

Hacienda La Puente Unified School District
"Where Every Student Excels"

La Puente High School

2014-2015 School Accountability Report Card

Published in the 2015-2016 School Year

15615 East Nelson Avenue • La Puente, CA 91744 • (626) 934-6700

Grades Nine through Twelve

CDS Code: 19-73445-1934801

School Administration

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Hacienda La Puente Unified School District

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SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC) by February 1st 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 a 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 webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA websites.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

District Mission Statement

The Hacienda La Puente Unified School District is a community committed to developing lifelong learners who value themselves and the diversity of all people; apply decision-making skills leading to responsible actions; and use creativity, critical thinking, and problem-solving in meeting the challenges of a changing society.

Principal's Message

This is the twenty-seventh School Report, as established by the people of California with the passage of Proposition 98. The intent of this report is to give the public an overall look at the program and performance of La Puente High School. I am pleased to make this information available to our community.

La Puente High School is committed to supporting all students in a rigorous standards based curriculum through a collaboration of students, parents and staff. Through a variety of professional learning communities, parents, students and staff collaborate together to make learning relevant, rigorous and meaningful to our students. It is through this collaborative process that we believe that our students will be prepared for post-secondary education and have the skills necessary to enter the workforce of the 21st Century.

We recognize that in order for our students to be successful in a Global Economy we must hold our standards high and support the students with their individual needs so that they continue to grow academically. La Puente High School has been recognized for their academic achievement by the College Board for their Advanced Placement Program; Newsweek Magazine as one of the top 2000 High Schools in America; and Newsweek Daily Beast has recognized us as one of America's top High schools. Together with the Community's support we are ready to take on the challenge of making every student successful.

Vision Statement

Helping all students grow academically through community, rigor, relevance and accountability:

1. Community: A personalized atmosphere empowers people to collaborate and work together toward academic success that promotes student achievement at the highest levels.
2. Rigor: Every classroom supporting our LEARN philosophy (L- learning objective reviewed daily; E- engagement of all students; A- actively monitor instruction bell to bell; R- rigorous instruction & high expectations; N- neat, safe, and inviting learning environment).
3. Relevance: Student work is reflective of the State standards and relevant to the lives of our students; curriculum is designed to be meaningful and connected to our student's future.
4. Accountability: Students and staff measure their performance through a process of self-reflection and evaluation.

Community & School Profile (School Year 2015-16)

The Hacienda La Puente Unified School District is the largest school district in the San Gabriel Valley, serving approximately 80,000 students; 20,000 pre-K-12 and 30,000 adult education students at two main facilities and 32 satellite sites. The District also has the largest correctional education program in the nation, serving an additional 33,000 students at eight correctional facilities throughout Los Angeles County. The 11.5 square mile District serves the diverse communities of City of Industry, Hacienda Heights, La Puente and portions of Valinda and West Covina.

The District includes 17 elementary schools, six K-8 schools, four middle schools, four comprehensive high schools, one alternative high school, an orthopedic unit for the physically handicapped, and an extensive child development and adult education program. The District also maintains an Administration Center, an Instructional Services Center, a Multilingual Assessment Center, a Professional Library, and a Curriculum Lab.

La Puente High School lies in the northwestern section of the City of La Puente and operates on a traditional school calendar. The school is committed to providing a strong instructional program for all students to ensure excellence in education. Opportunities for enrichment and/or remediation is provided by teachers within the scope of their daily lessons.

School Enrollment (School Year 2014-15)

During the 2014-15 school year, the school served 1,403 students in grades nine through twelve. The charts display school enrollment broken down by grade and student group.

Enrollment Trend by Grade Level

	2012-13	2013-14	2014-15
9th	409	346	328
10th	416	403	331
11th	396	397	374
12th	373	375	370

Enrollment by Student Group

2014-15	
	Percentage
Black or African American	1.1%
American Indian or Alaska Native	0.1%
Asian	1.4%
Filipino	1.1%
Hispanic or Latino	94.6%
Native Hawaiian or Pacific Islander	0.4%
White	1.1%
Two or More Races	0.2%
English Learners	9.3%
Socioeconomically Disadvantaged	89.3%
Students with Disabilities	8.1%
Foster Youth	2.4%

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.

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, and 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/>.

Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 39 percent or less.

NCLB Compliant Teachers

	% of Core Academic Courses Taught By Highly Qualified Teachers	% of Core Academic Courses Taught By Non-Highly Qualified Teachers
School	100.0%	0.0%
All Schools in District	98.1%	1.9%
High-Poverty Schools in District	98.1%	1.9%
Low-Poverty Schools in District	100.0%	0.0%

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

	School			District
	13-14	14-15	15-16	15-16
Fully Credentialed	57	54	51	782
Without Full Credentials	1	0	0	3
Teaching Outside Subject Area of Competence (with full credential)	0	6	6	105

Misassignments refer to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

Misassignments/Vacancies

	13-14	14-15	15-16
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	3

Instructional Materials (School Year 2015-16)

Hacienda La Puente Unified School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program. Hacienda La Puente Unified School District held a Public Hearing on September 24, 2015, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment, pursuant to the settlement of *Williams vs. the State of California*. All textbooks and instructional materials used within the District are aligned with the Common Core State Standards.

All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects and foreign languages for use in the classroom and to take home. Instructional materials for grades K-8 are selected from the State's most recent list of standards-based materials; for grades 9-12, all materials have been approved by the Board of Education.

Hacienda La Puente Unified School District follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language and visual and performing arts. District textbook review and adoption activities occur the year following the State's adoption. The table displays information collected in November 2015 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school. The District does not have a formal textbook adoption for Health or for Visual and Performing Arts.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
9th-12th	Foreign Language	Cheng & Tsui	2005	Yes	0.0%
9th-12th	Foreign Language	Holt, Rinehart & Winston	2006	Yes	0.0%
9th-12th	Foreign Language	Pearson	2014	Yes	0.0%
9th-12th	History/Social Science	Bedford/St. Martin	2011	Yes	0.0%
9th-12th	History/Social Science	Houghton Mifflin	2006	Yes	0.0%
9th-12th	History/Social Science	McDougal Littell	2003	Yes	0.0%
10th-12th	History/Social Science	Prentice Hall	2005	Yes	0.0%
9th-12th	Mathematics	Glencoe	2004	Yes	0.0%
9th-12th	Mathematics	Houghton Mifflin	2015	Yes	0.0%
9th-12th	Mathematics	McDougal Littell	2008	Yes	0.0%
10th-11th	Mathematics	McDougal Littell	2005	Yes	0.0%
10th-12th	Mathematics	Pearson/Addison Wesley	2004	Yes	0.0%
9th-12th	Reading Language Arts	Hampton Brown	2008	Yes	0.0%
9th-12th	Reading Language Arts	Holt	2003	Yes	0.0%
9th-12th	Science	Pearson	2005	Yes	0.0%
9th-12th	Science	Prentice Hall	2002	Yes	0.0%
9th-12th	Science	Prentice Hall	2005	Yes	0.0%
9th-12th	Science	W.H. Freeman	2002	Yes	0.0%

School Facilities (School Year 2015-16)

La Puente High School provides a safe, clean environment for students, staff, and volunteers. The school is situated on 42 acres. School facilities were built in 1935, with additions built in 1950, 1955, 1960, and 1963. They span nearly 205,000 square feet and include the multi-purpose room, library, gymnasium, staff room, office, and classrooms. Renovations of the science lab were completed in August 2011 and floors were repaired in 2014. Improvements include repairs to the roof of the 200 building, campus lighting, carpet replacement in two classrooms, painting of the school and gym, as well as perimeter fencing to the south side of the school. The facility strongly supports teaching and learning through its ample classroom and recreational space.

Maintenance and Repair

Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process and Schedule

The District has adopted cleaning standards for all schools in the District. A summary of these standards is available at the school office or at the District office. Currently all schools are on a daily cleaning schedule. The site administration team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

The chart displays the results of the most recent facilities inspection at the school. Facilities information was collected in January 2016.

School Facility Conditions				
Date of Last Inspection: 10/11/2015				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior		X		Counselor's Office #2, Records Room, Records Room #2: Ceiling tiles missing and hanging from ceiling. Weight Room: Stained ceiling tiles, missing ceiling tiles, walls need to be painted. Rm 18: Ceiling tiles stained, paint torn off ceiling. Guidance Office, Rm 43, Mail Room, Trophy Case Area, Rm 203, 8, 22: Ceiling tiles stained. Counselor Office, The Oak Room, Rms 110, 109, 106, 105, 116, 115, 114, 113, 112, 111, 1, 3, 9, 11: Missing ceiling tiles. Front Office, Rm 13: Ceiling tiles loose on ceiling. Principal's Office: Ceiling tiles falling out of ceiling and stained, carpet really torn up, big flakes of paint coming off wall. Rm 107: Ceiling tiles missing, raw block where bulletin boards have been removed. Work Room by A-30: Ceiling tiles missing stained. T-1: Ceiling tiles missing and many hanging from ceiling. T-3: Ceiling tiles missing and falling from ceiling. Rm 7, 10: Missing ceiling tiles and some hanging from ceiling. Career Center: Hole in ceiling tiles. Rm 210: Ceiling tiles broken and stained. Rm 212: Ceiling tiles broken. Custodial Bldg 202 North: Ceiling stained. T-2: Ceiling tiles missing and hanging down from ceiling. (Work orders submitted.)
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			T-3: Room very cluttered to the point where it could be a fire hazard. T-2: Very cluttered and dirty. (Work orders submitted.) Custodial Bldg 202 North: Bird poop on ducts and roll up doors. (Work order submitted.)
Electrical	X			Rm A-40: Lights don't work. Rm 54, Band Room, Rm 52: Light covers missing. (Work orders submitted.)
Restrooms/Fountains	X			Foyer in Gym: Knob on drinking fountain broken. Weight Room: Drinking faucet broken. Women's RR in Gym: Sink broken. Boys RR in Two-story Bldg: Two sinks broken in RR. Band Room Sink: Drinking fountain does not work; handle on one of the faucets is missing. (Work orders submitted.)
Safety (Fire Safety, Hazardous Materials)	X			Rm 19: Fire extinguisher not hung up. Rm 42: No fire extinguisher holder. Rm 44, Book Storage in Rm 61 #2, Reading Lab, Rm 41, 209: No fire extinguisher. Rm 30: Have one fire extinguisher, missing one. Rm 110: No tag on fire extinguisher. Rm 117: Two fire extinguishers are hung up but one is not. Rm 119: Fire extinguisher was never brought back to room as per teacher; she reported it at the beginning of the year. Rm 120: Fire extinguisher missing on hallways between Rms 119 and 120. Rm 122: Missing fire extinguisher. Rm 203: Fire extinguisher bracket is not the correct one for the fire extinguisher. Rm 111: Fire extinguisher bracket needs to be mounted, very loose on the wall. Library: Missing fire extinguisher in back storage area of library. T-3: Fire extinguisher not hung up. Career Center, Rm 208: Fire extinguisher not hung up. Rm 211: Fire extinguisher holder broken. T-2: Paint (12) gallon of paint in the room, gas can, and propane tanks. (Work order submitted.)
Structural (Structural Damage, Roofs)	X			Pool Area: Blocks on edge of pool missing. Varsity Baseball Field: Hole in dugout wall, visitor's dugout - hole in wall, hole in nets. Storage Room off of Room 60: Walls damaged. Tennis Courts by Football Field: Uneven surfaces on tennis courts and cracks all over tennis court. Tennis Courts on SE Side: Various cracks on tennis court. (Work orders submitted.)
External (Grounds, Windows, Doors, Gates, Fences)	X			Basketball Courts by Kitchen: Basketball nets missing and some of them torn. Rm 54: Numbers on outside of bldg was never put back up after contractors completed painting. (Work orders submitted.)

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 predecessor the Standardized Testing and Reporting Program); 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.

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 first 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	School	District	State
English Language Arts/Literacy (Grades 3-8 and 11)	60	46	44
Mathematics (Grades 3-8 and 11)	22	31	33

The following table displays information on student achievement at each performance level in English/Language Arts and Mathematics for the school by student groups for grade eleven.

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: A student is defined as socioeconomically disadvantaged if the student was eligible for the free or reduced-price lunch program (also known as the National School Lunch Program or NSLP), migrant, foster youth or homeless, or neither of the student's parents was a high school graduate.

California Assessment of Student Performance and Progress - Grade 11													
Student Groups	English-Language Arts								Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level				Number Tested	Percent Tested	Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	357	344	96.4	12	26	41	19	344	96.4	42	33	18	4
Male	357	174	48.7	17	27	38	16	172	48.2	44	33	17	3
Female	357	170	47.6	8	25	45	22	172	48.2	41	33	19	5
Black or African American	357	2	0.6	--	--	--	--	2	0.6	--	--	--	--
Asian	357	4	1.1	--	--	--	--	4	1.1	--	--	--	--
Filipino	357	5	1.4	--	--	--	--	5	1.4	--	--	--	--
Hispanic or Latino	357	327	91.6	12	27	42	18	327	91.6	41	34	18	4
Native Hawaiian or Pacific Islander	357	1	0.3	--	--	--	--	1	0.3	--	--	--	--
White	357	4	1.1	--	--	--	--	4	1.1	--	--	--	--
Two or More Races	357	1	0.3	--	--	--	--	1	0.3	--	--	--	--
Socioeconomically Disadvantaged	357	147	41.2	13	31	36	19	148	41.5	45	32	16	3
English Learners	357	27	7.6	56	33	7	0	28	7.8	68	7	0	0
Students with Disabilities	357	22	6.2	41	45	5	0	22	6.2	95	0	0	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	School			District			State		
	2013	2014	2015	2013	2014	2015	2013	2014	2015
Science (Grades 5, 8, and 10)	34	39	39	64	64	62	59	60	56

California Standards Test Percentage of Students Meeting or Exceeding State Standards	
Subgroups	
Subject	Science
District	62
School	39
Hispanic or Latino	39
Males	43
Females	36
Socioeconomically Disadvantaged	39
Students with Disabilities	7
*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.	

College Preparation

La Puente High School offers college-bound students many opportunities to get a head start on their future. College preparation activities and programs are part of the school curriculum. College workshops are held for both students and parents both within the academic day and in the evening to support families in the college application process. Through a partnership with Cal State Fullerton, students may participate in a dual enrollment program to earn college and high school credit. Many courses are also articulated with Mt. San Antonio college where students can obtain additional college credit for courses taken at La Puente High School. Programs such as Upward Bound help prepare and support students in their college preparation.

La Puente High School students also have an opportunity to receive support from the Posse Foundation. Posse identifies public high school students with extraordinary academic and leadership potential who may be overlooked by traditional college selection processes. Posse partner colleges and universities award Posse Scholars four-year, full tuition leadership scholarships. In 2014-15, five La Puente High School students received this prestigious honor, one on provisional acceptance with his college of choice. The school has continued to increase the number of students attending college with 92% of the 2013 graduating class attending either a four year university or community college.

Students at La Puente High School are encouraged to take an a-g course of study and participate in college preparation workshops. To help prepare for entrance exams La Puente High is now an ACT test site. All students must pass each required course with a grade no lower than "C" each semester.

The chart illustrates the proportion of UC/CSU required courses taken and successfully completed in relation to the number of course enrollments (sum of total enrollment in all classes).

UC/CSU Course Enrollment	
	Percentage
Students Enrolled in Courses Required for UC/CSU Admission (2014-15)	99.4%
Graduates Who Completed All Courses Required for UC/CSU Admission (2013-14)	36.0%

* Duplicated Count (one student can be enrolled in several courses).

Workforce Preparation (School Year 2014-15)

It is the goal of La Puente High School that students understand the importance of academic subjects and experience how employees apply subject learning to work situations. Subsequently, the school offers its students small learning communities in the areas of Law Enforcement, Engineering, Health & Performing Arts (Instrumental Music, Choral Dance & Drama). The school's programs focus on preparing students to think conceptually, communicate effectively, and apply skills in real-world contexts. Curriculum and instructional strategies that foster critical thinking, problem solving, leadership, and academic skills are consistently taught to the students to ensure work-readiness skills. Students may contact their Counselors for more information regarding career pathways.

Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. Counselors expose students to a broad array of career opportunities and facilitate the selection of a career path based on individual interests, goals, strengths, and abilities. Students may participate in career workshops and career days. There is also a career component embedded in the school curriculum.

Career preparation courses offered on-campus at La Puente High School include:

- Accounting I
- Beginning & Advanced Robotics
- Criminal Justice & Forensic Science
- First Responder
- Graphic Arts
- Manufacturing Technology
- Medical Office
- Performing Arts in the areas of Drama/Speech, Dance and Instrumental Music
- Pre-Engineering
- Sports Health Medicine

All career preparation courses satisfy the District's graduation requirements and incorporate State CTE standards. Courses are evaluated through career student organizations, grades, and placement of employment. For more information on ROP and CTE courses, please contact Dr. Tami Pearson or Ellen Stipo at (626) 933-1000.

Career Technical Education Participation (School Year 2014-15)

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Enrollment & Program Completion in Career/ Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)

Question	Response
How many of the school's pupils participated in CTE programs?	378
What percentage of the school's pupils completed a CTE program and earned a high school diploma?	37.0%
What percentage of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	23.0%

State Priority: Other Pupil Achievement

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority:

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

Physical Fitness (School Year 2014-15)

In the spring of each year, La Puente High School is required by the State to administer a physical fitness test to all students in ninth grade. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. This table displays by grade level the percent of students meeting fitness standards (scoring in the "healthy fitness zone" on all six fitness standards) for the most recent testing period. Detailed information regarding this test may be found at the CDE website at <http://www.cde.ca.gov/ta/tg/pf/>.

Percentage of Students in Healthy Fitness Zone 2014-15

Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	33.4%	42.8%	3.2%

California High School Exit Examination (CAHSEE) Results for All 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 score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement.

The first table displays the percent of students achieving at the Proficient or Advanced level for the past three years. The second table displays the percent of students, by group, achieving at each performance level in English/Language Arts and Math separately for the most recent testing period.

CAHSEE By Subject for All Grade Ten Students									
	2012-13			2013-14			2014-15		
	School	District	State	School	District	State	School	District	State
English	46	55	57	47	41	56	53	59	58
Mathematics	46	56	60	52	46	62	53	60	59

CAHSEE By Student Group for All Grade Ten Students						
	English			Mathematics		
	% Not Proficient	% Proficient	% Advanced	% Not Proficient	% Proficient	% Advanced
All Students	41	25	34	40	39	21
District						
All Students	47	25	28	47	40	13
School						
Male	53	27	20	49	34	17
Female	41	23	36	45	46	9
Hispanic or Latino	47	25	28	47	40	13
English Learners	96	4	0	93	7	0
Socioeconomically Disadvantaged	47	25	28	45	42	13
Students with Disabilities	89	7	4	96	4	0

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 school site.

Parent & Community Involvement (School Year 2015-16)

Parents and the community are very supportive of the educational program at La Puente High School as shown by a continual increase in the number of parent programs offered and number of parents attending. Numerous programs and activities are enriched by the generous contributions made by the booster clubs and various local businesses. A cornerstone of our parent support programs is the monthly Parent Coffee Nights and parent education workshops.

Contact Information

Parents who wish to participate in La Puente High School leadership teams, school committees, school activities, or become volunteers may contact the school office at (626) 934-6700.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Completion of High School Graduation Requirements - Class of 2014

Students in California public schools must pass both the English/Language Arts and Mathematics portions of the California High School Exit Exam (CAHSEE) to receive a high school diploma. For students who began the 2013-14 school year in the twelfth grade, the table displays the percent of students who met all State and local graduation requirements, including having passed both portions of the CAHSEE or received a local waiver or State exemption. Detailed information about the CAHSEE can be found at the CDE website at <http://www.cde.ca.gov/ta/tg/hs>.

Completion of High School Graduation Requirements			
	School	District	State
All Students	92.8%	83.2%	84.6%
African American/Black	100.0%	60.0%	75.9%
Asian	92.9%	90.5%	92.9%
Filipino	100.0%	87.1%	92.2%
Hispanic or Latino	92.6%	82.1%	80.8%
Pacific Islander	100.0%	100.0%	84.1%
White	100.0%	84.8%	90.2%
English Learners	38.8%	35.5%	53.7%
Socioeconomically Disadvantaged	96.8%	86.0%	82.6%
Students with Disabilities	94.9%	51.5%	60.3%

Dropout & Graduation Rates (Four-Year Cohort Rate)

Regular attendance, punctuality, and promptness at La Puente High School are necessary parts of the learning process and are critical to academic success. School districts receive financial support from the State for the education of the students they serve based on how many students attend each day. Attendance, tardiness, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities including notification of when and why students are absent.

Regular daily attendance is a priority at La Puente High School. School attendance is monitored closely by the attendance clerk and school principal. The parents of students with excessive absences are required to meet with the administration to develop a plan to improve daily attendance. If the attendance does not improve the student and parent are referred to the District's School Attendance Review Board (SARB).

Hacienda La Puente Unified School District's School Attendance Review Board (SARB) is composed of parents, representatives from the District, and members of the community, including representatives from law enforcement, welfare, probation, and mental health agencies. Students are referred to SARB when they have persistent attendance and behavior problems in school, and when the normal avenues of classroom, school, and District counseling are not effective. The members of the SARB, the referred students, and their parents or guardians meet regularly to evaluate the student's situation and recommend alternative solutions to alleviate circumstances that contribute to specific truancy, attendance, or behavior problems.

Intervention programs that promote attendance and reduce dropout rates include: Saturday School, SARB, SART, After-school Interventions, and Student Study Teams.

The table displays the school's dropout and graduation rates for the past three years. Data from the 2014-15 school year was not available at the time of publication.

Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in the table.

	Graduation & Dropout Rates					
	Dropout			Graduation		
	11-12	12-13	13-14	11-12	12-13	13-14
School	1.9%	3.3%	2.5%	97.2%	95.3%	96.6%
District	7.0%	7.6%	6.0%	89.7%	88.4%	90.1%
State	13.1%	11.4%	11.5%	78.9%	80.4%	81.0%

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.

Discipline & Climate for Learning

Hacienda La Puente Unified School District annually provides a Student Conduct Code for each of its schools which is supplemented by a set of behavioral standards developed by La Puente High School. The program establishes guidelines to provide students with a meaningful, productive, and enjoyable school experience. Appropriate behavior is encouraged through praise and motivational incentives, as well as assertive discipline and conflict resolution tools to further develop personal growth.

Students at La Puente High School are guided by P.R.I.D.E., a positive support program that promotes respect, cooperation, courtesy, and acceptance of others. The school's discipline philosophy promotes a safe school, a warm, friendly classroom environment, and demonstrates that good discipline is a solid foundation on which to build an effective school.

The goal of La Puente High School's discipline program is to provide students with opportunities to learn self-discipline through a system of positive interventions and staff support. Parents and students are informed of discipline policies at the beginning of each school year through the Parent/Student Handbook, bulletins, phone calls using School Messenger and Parent Coffee Night events. Students who exemplify characteristics of good behavior are rewarded during classroom presentations, school-wide rallies and through Renaissance (Warrior of the week).

The table displays the percentage of suspensions and expulsions at the school, 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
School	5.6%	5.9%	5.6%	0.4%	0.1%	0.3%
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%

Safe School Plan (School Year 2014-15)

Safety of students and staff is a primary concern of La Puente High School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire drills are conducted no less than twice every school year and earthquake drills are held each semester. During lunch, recesses, and before and after school, a campus patrol officer and security guards supervise students and school grounds, including the cafeteria and recreational areas, to ensure a safe and orderly environment. All visitors must make arrangements with school staff in advance, sign in at the school's office, wear visitors badges during their time on campus, and check out at the office upon leaving.

In 1998, the Comprehensive Safety Plan was developed by the District in consultation with local law enforcement in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive Safety Plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policies, and dress code guidelines. La Puente High School reviews the plan by March of each year and updates it as needed. The plan was last updated and reviewed in September 2015 as an entire staff training. An updated copy of the plan is available to the public at the school and District offices.

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.

School Leadership

Fernando Sanchez Jr was appointed as principal of the school in the fall of 2014. Leadership at La Puente High School is a responsibility shared among District administration, the principal, assistant principals, instructional staff, students, and parents. All members of the school community are committed to a shared school-wide vision, which creates a strong foundation toward academic success for all students. Coordinating with the principal is the school's leadership team composed of Leads from Departments, Small Learning Communities, and WASC Co-Chairs.

Staff members and parents participate on various committees to ensure instructional programs are consistent with students' needs and comply with District goals. These committees include the School Site Council/Shared Decision Making, LPHS Leadership team, English Learner Advisory Council, Long Term English Learners, Content Course Leads, WASC Committees, Parent Coffees, and Booster Clubs.

Class Size

The table indicates the average class size by subject area, as well as the number of classrooms that fall into each size category.

Class Size Distribution												
Average Class Size				Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
13	14	15	13	14	15	13	14	15	13	14	15	
By Subject Area												
English	26	26	27	20	20	13	23	23	20	23	23	21
Math	28	28	25	11	11	15	16	18	21	24	22	14
Science	31	31	31	4	4	7	17	17	6	24	24	25
Social Science	31	31	34	7	7	3	10	10	8	26	26	25

Counseling & Support Staff (School Year 2014-15)

It is the goal of La Puente High School to assist students in their social and personal development as well as in academics. The school provides special attention to students who experience achievement or behavioral difficulty.

The academic counselor-to-pupil ratio is 1:350. LPHS also has an extra counselor on staff that supports Targeted Title 1 students. The chart displays support staff available to students at the school. *Note: 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.*

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Academic Counselor	4	4.0
Interventionist	2	1.0
Nurse	1	0.2
Psychologist	2	1.0

Advanced Placement (School Year 2014-15)

La Puente High School offers Advanced Placement (AP) courses for students seeking to qualify for college credit. Sophomores, juniors, and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges. In addition to AP classes, La Puente High School offers Art & Civilization and College Ceramics as college level courses for college credit.

Advanced Placement Classes	
	# of Courses
English	3
Foreign Language	2
Mathematics	3
Science	3
Social Science	8
Totals	19
Percent of Students in AP Courses	0.5%

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 did provide 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.

Availability of Additional Internet Access at Public Locations

The Hacienda Heights Public Library, La Puente Public Library, and West Covina Public Library provide free internet access to all registered patrons, including the students of the Hacienda La Puente Unified School District. There are a small number of local businesses that provide a Wi-Fi network to patrons wishing to connect to the Internet using their personal equipment.

Adequate Yearly Progress (School Year 2014-15)

No Child Left Behind (NCLB) is a Federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the State academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal.

The Federal NCLB Act requires that all schools and districts meet the following AYP requirements:

- Participation rate on the State's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the State's standards-based assessments in ELA and Mathematics.
- Graduation rate.

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their District) that have met their AYP, and the former school would be required to provide transportation to the new site. Results of school, District, and State performance are displayed in the chart.

More information about Title I and NCLB requirements can be found on the California Department of Education's website <http://www.cde.ca.gov/ta/ac/ay/> and the U.S. Department of Education's website <http://www.nclb.gov>.

Adequate Yearly Progress (AYP)						
	School		District		State	
Made AYP Overall	Yes		Yes		Yes	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes	Yes	Yes
Percent Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Met Attendance Rate	N/A		Yes		Yes	
Met Graduation Rate	Yes		Yes		Yes	

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		
	School	District
Program Improvement (PI) Status	Not in PI	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 Currently In PI	-	50.0%

District Revenue Sources (Fiscal Year 2014-15)

In addition to general fund state funding, the District received Federal and State aid for the following categorical, special education, and support programs:

- 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

District Expenditures (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. The figures shown in the Expenditures Per Pupil table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the District and throughout the State.

Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures, except for general guidelines, are not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,593
From Supplemental/Restricted Sources	\$149
From Basic/Unrestricted Sources	\$5,444
District	
From Basic/Unrestricted Sources	\$6,683
Percentage of Variation between School & District	-18.5%
State	
From Basic/Unrestricted Sources	\$5,348
Percentage of Variation between School & State	1.8%

School Site Teacher Salaries (Fiscal Year 2013-14)

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary at the District and throughout the State.

Average Teacher Salaries	
School & District	
School	\$67,072
District	\$72,680
Percentage of Variation	-7.7%
School & State	
All Unified School Districts	\$71,529
Percentage of Variation	-6.2%

Teacher & Administrative Salaries (Fiscal Year 2013-14)

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 District's 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).