

Robert H. Goddard Middle School

2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at 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).

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2021-22 School Contact Information

School Name	Robert H. Goddard Middle School
Street	859 East Sierra Madre Avenue
City, State, Zip	Glendora, CA 91741
Phone Number	(626) 852-4500
Principal	Alen Akhverdyan, Ed.D.
Email Address	aakhverdyan@glendora.k12.ca.us
School Website	www.goddardtitans.net
County-District-School (CDS) Code	19645766057731

2021-22 District Contact Information

District Name	Glendora Unified School District
Phone Number	(626) 963-1611
Superintendent	Penelope A, DeLeon, Ed.D
Email Address	pdeleon@glendora.k12.ca.us
District Website Address	www.glendora.k12.ca.us

2021-22 School Overview

Principal's Message

It is an honor to serve as the principal of Robert H. Goddard Middle School, a California Distinguished School and Gold Ribbon School, with a tradition of high academic standards and a positive school culture. At Goddard Middle School, we believe all students can meet high expectations on a daily basis. We expect that all students will achieve at their highest potential and we hold all students to high expectations each and every day. We focus on both the academic and social-emotional success of our students. Our goal is to cultivate well-rounded individuals who will become productive members of our society and future leaders.

Our academic standards are among the highest in the State and our dedicated teachers and support staff are among the best the profession has to offer. Our teachers regularly collaborate to analyze data and improve their practice so they can provide rigorous, challenging, and engaging lessons to our students. Goddard teachers and counselors regularly analyze student data, review lesson plans and share best practices, and develop rubrics and common formative assessments to provide rigorous and engaging lessons for all 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 academic, social, and extracurricular opportunities. In addition to rigorous curriculum, we offer academic clubs, STEAM clubs, athletics, intramurals, AVID, WEB, honor society, band, orchestra, choir, the arts, and access to relevant and engaging technology.

Goddard strives to create a culture where every student has opportunities to belong and feels like a member of our Goddard family. Through the Associated Student Body (ASB) and WEB leadership, we work hard to teach our students the importance of community service, hard work, perseverance, and leadership.

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 and follow our many social media accounts to learn more about the best middle school in America: Goddard Middle School!

2021-22 School Overview

Alen Akhverdyan, Ed. D
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.

Goddard Social Media: Follow us on social media:

Website: www.GoddardTitans.net

Newsletter: <https://www.smore.com/yajp3>

Twitter: Goddard_Titans @GTitans

Instagram: Goddard_Titans

FaceBook: @GoddardTitans

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	229
Grade 7	300
Grade 8	285
Total Enrollment	814

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.2
Male	48.8
American Indian or Alaska Native	0.2
Asian	11.9
Black or African American	1.1
Filipino	2.2
Hispanic or Latino	36.1
Two or More Races	6.6
White	41.8
English Learners	3.3
Foster Youth	0.5
Socioeconomically Disadvantaged	19.5
Students with Disabilities	16.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Glendora Unified School District will be piloting State approved Science textbooks and instructional materials in 2022-2023, with adoption anticipated in 2023.

Year and month in which the data were collected

September 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2017-2025	Yes	0
Mathematics	2014-2022	Yes	0
Science	2019-2027	Yes	0
History-Social Science	2019-2027	Yes	0
Foreign Language	2003-2009	Yes	0
Health	2004-2012	Yes	0
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

Goddard was built in 1964 and has 38 classrooms, a cafeteria, an administrative office, a library, a gymnasium, 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 2019-20 school year, the safety inspection was completed on July 22, 2020 and the findings are listed below.

Year and month of the most recent FIT report

12/1/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			RM 203: 2- Thermostat is showing as locked out.

School Facility Conditions and Planned Improvements

<p>Interior: Interior Surfaces</p>		X	<p>100 BALL ROOM/Conf. 1A: 14- North wall outside of conference room 1A has peeling paint 200 SERVER ROOM: 4- needs minor wall repair and paint on west wall, 300 ASB/CONF 3B: 4-West wall is damaged, peeling, and needs repair,4- countertop cabinets and carpet are pretty much destroyed with paint. It seems that nobody bothers to take care in here, or clean anything. 14- 14-exterior walls have badly peeling paint RM 101: 15- East door hinge has a number of missing screws and loose screws, 4- East side laminate countertop is badly chipped and front edge is broken off about 1 foot, 4-West exterior wall has badly peeling paint, RM 108: 4 baseboard west wall coming off RM 209: 4- laminate counter edge on south side of room is broken, 8- staff restroom outside of 209 has low water pressure in the sink ,14-Block planter outside of room 209 is very badly cracked, broken, and loose RM 301: 4- North wall beneath counter is peeling and needs repair/plywood cover RM 302: 4- One ceiling tile needs replaced, stained,14- Paint outside of room is peeling RM G10/MUSIC: 4-two partial and two full ceiling tiles need to be replaced RM M12/DAYCARE: 4- three stain ceiling tiles need to be replaced,15-Door sweep needs to be replaced</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>		X	<p>300 ASB/CONF 3B: 4-West wall is damaged, peeling, and needs repair,4- countertop cabinets and carpet are pretty much destroyed with paint. It seems that nobody bothers to take care in here, or clean anything 14- 14-exterior walls have badly peeling paint</p>
<p>Electrical</p>		X	<p>RM 207: RM 210: 7-data cable that goes from projector to laptop at teachers desk is hanging below T-bar ceiling out in the open by hooks,8- Staff restroom outside of room 210 has low sink water pressure RM G11/FIT LAB: 7-Storage F 47 lights do not work properly</p>

School Facility Conditions and Planned Improvements

<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>	X		<p>HEALTH OFFICE: 8- staff restroom outside health office has low sink water pressure RM 112: 8-girls restroom outside of room 112. North sink does not work,8-staff restroom outside of room 112, sink has low pressure RM 209: 4- laminate counter edge on south side of room is broken, 8- staff restroom outside of 209 has low water pressure in the sink ,14-Block planter outside of room 209 is very badly cracked, broken, and loose RM 210: 7-data cable that goes from projector to laptop at teachers desk is hanging below T-bar ceiling out in the open by hooks,8- Staff restroom outside of room 210 has low sink water pressure RM 309: 15- door sweep is damaged and needs to be replaced,8- water fountains outside room 309 need to be adjusted for pressure and one button needs replacing STAFF LOUNGE: 9-Cold side faucet in staff lounge needs to be rebuilt. It is loose and leaking. I would check the other side as well since both handles are getting too close to the wall, when closed</p>
<p>Safety: Fire Safety, Hazardous Materials</p>	X		<p>CAFETERIA: 10-South west fire extinguisher inspection is out of date LIBRARY: 10- fire extinguisher east wall north end is past inspection</p>
<p>Structural: Structural Damage, Roofs</p>	X		
<p>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</p>		X	<p>100 BALL ROOM/Conf. 1A: 14- North wall outside of conference room 1A has peeling paint 300 ASB/CONF 3B: 4-West wall is damaged, peeling, and needs repair,4- countertop cabinets and carpet are pretty much destroyed with paint. It seems that nobody bothers to take care in here, or clean anything 14- 14-exterior walls have badly peeling paint 303: 14- paint outside room is peeling,4- West wall near entry door needs drywall repair and RM 101: 15- East door hinge has a number of missing screws and loose screws, 4- East side laminate countertop is badly chipped and front edge is broken off about 1 foot, 4-West exterior wall has badly peeling paint,</p>

School Facility Conditions and Planned Improvements

			<p>RM 103: 14- East exterior wall paint outside room is badly peeling</p> <p>RM 105: 4-wooden base between rooms 105 and 106 exterior is rotted and needs replaced</p> <p>RM 106: 14- both east and west facing walls outside of rooms 105 and 106 badly peeling paint</p> <p>RM 107: 14-siding panel outside of room is coming off at the bottom</p> <p>RM 111: 15- door is rubbing hard on the bottom, and it's very difficult to open and close</p> <p>RM 206: 14- door hinge is coming loose and needs to be re-secured</p> <p>RM 209: 4- laminate counter edge on south side of room is broken, 8- staff restroom outside of 209 has low water pressure in the sink ,14-Block planter outside of room 209 is very badly cracked, broken, and loose</p> <p>RM 302: 4- One ceiling tile needs replaced, stained,14- Paint outside of room is peeling</p> <p>RM 304: 14- East facing wall outside of north door has badly peeling paint</p> <p>RM 307: 15- Door hinge needs to be tightened</p> <p>RM 309: 15- door sweep is damaged and needs to be replaced,8- water fountains outside room 309 need to be adjusted for pressure and one button needs replacing</p> <p>RM G14: 14-G14, outside of adjoining conference room(G2) west facing wall has badly peeling paint and rotted wood down low</p> <p>RM M12/DAYCARE: 4- three stain ceiling tiles need to be replaced,15-Door sweep needs to be replaced</p>
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Overall Facility Rate

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 includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	808	NT	NT	NT	NT
Female	413	NT	NT	NT	NT
Male	395	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	99	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	17	NT	NT	NT	NT
Hispanic or Latino	290	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	55	NT	NT	NT	NT
White	336	NT	NT	NT	NT
English Learners	27	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	77	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	124	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	808	NT	NT	NT	NT
Female	413	NT	NT	NT	NT
Male	395	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	99	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	17	NT	NT	NT	NT
Hispanic or Latino	290	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	55	NT	NT	NT	NT
White	336	NT	NT	NT	NT
English Learners	27	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	77	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	124	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	283	NT	NT	NT	NT
Female	140	NT	NT	NT	NT
Male	143	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	30	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	105	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	15	NT	NT	NT	NT
White	121	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	27	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	45	NT	NT	NT	NT

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 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-district 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. For more information regarding parent involvement, please contact PTA President Donna Montalbo at (626) 852-4500 or dmontalbo345@gmail.com. Parents also participate through our School Site Council (SSC) and English Language Advisory Committees (ELAC) which provide them with information and shared decision making for school events and policies and provides additional opportunities to engage and participate in the Goddard community. Additionally, there are numerous parent meetings, trainings, and supports throughout the year at a district level.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	823	820	23	2.8
Female	421	421	10	2.4
Male	402	399	13	3.3
American Indian or Alaska Native	2	2	0	0.0
Asian	99	99	2	2.0
Black or African American	9	9	0	0.0
Filipino	18	18	0	0.0
Hispanic or Latino	296	295	8	2.7
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	55	54	2	3.7
White	344	343	11	3.2
English Learners	28	28	2	7.1
Foster Youth	5	5	1	20.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	174	174	13	7.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	136	135	10	7.4

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	1.87	0.00	1.88	0.09	3.47	0.20
Expulsions	0.00	0.00	0.01	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.67	1.03	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 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. Teachers and school staff are asked to reflect after each drill and to provide additional feedback on ways we can improve our safety procedures. 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. The school safety plan was presented and approved at the School Site Council (SSC) meeting on October 26, 2021.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	10	14	4
Mathematics	24	8	14	4
Science	27	4	14	5
Social Science	26	6	14	4

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	7	16	2
Mathematics	24	7	11	6
Science	28	3	11	7
Social Science	26	5	9	8

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	11	51	1	
Mathematics	11	53		
Science	13	43	1	
Social Science	13	43	1	

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	370

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.2
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0.5
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	6,755	\$1,350	\$5,425	\$90,308
District	N/A	N/A	5,785	\$89,995
Percent Difference - School Site and District	N/A	N/A	-6.4	0.3
State			\$8,444	\$81,044
Percent Difference - School Site and State	N/A	N/A	-43.5	10.8

2020-21 Types of Services Funded

Goddard Middle School provides special academic instruction (SAI) 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 eligible English learner students. A breakfast and lunch program and a parent-financed Extended Day Care Program are offered on campus.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$47,187	\$51,029
Mid-Range Teacher Salary	\$86,614	\$78,583
Highest Teacher Salary	\$101,143	\$99,506
Average Principal Salary (Elementary)	\$127,416	\$124,576
Average Principal Salary (Middle)	\$137,160	\$131,395
Average Principal Salary (High)	\$153,228	\$144,697
Superintendent Salary	\$292,426	\$240,194
Percent of Budget for Teacher Salaries	40%	34%
Percent of Budget for Administrative Salaries	5%	6%

Professional Development

Staff training is ongoing in the Glendora Unified School District. The district calendar includes two orientation days prior to the start of the school year in August, one staff development day in the fall, and one staff development day in spring. Staff development is ongoing and takes place throughout the year, by use of release time for teacher self-selected learning and collaboration, district-provided or teacher/site initiated professional learning opportunities, and use of weekly early-out and late-start days. Release time continued weekly, using a collaboration and ongoing training calendar, to occur every Monday (Glendora High School) or Thursday (all TK-8 sites) in the 21-22 school year.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Glendora Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Glendora Unified School District
Phone Number	(626) 963-1611
Superintendent	Penelope A, DeLeon, Ed.D
Email Address	pdeleon@glendora.k12.ca.us
District Website Address	www.glendora.k12.ca.us

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	3611	8	0.22	99.78	--
Female	1811	6	0.33	99.67	--
Male	1799	2	0.11	99.89	--
American Indian or Alaska Native	--	--	--	--	--
Asian	362	1	0.28	99.72	--
Black or African American	59	0	0.00	100.00	--
Filipino	73	0	0.00	100.00	--
Hispanic or Latino	1658	6	0.36	99.64	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	204	0	0.00	100.00	--
White	1244	1	0.08	99.92	--
English Learners	184	0	0.00	100.00	--
Foster Youth	22	0	0.00	100.00	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	682	1	0.15	99.85	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	591	2	0.34	99.66	--

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	3611	8	0.22	99.78	--
Female	1811	6	0.33	99.67	--
Male	1799	2	0.11	99.89	--
American Indian or Alaska Native	--	--	--	--	--
Asian	362	1	0.28	99.72	--
Black or African American	59	0	0.00	100.00	--
Filipino	73	0	0.00	100.00	--
Hispanic or Latino	1658	6	0.36	99.64	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	204	0	0.00	100.00	--
White	1244	1	0.08		--
English Learners	184	0	0.00	100.00	--
Foster Youth	22	0	0.00	100.00	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	682	1	0.15	99.85	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	591	2	0.34	99.66	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

