



Sandburg Middle School

819 West Bennett Ave. • Glendora, CA 91741 • (626) 852-4530 • Grades 6-8

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2017-18 School Accountability Report Card Published During the 2018-19 School Year



Glendora Unified School District

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District Governing Board

Cory Ellenson
Elizabeth Reuter
Robin Merkley
Rukshan Fernando, Ph.D.
Zondra Borg

District Administration

Robert J. Voors, Ed.D
Superintendent

School Description

Sandburg Middle School is a place unlike any other—an innovative, twenty-first century school nestled against the awe-inspiring Southern California foothills. A place where diversity is celebrated, collaboration flourishes, and students are presented with opportunities for academic and personal growth on a daily basis. Sandburg has been honored by receiving both the California Distinguished School Award and Gold Ribbon Award for our implementation of Advancement Via Individual Determination (A.V.I.D.) strategies site-wide to the betterment of all students on campus. At Sandburg Middle School, we believe all students can meet high expectations on a daily basis. We focus on the academic and social and emotional success of our students. Our goal is to cultivate well-rounded, independent individuals who will become productive and fruitful members of our society.

Three qualities make our school exceptional!

Unparalleled opportunities. Our talented faculty offers an expansive and challenging program in the arts, sciences, and humanities. Our students are encouraged to be scientists, artists, athletes, mathematicians, musicians, designers, writers and innovators. Our extensive extracurricular activities, clubs, and programs are designed to complement the child's academic program while being engaging, relevant and fun. School-sponsored trips, such as science camps for all grade levels, Washington D.C., and our sister city exchange program with Nakamura Junior High school in Moka, Japan give students opportunities to learn about culture outside of the Los Angeles basin. Unique clubs and activities such as our Archery Club, A.S.B., Best Buddies Club, Christian Club, Foodies Club, Honor Society, Interscholastic Sports, Special Olympics Team, Spartan Sports Academy, and S.T.E.A.M. Club give students opportunities to connect with like-minded friends and staff. This helps to build connectedness, confidence, and a school culture that is inclusive.

Each child is known and valued. Our diversity is our greatest strength. Students step on campus in the morning and are immediately greeted by an incredibly friendly and caring staff and student body. We work hard to understand each student as an individual with unique gifts and talents. Success is measured one child at a time. Our strong academic program is supported by a variety of tiered intervention supports to ensure that all students have the support needed to access the curriculum. With two full-time counselors and a strong partnership with Azusa Pacific University, we are able to offer intensive social and emotional support for our students through a variety of individual and group counseling sessions. Supporting the growth of the whole child is a key component of a Sandburg education.

Joyful community. A sense of humor and boundless curiosity comfortably thrive amidst a challenging, academic program. Our staff is intentional about building strong professional student-teacher relationships with a focus on mentoring. Our students grow and flourish in an environment that allows children to be children, with the added support of a faculty that understands and cares about each child, while building their independent spirit.

What are the results of a Sandburg education? Each year we promote poised, articulate, empathetic, creative, and intellectually flexible young adults, the strongest evidence for the positive impact of our school. As you read our annual report, I hope you will find the information useful and important. Please call me at (626) 852-4530 or email me at eosborne@glendora.k12.ca.us if I can assist you or your child in any way. Please be sure to check out our website at www.sandburgspartans.com for additional information. I hope you take the time to come and visit our campus and learn more about our unique learning opportunities and programs. I am confident that there is no better place for teachers to teach or students to learn.

Sincerely,

Eric Osborne
Principal

Mission Statement:

At Sandburg Middle School, we embrace diversity and commit to excellence. We will show kindness, grow academically, and take responsibility to be a better Spartan. We will demonstrate these traits ourselves and encourage them in our peers. We will find ourselves better for having been a Spartan.

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 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, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	287
Grade 7	282
Grade 8	296
Total Enrollment	865

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0.0
Asian	7.1
Filipino	2.1
Hispanic or Latino	52.7
Native Hawaiian or Pacific Islander	0.0
White	31.9
Socioeconomically Disadvantaged	41.7
English Learners	9.1
Students with Disabilities	14.7
Foster Youth	0.2

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

Teacher Credentials			
Sandburg Middle School	16-17	17-18	18-19
With Full Credential	42	41	39
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	N/A	N/A	N/A
Glendora Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	335
Without Full Credential	♦	♦	5
Teaching Outside Subject Area of Competence	♦	♦	N/A

Teacher Misassignments and Vacant Teacher Positions at this School			
Sandburg Middle School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Sufficient standards-aligned text-books 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.

Textbooks and Instructional Materials	
Year and month in which data were collected: September 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	2017-2025 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	2014-2022 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	2006-2012 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	2005-2011 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	2003-2009 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	2004-2012 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

Sandburg was built in 1966 and has 36 classrooms, a cafeteria, an administrative office, a library, a gymnasium, locker rooms, two computer labs, and a fitness lab. Outside facilities include tennis courts and multi-sports areas. Sandburg completed its modernization project in 2009. All facilities have been upgraded and improved. These efforts were sponsored by a community-voter supported Bond Measure G.

The facility is maintained in a manner that assures 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 Sandburg may be obtained from the district. During the 2016-17 school year, the safety inspection was completed on March 2, 2017 and the findings are listed below.

School Facility Good Repair Status (Most Recent Year)		
Year and month in which data were collected: June 18, 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	#209 - Mid-size refrigerator on top of counter - RESOLVED
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	Outside room #202 - Electrical panel blocked - RESOLVED
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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. 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 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.

2017-18 CAASPP Results for All Students						
Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)						
Subject	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	61.0	58.0	68.0	67.0	48.0	50.0
Math	48.0	48.0	56.0	56.0	37.0	38.0

Note: 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.

Note: ELA and 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

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	852	842	98.83	57.62
Male	438	432	98.63	50.69
Female	414	410	99.03	64.95
Black or African American	14	14	100	35.71
Asian	61	60	98.36	80.00
Filipino	18	18	100	88.89
Hispanic or Latino	450	444	98.67	50.34
White	270	267	98.89	60.15
Two or More Races	39	39	100	82.05
Socioeconomically Disadvantaged	348	347	99.71	47.11
English Learners	133	131	98.50	39.69
Students with Disabilities	119	114	95.80	14.04

Note: 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)						
Subject	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	22.6	24.5	29.6

* 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.

Note: 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 2017-18 CAASPP Assessment Results - Mathematics				
Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	852	845	99.18	47.57
Male	438	434	99.09	46.31
Female	414	411	99.28	48.91
Black or African American	14	14	100	21.43
Asian	61	61	100	85.25
Filipino	18	18	100	72.22
Hispanic or Latino	450	446	99.11	37.44
White	270	267	98.89	51.69
Two or More Races	39	39	100	74.36
Socioeconomically Disadvantaged	348	348	100	36.49
English Learners	133	133	100	39.85
Students with Disabilities	119	115	96.64	6.96

Note: 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 (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: 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 State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018-19)

Sandburg is one of two middle schools in the Glendora Unified School District and serves the western portion of Glendora. Feeder elementary schools include La Fetra and Stanton, as well as a percentage of students from Cullen, Sellers, and Sutherland. Sandburg also accepts students on inter- or intra-transfers depending upon space available.

Sandburg has an active PTA that is involved with the school dances, parent education, special assemblies, staff and student recognition, and has an enthusiastic volunteer program. Last year, PTA volunteers worked over 8,000 hours helping to support programs at Sandburg. For additional information regarding parent involvement, please contact PTA President Lorena Acuna at (626) 852-4530.

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.

School Safety Plan

School/district safety and disaster plans are evaluated annually and are available for review in the school office. The district has distributed specially designed emergency cards to be used in case of a disaster. Earthquake, disaster, lock-down, and fire drills are practiced regularly. The PTA provides minimal food, water, and medical supplies for disaster preparedness. Sandburg is a participant of the Blackboard Connect Automated Contact System. In cases of emergency, we are able to make school-wide contact to all parents and guardians. Every year, the Sandburg staff works to refine its behavior expectations and character development to support a safe school environment. Sandburg has implemented its own Character Traits program in an effort to build respect and responsibility, reduce bullying, and establish a strong, safe learning environment.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	2.0	3.1	5.0
Expulsions Rate	0.0	0.6	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	2.0	1.8	2.0
Expulsions Rate	0.0	0.1	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
	2015-16	2016-17	2017-18	1-22			23-32			33+		
				2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	27.0	26.0	25.0	7	6	6	5	11	11	11	6	6
Mathematics	21.0	22.0	25.0	2	2	6	2		15		1	2
Science	29.0	27.0	26.0	4	3	4	8	13	14	9	6	4
Social Science	30.0	26.0	25.0	2	5	5	8	15	15	10	3	3

* 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 two orientation days prior to the start of the school year in August, one staff development day in Fall, and one staff development days in Spring. 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 2017-18 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,501	\$47,547
Mid-Range Teacher Salary	\$86,742	\$74,775
Highest Teacher Salary	\$99,675	\$93,651
Average Principal Salary (ES)	\$123,110	\$116,377
Average Principal Salary (MS)	\$127,355	\$122,978
Average Principal Salary (HS)	\$148,050	\$135,565
Superintendent Salary	\$257,953	\$222,853
Percent of District Budget		
Teacher Salaries	42.0	35.0
Administrative Salaries	4.0	6.0

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

Types of Services Funded

Sandburg 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. Identified students may participate in the district Gifted and Talented Education (GATE) Program. A parent-financed Extended Day Care Program is available before and after school. Sandburg is in its ninth full year of the AVID program implementing one 7th and 8th grade AVID elective. Sandburg offers advanced math classes in all grades and includes pre-Advanced Placement English and U.S. History in 8th grade. In addition, our staff is using AVID instructional strategies school-wide. Sandburg also offers a wide variety of during school and after school intervention opportunities funded by Title I and School Library Improvement Block Grant.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://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 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,551	\$1,270	\$5,281	\$89,778
District	◆	◆	\$5,550	\$86,264
State	◆	◆	\$7,125	\$76,522
Percent Difference: School Site/District			-5.0	4.0
Percent Difference: School Site/ State			-29.7	15.9

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.