



Hacienda la Puente Unified Glen A. Wilson High

2022-2023 School Accountability Report Card



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SARC INFORMATION

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all Local Educational Agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in a LCAP is to be consistent with data reported in the SARC.

- Visit the CDE 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:

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:

At Glen A. Wilson High School, we are committed to a shared vision of academic excellence, social responsibility, creative expression, and athletic development. Our mission is to prepare our students to be college and career ready by empowering them to achieve their potential through engagement in rigorous and relevant learning experiences, as well as the formation of vital relationships. With a wide array of courses, programs, and activities, Wildcat students are exposed to a plethora of opportunities from which to learn and grow. Our students have been accepted to some of the most prestigious universities in the country – Harvard, Berkeley, Yale, M.I.T., Cal Tech, Harvey Mudd, Stanford, USC, and Carnegie Mellon, to name a few.

The numerous awards and recognitions bestowed upon Glen A. Wilson High School is a reflection of our commitment to academic excellence. In 2022, U.S. News and World Report ranked Wilson in the top 4% of public high schools in the United States and #112 in the State of California. Wilson is a California Gold Ribbon School, a California Distinguished School, and is accepted annually to the California Business for Education Excellence Honor Roll. In 2022, Wilson High School was recognized as a California Pivotal Practice School for our Student Senate's commitment to improve social and emotional well-being during the pandemic.

Glen A. Wilson High School is both an International Baccalaureate (IB) and an AVID (Advancement Via Individual Determination) school. Both programs are recognized for providing structured support that emphasizes the critical thinking and inquiry necessary for graduates to transition smoothly to college. Wilson proudly offers over 34 honors, Advanced Placement, and IB courses.

In partnership with Project Lead the Way, the Wilson Academy of Science and Technology (WAST) provides a four-year sequence of courses in Bio-Medical Science, Computer Science, and Engineering. WAST students are also involved with STEM exploration outside the classroom. Our award-winning competitive STEM activities have had great success in Regional, State, and National competitions – Science Olympiad (highest finish - 2nd in State, 1st in LA County), Robotics (advanced to Super Regionals three years in a row), Code Team (Congressional APP Challenge Champions), Engineering Design Team (Chevron Design Challenge State Champions).

The Conservatory of the Arts, or CoArts, boasts three- and four-year sequences of courses in Dance, Fine Art, Instrumental Music, Theater, Visual Commercial Art, and Vocal Music. Our artists compete in competitions, art shows, band competitions, and music festivals throughout the State and Nation where they are consistently awarded and recognized. In the past seven years, two of Wilson's artists have won, and another placed second, in the Congressional Art Challenge for District 39, having their art proudly displayed in the United States Capitol in Washington D.C. or the local offices of our State Representative.

Career Technical Education programs in Business, Child Development, and Culinary Arts provide a multiyear sequence of courses that integrates core academics with technical and occupational knowledge toward postsecondary education and careers. Wilson's Future Business Leaders of America compete annually in the region and consistently advance to state and national level competition. In 2020-21, Wilson's Culinary Arts program competed for the first time in ProStart Culinary competitions placing top three in multiple events. In the last two years, Wilson has participated in Skills USA competition with Wildcats successfully competing in engineering, technology, art, and business related categories at both the regional and state levels.

Wilson is excited to continue its partnership with Mount San Antonio College in offering Dual Enrollment courses. Mt. SAC courses are offered each semester and conducted on the Wilson campus after school. Students successfully completing Dual Enrollment courses earn both high school and college credit.

The Wildcat Family is proud to provide many opportunities for our students to connect to the greater school community. An athletic program that offers 21 CIF sanctioned sports, leadership opportunities such as student government and student senate, and 30+ clubs and service organizations make it possible for all students to connect to the school and meet others who share their interests.

As partners in your child's future, I encourage Wildcat Parents to GET INVOLVED and STAY INFORMED. The school's website is an excellent way to stay informed, as well as connect with your student's teachers and counselor. Weekly updates are provided via parent square (phone and email). The Wilson News is an electronic newsletter sent home monthly via email.

Thank you for taking the time to learn about Glen A. Wilson High School.

ENROLLMENT BY STUDENT GROUP

The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2022-23	Percentage
Female	50.50
Male	49.50
Non-Binary	
American Indian or Alaska Native	0.10
Asian	42.70
Black or African American	0.70
Filipino	2.60
Hispanic or Latino	48.20
Native Hawaiian or Pacific Islander	0.10
White	4.30
Two or More Races	0.80
EL Students	9.80
Foster Youth	0.40
Homeless	1.50
Military	
Socioeconomically Disadvantaged	64.60
Migrant Education	
Students with Disabilities	9.30

ENROLLMENT BY GRADE

The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2022-23	Count
9th	396
10th	354
11th	353
12th	371
Total	1474

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)	54.30	91.44	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)	2.40	4.11	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	2.60	4.43	31.60	4.13	18,854.30	6.86
Total Teaching Positions	59.40	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)	59.10	96.89	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)	1.60	2.67	21.00	2.71	11,953.10	4.28
Unknown	0.20	0.41	13.70	1.78	15,831.90	5.67
Total Teaching Positions	61.00	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	2.40	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	2.40	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	1.60
Total Out-of-Field Teachers	0.00	1.60

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)	3.10	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

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 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:	10/13/2023
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	Boys Restroom, B-27: Hole in wall.
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	Good	
ELECTRICAL: Electrical	Good	B-26, C06A, C-6B, C-8, Girls Locker Room, Dance Room: Missing light cover. Girls Restroom, T-3, B-10, B-6A: Missing power outlet cover. Girls Restroom, B-6B, B-4: Broken power outlet cover. Equipment Room: Missing light fixture.
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Good	Boys Restroom: Toilet not flushing. B-27: Loose faucet.
SAFETY: Fire Safety, Hazardous Materials	Good	
STRUCTURAL: Structural Damage, Roofs	Fair	B-21, B-23, B-26, C-11, C-10B, C-1, C-2, C-3, EO3, Equipment Room, Girls Locker Room: Missing ceiling tiles. B-25, B-26, B-27, A-3A, A-1A, AO2, A-2A, A-3A, C-1, C-10B, C-2, C06A: Stained ceiling tiles. C-8: Loose ceiling tiles. A-2A: Liquid damage wall and tile. A-3A: Holes on ceiling tiles.
EXTERNAL: Playground/ School Grounds, Windows/ Doors/ Gates/ Fences	Good	

INSTRUCTIONAL MATERIALS

Hacienda La Puente Unified School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program. Hacienda La Puente Unified School District held a Public Hearing on September 14, 2023, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment, pursuant to the settlement of Williams vs. the State of California. All textbooks and instructional materials used within the District are aligned with the Common Core State Standards.

All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects and foreign languages for use in the classroom and to take home. Instructional materials for grades K-8 are selected from the State's most recent list of standards-based materials; for grades 9-12, all materials have been approved by the Board of Education.

Hacienda La Puente Unified School District follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language and visual and performing arts. District textbook review and adoption activities occur the year following the State's adoption.

TEXTBOOKS

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

2023-24 Instructional Materials			
Subject	Textbooks and Other Instructional Materials / Year of Adoption	From Most Recent Adoption ?	Percent of Students Lacking Own Assigned Copy
English / Language Arts	Grades: 9th-12th / Course: English/Language Arts / Publisher: Hampton Brown / Adoption: 2008 Grades: 9th-12th / Course: English/Language Arts / Publisher: McGraw-Hill / Adoption: 2016	Yes Yes	0 0
Mathematics	Grades: 9th-12th / Course: Mathematics / Publisher: Glencoe / Adoption: 2004 Grades: 9th-12th / Course: Mathematics / Publisher: Houghton Mifflin / Adoption: 2015 Grades: 9th-12th / Course: Mathematics / Publisher: McDougal Littell / Adoption: 2008 Grades: 10th-11th / Course: Mathematics / Publisher: McDougal Littell / Adoption: 2005 Grades: 10th-12th / Course: Mathematics / Publisher: Pearson/Addison Wesley / Adoption: 2004	Yes Yes Yes Yes	0 0 0 0
History / Social Science	Grades: 9th-12th / Course: History/Social Science / Publisher: Bedford/St. Martin / Adoption: 2011 Grades: 9th-12th / Course: History/Social Science / Publisher: Houghton Mifflin / Adoption: 2006 Grades: 9th-12th / Course: History/Social Science / Publisher: Pearson / Adoption: 2019	Yes Yes Yes	0 0 0
Science	Grades: 9th-12th / Course: Science / Publisher: Pearson / Adoption: 2005 Grades: 9th-12th / Course: Science / Publisher: Prentice Hall / Adoption: 2002 Grades: 9th-12th / Course: Science / Publisher: Prentice Hall / Adoption: 2005 Grades: 9th-12th / Course: Science / Publisher: W.H. Freeman / Adoption: 2002	Yes Yes Yes Yes	0 0 0 0
Foreign Language	Grades: 9th-12th / Course: Foreign Language / Publisher: Cheng & Tsui / Adoption: 2005 Grades: 9th-12th / Course: Foreign Language / Publisher: Holt, Rinehart & Winston / Adoption: 2006 Grades: 9th-12th / Course: Foreign Language / Publisher: Pearson / Adoption: 2014	Yes Yes Yes	0 0 0
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)	75	79	51	48	47	46
Mathematics (Grades 3-8 and 11)	57	64	35	35	33	34
Science (Grades 5, 8, and 10)	46	54	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	346	335	96.82	3.18	78.98
Male	168	162	96.43	3.57	72.50
Female	178	173	97.19	2.81	84.97
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	146	146	100.00	0.00	90.97
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	161	151	93.79	6.21	67.55
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	22	21	95.45	4.55	80.95
Two or More Races	--	--	--	--	--
EL Students	28	27	96.43	3.57	30.77
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	101	97	96.04	3.96	68.42
Migrant Education	0	0	0	0	0
Students with Disabilities	26	20	76.92	23.08	25.00

Assessment Results by Student Group - Mathematics

2022-23	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	347	333	95.97	4.03	64.46
Male	169	160	94.67	5.33	60.63
Female	178	173	97.19	2.81	68.02
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	146	145	99.32	0.68	85.52
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	162	150	92.59	7.41	46.31
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	22	21	95.45	4.55	52.38
Two or More Races	--	--	--	--	--
EL Students	28	28	100.00	0.00	25.93
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	102	98	96.08	3.92	50.52
Migrant Education	0	0	0	0	0
Students with Disabilities	27	21	77.78	22.22	9.52

Assessment Results by Student Group - Science					
2022-23	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	714	702	98.32	1.68	54.27
Male	351	345	98.29	1.71	52.17
Female	363	357	98.35	1.65	56.30
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	314	311	99.04	0.96	70.10
Black or African American	--	--	--	--	--
Filipino	16	16	100.00	0.00	75.00
Hispanic or Latino	335	327	97.61	2.39	37.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	38	37	97.37	2.63	70.27
Two or More Races	--	--	--	--	--
EL Students	54	54	100.00	0.00	9.26
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	224	220	98.21	1.79	42.27
Migrant Education	0	0	0	0	0
Students with Disabilities	63	57	90.48	9.52	7.02

COLLEGE ENTRANCE REQUIREMENTS

- University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

- California State University (CSU)

Eligibility for admission to the CSU is determined by the three factors of specific high school courses, grades in specified courses and test scores, and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

UC/CSU COURSE COMPLETION

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

UC/CSU Course Enrollment	
Students Enrolled in Courses Required for UC/CSU Admission 2022-23	99.39
Graduates Who Completed All Courses Required for UC/CSU Admission 2021-22	66.84

CAREER TECHNICAL EDUCATION PARTICIPATION

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

2022-23 Career Technical Education Participation	
How many of the school's pupils participated in CTE programs?	830
What percentage of the school's pupils completed a CTE program and earned a high school diploma?	60.5
What percentage of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	

CAREER TECHNICAL EDUCATION PROGRAMS

It is the goal of 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 (Science, Technology, Engineering, and Mathematics), CTE (Career Technical Education), and VAPA (Visual and Performing Arts) education opportunities are provided to students, as well as college and career counseling annually through one-on-one meetings with a school counselor. These annual meetings build awareness of options for higher education, training, and employment beyond high school.

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

- Career Technical Education (CTE)
 - Business, with the co-curricular activity, FBLA
 - Child Development, with the co-curricular activity, SkillsUSA
 - Culinary Arts, with the co-curricular activity, ProStart Culinary
- Science, Technology, Engineering, Mathematics (STEM)
 - Biomedical Science, with the co-curricular activity, HOSA
 - Computer Science, with the co-curricular activities, CyberPatriot & Code Team
 - Engineering, with the co-curricular activity, Robotics and SkillsUSA
- Visual and Performing Arts
 - Dance
 - Fine Art
 - Instrumental Music
 - Theater (CTE)
 - Visual Commercial Art (CTE)
 - Vocal Music

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.

OTHER OUTCOMES

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

- Pupil outcomes in the subject area of physical education

PHYSICAL FITNESS ASSESSMENT

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

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

2022-23 Physical Fitness Test Participation					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
9th	99	99	99	99	99

DROPOUT AND GRADUATION RATES

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

Dropout and Graduation Rates						
	Dropout Rates			Graduation Rates		
	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23
School	2.2	0.8	1.9	95.9	98.2	94.6
District	4	1.9	2.9	90.3	95.9	92.6
State	9.4	7.8	8.2	83.6	87	86.2

Graduation Rates by Student Group			
2022-23	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	373	353	94.6
Female	184	181	98.4
Male	189	172	91.0
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	169	166	98.2
Black or African American	0	0	0.00
Filipino	--	--	--
Hispanic or Latino	178	162	91.0
Native Hawaiian or Pacific Islander	0	0	0.00
White	16	16	100.0
Two or More Races	--	--	--
EL Students	42	36	85.7
Foster Youth	--	--	--
Homeless	13	12	92.3
Military	--	--	--
Socioeconomically Disadvantaged	261	243	93.1
Migrant Education	0.0	0.0	0.0
Students with Disabilities	42	31	73.8

DROPOUT PREVENTION

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

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	1527	1513	242	16.0
Female	773	764	130	17.0
Male	754	749	112	15.0
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	645	641	34	5.3
Black or African American	13	13	1	7.7
Filipino	39	39	6	15.4
Hispanic or Latino	741	731	193	26.4
Native Hawaiian or Pacific Islander	3	3	0	0.0
White	67	67	6	9.0
Two or More Races	12	12	2	16.7
EL Students	167	163	33	20.2
Foster Youth	11	11	2	18.2
Homeless	29	28	9	32.1
Military	--	--	--	--
Socioeconomically Disadvantaged	1003	991	188	19.0
Migrant Education	1	1	0	0.0
Students with Disabilities	159	155	61	39.4

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 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.

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	0.07	3.36	3.14	0.00	0.13	0.26
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	3.14	0.26
Female	2.72	0.00
Male	3.58	0.53
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.62	0.00
Black or African American	7.69	0.00
Filipino	2.56	0.00
Hispanic or Latino	5.53	0.40
Native Hawaiian or Pacific Islander	0.00	0.00
White	1.49	1.49
Two or More Races	0.00	0.00
EL Students	5.39	0.60
Foster Youth	9.09	0.00
Homeless	0.00	0.00
Military	--	--
Socioeconomically Disadvantaged	3.99	0.20
Migrant Education	0.00	0.00
Students with Disabilities	10.06	0.63

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)	368.5

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)	4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

ADVANCED PLACEMENT

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

Advanced Placement Classes	
2022-23	Number of Courses
Computer Science	0
English	13
Fine and Performing Arts	1
Foreign Language	4
Mathematics	7
Science	7
Social Science	8
Totals	40
Percent of Students in AP Courses	38.7

CLASS SIZE DISTRIBUTION

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.

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

Class Size Distribution By Subject												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	21	22	23	21	22	23	21	22	23	21	22	23
English	27	26	28	16	16	12	18	17	16	23	25	27
Mathematics	29	27	29	7	14	7	19	20	17	23	16	23
Science	25	27	28	13	11	12	10	20	12	17	17	23
Social Science	26	27	28	10	14	8	16	7	11	12	18	17

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	\$ 8,231.00
School: From Supplemental/Restricted Sources	\$ 122.00
School: From Basic/Unrestricted Sources	\$ 8,109.00
District: From Basic/Unrestricted Sources	\$ 8,481.00
Percentage of Variation between School & District	-4.39 %
State: From Basic/Unrestricted Sources	\$ 7,606.62
Percentage of Variation between School & State	6.6 %

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	\$ 104,087.00
District	\$ 103,755.00
Percentage of Variation between School & District	0.32 %
All Similar School Districts	\$ 90,632.00
Percentage of Variation between School & State	14.85 %

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.