

Hacienda La Puente Unified School District

"Where Every Student Excels"

William Workman High School

2009-2010 School Accountability Report Card

Published in the 2010-11 School Year

16303 East Temple Avenue • City of Industry, CA 91744 • (626) 933-8800

Grades Nine through Twelve

www.workman-high.hlpusd.k12.ca.us

School Administration

Yvette Meneses

Principal



Board of Education

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Barbara Nakaoka, Ed.D.

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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

I would like to thank you for taking the time to read the Workman High School Annual School Accountability Report Card. As Principal, I could not be more proud of Workman High School's students and staff. I am honored to have the opportunity to share the basis for such pride with you. In compliance with State legislature, Proposition 98, which identifies the School Accountability Report Card as a required component that every school in California must issue, we present this School Accountability Report Card for Workman High School. The purpose of this report card is to afford you further insight into the quality educational program we offer. It is the belief of the Workman High School community that all students can and will excel in a positive learning environment that is tailored to their evolving needs and conducive to all facets of the learning process. We have developed a comprehensive educational program that celebrates and promotes intelligence, ethnic and cultural diversity, and leadership skills. We prepare students with a strong technological foundation in order to advance when meeting college studies and/or career opportunities. Teachers have embedded technology in lesson plans and lesson delivery that enables the students to excel in their desired field of study or future employment. In our long-standing tradition of excellence, we maintain our commitment to students, parents, community members, and staff to provide the best educational experience possible. We renew this commitment yearly in hopes that together we will continue to improve our effectiveness in educating our students of today and preparing them to become productive citizens of tomorrow. It is in light of this fact that we welcome any suggestions, ideas, or comments you may have. Thank you for assisting Workman High School in making our students' experiences here not only a memorable ones, but enjoyable ones as well.

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.

Workman High School is located in the City of Industry. The school is committed to providing a strong instructional program for all students to ensure excellence in education.

Workman High School operates on a traditional school calendar. During the 2009-10 school year, the school served 1,202 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	1.2%
American Indian	0.2%
Asian	2.9%
Filipino	2.7%
Hispanic or Latino	90.0%
Pacific Islander	0.2%
White	2.2%
Two Or More	0.5%

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 Workman 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.

Students at Workman High School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school's discipline program 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 Workman High School's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Parents and students are informed of discipline policies through the school agenda, summer mailings, letters, meetings, and Back-to-School Night.

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	148	149	144	1904	1879	1324
Suspension Rate	12.3%	12.7%	12.0%	8.5%	8.4%	6.2%
Expulsions	4	12	3	51	51	37
Expulsion Rate	0.3%	1.0%	0.2%	0.2%	0.2%	0.2%

School Attendance

Regular attendance, punctuality, and promptness at Workman 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. Regular daily attendance is a priority at Workman High School. Absence reports are regularly reviewed by a part time Attendance Coordinator and the Assistant Principal. Parents are notified of absences through phone calls, letters, and if necessary, home visits conducted by the SB65 Outreach Consultant and Principal. The school has also implemented a Truancy Management System which includes the collaboration of Student Study Teams (SSTs), the School Attendance Review Team (SART), and the District's School Attendance Review Board (SARB).

Good attendance is encouraged through motivational incentives and the Renaissance Program. Intervention programs that promote attendance and reduce dropout rates include: Attendance Coordinator, Counseling, Renaissance Program, SARB, Truancy Management System, SART, SB65 Outreach Consultant, and SSTs.

Graduation & Dropout Rates			
	06-07	07-08	08-09
Dropout Rate	5.0%	4.0%	4.0%
Graduation Rate	79.0%	77.0%	73.5%

Teacher Assignment

Hacienda La Puente Unified School District recruits and employs the most qualified credentialed teachers. For the 2009-10 school year, William Workman High School had 49 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			District
	School			
	07-08	08-09	09-10	09-10
Fully Credentialed	53	51	49	947
Without Full Credentials	10	9	5	26
Working Outside Subject	0	10	0	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	1	1	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	1	1	0
Vacant Teacher Positions	0	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	93.7%	6.3%
District	96.3%	3.7%
High-Poverty Schools in District	98.0%	2.0%
Low-Poverty Schools in District	100.0%	0.0%

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.

Counseling & Other Support Services

It is the goal of Workman 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 1:301.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Adaptive PE Specialist	1	0.4
Bilingual Aide	1	1.0
Counselor	4	4.0
Nurse	1	0.2
Psychologist	1	0.8
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:								
	08	09	10	1-20 Students			21-32 Students			33+ Students		
English	19	14	17	53	62	29	13	13	11	10	2	1
Mathematics	18	16	20	47	49	22	18	17	19	9	2	4
Science	20	15	21	25	47	15	27	12	19	4	3	2
Social Science	21	20	22	20	21	6	12	13	11	9	4	-

School Leadership

Yvette Meneses has led the school for four years, supported by an experienced team of administrators. Leadership at Workman 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.

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, the Leadership Team, the English Language Advisory Committee (ELAC), the Parent Pack Meetings, and various Booster Clubs. This year the School Site Council format has changed to incorporate the 'Shared Decision Making - SDM' process. The SDM process enables and promotes all stakeholders to participate in the meetings in order to provide insight and ideas.

Parent & Community Involvement

Parents and the community are very supportive of the educational program at Workman High School. Many programs and activities are enriched by the generous contributions made by the following businesses and organizations:

- Bentley Mills
- Community Access Television
- Del Haven Community Center
- Felix Grossman
- Jostens
- The City of Industry
- The U.S. Department of Forestry
- Upper San Gabriel Valley Water District
- Valley Vista Disposal
- Wal-Mart
- Xerox

Contact Information

Parents who wish to participate in Workman High School leadership teams, school committees, school activities, or become volunteers may contact Principal Yvette Meneses at (626) 933-8800.

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 quality instructional program at Workman High School. These assessments measure students' actual progress as well as the effectiveness of the instructional program.

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%

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)				
Made AYP Overall	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Met AYP Criteria	Yes	Yes	Yes	Yes
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	No	No	No
API School Results	Yes		Yes	
Graduation Rate	No		No	

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	2	2	2
Similar Schools Rank	8	4	5
All Students			
Actual API Change	-18	16	60
Hispanic or Latino			
Actual API Change	-16	18	59
Socioeconomically Disadvantaged			
Actual API Change	-32	19	63
English Learners			
Actual API Change	-14	-2	64
Students with Disabilities			
Actual API Change	4	30	33

* 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	693	791	767
Hispanic or Latino	688	765	715
Socioeconomically Disadvantaged	687	766	712
English Learners	640	738	691
Students with Disabilities	531	598	580

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	26	31	36	45	49	53	46	50	52
Mathematics	5	7	16	41	43	49	43	46	48
Science	18	33	36	44	51	59	46	50	54
History/Social Science	19	20	29	35	42	48	36	41	44

California Standards Test (CST)				
Subject	Subgroups			
	English/ Language Arts	Mathematics	Science	History/Social Science
All Students in the District	53	49	59	48
All Students at the School	36	16	36	29
African American	29	14	*	*
Asian	68	50	*	58
Filipino	45	23	*	53
Hispanic or Latino	34	14	34	27
Pacific Islander	*	*		
White	54	42	*	43
Males	33	17	42	36
Females	39	14	31	22
Socioeconomically Disadvantaged	34	15	33	28
English Learners	6	5	4	4
Students with Disabilities	22	16	8	7
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, Workman 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	9.7%	29.9%	41.7%

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. *To protect student privacy, scores are not shown when the number of students is 10 or less.*

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	26.3	50.1	52.9	26.3	51.8	52.0	40.8	53.1	54.0
Mathematics	33.2	53.6	51.3	33.2	54.2	53.3	41.0	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	59.2	16.7	24.1	59.0	29.7	11.4
Males	62.7	14.5	22.7	56.8	30.6	12.6
Females	55.9	18.6	25.4	61.0	28.8	10.2
Hispanic or Latino	61.9	17.3	20.8	61.1	29.6	9.4
English Learners	77.1	16.7	6.2	75.0	22.9	2.1
Socioeconomically Disadvantaged	61.4	18.3	20.3	61.4	26.9	11.7
Students with Disabilities	92.3	7.7	-	92.3	7.7	-

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	73.2%	41.5%	*
Socioeconomically Disadvantaged	55.2%	63.7%	*
African American	100.0%	95.2%	*
American Indian	50.0%	87.5%	*
Asian	60.0%	84.8%	*
Hispanic or Latino	71.3%	74.9%	*
Pacific Islander	100.0%	100.0%	*
White	75.0%	81.8%	*
Students with Disabilities	43.3%	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. To prepare for entrance to a CSU school, visit www.csumentor.edu.

College Preparation

William Workman 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, enhanced by supplemental programs sponsored by the school and through a partnership with Mt. San Antonio College. The school's Career Center offers a College Night, sponsors visits from college representatives, and offers 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. The school also has an Advancement Via Individual Determination (AVID) program which provides academic support to prepare students for college eligibility and success. Students can go to the College Center for help with financial aid, college applications, and attend workshops such as essay preparation.

Students at William Workman 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	96.5%
% of Graduates Who Completed All Courses Required for UC/CSU Admission	14.4%

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

Advanced Placement

William Workman High School offers eight Advanced Placement (AP) courses for students seeking to qualify for college credit. 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.

Advanced Placement Classes		
	# of Courses	Enrollment
Science	1	24
Social Science	3	112
English	2	122
Foreign Language	2	53
Mathematics	1	8
Totals	9	319
Percent of Students in AP Courses	26.5%*	

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

Workforce Preparation

It is the goal of William Workman High School that students understand the importance of academic subjects and experience how employees apply subject learning to work situations.

William Workman High School offers a variety of career-path related classes through the La Puente Valley Regional Occupational Program (ROP). Career preparation courses and pathways offered at William Workman High School are displayed in the chart.

Chart key:

*Credit by Exam for stated course

C = Certificate awarded (achievement or skills)

** Course Equivalency/Variance

AA = Associate of Arts or Associate of Science degree awarded

***Project credit only (certificate)

RH = Program offered at Rio Hondo College

All career preparation courses satisfy the District's graduation requirements and incorporate State CTE standards. Courses are evaluated through participating in school-based publicity and site-based videos/broadcasts. All courses are offered on campus. For more information on these programs or the ROP courses, please contact Principal Yvette Meneses at (626) 933-8800.

CTE Programs						
Sector	Pathway	Introductory	Concentration	Capstone	Related Courses	Mt. Sac Program
Transportation	Vehicle Maintenance, Service and Repair	Small Engines ROP	Automotive Technology ROP		Physics Algebra	n/a Automotive Technology RH
Arts, Media and Entertainment	Production and Managerial Arts		Sound Technology ROP	Video Production ROP	Web Design, Art, English	TV Production, Radio Broadcasting C, AA
Arts, Media and Entertainment	Media and Design Arts	Computer Applications WHS	Advanced Electronic Publishing/ Graphic Design ROP	Video Production ROP	Web Design, Art, English	Adv. Elect. Publishing (ROP) articulates to GRAP 10* 2008-2009 TV Production, Radio Broadcasting C, AA Advertising Design & Illustration, AA
Public Services	Protective Services		Forensic Science 1 ROP and/or Criminal Justice ROP	Forensic Science Academy ROP	Biology Chemistry Psychology Physical Science	Law Enforcement C, AA Correctional Sciences C
Public Services	Legal and Government Services		Criminal Justice ROP	Forensic Science Academy ROP	Psychology History Government/ Economics	Law Enforcement C, AA Paralegal—Criminal C
Information Technology	Media Support and Services		Advanced Electronic Publishing/ Graphic Design ROP	Web Design ROP	Art Graphic Arts/ Design	Adv. Elect. Publishing (ROP) articulates to GRAP 10* 2008-2009 Advertising Design & Illustration, AA Web Page Design C Introduction to Computer Information Technology C
Fashion and Interior Design	Fashion Design, Manufacturing and Merchandising		Fashion Design ROP		Art, Retail Sales, Graphic Design	Fashion Design, C, AA Fashion Merchandising C

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. Subsequently, the school has established Workman Tech, a school-to-career magnet program that integrates academic and career courses with advanced technology and the business community. Workman Tech has identified five career pathways and is currently creating academies to support each path:

- Arts and Communication
- Automotive Technology
- Forensics
- Health and Environmental Sciences
- Music/Fine Arts
- Video Production

Career Technical Education Participation

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?	489
What percent of the school's pupils complete a CTE program and earn a high school diploma?	20.9
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	0.0

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.*

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-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%	
10th	History/Social Science	McDougal Littell	2003	Yes	0.0%	
11th	History/Social Science	McDougal Littell	2003	Yes	0.0%	
12th	History/Social Science	Prentice Hall	2004	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%	
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%	

School Facilities

Workman High School provides a safe, clean environment for students, staff, and volunteers. The school is situated on 32 acres. School facilities span nearly 137,000 square feet, and include the multipurpose room, school office, library, amphitheater, gymnasium, and 74 classrooms. The school's science lab is in the process of modernization. The project is set to be completed by March 2010. 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: 11/09/2009				
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			HVAC not functioning properly in 3 locations. AC vents need cleaning in 12 locations. Work orders in progress.
Interior		X		Ceiling tiles missing, damaged or stained in 10 locations. Flooring damaged or stained in 15 locations. Work orders in progress.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			Insect infestation in 1 location. Work order in progress.
Electrical			X	Lights out or damaged in 50 locations. Electrical device cover missing or damaged in 27 locations. Exposed wiring in 5 locations. Electrical switch or device not working properly in 6 locations. Work orders in progress.
Restrooms/Fountains		X		Drinking fountains/faucets not functioning properly or damaged in 6 locations. Low water pressure at faucet in 1 location. Sink damaged or not functioning properly in 3 locations. Toilet or urinal not functioning properly in 3 locations. Toilet or urinal not functioning properly in 3 locations. Restroom accessories missing or damaged in 4 locations. Restroom not properly cleaned in 2 locations. Work orders in progress.
Safety (Fire Safety, Hazardous Materials)	X			Fire extinguisher missing or not in service in 10 locations. Exit sign missing or not functioning in 1 location. Improper chemical storage in 2 locations. Work orders in progress.
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			Asphalt paving damaged or in need of repair in 3 locations. Concrete surface damaged or in need of repair in 3 locations. Fencing or gate damaged or not functioning in 3 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

For the 2010-11 school year, the District's governing board approved deferred maintenance projects for this school that will result in underground pipe replacement in October 2010. The District's complete deferred maintenance plan is available at the District office.

Safe School Plan

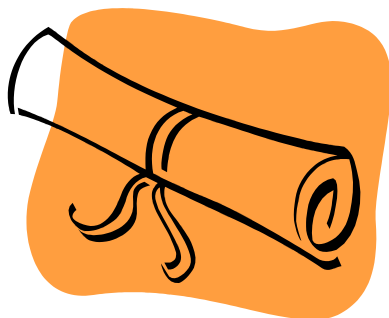
Safety of students and staff is a primary concern of Workman High School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire drills are conducted on a monthly basis and earthquake drills are held quarterly. During lunch, recesses, and before and after school, three campus patrol officers, administrators, and a full-time police officer 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. Workman 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 September 2009. An updated copy of the plan is available to the public at the school and District offices.

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.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$6,104
From Restricted Sources	\$744
From Unrestricted Sources	\$5,360
District	
From Unrestricted Sources	\$6,355
Percentage of Variation between School & District	15.66%
State	
From Unrestricted Sources	\$5,681
Percentage of Variation between School & State	5.65%



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

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	\$61,073
District	\$64,112
Percentage of Variation	4.75%
School & State	
All Unified School Districts	\$68,179
Percentage of Variation	10.43%