



# Saugus High School

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

Bill Bolde, Principal  
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sauguscenturions.com

## 2014-15 School Accountability Report Card Published During the 2015-16 School Year

### School Description

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.



### William S. Hart Union High School District

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

#### District Governing Board

Robert P. Hall  
Robert Jensen, Jr.  
Linda Storli  
Joseph Messina  
Steven M. Sturgeon  
Will Jones, Student Board member

#### District Administration

Vicki Engbrecht  
**Superintendent**  
Michael Vierra  
**Assistant Superintendent, Human Resources**  
Mike Kuhlman  
**Assistant Superintendent, Educational Services**

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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school at (661) 297-3900 or the district office.

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.4
American Indian or Alaska Native	0.2
Asian	3.3
Filipino	3.9
Hispanic or Latino	28.9
Native Hawaiian or Pacific Islander	0.1
White	56.6
Two or More Races	4.6
Socioeconomically Disadvantaged	13.9
English Learners	3.9
Students with Disabilities	11.9
Foster Youth	0.5

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	646
Grade 10	639
Grade 11	571
Grade 12	582
<b>Total Enrollment</b>	<b>2,438</b>

## 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	13-14	14-15	15-16
With Full Credential	87	90	89
Without Full Credential	0	0	2
Teaching Outside Subject Area of Competence	0	.4	0
William S. Hart Union High School District	13-14	14-15	15-16
With Full Credential	♦	♦	888
Without Full Credential	♦	♦	8
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Saugus High School	13-14	14-15	15-16
Teachers of English Learners	4	2	1
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

\* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	91.4	8.6
Districtwide		
All Schools	69.6	30.4
High-Poverty Schools	48.3	51.7
Low-Poverty Schools	95.3	4.7

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

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

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: December 2015**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Foreign Language</b>	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  Mandarin Chinese 1 - Hanyu for Beginning Students - Pearson Adopted 2005  Mandarin Chinese 2 - Hanyu for Intermediate Students - Pearson Adopted 2006  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Health</b>	Lifetime Health - Holt Adopted 2004  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Visual and Performing Arts</b>	The Stage and the School, 2001 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Science Laboratory Equipment</b>	<b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 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 12/21/15 there are currently 47 work orders in progress.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 11/30/15**

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			

**School Facility Good Repair Status (Most Recent Year)**  
Year and month in which data were collected: 11/30/15

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		Several fixtures were noted as leaking, Work orders have been processed.
<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			
Overall Rating	Exemplary	Good	Fair	Poor
	X	X		

**B. Pupil Outcomes**

**State Priority: Pupil Achievement**

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
<b>9</b>	15.20	21.70	53.60

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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
<b>ELA</b>	79	65	44
<b>Math</b>	53	46	33

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

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
<b>All Students in the LEA</b>	75
<b>All Student at the School</b>	66
<b>Male</b>	67
<b>Female</b>	64
<b>Black or African American</b>	35
<b>American Indian or Alaska Native</b>	--
<b>Asian</b>	61
<b>Filipino</b>	80
<b>Hispanic or Latino</b>	55
<b>White</b>	72
<b>Two or More Races</b>	82
<b>Socioeconomically Disadvantaged</b>	21
<b>English Learners</b>	11
<b>Students with Disabilities</b>	41
<b>Foster Youth</b>	--

\* 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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
<b>Science</b>	65	71	66	75	77	75	59	60	56

\* Results are for grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	551	537	97.5	5	15	40	39
Male	11		254	46.1	7	17	40	35
Female	11		283	51.4	4	12	41	43
Black or African American	11		14	2.5	0	7	43	50
Asian	11		27	4.9	0	11	33	56
Filipino	11		18	3.3	0	6	44	50
Hispanic or Latino	11		162	29.4	10	19	43	28
White	11		288	52.3	5	13	40	41
Two or More Races	11		28	5.1	0	18	29	54
Socioeconomically Disadvantaged	11		73	13.2	14	26	36	21
English Learners	11		19	3.4	32	53	11	5
Students with Disabilities	11		56	10.2	25	39	23	13
Foster Youth	11		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

**School Year 2014-15 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	551	540	98.0	21	26	34	18
Male	11		255	46.3	20	27	32	21
Female	11		285	51.7	21	26	37	16
Black or African American	11		15	2.7	33	20	20	20
Asian	11		27	4.9	7	15	33	44
Filipino	11		18	3.3	6	11	50	33
Hispanic or Latino	11		163	29.6	31	28	29	12
White	11		289	52.5	17	27	38	18
Two or More Races	11		28	5.1	21	32	25	21
Socioeconomically Disadvantaged	11		73	13.2	36	33	23	8
English Learners	11		19	3.4	53	21	21	5
Students with Disabilities	11		56	10.2	71	21	5	2

**School Year 2014-15 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Foster Youth	11	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

**C. Engagement**

**State Priority: Parental Involvement**

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

**Opportunities for Parental Involvement**

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 has 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	2012-13	2013-14	2014-15
Suspensions Rate	8.24	1.42	1.65
Expulsions Rate	0.00	0.04	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	5.73	2.15	1.50
Expulsions Rate	0.08	0.12	0.05
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

**D. Other SARC Information**

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

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

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		0
Percent of Schools Currently in Program Improvement		.0

**Average Class Size and Class Size Distribution (Secondary)**

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	27	28	28	27	23	25	12	10	20	48	53	45
Math	30	27	24	15	23	8	19	27	12	40	30	7
Science	29	31	30	17	10	15	17	11	11	36	45	47
SS	27	22	26	21	36	21	11	16	13	38	31	36

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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	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.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,824	\$44,363
Mid-Range Teacher Salary	\$68,115	\$71,768
Highest Teacher Salary	\$88,632	\$92,368
Average Principal Salary (ES)		
Average Principal Salary (MS)	\$124,736	\$121,276
Average Principal Salary (HS)	\$138,346	\$133,673
Superintendent Salary	\$236,700	\$210,998
Percent of District Budget		
Teacher Salaries	37%	36%
Administrative Salaries	5%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

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

2014-15 California High School Exit Examination Grade Ten Results by Student Group						
Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	29	25	46	32	43	25
All Students at the School	26	30	44	28	47	24
Male	28	31	41	27	45	28
Female	24	28	48	30	51	20
Black or African American	41	18	41	25	63	13
Asian	25	33	42	25	50	25
Filipino	17	24	59	28	38	34
Hispanic or Latino	33	38	29	37	50	14
White	23	25	51	25	48	27
Two or More Races	15	35	50	18	35	48
Socioeconomically Disadvantaged	52	24	24	45	48	7
English Learners	85	15		69	31	

### 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 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,127	\$1,772	\$6,355	\$78,218
District	◆	◆	\$6,292	\$72,381
State	◆	◆	\$5,348	\$74,908
Percent Difference: School Site/District			1.0	8.1
Percent Difference: School Site/ State			18.8	4.4

\* Cells with ◆ do not require data.

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

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
<b>Students with Disabilities</b>	79	16	5	78	21	1

\* 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			
Saugus High School	2012-13	2013-14	2014-15
English-Language Arts	72	70	74
Mathematics	74	76	72
William S. Hart Union High School	2012-13	2013-14	2014-15
English-Language Arts	68	59	63
Mathematics	69	61	61
California	2012-13	2013-14	2014-15
English-Language Arts	57	56	58
Mathematics	60	62	59

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Saugus High School	2011-12	2012-13	2013-14
Dropout Rate	0.60	0.70	0.80
Graduation Rate	99.07	99.13	98.26
William S. Hart Union High School	2011-12	2012-13	2013-14
Dropout Rate	2.00	1.70	1.10
Graduation Rate	92.97	93.03	95.30
California	2011-12	2012-13	2013-14
Dropout Rate	13.10	11.40	11.50
Graduation Rate	78.87	80.44	80.95

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	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

Completion of High School Graduation Requirements			
Group	Graduating Class of 2014		
	School	District	State
All Students	100.2	88.66	84.6
Black or African American	90.91	78.2	76
American Indian or Alaska Native	100	73.68	78.07
Asian	95.65	96.67	92.62
Filipino	95.45	96.67	96.49
Hispanic or Latino	104.5	81.38	81.28
Native Hawaiian/Pacific Islander	100	87.5	83.58
White	99.4	93.65	89.93
Two or More Races	150	96.61	82.8
Socioeconomically Disadvantaged	97.14	65.81	61.28
English Learners	93.33	71.39	50.76
Students with Disabilities	101.45	79.34	81.36
Foster Youth	--	--	--

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	98.16
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	52.85

2014-15 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

\* Where there are student course enrollments.

### **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, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.