



# Stanton Elementary School

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

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stantoneagles.org

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



### Glendora Unified School District

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

#### District Governing Board

Elizabeth Reuter  
**President**

Zondra Borg  
**Vice President**

Robin Merkley  
**Clerk**

Rukshan Fernando, Ph.D.  
**Member**

Cory Ellenson  
**Member**

#### District Administration

Robert J. Voors, Ed.D  
**Superintendent**

Dominic DiGrazia, Ed.D.  
**Assistant Superintendent of  
Personnel Services**

Michelle Hunter  
**Assistant Superintendent of  
Educational Services**

Marc Chaldu  
**Assistant Superintendent of  
Business Services**

### 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.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	124
Grade 1	96
Grade 2	82
Grade 3	88
Grade 4	86
Grade 5	99
<b>Total Enrollment</b>	<b>575</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.6
American Indian or Alaska Native	0.3
Asian	4.9
Filipino	2.4
Hispanic or Latino	63.3
White	22.1
Two or More Races	5.4
Socioeconomically Disadvantaged	59
English Learners	17.4
Students with Disabilities	13.4
Foster Youth	1.2
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 Stanton Elementary	17-18	18-19	19-20
With Full Credential	28	27	28.5
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	N/A	N/A	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 Stanton Elementary School

Indicator	17-18	18-19	19-20
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 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.

We will be piloting State approved Science textbooks and instructional materials in 2019-2020, with adoption in 2020.

**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	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	2020-2027 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 2018-19 school year, the safety inspection was completed on June 10, 2019 and the findings are listed below.

### School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: June 10, 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Fair	Room 27, 23,29 30 T-stat says lost WIFI signal
<b>Interior:</b> Interior Surfaces	Fair	Room 5,6, library and speech rm - stained ceiling tiles that have been painted. Room 13,14,16,18,19,20 - Some stained tiles have been spray painted. Rooms 21,23,24,26,27 - dirty tile around vent; some tiles need to be adjusted and 2 tiles have broken corners. Room 22 carpet has ripples, trip hazard, metal floor strip down the center of the room. Room 30 wall base missing several pieces, K2 backsplash by sink, some edge bonding missing. ALL RESOLVED
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Fair	Room 1 - Some arcing around one outlet - RESOLVED
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	Room 4 & 29, Bubbler not working or could be turned down. boys A - restroom, broken seat; leaking flush valve; urinal partition needs repair. Girls/Boys C - sink pulling away from wall. Boys B - Urinal partitions loose, sink pulling away from wall.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Good</b>	

## 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	54	61	67	67	50	50
Math	53	54	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
5	18.2	23.2	20.2

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**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	276	273	98.91	61.17
Male	143	142	99.30	57.75
Female	133	131	98.50	64.89
Black or African American	--	--	--	--
Asian	16	16	100.00	81.25
Filipino	--	--	--	--
Hispanic or Latino	169	167	98.82	59.28
White	69	68	98.55	60.29
Two or More Races	13	13	100.00	69.23
Socioeconomically Disadvantaged	173	172	99.42	54.07
English Learners	66	64	96.97	50.00
Students with Disabilities	60	59	98.33	42.37
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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	274	271	98.91	54.24
Male	141	140	99.29	56.43
Female	133	131	98.50	51.91
Black or African American	--	--	--	--
Asian	16	16	100.00	93.75
Filipino	--	--	--	--
Hispanic or Latino	167	165	98.80	48.48
White	69	68	98.55	57.35
Two or More Races	13	13	100.00	69.23
Socioeconomically Disadvantaged	173	172	99.42	45.35
English Learners	66	64	96.97	53.13
Students with Disabilities	59	58	98.31	32.76
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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)

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 Allison Thomas [lunmyfourkids@gmail.com](mailto:lunmyfourkids@gmail.com).

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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.0	0.8	0.5
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

Stanton utilizes the services of a district psychologist for testing, case studies, and intervention. A district nurse and a site-based health clerk are also available for the students' health needs. A part-time counselor is on staff to support social and emotional needs, as well as 5th grade transition to middle school. Students are served by instructional aides in the classroom, a library technician, vocal and instrumental music teachers, and a physical education teacher. Identified students may participate in the district Gifted and Talented Education (GATE) Program. A speech/language pathologist is available to students who qualify for that program. A reading intervention teacher is on staff to support students who are at-risk in basic reading skills.

##### Average Class Size and Class Size Distribution (Elementary)

Grade Level	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* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	22		5		23		5		21	1	5	
1	21	1	3		22		4		24		4	
2	21	2	2		25		3		23		3	
3	20	1	4		24		4		25		4	
4	25		3		27	1	3		29		3	
5	33			3	29		3		33			3
Other**												

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

\*\* "Other" category is for multi-grade level classes.

##### 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/](http://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 2017-18 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$6,571	\$945	\$5,627	\$88,303
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	2.3	-2.4
School Site/ State	-72.8	9.0

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.