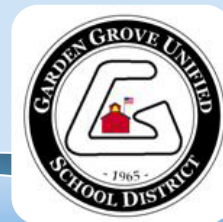


# Jordan Secondary Learning Center

2011-12 School Accountability Report Card



9915 Woodbury Road  
Garden Grove, CA 92844  
Phone: (714) 663-6486

**Roberta J. Leek,**  
Principal

## School Description

Jordan Secondary Learning Center serves significantly disabled, multiple-handicapped, and cognitively and behaviorally challenged students from approximately the ages of 14 to 22. It is one of 70 schools in the GGUSD and serves students from the cities of Garden Grove, Santa Ana, Fountain Valley, Westminster, Stanton, and Anaheim.

Students at Jordan SLC participate in core academic-themed lessons, functional academics, independence skill/ pre-vocational instruction, adaptive physical education, social skills training as well as leisure and recreational activities. In addition students participate in various community-based experiences as appropriate.

Some specific activities/experiences are influenced by the Individualized Education Plan (IEP) developed for each student.

## Parental Involvement

There are many opportunities in the district for parental involvement through participation in parent support organizations, booster clubs, school site councils, and district-level advisory committees. Parents at Jordan SLC participate in school-wide activities, volunteer in classrooms, help with fund-raisers, and chaperone a variety of classroom and school off-campus activities such as the Special Olympics.

Please contact the school office at (714) 663-6486 for specific information regarding such activities.

## School Leadership and Support Personnel

Strong leadership is essential in a quality school and is provided at Jordan Secondary Learning Center by Roberta J. Leek, the principal, a professional educator for 33 years. She was appointed principal in 2007.

School leadership and overall operations are provided by the principal, Special Day Class teachers, instructional assistants, and office staff.

In addition to administrators, teachers, instructional assistants, and office staff, specially trained support personnel are also available to students. They include:

- Psychologist
- Adapted P.E. Teacher
- Speech and Language Pathologist
- Visual Impairments Teacher
- Nurse
- Orientation and Mobility Staff

Volunteer involvement includes:

- Classroom Volunteer Assistants
- Special Olympics' Coach

## Garden Grove Unified School District

10331 Stanford Avenue  
Garden Grove, CA 92840  
Phone: (714) 663-6000  
Website: [www.ggusd.us](http://www.ggusd.us)

**Laura Schwalm, Ph.D.**  
Superintendent

## Our Mission

The Board of Education of the Garden Grove Unified School District is committed to providing an educational program focusing on student achievement, high standards, and opportunities for all students to acquire the knowledge and skills necessary to live a productive life. To meet this commitment, students will participate in a comprehensive curriculum designed to achieve the identified goals.

## Our Goal

It is the goal of the district to ensure that all students have the opportunity upon leaving high school to choose from a wide variety of options including four-year colleges and universities, technical education, or a skilled career. The opportunity to choose among these paths requires that students achieve proficiency as defined by state standards in core academic subjects and achieve proficiency in the use of the English language. These proficiencies will make it possible for students to access rigorous high school courses and enable them to graduate ready for college and skilled careers.

### School Safety

Maintaining a safe and orderly environment is essential to learning. Jordan SLC is a closed campus, and visitors must immediately register in the school office before entering the campus. School access is monitored by the administrators, certificated and classified instructional staff, main office personnel, and maintenance and custodial care employees.

Jordan SLC operates a school safety committee consisting of certificated and classified staff which meet throughout the year to address safety issues for students and employees. A comprehensive school safety plan is reviewed and updated annually.

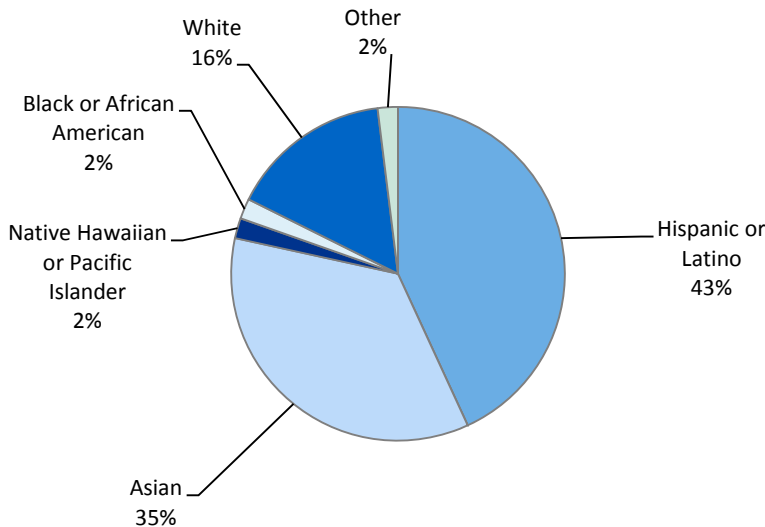
### Graduates and Dropouts

This table displays the graduation and one-year dropout rates for the most recent three-year period for which data is available. Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

Graduate and Dropout Rates						
	Graduation Rate			1-year Dropout Rate		
	07-08	08-09	09-10	07-08	08-09	09-10
<b>School</b>	92.4%	37.5%	◇	◇	19.3%	15.7%
<b>District</b>	89.9%	91.3%	87.9%	1.6%	4.2%	2.9%
<b>California</b>	80.21%	78.59%	80.44%	4.9%	5.7%	4.6%

### Enrollment and Demographics

The total enrollment at the school is 51 students for the 2011-12 school year.\*



◇ Information not available.

\* School enrollment data reported as of October 2011.

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

Jordan SLC utilizes instructional supplies and equipment especially designed or modified to address the established California standards, program focus and individual goals for each student.

### Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

Suspension and Expulsion Rates			
School			
	08-09	09-10	10-11
<b>Suspension Rates</b>	0.000	0.000	0.019
<b>Expulsion Rates</b>	0.000	0.000	0.000
District			
	08-09	09-10	10-11
<b>Suspension Rates</b>	0.149	0.094	0.139
<b>Expulsion Rates</b>	0.002	0.003	0.002

### School Facility Items Inspected (2011-12)

The following is a list of items inspected during the school’s most recent facility inspection.

- **Systems:** gas systems and pipes, sewer, mechanical systems (heating, ventilation, and air conditioning)
- **Interior:** interior surfaces (floors, ceilings, walls, and window casings)
- **Cleanliness:** pest/vermin control, overall cleanliness (school grounds, buildings, rooms, and common areas)
- **Electrical:** electrical systems (interior and exterior)
- **Restrooms/Fountains:** restrooms, sinks/drinking fountains (interior and exterior)
- **Safety:** fire safety equipment, emergency systems, hazardous materials (interior and exterior)
- **Structural:** structural condition, roofs
- **External:** windows/doors/gates/fences, playgrounds/school grounds

School Facility Good Repair Status

Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/Fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
<b>Overall Summary of Facility Conditions</b>			Good
<b>Most Recent School Inspection and FIT Completion Date</b>			7/21/2011

### School Facilities

The GGUSD prides itself on maintaining quality facilities conducive to teaching and learning. School custodial and district maintenance staff operate an inspection system to ensure all sites are clean, safe, well maintained, and in good repair. All classrooms, playground areas, and working space for staff satisfy building capacity requirements of the Education Code.

The Board of Education has adopted a five-year maintenance program for the improvement of school sites, and major site improvement projects are approved annually as needed. A district graffiti removal team helps to keep schools looking attractive.

Jordan Secondary Learning Center opened in 1967. The school has six permanent classrooms and one portable classroom in use on the campus. The school also has additional facilities including a student vocational/life skills kitchen area and a staff/teacher lounge.

In June 2010, GGUSD voters approved Measure A, authorizing \$250 million in general obligation bonds and enabling the GGUSD to qualify for as much as \$200 million in matching state school bond funds for large-scale infrastructure repair, improvement, and modernization projects.

Bond proceeds, coupled with state matching funds, will help finance such major improvements as renovating electrical circuitry, plumbing, lighting, roofing, intercom, and fire safety systems; improving energy efficiency; replacing doors, windows, and outdated heating and ventilation systems; updating playground safety matting; upgrading telecommunications systems to accommodate current technology; replacing restroom and drinking fountain fixtures; and retrofitting schools for better accessibility for the disabled.

Bond funds are kept and monitored by the Orange County Treasurer, and expenditures are subject to scrutiny by the citizen’s bond oversight committee, with annual independent audits open for public inspection.

### School Facility Good Repair Status (2011-12)

The table summarizes the findings of the most recent inspection of the school to determine the condition of the grounds, buildings, and restrooms. A form known as the Facilities Inspection Tool (FIT) is used to document whether the inspection elements listed in the table below are determined to be in “good repair” at the school. Additional information about the condition of the school’s facilities may be obtained by speaking with the principal.

### School Programs and Instruction

The district receives additional funds for a number of special services and programs. Among the special programs offered at the school are the following:

- Special Education
- California Children’s Services
- Regional Center of Orange County
- WorkAbility
- Extended School Year Programs for Special Education

The GGUSD strives to ensure all students have equal access to a quality, standards-based educational program. Parents at Jordan SLC are involved in decision-making through annual IEP (Individualized Education Plan) and School Site Council meetings, and informal information-gathering sessions. School staff is involved in decision-making through surveys, staff development programs, staff meetings, and various school committees.

The California Alternate Performance Assessment (CAPA), in-class performance assessments, classroom observation, and class participation are utilized for a comprehensive profile of individual student performance. Grade reports, referred to as “IEP Goals/Objectives Progress Report to Parents” are distributed quarterly. The reports include detailed written summaries on each student’s progress attained toward his/her written IEP goals. Recommendations for each goal are also described on the Progress Report indicating “Goal Met, Continue Goal, or Goal Not Met.”

### STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are evaluated and compared to state standards using the following five performance levels: **Advanced** (*exceeds state standards*); **Proficient** (*meets state standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables show the percentage of students that scored at Proficient or Advanced levels in English-language arts and mathematics.

Percentage of Students Scoring at Proficient or Advanced Levels

	School			District			California		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
<b>English-Language Arts</b>	36%	38%	❖	51%	53%	55%	50%	52%	54%
<b>Mathematics</b>	27%	31%	❖	51%	56%	59%	46%	48%	50%

### STAR Results by Student Group: English-Language Arts and Mathematics

Percentage of Students Scoring at Proficient or Advanced Levels

Group	Spring 2011 Results	
	English-Language Arts	Mathematics
<b>All Students in the District</b>	55%	59%
<b>All Students at the School</b>	❖	❖
<b>Male</b>	❖	❖
<b>Female</b>	❖	❖
<b>Black or African American</b>	❖	❖
<b>American Indian or Alaska Native</b>	❖	❖
<b>Asian</b>	❖	❖
<b>Filipino</b>	❖	❖
<b>Hispanic or Latino</b>	❖	❖
<b>Native Hawaiian or Pacific Islander</b>	❖	❖
<b>White</b>	❖	❖
<b>Two or More Races</b>	❖	❖
<b>Socioeconomically Disadvantaged</b>	❖	❖
<b>English Learners</b>	❖	❖
<b>Students with Disabilities</b>	❖	❖
<b>Students Receiving Migrant Education Services</b>	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program aims to identify strengths and weaknesses to improve student learning. STAR consists of several key tests that are designed for the student's age and individual needs. These tests include: the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test. The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For more information on the STAR program including tests, participation, groups, and scores by grade level, please visit <http://star.cde.ca.gov/>.



### Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in these four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district met each of the AYP criteria and made overall AYP for 2010-11. For more information, visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

Adequate Yearly Progress Criteria				
	School		District	
<b>Met Overall AYP</b>	Yes		No	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
<b>Participation Rate</b>	Yes	Yes	Yes	Yes
<b>Percent Proficient</b>	Yes	Yes	No	No
<b>API</b>	**		Yes	
<b>Graduation Rate</b>	▲		No	

### Federal Intervention Program

Schools that receive Title I funding can enter Program Improvement (PI) if they are unable to reach Adequate Yearly Progress over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). The level of intervention increases with each additional year a school fails to meet the AYP target. For more information, visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

Federal Intervention Program		
	School	District
<b>Program Improvement Status</b>	Not in PI	In PI
<b>First Year of Program Improvement</b>	◇	2008-09
<b>Year in Program Improvement</b>	◇	Year 3
<b>Number of Schools Identified for Program Improvement</b>	44	
<b>Percentage of Schools Identified for Program Improvement</b>	65.7%	

\*\* The API indicator for AYP cannot be determined when there are fewer than 50 valid test scores. Therefore, no data is available for Jordan Secondary Learning Center.

▲ Jordan Secondary Learning Center is not required to meet the graduation rate criteria for AYP because there were fewer than 50 students in the graduation denominator (graduates plus dropouts). Therefore, the graduation rate is not applicable to the school.

◇ Not applicable. This school is not a Program Improvement School.

### Professional Development

GGUSD's professional development program centers around research-based effective instruction with embedded strategies to scaffold and differentiate for diverse learners. Teachers are supported in their implementation of effective instruction through extensive training and targeted in-class support. The use of student achievement data also assists in providing clear goals and expectations for planning inservices for teachers and paraprofessionals.

Five consecutive days of intensive workshops are conducted in late August to provide teachers with new knowledge and enhanced skills for the upcoming school year, while staff development opportunities are also offered after school and by release time throughout the school year. Training in district curriculum, technology, and research-based strategy instruction are continuously offered. Along with these in-service opportunities, one non-student day is set aside each year for staff development for all high school teachers in the district.

New teachers are provided an extensive BTSA-Induction training program. Classroom management, the district's base program, report cards, parent-teacher conferences, and research-based strategy instruction are just a few of the subjects of training for new teachers.



### Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.

Teacher Credential Information				
	District	School		
	10-11	08-09	09-10	10-11
<b>Teachers</b>				
<b>With Full Credential</b>	1,965	5	6	5
<b>Without Full Credential</b>	11	1	0	0
<b>Teaching Outside Subject Area of Competence</b>		0	0	0

### 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). Please note: Total teacher misassignments includes the number of misassignments of teachers of English learners.

Teacher Misassignments and Vacant Teacher Positions			
	School		
	09-10	10-11	11-12
<b>Teacher Misassignments of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

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

This table displays the percentage 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 California Department of Education's website at [www.cde.ca.gov/nclb/sr/tq/](http://www.cde.ca.gov/nclb/sr/tq/).

No Child Left Behind Compliant Teachers		
	Percentage of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
<b>School</b>	0%	100%
<b>All Schools in District</b>	89.72%	10.28%
<b>High-Poverty Schools in District</b>	89.68%	10.32%
<b>Low-Poverty Schools in District</b>	89.86%	10.14%

### School Support Staff (2010-11)

This table displays information about the support staff at the school and their full-time equivalent (FTE).

School Support Staff	
Support Staff	FTE
<b>Academic Counselors</b>	0.00
<b>Social/Behavioral or Career Development Counselors*</b>	0.00
<b>Library Media Teacher (Librarian)</b>	0.00
<b>Library Media Services Staff (Paraprofessional)</b>	0.00
<b>Psychologist</b>	0.20
<b>Social Worker</b>	0.00
<b>Nurse</b>	0.50
<b>Speech/Language/Hearing Specialist</b>	0.40
<b>Resource Specialist (non-teaching)</b>	0.00

\* Social/behavioral counseling services provided by school psychologists.

### NLCB Note:

High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

## Financial Data

The financial data displayed in the SARC is from the 2009-10 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs) and [www.cde.ca.gov/ds/fd/ec](http://www.cde.ca.gov/ds/fd/ec).

### 2009-10 District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.

District Salary Data		
Category	District	Similar Sized District
Beginning Teacher Salary	\$49,211	\$42,017
Mid-Range Teacher Salary	\$79,650	\$67,294
Highest Teacher Salary	\$96,130	\$86,776
Average Principal Salary (Elementary School)	\$112,180	\$108,534
Average Principal Salary (Middle School)	\$121,487	\$112,893
Average Principal Salary (High School)	\$131,769	\$123,331
Superintendent Salary	\$255,104	\$226,417
Teacher Salaries — Percentage of Budget	42%	38%
Administrative Salaries — Percentage of Budget	4%	5%

### 2009-10 Financial Data Comparison

The following table displays the school's per student expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		
	Expenditures Per Student From Unrestricted Sources	Annual Average Teacher Salary
School	\$3,894	\$80,566
District	\$4,961	\$79,939
California	\$5,455	\$69,207
School and District — Percent Difference	-27.402%	+0.78%
School and California — Percent Difference	-40.08%	+14.10%

Data for this year's SARC was provided by the California Department of Education (CDE), school and district offices. For additional information on California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English Learners. Additionally, Ed-Data in partnership with the CDE, provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools. More information can be found at [www.ed-data.k12.ca.us/Pages/Home.aspx](http://www.ed-data.k12.ca.us/Pages/Home.aspx).

All data accurate as of December 2011.

## 2009-10 School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per student from unrestricted and restricted sources.

School Financial Data	
School	
Total Expenditures Per Student	\$26,849
Expenditures Per Student From Restricted Sources	\$22,954
Expenditures Per Student From Unrestricted Sources	\$3,894
Annual Average Teacher Salary	\$80,566

## Public Internet Access

Individuals without home Internet access can use computers with Internet connections at public libraries within the Garden Grove Unified School District to download and view School Accountability Report Cards. Access to the Internet at libraries is generally provided on a first-come, first-served basis. Other use restrictions 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.

See below for library contact information for your community.

### Anaheim Public Library

Tel: (714) 765-1880  
Internet: [www.anaheim.net/library/](http://www.anaheim.net/library/)

### Orange County Public Library

Tel: (714) 566-3000  
Internet: [www.ocpl.org](http://www.ocpl.org)

Serving the following cities within the GGUSD:

- Cypress
- Garden Grove
- Fountain Valley
- Stanton
- Westminster

### Santa Ana Public Library

Tel: (714) 647-5250  
Internet: [www.santa-ana.org/library/](http://www.santa-ana.org/library/)