



# 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**



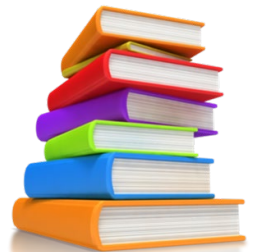
## Priority 2: Implementation of State Academic Standards

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
<b>Overall Perception of Being Safe or Very Safe at School</b>	75%	49%	50%	49%
% who "agree" or "strongly agree"				

	Grade 5	Grade 7	Grade 9	Grade 11
<b>Overall School Connectedness</b>	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