



Glendora High School

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

Paul Lopez, Principal
plopez@glendora.k12.ca.us
www.glendorahigh.net

2015-16 School Accountability Report Card Published During the 2016-17 School Year



Glendora Unified School District

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

District Governing Board

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

District Administration

Robert J. Voors, Ed.D.
Superintendent

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 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. Glendora High School is currently moving to Next Generation Science Standards (NGSS) in an effort to prepare our students when the new science test is given.

In 2008-2009, Glendora High School received a six-year WASC accreditation term, and in 2015, 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 going 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 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 principal or the district office.

2015-16 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	621
Grade 10	729
Grade 11	626
Grade 12	552
Total Enrollment	2,528

2015-16 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	0.2
Asian	6.4
Filipino	3.2
Hispanic or Latino	39
Native Hawaiian or Pacific Islander	0.3
White	46
Two or More Races	3.4
Socioeconomically Disadvantaged	22
English Learners	3.1
Students with Disabilities	12.4
Foster Youth	0.4

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

Glendora High School	14-15	15-16	16-17
With Full Credential	100	100	108
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	N/A	1	1
Glendora Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	352
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School

Glendora High School	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	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

**2015-16 Percent of Classes In Core Academic Subjects
Core Academic Classes Taught by Highly Qualified Teachers**

Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	98.5	1.5
Districtwide		
All Schools	99.3	0.7
High-Poverty Schools	100.0	0.0
Low-Poverty Schools	99.1	0.9

* 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 2016-17)

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. Our next anticipated adoption is Reading/Language Arts, and is projected for the 2016-2017 school year.

Textbooks and Instructional Materials	
Year and month in which data were collected: September 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	2000-2008 The textbooks are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	2008-2014 The textbooks are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	2002-2009 The textbooks are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	2006 The textbooks are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	2006 The textbooks are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	2002-2009 The textbooks are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	Current The textbooks are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	Current The textbooks are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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 multisport 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 2015-16 school year, the safety inspection was completed on June 1, 2016 and the findings are listed below.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: June 1, 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		#13, #303, #315, #335, #400, Conference Room #4 - Ceiling stains. Resolved.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: June 1, 2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical		X		#315, #330 - Blocked electrical panels - Resolved. #222 - Extension cord being used as permanent wiring. Resolved. #202, #210 - Piggy backing power strips. Resolved.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials		X		All rooms - Visually inspect fire extinguishers monthly. Resolved. #134, #311 - Remount fire extinguishers. Resolved. Little Theater - Near chair #3 - exposed wires. Resolved. Kitchen - Label all secondary containers (cleaning products). Resolved. #305, #415 - Chemicals in Science classrooms improperly stored. Resolved.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor
		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] 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	73	65	66	81	76	76	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	16.4	20.1	49.4

* 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.

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	80	83	63	69	44	48
Math	52	57	53	57	34	36

* 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.

2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	720	692	96.1	65.6
Male	343	324	94.5	67.3
Female	377	368	97.6	64.1
Black or African American	11	11	100.0	45.5
Asian	47	45	95.7	73.3
Filipino	20	20	100.0	85.0
Hispanic or Latino	299	293	98.0	55.6
White	320	302	94.4	72.5
Two or More Races	21	19	90.5	89.5
Socioeconomically Disadvantaged	185	180	97.3	50.6
English Learners	24	24	100.0	29.2
Students with Disabilities	96	87	90.6	39.1

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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 2015-16 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 Met or Exceeded
All Students	11	611	587	96.1	82.8
Male	11	302	291	96.4	78.3
Female	11	309	296	95.8	87.2
Asian	11	46	46	100.0	89.1
Filipino	11	18	18	100.0	100.0
Hispanic or Latino	11	224	220	98.2	75.5
White	11	289	272	94.1	86.4
Two or More Races	11	23	20	87.0	90.0
Socioeconomically Disadvantaged	11	141	136	96.5	77.9
English Learners	11	18	17	94.4	41.2
Students with Disabilities	11	73	69	94.5	31.9

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 on the CAAs divided by the total number of students who participated in both assessments. 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 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 2015-16 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 Met or Exceeded
All Students	11	611	587	96.1	57.4
Male	11	302	291	96.4	57.7
Female	11	309	296	95.8	57.1
Asian	11	46	46	100.0	84.8
Filipino	11	18	18	100.0	83.3
Hispanic or Latino	11	224	220	98.2	44.5
White	11	289	272	94.1	60.3
Two or More Races	11	23	20	87.0	80.0
Socioeconomically Disadvantaged	11	141	136	96.5	46.3
English Learners	11	18	17	94.4	41.2
Students with Disabilities	11	73	69	94.5	7.3

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 on the CAAs divided by the total number of students who participated in both assessments. 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 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 Parental Involvement State Priority (Priority 3):

Opportunities for Parental Involvement (School Year 2016-17)

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 Anna Fiaoni at (626) 963-5731.

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. 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			
School	2013-14	2014-15	2015-16
Suspensions Rate	3.5	2.4	2.8
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	2.2	2.0	2.0
Expulsions Rate	0.0	0.0	0.0
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
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.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement		1
Percent of Schools Currently in Program Improvement		50.0

Glendora High School has the services of five 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 as well as a speech/language specialist for those students who qualify for the program. 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. Our Peer Assistance Leadership (PAL) Program is available for students who are in need of peer mentors. Our AVID program closes the achievement gap by preparing all students for college readiness.

Average Class Size and Class Size Distribution (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	33	30	32	5	17	16	12	16	16	55	55	54
Mathematics	33	27	36	4	13	22	13	12	12	51	19	55
Science	34	32	29		5	7	9	14	20	45	42	33
Social Science	32	32	32	1	10	10	30	7	5	29	52	64

* 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

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, one staff development day in October, and two staff development days in May. Each year, School Improvement Program funds are allocated to allow each teacher on the staff to attend a professional conference to enhance their knowledge base and instructional skills. Glendora High School has 10 late-start days for teachers to look at data and to collaborate on how to increase student achievement. Teachers often look at methodology and best practices to ensure GHS students are learning.

FY 2014-15 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,096	\$43,821
Mid-Range Teacher Salary	\$77,271	\$69,131
Highest Teacher Salary	\$90,234	\$89,259
Average Principal Salary (ES)	\$113,760	\$108,566
Average Principal Salary (MS)	\$122,260	\$115,375
Average Principal Salary (HS)	\$136,101	\$125,650
Superintendent Salary	\$227,594	\$198,772
Percent of District Budget		
Teacher Salaries	45%	37%
Administrative Salaries	4%	6%

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

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,525	\$1,007	\$4,519	\$88,402
District	♦	♦	\$4,553	\$82,925
State	♦	♦	\$5,677	\$71,517
Percent Difference: School Site/District			-0.7	6.6
Percent Difference: School Site/ State			-20.4	23.6

* Cells with ♦ do not require data.

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)

Glendora High School	2011-12	2013-14	2014-15
Dropout Rate	0.70	0.00	0.00
Graduation Rate	98.92	99.29	99.48
Glendora Unified School District	2011-12	2013-14	2014-15
Dropout Rate	1.00	0.90	0.60
Graduation Rate	97.90	97.00	97.98
California	2011-12	2013-14	2014-15
Dropout Rate	11.40	11.50	10.70
Graduation Rate	80.44	80.95	82.27

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
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	96
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	53.6

* Where there are student course enrollments.

2015-16 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	2	♦
English	9	♦
Fine and Performing Arts	4	♦
Foreign Language	2	♦
Mathematics	7	♦
Science	8	♦
Social Science	12	♦
All courses	44	48

Completion of High School Graduation Requirements			
Group	Graduating Class of 2015		
	School	District	State
All Students	99	99	82
Black or African American	100	100	71
American Indian or Alaska Native	--	--	73
Asian	97	97	93
Filipino	100	100	93
Hispanic or Latino	100	99	79
Native Hawaiian/Pacific Islander	--	--	82
White	99	99	88
Two or More Races	100	100	86
Socioeconomically Disadvantaged	99	99	78
English Learners	97	93	69
Students with Disabilities	98	96	65

Career Technical Education Programs

Glendora High School collaborates with the ESGVROP to offer CTE classes that students can take as single electives. During the 2015-2016 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 <http://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.