Jordan Academy of Language and Computer Science
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest
DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access
Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Jordan Academy of Language and Computer Science
Street	4319 E. Jordan Ave.
City, State, Zip	Orange, CA 92869
Phone Number	(714) 997-6187
Principal	Lorena Rubio
Email Address	lrubio@orangeusd.org
Website	https://www.orangeusd.org/jordan-academy
County-District-School (CDS) Code	30-66621-6029821

Entity	Contact Information
District Name	Orange Unified School District
Phone Number	(714) 628-4000
Superintendent	Gunn Marie Hansen, Ph.D.
Email Address	ghansen@orangeusd.org
Website	www.orangeusd.org

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

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 390 students are enrolled in grades Pre-K through six in the 2019- 2020 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 2020, 45% of students achieving standard met and exceeded for ELA, 50% of students showing growth of 20% or more on ELA, 40% of students achieving standard and met and exceeded for math and 45% of students showing growth of 20% or more on math.
- By June of 2020, 85% of Kindergarten students will achieve Benchmark or above as measured by the DIBELS Next Nonsense Word Fluency-Correct Letter Sounds (NWF-CLS) Benchmark #3 Assessment. 74% of 1st Grade students will achieve Benchmark or above as measured by the DIBELS Next Oral Reading Fluency (DORF) Benchmark #3 Assessment. 60% of 2nd Grade students will achieve Benchmark or above as measured by the DIBELS Next Oral Reading Fluency (DORF) Benchmark #3 Assessment. 60% of 3rd Grade students will achieve Benchmark or above as measured by the DIBELS Next Oral Reading Fluency (DORF) Benchmark #3 Assessment. 65% of 4th Grade students will achieve Benchmark or above as measured by the DIBELS Next Oral Reading Fluency (DORF) Benchmark #3 Assessment. 70% of 5th Grade students will achieve Benchmark or above as measured by the DIBELS Next Oral Reading Fluency (DORF) Benchmark #3 Assessment. 70% of 6th Grade students will achieve Benchmark or above as measured by the DIBELS Next Oral Reading Fluency (DORF) Benchmark #3 Assessment.
- By June of 2020, 55% of students will achieve Standard Exceeded or Met on the Reading Inventory and 55% of students will achieve Standard Exceeded or Met on the Math Inventory.

Parent engagemnet will increase by 15% as measured by parent meeting sign in sheets and parent volunteer sign in sheets.

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

Grade Level	Number of Students
Kindergarten	83
Grade 1	50
Grade 2	59
Grade 3	46
Grade 4	47
Grade 5	62
Grade 6	47
Total Enrollment	394

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.3
Asian	0.8
Hispanic or Latino	95.9
White	2.3
Socioeconomically Disadvantaged	88.8
English Learners	57.1
Students with Disabilities	24.1
Foster Youth	0.5
Homeless	0.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	19	18	17	1122
Without Full Credential	0	0	0	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

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

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: September 26, 2019

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. 13-19-20 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 September 26, 2019.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill Reading Wonders ELA/ELD Program adopted in 2017 for 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%
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	Amplify Science Program adopted in 2019 for Grades K-6. It was 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%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
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%
Health	Too Good For Drugs Program was adopted in 2008 for Grades 3-6, and adopted for grades 1-2 in 2009. Fully available to all students.	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Jordan Academy's modernization was completed in April 2008. Maintaining the appearance, safety and functionality of Jordan Academy 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. In the summer of 2018, Jordan Academy's exterior was repainted.

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 an LED TV Monitor 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 it is in working order. The Maintenance Department ensures that our playground equipment is kept in working order and provides 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)

Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 8/30/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	GIRLS RESTROOM 407: 1. DOOR CLOSURE MISSING COVER RM 43: 1. HOSEBIB RIGHT OUTSIDE CLASSROOM IS LEAKING STORAGE RM 77P:
Interior: Interior Surfaces	Fair	KITCHEN RM 710: 1. PAINT CHIPPED, NEEDS PATCHING AND PAINTING. RM 11: 1. PAINT PEELING ON WALLS, NEEDS PATCH AND PAINTING RM 13: 1. SMALL HOLES IN WALLS, NEEDS PAINTING. RM 21: 1. STAINED CEILING TILE ABOVE SINK. RM 53: 1. WALL CHIPPED AND NEEDS PATCHING AND PAINTING RM P-3: 1. STAINED AND CRACKED CEILING TILES. 2. HOLES IN CEILING TILES SPEECH RM 74A: 1. WALLS NEED PATCHING AND PAINTING
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	CUSTODIAL RM 507: 1. ITEMS SHOULD BE REMOVED FROM THE FRONT OF THE ELECTRICAL BREAKER PANELS. RM 307: 1. FLOOR IS CLUTTERED WHICH POSES A SAFETY CONCERN. RM 42: 1. TRASH LEFT ON FLOORS. RM 51: 1. TRASH LEFT ON FLOORS. RM 52: 1. TRASH ON FLOORS 2. WALLS NEED PAINTING STORAGE RM 505: 1. NEEDS DE CLUTTERING AND CLEANING
Electrical: Electrical	Good	RM K-1: 1. EXTERIOR LIGHT OUT

System Inspected	Rating	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	CUSTODIAL CLOSET 707: 1. SPRAY BOTTLES FOUND WITH NO LABEL CUSTODIAL RM 507: 1. ITEMS SHOULD BE REMOVED FROM THE FRONT OF THE ELECTRICAL BREAKER PANELS. RM 52: 1. TRASH ON FLOORS 2. WALLS NEED PAINTING STORAGE RM 77P:
Structural: Structural Damage, Roofs	Good	GIRLS RESTROOM 407: 1. DOOR CLOSURE MISSING COVER RM 33:
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	BLACKTOP: 1, CRACKS IN ASPHALT NEED FILLING AND SLURRY COAT. KINDER PLAYGROUND: 1. UNEVEN ASPHALT WITH LARGE CRACKS, NEEDS REPAVING.
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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	42	40	57	57	50	50
Mathematics (grades 3-8 and 11)	29	29	43	44	38	39

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

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

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	197	191	96.95	3.05	40.31
Male	108	104	96.30	3.70	39.42
Female	89	87	97.75	2.25	41.38
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	194	189	97.42	2.58	40.74
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races					
Socioeconomically Disadvantaged	178	175	98.31	1.69	39.43
English Learners	160	155	96.88	3.12	40.00
Students with Disabilities	49	45	91.84	8.16	4.44
Students Receiving Migrant Education Services					
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.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	198	194	97.98	2.02	29.38
Male	109	107	98.17	1.83	33.64
Female	89	87	97.75	2.25	24.14
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	195	192	98.46	1.54	29.69
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races					
Socioeconomically Disadvantaged	179	178	99.44	0.56	29.21
English Learners	161	158	98.14	1.86	25.95
Students with Disabilities	50	46	92.00	8.00	2.17
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

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

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

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

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

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	13.1	8.2	

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

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

• Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Jordan Academy recognizes the important role that parents play in ensuring that their children excel in their education. With that in mind, Jordan 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 Academy 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.

At the beginning of the year, parents are invited to have "Coffee with the Principal", so the principal can have a chat with parents about new incentives or school events. Our library is opened to parents four times a week, before and after school, to check out books as our school wide Family Literacy Project. We also hold a Family Literacy Night and STEM Night during the year. Jordan holds monthly school wide assemblies on the first Friday of the month, where classes and students are recognized for perfect attendance and one Jaguar of the Month for each class.

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 and he we have an school wide communication application. 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. Communication of current events, news are also on Jordan Academy's social media pages on Facebook and Instagram. Jordan's website is also consistently updated to reflect upcoming important dates.

There is a strong sense of community, which is rooted in the generations of families that have attended Jordan Academy. 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 donated a new Kindergarten Playground 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 Mrs. Lorena Rubio, Principal, at (714) 997-6187.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.9	1.2	0.0	3.0	2.8	2.6	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Each 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 to 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 24, 2019 and was reviewed and approved by March 2019. The plan and emergency procedures were discussed at our first staff meeting of the year, August 21, 2019. Our ILT reviewed the school plan at our first ILT Meeting of the year on October 14, 2019. 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, and 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, 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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	24	1	3		26	1	3		26	1	3	
1	22		2		27		1					
2	26		2		22	1	2		28		2	
3	22	1	2		31		1		28		2	
4	29		1		29		2		25		1	
5	32		2		29		2		29		2	
6	27	1		2	27	1	1	1	26	1	2	
Other**									17	1		

*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.

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

Title	Ratio
Academic Counselors*	.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	2.5

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$5948.81	$354.79	$5594.03	$63395.67
District	N/A	N/A	$6616.90	$83,902.00
Percent Difference - School Site and District	N/A	N/A	-16.8	-27.8
State	N/A	N/A	$7,506.64	$82,403.00
Percent Difference - School Site and State	N/A	N/A	-29.2	-26.1

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

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

Types of Services Funded (Fiscal Year 2018-19)

Jordan Elementary School received the following categorical funding for the 2018/2019 school year.
- Title I
- LCFF
- School Readiness (Pre-K)
- After School Educational Services (ASES)

Jordan Elementary School operated the following categorical programs for the 2018/2019 school year to provide students additional academic support:
- Resource Teacher
- Intervention/EL Support Program for students not meeting grade level standards
- 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 2018/2019
- Leveled Readers to provide differentiated instruction for students, primarily for our English Learners
- Student supplemental workbooks of state adopted language arts and math programs

* Purchase of Freckle Math Licenses for Math Intervention

* Purchase Lexia Reading Supplemental Program for grades K-6th

* Purchase of Reading Counts Licenses to monitor reading progress
- Technology to enhance curriculum (LED TVs, iPads and Laptops. LEGO Express)
- 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 2018/20179 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)

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$45,901	$48,612
Mid-Range Teacher Salary	$79,070	$74,676
Highest Teacher Salary	$106,421	$99,791
Average Principal Salary (Elementary)	$129,252	$125,830
Average Principal Salary (Middle)	$131,552	$131,167
Average Principal Salary (High)	$153,039	$144,822
Superintendent Salary	$256,476	$275,796
Percent of Budget for Teacher Salaries	35%	34%
Percent of Budget for Administrative Salaries	5%	5%

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

Professional Development (Most Recent Three Years)

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

Focus for Staff Development:
Jordan Academy 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 2017-18 school year, Jordan focused on providing consistent small group instruction in order to increase student achievement, ensuring that our students developed a college and career readiness focus. This was determined by student data 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 focused on teaching strategies that ensured that we met our goal of increasing the percentage of students proficiently able to read fluently, all while raising students lexile levels as the new criteria for English Learners has become more stringent.

For the 2018-19 school year, Jordan focused on teachers developing expertise in designing prescriptive, targeted small group and meaningful and purposeful independent English Language Arts lessons based on SBAC data results. Although, the 17-18 SBAC ELA/Literacy data indicates that the majority of our students showed growth, students were still not performing at the level needed to meet the state standards in all claims. Teachers have provided differentiated small group instruction and have mastered effectively grouping students. However, in order to increase student achievement, teachers needed to refine their small group instruction and further develop meaningful and purposeful lessons during independent time.

For the 2019-2020 school year, Jordan has implemented a new Kindergarten Spanish Dual program with the integration of Computer Science Standards. Grades 1-6 are piloting Computer Science standards applications. Professional Development for the Dual Kinder teachers will be provided and Computer Science standards professional development will be ongoing throughout the year for all grades.

We are in year two of implementation of a new ELA 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 allow us to determine professional development needs. Our School Plan for Student Achievement (SPSA) reflects the strong emphasis on professional development and outlines the areas and cost of staff development. Jordan Academy 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 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 Academy 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.