

2020 SARC Input Form

THIS IS NOT THE FULL SARC TEMPLATE. DO NOT POST TO YOUR WEBSITE.

This template is provided as a tool to update your SARC and contains only a list of required reporting components that our team isn't able to retrieve from public sources (i.e., Dataquest and SARC data files). Please review and complete each section of this template for completeness and accuracy. DTS will import publicly available data as it becomes available.

This template provides guidance in each section to assist you through the update process. You can also click on the section title for any of the sections to review detailed guidance from CDE regarding the reporting requirements. A full version of CDE's data elements document can be downloaded by [clicking here](#).

A list of answers to frequently asked questions can be reviewed by [clicking here](#). Please feel free to contact the DTS Support Team by [clicking here](#).

[School Contact Information \(School Year 2020-21\)](#)

Please review and complete the information below as needed. This section should include **current** School Contact Information for your school.

School Name	David Starr Jordan Middle School
Street	420 South Mariposa St.
City, State, Zip	Burbank, CA 91506-2812
Phone Number	818-558-4622
Principal	Jennifer Meglemre, Ed.D.
E-mail Address	jennifermeglemre@burbankusd.org
School Website	https://www.burbankusd.org/Page/35
CDS Code	19- 64337- 6057525

[District Contact Information \(School Year 2020-21\)](#)

Please review and complete the information below as needed. This section should include **current** District Contact Information for your district.

District Name	Burbank Unified School District
Street	1900 West Olive Avenue
City, State, Zip	Burbank, CA 91506
Phone Number	818-729-4400
Superintendent	Matt Hill, Ed.D.
Web Site	www.burbankusd.org
E-mail Address	MattHill@burbankusd.org

School Description and Mission Statement (School Year 2020-21)

Please review and complete the information below as needed. This section should include information about your school, its programs and its goals. This section should be kept to 2-3 paragraphs.

Mission Statement: Through the collaborative efforts of staff, students, parents and community, Jordan Middle School will provide a safe, caring, and challenging learning environment while meeting the social, emotional and academic needs of all learners. We will empower our students to become creative, caring, healthy, and responsible citizens who will think critically and globally, communicate effectively, accept responsibility for their learning, and master skills necessary for lifelong learning.

Jordan Middle School is a diverse community and we believe that it is our differences that make us stronger. We have an active Pride Alliance club, Activism Club and Cougar Cubs Mentors with students who are helping to make Jordan a better place. We have an Autism program with a focus on integrating students into the general education program and supporting the social communication needs of the students in the program. The GATE program serves around 100 students per grade level and our GATE coordinator plans lunchtime activities to give students opportunities to stretch themselves and work together. The Jordan Choir and Jordan Band are both award-winning programs that instill a sense of community and the value of hard-work in all members. Our Robotics team competes each year against high schools and often places in the top three. There is something for everyone at Jordan.

Opportunities for Parental Involvement (School Year 2020-21)

Please review and complete the information below as needed. This section should include information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parental involvement. This section should be kept to 1-2 paragraphs.

Parents are actively involved with Jordan's monthly PTSA meetings, vocal and instrumental music booster clubs, Title I Family Nights and ELAC. Parents also participate in organizations like Burbank Arts For All, GATE PAC meetings, chaperone field trips, 6th grade Greek Day, 7th grade Renaissance Day, Family Fun Night, and Parent Lunches on the Jordan campus once a month. Parents are also invited to an informal coffee hour with the principal once a month.

School Safety Plan (School Year 2020-21)

Please review and complete the information below as needed. This section should include information about the school's comprehensive safety plan, including the dates on which the safety plan was last annually reviewed, updated, and discussed with school faculty and a student representative, as well as a brief description of the key elements of the plan (do not paste your entire safety plan in this field). This section should be kept to 1-2 paragraphs.

The four components of the Jordan Safety plan are:

Personal Characteristics of Students and Staff:

There are just over 1000 students at Jordan Middle School. We have an active student body that enjoys various hobbies and activities at school. Our total staff is nearly 100. The focus of our school this year has been on making lemonade out of lemons. The staff and students have taken this to heart and are actively working through the pandemic, while building resiliency and persevering through less than ideal circumstances.

School's Physical Environment:

Jordan Middle School is located on Mariposa Street. The school itself is surrounded by Oak Street, Alameda

Avenue, and Main Street. There are six main buildings on the Jordan Middle School campus plus some portable classrooms. The school has two fields, a cafeteria, gym, and an auditorium. The school is situated next to the district facilities building and is the middle of a neighborhood with single family houses around it. The school includes full time campus supervision and custodial staff that work together keep the campus clean and well maintained.

School's Social Environment:

Jordan has a thriving social environment that provides students with a variety of opportunities to connect with one another and be connected to the school community. This includes the many clubs that regularly meet during lunch and after school on all kinds of different topics/interests. We have an athletic student body along with artistic and creative students who enjoy displaying their talents.

School's Culture:

Jordan Middle school strives to have a positive school culture that focuses on success, kindness, and inclusion. School clubs and committees meet regularly with faculty, staff, student, parents, and community members to create a welcoming and safe school environment. Additionally, Jordan utilizes the Positive Behavior Interventions and Supports (PBIS) framework to support a school positive school culture. Our School Moto is "Be Kind! Be Prepared! Be the Best You Can Be! The Choice is Yours."

The 2020-2021 School Safety Plan was presented to the School Site Council on October 28, 2020. It will be reviewed again by Site Council and approved on December 1, 2020.

[School Facility Conditions and Planned Improvements \(School Year 2020-21\)](#)

Please review and complete the information below as needed. This section should include information from the most recently collected Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

FIT tools completed using CDE's [MS Excel format](#) (only) can be submitted to DTS for import by [clicking here](#). To see an example of the CDE FIT Tool, [click here](#). Requests for multiple schools should be sent in one email. Otherwise, please review and complete the information below as needed.

Year and month of the most recent FIT report: 7/21/20

This section should be kept to 1-2 paragraphs.

The facility is in Good repair. Normal maintenance and upkeep is being performed. No other improvement project(s) are scheduled at this time. The District takes great efforts to ensure that all of its schools are clean, safe, and functional. To assist in this effort, the District uses the "Facility Inspection Tool" developed by the State of California Office of Public School Construction. Deficiencies noted are referred to Facilities Services and/or the site for immediate correction. To review the complete results of this survey please visit Administrative Services at the District Administration Building.

School Facility Good Repair Status (School Year 2020-21)

Using the most recently collected **Facility Inspection Tool (FIT)** data (or equivalent), provide a summary statement of the condition of the school facility, as required by Education Code sections 17014, 17032.5, 17070.75(a), and 17089(b), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

This data should match the most recent inspection/FIT report for your school.

System Inspected	Repair Status (the marks should match your most recent inspection)	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	CR500 Evidence of leak on ceiling tile; CR611 ceiling tiles stained; CR603 Hole in ceiling;
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	CR201 Broken ceiling tile; CR407 Ceiling tile missing; MPR Missing ceiling tiles
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	CR107 Door slamming; CR301 Door slamming; CR402 Door rubbing; CR409 Door slamming; CR406 Needs new closer; Girls Locker room Door slamming; RR near CR109 Door rubbing
Overall Rating:	Good	Work orders were submitted to Facilities for repairs

Teacher Credentials

Please review and complete the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Teachers at this School	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	48	48	48	694
Without Full Credential Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	0	1	0	3
Teaching Outside Subject Area of Competence CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments).	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Please review and complete the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
Total Teacher Misassignments '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.	0	0	0
Vacant Teacher Positions 'Vacant Teacher Positions' refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.	0	0	0

Textbooks and Instructional Materials (School Year 2020-21)

This section describes 1) whether the textbooks and instructional materials used at the school are from the most recent adoption, 2) whether there are sufficient textbooks and instructional materials for each student 3) and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

List all textbooks and instructional materials used in the school in **core subjects** (reading/language arts, math, science, and history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials*
- For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

This data should match the most recent adoption of textbooks for your LEA.

Year and month in which the data were collected: January 2021

This section should be kept to 1-2 paragraphs.

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Note: Assembly Bill X4 2 (Chapter 2, Statutes of 2009-10 Fourth Extraordinary Session) signed on July 28, 2009, suspended the process and procedures for adopting instructional materials, including framework revisions, until the 2013-14 school year.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	<p>English/Language Arts/Middle School:</p> <p>Grade 6 Houghton Mifflin Harcourt 9780544607071 2017 3/2/2017</p> <p>California Collections Grade 7 Houghton Mifflin Harcourt 9780544607088 2017 3/2/2017</p> <p>California Collections Grade 8 Houghton Mifflin Harcourt 9780544607095 2017 Adopted 3/2/2017</p>	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	<p>Mathematics/6-8:</p> <p>Grade 6 Core Connections Course 1 College Prep Math 9781603281942 2013 Adopted 4/21/2016</p> <p>Grade 7 Core Connections Course 2 College Prep Math 9781603282079 2013 Adopted 4/21/2016</p> <p>Grade 8 Core Connections Course 3 College Prep Math 9781603282215 2013 Adopted 4/21/2016</p> <p>Algebra Core Connections Algebra College Prep Math 9781603281508 2013 Adopted 4/21/2016</p> <p>Geometry Core Connections Geometry College Prep Math 9781603282352 2013 Adopted 4/21/2016</p>	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	<p>Science/Grade 6: All are California editions:</p> <p>Adopted for Use Beginning 2007-2008.</p> <p>McDougal Littell Science c. 2006, published by McDougal Littell, with the following specific information for each grade level:</p> <p>Grade 6 – McDougal Littell Science: Focus on Earth Sciences California Pupil Edition, ISBN 978-0-618-64094-2 Grade 7 – McDougal Littell Science: Focus on Life Sciences California Pupil Edition, ISBN 978-0-618-64095-9 Grade 8 – McDougal Littell Science: Focus on Physical Sciences California Pupil Edition, ISBN 978-0-618-64096-6</p>	Yes	0%
History-Social Science	<p>Social Science/Grades 6-8 ADOPTED FOR 06-07 SCHOOL YEAR</p> <p>Holt California Social Studies, c. 2005, published by Holt, Rinehart and Winston, with the following specific information for each grade level:</p> <p>Grade 6 – World History: Ancient Civilizations, ISBN 0-03-073459-2 Grade 7 – World History: Medieval to Early Modern Times, ISBN 0-03-073399-5 Grade 8 – United States History: Independence to 1914, ISBN 0-03-041228-5</p> <p>Date of Adoption: May 4, 2006</p>	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Foreign Language	Foreign Language/Grades 6-8: Realidades 1, by Peggy Palo Boyles, Myriam Met, Richard S. Sayers, Carol Eubanks Wargin, Prentice Hall, c. 2004, Consumable- Core Practice/Guided Practice 0133199657 and 0133225712 Date of Adoption: July 17, 2003	Yes	0%
Health	N/A		
Visual and Performing Arts	"Accent on Achievement" Band method books volume 1-3	Yes	0%
Science Laboratory Equipment (grades 9-12 schools only)	N/A		

◆ means data is not required. The fields are intentionally not provided.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2018-19)

Please review and complete the information below as needed.

- The fields that are highlighted yellow are populated for you with data provided by CDE.
- Percent differences, highlighted light-blue, are calculated by this form.
- The remaining data was copied over from last year’s SARC and should be reviewed/updated, with data from FY 18-19.

The most recent data available from CDE is for fiscal year 2018-19. For comparison purposes, data for the same fiscal year is requested from the school.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 18-19, is correct.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,138.29	\$4,334.00	\$6,804.51	\$78,314
District	♦	♦	\$7,104.28	\$81,259
Percent Difference: School Site and District	♦	♦	-4.3	-3.7
State	♦	♦	\$7,750	\$84,577
Percent Difference: School Site and State	♦	♦	-13.0	-7.7

♦ means data is not required. The fields are intentionally not provided.

Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Types of Services Funded (Fiscal Year 2019-20)

Please review and complete the information below as needed. This section should include specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 19-20, is correct.

In addition to general funding, Burbank Unified receives State and Federal categorical funding for special programs. The District received Federal and State aid for the following categorical, special education, and other support programs:

English Learner MOE - LCAP Supplemental

Educational Technology Assistance

Drug/Alcohol/Tobacco Resistance Programs

Gifted and Talented Program

Special Education

Title I, Improving Academic Achievement

Title II, Teacher Quality

Title III, English Learners

Title IV, Student Support

Interventions

Counseling

Professional Development (2018-19, 2019-20 and 2020-21)

Please review and complete the information below as needed. This section should include the number of days provided for professional development and continuous professional growth in 2018-19, 2019-20 and 2020-21.

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Optionally, use this space to share information on the annual number of days provided for professional development and continuous professional growth for the school years 2018-19, 2019-20 and 2020-21.

Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

This section should be kept to 1-2 paragraphs.

Secondary Professional Development

Secondary Content Area Pullout Time for Planning & Data Analysis (Math, English, Social Studies and Science meet monthly by grade to plan and collaborate together)

Induction Training and Workshops (for mentors and new teachers, 8 meetings per year and twice monthly optional workshops) focused on the following topics:

The California Standards for the Teaching Profession

Formative Assessment in Professional Learning

Engagement Strategies/Kagan Cooperative
Social Emotional Learning
Tactical Supports for Special Populations
Questioning Strategies
Parent Communication
Classroom Design
Project and Lesson Design
Cognitive Rigor
Classroom Management
Assessments and Grading
Differentiation

Professional Mentoring (for teachers on plans of improvement, weekly meetings with program coordinator and mentor) on topics as needed.

District Wide Professional Development offered in 2020-2021 focused on utilizing technology to teach in a distance learning model. Modules were prepared for teachers to work through during preschool days with their grade level and subject area colleagues. Topics included:

Setting up a Google Classroom
Developing Instructional Modules
Creating Community in the Digital Environment
Supporting Special Populations
Grading and Assessment
Kami Tutorial
Mote Tutorial
School City Help Tutorial
Using the Google Suite
Flipgrid

These trainings are usually offered in a variety of formats, but due to the pandemic, all professional development this year was delivered through Zoom meetings, Webinars, pre-recorded sessions, and slide decks. Teachers meet together via Zoom/Google Meet weekly, either in department meetings, faculty meetings, or all staff meetings and focus on learning on of the new platforms used in distance learning. The District office also offers monthly virtual workshops on topics related to distance learning and bi-weekly tech newsletters inform teachers of new programs and give examples of teacher lessons.

School Completion and Postsecondary Preparation

**This section applies to schools serving grades 9-12 only.
If your school does not serve grades 9-12, simply skip and leave this section blank.
It will not be included in the full SARC.**

Career Technical Education Programs (School Year 2019-20)

Please review and complete the information below as needed. This section should include information about Career Technical Education (CTE) programs as follows:

- A list of programs offered by the school district in which pupils at the school may participate and that are aligned to the model curriculum standards adopted pursuant to Education Code Section 51226; and
- A list of program sequences offered by the school district. The list should identify courses conducted by a regional occupational center or program, and those conducted directly by the school district; and
- A listing of the primary representative of the district's CTE advisory committee and the industries represented on the committee.

As this template is thoroughly reviewed each year, please note that the year listed, 19-20, is correct. This section should be kept to 1-2 paragraphs.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	3.9	4.1	3.0	2.7	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	16	305	
Expulsions	0	2	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior 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 prior years.