



Saugus High School

21900 W. Centurion Way • Saugus, CA 91350 • (661) 297-3900 • Grades 9-12

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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

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member

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Superintendent

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**Assistant Superintendent, Human
Resources**

Mike Kuhlman

**Assistant Superintendent,
Educational Services**

Principal's Message

The Mission Statement of Saugus High School is to "Promote all students' learning to ensure personal growth and future success." This California Distinguished School has a rich tradition that spans almost four decades of service to the community. Our five essential tenets reflect what we aspire to provide for our students – (1) Promote Academic Excellence, (2) Provide Positive Social Development, (3) Foster Athletic Distinction, (4) Create an Appreciation for the Arts, and (5) Support Career Technical Opportunities. Our guiding principle is that schools are for kids and they exist to prepare every student for the world that awaits them after their secondary education is complete. The end result can only be realized through the incredible efforts of a committed staff of educators and support personnel alongside of loyal parents and generous business partners. All work in collaboration to assure that students are given the best opportunities to soar beyond graduation.

We offer programs and classes that help facilitate that preparation, including 41 sections of Advanced Placement classes and an additional 36 sections of honors courses. We are also quite proud to offer a strong REACH program on campus that is preparing students for entry into four-year college environments. Through the partnerships established with more than fifty local businesses and individuals, Saugus High is leading the way in unique educational opportunities. Some examples include: establishing a four year STEM Engineering program with internships and job shadowing opportunities. Additionally, we have the only cultural exchange program in the district (with Gao Xin #1 High School in Xi'an, China), pioneering the pod casting of AP lectures, leadership mentoring, engaging all freshmen students in the S.H.A.R.E. (Stop Hatred and Respect Everyone) program, taking all sophomore students to the Museum of Tolerance, creating Saturday Academies to assist students with academic progress, and forming a Freshman Immersion Day and assigning all 9th grade students a summer reading project (7 Habits of Highly Effective Teens).

In addition to our focus on a rigorous curriculum, Saugus High School boasts outstanding athletic and co-curricular programs. More than half of those enrolled at Saugus are actively participating in one of 20 sports programs or are engaged in one of the many electives designed to foster the creativity of our students (dance, band, color guard, choir, theater arts, journalism, yearbook, literary magazine, Saugus News Network, academic decathlon). Athletically, over the past 10 years, Saugus has captured 9 State championships, 12 Southern Section titles, and 50 league championships. The accolades garnered by the co-curricular programs on campus have similarly filled the trophy cases.

Our Career Technical Opportunities allow students to explore pathways that they might be interested in pursuing after receiving their diploma. Saugus has developed nine specialized career pathways: Automotive Technology, Business Finance, Cabinet-Making and Millwork, Environmental Resources, Health and Medical services, ICT Games and Simulation, ICT Software and Systems Development, Introduction to Engineering (PLTW), Journalism, and Video Production.

Many students at Saugus High School participate in service organizations on campus that have community wide implications. Examples include (but are not limited to) ASB, Key Club, National Honor Society, Varsity Club, and multiple athletic and co-curricular programs. They are often found in the community, assisting many of our local charitable organizations and non-profit programs – Michael Hoefflin Foundation for Pediatric Cancer, the Santa Clarita Valley Boys and Girls Club, SCV Senior Center, SCV Food Pantry, Relay For Life (Cancer), and many others.

It's important for us to foster an educational community in Saugus. Our feeder schools are made up of a two year junior high (Arroyo Seco Jr. High) and seven feeder elementary schools (Emblem Academy, Foster Elementary, Highland Elementary, Mountainview Elementary, Plum Canyon Elementary, Rosedell Elementary, and Santa Clarita Elementary). For the past few years, we have developed and refined a number of outreach opportunities for these "Future Centurions" and their parents to get plugged in to our school. We have teachers, counselors, administrators, and students meet one evening in the fall with all parents. We host a 5th /6th Grade Open House in January (complete with dinner, tours of classrooms, participation in activities, entrance to our basketball game, and a free tee shirt for everyone. Additionally, our Journalism Department publishes an awesome 16 page issue of our school newspaper directed specifically toward the future students and their parents.

There are almost 150 staff members at Saugus High School and each is highly qualified in their subject area and/or employment assignment. They are nurturing and focused on providing the best instructional opportunities possible for all students. We have 90 teachers, 5 administrators, 6 counselors, 1 psychologist, 1 librarian, 17 clerical staff members, 10 custodians and grounds men, 10 Instructional Aides, and 8 Campus Supervisors. Additionally, we have a full time Campus Resource Officer (L.A. County Sheriff's Deputy) stationed on our campus and a part time Career Coach (funded through our local community college – COC).

The motto of Saugus High School reflects the purpose of these staff members and the greater community - "We don't just teach students... We develop people who build better tomorrows." Bill Bolde, 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	605
Grade 10	620
Grade 11	576
Grade 12	529
Total Enrollment	2,330

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.5
American Indian or Alaska Native	0.1
Asian	3.1
Filipino	4
Hispanic or Latino	30
Native Hawaiian or Pacific Islander	0
White	54.9
Two or More Races	5.2
Socioeconomically Disadvantaged	12.9
English Learners	4
Students with Disabilities	8.9
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			
Saugus High School	14-15	15-16	16-17
With Full Credential	90	89	93
Without Full Credential	0	2	1
Teaching Outside Subject Area of Competence	.4	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			
Saugus High School	14-15	15-16	16-17
Teachers of English Learners	2	1	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	83.2	16.8
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 – Prentice Hall Adopted 2000</p> <p>AP Statistics – The Practice of Statistics, 5th Edition – W.H. Freeman Adopted 2015</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 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>Honors 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 (SA,WR,HA,GV, VA) 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
	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%
Visual and Performing Arts	The Stage and the School, 2001
	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)

Saugus High School was built in 1975 and completed a \$52 million construction modernization project in 2007. In 2013, the school completed a \$6 million remodel of our Career Technical Building with new facilities to teach broadcasting, video production, cabinetry and construction, graphic arts and silk screening, and NATF certified auto mechanics.

In the fall of 2008, the community passed a bond that will further the development of educational venues at Saugus High. This will allow us to construct a new 475-seat performing arts center, named the Saugus Forum. This facility has gone through architectural design and design development and is scheduled to break ground in May 2016. The Saugus Forum Project is now in the construction bidding process.

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 currently 52 work orders in progress.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 12/19/16

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			
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	Several fixtures were noted as leaking, One stall missing a toilet seat. Work orders have been processed.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 12/19/16

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Safety: Fire Safety, Hazardous Materials			X		Several locations missing fire extinguishers and boxes vandalized. Wood shop flammable liquid not stored in cabinet. School has been informed and corrections will take place immediately.
Structural: Structural Damage, Roofs		X			Several roof leaks evident by stained ceiling tiles. Work orders have been issued
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
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	71	66	71	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	14.2	24.4	46.5

* 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	80	84	62	67	44	48
Math	53	50	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	615	605	98.4	70.9
Male	303	296	97.7	71.3
Female	312	309	99.0	70.6
Black or African American	12	12	100.0	66.7
Asian	19	14	73.7	71.4
Filipino	22	22	100.0	81.8
Hispanic or Latino	189	187	98.9	59.9
White	341	339	99.4	76.4
Two or More Races	29	28	96.6	71.4
Socioeconomically Disadvantaged	104	103	99.0	42.7
English Learners	28	22	78.6	18.2
Students with Disabilities	75	74	98.7	28.4

* 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	564	557	98.8	84.0
Male	11	295	294	99.7	81.2
Female	11	269	263	97.8	87.1
Black or African American	11	14	14	100.0	85.7
Asian	11	13	13	100.0	92.3
Filipino	11	29	29	100.0	89.7
Hispanic or Latino	11	168	166	98.8	80.0
White	11	303	299	98.7	83.6
Two or More Races	11	37	36	97.3	97.2
Socioeconomically Disadvantaged	11	73	73	100.0	67.1
English Learners	11	19	19	100.0	52.6
Students with Disabilities	11	81	79	97.5	30.8

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	564	553	98.0	49.7
Male	11	295	293	99.3	53.2
Female	11	269	260	96.7	45.8
Black or African American	11	14	14	100.0	35.7
Asian	11	13	13	100.0	69.2
Filipino	11	29	29	100.0	62.1
Hispanic or Latino	11	168	164	97.6	37.2
White	11	303	297	98.0	53.5
Two or More Races	11	37	36	97.3	63.9
Socioeconomically Disadvantaged	11	73	73	100.0	27.4
English Learners	11	19	19	100.0	15.8
Students with Disabilities	11	81	78	96.3	9.0

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)

Saugus High School is privileged to showcase an extremely involved parent community. It starts by being a proud PTSO (Parent Teacher Student Organization) school. Through the fundraising efforts of the PTSO, the school has gained access to thousands of dollars that have gone toward assisting every teacher on campus, as well as funding between 10 and 15 student scholarships each year. Saugus has also established a parent run non-profit organization called the Centurion Foundation. This entity runs an annual Spring Auction that has brought in almost \$90,000 in its first three years. All the funds go directly into assisting teachers with classroom and program needs. Beyond PTSO and the Centurion Foundation, booster clubs for fine arts and athletic programs bring a great deal of support for programs that augment student growth. Saugus has fostered an incredible network of community business leaders who have become highly involved in supporting our school. Eight years ago, a strong Alumni Foundation was formed, which has brought great benefits to the campus. Many other parent volunteer programs have been born out of a need and desire to support academics, athletics and co-curricular programs on campus.

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

Saugus High places an emphasis on the safety and security of our staff and student body. The Safety Committee reviews and revises the school’s safety plan on an annual basis. Staff, students, and many volunteer parents participate in the annual California Shakeout exercises and the Emergency Evacuation Drill. These are in the fall of each year. The school also conducts an annual fire drill in the springtime. Starting in the fall of 2015, Saugus High will conduct a complete lock down drill each semester.

Administrators, Campus supervisors, and some counselors and teachers help monitor students on campus before and after school, during nutrition breaks, and at lunchtime. Saugus High School also has a dedicated School Resource Officer (LA County Sheriff Deputy) who assists greatly with supervision, investigations, and overall safety procedures.

Safe School Ambassador Program is an "inside-out" approach to improving school climate, one that relies on social norms change and the power of students to help stop bullying and violence. Student bystanders see, hear, and know things adults don't, and can intervene in ways adults can't and are often on the scene of an incident before an adult. They are a critical and under-utilized resource for positively impacting the crisis of bullying in our schools. Saugus High as approximately 60 trained student ambassadors working daily to make Saugus a safe place.

All visitors must sign-in at the office and receive proper authorization to be on campus. All visitors are met at the front gate by a campus supervisor who directs them to the receptionist for signing in and obtaining official credentials.

Saugus High's safety plan is communicated to staff (at yearly meetings), students (through video broadcasting on routine basis), and parents (through newsletters, school paper, and PTA meetings).

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	0.0	1.7	1.6
Expulsions Rate	1.4	0.0	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	6.0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	2
Social Worker	
Nurse	1.0
Speech/Language/Hearing Specialist	2
Resource Specialist	5
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	28	28	28	23	25	25	10	20	20	53	45	45
Mathematics	27	24	24	23	8	8	27	12	12	30	7	7
Science	31	30	30	10	15	15	11	11	11	45	47	47
Social Science	22	26	26	36	21	21	16	13	13	31	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 past two school years has focused 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 2015-2016 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	\$8,665	\$1,957	\$6,708	\$76,957
District	♦	♦	\$6,839	\$75,163
State	♦	♦	\$5,677	\$77,824
Percent Difference: School Site/District			-1.9	2.4
Percent Difference: School Site/ State			18.2	-1.1

* 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)			
Saugus High School	2011-12	2013-14	2014-15
Dropout Rate	0.70	0.80	0.30
Graduation Rate	99.13	98.26	99.65
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	968
% of pupils completing a CTE program and earning a high school diploma	12
% 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	98.16
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	52.6

* 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		♦
English	10	♦
Fine and Performing Arts		♦
Foreign Language	4	♦
Mathematics	6	♦
Science	8	♦
Social Science	9	♦
All courses	37	.9

Completion of High School Graduation Requirements			
Group	Graduating Class of 2015		
	School	District	State
All Students	99	83	86
Black or African American	100	67	78
American Indian or Alaska Native	100	72	78
Asian	100	94	93
Filipino	100	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	100	56	54
Students with Disabilities	100	69	78

Career Technical Education Programs

The Wm. S. Hart Union High School District, in collaboration with the Santa Clarita Community College District, is introducing a comprehensive college and career readiness initiative titled "Pathway to My Future." The initiative will allow students to be more aware of what they need to do in preparation for life after high school. Dedicating more attention earlier on than ever before, students will be identifying their interests and careers that match. Students will also be able to explore a wide array of post-secondary educational options that align with work done while involved in a Career Pathway. The need for this initiative came about from an outcry of students who finished their post-secondary options and then say, "Now what?" The Pathway to My Future Initiative will enable students to have a clear, focused direction on what they want to do for a career by either attaining a job directly after high school in the field by completing a pathway leading to a certificate, or furthering their education with a subject major or institution of higher learning that will continue to the work they began in the Hart District.

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.