

James Jordan Middle School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	James Jordan Middle School
Street	7911 Winnetka Ave.
City, State, Zip	Winnetka, CA 91306-2317
Phone Number	(818) 882-2496
Principal	Maria Alvarado
E-mail Address	alvarado@jamesjordanms.com
Web Site	http://jamesjordanms.com
CDS Code	19647330109884

District Contact Information	
District Name	James Jordan Middle School
Phone Number	(818) 882-2496
Superintendent	Myranda S. Marsh
E-mail Address	alvarado@jamesjordanms.com
Web Site	http://jamesjordanms.com

School Description and Mission Statement (School Year 2017-18)

Established in 2005, James Jordan Middle School is a public charter school serving grades 6-8 in Winnetka, CA. James Jordan Middle School focuses on three core values: Character, College and Community. Our mission is to attract a diverse student body and prepare them to succeed at a four-year university. State test scores show that JJMS is doing more with at-risk kids. The number of students who meet or exceed expectations on the state tests given in Spring 2017 is more than double the score of district and other charter schools with similar students in our neighborhood. The school offers an amazing array of differentiated instructional settings and enrichment programs to motivate students to improve their academic skills. Our faculty is an extraordinary group of dedicated professionals who participate in regular data analysis and needs assessments to constantly adapt the program to maximize student achievement. We are proud to prepare students to become considerate, ethical and skilled participants in their communities. Recently we were named as one of the Top 20 middle schools for low-income students in the LAUSD boundaries. <https://www.schoolatanerd.com/2016/08/29/low-income-middle-schools-who-does-it-best/>

The Principal is Maria N. Alvarado, M.A.Ed. Ms. Alvarado is proud to be the first in her family to attend college. As a graduate from CSUN with a Bachelor of Arts in Liberal studies, she also has her Clear Credential, Math Supplement, and a Masters in Secondary Education. Previously, she has worked in various middle and high schools all over the Valley. "Ms. A," as she is affectionately called, is a founding teacher of JJMS.

James Jordan Middle School has a mission to attract a diverse student body and prepare them for success at a four-year university. The majority of our student population, 91%, falls below the federal poverty level and is eligible for Title I support. We outperform the local district schools with similar student populations on the state mandated tests. Our staff enjoys a tremendous sense of camaraderie and commitment and they are hard at work adapting their instructional strategies to create success for our students on the upcoming Common Core based assessments. We devote enormous time and resources to developing the highest standards of personal character in our students. With programs devoted to competitive sports, visiting university campuses and promoting the welfare and mental health of the whole family, JJMS keeps its students engaged and moving towards academic success.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 6	130
Grade 7	130
Grade 8	124
Total Enrollment	384

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0
Asian	2.1
Filipino	0.5
Hispanic or Latino	93.2
Native Hawaiian or Pacific Islander	0
White	1.6
Two or More Races	0.8
Socioeconomically Disadvantaged	91.4
English Learners	21.6
Students with Disabilities	18.2
Foster Youth	0.5

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	19	16	15	21812
Without Full Credential	0	3	4	866
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2830

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	1

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: August 2017

While our math scores continue to rise each year, we have added Ready curriculum for the coverage of grade level concepts and individualized learning. We continue to use IRON BOX math for remediation and 6th grade skills. For history and Science, we are using an online curriculum called PLATO.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Various novels with one copy per student available .	Yes	0.0
Mathematics	IReady and Ready Curriculum is used. Consumable workbooks are issued to each student.	Yes	0.0
Science	Various publications used for informational material 35 copies per classroom Study Island History and PLATO curriculum online 1 chromebook per student per classroom to access online materials	Yes	0.0
History-Social Science	PLATO curriculum online 1 chromebook per student is available	Yes	0.0

School Facility Conditions and Planned Improvements (Most Recent Year)

The main entrance was remodeled in the summer of 2016 to include a high security entry point. A gender neutral ADA compliant bathroom was added to the entrance building. Lead paint abatement was conducted as recommended by city inspectors. In the Summer of 2017, a new building was added to provide air conditioned space for Physical Education during inclement weather. Also, the new building included 3 break out spaces for small group instruction. The city issued a Certificate of Occupancy in Fall of 2017.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- 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 overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: September 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			System upgrade completed in July of 2015
Interior: Interior Surfaces	X			Repainting completed during July /August of 2015
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Power washers purchased in Spring of 2015
Electrical: Electrical	X			Wiring was inspected and upgraded during HVAC system overhaul. Internet and phone communication were upgraded in December of 2015.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			In preparation for El Nino rains, the floors of the bathrooms were coated with anti-slip materials.
Safety: Fire Safety, Hazardous Materials	X			AHERA plans were updated and a full inspection regarding Asbestos took place during Summer of 2015. Certified asbestos abatement measures were used in HVAC upgrade.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Classroom doors were rehung in December of 2015.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: September 2015				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	39	45	39	40	48	48
Mathematics (grades 3-8 and 11)	29	42	29	30	36	37

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	374	372	99.47	44.99
Male	194	192	98.97	35.6
Female	180	180	100	55.06
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	348	346	99.43	44.02
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	344	343	99.71	43.24
English Learners	180	179	99.44	25.84
Students with Disabilities	72	70	97.22	11.43

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	374	372	99.47	41.51
Male	194	192	98.97	35.94
Female	180	180	100	47.49
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	348	346	99.43	41.74
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	344	343	99.71	40.35
English Learners	180	179	99.44	23.46
Students with Disabilities	72	70	97.22	7.14
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	54	72	46	46	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	18.8	25	20.3

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2017-18)

JJMS is delighted to welcome the participation of parents. We hold annual elections for the mandated English Language Advisory Council and the School Site Council. These groups meet quarterly to assist the school leadership in assessing the needs of student subgroups and creating plans for increasing academic success. One member of these councils is invited to apply for membership on the JJMS Board of Trustees. There is always a parent of a currently enrolled child seated on the Board of Trustees.

We hold monthly parent meetings in both Spanish and English to share information and discuss current issues are well attended by parents. 3-5 workshops on a variety of issues concerning adolescents are provided annually by local mental health experts. In the past years, workshops have been on topics such as suicide prevention, adolescent behavior, physical effects of puberty, and nutrition.

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

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	2.4	2.1	1.0	0.9	0.9	0.8	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

Recent changes in the federal guidelines for school safety, particularly in regard to active shooter scenarios, were the main topic of discussion in our annual review of the school safety plan in August of 2017. JJMS chooses to have all administrators complete the FEMA online certification for school safety strategies. All teachers are CPR and First Aid certified. Additionally, key staff members attend additional training with an emphasis on mental health threat assessment and crisis management. Annually, we take inventory of our emergency supplies, refresh materials and distribute classroom kits to each instructional space. Our faculty and classified staff train together every August to prepare for a variety of safety issues and drills and refresher meetings are held throughout the year. Our school Wellness and Safety plan can be viewed on our website www.jamesjordanms.com

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2008-2009	2004-2005
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	642
Percent of Schools Currently in Program Improvement	N/A	69

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15			2015-16			2016-17					
	Avg. Class Size	Number of Classrooms		Avg. Class Size	Number of Classrooms		Avg. Class Size	Number of Classrooms				
		1-22	23-32		33+	1-22		23-32	33+	1-22	23-32	33+
English	28	4	8	4	26	6	6	8	28	2	10	6
Mathematics	28	4	8	4	28	4	6	8	28	1	5	3
Science									32		4	4
Social Science									32		3	2

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	385
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	.25	N/A
Social Worker	.5	N/A
Nurse	.20	N/A
Speech/Language/Hearing Specialist	.25	N/A
Resource Specialist	4	N/A
Other		N/A

Note: Cells with N/A values do not require data.

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	10,714.75	3,344.33	7,370.41	55,520.12
District	N/A	N/A	7038	\$73,658
Percent Difference: School Site and District	N/A	N/A	4.6	-28.1
State	N/A	N/A	\$6,574	\$79,228
Percent Difference: School Site and State	N/A	N/A	11.4	-35.2

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2016-17)

With the guidance of our School Site Council, JJMS chooses to spend its Title I money to reduce class size and provide Saturday School and intersessions during Winter and Spring Break. We also use Title I money to provide paraprofessionals as second adults in classrooms. We are the recipients of an ASES grant that funds an afterschool program including enrichment and academic support at no cost to students. Although not legally required to do so, JJMS chooses to participate in the National School Lunch Program and funds all non-reimbursable costs with general funds because more than 90% of our students are eligible for free or reduced meals according to federal poverty guidelines.

Supplemental Educational Services are offered to parents twice a year. A half-time social worker is provided to assist students and families, especially in areas of acquiring essential medical services.

JJMS has a partnership with Tarzana Treatment Centers and also with Bridges mental health services through those relationships we are able to provide mental health services to both students and families.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,913	\$47,808
Mid-Range Teacher Salary	\$70,141	\$73,555
Highest Teacher Salary	\$87,085	\$95,850
Average Principal Salary (Elementary)	\$116,684	\$120,448
Average Principal Salary (Middle)	\$131,969	\$125,592
Average Principal Salary (High)	\$133,725	\$138,175
Superintendent Salary	\$350,000	\$264,457
Percent of Budget for Teacher Salaries	32%	35%
Percent of Budget for Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

All full time faculty at JJMS attend an annual 7-10 day professional development retreat in early August. Part-time and classified staff attend 2-3 days of the retreat programs each year. During the retreat, teachers do an in-depth data analysis of the previous years data from state-mandated and in-house academic assessments. Teachers work in content teams to evaluate the success of their pedagogy and curriculum and to adjust their pacing plans and instructional strategies for the coming year. The Executive Director and Principal provide interactive training on new research-based pedagogical strategies. All teachers give demo lessons with new instructional strategies and receive critique from colleagues and supervisors. During the first 30 days of instruction, the principal meets with each teacher to set individual goals for growth based on the Standards for the Profession of Teaching. During the 30 days before Spring Break, the principal meets again with teachers to discuss their progress on the goals set in the Fall.

During the 2017-18 school year, the primary area of focus has been on skill building for students who operate two or more grades below

During the school year, the content of the retreat is revisited in weekly faculty meetings. Teachers work in small groups to observe each other and provide critique of lessons with actual students. Teachers are provided with release time to attend a variety of workshops during the school year. In all three years mentioned in this section heading, this included sessions on Common Core based instruction, writing better Individual Educational Plans, using the interim assessment from the SBAC testing system, and using Ironbox math curriculum.

During the summer retreat, each teacher works with the principal to set individual goals for professional growth including targets for quantifiable improvement in student achievement. During the year, administrators make regular classroom observations and provide a minimum of three sets of written feedback to each teacher. Experienced teachers are provided release time to observe novice teachers and provide coaching. Each full time employee participates in an anonymous survey rating their colleagues on a variety of contributions to the school and then individuals are given a copy of their results. The Board of Trustees provides the faculty with two opportunities to answer anonymous survey questions about the performance of the school administration and also conducts two in-person forum sessions to encourage teachers to share feedback about the state of the school. Teachers have the option of taking a Master Class with the school's Founder, Dr. Myranda Marsh. Master class includes 15 hours of one-to-one coaching and then observations by peers and administrators followed by presenting at a Professional Development meeting.