

Hacienda La Puente Unified School District

"Where Every Student Excels"

Valinda School of Academics

"Live to Learn and Learn to Live"

2008-2009 School Accountability Report Card

Published in the 2009-10 School Year

1030 Indian Summer Avenue • La Puente, CA 91744 • (626) 933-4700

Grades Kindergarten through Eight

www.hlpusd.k12.ca.us

School Administration

Cynthia Gomez

Principal

Board of Education

Mrs. Anita Perez, President

Mr. Jay Chen, Vice President

Mr. Norman Hsu, Clerk

Mr. Rudy Chavarria, Member

Dr. Joseph Chang, Member

District Administration

Barbara Nakaoka, Ed.D.

Superintendent

Gary Matsumoto, Ed.D.

Associate Superintendent,

Business Services

Mrs. Cynthia Parulan-Colfer

Associate Superintendent,

Adult and Continuing Education

Mr. William Roberts

Assistant Superintendent,

Human Resources

Dr. Hasmik Danielian

Associate Superintendent,

Secondary Schools

Mr. Michael Droce

Chief Technology Officer



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

As principal of Valinda School of Academics, it is my pleasure to lead a school community to higher achievement levels. Through a variety of school grants we have focused on student achievement. The Title I grant allows for direct assistance to students through our resource program. Our Ready-to-Learn Block Grant continued providing direct assistance towards positive attendance, attitude, and achievement. This year, we have continued to implement our improvement plan that will focus on improving reading and math skills of all our students. We are also implementing the AVID program for students in grades 6-8. The program is designed to assist students in becoming college-bound. These programs will continue to assist our students.

As a K-8 school, Valinda has a great opportunity to develop the abilities of all our students. Academics are our key focus. Each class focuses on standards based instruction. We also assisted students in extracurricular activities including band, dance, and sports. With our fine staff and clear focus, Valinda will continue down the road of continuous improvement.

School Vision & Mission Statement

At Valinda School of Academics, we provide a safe, supportive environment to develop successful, productive, citizens and life-long learners through:

- Academic achievement
- Respect and understanding for others
- Technological literacy
- Positive attitude toward self
- Responsibility and self discipline
- Parent-School partnership

Valinda School of Academics staff, students, and parents work as a team to achieve the California Content Standards. Valinda's goal is to promote a learning environment where literacy and character count. We believe these are the building blocks to student achievement.

Our school is dedicated to our motto:

We are capable.

We are confident.

We are responsible for our choices.

We choose to succeed today and everyday!

No excuses

Effort

High Expectations!

School Goals

Valinda School of Academics has high expectations for all students. Our main goals are for continued improvement in the areas of reading, writing, and math. With the achievement of 771, Valinda continues to work on achieving its overall API goal. With this achievement, Valinda has set a higher goal for the 2009-10 school year. The API goal for the school is 800. The Valinda staff will continue to have a standards based focus and a tight instructional program to allow students to achieve at the highest levels. As our mission states, we will work together with the students and community to achieve at these levels.

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.

Valinda School of Academics is located in the community of Valinda. The school operates on a traditional school calendar. During the 2008-09 school year, the school served 667 students in grades kindergarten through eight. Valinda School of Academics is committed to providing a strong instructional program for all students to ensure excellence in education.

Student Enrollment by Ethnic Group

2008-09

	Percentage
African American	1.5%
American Indian	0.3%
Asian	2.5%
Caucasian	2.1%
Filipino	7.2%
Hispanic or Latino	85.8%
Pacific Islander	0.3%
Multiple or No Response	0.3%

Class Size

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

Class Size Distribution

	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	07	08	09	07	08	09	07	08	09	07	08	09
By Grade Level												
K	20	20	20	3	4	3	-	-	-	-	-	-
1	20	19	20	4	3	4	-	-	-	-	-	-
2	19	20	20	4	3	3	-	-	-	-	-	-
3	20	20	20	4	3	3	-	-	-	-	-	-
4	32	34	30	-	-	-	2	-	2	-	1	-
5	32	34	32	-	-	-	2	-	1	-	2	1
K-3	-	19	-	-	2	-	-	-	-	-	-	-
4-8	26	25	20	-	1	1	1	1	-	-	-	-
By Subject Area												
English	17	25	11	9	3	14	6	10	4	1	-	1
Math	20	16	14	7	10	13	3	2	2	2	-	1
Science	16	16	11	9	12	13	4	2	1	-	-	-
Social Science	18	17	15	9	10	10	2	4	4	1	1	-

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 Valinda School of Academics. 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 Valinda School of Academics 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 Community of Caring 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 Valinda School of Academics'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 Bulletin Board, School Agendas (Gr. 3-8), and summer mailings. Rules are reinforced throughout the year through pamphlets, and monthly parent newsletters. Students who exemplify characteristics of good behavior are rewarded monthly.

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		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	92	71	76	2038	1904	1879
Suspension Rate	12.4%	9.8%	11.4%	9.1%	8.7%	8.6%
Expulsions	2	1	0	67	51	51
Expulsion Rate	0.3%	0.1%	0.0%	0.3%	0.2%	0.2%

Counseling & Other Support Services

It is the goal of Valinda School of Academics 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 1:667.

Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Adaptive PE Specialist	1	0.4
Bilingual Aide	1	1.0
Counselor	2	1.0
Nurse	1	0.2
Psychologist	1	0.6
Resource Specialist	1	1.0
Resource Teacher	1	1.0
Special Day Class (SDC) Teacher	2	2.0
Speech and Language Specialist	1	0.2

The Gifted and Talented Education (GATE) program is offered to students in grades 3-8 who have been recognized by their teachers as capable of high levels of achievement. Students receive clustered GATE instruction within their regular classroom by a GATE trained teacher, and may participate in team-based projects.

GATE students may also participate in the Center for Talented Youth Program, which is associated with Johns Hopkins University. The weekend program offers accelerated activities with a focus on helping students achieve high scores on college entrance exams.

Students identified as English Learners through the California English Language Development Test (CELDT) are clustered in their regular classrooms, and receive instruction by an English Language Development trained teacher.

Students whose test results indicate they need additional assistance to achieve grade level proficiency can participate in the Literacy Lab, the Title I pull-out program, and peer, cross-age, and after school tutoring. The school recently implemented the Highpoint and Compass Learning programs to assist students in grades 4-8 who need help with reading development and other core skills. 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. The school has also adopted a full-inclusion model in the science courses for middle school students.

Instructional Materials

Hacienda La Puente Unified School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program. Hacienda La Puente Unified School District held a Public Hearing on August 13, 2009, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment, pursuant to the settlement of *Williams vs. the State of California*. All textbooks and instructional materials used within the District are aligned with the California State Content Standards and Frameworks.

All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Instructional materials for grades K-8 are selected from the State's most recent list of standards-based materials; for grades 9-12, all materials have been approved by the Board of Education. Hacienda La Puente Unified School District follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language and visual and performing arts. The District does not have a formal textbook adoption for Health or for Visual and Performing Arts. District textbook review and adoption activities occur the year following the State's adoption.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
6th-8th	English/ Language Arts	Holt, Rinehart & Winston	1997	Yes	0.0%
K-5	English/ Language Arts	Houghton Mifflin	2002	Yes	0.0%
6th-8th	History/Social Science	McDougal Littell	2006	Yes	0.0%
K-5	History/Social Science	Scott Foresman	2006	Yes	0.0%
K-5	Mathematics	Harcourt Brace	2002	Yes	0.0%
6th-8th	Mathematics	McDougal Littell	2003	Yes	0.0%
6th-8th	Science	Holt, Rinehart & Winston	2006	Yes	0.0%
K-5	Science	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 Valinda School of Academics is a responsibility shared among District administration, the Principal, Assistant Principal, instructional staff, students, and parents. Principal Cynthia Gomez has led the school for two years, backed by more than 16 years of experience in education. 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 are the department chairs, who meet monthly to focus on school-wide curricular and administrative issues. Staff members and parents participate on various committees to ensure instructional programs are consistent with students' needs and comply with District goals. These committees include: Social Committee, School Site Council/Shared Decision Making, Student Study Team, Parent Teacher Association, Technology Committee, Improving School Committee, Discipline Committee, Academic Achievement Committee, and English Learners Advisory Committee.

Parent & Community Involvement

Parents and the community are very supportive of the educational program at Valinda School of Academics. Numerous programs and activities are enriched by the generous contributions made by the Del Haven Community Center, Soroptimist, La Puente Women's Club, McDonald's, Workman High School, Don Edwards Paint, Wyland Foundation, Wal Mart, Target, In & Out Burger, Pompeii's Restaurant, and Wilson High School.

Contact Information

Parents who wish to participate in Valinda School of Academics' leadership teams, school committees, school activities, or become volunteers may contact Principal Cynthia Gomez at (626) 933-4700.

Adequate Yearly Progress

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

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

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

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

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

Adequate Yearly Progress (AYP)				
Made AYP Overall	School		District	
	Yes		No	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	No
API School Results	Yes		Yes	
Graduation Rate	N/A		Yes	

Federal Intervention Program

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE website at <http://www.cde.ca.gov/ta/ac/ay/>.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2009-10)	-	-
# of Schools Currently in PI	-	9
% of Schools Identified for PI	-	24.30%

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. Detailed information about the API can be found at the CDE website at <http://www.cde.ca.gov/ta/ac/ap/>.

This table displays the school's statewide and similar schools API ranks. These 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.

API School Results				
	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	3	4	3	
Similar Schools Rank	4	6	4	
All Students				
Actual Growth	21	-11	40	771
Socioeconomically Disadvantaged				
Actual Growth	28	-5	41	765
Hispanic or Latino				
Actual Growth	23	-10	44	762
English Learners				
Actual Growth	32	-41	64	739

California Standards Test

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the California Department of Education's website at <http://star.cde.ca.gov/>.

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

California Standards Test (CST)									
Subject	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/Language Arts	35	40	45	41	45	49	43	46	50
Mathematics	39	40	45	39	41	43	40	43	46
Science	28	36	57	38	44	51	38	46	50
History/Social Science	35	25	35	36	35	42	33	36	41

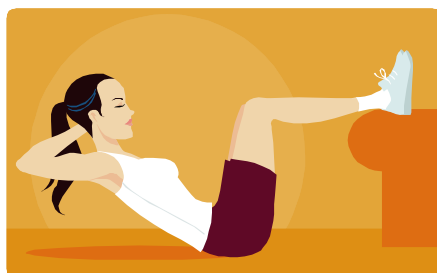
The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/Social Science
African American	*	*	*	*
American Indian	*	*	*	*
Asian	77	77	*	*
Filipino	59	71	69	*
Hispanic or Latino	42	42	55	33
Pacific Islander	*	*	*	*
Caucasian	*	*	*	*
Males	41	45	60	40
Females	49	46	52	29
Socioeconomically Disadvantaged	47	44	54	35
English Learners	23	34	37	20
Students with Disabilities	15	14	8	*

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

Physical Fitness

In the spring of each year, Valinda School of Academics School is required by the State to administer a physical fitness test to all students in fifth and seventh grades. 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		
2008-09 Test Results		
	5th Grade	7th Grade
School		
School Overall	22.6%	39.5%
School (Boys)	17.1%	33.3%
School (Girls)	22.6%	39.5%
District		
District Overall	16.9%	45.1%
District (Boys)	13.8%	39.7%
District (Girls)	20.2%	50.7%
State		
State Overall	29.1%	34.1%
State (Boys)	26.1%	31.5%
State (Girls)	32.3%	36.8%

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is an evaluation that is representative of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of Students with Disabilities (SD) and English Language Learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress webpage at <http://nces.ed.gov/nationsreportcard/>.

Reporting scores for each subject area are not available for the same year. Reading scores reflect results from 2007 and mathematics scores reflect results from 2009. The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level.

National Assessment of Educational Progress Reading and Mathematics Results for Grades 4 & 8 By Performance Level - All Students					
	Average Scale Score		% at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007 Grade 4	209	220	30	18	5
Reading 2007 Grade 8	251	261	41	20	2
Math 2009 Grade 4	232	239	41	25	5
Math 2009 Grade 8	270	282	36	18	5

The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) by Students with Disabilities and/or English Language Learners for grades four and eight. **NOTE:** Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the district or the individual school.

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities (SD) and/or English Language Learners (ELL) By Grades 4 & 8 and Participation Rate - All Students				
	Participation Rate			
	State		National	
	SD	ELL	SD	ELL
Reading 2007 Grade 4	74	93	65	80
Reading 2007 Grade 8	78	92	66	77
Math 2009 Grade 4	79	96	84	94
Math 2009 Grade 8	85	96	78	92

Staff Development

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

Teacher Assignment

Hacienda La Puente Unified School District recruits and employs the most qualified credentialed teachers. For the 2008-09 school year, Valinda School of Academics had 33 credentialed teachers who met all credential requirements in accordance with State of California guidelines.

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

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

Teacher Credential Status				
	School			District
	06-07	07-08	08-09	08-09
Fully Credentialed	36	35	33	1050
Without Full Credentials	0	2	1	45
Working Outside Subject	0	0	5	154

Misassignments/Vacancies			
	07-08	08-09	09-10
Misassignments of Teachers of English Learners	5	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	5	0	0
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers

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

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	99.7%	0.3%
High-Poverty Schools in District	99.7%	0.3%
Low-Poverty Schools in District	99.5%	0.5%

Safe School Plan

Safety of students and staff is a primary concern of Valinda School of Academics. 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, school staff 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. Valinda School of Academics reviews the plan by March of each year and updates it as needed. The plan was last updated in December 2007 and reviewed with school staff in October 2009. An updated copy of the plan is available to the public at the school and District offices.

School Facilities

Valinda School of Academics provides a safe, clean environment for students, staff, and volunteers. The school is situated on 10 acres. School facilities were built in 1955, with additions built in 1959 and 1965. They span nearly 43,000 square feet, and include the cafeteria, staff lounge, office, and classrooms. The facility strongly supports teaching and learning through its ample classroom and playground space.

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. The District maintenance staff has indicated that 95% of all toilets on school grounds are in working order.

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.

School Facility Conditions				
Date of Last Inspection: 04/28/2009				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)		X		A/C not functioning properly in 3 locations. Work orders in progress.
Interior		X		Missing or damaged tiles in 9 locations. Need covers for drawers in 3 locations. Cabinet door off in 2 locations. Work orders in progress.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)		X		Bug infestation in 3 locations. Work order in progress.
Electrical		X		Replace diffusers in 6 locations. Lights out in 6 locations. Toggle switches broken in 2 locations. Cover plate missing in 1 location. Missing electric covers in 4 locations. Clock missing wires in 1 location. Work orders in progress.
Restrooms/Fountains		X		Sink has bad strainer in 2 locations, sinks without faucet in 2 locations, faucets leaks in 3 locations. Toilet closed in 2 locations. No pressure in 1 location. Seat cover dispenser broken in 1 location. Rusty sanitary box in 1 location. No paper towels in 1 location. Work orders in progress.
Safety (Fire Safety, Hazardous Materials)		X		Sliding door sealed and blocked with carts in 1 location. Work order in progress.
Structural (Structural Damage, Roofs)		X		Roof leaking in corner in 1 location. Paint peeling in 2 locations. Holes in wood in 1 location. Paint damaged in 2 locations. Work orders in progress.
External (Grounds, Windows, Doors, Gates, Fences)		X		Missing basket ball nets in 4 locations, paint basketball board in 1 location, weeds on ground in 1 location. Window broken in 1 location. Small crack above door in 1 location. Cracked window in 1 location. Missing closet door in 1 location. Work orders in progress.

Deferred Maintenance Budget

The District participates in the State School Deferred Maintenance Program, which provides State matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2009-10 school year, the District budgeted \$1,932,393 for the deferred maintenance program. This represents 0.66% of the District's general fund budget.

Deferred Maintenance Projects

There are no deferred maintenance projects scheduled for this school for the 2009-10 school year. The District's complete deferred maintenance plan is available at the District office.

District Expenditures

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2007-08 school year. The figures shown in the Expenditures Per Pupil table below provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the District and throughout the State.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,019
From Restricted Sources	\$633
From Unrestricted Sources	\$4,385
District	
From Unrestricted Sources	\$4,733
Percentage of Variation between School & District	7.35%
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	20.45%

District Revenue Sources

For the 2007-08 school year, the District received approximately \$2,922 per student in Federal and State aid for the following programs:

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

Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts 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		
2007-08		
	District	State
Beginning Teachers	\$41,586	\$42,065
Mid-Range Teachers	\$67,443	\$67,109
Highest Teachers	\$84,510	\$86,293
Elementary School Principals	\$103,382	\$107,115
Middle School Principals	\$107,402	\$112,279
High School Principals	\$121,895	\$122,532
Superintendent	\$189,727	\$216,356
Salaries as a Percentage of Total Budget		
Teacher Salaries	36.3%	39.4%
Administrative Salaries	5.6%	5.5%

School Site Teacher Salaries

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

Average Teacher Salaries	
School & District	
School	\$64,583
District	\$63,464
Percentage of Variation	1.76%
School & State	
All Unified School Districts	\$67,049
Percentage of Variation	3.68%

Data Sources

Data within the SARC was provided by the Hacienda La Puente Unified School District, retrieved from the 2008-09 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and the community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

