



Canyon High School

19300 West Nadal Street • Canyon Country, CA 91351 • (661) 252-6110 • Grades 9-12

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2013-14 School Accountability Report Card Published During the 2014-15 School Year

Principal's Message



William S. Hart Union High School District

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District Governing Board

Robert P. Hall

Robert Jensen, Jr.

Gloria E. Mercado-Fortine

Joseph Messina

Steven M. Sturgeon

Claire Lee, Student Board member

District Administration

Vicki Engbrecht
Superintendent

Michael Vierra
Assistant Superintendent, Human
Resources

Mike Kuhlman
Assistant Superintendent,
Educational Services

Canyon High School is moving in the right direction when it comes to academics, athletics, and performing arts. Academically, we have expanded our Advanced Placement (AP) program by adding classes such as AP Spanish Literature and a planned addition of AP Computer Science next fall. For students who are struggling, our comprehensive intervention programs have focused on increasing homework completion rates and grade percentages.

In athletics, we have produced recent Foothill League championships in boys' track and field and girls' basketball, and hope to have even more over the next year! If you haven't had the experience of making it out to an athletic event, be sure to bring your entire family and cheer for the Cowboys on the court or field of play. Our new Performing Arts Center is scheduled to be completed in 2016. We look forward to featuring theater performances, choir productions, and band concerts in this beautiful new facility.

At Canyon we schedule regular Parent Advisory Committee meetings where we share information about the Common Core State Standards as well as the New Generation Science Standards. We are also committed to building a vigorous Career Pathways program as we continue to strive to prepare students for life beyond high school.

At Canyon, 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. We believe that students who are ready for college or career are academically competent individuals who possess the ability to think critically, to communicate effectively, and to solve problems creatively. We endeavor to inspire a life-long love of learning so that graduates are prepared to develop goals and use effective learning strategies for post-high school self-improvement.

Along with the extra-curricular activities, we continue to support the Safe School Ambassador program (encourages a safe school environment), Reaching Excellence at College Heights or REACH, (a college preparation program), Yes I Can (a social inclusion program for students with disabilities), and a variety of other programs that provide a wide range of opportunities to our diverse student population.

Jason d'Autremont,
PRINCIPAL

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school at (661) 252-6110.

2013-14 Student Enrollment by Grade Level

Grade Level	Number of Students
Gr. 9	601
Gr. 10	659
Gr. 11	581
Gr. 12	609
Total	2,450

2013-14 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	4.6
American Indian or Alaska Native	0.1
Asian	3.1
Filipino	3.8
Hispanic or Latino	42.6
Native Hawaiian/Pacific Islander	0.2
White	43.1
Two or More Races	2.5
Socioeconomically Disadvantaged	31.9
English Learners	12.5
Students with Disabilities	10.6

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

Canyon High School	12-13	13-14	14-15
Fully Credentialed	91	90	90
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence	1	0	0
William S. Hart Union High School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	787
Without Full Credential	♦	♦	8
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School

Canyon High School	12-13	13-14	14-15
Teachers of English Learners	2	3	3
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

2013-14 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	98.14	1.86
Districtwide		
All Schools	91.26	8.74
High-Poverty Schools	82.70	17.30
Low-Poverty Schools	98.37	1.63

* 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 2014-15)

Textbooks and Instructional Materials

Year and month in which data were collected: January 2015

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<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>Mathematics</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<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>Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Biology - Prentice Hall Adopted 2007</p> <p>Chemistry - Prentice Hall Adopted 2008</p> <p>Physics - Holt Adopted 2002</p>
<p>History-Social Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<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>

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

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Foreign Language The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	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
Health The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Lifetime Health - Holt Adopted 2004

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. 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.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 08/13/14

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]	[]	Several extension cords noted in use. These have been replaced with approved surge protectors. Boxes stored against electrical panels have been moved.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[]	[X]	Several flush valves were noted as leaking, several toilets were loose at the base. Work orders have been processed.
Safety: Fire Safety, Hazardous Materials	[]	[X]	[]	Extension cords were routed through the ceiling. Condition corrected
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	
Overall Rating	Exemplary []	Good [X]	Fair []	Poor []

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; 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.

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		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	60	59	62	70	71	76	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

STAR 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		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	58	57	58	63	65	65	54	56	55
Math	42	38	33	49	48	47	49	50	50
HSS	52	50	55	59	58	59	48	49	49

* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	8	8	7
Similar Schools	9	8	7

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	18.2	24.0	39.0

* 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.

2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced	
	Science (grades 5, 8, and 10)	
All Students in the LEA	76	
All Student at the School	62	
Male	63	
Female	61	
Black or African American	52	
American Indian or Alaska Native		
Asian	61	
Filipino	84	
Hispanic or Latino	53	
Native Hawaiian/Pacific Islander		
White	70	
Two or More Races	70	
Socioeconomically Disadvantaged	46	
English Learners	34	
Students with Disabilities	23	
Students Receiving Migrant Education Services		

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in 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.

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	27	-2	-4
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	32	6	6
Native Hawaiian/Pacific Islander			
White	27	-5	-5
Two or More Races			
Socioeconomically Disadvantaged	50	-1	23
English Learners	57	0	11
Students with Disabilities	45	-13	27

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

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

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 have also begun joint meetings with Sierra Vista Junior High School to allow parents to speak directly with the principals in an informal environment. At the Academic Booster Club (ABC) meetings, parents plan and prepare academic celebrations each school year.

Our School Site Council includes parent representatives who review and approve our School Plan at the beginning of each year.

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.

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

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 was reviewed and revised in 2014, 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	11-12	12-13	13-14
Suspensions Rate	8.2	9.1	2.9
Expulsions Rate	0.3	0.2	0.2
District	11-12	12-13	13-14
Suspensions Rate	5.9	5.7	2.2
Expulsions Rate	0.3	0.1	0.1
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall	No	
Met Participation Rate: English-Language Arts	Yes	
Met Participation Rate: Mathematics	Yes	
Met Percent Proficient: English-Language Arts	No	
Met Percent Proficient: Mathematics	No	
Met API Criteria	Yes	

2014-15 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		0.0

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

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)	0.0
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	1.0
Speech/Language/Hearing Specialist	
Resource Specialist	
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												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
English	28	28	29	29	31	25	7	11	11	50	49	50
Math	31.9	32	31	14	13	17	15	15	12	42	48	47
Science	33.5	31	30	9	11	14	4	10	8	41	46	46
SS	28.9	29	29	14	19	18	10	8	12	29	39	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.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$42,641	\$42,957
Mid-Range Teacher Salary	\$66,275	\$69,613
Highest Teacher Salary	\$84,102	\$89,407
Average Principal Salary (ES)	\$0	
Average Principal Salary (MS)	\$122,936	\$120,526
Average Principal Salary (HS)	\$136,362	\$129,506
Superintendent Salary	\$229,806	\$207,044
Percent of District Budget		
Teacher Salaries	37	37
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 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,554	\$1,829	\$5,725	\$69,566
District	♦	♦	5,900	\$69,425
State	♦	♦	\$4,690	\$72,276
Percent Difference: School Site/District			-3.0	0.2
Percent Difference: School Site/ State			22.1	-3.7

Types of Services Funded at Canyon High School

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

Professional Development provided for Teachers at Canyon High School

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.

2013-14 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	32	26	42	30	42	29
All Students at the School	40	29	32	36	44	20
Male	45	29	26	37	44	18
Female	34	29	37	35	43	21
Black or African American	50	21	29	45	36	18
American Indian or Alaska Native						
Asian	30	30	40	35	30	35
Filipino	16	32	53	16	58	26
Hispanic or Latino	51	29	20	45	43	11
Native Hawaiian/Pacific Islander						
White	29	30	41	29	45	26
Two or More Races	36	24	40	21	42	38
Socioeconomically Disadvantaged	57	24	18	47	44	9
English Learners	78	15	7	63	35	2
Students with Disabilities	78	17	5	80	17	3
Students Receiving Migrant Education Services						

* 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			
Canyon High School	2011-12	2012-13	2013-14
English-Language Arts	63	58	60
Mathematics	67	66	64
William S. Hart Union High School	2011-12	2012-13	2013-14
English-Language Arts	68	68	59
Mathematics	69	69	61
California	2011-12	2012-13	2013-14
English-Language Arts	56	57	56
Mathematics	58	60	62

* 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.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2013		
	School	District	State
All Students	95.78	91.17	84.56
Black or African American	91.67	81.90	75.90
American Indian or Alaska Native	100.00	83.33	77.82
Asian	96.43	97.95	92.94
Filipino	100.00	94.84	92.20
Hispanic or Latino	94.93	85.55	80.83
Native Hawaiian/Pacific Islander	100.00	100.00	84.06
White	96.01	95.21	90.15
Two or More Races	200.00	94.64	89.03
Socioeconomically Disadvantaged	117.33	91.86	82.58
English Learners	82.69	70.79	53.68
Students with Disabilities	90.48	80.16	60.31

Dropout Rate and Graduation Rate			
Canyon High School	2010-11	2011-12	2012-13
Dropout Rate (1-year)	2.7	2.0	1.4
Graduation Rate	95.88	95.50	98.10
William S. Hart Union High School	2010-11	2011-12	2012-13
Dropout Rate (1-year)	2.6	2.0	1.7
Graduation Rate	93.85	92.97	93.03
California	2010-11	2011-12	2012-13
Dropout Rate (1-year)	14.7	13.1	11.4
Graduation Rate	77.14	78.87	80.44

2013-14 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English	5	♦
Fine and Performing Arts		♦
Foreign Language	4	♦
Mathematics	6	♦
Science	9	♦
Social Science	14	♦
All courses	38	0.6

* Where there are student course enrollments.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2013-14 Enrollment in Courses Required for UC/CSU Admission	73.87
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	54.05

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	942
% 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	

Career Technical Education Programs

The Wm. S. Hart Union High School District, in collaboration with the Santa Clarita Community College District, has introduced 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.