

Hacienda La Puente Unified School District

"Where Every Student Excels"

Sparks Middle School

"Together We Make A Difference"

2014-2015 School Accountability Report Card

Published in the 2015-2016 School Year

15100 Giordano Street • La Puente, CA 91744 • (626) 933-5005

Grades Seven and Eight

CDS Code: 19-73445-6014377

School Administration

Collin Miller

Principal

CMiller@hlpusd.k12.ca.us



Hacienda La Puente Unified School District

15959 E. Gale Avenue

P.O. Box 60002

City of Industry, CA 91716-0002

(626) 933-1000

www.hlpusd.org

Board of Education

Mrs. Penny Fraumeni

President

Dr. Joseph K. Chang

Vice President

Gino Kwok, Esq.

Clerk

Mr. Anthony Duarte

Member

Mr. Martin G. Medrano

Member

District Administration

Mrs. Cynthia Parulan-Colfer

Superintendent

cpcolfer@hlpusd.k12.ca.us

SARC Information

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

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

District Mission Statement

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

Principal's Message

The purpose of the School Accountability Report Card is to provide parents and community members with information about Sparks Middle School's instructional programs, intervention programs, academic achievement, materials, and facilities. Also included in the Report Card is information about the Hacienda La Puente Unified School District. Parents and the community play a key role in the success of Sparks Middle School. Understanding the school's educational program, the state standards and how we develop and deliver the curriculum can assist both school and community in ongoing collaboration for program improvement. The staff at Sparks is committed to providing the best educational program for our students with a shared belief that "success is the only option".

Our staff is dedicated to ensuring that Sparks Middle School maintains a safe, challenging learning environment. This enables students to be actively involved in their lessons, their learning, and responsible for their academic progress. By using research-based effective instructional strategies, our highly committed staff is able to deliver an excellent program. Our programs are designed by analyzing data to meet the needs of our diverse population. These programs and activities are incorporated throughout the school day to ensure student success. Together, with everyone's hard work our students will develop a sound academic foundation to meet future challenges with pride and accomplishment to better prepare them for college and career.

School Vision Statement

It is the vision of Sparks Middle School to develop highly educated, well-rounded students who are excited about learning.

In pursuit of this vision, the Sparks Middle School will . . .

- provide all students with a quality educational program
- address the aspirations and abilities of all students
- prepare students for the future
- maintain a stable and dependable learning environment

School Mission Statement

It is the mission of Sparks Middle School to provide quality educational opportunities and learning success for all students.

To address this mission, Sparks Middle School will . . .

- provide a safe and secure environment where people enjoy learning
- stress the importance of rigorous academic programming
- recognize the worth, dignity, and learning capacity of every individual
- promote equity by providing equal access to programs for all students
- focus on quality, research-based instructional teaching strategies
- share best practices and work together to benefit all students

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, 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.

Sparks Middle School is committed to providing a strong instructional program for all students to ensure excellence in education. The school lies in the northern section of the city of La Puente and operates on a traditional school calendar.

School Enrollment (School Year 2014-15)

During the 2014-15 school year, the school served 476 students in grades seven and eight. The charts display school enrollment broken down by student group and grade.

Enrollment Trend by Grade Level			
	2012-13	2013-14	2014-15
7th	253	252	230
8th	249	240	246

Enrollment by Student Group	
2014-15	
	Percentage
Black or African American	2.3%
American Indian or Alaska Native	0.2%
Asian	4.2%
Filipino	1.3%
Hispanic or Latino	91.2%
White	0.8%
English Learners	12.6%
Socioeconomically Disadvantaged	94.5%
Students with Disabilities	11.1%
Foster Youth	1.9%

School Attendance (School Year 2014-15)

Regular attendance, punctuality, and promptness at Sparks Middle 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 Sparks Middle. 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	22	22	21	782
Without Full Credentials	0	0	1	3
Teaching Outside Subject Area of Competence (with full credential)	0	7	12	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
Total Misassignments of Teachers	0	0	0
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
7th-8th	History/Social Studies	McDougal Littell	2006	Yes	0.0%
7th-8th	Mathematics	Houghton Mifflin	2015	Yes	0.0%
7th-8th	Reading Language Arts	Holt, Rinehart & Winston	2003	Yes	0.0%
7th-8th	Science	Holt	2007	Yes	0.0%

School Facilities (School Year 2015-16)

Sparks Middle School provides a safe, clean environment for students, staff, and volunteers. The school is situated on 14.7 acres. School facilities were built in 1954, with additions built in 1957, 1959, and 1968. They span more than 52,500 square feet, and consist of a library, office, cafeteria, two computer labs, 16 permanent classrooms, and 10 portable classrooms. The school currently has a landscaping project in progress. 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: 10/02/2015				
Overall Summary of School Facility Conditions: Exemplary				
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 19: Stained ceiling tiles. (Work order submitted.)
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			Rm 9: Light burned out. (Work order submitted.)
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			Rm 1: No fire extinguisher. (Work order submitted.)
Structural (Structural Damage, Roofs)	X			Rm 21A: Ramp needs to be repainted. (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.

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)	23	46	44
Mathematics (Grades 3-8 and 11)	22	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 seven and eight.

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 7													
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	238	238	100	47	28	22	2	236	99.2	42	41	14	3
Male	238	114	47.9	53	32	14	2	112	47.1	48	36	13	3
Female	238	124	52.1	43	25	30	2	124	52.1	37	45	15	3
Black or African American	238	4	1.7	--	--	--	--	4	1.7	--	--	--	--
American Indian or Alaska Native	238	1	0.4	--	--	--	--	1	0.4	--	--	--	--
Asian	238	12	5	25	8	58	8	12	5	0	50	33	17
Filipino	238	3	1.3	--	--	--	--	3	1.3	--	--	--	--
Hispanic or Latino	238	215	90.3	50	29	20	1	213	89.5	46	40	13	1
White	238	3	1.3	--	--	--	--	3	1.3	--	--	--	--
Socioeconomically Disadvantaged	238	111	46.6	55	24	20	1	110	46.2	47	41	9	3
English Learners	238	38	16	84	13	3	0	37	15.5	65	30	3	3
Students with Disabilities	238	26	10.9	88	8	4	0	26	10.9	92	8	0	0

California Assessment of Student Performance and Progress - Grade 8

Student Groups	English-Language Arts								Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level				Number Tested	Percent Tested	Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	245	243	99.2	44	33	19	4	243	99.2	40	33	21	7
Male	245	127	51.8	56	26	13	4	127	51.8	44	30	20	6
Female	245	116	47.3	31	41	24	4	116	47.3	35	35	22	7
Black or African American	245	4	1.6	--	--	--	--	4	1.6	--	--	--	--
Asian	245	10	4.1	--	--	--	--	10	4.1	--	--	--	--
Filipino	245	3	1.2	--	--	--	--	3	1.2	--	--	--	--
Hispanic or Latino	245	225	91.8	45	32	19	3	225	91.8	41	32	21	6
White	245	1	0.4	--	--	--	--	1	0.4	--	--	--	--
Socioeconomically Disadvantaged	245	134	54.7	43	34	20	1	134	54.7	38	31	25	5
English Learners	245	19	7.8	89	11	0	0	19	7.8	84	5	11	0
Students with Disabilities	245	28	11.4	93	4	0	0	28	11.4	86	14	0	0

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)	75	61	57	64	64	62	59	60	56

California Standards Test Percentage of Students Meeting or Exceeding State Standards	
Subgroups	
Subject	Science
District	62
School	57
Hispanic or Latino	58
Males	55
Females	60
Socioeconomically Disadvantaged	57
English Learners	23

**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, Sparks Middle School is required by the State to administer a physical fitness test to all students in seventh 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
7	25.4%	26.3%	14.2%

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)

Our parents are partners. Parents and the community are very supportive of the educational program at Sparks Middle School. Many programs and activities are enriched by the generous contributions made by the following organizations: Parent's Booster Club, Fire Department, Sheriff's Department, and Target.

Contact Information

Parents who wish to participate in Sparks Middle School leadership teams, school committees, school activities, or become volunteers may contact Principal Collin Miller at (626) 933-5005.

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 Sparks Middle 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.

Sparks Middle School promotes that all students are respectful, responsible, and safe. The school's philosophy promotes a safe school, proactive classroom management strategies, and a strong foundation for helping all students grow through our RTI (Response To Intervention) initiatives. Our school is committed to providing students with multiple opportunities to learn, grow, and work together. Parents and students are informed of our expectations at the beginning of each school year through a summer letter, parent meetings, and student success assemblies, and used as a resource in student agendas. Student success is highlighted throughout the year through postcards mailed home, recognition through announcements, and two Renaissance Rallies.

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	17.6%	15.6%	13.0%	0.4%	0.7%	0.2%
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)

Safety of our students and staff is our priority at Sparks Middle School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake drill standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Drills (Earthquake, Fire, Lockdown) are conducted on a monthly basis. During lunch, recesses, and before and after school, teachers, administrators, and noon duty supervisors 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.

Sparks Middle 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 July 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	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes
Participation Rate	N/A	N/A	N/A	N/A	N/A	N/A
Percent Proficient	Yes	Yes	Yes	Yes	Yes	Yes
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	2004-2005	2010-2011
Year in PI (2015-16)	Year 5	Year 3
# of Title I Schools Currently In PI	-	17
% of Title I Schools Currently In PI	-	50.0%

School Leadership

Leadership at Sparks Middle 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. Principal Collin Miller joined the school in the fall of 2012.

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, English Learners Advisory Committee, Leadership Team, and Parent Booster Club.

Professional Development

Professional development within the District addresses the individual needs of teachers as well as broader school concerns. For the past three years, there have been no districtwide staff development days, but the district did provide after-school workshops, inservices, summer institutes, and professional conferences with guest speakers and consultants. These are methods by which professional development is provided.

In HLPUSD, we lead Professional Development (PD) in all content areas using a variety of models, such as pull-out, push-in, PLC, Staff Meetings, and more. PD includes, but is not limited to: ELA, ELD across all content, Math, Science, Social Studies, Technology, Transitional Kindergarten, PE, Visual and Performing Arts, Assessment, Structured Collaboration, TEAL, Modern/Foreign Language, Moderate/Severe Strategies, PBL, Rigorous Reading with Doug Fisher, School Loop Webpage Design, Next Generation Science Standards, STEM, STEAM, HMH Math Textbook Training, AERIES Attendance and Report Card, Literature Circles, Feedback Writing, Units of Study, Restorative Justice, LGBTQ, Google Apps for Education, Feedback on Student Writing, Complex Texts, Literacy Across Content, RtI/Autism/ADHD, Performance Tasks and Rubrics, Social Studies Democracy, CCGI, and Structured Collaboration.

We also conduct PD through team teaching, modeling lessons, and Instructional Walk Throughs with feedback.

Class Size

The table indicates the average class size by subject area, as well as the number of classrooms that fall into each size category.

Class Size Distribution												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
	13	14	15	13	14	15	13	14	15			
By Subject Area												
English	21	21	18	14	14	19	12	12	10	8	8	4
Math	29	29	32	4	4	-	11	11	8	8	8	6
Science	28	28	30	4	4	2	3	5	8	12	10	6
Social Science	30	30	32	3	3	-	4	5	8	10	9	6

Counseling & Support Staff (School Year 2014-15)

It is the goal of Sparks Middle School is 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 1:476. 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
Counselor	1	1.0
Nurse	1	0.3
Psychologist	1	0.7
Special Day Class (SDC) Teacher	2	2.0

The Gifted and Talented Education (GATE) program is offered to students in grades 7-8 who have been recognized by their teachers as capable of high levels of achievement. GATE students participate in the PAC program where they receive instruction at an accelerated pace with GATE-trained teachers.

Students identified as English Learners through the California English Language Development Test (CELDT) are assigned to appropriately credentialed teachers and are placed in double-blocked reading periods using the Highpoint intervention program.

Students whose test results indicate they need additional assistance to achieve grade level proficiency may participate in after-school tutoring, Saturday Academy Remedial Classes, before and after school supplemental courses, parallel courses, and in-school tutoring. 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 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	\$5,299
From Supplemental/Restricted Sources	\$370
From Basic/Unrestricted Sources	\$4,929
District	
From Basic/Unrestricted Sources	\$6,683
Percentage of Variation between School & District	-26.2%
State	
From Basic/Unrestricted Sources	\$5,348
Percentage of Variation between School & State	-7.8%

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	\$66,361
District	\$72,680
Percentage of Variation	-8.7%
School & State	
All Unified School Districts	\$71,529
Percentage of Variation	-7.2%

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).