

Sandburg Middle School

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

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



Glendora Unified School District

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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 sitewide 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	263
Grade 7	297
Grade 8	271
Total Enrollment	831

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	0.2
Asian	7.5
Filipino	2.5
Hispanic or Latino	55
Native Hawaiian or Pacific Islander	0.1
White	29.6
Two or More Races	3.4
Socioeconomically Disadvantaged	40
English Learners	8.7
Students with Disabilities	15.3
Homeless	0.6

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 for Sandburg Middle	17-18	18-19	19-20
With Full Credential	41	39	38.4
Without Full Credential	0	1	0
Teaching Outside Subject Area of Competence	N/A	N/A	N/A

Teacher Credentials for Glendora Unified	17-18	18-19	19-20
With Full Credential	♦	♦	329
Without Full Credential	♦	♦	4.4
Teaching Outside Subject Area of Competence	♦	♦	N/A

Teacher Misassignments and Vacant Teacher Positions at Sandburg Middle School

Indicator	17-18	18-19	19-20
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 2019-20)

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 Science textbooks and instructional materials in 2019-2020, with adoption anticipated in 2020.

Textbooks and Instructional Materials

Year and month in which data were collected: September 2019

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	2019-2027 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 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 2018-19 school year, the safety inspection was completed on June 19, 2019 and the findings are listed below.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: June 19, 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Room 101; 108; 205; 206 several stained tiles; hole in tile/stained; several stained/mismatched tiles.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Fountains-Rm 107; 206;207; Bubbler not working; bubbler needs turned down. Restrooms; West 100 Unisex leak below flush valve, toilet loose from floor. 200 North/South unisex, boys/girls; toilet leak below flush valve, toilet loos, bubbler not working.. 300 2 toilets loose from floor, Lunch area one toilet loose from floor. Boys locker room 2 toilets leak below flush valve. locker room staff leak below flush valve.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Rm 105; 203, 204; Closer arm tight door won't open fully- Northeast; No threshold on east door.
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); 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 Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	58	62	67	67	50	50
Math	48	50	56	59	38	39

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 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

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
7	15.8	22.6	43.8

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2018-19 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	817	806	98.65	62.03
Male	399	395	99.00	56.96
Female	418	411	98.33	66.91
Black or African American	13	13	100.00	38.46
American Indian or Alaska Native	--	--	--	--
Asian	59	59	100.00	81.36
Filipino	19	19	100.00	89.47
Hispanic or Latino	450	445	98.89	56.85
Native Hawaiian or Pacific Islander	--	--	--	--
White	242	236	97.52	64.41
Two or More Races	30	30	100.00	70.00
Socioeconomically Disadvantaged	327	324	99.08	51.23
English Learners	124	122	98.39	48.36
Students with Disabilities	122	119	97.54	9.24
Foster Youth	--	--	--	--
Homeless	11	10	90.91	9.09

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.

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 2018-19 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	815	806	98.90	50.12
Male	397	394	99.24	48.73
Female	418	412	98.56	51.46
Black or African American	13	13	100.00	30.77
American Indian or Alaska Native	--	--	--	--
Asian	59	59	100.00	88.14
Filipino	19	19	100.00	63.16
Hispanic or Latino	448	445	99.33	46.52
Native Hawaiian or Pacific Islander	--	--	--	--
White	242	236	97.52	45.34
Two or More Races	30	30	100.00	66.67
Socioeconomically Disadvantaged	325	322	99.08	42.24
English Learners	124	124	100.00	37.10
Students with Disabilities	122	119	97.54	5.88
Foster Youth	--	--	--	--
Homeless	11	10	90.91	9.09

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 2019-20)

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 Mrs. Lori Smith. lvvmpslr@gmail.com

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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	3.1	4.9	4.4
Expulsions Rate	0.6	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.8	2.0	1.9
Expulsions Rate	0.1	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

Support Staff

Sandburg has the service 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 for students' health needs. Special Education teachers, a speech/language pathologist and an adaptive PE teacher provide services for 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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17		2016-17		2017-18		2017-18		2018-19		2018-19	
	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+
English	26	6	11	6	25	6	11	6	22	9	13	4
Mathematics	22	2		1	25	6	15	2	22	10	11	4
Science	27	3	13	6	26	4	14	4	24	8	12	3
Social Science	26	5	15	3	25	5	15	3	23	7	14	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

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

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 weekly 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	\$49,084
Mid-Range Teacher Salary	\$85,355	\$76,091
Highest Teacher Salary	\$99,675	\$95,728
Average Principal Salary (ES)	\$125,572	\$118,990
Average Principal Salary (MS)	\$132,478	\$125,674
Average Principal Salary (HS)	\$151,011	\$137,589
Superintendent Salary	\$265,143	\$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	41%	35%
Administrative Salaries	4%	6%

* 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 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$6,633	\$1,352	\$5,281	\$90,432
District	N/A	N/A	\$5,501	\$90,438
State	N/A	N/A	\$12,068	\$80,680

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-4.1	0.0
School Site/ State	-78.2	11.4

Note: Cells with N/A values 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.