



# Stanton Elementary School

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

Dr. Sara Najarro, Principal  
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## 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

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](mailto:snajarro@glendora.k12.ca.us) if I can assist you or your child in any way possible. The school website can be accessed at <http://ses-glendorausd-ca.schoolloop.com/>

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 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
Kindergarten	109
Grade 1	87
Grade 2	99
Grade 3	83
Grade 4	95
Grade 5	99
<b>Total Enrollment</b>	<b>572</b>

### 2015-16 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	0.2
Asian	5.4
Filipino	2.1
Hispanic or Latino	64.9
Native Hawaiian or Pacific Islander	0
White	21.9
Two or More Races	3.5
Socioeconomically Disadvantaged	61.4
English Learners	20.5
Students with Disabilities	12.1
Foster Youth	0.5

## 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

Stanton Elementary School	14-15	15-16	16-17
<b>With Full Credential</b>	26	26	28
<b>Without Full Credential</b>	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	N/A	N/A	N/A
Glendora Unified School District	14-15	15-16	16-17
<b>With Full Credential</b>	♦	♦	352
<b>Without Full Credential</b>	♦	♦	0
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at this School

Stanton Elementary School	14-15	15-16	16-17
<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

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
<b>This School</b>	100.0	0.0
Districtwide		
<b>All Schools</b>	99.3	0.7
<b>High-Poverty Schools</b>	100.0	0.0
<b>Low-Poverty Schools</b>	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.

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

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	2002-2009 The textbooks are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	2014-2022 The textbooks are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	2006-2012 The textbooks are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	2005-2011 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)

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 2015-16 school year, the safety inspection was completed on November 20, 2015 and the findings are listed below.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: November 20, 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		Rooms 5, 14, 15, 26 - Ceiling stains from water intrusion. Repaired.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical		X		Room 28 - Partially covered electrical panel. Corrected.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials		X		Rooms 12, 20 - Plug-in Room Deodorizers. Resolved. Room 4 - Covered Fire Extinguisher. Resolved.
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> 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] 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	79	82	78	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
5	25.8	20.6	32

\* 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	44	52	63	69	44	48
Math	40	46	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	97	95	97.9	77.9
Male	50	48	96.0	72.9
Female	47	47	100.0	83.0
Hispanic or Latino	71	70	98.6	80.0
White	14	13	92.9	76.9
Socioeconomically Disadvantaged	63	62	98.4	72.6
English Learners	17	17	100.0	35.3
Students with Disabilities	14	13	92.9	69.2

\* 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
<b>All Students</b>	<b>3</b>	81	73	90.1	37.0
	<b>4</b>	96	94	97.9	56.4
	<b>5</b>	97	96	99.0	60.4
<b>Male</b>	<b>3</b>	39	31	79.5	41.9
	<b>4</b>	46	44	95.7	54.5
	<b>5</b>	50	49	98.0	55.1
<b>Female</b>	<b>3</b>	42	42	100.0	33.3
	<b>4</b>	50	50	100.0	58.0
	<b>5</b>	47	47	100.0	66.0
<b>Hispanic or Latino</b>	<b>3</b>	55	50	90.9	36.0
	<b>4</b>	61	59	96.7	52.5
	<b>5</b>	71	71	100.0	62.0
<b>White</b>	<b>3</b>	21	18	85.7	38.9
	<b>4</b>	19	19	100.0	52.6
	<b>5</b>	14	13	92.9	61.5
<b>Socioeconomically Disadvantaged</b>	<b>3</b>	53	48	90.6	25.0
	<b>4</b>	58	56	96.5	50.0
	<b>5</b>	63	63	100.0	52.4
<b>English Learners</b>	<b>3</b>	21	21	100.0	19.1
	<b>4</b>	19	19	100.0	31.6
	<b>5</b>	17	17	100.0	17.6
<b>Students with Disabilities</b>	<b>3</b>	18	10	55.6	10.0
	<b>5</b>	14	13	92.9	7.7

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	3	81	74	91.4	44.6
	4	96	95	99.0	57.9
	5	97	96	99.0	34.7
Male	3	39	32	82.0	53.1
	4	46	45	97.8	53.3
	5	50	49	98.0	37.5
Female	3	42	42	100.0	38.1
	4	50	50	100.0	62.0
	5	47	47	100.0	31.9
Hispanic or Latino	3	55	51	92.7	47.1
	4	61	60	98.4	56.7
	5	71	71	100.0	30.0
White	3	21	18	85.7	44.4
	4	19	19	100.0	47.4
	5	14	13	92.9	46.1
Socioeconomically Disadvantaged	3	53	49	92.5	32.6
	4	58	57	98.3	47.4
	5	63	63	100.0	33.9
English Learners	3	21	21	100.0	38.1
	4	19	19	100.0	42.1
	5	17	17	100.0	5.9
Students with Disabilities	3	18	11	61.1	18.2
	5	14	13	92.9	7.7

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)

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 Bryanna Gordan at (626) 852-4604.

**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**

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

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	0.2	1.6	1.2
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	Not in PI	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

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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			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
K	24	21	21		3	1	5	2	4			
1	25	24	22				3	4	4			
2	25	27	27				4	3	4			
3	26	25	25				3	4	4			
4	32	29	32				2	3	3	1		
5	23	32	33	1			3	2			1	3
Other		8	11		1	1						

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

**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. 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 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/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

Stanton School provides a Resource Specialist Program 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 <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.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,821	\$996	\$4,825	\$85,538
District	♦	♦	\$4,553	\$82,925
State	♦	♦	\$5,677	\$71,517
Percent Difference: School Site/District			6.0	3.2
Percent Difference: School Site/ State			-15.0	19.6

\* Cells with ♦ do not require data.