



Stanton Elementary School

725 South Vecino Ave. • Glendora, CA 91740 • (626) 852-4604 • Grades K-5

Dr. Sara Najarro, Principal
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stantoneagles.org

2017-18 School Accountability Report Card Published During the 2018-19 School Year



Glendora Unified School District

500 North Loraine Ave.
Glendora, CA 91741
(626) 963-1611
www.glendora.k12.ca.us

District Governing Board

Cory Ellenson
Elizabeth Reuter
Robin Merkley
Rukshan Fernando, Ph.D.
Zondra Borg

District Administration

Robert J. Voors, Ed.D
Superintendent

School Description

Principal's Message

We are dedicated to ensuring that Stanton Elementary is a welcoming, stimulating environment where students are actively involved in learning academics as well as positive values. Through our hard work together, our students will be challenged to reach their maximum potential and college. The excellent quality of our program is a reflection of our highly committed staff. Parents and community play a very important role in the school. Understanding the school's educational program, student achievement, and curriculum development can assist both school and community in ongoing program improvement.

Stanton Elementary School believes that cooperation between school and community is imperative, and this is reflected in our school's goal: "The STANTON STAFF is committed to creating a safe environment where students feel valued. We will enable them to gain skills needed to access information, to be intrinsically motivated to set high goals, and to reach their full potential by becoming lifelong learners and contributing members of society."

Our school mascot is the eagle, and like eagles, our students soar their way to college. As a No Excuses University School our staff is dedicated to the idea of college readiness through powerful symbolism. As such we wear our NEU shirts every Monday to start our week off right with our college goals in sight. Every Friday, staff and students proudly show school spirit by wearing our red Stanton shirts or our college colors. We provide an environment and opportunity for all students to achieve their fullest potential, while additionally promoting character education, responsible citizens, and independent thinkers.

Please call me at (626) 852-4604 or email me at snajarro@glendora.k12.ca.us if I can assist you or your child in any way possible. The school website can be accessed at <https://www.stantoneagles.org>

Sara Najarro, Ed. D.
Principal

Mission Statement

The mission of Stanton Elementary School is to provide each student with opportunities to reach his/her full potential as a lifelong learner through implementation of high academic standards, providing differentiated instruction to all students, in a safe and nurturing learning environment while maintaining strong home-school-community connections and promoting individual responsibility.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). 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 and 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 an 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 web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

| 2017-18 Student Enrollment by Grade Level | |
|---|--------------------|
| Grade Level | Number of Students |
| Kindergarten | 117 |
| Grade 1 | 89 |
| Grade 2 | 90 |
| Grade 3 | 86 |
| Grade 4 | 102 |
| Grade 5 | 87 |
| Total Enrollment | 571 |

| 2017-18 Student Enrollment by Group | |
|-------------------------------------|-----------------------------|
| Group | Percent of Total Enrollment |
| Black or African American | 2.1 |
| American Indian or Alaska Native | 0.2 |
| Asian | 4.9 |
| Filipino | 1.9 |
| Hispanic or Latino | 64.8 |
| Native Hawaiian or Pacific Islander | 0.0 |
| White | 21.7 |
| Socioeconomically Disadvantaged | 58.7 |
| English Learners | 16.8 |
| Students with Disabilities | 13.3 |
| Foster Youth | 0.9 |

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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 Credentials | | | |
|---|-------|-------|-------|
| Stanton Elementary School | 16-17 | 17-18 | 18-19 |
| With Full Credential | 28 | 28 | 27 |
| Without Full Credential | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence | N/A | N/A | N/A |
| Glendora Unified School District | 16-17 | 17-18 | 18-19 |
| With Full Credential | ♦ | ♦ | 335 |
| Without Full Credential | ♦ | ♦ | 5 |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | N/A |

| Teacher Misassignments and Vacant Teacher Positions at this School | | | |
|--|-------|-------|-------|
| Stanton Elementary School | 16-17 | 17-18 | 18-19 |
| Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

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

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Sufficient standards-aligned textbooks and other instructional materials are available for each pupil, including English learners, and are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history/social science, foreign language, and health.

| Textbooks and Instructional Materials Year and month in which data were collected: September 2018 | |
|--|--|
| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
| Reading/Language Arts | 2017-2025 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Mathematics | 2014-2022 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Science | 2006-2012 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| History-Social Science | 2005-2011 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

Stanton was originally built in 1962, modernized through Measure G, funding and rededicated in 2006. The campus houses 29 classrooms, a computer lab, a multi-purpose room/cafeteria, a library-media center, a technology center, and an administrative office. The facility is maintained in a manner that assures that it is clean, safe, and functional as determined pursuant to an interim evaluation instrument developed by the Office of Public School Construction.

The state requires districts to report general information about the safety, cleanliness, and adequacy of school facilities, including the condition and cleanliness of the school grounds, buildings, and restrooms. Additional information about the condition of Stanton may be obtained from the District Business Office. During the 2017-18 school year, the safety inspection was completed on June 18, 2018 and the findings are listed below.

| School Facility Good Repair Status (Most Recent Year) | | |
|--|---------------|--|
| Year and month in which data were collected: June 18, 2018 | | |
| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Fair | Library/Media room - Ceiling stain caused by water intrusion. Computer Lab - Missing ceiling tile |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | |
| Safety: Fire Safety, Hazardous Materials | Fair | Custodial work room - Custodial cleaning products missing labels - RESOLVED Room K 1 & 2 - Unlabeled spray bottle. Room #25 Plug-in room deodorizer ALL RESOLVED |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | |
| Overall Rating | Good | |

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which 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.
- The percentage of students 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.

| 2017-18 CAASPP Results for All Students | | | | | | |
|---|--|-------|----------|-------|-------|-------|
| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | | | | |
| | School | | District | | State | |
| | 16-17 | 17-18 | 16-17 | 17-18 | 16-17 | 17-18 |
| ELA | 53.0 | 54.0 | 68.0 | 67.0 | 48.0 | 50.0 |
| Math | 42.0 | 53.0 | 56.0 | 56.0 | 37.0 | 38.0 |

Note: Percentages are not calculated when the number of students tested 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: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter

Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

| CAASPP Test Results in Science for All Students | | | | | | |
|---|--|-------|----------|-------|-------|-------|
| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | |
| | School | | District | | State | |
| | 16-17 | 17-18 | 16-17 | 17-18 | 16-17 | 17-18 |
| Science | N/A | N/A | N/A | N/A | N/A | N/A |

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

| Grade Level | 2017-18 Percent of Students Meeting Fitness Standards | | |
|-------------|---|--------|--------|
| | 4 of 6 | 5 of 6 | 6 of 6 |
| 5 | 16.3 | 23.3 | 16.3 |

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven | | | | |
|---|------------------|---------------|----------------|-------------------------|
| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
| All Students | 275 | 265 | 96.36 | 53.96 |
| Male | 132 | 128 | 96.97 | 50.78 |
| Female | 143 | 137 | 95.80 | 56.93 |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 15 | 15 | 100 | 86.67 |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 183 | 177 | 96.72 | 50.85 |
| White | 56 | 54 | 96.43 | 53.70 |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 165 | 160 | 96.97 | 46.25 |
| English Learners | 61 | 61 | 100 | 52.46 |
| Students with Disabilities | 58 | 50 | 86.21 | 24.00 |
| Foster Youth | -- | -- | -- | -- |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven | | | | |
|---|------------------|---------------|----------------|-------------------------|
| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
| All Students | 275 | 264 | 96 | 53.03 |
| Male | 132 | 128 | 96.97 | 54.69 |
| Female | 143 | 136 | 95.1 | 51.47 |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 15 | 15 | 100 | 93.33 |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 183 | 177 | 96.72 | 46.33 |
| White | 56 | 53 | 94.64 | 56.6 |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 165 | 159 | 96.36 | 45.28 |
| English Learners | 61 | 61 | 100 | 42.62 |
| Students with Disabilities | 58 | 49 | 84.48 | 28.57 |
| Foster Youth | -- | -- | -- | -- |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

Stanton is one of five elementary schools in the Glendora Unified School District. Stanton serves the neighborhood between Barranca Avenue and Elwood Avenue, south of Route 66.

Stanton has an active PTA that provides varied enrichment activities. The PTA board meets monthly and seeks the involvement of all parents and neighbors of Stanton School.

Last Year, PTA volunteers worked countless hours supporting our program. For additional information regarding parental involvement, please contact Jason Johnstone at (626) 852-4604.

Parents are also active participants on our SSC. SSC is made up of 5 parent representatives and 5 staff members. Our parents have been nominated and elected to these positions. Our SSC had voted to take on the responsibilities of our ELAC. SSC supports the implementation and creation of our School Plan. Our SSC members are involved parents integral in our decision making.

State Priority: School Climate

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

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

School Safety Plan

A school/district safety plan, which addresses ten required areas, is evaluated annually and is available for review in the school office. Earthquake, disaster, lock-down, and fire drills are practiced regularly. For disaster preparedness, the PTA provides minimal food, water, equipment, sanitation, and medical supplies for up to 72 hours. A district-wide smog-alert plan is actively enforced.

| Suspensions and Expulsions | | | |
|----------------------------|---------|---------|---------|
| School | 2015-16 | 2016-17 | 2017-18 |
| Suspensions Rate | 1.2 | 1.0 | 0.8 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |
| District | 2015-16 | 2016-17 | 2017-18 |
| Suspensions Rate | 2.0 | 1.8 | 2.0 |
| Expulsions Rate | 0.0 | 0.1 | 0.0 |
| State | 2015-16 | 2016-17 | 2017-18 |
| Suspensions Rate | 3.7 | 3.7 | 3.5 |
| Expulsions Rate | 0.1 | 0.1 | 0.1 |

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.

| Average Class Size and Class Size Distribution (Elementary) | | | | | | | | | | | | |
|---|--------------------|---------|---------|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| Grade | Average Class Size | | | Number of Classrooms* | | | | | | | | |
| | | | | 1-20 | | | 21-32 | | | 33+ | | |
| | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 |
| K | 22 | 22 | 23 | 1 | | | 4 | 5 | 5 | | | |
| 1 | 22 | 21 | 22 | 1 | 1 | | 3 | 3 | 4 | | | |
| 2 | 24 | 21 | 25 | | 2 | | 4 | 2 | 3 | | | |
| 3 | 25 | 20 | 24 | | 1 | | 3 | 4 | 4 | | | |
| 4 | 32 | 25 | 27 | | | 1 | 3 | 3 | 3 | | | |
| 5 | 33 | 33 | 29 | | | | | | 3 | 3 | 3 | |
| Other | 14 | | | 1 | | | | | | | | |

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

Staff training is ongoing in the Glendora Unified School District. The district calendar includes two orientation days prior to the start of the school year in August, one staff development day in Fall, and one staff development days in Spring. Staff development is ongoing and takes place throughout the year, by use of academic coaches, release time for teacher self-selected learning and collaboration, in-class coaching, and use of early-out and late-start days. Professional Development is planned by a joint committee of teachers and administrators, using student achievement and other data, including teacher needs assessments and state requirements.

| FY 2017-18 Teacher and Administrative Salaries | | |
|--|-----------------|--|
| Category | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary | \$46,501 | \$47,547 |
| Mid-Range Teacher Salary | \$86,742 | \$74,775 |
| Highest Teacher Salary | \$99,675 | \$93,651 |
| Average Principal Salary (ES) | \$123,110 | \$116,377 |
| Average Principal Salary (MS) | \$127,355 | \$122,978 |
| Average Principal Salary (HS) | \$148,050 | \$135,565 |
| Superintendent Salary | \$257,953 | \$222,853 |
| Percent of District Budget | | |
| Teacher Salaries | 42.0 | 35.0 |
| Administrative Salaries | 4.0 | 6.0 |

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

Stanton School provides a Resource Specialist Program, Reading Intervention Specialist and Special Day Class for students who qualify for Special Education. An intervention program for targeted K-5 students has also been implemented. Bilingual aides are available to support eligible English learner students. A breakfast and lunch program and a parent-financed Extended Day Care Program are offered on campus.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. 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).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

| FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries | | | | |
|--|------------------------|------------|--------------|------------------------|
| Level | Expenditures Per Pupil | | | Average Teacher Salary |
| | Total | Restricted | Unrestricted | |
| School Site | \$6,811 | \$859 | \$5,952 | \$82,794 |
| District | ◆ | ◆ | \$5,550 | \$86,264 |
| State | ◆ | ◆ | \$7,125 | \$76,522 |
| Percent Difference: School Site/District | | | 7.0 | -4.1 |
| Percent Difference: School Site/ State | | | -17.9 | 7.9 |

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.