

Goddard Middle School

859 East Sierra Madre Ave. • Glendora, CA 91741 • (626) 852-4500 • 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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Zondra Borg
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**Assistant Superintendent of
Business Services**

Principal's Message

It is an honor to serve as the principal of Robert H. Goddard Middle School, a California Distinguished School and Gold Ribbon School, with a tradition of high academic standards encompassed by a positive school culture. At Goddard Middle School we believe all students can meet high expectations on a daily basis. We focus on the academic, social and emotional success of our students. Our goal is to cultivate well-rounded individuals who will become productive members of our society and future leaders.

Our academic standards are among the highest in the state and our dedicated teachers and support staff are among the best the profession has to offer. Our teachers routinely collaborate to analyze data and improve their practice so they can provide rigorous, challenging and engaging lessons to our students. Goddard embeds positive recognition and extra-curricular activities throughout the entire school community. We continually strive to improve our program and to provide our students with many academic and social opportunities. In addition to rigorous curriculum, we offer academic clubs, STEAM clubs, athletics, intramurals, AVID, WEB, Honor Society, access to relevant and engaging technology, and an exchange program with the city of Moka, Japan. Goddard strives to create a culture where every student has opportunities to belong and feels like a member of our Goddard family.

We are always willing to answer questions and to listen to suggestions for strengthening our program of powerful teaching and learning ... "The Goddard Way." Visit us on the web at www.goddardtitans.net and check out our many social media accounts or Goddard Middle School smart phone application.

Jennifer Prince
Principal

Mission Statement

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

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control 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	284
Grade 7	298
Grade 8	315
Total Enrollment	897

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.3
Asian	10.4
Filipino	1.9
Hispanic or Latino	34.1
White	47.4
Two or More Races	5.4
Socioeconomically Disadvantaged	19.2
English Learners	2.3
Students with Disabilities	16.6
Foster Youth	0.1

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 Goddard Middle	17-18	18-19	19-20
With Full Credential	43	42	36.4
Without Full Credential	1	0	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 Goddard 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 textbooks and other instructional materials are available for each pupil, including English learners, and are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history/social science, foreign language, and health.

We will be piloting State approved 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)

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

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

School Facility Conditions and Improvements:

The state requires districts to report general information about the safety, cleanliness, and adequacy of school facilities, including the condition and cleanliness of the school grounds, buildings, and restrooms. Additional information about the condition of Goddard may be obtained from the District Business Office. During the 2018-19 school year, the safety inspection was completed on July 30, 2019 and the findings are listed below.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: July 30, 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Room 102;105;108;202;310 - tile has broken corner, mismatched tiles; several stained and mismatched tiles; small hole bottom north wall;several corners wall base need glue. RESOLVED
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Health office - toilet loose from floor.100 W Staff/m Toilet loose from floor, leak below flush valve, 2 toilets loose from floor, 100 E Girls 3 toilets loose from floor; sink loose from wall, faucet not working, bubbler needs to be turned down. 200 staff w-leak below flush valve. Toilet loose from floor; leak below flush valve; 200 North staff W - Leak below flush valve; toilets loose from floor. Office outside W fountain bubbler sticks on; 300 north staff/WM Toilets loose from floor, leak below flush valve; bubbler turn up, bubbler turn down. 300 S. Staff Wm Toilet loose from floor, flush valve leak, bubbler turned down, missing button cover. Lunch area G/B loose toilet, flush valve leak.Kitchen staff. flush valve leak. Boys lock rm loose toilet; leak flush valve. Girls faucet not working.G14 unisex loose toilet..ALL RESOLVED
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); 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	69	70	67	67	50	50
Math	62	65	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	11.7	23.3	57.0

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	896	881	98.33	70.00
Male	455	444	97.58	67.27
Female	441	437	99.09	72.77
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	93	91	97.85	89.01
Filipino	17	17	100.00	70.59
Hispanic or Latino	306	301	98.37	61.46
White	424	417	98.35	72.36
Two or More Races	48	47	97.92	72.34
Socioeconomically Disadvantaged	176	174	98.86	59.20
English Learners	53	51	96.23	50.98
Students with Disabilities	157	149	94.90	27.70
Foster Youth	--	--	--	--

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	896	885	98.77	64.75
Male	455	445	97.80	64.27
Female	441	440	99.77	65.23
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	93	93	100.00	86.02
Filipino	17	17	100.00	76.47
Hispanic or Latino	306	302	98.69	54.64
White	424	418	98.58	66.75
Two or More Races	48	47	97.92	72.34
Socioeconomically Disadvantaged	176	174	98.86	52.87
English Learners	53	53	100.00	58.49
Students with Disabilities	157	149	94.90	22.82
Foster Youth	--	--	--	--

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)

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

Goddard has an active PTA that provides varied enrichment activities. The PTA Board actively seeks the involvement of all parents and neighbors of Goddard School. Last year, PTA volunteers worked over 4,750 hours helping at the school. For more information regarding parent involvement, please contact PTA President Jessica Hiramoto at (626) 852-4500. Parents also participate through our School Site Council and English Language Advisory Committees which provide them with information and shared decision making for school events and policies and provide additional opportunities to engage and participate in the Goddard community.

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

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	2.0	2.5	1.9
Expulsions Rate	0.0	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

Goddard has the service of two on-site counselors available for students who are experiencing problems, to work with parents and students to establish improvement plans, and to work with staff on student support. Also available are a district psychologist for testing, case studies and counseling, and a district nurse and an on-site health clerk for students' health needs. Special Education, speech/language pathologists and a teacher for the visually handicapped, and an adaptive PE teacher provide services for students who qualify for these programs.

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	24	9	13	6	20	13	12	6	22	10	14	4
Mathematics	22	2	3		22	10	14	4	24	8	14	4
Science	27	4	10	10	25	6	12	7	27	4	14	5
Social Science	27	5	11	8	25	7	12	6	26	6	14	4

* 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

Goddard school provides a Resource Specialist Program and Special Day Classes for students who qualify for Special Education. An intervention program for targeted 6-8 students has also been implemented. Bilingual aides are available to support eligible English learner students. A breakfast and lunch program and a parent-financed Extended Day Care Program are offered on campus.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <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	\$6,911	\$1,524	\$5,387	\$94,658
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	-2.1	4.6
School Site/ State	-76.6	15.9

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.