

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	John Muir Middle School
Street	1111 North Kenneth Rd.
City, State, Zip	Burbank, CA 91504-4011
Phone Number	818-729-3800
Principal	Greg Miller, Ed.D.
E-mail Address	gregmiller@burbankusd.org
School Website	www.burbankusd.org/jmms
CDS Code	19- 64337- 6066724

[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.

John Muir is one of three middle schools in the Burbank Unified School District. It is the largest of the middle schools and is comprised of an ethnically rich and culturally diverse student body.

Our goals are:

- 1) Designing and implementing instructional programs to ensure that all students master the State of California Academic Standards and Burbank Unified School District expectancies for each subject area at each grade level.
- 2) Promoting the use of a variety of methods to measure student growth over time; and
- 3) Utilizing technology as part of instruction in all subject areas.
- 4) Conducting a variety of activities that promote mutual respect and civility.

Our mission is to create and maintain a school climate that is safe, nurturing, academically focused and to provide an atmosphere that encourages student achievement and success.

At Muir we are committed to deliver a quality program to all students enrolled in our school. Our District serves students with 63 home languages in addition to English, in an atmosphere of support and caring in which all cultures are valued.

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.

The John Muir PTSA encourages and coordinates a wide variety of opportunities for parental involvement through monthly meetings. We hold informational meetings throughout the school year for parents of our special populations, such as English Learners, students with IEPs, GATE students, and those participating in our Title I interventions.

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.

Each school in the district has developed a comprehensive school safety plan with four essential sections.

At Muir, our safety plan addresses the following topics:

A. Programs and Strategies for School Safety

B. Emergency Preparedness - disaster and safety procedures, duties and staff training

C. Student Support and Intervention - procedures and policies pertaining to student discipline, dress code, suspected child abuse, suspensions, expulsions, discrimination, harassment and hate crimes.

D. School Safety Goals - goals developed by staff administration that are discussed, modified and approved by the School Site Counsel

Each school in the district has developed a comprehensive school safety plan with four components.

At Muir:

Component 1 “Personal Characteristics of Students and Staff” are addressed through the following activities: by educating our staff in Positive Behavior Intervention Support (PBIS) Training; educating students on our PBIS expectations and reinforcing those with regular messaging and incentives; having all students participate in a character lesson every Friday through their Muir Time class; and putting together whole-day student empowerment and education days like MUIR UNITED and MUIR EMPOWERED to teach students about the importance of acceptance and tolerance as well as mental health and wellness.

Component 2 “School’s Physical Environment” was addressed through the following: restructuring daily supervision procedures, particularly in the cafeteria; eliminating lockers in the 300 building to relieve hallway congestion; increase safety in science labs by installing hooks for backpacks; and restructuring the traffic flow before school and after school by eliminating the entrance at the Bethany gate.

Component 3 “School’s Social Environment” was addressed through the following programs or activities: By fostering a sense of commitment from students, parents, staff and the community.

Component 4 “School’s Culture” was addressed through the following: By fostering an environment, in which students, faculty, and staff can feel safe, happy, supported.

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: 7/01/20

This section should be kept to 1-2 paragraphs.

The facility is in Good repair. Normal maintenance and upkeep is being performed. The exterior of the campus was repainted. The site wireless network infrastructure was replaced. 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” (FIT) 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	CR503 Cove base repair; CR607 Floor tiles missing; CR608 Floor tiles missing;
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Auditorium Ants;
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	RR near CR803 Light not working
Safety: Fire Safety, Hazardous Materials	Good	CR108 Ceiling tile missing; CR213 Ceiling tile missing; CR306 Ceiling tile missing; CR209 Broken ceiling tile; CR400 Ceiling tiles missing;
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	CR104 No door closer; CR110 Needs door closer; CR206 Door rubbing; CR208 Door rubbing; CR210 Door slamming; CR310 Cabinet handles missing; CR412 Door slamming; CR511 Front door rubbing; CR801 Door rubbing
Overall Rating:	Good	Work orders have been submitted 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	58	58	58	694
Without Full Credential Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	0	0	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 please visit www.burbankusd.org

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 Adopted 3/2/2017</p> <p>California Collections Grade 7 Houghton MifflinHarcourt 9780544607088 2017 Adopted 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%
Science	April 19, 2001 May 17, 2007	Yes	0%
History-Social Science	May 4, 2006	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, by Peggy Palo Boyles, Myriam Met, Richard S. Sayers, Carol Eubanks Wargin, Prentice Hall, c. 2004, Student Edition Level A, ISBN 0-13-035966-1 and Student Edition Level B, ISBN 0-13-035967-X 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	\$11,365.98	\$4,334.00	\$7,032.19	\$78,314
District	♦	♦	\$7,104.28	\$81,259
Percent Difference: School Site and District	♦	♦	-1.0	-3.7
State	♦	♦	\$7,750	\$84,577
Percent Difference: School Site and State	♦	♦	-9.7	-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 School District receives State and Federal categorical funding for special programs. The District received Federal and State aid for the following categorical, special education. Listed below are some of these and other support programs. For more information regarding all services funded please contact the BUSD Fiscal Services department.

- ASES (for select low income schools)
- Interventions
- English Learner Programs Maintenance of Effort (MOE) - LCAP Supplemental

Educational Technology Assistance
 Drug/Alcohol/Tobacco Resistance Programs
 Tenth Grade Counseling
 Regional Occupational Program (ROP)
 Special Education
 Vocational & Career Tech Education
 Title I, Improving Academic Achievement
 Title II, Teacher Quality
 Title III, English Learners
 Title IV, Student Support
 Career Tech Education (Perkins Funding)

At Muir, the largest amount of money comes from Title I. These funds are used to support student achievement, particularly with struggling students. This is done by using the money to provide intervention classes in Math, reading and general academics. We also provide lunchtime and afterschool targeted intervention programs like Making The Grade. The money also goes to provide tutoring, homework help, Chromebook carts, and classroom supplies. Finally, half of a counselor and a coordinator are paid for to ensure that the needs are being met of all of our low SES, ELD, and struggling students.

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

Middle School Instructional Leadership Teams (quarterly trainings at District Office & monthly on-site PDs delivered by the teams) focusing on the following core topics:

Student centered learning
 John Hattie’s Visible Learning
 Universal Design for Learning
 Teacher Leadership Training

Genius Hour
Formative Assessment and Feedback
Writing Instruction in the Content Areas
Growth Mindset
Project Based Learning
Lesson Design
Kagan Cooperative Learning
Interactive Notebooks/Note-taking Strategies

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 the 2016-2017 school years:

UNconference and EdCamp (multi-topic and disciplinary workshops)
Step Up to Writing
Stemscopes (Science)
Kagan Cooperative Learning
College Placement Math (CPM)
NGSS Standards Adoption and Implementation
Get Focused/Stay Focused/Teen Talk
Integrating Arts in the the Common Core era
Harcourt Houghton Mifflin California Collections Adoption Training
Content Area ELD workshops for Math, Science, & Social Studies

These trainings are offered in a variety of formats:

Whole day and half day workshops at the district office and at sites
Short, after school workshops at sites
Saturday and pre-school workday workshops

Summer Institutes

Pull Out collaborations (2-4 hours per session) at sites

Weekly meetings (hour long)

Digital meetups via Google Hangout/Skype

Individually one on one trainings

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	4.3	3.5	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	77	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.