

Jordan Elementary School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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 2016-17)

School Contact Information	
School Name	Jordan Elementary School
Street	4319 E. Jordan Ave.
City, State, Zip	Orange, CA 92869
Phone Number	(714) 997-6187
Principal	Eddie Espinosa
E-mail Address	eespinosa@orangeusd.org
Web Site	
CDS Code	30-66621-6029821

District Contact Information	
District Name	Orange Unified School District
Phone Number	(714) 628-4000
Superintendent	Michael L. Christensen
E-mail Address	superintendent@orangeusd.k12.ca.us
Web Site	www.orangeusd.k12.ca.us

School Description and Mission Statement (School Year 2016-17)

Jordan Elementary is one of 27 elementary schools in the Orange Unified School District. The school is located in a residential area adjacent to El Modena in the City of Orange. Approximately 435 students are enrolled in grades Pre-K through six in the 2016- 2017 school year. We also have a Transitional Kindergarten Program and a State Preschool on our campus.

Our Vision: Jordan Elementary School, in partnership with parents and community, will provide a safe and positive learning environment that prepares students to become responsible global citizens and excel as 21st Century learners in a diverse, technology-based world.

The staff at Jordan Elementary School is committed to our school vision and are dedicated individuals who are committed to providing every child with a quality education. The instructional program at Jordan is a reflection of our highly qualified staff. Students come first at Jordan School and this is reflected in our mission statement, "Jordan Elementary teachers and staff are committed to providing every child with a quality education in which all students develop to their greatest potential and where diversity is celebrated, mutual respect is practiced, and where parents are seen as valued partners in laying the foundation of lifelong learning." Our staff ensures that our students are provided with an instructional program that focuses on building students' 21st Century skills so they can be College and Career Ready. At Jordan you will notice students actively engaged in the 4C's during lessons- Communication, Collaboration, Critical Thinking, and Creativity.

There is a positive school climate where students feel successful and take pride in their school. The students are well behaved, cooperative and respectful towards their peers and the adults on campus. There is a strong sense of community, which is rooted in the generations of families that have attended Jordan School. It is our goal to provide instruction and follow-up support in a caring and stimulating environment where students are actively involved in learning academics as well as positive values.

Our School Goals include:

- By June of 2017, students will make a 5% gain in Math (concepts and Procedures) and ELA (Reading) scores on their SBAC scores.
- By June of 2017, 25% of Jordan students will be reading at grade level as measured by our DIBELS Next Assessment.
- By June of 2017, 25% of Jordan students will score at grade level in Math as measure by the SMI (Scholastic Math Inventory).

Math- By June 2017, all students will demonstrate mastery of grade level specific math skills, specifically fluency of grade appropriate math facts.

Parent Involvement- We will increase parent involvement by 10% as measured by parent meeting sign in sheets and parent volunteer sign in sheets.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	74
Grade 1	54
Grade 2	70
Grade 3	45
Grade 4	62
Grade 5	58
Grade 6	57
Total Enrollment	420

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0
Asian	1
Filipino	0.2
Hispanic or Latino	96.9
Native Hawaiian or Pacific Islander	0
White	1.9
Two or More Races	0
Socioeconomically Disadvantaged	92.6
English Learners	68.6
Students with Disabilities	11.4
Foster Youth	0.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	19	19	19	1279
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	4

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: October 13, 2016

All K-8 textbooks are selected from the state matrix provided through the California Board of Education. Teachers peruse the materials and select by majority vote. Selected texts are then submitted to the Board of Education for final approval. Textbooks are procured in sufficient numbers for each student to receive a textbook. High School adoptions are content area based, with teachers selecting appropriate materials for the course objectives as outlined in the course description approved by the Board of Education. Selected texts are submitted to the Board for approved use in classrooms with purchase ratio of one per student. The Public Hearing and Adoption of Resolution No. 13-16-17 of the Board of Education of Orange Unified School District on the sufficiency of textbooks, instructional materials and science lab equipment (9-12) was approved on October 13, 2016.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin R/LA Program adopted in 2009 Grades K-5 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students. Prentice Hall, Timeless Voices, Timeless Themes Adopted in 2003 (Grade 6) selected from the list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students. Read 180, a state approved intervention program for fourth- sixth grade, has been implemented with students who are two years below grade level in reading. The materials include computer assisted learning tools.	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	Pearson/Scott Foresman enVision California Common Core Mathematics Program adopted in 2014 for Grades K-2 & adopted in 2015 for Grades 3-6. Selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
Science	Pearson/Scott Foresman Science Program adopted in 2008 Grades K-6 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
History-Social Science	Harcourt Social Studies Program adopted in 2006 Grades K-5 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students. Glencoe Discovering Our Past Social Studies Program adopted in 2006, Grade 6 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
Foreign Language	N/A	Yes	0%
Health	Too Good For Drugs Program was adopted in 2008 for Grades 3-6, and adopted for grades 1-2 in 2009. It was selected from the most recent list of standards based materials adopted by the State Board of Education consistent with the textbook adpotion cycle. Fully available to all students.	Yes	0%
Visual and Performing Arts	N/A	Yes	N/A
Science Laboratory Equipment (grades 9-12)	N/A	Yes	N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

Jordan School's modernization was completed in April 2008. Maintaining the appearance, safety and functionality of Jordan School is a priority in the Orange Unified School District. The safety of buildings and grounds are of utmost importance, and renovations and improvements are scheduled as resources permit.

Other facility renovations included bathrooms and water fountains that are handicap accessible. Handicapped ramps were installed throughout the school. The 70 building was reconfigured to include the school library, a work space for the speech specialist, psychologist and school nurse. A computer lab was installed with built-in desks for 33 computers, a teaching station and a laser printer for student use. The computer lab and classrooms are wired to provide students with internet access. The computer lab has a LCD projector that is utilized by classroom teachers to model technology as a learning tool.

There is adequate classroom space and playground area for all students. The primary playground equipment was installed with special ground surfacing for safety. The playground is inspected by our Head Custodian to ensure they are in working order. The Maintenance Department ensures that our playground equipment is kept in working order and provide the necessary repairs immediately upon receiving a work-order request.

The main office building contains the teacher's workroom, administrative offices, a student health area and lobby area for visitors. The campus modernization included a new entry portico for the school office, new energy conserving windows, new stucco, new paint and a new roof. A covered lunch shelter was built. New grass, shrubs, and flowers were planted around the school campus. The school driveway was redone to include drive through and specially marked drop off lanes. The back parking lot was extended to include more parking. Some new fencing was installed, and all asphalt was resealed and striped.

The classrooms are vacuumed and cleaned on a regular basis. The restrooms and school office are cleaned and inspected on a daily basis by the custodial staff. Any needed maintenance is taken care of by our custodians. Maintenance that cannot be done by the custodians is put on a district work order and taken care of in a timely and effective manner. A monthly inspection form is sent to the district office detailing the status of facilities and work orders are done for needed repairs. The district Emergency Crew responds to emergency repairs as soon as possible.

The information in the following table is taken from the school site inspection. Our school facilities data is collected by our District Office Maintenance Department and our Risk Management Department.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 12/30/1899				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Office Room 801: 2: Exhaust fans inoperable in men's and women's restroom
Interior: Interior Surfaces		X		CDS Pre -K Portable: 4: Doors need painting on interior; wall coverings torn by sink. 12: Skirting around portable warped and curling Kindergarten 1: 4: Minor paint scuffs on wall P-3 Portable: 4: Carpet stained 7: Outside light ballast has severe humming 12: T-11 dry-rot on on West side Room 12: Room 13: Room 14: 4: Paint damaged on wall below windows Room 22: Room 31: 4: Floor tiles cracked at entry Room 32: 4: Drywall torn under windows Room 52: 4: Wall below windows needs paint touch-up Room 53: 4: Hole in wall below windows 12: Stucco patch hose bib outside of door Room 74-A Speech Room: 4: Drywall at entry door needs patch and paint
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Occasionally, there are cockroach and cricket infestations. Pest control is being done regularly now. It's much better.
Electrical: Electrical	X			Custodian Room 307: P-3 Portable: 4: Carpet stained 7: Outside light ballast has severe humming 12: T-11 dry-rot on on West side

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 12/30/1899				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Boy's Restroom Room 205: 8: One stall out of service
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			CDS Pre -K Portable: 4: Doors need painting on interior; wall coverings torn by sink. 12: Skirting around portable warped and curling P-3 Portable: 4: Carpet stained 7: Outside light ballast has severe humming 12: T-11 dry-rot on on West side Room 53: 4: Hole in wall below windows 12: Stucco patch hose bib outside of door
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Playground North of 10 Wing: 14: Hole in rubber material in South east corner

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 12/30/1899				
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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	31	38	50	53	44	48
Mathematics	19	22	38	40	34	36

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	49	47	95.9	40.4
	4	63	63	100.0	36.5
	5	59	58	98.3	34.5
	6	63	62	98.4	40.3
Male	3	27	25	92.6	40.0
	4	35	35	100.0	34.3
	5	32	31	96.9	25.8
	6	41	40	97.6	35.0
Female	3	22	22	100.0	40.9
	4	28	28	100.0	39.3
	5	27	27	100.0	44.4
	6	22	22	100.0	50.0
Asian	4	--	--	--	--
	6	--	--	--	--
Filipino	6	--	--	--	--
Hispanic or Latino	3	48	47	97.9	40.4
	4	60	60	100.0	38.3
	5	59	58	98.3	34.5

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	6	60	59	98.3	37.3
White	3	--	--	--	--
	4	--	--	--	--
	6	--	--	--	--
Socioeconomically Disadvantaged	3	45	44	97.8	38.6
	4	59	59	100.0	37.3
	5	53	53	100.0	34.0
	6	57	57	100.0	38.6
English Learners	3	28	28	100.0	21.4
	4	30	30	100.0	10.0
	5	25	24	96.0	8.3
	6	16	15	93.8	
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	12	12	100.0	
	6	--	--	--	--
Students Receiving Migrant Education Services	5	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	49	47	95.9	36.2
	4	63	63	100.0	22.2
	5	59	58	98.3	13.8
	6	63	62	98.4	19.4
Male	3	27	25	92.6	32.0

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	35	35	100.0	31.4
	5	32	31	96.9	9.7
	6	41	40	97.6	20.0
Female	3	22	22	100.0	40.9
	4	28	28	100.0	10.7
	5	27	27	100.0	18.5
	6	22	22	100.0	18.2
Asian	4	--	--	--	--
	6	--	--	--	--
Filipino	6	--	--	--	--
Hispanic or Latino	3	48	47	97.9	36.2
	4	60	60	100.0	23.3
	5	59	58	98.3	13.8
	6	60	59	98.3	15.3
White	3	--	--	--	--
	4	--	--	--	--
	6	--	--	--	--
Socioeconomically Disadvantaged	3	45	44	97.8	34.1
	4	59	59	100.0	23.7
	5	53	53	100.0	13.2
	6	57	57	100.0	17.5
English Learners	3	28	28	100.0	14.3
	4	30	30	100.0	10.0
	5	25	24	96.0	
	6	16	15	93.8	
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	12	12	100.0	
	6	--	--	--	--
Students Receiving Migrant Education Services	5	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	31	32	40	73	68	64	60	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.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	59	58	98.3	39.7
Male	32	31	96.9	41.9
Female	27	27	100.0	37.0
Hispanic or Latino	59	58	98.3	39.7
Socioeconomically Disadvantaged	53	53	100.0	37.7
English Learners	25	24	96.0	29.2
Students with Disabilities	12	12	100.0	58.3

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	12.1	5.2	8.6

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 Parental Involvement State Priority (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 2016-17)

Jordan Elementary recognizes the important role that parents play in ensuring that their children excel in their education. With that in mind, Jordan School is committed to proving parents with many opportunities to participate in our school community. Parents are highly encouraged to participate in school events, volunteer in classrooms, attend parent workshops, as well as in supporting our highly motivated and dedicated PTA.

Our parent involvement opportunities promote parents as instructional partners. Parent volunteers assist in classrooms, preparing instructional materials, field trips and other school activities. Parents are also involved encouraged to get involved in school committees. Jordan School has a School Site Council (SSC), an English Learners Advisory Committee (ELAC) and an active PTA. Committees meet regularly during the school year. The ELAC committee is comprised of parents, whose children are English Language learners, who review the school plan and focus on the needs of English learners and give input to SSC, especially as it pertains to how Local Control Federal Funding will be utilized to support English Learners. The PTA promotes and has a goal of building stronger social interactions among our students, parents and staff that promote a sense of community. Our School Site Council, comprised of parents and Jordan staff, is a decision making committee that focuses on the school budget, academic programs and student achievement. All Parents are encouraged to attend these meetings as an opportunity to provide input on how to involve parents, make decisions about how to best utilize TITLE I and LCFF funding, as well as to modify and monitor the School Plan.

We have a school newsletter that is sent home on a regular basis to announce school events and to provide families with ideas on how to support their children at home and support our school goals. In order to ensure all families receive all important information, we translate all our home-school communication. In addition, each teacher has his or her own system of home/school communication so that parents are kept informed of their children's assignments, achievement, citizenship and opportunities to be involved in school activities. Orange Unified participates with School News that publishes district news and events. Jordan staff writes articles that are published in the School News publication. The articles communicate the good news at our school and are sent home to parents and community in our school district.

There is a strong sense of community, which is rooted in the generations of families that have attended Jordan School. Some of our volunteers and donors no longer have students that attend our school and yet they continue to support our school community. Jordan benefits from the support of community partnerships. Local businesses also provide assistance with student incentives, given at our quarterly awards assemblies. The Orange Rotary Club has donated books for the school library and the Elks Club provided dictionaries for every third grade student.

If anyone is interested in receiving more information about our volunteer opportunities or other ways to become involved at our school, please contact Mr. Eddie Espinosa, Principal, at (714) 997-6187.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	1.3	1.1	0.0	3.6	2.8	3.1	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Each district school develops and adopts, in accordance with Education Code § 32280 – 32289, a Comprehensive Safe School Plan particular to their site. Each school site is required annually review, and if necessary, update their plan. Each school forwards its Safe School Plan to the district through the office of Student and Community Services. The office of Student and Community Services provides plan development assistance to the schools and maintains a file of individual school plans available for inspection by the public.

A Comprehensive School Safety and Disaster Preparedness Plan is revised by the Instructional Leadership Team, also our Safety Team, and is put in effect at the beginning of every school year. The Safety Plan is reviewed and updated by the Principal, ILT, Staff and SSC. The Safety Plan was reviewed and was last approved by the School Site Council on January 26, 2016 and will be reviewed and approve by Feb. 1, 2016. The plan and emergency procedures were discussed at our first staff meeting of the year, August 25, 2016. Our ILT reviewed the school plan at our first ILT Meeting of the year on October 27, 2016. Fire, earthquake and other disaster drills are conducted monthly or quarterly. In compliance with SB187, the safety committee has prepared a Safe School Plan, which is on file in the school office and is available for review upon request. Key elements of our Safety Plan include information on how we keep our campus safe for students on a daily basis, our specific plan for dealing with strangers on campus (campus lock-down), our procedures in case of fire or a disaster. There is also an explanation of our school-wide discipline plan and how it is implemented and preventive measures dealing with bullying.

In order to ensure the safety of all our students, the school is completely fenced. Jordan operates under a closed campus policy during school hours. All visitors on campus must enter through the school office to obtain a visitor pass before entering the school grounds. There are four supervisors assigned to lunch duty supervision. Certificated staff members are assigned to supervisory duties during recess and before and after school.

The school and district work closely with the municipalities in establishing precautions for a possible emergency. All schools have a red phone in the office that is to be used for emergencies and is directly linked to the District emergency system. An evacuation map of the school is posted in every classroom, offices, the library and computer lab. Disaster team roles are updated each school year to reflect changes in staff. Our ASES program, the YMCA, is also aware of our evacuation plan for all emergencies and also have available emergency cards for all students attending the after-school program. The YMCA Coordinator also has their own emergency procedures and practice drills are also conducted.

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 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2009-2010
Year in Program Improvement*	Year 4	Year 3
Number of Schools Currently in Program Improvement	N/A	11
Percent of Schools Currently in Program Improvement	N/A	73.3

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	30		4		28		3		28		3	
1					27		2		27		2	
2	31		2		28		2		28		2	
3	28	1		2	24	1	2		24	1	2	
4	33		1	1	29		1		29		1	
5	34			1	31		2		31		2	
6	27	1		2	28	1	1	1	28	1	1	1

Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	.4	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.4	N/A
Social Worker	0	N/A
Nurse	.5	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	1	N/A
Other	1	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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	4408.02	594.01	3814.01	54464.78
District	N/A	N/A	\$3,840	\$78,819
Percent Difference: School Site and District	N/A	N/A	-0.9	-26.2
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	-28.8	-25.4

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

Types of Services Funded (Fiscal Year 2015-16)

Jordan Elementary School received the following categorical funding for the 2015/2016 school year.

- Title I
- LCFF
- School Readiness (Pre-K)
- After School Educational Services (ASES)
- * G.O.A.L. After-school Tutoring

Jordan Elementary School operated the following categorical programs for the 2015/2016 school year to provide students additional academic support:

- Resource Teacher
- Intervention/EL Support Program for students not meeting grade level standards (Read 180)
- Instructional Specialist (full time)
- Before and After School Tutoring for targeted students provided by our classroom teachers
- Parent Workshops and Parent Involvement Activities that promote academic achievement for their children
- * Extra After-school Computer Time for ST Math and Scholastic Fast Math for targeted students needing math intervention
- * Rosetta Stone and ELD support afterschool for targeted English Learner Students

Jordan Elementary School purchased the following supplemental materials from categorical funds for 2015/2016

- Leveled Readers to provide differentiated instruction for students, primarily for our English Learners
- Student supplemental workbooks of state adopted language arts and math programs
- * Renewal of ST Math Licenses for Math Intervention
- * Purchase SMARTY ANTS Reading Supplemental Program for grades TK-2
- Technology to enhance curriculum (LCD projectors, document cameras, computers, SMART BOARDS, and other)
- Materials and supplies for parent training classes
- Other supplemental materials as outlined in the Single School Plan for Student Achievement

Jordan Elementary School operated the following supplemental services for 2015/2016 funded by OUSD and state grants:

- Pre K program with parent education and opportunities to volunteer
- ASES after school program that includes one hour of academic support, one hour of Physical Education., and one hour of computer lab for accessing supplemental intervention programs (Ex. ST MATH, Smarty Ants)
- * G.O.A.L. Tutoring for students identified as Socio-Economically Disadvantaged and not performing at the proficient level

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,270	\$45,092
Mid-Range Teacher Salary	\$74,538	\$71,627
Highest Teacher Salary	\$100,322	\$93,288
Average Principal Salary (Elementary)	\$122,017	\$115,631
Average Principal Salary (Middle)	\$123,406	\$120,915
Average Principal Salary (High)	\$143,744	\$132,029
Superintendent Salary	\$240,000	\$249,537
Percent of Budget for Teacher Salaries	39%	37%
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)

Focus for Staff Development:

Jordan Elementary Staff are provided professional development opportunities twice a month for 100 minutes. Our focus for professional development is determined by our classroom teachers in collaboration with the School Administrator. Our Instructional Leadership Team provides feedback in planning our professional development calendar. For the 2016-17 school year, Jordan will focus on improving Informative Writing in addition with ensuring that our students will develop a college and career readiness focus within our students. This was determined by student data on the District Writing Assessment, feedback observation from SBAC testing results, Common Core State Standards, and the connection to our Districts Pillar of Shifts in the Application of Learning. Our staff development will focus around teaching strategies that will ensure that we meet our goal of increasing the percentage of students proficiently able to write an Informative Writing piece and Narrative writing, all while raising students lexile levels as the new criteria for English Learners has become more stringent. We are adopting a new Language program and are fully committed to using what ever program is adopted to it's fullest capacity. In addition, we have added a technology plan which calls for further training of appropriate applications of technology. Teachers are committing to share with fellow staff members the use of apps that have proven to be successful in their own classrooms. The Principal assures that professional development strategies are implemented in the classroom by doing classroom walkthroughs and providing constructive feedback on the implementation of professional development strategies. Teacher surveys and classroom observations by the principal and our ILT team (DSLTL) allow us to determine professional development needs. Our Single Plan for Student Achievement (SPSA) reflects the strong emphasis on professional development and outlines the areas and cost of staff development. Jordan Elementary will also be focusing on expanding our AVID program with the commitment to reaching our third and fourth grades more quickly. We are planning to send five more teachers to the AVID Summer Institute.

Teachers receive training during our designated professional development time on Wednesdays, in an Afterschool mini-PD model, and/or in a release time model in which substitutes are ordered. Our SPSA reflects opportunities for teachers to attend conferences and/or professional development that focus on strategies that meet the learning needs of our English Learners, increase student engagement, improve our students' writing skills, just to name a few. We are fortunate to have a full time Instructional Specialist that can provide individualized training to teachers based on their specific needs. Grade levels provide support to each other in creating lessons and participating in learning walks. Teacher leaders are provided specific training on being effective facilitators during learning walks that focus on best instructional practices.

In order to support teachers during the implementation process, our Instructional Specialist guides our teachers through the Cycle of Effective Instruction focusing on strategies learned during professional development. This gives teachers the opportunity to implement the strategies and receive specific feedback on their delivery of instruction. During staff meetings, teachers are provided time to share how they implemented best practices learned during professional development. Principal provides written feedback to teachers during classroom visits, pre/post observation conferences, and during Principal Chats. PLC meetings are another way in which teachers discuss implementation of PD practices learned and discuss how to support each other in being accountable for implementing strategies.

Jordan Elementary is committed to ensuring that our classroom teachers are continuously growing professional and receiving the most current research-based professional development that will impact student learning.