



West Ranch High School

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

Mark Crawford, Principal
mtcrawford@hartdistrict.org
www.hartdistrict.org

2013-14 School Accountability Report Card Published During the 2014-15 School Year



William S. Hart Union High School District

21380 Centre Pointe Parkway
Santa Clarita, CA 91350
(661) 259-0033
www.hartdistrict.org

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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

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. 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school at (661) 222-1220.

2013-14 Student Enrollment by Grade Level

Grade Level	Number of Students
Gr. 9	587
Gr. 10	590
Gr. 11	564
Gr. 12	748
Total	2,489

2013-14 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3.9
American Indian or Alaska Native	0.2
Asian	13.9
Filipino	5.8
Hispanic or Latino	20.4
Native Hawaiian/Pacific Islander	0.2
White	50.1
Two or More Races	5.5
Socioeconomically Disadvantaged	11.2
English Learners	4.0
Students with Disabilities	7.3

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	12-13	13-14	14-15
Fully Credentialed	95	85	83
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
William S. Hart Union High School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	787
Without Full Credential	♦	♦	8
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School

West Ranch High School	12-13	13-14	14-15
Teachers of English Learners	2	3	2
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

2013-14 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	99.72	0.28
Districtwide		
All Schools	91.26	8.74
High-Poverty Schools	82.70	17.30
Low-Poverty Schools	98.37	1.63

* 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 2014-15)

Textbooks and Instructional Materials

Year and month in which data were collected: January 2015

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>	<p>Grade 9 - Timeless Voices, Timeless Themes (Gold) – Prentice Hall Adopted 2002 Grade 10 - Timeless Voices, Timeless Themes (Platinum) – Prentice Hall Adopted 2002 Grade 11 - Timeless Voices, Timeless Themes (The American Experience) – Prentice Hall Adopted 2002</p>
<p>Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>	<p>Algebra - SpringBoard Adopted 2014 Geometry - SpringBoard Adopted 2014 Algebra 2 - SpringBoard Adopted 2014 Trigonometry - Houghton Mifflin Adopted 2004 Precalculus - Blitzer Precalculus - Prentice Hall Adopted 2006 AP Calculus - Calculus, Early Transcendentals - W.H. Freeman Adopted 2014</p>
<p>Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>	<p>Biology - Prentice Hall Adopted 2007 Chemistry - Prentice Hall Adopted 2008 Physics - Holt Adopted 2002</p>
<p>History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>	<p>Grade 10 - World History: The Modern World - Prentice Hall Adopted 2006 Grade 11 - America: Pathways to the Present - Prentice Hall Adopted 2006 Grade 12 - Economics: New Ways of Thinking - EMC Paradigm Adopted 2007 Grade 12 - Magruder’s American Government - Prentice Hall Adopted 2006</p>

Textbooks and Instructional Materials
Year and month in which data were collected: January 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		
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.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 08/16/14

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]	[]	During the Facility Inspection the school was in process of "deep cleaning". All noted deficiencies were corrected prior to opening day.
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]	It was noted during the inspection that many of the schools planters have weed growth. In order to correct the school is working with the district to install mulch.
Overall Rating	Exemplary	Good	Fair	Poor
	[]	[]	[X]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; 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.

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		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	71	76	80	70	71	76	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

STAR 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		
	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
HSS	67	64	66	59	58	59	48	49	49

* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010-11	2011-12	2012-13
Statewide	9	9	9
Similar Schools	6	5	3

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	11.8	28.9	54.5

* 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.

2013-14 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	76
All Student at the School	80
Male	80
Female	81
Black or African American	64
American Indian or Alaska Native	
Asian	96
Filipino	71
Hispanic or Latino	62
Native Hawaiian/Pacific Islander	
White	84
Two or More Races	87
Socioeconomically Disadvantaged	65
English Learners	41
Students with Disabilities	37
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in 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.

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	21
English Learners	22	-21	-10
Students with Disabilities	-17	19	3

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

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, Roxanne Watkins. 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	11-12	12-13	13-14
Suspensions Rate	4.7	4.9	2.9
Expulsions Rate	0.1	0.1	0.0
District	11-12	12-13	13-14
Suspensions Rate	5.9	5.7	2.2
Expulsions Rate	0.3	0.1	0.1
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall	No	
Met Participation Rate: English-Language Arts	Yes	
Met Participation Rate: Mathematics	Yes	
Met Percent Proficient: English-Language Arts	No	
Met Percent Proficient: Mathematics	Yes	
Met API Criteria	Yes	

2014-15 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		0.0

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	6
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	2
Resource Specialist	
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												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
English	32.8	32	32	12	14	12	6	12	17	61	58	50
Math	33.5	31	31	10	15	11	8	18	18	53	46	43
Science	36.5	34	34	3	4	6	2	13	14	56	50	45
SS	34.1	32	33	7	10	7	2	14	11	41	46	44

* 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.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,641	\$42,957
Mid-Range Teacher Salary	\$66,275	\$69,613
Highest Teacher Salary	\$84,102	\$89,407
Average Principal Salary (ES)	\$0	
Average Principal Salary (MS)	\$122,936	\$120,526
Average Principal Salary (HS)	\$136,362	\$129,506
Superintendent Salary	\$229,806	\$207,044
Percent of District Budget		
Teacher Salaries	37	37
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 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,154	\$1,588	\$5,566	\$80,709
District	♦	♦	5,900	\$69,425
State	♦	♦	\$4,690	\$72,276
Percent Difference: School Site/District			-5.7	16.3
Percent Difference: School Site/ State			18.7	11.7

Types of Services Funded at West Ranch High School

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

Professional Development provided for Teachers at West Ranch High School

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.

2013-14 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	32	26	42	30	42	29
All Students at the School	21	26	53	15	42	43
Male	25	30	45	19	38	44
Female	16	21	63	11	46	43
Black or African American	38	28	34	34	55	10
American Indian or Alaska Native						
Asian	1	12	86		26	74
Filipino	29	38	32	24	47	29
Hispanic or Latino	41	29	30	31	42	26
Native Hawaiian/Pacific Islander						
White	19	26	55	12	43	45
Two or More Races	5	28	68	8	43	50
Socioeconomically Disadvantaged	40	30	30	30	47	23
English Learners	65	29	6	47	53	
Students with Disabilities	68	24	7	68	22	10
Students Receiving Migrant Education Services						

* 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	2011-12	2012-13	2013-14
English-Language Arts	74	79	79
Mathematics	78	80	85
William S. Hart Union High School	2011-12	2012-13	2013-14
English-Language Arts	68	68	59
Mathematics	69	69	61
California	2011-12	2012-13	2013-14
English-Language Arts	56	57	56
Mathematics	58	60	62

* 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.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2013		
	School	District	State
All Students	98.24	91.17	84.56
Black or African American	96.43	81.90	75.90
American Indian or Alaska Native	100.00	83.33	77.82
Asian	98.84	97.95	92.94
Filipino	98.15	94.84	92.20
Hispanic or Latino	97.87	85.55	80.83
Native Hawaiian/Pacific Islander	100.00	100.00	84.06
White	98.37	95.21	90.15
Two or More Races	100.00	94.64	89.03
Socioeconomically Disadvantaged	142.42	91.86	82.58
English Learners	90.00	70.79	53.68
Students with Disabilities	89.83	80.16	60.31

Dropout Rate and Graduation Rate			
West Ranch High School	2010-11	2011-12	2012-13
Dropout Rate (1-year)	0.6	0.9	1.0
Graduation Rate	98.44	96.39	98.36
William S. Hart Union High School	2010-11	2011-12	2012-13
Dropout Rate (1-year)	2.6	2.0	1.7
Graduation Rate	93.85	92.97	93.03
California	2010-11	2011-12	2012-13
Dropout Rate (1-year)	14.7	13.1	11.4
Graduation Rate	77.14	78.87	80.44

2013-14 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	10	♦
Science	10	♦
Social Science	21	♦
All courses	53	1.2

* Where there are student course enrollments.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2013-14 Enrollment in Courses Required for UC/CSU Admission	80.37
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	68.92

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	899
% of pupils completing a CTE program and earning a high school diploma	98.31
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

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.