



Jordan Elementary School

10654 Jordan Road • Whittier, CA 90603 • 562-902-4221 • Grades K-6

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



Lowell Joint School District

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School Description

Jordan Elementary School spans the border of Los Angeles and Orange Counties in Southern California. It is located 20 miles south of Los Angeles in the tight-knit communities of northeastern Whittier and western La Habra. Jordan Elementary School is part of the Lowell Joint School District which includes five elementary schools and one junior high school. The Lowell Joint School District is a traditional school district which maintains a strong emphasis on academics, character education, and patriotism. Jordan Elementary School has an average enrollment of 441 students in grades TK-6. The school population includes 75% Hispanic, 20% Caucasian, and 5% Other. A total of 88% of the students speak English as a primary language while 12% are English language learners. Jordan Elementary School provides categorical services which include Title I and English Language Development. Special Education includes the resource center model and provides a Speech and Language Specialist. In addition to core academic instruction, all students receive choral instruction weekly and art instruction once a month. Students in grades 3 through 6th have one to one Chromebook devices. Fifth and sixth grade students receive instruction in coding twice weekly.

The school enjoys a very high degree of parent and community involvement. Jordan Elementary School works collaboratively and comprehensively with parents and community members to strengthen a learning environment focused on raising student achievement. Jordan considers parent involvement to be a key component of student success in school.

After school enrichment programs are an integral part of Jordan's differentiated experiences that extend our students' learning. Our many after school programs are designed to provide students with a well-rounded educational experience to enhance the whole child. Some of the programs that Jordan Elementary School offers are homework assistance, strings classes, visual arts design, and cross-country. We also engage, inspire, and challenge our students to become productive citizens through participation in our student leadership program. These programs strive to engage and motivate our students to expand their unique talents and abilities and promote a positive school climate.

About the SARC

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	65
Grade 1	55
Grade 2	58
Grade 3	46
Grade 4	53
Grade 5	60
Grade 6	67
Total Enrollment	404

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Asian	1.7
Filipino	1.2
Hispanic or Latino	78
White	16.6
Two or More Races	1.5
Socioeconomically Disadvantaged	53.7
English Learners	14.9
Students with Disabilities	14.1
Foster Youth	0.5
Homeless	0.2

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 for Jordan Elementary	17-18	18-19	19-20
With Full Credential	18	17	16
Without Full Credential	0	0	2
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Lowell Joint School	17-18	18-19	19-20
With Full Credential	◆	◆	131.6
Without Full Credential	◆	◆	5
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at Jordan Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	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)

Textbooks and Instructional Materials

Year and month in which data were collected: December 2018

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	2016-17 Houghton Mifflin Harcourt, Journeys K-5; Big Day TK 2016-17 McGraw-Hill, Study Sync 6-8 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	2014-15 Houghton Mifflin, K-5 Go Math! 2014-15 Big Ideas 6-8th The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	2008-09 Macmillan/McGraw-Hill K-3 2008-09 Pearson Scott Forsman 4-6 2008-09 Pearson Prentice Hall 7-8 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	2019-20 Studies Weekly K-5 2019-20 Discovery Education, Gr. 6: Ancient World History, Gr. 7: Modern History, Gr. 8: World History The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	1999-00 ¡En español! 7-8 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	2008-09 Princeton Health Press- LifeSkills 3-8 2007-08 Human Kinetics- Fitness For Life 2016 Rights, Respect, Responsibility 7-8 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	Theatre- scripts, costumes, props Instrumental Music- band, string, and percussion instruments, musical scores Choral Music- musical scores Visual Arts- various art materials covering a variety of media, art history prints The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	Grades 9-12 only

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Jordan Elementary School was built in the mid 1950's. Jordan School provides 20 original classrooms and an additional 6 portable rooms that were purchased to accommodate school enrollment and class reduction programs. Our beautifully landscaped campus provides students a comfortable setting to learn, and everyone is encouraged to participate in keeping the school safe and clean. Students enjoy going to a well-equipped computer lab and library. A multipurpose room is utilized for special assemblies and for lunch. An outdoor stage is provided for special presentations and gatherings. Students often enjoy eating outdoors under large ash trees. The school facilities are in good repair and are annually inspected by the fire department and our maintenance staff. Safety, cleanliness, and maintenance of facilities are high priorities at Jordan Elementary School. Two custodians and a highly-skilled district maintenance department help to ensure a safe, clean and well-maintained campus. Long-term maintenance needs are prioritized and repaired on a regular basis as funds are available. Safety hazards are given highest priority. Jordan Elementary School was recently painted inside and out.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: December 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	56	57	62	62	50	50
Math	46	52	53	54	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 Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	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 area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	21.7	18.3	45.0

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.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	225	223	99.11	56.95
Male	111	109	98.20	49.54
Female	114	114	100.00	64.04
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	173	173	100.00	55.49
White	37	37	100.00	54.05
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	113	113	100.00	47.79
English Learners	56	54	96.43	48.15
Students with Disabilities	39	39	100.00	20.51
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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.

**School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	225	225	100.00	52.44
Male	111	111	100.00	49.55
Female	114	114	100.00	55.26
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	173	173	100.00	49.13
White	37	37	100.00	59.46
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	113	113	100.00	45.13
English Learners	56	56	100.00	53.57
Students with Disabilities	39	39	100.00	23.08
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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.

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)

A very active parent group supports Jordan through their involvement in the Parent Teacher Association (PTA), School Site Council (SSC), and the English Learner Advisory Committee (ELAC). PTA offers family activities including movie nights, Stoves on Strikes fundraisers at local restaurants, family STEM challenges, and fun run. SSC and ELAC meetings are held on a regular basis throughout the year. In addition to participation in these groups, parents volunteer in classrooms, the school library, and assist with special events. Jordan Elementary school has partnered with a local non-profit group, Hope Heals Hearts, in providing clothing to families in need.

Parents are kept informed of school events and opportunities for involvement through the school website, weekly phone messages that go out in English and Spanish, calendars, notices, and the school marquee. In addition, the Jordan PTA keeps parents informed with weekly emails and social media via Facebook. Any parents wishing to become involved may also contact the school office.

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.

School Safety Plan

Staff at Jordan Elementary believe that in order for students to learn they must feel safe at school. To ensure student safety, Jordan Elementary has in place a school-wide discipline plan, a disaster preparedness plan, and a comprehensive school safety plan. School rules and behavior standards are clearly communicated to students at the beginning of the year. Upon returning from Winter Break, students attend a brief assembly to review these expectations. The principal is responsible for making sure the school-wide discipline plan is fairly and consistently enforced. The staff regularly reviews the school wide discipline plan at staff meetings throughout the year.

The disaster preparedness plan is designed to cover emergencies such as fires, earthquakes, and other natural disasters. The plan is reviewed annually with staff so all persons are aware of their roles in the event of a disaster. In addition, the school holds regular fire and earthquake drills so students and staff are familiar with procedures covering both potential events.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.2	2.8	2.3
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.8	2.5	2.5
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

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

Title	Ratio
Academic Counselor*	.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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	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* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	25	1	2		21		3		18	3		
1	23		2		27		2		28		2	
2	26		2		24		2		29		2	
3	24		2		26		2		23		2	
4	31		2		28		2		27		2	
5	35			1	34			2	30		2	
6	33		1	1	31		2		34			2
Other**												

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

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

The success of our program is directly related to the fine staff of well-trained, dedicated professionals here at Jordan Elementary School.

Our teaching staff is continually seeking ways to improve their skills and the instructional program. Teacher training priorities are identified each year and teachers and administrators participate in District and school-level inservice programs. Jordan Elementary School is provided one shortened day per week for site-based inservices and collaborative meetings related to specific school goals. August inservices, after-school and non-student day inservices, as well as various conferences throughout the year, are provided as needed.

All teachers at Jordan are part of ongoing, district-wide training being done by grade level for Common Core State Standards (CCSS) to align curriculum and develop lessons based on these new standards. They have also been trained in Explicit Direct Instruction (EDI) through DataWorks, Guided Language Acquisition Design (GLAD), and Project Based Learning (PBL).

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,074	\$49,378
Mid-Range Teacher Salary	\$85,000	\$77,190
Highest Teacher Salary	\$99,384	\$96,607
Average Principal Salary (ES)	\$110,612	\$122,074
Average Principal Salary (MS)	\$122,930	\$126,560
Average Principal Salary (HS)	\$0	\$126,920
Superintendent Salary	\$199,500	\$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	41%	36%
Administrative Salaries	6%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$6,273	\$405	\$5,867	\$79,041
District	N/A	N/A	\$8,034	\$85,119.00
State	N/A	N/A	\$7,506.64	\$77,619.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-31.2	-7.4
School Site/ State	-24.5	1.8

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

Title I funds provide economic assistance to supplement the regular instructional program for educationally disadvantaged students. Expenditures include: tutoring, substitutes, instructional supplies, supplemental supplies, conferences, postage, non-capital equipment, and student field trips.

Title II funds are designated to improve teacher quality and increase the number of highly qualified teachers. The program focuses on research based strategies to prepare and train highly qualified teachers.

Title III funds are designated to ensure that students attain English proficiency and meet the same challenging academic achievement standards required of all students. Funds are used for translation services in languages not required by Ed Code (less than 15% of enrollment), support services, instructional aides, supplemental books, and conferences.

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.