



West Ranch High School

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

Mark Crawford, Principal

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2015-16 School Accountability Report Card Published During the 2016-17 School Year



William S. Hart Union High School District

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District Governing Board

Robert P. Hall

Robert Jensen, Jr.

Linda Storli

Joseph Messina

Steven M. Sturgeon

Carson Bartholomew, 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.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	672
Grade 10	622
Grade 11	599
Grade 12	562
Total Enrollment	2,455

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	4.4
American Indian or Alaska Native	0.1
Asian	15.6
Filipino	5.5
Hispanic or Latino	21.8
Native Hawaiian or Pacific Islander	0.1
White	46.9
Two or More Races	5.5
Socioeconomically Disadvantaged	8.8
English Learners	3.4
Students with Disabilities	5.5
Foster Youth	0.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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	14-15	15-16	16-17
With Full Credential	83	90	93
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0
William S. Hart Union High School District	14-15	15-16	16-17
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
West Ranch High School	14-15	15-16	16-17
Teachers of English Learners	2	3	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.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	90.1	10.0
Districtwide		
All Schools	68.2	31.9
High-Poverty Schools	50.2	49.8
Low-Poverty Schools	85.9	14.1

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Textbooks and Instructional Materials	
Year and month in which data were collected: December 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Grade 9 - Timeless Voices, Timeless Themes (Gold) – Prentice Hall Adopted 2002</p> <p>Grade 10 - Timeless Voices, Timeless Themes (Platinum) – Prentice Hall Adopted 2002</p> <p>Grade 11 - Timeless Voices, Timeless Themes (The American Experience) – Prentice Hall Adopted 2002</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<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>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>

Textbooks and Instructional Materials
Year and month in which data were collected: December 2016

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Science	<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>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
History-Social Science	<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>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>

Textbooks and Instructional Materials
Year and month in which data were collected: December 2016

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Foreign Language	Spanish 1 – Descubre’ 1 – Vista Higher Learning Adopted 2015
	Spanish 2 - Descubre’ 2 – Vista Higher Learning Adopted 2015
	Spanish 3 - Descubre’ 3 – Vista Higher Learning Adopted 2015
	French 1 – Te’s Branche’ 1 – EMC Publishing Adopted 2015
	French 2 - Te’s Branche’ 2 – EMC Publishing Adopted 2015
	French 3 - Te’s Branche’ 3 – EMC Publishing Adopted 2015
	AP Spanish – TEMAS AP Spanish Language and Culture – Vista Higher Learning Adopted 2014
	AP Spanish Literature – Abriendo Puertas – Houghton Mifflin Harcourt Adopted 2015
Italian 1, 2, 3 – Piazza – Cengage Learning Adopted 2015	
	The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Health	Lifetime Health - Holt Adopted 2004
	The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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 will be installed in December, 2016. The artificial turf of the main athletic field will be replaced during the Summer of 2017. We are working with the district to continually improve our campus 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 12/19/16 there are 35 work orders in progress.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/7/16

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/7/16

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				
Safety: Fire Safety, Hazardous Materials	X				
Structural: Structural Damage, Roofs	X				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X		Weed abatement has not been satisfactorily completed. District grounds has been dispatched to help with this task.
Overall Rating	Exemplary	Good	Fair	Poor	
		X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, 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

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	80	76	74	77	75	69	60	56	54

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

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	13.8	22.2	59.5

* 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 for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	88	89	62	67	44	48
Math	64	66	43	47	34	36

* 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 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	588	574	97.6	88.7
Male	11	294	289	98.3	85.8
Female	11	294	285	96.9	91.5
Black or African American	11	18	17	94.4	76.5
Asian	11	101	98	97.0	93.9
Filipino	11	31	31	100.0	96.8
Hispanic or Latino	11	145	144	99.3	83.3
White	11	254	246	96.8	89.0
Two or More Races	11	37	36	97.3	91.7
Socioeconomically Disadvantaged	11	72	72	100.0	83.3
English Learners	11	28	28	100.0	42.9
Students with Disabilities	11	51	50	98.0	34.0

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	588	569	96.8	65.9
Male	11	294	287	97.6	66.9
Female	11	294	282	95.9	64.9
Black or African American	11	18	17	94.4	47.1
Asian	11	101	95	94.1	85.3
Filipino	11	31	31	100.0	74.2
Hispanic or Latino	11	145	143	98.6	50.4
White	11	254	245	96.5	65.3
Two or More Races	11	37	36	97.3	80.6
Socioeconomically Disadvantaged	11	72	72	100.0	55.6
English Learners	11	28	28	100.0	32.1
Students with Disabilities	11	51	50	98.0	4.0

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 Parental Involvement State Priority (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 2016-17)

We know that it is important for all stakeholders to have a chance to get 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. The West Ranch PAC also has an informational page on our website, www.WestRanchHighSchool.com. 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 October, 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 School Climate State Priority (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. 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. 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

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	2013-14	2014-15	2015-16
Suspensions Rate	0.0	1.7	2.3
Expulsions Rate	2.9	0.2	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	2.2	1.5	1.2
Expulsions Rate	0.1	0.1	0.1
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
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.

2016-17 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		0
Percent of Schools Currently in Program Improvement		.0

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	7
Counselor (Social/Behavioral or Career Development)	0
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	2
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+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	32	29	29	12	18	18	17	22	22	50	41	41
Mathematics	31	27	27	11	9	9	18	8	8	43	14	14
Science	34	34	34	6	4	4	14	13	13	45	45	45
Social Science	33	32	32	7	9	9	11	12	12	44	36	36

* 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 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,577	\$46,184
Mid-Range Teacher Salary	\$70,840	\$75,179
Highest Teacher Salary	\$92,178	\$96,169
Average Principal Salary (ES)		
Average Principal Salary (MS)	\$129,725	\$124,243
Average Principal Salary (HS)	\$143,879	\$137,939
Superintendent Salary	\$234,700	\$217,637
Percent of District Budget		
Teacher Salaries	37%	35%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,593	\$1,763	\$6,830	\$79,751
District	♦	♦	\$6,839	\$75,163
State	♦	♦	\$5,677	\$77,824
Percent Difference: School Site/District			-0.1	6.1
Percent Difference: School Site/ State			20.3	2.5

* 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	2011-12	2013-14	2014-15
Dropout Rate	1.00	0.80	0.40
Graduation Rate	98.36	98.79	99.45
William S. Hart Union High School	2011-12	2013-14	2014-15
Dropout Rate	1.70	1.10	1.20
Graduation Rate	93.03	95.30	95.00
California	2011-12	2013-14	2014-15
Dropout Rate	11.40	11.50	10.70
Graduation Rate	80.44	80.95	82.27

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	986
% of pupils completing a CTE program and earning a high school diploma	2
% 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
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	99.15
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	70.7

* Where there are student course enrollments.

2015-16 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	♦
English	8	♦
Fine and Performing Arts	1	♦
Foreign Language	2	♦
Mathematics	11	♦
Science	9	♦
Social Science	21	♦
All courses	53	1.8

Completion of High School Graduation Requirements			
Group	Graduating Class of 2015		
	School	District	State
All Students	99	83	86
Black or African American	95	67	78
American Indian or Alaska Native	100	72	78
Asian	100	94	93
Filipino	98	96	93
Hispanic or Latino	98	70	83
Native Hawaiian/Pacific Islander	100	93	85
White	99	94	91
Two or More Races	100	99	89
Socioeconomically Disadvantaged	100	76	66
English Learners	96	56	54
Students with Disabilities	100	69	78

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.

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.