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**Hacienda La Puente
Unified School District**

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District Administration

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Hacienda La Puente Unified School District

Glen A. Wilson High School

2020-2021 School Accountability Report Card

Published in the 2021-2022 School Year

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.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- 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 Statement

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 (School Year 2020-21)

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 Enrollment

The charts illustrate the school enrollment by grade level and student group.

2020-21 Enrollment by Student Group	
Student Group	Percentage
Female	50.6
Male	49.4
Non-Binary	
Black or African American	0.9
American Indian or Alaska Native	0.1
Asian	39.1
Filipino	2.8
Hispanic or Latino	51.3
Native Hawaiian or Pacific Islander	0.1
White	5.2
Two or More Races	0.3
Socioeconomically Disadvantaged	52.7
EL Students	8.8
Students with Disabilities	9.3
Foster Youth	0.2
Homeless	2.1
Migrant Education	

2020-21 Enrollment by Grade	
Grade	Count
9th	380
10th	381
11th	375
12th	318
Total	1454

School Mission

Glen A. Wilson, an innovative and diverse community of learners, prepares students to be college and career ready, empowering them to achieve their potential through engagement in rigorous and relevant learning experiences and the formation of vital relationships.

Principal's Message

Welcome to Glen A. Wilson High School, home of the Wildcats. At Wilson High School, we proudly celebrate 57 years and renew our commitment to excellence. Our numerous recognitions include the US News and World Report Best High School (2018, 2019, 2020, 2021), California Gold Ribbon (2015), the California Business for Education Excellence (2020), the California Distinguished School (2013), to name a few.

Glen A Wilson High School, an innovative community of learners, produces college and career ready students, empowering them to actualize their potential through rigorous academics, relevant learning experiences, and vital relationships. To accomplish this mission, students will actively engage in a rich liberal arts curriculum that shapes them into reflective, analytical, and creative thinkers, problem solvers, and communicators. Supporting students' college and career readiness, Wilson High School provides the AVID (Advancement Via Individual Determination) program, the International Baccalaureate Program, and over 33 honors, Advanced Placement and IB courses.

Wilson's Institute of Technology and Sciences (WITS) provides courses of STEM study (science, technology, engineering, and math), providing pathways in Bio-Medical Science, Computer Science, and Engineering. WITS, in partnership with Project Lead the Way and College Board's Advanced Placement program, seeks to deepen students' learning through real-world application of their science and math knowledge. With the goal of facilitating connections between classroom learning and real-world application, both the WITS and IB programs provide opportunities for students to experience higher education and industry sponsored internships and job shadowing in their concentration of study.

Our Conservatory of Arts, or "CoArts", provides students will college and career preparation in the visual and performing arts. Four year pathways in Dance, Fine Art, Visual Commercial Art, Instrumental Music, Theater, and Vocal Music are available, with our advanced artists consistently receiving recognition for excellence in their respective field of study.

Wilson offers Career Technical Education, or “CTE”, pathway courses in Business, Child Development, and Culinary Arts. Robust co-curricular activities complement our students’ academic and leadership development.

Our award-winning Science Olympiad, Robotics, Cyber Patriot, and Engineering Design Teams travel throughout the state and provide opportunities for students to apply their learning in a competitive setting.

FBLA, HOSA, and Mock Trial are also active and successful in the competitive arena.

Athletes will find opportunities to compete in 18 different CIF-sanctioned sports over three seasons.

Our publication programs, Paw Prints (weekly newspaper) and Prowler (yearbook) are consistently recognized for outstanding achievement.

Our student leadership and community service programs, Associated Student Body, Student Senate, Red Cross Club, Paper Bridges, and Kiwins, to name a few, model and reinforce our schoolwide commitment to inclusion and respect.

On behalf of the Wildcat Family, I would like to thank you for taking time to explore Glen A. Wilson High School’s annual School Accountability Report Card.

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 Assignment

The tables 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>.

2019-20 Teacher Preparation and Placement						
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	N/A	N/A	N/A	N/A	N/A	N/A
Intern Credential Holders Properly Assigned	N/A	N/A	N/A	N/A	N/A	N/A
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	N/A	N/A	N/A	N/A	N/A	N/A
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	N/A	N/A	N/A	N/A	N/A	N/A
Unknown	N/A	N/A	N/A	N/A	N/A	N/A
Total Teaching Positions	N/A	N/A	N/A	N/A	N/A	N/A

2019-20 Teachers Without Credentials and Misassignments	
Authorization/Assignment	School Number
Permits and Waivers	N/A
Misassignments	N/A
Vacant Positions	N/A
Total Teachers Without Credentials and Misassignments	N/A

2019-20 Credentialed Teachers Assigned Out-of-Field	
Indicator	School Number
Credentialed Teachers Authorized on a Permit or Waiver	N/A
Local Assignment Options	N/A
Total Out-of-Field Teachers	N/A

2019-20 Class Assignments	
Indicator	School Number
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	N/A
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	N/A

Instructional Materials (School Year 2021-22)

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 23, 2021, 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.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
9th-12th	English/Language Arts	Hampton Brown	2008	Yes	0.0%
9th-12th	English/Language Arts	McGraw-Hill	2016	Yes	0.0%
9th-12th	Foreign Language	Cheng & Tsui	2005	Yes	0.0%
9th-12th	Foreign Language	Holt, Rinehart & Winston	2006	Yes	0.0%
9th-12th	Foreign Language	Pearson	2014	Yes	0.0%
9th-12th	History/Social Science	Bedford/St. Martin	2011	Yes	0.0%
9th-12th	History/Social Science	Houghton Mifflin	2006	Yes	0.0%
9th-12th	History/Social Science	Pearson	2019	Yes	0.0%
9th-12th	Mathematics	Glencoe	2004	Yes	0.0%
9th-12th	Mathematics	Houghton Mifflin	2015	Yes	0.0%
9th-12th	Mathematics	McDougal Littell	2008	Yes	0.0%
10th-11th	Mathematics	McDougal Littell	2005	Yes	0.0%
10th-12th	Mathematics	Pearson/Addison Wesley	2004	Yes	0.0%
9th-12th	Science	Pearson	2005	Yes	0.0%
9th-12th	Science	Prentice Hall	2002	Yes	0.0%
9th-12th	Science	Prentice Hall	2005	Yes	0.0%
9th-12th	Science	W.H. Freeman	2002	Yes	0.0%

School Facilities (School Year 2021-22)

Wilson High School provides a safe, clean environment for students, staff, and volunteers. The school is situated on 39.2 acres. The school was built in 1966, with additions in 1968 and 1975. The campus spans more than 159,000 square feet and includes an amphitheater, stadium, lecture hall/theater, school offices, Snacketeria, gymnasium, faculty lounge, media centers, computer labs, and 66 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. Work orders were generated for all deficiencies noted. Facilities information was collected in November 2021.

2021-22 School Facility Inspection		
Date of Last Inspection:	10/25/2021	
Data Collected:	November 2021	
Overall Summary of School Facility Conditions:	Good	
Category	Rating	Repair Needed and Action Taken or Planned
SYSTEMS: Gas Leaks, Mechanical/HVAC, Sewer	Good	
INTERIOR: Interior Surfaces	Fair	Boiler Room: Hole in ceiling. Admin: Missing ceiling tile. Classroom D-3, Classroom D-4: Missing ceiling tile screen. A-1: Water damage on ceiling tile. A-1, B-21, B-22, B-24, B-26, B-21 (Stock Room), B-25 (Storage Room): Missing ceiling tile. C-3, C-4: Epoxy flooring is peeling. Boys' Restroom: Tagging on the wall. B-8: Carpet is a trip hazard. B-21: Broken ceiling tiles. B-20: Cracked ceiling tile. B-26: Cracked desk. Kitchen: Floor is missing many tiles. C-8: Falling ceiling tiles. C-6, C-8: Carpet is in a bad state.
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	Good	
ELECTRICAL: Electrical	Good	D-1: Power outlet by entrance does not work. D-6: Broken light fixture covers. D-17: Loose light fixture. B-4, B-10, T-1, T-3: Missing receptacle covers. B-2: Broken receptacle covers. Media Center: Hanging light diffusers. C-8: Missing diffusers and light covers. C-6, C-06A: Missing light covers.
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Good	Admin: Water fountain is not working. Girls' Restroom: One sink is not turning on. Toilet is out of order. Girls' Restroom: Toilet is out of order. B-20: Emergency shower eye rinse is not working. B-26: Sink faucet is loose.
SAFETY: Fire Safety, Hazardous Materials	Good	B-20: Fire extinguisher is expired.
STRUCTURAL: Structural Damage, Roofs	Good	Admin: Roof has a leak by the Principal's Office.
EXTERNAL: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	D-20: Door is not locking properly. Kitchen: Manager states windows are difficult to open.

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] 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) includes computer-based and paper-pencil assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests, administered to grades three through eight and eleven. There is also an optional Standards-based Test in Spanish (STS) for Reading/Language Arts (RLA). Additionally, California Science Test (CAST) and CAAs for Science based on the Next Generation Science Standards for California Public Schools (CA NGSS) are administered in grades five, eight, and once in high school.

The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Smarter Balanced summative assessment results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student's academic performance. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student's academic achievement, including such measures as district assessments, classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

Due to the COVID-19 pandemic, a statewide summative assessment was not the most viable option for student assessment for many schools. For the 2019–2020 school year, the statewide academic testing requirement was waived. For the 2020-2021 school year, districts and schools were allowed to administer a different assessment that met the criteria established by the State Board of Education. The local assessments used instead were required to be aligned with California Common Core State Standards for English Language Arts and Mathematics, available to students in grades three through eight, and grade 11; and must have been uniformly administered all eligible students across a grade, grade span, school, or the district. Schools administered the Smarter Balanced Summative Assessments for English Language Arts and Mathematics, other assessments that meet the State Board of Education criteria, or a combination of both.

Unfortunately, the California Alternate Assessments could only be administered in-person following health and safety requirements. At this time, there are no other alternative assessment options available. If the district or school was not able to administer the California Alternate Assessments in person, they were directed to not administer the tests.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the California Alternate Assessment. The Percent Met or Exceeded is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both 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 number of students tested includes all students who participated in the test whether they received a score or not; 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 only students who received scores.

Note: When local assessments were administered in place of statewide summative assessment, the at or above the grade-level standard is determined in the context of the local assessment administered.

The first table displays the results of the California Assessment of Student Performance and Progress (CAASPP) for the school, district, and state. If the CAASPP assessment was not administered, "N/A" is displayed. The second table displays assessment results for the school. If the CAASPP assessment was not administered, results from local assessments are displayed.

Assessment Results by Subject						
Subject	School		District		State	
	2020	2021	2020	2021	2020	2021
English Language Arts/Literacy (Grades 3-8 and 11)	NT	NT	NT	--	NT	48.53
Mathematics (Grades 3-8 and 11)	NT	NT	NT	NT	NT	33.4
Science (Grades 5, 8, and 10)	NT	NT	NT	NT	NT	28.72

Assessment Results by Student Group					
	English Language Arts				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	1441	359	25%	75%	49%
Male	714	179	25%	75%	46%
Female	727	180	25%	75%	53%
American Indian or Alaska Native	1		0%	100%	
Asian	543	130	24%	76%	68%
Native Hawaiian or Pacific Islander	2		0%	100%	
Filipino	37	11	30%	70%	36%
Hispanic or Latino	733	191	26%	74%	38%
Black or African American	5	3	60%	40%	--
White	78	18	23%	77%	33%
Two or More Races	36	6	17%	83%	--
EL Students	117	24	21%	79%	17%
Foster Youth	10	3	30%	70%	--
Homeless	--				
Military	--	--	--	--	--
Socioeconomically Disadvantaged	765	189	25%	75%	42%
Migrant Education					
Students with Disabilities	121	32	26%	74%	13%

Assessment Results by Student Group					
	Mathematics				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	1441	330	22.90%	77.10%	5.76%
Male	714	155	21.71%	78.29%	9.03%
Female	727	175	24.07%	75.93%	2.86%
American Indian or Alaska Native	1		0.00%	100.00%	
Asian	543	129	23.76%	76.24%	11.63%
Native Hawaiian or Pacific Islander	12	2	16.67%	83.33%	--
Filipino	37	11	29.73%	70.27%	0.00%
Hispanic or Latino	733	169	23.06%	76.94%	1.18%
Black or African American	2		0.00%	100.00%	
White	36	6	16.67%	83.33%	--
Two or More Races	78	13	16.67%	83.33%	0.00%
EL Students	117	26	22.22%	77.78%	0.00%
Foster Youth	10	2	20.00%	80.00%	--
Homeless	--				
Military	0	0	0	0	--
Socioeconomically Disadvantaged				121	11
Migrant Education	9.09%	90.91%	0.00%		
Students with Disabilities					

Career Technical Education (CTE) Participation

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

2020-21 Career Technical Education Participation	
How many of the school's pupils participated in CTE programs?	773
What percentage of the school's pupils completed a CTE program and earned a high school diploma?	60.00%
What percentage of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	27.30%

Career Technical Education (CTE) Programs

It is the goal of Wilson 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 employed to ensure work-readiness skills. Students receive counseling from school personnel regarding career paths and courses of study based on individual interests, goals, strengths, and abilities. STEM, CTE, and VAPA education opportunities are provided to students, as well as career exploration through CCGI (College and Career Guidance Initiative) heighten awareness of options for higher education, training, and employment beyond high school.

Wilson High School offers a variety of career-path related classes:

- Visual Commercial Art
- Business
- Engineering
- Child Development
- Culinary
- Bio-medical Science
- Computer Science

All career preparation courses satisfy the District's graduation requirements, align to State CTE standards, and participate in advisory panel discussion with industry representatives.

For more information on CTE courses, please contact Mark Anderson at (626) 933-1000.

College Entrance Info

University of California

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 Web page at <http://admission.universityofcalifornia.edu/>.

California State University

Eligibility for admission to the CSU is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- 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 Web page at <http://www.calstate.edu/admission/admission.shtml>.

UC/CSU Course Completion

Students are encouraged to take University of California/California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a 'C'.

UC/CSU Course Enrollment	
Students Enrolled in Courses Required for UC/CSU Admission (2020-21)	98.97%
Graduates Who Completed All Courses Required for UC/CSU Admission (2019-20)	58.84%

State Priority: Other Pupil Achievement

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

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 six major areas. Students who meet or exceed the standards in all six fitness areas are considered to be physically fit or in the Healthy Fitness Zone (HFZ). Due to the COVID-19 pandemic, administration of the physical fitness performance test was waived during the 2019–2020 and 2020–2021 school years. Therefore, there is not data to report for the 2020-21 school year. Detailed information regarding this test may be found at the CDE website at <http://www.cde.ca.gov/ta/tg/pf/>.

2020-21 Percentage of Students in Healthy Fitness Zone		
Four of Six Standards	Five of Six Standards	Six of Six Standards
N/A	N/A	N/A

State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.
- Attendance

Dropout & Graduation Rates

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

Dropout and Graduation Rates						
	Dropout Rates			Graduation Rates		
	18-19	19-20	20-21	18-19	19-20	20-21
School	1.1	0.3	2.2	96.1	97.0	95.9
District	3.8	1.6	4.0	93.2	96.2	90.3
State	9.0	8.9	9.4	84.5	84.2	83.6

Graduation Rates by Student Group			
	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	316	303	95.9
Female	160	155	96.9
Male	156	148	94.9
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	120	115	95.8
Black or African American	--	--	--
Filipino	11	11	100.0
Hispanic or Latino	161	155	96.3
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	0	0	0.00
White	18	17	94.4
EL Students	36	33	91.7
Foster Youth	--	--	--
Homeless	12	11	91.7
Socioeconomically Disadvantaged	219	210	95.9
Migrant Education	0.0	0.0	0.0
Students with Disabilities	27	24	88.9

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.

2020-21 Chronic Absenteeism by Student Group				
	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate (Percentage)
All Students	1478	1470	59	4.0
Female	746	742	20	2.7
Male	732	728	39	5.4
American Indian or Alaska Native	1	1	0	0.0
Asian	568	568	9	1.6
Black or African American	13	13	1	7.7
Filipino	41	40	1	2.5
Hispanic or Latino	765	760	48	6.3
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	7	7	0	0.0
White	78	76	0	0.0
EL Students	132	131	8	6.1
Foster Youth	7	6	2	33.3
Homeless	35	35	3	8.6
Socioeconomically Disadvantaged	795	790	33	4.2
Migrant Education	0	0	0	0.0
Students with Disabilities	146	145	21	14.5

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 school site.

Parent Involvement (School Year 2021-22)

Parents are valued members of the Wilson High School community and many opportunities are provided to encourage connections to and involvement in the school. The web-based student information system, Aeries, allows parents to access student attendance and academic progress. Weekly messages are sent home via email and phone, and a monthly newsletter is emailed home through Canvas. Annual Back to School Night and Open House provide opportunities for parents to learn about their students’ program of study and interact with teachers. Counselors conduct grade-level Parent Nights throughout the school year informing parents of high school graduation requirements, college admission requirements, and a host of topics specific to students identifying their interests and aspirations. “Coffee with the Principal” provides opportunities for families to be informed of school news and learn from guest speakers and presenters. Booster organizations, English Learner Advisory Committee, School Site Council, and the Glen A. Wilson High School Parent Foundation are opportunities for parents to be involved in and support specific organizations or provide input into school governance. Parents who wish to participate in Wilson High School leadership teams, school committees, school activities, or become volunteers may contact the school at (626) 934-4400.

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

State Priority: School Climate

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

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

Suspensions & Expulsions

The tables display 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 2019–2020 and 2020-2021 suspension and expulsion rate data are not comparable to prior year data. 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 & Expulsion Rates						
	Suspensions			Expulsions		
	18-19	19-20	20-21	18-19	19-20	20-21
School	4.52	3.34	0.07	0.00	0.52	0.00
District	3.29	2.28	0.01	0.05	0.08	0.00
State	3.47	2.45	0.20	0.08	0.05	0.00

Suspension & Expulsion Rates by Student Group		
	Suspensions Rate	Expulsions Rate
All Students	0.07	0.00
Female	0.00	0.00
Male	0.14	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	0.13	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
EL Students	0.76	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.13	0.00
Migrant Education	0.00	0.00
Students with Disabilities	0.00	0.00

Safe School Plan

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.

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.

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, 2021. 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

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.

Additional Internet Access/Public Libraries

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.

Class Size

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.

Average Class Size Distribution												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	19	20	21	19	20	21	19	20	21	19	20	21
By Subject Area												
English	28	27	27	12	16	16	18	13	18	24	27	23
Mathematics	30	29	29	9	8	7	13	25	19	25	16	23
Science	31	28	25	4	8	13	14	14	10	16	15	17
Social Science	31	28	26	3	6	10	14	16	16	19	13	12

Advanced Placement Classes

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.

2020-21 Advanced Placement Classes	
Subject	# of Courses
Computer Science	0
English	12
Fine and Performing Arts	1
Foreign Language	3
Mathematics	6
Science	12
Social Science	11
Totals	45
Percent of Students in AP Courses	39

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.

Professional Development Days			
	2019-20	2020-21	2021-22
Number of Professional Development Days	2	2	2

Counseling & Support Staff

It is the goal of all Hacienda La Puente Unified School District schools to assist students in their social and personal development as well as in academics. The school provides special attention to students who experience achievement or behavioral difficulty.

The charts display 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.

2020-21 Ratio of Students per Academic Counselor	
Academic Counselor(s)	364

2020-21 Counseling Support Services Staff	
Title	FTE
Counselor (Academic, Social/Behavioral or Career Development)	4.0
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	0.0
Psychologist	0.0
Social Worker	0.0
Nurse	0.0
Speech/Language/Hearing Specialist	0.0
Resource Specialist (non-teaching)	0.0
Other	1.2

District Revenue Sources (Fiscal Year 2020-21)

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

District Expenditures

The figures shown in the table reflect the direct cost of educational services, per average daily attendance, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and is compared with other districts state-wide.

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. The California Department of Education issued guidance to the district in August 2018 regarding how to calculate school-level per-pupil expenditures.

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>.

2019-20 Expenditures per Pupil	
School: Total Expenditures Per Pupil	\$7,752
School: From Supplemental/Restricted Sources	\$117
School: From Basic/Unrestricted Sources	\$7,635
District: From Basic/Unrestricted Sources	\$7,532
Percentage of Variation between School & District	1.37%
State: From Basic/Unrestricted Sources	\$8,444
Percentage of Variation between School & State	-9.58%

Teacher & 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 districts 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 web site, www.cde.ca.gov.

2019-20 Average Salary Information		
	District	State
Beginning Teachers	\$58,884	\$52,562
Mid-Range Teachers	\$90,902	\$83,575
Highest Teachers	\$112,938	\$104,166
Elementary School Principals	\$133,127	\$131,875
Middle School Principals	\$138,246	\$137,852
High School Principals	\$158,183	\$150,626
Superintendent	\$268,145	\$260,243
Teacher Salaries	34%	34%
Administrative Salaries	6%	5%

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

2019-20 Average Teacher Salary	
School	\$96,568
District	\$96,771
Percentage of Variation between School & District	-0.21%
All Similar School Districts	\$86,376
Percentage of Variation between School & State	11.80%