



# Sandburg Middle School

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

Eric Osborne, Principal  
eosborne@glendora.k12.ca.us

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



### Glendora Unified School District

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

### District Governing Board

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

### District Administration

Robert J. Voors, Ed.D  
Superintendent

### Principal's Message

Sandburg Middle School is a California Distinguished School where staff, students, parents, and community members work together to provide a safe and supportive learning environment for all of our students. Middle school is a critical time, both educationally and emotionally for students. At Sandburg Middle School, we continually seek to provide and support students with engaging, hands-on lessons and enriching experiences such as science camps, clubs, athletics, student government, music, AVID, technology, and a sister city exchange program with Nakamura Junior High School in Moka, Japan.

The Sandburg Middle School staff maintains a focused commitment to educate the whole child. Teachers meet regularly to evaluate our program, as well as seek new avenues to support student achievement. Grade level teams evaluate student progress and ways in which to support all students. Sandburg's staff is committed to using innovative and research-based instructional strategies that build on students' background knowledge and spark their interest. We use multiple assessments to evaluate student learning and to guide instruction, culminating in a learning environment that is collaborative, engaging, and fun.

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.us](http://www.sandburgspartans.us) for additional information.

Sincerely,

Eric Osborne  
Principal

### Mission Statement

Sandburg Middle School, in partnership with home and community, is committed to providing a safe and supportive learning environment designed to empower students to:

- become critical thinkers, effective communicators, and problem solvers
- achieve success and growth within a challenging, standards-based curriculum that promotes the desire for lifelong learning
- demonstrate a respect for others and themselves in the school, their community, and the world
- successfully transition into high school and beyond

## 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	286
Grade 7	314
Grade 8	300
<b>Total Enrollment</b>	<b>900</b>

### 2015-16 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2
American Indian or Alaska Native	0.2
Asian	6.1
Filipino	2.6
Hispanic or Latino	53.4
Native Hawaiian or Pacific Islander	0.1
White	32
Two or More Races	3.4
Socioeconomically Disadvantaged	41.7
English Learners	6.6
Students with Disabilities	13.9
Foster Youth	0.4

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Sandburg Middle School	14-15	15-16	16-17
<b>With Full Credential</b>	40	37	42
<b>Without Full Credential</b>	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	N/A	N/A	N/A
Glendora Unified School District	14-15	15-16	16-17
<b>With Full Credential</b>	♦	♦	352
<b>Without Full Credential</b>	♦	♦	0
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	0

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

Sandburg Middle School	14-15	15-16	16-17
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

\* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
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 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.

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)

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 it's 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 2015-16 school year, the safety inspection was completed on March 2, 2016 and the findings are listed below.

#### School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: March 2, 2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		#204 - ceiling stain. Resolved.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials		X		Custodial cart - Unlabeled spray bottles. Resolved.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: March 2, 2016**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> 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
<b>Science</b>	79	82	82	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
<b>7</b>	16.2	26.9	31.4

\* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
<b>ELA</b>	57	64	63	69	44	48
<b>Math</b>	43	49	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	301	296	98.3	82.4
Male	149	146	98.0	82.9
Female	152	150	98.7	82.0
Asian	18	17	94.4	94.1
Filipino	12	12	100.0	100.0
Hispanic or Latino	163	159	97.6	78.0
White	91	91	100.0	85.7
Socioeconomically Disadvantaged	131	128	97.7	75.0
English Learners	13	12	92.3	25.0
Students with Disabilities	32	31	96.9	45.2

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	290	284	97.9	63.0
	7	316	309	97.8	65.3
	8	300	299	99.7	63.5
Male	6	144	139	96.5	61.1
	7	167	161	96.4	54.0
	8	149	148	99.3	57.4
Female	6	146	145	99.3	64.8
	7	149	148	99.3	77.5
	8	151	151	100.0	69.5
Asian	6	18	18	100.0	72.2
	7	20	19	95.0	94.7
	8	18	18	100.0	88.9
Filipino	8	12	12	100.0	91.7
Hispanic or Latino	6	140	135	96.4	60.0
	7	185	183	98.9	59.0
	8	162	162	100.0	59.3
White	6	99	98	99.0	64.3
	7	98	94	95.9	71.0
	8	91	90	98.9	64.4
Two or More Races	6	19	19	100.0	73.7

**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
Socioeconomically Disadvantaged	6	123	122	99.2	51.6
	7	138	137	99.3	52.9
	8	130	130	100.0	47.7
English Learners	6	27	25	92.6	28.0
	7	19	18	94.7	22.2
	8	13	13	100.0	23.1
Students with Disabilities	6	46	43	93.5	16.3
	7	52	50	96.2	16.0
	8	32	31	96.9	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**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	290	286	98.6	46.9
	7	316	310	98.1	51.9
	8	316	310	98.1	51.9
Male	6	144	140	97.2	51.4
	7	167	163	97.6	45.4
	8	167	163	97.6	45.4
Female	6	146	146	100.0	42.5
	7	149	147	98.7	59.2
	8	149	147	98.7	59.2
Asian	6	18	18	100.0	88.9
	7	20	20	100.0	90.0
	8	20	20	100.0	90.0
Hispanic or Latino	6	140	137	97.9	37.2
	7	185	183	98.9	44.8
	8	185	183	98.9	44.8
White	6	99	98	99.0	52.0
	7	98	94	95.9	54.3
	8	98	94	95.9	54.3
Two or More Races	6	19	19	100.0	57.9

**School Year 2015-16 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Socioeconomically Disadvantaged	6	123	123	100.0	33.3
	7	138	137	99.3	35.0
	8	138	137	99.3	35.0
English Learners	6	27	26	96.3	23.1
	7	19	19	100.0	26.3
	8	19	19	100.0	26.3
Students with Disabilities	6	46	44	95.7	11.4
	7	52	51	98.1	7.8
	8	52	51	98.1	7.8

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)**

Sandburg is one of two middle schools in the Glendora Unified School District and serves the western portion of Glendora. Feeder 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 Sharron Robb at (626) 852-4530.

**State Priority: School Climate**

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

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

**School Safety Plan**

School/district safety and disaster plans are evaluated annually and are available for review in the school office. The district has distributed 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	2013-14	2014-15	2015-16
Suspensions Rate	1.9	1.7	2.0
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.

Sandburg has the services of two on-site counselors and a shared-district psychologist for testing, case studies, intervention, and for working with "at-risk" students. A shared-district nurse and an on-site part-time health clerk are also available for students' health needs. Special Education teachers, a speech/language pathologist and an adaptive P.E. teacher provide services to students who qualify for these programs. Vocal and instrumental music teachers hold class daily, while a library technician is available to assist staff and students.

#### 2016-17 Federal Intervention Program

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

#### Average Class Size and Class Size Distribution (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	31	29	30	3	4	3	4	2	3	13	14	14
Mathematics	29	19	27		1	2	16		12	4		8
Science	32	32	30			1	7	9	8	12	9	11
Social Science	34	32	30		1	3	5	8	6	13	9	12

\* 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/](http://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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,635	\$1,314	\$4,321	\$87,971
District	♦	♦	\$4,553	\$82,925
State	♦	♦	\$5,677	\$71,517
Percent Difference: School Site/District			-5.1	6.1
Percent Difference: School Site/ State			-23.9	23.0

\* Cells with ♦ do not require data.