

Hacienda La Puente Unified School District

"Where Every Student Excels"

Grazide Elementary School

"Striving for Excellence Together"

2011-2012 School Accountability Report Card

Published in the 2012-2013 School Year

2850 Leopold Avenue • Hacienda Heights, CA 91745 • (626) 933-6101

Grades Kindergarten through Five

www.grazide.hlpusd.k12.ca.us

School Administration

Carmel Horseman

Principal



Board of Education

Mr. Jay F. Chen

President

Mr. Gino Kwok, Esq.

Vice President

Mr. Anthony Duarte

Clerk

Mr. Rudy Chavarria

Member

Dr. Joseph K. Chang

Member

District Administration

Barbara Nakaoka, Ed.D.

Superintendent

Mrs. Cynthia Parulan-Colfer

Deputy Superintendent

Mr. William F. Roberts, IV

*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.

School Mission Statement

The hallmark of Grazide Elementary School will be its total commitment and dedication to academic excellence and safe environment for all children. Our school community will assist in the development of the total well being of its diverse student population. The use of technology will enhance the learning potential for the entire school community. We will stimulate, challenge, and engage all students, faculty and staff members as learning colleagues to become confident, lifelong learners and responsible world citizens.

Principal's Message

On behalf of Grazide staff, students and school community, I would like to welcome you to the home of the "Rams". Grazide is a California Distinguished School and excels in academics. We are delighted with our API score of 949, but continue to raise our goals. We attribute our success to the combined efforts of involved parents, highly skilled and dedicated teachers, and students who are focused and ready to learn. Our stakeholders share a common vision of success for all students. Areas of academic focus continue to be writing, comprehension, academic vocabulary, and mathematics and preparing our students for Common Core Standards.

We are committed to providing evidence-based professional development for teachers to support all student needs. Our schoolwide mission is to develop within our students the knowledge-base, skills, and social qualities needed to succeed in an increasingly global economy in which diversity is valued and critical thinking is integral for success.

Grazide Elementary School's slogan is "Great Expectations," reminding all students of the need to continue the journey towards excellence. As you walk through the hallways, classrooms, and playgrounds, Grazide pride is evident. I am honored and fortunate to be the principal of such a wonderful school.

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.

Grazide Elementary School lies in the southern section of the City of Hacienda Heights. The school operates on a traditional school calendar. During the 2011-12 school year, the school served 621 students in grades Kindergarten through five.

Grazide Elementary School is committed to providing a strong instructional program for all students to ensure excellence in education. The chart displays school enrollment broken down by ethnicity.

Student Enrollment by Ethnic Group	
2011-12	
	Percentage
African American	2.1%
American Indian	0.2%
Asian	53.0%
Filipino	2.6%
Hispanic or Latino	32.5%
Pacific Islander	0.3%
White	7.7%
Two or More	1.6%

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 Grazide 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 assertive discipline and conflict resolution tools to further develop personal growth.

Students at Grazide Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school's discipline philosophy, modeled after the Character Counts 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 Grazide Elementary 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 at the beginning of each school year through the Parent/Student Handbook and reinforced throughout the year through classroom postings, during assemblies, and at parent conferences. Students who exemplify characteristics of good behavior are recognized during quarterly and end-of-year assemblies.

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		
	09-10	10-11	11-12	09-10	10-11	11-12
Suspensions	3	4	4	1324	1159	1091
Suspension Rate	0.5%	0.6%	0.6%	6.2%	5.5%	5.2%
Expulsions	0	0	0	37	49	21
Expulsion Rate	0.0%	0.0%	0.0%	0.2%	0.2%	0.1%

Extracurricular and Enrichment Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities that are an integral part of the educational program. These schoolwide and classroom incentives, including many community sponsored programs, promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems.

Extracurricular activities, clubs, and programs include:

- Super Institute Enrichment and Homework Program
- Iron Chef
- Chess Masters
- Science Club and Science Olympiad
- Webby Dance
- Jump Rope for Heart
- Lego Robotics
- Band
- Spanish Immersion
- Student Council
- Young Rembrants

School Attendance

Regular attendance, punctuality, and promptness at Grazide Elementary 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. Independent study is available for students that require extended leaves from school.

Regular daily attendance is a priority at Grazide Elementary School. Absence reports are regularly reviewed by the Office Clerk. Parents are notified of absences through phone calls, SSTs, letters, and if necessary, parent conferences. The SMART districtwide computer program assists in the notification process. Good attendance is encouraged through motivational incentives, including awards at quarterly and end-of-year assemblies. Those students who continue to exhibit excessive absences are directed to the appropriate authorities including 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.

Class Size

The Class Size Distribution table shows the average class size by grade. 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					
10	11	12	10	11	12	10	11	12	10	11	12	
By Grade Level												
K	20	20	20	5	6	5	-	-	-	-	-	-
1	20	20	19	4	4	7	-	-	-	-	-	-
2	20	20	20	4	4	5	-	-	-	-	-	-
3	20	20	19	5	6	4	-	-	-	-	-	-
4	36	36	35	-	-	-	-	-	-	3	3	3
5	30	30	34	-	-	-	4	4	-	-	-	3
K-3	20	-	-	2	-	-	-	-	-	-	-	-

Teacher Assignment

Hacienda La Puente Unified School District recruits and employs the most 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
	09-10	10-11	11-12	11-12
Fully Credentialed	30	27	28	850
Without Full Credentials	0	0	0	0
Working Outside Subject	0	0	0	128

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.

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

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

Misassignments/Vacancies				
	10-11	11-12	12-13	
	Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0	
Total Misassignments of Teachers	0	0	0	
Vacant Teacher Positions	0	0	0	

Highly Qualified Teachers (School Year 2011-12)

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
- 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 25 percent or less.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	98.5%	1.5%
High-Poverty Schools in District	94.9%	5.1%
Low-Poverty Schools in District	N/A	N/A

Staff 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 there are various methods by which professional development has been provided. These include afterschool workshops, inservices, summer institutes, and professional conferences with guest speakers and consultants.

Counseling & Other Support Services

It is the goal of Graziade 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. The Principal coordinates the counseling and support services at Graziade Elementary School. The school does not have an academic counselor. The chart displays support staff available to students at the school.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Nurse	1	0.2
Psychologist	1	0.2
Resource Specialist	1	0.3
Speech/Language Specialist	1	0.6

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, Graziade 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 in grades 3-5 who have been recognized by their teachers as capable of high levels of achievement. Students receive GATE instruction within their regular classroom.

Students identified as English Learners through the California English Language Development Test (CELDT) are assigned to appropriately credentialed teachers and provided in-class instruction for 30 minutes daily using English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) techniques.

Students whose test results indicate they need additional assistance to achieve grade level proficiency receive supplemental instruction within the classroom and may also utilize Wonder Reading Tutoring and Refined Teacher Tutoring. Student Study Teams (SSTs) and Individual Education Plans (IEPs) may be established to create a plan of action for struggling students. 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.

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 additional assistance from the school's Speech/Language Specialist.

Student Achievement & Testing

Various measures of student achievement are used as an ongoing part of the quality instructional program at Grazide Elementary School. These assessments measure students' actual progress as well as the effectiveness of the instructional program.

California Standards Test

The California Standards Test (CST), a component of the STAR 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 English/Language Arts, Mathematics, Social Science, and Science, 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 STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2010	2011	2012	2010	2011	2012	2010	2011	2012
English/Language Arts	81	85	83	53	55	58	52	54	56
Mathematics	87	90	90	49	51	53	48	50	51
Science	86	86	95	59	62	66	54	57	60
History/Social Science				48	52	52	44	48	49

California Standards Test (CST)				
Subject	Subgroups			
	English/ Language Arts	Mathematics	Science	History/ Social Science
District	58	53	66	52
School	83	90	95	*
Asian	92	97	98	*
Hispanic or Latino	72	81	88	*
White	75	81	*	*
Males	77	87	95	*
Females	89	92	95	*
Socioeconomically Disadvantaged	67	79	89	*
English Learners	61	78	*	*
Students with Disabilities	55	75	*	*

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

California Modified Assessment (CMA)

The California Modified Assessment (CMA) is an alternate assessment (a STAR Program component) that is based on modified achievement standards in ELA for grades three through eleven; Mathematics for grades three through seven, Algebra I, and Geometry; and Science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.

California Alternate Performance Assessment (CAPA)

The California Alternate Performance Assessment (CAPA), a component of the STAR Program, includes ELA and Mathematics in grades two through eleven, and Science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

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 2012 Growth API at the school, District, and State level.

API School Results			
	2009	2010	2011
Statewide	10	10	10
Similar Schools	5	4	1
Group	09-10	10-11	11-12
All Students at the School			
Actual API Change	7	6	8
Asian			
Actual API Change	9	8	2
Hispanic or Latino			
Actual API Change	10	9	23
Socioeconomically Disadvantaged			
Actual API Change	9	9	19

2012 Growth API Comparison						
	School		District		State	
	Number of Students	Growth Score	Number of Students	Growth Score	Number of Students	Growth Score
All Students at the School	375	949	15,128	814	4,664,264	788
Asian	205	986	1,716	948	404,670	905
Hispanic or Latino	115	897	12,170	792	2,425,230	740
White	31	908	605	840	1,221,860	853
Socioeconomically Disadvantaged	91	897	11,237	790	2,779,680	737
English Learners	56	963	4,726	761	1,530,297	716
Students with Disabilities	20	809	1,511	621	530,935	607

Adequate Yearly Progress (School Year 2011-12)

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	Yes	Yes	No	No
API School Results	Yes		Yes	
Graduation Rate	N/A		No	

Federal Intervention Program (School Year 2012-13)

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

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	In PI
First Year in PI	-	2010-2011
Year in PI (2012-13)	-	Year 3
# of Schools Currently in PI	-	18
% of Schools Identified for PI	-	50.00%

Physical Fitness (School Year 2011-12)

In the spring of each year, Grazide 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			
2011-12			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	33.0%	21.4%	10.7%

Instructional Materials (School Year 2012-13)

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 August 23, 2012, 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 and foreign languages for use in the classroom and to take home. Instructional materials for grades K-8 are selected from the State's most recent list of standards-based materials; for grades 9-12, all materials have been approved by the Board of Education.

Hacienda La Puente Unified School District follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language and visual and performing arts. District textbook review and adoption activities occur the year following the State's adoption. The table displays information collected in December 2012 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
K-5	Mathematics	Harcourt Brace	2002	Yes	0.0%
K-5	Reading/ Language Arts	Houghton Mifflin	2002	Yes	0.0%
K-5	Science	Scott Foresman	2006	Yes	0.0%
K-5	Social Science/ History	Scott Foresman	2006	Yes	0.0%

Availability of Additional Internet Access at Public Locations

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

School Leadership

Leadership at Grazide Elementary School is a responsibility shared among District administration, the Principal, instructional staff, students, and parents. Principal Carmel Horseman joined the school in the fall of 2010. 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 schoolwide 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/Shared Decision Making (SSC/SDM), the Leadership Team, English Language Advisory Council (ELAC), and the Parent Teacher Association (PTA).

Parent & Community Involvement

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

- Albertsons
- Mimi's Cafe
- Staples
- Marie Callender's Restaurant
- Parent Teacher Association (PTA)
- Target
- McDonalds
- Puente Hills Mall

Contact Information

Parents who wish to participate in Grazide Elementary School leadership teams, school committees, school activities, or become volunteers may contact Principal Carmel Horseman at (626) 933-6101.

School Facilities

Grazide Elementary School provides a safe, clean environment for students, staff, and volunteers. The school is situated on 10 acres. School facilities were built in 1963, and span nearly 39,500 square feet. They include an administration building, multipurpose room, 21 permanent classrooms, and 12 portable classrooms. 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: 10/26/2012				
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	P9: Drop ceiling frame is hanging. P8: Ceiling tile hanging. P7, Rm 16, 4B, 4A: Ceiling tiles are stained. Rm 7: Missing ceiling tiles. Library: Missing ceiling tiles and water stains. Rm 3: Ceiling tile have water damage. 9: Loose ceiling tile above sink might fall. Staff Lounge: Peeling paint. 12: Ceiling tile next to heating duct falling. Work orders submitted.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical		X		P9: Light cover missing, Rm 2: Two lights not working. 9, 10: electrical outlet under whiteboard not functional. Staff Lounge: Electrical outlet missing cover. Work orders submitted.
Restrooms/Fountains	X			Rm 8: Fountain not working. 10: Sink and fountain very low pressure. Work orders submitted.
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			Rm 7: Water leak on roof. Work order submitted.
External (Grounds, Windows, Doors, Gates, Fences)	X			

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.

Safe School Plan

Safety of students and staff is a primary concern of Grazide 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. During lunch, recesses, and before and after school, teachers 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. Graziade 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 2012. An updated copy of the plan is available to the public at the school and District offices.

District Expenditures (Fiscal Year 2010-11)

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2010-11 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	\$4,561
From Supplemental/Restricted Sources	\$77
From Basic/Unrestricted Sources	\$4,484
District	
From Basic/Unrestricted Sources	\$4,544
Percentage of Variation between School & District	-1.31%
State	
From Basic/Unrestricted Sources	\$5,455
Percentage of Variation between School & State	-17.80%

District Revenue Sources (Fiscal Year 2011-12)

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

Teacher & Administrative Salaries as a Percentage of Total Budget (Fiscal Year 2010-11)

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		
2010-11		
	District	State
Beginning Teachers	\$43,687	\$41,455
Mid-Range Teachers	\$67,443	\$66,043
Highest Teachers	\$84,510	\$85,397
Elementary School Principals	\$103,382	\$106,714
Middle School Principals	\$107,402	\$111,101
High School Principals	\$121,895	\$121,754
Superintendent	\$187,727	\$223,357
Salaries as a Percentage of Total Budget		
Teacher Salaries	37.9%	39.0%
Administrative Salaries	5.9%	5.1%

School Site Teacher Salaries (Fiscal Year 2010-11)

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	\$69,386
District	\$66,027
Percentage of Variation	5.08%
School & State	
All Unified School Districts	\$68,835
Percentage of Variation	0.80%

Data Sources

Data within the SARC was provided by the Hacienda La Puente Unified School District, retrieved from the 2011-12 SARC template, located on Dataquest (<http://data1.cde.ca.gov/dataquest>), and/or Ed-Data website.

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 community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.