



La Puente High School Self-Study Report

15615 East Nelson Ave

La Puente, CA 91744

Hacienda La Puente Unified School District

November 15-18, 2015

WASC/CDE Focus on Learning Accreditation Manual, 2014 Edition

La Puente High School



“once a warrior always a warrior”

SELF-STUDY REPORT

**15615 East Nelson Ave
La Puente, CA 91744**

Hacienda La Puente Unified School District

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WASC Visiting Committee Members

Chair: Dr. Ben Dale

Principal

Mira Costa High School

Member: Mrs. Elizabeth Alamo

World Language Teacher

Victor Valley High School

Member: Dr. Rafael Gaeta

Assistant Principal

Bell Senior High School

Member: Ms. Jennifer Johnston

English Teacher/WASC Coordinator

Rialto High School

Member: Mr. Jason Mitchell

Assistant Principal

Corona High School

Member: Mr. Kenneth M. Young

Superintendent

Riverside County Office of Education

Hacienda Unified School District

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Superintendent's Cabinet:

Annie Bui, Associate Superintendent - Business Services
William Roberts, Assistant Superintendent - Human Resources
Dr. Judy Fancher, Assistant Superintendent - Instructional Services

La Puente High School

Principal:

Fernando Sanchez

Assistant Principals:

Candace Cayer
Joshua Heyrend
Daniel Monarrez

WASC Self-Study Coordinators:

Steven Hall – TOSA Librarian
Elizabeth Sarmiento – TOSA, Title 1 Programs

La Puente High School Certificated Staff

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Ellen Stipo

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Tyler Dole
Gregory Hustler
Narcisa Navarro
Noel S. Martinez
Abraham Miranda
Mary Sanchez
Nicole Soussens
Carrie Trad
Patricia Tyler-Budovec

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Amy Min
Michelle Riggs
Lawrence Vetter

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Gloria Poirot

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John Sandoval Jr.
Chiaki Yamamoto

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Michelle Riggs
John Sandoval Jr.

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Edwardo Garcia
Jason Brown

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Frank Ebner
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Leonor Pineda
Brett J. Richardson
Linda Srulevitch
William Weissbard

Social Science Department

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Laurence J. Lane
Wesley Perez
Hector Ronquillo
Christopher J. Valin
Luis Valencia
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Special Education Department

Orquidea Campa
Tyler Dole
Gregory Hustler
Robert Linthicum
Chiaki Yamamoto

Teacher on Special Assignment

Steven A. Hall – Librarian

2015-16 WASC Organizational Chart

Principal: Fernando Sanchez, Self-study coordinator: Steve Hall

2015-16 WASC Organizational Chart

Principal: Fernando Sanchez, Self-study coordinator: Steve Hall

Assessment	Curriculum	Instruction	Organization	School Culture
Co-Chairs				
Ebner Trad	Jahan Vetter	Chavez N. Martinez Oliva	Chacon G. Poirot Valin	A. Martinez Riggs Srulevitch
Bailey	Adams	Aceves	Foster	Bravata
Choi	Dole	Basu	Gutierrez	Brown
Hwang	Espinosa	Campa	Hustler	Guerra
McGraw	Hatori	DeGuzman	Jones	Jimenez
Navarro	Min	Du	Ronquillo	Lambert
Ramirez	Pineda	Gold	Soussens	Lane
M. Sanchez	R. Poirot	Lawrence	Vega	Linthicum
Sandoval	Richardson	Perez	Weissbard	Miranda
Soto	Valencia	Stipo		Tyler-Budovec
Cayer	Zeigler	Yamamoto		Heyrend
Sarmiento	Monarrez	Zamora		
PARENTS				
Cynthia Gomez	Araceli Lucatero	Nelson Navarrete	Margarita Gutierrez	Yvette Galvan-Hobbs
Jeramiah Nguyen	Barbara Gonzalez	Georgene Navarrete	Yvonne Espinosa	Grace Guintu
	Gloria Menesis	Margaret Caraballo	Mrs. Colunga	Rodelio Guintu
				Sandra Montejo
STUDENTS				
Karla Rios (12)	Paola Gutierrez (12)	Itati Osorio (12)	Nicole Cortes (12)	Kate Nguyen (12)
Nicole Smith (12)	Dalia Cenovio (12)	Amber Benevides	Ivette Chavez(11)	Bailey Hobbs (11)
Oriana Sanchez (12)	Janine Escobedo	Ruben Guijarro (11)	Lizette Davila (12)	Anamaria Davila (12)
Fernando Robles (11)	Ernesto Robles (12)	Joshua Chinchilla (9)	Mimi Nguyen (9)	Jennifer Caraballo (11)
Randy Alvarez (12)	Christopher Jaramillo (10)	Merary Tadeo (10)	Andreyna Guijarro (12)	Vicente Valdovinos (12)
Amber Gramajo (10)	Victor Elias (10)	Ariel Ruiz (12)	Oscar Godoy (12)	Antonio Macias (12)
Eric Arambula (12)	Sonny Gonzalez (12)			

Timeline of WASC Activities

Tuesday, February 19, 2013: Leadership Team Meeting - Discussion of interventions, EIT and block schedule

Monday, February 25, 2013: Block schedule and EIT criteria shared with staff

Tuesday, February 26, 2013: Block schedule and EIT vote

Tuesday, March 19, 2013: Leadership Team Meeting - Discussion of what kind of monitoring system to put in place for EIT

Friday, April 12, 2013: EIT discussion points developed for Leadership Team Meeting 4/16/15

Tuesday, April 16, 2013: Leadership Team Meeting - Developed normed understanding of "academic intervention"

Tuesday, May 21, 2013: EIT criteria

October 2013: Steve, Fernando, Esther WASC Self Study Training

October - November 2013: Steve attended UCR Extension Course: *Data-Driven Self-Analysis of School Program based on WASC Criteria*

Monday, January 6, 2014: Whole staff work - Part 1 Vision brainstorm

February 2014: Steve, Esther, Andrew, Fernando WASC Self Study Training

Friday, April 11, 2014: Announcement of retirement of LPHS principal after 9 years

Friday, April 11, 2014: WASC Team planning meeting

Monday, April 20, 2014: Whole staff work - Part 2 Vision affirmed

May 2014: WASC self-study co-chairs, Andrew & Esther leave LPHS to take administrative positions in other districts

June 2014: New LPHS principal appointed

Friday, June 19, 2014: WASC Team attends UCR Extension Course *Accreditation: Ongoing School Improvement*

Saturday, June 20, 2014: WASC Team attends UCR Extension Course *Accreditation: Ongoing School Improvement*

Friday, August 1, 2014: WASC Team reconfigured with new co-chairs due to departure of others

Monday, August 4, 2014: Focus Groups developed

Monday, August 11, 2014: WASC Team facilitates Google Drive accounts for entire staff; Focus Groups begins analysis of Chapter 1 data

Monday, August 18, 2014: Using Google Drive, Focus Groups identify 3-5 significant developments since last WASC visit (Chapter 2)

Monday, August 25, 2014: Focus Groups complete analysis of Chapter 1 data

Wednesday, September 3, 2014: WASC Team meeting - Discussion with administration re: building stakeholder support and participation.

Monday, September 8, 2014: Focus on Learning self-study process shared with staff

Monday, September 15, 2014: Staff - Vision and SLOs Part 1 - Intro (Ratification following week.)

Monday, September 22, 2014: Staff - Vision and SLOs Part 2 - Staff voted to adopt.

Monday, September 29, 2014: Home Groups (PLCs) discuss and provide evidence (via Google Forms) on Chapter 4D Assessment

Saturday, October 4, 2014: WASC Team with district representative attends UCR Extension Course *Accreditation: Analysis of Program Effectiveness Based on Student Performance Using Research-Based Approaches*

Monday, October 6, 2014: Home Groups (PLCs) discuss and provide evidence (via Google Forms) on Chapter 4D Assessment and 4B Curriculum

Saturday, October 11, 2014: WASC Team with district representative attends UCR Extension Course *Accreditation: Analysis of Program Effectiveness Based on Student Performance Using Research-Based Approaches*

Monday, October 27, 2014: Home Groups (PLCs) discuss and provide evidence (via Google Forms) on Chapter 4C Instruction

Monday, November 17, 2014: Home Groups (PLCs) discuss and provide evidence (via Google Forms) on Chapter 4E School Culture

Monday, December 8, 2014: Home Groups (PLCs) discuss and provide evidence (via Google Forms) on Chapter 4A Organization

Friday, December 19, 2014: WASC draft shared with district office

Monday, January 5, 2015: WASC draft shared with La Puente High School staff

Monday, January 12, 2015: WASC review of fall 2014 and roadmap for spring 2015

Monday, January 26, 2015: Focus Groups synthesize (using Google Docs) Home Groups responses for Chapter 4 to begin to build Focus Group narratives

Saturday, February 7, 2015: WASC Team attends UCR Extension Course *Accreditation: Data-driven Self-Analysis of Student Performance*

Saturday, February 21, 2015: WASC Team attends UCR Extension Course *Accreditation: Data-driven Self-Analysis of Student Performance*

Monday, March 23, 2015: Focus Groups use the implications from Chapter 1 to identify 3-4 Critical Learner Needs and 3-4 essential questions raised by the Chapter 1 analysis (recorded on Google Docs)

Tuesday, April 14, 2015: Leadership Team refines Critical Learner Needs

Thursday, April 16, 2015: WASC draft shared with district office

Monday, April 20, 2015: WASC Team and administration planning session

Week of April 27-May 1, 2015: Pilot electronic student survey on Google Drive with Class of 2015.

Tuesday, May 5, 2015: WASC Team and administration planning session

Monday, May 11, 2015: Department feedback regarding potential SLO evidence in the classrooms

Tuesday, May 12, 2015: Leadership Team finalizes Critical Learner Needs; reviews senior responses collected from La Puente High School Student Surveys

Wednesday, May 20, 2015: WASC Team generates template for Chapter 5 Action Plan and begins to create the Action Plan

Friday, May 22, 2015: WASC Team generates summer "To Do" list

June 2015: Early draft of Chapter 1 shared with Visiting Chair Dr. Dale

July 2015: WASC draft shared with district office

Monday, July 13, 2015: WASC Team developed roadmap for fall 2015

Tuesday, August 18, 2015: WASC files of former co-chair automatically deleted on Google Drive due to resignation from district

Week of August 17-21, 2015: Class of 2016 take electronic “La Puente High School Student Survey”

Week of August 24-28, 2015: Class of 2018 take electronic “La Puente High School Student Survey”

Monday, August 24, 2015: WASC update/summary - Focus Group meetings with parents and students

Thursday, August 27, 2015: WASC files of former co-chair automatically deleted again on Google Drive due to resignation from district

Week of August 31-September 4, 2015: Class of 2017 take electronic “La Puente High School Student Survey”

Tuesday, September 8, 2015: Mock WASC walk - Administration and district DPS/TOSA

Monday, September 21, 2015: Focus Groups (all stakeholders) - Review and provide input on draft of WASC Action Plan

Monday, October 5, 2015: WASC Report submitted electronically to WASC, VC members and distributed to staff/district

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Chapter I: Student Community Profile

La Puente High School

Over the past six years, La Puente High School has enhanced the learning environment for its students by providing a comprehensive education that is both rigorous and relevant, with a school culture that is aligned to our unyielding belief that all students can and will learn. This is evidenced by the school's 98% graduation rate, well above the state and district average.

La Puente High School has been the heart of the community of La Puente since 1915, and is currently celebrating its centennial year. Families and local businesses continue to take great pride in the school as many are graduates of LPHS. This passion is further evidenced by the large number of staff who are alumni. The school serves a predominantly Latino student population (92%) of 1292 students. Though the community of La Puente has undergone many changes in its 100 years, it maintains its working class roots. Currently, 81% of the students qualify for free or reduced lunch, mirroring the challenges of the current economic climate. Many of the students speak another language (primarily Spanish) at home, as evidenced by 46% of the students being Redesignated Fluent English Proficient (RFEP) and 10% classified as English Learners.

Great strides have been made in closing the achievement gap at LPHS. La Puente High School implements programs that encourage high level thinking within the core curriculum and allows opportunities for students to stretch their academic boundaries through the offering of 13 Advanced Placement courses and two concurrent enrollment courses through CSU Fullerton. These efforts by all stakeholders have received recognition from the greater educational community. In 2013, La Puente High School was acknowledged for the first time by *Newsweek* as one of the top 2000 high schools in America (#1481). In 2014 La Puente High School was ranked number 450 on The Daily Beast's 2014 list of America's top 700 high schools. The survey used six indicators to compare public high schools in the U.S., with graduation and college acceptance rates weighed most heavily. Other criteria included: college-level courses and exams, percentage of students with free or reduced lunch, as well as SAT and ACT scores - another mark of how well a school prepares students for college. Additionally, LPHS was one of eight schools in the United States recognized by the College Board as a nominee for the Gaston Caperton Inspiration Award in 2012. This award recognizes outstanding schools for "fostering academic excellence and access for all students." Furthermore, La Puente High School was recognized in 2013 as an exemplary school for its work supporting and promoting the College Board mission of "excellence and equity in education" by ensuring that all courses are available to any student who has an interest in accepting the rigor and format of an Advanced Placement course. La Puente teachers have also been honored as Los Angeles County and district Teachers of the Year.

The current areas of focus for the school/WASC plan are the following:

Critical Learner Need #1: All students at La Puente High School (including Latinos, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities) will exhibit literacy skills in all content areas by applying academic language and a wide-range of vocabulary to build comprehension of text and other sources of information in order to support analysis, interpretation and synthesis through spoken and written products/evidence of learned academic, college- and career-readiness standards.

Critical Learner Need #2: All students at La Puente High School (including Latinos, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities) will exhibit literacy skills in all content areas by demonstrating analytical thinking in terms of what complex texts

say, what they mean, and why they matter through the use of evidence, collaboration, and synthesis of multiple, real-world, sources.

Critical Learner Need #3: All students at La Puente High School (including Latinos, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities) will exhibit literacy skills in all content areas by demonstrating analytical thinking of mathematical principles, justifying and communicating conclusions, and relating/connecting the concepts to practical (real-world) situations.

La Puente High School is staffed by a community of dedicated teachers who have been meeting regularly in Professional Learning Communities (PLCs) by content area for four years. The PLCs, comprised of both general and special education teachers, have developed habits of mind around inquiry. Together, they plan, analyze, and reflect on student work, best practices, as well as common standards-based instruction and assessments to meet the specific learning needs of LPHS students. This collaboration allows the teachers to determine the best interventions for struggling students so that each student has the opportunity for success in college and life. PLCs have been a key factor in both the school's academic growth and ensuring a smooth transition to CCSS. Teachers work together to grow their understanding of the new standards and how best to facilitate instruction and assessment in the classroom. Currently, some PLCs are exploring normed assessments and utilizing technology to enhance student learning. At La Puente, two-thirds of the special education services are now being provided in a general education setting, including English and math classes being facilitated in a team teaching model. As a result, LPHS is proud of nearly tripling the number of special education students taking the CSTs rather than the CMAs in 2012-13.

La Puente's goal is to promote whole-child growth and wellness in all of our students through scholarship, extracurricular activities and athletics. Students show their Warrior Pride throughout their varied interests in extracurricular activities and sports. La Puente students consistently excel in a variety of clubs and activities, including our speech and debate, dance and studio art programs, which have received state and national recognition. Our athletic programs have a history of excellence as league and CIF champions.

Supporting success in high school and after graduation is a strong focus at La Puente High School. To encourage students fulfilling their academic potential, a variety of programs such as Link Crew, RTI and Renaissance are in place at LPHS. Additionally, La Puente is committed to providing continuing support and counseling to both students and parents throughout the college selection, application and financial aid process to assist soon-to-be graduates in reaching post-secondary education goals and transition to careers. This is important as many students would be the first generation in their family to attend college. Evening Parent Coffee Nights take place monthly, providing district and site-based workshops, information and training to families. Guidance counselors hold evening workshops for families to develop knowledge of the academic program, opportunities for support, college entrance requirements, college application process and financial aid application process.

La Puente High School continues to strive for excellence in education. Additionally, LPHS has demonstrated increased academic success as evidenced by their national recognition and 115 point API increase in five years. Finally, La Puente is committed to disaggregating data and ensuring that all students grow academically through community, rigor, relevance and accountability..

Community

a. Brief description of the community served by the school

The city of La Puente is located 20 miles east of downtown Los Angeles in the San Gabriel Valley. The city of La Puente is predominantly residential, and home to approximately 41,200 residents. "La Puente" means "the bridge" in Spanish and refers to an early bridge built across the San Jose Creek by members of the Portola-Serra expedition in 1769, as they surveyed the region for Spain.

In 1841, European settlers arriving by wagon train from New Mexico obtained title to the large 48,000 acre Rancho La Puente and established the community of La Puente. During the 1930's, the area was famous for its fruit and walnut groves. The largest walnut packing plant in the world was located in the city.

The city of La Puente incorporated on August 1, 1956. While the city is predominately residential (70%), with commercial land use, less than five percent (5%) of the city's 3.5 square miles is used for industry. The La Puente area values its historical landmarks including those dating to its founding days like the Workman and Temple Family Homestead Museum in the neighboring City of Industry.

The school is located in the central section of the city of La Puente, adjacent to the City of Industry. La Puente High School operates on a traditional school calendar, drawing students from La Puente, City of Industry, Valinda and Hacienda Heights. The majority of LPHS students live in the city of La Puente.

La Puente High School, originally named Puente Union High School, is one of four comprehensive high schools in the Hacienda La Puente Unified School District. The school opened its doors as a comprehensive high school in Fall 1915 and has been one of the hubs of the community ever since. In fact, La Puente High is one of the oldest high schools in the San Gabriel Valley. Portions of the original campus have been preserved and still play a vital role in the daily life of the school. The "Little Theater" and the World War I monument serve as reminders of the school's part in the rich community heritage. Student artwork decorates the campus celebrating different graduating classes, student activities and remembering former students. The murals are frequently renewed.

Many of La Puente High School's staff members are graduates who returned to serve the community. This includes two of the four members of the current administrative team, eight teachers and a number of support staff.

"Warrior Pride" is evident in the school's involvement in the community. Students demonstrate this through the on-going outreach through events such as Friday Night Lights, Walk for the Cure, Relay for Life, Juvenile Diabetes Walk, Art Walk, semiannual blood drives and local parades. Additionally, the spirit of volunteering is nurtured as students serve as tutors at the community center and local schools, and as poll workers in a variety of elections.

District Information

The Hacienda La Puente Unified School District is one of the largest suburban school districts in California. The district offers a high quality, comprehensive education program for students from preschool to adult. Kindergarten through twelfth grade enrollment is more than 22,000 students, who reside within the district's boundaries--the cities of Industry and La Puente, and the unincorporated Los Angeles County areas of Hacienda Heights and Valinda.

The Hacienda La Puente Unified School District has 17 K-5 elementary schools, six K-8 schools, four middle schools, four comprehensive high schools, one alternative high school, a community day school, a specialized program that provides intensive behavioral and therapeutic supports, an orthopedic unit for the physically handicapped, and an extensive child development and adult education program. The district also maintains centers for administration, instructional services, multilingual assessment, and technology.

The Hacienda La Puente Unified School District is dedicated to maximizing the talents, interests, and abilities of all its students, enabling them to meet the challenges and opportunities of a changing world. The district is governed by a five-member board of education and employs approximately 1,500 certificated and 1,200 classified employees. The district curriculum is based on the California Common Core Standards and the California State Frameworks. Classroom instruction is integrated, thematically applied, technologically enhanced, and sensitive to the individual learning styles of students and the needs of the multicultural community it serves. A number of supplemental programs enhance the district's basic classroom curriculum. These programs include: special education, English language development, gifted and talented education, counseling, school improvement, and compensatory education programs. District staff development is continuous throughout the year. Site staff development is on-going, with many schools participating in a weekly late-start or early-release day. District and site support programs are provided for teachers new to the district.

Schools often reflect their larger communities, and La Puente High School is no exception. The global economic decline beginning in 2007 is having a continued influence into 2014. Enrollment has declined by approximately 200 students since the last visit, while the number students and families receiving federal or state aid has increased.

According to the Census Bureau, La Puente's population was estimated to be 40,435 in 2013, a slight increase from 2012.

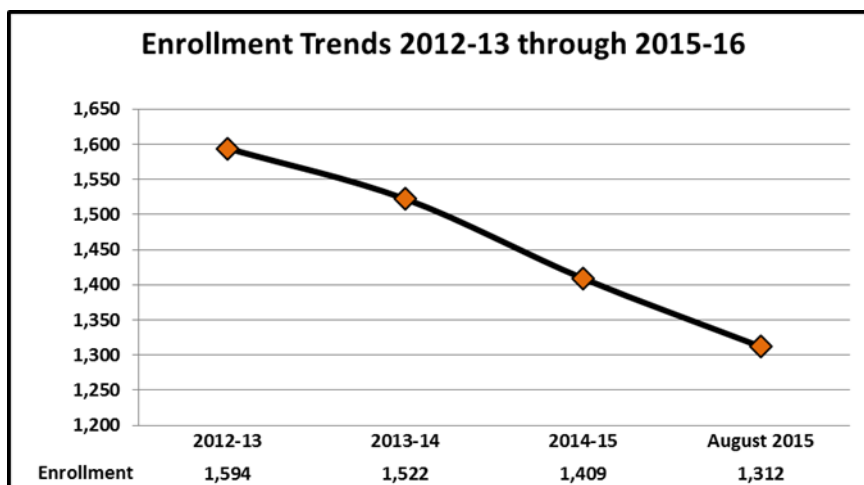
- The population of La Puente is 85% Hispanic-Latino.
- About 12% of the population lives at or below the poverty level
- Approximately 78% of the homes speak a language other than English
- 11% of people age 25 or older report having a bachelor's degree or higher

b. Family and community trends

La Puente High School's student demographics

Enrollment Trends

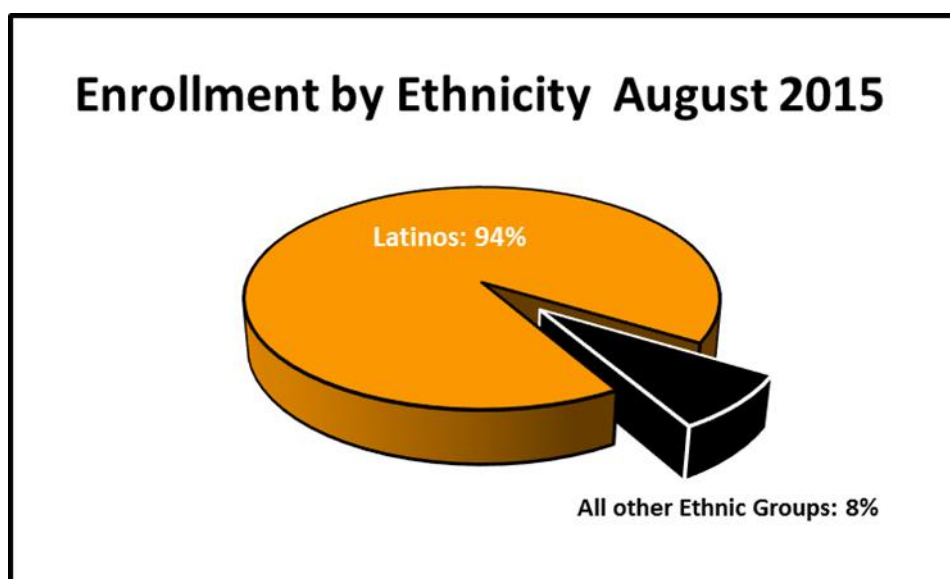
Between June 2012 and August 2015 LPHS experienced a net decline in enrollment of about 280 students.

**Students participating in Free and Reduced Lunch at LPHS**

According to CDE's DataQuest, 88% of LPHS students received Free and Reduced Price Meals during the 2012-2013 school year. According to the HLPUSD Food services department, that number carried-over to the 2014-15 school year. This represents an 8% increase over the 2011-2012 self-study.

Ethnic composition of the student body at LPHS

Latino students make up a larger proportion of the student body than the community at large. Latino students comprise 94% of the student body. The chart below shows the ethnic composition at the start of the 2015-16 school year:



c. State/federal program mandates

- LPHS is a Targeted Assistance Title I School
- LCFF
- LPHS is subject to Federal Program Monitoring
- LPHS is subject to monitoring under the Williams v. State of California settlement

d. Parent/community organizations

Parents are actively involved at LPHS through three types of parent groups: **advisory groups**, **decision-making groups**, and **auxiliary groups**. The main advisory group at LPHS is the English Learners Advisory Committee (ELAC). The primary decision making group at LPHS is the Shared Decision Making-School Site Council (SDM-SSC). There are a number of parent auxiliary groups that support extracurricular activities.

The **English Learners Advisory Committee** (ELAC) is composed primarily of parents who currently have students in the English Learners program. Many parents whose students have been Reclassified as Fluent English Proficient (RFEP) continue to serve as advisors and advocates for the needs of our English Learners. ELAC's focus is to give advice on and evaluate the programs that support English Learners at LPHS. Along with ELAC, there is an additional committee who meet to consider the challenges faced by students who are Long-Term English Learners (LTEL).

LPHS parents play an active role in the district level advisory committees such as the District English Language Advisory Committee (DELAC) and the District Advisory Committee (DAC). In addition to ELAC, the Parent Coffee Night meetings give parents a forum to advise and communicate with school staff.

The **Shared Decision Making – School Site Council** (SDM-SSC) fulfills the decision making and oversight role of the traditional School Site Council. SDM-SSC uses a shared decision making process to ensure that the broad spectrum of stakeholders at LPHS review goals and action plans on a regular basis. SDM-SSC is the governing body that oversees the WASC Action Plans and the annual development of the Single Plan for Student Achievement (SPSA). These plans have been merged to support the vision of the school and academic progress. The SPSA incorporates the action plans from WASC and is reviewed and approved by the SDM-SSC and the school board. LPHS was one of the first schools in the district to pilot the Shared Decision Making process and continues to offer leadership to the district. One LPHS parent currently serves on the district level SDM steering committee. One LPHS parent currently serves on the district level LCAP committee. Since the inception of the program, several staff members have served as district Shared Decision Making facilitators.

Parent auxiliary groups have traditionally allowed parents to support specific activities at LPHS through booster organizations. In 2009, a group of parents organized an informal parent group with the hope of eventually developing an umbrella organization to coordinate efforts and support more school programs. Parents have been happy with the informal nature of the monthly **Parent Coffee Night** meetings. In 2010, parents worked to revive the La Puente Market Place, a weekly swap meet has earned a net profit of \$60,000 since it began in June 2010. This money goes to help fund extracurricular activities. There are also a number of booster groups around campus who have formed to support specific types of activities

e. Community foundation programs

SGV Educational Foundation

Rudy Chavarria Scholarship Foundation

Ernestina Jasso Foundation

f. School/business relationships.

- VTEA Advisory committee
- Cal Poly Pomona: GEAR-UP Scholarship, ERWC, SMI & training for Common Core, EAP presentations,
- Cal State Fullerton: Teacher for Art 106 A/B & Art 201A/B is an Adjunct Professor at CSUF
- Sherriff's Department
- LA County Fire Department – Toys for Tots, CPR training for 9th grade.
- LPVROP
- LA Works
- SHPE Internships
- HOSA
- Red Cross – Semi-annual blood drives
- **Partnership with Mt. San Antonio College** La Puente High School students benefit from the school's partnership with Mt. San Antonio College (Mt. SAC) in the following ways:
 - Articulated accounting: students can earn up to 11 college credits through Mt. SAC while at LPHS.
 - **Upward Bound** mentoring and tutoring assistance
 - **Connect Four** which includes early registration and assessment at LPHS, financial aid application assistance and a Summer Bridge college transition program
- **Partnership with Rio Hondo College** – Summer school classes (Biology, speech); CNA Program; Counseling 105 (similar to the Connect Four for Mt. San Antonio College)
- **Posse Foundation**
- **Pomona College Academy for Youth Success**
- **Scripps College Academy Scholars**
- **Questbridge scholarship organization**

WASC accreditation history for school

In 2009, LPHS received a three-year accreditation term with a three-day revisit. In 2012, the school earned a second three-year term to complete the six-year cycle.

School purpose, e.g., beliefs, vision, and mission, and schoolwide learner outcomes

➔ **Note:** New schools also should describe the process used to develop the schoolwide learner outcomes; other schools should comment on any revisions or refinements.

Vision:

La Puente High School seeks to:

Help all students grow academically through Community, Rigor, Relevance and Accountability

Schoolwide Learner Outcomes

La Puente High School seeks to help develop students who will be:

- **Complex** thinkers
- **Creative** innovators
- Effective **Communicators** and **Collaborators**

Measurement of Schoolwide Learner Outcomes may include:

- Reading
- Speaking
- Writing
- Technology
- Listening
- 8 Math Practices

La Puente High School

School Vision:

*Helping all students grow academically through
Community, Rigor, Relevance and Accountability.*

Schoolwide Learner Outcomes (SLO):

- Students will be **Complex Thinkers.**
- Students will be **Creative Innovators.**
- Students will be **Effective Communicators and Collaborators.**



Warrior Pride Since 1915

School Program Data

Provide a succinct summary of all types of online instruction and specialized programs such as IB Diploma Program, college/career readiness programs (Career and Technical Education [CTE], academies, Pathways), AVID, independent study and school/college partnerships.

Online Instruction – FuelEd (formerly Aventa) through June 2015:

Address all the areas listed below (See Key Terminology for definitions)

1. Types of online instruction

Online classes for credit recovery for any grade level.

2. Learning management system

Fuel Ed (Formerly Aventa Learning by K¹²)

3. Hardware and software requirements

Computers and internet access

4. Teacher and support staff qualifications

Teachers are provided by Aventa. Local program coordinators provide support by enrolling students into classes and monitoring their progress. All exams are proctored by guidance office staff (counselor or clerical).

5. Personnel involved in the instructional process

All personnel for instruction are provided through Aventa

6. Curriculum offered both onsite or outsourced

Curriculum is outsourced, provided by Aventa

7. Types of instruction offered, synchronous or asynchronous

Asynchronous: Students can work online at any time. Exams must be done with a school employee present, so those must be done during the school day (students usually take exams after school, at lunch, or during the nutrition break)

8. Methods and processes used to ensure that all students have access to the instructional programs necessary for learning success

LPHS has 20 site licenses for Aventa. The Guidance Department keeps a wait list of students that need classes. Seniors are given priority. Once one student finishes, a new one is enrolled in their spot.

9. Types of assessments and assessment processes

Assessments are provided by Aventa

10. School culture for the online environment, including types of school and community activities, opportunities for student involvement, and participation data

Students are given opportunities to use school laptops at any time they are not in class. There is an area set up in the guidance office for any students to work on their online class.

11. Orientation process for incoming students and parents to understand expectations for the online learning environment

AVENTA sends an email, the online teacher often sends an email, the program coordinator sends an email once they are enrolled, and the program coordinator meets with the students to ensure they understand how to navigate the class.

12. Student/Teacher interaction on a typical day

Student/teacher interaction depends on the individual students. Some students work mostly on weekends, while others work a little each day. AVENTA teachers are available by phone, email, and sometimes through video chat for support.

13. Student support services, including response to intervention (RTI), academic counseling and support for equal access, personal counseling, college/career preparation support, and health services.

Counselors meet with students who are enrolled in online classes as they progress through the class. Students who struggle are encouraged to do their class in the guidance office so they can have extra support on-site. During the 2014-15 school year, students made credits enough to complete 75 courses.

Focused Programs: Preparing students for postsecondary college/careers

Address all the areas listed below for each program. Some information may be generic and part of the overall school program and will be addressed accordingly.

La Puente high school offers a variety of instructional and extended learning opportunities such as:

- **Advanced Placement:** La Puente High School regularly offers 15-20 AP sections and has been recognized by the College Board for its efforts to expand access to Advanced Placement coursework.
- **Visual and Performing Arts:** The Fine And Performing Arts Department offers art history, ceramics, cheer, color guard and dance, drama, speech and debate, choral and instrumental music, and a diverse set of classes in two-dimensional, three-dimensional and computer assisted art. Our art history and ceramics classes are offered in partnership with Cal State Fullerton. Students who successfully complete these courses earn 12 college credits through CSUF.
- **Law Enforcement Academy:** Students in the Law Enforcement Academy (LEA) represent LPHS at community events, participate in activities sponsored by the Sheriff's Department and receive specialized academic support from academy teachers. Support courses include: criminal Justice, Forensic Science, LEA Leadership, LEA physical Training. Students work directly with deputies from the Industry Sheriff's Station.

Advanced Placement

1. **Types of instruction and extended learning opportunities:**

Students are provided an in-depth exploration of all AP courses from Studio Art to United States History. Students are given the opportunity for rigorous courses that incorporate a wide range of instructional pedagogy including direct instruction, self-discovery, small and large group work, collaborative learning projects, and student guided instruction to their peers. Students are prepared for college level instruction and are availed of opportunities to speak, listen, write, and utilize critical analysis of textual materials. Teachers host in-class and after-hour review sessions.

2. **Technical requirements:**

Many courses utilize computer assisted learning strategies including the AP support service of SHMOOP which has diagnostic assessments that assist student with mastery of subject matter and allows Instructors to be cognizant of students' weaknesses and strength regarding understanding of AP subject matter. All courses utilize technology in the classroom. Instructors and students are cognizant of the hoard of AP sites and chat opportunities available for students and Instructors of specific AP subject matter areas.

3. **Teacher and support staff qualifications:**

AP teachers are teaching in areas that are part of their credentialing preparation. All Instructors are CLAD certified and have received AP College Board training with most Instructors attending week long summer institutes sponsored by the AP College Board.

4. **Curriculum offered both onsite and outsourced**

Please see #2

5. **Types of assessments and assessment process**

Instructors utilize a plethora of formal and informal assessments to evaluate academic progress and gauge prior knowledge of all students. Some assessments are formal in nature such as student scores based on published AP College Board exams. Some assessments are informal in nature. An example could be Instructor observation of the prowess a student demonstrates speaking and utilizing specific nomenclature associated with AP subject matter content. Assessments become "authentic" assessments when they reference instruction that is present in the classroom setting. The objective of those types of assessments are centered on students developing critical thinking skills associated with high level problem solving associated with rigorous prompts that allow for subject matter mastery.

6. **How programs support college, career, and other goals:**

AP definitely supports university level matriculation, preparation and success leading to graduation. The volume of data associated with AP instruction and college preparation is a mainstay of information produced by AP College Board sources and verified by a host of university studies on the matter. Nearly 90% of all universities utilize AP courses as a primary indicator of university preparation and readiness for university matriculation and success regarding a pathway to college graduation.

7. **Orientation process for incoming students to understand expectations**

LPHS avails students and parents formal, and less formal, orientation meetings in regard to the value of AP. LPHS hosts numerous bi-lingual presentations regarding the value and importance of AP courses as a pathway to academic preparation for university study. In the spring of 2013 over 400 parents attended meeting regarding Advanced Placement and the value of AP regarding college preparation and the financial advantage of passing AP exams.

8. **Frequency of student/teacher interaction**

Currently students have just under five hours of formal class time with most Instructors availing students of AP review sessions (after school) during the spring semester.

9. Support for equal access, academic and personal counseling, college/career preparation support, and health services.

La Puente High School has an open enrollment to AP for students at the school site. The key component to enrollment is the student's interest in undertaking the rigor associated with AP courses and instructional methodologies essential to guide the student through AP subject matter of each course. Furthermore, LPHS received one of only eight national recognition awards (Gaston-Caperton Award 2012) recognizing LPHS as a national leaders in access and equity for students on the LPHS campus to AP courses.

10. Partnerships:

The greatest support of the AP Program comes from the symbiotic relationship of LPHS and the parents of students to bolster the significance of AP on the school site and within the community.

11. Program alignment with school vision/student learning outcomes:

The AP Program is the cornerstone of instruction on the school site and aligns perfectly with the school vision, ideals of Common Core Standards, and college preparation.

12. How does the program measure its effectiveness?

The percentage of students enrolled in AP courses has increased in addition to an increase in the number of AP tests given to students on the school site. Furthermore, LPHS has been recognized as one of the premiere high schools that catalyze a high percentage of seniors matriculating to extremely competitive post-secondary institutions. The recognition was noted in the San Gabriel Tribune and verified by Newsweek Magazine in March of 2013 as the magazine listed LPHS in the top 2000 best high schools in the United States.

CSUF Art 106A/B and Art 201A/B

1. *Types of instruction and extended learning opportunities...Art 106A/B and Art 201A/B*

Teacher to student instruction, independent research, self-discovery, student to student instruction, virtual museum tour, student brick and mortar museum study, journal documentation, clay fabrication and completion processes.

2. *Specific technical requirements*

Ability to utilize computer, function under elaborate instructional prompts, ability to flourish in the realm of independent research and self-discovery are essential technical requirements that are enhanced with the ability to write formal documents and essays.

3. *Teacher and support staff qualifications.*

The Instructor is a commensurate university level instructor and has taught at CSU Fullerton and Cal Poly Pomona in both upper and lower division courses. Furthermore, the Instructor has been published in the technical field of ceramics and has demonstrated at various universities throughout California and Nevada. The instructor has been recognized for excellence in instruction at CSU Fullerton, Cal poly Pomona and LPHS. Additionally, the Instructor has a graduate degree in Ceramics with Art History considered a second area of emphasis. The Program has a district approved volunteer who is former student majoring in ceramics at the college level.

4. *Curriculum offered both onsite and outsourced*

See above

5. *How programs support college, career, and other goals*

The courses receive university academic credit and are of the same instructional basis as courses taught on the CSU Fullerton campus.

6. *Frequency of student/teacher interaction*

Currently, a minimum of nine hours per week

7. *Support for equal access, academic and personal counseling, college/career preparation support, and health services.*

Students are scheduled through the LPHS Counseling Department and open to seniors willing to take the coupled sections of Art Studio and Art History.

8. *Partnerships including business, industry and community, including higher education.*

This program is conjoined with CSU Fullerton.

9. *Program support for school vision and schoolwide student learning outcomes:*

a. *How is the program aligned to the school's Vision and/or Student Learning Outcomes?*

Perfectly aligned!

b. *How does the program support the school's Vision and/or Student Learning Outcomes?*

This program supports the school's vision by emphasizing responsibility, rigor, relevancy, and relationships.

10. *How does the program measure its effectiveness?*

106A/B is evaluated by the tangible, qualitative fabricated art works of the students coupled with their ceramic journals and support to maintain the studio. In Art History a broad band of standards are met with students writing, speaking, responding to textual material, and utilization of a vast vernacular associated with the subject matter. Also, the fact that students are able to fulfill lofty standards with successful grades is a barometer of the effectiveness of the program.

Law Enforcement Academy

1. *Types of instruction and extended learning opportunities*

LPHS' Law Enforcement Academy (LEA) students participate in a wide variety of activities with the LA County Sheriff's Department. Types of instruction and extended learning opportunities:

- Scuba Diving
- Leadership training within the school day in their LEA PE class, leaders lunch meetings, leadership Institute (a 3 day leadership/challenge course), and a 4 day leadership conference put on by the California Police Activities League
- Life after high school events
- Guest speakers: the types of speakers vary. Students are surveyed at the beginning of the year, and speakers are arranged to address their interests: including different military branches, CHP, school police, Gang Enforcement, different colleges, SHARE program, multiple LASD deputies, land navigation, orienteering and more.
- Mentoring,
- Simulations such as "Every 15 Minutes" which addresses the dangers of drinking and driving
- Community service
- Mock trials, which allow students to learn first-hand what occurs at a trial, including procedures, job descriptions, decision-making, and outcomes.
- Town hall debate topics are about current issues related to law enforcement that affect students in their everyday lives.

2. *Specific technical requirements*

The deputy who works with the students is obviously trained in law enforcement, but other than that, there are no specific technical requirements for teachers in the academy. No specific technical requirements are necessary to join. We ask that kids maintain a GPA above 2.0 and be good productive citizens on and off campus.

3. *Teacher and support staff qualifications*

The Sheriff's Department itself works closely with the Law Enforcement Academy, including a specific deputy who is assigned to La Puente High School to work with Law Enforcement Academy students. Although there are no special qualifications for teachers per se, the head of the program is married to a sheriff's deputy and other teachers have worked in the legal field before becoming teachers.

4. *Curriculum offered both onsite and outsourced*

In addition to the school's curriculum, 9th grade LEA Constitutional Rights Foundation, LEA students receive leadership training both in school and at institutes held by the Sheriff's Department. Students also have the opportunity to gain CPR and Community Emergency Response Team (CERT) training. The Sheriff's Department's curriculum focuses primarily on leadership traits and qualities, how to lead others and have Integrity. They teach codes and policies but not much on actual Sheriff Department tactics.

5. *Types of assessments and assessment process*

Students are assessed using a variety of tests, including physical, written and oral), projects, labs, cooperative learning, technology, simulations, mock trials.

6. *How programs support college, career, and other goals*

LEA programs support many goals, including life after High School, training for sheriff/police and law occupations, military and public service, leadership, self-discipline, and responsibility.

7. *Orientation process for incoming students to understand expectations*

The 9th grade LEA Physical Training class partners with senior leaders and mentors.

8. *Frequency of student/teacher interaction*

The number of interactions between students and teachers has changed during the period of this self-study, for the 2015-16 school year, classes meet 5 times per week. LEA students also participate in some weekend activities.

9. *Support for equal access, academic and personal counseling, college/career preparation support, and health services.*

Law Enforcement Academy is open to all students, and there are no restrictions on students with disabilities. LEA students must adhere to specific grooming, academic and behavior standards. According to the lead teacher of the LEA, about 85% of LEA students attend some sort of college after high school, 5% join the military and the other 10% go directly into the work force.

LEA students are challenged physically, they are held to the same physical training standards used in the Sheriff's Academy. Struggling students, get academic and personal counseling from the Deputy and the LEA lead teacher.

10. *Partnerships including business, industry and community, including higher education.*

The Law Enforcement Academy partners with the Los Angeles County Sheriff's Department, and the LASD Youth Activities League.

11. *Program support for school vision and schoolwide student learning outcomes:*

a. **How is the program aligned to the school's Vision?**

The Law Enforcement Academy provides a **rigorous program**, one that academically & physically challenging. Students are required to meet all A-G standards and their physical training requirements are the same of the Sheriff's Department Academy standards.

Students in the Law Enforcement Academy engage in training **relevant** to public service, and complete 100 community service hours as part of their graduation requirements.

The Law Enforcement Academy is strong **community** which holds its student **accountable** for their work.

b. **How does the program support the school's Student Learning Outcomes?**

1. The Law Enforcements Academy encourages its students to be **problem solvers**. During their freshman year, LEA students have senior leaders. The student leaders and the LEA lead teacher lead all activities. As students progress in the Academy, they are given more responsibility whereby their junior and senior year, they run their own classes. The increasing **complexity** of the tasks they undertake includes having a say in what activities they do.
2. The LEA promotes effective communication & collaboration among its students. Part of this involves students working together as a class. Students in LEA often share in the fruits of their success and face challenges together. They learn that their actions affect more than themselves.
3. As part of the increasing complexity of the tasks LEA students undertake, they are encouraged to be **creative** or **innovative**.

12. *How does the program measure its effectiveness?*

LEA students are assessed using a variety of tests, including physical, written and oral), projects, labs, cooperative learning, technology, simulations, mock trials. LEA takes on some of the more challenging students and works to improve their attitude as well as their achievement. LEA teachers report that they feel they had more success when their classes were pure: "When we had a group of teachers who worked together and the students had pure LEA classes they were much higher achieving." As the program has been "watered-down," overall achievement of the students has suffered.

Demographic Data:

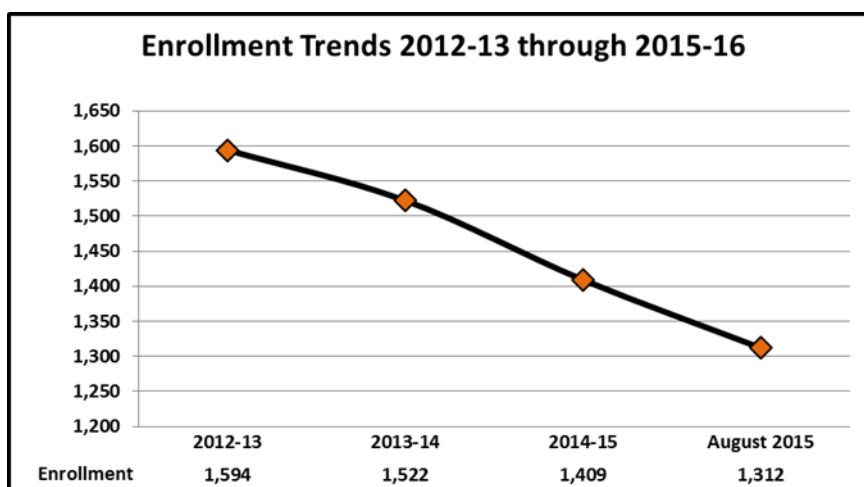
Comment on findings, including trends, irregular patterns, or anomalies for the data areas.

Status of school in terms of student performance including the following:

- a. Is the school a Title I school? If so, is it schoolwide or targeted assistance? What is the Title I service provided to these students?
As of 2014-15 LPHS is a Title I school.
- b. Did the school meet Adequate Yearly Progress (AYP) for the past two years? Is the school identified as Program Improvement? What year, e.g., PI 1, 2, 3, 4, etc.?
No – LPHS did not meet AYP in 2012-13.
 - What factor(s) led to not meeting AYP for two consecutive years and/or led to the program improvement status? For example, participation rate, lack of achievement in reading and/or mathematics in one or more of the subgroups, graduation rate, or lack of progress on API.
In 2012 LPHS students met 12/18 AYP criteria, in 2013 LPHS students met 9/19 criteria, in 2014 LPHS students met 13/17 AYP criteria.
 - PI Schools: Include in the profile the results of the latest Academic Program Surveys (APS).
LPHS is not a Program Improvement School.
- c. Does the school have any outside providers or external evaluators that are currently working with the school?
No – LPHS is not working with any outside providers or external evaluators.
- d. Does the school have a corrective action plan, an alternative governance plan, or joint intervention agreement?
No – LPHS is not subject to a corrective action plan, an alternative governance plan, nor is it subject to a joint intervention agreement.
- e. Is the school under any state or federal imposed deadlines for improvement or evidence of growth in student achievement for identified subpopulations or the entire school populations?
No – LPHS isn't working under any state or federally imposed deadlines.

Enrollment

Since 2012, LPHS has experienced a decline in enrollment of about 280 students. Staff and students are actively involved in recruiting at district feeder schools.



a. Grade level

Enrollment by Grade Level 2012-13 through 2015-16				
Year	2012-13	2013-14	2014-15	2015-16
Grade 9	409	347	328	328
Grade 10	416	403	322	318
Grade 11	396	397	382	319
Grade 12	373	375	382	347
Total	1594	1522	1414	1312

b. Gender

Enrollment by Gender & Grade August 2015			
Grade	Boys	Girls	Total
9	158	170	328
10	153	165	318
11	161	158	319
12	177	170	347
Total: 1312			

c. Ethnicity

Enrollment Ethnicity As of August 2015		
Ethnicity	Count	Percentage
American Indian/Alaskan	2	0%
Hispanic / Latino	1,211	92%
Other/Decline to State	40	3%
White	15	1%
Filipino	13	1%
Vietnamese	13	1%
Black	12	1%
Chinese	5	> 1%
Hawaiian	2	> 1%
Other Asian	2	> 1%
American Indian/Alaskan	1	> 1%
Asian Indian	1	> 1%
Laotian	1	> 1%
Other Pacific Islanders	1	> 1%
Total	1317	100%

Includes special education students. [Source: Aeries 8/26/15]

d. Predominant primary languages other than English (e.g., Spanish, Hmong)

Among LPHS students, Spanish is the predominant language spoken other than English.

e. Title I

LPHS became a Title I school in the 2014-15 school year

f. Special needs and other programs (e.g., online instruction, college/careers, IB, AP, Honors)

La Puente High school offers the Advanced Placement courses in the following areas:

- Biology
- Calculus AB
- Chemistry
- English Language and English Literature
- European History and US History
- Government and Politics
- Psychology
- Spanish Language and Spanish Literature
- Statistics
- Studio Art

Ninth, 10th and 11th grade students have an opportunity to take a variety of honors classes as well.

La Puente High School's special education program, in compliance with state and federal laws, focuses on providing that all students have access to a free appropriate public education (FAPE) in the least restrictive environment (LRE). That said, LPHS offers classes taught by special education teachers within the general education environment through the team-teaching model. These numbers exemplify LPHS's effort to offer a diverse spectrum of services and placements based specifically off our student population. The team-teaching model provides students with disabilities (SWD) both the necessary supports to facilitate student success, and access to rigorous, grade-aligned, challenging curriculum designed to promote student growth. Additionally, team-teaching, which was first implemented at LPHS over the course of the 2011-12 school year, aligns to the gradual release of responsibility model and the goal of preparing all students to be college and career ready.

Language Proficiency Numbers for the following:

La Puente High School is working to ensure that our English Learners make enough progress that they can be redesignated as Fluent English Proficient (R-FEP). We have made progress getting students redesignated and are working to close the performance gap.

a. English Language Learners (EL)

During the **2012-13 school year**, LPHS had 220 students designated as English Learners (LEP). English Learners comprised 14% of the school's student population.

During the **2013-14 school year**, LPHS had 153 students designated as English Learners (LEP). English Learners comprised 10% of the school's student population.

During the **2014-15 school year**, LPHS had 137 students designated as English Learners (LEP). English Learners comprised approximately 10% of the school's student population.

At the start of the **2015-16 school year**, LPHS has 119 students designated as English Learners (LEP). English Learners comprised approximately 9% of the school's student population.

b. Fluent – English proficient (FEP)

During the **2012-13 school year**, LPHS had 315 students designated as Fluent-English Proficient (FEP). FEP students constitute 20% of the school's student population.

During the **2013-14 school year**, LPHS had 219 students designated as Fluent-English Proficient (FEP). FEP students constitute 15% of the school's student population.

During the **2014-15 school year**, LPHS had 162 students designated as Fluent-English Proficient (FEP). FEP students constituted approximately 12% of the school's student population.

At the start of the **2015-16 school year**, LPHS has 173 students designated as Fluent-English Proficient (FEP). FEP students constitute approximately 10% of the school's student population.

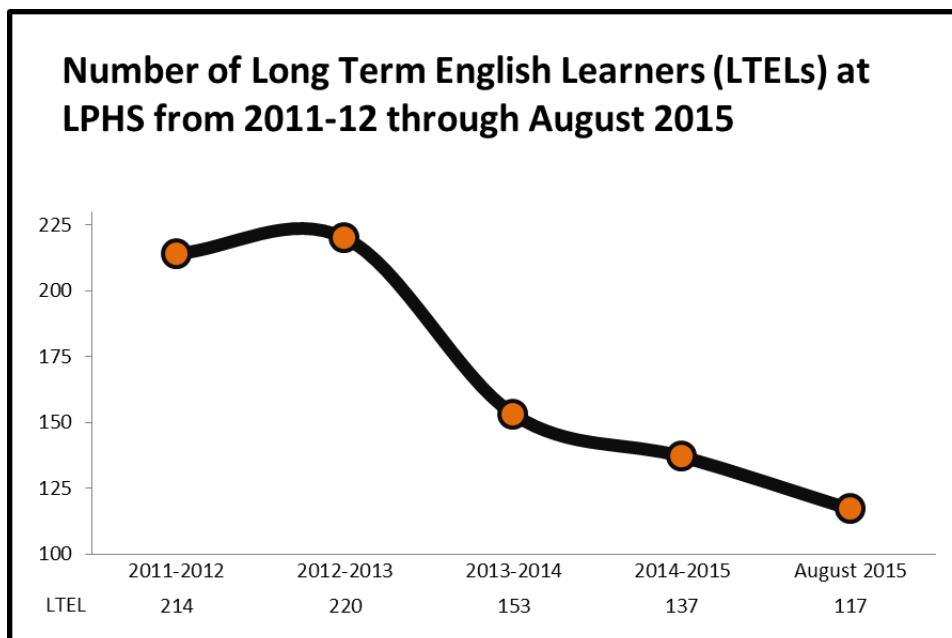
c. Redesignated – Fluent English Proficient (R-FEP)

During the **2012-13 school year**, LPHS had 57 students Redesignated as Fluent-English Proficient (R-FEP). Approximately, 26% of the LEP student population were Redesignated as Fluent-English Proficient.

During the **2013-14 school year**, LPHS had 52 students Redesignated as Fluent-English Proficient (R-FEP). Approximately, 3% of the LEP student population were Redesignated as Fluent-English.

The number of students Redesignated as Fluent-English Proficient during the **2014-15 school year** was 23. Approximately, 17% of the LEP student population were Redesignated as Fluent-English.

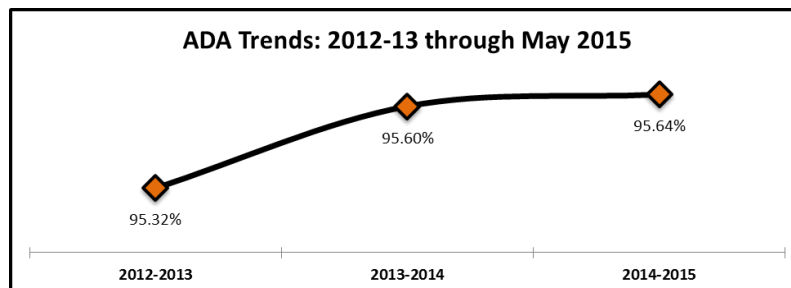
e. Long Term English Learners (LTELs)



Attendance

f. Average daily rate of attendance

LPHS has made improving attendance a priority. Since the 2011-12 School year, Average Daily Attendance has increased.



g. Truancy rate

Academic year	Rate
2012-13	1.51%
2013-14	0.68%
2014-15	0.74%

h. Tardiness rate

Academic year	Rate
2012-13	0.81%
2013-14	7.43%
2014-15	12%

Discipline Referrals, Suspension and Expulsion Rates (disaggregated), and Crime Statistics

Summary of Total Offenses Committed: 2011-12 through 2014-15

Ed. Code Section	Offense Description	2011-12		2012-13		2013-14		2014-15	
		Expulsions	Suspensions	Expulsions	Suspensions	Expulsions	Suspensions	Expulsions	Suspensions
48900(a)(1)	Caused, Attempted, or Threatened Physical Injury	1	24	2	20	1	24	1	30
48900(a)(2)	Used Force or Violence	0	20	2	19	0	20		5
48900(b)	Possession, Sale, Furnishing a Firearm or Knife	0	4	0	5	0	4	1	
48900(c)	Possession, Use, Sale, or Furnishing a Controlled Substance, Alcohol, Intoxicant	3	39	1	33	3	39	2	22
48900(d)	Offering, Arranging, or Negotiating sale of Controlled Substances, Alcohol, Intoxicants							1	
48900(f)	Property Damage	0	4	0	7	0	4		2
48900(g)	Property Theft	0	4	0	6	0	4		4
48900(h)	Possession or Use of Tobacco Products	0	2	0	2	0	2		3
48900(i)	Obscene Acts, Profanity, and Vulgarity	0	5	3	9	0	5	1	6
48900(j)	Offering, Arranging, or Negotiating Sale of Drug Paraphernalia	1	16	0	17	1	16		14
48900(k)	Disruption, Defiance	3	105	8	143	3	105	2	12
48900(l)	Received Stolen Property	0	0	0	0	0	0		1
48900(m)	Hazing	0	0	6	1	0	0		
48900(r)	Bullying	0	6	2	2	0	6		
48900(t)	Aided or Abetted Physical Injury	0	0	0	0	0	0		
48900.2	Sexual Harassment	0	0	2	2	0	0		1
48900.4	Harassment or Intimidation	0	0	7	3	0	0		
48915(a)(1)	Caused Physical Injury	0	1	0	0	0	1		1
48915(a)(2)	Possession of a Knife or Dangerous Object	0	2	0	1	0	2	2	
48915(a)(3)	Possession of Controlled Substance	2	3	0	0	2	3		
48915(a)(4)	Robbery or Extortion	0	0	0	1	0	0		
48915(e)(3)	Sale of Controlled Substance	2	0	1	0	2	0		
48915(e)(4)	Sexual Battery	0	1	0	0	0	1		
48915(a)(5)	Committed Assault or Battery on a School Employee								1
Total Number of Offenses Involved in Expulsions		12		34		12		10	
Total Number of Offenses Involved in Suspensions			236		271		236		102
Total Number of Offenses Involved in Other Actions		0	0	0	0	0	0	0	0

Source: Data Quest (<http://dq.cde.ca.gov/dataquest/>), SMART

Socioeconomic Status

a. Free/reduced lunch status

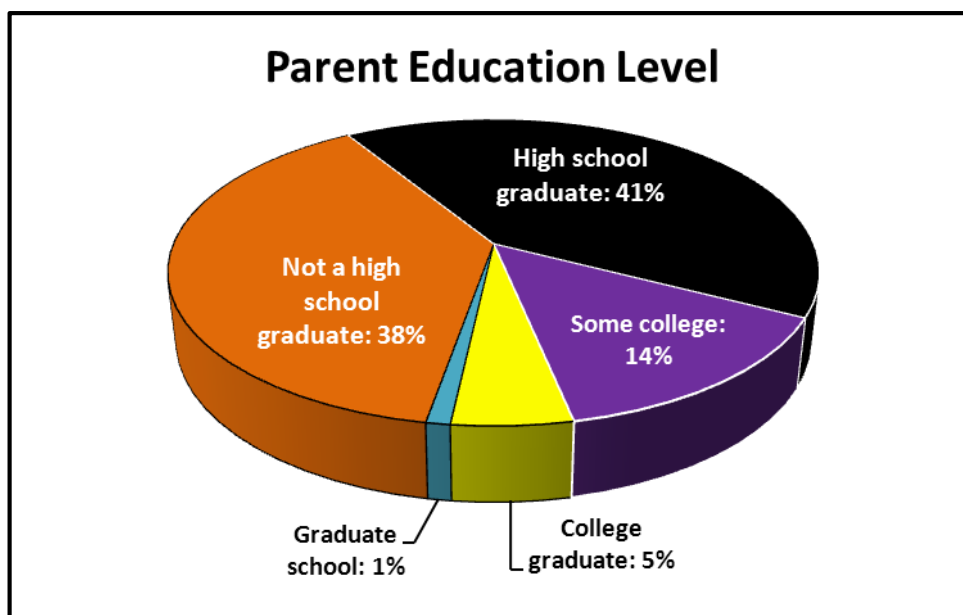
According to the HLPUSD Food services department, 88% of LPHS' students were eligible for Free or Reduced priced meals at the start of the 2015-16 school year.

b. CalWORKS status (formerly AFDC)

According to the HLPUSD Food services department, the families of 167 LPHS students are eligible Temporary Assistance for Needy Families at the start of the 2015-16 school year.

c. Parent education level.

On the 2013 API demographic report, the parent education level showed the percentage of responses indicating the education level of the student's most educated parent.



Description of the safety conditions, cleanliness, and adequacy of school facilities

La Puente High School is inspected regularly as part of the Williams vs. State of California settlement. The facilities received an overall rating of good to fair in all categories for the last three years. The custodial staff does a remarkable job in maintaining the park-like nature of the campus even though the campus covers 44 acres and parts of the school were built 100 years ago.

The campus has undergone renovation for ADA compliance, and its infrastructure is regularly updated: (electricity, plumbing, mechanical systems, asbestos abatement, roofing, data systems).

The major renovation of the science labs was the latest major construction project. The project began in 2009, and was finished in 2011.

In 2014, the school's exterior was repainted, fences were upgraded and additional asbestos abatement was performed. Teacher computers on campus were refreshed and updated in advance of the Smarter Balanced Assessment Consortium Field Tests. The district also began taking steps to improve energy efficiency and classroom environments through a campus-wide lighting update which has been ongoing throughout 2015.



Projects in near future will include replacing the swimming pool and the cafeteria, and regrading and repaving throughout the campus.

Facilities at La Puente High School	
Academic Facilities	Athletic and Physical Education Facilities
59 Classrooms (4 portables)	1 Gymnasium
10 Science labs / classrooms	1 Wrestling room
3 All-purpose computer labs	2 Weight rooms
1 Instrumental Music room	1 Dance studio
1 Choral Music room	1 Stadium
1 Ceramics room	1 Pool
2 Art rooms	2 Baseball Fields
1 Computer graphic arts room	2 Softball Fields
1 Metal shop	8 Tennis courts
1 Wood shop	4 Outside basketball courts
1 Theater	4 Handball courts
1 Multipurpose room (Wigwam)	1 Obstacle course
1 Psychologist's Office	2 Practice fields
1 Library	1 All-Weather track
4 Meeting / conference rooms	1 All-Weather athletic playing field

Staff

- a. **Number of certificated staff and classified staff, include number of qualified personnel for counseling and other pupil support services and substitutes**
 - Certificated Teachers and Counselors: 60
 - Certificated Administrators: 4
 - Classified: 23
- b. **Percent of teachers who have met the highly qualified teachers' requirements of the Elementary and Secondary Education Act (ESEA)**

All of LPHS' teachers have met the requirements to be considered "Highly Qualified" under ESEA.
- c. **Number of National Board Certified Teachers**

Currently, there are no Nationally Board Certified Teachers at LPHS.
- d. **Percent of teachers instructing outside credentialed areas and include an explanation**

During the 2015-16 school year, 7% of LPHS teachers taught outside of credential areas: Leadership, Renaissance, LEA Leadership.
- e. **Number of teachers with Short Term Staff Permits and Provisional Intern Permits**

Currently, there are no teachers with Short Term Staff Permits or Provisional Intern Permits.
- f. **Number with advanced degrees**

Forty-three of LPHS' teachers have Masters Degrees
- g. **Years of educational within the district and total number of years in education**

Educational Experience within HLPUSD	
40+ years of service	2
30-39 years	4
20 – 29 years of service	9
10 – 19 years of service	31
5 – 9 years of service	6
4 or less years of service	8
Average years of experience	15

- h. **Specialized training/intern programs, e.g., number in Cross-Cultural Language and Academic Development (CLAD), Beginning Teacher Support and Assessment (BTSA) or other teacher induction programs (newer teachers must complete an induction program to obtain a clear professional credential; newer teachers will have the CLAD requirement embedded in required credential)**

All LPHS teachers have the CLAD certificate or its equivalent. Four teachers are enrolled in BTSA.
- i. **Number of teachers in an intern program**

Currently, there is one intern teachers at LPHS.
- j. **Gender**

There are currently 30 female and 24 male teachers at LPHS.

k. Ethnicity

The ethnic composition of the certificated staff at LPHS		
Native American (American Indian or Alaska Native)	1	1.6%
Asian	5	7.9%
Native Hawaiian or Pacific Islander	1	1.6%
Filipino	2	3.2%
Hispanic or Latino	28	44.4%
Black or African American	3	4.8%
White	18	28.6%
Two or More Races	0	0%
None Reported	0	0%
Decline to State	5	7.9%

l. Number and assignment of paraprofessionals who meet the requirements of the Elementary and Secondary Education Act (ESEA).

LPHS has one bilingual aide and three Special Education aides. All meet the ESEA requirements.

Professional development programs/activities**Numbers participating (e.g., BTSA, training in content areas or in instructional approaches, departmental activities, university programs)**

In 2013-14, there were four teachers participating in BTSA. For 2014-15, LPHS had two teachers participating in BTSA. As part of LPHS' ongoing work with Cal Poly Pomona, La Puente High School is working to improve the college readiness of its students. Two of the professional development trainings LP teachers participate in are designed to help students succeed on the CSU's Early Assessment Program (EAP). The English Department is participating in Expository Reading and Writing Course (ERWC) training and members of the math department are participating in the Strengthening Mathematics Instruction (SMI). Both of these professional development series are designed to help improve overall instruction, and to assist with college readiness.

Content of staff development**Numbers participating (e.g., programs, activities and numbers)**

LPHS staff members regularly engage in staff development. During the period of this self-study, staff development has focused on research-based educational strategies, such as:

- Response to Intervention (RTI): Behavioral support
- Academic language, Vocabulary and Writing Support: Kate Kinsella
- Capturing Kids Hearts/ Social Contracts: The Flippen Group
- Use of GLAD strategies (process grids, graphic organizers, academic language support, etc.)
- Classroom Instruction Strategies: Robert Marzano
- Close Reading, Text Annotation, Text-Based Questioning: Doug Fisher and Nancy Frey
- Building positive school culture: Doug Fisher
- Webb's Depth of Knowledge: analysis of student performance results; setting goals for future performance; lesson planning for student achievement.
- Karin Hess' Cognitive Rigor Matrix
- Student engagement, positive behavior supports, Checking For Understanding: Spencer Kagan strategies
- PLC development: Richard DuFour
- Effective grading practices: Grant Wiggins, Doug Reeve, Thomas Guskey.
- Effective feedback: John Hattie
- District Math DPS supports LPHS Math team at PLC meetings and provides district PD for math teachers.
- 3 day summer training for math teachers: Julie Dixon
- District will continue to work with Dixon's team to support math

Student participation in co-curricular activities and extra-curricular activities

La Puente High School students are active in a variety of clubs, sports and activities around campus. Students create new clubs as they find different ways to seek the community of their peers and to enhance the community of the school.

Student organizations: Clubs, teams, activities	
Academic Decathlon	Junior Class
Advanced Placement	Key Club (Kiwanis)
AQS Sorority	Law Enforcement Academy
ASB / Leadership	La Puente Runs the LA Marathon
Audio Visual Club	Link Crew
Badminton Team	Math Club
Band and Choral Music/Warrior Field Corps	M.E.C.H.A.
Baseball Team	Mock State Election
Basketball - Boys	National Honor Society
Basketball - Girls	Pepsters / Cheerleaders
Blood Drives/Red Cross	Poll Worker Program
Boys Soccer	Renaissance
California Scholarship Federation	Science Club
Color Guard (LEA)	Senior Class
Cross Country	Society of Hispanic Professional Engineers
Dance	Softball Team
"Do Something" Club	Sophomore Class
Drama Club and Speech Club	Solar Boat and Car
Football Team	Speech and Debate Team
Freshman Class	Swim
Friday Night Live Teen Mentors	Technology Club / Robotics
Gamma Sigma Psi Fraternity	Tennis Team
Gay Straight Alliance	Volleyball Team
Girls Soccer	Water polo Team
HOSA-Heath Occupations Students of America	Wrestling Team
Innovators	Yearbook

District policies/school financial support

a. Expenditures per pupil:

In the 2013-14 school year, HLPUSD reported that **Total Expenditures Per Pupil** at LPHS were **\$5593** Of this, **\$149** came from **Supplemental/Restricted Sources**, and **\$5,444** came from **Basic/Unrestricted Sources**.

→ Special Note: Student Performance Data: This data will be evolving over the next year with the implementation of the Smarter Balanced Assessment System.

"Signed into law on October 2, 2013, AB 484 establishes the California Measurement of Academic Performance and Progress (CalMAPP) assessment system. The CalMAPP system replaces the Standardized Testing and Reporting (STAR) Program. The primary purpose of the CalMAPP system is to assist teachers, administrators, and pupils and their parents by promoting high-quality teaching and learning through the use of a variety of assessment approaches and item types." California Department of Education Assembly Bill 484 Questions and Answers.* (www.cde.ca.gov/ta/tg/sa/ab484qa.asp.)

Performance Data

Comment on findings, including trends, irregular patterns or anomalies for the data areas.

➔ **Note:** Data should be disaggregated to reflect the achievement of all significant subgroups including EL and Special Education. Three years of data, if possible, should be included. Include state scores and the Elementary and Secondary Education Act (ESEA) achievement targets for other comparative points.

1. Academic Performance Index (API)

- a. Latest 3 years of API performance, including significant subpopulations. Has the school met the growth target? Have all subgroups met targets?

Academic Performance Index			
School Year	2010-11	2011-12	2012-13
Schoolwide			
Base API	680	694	718
Growth Target	686	699	723
API Score (Growth)	696	718	716
School Met API target	Yes	Yes	No
Change in API	16	24	-2
Latino Subgroup			
Latino Base	677	689	712
Latino Growth	691	712	712
Latino Target	683	695	717
Change / Met Target	+14/Yes	+18/Yes	0/No
Socioeconomically Disadvantaged Subgroup			
Disadvantaged Base	677	686	717
Disadvantaged Growth	688	717	715
Disadvantaged Target	683	692	722
Change / Met Target	+11/Yes	+31/Yes	-2/No
English Learners Subgroup			
EL Base	626	631	649
EL Growth	634	649	630*
EL Target	637	639	657
Change / Met Target	+8/No	+18/Yes	-19/No*
Students with Disabilities Subgroup			
SWD Base	460	444	480
SWD Growth	440	480	468
SWD Target	457	462	None
Change / Met Target	-20/No	+36/Yes	-12/No
3-Year Average API (Released 2014)			710

b. School Ranking and Similar School rankings (at least three years).

API School Ranking			
School Year	2010-11	2011-12	2012-13
Statewide Rank	3	3	3
Similar Schools Rank	5	4	5

Findings: From 8/11/15 Staff Late Start

- 2011-12 - Large growth from 2010-11
- 2012-13 - Decrease of 19 for ELs
- 2012-13 - Decrease of 12 for Special Education
- 2011-12 - Large increases for EL and Special Education
- Net gain API Growth over 3 years
- Numbers are improving vs not meeting targets

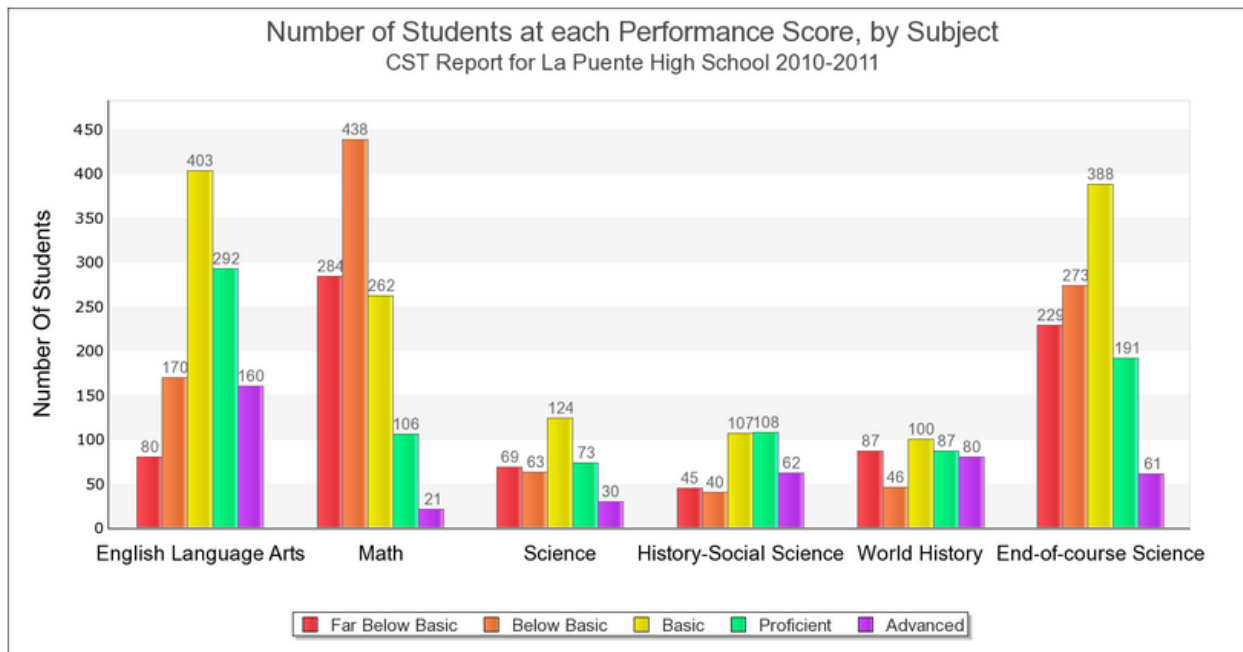
Comments: From 8/11/15 Staff Late Start

- What are the total numbers of ELs and Special Education
- 2011-12 - What was happening to support growth? (CST chats, WASC, etc.)
- 2012-13 - Beginning transition to CCSS
- 2012-13 - Inclusion of SDAIE students in all classes
- 2012-13 - Increased the number Special Education students taking CSTs due to Team classes and IEPs
- Number of ELL students (Has done what?)
- Funding for EL aides (decreased?)
- The same students are not being compared each year
- Level one EL students in mainstream classes
- Class sizes are larger
- How do other similar schools fair with their EL and Special Education students?

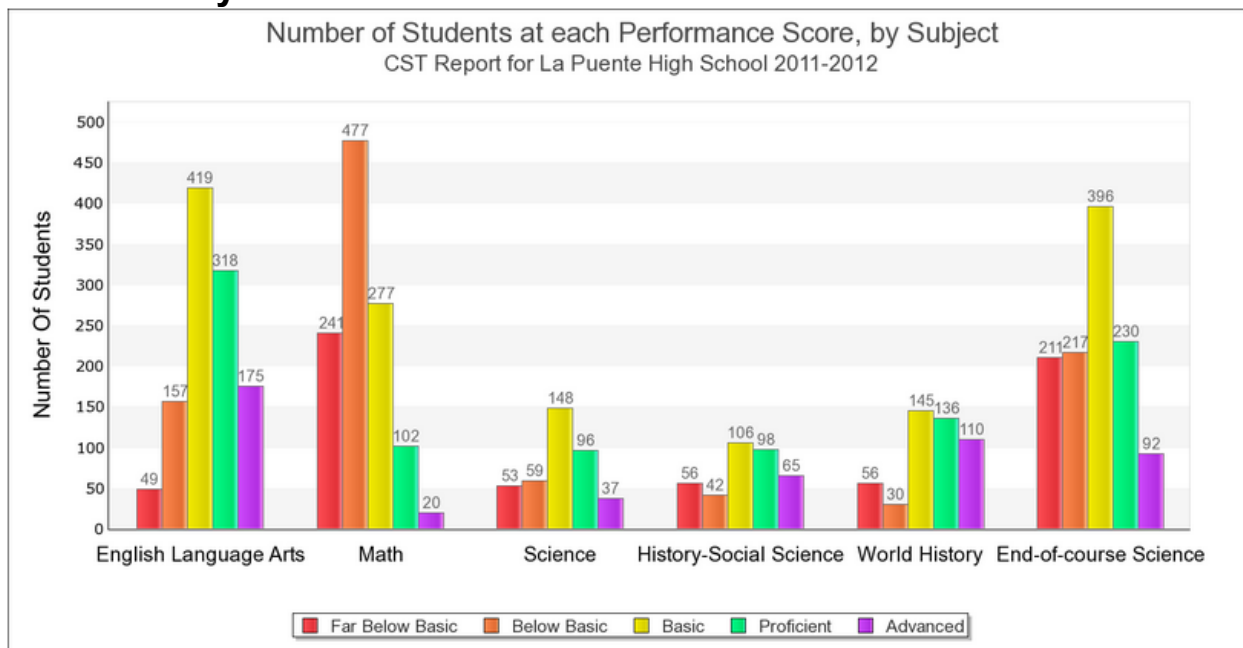
2. California Standards Test (CSTs)

(Note: Include at least 2 years and then include the data from 2013–2014.)

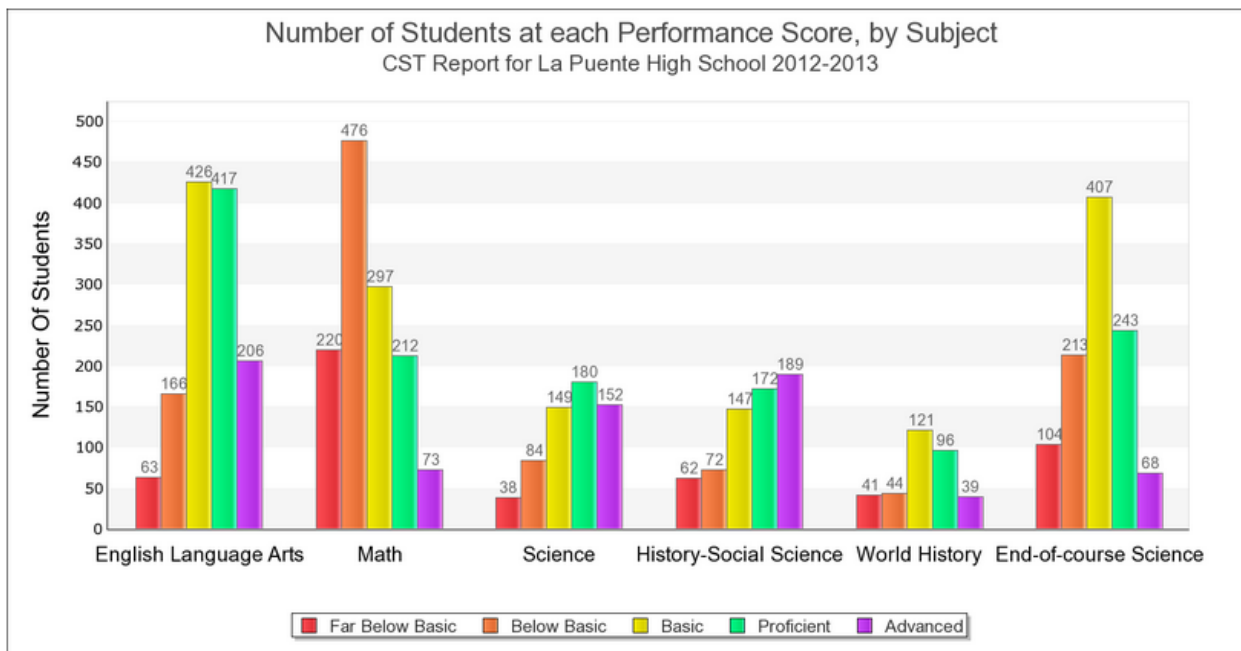
CST Summary 2010-11



CST Summary 2011-12



CST Summary 2012-13



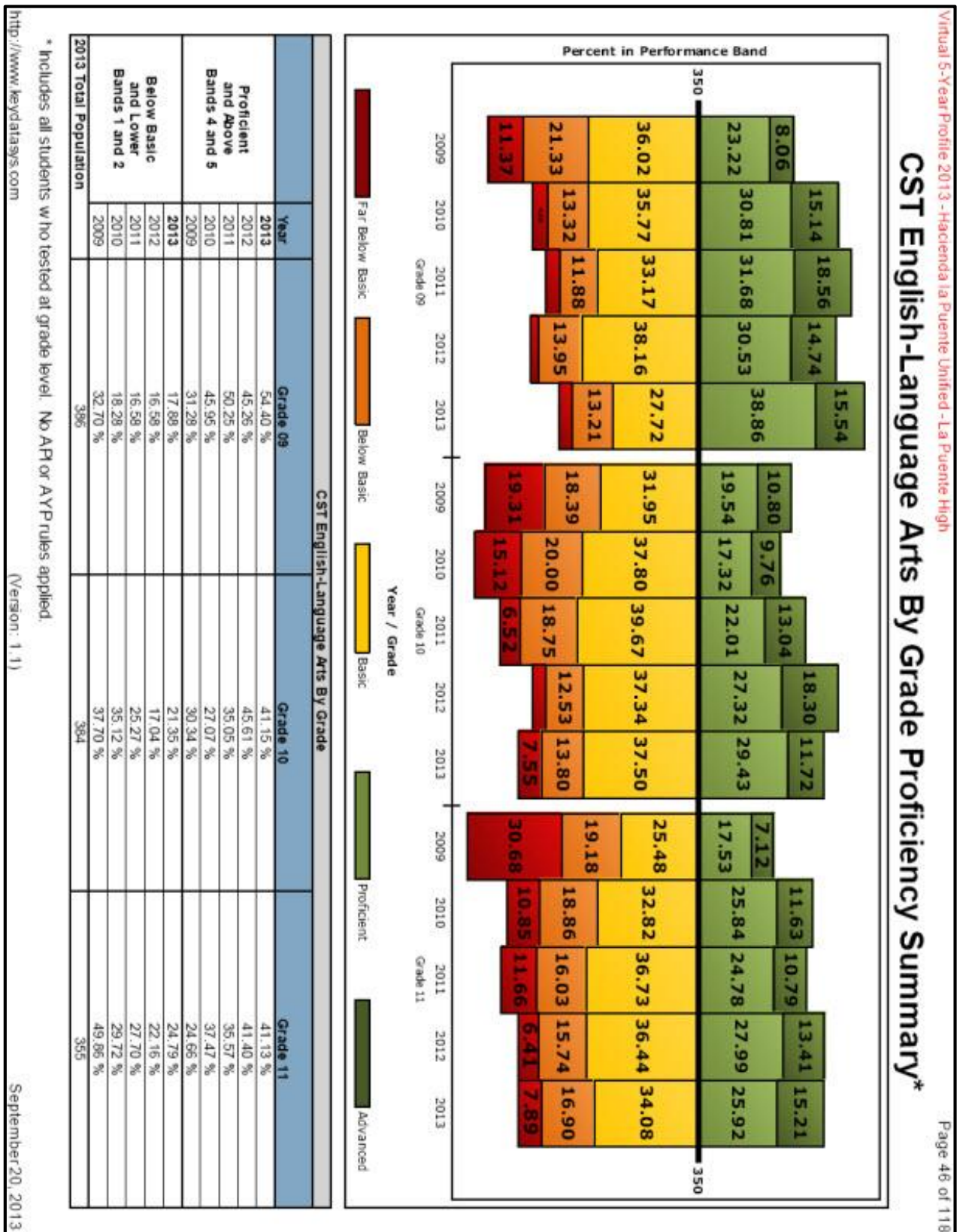
Findings: From 8/11/14 Staff Late Start

- The number of students taking science and social studies (appears) is low
- Decreased number of students at FBB and increased numbers in BB and above for 3 years

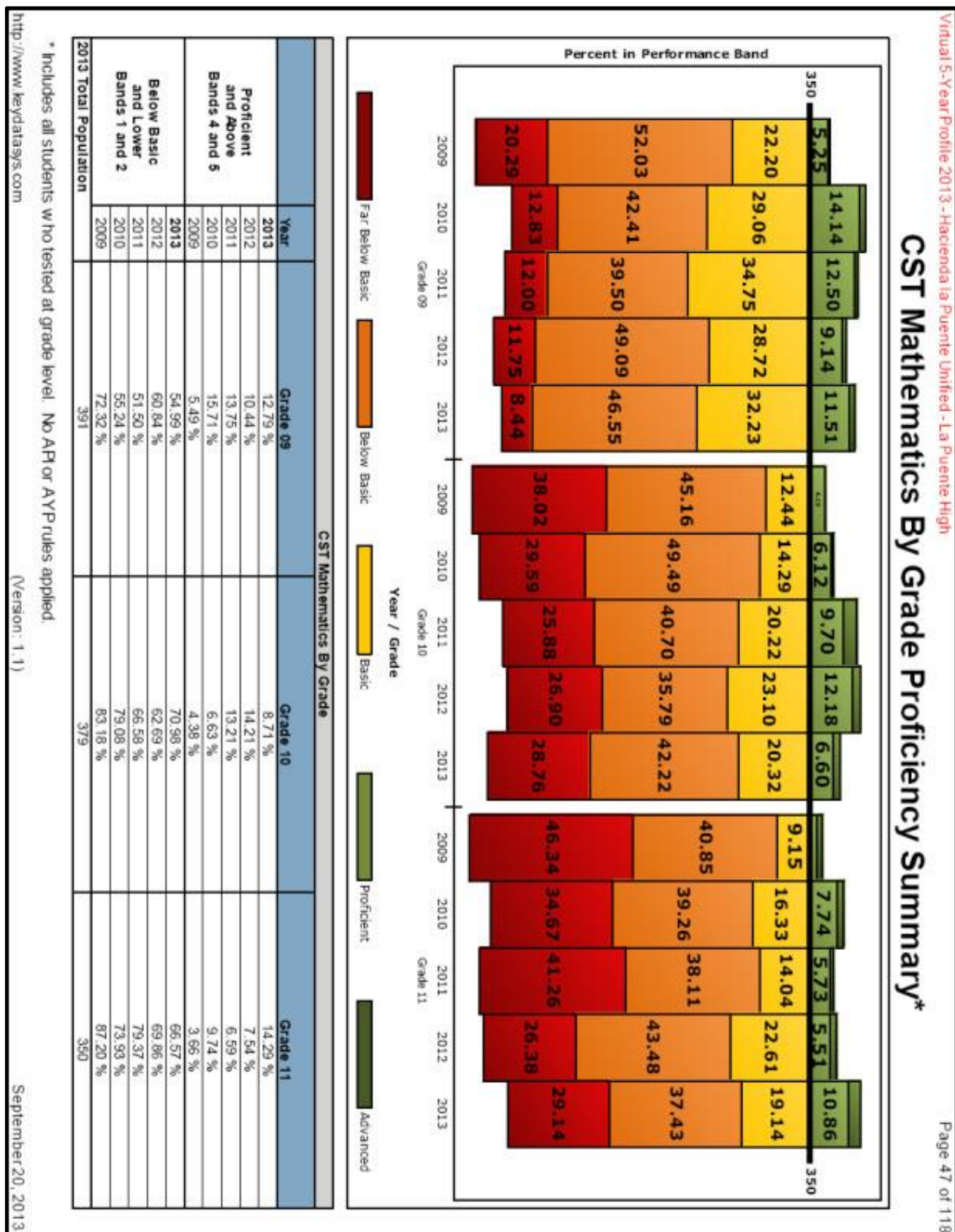
Comments: From 8/11/14 Staff Late Start

- Accuracy of numbers of students taking science and social studies was troubling

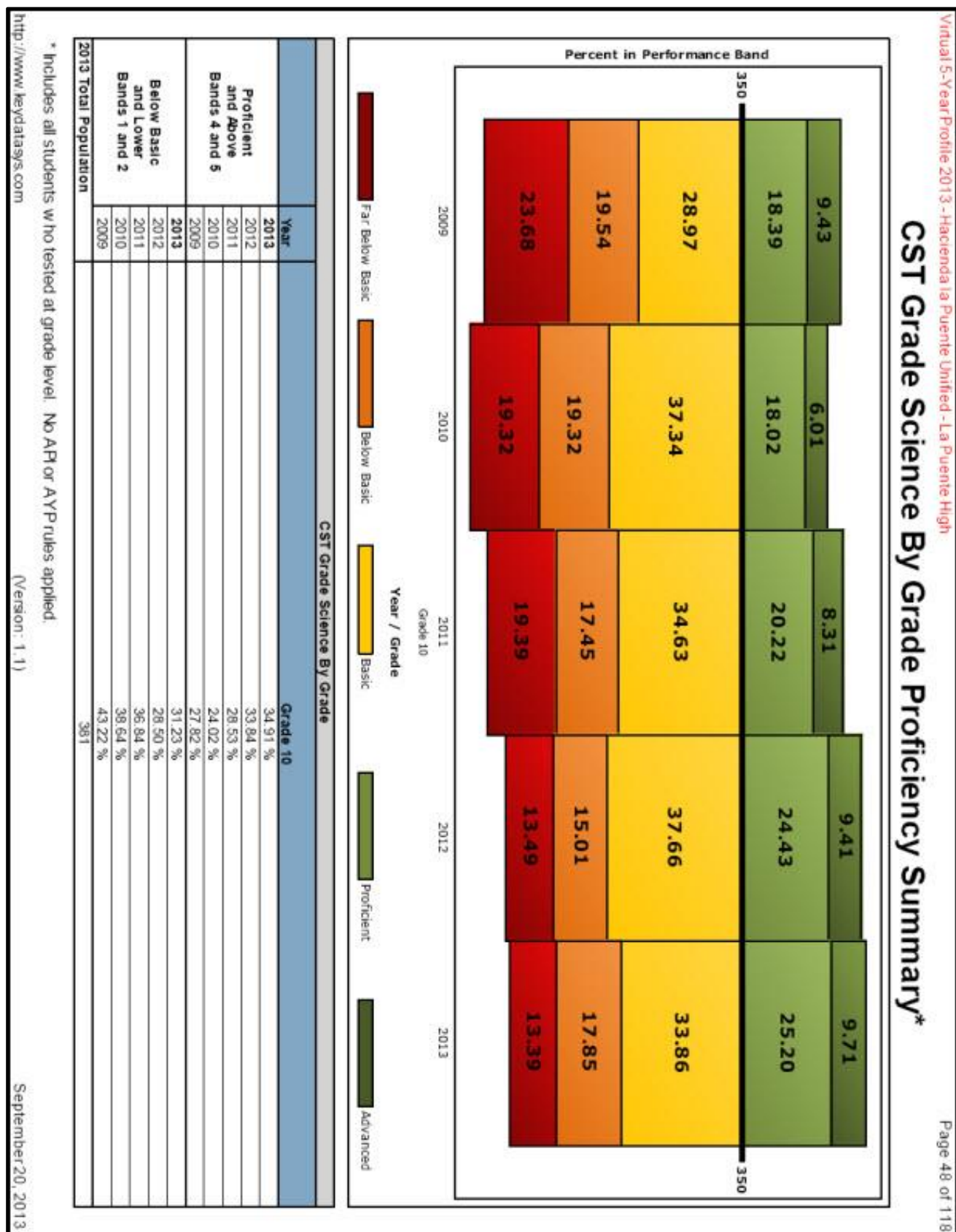
**a. Multi-year grade (9–11) level scores by proficiency levels:
advanced, proficient, basic, below basic, far below basic.**



CST Mathematics by Grade Proficiency Summary compiled by Key Data Systems



CST Science by Grade Proficiency Summary compiled by Key Data Systems

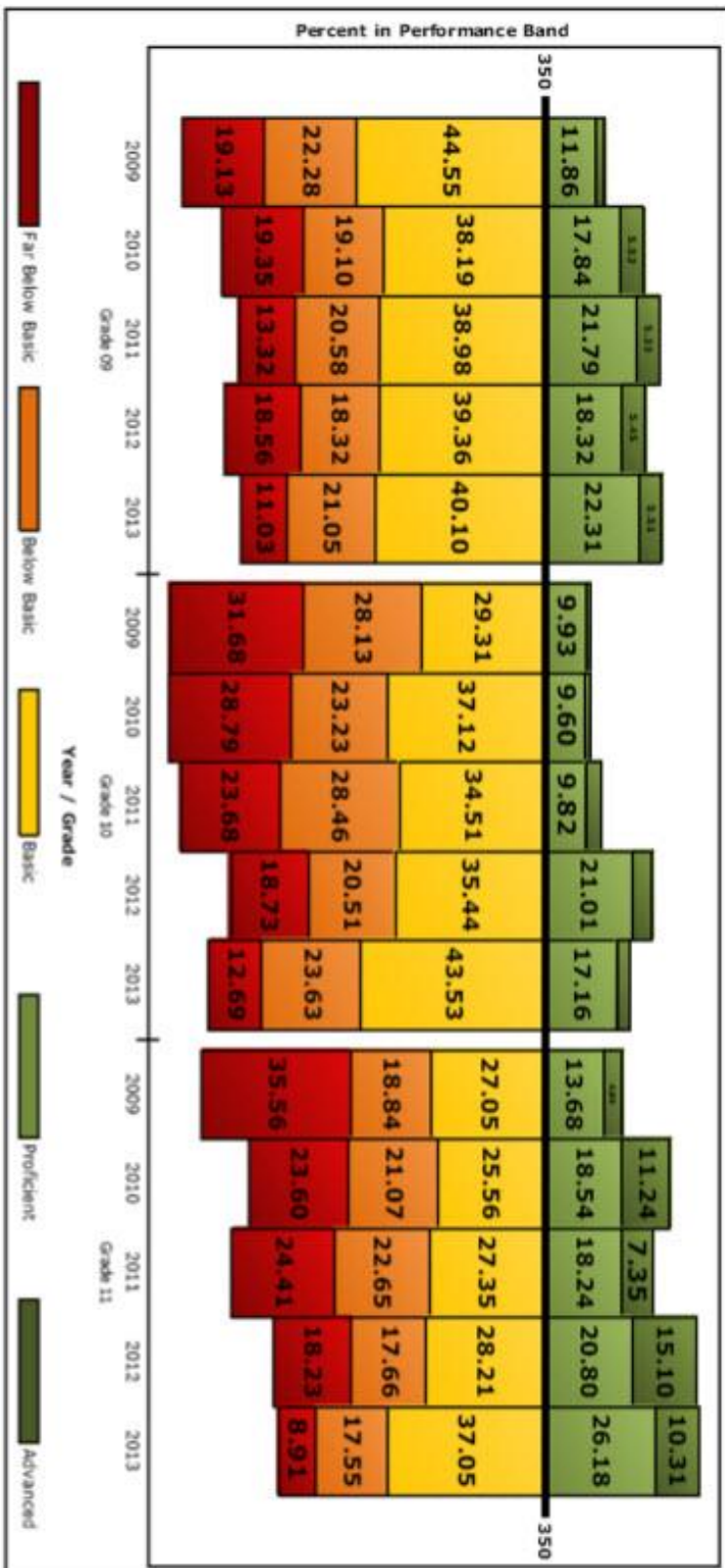


CST End-of-Course Science by Grade Proficiency Summary compiled by Key Data Systems

Virtual 5-Year Profile 2013 - Hacienda La Puente Unified - La Puente High

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CST End-of-Course Science By Grade Proficiency Summary*



CST End-of-Course Science By Grade					
	Year	Grade 09	Grade 10	Grade 11	
Proficient and Above Bands 4 and 5	2013	27.82 %	20.15 %	36.49 %	
	2012	23.76 %	25.32 %	36.90 %	
	2011	27.12 %	13.35 %	26.59 %	
	2010	23.37 %	10.86 %	29.78 %	
	2009	14.04 %	10.87 %	18.54 %	
Below Basic and Lower Bands 1 and 2	2013	32.08 %	36.32 %	26.46 %	
	2012	36.88 %	39.24 %	35.90 %	
	2011	33.90 %	52.14 %	47.06 %	
	2010	38.44 %	52.02 %	44.66 %	
2013 Total Population	2009	41.40 %	59.81 %	54.41 %	
		399	402	369	

* Includes all students who tested at grade level. No AFI or AYP rules applied.

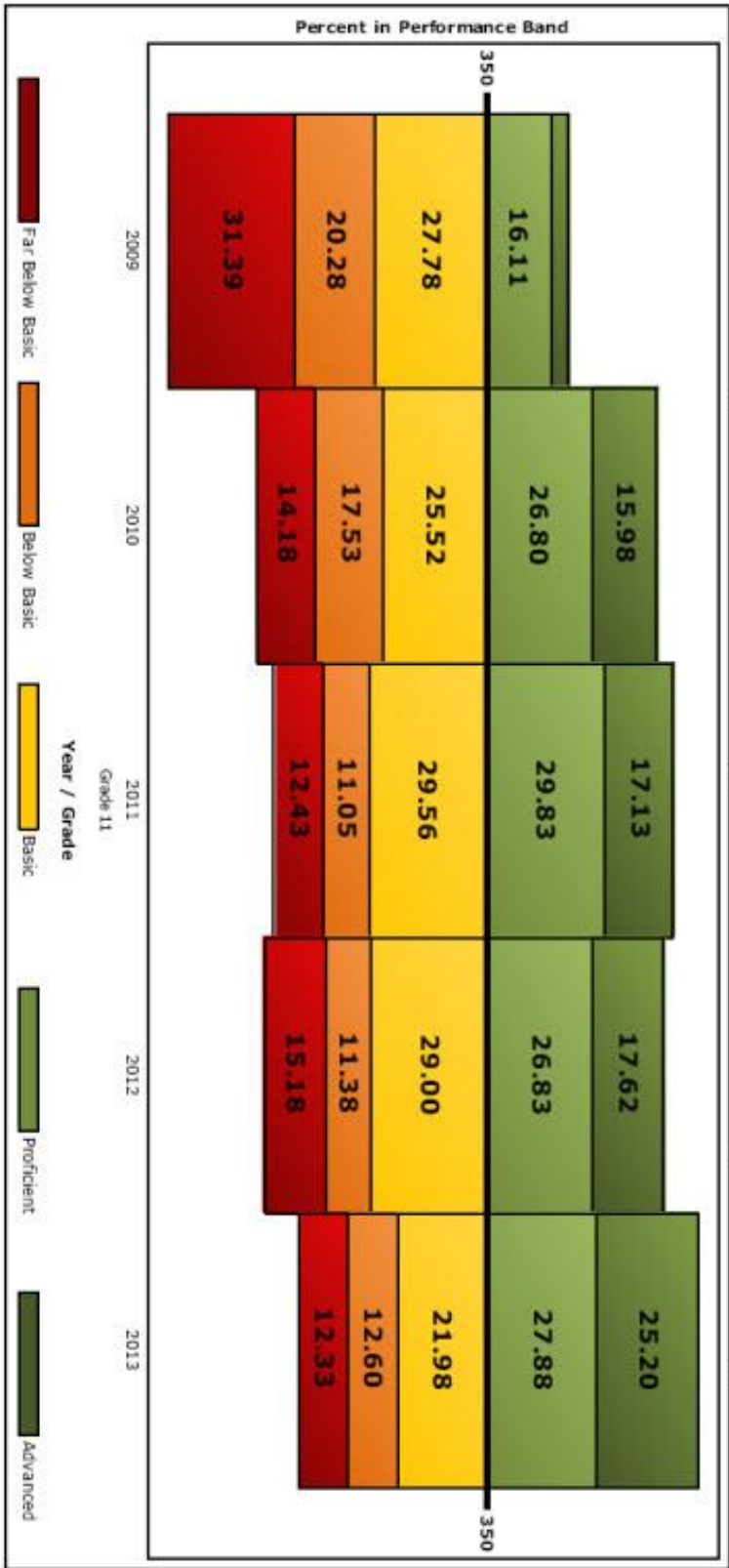
<http://www.keydatasys.com>

(Version: 1.1)

September 20, 2013

CST History-Social Science by Grade Proficiency Summary compiled by Key Data Systems

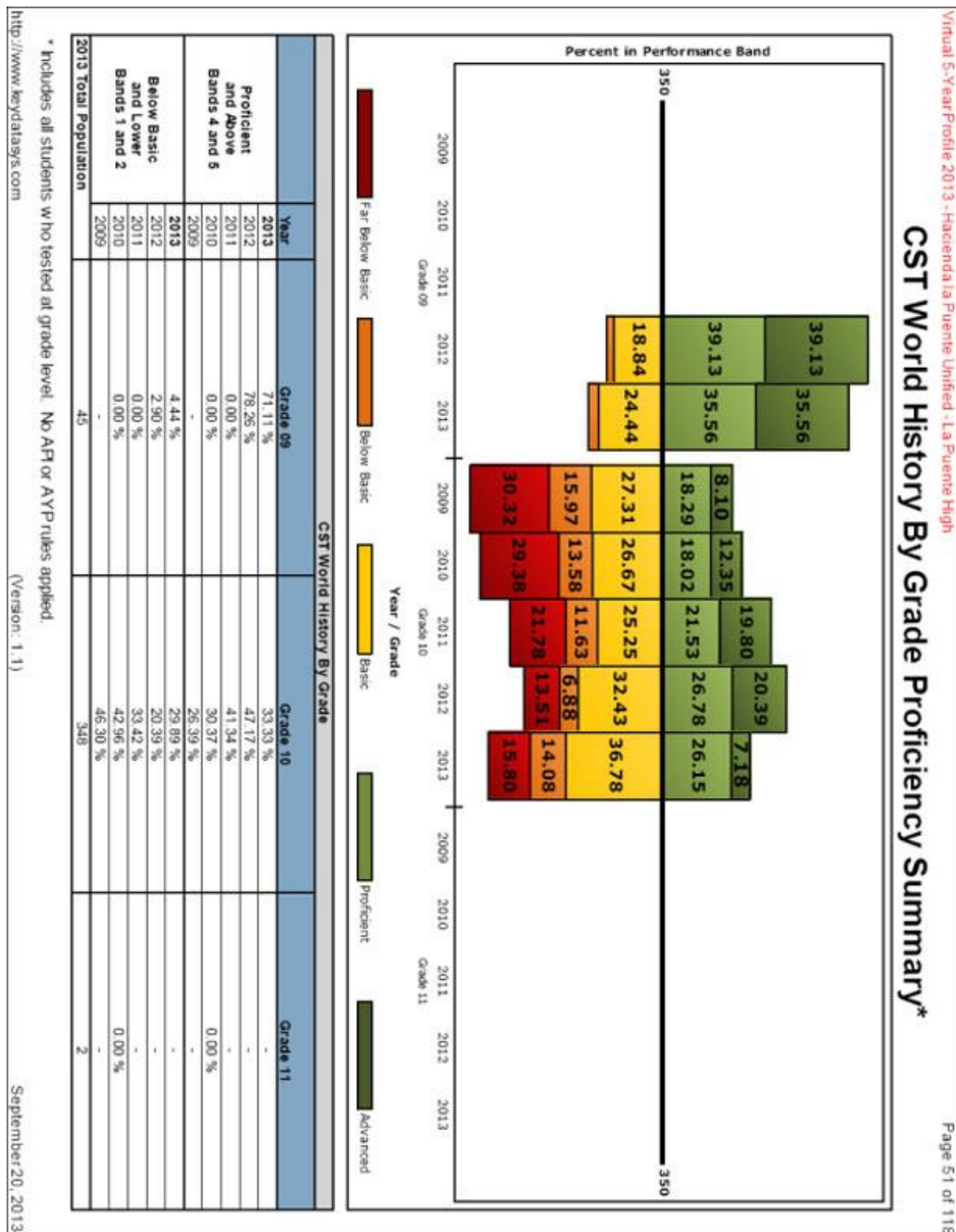
CST History-Social Science By Grade Proficiency Summary*



CST History-Social Science By Grade		
Year	Grade 11	
2013	53.08 %	
2012	44.44 %	
2011	46.96 %	
2010	42.78 %	
2009	20.56 %	
2013	24.93 %	
2012	26.56 %	
2011	23.48 %	
2010	31.70 %	
2009	51.67 %	
2013 Total Population		373

* Includes all students who tested at grade level. No A/P or A/Y/P rules applied.
http://www.keydatasys.com (Version: 1.1) September 20, 2013

CST World History by Grade Proficiency Summary compiled by Key Data Systems



Findings for: a. Multi-year grade (9–11) level scores by proficiency levels: advanced, proficient, basic, below basic, far below basic

Findings:

2011-2013 Increases in the percent of students scoring proficient and advanced:

- ELA 9 (50% to 54%)
- ELA 10 (35% to 41%)
- ELA 11 (36% to 41%)
- 11th grade math (7% to 14%)
- 10th grade science (29% to 35%)
- 9th grade end-of-course science (27% to 28%)
- 10th grade end-of-course science (13% to 20%)
- 11th grade end-of course science (26% to 36%)
- 11th grade history-social science (47% to 53%)

2011-13 Decrease in the percent of students scoring proficient and advanced:

- 9th grade math (14% to 13%)
- 10th grade math (13% to 9%)
- 10th grade world history (41% to 33%)

2012-13 Decrease in the percent of students scoring proficient and advanced:

- 9th grade world history (78% to 71%)

2011-13 Decrease in the percent of students scoring below basic and far below basic:

- ELA 10 (25% to 21%)
- ELA 11 (28% to 25%)
- 11th grade math (79% to 67%)
- 10th grade science (37% to 31%)
- 9th grade end-of-course science (34% to 32%)
- 10th grade end-of-course science (52% to 36%)
- 11th grade end-of-course science (47% to 27%)
- 10th grade world history (33% to 30%)

2011-13 Slight increase in the percent of students scoring below basic and far below basic:

- ELA 9 (17% to 18%)
- 11th grade history-social science (23% to 25%)

2012-13 Slight increase in percent of students scoring below basic and far below basic:

- 9th grade world history (3% to 4 %)

2011-2013 Increase in percent of students scoring below basic and far below basic:

- 9th grade math (52% to 55%)
- 10th grade math (67% to 71%)

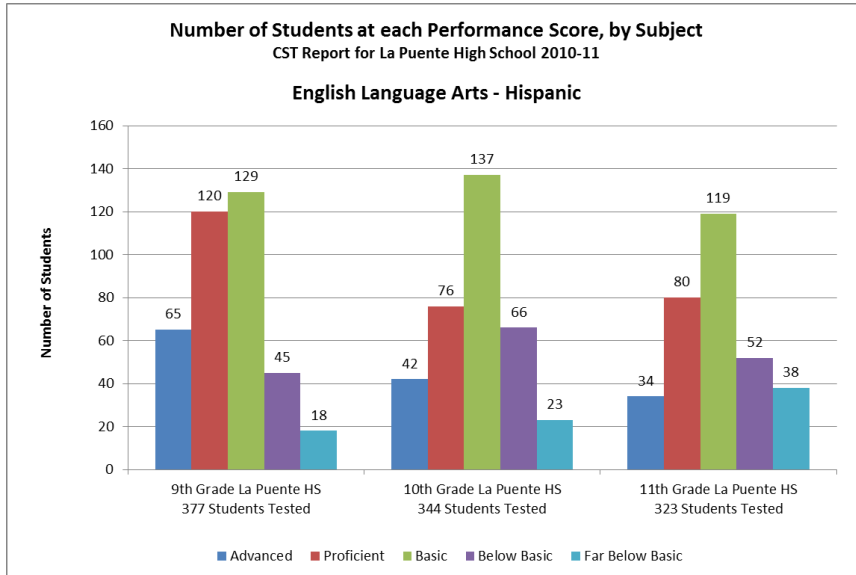
Comments: Late Start 8/25/14

- Overall we have made remarkable improvement since 2011
- Students theoretically should do better in math than English if English is their second language.
- Why are so many students struggling in Math?
- There is enough evidence to show that our students can do well as evidenced by SS and ELA.
- What kind of collaboration is taking place with our feeder schools in the area of math. If MS school students are doing well, what is happening once they get to HS?
- What math interventions are putting into place to support our struggling students?
- Can we implement a structured after school math tutoring that is run by math teachers? This would not be our primary intervention but one more additional support for our students.
- Although numbers in Math appear stagnant some gains have been made in moving kids from FBB and increasing proficiency over last 4 years.

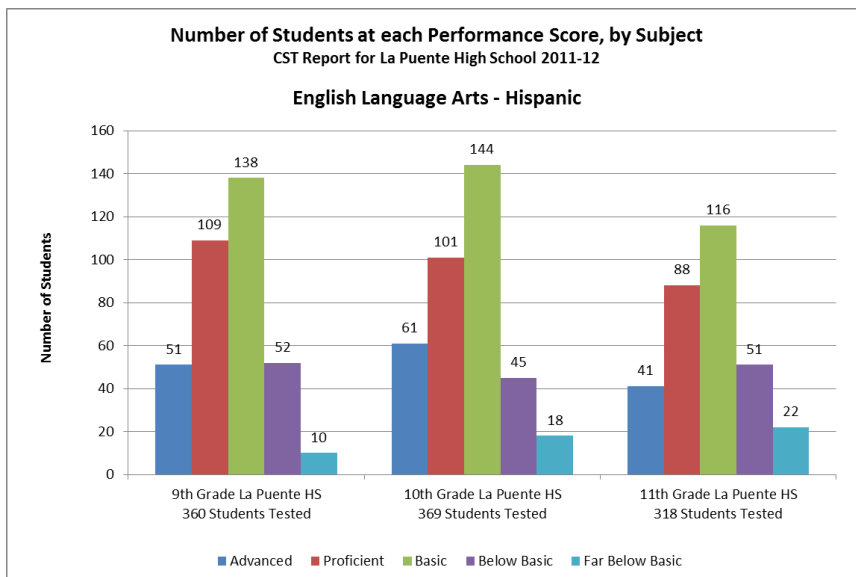
b. Multi-year grade level scores of significant subpopulations by proficiency levels: advanced, proficient, basic, below basic, and far below basic.

Latinos

English Language Arts: 2010-11



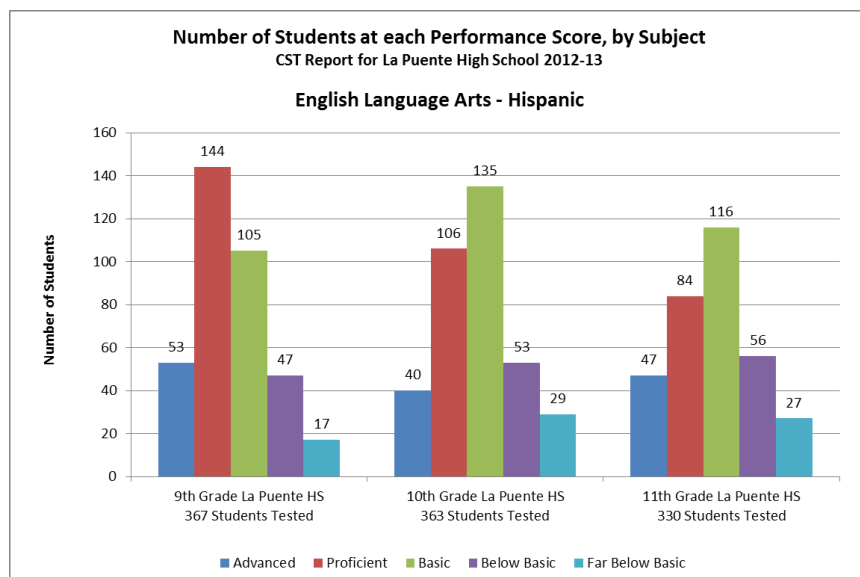
English Language Arts: 2011-12



2b. CST Multi-year grade level scores of significant subpopulations by proficiency level

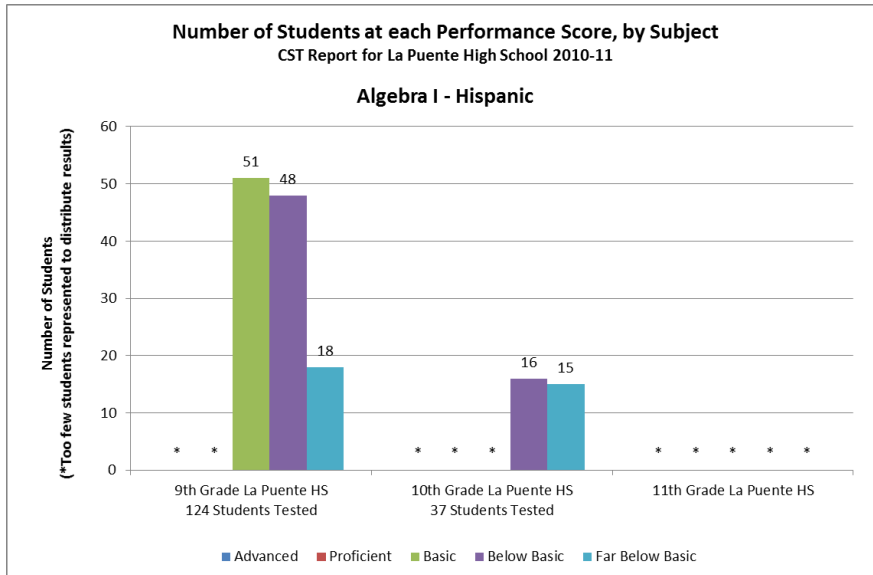
Latinos continued:

English Language Arts: 2012-13

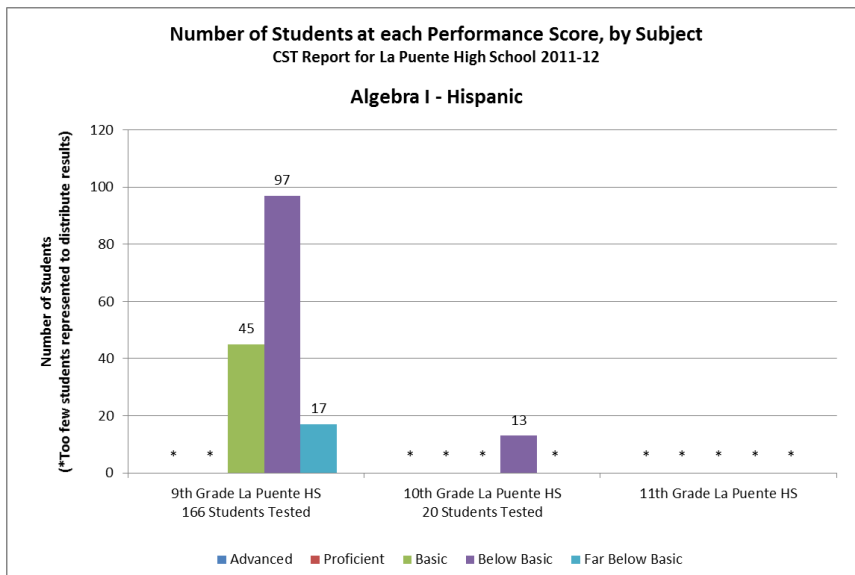


2b. CST Multi-year grade level scores of significant subpopulations by proficiency level Latinos Continued:

Algebra I: 2010-11



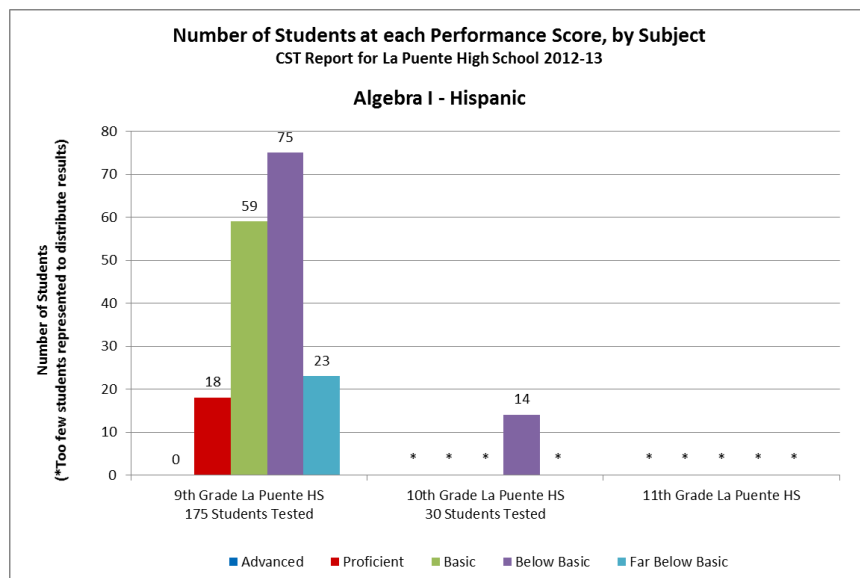
Algebra I: 2011-12



2b. CST Multi-year grade level scores of significant subpopulations by proficiency level

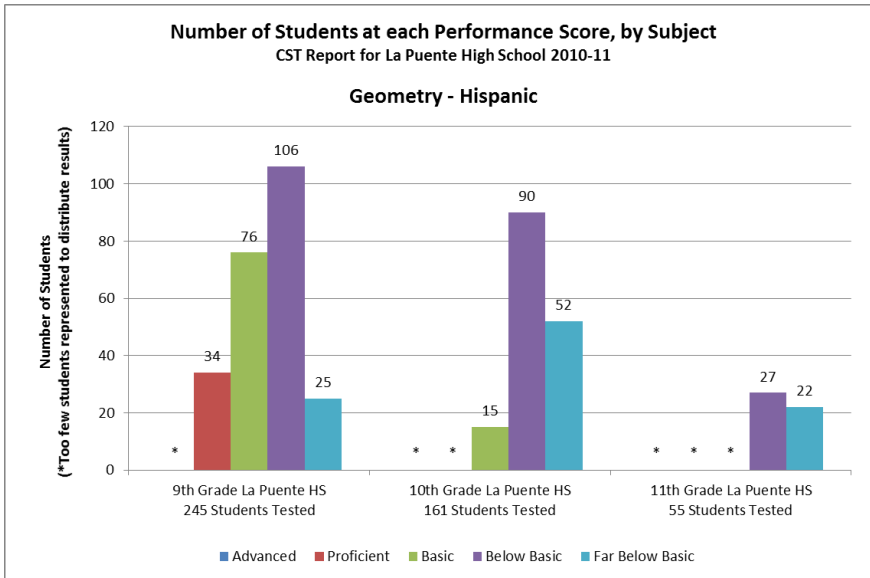
Latinos Continued:

Algebra I: 2012-13

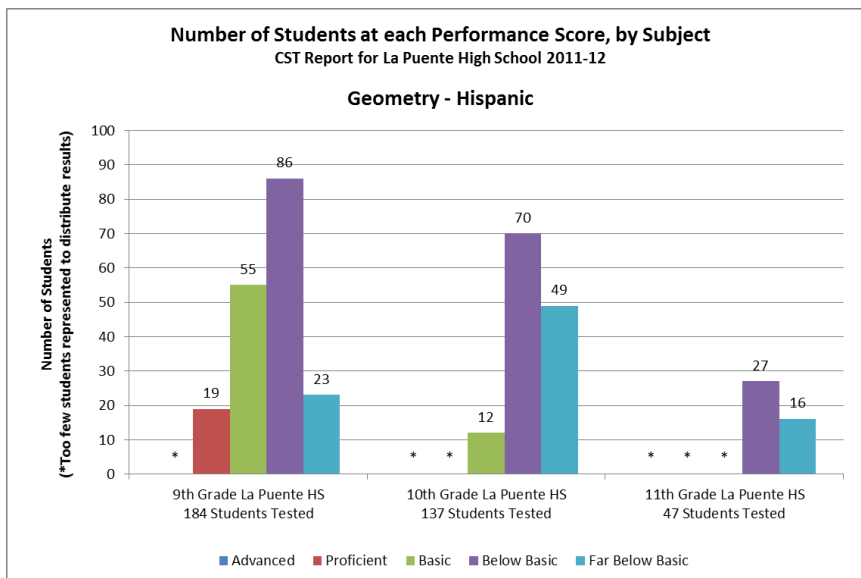


2b. CST Multi-year grade level scores of significant subpopulations by proficiency level Latinos Continued:

Geometry: 2010-11



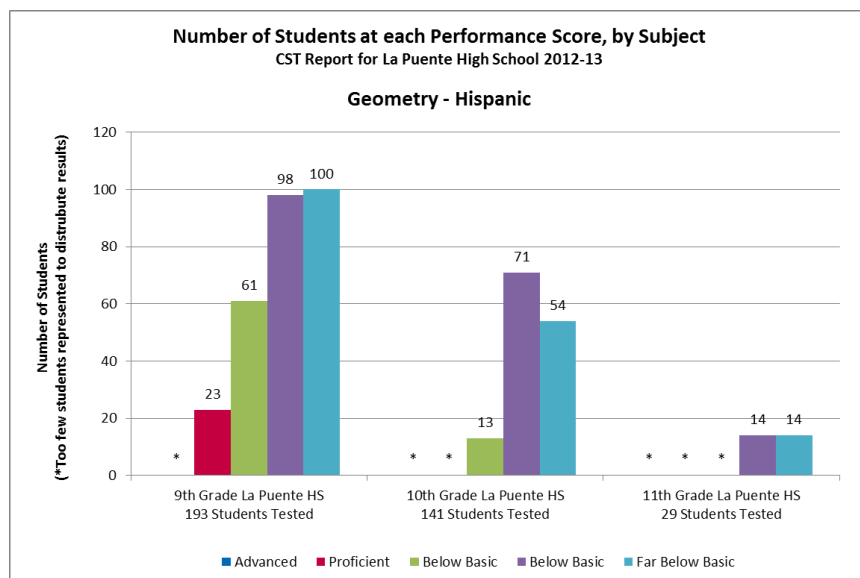
Geometry: 2011-12



2b. CST Multi-year grade level scores of significant subpopulations by proficiency level

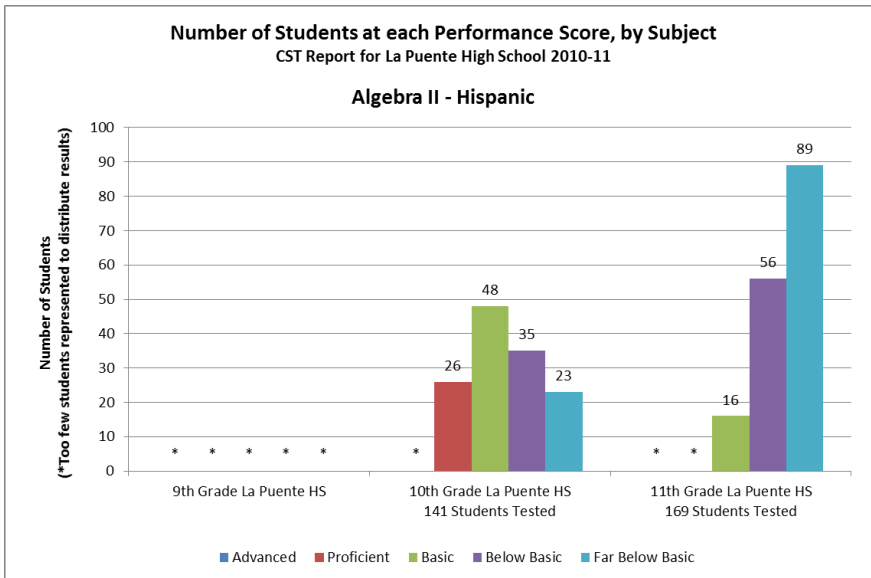
Latinos Continued:

Geometry: 2012-13

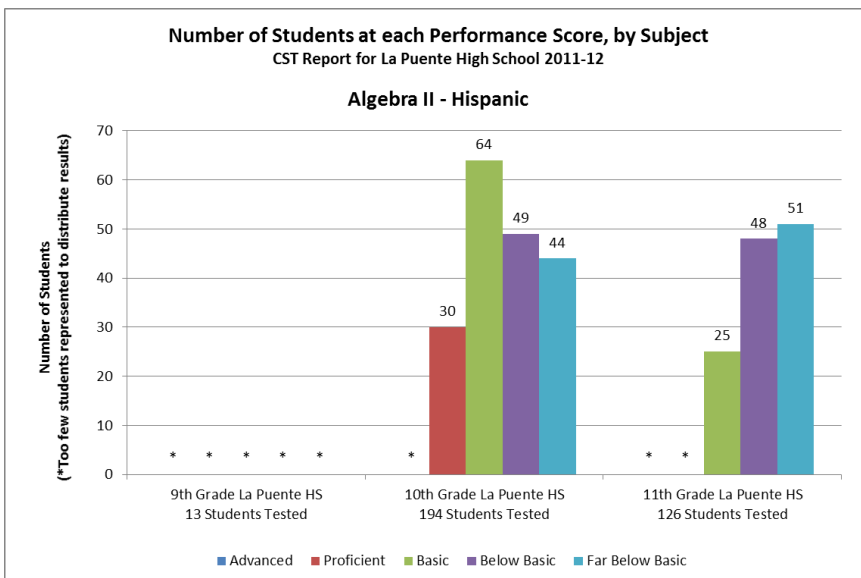


2b. CST Multi-year grade level scores of significant subpopulations by proficiency level Latinos Continued:

Algebra II: 2010-11



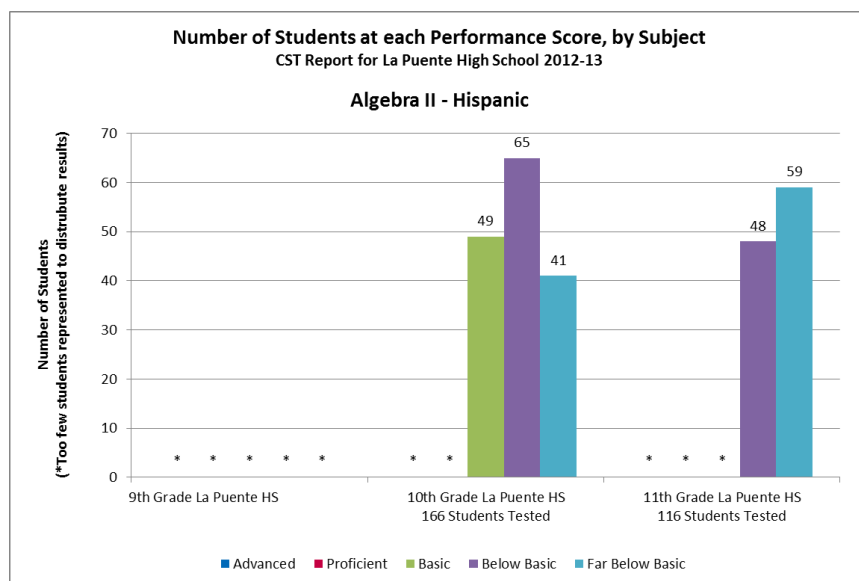
Algebra II: 2011-12



2b. CST Multi-year grade level scores of significant subpopulations by proficiency level

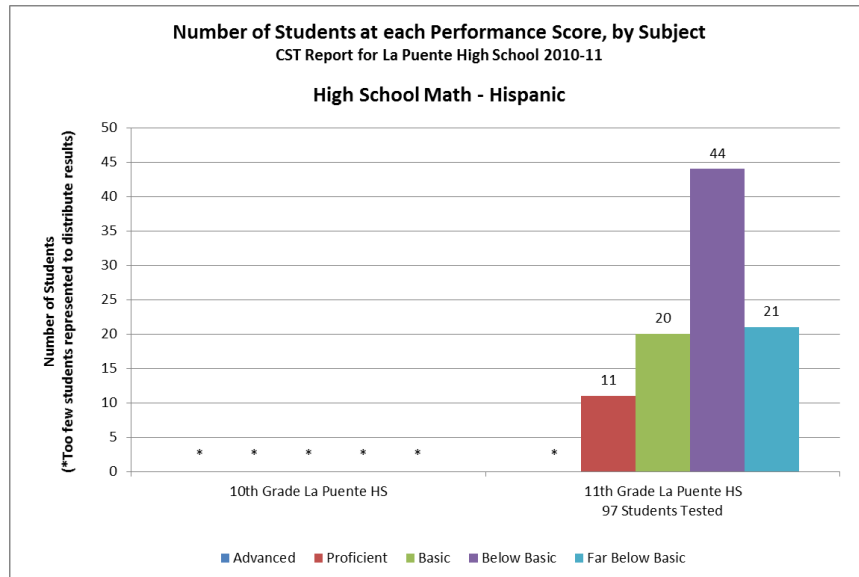
Latinos Continued:

Algebra II: 2012-13

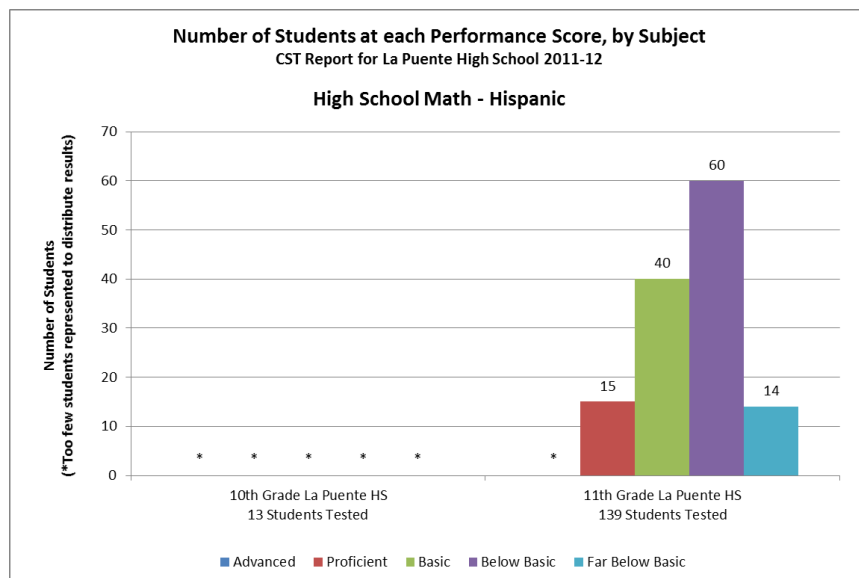


2b. CST Multi-year grade level scores of significant subpopulations by proficiency level Latinos Continued:

High School Math: 2010-11



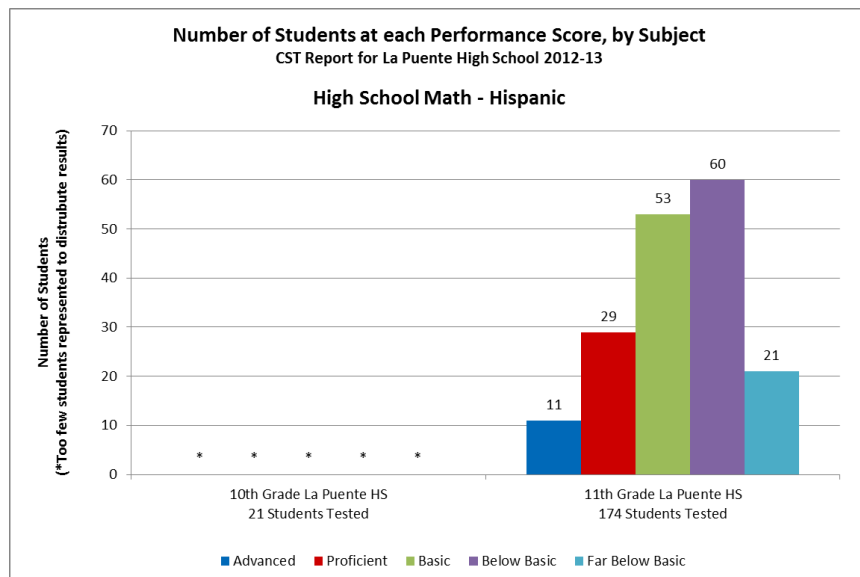
High School Math: 2011-12



2b. CST Multi-year grade level scores of significant subpopulations by proficiency level

Latinos Continued:

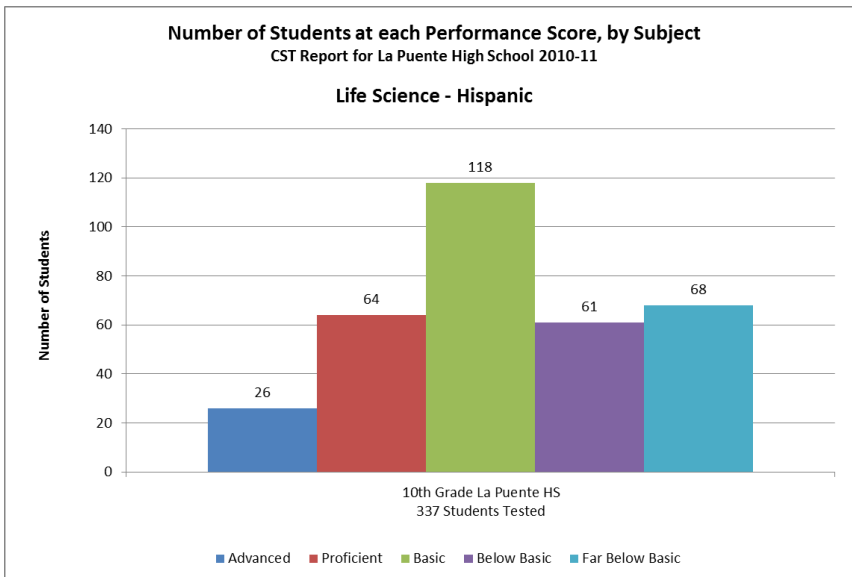
High School Math: 2012-13



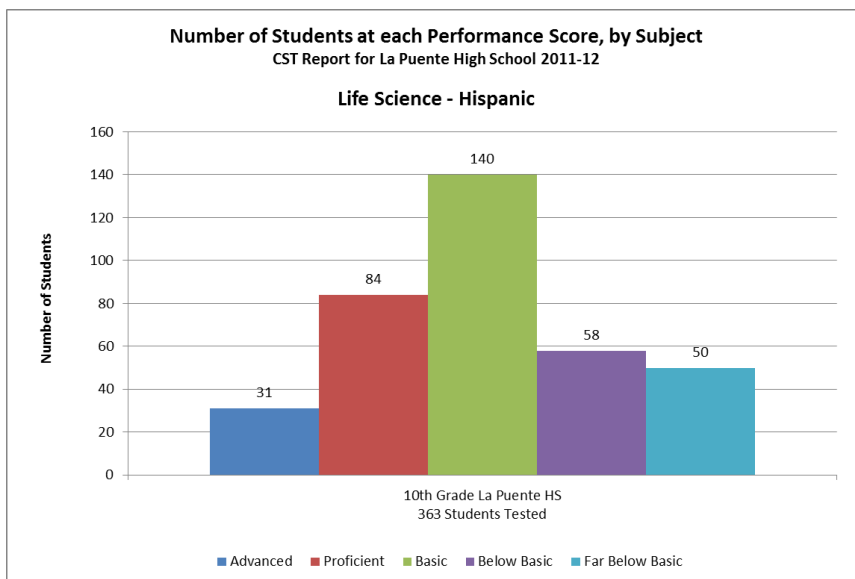
2b. CST Multi-year grade level scores of significant subpopulations by proficiency level

Latinos Continued:

Grade 10 Life Science: 2010-11



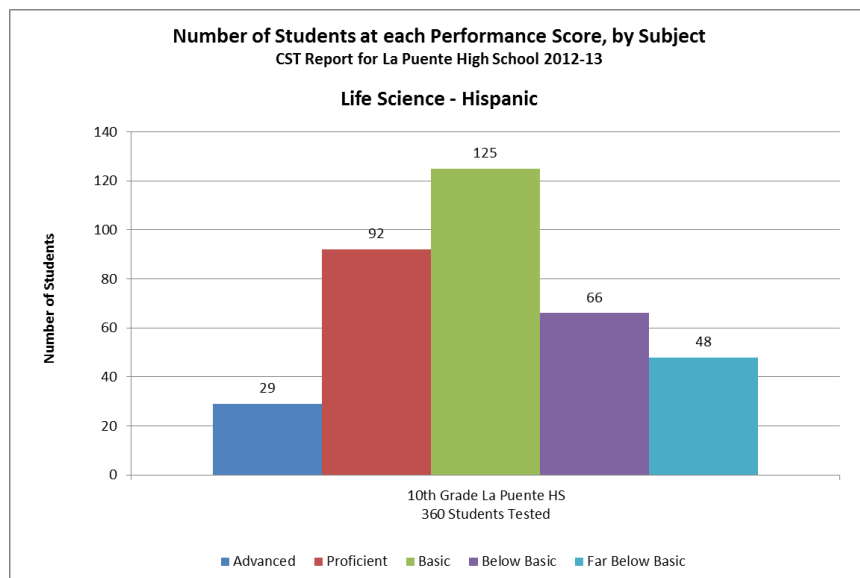
Grade 10 Life Science: 2011-12



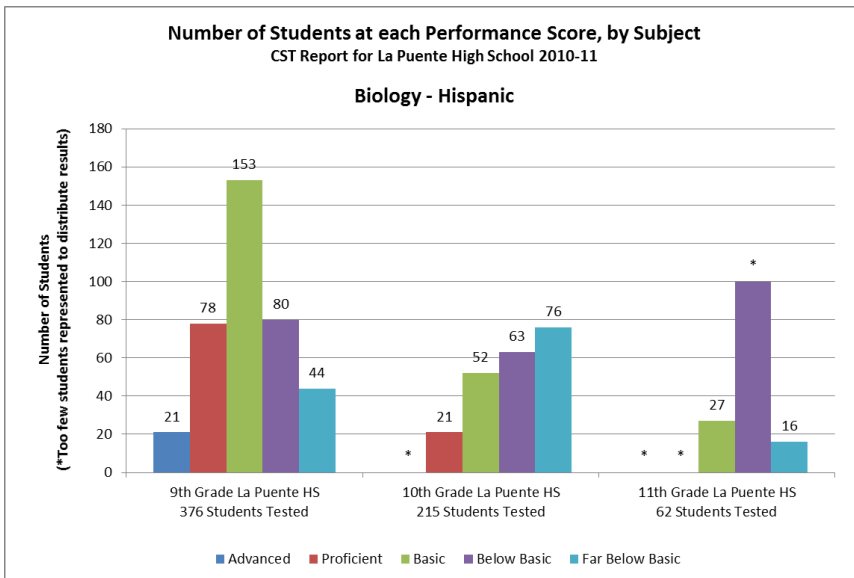
2b. CST Multi-year grade level scores of significant subpopulations by proficiency level

Latinos Continued:

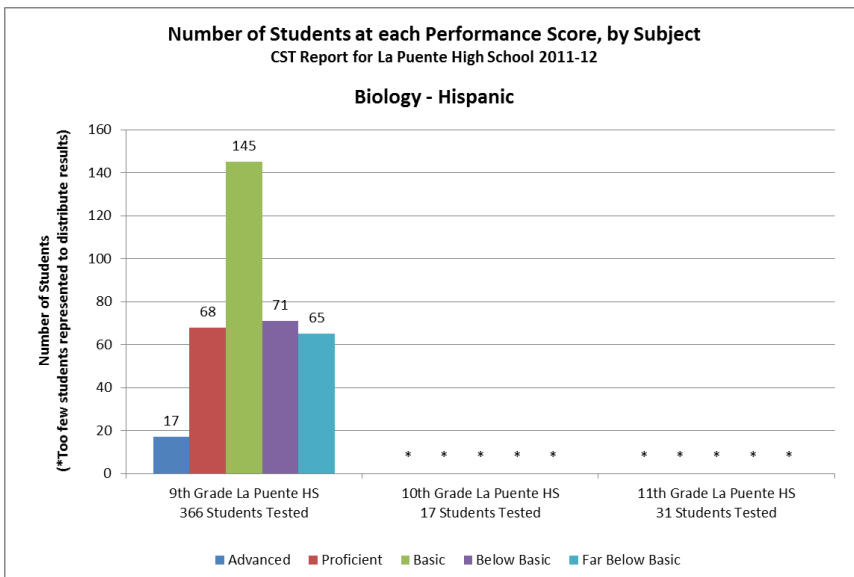
Grade 10 Life Science: 2012-13



2b. CST Multi-year grade level scores of significant subpopulations by proficiency level
Latinos Continued:
Biology: 2010-11



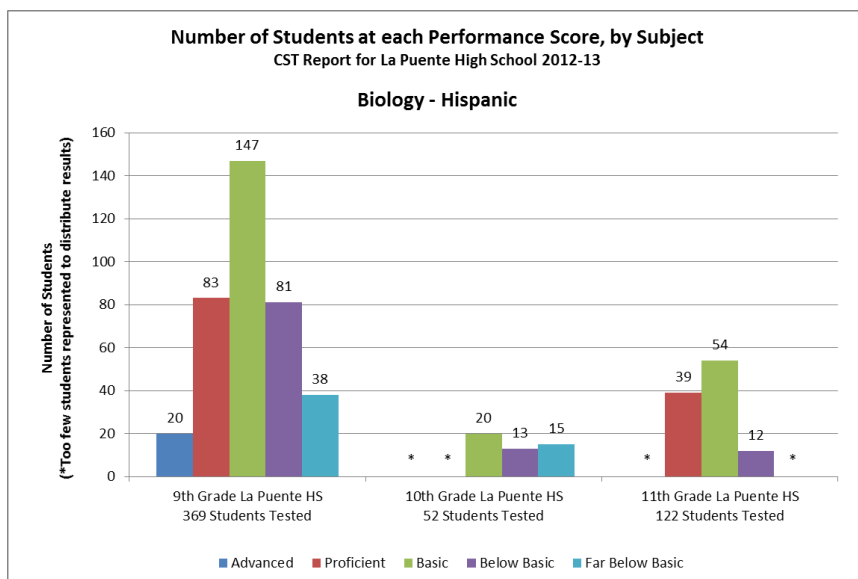
Biology: 2011-12



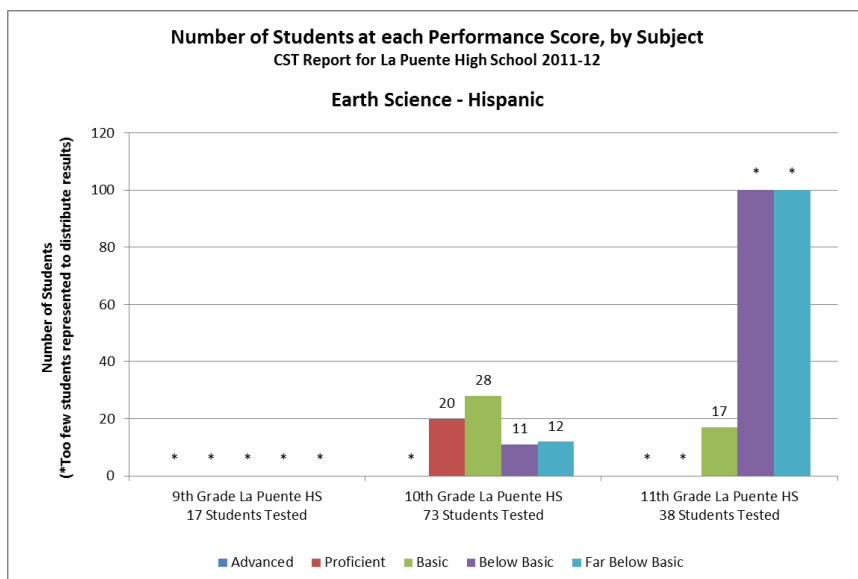
2b. CST Multi-year grade level scores of significant subpopulations by proficiency level

Latinos Continued:

Biology: 2012-13

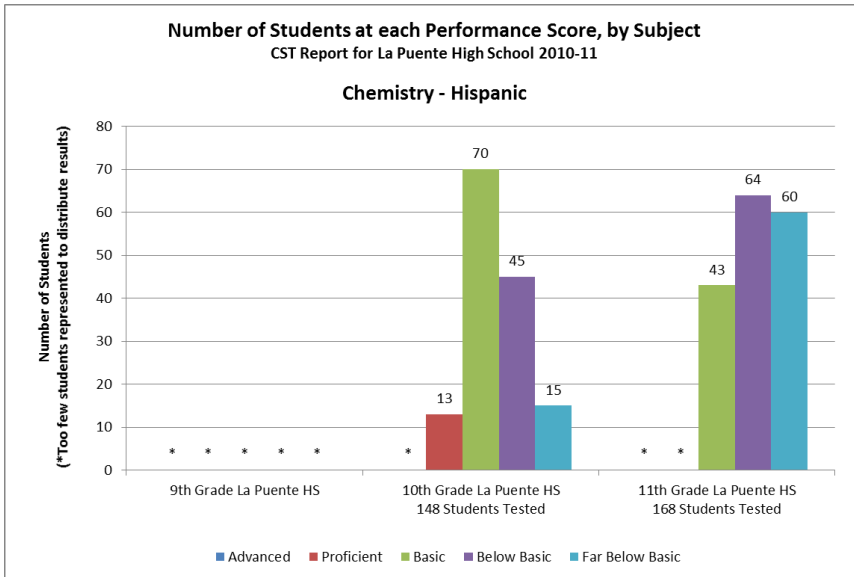


Earth Science: 2011-12

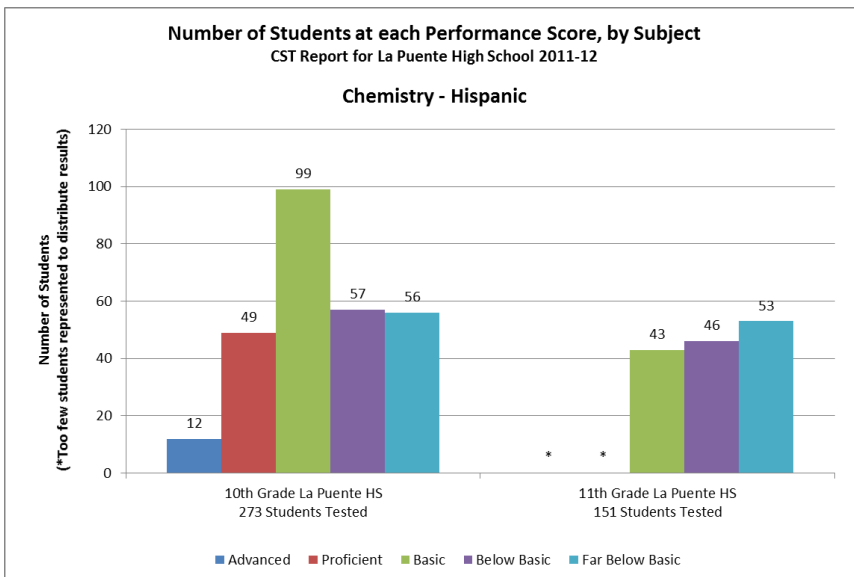


Note: Asterisk (*) denotes number withheld or combined to protect student privacy

2b. CST Multi-year grade level scores of significant subpopulations by proficiency level
Latinos Continued:
Chemistry: 2010-11



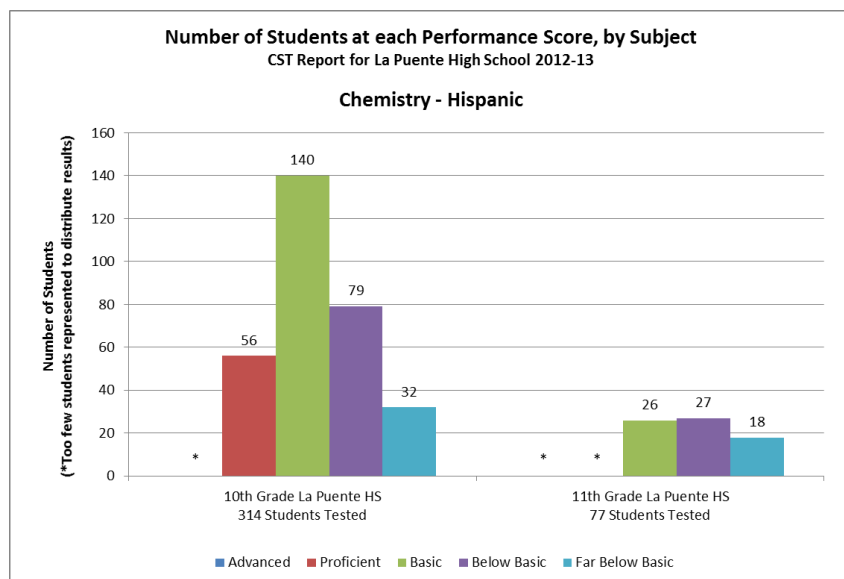
Chemistry: 2011-12



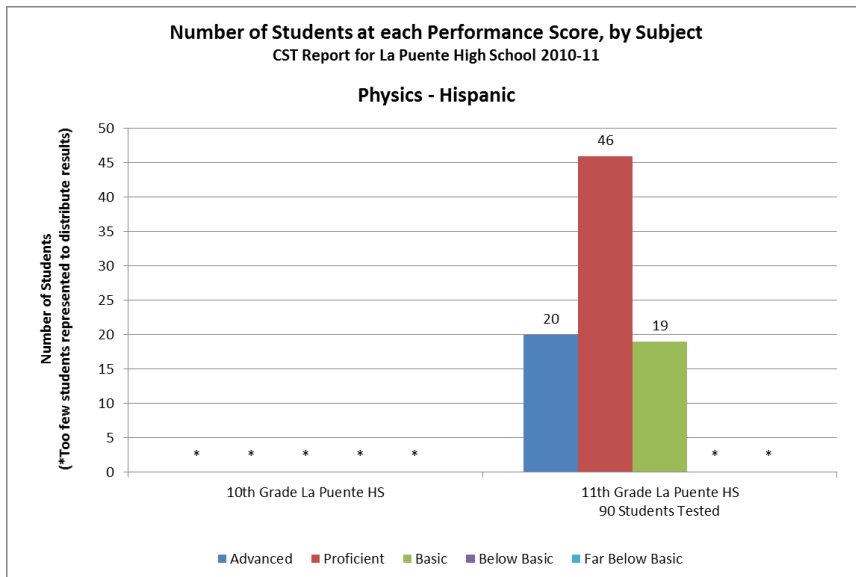
2b. CST Multi-year grade level scores of significant subpopulations by proficiency level

Latinos Continued:

Chemistry: 2012-13

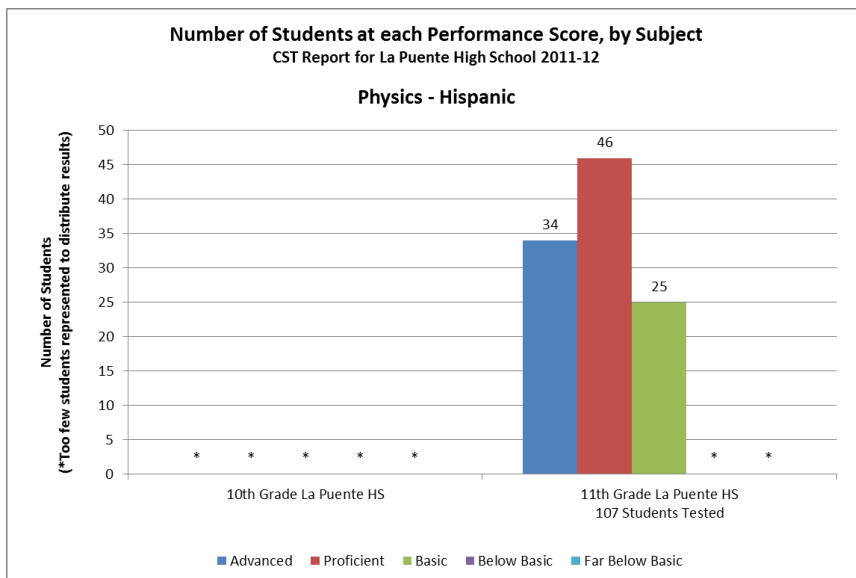


2b. CST Multi-year grade level scores of significant subpopulations by proficiency level
Latinos Continued:
Physics: 2010-11

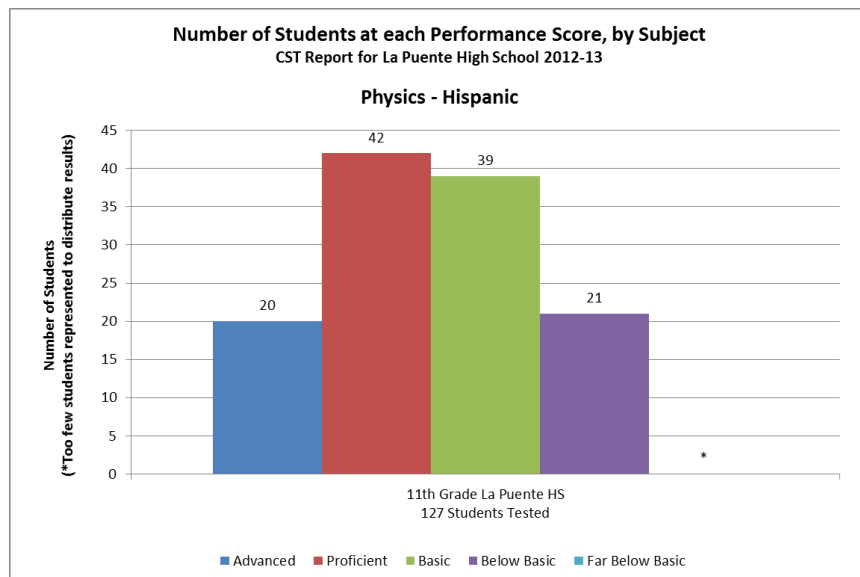


Note: Asterisk (*) denotes number withheld or combined to protect student privacy

Physics: 2011-12



Note: Asterisk (*) denotes number withheld or combined to protect student privacy

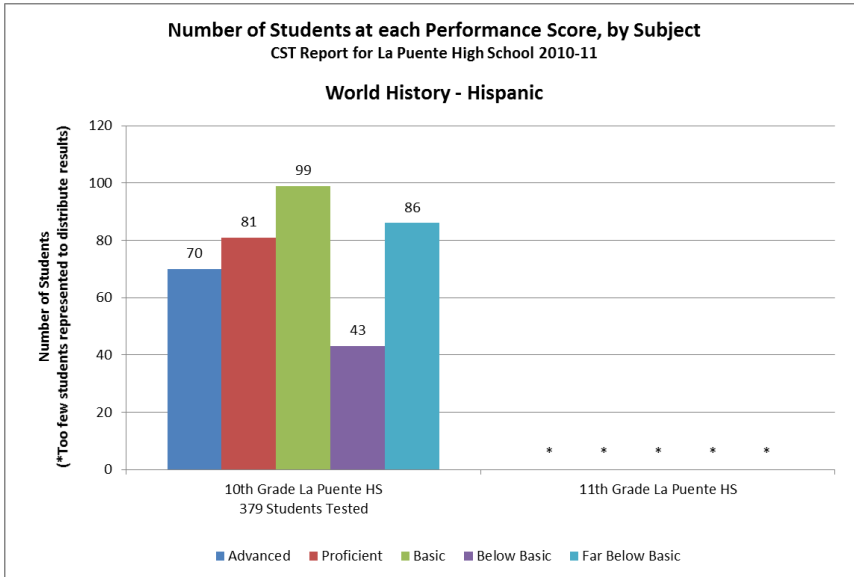
2b. CST Multi-year grade level scores of significant subpopulations by proficiency level**Latinos Continued:****Physics: 2012-13**

Note: Asterisk (*) denotes number withheld or combined to protect student privacy

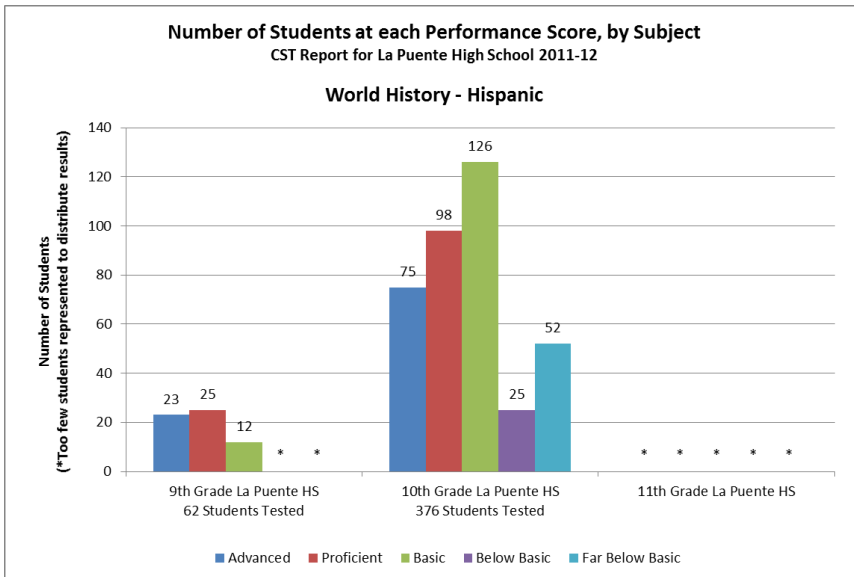
2b. CST Multi-year grade level scores of significant subpopulations by proficiency level

Latinos Continued:

World History: 2010-11



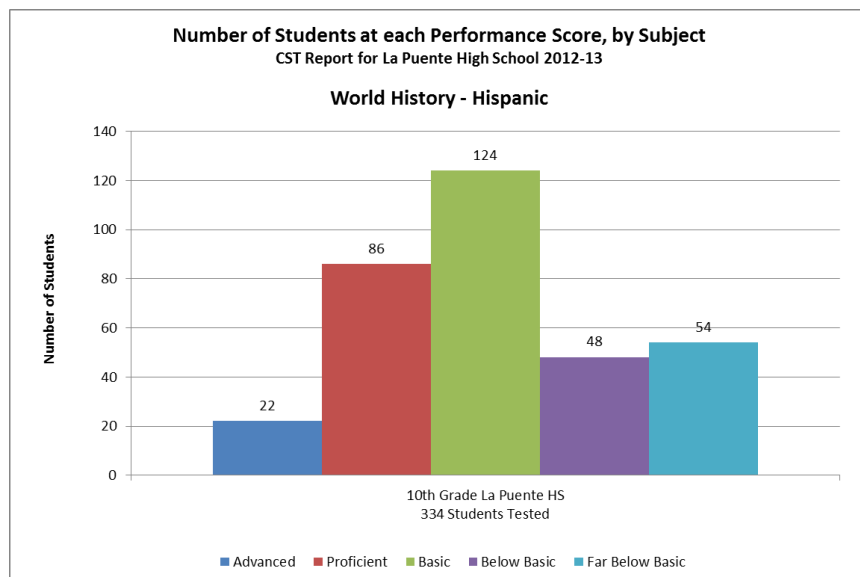
World History: 2011-12



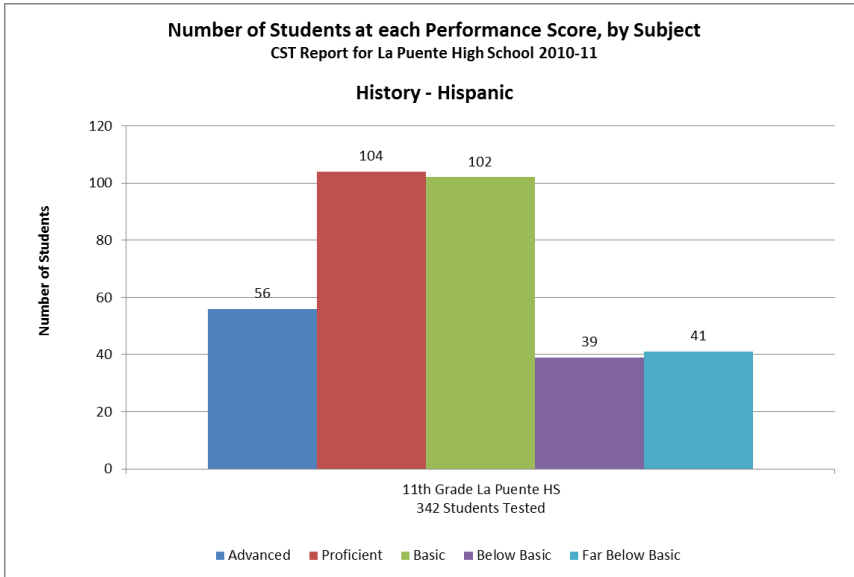
2b. CST Multi-year grade level scores of significant subpopulations by proficiency level

Latinos Continued:

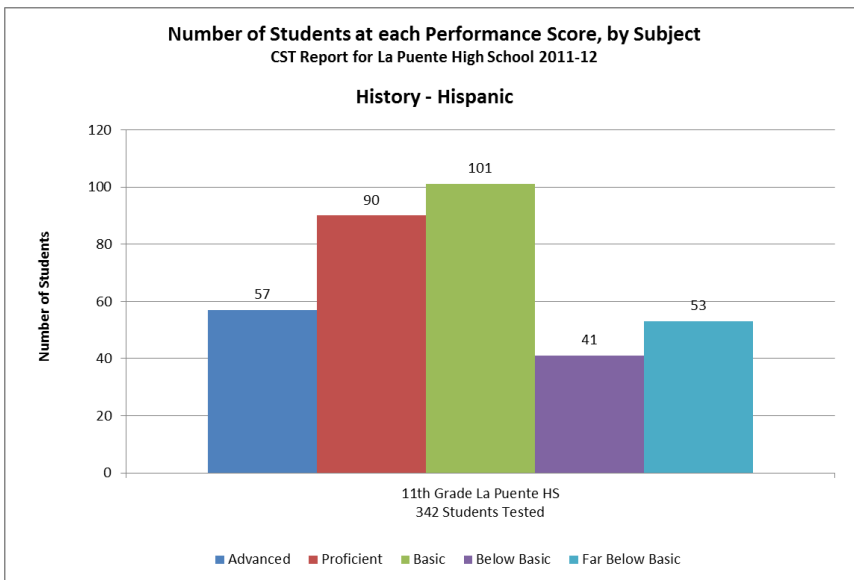
World History: 2012-13



2b. CST Multi-year grade level scores of significant subpopulations by proficiency level
Latinos Continued:
History: 2010-11



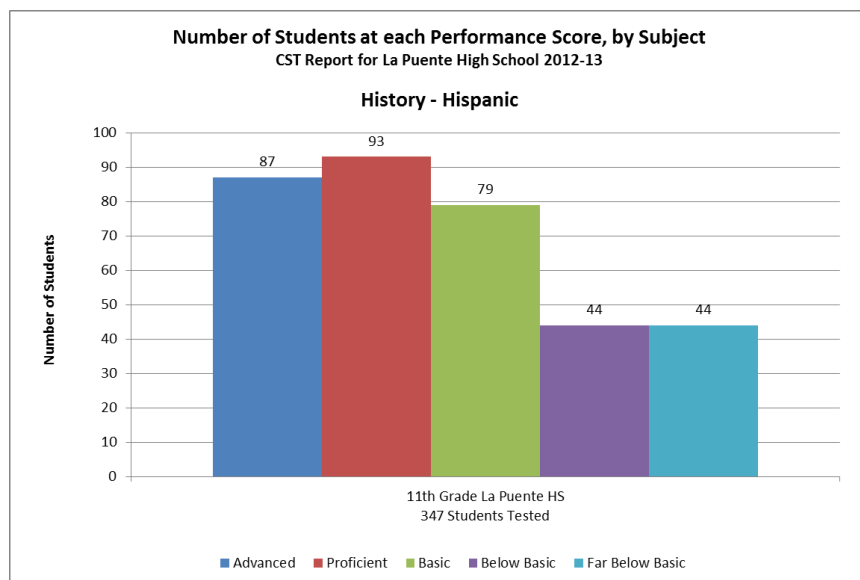
History: 2011-12



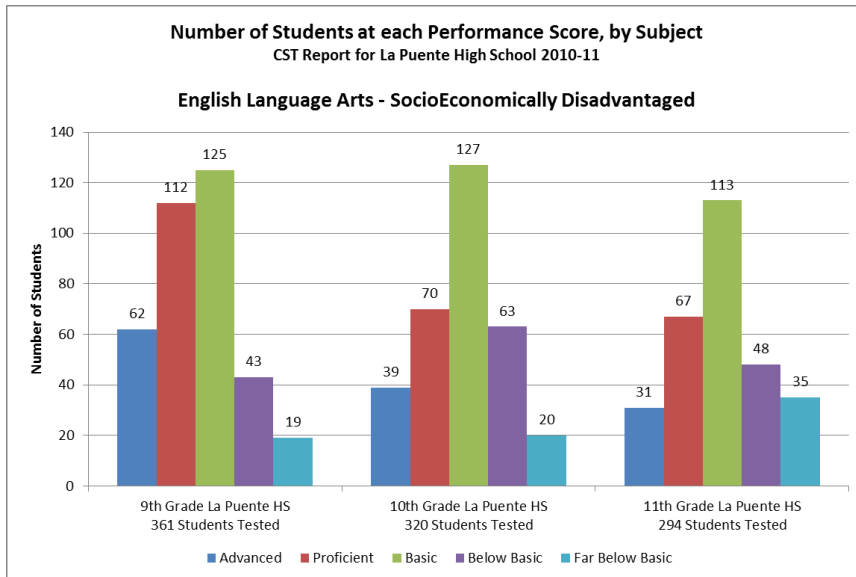
2b. CST Multi-year grade level scores of significant subpopulations by proficiency level

Latinos Continued:

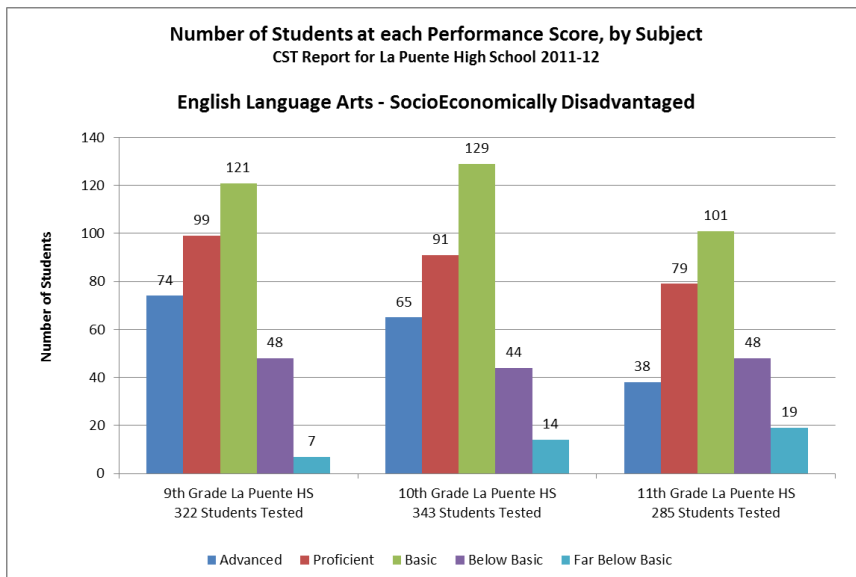
History: 2012-13



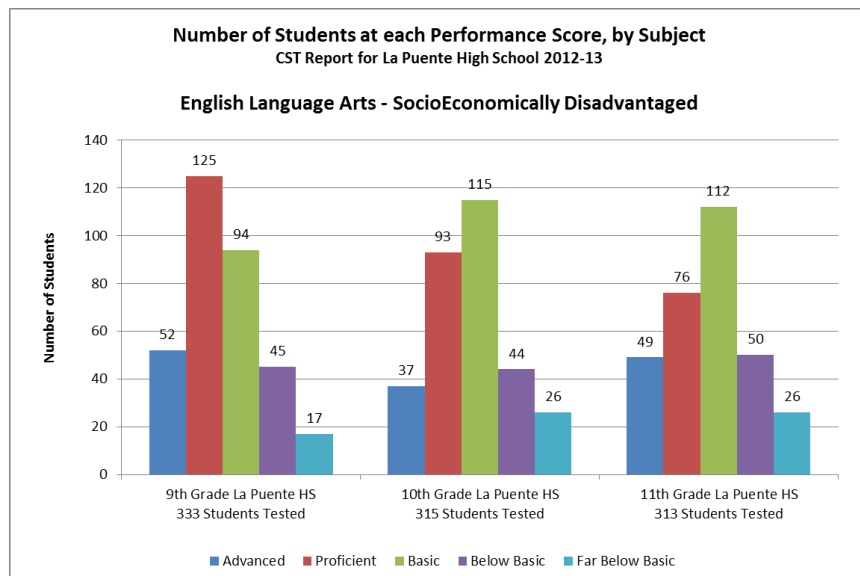
2b. CST Multi-year grade level scores of significant subpopulations by proficiency level
Socio-Economically Disadvantaged:
English Language Arts: 2010-11



English Language Arts: 2011-12



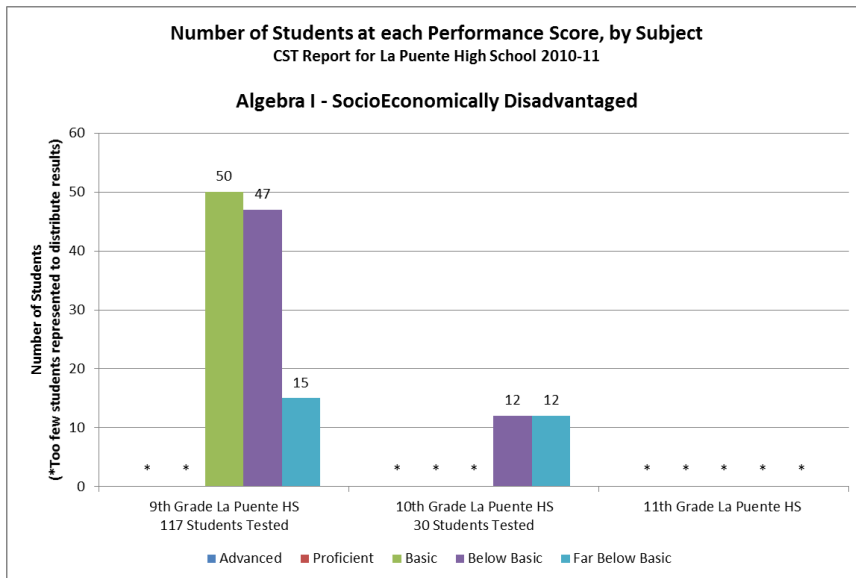
2b. CST Multi-year grade level scores of significant subpopulations by proficiency level
Socio-Economically Disadvantaged: continued
English Language Arts: 2012-13



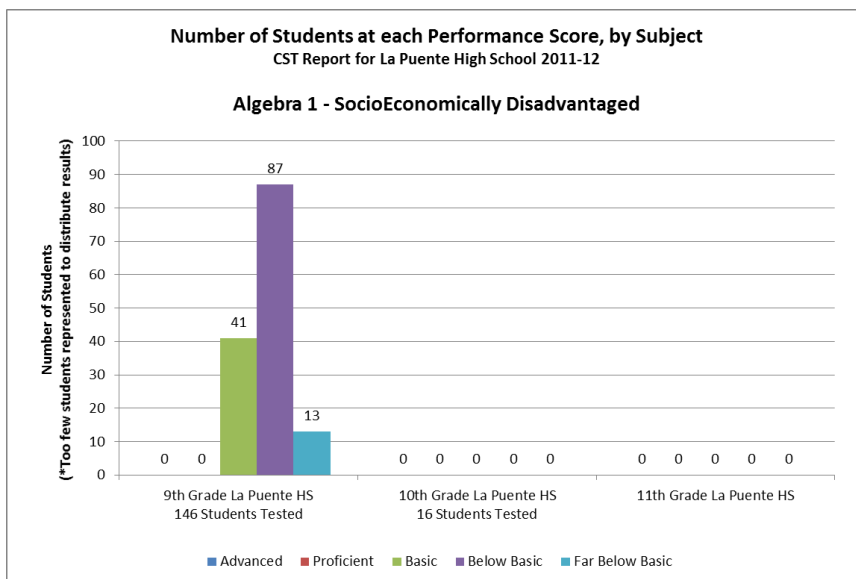
2b. CST Multi-year grade level scores of significant subpopulations by proficiency level

Socio-Economically Disadvantaged: continued

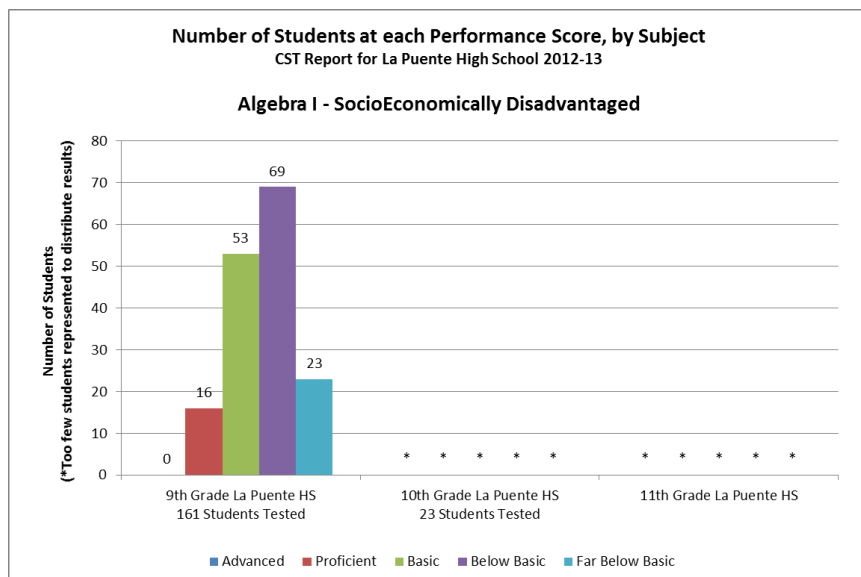
Algebra I: 2010-11



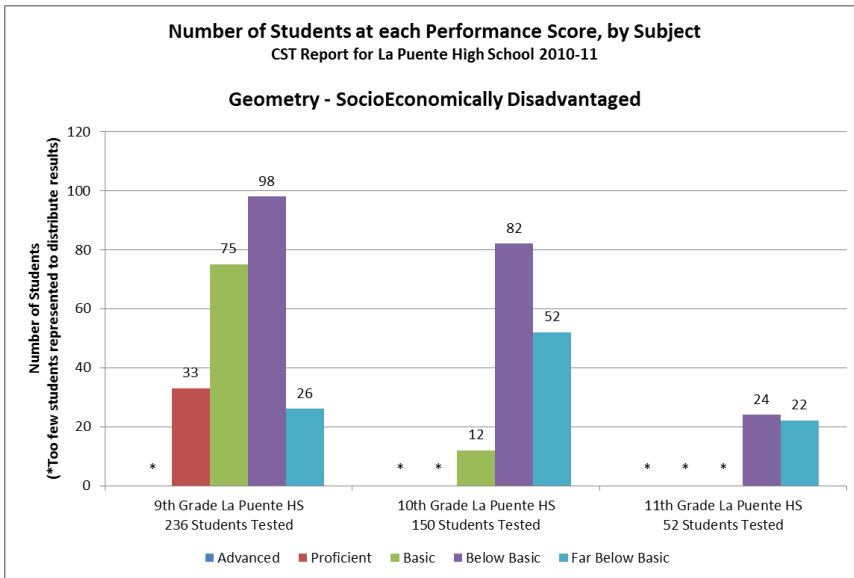
Algebra I: 2011-12



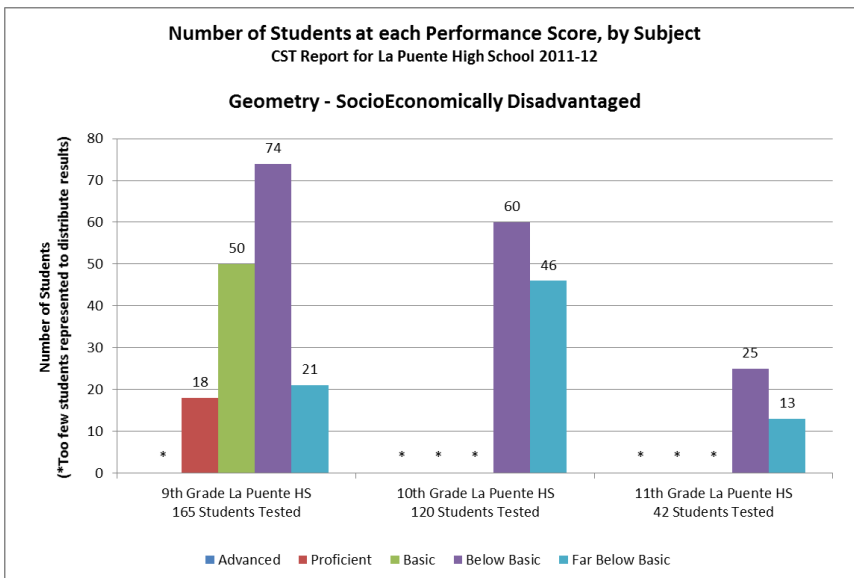
2b. CST Multi-year grade level scores of significant subpopulations by proficiency level
Socio-Economically Disadvantaged: continued
Algebra I: 2012-13



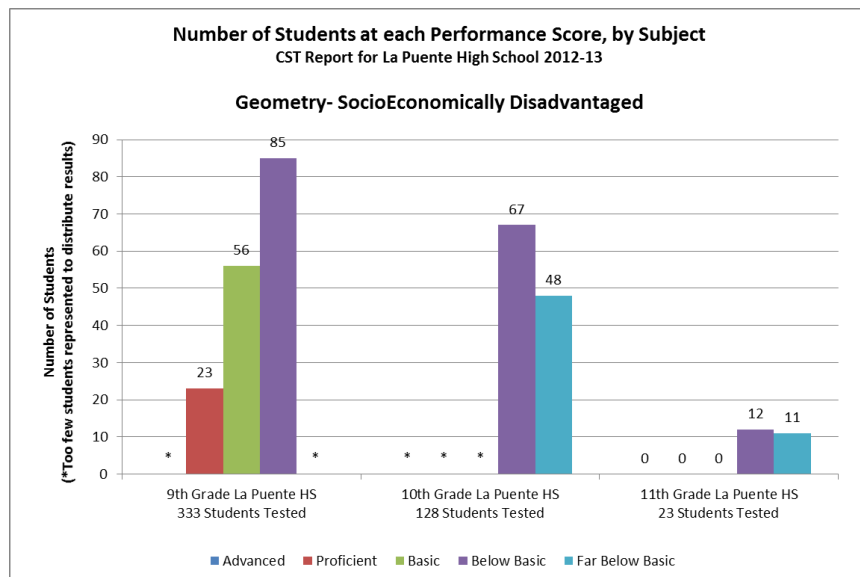
2b. CST Multi-year grade level scores of significant subpopulations by proficiency level
Socio-Economically Disadvantaged: continued
Geometry: 2010-11



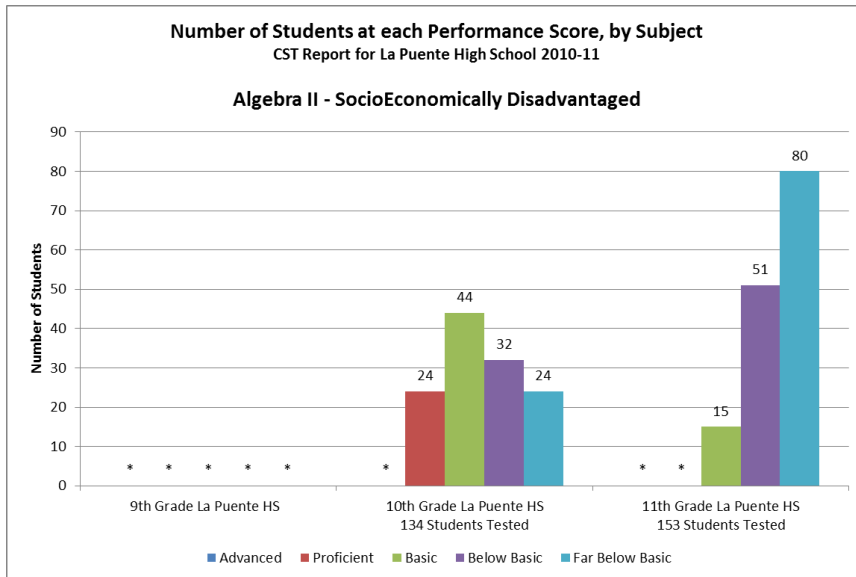
Geometry: 2011-12



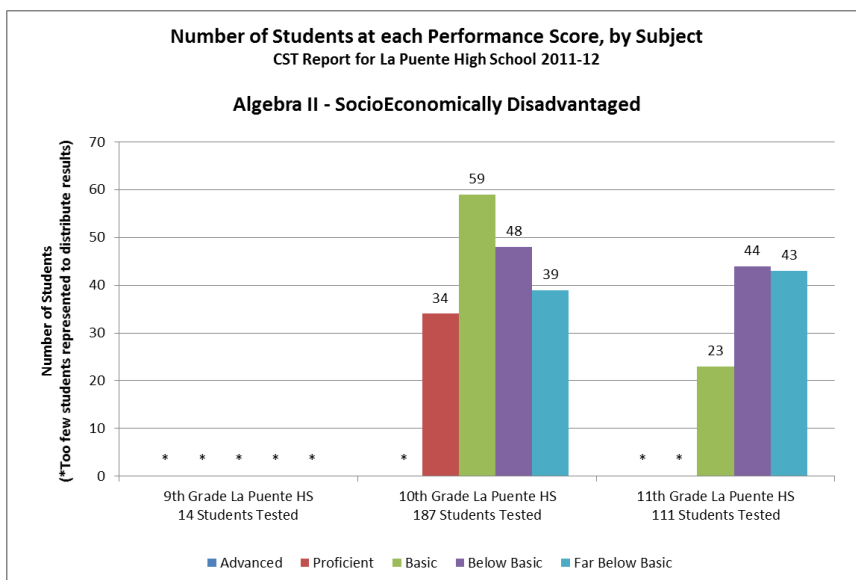
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Socio-Economically Disadvantaged: continued
Geometry: 2012-13



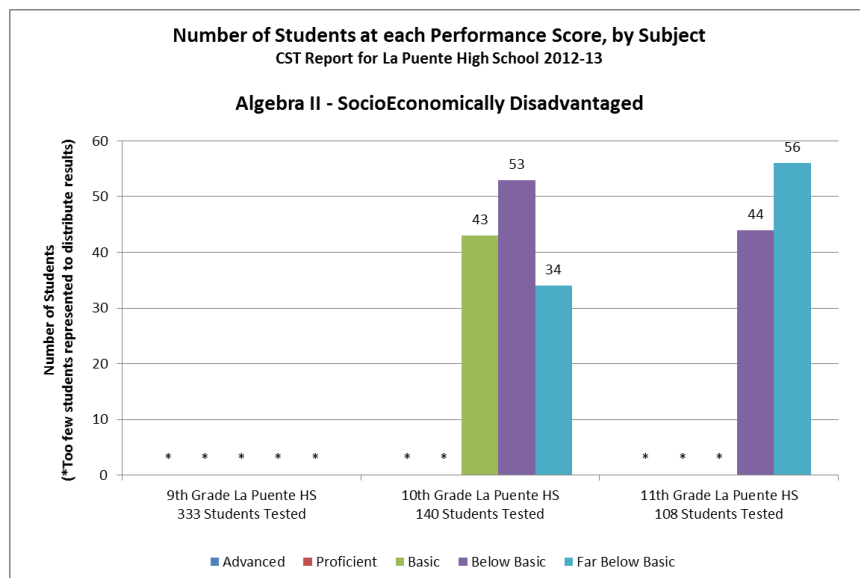
2b. CST Multi-year grade level scores of significant subpopulations by proficiency level
Socio-Economically Disadvantaged: continued
Algebra II: 2010-11



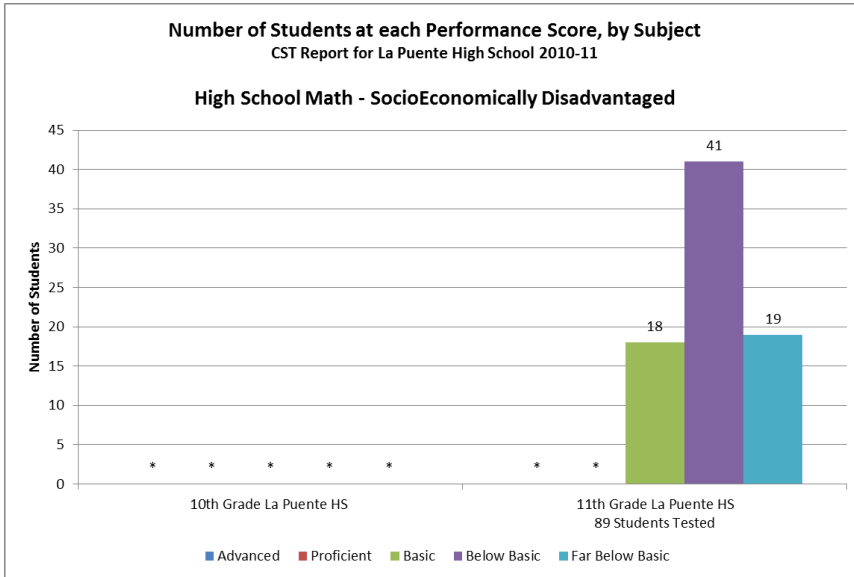
Algebra II: 2011-12



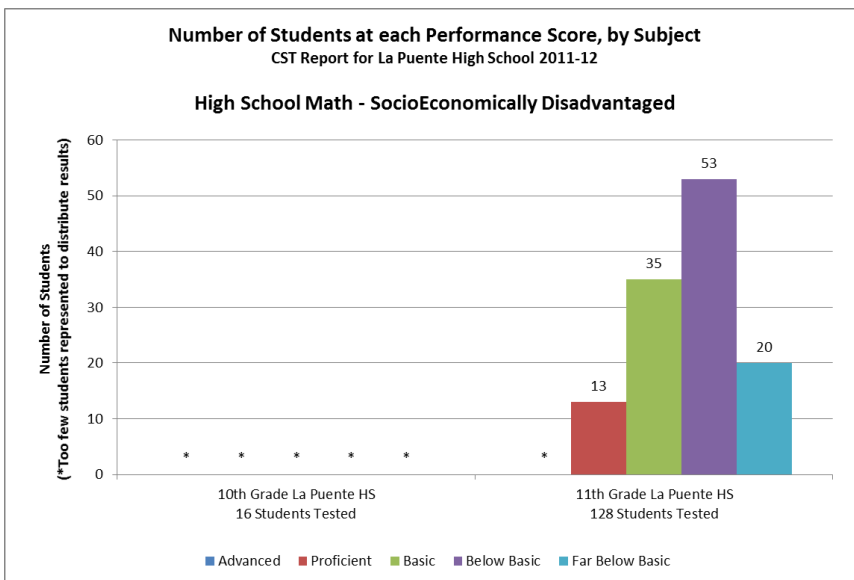
2b. CST Multi-year grade level scores of significant subpopulations by proficiency level
Socio-Economically Disadvantaged: continued
Algebra II: 2012-13



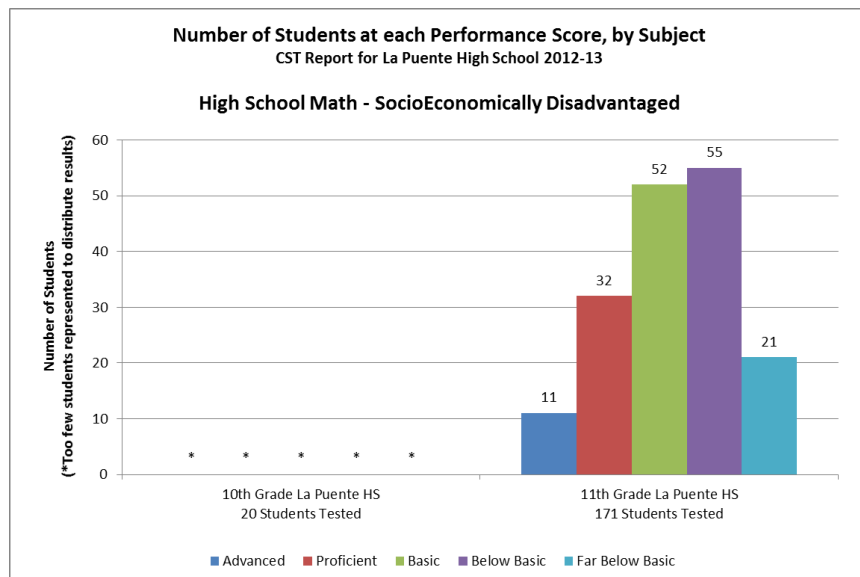
2b. CST Multi-year grade level scores of significant subpopulations by proficiency level
Socio-Economically Disadvantaged: continued
High School Math: 2010-11



High School Math: 2011-12

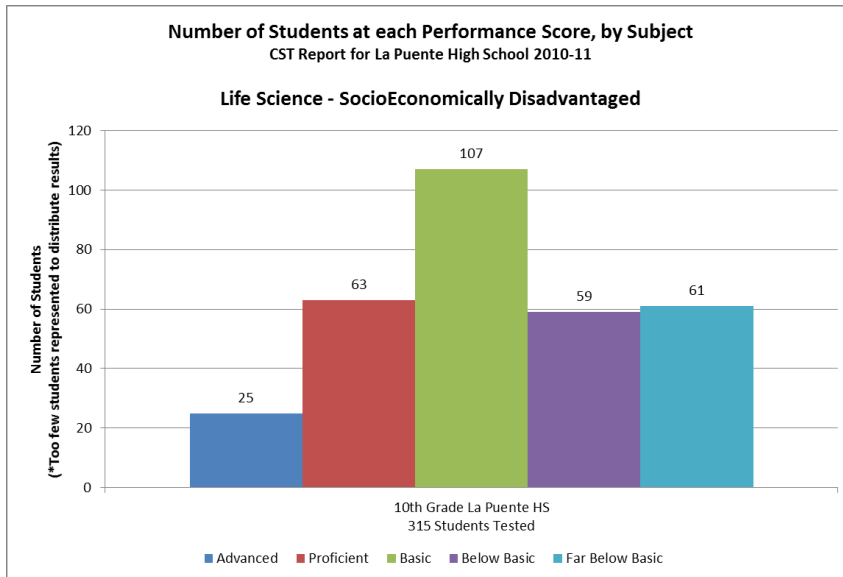


2b. CST Multi-year grade level scores of significant subpopulations by proficiency level
Socio-Economically Disadvantaged: continued
High School Math: 2012-13

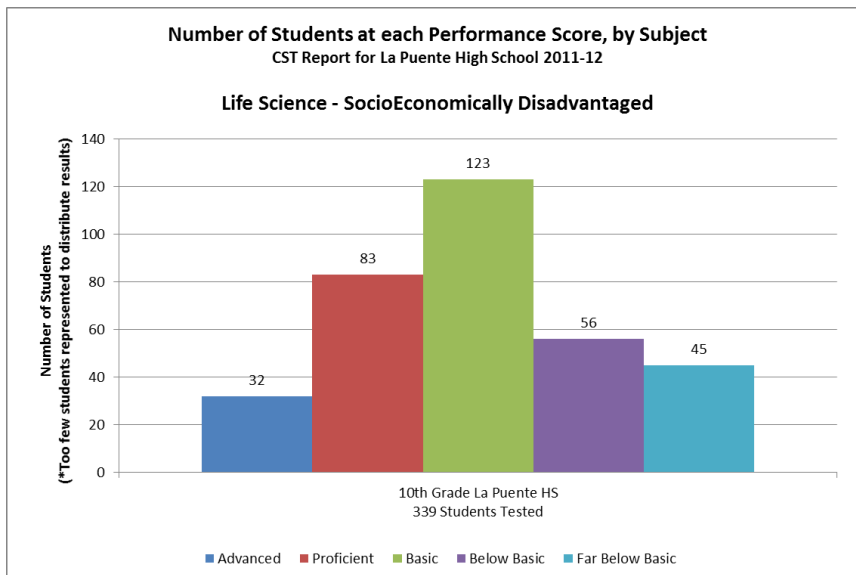


2b. CST Multi-year grade level scores of significant subpopulations by proficiency level Socio-Economically Disadvantaged: continued

Grade 10 Life Science: 2010-11

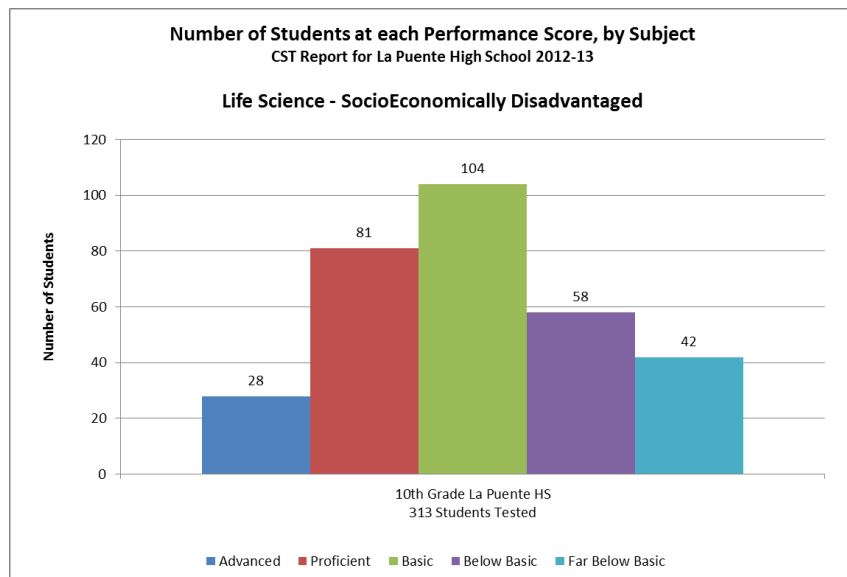


Grade 10 Life Science: 2011-12



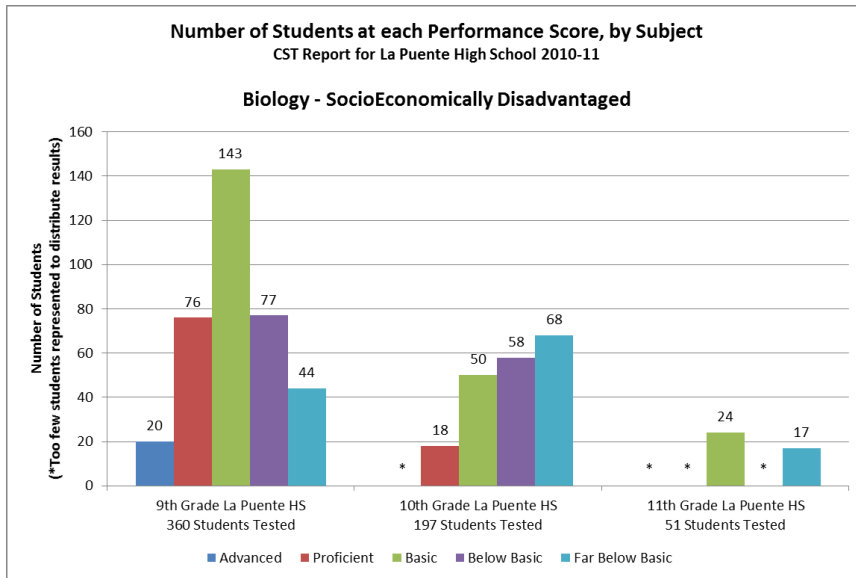
2b. CST Multi-year grade level scores of significant subpopulations by proficiency level
Socio-Economically Disadvantaged: continued

Grade 10 Life Science: 2012-13

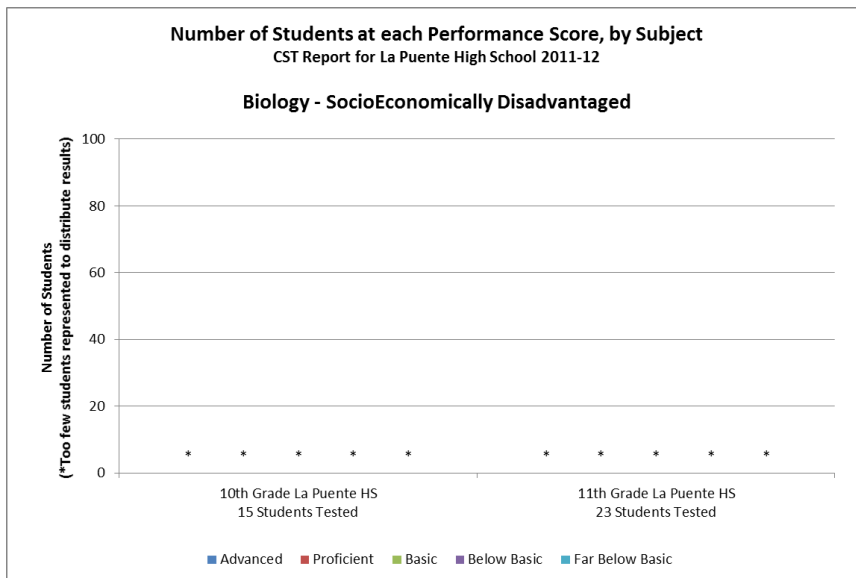


2b. CST Multi-year grade level scores of significant subpopulations by proficiency level Socio-Economically Disadvantaged: continued

Biology: 2010-11



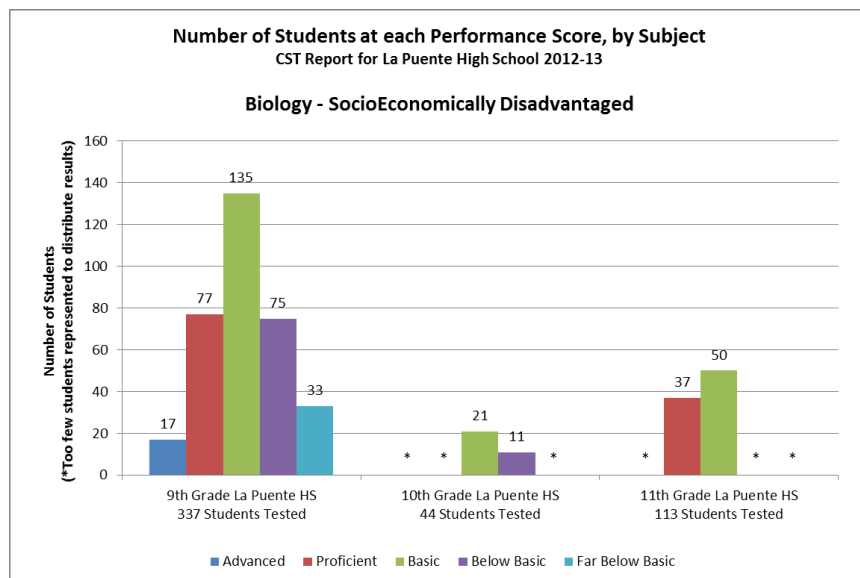
Biology: 2011-12



Note: Asterisk (*) denotes numbers not reported to protect student privacy

2b. CST Multi-year grade level scores of significant subpopulations by proficiency level Socio-Economically Disadvantaged: continued

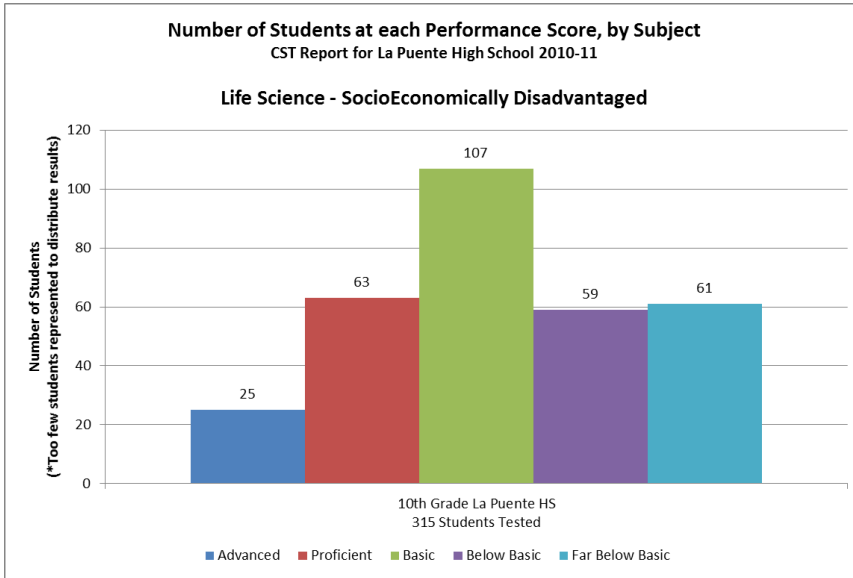
Biology: 2012-13



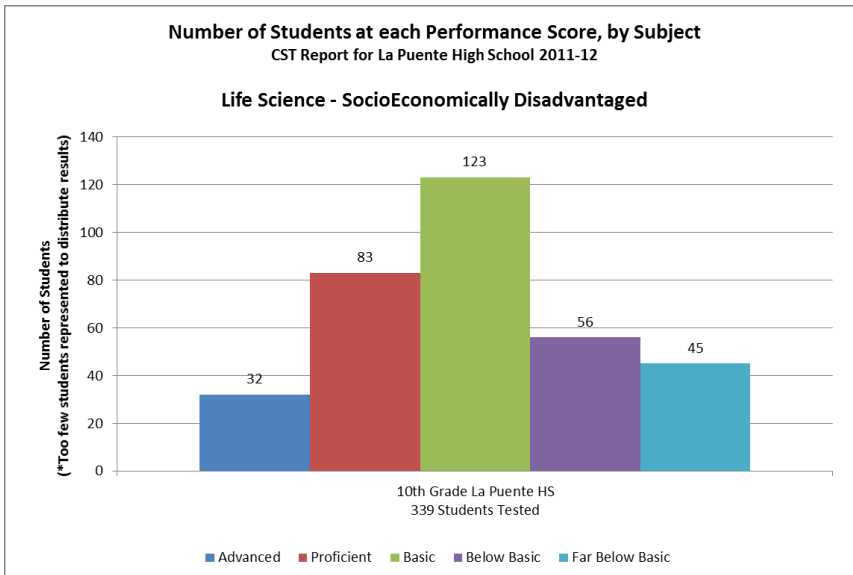
Note: Asterisk (*) denotes numbers not reported to protect student privacy

2b. CST Multi-year grade level scores of significant subpopulations by proficiency level Socio-Economically Disadvantaged: continued

Grade 10 Life Science: 2010-11

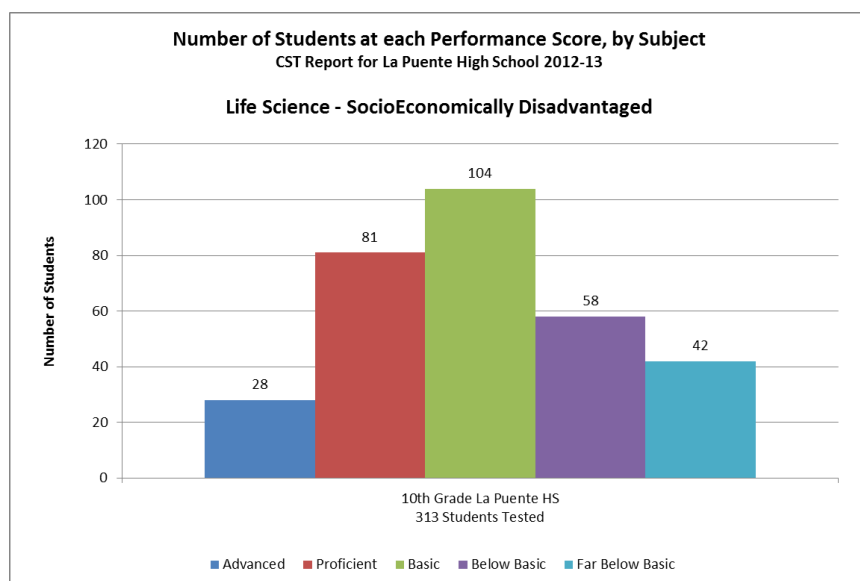


Grade 10 Life Science: 2011-12



2b. CST Multi-year grade level scores of significant subpopulations by proficiency level Socio-Economically Disadvantaged: continued

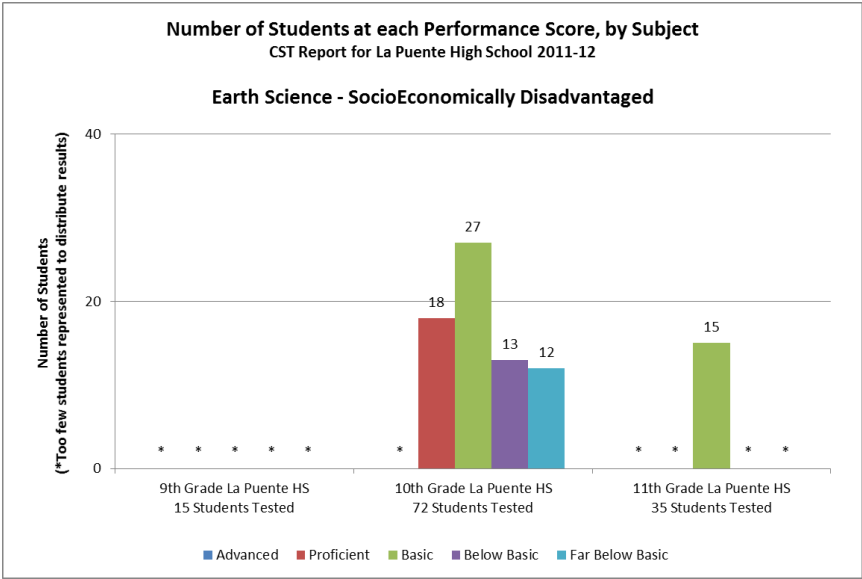
Grade 10 Life Science: 2012-13



2b. CST Multi-year grade level scores of significant subpopulations by proficiency level
Socio-Economically Disadvantaged: continued

Earth Science: 2010-11
No scores reported

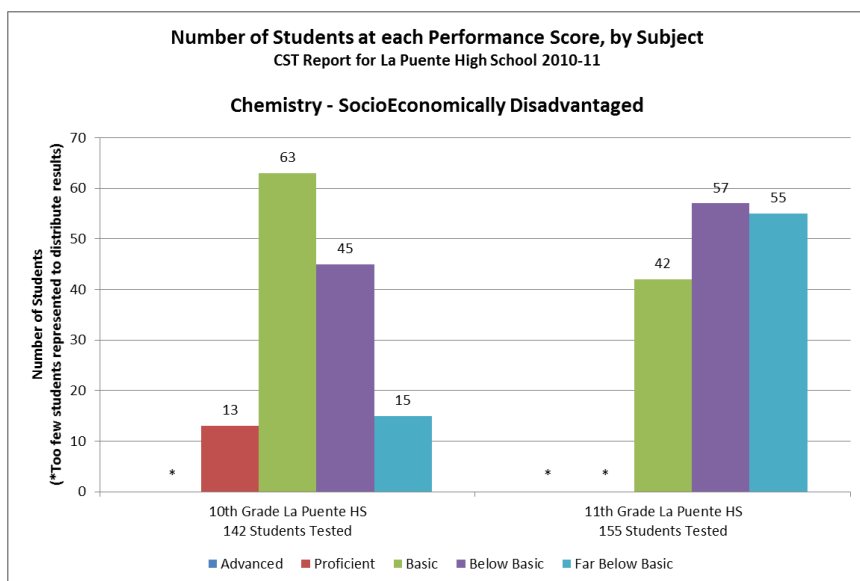
Earth Science: 2011-12



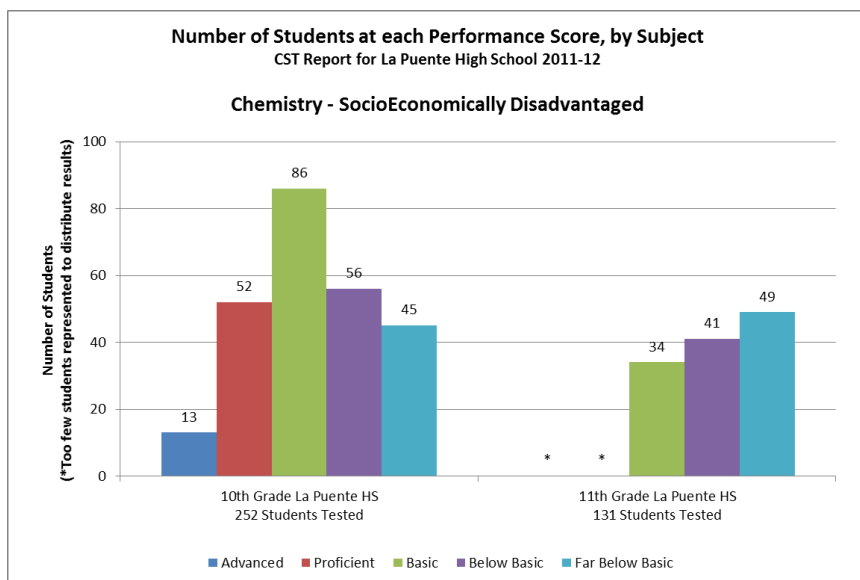
Earth Science: 2012-13
12 students tested – no scores reported

2b. CST Multi-year grade level scores of significant subpopulations by proficiency level Socio-Economically Disadvantaged: continued

Chemistry: 2010-11

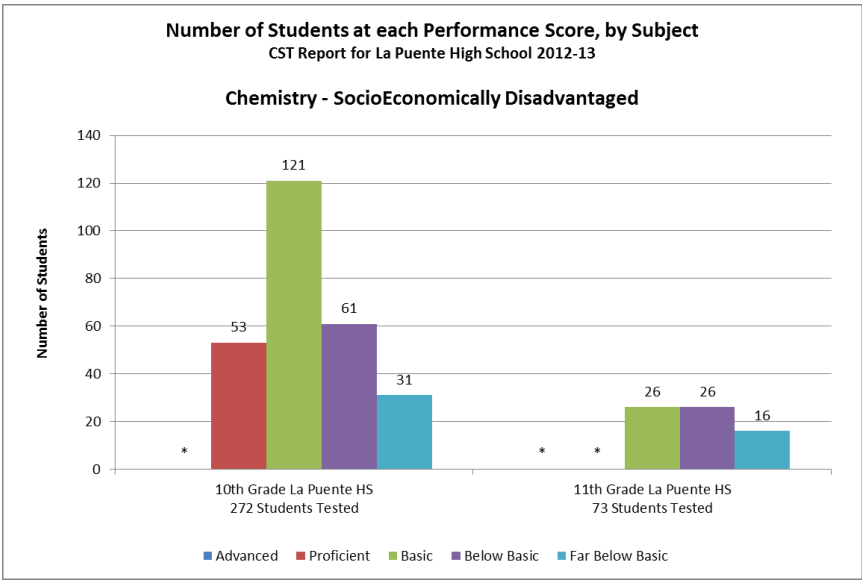


Chemistry: 2011-12



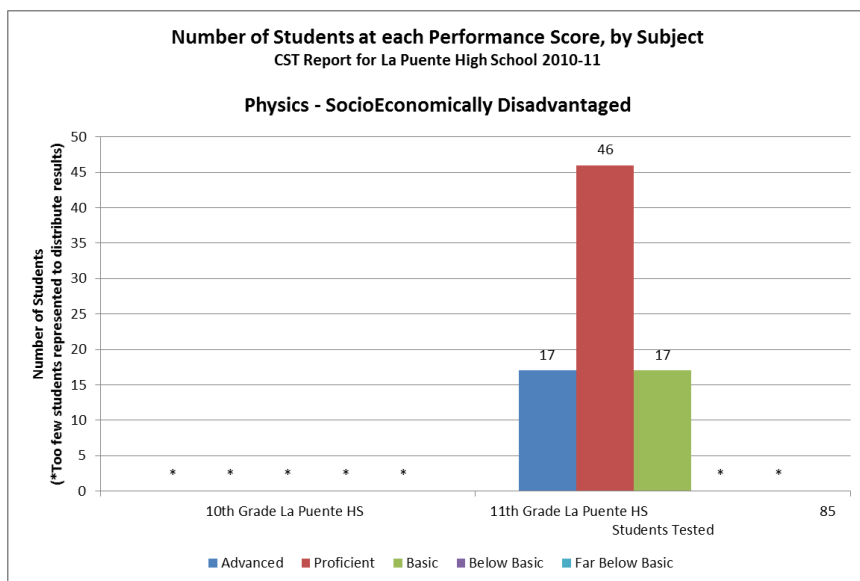
2b. CST Multi-year grade level scores of significant subpopulations by proficiency level
Socio-Economically Disadvantaged: continued

Chemistry: 2012-13

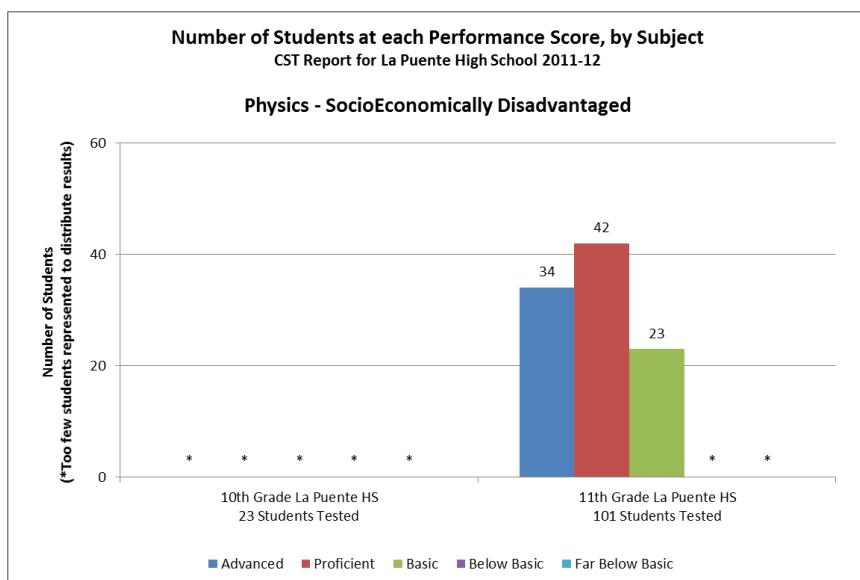


2b. CST Multi-year grade level scores of significant subpopulations by proficiency level Socio-Economically Disadvantaged: continued

Physics: 2010-11



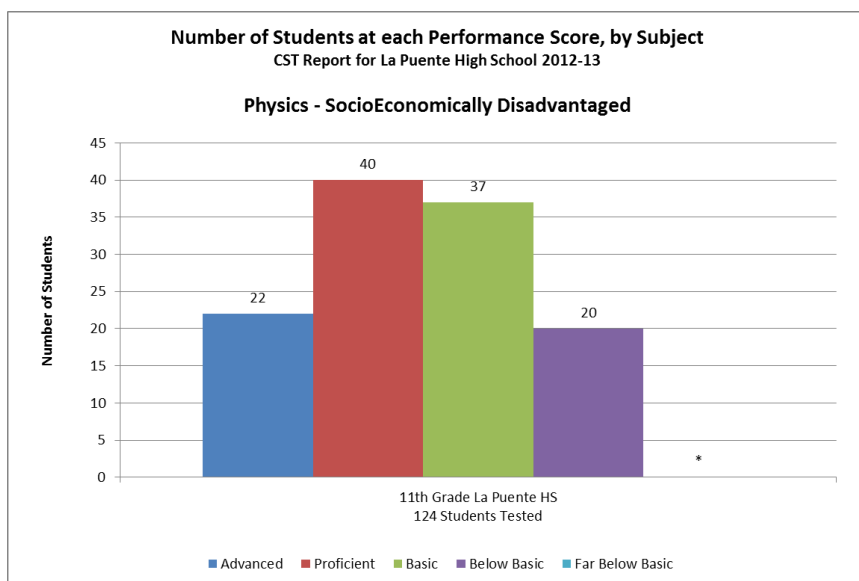
Physics: 2011-12



2b. CST Multi-year grade level scores of significant subpopulations by proficiency level

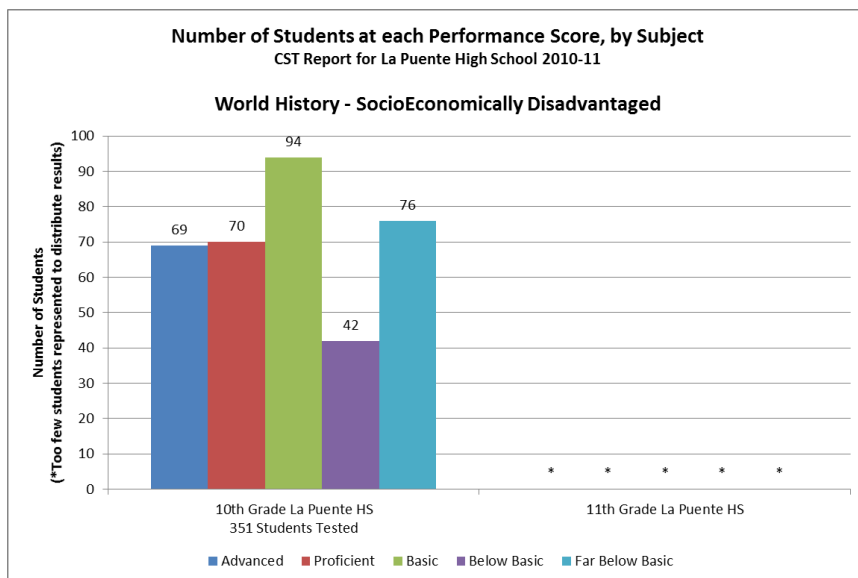
Socio-Economically Disadvantaged: continued

Physics: 2012-13

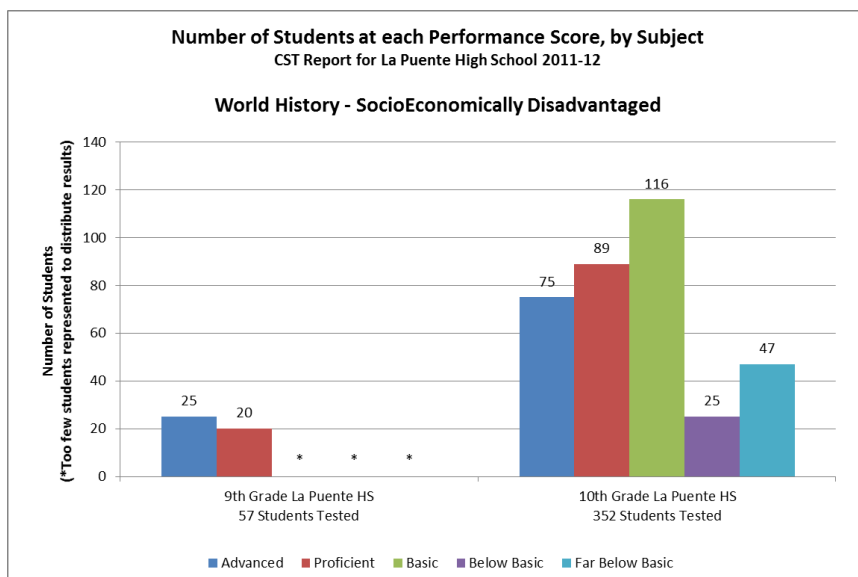


2b. CST Multi-year grade level scores of significant subpopulations by proficiency level Socio-Economically Disadvantaged: continued

World History: 2010-11

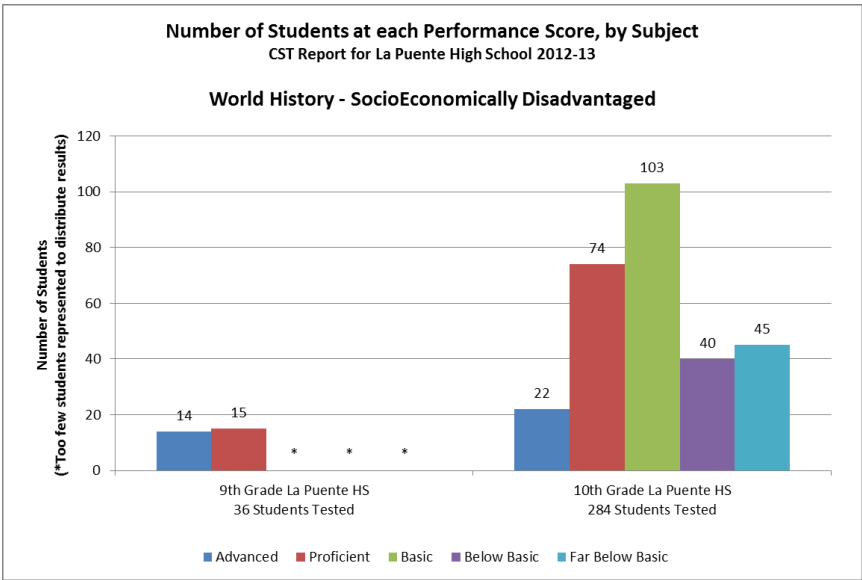


World History: 2011-12



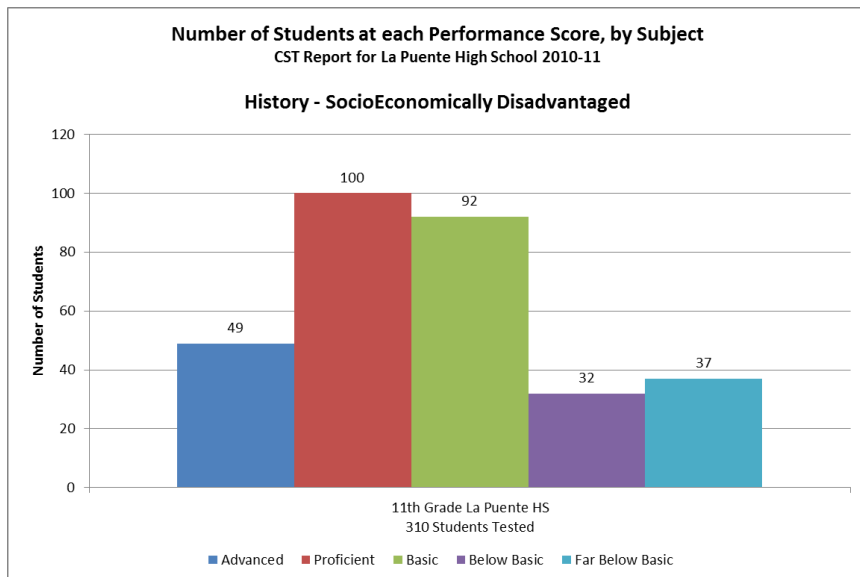
2b. CST Multi-year grade level scores of significant subpopulations by proficiency level
Socio-Economically Disadvantaged: continued

World History: 2012-13

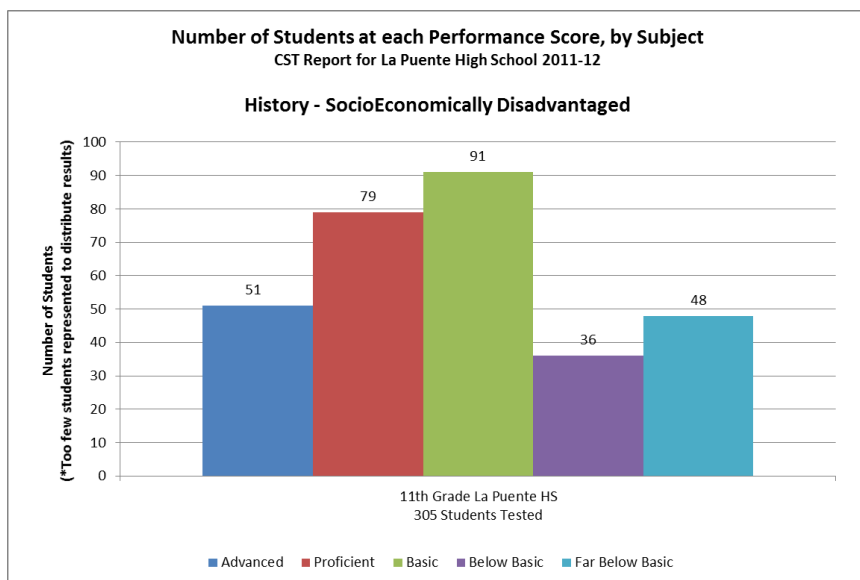


2b. CST Multi-year grade level scores of significant subpopulations by proficiency level Socio-Economically Disadvantaged: continued

History: 2010-11

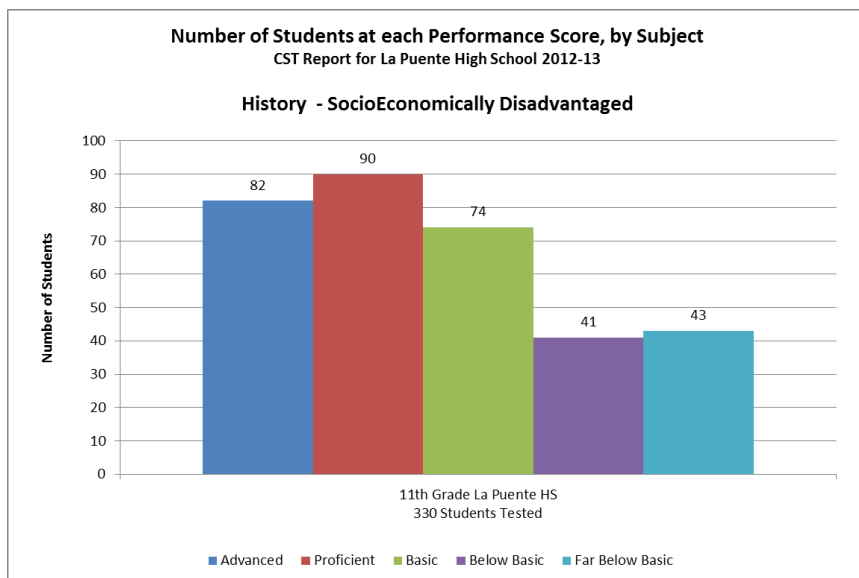


History: 2011-12



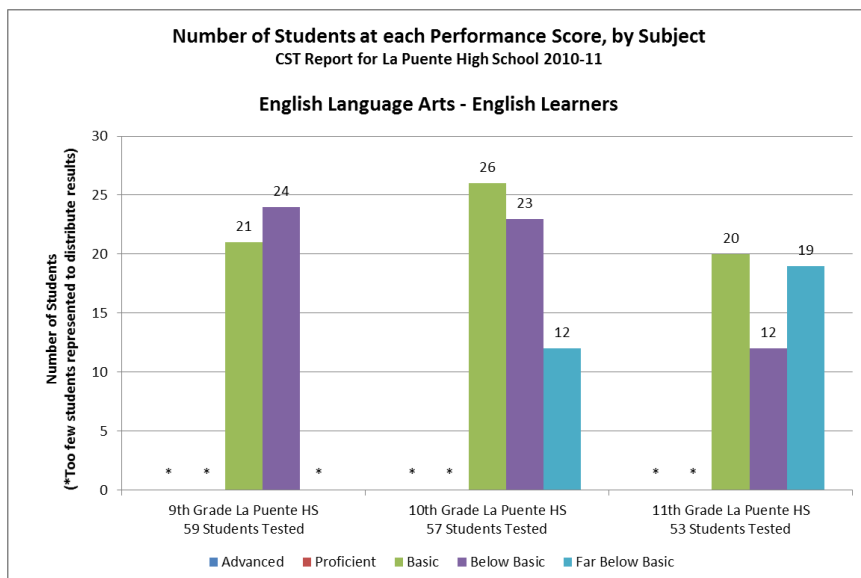
2b. CST Multi-year grade level scores of significant subpopulations by proficiency level Socio-Economically Disadvantaged: continued

History: 2012-13



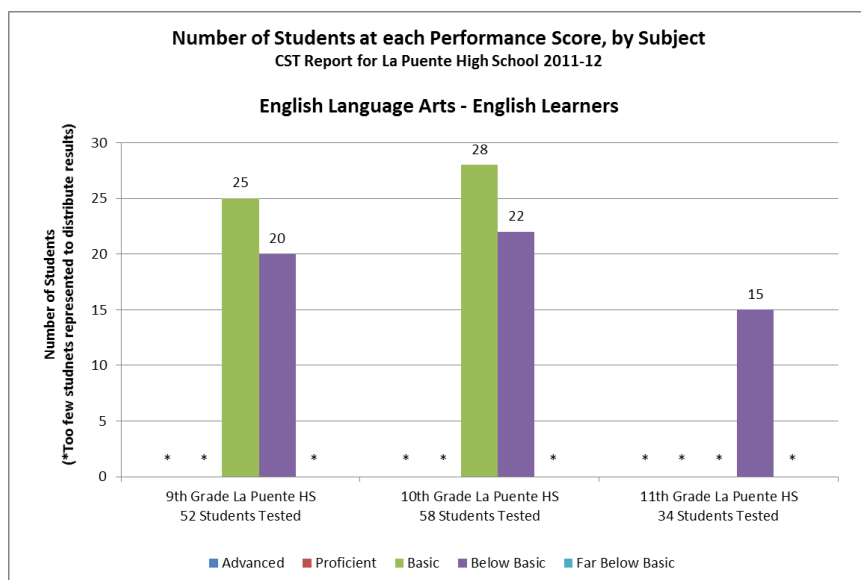
2b. CST Multi-year grade level scores of significant subpopulations by proficiency level English Learners

English Language Arts: 2010-11



Note: Asterisk (*) denotes number withheld or combined to protect student privacy

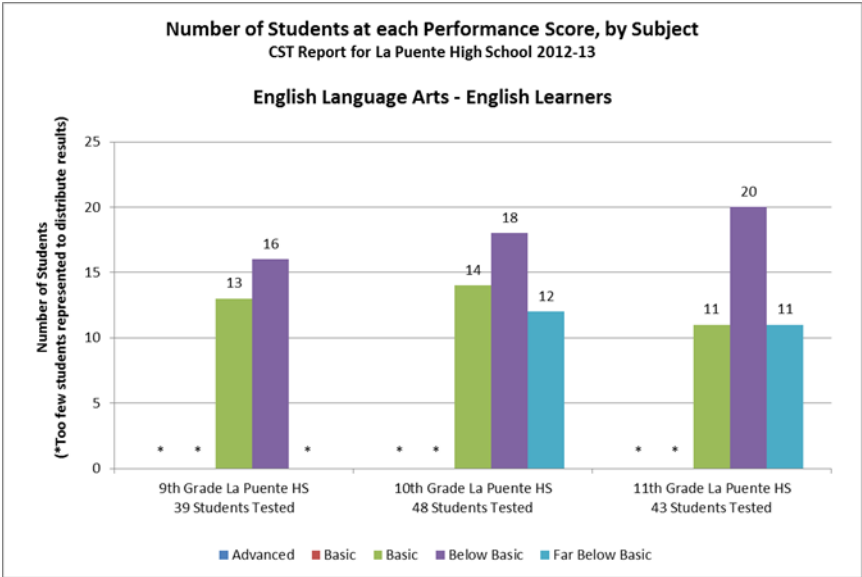
English Language Arts: 2011-12



Note: Asterisk (*) denotes number withheld or combined to protect student privacy

2b. CST Multi-year grade level scores of significant subpopulations by proficiency level
English Learners (continued):

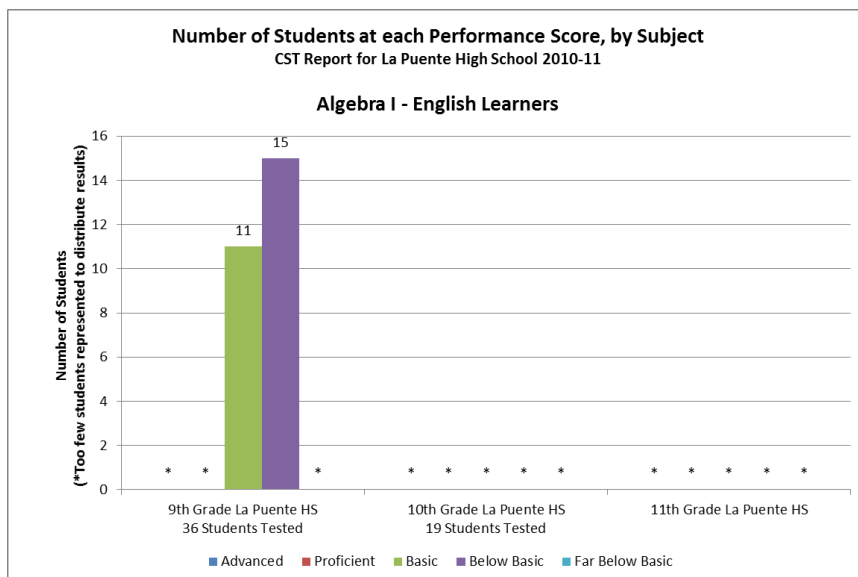
English Language Arts: 2012-13



Note: Asterisk (*) denotes number withheld or combined to protect student privacy

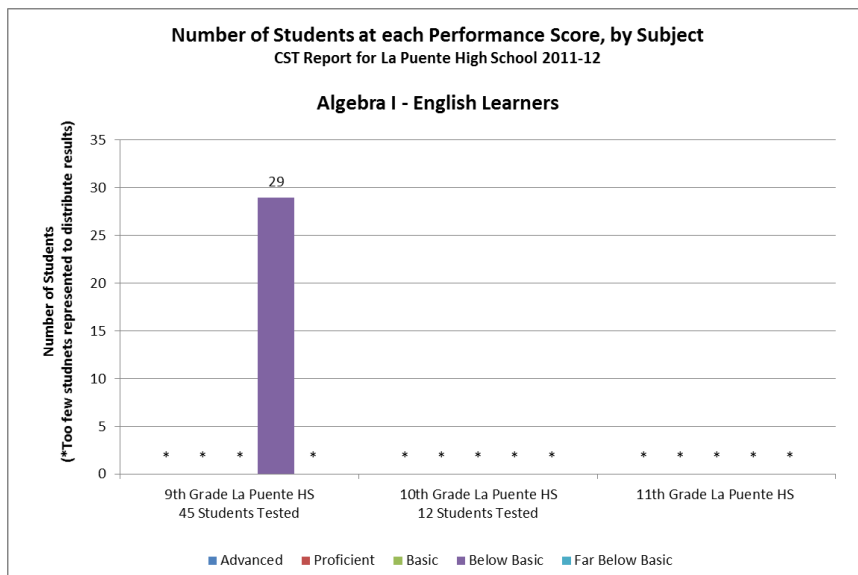
2b. CST Multi-year grade level scores of significant subpopulations by proficiency level English Learners (continued):

Algebra I: 2010-11



Note: Asterisk (*) denotes number withheld to protect student privacy

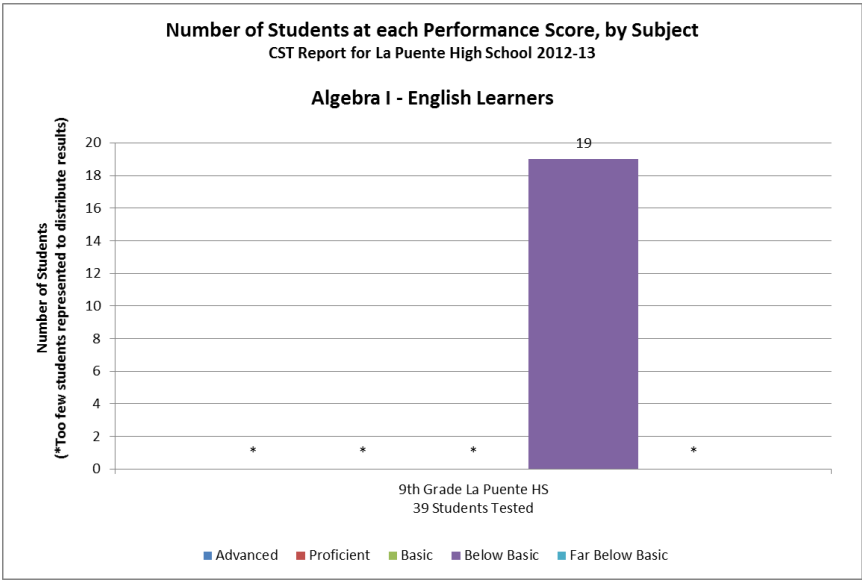
Algebra I: 2011-12



Note: Asterisk (*) denotes number withheld or combined to protect student privacy

2b. CST Multi-year grade level scores of significant subpopulations by proficiency level
English Learners (continued):

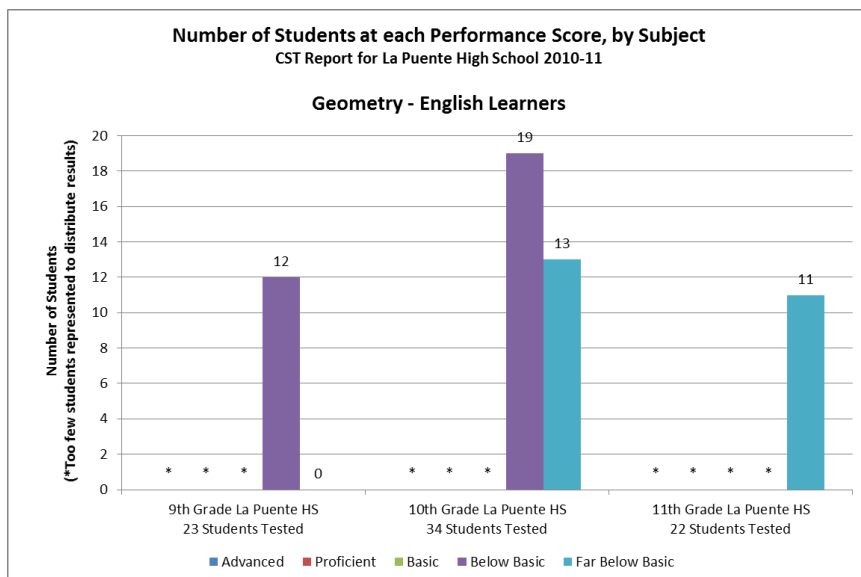
Algebra I: 2012-13



Note: Asterisk (*) denotes number withheld or combined to protect student privacy

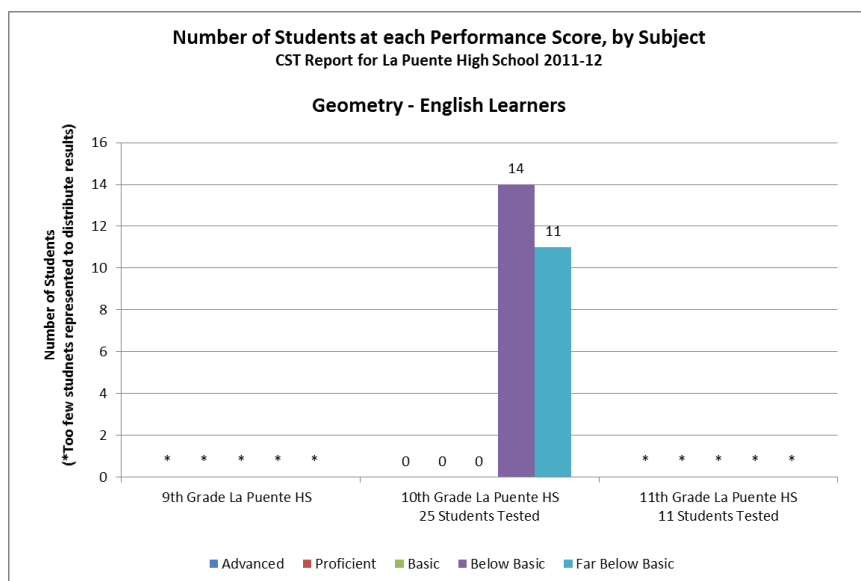
2b. CST Multi-year grade level scores of significant subpopulations by proficiency level English Learners (continued):

Geometry: 2010-11



Note: Asterisk (*) denotes number withheld or combined to protect student privacy

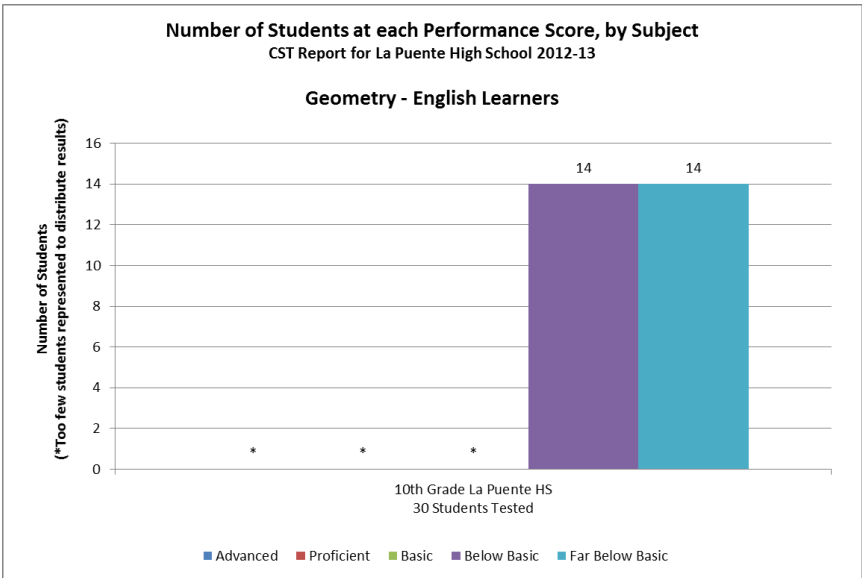
Geometry: 2011-12



Note: Asterisk (*) denotes number withheld or combined to protect student privacy

2b. CST Multi-year grade level scores of significant subpopulations by proficiency level
English Learners (continued):

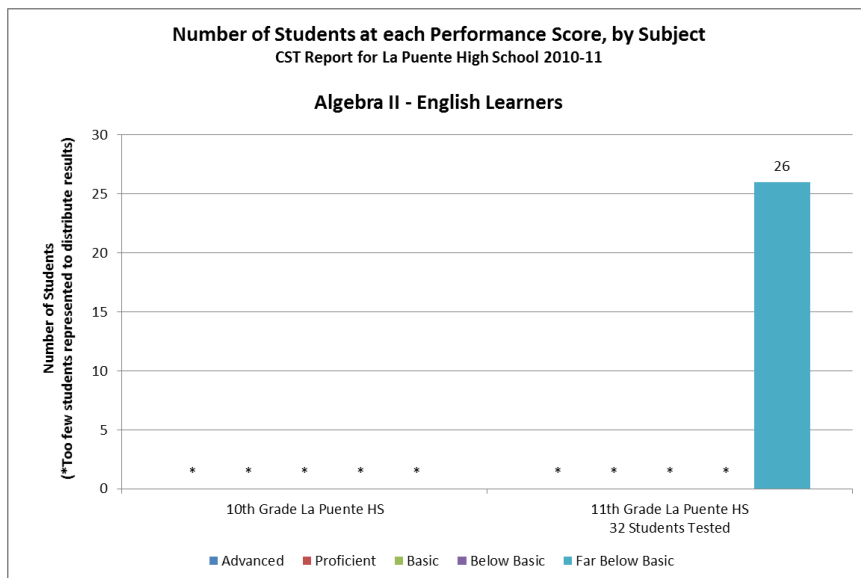
Geometry: 2012-13



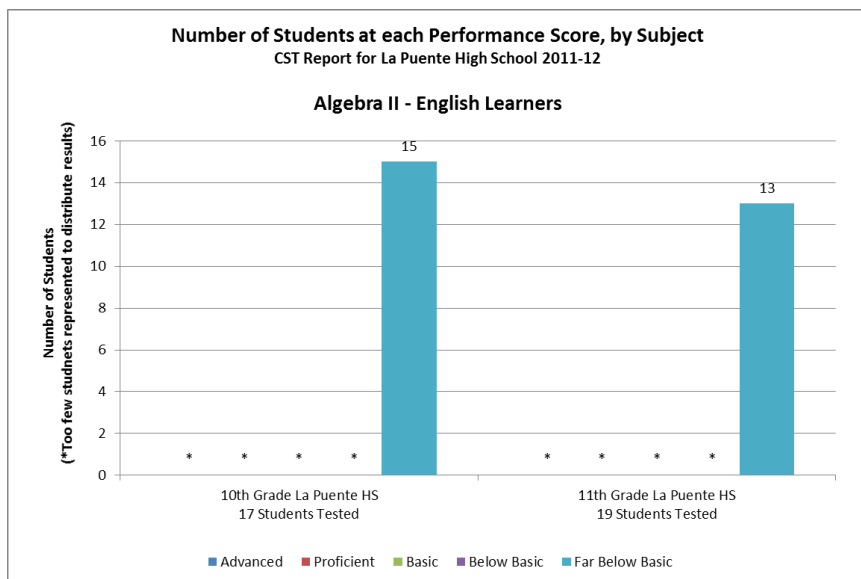
Note: Asterisk (*) denotes number withheld or combined to protect student privacy

2b. CST Multi-year grade level scores of significant subpopulations by proficiency level English Learners (continued):

Algebra II: 2010-11

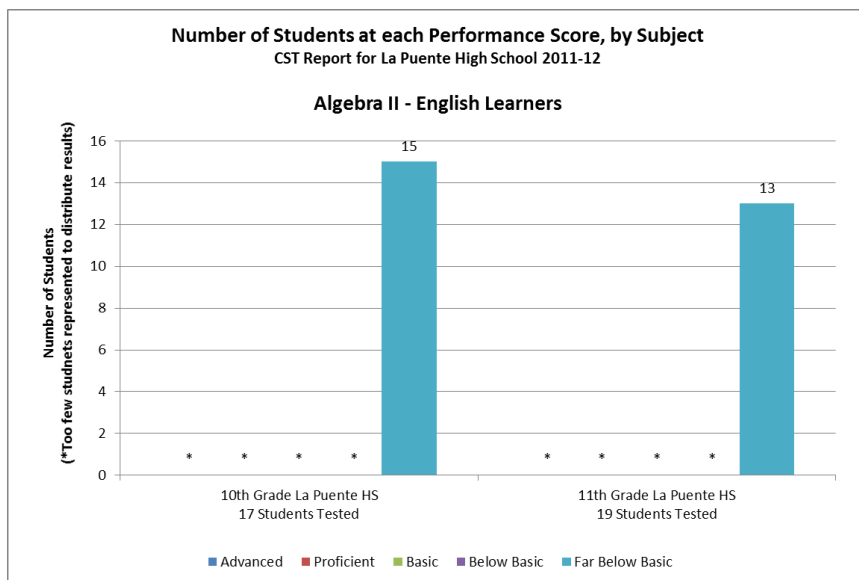


Algebra II: 2011-12



2b. CST Multi-year grade level scores of significant subpopulations by proficiency level English Learners (continued):

Algebra II: 2012-13



High School Math: 2010-11

None Tested

High School Math: 2011-12

None Tested

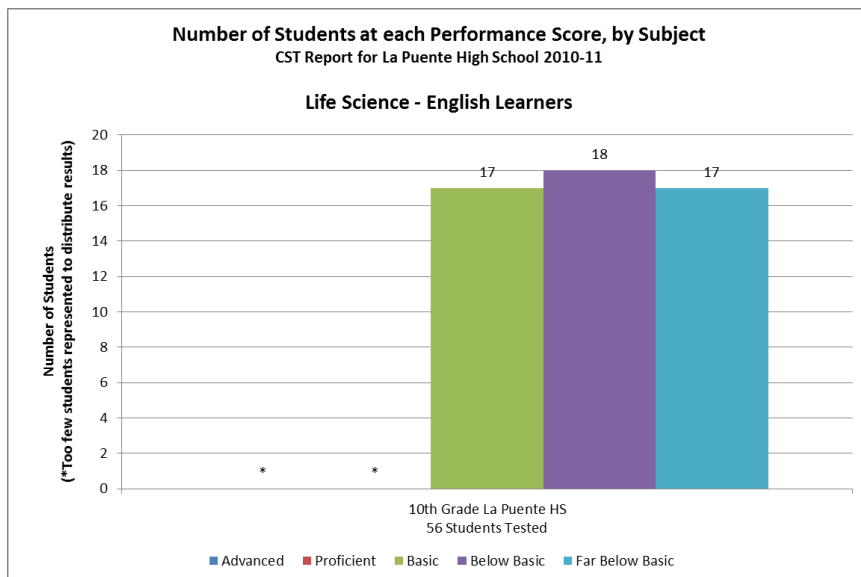
English Learners Continued

High School Math: 2012-13

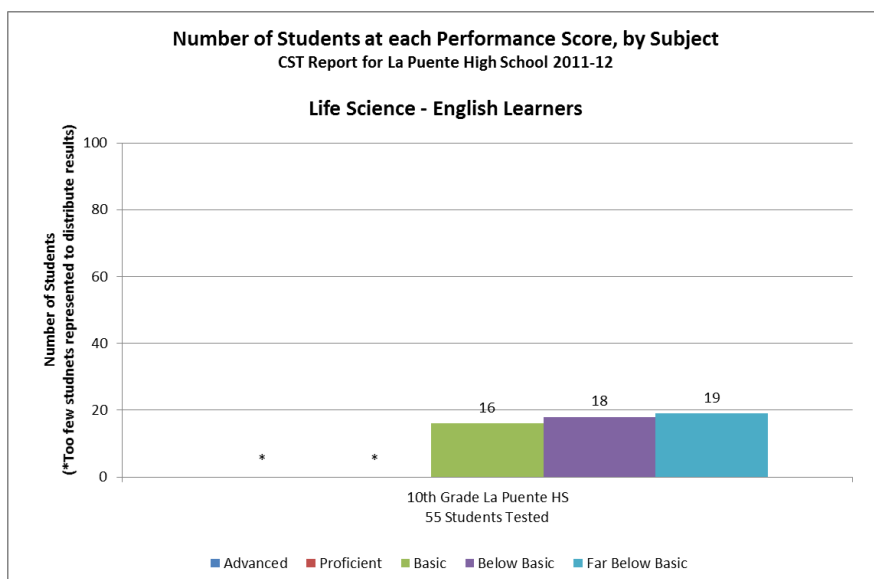
None Tested

2b. CST Multi-year grade level scores of significant subpopulations by proficiency level English Learners (continued):

Grade 10 Life Science: 2010-11

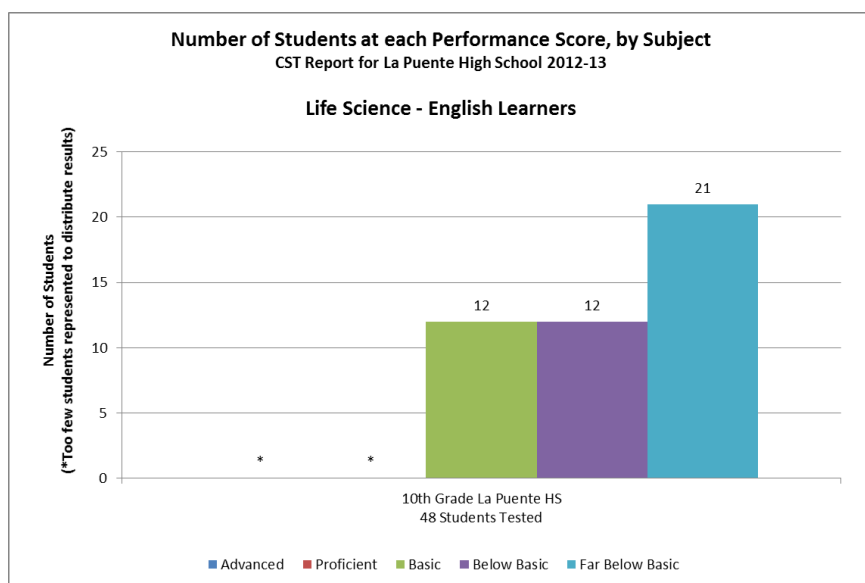


Grade 10 Life Science: 2011-12



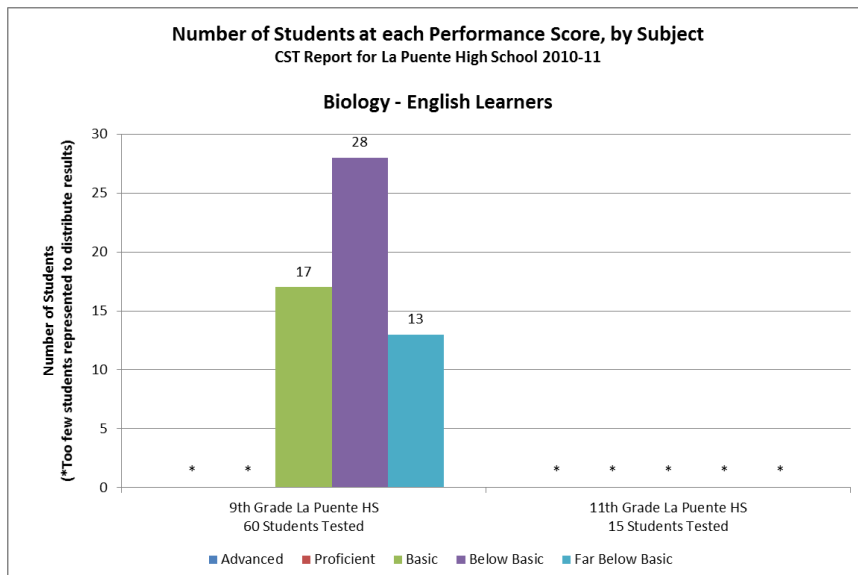
2b. CST Multi-year grade level scores of significant subpopulations by proficiency level English Learners (continued):

Grade 10 Life Science: 2012-13

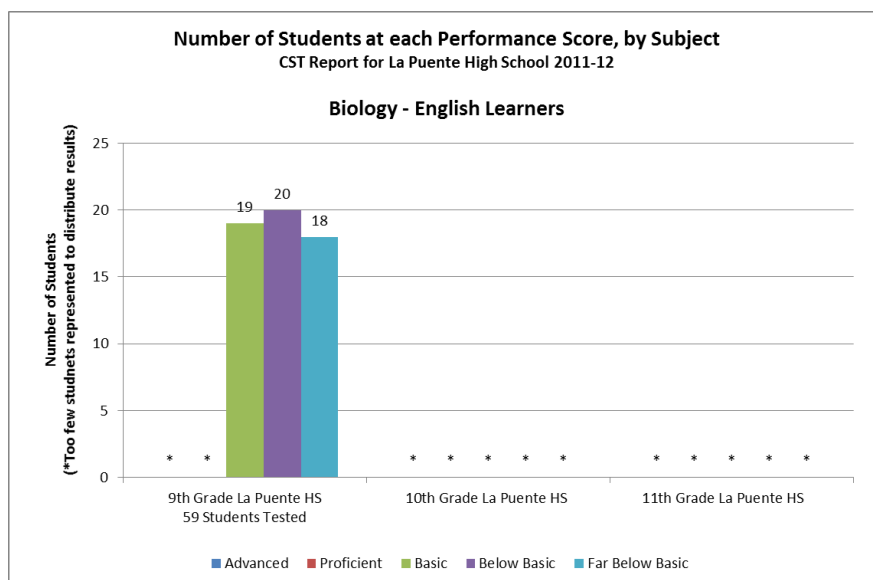


2b. CST Multi-year grade level scores of significant subpopulations by proficiency level English Learners (continued):

Biology: 2010-11

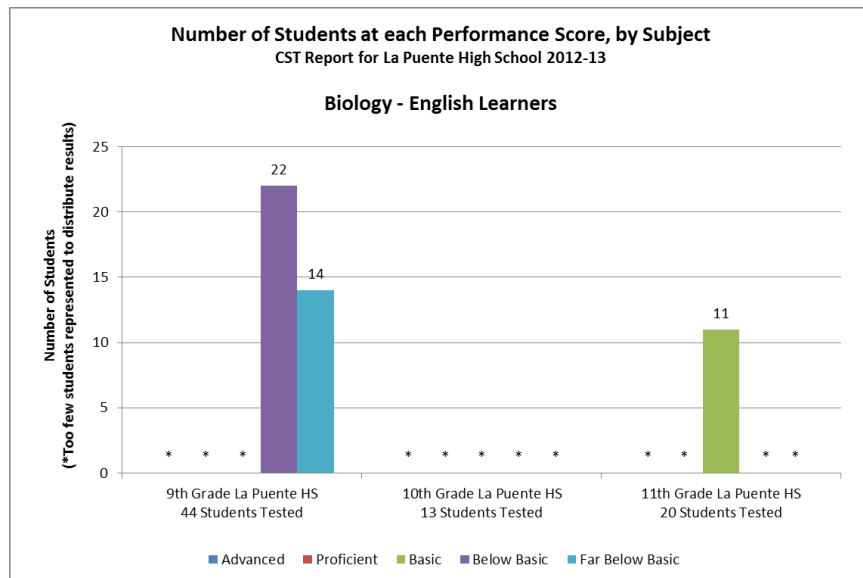


Biology: 2011-12



2b. CST Multi-year grade level scores of significant subpopulations by proficiency level English Learners (continued):

Biology: 2012-13



Earth Science: 2011-12

None Tested

Earth Science: 2012-13

22 students tested, scores not reported for student privacy

Physics: 2010-11

36 tested – no scores reported to ensure student privacy

Physics: 2011-12

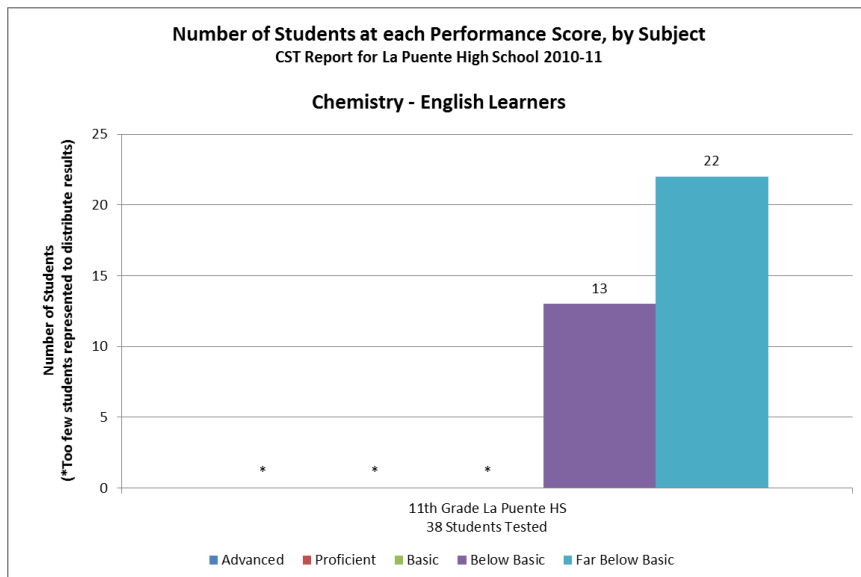
19 tested – no scores reported to ensure student privacy

Physics: 2012-13

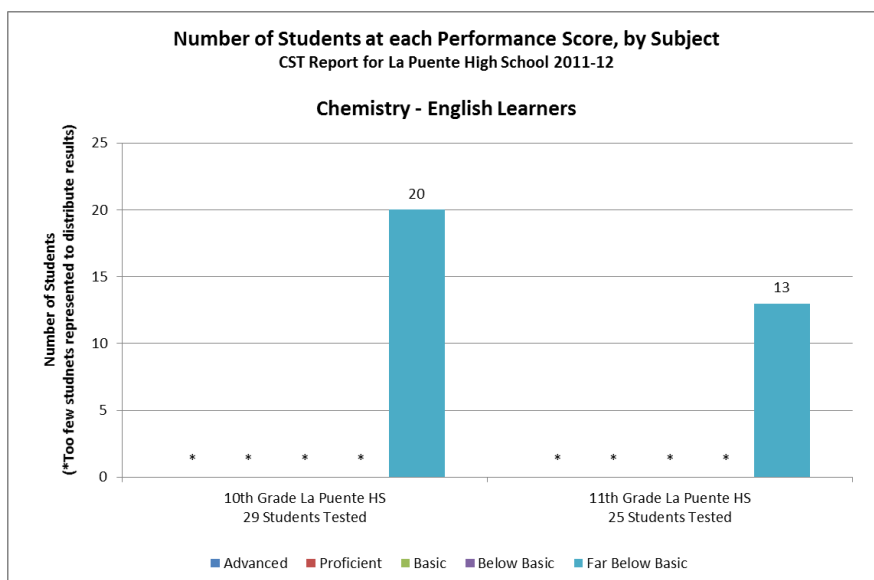
8 tested – no scores reported to ensure student privacy

2b. CST Multi-year grade level scores of significant subpopulations by proficiency level English Learners (continued):

Chemistry: 2010-11

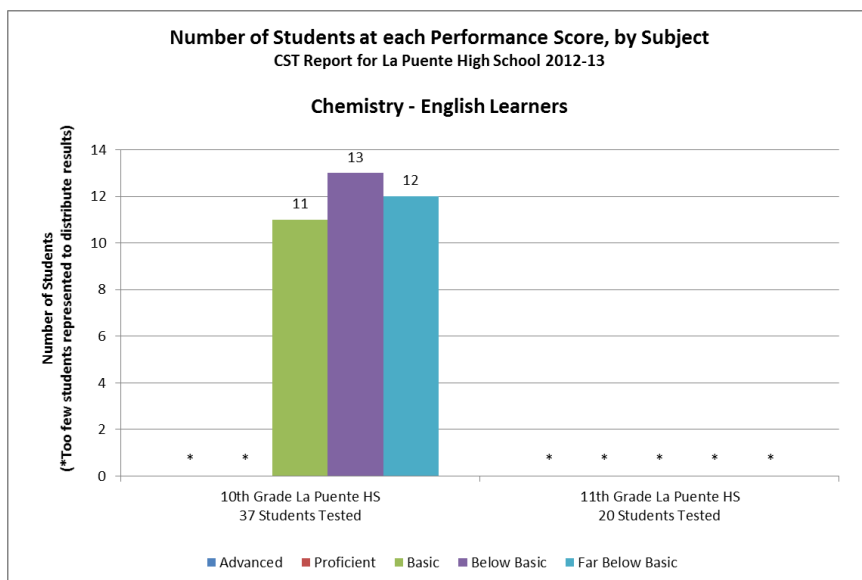


Chemistry: 2011-12



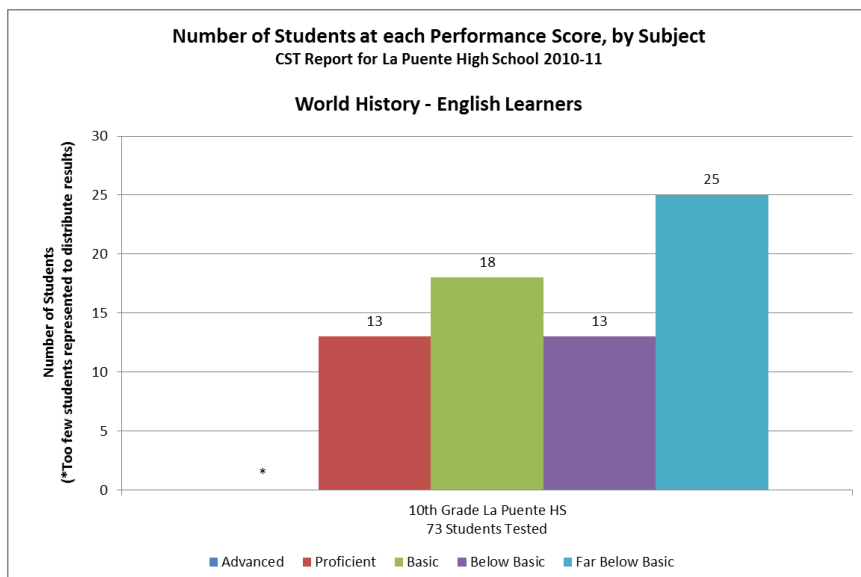
2b. CST Multi-year grade level scores of significant subpopulations by proficiency level English Learners (continued):

Chemistry: 2012-13

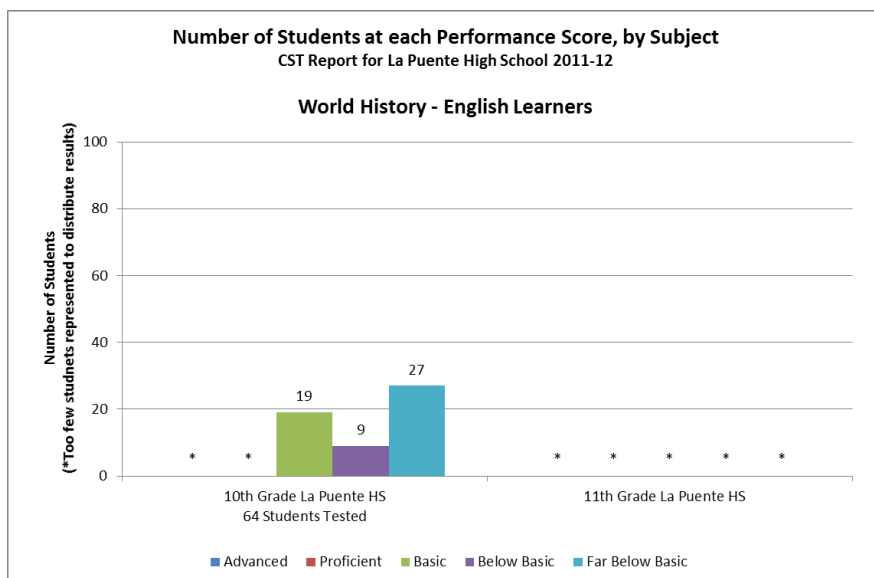


2b. CST Multi-year grade level scores of significant subpopulations by proficiency level English Learners (continued):

World History: 2010-11

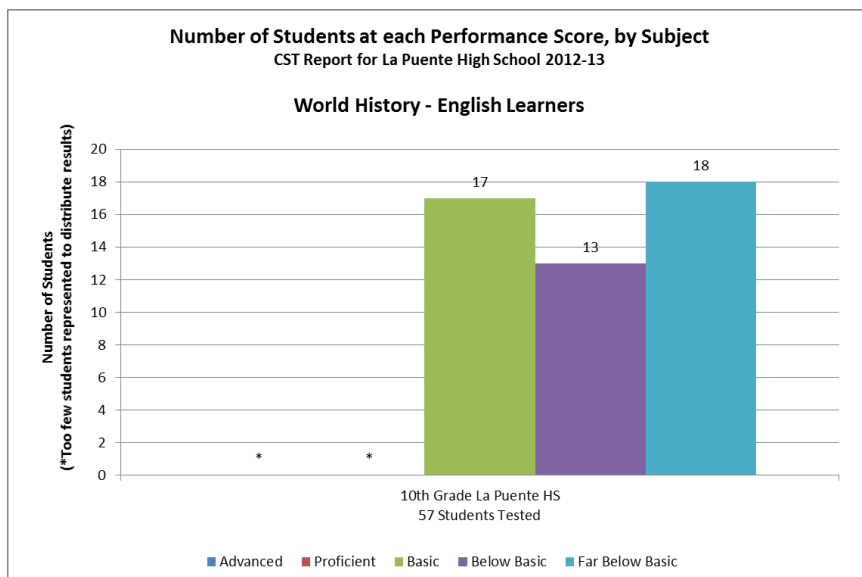


World History: 2011-12



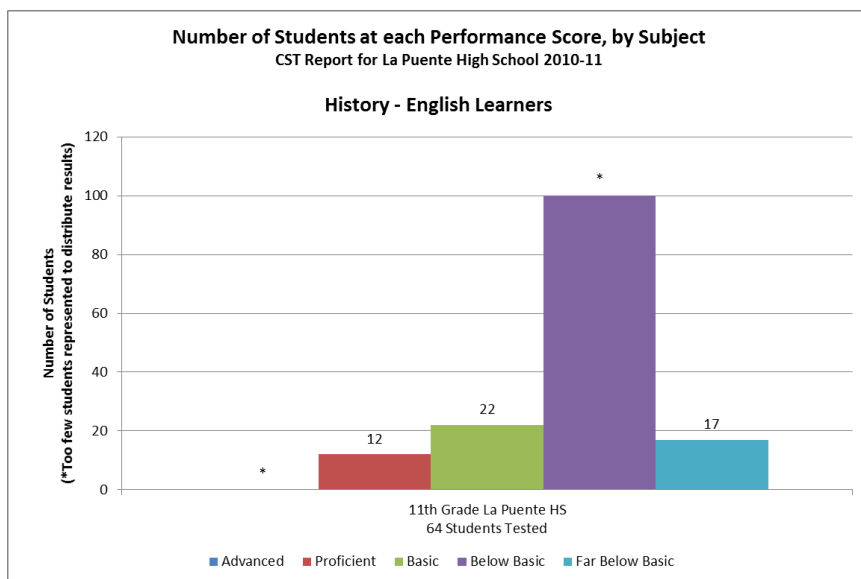
2b. CST Multi-year grade level scores of significant subpopulations by proficiency level English Learners (continued):

World History: 2012-13

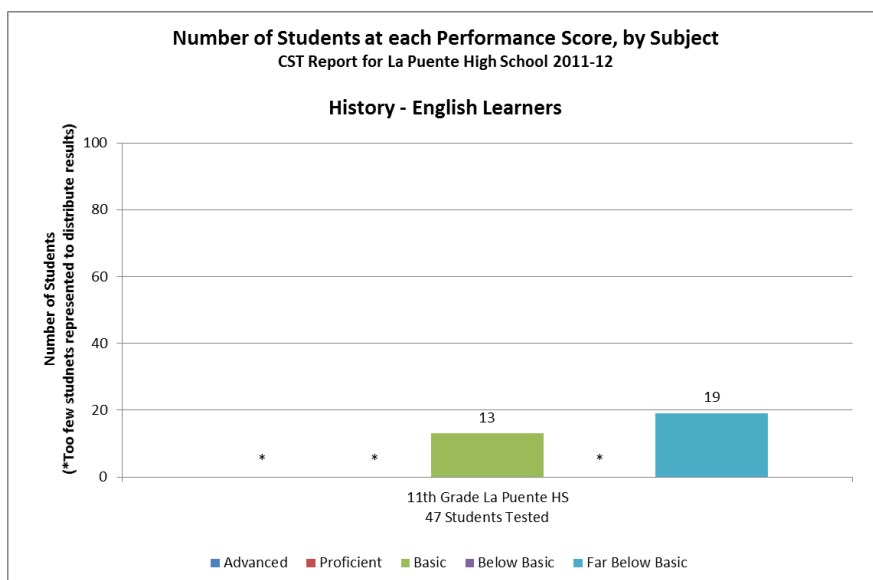


2b. CST Multi-year grade level scores of significant subpopulations by proficiency level English Learners (continued):

History: 2010-11

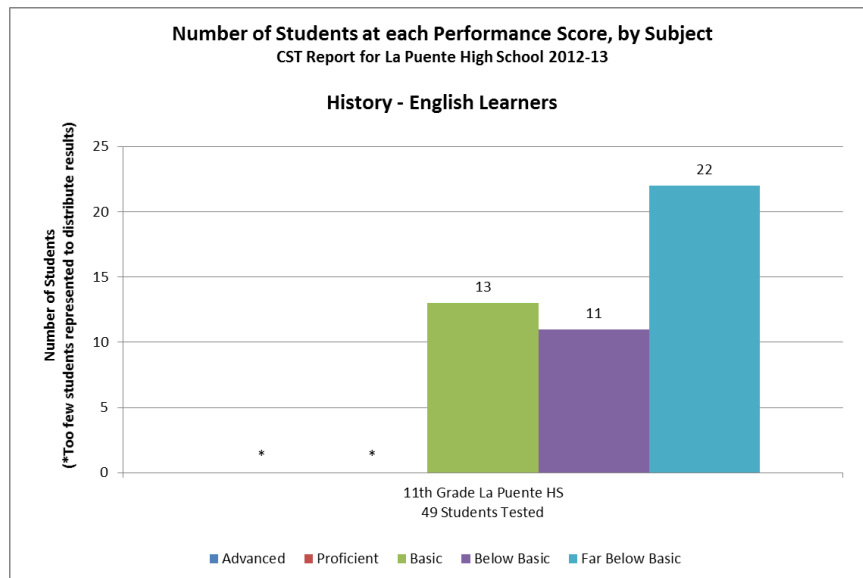


History: 2011-12



2b. CST Multi-year grade level scores of significant subpopulations by proficiency level English Learners (continued):

History: 2012-13



2b. CST Multi-year grade level scores of significant subpopulations by proficiency level Students with Disabilities:

English Language Arts: 2010-11

No scores reported to ensure student privacy

English Language Arts: 2011-12

No scores reported to ensure student privacy

English Language Arts: 2012-13

No scores reported to ensure student privacy

Algebra I: 2010-11

No scores reported to ensure student privacy

Algebra I: 2011-12

No scores reported to ensure student privacy

Algebra I: 2012-13

No scores reported to ensure student privacy

Geometry: 2010-11

No scores reported to ensure student privacy

Geometry: 2011-12

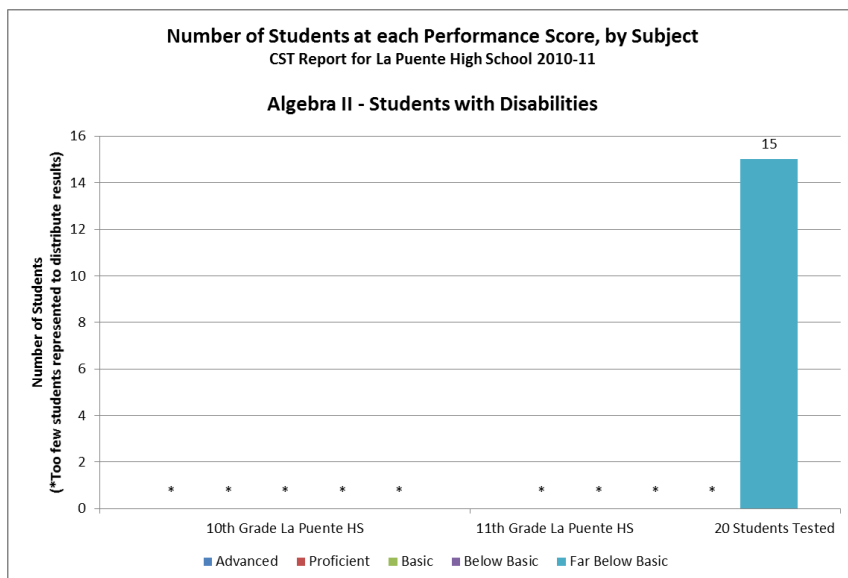
No scores reported to ensure student privacy

Geometry: 2012-13

No scores reported to ensure student privacy

2b. CST Multi-year grade level scores of significant subpopulations by proficiency level Students with Disabilities (continued):

Algebra II: 2010-11



Note: Asterisk (*) denotes number withheld or combined to protect student privacy

Algebra II: 2011-12

No scores reported to ensure student privacy

Algebra II: 2012-13

No scores reported to ensure student privacy

High School Math: 2010-11

No scores reported to ensure student privacy

High School Math: 2011-12

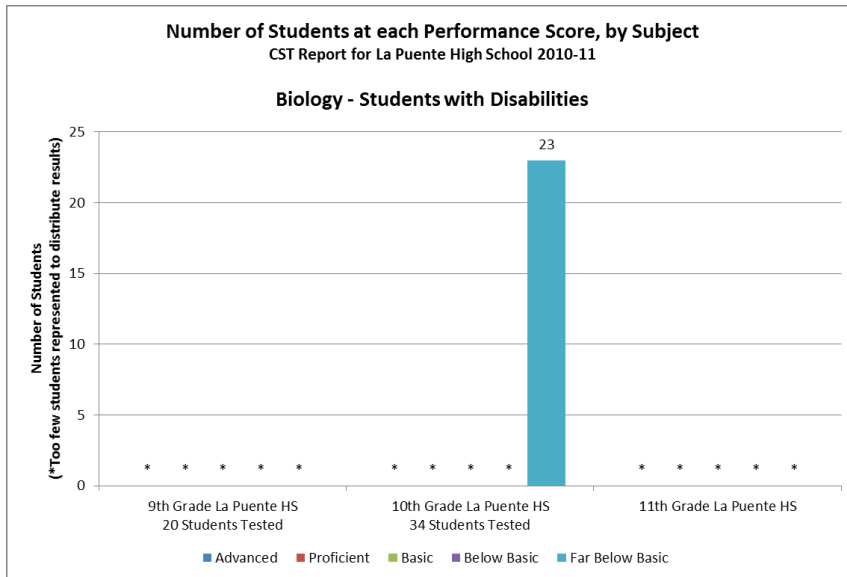
No scores reported to ensure student privacy

High School Math: 2012-13

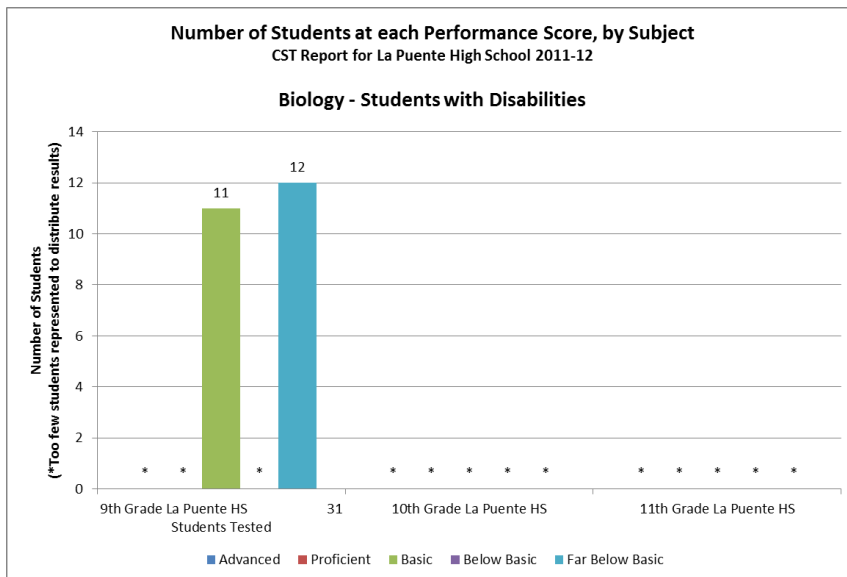
No scores reported to ensure student privacy

2b. CST Multi-year grade level scores of significant subpopulations by proficiency level Students with Disabilities (continued):

Biology: 2010-11



Biology: 2011-12



Biology: 2012-13

No scores reported to ensure student privacy

2b. CST Multi-year grade level scores of significant subpopulations by proficiency level

Students with Disabilities (continued):

Earth Science: 2011-12

No scores reported to ensure student privacy

Earth Science: 2012-13

No scores reported to ensure student privacy

Chemistry: 2010-11

No scores reported to ensure student privacy

Chemistry: 2011-12

No scores reported to ensure student privacy

Chemistry: 2012-13

No scores reported to ensure student privacy

Physics: 2010-11

No scores reported to ensure student privacy

Physics: 2011-12

No scores reported to ensure student privacy

Physics: 2012-13

No scores reported to ensure student privacy

Grade 10 Life Science: 2010-11

No scores reported to ensure student privacy

Grade 10 Life Science: 2011-12

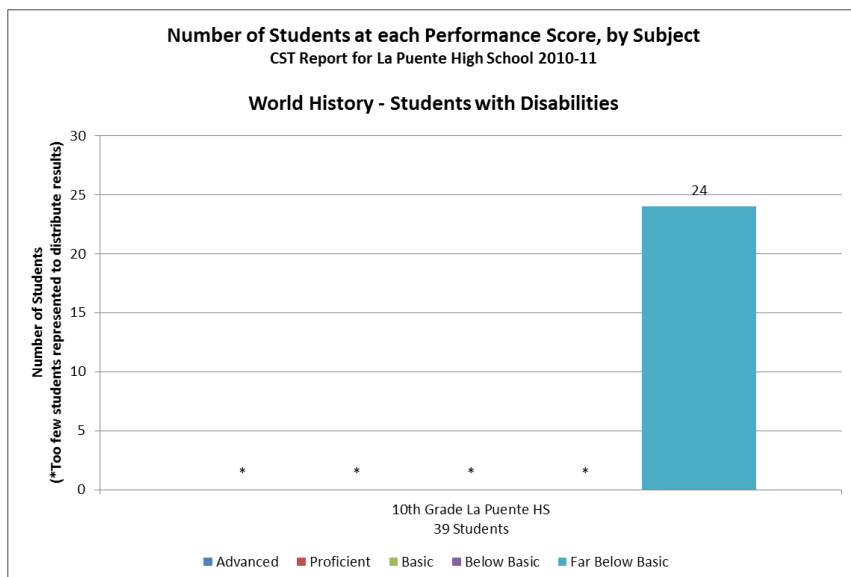
No scores reported to ensure student privacy

Grade 10 Life Science: 2012-13

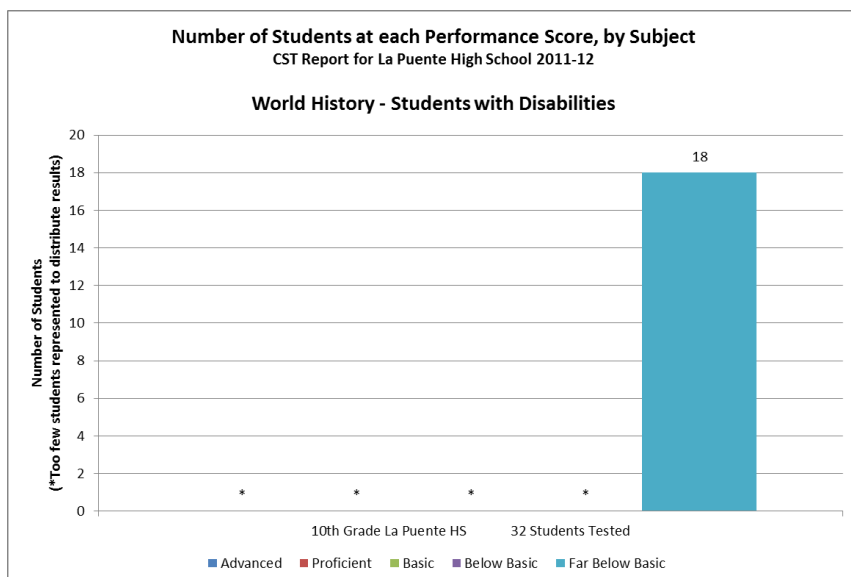
No scores reported to ensure student privacy

2b. CST Multi-year grade level scores of significant subpopulations by proficiency level Students with Disabilities (continued):

World History: 2010-11

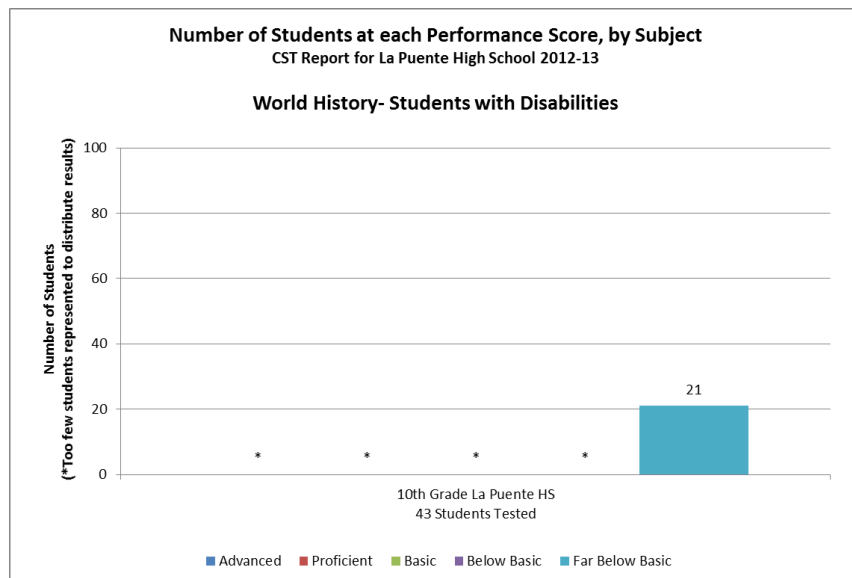


World History: 2011-12



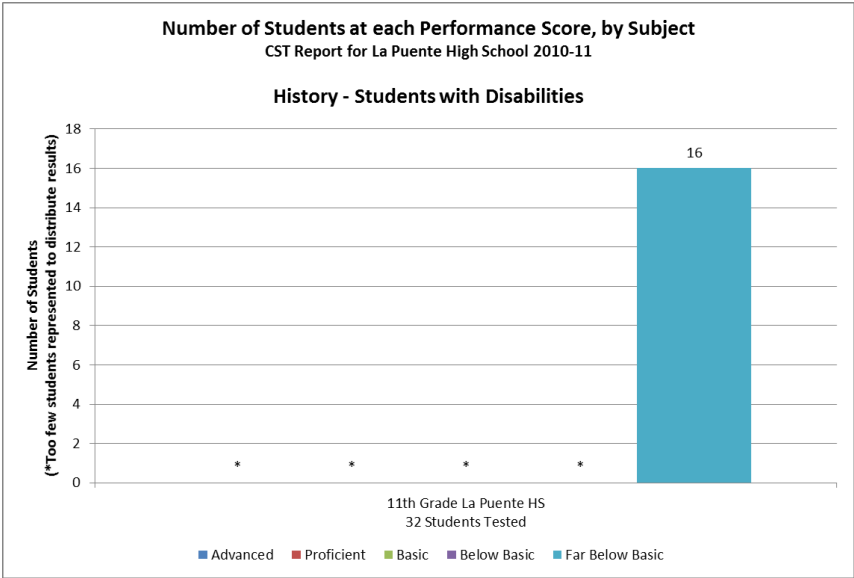
2b. CST Multi-year grade level scores of significant subpopulations by proficiency level
Students with Disabilities (continued):

World History: 2012-13

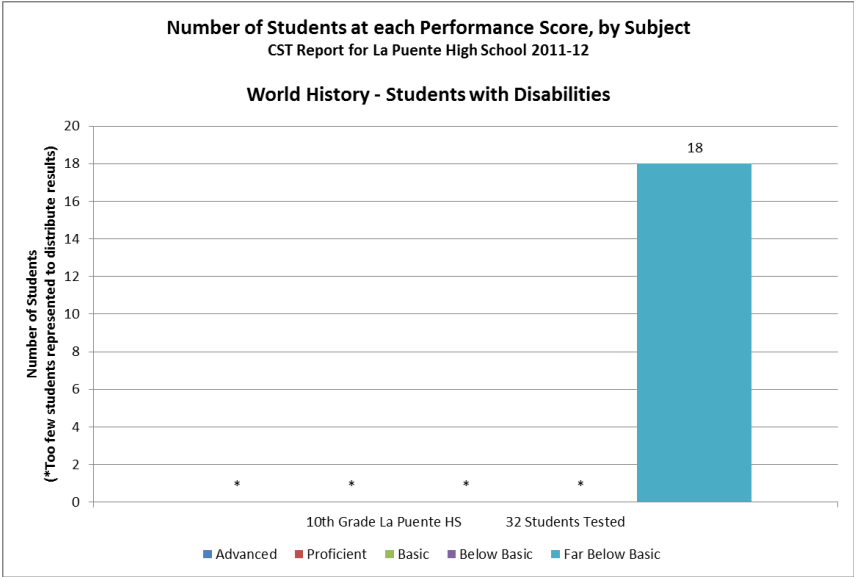


2b. CST Multi-year grade level scores of significant subpopulations by proficiency level
Students with Disabilities (continued):

History: 2010-11

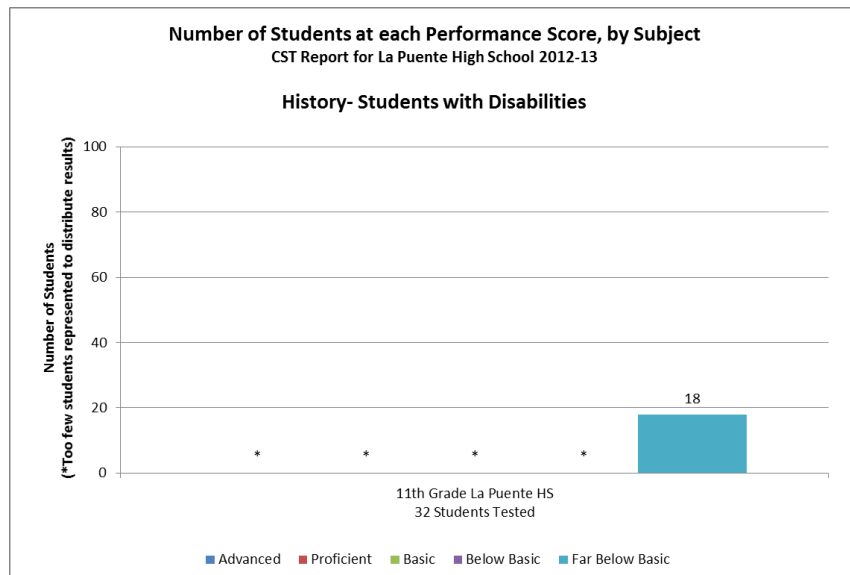


History: 2011-12



2b. CST Multi-year grade level scores of significant subpopulations by proficiency level Students with Disabilities (continued):

History: 2012-13



3. California High School Exit Exam (CAHSEE)

- a. Tenth Grade initial testing of all 10th grade students and significant subpopulation scores (passing rate and percent meeting the AYP target of 380 mean scale score)

2015 Grade 10 Initial Administration - ELA

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	% Proficient & Above**
All Students	321	267	83%	54	17%	382	54%
Latinos	302	252	83%	50	17%	382	54%
English Learners	25	10	40%	15	60%	340	4%
SES	284	238	84%	46	16%	383	54%
SWD*	27	8	30%	17	70%	336	11%

2015 Grade 10 Initial Administration - Math

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	% Proficient & Above**
All Students	325	270	83%	55	17%	383	53%
Latinos	305	253	83%	52	17%	383	52%
English Learners	27	13	48%	14	52%	348	7%
SES	288	243	84%	45	16%	384	55%
SWD*	28	8	29%	20	71%	340	4%

*Students with Disabilities receiving Special Education Services

**Calculated for 10th graders for federal Adequate Yearly Progress accountability purposes only

2014 Grade 10 Initial Administration - ELA

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	% Proficient & Above**
All Students	393	315	80%	78	20%	376	47%
Latinos	373	299	80%	74	20%	375	46%
English Learners	49	13	27%	36	73%	335	10%
SES	344	274	80%	70	20%	375	46%
SWD*	29	7	24%	22	76%	330	7%

2014 Grade 10 Initial Administration - Math

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	% Proficient & Above**
All Students	391	333	85%	58	15%	384	52%
Latinos	371	316	85%	55	15%	384	52%
English Learners	48	25	52%	23	48%	355	17%
SES	341	292	86%	49	14%	385	53%
SWD*	27	6	22%	21	78%	336	4%

*Students with Disabilities receiving Special Education Services

**Calculated for 10th graders for federal Adequate Yearly Progress accountability purposes only

2013 Grade 10 Initial Administration - ELA

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	% Proficient & Above**
All Students	409	336	82%	73	18%	377	46%
Latinos	387	316	82%	71	18%	376	46%
English Learners	55	30	55%	25	45%	352	13%
SES	335	270	81%	65	19%	377	46%
SWD*	42	14	33%	28	67%	335	7%

2013 Grade 10 Initial Administration - Math

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	% Proficient & Above**
All Students	413	326	79%	87	21%	379	46%
Latinos	391	306	78%	85	22%	378	45%
English Learners	55	28	51%	27	49%	350	5%
SES	339	271	80%	68	20%	380	47%
SWD*	4	--	--%	--	--%	--	--%

*Students with Disabilities receiving Special Education Services

**Calculated for 10th graders for federal Adequate Yearly Progress accountability purposes only

2012 Grade 10 Initial Administration - ELA

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	% Proficient & Above**
All Students	412	328	80%	84	20%	378	49%
Latinos	381	303	80%	78	20%	377	48%
English Learners	65	22	34%	43	66%	339	6%
SES	137	107	78%	30	22%	375	46%
SWD*	30	10	33%	20	67%	332	3%

2012 Grade 10 Initial Administration - Math

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	% Proficient & Above**
All Students	413	329	80%	84	20%	383	51%
Latinos	382	302	79%	80	21%	381	49%
English Learners	65	24	37%	41	63%	346	6%
SES	137	109	80%	28	20%	383	50%
SWD	30	9	30%	21	70%	337	7%

*Students with Disabilities receiving Special Education Services

**Calculated for 10th graders for federal Adequate Yearly Progress accountability purposes only

Findings & Comments for:

a. Tenth Grade initial testing of all 10th grade students and significant subpopulation scores (passing rate and percent meeting the AYP target of 380 mean scale score)

Findings:

2012-2015 ELA CAHSEE Census pass rate

- 3 percentage point net gain for all students
- 6 percentage point net gain for ELs
- 3 percentage point net loss for SWD

2012-2015 ELA CAHSEE Census proficiency rate

- 5 percentage point net gain for all students
- 2 percentage point net loss for ELs
- 8 percentage point net gain for SWD

2012-2015 Math CAHSEE Census pass rate

- 3 percentage point net gain for all students
- 11 percentage point net gain for ELs
- 1 percentage point net loss for SWD

2012-15 Math CAHSEE Census proficiency rate

- 2 percentage point net gain for all students
- 1 percentage point net gain for ELs
- 3 percentage point net loss for SWD

Staff Late Start 8/25/2014

- EL CAHSEE pass rate for ELA has been inconsistent over the 3 year period
- Proficiency rate for the time period for Math has gone up, but for ELA has not

Comments: Staff Late Start 8/25/14

- What is the cutoff for proficiency? Include (380 for proficiency)
- What is the total score?
- Why does it matter/mean? Look deeper into the data to find the level of Language comprehension (2012, 2013 was a strong year with 55%)
- Would like to see district wide and statewide data/trends for comparison
- Did CCSS play a part in the drop of ELA scores among our ELD population during 2013-2014?

b. Eleventh (11th) and twelfth (12th) grade disaggregated by significant subpopulations (the number/percent tested and percent of students passing)

2014-15 Grade 11 All Administrations - ELA

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score
All Students	101	37	36%	64	64%	342
Latinos	96	36	37%	60	63%	343
English Learners	43	10	23%	33	77%	335
SES	96	33	34%	63	66%	341
SWD*	33	6	18%	27	82%	332

*Students with Disabilities receiving Special Education Services

2014-15 Grade 11 All Administrations - Math

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score
All Students	80	27	33%	53	67%	341
Latinos	76	27	35%	49	65%	341
English Learners	29	7	24%	22	76%	336
SES	75	25	33%	50	67%	341
SWD*	34	4	11%	30	89%	331

*Students with Disabilities receiving Special Education Services

2013-14 11th Grade: All Administrations - ELA

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score
All Students	76 ^a	32	42%	41	56%	343
Latinos	74 ^a	31	44%	40	56%	343
English Learners	18 ^a	3	18%	14	82%	329
SES	62 ^a	26	43%	34	57%	343
SWD*	24 ^a	5	22%	18	78%	327

*Students with Disabilities receiving Special Education Services

^a Passing / not passing stats not reported for 1 of the 2 tests due to 10 or fewer test takers.

2013-14 11th Grade: All Administrations - Math

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score
All Students	85 ^a	32	39%	50	61%	345
Latinos	83 ^a	32	40%	48	60%	346
English Learners	20 ^a	9	47%	10	53%	347
SES	65 ^a	24	0	39	1	344
SWD*	27 ^a	3	12%	23	88%	330

*Students with Disabilities receiving Special Education Services

^a Passing / not passing stats not reported for 1 of the 2 tests due to 10 or fewer test takers.

2013-14 12th Grade: All Administrations - ELA

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score
All Students	125	33	26%	92	74%	332
Latinos	111	29	26%	82	74%	330
English Learners	71	17	24%	54	76%	335
SES	106	29	27%	77	73%	332
SWD*	33 ^a	3	9%	12	36%	314

*Students with Disabilities receiving Special Education Services

^a Passing / not passing stats not reported for 1 of the 3 test dates due to 10 or fewer test takers.

2013-14 12th Grade: All Administrations - Math

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score
All Students	103	21	20%	82	80%	338
Latinos	97	17	18%	80	82%	336
English Learners	59	14	24%	45	76%	337
SES	81	17	21%	64	79%	337
SWD*	42	3	7%	39	93%	324

*Students with Disabilities receiving Special Education Services

2012-13 11th Grade: All Administrations – ELA

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score
All Students	127	43	34%	84	66%	337
Latinos	117	40	34%	77	66%	338
English Learners	59	12	20%	47	80%	332
SES	112	40	36%	72	64%	338
SWD*	31	4	13%	25	81%	324

*Students with Disabilities receiving Special Education Services

2012-13 11th Grade: All Administrations – Math

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score
All Students	121	35	29%	86	71%	337
Latinos	116	33	28%	83	72%	338
English Learners	55	15	27%	40	73%	333
SES	108	33	31%	75%	69%	338
SWD*	40	3	8%	37	92%	323

*Students with Disabilities receiving Special Education Services

2012-13 12th Grade: All Administrations - ELA

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score
All Students	188	29	15%	159	85%	326
Latinos	180	27	15%	153	85%	325
English Learners	108	14	13%	94	86%	328
SES	122 ^a	18 ^a	15% ^a	96 ^a	57% ^a	329 ^a
SWD*	108 ^b	8	9%	83	91%	322

*Students with Disabilities receiving Special Education Services

^a Stats not reported for 1 of the 5 tests due to 10 or fewer test takers.

^b Stats not reported for one of the test administrations due to 10 or fewer test takers, or use of modifications

2012-13 12th Grade: All Administrations - Math

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score
All Students	135 ^a	37 ^a	27% ^a	93 ^a	73% ^a	338 ^a
Latinos	133 ^a	36 ^a	27% ^a	92 ^a	73% ^a	338 ^a
English Learners	67 ^b	15 ^b	30% ^b	35 ^b	70% ^b	340 ^b
SES	92 ^a	28 ^a	30% ^a	64 ^a	70% ^a	339 ^a
SWD*	73 ^c	12 ^c	16 ^c	61 ^c	84 ^c	330 ^c

*Students with Disabilities receiving Special Education Services

^a Stats not reported for 1 of the 5 tests due to 10 or fewer test takers.

^b Stats not reported for 3 of the 5 tests due to 10 or fewer test takers.

^c Stats not reported for one of the test administrations due to use of modifications

Findings & comments for:

b. Eleventh (11th) and twelfth (12th) grade disaggregated by significant subpopulations (the number/percent tested and percent of students passing)

Findings:

2012-2014 Math CAHSEE 11th Grade number passed

- net gain for all students
- net gain for ELs
- net loss for SWD

2012-14 Math CAHSEE 11th Grade number not passed

- net gain for all students
- net gain for ELs
- net loss for SWD

2012-2014 ELA CAHSEE 11th Grade number passed

- No net change for all students
- net loss for ELs
- net loss for SWD

2012-2014 ELA CAHSEE 11th Grade number not passed

- net loss for all students
- net gain for ELs
- net gain for SWD

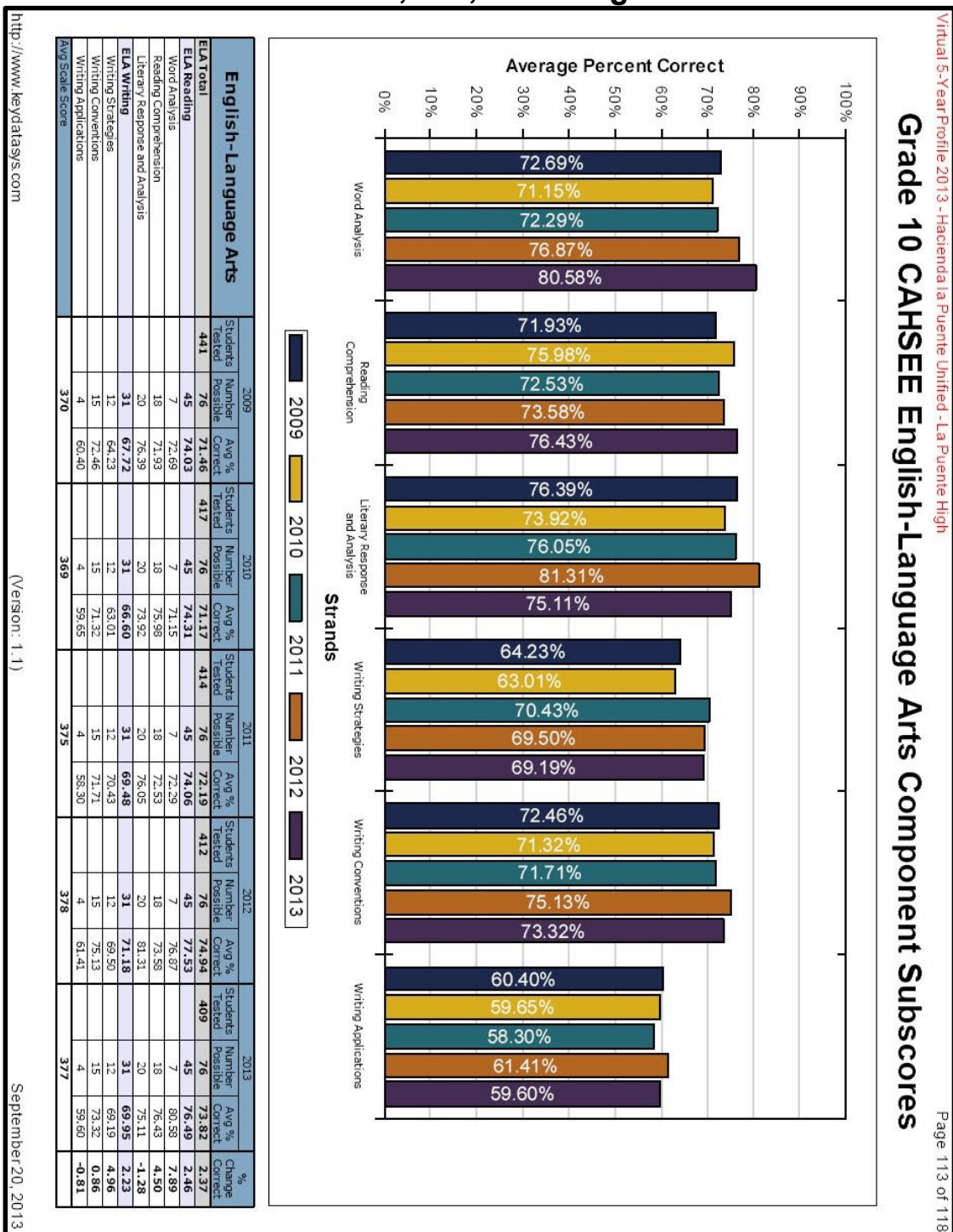
Findings: Staff Late Start 8/25/2014

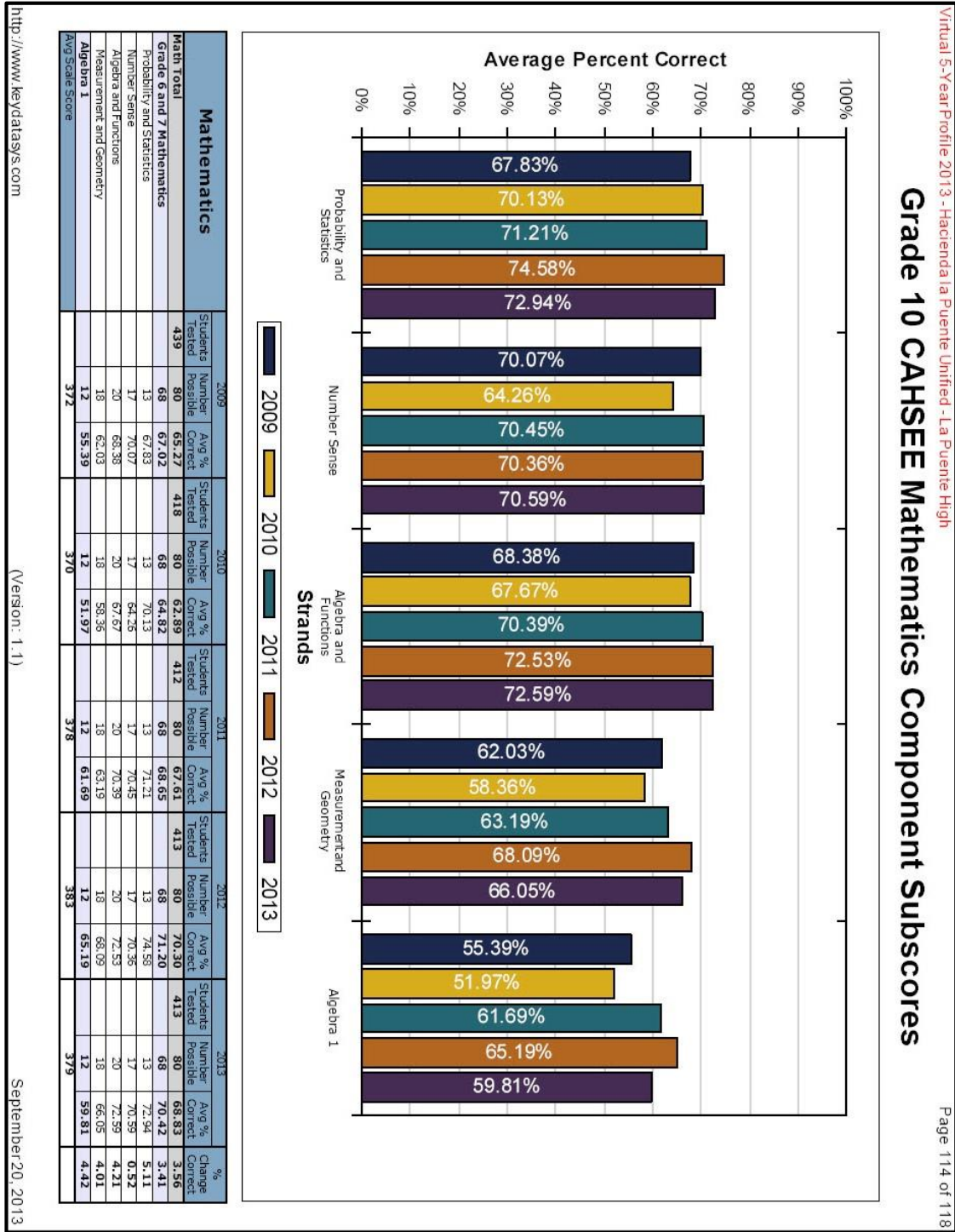
- From 2012 - 13 ELA 127 took exam, 84 did not pass; following year number of students who took recorded to be 125

Comments: Staff Late Start 8/25/2014

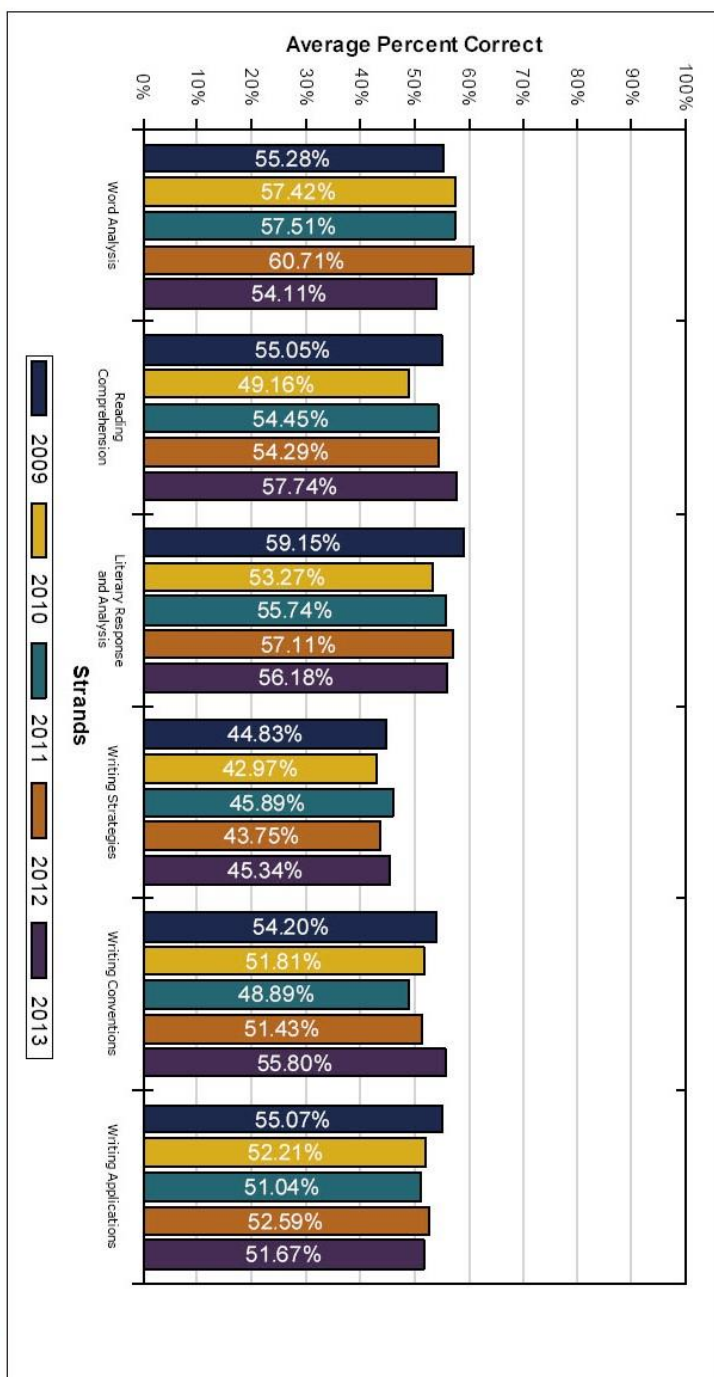
- There was an increase of 46 students from the 13 to 14 sitting, what accounts for this increase?
- It appears that there is a need to further disaggregate the data during junior year (grade 11) to identify language levels and address deficiencies to more effectively coach students in math

c. Sub-test scores for 10th, 11th, and 12th grade

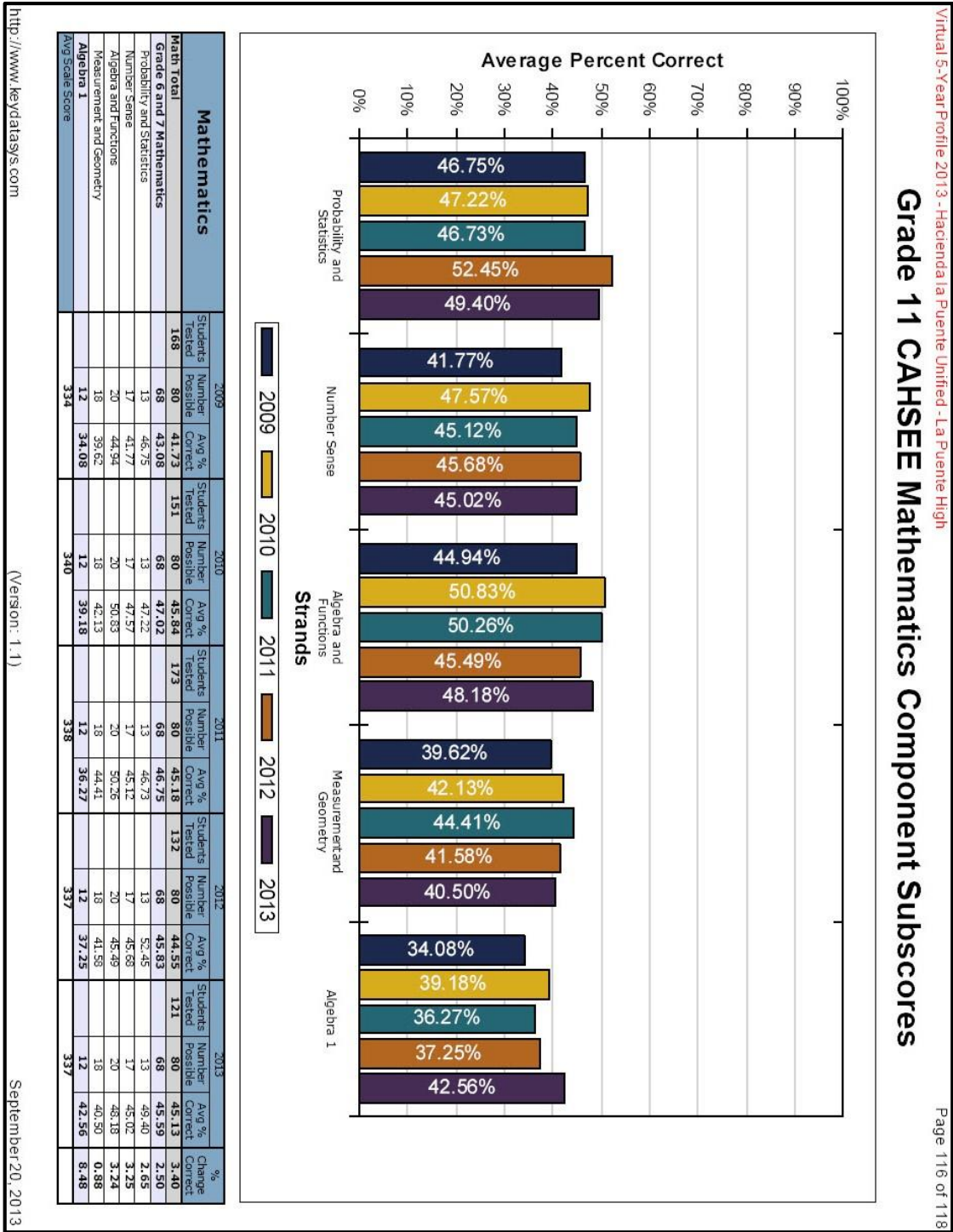




Grade 11 CAHSEE English-Language Arts Component Subscores



English - Language Arts															
	Students Tested	2009 Number Possible	Avg % Correct	Students Tested	2010 Number Possible	Avg % Correct	Students Tested	2011 Number Possible	Avg % Correct	Students Tested	2012 Number Possible	Avg % Correct	2013 Number Possible	Avg % Correct	% Change/Correct
ELA Total	153	76	54.37	153	76	50.71	156	76	52.44	140	76	53.30	76	54.34	-0.03
ELA Reading	45	45	56.91	153	45	52.27		45	55.50		45	56.54	45	56.48	-0.42
Word Analysis	7	7	55.28		7	57.42		7	57.51		7	60.71	7	54.11	-1.17
Reading Comprehension	18	18	55.05		18	49.16		18	54.45		18	54.29	18	57.74	2.70
Literary Response and Analysis	20	20	59.15		20	53.27		20	55.74		20	57.11	20	56.18	-2.97
ELA Writing	31	31	50.69		31	48.44		31	48.00		31	48.61	31	51.22	0.53
Writing Strategies	12	12	44.83		12	42.97		12	45.89		12	45.34	12	45.34	0.52
Writing Conventions	15	15	54.20		15	51.81		15	48.89		15	51.43	15	55.80	1.60
Writing Applications	4	4	55.07		4	52.21		4	51.04		4	52.59	4	51.67	-3.39
Avg Scale Score		336			334			335			335		339		



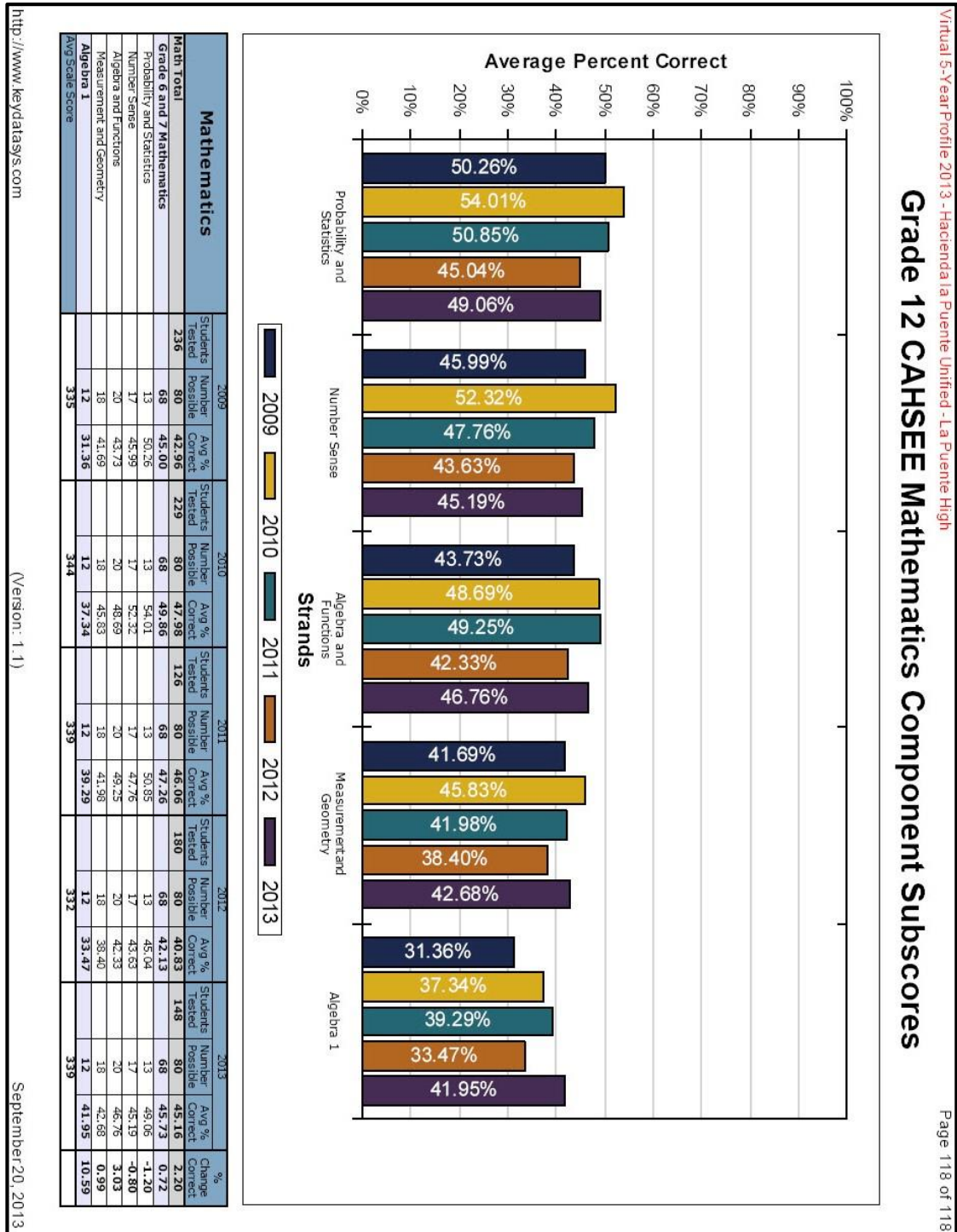
Average Percent Correct

Strand	2009	2010	2011	2012	2013
Word Analysis	50.60%	59.64%	53.06%	49.66%	52.06%
Reading Comprehension	51.38%	51.85%	49.96%	48.33%	48.16%
Literary Response and Analysis	51.34%	54.37%	50.87%	48.97%	48.88%
Writing Strategies	36.15%	36.99%	44.97%	37.75%	38.33%
Writing Conventions	51.41%	50.90%	48.89%	45.29%	47.22%
Writing Applications	50.06%	53.77%	52.48%	50.22%	49.57%

Strands

2009 2010 2011 2012 2013

English-Language Arts													
	Students Tested	Number Possible	Avg % Correct	Students Tested	Number Possible	Avg % Correct	Students Tested	Number Possible	Avg % Correct	Students Tested	Number Possible	Avg % Correct	% Change
EIA Total	201	76	48.83	189	76	50.80	126	76	49.62	76	46.45	205	-1.79
EIA Reading	45	45	51.24	45	45	54.18	45	45	48.82	45	48.82	45	-2.16
Word Analysis	7	7	50.60	7	7	59.64	7	7	53.06	7	49.66	7	52.06
Reading Comprehension	18	18	51.38	18	18	51.85	18	18	48.93	18	48.31	18	-2.42
Literary Response and Analysis	20	20	51.34	20	20	54.37	20	20	50.87	20	48.97	20	-4.88
EIA Writing	31	31	45.33	31	31	45.89	31	31	47.81	31	43.01	31	-4.08
Writing Strategies	12	12	36.15	12	12	36.99	12	12	44.97	12	37.75	12	-2.18
Writing Conventions	15	15	51.41	15	15	50.80	15	15	48.89	15	45.29	15	-4.19
Writing Applications	4	4	50.06	4	4	53.77	4	4	52.48	4	50.22	4	-4.99
Avg Scale Score	328			333			331			325			326



Findings and Comments for:**c. Sub-test scores for 10th, 11th, and 12th grade****Findings:****2012-2014 English CAHSEE Census Subscores**

ELA Reading:

- Word Analysis - 8% net gain
- Reading Comprehension – 4% net gain
- Literary Response and Analysis – 1% net loss

ELA Writing:

- Writing Strategies – 1% net loss
- Writing Conventions – nearly 2% net gain
- Writing Applications – 1% net gain

2012-2014 Math CAHSEE Census Subscores

Grade 6 and 7 Mathematics

- Probability and Statistics – nearly 2% net gain
- Number Sense – No statistical change
- Algebra and Functions – 2% net gain
- Measurement and Geometry – 3% net gain

Algebra 1

- Nearly 2% net loss

2012-2014 ELA CAHSEE 11th Grade Subscores

ELA Reading:

- Word Analysis - 3% net loss
- Reading Comprehension – 3% net gain
- Literary Response and Analysis – slight net gain

ELA Writing:

- Writing Strategies – slight net loss
- Writing Conventions – 7% net gain
- Writing Applications – slight net gain

2012-2014 Math CAHSEE 11th Grade Subscores

Grade 6 and 7 Mathematics

- Probability and Statistics – 3% net gain
- Number Sense – No statistical change
- Algebra and Functions – 2% net loss
- Measurement and Geometry – 4% net loss

Algebra 1

- 6% net gain

2012-2014 ELA CAHSEE 12th Grade Subscores

ELA Reading:

- Word Analysis - 1% net loss
- Reading Comprehension – 1% net loss
- Literary Response and Analysis – 2% net loss

ELA Writing:

- Writing Strategies – 8% net loss
- Writing Conventions – nearly 2% net loss
- Writing Applications – 3% net loss

2012-2014 Math CAHSEE 12th Grade Subscores

Grade 6 and 7 Mathematics

- Probability and Statistics – nearly 2% net loss
- Number Sense – nearly 3% net loss
- Algebra and Functions – nearly 3% net loss
- Measurement and Geometry – slight net gain

Algebra 1

- nearly 3% net gain

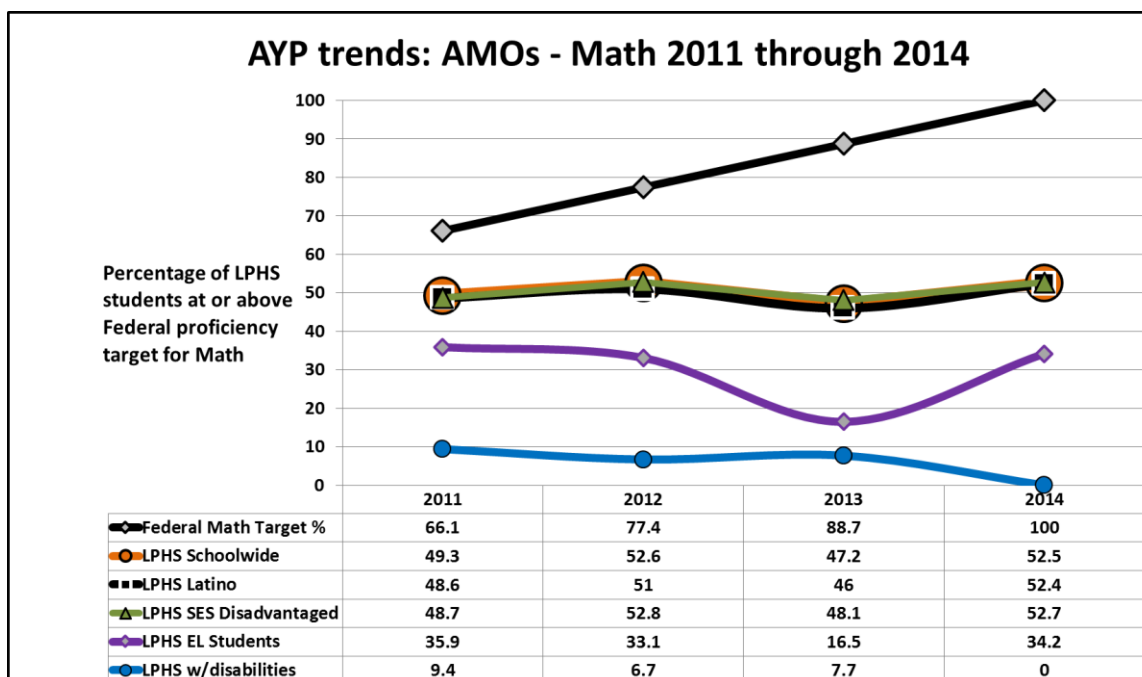
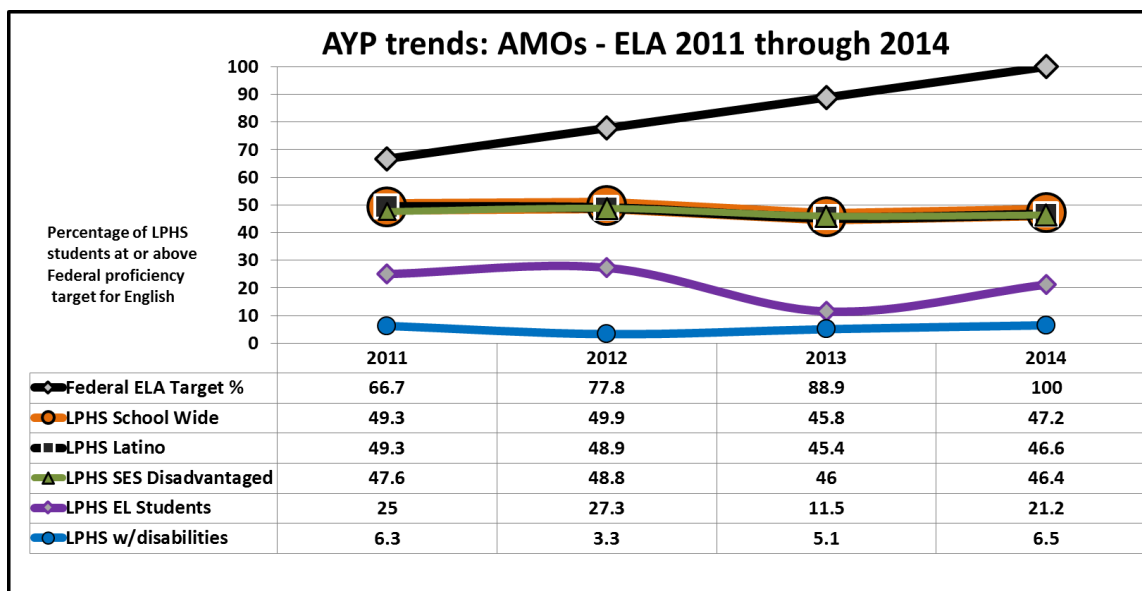
Staff Late Start 8/25/2014

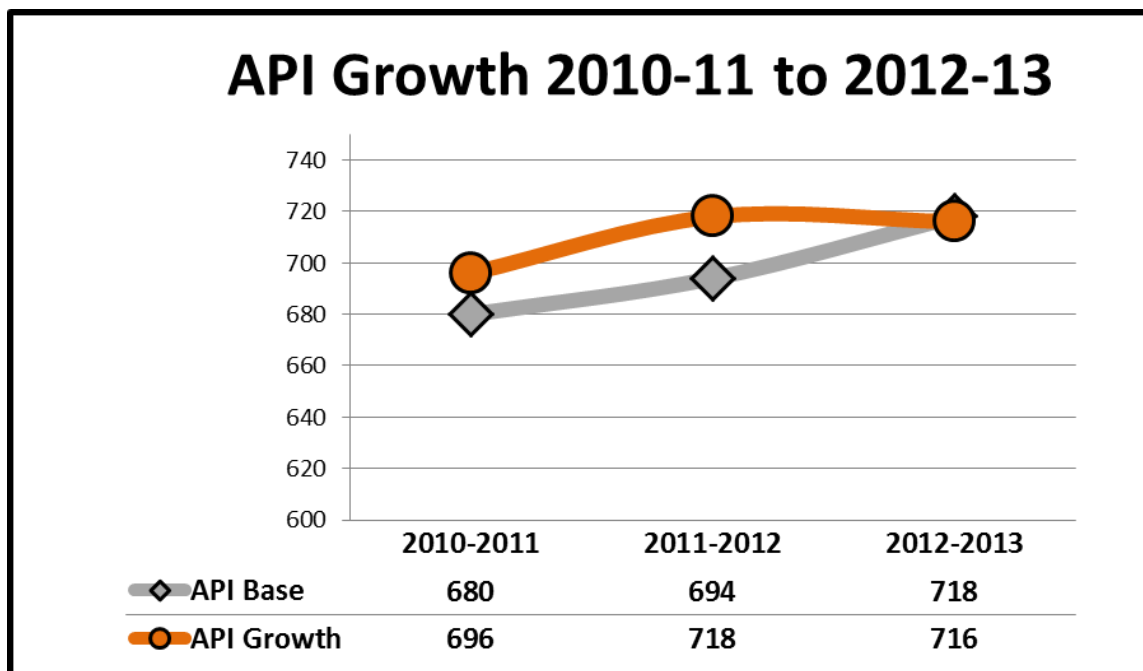
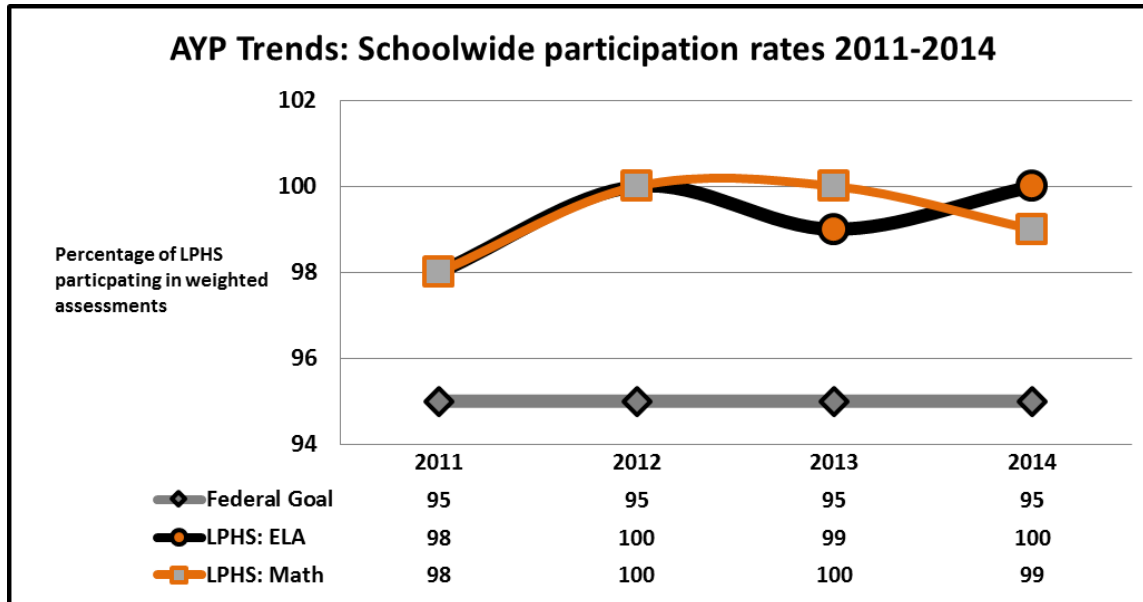
The Word Analysis sub-test grew from 72.69% in 2009 to 80.58% in 2013, the largest growth seen in all sub-tests.

- Three other sub-tests saw more modest growth from 2009 to 2013 (Reading Comprehension, Writing Strategies, and Writing Conventions).
- Two sub-tests saw modest declines from 2009 to 2013 (Literary Response and Analysis and Writing Applications).
- Of the six sub-tests, Writing Applications has consistently had a lower average percent correct than the other sub-tests

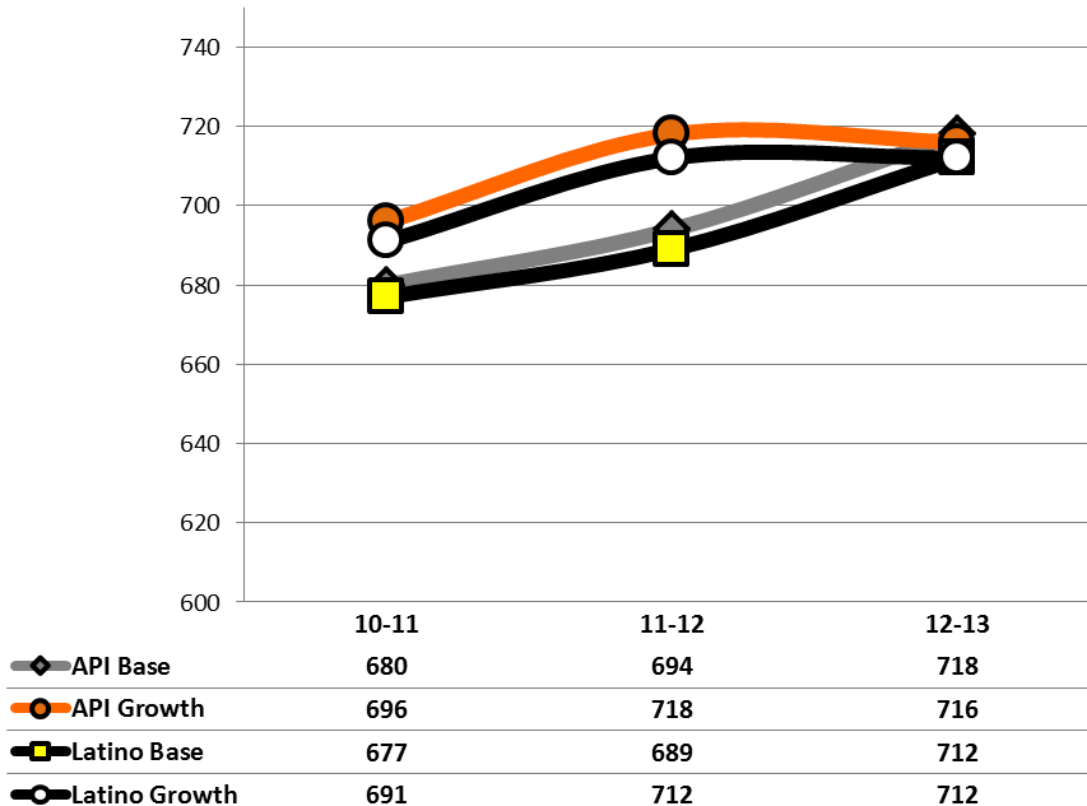
4. Adequate Yearly Progress (AYP):

Show data for all students and numerically significant subgroups: annual measurable objectives (AMOs), participation rate, API, and graduation rate.

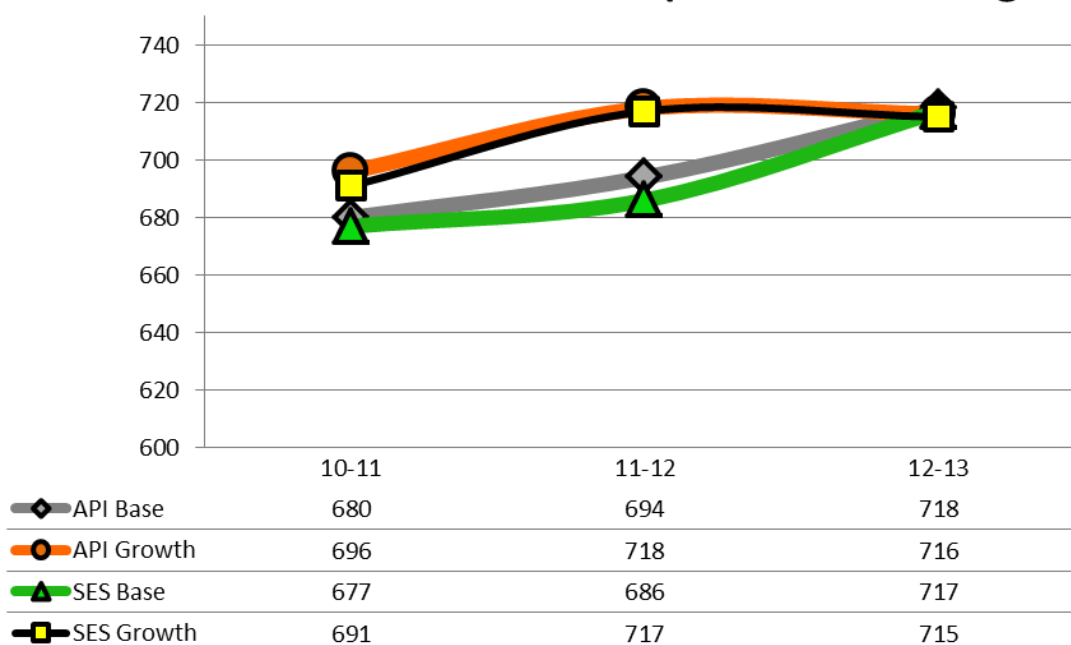




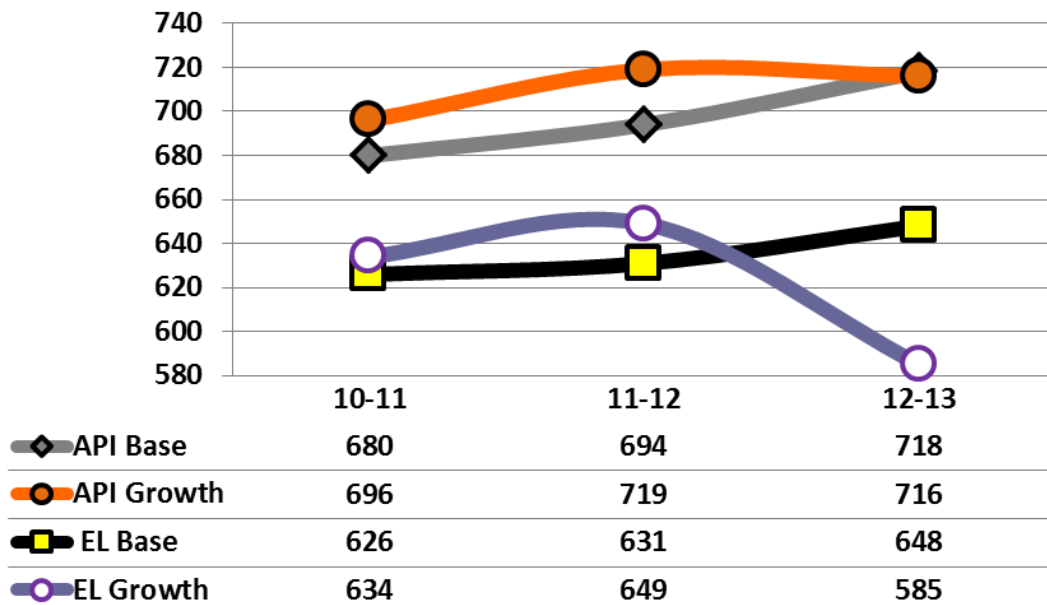
API Growth 2010-11 to 2012-13: Latinos



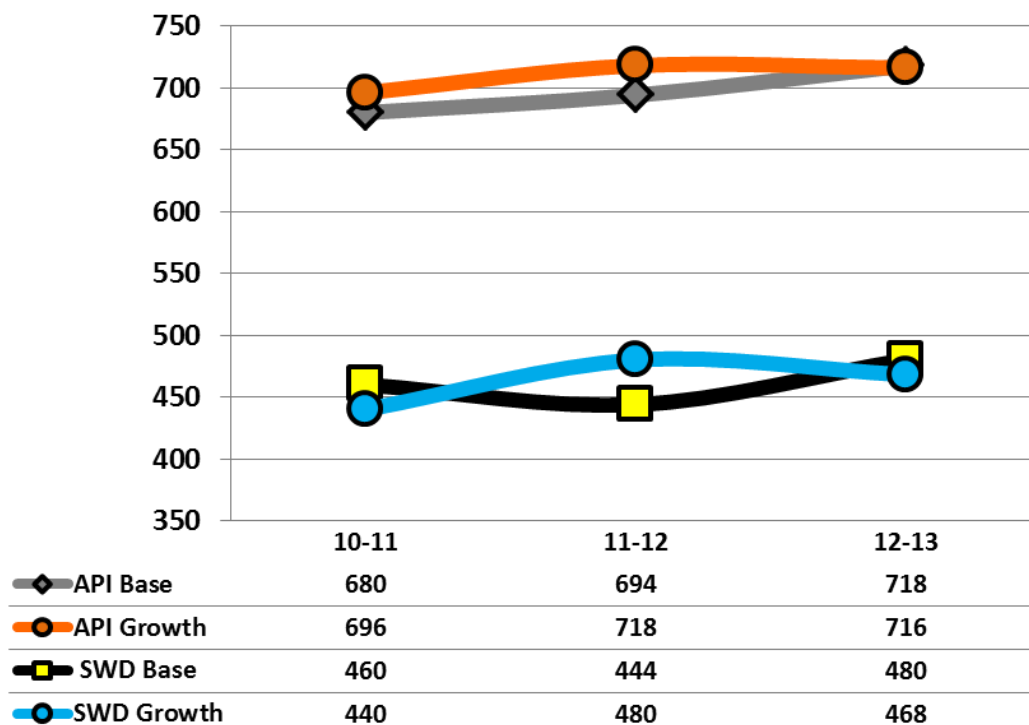
API Growth 2010-10 - 2012-13 (SES Disadvantaged)



API Growth: 2010-11 to 2012-13 (EL)

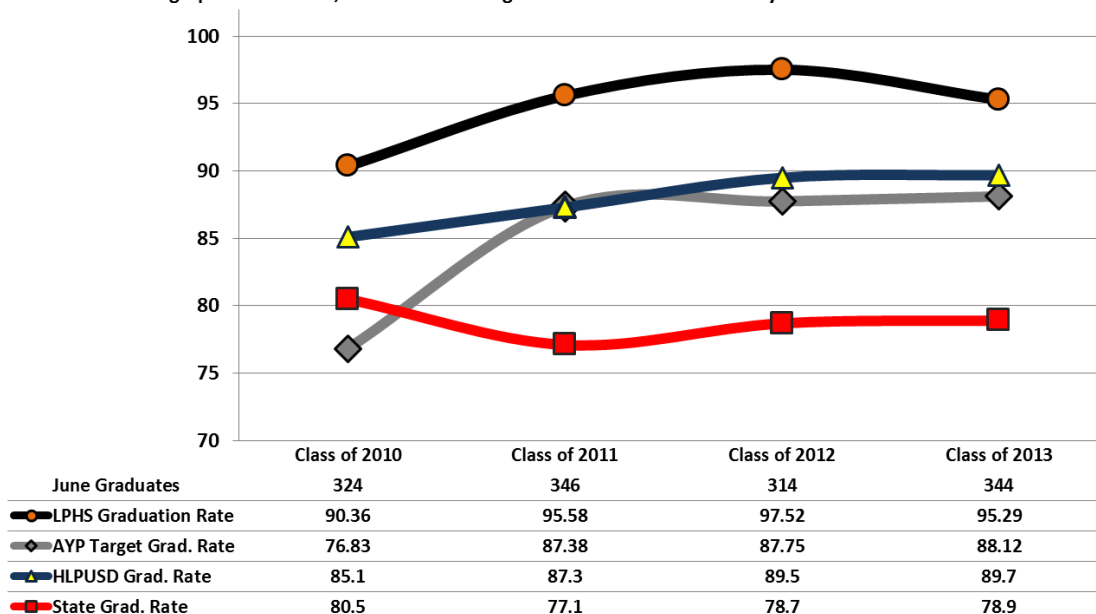


API Growth 2010-11 to 2012-2013 (SWD)



AYP Trends: Schoolwide Graduation Rate 2010 to 2013

At the time this graph was charted, the Class of 2014 graduation rate data had not yet been released.



Comments and Findings for:

4. Adequate Yearly Progress (AYP):

Show data for all students and numerically significant subgroups: annual measurable objectives (AMOs), participation rate, API, and graduation rate.

Findings: Staff Late Start 8/25/14

AYP Trends AMOs – ELA 2011-13

- There is a significant gap between the federal ELA proficiency target and our subgroups.
- Latinos – 4% loss compared to 2011. 43% below federal target
- ELs – nearly 14% loss compared to 2011. 77% below federal target.
- SWDs – 1% loss compared to 2011. 83% below federal target.
- ELA - From 2011-2013, there was 13.5% drop in EL students' Proficient (or above) in ELA while school-wide performance dropped less than 4%; other subgroups (SES, disadvantaged, and students with disabilities) mirrored school-wide performance.

AYP Trends AMOs – Math 2011-13

- There is a significant gap between the federal ELA proficiency target and our subgroups.
- Latinos – 2% loss compared to 2011. 43% below federal target
- ELs – 19% loss compared to 2011. 72% below federal target
- SWDs – 2% loss compared to 2011. 81% below federal target
- Math gains were made on the average of 3 points between 2011 and 2012. EL and Students with Disabilities (SwD) dropped about 3 points. However, from 2012-2013, most groups dropped 5 points. SwD gained a point. EL students dropped 50% drastically - from 33.1% to 16.5%

Comments: Staff Late Start 8/25/14

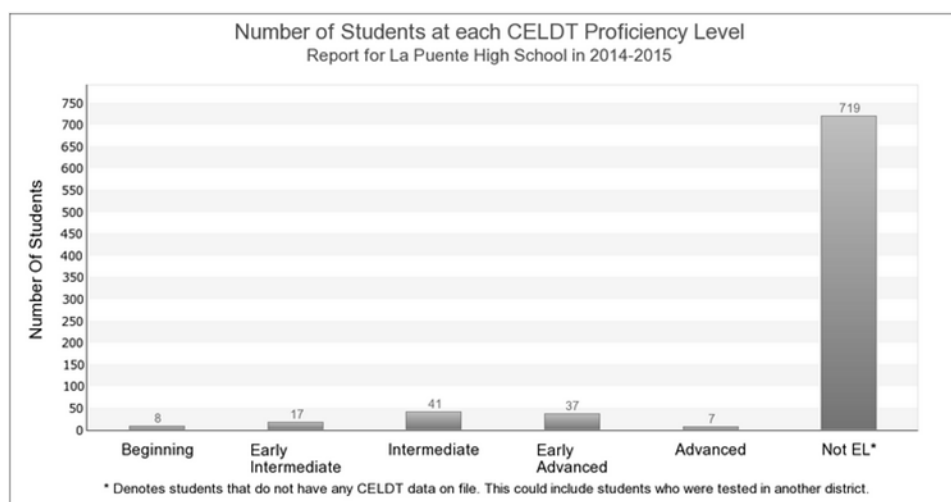
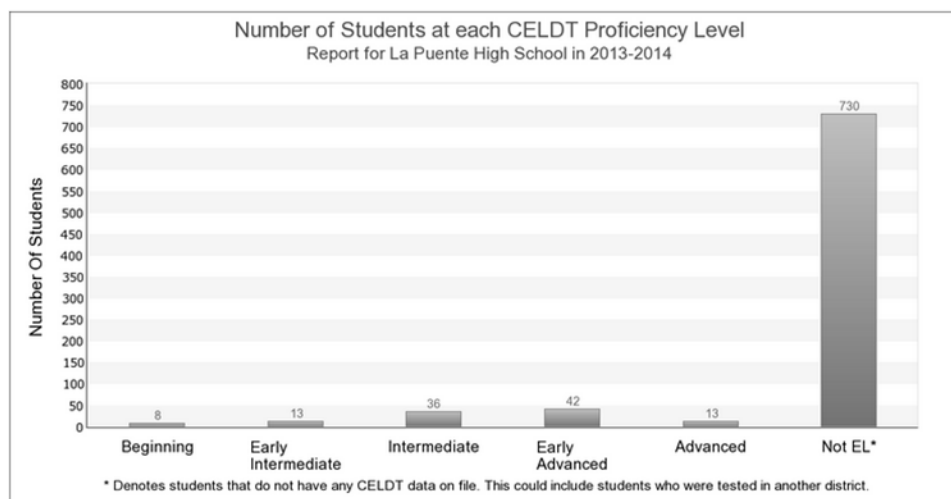
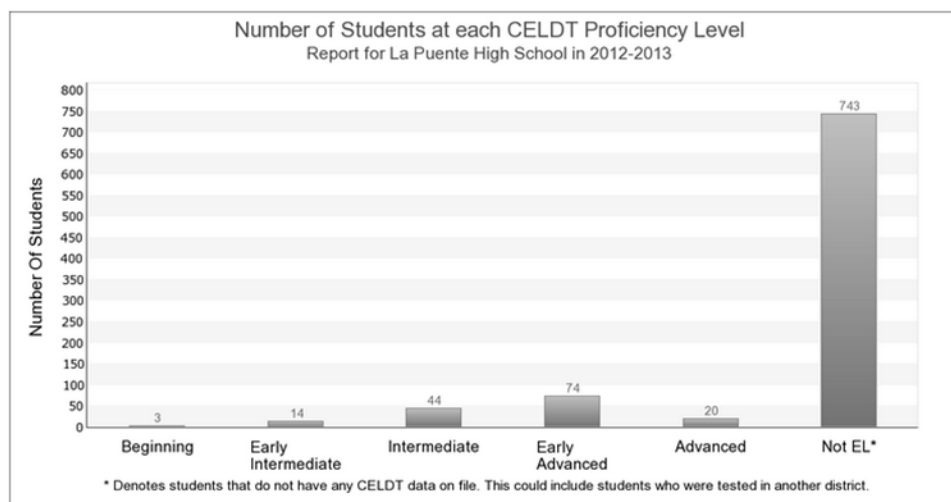
Staff and Program change- consistency changed.

Classification and sections of EL/SDAIE courses changed - separate to integrated also reduced direct support for EL students.

Redesignation of EL student status changed - some EL students who are SpEd got redesignated based on disability vs. actual level.

5. California English Language Development Test

(CELDT) assessment results number and percent of students at each proficiency level.



Source: OARS

5. California English Language Development Test (continued)

(CELDT) assessment results number and percent of students at each proficiency level.

English Learner Progress

The matrix below shows CELDT results for a cohort of students that have been enrolled in the district for at least two years, and that have CELDT results on file for both the 2010-2011 and 2011-2012 school years. The leftmost column of the report displays the distribution of CELDT scores for the 2010-2011 school year. The rest of the report shows what CELDT level was achieved for the same students in the 2011-2012 school year. The green area of the matrix indicates students that met the AMAO1 goal for 2011-2012.

2010-2011		2011-2012						
		Beginning	Early Int.	Intermediate	Early Adv. (NEP)	Advanced (NEP)	Early Adv. (EP)	Advanced (EP)
Beginning	n=15	4	9	1	1	0	0	0
Early Int.	n=35	0	14	17	3	0	1	0
Intermediate	n=99	0	8	45	12	0	29	5
Early Adv. (NEP)	n=20	0	1	14	5	0	0	0
Advanced (NEP)	n=2	0	0	2	0	0	0	0
Early Adv. (EP)	n=47	0	0	0	0	0	34	13
Advanced (EP)	n=17	0	0	0	0	0	8	9

NEP = Not English Proficient, EP = English Proficient

The matrix below shows CELDT results for a cohort of students that have been enrolled in the district for at least two years, and that have CELDT results on file for both the 2011-2012 and 2012-2013 school years. The leftmost column of the report displays the distribution of CELDT scores for the 2011-2012 school year. The rest of the report shows what CELDT level was achieved for the same students in the 2012-2013 school year. The green area of the matrix indicates students that met the AMAO1 goal for 2012-2013.

2011-2012		2012-2013						
		Beginning	Early Int.	Intermediate	Early Adv. (NEP)	Advanced (NEP)	Early Adv. (EP)	Advanced (EP)
Beginning	n=9	6	3	0	0	0	0	0
Early Int.	n=33	4	14	12	0	0	3	0
Intermediate	n=76	4	7	33	2	0	29	1
Early Adv. (NEP)	n=21	0	0	16	5	0	0	0
Advanced (NEP)	n=2	0	0	2	0	0	0	0
Early Adv. (EP)	n=47	0	0	0	0	0	38	9
Advanced (EP)	n=15	0	0	0	0	0	4	11

NEP = Not English Proficient, EP = English Proficient

The matrix below shows CELDT results for a cohort of students that have been enrolled in the district for at least two years, and that have CELDT results on file for both the 2012-2013 and 2013-2014 school years. The leftmost column of the report displays the distribution of CELDT scores for the 2012-2013 school year. The rest of the report shows what CELDT level was achieved for the same students in the 2013-2014 school year. The green area of the matrix indicates students that met the AMAO1 goal for 2013-2014.

2012-2013		2013-2014						
		Beginning	Early Int.	Intermediate	Early Adv. (NEP)	Advanced (NEP)	Early Adv. (EP)	Advanced (EP)
Beginning	n=15	5	6	4	0	0	0	0
Early Int.	n=17	1	7	7	0	0	2	0
Intermediate	n=53	0	2	26	2	0	22	1
Early Adv. (NEP)	n=8	0	0	7	1	0	0	0
Advanced (NEP)	n=0	0	0	0	0	0	0	0
Early Adv. (EP)	n=26	0	0	0	0	0	19	7
Advanced (EP)	n=12	0	0	0	0	0	3	9

NEP = Not English Proficient, EP = English Proficient

The matrix below shows CELDT results for a cohort of students that have been enrolled in the district for at least two years, and that have CELDT results on file for both the 2013-2014 and 2014-2015 school years. The leftmost column of the report displays the distribution of CELDT scores for the 2013-2014 school year. The rest of the report shows what CELDT level was achieved for the same students in the 2014-2015 school year. The green area of the matrix indicates students that met the AMAO1 goal for 2014-2015.

2013-2014		2014-2015						
		Beginning	Early Int.	Intermediate	Early Adv. (NEP)	Advanced (NEP)	Early Adv. (EP)	Advanced (EP)
Beginning	n=18	11	4	3	0	0	0	0
Early Int.	n=19	1	7	10	0	0	1	0
Intermediate	n=38	0	3	23	0	0	12	0
Early Adv. (NEP)	n=12	1	0	9	2	0	0	0
Advanced (NEP)	n=0	0	0	0	0	0	0	0
Early Adv. (EP)	n=20	0	0	0	0	0	14	6
Advanced (EP)	n=7	0	0	0	0	0	3	4

NEP = Not English Proficient, EP = English Proficient

Findings & Comments for:**5. California English Language Development Test****(CELDT) assessment results number and percent of students at each proficiency level.**

Findings: Staff Late Start 8/25/2014

Bulk of students other than Not-EL are in the intermediate to Early Advanced level. There were only 49 and 59 students respectively compared to the 821 Not EL for 2012-2013 The numbers of each group except the entire Not-EL population have all increased

Revised data shows a more accurate break down of CELDT proficiencies The data shows from one year to the next, students have moved up a proficiency band

Comments: Staff Late Start 8/25/2014

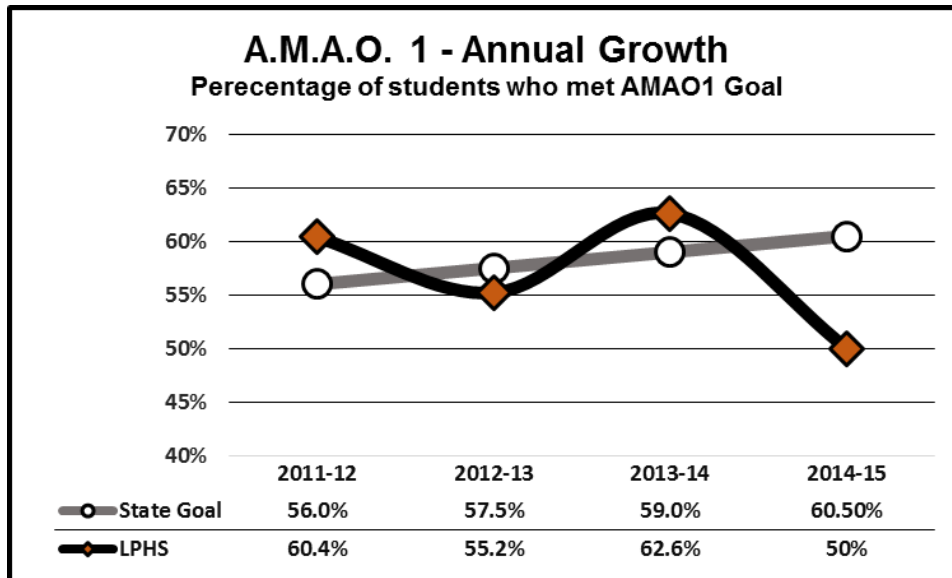
The 821 also states that there are students have no CELDT data listed. Another chart shows almost $\frac{2}{3}$ of the student body was EL at some point or speak another language other than English. If this is the case, what are the actual numbers? Why is the CELDT data not in? Are there entry or technical errors Cannot get an actual idea of what has been occurring for the last few years.

However, current data does not show the actual amount of students assessed. Roughly 10% of the school was identified as ELL (not re-classified), that would mean about 140 students, but some students are still not represented in the data.

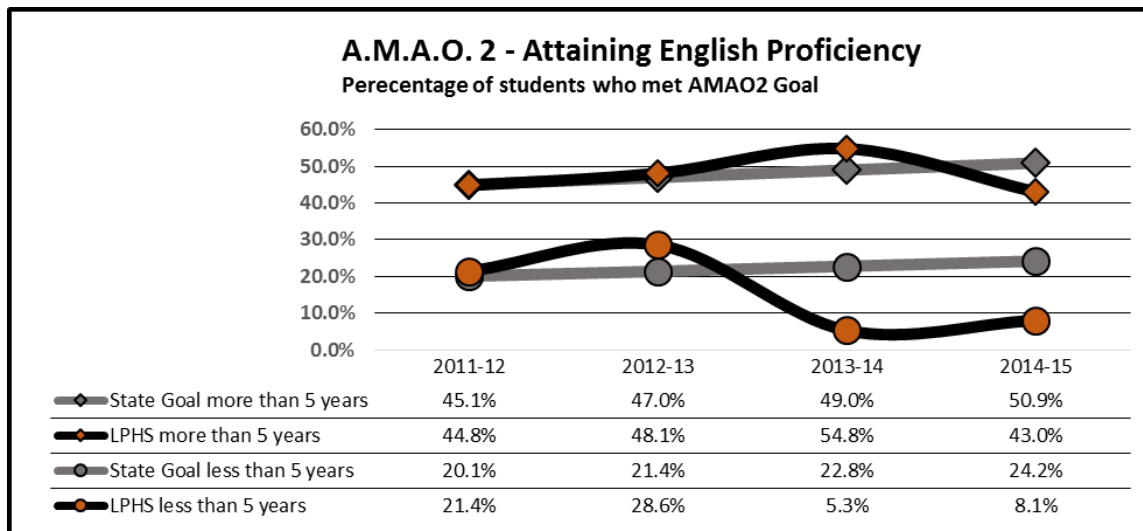
6. Title III Accountability Report

This is based on three Annual Measurable Academic Objectives (AMAOs). **Note:** An AMAO is a performance objective, or target, that Title III sub-grantees must meet each year for their EL populations. The AMAOs are based on the results of CELDT. Long Term English Learners (LTELs) are included in this data

AMAO 1 - Percentage of ELs Making Annual Progress in Learning English



AMAO 2 - Percentage of ELs Attaining the English Proficient Level on the CELDT



Findings: Staff Late Start 8/25/14

1. In the 2010-2011 to the 2011-2012 School Year, the percentage of the students who met the AMAO increased from 45.5% to 60.6%.
2. In the 2011-2012 to the 2012-2013 School Year, the percentage of the students who met the AMAO fell from 60.6% to 55.1%.
3. The above percentages are still below the district's percentage of students meeting the AMAO.
4. Looking at the AYP AMAO information chart, (AMAO 3), our EL students met the Proficient or Above percentile in 2010-2011, but not in the 2011-2012 nor in the 2012-2013 years.

Comments: Staff Late Start 8/25/14

1. The EL Dept. chair was also the head of the Multilingual Academy and had 20 + years of experience, working with EL students, gave support to the EL students and had a program in place until retiring at the end of the 2011-12 school year.
2. Revolving door in the ELD position may have led to a lack of stability to the program.
3. The dissolution of the Multilingual Academy means no extra support to the EL students.

7. Local assessments

[e.g., end of course examinations, district benchmark assessments, and writing assessments; results of the diagnostic assessments indicating number of students reading at or below the 6th grade level and performing below the 7th grade level in math; formative curriculum-embedded assessments; results of the Academic Program survey (APS)].

Results of local assessments are maintained in the Administration offices.

8. College Scholastic Assessment Test

(SAT) and/or ACT results, including numbers of students taking the exams and percentage approved for the California State University (CSU) Early Assessment Program (EAP).

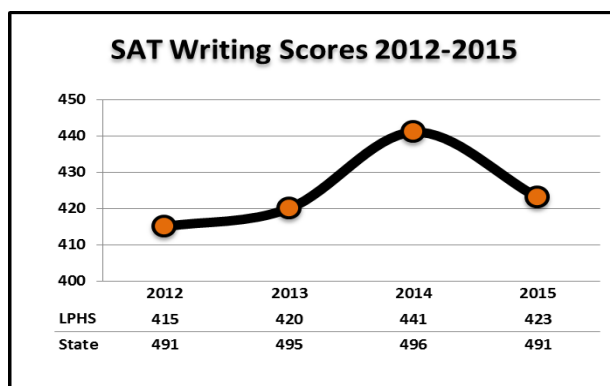
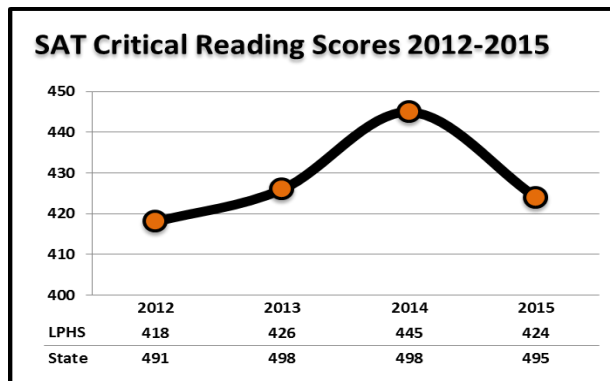
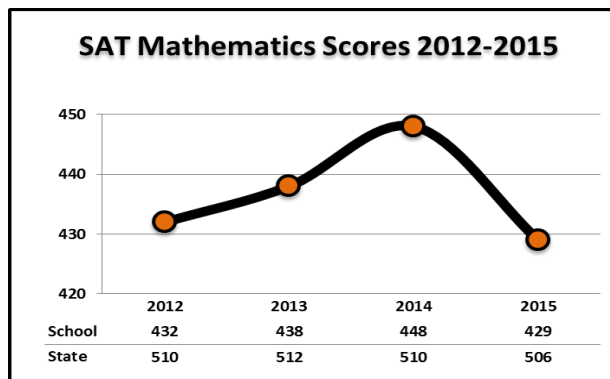
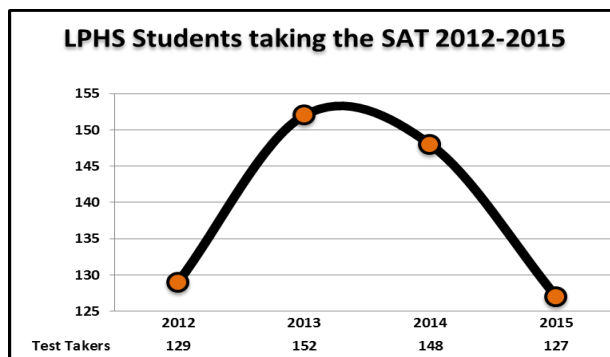
SAT Results

SAT Testing: 2012-15		
Year	Test Takers	
Year	School	State
2012	129	194,191
2013	152	234,767
2014	148	236,923
2015	127	241,552

SAT Testing: 2012-15		
Year	Mathematics	
Year	School	State
2012	432	510
2013	438	512
2014	448	510
2015	429	506

SAT Testing: 2012-15		
Year	Critical Reading	
Year	School	State
2012	418	491
2013	426	498
2014	445	498
2015	424	495

SAT Testing: 2012-15		
Year	Writing	
Year	School	State
2012	415	491
2013	420	495
2014	441	496
2015	423	491

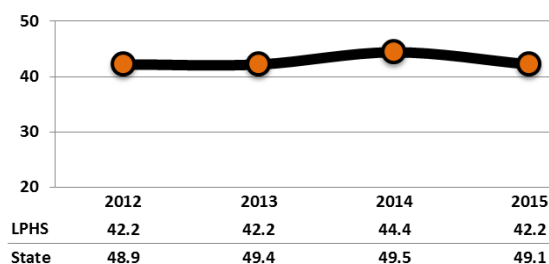


SAT Results (Continued)

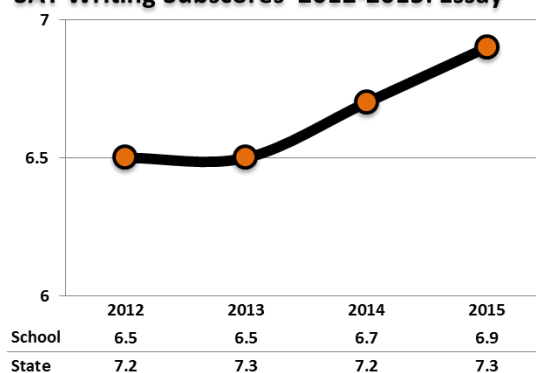
SAT Testing: 2012-15		
Writing Sub-scores		
Year	Multiple Choice	
Year	School	State
2012	42.2	48.9
2013	42.2	49.4
2014	44.4	49.5
2015	42.2	49.1

SAT Testing: 2012-15		
Writing Sub-scores		
Year	Essay	
Year	School	State
2012	6.5	7.2
2013	6.5	7.3
2014	6.7	7.2
2015	6.9	7.3

**SAT Writing Subscores 2012-2015:
Multiple Choice**



SAT Writing Subscores 2012-2015: Essay



Findings: Staff Late Start 8/25/2014

Percent of students testing dropped from 34.03 to 32.71

Critical Reading increased from 427-437

Math- increase 442-446

Writing average has gone down from 432-427

Total number of students tested dropped from 130-122

In all areas, we continue to be below county and statewide averages

Scores increased for critical reading and math from 2010-11 to 2012-13

Comments:

LPHS students have performed below the level of their peers across the state, but are closing performance gaps in most areas. Scores in all areas fluctuated. However, overall between the years 2012 and 2015:

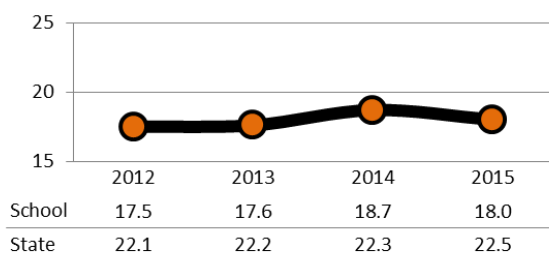
- LPHS students taking the SAT lost 3 points in Mathematics while their peers lost 4 points. LPHS student narrowed the Mathematics performance gap with their peers by 1 point.
- LPHS students' scores in Critical Reading increased by 6 points at a time when their peers lost 6 points. LPHS students narrowed the Critical Reasoning performance gap with their peers by 2 points.
- LPHS students' Writing test scores increased by 8 points at a time when their peers' scores remained flat. LPHS students narrowed the Writing test gap with their peers by 8 points.
- LPHS students' writing sub-scores showed mixed results:
 - Multiple choice: LPHS students' scores remained flat growth vs. 0.2 points growth. This represents a widening of the performance gap of 0.4 points
 - Essay: LPHS students' scores grew by 0.4 points growth vs. 0.1 points growth. This represents a narrowing of the performance gap of 0.3 points.

ACT Results

ACT Composite Scores 2012 – 2014

Year	Total Tested		Composite	
	School	State	School	State
2012	116	103,024	17.5	22.1
2013	142	107,243	17.6	22.2
2014	115	113,732	18.7	22.3
2015	107	121,815	18.0	22.5

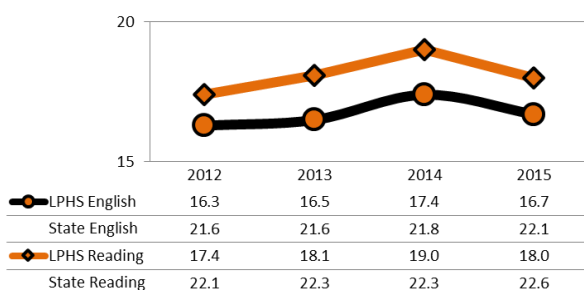
Composite ACT Scores 2012 - 2014



ACT English & Reading Scores 2012 – 2014

Year	English		Reading	
	School	State	School	State
2012	16.3	21.6	17.4	22.1
2013	16.5	21.6	18.1	22.3
2014	17.4	21.8	19.0	22.3
2015	16.7	22.1	18.0	22.6

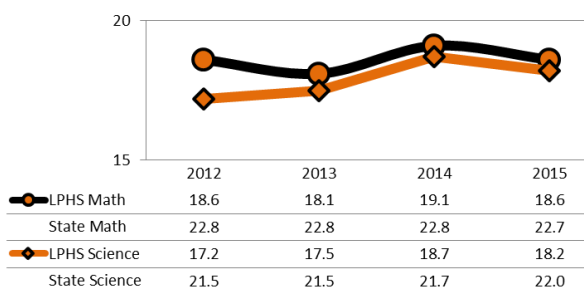
English & Reading ACT Scores 2012 - 2014



ACT Math & Science Scores 2012 – 2014

Year	Mathematics		Science	
	School	State	School	State
2012	18.6	22.8	17.2	21.5
2013	18.1	22.8	17.5	21.5
2014	19.1	22.8	18.7	21.7
2015	18.6	22.7	18.2	22.0

Math & Science ACT Scores 2012 - 2014



ACT Trends:

Findings and Comments

As with the SAT, LPHS students have performed below the level of their peers across the state. However As with SAT scores, LPHS students are closing most of the performance gaps. During the 2012 – 2015 testing years:

- LPHS students' Composite scores have fluctuated slightly, but have shown a net improvement of 0.5 points at a time when their peers' scores improved by 0.4 points. This represents a narrowing of the gap of 0.1 point.
- LPHS students' English scores have improved by 0.4 points while their peers' scores have improved by 0.5 points. The performance gap between LPHS students and their peers widened by 0.2 points.
- LPHS students' Reading scores have improved by 0.6 points, while their peers' scores have improved by 0.5 points. The performance gap between LPHS students and their peers narrowed by 0.1 point.
- LPHS students' Math scores have shown no net change, while their peers' scores declined by 0.1 point. LPHS student narrowed the performance gap by 0.1 point.
- LPHS students' Science scores increased by 0.5 points as did their peers' scores LPHS student narrowed the performance gap by 0.7 points.

EAP Results

C. S. U. Early Assessment Program (EAP) 2012 through 2014									
EAP – All Students	2012			2013			2014		
	Participation	Ready	Conditional	Participation	Ready	Conditional	Participation	Ready	Conditional
College English	98%	13%	12%	99%	13%	11%	100%	15%	13%
College Math (total)	82%	4%	39%	90%	3%	44%	79%	1%	36%

S.B.A.C. English / C.S.U. Early Assessment Program scores 2015			
Status	Number	Total Number of Students Testing	Readiness Rate
College Ready	65	340	19%
Conditional	142	340	42%
Not Yet	133	340	39%

S.B.A.C. Math / C.S.U. Early Assessment Program scores 2015			
Status	Number	Total Number of Students Testing	Readiness Rate
College Ready	15	344	4%
Conditional	62	344	18%
Not Yet	267	344	78%

EAP Trends:

Findings: Staff Late Start 8/25/14

There was a net gain of 3 percentage points in college English readiness with steady participation in during the 2012 through 2014 test administrations.

EAP Math scores and participation fluctuated from 2012 through 2014, ending with a net 6 percentage point loss in the Math readiness rate.

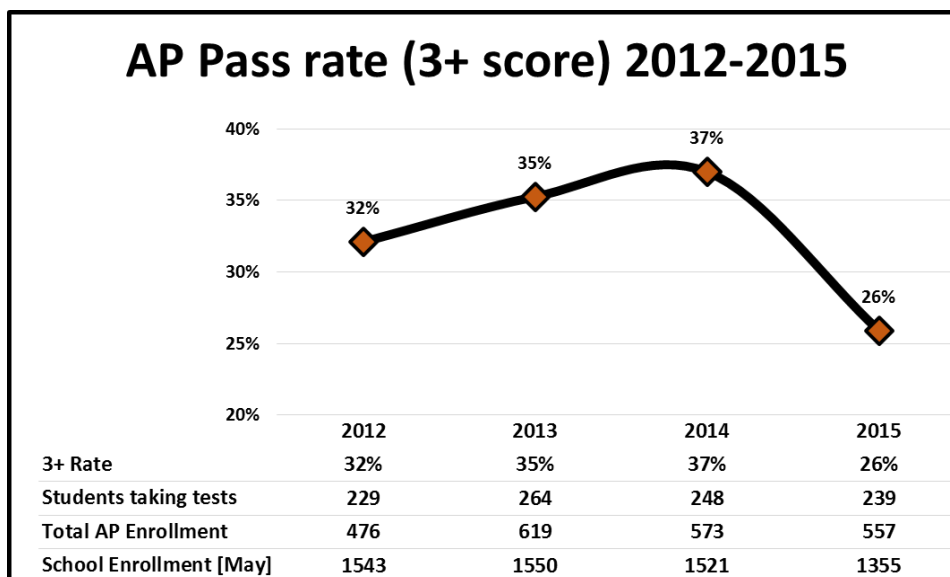
Comments

With the change from the CST to SBAC, the English EAP college readiness scores have continued to Improve from 13% in 2012 to 19% in 2015. The Math EAP college readiness scores fluctuated, but have ended where they began in 2012.

Advanced Placement Tests

Advanced Placement test results, including the number of students enrolled in AP courses and the percentages taking the exams and the percentage of students passing exams.

Advanced Placement Summaries 2012 - 2015				
	2012	2013	2014	2015
Students taking tests	229	264	248	239
Number of scores reported	352	397	367	359
Students with 3+ on AP	113	140	117	93
3+ Rate	32%	35%	37%	26%
AP Sections	19	23	21	22
Total AP Enrollment	476	619	573	557
School Enrollment [May]	1543	1550	1521	1355
AP Enrollment Rate	31%	40%	38%	41%



Advanced Placement Notes

Findings: Staff Late Start 8/25/2014

While the enrollment rate in AP courses is staying the same (2013 to 2014), the % of students scoring a 3 or higher has dropped slightly (2%). The number of AP sections has increased by 3 sections in the last year, but the number of students taking the exam has decreased by 16 students. The amount of students taking multiple tests has stayed relatively the same over the course of the last 3 years.

Comments: Staff Late Start 8/25/2014

Over the last few years, there is a small group of students that are confident in taking more than one AP exam (this number has not increased or decreased - it has reached a plateau.) While the number of AP sections has increased and enrollment has decreased, the smaller classes actually shows a DECREASE in % of scores at a 3 or higher.

9. UC/CSU required courses: A-G requirements

Number of students meeting University of California a–g requirements the number enrolled in the UC-approved courses.

La Puente High School believes that it is important for students to have access to rigorous coursework that will prepare them for college and life after high school. LPHS has worked to ensure that all of our courses are UC approved. The majority of LPHS students are enrolled in UC/CSU approved courses. Students who pass their courses with a C or better fulfil their A-G requirements.

Some Regional Occupational Program (ROP) courses and some Special Education courses don't meet the requirements of the UC/CSU. The "Standard" courses listed below are the core content courses for students with disabilities who are enrolled in Special Day Classes as part of their Individual Education Plans (IEPs).

ROP Courses	Special Education Courses
<ul style="list-style-type: none"> • ROP Forensics • ROP Public safety • ROP pre-engineering • ROP manufacturing tech • ROP Sports health medicine • ROP 1st responder • ROP medical core 	<ul style="list-style-type: none"> • Standard English • Standard Algebra • Standard World • Standard US • Standard Civics

Grads with UC/CSU Required Courses

School Year	Total Grads	UC/CSU Eligible Grads	Percentage of Grads meeting a-g	Students enrolled in a-g classes*	Total Enrollment
2011-12	322	70	22%	807/51%	1515
2012-13*	343	88	26%	807/53%	1535
2013-14	344	73	21%	727/50%	1443
2014-15	332	103	31%	670/51%	1325

Sources: Dataquest and *SMART

The chart above shows the number of twelfth-grade graduates, for the school year indicated who completed all the courses required for University of California and/or California State University entrance with a grade of "C" or better. This represents only a portion of the entrance requirements for UC or CSU.

Students enrolled in a-g classes include the students who completed the a-g requirements for UC/CSU admission and those who were on-track to be eligible for UC/CSU admission at graduation.

Findings: Staff Late Start 8/25/14

Increase in UC eligible graduates.

More than 50% of enrolled students taking A-G courses.

Percentage enrolled has remained consistent but percentage meeting requirements has increased each year.

11. Students Taking Algebra

Number of students taking Algebra by grade level (at least three years of data); specifically track the percentage of 9th graders taking a course below the level of Algebra.

During the course of this study, no students have been enrolled in mathematics classes below the level of Algebra. During the 2014-15 school year, traditional Algebra I was phased-out in favor of Integrated Math I, a course which more closely aligns to the Common Core State Standards and combines Algebra I and Geometry.

Students Taking Algebra

School Year	Total Number	Grade 9	Grade 10	Grade 11	Grade 12
2011-12	225	194	20	8	3
2012-13	221	179	34	6	8
2013-14	192	127	49	11	5

Students Taking Integrated Math I

School Year	Total Number	Grade 9	Grade 10	Grade 11	Grade 12
2014-15	349	261	43	31	14
2015-16	436	322	64	34	16

Findings: Staff Late Start 8/25/2014

The numbers of students taking Algebra are dropping significantly overall; however the number of students taking Algebra I in grades 10 -12 have increased.

Comments: Staff Late Start 8/25/2014

- Of the students who are taking Algebra I in grades 10 -12, how many are retaking the course? How many are Special Education students? Could these students be mainstreamed out of special education or SDAIE classes?
- Course description of class has changed as we moved to common core.

12. Report card analyses percentage of Ds and Fs for last three semesters

Grade Distribution Report Spring 2014		
Grade	Total Number	Percentage
A	2562	28.2
B	2164	24.3
C	2045	23.0
D	1133	12.7
F	968	10.9
Other	34	0.4
Average GPA: 2.47 Average Mark: C+		

D-F-I Grade Report Spring 2014			
Grade	D	F	I
9	261	266	0
10	343	321	0
11	273	285	0
12	256	96	0

Grade Distribution Report Fall 2014		
Grade	Total Number	Percentage
A	2404	28.2%
B	2079	24.4%
C	1873	22.0%
D	1136	13.3%
F	1019	12.0%
Other	14	0.2%
Average GPA: 2.45 Average Mark: C+		

D-F-I Grade Report Fall 2014			
Grade	D	F	I
09	232	308	1
10	341	252	2
11	336	326	2
12	227	133	2

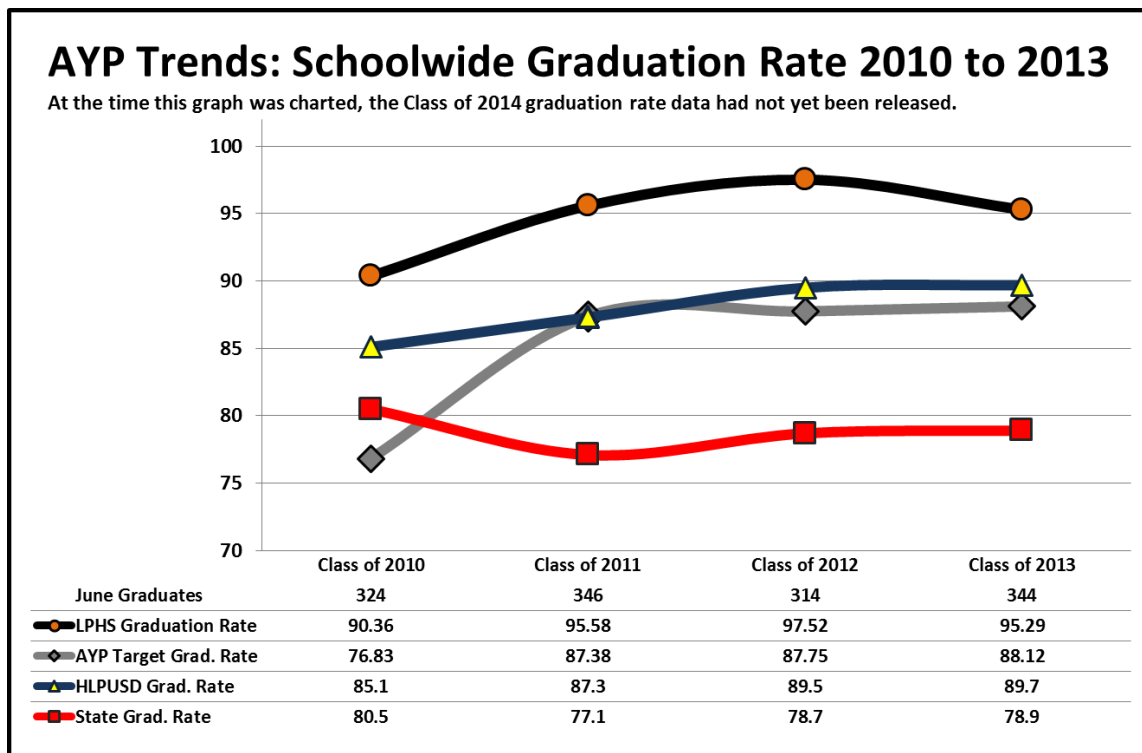
Grade Distribution Report Spring 2015		
Grade	Total Number	Percentage
A	2265	27.5%
B	1992	24.2%
C	1834	22.2%
D	1146	13.9%
F	978	11.9%
Other	28	0.3%
Average GPA: 2.37 Average Mark: C+		

D-F-I Grade Report Spring 2015			
Grade	D	F	I
09	255	306	4
10	321	297	3
11	306	266	1
12	264	109	0

13. Graduation rates

(This section is based on CBEDS/CALPADS & AYP data)

Since 2010, LPHS has increased the percentage of students graduating by just under five percentage points. During the course of this term, LPHS has not only consistently exceeded the goals laid out as part of AYP, but also the overall district graduation rate and the state graduation rate.



Findings: Staff Late Start 8/25/14

Graduation rate increased more than 6% from 2010-2012
 Grad rate is above district and state averages for all 4 years
 7.3% above HLPUSD grad rate
 9% above AYP grade rate
 18.1% above state grad rate.
 LPHS increased our grad 6.44% from 2010-2012

Comments: Staff Late Start 8/25/14

How is graduation rate calculated?
 What has contributed to this growth? (considering declining enrollment)
 Efforts to help students find opportunities to recover credits are paying off.
 From 2010-12: continuing positive trend showing that LPHS is working to ensure that all students succeed.

14. Number of entering freshmen compared to exiting seniors

The mobility or transient rate is low at La Puente High School. According to statistics from the 2012-13 CBEDS report, 96% of the students enrolled at LPHS in October of 2012 had been continuously enrolled since October 2011. Looking at the cohort data going back to the class of 2012, the number of students who have left their cohorts has fluctuated, but averages around 30%.

Graduation Rates/Drop Out Longitudinal Analysis

La Puente HS

Class Of	9th			10th			11th			12th			Gain/Loss			Graduation		
	Cohort Enrlmnt	Dropouts	Class Size	Cohort Enrlmnt	Dropouts	Class Size	Cohort Enrlmnt	Dropouts	Class Size	Cohort Enrlmnt	Dropouts	Class Size	Cohort Change	Total Dropouts	Class Size	Cohort Grads	Grads / Ratio	NCES Grads
2012	2008-2009			2009-2010			2010-2011			2011-2012			-143	8	-107	260	297	297
	438	1	430	-51	3	400	-50	3	362	-42	1	323						
2013	2009-2010			2010-2011			2011-2012			2012-2013			-113	5	-63	271	310	310
	408	3	397	-48	0	388	-40	0	352	-25	2	334						
2014	2010-2011			2011-2012			2012-2013			2013-2014			-144	5	-91	299	336	336
	458	2	442	-67	0	427	-40	0	378	-37	3	351						
2015	2011-2012			2012-2013			2013-2014			2014-2015			-96	6	-29	271	313	313
	411	0	415	-41	0	414	-28	1	373	-27	5	386						

Findings:

For the classes of 2012 – 2015:

Class cohorts experience an average loss of about 30% each year

Class cohorts have graduated at an average rate of about 65% each year

Class lost an average of 73 students per year

Between 2012 and 2015 LPHS has average 6 dropouts per year.

Comments:

In light of declining enrollment between 2011-12 and 2014-15 (about 275 students), the number of students graduating increased each year between 2012 and 2014, and LPHS still saw a net increase in the number of students graduating between 2012 and 2015.

In light of declining enrollment, the graduation rate between 2012 and 2015 has remained fairly consistent, averaging about 98%.

15. Dropout rates

Graduation Rates/Drop Out Longitudinal Analysis													La Puente HS					
Class Of	9th			10th			11th			12th			Gain/Loss			Graduation		
	Cohort Enrlmnt	Dropouts	Class Size	Cohort Enrlmnt	Dropouts	Class Size	Cohort Enrlmnt	Dropouts	Class Size	Cohort Enrlmnt	Dropouts	Class Size	Cohort Change	Total Dropouts	Class Size	Cohort Grads	Grads / Ratio	NCES Grads
2012	2008-2009			2009-2010			2010-2011			2011-2012			-143	8	-107	260	297	297
	438	1	430	-51	3	400	-50	3	362	-42	1	323						
				-11.64%			-12.92%			-12.46%								
2013	2009-2010			2010-2011			2011-2012			2012-2013			-113	5	-63	271	310	310
	408	3	397	-48	0	388	-40	0	352	-25	2	334						
				-11.76%			-11.11%			-7.81%								
2014	2010-2011			2011-2012			2012-2013			2013-2014			-144	5	-91	299	336	336
	458	2	442	-67	0	427	-40	0	378	-37	3	351						
				-14.63%			-10.23%			-10.54%								
2015	2011-2012			2012-2013			2013-2014			2014-2015			-96	6	-29	271	313	313
	411	0	415	-41	0	414	-28	1	373	-27	5	386						
				-9.98%			-7.57%			-7.89%								
													-32.65%			59.36%	91.95%	97.38%
													-27.70%			66.42%	92.81%	98.41%
													-31.44%			65.28%	95.73%	98.53%
													-23.36%			65.94%	81.09%	98.12%

16. Post-enrollment data:

Admission/entrance to and performance in postsecondary education, armed forces, and workforce

Senior Plans Survey for the classes of 2012 through 2015

Student-Reported Post Enrollment Plans	2012	2013	2014	2015
Total accepted to the CSU System	45	67	49	27
Total accepted in the UC System	16	24	33	19
Total accepted at Community College	193	173	212	223
Total attending Career/Tech/Trade	21	13	11	0
Total accepted Private /Out of State Universities	16	19	10	47
Total Military	10	11	10	14
Total Other	39			3
Student reported post enrollment plans:	340	307	325	331

National Student Clearinghouse data

a. Enrollment immediately following High School

Count of Students Enrolled in College the Fall Immediately After High School

Graduating Class of	2008	2009	2010	2011	2012	2013	2014
Total in the Class	311	292	329	352	316	346	347
Total Enrolled	187	170	169	200	177	187	220
Total enrolled in Public	183	162	167	186	167	168	208
Total enrolled in Private	4	8	2	14	10	19	12
Total enrolled in 4-Year	84	67	50	68	68	79	77
Total enrolled in 2-Year	103	103	119	132	109	108	143
Total enrolled at In-State	185	166	168	197	170	179	212
Total enrolled in Out-of-State	2	6	4	1	3	8	8

Enrollment During First Fall Immediately After High School by Demographic Group

Graduating Class of	2008	2009	2010	2011	2012	2013	2014
Hispanic / Latino students in class cohort	284	57.4%	317	330	296	323	321
Number of LPHS' Latino students meeting outcome	170	152	163	187	161	173	199
Percentage of LPHS' Latino students meeting outcome	59.9%	265	51.4%	56.7%	54.4%	53.6%	62.0%
Economically Disadvantaged (SES) students in class cohort	177	201	261	246	0	263	308
Number of LPHS' SES students meeting outcome	111	119	140	149	*	143	194
Percentage of LPHS' SES students meeting outcome	62.7%	59.2%	53.6%	60.6%	*	54.4%	63.0%
English Learners(EL) in class cohort	28	17	28	30	13	19	8
Number of LPHS' EL students meeting outcome	5	5	8	10	2	7	*
Percentage of LPHS' EL students meeting outcome	17.9%	29.4%	28.6%	33.3%	15.4%	36.8	*
Students with Disabilities (SWD) in class cohort	5	0	12	7	3	5	0
Number of LPHS' SWD students meeting outcome	*	*	3	*	*	*	*
Percentage of LPHS' SWD students meeting outcome	*	*	25.0%	*	*	*	*

To protect student privacy, small cell values have been masked for subgroups containing fewer than 10 students; these are represented with a star (). Because of this, the corresponding point on the graph should be disregarded. Also, if the total number of students in all subgroups for a class is less than 10, then the entire class is suppressed. Data from: December 1, 2014 and August 15, 2015

Post-Enrollment Data (continued)**b. Enrollment any time during the first year following High School**

Total Enrollment Any Time During the First Year After High School							
Graduating Class of	2008	2009	2010	2011	2012	2013	2014
Total in the Class	311	292	329	352	316	346	347
Total Enrolled	202	183	197	228	195	216	228
Total in Public	197	172	188	212	184	193	216
Total in Private	5	11	9	16	11	23	12
Total in 4-Year	87	71	54	72	72	83	78
Total in 2-Year	115	112	143	156	123	133	150
Total In-State	199	177	194	225	187	206	220
Total Out-Of-State	3	6	3	3	8	10	8
Enrollment During Enrollment Any Time During the First Year After High School by Demographic Group							
Graduating Class of	2008	2009	2010	2011	2012	2013	2014
Hispanic / Latino students in class cohort	284	265	317	330	296	323	321
Number of LPHS' Latino students meeting outcome	183	164	191	210	179	202	207
Percentage of LPHS' Latino students meeting outcome	64.4%	61.9%	60.3%	63.6%	60.5%	62.5%	64.5%
Economically disadvantaged (SES) students in class cohort	177	201	261	246	0	263	308
Number of LPHS' SES students meeting outcome	116	128	160	166	*	164	200
Percentage of LPHS' SES students meeting outcome	65.5%	63.7%	61.3%	67.5%	*	62.4%	64.9%
English Learners(EL) in class cohort	28	17	28	30	13	19	8
Number of LPHS' EL students meeting outcome	8	6	8	11	3	8	*
Percentage of LPHS' EL students meeting outcome	28.6%	35.3%	28.6%	36.7%	23.1%	42.1%	*
Students with Disabilities (SWD) in class cohort	5	0	12	7	3	5	0
Number of LPHS' SWD students meeting outcome	*	*	4	*	*	*	*
Percentage of LPHS' SWD students meeting outcome	*	*	33.3%	*	*	*	*

To protect student privacy, small cell values have been masked for subgroups containing fewer than 10 students; these are represented with a star (). Because of this, the corresponding point on the graph should be disregarded. Also, if the total number of students in all subgroups for a class is less than 10, then the entire class is suppressed. Data from: December 1, 2014 and August 15, 2015

c. Enrollment any time during the first two years following High School

Enrollment any time during the first two years following High School						
Total in the Class	2008	2009	2010	2011	2012	2013
Total Enrolled	311	292	329	352	316	346
Total in Public	218	205	208	246	219	234
Total in 4-Year	211	191	199	229	208	209
Total in Private	90	72	55	74	73	83
Total in 2-Year	7	14	9	17	11	25
Total In-State	128	133	153	172	146	151
Total Out-of-State	211	199	204	241	210	223
Enrollment Any Time During the First Two Years After High School by Demographic Group						
Graduating Class of	2008	2009	2010	2011	2012	2013
Hispanic / Latino students in class cohort	284	265	317	330	296	323
Number of LPHS' Latino students meeting outcome	199	185	201	228	201	219
Percentage of LPHS' Latino students meeting outcome	70.1%	69.8%	63.4%	69.1%	67.9%	67.8%
Economically disadvantaged (SES) students in class cohort	177	201	261	246	0	263
Number of LPHS' SES students meeting outcome	126	145	170	180	*	178
Percentage of LPHS' SES students meeting outcome	71.2%	72.1%	65.1%	73.2%	*	67.7%
English Learners(EL) in class cohort	28	17	28	30	13	19
Number of LPHS' EL students meeting outcome	9	6	10	12	4	9
Percentage of LPHS' EL students meeting outcome	32.1%	35.3%	35.7%	40.0%	30.8%	47.4%
Students with Disabilities (SWD) in class cohort	5	0	12	7	3	5
Number of LPHS' SWD students meeting outcome	*	*	4	*	*	*
Percentage of LPHS' SWD students meeting outcome	*	*	33.3%	*	*	*

To protect student privacy, small cell values have been masked for subgroups containing fewer than 10 students; these are represented with a star (). Because of this, the corresponding point on the graph should be disregarded. Also, if the total number of students in all subgroups for a class is less than 10, then the entire class is suppressed. Data from: December 1, 2014 and August 15, 2015

Post-Enrollment Data (continued)**d. Enrollment during First Year After High School Who Returned for a Second Year**

Total Enrollment during First Year After High School Who Returned for a Second Year						
Graduating Class of	2008	2009	2010	2011	2012	2013
Total in the Class	311	292	329	352	316	346
Enrolled Anywhere 1st Year	202	183	197	228	195	216
Enrolled Anywhere 2nd Year	169	152	173	195	166	177
In Public 1st Year	197	172	188	212	184	193
Enrolled Anywhere 2nd Year	165	142	167	181	160	158
In Private 1st Year	5	11	9	16	11	23
Enrolled Anywhere 2nd Year	4	10	6	14	6	19
In 4-Year 1st Year	87	71	54	72	72	83
Enrolled Anywhere 2nd Year	82	70	54	69	65	78
In 2-Year 1st Year	115	112	143	156	123	133
Enrolled Anywhere 2nd Year	87	82	119	126	101	99
In-State 1st Year	199	177	194	225	187	206
Enrolled Anywhere 2nd Year	166	147	170	192	161	168
Out-of-State 1st Year	3	6	3	3	8	10
Enrolled Anywhere 2nd Year	3	5	3	3	5	9
Enrollment during First Year After High School Who Returned for a Second Year by Demographic Group						
Graduating Class of	2008	2009	2010	2011	2012	2013
Hispanic / Latino students in class cohort	183	164	191	210	179	202
Number of LPHS' Latino students meeting outcome	155	134	167	179	152	167
Percentage of LPHS' Latino students meeting outcome	84.7%	81.7%	87.4%	85.2%	84.9%	82.7%
Economically disadvantaged (SES) students in class cohort	116	128	160	166	0	164
Number of LPHS' SES students meeting outcome	96	108	142	144	*	136
Percentage of LPHS' SES students meeting outcome	82.8%	84.4%	88.8%	86.7%	*	82.9%
English Learners(EL) in class cohort	6	0	4	2	1	0
Number of LPHS' EL students meeting outcome	*	*	*	*	*	*
Percentage of LPHS' EL students meeting outcome	*	*	*	*	*	*
Students with Disabilities (SWD) in class cohort	1	6	8	11	3	8
Number of LPHS' SWD students meeting outcome	*	*	*	7	*	*
Percentage of LPHS' SWD students meeting outcome	*	*	*	63.6%	*	*

To protect student privacy, small cell values have been masked for subgroups containing fewer than 10 students; these are represented with a star (). Because of this, the corresponding point on the graph should be disregarded. Also, if the total number of students in all subgroups for a class is less than 10, then the entire class is suppressed. Data from: December 1, 2014 and August 15, 2015

e. Students Who Earned a College Degree Within Six Years

Total Number Of Students Who Earned A College Degree Within Six Years		
Graduating Class of	2008	2009
Total in the Class	311	292
Total With a Degree	74	84
Percentage of the students in the class cohort meeting outcome	23.8%	28.7%
Total from Public	69	67
Total from Private	5	17
Total from 4-Year	52	60
Total from 2-Year	22	24
Total In-State	73	77
Total Out-Of-State	1	7
Total Number Of Students Who Earned A College Degree Within Six Years by Demographic Group		
Hispanic / Latino students in class cohort	284	265
Number of LPHS' Latino students meeting outcome	64	71
Percentage of LPHS' Latino students meeting outcome	22.5%	26.8%
Economically disadvantaged (SES) students in class cohort	177	201
Number of LPHS' SES students meeting outcome	47	62
Percentage of LPHS' SES students meeting outcome	26.6%	30.8%
English Learners(EL) in class cohort	28	17
Number of LPHS' EL students meeting outcome	1	1
Percentage of LPHS' EL students meeting outcome	3.6%	5.9%
Students with Disabilities (SWD) in class cohort	5	0
Number of LPHS' SWD students meeting outcome	*	*
Percentage of LPHS' SWD students meeting outcome	*	*

To protect student privacy, small cell values have been masked for subgroups containing fewer than 10 students; these are represented with a star (). Because of this, the corresponding point on the graph should be disregarded. Also, if the total number of students in all subgroups for a class is less than 10, then the entire class is suppressed. Data from: December 1, 2014 and August 15, 2015

Schoolwide Learner Outcomes

- Select one or two of your schoolwide learner outcomes
- Using data generated in this profile (perception data, results of examining student work, observations, etc.), comment on the degree to which the students are achieving the identified schoolwide learner outcomes.

During the 2014-15 teachers at LPHS reviewed our vision and Expected Schoolwide Learning Results (ESLRs). As mentioned elsewhere in this self-study, LPHS' teaching staff reaffirmed the school's vision and revised the ESLRs to bring them up to date, and adopted the new terminology of Schoolwide Learner Outcomes:

The new **Schoolwide Learner Outcomes** are:

La Puente High School seeks to help develop students who will be:

- **Complex** thinkers
- **Creative** innovators

Effective **Communicators** and **Collaborators**

The **Expected Schoolwide Learning Results (ESLRs)** which were in place until the 14-15 school year focused on helping graduate students who could "...demonstrate mastery of the following expected school-wide learning results:

Effective Communicators who:

- Write clearly and competently
- Speak purposefully and with conviction

Technological Users who:

- Create a variety of technological products
- Access information from a variety of resources

Complex thinkers who:

- Use higher order thinking skills to analyze and interpret information
- Transfer learned skills to real life applications"

Meeting Schoolwide Learner Outcomes and/Expected Schoolwide Learning Results

Developing Technology Users (through 2013-14):

In order to graduate, students at La Puente High School must demonstrate proficiency in the use of computer applications by passing one, of a number of computer classes, or by passing an exam. Between 2012, and 2015 LPHS has seen more than 97% of its students meet the requirements for graduation. While the minimum requirements for graduation, have been somewhat basic, students at LPHS have been integrating technology into their coursework and using it for creation, production and communication.

Effective Communication (ongoing)

LPHS works to create students who are effective communicators: students who write clearly and competently, and speak with purpose and conviction. Evidence of growth is present in the ongoing improvements of students in English Language Arts as measured in standardized test results, such as:

- CST (4% - 6% growth from 2011-2013)
- CAHSEE (3% gain in pass rate 5% gain in proficiency rate 2012-2015)
- EAP (6% gain in college readiness rate 2012-2015)
- SAT (0.4% gain in essay scores 2012-2015)
- ACT (0.4% gain in English scores 2012-2015)

In general terms of English language use, LPHS students are closing the gaps with their peers across the state. In terms of spoken communications, LPHS students give presentations two to three times per semester where they must speak clearly and/or persuasively to their classmates. LPHS built on this, fielding a Speech and Debate programs which have been competitive regionally, and has sent student to the state and national championships through spring 2015.

Perception Data

1. Results of interviews, surveys, etc. about how stakeholders view the school (students, parents, staff, community).

➔ **Note:** See www.cde.ca.gov, *2010 Single Plan for Student Achievement: A Guide and Template for Creating/Updating the Single Plan for Student Achievement*, especially the suggested surveys in Step Two.

LPHS' self-study team distributed an online survey to the class of 2015 in late April and early May of 2015. The team, then surveyed the classes of 2016, 2017 and 2018 during August of 2015. A total of 1164 students participated in the survey. Students taking the survey answered about LPHS' learning culture, the different methods of communication used at the school, about the library, about expectations related to success, safety, the learning environment, testing, parental and family involvement and a number of questions about self-esteem.

Students reported that they feel they are **treated with respect** by their **teachers** (70% of respondents) and their **peers** (70% of respondents). A large majority (78%) believe that **"all students are provided an equal opportunity to learn,"** and that **"all students are provided an equal opportunity to be successful"** (79%). Many students (65%) believe that **"Teachers set high expectations for all students,"** with 81% reporting: **"My teachers believe that I can learn the material taught in class."**

Two-thirds of students report **"coming to school wanting to learn"** (66%), and 77% report being **challenged academically by their courses**. Students know that **"the school provides AP and honors opportunities for all students"** (79%).

Most students (75%) recognize that they **can get help at school if they fall behind**, and 78% believe not only that their **teachers can help** ("I am sure that my teacher can help me if I am having trouble learning"), but that they also **know how to help** ("My teachers know how to help me if I am having a hard time learning"). In addition, 71% of students believe that they are **developing the academic skills necessary to be successful after high school**. Students report that they feel that their counselors **support** them with planning and resources to be academically successful (63%), and that **"LPHS provides effective college/ career guidance/ counseling"** (64%).

A large majority of student (86%) report that their teachers believe that their **teachers expect them to graduate from high school**. A large majority of LPHS' students (90%) also believe that they will **graduate** from high school, and 86% want to go to **college**, 78% feel positive about their future after high school. LPHS' students and among members of the class of 2015, 84% believed that LPHS helped prepare them for their **future**, and on a scale of 1 – 5 with 5 being "great" 95% of the members of the class of 2015, rated their **overall experience at LPHS** as 3 or higher.

Students were less certain about working in **groups**, and about support for **English Learners**. Fifty-three percent (53%) of students agreed with the statement: **"My teachers place me into learning groups where I can get the instruction that I need,"** and 56% agreed with the statement: **"My teachers know how to support students whose primary language is not English."**

Students also expressed some frustration on the survey. According to 77% of respondents, **"student disruptions make it difficult for me to learn in class,"** and a small majority (57%) agreed with the statement: **"My teachers work with me until I can understand the material."**

Forty-six percent of LPHS' students report that they **regularly use the library**. Among all students, 87% of all respondents recognizing the library as a **safe place to work**, 79% feel that they can easily access **resources** needed to be academically successful, and 80% report that the library is a **good place** to do their **homework**, receive **technology support** (80%), and receive **reading recommendations** based on their interests (61%).

The vast majority of LPHS students (90%) report having a group of friends at school, and strong majority (70%) say that they **feel comfortable being themselves** at school. Most students (64%) say they **feel safe** on campus, and believe that teachers (71%), administrators (51%), campus security (69%) are available when needed. In addition to that, 68% feel

that there is some **adult on campus that they can talk to**. Only 16% of LPHS students believe that **gangs** are a problem, but a small majority (52%) identify **alcohol** as being a problem. Students are split about **drugs** (29% agree / 32% disagree / 30% uncertain), and to a lesser extent on **bullying** (27% agree / 37% disagree / 36% uncertain).

Many LPHS students (53%) responded that the school has **after-school programs** that they are interested in, and 64% of student respondents said that they know how to “find out about **extra-curricular** events and opportunities.” Students also report that they “participate in the following school sponsored after school (extracurricular)”: sports (47%), leadership activities (12%), performing arts (12%), and club activities (17%).

➔ *Note: In the Appendix, include the School Quality Snapshot, School Accountability Report Card, graduation requirements, CBEDS School Information Form, master schedule, copies of any surveys used and summaries of results, school budget pages, the budget pages from the current Single Plan for Student Achievement, and a list of standards-based local board adopted texts (with the year of publication) used in 9th and 10th grade English Language Arts, any reading intervention programs, texts leading up to Algebra, Algebra I, Social Studies, and Science. Other information may also be included such as the glossary of terms unique to the school.*

Chapter II: Progress Report

WASC Prompt: *Summarize progress on each section of the current schoolwide action plan that incorporated all schoolwide critical areas of follow-up from the last full self-study and all intervening visits.*

→ **Note:** *Have available for review by the visiting committee prior progress reports and earlier (annual) versions of the schoolwide action plan, i.e., Single Plan for Student Achievement.*

Significant Developments:

Describe any significant developments that have had a major impact on the school and/or specific curricular programs since the last full visit.

Professional Learning Communities

Beginning with the fall of 2014, the structure of professional learning communities began an evolutionary cycle as the result of the changing bell schedules and the reduction of class sizes in the master schedule. All Focus Area teams responded in 2014 that the implementation and continued development of the Professional Learning Communities (PLC) has played a significant impact on the school, curricular program and student achievement.

Per faculty request in 2010, LPHS' administration worked for four years to create a master schedule to facilitate PLCs meeting weekly together during the school day. The schedule allowed administrators and LPHS' instructional TOSA opportunities to facilitate, coach and differentiate professional development to the PLCs throughout the week. PLCs members met during their prep periods to create common assessments, analyze student work and results, discuss interventions and share best practices.

The implementation of the "modified block" bell schedule in the fall of 2014, helped create time for PLCs to meet during Friday Late Starts rather than during their prep periods. School site administrators, a District Math TOSA and the school site TOSA attended meetings and provided feedback and support. Follow-up to these meetings also included electronic communication.

In 2015 PLC time has been scheduled during various times of the day due to a change in the master schedule and the implementation of a new bell schedule. A calendar of meeting times has been developed. Some PLCs have the ability to meet during their prep period while others have moved to meeting after school in accordance with the teacher contract. All PLCs are required to meet for a minimum of one hour per week. The work of the weekly PLC meetings is documented through the submission of meeting agendas and notes that are then reviewed by school administration and archived in a PLC binder that is maintained in the central office.

Bell Schedule:

During the 2012 visit, the Visiting Committee (VC) raised concerns about the implementation of the bell schedule's Embedded Intervention Time (EIT: a 20 minute release time for high achieving students designed to allow teachers to focus on supporting struggling students) and the amount of instructional time being lost for the students released for EIT. In response to that concern and the VC recommendations (#1,2), LPHS' Leadership Team and teaching staff spent an extensive amount of time examining ways to analyze the impact of EIT on student achievement, and looking for ways to develop a comprehensive structure for using EIT to effectively enhance student learning.

Over the course of the 2012-13 and 2013-14 school years, the number of student release days as a result of EIT was decreased from four to two per week and teachers were asked to try out various strategies, and to document how they used EIT. The Leadership Team found it difficult to isolate the effect of the release time on student achievement and in the spring of 2014 an ad hoc subcommittee was appointed to explore issues and options surrounding the schedule.

The subcommittee recommended adopting a new "modified block" bell schedule which would allow teachers more daily interaction with their students and accommodate the need for additional time dedicated to professional development and growth. Teachers voted to adopt this new schedule for the 2014-15 school year.

After experiencing the "modified block" there was a faculty request to revisit the bell schedule. This led to the development of a subcommittee to, once again, examine schedule options. After much research, deliberation and discussion, the subcommittee determined that returning to a block schedule, without EIT, was ideal and best allowed for a climate of

increased student achievement; however, the teaching staff was unable to reach the 70% consensus needed to make the change, and returned by contractual default to a traditional (period 1-6 daily) bell schedule for the 2015-16 school year.

Implementation of Common Core (California Standards) and College- and Career-Readiness (CCR) standards:

LPHS' implementation of the new California Standards and college- and career-readiness (CCR) standards were identified by 3 Focus Area teams in fall 2014 as having had a significant impact on the school and student achievement since our last visit.

LPHS began emphasizing the transition to both CCSS and CCR standards in the spring of 2013. At the time, all professional development was based on growing a common understanding of the 6 shifts in English Language Arts and Math, building instructional capacity in developing academic language, close reading and using textual evidence to support written analysis.

To support the transition, coaching and mentoring was differentiated in 2013-14 for the PLCs to support implementation of the California Standards (CCSS) and college- and career-readiness standards. LPHS' administration team established expectations that constructed responses and rubrics be integrated into the common assessments.

In spring 2014, the English 3 teachers created an interim assessment on Blackboard to simulate an SBAC-like online assessment for juniors. The teachers normed their grading using anchor papers and provided explicit rubric-based feedback to their students.

During the spring 2014 SBAC pilot statewide, LPHS successfully served as one of the SBAC pilot sites. Also, during the spring of 2014, the district published their plan for high school math in terms of transitioning to the CCSS.

The 2014-15 school year resulted in a district and site administration expectation of implementation of CCSS and CCR standards schoolwide. District Interim Assessments were created for both English Language Arts by grade level as well as the use of the Math Diagnostic Test (MDTP) for Integrated Math 1.

As the District began transitioning to Common Core State Standards, there was a systematic initiation of the plan. Beginning with the 2014-2015 school year the English Department began Year 2 while the Math Department was beginning Year 1. All other content areas were expected to implement CCR with the emphasis on facilitating Reading Standards 1, 10; Writing Standards 1; Speaking and Listening 1.

Changes in district/site administration and LP faculty

Over the last three years, both the district and site have experienced numerous personnel changes, including a new Superintendent, Assistant Superintendent of Curriculum and Instruction K-12, a new school site principal, two new assistant principals, and various new staff members, including 12 non-tenured teachers. These personnel changes, paired with significant educational reforms (CCSS, CCR, RTI), have resulted in new and changing goals, roadmaps and action plans in an effort to build consistency district wide to meet ever changing educational requirements.

Expansion of counseling staff to support student success

In 2013-14, La Puente's Guidance Department and Registrar moved into the front office to facilitate more central access to academic services. The counseling staff has been expanded to five full time counselors which has enabled greater outreach and support to students and parents with respect to college and career planning. The district is utilizing California College Guidance Initiative (CCGI) throughout all high schools to support the college planning and preparation process. At LPHS, the counselors have implemented CCGI with all grade levels. Students and parents are able to access interest inventories to support student selection of majors, colleges and scholarships.

Along with facilitating CCGI on campus, the guidance team began hosting grade level meetings in English and Spanish to support parents and students in developing a four-year plan to graduate from high school, and enter college. Counselors began meeting with ninth grade families by appointment in 2013-14 and expanded to include tenth grade families in 2014-15. Additionally, counselors facilitated English and Spanish presentations regarding planning for college to eleventh grade families during spring 2015 parent conferences. The Guidance department has expanded parent and student support in the area of college counseling including specific informational, application and financial aid workshops for the UCs, CSUs, and community colleges as well as facilitating the community college placement tests for students.

In 2013-14, LPHS added an Intervention Counselor. During her second year, her focus broadened to include working with targeted Title one students as well as being assigned a small caseload of various students. For the 2015-16 school year, her assignment has changed to exclusively support 250 targeted Title I students.

Counselors are also actively engaged in leadership roles throughout various school wide initiatives including WASC, Link Crew, RTI, Title 1 tutoring, ELAC and LTEL (Long-Term English Learner) parent meetings and proctoring state testing and AP exams.

Overall, the Guidance Department has been mindful of the goal of providing a variety of outreach services to build stronger support for parents and student success at school. The services also support helping to build a greater connection among LPHS students and their parents with the school and its community, and to feel confident about the opportunities awaiting them after graduation.

Change in CELDT levels of EL students; Special Education - increase in RSP, decrease in SDC

Since the 2012 visit there have been significant shifts regarding the academic levels of students who comprise two of LPHS subgroups, English language learners (EL) and students with disabilities (SWD).

Most notably, La Puente High School has seen a drastic increase in the number of "beginning" EL students (2012-13: 7 students; 2013-14: 4 students; 2014-15: 18 students). Conversely, there were modest declines in EL students testing within the "early advanced" range (2012-13: 39 students; 2013-14: 36 students; 2014-15: 26).

The school's Leadership Team continues to discuss strategies, which can be implemented to support this demographic shift. There have also been shifts in the academic readiness of exceptional learners (students with disabilities).

Over the past three years more SWD participated in general education settings. The master schedule has been developed to provide support with Team Teaching classes and support electives that will assist SWD in the general education setting.

Student support and proactive intervention

La Puente High School has successfully implemented numerous proactive intervention programs which can be classified as serving students identified as being on either "Tier 1" or "Tier 2" of the Response to Intervention (RTI) scale/ triangle.

Beginning with planning in spring 2013 for the inaugural group of Link Crew Leaders, LPHS has continued to support all incoming 9th grade students (since the 2013-14 school year) through peer-driven orientations and ongoing support activities. LPHS has also implemented numerous staff driven, student focused proactive intervention programs specifically targeting various groups across the campus including:

- Student-athletes' grades are monitored by on-campus coaches. Our football program has adopted an academic intervention program to support the 100+ student-athletes that are part of the program. This intervention program has been in place for two years.
- Title 1 students are provided focused after school tutoring provided by college tutors and teachers.
- Beginning with the 2013-2014 school year, foster youth were monitored and supported by an on-site Foster Youth Specialist. During the 2015-16 school year, foster youth will be supported by the Title 1 Program.

- A select number of first generation college-bound, socioeconomically disadvantaged students are also involved in the Mt. SAC TRIO Upward Bound program.
- Focused support programs, like those above, are continuing to be expanded across LPHS.

Use of technology to enhance student achievement and success

In ongoing efforts to support student achievement and success, La Puente High School is developing and expanding the use of technology among staff, within the classroom and as an outreach tool to the community.

To best facilitate the WASC FOL process, Google Drive was utilized as the primary tool to enhance collaboration between departments, PLCs and Focus Groups. Moreover, in making the shift to Google Drive, all teachers had the opportunity to grow their professional practice in directly experiencing the benefits of integrating technology into their work to support both teacher and student collaboration.

The district will be making two key transitions during the 2015-16 school year: Transition to the AERIES student information system, and to expanding the use of Google Apps for Education (GAFE). The teachers at La Puente are in good position to support this shift because they have been using Jupiter Grades for several years, and because of consistent use of Google Drive to collaborate on this self-study.

LPHS was one of the first schools to implement the use of Jupiter Grades within the district. The program was used as a communication and accountability tool. Teachers used it to keep all stakeholders informed of student progress (students, parents, counselors, and the administrative team). In addition, teachers also used Jupiter Grades to communicate with students, share digital files, provide links to support and supplement instruction. Several teachers experimented with students using Jupiter Grades to post opinions in a public forum in order to help students understand the importance of public persona and professional language. Teachers view the daily language practice as an excellent “real-world” practice. During the 2015-16 school year, LPHS’ use of Jupiter Grades was discontinued as the district transitioned to the Aeries Student Information System.

One positive aspect of consistently using Google Drive during the current WASC self-study has been that it has greatly supported transparency as the WASC self-study team guided the staff through the self-study process. The WASC team also worked closely with the Guidance Department and the district technology staff to conduct the 2015 Senior Exit Survey online using Google Forms via Blackboard. Additionally, the WASC team collaborated with the district technology director in spring 2015 to pilot a student perception survey online using the same format as the Senior Exit Survey. The self-study team expanded student sample size of the survey in August 2015 and worked to collect parent responses during fall 2015 Back to School Night.

Within the classroom, teachers have been expanding the use of Blackboard and OARS to help prepare students for the SBAC. In 2013-14, the junior English teachers recognized that students needed opportunities to practice writing assessments online in preparation for the SBAC pilot. As they brainstormed, they devised a plan to pilot the district performance task on Blackboard, which required the approval from the district coordinator of English and the support of the district technology high school TOSA to implement. All junior English students participated in the performance task assessment on Blackboard. Additionally, all junior English teachers shared in the grading process and provided timely electronic feedback directly to students via their Blackboard accounts. During the SBAC pilot in spring 2014, juniors reported that they felt better prepared for the online assessment as a result of the performance task experience.

Over the last three years, senior English teachers have expanded their integration of technology in the classroom by using laptops to support their students in writing their personal statements for universities and the ERWC essays. In January 2015, sophomore English teachers opted to administer a CAHSEE pre-assessment online through OARS to target intervention efforts before the census exam. Students in all general education classes, at all four grade levels took two online district English interim assessments in 2014-15. For the 2014-15 school year, CAHSEE prep teachers began using Shmoop as an intervention tool, which provides pre-assessment and practice tests to help students prepare for retaking the CAHSEE.

As teachers move to more project-based learning, they are broadening their use of technology to support student learning for example: Geometry teachers have students research how geometry is used in architecture, Spanish teachers are using laptops to have students practice Spanish orally, read and report on Spanish language media from Spanish-speaking countries around the world and Civics and Economics teachers use technology resources to facilitate research and simulations. Teachers have also adopted their own technological tools to support their students, such as: Edmodo, Blogspot, and Juno for online assessments.

The use of varied communication channels to support student success is increasing. This includes channels such as: the school website, the school marquee, the school bulletin, School Messenger, Facebook, Twitter, Remind 101 and various email distribution lists. In addition to scholarship information and college deadlines, these messages send parents invitations to parent meetings, reminders about meetings and announcements regarding important student events and state testing schedules.

Mt San Antonio College - Accounting Articulation Agreement:

Through an ongoing agreement, LPHS accounting students are eligible to earn 11 credits at Mt. San Antonio College. The classes for which credit is earned include BUSA 11 Fundamentals of Accounting, BUSA 68 Business Mathematics and BUSA 72 Bookkeeping. Our agreement is unique in that it has been approved for full completion here on the LPHS campus. Most articulation agreements require students to take a comprehensive examination with a Mt. SAC instructor. LPHS has had an active agreement since the 2011-2012 school year and has submitted increasing numbers of applications each year. All years have received 100% application approval with LPHS having the highest number of students articulating out of ALL accounting agreements.

Hazing Incident - fall 2012:

In fall 2012, LPHS' administration received a report that returning members of the boys' soccer team were involved in hazing new members. Due to the nature of the incident, the administrative team immediately notified the district and Los Angeles County Sheriffs. During the subsequent investigation, administrative and legal actions were initiated against the perpetrators. The subsequent media swarm that invaded the campus was disruptive and frustrating for the La Puente High School community. As a result, members of the school's administrative team and support staff, under the recommendation of district representatives, including the Superintendent, made rebuilding trust among members of the school community the priority and focus over everything else throughout the remainder of the school year.

Schoolwide Critical Areas for Follow-up:

List the schoolwide critical areas for follow-up from the visiting committee report for the prior full visit and any recommendations from subsequent visits/reports.

In 2012, the Visiting Committee left the following set of recommendations:

1. *The Leadership Team needs to develop a system/matrix that can be used to analyze the impact that programs/interventions/SLC's are having on student achievement. Then, these results need to be utilized to prioritize these, and/or determine refinement or elimination.*
2. *The Leadership Team needs to develop a comprehensive structure for the use of the Embedded Intervention Time (EIT) to enhance student learning.*
3. *It is a recommendation by the visiting committee that Goal 2 [of the SPSA: "Students in ELD classes will show a growth of one language band and a 20% growth in English language arts to narrow achievement gap."] be revised so that:*
 - *it reflects "all English Learners", not just those enrolled in ELD classes.*
 - *it only reflects specific actions aimed at increasing the achievement of English Learners*
 - *it includes the great things that the school describes in their summary to assist the English Learner students but has left out of their Schoolwide Action Plan*
 - *it includes focused actions that will enable those Long-Term English Learners to be reclassified FEP.*
4. *Although progress has been made, the visiting committee feels the school site needs to continue to ensure academic success for the large population of English Learners by:*
 - *Providing ongoing instructional support and professional development*
 - *Evaluating the effectiveness and appropriateness of instructional materials and techniques used with English Learners in mainstream classes.*
 - *Continuing to evaluate, revise and improve the tools used by English Teachers and ELD teachers.*
 - *Exploring the development of a monitoring process for teachers of English Learners in content area classes by using OARS data more widely and effectively.*
5. *The school needs to continue to focus attention on student achievement so that data is systematically disaggregated and analyzed to pinpoint areas of student need, inform instruction, develop best practices, and guide staff development. Moreover, the school needs to develop a process whereby there is an alignment between the proficiency rates on the CAHSEE, CST's, and the D-F grades that the students are earning.*
6. *The district administration needs to work collaboratively with the school leadership in order to develop one comprehensive Single Plan for Student Achievement that incorporates current district and state initiatives, as well as the School's Schoolwide Critical Areas for Follow Up (WASC).*

Ongoing Follow-up Process:

Comment on the process for implementing and monitoring the Single Plan for Student Achievement (the schoolwide action plan that has integrated the WASC critical areas for follow-up) since the prior self-study.

During the 2015-2016 school year, the PLC's were asked to create goals that are evidenced in the SPSA. Departments were also asked to complete wish lists of academic support items to be placed in the SPSA as strategies. Budget allocations were determined based on the academic support areas.

There is also a focus to align the WASC Action plans, SPSA goals and 7 District Goals in the SPSA.

The Leadership Team reviews the SPSA as well as the ELAC and Title 1 parents.

The Shared Decision Making Council regularly reviews the SPSA on an ongoing basis.

Comment on how the student/community profile and the annual progress reports, including the WASC mid-cycle (third year) report, have been reviewed and discussed annually by all stakeholders as part of the ongoing school improvement focusing on student learning.

Discussion of WASC report is part of our leadership meetings and staff meetings and has served to determine the focus of many of our professional developments. Some of this also takes place during our SDM meetings, ELAC meetings, Title 1 meetings and Parent Coffee Nights.

LPHS has focused on looking at student achievement data and has shared this information with all stakeholders. SBAC performance data, CAHSEE pass rates, D/F data, interim assessment data, discipline data and attendance data have been shared on an ongoing basis. Follow-up is occurring regularly to develop interventions and instructional strategies to address areas of need.

Progress, Evidence, Impact on Student Learning for Action Plan Sections or Goals:

For each current action plan goal or section, indicate how it relates to one or more of the critical areas for follow-up or any additional recommendations. (i.e., cross-reference).

There is a systematic correlation between the School Plan for Student Achievement (SPSA) and the WASC Action Plan which identifies and addresses each critical learner needs.

Currently, the 2014-2015 SPSA has four action plan areas: English, Mathematics, English Learners and School Climate. During the WASC Self-study process, five overarching critical learner need areas were identified. These critical learner needs include: applying academic language and vocabulary building, analytical thinking development, mathematical practices, academic and behavioral intervention programs and school climate and wellness.

In addition to the SPSA, WASC Goals and Action Plan, which addresses the critical learner needs, LPHS also aligned the school site goals to the 7 District Goals and each is embedded within the Action Plan as LPHS addresses the critical learner needs to enhance student achievement.

Comment on the accomplishment of each current action plan section or goal, including how each area has met identified growth targets and contributed to the accomplishment of the critical learner needs and one or more schoolwide learner outcomes for all students. Include:

- **How was the goal determined?**
- **What impact has the goal had on student learning?**
- **To what extent have the action plan growth targets been met over the past years?**

Reviewing the Action Plan goals developed in the SPSA, during the 2014-2015 school year for ELA and Math, LPHS met the District and site goals for CAHSEE pass rate and showed continued growth over the span of the last three years. LPHS did not meet the District AP pass rate goal by 20%, and while the school was 4% below the EAP ELA College Ready goal, the percentage of LPHS students who were "college ready" has continued to improve. For Math, LPHS Did not meet the District AP pass rate goal nor the 14% EAP goal, missing the goal by 10% which was similar across all high schools in the

Hacienda La Puente Unified School District. The school also did not meet the school site goal of 15% gain in common assessments every 6 weeks as a result of scoring difficulties with the District Interim Assessments.

In addressing the critical learner needs for ELA, LPHS will continue to focus on applying academic language and vocabulary development, sharing best practices and assessing student learning during PLC time. In addition, the development of common assessments and common rubrics will be an ongoing process as we move through our six year plan.

The alignment of our 7 District Goals with the SPSA goals and the critical learner needs, will show a focus on improving on the 8 math practices. The District has implemented a change in sequence to Integrated Math and as a result, pacing calendars along with the development of performance tasks and projects will be focused upon as part of our action plan.

English Learners is a third SPSA area of which aligns with our critical learner needs for intervention. EL students are identified in our Targeted Title 1 plan. This alignment, along with our behavioral RtI focus will help students receive additional support to become successful. LPHS is committed to a school wide RTI program, PBIS, SST and has implemented targeted support for the Title 1 identified students. In 2014-2015, LPHS met the District goal for academic support courses for EL students within the Master Schedule and will continue to work on improving reclassification rates as well as achievement levels of our EL students. The guidance department has implemented layers of support from in-class college tutor support, individual student meetings, monitoring forms by grading period and individual parent meetings.

Critical learner need #5 is related to student climate and wellness. This directly aligns to LPHS' SPSA goal. As a result of the CAHSEE waiver by the Governor of California, LPHS met the District and school site graduation rate goal of 98% in 2014-2015 but did not meet the D/F rate goal of 25% or less. In terms of attendance goal, LPHS did not meet the goal of 97% but attained a 95.64% which is identified as a growth area over a three year period. As part of LPHS' six year plan, there is a monitoring cycle to determine interventions for attendance issues as well as a referral process to the SART/SARB process. LPHS has a Renaissance program that positively recognizes and awards student improvement in attendance and academic achievement.

Critical Areas for Follow-up not currently in the Action Plan:

Comment separately on the critical areas for follow-up that have already been addressed and are currently not in the plan. In addition, comment on those “just do its” or isolated critical areas for follow-up that were not included in the ongoing schoolwide action plan. Comment on the impact of these critical areas for follow-up on student learning. Cite evidence.

2. *The Leadership Team needs to develop a comprehensive structure for the use of the Embedded Intervention Time (EIT) to enhance student learning.*

The Leadership Team worked on this and had mixed results. Based on this and other information, the schedule was changed in fall 2014; EIT as it existed during the last visit was eliminated.

Evidence includes tools created to capture EIT data, teacher data collected on measuring EIT and select 2012-13 and 2013-14 Leadership Team notes that includes analyses of teacher data and “next steps”.

3. *It is a recommendation by the visiting committee that Goal 2 [of the SPSA: “Students in ELD classes will show a growth of one language band and a 20% growth in English language arts to narrow achievement gap.”] be revised so that:*
 - *it reflects “all English Learners”, not just those enrolled in ELD classes.*
 - *it only reflects specific actions aimed at increasing the achievement of English Learners*
 - *it includes the great things that the school describes in their summary to assist the English Learner students but has left out of their Schoolwide Action Plan*
 - *it includes focused actions that will enable those Long-Term English Learners to be reclassified FEP.*

Changes were put into place to address this recommendation during the days following the Visiting Committee's departure.

- During the 2011-12 school year, 60 students were Redesignated-Fluent English Proficient (R-FEP).
- During the 2012-13 school year, the number was 57
- During the 2013-14 school year the number was 52.

[See: 3. *Language Proficiency Numbers for the Following* on page 24 of Chapter I] **Evidence: SPSAs last 3 years**

6. *The district administration needs to work collaboratively with the school leadership in order to develop one comprehensive Single Plan for Student Achievement that incorporates current district and state initiatives, as well as the School's Schoolwide Critical Areas for Follow Up (WASC).*

Following the last visit, steps were taken to integrate the WASC Self-study process and the SPSA process - the Schoolwide Critical Areas for Follow-up were integrated and referenced within the SPSA. There is a multi-tiered support system in place with District Administration to support and evaluate the SPSA annually.

Evidence: SPSA last 3 years

Chapter III: Student/Community Profile — Overall Summary from Analysis of Profile and Progress Data

Implications of the Self-Study

What are the implications of the profile and progress data with respect to student performance since the prior self-study?

- La Puente students are highly capable of achieving grade level proficiency and performing at proficient and advanced levels in core content areas.
- There is a significant gap between the proficiency achievement levels of all our students in English and social science, compared to math and science.
- Significant achievement gaps exist between English Learners and the school population as a whole. The data related to the closing or widening of the achievement gaps is inconsistent.
- Significant achievement gaps exist between Students with Disabilities and the school population as a whole. The data related to the closing or widening of the achievement gaps is inconsistent.
- Student achievement growth rate in all content areas has plateaued - student achievement has not statistically changed over three years.
- EL student reclassification has increased for students with less than 5 years in the United States. EL student reclassification has been consistent for LTELs.
- Although the number of students being reclassified is increasing, the Reclassified as Fluent English Proficient students (RFEF) still need significant support to master academic English and gain.

Critical Learner Needs

Based on past performance and current data, select two to three critical learner needs, noting the correlated schoolwide learner outcomes.

Critical Learner Need #1: All students at La Puente High School (including Latinos, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities) will exhibit literacy skills in all content areas by **applying academic language and a wide-range of vocabulary to build comprehension of text and other sources of information in order to support analysis, interpretation and synthesis through spoken and written products/evidence of learned academic, college- and career-readiness standards.**

Critical Learner Need #2: All students at La Puente High School (including Latinos, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities) will exhibit literacy skills in all content areas by **demonstrating analytical thinking in terms of what complex texts say, what they mean, and why they matter through the use of evidence, collaboration, and synthesis of multiple, real-world, sources.**

Critical Learner Need #3: All students at La Puente High School (including Latinos, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities) will exhibit literacy skills in all content areas by **demonstrating analytical thinking of mathematical principles, justifying and communicating conclusions, and relating/connecting the concepts to practical (real-world) situations.**

Questions Raised by the Self-Study

List 3–4 important questions that have been raised by the analysis of the student performance, demographic, and perception data and the progress data.

- Is LPHS effectively, routinely and consistently using data results to guide decisions about areas of student need, inform instruction and assessment, develop best practices, and guide staff professional development?
- What systems are in place to measure effectiveness of instruction, assessment, best practices, and professional development?
- Is there congruence between the proficiency rates on the CAHSEE, CSTs, Interim Assessments and the D-F grades that the students are earning?
- What system(s) are in place and being used with fidelity to provide targeted intervention for our lower achieving students, including English Learners, Students with Disabilities?

Chapter IV: Self-Study Findings

For each criterion, respond to the indicators and related prompts for each criterion and note the supporting evidence. Refer to the areas to analyze and examine in determining the degree to which the criterion is being met.

For each category, provide the following: (1) the identification of strengths and (2) the identification of prioritized growth areas

Note: The five criteria categories are:

- A. Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources
- B. Standards-based Student Learning: Curriculum
- C. Standards-based Student Learning: Instruction
- D. Standards-based Student Learning: Assessment and Accountability
- E. School Culture and Support for Student Personal and Academic Growth

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

Analysis must show distinctions that appear across the range of students (grade level, diverse background, and abilities) and the variety of programs offered at the school.

Examples include:

- Online instruction approaches (school site or off site, integrated within other programs and/or offered separately)
- Focused programs such as IB Diploma Program, college/career readiness programs, school/college partnerships, AVID, and independent study programs.

Note: In some areas additional prompts have been inserted to emphasize the analysis related to online instruction.

A1. Organization Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, and the belief that all students can achieve at high academic levels. Supported by the governing board and the central administration, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

Indicators with Prompts

Vision – Mission – Schoolwide Learner Outcomes – Profile

Indicator: The school has established a clear, coherent vision and mission (purpose) of what students should know and perform; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.

Prompt: *Evaluate the degree to which the development of the school's statements has been impacted by pertinent student/community profile data, identified future global competencies, and current educational research.*

Findings	Supporting Evidence
LPHS reviews its vision and schoolwide learner outcomes during each self-study cycle. During the current self-study cycle, members of the school revisited the school's vision in the 2013-14 school year. In January, the staff brainstormed the following topics: the purpose of high school, what LP graduates should know, what a graduate from LPHS should look like, and what our staff goals and aspirations are for LP students. The staff developed a broad idea about the goals for LP students. In April 2014, the staff further built on the work from three months earlier, and revisited the descriptors in the vision (Community, Rigor, Relevance and Accountability). The staff overwhelmingly determined that the vision descriptors were relevant to CCSS and 21st Century Skills. During Fall of 2014-15, the staff reviewed the former ESLRs finding that there was a need to revise the schoolwide learner outcomes to better align with academic standards, college and career readiness standards, and 21st Century Skills.	<ul style="list-style-type: none"> • Vision notes: Jan 2014, April 2014 • Vision and SLO notes: September 2014

Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

Indicator: The processes to ensure involvement of representatives from the entire school, business, industry, and community in the development/refinement of the vision, mission, and schoolwide learner outcomes are effective.

Prompt: *Evaluate the effectiveness of the processes.*

Findings	Supporting Evidence
As part of the current WASC self-study process, LPHS leadership collected input for the development/refinement of the vision and SLOs from certificated staff members (Home Groups). Parent suggestions were solicited during ELAC, LTEL, and SDM meetings.	<ul style="list-style-type: none"> • Staff meetings materials • Staff meetings responses • SDM, ELAC, LTEL meeting agendas, minutes, sign-ins
LPHS will revisit vision and Schoolwide Learner Outcomes as needed and will continue to involve all stakeholders in the process. (Staff meetings, SDM, ELAC, LTEL, district updates, etc.)	

Understanding of Vision, Mission, and Schoolwide Learner Outcomes

Indicator: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, and the schoolwide learner outcomes.

Prompt: *Evaluate the degree to which the school ensures that students, parents, and other members of the school's community understand and are committed to the school's vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
LPHS created classroom and office posters for the 2015-16 school year as a means to promote the school's vision and SLOs. These posters have design similarities with the Warrior "PRIDE" posters we designed to support RTI in previous years. Additionally, both the vision and the SLOs can be found within the student agenda. School leadership is continuously refining our plan for ensuring that the vision and SLO are understood by the staff, students and community.	<ul style="list-style-type: none"> • SLO posters • Student agenda • Student work • Action plan

Regular Review and Revision

Indicator: The school is implementing an effective process for regular review/revision of the school vision, mission, and the schoolwide learner outcomes based on student needs, global, national, and local needs, and community conditions.

Prompt: *Evaluate the effectiveness of the process for revising these statements with wide involvement.*

Findings	Supporting Evidence
LPHS leadership has provided numerous opportunities, during staff meetings, to the certificated staff to review the vision statement and develop the SLO.	<ul style="list-style-type: none"> • Staff meetings materials • Staff meetings responses

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
LPHS has developed a clearly defined school vision and schoolwide learner outcomes.	<ul style="list-style-type: none"> • All evidence listed in A1 for given Indicators

Prompt: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
LPHS' vision of Community, Rigor, Relevance and Accountability for all students is promoted within the context of our identified critical learner needs. Additionally, the school's SLOs (Complex Thinkers, Effective Communicators and Collaborators, and Creative Innovators) fully support the critical learner needs.	<ul style="list-style-type: none"> • School Vision • SLO • Critical Learner Needs

A2. Governance Criterion

The governing board (a) has policies and bylaws that are aligned with the school's purpose and support the achievement of the schoolwide learner outcomes and academic, college, and career standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Educational Agency (LEA) plan.

Indicators with Prompts

Governing Board

Indicator: The policies and procedures are clear regarding the selection, composition and specific duties of the governing board, including the frequency and regularity of board meetings.

Prompt: *Provide evidence that the policies and procedures regarding the selection, composition, and specific duties of the governing board, including the frequency and regularity of board meetings are clear.*

Findings	Supporting Evidence
The Hacienda La Puente Unified School District's Board of Education and Superintendent are actively involved with the establishment of the instructional direction, setting goals for student achievement, the implementation of policies, and the monitoring of academic results. Also, the Board of Education meets monthly and (schedules special meetings as needed. Board policies and procedures are maintained on the district's BoardDocs website. The Hacienda La Puente Unified School District's governing board policies are available for all community members via the District website. The HLPUSD website allows viewers to review the mission, vision, and philosophy, duties of board members, standards of practice, calendar of meetings, agenda, minutes, and policies. Finally, La Puente High School's vision and single plan for student achievement (SPSA) are aligned to the district's Seven Goals.	<ul style="list-style-type: none"> • HLPUSD Website • BoardDocs website • 7 District Goals • District professional development calendar • LPHS Vision

Relationship of Governance to Vision, Mission, and Schoolwide Learner Outcomes

Indicator: The governing board's policies are directly connected to the school's vision, mission, and schoolwide learner outcomes.

Prompt: *Evaluate the adequacy of the policies to support the school's vision, mission, and schoolwide learner outcomes through its programs and operations.*

Findings	Supporting Evidence
The HLPUSD Board and Superintendent have clearly established annual instructional goals. Additionally, district professional development is aligned to the instructional goals and based on identified student needs. Resources are adopted and used based on the stated goals. Finally, LPHS' vision, SLOs, and SPSA are in alignment with the district goals.	<ul style="list-style-type: none"> • 7 District Goals • District PD schedule • Vision, SLOs, and SPSA

Additional Online Instruction Prompt: *Evaluate the policies related to online instruction for effectiveness in clarifying the vision for the school's use of various types of online curriculum, instruction and support methodologies; this includes, upgrading or updating technology, acceptable use policies, CIPA policies, and policies to ensure internet safety.*

Findings	Supporting Evidence
HLPUSD students in grades 9-12 are required to participate in lessons about internet safety and appropriate online behavior each school year. Furthermore, the district requires all students and parents/guardians to annually complete an acceptable use policy. For students taking online credit recovery courses through APEX, they must attend an orientation through Adult Education that outlines the appropriate use of the technology. Upgrades & updates in technology are completed as the need arises. The move towards CAASPP testing has necessitated the addition of a computer lab for 2015-2016.	<ul style="list-style-type: none"> • 9-12 Internet Safety Curriculum Completion Accountability Form • HLPUSD Acceptable Use Policy (AUP) form • Referral lists/forms • Total of 2 computer labs and Library computer set up.

Understanding the Role of the Governing Board

Indicator: The school community understands the governing board's role, including how parents can participate in the school's governance.

Prompt: *Evaluate the ways the school community and parents are informed as to how they can participate in the school's governance.*

Findings	Supporting Evidence
Parents are informed as to how they can participate in the school's governance through a variety of outlets: parent coffees, SDM/ELAC/Title I meeting flyers, email, School Messenger (automated phone messages), the school marquee, school website, use of Remind 101 and weekly bulletins. Parents who attend meetings are encouraged to be involved.	<ul style="list-style-type: none"> • Marquee • School Messenger reports • Weekly Bulletin • LPHS Website • SDM, ELAC, Title I, Parent Coffee flyers posted in front office • SDM, ELAC, Title I meeting agendas, minutes, sign-ins

Governing Board's Involvement in Review and Refinement

Indicator: The governing board is involved in the regular review and refinement of the school's vision, mission, and schoolwide learner outcomes.

Prompt: *Evaluate the processes for involving the governing board in the regular review and refinement of the school's vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
Annually, the School Board reviews and approves the Single Plan for Student Achievement (SPSA) in October. The SPSA includes the vision and SLOs as well as the school goals and action steps to realize the school goals. The Multilingual Department offers workshops for new administrators in the development of SPSA. Additionally, three days of all day support are available to administrators in September and October during the development of the SPSA.	<ul style="list-style-type: none"> • Board minutes • SDM SSC meeting notes • HLPUSD Weekly Updates to administrators

Professional Staff and Governing Board

Indicator: There is clear understanding about the relationship between the governing board and the responsibilities of the professional staff.

Prompt: *Determine whether there is clear understanding about the relationship between the governing board and the responsibilities of the professional staff and how that understanding is developed and maintained.*

Findings	Supporting Evidence
The Board of Education delegates administrative authority to the Superintendent, who in turn designates professional staff to implement policies and vision. The Superintendent regularly communicates to principals through emails and monthly Principal/District Leadership meetings. Professional staff responsibilities are delineated in job descriptions. The district leadership team sends weekly emails that shares expectations, important dates, deadlines, and other relevant information that support maintaining a strong professional staff.	<ul style="list-style-type: none"> • Board policy • District emails to administrators, PowerPoints and notes from district meetings • HLPUSD Website • HLPUSD Weekly Bulletin

Board's Evaluation/Monitoring Procedures

Indicator: There is clarity of the evaluation and monitoring procedures carried out by the governing board, including the review of student performance toward career and college readiness, overall school programs and operations, and the fiscal health of the school.

Prompt: *Determine the degree to which there is clarity of the evaluation and monitoring procedures carried out by the governing board.*

Findings	Supporting Evidence
The principal sends an update to the Executive Director of High School on events, data, support needed, current concerns, etc., who then reports to the Board and Cabinet. The Superintendent and Assistant Superintendent hold meetings, formal and informal evaluations, with principals to discuss academic programs and progress on the 7 District Goals.	<ul style="list-style-type: none"> • Emails from principal to Executive Director • Principal's calendar • Board minutes. • Binder with school's progress on the 7 District Goals.

Complaint and Conflict Resolution Procedures

Indicator: The established governing board/school's complaint and conflict resolution procedures as they apply to the school's stakeholders are effective.

Prompt: *Comment on the effectiveness of the established governing board/school's complaint and conflict resolution procedures.*

Findings	Supporting Evidence
Procedures for complaint and conflict resolution are discussed at Principal/Leadership District meetings. Assistant Superintendent, Human Resources sends out emails that include procedures. Grievance procedures for certificated and classified staff are described in the respective HLPUSD contract. Policies and procedures are available to staff in those documents, and through their association representatives. Parents may address concerns to the board at regularly scheduled (public) board meetings. Parents may also utilize the Uniform Complaint Procedures. Parents receive a copy of the procedures and form with the annual registration packet.	<ul style="list-style-type: none"> • District PowerPoints • Emails • Contracts • HLPUSD Website • Board Notes • Uniform Complaint Procedure posted throughout campus

Conclusions

Indicator: Consider other information that impacts the degree to which the school is meeting this criterion.

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
HLPUSD policies and bylaws and La Puente High School's vision are in congruence, and aid in the achievement of the schoolwide learner outcomes and academic, college, and career standards. Additionally, the school board and district level leadership delegate implementation of these policies to the professional staff. Furthermore, the school board and district officials monitor results regularly and approve the single schoolwide action plan and its relationship to the Local Educational Agency (LEA) plan.	<ul style="list-style-type: none"> • All evidence listed in A2 for given indicators

Prompt: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
The alignment of the school wide action plan, HLPUSD's Seven Goals and the policies and bylaws of the district builds a foundational framework that allows La Puente High School to address critical learner needs as part of the LEA plan.	<ul style="list-style-type: none"> • SPSA • Action Plan

A3. Leadership and Staff Criterion

Based on student achievement data, the school leadership and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic, college, and career standards. The school leadership and staff annually monitor and refine the single schoolwide action plan based on analysis of data to ensure alignment with student needs.

Indicators with Prompts

Broad-Based and Collaborative

Indicator: The school's planning process is broad-based, collaborative, and has commitment of the stakeholders, including the staff, students, parents, and business community.

Prompt: *Comment on the effectiveness of the school planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders, including the staff, students, parents, and business community.*

Findings	Supporting Evidence
<p>La Puente High School uses a number of structures within its organization to help ensure broad-based collaboration. Shared Decision Making meetings are held 9-10 times per school year (well beyond the minimum requirement of 5) to introduce and decide on topics of need and consideration as well as to garner input from a variety of school community perspectives.</p> <p>In addition, LPHS holds monthly school Leadership Team meetings to provide feedback and, at times, decide on ongoing school wide, departmental and student learner needs.</p> <p>The English Language Advisory Committee meets at least five times per school year to review the English Language Development/SDAIE programs and to receive updates from our District English Language Advisory Committee (DLAC) representative regarding district programs. Annual Title I meetings are held twice in the Fall to ensure parents of targeted assistance students are aware of the resources and opportunities available to support increasing student achievement. These meetings are on-going and held a total of six times throughout the year. Additionally, LPHS parents have actively participated on DLAC, DAC (District Advisory Committee) and other community advisory committees.</p> <p>The school hosts at least five Parent Coffee Nights for the community throughout the year to allow an open forum to discuss school related issues and calendar items. Our district Adult Education program provides parent workshops on a variety of topics that change each year depending on the interest of our families.</p> <p>La Puente High School's Administrative Team meets weekly to coordinate school actions and initiatives.</p>	<ul style="list-style-type: none"> • SDM-SSC, ELAC, Title I meeting agendas, minutes, sign-ins • SPSA • Leadership Team agendas, meeting notes • Parent Coffee agendas, minutes, sign-ins • Administration Team meeting agendas

School Plan Correlated to Student Learning

Indicator: The school's Single Plan for Student Achievement is directly correlated to the analysis of student achievement data about the critical learner and career readiness needs; schoolwide learner outcomes; and academic, college, and career standards.

Prompt: *How do staff ensure that the analysis of student achievement of the critical learner and career readiness needs, schoolwide learner outcomes, and academic and career readiness standards are incorporated into the plan and impact the development, implementation, and monitoring of the plan?*

Findings	Supporting Evidence
<p>LPHS' Single Plan for Student Achievement (School Plan/SPSA) is regularly revised based on an on-going review of student performance data, district goals and previous WASC critical areas for follow-up. The SPSA is reviewed mid-year by the Shared Decision Making -School Site Council and amendments are made when necessary.</p>	<ul style="list-style-type: none"> • SPSA • SDM-SSC agendas, minutes, sign-ins • HLPUSD Weekly Bulletin

Additionally, district personnel provides input and support on the development of the SPSA, with a multi-tiered review by various district departments and (by way of walk-in) through work sessions designed for this purpose.	
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Correlation between All Resources, Schoolwide Learner Outcomes, and Plan

Indicator: There is correlation between allocation of time/fiscal/personnel/material resources and the implementation, monitoring, and accomplishing of the Single Plan for Student Achievement.

Prompt: *Evaluate the degree to which the allocation of all resources support the implementation, monitoring, and accomplishment of the Single Plan for Student Achievement.*

Findings	Supporting Evidence
<p>The SPSA is developed from the goals set forth by the PLC groups and departments. Each goal is supported with student achievement activities that are aligned with the WASC Action Plan and the 7 District Goals.</p> <p>Fiscal allocations are determined based on the staffing needs, material resources and timeframe deadlines. Each allocation can be associated to the goals and student achievement. Both categorical funding as well as some of the school's general budget expenditures are shared with the Leadership Team, ELAC parents, Title 1 parents and SDM. Teachers are able to request supplemental material wish lists at the end of the school year that are tied to enhancement of student achievement. These wish lists are embedded into the school plan as strategies for goal implementation.</p> <p>The Leadership Team, ELAC parents, Title 1 parents and SDM all review and provide input to the SPSA before it is presented to the District and Board of Education in November of each year.</p> <p>Amendments to the fiscal planning of the SPSA occur throughout the school year and are voted on by SDM during the monthly meetings.</p>	<ul style="list-style-type: none"> • SPSA • WASC Action Plan • 7 District Goals • LPHS school budget • SDM-SSC, ELAC, Title I, Leadership Team agenda, minutes and sign-ins

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>Student achievement data informs the decisions made by the school administration, the school's leadership team and staff. Student achievement data also helps determine the activities that will be implemented in order to ensure that all students achieve the schoolwide learner outcomes and academic, college, and career standards.</p> <p>Additionally, the school leadership team and staff will help monitor and provide feedback in the refinement of the SPSA based on analysis of data to ensure alignment with student needs.</p>	<ul style="list-style-type: none"> • All evidence listed in A3 for given Indicators

Prompt: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
<p>This criterion has a direct impact on all of our critical learner needs. The strategic allocation of resources based on student achievement data, will support LPHS in addressing our critical learner needs.</p>	<ul style="list-style-type: none"> • SPSA • School budget

A4. Leadership and Staff Criterion

A qualified staff facilitates achievement of the academic, college, and career readiness standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development.

Indicators with Prompts

Employment Policies and Practices

Indicator: The school has clear employment policies and practices related to qualification requirements of staff.

Prompt: *Evaluate the clarity of employment policies and practices related to qualification/statutory requirements of current and potential staff for all programs, including all types of online instruction and specialized programs such as college/career preparation.*

Findings	Supporting Evidence
<p>The District supports the hiring process by posting the classified, certificated and administrative positions on Edjoin. Once the district/school makes a decision to offer employment to a candidate, the Human Resources Department ensures that the candidate meets all criteria necessary to be identified as “highly qualified” based on the roles and responsibilities for the position.</p> <p>All employees undergo extensive interviews, background checks and clearances. Department chairs are involved in the screening and interview process for certificated personnel and references are called to complete the process.</p> <p>Classified screening is done at the district level. Once the screening is complete, the hiring school conducts interviews and makes recommendation to Human Resources.</p>	<ul style="list-style-type: none"> • Edjoin posting • District Policy • District policy and school’s practices. • “Personnel Clearance” • District policy and school’s practices • Classified contract • Certificated contract • Administrator contract

Qualifications of Staff

Indicator: The school has procedures to ensure that staff members are qualified based on staff background, training, and preparation.

Prompt: *Evaluate the procedures to ensure all staff members in all programs, including online instruction based on staff background, training and preparation are qualified for their responsibilities within any type of instruction to ensure quality student learning.*

Findings	Supporting Evidence
<p>Human Resources reviews teacher's qualifications prior to offering a teaching position to maintain highly qualified teachers and staff in accordance with the California Commission on Teacher Credentialing requirements.</p> <p>All teachers at La Puente High School meet the qualifications to be rated “highly qualified” under NCLB and have CLAD credential or equivalent.</p> <p>If eligible, teachers in their first and/or second year of teaching are offered BTSA Induction support by the district.</p> <p>New teachers are supported by department leads and core content teams. PLC meetings also provide support with standards, goals, classroom management, etc.</p> <p>Professional development is also offered to all faculty members, including newly hired teachers, in areas determined to be areas of need based on classroom observations conducted by the school administration.</p>	<ul style="list-style-type: none"> • Personnel records • BTSA Records • PLC notes • Department meeting notes • PD notes/presentation PowerPoints

Maximum Use of Staff Expertise

Indicator: The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and specialized programs so that the expertise of the staff members is maximized in relation to impact on quality student learning.

Prompt: Evaluate the process to assign staff members and provide an appropriate orientation process to ensure all staff are qualified and prepared for their responsibilities including any type of online instruction.

Findings	Supporting Evidence
<p>At the end of each school year, teachers complete a survey indicating which subjects they would like to teach for the upcoming year. Teacher requests are considered by the administration during the development of the master schedule.</p> <p>Prior to the start of the new school year, a meeting is held to review the master schedule and teacher assignments. Human resources reviews teachers and credentials before approving teacher assignments and Master Schedule.</p> <p>Temporary or probationary teachers are observed by the principal. Additionally, assistant principals conduct informal observations in order to provide additional support to these teachers.</p> <p>The following district formal observation process is followed by all administrators:</p> <ol style="list-style-type: none"> 1. Pre-observation meetings to discuss lesson, goals & areas to focus on to promote teacher's professional growth 2. Formal observation (one class period) 3. Post-observation meeting to discuss lesson and next steps. <p>Permanent teachers are observed every other year (minimum of three formal observations). Temporary and probationary teachers are observed yearly (minimum of three formal observations).</p> <p>Through informal observations, administration is able to provide feedback to all teachers and support struggling teachers. Teachers receive feedback by email or an informal observation form. If appropriate, a follow-up meeting is set with an administrator.</p> <p>All teachers are involved in Professional Learning Communities (PLCs) where teachers plan together, analyze student work and data and develop plans to support students who are not meeting the established learning objectives. Teachers also support each other and provide guidance to new colleagues.</p> <p>Department meetings provide another forum for teachers to support each other. Departments discuss pertinent topics, goals and next steps at these meetings.</p> <p>Whole staff meetings serve to discuss whole school topics, expectations and professional development for teachers. Beginning Fall 2015, teachers have also taken part in something called, "Name it, claim it, explain it" where teachers explain a strategy that they use in the class that was deemed worthy of being shared by an administrator.</p>	<ul style="list-style-type: none"> • Survey forms • Human Resource process • Evaluation process • Informal observation documentation • TalentEd Perform - observations and evaluations • PLC notes • Department meeting notes • Whole staff meeting notes

Defining and Understanding Practices/Relationships

Indicator: The school has clear administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

Prompt: *Evaluate the administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

Findings	Supporting Evidence
<p>The teacher handbook is updated and distributed to staff at the beginning of each year. The handbook includes some of the school's essential operational practices such as school safety, board policies, state regulations and basic Q&A (such as how to refer students for counseling). Board policies are usually reviewed at the first staff meeting concerning teacher conduct.</p> <p>Students and teachers are given a copy of the student agenda which contains conduct codes, bell schedules and contact information.</p> <p>Williams' complaint information is posted in every room in English, Spanish and Mandarin. Pacing guides are distributed to teachers teaching the courses.</p>	<ul style="list-style-type: none"> • Staff handbook • Student agenda • Williams Uniform Complaint procedures posters • Pacing guides

Internal Communication and Planning

Indicator: The school has effective existing structures for internal communication, planning, and resolving differences.

Prompt: *How effective are the existing structures for internal communication, planning, and resolving differences?*

Findings	Supporting Evidence
<p>There are a number of formal and informal structures for internal communication, planning and resolving differences. Besides face to face staff meetings, the most widely used is email, which is used for person to person asynchronous communication, and to broadcast messages. The email system is also used to distribute weekly bulletins and internal newsletters, and occasionally for voting.</p> <p>During the 2014-15 school year, LPHS began using Google Drive to collaborate on the WASC self-study. As staff members became familiar and adept with its options, they began experimenting with it as well.</p> <p>LPHS uses its broadcast PA system for weekly bulletins and for reminders before the end of the day or before lunch. HLPUSD uses a uniform complaint procedure with the goal that disputes be resolved at the lowest level. The administrative team has traditionally maintained an open door policy to help with conflict resolution.</p> <p>The Leadership Team meets monthly to discuss topics that may include professional development, changes in policies, input for new ideas to support whole staff, budget, data, etc. A team of teacher leads also bring topics to discuss.</p> <p>Staff, parents, and students all have access to administration, either by phone, email, or office meetings.</p>	<ul style="list-style-type: none"> • Warrior News • School bulletins • Emails • Self-study surveys • Blackboard • Leadership Team meeting notes

Staff Actions/Accountability to Support Learning

Indicator: The school evaluates the effectiveness of the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs. This includes an evaluation of the kinds of collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentoring, group presentations.

Prompt: *How effective are the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs? Provide representative examples and data regarding impact on student learning.*

Findings	Supporting Evidence
<p>The processes and procedures for involving staff in shared responsibility vary based on the program or level. On a schoolwide basis, shared norms are in place to help ensure collegiality and to maintain the focus on student learning.</p> <p>Department and PLC members are accountable to each other and are required to submit meeting notes following each meeting. AP courses are regularly audited to ensure that their content is current, and that teachers have been recently been trained. Staff is also encouraged to be part of our Leadership Team meetings, SDM, ELAC, Parent Coffee Night, and any other group meeting on campus.</p>	<ul style="list-style-type: none"> • Meeting norms • PLC/Department notes • ELAC, SDM minutes, agendas, sign in sheets • AP audits

Additional Online Instruction Prompt: *Evaluate the processes and procedures for involving online staff members in professional development activities that enhance the use of technology in the delivery of instruction and support student learning.*

Findings	Supporting Evidence
<p>At this time professional development activities are planned in a face-to-face environment. Individual teachers may collaborate with colleagues in the professional community; however, there is no concrete evidence that this currently exists on an ongoing basis.</p>	<ul style="list-style-type: none"> • No documentation at this time

Evaluation of Existing Processes

Indicator: The school leadership regularly reviews the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning.

Prompt: *To what extent does the school leadership regularly review the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning?*

Findings	Supporting Evidence
<p>Leadership Team notes support that teachers are working towards instructional strategies and classroom procedures that impact student achievement and learning.</p> <p>Leadership Team members communicate with their departments to gain feedback, concerns, and data to be reported back to the Leadership Team.</p> <p>School leadership employs the use of online staff surveys, open discussion at staff and department meetings as well as voting on important decisions (e.g. School Schedules, Intervention).</p>	<ul style="list-style-type: none"> • Leadership Team notes • PLC & Department notes • Survey data

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>All teachers at LPHS have been certified as being highly qualified in their given subject matter. Staff has been provided professional development and professional growth opportunities on site as well as at the district level.</p>	<ul style="list-style-type: none"> • All evidence listed in A4 for given Indicators

Prompt: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
<p>La Puente High School has a qualified faculty that is dedicated to our students' achievement of the academic, college, and career readiness standards and our SLOs. Our faculty participates in on-going professional development opportunities provided at the site and district level along with our district's BTSA Induction program for new teachers attempting to clear their credential.</p> <p>LPHS follows district hiring protocol using the Edjoin site. HLPUSD requires highly qualified candidates for employment and each candidate must possess CLAD certification.</p> <p>La Puente High School's principal works with the HLPUSD Human Resource Department to screen applicants and schedule interviews. Department chairs are included as members of the interview panel.</p> <p>The Administrative Team and department chairs search for staff members that will align their teaching capabilities to fit the critical learner needs of the school. Newly credentialed teachers will become supported through the BTSA program and have opportunities for professional development.</p>	<ul style="list-style-type: none"> • Professional Development Calendar • Edjoin postings • Interview process/teacher recommendation rating form • BTSA enrollment

A5. Leadership and Staff Criterion

Leadership and staff are involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs.

Indicators with Prompts

Support of Professional Development

Indicator: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college, and career readiness standards and the schoolwide learner outcomes. ***

Prompt: *How effective is the support of professional development/learning? Provide evidence and examples.*

Findings	Supporting Evidence
<p>LPHS supports professional development/learning on a variety of levels. From district provided in-services to outside conferences and outside consultants, LPHS regularly seeks to facilitate and provide resources to support student achievement, college and career readiness and positive school-wide learning outcomes.</p> <p>Regular faculty meetings play host to a wide range of topics including academic and college- and career-readiness standards. Different departments have ongoing professional development at the district level. Funds have been made available for teachers to be subbed out in order to observe best practices in other classes.</p> <p>LPHS counselors attend training for college and career readiness.</p> <p>Additionally, workshops on the California Standards are most prevalent at this juncture of academic change.</p> <p>AP teachers have the opportunity to attend AP conferences to enhance educational opportunities for their students.</p>	<ul style="list-style-type: none"> • Professional development calendar • Late Start agendas • PO's for PD conferences • Best Practices Form • AP conference flyers • AP audits

Supervision and Evaluation

Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

Prompt: *How effective are the school's supervision and evaluation procedures?*

Findings	Supporting Evidence
<p>The Administrative Team follows a regular staff and faculty evaluative process to provide consistent supervision and evaluation procedures within the guidelines of respective contracts, Ed. Code and the HLPUSD Human Resource Department.</p> <p>Formal evaluations are conducted every two years. During those years, teachers are observed a minimum of three times with pre-observation and post-observation meetings to review and discuss expectations and best practices. Members of the Administrative Team each have a specific department they oversee. Teachers work with their supervising administrator to create an Individual Development Plan as part of their yearly goal-setting and during follow-up conferencing with their supervising administrator.</p> <p>Along with the formal process, an informal observation process exists as well. Teachers are expected to have an open door policy for impromptu visitation which can include non-evaluative visits from on-site and district TOSAs, District Program Specialists, and administrators. Visitors are expected to provide feedback following walkthroughs.</p>	<ul style="list-style-type: none"> • TalentEd-Netchemia documentation • HLPUSD observation tools-prior to 2014/15 • Informal observation documentation • District RTI walkthrough data • LPHS district-level walkthrough results

Additional Online Instruction Prompt: *How effective is the school's supervision and evaluation procedures in order to promote professional growth of online instructional staff, including their technological competencies and use of technology within the curriculum, and their fulfilling requirements for quality student-teacher interaction?*

Findings	Supporting Evidence
In past years, online classes through Aventa were monitored by school site counselors. This year, HLPUSD, in conjunction with our Adult Education department, has adopted a new online provider, APEX. These courses are now being taken at an off- site location. Students will now be monitored by a certificated teacher in the subject area for the course in which they are enrolled.	<ul style="list-style-type: none"> • Aventa data • APEX enrollment data for 2015-2016

Measurable Effect of Professional Development

Indicator: There are effective operating processes that determine the measurable effect of professional development, coaching, and mentoring on student performance.

Prompt: *Comment on the effectiveness of the processes in determining the measurable effect of professional development, coaching, and mentoring on student performance. Provide evidence about whether the professional development/learning has had a positive impact on student learning.*

Findings	Supporting Evidence
<p>LPHS has teachers and staff utilize regular review of student performance data where reflection and planning occur. Weekly Professional Learning Communities are looking at student performance data on common assignments, assessments, and grades. The PLC's are also looking into department, school-wide, district and state level data when applicable.</p> <p>LPHS is working on sequencing professional development training sessions that are offered. During Leadership Team and PLC meetings staff feedback is discussed and implementation plans are created.</p> <p>Peer to peer mentoring, administration team member to instructor, AP teacher coach to instructor, Teacher on Special Assignment assistance, are some opportunities available on the site for professional development.</p>	<ul style="list-style-type: none"> • SMART Goals • PLC notes • PD agendas • Performance data • Educational consultant materials • Leadership Team Notes • PLC Notes • Emails

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
La Puente High School supports professional development/learning to facilitate all students achieving the academic, college, and career readiness standards and the schoolwide learner outcomes. LPHS implements effective supervision and evaluation procedures in order to promote professional growth of staff. Finally, there are effective professional development, coaching and mentoring processes in place that support student achievement, primarily the PLC process.	<ul style="list-style-type: none"> • All evidence listed in A5 for given Indicators

Prompt: *Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.*

Findings	Supporting Evidence
PLC work addresses critical learner needs in a variety of separate action plan goals, including the focus on the 8 Math practices and PLC work in common assessment and curriculum pacing development.	<ul style="list-style-type: none"> • PLC notes

A6. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Indicators with Prompts

Allocation Decisions

Indicator: There is a relationship between the decisions about resource allocations, the school's vision, mission, and student achievement of the schoolwide learner outcomes, the academic standards, and the college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

Prompt: *To what extent are resources allocated to meet the school's vision, mission, and student achievement of the critical learner needs, the schoolwide learner outcomes, the academic standards, and the college- and career-readiness standards. Additionally, comment on the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

Findings	Supporting Evidence
Prior to the passage of LCFF, allocation decisions were made based on the school plan which was approved by the Shared Decision Making School Site Council. LCAP/LCFF surveys were conducted during funding meetings and collaborations meetings with feeder schools.	<ul style="list-style-type: none"> • Single Plan for Student Achievement • SDM agendas and minutes • LCAP/LCFF meeting agendas and minutes • Survey results

Practices

Indicator: There are processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (**Note:** Some of this may be more district-based than school-based.)

Prompt: *Evaluate the effectiveness of the school's processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)*

Findings	Supporting Evidence
<p>LPHS completes internal audits of the expenditures and asks for staff input into instructional material expenditures for the upcoming year. Based on the SPSA goals, action items are created to support these goals which are aligned to the WASC Action Plan and 7 District Goals.</p> <p>LPHS follows LCAP guidelines and works with the district in aligning the expenditures based on fiscal accounting audit regulations.</p> <p>The principal reviews the expenditures regularly and SDM reviews expenditures at their monthly meetings to ensure the expenditures are being completed according to the SPSA</p>	<ul style="list-style-type: none"> • Staff Request Lists • SPSA • BOSS Accounting Summaries • SDM Minutes

Facilities

Indicator: The school's facilities are adequate to meet the school's vision, mission, schoolwide learner outcomes; the educational program and are safe, functional, and well-maintained.

Prompt: *Specifically, to what extent do the facilities support the school's vision, mission, schoolwide learner outcomes, the educational program, and the health and safety needs of students?*

Findings	Supporting Evidence
LPHS is covered by the Williams' settlement and is subject to regular physical audits. The school's crew of dedicated custodians and grounds people keep the school and facilities clean, free of tagging, gang related graffiti, and make it look and feel like a safe learning environment.	<ul style="list-style-type: none"> • Williams' settlement • SchoolDude records • Formal/informal inspections

Examples of repairs and upkeep to facilities include checking for loose tiles, resurfacing science lab floors. Facility upkeep is ongoing as evidenced by work orders for immediate repairs and end of year surveys for summer repairs and maintenance. Recently, the school board approved to build a new pool by the tennis courts.

LPHS has added new computer labs and lighting across campus has been renewed.

Instructional Materials and Equipment

Indicator: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

Prompt: *Evaluate the effectiveness of the policies procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, manipulatives, and laboratory materials for instruction including online.*

Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate technology and software for all instruction, including online.

Findings	Supporting Evidence
LPHS is audited annually in compliance with the Williams Act to ensure that all students have instructional materials. In addition, LPHS goes through an annual district audit of technology as well as an in-house audit of materials conducted by our media center clerk.	<ul style="list-style-type: none"> Williams report findings indicating a passing score.

Well-Qualified Staff

Indicator: Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college/career.

Prompt: *Determine if the resources are available to hire, nurture, and provide ongoing professional development for a well-qualified staff. Include specifics if online, IB, and/or college career preparation programs are in place.*

Findings	Supporting Evidence
ROP teachers work with Puente Valley ROP on becoming CTE certified to enable teachers to become highly qualified in career technical education. ACSA/New Teacher Center (NTC) is working with HLPUSD to offer an Administrative Clear Credential program within our District to train highly qualified administrators.	<ul style="list-style-type: none"> Board Minutes Puente Valley HR Records Program enrollment records

Long-Range Planning

Indicator: The district and school's processes for regularly and effectively examining a long-range plan ensures the continual availability and coordination of appropriate resources supports students' achievement of the critical learner needs, the academic standards, college- and career-readiness standards, and the schoolwide learner outcomes.

Prompt: *Evaluate the effectiveness of these processes.*

Findings	Supporting Evidence
LPHS annually reviews the goals that are aligned to the critical learner needs, WASC action plan and 7 District Goals. In preparation for the SPSA annual and mid-term review, the staff, Leadership Team, Administrative Team, parents and SDM review the goals and planned expenditures. HLPUSD has a BTSA induction program to help support new teachers so they become well-qualified.	<ul style="list-style-type: none"> Staff meeting notes Leadership Team minutes Administrative meeting agendas Parent Meeting minutes SDM minutes

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>LPHS has made a commitment to transparency and the need for staff input into the long-term goals of the school. The empowerment of teacher leaders and the staff have enabled the school to receive valid input into the SPSA as well as the WASC Action Plan.</p> <p>During monthly Leadership Team meetings and SDM meetings, goals are reviewed in addition to expenditures that address the action steps of the SPSA. This ongoing monthly assessment allows all stakeholders to have input into long-range planning and the implementation as well as assessment of current goals.</p>	<ul style="list-style-type: none"> • All evidence listed in A6 for given Indicators

Prompt: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
<p>LPHS' PLC process and Leadership Team meetings allows for monitoring and assessment of the implementation of the critical learner needs.</p> <p>As LPHS collects schoolwide data, the assessment and analysis of progress towards are critical learner needs is reviewed monthly during Leadership meetings and PLCs address critical learner needs on an ongoing basis.</p>	<ul style="list-style-type: none"> • Leadership Team meeting minutes • PLC notes

WASC Category A. Strengths and Growth Needs

Organization: Vision and Purpose, Governance, Leadership and Staff and Resources:

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category A are being met. Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs.

Summary:
<p>A1. Organization Criterion</p> <p>LPHS has done an extensive job of collaborating with all stakeholders to develop and refine the school's vision and school wide learning objectives. The governance structure is consistent and includes empowerment of the staff to have input into the goals as well as how expenditures align to the focus strategies of the Action Plan. Posters of the schoolwide learning objectives were created to develop consistency and a campus wide focus that is visible to students, parents and all staff. The creation of a clear vision has played an important role towards a focused instructional plan to address the critical learner needs.</p> <p>A2. Governance</p> <p>The Board of Education and Superintendent have clearly defined instructional goals and review the School Plan for Student Achievement annually. The 7 District goals align to the school's SPSA and the WASC Action Plan critical learner needs. In alignment with the SLO's, HLPUSD has an internet safety education requirement that is implemented district wide. In addition, students are exposed to online instruction and the guidelines for appropriate usage. District administration has a collaborative and open communication forum with the school site administration and is supportive throughout SPSA development. In terms of parent communication, there is a structure for ongoing sharing of information with parents through the School Messenger system, school website, newsletters and traditional methods of mail. HLPUSD also publishes a Universal Complaint procedure and has a systematic process for handling concerns. When assessing the governance structure, it is evident that LPHS has the ability to address the identified critical learner needs effectively as evidenced by the alignment between the 7 District goals, SPSA goals and WASC Action Plan goals.</p>

A3. Leadership & Staff Criterion

The school's leadership has created an environment to include all stakeholders in the identification of the critical learner needs, action plan goal setting, instructional strategy development, common assessments and refinement process of the goals. Annually, the staff also has input into the master schedule and can request teaching assignments. The staff participates in a variety of meetings: PLC, whole staff, Department and Leadership Team meetings. Parents have the opportunity to participate during ELAC, DLAC, Title 1 meetings and Parent Coffee Nights. The administration meets weekly to monitor and assess the short term and long term goals.

A4. Leadership & Staff Criterion

LPHS' hiring practices follow the HLPUSD hiring protocols and procedures for recruiting highly qualified teachers and classified staff members. LPHS includes department chairs in the hiring process and hires staff members that will address the critical learner needs of the school. There is a formal observation process in place in addition to informal walk-throughs. Teachers are supported with BTSA, peer mentors and work within their PLCs to build capacity of their teaching strategies and align pacing and develop common assessments. Communication occurs through weekly bulletins, PA announcements and dissemination of information through teacher handbooks, whole staff meetings, PLC meetings, and Leadership Team meetings. LPHS creates open dialogue opportunities which are necessary for modifying and implementing the instructional strategies of the critical learner needs.

A5. Leadership & Staff Criterion

LPHS makes provisions to support professional development through a variety of resources. Teachers are able to request specific professional development opportunities and they also attend district led professional development days. Fiscal allocations are embedded into the SPSA to promote ongoing growth and collaboration between staff members.

A6. Resources Criterion

LPHS allows teachers and staff to request fiscal expenditures aligned to instructional focus areas. At the end of each year, the staff provides an expenditure wish list to the administration and works with the department chair to determine what items will be requested. The budget is allocated and monitored through the SPSA which is approved by SDM. LPHS implemented internal audits and reports the progress of expenditures which is aligned to the SPSA goals, 7 District Goals and WASC Action Plan monthly. Facilities are maintained and enhanced with the support and collaboration of the Maintenance Department. As mentioned earlier, the staff at LPHS is highly qualified and opportunities for professional development and support exist regularly and have been included in the SPSA. Transparency has been a focus at LPHS and all stakeholders were involved in the development of the long range goals. As LPHS moves forward to address the critical learner needs, the fiscal foundation and expenditure process have been initiated.

Prioritize the strengths and areas of growth for Category A.
Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Strength

La Puente High School's strengths begin with the refinement of the school's vision and SLO's. As part of this process, transparency has been a focus to create trust and include all stakeholders in the development of the Action Plan goals that address the critical learner needs.

The alignment of the 7 District goals, SPSA goals and WASC recommendations were integral parts of building a strong foundation as the staff began to build the school wide Action Plan.

The hiring of qualified staff and the support of HLPUSD administration is critical not only in the instructional focus areas but in the enhancement of our school infrastructure. Throughout the SPSA development process, opportunities to dialog with instructional services exists and feedback is provided.

Professional development opportunities and the alignment of fiscal allocations to support the need for building capacity of the teachers is evident and ongoing.

LPHS has numerous outreach mechanisms and parent meetings to keep parents involved. The information process is ongoing and provides opportunities for sharing the school's progress, assessment information and to educate families on the college or career readiness standards.

PLC meetings with common pacing, common assessment planning and rubric development is also an area of strength. Staff leadership has played an integral role in the viability of the PLC process. District TOSA support as well as ongoing and open communication with the administration have assisted the instructional focus of the PLCs.

LPHS has worked tremendously on building a climate of trust and improvements in rigor and student achievement processes. Using transparency as a means of empowering teacher leaders, has assisted all stakeholders in staying focused on the goals and strategies to address the critical learner needs.

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Growth

LPHS needs to continue to grow in the area of common pacing, common assessment development and use of a common grading rubric. Although PLC's have implemented these areas, consistency needs to occur across PLCs.

Online teaching is an area of growth which aligns to the need for additional technology to support online learning.

Although parent involvement has grown, parent recruitment is still an ongoing area of growth for LPHS.

Category B: Standards-based Student Learning: Curriculum

Analysis must show distinctions that appear across the range of students (grade level, diverse background, and abilities) and the variety of programs offered at the school.

Examples include:

- Online instruction approaches (school site or off site, integrated within other programs and/or offered separately)
- Specialized programs such as IB Diploma Program, college/career readiness programs, school/college partnerships, AVID, and independent study programs.

Note: In some areas additional prompts have been inserted to emphasize the analysis related to online instruction.

B1. Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the schoolwide learner outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished.

Indicators with Prompts

Current Educational Research and Thinking

Indicator: The school provides examples that document the effective use of current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program for students.

Prompt: *Comment on the effective use of current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students. Examine the effectiveness of how the school staff stay current and relevant and revise the curriculum appropriately within the curricular review cycle.*

Findings	Supporting Evidence
<p>La Puente High School teachers utilize an array of educational research strategies to support the curriculum which include:</p> <ul style="list-style-type: none"> • Response to Intervention (RTI): Behavioral support • Kate Kinsella: Academic language, Vocabulary and Writing Support • The Flippen Group - Capturing Kids Hearts/ Social Contracts • Use of GLAD strategies (process grids, graphic organizers, academic language support, etc) • Robert Marzano: Classroom Instruction Strategies • Doug Fisher and Nancy Frey: Close Reading, Text Annotation, Text-Based Questioning • Doug Fisher - Building positive school culture • Webb's Depth of Knowledge: analysis of student performance results; setting goals for future performance; lesson planning for student achievement. • Karin Hess' Cognitive Rigor Matrix • Spencer Kagan strategies - Student engagement, positive behavior supports, Checking For Understanding • Richard DuFour - PLC's • Grant Wiggins, Doug Reeve, Thomas Guskey - Effective grading practices. • John Hattie - Effective feedback • District Math DPS supports LPHS Math team at PLC meetings and provides district PD for math teachers. • Julie Dixon - 3 day summer training for math teachers <ul style="list-style-type: none"> • District will continue to work with Dixon's team to support math 	<ul style="list-style-type: none"> • Student work • Assessment results • PLC notes • Classroom observations • District professional development materials • School professional development materials • Pacing calendars

Academic Standards for Each Area

Indicator: The school has defined academic standards for each subject area, course, and/or program and, where applicable, expectations within the courses that meet the UC “a-g” requirements.

Prompt: *Evaluate to what extent there are defined academic standards for each subject area, course, and/or program (e.g., college/career) that meet state or national/international standards and, where applicable, expectations within courses that meet the UC “a-g” requirements?*

Findings	Supporting Evidence
<p>La Puente High School uses curricula approved by the Hacienda La Puente Unified School District and follows district-wide pacing guides in certain core content areas to ensure that all grade-level standards are taught.</p> <p>English and math classes incorporate Common Core State Standards (CCSS). 12th grade English classes use the CSU’s Expository Reading and Writing Course (ERWC) curriculum.</p> <p>The College and Career Readiness Standards are implemented across subject areas.</p> <p>Advanced Placement courses use the relevant curricula which is submitted and approved by the College Board.</p> <p>Social Science will utilize the California State Content Standards along with Science.</p> <p>Science will transition to the Next Generation Science Standards as they become adopted District wide.</p> <p>Physical Education uses the CA physical fitness standards</p> <p>Visual and performing arts uses the CA Visual and Performing Arts</p> <p>Counselors provide all incoming 9th grade parents an orientation on UC & CSU A-G requirements and what it takes to get into college.</p> <p>LPHS and District Course Description Handbook clearly states the courses that are A-G approved.</p>	<ul style="list-style-type: none"> • HLPUSD course listings • LPHS course listings • UC a-g course list • District pacing guides • CA academic standards • ERWC curriculum guides • AP course outlines • Counselor’s sign in sheet • Course Description Handbook

Additional Online Instruction Prompts: *Evaluate the extent to which the online curriculum/courses consistently meet state academic standards. Determine if there is effective integration of outsourced curriculum into the program.*

Findings	Supporting Evidence
<p>HLPUSD secured contracts with online providers to help support student achievement by offering courses for credit recovery.</p> <p>From 2013-2015 our students enrolled in online credit recovery courses through the online provider, Aventa. This process was monitored by our counselors and allowed students to meet academic standards and meet graduation requirements.</p> <p>For the 2015-2016 school year, online courses are being offered through a different online provider, APEX Learning. APEX not only supports credit recovery for graduation, but it also offers courses that are A-G approved. Students taking these courses are supervised by credentialed teachers who are contracted by our district’s Adult Education program.</p>	<ul style="list-style-type: none"> • Aventa completion data • APEX student enrollment figures

Congruence

Indicator: There is congruence between the actual concepts and skills taught, the academic standards and the schoolwide learner outcomes.

Prompt: Evaluate the extent to which there is congruence between the actual concepts and skills taught, the academic standards, and the schoolwide learner outcomes.

Findings	Supporting Evidence
<p>Congruence between the concepts and skills taught and the CCSS and state standards are supported through:</p> <ul style="list-style-type: none"> English - district pacing guides, interim and common assessments (all levels) Social Science - STAR blueprint, common assessments (all levels) Science - district pacing guides, common assessments Math - district pacing guides (Math 1 & Math 2); 2015-16 is last year for Algebra 2. Math 3 will be implemented 2016-17 with a pacing guide. AP Courses - AP course overview/guide <p>Congruence and mastery of standards are measured annually by:</p> <ul style="list-style-type: none"> English - two district interim assessments and SBAC - 11th grade Math - two district interim assessments, and SBAC - 11th Social Studies - common assessment results (USH & WH) AP Exams SAT ACT <p>Additionally, all teachers at La Puente High School are expected to implement 6 common assessments each year. (A district assessment may be considered as one of the common assessments.)</p> <p>Congruence between the curriculum (actual concepts and skills taught and the academic standards) and the school wide learner outcomes (SLO) is supported through research-based pedagogical approaches including:</p> <ul style="list-style-type: none"> Complex Thinkers - Robert Marzano: Classroom Instruction Strategies; Karin Hess' Cognitive Rigor Matrix; Doug Fisher and Nancy Frey: Close Reading, Text Annotation, Text-Based Questioning; Collaborators - Spencer Kagan strategies - Student engagement, positive behavior supports, Checking For Understanding Communicators - Spencer Kagan strategies - Student engagement, positive behavior supports, Checking For Understanding Creators - Robert Marzano: Classroom Instruction Strategies; Karin Hess' Cognitive Rigor Matrix; <p>Samples of student work also demonstrates that assignments and projects have been designed with specific consideration to the SLO:</p> <ul style="list-style-type: none"> Complex Thinkers - Students demonstrate complex thinking in different ways across the curriculum: developing & supporting arguments, evaluating resources, and creating and testing hypotheses. Students also engage in opportunities to demonstrate reflective thinking throughout the learning continuum. Collaborators - Students engage in: elbow partners, think/pair-share, group discussions (small group/class-wide), group projects and presentations 	<ul style="list-style-type: none"> Establishment of Schoolwide Learner Outcomes (SLO) Student work Assessment results Classroom objectives PLC notes Lesson plans Teacher surveys AP course audits LPHS Manage Mats Formal/informal observations Student work posted in class rooms under appropriate SLO bulletin board

<ul style="list-style-type: none"> • Communicators - discussions, presentations (individual/group). Written response (full sentence, sentence frames, justification of results versus just answer) • Creators - Across the curriculum students create products to demonstrate skills and mastery of concepts through large inclusive projects which require, research, written components, and PowerPoint/video/ verbal presentations or demonstrations. 	
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Student Work — Engagement in Learning

Indicator: The school's examination of representative samples of student work and snapshots of student engagement in learning demonstrate the implementation of a standards-based curriculum and the schoolwide learner outcomes.

Prompt: *Evaluate to what extent the examination of representative samples of student work and snapshots of student engagement in learning demonstrate the implementation of a standards-based curriculum and the addressing of the schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>Student work and observations of students working demonstrate implementation of standards-based curriculum and progress towards SLOs.</p> <p>Growing levels of student engagement are illustrated by scored/assessed samples of standards-based work, and can be seen in student-teacher interactions and student-student cooperation and interactions.</p> <p>Additionally, students' awareness of daily learning objectives and class agendas demonstrate a connection with desired lesson goals and outcomes. Teachers regularly utilize reflection activities as a means of promoting student engagement and improved understanding of the standards.</p>	<ul style="list-style-type: none"> • PLC notes • OARS • Annotated students samples • Classroom observations • APPEL folders

Accessibility of All Students to Curriculum

Indicator: A rigorous, relevant, and coherent curriculum to all students is accessible to all students through all courses/programs offered. The school examines the demographics and situation of students throughout the class offerings. The school's instructional practices and other activities facilitate access and success for special needs students.

Prompt: *Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs. How do school staff define rigor, relevance, and coherence? To what extent do the instructional practices of teachers and other activities facilitate access and success for special needs students?*

Findings	Supporting Evidence
<p>LPHS teachers use the district's student information systems, SMART (transitioning to Aeries) and OARS, to gather student data to create student profiles and to discuss progress and strategies to support our students with special needs, such as English Learners (EL) and Students with Disabilities (SWD).</p> <p>Many teachers color-code demographic information on their seating charts to inform their instruction based on the student profiles.</p> <p>Teachers often collaborate within their departments and across departments to brainstorm instructional and behavioral support strategies to support students' academic success.</p> <p>Counselors actively encourage and promote open access to honors and AP courses during student registration and parent workshops. This is evidence that students will have the opportunity to be exposed to a rigorous curriculum.</p> <p>The Guidance Department developed a four-year planning tool to use with students during the registration period.</p>	<ul style="list-style-type: none"> • Student Learning Plans • Pacing calendars • Classroom profiles • Seating charts • Surveys • Tutoring logs • Williams compliance reports • January and April 2014 staff meeting resources • Enrollment data • Individualized Learning Plan • Class rosters of CAHSEE classes indicating SPED enrollment • Master Schedule & class rosters • Class rosters of inclusion classes • Modifications for SWDs and ELLs

<p>Subject area PLCs supports rigor and relevance in a-g courses.</p> <p>Students with Disabilities are encouraged to participate in general education classes, team classes and CAHSEE preparatory classes to better prepare them for standardized testing.</p> <p>As a means of supporting rigor, students with disabilities (SWD) benefit from placement in a small learning environments that are taught by highly qualified teachers in specific subject areas.</p> <p>Between 2011-2015, SWD students that were included in a general education setting were supported through team teaching as a means or promoting their ability to be successful with rigorous curriculum.</p> <p>La Puente High School teachers and counselors revisited Rigor and Relevance during Spring 2014 in order to move to a shared understanding of what these concepts mean within the context of the school's vision.</p> <p>Coherence is demonstrated through use of pacing guides, California academic standards and AP course guides (as applicable) by departments. PLCs also promote coherence within and between courses in a department through the collaborative process.</p> <p>There are a number of processes used to ensure that all LPHS students have access to, and success in, a rigorous, relevant and coherent curriculum based on identified learning needs:</p> <ul style="list-style-type: none"> • There are 5 sections of class size reduction classes for the 9th grade embedded in the master schedule, three in English, two in Math. • RSP students are fully included in general education or team taught classes. SDC students are in self-contained classes, but are taught the same standard-based curriculum, paced and modified per individual IEP requirements. • General education teachers collaborate with SPED case carriers and the school psychologist to follow IEP goals, modifications and accommodations. • Differentiated instruction, tutoring, and targeted use of available technology support both EL students and SWDs. • The Library is open to students before school, after school, during lunch and nutrition breaks. The library actively promotes reading with access to a wide range of rigorous and relevant reading materials appropriate for all levels of student reading needs. Additionally, the library provides students with access to the Internet, networked printers, space to collaborate, textbooks to complete homework, and individual academic support, as needed. • Title 1 tutoring began in the spring 2015 to provide identified students with access to materials and targeted support and assistance to promote academic achievement. • LPHS goes beyond the requirements of the Williams settlement to ensure that enough materials to provide students books for home use as well as access to class sets. The school expanded on campus access to laptops and other technologies such as graphing calculators. 	<ul style="list-style-type: none"> • Library circulation & usage logs. • Student surveys • Title 1 tutoring sign in sheets • Textbook check out records showing dual book check outs
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Additional Online Instruction Prompt: *Evaluate the procedures to ensure that students have access to courses that meet the UC "a-g" requirements, including lab courses.*

Findings	Supporting Evidence
<p>Online courses are offered for credit recovery purposes only. During the 2014-15 school year, the courses did not meet a-g requirements.</p> <p>APEX classes are offered for students needing credit recovery. Curriculum includes Common Core Comprehensive Courses. Meets A-G requirements.</p>	<ul style="list-style-type: none"> • APEX Learning Curriculum • APEX Website

Integration Among Disciplines

Indicator: There is integration among disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

Prompt: *Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.*

Findings	Supporting Evidence
<p>Integration exists between individual teachers and with select PLCs across content areas. This collaboration has primarily focused on building students' critical reading skills and writing skills through the uses of common writing strategies and rubrics.</p> <p>At the request of two teachers, the 2015-2016 master schedule included a common planning period for cross-curricular planning in AP English Language and AP United States History.</p>	<ul style="list-style-type: none"> • PLC notes • Master Schedule

Curricular Development, Evaluation, and Revisions

Indicator: The school assesses its curriculum review and evaluation processes for each program area, including graduation requirements, credits, grading policies, and homework policy, to ensure student needs are met through a challenging, coherent, and relevant curriculum. This includes the degree to which there is involvement of key stakeholders (governing board members, teachers, parents, and students).

Prompt: *Comment on the effectiveness of the school's curriculum review, evaluation, and review processes to ensure student needs are being met through the curriculum; include the extent to which there is involvement of key stakeholders.*

Findings	Supporting Evidence
<p>During the annual SPSA review and mid-term review, the school reviews the curriculum practices as well as at the beginning of the year as teachers plan their syllabus.</p> <p>Graduation requirements and credit reviews are discussed with the high school counselors at monthly district wide meetings and are reviewed by Instructional Services with revisions being presented to the Superintendent and Board of Education.</p> <p>Grading and homework policies are discussed during Leadership Team meetings, whole staff meetings and PLCs. Staff development in this area occurred during the 2014-2015 school year and planning is in its infancy stages within PLCs.</p> <p>Select La Puente High School teachers and parents have participated in district-facilitated textbook adoption. Also, some teachers participate yearly in curriculum review through the revisions of pacing guides.</p>	<ul style="list-style-type: none"> • SPSA • District counselor meeting minutes • Board policy • PLC notes • Educational consultant documents • 2014/2015 district-wide Math textbook adoption

Policies — Rigorous, Relevant, Coherent Curriculum

Indicator: The school assesses the curriculum and its rigor, relevancy and coherency after examination of policies regarding course completion, credits, grading policies, homework, etc.

Prompt: *Determine the extent to which key stakeholders are involved in the selection and evaluation of the curriculum to ensure it matches the school's mission and schoolwide learner outcomes. Particularly evaluate the strategies used to solicit teacher input into the design of the curriculum and the use of technology within the curriculum.*

Findings	Supporting Evidence
<p>Teachers and parents have participated in the most recent district textbook adoption for math. Several LPHS math teachers along with teacher representatives from the other high schools met with the District Program Specialist in Math during Fall 2014 to evaluate a variety of textbooks. After narrowing down the options to three, LPHS Math teachers piloted these textbooks throughout Spring 2015, providing on-going feedback and evaluation</p>	<ul style="list-style-type: none"> • Textbook review records • Pacing guides • Course outlines • AP course audits

to the district throughout the pilot. English Language Arts will be moving through the same textbook adoption over the next several years.

Department and schoolwide policies regarding grading policies and homework continue to be developed. Select core subject areas have elected to norm grade distributions for categories including assessments and classwork/homework. In November 2014, the LPHS staff met with educational consultant, Cindy Harrison, to begin the conversation around schoolwide normed grading policies. As a follow-up to the full staff professional development in November, approximately a dozen of LPHS' Leadership team participated in a full day facilitated planning day to support the development and implementation of schoolwide grading policies. Through the use of PLCs, select subject area groups have developed normed classwork/homework assignments, grading rubrics and common assessments.

Additional Online Instruction Prompt: *Determine the effectiveness of the school for outsourced curriculum to maintain curricular integrity, reliability, and security.*

Findings	Supporting Evidence
<p>Prior to the 2015-16 school year, HLPUSD chose the vendor and negotiated the contracts for the course-ware used for credit recovery. LPHS had procedures in place to help ensure that students completed assessments within the programs reliably, and that integrity and security were maintained.</p> <p>APEX Online will be used this year. Classes are A-G</p>	<ul style="list-style-type: none"> • Guidance department procedures for online credit recovery coursework • Class descriptions

Articulation and Follow-up Studies

Indicator: The school articulates regularly with feeder schools and local colleges and universities. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

Prompt: *Share examples of articulation with feeder schools and local colleges and universities, including comments on the regularity of their occurrence. What has been revealed through the follow-up studies of graduates and others regarding the effectiveness of the curricular program?*

Findings	Supporting Evidence
<p>The Hacienda La Puente Unified School District facilitates articulation among schools within each of its quadrants (attendance areas) and is working on articulation with several local colleges and Cal Poly Pomona.</p> <p>La Puente High School articulates with its feeder schools during monthly quad meetings with principals. In addition to this, La Puente High School engages in active outreach to our feeder schools to recruit students and help ease their transition to high school:</p> <ul style="list-style-type: none"> • Representatives from the different disciplines tour our feeder schools to share skills and discuss course offerings at LPHS. • LPHS' Leadership class hosts an annual open house and recruiting rally for incoming eighth grade students. • Members of the Visual and Performing Arts department visit our feeder schools to work with students in music and dance. Music students from our feeder schools perform on the field with LPHS' band. • The Special Ed department chair visits each of our feeder school to help develop transition plans for incoming Students with Disabilities. • La Puente High School offers several opportunities for students to earn college credit while enrolled at LPHS: • Students can earn 11 units in Accounting from Mt. San Antonio College for successfully completing a sequence of accounting courses at LPHS. • HLPUSD has a partnership with Mount San Antonio Community College, which funds some of our summer school offerings, and which sponsors Connect 4, an early placement and on-site registration program. 	<ul style="list-style-type: none"> • Articulation agreements with Mt. SAC and CSUF. • Recruiting materials for feeder schools • Transition planning • College visit sign in sheets • Summer school course offerings. • Middle school visit information

<ul style="list-style-type: none"> • Cal State Fullerton offers two full-year concurrent enrollment courses at La Puente High School: Art 106 A/B and 201 A/B. Students can earn 12 units of college credit through Cal State Fullerton. • HLPUSD has engaged with Rio Hondo College to offer concurrent enrollment courses on campus. • La Puente High School's Guidance Department works with our local community colleges to help students with the enrollment and placement process. • Annually, HLPUSD sponsors a District-wide College Fair, LPHS hosted 2015 College Fair. • Articulation with colleges is facilitated by our counselors to provide LPHS students opportunities to speak to college reps. • LPHS holds a middle school feeder day where students can attend and hear about the curricular programs offered, extracurricular opportunities and take a tour of the campus 	
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Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>Policies and procedures in place at La Puente High School work towards promoting a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards. These include ongoing professional development, PLC meetings, articulation with our feeder schools and local community colleges and universities.</p> <p>La Puente High School's Action Plan, is based on addressing the critical learner needs, and provides strategies to improve upon the rigorous, relevant and coherent curriculum component.</p> <p>Additionally, processes are ongoing to promote staff, student and community ownership of the schoolwide learner outcomes (SLO), beginning with the staff adoption of SLO in Spring 2015.</p> <p>La Puente High School's Action Plan includes shared development of SLO rubrics and SLO based projects and will be moving to implement activities during the 2015-16 school year.</p>	<ul style="list-style-type: none"> • All evidence listed in B1 for given Indicators

Prompt: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
<p>LPHS students participate in a rigorous, relevant and coherent standards-based curriculum that supports the achievement of the academic, college- and career readiness standards as well as the SLO. The three critical learner needs are directly supported through the implementation of the curriculum.</p>	<ul style="list-style-type: none"> • Course/Teacher syllabus

B2. Curriculum Criterion

All students have equal access to the school's entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and school-to-career goals.

Indicators with Prompts

Variety of Programs—Full Range of Choices

Indicator: All students are able to make appropriate choices and pursue a full range of realistic college/career and/or other educational options. The school provides for career exploration, preparation for post-secondary education, and pre-technical training for all students.

Prompt: *How effective are the processes to allow all students to make appropriate choices and pursue a full range of realistic college/career and/or other educational options? Discuss how the school ensures effective opportunities for career exploration, preparation for post-secondary education, and pre-technical training for all students.*

Findings	Supporting Evidence
<p>LPHS has worked to develop a college-going culture. As part of that effort, LPHS continues its Advanced Placement course offerings and offers courses which articulate with Mt. San Antonio Community College, and offer concurrent enrollment credit with CSU Fullerton.</p> <p>The Guidance Department collaborates with our local community colleges to ensure that students have a college opportunity waiting for them upon graduation as well as access to financial aid.</p> <p>LPHS' guidance office offers outreach activities to students so they can receive assistance in planning for their future college and career goals.</p> <p>Guest speakers from various four year universities, as well as technical/trade schools, including HLPUSD's adult education, share college and career opportunities throughout the year with students.</p> <p>Students receive individual academic counseling, support for registering in courses that interest them, and exposure to post-secondary options through our district college fair, career day and college/university representatives who visit our campus and meet with students.</p> <p>Students with disabilities (SWD) are eligible for career/vocational support provided through the district's "Employment Developer" and the Workability programs. Workability services include job exploration, visits to local community colleges, resume development and mock interviews. These opportunities are provided within our self-contained special education classes.</p> <p>Additionally, all SWD over the age of 16, who are in good academic standing are provided the opportunity to be placed with a partnering community business for paid work experience through the Workability program.</p> <p>Teachers in different courses support the college and career readiness standards by providing students with opportunities to learn about different options they have after high school. Students research the career they intend to pursue, as well as schools that offer that particular career preparation.</p> <p>In ROP classes, students research careers related to the fields they are studying and work on resume writing and interviewing techniques.</p> <p>The California College Guidance Initiative (CCGI) has different level college and career exploration activities for each grade level.</p>	<ul style="list-style-type: none"> • ERWC "Life after High School" unit • CCGI • Workability data • AP course offerings • College/university presentations • College/Career fair info • ROP course offerings • Colleges admission data

Student-Parent-Staff Collaboration

Indicator: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, based upon a student's learning style and college/career, and/or other educational goals. (This includes the evaluation of whether online instruction matches the student's learning style.)

Prompt: *Evaluate to what extent parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, based upon a student's learning style and college/career and/or other educational goals.*

Findings	Supporting Evidence
<p>LPHS' Guidance Department currently solicits course requests from students each Spring. Administration uses the course requests to support planning of the master schedule.</p> <p>Both students and parents are afforded the ability to actively monitor work towards educational goals by means of an online grade book.</p> <p>Progress reports are sent home at the six and 12 week mark. Semester grades are also mailed home.</p>	<ul style="list-style-type: none"> • Class profiles • APPELs • IEPs • School Messenger • Parent/teacher conferences • Parent/counselor meetings • On-line grade book (Jupiter/Aeries)

<p>Parent conferences are held after the sixth week progress period in both the first and second semesters.</p> <p>Teachers at LPHS utilize class profiles to identify student learning needs (GATE, EL, SpEd, CELDT levels, CAHSEE and NCLB Science results) and differentiate the curriculum to meet student needs.</p>	
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Monitoring/Changing Student Plans

Indicator: The school implements processes for monitoring and making appropriate changes in students' personal learning plans (e.g., classes and programs) and regularly evaluates them.

Prompt: *Evaluate the effectiveness of the ways the school ensures that processes are utilized for monitoring and making appropriate changes in students' personal learning plans (e.g., classes and programs).*

Findings	Supporting Evidence
<p>There are a number of processes in place at LPHS to help monitor student progress and make appropriate changes.</p> <p>Guidance counselors meet with students regarding credit checks, progress towards graduation and towards college.</p> <p>Teachers use a number of processes to monitor student progress.</p>	<ul style="list-style-type: none"> • OARS • Jupiter Grade • APPELs • Grad checks • Student Information System (SMART/ Aeries) • Online grade books (Jupiter Grades/ Aeries) • PLCs notes • IEPs • Common assessment data • Conferences goal setting • Student reflection

Post High School Transitions

Indicator: The school implements strategies and programs to facilitate transitions to post high school options and regularly evaluates their effectiveness.

Prompt: *Evaluate the effectiveness of the strategies and programs to facilitate transitions to post high school options.*

Findings	Supporting Evidence
<p>La Puente High School employs a variety of strategies to facilitate students' transition to life after high school.</p> <ul style="list-style-type: none"> • LPHS' guidance counselors organize and implement the CCGI process on campus • Support students with UC, CSU and private college/university applications and personal statements. <p>The Guidance Department offers a number of workshops to students and parents focusing on the different California college systems and demonstrating the options available to our students.</p> <p>Counselors provide ongoing workshops (emphasizing first generation and California Dream Act students) regarding the college application and financial aid process to support parents' and students' success throughout the entire college admissions process.</p> <p>Since many of LPHS' students will be first generation college students, the Guidance Department makes an effort to demystify college and explain the benefits of the dedication college attendance can require.</p> <p>Guidance Department collaborates with Mt. San Antonio College and Rio Hondo College to facilitate the enrollment and math/English placement process.</p> <p>During the end of Spring 2015, the Guidance, WASC and Senior English teams worked together to facilitate the LPHS Senior Survey online (previous senior</p>	<ul style="list-style-type: none"> • LPHS Senior Survey • National Student Clearinghouse data • College tour field trip • Daily Beast articles • Counselors' PowerPoints/agendas for meetings and workshops

surveys were paper/pencil). Results were reviewed by Guidance to enhance planning and preparation of services and resources for the 2015-16 school year. During the period of this self-study:

- LPHS has sponsored college visits and tours
- Expanded extra support for AP courses and SAT prep by providing school-wide access to Shmoop (an online test-prep service)
- Increased the number of after-hours AP prep sessions.
- Sent AP teachers to trainings

Over the last three school years, La Puente High School was recognized by Newsweek (2013), and The Daily Beast (2014) as being among the best public high schools in the U.S. This recognition compared schools based on the economic status of the population served, graduation rates, college acceptance rates, college-level courses and exams, SAT scores and ACT scores.

According to National Student Clearinghouse data:

Between 2007 and 2013 more than 65% of LPHS' graduates enrolled in college within two years following graduation.

Between 2007 and 2012 more than 88% of LPHS graduates who entered college during their first year out of high school returned for a second year.

32% of the LPHS' class of 2007 who started college within two years of graduating earned a college degree within six years. This compares with a national figure of 43% or 56% completion rate depending on whether students completed at their starting institution, or completed at a different institution.

34% of the LPHS' class of 2008 who started college within two years of graduating earned a college degree within six years. This compares with a national figure of 42% or 55% completion rate depending on whether students completed at their starting institution, or completed at a different institution.

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>LPHS strives to ensure that all students have equal access to the school's curricular program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and school-to-career goals.</p> <p>Students are able to pursue a range of college/career and/or other educational options. The school provides for career exploration, preparation for post-secondary education, and pre-technical training for all students.</p> <p>Parents, students, and staff collaborate to develop and monitor students' personal learning goals.</p> <p>The school monitors and makes appropriate changes in students' personal learning plans (e.g., classes and programs).</p> <p>The school implements strategies and programs to facilitate transitions to post high school options and evaluates their effectiveness.</p>	<ul style="list-style-type: none"> • All evidence listed in B2 for given Indicators

Prompt: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
<p>LPHS strives to ensure that all students have equal access to the school's curricular program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and school-to-career goals. The three critical learner needs are directly supported through student access to the</p>	<ul style="list-style-type: none"> • Open enrollment for AP classes • Open enrollment for Honors program • Meetings with school counselors for four year graduation requirements

curriculum and support with course planning to guide personal, college and career goals.	
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B3. Curriculum Criterion

Upon completion of the high school program, students have met all the requirements of graduation.

Indicators with Prompts

Real World Applications—Curriculum

Indicator: All students have access to real world applications of their educational interests in relationship to a rigorous, standards-based curriculum.

Prompt: *Evaluate ways the school ensures that all students have access to real world applications of their educational interests in relationship to a rigorous, standards-based curriculum.*

Findings	Supporting Evidence
<p>Teachers report using a number of approaches to ensure that all students have access to the real-world application and a rigorous curriculum:</p> <ul style="list-style-type: none"> • (Juniors) Career Day speakers shared examples of how real-life work experiences paralleled applicable high school coursework • Students in medical core classes perform health screenings and basic medical procedures and provide support during athletic events. • HOSA - Plan and organize two blood drives each year. Publicize statistics and information regarding relevant health issues (domestic violence, breast cancer, etc.) • Teachers routinely connect rigorous curriculum standards, lessons and activities to real world applications for job skills and careers. (Critical reading, focus on non-fiction/ expository, study skills, goal setting, progress monitoring, metacognitive skills/ reflection, time management, etc.) • The use of instructional technology prepares students to use technology in college and careers. 	<ul style="list-style-type: none"> • Career day speakers/careers explored • ROP list of events • Blood Drive volunteer lists • Formal/informal observations • Learning Objective posted • Agenda • DOK Levels • CCGI, Black Board, Teacher's blogs, SHMOOP, research for reports • Aeries which allows students to monitor their own progress

Meeting Graduation Requirements

Indicator: The school implements academic support programs to ensure students are meeting all requirements, including the CAHSEE.

Prompt: *Comment on the effectiveness of the academic support programs to ensure students are meeting all requirements, including the CAHSEE.*

Findings	Supporting Evidence
<p>LPHS has a number of support programs in place to help ensure students meet all graduation requirements, such as:</p> <ul style="list-style-type: none"> • Counselor-student conferences, grade checks • Career assessments given to special education students in their English classes • Link crew (build leadership) • Monitoring of at risk students , parent communication, Jupiter grades • Targeted instruction for CAHSEE census credit checks, A-G requirement checks • Online credit recovery courses and summer school for student who are behind credits, 	<ul style="list-style-type: none"> • Summer School Course offerings for remediation • Link Crew groups • Data on students who completed online courses for credit recovery • CAHSEE class course enrollment

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>Students at La Puente High School have access to programs and rigorous, standards-based curriculum which support experiences with real world applications based on a variety of educational interests.</p> <p>The school implements academic support programs to ensure students are meeting all requirements, including the CAHSEE.</p>	<ul style="list-style-type: none"> • All evidence listed in B3 for given Indicators

Prompt: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
<p>Upon completion of their high school program, La Puente High School's graduates have met all the requirements of graduation and are prepared for success in college, career, and life. The three critical learner needs are embedded within the curriculum that supports graduation rates and preparation for life after La Puente High School.</p>	<ul style="list-style-type: none"> • Graduation rates • College going rates

WASC Category B Strengths and Growth Needs

Standards-based Student Learning: Curriculum:

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

Summary
<p>B1. Curriculum Criterion</p> <p>LPHS uses a variety of educational research to support curriculum development. Aligning with the critical learner needs, the array of research strategies assist teachers with academic vocabulary development, student engagement, depth of knowledge, cognitive rigor matrix, checking for understanding, classroom strategies, and analysis of student performance. In terms of behavioral supports, RTI, Capturing Kids Hearts and building a positive school culture strategies are also being utilized.</p> <p>The research strategies also impact the work PLCs are accomplishing and district TOSA supports are provided along with ongoing professional development to continue to enhance instructional delivery and student achievement.</p> <p>Curriculum lesson plans follow the district pacing guides for ELA and Math and align to the Common Core Standards. In social science and science, departments have collaborated to align their pacing with each other and also follow the CCSS. VAPA and physical education also develop lessons aligned to the CCSS. College and Career Readiness occurs across all subject areas.</p> <p>Advanced Placement courses follow the curriculum requirements set forth by the College Board.</p> <p>Counselors provide intensive training in grades 9-12 to students and parents regarding the UC & CSU a-g requirements.</p> <p>Online credit recovery programs have been a part of the school's program. The program began with Aventa in 2013 and more recently in 2015 Aventa was replaced with APEX Learning. APEX offers students credit recovery options with a credentialed teacher present for support. This is being offered to LPHS students through our district adult school.</p> <p>In assessing congruency of our curricular program, there is evidence CCSS skills and concepts are being taught and the district and common assessments are validating the Action Plan at LPHS. The annual measures of SBAC, AP Exams, SAT and ACT are also evidence pieces to show congruency in the curriculum. These concepts, skills and assessments also support the ongoing implementation of the research pedagogy that LPHS has utilized to address the SLOs.</p> <p>There is a growing level of student engagement in classrooms evidenced by student work and student interaction within the classroom. Students are also aware of the daily learning objectives and experience daily whiteboard agendas in each classroom.</p>

Access to a rigorous, relevant and coherent curriculum is evident. Counselors hold registration sessions and include the La Puente Quadrant schools, visiting and promoting the LPHS program. During this time, students are encouraged to challenge themselves and have open access to honors and AP classes. Counselors also complete four year learning plans and have developed a monitoring tool to help students plan for college or career/technical education. Students with disabilities and English Learners are supported through collaborative conversations within PLC's and school wide. Teachers often color code student profiles in their classes to provide individualized support for the students. Small class settings have been developed for students with disabilities, with team courses and 5 classes at the freshman level are capped at 24 students due to class size reduction limits.

There are other resources to assist students in accessing a rigorous curriculum while receiving support. The library is open throughout the day with access to supplemental books and have access to the Internet. Title 1 targeted students are identified and placed in after school tutoring. Currently four teachers and the intervention counselor lead this weekly targeted support. There is also great pride taken in ensuring that all students have textbooks and when possible class sets. Expansion of technology has also occurred with laptops being purchased, a new technology lab being developed as well as the purchasing of class sets of graphing calculators.

As stated earlier, integration exists between teachers and within select PLCs. At the request of some teachers, the 2015-2016 master schedule was developed with common preps across two separate core curricular areas to enable cohort planning in AP English Language and AP United States History.

Curriculum is reviewed at the beginning of every year by the teaching staff as they develop their syllabus. In addition, during the development of the SPSA and mid-term review, stakeholders have the opportunity to review curriculum as well. Graduation requirements and credits are reviewed by the counselors at district wide counseling meetings and are reviewed by Instructional Services with revision being presented to the Superintendent and Board of Education. Grading and homework policies are developed during PLC time and are in the infancy stages of development.

During textbook adoption periods, select LPHS teachers and parents participated in the district facilitated textbook adoption cycle.

LPHS collaborates with feeder school during Principal Quadrant meetings. In addition, our Special Education Department chair visited the feeder schools to develop transition plans while the counselors visit during registration periods. The administration regularly attends district wide college fairs, the district open house and make presentations as a Quadrant to the community. Visual and performing arts teachers also articulate with the feeder middle schools and there are plans to articulate math teachers vertically. LPHS also offers a middle school feeder day where middle school students have the opportunity to visit LPHS for half a school day and listen to presentations about the school and take a tour of the facilities.

LPHS articulates with Mt. San Antonio College and California State University Fullerton to offer college credit courses on the campus for the students. Accounting (Mt. Sac), Art History and Ceramics (CSUF) are offered within the school day to LPHS students. Multiple colleges descend onto the LPHS campus in the early Fall, doing college presentations and outreach. In the Spring, Mt. San Antonio and Rio Hondo Colleges sponsor early placement and on-site registration for LPHS students.

La Puente High School's Action Plan, based on the critical learner needs, provides strategies to assess and modify the curriculum to ensure the provision of a rigorous, relevant and coherent curriculum. Resources are in place to support students with disabilities, English Learners, Targeted Title 1 students as well as all students. LPHS is continuing to improve upon instructional strategies and activities to support critical learner needs and the SLOs.

B2. Curriculum Criterion

LPHS has developed a college going culture with a multitude of educational activities and opportunities for students to develop an understanding of college and/or career technical education.

Articulation agreements are in place with California State University Fullerton with dual enrollment programs in Art History and Ceramics as well as with Mt. San Antonio College for college credit in Accounting.

There are 13 Advanced Placement courses offerings at LPHS which enable students to experience college rigor.

The Guidance Department sponsors college speakers throughout the year, with the Fall receiving the highest frequency of outreach. Later in the year, Mt. San Antonio and Rio Hondo Community Colleges hold on-site screening, and pre-enrollment of LPHS students.

The Guidance Department also sponsors numerous parent education nights and hold financial aid nights where students and their families learn how to apply for FAFSA.

Students with disabilities are eligible for career/vocational support through the district's "Employment Developer" and Workability program. This assists students with career exploration, visits to community colleges, resume development

and mock interviews. Students in good academic standing over the age of 16 also can be placed in community businesses for paid work experience.

During instructional lessons, teachers support the college and career readiness standards by providing students an opportunity to explore different options within the scope of their content lessons.

ROP classes have students research careers that are in alignment to the content of the titled class.

The California College Guidance Initiative has various grade level activities which students are exposed to during scheduled session through English Language Arts.

In the Spring, the Guidance Department currently solicits course requests from students to help in the development of the master schedule. The administration peruses the course requests to make sure students are enrolled in the right sequenced course.

Online grade books are available through Aeries to enable parents and students to monitor their academic achievement levels in each class. Progress reports are sent home every six weeks and parent conference nights are helpful. Teachers utilize class profiles to support students with learning needs in order to differentiate the curriculum.

Monitoring processes are in place to help monitor student progress and are initiated by the guidance counselors, special education case carriers, athletic directors, and club advisors.

LPHS Guidance Counselors create a four year plan and implements CCGI across the curriculum. During the four year plan cycle, individual conferences are held with students to determine their post-graduation plans. Counselors provide various workshops, assist students with college applications and personal statements and emphasize the opportunity for students to apply for the California Dream Act and FAFSA.

There is a multi-group effort in the Spring, where the Guidance Department, WASC team and Senior English teachers work together to facilitate the senior survey. During this time, LPHS has offered college visits and tours, utilized SHMOOP as an ACT/SAT prep tool and facilitated AP study sessions.

LPHS has achieved national recognition by Newsweek and the Daily Beast as one of America's best high schools. In addition, National Clearinghouse Data shows most recently that more than 65% of LPHS' graduates enrolled in college within two years of high school graduation with 34% earning college degrees.

LPHS implements various instructional strategies and programs to facilitate student transition to post high school options.

B3. Curriculum Criterion

LPHS' instructional staff includes real-world applications into their daily lessons. Job skills and careers are embedded into lessons. Students are enrolled in CCGI which also prepares them with career exploration while using technology.

The Guidance Department sponsors a Career Day on the campus of LPHS. Junior students are invited to participate and are able to hear presentations and interact with professionals in a variety of fields.

LPHS has a HOSA chapter which sponsors blood drives twice a year. HOSA also publicizes statistics regarding various health issues which helps education the student body on real-life health concerns.

The Guidance Department monitors graduation requirements of all students. The department provides extensive support with grade checks, individual conferences, parent conferences, parent education seminars, graduation checks, and transcript reviews.

As LPHS addresses the Critical Learner Needs, Action Plan strategies and SLOs, there is evidence that supports that the school is successfully moving students towards graduation and post-secondary career choices.

Category B: Standards-based-Student Learning: Curriculum: Areas of Strength

LPHS' strengths in curriculum include the broad range of current educational research and principles that have been embedded into daily practice by the teaching staff. In addition, the staff has also received professional development from respected professionals in the field of education and are applying the concepts they have learned.

As PLCs work with the curriculum, they utilize district pacing guides when applicable, common core standards, and course-like pacing to help develop lessons, common assessments and grading rubrics. Student work is being analyzed and is based on the foundations of the action plan goals and alignment to the critical learner needs. This creates a firm foundation as teachers plan, assess, analyze and revise lessons for the most effective instructional delivery.

There is congruence between the state standards, the assessment tools in place, and the SLOs as they address the critical learner needs. The basis for curriculum development is grounded on research based pedagogical approaches.

There is evidence that supports students experience a daily whiteboard configuration where they know the objective of the day, the standard addressed and see an agenda of the day's activities.

In identifying students with disabilities and English Learners, teachers color code their students lists and keep profiles available to know which students may need more support. There is ongoing collaboration between the Special Education department and the staff to ensure monitoring and assessment of the students with disabilities is ongoing. The EL Facilitators meet with the English Department to assist with APPEL development and to provide strategies to support student learning across the curriculum.

In supporting a rigorous, relevant and coherent curriculum, the Guidance Department has created a four-year plan and numerous grade level meetings with both students and parents. There is open access to honors and AP course offerings and the counselors work with the feeder schools in the LP Quadrant to complete a guided registration process where students receive advice on educational choices and information about the transition to college or career/technical education.

LPHS is proud to have articulation agreements with Mt. San Antonio College for accounting and concurrent enrollment courses in Art History and Ceramics offered through California State University at Fullerton. These courses are held on the campus of La Puente High School, taught by a member of the CSUF faculty, and provide the students with a one-of-a-kind experience.

Over the last few years, LPHS students have had increased opportunities to experience more honors and AP course offerings. In 2015-2016 there was an addition of four honors courses and one AP course, giving students access to a more rigorous curriculum.

Parents can monitor of the students' academic progress on an ongoing basis, and marking-period progress report grades are published every six weeks. LPHS subscribes to Shmoop, an online tool to help support students who are either struggling academically, or who want extra help. Shmoop is available to the entire student body. The Guidance Department along with the administration has also created monitoring tools to help support struggling students. During registration, there is a focus on placing students correctly in classes, monitoring the prerequisites as well as academic achievement levels in those classes, and working to ensure that students will be successful when they transition to the next level.

Parent meetings and conferences occur throughout the year, and include two formal parent conference nights, where parents can pick-up their students' report cards and meet-with and talk-to their children's teachers. Grades and academic progress are available around the clock through the Aeries' student and Parent Portal. LPHS students and parents got used to the idea of checking academic progress, and communicating with their teachers, when LPHS used Jupiter grades.

LPHS' guidance counselors provide intensive support to ensure that students have options for post-secondary opportunities. They have numerous parent nights and individual counseling sessions to help student and their families' complete college and financial aid applications. They mentor students to use CCGI to develop their future career plans, host career days, college fairs, and college trips. The counselors also help with personal statement workshops, common applications and scholarship applications. In the past few years, LPHS has successfully assisted students to compete for POSSE Foundation scholarships, with students receiving full-tuition to colleges. In addition, the percentage of students attending college has been rising along with the school's graduation rate.

Supporting the academic program, ROP courses are offered, and student clubs such as CSF, HOSA, Renaissance and Link Crew help students aspire to higher levels of academic achievement while also creating an avenue where students can support each other in this endeavor.

The curriculum processes in place at LPHS are rich in rigor, relevance and real-life experiences. Monitoring tools are in place to ensure the curriculum goals are aligned to the 7 District Goals, SPSA and WASC Action Plans. Interventions and guided support are offered and there is a huge push to expose students to post-secondary education and/or career technical education. All of the curriculum focuses are aligned to the goals with the best intentions of meeting all of the critical learner needs defined in the self-study process.

Category B: Standards-based-Student Learning: Curriculum: Areas of Growth

LPHS needs assistance in developing common pacing guides in Social Science and Science.

LPHS needs to revisit and refine a school wide common grading and homework policy. The work has been started with progress in its infancy.

LPHS needs to refine the PLC meeting and evidence tool, while helping ensure PLC quality is more consistent across the school.

LPHS needs to develop a more extensive APEX offering, preferably having it housed on the campus which will enable more students to access the program.

LPHS needs to develop additional intervention supports within the school day and seek specific professional development opportunities to address various intervention supports.

LPHS needs to secure an on-site SAT/ACT review program to enable students to have support for scoring well on these standardized tests.

Category C: Standards-based Student Learning: Instruction

Analysis must show distinctions that appear across the range of students (grade level, diverse background, and abilities) and the variety of programs offered at the school.

Examples include:

- Online instruction approaches (school site or off site, integrated within other programs and/or offered separately)
- Focused programs such as IB Diploma Program, college/career readiness programs, school/college partnerships, AVID, and independent study programs.

Note: In some areas additional prompts have been inserted to emphasize the analysis related to online instruction.

C1. Instruction Criterion

To achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, all students are involved in challenging and relevant learning experiences.

Indicators with Prompts

Results of Student Observations and Examining Work

Indicator: The school's observations of students working and the examining of student work provide information on the degree to which all students are engaged in challenging learning to assist them in achieving the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. The school, particularly, has evaluated the degree of involvement in the learning of students with diverse backgrounds and abilities and modified approaches based on findings.

Prompt: *Comment on the degree to which all students are involved in challenging learning to achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Include how observing students working and examining student work have informed this understanding.*

Findings	Supporting Evidence
<p>La Puente High School provides challenging instruction for students (GATE, EL, gen ed., SpEd, etc.) through the implementation of the school's vision of promoting both rigor and accountability. Namely, the adoption of the California Standards has provided a monumental shift which offered significant challenges and a clear alignment to college and career readiness.</p> <p>The use of student CELDT results as well as CST, CAHSEE, NCLB, STAR scores and IEP modifications are used when modifying instruction to meet the learning needs of students.</p> <p>PLCs (specifically DuFour's four essential questions), La Puente High School teachers have been provided a structure in which the expectation of examining student work has become meaningful.</p> <p>Teachers use qualitative and quantitative data (including observation and student work) to group students so that their strengths and weaknesses can be effectively addressed. Through differentiated instruction, teachers regularly provide opportunities for students to demonstrate their critical thinking, communication, collaboration and creativity.</p>	<ul style="list-style-type: none"> • Student profiles • PLC notes • Student work samples • Free response questions and Rubrics on common Assessments • Common assessment data reflecting data analysis and next steps • Physical Fitness testing data • Informal/formal observations

<p>Student work is monitored and student achievement is evaluated by the PLC. Teachers norm rubrics to align instruction and assessment and support challenging learning experiences across like courses.</p> <p>Teachers examine student work from various levels of achievement and determine areas that can challenge the advanced learners and engage the students who require more help.</p> <p>Math teachers indicate that students justify their answers verbally and in writing. Sentence frames and other appropriate scaffolding are provided. Students respond to questions via multiple representations. (written, algebraically / numerically, graphically).</p> <p>In Science students utilize concept/thinking maps, perform lab experiments and analyze results. Students use critical thinking skills to respond to open ended questions. Free response questions are included in common assessments. Rubrics are utilized for assessment of free responses. Student work in the sciences is also scaffolded to support students' varying abilities. Inquiry labs have questions that assess the abilities of each student on the understanding of the lab's objectives and challenges students' thinking on extension of the lab's activities.</p> <p>Math and Science shared that students are provided opportunities for students to correct their student work and reflect on why their mistake occurred. Teachers provide opportunities for students to retake exams.</p> <p>Student work In the Fine Arts lends itself to observation via formal and informal assessments. Furthermore, the types of evaluations of student work are springboards to allow students to grow within the realm of the fine arts.</p> <p>Performing Arts students are given assignments based on standards. As students work on the assignments (including practicing and performing), teachers examine the work, provide feedback on the work and continue to revisit challenging standards.</p> <p>The Studio Arts PLC discusses student progress, noting strengths and weaknesses in students' performances. Students are assessed using common tests with common rubrics.</p> <p>PE teachers use data from Healthy Kids Survey, physical fitness testing, Fitness Gram, and teacher observation to differentiate instruction by supporting students to set fitness goals/targets for achievement.</p> <p>Teachers use the data from formal and informal assessments to determine the additional scaffolding that is necessary to teach and reteach lessons as well as determine appropriate pacing. Some strategies include: cooperative learning, peer coaching, individual tutoring, and assignment modification. Based on observations of student engagement, assignments can be modified for students who need re-teaching, and those who need enrichment. Monitoring and observing student work includes checking for understanding, strategies, and the use of "stamp" credit upon completion of challenging learning assignment or activity. Short responses can be utilized as entry or exit slip to help determine whether or not students understand key concepts. Warm up questions are also utilized to assess prior learning objectives.</p>	
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Additional Online Instruction Prompt: *Evaluate the effectiveness of timelines and pacing guides for completing coursework for asynchronous online instruction*

Findings	Supporting Evidence
Online credit recovery classes were self-paced and monitored by the guidance counselors.	<ul style="list-style-type: none"> • Student data on online classes

Student Understanding of Learning Expectations

Indicator: The students know the standards/expected performance levels for each area of study.

Prompt: *Examine and evaluate the extent to which students know the standards/expected performance levels before beginning a new area of study; an example is the use of pacing guides for online instruction.*

Findings	Supporting Evidence
<p>La Puente High School teachers have implemented the instructional practice of explicitly framing lessons with student-centered learning objectives. Additionally, teachers further support students' understanding of the expectations by listing the instructional activities which support the day's learning.</p> <p>In an effort to promote the understanding of specific performance levels some teachers provide evaluative rubrics and utilize exemplars (and non-exemplars) prior to instruction. -</p>	<ul style="list-style-type: none"> • Classroom observations • Learning objectives posted along with daily agenda • Rubrics provided to students

Differentiation of Instruction

Indicator: The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

Prompt: *How effectively do instructional staff members differentiate instruction, such as integrating multimedia and technology? Evaluate the impact of this on student learning.*

Findings	Supporting Evidence
<p>La Puente High School teachers implement differentiated instruction utilizing multi-media and technology. Teachers across campus utilize document cameras and digital projectors to assist students' ability to access rigorous curriculum. Use of the document, camera allows teachers to model complex processes while demonstrating metacognition. Teachers also consistently take full advantage of the projectors in order to clearly broadcast learning objectives and content specific lesson material.</p> <p>Finally, a continued focus on access to technology provides students school-wide the opportunity to regularly use both desktop and laptop computers to assist in promoting both subject understanding and 21st century technology skills.</p> <p>When surveyed, teachers reported on how differentiation looks in various disciplines across campus:</p> <p>In English, teachers use the model of "I do, we do, you do" to foster independence, and allow students multiple chances to achieve success to ensure that their success. Teachers use digital media to enhance lessons as well projectors to share documents and model expectations.</p> <p>In science, the subject matter is been presented using different methods to accommodate different learning styles:</p> <ul style="list-style-type: none"> • Web Lessons (technology/visual learners) • Reading Assignments (visual learners) • Lab Activities (Kinesthetic learners) • Lectures that are technology based (auditory/visual) • Virtual labs (for visual learners) 	<ul style="list-style-type: none"> • Surveys • Formal/Informal observations • PLC notes

<ul style="list-style-type: none"> • Online quizzes/assignments through Juno. • Video/online demos. <p>Performing Arts teachers use a number of strategies to differentiate instruction:</p> <ul style="list-style-type: none"> • Direct instruction - project assignments / objectives/ etc... on screen for visual learners • Collaborative groups - independent projects, partner projects, group (3 or more) projects, whole group projects • Video footage to model and inspire, evaluate / critique work • Wide range of assignments (writing, oral, etc.) <p>The Foreign Language Department provides for different type of learners through the following:</p> <ul style="list-style-type: none"> • Direct Teaching • Peer collaboration • Visual Organizers <p>In PE, instruction is modified based upon student fitness level and/or ability. Teachers also use video to demonstrate various weight room movements.</p> <p>Math - Technology - graphing calculators/web-based calculators to solve multi-step problems that involve critical thinking. Use of website/videos to support. PowerPoint Groups paired into homogeneous/heterogeneous groupings to facilitate learning. Scaffolded work for students with special needs or language difficulties graphic organizers. Teachers report using multi-sensory instruction including building of physical graphs beyond drawing "graph aerobics")</p>	
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Student Perceptions

Indicator: Interviews and dialogue with representative students inform the degree to which learning experiences are relevant in preparing students for college, career, and life.

Prompt: *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction based on student feedback.*

Findings	Supporting Evidence
<p>Students have a voice in the school through their representatives on the Shared Decision Making School Site Council (SDM-SSC), through the Leadership class, and through the various clubs and student organizations around campus. These formal and informal contacts with staff allow students to share their aspirations and help guide activities the school plans to meet student needs. Students' opinions are regularly sought out and received. In addition to this,</p> <p>The WASC self-study team sought to survey the student body in preparation for the visit. The team surveyed students in spring and fall 2015. In April 2015, 271 members of the class of 2015 completed the survey. At the start of the 2015-16 school year, 893 students from the classes of 2016, 2017 and 2018 took the survey as well. Some of the combined results are presented below:</p> <ul style="list-style-type: none"> • 77% of LPHS' students agreed that their courses challenged them academically. • 78% of students agree that teachers believe that students can learn the material taught. • 64% of all student respondents and 69% of the class of 2015 believe that LPHS provides effective college/ career guidance/ counseling. • 86% of students agree that their teachers expect them to graduate from high school. 	<ul style="list-style-type: none"> • Student Survey Results

- 68% of students agree that LPHS helped them develop the academic skills necessary to be successful after high school.
- 62% of students agree that LPHS provided them with classes which allowed them to explore career possibilities and interests.
- 80% of LPHS' students expressed confidence that they would graduate from high school.
- 60% of all LPHS' student respondents and 88% of the class of 2015 expressed a desire to attend college
- 78% of all LPHS' students surveyed and 80% of the class of 2015 felt positive about their futures after high school.

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>Students at La Puente High School are engaged in challenging learning to assist them in achieving the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.</p> <p>LPHS' students know the standards/expected performance levels for each area of study.</p> <p>LPHS' teachers work to ensure that students of all abilities have instruction that meets their learning needs. Teachers also integrate technology in classrooms to assist with differentiating instruction.</p> <p>Surveys of La Puente High School's students indicate a strong belief that their experiences at LPHS were relevant in preparing students for college, career, and life.</p>	<ul style="list-style-type: none"> • The evidence for this criterion is listed with each of the indicators above

Prompt: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
<p>LPHS is addressing the examination of students' work as it pertains to the academic standards and college and career readiness standards. This criterion is emphasized throughout the action plan as we identified critical learner needs of academic language and vocabulary development as well as analytical thinking.</p> <p>The criterion also encompasses critical learner need #3 for math practices.</p>	<ul style="list-style-type: none"> • Student work • Critical learner need #1 & 2 and action plan strategies • Critical learner need #3 and action plan strategies

C2. Instruction Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

Indicators with Prompts

Current Knowledge

Indicator: Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

Prompt: *Evaluate the extent to which teachers effectively use multimedia and other technology in the delivery of the curriculum.*

Findings	Supporting Evidence
<p>Teachers utilize a variety of forms of technology to supplement the delivery of the curriculum.</p> <p>All teachers at LPHS have, at the minimum, a laptop and an LCD projector.</p> <p>Additionally, many teachers have document cameras which aid in teaching our students strategies such as close reading and strengthening our vocabulary development.</p> <p>Many teachers also utilize video clips and multimedia presentations to aid in the delivery of instruction.</p> <p>A select number of teachers also use classroom response systems to facilitate in the checking for understanding process.</p> <p>Teachers also use sites such as Edublogs, Blogspot, Edmodo and Blackboard, to name a few, to supplement the delivery of the curriculum.</p> <p>Teachers also have access to a number of laptop carts and to our computer labs in order to assist in the delivery of curriculum.</p>	<ul style="list-style-type: none"> • Student work samples • Formal/informal observations • Teacher created websites, blogs

Additional Online Instruction Prompt: *Evaluate how teacher technology competencies are assessed during online instruction.*

Findings	Supporting Evidence
<p>Through HLPUSD adult education, students are enrolled in the APEX online learning program at an off-site location. At this time, LPHS teachers are not part of this instructional process. In the past, all online classes were done through the Aventa program which again LPHS teachers were not directly involved in the delivery of instruction.</p>	<ul style="list-style-type: none"> • Aventa & APEX enrollment data

Teachers as Coaches

Indicator: Teachers work as coaches to facilitate learning for all students.

Prompt: *Evaluate and comment on the extent to which teachers work as coaches to facilitate learning for all students. Provide examples.*

Findings	Supporting Evidence
<p>Highly qualified teachers facilitate learning for all students through the implementation of various pedagogical approaches. Teachers engage in the sharing of such pedagogical approaches through our PLC, department and staff meetings.</p> <ul style="list-style-type: none"> • LPHS teachers use both quantitative and qualitative checking for understanding strategies to help determine when re-teaching is necessary. By checking for understanding teachers are able to determine when students are prepared for more rigorous critical thinking tasks. Teachers are also able to facilitate the learning of all students through establishing and maintaining high expectations. 	<ul style="list-style-type: none"> • Formal and informal observations • Meeting agendas and notes • Survey results

<ul style="list-style-type: none"> • Timely and relevant feedback provided to students allows them to reflect and improve on specific targeted areas. <p>Teachers were surveyed to describe the practices they employ to facilitate learning for all students. Below is a sample of their responses:</p> <p>Guide instruction through modeling, exemplars, and feedback.</p> <ul style="list-style-type: none"> • "I do-we do-you do." Using this strategy, teachers are able to guide students by providing examples and by allowing independent practice. • Maintain high expectations • Encourage student success through mastery of skills, assessment of student skill development and instruction for improvement. • Peer collaborations, pair share • Provide daily agenda and objectives. • Scaffolding instruction for struggling students. • Students reflect on their mistakes and improve their knowledge of content • Adjusting behavioral and academic expectations based on the needs of the students • Clear direction, and model the expectations. • Multiple opportunities to improve and revise student essays. • Individual conferences to set learning goals and review grades. • Active monitoring 	
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Examination of Student Work

Indicator: Representative samples of student work demonstrate: a) structured learning so that students organize, access and apply knowledge they already have acquired; b) that students have the tools to gather and create knowledge and have opportunities to use these tools to research, inquire, gather, discover and invent knowledge on their own and communicate this.

Prompt: Evaluate and comment on the ways in which student work demonstrates a) structured learning so that students organize, access, and apply knowledge they already have acquired; b) that students have the tools to gather and create knowledge and have opportunities to use these tools to research, inquire, gather, discover, and invent knowledge on their own and communicate this.

Findings	Supporting Evidence
<ul style="list-style-type: none"> • LPHS' teachers work to build on students' prior knowledge within courses and within sequences of courses. Examples of this vary by discipline. • During PLC meetings, teachers share, review and assess student work. Current student work posted in classrooms. • LPHS' students learn and practice using a number of note-taking and organization methods such as Cornell Notes, lab and class notebooks. • LPHS has been working to increase the number of computers on campus in order to ensure that students have access to online resources so they can research online and create products which showcase how they have applied what they have learned. • LPHS is also working to increase the number of laptops assigned to specific classrooms and in carts so that teachers can have the flexibility to integrate technology within their classrooms to assist with research, production and communication of student ideas and work, and to facilitate written and oral language practice. 	<ul style="list-style-type: none"> • Student work samples • PLC notes • Lab books • 1 computer labs, 2nd computer lab under construction, 3 laptop carts

<ul style="list-style-type: none"> Students have drop-in access to the library's computer lab and reserve textbooks before school, after school, during lunch, and breaks. In addition to access to resources, research assistance is available in the library. 	
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Additional Online Instruction Prompt: *Evaluate and comment on the effectiveness of reviewing student work online and online communications to determine the degree to which students are analyzing, comprehending, and conducting effective research.*

Findings	Supporting Evidence
<p>Although some teachers assign online assignments through the use of Blackboard, Juno, Edmodo, HMC math supplemental lessons, and blogs, the use of reviewing student work online is usually completed school wide through written products. As students complete research, the degree to which they respond, analyze and show comprehension is through written media products.</p> <p>LPHS needs to refine the use of online student work and provide enhanced technology since many of the students do not possess technology in their homes.</p>	<ul style="list-style-type: none"> Teacher lesson plans Student work products

Indicator: Representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, project, discussions and debates, and inquiries related to investigation.

Prompt: *Evaluate and comment on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.*

Findings	Supporting Evidence
<p>Student work products in classrooms show students are able to think, reason and problem solve during individual assignments and group projects especially in the areas of English Language Arts and the Visual and Performing Arts departments.</p>	<ul style="list-style-type: none"> Annotated student work samples

Indicator: Representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the schoolwide learner outcomes.

Prompt: *Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>LPHS students use technology to research, collaborate and communicate their learning in pursuit of achieving attainment of the academic standards and the schoolwide Learner outcomes.</p> <p>With the shift to CAASPP, the LPHS Leadership team believes that LPHS needs to provide more opportunities for our students to have more access to technology. Leadership will create a plan that supports teachers and students with more training and exposure.</p>	<ul style="list-style-type: none"> Student work samples involving technology (digital graphics and multimedia design) Leadership Team notes from the 9-23-15 meeting with education consultant

Indicator: Representative samples of student work demonstrate student use of materials and resources beyond the textbook, such as utilization and availability of library/multimedia resources and services; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.

Prompt: *Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.*

Findings	Supporting Evidence
<p>LPHS' students have access to materials beyond the textbook such as a library collection of 40,000+ volume which is maintained by full-time librarian who collaborates with students and teachers.</p> <p>Teacher collaboration with the school's librarian, includes gathering focused "starter" collections prior to class visits. The starter collections are made-up of selected print materials placed on book carts to meet the requirements of specific assignments, as well as links to databases and other trusted resources. Students have access to the library's catalog and online resources from any internet connected computer.</p> <p>LPHS' students participate in activities linking them to the outside world as well. During each election cycle, LPHS students participate in state mock election, and a group of student volunteers from LPHS serve as poll workers. Each year economics students participate in a stock market simulation in which they monitor the market to track the success of their stock choices.</p>	<ul style="list-style-type: none"> • Library collection & schedule • Shared resource list

Real World Experiences

Indicator: All students have access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, on-the-job training programs, community projects and other real world experiences and applications.

Prompt: *Evaluate the degree to which the opportunities for access and involvement in a variety of real world experiences are available and effective.*

Findings	Supporting Evidence
<p>Students at La Puente High School, have access to career awareness, exploration and preparation. LPHS' library maintains a subscription to a careers database from Vocational Biographies and updates its print career holdings as budgets allow. All students have access to the database from any computer with web access. All LPHS students participate in the college and career exploration through the California College Guidance Initiative (CCGI), and LPHS' Guidance department piloted a revitalized career day across the school for the class of 2015-16. Many of the presenters were LPHS graduates who described life after high school, and discussed their career trajectories with students.</p> <p>LPHS offers a number of ROP courses in criminal justice, forensic science, healthcare, manufacturing, pre-engineering, publishing and graphic design, and robotics.</p> <p>LPHS students participate in career-related activities such as those sponsored by HOSA-Future Health Professionals' state-wide organization and FIRST Robotics. Students in the Law Enforcement Academy accompany deputies on ride-alongs. Students from HOSA-Future Health Professionals and ROP organize and host two student blood drives each year. Students have gone on to participate in the Society for Hispanic Professional Engineers' internships as well as participating in internships sponsored by Kaiser Permanente.</p>	<ul style="list-style-type: none"> • CCGI info • Career Day schedule • ROP class list • Red Cross Blood Bowl letters • Competition rosters • Vocational Biographies

Additional Online Instruction Prompt: *Evaluate the effectiveness of opportunities within online instruction for real world experiences and applications for the students.*

Findings	Supporting Evidence
<p>LPHS teachers embed real world experiences as they deliver their instruction; however, online opportunities are limited. Students may upload work products and teachers using these online resources can analyze and clarify instructional questions.</p> <p>APEX learning is LPHS' online credit recovery program provided by the Adult School. It is difficult to assess the real world experiences since this content is not currently accessible to the LPHS staff.</p>	<ul style="list-style-type: none"> • Teachers using online instruction - student work products • Not able to view APEX content at this time

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>LPHS has focused on providing rigorous academic standards and college and career readiness standards to address critical learner needs in support of the SLOs.</p> <p>The teachers have set instructional goals and students know what performance levels are expected. They also actively engage students in the learning and examined student work. Provisions have also been made to differentiate instruction and use class profiles to identify students in need.</p> <p>Technology is embedded into lesson delivery and some teachers are using interactive technology resources to engage students. These resources enable students to upload work product or create forums where they can get answers to questions. This also allows teachers to analyze student learning.</p> <p>Student interviews and surveys validate that students know the expected performance levels as well as the school wide learner outcomes as they prepare for post high school education and careers.</p> <p>Teachers are using a variety of strategies and resource that include technology to enhance student learning outside of the traditional textbook approach.</p> <p>Teachers are utilizing checking for understanding methods that engage the students and allow them to facilitate the learning process and enable them to coach students through a lesson.</p> <p>At LPHS, student work is being reviewed and PLCs are evaluating student work products as they refine their common pacing guides and common assessments. Online students work is still in the beginning stages at LPHS with only a few teacher utilizing this resource.</p> <p>As teacher evaluate student work, there is evidence that students are able to think, reason and problem solve during individual assignments and group projects.</p> <p>There is evidence that students at LPHS receive real-world experiences and participate in career awareness and exploration as part of the CCGI. ROP courses also allow students to experience some career field that may be of interest to them in the future.</p>	<ul style="list-style-type: none"> • All evidence listed in C2 for given Indicators

Prompt: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
<p>The instructional focus at LPHS has enabled the school to focus on rigorous instruction with the examination of student work to enable students to identify the level of expectations, produce quality work products and have access to technology.</p>	<ul style="list-style-type: none"> • Student work • Technology access • CCGI Data • MyRoad data • ROP class content

The focus on college and career readiness campus wide and the support of the ROP program allows LPHS to address and support the critical learner needs and the action plan strategies.	
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WASC Category C: Strengths and Growth Needs

Instruction: Standards-based Student Learning

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

Summary:

C1. Instruction Criterion

LPHS provides challenging instruction for all students that includes rigor and accountability. There is a concerted effort to modify instruction based on student's IEPs and with the use of class profiles which identify our students with instructional needs.

As LPHS addressed the critical learner needs and created the action plan, PLCs have been assessing student work and there has been collaboration to move students toward analytically responding to questions within the scope of all content areas as LPHS moved to the Common Core. Students know the learning expectations as evidenced in the daily objective posting throughout the campus.

Teachers are differentiating instruction and using technology in classrooms. Use of multimedia tools such as document cameras and PowerPoint presentations allow students to visualize instructional concepts. Graphing calculators and the use of laptops allow students to have "hands-on" use of technology as well.

Student surveys were administered to seniors to determine their understanding of the performance expectations. In addition, the survey measured their perceptions related to college, career and life goals.

C2. Instruction Criterion

LPHS teachers regularly use various forms of technology to supplement the delivery of the curriculum. Laptops, LCD projectors, and document cameras aid teachers during lesson delivery.

Many teachers produce multimedia presentations and use technology resources to communicate with their students. Additionally, teachers allow for posting of assignments and are able to analyze student work products.

Teachers model a coaching environment in their classrooms, where strategies for checking for understanding make learning student-centered.

LPHS is also examining student work and has provided students with lessons in Cornell note-taking and organization. Each student is provided with a student agenda to keep them organized and focused. LPHS is also working on increasing the access to technology with the development of a secondary lab and over the last few years, the addition of computer laptop carts.

Online assignments that allow for teachers to assess student work is minimally occurring on the campus and LPHS needs to refine the use of online opportunities for students since many do not possess technology in their homes.

There is evidence to support the notion that students are able to think, reason and problem solve in groups and when completing individual assignments. English Language Arts and Visual and Performing arts have exemplary work highlighting student capabilities.

LPHS student are able to demonstrate their technology proficiency as they complete research projects and utilize technology when taking state assessments such as the SBAC.

Student work samples indicate that students are able to use resources beyond their textbooks and access the school's library and online resources when completing assignments.

There is clear connection to real-world experiences. Students are enrolled in CCGI which enables them to complete career exploration and ROP classes offer students the opportunity to seek experiences in a variety of career fields as part of their scheduled day.

LPHS has career focused school clubs and organizations like HOSA, Robotics and the Law Enforcement Academy. These programs help students receive foundational experiences leading to careers.

Category C. Standards-based Student Learning: Instruction: Areas of Strength

LPHS' areas of strength include the quality of instructional delivery with rigor and accountability. Through the use of the daily objective postings, student are aware of what is the level of expectation for each lesson.

LPHS places importance on modifying instructional strategies to support students with individual needs. Class profiles assist teacher during lesson planning and delivery to support students in learning. Checking for understanding is a consistent goal at LPHS and this allows teacher to create learning environments that are student driven and allow teachers to serve as coaches.

The use of technology is evident in classrooms, with teachers utilizing projectors and document cameras during lesson delivery. Some teachers are creating more "hands-on" lessons having student work products uploaded to technology resources to be assessed. Some teachers are also using blogs and online forums to create discussion boards surrounding topics that need further clarification and discussion.

LPHS completes senior surveys yearly to gather data on student perceptions about performance expectations, college, career and life goals.

LPHS also provides every student with a student agenda which helps them stay organized and focused. Students have also received instruction on Cornell note taking which also helps them stay centered and interactive during class.

Student work is showing that students can think, reason and problem solve. There is evidence that students are receiving real-world experiences and have multiple opportunities to receive career exploration through CCGI and My Roads. Classroom teachers also embed career exploration and real-life experiences into assignments and projects. ROP courses give students career experiences through the content within the school day.

LPHS has clubs and organizations which support the rigorous academic focus such as HOSA, Robotics and the Law Enforcement Academy. Through these clubs, students gain additional experiences that enhance and support the rigorous curriculum foundations.

LPHS is committed to developing a high academic program that prepares students for college and careers. In aligning the critical learner needs and the school wide action plan, a focus on quality student work products, use of technology and the development of opportunities for enhanced learning are main focus areas. As LPHS focuses on the SLOs, emphasis has also been placed on developing higher critical thinking skills and student engagement throughout the content areas.

Category C. Standards-based Student Learning: Instruction: Areas of Growth

LPHS need to develop common rubrics to assess student work products school wide. There needs to be consistency in the development across content areas as well as consistency in implementation.

Online technology opportunities are in the beginning stages at LPHS. More opportunities need to be developed consistently across the school and provisions for student access to technology need to continue to increase due to the fact that many students do not have this access at home.

LPHS needs to create a monitoring tool to assess the different types of differentiated instruction and the impact on student learning, taking into consideration all types of learners (i.e. SWD, ELD, targeted Title 1, etc.)

LPHS administration needs to collaborate with PLCs on the effectiveness of instructional delivery practices and challenge teachers to employ new resources and strategies during their lessons.

The Action Plan development that addresses the critical learner needs has a focus on improving instruction. Collaboratively, the staff is focusing on an ongoing process to review, re-design and implement various instructional strategies to continually improve student achievement.

Category D: Standards-based Student Learning: Assessment and Accountability

Analysis must show distinctions that appear across the range of students (grade level, diverse background, and abilities) and the variety of programs offered at the school.

Examples include:

- Online instruction approaches (school site or off site, integrated within other programs and/or offered separately)
- Focused programs such as IB Diploma Program, college- and career-readiness programs, school/college partnerships, AVID, and independent study programs.

Note: In some areas additional prompts have been inserted to emphasize the analysis related to online instruction.

D1. Using Assessment to Analyze Monitoring and Report Student Progress Criterion

The school staff uses a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders.

Indicators with Prompts

Professionally Acceptable Assessment Process

Indicator: The school staff uses effective assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.

Prompt: Evaluate the effectiveness of the assessment processes.

Findings	Supporting Evidence
<p>Note: HLPUSD is in the process of transitioning from SMART to Aeries in 2015-2016. As educators at LPHS learn to use Aeries, data collection analysis and reporting practices will shift.</p> <p>Teachers at La Puente High School have processes in place to collect, disaggregate, analyze and report performance data within their Professional Learning Communities.</p> <p>Teachers collect student performance data in their classes in multiple ways, including tests, quizzes, projects, cooperative learning, and checking for understanding during lessons to inform and modify instruction as needed</p> <p>As part of the data collection process, teachers create classroom profiles so that they can be informed as to which students belong to groups such as English Learners (EL), and Students with Disabilities (SWD), and use that data to inform and adjust their teaching based on that information.</p> <p>Teachers use OARS to create standards-based common assessments. As student responses are scored and recorded in OARS, teachers review the results in PLCs and with their students during class. State assessment data is also available to teachers from this reporting system.</p> <p>Several English PLCs routinely share anonymous student exemplar essays (Low - Medium - High scores) with one another and compare data about student performance based on these common assessments.</p> <p>OARS system is used to collect and track student data related to state testing, Language Proficiency levels and other student profile information.</p> <p>In addition to OARS, teachers used the SMART system to track student CAHSEE scores, CUM files, attendance, and other pertinent data. (Replaced by Aeries)</p> <p>The Performing Arts PLC assesses student achievement using performance tasks, and written exams which are specialized based on specific content area</p>	<ul style="list-style-type: none"> • Common assessment data • PLC notes highlighting best practices and next steps • OARS results • Aeries • Classroom profiles/seating charts based on classroom profiles • OARS common assessments and disaggregated OARS data • California Physical Fitness Exam Data • Parent meetings - minutes, agendas, sign-ins

(dance/drama/music/speech). Data is collected using the performances and projects.

The Physical Education PLC collects student performance data on a regular basis against the standards for CA Fitness testing which include: mile run, push-ups, sit-ups, flexibility, trunk lifts and Body Mass Index measurements.

Disaggregating data:

Data is often disaggregated in PLCs, based on the information collected from OARS. Assessments are standards-based and are reviewed using 70% as the general benchmark for student proficiency in the standards assessed. Standards that show low or little mastery by students are identified, best practices are shared as teachers collaborate over how and when to reteach those standards.

Examples of other disciplines disaggregating data include:

- Disaggregating based on language proficiency and special needs
- Disaggregating individual tests by grade level, gender, and age. (PE)
- Algebra 2 used OARS to examine performance bands on common assessments

Analyzing data:

At LPHS, most of the data analysis occurs at the PLC level.

Performance, achievement and survey data is often examined as part of leadership team meetings and staff meetings.

During the current self-study period, certificated staff analyzed the school profile's collection of performance data in different sessions, including as PLCs, focus groups, and as departments.

The Math I PLC reported that their data analysis led to changes in "how to support our EL's based on differing levels. Some students were Spanish only (recent arrivals) to near reclassification. Strategies and tactics were discussed and resources shared."

PLCs focus on best teaching practices, and compare results, looking for trends and successful student outcomes. PLCs also identify groups with challenges who need to be reassessed or retaught.

English: Select a few focus standards, determine student performance on those standards, reteaching strategies, discuss best practices. Next they look at student subgroups or cohorts, such as English Learners, and pick out standards that need to be retaught. Questions that were missed by more than 50% of the students are discussed, what was the challenge? Was it vocabulary: academic or content? Standards that were weakest are retested.

Fine Arts: "Evaluation of student performance based on a variety of dynamics including: Project completion and fabrication, writing about artwork, speaking about works of art, and student ability to develop self-discovery and personal evaluation."

Math 1: Discuss how students responded to problems and would decide to reteach problems where fewer than 60% of all students got them wrong to be placed on the next test.

Performing Arts: There is a "correlation between art classes and core classes - assessment types that are similar and trends. They compare disaggregated data and refocus teaching and student performance tasks - individualized plans to meet students needs.

PE: Analyze data by "determining individual student fitness level, comparative scores with other schools in district and statewide, completion of graduation requirements relative to PE curriculum."

Reporting student data:

Teachers discuss and review assessments with students, parents, and other teachers. Data is reported during a variety of settings including: school leadership meetings, parent meetings (SDM, ELAC, LTEL, and parent coffee nights), individual academic counseling, and in individual parent conferences. Jupiter Grades provided parents and students access to their assessment and achievement data.

Basis for Determination of Performance Levels

Indicator: The school staff has determined the basis upon which students' grades and their growth and performance levels are determined and uses that information to strengthen high achievement of all students.

Prompt: *Evaluate the impact and effectiveness of the basis for which students' grades, their growth, and performance levels are determined.*

Findings	Supporting Evidence
<p>Teachers use a number of factors to determine student grades, growth and performance levels based on the California standards.</p> <p>Some of these factors include the use of standardized assessments such as CST, CAHSEE and state fitness tests. Teachers also use performance on common- and interim-assessments to gauge student progress in the standards.</p> <p>During the 2014-2015, school year, LPHS worked with an educational consultant on rethinking grading philosophy and practice.</p> <p>Departments continue to discuss and evaluate how to make their practices more meaningful in light the new state standards and CAASPP testing process. Departments began the transition to common grading practices.. These practices include normed grading, common rubrics and adjusting the value placed on different types of student work.</p> <p>A number of departments have increased the weight that assessments are given (between 50 and 70%) as part of a student's overall grade to better align with proficiency levels on state and federal assessment benchmarks.</p>	<ul style="list-style-type: none"> • Department syllabi • English department online assessments • Professional Development Notes: Educational Consultant

Additional Online Instruction Prompts: *Evaluate the effectiveness for determining if a student is prepared to advance to the next unit, course, or grade level. Evaluate how course mastery is determined and evaluate the "steps" or "gates" that are in place to prevent students from proceeding to the next unit if mastery has not been demonstrated.*

Evaluate the effectiveness of the procedures for grading student work whether it is done electronically or individually by the teachers.

Evaluate how teachers ensure academic integrity and determine students are doing their own work in the online environment. Comment on the degree to which the results for state-mandated assessments and the high school exit exam are used in decisions about student achievement and advancement and improving the instructional program.

Findings	Supporting Evidence
<p>LPHS students' course mastery has evolved. During the summer of 2015, student alignment to prerequisite courses were determined and several students were placed in the correct class alignment.</p> <p>Currently, there is little evidence that shows students being held back within a course if mastery of the preceding unit has not occurred.</p> <p>Teachers are providing grades for student work; however the development of common grading rubrics is a necessity as well as the number of assignments counted within a grading period.</p> <p>The Foreign Language department held placement testing during the summer to appropriately place students in the correct classes.</p> <p>Students are advanced between grade levels; however, D/F lists are analyze at semester and more recently during progress report periods. As a result,</p>	<ul style="list-style-type: none"> • Course requests • Student work & assessments • Teacher grade books • Placement testing results • D/F lists • Title 1 placement criteria • Discipline referrals • CAHSEE Results • SBAC Results

<p>students are being identified for support and Targeted Title 1 intervention exists as well.</p> <p>Academic integrity is held to the highest standard at LPHS. Due to the socioeconomic level of our students, there are not very many requirements for online work products. Within the scope of the academic program, teachers are vigilant in assessing student work and seek administrative support when cheating and plagiarism occurs.</p> <p>Standardized test results are shared school wide to help teachers focus on individualized instruction and how to address areas of greatest instructional needs.</p>	
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Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>La Puente High School school staff uses effective assessment processes to collect, disaggregate, analyze, and report student performance data (formative and summative) to the school staff, students, parents, and other stakeholders.</p> <p>Formative assessment data is collected through checking for understanding activities which include warm ups, notes, think-pair-share activities, group, one-on-one support, exit tickets, among many others.</p> <p>Summative assessment data is collected through the OARS system, and teacher prepared assessments (individual and common assessments) and quizzes. The data is analyzed by the District (interim assessments), school, departments, PLCs, and individual teachers.</p> <p>The results of student assessments are shared with students and parents in a variety of ways, such as printouts provided by teachers, Back-to-School Night presentations at the beginning of each school year, progress reports sent home, parent conferences, Aeries, Blackboard, and our messaging system (School Messenger) where teachers can send bulk calls home.</p> <p>The school staff is making strides in determining the schoolwide basis upon which students' grades, and their growth and performance levels are determined. The staff uses this information to strengthen high achievement of all students.</p> <p>Teachers continue to work in departments and PLCs to create a common grading system that supports our students. Modifications and adjustments are discussed on an on-going basis.</p>	<p>Evidence supporting this criterion is noted in the indicators above</p>

Prompt: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
<p>The school staff uses a number of assessment processes to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders.</p> <p>This assessment process supports the ability of staff to gather achievement data and support communication of student achievement related to the California standards and the critical learner needs to all stakeholders.</p> <p>It has resulted in specific instructional strategies and techniques designed to assist students in mastering the more rigorous requirements of the CCSS. Examples of this include the incorporation of close reading strategies, techniques for citation, and models for constructed responses.</p>	<p>Evidence supporting this criterion is noted in the indicators above</p>

D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

Indicators with Prompts

Appropriate Assessment Strategies

Indicator: Teachers use appropriate formative and summative strategies to measure student progress toward acquiring a specific body of knowledge or skills such as essays, portfolios, individual or group projects, tests, etc.

Prompt: *Evaluate the effectiveness and appropriateness of the assessment strategies selected based on the programmatic goals and standards to determine student achievement. Evaluate the selection of and the use of proctors, the security systems for test documents, and the means to maintain the integrity of the assessments.*

Findings	Supporting Evidence
<p>Assessment strategies are standards-based and aligned to goals for student learning.</p> <p>Formative assessment strategies are individualized by teachers based on student need. Examples of formative assessment strategies include daily checking for understanding (CFU) strategies (including white boards, standing and sitting questions, exit slips) daily/weekly quizzes (multiple choice, short answer, free responses), journal writing, vocabulary quizzes, and labs. Moreover, PLCs report that common standards-based assessments and labs are practice among grade/subject-like teachers. Formative practical skill assessments are also used to regularly monitor and measure student performance and achievement.</p> <p>Examples of summative assessments include final exams, common assessments (end of unit - multiple choice, free response), district interim assessments, open-ended essay questions utilizing common prompts to determine how much students have learned, summative projects that are inclusive of student learning, summative assessments designed after reviewing data from the formative assessments, and summative assessments that include projects/activities involving DOK levels 3 and 4.</p> <p>In the Fine Arts, formative and summative assessments are designed to allow students to fabricate and develop original works of art with complexity. The students are able to understand historical significance, and apply instructional methods that are evaluated as projects move through stages from original demonstration instruction to completed art works. Instructors use formal and informal strategies to evaluate student work on a continual basis within the context of the art standards.</p> <p>For our SPED and EL students, common assessments are modified to meet their learning goals and needs (IEP) as well as support in growing their language fluency.</p> <p>In math, questions on assessments are leveled and based on California standards. Assessment strategies include multiple choice, diagramming, writing (complete sentences). Assessment supports include sentence frames, fill-ins and sequential nature of the questions.. Modifications to assessments are made as needed for SpEd and EL students..</p>	<ul style="list-style-type: none"> • Formal and informal observations. • PLC notes • Teacher/PLC created assessments • Copies of exams, district interim assessments, common assessments. • Student work samples, student notebooks

Demonstration of Student Achievement

Indicator: A range of examples of student work and other assessments demonstrate student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including those students with special needs.

Prompt: *Evaluate how student work and other assessments demonstrate student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>Teachers use a variety of assessment strategies to determine student mastery of the academic standards and SLOs. These include formative and summative assessments: project based activities, student journals, essays, ERWC portfolios, individual and small group research projects, partner activities and projects, quizzes, oral presentations, virtual and hands-on labs, lab reports, oral presentations (individual and small group), Cornell notes w/summaries, common assessments, Quizlet, written responses to writing prompts in math and science, DOK questioning, weekly problem sets, notebook checks, unit exams, activities that consist of real-world examples and applications.</p> <p>Other assessments utilized to demonstrate student achievement include checking for understanding (student verbal and written responses, white boards, pair-share, equity sticks); State and federal assessments results demonstrate college readiness through EAP, PSAT, SAT, and Advanced Placement.</p> <p>Special need students have their assignments modified to comply with their IEPs. Rigorous lessons are planned with the goal of college or career readiness.</p> <p>Math - The new math program is fully immersed in Common Core, so all student work is geared to show achievement. Subsequent chapters build on the previous chapter, so student demonstration of knowledge or difficulty will be easily displayed as student work is analyzed. Math continues to increase writing and thinking skills in order to directly support college readiness (A-G requirements). Work is modified for SpEd students based on their needs. In team-based courses, accommodations may be made. In the standard-based courses, time and quantity modifications are made.</p> <p>Sample student work in math that demonstrated mastery included using tangent to find the height of different buildings on campus. Students took measurements outside and used math to calculate what height they believed the buildings to be. Another project focused on students finding pictures of real-world examples that demonstrated different types of angles - vertical angles, consecutive angles, complementary angles, supplementary angles, and linear pairs.</p> <p>Chemistry PLC has utilized strategic common free response questions to assess the understanding and mastery of selected topics and themes. Common rubrics have been developed and used to assess student mastery in the content. Student achievement results of the common assessments are discussed during PLC time.. Common labs with rubrics are also used as assessment tools of mastery of topics and concepts</p> <p>The US History PLC has developed common projects, such as one on immigration, and used a common rubric developed by the PLC to assess student achievement.. Students also are assigned projects developed by individual teachers. US History teachers use collaborative learning that stresses academic vocabulary and includes the social studies standards.</p> <p>SLOs are embedded throughout the year to demonstrate student achievement in academic standards, college and career readiness, school-wide learner outcomes. Students are given an opportunity to write, speak, and present.</p>	<ul style="list-style-type: none"> • Formal and informal observations • Common assessments/common rubrics • Examples of graded student work/feedback • PLC/Department notes • IEPs/ lesson plans/student work

Additional Online Instruction Prompts: *Evaluate the use of student work and other online assessments (formative and summative) that demonstrate student achievement of academic standards and the schoolwide learner outcomes.*

Curriculum-Embedded Assessments

Indicator: The school regularly examines standards-based curriculum-embedded assessments in English language and math, including performance examination of students whose primary language is not English, and uses that information to modify the teaching/learning process.

Prompt: *How effective are the standards-based curriculum-embedded assessments in English language and math and all other curricular areas as students apply their knowledge?*

Findings	Supporting Evidence
<p>Over the last six years, La Puente High School has promoted professional learning communities (to varying degrees within the core curriculum and schoolwide) to create, examine and analyze the results of student assessments to support student achievement.</p> <p>Currently, PLCs are included in the certificated contract as an expectation of teacher time and one of the district areas of focus for the last several years. At LPHS, the English and Math PLCs have received additional support from district program specialists.</p> <p>Data shows (CAHSEE, CST, and SBAC) that math is an area that our students struggle in. With support of the district, more professional development and DPS/TOSA support is being offered. Teaching strategies are being implements as well as gradual release.</p> <p>PLCs utilize OARS to create class profiles to identify EL students and their CELDT language levels.</p> <p>Additionally, when appropriate, PLCs that have created common assessments on OARS have shared that they have disaggregated the data to explicitly examine their English Learner results. After discussion, they collaborate over best practice strategies to use for reteaching standards or modify future instruction based on identified learner needs.</p> <p>PLCs invite other staff and site TOSA to attend the PLCs to provide best practice strategies for teaching EL students.</p> <p>Further examples of modifications to the teaching and learning for students, including ELs, based on the results of standards-based curriculum-embedded assessments include embedding sentence stems and reading support for ELs. Furthermore algebra support and increased practice in math is given to grow student achievement.</p> <p>During the period of time that La Puente High School practiced Embedded Intervention Time (EIT), students were targeted (including ELs) based on proficiency levels of below 70% on common assessment and given extra time to complete assignments as well as receive extra support in increasing their knowledge of the standards.</p>	<ul style="list-style-type: none"> • PLC notes • CAHSEE, CST, and CAASPP data • OARS created assessments/data

Student Feedback

Indicator: Student feedback is an important part of monitoring student progress over time based on the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Interviews and dialogue with representative students inform the degree to which learning experiences are relevant in preparing students for college, career, and life.

Prompt: *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on student feedback.*

Findings	Supporting Evidence
<p>During student interviews and dialogues, students in general indicate:</p> <ul style="list-style-type: none"> • They are clear on the learning goals established by teachers each day. • They clearly understand how they will be evaluated as to whether or not they met the daily expectations established by the teacher. • With respect to projects, essays, science labs, and some other forms of assessments, students share that in some classes they receive clearly established performance expectations in the form of rubrics as the task is assigned or prior to the administration of an assessment. • Students report that they have learned more about expected performance levels by looking at samples of student work exemplars that demonstrate having met the standard expectation or not. • Many students have shared that they have received explicit written standards-based feedback on their writing from their English teachers using common rubrics. • In math and APUSH classes, students have shared that their teachers will provide them with opportunities to “correct and reflect” on the results of the math assessments to enhance their understanding of how they could improve their performance levels. <p>Students have shared and demonstrated that they were able to easily monitor their progress in all classes when the site was using the Jupiter grading program. Additionally, some teachers reported and demonstrated that they utilized Jupiter to provide direct feedback to students regarding specific assignments.</p> <p>Teachers share that students in the VAPA Department have a built in opportunity to speak with teachers in small groups and individually throughout the art fabrication process. The conversations can include verbal exchange and sharing of pertinent, formal, data associated with academic standards, college and career preparedness, and learner outcomes.</p>	<ul style="list-style-type: none"> • Instructional walks • Informal observations • Student interviews

Modification of the Learning/Teaching Process

Indicator: Assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches to ensure students are prepared for success in college, career, and life.

Prompt: *Evaluate the effectiveness of how assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches.*

Findings	Supporting Evidence
<p>PLC procedures and processes have been shared with teachers by administration.</p> <p>Teachers in like content areas/grade levels have self-selected a day after school to meet weekly in PLCs.</p>	<ul style="list-style-type: none"> • PLC notes • Leadership Team notes • PLC Meeting Schedule

Expectations have been established for the PLCs that they create common assessments throughout the year. In those PLCs, teachers analyze a variety of assessment data related to student achievement in the standards. Based on the collaborative interpretation of the results, discussion occurs around the types of instructional strategies and curricular decisions that worked best for the students (including those struggling the most) and what approaches need to be taken to best support increased student achievement. Intervention strategies and supports are mapped out by the PLCs as next steps.

Monitoring of Student Growth

Indicator: The school has an effective system to monitor all students' progress toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Prompt: *Evaluate the system used to monitor the progress of all students toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>Since the last WASC visit, Jupiter grades and OARS have supported the collection of data to monitor student progress toward meeting all standards and the schoolwide learner outcomes.</p> <p>Administration and teachers regularly accessed both Jupiter and OARS to determine student achievement levels in the standards. Students reported that they and their parents regularly accessed Jupiter grades to monitor their progress toward meeting the standards. As the district has transitioned to Aeries this Fall, parents and students have gained access to the Aeries Portal in order to monitor the progress of students.</p> <p>Additionally, classroom observations monitor the progress of student achievement. Currently, administrators and district support personnel in Curriculum, Instruction and Assessment and Multilingual School Based Programs participate in the walks.</p> <p>Teachers receive feedback from administrators regarding the level of student engagement and the types of student achievement observed.</p> <p>PLCs are another formal process in place to support the monitoring of student progress through weekly inquiry-based collaboration and on-going analysis of student work and student data.</p> <p>Guidance collaboratively analyzes student progress based on the six week grade reporting periods. Counselors split the caseload of students who are the lowest achieving and meet individually with those students to discuss options for making up credit deficiencies.</p> <p>Additionally, one counselor supports the identified Title 1 targeted assistance students and regularly monitors the academic progress of those students and meets with them at least three times a year, or more if needed.</p>	<ul style="list-style-type: none"> • OARS data • Formal/informal observations • Instructional walk data • Title 1 Monitoring Form • Student survey

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>Teachers use appropriate formative and summative strategies to measure student progress toward acquiring a specific body of knowledge or skills such as essays, portfolios, individual or group projects, tests, etc.</p> <p>Examples of student work and other assessments demonstrate student achievement of the academic standards, the college- and career-readiness</p>	<p>Evidence supporting this criterion is noted in the indicators above</p>

<p>standards, and the schoolwide learner outcomes, including those students with special needs.</p> <p>Student feedback is used to monitor student progress over time based on the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Interviews and dialogue with representative students are used to inform the degree to which learning experiences are relevant in preparing students for college, career, and life.</p> <p>Assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches to ensure students are prepared for success in college, career, and life.</p> <p>PLCs, departments, and the Leadership Team are the groups that have been responsible at looking at data collectively. Our system in place has been adjusted over the years to improve the outcome of looking at data. LPHS has been working at creating a school wide system that works and most importantly, is used consistently by all teachers in PLC meetings, as well as guidance and administrators.</p>	
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Prompt: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
Teacher use of formative and summative assessments and examine student work highly impacts LPHS' ability to address the identified learner needs to enable monitoring, assessment, collaboration and refinement of the instructional practices that will support the Action Plan.	<ul style="list-style-type: none"> • Teacher assessment • Student work • PLC notes

D3. Using Assessment to Monitor and Modify the Program Schoolwide Criterion

The school, with the support of the district and community, has an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. The system drives the school's program to continually improve and to allocate resources to effectively meet student needs.

Indicators with Prompts

Assessment and Monitoring Process

Indicator: The following stakeholders are involved in the assessment and monitoring process of student progress: district, board, staff, students, parents, and the business and industry community.

Prompt: *Evaluate the impact of stakeholder involvement in assessing and monitoring student progress. Include district, board, staff, students, parents, and the business and industry community.*

Findings	Supporting Evidence
<p>The district monitors the progress of student achievement through a variety of state and federal assessment data: (previously CST and CAHSEE; currently, CAASPP, AMAO, EAP, CELDT, AP, California Fitness Test, etc. and is shared out at Principal meetings. Additionally, the district assesses and monitors student achievement through the use of district-wide interim assessments.</p> <p>The School Board reviews student achievement by approving the SPSA.</p> <p>The district encourages LPHS to support and build programs that will raise student achievement.</p> <p>State and federal assessment results are shared schoolwide. The Leadership Team has had the opportunity to further analyze various results of student achievement and offer input. Additionally, the Leadership Team has</p>	<ul style="list-style-type: none"> • Principal Meeting notes • Interim assessments • School plan • Schools budget • Notes/Agendas • Program reports • Phone logs • Emails • Counselors sign-in sheets • Data from Discipline office on referrals and suspensions. • SARB contracts, meetings reports • IEPs /504 plans

disseminated the results of data analysis and facilitated next steps with PLCs and department members.

Departments and PLCs have discussed student achievement results within their content areas after grading periods.

Open communication regarding student learning is supported between teachers and parents through:

- Jupiter/Aeries grades to monitor student progress in their classes. Students receive six report cards throughout the year to monitor their grades.
- Parent conferences- twice a year
- Open House at the start of the year
- School Messenger
- Email and by telephone.
- Teachers share student results from assessments and projects with their classes and individually as needed.

Administration and counselors support teachers in monitoring student grades each grading period.

Guidance posts college acceptances for students, parents, and community to view.

La Puente High School administration and district monitors student behavior and attendance.

During the WASC self-study process parents, students, teachers, administration and district representation have been working together to building a shared understanding of student needs based on the results of student achievement data.

Student and parent representatives sit on the Shared Decision Making/School Site Council, and provide input on the School Plan for Student Achievement after receiving monthly reports from the principal on student achievement, assessment data, and progress toward meeting school and district goals.

Parents of English Learners also participate through ELAC. The Site Governance Facilitator ensures compliance with regard to parent involvement in the process.

The goals, accommodations, modifications, and behavior support plans for special education students are shared with students' instructors. Each SpEd staff is assigned to a student to monitor student progress and communicate with all stakeholders directly involved with that student. Student achievement progress is monitored through IEP meetings. Also, students will have progress monitoring goals to meet with their SpEd case carrier to ensure progress, determine areas of improvement and provide support as needed.

Additional Online Instruction Prompt: *Evaluate how the school ensures that all online students have access to state-mandated tests and that results are reported to all stakeholders.*

Findings	Supporting Evidence
Students enrolled in online programs at LPHS through the AVENTA program and now in the APEX program through HLPUSD Adult Education are only enrolled in classes for credit recovery. These students still take all mandated state tests.	<ul style="list-style-type: none"> • Cross reference of state mandated test results and online enrollment.

Reporting Student Progress

Indicator: There are effective processes to keep district, board, parents, and the business and industry community informed about student progress toward achieving the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Prompt: *Evaluate the effectiveness of the processes that inform appropriate stakeholders (governing board members, teachers, students, parents, business/industry community) about student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>Stakeholders are informed about student achievement in a variety of ways.</p> <p>The principal meets with Superintendent and Assistant Superintendent of Curriculum, Instruction and Assessment to update them on student achievement and goals.</p> <p>The Superintendent and Assistant Superintendent of Curriculum, Instruction and Assessment updates the Board of Education at Board meetings as results are made available or needed.</p> <p>Since the last WASC visit, La Puente formally reported student achievement to the community in the form of the School Accountability Report Card (2013-14).</p> <p>Parents receive formal updates through annual English Learner and Title I meetings at the beginning of each school year. They also receive on-going formal updates on student progress through SSC-SDM, ELAC meetings throughout the year.</p> <p>Parents receive report cards every six weeks and are able to view student progress through Jupiter Grades/Aeries. Guidance counselors meet with parents and students at least once a year for credit checks.</p>	<ul style="list-style-type: none"> • Principal evaluation process • School board minutes • 2013-14 SARC • Annual EL, Annual Title I, SSC-SDM, ELAC agendas, sign-ins, minutes

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>The following stakeholders are involved in the assessment and monitoring process of student progress: district, board, staff, students, parents, and the business and industry community.</p> <p>There are processes to keep district, board, parents, and the business and industry community informed about student progress toward achieving the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.</p>	<ul style="list-style-type: none"> • All evidence listed in D3 for given Indicators

Prompt: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
<p>La Puente High School continually assesses and monitors student progress toward achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. The results are shared in an on-going basis with the district and community. Student achievement results inform the school's program to continually improve and to allocate resources to effectively meet student needs. In essence, all critical learner needs are addressed in this manner.</p>	<ul style="list-style-type: none"> • All evidence listed in D3 for given Indicators

D4. Assessment and Accountability Criterion

The assessment of student achievement in relation to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes drives the school's program, its evaluation and improvement, and the allocation and usage of resources.

Modifications Based on Assessment Results

Indicator: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

Prompt: Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.

Findings	Supporting Evidence
<p>LPHS has been utilizing PLC teams to look at data regularly along with student work to help drive assessments, lessons and student support. However, there is an inconsistency on how data is looked at and used within the different PLCs.</p> <p>La Puente High School is in the process of continuously reflecting, revising and refining our system for using data in a continuous, results-driven process.</p> <p>A variety of criteria, including student assessment data, is used to determine eligibility of students for Targeted Title I services. Eligible students participate in an after school outreach program based on academic need and language levels. Highly qualified teachers serve as program mentors and student progress is monitored three times a year by the intervention counselor.</p> <p>Professional development decisions are made based on a variety of data and assessment results including classroom observations, analysis of student work, results of common assessments and district interim assessments. State assessment results are also a consideration when determining professional development needs.</p> <p>An analysis of our math and English DFI and assessment data resulted in the hiring of college tutors for some of our math and English classes beginning in the 2014-2015 school year. Four tutors were hired to offer support to struggling students in these courses. For the 2015-2016 school year, currently there are two tutors that have been hired with additional positions being available and recruitment ongoing.</p> <p>Student data analysis of the DFI also created a need to look at correct placement criteria for transitions through science ensuring that students possessed the appropriate levels of math prior to taking particular courses. In addition Spanish placement testing occurred during the summer of 2015 to ensure that students were also placed in the correct courses to ensure that students could achieve success.</p> <p>A data analysis of Advanced Placement exams results helped to determine what teachers needed to attend the College Board's AP institutes or one-day trainings. The data from previous year's exams also assisted in make staffing determinations for AP teachers and whether or not changes needed to occur.</p>	<ul style="list-style-type: none"> • PLC notes • Title I Plan • Aeries - Targeted Title I list • Title I monitoring binder • Human Resource Hiring Requisitions • Assessment results for the targeted classroom • AP exam results • Records of what teachers attended AP training • Course requests/schedules • Spanish placement test results

Conclusions

Prompt: Comment on the degree to which this criterion is being addressed.

Findings	Supporting Evidence
<p>LPHS has utilized student data analysis to initiate support systems for struggling students. As a direct result of DFI data, college tutors were hired to provide in-class and after school tutoring supports. Targeted Title 1 students were identified by a developed criterion rubric that includes student</p>	<ul style="list-style-type: none"> • All evidence listed in D4 for given Indicators

achievement data, and as a result the Academic Outreach Program was developed. Student placement criteria was reviewed and refined to ensure student would have the opportunity to be successful with the correct class placements. AP data analysis created discussions for a change in teacher assignment for particular courses as well as the development of an additional AP course offering during 2015-2016.	
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Prompt: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
Staffing, student placement in courses and student support systems were derived out of student data analysis which greatly impacts student achievement. This is an ongoing process at LPHS with plans to increase consistency in data analysis across the campus.	<ul style="list-style-type: none"> • Student data • Student course requests/schedules • Spanish placement results • Targeted Title 1 criteria

WASC Category D: Summary, Strengths, and Growth Needs Standards-based Student Learning: Assessment and Accountability

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category D are being met. Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs.

Summary:
<p>D1. Using Assessment to Analyze Monitoring and Report Student Progress Criterion</p> <p>LPHS uses effective assessment processes to collect, disaggregate, analyze and report student data to all stakeholders.</p> <p>LPHS uses the student information databases to extract student achievement data (SMART, Aeries & OARS). In addition, teacher can access student achievement results from OARS which includes state assessment data as well as common assessment data. Student profile information is also available which assists teachers with developing individualized support strategies.</p> <p>LPHS PLC time is used to disaggregate and analyze the data. Collaboration during PLCs allows teachers to create student profile data, discuss support strategies, share best practices and have discussions related to students' progress and modifying pacing.</p> <p>LPHS had evaluated the impact and effectiveness for student grades and how they determine student growth and performance levels. LPHS hired an educational consultant to provide the staff with strategies on how to develop common grading practices and rubrics. As a result, several departments have initiated common weighted percentage for grades.</p> <p>LPHS is providing grades for student work but there is no evidence that students are being retained within a course if mastery of the preceding unit has not occurred.</p> <p>LPHS has made a concerted effort to correctly place students in classes to give students every opportunity to be successful.</p> <p>As student achievement by grading period is evaluated, support programs monitor their progress</p> <p>LPHS teaching staff hold academic integrity to the highest standard and seek administrative support when cheating and plagiarism occurs. In terms of online work products, LPHS does not have very many requirements due to socio-economic level of our students and the lack of access to technology at home.</p> <p>D2. Using Assessment to Monitor and Modify Learning in the Classroom</p> <p>LPHS teachers use formative and summative assessments that are aligned to the goals for student learning. They evaluate student work and mastery of the academic standards and progress towards the SLOs.</p>

LPHS teachers use a wide variety of assessments, some of which include project based activities, journals, essays, portfolios, individual and group projects, hand-on labs, common assessments, exams and activities that consist of real world examples.

Students with disabilities have modified assignments when noted in their IEPs.

LPHS has developed curriculum embedded assessments in English and math as well as across other curricular areas.

LPHS PLCs have been developed to focus on data analysis and instructional planning to support the Common Core. PLCs utilize common assessment data and district wide assessments to determine the effectiveness of instruction for student achievement. A District DPS supports in the area of math and additional TOSAs are invited to participate in collaboration with other departments.

LPHS staff use class profiles to develop instructional strategies to support English Learners. PLCs collaborate on best practices and evaluate student achievement levels on an ongoing basis.

During the time LPHS had Embedded Intervention Time (EIT), students were targeted based on their proficiency levels of below 70% on common assessments and were given extra time to complete assignments.

Student interviews and dialogue with students show that there are clear learning goals established by the teachers, students understand how they are being evaluated and that there are clear directions for expectations in regards to individual assignments and assessments. There is also evidence that students receive explicit standards-based feedback on their writing assignments in English, math and AP United States History, and students are able to correct and reflect on their results.

LPHS students have the ability to self-monitor their grades formerly through the use of Jupiter Grades and currently in Aeries.

The Visual and Performing Arts Department has individual student conversations regarding the art fabrication process.

LPHS uses the PLC process to evaluate, assess, analyze and modify instruction to ensure the best possible outcomes for student achievement.

Classroom observations, Aeries, Jupiter Grades, OARS, common assessments, and guidance monitoring are used to monitor student progress towards academic standards, college and career readiness and the SLOs.

D3. Using Assessment to Monitor and Modify the Program Schoolwide Criterion

The district, Board of Education, administration, counselors, teaching staff, students, parents and the community all assess and monitor student progress.

The results are published during the SPSA process and the district regularly monitors student achievement data. Collaboration with district personnel occurs with the site Principals and assessment results are shared school-wide during meeting and parent presentations.

The district supports LPHS in developing programs that raise student achievement.

Open communication exists between parents and teachers through Jupiter/Aeries grades, parent conferences, open house, school messenger, email, phone and written correspondence. Through the Shared Decision Making/School Site Council parents provide input into the SPSA and receive monthly reports from the principal on student achievement, assessment data and progress towards meeting school and district goals.

During the IEP process, parents have input into the goals, accommodations, modification and behavior supports for their student.

Students enrolled in online programs at LPHS through the credit recovery program, still complete all required state standardized tests.

LPHS informs appropriate stakeholders regarding student achievement through principal meetings with the Superintendent and Assistant Superintendent of Curriculum and Instruction. In addition, the achievement data is shared with the Board of Education as well as publicly through the School Accountability Report Card.

Parents receive student achievement progress reports through report cards, online grade programs (Jupiter/Aeries), student grade checks, counselor meetings and through ELAC, Title 1 and SDM-SSC meetings.

D4. Assessment and Accountability Criterion

Through the use of PLCs, LPHS has utilized student data analysis to develop support programs, professional development opportunities, allocation of resources and made changes to the school program.

Targeted Title 1 students are identified through a variety of criteria and LPHS developed an after school Academic Outreach Program to assist the students with highly qualified teachers supporting their academic needs. In addition, the intervention counselor monitors and assists in mentoring the students to provide support towards academic achievement.

Professional development opportunities have been derived from assessment results and in collaboration with PLC needs.

The analysis of the school-wide DFI data, prompted LPHS to hire college tutors to support in math classes as well as in after school tutoring sessions. In addition a focus was placed on appropriate placement criteria for students, ensuring that prerequisite courses were taken prior to being placed in higher level science courses. Also, Spanish placement testing occurred during the summer of 2015 to provide students with the best opportunity to be successful.

Advanced Placement test results were analyzed and teachers were supported with professional development opportunities and, in some cases, staffing changes occurred.

Prioritize the strengths and areas of growth for Category D.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Strength

LPHS has provided all stakeholders with student achievement data and has provided dedicated PLC time for staff to disaggregate, analyze and develop instructional practices to support student achievement.

LPHS has data systems in place to extract data and disseminate the data to all stakeholders. Jupiter Grades/Aeries, and OARS.

LPHS has opportunities in place to share student achievement results with parents during Open House and two report card distribution nights. In addition, thorough the use of Aeries parent portal, parents can monitor student grades on an ongoing basis.

LPHS has a structure for appropriate placement of students based on course descriptions, prerequisites and through Spanish placement tests.

LPHS has access to district DPS/TOSA support and previously had an on-site TOSA. Currently LPHS has allocated resources to obtain qualified professional development personnel.

LPHS has allocated resources toward student support services in the form of tutors and the creation of the Academic Outreach Program.

The LPHS Guidance Department has created monitoring forms to assess student achievement and provide support through student conferences, parent conference, and tutoring.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Growth

LPHS needs to create a Data Action Team that will lead the school-wide focus on data analysis, creating monitoring tools and a school-wide systematic process for all PLCs to implement that will support an increase in student achievement.

LPHS needs to develop additional resources to support student achievement in the form of common intervention strategies that are utilized throughout the school.

LPHS needs to create student data chats to have students accountable for their own achievement levels and employed school-wide.

LPHS needs to continue the work on common grading rubrics and common grades school-wide.

Category E: School Culture and Support for Student Personal and Academic Growth

Analysis must show distinctions that appear across the range of students (grade level, diverse background, and abilities) and the variety of programs offered at the school.

Examples include:

- Online instruction approaches (school site or off site, integrated within other programs and/or offered separately)
- Focused programs such as IB Diploma Program, college/career readiness programs, school/college partnerships, AVID, and independent study programs.

Note: In some areas additional prompts have been inserted to emphasize the analysis related to online instruction.

E1. School Culture and Student Support Criterion

The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

Indicators with Prompts

Regular Parent Involvement

Indicator: The school implements strategies and processes for the regular involvement of family, business, industry, and the community, including being active partners in the learning/teaching process for all programs. The school involves parents of non-English speaking, special needs and online students.

Prompt: *Evaluate the strategies and processes for the regular involvement of parents and the community, including being active partners in the teaching/learning process. Comment on the effectiveness of involving non-English speaking parents and/or online parents.*

Findings	Supporting Evidence
<p>La Puente High School has a welcoming posture and is open to parents during formal and informal meeting times. Leadership also maintains an open door policy for parents and two out of five counselors speak Spanish while another one speaks Tagalog.</p> <p>The school's counselors schedule freshman and sophomore parent meetings at multiple times during the day to accommodate all parents. For the 2015-2016 school year, additional meetings for junior parents have been added. All meetings are available in English and Spanish.</p> <p>LPHS hosts Back to School Night in August to invite parents into classrooms and to meet teachers. Parent conferences are held twice a year during evening hours. Spanish language translators are provided.</p> <p>Teachers and counselors schedule individual conferences and calls with parents for both positive comments and academic/behavioral concerns.</p> <p>The administration team uses School Messenger to send voice messages home recorded in both English and Spanish (other languages are also available for parents who need it). The service is also available to teachers to allow them to send messages about their classes and includes basic translation abilities for teachers who only speak English. Counselors use School Messenger to inform parents of important meetings (grade level meetings, ELAC, LTEL, Title 1, PSAT, AP), college information (application deadlines, application workshops, FAFSA workshops, Rio Hondo, Mount San Antonio College's Connect 4 meetings) failing grade notifications, academic opportunities (Upward Bound, Rio Hondo classes, adult school sign ups, ROP opportunities). This information is also advertised with flyers posted around the school, school bulletin announcements, and through the marquee.</p> <p>Teachers are transitioning from using Jupiter Grades to Aeries in order to communicate with parents about grades and other class information.</p>	<ul style="list-style-type: none"> • Freshmen Parent Meeting agendas, presentations and handouts • Back to School Night and Parent Conference Night sign-in sheets • School Messenger call-logs • Sign-in sheets for ELAC, LTEL and SDM-SSC meetings • Parent notifications for Targeted Title I Students • Parent meeting materials for AP parent meetings

<p>LPHS invites all parents to Parent Coffee Night and EL parents to ELAC meetings. Shared Decision Making-School Site Council provides an opportunity for parents from the community to meet with teachers, administrators, and students to discuss vital school planning.</p> <p>Parents of students with disabilities are invited to participate in the development of their child's annual IEP and IEP meetings outside of annuals and triennial evaluations.</p> <p>Parents of English Learners are served through groups such as ELAC and LTEL/Title I. Parents are sent Annual EL Progress Correspondence CELDT Testing Results and ISPELL Forms. They are also invited to the English Language Learner Annual Informational Meeting, regular English Language Advisory Committee meetings and the District English Learner Advisory Committee meetings.</p> <p>LPHS became a Targeted Title I school during the 2014-2015 school year, LPHS identified 200 Targeted Title 1 students. The criteria for students to be identified as Title 1 are homelessness, English Learners, deficient in credits, non-passers of CAHSEE, along with other at-risk factors. Parents were notified that their students were eligible by a letter sent home along with various School Messengers. Parents are encouraged to take a more active role in providing support to ensure the success of their child. Parent meetings are held in English and Spanish twice a year to inform and assist parents with the process.</p> <p>There are annual Advanced Placement meetings for parents in order to explain the process and rigor associated with AP courses. Counselors meet with students individually when students request AP courses to ensure that they are selecting classes that are appropriate for them.</p>	
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Use of Community Resources

Indicator: The school uses business, industry, and community resources to support students, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations.

Prompt: *How effective is the school use of community resources to support students?*

Findings	Supporting Evidence
<p>LPHS has articulation with a few powerful resources: The Law Enforcement Academy (LEA) has a strong relationship with the City of Industry Sheriff Department to foster interest in various community-centered careers. Students in the LEA are involved in community events like the “Every 15 Minutes” alcohol awareness program, and the LEA is supported by local business owners.</p> <p>Additionally, there is articulation with the local community college (Mt. San Antonio College) and the California State University System (Cal State Fullerton). Those types of articulation conditions have allowed for the offering of university and junior college course offerings on the site. The Accounting class offers students an opportunity to earn credits toward Mt. SAC and the Art and Civilization and Ceramics courses offer credit opportunities for Cal State Fullerton.</p> <p>Student work is displayed in a district-wide art show. The district also showcases student work at various board meetings.</p> <p>HOSA-Future Health Professionals formerly known as Health Occupations Students of America (HOSA) is a national career and technical student organization endorsed by the U.S. Department of Education and the Health Science Technology Education Division of the Association for Career and Technical Education (ACTE). HOSA partners with the local Red Cross to sponsor Blood Drives and with Mid Valley Fire in Walnut to provide fire extinguishers during CERT (Community Emergency Response Team) training.</p>	<ul style="list-style-type: none"> • “Every 15 Minutes” rosters, materials • Articulation agreements for Mt. SAC and CSUF • Blood Drive sign-in sheets and “Blood Bowl” letters • Senior Awards Night programs • Competition awards • 9-12 Internet Safety Curriculum Completion Accountability Forms • Family Foothill Services referral status documents

In addition to this, HOSA students can now serve as interns with the American Red Cross and with Kaiser Permanente.

Members of the local community also support the school in a number of ways:

- Robotics competitions (community members / local industry assist)
- Counselors and administration handle interface between business partnerships, guest speakers, job fairs, and field trips to local employers.
- Community organizations such as the La Puente Women's Club, City of La Puente, Tzu Chi, Knights of Columbus, Elks Lodge National Foundation, Industry Manufacturers Council, Industry Hills Rotary Club, LOV Scholarship, Ernestina D. Jasso College Scholarship, Rotary Club, and Rudy Chavarria Foundation have provided funds to support grants and scholarships.
- The LOV Scholarship and the Ernestina D. Jasso Scholarship are both provided by graduates of LPHS.
- LPHS offers field trip opportunities to universities, museums, and other points of educational interest.
- The athletic department uses community businesses to help support their programs.
- Scholarships granted by local businesses and partnerships, through our Workability program, support our special needs students to get jobs in local businesses
- Our local military recruiting stations have traditionally provided a yearly scholarship.
- Foothill Family Services and Pacific Clinics provide counseling services to our students
- West Valley Regional Center services
- Willow Center visits
- ROP presentations and courses- ROP provides great opportunities for students to begin career exploration. The classes are very hands-on and provide real life experience. They also have opportunities for students to take evening and weekend courses for credit recovery.
- Music/Band festivals
- Cheer competitions
- Seeking donations and support local businesses and individuals
- School Site Council/Shared Decision Making and ELAC meetings
- Holiday Toy Drive with local firehouse
- LACFD provided hands only CPR training to all the 9th grades in the spring of 2015.
- Partnerships with staff at Mt. Sac and Cal Poly Pomona (dance)
- Feeder school activities and cooperation (Health and Fitness presentation)
- Local college and out of state college reps come in and speak to our students to help them understand the variety of options available to them.
- Principal for the Day

Parent/Community and Student Achievement

Indicator: The school ensures that the parents and school community understand student achievement of the academic standards/schoolwide learner outcomes through the curricular/co-curricular program.

Prompt: Determine the adequacy and effectiveness of the school's strategies to ensure that parents and school community understand student achievement of the academic standards/schoolwide learner outcomes through the curricular/co-curricular program.

Findings	Supporting Evidence
<p>La Puente High School holds parent meetings, and orientation meetings to provide information to parents about student achievement, and to encourage parents to allow and encourage their students' involvement in extracurricular/co-curricular activities.</p> <p>Over the years, different administrators have discussed research linking student involvement with increased student achievement. Counselors provide specific grade level meetings that cover a variety of topics relevant to the specific grade level.</p> <p>The summer mailer contains information about athletics/extra-curricular activities. Explanations about how these opportunities benefit students as well as the importance of student achievement are part of the discussions during Open House, Back to School Night, parent conferences, Parent Coffee Nights with the principal and parent education workshops.</p> <p>Counselors invite all freshmen parents and students to meet and discuss their students' achievement and involvement. Additionally, counselors hold grade level meetings with students and their parents to support achievement and growth. Parents are also made aware that students need at least a 2.0 to participate in activities such as band and sports through seasonal parent and booster meetings and in the student-athletes' information packets. Athletics coaches inform under-performing students and parents of concerns, and withhold students' access to certain events if they don't have a certain GPA.</p> <p>Scholar-athletes are recognized at schoolwide rallies, on the marquee, on Twitter, in the weekly bulletins which are broadcast during the school day, posted on the school's public bulletin board and forwarded to parents via email and school messenger.</p> <p>Respondents also mentioned:</p> <ul style="list-style-type: none"> • Parent and student representatives on the Shared Decision Making committee review student achievement at those meetings • College prep meetings • 8th grade Open House • Senior Awards Night, and District Scholars ceremonies • AP Parent Meetings 	<ul style="list-style-type: none"> • Parent meeting and orientation materials and presentations • Parent education schedules • Marquee • Twitter Feed • Weekly Bulletins • School Messenger call logs and scripts • Open House presentations • AP parent meeting materials

Additional Online Instruction Prompt: *Evaluate the school's processes to ensure that parents understand the expectations for the online instruction in relation to the desired student achievement and to review and counsel families for whom the selected online instruction format may not be the best match.*

Findings	Supporting Evidence
When students are enrolled in online courses, student expectations are communicated to parents.	<ul style="list-style-type: none"> • Student contract • Parent expectation letters

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>La Puente High School's leadership employs a range of strategies to encourage family, business, industry, and community involvement.</p> <p>The school effectively implements strategies and processes for the regular involvement of family, and involves parents of English Learners (EL) and Students with Disabilities (SWD).</p> <p>LPHS uses business, industry, and a variety of community resources to support students. The school ensures that the parents and school community understand their role in student achievement.</p>	<ul style="list-style-type: none"> • See evidence listed above • Parent & student interviews

Prompt: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
Educating students, families and the community about our identified Critical Learner Needs, along with our Schoolwide Learner Outcomes and Vision is the step in encouraging their support of our students' attainment of the identified Critical Learner Needs.	<ul style="list-style-type: none"> • Vision & SLO posters, student agendas • Parent & student interviews

E2. School Culture and Student Support Criterion

The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

Indicators with Prompts

Safe, Clean, and Orderly Environment

Indicator: The school has existing policies, regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.

Prompt: *Comment on the effectiveness of a) the existing policies and use of resources to ensure a safe, clean, and orderly place that nurtures learning, and b) all aspects of the school with respect to safety regulations including effective operating procedures for internet safety.*

Findings	Supporting Evidence
<p>Clean and orderly</p> <p>La Puente High School's park-like campus is exceptionally clean and safe. We have a terrific Grounds and Operations crew who keep the site tidy and well groomed, and respond to school needs quickly and consistently. Teachers also do a lot of cleaning to help ensure that classrooms are kept clean and orderly.</p> <p>LPHS is covered by the Williams settlement and is inspected annually by a facility inspection team. This is intended to ensure that our campus meets the standards of cleanliness and repair. An administrator is given the responsibility of overseeing facilities. Williams Settlement compliance posters regarding physical state of campus and complaint procedures are posted in each classroom and general office areas.</p>	<ul style="list-style-type: none"> • Results of Williams' inspections • Facilities tours • Tutoring schedules • District digital citizenship curricula • Student survey results • Acceptable use agreements • Outside agency attendance logs

The district's Maintenance and Operations Department has a system called: "School Dude" to communicate and prioritize repairs and upgrades. The district has been undertaking necessary upgrades for code compliance (building/health/other) and energy efficiency. The district has also begun a district-wide beautification project. At LPHS, it has resulted in repainting and lighting replacement to make campus look inviting, and new fencing to improve safety.

ASB has taken steps to improve the campus' cleanliness and orderliness. One measure requires prior approval to post signs on campus in order to keep the campus less cluttered, another involves a recycling program sponsored by ASB's Leadership Class.

Safe

School safety is overseen by a professionally trained security staff who patrol the campus throughout the day. They are directed by an armed, district police officer under the supervision of the District Head of Police Services. The district has added a perimeter safety gate in the front of the school to protect students from outside intruders. Adjunct duty provides teachers at events for additional supervision (during rallies, sports, dances).

In addition to lunchtime supervision some teachers provide students "safe zones" around campus where they can meet, eat and study in the classrooms and the library. Many clubs meet during lunch and after school in order to allow students safe places to congregate.

Guidance office has posters provided by the National Education Association that state "This is a Safe and Affirming Space for Lesbian, Gay, Bisexual, Transgender and Questioning Students and their Allies" to help reach out to the LGBTQ community at LPHS.

As part of the school's adoption of RTI, signs have been posted around campus to help promote school safety and school-wide behavioral norms and expectations.

CTE addresses industry safety standards and applies it to the classroom/school environment. Industry health/safety hazards are covered as related to occupational safety.

Students report that they feel safe on campus (64%), that they feel comfortable being themselves (70%), and that they are treated with respect by their peers (70%) and their teachers (70%).

Nurtures Learning

HLPUSD has worked to improve the learning environment over the years including improvements to: lighting, acoustic improvements, carpeting, new whiteboards, and different presentation technologies.

At a time when other schools have reduced library services, LPHS has maintained a commitment to providing students with a full-service library. The library is normally open to students daily. Along with the library's collection, students usually have access to the library's computers and printers for an hour before school, an hour after school, during lunch, and during breaks.

Students report that they depend on library staff for technology assistance (80%), and reading recommendations (51%). Students find the library safe (83%), that it is a good place for them to do their homework (80%), and that they can easily access resources they need to be academically successful (79%).

Over the years, staff at LPHS have worked to develop a "college-going culture." Since many of our students will be first-generation college students, many of our staff members engage in a range of activities including wearing college shirts on Wednesdays, working with our guidance department to help students create personal statements, providing additional tutoring and...

Other responses from teachers:

<ul style="list-style-type: none"> • Teachers greeting at the door • Teachers post expected behaviors posters and PRIDE posters to emphasize good behavior. • College pennants, logos and other academic achievement memorabilia • Counselors and psychologist on staff. • Visits by community services (foster care) and public/social services (social workers). • Counselors maintain open door policy • Classes and leadership classes allowed and encouraged to add murals to campus, and post signs on behavior expectations • Sports teams supported in updating uniforms • Teachers are encouraged to consider their classroom arrangement and its effect on student learning and participation. <p>Internet safety</p> <p>Internet safety is covered during technology modules in English classes. Topics include subjects such as cyberbullying and digital citizenship lessons. The district network is overseen through a myriad of technical firewalls, security filters and the like to provide students with a safe internet experience.</p>	
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High Expectations/Concern for Students

Indicator: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

Prompt: *Evaluate the school's work to ensure the effectiveness of an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.*

Findings	Supporting Evidence
<p>LPHS has worked to create an atmosphere of caring, concern and high expectations for students in a number of ways:</p> <p>RTI has been part of a schoolwide effort meant to create a positive school environment conducive to learning by building personal connections with students, greeting students at the door, employing positive classroom management techniques and monitoring their emotional well-being through the use of a "universal screening survey" administered using one of our student information systems, (OARS then SMART and now collected on an Excel spreadsheet).</p> <p>To help ensure that teachers had similar understandings of a positive learning environment, most of the teaching and administrative staff at that time participated in a 3-day, off-site "Capturing Kids' Hearts" workshop during the 2012-13 school year.</p> <p>Teachers at LPHS have also been supportive of students' interests by offering a variety of clubs and activities available to all students and by encouraging students to get involved. The perception of caring by teachers also has a strong instructional component. Teachers report delineating intellectual boundaries including what will be learned, and the standards for mastery, and report focusing on cultivating student interest in the content being taught and employing a variety of strategies that connect content to their students' lives.</p> <p>Students report that LPHS has programs they are interested in (56%), and that they participate in clubs (34%) and sports (58%). They also report participating in the performing arts, such as: Speech, Band, Drama and Dance (23%), and in leadership activities, such as: ASB, Renaissance and Link Crew (20%). Fifteen percent of student respondents report participating in tutoring activities.</p> <p>Teachers report supporting high expectations through use of academic vocabulary, retakes to help achieve proficiency and through expanded</p>	<ul style="list-style-type: none"> • Gaston Caperton recognition • Newsweek • Daily Beast • College application workshop materials, sign-in sheets • Teacher surveys • Student survey results • Universal Screening results

<p>recognition for achievement in the classroom and schoolwide through programs such as Renaissance, ROP and the student organizations such as CSF, HOSA, and LEA. The counselors monitor student progress and provide support and resources to those who need it. Some of this support takes the form of holding college application workshops, financial aid workshops, hosting college recruiters, organizing college visits and campus tours, and encouraging students to view college as an attainable goal.</p> <p>Students report that they believe that their teachers have high expectations for all students (65%), that their teachers communicate a belief that all students can learn (81%), that they feel confident that their teachers will work with them until they can understand the material (57%), and that their teachers can help them if they are having trouble learning (78%). Students report believing that their teachers communicate expectations that students will graduate (86%).</p> <p>La Puente High School offers open access to Advanced Placement courses, and was one of eight schools in the United States recognized by the College Board as a nominee for the Gaston Caperton Inspiration Award in 2012. This award recognizes outstanding schools for “fostering academic excellence and access for all students.” Furthermore, La Puente High School was recognized in 2013 as an exemplary school for its work supporting and promoting the College Board mission of “excellence and equity in education” by ensuring that all courses are available to any student who has an interest in accepting the rigor and format of an Advanced Placement course.</p> <p>In 2013, La Puente High School was acknowledged for the first time by <i>Newsweek</i> as one of the top 2000 high schools in America (#1481). Additionally, LPHS was recognized by the <i>Daily Beast</i> as one of the Top High School’s in the U.S. in 2014.</p> <p>AP meetings are hosted in the spring to clearly outline the expectations and challenges of Advance Placement classes. The master schedule has been developed to facilitate students’ desire to enroll in various rigorous and enriching courses.</p> <p>The commitment to open access for AP courses is an outgrowth of a strong belief held by many staff members that our students can and will learn at levels that are equal to or greater than any other students at any other high school. Teachers have indicated that they recognize that the belief is not universal, but have expressed optimism: “We must work to get this belief adopted by all teachers on campus.”</p> <p>Students recognize that LPHS provides AP and honors opportunities for all students (79%), and the majority believe that the school has successful programs for students who fall behind in their work (51%).</p>	
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Atmosphere of Trust, Respect and Professionalism

Indicator: The school has an atmosphere of trust, respect and professionalism.

Prompt: *To what degree is there evidence of an atmosphere of trust, respect and professionalism?*

Findings	Supporting Evidence
<p>LPHS teachers report that they are working to create an atmosphere of trust, respect and professionalism. Trust and respect are important aspects of RTI and Warrior Pride. For example, teachers report that they are greeting students at the door at the beginning of the period, demonstrating positive reinforcement, and that they are working to develop a 5:1 ratio of positive comments and gestures to corrections.</p> <p>Another aspect of the atmosphere of trust, respect and professionalism at LPHS is that the site has a plethora of opportunities for educators to be heard and understood. Examples are plentiful and include open Leadership Team</p>	<ul style="list-style-type: none"> • Staff surveys • Student surveys • Instructional walks • Classroom observations

meetings and all school Monday Late Start Meetings. Teachers mentioned that they appreciate that the Administrative Team tries to maintain an open-door policy towards teachers and staff, that teachers are an integral part of our Leadership Team and the Shared Decision Making-School Site Council, and that many teachers are consulted when important decisions need to be made. Teachers also report that they appreciate the use of norms at different meetings (SDM, PLC and Departments) as it promotes professionalism.

Survey respondents reported that professionalism is supported by the use of the California Standards for the Teaching Profession and Individual Development Plans for formal and informal observations. Teachers also responded that they are given a certain degree of autonomy in the classroom and are entrusted to ensure that our students are learning. Teachers, administration, and counselors model professionalism to students and, in turn, students are expected to comport themselves with similar level of respect and professionalism.

When students were surveyed, 70% reported that teachers treated all students with respect, and 70% felt that other students treated them with respect.

In matters of trust, 78% of the students reported being sure that their teachers could help if they were having trouble learning. A majority of students reported that administrators (51%), teachers (71%), safety staff (69%), or an adult (68%) were available when needed.

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>Large numbers of students at LPHS feel safe (64%) and respected (70%), and they believe that their teachers have high expectations for them (65%).</p> <p>The staff of La Puente High School, with support from HLPUSD, works to ensure that the school is safe, that it is also clean and orderly, and that it nurtures learning.</p> <p>Improvements to the physical plant are ongoing as are efforts to ensure network safety for students. In addition to this, LPHS strives to create a caring community through the expansion of RTI as well as other efforts to engage students on campus.</p> <p>While these numbers are positive, they show room for growth as there are many students who are uncertain, or perhaps ambivalent about their experience at LPHS.</p> <p>In 2015, student attendance is showing positive gains, inferring that students want to come to school. Discipline referrals have declined over the last year in addition to suspensions which validate that LPHS is improving the school climate.</p>	<ul style="list-style-type: none"> All evidence listed in E2 for given Indicators

Prompt: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
<p>School safety is imperative to student learning and the school's ability to address the critical learner needs. Currently data shows an improvement in student attendance and a decrease in discipline incidences involving suspensions which contributes to student achievement. If students are present they are able to receive instruction and improve upon their academic achievement.</p> <p>The data also shows that students know teachers have high expectations for them. Instructionally, this impacts student performance and the foundational objectives towards addressing the SLOs and Action Plan strategies for student achievement.</p>	<ul style="list-style-type: none"> Attendance data Discipline data Student survey data

E3 & E4. School Culture and Student Support Criteria

All students receive appropriate support along with an individualized learning plan to help ensure academic success.

Students have access to a system of personal support services, activities, and opportunities at the school and within the community.

Indicators with Prompts

Adequate Personalized Support

Indicator: The school has available adequate services, including referral services, to support students in such areas as health, career, and personal counseling and academic assistance, including an individualized learning plan.

Prompt: *Evaluate the availability and the adequacy of services, including referral services, to support students in such areas as health, career, and personal counseling and academic assistance, including an individualized learning plan.*

Findings	Supporting Evidence
<p>Guidance counselors, the school psychologist and administrators often refer students to Pacific Clinics or Foothill Family Services for outside social emotional counseling. The services are provided by the organization on the LPHS campus.</p> <p>In Spring 2015 LPHS hosted a Career Fair. Students were given the opportunity to choose from 19 different career presentations from professionals in the field. Numerous presenters were LPHS graduates.</p> <p>ROP classes give students a chance to learn about a specific career path. At LPHS we have the following ROP courses:</p> <ul style="list-style-type: none"> • Medical Core • Sports Healthcare • Personal Trainer • Criminal Justice • Forensic Science • Public Safety • Robotics • Pre Engineering • Engineering Technology <p>Students can earn industry recognized Adobe Certified Associate (ACA) certification in the following programs: Photoshop, Illustrator, Dreamweaver and Premier. The curriculum and software for Adobe Photoshop ACA certification was installed and "beta tested" in April 2015. By May 2015, 10 students received ACA Photoshop certification of 20 students tested.</p> <p>There is a nurse on campus one day a week. Her responsibilities include monitoring sick students and student health records. She facilitates health assessments for students being assessed for initial IEPs or triennial IEPs and supports 504 plans for students with medical needs.</p> <p>Counselors meet with students individually to schedule classes for the following year. Each student has a chance to select their electives and if they would like AP or honors classes. Each student is advised individually based on their strengths and abilities. Students are encouraged to take at least one AP class during their time at LPHS.</p> <p>Junior and seniors get a detailed graduation check. This is a review of credits earned, credits needed, graduation status, any possible credit recovery. At this time the counselors discuss completion of A-G requirements and start preparing students to sign up for the SAT or ACT.</p>	<ul style="list-style-type: none"> • Summary of referrals • Sign in sheets of outside agencies • Status updates from outside agencies on referrals • Career Fair list of presenters and occupations • Master schedule highlighting ROP classes • List of students receiving Adobe Certified Associate (ACA) certification • Student course requests/registration forms • Counselor graduation check forms

Starting in the 2015-2016 Counselors began using the Individualized Academic Plan in Aeries to do a four-year plan with students starting in the freshman year.	
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Additional Online Instruction Prompts: *Comment on the availability and adequacy of the academic counseling, college preparation support, personal counseling, and health services provided for the students involved in online instruction.*

Findings	Supporting Evidence
Students needing to enroll in online instruction must meet with their individual counselors to determine eligibility. Counselors provide academic counseling before enrolling students within these courses. These students are enrolled in a regular schedule and attend class in person for the majority of the day, therefore they are subject to regular academic counseling, college preparation support, personal counseling, and health services just as any other student.	<ul style="list-style-type: none"> Counselor logs

Direct Connections

Indicator: The school demonstrates direct connections between academic standards and schoolwide learner outcomes and the allocation of resources to student support services, such as counseling/ advisory services, articulation services, and psychological and health services, or referral services.

Prompt: *Evaluate the ways that there are direct connections between academic standards and schoolwide learner outcomes and the allocation of resources to student support services, such as counseling/advisory services, articulation services, and psychological and health services, or referral services.*

Findings	Supporting Evidence
The HLPUSD Student and Family Services Department, provides resources and articulation to mental health and counseling services. Agencies have partnerships with HLPUSD and referrals are made through the school psychologist, counselors and administrators.	<ul style="list-style-type: none"> Referral forms

Strategies Used for Student Growth/Development

Indicator: Strategies are used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. Examples of strategies include: level of teacher involvement with all students, a curriculum that promotes inclusion, processes for regular review of student and schoolwide profiles, and processes and procedures for interventions that address retention and redirection.

Prompt: *Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum.*

Findings	Supporting Evidence
<p>LPHS staff assess student learning and offer office hours and after school tutoring sessions to offer support for all students.</p> <p>Within the classroom setting, teachers use class profiles to identify students with individual learning needs and develop instructional strategies to support them. Based on the student surveys, 50.2% of students strongly agree or agree that teachers place them into learning groups that give them the instruction they need.</p> <p>Teacher collaboration with the administration has occurred where some struggling students have received class changes to help facilitate different learning environments.</p> <p>Students with disabilities are placed according to the IEP recommendations and can receive team classes and support classes to provide access to a rigorous standards-based curriculum.</p> <p>PLCs discuss student progress and collaborate on instructional strategies to facilitate re-teaching of concepts that students may not have mastered. This</p>	<ul style="list-style-type: none"> Office hours and tutoring schedules Student survey Student schedules and email recommendations for changes IEP changes PLC Notes Class profiles

ongoing conversation allows teachers to provide intervention strategies and share best practices.

Additional Online Instruction Prompt: *Provide evidence that the processes and strategies are effective for incoming students with regard to orientation or induction and the ongoing monitoring and support of the students to ensure all have a full opportunity for academic success.*

Findings	Supporting Evidence
<p>LPHS guidance counselors provide program information during registration presentations at the La Puente Quadrant feeder schools during the 8th grade. LP Quadrant feeder school visitation occurs once a year where students attend LPHS for half a day to learn about the programs offered, academic requirements, extra-curricular opportunities and take a tour of the campus.</p> <p>The week prior to the start of school, freshman orientation occurs and Link Crew members are assigned freshman to mentor throughout the year.</p> <p>Counselors monitor the academic achievement of students during each grading period and schedule individual conferences with students as well as their parents. During 2015-2014, the Math Department has committed to calling the parents of every student that received a D or a F during each grading period to help students and parents collaborate with the teachers on strategies to help make students successful.</p>	<ul style="list-style-type: none"> • Registration schedule • Event calendar • Freshman Orientation • Counselor meeting logs • Math call logs

Support Services and Learning

Indicator: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom, for all students, including the EL, GATE, special education, and other programs.

Prompt: *Evaluate the extent to which the school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom. Evaluate the processes that are used to identify under-performing or struggling students and the interventions to address these identified student learning needs.*

Findings	Supporting Evidence
<p>LPHS has a multi-tiered support system to address support services for the special student populations.</p> <p>English Learners are supported by two co-coordinators and receive individual counseling session and they include parent support meetings. The EL Coordinators meet with the English Department to coordinate and plan the APPEL process to develop instructional strategies and monitoring activities for English Learners.</p> <p>GATE students are supported through the guidance counselors and AP teachers. AP study sessions are planned and in 2015-2016, LPHS will be offering AP workshops to help students develop study skills and strategies for reading complex text, organizational skills and responding to Document Based Questions and Free Response Questions.</p> <p>Students with disabilities are receiving support through team classes and support classes specially designed within the master schedule. In addition the co-department chairs for the Special Education department, along with the two school site psychologists are assessing students in collaboration with the school staff to monitor student achievement as well as behavior expectations.</p> <p>Targeted Title 1 students are being monitored and supported by the Title 1 Coordinator. A monitoring form has been created and a specialized academic support program (Academic Outreach Program) has been in place since the 2014-2015 school year.</p>	<ul style="list-style-type: none"> • PLC notes • APPELs • AP Study Schedule • Workshop Dates and topics • Master Schedule • IEPs • Teacher Observation Forms • Targeted Title 1 monitoring form • Academic Outreach Program sign-in sheets

Additional Online Instruction Prompt: *Evaluate the extent to which the support services and related activities have a direct relationship to student involvement in learning with respect to equity of access, availability of computers and internet.*

Findings	Supporting Evidence
LPHS support services is predicated on student involvement and taking ownership in his/her academic achievement. Counselors, coordinators and department chairs also involve parents in the initiation of the support plans. Students receiving support services have access to computers and the internet through the library before and after school, during nutrition and after school. Within the scope of the school day, opportunities also are available during scheduled classroom lessons.	<ul style="list-style-type: none"> • Counselor, coordinator and department chair logs • Library sign-in logs • Teacher lesson plans

Equal Access to Curriculum and Support

Indicator: All students have access to a challenging, relevant, and coherent curriculum for all students. Schools regularly examine the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and the types of alternative schedules available for repeat or accelerated classes (e.g., summer, class periods beyond the traditional school day).

Prompt: *What have you learned about the accessibility of a challenging, relevant, and coherent curriculum to all students? What have you learned from examining the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments)? Evaluate the impact of the types of alternative schedules available for repeat or accelerated classes (e.g., summer, class periods beyond the traditional school day) on student achievement?*

Findings	Supporting Evidence
<p>Historically, LPHS has made challenging curricula broadly available, including concurrent enrollment courses with Cal State Fullerton, articulated coursework Mt. San Antonio College, and 13 Advanced Placement courses.</p> <p>LPHS students have the opportunity to take classes during summer school for credit recovery and for advancement. There are some classes offered outside of the regular school day, including AP and concurrent enrollment college courses and credit recovery courses.</p> <p>Based on the student survey, 81.2% of students feel they have access to AP and honors opportunities</p> <p>Supports have been put in place so students can succeed while taking that challenging curriculum, such as tutoring programs, study hall, and mentoring.</p> <p>Based on the student survey, 15.5% of students take advantage of tutoring at LPHS</p> <p>70% of LPHS students strongly agree or agree, they have access to technology assistance and 81.5% of the students believe they have access to resources.</p> <p>Student athletes are monitored with grade checks in order to ensure eligibility is in alignment with CIF.</p> <p>Students also recognized for their scholastic achievement via: Scholar Athlete awards and recognition, Renaissance recognition program, and for interscholastic competitions in curricular areas such as band, engineering, speech/debate, Academic Decathlon, Science Olympiad.</p>	<ul style="list-style-type: none"> • Master Schedule • Summer course offerings • Credit recovery schedule • Student survey • Scholar Athlete winners • Student recognition list from Renaissance program

Co-Curricular Activities

Indicator: School leadership and staff link curricular and co-curricular activities to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Prompt: *Evaluate the extent of the availability and link of curricular and co-curricular activities for all students to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. How effective are these efforts?*

Findings	Supporting Evidence
<p>LPHS students have a variety of curricular and co-curricular activities that are offered at LPHS. Many of these co-curricular activities have grade point average requirements that determine participation. The student involvement in these extracurricular activities serves as a motivational focus for students to achieve the academic standards in order to participate. Many of these advisors and coaches monitor the academic progress of their members and create benchmark monitoring for them.</p> <p>Club advisors and coaches have mentoring conversations with the students on college and career choices which align to the schoolwide learner outcomes, and often provide them with specialized skill sets that assist students in being better prepared academically and well-rounded in their quest for achievement and marketability in the real-world.</p> <p>Parent involvement with these extra-curricular activities also allows access for club advisors and coaches to have parents participate in the academic support systems for their children.</p>	<ul style="list-style-type: none"> • Athletic rosters • ASB rosters • Cheer rosters • Dance rosters • Band rosters • Choral roster • Speech & Debate rosters • Yearbook rosters • Link crew membership • Renaissance class lists • Club memberships • Eligibility lists

Student Involvement in Curricular/Co-Curricular Activities

Indicator: The school has an effective process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.

Prompt: *Evaluate the effectiveness of the school process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.*

Findings	Supporting Evidence
<p>LPHS looks at student membership numbers for co-curricular programs at the end of the year. Based on the student survey the students responded as being involved in the following co-curricular activities:</p> <ul style="list-style-type: none"> • 58.5% Sports • 20.5% Leadership (ASB, Renaissance, Link Crew) • 23.5% Performing Arts (Speech, Band, Drama, Dance) • 34% Club Activities • 13.5% Other <p>LPHS works with Quadrant feeder schools to promote the co-curricular program and works to retain students in similar programs as they transition to high school. Presentations are given by the guidance counselors during registration and LPHS offers the Quadrant feeder school a day on the La Puente campus to learn about programs and facilitates during a tour of the campus.</p>	<ul style="list-style-type: none"> • Senior survey responses • CIF participation survey • Rosters for co-curricular activities • Registration dates • LPHS Quadrant visitation day

Student Perceptions

Indicator: The school is aware of the student view of student support services through such approaches as interviewing and dialoguing with student representatives of the school population.

Prompt: *Comment on the student's view about the effectiveness of student support services after interviewing and dialoguing with student representatives of the school population.*

Findings	Supporting Evidence
<p>Student voices have been a part of the ongoing dialog about the effectiveness of student support services, however, the process has been largely informal. Members of the student body are surveyed every year as part of the annual California Healthy Kids Survey and students have been surveyed informally by administrators as to how the school meets student needs and what the school can do to improve its support for students.</p> <p>During the course of this self-study, the self-study coordinators created a new student survey with the intent that it would become part of our annual data gathering. The results from the initial survey were shared with the leadership team in May 2015.</p> <p>The survey shows the following:</p> <ul style="list-style-type: none"> • 71.2% agree or strongly agree that help is available if they fall behind • 68.9% agree or strongly agree that teachers are available to help them • 71.6% agree or strongly agree that security is available when they are needed <p>Students serve on the Shared Decision Making School Site Council (SDM-SSC). The student representatives are integral to the council, and have played an active role in its decisions since the adoption of the Shared Decision Making model. During the 2014-15 school year, adult members of SDM-SSC encouraged a student to chair the meetings.</p> <p>Students involved in ASB discuss topics related to the school and suggest changes to better the school as a whole. Those students collaborate with their advisor and bring their concerns to the administration.</p> <p>Students take advantage of the school administration's open door policy. Students frequently visit the administration and express concerns or ask for clarification on school policies and procedures.</p> <ul style="list-style-type: none"> • 49.8% of the students feel administrators are available to speak to when needed. 	<ul style="list-style-type: none"> • CHKS Survey Results • Student survey results • SDM minutes • ASB Meeting minutes • Informal dialogues

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>LPHS has a rich tradition of involvement that encourage students, families, businesses and the larger community to take part in the school.</p> <p>Numerous opportunities exist to involve parents and the community in events at the school. School messenger, weekly bulletin, school website and social media postings advertise many events. Student survey results show the following have been effective or somewhat effective::</p> <ul style="list-style-type: none"> • 55.7% School Messenger • 39.8% LPHS printed Weekly School Bulletin • 24.4% LPHS website • 22.5% LPHS twitter feed <p>19.9 LPHS weekly school bulletin</p> <p>Spanish speaking parents are provided with translation services and print media documents that outline events and support their desire to be involved.</p>	<p>Evidence to support this criterion is listed in the indicators above</p>

<p>ELAC, DLAC and Targeted Title 1 meetings are held regularly in addition to Parent Coffee Nights. These opportunities allow parents and community members to become involved.</p> <p>Parent meetings are held regularly to educate parents on academic programs and college entrance processes and application for financial aid.</p> <p>Community resources are evident through the partnership between the Sheriff's department and our LEA program.</p> <p>Additionally, articulation agreements are in place for Mt. San Antonio College and Cal State Fullerton in offering college credit courses on the campus of LPHS.</p> <p>HLPUSD also partners with the La Puente Valley Regional Occupational Center by providing ROP courses that expose students to career technical education.</p> <p>Supporting HOSA, the Red Cross has developed a partnership for providing blood drive and field trip opportunities for LPHS students. In addition, the Mid-Valley Fire Department also supports HOSA with Emergency Response Training. HOSA students also receive internship possibilities at the Red Cross and Kaiser Permanente.</p> <p>Multiple community organizations offer scholarships and grants at the end of the year to LPHS students.</p> <p>Articulation agreements are also in place for mental health services provided in partnership with Foothill Family Services and Pacific Clinics.</p> <p>Parents and student receive ongoing education regarding the expectations for student achievement and the variety of support systems in place at LPHS. Information is provided through written print materials, School Messengers, weekly bulletins, school website, marquee and social media feeds.</p> <p>LPHS has a safe, clean and orderly environment and has received passing evaluations on Williams Facility audits. There is also a concerted effort on the part of the school's Associated Student Body to focus on campus cleanliness and initiated a recycling program.</p> <p>LPHS is fortunate to have support from trained police staff provided by HLPUSD school police department.</p> <p>Provisions have been made to produce a nurturing learning environment by improvements made to the physical plant.</p> <p>LPHS has worked hard to create a college going culture and has a full-service library.</p> <p>HLPUSD also emphasizes internet safety and LPHS annually participates in Internet Safety training.</p> <p>There is a climate of high concern for student well-being campus wide and RTI processes are in place to create a positive environment where staff creates personal connections with students.</p> <p>LPHS has also created an atmosphere of trust, respect and professionalism. Student survey results support this statement and students believe that teachers hold high expectations for them.</p> <p>There is evidence that LPHS students have the opportunity for support services in health, career planning, personal counseling and academic assistance. Guidance counselors create four year plans and guide students through the registration process. Students with disabilities receive individualized educational plans on an annual basis and staff will reconvene to amend IEPs in the event that changes need to be made to better support the student in academic achievement.</p> <p>LPHS works with Student Family Services to provide resources and articulation with mental health and counseling services.</p> <p>The staff at LPHS develops personalized approaches to support students. Students have the opportunity to receive tutoring and in extreme</p>	
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cases, class changes to provide more supportive environments. Teachers also collaborate on best practices and discuss student hardships in order to provide opportunities to support academic achievement.

Numerous opportunities exist to educate and welcome incoming feeder school students. Quad feeder middle school outreach is completed by the counseling staff as well as Link crew mentoring support of new students to the LPHS campus.

Support services and identification of struggling students is multi-tiered. Several supports are in place for special populations and the guidance department has created monitoring forms to assess student performance throughout the school year.

There is open access to the curriculum and there are many opportunities for co-curricular participation. There is a connection between co-curricular participation and monitoring of student academic achievement. Club advisors and coaches monitor student achievement and create an additional layer of support in working with the student and their families.

Student perceptions of the school are monitored through student surveys and informal conversations.

Prompt: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
Student views on the effectiveness of student support services is very important in determining if LPHS is identifying critical learner needs. The CHKS and Student Survey results serve as evaluation tools. There is evidence that students agree or strongly agree that support services are available at LPHS. There are also provisions in place for students to communicate and initiate additional requests for student support services through participation in student leadership and shared decision making.	<ul style="list-style-type: none"> • Student survey results • ASB minutes • SDM minutes

WASC Category E: Strengths and Growth Needs

School Culture and Support for Student Personal and Academic Growth

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

Summary:

E1. School Culture and Student Support Criterion

LPHS provides multiple opportunities for parent and the community to be involved as active partners in the teaching/learning process.

Numerous parent meetings exist and counselors hold freshman, sophomore and junior parent meetings to provide information regarding school programs, activities, college entrance requirements, college application process and financial aid nights. In addition, LPHS partners with Adult Education and provides parent coffee nights to share academic, social and community information to parents. Parents with disabilities are also invited to annual and triennial IEP meetings. Parents of English Learners and parents of identified targeted Title 1 students are invited to meetings to provide program information and ongoing progress updates. The parents of AP students are invited to program informational meetings during the Spring. Parents also have opportunities through Back-to-School night and parent conference nights to meet staff and administrators. All meetings are held in English and Spanish.

Community resources are available and articulations are evident at LPHS. These would include agreements with the LA County Sheriff Department for the LPHS Law Enforcement Academy, articulations agreements with Mt.

San Antonio College and Cal State Fullerton for dual enrollment and college credit courses, several business support our Health Occupations Students of America (HOSA) club and numerous business provide scholarships in support of our graduating seniors. Support is also seen in mental health counseling referral services, military recruitment, college presentations and city events, such as Principal for the Day.

Parent education regarding student achievement of the academic standards is provided through parent meetings, print media, school website, grade level meetings, marquee, weekly bulletins, open house presentations, and social media Twitter feeds

E2. School Culture and Student Support Criterion

LPHS provides a safe, clean and orderly environment. LPHS has evidence of passing each Williams facility audits. In addition, HLPUSD's Maintenance and Operations Department utilizes an electronic work order system that addresses facility concerns.

LPHS Associated Student Body has also initiated a recycling program and campus signage to support campus cleanliness.

In terms of safety, HLPUSD provides trained security personnel on site and staff supervision is occurring on campus. Many teachers often open their classrooms which support safe environments for students to go if they need to.

School wide RTI addresses behavior norms and expectations and posters are visible around the campus to promote safety.

Student survey results confirm that students feel safe on campus and are respected by their peers and teachers.

LPHS also nurtures learning through a full-service library that is staffed with a full-time librarian. This allows students to be supported with technology assistance and access to resources beyond the textbook.

LPHS creates a "college-going culture" and college shirt Wednesday and classrooms and departments display college pennants.

LPHS also participate in Internet Safety education by completing a District developed lesson on technology regulations and safety.

The atmosphere at LPHS has been created to have high expectations for students and provisions are set in place for a caring and concerning environment. There is an emphasis on RTI and utilizing positive behavior supports, strategies from "Capturing Kids Hearts," offering clubs and activities that interest the students, having high expectations that support academic achievement and open access to a rigorous core curriculum.

LPHS teachers report that they are working on creating an atmosphere of trust, respect and professionalism. RTI principles and being employed in the classroom and teachers feel there is a plethora of opportunities for educators to be heard. They validate that the Administrative Team tries to maintain an open door policy and that teachers are an integral part of the Leadership Team and Shared Decision Makings-School Site Council. LPHS teachers report that through the use of the California Standards for the Teaching Profession and the development of Individual Development Plans for formal and informal observations, they are exhibiting professionalism and model it to the students.

Student surveys validate that they are respected and trust exists and that they can meet with staff when needed.

E3. & E4. School Culture and Student Support Criteria

LPHS provides adequate personalized support for students in the areas of health, career, personal counseling, and academic assistance including an individual learning plan.

Guidance counselors, school psychologists and administrators refer students for outside social emotional counseling when necessary.

Guidance counselors implement four year learning plans for students and have a monitoring process in place to ensure that students stay on graduation path and they complete graduation checks during a student's junior and senior year. Counselors also work with students each year during the registration process to support students on course requests and post high school college or career plans.

LPHS participates in the annual District College Fair and college presentations are given on an ongoing basis.

LPHS also has support of a school nurse on campus once a week and she facilitates health assessments and support for IEPs and 504s.

Students have the opportunity to gain certification in Adobe programs which will help them transition into career paths.

There is a direct connection between the allocation of resources to support services and the academic standards and SLOs. This is evident in the partnerships through various agencies and the support of the HLPUSD Student and Family Services Department.

LPHS staff assesses student learning and provides opportunities for students by personalizing their approach. PLC's discuss students and collaborate on best practices and instructional strategies that may help struggling students. Collaboration exists where some students may receive class changes and students with disabilities are monitored and supports are adjusted based on IEP team decisions. Students also have access to tutoring and office hours provided by the teaching staff.

The guidance counselors provide outreach opportunities for incoming students and once they are enrolled LPHS has a student peer mentoring program through Link Crew. This ensures students are transitioning and receiving support to have the opportunity to be successful during high school.

Support services are in place through tutoring, office hours, individual student conferences, parent conferences, team teaching classes and for Targeted Title 1 students the Academic Outreach Program.

Student support for online instruction occurs through the library and with the assistance of the counselors.

LPHS has open access during the registration process. Students have access to a rigorous curriculum through dual enrollment college courses, classes for college credit and Adult School summer offerings for college credit.

LPHS offers numerous co-curricular activities that support the academic standards. Many of these activities have grade point average requirements for participation and serve as a motivational support for academic achievement. Club advisors and coaches mentor and are able to assist students and parents due to student participation in these activities. This lends to a natural conduit for supporting student achievement.

Participation surveys are reviewed to determine student participation and outreach occurs to the Quad feeder schools and the community to publicize what socialization opportunities are available to students.

Student perceptions are obtained through student surveys and informal meetings with staff. Student survey results validate that student support services are available and they can meet with staff when needed and there are avenues where students may voice their opinions and suggest changes.

Category E. School Culture and Support for Student Personal and Academic Growth: Areas of Strength

LPHS does an exceptional job of providing multiple opportunities for parents and the community to be involved in the teaching/learning process. Parent meetings and community resources are being utilized on an ongoing basis.

LPHS holds numerous parent education opportunities through Parent Coffee Nights, grade level meetings, ELAC meetings, LTEL meetings, Targeted Title 1 meetings, and college and financial aid nights.

Articulation agreements for dual enrollment, college credits and certification programs is an added strength for LPHS.

LPHS does a good job disseminating information to parents and the community through multiple means. The School Messenger, marquee, weekly bulletin announcements, school website, weekly printed announcements, Twitter feed and parent meeting informational handouts all support the communication processes in place.

LPHS nurtures a "college-going culture" throughout the campus environment.

LPHS has a full-service library with a full-time librarian to provide student academic support by assisting in technology and resources beyond the textbook.

LPHS focuses on a safe and nurturing environment through support of HLPUSD trained security personnel on site and the staff use of RTI strategies.

LPHS has created an atmosphere of trust, respect and professionalism through the use of RTI strategies, open-door policy of the administration and the empowerment and involvement of the teachers to make school site decisions.

Support services are abundant at LPHS and include mental health services, personal counseling, academic assistance and individual learning plans.

LPHS provides teacher office hours, tutoring supports, individual learning plans and referrals to outside agencies to support student success academically as well as for social emotional support.

LPHS has a plethora of co-curricular activities for students to experience socialization and to become involved. These activities serve as motivation for student to have high level of academic achievement to stay involved and open a conduit for advisors and coaches to mentor students toward post high school education and career choices.

LPHS students express that support is available and accessible when needed.

Category E. School Culture and Support for Student Personal and Academic Growth: Areas of Growth

LPHS needs to consistently employ RTI and PBIS schoolwide and with fidelity.

LPHS needs to re-initiate the SST process and provide professional development for the staff.

LPHS needs to expand services to Targeted Title 1 students.

LPHS needs to continue to build the Career Pathways and improve the implementation and recruitment for the pathways.

Chapter V: Schoolwide Action Plan

A. Revise the single schoolwide action plan, i.e., Single Plan for Student Achievement.

Action Plan Item 1: Developing Academic Language

Plan to address **Critical Learner Need #1**: All students at La Puente High School (including Latinos, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities) will exhibit literacy skills in all content areas **by applying academic language and a wide-range of vocabulary to build comprehension of text and other sources of information in order to support analysis, interpretation and synthesis through spoken and written products/evidence of learned academic, college-and career-readiness standards.**

1. Adoption of common, department and schoolwide vocabulary					
TASKS	RESPONSIBLE PERSON	RESOURCES NEEDED	INDICATOR OF SUCCESS	TIMELINE	METHOD OF REPORTING
A) Site based professional development					
Development of a monitoring process to determine if all students are taking advanced/challenging classwork (LP)	Leadership Team	Consultants Site presentations DPS/TOSAs Release time	PD calendar Monitoring tool Implementation during class time	Year 1-2	Staff Development Calendar Leadership Team meeting SDM
Checking for understanding; providing meaningful feedback to students (John Hattie research)	All staff	Lesson plans Clickers Whiteboards Release time for Departments and PLCs	Walkthrough evidence Formal observations	Year 1-6	PLC shareouts Department meetings Staff meetings

Action Plan Item 1: Developing Academic Language (continued)

1. Adoption of common, department and schoolwide vocabulary (continued)					
TASKS	RESPONSIBLE PERSON	RESOURCES NEEDED	INDICATOR OF SUCCESS	TIMELINE	METHOD OF REPORTING
B) Staff Instruction/Assessment Vocabulary					
Identify key student processes that support CCSS, CCRS, and SLOs that will be addressed schoolwide	Leadership in conjunction with departments	Monitoring/ Participation Forms/Tools	Evidenced by assessments	Year 1	SPSA SDM
Provide PD to support schoolwide implementation of processes	Administration District personnel	SPSA planning Fiscal	Lesson plans Administrator walkthroughs	Year 2-6	Staff Development Calendar Leadership Team meeting SDM
Develop exemplars of instructional strategies aligned to the processes and rubric	Leadership in conjunction with departments	PLC time Agendas	Agendas Minutes	Year 1-6	Staff meeting shareouts PLC and department meetings
C) Student Process Vocabulary					
Determine priority of process vocabulary	Leadership in conjunction with departments	Quizzes/tests/assessments Common meeting time for vocabulary building Professional development by department	PLC/Leadership Team minutes and notes List of department vernacular	Year 1-2	Staff meeting shareouts
Calendar roll out of key process words included within the College and Career Readiness Standards	Leadership Team	Timeline	List of strategies Rubrics	Year 2-6	Staff meeting Warrior News
Provide PD for staff on implementing lessons centered around teaching targeted process	Administration District personnel	PLC/ department time for planning Money for substitutes	Assessment of homework and tests	Year 2	PLC and department meetings

Action Plan Item 1: Developing Academic Language

1. Adoption of common, department and schoolwide vocabulary (continued)					
TASKS	RESPONSIBLE PERSON	RESOURCES NEEDED	INDICATOR OF SUCCESS	TIMELINE	METHOD OF REPORTING
C) Student Process Vocabulary (continued)					
Provide PD for staff on aligning and implementing said processes within their specific content areas	Leadership in conjunction with departments	SPSA planning Fiscal	Lesson plans Assessments Formal/informal observations	Year 2	PLC and department meetings
Develop exemplars of student work that demonstrates meeting expectations of the rubric	Leadership in conjunction with departments and PLCs	PLC/ department time for planning Areas/boards for display (classroom, office, campus)	Student work Bulletin boards Assessments	Year 2-6	Leadership Team meetings PLC and department meetings
D) Schoolwide rubric to address CCRS process/products					
Research and investigate rubrics to support implementation of vocabulary and processes schoolwide	Leadership Team	Release time for: Leadership Team SPSA Department and PLC time	Rubrics	Year 2	PLC and department meetings Staff meetings
Implementation of rubric to measure effectiveness of student understanding and application of process and vocabulary	All staff	Lesson plans Lesson delivery	Student work products	Year 2	PLC and department meeting Staff meetings

Action Plan Item 1: Developing Academic Language

2. Continue the implementation of a process for teacher collaboration through Professional Learning Communities (PLC)					
TASKS	RESPONSIBLE PERSON	RESOURCES NEEDED	INDICATOR OF SUCCESS	TIMELINE	METHOD OF REPORTING
A) Support PLC Meetings					
Schedule a specific day and time in which specific PLCs are to meet	Administration Departments	Calendar	PLC agendas and notes	Year 1-6	Weekly PLC notes
Utilization of new notes tool to foster meaningful teacher driven discussion	Department chairs PLC groups	New notes tool	Meeting agenda and notes	Year 1	PLC and staff meetings
Encourage cross-curricular PLC meetings to support student learning/ SLOs.	PLC teams	Calendar schedule of days Release time for planning PLC binder	Calendar Student work Creation of cross curricular projects	Year 2	PLC and staff meetings PLC meeting schedule
B) PLC Facilitation					
Assign a staff member to be responsible for the facilitation of PLCs across the campus	Administration	Choose a lead	Lead chosen	Year 1-6	Staff meeting introduction
Assign administrators PLCs in which they are to supervise	Principal	Administrative schedule	Administrative schedule	Year 1-6	Staff receives schedule
PLC Continuum	Administration PLC leads	PLC Continuum	Data reflecting placement on continuum	Years 1-6	Leadership Team meetings Staff meetings
PLC groups take ownership of PLC binder	PLC teams	PLC binders Lesson plans	PLC binders	Years 2-6	PLC and staff meetings
Professional development for PLC process	Administration and district personnel	SPSA Fiscal Planning	Agenda Minutes	Year 1	SPSA SDM
Develop PLC service cycle with administrator help	Administration and PLC leads	Process expectations	PLC minutes and binder checks	Year 2-6	PLC and staff meetings
Develop PLC service cycle for individual PLC ownership	Administration PLC leads	Process expectations	PLC minutes and binder checks	Year 2-6	PLC meetings

Action Plan Item 1: Developing Academic Language

2. Continue the implementation of a process for teacher collaboration through Professional Learning Communities (PLC) (continued)					
TASKS	RESPONSIBLE PERSON	RESOURCES NEEDED	INDICATOR OF SUCCESS	TIMELINE	METHOD OF REPORTING
C) Common assessments/common rubrics					
Build constructed response assessments with standards-based rubrics	Leadership in conjunction with departments	Release time Sub pay Examples of SBAC questions Sample rubrics	Assessments Student work	Years 2-6	SPSA PLC meetings Staff meetings Common assessments Data
Align practice Performance Tasks with SBAC norms for constructed responses	Leadership in conjunction with departments PLC teams Administration Departments	SBAC practice tests Examples of SBAC questions Technology	Assessments	Years 2-6	SPSA Staff meetings
Create rubrics for constructed responses and performance tasks	PLC Teams	SBAC Scoring Guides	Rubrics	Years 2-6	Departments Presented to students/ parents
Create service cycle for analysis of common assessments	PLC Teams	Schedule	Calendar of assessments Pacing guides	Years 2-6	Share with parents and students Important dates calendar

Action Plan Item 2: Analyzing Complex Texts

Plan to address **Critical Learner Need #2**: All students at La Puente High School (including Latinos, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities) will exhibit literacy skills in all content areas **by demonstrating analytical thinking in terms of what complex texts say, what they mean, and why they matter through the use of evidence, collaboration, and synthesis of multiple, real-world, sources.**

1. Continue to implement evidence-based/best practices					
TASKS	RESPONSIBLE PERSON	RESOURCES NEEDED	INDICATOR OF SUCCESS	TIMELINE	METHOD OF REPORTING
A) GLAD/SDAIE Strategies					
Process grids, graphic organizers, visuals, modeling	All staff	Staff development on first best practices Staff development on graphic organizers Poster paper Content specific examples	Improvement on student work as rigor increases Student work displayed on board Increased student understanding Increased test scores	Years 1-6	Staff meetings
B) Technology					
Google Apps for education (GAPE) Aeries Google Classroom	All staff	Computer access LCD projectors	Teacher led presentations of student work using these strategies	Years 1-6	Staff meetings
C) Clear, measurable objectives/learning outcomes					
Measurable learning objective and daily agenda posted	All teachers	Whiteboard Whiteboard markers Develop a clear understanding of objectives	Classroom observations Walkthroughs Using curriculum with embedded objectives	Years 1-6	PLC notes Parent meeting Staff meetings

Action Plan Item 2: Analyzing Complex Texts (continued)

1. Continue to implement evidence-based/best practices (continued)					
TASKS	RESPONSIBLE PERSON	RESOURCES NEEDED	INDICATOR OF SUCCESS	TIMELINE	METHOD OF REPORTING
C) Clear, measurable objectives/learning outcomes (continued)					
Agenda includes activities that support learning	All teachers	Whiteboard Whiteboard markers	Classroom observations Walkthroughs	Years 1-6	Leadership Team meetings Staff meetings
Provide professional development, coaching and mentoring	Administration District personnel	Release time Fiscal	Conference paperwork Substitute requests	Year 2	SPSA SDM
Peer observations	All staff	Master schedule Prep periods Instructional walks Observation tool Release time	Calendar of observations Instructional walks	Year 2-6	Leadership Team meetings PLC meetings Staff meetings
Instructional walks	Administration District personnel	Instructional walks Observation tool	Binder with instructional walk feedback forms	Year 2-6	PLC notes Staff meetings
Co-teaching new strategies	All teachers	PLC time Release time	Lesson plans Lesson study	Year 2	New teacher presentation of best practices during meetings
1:1 mentor/teacher support	Teachers	Mentoring schedule with pairings BTSA support	Tenure track, multiyear employment and highly qualified teacher data	Year 2	Highly qualified data Staff meetings
Administration as instructional leads	Administration	6 year plan Curriculum development Pathway development	Graduation rate of students Reduction in DFI A-G completion rates	Year 2	Staff meetings SPSA SDM

Action Plan Item 2: Analyzing Complex Texts (continued)

2 Ongoing, systematic monitoring of student progress					
TASKS	RESPONSIBLE PERSON	RESOURCES NEEDED	INDICATOR OF SUCCESS	TIMELINE	METHOD OF REPORTING
A) PLCs					
Class Profiles	All staff by department	Staff training on how to extrapolate information	Lesson plans Flexible seating charts Walkthroughs	Years 1-6	Leadership Team meetings Staff meetings PLC meetings
Norming grading of student work based on common rubrics and student exemplars	All teachers	Staff development on norming grading and rubrics Department time for grading	PLC agendas and minutes Examples of student exemplars Data on exemplars PLC notes Syllabus with common weights	Years 1-6	Leadership Team meetings Staff meetings PLC meetings
Analyzing student work and data results	All teachers	PLC time	Student work and assessments Bests practices Next steps	Years 1-6	Staff meetings PLC meetings

Action Plan Item 2: Analyzing Complex Texts (continued)

2 Ongoing, systematic monitoring of student progress (continued)					
TASKS	RESPONSIBLE PERSON	RESOURCES NEEDED	INDICATOR OF SUCCESS	TIMELINE	METHOD OF REPORTING
B) Grades and assessments					
Develop a data committee that analyzes schoolwide data of grades, common assessments and state assessments	Principal/staff	Assessment data Release time Sub pay	Reports and findings Intervention strategies	Years 1-6	SDM SPSA
Use data from common assessments to inform instruction	All teachers	Release time PLC time PLC trainings	Data results and documentation of best practices and next steps Ongoing implementation calendar	Years 1-6	SDM SPSA PLC notes

Action Plan Item 3: Analytical Thinking and Mathematical Principles

Plan to address **Critical Learner Need #3**: All students at La Puente High School (including Latinos, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities) will exhibit literacy skills in all content areas by **demonstrating analytical thinking of mathematical principles, justifying and communicating conclusions, and relating/connecting the concepts to practical (real-world) situations.**

1. Math Practices					
TASKS	RESPONSIBLE PERSON	RESOURCES NEEDED	INDICATOR OF SUCCESS	TIMELINE	METHOD OF REPORTING
A) Math Pacing Calendar					
Create site-based math pacing guides based on district pacing guides for all levels of math to assist in long-term planning	Math Department Math PLCs Administration assigned to Math Department Department Chair	PLC time District professional development District Math DPS	Pacing guides Common assessments	Year 1	Leadership Team meetings PLC meetings
Provide release time for math teachers to create pacing calendars	Math teachers Administration Department chair	Release time	Site-based pacing guide Long term department plan	Year 1	Leadership Team meetings PLC meetings
B) Performance Tasks & Projects					
Develop performance tasks aligned to the CCSS	Math Department	SBAC Scoring Guides Math Standards Sample performance tasks District DPS Release time for teachers Task samples	Performance Tasks	Year 2	Staff meetings PLC meetings
Create rubrics for performance tasks/projects	Math Department and Math PLCs	SBAC Performance Task samples	Rubric PLC notes Student work samples Increase in student scores	Year 1	Leadership Team meetings Staff meetings PLC meetings District meetings

Action Plan Item 3: Analytical Thinking and Mathematical Principles (continued)

1. Math Practices (continued)					
TASKS	RESPONSIBLE PERSON	RESOURCES NEEDED	INDICATOR OF SUCCESS	TIMELINE	METHOD OF REPORTING
B) Performance Tasks & Projects (continued)					
Develop professional development calendar that supports building common performance tasks and projects	Administration and Math Leads	Examples of user based performance tasks Release time for professional development District support Planning time	Data from student assessments showing academic achievement	Year 2	Math Department meetings PLC meetings Warrior News
C) Teaching Practices					
Release time for math leadership to receive instructional strategies and best practices	Administration	SPSA budgeting for release time District level professional development District DPS support	Conference and professional development evidence Observations	Year 2-6	SDM SPSA

Action Plan Item 4: Academic and Behavioral Intervention

All students at La Puente High School (including Latinos, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities) will receive academic and behavioral intervention opportunities.

1. Develop Academic & Behavioral Intervention Programs at the classroom, department & school levels					
TASKS	RESPONSIBLE PERSON	RESOURCES NEEDED	INDICATOR OF SUCCESS	TIMELINE	METHOD OF REPORTING
A) Response to Intervention (RTI)					
Agenda/objectives posted and revisited	All staff	White board Objectives poster CC Standards list to pull objectives	Classroom walkthroughs Students will be able to correlate learning to objective	Year 1-6	Leadership Team meetings Staff meetings
Positive greeting at the door; smiling and being nice	All staff	PBIS/16 Professional development	Classroom walkthroughs documenting that teachers are effectively using PBIS/16 proactive classroom management strategies Less referrals and suspension for behavior	Year 1-6	District/school based walkthrough data shared with staff at staff meetings
5:1 positive comments to corrective statements					
Proximity					
Develop service cycles for Tier 2 & Tier 3 students in need of interventions	RTI Team	Professional development on service cycles	Ongoing assessment schedule for Tier 2 & Tier 3 students	Year 1	Staff meetings
Implement service cycles for Tier 2 & Tier 3 intervention students	All staff			Years 2-6	Staff meetings

Action Plan Item 4: Academic and Behavioral Intervention (continued)

1. Develop Academic & Behavioral Intervention Programs at the classroom, department & school levels (continued)					
TASKS	RESPONSIBLE PERSON	RESOURCES NEEDED	INDICATOR OF SUCCESS	TIMELINE	METHOD OF REPORTING
B) Student Success Interventions					
Universal Screening mandatory schoolwide for all teachers	All staff	Universal Screening forms / description indicators	Fall and Spring Universal Screening percentage	Fall and Spring annually Years 1-6	Staff meetings SDM SPSA
Research and outline process for supporting students identified as needing RTI Tier 2 interventions	RTI Team	Staff development on purpose of Universal Screening Results of Universal Screening identifying students in need of Tier 2 interventions Professional development	Less behavioral issues/referrals Improved grades All teachers will have access to information	Year 1-6	Staff meetings SDM SPSA
Pilot designated support system to support identified RSP students that are included	Special Education Team	Disaggregation of Universal Screening by district	Grade improvements Lower discipline incidences	Year 1	Staff meetings SDM SPSA

Action Plan Item 4: Academic and Behavioral Intervention (continued)

1. Develop Academic & Behavioral Intervention Programs at the classroom, department & school levels (continued)					
TASKS	RESPONSIBLE PERSON	RESOURCES NEEDED	INDICATOR OF SUCCESS	TIMELINE	METHOD OF REPORTING
B) Student Success Interventions					
Train counselors in SST process	Administration District level personnel	Staff development on purpose and facilitation of SST process	Sign-in sheets from professional development	Year 2	Leadership Team meetings Staff meetings
Train teachers on SST referral process			Sign-in sheets from professional development	Year 2	Leadership Team meetings Staff meetings
SST for students in need of Tier 3 interventions	Administration Counselors Staff Parents RTI team	Student identification lists/referrals Logs of tutoring and counseling	Documentation of SST meetings	Year 2	Staff meetings SDM SPSA
Professional development for academic RTI	Administration District level personnel Counselors	Professional development	Implementation of strategies presented Sign-in sheets	Year 2	Staff meetings SDM SPSA

Action Plan Item 4: Academic and Behavioral Intervention (continued)

1. Develop Academic & Behavioral Intervention Programs at the classroom, department & school levels (continued)					
TASKS	RESPONSIBLE PERSON	RESOURCES NEEDED	INDICATOR OF SUCCESS	TIMELINE	METHOD OF REPORTING
C) Title 1					
Continue teacher driven after school tutoring of targeted Title 1 students	Title 1 Counselor	Roster of Targeted Title 1 students Online resources Laptops	Tutoring sign-in sheets Monitoring forms to show progress Improved grades Improved SBAC scores for Title 1 students	Year 1-6	Staff meetings Title 1 parent meeting SPSA SDM-SSC
Research strategies to expand services/supports/interventions provided to Title 1 students	Title 1 Counselor Credentialed teachers	Staff members to facilitate tutoring of Title 1 students Credentialed teachers to tutor in their areas of expertise	Meeting logs of Title 1 students each grading period Increased number of Title 1 students receiving services	Year 2-6	Staff meetings Title 1 parent meeting SPSA SDM-SSC
D) PBIS					
Classroom expectations and procedures are visible, taught and revisited	All staff	Professional development conferences on supports/interventions for Title 1	Classroom walkthroughs Strategy checks	Years 1-6	Leadership Team meetings Staff meetings
Class - Good behavior game, stamp sheets, positive behavior incentives	All staff	Teacher lesson plans	Classroom walkthroughs	Years 1-6	Leadership Team meetings Staff meetings

Action Plan Item 4: Academic and Behavioral Intervention (continued)

1. Develop Academic & Behavioral Intervention Programs at the classroom, department & school levels (continued)					
TASKS	RESPONSIBLE PERSON	RESOURCES NEEDED	INDICATOR OF SUCCESS	TIMELINE	METHOD OF REPORTING
D) PBIS					
Department recognition - Student of the Month	Department Chair	Department list of students	Department minutes	Years 1-6	Leadership Team meetings Staff meetings
School - Renaissance 6-week/semester recognition of C or better in A-G classes (drawing, certificate, letter home)	Renaissance teacher	Renaissance teacher needs Aeries report access	Renaissance awards list	Year 2	Leadership Team meetings Staff meetings
Develop monitoring forms for PBIS in classrooms	Administration	Monitoring forms	PBIS monitoring forms Classroom walkthroughs	Year 2	Leadership Team meetings Staff meetings
E) Checking for understanding and feedback					
Checking for understanding	Administration All staff	Professional development Create list of CFU strategies	Classroom walkthroughs observing effective CFU's by teachers Higher grades Students move towards less direct instruction and more student lead instruction	Year 1-6	Leadership Team meetings PLC meetings Staff meetings

Action Plan Item 4: Academic and Behavioral Intervention (continued)

1. Develop Academic & Behavioral Intervention Programs at the classroom, department & school levels (continued)					
TASKS	RESPONSIBLE PERSON	RESOURCES NEEDED	INDICATOR OF SUCCESS	TIMELINE	METHOD OF REPORTING
E) Checking for understanding and feedback					
Define meaningful feedback	All staff	Professional development with education consultant on meaningful and effective feedback Release time for development of understanding of meaningful feedback	Professional development agenda and minutes Rubrics created and used regularly	Year 1-2	Leadership Team meetings PLC meetings Staff meetings
Staff presentation on meaningful feedback	Administration Trained teachers	Professional development	Professional development agenda and minutes Feedback to students observed during informal/formal observations	Year 2	Leadership Team meetings PLC meetings Staff meetings

Action Plan Item 5: Data-informed instruction

All students at La Puente High School (including Latinos, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities) will receive data-informed instruction based on use of a comprehensive on-going data system that regularly informs school on the following metrics: Congruence, Attendance, course enrollment, student academic achievement, student wellness, student/teacher perception and teacher effectiveness.

1. School Climate and Wellness					
TASKS	RESPONSIBLE PERSON	RESOURCES NEEDED	INDICATOR OF SUCCESS	TIMELINE	METHOD OF REPORTING
A) Attendance Measures					
Develop service cycle for monitoring attendance	Administration Attendance Office NCS	District support to determine systems in place in Aeries	Service cycle implementation with fidelity	Year 1-2	Staff meetings SPSA SDM
Modify service cycle based on data/school needs as part of ongoing process	Administration	Service cycle	Service cycle updated and revised	Years 2-6	Staff meetings SPSA SDM
Recognize/award students for improvement attendance	Administration Renaissance Advisor	Student attendance data Awards / certificates	Number of student awards Multiple/new students receive awards Improved attendance	Years 2-6	Staff meetings SPSA SDM
Develop outreach for habitual truants	Administration Counselors School police Parents	Rewards Awards Donations Community liaison	Decrease in percent of habitual truants Improved attendance records Increased communication of records Student conferences Parent conferences	Year 1-6	Staff meetings SPSA SDM

Action Plan Item 5: Data-informed instruction (continued)

1. School Climate and Wellness (continued)					
TASKS	RESPONSIBLE PERSON	RESOURCES NEEDED	INDICATOR OF SUCCESS	TIMELINE	METHOD OF REPORTING
A) Attendance Measures (continued)					
Increase SART/SARB agreements	Administration Attendance	Attendance data	Student conferences Parent conferences SARB meetings	Year 1-6	Staff meetings SPSA SDM
B) Student Wellness Measures					
California Healthy Kids Survey	DATE/TUPE Coordinator English teachers	CHKS Survey	Survey results	Years 1-6	Leadership Team meetings Staff meetings PLC meetings SPSA
Free & Reduced Lunch applications	Director - Food Services	Data from Food Services	Number of students on free and reduced lunch	Years 1-6	Leadership Team meetings Staff meetings PLC meetings SPSA
California Physical Fitness Test	PE Coordinator PE teachers	Fitness Gram Test	Healthy Fitness Zone success	Years 1-6	Leadership Team meetings Staff meetings PLC meetings SPSA
Extra/co-curricular Involvement	Principal Assistant Principal ASB Director Athletic Director Coaches Club Advisors	Participation survey	Participation census data	Years 1-6	Leadership Team meetings Staff meetings PLC meetings SPSA

Action Plan Item 5: Data-informed instruction (continued)

1. School Climate and Wellness (continued)					
TASKS	RESPONSIBLE PERSON	RESOURCES NEEDED	INDICATOR OF SUCCESS	TIMELINE	METHOD OF REPORTING
C) Student Perception					
California Healthy Kids Survey	DATE/TUPE Coordinator Administration	CHKS Survey	Survey results	Years 1-6	Leadership Team meetings Staff meetings PLC meetings SPSA
Student surveys	Administration Students English Teachers	Data from clubs / organizations Computer lab Data collection tools	Survey results	Years 1-6	Leadership Team meetings Staff meetings PLC meetings SPSA
D) Course Enrollment					
Master Schedule	Administration Attendance	District support to determine systems in place in Aeries	Appropriate placement in courses Lower DFI	Year 1-6	Staff meetings SPSA District meetings
Implementation of Pathways	Administration	ROP course offerings UC Doorway approval list CTE credential Feeder school outreach	Increase in the number of students enrolled in pathways	Years 2-6	Feeder school presentations Staff meetings Community outreach
Development of monitoring tools to support classroom walks	Administration PLC leads	Release time for development of monitoring tool New walkthrough tool	Collection forms	Year 1-6	Leadership meetings Staff meetings

Action Plan Item 5: Data-informed instruction (continued)

1. School Climate and Wellness (continued)					
TASKS	RESPONSIBLE PERSON	RESOURCES NEEDED	INDICATOR OF SUCCESS	TIMELINE	METHOD OF REPORTING
D) Course Enrollment (continued)					
Advanced Placement criteria for students enrolling in an AP course	Administration AP teachers	College Board criteria	Increase in numbers of students passing AP tests Greater correlation between grades and AP scores	Years 2-6	Staff meetings SPSA
Placement criteria for class placement	Site administration District administration Counselors AP teachers	DFI List Course catalog Course requests	Lower DFI	Years 1-6	Staff meetings SPSA

B. State any additional specific strategies to be used by staff within each subject area/support program to support sections of the schoolwide action plan.

As La Puente High School takes strides to improve student learning through the implementation of its schoolwide action plan, it is in the school's best interest to utilize the instructional strategies that are currently being used by staff in their content areas to support the schoolwide action plan. The first instructional strategy that should be used to support the plan would be the continued use of the Continuum of Cognitive Rigor in relation to Depth of Knowledge. To support the plan LPHS staff members should plan their instruction and assessments at all DOK levels.

In addition teachers should engage their students in cross-curricular learning activities and integrated performance tasks. The next strategy that can be used to support the schoolwide action plan would be the use of literacy in all content areas. Our expectation at LPHS is that reading and writing be taught in all content areas through the use of appropriately complex and rigorous reading materials. Students should be asked to respond to questions and write informative and argumentative essays by citing evidence from their text and outside resources.

In the field of mathematics, whether in specific math classes or in the sciences, the 8 Standards of Mathematical Practices should be used to support the schoolwide action plan. These practices should be used explicitly in instruction and assessment. Again, students should be engaged in performance tasks and assessments utilizing these standards. Other specific strategies that should be used include annotating text and close reading.

Another strategy that can be used to aid the schoolwide plan would be the Gradual Release of Responsibility (GRR) instructional model. Daily instruction should foster the GRR model in which students are active participants in an effort to "own" their learning.

It would also be prudent to use the College and Career Readiness standards to bolster the schoolwide action plan. These standards, although not strategies per se, are a focus of many of our content specific programs and are in alignment with our critical learner needs. Specifically, they are focused on rigor, relevance, and relationships as well as creativity, critical thinking, communication and collaboration.

These standards are closely aligned with our school vision which focuses in on community, rigor, relevance and accountability and are school wide learner outcomes which places emphasis on complex thinking, effective communication and collaboration, and creative innovation. All of which are skills needed in the 21st century workplace. By using the above mentioned strategies, it is our intention to not only support the schoolwide action plan and make it a reality but to make it successful for the benefit of our students.

C. Describe the school's follow-up process, ensuring an ongoing improvement process.

With a six year improvement plan in place, La Puente High School is ready to move forward to meet the challenges that face our students in the world of education. In an effort to ensure that LPHS is meeting these challenges, targets have been set to make the improvement plan something that is attainable by all stakeholders. One thing that must be done is to create a follow up process that will enable the school to determine its progress in reaching these targets.

The first step in this process must be transparency in the roll out of the improvement plan to all parties. All members of the LPHS community must be aware of the steps that the school is taking to improve the educational lives of the students. Once the roll out of the plan is complete, individual stakeholders (admin, all staff, departments, PLCs, etc.) will know what they are responsible for in the improvement process.

Items that are scheduled to be rolled out yearly will be broken down into four month checkups with specific dates chosen by the affected stakeholders for review. These groups will identify where they are in the improvement plan, what challenges they are facing in implementing the plan, what resources they are in need of to further the process along, and report out on their status to the group as a whole.

Once these targets are met, another process must be put in place to review their effectiveness. An integral component of this part of the process is the collection of data. Decisions to change components of the plan as a means of improvement must be data driven. Groups must be able to provide evidence as to why the process is or is not working. Again, this part of the process must be broken down, with milestones for groups to monitor their progress. These data driven reviews will take place twice yearly. One mid-year check, to review processes that may need modifying for the remainder of the year and one year end check to review any modifications that may need to be implemented over the following school year.

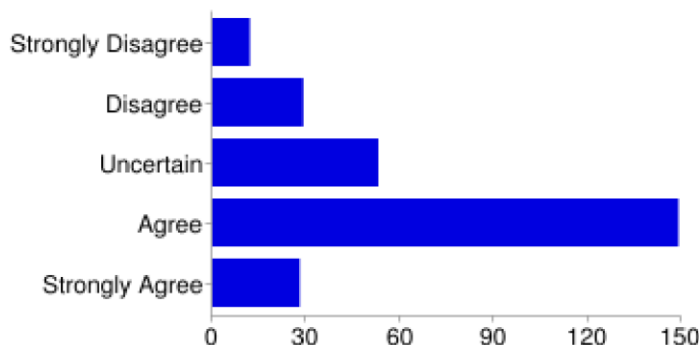
This ongoing process of checks and review will be imperative to the success of the overall six year improvement plan.

Appendices:

- 1. Results of student questionnaire/interviews**
- 2. Master schedule**
- 3. School Quality Snapshot (see cde.ca.gov)**
- 4. School accountability report card (SARC)**
- 5. Graduation requirements**
- 6. A list of standards-based local board adopted texts.**

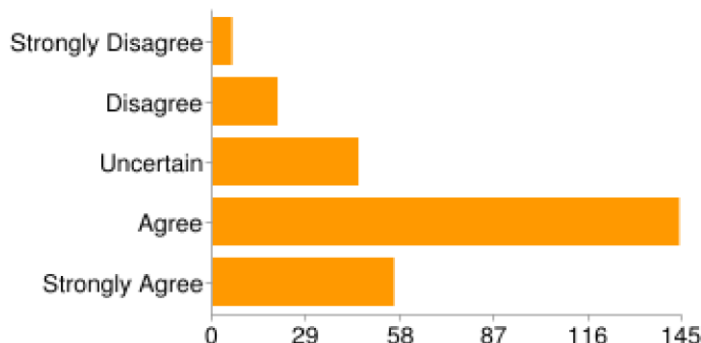
1. Teachers at LPHS treat all students with respect. [Use the rating scale to answer these questions about student learning culture at La Puente High School.]

Strongly Disagree	12	4.4%
Disagree	29	10.7%
Uncertain	53	19.6%
Agree	149	55%
Strongly Agree	28	10.3%



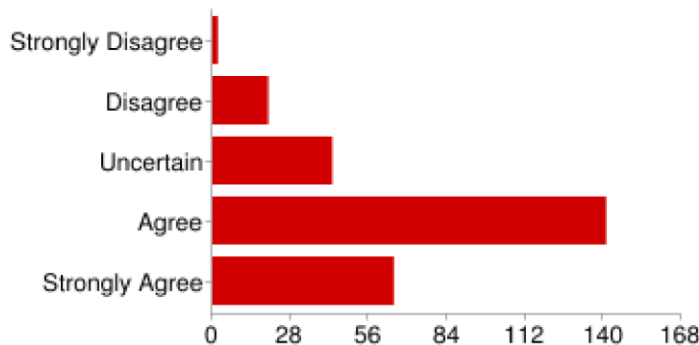
2. All students are provided an equal opportunity to learn. [Use the rating scale to answer these questions about student learning culture at La Puente High School.]

Strongly Disagree	6	2.2%
Disagree	20	7.4%
Uncertain	45	16.6%
Agree	144	53.1%
Strongly Agree	56	20.7%



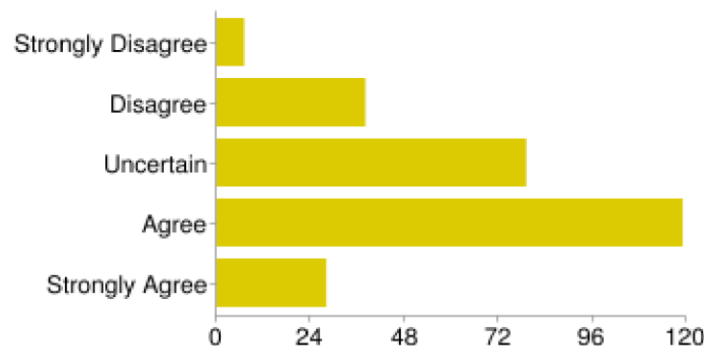
3. All students are provided an equal opportunity to be successful. [Use the rating scale to answer these questions about student learning culture at La Puente High School.]

Strongly Disagree	2	0.7%
Disagree	20	7.4%
Uncertain	43	15.9%
Agree	141	52%
Strongly Agree	65	24%



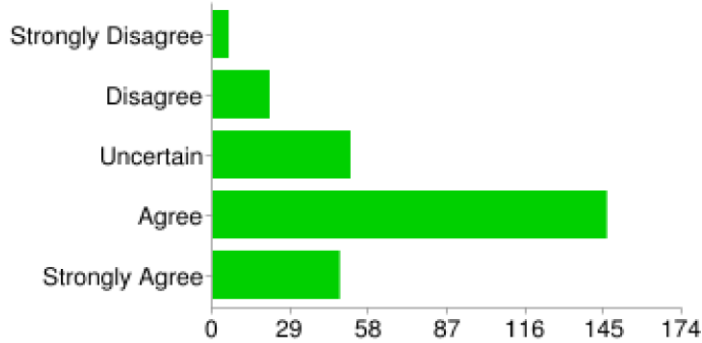
4. Teachers set high expectations for all students. [Use the rating scale to answer these questions about student learning culture at La Puente High School.]

Strongly Disagree	7	2.6%
Disagree	38	14%
Uncertain	79	29.2%
Agree	119	43.9%
Strongly Agree	28	10.3%



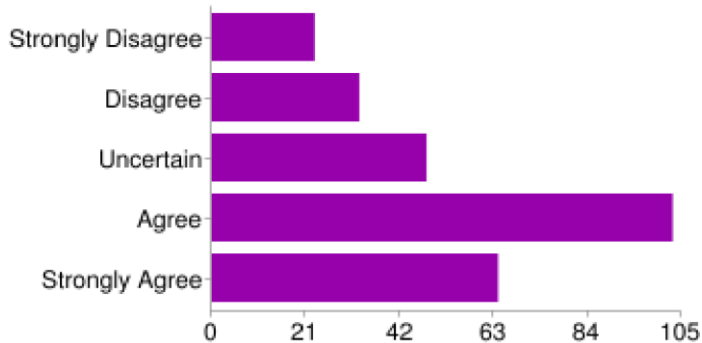
5. I can get help at school if I fall behind. [Use the rating scale to answer these questions about student learning culture at La Puente High School.]

Strongly Disagree	6	2.2%
Disagree	21	7.7%
Uncertain	51	18.8%
Agree	146	53.9%
Strongly Agree	47	17.3%



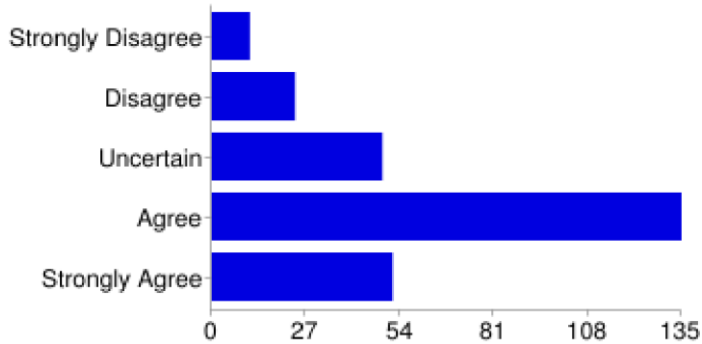
6. My counselor supports me with planning and resources to be academically successful. [Use the rating scale to answer these questions about student learning culture at La Puente High School.]

Strongly Disagree	23	8.5%
Disagree	33	12.2%
Uncertain	48	17.7%
Agree	103	38%
Strongly Agree	64	23.6%



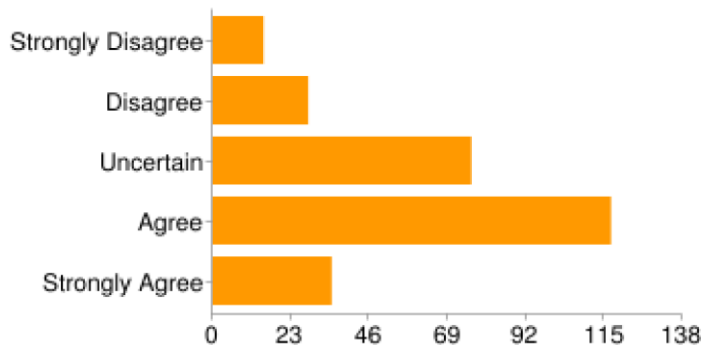
7. LPHS provides effective college/ career guidance/ counseling. [Use the rating scale to answer these questions about student learning culture at La Puente High School.]

Strongly Disagree	11	4.1%
Disagree	24	8.9%
Uncertain	49	18.1%
Agree	135	49.8%
Strongly Agree	52	19.2%



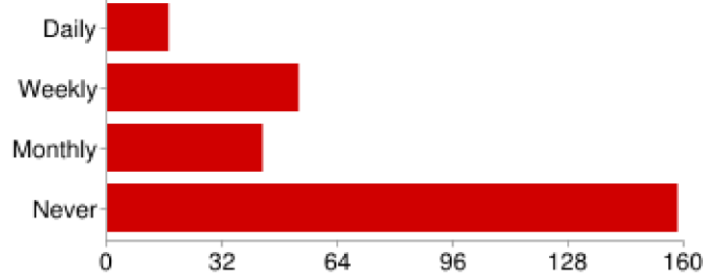
8. I know how to find out about extra-curricular events and opportunities. [Use the rating scale to answer these questions about student learning culture at La Puente High School.]

Strongly Disagree	15	5.5%
Disagree	28	10.3%
Uncertain	76	28%
Agree	117	43.2%
Strongly Agree	35	12.9%



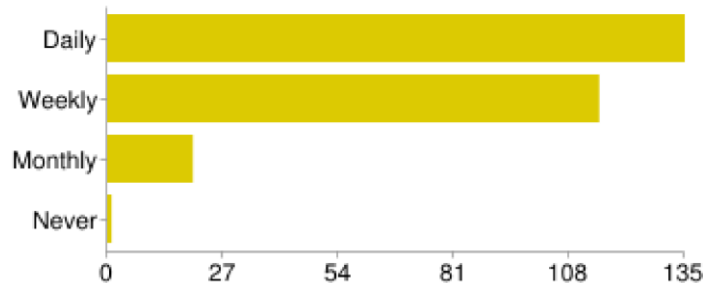
9. I check the school/ teacher's website for information. [How often do you use these forms of communication with La Puente High School?]

Daily	17	6.3%
Weekly	53	19.6%
Monthly	43	15.9%
Never	158	58.3%



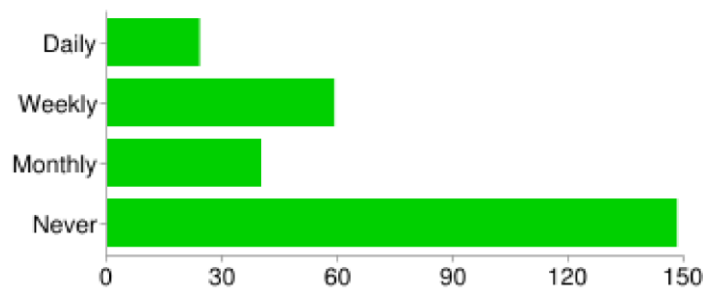
10. I use JupiterGrades.com. [How often do you use these forms of communication with La Puente High School?]

Daily	135	49.8%
Weekly	115	42.4%
Monthly	20	7.4%
Never	1	0.4%



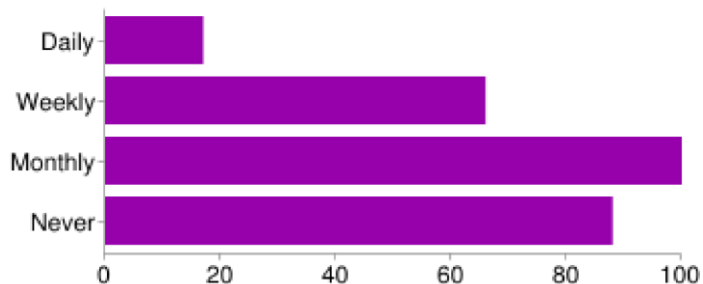
11. My parents use JupiterGrades.com. [How often do you use these forms of communication with La Puente High School?]

Daily	24	8.9%
Weekly	59	21.8%
Monthly	40	14.8%
Never	148	54.6%



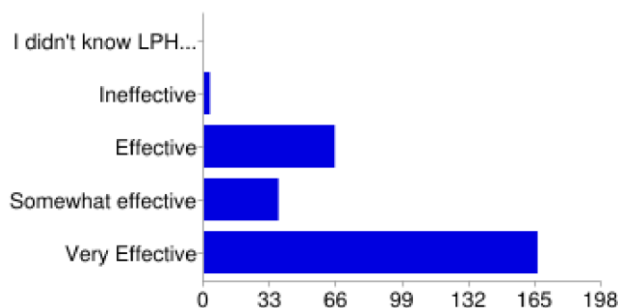
12. I contact my teachers via E-Mail/ JupiterGrades. [How often do you use these forms of communication with La Puente High School?]

Daily	17	6.3%
Weekly	66	24.4%
Monthly	100	36.9%
Never	88	32.5%



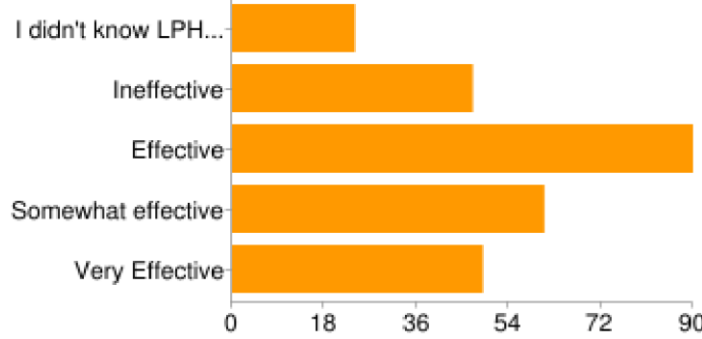
13. JupiterGrades.com [How effective are the following forms of communication?]

I didn't know LPHS did this	0	0%
Ineffective	3	1.1%
Effective	65	24%
Somewhat effective	37	13.7%
Very Effective	166	61.3%



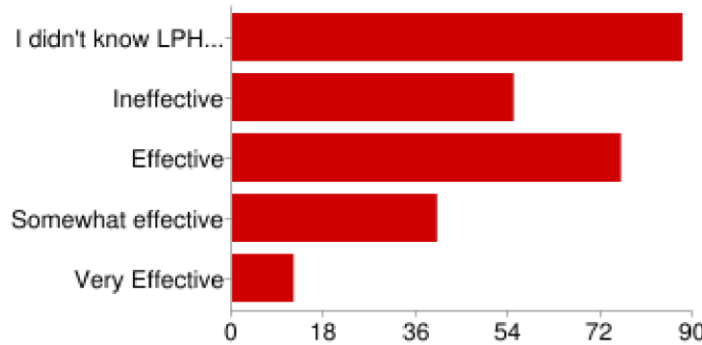
14. School Messenger (automated phone calls home) [How effective are the following forms of communication?]

I didn't know LPHS did this	24	8.9%
Ineffective	47	17.3%
Effective	90	33.2%
Somewhat effective	61	22.5%
Very Effective	49	18.1%



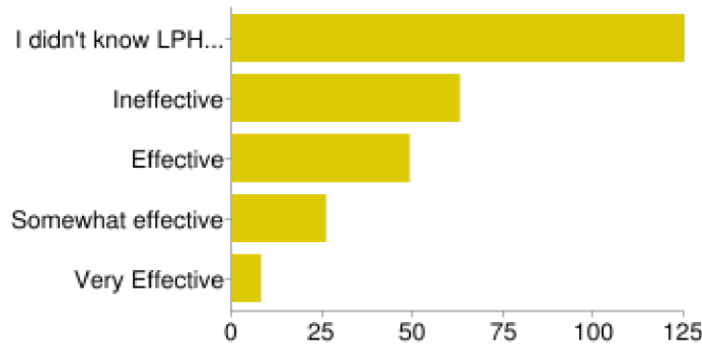
15. Teacher Blogs/ Websites [How effective are the following forms of communication?]

I didn't know LPHS did this	88	32.5%
Ineffective	55	20.3%
Effective	76	28%
Somewhat effective	40	14.8%
Very Effective	12	4.4%



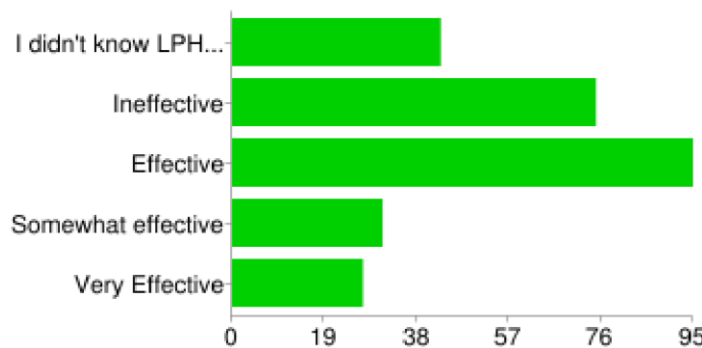
16. Teacher Twitter Account [How effective are the following forms of communication?]

I didn't know LPHS did this	125	46.1%
Ineffective	63	23.2%
Effective	49	18.1%
Somewhat effective	26	9.6%
Very Effective	8	3%



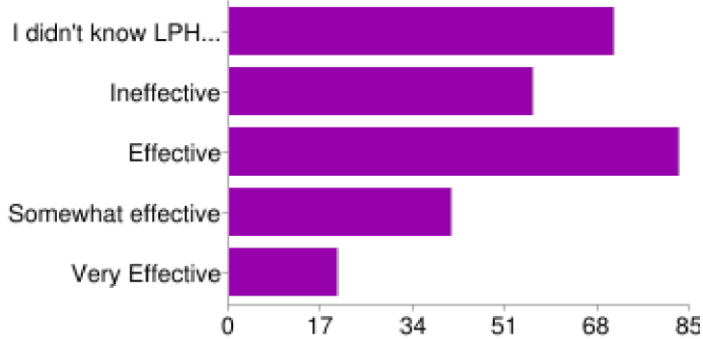
17. LPHS Website [How effective are the following forms of communication?]

I didn't know LPHS did this	43	15.9%
Ineffective	75	27.7%
Effective	95	35.1%
Somewhat effective	31	11.4%
Very Effective	27	10%



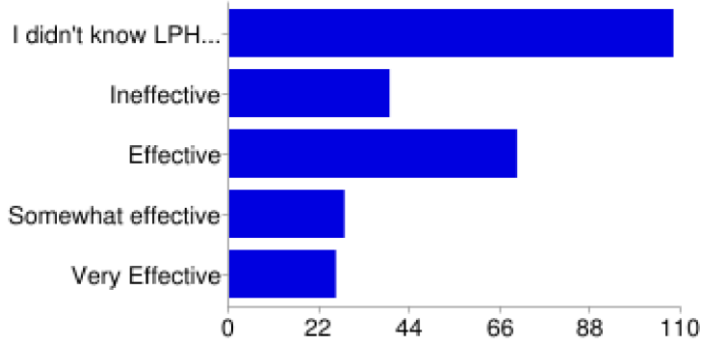
18. LPHS Twitter [How effective are the following forms of communication?]

I didn't know LPHS did this	71	26.2%
Ineffective	56	20.7%
Effective	83	30.6%
Somewhat effective	41	15.1%
Very Effective	20	7.4%



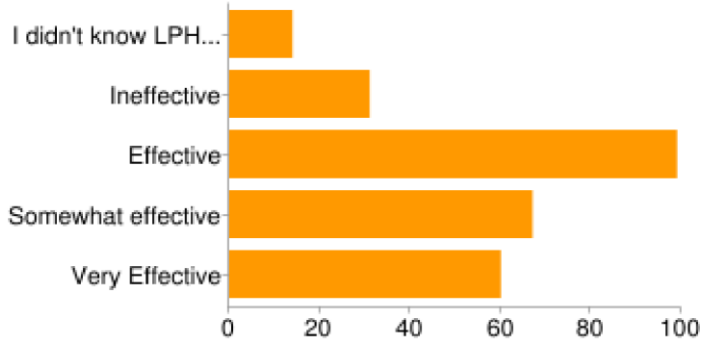
19. Marquee [How effective are the following forms of communication?]

I didn't know LPHS did this	108	39.9%
Ineffective	39	14.4%
Effective	70	25.8%
Somewhat effective	28	10.3%
Very Effective	26	9.6%



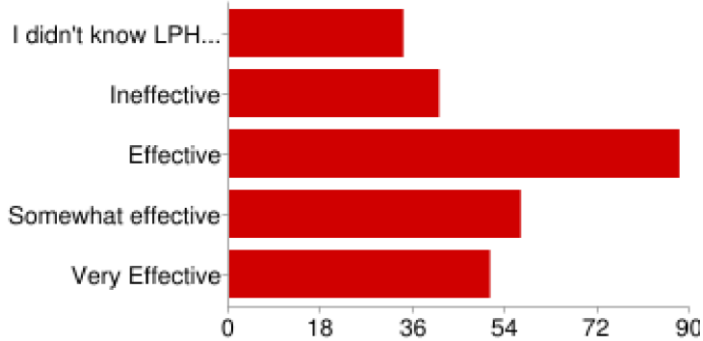
20. Weekly School Bulletin (announcements) [How effective are the following forms of communication?]

I didn't know LPHS did this	14	5.2%
Ineffective	31	11.4%
Effective	99	36.5%
Somewhat effective	67	24.7%
Very Effective	60	22.1%

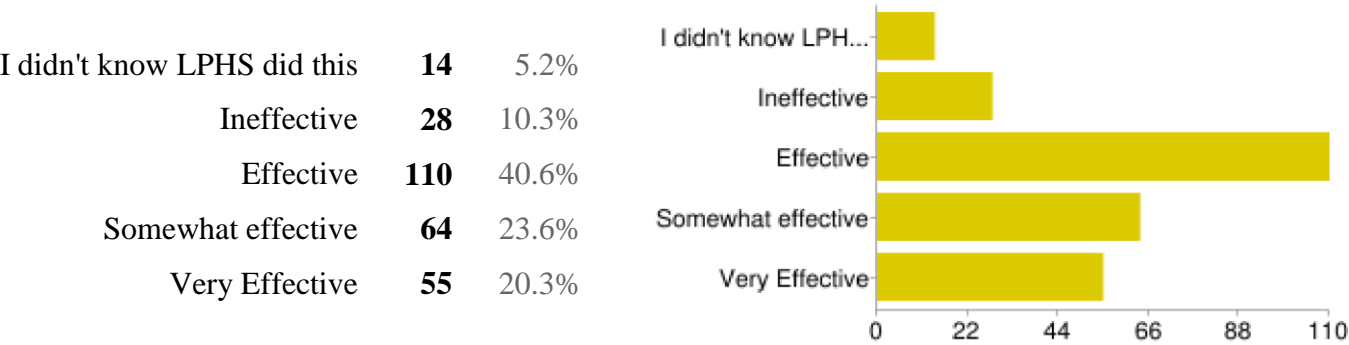


21. Weekly School Bulletin (printed) [How effective are the following forms of communication?]

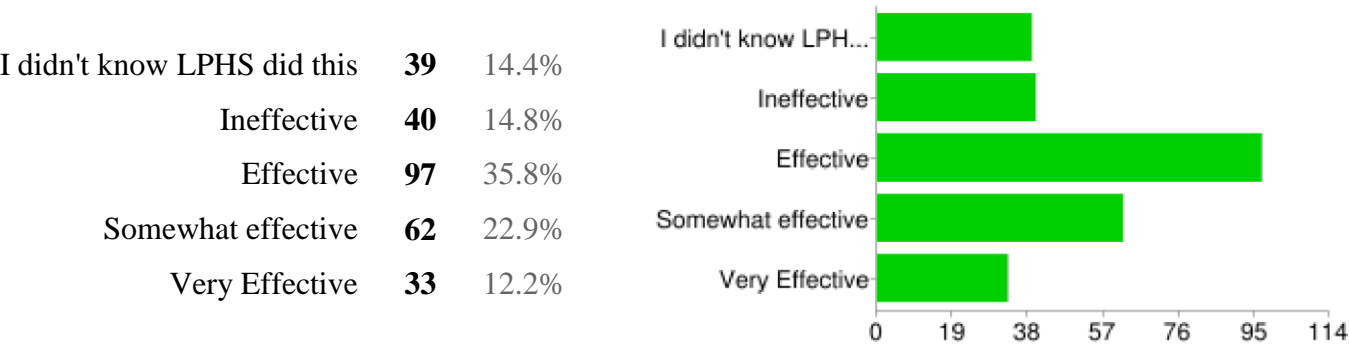
I didn't know LPHS did this	34	12.5%
Ineffective	41	15.1%
Effective	88	32.5%
Somewhat effective	57	21%
Very Effective	51	18.8%



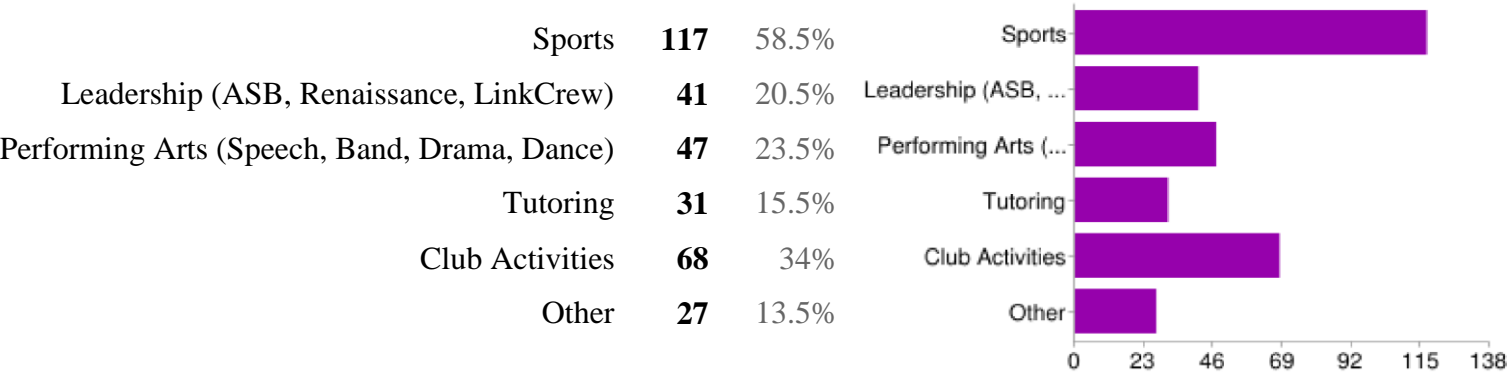
22. Flyers/ Posters [How effective are the following forms of communication?]



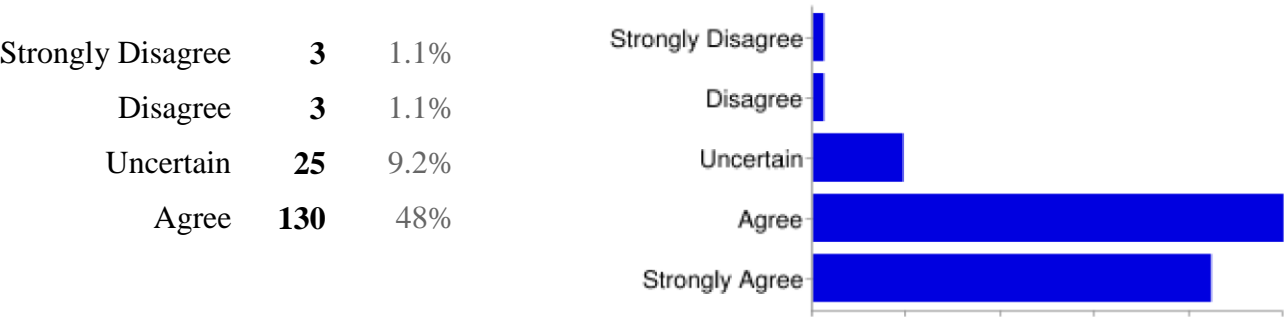
23. Guidance Office Bulletin [How effective are the following forms of communication?]



24. I participate in the following school sponsored after school (extracurricular) activities:

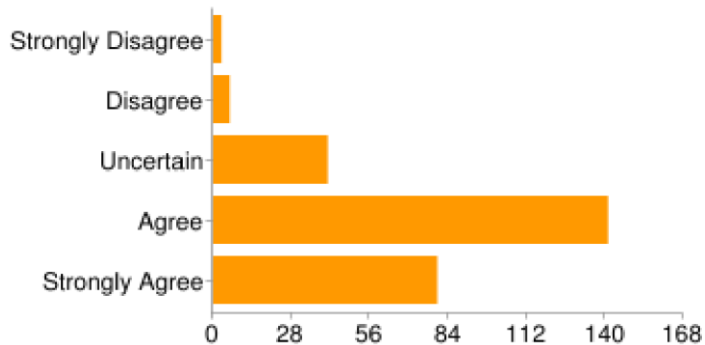


25. The library is a safe place to work. [Please rate the following questions about our library.]



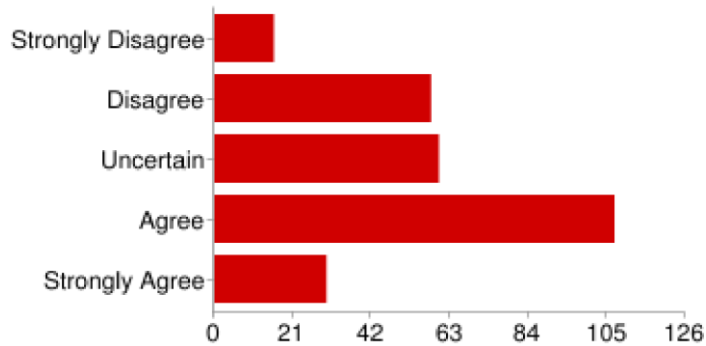
26. I can easily access resources I need to be academically successful. [Please rate the following questions about our library.]

Strongly Disagree	3	1.1%
Disagree	6	2.2%
Uncertain	41	15.1%
Agree	141	52%
Strongly Agree	80	29.5%



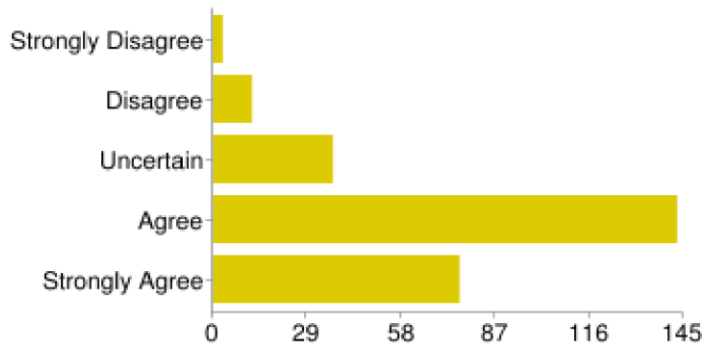
27. The library is available and open to me when needed. [Please rate the following questions about our library.]

Strongly Disagree	16	5.9%
Disagree	58	21.4%
Uncertain	60	22.1%
Agree	107	39.5%
Strongly Agree	30	11.1%



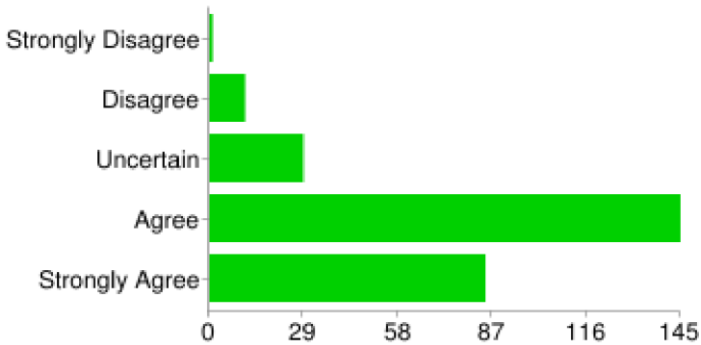
28. The library is a good place for me to do my homework [Please rate the following questions about our library.]

Strongly Disagree	3	1.1%
Disagree	12	4.4%
Uncertain	37	13.7%
Agree	143	52.8%
Strongly Agree	76	28%



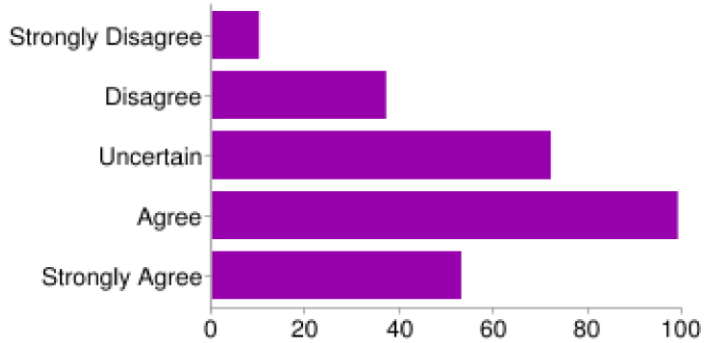
29. I receive technology support in the library. [Please rate the following questions about our library.]

Strongly Disagree	1	0.4%
Disagree	11	4.1%
Uncertain	29	10.7%
Agree	145	53.5%
Strongly Agree	85	31.4%



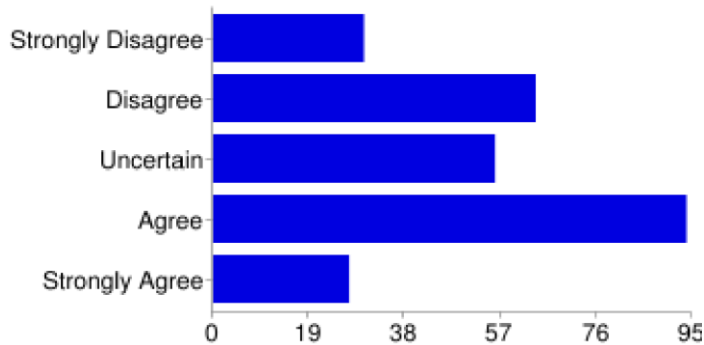
30. I receive reading recommendations based on my interests. [Please rate the following questions about our library.]

Strongly Disagree	10	3.7%
Disagree	37	13.7%
Uncertain	72	26.6%
Agree	99	36.5%
Strongly Agree	53	19.6%



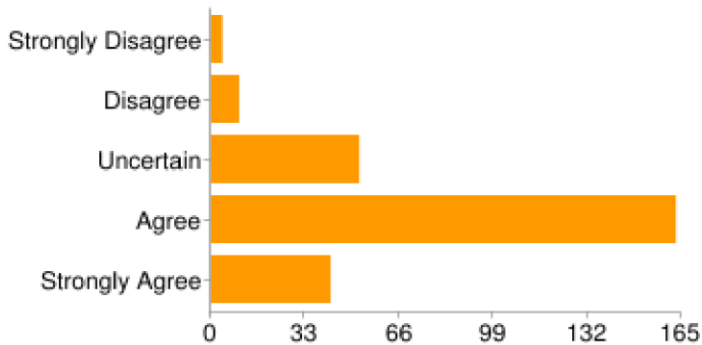
31. I regularly use the library. [Please rate the following questions about our library.]

Strongly Disagree	30	11.1%
Disagree	64	23.6%
Uncertain	56	20.7%
Agree	94	34.7%
Strongly Agree	27	10%



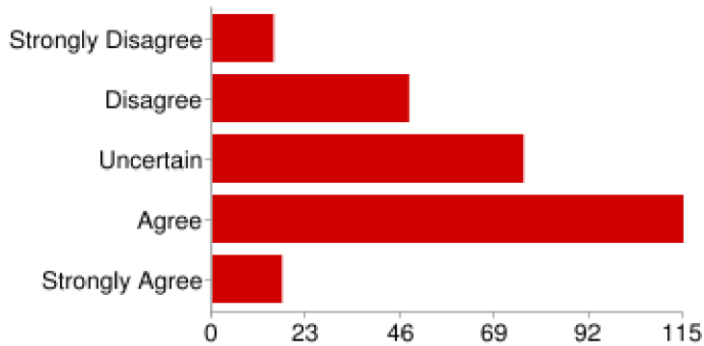
32. My teachers believe that I can learn the material taught in class. [Please give a rating to these questions about expectations for success.]

Strongly Disagree	4	1.5%
Disagree	10	3.7%
Uncertain	52	19.2%
Agree	163	60.1%
Strongly Agree	42	15.5%



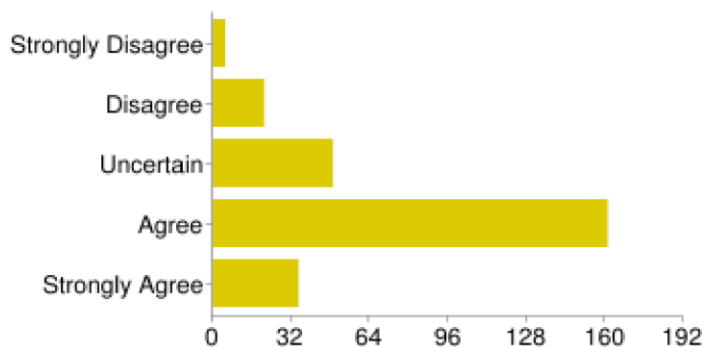
33. My teachers work with me until I can understand the material. [Please give a rating to these questions about expectations for success.]

Strongly Disagree	15	5.5%
Disagree	48	17.7%
Uncertain	76	28%
Agree	115	42.4%
Strongly Agree	17	6.3%



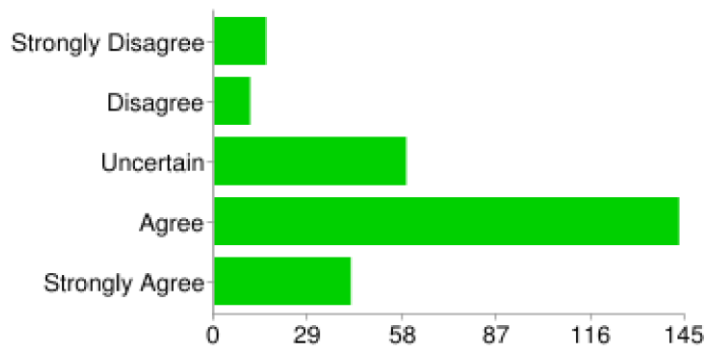
34. I am sure that my teacher can help me if I am having trouble learning. [Please give a rating to these questions about expectations for success.]

Strongly Disagree	5	1.8%
Disagree	21	7.7%
Uncertain	49	18.1%
Agree	161	59.4%
Strongly Agree	35	12.9%



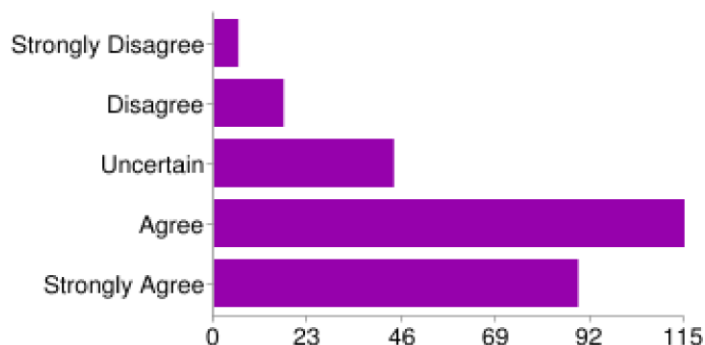
35. I come to school wanting to learn. [Please give a rating to these questions about expectations for success.]

Strongly Disagree	16	5.9%
Disagree	11	4.1%
Uncertain	59	21.8%
Agree	143	52.8%
Strongly Agree	42	15.5%



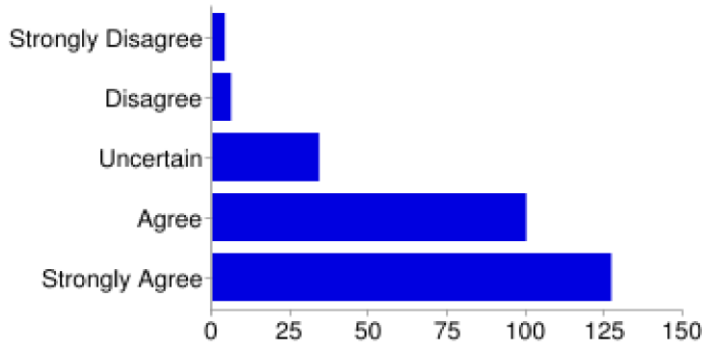
36. Student disruptions make it difficult for me to learn in class. [Please give a rating to these questions about expectations for success.]

Strongly Disagree	6	2.2%
Disagree	17	6.3%
Uncertain	44	16.2%
Agree	115	42.4%
Strongly Agree	89	32.8%



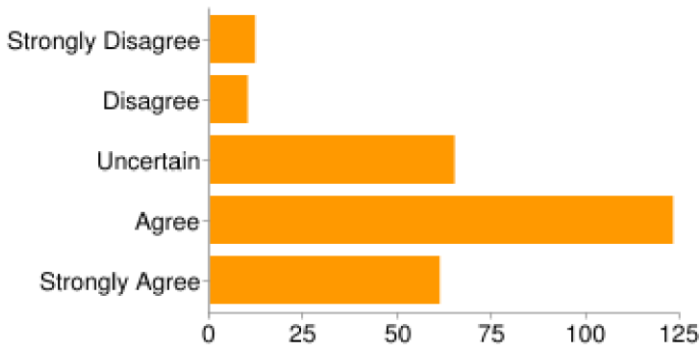
37. My teachers expect me to graduate from high school. [Please give a rating to these questions about expectations for success.]

Strongly Disagree	4	1.5%
Disagree	6	2.2%
Uncertain	34	12.5%
Agree	100	36.9%
Strongly Agree	127	46.9%



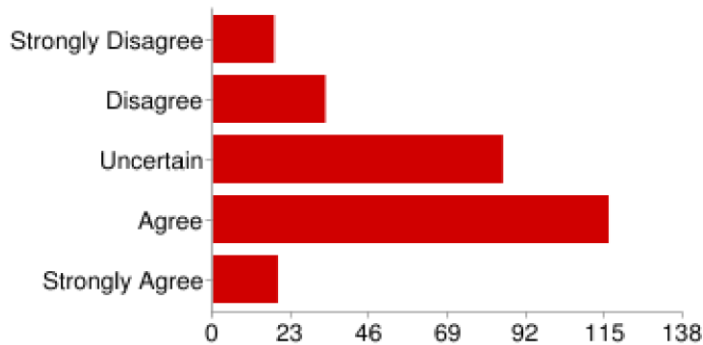
38. I am developing the academic skills necessary to be successful after high school. [Please give a rating to these questions about expectations for success.]

Strongly Disagree	12	4.4%
Disagree	10	3.7%
Uncertain	65	24%
Agree	123	45.4%
Strongly Agree	61	22.5%



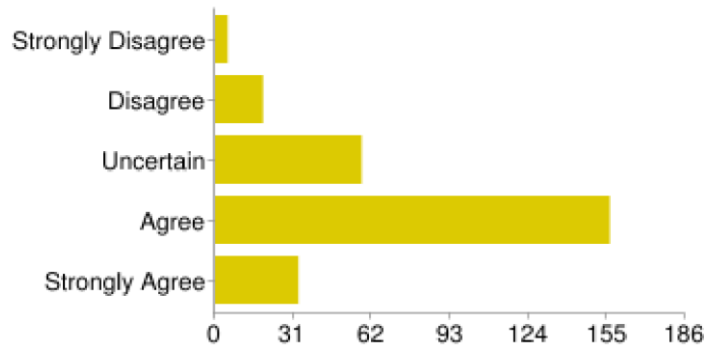
39. Administrators are available if/when I need to see/ speak with them. [Please use the rating scale to answer these questions about the safe environment at La Puente High School.]

Strongly Disagree	18	6.6%
Disagree	33	12.2%
Uncertain	85	31.4%
Agree	116	42.8%
Strongly Agree	19	7%



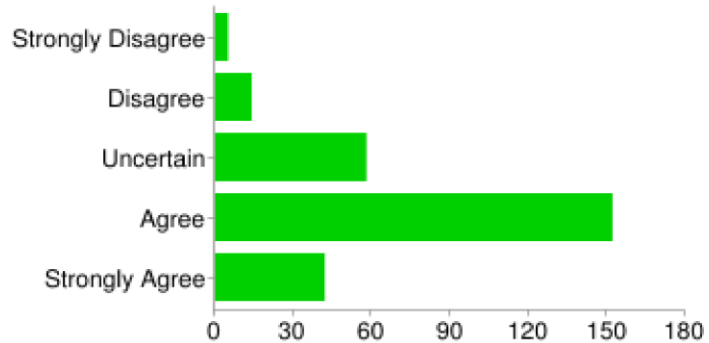
40. Teachers are available if/when I need to see/ speak with them. [Please use the rating scale to answer these questions about the safe environment at La Puente High School.]

Strongly Disagree	5	1.8%
Disagree	19	7%
Uncertain	58	21.4%
Agree	156	57.6%
Strongly Agree	33	12.2%



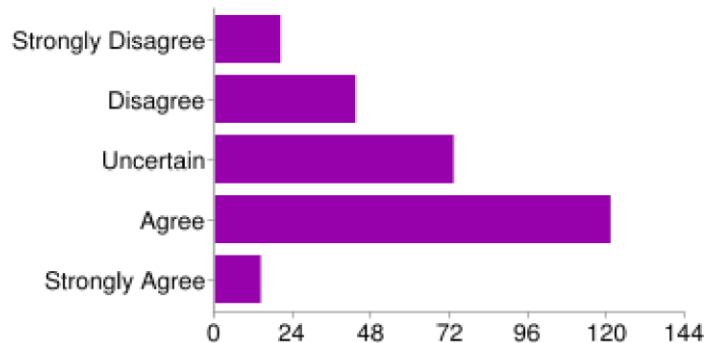
41. Campus safety staff (security) are available if/when I need to see/ speak with them. [Please use the rating scale to answer these questions about the safe environment at La Puente High School.]

Strongly Disagree	5	1.8%
Disagree	14	5.2%
Uncertain	58	21.4%
Agree	152	56.1%
Strongly Agree	42	15.5%

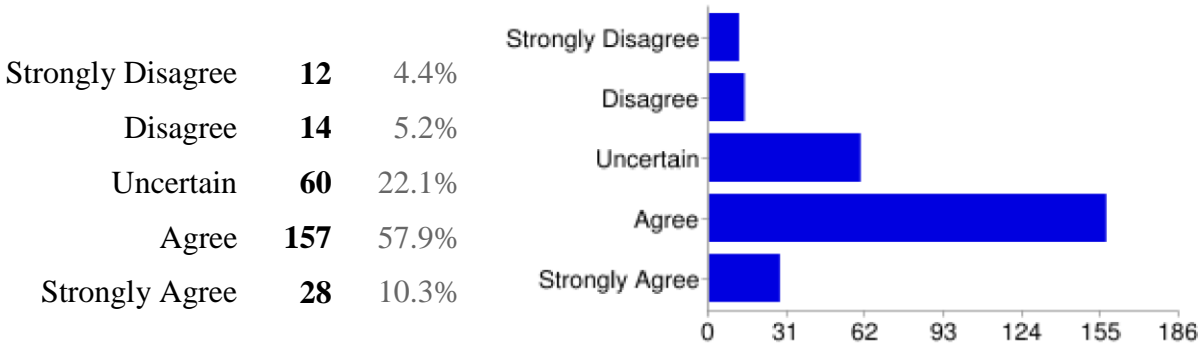


42. Rules at this school are fair at LPHS. [Please use the rating scale to answer these questions about the safe environment at La Puente High School.]

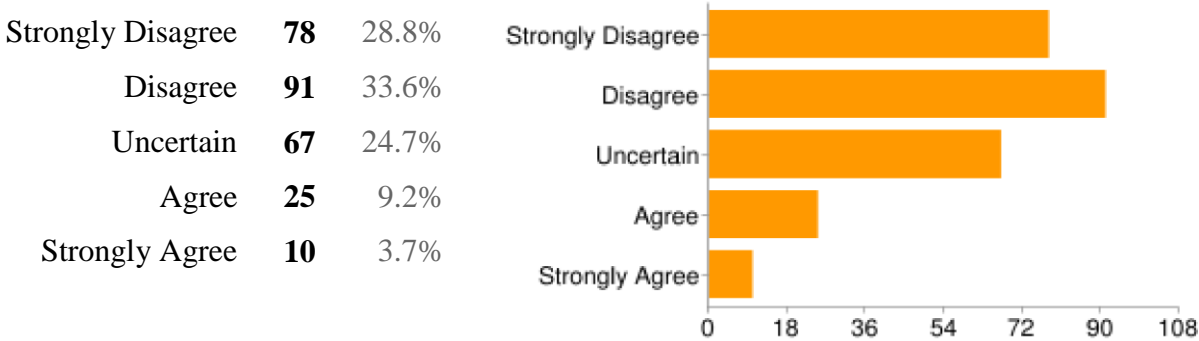
Strongly Disagree	20	7.4%
Disagree	43	15.9%
Uncertain	73	26.9%
Agree	121	44.6%
Strongly Agree	14	5.2%



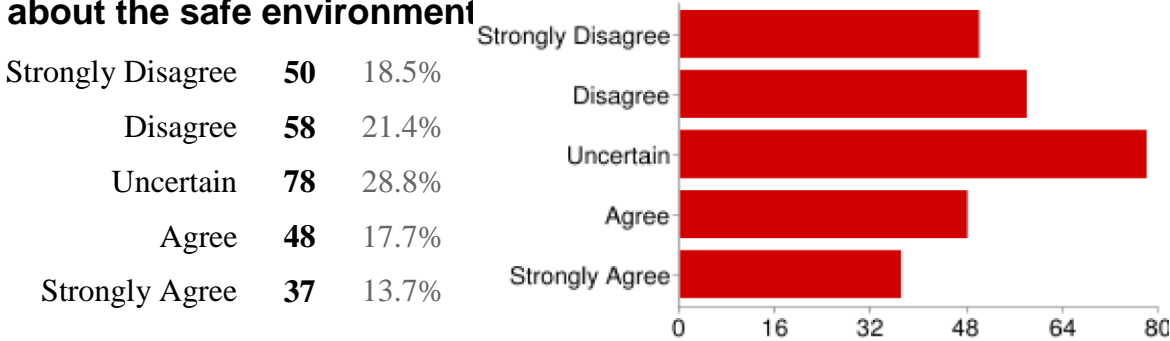
43. I feel safe at LPHS. [Please use the rating scale to answer these questions about the safe environment at La Puente High School.]



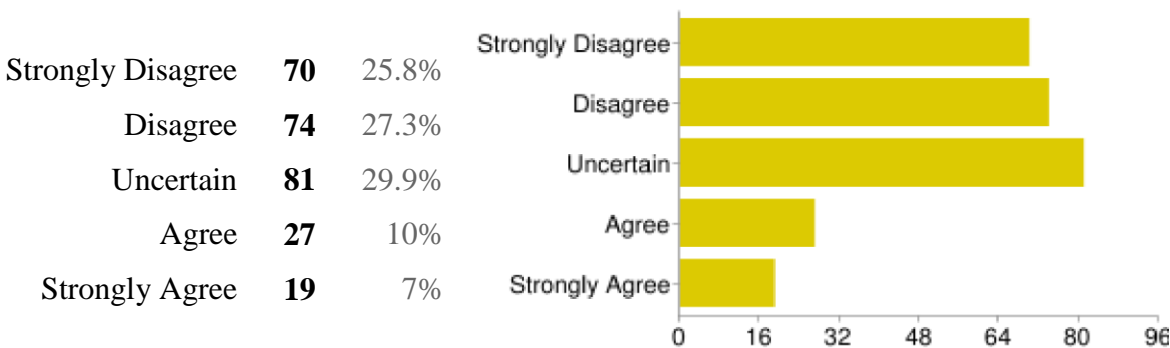
44. Gangs are a problem at LPHS. [Please use the rating scale to answer these questions about the safe environment at La Puente High School.]



45. Drugs are a problem at LPHS. [Please use the rating scale to answer these questions about the safe environment]

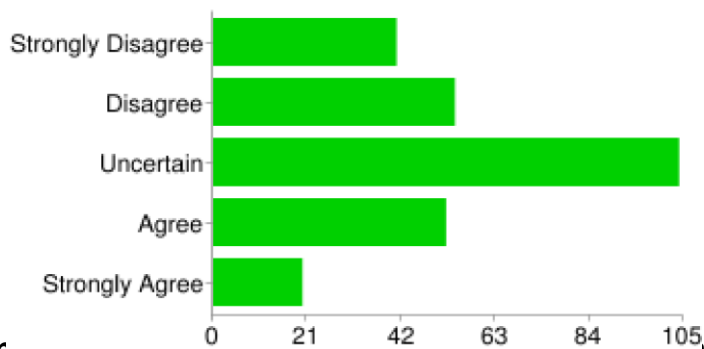


46. Alcohol is a problem at LPHS. [Please use the rating scale to answer these questions about the safe environment at La Puente High School.]



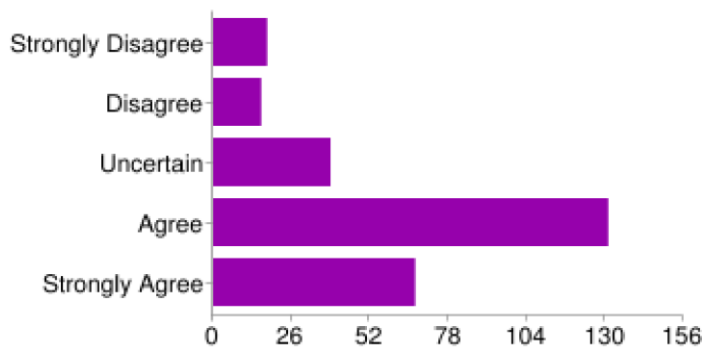
47. Bullying is a problem at LPHS. [Please use the rating scale to answer these questions about the safe environment at La Puente High School.]

Strongly Disagree	41	15.1%
Disagree	54	19.9%
Uncertain	104	38.4%
Agree	52	19.2%
Strongly Agree	20	7.4%



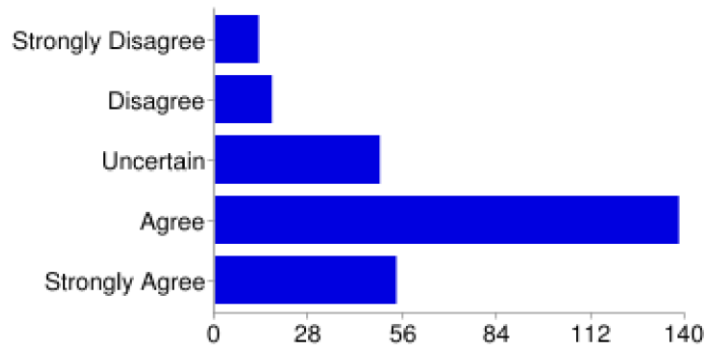
48. I feel comfortable being myself at LPHS. [Please use the rating scale to answer these questions about the safe environment at La Puente High School.]

Strongly Disagree	18	6.6%
Disagree	16	5.9%
Uncertain	39	14.4%
Agree	131	48.3%
Strongly Agree	67	24.7%



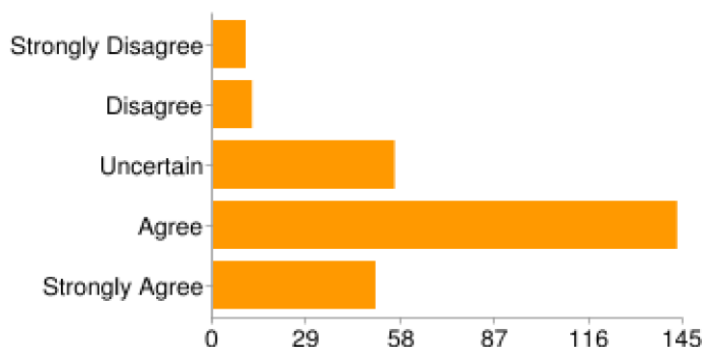
49. Other students treat me with respect. [Please use the rating scale to answer these questions about the safe environment at La Puente High School.]

Strongly Disagree	13	4.8%
Disagree	17	6.3%
Uncertain	49	18.1%
Agree	138	50.9%
Strongly Agree	54	19.9%



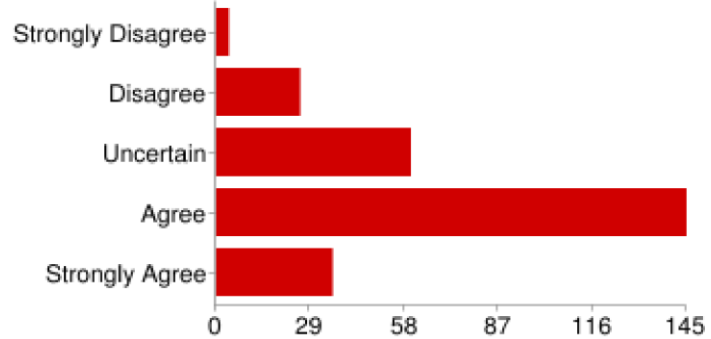
50. My teachers are knowledgeable in the subjects they teach. [Please use the rating scale to answer these questions about the learning environment at La Puente High School.]

Strongly Disagree	10	3.7%
Disagree	12	4.4%
Uncertain	56	20.7%
Agree	143	52.8%
Strongly Agree	50	18.5%



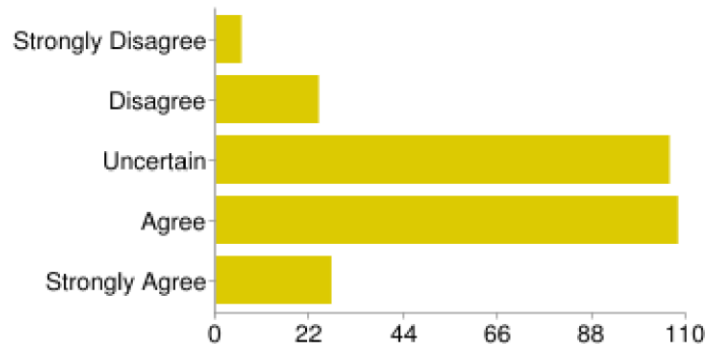
51. My teachers know how to help me if I am having a hard time learning. [Please use the rating scale to answer these questions about the learning environment at La Puente High School.]

Strongly Disagree	4	1.5%
Disagree	26	9.6%
Uncertain	60	22.1%
Agree	145	53.5%
Strongly Agree	36	13.3%



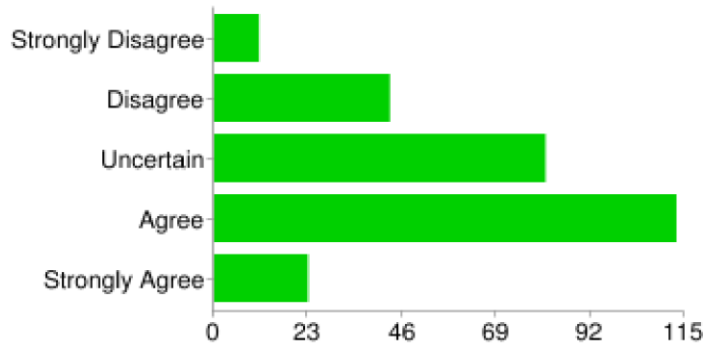
52. My teachers know how to support students whose primary language is not English. [Please use the rating scale to answer these questions about the learning environment at La Puente High School.]

Strongly Disagree	6	2.2%
Disagree	24	8.9%
Uncertain	106	39.1%
Agree	108	39.9%
Strongly Agree	27	10%



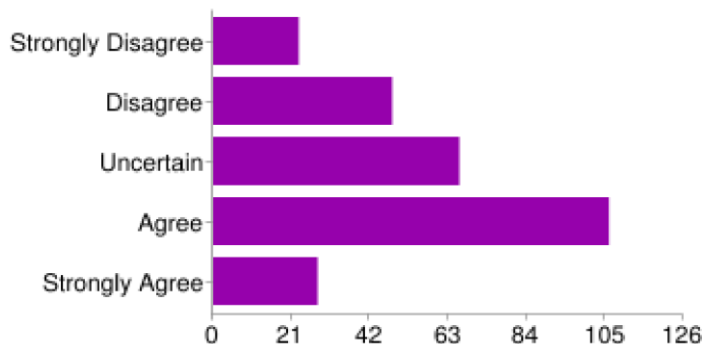
53. My teachers place me into learning groups where I can get the instruction that I need. [Please use the rating scale to answer these questions about the learning environment at La Puente High School.]

Strongly Disagree	11	4.1%
Disagree	43	15.9%
Uncertain	81	29.9%
Agree	113	41.7%
Strongly Agree	23	8.5%



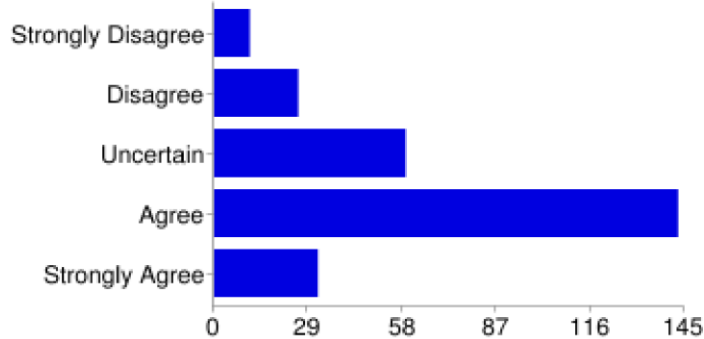
54. My school has after school programs that I am interested in. [Please use the rating scale to answer these questions about the learning environment at La Puente High School.]

Strongly Disagree	23	8.5%
Disagree	48	17.7%
Uncertain	66	24.4%
Agree	106	39.1%
Strongly Agree	28	10.3%



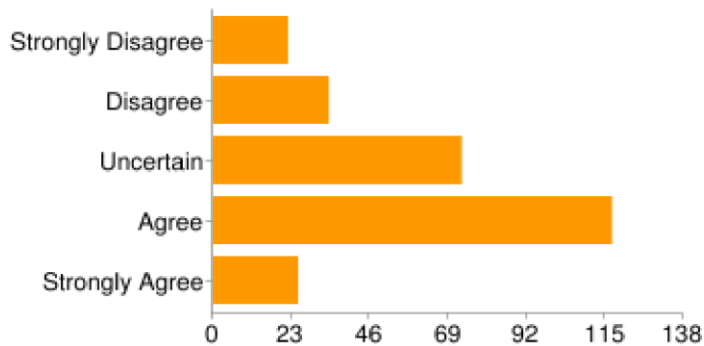
55. Students in my classes have enough books and supplies. [Please use the rating scale to answer these questions about the learning environment at La Puente High School.]

Strongly Disagree	11	4.1%
Disagree	26	9.6%
Uncertain	59	21.8%
Agree	143	52.8%
Strongly Agree	32	11.8%



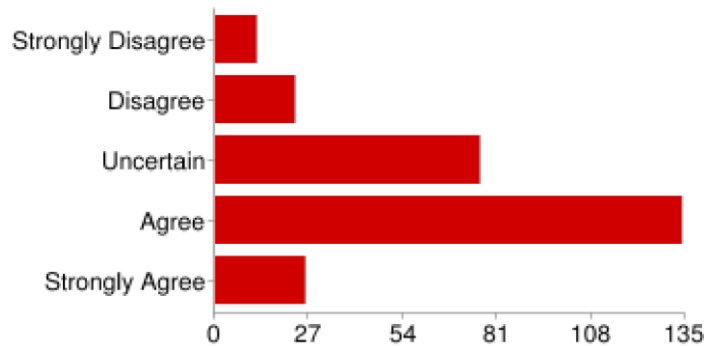
56. There are classes I can take to explore career possibilities and interests. [Please use the rating scale to answer these questions about the learning environment at La Puente High School.]

Strongly Disagree	22	8.1%
Disagree	34	12.5%
Uncertain	73	26.9%
Agree	117	43.2%
Strongly Agree	25	9.2%



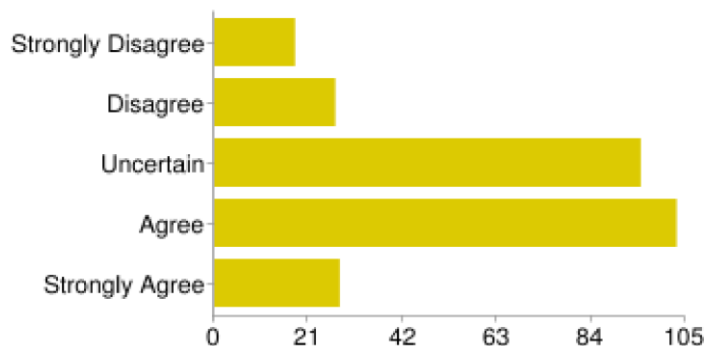
57. My teachers often include other subjects in their lectures and assignments. [Please use the rating scale to answer these questions about the learning environment at La Puente High School.]

Strongly Disagree	12	4.4%
Disagree	23	8.5%
Uncertain	76	28%
Agree	134	49.4%
Strongly Agree	26	9.6%



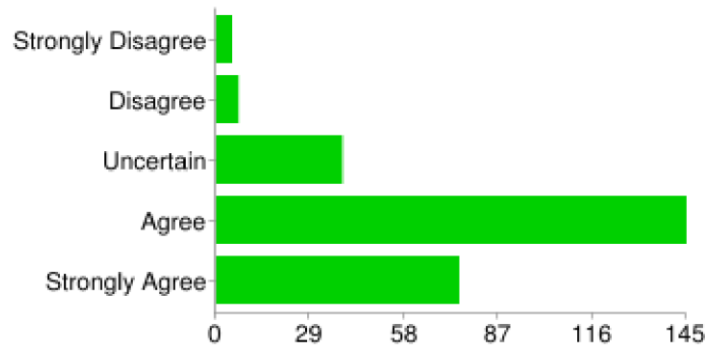
58. The school has successful programs for students who fall behind in their work. [Please use the rating scale to answer these questions about the learning environment at La Puente High School.]

Strongly Disagree	18	6.6%
Disagree	27	10%
Uncertain	95	35.1%
Agree	103	38%
Strongly Agree	28	10.3%



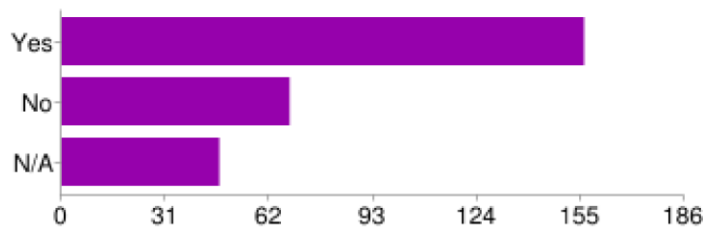
59. The school provides AP and honors opportunities for all students. [Please use the rating scale to answer these questions about the learning environment at La Puente High School.]

Strongly Disagree	5	1.8%
Disagree	7	2.6%
Uncertain	39	14.4%
Agree	145	53.5%
Strongly Agree	75	27.7%



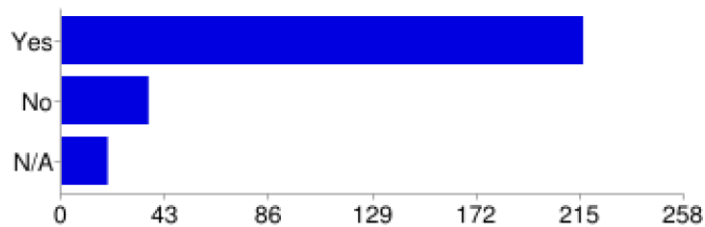
60. PSAT [The following test results were REVIEWED and EXPLAINED to me:]

Yes	156	57.6%
No	68	25.1%
N/A	47	17.3%



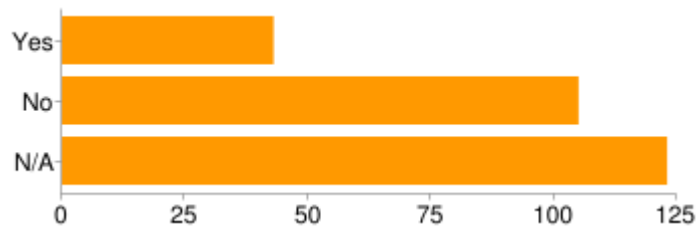
61. CAHSEE [The following test results were REVIEWED and EXPLAINED to me:]

Yes	216	79.7%
No	36	13.3%
N/A	19	7%



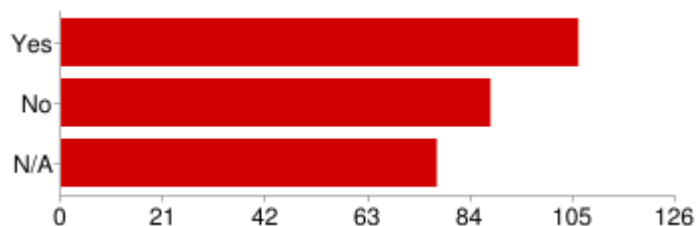
62. CELDT [The following test results were REVIEWED and EXPLAINED to me:]

Yes	43	15.9%
No	105	38.7%
N/A	123	45.4%



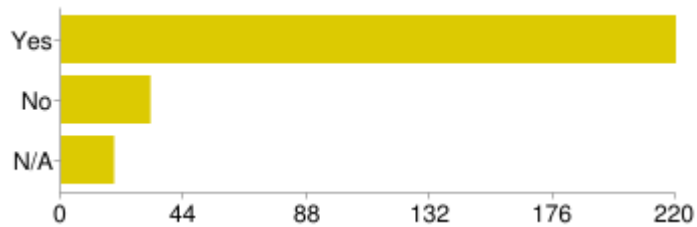
63. EAP [The following test results were REVIEWED and EXPLAINED to me:]

Yes	106	39.1%
No	88	32.5%
N/A	77	28.4%



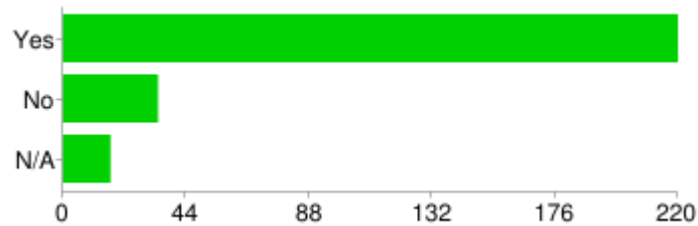
64. English tests [The following test results were REVIEWED and EXPLAINED to me:]

Yes	220	81.2%
No	32	11.8%
N/A	19	7%



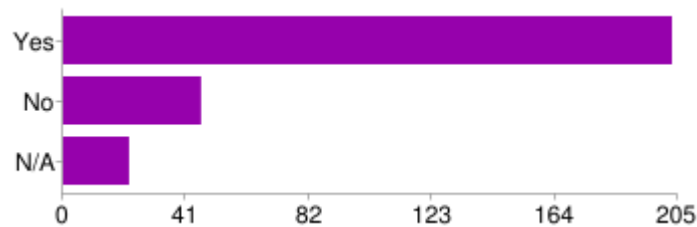
65. Math tests [The following test results were REVIEWED and EXPLAINED to me:]

Yes	220	81.2%
No	34	12.5%
N/A	17	6.3%



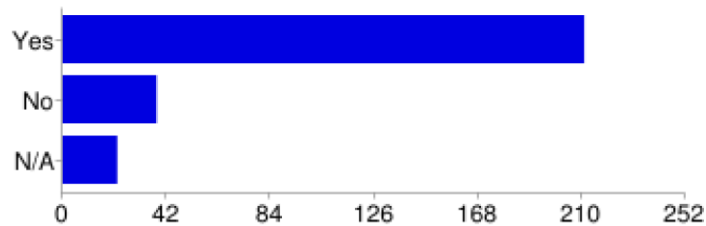
66. Science tests [The following test results were REVIEWED and EXPLAINED to me:]

Yes	203	74.9%
No	46	17%
N/A	22	8.1%



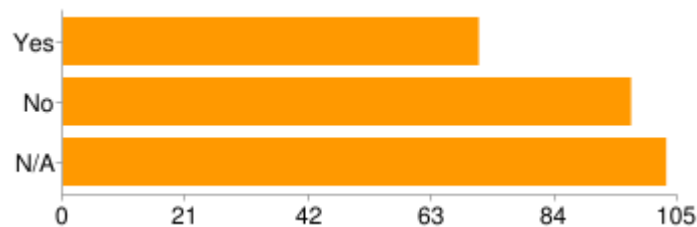
67. History tests [The following test results were REVIEWED and EXPLAINED to me:]

Yes	211	77.9%
No	38	14%
N/A	22	8.1%



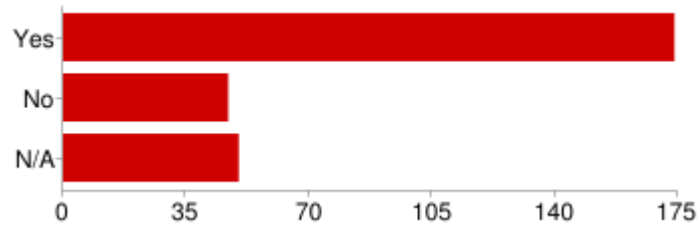
68. Business tests [The following test results were REVIEWED and EXPLAINED to me:]

Yes	71	26.2%
No	97	35.8%
N/A	103	38%



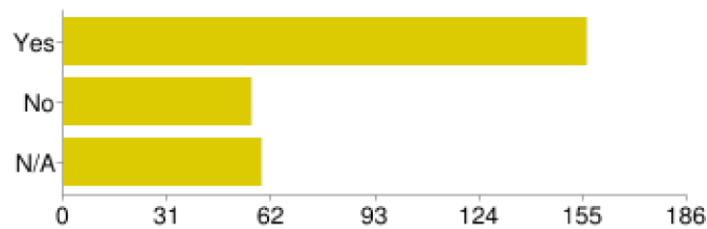
69. Physical Education tests [The following test results were REVIEWED and EXPLAINED to me:]

Yes	174	64.2%
No	47	17.3%
N/A	50	18.5%



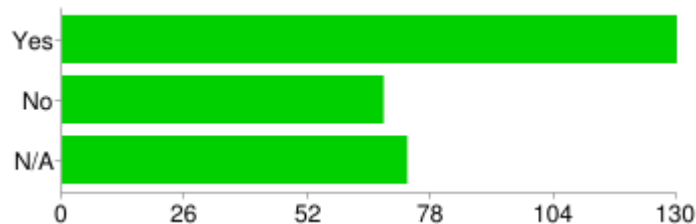
70. Visual/ Performing Arts tests [The following test results were REVIEWED and EXPLAINED to me:]

Yes	156	57.6%
No	56	20.7%
N/A	59	21.8%



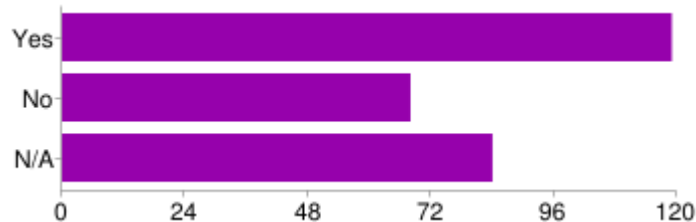
71. World Language tests [The following test results were REVIEWED and EXPLAINED to me:]

Yes	130	48%
No	68	25.1%
N/A	73	26.9%

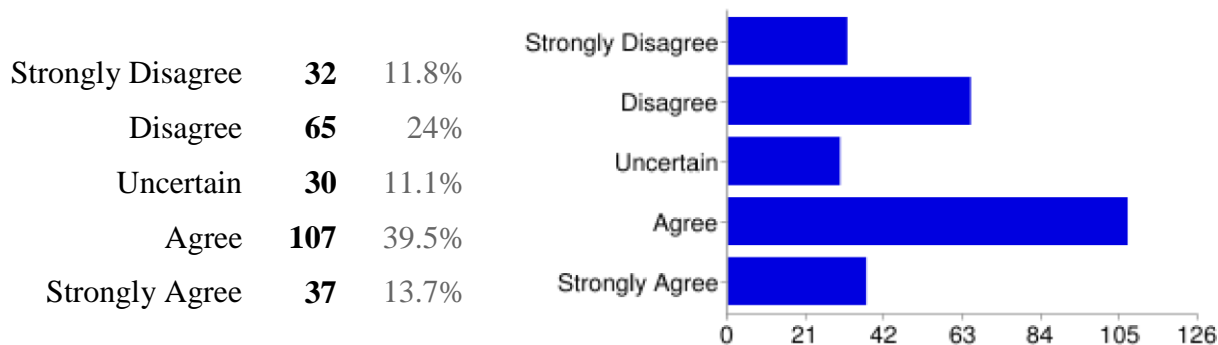


72. ROP tests [The following test results were REVIEWED and EXPLAINED to me:]

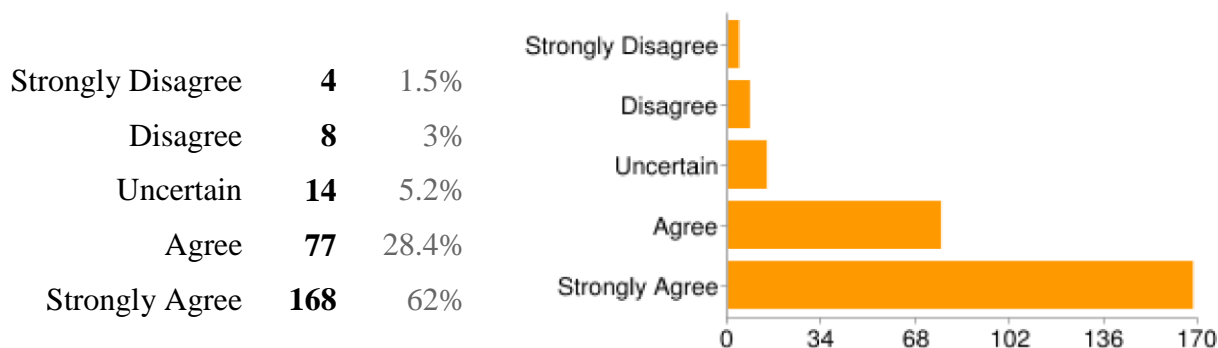
Yes	119	43.9%
No	68	25.1%
N/A	84	31%



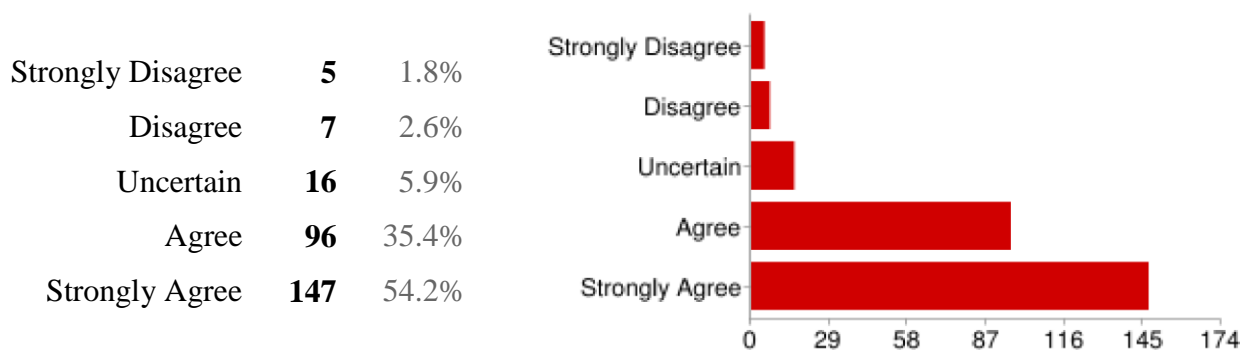
73. Someone at home attends my school activities. [Please use the rating scale to answer these questions about parent/family involvement.]



74. It is important to someone at home that I graduate high school. [Please use the rating scale to answer these questions about parent/family involvement.]

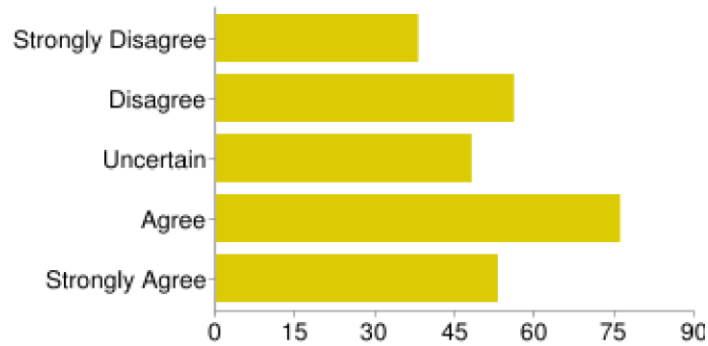


75. Someone at home makes sure that I attend school. [Please use the rating scale to answer these questions about parent/family involvement.]



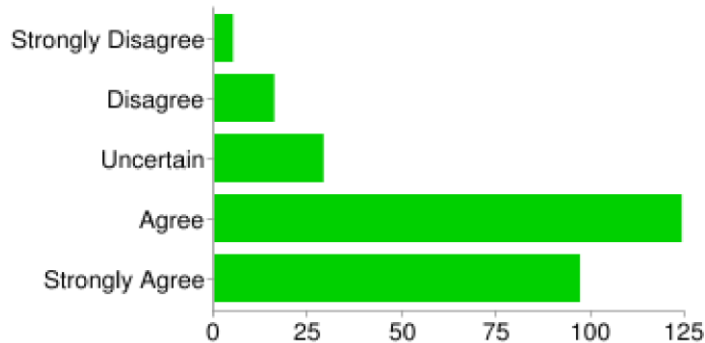
76. Someone at home can help me with my school work. [Please use the rating scale to answer these questions about parent/family involvement.]

Strongly Disagree	38	14%
Disagree	56	20.7%
Uncertain	48	17.7%
Agree	76	28%
Strongly Agree	53	19.6%



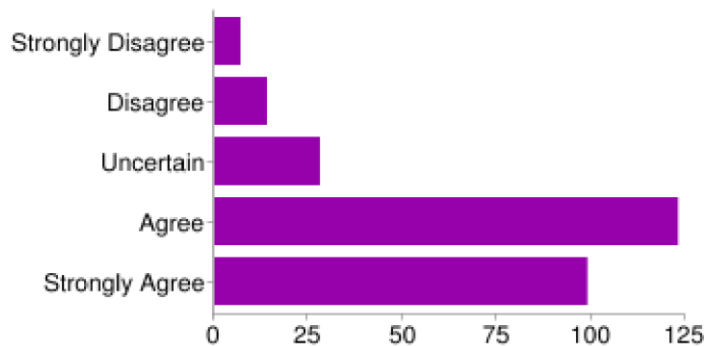
77. Someone at home knows how I am doing academically. [Please use the rating scale to answer these questions about parent/family involvement.]

Strongly Disagree	5	1.8%
Disagree	16	5.9%
Uncertain	29	10.7%
Agree	124	45.8%
Strongly Agree	97	35.8%



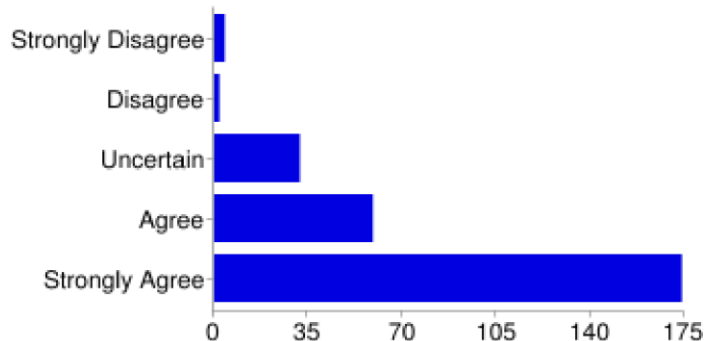
78. Someone at home knows how I am doing academically. [Please use the rating scale to answer these questions about parent/family involvement.]

Strongly Disagree	7	2.6%
Disagree	14	5.2%
Uncertain	28	10.3%
Agree	123	45.4%
Strongly Agree	99	36.5%



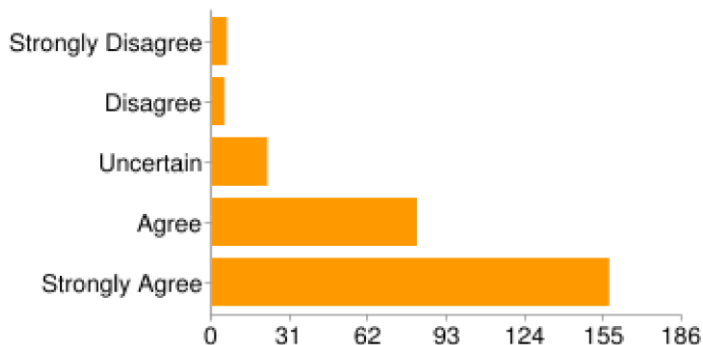
79. I will graduate from high school. [Please answer these questions about your personal self-esteem.]

Strongly Disagree	4	1.5%
Disagree	2	0.7%
Uncertain	32	11.8%
Agree	59	21.8%
Strongly Agree	174	64.2%



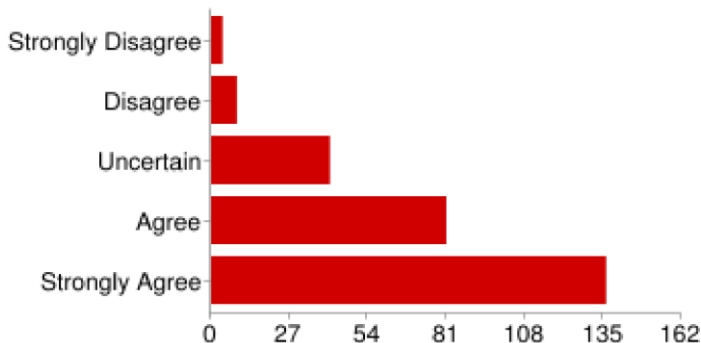
80. I want to go to college. [Please answer these questions about your personal self-esteem.]

Strongly Disagree	6	2.2%
Disagree	5	1.8%
Uncertain	22	8.1%
Agree	81	29.9%
Strongly Agree	157	57.9%



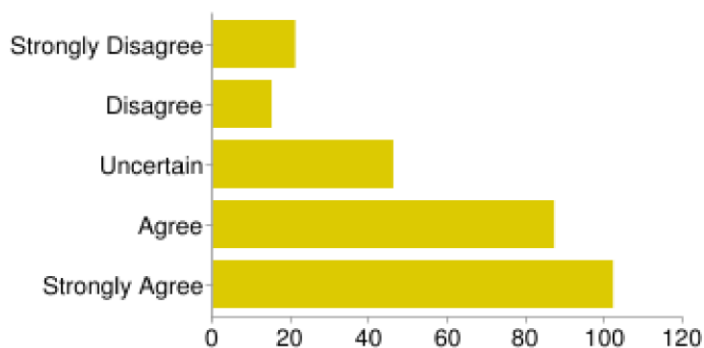
81. I feel positive about my future after high school. [Please answer these questions about your personal self-esteem.]

Strongly Disagree	4	1.5%
Disagree	9	3.3%
Uncertain	41	15.1%
Agree	81	29.9%
Strongly Agree	136	50.2%



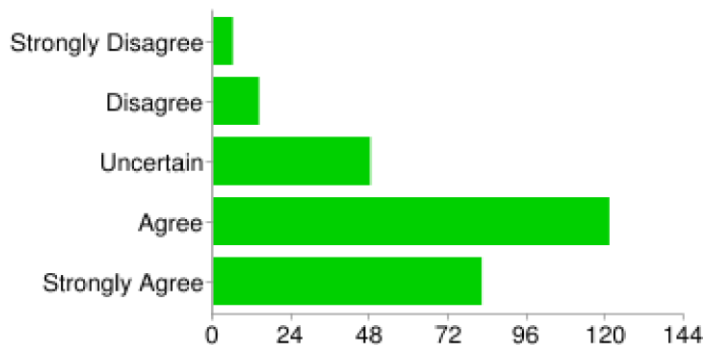
82. There is an adult at LPHS in which I feel that I can talk to. [Please answer these questions about your personal self-esteem.]

Strongly Disagree	21	7.7%
Disagree	15	5.5%
Uncertain	46	17%
Agree	87	32.1%
Strongly Agree	102	37.6%



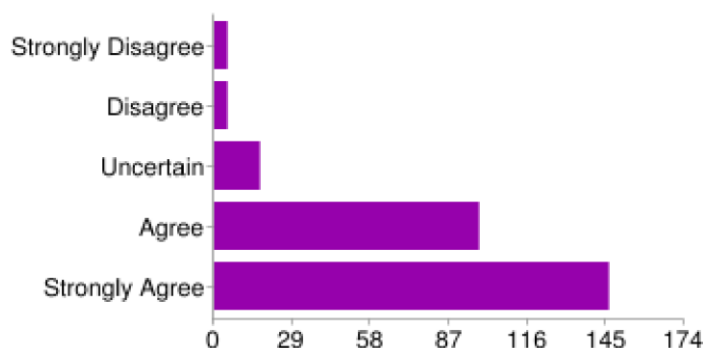
83. My courses challenge me academically. [Please answer these questions about your personal self-esteem.]

Strongly Disagree	6	2.2%
Disagree	14	5.2%
Uncertain	48	17.7%
Agree	121	44.6%
Strongly Agree	82	30.3%



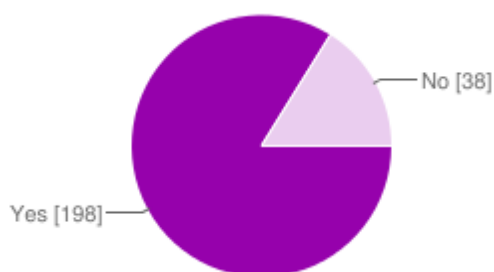
84. I have a group of friends at school. [Please answer these questions about your personal self-esteem.]

Strongly Disagree	5	1.8%
Disagree	5	1.8%
Uncertain	17	6.3%
Agree	98	36.2%
Strongly Agree	146	53.9%



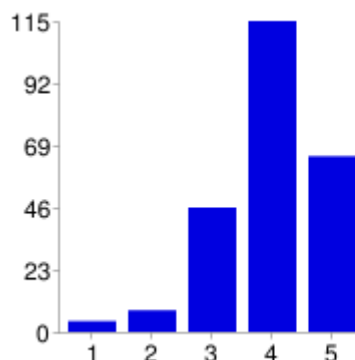
85. Do you think La Puente High School helped you prepare for your future?

Yes	198	83.9%
No	38	16.1%



86. How would you rate your overall high school experience at La Puente High School?

Negative (bad): 1	4	1.7%
2	8	3.4%
3	46	19.3%
4	115	48.3%
Positive (great): 5	65	27.3%

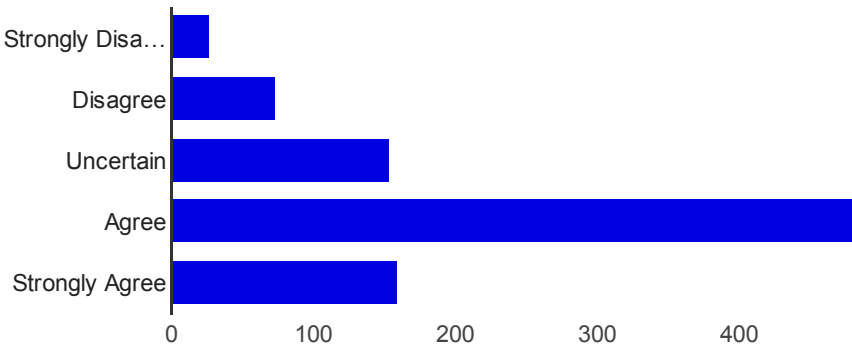


893 responses

[View all responses](#)

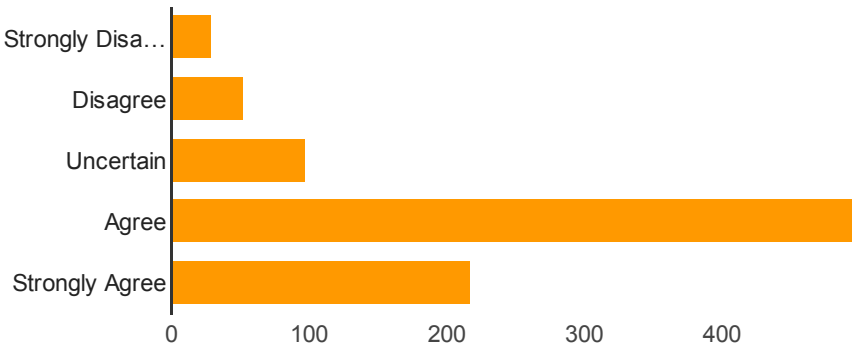
Summary

Teachers at LPHS treat all students with respect. [Use the rating scale to answer these questions about student learning culture at La Puente High School.]



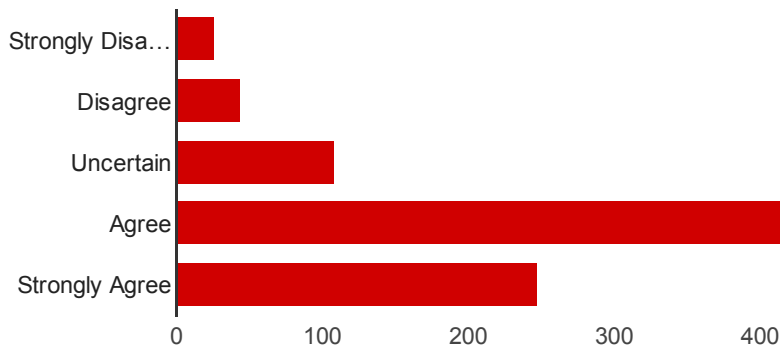
Strongly Disagree	27	3%
Disagree	73	8.2%
Uncertain	153	17.1%
Agree	480	53.8%
Strongly Agree	160	17.9%

All students are provided an equal opportunity to learn. [Use the rating scale to answer these questions about student learning culture at La Puente High School.]



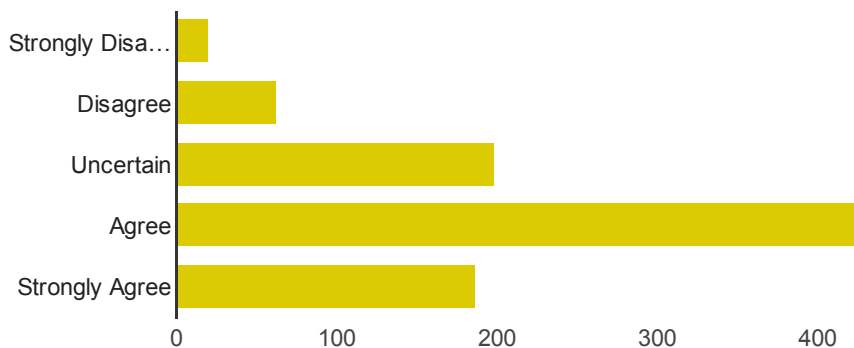
Strongly Disagree	30	3.4%
Disagree	53	5.9%
Uncertain	98	11%
Agree	495	55.4%
Strongly Agree	217	24.3%

All students are provided an equal opportunity to be successful. [Use the rating scale to answer these questions about student learning culture at La Puente High School.]



Strongly Disagree	26	2.9%
Disagree	44	4.9%
Uncertain	109	12.2%
Agree	467	52.3%
Strongly Agree	247	27.7%

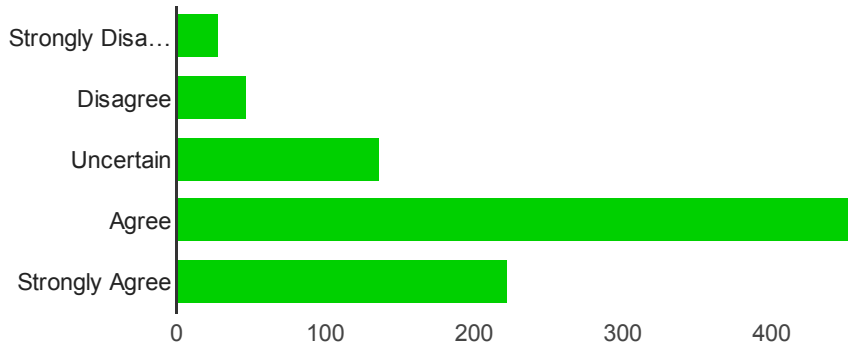
Teachers set high expectations for all students. [Use the rating scale to answer these questions about student learning culture at La Puente High School.]



Strongly Disagree	20	2.2%
Disagree	63	7.1%
Uncertain	199	22.3%

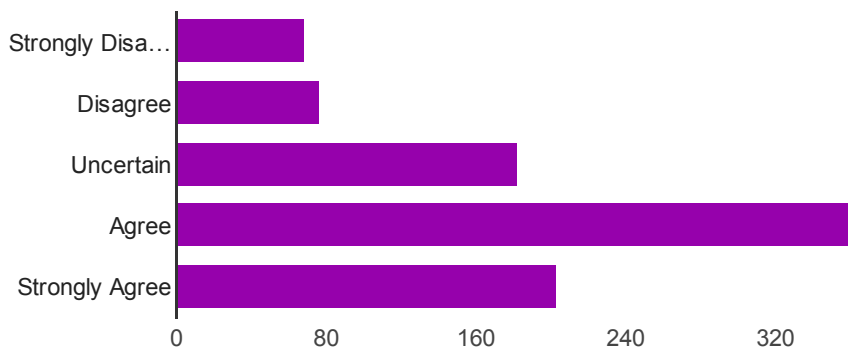
Agree **425** 47.6%
 Strongly Agree **186** 20.8%

I can get help at school if I fall behind. [Use the rating scale to answer these questions about student learning culture at La Puente High School.]



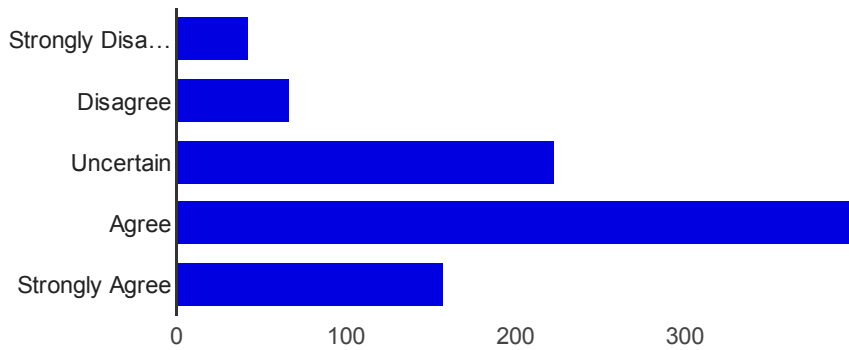
Strongly Disagree **28** 3.1%
 Disagree **47** 5.3%
 Uncertain **137** 15.3%
 Agree **458** 51.3%
 Strongly Agree **223** 25%

My counselor supports me with planning and resources to be academically successful. [Use the rating scale to answer these questions about student learning culture at La Puente High School.]



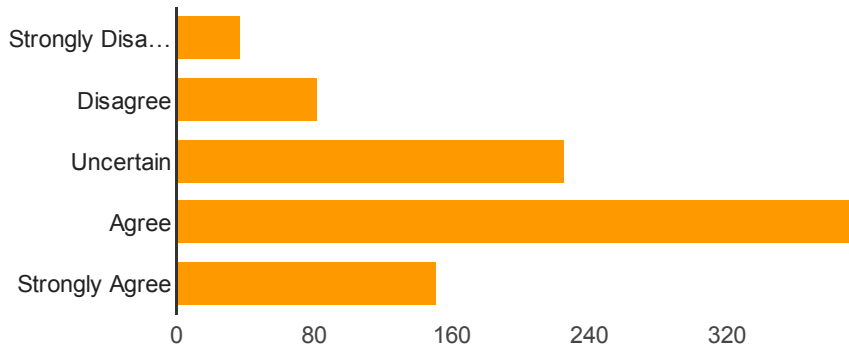
Strongly Disagree **68** 7.6%
 Disagree **76** 8.5%
 Uncertain **182** 20.4%
 Agree **364** 40.8%
 Strongly Agree **203** 22.7%

LPHS provides effective college/ career guidance/ counseling. [Use the rating scale to answer these questions about student learning culture at La Puente High School.]



Strongly Disagree	43	4.8%
Disagree	67	7.5%
Uncertain	223	25%
Agree	402	45%
Strongly Agree	158	17.7%

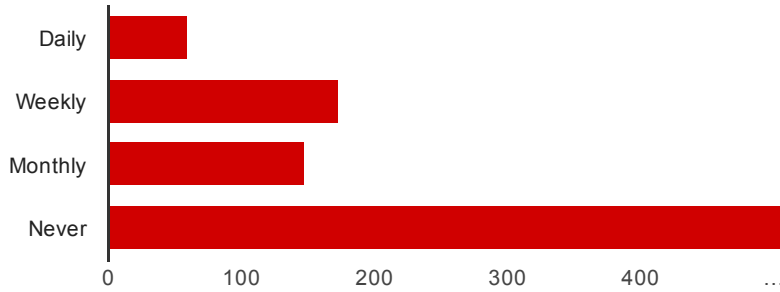
I know how to find out about extra-curricular events and opportunities. [Use the rating scale to answer these questions about student learning culture at La Puente High School.]



Strongly Disagree	37	4.1%
Disagree	82	9.2%
Uncertain	226	25.3%
Agree	396	44.3%
Strongly Agree	152	17%

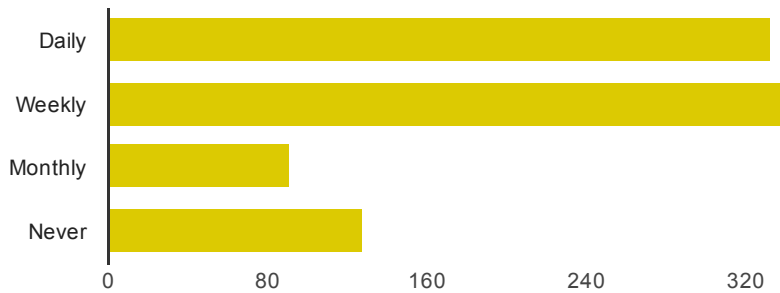
La Puente High School Student Survey

I check the school/ teacher's website for information. [How often do you use these forms of communication with La Puente High School?]



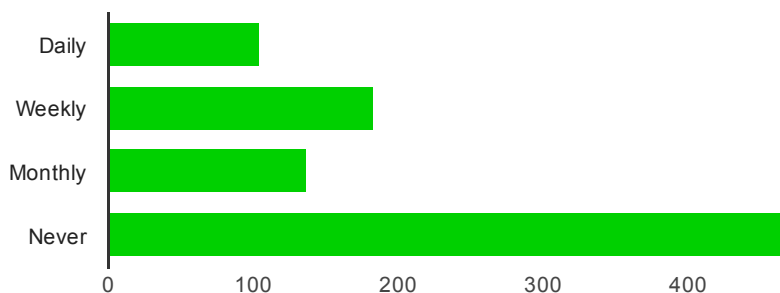
Daily	60	6.7%
Weekly	173	19.4%
Monthly	148	16.6%
Never	512	57.3%

I use JupiterGrades.com. [How often do you use these forms of communication with La Puente High School?]



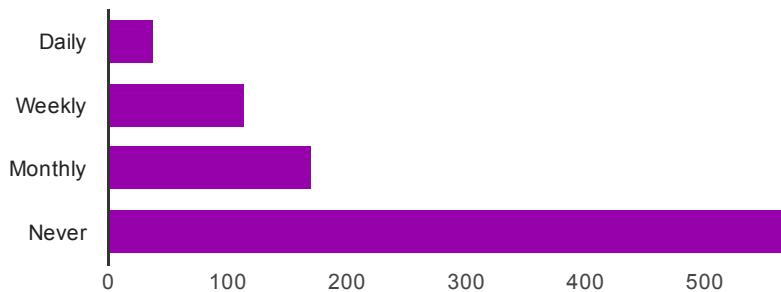
Daily	332	37.2%
Weekly	342	38.3%
Monthly	91	10.2%
Never	128	14.3%

My parents use JupiterGrades.com. [How often do you use these forms of communication with La Puente High School?]



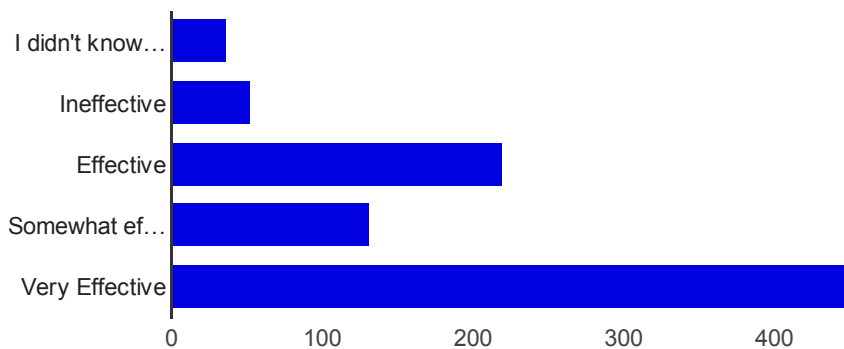
Daily	104	11.6%
Weekly	182	20.4%
Monthly	137	15.3%
Never	470	52.6%

I contact my teachers via E-Mail/ JupiterGrades. [How often do you use these forms of communication with La Puente High School?]



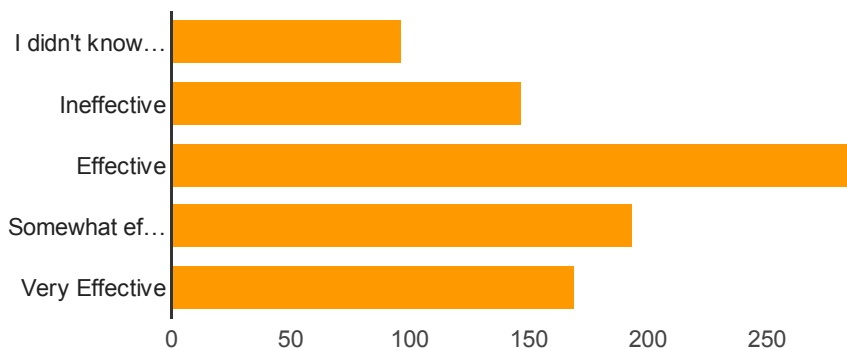
Daily	37	4.1%
Weekly	115	12.9%
Monthly	170	19%
Never	571	63.9%

JupiterGrades.com [How effective are the following forms of communication?]



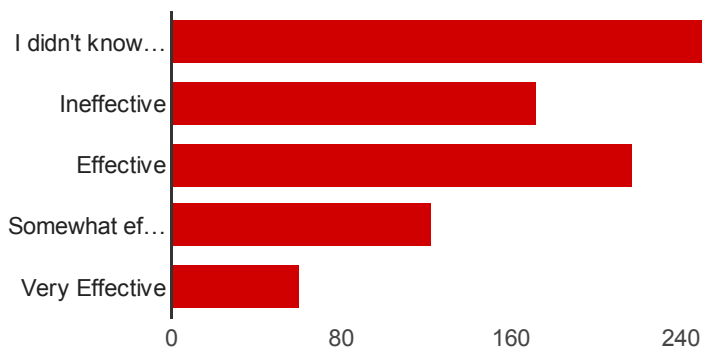
I didn't know LPHS did this	37	4.1%
Ineffective	53	5.9%
Effective	219	24.5%
Somewhat effective	132	14.8%
Very Effective	452	50.6%

School Messenger (automated phone calls home) [How effective are the following forms of communication?]



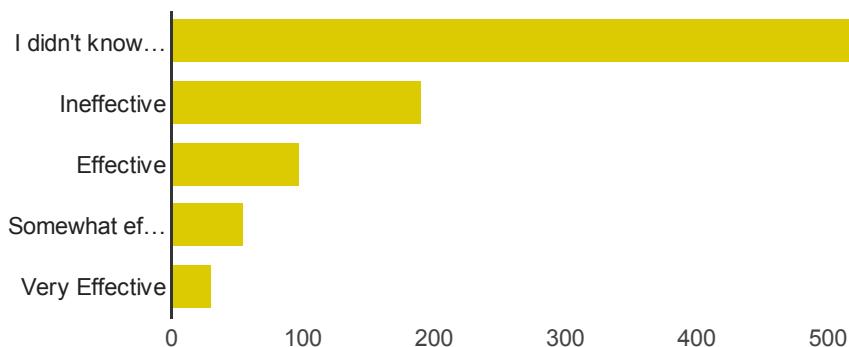
I didn't know LPHS did this	97	10.9%
Ineffective	147	16.5%
Effective	286	32%
Somewhat effective	194	21.7%
Very Effective	169	18.9%

Teacher Blogs/ Websites [How effective are the following forms of communication?]



I didn't know LPHS did this	321	35.9%
Ineffective	172	19.3%
Effective	217	24.3%
Somewhat effective	123	13.8%
Very Effective	60	6.7%

Teacher Twitter Account [How effective are the following forms of communication?]



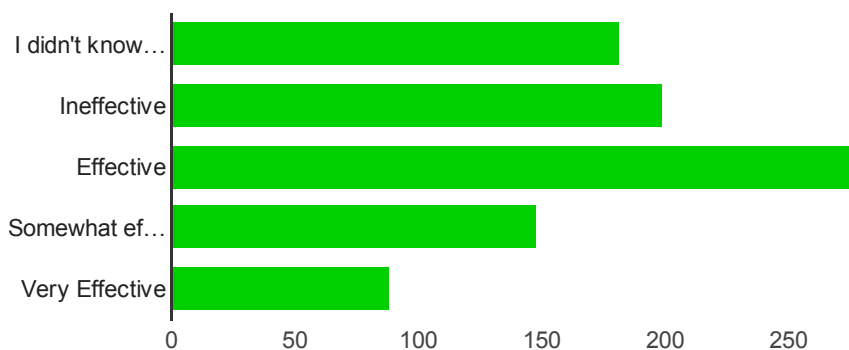
Ineffective **191** 21.4%

Effective **97** 10.9%

Somewhat effective **55** 6.2%

Very Effective **31** 3.5%

LPHS Website [How effective are the following forms of communication?]



I didn't know LPHS did this **182** 20.4%

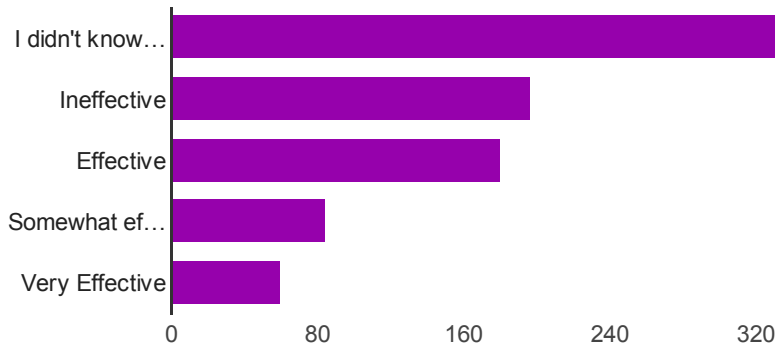
Ineffective **199** 22.3%

Effective **276** 30.9%

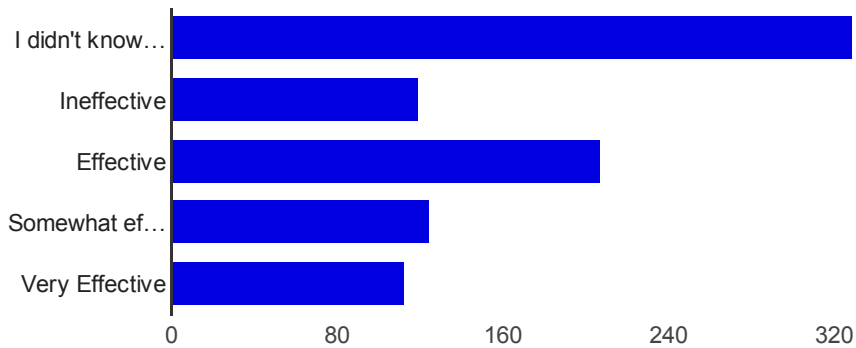
Somewhat effective **148** 16.6%

Very Effective **88** 9.9%

LPHS Twitter [How effective are the following forms of communication?]

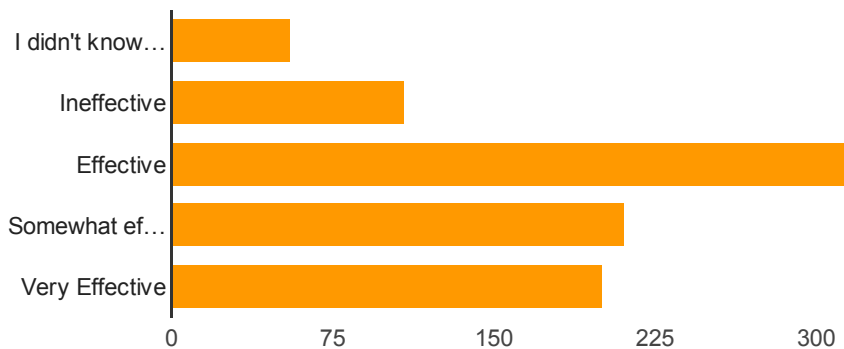


Marquee [How effective are the following forms of communication?]



I didn't know LPHS did this	329	36.8%
Ineffective	120	13.4%
Effective	207	23.2%
Somewhat effective	125	14%
Very Effective	112	12.5%

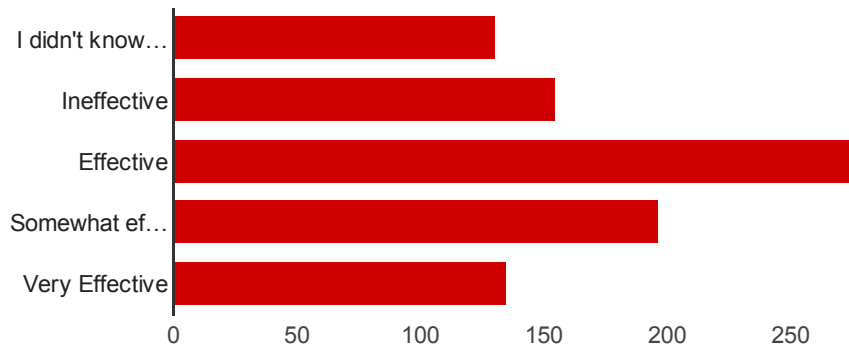
Weekly School Bulletin (announcements) [How effective are the following forms of communication?]



I didn't know LPHS did this	56	6.3%
Ineffective	108	12.1%
Effective	317	35.5%

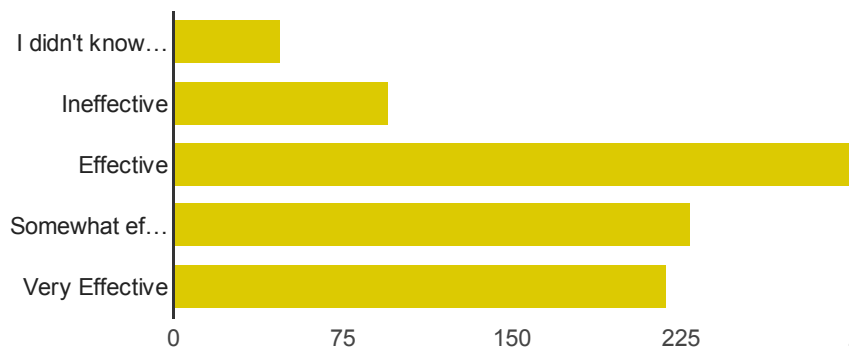
Somewhat effective **211** 23.6%
 Very Effective **201** 22.5%

Weekly School Bulletin (printed) [How effective are the following forms of communication?]



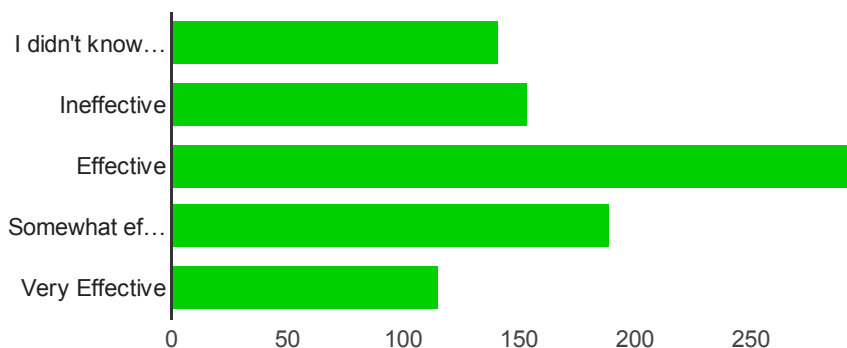
I didn't know LPHS did this **131** 14.7%
 Ineffective **155** 17.4%
 Effective **276** 30.9%
 Somewhat effective **196** 21.9%
 Very Effective **135** 15.1%

Flyers/ Posters [How effective are the following forms of communication?]

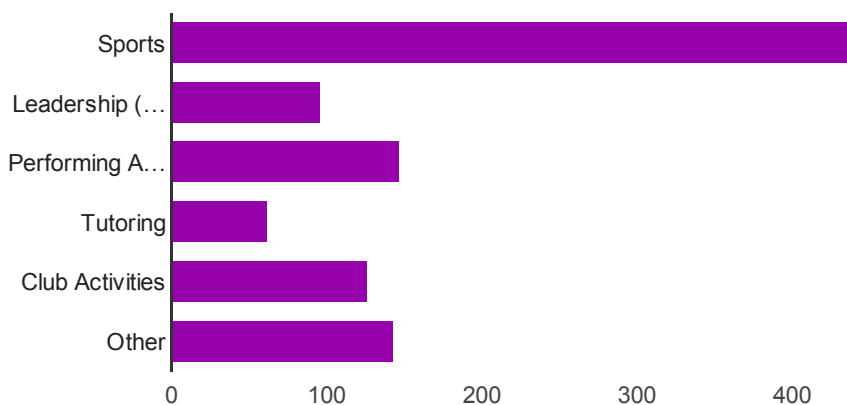


I didn't know LPHS did this **47** 5.3%
 Ineffective **96** 10.8%
 Effective **302** 33.8%
 Somewhat effective **229** 25.6%
 Very Effective **219** 24.5%

Guidance Office Bulletin [How effective are the following forms of

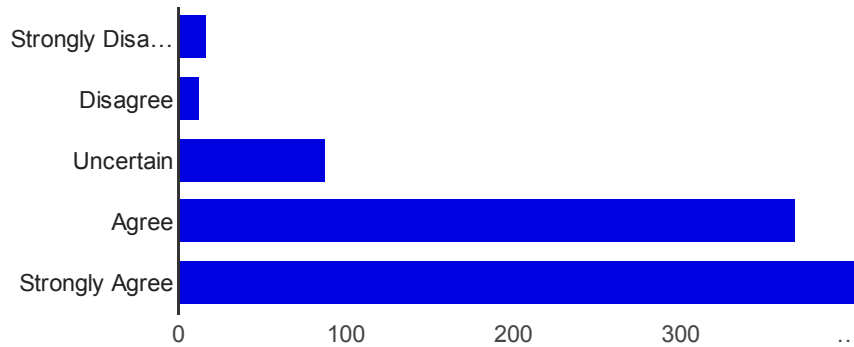
communication?]

I didn't know LPHS did this	141	15.8%
Ineffective	154	17.2%
Effective	294	32.9%
Somewhat effective	189	21.2%
Very Effective	115	12.9%

I participate in the following school sponsored after school (extracurricular) activities:

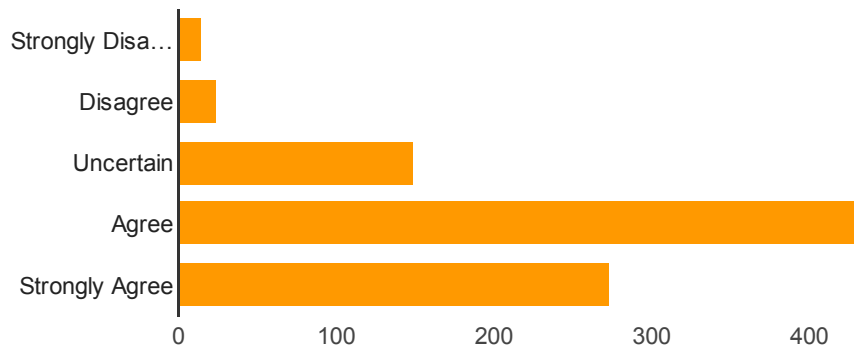
Sports	439	65.9%
Leadership (ASB, Renaissance, LinkCrew)	97	14.6%
Performing Arts (Speech, Band, Drama, Dance)	147	22.1%
Tutoring	62	9.3%
Club Activities	127	19.1%
Other	143	21.5%

The library is a safe place to work. [Please rate the following questions about our library.]



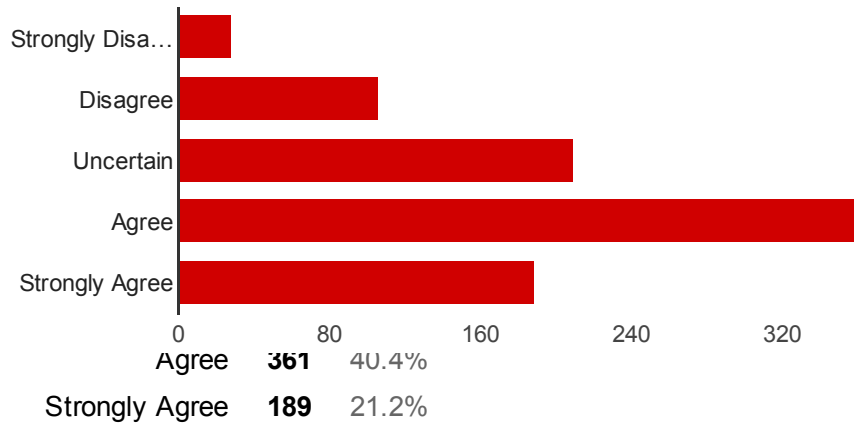
Strongly Disagree	16	1.8%
Disagree	13	1.5%
Uncertain	88	9.9%
Agree	369	41.3%
Strongly Agree	407	45.6%

I can easily access resources I need to be academically successful. [Please rate the following questions about our library.]

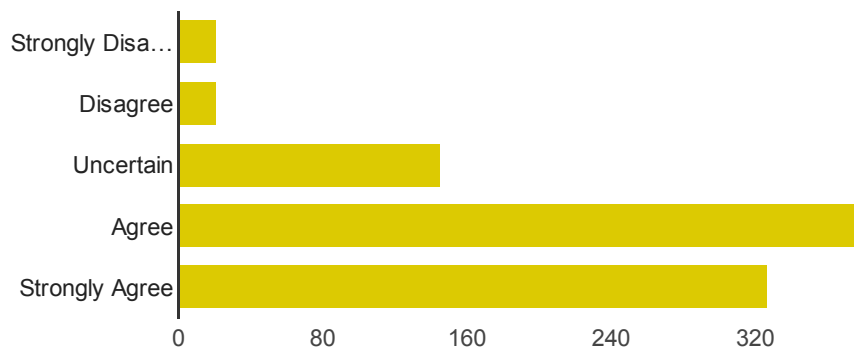


Strongly Disagree	15	1.7%
Disagree	24	2.7%
Uncertain	149	16.7%
Agree	432	48.4%
Strongly Agree	273	30.6%

The library is available and open to me when needed. [Please rate the following questions about our library.]

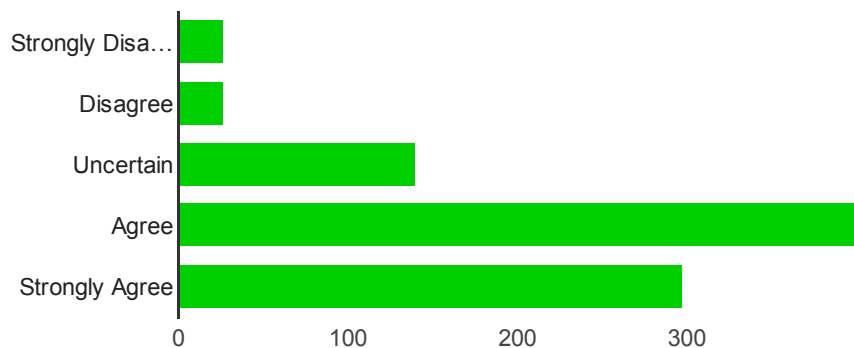


The library is a good place for me to do my homework [Please rate the following questions about our library.]



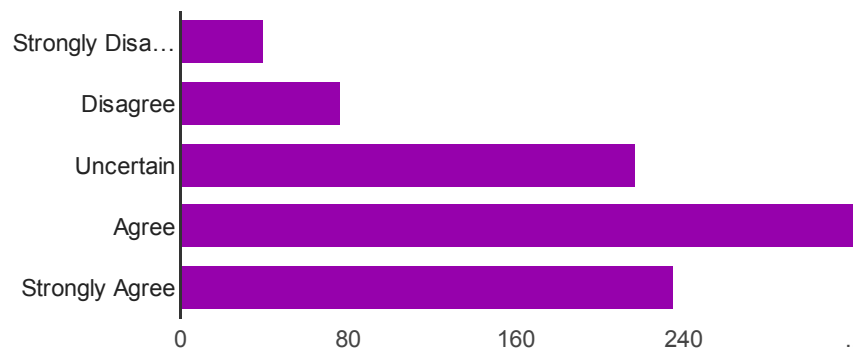
Strongly Disagree	21	2.4%
Disagree	21	2.4%
Uncertain	146	16.3%
Agree	378	42.3%
Strongly Agree	327	36.6%

I receive technology support in the library. [Please rate the following questions about our library.]



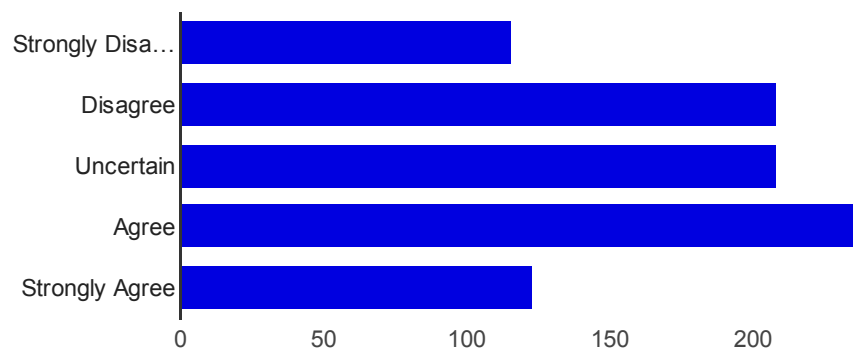
Strongly Disagree	27	3%
Disagree	27	3%
Uncertain	140	15.7%
Agree	402	45%
Strongly Agree	297	33.3%

I receive reading recommendations based on my interests. [Please rate the following questions about our library.]



Strongly Disagree	40	4.5%
Disagree	76	8.5%
Uncertain	217	24.3%
Agree	325	36.4%
Strongly Agree	235	26.3%

I regularly use the library. [Please rate the following questions about our library.]

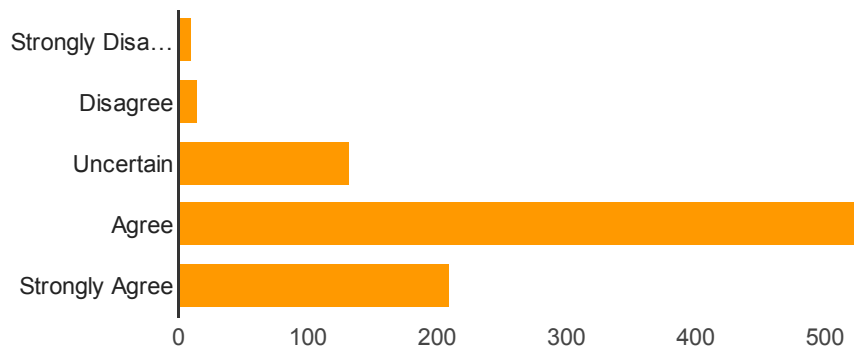


Strongly Disagree	116	13%
Disagree	208	23.3%
Uncertain	208	23.3%

Agree	238	26.7%
Strongly Agree	123	13.8%

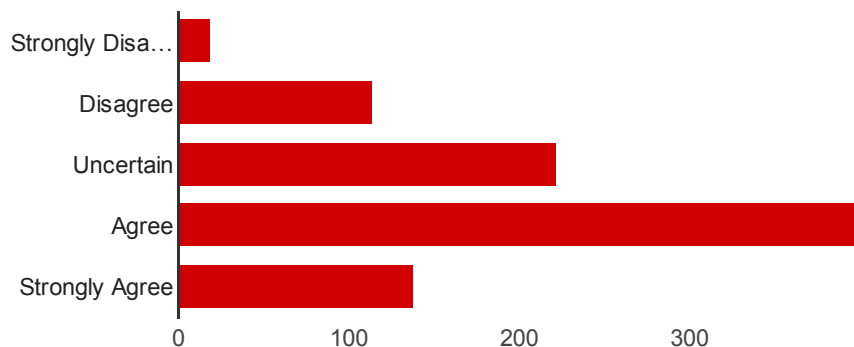
La Puente High School Student Survey

My teachers believe that I can learn the material taught in class. [Please give a rating to these questions about expectations for success.]



Strongly Disagree	10	1.1%
Disagree	15	1.7%
Uncertain	132	14.8%
Agree	527	59%
Strongly Agree	209	23.4%

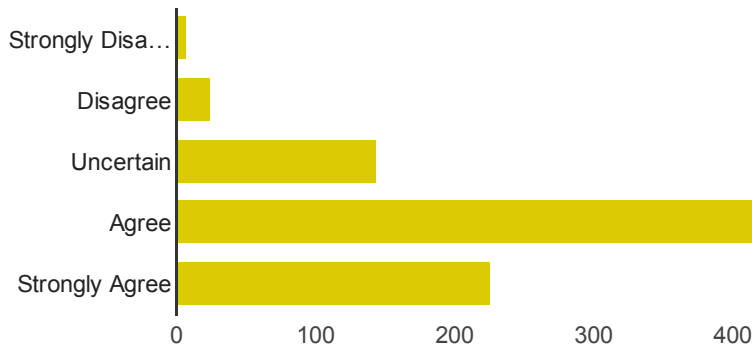
My teachers work with me until I can understand the material. [Please give a rating to these questions about expectations for success.]



Strongly Disagree	19	2.1%
Disagree	114	12.8%
Uncertain	222	24.9%
Agree	400	44.8%

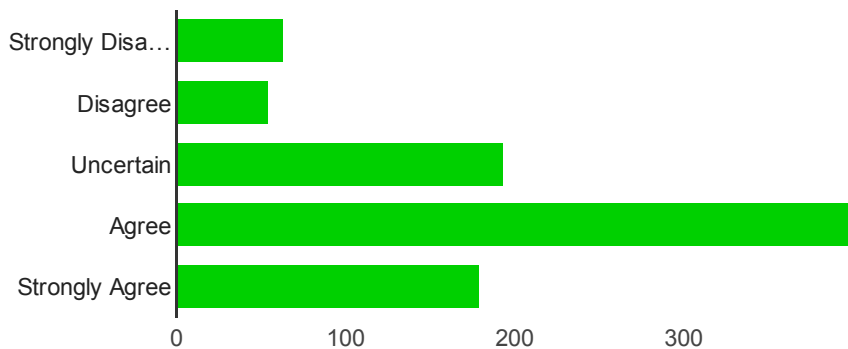
Strongly Agree **138** 15.5%

I am sure that my teacher can help me if I am having trouble learning. [Please give a rating to these questions about expectations for success.]



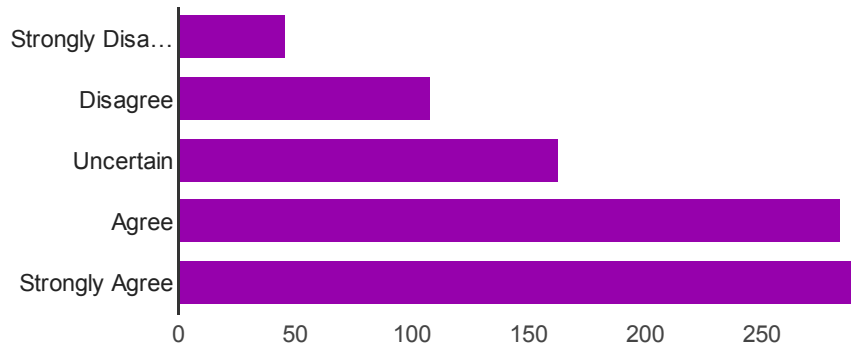
Strongly Disagree **7** 0.8%
 Disagree **25** 2.8%
 Uncertain **145** 16.2%
 Agree **490** 54.9%
 Strongly Agree **226** 25.3%

I come to school wanting to learn. [Please give a rating to these questions about expectations for success.]



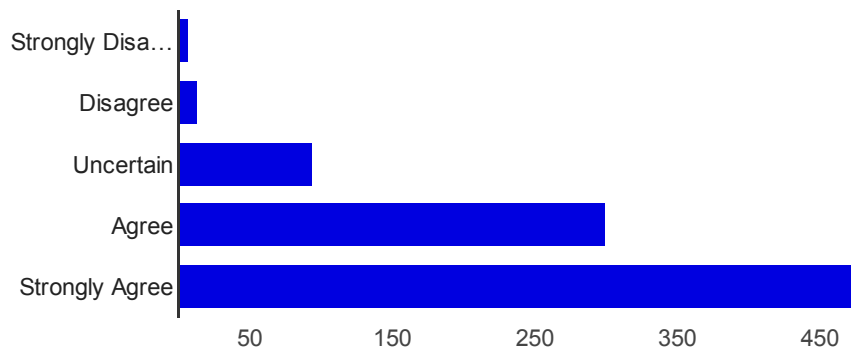
Strongly Disagree **63** 7.1%
 Disagree **54** 6%
 Uncertain **193** 21.6%
 Agree **403** 45.1%
 Strongly Agree **180** 20.2%

Student disruptions make it difficult for me to learn in class. [Please give a rating to these questions about expectations for success.]



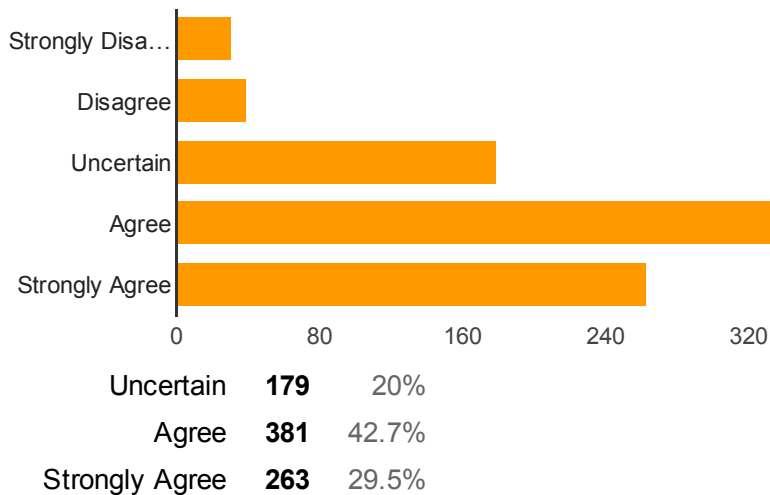
Strongly Disagree	46	5.2%
Disagree	108	12.1%
Uncertain	163	18.3%
Agree	284	31.8%
Strongly Agree	292	32.7%

My teachers expect me to graduate from high school. [Please give a rating to these questions about expectations for success.]

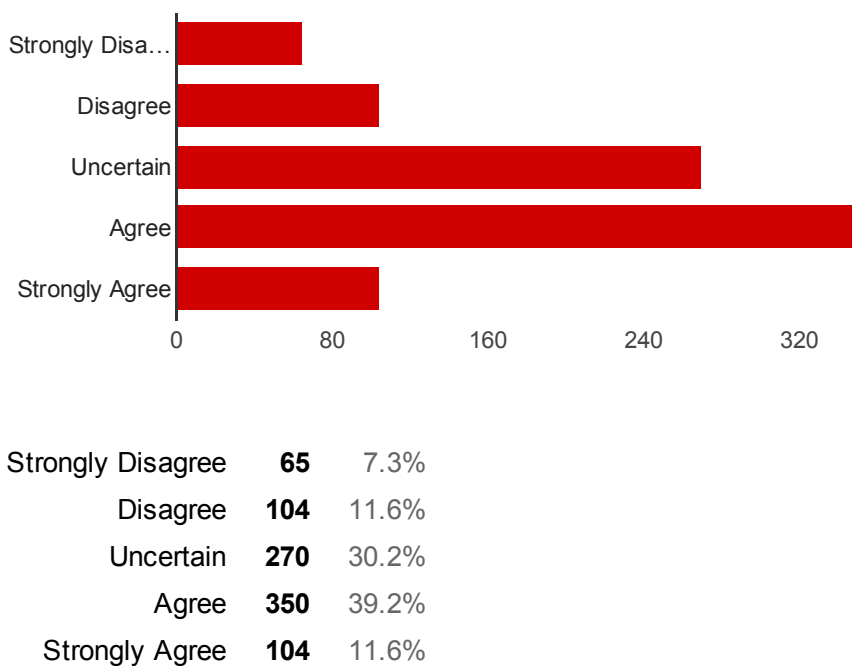


Strongly Disagree	8	0.9%
Disagree	13	1.5%
Uncertain	94	10.5%
Agree	300	33.6%
Strongly Agree	478	53.5%

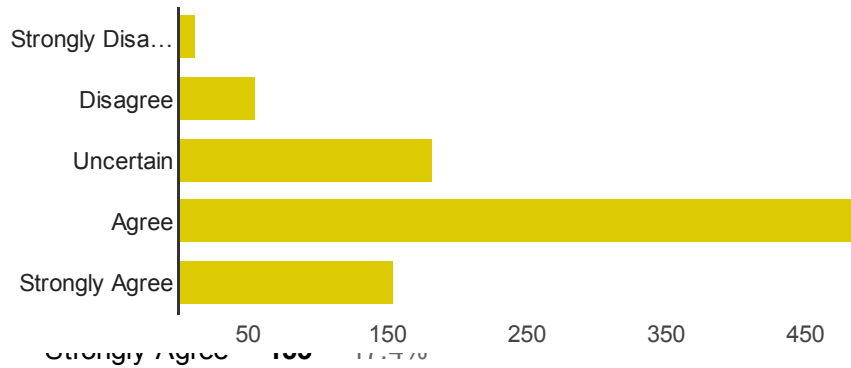
I am developing the academic skills necessary to be successful after high school. [Please give a rating to these questions about expectations for success.]



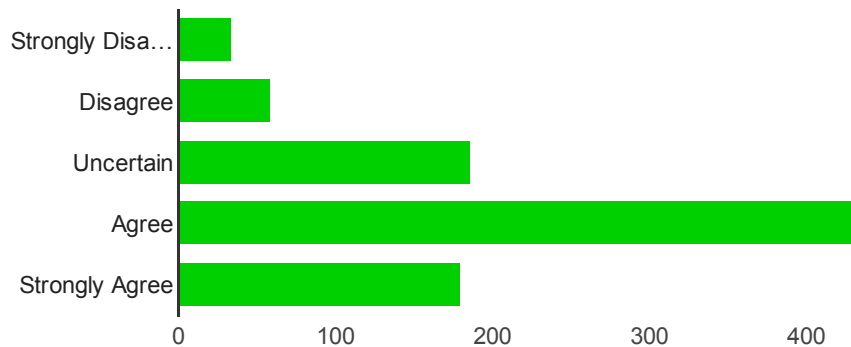
Administrators are available if/when I need to see/ speak with them. [Please use the rating scale to answer these questions about the safe environment at La Puente High School.]



Teachers are available if/when I need to see/ speak with them. [Please use the rating scale to answer these questions about the safe environment at La Puente High School.]

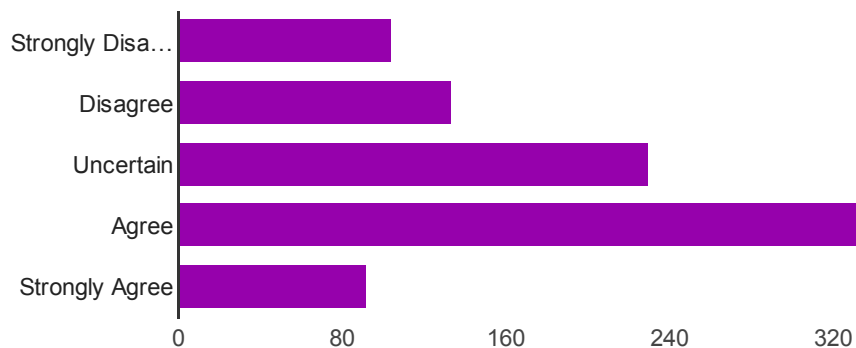


Campus safety staff (security) are available if/when I need to see/ speak with them. [Please use the rating scale to answer these questions about the safe environment at La Puente High School.]



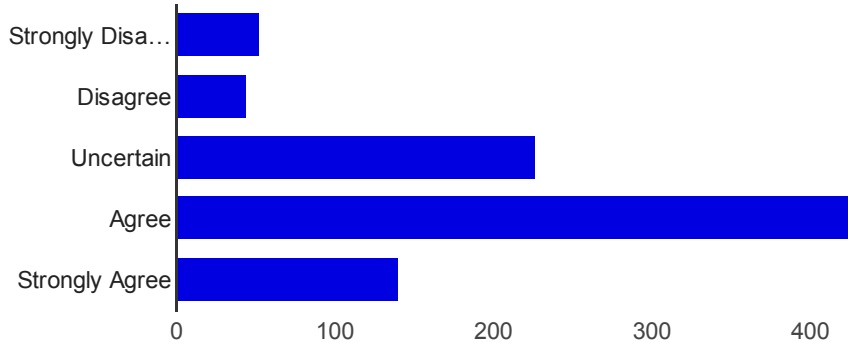
Strongly Disagree	34	3.8%
Disagree	59	6.6%
Uncertain	186	20.8%
Agree	434	48.6%
Strongly Agree	180	20.2%

Rules at this school are fair at LPHS. [Please use the rating scale to answer these questions about the safe environment at La Puente High School.]



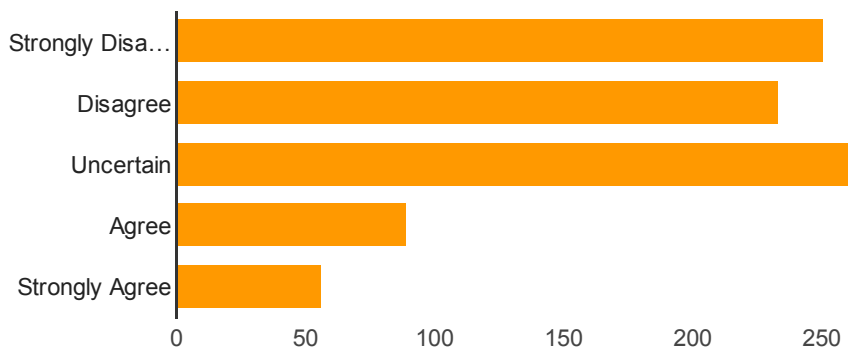
Strongly Disagree	104	11.6%
Disagree	134	15%
Uncertain	230	25.8%
Agree	333	37.3%
Strongly Agree	92	10.3%

I feel safe at LPHS. [Please use the rating scale to answer these questions about the safe environment at La Puente High School.]



Strongly Disagree	53	5.9%
Disagree	44	4.9%
Uncertain	226	25.3%
Agree	430	48.2%
Strongly Agree	140	15.7%

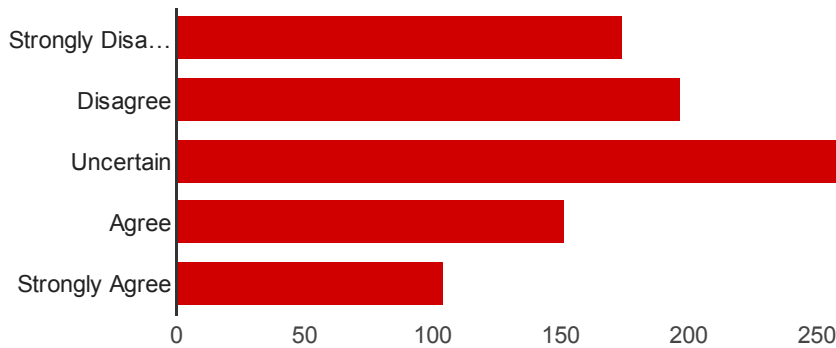
Gangs are a problem at LPHS. [Please use the rating scale to answer these questions about the safe environment at La Puente High School.]



Strongly Disagree	251	28.1%
Disagree	233	26.1%
Uncertain	264	29.6%
Agree	89	10%

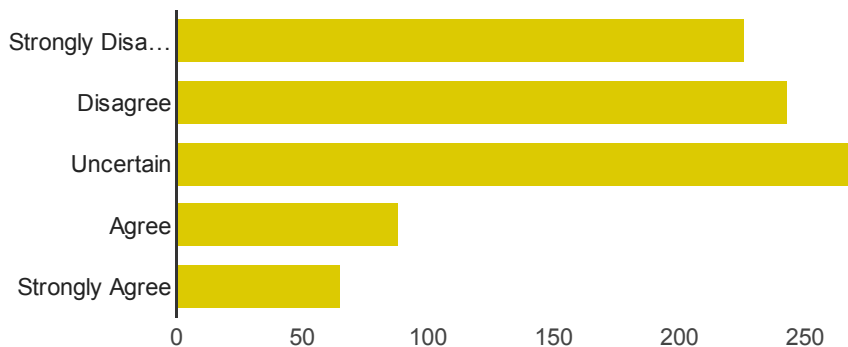
Strongly Agree **56** 6.3%

Drugs are a problem at LPHS. [Please use the rating scale to answer these questions about the safe environment at La Puente High School.]



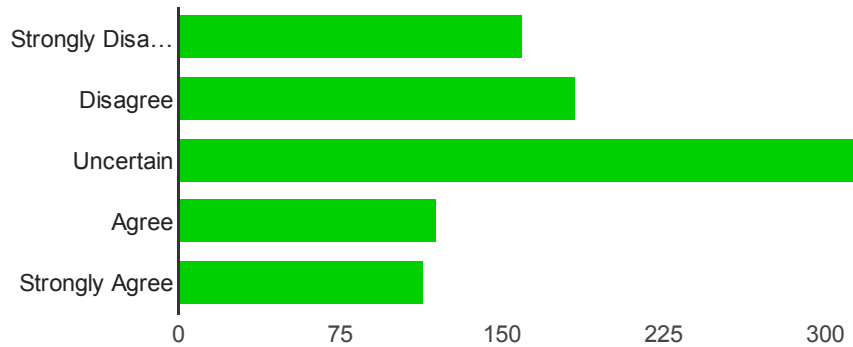
Strongly Disagree **174** 19.5%
 Disagree **197** 22.1%
 Uncertain **266** 29.8%
 Agree **152** 17%
 Strongly Agree **104** 11.6%

Alcohol is a problem at LPHS. [Please use the rating scale to answer these questions about the safe environment at La Puente High School.]



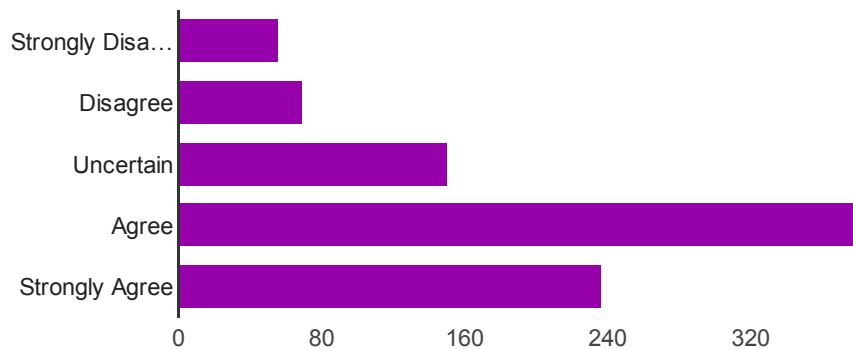
Strongly Disagree **226** 25.3%
 Disagree **243** 27.2%
 Uncertain **271** 30.3%
 Agree **88** 9.9%
 Strongly Agree **65** 7.3%

Bullying is a problem at LPHS. [Please use the rating scale to answer these questions about the safe environment at La Puente High School.]



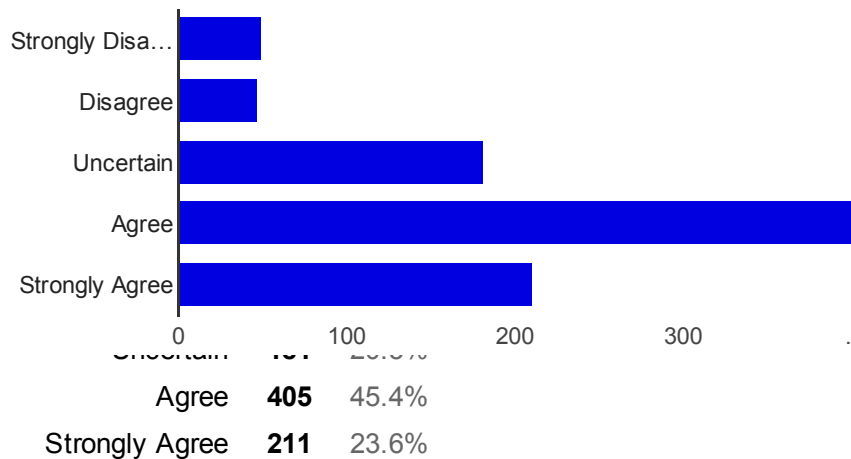
Strongly Disagree	159	17.8%
Disagree	184	20.6%
Uncertain	316	35.4%
Agree	120	13.4%
Strongly Agree	114	12.8%

I feel comfortable being myself at LPHS. [Please use the rating scale to answer these questions about the safe environment at La Puente High School.]

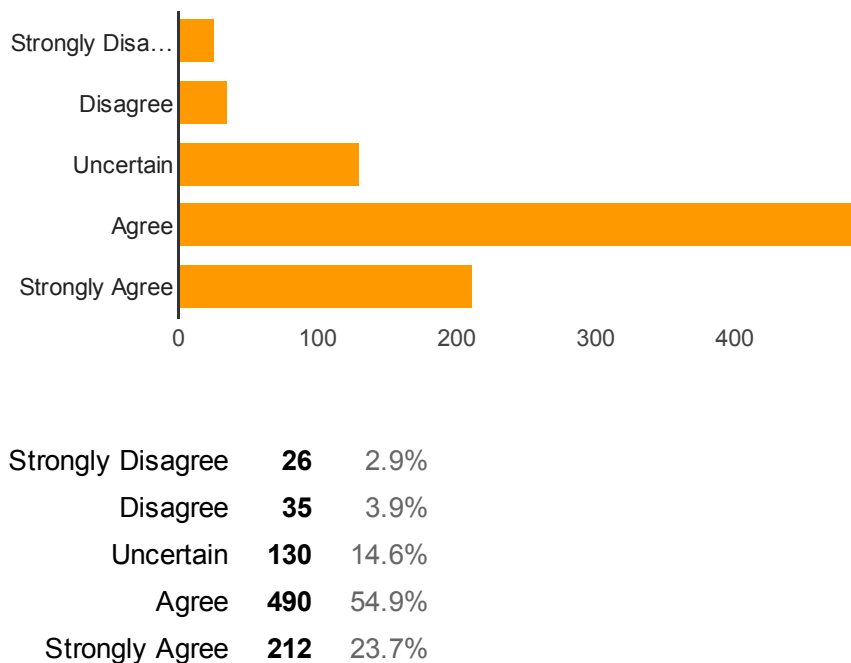


Strongly Disagree	56	6.3%
Disagree	69	7.7%
Uncertain	151	16.9%
Agree	381	42.7%
Strongly Agree	236	26.4%

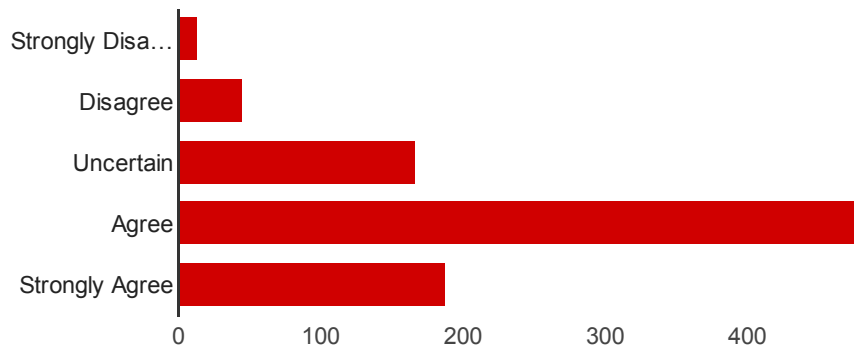
Other students treat me with respect. [Please use the rating scale to answer these questions about the safe environment at La Puente High School.]



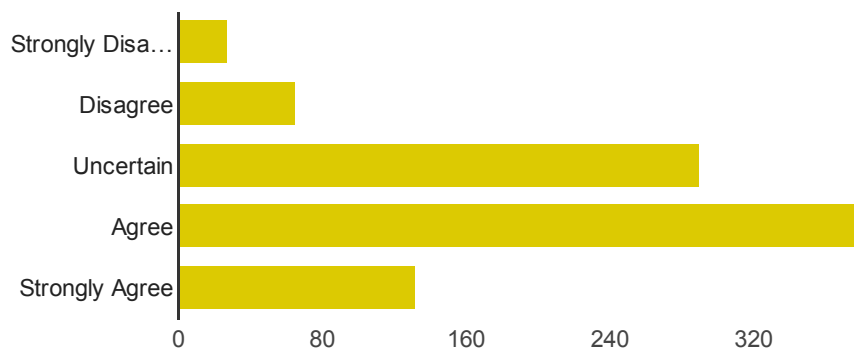
My teachers are knowledgeable in the subjects they teach. [Please use the rating scale to answer these questions about the learning environment at La Puente High School.]



My teachers know how to help me if I am having a hard time learning. [Please use the rating scale to answer these questions about the learning environment at La Puente High School.]

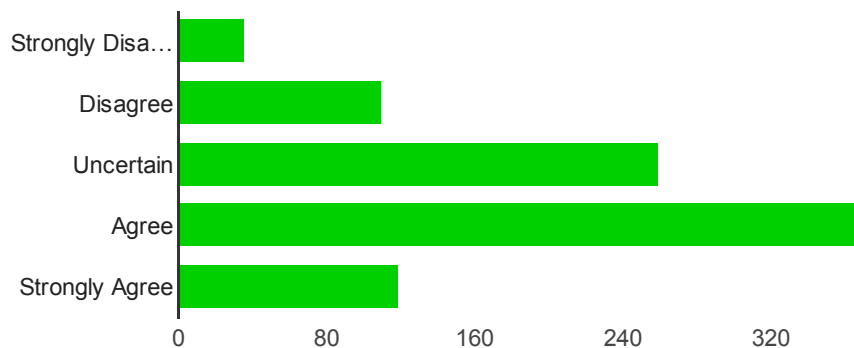


My teachers know how to support students whose primary language is not English. [Please use the rating scale to answer these questions about the learning environment at La Puente High School.]



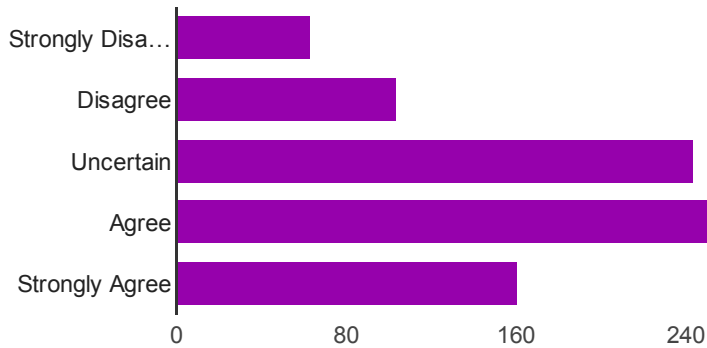
Strongly Disagree	27	3%
Disagree	65	7.3%
Uncertain	290	32.5%
Agree	379	42.4%
Strongly Agree	132	14.8%

My teachers place me into learning groups where I can get the instruction that I need. [Please use the rating scale to answer these questions about the learning environment at La Puente High School.]



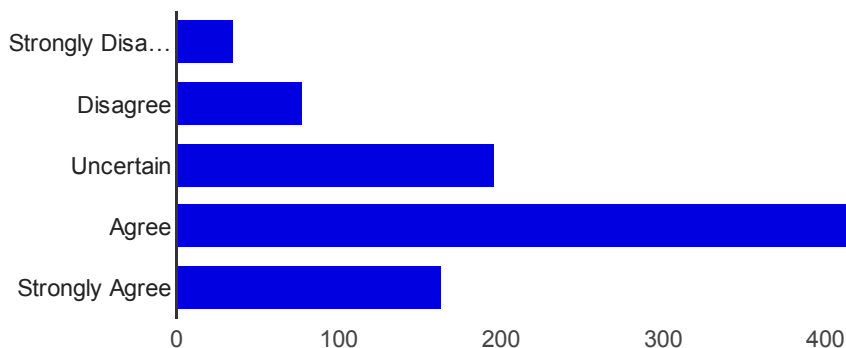
Strongly Disagree	36	4%
Disagree	110	12.3%
Uncertain	260	29.1%
Agree	368	41.2%
Strongly Agree	119	13.3%

My school has after school programs that I am interested in. [Please use the rating scale to answer these questions about the learning environment at La Puente High School.]



Strongly Disagree	63	7.1%
Disagree	104	11.6%
Uncertain	244	27.3%
Agree	321	35.9%
Strongly Agree	161	18%

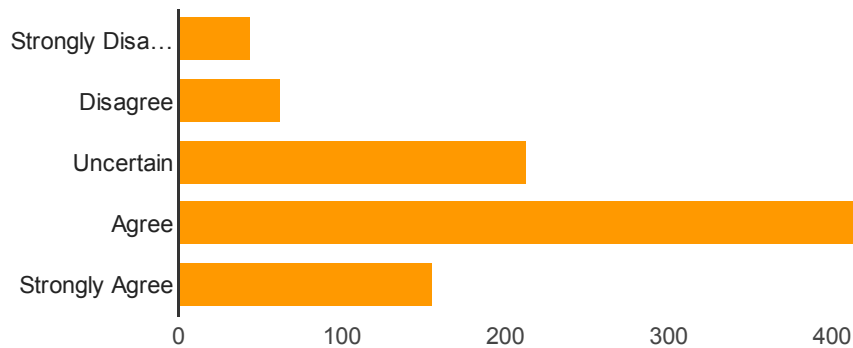
Students in my classes have enough books and supplies. [Please use the rating scale to answer these questions about the learning environment at La Puente High School.]



Strongly Disagree	36	4%
Disagree	78	8.7%

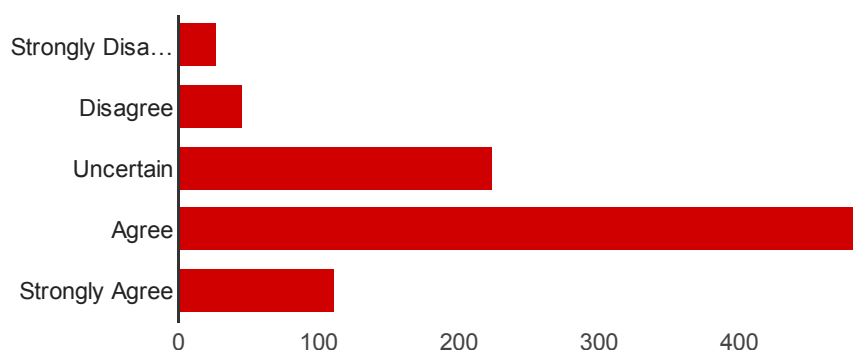
Uncertain	196	21.9%
Agree	420	47%
Strongly Agree	163	18.3%

**There are classes I can take to explore career possibilities and interests.
[Please use the rating scale to answer these questions about the learning environment at La Puente High School.]**



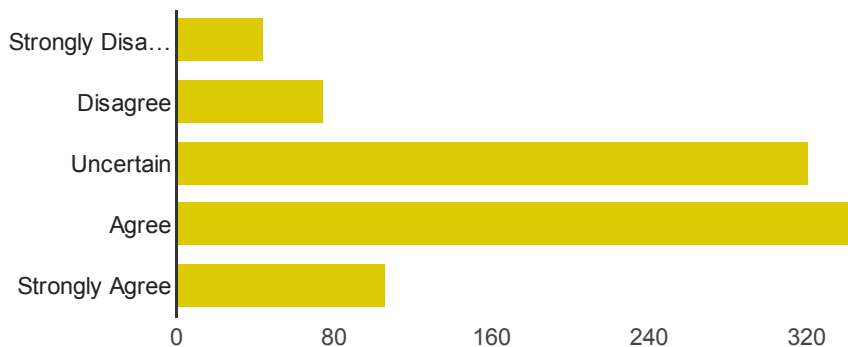
Strongly Disagree	44	4.9%
Disagree	63	7.1%
Uncertain	213	23.9%
Agree	417	46.7%
Strongly Agree	156	17.5%

**My teachers often include other subjects in their lectures and assignments.
[Please use the rating scale to answer these questions about the learning environment at La Puente High School.]**



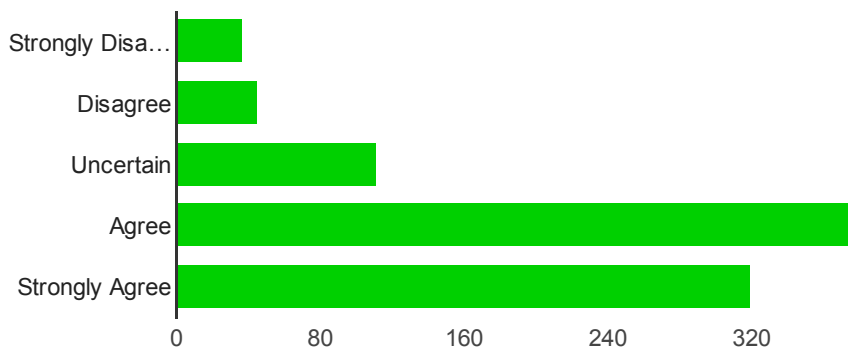
Strongly Disagree	27	3%
Disagree	45	5%
Uncertain	224	25.1%
Agree	486	54.4%
Strongly Agree	111	12.4%

The school has successful programs for students who fall behind in their work. [Please use the rating scale to answer these questions about the learning environment at La Puente High School.]



Strongly Disagree	45	5%
Disagree	75	8.4%
Uncertain	321	35.9%
Agree	346	38.7%
Strongly Agree	106	11.9%

The school provides AP and honors opportunities for all students. [Please use the rating scale to answer these questions about the learning environment at La Puente High School.]



Strongly Disagree	37	4.1%
Disagree	45	5%
Uncertain	112	12.5%
Agree	379	42.4%
Strongly Agree	320	35.8%

PSAT [The following test results were REVIEWED and EXPLAINED to me:]



Yes	505	56.6%
No	177	19.8%
N/A	211	23.6%

CAHSEE [The following test results were REVIEWED and EXPLAINED to me:]



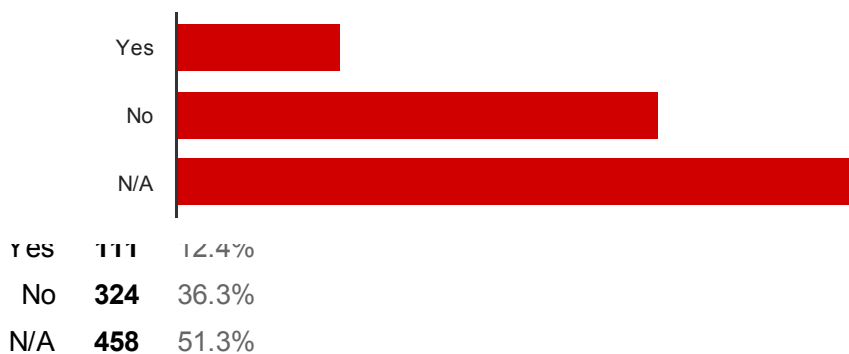
Yes	604	67.6%
No	125	14%
N/A	164	18.4%

CELDT [The following test results were REVIEWED and EXPLAINED to me:]

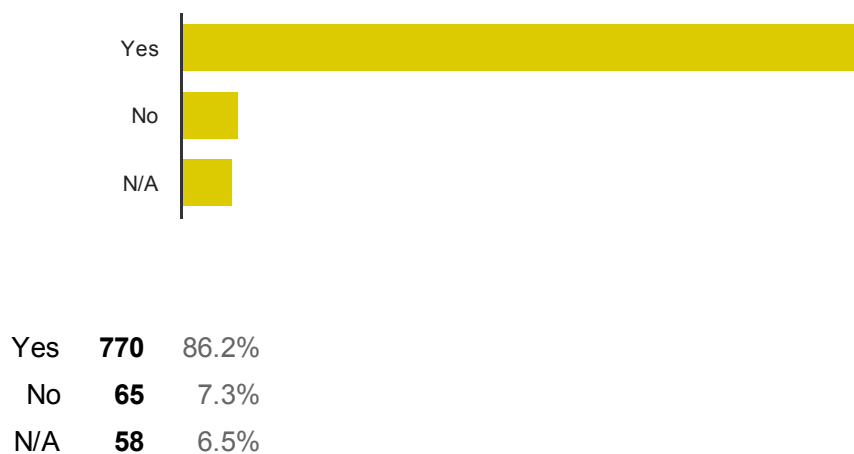


Yes	101	11.3%
No	326	36.5%
N/A	466	52.2%

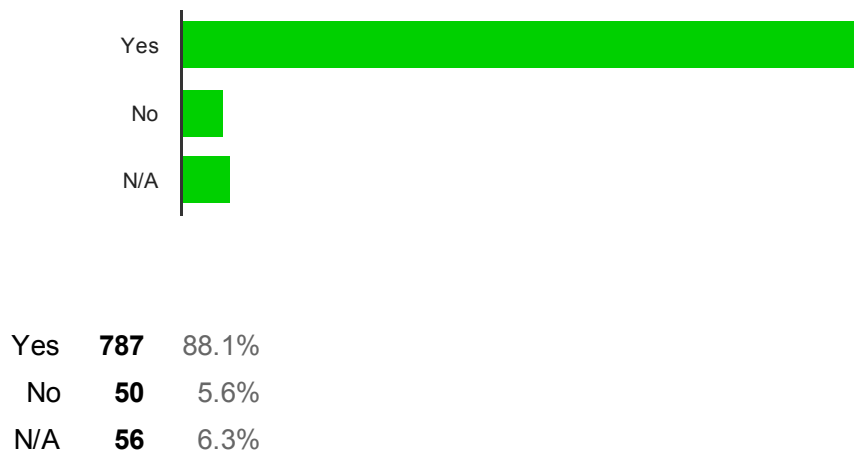
EAP [The following test results were REVIEWED and EXPLAINED to me:]



English tests [The following test results were REVIEWED and EXPLAINED to me:]



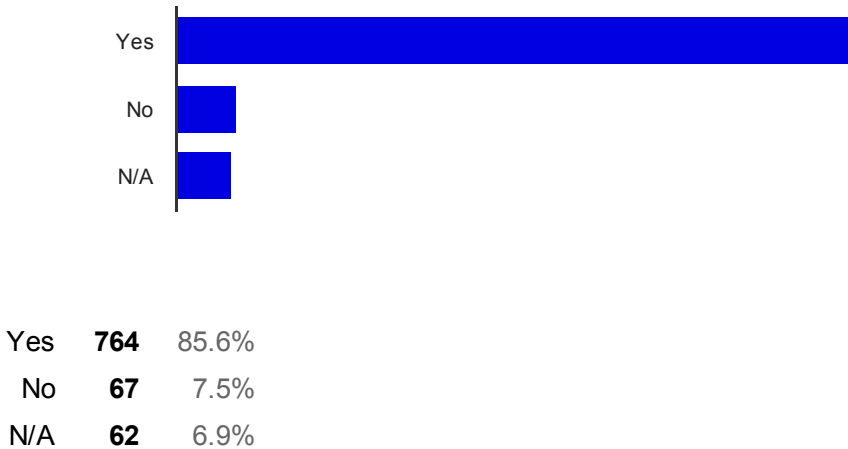
Math tests [The following test results were REVIEWED and EXPLAINED to me:]



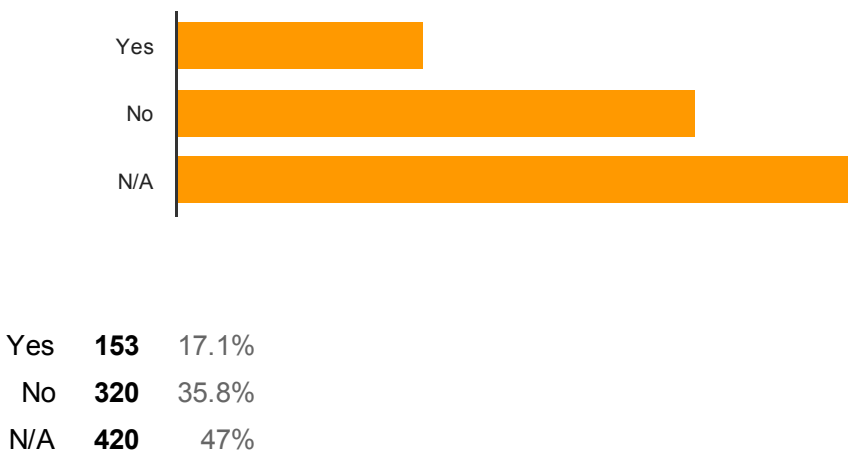
Science tests [The following test results were REVIEWED and EXPLAINED to me:]



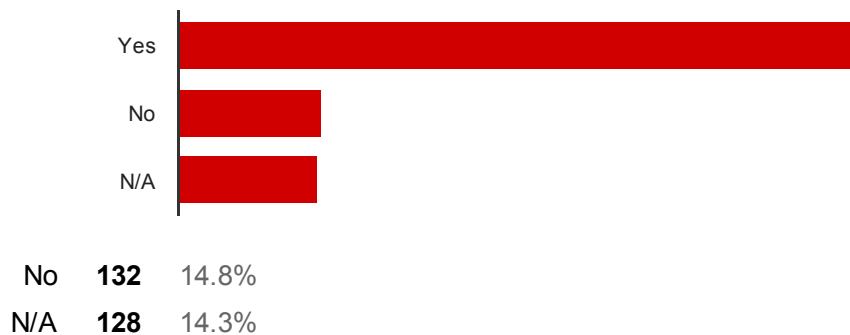
History tests [The following test results were REVIEWED and EXPLAINED to me:]



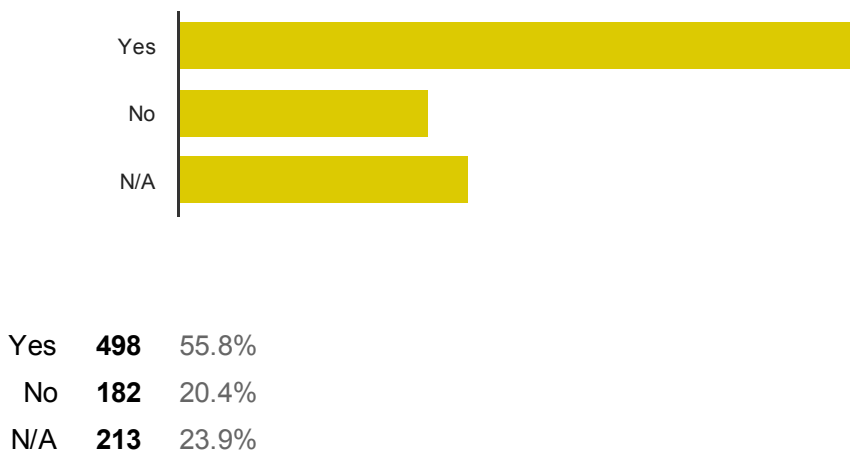
Business tests [The following test results were REVIEWED and EXPLAINED to me:]



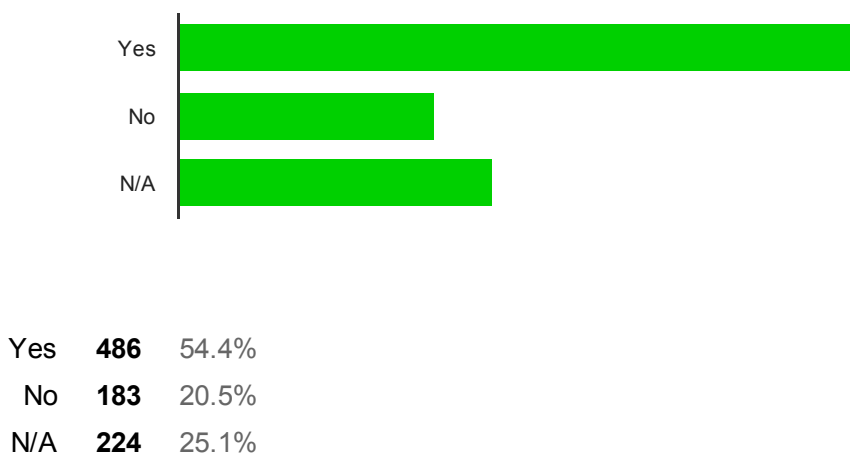
Physical Education tests [The following test results were REVIEWED and EXPLAINED to me:]



Visual/ Performing Arts tests [The following test results were REVIEWED and EXPLAINED to me:]



World Language tests [The following test results were REVIEWED and EXPLAINED to me:]

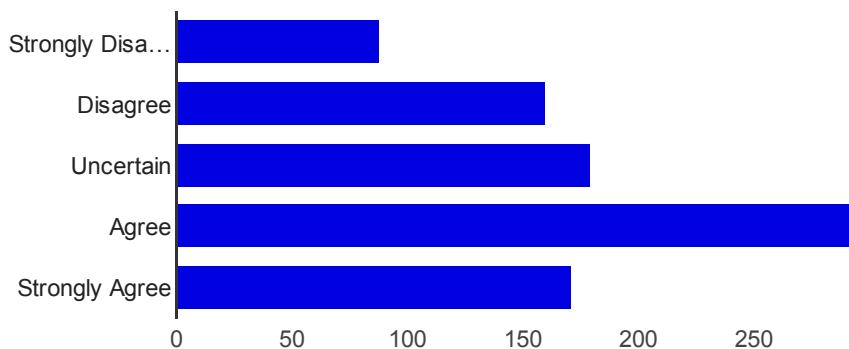


ROP tests [The following test results were REVIEWED and EXPLAINED to me:]



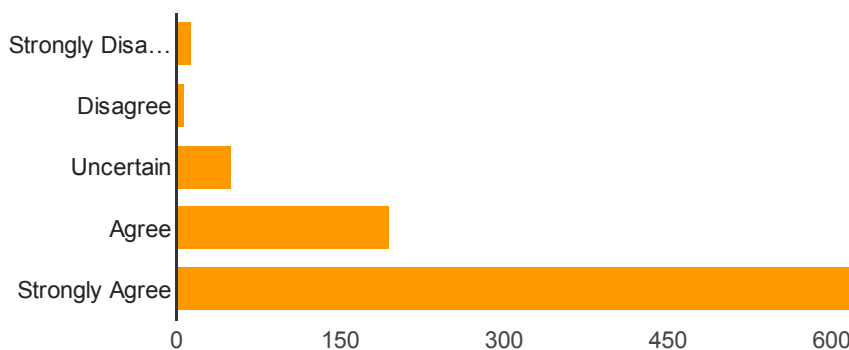
La Puente High School Student Survey

Someone at home attends my school activities. [Please use the rating scale to answer these questions about parent/family involvement.]



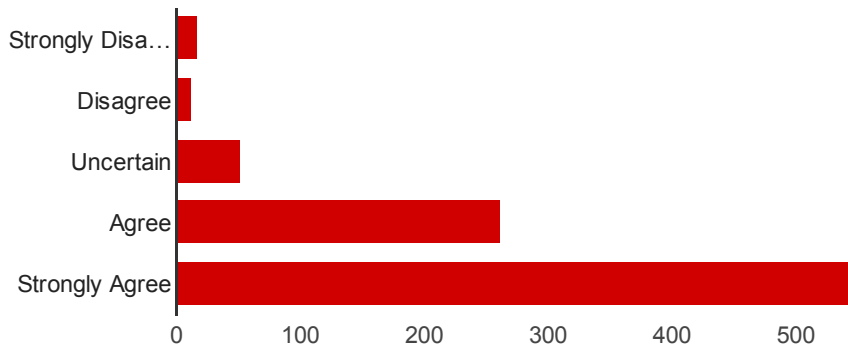
Strongly Disagree	88	9.9%
Disagree	160	17.9%
Uncertain	179	20%
Agree	295	33%
Strongly Agree	171	19.1%

It is important to someone at home that I graduate high school. [Please use the rating scale to answer these questions about parent/family involvement.]



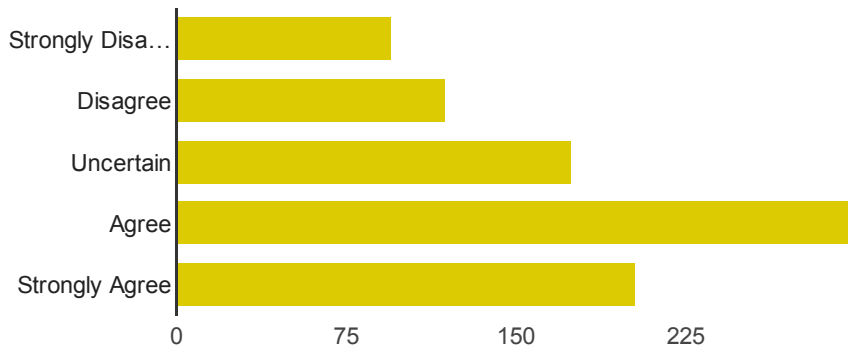
Strongly Disagree	14	1.6%
Disagree	8	0.9%
Uncertain	51	5.7%
Agree	196	21.9%
Strongly Agree	624	69.9%

Someone at home makes sure that I attend school. [Please use the rating scale to answer these questions about parent/family involvement.]



Strongly Disagree	17	1.9%
Disagree	12	1.3%
Uncertain	52	5.8%
Agree	262	29.3%
Strongly Agree	550	61.6%

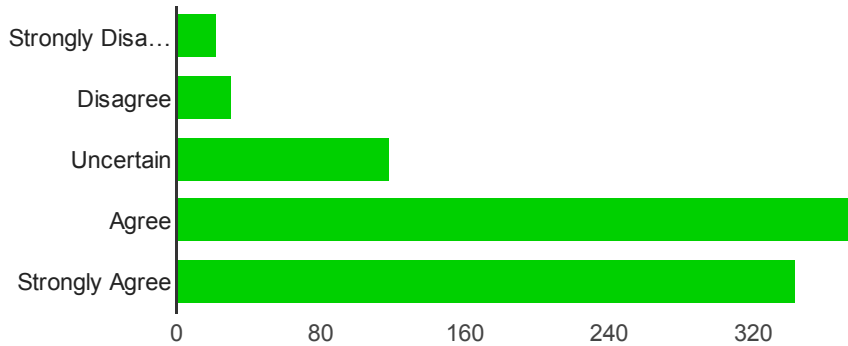
Someone at home can help me with my school work. [Please use the rating scale to answer these questions about parent/family involvement.]



Strongly Disagree	95	10.6%
Disagree	119	13.3%
Uncertain	175	19.6%

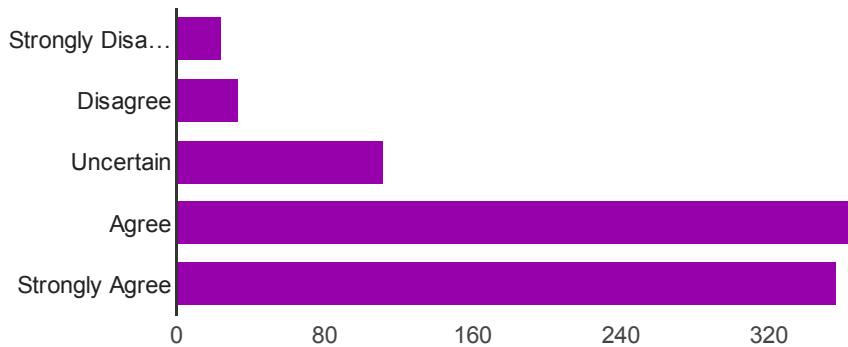
Agree	301	33.7%
Strongly Agree	203	22.7%

Someone at home knows how I am doing academically. [Please use the rating scale to answer these questions about parent/family involvement.]



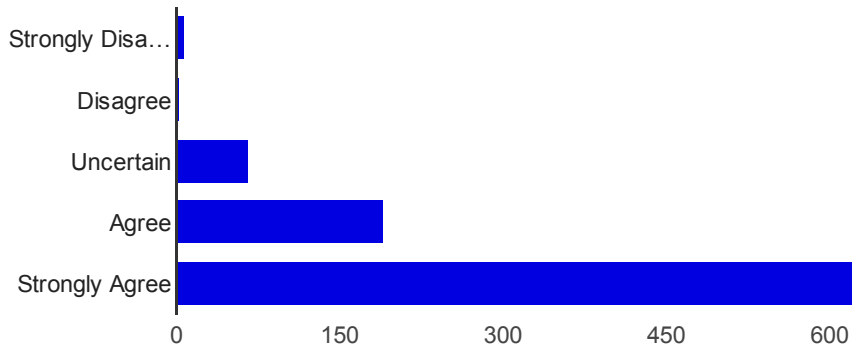
Strongly Disagree	22	2.5%
Disagree	31	3.5%
Uncertain	118	13.2%
Agree	378	42.3%
Strongly Agree	344	38.5%

Someone at home knows how I am doing academically. [Please use the rating scale to answer these questions about parent/family involvement.]



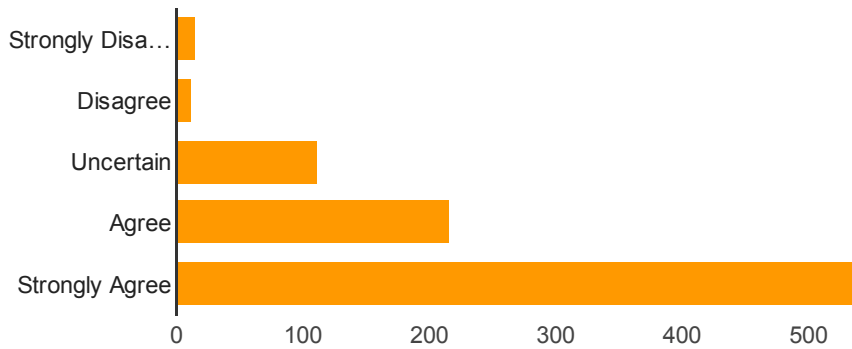
Strongly Disagree	24	2.7%
Disagree	33	3.7%
Uncertain	112	12.5%
Agree	368	41.2%
Strongly Agree	356	39.9%

I will graduate from high school. [Please answer these questions about your personal self-esteem.]



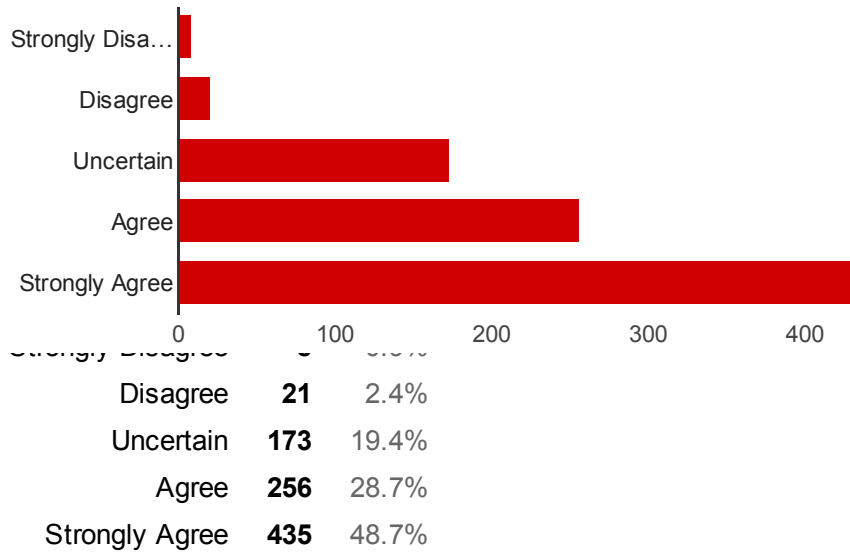
Strongly Disagree	7	0.8%
Disagree	2	0.2%
Uncertain	67	7.5%
Agree	191	21.4%
Strongly Agree	626	70.1%

I want to go to college. [Please answer these questions about your personal self-esteem.]

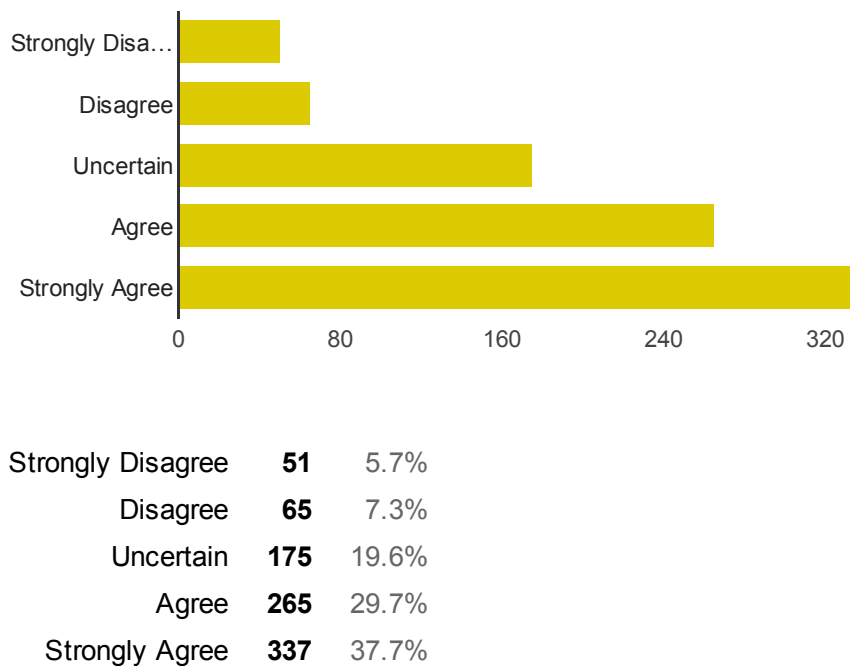


Strongly Disagree	16	1.8%
Disagree	11	1.2%
Uncertain	111	12.4%
Agree	216	24.2%
Strongly Agree	539	60.4%

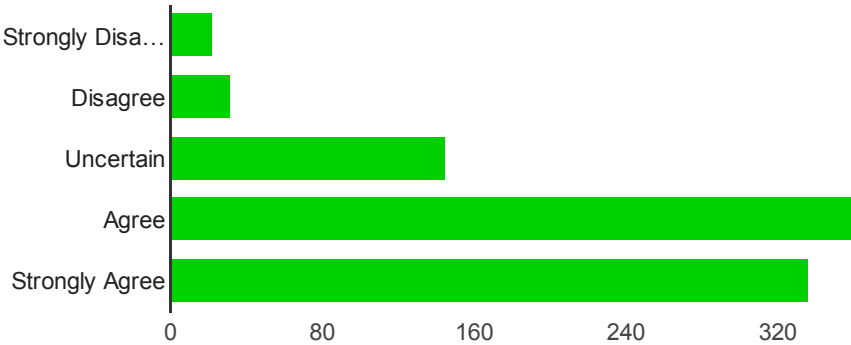
I feel positive about my future after high school. [Please answer these questions about your personal self-esteem.]



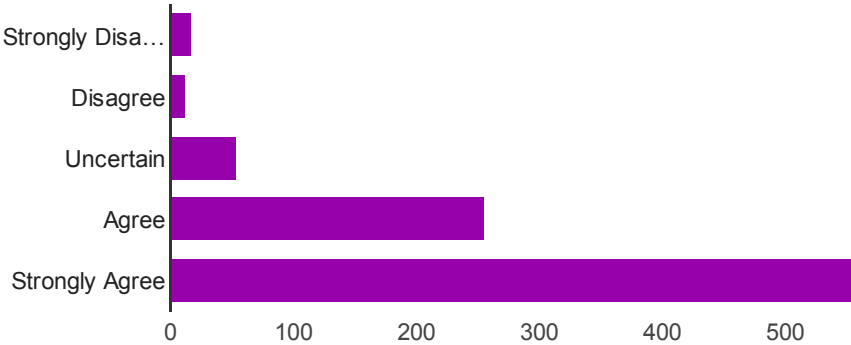
There is an adult at LPHS in which I feel that I can talk to. [Please answer these questions about your personal self-esteem.]



My courses challenge me academically. [Please answer these questions about your personal self-esteem.]

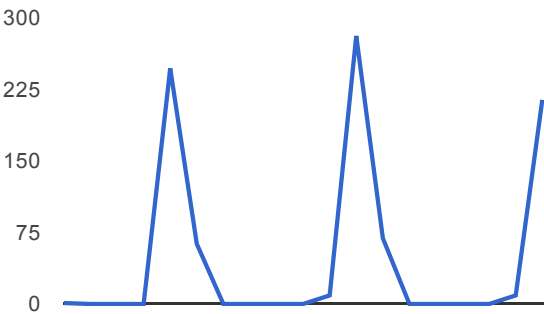


I have a group of friends at school. [Please answer these questions about your personal self-esteem.]



Strongly Disagree	17	1.9%
Disagree	12	1.3%
Uncertain	54	6%
Agree	256	28.7%
Strongly Agree	554	62%

Number of daily responses



NAME	Ext	Rm	Dept	Period 0	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
Aceves, Jason	6854	4	Math		Algebra 2	Algebra 2	Algebra 2 Team (Yamamoto)	Algebra 2	PREP	Basketball	
Adams, Barry	6808	108	Math		Statistics AP	Statistics	Math 2	Statistics	Math 2	PREP	
Bailey, Krista	6820	119	Science		Biology H	Biology H	Biology H	Biology H	PREP	Biology	
Basu, Bonnie	6806	106	Math		Algebra 2H	Pre Calculus	PREP	Pre Calculus	Pre Calculus	Pre Calculus	
Benitez, Ana	6804	104	Science		Biology	Biology	PREP	Biology	Biology	Biology	
Brown, Jason	6875	204	ROP		Pre-Engineering	Pre-Engineering	Robotics	Robotics	Manufacturing Tech	Pre-Engineering	
Campa, Orquidea	6867	17	SS		Reading	Standard English 3	Standard English 4	Standard English Elective	PREP	PREP	
Chacon, Mark	6877	206	English		English 3	English 3	English 3	English 3	PREP	Baseball	
Chavez, Arturo	6819	118	Science		Chemistry AP	Chemistry H	PREP	Biology	Chemistry H	Chemistry	
Choi, Jung (John)	6809	109	Math		PREP	Pre Calculus	Math 1	Math 1 (10-12)	Math 1	Math 1 (10-12)	
Dole, Tyler	6828	30A	English		Standard English 2	Standard English Elective	Standard English 1	Standard World History	PREP	PREP	
Du, Michelle	6813	113	Math		PREP	Math 1 H	Math 1 H	Pre Calculus H	Math 1 H	Pre Calculus H	
Ebner, Frank	6818	124	Science		Anatomy/Physiology	Anatomy/Physiology	Anatomy/Physiology	PREP	Anatomy/Physiology	Anatomy/Physiology	
Espinosa, Jose	6816	116	FL		PREP	Spanish 2S	Spanish 2S	Spanish 3	Spanish Lit AP	Spanish 2S	
Foster, Laura	6843	52	Art		Intro Art	Art Lab	Intro Art	PREP	Intro Art	Intro Art	
Garcia, Eddie	6885	214	ROP								Criminal Justice
Gold, Alexandra	6785	Gym	PE		PREP	P.E. 10	P.E. 10-12	P.E. 9	P.E. 10	P.E. 10	
Guerra, Nicholas	6882	211	ROP					Medical Core	Medical Core	Medical Core	
Gutierrez, Israel	6884	213	ROP		Digital Graphics	Digital Graphics	Digital Graphics	Digital Graphics	Digital Graphics		
Hatori, Daryn	6840	44	SS		U.S. History	U.S. History	World History	PREP	World History	World History	

Hustler, Gregory	6838	42	English		Standard Civics/Economics	World History	PREP	Standard US History	US History	US History	
Hwang, Se Rim (Sharon)	6810	110	Math		PREP	Math 1	AP Calculus AB	AP Calculus AB	Math 1	Math 1	
Jahahn, Ann Marie	6864	14	Business		Accounting	PREP	Accounting	Accounting	Accounting	Accounting	
Jimenez, Pam	6786	Gym	PE		P.E. 10 LEA	P.E. 9 LEA	P.E. 11 LEA	Leadership	PREP	PREP	
Jones, Diori	6852	2	Math		PREP	Math 2	Math 2	Math 2 H	Math 2	Math 2	
Lambert, Kate	6846	60	English		ERWC	ERWC	ERWC	PREP	Speech Forensics	Intro/Adv Drama	
Lane, Laurence (Jim)	6851	1	SS		World History	World History	AD	AD	PREP	Wrestling	
Lawrence, Sandra	6863	13	FL		Spanish 2	Spanish 2	PREP	Spanish 2	Spanish 2	Spanish 1	
Linthicum, Rob	6801	101	Science		Earth Science	Standard Biology	Standard Biology	PREP	Conceptual Physics	PREP	
Marshall, Robert	6844	53	Art	Concert Band	Marching Band	PREP	Performance Choir			Percussion	
Martinez, Noel	6837	41	English		AP English Language	AP English Language	English 1H	English 1H	PREP	English 1H	
Min, Amy	6845	54	Art		Intro Art	Intro Art	PREP	Intro Art	Adv/AP Art Studio	Intro Art	
Miranda, Abraham	6881	210	English		ERWC	ERWC	AP English Literature	ERWC	PREP	Yearbook	
Navarro, Narcisa (Si Si)	6879	208	English		ELD Intermediate	ELD	ELD Support	English 1	PREP	English 1	
Oliva, Cristina	6855	5	Math		PREP	Math Inclusion (Yamamoto)	Math 1	Math 1 (10-12)	Math 1	Geometry	
Perez, Wesley	6868	18	SS	AP US History	US History	US History	AP US History	AP US History	PREP		
Pineda, Leonor	6824	123	Science		Biology	Biology	Biology	Biology	Biology	PREP	
Poirot, Gloria	6856	6	FL		Spanish 1 S	Spanish 1 S	Spanish 1 S	PREP	AP Spanish Language	AP Spanish Language	
Poirot, Robert	6784	Gym	PE		P.E. 10-12	P.E. 10-12	P.E. 9	P.E. 10-12	P.E. 10-12	PREP	
Ramirez, Antonia (Toni)	6885	214	ROP		Public Safety	Forensic Science	Criminal Justice	Forensic Science	Criminal Justice		
Richardson, Brett	6817	117	Science		PREP	Chemistry	Chemistry	Chemistry	Chemistry	Chemistry	

Riggs, Michelle	6849	65	PE		Dance P.E.	Dance P.E.	Dance	Leadership ASB	PREP	Adv Dance	Adv. Dance PEP
Ronquillo, Hector	6870	20	SS		PREP	AP Psychology	Psychology	Psychology	AP Psychology	Psychology	
Sanchez, Mary	6878	207	English		English 2H	PREP	English 2H	English 2	English 2	English 2	
Sandoval, John	6815	115	PE		CAHSEE Math	P.E. 9	PREP	P.E. 9	P.E. 9	P.E. 9	
Soussens, Nicole	6839	43	English		English 1	English 1	English 1	English 1	PREP	English 1	
Sruelvitich, Linda	6822	121	Science		Biotechnology 1	AP Biology	Biotechnology 1	Biotechnology 1	PREP	Biotechnology 1	
Stipo, Ellen	6832	32	Business		PREP	Graphics	Graphics	Graphics	Graphics	Graphics	
Trad, Carrie	6876	205	English		English 2	PREP	English 2	English 2H	English 2	English 2	
Tyler-Budovec, Patricia	6811	111	English		PREP	English 3	ERWC	English 3	English 3	ERWC	
Valencia, Luis	6827	30	SS		AP European History	AP European History	AP European History	Civics/Economics	AP Government	PREP	
Valin, Chris	6831	31	SS		Civics/Economics	PREP	Civics/Economics	Civics/Economics	Civics/Economics	Civics/Economics	
Vega, Tamar	6883	212	ROP		Medical Core	Medical Core	Sports Health	Sports Health	Sports Health	Personal training	
Vetter, Lawrence	6841	50	Art	Art History	Ceramics	Art History	Ceramics	PREP			
Weissbard, William	6823	122	Science		Chemistry	Physics	PREP	Physics H	Physics	Physics	
Yamamoto, Chiaki	6853	3	Math		PREP	Math Inclusion Team (Oliva - rm 5)	Algebra 2 Team (Aceves - rm 4)	Standard Math 2	Standard Math 1	Standard Math 2	
Zamora, Joey	6869	19	SS		World History	World History H	World History	Renaissance Ldrshp	PREP	Football	



2012-13 School Quality Snapshot

La Puente High

Hacienda la Puente Unified

15615 East Nelson Ave., La Puente, CA 91744

Grades Offered: 9-12

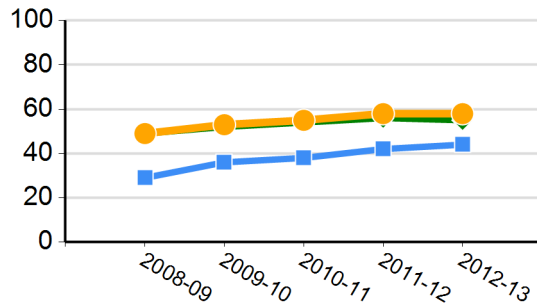
Enrollment: 1,594

Charter: No

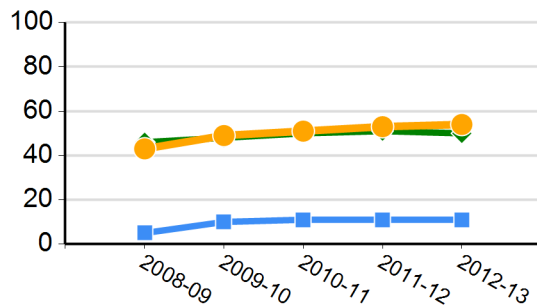
Title I Funded: No

CDS Code: 19-73445-1934801

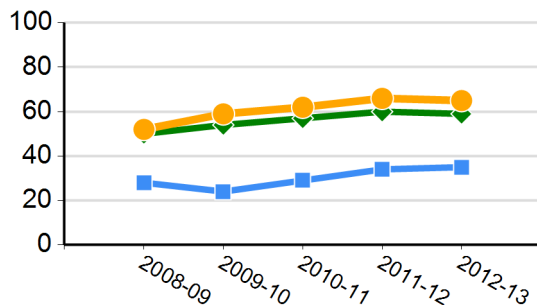
CST English-language Arts Results
(percent proficient and above)



CST Mathematics Results
(percent proficient and above)



CST Science Results
(percent proficient and above)



California's Academic Performance Index (API)

2013 Growth API	716
Growth from Prior to Current Year	-2
Met Schoolwide Growth Target	No
All Student Groups Met Target	No
2012 Base API State Rank	3
2012 Base API Similar Schools Rank	5

API Subgroup Performance - 2013 API Growth

	Met Target	Growth
African American or Black		--
American Indian or Alaska Native		--
Asian		--
Filipino		--
Hispanic or Latino	No	0
Native Hawaiian or Pacific Islander		--
White		--
Two or More Races		--
English Learners	No	-64
Socioeconomically Disadvantaged	No	-2
Students with Disabilities		--

Green = Student group met target
Red = Student group did not meet target
Blue = Student group is not numerically significant
-- = Not enough students to report

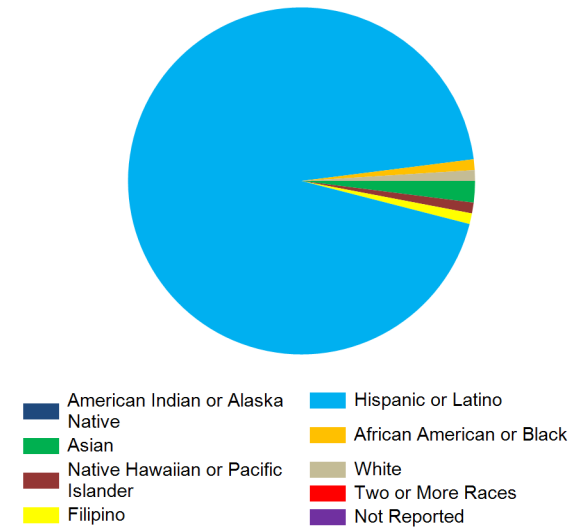
CHART LEGEND:

■ SCHOOL ● DISTRICT ◆ STATE

CST: CA Standards Test **CDS:** County-district-school

School and/or district information will not be displayed when data are not available or when data are representing fewer than 11 students.

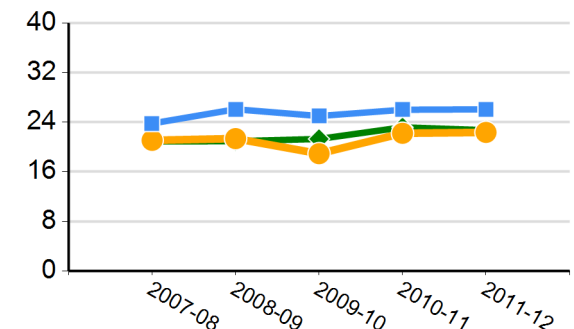
2012-13 Enrollment by Race/Ethnicity



2012-13 Subgroup Enrollment

English Learners	23%
Socioeconomically Disadvantaged	86%
Students with Disabilities	8%

Average Class Size





2012-13 School Quality Snapshot

La Puente High

Hacienda la Puente Unified

15615 East Nelson Ave., La Puente, CA 91744

Grades Offered: 9-12

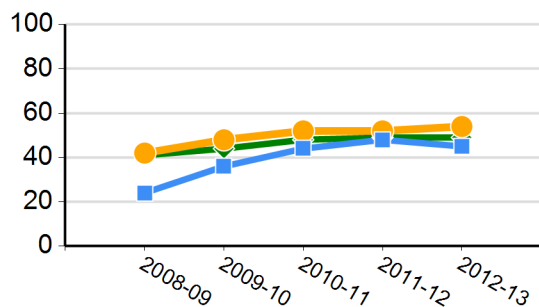
Enrollment: 1,594

Charter: No

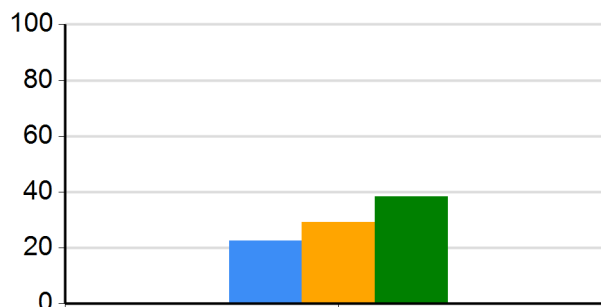
Title I Funded: No

CDS Code: 19-73445-1934801

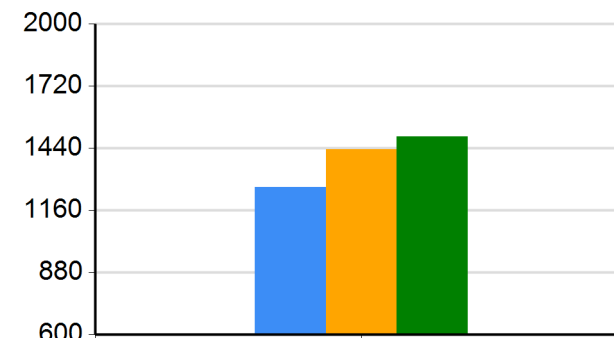
CST History/Social Science Results
(percent proficient and above)



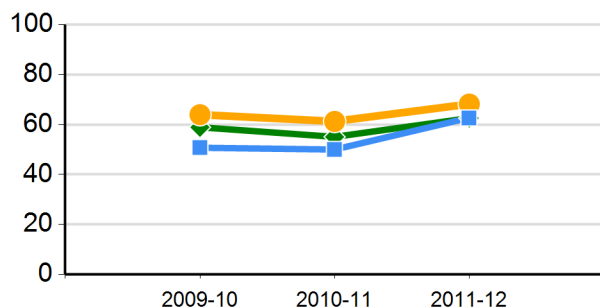
Percentage of 2011-12 Graduates Meeting
University of California "a-g" Requirements



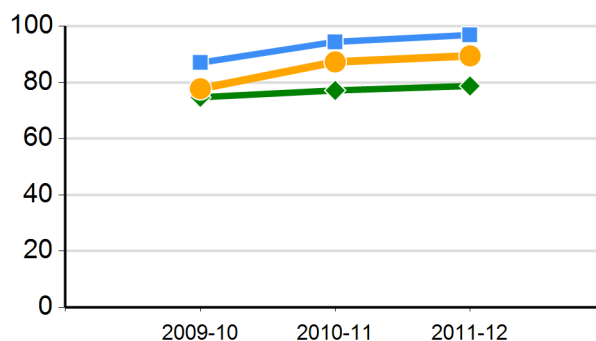
2011-12 Average SAT Score



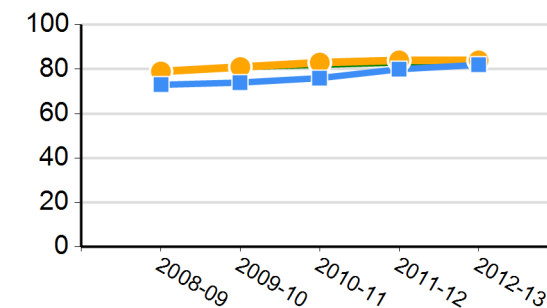
Percentage of English Learners Making
Progress in Learning English



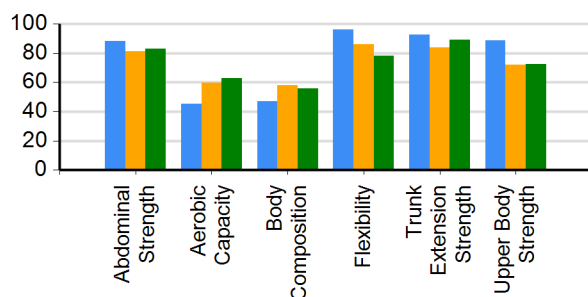
Cohort Graduation Rate*



CAHSEE English-Language Arts
Grade 10 Passing Rate



Percentage of Students in the
Healthy Fitness Zone in 2011-12



2011-12 Suspensions and Expulsions
as a Percentage of Enrolled Students

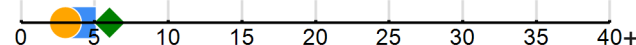


CHART LEGEND:

■ SCHOOL ● DISTRICT ◆ STATE

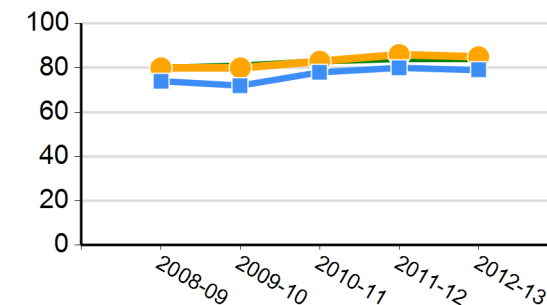
* Only three years of data are available

CAHSEE: CA High School Exit Examination

CST: CA Standards Test

School and/or district information will not be displayed when data are not available or when data are representing fewer than 11 students.

CAHSEE Mathematics
Grade 10 Passing Rate





2013-14 School Quality Snapshot

La Puente High

Hacienda la Puente Unified

15615 East Nelson Ave., La Puente, CA 91744

Grades Offered: 9 - 12

Enrollment: 1,522

Charter: No

Title I Funded: No

CDS Code: 19-73445-1934801

California Assessment of Student Performance and Progress (CAASPP)

What is the CAASPP system?

The CAASPP system is the new student assessment system for California's schools. It will initially include the following assessments:

- English-language Arts (ELA)
- Mathematics
- Science

How will the CAASPP system benefit California?

It will use a variety of assessment approaches and item types that will allow students to more fully demonstrate what they know and can do. In this way, the CAASPP system will assist teachers, administrators, and students and their parents by promoting high-quality teaching and learning.

What are the Smarter Balanced Tests?

The Smarter Balanced tests are the ELA and Mathematics portions of the CAASPP system. They were developed by the Smarter Balanced Consortium and are aligned to the Common Core State Standards (CCSS).

Why are the results of the 2013-14 Smarter Balanced Tests not reported?

The Smarter Balanced tests were field tested in the spring of 2014. The purpose of the field tests were to assess the actual test questions to ensure that they are fair for all students; therefore, no test results were reported.

Why is the 2014 Growth API not reported on the 2013-14 SQS?

The State Board of Education (SBE) approved not to calculate the 2014 Growth and Base APIs during the transition to CAASPP. The 2013 Growth API using the 2012-13 assessment results are carried over to the 2013-14 School Quality Snapshot.

Where can I find more information on the CAASPP system?

Please visit the following CDE web page for more information about the CAASPP system: <http://www.cde.ca.gov/ta/tg/ca/>

California's Academic Performance Index (API)

2013 Growth API	716
Growth from Prior to Current Year	-2
Met Schoolwide Growth Target	No
All Student Groups Met Target	No
2013 Growth API State Rank	3
2013 Growth API Similar Schools Rank	3

API Subgroup Performance - 2013 API Growth

	Met Target	Growth
African American or Black		--
American Indian or Alaska Native		--
Asian		--
Filipino		--
Hispanic or Latino	No	0
Native Hawaiian or Pacific Islander		--
White		--
Two or More Races		--
English Learners	No	-19
Socioeconomically Disadvantaged	No	-2
Students with Disabilities		--

Green = Student group met target

Red = Student group did not meet target

-- = Student group is not numerically significant

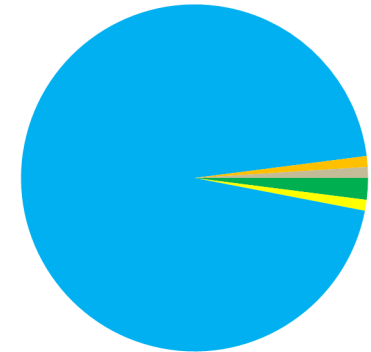
CHART LEGEND:

■ SCHOOL ● DISTRICT ◆ STATE

CDS: County-district-school

School and/or district information will not be displayed when data are not available or when data are representing fewer than 11 students.

2013-14 Enrollment by Race/Ethnicity

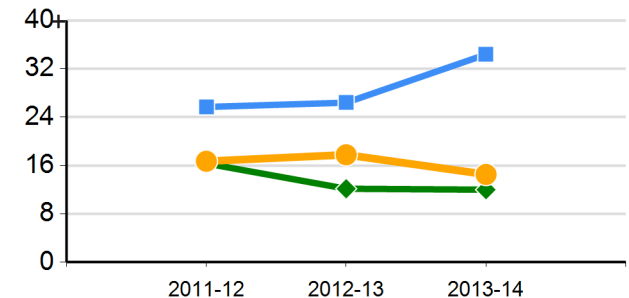


American Indian or Alaska Native
 Asian
 Native Hawaiian or Pacific Islander
 Filipino
 Hispanic or Latino
 African American or Black
 White
 Two or More Races
 Not Reported

2013-14 Subgroup Enrollment

English Learners	10%
Socioeconomically Disadvantaged	90%
Students with Disabilities	8%

Percentage of Students Redesignated to Fluent-English Proficient





2013-14 School Quality Snapshot

La Puente High

Hacienda la Puente Unified

15615 East Nelson Ave., La Puente, CA 91744

Grades Offered: 9 - 12

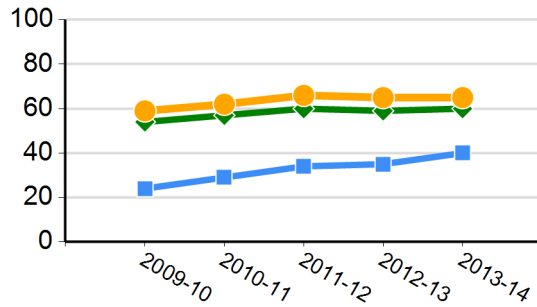
Enrollment: 1,522

Charter: No

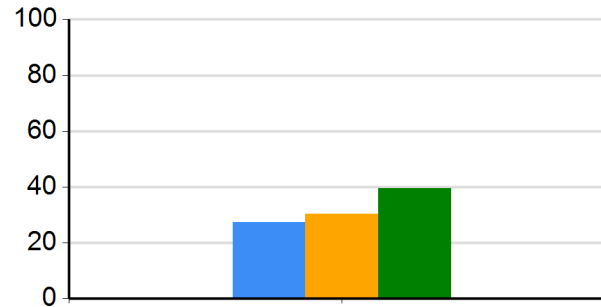
Title I Funded: No

CDS Code: 19-73445-1934801

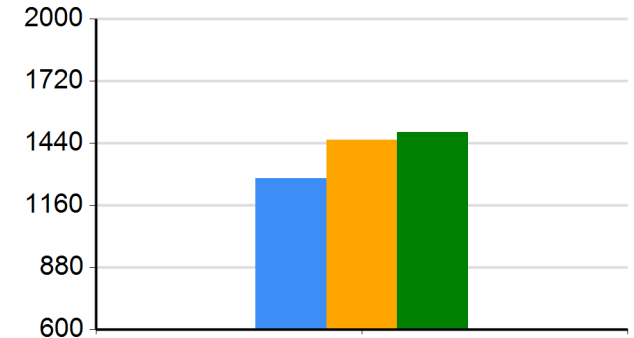
CST Science Results
(percent proficient and above)



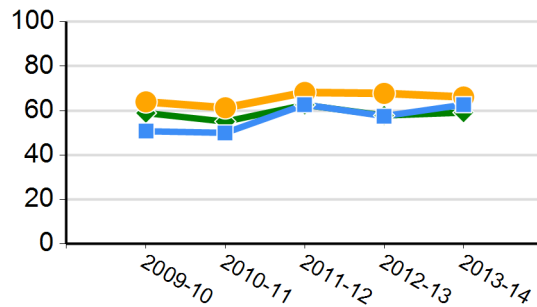
Percentage of 2012-13 Graduates Meeting University of California "a-g" Requirements



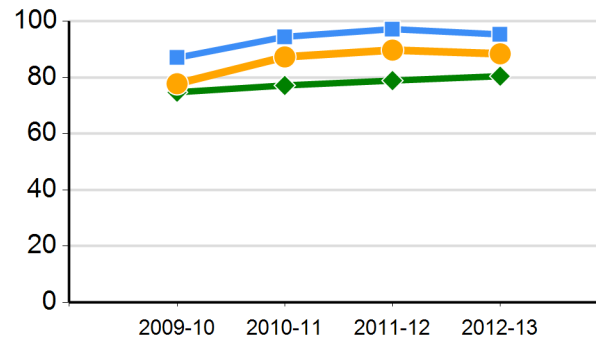
2012-13 Average SAT Score



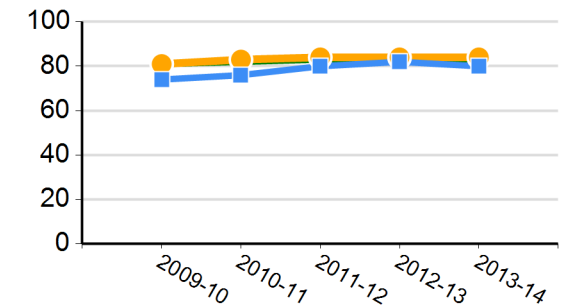
Percentage of English Learners Making Progress in Learning English



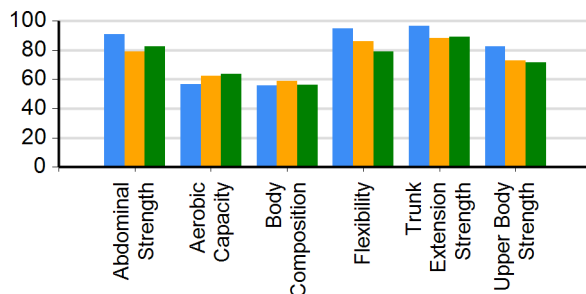
Cohort Graduation Rate*



CAHSEE English-Language Arts Grade 10 Passing Rate



Percentage of Students in the Healthy Fitness Zone in 2012-13



2012-13 Suspensions and Expulsions as a Percentage of Enrolled Students

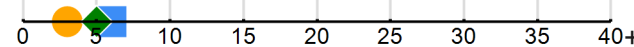


CHART LEGEND:

■ SCHOOL ● DISTRICT ◆ STATE

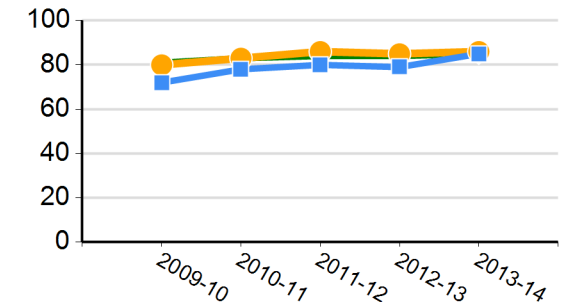
* Only four years of data are available

CAHSEE: CA High School Exit Examination

CST: CA Standards Test

School and/or district information will not be displayed when data are not available or when data are representing fewer than 11 students.

CAHSEE Mathematics Grade 10 Passing Rate



Hacienda La Puente Unified School District

"Where Every Student Excels"

La Puente High School

2011-2012 School Accountability Report Card

Published in the 2012-2013 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



Board of Education

Mr. Jay F. Chen

President

Mr. Gino Kwok, Esq.

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Clerk

Mr. Rudy Chavarria

Member

Dr. Joseph K. Chang

Member

District Administration

Barbara Nakaoka, Ed.D.

Superintendent

Mrs. Cynthia Parulan-Colfer

Deputy Superintendent

Mr. William F. Roberts, IV

*Assistant Superintendent,
Human Resources*

District Mission Statement

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

Principal's Message

This is the twenty-fourth 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 supporting all students in a rigorous standards based curriculum through a collaboration of students, parents, and staff. Through a variety of professional learning communities, parents, students and staff collaborate together to make our learning relevant, rigorous, and meaningful to our students. It is through this collaborative process that we believe that our students will be prepared for post-secondary education and the workforce of the 21st century.

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. Through the development of embedded intervention periods for all students, a strong advanced placement program and the addition of a health/medical career and engineering pathways our students will be given the tools to succeed.

Vision Statement

Helping all students grow academically through community, rigor, relevance and accountability:

1. Community (PLC-professional learning communities composed of staff, parents and students): A personalized atmosphere empowers people to collaborate and work together toward academic success that promotes student achievement at the highest levels.
2. Rigor: Every classroom supporting our LEARN philosophy (L- learning objective reviewed daily; E- engagement of all students; A- actively monitor instruction bell to bell; R- rigorous instruction & high expectations; N- neat, safe, and inviting learning environment).
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 student's future.
4. Accountability: Students and staff measure their performance through a process of self-reflection and evaluation. Embedded Instructional Time (EIT) allows students the opportunity for enrichment or remediation within the academic day.

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. La Puente High School is committed to providing a strong instructional program for all students to ensure excellence in education.

During the 2011-12 school year, the school served 1,595 students in grades nine through twelve. The chart displays school enrollment broken down by ethnicity.

Student Enrollment by Ethnic Group	
2011-12	
	Percentage
African American	0.7%
American Indian	0.3%
Asian	2.1%
Filipino	1.0%
Hispanic or Latino	93.7%
Pacific Islander	0.4%
White	1.6%
Two or More	0.1%
None Reported	0.1%

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 P.R.I.D.E., a positive support program that promotes 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. Parents and students also have an opportunity to give input on discipline policies through the Parent Coffees and the student summit meetings. 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		
	09-10	10-11	11-12	09-10	10-11	11-12
Suspensions	153	91	105	1324	1159	1091
Suspension Rate	9.2%	5.5%	6.6%	6.2%	5.5%	5.2%
Expulsions	11	3	3	37	49	21
Expulsion Rate	0.7%	0.2%	0.2%	0.2%	0.2%	0.1%

21st Century- After School Safety and Enrichment for Teens (ASSET's)

The 21st Century High School After School Safety and Enrichment for Teens (ASSET's) program at Workman HS and La Puente HS provides incentives for establishing before and after school enrichment programs that partner with schools and communities to provide academic assistance, educational enrichment, and family literacy services and assistance in passing the California High School Exit Exam (CAHSEE) for high school students.

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: Extended Instruction time (EIT held at end of each class period), Response to Intervention Program (RTI is reinforced through P.R.I.D.E. program) SART, and SARB.

The table illustrates the school's dropout and graduation rates for the past three years. Data from the 2011-12 school year was not available at the time of publication.

Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in the table.

Graduation & Dropout Rates			
	08-09	09-10	10-11
Dropout Rate	4.40%	8.50%	0.60%
Graduation Rate	75.18%	87.01%	86.24%

Highly Qualified Teachers (School Year 2011-12)

The Federal No Child Left Behind (NCLB) Act requires that all teachers in core subject areas meet specific Federal credential requirements. Minimum qualifications include:

- Possession of a Bachelor's Degree
- Possession of an appropriate California teaching credential
- Demonstrated competence in core academic subjects

For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 25 percent or less.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	96.0%	4.0%
District	98.5%	1.5%
High-Poverty Schools in District	94.9%	5.1%
Low-Poverty Schools in District	N/A	N/A

Teacher Assignment

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

Teacher Credential Status				
	School			District
	09-10	10-11	11-12	11-12
Fully Credentialed	65	60	58	850
Without Full Credentials	2	1	0	0
Working Outside Subject	0	9	10	128

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

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

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

Misassignments/Vacancies				
	10-11	11-12	12-13	
Misassignments of Teachers of English Learners	1	1	0	
Misassignments of Teachers (other)	0	0	0	
Total Misassignments of Teachers	1	1	0	
Vacant Teacher Positions	0	2	0	

Staff Development

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

Counseling & Other Support Services

It is the goal of 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 1:399. One Teacher on Special Assignment also helps with college counseling two periods a day.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
AB 1802 Counselor	1	1.0
Academic Counselor	4	4.0
Interventionist	2	1.0
Nurse	1	0.2
Psychologist	2	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:											
	1-20 Students			21-32 Students			33+ Students					
	10	11	12	10	11	12	10	11	12	10	11	12
By Subject Area												
English	25	29	30	8	6	5	13	28	23	7	22	24
Math	25	28	29	5	15	7	7	19	22	5	17	18
Science	19	35	32	4	-	1	2	2	19	10	38	23
Social Science	26	32	33	2	3	3	2	8	4	5	23	27

School Leadership

Principal Ava Smalley has led the school for seven years, backed by more than 23 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 schoolwide 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 schoolwide curricular and administrative issues.

Staff members and parents participate on various committees to ensure instructional programs are consistent with students' needs and comply with District goals. These committees include the School Site Council/ Shared Decision Making, LPHS Leadership team, English Learner Advisory Council, Content Course Leads, Parent Coffees and Booster Clubs.

Parent & Community Involvement

Parents and the community are very supportive of the educational program at La Puente High School as shown by a continual increase in the number of parent programs offered and number of parents attending. 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.

Data Sources

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

Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

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

Student Achievement & Testing

Various measures of student achievement are used as an ongoing part of the evaluation of the quality instructional program at La Puente High School. These measures afford insight as to students' actual progress as well as the effectiveness of the instructional program. They are especially helpful as active long-term reflections of student instructional growth.

California Standards Test

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

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/Language Arts, Mathematics, Social Science, and Science, for the most recent three-year period. The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2010	2011	2012	2010	2011	2012	2010	2011	2012
English/Language Arts	36	38	42	53	55	58	52	54	56
Mathematics	10	11	11	49	51	53	48	50	51
Science	24	29	34	59	62	66	54	57	60
History/Social Science	36	44	48	48	52	52	44	48	49

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
District	58	53	66	52
School	42	11	34	48
Asian	64	43	73	77
Hispanic or Latino	41	10	32	47
White	65	12	*	69
Males	41	13	41	57
Females	43	9	27	41
Socioeconomically Disadvantaged	42	11	34	48
English Learners	9	1	4	14
Students with Disabilities	11	5	7	8
Migrant Education	63	10	58	56

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

California Modified Assessment (CMA)

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

California Alternate Performance Assessment (CAPA)

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

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800.

Statewide and similar schools API ranks are published when the Base API is released each March. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the State, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the State.

The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

The first table displays the school's statewide and similar schools API ranks and actual API point changes by student group for the past three years. The second table displays, by student group, the 2012 Growth API at the school, District, and State level.

API School Results			
	2009	2010	2011
Statewide	2	3	3
Similar Schools	2	5	4
Group	09-10	10-11	11-12
All Students at the School			
Actual API Change	50	16	24
Hispanic or Latino			
Actual API Change	49	14	23
Socioeconomically Disadvantaged			
Actual API Change	50	11	11
English Learners			
Actual API Change	66	8	19
Students with Disabilities			
Actual API Change	32	-20	37

2012 Growth API Comparison						
	School		District		State	
	Number of Students	Growth Score	Number of Students	Growth Score	Number of Students	Growth Score
All Students at the School	1,134	718	15,128	814	4,664,264	788
Asian	23	873	1,716	948	404,670	905
Hispanic or Latino	1,063	712	12,170	792	2,425,230	740
White	17	790	605	840	1,221,860	853
Socioeconomically Disadvantaged	971	697	11,237	790	2,779,680	737
English Learners	444	650	4,726	761	1,530,297	716
Students with Disabilities	114	481	1,511	621	530,935	607

Federal Intervention Program (School Year 2012-13)

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

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

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

Adequate Yearly Progress (School Year 2011-12)

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

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

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

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

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

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

Physical Fitness (School Year 2011-12)

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			
2011-12			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	36.2%	18.9%	29.6%

Completion of High School Graduation Requirements - Class of 2012

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 2011-12 school year in the twelfth 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	96.7%	88.9%	*
Socioeconomically Disadvantaged	86.5%	77.3%	*
African American/Black	100.0%	78.3%	*
American Indian	100.0%	100.0%	*
Asian	87.5%	89.5%	*
Filipino	83.3%	100.0%	*
Hispanic or Latino	96.5%	80.8%	*
Pacific Islander	100.0%	100.0%	*
White	100.0%	89.9%	*

* Data was not available at the time of publication.

California High School Exit Exam (CAHSEE)

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. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement.

The first table displays the percent of students achieving at the Proficient or Advanced level for the past three years. The second table displays the percent of students, by group, achieving at each performance level in English/Language Arts and Math separately for the most recent testing period.

CAHSEE By Subject for All Grade Ten Students									
	2009-10			2010-11			2011-12		
	School	District	State	School	District	State	School	District	State
English	38.0	51.0	54.0	46.0	58.0	59.0	49.0	57.0	56.0
Mathematics	36.0	51.0	54.0	47.0	55.0	56.0	51.0	58.0	58.0

CAHSEE By Student Group for All Grade Ten Students						
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students District	43.0	25.0	32.0	42.0	36.0	22.0
All Students School	51.0	24.0	25.0	49.0	33.0	18.0
Male	57.0	22.0	22.0	47.0	35.0	18.0
Female	46.0	26.0	28.0	47.0	35.0	18.0
Asian	33.0	17.0	50.0	17.0	25.0	58.0
Hispanic or Latino	52.0	25.0	23.0	51.0	34.0	16.0
English Learners	94.0	5.0	2.0	94.0	6.0	-
Socioeconomically Disadvantaged	54.0	23.0	23.0	50.0	34.0	16.0
Receiving Migrant Education Services	33.0	8.0	58.0	17.0	42.0	42.0
Students with Disabilities	97.0	-	3.0	93.0	7.0	-

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. Through a partnership with Cal State Fullerton, students may participate in a dual enrollment program to earn college and high school credit.

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 continued to increase the number of students attending college with 90% of the 2012 graduating class attending either a four-year university or community college.

Students at La Puente High School are encouraged to take an a-g course of study and participate in college preparation workshops. To help prepare for entrance exams La Puente High is now an ACT test site. 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
Student Enrolled in Courses Required for UC/CSU Admission (2011-12)	72.9%
Graduates Who Completed All Courses Required for UC/CSU Admission (2010-11)	16.8%

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

Advanced Placement (School Year 2011-12)

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 School offers Art & Civilization and College Ceramics as college level courses for college credit.

Advanced Placement Classes	
	# of Courses
English	3
Foreign Language	4
Mathematics	2
Science	1
Social Science	9
Totals	19
Percent of Students in AP Courses	4.9%

College Entrance Information

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/>.

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page at <http://www.calstate.edu/admission/admission.shtml>.

Workforce 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 small learning communities in the areas of Law Enforcement, Engineering, AVID support, Business, Health & Performing Arts (Instrumental Music, Choral Dance & Drama). 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 their Counselors for more information regarding career pathways. 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:

- Graphic Arts
- Accounting I & II
- Beginning & Advanced Robotics
- Criminal Justice & Forensic Science
- First Responder
- Introduction to Computer Applications
- Manufacturing Technology
- Medical Office
- Performing Arts in the areas of Drama/Speech, Dance and Instrumental Music
- Pre-Engineering
- Sports Health Medicine

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. Tami Pearson or Ellen Stipo at (626) 933-1000.

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 Technical Education Participation (School Year 2011-12)

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

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?	541
What percent of the school's pupils complete a CTE program and earn a high school diploma?	33.0
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	14.0

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.

Instructional Materials (School Year 2012-13)

Hacienda La Puente Unified School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program. Hacienda La Puente Unified School District held a Public Hearing on August 23, 2012, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment, pursuant to the settlement of *Williams vs. the State of California*. All textbooks and instructional materials used within the District are aligned with the California State Content Standards and Frameworks.

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

Hacienda La Puente Unified School District follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language and visual and performing arts. District textbook review and adoption activities occur the year following the State's adoption. The table displays information collected in December 2012 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school. *The District does not have a formal textbook adoption for Health or for Visual and Performing Arts.*

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
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%

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 in October 2012 as an entire staff training. 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 were completed in August 2011. 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. The charts on pages 10 and 11 display the results of the most recent facilities inspection.

School Facility Conditions				
Date of Last Inspection: 12/13/2012				
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			Storage: Gas odor. Work order submitted. Main Office: Improper vent hose. Discipline Area: Air vent needs to be cleared. Pool Area: Needs attention. Work orders submitted.
Interior			X	<p>Main Office: Ceiling tiles, front door and oak room outside stain and wall stain, opposite wall chipped paint, oak room missing ceiling tiles; Assistant Principal Room ceiling has water stains, water stain wall above inside door; Principal's Office carpet tear on seam, loose ceiling tile, water stains, tile at vent, chip paint around window, carpet tear at exit door, professional library damaged ceiling tiles, chipped paint on walls; Copy Room paint walls; Data Room floor missing tile; Girls Restroom damaged ceiling tiles. Discipline Area: Student meeting room wall chipped paint; Campus Security Office ceiling tile outside; Secretary Area ceiling tile damaged, water stains; Discipline Secretary area torn carpet, broken desk top; NCS Room missing tile, wall needs paint; Nurse's Office wall needs paint, missing ceiling tile; Parent Welcome Center torn carpet outside door, walls need patching and paint, carpet torn at exit outside door, water stain on wall, carpet seams exposed; Main Lobby Area columns need paint, ceiling tiles damaged. Attendance Office: Ceiling tile above secretary desk needs replacement, storage area ceiling needs patching and paint, torn carpet in secretary area, counter top is broke on counter edge, carpet to tile floor connection needs replacement. Rm 1: Missing ceiling tiles, room walls need paint. Rm 2: N. exit door wall needs paint. Staff Restroom: Ceiling needs patch and paint. Rm 3: Ceiling tiles need replacement, walls need paint at both doors. Rm 4: Ceiling tile needs repair, wall needs paint next to door. Rm 5: Ceiling tiles need replacement. Rm 13: Ceiling tiles hanging, needs to be fixed. Rm 20 : Carpet needs cleaning. Rms 19, 25: Carpet needs repair. Rm 18: Carpet needs repair at doorway. Rm 17: Baseboards - install. Storage Room West of 21: Water stains on ceiling tile. Rm 22: Carpet needs repair, water stains on ceiling. Rm 24: Clean carpets. Rm 30A: S. wall needs paint, carpet needs to be repaired or replaced. Rm 32A: Carpet is rippled, needs repair or replacement. Workroom: Ceiling tile missing, water stains above light fixture. Rm 31: Wood cabinets need repairs. Rm 32: Ceiling tiles have water stains, carpet needs repair/replacement - seams are torn. Rm 43: Drywall needs repair on corner. Rm A40: Drywall needs repair at A/C door. Rms 204, 213: Water leak on ceiling. Senior Custodian Office: Holes in wall. Rm 203: Water leak on ceiling. Rms 206, 209, 210: Stained ceiling tiles. Storage Room in 212: Exposed hole in wall. Rm 211: Damaged ceiling tiles. Rms 117, 119: Damaged floor tiles. Rm 124: Stained ceiling tiles, damaged floor. Rms 116, 115, 114, 111, 109, 107, East Side Locker Room PE, 9: Missing Ceiling tiles. Rms 108, 113: Missing ceiling tiles, loose tiles. Rm 106: Carpet torn. Rm 110: Carpet dirty. Rm 104: Stained and damaged ceiling tiles. 54: Washroom ceiling paint peeling. 53: Instrument closet ceiling tiles repair. T-5: Floor tiles need replacement, ceiling tiles water stains. T-4: Needs new carpet and ceiling repair. Wigwam Bldg: Floor tile missing in hallway, water damage ceiling tiles missing and hanging. Varsity Team Locker Room: Ceiling tiles, wall tiles missing and hanging, peeling paint ceiling by window. Rms 7, 10: Missing and hanging ceiling tiles. Work orders submitted.</p>
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			<p>Main Office, Discipline Area, Rm A40 Office: Room needs cleaning. Rm 12, Science Room next to 104: Needs to be organized. Rm 31A: Room needs to be cleaned of debris. Rm B40: Room needs to be organized and cleaned. Rm 204: Unorganized storage. Women's Restroom next to 201: Needs cleaning services. Storage Room next to 104, Supply room in 102: Scatter boxes on the floor, tripping hazard. Work orders submitted.</p>

School Facility Conditions

Date of Last Inspection: 12/13/2012

Overall Summary of School Facility Conditions: Fair

Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Electrical			X	<p>Main Office; Light fixture missing cover, wall outlet needs cover, wall panels missing latches. Discipline Area: Excessive exposed data wiring, light fixture cover missing, damaged light fixture, light fixtures uncovered, excessive data wires hanging on wall. Rm 1: Storage room lights need repairs, water heater light broke. Rm 2: Middle light fixture needs repair, missing cover. Staff Restroom bt 2 & 3: Needs light repair. Rm 3: Lights need repair, outlet needs cover. Rm 4: Electrical outlet next to light switch needs cover. Rm 5: Light fixtures need repair in inside and in hallway. Rm 6: Outside hallway light fixture needs repair, light fixture needs repair, west wall electric light needs cover. Library, Rm 41 Lab: Light fixtures need repair. Rm 14: Electrical outlet near door west wall needs cover, light fixture needs repair, electrical outlet on north wall sparks electricity, electrical outlet in storage room east wall needs cover. Rm 13: Data lines south wall need repairs, light fixtures need covers. Rm 12: Light fixtures need repairs, and covers, electrical outlet north wall needs cover. Rms 16, 20, Power Room next to 6: Light fixtures need repair. Rm 19: Light fixtures missing covers. Rm 18: Light needs covers, exposed wiring on light fixtures. Rm 17A: Reattach electric conduit to west wall, light fixtures need repairs and cover. Rm 22: Light fixtures need repair, electric outlet above door at west file room needs cover, wires exposed in Ms. Bravada office needs cover. Rm 24: Light fixtures need covers, electrical wires exposed NW wall. Rm 25: Light fixture needs repair, exposed data wires north wall, exposed electrical wires NW wall. Rm 30A: Light bulb needs south wall outlet. Rm 30: North wall outlet needs bulb, light fixture needs repair. Rm 31: Light fixtures need repairs, light switch north wall not working. Rm 32: Exposed phone wires west wall, electrical light needs cover. Rm 44: Exterior electrical switch next to door needs cover, interior light fixture needs repair. Rm B40: Electric outlet by door needs cover, light fixture needs repair. Rm A40: Phone line needs wall cover, light fixtures need repairs and covers, south wall outlet needs cover. Rm 41: Light switch and fixture need repair. Senior Custodian Office: Electrical conduit loose. Rms 116, 115, 111, 110: No light covers. Rm 106: Extension cords running across the floor, exposed telephone wires. Rm 104: Exposed electrical wires. 51: Communication plug box needs repair. Benches area between T-3 and T-2: Light fixtures need to be replaced. T-1, T-1: Outside light fixture needs replacement. T-5: Need to install light fixture. Home side snack stand: Two electrical angle conduct needs cover, replacement. PE Coach's Office: Needs to reconnect two fixtures. Girls Locker Room: One light fixture needs replacement. 7: Communication cover box missing, front of the enter/exit door outside light fixture missing. 10: Communication cover box by the door. Tennis Courts Storage Room: Light bulb missing and fixture. Work orders submitted.</p>
Restrooms/Fountains	X			<p>Boys RR next to 110: Loose toilet seats. Work order submitted. Main Office: Water faucet leaks. Rm 3: Drinking water in hall needs repair. Rm 17A: South sink doesn't work - No water, north sink low PSI. Home side snack stand: Drinking fountain needs repair - not working. Girls Locker Room: Drinking fountain inside doesn't work. Work orders submitted.</p>
Safety (Fire Safety, Hazardous Materials)	X			<p>Rm 31A: Rack of books blocking exit door. Rm 32A: Fire extinguisher missing from bracket on wall next to heating/A/C closet. Work room: Excessive paper stacked, needs to be organized and cleaned up - fire hazard. Rm 30: A/C closet door needs to be cleared. Rm 30B: Table blocking heat/air con. closet and fire extinguisher. Rm 44: Needs fire extinguisher mounted. Rm 43: Install fire extinguisher on wall. Rm A40: Fire extinguisher needs to be mounted by A/C door, office needs fire extinguisher mounted by A/C closet, fire extinguisher missing. Rm 41: Fire extinguisher needs to be mounted at A/C closet. Rm 41 Lab: Needs fire extinguisher A/C closet, exit door needs to be cleared of table and chairs. Rms 107, 201: Fire extinguisher needs service. Work orders submitted.</p>
Structural (Structural Damage, Roofs)	X			<p>Rm 34A: Exterior wall next to south door needs repair. Rm 105: Cracked concrete inside room next to door. Work orders submitted.</p>
External (Grounds, Windows, Doors, Gates, Fences)	X			<p>Rm 2: Exterior wood at quad needs paint. Baseball Field: Jr. Varsity backstop needs boards. 50, 51: South side wall uneven concrete. Softball Field: South fence line storm drainage broken. Benches Area between T-3 and T-2: Tree roots damage to the sidewalk. Gym: East side wall needs paint repair by the same side up door. Work orders submitted. Main Office: Outside door not latching. Rm 3: East door not closing completely. Rm 12: North door window cracked. Rm 21: Door lock needs repair. Custodian Storage Room: Door lock needs repair (loose screws). Student Room & Office: Door to office - storage not latching properly. Rm 212: North door gets stuck. Vendor Snack Site Visitor: Door damage frame needs repair. Work orders submitted.</p>

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.

District Revenue Sources (Fiscal Year 2011-12)

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

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

District Expenditures (Fiscal Year 2010-11)

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2010-11 school year. The figures shown in the Expenditures Per Pupil table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the District and throughout the State.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,072
From Supplemental/Restricted Sources	\$478
From Basic/Unrestricted Sources	\$4,594
District	
From Basic/Unrestricted Sources	\$4,544
Percentage of Variation between School & District	1.11%
State	
From Basic/Unrestricted Sources	\$5,455
Percentage of Variation between School & State	-15.78%

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>.

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

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

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

School Site Teacher Salaries (Fiscal Year 2010-11)

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

Average Teacher Salaries	
School & District	
School	\$68,814
District	\$66,027
Percentage of Variation	4.22%
School & State	
All Unified School Districts	\$68,835
Percentage of Variation	-0.04%

Hacienda La Puente Unified School District

"Where Every Student Excels"

La Puente High School

2012-2013 School Accountability Report Card

Published in the 2013-2014 School Year

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

Grades Nine through Twelve

CDS Code: 19-73445-1934801

School Administration

Ava Smalley

Principal

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Hacienda La Puente Unified School District

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Member

District Administration

Mrs. Cynthia Parulan-Colfer

Superintendent

cpcolfer@hlpusd.k12.ca.us

Mr. William F. Roberts, IV

Assistant Superintendent,

Human Resources

District Mission Statement

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

Principal's Message

This is the twenty-fifth 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 supporting all students in a rigorous standards based curriculum through a collaboration of students, parents and staff. Through a variety of professional learning communities, parents, students and staff collaborate together to make learning relevant, rigorous and meaningful to our students. It is through this collaborative process that we believe that our students will be prepared for post-secondary education and have the skills necessary to enter the workforce of the 21st Century.

We recognize that in order for our students to be successful in a Global Economy we must hold our standards high and support the students with their individual needs so that they continue to grow academically. La Puente High School has been recognized for their academic achievement by the College Board for their Advance Placement Program and Newsweek Magazine as one of the top 2000 High Schools in America. Together with the Community's support we are ready to take on the challenge of making every student successful.

Vision Statement

Helping all students grow academically through community, rigor, relevance and accountability:

1. Community (PLC-professional learning communities composed of staff, parents and students): A personalized atmosphere empowers people to collaborate and work together toward academic success that promotes student achievement at the highest levels.
2. Rigor: Every classroom supporting our LEARN philosophy (L- learning objective reviewed daily; E-engagement of all students; A- actively monitor instruction bell to bell; R- rigorous instruction & high expectations; N- neat, safe, and inviting learning environment).
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 student's future.
4. Accountability: Students and staff measure their performance through a process of self-reflection and evaluation. Embedded Instructional Time (EIT) allows students the opportunity for enrichment and/or remediation within the academic day.

Community & School Profile (School Year 2012-13)

The Hacienda La Puente Unified School District is the largest school district in the San Gabriel Valley, serving more than 78,800 students; 25,000 pre-K-12 and 30,000 adult education students at two main facilities and 32 satellite sites. The District also has the largest correctional education program in the nation, serving an additional 33,000 students at eight correctional facilities throughout Los Angeles County. The 11.5 square mile District serves the diverse communities of City of Industry, Hacienda Heights, La Puente and portions of Valinda and West Covina.

The District includes 17 elementary schools, six K-8 schools, four middle schools, four comprehensive high schools, one alternative high school, an orthopedic unit for the physically handicapped, and an extensive child development and adult education program. The District also maintains an Administration Center, an Instructional Services Center, a Multilingual Assessment Center, a Professional Library, and a Curriculum Lab.

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

During the 2012-13 school year, the school served 1,594 students in grades nine through twelve. The charts display school enrollment broken down by student group and grade.

Enrollment by Student Group	
2012-13	
	Percentage
African American	0.8%
American Indian	0.2%
Asian	1.8%
Filipino	1.2%
Hispanic or Latino	94.0%
Pacific Islander	0.6%
White	1.3%
Two or More	0.1%
None Reported	0.1%
English Learners	23.3%
Socioeconomically Disadvantaged	86.0%
Students with Disabilities	8.3%

Enrollment Trend by Grade Level			
	2010-11	2011-12	2012-13
9th	438	411	409
10th	423	423	416
11th	398	403	396
12th	382	358	373

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 P.R.I.D.E., a positive support program that promotes 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, weekly school bulletins, phone calls through school messenger and Parent Coffee workshops. Parents and students also have an opportunity to give input on discipline policies through the Parent Coffees and the student summit meetings. Students who exemplify characteristics of good behavior are rewarded during classroom presentations, school-wide assemblies and P.R.I.D.E. students of the month.

The table displays the total number and percentage of suspensions and expulsions at the school and in the District. Expulsions occur only when required by law or when all other alternatives have been exhausted.

Suspensions & Expulsions						
	School			District		
	10-11	11-12	12-13	10-11	11-12	12-13
Suspensions	91	105	104	1159	1091	926
Suspension Rate	5.5%	6.6%	6.5%	5.5%	5.2%	4.5%
Expulsions	3	3	8	49	21	16
Expulsion Rate	0.2%	0.2%	0.5%	0.2%	0.1%	0.1%

Staff Development

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

Teacher Assignment

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

Teacher Credential Status				
	School			District
	10-11	11-12	12-13	12-13
Fully Credentialed	60	58	58	879
Without Full Credentials	1	0	1	4
Working Outside Subject	9	10	2	66

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

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

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

Misassignments/Vacancies			
	11-12	12-13	13-14
Misassignments of Teachers of English Learners	1	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	1	0	0
Vacant Teacher Positions	2	0	0

Highly Qualified Teachers (School Year 2012-13)

The Federal No Child Left Behind (NCLB) Act requires that all teachers in core subject areas meet specific Federal credential requirements. Minimum qualifications include:

- Possession of a Bachelor's Degree
- Possession of an appropriate California teaching credential
- Demonstrated competence in core academic subjects

For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 25 percent or less.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	98.9%	1.1%
District	96.6%	3.4%
High-Poverty Schools in District	96.5%	3.5%
Low-Poverty Schools in District	100.0%	0.0%

Counseling & Other Support Services (School Year 2012-13)

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 1:305. One Teacher on Special Assignment also helps with college counseling two periods a day.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
AB 1802 Counselor	1	1.0
Academic Counselor	4	4.0
Interventionist	2	1.0
Nurse	1	0.2
Psychologist	2	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:									
			1-20 Students			21-32 Students			33+ Students			
11	12	13	11	12	13	11	12	13	11	12	13	
By Subject Area												
English	29	30	22	6	5	20	28	23	23	22	24	23
Math	28	29	28	15	7	11	19	22	16	17	18	24
Science	35	32	31	-	1	4	2	19	17	38	23	24
Social Science	32	33	31	3	3	7	8	4	10	23	27	26

School Leadership

Principal Ava Smalley has led the school for seven years, backed by more than 23 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 is the school's leadership team composed of Leads from Departments, Small Learning Communities, and WASC Chairmen.

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, LPHS Leadership team, English Learner Advisory Council, Content Course Leads, Parent Coffees and Booster Clubs.

Parent & Community Involvement (School Year 2012-13)

Parents and the community are very supportive of the educational program at La Puente High School as shown by a continual increase in the number of parent programs offered and number of parents attending. Numerous programs and activities are enriched by the generous contributions made by the booster clubs and various local businesses. A cornerstone of our parent support programs is the monthly Parent Coffee Nights and parent education workshops.

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.

Standardized Testing and Reporting (STAR) Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Test (CST), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA). CST description and scores are reported in detail within the SARC.

The CMA is an alternate assessment based on modified achievement standards in English/Language Arts (ELA) for grades three through eleven; mathematics for grades three through seven, Algebra I and Geometry; and science in grades five and eight, Life Science in grade ten. This test is designed to assess students whose disabilities preclude them from achieving grade level proficiency of the California content standards with or without accommodations.

CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. Assessment covers ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten.

Physical Fitness (School Year 2012-13)

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 2012-13			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	20.8%	20.8%	41.1%

California Standards Test

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

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/Language Arts, Mathematics, Social Science, and Science, for the most recent three-year period. The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
English/Language Arts	38	42	44	55	58	58	54	56	55
Mathematics	11	11	11	51	53	54	49	50	50
Science	29	34	35	62	66	65	57	60	59
History/Social Science	44	48	45	52	52	54	48	49	49

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
District	58	54	65	54
School	44	11	35	45
Asian	100	64	*	*
Filipino	56	31	*	*
Hispanic or Latino	43	10	34	44
White	61	17	*	50
Males	41	10	39	51
Females	46	13	30	40
Socioeconomically Disadvantaged	43	12	35	46
English Learners	6	2	6	11
Students with Disabilities	10	1	29	20
Migrant Education	45	20	*	57

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

Federal Intervention Program (School Year 2013-14)

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

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

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	In PI
First Year in PI	-	2010-2011
Year in PI (2013-14)	-	Year 3
# of Schools Currently in PI	-	19
% of Schools Identified for PI	-	54.3%

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.

Statewide and similar schools API ranks are published when the Base API is released each March. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the State, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the State.

The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

The first table displays the school's statewide and similar schools API ranks and actual API point changes by student group for the past three years. The second table displays, by student group, the 2013 Growth API at the school, District, and State level.

API School Results			
	2010	2011	2012
Statewide	3	3	3
Similar Schools	5	4	5
Group	10-11	11-12	12-13
All Students at the School			
Actual API Change	16	24	-2
Hispanic or Latino			
Actual API Change	14	23	-
Socioeconomically Disadvantaged			
Actual API Change	11	31	-2
English Learners			
Actual API Change	8	18	-64
Students with Disabilities			
Actual API Change	-20	36	-

2013 Growth API Comparison						
	School		District		State	
	Number of Students	Growth Score	Number of Students	Growth Score	Number of Students	Growth Score
All Students at the School	1,144	716	14,987	813	4,655,989	790
Asian	13	889	1,719	948	406,527	906
Filipino	16	825	259	885	121,054	867
Hispanic or Latino	1,076	712	12,059	791	2,438,951	744
White	17	784	580	849	1,200,127	853
Socioeconomically Disadvantaged	1,032	715	11,776	793	2,774,640	743
English Learners	245	585	3,098	715	1,482,316	721
Students with Disabilities	94	468	1,422	619	527,476	615

Adequate Yearly Progress (School Year 2012-13)

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)				
	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Made AYP Overall	No	No	No	No
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	No	No	No
API School Results	No	No	Yes	Yes
Graduation Rate	Yes	Yes	Yes	Yes

California High School Exit Exam (CAHSEE)

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. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement.

The first table displays the percent of students achieving at the Proficient or Advanced level for the past three years. The second table displays the percent of students, by group, achieving at each performance level in English/Language Arts and Math separately for the most recent testing period.

CAHSEE By Subject for All Grade Ten Students									
	2010-11			2011-12			2012-13		
	School	District	State	School	District	State	School	District	State
English	46	58	59	49	57	56	46	55	57
Mathematics	47	55	56	51	58	58	46	56	60

CAHSEE By Student Group for All Grade Ten Students						
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	45	24	31	44	36	21
District						
All Students	54	23	23	54	34	12
School						
Male	60	20	20	53	34	13
Female	46	27	27	53	34	13
Hispanic or Latino	54	23	22	55	35	10
English Learners	87	0	7	95	5	0
Socioeconomically Disadvantaged	54	24	22	53	36	0
Students with Disabilities	93	0	0	88	0	0

Completion of High School Graduation Requirements - Class of 2012

This table displays, by student group, the number of students who were a part of the school's most recent graduating class for which CDE has available data and meet all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption. **Data from the 2011-12 school year is the most recent data available from the CDE.**

Completion of High School Graduation Requirements			
	School	District	State
All Students	318	1,525	418,598
African American/Black	1	16	28,078
American Indian	1	2	3,123
Asian	7	270	41,700
Filipino	5	30	12,745
Hispanic or Latino	298	1,096	193,516
Pacific Islander	1	7	2,585
White	5	96	127,801
English Learners	119	381	93,297
Socioeconomically Disadvantaged	29	109	31,683
Students with Disabilities	290	1,046	217,915

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: Extended Instruction time (EIT held at end of each class period), Response to Intervention Program (RTI is reinforced through P.R.I.D.E. program) SART, and SARB.

The table illustrates the school's dropout and graduation rates for the past three years. Data from the 2012-13 school year was not available at the time of publication.

Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in the table.

Graduation & Dropout Rates			
	09-10	10-11	11-12
Dropout Rate	8.5%	3.6%	1.9%
Graduation Rate	87.0%	94.4%	96.9%

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. College workshops are held for both students and parents both within the academic day and in the evening to support families in the college application process. Through a partnership with Cal State Fullerton, students may participate in a dual enrollment program to earn college and high school credit. Many courses are also articulated with M. San Antonio college where students can obtain additional college credit for courses taken at La Puente High School. Programs such as Upward Bound and Avid also help prepare and support students in their college preparation.

The school has continued to increase the number of students attending college with 92% of the 2013 graduating class attending either a four-year university or community college.

Students at La Puente High School are encouraged to take an a-g course of study and participate in college preparation workshops. To help prepare for entrance exams La Puente High is now an ACT test site. 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
Student Enrolled in Courses Required for UC/CSU Admission (2012-13)	64.2%
Graduates Who Completed All Courses Required for UC/ CSU Admission (2011-12)	22.6%

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

Advanced Placement (School Year 2012-13)

La Puente High School offers Advanced Placement (AP) courses for students seeking to qualify for college credit. Sophomores, 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 School offers Art & Civilization and College Ceramics as college level courses for college credit.

Advanced Placement Classes	
	# of Courses
English	3
Foreign Language	6
Mathematics	4
Science	5
Social Science	5
Totals	23
Percent of Students in AP Courses	5.6%

College Entrance Information

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/>.

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page at <http://www.calstate.edu/admission/admission.shtml>.

Workforce Preparation (School Year 2012-13)

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 small learning communities in the areas of Law Enforcement, Engineering, AVID support, Business, Health & Performing Arts (Instrumental Music, Choral Dance & Drama). 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 their Counselors for more information regarding career pathways. Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study.

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
- Beginning & Advanced Robotics
- Criminal Justice & Forensic Science
- First Responder
- Graphic Arts
- Manufacturing Technology
- Medical Office
- Performing Arts in the areas of Drama/Speech, Dance and Instrumental Music
- Pre-Engineering
- Sports Health Medicine

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. Tami Pearson or Ellen Stipo at (626) 933-1000.

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 Technical Education Participation (School Year 2012-13)

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

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?	863
What percent of the school's pupils complete a CTE program and earn a high school diploma?	44.0%
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	23.0%

Instructional Materials (School Year 2013-14)

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 22, 2013, 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 October 2013 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	
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.

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 in August 2013 as an entire staff training. An updated copy of the plan is available to the public at the school and District offices.

School Facilities (School Year 2013-14)

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, staff room, office, and classrooms. Renovations of the science lab were completed in August 2011. Portions of asphalt on campus were replaced; work will continue in future summers until all the asphalt on campus has been replaced.

Renovations on the Little Theater for lighting and dance floor are planned for the 2013-14 school year. The facility strongly supports teaching and learning through its ample classroom and recreational space. The charts display the results of the most recent facilities inspection.

School Facility Conditions				
Date of Last Inspection: 12/13/2012				
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			Storage: Gas odor. Work order submitted. Main Office: Improper vent hose. Discipline Area: Air vent needs to be cleared. Pool Area: Needs attention. Work orders submitted.
Interior			X	<p>Main Office: Ceiling tiles, front door and oak room outside stain and wall stain, opposite wall chipped paint, oak room missing ceiling tiles; Assistant Principal Room ceiling has water stains, water stain wall above inside door; Principal's Office carpet tear on seam, loose ceiling tile, water stains, tile at vent, chip paint around window, carpet tear at exit door, professional library damaged ceiling tiles, chipped paint on walls; Copy Room paint walls; Data Room floor missing tile; Girls Restroom damaged ceiling tiles. Discipline Area: Student meeting room wall chipped paint; Campus Security Office ceiling tile outside; Secretary Area ceiling tile damaged, water stains; Discipline Secretary area torn carpet, broken desk top; NCS Room missing tile, wall needs paint; Nurse's Office wall needs paint, missing ceiling tile; Parent Welcome Center torn carpet outside door, walls need patching and paint, carpet torn at exit outside door, water stain on wall, carpet seams exposed; Main Lobby Area columns need paint, ceiling tiles damaged. Attendance Office: Ceiling tile above secretary desk needs replacement, storage area ceiling needs patching and paint, torn carpet in secretary area, counter top is broke on counter edge, carpet to tile floor connection needs replacement. Rm 1: Missing ceiling tiles, room walls need paint. Rm 2: N. exit door wall needs paint. Staff Restroom: Ceiling needs patch and paint. Rm 3: Ceiling tiles need replacement, walls need paint at both doors. Rm 4: Ceiling tile needs repair, wall needs paint next to door. Rm 5: Ceiling tiles need replacement. Rm 13: Ceiling tiles hanging, needs to be fixed. Rm 20 : Carpet needs cleaning. Rms 19, 25: Carpet needs repair. Rm 18: Carpet needs repair at doorway. Rm 17: Baseboards - install. Storage Room West of 21: Water stains on ceiling tile. Rm 22: Carpet needs repair, water stains on ceiling. Rm 24: Clean carpets. Rm 30A: S. wall needs paint, carpet needs to be repaired or replaced. Rm 32A: Carpet is rippled, needs repair or replacement. Workroom: Ceiling tile missing, water stains above light fixture. Rm 31: Wood cabinets need repairs. Rm 32: Ceiling tiles have water stains, carpet needs repair/replacement - seams are torn. Rm 43: Drywall needs repair on corner. Rm A40: Drywall needs repair at A/C door. Rms 204, 213: Water leak on ceiling. Senior Custodian Office: Holes in wall. Rm 203: Water leak on ceiling. Rms 206, 209, 210: Stained ceiling tiles. Storage Room in 212: Exposed hole in wall. Rm 211: Damaged ceiling tiles. Rms 117, 119: Damaged floor tiles. Rm 124: Stained ceiling tiles, damaged floor. Rms 116, 115, 114, 111, 109, 107, East Side Locker Room PE, 9: Missing Ceiling tiles. Rms 108, 113: Missing ceiling tiles, loose tiles. Rm 106: Carpet torn. Rm 110: Carpet dirty. Rm 104: Stained and damaged ceiling tiles. 54: Washroom ceiling paint peeling. 53: Instrument closet ceiling tiles repair. T-5: Floor tiles need replacement, ceiling tiles water stains. T-4: Needs new carpet and ceiling repair. Wigwam Bldg: Floor tile missing in hallway, water damage ceiling tiles missing and hanging. Varsity Team Locker Room: Ceiling tiles, wall tiles missing and hanging, peeling paint ceiling by window. Rms 7, 10: Missing and hanging ceiling tiles. Work orders submitted.</p>
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			<p>Main Office, Discipline Area, Rm A40 Office: Room needs cleaning. Rm 12, Science Room next to 104: Needs to be organized. Rm 31A: Room needs to be cleaned of debris. Rm B40: Room needs to be organized and cleaned. Rm 204: Unorganized storage. Women's Restroom next to 201: Needs cleaning services. Storage Room next to 104, Supply room in 102: Scatter boxes on the floor, tripping hazard. Work orders submitted.</p>

School Facility Conditions

Date of Last Inspection: 12/13/2012

Overall Summary of School Facility Conditions: Fair

Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Electrical			X	<p>Main Office; Light fixture missing cover, wall outlet needs cover, wall panels missing latches. Discipline Area: Excessive exposed data wiring, light fixture cover missing, damaged light fixture, light fixtures uncovered, excessive data wires hanging on wall. Rm 1: Storage room lights need repairs, water heater light broke. Rm 2: Middle light fixture needs repair, missing cover. Staff Restroom bt 2 & 3: Needs light repair. Rm 3: Lights need repair, outlet needs cover. Rm 4: Electrical outlet next to light switch needs cover. Rm 5: Light fixtures need repair in inside and in hallway. Rm 6: Outside hallway light fixture needs repair, light fixture needs repair, west wall electric light needs cover. Library, Rm 41 Lab: Light fixtures need repair. Rm 14: Electrical outlet near door west wall needs cover, light fixture needs repair, electrical outlet on north wall sparks electricity, electrical outlet in storage room east wall needs cover. Rm 13: Data lines south wall need repairs, light fixtures need covers. Rm 12: Light fixtures need repairs, and covers, electrical outlet north wall needs cover. Rms 16, 20, Power Room next to 6: Light fixtures need repair. Rm 19: Light fixtures missing covers. Rm 18: Light needs covers, exposed wiring on light fixtures. Rm 17A: Reattach electric conduit to west wall, light fixtures need repairs and cover. Rm 22: Light fixtures need repair, electric outlet above door at west file room needs cover, wires exposed in Ms. Bravada office needs cover. Rm 24: Light fixtures need covers, electrical wires exposed NW wall. Rm 25: Light fixture needs repair, exposed data wires north wall, exposed electrical wires NW wall. Rm 30A: Light bulb needs south wall outlet. Rm 30: North wall outlet needs bulb, light fixture needs repair. Rm 31: Light fixtures need repairs, light switch north wall not working. Rm 32: Exposed phone wires west wall, electrical light needs cover. Rm 44: Exterior electrical switch next to door needs cover, interior light fixture needs repair. Rm B40: Electric outlet by door needs cover, light fixture needs repair. Rm A40: Phone line needs wall cover, light fixtures need repairs and covers, south wall outlet needs cover. Rm 41: Light switch and fixture need repair. Senior Custodian Office: Electrical conduit loose. Rms 116, 115, 111, 110: No light covers. Rm 106: Extension cords running across the floor, exposed telephone wires. Rm 104: Exposed electrical wires. 51: Communication plug box needs repair. Benches area between T-3 and T-2: Light fixtures need to be replaced. T-1, T-1: Outside light fixture needs replacement. T-5: Need to install light fixture. Home side snack stand: Two electrical angle conduct needs cover, replacement. PE Coach's Office: Needs to reconnect two fixtures. Girls Locker Room: One light fixture needs replacement. 7: Communication cover box missing, front of the enter/exit door outside light fixture missing. 10: Communication cover box by the door. Tennis Courts Storage Room: Light bulb missing and fixture. Work orders submitted.</p>
Restrooms/Fountains	X			<p>Boys RR next to 110: Loose toilet seats. Work order submitted. Main Office: Water faucet leaks. Rm 3: Drinking water in hall needs repair. Rm 17A: South sink doesn't work - No water, north sink low PSI. Home side snack stand: Drinking fountain needs repair - not working. Girls Locker Room: Drinking fountain inside doesn't work. Work orders submitted.</p>
Safety (Fire Safety, Hazardous Materials)	X			<p>Rm 31A: Rack of books blocking exit door. Rm 32A: Fire extinguisher missing from bracket on wall next to heating/A/C closet. Work room: Excessive paper stacked, needs to be organized and cleaned up - fire hazard. Rm 30: A/C closet door needs to be cleared. Rm 30B: Table blocking heat/air con. closet and fire extinguisher. Rm 44: Needs fire extinguisher mounted. Rm 43: Install fire extinguisher on wall. Rm A40: Fire extinguisher needs to be mounted by A/C door, office needs fire extinguisher mounted by A/C closet, fire extinguisher missing. Rm 41: Fire extinguisher needs to be mounted at A/C closet. Rm 41 Lab: Needs fire extinguisher A/C closet, exit door needs to be cleared of table and chairs. Rms 107, 201: Fire extinguisher needs service. Work orders submitted.</p>
Structural (Structural Damage, Roofs)	X			<p>Rm 34A: Exterior wall next to south door needs repair. Rm 105: Cracked concrete inside room next to door. Work orders submitted.</p>
External (Grounds, Windows, Doors, Gates, Fences)	X			<p>Rm 2: Exterior wood at quad needs paint. Baseball Field: Jr. Varsity backstop needs boards. 50, 51: South side wall uneven concrete. Softball Field: South fence line storm drainage broken. Benches Area between T-3 and T-2: Tree roots damage to the sidewalk. Gym: East side wall needs paint repair by the same side up door. Work orders submitted. Main Office: Outside door not latching. Rm 3: East door not closing completely. Rm 12: North door window cracked. Rm 21: Door lock needs repair. Custodian Storage Room: Door lock needs repair (loose screws). Student Room & Office: Door to office - storage not latching properly. Rm 212: North door gets stuck. Vendor Snack Site Visitor: Door damage frame needs repair. Work orders submitted.</p>

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.

District Revenue Sources (Fiscal Year 2012-13)

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

District Expenditures (Fiscal Year 2011-12)

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2011-12 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	\$4,907
From Supplemental/Restricted Sources	\$463
From Basic/Unrestricted Sources	\$4,444
District	
From Basic/Unrestricted Sources	\$4,453
Percentage of Variation between School & District	-0.2%
State	
From Basic/Unrestricted Sources	\$5,537
Percentage of Variation between School & State	-19.7%

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>.

Teacher & Administrative Salaries as a Percentage of Total Budget (Fiscal Year 2011-12)

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		
2011-12		
	District	State
Beginning Teachers	\$43,687	\$41,462
Mid-Range Teachers	\$64,199	\$66,133
Highest Teachers	\$84,510	\$85,735
Elementary School Principals	\$103,382	\$107,206
Middle School Principals	\$107,402	\$111,641
High School Principals	\$121,895	\$122,628
Superintendent	\$189,727	\$225,176
Salaries as a Percentage of Total Budget		
Teacher Salaries	36.0%	38.0%
Administrative Salaries	6.0%	5.0%

School Site Teacher Salaries (Fiscal Year 2011-12)

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	\$68,814
District	\$67,036
Percentage of Variation	2.6%
School & State	
All Unified School Districts	\$69,704
Percentage of Variation	-1.3%

Data Sources

Data within the SARC was provided by the Hacienda La Puente Unified School District, retrieved from the 2012-13 SARC template, located on Dataquest (<http://data1.cde.ca.gov/dataquest>), and/or Ed-Data website.

Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

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

Hacienda La Puente Unified School District

"Where Every Student Excels"

La Puente High School

2013-2014 School Accountability Report Card

Published in the 2014-2015 School Year

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

Grades Nine through Twelve

CDS Code: 19-73445-1934801

School Administration

Fernando Sanchez

Principal

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**Hacienda La Puente
Unified School District**

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Member

Gino Kwok, Esq.

Member

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Superintendent

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Dr. William F. Roberts, IV

Assistant Superintendent,

Human Resources

SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 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 an 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 Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

District Mission Statement

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

Principal's Message

This is the twenty-sixth 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 supporting all students in a rigorous standards based curriculum through a collaboration of students, parents and staff. Through a variety of professional learning communities, parents, students and staff collaborate together to make learning relevant, rigorous and meaningful to our students. It is through this collaborative process that we believe that our students will be prepared for post-secondary education and have the skills necessary to enter the workforce of the 21st Century.

We recognize that in order for our students to be successful in a Global Economy we must hold our standards high and support the students with their individual needs so that they continue to grow academically. La Puente High School has been recognized for their academic achievement by the College Board for their Advanced Placement Program; Newsweek Magazine as one of the top 2000 High Schools in America; and Newsweek Daily Beast has recognized us as one of America's top High schools. Together with the Community's support we are ready to take on the challenge of making every student successful.

Vision Statement

Helping all students grow academically through community, rigor, relevance and accountability:

1. Community (PLC-professional learning communities composed of staff, parents and students): A personalized atmosphere empowers people to collaborate and work together toward academic success that promotes student achievement at the highest levels.
2. Rigor: Every classroom supporting our LEARN philosophy (L- learning objective reviewed daily; E-engagement of all students; A- actively monitor instruction bell to bell; R- rigorous instruction & high expectations; N- neat, safe, and inviting learning environment).
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 student's future.

4. Accountability: Students and staff measure their performance through a process of self-reflection and evaluation.

Community & School Profile (School Year 2014-15)

The Hacienda La Puente Unified School District is the largest school district in the San Gabriel Valley, serving approximately 80,000 students; 20,000 pre-K-12 and 30,000 adult education students at two main facilities and 32 satellite sites. The District also has the largest correctional education program in the nation, serving an additional 33,000 students at eight correctional facilities throughout Los Angeles County. The 11.5 square mile District serves the diverse communities of City of Industry, Hacienda Heights, La Puente and portions of Valinda and West Covina. The District includes 17 elementary schools, six K-8 schools, four middle schools, four comprehensive high schools, one alternative high school, an orthopedic unit for the physically handicapped, and an extensive child development and adult education program. The District also maintains an Administration Center, an Instructional Services Center, a Multilingual Assessment Center, a Professional Library, and a Curriculum Lab.

La Puente High School lies in the northwestern section of the City of La Puente and operates on a traditional school calendar. The school is committed to providing a strong instructional program for all students to ensure excellence in education. Opportunities for enrichment and/or remediation is provided by teachers within the scope of their daily lessons.

School Enrollment (School Year 2013-14)

During the 2013-14 school year, the school served 1,522 students in grades nine through twelve. The charts display school enrollment broken down by grade and student group.

Enrollment Trend by Grade Level

	2011-12	2012-13	2013-14
9th	411	409	346
10th	423	416	403
11th	403	396	397
12th	358	373	375

Enrollment by Student Group

2013-14	
	Percentage
African American	1.2%
American Indian	0.3%
Asian	1.6%
Filipino	1.1%
Hispanic or Latino	93.8%
Pacific Islander	0.5%
White	1.4%
Two or More	0.1%
English Learners	9.7%
Socioeconomically Disadvantaged	89.6%
Students with Disabilities	8.0%

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
- School facilities are maintained in good repair

Highly Qualified Teachers (School Year 2013-14)

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 NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	99.2%	0.8%
District	97.0%	3.0%
High-Poverty Schools in District	97.0%	3.0%
Low-Poverty Schools in District	95.8%	4.2%

Teacher Credentials

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

Teacher Credential Status

	School			District
	12-13	13-14	14-15	14-15
Fully Credentialed	58	57	54	822
Without Full Credentials	1	1	0	2
Working Outside Subject	2	0	6	98

Teacher Misassignments and Vacancies

Misassignments refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Teacher vacancies reflect the number of 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			
	12-13	13-14	14-15
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Instructional Materials (School Year 2014-15)

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 25, 2014, 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 October 2014 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
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%

School Facilities (School Year 2014-15)

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, staff room, office, and classrooms. Renovations of the science lab were completed in August 2011 and floors were repaired in 2014. Improvements include repairs to the roof of the 200 building, campus lighting, carpet replacement in two classrooms, painting of the school and gym, as well as perimeter fencing to the south side of the school. The facility strongly supports teaching and learning through its ample classroom and recreational space.

School Facility Conditions				
Date of Last Inspection: 11/04/2014				
Overall Summary of School Facility Conditions: Poor				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			Library: Missing vent cover. (Work order submitted.)
Interior			X	Rms 5, 105, 110, 112, 114, 116, 208: Loose/missing ceiling tiles. Rm2: Damaged drywall. Rms 20, 30, 32: Carpeting is damaged, stained, and dirty. Rm204: Holes in the drywall. (Work order submitted.)
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			Rm6: Unsecured items stored too high. (Work order submitted.)
Electrical			X	Rms 114, MPR: Loose electrical outlet. Rm13: Damaged data raceways along wall/ Rm14: Lights are not working. Rms 2, 43: Missing electrical outlet. (Work orders submitted.)
Restrooms/Fountains	X			RR ASB: Both toilets loose in Boys RR. (Work order submitted.)
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			Rm1110: Raised asphalt at end of hall. (Work order submitted.)

Maintenance and Repair

Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The charts below and on page 5 displays the results of the most recent facilities inspection.

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)
- The Academic Performance Index
- 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/Standardized Testing and Reporting Results

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. On March 7, 2014, the U.S Department of Education (ED) approved California's waiver request for flexibility in assessment and accountability provisions of Title I of the Elementary and Secondary Education Act (ESEA). Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

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.

California Assessment of Student Performance and Progress									
Subject	School			District			State		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
Science	34	35	40	66	65	65	60	59	60

California Assessment of Student Performance and Progress

Subgroups

Subject	Science
District	65
School	40
Males	43
Females	38
Hispanic	39
Socioeconomically Disadvantaged	40

California Standards Test

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

The table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/language arts, mathematics, and social science, for the most recent three-year period. **NOTE: CST was last administered in 2012-13.**

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
English/Language Arts	38	42	44	55	58	58	54	56	55
Mathematics	11	11	11	51	53	54	49	50	50
History/Social Science	44	48	45	52	52	54	48	49	49

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced. The table displays the school's API ranks and actual API point changes by student group for the past three years.

API School Results			
	2011	2012	2013
Statewide	3	3	3
Similar Schools	4	5	3
Group	10-11	11-12	12-13
All Students at the School			
Actual API Change	16	24	-2
Hispanic or Latino			
Actual API Change	14	23	-
Socioeconomically Disadvantaged			
Actual API Change	11	31	-2
English Learners			
Actual API Change	8	18	-19
Students with Disabilities			
Actual API Change	-20	36	-

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. College workshops are held for both students and parents both within the academic day and in the evening to support families in the college application process. Through a partnership with Cal State Fullerton, students may participate in a dual enrollment program to earn college and high school credit. Many courses are also articulated with Mt. San Antonio college where students can obtain additional college credit for courses taken at La Puente High School. Programs such as Upward Bound and Avid also help prepare and support students in their college preparation.

La Puente High School students also have an opportunity to receive support from the Posse Foundation. Posse identifies public high school students with extraordinary academic and leadership potential who may be overlooked by traditional college selection processes. Posse partner colleges and universities award Posse Scholars four-year, full-tuition leadership scholarships. In 2014-15, five La Puente High School students received this prestigious honor, one on provisional acceptance with his college of choice.

The school has continued to increase the number of students attending college with 92% of the 2013 graduating class attending either a four-year university or community college.

Students at La Puente High School are encouraged to take an a-g course of study and participate in college preparation workshops. To help prepare for entrance exams La Puente High is now an ACT test site. 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
Student Enrolled in Courses Required for UC/CSU Admission (2013-14)	73.7%
Graduates Who Completed All Courses Required for UC/CSU Admission (2012-13)	27.5%

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

Workforce Preparation (School Year 2013-14)

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 small learning communities in the areas of Law Enforcement, Engineering, AVID support, Business, Health & Performing Arts (Instrumental Music, Choral Dance & Drama).

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 their Counselors for more information regarding career pathways. Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. 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
- Beginning & Advanced Robotics
- Criminal Justice & Forensic Science
- First Responder
- Graphic Arts
- Manufacturing Technology
- Medical Office
- Performing Arts in the areas of Drama/Speech, Dance and Instrumental Music
- Pre-Engineering
- Sports Health Medicine

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. Tami Pearson or Ellen Stipo at (626) 933-1000.

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 Technical Education Participation (School Year 2013-14)

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

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?	512
What percent of the school's pupils complete a CTE program and earn a high school diploma?	38.0%
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	13.0%

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

California High School Exit Examination (CAHSEE) Results for All Grade Ten Students (School Year 2013-14)

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. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement.

The first table displays the percent of students achieving at the Proficient or Advanced level for the past three years. The second table displays the percent of students, by group, achieving at each performance level in English/Language Arts and Math separately for the most recent testing period.

CAHSEE By Subject for All Grade Ten Students

	2011-12			2012-13			2013-14		
	School	District	State	School	District	State	School	District	State
English	49	57	56	46	55	57	47	41	56
Mathematics	51	58	58	46	56	60	52	46	62

CAHSEE By Student Group for All Grade Ten Students

	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students District	46	24	30	38	38	23
All Students School	53	26	21	48	35	16
Male	58	23	18	49	34	16
Female	48	29	23	48	36	16
Hispanic or Latino	54	26	21	49	35	16
English Learners	88	10	2	84	14	2
Socioeconomically Disadvantaged	54	25	21	47	36	17
Students with Disabilities	93	7	0	96	4	0

Physical Fitness (School Year 2013-14)

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 2013-14			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	32.2%	25.7%	28.9%

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 2014-15)

Parents and the community are very supportive of the educational program at La Puente High School as shown by a continual increase in the number of parent programs offered and number of parents attending. Numerous programs and activities are enriched by the generous contributions made by the booster clubs and various local businesses. A cornerstone of our parent support programs is the monthly Parent Coffee Nights and parent education workshops.

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.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates
- High school graduation rates

Dropout & Graduation Rates (Four-Year Cohort Rate)

Regular attendance, punctuality, and promptness at La Puente High School 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 absent.

Regular daily attendance is a priority at La Puente High School. 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 administration 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.

Intervention programs that promote attendance and reduce dropout rates include: Saturday School, SARB, SART, After-school Interventions, and Student Study Teams.

The table displays the school's dropout and graduation rates for the past three years. Data from the 2013-14 school year was not available at the time of publication.

Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in the table.

Graduation & Dropout Rates			
	10-11	11-12	12-13
Dropout Rate	3.6%	1.9%	3.3%
Graduation Rate	94.4%	97.2%	95.3%

Completion of High School Graduation Requirements - Class of 2013

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 2012-13 school year in the twelfth 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	92.8%	83.2%	84.6%
African American/Black	100.0%	60.0%	75.9%
Asian	92.9%	90.5%	92.9%
Filipino	100.0%	87.1%	92.2%
Hispanic or Latino	92.6%	82.1%	80.8%
Pacific Islander	100.0%	100.0%	84.1%
White	100.0%	84.8%	90.2%
English Learners	38.8%	35.5%	53.7%
Socioeconomically Disadvantaged	96.8%	86.0%	82.6%
Students with Disabilities	94.9%	51.5%	60.3%

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
- 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 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 P.R.I.D.E., a positive support program that promotes 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 positive interventions and staff support. Parents and students are informed of discipline policies at the beginning of each school year through the Parent/Student Handbook, bulletins, phone calls using School Messenger and Parent Coffee Night events. Students who exemplify characteristics of good behavior are rewarded during classroom presentations, school-wide rallies and through Renaissance (Warrior of the week).

The table displays the suspensions and expulsions at the school and in the District. Expulsions occur only when required by law or when all other alternatives have been exhausted.

Suspensions & Expulsions						
	School			District		
	11-12	12-13	13-14	11-12	12-13	13-14
Suspensions	105	104	121	1091	926	934
Suspension Rate	6.6%	6.5%	8.0%	5.2%	4.5%	4.7%
Expulsions	3	8	1	21	16	16
Expulsion Rate	0.2%	0.5%	0.1%	0.1%	0.1%	0.1%

The three-year statewide suspension rates for comparison are:

2011-12: 5.7%

2012-13: 5.1%

2013-14: 4.1%

The statewide expulsion rate was 0.1% for each of the last three years.

Safe School Plan (School Year 2014-15)

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 in August 2014 as an entire staff training. 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.

Federal Intervention Program (School Year 2014-15)

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

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

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	In PI
First Year in PI	-	2010-2011
Year in PI (2014-15)	-	Year 3
# of Schools Currently in PI	-	19
% of Title I Schools Identified for PI	-	72.0%

Adequate Yearly Progress (School Year 2013-14)

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	
	No		N/A	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	N/A	N/A
Percent Proficient	No	Yes	N/A	N/A
API School Results	N/A		N/A	
Graduation Rate	Yes		N/A	

Class Size

The table indicates the average class size by grade level or 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					
	12	13	14	12	13	14	12	13	14	12	13	14
By Subject Area												
English	30	26	26	5	20	16	23	23	26	24	23	19
Math	29	28	25	7	11	15	22	16	21	18	24	18
Science	32	31	30	1	4	8	19	17	15	23	24	23
Social Science	33	31	31	3	7	6	4	10	14	27	26	20

Staff Development

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

Counseling & Other Support Services (School Year 2013-14)

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 1:350. One Teacher on Special Assignment also helps with college counseling two periods a day. *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
Academic Counselor	4	4.0
Interventionist	2	1.0
Nurse	1	0.2
Psychologist	2	1.0

Advanced Placement (School Year 2013-14)

La Puente High School offers Advanced Placement (AP) courses for students seeking to qualify for college credit. Sophomores, 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 School offers Art & Civilization and College Ceramics as college level courses for college credit.

School Leadership

Principal Fernando Sanchez joined the school in the fall of 2014. Leadership at La Puente High School is a responsibility shared among District administration, the principal, assistant principals, 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 is the school's leadership team composed of Leads from Departments, Small Learning Communities, and WASC Co-Chairs.

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, LPHS Leadership team, English Learner Advisory Council, Long Term English Learners, Content Course Leads, WASC Committees, Parent Coffees, and Booster Clubs.

Advanced Placement Classes	
	# of Courses
English	3
Foreign Language	2
Mathematics	3
Science	3
Social Science	8
Totals	19
Percent of Students in AP Courses	0.5%

District Revenue Sources (Fiscal Year 2013-14)

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

District Expenditures (Fiscal Year 2012-13)

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2012-13 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, is 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	\$5,736
From Supplemental/Restricted Sources	\$829
From Basic/Unrestricted Sources	\$4,907
District	
From Basic/Unrestricted Sources	\$5,477
Percentage of Variation between School & District	-10.4%
State	
From Basic/Unrestricted Sources	\$4,690
Percentage of Variation between School & State	4.6%

School Site Teacher Salaries (Fiscal Year 2012-13)

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	\$68,814
District	\$68,151
Percentage of Variation	1%
School & State	
All Unified School Districts	\$69,360
Percentage of Variation	-0.8%

Teacher & Administrative Salaries (Fiscal Year 2012-13)

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 2012-13		
	District	State
Beginning Teachers	\$44,124	\$41,318
Mid-Range Teachers	\$68,117	\$65,615
Highest Teachers	\$85,265	\$84,981
Elementary School Principals	\$104,415	\$107,624
Middle School Principals	\$108,476	\$112,817
High School Principals	\$123,114	\$121,455
Superintendent	\$189,727	\$206,292
Salaries as a Percentage of Total Budget		
Teacher Salaries	37.0%	40.0%
Administrative Salaries	6.0%	5.0%

Data Sources

Data within the SARC was provided by the Hacienda La Puente Unified School District, retrieved from the 2013-14 SARC template, located on Dataquest (<http://data1.cde.ca.gov/dataquest>), and/or Ed-Data website.

Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

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

Individual Learning Plan

Student Name

Subject	9th Grade	10th Grade	11th Grade	12th Grade
Social Studies (A) Grad Req: 3 A-G Req: 3				
English (B) Grad Req: 4 A-G Req: 4				
Math (C) Grad Req: 3 A-G Req: 3 4 years recommended				
Science (D) Grad Req: 3 (1 lab minimum) A-G Req: 2 3 years lab recommended				
Foreign Language(E) Grad Req: 1 (or 1 Fine Art) A-G Req: 2 3 years recommended				
Fine Art (F) Grad Req: 1 (or 1 Foreign Lang.) A-G Req: 2				
Physical Education Grad Req: 2 A-G Req: None				
Electives (G) Grad Req: 70 Credits A-G Req: 1 year college prep				

Hacienda La Puente Unified School District Textbook Survey 2015-16 revised

Each classroom uses one or more textbooks from this approved list.
Teachers and principals will be able to provide information regarding which text they are using.

Subject	Course	Grade	Publisher	Item/Title	Copyright Year	ISBN	Kit	Intervention	Spanish
Reading/Language Arts	KRLA	K	Houghton Mifflin	A Legacy of Literacy Practice Book Level K	2003	0-618-16159-7			
Reading/Lang.Arts/ <i>ELD</i>	KRLA	st, 2nd, 3rd, 4th,	Hampton Brown	<i>Into English or Avenues</i>					¥
Reading/Language Arts	1RLA	1st	Houghton Mifflin	Student Anthology, Level 1.1	2003	0-618-15158-3			
Reading/Language Arts	1RLA	1st	Houghton Mifflin	Student Anthology, Level 1.2	2003	0-618-15160-5			
Reading/Language Arts	1RLA	1st	Houghton Mifflin	Student Anthology, Level 1.3	2003	0-618-15713-x			
Reading/Language Arts	1RLA	1st	Houghton Mifflin	Student Anthology, Level 1.4	2003	0-618-15714-x			
Reading/Language Arts	1RLA	1st	Houghton Mifflin	Student Anthology, Level 1.5	2003	0-618-15715-8			
Reading/Language Arts	2RLA	2nd	Houghton Mifflin	Student Anthology Level 2.1	2003	0-618-15716-6			
Reading/Language Arts	2RLA	2nd	Houghton Mifflin	Student Anthology Level 2.2	2003	0-618-15717-4			
Reading/Language Arts	3RLA	3rd	Houghton Mifflin	Student Anthology Level 3.1	2003	0-618-15718-2			
Reading/Language Arts	3RLA	3rd	Houghton Mifflin	Student Anthology Level 3.2	2003	0-618-15719-0			
Reading/Language Arts	4RLA	4th	Houghton Mifflin	Student Anthology Level 4	2003	0-618-15720-4			
Reading/Language Arts	5RLA	5th	Houghton Mifflin	Student Anthology Level 5	2003	0-618-15721-2			
Reading/Language Arts	6RLA	6th	Holt, Rinehart, & Winston	Literature and Language Arts	2003	0-03-056491-3			
Reading/Language Arts	6RLA	6th	Holt, Rinehart, & Winston	Holt Handbook	2003	0-03-065279-0			
Reading/Language Arts	7RLA	7th	Holt, Rinehart, & Winston	Literature and Language Arts	2003	0-03-056492-1			
Reading/Language Arts	7RLA	7th	Holt, Rinehart, & Winston	Holt Handbook	2003	0-03-065281-2			
Reading/Language Arts	8RLA	8th	Holt, Rinehart, & Winston	Literature and Language Arts	2003	0-03-056493-X			
Reading/Language Arts	8RLA	8th	Holt, Rinehart, & Winston	Holt Handbook	2003	0-03-065282-0			
Reading/Language Arts	ELD	9 -12	Hampton Brown	EDGE-Fundamentals	2008	0-73626163x			
Reading/Language Arts	ELD	9-12	Hampton Brown	EDGE-A	2008	0-736234527			
Reading/Language Arts	ELD	9-12	Hampton Brown	EDGE-B	2008	0-736234535			
Reading/Language Arts	ELD	9-12	Hampton Brown	EDGE-C	2008	0-736234543			
Reading/Language Arts	English 1	9	Holt	Literature and Language Arts Complete Student Package - Third Course	2003	00-30564948			
Reading/Language Arts	English 2	10	Holt	Literature and Language Arts Complete Student Package- Fourth Course	2003	00-30652847			
Reading/Language Arts	English 3	11	Holt	Literature and Language Arts Complete Student Package - Fifth Course	2003	00-30564972			
Reading/Language Arts	CAHSEE	10th-11th	Peoples Education,	Measuring up to the Content Standards	2006	978-1-4138-2190-1			

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Subject	Course	Grade	Publisher	Item/Title	Copyright Year	ISBN	Kit	Intervention	Spanish
Reading/Language Arts	English 4	12	Holt	Literature and Language Arts Complete Student Package - Sixth Course	2003	00-30564980			
Reading/Language Arts	Reading and Writing Course	12	CSU Expository Reading and Writing Task Force	ERWC	2013	978-0-9818314-4-2			
Reading/Language arts	AP Literature	12	Pearson	Literature	2004	0-130485845			
Reading/Language Arts	AP Language	11	Pearson Longman	AP Edition: Everyday Use	2005	0-321093844			
Mathematics	KMAT	K	Harcourt School Publishers	Harcourt Math	2009	0-153599774			
Mathematics	1MAT	1st	Harcourt School Publishers	Harcourt Math	2009	single booklets; 153541679 - all in one			
Mathematics	2MAT	2nd	Harcourt School Publishers	Harcourt Math	2009	- single booklets; 153541687 all in one			
Mathematics	3MAT	3rd	Harcourt School Publishers	Harcourt Math	2009	153541695			
Mathematics	4MAT	4th	Harcourt School Publishers	Harcourt Math	2009	153541709			
Mathematics	5MAT	5th	Harcourt School Publishers	Harcourt Math	2009	153541717			
Mathematics	6MAT	6th	McDougal Littell	Math Course 1	2008	978-0-618-72650-9			
Mathematics	Math 1	9-12	HMH	Integrated Mathematics 1	2015	978-0-544-38975-5			
Mathematics	Math 2	9-12	HMH	Integrated Mathematics 2	2015	978-0-544-38983-0			
Mathematics	Algebra 1	9-12	McDougal Littell	Algebra 1 for California	2008	0-618726527			
Mathematics	Algebra 2	9-12	McDougal Littell	Algebra 2	2008	0-618811818			
Mathematics	AP Calculus	9-12	Houghton Mifflin	Calculus (8th Edition)	2006	0-061814918X			
Mathematics	AP Calculus	9-12	Houghton Mifflin	Calculus of a Single Variable (8th Ed)	2006	0-618503048			
Mathematics	Business Math Applications	9 -12	Glencoe	Mathematics with Business Applications	2004	0-78298067			
Mathematics	Geometry	9 -12	McDougal Littell	Geometry	2004	0-618250220			
Mathematics	KMAT	K	Harcourt School Publishers	Harcourt Math	2009	15359974			
Mathematics	Pre Algebra	7th	McDougal Littell	Math Course 2	2008	978-0-618-72651-6			
Mathematics	AP Statistics	10-12	Pearson Edu	Stats - Modeling the World	2004	0-201737353			
Mathematics	Statistics	10 -12	Pearson, Addison, Wesley	Stats - Modeling the World	2004	0-201737353			
Mathematics	Trig/Pre Calc	9 -12	Prentice Hall	Advanced Mathematics a Calculus Approach	1993	137157800			
Mathematics	Trig/Pre Calc	10 - 12	McDougal Littell	PreCalculus with Limits	2005	061839480X			
Mathematics	CAHSEE	10-12	Peoples Education,	Measuring up to the Content Standards	2006	978-1-4138-2180-2			
History/Social Studies	KHSS	K	Scott Foresman	History Social Science for California	2006	Flip book 0-328-16485-2 TE 1-4182-1184-2			
History/Social Studies	1HSS	1st	Scott Foresman	History Social Science for California	2006	0-328-20050-6			
History/Social Studies	2HSS	2nd	Scott Foresman	History Social Science for California	2006	0-328-20051-4			

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Subject	Course	Grade	Publisher	Item/Title	Copyright Year	ISBN	Kit	Intervention	Spanish
History/Social Studies	3HSS	3rd	Scott Foresman	History Social Science for California	2006	0-328-16671-5			
History/Social Studies	4HSS	4th	Scott Foresman	History Social Science for California	2006	0-328-16672-3			
History/Social Studies	5HSS	5th	Scott Foresman	History Social Science for California	2006	0-328-16673-1			
History/Social Studies	6HSS	6th	McDougal Littell	World History: Ancient Civilizations	2006	0-618-53124-6 or 978-0-618-53124-0			
History/Social Studies	7HSS	7th	McDougal Littell	World History: Medieval and Early Modern Times	2006	0-618-53294-3 or 978-0-618-53294-0			
History/Social Studies	8HSS	8th	McDougal Littell	Creating America: Beginnings through WWI	2006	0-618-55949-3 or 978-0-618-55949-7			
History/Social Studies	AP Psychology	12	Worth Publisher	AP Psych	2010	0-1429216379			
History/Social Studies	AP US History	9- 12	Houghton Mifflin	American Pageant	2002	0-618247327			
History/Social Studies	AP US History	9-12	Houghton Mifflin	American Pageant	2002	0-618479276			
History/Social Studies	AP US History	10-12	Cengage Learning	American Pageant/ 16th	2016	978-1-305-07591-7			
History/Social Studies	History	9-12	Pearson Hall	Western Heritage 7th Ed.	2001	0-13-040421-7			
History/Social Studies	AP European History	9-12	Bedford/St Martins	History of Western Society 10th Ed	2011	0-312-64058-7			
History/Social Studies	Geography AP	10 - 12	Prentice Hall	Human Geography	2005	0-131920197			
History/Social Studies	Civics	12	Prentice Hall	Magruder's American Government	2004	0-131816764			
History/Social Studies	Economics	12	Prentice Hall	Economics Principles in Action	2001	0-130630853 or 013437329-4			
History/Social Studies	Psychology	11 - 12	Meyers/Worth Publishing	Psychology 7th Edition	2004	0-716752514			
History/Social Studies	Psychology	10 -12	Meyers/Worth Publishing	Meyer's Psychology for AP	2011	978-1-4292-4436-7			
History/Social Studies	Psychology	10 -12	McMahon Romano	Psychology And You	2000	0-314140905			
History/Social Studies	AP Government	12	Pearson	Government in America	2008	0-131347608			
History/Social Studies	AP Government	12	Pearson	Government in American People Politics and Policy 15th Edition	2011	978-0-205-80637-9			
History/Social Studies	AP Govt.	12	Houghton Mifflin	American Government	2001	0-618043594			
History/Social Studies	AP Govt.	12	Houghton Mifflin	American Government	2001	0-618247335			
History/Social Studies	US History	11 -12	McDougal Littell	The Americans	2003	0-618184163			
History/Social Studies	World History	9-12	McDougal Littell	Modern World History	2003	0-618184880			
History/Social Studies	Geography	9	Holt	World Geography Today	2003	0-30646820			
Science	KSCI	K	Scott Foresman	California Science Study Notebook	2007	0-328-23642-x			
Science	1SCI	1st	Scott Foresman	California Science Student Edition	2007	0-328-18837-9			

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Subject	Course	Grade	Publisher	Item/Title	Copyright Year	ISBN	Kit	Intervention	Spanish
Science	2SCI	2nd	Scott Foresman	California Science Student Edition	2007	0-328-18838-7			
Science	3SCI	3rd	Scott Foresman	California Science Student Edition	2007	0-328-18839-5			
Science	4SCI	4th	Scott Foresman	California Science Student Edition	2007	0-328-18840-9			
Science	5SCI	5th	Scott Foresman	California Science Student Edition	2007	0-328-18841-7			
Science	6SCI	6th	Holt	California Earth Science	2007	0-03-042658-8			
Science	7SCI	7th	Holt	California Life Science	2007	0-03-042657-X			
Science	8SCI	8th	Holt	California Physical Science	2007	0-03-042659-6			
Science	Biology	9 -12	Prentice Hall	Biology	2002	013050730X			
Science	Biology H	9 -12	Prentice Hall	Biology	2002	013050730X			
Science	Biology H	9-12	Follett	BSCS Biology An Ecological Approach 10th edition	2006	0-757510817			
Science	Biology H	9 -12	Pearson	AP Edition: Biology 7th Edition	2005	0-805367772			
Science	AP Biology	11-12	BENJA	Biology Honors	2005	978-0-8053-7146-8			
Science	AP Biology	9-12	W.H. Freeman & Company	Life the Science of Biology 10th Ed	2014	978-1-4292-9864-3			
Science	Chemistry	9 -12	W.H. Freeman & Company	Chemistry in the Community	2002	71635512			
Science	Chemistry	9 -12	Prentice Hall	Chemistry	2005	0-131152629			
Science	Chemistry	9 - 12	Houghton Mifflin	Chemistry (6th Edition)	2006	618265058			
Science	AP Chemistry	9-12	Cengage Learning	Chemistry 9th Ed.	2014	978-1-133-61110-3			
Science	AP Physics	11-12	Serway Saugh	College Physics	1999	003023798x			
Science	AP Physics	11-12	Harcourt	College Physics, 5th Edition	1999	003023798x			
Science	Physics	11 -12	Holt	Physics	2006	0-30735483			
Science	Physics	11-12	Holt	Physics	2006	0-30565448			
Science	Physiology	9 -12	Pearson	Anatomy and Physiology, 6th Edition	2004	0-131111582			
Science	Physiology	9 -12	Prentice Hall	Anatomy and Physiology	2004	0-470230169			
Science	Physiology	9 -12	Wiley	Introduction to the Human Body: The Essentials of Anatomy and Physiology	2010	0-470-23016-9			
Science	Science 1 Integrated	9 -12	Glencoe	Earth Science Geology, the Environment and the Universe	2002	0-78215919			
Science	Physics	9 - 12	Prentice Hall	Conceptual Physics	2006	0-130542547			
Science	BioTech	11-12	EMC Publishing	Biotechnology	2012	978-0-76384-284-0			
Foreign Language	Chinese 1	9 -12	Cheng & Tsui Co.	Integrated Chinese	2005	0-887275338			
Foreign Language	Chinese 2	9 -12	Cheng & Tsui Co.	Integrated Chinese	2005	0-887274803			

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Foreign Language	French 1	9 - 12	Holt, Reinhart, Winston	Allez Viens!	2006	0-30369428			
Foreign Language	French 2	9 - 12	Holt, Reinhart, Winston	Allez Viens! Level 2	2006	0-3036936			
Foreign Language	French 3	9 - 12	Holt, Reinhart, Winston	Allez Viens! Level 3	2006	0-30369444			
Foreign Language	Spanish 1	9 - 12	Holt	Nuevas Vistas	2006	0-30565898			
Foreign Language	Spanish 1	9 - 12	Prentice Hall	Paso a Paso 1	2000	0-673589226			
Foreign Language	Spanish 2	9 - 12	Prentice Hall	Paso a Paso 2	2000	0673589234			
Foreign Language	Spanish 2S	9 - 12	Holt	Nuevas Vistas Curso Dos	2006	0030736943			
Foreign Language	Spanish 2	10 - 12	Pearson Prentice hall	Realidades (Spanish 2)	2000	0-673589234			
Foreign Language	Spanish 3	9 - 12	Holt	Intro Nuevas Vistas	2006	0-30736919			
Foreign Language	Spanish 3	10-12	Pearson Prentice hall	Paso A Paso 3	2000	0-673-58924-2			
Foreign Language	Spanish 1	9 - 12	Pearson Prentice hall	Realidades 1	2008	0-131340913			
Foreign Language	Spanish 1	9 - 12	Pearson Prentice hall	Realidades 1	2008	0-131340913			
Foreign Language	Spanish 1	9 - 12	Pearson Education	Realidades 1	2014	0133199657			
Foreign Language	Spanish 2	9 - 12	Pearson Education	Realidades 2	2014	0133199665			
Foreign Language	Spanish 3	9 -12	Pearson Education	Realidades 3	2014	0-133199673			
Foreign Language	Spanish 1S	9 - 12	Holt	Nuevas Curso Uno	2006	0030736927			
Foreign Language	Language	9 - 12	Vista Higher Learning	Temas	2014	978-1-61857-222-6			
Foreign Language	Language	9 -12	Wayside Publishing	Azulejo	2002	1877653810			