



Hacienda la Puente Unified Baldwin Academy

2022-2023 School Accountability Report Card



SCHOOL ADMINISTRATION

Kelly Arena
karena@hlpusd.k12.ca.us

SCHOOL INFORMATION

19734456014112
1616 Griffith Ave.
La Puente, CA 91744-1237
(626) 933-3700
www.hlpusd.org

SUPERINTENDENT

Dr. Alfonso Jiménez
ajimenez@hlpusd.k12.ca.us

DISTRICT INFORMATION

Hacienda la Puente Unified
15959 East Gale Ave.
City Of Industry, CA 91745-1604
(626) 933-1000

BOARD OF EDUCATION

Christine Salazar
Nancy Loera
Gino Kwok, Esq.
Stephanie Serrano
Jeffrey De La Torre

DISTRICT ADMINISTRATION

Dr. Alfonso Jiménez
Superintendent
ajimenez@hlpusd.k12.ca.us
Manoj Roychowdhury,
Associate Superintendent,
Business Services
Dr. Rosa Isiah,
Assistant Superintendent,
Education Services
Dr. John Lovato,
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 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 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:

Collaboration between parents, staff and students will ensure that all of the learning opportunities are provided in a safe secure environment, that will enable students to live, work and thrive in a highly connected, competitive world.

Principal's Message:

The School Accountability Report Card (SARC), as established by the people of California with the passage of Proposition 98, provides us with the opportunity to make public, the status of our educational program. Each school is charged with the responsibility for developing and distributing this SARC to all segments of the community. The quality of our school program is a reflection of our highly qualified and dedicated staff. We have made a commitment to provide a positive, caring learning environment for our students. Together, with the input and support of our families, work to provide a rigorous learning environment. As evidenced with being one of very few elementary schools to have a dedicated, fully functioning Science Lab. Our School Site Council and Leadership Team continue to prioritize the implementation of NGSS as a priority. Our Science Teacher works with grade level teams to embed Science Practices into lessons, from Transitional Kindergarten through sixth grade. Developing 21st Century skills is at the forefront of our work. For the past few years, our staff has worked on developing Units of Study that integrate different content areas. This work was recognized by the state with the Gold Ribbon Award. This is awarded to schools that demonstrated "exceptional progress in successfully implementing the newly adopted state standards." The curriculum that was developed by our teachers focused on students demonstrating knowledge of the standards through varied tasks. Some of the tasks were traditional in nature, but many stretched students' thinking. Performance tasks that culminated their units intertwined oral skills, technology, collaboration, writing, and at times art. Our school community will continue to work together in providing authentic learning to all our students. The emphasis will be to continue to align our instruction to standards. Our work continues to be on ensuring that all of our student groups are accessing standards and core curriculum. We have been identified to the Campaign for Business and Education Excellence (CBEE) Honor Roll yet another year! Honor Roll recognizes schools that have demonstrated consistent high levels of student academic achievement, improvement in achievement levels over time, and a reduction in achievement gaps among student populations. Developing critical thinking and problem solving skills are at the forefront of our work through our units of study. Technology is a priority for our district and school. We continue to integrate coding into our curriculum. This year some classes have started to work with CSTEM through UC Davis and New Pedagogies for New Learning. As a staff we want to provide the best educations for our students and we are fully committed to this goal!

ENROLLMENT BY STUDENT GROUP

The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2022-23	Percentage
Female	46.20
Male	53.80
Non-Binary	
American Indian or Alaska Native	0.20
Asian	6.00
Black or African American	0.20
Filipino	2.30
Hispanic or Latino	88.20
Native Hawaiian or Pacific Islander	0.30
White	1.80
Two or More Races	
EL Students	29.10
Foster Youth	0.30
Homeless	6.80
Military	
Socioeconomically Disadvantaged	78.00
Migrant Education	
Students with Disabilities	11.60

ENROLLMENT BY GRADE

The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2022-23	Count
K	131
1st	78
2nd	103
3rd	69
4th	70
5th	86
6th	67
Total	604

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)	22.00	89.80	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)	0.00	0.00	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	2.50	10.20	31.60	4.13	18,854.30	6.86
Total Teaching Positions	24.50	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)	26.00	100.00	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)	0.00	0.00	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	26.00	100.00	774.00	100.00	279,044.80	100.00

Teachers Without Credentials and Misassignments		
	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	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	0.00
Total Out-of-Field Teachers	0.00	0.00

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)	0.00	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

Baldwin Academy provides a safe, clean environment for students, staff, and volunteers. The school is situated on 10 acres. School facilities were built in 1956, with additions built in 1958. They span nearly 40,000 square feet, and include the multi-purpose room, kitchen, staff lounge, office and 38 classrooms. The facility strongly supports teaching and learning through its ample classroom and playground space.

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:	12/8/2023
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	
INTERIOR: Interior Surfaces	Good	P19: Torn carpet. 6: Loose ceiling tiles. 8: Missing ceiling tiles.
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	Good	
ELECTRICAL: Electrical	Poor	P3, 9, Nurse: Missing clock. K-A, K-B, P1, P2, P12, P17: Missing outlet/electrical cover. Kitchen: Loose electrical conduit. P14: Several loose electrical covers. P11: Communication cover loose. P7, P8: Ceiling outlet covers missing. P7: Light not functioning.
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Good	
SAFETY: Fire Safety, Hazardous Materials	Good	HS3: Carbon Monoxide monitor is beeping. P20: Fire extinguisher is missing. K-A, Kitchen: Paint on wall is peeling.
STRUCTURAL: Structural Damage, Roofs	Fair	MPR, P19, P20: Floor damage. P20: Wall damage. 1, 6, 13, Teachers Lounge: Stained ceiling tiles. P2: Holes in wall. P10: Ceiling tile brackets loose. P8: Roof damage.
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: K-6 / Course: English/Language Arts / Publisher: McGraw-Hill / Adoption: 2016	Yes	0
Mathematics	Grades: K-6 / Course: Mathematics / Publisher: Houghton Mifflin / Adoption: 2015	Yes	0
History / Social Science	Grades: K-6 / Course: History/Social Science / Publisher: McGraw-Hill / Adoption: 2019	Yes	0
Science	Grades: K-5 / Course: Science / Publisher: Scott Foresman / Adoption: 2007 Grades: 6th / Course: Science / Publisher: Holt / Adoption: 2007	Yes Yes	0 0
Foreign Language	N/A	N/A	N/A
Visual / Performing Arts	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)	44	45	51	48	47	46
Mathematics (Grades 3-8 and 11)	31	33	35	35	33	34
Science (Grades 5, 8, and 10)	25	29	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	288	285	98.96	1.04	44.56
Male	150	147	98.00	2.00	44.22
Female	138	138	100.00	0.00	44.93
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	16	16	100.00	0.00	75.00
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	260	257	98.85	1.15	42.80
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	57	54	94.74	5.26	11.11
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	157	157	100.00	0.00	41.40
Migrant Education	0	0	0	0	0
Students with Disabilities	40	40	100.00	0.00	12.50

Assessment Results by Student Group - Mathematics

2022-23	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	288	287	99.65	0.35	33.45
Male	150	149	99.33	0.67	36.91
Female	138	138	100.00	0.00	29.71
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	16	16	100.00	0.00	75.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	260	259	99.62	0.38	30.89
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	57	57	100.00	0.00	15.79
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	157	157	100.00	0.00	28.03
Migrant Education	0	0	0	0	0
Students with Disabilities	40	40	100.00	0.00	15.00

Assessment Results by Student Group - Science					
2022-23	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	84	84	100.00	0.00	28.57
Male	42	42	100.00	0.00	28.57
Female	42	42	100.00	0.00	28.57
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	76	76	100.00	0.00	27.63
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	0	0	0	0	0
EL Students	16	16	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	51	51	100.00	0.00	19.61
Migrant Education	0	0	0	0	0
Students with Disabilities	12	12	100.00	0.00	8.33

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
5th	98	98	98	98	98

PUPIL ENGAGEMENT

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout and graduation rates
- Chronic absenteeism rates

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	637	620	227	36.6
Female	293	284	105	37.0
Male	344	336	122	36.3
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	2	1	50.0
Asian	42	38	7	18.4
Black or African American	1	1	1	100.0
Filipino	14	14	4	28.6
Hispanic or Latino	559	546	205	37.5
Native Hawaiian or Pacific Islander	2	2	0	0.0
White	11	11	6	54.5
Two or More Races	0	0	0	0.0
EL Students	192	186	56	30.1
Foster Youth	3	3	1	33.3
Homeless	49	47	14	29.8
Military	--	--	--	--
Socioeconomically Disadvantaged	545	533	198	37.1
Migrant Education	2	2	2	100.0
Students with Disabilities	90	88	36	40.9

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 involved in many parent educational opportunities offered at Baldwin Academy. The school offers family nights in the areas of literacy, math, and standards, as well as English and GED classes every school day. In addition, we provide Latino Literacy Classes to our parents. In these classes our parents learn strategies on how to connect with their child through reading and activities that they learn. This class also provides a field trip to a local college. The intention of these classes is to promote and reinforce that all of our students will be pursuing a post high school education. All of these opportunities are hosted in our Parent Center with our Parent Support Personnel.

Parents and the community are very supportive of the educational program at Baldwin Academy. Numerous programs and activities are enriched by the generous contributions made by the following organizations: Wal-Mart, Del Haven Community Center, Booster Clubs, Southern California Edison, and La Puente Kiwanis Club.

Parents who wish to participate in Baldwin Academy leadership teams, school committees, school activities, or become volunteers may contact the school at (626) 933-3701.

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	0.15	0.31	0.00	0.00	0.00
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	0.31	0.00
Female	0.00	0.00
Male	0.58	0.00
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	0.36	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
White	0.00	0.00
Two or More Races	0.00	0.00
EL Students	0.00	0.00
Foster Youth	0.00	0.00
Homeless	2.04	0.00
Military	--	--
Socioeconomically Disadvantaged	0.37	0.00
Migrant Education	0.00	0.00
Students with Disabilities	1.11	0.00

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)	0

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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

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 Grade												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	21	22	23	21	22	23	21	22	23	21	22	23
K	21	18	24	2	6		4		5			
1st	24	24	25				3	4	3			
2nd	26	22	21			1	3	3	4			
3rd	24	26	17			4	4	3				
4th	36	28	23			1		3	1	2		1
5th	34	25	29		1	1				1		2
6th	32	32	34				18	2	1			1
Other	35	14	15		1	1				1		

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	\$ 8,369.00
School: From Supplemental/Restricted Sources	\$ 210.00
School: From Basic/Unrestricted Sources	\$ 8,159.00
District: From Basic/Unrestricted Sources	\$ 8,481.00
Percentage of Variation between School & District	-3.8 %
State: From Basic/Unrestricted Sources	\$ 7,606.62
Percentage of Variation between School & State	7.26 %

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	\$ 110,002.00
District	\$ 103,755.00
Percentage of Variation between School & District	6.02 %
All Similar School Districts	\$ 90,632.00
Percentage of Variation between School & State	21.37 %

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.