



# West Ranch High School

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

Bob Vincent, Principal

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## 2012-13 School Accountability Report Card Published During the 2013-14 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**

Robert P. Hall

Robert Jensen, Jr.

Gloria E. Mercado-Fortine

Joseph Messina

Steven M. Sturgeon

William Oh, Student Board  
Member

#### **District Administration**

Robert R. Challinor  
**Superintendent**

### **About the SARC**

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. All data are reported for the 2012-13 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/). For additional information about this school, please contact the school administration at (661) 222-1220.

### **Principal's message**

#### **West Ranch High School Mission:**

West Ranch High School is committed to challenging and motivating each student to achieve excellence and become a responsible and valuable member of society.

Through relationships, rigor, and relevance, West Ranch High School promotes integrity, distinction, and vision.

#### Expected School-wide Learning Results

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

Bob Vincent, FOUNDING PRINCIPAL

### Opportunities for Parental Involvement

We have established a parent-based organization, the Parent Advisory Council (PAC), to connect the school with the larger community. 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.

The contact person for parent involvement is Roxanne Watkins. She can be reached through the school office, (661) 222-1220.

Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 8	1
Gr. 9	582
Gr. 10	588
Gr. 11	765
Gr. 12	737
<b>Total</b>	<b>2,673</b>

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.8
American Indian or Alaska Native	0.2
Asian	12.6
Filipino	6.4
Hispanic or Latino	21.8
Native Hawaiian/Pacific Islander	0.2
White	51.1
Two or More Races	3.9
Socioeconomically Disadvantaged	9.4
English Learners	9.4
Students with Disabilities	7.9

Average Class Size and Class Size Distribution												
	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
Year	11	12	13	11	12	13	11	12	13	11	12	13
English	33.9	32.8	29	13	12	14	15	6	12	59	61	58
Math	32.8	33.5	31	7	10	15	15	8	18	46	53	46
Science	34.2	36.5	34	5	3	4	7	2	13	50	56	50
SS	32.4	34.1	32	8	7	10	8	2	14	34	41	46

\* 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, English, Math, Science and Social Science (SS), rather than grade level.

Suspensions and Expulsions			
Schoolwide	10-11	11-12	12-13
Suspensions Rate	7.39	4.7	4.9
Expulsions Rate	0.36	0.1	0.1
Districtwide	10-11	11-12	12-13
Suspensions Rate	9.57	5.9	5.8
Expulsions Rate	0.3	0.3	0.1

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

### School Safety Plan

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

We have developed an extensive school safety plan. The plan uses campus supervisors and a school resource deputy to monitor student behavior and safety. For fire and earthquake emergencies, we have developed plans for an efficient and safe evacuation.

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. Eleventh and twelfth graders with grades of all "Cs" or better and parental permission can request the privilege of leaving campus during the lunch period.

### School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: 07/15/2013

### School Facility Good Repair Status (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

School Facility Good Repair Status				
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]	[ ]	
<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]	[ ]	[ ]

Teacher Credentials			
Schoolwide	10-11	11-12	12-13
Fully Credentialed	95	96	95
Without Full Credential	2	0	0
Teaching Outside Subject Area	0	0	0
Districtwide	10-11	11-12	12-13
Fully Credentialed	♦	♦	
Without Full Credential	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Schoolwide	11-12	12-13	13-14
Teachers of English Learners	2	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.

### Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period.

### Core Academic Classes Taught by Highly Qualified Teachers

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: [www.cde.ca.gov/nclb/sr/tq/](http://www.cde.ca.gov/nclb/sr/tq/)

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	87.1	12.9
Districtwide		
All Schools	88.1	11.9
High-Poverty Schools	90.1	9.9
Low-Poverty Schools	88.0	12.1

\* 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 25 percent or less in the free and reduced price meals program.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	7
Social/Behavioral or Career Development Counselor	0
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist	
Other	
Average Number of Students per Staff Member	
Academic Counselor	

\* 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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$4,582	\$463	\$4,119	\$69,234
District	♦	♦	\$5,591	\$69,738
State	♦	♦	\$5,537	\$71,584
Percent Difference: School Site/District			-26.3	-0.7
Percent Difference: School Site/ State			-25.6	-3.3

\* Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

\* Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at [www.cde.ca.gov/ds/fd/ec/](http://www.cde.ca.gov/ds/fd/ec/). For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/). To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: [www.ed-data.org](http://www.ed-data.org).

Teacher and Administrative Salaries (Fiscal Year 2011-12)		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,641	\$42,865
Mid-Range Teacher Salary	\$66,275	\$69,484
Highest Teacher Salary	\$86,241	\$89,290
Average Principal Salary (ES)	\$0	
Average Principal Salary (MS)	\$122,936	\$119,946
Average Principal Salary (HS)	\$136,362	\$128,378
Superintendent Salary	\$229,806	\$202,664
Percent of District Budget		
Teacher Salaries	37.9%	36.8%
Administrative Salaries	5.0%	4.9%

\* 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/).

**Types of Services Funded (Fiscal Year 2012-13)**

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

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**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)**

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

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**Year and month in which data were collected:** 01/04/2013

Textbooks and Instructional Materials	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Timeless Voices, Timeless Themes 2002
<b>Mathematics</b> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Algebra 2007 Geometry 2004 Algebra 2 2004 Trigonometry 2004

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.

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics (Math) in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science (H-SS) in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the Percent of Students not tested, see the CDE STAR Results Web site at [star.cde.ca.gov](http://star.cde.ca.gov).

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	69	70	71	63	65	65	54	56	55
Math	53	47	51	49	48	47	49	50	50
Science	71	71	76	68	70	71	57	60	59
H-SS	67	64	66	59	58	59	48	49	49

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. 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.

2013 STAR Results by Student Group				
Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	65	47	71	59
All Student at the School	71	51	76	66
Male	67	50	76	71
Female	76	52	76	60
Black or African American	59	27	58	52
American Indian or Alaska Native				
Asian	88	74	88	80
Filipino	71	49	80	71
Hispanic or Latino	55	34	65	54
Native Hawaiian/Pacific Islander				
White	74	53	81	68
Two or More Races	82	57	70	67
Socioeconomically Disadvantaged	51	32	67	51
English Learners	25	23	41	28
Students with Disabilities	23	16	37	31
Students Receiving Migrant Education Services				

#### California Physical Fitness Test Results

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the Percent of Students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	11.7	20.8	65.2

#### DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at [dq.cde.ca.gov/dataquest/](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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at [www.cde.ca.gov/ta/ac/ap/](http://www.cde.ca.gov/ta/ac/ap/).

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	0	3	-3
Black or African American			
American Indian or Alaska Native			
Asian	-2	3	-7
Filipino	4	15	-17
Hispanic or Latino	8	0	-1
Native Hawaiian/Pacific Islander			
White	-2	5	-6
Two or More Races			
Socioeconomically Disadvantaged	14	15	20
English Learners	22	-21	-10
Students with Disabilities	-17	19	-1

### Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010	2011	2012
Statewide	9	9	9
Similar Schools	6	6	5

### Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: [www.cde.ca.gov/ta/ac/ay/tidetermine.asp](http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp).

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		2
Percent of Schools Currently in Program Improvement		66.7

### API Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API (API-G) at the school, district, and state level.

Group	School	District	State	
All Students at the School	Students	1,870	17,898	4,655,989
	API-G	853	841	790
Black or African American	Students	70	687	296,463
	API-G	778	788	708
American Indian or Alaska Native	Students	1	37	30,394
	API-G		842	743
Asian	Students	245	1,252	406,527
	API-G	923	934	906
Filipino	Students	114	808	121,054
	API-G	871	897	867
Hispanic or Latino	Students	371	6,152	2,438,951
	API-G	789	783	744
Native Hawaiian/Pacific Islander	Students	4	28	25,351
	API-G		851	774
White	Students	971	8,209	1,200,127
	API-G	860	865	853
Two or More Races	Students	94	725	125,025
	API-G	892	886	824
Socioeconomically Disadvantaged	Students	238	4,587	2,774,640
	API-G	789	762	743
English Learners	Students	118	2,303	1,482,316
	API-G	723	703	721
Students with Disabilities	Students	158	2,066	527,476
	API-G	651	623	615

### Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, can be found at the CDE Adequate Yearly Progress (AYP) webpage at [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	Yes	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	Yes	Yes

## Admission Requirements for California's Public Universities

### University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information webpage at [www.universityofcalifornia.edu/admissions/](http://www.universityofcalifornia.edu/admissions/). (Outside source)

### California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU webpage at [www.calstate.edu/admission/admission.shtml](http://www.calstate.edu/admission/admission.shtml). (Outside source)

### Completion of High School Graduation Requirements

This table displays, by student group, the number of students who were a part of the school's most recent graduating class for which CDE has available data and meet all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2013		
	School	District	State
All Students	617	4,298	418,598
Black or African American	32	227	28,078
American Indian or Alaska Native	2	14	3,123
Asian	92	306	41,700
Filipino	37	200	12,745
Hispanic or Latino	118	1308	193,516
Native Hawaiian/Pacific Islander	4	20	2,585
White	328	2171	127,801
Two or More Races	4	52	6,790
Socioeconomically Disadvantaged	31	397	31,683
English Learners	35	460	93,297
Students with Disabilities	82	1221	217,915

### Dropout Rate and Graduation Rate

Indicator	2009-10	2010-11	2011-12
<b>Schoolwide</b>			
Dropout Rate (1-year)	1.80	0.60	0.90
Graduation Rate	97.73	98.44	96.39
<b>Districtwide</b>			
Dropout Rate (1-year)	3.30	2.60	2.00
Graduation Rate	97.01	93.85	92.97
<b>Statewide</b>			
Dropout Rate (1-year)	16.60	14.70	13.10
Graduation Rate	80.53	77.14	78.73

\* The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

### California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB. For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at [cahsee.cde.ca.gov/](http://cahsee.cde.ca.gov/).

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

Subject	2010-11	2011-12	2012-13
<b>Schoolwide</b>			
English-Language Arts	79	74	79
Mathematics	74	78	80
<b>Districtwide</b>			
English-Language Arts	71	68	68
Mathematics	66	69	69
<b>Statewide</b>			
English-Language Arts	59	56	57
Mathematics	56	58	60

### Advanced Placement Courses (School Year 2011-12)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	4	---
English	3	---
Fine and Performing Arts	4	---
Foreign Language	5	---
Mathematics	4	---
Science	6	---
Social Science	4	---
All courses	30	12.4

\* Where there are student course enrollments.



**California High School Exit Examination Grade Ten Results by Student Group - Most Recent Year**

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	32	25	44	31	41	28
All Students at the School	21	26	53	20	44	37
Male	26	27	47	21	41	39
Female	16	24	60	18	47	34
Black or African American	31	23	46	43	39	18
American Indian or Alaska Native						
Asian	15	21	64	7	25	69
Filipino	23	23	55	13	40	48
Hispanic or Latino	33	30	37	38	41	22
Native Hawaiian/Pacific Islander						
White	18	24	58	16	48	36
Two or More Races	9	40	51	9	57	34
Socioeconomically Disadvantaged	41	28	31	45	42	14
English Learners	63	29	9	49	40	11
Students with Disabilities	66	18	16	57	31	12
Students Receiving Migrant Education Services						

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	974
Percent of pupils completing a CTE program and earning a high school diploma	
Percent of CTE courses sequenced/ articulated between the school/ institutions of postsecondary education	

Courses for University of California and/or California State University	
UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	80.6
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	66.5

**Career Technical Education Programs**

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district’s CTE advisory committee and the industries represented on the committee

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.