



# Academy of the Canyons

26455 Rockwell Canyon Rd. • Santa Clarita, CA 91355 • (661) 362-3056 • Grades 9-12

Dr. Pete Getz, Principal

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## 2015-16 School Accountability Report Card Published During the 2016-17 School Year



### William S. Hart Union High School District

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#### District Governing Board

Robert P. Hall

Robert Jensen, Jr.

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Carson Batholomew, Student Board  
member

#### District Administration

Vicki Engbrecht

**Superintendent**

Michael Vierra

**Assistant Superintendent, Human  
Resources**

Mike Kuhlman

**Assistant Superintendent,  
Educational Services**

### Principal's Message

Welcome to Academy of the Canyons Middle College High School (AOC), located in the University Center on the Valencia campus of College of the Canyons, Santa Clarita's community college.

Academy of the Canyons Middle College High School (AOC) is a public alternative to the comprehensive high schools in the William S. Hart Union High School District. From its establishment in 2000 to 2009, AOC served grades 11 and 12 with a student population ranging from 175 - 200. In 2009, we merged with the district's Early College High School and expanded to 400 students in grades 9-12. We offer students a unique educational experience that fosters academic and personal success in the high school and college environments.

To ensure successful learning for every student our staff is committed to effective classroom instruction, rigorous curricula, and quality relationships between staff, students, parents, and our college partner. As middle college high school students, our students dual-enroll at AOC and College of the Canyons Community College (COC) to meet educational goals which include high school graduation, college freshmen admission, college transfer, an Associate's Degree, and career certification. On average, students complete one year of transferable college level courses and have the opportunity to earn an Associate's Degree by high school graduation.

AOC and COC have two full-term semesters in the fall and spring. COC holds short-terms during winter and summer. Per COC Board Regulations, grades 9-12 enroll during fall and spring terms; and grades 11th and 12th can enroll during winter and summer. AOC's daily schedule mimics the college's allowing easy access to college classes throughout the day. Classes meet on Mondays/Wednesdays and Tuesdays/Thursdays with Fridays rotating from a MW to TTH schedule. High school classes are either year-long or semester in length. College classes are quarter or semester in length.

Academy of the Canyons received a six year accreditation (2014-2020) from the Western Association of Schools and Colleges WASC.

Academy of the Canyons was recognized as a 2015 National Blue Ribbon School.

Additionally, Academy of the Canyons is a member of the Santa Clarita Valley Chamber of Commerce, the Middle College National Consortium, and the California Coalition for Early/Middle College High Schools.

Dr. Pete Getz, Principal

## About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	83
Grade 10	99
Grade 11	112
Grade 12	101
<b>Total Enrollment</b>	<b>395</b>

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2
American Indian or Alaska Native	0
Asian	19.5
Filipino	11.1
Hispanic or Latino	22.8
Native Hawaiian or Pacific Islander	0
White	39.5
Two or More Races	5.1
Socioeconomically Disadvantaged	8.4
English Learners	0.3
Students with Disabilities	0
Foster Youth	0

## 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			
Academy of the Canyons	14-15	15-16	16-17
With Full Credential	13	13	13
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
William S. Hart Union High School District	14-15	15-16	16-17
With Full Credential	♦	♦	13
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Academy of the Canyons	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

### Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	88.6	11.4
Districtwide		
All Schools	68.2	31.9
High-Poverty Schools	50.2	49.8
Low-Poverty Schools	85.9	14.1

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Textbooks and Instructional Materials Year and month in which data were collected: December 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<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 - Hart Interactive Adopted 2016</p> <p>Geometry - Hart Interactive Adopted 2016</p> <p>Algebra 2 - Hart Interactive Adopted 2016</p> <p>Honors Algebra 2- Houghton Mifflin</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><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>

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

Academy of the Canyons is located in the new University Center on the Valencia campus of College of the Canyons. AOC is a self-contained campus with nine classrooms and one computer lab and teacher and administrative offices inside the building. Student restrooms are also located inside the building. AOC has one full time custodian on campus. A student “plaza” area is located immediately in front of our campus and is a designated space in which high school students can gather, eat, study, and have activities. AOC students continue to enjoy the privilege of having access to all of the facilities on the Valencia campus of College of the Canyons.

Each and every campus within the Wm. S Hart High School District is inspected by an on-site facility person on a daily basis. All deficiencies are reported electronically directly to District Maintenance and are corrected in an expeditious manner. As of 12/19/16 there are no outstanding work orders.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 11/4/16				
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			
<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			
<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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	99	98	62	67	44	48
Math	77	93	43	47	34	36

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

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	94	96	90	77	75	69	60	56	54

\* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	27.2	16	49.4

\* 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	96	96	100.0	89.6
Male	32	32	100.0	90.6
Female	64	64	100.0	89.1
Asian	19	19	100.0	84.2
Filipino	11	11	100.0	81.8
Hispanic or Latino	31	31	100.0	90.3
White	31	31	100.0	93.6

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	110	109	99.1	98.2
Male	11	44	44	100.0	95.5
Female	11	66	65	98.5	100.0
Asian	11	21	21	100.0	95.2
Filipino	11	18	18	100.0	100.0
Hispanic or Latino	11	25	25	100.0	100.0
White	11	40	39	97.5	97.4
Socioeconomically Disadvantaged	11	14	13	92.9	100.0

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2015-16 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	110	109	99.1	92.7
Male	11	44	44	100.0	95.5
Female	11	66	65	98.5	90.8
Asian	11	21	21	100.0	90.5
Filipino	11	18	18	100.0	94.4
Hispanic or Latino	11	25	25	100.0	88.0
White	11	40	39	97.5	97.4
Socioeconomically Disadvantaged	11	14	13	92.9	92.3

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### C. Engagement

#### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2016-17)

The AOC Parent Teacher Student Association (PTSA) is very active on our campus. Parent volunteers are active during registration, student processing, textbook distribution, campus beautification, teacher appreciation, senior activities, graduation, and at other events throughout the year. We welcome parents on our campus any time. We value and appreciate our numerous volunteers.

For more information about volunteering at AOC, please contact our principal, Dr. Pete M. Getz, at (661) 362-3056.

### 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

AOC maintains a safe, healthy, nurturing, and orderly school campus. Two campus supervisors are on staff and are responsible for students on the AOC campus as well as on the college campus. The school safety plan is revised annually each spring and a binder containing the plan is located and easily accessible in every classroom. AOC staff reviews the plan at the first staff meeting of the year. Emergency evacuation and safe mode drills are held once each semester. Along with protocol for evacuation and safe mode, the plan includes procedures for crisis and grief-related situations. In the event of a community emergency, AOC works closely with COC, using the state's Standardized Emergency Management System. AOC staff members are participants in the COC disaster recovery teams and AOC participates in all Hart District and COC sponsored disaster drills. The COC Security Division monitors the AOC campus throughout the day. AOC students have access to all safety procedures on the college campus including student escorts to and from the parking lots for evening classes. COC health services are also available to AOC students.

A copy of the school site safety plan is kept on file in the administrative office. Anyone interested in reviewing the safety document may do so at any time.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	0.0	0.3	0.3
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	2.2	1.5	1.2
Expulsions Rate	0.1	0.1	0.1
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

### D. Other SARC Information

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

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		0
Percent of Schools Currently in Program Improvement		.0

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1.0
Counselor (Social/Behavioral or Career Development)	0.25
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist	
Other	
Average Number of Students per Staff Member	
Academic Counselor	425

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	29	28	28	2	5	5	8	5	5	4	4	4
Mathematics	24			1			5					
Science	23	27	27	2			6	7	7			
Social Science	30	28	28	1	5	5	6	5	5	5	4	4

\* 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**

The Director of Professional Development at the Administrative Center oversees the PD structure for the Wm. S. Hart UHSD. The PD Structure consists of a school site administrator, a school site Literacy Coach and a seven-member school site Professional Development Team. Professional Development for the 15-16 and 16-17 school years focuses on the implementation of the Common Core State Standards. To support teachers in the implementation of the CCSS, the concentration is on building foundational understanding of the Anchor standards for Literacy, Differentiation and Depth of Knowledge. Literacy Coaches at each site provide support to teachers in all content areas as they teach literacy across the curriculum. These Common Core Anchor standards delineate the reading, writing, listening and speaking skills students utilize 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. School site PD teams are responsible for presenting professional learning opportunities to their teachers on PD days, minimum days as well as at staff meetings. On a regular basis, teachers participate in Lesson Study as a means of systematically improving instruction and examining successful teaching strategies to increase student learning. Lesson Study is facilitated at all sites by the site Literacy Coach. ELA teachers have Common Core based instructional guides and common performance tasks to guide instruction and prepare students for the CAASPP. Math content teams are developing pacing guides and designing rigorous curriculum using Engage New York and Spring Board. Science teachers have been exposed to the Next Generation Science Standards and are working to develop new guidelines for the NGSS implementation. Teachers are also provided with the mobile technology and support they need to enhance instruction and increase the use of technology in the classroom.

**FY 2014-15 Teacher and Administrative Salaries**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,577	\$46,184
Mid-Range Teacher Salary	\$70,840	\$75,179
Highest Teacher Salary	\$92,178	\$96,169
Average Principal Salary (ES)		
Average Principal Salary (MS)	\$129,725	\$124,243
Average Principal Salary (HS)	\$143,879	\$137,939
Superintendent Salary	\$234,700	\$217,637
Percent of District Budget		
Teacher Salaries	37%	35%
Administrative Salaries	5%	5%

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

**FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,997	\$1,196	\$6,801	\$74,478
District	♦	♦	\$6,839	\$75,163
State	♦	♦	\$5,677	\$77,824
Percent Difference: School Site/District			-0.6	-0.9
Percent Difference: School Site/ State			19.8	-4.3

\* 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)			
Academy of the Canyons	2011-12	2013-14	2014-15
Dropout Rate	0.00	0.00	0.00
Graduation Rate	99.11	100.00	98.95
William S. Hart Union High School	2011-12	2013-14	2014-15
Dropout Rate	1.70	1.10	1.20
Graduation Rate	93.03	95.30	95.00
California	2011-12	2013-14	2014-15
Dropout Rate	11.40	11.50	10.70
Graduation Rate	80.44	80.95	82.27

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	103
% of pupils completing a CTE program and earning a high school diploma	100
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	40

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	100
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	76.6

\* Where there are student course enrollments.

2015-16 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English		♦
Fine and Performing Arts		♦
Foreign Language		♦
Mathematics		♦
Science		♦
Social Science		♦
All courses		

Completion of High School Graduation Requirements			
Group	Graduating Class of 2015		
	School	District	State
All Students	99	83	86
Black or African American	100	67	78
American Indian or Alaska Native	0	72	78
Asian	100	94	93
Filipino	100	96	93
Hispanic or Latino	100	70	83
Native Hawaiian/Pacific Islander	0	93	85
White	98	94	91
Two or More Races	100	99	89
Socioeconomically Disadvantaged	100	76	66
English Learners	0	56	54
Students with Disabilities	100	69	78

### Career Technical Education Programs

One counselor on campus is designated as the Career Technical Education counselor and participates in all high school district and community college district sponsored activities for Career Technical Education. To date, AOC students have participated in the district-sponsored Job Shadow activity. The 10th grade Advisory class has careers as a main focus of the curriculum. It is through this class that students are exposed to the many and varied career pathways available to them. Many of our students also explore career pathways by enrolling in college courses and Regional Occupation Program opportunities such as Graphic and Multi-Media Design, Welding, Early Childhood Education, Theater and Stagecraft, and Radio, TV and Film.

### 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.