

# Goddard Middle School

859 East Sierra Madre Ave. • Glendora, CA 91741 • (626) 852-4500 • Grades 6-8

Brock Jacobsen, Principal

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## 2014-15 School Accountability Report Card Published During the 2015-16 School Year



### Glendora Unified School District

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

#### District Governing Board

Cory Ellenson  
Mike Gautreau  
Charles J. Gomer, Ph.D  
Robin Merkley  
Maura Murabito

#### District Administration

Robert J. Voors, Ed.D  
Superintendent

### Principal's Message

It is an honor to serve as the principal of Robert H. Goddard Middle School, a California Distinguished School, with a tradition of high academic standards encompassed by a positive school culture. At Goddard Middle School, we believe all students can meet high expectations on a daily basis. We focus on the academic, social and emotional success of our students. Our goal is to cultivate well-rounded individuals who will become productive members of our society.

Our academic standards are among the highest in the state and our teachers and support staff are among the best the profession has to offer. Our teachers routinely collaborate to analyze data and improve their practice so they can provide rigorous, challenging and engaging lessons to our students. Goddard embeds positive recognition and extra-curricular activities throughout the entire school community. We continually strive to improve our program and to provide our students with many educational opportunities. We also offer academic clubs, STEAM clubs, athletics, intramurals, AVID, Honor Society, a fully networked technology center, and an exchange program with the city of Moka, Japan.

We are always willing to answer questions and to listen to suggestions for strengthening our program of powerful teaching and learning ... "The Goddard Way." Visit us on the web at [www.goddardtitans.net](http://www.goddardtitans.net).

Brock Jacobsen  
Principal

### Mission Statement

Goddard Middle School will set high student expectations on a daily basis, focusing on student proficiency in California State Standards and curriculum. We will strive to cultivate well-rounded individuals who will be productive members of our society, and we are committed to supporting our students' efforts toward accomplishing these goals by providing a safe and supportive learning environment.

## 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 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school at (626) 852-4500 or the district office.

| 2014-15 Student Enrollment by Grade Level |                    |
|---|--------------------|
| Grade Level                               | Number of Students |
| Grade 6                                   | 307                |
| Grade 7                                   | 298                |
| Grade 8                                   | 310                |
| <b>Total Enrollment</b>                   | <b>915</b>         |

| 2014-15 Student Enrollment by Group |                             |
|-------------------------------------|-----------------------------|
| Group                               | Percent of Total Enrollment |
| Black or African American           | 0.5                         |
| American Indian or Alaska Native    | 0.1                         |
| Asian                               | 7.3                         |
| Filipino                            | 1.5                         |
| Hispanic or Latino                  | 31.4                        |
| Native Hawaiian or Pacific Islander | 0.1                         |
| White                               | 53                          |
| Two or More Races                   | 6                           |
| Socioeconomically Disadvantaged     | 14.4                        |
| English Learners                    | 2                           |
| Students with Disabilities          | 13.3                        |
| Foster Youth                        | 0.3                         |

## 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 Credentials                                |       |       |       |
|--|-------|-------|-------|
| Goddard Middle School                              | 13-14 | 14-15 | 15-16 |
| <b>With Full Credential</b>                        | 42    | 41    | 38    |
| <b>Without Full Credential</b>                     |       | 0     | 0     |
| <b>Teaching Outside Subject Area of Competence</b> | N/A   | N/A   | N/A   |
| Glendora Unified School District                   | 13-14 | 14-15 | 15-16 |
| <b>With Full Credential</b>                        | ♦     | ♦     | 327   |
| <b>Without Full Credential</b>                     | ♦     | ♦     | 0     |
| <b>Teaching Outside Subject Area of Competence</b> | ♦     | ♦     | 0.8%  |

| Teacher Misassignments and Vacant Teacher Positions at this School |       |       |       |
|--|-------|-------|-------|
| Goddard Middle School  | 13-14 | 14-15 | 15-16 |
| <b>Teachers of English Learners</b>                                | 0     | 0     | 0     |
| <b>Total Teacher Misassignments</b>                                | 0     | 0     | 0     |
| <b>Vacant Teacher Positions</b>                                    | 0     | 0     | 0     |

\* "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.

### Core Academic Classes Taught by Highly Qualified Teachers

| 2014-15 Percent of Classes In Core Academic Subjects<br>Core Academic Classes Taught by Highly Qualified Teachers |                                     |   |
|---|-------------------------------------|---|
| Location of Classes   | Taught by Highly Qualified Teachers | Not Taught by Highly Qualified Teachers |
| <b>This School</b>  | 100.0                               | 0.0                                     |
| Districtwide  |                                     |   |
| <b>All Schools</b>  | 99.9                                | 0.1                                     |
| <b>High-Poverty Schools</b>   | 100.0                               | 0.0                                     |
| <b>Low-Poverty Schools</b>  | 99.8                                | 0.2                                     |

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

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.

We will be piloting State approved Reading/Language Arts textbooks and instructional materials in 2016, with adoption anticipated in 2017.

| Textbooks and Instructional Materials<br>Year and month in which data were collected: September 2015 |  |
|--|--|
| Core Curriculum Area   | Textbooks and Instructional Materials/Year of Adoption   |
| Reading/Language Arts  | 2002-2009<br>The textbooks listed are from most recent adoption: Yes<br>Percent of students lacking their own assigned textbook: 0 |
| Mathematics  | 2014-2022<br>The textbooks listed are from most recent adoption: Yes<br>Percent of students lacking their own assigned textbook: 0 |
| Science  | 2006-2012<br>The textbooks listed are from most recent adoption: Yes<br>Percent of students lacking their own assigned textbook: 0 |
| History-Social Science   | 2005-2011<br>The textbooks listed are from most recent adoption: Yes<br>Percent of students lacking their own assigned textbook: 0 |
| Foreign Language   | 2003-2009<br>The textbooks listed are from most recent adoption: Yes<br>Percent of students lacking their own assigned textbook: 0 |
| Health   | 2004-2012<br>The textbooks listed are from most recent adoption: Yes<br>Percent of students lacking their own assigned textbook: 0 |

### School Facility Conditions and Planned Improvements (Most Recent Year)

Goddard was built in 1964 and has 38 classrooms, a cafeteria, an administrative office, a library, a gymnasium, a computer lab, and locker rooms. The athletic fields, tennis courts, and park area are jointly used and maintained in cooperation with the City of Glendora. The modernization of Goddard, sponsored by a community-voter supported Bond Measure G, was completed in 2011.

The facility is maintained in a manner that assures that it is clean, safe, and functional as determined pursuant to an interim evaluation

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 Goddard may be obtained from the District Business Office. During the 2013-14 school year, the safety inspection was completed on February 4, 2015 and the findings are listed below.

| School Facility Good Repair Status (Most Recent Year)<br>Year and month in which data were collected: February 4, 2015 |               |      |      |   |
|--|---------------|------|------|---|
| System Inspected   | Repair Status |      |      | Repair Needed and Action Taken or Planned |
|  | Good          | Fair | Poor |   |
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer   | X             |      |      |   |
| <b>Interior:</b><br>Interior Surfaces  |               | X    |      | Room 208 - ceiling stain. Repaired.       |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/ Vermin Infestation   | X             |      |      |   |
| <b>Electrical:</b><br>Electrical   | X             |      |      |   |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains   | X             |      |      |   |

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: February 4, 2015**

| System Inspected   | Repair Status    |             |             | Repair Needed and Action Taken or Planned   |
|--|------------------|-------------|-------------|---|
|  | Good             | Fair        | Poor        |   |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                         |                  | X           |             | Room 206 - exit access partially blocked. Corrected.<br>Work Room E-8 - Science chemicals stored on top of cabinets. Removed.<br>Room 302 - Missing fire extinguisher. Fire extinguisher installed.<br>Custodial area - unlabeled cleaning products (spray bottles). All bottles now labeled. |
| <b>Structural:</b><br>Structural Damage, Roofs                             | X                |             |             |   |
| <b>External:</b><br>Playground/School Grounds, Windows/ Doors/Gates/Fences | X                |             |             |   |
| <b>Overall Rating</b>  | <b>Exemplary</b> | <b>Good</b> | <b>Fair</b> | <b>Poor</b>   |
|  |                  | X           |             |   |

**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], Science California Standards Tests); 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

| Grade Level | 2014-15 Percent of Students Meeting Fitness Standards |        |        |
|-------------|---|--------|--------|
|             | 4 of 6  | 5 of 6 | 6 of 6 |
| <b>7</b>    | 9.70  | 16.80  | 67.40  |

\* 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.

| 2014-15 CAASPP Results for All Students |  |          |       |
|---|--|----------|-------|
| Subject                                 | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) |          |       |
|   | School   | District | State |
| <b>ELA</b>                              | 69   | 63       | 44    |
| <b>Math</b>                             | 64   | 53       | 33    |

\* 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.

| CAASPP Results for All Students - Three-Year Comparison |  |       |       |          |       |       |       |       |       |
|---|--|-------|-------|----------|-------|-------|-------|-------|-------|
| Subject   | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) |       |       |          |       |       |       |       |       |
|   | School   |       |       | District |       |       | State |       |       |
|   | 12-13  | 13-14 | 14-15 | 12-13    | 13-14 | 14-15 | 12-13 | 13-14 | 14-15 |
| <b>Science</b>  | 88   | 89    | 86    | 79       | 81    | 76    | 59    | 60    | 56    |

\* Results are for grades 5, 8, and 10. Scores are not shown 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.

| 2014-15 CAASPP Results by Student Group |   |
|---|---|
| Group                                   | Percent of Students Scoring at Proficient or Advanced |
|   | Science (grades 5, 8, and 10)                         |
| <b>All Students in the LEA</b>          | 76  |
| <b>All Student at the School</b>        | 86  |
| <b>Male</b>                             | 84  |
| <b>Female</b>                           | 87  |
| <b>Black or African American</b>        | --  |
| <b>Asian</b>                            | 100   |
| <b>Filipino</b>                         | --  |
| <b>Hispanic or Latino</b>               | 70  |
| <b>White</b>                            | 91  |
| <b>Two or More Races</b>                | 100   |
| <b>Socioeconomically Disadvantaged</b>  | 59  |
| <b>English Learners</b>                 | --  |
| <b>Students with Disabilities</b>       | 72  |
| <b>Foster Youth</b>                     | --  |

\* Scores are not shown 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 2014-15 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group                       | Grade | Number of Students |        | Percent of Students |                  |                     |              |                   |
|-------------------------------------|-------|--------------------|--------|---------------------|------------------|---------------------|--------------|-------------------|
|                                     |       | Enrolled           | Tested | Tested              | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| All Students                        | 6     | 311                | 306    | 98.4                | 13               | 22                  | 41           | 25                |
|                                     | 7     | 299                | 297    | 99.3                | 7                | 18                  | 50           | 25                |
|                                     | 8     | 312                | 306    | 98.1                | 10               | 23                  | 43           | 24                |
| Male                                | 6     |                    | 171    | 55.0                | 18               | 26                  | 35           | 20                |
|                                     | 7     |                    | 157    | 52.5                | 10               | 20                  | 46           | 24                |
|                                     | 8     |                    | 181    | 58.0                | 13               | 25                  | 44           | 18                |
| Female                              | 6     |                    | 135    | 43.4                | 6                | 16                  | 48           | 30                |
|                                     | 7     |                    | 140    | 46.8                | 5                | 15                  | 54           | 26                |
|                                     | 8     |                    | 125    | 40.1                | 6                | 21                  | 42           | 31                |
| Black or African American           | 6     |                    | 1      | 0.3                 | --               | --                  | --           | --                |
|                                     | 8     |                    | 4      | 1.3                 | --               | --                  | --           | --                |
| American Indian or Alaska Native    | 7     |                    | 1      | 0.3                 | --               | --                  | --           | --                |
| Asian                               | 6     |                    | 22     | 7.1                 | 0                | 9                   | 36           | 55                |
|                                     | 7     |                    | 27     | 9.0                 | 11               | 4                   | 37           | 48                |
|                                     | 8     |                    | 18     | 5.8                 | 0                | 28                  | 28           | 44                |
| Filipino                            | 6     |                    | 6      | 1.9                 | --               | --                  | --           | --                |
|                                     | 7     |                    | 3      | 1.0                 | --               | --                  | --           | --                |
|                                     | 8     |                    | 5      | 1.6                 | --               | --                  | --           | --                |
| Hispanic or Latino                  | 6     |                    | 87     | 28.0                | 17               | 30                  | 41           | 11                |
|                                     | 7     |                    | 100    | 33.4                | 10               | 22                  | 53           | 15                |
|                                     | 8     |                    | 100    | 32.1                | 16               | 34                  | 36           | 14                |
| Native Hawaiian or Pacific Islander | 7     |                    | 1      | 0.3                 | --               | --                  | --           | --                |
| White                               | 6     |                    | 164    | 52.7                | 13               | 19                  | 43           | 26                |
|                                     | 7     |                    | 150    | 50.2                | 5                | 17                  | 54           | 24                |
|                                     | 8     |                    | 165    | 52.9                | 8                | 18                  | 49           | 24                |
| Two or More Races                   | 6     |                    | 26     | 8.4                 | 12               | 23                  | 31           | 35                |
|                                     | 7     |                    | 15     | 5.0                 | 7                | 27                  | 20           | 47                |
|                                     | 8     |                    | 14     | 4.5                 | 7                | 14                  | 29           | 50                |
| Socioeconomically Disadvantaged     | 6     |                    | 14     | 4.5                 | 21               | 21                  | 57           | 0                 |
|                                     | 7     |                    | 18     | 6.0                 | 22               | 22                  | 50           | 6                 |
|                                     | 8     |                    | 21     | 6.7                 | 38               | 29                  | 33           | 0                 |
| English Learners                    | 6     |                    | 5      | 1.6                 | --               | --                  | --           | --                |
|                                     | 7     |                    | 7      | 2.3                 | --               | --                  | --           | --                |
|                                     | 8     |                    | 6      | 1.9                 | --               | --                  | --           | --                |

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group              | Grade | Number of Students |        | Percent of Students |                  |                     |              |                   |
|----------------------------|-------|--------------------|--------|---------------------|------------------|---------------------|--------------|-------------------|
|                            |       | Enrolled           | Tested | Tested              | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| Students with Disabilities | 6     |                    | 35     | 11.3                | 51               | 31                  | 14           | 3                 |
|                            | 7     |                    | 31     | 10.4                | 32               | 32                  | 29           | 6                 |
|                            | 8     |                    | 38     | 12.2                | 42               | 34                  | 18           | 5                 |

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. The number of students tested includes students that did not receive a score; 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 students with scores.

**School Year 2014-15 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group                       | Grade | Number of Students |        | Percent of Students |                  |                     |              |                   |
|-------------------------------------|-------|--------------------|--------|---------------------|------------------|---------------------|--------------|-------------------|
|                                     |       | Enrolled           | Tested | Tested              | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| All Students                        | 6     | 311                | 307    | 98.7                | 12               | 22                  | 31           | 35                |
|                                     | 7     | 299                | 297    | 99.3                | 11               | 25                  | 29           | 36                |
|                                     | 8     | 312                | 306    | 98.1                | 18               | 21                  | 24           | 38                |
| Male                                | 6     |                    | 171    | 55.0                | 16               | 22                  | 29           | 33                |
|                                     | 7     |                    | 157    | 52.5                | 11               | 22                  | 32           | 34                |
|                                     | 8     |                    | 181    | 58.0                | 20               | 20                  | 23           | 36                |
| Female                              | 6     |                    | 136    | 43.7                | 7                | 23                  | 33           | 37                |
|                                     | 7     |                    | 140    | 46.8                | 11               | 27                  | 25           | 37                |
|                                     | 8     |                    | 125    | 40.1                | 14               | 21                  | 26           | 39                |
| Black or African American           | 6     |                    | 1      | 0.3                 | --               | --                  | --           | --                |
|                                     | 8     |                    | 4      | 1.3                 | --               | --                  | --           | --                |
| American Indian or Alaska Native    | 7     |                    | 1      | 0.3                 | --               | --                  | --           | --                |
| Asian                               | 6     |                    | 23     | 7.4                 | 0                | 13                  | 22           | 65                |
|                                     | 7     |                    | 27     | 9.0                 | 4                | 7                   | 26           | 63                |
|                                     | 8     |                    | 18     | 5.8                 | 0                | 6                   | 22           | 72                |
| Filipino                            | 6     |                    | 6      | 1.9                 | --               | --                  | --           | --                |
|                                     | 7     |                    | 3      | 1.0                 | --               | --                  | --           | --                |
|                                     | 8     |                    | 5      | 1.6                 | --               | --                  | --           | --                |
| Hispanic or Latino                  | 6     |                    | 87     | 28.0                | 20               | 30                  | 33           | 17                |
|                                     | 7     |                    | 100    | 33.4                | 16               | 32                  | 33           | 19                |
|                                     | 8     |                    | 100    | 32.1                | 31               | 24                  | 18           | 27                |
| Native Hawaiian or Pacific Islander | 7     |                    | 1      | 0.3                 | --               | --                  | --           | --                |
| White                               | 6     |                    | 164    | 52.7                | 10               | 20                  | 34           | 37                |
|                                     | 7     |                    | 150    | 50.2                | 9                | 24                  | 26           | 41                |
|                                     | 8     |                    | 165    | 52.9                | 14               | 19                  | 30           | 38                |

**School Year 2014-15 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group                   | Grade | Number of Students |        | Percent of Students |                  |                     |              |                   |
|---------------------------------|-------|--------------------|--------|---------------------|------------------|---------------------|--------------|-------------------|
|                                 |       | Enrolled           | Tested | Tested              | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| Two or More Races               | 6     |                    | 26     | 8.4                 | 12               | 19                  | 15           | 54                |
|                                 | 7     |                    | 15     | 5.0                 | 20               | 7                   | 40           | 33                |
|                                 | 8     |                    | 14     | 4.5                 | 0                | 29                  | 14           | 57                |
| Socioeconomically Disadvantaged | 6     |                    | 14     | 4.5                 | 29               | 36                  | 21           | 14                |
|                                 | 7     |                    | 18     | 6.0                 | 28               | 44                  | 17           | 11                |
|                                 | 8     |                    | 21     | 6.7                 | 33               | 43                  | 24           | 0                 |
| English Learners                | 6     |                    | 6      | 1.9                 | --               | --                  | --           | --                |
|                                 | 7     |                    | 7      | 2.3                 | --               | --                  | --           | --                |
|                                 | 8     |                    | 6      | 1.9                 | --               | --                  | --           | --                |
| Students with Disabilities      | 6     |                    | 35     | 11.3                | 60               | 14                  | 23           | 3                 |
|                                 | 7     |                    | 31     | 10.4                | 45               | 23                  | 23           | 10                |
|                                 | 8     |                    | 38     | 12.2                | 61               | 18                  | 13           | 8                 |

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**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 schoolsite.

**Opportunities for Parental Involvement**

Goddard is one of two middle schools in the Glendora Unified School district and serves the eastern section of Glendora. Feeder schools include Sellers and Sutherland as well as a percentage of students from Cullen, La Fetra, and Stanton. Goddard also accepts students on inter- or intra-transfers dependent upon space available.

Goddard has an active PTA that provides varied enrichment activities. The PTA Board actively seeks the involvement of all parents and neighbors of Goddard School. Last year PTA volunteers worked over 8,375 hours helping at the school. For more information regarding parent involvement, please contact PTA President Kim Alonzo at (626) 852-4500.

**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.

**School Safety Plan**

School/District safety and disaster plans are evaluated annually and are available for review in the school office. Earthquake, disaster, lock-down, and fire drills are practiced regularly. School fundraisers, the PTA, and District contributions have enabled us to continually upgrade our stock of food, water, first aid supplies, and other necessary items. The District has distributed specially designed emergency cards to be used in case of a disaster.

### Suspensions and Expulsions

| School           | 2012-13 | 2013-14 | 2014-15 |
|------------------|---------|---------|---------|
| Suspensions Rate | 2.85    | 2.61    | 2.56    |
| Expulsions Rate  | 0.00    | 0.00    | 0.00    |
| District         | 2012-13 | 2013-14 | 2014-15 |
| Suspensions Rate | 3.53    | 2.20    | 1.97    |
| Expulsions Rate  | 0.01    | 0.00    | 0.00    |
| State            | 2012-13 | 2013-14 | 2014-15 |
| Suspensions Rate | 5.07    | 4.36    | 3.80    |
| Expulsions Rate  | 0.13    | 0.10    | 0.09    |

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

#### 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.

| 2014-15 Adequate Yearly Progress Overall and by Criteria |        |          |       |
|--|--------|----------|-------|
| AYP Criteria   | School | District | State |
| <b>English Language Arts</b>                             |        |          |       |
| Met Participation Rate                                   | Yes    | Yes      | Yes   |
| Met Percent Proficient                                   | N/A    | N/A      | N/A   |
| <b>Mathematics</b>                                       |        |          |       |
| Met Participation Rate                                   | Yes    | Yes      | Yes   |
| Met Percent Proficient                                   | N/A    | N/A      | N/A   |
| Made AYP Overall   | Yes    | Yes      | Yes   |
| Met Attendance Rate                                      | Yes    | Yes      | Yes   |
| Met Graduation Rate                                      | N/A    | Yes      | Yes   |

| 2015-16 Federal Intervention Program                        |        |           |
|---|--------|-----------|
| Indicator   | School | District  |
| Program Improvement Status                                  | N/A    | In PI     |
| First Year of Program Improvement                           | N/A    | 2013-2014 |
| Year in Program Improvement                                 | N/A    | Year 1    |
| Number of Title I Schools Currently in Program Improvement  | 1      |           |
| Percent of Title I Schools Currently in Program Improvement | 50.0   |           |

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

| Subject | Average Class Size |         |         | Number of Classrooms* |         |         |         |         |         |         |         |         |
|---------|--------------------|---------|---------|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|
|         |                    |         |         | 1-22                  |         |         | 23-32   |         |         | 33+     |         |         |
|         | 2012-13            | 2013-14 | 2014-15 | 2012-13               | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| English | 31                 | 29      | 28      | 1                     | 1       | 4       | 8       | 13      | 13      | 10      | 6       | 4       |
| Math    | 31                 | 31      | 26      | 1                     |         |         | 9       | 13      | 1       | 10      | 7       |         |
| Science | 33                 | 33      | 33      |                       |         |         | 8       | 8       | 9       | 11      | 11      | 9       |
| SS      | 32                 | 32      | 30      |                       |         | 2       | 9       | 9       | 13      | 10      | 10      | 5       |

\* 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.

#### Academic Counselors and Other Support Staff at this School

Goddard has the service of two on-site counselors available for students who are experiencing problems, to work with parents and students to establish improvement plans, and to help facilitate the PAL (Peer Assistance Leadership) program. Also available are a district psychologist for testing, case studies and counseling, and a district nurse and an on-site health clerk for students' health needs. Special Education, speech/language pathologists, a teacher for the visually handicapped, and an adaptive P.E. teacher provide services to students who qualify for these programs.

Vocal and instrumental music teachers and a library technician are available to assist staff and students. Identified students may participate in the district's Gifted and Talented Education (GATE) Program.

#### Professional Development provided for Teachers

Staff training is ongoing in the Glendora Unified School District. The district calendar includes one orientation day prior to the start of the school year in August and a staff development day in October. 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 2013-14 Teacher and Administrative Salaries |                 |  |
|--|-----------------|--|
| Category                                       | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary                       | \$40,870        | \$42,315                                     |
| Mid-Range Teacher Salary                       | \$75,020        | \$66,451                                     |
| Highest Teacher Salary                         | \$87,606        | \$85,603                                     |
| Average Principal Salary (ES)                  | \$110,447       | \$105,079                                    |
| Average Principal Salary (MS)                  | \$118,699       | \$111,005                                    |
| Average Principal Salary (HS)                  | \$132,137       | \$121,310                                    |
| Superintendent Salary                          | \$207,261       | \$189,899                                    |
| Percent of District Budget                     |                 |  |
| Teacher Salaries                               | 46%             | 39%  |
| Administrative Salaries                        | 5%              | 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/).

| FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries |                        |            |              |                        |
|--|------------------------|------------|--------------|------------------------|
| Level  | Expenditures Per Pupil |            |              | Average Teacher Salary |
|  | Total                  | Restricted | Unrestricted |                        |
| School Site  | \$4,994                | \$960      | \$4,034      | \$83,336               |
| District   | ◆                      | ◆          | \$4,322      | \$82,295               |
| State  | ◆                      | ◆          | \$5,348      | \$69,257               |
| Percent Difference: School Site/District                           |                        |            | -6.7         | 1.3                    |
| Percent Difference: School Site/ State                             |                        |            | -24.6        | 20.3                   |

\* Cells with ◆ do not require data.

### Types of Services Funded

Goddard school provides a Resource Specialist Program and Special Day Classes for students who qualify for Special Education. An intervention program for targeted 6-8 students has also been implemented. Bilingual aides are available to support English language learning 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 <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).

### 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.