Goddard Middle School

859 East Sierra Madre Ave. • Glendora, CA 91741 • (626) 852-4500 • Grades 6-8
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2015-16 School Accountability Report Card
Published During the 2016-17 School Year

Glendora Unified School District
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District Governing Board

Cory Ellenson

Mike Gautreau

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Robin Merkley

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District Administration

Robert J. Voors, Ed.D
Superintendent

Principal's Message

It is an honor to serve as the principal of Robert H. Goddard Middle School, a California Distinguished School, with a tradition of high academic standards encompassed by a positive school culture. At Goddard Middle School we believe all students can meet high expectations on a daily basis. We focus on the academic, social and emotional success of our students. Our goal is to cultivate well-rounded individuals who will become productive members of our society 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 routinely collaborate to analyze data and improve their practice so they can provide rigorous, challenging and engaging lessons to our students. Goddard embeds positive recognition and extra-curricular activities throughout the entire school community. We continually strive to improve our program and to provide our students with many academic and social opportunities. In addition to rigorous curriculum, we offer academic clubs, STEAM clubs, athletics, intramurals, AVID, WEB, Honor Society, a fully networked technology center, and an exchange program with the city of Moka, Japan. Goddard strives to create a culture where every student has opportunities to belong and feels like a member of our Goddard family.

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 check out our many social media accounts or Goddard Middle School smart phone application.

Jennifer Prince
Principal

Mission Statement

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

About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	306
Grade 7	341
Grade 8	295
Total Enrollment	942

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	0.2
Asian	6.7
Filipino	1.4
Hispanic or Latino	32.1
Native Hawaiian or Pacific Islander	0.1
White	53.7
Two or More Races	5.4
Socioeconomically Disadvantaged	15.8
English Learners	3
Students with Disabilities	11.7
Foster Youth	0.2

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Goddard Middle School	14-15	15-16	16-17
With Full Credential	41	38	43
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	N/A	N/A	N/A
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			
Goddard Middle 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	100.0	0.0
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.

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
Foreign Language	2003-2009 **The textbooks are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Health	2004-2012 **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)

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

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

School Facility Conditions and Improvements:

The state requires districts to report general information about the safety, cleanliness, and adequacy of school facilities, including the condition and cleanliness of the school grounds, buildings, and restrooms. Additional information about the condition of Goddard may be obtained from the District Business Office. During the 2015-16 school year, the safety inspection was completed on February 19, 2016, and the findings are listed below.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: February 19, 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			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical		X		Library - Extension cord being used as permanent wiring. Resolved. Hallways near #203, #205, #304 - Blocked electrical panels. Resolved.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: February 19, 2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials		X		Hallway by #205 - Missing Fire Extinguisher. Resolved. By Music Room - Blocked emergency exit. Resolved. #M-12, #E-18 - Unlabeled spray bottles and improperly stored chemicals. Resolved. Conf. Room #3B - Unsecured Pressurized Helium Tank. Resolved. #110 - Remount Fire Extinguisher. 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	89	86	86	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**
7	7.9	15.1	71.6

* 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	69	74	63	69	44	48
Math	64	69	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	294	289	98.3	85.8
Male	155	154	99.4	87.0
Female	139	135	97.1	84.4
Asian	26	26	100.0	96.2
Hispanic or Latino	102	100	98.0	80.0
White	146	145	99.3	88.3
Two or More Races	15	13	86.7	84.6
Socioeconomically Disadvantaged	48	47	97.9	74.5
Students with Disabilities	31	29	93.6	51.7

*   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	6	309	306	99.0	66.7
	7	339	337	99.4	78.9
	8	294	292	99.3	77.0
Male	6	150	148	98.7	60.1
	7	184	184	100.0	70.1
	8	155	154	99.3	68.8
Female	6	159	158	99.4	72.8
	7	155	153	98.7	89.5
	8	139	138	99.3	86.2
Asian	6	13	13	100.0	100.0
	7	24	24	100.0	87.5
	8	26	26	100.0	84.6
Hispanic or Latino	6	95	95	100.0	57.9
	7	99	98	99.0	68.4
	8	102	102	100.0	68.6
White	6	184	181	98.4	69.6
	7	180	179	99.4	83.8
	8	146	145	99.3	82.1
Two or More Races	7	27	27	100.0	81.5
	8	15	14	93.3	78.6
Socioeconomically Disadvantaged	6	56	55	98.2	41.8
	7	47	46	97.9	58.7
	8	48	48	100.0	60.4

		School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven			
		Number of Students		Percent of Students	
Student Group	Grade	Enrolled	Tested	Tested	Standard Met or Exceeded
English Learners	6	14	13	92.9	15.4
Students with Disabilities	6	47	44	93.6	25.0
	7	29	29	100.0	24.1
	8	31	31	100.0	12.9

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			
		Number of Students		Percent of Students	
Student Group	Grade	Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	309	306	99.0	65.4
	7	339	337	99.4	70.9
	8	339	337	99.4	70.9
Male	6	150	148	98.7	62.2
	7	184	184	100.0	67.9
	8	184	184	100.0	67.9
Female	6	159	158	99.4	68.3
	7	155	153	98.7	74.5
	8	155	153	98.7	74.5
Asian	6	13	13	100.0	92.3
	7	24	24	100.0	91.7
	8	24	24	100.0	91.7
Hispanic or Latino	6	95	95	100.0	54.7
	7	99	98	99.0	56.1
	8	99	98	99.0	56.1
White	6	184	181	98.4	69.1
	7	180	179	99.4	76.0
	8	180	179	99.4	76.0
Two or More Races	7	27	27	100.0	74.1
	8	27	27	100.0	74.1
Socioeconomically Disadvantaged	6	56	55	98.2	34.5
	7	47	46	97.9	39.1
	8	47	46	97.9	39.1
English Learners	6	14	13	92.9	

School Year 2015-16 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven					
		Number of Students		Percent of Students	
Student Group	Grade	Enrolled	Tested	Tested	Standard Met or Exceeded
Students with Disabilities	6	47	44	93.6	20.4
	7	29	29	100.0	24.1
	8	29	29	100.0	24.1

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

Goddard has an active PTA that provides varied enrichment activities. The PTA Board actively seeks the involvement of all parents and neighbors of Goddard School. Last year, PTA volunteers worked over 4,750 hours helping at the school. For more information regarding parent involvement, please contact PTA President Kristin Lopez at (626) 852-4500.

State Priority: School Climate
The SARC provides the following information relevant to the School Climate State Priority (Priority 6):
• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

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

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	2.6	2.6	2.3
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

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

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

Average Class Size and Class Size Distribution (Secondary)											
	Average Class Size			Number of Classrooms*							
				1-22			23-32			33+		
Subject	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	29	28	31	1	4	6	13	13	14	6	4	9
Mathematics	31	26	31			6	13	1	17	7		11
Science	33	33	30				8	9	15	11	9	14
Social Science	32	30	32		2	3	9	13	10	10	5	9

* 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. 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/.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$5,594	$1,201	$4,393	$83,463
District	♦	♦	$4,553	$82,925
State	♦	♦	$5,677	$71,517
Percent Difference: School Site/District			-3.5	0.6
Percent Difference: School Site/ State			-22.6	16.7

* Cells with ♦ do not require data.

Types of Services Funded

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