



# Hacienda la Puente Unified Sparks Elementary

## 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:

Sparks Elementary School is a dynamic community of faculty, staff, teachers, students, and parents. Our goal is to help every student reach their full potential through collaboration, creativity, character, citizenship, communication, cooperation, and critical thinking.

### Principal's Message:

Sparks Elementary School is an amazing learning environment for kids. We are like a dedicated family that provides numerous services to our students from very various backgrounds in grades TK to sixth grades TK, grade, including Special Day Classes TK, K & 1st (SDC). Our school attendance area covers the city of La Puente. The school faculty and staff are committed to providing an exemplary school experience to each of its students. Students at Sparks Elementary come from socio-economically diverse homes. Sparks is a school where academic achievement and student conduct are the benchmarks by which successes are measured. We use data to drive our academic decisions with a focus on reading, writing, and math, and character development. Faculty and staff work collaboratively to ensure the success of all students. In particular, teachers guide and instruct students with the 6C's NPDL model: Character, Citizenship, Collaboration, Communicatio, Creativity, and Critical Thinking. Utilizing these NPDL learning concepts make our curriculum rigorous and relevant by providing high-quality grade-level instruction within this model. Sparks Elementary School prides itself on data-driven decision-making by providing early intervention, small group instruction based on assessment data from a variety of sources both formal and informal.

This year student's TK to 6th grade have mobile 1:1 devices. Our programs enhance our student's experience and complement our STEAM program. Sparks Elementary School, in partnership with the community, is dedicated to producing self-directed lifelong learners who master academic skills through a comprehensive curriculum that challenges the learner's creative ideas, talents, and interests in an environment of cooperative spirit, positive attitude, and mutual respect.

Over the last year four years, we added the New Pedagogies Deep Learning (NPDL) program (<https://www.npdl.global/>) across the curriculum. Sparks Elementary School is committed to meeting the needs of all students through explicit direct instruction including differentiated instruction with the 6C's. With collaborative input from the School Site Council, ELAC, Families in Action, and Teacher Leadership Team, teacher PLC's the school continues to implement the district's model for a comprehensive school-based plan that focuses on measurable objectives that capture student achievement while building on an analysis of previous year's data.

Our curriculum and instructional focus are directed toward the implementation of the California Common Core Standards. The standards help guide and launch our students towards college and career readiness. Our Instructional Lesson Design reflects the 6 C's.

Our mission and vision are to encourage, inspire, and support students as they develop the skills to be self-directed, life-long learners, and become contributing members of our greater community within an atmosphere of respect and integrity. Our HLPUSD seven principles drive our academic instruction:

1. Continuum of Cognitive Rigor: Depth of Knowledge, Instruction, and Assessment at all Depth of Knowledge levels. Students engage in cross-curricular learning activities and integrated performance tasks that embed the 3 R's: Rigor, Relevance, and Relationships.
2. Literacy in All Content Areas: reading and writing strategies taught in all content areas. Appropriately complex and rigorous reading material in all classes. Students respond to questions, citing evidence from the text. Students write argumentative and informative essays, citing evidence from the text and additional resources.
3. Mathematics for Conceptual Understanding and Procedural Fluency. Essential Learning Standards. Explicit connection to the 8 Math Practice Standards. Students engage in performance tasks and assessments to demonstrate a progression of mathematical skills & reasoning.
4. Instructional Lesson Design reflects 6C's: Collaborative Structures, Layers of Facilitation, Gradual Release of Responsibility (GRR), Next Generation Learning, and Essential Understanding and Questions.
5. Our staff utilizes multi platforms: Multi-Tiered Systems of Support (MTSS). Equity and Access. Behavioral and Academic RtI. Onboarding and Restorative Practices.
6. Career Technical Education Pathways (CTE): College and Career Readiness (CCR) exploration and preparation.
7. Instruction emphasizes 21st Century workplace skills: 7 Survival Skills: Critical Thinking, Collaboration, Adaptability, Entrepreneurship, Communication, Accessing Information, and Creativity.
8. Science, Technology, Engineering, Arts, Math (STEAM)/NGSS: Integration of STEAM in Math/Science instruction to prepare students for college and career success in STEAM fields. Implementation of Next Generation Science Standards. We will continue to work hard to provide equitable, student-centered learning opportunities that positively impact our students. Sparks Elementary School is committed to providing quality classroom instruction by highly-trained veteran faculty and Staff. Additionally, we have incorporated a highly effective School-Wide Positive Behavior Intervention System (Rti & PBIS) program. Our program focuses on the PBIS matrix- Be Safe, Be Clean, Be Kind, and Be Ready to Learn. This program has tremendous staff and parent support and focuses on reinforcing positive behavior and teaching appropriate behavior along with social skills. We will engage students in learning by making the curriculum relevant and providing culturally inclusive materials in day-to-day instruction. We will continue to assess our plan and strategies to determine what works and refine our plan based on common data so that we can provide high-quality education for our students as we prepare them to be lifelong learners ready for college and careers.

Legacy School Accomplishments: 2021 CA Pivotal Practice Award, 2012 California Department of Education Distinguished School 2015-2016 California Gold Ribbon School Achievement Award and 2016 California Title I Academic Achievement Award.

### ENROLLMENT BY STUDENT GROUP

The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2022-23	Percentage
Female	47.50
Male	52.50
Non-Binary	
American Indian or Alaska Native	0.20
Asian	3.10
Black or African American	0.70
Filipino	0.90
Hispanic or Latino	91.60
Native Hawaiian or Pacific Islander	0.20
White	1.80
Two or More Races	
EL Students	34.90
Foster Youth	1.50
Homeless	3.70
Military	
Socioeconomically Disadvantaged	82.20
Migrant Education	
Students with Disabilities	12.50

### ENROLLMENT BY GRADE

The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2022-23	Count
K	85
1st	50
2nd	66
3rd	59
4th	62
5th	63
6th	70
Total	455

### 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)	15.80	90.46	711.20	92.86	228,366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4,205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	15.40	2.02	11,216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	7.60	1.00	12,115.80	4.41
Unknown	1.60	9.49	31.60	4.13	18,854.30	6.86
Total Teaching Positions	17.50	100.00	765.90	100.00	274,759.10	100.00

Teacher Preparation and Placement						
2021-22	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.00	100.00	736.20	95.12	234,405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4,853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	3.00	0.39	12,001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	21.00	2.71	11,953.10	4.28
Unknown	0.00	0.00	13.70	1.78	15,831.90	5.67
Total Teaching Positions	21.00	100.00	774.00	100.00	279,044.80	100.00

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

Credentialed Teachers Assigned Out-of-Field		
	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

Class Assignments		
	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

**SCHOOL FACILITIES**

Sparks Elementary School provides a safe and clean environment for our students, faculty, staff, parents and volunteers. The school is situated on 8.9 acres. Sparks EL was built in 1956, with additions built-in 1959. The school spans nearly 35,000 square feet and includes an administration building, multipurpose room, one computer lab, 1:1 devices per student along with 16 permanent classrooms, and nine portable 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. Over the last several years, our school has been painted and the lights upgraded to LED throughout the campus.

**FACILITY INSPECTION RESULTS**

The chart displays the results of the most recent facilities inspection at the school. While reviewing this report, please note that even minor discrepancies are reported in the inspection process.

2023-24 School Facility Inspection Summary	
Date of Last Inspection:	12/14/2023
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	
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	Good	
ELECTRICAL: Electrical	Fair	Admin, K-1, K-2, 1, 2, 3, 22, 25: Missing electrical cover. 4: Missing light covers.
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Good	Restroom 9, Restroom 15: Missing urinal cleanout covers.
SAFETY: Fire Safety, Hazardous Materials	Good	
STRUCTURAL: Structural Damage, Roofs	Good	Admin corridor: Hole in ceiling tile. Teachers Lounge: Loose ceiling tile. Kitchen, 1, 2, 3: Stained ceiling tiles. K-1: Missing ceiling tile. Storage: Stained wall.
EXTERNAL: Playground/ School Grounds, Windows/ Doors/ Gates/ Fences	Good	

## INSTRUCTIONAL MATERIALS

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

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

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

## TEXTBOOKS

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

2023-24 Instructional Materials			
Subject	Textbooks and Other Instructional Materials / Year of Adoption	From Most Recent Adoption ?	Percent of Students Lacking Own Assigned Copy
English / Language Arts	Grades: K-6 / Course: English/Language Arts / Publisher: McGraw-Hill / Adoption: 2016	Yes	0
Mathematics	Grades: K-6 / Course: Mathematics / Publisher: Houghton Mifflin / Adoption: 2015	Yes	0
History / Social Science	Grades: K-6 / Course: History/Social Science / Publisher: McGraw-Hill / Adoption: 2019	Yes	0
Science	Grades: K-5 / Course: Science / Publisher: Scott Foresman / Adoption: 2007 Grades: 6th / Course: Science / Publisher: Holt / Adoption: 2007	Yes Yes	0 0
Foreign Language	N/A	N/A	N/A
Visual / Performing Arts	N/A	N/A	N/A
Health Education	N/A	N/A	N/A



## PUPIL ACHIEVEMENT AND OUTCOMES

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

## CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS

The California Assessment of Student Performance and Progress (CAASPP) is a collection of tests used statewide to provide teachers, students and parents with information about how students are doing in school. The assessment system utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Summative assessment results include student scores, achievement levels, and descriptors that describe performance. Information regarding the CAASPP test results of mathematics for each grade and achievement standards can be found on the CDE CAASPP-ELPAC Results website at <https://www.caaspp-elpac.cde.ca.gov/caaspp/>. The CAASPP System consists of the following assessments:

- Smarter Balanced English language arts/literacy (ELA) and mathematics
- California Alternate Assessments for ELA, mathematics, and science
- California Science Test (CAST)
- California Spanish Assessment (CSA)
- Smarter Balanced Interim Assessments

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The value "N/T" indicates that students were not tested, and therefore no scores are available at this time.

## ASSESSMENT RESULTS

The table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11), Mathematics (grades 3-8 and 11), and Science (Grades 5, 8, and high school).

Assessment Results by Subject						
	School	School	District	District	State	State
	2021-22	2022-23	2021-22	2022-23	2021-22	2022-23
English Language Arts/Literacy (Grades 3-8 and 11)	31	28	51	48	47	46
Mathematics (Grades 3-8 and 11)	25	26	35	35	33	34
Science (Grades 5, 8, and 10)	14	17	30	30	29	30

**Assessment Results by Student Group - English Language Arts**

<b>2022-23</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>% Met or Exceeded Standard</b>
All Students	258	257	99.61	0.39	27.63
Male	144	144	100.00	0.00	21.53
Female	114	113	99.12	0.88	35.40
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	242	241	99.59	0.41	27.80
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	87	87	100.00	0.00	12.64
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	162	161	99.38	0.62	25.47
Migrant Education	--	--	--	--	--
Students with Disabilities	33	33	100.00	0.00	6.06

**Assessment Results by Student Group - Mathematics**

<b>2022-23</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>% Met or Exceeded Standard</b>
All Students	258	257	99.61	0.39	26.07
Male	144	144	100.00	0.00	24.31
Female	114	113	99.12	0.88	28.32
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	242	241	99.59	0.41	25.73
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	87	87	100.00	0.00	14.94
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	162	161	99.38	0.62	22.98
Migrant Education	--	--	--	--	--
Students with Disabilities	33	33	100.00	0.00	6.06



Assessment Results by Student Group - Science					
2022-23	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	65	63	96.92	3.08	17.46
Male	37	37	100.00	0.00	18.92
Female	28	26	92.86	7.14	15.38
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	60	58	96.67	3.33	13.79
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	23	23	100.00	0.00	13.04
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	40	39	97.50	2.50	12.82
Migrant Education	0	0	0	0	0
Students with Disabilities	12	12	100.00	0.00	8.33

#### OTHER OUTCOMES

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

- Pupil outcomes in the subject area of physical education

#### PHYSICAL FITNESS ASSESSMENT

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

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

2022-23 Physical Fitness Test Participation					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5th	100	100	100	100	100

### PUPIL ENGAGEMENT

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

- High school dropout and graduation rates
- Chronic absenteeism rates

### CHRONIC ABSENTEEISM

Attendance is critical to academic achievement. Regular daily attendance is a priority and is expected for students. A student who is absent on 10 percent or more of the school days in the school year is considered to be a “chronic absentee”. Chronic absenteeism negatively impacts student learning and achievement and is closely monitored by school staff and the district. Rates of chronic absenteeism for the school are displayed below.

<b>Chronic Absenteeism Rate (Percentage)</b>				
<b>2022-23</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate (Percentage)</b>
All Students	494	469	154	32.8
Female	232	220	77	35.0
Male	262	249	77	30.9
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	1	100.0
Asian	17	15	0	0.0
Black or African American	5	3	0	0.0
Filipino	4	4	1	25.0
Hispanic or Latino	446	430	148	34.4
Native Hawaiian or Pacific Islander	1	1	0	0.0
White	11	8	1	12.5
Two or More Races	2	0	0	0.0
EL Students	173	169	39	23.1
Foster Youth	8	7	0	0.0
Homeless	25	23	7	30.4
Military	--	--	--	--
Socioeconomically Disadvantaged	447	428	146	34.1
Migrant Education	2	2	0	0.0
Students with Disabilities	70	67	26	38.8

### 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 and the community are very supportive of the educational program at Sparks Elementary School. Many programs and activities are enriched by the generous contributions made by the following businesses and organizations:

- Golden State Foods: Free Back Packs give-away, Shoes that Fit, and Build-a-Bike
- Curacao of LA, CA.
- Hsi Lai Temple and BLIA
- In-N-Out Burger of La Puente City, CA.
- Sizzlers Restaurant of West Covina, CA.
- BJ's Restaurant of Hacienda Heights, CA.
- Lowe's San Dimas, CA.
- New Horizons Caregiver Group (Cathy and Robert Jamieson)
- Rotary Club of La Puente City, CA.
- Shakey's Pizza of La Puente City, CA.
- Box Tops

Sparks Elementary School has implemented an extensive Parent Involvement Program, Families in Action, a Non Profit organization. Sparks EL. & FIA as partners encourage our families to become actively involved in their child's academic experience. The following are activities and events at Sparks Elementary School that are open to parents: School Site Council/Shared Decision Making (SSC/SDM), English Learners Advisory Committee (ELAC), Parent Center for school

meetings, Annual Parents Recognition Luncheon, Coffee with the Principal, Kindergarten Family Events, Rise and Shine Award Assemblies, Parent Education Classes, Seasonal Programs, Student Success Teams (SSTs), Back-to-School Night, Open House, Volunteering in the classroom, Families in Action, Volunteer Orientation/Recognition, and Parent Conferences.

Parents who wish to participate in Sparks Elementary School Leadership teams, school committees, school activities, or become volunteers may contact the school at (626) 933-5101 and speak with our school office manager.

This year, our school is following guidelines in order to best replicate parent and community volunteerism while adhering to our current LACDPH COVID-19 recommendations posted on our web <https://ses-hlpusd-ca.schoolloop.com/>.

#### SCHOOL CLIMATE

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

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

#### SUSPENSIONS AND EXPULSIONS

The table displays the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted. Due to the COVID-19 pandemic, the 2020-2021 rate data is not comparable. In instances where there was not in-person learning for the entire school year, it would be inappropriate to make any comparisons of the suspension and expulsion rates to school years that offered in-person learning for the entire school year.

Suspension and Expulsion Rates						
	Suspensions			Expulsions		
	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23
School	0.00	0.00	0.20	0.00	0.00	0.00
District	0.01	3.27	3.45	0.00	0.05	0.08
State	0.20	3.17	3.60	0.00	0.07	0.08

Suspension & Expulsion Rates by Student Group		
2022-23	Suspensions	Expulsions
All Students	0.20	0.00
Female	0.00	0.00
Male	0.38	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	0.22	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
White	0.00	0.00
Two or More Races	0.00	0.00
EL Students	0.00	0.00
Foster Youth	0.00	0.00
Homeless	4.00	0.00
Military	--	--
Socioeconomically Disadvantaged	0.22	0.00
Migrant Education	0.00	0.00
Students with Disabilities	0.00	0.00

### SCHOOL SAFETY

The safety of students and staff is a primary concern of all Hacienda La Puente Unified schools and staff. All visitors to the campus must sign in at the school office and wear a visitor's pass at all times. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch, and after school. Supervision is a responsibility shared among volunteers, teachers, and administrators.

The school is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Safety drills, including fire, earthquake, and lock-down, are held on a rotating basis throughout the year.

To further safeguard the well-being of students and staff, a comprehensive School Site Safety Plan has been developed by the School Site Council. The Safety Plan is annually updated in the fall; the last review was performed in September, 2023. An updated copy of the plan is available to the public at the school and District offices. Any revisions and updates are reviewed immediately with the staff. Key elements of the Safety Plan focus on the following:

- School rules and procedures
- Disaster procedures/routine and emergency drills
- Current status of school crime
- Notification to teachers
- Child abuse reporting procedures
- School-wide dress code
- Policies related to suspension/expulsion
- Sexual harassment policy
- Safe ingress and egress of pupils, parents/guardians, and school employees

During the COVID-19 pandemic, protecting the health and safety of our staff, students and families is a priority. Hacienda La Puente Unified has created comprehensive health and safety protocols which include: cleaning, disinfecting and sanitizing, use of personal protective equipment, symptom screening, social distancing, hygiene practices, testing, and responding to positive cases.

### OTHER SARC INFORMATION

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### ACADEMIC COUNSELOR TO PUPIL RATIO

The chart displays the ratio of pupils to academic counselor at the school.

2022-23 Ratio of Number of Pupils per Academic Counselor	
Academic Counselor(s)	0

### AVAILABLE COUNSELING AND SUPPORT STAFF

The chart displays the support staff available to students at the school. Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Counseling and Support Staff	
2022-23	Full Time Equivalent
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

**CLASS SIZE DISTRIBUTION**

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

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

Class Size Distribution By Grade												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	21	22	23	21	22	23	21	22	23	21	22	23
K	19	22	18	1	1	2	3	2	2			
1st	24	21	16			2	2	3	1			
2nd	26	19	22		1	1	2	2	2			
3rd	25	21	20		1	2	2	2	1			
4th	35	57	62							2	2	2
5th	33	68	63								2	2
6th	36	24	35					3		12		2
Other	11	8	14	1	1	1						

**DISTRICT REVENUE SOURCES**

In addition to general fund state funding, the District received Federal and State aid for the following categorical, special education, and support programs:

- Class Size Reduction
- Economic Impact Aid
- Educational Technology Assistance Grants
- Gifted and Talented Pupils
- Home-to-School Transportation
- Instructional Materials
- Peer Assistance and Review Program
- Regional Occupational Program
- Safe and Drug Free Schools Program
- Special Education
- Staff Development
- Tenth Grade Counseling
- Title I Program
- Vocational and Applied Technology Education Act

### SCHOOL AND DISTRICT EXPENDITURES

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state. Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, are not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

2021-22 Expenditures per Pupil	
School: Total Expenditures Per Pupil	\$ 8,444.00
School: From Supplemental/Restricted Sources	\$ 232.00
School: From Basic/Unrestricted Sources	\$ 8,212.00
District: From Basic/Unrestricted Sources	\$ 8,481.00
Percentage of Variation between School & District	-3.17 %
State: From Basic/Unrestricted Sources	\$ 7,606.62
Percentage of Variation between School & State	7.96 %

### 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	\$ 113,532.00
District	\$ 103,755.00
Percentage of Variation between School & District	9.42 %
All Similar School Districts	\$ 90,632.00
Percentage of Variation between School & State	25.27 %

**PROFESSIONAL DEVELOPMENT DAYS OFFERED**

The table displays the number of annual professional development days offered during the most recent three-year period.

<b>Professional Development Days</b>			
	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
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.