

Hacienda La Puente Unified School District

“Where Every Student Excels”

Glen A. Wilson High School

“Triple ‘A’ School: Academics, Athletics, Activities”

2014-2015 School Accountability Report Card

Published in the 2015-2016 School Year

16455 East Wedgeworth Drive • Hacienda Heights, CA 91745 • (626) 934-4400

Grades Nine through Twelve

CDS Code: 19-73445-1939834

School Administration

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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.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA websites.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

District Mission Statement

The Hacienda La Puente Unified School District is a community committed to developing lifelong learners who value themselves and the diversity of all people; apply decision-making skills leading to responsible actions; and use creativity, critical thinking, and problem-solving in meeting the challenges of a changing society.

Principal's Message

Welcome to Glen A. Wilson High School, home of the Wildcats. At Wilson High School, we proudly celebrate 50 years and renew our commitment to excellence. Our numerous recognitions include the California Gold Ribbon (2015), the California Business for Education Excellence (2014), the California Distinguished School (2013), to name a few. Glen A Wilson High School, an innovative community of learners, produces college and career ready students, empowering them to actualize their potential through rigorous academics, relevant learning experiences, and vital relationships. To accomplish this mission, students will actively engage in a rich liberal arts curriculum that shapes them into reflective, analytical, and creative thinkers, problem solvers, and communicators. Supporting students' college and career readiness, Wilson High School provides the AVID program, the International Baccalaureate Program, and over 31 honors, Advanced Placement and IB courses. Our new STEM (science, technology, engineering, and math) program deepens students' learning through real-world application of their science and math knowledge. STEM provides 4-year pathways in the Bio-Medical, Computer Science, and Engineering fields, as well as Career Certificate opportunities through the IB program. Besides engaging in the curriculum, students will participate in internships or job shadowing in their concentration of study.

Robust co-curricular activities complement our students' academic and leadership development. Our award-winning Science Olympiad and Robotics teams travel throughout the state and provide opportunities for students to apply their learning in a competitive setting. Our artists are also provided opportunities to compete and showcase their talents. Whether instrumental music, vocal music, theater, fine art, photography, or dance our Visual and Performing Arts programs consistently receive recognition for excellence. Advanced athletes will find opportunities to compete in 18 different CIF-sanctioned sports over three seasons. Our publication programs, Paw Prints (weekly newspaper) and Prowler (yearbook) are consistently recognized for outstanding achievement. Our student leadership and community service programs, ASB, Link Crew, Renaissance, and Kiwins, model and reinforce our schoolwide commitment to inclusion and respect.

Parent involvement is valued and routinely sought throughout the school year. Back-to-School Night, Open House, and bi-annual Parent Conferences connect parents with their student's teachers. Communication to parents is provided regularly through the weekly Wildcat Family Network newsletter, monthly Evenings with the Principal discussions, monthly Partners in Education sessions, monthly School Site Council meetings, monthly English Language Advisory Council meetings, and annual grade level Parent Information Nights.

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

Community & School Profile (School Year 2015-16)

The Hacienda La Puente Unified School District is the largest school district in the San Gabriel Valley, serving more than 78,800 students; 25,000 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 17 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.

Wilson High School has a six-year accreditation from the Western Association of Schools and Colleges and is a member of the International Baccalaureate Organization. The school is proud to have been recognized by Los Angeles County for excellence in the AVID program. Wilson High School is committed to providing a strong instructional program for all students to ensure excellence in education.

Wilson High School is located in the community of Hacienda Heights and operates on a traditional school calendar.

School Enrollment (School Year 2014-15)

During the 2014-15 school year, the school served 1,616 students in grades nine through twelve. The charts display school enrollment broken down by grade and student group.

Enrollment Trend by Grade Level

	2012-13	2013-14	2014-15
9th	436	358	398
10th	422	438	376
11th	413	420	425
12th	416	410	417

Enrollment by Student Group

2014-15	
	Percentage
Black or African American	1.2%
American Indian or Alaska Native	0.2%
Asian	38.5%
Filipino	2.7%
Hispanic or Latino	51.5%
Native Hawaiian or Pacific Islander	0.4%
White	4.6%
Two or More Races	1.0%
English Learners	6.4%
Socioeconomically Disadvantaged	58.0%
Students with Disabilities	5.7%
Foster Youth	0.9%

School Attendance (School Year 2014-15)

Regular attendance, punctuality, and promptness at Glen A. Wilson High School are necessary to the learning process and are critical to academic success. School districts receive financial support from the State of California for the education of the students they serve based on how many students attend school each day. Attendance, tardiness, and truancy policies are clearly stated, consistently enforced, and consequences are fairly administered. Parents are advised of their responsibilities including notification of when and why students are referred to the office.

Regular daily attendance is a priority at Glen A. Wilson High School. School attendance is monitored closely by the attendance clerk and administration. The parents of students with excessive absences are required to meet with school administration to develop a plan to improve daily attendance. If the attendance does not improve, the student and parent are referred to the District's School Attendance Review Board (SARB).

Hacienda La Puente Unified School District's School Attendance Review Board (SARB) is composed of parents, representatives from the District, and members of the community, including representatives from law enforcement, welfare, probation, and mental health agencies. Students are referred to SARB when they have persistent attendance and behavior problems in school, and when the normal avenues of classroom, school, and District counseling are not effective. The members of the SARB, the referred students, and their parents or guardians meet regularly to evaluate the student's situation and recommend alternative solutions to alleviate circumstances that contribute to specific truancy, attendance, or behavior problems.

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Assignment

Hacienda La Puente Unified School District recruits and employs qualified credentialed teachers who meet all credential requirements in accordance with State of California guidelines. Parents can look up the credentials of an individual teacher at the California Commission on Teacher Credentialing website: <http://www.ctc.ca.gov/>.

Teacher Credential Status

	School			District
	13-14	14-15	15-16	15-16
Fully Credentialed	64	63	60	782
Without Full Credentials	0	1	1	3
Teaching Outside Subject Area of Competence (with full credential)	0	10	12	105

Misassignments refer to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

Misassignments/Vacancies

	13-14	14-15	15-16
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	1

Highly Qualified Teachers (School Year 2014-15)

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified." Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 39 percent or less.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By Highly Qualified Teachers	% of Core Academic Courses Taught By Non-Highly Qualified Teachers
School	98.5%	1.5%
All Schools in District	98.1%	1.9%
High-Poverty Schools in District	98.1%	1.9%
Low-Poverty Schools in District	100.0%	0.0%

Instructional Materials (School Year 2015-16)

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 24, 2015, 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. The table displays information collected in November 2015 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school. The District does not have a formal textbook adoption for Health or for Visual and Performing Arts.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
9th-12th	Foreign Language	Cheng & Tsui	2005	Yes	0.0%
9th-12th	Foreign Language	Holt, Rinehart & Winston	2006	Yes	0.0%
9th-12th	Foreign Language	Pearson	2014	Yes	0.0%
9th-12th	History/Social Science	Bedford/St. Martin	2011	Yes	0.0%
9th-12th	History/Social Science	Houghton Mifflin	2006	Yes	0.0%
9th-12th	History/Social Science	McDougal Littell	2003	Yes	0.0%
10th-12th	History/Social Science	Prentice Hall	2005	Yes	0.0%
9th-12th	Mathematics	Glencoe	2004	Yes	0.0%
9th-12th	Mathematics	Houghton Mifflin	2015	Yes	0.0%
9th-12th	Mathematics	McDougal Littell	2008	Yes	0.0%
10th-12th	Mathematics	McDougal Littell	2005	Yes	0.0%
10th-12th	Mathematics	Pearson/Addison Wesley	2004	Yes	0.0%
9th-12th	Reading Language Arts	Hampton Brown	2008	Yes	0.0%
9th-12th	Reading Language Arts	Holt	2003	Yes	0.0%
9th-12th	Science	Pearson	2005	Yes	0.0%
9th-12th	Science	Prentice Hall	2002	Yes	0.0%
9th-12th	Science	Prentice Hall	2005	Yes	0.0%
9th-12th	Science	W.H. Freeman	2002	Yes	0.0%

School Facilities (School Year 2015-16)

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, school offices, snacketeria, gymnasium, faculty lounge, library, computer labs, and 66 classrooms.

Over the last five years, buildings and restrooms have been modernized, handicapped accessibility has been upgraded, and the heating, air conditioning, electrical and fire alarms systems have been replaced. Science labs have been modernized and an outdoor, campus-wide speaker system has been installed. The entire campus has been painted to reflect school colors, the parking lots have been repaved, and wrought iron fencing has been installed around the school parking lot. In 2014-15, the gymnasium floor was replaced and the inside of the gym was painted. In 2015-16, Wilson welcomes the installation of a new security system, a new synthetic football field, scoreboard, and all-weather track, as well as the addition of three new computer labs and an engineering workshop.

The chart displays the results of the most recent facilities inspection at the school. Facilities information was collected in January 2016.

School Facility Conditions				
Date of Last Inspection: 10/16/2015				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/ HVAC, Sewer)	X			Staff Lunch Room: Missing clock. C-2: Fume hood does not work, ice machine and garbage disposal do not work. (Work orders submitted.)
Interior	X			Boys Locker Room: Ceiling tiles missing and stained. Ice Room: Ceiling tiles stained and coming loose from ceiling. Storage Area between G-8 and G-7: Access cover missing in ceiling. G-12: Walls have raw areas. T-2: Carpet very stained. Custodial Break Room: Ceiling tiles missing. Parking Area for Electric Carts, Custodial Storage Room #5: Ceiling tiles missing and stained. Custodial Storage Room #6: Insulation missing and hanging from ceiling. Equipment Room: Stained ceiling tiles. Walkway: Ceiling outside B-4 unpainted and rusted. Storeroom in C-6b: Light covers missing and broken. C-5: No flooring. C-6a: Stained ceiling. C-6b: Light covers missing. C-8: Wall by entrance door needs to be painted. C-10b: Ceiling tiles hanging from ceiling. C-11: Missing and stained ceiling tiles. (Work orders submitted.)
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			Custodial Storage Room #1: Very cluttered. Custodial Storage Rooms #2, 3, 4, 5, 6: Very cluttered and dirty. (Work orders submitted.)
Electrical		X		Staff Lunch Room, D-1, D-8, D-12, D-14, D-16, Girls RR in Locker Room, Coach's Office, Equipment Room, B-12, B-7b, B-8: Missing light covers. Kitchen Area, Custodial Storage Room #4, C-8, C-12a: Lights burned out. G-8: Light covers loose in ceiling. D-6: Light covers broken, light laying down on light cover in ceiling. T-1, T-3: Covers on electrical boxes in ceiling missing. Little Theater, Little Theater Storage Area: No light covers. C-5: Outlet covers missing. (Work orders submitted.)
Restrooms/Fountains	X			G-9: Low water pressure in drinking faucet. G-12: No water pressure in drinking faucet. C-12a: Low pressure in sink. (Work orders submitted.)
Safety (Fire Safety, Hazardous Materials)	X			Coach's Office: Foyer by Coach's Office - Fire extinguisher not hung up. Snack Bar, G-8, G-4, E-01, A-2 Art Room, Media Center, NCS Room, NCS Storeroom: No fire extinguisher. G-7: Fire extinguisher not hung up, no bracket. G-6, G-5, College and Career Center, G-3, G-10, G-11, D-2, D-3, D-5, D-6, D-7, D-8, E-03, B-5, C-8, C-10b: Fire extinguisher not hung up. T-1: Fire extinguisher not hung up, no holder for it. A-3a: Need new bracket for fire extinguisher. B-6a: Fire extinguisher not hung up and pin (safety) is not locked into fire extinguisher. B-19: Missing fire extinguisher. B-20: Bracket for fire extinguisher broken. C-2: Wrong holder for fire extinguisher. (Work orders submitted.)
Structural (Structural Damage, Roofs)	X			Boys Locker Room, Ice Room, G-12: Holes in wall. Parking Area for Electric Carts: Drywall busted on all walls. Boys Varsity Baseball Field: Dugout on homeside - roof rotted out, roofing pulled back off of roof. C-1: When it rains, ceiling leaks. (Work orders submitted.)
External (Grounds, Windows, Doors, Gates, Fences)	X			Benches Outside of F-1 and F-2: Benches need to be painted and benches broken. Covered Lunch Areas for Students: Lunch benches need to be painted. Varsity Football Field: Goal post needs to be painted. Basketball Courts on NE Side: Nets missing on basketball hoops. T-1, T-2: Ramp needs to be repainted. Girls Varsity Softball Field: Foul ball markers need to be painted. Storage Bin by Rm F-1: Needs to be painted. Boys RR in Locker Room: Door needs to be painted, it's a new door that only has primer on it. A-1a: Door jambs need to be painted. C-12b: New doors going into classroom need to be painted, they are only primed. (Work orders submitted.)

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.

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. Currently all schools are on a daily cleaning schedule. The site administration team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its predecessor the Standardized Testing and Reporting Program); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

California Standards Test (CST) - Science

The California Standards Test (CST), a component of the CAASPP Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in science (for grades 5, 8, and 10), for the most recent three-year period. The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

For detailed information regarding the results for each grade and performance level, see the CDE CAASPP Results Web site at <http://caaspp.cde.ca.gov/caaspp2015/Index.aspx>.

California Standards Test Percentage of Students Meeting or Exceeding State Standards									
Subject	School			District			State		
	2013	2014	2015	2013	2014	2015	2013	2014	2015
Science (Grades 5, 8, and 10)	63	64	64	64	64	62	59	60	56

California Standards Test Percentage of Students Meeting or Exceeding State Standards	
Subgroups	
Subject	Science
District	62
School	64
Asian	77
Hispanic or Latino	54
White	59
Males	68
Females	60
Socioeconomically Disadvantaged	44
English Learners	20
Students with Disabilities	7

**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

California Assessment of Student Performance and Progress (CAASPP)

California EC Section 60640 authorized the replacement of the Standardized Testing and Reporting (STAR) Program with a new assessment program, referred to as the CAASPP. All students in grades three through eight and eleven were assessed using computer-based tests in English/Language Arts and Mathematics; students in grades five, eight, and ten were also tested in Science. Science assessments were paper-based and included California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

Students receive an overall score for each subject, ranging from 2,000 to 3,000. Overall scores are reported within one of four levels:

- Performance Level 1: Standard not met - Needs substantial improvement for success in future coursework.
- Performance Level 2: Standard nearly met - May require further development for success in future coursework.
- Performance Level 3: Standard met - Demonstrates progress toward mastery.
- Performance Level 4: Standard exceeded - Demonstrates advanced progress toward mastery.

ELA results include information about the students' performance in the areas of reading, writing, listening, and research. Reports of mathematics results include information about students' performance in problem solving, using concepts and procedures, and communicating mathematical reasoning.

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English Language Arts/Literacy (grades 3-8 and 11) and Math (grades 3-8 and 11).

The following tables display information on student achievement at each performance level in English/Language Arts and Mathematics for the school by student groups for grade eleven.

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: A student is defined as socioeconomically disadvantaged if the student was eligible for the free or reduced-price lunch program (also known as the National School Lunch Program or NSLP), migrant, foster youth or homeless, or neither of the student's parents was a high school graduate.

California Assessment of Student Performance and Progress			
Percent of Students Meeting or Exceeding the State Standards			
Subject	School	District	State
English Language Arts/Literacy (Grades 3-8 and 11)	61	46	44
Mathematics (Grades 3-8 and 11)	31	31	33

California Assessment of Student Performance and Progress - Grade 11

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Mathematics					
				Percent Achievement Level				Percent Achievement Level					
				One	Two	Three	Four	Number Tested	Percent Tested	One	Two	Three	Four
All Students	429	414	96.5	12	24	36	25	413	96.3	36	30	19	12
Male	429	217	50.6	12	25	36	24	217	50.6	38	30	16	14
Female	429	197	45.9	12	23	36	26	196	45.7	34	30	23	9
Black or African American	429	4	0.9	--	--	--	--	4	0.9	--	--	--	--
American Indian or Alaska Native	429	1	0.2	--	--	--	--	1	0.2	--	--	--	--
Asian	429	159	37.1	8	18	32	38	159	37.1	15	22	35	25
Filipino	429	17	4	--	--	--	--	17	4	24	47	12	18
Hispanic or Latino	429	208	48.5	15	30	39	14	208	48.5	51	35	9	1
Native Hawaiian or Pacific Islander	429	2	0.5	--	--	--	--	2	0.5	--	--	--	--
White	429	19	4.4	16	11	42	26	18	4.2	50	22	11	11
Two or More Races	429	4	0.9	--	--	--	--	4	0.9	--	--	--	--
Socioeconomically Disadvantaged	429	55	12.8	22	24	33	18	54	12.6	52	28	11	4
English Learners	429	20	4.7	65	35	0	0	20	4.7	40	15	25	20
Students with Disabilities	429	20	4.7	70	25	5	0	20	4.7	80	10	0	0

College Preparation

Wilson High School celebrates a college-going culture by providing a rigorous, standards-based curriculum within a breadth of college preparatory, honors, Advanced Placement, and International Baccalaureate course offerings. The Wildcat program seeks to prepare all students for a successful transition to college. With the support of their guidance counselor, students explore their interests and research the college and career opportunities that will further their personal and professional growth beyond high school.

On-site presentations by college representatives, the annual college and career fair, school day and evening grade level presentations by counselors, and individual student-parent-counselor meetings lead to designing a course of study that supports the student in developing his/her interests, preparing for college admissions, and realizing career aspirations.

All students at Wilson High School are expected to take the specific courses that will prepare them for admission to a four-year university. All students must pass each required course with a "C" or better. The "UC/CSU Course Enrollment" chart illustrates the proportion of UC/CSU required courses required courses taken and successfully completed in relation to the number of course enrollments (sum of total enrollment in all classes).

UC/CSU Course Enrollment	
	Percentage
Students Enrolled in Courses Required for UC/CSU Admission (2014-15)	97.8%
Graduates Who Completed All Courses Required for UC/CSU Admission (2013-14)	42.4%

** Duplicated Count (one student can be enrolled in several courses).*

Career Technical Education (CTE) Programs & Participation (School Year 2014-15)

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. Vocational education, STEM education, certificate programs, and work experience are made available to students to heighten their awareness of options for higher education, training, and employment beyond high school.

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

- Accounting
- Computer Science
- Gaming
- Video Production
- Bio-Medical
- Engineering
- Photography

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

Courses are evaluated through the ROP Rubric and the CTE Rubric and research and participation in ROP Advisory panel discussions with current industry representatives. For more information on ROP and CTE courses, please contact Dr. Tami Pearson or Ellen Stipo at (626) 933-1000.

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

Enrollment & Program Completion in Career/ Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)	
Question	Response
How many of the school's pupils participated in CTE programs?	437
What percentage of the school's pupils completed a CTE program and earned a high school diploma?	24.0%
What percentage of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	15.0%

State Priority: Other Pupil Achievement

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

Physical Fitness (School Year 2014-15)

In the spring of each year, Glen A. Wilson High School is required by the State to administer a physical fitness test to all students in ninth grade. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. This table displays by grade level the percent of students meeting fitness standards (scoring in the "healthy fitness zone" on all six fitness standards) for the most recent testing period. Detailed information regarding this test may be found at the CDE website at <http://www.cde.ca.gov/ta/tg/pt/>.

Percentage of Students in Healthy Fitness Zone			
2014-15			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	21.0%	38.2%	25.9%

California High School Exit Examination (CAHSEE) Results for All Grade Ten Students (School Year 2014-15)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English/Language Arts section and a Math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement.

The first table displays the percent of students achieving at the Proficient or Advanced level for the past three years. The second table displays the percent of students, by group, achieving at each performance level in English/Language Arts and Math separately for the most recent testing period.

CAHSEE By Subject for All Grade Ten Students									
	2012-13			2013-14			2014-15		
	School	District	State	School	District	State	School	District	State
English	67	55	57	68	41	56	74	59	58
Mathematics	72	56	60	76	46	62	75	60	59

CAHSEE By Student Group for All Grade Ten Students						
	English			Mathematics		
	% Not Proficient	% Proficient	% Advanced	% Not Proficient	% Proficient	% Advanced
All Students	41	25	34	40	39	21
District						
All Students	26	23	51	25	36	39
School						
Male	28	26	46	23	35	42
Female	24	20	56	26	38	36
Asian	17	20	63	7	28	65
Hispanic or Latino	32	27	41	37	43	20
White	26	17	57	35	30	35
English Learners	89	11	0	54	32	14
Socioeconomically Disadvantaged	31	26	43	31	41	29
Students with Disabilities	80	16	4	71	25	4

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Parent & Community Involvement (School Year 2015-16)

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 new web-based student information system, Aeries, allows parents to access student attendance and academic progress. Annual Back to School Night, Open House, and bi-annual parent conferences 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. Each month, "Evening with the Principal" provides opportunities for families to be informed of school news and interact with the principal. These discussions are followed by "Partners in Education" events, which provide presentations on educational topics such as ACT vs SAT, Common Core State Standards, Teen Stress and Anxiety, and more. Weekly "Wildcat Family Network" newsletters are written by the Guidance Department and inform parents of upcoming events and activities. 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.

Contact Information

Parents who wish to participate in Wilson High School leadership teams, school committees, school activities, or become volunteers may contact Principal Frank Chang at (626) 934-4400.

State Priority: Pupil Engagement

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

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

Completion of High School Graduation Requirements - Class of 2014

Students in California public schools must pass both the English/Language Arts and Mathematics portions of the California High School Exit Exam (CAHSEE) to receive a high school diploma. For students who began the 2013-14 school year in the twelfth grade, the table displays the percent of students who met all State and local graduation requirements, including having passed both portions of the CAHSEE or received a local waiver or State exemption. Detailed information about the CAHSEE can be found at the CDE website at <http://www.cde.ca.gov/ta/tg/hs>.

Completion of High School Graduation Requirements			
	School	District	State
All Students	96.6%	85.6%	84.6%
African American/Black	80.0%	78.3%	76.0%
American Indian or Alaska Native	100.0%	100.0%	78.1%
Asian	98.1%	91.9%	92.6%
Filipino	100.0%	88.0%	96.5%
Hispanic or Latino	95.4%	84.8%	81.3%
White	90.0%	81.0%	89.9%
Two or More Races	100.0%	85.7%	82.8%
English Learners	60.0%	28.5%	50.8%
Socioeconomically Disadvantaged	100.0%	87.5%	81.4%
Students with Disabilities	72.0%	45.3%	61.3%

Dropout & Graduation Rates (Four-Year Cohort Rate)

Regular attendance, punctuality, and promptness at Wilson High School are necessary parts of the learning process and are critical to academic success. In addition, school districts receive financial support from the State for the education of the students they serve based on how many students attend each day.

Attendance, tardiness, and truancy policies are clearly stated, consistently enforced, and consequences are fairly administered. The school now uses the Renaissance Program; strong student participation has resulted in an increased attendance rate. Parents are advised of their responsibilities including notification of when and why students are absent.

Regular daily attendance is a priority at Wilson High School. Absence reports are regularly reviewed by the Assistant Principal for Student Services. Parents are notified of absences through phone calls, letters, and conferences. Attendance is encouraged through motivational incentives and awards. Those students who continue to exhibit excessive absences are directed to Saturday School or the appropriate authorities including Student Study Teams (SSTs) and the District's School Attendance Review Board (SARB). Hacienda La Puente Unified School District's School Attendance Review Board (SARB) is composed of parents, representatives from the District, and members of the community, including representatives from law enforcement, welfare, probation, and mental health agencies. Students are referred to SARB when they have persistent attendance and behavior problems in school, and when the normal avenues of classroom, school, and District counseling are not effective.

The members of the SARB, the referred students, and their parents or guardians meet regularly to evaluate the student's situation and recommend alternative solutions to alleviate circumstances that contribute to specific truancy, attendance, or behavior problems. Intervention programs that promote attendance and reduce dropout rates include: Saturday School, SARB, SART, After-school Interventions, and Student Study Teams.

The table illustrates the school's dropout and graduation rates for the past three years. Data from the 2014-15 school year was not available at the time of publication.

Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in the table.

	Graduation & Dropout Rates					
	Dropout			Graduation		
	11-12	12-13	13-14	11-12	12-13	13-14
School	3.6%	1.9%	2.7%	94.8%	96.1%	96.8%
District	7.0%	7.6%	6.0%	89.7%	88.4%	90.1%
State	13.1%	11.4%	11.5%	78.9%	80.4%	81.0%

State Priority: School Climate

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

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

Discipline & Climate for Learning

Hacienda La Puente Unified School District annually provides a Student Conduct Code for each of its sites which is supplemented by a set of behavioral standards developed by Wilson High School. The program's design establishes guidelines to provide students with a meaningful, productive, and enjoyable school experience. Appropriate behavior is encouraged through praise and motivational incentives, as well as assertive discipline and conflict resolution tools to further develop personal growth.

Students at Wilson High School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school's discipline philosophy promotes a safe school, a warm, friendly classroom environment, and demonstrates that good discipline is a solid foundation on which to build an effective school. The goal of Wilson High School's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Parents and students are informed of discipline policies at the beginning of each school year through summer mailings and the student packet. Rules are reinforced throughout the year through newsletters.

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.

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	12-13	13-14	14-15	12-13	13-14	14-15
School	2.2%	2.3%	3.0%	0.0%	0.0%	0.3%
District	3.6%	3.6%	3.5%	0.1%	0.1%	0.1%
State	5.1%	4.4%	3.8%	0.1%	0.1%	0.1%

Safe School Plan (School Year 2015-16)

The safety of students and staff is a primary concern of Wilson High School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire drills are conducted on a monthly basis and earthquake drills are held quarterly. During lunch, recesses, and before and after school, assigned staff supervise students and school grounds, including the cafeteria and playgrounds, to ensure a safe and orderly environment. All visitors must make arrangements with school staff in advance, sign in at the school's office, wear visitors badges during their time on campus, and check out at the office upon leaving.

In 1998, the Comprehensive Safety Plan was developed by the District in consultation with local law enforcement in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive Safety Plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policies, and dress code guidelines. Wilson High School reviews the plan by March of each year and updates it as needed. The plan was last updated and reviewed with school staff in August 2015. An updated copy of the plan is available to the public at the school and District offices.

D. Other SARC Information

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

Adequate Yearly Progress (School Year 2014-15)

No Child Left Behind (NCLB) is a Federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the State academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal.

The Federal NCLB Act requires that all schools and districts meet the following AYP requirements:

- Participation rate on the State's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the State's standards-based assessments in ELA and Mathematics.
- Graduation rate.

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their District) that have met their AYP, and the former school would be required to provide transportation to the new site. Results of school, District, and State performance are displayed in the chart.

More information about Title I and NCLB requirements can be found on the California Department of Education's website <http://www.cde.ca.gov/ta/ac/ay/> and the U.S. Department of Education's website <http://www.nclb.gov>.

Adequate Yearly Progress (AYP)						
	School		District		State	
Made AYP Overall	Yes		Yes		Yes	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes	Yes	Yes
Percent Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Met Attendance Rate	N/A		Yes		Yes	
Met Graduation Rate	Yes		Yes		Yes	

Federal Intervention Program (School Year 2015-16)

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	In PI
First Year in PI	-	2010-2011
Year in PI (2015-16)	-	Year 3
# of Title I Schools Currently In PI	-	17
% of Title I Schools Currently In PI	-	50.0%

School Leadership

Leadership at Wilson High School is a responsibility shared among District administration, the Principal, Assistant Principals, instructional staff, students, and parents. All members of the school community are committed to a shared school-wide vision, which creates a strong foundation toward academic success for all students. The Principal oversees the day-to-day operations of the school. Coordinating with the Principal is the Academic Senate, which meets weekly to focus on school-wide curricular and administrative issues.

Staff members and parents participate on various committees to ensure instructional programs are consistent with students' needs and comply with District goals. These committees include the School Site Council, Academic Senate, the English Learners Advisory Committee (ELAC), and the Glen A. Wilson High School Parent Foundation.

Professional Development

Professional development within the District addresses the individual needs of teachers as well as broader school concerns. For the past three years, there have been no districtwide staff development days, but the district did provide after-school workshops, inservices, summer institutes, and professional conferences with guest speakers and consultants. These are methods by which professional development is provided.

In HLPUSD, we lead Professional Development (PD) in all content areas using a variety of models, such as pull-out, push-in, PLC, Staff Meetings, and more. PD includes, but is not limited to: ELA, ELD across all content, Math, Science, Social Studies, Technology, Transitional Kindergarten, PE, Visual and Performing Arts, Assessment, Structured Collaboration, TEAL, Modern/Foreign Language, Moderate/Severe Strategies, PBL, Rigorous Reading with Doug Fisher, School Loop Webpage Design, Next Generation Science Standards, STEM, STEAM, HMH Math Textbook Training, AERIES Attendance and Report Card, Literature Circles, Feedback Writing, Units of Study, Restorative Justice, LGBTQ, Google Apps for Education, Feedback on Student Writing, Complex Texts, Literacy Across Content, RtI/Autism/ADHD, Performance Tasks and Rubrics, Social Studies Democracy, CCGI, and Structured Collaboration.

We also conduct PD through team teaching, modeling lessons, and Instructional Walk Throughs with feedback.

Class Size

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

Class Size Distribution												
Average Class Size			Classrooms Containing:									
			1-20 Students			21-32 Students			33+ Students			
13	14	15	13	14	15	13	14	15	13	14	15	
By Subject Area												
English	27	26	27	17	18	12	25	25	27	23	22	22
Math	29	29	29	10	10	8	18	25	25	24	17	19
Science	28	27	25	11	13	18	25	28	21	18	13	15
Social Science	29	29	30	13	13	7	6	6	13	28	28	21

Counseling & Support Staff (School Year 2014-15)

It is the goal of Wilson High School to assist students in their social and personal development as well as in academics. The school provides special attention to students who experience achievement or behavioral difficulty. The academic counselor-to-pupil ratio is 1:404. The chart displays 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 & Support Services Staff		
	Number of Staff	Full Time Equivalent
Academic Counselor	4	4.0
Adaptive PE Specialist	1	0.2
Community Liaison	1	0.5
Learning Coordinator	1	1.0
Nurse	1	0.2
Psychologist	2	0.6

The school provides additional counseling support. An additional, full time, counselor, partially funded by Title I, has been added to the guidance staff to provide supplemental support to "at-risk" students. Furthermore, the school has acquired a part-time counselor to provide targeted support to International Students.

The school day is structured to provide daily support to all students. A 23-minute, period 5 class called "PRIDE", is held daily. Teachers are assigned a specific grade-level class and remain with this cohort of students through graduation. Lessons are delivered and focus on social-emotional development, with opportunities for tutoring in subjects where the student requires additional support.

Advanced Placement Classes (School Year 2014-15)

Glen A. Wilson High encourages students to continue their education past high school. Glen A. Wilson High offers Advanced Placement (AP) courses for those students seeking to qualify for college credit. Juniors and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges.

Advanced Placement Classes	
	# of Courses
English	10
Foreign Language	4
Mathematics	5
Science	7
Social Science	10
Totals	36
Percent of Students in AP Courses	0.7%

Availability of Additional Internet Access at Public Locations

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.

District Revenue Sources (Fiscal Year 2014-15)

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

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

District Expenditures (Fiscal Year 2013-14)

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2013-14 school year. The figures shown in the Expenditures Per Pupil 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>.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,710
From Supplemental/Restricted Sources	\$131
From Basic/Unrestricted Sources	\$5,579
District	
From Basic/Unrestricted Sources	\$6,683
Percentage of Variation between School & District	-16.5%
State	
From Basic/Unrestricted Sources	\$5,348
Percentage of Variation between School & State	4.3%

School Site Teacher Salaries (Fiscal Year 2013-14)

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.

Average Salary Information		
Teachers - Principal - Superintendent		
2013-14		
	District	State
Beginning Teachers	\$46,330	\$43,062
Mid-Range Teachers	\$71,523	\$67,927
Highest Teachers	\$89,078	\$87,811
Elementary School Principals	\$109,637	\$110,136
Middle School Principals	\$113,900	\$115,946
High School Principals	\$129,270	\$124,865
Superintendent	\$199,213	\$211,869
Salaries as a Percentage of Total Budget		
Teacher Salaries	34.0%	39.0%
Administrative Salaries	6.0%	5.0%

Teacher & Administrative Salaries (Fiscal Year 2013-14)

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.

Average Teacher Salaries	
School & District	
School	\$65,765
District	\$72,680
Percentage of Variation	-9.5%
School & State	
All Unified School Districts	\$71,529
Percentage of Variation	-8.1%

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).