

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

La Puente High School

2015-2016 School Accountability Report Card

Published in the 2016-2017 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

The voters of California established the School Accountability Report Card (SARC) in 1988. The Report Card, issued annually by school boards for each public school in the state, requires schools to provide our communities with information regarding the status of our schools. More importantly, however, the SARC has become a means for initiating conversations that engage our parents and communities in the life and improvement of our schools. As you read through the La Puente SARC, you will see that LPHS is deeply committed to the success of each of our students.

La Puente High School is committed to supporting all students in a rigorous standards based curriculum through a collaboration of students, parents and staff. As we prepare to meet the future needs of our students, we continue to reshape and rethink our practices to align with 21st century educational expectations. Teachers participate in both site-based and district-led professional development centered on the Common Core State Standards (CCSS). Students and teachers are implementing curriculum designed to meet the high expectations of the CCSS.

Our teachers collaborate in cohorts organized around academic courses. Led by teacher-leaders, these cohorts work together creating common formative assessments, engaging in data dialogues and sharing best practices.

La Puente High School is rich in tradition and is a very nurturing community. We recognize that in order for our students to be successful we must hold our standards high and support the students with their individual needs so that they continue to grow academically.

Our 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.

School Vision Statement

La Puente High School's vision is to "help all students grow academically through Community, Rigor, Relevance and Accountability."

Schoolwide Learner Outcomes (SLO)

- Students will be Complex Thinkers
- Students will be Creative Innovators
- Students will be Effective Communicators and Collaborators

Community & School Profile (School Year 2016-17)

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 2015-16)

During the 2015-16 school year, the school served 1,288 students in grades nine through twelve. The charts display school enrollment broken down by grade and student group.

Enrollment Trend by Grade Level

	2013-14	2014-15	2015-16
9th	346	328	327
10th	403	331	318
11th	397	374	307
12th	375	370	336

Enrollment by Student Group

2015-16

	Percentage
Black or African American	0.9%
American Indian or Alaska Native	0.1%
Asian	1.7%
Filipino	1.0%
Hispanic or Latino	94.6%
Native Hawaiian or Pacific Islander	0.2%
White	1.1%
Two or More Races	0.2%
EL Students	9.5%
Socioeconomically Disadvantaged	89.1%
Students with Disabilities	7.7%
Foster Youth	1.6%

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.

Highly Qualified Teachers (School Year 2015-16)

Federal law 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.

Highly Qualified 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	95.4%	4.6%
High-Poverty Schools in District	95.3%	4.7%
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.cctc.ca.gov/>.

Teacher Credential Status

	School			District
	14-15	15-16	16-17	16-17
Fully Credentialed	54	51	46	803
Without Full Credentials	0	0	0	7
Teaching Outside Subject Area of Competence (with full credential)	6	6	0	0

Teacher Misassignments and Vacancies

Misassignments refers 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			
	14-15	15-16	16-17
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	3	3

Instructional Materials (School Year 2016-17)

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 22, 2016, 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 December 2016 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	English/Language Arts	Hampton Brown	2008	Yes	0.0%
9th-12th	English/Language Arts	McGraw-Hill	2016	Yes	0.0%
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	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 2016-17)

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. In addition, security cameras were installed in 2015 and the creation of one 21st century classroom has been recently completed. The facility strongly supports teaching and learning through its ample classroom and recreational space. Facilities information was collected in December 2016.

School Facility Conditions				
Date of Inspection: _____				
Overall Summary of School Facility Conditions: Fair				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			Women's R/R: Vent falling off ceiling. Lounge Staff Hallway: Floor tiles missing - carpet has tear. Varsity Field B/B: Boards are worn. Principal's Office: Carpet torn - Ceiling tile missing. 3: Wall damage - Ceiling tiles missing. Boys R/R: Walls dirty. 101: Old tiles need replacement. 105: Bad odor. 106: Carpet has tear and duct tape. Science 117: Floor paint chipping. 118: Floor paint chipping. R/R Girls: Paper wads on ceiling. 208: Stained tiles. 207: Ceiling tiles stained. Custodian Garage: Walls dirty. Boy's R/R: Doors and mirror scratched. Girls R/R: Vandalism - Ceiling has water damage. 214: Ceiling tiles missing. 213: Ceiling tiles stained. 212: Ceiling tiles wet. (Work orders submitted.)
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			Career Center: Carpet dirty. Room 25 ASB: Carpet raveling and dirty. Custodian Closet: Filthy - Recyclables full/save. Storage 104: Filled with furniture. Storage 103: Filled with furniture. Custodian Rm: Room unorganized Dirty. R/R Girls: Floor dirty. Boy's R/R: Foul order. Girl's R/R: Toilet paper. (Work orders submitted.)
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			Rm A-40: No fire extinguisher. Reading Lab in 2 story: No Fire extinguisher holder. Rm 41: No fire extinguisher holder. Rm 12: No fire extinguisher. Rm 5: No holder. Rm 7: No holder. Rm 9: No fire extinguisher holder. Rm 10: No fire extinguisher holder. 209: No fire extinguisher. (Work orders submitted.)
Structural (Structural Damage, Roofs)			X	Home Bleachers: Some boards lose and off screw need repair. Coaches Box: Stairs are weak - and floors are weak. Varsity Field B/B: Boards are worn. Principal's Office: Ceiling tile missing. Vice Principal's Office: Ceiling tiles wet. 3: Wall damage - Ceiling tiles missing. Main Guidance Counselor: Ceiling tiles stained. Coaches R/R: Plaster falling off wall in R/R. Old Snack Bar on North side: Stained ceiling tiles torn carpet. Pool: Cement around pool cracked & tripping hazard. Inside pool is peeling bad and pieces of pool on bottom of pool popped off. Rm 32: Stained ceiling tiles. Rm 31: Missing ceiling tiles and hole in walls. Teachers Lounge by Rm 32: Missing ceiling tiles and damaged. Rm 5: Ceiling tiles missing. Rm 7: Missing ceiling tiles. Rm 9: Missing ceiling tiles. Rm 10: Missing ceiling tiles. Rm 11: Missing tiles. 111: Ceiling tiles wet. 209: Wet tiles. Boy's R/R: Carved vandalism. Art Rm: floor tiles worn. Boy's R/R: Water damage to roof. Girl's R/R: Water damage to roof. Varsity Field: Roofs are caving in. Principal's Office: Roof leaks. Main Guidance Counselor: Roof leaks. 111: Roof leaks. 209: Roof leaks. 208: Roof leaks. 207: Roof leaks. 206: Roof leaks - wet tiles. Custodian Garage: Roof leaks. Girl's R/R: Roof leaks. 214: Roof has bad leak. 213: Roof leaks. 212: Roof leaks bad. 201: Roof leaks. (Work orders submitted.)
External (Grounds, Windows, Doors, Gates, Fences)	X			Varsity Field: Fields need to be level. (Work order submitted.)

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.

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 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

California Assessment of Student Performance and Progress (CAASPP)

The California Assessment of Student Performance and Progress (CAASPP) includes computer-based and paper-pencil assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests, administered to grades three through eight and eleven. The paper-pencil assessments include the Science assessments for grades five, eight, and ten: the California Standards Tests (CSTs) for Science, the California Modified Assessment (CMA) for Science, and California Alternate Performance Assessment (CAPA) for Science. There is also the optional Standards-based Tests in Spanish (STS) for Reading/Language Arts (RLA).

The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Smarter Balanced summative assessment results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student's academic performance in ELA/Literacy and mathematics. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student's academic achievement, including such measures as classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

This table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11) and Math (grades 3-8 and 11) for the past two school years, and Science (grades 5, 8, and 10) for the past three school years.

California Assessment of Student Performance and Progress									
Subject	Percent of Students Meeting or Exceeding the State Standards								
	School			District			State		
	2014	2015	2016	2014	2015	2016	2014	2015	2016
English Language Arts/Literacy (Grades 3-8 and 11)	--	61	62	--	46	51	--	44	48
Mathematics (Grades 3-8 and 11)	--	23	23	--	31	37	--	34	36
Science (Grades 5, 8, and 10)	39	39	32	64	62	58	60	56	54

The following tables display information on student achievement by student groups for the school in ELA and Mathematics for grades three through eight and eleven.

California Assessment of Student Performance and Progress - Grade 11							
Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	292	287	98.29	61.51	285	98.28	22.74
Male	139	137	98.56	54.55	135	98.54	21.37
Female	153	150	98.04	67.81	150	98.04	23.97
Hispanic or Latino	276	272	98.55	60.98	270	98.54	21.97
Socioeconomically Disadvantaged	258	255	98.84	61.79	253	98.83	23.27
English Learners	21	16	76.19	7.69	14	73.68	--
Students with Disabilities	26	25	96.15	10.53	25	96.15	--

The following table displays schoolwide data for all students who took the Science assessment in grades five, eight, and/or ten, broken down by student group.

California Assessment of Student Performance and Progress - Science				
Science				
Student Groups	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	309	292	94.5	32.19
Male	159	150	94.34	32.67
Female	150	142	94.67	31.69
Hispanic or Latino	290	275	94.83	31.64
Socioeconomically Disadvantaged	278	263	94.6	31.56
English Learners	33	27	81.82	3.7
Students with Disabilities	25	20	80	15

Note: ELA test results include the Smarter Balanced Summative Assessment and the California Alternate Assessment. 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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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. LPHS is currently participating in the Career and College Guidance Initiative (CCGI) and has seen a steady rise in AP student enrollment and exam pass rates. 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 (2015-16)	99.0%
Graduates Who Completed All Courses Required for UC/CSU Admission (2014-15)	29.9%

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

Workforce Preparation (School Year 2015-16)

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 & Digital Graphic Design.

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 the College and Career Guidance Initiative (CCGI), career workshops and career days. Career preparation courses offered on-campus at La Puente High School include:

- Accounting I
- Beginning & Advanced Robotics
- Criminal Justice & Forensic Science
- Digital Graphics
- First Responder
- Graphic Arts
- Manufacturing Technology
- Medical Core
- Pre-Engineering
- Robotics
- Public Safety
- Personal Trainer
- Sports 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 Yvette Meneses at (626) 933-1000.

Career Technical Education Participation (School Year 2015-16)

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?	1,101
What percentage of the school's pupils completed a CTE program and earned a high school diploma?	40.0%
What percentage of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	44.0%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject area of physical education

Physical Fitness (School Year 2015-16)

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 2015-16			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	15.1%	30.8%	43.1%

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 2016-17)

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.

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 2015-16 school year was not available at the time of publication.

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

Graduation & Dropout Rates						
	Dropout			Graduation		
	12-13	13-14	14-15	12-13	13-14	14-15
School	3.3%	2.5%	3.4%	95.3%	96.6%	96.1%
District	7.6%	6.0%	6.4%	88.4%	90.1%	90.1%
State	11.4%	11.5%	10.7%	80.4%	81.0%	82.3%

Completion of High School Graduation Requirements - Class of 2015

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 met all state and local graduation requirements for grade twelve completion. Data from the 2014-15 school year was the most recent available at the time of publication.

Completion of High School Graduation Requirements			
	School	District	State
All Students	92.0%	86.8%	85.7%
African American/Black	100.0%	87.0%	76.9%
American Indian or Alaska Native	100.0%	100.0%	74.9%
Asian	37.5%	94.9%	92.8%
Filipino	100.0%	96.0%	96.8%
Hispanic or Latino	93.9%	84.8%	84.5%
Native Hawaiian or Pacific Islander	75.0%	100.0%	84.9%
White	44.4%	96.2%	87.2%
English Learners	40.6%	35.1%	50.9%
Socioeconomically Disadvantaged	88.0%	88.0%	76.6%
Students with Disabilities	100.0%	51.9%	68.4%

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 suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted.

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	13-14	14-15	15-16	13-14	14-15	15-16
School	5.93	5.56	4.84	0.06	0.26	0.00
District	3.59	3.52	3.10	0.06	0.10	0.00
State	4.36	3.80	3.65	0.10	0.09	0.09

Safe School Plan (School Year 2016-17)

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 annually and updates occur as needed.

The plan was last updated in September 2015. 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.

Federal Intervention Program (School Year 2016-17)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not meet federal Annual Measurable Objective targets for two consecutive years in the same area or indicator, including English/Language Arts and Math testing participation rates, attendance rates, and graduation rates. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not meet those goals.

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	-	Year 3
# of Title I Schools Currently In PI	-	17
% of Title I Schools Currently In PI	-	48.6%

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.

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.

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		
	14	15	16	14	15	16	14	15	16	14	15	16
By Subject Area												
English	26	27	33	16	13	-	26	20	17	19	21	21
Mathematics	25	25	27	15	15	5	21	21	25	18	14	13
Science	30	31	27	8	7	12	15	6	16	23	25	14
Social Science	31	34	32	6	3	2	14	8	13	20	25	18

Advanced Placement (School Year 2015-16)

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	2
Foreign Language	2
Mathematics	2
Science	2
Social Science	4
Totals	12
Percent of Students in AP Courses	27%

Counseling & Support Staff (School Year 2015-16)

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 1:322. 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

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.

District Revenue Sources (Fiscal Year 2015-16)

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 2014-15)

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2014-15 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	\$6,625
From Supplemental/Restricted Sources	\$132
From Basic/Unrestricted Sources	\$6,493
District	
From Basic/Unrestricted Sources	\$5,537
Percentage of Variation between School & District	17.3%
State	
From Basic/Unrestricted Sources	\$5,677
Percentage of Variation between School & State	14.4%

School Site Teacher Salaries (Fiscal Year 2014-15)

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	\$71,391
District	\$74,555
Percentage of Variation	-4.2%
School & State	
All Unified School Districts	\$74,216
Percentage of Variation	-3.8%

Teacher & Administrative Salaries (Fiscal Year 2014-15)

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 2014-15		
	District	State
Beginning Teachers	\$47,488	\$44,958
Mid-Range Teachers	\$73,311	\$70,581
Highest Teachers	\$91,080	\$91,469
Elementary School Principals	\$113,577	\$113,994
Middle School Principals	\$117,948	\$120,075
High School Principals	\$134,901	\$130,249
Superintendent	\$208,992	\$218,315
Salaries as a Percentage of Total Budget		
Teacher Salaries	33.0%	38.0%
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).