

## Hacienda La Puente Unified School District

"Where Every Student Excels"

# Los Altos High School

"Conquerors Think and Thinkers Conquer"

## 2009-2010 School Accountability Report Card

*Published in the 2010-11 School Year*

15325 East Los Robles Avenue • Hacienda Heights, CA 91745 • (626) 934-5418

Grades Nine through Twelve

[www.losaltoshighschool.net](http://www.losaltoshighschool.net)

### School Administration

**Cheli McReynolds**

*Principal*



### Board of Education

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**Dr. Joseph Chang, Clerk**

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### District Administration

**Barbara Nakaoka, Ed.D.**

*Superintendent*

**Dr. Gary Matsumoto**

*Associate Superintendent,*

*Business Services*

**Mrs. Cynthia Parulan-Colfer**

*Associate Superintendent,*

*Adult and Continuing Education*

**Dr. Hasmik Danielian**

*Associate Superintendent,*

*Secondary Schools*

**Mr. William Roberts**

*Assistant Superintendent,*

*Human Resources*

### 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

Welcome and thank you for taking time to read Los Altos High's School Accountability Report Card. We are a comprehensive high school that serves over 2000 students in four grade levels. We are located twenty-two miles east of Los Angeles, in the suburb of Hacienda Heights.

At Los Altos High School our motto is "Conquerors Think and Thinkers Conquer." Our goal is for all students to have a well-rounded education that affords them the opportunity to continue their education beyond high school. We have a long tradition of excellence and our students push the standards higher every year; we expect all to contribute to this legacy of success. We charge all Conquerors to remember three words: "Do your best." We are committed to producing students that meet the rigorous California State Content Standards and fulfill our Expected School-wide Learning Results. We want our students to be a citizen, communicator, manager, and thinker.

We are committed to teaching these principles in a safe, orderly and positive learning environment so that all students thrive. Our stake in education is higher than ever before; we must prepare our students to compete in a global economy. We encourage students to get involved in Conqueror life. At LAHS there is something for everybody. We have two distinguished small learning communities, Performing Arts Academy and Los Altos Academy of Engineering, both of which have been recognized by the State Department of Education for excellent practices. We have a broad spectrum of clubs, organizations, academic teams and twenty-three interscholastic sports.

We offer a range of services from Special Education to Advanced Placement courses. Our Guidance Team strives to match each student with the courses necessary to prepare the student for post-secondary education. We have an active Career Path program that involves assessing all students yearly in search of a potential career match. A six-year plan is developed for students in the seventh grade. This plan allows for goal-setting and long-term planning.

The success of Los Altos High School is well documented. Our API showed a 37 point growth with an overall of 765, well on our way to 800. Our students consistently produce at very high levels. How many schools do you know that have built an alternative energy car from the ground up and then raced it across the continent of Australia? Our math department affords students the opportunity to take six years of math in four years of coursework. One of our athletes was the USA Today national player of the year in football. Our Performing Arts Academy stages a \$20,000 production every other year that involves 380 students. Our Band and Entertainment Unit, 150 students strong, has won numerous awards, marched in the Tournament of Roses Parade and performed on three continents. Nearly forty percent of our graduates go directly to four-year institutions and countless more leave LAHS with technical skills to forge a career immediately. In 2005, we once again received recognition as a California Distinguished School. Also in 2005, the Education Trust identified Los Altos High School as a High Impact High School, one of only four in the country.

Our success is a by-product of hard work, pride, dedication and strong partnerships between the staff, students, parents and community. The support we receive from all these stakeholders is crucial to our continued success. Our sense of community extends beyond our attendance boundaries; 18 percent of our school population results from students and parents choosing to attend Los Altos High School through our District's "CHOICE" process. This creates great strength for the school community by adding diverse students to our "garden."

We appreciate your interest in Los Altos High School. For further information about joining our Conqueror Family, Alumni Association, or questions about our programs, please call my office at (626) 934-5418 or e-mail [cmcreynolds@hlpusd.k12.ca.us](mailto:cmcreynolds@hlpusd.k12.ca.us).

## Community & School Profile

The Hacienda La Puente Unified School District is the largest school district in the San Gabriel Valley, serving more than 78,800 students; 25,000 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 20 elementary schools, four K-8 schools, six 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.

Los Altos High School is located in the community of Hacienda Heights. The school operates on a traditional school calendar. During the 2009-10 school year, the school served 2,056 students in grades nine through twelve. The chart displays school enrollment broken down by ethnicity.

Student Enrollment by Ethnic Group	
2009-10	
	Percentage
African American	1.8%
American Indian	0.2%
Asian	15.9%
Filipino	1.7%
Hispanic or Latino	70.9%
Pacific Islander	0.2%
White	8.8%
Two Or More	0.2%
None Reported	0.2%

Los Altos High School is committed to providing a strong instructional program for all students to ensure excellence in education.

## Discipline & Climate for Learning

Hacienda La Puente Unified School District annually provides a Student Conduct Code for each of its sites which is supplemented by a set of behavioral standards developed by Los Altos High School. The program's design 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.

The Suspensions and Expulsions table displays the total number and percentage of incidents at the school and in the District. Suspension numbers may be inflated because some students may have been suspended multiple times. Expulsions occur only when required by law or when all other alternatives have been exhausted.

	Suspensions & Expulsions					
	School			District		
	07-08	08-09	09-10	07-08	08-09	09-10
Suspensions	180	158	112	1904	1879	1324
Suspension Rate	8.4%	7.1%	5.4%	8.5%	8.4%	6.2%
Expulsions	10	12	7	51	51	37
Expulsion Rate	0.5%	0.5%	0.3%	0.2%	0.2%	0.2%

## School Attendance

Regular attendance, punctuality, and promptness at Los Altos High School are necessary parts of the learning process and are critical to academic success. In addition, 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.

Intervention programs that promote attendance and reduce dropout rates include: Counseling/Guidance Services, Peer Mediation, Renaissance Program, Community Service, SART, SARB, Bilingual Community Liaison (Chinese and Spanish), and Court Citations.

	Graduation & Dropout Rates		
	06-07	07-08	08-09
Dropout Rate	1.0%	0.2%	0.5%
Graduation Rate	96.0%	99.0%	97.3%

## Staff Development

Professional development within the District addresses the individual needs of teachers as well as broader school concerns. There are no districtwide staff development days, but after-school workshops, inservices, summer institutes, and professional conferences with guest speakers and consultants from the UCLA School of Management are methods by which professional development is provided.

## Teacher Assignment

Hacienda La Puente Unified School District recruits and employs the most qualified credentialed teachers. For the 2009-10 school year, Los Altos High School had 75 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			
	School			District
	07-08	08-09	09-10	09-10
Fully Credentialed	82	82	75	947
Without Full Credentials	7	10	8	26
Working Outside Subject	1	9	1	2

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential.

Teacher vacancies reflect the number of open teaching positions that were not filled by a full-time certificated teacher for an entire semester.

	Misassignments/Vacancies		
	08-09	09-10	10-11
Misassignments of Teachers of English Learners	5	0	0
Misassignments of Teachers (other)	0	1	0
<b>Total Misassignments of Teachers</b>	<b>5</b>	<b>1</b>	<b>0</b>
Vacant Teacher Positions	2	0	0

## Highly Qualified Teachers

The Federal No Child Left Behind (NCLB) Act requires that all teachers in core subject areas meet specific Federal credential requirements. Minimum qualifications include: possession of a Bachelor's Degree; possession of an appropriate California teaching credential; and demonstrated competence in core academic subjects.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	97.8%	2.2%
District	96.3%	3.7%
High-Poverty Schools in District	98.0%	2.0%
Low-Poverty Schools in District	100.0%	0.0%

## Counseling & Other Support Services

It is the goal of Los Altos 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 1:343.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Career Technician	1	1.0
Community Liason	1	0.5
Guidance/Academic Counselor	6	6.0
Intervention Specialist	1	0.2
Prevention Specialist	1	0.5
Psychologist	2	1.0
Resource Specialist	3	3.0
Special Day Class (SDC) Teacher	4	4.0

## Class Size

The Class Size Distribution table illustrates the average class size by subject. The corresponding numbers show how many classes were taught with a certain number of students in each class, based on three different class sizes.

	Class Size Distribution											
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
08	09	10	08	09	10	08	09	10	08	09	10	
English	26	24	26	43	57	17	15	19	25	28	24	15
Mathematics	24	25	30	42	47	12	20	20	23	17	22	14
Science	32	29	32	7	17	10	16	15	8	32	34	30
Social Science	30	27	30	10	22	7	15	16	7	28	23	18

## School Leadership

Principal Cheli McReynolds has led the school for three years, backed by more than 17 years of experience in education. Leadership at Los Altos High School is a responsibility shared among District administration, the Principal, Assistant Principal, 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. The Principal oversees the day-to-day operations of the school. Coordinating with the Principal is the Leadership Team, which meets monthly to focus on school-wide curricular and administrative issues, as well as Shared Decision Making four times a year.

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: Parent Advisory, Parent Institute, School Site Council, Booster Club, Chinese Parents Association, English Learners Advisory Committee, Leadership Team, Department Chairs, and Los Altos Conqueror Education Foundation.

## Contact Information

Parents who wish to participate in Los Altos High School leadership teams, school committees, school activities, or become volunteers may contact Principal Cheli McReynolds at (626) 934-5418 or at [cmcreynolds@hlpusd.k12.ca.us](mailto:cmcreynolds@hlpusd.k12.ca.us).

## Data Sources

Data within the SARC was provided by the Hacienda La Puente Unified School District, retrieved from the 2009-10 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the State. Among the data available, parents and the community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.



## Student Achievement & Testing

Various measures of student achievement are used as an ongoing part of the evaluation of the quality instructional program at Los Altos High School. These measures afford insight as to students' actual progress as well as the effectiveness of the instructional program. They are especially helpful as active long-term reflections of student instructional growth.

## Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800.

Statewide and similar schools API ranks are published when the Base API is released each March. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the State, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the State. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools. The first table displays the school's statewide and similar schools API ranks and actual API point changes by student group for the past three years. The second table displays, by student group, the 2010 Growth API at the school, District, and State level.

API School Results			
	07-08	08-09	09-10
Statewide Rank	7	6	7
Similar Schools Rank	8	4	7
<b>All Students</b>			
Actual API Change	-6	37	11
<b>Asian</b>			
Actual API Change	2	19	24
<b>Hispanic or Latino</b>			
Actual API Change	-8	41	16
<b>White</b>			
Actual API Change	2	47	15
<b>Socioeconomically Disadvantaged</b>			
Actual API Change	-6	38	14
<b>English Learners</b>			
Actual API Change	-22	35	25
<b>Students with Disabilities</b>			
Actual API Change	-57	63	24

\* Statewide and similar schools ranks are based on the first year listed. (Example: the 07-08 rank reflects testing from Spring 2007.)

Growth API			
	School	District	State
All Students	779	791	767
Asian	909	932	889
Hispanic or Latino	745	765	715
White	829	824	838
Socioeconomically Disadvantaged	751	766	712
English Learners	693	738	691
Students with Disabilities	593	598	580

## Adequate Yearly Progress

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.
- API as an additional indicator.
- 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 and District 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	
Made AYP Overall	No		No	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	No	No	No
API School Results	Yes		Yes	
Graduation Rate	Yes		No	

## Federal Intervention Program

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 (API or 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. Detailed information about PI identification can be found at the CDE website at <http://www.cde.ca.gov/ta/ac/ay/>.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	In PI
First Year in PI	-	2010-2011
Year in PI (2010-11)	-	Year 1
# of Schools Currently in PI	-	11
% of Schools Identified for PI	-	33.33%

## California Standards Test

The California Standards Tests (CSTs) show how well students are doing in relation to the State content standards. The CSTs include English/Language Arts (ELA) and Mathematics in grades 2 through 11; Science in grades 5 and 8 through 11; and History/Social Science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the California Department of Education's website at <http://star.cde.ca.gov/>.

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the State standards). 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.

California Standards Test (CST)									
Subject	School			District			State		
	2008	2009	2010	2008	2009	2010	2008	2009	2010
English/Language Arts	45	53	56	45	49	53	46	50	52
Mathematics	17	18	23	41	43	49	43	46	48
Science	39	59	54	44	51	59	46	50	54
History/Social Science	48	55	56	35	42	48	36	41	44

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/Social Science
All Students in the District	53	49	59	48
All Students at the School	56	23	54	56
African American	59	14	77	65
American Indian	*	*	*	*
Asian	83	64	88	85
Filipino	64	40	*	69
Hispanic or Latino	49	14	45	47
Pacific Islander	*	*	*	*
White	66	28	72	65
Males	53	26	56	61
Females	59	20	52	50
Socioeconomically Disadvantaged	48	16	46	50
English Learners	7	9	5	15
Students with Disabilities	20	7	21	21
Migrant Education	*	*	*	*

\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

## Physical Fitness

In the spring of each year, Los Altos 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			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	9.2%	27.5%	46.5%

## California High School Exit Exam (CAHSEE) Results

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. *Note: The score a student must achieve to be considered Proficient as reported in the SARC is different than the passing score for the State's graduation requirement.*

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								
	2007-08			2008-09			2009-10		
	School	District	State	School	District	State	School	District	State
English	59.7	50.1	52.9	59.6	51.8	52.0	59.0	53.1	54.0
Mathematics	64.3	53.6	51.3	61.9	54.2	53.3	56.9	52.0	53.4

	CAHSEE By Student Group					
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the District	46.0	22.4	31.9	47.0	31.8	21.2
All Students at the School	41.0	24.5	34.5	43.1	36.0	21.0
Males	49.2	24.4	26.5	45.4	32.8	21.8
Females	34.2	24.6	41.3	41.1	38.7	20.2
Asian	12.9	21.0	66.1	8.2	23.0	68.9
Hispanic or Latino	46.9	25.8	27.3	50.8	37.2	12.1
White	28.9	20.0	51.1	26.7	46.7	26.7
English Learners	67.7	20.2	12.1	63.6	30.3	6.1
Socioeconomically Disadvantaged	47.4	26.0	26.6	49.2	35.1	15.7
Students with Disabilities	83.3	5.6	11.1	72.2	16.7	11.1

## Completion of High School Graduation Requirements

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 2009-10 school year in the 12th 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	87.5%	41.5%	*
Socioeconomically Disadvantaged	63.7%	63.7%	*
African American	100.0%	95.2%	*
American Indian	100.0%	87.5%	*
Asian	81.8%	84.8%	*
Hispanic or Latino	86.0%	74.9%	*
Pacific Islander	100.0%	100.0%	*
White	81.3%	81.8%	*
English Learners	50.0%	50.9%	*
Students with Disabilities	44.4%	46.6%	*

\* Data was not available at the time of publication.

## College Entrance Information

California high school students have two options for attending public universities in the State: Universities of California (UC), or California State Universities (CSU). There are 10 UC campuses statewide, and 28 CSU schools. A college preparatory high school program includes a minimum of the following courses, referred to as the "A-G requirements."

- A: Two years of history/social science
- B: Four years of English
- C: Three years of college preparatory mathematics (Four recommended for UC)
- D: Two years of laboratory science (Three recommended for UC)
- E: Two years of a single language other than English (Three recommended for UC)
- F: One year of visual/performing arts
- G: One year of a college preparatory elective in one of the above subjects

All courses must be completed with a grade of "C" or better. The minimum GPA required for admission to a UC is 3.0, and 2.0 for the CSU system. For more information about admissions to UC schools, please visit [www.ucop.edu/pathways](http://www.ucop.edu/pathways). To prepare for entrance to a CSU school, visit [www.csumentor.edu](http://www.csumentor.edu).

## College Preparation

Los Altos High School offers college-bound students many opportunities to get a head start on their future. Los Altos' default curriculum is the UC a-g courses. All students attending Los Altos High School will be enrolled in UC a-g courses; 87 percent of the master schedule meets a-g requirements. College preparation activities and programs are part of the school curriculum, enhanced by supplemental programs sponsored by school, District, and community groups. The school's Career Center offers a College Night, sponsors visits from college representatives, offers Career Day and workshops to assist students in the college application and the financial aid application processes. Counselors meet with students to map out educational plans based on post-secondary educational goals. Rio Hondo and Mt. SAC both accept college credit from Los Altos High School.

Students at Los Altos High School are encouraged to take specific courses if they plan to attend a four-year university. 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
% of Student Enrollment in Courses Required for UC/CSU Admission	100.0%
% of Graduates Who Completed All Courses Required for UC/CSU Admission	21.4%

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

## Advanced Placement

Los Altos High School offers Advanced Placement (AP) courses for students seeking to qualify for college credit. Students achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges. Los Altos High School has an open enrollment policy to any student who wants to take an AP or Honors course.

Advanced Placement Classes		
	# of Courses	Enrollment
Science	4	148
Social Science	4	180
English	2	165
Foreign Language	3	68
Mathematics	3	121
Music	1	9
Studio Art	1	11
Totals	18	700
Percent of Students in AP Courses		34.0%*

*\*This number may be inflated due to some students being enrolled in more than one course.*

## Workforce Preparation

It is the goal of Los Altos High School that students understand the importance of academic subjects and experience how employees apply subject learning to work situations. 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 in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. Counselors work individually with students to develop an individualized six-year plan with one of five broad academic career paths. Each path features careers which require varied levels of education ranging from a high school diploma to specialized training or an advanced degree. The five paths are: Arts and Communication, Business Technology, Health and Environmental Science, Industrial Technology and Engineering, and Social and Community Services.

Los Altos High School offers a variety of career-path related classes through the La Puente Valley Regional Occupational Program (ROP). Career preparation courses offered at Los Altos High School include:

- Computer Applications
- Computer Accounting
- Computer Science
- Drafting
- Electrician Apprenticeship
- Engineering Technology
- Graphic Arts/Electronic Publishing
- Internet Web Design
- Pre-Engineering
- Robotics
- Virtual Enterprise

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. Albert E. Clegg or Ellen Stipo at (626) 933-1000.

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 participate in CTE?	813
What percent of the school's pupils complete a CTE program and earn a high school diploma?	26.9
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	13.0

Speakers from the community, vocational education, job shadowing, career days, use of technology, and work experiences are made available for the students to heighten awareness of options for education, training, and employment beyond high school. Students also take an aptitude test at each grade level and participate in Interest Inventory Surveys to help them discover their abilities and talents. Seniors are required to complete a Senior Project before graduation.

## 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.





## Instructional Materials

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 9, 2010, 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 California State Content Standards and Frameworks.

All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects 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 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-10th	English/ Language Arts	Holt, Rinehart & Winston	2004	Yes	0.0%
11th-12th	English/ Language Arts	Holt, Rinehart & Winston	2002	Yes	0.0%
11th	History/Social Science	McDougal	2003	Yes	0.0%
10th	History/Social Studies	McDougal	2003	Yes	0.0%
11th	Mathematics	Addison- Wesley	2001	Yes	0.0%
12th	Mathematics	Houghton Mifflin	2004	Yes	0.0%
9th	Mathematics	McDougal Littell	2001	Yes	0.0%
9th	Mathematics	McDougal Littell	2005	Yes	0.0%
10th	Mathematics	Prentice Hall	2002	Yes	0.0%
9th	Mathematics	Prentice Hall	2001	Yes	0.0%
9th	Science	Glencoe	2002	Yes	0.0%
11th	Science	Glencoe	2002	Yes	0.0%
11th	Science	Glencoe	2002	Yes	0.0%
10th	Science	Holt, Rinehart & Winston	2002	Yes	0.0%
10th	Science	Prentice Hall	2002	Yes	0.0%
12th	Science	Prentice Hall	2004	Yes	0.0%

## Safe School Plan

Safety of students and staff is a primary concern of Los Altos 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 on a monthly basis and earthquake drills are held quarterly. During lunch, recesses, and before and after school, four campus patrol officers and administrators supervise students and school grounds, including the cafeteria and playgrounds, 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. Los Altos High School reviews the plan by March of each year and updates it as needed. The plan was last updated and reviewed with school staff in October 2009. An updated copy of the plan is available to the public at the school and District offices.

## School Facilities

Los Altos High School provides a safe, clean environment for students, staff, and volunteers. The school is situated on 38 acres. School facilities were built in 1957, with additions built in 1958, 1960, 1961, and 1971. They span more than 173,000 square feet, and include the library, student store, office, gymnasium, multipurpose room, and 74 classrooms. The school will soon add four new science classrooms and replace the pool. The facility strongly supports teaching and learning through its ample classroom and playground space. The chart displays the results of the most recent facilities inspection.

School Facility Conditions				
Date of Last Inspection: 12/03/2009				
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			HVAC not functioning properly in 3 locations. Work orders in progress.
Interior			X	Ceiling tiles missing, damaged or stained in 41 locations. Work orders in progress.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			Construction debris visible in 1 location. Work order in progress.
Electrical		X		Lights out or damaged in 9 locations. Electrical device cover missing or damaged in 5 locations. Exposed wiring in 5 locations. Electrical switch or device not working properly in 1 location. Work orders in progress.
Restrooms/Fountains	X			Drinking fountain/faucets not functioning properly or damaged in 3 locations. Low water pressure at faucet in 1 location. Work orders in progress.
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			Asphalt paving damaged or in need of repair in 2 locations. Fencing or gate damaged or not functioning in 2 locations. Work orders in progress.

### 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.

### Deferred Maintenance Budget

The District participates in the State School Deferred Maintenance Program, which provides State matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2010-11 school year, the District budgeted \$1,770,783 for the deferred maintenance program. This represents 1.5% of the District's general fund budget.

### Deferred Maintenance Projects

Deferred maintenance projects scheduled for this school for the 2010-11 school year include Underground pipe replacement in October 2010. The District's complete deferred maintenance plan is available at the District office.

## District Expenditures

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2008-09 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.

## District Revenue Sources

For the 2008-09 school year, the District received approximately \$3,109 per student in Federal and State aid for the following 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

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$4,646
From Restricted Sources	\$299
From Unrestricted Sources	\$4,347
District	
From Unrestricted Sources	\$6,355
Percentage of Variation between School & District	31.60%
State	
From Unrestricted Sources	\$5,681
Percentage of Variation between School & State	23.49%

## Teacher & Administrative Salaries as a Percentage of Total Budget

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		
2008-09		
	District	State
Beginning Teachers	\$43,687	\$42,377
Mid-Range Teachers	\$67,443	\$67,667
Highest Teachers	\$84,510	\$87,102
Elementary School Principals	\$103,382	\$108,894
Middle School Principals	\$107,402	\$113,713
High School Principals	\$121,895	\$124,531
Superintendent	\$189,727	\$223,323
Salaries as a Percentage of Total Budget		
Teacher Salaries	37.5%	40.3%
Administrative Salaries	6.1%	5.5%

## School Site Teacher Salaries

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	\$61,251
District	\$64,112
Percentage of Variation	4.47%
School & State	
All Unified School Districts	\$68,179
Percentage of Variation	10.17%