawford, Principal

## About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	567
Grade 10	661
Grade 11	581
Grade 12	582
<b>Total Enrollment</b>	<b>2,391</b>

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	4
American Indian or Alaska Native	0.2
Asian	16.2
Filipino	5.6
Hispanic or Latino	23
Native Hawaiian or Pacific Islander	0
White	46
Two or More Races	5
Socioeconomically Disadvantaged	9.9
English Learners	3.6
Students with Disabilities	9.9
Foster Youth	0.2

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Textbooks and Instructional Materials	
Year and month in which data were collected: April 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	my Perspectives Grade 9, Prentice Hall, Adopted 2017 my Perspectives Grade 10, Prentice Hall, Adopted 2017 my Perspectives American Literature, Prentice Hall, Adopted 2017 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%

## A. Conditions of Learning

### State Priority: Basic

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

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

Teacher Credentials			
West Ranch High School	15-16	16-17	17-18
With Full Credential	90	93	94.8
Without Full Credential	0	1	3
Teaching Outside Subject Area of Competence	0	0	0
William S. Hart Union High School District	15-16	16-17	17-18
With Full Credential	♦	♦	972.6
Without Full Credential	♦	♦	20
Teaching Outside Subject Area of Competence	♦	♦	2

Teacher Misassignments and Vacant Teacher Positions at this School			
West Ranch High School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

\* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: April 2017**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Mathematics</b>	<p>Algebra - Hart Interactive Adopted 2016</p> <p>Geometry - Hart Interactive Adopted 2016</p> <p>Algebra 2 - Hart Interactive Adopted 2016</p> <p>Algebra 2/Trig - Hart Interactive Adopted 2016</p> <p>Trigonometry - Houghton Mifflin Adopted 2004</p> <p>Precalculus - Blitzer Precalculus - Prentice Hall Adopted 2006</p> <p>AP Calculus – Rogawski’s Calculus for AP: Early Transcendentals, 2nd Edition - W.H. Freeman Adopted 2014</p> <p>Statistics – Elementary Statistics Picturing the World – Prentice Hall Adopted 2006</p> <p>AP Statistics – The Practice of Statistics, 5th Edition – W.H. Freeman Adopted 2015</p> <p>Foundations in Personal Finance - Mathematics for Personal Financial Literacy and Foundations in Person Finance – Ramsey Education Solutions Adopted 2016</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<b>Science</b>	<p>Biology - Prentice Hall Adopted 2007</p> <p>Chemistry - Prentice Hall Adopted 2008</p> <p>AP Biology – Campbell Biology in Focus, 9th Edition – Pearson Adopted 2014</p> <p>AP Chemistry – Chemistry, AP Edition, 11th Edition Update – McGraw-Hill Adopted 2014</p> <p>Physics - Holt Adopted 2002</p> <p>AP Physics C: Mechanics and AP Physics C: Electricity/Magnetism – Physics for Scientists and Engineers, 9th Edition – Cengage Adopted - 2016</p> <p>AP Environmental Science – Environment: The Science Behind the Stories, 5th Edition – Pearson Adopted 2015</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: April 2017**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>History-Social Science</b>	<p>Grade 10 - World History: The Modern World - Prentice Hall Adopted 2006</p> <p>Grade 11 - America: Pathways to the Present - Prentice Hall Adopted 2006</p> <p>Grade 12 - Economics: New Ways of Thinking - EMC Paradigm Adopted 2007</p> <p>AP Economics – Economics: Principles, Problems, and Policies – McGraw-Hill Adopted – 2008</p> <p>Grade 12 - Magruder’s American Government - Prentice Hall Adopted 2006</p> <p>AP U.S. History – Out of Many: A History of the American People, 6th Edition – Pearson Adopted 2014</p> <p>AP Psychology – Myers’ Psychology, Second Edition for AP – Worth Adopted 2016</p> <p>AP American Government – Government by the People – Prentice Hall Adopted 2008</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<b>Foreign Language</b>	<p>Spanish 1 – Descubre’ 1 – Vista Higher Learning Adopted 2015</p> <p>Spanish 2 - Descubre’ 2 – Vista Higher Learning Adopted 2015</p> <p>Spanish 3 - Descubre’ 3 – Vista Higher Learning Adopted 2015</p> <p>French 1 – Te’s Branche’ 1 – EMC Publishing Adopted 2015</p> <p>French 2 - Te’s Branche’ 2 – EMC Publishing Adopted 2015</p> <p>French 3 - Te’s Branche’ 3 – EMC Publishing Adopted 2015</p> <p>AP Spanish – TEMAS AP Spanish Language and Culture – Vista Higher Learning Adopted 2014</p> <p>AP Spanish Literature – Abriendo Puertas – Houghton Mifflin Harcourt Adopted 2015</p> <p>Italian 1, 2, 3 – Piazza – Cengage Learning Adopted 2015</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<b>Health</b>	<p>Lifetime Health - Holt Adopted 2004</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>

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

### School Facility Conditions and Planned Improvements (Most Recent Year)

West Ranch has a team of dedicated custodians and groundskeepers that make sure our campus is safe and clean for students and staff alike.

A new synthetic track was installed last winter break. A new artificial turf on the main athletic field was installed during the Summer of 2017. We are working with the district to continually improve our campus, upper grass fields, and classrooms on an ongoing basis.

Each and every campus within the Wm. S Hart High School District is inspected by an on-site facility person on a daily basis. All deficiencies are reported electronically directly to District Maintenance and are corrected in an expeditious manner. As of 1/9/2018 there are currently 37 work requests in progress.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 7/25/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		Sever minor plumbing issues were noted, work requests are issued
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	89	92	67	68	48	48
Math	66	62	47	48	36	37

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

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	76	74	75	69	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	14	26.1	49.7

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

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	616	603	97.9	73.6
Male	339	335	98.8	79.4
Female	277	268	96.8	66.4
Black or African American	28	26	92.9	42.3
Asian	96	96	100.0	89.6
Filipino	32	32	100.0	75.0
Hispanic or Latino	133	128	96.2	56.3
White	296	291	98.3	78.0
Two or More Races	30	29	96.7	79.3
Socioeconomically Disadvantaged	70	69	98.6	52.2
English Learners	23	21	91.3	47.6
Students with Disabilities	57	54	94.7	40.7

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	569	560	98.42	92.14
Male	313	308	98.4	88.64
Female	256	252	98.44	96.43
Black or African American	21	21	100	76.19
Asian	88	87	98.86	94.25
Filipino	31	31	100	93.55
Hispanic or Latino	124	123	99.19	88.62
Native Hawaiian or Pacific Islander	--	--	--	--
White	278	272	97.84	93.75
Two or More Races	26	25	96.15	96
Socioeconomically Disadvantaged	68	68	100	86.76
English Learners	32	31	96.88	70.97
Students with Disabilities	48	48	100	54.17
Foster Youth	--	--	--	--

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

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

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

**School Year 2016-17 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	569	556	97.72	61.69
Male	313	308	98.4	63.31
Female	256	248	96.88	59.68
Black or African American	21	21	100	23.81
Asian	88	86	97.73	93.02
Filipino	31	31	100	74.19
Hispanic or Latino	124	122	98.39	38.52
Native Hawaiian or Pacific Islander	--	--	--	--
White	278	270	97.12	63.33
Two or More Races	26	25	96.15	68
Socioeconomically Disadvantaged	68	67	98.53	41.79
English Learners	32	31	96.88	48.39
Students with Disabilities	48	48	100	12.5
Foster Youth	--	--	--	--

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

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

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

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

### Opportunities for Parental Involvement (School Year 2017-18)

We know that it is important for all stakeholders, especially parents, to be involved with the school. With that in mind, we have established a parent-based organization, the Parent Advisory Council (PAC), to connect the school with the larger community. All parents are invited to monthly PAC meetings with the Principal. During these "Starbucks with the Pricipal" opportunities, discussion on the events and plans of the school are brought forth, as well as guest speakers from the district and community are invited. The West Ranch PAC also has an informational page on our website, [www.WestRanchHighSchool.com](http://www.WestRanchHighSchool.com). A goal of the PAC organization is to raise money that goes directly towards scholarships to graduating seniors every year. In addition, other parent and community organizations help facilitate a strong bond between school and community through the PAC, the School Site Council, and numerous athletic and other school booster clubs. These organizations have a voice in developing our "Relationships, Rigor, and Relevance" philosophy as well as in determining school policy. Through these opportunities they understand their role in helping students learn. Every other year, parents can attend classes with their student on Parent Shadow Day, to get a look at their students' day-to-day school experience. Along with all of this, a weekly email from the Principal, "This Week at West Ranch," keeps parents informed of activities, events, and opportunities for parental involvement at the school.

The contact person for parent involvement is PAC President, Christy Alben. She can be reached through the school office, (661) 222-1220.

### State Priority: School Climate

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

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

### School Safety Plan

We have developed an extensive school safety plan. Every year the safety plan is reviewed, updated and discussed with the entire faculty, and the district office. The plan utilizes campus supervisors, school administrators, staff, and a school resource deputy from the Los Angeles County Sheriff Department to monitor student behavior and safety. The plan also includes instructions and egress maps in the event of fire and/or earthquake emergencies. These plans include routes for efficient and safe evacuation and have been practiced multiple times during the year. These evacuation maps are also posted in every classroom. Procedures for lock-down scenarios have also been established and practiced. The entire School Safety Plan is available to view on our website, [www.WestRanchHighSchool.com](http://www.WestRanchHighSchool.com)

An organized team of campus supervisors is in place to meet the needs of our student population and our 52- acre facility. We maintain a closed campus, where all visitors must register with school staff upon arriving at the campus. Eleventh and twelfth graders with grades of "Cs" or better, and parental permission, can request the privilege of leaving campus during the lunch period.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	1.7	2.3	1.8
Expulsions Rate	0.2	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	1.5	1.3	1.5
Expulsions Rate	0.1	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1



## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		
Percent of Schools Currently in Program Improvement		

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	6
Counselor (Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	2
Psychologist	1
Social Worker	0
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist	3
Other	
Average Number of Students per Staff Member	
Academic Counselor	430

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	29	28	28	18	20	17	22	24	32	41	44	38
Mathematics	27	27	24	9	8	12	8	13	7	14	12	10
Science	34	31	29	4	13	13	13	16	23	45	42	37
Social Science	32	29	27	9	14	21	12	8	21	36	41	29

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

## Professional Development provided for Teachers

Professional Development for the 13-14 and 14-15 school years focuses on the implementation of the Common Core State Standards. To support teachers in the transition to the core, the concentration is on building foundational understanding of the standards, developing resources, and expanding collaborations between all stakeholders. ELA and math content teams are developing pacing guides and designing rigorous curricular units for the 2014-2015 school year and beyond. Professional Development Coaches are engaged in a deep examination of the Common Core Anchor Standards for Literacy in preparation for supporting all teachers as they teach literacy across the curriculum. These Common Core Anchor standards delineate reading, writing, listening and speaking skills students utilize across curriculum at all grade levels. All teachers participate in site and district level professional development around these key literacy standards as well as strengthen and support core instruction of literacy practices. Teachers are also provided with the mobile technology and support they need to enhance instruction and increase the use of technology in the classroom.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,400	\$50,221
Mid-Range Teacher Salary	\$73,675	\$83,072
Highest Teacher Salary	\$95,863	\$104,882
Average Principal Salary (ES)		
Average Principal Salary (MS)	\$129,725	\$128,094
Average Principal Salary (HS)	\$143,879	\$146,114
Superintendent Salary	\$224,700	\$226,121
Percent of District Budget		
Teacher Salaries	34%	34%
Administrative Salaries	5%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	9933	2054	7879	86452
District	◆	◆	8020	78175
State	◆	◆	\$6,574	\$82,770
Percent Difference: School Site/District			-1.8	10.1
Percent Difference: School Site/ State			18.1	4.4

\* Cells with ◆ do not require data.

## Types of Services Funded

Staffing Costs, Textbooks, Materials, Supplies, and Facility/Operating Expenses.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
West Ranch High School	2013-14	2014-15	2015-16
Dropout Rate	0.8	0.4	0.2
Graduation Rate	98.79	99.45	99.09
William S. Hart Union High School	2013-14	2014-15	2015-16
Dropout Rate	1.1	1.2	1
Graduation Rate	95.3	95	95.22
California	2013-14	2014-15	2015-16
Dropout Rate	11.5	10.7	9.7
Graduation Rate	80.95	82.27	83.77

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	925
% of pupils completing a CTE program and earning a high school diploma	27
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	40

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2016-17 Students Enrolled in Courses Required for UC/CSU Admission	98.25
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	67.58

\* Where there are student course enrollments.

2016-17 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	♦
English	2	♦
Fine and Performing Arts	3	♦
Foreign Language	2	♦
Mathematics	3	♦
Science	4	♦
Social Science	5	♦
All courses	20	44.1

Completion of High School Graduation Requirements			
Group	Graduating Class of 2016		
	School	District	State
All Students	97.15	81.87	87.11
Black or African American	92	64.17	79.19
American Indian or Alaska Native	0	78.57	80.17
Asian	98.7	95.41	94.42
Filipino	100	93.78	93.76
Hispanic or Latino	94.34	70.55	84.58
Native Hawaiian/Pacific Islander	0	75	86.57
White	97.16	94.58	90.99
Two or More Races	100	91.84	90.59
Socioeconomically Disadvantaged	100	84.39	85.45
English Learners	100	54.1	55.44
Students with Disabilities	87.8	68.25	63.9
Foster Youth	0	64.71	68.19

## Career Technical Education Programs

The Career and Technical Education Program at West Ranch aims to prepare students for ongoing education, long-term careers, and life skills, as well as entry into the workplace. It focuses on rigorous and relevant academic content, experiential learning, career awareness, supportive relationships, and demonstrated outcomes for all students. The CTE program provides seamless pathways that bridge secondary and postsecondary education. West Ranch High School currently offers 16 career pathways. These pathways are a method of developing and organizing curricula across different strands of careers. The teaching, counseling, and assessment that support career pathways are also designed to focus students toward career goals beyond graduation, the end result being the development of competencies and portfolios as evidence of work readiness. The objectives of career pathways are to help students with the following:

- Develop academic and industry based competencies
- Understand and consider career options
- Discover workplaces and their relationship to curricula
- Make choices about future education and training
- Understand the expectations for achieving career goals
- Maintain portfolios of progress and achievement
- Become flexible but focused employees
- Prepare for industry recognized certificate, a licensure, associate degrees, baccalaureate degree and/or beyond.

## DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

## Internet Access

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