



Glendora High School

1600 East Foothill Blvd. • Glendora, CA 91741 • (626) 963-5731 • Grades 9-12

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



Glendora Unified School District

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District Governing Board

Elizabeth Reuter
President

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Educational Services**

Marc Chaldu
**Assistant Superintendent of
Business Services**

Principal's Message

Proposition 98, an initiative passed by California voters in November 1988, established the annual school report. This report, to be issued by local school boards for each elementary and secondary school, provides parents and other interested citizens with information about each school's resources, successes, and areas to be improved.

The educational program at Glendora High School is well-balanced, with a primary emphasis on standards-based instruction. Teachers focus on data-driven decisions to craft lessons that address state standards and specific learning needs. Formative assessments are administered quarterly to assist teachers with monitoring student progress in mastering the California State Standards. The GHS staff adjusts the curriculum and instruction to help all students attain their learning potential. Proficiency on the Smarter Balanced Assessment (SBAC) in English and Mathematics remain the performance target. As a school, we are proud of our school culture and the activities we put together to help students feel part of the Tartan family. It is very important students feel connected to the campus.

In 2015-2016, Glendora High School received a six-year WASC accreditation term, and in 2018, we received a favorable three-year midterm WASC review. The action plans established through the accreditation process continue to guide Glendora High School's efforts to assist all students in their efforts to attain their learning potential. Assessment indicators such as the SBAC program, Advanced Placement (AP), PSAT, SAT, and ACT, demonstrate overall school high academic excellence.

As Glendora High School continues its focus on enhancing student achievement, we will continue to promote a college and career culture and an emphasis on Career Technical Education (CTE) for the students we serve. I hope as you read our annual report, you will find the information meaningful and useful. If you have any questions, please let us know. Visit us on the web at <http://www.glendorahigh.net>.

Paul Lopez
Principal

Mission Statement

Glendora High School is committed to the education and development of the whole person: academically, socially, emotionally, and morally. This commitment is a shared, collaborative effort of students, support staff, teachers, parents, businesses, industry, higher education, and interested organizations. Upon graduation, students will be equipped to adapt to the ever-changing world of cultural diversity, technology, employment, and society.

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	591
Grade 10	632
Grade 11	567
Grade 12	591
Total Enrollment	2,381

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	0.1
Asian	7.1
Filipino	2.9
Hispanic or Latino	43.2
Native Hawaiian or Pacific Islander	0.2
White	41.5
Two or More Races	3.8
Socioeconomically Disadvantaged	26.9
English Learners	3.7
Students with Disabilities	13.7
Foster Youth	0.3
Homeless	0.2

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 for Glendora High School	17-18	18-19	19-20
With Full Credential	107	100	94.6
Without Full Credential	2	3	2
Teaching Outside Subject Area of Competence	0	0	N/A

Teacher Credentials for Glendora Unified	17-18	18-19	19-20
With Full Credential	♦	♦	329
Without Full Credential	♦	♦	4.4
Teaching Outside Subject Area of Competence	♦	♦	N/A

Teacher Misassignments and Vacant Teacher Positions at Glendora High School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	1	0
Vacant Teacher Positions	0	1	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 2019-20)

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 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	2002-2009 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	2019-2027 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	2017-2024 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	Current The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	Current 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)

Glendora High School was built in 1957 and includes 90 classrooms, food service areas, administrative offices, college career center, multimedia center, event center, theater, art classrooms, a gymnasium, locker rooms, weight room, and an outdoor pavilion. Outside facilities also include tennis courts, swimming pool, and multi-sport areas. In the spring of 2000, a successful bond measure was passed which will enhance the GHS campus for years to come. Glendora High underwent construction of a new pool, event center, theater, weight room, and art classrooms. Modernization of most classrooms has been completed.

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. School Facility Conditions and Improvements: 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 GHS may be obtained from the District Business Office. During the 2018-19 school year, the safety inspection was completed on July 3, 2019 and the findings are listed below.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: July 3, 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Room 112; 113, 116 119 122 133 ; tile has broke corner; tile hanging down; stained tile, floor covering cupping raised at edges. ALL RESOLVED
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Main Gym - men's restroom - Toilets loose from the floor, toilet seat loose, Boys 100/north - toilet loose from floor. Main Gym west lobby fountain filter needs changing, Girls 100 North Toilets loose from floor, toilet seats loose. ALL RESOLVED
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Room 105; Rubber missing from outside pull. Room 114;lexan above door is loose; Room 140. Inside of door never painted, factory prime. ALL RESOLVED
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); and
- 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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	78	72	67	67	50	50
Math	56	64	56	59	38	39

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

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
9	15.5	25.0	46.3

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2018-19 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	543	537	98.90	72.07
Male	272	269	98.90	66.54
Female	271	268	98.89	77.61
Black or African American	--	--	--	--
Asian	43	43	100.00	86.05
Filipino	13	13	100.00	100.00
Hispanic or Latino	253	249	98.42	65.46
Native Hawaiian or Pacific Islander	--	--	--	--
White	206	204	99.03	76.47
Two or More Races	20	20	100.00	75.00
Socioeconomically Disadvantaged	153	149	97.39	56.38
English Learners	27	26	96.30	23.08
Students with Disabilities	53	53	100.00	15.09
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 2018-19 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	543	537	98.90	63.87
Male	272	269	98.90	62.08
Female	271	268	98.89	65.67
Black or African American	--	--	--	--
Asian	43	43	100.00	95.35
Filipino	13	13	100.00	92.31
Hispanic or Latino	253	249	98.42	52.21
Native Hawaiian or Pacific Islander	--	--	--	--
White	206	204	99.03	70.10
Two or More Races	20	20	100.00	70.00
Socioeconomically Disadvantaged	153	149	97.39	53.02
English Learners	27	26	96.30	34.62
Students with Disabilities	53	53	100.00	7.55
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 2019-20)

Glendora High School is the only comprehensive high school in the Glendora Unified School District.

Glendora high has an active and involved PTA that provides varied enrichment activities and support, including staff and student recognition, opportunities for student leadership, student community service projects, Renaissance, scholarships, student assemblies, and a PTA newsletter. The PTA Board meets monthly and seeks the involvement of all parents, teachers, students, and neighbors of GHS to keep communication at an optimal level. Last year, PTA volunteers worked countless hours volunteering at the school. For additional information regarding parental involvement, please contact Kim Alonzo at (626) 963-5731. Glendora High school also communicates to stakeholders through the School Site Council and our ELAC parent group. Glendora High School has several parent and stakeholder meetings throughout the year to give general as well as high school and college information.

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

School/District safety and disaster plans are evaluated annually and are available for review in the school office. The District has distributed specifically designed emergency cards to be used in case of a disaster. Earthquake, disaster, lock-down, and fire drills are practiced regularly. The PTA provides minimal food, water, and medical supplies for disaster preparedness.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.9	2.2	2.3
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.8	2.0	1.9
Expulsions Rate	0.1	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

Support Staff

Glendora High school has the services of six and one half guidance counselors, district-shared psychologists for testing, case studies, and intervention, and speech and language specialists. The counselors provide assistance with college and academic counseling, and help our students-at-risk. A district-shared nurse and GHS' LVN are available to all students. Counselors use an online program called "Naviance" to assist students in college and career planning. Our College Career Center is open to all students on a daily basis and is equipped with 34 computers for student use. Programs are available for students who are in need of peer mentors. Our AVID program closes the achievement gap by preparing students for college readiness. Glendora High school's AVID Program has a 100% acceptance rate to four-year universities.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+
English	26	35	20	52	25	38	17	51	26	31	18	46
Mathematics	24	18	17	13	26	27	36	32	25	33	24	35
Science	27	14	22	33	28	12	34	20	28	12	23	27
Social Science	27	26	10	55	27	21	21	40	27	19	17	39

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

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 weekly 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	\$49,084
Mid-Range Teacher Salary	\$85,355	\$76,091
Highest Teacher Salary	\$99,675	\$95,728
Average Principal Salary (ES)	\$125,572	\$118,990
Average Principal Salary (MS)	\$132,478	\$125,674
Average Principal Salary (HS)	\$151,011	\$137,589
Superintendent Salary	\$265,143	\$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	41%	35%
Administrative Salaries	4%	6%

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

Types of Services Funded

Glendora High School provides a Resource Specialist Program and Special Day Classes for students who qualify for Special Education. An intervention program for targeted students has also been implemented. Bilingual aides are available to support eligible English learner students. A breakfast and lunch program is offered on campus.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Rate for Glendora High School	2015-16	2016-17	2017-18
Dropout Rate	0.7	0.2	0.1
Graduation Rate	98.7	98.4	98.1

Rate for Glendora Unified School	2015-16	2016-17	2017-18
Dropout Rate	1.2	0.5	0.4
Graduation Rate	97.6	97.2	97.2

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	8	N/A
Fine and Performing Arts	3	N/A
Foreign Language	2	N/A
Mathematics	7	N/A
Science	8	N/A
Social Science	12	N/A
All courses	45	23.2

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

*Where there are student course enrollments of at least one student.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$6,708	\$1,267	\$5,441	\$91,239
District	N/A	N/A	\$5,501	\$90,438
State	N/A	N/A	\$12,068	\$80,680

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-1.1	0.9
School Site/ State	-75.7	12.3

Note: Cells with N/A values 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.

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	897
% of pupils completing a CTE program and earning a high school diploma	N/A
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	N/A

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	96.39
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	62.98

Career Technical Education Programs

Glendora High School collaborates with the ESGVROP to offer CTE classes that students can take as single electives. During the 2018-2019 school year, GHS offered a multitude of CTE courses including Computer Architectural Design, Photography, Video Production and Sign Language levels one through three and Culinary Arts.

Off campus, ROP offers many classes that lead to job skills that include the areas of health, cosmetology, animal science, emergency technician, law enforcement, child care, apparel marketing, and more. These programs provide rigorous course work that follows the CTE standards. These programs also offer certificates of completion and some lead to state or national certification in their areas.

Glendora High School continues to work with surrounding colleges such as Citrus College, Mt. San Antonio College and the Art Center College of Design to develop career pathways for our students.

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.