



Hacienda la Puente Unified William Workman High 2022-2023 School Accountability Report Card



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SARC INFORMATION

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st 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 a LCAP is to be consistent with data reported in the SARC.

- Visit the CDE CDE SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>, for more information about SARC requirements.
- Visit the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>, for more information about the LCFF or LCAP.
- For additional information about the school, parents and community members should contact the school principal or the district office.

DATAQUEST

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

CALIFORNIA SCHOOL DASHBOARD

The California School Dashboard (Dashboard) reflects California's new accountability and continuous improvement system and provides information about how districts and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of districts, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. The Dashboard can be accessed at <https://www.caschooldashboard.org>.

DISTRICT MISSION

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.

SCHOOL PROFILE

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 16 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.

SCHOOL STATEMENTS

School Mission:

The mission of Workman High School is to create an environment in which all students are academically and socially prepared to succeed in higher education, contribute as valued members of the workforce and become productive members of our society.

Principal's Message:

Workman High School is a unique school where students are companionate and caring about the world around them. It is a school where talented educators come to mold the leaders of tomorrow. WOHS is home to many incredible programs that exist to assist in making the dreams of students come true. In compliance with State legislature, Proposition 98, which identifies the School Accountability Report Card as a required component that every school in California must issue, we present this School Accountability Report Card for Workman High School. The purpose of this report card is to afford you further insight into the quality educational program we offer. It is the belief of the Workman High School community that all students can and will excel in a positive learning environment tailored to their evolving needs and conducive to all facets of the learning process. We have developed a comprehensive educational program that celebrates and promotes intelligence, ethnic and cultural diversity, and leadership skills. We prepare students with a strong technological foundation in order to advance when meeting college studies and/or career opportunities. Our commitment is to prepare students to make a positive impact on their communities through activities that require rigor, relevance, and relationships. Through the implementation of the Common Core curriculum and Next Generation Science Standards, our students are challenged to employ critical thinking, communication, creativity, and collaboration on a daily basis. In our long-standing tradition of excellence, we maintain our commitment to students, parents, community members, and staff to provide the best educational experience possible. We renew this commitment yearly in hopes that together we will continue to improve our effectiveness in educating our students of today and preparing them to become productive citizens of tomorrow. It is in light of this fact that we welcome any suggestions, ideas, or comments you may have.

ENROLLMENT BY STUDENT GROUP

The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2022-23	Percentage
Female	47.80
Male	52.10
Non-Binary	0.10
American Indian or Alaska Native	
Asian	5.50
Black or African American	0.70
Filipino	2.90
Hispanic or Latino	89.20
Native Hawaiian or Pacific Islander	0.20
White	1.00
Two or More Races	0.20
EL Students	16.40
Foster Youth	2.00
Homeless	4.30
Military	
Socioeconomically Disadvantaged	76.00
Migrant Education	0.20
Students with Disabilities	18.60

ENROLLMENT BY GRADE

The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2022-23	Count
9th	197
10th	243
11th	208
12th	212
Total	860

CONDITIONS OF LEARNING

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; and
- School facilities are maintained in good repair.

TEACHER ASSIGNMENT

The tables below display information regarding teacher preparation and placement, teachers without credentials and misassignments (considered “ineffective” under ESSA), credentialed teachers who are assigned out-of-field (considered “out-of-field” under ESSA); and class assignments. The data is collected and provided through an exchange with the Commission on Teacher Credentialing (CTC) and its California State Assignment Accountability System (CalSAAS). More information about the definitions used to determine the displayed data is available on the CDE’s Updated Teacher Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Teacher Preparation and Placement						
2020-21	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	41.40	92.18	711.20	92.86	228,366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4,205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.10	2.58	15.40	2.02	11,216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	7.60	1.00	12,115.80	4.41
Unknown	2.30	5.20	31.60	4.13	18,854.30	6.86
Total Teaching Positions	45.00	100.00	765.90	100.00	274,759.10	100.00

Teacher Preparation and Placement						
2021-22	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	43.30	99.61	736.20	95.12	234,405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4,853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	3.00	0.39	12,001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.10	0.37	21.00	2.71	11,953.10	4.28
Unknown	0.00	0.00	13.70	1.78	15,831.90	5.67
Total Teaching Positions	43.50	100.00	774.00	100.00	279,044.80	100.00

Teachers Without Credentials and Misassignments		
	2020-21	2021-22
Permits and Waivers	1.00	0.00
Misassignments	0.10	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.10	0.00

Credentialed Teachers Assigned Out-of-Field		
	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.10
Total Out-of-Field Teachers	0.00	0.10

Class Assignments		
	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.50	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

SCHOOL FACILITIES

Workman High School provides a safe, clean environment for students, staff, and volunteers. The school is situated on 32 acres. School facilities span nearly 137,000 square feet, and include the multipurpose room, school office, library, amphitheater, gymnasium, and 74 classrooms.

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. The site administration team works with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

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.

FACILITY INSPECTION RESULTS

The chart displays the results of the most recent facilities inspection at the school. While reviewing this report, please note that even minor discrepancies are reported in the inspection process.

2023-24 School Facility Inspection Summary	
Date of Last Inspection:	9/27/2023
Data Collected:	December 2023
Overall Summary of School Facility Conditions:	Good

School Facility Inspection Results		
Category	Rating	Repair Needed and Action Taken or Planned
SYSTEMS: Gas Leaks, Mechanical/HVAC, Sewer	Good	E-4: Adjust HVAC.
INTERIOR: Interior Surfaces	Fair	A Boys Restroom: Needs paint. B Girls Restroom, B Boys Restroom: Paint AND moulding. E Boys Restroom: Ceiling plaster and painting to be redone. Gym: Flooring.
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	Good	A-2: Remove boxes on top shelf. A-7, A-15: Clean clutter. A-11: Needs cleaning. D-1: Clean light covers. E-2: Clutter. Boys Locker Room: Dirty.
ELECTRICAL: Electrical	Poor	A-4: Outlet covers. Admin, A-1, A-2, A-3, A-5, A-6, A-9, A-10, A-11, A-15, A-18, B-26, C-2, E-15, E-17, E-18, E-20, E-26, E-29, Gym Weight Room: Lights out. E-20: Outlets not working. E-23, E-24: Wires exposed. C-2: Electrical cover. A-15, B-3: Daisy chain in use. E-4: Classroom clock not working.
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Good	ASB, B-3: Drinking fountain.
SAFETY: Fire Safety, Hazardous Materials	Good	
STRUCTURAL: Structural Damage, Roofs	Good	A-3, B-4a, B-26, B-3, E-8, E-11, E-13: Stained ceiling tiles. E-7: Wall is torn.
EXTERNAL: Playground/ School Grounds, Windows/ Doors/ Gates/ Fences	Good	

INSTRUCTIONAL MATERIALS

Hacienda La Puente Unified School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program. Hacienda La Puente Unified School District held a Public Hearing on September 14, 2023, 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.

TEXTBOOKS

The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

2023-24 Instructional Materials			
Subject	Textbooks and Other Instructional Materials / Year of Adoption	From Most Recent Adoption ?	Percent of Students Lacking Own Assigned Copy
English / Language Arts	Grades: 9th-12th / Course: English/Language Arts / Publisher: Hampton Brown / Adoption: 2008	Yes	0
	Grades: 9th-12th / Course: English/Language Arts / Publisher: McGraw-Hill / Adoption: 2016	Yes	0
Mathematics	Grades: 9th-12th / Course: Mathematics / Publisher: Glencoe / Adoption: 2004	Yes	0
	Grades: 9th-12th / Course: Mathematics / Publisher: Houghton Mifflin / Adoption: 2015	Yes	0
	Grades: 9th-12th / Course: Mathematics / Publisher: McDougal Littell / Adoption: 2008	Yes	0
	Grades: 10th-11th / Course: Mathematics / Publisher: McDougal Littell / Adoption: 2005	Yes	0
History / Social Science	Grades: 10th-12th / Course: Mathematics / Publisher: Pearson/Addison Wesley / Adoption: 2004	Yes	0
	Grades: 9th-12th / Course: History/Social Science / Publisher: Bedford/St. Martin / Adoption: 2011	Yes	0
	Grades: 9th-12th / Course: History/Social Science / Publisher: Houghton Mifflin / Adoption: 2006	Yes	0
Science	Grades: 9th-12th / Course: History/Social Science / Publisher: Pearson / Adoption: 2019	Yes	0
	Grades: 9th-12th / Course: Science / Publisher: Pearson / Adoption: 2005	Yes	0
	Grades: 9th-12th / Course: Science / Publisher: Prentice Hall / Adoption: 2002	Yes	0
	Grades: 9th-12th / Course: Science / Publisher: Prentice Hall / Adoption: 2005	Yes	0
Foreign Language	Grades: 9th-12th / Course: Science / Publisher: W.H. Freeman / Adoption: 2002	Yes	0
	Grades: 9th-12th / Course: Foreign Language / Publisher: Cheng & Tsui / Adoption: 2005	Yes	0
	Grades: 9th-12th / Course: Foreign Language / Publisher: Holt, Rinehart & Winston / Adoption: 2006	Yes	0
Visual / Performing Arts	Grades: 9th-12th / Course: Foreign Language / Publisher: Pearson / Adoption: 2014	Yes	0
	N/A	N/A	N/A
Health Education	N/A	N/A	N/A

PUPIL ACHIEVEMENT AND OUTCOMES

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS

The California Assessment of Student Performance and Progress (CAASPP) is a collection of tests used statewide to provide teachers, students and parents with information about how students are doing in school. The assessment system utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Summative assessment results include student scores, achievement levels, and descriptors that describe performance. Information regarding the CAASPP test results of mathematics for each grade and achievement standards can be found on the CDE CAASPP-ELPAC Results website at <https://www.caaspp-elpac.cde.ca.gov/caaspp/>. The CAASPP System consists of the following assessments:

- Smarter Balanced English language arts/literacy (ELA) and mathematics
- California Alternate Assessments for ELA, mathematics, and science
- California Science Test (CAST)
- California Spanish Assessment (CSA)
- Smarter Balanced Interim Assessments

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The value "N/T" indicates that students were not tested, and therefore no scores are available at this time.

ASSESSMENT RESULTS

The table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11), Mathematics (grades 3-8 and 11), and Science (Grades 5, 8, and high school).

Assessment Results by Subject						
	School	School	District	District	State	State
	2021-22	2022-23	2021-22	2022-23	2021-22	2022-23
English Language Arts/Literacy (Grades 3-8 and 11)	50	33	51	48	47	46
Mathematics (Grades 3-8 and 11)	27	22	35	35	33	34
Science (Grades 5, 8, and 10)	23	23	30	30	29	30

Assessment Results by Student Group - English Language Arts

2022-23	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	176	168	95.45	4.55	33.33
Male	86	81	94.19	5.81	27.16
Female	90	87	96.67	3.33	39.08
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	157	151	96.18	3.82	32.45
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	21	15	71.43	28.57	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	108	101	93.52	6.48	30.69
Migrant Education	0	0	0	0	0
Students with Disabilities	39	39	100.00	0.00	7.69

Assessment Results by Student Group - Mathematics

2022-23	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	176	174	98.86	1.14	21.84
Male	86	84	97.67	2.33	20.24
Female	90	90	100.00	0.00	23.33
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	157	156	99.36	0.64	20.51
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	21	21	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	108	106	98.15	1.85	17.92
Migrant Education	0	0	0	0	0
Students with Disabilities	39	39	100.00	0.00	2.56

Assessment Results by Student Group - Science					
2022-23	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	394	387	98.22	1.78	23.26
Male	196	191	97.45	2.55	25.13
Female	198	196	98.99	1.01	21.43
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	19	18	94.74	5.26	38.89
Black or African American	--	--	--	--	--
Filipino	11	10	90.91	9.09	--
Hispanic or Latino	349	345	98.85	1.15	22.90
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	59	56	94.92	5.08	1.79
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	217	214	98.62	1.38	21.96
Migrant Education	--	--	--	--	--
Students with Disabilities	72	68	94.44	5.56	4.41

COLLEGE ENTRANCE REQUIREMENTS

- University of California (UC)

Admission requirements for the 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 website at <https://admission.universityofcalifornia.edu/>.

- California State University (CSU)

Eligibility for admission to the CSU is determined by the three factors of specific high school courses, grades in specified courses and test scores, and 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 website at <https://www2.calstate.edu/>.

UC/CSU COURSE COMPLETION

Students are encouraged to take University of California/California State University courses if they plan to attend a four-year university. All students must pass each course with a grade of "C" or better each semester.

UC/CSU Course Enrollment	
Students Enrolled in Courses Required for UC/CSU Admission 2022-23	97.44
Graduates Who Completed All Courses Required for UC/CSU Admission 2021-22	31.44

CAREER TECHNICAL EDUCATION PARTICIPATION

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

2022-23 Career Technical Education Participation	
How many of the school's pupils participated in CTE programs?	510
What percentage of the school's pupils completed a CTE program and earned a high school diploma?	95.7
What percentage of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	

CAREER TECHNICAL EDUCATION PROGRAMS

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

Subsequently, the school has established Workman Tech, a school-to-career magnet program that integrates academic and career courses with advanced technology and the business community. Workman Tech has identified career pathways and is currently creating academies to support each path, including:

Sector: Transportation

Pathway: Vehicle Maintenance, Service and Repair

Courses:

- Automotive Tech 1
- Automotive Tech 2
- Advance Engine Performance

Sector: Health Science and Medical Technology

Pathway: Patient Care

Courses:

- Med Core
- Sports Medicine
- Personal Trainer

Sector: Arts, Media and Entertainment

Pathway: Media and Design Arts

Courses:

- Video Production 1
- Video Production 2
- Sound Technology Engineer

Sector: Arts, Media and Entertainment

Pathway: Media and Design Arts

Courses:

- Digital Graphic Design 1
- Graphic Arts and Multimedia Design

Sector: Business and Finance

Pathway: Financial Services

Courses:

- Business and Personal Finance
- Business Marketing
- Business Management and Leadership

All courses are offered on campus. For more information on these courses, please contact Workman High School or speak with your counselor.

All career preparation courses satisfy the District's graduation requirements and incorporate State CTE standards. Courses are evaluated through participating in school-based publicity and site-based videos/broadcasts.

OTHER OUTCOMES

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject area of physical education

PHYSICAL FITNESS ASSESSMENT

In the spring of each year, all California schools are required by the state to administer a physical fitness test to students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student’s ability to perform fitness tasks in five major areas. The five major areas are Aerobic Capacity, Abdominal Strength and Endurance, Extensor and Strength and Flexibility, Upper Body Strength and Endurance, and Flexibility.

The table displays the percentage of students participating in each of the five fitness evaluations by grade. Detailed information regarding this test may be found at the CDE website at <http://www.cde.ca.gov/ta/tg/pf/>.

2022-23 Physical Fitness Test Participation					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
9th	91	98	100	98	100

DROPOUT AND GRADUATION RATES

The chart displays dropout and graduation rates for the most recent three-year period.

Dropout and Graduation Rates						
	Dropout Rates			Graduation Rates		
	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23
School	1	1.7	0.9	91.2	94.6	91
District	4	1.9	2.9	90.3	95.9	92.6
State	9.4	7.8	8.2	83.6	87	86.2

Graduation Rates by Student Group			
2022-23	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	223	203	91.0
Female	104	97	93.3
Male	119	106	89.1
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	12	9	75.0
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	195	179	91.8
Native Hawaiian or Pacific Islander	--	--	--
White	--	--	--
Two or More Races	0	0	0.00
EL Students	44	35	79.5
Foster Youth	--	--	--
Homeless	25	24	96.0
Military	--	--	--
Socioeconomically Disadvantaged	215	197	91.6
Migrant Education	--	--	--
Students with Disabilities	37	30	81.1

CHRONIC ABSENTEEISM

Attendance is critical to academic achievement. Regular daily attendance is a priority and is expected for students. A student who is absent on 10 percent or more of the school days in the school year is considered to be a “chronic absentee”. Chronic absenteeism negatively impacts student learning and achievement and is closely monitored by school staff and the district. Rates of chronic absenteeism for the school are displayed below.

Chronic Absenteeism Rate (Percentage)				
2022-23	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate (Percentage)
All Students	913	890	222	24.9
Female	435	423	117	27.7
Male	477	466	105	22.5
Non-Binary	1	1	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	48	48	3	6.3
Black or African American	7	6	2	33.3
Filipino	26	25	1	4.0
Hispanic or Latino	815	795	212	26.7
Native Hawaiian or Pacific Islander	2	2	1	50.0
White	9	9	1	11.1
Two or More Races	2	2	1	50.0
EL Students	169	163	46	28.2
Foster Youth	20	17	4	23.5
Homeless	66	64	26	40.6
Military	--	--	--	--
Socioeconomically Disadvantaged	817	802	203	25.3
Migrant Education	7	7	0	0.0
Students with Disabilities	172	167	57	34.1

DROPOUT PREVENTION

Intervention strategies used to promote attendance and reduce dropout rates include parent conferences, credit recovery opportunities, intervention, School Attendance Review Board (SARB), independent study, and referral to continuation high schools.

PARENT ENGAGEMENT

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 INVOLVEMENT

Parents are a valued partner at Workman High School and there are encouraged to be actively involved in their student’s education. Organizations include:

- Parent Pack (monthly meetings held on school and student supports)
- School Site Council
- Parent support groups for band, drama and athletic organizations
- Parent Institute for Quality Education (PIQE)
- English Learner Advisory Committee (ELAC)

The Lobo community is very supportive of the educational program at Workman High School. Many programs and activities are enriched by the generous contributions made by the following businesses and organizations:

- Del Haven Community Center
- Felix Grossman
- Flexfit
- Pacific Palms
- So Cal Grad
- Target

- The City of Industry
- The U.S. Department of Forestry
- Upper San Gabriel Valley Water District

Parents who wish to participate in Workman High School leadership teams, school committees, school activities, or become volunteers may contact the school at (626) 933-8800.

This year, our school is following guidelines in order to best replicate parent and community volunteerism while adhering to our current COVID-19 restrictions.

SCHOOL CLIMATE

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

SUSPENSIONS AND EXPULSIONS

The table displays the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted. Due to the COVID-19 pandemic, the 2020-2021 rate data is not comparable. In instances where there was not in-person learning for the entire school year, it would be inappropriate to make any comparisons of the suspension and expulsion rates to school years that offered in-person learning for the entire school year.

Suspension and Expulsion Rates						
	Suspensions			Expulsions		
	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23
School	0.00	7.21	4.82	0.00	0.19	0.22
District	0.01	3.27	3.45	0.00	0.05	0.08
State	0.20	3.17	3.60	0.00	0.07	0.08

Suspension & Expulsion Rates by Student Group		
2022-23	Suspensions	Expulsions
All Students	4.82	0.22
Female	3.45	0.00
Male	6.08	0.42
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	5.15	0.25
Native Hawaiian or Pacific Islander	0.00	0.00
White	0.00	0.00
Two or More Races	0.00	0.00
EL Students	5.92	0.00
Foster Youth	0.00	0.00
Homeless	9.09	0.00
Military	--	--
Socioeconomically Disadvantaged	4.77	0.24
Migrant Education	0.00	0.00
Students with Disabilities	6.40	0.58

SCHOOL SAFETY

The safety of students and staff is a primary concern of all Hacienda La Puente Unified schools and staff. All visitors to the campus must sign in at the school office and wear a visitor's pass at all times. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch, and after school. Supervision is a responsibility shared among volunteers, teachers, and administrators.

The school is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Safety drills, including fire, earthquake, and lock-down, are held on a rotating basis throughout the year.

To further safeguard the well-being of students and staff, a comprehensive School Site Safety Plan has been developed by the School Site Council. The Safety Plan is annually updated in the fall; the last review was performed in September, 2023. An updated copy of the plan is available to the public at the school and District offices. Any revisions and updates are reviewed immediately with the staff. Key elements of the Safety Plan focus on the following:

- School rules and procedures
- Disaster procedures/routine and emergency drills
- Current status of school crime
- Notification to teachers
- Child abuse reporting procedures
- School-wide dress code
- Policies related to suspension/expulsion
- Sexual harassment policy
- Safe ingress and egress of pupils, parents/guardians, and school employees

During the COVID-19 pandemic, protecting the health and safety of our staff, students and families is a priority. Hacienda La Puente Unified has created comprehensive health and safety protocols which include: cleaning, disinfecting and sanitizing, use of personal protective equipment, symptom screening, social distancing, hygiene practices, testing, and responding to positive cases.

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.

ACADEMIC COUNSELOR TO PUPIL RATIO

The chart displays the ratio of pupils to academic counselor at the school.

2022-23 Ratio of Number of Pupils per Academic Counselor	
Academic Counselor(s)	172

AVAILABLE COUNSELING AND SUPPORT STAFF

The chart displays the support staff available to students at the school. 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 and Support Staff	
2022-23	Full Time Equivalent
Counselor (Academic, Social/Behavioral or Career Development)	5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

ADVANCED PLACEMENT

Advanced placement (AP) programs give students an opportunity to take college-level courses and exams while still in high school. Students who receive a 3, 4, or 5 on their final AP exams qualify for college credit at most of the nation's colleges.

Advanced Placement Classes	
2022-23	Number of Courses
Computer Science	1
English	2
Fine and Performing Arts	1
Foreign Language	2
Mathematics	2
Science	2
Social Science	4
Totals	14
Percent of Students in AP Courses	17.6

CLASS SIZE DISTRIBUTION

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.

*Please note that the "Other" category may display data for multi-grade level classes.

Class Size Distribution By Subject												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	21	22	23	21	22	23	21	22	23	21	22	23
English	22	25	25	21	15	12	15	14	16	7	11	8
Mathematics	28	26	24	6	9	15	20	16	17	13	7	3
Science	27	28	27	5	6	5	18	11	13	6	11	7
Social Science	30	29	22	2	6	15	12	10	11	11	11	3

DISTRICT REVENUE SOURCES

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

SCHOOL AND DISTRICT EXPENDITURES

The 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, 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>.

2021-22 Expenditures per Pupil	
School: Total Expenditures Per Pupil	\$ 9,819.00
School: From Supplemental/Restricted Sources	\$ 128.00
School: From Basic/Unrestricted Sources	\$ 9,691.00
District: From Basic/Unrestricted Sources	\$ 8,481.00
Percentage of Variation between School & District	14.27 %
State: From Basic/Unrestricted Sources	\$ 7,606.62
Percentage of Variation between School & State	27.4 %

TEACHER AND ADMINISTRATIVE SALARIES

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.

2021-22 Average Salary Information		
	District	State
Beginning Teachers	\$ 62,471.00	\$ 55,549.60
Mid-Range Teachers	\$ 91,802.00	\$ 84,644.63
Highest Teachers	\$ 119,816.00	\$ 111,284.00
Elementary School Principals	\$ 148,107.00	\$ 139,859.59
Middle School Principals	\$ 153,697.00	\$ 146,439.85
High School Principals	\$ 175,424.00	\$ 158,447.41
Superintendent	\$ 267,800.00	\$ 278,268.23
Teacher Salaries	32.25 %	32.21 %
Administrative Salaries	5.57 %	4.89 %

SCHOOL SITE TEACHER SALARIES

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

2021-22 Average Teacher Salary	
School	\$ 103,079.00
District	\$ 103,755.00
Percentage of Variation between School & District	-0.65 %
All Similar School Districts	\$ 90,632.00
Percentage of Variation between School & State	13.73 %

PROFESSIONAL DEVELOPMENT DAYS OFFERED

The table displays the number of annual professional development days offered during the most recent three-year period.

Professional Development Days			
	2021-22	2022-23	2023-24
Number of Professional Development Days	2	2	2

PROFESSIONAL DEVELOPMENT

Professional development within the District addresses the individual needs of teachers as well as broader school concerns. The District leads Professional Development in all content areas using a variety of models, such as pull-out, push-in, PLC, Staff Meetings, and more. Professional Development includes, but is not limited to: English Language Arts, English Language Development, Writing, Math, History/Social Science, STEM, STEAM, VAPA, NGSS, MTSS, Open Education Resources, Summer Math Academy, AERIES, SBAC Interims, CaMSP, ELA Technology, and Mod/Severe. Professional Development is also conducted through team teaching, modeling lessons, and Instructional Walk Throughs with feedback.

ADDITIONAL INTERNET AND PUBLIC LIBRARY ACCESS

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.