

## Hacienda La Puente Unified School District

"Where Every Student Excels"

# California Elementary School

"College is not a dream; it's a plan!"

## 2014-2015 School Accountability Report Card

*Published in the 2015-2016 School Year*

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Grades Kindergarten through Six • CDS Code: 19-73445-6014138

<http://california.hlpusd.org>

### School Administration

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### Hacienda La Puente Unified School District

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### Board of Education

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### SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all Local Educational Agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in a LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA websites.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

### District Mission Statement

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

### Principal's Message

This is our annual School Accountability Report Card, as established by the people of California, with the passage of Proposition 98, which provides us with the opportunity to make public the status of our educational program. Each school is charged with the responsibility for developing and distributing this accountability report to all segments of the community.

California Elementary School is dedicated to providing a rigorous and high quality instructional program focused on raising the academic achievement of all students and student sub-groups, with an emphasis on aligning Reading/Language Arts and Math instruction and assessment to Common Core state and district standards. Our shared vision for academic excellence includes meeting the following objectives:

- Teaching and learning are the central focus schoolwide.
- Curriculum and instruction are standards-based, utilizing scientifically proven best practices, with high expectations for student learning.
- Alignment with HLPUSD's seven district goals for student achievement.
- The needs of English Learners and of students not yet proficient are identified and responded to in support of meeting learning goals.
- A focus on results through building a collaborative, goal-oriented, data-driven professional learning community.
- The learning environment is safe, efficient, clean, well-maintained, purposeful and engaging.
- Students are respectful, responsible, well-organized and eager to learn.
- School staff, parents and students work as a team to achieve goals for student achievement.

### School Mission Statement

California Elementary School is committed to early intervention in order to ensure that all students are successful learners. We are committed to student achievement of State standards, the promotion of creativity, self-discipline, cultural sensitivity, decision making and positive self-esteem through the utilization of technology and active and cooperative learning supported by parents and the community. It is the mission of California Elementary School to prepare ALL students for post-secondary education, whether it be college, university, or training program. At California Elementary School, college is not a dream, it's a plan!

## School Goals

California Elementary School is committed to academic excellence. Goals for the 2014-15 school year included:

- Support ALL students' movement to the next proficiency level in Language Arts and Math on the CAASPP exams.
- Support English Language Learners' movement to the next proficiency level on the CELDT exam.
- Continue to encourage ALL students to be respectful, responsible and safe citizens.

## Community & School Profile (School Year 2015-16)

The Hacienda La Puente Unified School District is the largest school district in the San Gabriel Valley, serving 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 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.

California Elementary School lies in the northwestern section of La Puente and operates on a traditional calendar. California Elementary School is committed to providing a strong instructional program for all students to ensure excellence in education.

## School Enrollment (School Year 2014-15)

During the 2014-15 school year, the school served 393 students in grades kindergarten through six. The chart displays school enrollment broken down by grade or student group.

### Enrollment Trend by Grade Level

	2012-13	2013-14	2014-15
K	67	66	55
1st	61	67	62
2nd	58	53	61
3rd	49	62	56
4th	63	47	57
5th	45	57	46
6th	39	41	56

### Enrollment by Student Group

2014-15	
	Percentage
Black or African American	0.3%
Asian	1.5%
Filipino	1.8%
Hispanic or Latino	95.4%
White	1.0%
English Learners	35.4%
Socioeconomically Disadvantaged	93.6%
Students with Disabilities	6.1%
Foster Youth	2.8%

## School Attendance (School Year 2014-15)

Regular attendance, punctuality, and promptness at California Elementary 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 referred to the office.

Regular daily attendance is a priority at California Elementary. 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 school principal 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.

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

## Highly Qualified Teachers (School Year 2014-15)

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified." Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

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

### NCLB Compliant Teachers

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

## Teacher Assignment

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

Teacher Credential Status				
	School			District
	13-14	14-15	15-16	15-16
Fully Credentialed	19	16	17	782
Without Full Credentials	0	0	0	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	105

Misassignments refer to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

Misassignments/Vacancies				
	13-14	14-15	15-16	
	Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0	
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>	
Vacant Teacher Positions	0	0	1	

## Instructional Materials (School Year 2015-16)

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

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

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

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
6th	History/Social Science	McDougal Littell	2006	Yes	0.0%
K-5	History/Social Science	Scott Foresman	2006	Yes	0.0%
K-6	Mathematics	Houghton Mifflin	2015	Yes	0.0%
6th	Reading/ Language Arts	Holt, Rinehart & Winston	2003	Yes	0.0%
K-5	Reading/ Language Arts	Houghton Mifflin	2003	Yes	0.0%
6th	Science	Holt	2007	Yes	0.0%
K-5	Science	Scott Foresman	2007	Yes	0.0%

## School Facilities (School Year 2015-16)

California Elementary School provides a safe, clean environment for students, staff, and volunteers. The school is situated on 9.3 acres. School facilities were built in 1956, and span more than 31,800 square feet. They include 24 classrooms, a cafeteria, and administrative offices. After more than 10 years of spreading over 2 campuses, east and west, the transition was made to house the entire school on the west side of street. The east side was remodeled and now houses pre-school programs. Facilities were painted at the end of the 2013-14 school year, and new fencing was installed around the perimeter. The multipurpose room was recently repainted and the stage was refinished. A garden was dedicated in the back of the school and pavers and planters were installed.

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. Facilities information was collected in January 2016.

School Facility Conditions				
Date of Last Inspection: 08/28/2015				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior		X		Rm 1: Stained ceiling tiles, one ceiling tile loose. Rms 3, 8, 11: Stained ceiling tiles. Rm 4: Loose ceiling tiles. Adjoining Office Rooms: Holes in plywood wall. Kitchen: Paint peeling, hot temperatures, poor ventilation of heat, knobs on stove missing, old kitchen equipment no longer in use in the way, causes problems. (Work orders submitted.)
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical		X		Rms 13, 16: Wire mold loose and wires exposed. Rm 14: Light out. Library 17: Bookshelf blocking electrical panel. Girls Restroom by Rm 13: Light out. Rm A: Restroom light not working. K2: 2 Restrooms lights out. Nurse's Office: One light is out. Cafeteria: Some lights are out. (Work orders submitted.)
Restrooms/Fountains		X		Restroom by Rm 5: Loose toilet seats, one toilet out of order, soap dispenser empty. Restroom by Rm 1: One urinal clogged. Girls Restroom by Rm 13: Soap dispenser empty, 1 toilet not working. Restroom by Rm 9: Panic bar not working properly. Rm 2: Faucet body loose. Rm 4: Sink leaking under water trap, low pressure drinking fountain. Rm 5: Drinking fountain inadequate water pressure. Rm 6: Drinking fountain water is shut off. Rm 9: Sink faucet aerator clogged, drinking fountain water pressure low. Computer Lab 18: Drinking fountain loose. Rm 19: Loose faucet. Nurse's Office: Restroom faucet aerator clogged, sink faucet in room is loose. Adjoining Office Rooms: Drinking faucet not working properly. Kitchen: Sink faucet loose. Girls RR by Rm 13: Faucet doesn't work. Restroom by Rm 9: 2 sinks not working. (Work orders submitted.)
Safety (Fire Safety, Hazardous Materials)	X			Rm 9: Fire extinguisher not up to date. (Work order submitted.)
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			Kinder Playground: One swing seat has an "S" hook open. Field: Irrigation valve box covers cracked and broken, risk of stopping on and causing injury. Rm 1: Window glass cracked. Staff Room: Door to cafe doesn't close properly. Cafeteria: Stage ceiling hatch door doesn't look secure. (Work orders 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 Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its predecessor the Standardized Testing and Reporting Program); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## California Assessment of Student Performance and Progress (CAASPP)

California EC Section 60640 authorized the replacement of the Standardized Testing and Reporting (STAR) Program with a new assessment program, referred to as the CAASPP. All students in grades three through eight and eleven were assessed using computer-based tests in English/Language Arts and Mathematics; students in grades five, eight, and ten were also tested in Science. Science assessments were paper-based and included California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

Students receive an overall score for each subject, ranging from 2,000 to 3,000. Overall scores are reported within one of four levels:

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

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

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

California Assessment of Student Performance and Progress			
Percent of Students Meeting or Exceeding the State Standards			
Subject	School	District	State
English Language Arts/Literacy (Grades 3-8 and 11)	44	46	44
Mathematics (Grades 3-8 and 11)	30	31	33

The following tables display information on student achievement at each performance level in English/Language Arts and Mathematics for the school by student groups for grades three through six.

*Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.*

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

**California Assessment of Student Performance and Progress - Grade 3**

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Number Tested	Percent Tested	Mathematics			
				Percent Achievement Level						Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	54	53	98.1	38	13	34	15	53	98.1	28	30	34	8
Male	54	28	51.9	46	7	21	25	28	51.9	32	21	32	14
Female	54	25	46.3	28	20	48	4	25	46.3	24	40	36	0
Filipino	54	2	3.7	--	--	--	--	2	3.7	--	--	--	--
Hispanic or Latino	54	51	94.4	37	14	33	16	51	94.4	27	29	35	8
Socioeconomically Disadvantaged	54	19	35.2	42	16	26	16	19	35.2	32	37	32	0
English Learners	54	17	31.5	76	12	12	0	17	31.5	65	35	0	0
Students with Disabilities	54	7	13	--	--	--	--	7	13	--	--	--	--

**California Assessment of Student Performance and Progress - Grade 4**

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Number Tested	Percent Tested	Mathematics			
				Percent Achievement Level						Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	58	58	100	41	17	28	14	58	100	28	47	26	0
Male	58	24	41.4	46	17	33	4	24	41.4	29	42	29	0
Female	58	34	58.6	38	18	24	21	34	58.6	26	50	24	0
Asian	58	2	3.4	--	--	--	--	2	3.4	--	--	--	--
Hispanic or Latino	58	55	94.8	38	18	29	15	55	94.8	27	45	27	0
White	58	1	1.7	--	--	--	--	1	1.7	--	--	--	--
Socioeconomically Disadvantaged	58	24	41.4	50	25	21	4	24	41.4	42	46	13	0
English Learners	58	14	24.1	79	14	7	0	14	24.1	36	50	14	0
Students with Disabilities	58	2	3.4	--	--	--	--	2	3.4	--	--	--	--

**California Assessment of Student Performance and Progress - Grade 5**

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Number Tested	Percent Tested	Mathematics			
				Percent Achievement Level						Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	47	47	100	34	23	34	9	47	100	43	30	19	9
Male	47	21	44.7	48	24	29	0	21	44.7	43	38	5	14
Female	47	26	55.3	23	23	38	15	26	55.3	42	23	31	4
Asian	47	1	2.1	--	--	--	--	1	2.1	--	--	--	--
Hispanic or Latino	47	45	95.7	36	24	31	9	45	95.7	44	27	20	9
White	47	1	2.1	--	--	--	--	1	2.1	--	--	--	--
Socioeconomically Disadvantaged	47	20	42.6	50	30	15	5	20	42.6	55	25	10	10
English Learners	47	7	14.9	--	--	--	--	7	14.9	--	--	--	--
Students with Disabilities	47	3	6.4	--	--	--	--	3	6.4	--	--	--	--

**California Assessment of Student Performance and Progress - Grade 6**

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Mathematics					
				Percent Achievement Level				Percent Achievement Level					
				One	Two	Three	Four	Number Tested	Percent Tested	One	Two	Three	Four
All Students	57	56	98.2	16	39	38	7	57	100	37	39	16	9
Male	57	24	42.1	25	46	29	0	24	42.1	42	38	17	4
Female	57	32	56.1	9	34	44	13	33	57.9	33	39	15	12
Filipino	57	2	3.5	--	--	--	--	2	3.5	--	--	--	--
Hispanic or Latino	57	54	94.7	17	39	37	7	55	96.5	38	38	15	9
Socioeconomically Disadvantaged	57	31	54.4	13	45	35	6	32	56.1	44	34	9	13
English Learners	57	4	7	--	--	--	--	5	8.8	--	--	--	--
Students with Disabilities	57	6	10.5	--	--	--	--	6	10.5	--	--	--	--

**California Standards Test (CST) - Science**

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

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

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

California Standards Test Percentage of Students Meeting or Exceeding State Standards									
Subject	School			District			State		
	2013	2014	2015	2013	2014	2015	2013	2014	2015
Science (Grades 5, 8, and 10)	44	65	63	64	64	62	59	60	56

California Standards Test Percentage of Students Meeting or Exceeding State Standards	
Subgroups	
Subject	Science
District	62
School	63
Hispanic or Latino	61
Males	55
Females	69
Socioeconomically Disadvantaged	41

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

## State Priority: Other Pupil Achievement

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

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

## Physical Fitness (School Year 2014-15)

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

Percentage of Students in Healthy Fitness Zone			
2014-15			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	26.1%	32.6%	6.5%

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

### Parent & Community Involvement (School Year 2015-16)

Parents and the community are very supportive of the educational program at California Elementary School. Numerous programs and activities are enriched by the generous contributions made by the following organizations: PTA, Northgate Market/Gonzalez Reynoso Foundation, HLP Administrator's Association, Macy's Stores, Healthcare Resources, Target Stores, LifeTouch Photography, Walmart, Boxtops for Education, United Stationers, and Shoparoo. The New Horizons Caregivers Group Non-Profit Organization also provided food donations to various families. Hot Topic provided donations of backpacks.

The Buddhist Light International Association provides scholarship awards to outstanding students each year.

## Contact Information

Parents who wish to participate in California Elementary School leadership teams, school committees, school activities, or become volunteers may contact Principal Jennifer McCully Rodriguez at (626) 933-5200.

### 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 sites which is supplemented by a set of behavioral standards developed by California Elementary 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 positive discipline and conflict resolution tools to further develop personal growth.

Students at California Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school's discipline philosophy promotes a safe and positive learning environment in support of high expectations for student behavior and academic achievement. Students are expected to come to school prepared, behave in a manner conducive to a positive learning environment, respect the rights of others, and follow all health, safety, and conduct rules as presented to them. All staff encourage students to stay in school, be on time for classes, and say no to drugs. Students are recognized for demonstrating positive behavior at monthly achievement and trimester awards assemblies.

During the 2014-15 school year, California Elementary School continued implementation of Positive Behavior Intervention and Support (PBIS). This proactive behavior support system includes four general rules, the "BEAR Code", that guide students' positive behavior in all aspects of the school learning environment: Be Safe, Eager to Learn, Act Responsibly and Respectfully. Desired behaviors are taught and positively reinforced schoolwide, resulting in decreases in the suspension rate and discipline referrals.

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		
	12-13	13-14	14-15	12-13	13-14	14-15
School	1.3%	3.0%	3.1%	0.0%	0.0%	0.0%
District	3.6%	3.6%	3.5%	0.1%	0.1%	0.1%
State	5.1%	4.4%	3.8%	0.1%	0.1%	0.1%

### ASES Program

Hacienda La Puente USD provides the FREE After School Education and Safety (ASES) program at 21 elementary and middle schools. This program is a result of the 2002 voter-approved initiative, Proposition 49, in which partnerships between schools and local community resources provide literacy, academic enrichment and safe constructive alternatives for students in kindergarten through ninth grade immediately upon the conclusion of the regular school day.

### Safe School Plan (School Year 2015-16)

The safety of students and staff is a primary concern of California Elementary 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. Lockdown drills are also held quarterly.

During lunch, recesses, and before and after school, noon duty aides 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 visitor 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. California Elementary 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 August 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.

### Adequate Yearly Progress (School Year 2014-15)

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

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

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

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

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

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

### Federal Intervention Program (School Year 2015-16)

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

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

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	In PI	In PI
First Year in PI	2008-2009	2010-2011
Year in PI (2015-16)	Year 4	Year 3
# of Title I Schools Currently In PI	-	17
% of Title I Schools Currently In PI	-	50.0%

## School Leadership

Principal Jennifer McCully Rodriguez joined the school in January 2013. Leadership at California Elementary School is a responsibility shared among District administration, the 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 at least once a month to focus on schoolwide curricular and administrative issues. The principal communicates with parents regularly through monthly calendars and Newscrafted full-color newsletters, phone messages, text messages, and weekly email blasts. We also communicate through FACEBOOK. We have a great following!

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, Leadership Team, English Language Advisory Council (ELAC), School Advisory Council, Parent Teacher Association (PTA), and Café with the Principal. The District is now using the Shared Decision Making leadership model. The District is working with the school ensure full implementation of the program.

## 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 grade level, as well as the number of classrooms that fall into each size category.

Class Size Distribution												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
13	14	15	13	14	15	13	14	15	13	14	15	
By Grade Level												
K	20	22	18	4	-	3	-	3	-	-	-	-
1	20	22	21	2	1	1	-	2	2	-	-	-
2	19	22	24	3	-	-	-	1	2	-	-	-
3	19	24	23	3	-	-	-	3	3	-	-	-
4	32	31	29	-	-	-	1	1	2	1	-	-
5	23	24	23	1	1	1	1	2	-	-	-	1
6	20	21	28	6	6	-	6	6	6	-	-	6

## Counseling & Support Staff (School Year 2014-15)

It is the goal of California Elementary 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.

California Elementary School now has a full-time-time Student Support Teacher on Special Assignment (TOSA) who works with attendance, RTI behavior strategies for students, and academic intervention.

The school does not have an academic counselor. 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
Foothill Family Services Counselor	1	0.2
Nurse	1	0.2
Psychologist	1	0.3
Student Support TOSA	1	0.5
Teacher on Special Assignment	1	1.0

Hacienda La Puente Unified School District's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with State and District standards. It is the District's goal to ensure that all students are provided the support they need in order to experience success in their academic career. Through teacher training, monitoring of student achievement, and modification of instruction, California Elementary School is able to offer programs to meet the individual needs of its students.

The Gifted and Talented Education (GATE) program is offered to students who have been identified as capable of high levels of achievement based on District-determined assessment criteria. The GATE program is focused on students in grades 3-6. These students work with their own teachers alongside other identified GATE students.

Students identified as English Learners through the California English Language Development Test (CELDT) are assigned to appropriately credentialed teachers and provided in-class instruction using English Language Development (ELD), Highpoint program, and Specially Designed Academic Instruction in English (SDAIE) techniques.

California Elementary School offers support to students whose test results indicate they need additional assistance to achieve grade level proficiency. Teachers and staff provide tutorials and work with students on a variety of skills to enhance their academic progress. The school works diligently to maintain open communication with parents regarding their child's progress throughout the school year.

California Elementary School provides instruction to all students in the least restrictive environment possible. Students with special needs are accommodated with a variety of options. A team consisting of the parent, school administrator, general education teacher, psychologist, and special education teacher, develops an Individual Education Plan (IEP). The IEP defines the individualized instruction and assistance a student will receive which may include sessions with a Resource Specialist, placement in a Special Day Class, and/or after-school tutoring.

## 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 Expenditures (Fiscal Year 2013-14)

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2013-14 school year. The figures shown in the Expenditures Per Pupil table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the District and throughout the State.

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

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

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,945
From Supplemental/Restricted Sources	\$534
From Basic/Unrestricted Sources	\$5,411
District	
From Basic/Unrestricted Sources	\$6,683
Percentage of Variation between School & District	-19.0%
State	
From Basic/Unrestricted Sources	\$5,348
Percentage of Variation between School & State	1.2%

## District Revenue Sources (Fiscal Year 2014-15)

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

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

## School Site Teacher Salaries (Fiscal Year 2013-14)

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

Average Teacher Salaries	
School & District	
School	\$74,168
District	\$72,680
Percentage of Variation	2%
School & State	
All Unified School Districts	\$71,529
Percentage of Variation	3.7%

## Teacher & Administrative Salaries (Fiscal Year 2013-14)

This table displays District salaries for teachers, principals, and superintendents, and compares these figures to the State averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the District's budget, and compares these figures to the State averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website.

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

## DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).