



California School
DASHBOARD

2023 Local Indicators

Hacienda La Puente USD
Report Summary to
the Board of Education
June 22, 2023





2023 Local Indicators*

- **Measure progress** on the local performance indicator based on locally available information
- There are **5 LCFF Priorities** that LEAs must address:
 - Priority 1- Basics: Teachers, Instructional Materials, Facilities
 - Priority 2- Implementation of Academic Standards
 - Priority 3- Parent and Family Engagement
 - Priority 6- School Climate
 - Priority 7- Course Access

Fall 2022 Local Indicators:

<https://www.caschooldashboard.org/reports/19734450000000/2022#1-card>

*Extended narrative will be posted on the CA Dashboard

Priority 1: Basics

- Teacher Misassignments or Vacancies for the 2021-22 School Year (CalSAAS Report):
 - Misassignment of teachers of English learners : **2 sections**
 - Total teachers misassigned: **2**
 - Vacant teaching positions: **2**
- Standards Aligned Instructional Materials for the 2022-23 School Year:
 - Number of students without their own copies of instructional materials: **0**
- Facilities-Based on the Facilities Inspection Tool (FIT) for 2022-23 School Year, the inspection data is as follows:
 - Areas Inspected: **1,989**
 - Deficiencies Reported: **598**
 - Extreme Deficiencies Reported: **7**
 - Schools Meeting “Exemplary” or “Good” repair standard: **31**
 - Schools Meeting “Fair” repair standard: **0**
 - Schools Meeting “Poor” repair standard: **0**



Priority 2: Implementation of State Academic Standards

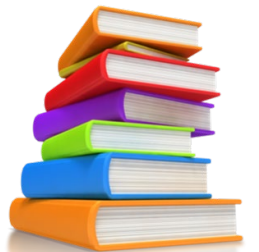
1. The District's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks:
 - **State Academic Standards for English Language Arts (ELA), English Language Development (ELD), Mathematics, and History-Social Science (HSS)**
4- Full Implementation
 - **Next Generation Science Standards (NGSS)**
3- Initial Implementation
2. The District's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks available in all classrooms where the subject is taught:
 - **State Academic Standards for ELA, ELD, Math, HSS, and NGSS**
4- Full Implementation



Priority 2: Implementation of State Academic Standards

3. The District's progress in implementing policies or programs to improve in delivering instruction aligned to the academic standards and/or curriculum frameworks:
 - **State Academic Standards for ELA, ELD, Math, History-Social Science, and Next Generation Science Standards**
4- Full Implementation

4. The District's progress implementing each of the following academic standards adopted by the State Board of Education for all students:
 - **Physical Education Model Content Standards, Visual and Performing Arts, and World Language**
4- Full Implementation
 - **Career Technical Education and Health Education Content Standards**
3- Initial Implementation



Priority 2: Implementation of State Academic Standards

Support for Teachers and Administrators

5. The District's success at engaging in the following activities with teachers and school administrators during the 2021-22 or 2022-23 school year(s):

- Identifying the professional learning needs of groups of teachers or the teaching staff as a whole

4- Full Implementation

- Identifying the professional learning needs of individual teachers

4- Full Implementation

- Providing support for teachers on the standards they have not yet mastered

3- Initial Implementation



Priority 3: Parent Engagement- Self-Reflection Tool

HLPUSD utilized the 2022-23 LCAP Survey, Parental Involvement responses as data/information considered in completion of the tool

1. Building Relationships Between School Staff and Families 4- Full implementation

- Build trusting and respectful relationships
- Create welcoming environments
- Learn about families' cultures, languages, and goals for their children
- Multiple opportunities to engage in 2-way communication



2. Building Partnerships for Student Outcomes 4- Full implementation

- Providing PD and support to teachers and principals to improve a school's capacity to partner with families
- Providing families with information and resources to support student learning
- Supporting families to understand their legal rights and advocate for their own and all students
- Implementing policies or programs for teachers to meet with families and students to discuss student progress

3. Seeking Input for Decision Making 4- Full implementation

- Building capacity of principals and staff to effectively engage families in advisory groups and with decision making
- Building capacity of and supporting family members to effectively engage in advisory groups and with decision making
- Providing all families with opportunities to provide input on policies and programs
- Providing opportunities to have families and staff work together to plan family engagement activities at school & district level

Priority 6: School Climate

California Healthy Kids Survey Results



- The California Healthy Kids Survey (CHKS) is administered every year to students in grades 5, 7, 9 and 11.

	Grade 5	Grade 7	Grade 9	Grade 11
Overall Perception of Being Safe or Very Safe at School	75%	49%	50%	49%
% who "agree" or "strongly agree"				

	Grade 5	Grade 7	Grade 9	Grade 11
Overall School Connectedness	69%	49%	52%	50%
% who "agree" or "strongly agree"				

Priority 7: Course Access

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Measures or tools to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

Aeries Master Schedule, Course Code Alignment, A-G Completion Analysis, LCAP Survey

2. Extent all students have access to, and are enrolled in, a broad course of study.

Schedule AP Classes to Maximize Access, Open Enrollment, Open Access, CTE Classes Expanded

3. Identify the barriers preventing the LEA from providing access to a broad course of study for all students.

School Size & Staffing Impacts Number and/or Variety of Courses Offered

4. Actions to ensure access to a broad course of study for all students.

Provide Support/Tutoring/ Summer School, Dual Enrollment, UC Davis C-STEM Expanded





Questions/ Comments