

# David Starr Jordan Middle School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 <https://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**

### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
<b>School Name</b>	David Starr Jordan Middle School
<b>Street</b>	420 South Mariposa St.
<b>City, State, Zip</b>	Burbank, CA 91506-2812
<b>Phone Number</b>	818-558-4622
<b>Principal</b>	Jennifer Meglemre
<b>Email Address</b>	jennifermeglemre@burbankusd.org
<b>Website</b>	www.burbankusd.org
<b>County-District-School (CDS) Code</b>	19- 64337- 6057525

Entity	Contact Information
District Name	Burbank Unified School District
Phone Number	818-729-4400
Superintendent	Matt Hill, Ed.D.
Email Address	MattHill@burbankusd.org
Website	www.burbankusd.org

### School Description and Mission Statement (School Year 2019-20)

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.

### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 6	350
Grade 7	376
Grade 8	330
Total Enrollment	1,056

### Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	3.3
American Indian or Alaska Native	0.3
Asian	3.9
Filipino	3.7
Hispanic or Latino	44.9
White	37.2
Two or More Races	5.8
Socioeconomically Disadvantaged	35.2
English Learners	4.4
Students with Disabilities	11.5
Foster Youth	0.3
Homeless	1.1

## 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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	43	48	48	702
Without Full Credential	0	0	1	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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 2019-20)

Year and month in which data were collected: January 2019

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.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English/Language Arts/Middle School:  Grade 6 Houghton Mifflin Harcourt 9780544607071 2017 3/2/2017  California Collections Grade 7	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>Houghton Mifflin Harcourt 9780544607088 2017 3/2/2017</p> <p>California Collections Grade 8 Houghton Mifflin Harcourt 9780544607095 2017 Adopted 3/2/2017</p>		
<b>Mathematics</b>	<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%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Science</b>	<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</p> <p>Grade 7 – McDougal Littell Science: Focus on Life Sciences California Pupil Edition, ISBN 978-0-618-64095-9</p> <p>Grade 8 – McDougal Littell Science: Focus on Physical Sciences California Pupil Edition, ISBN 978-0-618-64096-6</p>	Yes	0%
<b>History-Social Science</b>	<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</p> <p>Grade 7 – World History: Medieval to Early Modern Times, ISBN 0-03-073399-5</p> <p>Grade 8 – United States History: Independence to 1914, ISBN 0-03-041228-5</p> <p>Date of Adoption: May 4, 2006</p>	Yes	0%
<b>Foreign Language</b>	<p>Foreign Language/Grades 6-8:</p> <p>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</p> <p>Date of Adoption: July 17, 2003</p>	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Visual and Performing Arts	"Accent on Achievement" Band method books volume 1-3	No	0%

### School Facility Conditions and Planned Improvements (Most Recent Year)

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 (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

**Year and month of the most recent FIT report:** 12/18/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	CR 500 & 407 evidence of leaks on ceiling tiles
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	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 ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	57	55	63	65	50	50
Mathematics (grades 3-8 and 11)	44	41	50	51	38	39

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1055	1030	97.63	2.37	55.44
Male	523	510	97.51	2.49	50.00
Female	532	520	97.74	2.26	60.77
Black or African American	36	35	97.22	2.78	37.14
American Indian or Alaska Native	--	--	--	--	--
Asian	42	41	97.62	2.38	85.37
Filipino	39	39	100.00	0.00	56.41
Hispanic or Latino	469	462	98.51	1.49	40.26
Native Hawaiian or Pacific Islander					
White	393	382	97.20	2.80	68.85

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	62	59	95.16	4.84	77.97
Socioeconomically Disadvantaged	390	381	97.69	2.31	40.16
English Learners	141	135	95.74	4.26	26.67
Students with Disabilities	133	127	95.49	4.51	18.90
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	12	11	91.67	8.33	27.27

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1055	1032	97.82	2.18	41.47
Male	523	511	97.71	2.29	41.88
Female	532	521	97.93	2.07	41.07
Black or African American	36	35	97.22	2.78	25.71
American Indian or Alaska Native	--	--	--	--	--
Asian	42	41	97.62	2.38	70.73
Filipino	39	39	100.00	0.00	56.41
Hispanic or Latino	469	464	98.93	1.07	25.00
Native Hawaiian or Pacific Islander					
White	393	381	96.95	3.05	55.38
Two or More Races	62	59	95.16	4.84	61.02
Socioeconomically Disadvantaged	390	383	98.21	1.79	24.54
English Learners	141	138	97.87	2.13	12.32
Students with Disabilities	133	125	93.98	6.02	13.60
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	12	11	91.67	8.33	9.09

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

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

## 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 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	24.3	27.2	16.9

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2019-20)

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.

### 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	3.4	3.9	4.1	1.9	3.0	2.7	3.6	3.5	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 2019-20)

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

At Jordan the four components are:

Component 1: "Personal Characteristics of Students and Staff" were addressed through the following activities: Educating our students and staff in becoming more tolerant and aware of the various ethnic and cultural backgrounds that both students and staff bring to our school. Student groups work to promote a safe and tolerant climate at Jordan.

Component 2: "School's Physical Environment" was addressed through a commitment to enhance the physical safety of our school. This includes having a full time campus supervisor and working closely with district facilities and custodial staff to clean and maintain the campus.

Component 3: "School's Social Environment" was addressed through a variety of programs and activities that promote a sense of commitment from students, parents, staff and the community. From ASB spirit days to an expansion of school clubs and lunch activities like the Chess Club and Cougar Vision, the Jordan staff is working hard to promote a positive school culture.

Component 4: "School's Culture" was addressed by fostering an environment in which students, faculty and staff can feel safe and supported. Teachers actively participate in spirit weeks and spirit rallies. The staff works to support BUSD's customer service standards and provide a welcoming and nurturing school environment.

Please visit the website for more information: <https://www.burbankusd.org/District/Department/Wellness-Programs-and-Services>

### Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+
English	24	10	14	7	22	13	10	10	21	14	14	7
Mathematics	13	5	1		22	14	14	4	22	11	14	7
Science	24	7	15	8	29	3	9	12	31	1	11	11
Social Science	27	4	13	10	28	5	6	14	29	2	15	7

\*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.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	352.0

\*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.

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.5

\*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,138.29	\$1,164.34	\$6,804.51	\$78,314
District	N/A	N/A	\$7,104.28	\$78,896.00
Percent Difference - School Site and District	N/A	N/A	-4.3	-0.7
State	N/A	N/A	\$7,506.64	\$82,031.00
Percent Difference - School Site and State	N/A	N/A	-9.8	-4.6

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 2018-19)

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:

- ASES after school program for select schools
- English Learner MOE - LCAP Supplemental
- Educational Technology Assistance
- Drug/Alcohol/Tobacco Resistance Programs
- Gifted and Talented Program
- Lottery
- Special Education
- Title I

## Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,457	\$51,374
Mid-Range Teacher Salary	\$74,344	\$80,151
Highest Teacher Salary	\$94,972	\$100,143
Average Principal Salary (Elementary)	\$129,033	\$126,896
Average Principal Salary (Middle)	\$138,725	\$133,668
Average Principal Salary (High)	\$153,399	\$143,746
Superintendent Salary	\$248,230	\$245,810
Percent of Budget for Teacher Salaries	36%	35%
Percent of Budget for Administrative Salaries	5%	5%

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

## Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

## 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
- Stemsopes (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