

# Jordan Elementary School School Accountability Report Card Reported for School Year 2006-07 Published During 2007-08

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. *DataQuest*, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

## I. About This School

### Contact Information

This section provides the school's contact information.

School		District	
<b>School Name</b>	Jordan Elementary School	<b>District Name</b>	Lowell Joint School District
<b>Street</b>	10654 Jordan Road	<b>Phone Number</b>	562.943.0211
<b>City, State, Zip</b>	Whittier, CA 90603	<b>Web Site</b>	www.ljsd.org
<b>Phone Number</b>	562-902-4221	<b>Superintendent</b>	Dr. Patricia Howell
<b>Principal</b>	Cheree Montgomery	<b>E-mail Address</b>	webadmin@ljsd.org
<b>E-mail Address</b>	cmontgomery@ljsd.org	<b>CDS Code</b>	19647666020150

### School Description and Mission Statement

This section provides information about the school's goals and programs.

#### SCHOOL PROFILE

Jordan Elementary School is a recognized California Distinguished School which spans the border of Los Angeles and Orange Counties in Southern California. 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 district which maintains a strong emphasis on academics, character education, and patriotism.

Jordan Elementary School has an enrollment of 513 students in grades K-6. The school population includes 46% Hispanic, 37% Caucasian, and 17% Other. A total of 88% of the students speak English as a primary language while 11% are English language learners.

Jordan Elementary School provides the following categorical services: Title I, English Language Development, Gifted and Talented Education, and School Improvement Program. Special education includes the Learning Center Program and the Speech and Language Specialist. In addition to the school library, students receive instruction in computer skills in a fully equipped computer laboratory. All students receive weekly music instruction.

The school enjoys a very high degree of parent and community involvement. We have a strong PTA and School Site Council that support vital programs, materials, and services.

Jordan Elementary School is an excellent place for children to develop and mature under the nurturing influence of a devoted staff and dedicated faculty.

#### MISSION STATEMENT

It is the mission of Jordan Elementary School, a caring neighborhood school, to assist each student in the fulfillment of his/her highest potential. The curriculum is a comprehensive and challenging one, implemented by a competent and dedicated staff.

In collaboration with parents and community members, our goal is to build skills and knowledge while developing critical thinkers.

Jordan Elementary School is committed to providing each student with a safe environment that is respectful of individual abilities, promotes a positive self-concept, and encourages responsibility and good character.

## Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

Jordan families have high expectations for student achievement and are actively involved in all school activities. Parents and community support are important factors that influence our success. Parents are always encouraged to volunteer in classrooms, accompany classes on field trips, and attend student performances. Many of our classrooms utilize parent volunteers in a variety of ways, including student tutoring, art projects, listening to students read, and serving as a room parent.

Parents receive a regularly published school newsletter, "Jordan Newline." Many teachers send home newsletters on a regular basis informing parents of class or school activities. A number of communications are additionally communicated through the Connect Ed phone system.

Our PTA is very involved with our staff and students. They provide special programs and activities throughout the year. They are a major source for fund raising and provide yearly support.

## Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	67
Grade 1	67
Grade 2	77
Grade 3	65
Grade 4	84
Grade 5	79
Grade 6	89
Grade 7	4
Grade 8	2
<b>Total Enrollment</b>	<b>534</b>

## Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	0 %	White (not Hispanic)	35.77 %
American Indian or Alaska Native	%	Multiple or No Response	8.99 %
Asian	2.43 %	Socioeconomically Disadvantaged	27 %
Filipino	2 %	English Learners	14 %
Hispanic or Latino	50 %	Students with Disabilities	14 %
Pacific Islander	%		

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

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2004-05				2005-06				2006-07			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
<b>K</b>	29.5		2		29.5		2		31		2	
<b>1</b>	19.3	4			22.3	3	1		19	4		
<b>2</b>	20.5	3	1		20	4			19.7	3		
<b>3</b>	28.5		2		20.3	3	1		30.5		2	
<b>4</b>	26		3		30.5		2		35			2
<b>5</b>	32.5		1	1	32.5		1	1	34			2
<b>6</b>	35			2	31		2		33.5			2
<b>K-3</b>	19	1							20	1		
<b>4-8</b>					29		1		34.5			2

## II. School Climate

### School Safety Plan

This section provides information about the school's comprehensive safety plan.

Jordan Elementary School believes that there must be a safe and orderly school environment for optimum learning to take place. School rules are clearly communicated to students and parents. The school principal takes responsibility to make sure that a school-wide discipline policy is in place and school rules are fairly and consistently enforced. Copies of school rules and discipline policy are sent home to parents regularly. Jordan's suspension/expulsion rate is minimal at 0.05%.

A visitor to our campus will find classrooms quiet and busy with students on task. Classrooms are protected from unnecessary interruptions to maximize instructional time. Teachers take pride in maintaining attractive and intellectually stimulating room environments. Our campus is fenced to give protection from intruders. All visitors are asked to make appointments and are required to sign in at the office before entering. Students may be signed out during the day only by authorized adults who present proper identification.

Our buildings are clean and kept in good repair. All classrooms are air conditioned.

Regular earthquake and fire drills are practiced. The disaster plan is reviewed at the beginning of each school year.

Jordan's School Site Plan for Student Achievement includes a comprehensive School Safety component which addresses the following:

- A safe and orderly environment.
- Reasonable school-wide rules that are known by all and enforced consistently and equitably through the use of "Sharp" notebooks, posted rules on campus and in classrooms, and consistent follow through by all staff.
- Safe and drug-free setting utilizing the District character education and substance based curriculum.
- School safety orientation assembly the first week of school and after the holiday break.
- Health and safety assemblies, guest speakers, local service organizations, and local police, fire, and health agency guest appearances.
- School parking lot procedures for safe drop-off and deportment of students.

The school plan is reviewed and approved annually by the Superintendent and Board of Trustees.

### Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
<b>Suspensions</b>	5.5	8.2	3.6	5.9	6.1	5.1
<b>Expulsions</b>	0	0	0	0	0	0.1

## III. School Facilities

### School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Jordan Elementary School was built in the mid 1950's. Jordan School provides 20 original classrooms and an additional 10 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. Safety hazards are given highest priority. Jordan Elementary School was recently painted inside and out.

## School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	[X]	[ ]	[ ]	
Mechanical Systems	[X]	[ ]	[ ]	
Windows/Doors/Gates (interior and exterior)	[X]	[ ]	[ ]	
Interior Surfaces (walls, floors, and ceilings)	[X]	[ ]	[ ]	
Hazardous Materials (interior and exterior)	[X]	[ ]	[ ]	
Structural Damage	[X]	[ ]	[ ]	
Fire Safety	[X]	[ ]	[ ]	
Electrical (interior and exterior)	[X]	[ ]	[ ]	
Pest/Vermin Infestation	[X]	[ ]	[ ]	
Drinking Fountains (inside and outside)	[X]	[ ]	[ ]	
Restrooms	[X]	[ ]	[ ]	
Sewer	[X]	[ ]	[ ]	
Playground/School Grounds	[X]	[ ]	[ ]	
Roofs	[X]	[ ]	[ ]	
Overall Cleanliness	[X]	[ ]	[ ]	

## Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	[ ]	[X]	[ ]	[ ]

## IV. Teachers

### Professional Development

This section provides information on the annual number of schooldays dedicated to staff development for the most recent three-year period.

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 Saturday inservices, as well as various conferences throughout the year, are provided as needed.

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	23	24	23	139
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence			0	N/A

## Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	4	0	
Total Teacher Misassignments	4	0	
Vacant Teacher Positions		0	

## Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100 %	0 %
All Schools in District	98 %	2 %
High-Poverty Schools in District	%	%
Low-Poverty Schools in District	98.3 %	1.7 %

## V. Support Staff

### Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Library Media Teacher (Librarian)	.20	N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	.5	N/A
Social Worker		N/A
Nurse	.33	N/A
Speech/Language/Hearing Specialist	.5	N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

## VI. Curriculum and Instructional Materials

### Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Adoption Date June 1997 K-6, May 2002 7-8	0
Mathematics	Adoption Date K-8 October 2001	0
Science	Adoption Date K-7 May 2002 Adoption Date 8th May 2007	0
History-Social Science	Adoption Date K-5 March 2001 Adoption Date 6th - 8th May 2007	0
Foreign Language		
Health		

## VII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
<b>School Site</b>				
<b>District</b>	---	---	\$5,062	\$63,795
<b>Percent Difference – School Site and District</b>	---	---		
<b>State</b>	---	---	\$4,943	\$58,519
<b>Percent Difference – School Site and State</b>	---	---		

### Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Title I funds provide economic assistance to supplement the regular instructional program for educationally disadvantaged students. Expenditures include: tutoring, Reading for Success I and Reading for Success II, instructional aides, substitutes, a guidance technician, instructional supplies, supplemental supplies, conferences, consultants, 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 to teach a pilot course in technology, pay for substitutes, instructional aides, supplemental books, and conferences.

EIA funds are designated to provide a supplemental instructional program for immigrant students. EIA funds are allotted for tutorial support, substitutes, instructional aides, supplemental books, instructional supplies, and consultant fees.

School Improvement funds are allotted to pay for substitutes, instructional aides, a campus supervisor, conferences, supplemental books, instructional supplies, and fund the intramural program.

EIA/LEP funds provide support to develop English fluency in LEP students, promote students' self-concept, promote cross-cultural understanding, and provide equal opportunity for academic achievement. EIA/LEP funds support after-school tutoring, instructional aides, supplemental books, instructional supplies, conferences, and postage.

### Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	\$36,564	\$38,159
<b>Mid-Range Teacher Salary</b>	\$70,514	\$59,148
<b>Highest Teacher Salary</b>	\$79,246	\$73,514
<b>Average Principal Salary (Elementary)</b>	\$98,736	\$91,903
<b>Average Principal Salary (Middle)</b>	\$101,473	\$95,855
<b>Superintendent Salary</b>	\$146,684	\$132,994
<b>Percent of Budget for Teacher Salaries</b>	43.5 %	41.6 %
<b>Percent of Budget for Administrative Salaries</b>	5.6 %	5.9 %

## VIII. Student Performance

### California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

### CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	62	59	59	62	63	64	40	42	43
Mathematics	65	66	55	61	64	60	38	40	40
Science	34	35	30	32	41	49	27	35	38
History-Social Science		*		35	41	43	32	33	33

### CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*		
American Indian or Alaska Native	*	*		
Asian	64	64	*	
Filipino	*	*	*	
Hispanic or Latino	50	49	31	*
Pacific Islander				
White (not Hispanic)	68	62	32	*
Male	55	56	42	
Female	63	55	13	*
Economically Disadvantaged	30	41	12	
English Learners	19	29	*	
Students with Disabilities	16	20	*	
Students Receiving Migrant Education Services				

### Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

### NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	49	47	51	59	58	55	41	42	42
Mathematics	76	63	70	72	69	67	52	53	53

## NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African American		
American Indian or Alaska Native		
Asian	*	*
Filipino		
Hispanic or Latino	36	67
Pacific Islander		
White (not Hispanic)	76	76
Male	47	67
Female	54	74
Economically Disadvantaged	30	70
English Learners	31	62
Students with Disabilities	*	*
Students Receiving Migrant Education Services		

## California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

Grade Level	Percent of Students Meeting Fitness Standards
5	16

## IX. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

### API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2004-05	2005-06	2006-07
Statewide	9	8	8
Similar Schools	10	10	8

## API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students at the School	4	-8	-25	805
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	8	-11	-28	766
Pacific Islander				
White (not Hispanic)	-9	-9	-16	845
Socioeconomically Disadvantaged	-13	30	-57	711
English Learners	N/A			
Students with Disabilities	N/A			

## Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

## AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	N/A

## Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	