

James Jordan Middle School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 2018-19)

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://www.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	marsh@jamesjordanms.com
Web Site	http://www.jamesjordanms.com

School Description and Mission Statement (School Year 2018-19)

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. JJMS is listed as eligible for the California Distinguished School award for 2019. Only 19 middle and high schools within LAUSD were on this list.

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 San Fernando 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, 94%, 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. We provide a huge array of intervention and academic support programs. 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 2017-18)

Grade Level	Number of Students
Grade 6	142
Grade 7	126
Grade 8	123
Total Enrollment	391

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	0.0
Asian	2.6
Filipino	1.0
Hispanic or Latino	92.3
Native Hawaiian or Pacific Islander	0.0
White	2.3
Socioeconomically Disadvantaged	92.8
English Learners	16.6
Students with Disabilities	20.2
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
	2016-17	2017-18	2018-19	2018-19
With Full Credential	16	15	18	24740
Without Full Credential	3	4	4	1507
Teaching Outside Subject Area of Competence (with full credential)	0	0		2174

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	1	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 2018-19)

Year and month in which data were collected: August 2018

Our curriculum materials are locally selected under the California megawaiver for charter schools. 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 Ironbox Education Power Over Numbers for math remediation and 6th grade skills. Changes in curriculum for 2018-19 include adoption of UnboundEd for ELA and Ready ELA for remediation, as well as Pearson My World for History/Social Studies, and TCI's Science Alive! .

Most of our texts are online subscriptions and every classroom has enough laptops for every student.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	2018-19 UnBound Ed. Various novels with one copy per student available .	Yes	0.0
Mathematics	2017-18 IReady and Ready Curriculum is used. Consumable workbooks are issued to each student.	Yes	0.0
Science	2018-19 TCI Science Alive!	Yes	0.0
History-Social Science	2018-19 Pearson My World California Edition	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 classes 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
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	System upgrade completed in July of 2015
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Power washers purchased in Spring of 2015
Electrical: Electrical	Good	Wiring was inspected and upgraded during HVAC system overhaul. Internet and phone communication were upgraded in December of 2015.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	In preparation for El Nino rains, the floors of the bathrooms were coated with anti-slip materials.
Safety: Fire Safety, Hazardous Materials	Good	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	Fair	A leak in the B building roof is being fixed by contractors during the Spring of 2019.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: September 2015	
Overall Rating	Good

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in 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	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	45.0	53.0	40.0	43.0	48.0	50.0
Mathematics (grades 3-8 and 11)	42.0	52.0	30.0	32.0	37.0	38.0

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

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

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	385	384	99.74	53.13
Male	197	197	100.00	38.07
Female	188	187	99.47	68.98
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	354	354	100.00	53.39
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	352	351	99.72	53.28
English Learners	191	191	100.00	37.17
Students with Disabilities	75	74	98.67	12.16
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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	385	384	99.74	52.08
Male	197	197	100	43.65
Female	188	187	99.47	60.96
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	354	354	100	51.98
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	352	351	99.72	53.28
English Learners	191	191	100	35.6
Students with Disabilities	75	74	98.67	13.51
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	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	27.2	20.0	9.6

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 school site.

Opportunities for Parental Involvement (School Year 2018-19)

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. These meetings 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 presented 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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	2.1	1.0	1.7	0.9	0.8	0.8	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

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 January of 2019. JJMS chooses to have all administrators complete the FEMA online certification for school safety strategies. All teachers have been prepared to respond to an active shooter using the program ALICE, recommended by the Promise Foundation established by the families of the Sandy Hook massacre. Teachers are also 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

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16			2016-17			2017-18					
	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	26.0	6	6	8	28.0	2	10	6	28.0	3	11	4
Mathematics	28.0	4	6	8	28.0	1	5	3	28.0	4	10	4
Science					32.0		4	4	31.0		3	2
Social Science					32.0		3	2	31.0		6	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 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	400
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	1	N/A
Nurse	.5	N/A
Speech/Language/Hearing Specialist	.25	N/A
Resource Specialist (non-teaching)	1	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	11,796.98	3,634.47	8,162.51	54,511.34
District	N/A	N/A	7543	\$75,094
Percent Difference: School Site and District	N/A	N/A	7.9	-31.8
State	N/A	N/A	\$7,125	\$80,764
Percent Difference: School Site and State	N/A	N/A	13.6	-38.8

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

With the guidance of our School Site Council, JJMS chooses to spend its Title I money to provide Saturday School and intersessions during Winter and Spring Break. We also use Title I money to provide paraprofessionals as second adults in classrooms for the purpose of reducing student-staff ratios. We are the recipients of an ASES grant that funds an after-school program including enrichment and academic support at no cost to students. JJMS participates in the National School Lunch Program and under Community Eligibility meals are provided to every student free of charge.

A social worker provides services 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. In addition to services for students with Individual Education Plans, we provide on campus mental health services to 9% of our general education students.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,913	\$47,903
Mid-Range Teacher Salary	\$70,141	\$74,481
Highest Teacher Salary	\$87,085	\$98,269
Average Principal Salary (Elementary)	\$116,726	\$123,495
Average Principal Salary (Middle)	\$131,879	\$129,482
Average Principal Salary (High)	\$133,989	\$142,414
Superintendent Salary	\$350,000	\$271,429
Percent of Budget for Teacher Salaries	31.0	35.0
Percent of Budget for Administrative Salaries	5.0	5.0

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 2018-19 school year, the primary area of focus has been on skill building for English Learners and students who are performing at least two years behind their grade level standard.

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, these workshops included sessions on Common Core based instruction, writing better Individual Educational Plans, using the interim assessment from the SBAC testing system, and using Ironbox Education 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. The Board of Trustees provides the faculty with opportunities to provide input regarding the performance of the school administration. 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.