

Learning Post High School

23007 West Dalbey Dr. • Valencia, CA 91355 • (661) 255-8338 • Grades 7-12

Dr. Pete Getz, Principal

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2014-15 School Accountability Report Card Published During the 2015-16 School Year



William S. Hart Union High School District

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Educational Services**

School Description

Learning Post High School is a fully accredited independent study high school in the William S. Hart Union High School District. This alternative educational program meets all State and District requirements for graduation. A-G approved, Advanced Placement, and College Preparatory courses are offered.

Learning Post High School is the Hart District's independent study school. It was opened in 1980 – 35 years ago. It is WASC accredited & NCAA approved just like other high schools in the Hart District. Dr. Pete Getz is the Principal of Learning Post High School and Academy of the Canyons.

Learning Post High School offers two independent study options. The first being The Post, and it is located on the COC-Valencia campus in the University Center. The second option is Hart@Home, and it is located on Centre Pointe Pkwy near the district office.

The two options, The Post & Hart@Home, have their unique features between them which are described below.

The Post is the original independent study format for our district. It offers enrollment for grades 9 – 12, and it uses district textbooks as the source for its curriculum. At The Post, students meet with their supervising teacher once a week. This a standing one hour appointment each week with their supervising teacher – ex: Tuesdays at 10:00am. At that appointment, the student will turn in all completed assignments given to them from the prior week's meeting, discuss any curriculum questions they may have, take any chapter tests – if applicable that week, and go over their new week's assignments for their courses. Their weekly appointment is generally an hour long but can be longer depending on how many chapter tests might be needed. The Post facility has available to the students work/study stations, student computers, student printer, & classroom set of textbooks. Therefore, students are welcome and encouraged to use The Post facility as a place to come and study – to get away from the distractions of life & focus on their course work. Many students do take advantage of this by coming to The Post three or four days a week for several hours each day – to study & complete assignments; however, this certainly isn't a requirement, and there are also many students who show up only once a week for their regular weekly appointment. Due to the nature of independent study The Post, students are free to come & go from the school site as they choose – it is an open campus.

The Post uses a variable credit system which means students are earning their credits at their own variable rate. When a student completes a course, the credits are posted to the transcript, and the student can immediately move on to the next course of study. For example, if a student finishes English 10A in early November, the credits are posted and the student can immediately begin English 10B course work. The variable credit system is ideal for students who are credit deficient and need to work at a more rigorous pace in order to catch up & stay on pace in order to graduate on time. Variable credits is also ideal for students who have a goal of graduating early and are motivated to work at a more rigorous pace in order to meet their early graduation goal.

Because of the nature of a variable credit system, The Post is generally able to enroll students at any point in the school year.

The Post does not offer foreign language, honors, or AP level course work; however, there are options available to fulfill this level of course work, if desired. Those options will be highlighted after summarizing Learning Post High School's second independent study option - Hart@Home.

In 2011, Learning Post High School opened an additional independent study option which is referred to as Hart@Home. The Hart@Home option offers enrollment for grades 7 – 12, and it uses online Apex software as the source for its curriculum. Many assignments and tests are done online, but there are some assignments which are turned in directly to the teacher and some tests which must be taken on site. The student & parent meet with their Hart@Home supervising teacher once every 20 days. This is a longer amount of time between appointments than The Post due to the nature of the student's online course work being monitored by their Hart@Home teachers. At the appointment, the student & parent will turn in a signed attendance log and discuss curriculum pacing. The Hart@Home facility has available to the students work/study stations, student computers & printers. Therefore, students are welcome and encouraged to use the Hart@Home facility as a place to come and study – to get away from the distractions of life & focus on their course work. Many students do take advantage of this by coming to Hart@Home three or four days a week for several hours each day – to study & complete assignments; however, this certainly isn't a requirement, and there are also many students who show up only once every 20 days for their regular appointment. Due to the nature of independent study, Hart@Home students are free to come & go from the school site as they choose – it is an open campus.

Hart@Home is a semester based credit system. At Hart@Home grades/credits are earned at the end of each semester. Therefore, Hart@Home is not ideally suited for credit deficient students or students with goals to graduate early.

Because of the nature of a semester based system, Hart@Home generally must close its enrollment 2-3 weeks into each semester.

Hart@Home offers foreign language, honors, and AP level course work via the online Apex curriculum.

All Learning Post High School students – The Post and Hart@Home, have the option of dual enrollment at their residence area school. Students are allowed to take one or two classes at their dual enrollment school. Class requests are arranged by the Learning Post High School academic counselor and are based on space availability. If a student is participating in a CIF level sport at their residence area school, there is a requirement of taking two classes for dual enrollment – PE/sport and one additional class. CIF participants must meet all CIF/district requirements for participation.

Students attending The Post who wish to participate in foreign language, honors, or AP level course work may do so via dual enrollment at their residence area school. Another option for this level of course work is taking classes at College of the Canyons (COC) beginning in 11th grade. All high school students are eligible to enroll in COC classes beginning in 11th grade. COC tuition is free to high school students.

Learning Post High School offers a unique and personal graduation ceremony where the supervising teachers speak briefly about each of their students. Families rave time and time again about how much they appreciated the personal, up close ceremony for their Learning Post High School graduate. If a Learning Post High School student has dual enrollment during their final semester, they have the option of requesting to participate instead in their residence area school's graduation ceremony.

The process for enrollment at Learning Post High School begins with an application. A choice of The Post or Hart@Home is selected on the application. A transcript must be included with the application unless the applicant is currently enrolled in one of the Hart District schools.

Learning Post High School offers an exciting educational alternative that provides flexible scheduling through our unique instructional environments. Students may engage in an independent study program as we develop a personalized learning plan for away-from-the-classroom learning opportunities for students in grades 7-12.

In addition to our excellent course offerings, we are pleased to offer membership in California Scholarship Federation (CSF). Students will be provided with ample opportunities for participating in community service. Students may engage in our student government program and plan events designed to bring school members and the community together.

Our Mission Statement-

Within a flexible and supportive learning environment, Learning Post High School is dedicated to helping every student reach his or her potential by fostering academic and personal growth and developing a strong foundation for a successful life beyond high school.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). 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 an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school at (661) 255-8338 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 7	10
Grade 8	11
Grade 9	20
Grade 10	23
Grade 11	36
Grade 12	57
Total Enrollment	157

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	4.5
American Indian or Alaska Native	0.6
Asian	5.1
Filipino	1.3
Hispanic or Latino	18.5
White	65.6
Two or More Races	4.5
Socioeconomically Disadvantaged	6.4
English Learners	0.6
Students with Disabilities	4.5

A. Conditions of Learning

State Priority: Basic

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 Credentials			
Learning Post High School	13-14	14-15	15-16
With Full Credential	2	2	3
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
William S. Hart Union High School District			
With Full Credential	♦	♦	888
Without Full Credential	♦	♦	8
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Learning Post High School	13-14	14-15	15-16
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	69.6	30.4
High-Poverty Schools	48.3	51.7
Low-Poverty Schools	95.3	4.7

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Textbooks and Instructional Materials Year and month in which data were collected: December 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Grade 7 - Timeless Voices, Timeless Themes (Bronze) - Prentice Hall Adopted 2002</p> <p>Grade 8 - Timeless Voices, Timeless Themes (Silver) - Prentice Hall Adopted 2002</p> <p>Grade 9 - Timeless Voices, Timeless Themes (Gold) - Prentice Hall Adopted 2002</p> <p>Grade 10 - Timeless Voices, Timeless Themes (Platinum) - Prentice Hall Adopted 2002</p> <p>Grade 11 - Timeless Voices, Timeless Themes (The American Experience) - Prentice Hall Adopted 2002</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>Math 7 - Glencoe Math Course 2 - Glencoe McGraw-Hill Adopted 2014</p> <p>Math 7 - Glencoe Math Accelerated - Glencoe McGraw-Hill Adopted 2014</p> <p>Math 8 - Glencoe Math Course 3 - Glencoe McGraw-Hill Adopted 2014</p> <p>Algebra - SpringBoard Adopted 2014</p> <p>Geometry - SpringBoard Adopted 2014</p> <p>Algebra 2 - SpringBoard Adopted 2014</p> <p>Trigonometry - Houghton Mifflin Adopted 2004</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science	<p>Grade 7 - Focus on Life Science - Prentice Hall Adopted 2006</p> <p>Grade 8 - Focus on Physical Science - Prentice Hall Adopted 2006</p> <p>Biology - Prentice Hall Adopted 2007</p> <p>Chemistry - Prentice Hall Adopted 2008</p> <p>Physics - Holt Adopted 2002</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>

Textbooks and Instructional Materials
Year and month in which data were collected: December 2015

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
History-Social Science	Grade 7 - Medieval and Early Modern Times - Prentice Hall Adopted 2006 Grade 8 - America: History of our Nation - Prentice Hall Adopted 2006 Grade 10 - World History: The Modern World - Prentice Hall Adopted 2006 Grade 11 - America: Pathways to the Present - Prentice Hall Adopted 2006 Grade 12 - Economics: New Ways of Thinking - EMC Paradigm Adopted 2007 Grade 12 - Magruder's American Government - Prentice Hall Adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	Percent of students lacking their own assigned textbook: 0%
Health	Lifetime Health - Holt Adopted 2004 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Visual and Performing Arts	Percent of students lacking their own assigned textbook: 0%
Science Laboratory Equipment	Percent of students lacking their own assigned textbook: 0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Each and every campus within the Wm. S Hart High School District is inspected by an on-site facility person on a daily basis. All deficiencies are reported electronically directly to District Maintenance and are corrected in an expeditious manner.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 06/10/14

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X				
Interior: Interior Surfaces	X				
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X				
Electrical: Electrical	X				
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				
Safety: Fire Safety, Hazardous Materials	X				
Structural: Structural Damage, Roofs	X				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
Overall Rating	Exemplary	Good	Fair	Poor	
	X				

B. Pupil Outcomes

State Priority: Pupil Achievement

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], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	84	65	44
Math	34	46	33

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	70	80	88	75	77	75	59	60	56

* Results are for grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	9.10	18.20	54.50

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	75
All Student at the School	88
Male	73
Female	93
Black or African American	--
Asian	--
Filipino	--
Hispanic or Latino	--
White	80
Socioeconomically Disadvantaged	--
Students with Disabilities	--
Foster Youth	--

* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	7	11	10	90.9	--	--	--	--
	8	13	13	100.0	0	15	38	46
	11	56	50	89.3	4	10	44	42
Male	7		1	9.1	--	--	--	--
	8		6	46.2	--	--	--	--
	11		20	35.7	10	5	40	45
Female	7		9	81.8	--	--	--	--
	8		7	53.8	--	--	--	--
	11		30	53.6	0	13	47	40
Black or African American	8		2	15.4	--	--	--	--
	11		2	3.6	--	--	--	--
Asian	7		2	18.2	--	--	--	--
	8		4	30.8	--	--	--	--

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Filipino	8		1	7.7	--	--	--	--
	11		1	1.8	--	--	--	--
Hispanic or Latino	7		2	18.2	--	--	--	--
	11		11	19.6	0	18	45	36
White	7		5	45.5	--	--	--	--
	8		6	46.2	--	--	--	--
	11		33	58.9	3	9	42	45
Two or More Races	7		1	9.1	--	--	--	--
	11		3	5.4	--	--	--	--
Socioeconomically Disadvantaged	7		2	18.2	--	--	--	--
	8		1	7.7	--	--	--	--
	11		4	7.1	--	--	--	--
English Learners	7		1	9.1	--	--	--	--
Students with Disabilities	7		1	9.1	--	--	--	--
	8		1	7.7	--	--	--	--
	11		2	3.6	--	--	--	--
Foster Youth	7		--	--	--	--	--	--
	8		--	--	--	--	--	--
	11		--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	7	11	10	90.9	--	--	--	--
	8	13	13	100.0	15	31	31	23
	11	56	50	89.3	28	42	20	8
Male	7		1	9.1	--	--	--	--
	8		6	46.2	--	--	--	--
	11		20	35.7	15	50	25	10
Female	7		9	81.8	--	--	--	--
	8		7	53.8	--	--	--	--
	11		30	53.6	37	37	17	7

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Black or African American	8		2	15.4	--	--	--	--
	11		2	3.6	--	--	--	--
Asian	7		2	18.2	--	--	--	--
	8		4	30.8	--	--	--	--
Filipino	8		1	7.7	--	--	--	--
	11		1	1.8	--	--	--	--
Hispanic or Latino	7		2	18.2	--	--	--	--
	11		11	19.6	18	82	0	0
White	7		5	45.5	--	--	--	--
	8		6	46.2	--	--	--	--
	11		33	58.9	30	27	27	12
Two or More Races	7		1	9.1	--	--	--	--
	11		3	5.4	--	--	--	--
Socioeconomically Disadvantaged	7		2	18.2	--	--	--	--
	8		1	7.7	--	--	--	--
	11		4	7.1	--	--	--	--
English Learners	7		1	9.1	--	--	--	--
Students with Disabilities	7		1	9.1	--	--	--	--
	8		1	7.7	--	--	--	--
	11		2	3.6	--	--	--	--
Foster Youth	7		--	--	--	--	--	--
	8		--	--	--	--	--	--
	11		--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

C. Engagement

State Priority: Parental Involvement

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 schoolsite.

Opportunities for Parental Involvement

Our program offers a variety of options for parental involvement. For more information, please contact, Dr. Pete M. Getz at 661-255-8338.

State Priority: 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.

School Safety Plan

Learning Post High School maintains a safe, healthy, nurturing, and orderly school campus. Two campus supervisors are on staff and are responsible for students on the LPHS campus as well as on the college campus. The school safety plan is revised annually each spring and a binder containing the plan is located and easily accessible in every classroom. LPHS staff reviews the plan at the first staff meeting of the year. Emergency evacuation and safe mode drills are held once each semester. Along with protocol for evacuation and safe mode, the plan includes procedures for crisis and grief-related situations. In the event of a community emergency, LPHS works closely with COC and the Hart district office, using the state's Standardized Emergency Management System. LPHS staff members are participants in the COC disaster recovery teams and LPHS participates in all Hart District and COC sponsored disaster drills. The COC Security Division monitors the entire LPHS campus throughout the day. LPHS students have access to all safety procedures on the college campus including student escorts to and from the parking lots for evening classes. COC health services are also available to LPHS students.

A copy of the school site safety plan is kept on file in the administrative office. Anyone interested in reviewing the safety document may do so at any time.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	0.00	0.47	0.00
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	5.73	2.15	1.50
Expulsions Rate	0.08	0.12	0.05
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

D. 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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	No	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	No	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	No	Yes	Yes
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		0
Percent of Schools Currently in Program Improvement		.0

Average Class Size and Class Size Distribution (Secondary)												
Average Class Size				Number of Classrooms*								
				1-22			23-32			33+		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	5	6	6	21	27	29						
Math	5	4	3	17	22	6						
Science	4	5	4	15	15	19						
SS	4	5	5	26	33	30		1				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	

* 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.

Professional Development provided for Teachers

Professional Development for the 15-16 school year focuses on the implementation of the Common Core State Standards. To support teachers in the transition to the core, the concentration is on building foundational understanding of the standards, developing resources, and expanding collaborations between all stakeholders. ELA and math content teams are developing pacing guides and designing rigorous curricular units for the 2015-16 school year and beyond. Professional Development Coaches are engaged in a deep examination of the Common Core Anchor Standards for Literacy in preparation for supporting all teachers as they teach literacy across the curriculum. These Common Core Anchor standards delineate reading, writing, listening and speaking skills students utilize across curriculum at all grade levels. All teachers participate in site and district level professional development around these key literacy standards as well as strengthen and support core instruction of literacy practices. Teachers are also provided with the mobile technology and support they need to enhance instruction and increase the use of technology in the classroom.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,824	\$44,363
Mid-Range Teacher Salary	\$68,115	\$71,768
Highest Teacher Salary	\$88,632	\$92,368
Average Principal Salary (ES)		
Average Principal Salary (MS)	\$124,736	\$121,276
Average Principal Salary (HS)	\$138,346	\$133,673
Superintendent Salary	\$236,700	\$210,998
Percent of District Budget		
Teacher Salaries	37%	36%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site				
District	♦	♦	5,900	\$72,381
State	♦	♦	\$5,348	\$74,908
Percent Difference: School Site/District				
Percent Difference: School Site/ State				

* Cells with ♦ do not require data.

Types of Services Funded

Staffing Costs, Textbooks, Materials, Supplies, and Facility/Operating Expenses.

2014-15 California High School Exit Examination Grade Ten Results by Student Group						
Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	29	25	46	32	43	25
All Students at the School	16	10	74	17	50	33
Male	20	13	67	20	53	27
Female	13	6	81	13	47	40
White	24		76	24	53	24

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Learning Post High School	2012-13	2013-14	2014-15
English-Language Arts	82	81	84
Mathematics	73	81	83
William S. Hart Union High School	2012-13	2013-14	2014-15
English-Language Arts	68	59	63
Mathematics	69	61	61
California	2012-13	2013-14	2014-15
English-Language Arts	57	56	58
Mathematics	60	62	59

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Learning Post High School	2011-12	2012-13	2013-14
Dropout Rate	0.00	2.60	2.00
Graduation Rate	96.88	94.74	96.08
William S. Hart Union High School	2011-12	2012-13	2013-14
Dropout Rate	2.00	1.70	1.10
Graduation Rate	92.97	93.03	95.30
California	2011-12	2012-13	2013-14
Dropout Rate	13.10	11.40	11.50
Graduation Rate	78.87	80.44	80.95

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	
% of pupils completing a CTE program and earning a high school diploma	
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

Career Technical Education Programs

The students at Learning Post High School have the opportunity, through our Dual Enrollment program, to enroll in CTE related courses at the comprehensive schools in the district. Additionally, our students may participate in Regional Occupation Program as well.

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).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2014		
	School	District	State
All Students	106.52	88.66	84.6
Black or African American	100	78.2	76
American Indian or Alaska Native		73.68	78.07
Asian		96.67	92.62
Filipino	150	96.67	96.49
Hispanic or Latino	100	81.38	81.28
Native Hawaiian/Pacific Islander		87.5	83.58
White	102.86	93.65	89.93
Two or More Races	100	96.61	82.8
Socioeconomically Disadvantaged	100	65.81	61.28
English Learners		71.39	50.76
Students with Disabilities	100	79.34	81.36
Foster Youth	--	--	--

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	91.77
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	40.82

2014-15 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English	2	♦
Fine and Performing Arts		♦
Foreign Language	1	♦
Mathematics	1	♦
Science		♦
Social Science	3	♦
All courses	7	.5

* Where there are student course enrollments.