



Canyon High School

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



William S. Hart Union High School District

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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

Welcome Canyon Families to the 2017-18 school year! As we continue on our mission to prepare students for college and a career, we take a moment to reflect on all that we have accomplished last year and push forward onto this year. Canyon High School is now considered a Gold Ribbon School. One area in which led to the distinguishing title was our Computer Science program, one that has shined in just four short years of existence at Canyon High School! This is just one of the career pathways that students can excel in at our school. Other pathways include video production, digital photography, automotive technology, and culinary arts to name a few. It is these areas of study that allow for our students to prepare for life beyond high school.

And while we are busy for preparing our students for the real world, we continue to excel in academics having impressive scores as related to the California Assessment of Student Performance and Progress (CAASPP). Our faculty consistently works to bring our students access to the Common Core State Standards in reading, writing, speaking and listening as well as the mathematical practice standards. We will continue to strive for greatness as we all truly believe that "Your Future Begins Here", so we try to start that beginning off well. To conclude, Canyon High School is a great place to be. As your principal, I will commit to our students, staff and community to continue the great things we are doing here. I look forward to building even more relationships with the Canyon family and am looking forward to a great year!

Go Cowboys!

Jason d'Autremont
Principal
Canyon High School

– MISSION STATEMENT –

Canyon High School

"The Future Begins Here"

Our mission is to develop responsible citizens who have the knowledge, skills, and experience necessary for either beginning post-secondary education or entering the workforce.

– LEARNING OUTCOMES –

CANYON GRADUATES WILL BE . . .

- I. Critical thinkers who ask essential questions, analyze multiple sources, and weigh critical evidence.
- II. Effective communicators who write using precise claims, cohesive structure, and clear points of view.
- III. Creative problem solvers who approach challenges with perseverance and collaborative mindsets.
- IV. Diligent workers who strategically plan and research in order to solve problems conceptually by using models, constructing explanations, and designing solutions.

V. Academically competent individuals who—whether arguing claims from evidence or constructing solutions to problems—obtain, evaluate, and communicate information efficiently and effectively.

VI. Technologically proficient students who ethically use resources to organize, analyze, and present data.

VII. Life-long learners prepared for a variety of post-secondary learning and working environments.

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	579
Grade 10	614
Grade 11	554
Grade 12	496
Total Enrollment	2,243

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	4.3
American Indian or Alaska Native	0.2
Asian	2.1
Filipino	2.9
Hispanic or Latino	50.2
Native Hawaiian or Pacific Islander	0.2
White	36.7
Two or More Races	3.3
Socioeconomically Disadvantaged	36.7
English Learners	13.4
Students with Disabilities	13.7
Foster Youth	0.3

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			
Canyon High School	15-16	16-17	17-18
With Full Credential	91	89	88.4
Without Full Credential	1	3	4
Teaching Outside Subject Area of Competence	0	0	0
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			
Canyon High School	15-16	16-17	17-18
Teachers of English Learners	2	1	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: December 2016	
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 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Algebra - Hart Interactive Adopted 2016 Honors 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 Foundations in Personal Finance - Mathematics for Personal Financial Literacy and Foundations in Person Finance – Ramsey Education Solutions Adopted 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 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 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

Textbooks and Instructional Materials
Year and month in which data were collected: December 2016

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
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>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 – American Government: Continuity and Change – Pearson (CA) Adopted 2006</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Foreign Language	<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>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Health	<p>Lifetime Health - Holt Adopted 2004</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Visual and Performing Arts	<p>Percent of students lacking their own assigned textbook: 0%</p>
Science Laboratory Equipment	<p>N/A</p> <p>The textbooks listed are from most recent adoption: N/A Percent of students lacking their own assigned textbook: 0%</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Canyon High School recently began construction on a new Performing Arts Center (PAC) with a scheduled completion date of 2016. Along with the PAC, we are modernizing the Band and Choir rooms as well. Further renovation on the football/soccer field and track were completed in the summer of 2014 with the addition of a new drainage system, new artificial turf and a new track surface. The softball field was repaired with new grass in the outfield, new fencing around the dugouts and backstop and a new outfield fence has been installed.

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 44 work orders in progress.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 8/8/2017				
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			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
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

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	83	85	67	68	48	48
Math	46	43	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	62	61	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	14.5	25.4	29.8

* 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	598	562	94.0	60.7
Male	305	285	93.4	59.3
Female	293	277	94.5	62.1
Black or African American	24	21	87.5	52.4
Asian	11	10	90.9	80.0
Filipino	21	19	90.5	94.7
Hispanic or Latino	315	300	95.2	50.0
White	205	192	93.7	72.4
Two or More Races	20	19	95.0	73.7
Socioeconomically Disadvantaged	239	231	96.7	43.7
English Learners	89	85	95.5	28.2
Students with Disabilities	69	64	92.8	28.1

* 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	541	532	98.34	85.15
Male	282	278	98.58	79.86
Female	259	254	98.07	90.94
Black or African American	24	23	95.83	73.91
Asian	--	--	--	--
Filipino	19	19	100	89.47
Hispanic or Latino	287	284	98.95	82.04
Native Hawaiian or Pacific Islander	--	--	--	--
White	179	175	97.77	89.71
Two or More Races	21	21	100	95.24
Socioeconomically Disadvantaged	208	202	97.12	80.69
English Learners	95	90	94.74	70
Students with Disabilities	68	65	95.59	35.38
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	541	529	97.78	42.91
Male	281	277	98.58	42.96
Female	260	252	96.92	42.86
Black or African American	25	24	96	25
Asian	--	--	--	--
Filipino	19	19	100	63.16
Hispanic or Latino	286	281	98.25	30.6
Native Hawaiian or Pacific Islander	--	--	--	--
White	179	174	97.21	57.47
Two or More Races	21	21	100	71.43
Socioeconomically Disadvantaged	208	201	96.63	30.35
English Learners	95	89	93.68	14.61
Students with Disabilities	68	64	94.12	9.38
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)

Our Parent Advisory Committee (PAC) meets regularly throughout the school year. Our PAC has teamed up with our Counseling Department to offer informational meetings for students and parents on topics such as financial options for college and NCAA requirements.

We also continue to have joint meetings with Sierra Vista Junior High School to allow parents to speak directly with the principals in an informal environment.

A group for parents of English learners also meets once a quarter for updates and information relating to programs in the community.

Parents are actively involved in numerous booster clubs that support all of our co-curricular activities. Many volunteers join us at ASB events and dances as chaperones.

A way in reaching parents for students who are struggling is a "Steps for Student Success" workshop headed up by our Assistant Principals where students who earned under a 2.0 grade point average during the first quarter came to campus to learn how to better their academic standing.

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

The school safety plan is reviewed annually to secure a safe and healthy learning environment. The plan includes child abuse reporting procedures, dangerous student notification, bullying and cyberbullying, dress code, school site discipline, evacuation procedures, risk management assessment, and crisis management and intervention. The plan is shared with staff before and after scheduled drills to ensure its efficiency. The plan is reviewed and revised annually, and modified to enhance procedures for the release of students in the event of a disaster.

Campus supervisors and school personnel monitor the closed campus before, during, and after school. Visitors must register in the Attendance Office areas before entering the campus. Our Safe School Ambassador program has proven to be a huge asset in keeping the campus a safe environment.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	3.1	1.0	2.6
Expulsions Rate	0.0	0.0	0.1
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	6.0
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	2
Social Worker	
Nurse	1.0
Speech/Language/Hearing Specialist	2
Resource Specialist	2
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+		
	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	29	28	24	20	22	32	19	14	32	46	49	31
Mathematics	29	28	26	4	3	6	6	6	6	9	8	8
Science	30	30	31	12	14	10	16	8	15	39	43	37
Social Science	27	28	25	22	16	19	16	14	30	27	31	14

* 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/.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$10325	2392	7933	81363
District	◆	◆	8020	78175
State	◆	◆	\$6,574	\$82,770
Percent Difference: School Site/District			-1.1	4.0
Percent Difference: School Site/ State			18.7	-1.7

* 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)			
Canyon High School	2013-14	2014-15	2015-16
Dropout Rate	0.5	2.2	0.8
Graduation Rate	98.66	96.84	98.87
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	955
% of pupils completing a CTE program and earning a high school diploma	25
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	25

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	98.22
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	60.98

* 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	2	♦
Foreign Language	2	♦
Mathematics	3	♦
Science	3	♦
Social Science	5	♦
All courses	18	23.8

Completion of High School Graduation Requirements			
Group	Graduating Class of 2016		
	School	District	State
All Students	95.31	81.87	87.11
Black or African American	85.71	64.17	79.19
American Indian or Alaska Native	0	78.57	80.17
Asian	95.45	95.41	94.42
Filipino	94.74	93.78	93.76
Hispanic or Latino	94.83	70.55	84.58
Native Hawaiian/Pacific Islander	100	75	86.57
White	96.96	94.58	90.99
Two or More Races	95.45	91.84	90.59
Socioeconomically Disadvantaged	100	84.39	85.45
English Learners	95.24	54.1	55.44
Students with Disabilities	100	68.25	63.9
Foster Youth	100	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, has 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.