

Hacienda La Puente Unified School District

2014-2015 NCLB Annual Report

Published in the 2015-2016 School Year

A District and State-wide Comparative Report of Student Progress and Proficiency

This report provides District and State level reporting of student proficiency and progress towards meeting established proficiency standards as required by the federal No Child Left Behind Act. Detailed information about our schools is included in individual School Accountability Report Cards prepared for each school. You may obtain an Annual School Report Card from the district or school offices, or by visiting our website at www.hpschools.org.

Title I Funding and School Status

Title I funding plays a critical role in the landmark education act popularly known as No Child Left Behind (NCLB). Title I resources are used to support additional teaching staff and programs to meet the needs of low-income, low-achieving students and other designated students with special needs. Information regarding a school's Title I designation assists parents and the school community in understanding the impact NCLB will have on their child's school. Any school receiving Title I funding is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals.

There are two types of Title I status: Schoolwide and Targeted Assistance. Schoolwide Title I schools use federal funds for school-wide improvement of student achievement; Targeted Assistance schools use federal funds to help only those students meeting program criteria. Hacienda La Puente Unified School District has 24 Title I schools.

NCLB requires an annual evaluation of student performance both school-wide and by specific subgroups within the student population. A profile of the district's enrollment, as defined by these subgroups, is provided to create an appropriate context for evaluating the overall success of the school's educational program. Enrollment information by school site can be found in each school's School Accountability Report Card.

Enrollment by Ethnic Group	
2014-15	
	Percentage
African American	1.0%
American Indian	0.1%
Asian	12.3%
Filipino	1.8%
Hispanic or Latino	80.2%
Pacific Islander	0.3%
White	3.6%
Two or More	0.6%
None Reported	0.01%



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Federal Intervention Program (School Year 2015-16)

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Federal Intervention Programs	
	District
Program Improvement (PI) Status	In PI
First Year in PI	2010-2011
Year in PI (2015-16)	Year 3
# of Title I Schools Currently in PI	17
% of Title I Schools Identified for PI	50.0%

California Standards Test (CST) - Science

The California Standards Test (CST), a component of the CAASPP Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in science (for grades 5, 8, and 10), for the most recent three-year period. The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

For detailed information regarding the results for each grade and performance level, see the CDE CAASPP Results Web site at <http://caaspp.cde.ca.gov/caaspp2015/Index.aspx>.

California Standards Test Percentage of Students Meeting or Exceeding State Standards						
Subject	District			State		
	2013	2014	2015	2013	2014	2015
Science (Grades 5, 8, and 10)	64	64	62	59	60	56

California Assessment of Student Performance and Progress (CAASPP)

California EC Section 60640 authorized the replacement of the Standardized Testing and Reporting (STAR) Program with a new assessment program, referred to as the CAASPP. All students in grades three through eight and eleven were assessed using computer-based tests in English/Language Arts and Mathematics; students in grades five, eight, and ten were also tested in Science. Science assessments were paper-based and included California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Students receive an overall score for each subject, ranging from 2,000 to 3,000. Overall scores are reported within one of four levels:

- Performance Level 1: Standard not met - Needs substantial improvement for success in future coursework.
- Performance Level 2: Standard nearly met - May require further development for success in future coursework.
- Performance Level 3: Standard met - Demonstrates progress toward mastery.
- Performance Level 4: Standard exceeded - Demonstrates advanced progress toward mastery.

ELA results include information about the students' performance in the areas of reading, writing, listening, and research. Reports of mathematics results include information about students' performance in problem solving, using concepts and procedures, and communicating mathematical reasoning.

The table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English Language Arts/Literacy (grades 3-8 and 11) and Math (grades 3-8 and 11).

California Assessment of Student Performance and Progress		
Percent of Students Meeting or Exceeding the State Standards		
Subject	District	State
English Language Arts/Literacy (Grades 3-8 and 11)	46	44
Mathematics (Grades 3-8 and 11)	31	33

California High School Exit Exam (CAHSEE) Results for Grade Ten Students (School Year 2014-15)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English/Language Arts section and a Math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The table displays the percent of students achieving at the Proficient or Advanced level for the past three years. **Note: The score a student must achieve to be considered Proficient as reported in the SARC is different than the passing score for the state's graduation requirement.**

CAHSEE By Subject for All Grade Ten Students						
	2012-13		2013-14		2014-15	
	District	State	District	State	District	State
English	55	57	41	56	59	58
Mathematics	56	60	46	62	60	59

Completion of High School Graduation Requirements - Class of 2014

This table displays, by student group, the number of students who were a part of the school's most recent graduating class for which CDE has available data and meet all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption. **Data from the 2013-14 school year is the most recent data available from the CDE.**

Completion of High School Graduation Requirements		
	District	State
All Students	85.6%	84.6%
African American/Black	78.3%	76.0%
American Indian	100.0%	78.1%
Asian	91.9%	92.6%
Filipino	88.0%	96.5%
Hispanic or Latino	84.8%	81.3%
White	81.0%	89.9%
Two or More Races	85.7%	82.8%
English Learners	28.5%	50.8%
Socioeconomically Disadvantaged	87.5%	81.4%
Students with Disabilities	45.3%	61.3%

Professional Development

Professional development within the District addresses the individual needs of teachers as well as broader school concerns. For the past three years, there have been no districtwide staff development days, but the district has offered after-school workshops, inservices, summer institutes, and professional conferences with guest speakers and consultants. These are methods by which professional development is provided.

In HLPUSD, we lead Professional Development (PD) in all content areas using a variety of models, such as pull-out, push-in, PLC, Staff Meetings, and more. PD includes, but is not limited to: ELA, ELD across all content, Math, Science, Social Studies, Technology, Transitional Kindergarten, PE, Visual and Performing Arts, Assessment, Structured Collaboration, TEAL, Modern/Foreign Language, Moderate/Severe Strategies, PBL, Rigorous Reading with Doug Fisher, School Loop Webpage Design, Next Generation Science Standards, STEM, STEAM, HMH Math Textbook Training, AERIES Attendance and Report Card, Literature Circles, Feedback Writing, Units of Study, Restorative Justice, LGBTQ, Google Apps for Education, Feedback on Student Writing, Complex Texts, Literacy Across Content, RtI/Autism/ADHD, Performance Tasks and Rubrics, Social Studies Democracy, CCGI, and Structured Collaboration.

We also conduct PD through team teaching, modeling lessons, and Instructional Walk Throughs with feedback.

Teacher Assignment

Hacienda La Puente Unified School District recruits and employs qualified credentialed teachers who meet all credential requirements in accordance with State of California guidelines. Parents can look up the credentials of an individual teacher at the California Commission on Teacher Credentialing website: <http://www.ctc.ca.gov/>.

Teacher Credential Status	
	District
	15-16
Fully Credentialed	782
Without Full Credentials	3
Teaching Outside Subject Area of Competence (with full credential)	105

Highly Qualified Teachers (School Year 2014–15)

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified." Minimum qualifications include:

- Possession of a Bachelor's Degree
- Possession of an appropriate California teaching credential
- Demonstrated competence in core academic subjects

For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
District	98.1%	1.9%
High-Poverty Schools in District	98.1%	1.9%
Low-Poverty Schools in District	100.0%	0.0%

Suspensions & Expulsions

Hacienda La Puente Unified School District annually provides a Student Conduct Code for each of its sites. The table displays the percentage of suspensions and expulsions in the District and throughout the state. Expulsions occur only when required by law or when all other alternatives have been exhausted.

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	12-13	13-14	14-15	12-13	13-14	14-15
District	3.6%	3.6%	3.5%	0.1%	0.1%	0.1%
State	5.1%	4.4%	3.8%	0.1%	0.1%	0.1%

Types of Services Funded (Fiscal Year 2014–15)

For the 2013-14 school year, the district received federal and state aid for categorical, special education, and other support programs including:

- Class Size Reduction
- Economic Impact Aid
- Educational Technology Assistance Grants
- Gifted and Talented Pupils
- Home-to-School Transportation
- Instructional Materials
- Peer Assistance and Review Program
- Regional Occupational Program
- Safe and Drug Free Schools Program
- Special Education
- Staff Development
- Tenth Grade Counseling
- Title I Program
- Vocational and Applied Technology Education Act

Teacher & Administrative Salaries (Fiscal Year 2013-14)

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2013-14 school year. This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website.

Average Salary Information		
Teachers - Principal - Superintendent		
2013-14		
	District	State
Beginning Teachers	\$46,330	\$43,062
Mid-Range Teachers	\$71,523	\$67,927
Highest Teachers	\$89,078	\$87,811
Elementary School Principals	\$109,637	\$110,136
Middle School Principals	\$113,900	\$115,946
High School Principals	\$129,270	\$124,865
Superintendent	\$199,213	\$211,869
Salaries as a Percentage of Total Budget		
Teacher Salaries	34.0%	39.0%
Administrative Salaries	6.0%	5.0%

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).