



West Ranch High School

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

Mark Crawford, Principal
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2014-15 School Accountability Report Card Published During the 2015-16 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
Will Jones, 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 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 at (661) 222-1220 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	617
Grade 10	587
Grade 11	580
Grade 12	556
Total Enrollment	2,340

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	4
American Indian or Alaska Native	0.1
Asian	14.6
Filipino	6.4
Hispanic or Latino	20.8
Native Hawaiian or Pacific Islander	0.2
White	48.2
Two or More Races	5.7
Socioeconomically Disadvantaged	10.5
English Learners	4.3
Students with Disabilities	7.4
Foster Youth	0.3

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	13-14	14-15	15-16
With Full Credential	85	83	90
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
William S. Hart Union High School District	13-14	14-15	15-16
With Full Credential	♦	♦	888
Without Full Credential	♦	♦	8
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
West Ranch High School	13-14	14-15	15-16
Teachers of English Learners	3	2	3
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

2014-15 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	97.1	2.9
Districtwide		
All Schools	69.6	30.4
High-Poverty Schools	48.3	51.7
Low-Poverty Schools	95.3	4.7

* 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 2015-16)

Textbooks and Instructional Materials Year and month in which data were collected: December 2015	
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 - SpringBoard Adopted 2014</p> <p>Geometry - SpringBoard Adopted 2014</p> <p>Algebra 2 - SpringBoard Adopted 2014</p> <p>Trigonometry - Houghton Mifflin Adopted 2004</p> <p>Precalculus - Blitzer Precalculus - Prentice Hall Adopted 2006</p> <p>AP Calculus - Calculus, Early Transcendentals - W.H. Freeman Adopted 2014</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science	<p>Biology - Prentice Hall Adopted 2007</p> <p>Chemistry - Prentice Hall Adopted 2008</p> <p>Physics - Holt Adopted 2002</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>Grade 12 - Magruder's American Government - Prentice Hall Adopted 2006</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 2015

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Foreign Language	Spanish 1 - Navegando 1 - EMC Paradigm Adopted 2006 Spanish 2 - Navegando 2 - EMC Paradigm Adopted 2006 Spanish 3 - Navegando 3 - EMC Paradigm Adopted 2006 French 1 - Bon Voyage 1 - Glencoe Adopted 2001 French 2 - Bon Voyage 2 - Glencoe Adopted 2001 French 3 - Discovering French Rouge - McDougal Littell Adopted 2001 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)

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 12/18/15 there are 37 work orders in process.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 8/11/15

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				
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X		Several flush valves were noted as leaking, several toilets were loose at the base. Several faucets are leaking. Water spots noted on restroom chrome. Work orders have been processed.
Safety: Fire Safety, Hazardous Materials	X				
Structural: Structural Damage, Roofs	X				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
Overall Rating	Exemplary	Good	Fair	Poor	
		X	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], Science California Standards Tests); and
- The percentage of pupils 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	88	65	44
Math	64	46	33

* 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 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		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	76	80	76	75	77	75	59	60	56

* Results are for grades 5, 8, and 10. 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	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	13.50	24.30	56.60

* 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	75
All Student at the School	76
Male	81
Female	71
Black or African American	70
American Indian or Alaska Native	--
Asian	90
Filipino	84
Hispanic or Latino	60
White	80
Two or More Races	72
Socioeconomically Disadvantaged	30
English Learners	31
Students with Disabilities	63
Foster Youth	--

* 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 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	573	569	99.3	4	7	31	56
Male	11		300	52.4	7	10	30	53
Female	11		269	46.9	1	4	33	61
Black or African American	11		23	4.0	13	9	35	43
Asian	11		78	13.6	1	1	13	85
Filipino	11		37	6.5	0	11	49	41
Hispanic or Latino	11		105	18.3	12	14	38	35
White	11		289	50.4	3	7	31	59
Two or More Races	11		37	6.5	0	0	35	62
Socioeconomically Disadvantaged	11		54	9.4	13	11	37	37
English Learners	11		16	2.8	31	19	50	0

School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Students with Disabilities	11		43	7.5	40	33	16	7
Foster Youth	11		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	573	567	99.0	14	22	32	32
Male	11		299	52.2	17	21	27	34
Female	11		268	46.8	10	24	37	29
Black or African American	11		23	4.0	26	30	22	22
Asian	11		78	13.6	3	5	24	68
Filipino	11		37	6.5	14	35	24	27
Hispanic or Latino	11		104	18.2	28	33	30	10
White	11		288	50.3	11	22	37	30
Two or More Races	11		37	6.5	11	16	30	38
Socioeconomically Disadvantaged	11		54	9.4	22	28	35	15
English Learners	11		16	2.8	38	25	31	6
Students with Disabilities	11		43	7.5	67	16	12	5
Foster Youth	11		--	--	--	--	--	--

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 students that did not receive a score; 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 students with 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

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. 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 booster clubs. These organizations have a voice in developing our "Relationships, Rigor, and Relevance" philosophy as well as in determining school policy, and they understand their role in helping students learn. In 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. The plan utilizes campus supervisors, school administrators, and a school resource deputy from the Los Angeles County Sheriff Department to monitor student behavior and safety. For fire and earthquake emergencies, plans for efficient and safe evacuation have been developed and practiced multiple times during the year. Procedures for lock-down possibilities have also been established and practiced.

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	2012-13	2013-14	2014-15
Suspensions Rate	4.86	2.90	1.65
Expulsions Rate	0.11	0.04	0.17
District	2012-13	2013-14	2014-15
Suspensions Rate	5.73	2.15	1.50
Expulsions Rate	0.08	0.12	0.05
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	Yes	Yes	Yes

2015-16 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

Average Class Size and Class Size Distribution (Secondary)												
Average Class Size				Number of Classrooms*								
				1-22			23-32			33+		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	32	32	29	14	12	18	12	17	22	58	50	41
Math	31	31	27	15	11	9	18	18	8	46	43	14
Science	34	34	34	4	6	4	13	14	13	50	45	45
SS	32	33	32	10	7	9	14	11	12	46	44	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.

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.

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 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,824	\$44,363
Mid-Range Teacher Salary	\$68,115	\$71,768
Highest Teacher Salary	\$88,632	\$92,368
Average Principal Salary (ES)		
Average Principal Salary (MS)	\$124,736	\$121,276
Average Principal Salary (HS)	\$138,346	\$133,673
Superintendent Salary	\$236,700	\$210,998
Percent of District Budget		
Teacher Salaries	37%	36%
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 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,765	\$1,528	\$6,237	\$75,334
District	◆	◆	\$6,292	\$72,381
State	◆	◆	\$5,348	\$74,908
Percent Difference: School Site/District			-0.9	4.1
Percent Difference: School Site/ State			16.6	0.6

* Cells with ◆ do not require data.

Types of Services Funded

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

2014-15 California High School Exit Examination Grade Ten Results by Student Group						
Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	29	25	46	32	43	25
All Students at the School	16	22	61	19	42	38
Male	18	25	57	17	39	44
Female	15	19	65	22	45	33
Black or African American	35	20	45	40	45	15
Asian	10	20	70	4	29	67
Filipino	4	21	75	8	60	32
Hispanic or Latino	25	23	52	32	46	22
White	15	24	61	19	43	37
Two or More Races	9	14	77	7	43	50
Socioeconomically Disadvantaged	33	27	39	30	48	22

2014-15 California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
English Learners	64	33	3	48	36	15
Students with Disabilities	69	17	15	78	18	4

* 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.

**CAHSEE Results for All Students - Three-Year Comparison
Percent of Students Scoring at Proficient or Advanced**

West Ranch High School	2012-13	2013-14	2014-15
English-Language Arts	79	79	84
Mathematics	80	85	81
William S. Hart Union High School	2012-13	2013-14	2014-15
English-Language Arts	68	59	63
Mathematics	69	61	61
California	2012-13	2013-14	2014-15
English-Language Arts	57	56	58
Mathematics	60	62	59

* 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.

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

West Ranch High School	2011-12	2012-13	2013-14
Dropout Rate	0.90	1.00	0.80
Graduation Rate	96.39	98.36	98.79
William S. Hart Union High School	2011-12	2012-13	2013-14
Dropout Rate	2.00	1.70	1.10
Graduation Rate	92.97	93.03	95.30
California	2011-12	2012-13	2013-14
Dropout Rate	13.10	11.40	11.50
Graduation Rate	78.87	80.44	80.95

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

Completion of High School Graduation Requirements

Group	Graduating Class of 2014		
	School	District	State
All Students	98.53	88.66	84.6
Black or African American	96	78.2	76
American Indian or Alaska Native	100	73.68	78.07
Asian	98.96	96.67	92.62
Filipino	109.3	96.67	96.49
Hispanic or Latino	98.11	81.38	81.28
Native Hawaiian/Pacific Islander		87.5	83.58
White	98.76	93.65	89.93
Two or More Races	75	96.61	82.8
Socioeconomically Disadvantaged	90	65.81	61.28
English Learners	100	71.39	50.76
Students with Disabilities	100	79.34	81.36
Foster Youth	--	--	--

**Courses for University of California (UC)
and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	99.15
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	63.64

2014-15 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

* Where there are student course enrollments.

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, the county, and the state. 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.