



# Hacienda la Puente Unified Wedgeworth Elementary

## 2022-2023 School Accountability Report Card



### SCHOOL ADMINISTRATION

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### SCHOOL INFORMATION

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### SUPERINTENDENT

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### DISTRICT INFORMATION

Hacienda la Puente Unified  
15959 East Gale Ave.  
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### BOARD OF EDUCATION

Christine Salazar  
Nancy Loera  
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Stephanie Serrano  
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### DISTRICT ADMINISTRATION

Dr. Alfonso Jiménez  
Superintendent  
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Manoj Roychowdhury,  
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Dr. Rosa Isiah,  
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Assistant Superintendent,  
Human Resources

### 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 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:

Wedgeworth School is committed to delivering an excellent elementary education that enables each student to fully develop in academic learning, as well as physical, emotional, and social growth that will pave the way for success in future schooling, in the workplace, and in living in the 21st Century. We offer excellence through high expectations for academic achievement, content-rich, standards-based, data-driven curriculum, character building, continuous instructional innovations, active parent and community involvement, and the maintenance of a safe, orderly, and caring learning environment.

### School Goals:

Based on our school plan, Wedgeworth is implementing a well-rounded program based on data analysis and sound teaching practices. Through active progress monitoring of interim assessments, teacher records, evaluations using State and District adopted materials and the California Assessment of Student Progress and Performance (CAASPP) in third through fifth grades, the staff is able to set SMART goals to meet the needs of all learners. Through identifying student levels of performance, the staff can then implement the appropriate instructional strategies to improve student learning. It is our goal to continue to move students towards mastery of grade-level standards by placing a strong emphasis on the 21st century 7 essential skills, 3 Rs (Rigor, Relevance, and Relationships), and 4 Cs (Communication, Collaboration, Creativity, and Critical Thinking).

### Current Instructional Goals:

SBAC Matrix of Rigor: DOK, Literacy in All Content Areas, 8 Math Practice Standards, Gradual Release of Responsibility, Response to Intervention, Career Technical Education Pathways, and Science, Technology, Engineers, Art and Mathematics (STEAM).

### Principal's Message:

Welcome to the home of 'Wedgeworth PRIDE.' On behalf of the staff, students, families, and school community, I welcome you to Wedgeworth Elementary School. Previous recipients of the National Blue Ribbon, Title I Academic Achievement, California Gold Ribbon, California Distinguished School, Educational Results Partnership Honor Roll School, the Wedgeworth community continues to skyrocket to success. Wedgeworth Elementary School has a long history of academic success. We provide a strong, rigorous K-5 curriculum that is focused on infusing 21st-century skills with a strong emphasis on technology, foreign language programs, computer science, and project/problem based and service-learning. Through Celebration of Learning events, students exhibit their projects/performances to the public to showcase their learning. Through various programs offered at Wedgeworth and teams working as a professional learning community, we deliver a 21st-century world-class education to our students. The Staff, PTO, School Site Council, English Language Advisory Committee, Dual Language Parent Advisory Council, and many additional, important constituents continue to work in unison to support all of our students. The areas of focus for the school year include implementing and aligning thematic projects to State Standards, maintaining high levels of instruction, improving critical thinking and application skills, providing intervention supports, and maintaining a Professional Learning Community environment (and much more!) that seeks to flourish through building knowledge and application of best practices in instruction. This year marks the sixth year of our Two-Way (Mandarin/ English) Dual Immersion program. We have Dual Immersion (DI) classes – wherein students receive 50% of their instructional, standards-based day in Mandarin and 50% in English in kindergarten through fifth grade- working hard and focusing on standards-based instruction through both Mandarin and English. The Dual Immersion Parent Advisory Council has been instrumental in helping to build on the incredible program available to our students. Wedgeworth now offers the computer science immersion program to students in K-5. It is provided through a partnership with Code Campus. Our methods integrate both programming and game design, giving students a well-rounded understanding of how to utilize technology to create. Students will be learning fundamental computer science skills that will make them competitive in the global market while also enhancing 21st-century soft skills such as problem-solving, critical thinking, collaboration, communication, and creativity. Every student enrolled in Wedgeworth Elementary School belongs to not only their family but friends and staff members as well. We are a community of learners filled with 'Wedgeworth PRIDE!' As a result, the school site truly is a home away from home. We look forward to providing Family Days, Family Education Nights, Café with the Principal, and Celebration of Learning Events where our community can see in person the wonderful learning being accomplished at Wedgeworth. Please take a look at our school website – [www.hplschoools.org/wedgeworth](http://www.hplschoools.org/wedgeworth) – to learn more about the Wedgeworth PRIDE advantage.

### ENROLLMENT BY STUDENT GROUP

The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2022-23	Percentage
Female	51.50
Male	48.50
Non-Binary	
American Indian or Alaska Native	
Asian	76.70
Black or African American	0.30
Filipino	1.80
Hispanic or Latino	14.90
Native Hawaiian or Pacific Islander	0.30
White	1.90
Two or More Races	1.90
EL Students	33.00
Foster Youth	
Homeless	0.80
Military	
Socioeconomically Disadvantaged	56.70
Migrant Education	
Students with Disabilities	1.80

### ENROLLMENT BY GRADE

The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2022-23	Count
K	90
1st	115
2nd	112
3rd	113
4th	99
5th	90
6th	0
Total	619

### 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)	25.10	96.17	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)	1.00	3.83	7.60	1.00	12,115.80	4.41
Unknown	0.00	0.00	31.60	4.13	18,854.30	6.86
Total Teaching Positions	26.10	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)	26.30	96.34	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)	1.00	3.66	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	27.30	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	1.00	1.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	1.00	1.00

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

Wedgeworth Elementary School provides a safe, clean environment for students, staff, and volunteers. The school is situated on 20.65 acres. School facilities were built in 1969, with additions built in 1973. They span nearly 20,000 square feet, and include 27 classrooms, a library, and a multipurpose room.

### 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:	12/11/2023
Data Collected:	December 2023
Overall Summary of School Facility Conditions:	Exemplary

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	Good	2: Poor lighting.
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Good	
SAFETY: Fire Safety, Hazardous Materials	Good	
STRUCTURAL: Structural Damage, Roofs	Good	
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.

<b>2023-24 Instructional Materials</b>			
<b>Subject</b>	<b>Textbooks and Other Instructional Materials / Year of Adoption</b>	<b>From Most Recent Adoption ?</b>	<b>Percent of Students Lacking Own Assigned Copy</b>
English / Language Arts	Grades: K-5 / Course: English/Language Arts / Publisher: McGraw-Hill / Adoption: 2016	Yes	0
Mathematics	Grades: K-5 / Course: Mathematics / Publisher: Houghton Mifflin / Adoption: 2015	Yes	0
History / Social Science	Grades: K-5 / Course: History/Social Science / Publisher: McGraw-Hill / Adoption: 2019	Yes	0
Science	Grades: K-5 / Course: Science / Publisher: Scott Foresman / Adoption: 2007	Yes	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)	83	78	51	48	47	46
Mathematics (Grades 3-8 and 11)	84	78	35	35	33	34
Science (Grades 5, 8, and 10)	72	69	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	298	292	97.99	2.01	78.08
Male	142	140	98.59	1.41	72.86
Female	156	152	97.44	2.56	82.89
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	229	223	97.38	2.62	82.96
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	56	56	100.00	0.00	60.71
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	52	46	88.46	11.54	47.83
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	102	102	100.00	0.00	70.59
Migrant Education	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

**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	298	296	99.33	0.67	77.70
Male	142	141	99.30	0.70	82.27
Female	156	155	99.36	0.64	73.55
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	229	227	99.13	0.87	86.34
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	56	56	100.00	0.00	46.43
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	52	50	96.15	3.85	58.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	102	102	100.00	0.00	70.59
Migrant Education	0	0	0	0	0
Students with Disabilities	--	--	--	--	--



**Assessment Results by Student Group - Science**

<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	90	89	98.89	1.11	68.54
Male	38	38	100.00	0.00	63.16
Female	52	51	98.08	1.92	72.55
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	64	63	98.44	1.56	79.37
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	20	20	100.00	0.00	40.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	15	14	93.33	6.67	14.29
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	35	35	100.00	0.00	68.57
Migrant Education	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

**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**

<b>Grade</b>	<b>Component 1: Aerobic Capacity</b>	<b>Component 2: Abdominal Strength and Endurance</b>	<b>Component 3: Trunk Extensor and Strength and Flexibility</b>	<b>Component 4: Upper Body Strength and Endurance</b>	<b>Component 5: Flexibility</b>
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	649	638	61	9.6
Female	333	328	35	10.7
Male	316	310	26	8.4
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	498	492	23	4.7
Black or African American	2	2	0	0.0
Filipino	11	11	3	27.3
Hispanic or Latino	97	94	29	30.9
Native Hawaiian or Pacific Islander	2	2	1	50.0
White	12	12	1	8.3
Two or More Races	12	12	3	25.0
EL Students	221	216	14	6.5
Foster Youth	0	0	0	0.0
Homeless	6	6	3	50.0
Military	--	--	--	--
Socioeconomically Disadvantaged	382	375	47	12.5
Migrant Education	0	0	0	0.0
Students with Disabilities	16	16	5	31.3

### 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 Wedgeworth Elementary School. There are monthly Café with the Principal and PTO Parent Education Nights. During the school days, parent volunteers assist both in classrooms and school. Additionally, there are numerous programs and activities that are enriched by the generous contributions made by the following organizations and many others:

- Costco
- EPIC Kids Afterschool Program
- Hsi-Lai Temple
- HLPUSD Police Department
- Krispy Kreme
- Laker's Reading Challenge
- McDonalds
- Mt. SAC Theater Arts Group
- Rowland Water District Performing Arts Group
- School Portraits
- Starbucks

We appreciate everyone's support at Wedgeworth and apologize if we left anyone out by accident.

Parents who wish to participate in Wedgeworth Elementary School leadership teams, school committees, school activities, or become volunteers may contact the school at (626) 933-8101.

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

#### 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	0.00	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	0.00	0.00
Female	0.00	0.00
Male	0.00	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	0.00	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	0.00	0.00
Military	--	--
Socioeconomically Disadvantaged	0.00	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	23	22	23				5	5	4			
1st	25	23	23				5	5	5			
2nd	24	22	22				5	5	5			
3rd	23	21	23	1	3		4	2	5			
4th	26	25	25		1		2	3	4			
5th	22	23	23		1	1	3	2	3			
6th												
Other												

**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	\$ 6,850.00
School: From Supplemental/Restricted Sources	\$ 85.00
School: From Basic/Unrestricted Sources	\$ 6,765.00
District: From Basic/Unrestricted Sources	\$ 8,481.00
Percentage of Variation between School & District	-20.23 %
State: From Basic/Unrestricted Sources	\$ 7,606.62
Percentage of Variation between School & State	-11.06 %

### 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	\$ 88,232.00
District	\$ 103,755.00
Percentage of Variation between School & District	-14.96 %
All Similar School Districts	\$ 90,632.00
Percentage of Variation between School & State	-2.65 %

**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.