



California School  
**DASHBOARD**

# 2024 Local Indicators

Hacienda La Puente USD  
Report Summary to  
the Board of Education  
June 27, 2024





## 2024 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 2023 Local Indicators:**

<https://www.caschooldashboard.org/reports/19734450000000/2023>

\*Extended narrative will be posted on the CA Dashboard

# Priority 1: Basics

- Appropriately Assigned Teachers: 2021-22 Teaching Assignment Monitoring Outcomes by Full-Time Equivalent (FTE)

Name	Total Teaching Full-Time Equivalent (FTE)	Clear (% of teaching FTE)	Comparison to Statewide Average
LEA	774.04	95.1%	Above
County	62,129.05	85.1%	Above
Statewide	279,044.88	84%	n/a

- Standards Aligned Instructional Materials for the 2023-24 School Year:
  - Number of students with their own copies of instructional materials: **100%**
- Facilities in "Good" Repair as Measured by the Fall 2023 Facilities Inspection Tool (FIT):
  - Schools Meeting "Exemplary" or "Good" Repair Standard: **100%**
  - 7 Schools Exemplary and 24 Schools in "Good" Repair



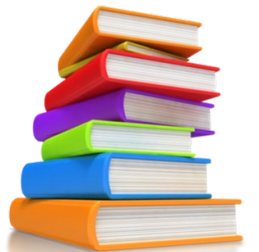
## Priority 2: Implementation of State Academic Standards

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, History-Social Science (HSS), Next Generation Science Standards (NGSS)**  
**4- Full 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 2022-23 or 2023-24 school year(s):

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

**3- Initial Implementation**

- Identifying the professional learning needs of individual teachers

**3- Initial 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 2023-24 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*

Overall Perception of Being Safe or Very Safe at School	Gr 5	Gr 7	Gr 9	Gr 11
% who stated yes, most or all of the time or stated safe or very safe	77%	53%	51%	54%
Increase from 2022-23	+2%	+4%	+1%	+5%

	Grade 5 %
<b>Do you feel safe at school? (<i>In-School Only</i>)</b>	
No, never	6
Yes, some of the time	17
Yes, most of the time	42
Yes, all of the time	35

### ***Perceived Safety at School (In-School Only)***

	Grade 7 %	Grade 9 %	Grade 11 %
Very safe	13	9	10
Safe	40	42	44
Neither safe nor unsafe	36	43	39
Unsafe	7	4	5
Very unsafe	4	2	2





# Priority 6: School Climate

## 2023-24 California Healthy Kids Survey Results



### School Connectedness Scale Questions

	Grade 5 %
<b>Do you feel close to people at/from this school?</b>	
No, never	8
Yes, some of the time	36
Yes, most of the time	38
Yes, all of the time	18
<b>Are you happy to be at/with this school?</b>	
No, never	4
Yes, some of the time	28
Yes, most of the time	37
Yes, all of the time	31
<b>Do you feel like you are part of this school?</b>	
No, never	6
Yes, some of the time	25
Yes, most of the time	27
Yes, all of the time	43
<b>Do teachers treat students fairly?</b>	
No, never	3
Yes, some of the time	14
Yes, most of the time	31
Yes, all of the time	52

<b>Overall School Connectedness</b>	<b>Gr 5</b>
% who stated yes, most or all of the time	71%
Increase from 2022-23	+2%

### School Connectedness Scale Questions – Continued

	Grade 5 %
<b>Do you feel safe at school? (<i>In-School Only</i>)</b>	
No, never	6
Yes, some of the time	17
Yes, most of the time	42
Yes, all of the time	35

# Priority 6: School Climate

## 2023-24 California Healthy Kids Survey Results



Overall School Connectedness	Gr 7	Gr 9	Gr 11
% who agree or strongly agree	52%	48%	49%
Difference from 2022-23	+3%	-4%	-1%

### School Connectedness Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %
<b>I feel close to people at/from this school.</b>			
Strongly disagree	4	4	5
Disagree	5	10	10
Neither disagree nor agree	28	32	28
Agree	44	40	42
Strongly agree	18	14	15
<b>I am happy with/to be at this school.</b>			
Strongly disagree	9	7	5
Disagree	9	10	11
Neither disagree nor agree	32	39	43
Agree	36	34	32
Strongly agree	14	10	8
<b>I feel like I am part of this school.</b>			
Strongly disagree	8	6	7
Disagree	12	12	12
Neither disagree nor agree	35	41	39
Agree	34	33	36
Strongly agree	11	7	7

### School Connectedness Scale Questions – Continued

	Grade 7 %	Grade 9 %	Grade 11 %
<b>The teachers at this school treat students fairly/The teachers treat students fairly.</b>			
Strongly disagree	8	4	3
Disagree	12	10	10
Neither disagree nor agree	32	33	31
Agree	35	43	45
Strongly agree	12	11	12
<b>I feel safe in my school. <i>(In-School Only)</i></b>			
Strongly disagree	6	4	4
Disagree	9	8	9
Neither disagree nor agree	33	41	38
Agree	39	38	41
Strongly agree	13	9	8

# 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