

Hacienda La Puente Unified School District

"Where Every Student Excels"

La Puente High School

2008-2009 School Accountability Report Card

Published in the 2009-10 School Year

15615 East Nelson Avenue • La Puente, CA 91744 • (626) 934-6700

Grades Nine through Twelve

www.lphs.hlpusd.k12.ca.us

School Administration

Ava Smalley

Principal



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Adult and Continuing Education

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Associate Superintendent,

Secondary Schools

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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

This is the twenty-first School Report, as established by the people of California with the passage of Proposition 98. The intent of this report is to give the public an overall look at the program and performance of La Puente High School. I am pleased to make this information available to our community.

La Puente High School is committed to the belief that smaller learning communities, a focused purpose, and collaboration of teachers will propel our school into the 21st century. Through the development of our seven academies, we strive to make our learning relevant, rigorous, and meaningful to our students. Each academy is designed to prepare our students for entrance to a university, a community college, or the world of work.

Currently, we are in our eighth year of the implementation of academies. CST scores, attendance rates, and a significant decrease in discipline referrals are demonstrating the success of each of the academies. Over 1,000 students are enrolled in the seven academies.

We recognize that in order for our students to be successful in the 21st century we must hold our standards high, commit to continuous improvement, and support one another as we take on the challenge of making every student successful.

Vision Statement

The vision of La Puente High School is one that is shared by the school community. We believe strongly that in order to have a highly effective school we must strive toward the following ideals which are summarized in four significant words that carry deep meaning for our school:

- 1) **Community:** A personalized atmosphere including small learning communities empowers people to collaborate; parents, community, teachers, and students work together toward academic success to promote student achievement at the highest level.
- 2) **Rigor:** Our program is challenging and actively engages students to think and work at the highest level; students create quality products and actively evaluate the quality of their work to enhance future performance.
- 3) **Relevance:** Student work is reflective of the State standards and relevant to the lives of our students; curriculum is designed to be meaningful and connected to our students' future.
- 4) **Accountability:** Students and staff measure their performance through a process of self-reflection and evaluation.

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.

La Puente High School lies in the northwestern section of the city of La Puente. The school operates on a traditional school calendar. During the 2008-09 school year, the school served 1,677 students in grades nine through twelve. La Puente High School is committed to providing a strong instructional program for all students to ensure excellence in education. The chart displays the enrollment at the school broken down by subgroup.

Student Enrollment by Ethnic Group	
2008-09	
	Percentage
African American	0.7%
American Indian	0.2%
Asian	2.0%
Caucasian	1.7%
Filipino	1.6%
Hispanic or Latino	93.0%
Pacific Islander	0.0%
Multiple or No Response	1.0%

Discipline & Climate for Learning

Hacienda La Puente Unified School District annually provides a Student Conduct Code for each of its schools which is supplemented by a set of behavioral standards developed by La Puente High School. The program 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 La Puente High School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school's discipline philosophy promotes a safe 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 La Puente High School's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Parents and students are informed of discipline policies at the beginning of each school year through the Parent/Student Handbook and reminded throughout the year through monthly Principal's Letters, parent meetings, and quarterly newsletters. Students who exemplify characteristics of good behavior are rewarded during classroom presentations and school-wide 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		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	280	164	120	2038	1904	1879
Suspension Rate	15.5%	9.6%	7.2%	9.1%	8.7%	8.6%
Expulsions	4	13	2	67	51	51
Expulsion Rate	0.2%	0.8%	0.1%	0.3%	0.2%	0.2%

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, La Puente High School had 65 fully credentialed teachers.

	Teacher Credential Status			
	School			District
	06-07	07-08	08-09	08-09
Fully Credentialed	61	66	65	1050
Without Full Credentials	17	10	3	45
Working Outside Subject	0	0	14	154

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.

	07-08	08-09	09-10
	Misassignments of Teachers of English Learners	25	12
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	25	12	2
Vacant Teacher Positions	1	1	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%

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
9th-12th	Foreign Language	Prentice Hall	2005	Yes	0.0%
10th-11th	History/Social Science	McDougal Littell	2003	Yes	0.0%
12th	History/Social Studies	Prentice Hall	2001	Yes	0.0%
12th	History/Social Studies	Prentice Hall	2004	Yes	0.0%
11th	Mathematics	Addison-Wesley	2001	Yes	0.0%
12th	Mathematics	Houghton Mifflin	2004	Yes	0.0%
9th	Mathematics	McDougal Littell	2005	Yes	0.0%
9th	Mathematics	McDougal Littell	2001	Yes	0.0%
10th	Mathematics	McDougal Littell	2005	Yes	0.0%
9th	Mathematics	Prentice Hall	2001	Yes	0.0%
9th-10th	English/ Language Arts	Holt, Rinehart & Winston	2004	Yes	0.0%
11th-12th	English/ Language Arts	Holt, Rinehart & Winston	2002	Yes	0.0%
9, 11	Science	Glencoe	2002	Yes	0.0%
10th	Science	Holt, Rinehart & Winston	2002	Yes	0.0%
10th	Science	Prentice Hall	2002	Yes	0.0%
12th	Science	Prentice Hall	2004	Yes	0.0%

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.

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.

Adequate Yearly Progress

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

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

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

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

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

Adequate Yearly Progress (AYP)				
Made AYP Overall	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Met AYP Criteria	Yes	Yes	Yes	Yes
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	No	No	No
API School Results	No		Yes	
Graduation Rate	Yes		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	-	24.3%

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	2	2	2	
Similar Schools Rank	3	2	3	
All Students				
Actual Growth	-5	21	-3	625
Socioeconomically Disadvantaged				
Actual Growth	-1	25	-9	621
Hispanic or Latino				
Actual Growth	-4	24	-3	623
Students with Disabilities				
Actual Growth	8	20	-24	406
English Learners				
Actual Growth	-8	19	-27	553

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	26	27	29	41	45	49	43	46	50
Mathematics	6	8	5	39	41	43	40	43	46
Science	16	18	28	38	44	51	38	46	50
History/Social Science	16	19	24	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)				
Subject	Subgroups			
	English/ Language Arts	Mathematics	Science	History/Social Science
African American	*	*	*	*
American Indian	*	*	*	*
Asian	28	11	*	17
Filipino	62	20	*	*
Hispanic or Latino	29	4	26	23
Caucasian	25	*	*	18
Males	24	5	29	26
Females	35	5	26	21
Socioeconomically Disadvantaged	29	5	28	24
English Learners	2	1	4	1
Students with Disabilities	8	*	*	4
Migrant Education	48	5	*	20

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



Percentage of Students in Healthy Fitness Zone

2008-09 Test Results

9th Grade

School	
School Overall	28.8%
School (Boys)	27.7%
School (Girls)	28.8%
District	
District Overall	42.8%
District (Boys)	42.1%
District (Girls)	43.4%
State	
State Overall	37.9%
State (Boys)	36.7%
State (Girls)	39.0%

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

Completion of High School Graduation Requirements

Students in California public schools must pass both the English/language arts and mathematics portions of the California High School Exit Exam (CAHSEE) to receive a high school diploma. For students who began the 2008-09 school year in the 12th grade, the table displays the percent of students who met all State and local graduation requirements, including having passed both portions of the CAHSEE or received a local waiver or State exemption. Detailed information about the CAHSEE can be found at the CDE website at <http://www.cde.ca.gov/ta/tg/hs>.

Completion of High School Graduation Requirements			
	School	District	State
All Students	70.2%	70.3%	*
Socioeconomically Disadvantaged	73.2%	69.9%	*
African American	50.0%	34.9%	*
Asian	85.7%	81.4%	*
Filipino	100.0%	91.4%	*
Hispanic or Latino	100.0%	67.5%	*
Caucasian	75.0%	58.4%	*
English Learners	37.8%	36.2%	*
Students with Disabilities	21.2%	31.4%	*

* Data was not available at the time of publication.

California High School Exit Exam (CAHSEE) Results

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. To protect student privacy, scores are not shown when the number of students is 10 or less.

Note: The score a student must achieve to be considered Proficient as reported in the SARC is different than the passing score for the state's graduation requirement.

CAHSEE By Subject									
	2006-07			2007-08			2008-09		
	School	District	State	School	District	State	School	District	State
English	34.1	47.0	48.6	37.6	50.1	52.9	40.8	51.8	52.0
Mathematics	40.1	51.8	49.9	39.6	53.6	51.3	42.3	54.2	53.3

CAHSEE By Student Group						
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	59.3	23.0	17.7	57.7	31.8	10.4
Males	59.8	25.3	14.9	53.2	38.7	8.1
Females	58.8	20.9	20.3	62.1	25.3	12.6
Hispanic or Latino	59.5	22.6	17.9	58.2	31.5	10.3
English Learners	81.4	16.7	1.9	75.0	23.7	1.3
Socioeconomically Disadvantaged	60.5	22.4	17.0	60.1	29.7	10.2
Students with Disabilities	88.5	3.8	7.7	80.8	15.4	3.8

Dropout & Graduation Rates

Regular attendance, punctuality, and promptness at La Puente High School are necessary parts of the learning process and are critical to academic success. In addition, school districts receive financial support from the State for the education of the students they serve based on how many students attend each day. Attendance, tardiness, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities including notification of when and why students are absent. Independent study is available for students who require extended leaves from school.

Intervention programs that promote attendance and reduce dropout rates include: SART, SARB, and Small Learning Communities.

The following table displays the graduation and dropout rate for the most recent three year period. Data from the 2008-09 school year was not available at the time of publication.

Graduation & Dropout Rates			
	05-06	06-07	07-08
Dropout Rate	4.61%	3.00%	2.10%
Graduation Rate	92.30%	86.40%	91.90%

College Entrance Information

California high school students have two options for attending public universities in the State: Universities of California (UC), or California State Universities (CSU). There are 10 UC campuses statewide, and 28 CSU schools. A college preparatory high school program includes a minimum of the following courses, referred to as the "A-G requirements."

- A: Two years of history/social science
- B: Four years of English
- C: Three years of college preparatory mathematics (Four recommended for UC)
- D: Two years of laboratory science (Three recommended for UC)
- E: Two years of a single language other than English (Three recommended for UC)
- F: One year of visual/performing arts
- G: One year of a college preparatory elective in one of the above subjects

All courses must be completed with a grade of "C" or better. The minimum GPA required for admission to a UC is 3.0, and 2.0 for the CSU system. For more information about admissions to UC schools, please visit www.ucop.edu/pathways. To prepare for entrance to a CSU school, visit www.csumentor.edu.

College Preparation

La Puente High School offers college-bound students many opportunities to get a head start on their future. College preparation activities and programs are part of the school curriculum, enhanced by supplemental programs sponsored by the school and through a partnership with Cal Poly Pomona and Mt. San Antonio College. The school's Academy system is designed to help students pursue postsecondary educational opportunities.

La Puente High School provides its students a wealth of information in regards to colleges, universities, financial aid, and the application process. The school has also increased the number of college preparation workshops available to students and parents.

Students at La Puente High School are encouraged to take specific courses if they plan to attend a four-year university. All students must pass each required course with a grade no lower than "C" each semester. The chart illustrates the proportion of UC/CSU required courses taken and successfully completed in relation to the number of course enrollments (sum of total enrollment in all classes).

UC/CSU Course Enrollment	
	Percentage
% of Student Enrollment in Courses Required for UC/CSU Admission	66.9%
% of Graduates Who Completed All Courses Required for UC/CSU Admission	20.3%

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

Advanced Placement

La Puente High School offers Advanced Placement (AP) courses for students seeking to qualify for college credit. Juniors and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges. In addition to AP classes, La Puente High offers Art & Civilization and College Ceramics as college level courses for college credit.

Advanced Placement Classes		
	# of Courses	Enrollment
Science	2	35
Social Science	5	146
English	2	63
Foreign Language	2	70
Mathematics	2	46
Totals	13	360
Percent of Students in AP Courses	4.1%	

Work Force Preparation

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

Subsequently, the school offers its students eight academies: University Academy, Law Enforcement Academy, Business Academy, Multimedia Academy, Science and Engineering Academy, Performing Arts Academy, and Multilingual Academy. The school's programs focus on preparing students to think conceptually, communicate effectively, and apply skills in real-world contexts. Curriculum and instructional strategies that foster critical thinking, problem solving, leadership, and academic skills are consistently taught to the students to ensure work-readiness skills. Students may contact Career Counselors for more information on the academies.

Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. Tenth Grade Career Counselors expose students to a broad array of career opportunities and facilitate the selection of a career path based on individual interests, goals, strengths, and abilities. Students may participate in career workshops and career days. There is also a career component embedded in the school curriculum.

Career preparation courses offered on-campus at La Puente High School include:

- Accounting I & II
- Beginning & Advanced Robotics
- Criminal Justice & Forensic Science
- Floral Design & Business Management
- Introduction to Computer Applications
- Introduction to Multimedia, Graphic Arts Multimedia, Art Technology, & Art Lab
- Law Enforcement Academy

All career preparation courses satisfy the District's graduation requirements and incorporate State CTE standards. Courses are evaluated through career student organizations, grades, and placement of employment. For more information on ROP and CTE courses, please contact Dr. Albert E. Clegg or Ellen Stipo at (626) 933-1000.

This table displays information about participation in the school's Career Technical Education (CTE) program participation.

Enrollment & Program Completion in Career/ Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)	
Question	Response
How many of the school's pupils participate in CTE?	418
What percent of the school's pupils complete a CTE program and earn a high school diploma?	13.0
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	0.0

Counseling & Other Support Services

It is the goal of La Puente High School to assist students in their social and personal development as well as in academics. The school provides special attention to students who experience achievement or behavioral difficulty. The academic counselor to pupil ratio is 1:419. Two teachers on Special Assignment also help with college counseling two periods a day.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
AB 1802 Counselor	1	0.5
Academic Counselor	4	4.0
Career Counselor	1	0.5
Nurse	1	0.2
Psychologist	2	1.0
Special Education Counselor	1	1.0

Class Size

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

	Class Size Distribution											
	Average Class Size			Classrooms Containing:								
	07	08	09	1-20 Students			21-32 Students			33+ Students		
English	22	21	20	47	50	59	28	31	10	12	6	19
Math	22	22	21	44	39	37	24	18	10	10	12	12
Science	26	22	24	15	31	25	28	25	20	14	9	16
Social Science	29	25	24	11	19	20	17	22	17	26	17	14

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 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	\$5,355
From Restricted Sources	\$549
From Unrestricted Sources	\$4,805
District	
From Unrestricted Sources	\$4,733
Percentage of Variation between School & District	1.52%
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	12.83%

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	\$63,476
District	\$63,464
Percentage of Variation	0.01%
School & State	
All Unified School Districts	\$67,049
Percentage of Variation	5.33%



School Leadership

Principal Ava Smalley has led the school for five years, backed by more than 20 years of experience in education. Leadership at La Puente High School is a responsibility shared among District administration, the principal, assistant principal, instructional staff, students, and parents. All members of the school community are committed to a shared school-wide vision, which creates a strong foundation toward academic success for all students. 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 the School Site Council/Shared Decision Making, Academy Lead Teachers, English Learner Advisory Council, Department Chairs, and Academy Booster Clubs.

Community Involvement

Parents and the community are very supportive of the educational program at La Puente High School. Numerous programs and activities are enriched by the generous contributions made by the booster clubs and various local businesses.

Contact Information

Parents who wish to participate in La Puente High School leadership teams, school committees, school activities, or become volunteers may contact the school office at (626) 934-6700.

Safe School Plan

Safety of students and staff is a primary concern of La Puente High School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire drills are conducted on a monthly basis and earthquake drills are held quarterly. During lunch, recesses, and before and after school, a campus patrol officer and security guards supervise students and school grounds, including the cafeteria and recreational areas, 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. La Puente High School reviews the plan by March of each year and updates it as needed. The plan was last updated and reviewed with school staff on December 9, 2009, with a disaster simulation run by the District Chief of Police. An updated copy of the plan is available to the public at the school and District offices.

School Facilities

La Puente High School provides a safe, clean environment for students, staff, and volunteers. The school is situated on 42 acres. School facilities were built in 1935, with additions built in 1950, 1955, 1960, and 1963. They span nearly 205,000 square feet and include the multi-purpose room, library, gymnasium, student store, staff room, office, and classrooms. Renovations of the science lab and construction of a new science wing began in June 2009. Portions of asphalt on campus were replaced; work will continue in future summers until all the asphalt on campus has been replaced. The facility strongly supports teaching and learning through its ample classroom and recreational 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 100% 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.

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.

The chart displays results of the most recent facilities inspection.

School Facility Conditions				
Date of Last Inspection: 04/10/2009				
Overall Summary of School Facility Conditions: Fair				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/ HVAC, Sewer)		X		Gas smell in 1 location. Remove heaters in ceiling in 2 locations. Phone box missing gang covers in 2 locations. Remove furnace in 1 location. Return air grill missing in 1 location. No HVAC in 1 location. Standing water in 1 location. Work orders in progress.
Interior		X		Missing or damaged tiles in 46 locations. Graffiti in 5 locations. Carpet or floor damage in 22 locations. Holes in wall in 3 locations. Ceiling water leak in 1 locations. Door window covered with paper in 2 locations. Secure book shelves in 5 locations. Bulletin board falling down in 1 location. Work orders in progress.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)		X		Dirty carpets in 1 location. Rooms cluttered in 5 location. Odor in room in 1 location. Dirty grill in 1 location. Items in front of light panel in 1 location. Missing UCP signs in 9 locations. Bug infestation in 1 location. Bird nests in one location. Work orders in progress.
Electrical		X		Lights out in 37 locations. Diffuser issues in 12 locations. Thermostat issues in 5 locations. Various covers missing in 17 locations. Ext. cord wires exposed in 1 location. Receptacle broken in 1 location. Wires loose in 1 location. Fixture off-outlet strip/daisy chained -missing diverter electric disconnect blocked - miss toggle switches - exposed wire molding - panel blocked 1 each in 5 locations. Work orders in progress.
Restrooms/Fountains		X		Faucet leaking in 4 locations. Low water pressure in water fountains in 2 locations. Sinks full of paint/not draining in 1 location. Sink with no water in 1 location. Not stocked with supplies in 1 location. Soap dispensers missing in 1 location. Locker room door vent coming off in 1 location. Work orders in progress.
Safety (Fire Safety, Hazardous Materials)		X		Computers need to be removed from top shelves in 1 room. Blocked exit in 4 rooms. Fire extinguishers missing/needs charging in 11 locations. Missing fire ext sign in 7 locations. Electric panel blocked in 2 locations. Fire alarm loose in 1 location. Work order in progress. Helium tanks not secured in 1 location. Chemical improperly stored in 3 locations. Resolved.
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)		X		Graffiti light poles in 1 location. Weeds in cracks at 1 location. Bolt coming out of backstop-baseball diamond in 1 location. Door lock or hardware damaged in 7 locations. Door stop slams in 1 location. Windows need repair in 11 locations. Fence damaged in 7 locations. Work orders in progress.