

Sandburg Middle School

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

Eric Osborne, Principal
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2014-15 School Accountability Report Card Published During the 2015-16 School Year



Glendora Unified School District

500 North Loraine Ave.
Glendora, CA 91741
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District Governing Board

Cory Ellenson
Mike Gautreau
Charles J. Gomer, Ph.D
Robin Merkley
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 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 at (626) 852-4530 or the district office.

2014-15 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	291
Grade 7	302
Grade 8	303
Total Enrollment	896

2014-15 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	0.2
Asian	6
Filipino	3.3
Hispanic or Latino	57.4
Native Hawaiian or Pacific Islander	0.3
White	29.4
Two or More Races	1.9
Socioeconomically Disadvantaged	43.5
English Learners	6
Students with Disabilities	14.6
Foster Youth	0.6

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	13-14	14-15	15-16
With Full Credential	40	40	37
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	N/A	N/A	N/A
Glendora Unified School District	13-14	14-15	15-16
With Full Credential	♦	♦	327
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0.8

Teacher Misassignments and Vacant Teacher Positions at this School

Sandburg Middle School	13-14	14-15	15-16
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

2014-15 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	99.9	0.1
High-Poverty Schools	100.0	0.0
Low-Poverty Schools	99.8	0.2

* 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 2015-16)

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. Our next anticipated adoption is projected for 2016 in Reading/Language Arts.

Textbooks and Instructional Materials

Year and month in which data were collected: September 2013

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	2002-2009 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

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 2014-15 school year, the safety inspection was completed on March 5, 2015 and the findings are listed below.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: March 5, 2015

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		Rooms D-1, G-14, 210 and 305 - ceiling stains. Repaired.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: March 5, 2015

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
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], Science California Standards Tests); and
- The percentage of pupils 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

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	16.20	23.40	42.80

* 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.

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	57	63	44
Math	43	53	33

* 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	76
All Student at the School	82
Male	81
Female	83
Black or African American	--
Asian	88
Filipino	100
Hispanic or Latino	77
Native Hawaiian or Pacific Islander	--
White	87
Two or More Races	--
Socioeconomically Disadvantaged	71
English Learners	42
Students with Disabilities	75
Foster Youth	--

* 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.

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		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	79	79	82	79	81	76	59	60	56

* Results are for grades 5, 8, and 10. 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 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	6	291	285	97.9	18	26	42	14
	7	296	290	98.0	14	24	40	21
	8	305	297	97.4	18	28	37	16
Male	6		145	49.8	23	32	35	8
	7		137	46.3	15	29	43	13
	8		138	45.2	29	31	30	9
Female	6		140	48.1	12	19	49	20
	7		153	51.7	14	20	38	29
	8		159	52.1	9	25	43	22
Black or African American	6		1	0.3	--	--	--	--
	7		6	2.0	--	--	--	--
	8		6	2.0	--	--	--	--
American Indian or Alaska Native	7		2	0.7	--	--	--	--
Asian	6		19	6.5	5	11	37	47
	7		14	4.7	0	0	50	50
	8		18	5.9	17	22	17	44
Filipino	6		6	2.1	--	--	--	--
	7		12	4.1	0	8	50	42
	8		13	4.3	8	23	31	38
Hispanic or Latino	6		171	58.8	20	28	39	11
	7		161	54.4	18	26	43	13
	8		166	54.4	22	33	35	10
Native Hawaiian or Pacific Islander	6		1	0.3	--	--	--	--
	8		2	0.7	--	--	--	--
White	6		82	28.2	17	26	45	12
	7		86	29.1	12	24	36	28
	8		88	28.9	14	24	43	19
Two or More Races	6		4	1.4	--	--	--	--
	7		9	3.0	--	--	--	--
	8		4	1.3	--	--	--	--
Socioeconomically Disadvantaged	6		44	15.1	36	27	30	7
	7		43	14.5	23	26	49	2
	8		43	14.1	37	33	23	7
English Learners	6		19	6.5	58	32	11	0
	7		11	3.7	45	36	18	0
	8		18	5.9	44	28	17	6

**School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Students with Disabilities	6		42	14.4	64	31	0	0
	7		32	10.8	66	28	6	0
	8		43	14.1	47	30	21	0

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 students that did not receive a score; 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 students with scores.

**School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	6	291	285	97.9	23	37	24	15
	7	296	290	98.0	18	28	24	29
	8	305	295	96.7	36	30	16	19
Male	6		145	49.8	28	39	18	14
	7		137	46.3	18	28	26	28
	8		138	45.2	40	28	15	17
Female	6		140	48.1	18	35	31	16
	7		153	51.7	18	27	24	31
	8		157	51.5	32	32	16	20
Black or African American	6		1	0.3	--	--	--	--
	7		6	2.0	--	--	--	--
	8		6	2.0	--	--	--	--
American Indian or Alaska Native	7		2	0.7	--	--	--	--
Asian	6		19	6.5	5	11	26	58
	7		14	4.7	0	7	36	57
	8		18	5.9	11	22	11	56
Filipino	6		6	2.1	--	--	--	--
	7		12	4.1	0	8	42	50
	8		13	4.3	8	0	31	62
Hispanic or Latino	6		171	58.8	25	40	25	9
	7		161	54.4	25	31	24	19
	8		165	54.1	41	32	16	11
Native Hawaiian or Pacific Islander	6		1	0.3	--	--	--	--
	8		2	0.7	--	--	--	--

School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
White	6		82	28.2	26	38	21	16
	7		86	29.1	13	26	19	43
	8		87	28.5	36	30	14	21
Two or More Races	6		4	1.4	--	--	--	--
	7		9	3.0	--	--	--	--
	8		4	1.3	--	--	--	--
Socioeconomically Disadvantaged	6		44	15.1	32	57	2	9
	7		43	14.5	21	35	19	23
	8		42	13.8	62	21	10	7
English Learners	6		19	6.5	42	47	5	5
	7		11	3.7	45	36	9	9
	8		17	5.6	53	29	0	18
Students with Disabilities	6		42	14.4	76	14	7	0
	7		32	10.8	69	25	0	6
	8		42	13.8	83	7	5	5

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 students that did not receive a score; 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 students with scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

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

Opportunities for Parental Involvement

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 8,347 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	2012-13	2013-14	2014-15
Suspensions Rate	2.31	1.90	1.72
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	3.53	2.20	1.97
Expulsions Rate	0.01	0.00	0.00
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

2015-16 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 Title I Schools Currently in Program Improvement	1	
Percent of Title I 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+		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	30	31	29	3	3	4	6	4	2	11	13	14
Math	29	29	19	2		1	11	16		7	4	
Science	34	32	32				3	7	9	15	12	9
SS	34	34	32			1	4	5	8	14	13	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.

Academic Counselors and Other Support Staff at this School

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.

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 and a staff development day in October. 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 2013-14 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,870	\$42,315
Mid-Range Teacher Salary	\$75,020	\$66,451
Highest Teacher Salary	\$87,606	\$85,603
Average Principal Salary (ES)	\$110,447	\$105,079
Average Principal Salary (MS)	\$118,699	\$111,005
Average Principal Salary (HS)	\$132,137	\$121,310
Superintendent Salary	\$207,261	\$189,899
Percent of District Budget		
Teacher Salaries	46%	39%
Administrative Salaries	5%	6%

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

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$4,800	\$959	\$3,841	\$80,455
District	◆	◆	\$4,322	\$82,295
State	◆	◆	\$5,348	\$69,257
Percent Difference: School Site/District			-11.1	-2.2
Percent Difference: School Site/ State			-28.2	16.2

* Cells with ◆ do not require data.

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 English language learning 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 eighth 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, the county, and the state. 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.