



# Golden Valley High School

27051 Robert C. Lee Parkway • Santa Clarita, CA 91321 • (661) 298-8140 • Grades 9-12  
Sal Frias, Principal  
sfrias@hartdistrict.org

## 2016-17 School Accountability Report Card Published During the 2017-18 School Year



### William S. Hart Union High School District

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

#### District Governing Board

Linda Storli

Bob Jenson

Dr. Cherise Moore

Steven M. Sturgeon

Joe Messina

Scott Watson, Student Board  
member

#### District Administration

Vicki Engbrecht  
Superintendent

Michael Vierra

Assistant Superintendent, Human  
Resources

Mike Kuhlman

Assistant Superintendent,  
Educational Services

### Principal's Message

Golden Valley High School opened 13 years ago. We have let our fellow high schools in our district know we are here. I'm excited for what our future holds. I want to welcome both new and continuing students to Grizzly country for the 2016-17 school year! We are extremely proud of our efforts to create a high school environment that puts students first. Our students and staff have worked side-by-side to build school pride and to create programs that respond to a wide range of needs and feature the talents of all who work here! Expect your school days to be filled with opportunities to succeed:

- in college preparation and advanced placement courses,
- in elective and career technical paths that lead work place prospects,
- in individual and team athletic experiences,
- in academic and artistic performances and
- through opportunities that will feature your unique skills and abilities.

A 21st Century Skill Development effort is being employed at GVHS. We will focus on communication, collaboration, critical thinking and creativity. As we continue through our Common Core transition our relationship and connections with our students and community will continue to be a focus. The JROTC program serves students from Golden Valley, Hart, and Canyon high schools. It has developed a leadership program that inspires and motivates students to reach their goals. Advanced Placement (AP) and honors courses are expanding and are open to all students. Our total number of students, exams and improved scores has improved by nearly 50% since 2006. Student success is evident in the number of college acceptance letters and scholarships. Our students participate in the PSAT, SAT and pre SAT, and AP workshops. The College and Career Readiness and Work Experience programs offer hands-on opportunities. Golden Valley students are annually recognized at the annual district College and Career district awards program. We are the district's model school with our Safe School Ambassadors (SSA) program, which empowers students to create a positive and caring school culture. Golden Valley has been nominated for a Gold Ribbon Award the last two cycles the award was available.

We provide many opportunities to expand our students' special talents and find hidden ones. Our brand new theater opened seven years ago. This is a state-of-the-art facility that showcases the fine work of our staff and students. The Children's Theatre Tour program performs at local elementary schools throughout our valley. Art students showed their work at different events and galleries in the area. Chorus, jazz ensemble, marching band, drumline, dance, flag and cheer teams are also active on campus. Our drumline, marching band, cheer and dance teams have all won state or national level competitions. Our student athletes compete in a full range of sports in one of the most respected and competitive leagues in the Southern Section. Our teams in basketball, cross country, track and field for both boys and girls as well as girls golf have established themselves as league champions and/or state champions.

### Mission Statement:

The mission of Golden Valley High School is to provide all students with a comprehensive education that prepares them for post-secondary success in a global 21st century society.

Sal Frias, 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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	604
Grade 10	550
Grade 11	485
Grade 12	538
<b>Total Enrollment</b>	<b>2,177</b>

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	8.8
American Indian or Alaska Native	0.1
Asian	3.7
Filipino	6.2
Hispanic or Latino	55.3
Native Hawaiian or Pacific Islander	0
White	21.5
Two or More Races	4.4
Socioeconomically Disadvantaged	46.8
English Learners	16.4
Students with Disabilities	14.2
Foster Youth	0.5

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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			
Golden Valley High School	15-16	16-17	17-18
With Full Credential	89	92	94
Without Full Credential	0	2	4
Teaching Outside Subject Area of Competence	0	0	1
William S. Hart Union High School District	15-16	16-17	17-18
With Full Credential	♦	♦	972.6
Without Full Credential	♦	♦	20
Teaching Outside Subject Area of Competence	♦	♦	2

Teacher Misassignments and Vacant Teacher Positions at this School			
Golden Valley High School	15-16	16-17	17-18
Teachers of English Learners	0	0	1
Total Teacher Misassignments	0	0	1
Vacant Teacher Positions	0	0	1

\* "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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Textbooks and Instructional Materials	
Year and month in which data were collected: April 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	my Perspectives Grade 9, Prentice Hall, Adopted 2017 my Perspectives Grade 10, Prentice Hall, Adopted 2017 my Perspectives American Literature, Prentice Hall, Adopted 2017 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Mathematics	Algebra - Hart Interactive Adopted 2016  Geometry - Hart Interactive Adopted 2016  Algebra 2 - Hart Interactive Adopted 2016  Algebra 2/Trig - Hart Interactive Adopted 2016  Trigonometry - Houghton Mifflin Adopted 2004  Precalculus - Blitzer Precalculus - Prentice Hall Adopted 2006  AP Calculus – Rogawski’s Calculus for AP: Early Transcendentals, 2nd Edition - W.H. Freeman Adopted 2014  AP Statistics – The Practice of Statistics, 5th Edition – W.H. Freeman Adopted 2015 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Science	Biology - Prentice Hall Adopted 2007  Chemistry - Prentice Hall Adopted 2008  AP Biology – Campbell Biology in Focus, 9th Edition – Pearson Adopted 2014  AP Chemistry – Chemistry, AP Edition, 11th Edition Update – McGraw-Hill Adopted 2014  Physics - Holt Adopted 2002  AP Environmental Science – Environment: The Science Behind the Stories, 5th Edition – Pearson Adopted 2015 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: April 2017**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>History-Social Science</b>	<p>Grade 10 - World History: The Modern World - Prentice Hall Adopted 2006</p> <p>Grade 11 - America: Pathways to the Present - Prentice Hall Adopted 2006</p> <p>Grade 12 - Economics: New Ways of Thinking - EMC Paradigm Adopted 2007</p> <p>AP Economics – Economics: Principles, Problems, and Policies – McGraw-Hill Adopted – 2008</p> <p>Grade 12 - Magruder’s American Government - Prentice Hall Adopted 2006</p> <p>AP U.S. History – Out of Many: A History of the American People, 6th Edition – Pearson Adopted 2014</p> <p>AP Psychology – Myers’ Psychology, Second Edition for AP – Worth Adopted 2016</p> <p>AP American Government – Government by the People – Prentice Hall Adopted 2008</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<b>Foreign Language</b>	<p>Spanish 1 – Descubre’ 1 – Vista Higher Learning Adopted 2015</p> <p>Spanish 2 - Descubre’ 2 – Vista Higher Learning Adopted 2015</p> <p>Spanish 3 - Descubre’ 3 – Vista Higher Learning Adopted 2015</p> <p>French 1 – Te’s Branche’ 1 – EMC Publishing Adopted 2015</p> <p>French 2 - Te’s Branche’ 2 – EMC Publishing Adopted 2015</p> <p>French 3 - Te’s Branche’ 3 – EMC Publishing Adopted 2015</p> <p>AP Spanish – TEMAS AP Spanish Language and Culture – Vista Higher Learning Adopted 2014</p> <p>AP Spanish Literature – Abriendo Puertas – Houghton Mifflin Harcourt Adopted 2015</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<b>Health</b>	<p>Lifetime Health - Holt Adopted 2004</p> <p><b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<b>Visual and Performing Arts</b>	<p><b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<b>Science Laboratory Equipment</b>	<p>N/A</p> <p><b>The textbooks listed are from most recent adoption:</b> N/A  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>

Note: Cells with N/A values do not require data.

### School Facility Conditions and Planned Improvements (Most Recent Year)

Golden Valley opened in August 2004 with 90 classrooms and a security system that includes emergency lighting and a state-of-the-art fire alarm system. The fields and activity areas are shared by PE classes, athletic teams, and community programs year round. The football field, track, and event areas were finished and ready for the start of the year. Baseball and softball fields and amenities are complete and fully functional. Repairs for the tennis courts are being discussed. Fencing for the school perimeter was re-designed and fully operational by the start of the 2009-10 school year.

Custodial staff maintains the plant, classrooms, and rest rooms and keeps the grounds well groomed. Our staff immediately removes graffiti, usually before the students arrive for classes. ASB is currently employing a recycling program and planning a planting area for more plants and flowers. Our parking lot has been improved with speed bumps and parking bumpers. The lot is much safer for those driving and walking to and from our facilities. The district completed a district wide solar panel project providing discounted electricity to our district as well as much needed shade for our cars in the main parking lot.

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 1/9/2018 there are 38 work orders in progress.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 7/31/2017				
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	Several plumbing issues were noted as well as the need to clean doors more thoroughly
<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		Fields are overused and in poor condition
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	70	67	67	68	48	48
Math	33	30	47	48	36	37

\* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	60	55	75	69	56	54

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

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	17.3	28.5	44.2

\* 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	502	485	96.6	54.6
Male	270	260	96.3	56.9
Female	232	225	97.0	52.0
Black or African American	45	45	100.0	48.9
Asian	22	22	100.0	72.7
Filipino	29	29	100.0	72.4
Hispanic or Latino	283	272	96.1	44.5
White	102	96	94.1	74.0
Two or More Races	20	20	100.0	65.0
Socioeconomically Disadvantaged	283	274	96.8	45.6
English Learners	100	95	95.0	24.2
Students with Disabilities	75	67	89.3	35.8

\* 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 2016-17 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	473	458	96.83	67.25
Male	261	252	96.55	63.1
Female	212	206	97.17	72.33
Black or African American	46	46	100	67.39
Asian	25	24	96	83.33
Filipino	32	31	96.88	77.42
Hispanic or Latino	255	245	96.08	59.18
Native Hawaiian or Pacific Islander	--	--	--	--
White	94	91	96.81	79.12
Two or More Races	20	20	100	75
Socioeconomically Disadvantaged	252	243	96.43	60.91
English Learners	96	87	90.63	35.63
Students with Disabilities	73	69	94.52	27.54
Foster Youth	--	--	--	--

Note: 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: 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 2016-17 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	473	458	96.83	30.35
Male	261	251	96.17	31.87
Female	212	207	97.64	28.5
Black or African American	46	46	100	23.91
Asian	25	24	96	58.33
Filipino	32	32	100	53.13
Hispanic or Latino	255	244	95.69	19.26
Native Hawaiian or Pacific Islander	--	--	--	--
White	94	91	96.81	46.15
Two or More Races	20	20	100	40
Socioeconomically Disadvantaged	252	242	96.03	22.73
English Learners	96	89	92.71	12.36
Students with Disabilities	73	68	93.15	7.35
Foster Youth	--	--	--	--

Note: 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: 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 State priority: Parental Involvement (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 2017-18)

A Parent Advisory Committee (PAC) volunteer form is enclosed in the student enrollment package for parents to fill out and return, providing a database of over 200 volunteers. Volunteers assist in the library and other school offices, tutoring, translating, and providing service at various activities. Our English Learners community participates in our English Language Advisory Committee, District Advisory Council and PAC committees. We have organized an Action Team for Partnership that will focus on supporting students throughout the campus and will involve more adults from our families. Each year many parents are honored at a district-wide celebration for their work with staff, students, and school-wide programs. Our volunteer list is frequently utilized to assist with dances, registration, front office support, and other school activities. Contact Lynn Lien in the principal's office for more information about volunteering.

Golden Valley High School proudly opened up a Parent Awareness, Workshop, and Support Center (PAWS) this year. The center provides workshops in the areas of health and well being, college and career support and parent support. Medical services can be directed as well as support contact information provided. We also provide our parents with technology to access student records and literature on helping their students academically. The workshops provide our parents with child care and dinner.

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### School Safety Plan

Our Emergency Plan was updated in the Fall of 2016 and included all areas of safety preparedness. Information was shared with all stakeholders and approved by our Parent Advisory Council (Site Council) in November of 2014. Emergency exit routes are posted in every classroom and building, per fire safety code. Our disaster storage bin is ready with the supplies necessary to support our students and neighbors. Crisis, disaster, lockdown, and fire safety plans are in place. We have conducted fire drills and a disaster drill to give our safety teams a chance to practice important skills and evaluate needs specific to the campus. A lockdown drill is scheduled for this school year. The Safe School Ambassadors program continues to address mistreatment and intimidation on campus. A copy of the complete Safe School Plan can be downloaded at

[http://www.goldenvalleyhs.org/apps/pages/index.jsp?uREC\\_ID=185241&type=d&pREC\\_ID=402445](http://www.goldenvalleyhs.org/apps/pages/index.jsp?uREC_ID=185241&type=d&pREC_ID=402445)

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	1.9	1.6	1.7
Expulsions Rate	0.1	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	1.5	1.3	1.5
Expulsions Rate	0.1	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 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		
Percent of Schools Currently in Program Improvement		



**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)	
Psychologist	2
Social Worker	.5
Nurse	
Speech/Language/Hearing Specialist	3
Resource Specialist	
Other	1

**Average Number of Students per Staff Member**

Academic Counselor	430
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\* 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.

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	28	27	26	25	22	27	14	15	25	39	40	32
Mathematics	27	27	25	8	4	6	13	9	8	9	7	3
Science	30	29	30	10	11	8	15	16	14	32	33	37
Social Science	30	28	26	11	10	15	10	18	22	31	24	23

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Professional Development provided for Teachers**

Professional Development for the 13-14 and 14-15 school years focuses on the implementation of the Common Core State Standards. To support teachers in the transition to the core, the concentration is on building foundational understanding of the standards, developing resources, and expanding collaborations between all stakeholders. ELA and math content teams are developing pacing guides and designing rigorous curricular units for the 2014-2015 school year and beyond. Professional Development Coaches are engaged in a deep examination of the Common Core Anchor Standards for Literacy in preparation for supporting all teachers as they teach literacy across the curriculum. These Common Core Anchor standards delineate reading, writing, listening and speaking skills students utilize across curriculum at all grade levels. All teachers participate in site and district level professional development around these key literacy standards as well as strengthen and support core instruction of literacy practices. Teachers are also provided with the mobile technology and support they need to enhance instruction and increase the use of technology in the classroom.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,400	\$50,221
Mid-Range Teacher Salary	\$73,675	\$83,072
Highest Teacher Salary	\$95,863	\$104,882
Average Principal Salary (ES)		
Average Principal Salary (MS)	\$129,725	\$128,094
Average Principal Salary (HS)	\$143,879	\$146,114
Superintendent Salary	\$224,700	\$226,121
Percent of District Budget		
Teacher Salaries	34%	34%
Administrative Salaries	5%	5%

\* 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/).

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$10669	2860	7809	77902
District	♦	♦	8020	78175
State	♦	♦	\$6,574	\$82,770
Percent Difference: School Site/District			-2.7	-0.3
Percent Difference: School Site/ State			17.2	-6.1

\* 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)			
Golden Valley High School	2013-14	2014-15	2015-16
Dropout Rate	2.2	1.2	1.5
Graduation Rate	96.25	95.45	96.15
William S. Hart Union High School	2013-14	2014-15	2015-16
Dropout Rate	1.1	1.2	1
Graduation Rate	95.3	95	95.22
California	2013-14	2014-15	2015-16
Dropout Rate	11.5	10.7	9.7
Graduation Rate	80.95	82.27	83.77

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	898
% of pupils completing a CTE program and earning a high school diploma	29
% 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
2016-17 Students Enrolled in Courses Required for UC/CSU Admission	92.83
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	56

\* Where there are student course enrollments.

2016-17 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	♦
English	2	♦
Fine and Performing Arts		♦
Foreign Language	3	♦
Mathematics	3	♦
Science	4	♦
Social Science	3	♦
All courses	16	30.9

Completion of High School Graduation Requirements			
Group	Graduating Class of 2016		
	School	District	State
All Students	89.64	81.87	87.11
Black or African American	91.18	64.17	79.19
American Indian or Alaska Native	100	78.57	80.17
Asian	84.62	95.41	94.42
Filipino	90.24	93.78	93.76
Hispanic or Latino	88.58	70.55	84.58
Native Hawaiian/Pacific Islander	100	75	86.57
White	90.76	94.58	90.99
Two or More Races	95.65	91.84	90.59
Socioeconomically Disadvantaged	100	84.39	85.45
English Learners	77.22	54.1	55.44
Students with Disabilities	58.33	68.25	63.9
Foster Youth	0	64.71	68.19

### 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.