

Sandburg Middle School

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at 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).

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2021-22 School Contact Information

School Name	Sandburg Middle School
Street	819 West Bennett Ave.
City, State, Zip	Glendora, CA 91741
Phone Number	(626) 852-4530
Principal	Kristy Espino
Email Address	kespino@glendora.k12.ca.us
School Website	www.sandburgspartans.com
County-District-School (CDS) Code	19645766061329

2021-22 District Contact Information

District Name	Glendora Unified School District
Phone Number	(626) 963-1611
Superintendent	Penelope A, DeLeon, Ed.D
Email Address	pdeleon@glendora.k12.ca.us
District Website Address	www.glendora.k12.ca.us

2021-22 School Overview

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

2021-22 School Overview

innovators. Our extensive extracurricular activities, clubs, and programs are designed to complement the child's academic program while being engaging, relevant and fun. Unique clubs and activities such as our A.S.B., Best Buddies Club, Christian Club, Foodies Club, Honor Society, Interscholastic Sports, Special Olympics Team 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, a student support specialist, and a strong partnership with other community agencies, 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 kespino@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,

Kristy Espino
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 this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	253
Grade 7	288
Grade 8	274
Total Enrollment	815

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.8
Male	47.1
American Indian or Alaska Native	0.2
Asian	8.5
Black or African American	2.2
Filipino	2.3
Hispanic or Latino	55.3
Native Hawaiian or Pacific Islander	0.4
Two or More Races	4
White	27
English Learners	5.9
Foster Youth	0.7
Homeless	0.2
Socioeconomically Disadvantaged	36.9
Students with Disabilities	16.2

A. Conditions of Learning

State Priority: Basic

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

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Glendora Unified School District will be piloting State approved Science textbooks and instructional materials in 2022-2023, with adoption anticipated in 2023.

Year and month in which the data were collected

September 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2017-2025	Yes	0
Mathematics	2014-2022	Yes	0
Science	2019-2027	Yes	0
History-Social Science	2019-2027	Yes	0
Foreign Language	2003-2009	Yes	0
Health	2004-2012	Yes	0
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

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

The facility is maintained in a manner that assures it is clean, safe, and functional as determined pursuant to an interim evaluation instrument developed by the Office of Public School Construction.

The state requires districts to report general information about the safety, cleanliness, and adequacy of school facilities, including the condition and cleanliness of the school grounds, buildings, and restrooms. Additional information about the condition of Sandburg may be obtained from the district. During the 2019-20 school year, the safety inspection was completed on July 23, 2020 and the findings are listed below.

Year and month of the most recent FIT report

11/1/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			

School Facility Conditions and Planned Improvements

<p>Interior: Interior Surfaces</p>		X	<p>309: 8- girls restroom outside of room 309 has graffiti inside the door, 8- girls restroom outside of room 309 needs door sweep, 4- South east corner of room needs wall repair from old TV mount CAFETERIA: 4- sw corner wall damaged where old fountain used to be, 8- boys restroom outside of cafeteria one of the two sinks does not work KITCHEN: 6-A number of Large dead cockroaches beneath sink, 4- The number of cabinets need handles re-mounted. One cabinet is missing a handle RM 110: 15- significant paint peeling on door casing outside, 4- paint peeling above bulletin board on west wall, 4- two ceiling tiles need replaced, 4- significant plywood damage on cabinet door that needs to be touched up with paint on south wall RM 204: 4- One ceiling tile is scratched and needs replace RM 207: , 7- East wall needs blank electrical cover underneath SmartBoard RM 210: 4- two stained ceiling tiles need replaced RM 303: 4- West wall north and up top needs wall repair from old TV mount removal RM 307: 4- North east wall up top needs wall repair from old TV mount RM G11-fit lab: 4- three ceiling tiles need replaced one missing one broken one stain RM G12-boys LR: 4-A number of missing one inch floor tiles on floor RM G14: 4- two ceiling tiles need to be replaced, broken, 14- wall is cracked outside by fountain RM M11: 4- Wall damage on west wall texture and paint need attention</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>	X		<p>KITCHEN: 6-A number of Large dead cockroaches beneath sink, 4- The number of cabinets need handles re-mounted. One cabinet is missing a handle</p>
<p>Electrical</p>	X		<p>RM 207: , 7- East wall needs blank electrical cover underneath SmartBoard</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>	X		<p>309: 8- girls restroom outside of room 309 has graffiti inside the door, 8- girls restroom outside</p>

School Facility Conditions and Planned Improvements

			<p>of room 309 needs door sweep, 4- South east corner of room needs wall repair from old TV mount</p> <p>CAFETERIA: 4- sw corner wall damaged where old fountain used to be, 8- boys restroom outside of cafeteria one of the two sinks does not work</p> <p>GYM: 8- men's restroom outside of Jim, small store toilet does not flush, 14- parapet roof outside of gym is missing about 6 feet of shingles</p> <p>RM 106: 9- Sink cartridge leaks and needs to be rebuilt</p> <p>RM 111: 8-boys restroom inside door needs repainted, as there is a bare metal spot,14- there are a number of canopy posts that have chipping paint and bare metal outside rooms 111 and 112</p> <p>RM 201: 9- Sink faucet needs to be rebuilt won't shut off completely and is dripping</p> <p>RM 203: 9- sink cabinet needs door adjusted</p> <p>RM 209: 8- boys restroom outside of room 209 needs two new sex bolts on handicap stall door, 4- South wall is peeling paint</p>
<p>Safety: Fire Safety, Hazardous Materials</p>	X		
<p>Structural: Structural Damage, Roofs</p>	X		
<p>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	X		<p>GYM: 8- men's restroom outside of Jim, small store toilet does not flush, 14- parapet roof outside of gym is missing about 6 feet of shingles</p> <p>RM 101: 14- low Wall outside of room 101 E. facing, is rotted and needs repair</p> <p>RM 105: 14- Paint peeling on exterior of room</p> <p>RM 110: 15- significant paint peeling on door casing outside, 4- paint peeling above bulletin board on west wall, 4- two ceiling tiles need replaced,4- significant plywood damage on cabinet door that needs to be touched up with paint on south wall</p> <p>RM 111: 8-boys restroom inside door needs repainted, as there is a bare metal spot,14- there are a number of canopy posts that have chipping paint and bare metal outside rooms 111 and 112</p> <p>RM 301: 15- South door needs closer tightened up and a new door sweep</p> <p>RM 304: 15- West door needs door sweep</p> <p>RM 308: 15- door closure in room 308 needs to be adjusted, as the door does not latch by itself</p>

School Facility Conditions and Planned Improvements

			<p>RM G14: 4- two ceiling tiles need to be replaced, broken, 14- wall is cracked outside by fountain</p> <p>RM M12-cafeteria: 14 Low wall outside of cafeteria is rotted and needs repair- south east corner and next to roll up storage</p>
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Overall Facility Rate

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 includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	820	NT	NT	NT	NT
Female	431	NT	NT	NT	NT
Male	388	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	69	NT	NT	NT	NT
Black or African American	19	NT	NT	NT	NT
Filipino	18	NT	NT	NT	NT
Hispanic or Latino	458	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	34	NT	NT	NT	NT
White	217	NT	NT	NT	NT
English Learners	49	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	310	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	123	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	820	NT	NT	NT	NT
Female	431	NT	NT	NT	NT
Male	388	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	69	NT	NT	NT	NT
Black or African American	19	NT	NT	NT	NT
Filipino	18	NT	NT	NT	NT
Hispanic or Latino	458	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	34	NT	NT	NT	NT
White	217	NT	NT	NT	NT
English Learners	49	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	310	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	123	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	275	NT	NT	NT	NT
Female	158	NT	NT	NT	NT
Male	116	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	17	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	153	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	79	NT	NT	NT	NT
English Learners	14	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	97	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	39	NT	NT	NT	NT

B. Pupil Outcomes

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 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 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. Each year, PTA volunteers work to support programs at Sandburg. For additional information regarding parent involvement, please contact PTA President Mrs. Carol Espitia (presidentsandburgpta@gmail.com).

Parents are also able to serve as representatives on our School Site Council and English Learner Advisory Committee. These important parent groups help to review school policies and guide decision making to improve practices.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	835	823	36	4.4
Female	440	434	20	4.6
Male	393	388	15	3.9
American Indian or Alaska Native	2	2	1	50.0
Asian	70	70	3	4.3
Black or African American	19	19	1	5.3
Filipino	19	19	0	0.0
Hispanic or Latino	465	458	20	4.4
Native Hawaiian or Pacific Islander	3	3	0	0.0
Two or More Races	34	33	1	3.0
White	223	219	10	4.6
English Learners	53	51	8	15.7
Foster Youth	6	6	1	16.7
Homeless	3	3	0	0.0
Socioeconomically Disadvantaged	320	315	23	7.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	139	137	16	11.7

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	4.37	0.12	1.88	0.09	3.47	0.20
Expulsions	0.00	0.00	0.01	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.79	1.03	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.12	0.00
Female	0.00	0.00
Male	0.25	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.22	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.72	0.00

2021-22 School Safety Plan

School/district safety and disaster plans are evaluated annually and are available for review in the school office. This year, the Comprehensive School Safety Plan was reviewed and approved by our School Site Council on October 26th, 2021. The district has adopted a standard response protocol and standard reunification method and staff has been trained to respond appropriately based on the circumstance. Earthquake, disaster, lock-down, and fire drills are practiced regularly. The PTA provides minimal food, water, and medical supplies for disaster preparedness. Sandburg utilizes Parent Square to facilitate communication with students, staff, and families. 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.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	9	13	4
Mathematics	22	10	11	4
Science	24	8	12	3
Social Science	23	7	14	3

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	7	13	4
Mathematics	24	8	11	5
Science	26	4	13	5
Social Science	26	5	10	7

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	9	14	2
Mathematics	22	10	15	1
Science	25	5	13	4
Social Science	24	7	11	5

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	452.8

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.8
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0.5
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,818	\$1,457	\$5,361	\$96,537
District	N/A	N/A	5,785	\$89,995
Percent Difference - School Site and District	N/A	N/A	-7.6	7.0
State			\$8,444	\$81,044
Percent Difference - School Site and State	N/A	N/A	-44.7	17.4

2020-21 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. Breakfast and lunch are offered to all students daily at no cost. 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 15th full year of the AVID program and elective classes are offered for all grade levels. 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.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$47,187	\$51,029
Mid-Range Teacher Salary	\$86,614	\$78,583
Highest Teacher Salary	\$101,143	\$99,506
Average Principal Salary (Elementary)	\$127,416	\$124,576
Average Principal Salary (Middle)	\$137,160	\$131,395
Average Principal Salary (High)	\$153,228	\$144,697
Superintendent Salary	\$292,426	\$240,194
Percent of Budget for Teacher Salaries	40%	34%
Percent of Budget for Administrative Salaries	5%	6%

Professional Development

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 the fall, and one staff development day in spring. Staff development is ongoing and takes place throughout the year, by use of release time for teacher self-selected learning and collaboration, district-provided or teacher/site initiated professional learning opportunities, and use of weekly early-out and late-start days. Release time continued weekly, using a collaboration and ongoing training calendar, to occur every Monday (Glendora High School) or Thursday (all TK-8 sites) in the 21-22 school year.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Glendora Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Glendora Unified School District
Phone Number	(626) 963-1611
Superintendent	Penelope A, DeLeon, Ed.D
Email Address	pdeleon@glendora.k12.ca.us
District Website Address	www.glendora.k12.ca.us

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	3611	8	0.22	99.78	--
Female	1811	6	0.33	99.67	--
Male	1799	2	0.11	99.89	--
American Indian or Alaska Native	--	--	--	--	--
Asian	362	1	0.28	99.72	--
Black or African American	59	0	0.00	100.00	--
Filipino	73	0	0.00	100.00	--
Hispanic or Latino	1658	6	0.36	99.64	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	204	0	0.00	100.00	--
White	1244	1	0.08	99.92	--
English Learners	184	0	0.00	100.00	--
Foster Youth	22	0	0.00	100.00	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	682	1	0.15	99.85	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	591	2	0.34	99.66	--

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	3611	8	0.22	99.78	--
Female	1811	6	0.33	99.67	--
Male	1799	2	0.11	99.89	--
American Indian or Alaska Native	--	--	--	--	--
Asian	362	1	0.28	99.72	--
Black or African American	59	0	0.00	100.00	--
Filipino	73	0	0.00	100.00	--
Hispanic or Latino	1658	6	0.36	99.64	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	204	0	0.00	100.00	--
White	1244	1	0.08		--
English Learners	184	0	0.00	100.00	--
Foster Youth	22	0	0.00	100.00	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	682	1	0.15	99.85	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	591	2	0.34	99.66	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

