



2023-2024

# **Jordan High School**

School Plan for Student Achievement

This School Plan for Student Achievement (SPSA) is a plan of actions to raise the performance of all students. The SPSA contains the following:

**Needs Assessment:**

- School Demographics
- English Language Arts
- Mathematics
- English Learners
- Culture/Climate Domain
- SPSA Effectiveness

**Accountability Measure I: Increase Achievement:**

- Core Programs (ELA, Writing, Math)
- Interventions
- Transitions

**Accountability Measure II: School Climate**

**Accountability Measure III: Professional Development**

- Professional Development
- Teacher Involvement

**Accountability Measure IV: Parents and Community Involvement Assurances**

- School Budget for Categorical Programs
- SSC Membership
- ELAC Membership
- ELAC Recommendations
- Assurances, Approval and Signatures

The School Site Council (SSC) completed a comprehensive needs assessment, including analyses of student performance in relation to the state

academic content standards. In order to provide supplemental interventions, the SSC analyzed the academic performance of all students and subgroups, and it considered the instructional program's effectiveness for at-promise students.

The School Site Council aligns the Long Beach Unified School District's Strategic Plan and LCAP into the SPSA. The LCAP Goals are presented at: [http://www.lbschools.net/Departments/Local\\_Control/](http://www.lbschools.net/Departments/Local_Control/). The LCAP Federal Addendum is presented at: [http://www.lbschools.net/Departments/EACCR/lea\\_plan.cfm](http://www.lbschools.net/Departments/EACCR/lea_plan.cfm).

Education Code 52062 (4) requires that the superintendent of the school district review school plans for schools within the school district and ensure that the specific actions included in the local control and accountability plan or annual update to the local control and accountability plan are consistent with strategies included in the school plans submitted.

The LBUSD Strategic Plan (2017-2022), which can be viewed at [http://www.lbschools.net/Departments/Strategic\\_Planning/](http://www.lbschools.net/Departments/Strategic_Planning/), has the following goals:

- Ensure equitable opportunities for every student
- Provide a safe, welcoming, respectful and rigorous learning environment for every member of the school community.
- Promote academic growth for every student.
- Establish college and career readiness for every student.
- Support effective communication throughout the district.

In addition, the SSC recognizes following recommendations made by the District Community Advisory Committee (DCAC) and the District English Learner Advisory Committee (DELAC):

**DCAC Recommendations:**

**Recommendation 1:** Teachers/school staff train parents in English Language Arts, Math, and other critical topics (such as A-G, SAT, PSAT, Career Pathways, SBAC, etc.) in order for parents to assist students to succeed in school.

**Recommendation 2:** Execute technology purchases to bring computers up-to-date to meet students' needs. Also, provide parent training in the computer programs and applications that are used in school so parents can assist their children at home.

**Recommendation 3:** Create parent leadership programs for all parents, with an emphasis on assisting early childhood/preK parents to introduce the LBUSD system.

**Recommendation 4:** Create additional, continuous training for all teachers to better serve special education students, African American students,

Pacific Islander students, at-risk students, long-term English Learners, and English Learners (specifically emphasizing reclassification training).

**Recommendation 5:** Provide prevention and intervention support and services to continue to reduce the achievement gap for special education students, African American students, Pacific Islander students, long-term English Learners, English Learners, and other at-risk students.

**Recommendation 6:** Provide more parent involvement and parent education training at all schools, including sending parent participants to conferences in order to empower and train parent leaders.

**Recommendation 7:** Create and provide a more inviting, safe and welcoming climate/community atmosphere at all sites for all cultures, parents and students.

**Recommendation 8:** Re-establish district Parent Centers and encourage sites to establish a parent center/parent resource room to better engage and serve parents.

**Recommendation 9:** Expand Female and Male Leadership programs at schools to provide more opportunity for under-represented students.

**Recommendation 10:** Expand tutoring and other intervention programs that emphasize content-specific instruction to meet the individual needs of non-proficient students, including before/after school, Saturday school, “double dose” courses, and Summer school, also considering preK students.

**Recommendation 11:** Expand Summer School opportunities, especially for “transition” grade levels. Explore adding social-emotional and growth mindset instruction for summer programs.

**Recommendation 12:** Work with college partners to provide quality transitional counseling and mentoring services to students, including goal setting, course planning and guidance from current college students.

**Recommendation 13:** Expand programs of instruction to the educational system to new families, including civics education.

**Recommendation 14:** Ensure that school sites have resources that are necessary to implement recommended programs, especially programs designed to close the achievement gap.

**Recommendation 15:** Provide workshops on values and character building that contribute to a safe, civil and productive school.

**DELAC Recommendations:**

1. Monitor the implementation of the district’s comprehensive English Language Development (ELD) program in grades K-12th addressing language and academic needs of a diverse EL population from newcomers to Long Term English Learners.
2. Continue to identify students in need of interventions in English language arts focusing on reading comprehension and math in order to provide individualized services for these students;

3. Provide and implement research-based intervention programs either before, after school and/or during summer months to ensure that all EL students' academic needs are being targeted and met through supplementary instructional programs;
4. Support a welcoming environment which includes bilingual office staff who speak the language and understand the services and resources available for parents and ELs at sites with high EL population; and staff to focus on a more personal approach when working with parents;
5. School sites need to invest time in parents and need to do a better job in providing communication between school and parents;
6. Provide and implement and monitor/assess highly effective instructional intervention programs in developing oral language proficiency, reading and writing in English for all ELs, RFEPS and LTELs; to include an update to parents and other advisory committees on what programs and services are being provided at schools sites to address;
7. Provide parent workshops to build capacity on specific topics such as LCFF, LCAP and SSC to better understand how each functions;
8. Create additional continuous trainings for all teachers to better serve English Learners, Long Term English Learners and RFEPS in Math, English and English Language Development (ELD);
9. Continue to implement high quality teacher training for all adopted textbook series, with special emphasis on the new ELD curriculum adoption;
10. Continue to explore programs at sites that address the social/emotional development and well-being of all students, including English Learners
11. District to continue to promote parental engagement and to motivate parents to become more involved in their children's education and to increase opportunities for parents to attend parent workshops to ensure that they can support their children at home;
12. Provide more parent involvement and parent education training at all schools, including sending DELAC representatives to conferences in order to empower and train parent leaders;
13. Expand tutoring and other intervention programs that are content-specific to meet the student's identified needs including special education students;
14. Collaborate with our neighboring universities to coordinate mental health workshops for parents and students
15. Establish a structured program that is implemented districtwide for tutoring EL students (before, after-school) which ensures that teachers are delivering high-quality lessons addressing the needs of EL students. In addition, district to monitor these programs to ensure effective implementation as intended and are having a positive impact for EL students.
16. Continue to support the implementation and expansion of bilingual pathway programs with the passage of Proposition 58; not limited to only dual immersion programs but also to include developmental bilingual educational programs
17. To access the periodic review of the authorized and agreed upon DELAC recommendations in order to understand the effectiveness of programs and services for EL students

The SSC recognizes the importance of **Parent and Family Engagement** and emphasizes LBUSD Board Policy 6020.1, which contains the

following fifteen components:

1. Involving parents/guardians in the joint development of the district's planning efforts for providing programs that increase the academic quality of schools and including parents in the process of school review and improvement;
2. Consulting on an ongoing basis with parents/guardians concerning the manner in which the school and parents/guardians can work together to identify objectives, plan, design, implement, and evaluate school programs to ensure student academic achievement and school performance;
3. Providing the coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parent/family involvement activities to improve student academic achievement and school performance; at least 1 percent of the district's Title I, Part A funds will be reserved for parental involvement and 95% of those funds will be distributed to schools, where parents of Title I students shall be involved in the decisions to be used for parental involvement programs;
4. Supporting the efforts of parents/guardians in working with their children to understand/attain the State Academic Content and Performance Standards, assessments being used, the requirements of Title I, Part A, and the monitoring of their children's progress and work with teachers to improvement achievement and social development;
5. Building parent capacity for meaningful parental involvement and providing opportunities to help parents/guardians strengthen their parenting and literacy skills to improve their child's academic success and social development, including, but not limited to, such topics as ensuring appropriate learning conditions at home, helping their child at home with schoolwork, and fostering a growth mindset, self-efficacy and self-management skills.
6. Ensuring that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format, and to the extent practicable, in a language the parents can understand; when 15 percent or more of the student population at the district or school site speak a single primary language other than English, all notices, reports, statements, or records sent to a parent/guardian of any such student by the school or school district, are in addition to being written in English, written in the primary language(s);
7. Informing parents/guardians of participating children of the (a) reasons their children are participating in the program(s), (b) specific instructional objectives and methods of the program(s), and (c) the academic performance of their child's school and of the options they have to ensure appropriate educational placement of their student;
8. Training parents/guardians and teachers to build a partnership between home and school to increase student achievement and promote effective two-way communication in a language all parents can understand; providing School-Home Compacts that set out the respective responsibilities of the school staff, parents and students in striving to raise student achievement;
9. Encouraging parents/guardians to assume school and district leadership roles in governance, advisory, and advocacy decision-making processes; providing parents with an opportunity to submit dissenting views to the district if a school's parent involvement guideline s or Single Plan for Student Achievement are not acceptable to them;

10. Providing professional development for teachers, pupil services personnel, principals and other staff, with the assistance of parent input, on ways to reach out to, communicate with and implement parent programs that build partnerships between parents and the schools;
11. Involving parents/guardians in annual evaluations of the content, effectiveness, and relevance of the District's Parent Involvement Policy and Parent Involvement Guidelines at the school site level in improving the academic quality of the schools, including identifying barriers to greater student achievement and using the findings of such evaluations to design strategies for more effective involvement of parents and families and uses the findings of the evaluation to design more effective parental involvement and revise the policy, as necessary;
12. Coordinating and integrating Title I, Part A parental involvement programs and strategies with parent involvement strategies of other programs, including with the district's Child Development Centers (CDC), Head Start, and other preschool programs that encourage parent participation, seamless transitions and greater success of preschoolers;
13. Coordinating and maintaining Parent Resource Centers (as budget allows) that provide literacy training, home-learning activities, and the guidance parents need to support their child's academic success.
14. Helping parents/guardians acquire needed services through identified school district and community resources; providing other reasonable support for parent involvement activities as parents may request;
15. Establishing a district parent advisory council (DCAC) with representatives from each school, to provide advice or input on matters related to parent involvement, allotted Title I funds at the school site level and awareness of funded programs.

Conclusions from the needs assessment were used to prioritize supplemental programs, materials, professional development, targeted interventions, and other activities that will strengthen the school's academic achievement, close the achievement gap, and provide a safe, civil and productive school.

## Comprehensive Needs Assessment

### English-Language Arts

#### Written Analysis - ELA Findings

##### Written Analysis

2022-2023 End of Year ABC Rate in English at the end of Semester 2 for all students was 71%. For subgroups, African American students was 68%, Multilingual Learners was 62% and Special Education was 53%.

## Comprehensive Needs Assessment

### English-Language Arts

#### Written Analysis - ELA Goals

##### Written Analysis

Through professional development with an active focus on student engagement and access, Jordan will increase the ABC Rate rate for English classes by 10% from 71% to 81% by the end of the 2023-2024 Semester 2 grading term. Increase the ABC rate for African Americans by 5% from 66% to 71% . Increase the ABC rate for EL by 10% from 62% to 72%. Increase the ABC rate for Special Education students by 10% from 53% to 63%. Jordan will continue to monitor the impact and frequency of professional development strategies and increased student engagement through walk through, teacher collaboration and continued learning. In addition, the EL Coordinator will provide continued PD for use of ELlevation and the resources available to support EL Students in classes.



**Comprehensive Needs Assessment**

**Mathematics**

**Written Analysis - Math Findings**

**Written Analysis**

2022-2023 End of Year ABC Rate in Math at the end of Semester 2 for all students will be 63% in Math. For specific subgroups, the goal for African American students is 61%, Multilingual learners is 53% and for Special Education students the goal is 40%.

**Comprehensive Needs Assessment**

**Mathematics**

**Written Analysis - Math Goals**

**Written Analysis**

Through professional development with an active focus on student engagement and access, Jordan will increase the overall ABC rate for Math by 10% 63% to 73% by the end of the 2023-2024 Semester 2 grading term. The increase the ABC rate for African-American students by 10% from 61% to 71%. Increase the ABC rate for EL students by 10% from 53% to 63%. Increase the ABC rate for Special Education students by 10% from 40% to 50%. Growth towards these goals will continue to be monitored throughout the year through walk through and classroom observations to monitor use of engagement and scaffolding professional development. In addition, teacher collaboration will continue to support the implementation of engagement strategies to support student success.

**Comprehensive Needs Assessment**

## English Learners

### Written Analysis - English Learner Findings

#### Written Analysis

Jordan ELPAC scores were as follows: Beginning stage - 21%, Somewhat developed - 32%, Moderately Developed - 22%, and Well-Developed - 5%.

### Comprehensive Needs Assessment

## English Learners

### Written Analysis - English Learner Goals

#### Written Analysis

By June 2024, Jordan will increase ELPAC scores by 5% across levels. For the Beginning Stage the increase will be from 21% to 26%, Somewhat Developed from 32% to 37%, Moderately Developed from 22% to 27% and Well Developed from 5% to 10%. The EL Specialist will continue to work with EL students and monitor their progress towards each level. In addition, he will provide support to teachers through professional development. The School Community Liason and Parent Involvement will continue to support students and parents with resource and interventions to support them in school.

### Comprehensive Needs Assessment

## Culture/Climate Domain

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| <b>Written Analysis - Culture/Climate Findings</b>  |
| <b>Written Analysis</b>   |
| On the Pulse survey, Jordan students scored: 81% in Identity and Agency, and 70% in Sense of Belonging. |

**Comprehensive Needs Assessment**

**Culture/Climate Domain**

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| <b>Written Analysis - Culture/Climate Goals</b>   |
| <b>Written Analysis</b>   |
| By June 2024, Jordan will increase results on the Pulse Survey indicators; Identity by 4% from 81% to 85% , Agency by 4% from 81% to 85% and Belonging by 5% from 70% to 75%. Our primary focus will be Belonging. Jordan will support a comprehensive Link Crew program to begin supporting incoming 9th graders through orientation, activities and relationship building with Juniors and Seniors. Activities throughout the year will continue to build these relationships and increase students sense of belonging at Jordan. In addition, Jordan will support a Restorative Justice Coordinator who will monitor student data and work with students to implement restorative practices that help the reconnect with the school and their peers. |

**Comprehensive Needs Assessment**

**SPSA Effectiveness**

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| <b>SPSA Effectiveness</b> |  |
|---------------------------|--|

| Area | Prior Year Goal | Status | Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment | For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals |
|------|-----------------|--------|---|--|
|------|-----------------|--------|---|--|

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| <p>ELA</p> | <p>1) Through professional development with an active focus on student engagement and access, decrease the overall D/F rate for English by 6% from 41% to 35% by the end of the 2022-2023 Semester 2 grading term. Decrease the D/F rate for African Americans by 6% from 44% to 38% Decrease the D/F rate for EL by 6% from 49% to 43% Decrease the D/F rate for Special Education students by 6% from 59% to 53% Through professional development with an active focus on student engagement and access to testing, students iReady reading scores will improve for those 3+ grade levels below grade-level proficiency, overall by 10% from 54% to 44% below grade level. ELA iReady decreases for African American students 3+ years below grade level by 10% from 63% to 53% by the end of the 3rd testing window. ELA iReady decreases for EL Students 3+ years below grade level by 10% from 96% to 86% by the end of 3rd testing window.</p> | <p>Goal Met</p> | <p>During the 2022-2023 school year, Jordan ended Semester 2 with an Overall D/F Rate of 29% In ELA. This was an overall decrease of 12%, which exceeded the overall goal. Jordan monitored the D/F Rate for subgroups, which all met and exceeded their goals. For African-America students it decreased to 32.5%, For multilingual students it decreased to 38.1% and for SPED it decreased to 47.5%.</p> | <p>This year, Jordan will continue to implement professional development to improve students engagement and access. Professional development throughout the year will also focus on specific strategies for increasing engagement for multilingual learners. In addition, Jordan will support additional resources and educational technology to continue to increase student success in English Language Arts.</p> |
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| Math            | <p>1) Through professional development with an active focus on student engagement and access, Jordan will decrease the overall D/F rate for Math from 48% to 42% by the end of the 2022-2023 Semester 2 grading term. Decrease the D/F rate for African American students from 52% to 46%, Decrease the D/F rate for EL students from 60% to 54% Decrease the D/F rate for Special Education students from 63% to 57% Through professional development with an active focus on student engagement and access to testing, students iReady scores will increase toward grade-level proficiency Math iReady decreases for African American students 3+ years below grade level by 10% from 78% to 68% by the end of the 3rd testing window. Math iReady decreases for EL Students 3+ years below grade level by 10% from 86% to 76% by the end of 3rd testing window.</p> | Goal Partially or Not Met | <p>During the 2022-2023 school year, Jordan ended Semester 2 with an Overall D/F Rate of 37.5% for Math. A decrease of 10.5% which exceeded the goal of 42%. For African-American students the D/F Rate was 39.1% and for multilingual learners 47.1%, which also surpasses their goal. For SPED students, their D/F rate also decreased to 60.3%, but was short of the overall decrease of 6%.</p> | <p>This year, Jordan will continue to implement professional development to improve students engagement and access. Professional development throughout the year will also focus on specific strategies for increasing engagement for all students, including multilingual learners and special education students. In addition, Jordan will support additional resources and educational technology to continue to increase student success in Math.</p> |
| English Learner | <p>1) Through professional development, with specific engagement and cooperative learning strategies with an active focus on increasing engagement</p>   | Goal Partially or Not Met | <p>During September 2023, EL students took the iREADY exam. Update Overall 357 multilingual learners tested out of 415 which was 86% of the students.</p>   | <p>Jordan will continue to provide resources and support for multilingual learners. These programs will include funding college aides and working to fill these roles. In addition, SSC will work to support tutoring that supports EL</p>  |

and relationship building, EL students at each performance level on the ELPAC development levels will increase by 10%. Professional development will happen multiple times throughout the year and follow up with classroom visits to assess the implementation of strategies. In addition, this will impact student scores, with an increase for students Somewhat Developed from 39% to 49%. Students Moderately Developed from 27% to 37%. Students Well Developed from 10% to 20%. Through professional development with an active focus on increasing engagement and relationship building with EL students and access to ELPAC testing, the reclassification rate will increase by 10% from 8% to 18% at the end of the 2022-2023 school year. At the end of the year, there will be an evaluation of the professional development offered and how it was implemented in various classrooms, and the impact it had on learning. At this point, we will also assess whether our goals were achieved and or where there were setbacks and how to address the issue or what

Of those tested Level 4: 57 out of 59 = 97% ; 22 scored above a 601  
Level 3: 135 out of 146 = 92% ; 8 scored above a 601  
Level 2/1: 165 out of 210 = 78%  
1 scored above a 601

students and provides them with support after school.

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|                 | will be done differently the following year. Professional development will endure costs for the Kagan services and presenters to come to campus. In addition, for teachers to attend, sub coverage will be needed so that they have the full day for training and are completely able to focus on the professional development and planning implementation in their classroom.  |                           |   |   |
| Culture/Climate | 1) Through an active focus on relationship building and inclusive campus programs and events, the student sense of belonging will increase from 52% to 62% and students sense of safety will increase from, 67% to 72% on the CORE/Pulse Survey. For African American students sense of belonging will increase from 48% to 58%, and the sense of safety from 69% to 74% For English Learning sense of belonging will increase from 59% to 69%, and the sense of safety from 63% to 73%For Special Education students sense of belonging will increase from 54% to 64% and the sense of safety from 62% to 72%By June 2023, students sense of overall support | Goal Partially or Not Met | 22-23 End of Year Core Survey Sense of Belonging Overall 70% of students reported a sense of belonging. For subgroups, African- Americans reported 68%, multilingual learners 66% and SPED 60 % On the 23-24 Fall Pulse Survey Sense of Belonging Overall was 66%. African Americans reported 70%; multilingual learners 64%and SPED 63%.<br><br>At the end of 22-23 year, for the Core Survey Sense of Safety Overall 64% of students reported feeling safe, for African-Americans 59% ,for multilingual learners 65% and for special education 57%. At the beginning of 23-24 school year, on the Pulse Survey Sense of | Jordan has seen slight increases and decreases in students reporting for feeling they belong and safe on campus. For the 23-24 school year, Jordan will fund a Link Crew Program, which will fun throughout the year and work to build students initial connection to the school, as well as their peers. The expansion of this program to include and impact more students will continue to be a priority, as it will impact students connection to the school. In addition, additional safety personnel will continue to be funded to work to improve students feelings regarding safety. |



and engagement in academic learning will increase from 76% to 85% and overall attendance will increase from 92% to 95%. For African American students sense of support will increase from 73% to 82%, and attendance from 91% to 95%. For EL students sense of support will increase from 75% to 84%, and attendance from 91% to 95%. For Special Education students sense of support will increase from 73% to 82%, and attendance from 87% to 90%.

**Safety**  
Overall 51% reporting feeling safe. For African-Americans 51%, multilingual learners 53% and special education 52%.

### Program Impact

| Program   | ELA Impact                    | Math Impact                   | EL Impact                     | Climate Impact         |
|---|-------------------------------|-------------------------------|-------------------------------|------------------------|
| Jordan will purchase Art Table Pol Mounts and Keyboard drawers for computers. These computers will allow CTE classes to do digital work. The computers cannot be used without these accessories. This will support students with higher level digital work beyond what they can do on Chromebooks. (SM 8)   | (Does not apply to this goal) | (Does not apply to this goal) | (Does not apply to this goal) | Somewhat Impactful     |
| College and Career Specialist<br>Develop and promote college and career center programs and opportunities for all students that focus on growth mindset and goal setting for 9th-11th graders following the college road map/ Tier I tracker. Hold additional college and career center programs and opportunities that focus on targeted student groups and provide information and resources tailored to their needs. Ensure all eligible seniors complete college applications, complete the FAFSA, and know their CSU index, as applicable. Coordinate student workshops for ELs and African-American students including study skills, timelines/deadlines, college and career exploration including bilingual opportunities, and guest speakers.<br>(IN 4) | Somewhat Impactful            | Somewhat Impactful            | Somewhat Impactful            | Strong Positive Impact |

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| The cost for 5 students to attend CCEJ Camp for the 2022 school year. At CCEJ camp, they learn leadership schools, restorative justice practices and other concepts to support a positive environment on campus. (SM 6)  | Somewhat Impactful     | Somewhat Impactful            | Somewhat Impactful     | Somewhat Impactful     |
| Jordan will support 50% of an English teacher to provide additional reading support for students through Literacy Workshop. Through reading support, in a smaller classroom setting, students will be provided reading intervention to work to bring them to grade level and support them with their reading for all classes. (IN 14)  | Strong Positive Impact | (Does not apply to this goal) | Strong Positive Impact | Somewhat Impactful     |
| 24 Jordan students/staff will go on an HBCU tour in Texas and Louisiana to expose students to HBCU and college campuses where they students that resemble themselves. They will visit University of Houston, Texas Southern, Ride, Southern University, Grambling State and others to experience the college culture, as well as inspire them to have a college bound mindset. Funds will be used for transportation and lodging for students and chaperones on the trip. (IN 19)  | Somewhat Impactful     | Somewhat Impactful            | Limited or no impact   | Strong Positive Impact |
| The Dean of Attendance Intervention will work in conjunction with the School Community Liaison to meet with students who are chronically absent, tardy, or truant. They will support the School Community Liaison in meeting with families of students to develop an intervention plan, provide resources and continue to monitor attendance for improvement. The intervention will include follow up with and continued monitoring of student attendance and tardies and provide additional intervention to support students and families with getting to school and being on time. They will continue the implementation of the tardy policy, monitoring total detentions (served and unserved), and overall implementation of the tardy policy. In addition, they will continue to develop the tardy cart system, and provide weekly spreadsheets for tracking, cart schedules, and organization of the detention process and paperwork<br>Meet with parents to discuss student behavior, expectations and create a behavior plan. Provide support with discipline and follow up with students and families. Contact parents to discuss student behavior and brainstorm solutions to create student success.<br>(IN 11) | Somewhat Impactful     | Somewhat Impactful            | Somewhat Impactful     | Somewhat Impactful     |
| Part-Time Dance<br>An additional, part time dance coach a Jordan will support the Jordan dance program currently and as it continues to grow. This coach will work on fundamentals, technique and choreography with students. The additional coach will allow for students to work with a teacher in smaller groups, in order to get more feedback and further develop their skills. In addition, this person can support with preparing for dance shows and dance team performances.<br>(IN 9)  | Limited or no impact   | Limited or no impact          | Limited or no impact   | Limited or no impact   |

|   |                               |                               |                               |                        |
|---|-------------------------------|-------------------------------|-------------------------------|------------------------|
| CSO additional 50% - student intervention, SEL, and supervision (IN 13)   | Somewhat Impactful            | Somewhat Impactful            | Somewhat Impactful            | Strong Positive Impact |
| <p>Safe &amp; Civil</p> <p>One of Jordan's school-wide goals is to increase the sense of belonging among students. Safe &amp; Civil is currently charged with leading at least four faculty meetings related to school culture-climate and address sense of belonging, progressive discipline, and absenteeism. In order to collaborate and plan for these faculty meetings, they need time to meet and prepare effective professional development and lead the faculty meetings. The team consists of several teachers, and administrator, and two classified employees- an instructional aide and a campus security officer, who participate in meetings, trainings, and planning and implementing PD. Additionally, the team needs various supplies in order to lead the meetings and to promote its goals.</p> <p>(IN 15)</p> | Somewhat Impactful            | Somewhat Impactful            | Somewhat Impactful            | Limited or no impact   |
| Jordan will pay for additional LBPD support for events where confrontation might develop. This additional support will help keep a safe and welcoming environment. In addition, this will ensure all stakeholders feel a sense of safety and belonging at Jordan events. (IN 17)  | (Does not apply to this goal) | (Does not apply to this goal) | (Does not apply to this goal) | Somewhat Impactful     |
| Jordan will support 100% of a teacher to teach CTE medical elective courses in the AIMS Academy at Jordan. These courses will meet the demands of students interested in current and hands on experiences in the medical field. In addition, this person will organize and complete AIMS Academy reporting, cross-curricular projects, industry partnerships and pathway programs and steps towards Linked-Learning certification. This role will allow for students to have internships and experiences that align with the medical field and their interests in the medical profession. (IN 16)   | (Does not apply to this goal) | (Does not apply to this goal) | (Does not apply to this goal) | Somewhat Impactful     |

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|---|--------------------|--------------------|------------------------|------------------------|
| <p>The Jordan High School library is a very dynamic place. For many students, the library is a safe space. It also serves as a hub for the entire school community. Students can come to study, hang out with their friends, work on projects, print, use computers, play games, participate in tutoring sessions as well as check out the latest Manga novel. During some periods it is a spot for students to study, and then during other periods, it becomes an instructional environment where students practice research and critical thinking skills through collaborative lessons with the Teacher Librarian and the classroom teacher.</p> <p>Aside from supervising student aides and managing students coming in and out of the library throughout the day, an integral part of the librarian position is co-teaching with our fellow classroom teacher colleagues to teach vital critical thinking skills. Using our Model School Library Standards and core content standards, we create lessons integrating information/digital/media literacies into multiple subjects; thus assisting students in making informed decisions in this vast information age. This is an aspect of my position that I am very passionate about and I want to be able to teach/instruct, not merely supervise students. Supporting the full time Media Assistant, will allow the librarian time and ability to co-teach lessons on research, databases and other library resources.</p> <p>With a full time Media Assistant, the library becoming even more efficient. A full time media assistant will provide assistance with library resources as well as student management so the librarian can focus on expanding teaching; thus increasing the number of classes who have access to this resource. This will provide more lessons on critical thinking skills such as identifying bias; distinguishing facts from opinion; developing questions for research; evaluating reliable sources (both print and digital); as well as other media literacy competencies. (IN 10)</p> | Somewhat Impactful | Somewhat Impactful | Strong Positive Impact | Strong Positive Impact |
| <p>School Community Liaison Bilingual<br/>Monitor chronic absenteeism list; contact parents of students with attendance plan of action (e.g. Saturday School referral, SART/SARB resolution). Contact the families of students with 2+ absences the previous week to check in and provide support. Translate written materials from English to second language for distribution; serve as an interpreter for phone calls, parent conferences, and other site meetings. Provide information, explain and refer parents to appropriate community services, local agencies and District resources; assist parents with completing forms and documents; complete related records and reports. Conduct home visits and contact parents by telephone to acquire information and discuss issues such as absenteeism, illnesses, behavior issues and other matters; verify home addresses; report findings and possible solutions to site administrators; schedule parent conferences with school personnel. (IN 2)</p>   | Somewhat Impactful | Somewhat Impactful | Strong Positive Impact | Strong Positive Impact |

|   |                               |                               |                               |                        |
|---|-------------------------------|-------------------------------|-------------------------------|------------------------|
| Jordan would like Consuelo Kickbusch to return to Jordan for a second motivational speech assembly. She attended once in the fall and students were very passionate, inspired and vocal about wanting her to return. Therefore, Jordan would like to hold a second assembly in the spring for all students. The content will build off of the first assembly and continue to motivate and inspire students. (SM 7)  | Somewhat Impactful            | Somewhat Impactful            | Strong Positive Impact        | Strong Positive Impact |
| APEX Saturday Program will target 10th grade students who failed a class first semester. By enrolling in this program, they will makeup their class now to keep them on track for graduation. (IN 20)   | Strong Positive Impact        | Strong Positive Impact        | Strong Positive Impact        | Strong Positive Impact |
| Male Intervention Aide<br>Work with Hispanic and Black, 9th grade, male students who are identified as “at promise” students. Monitor student attendance, D/F Rate and College and Career Readiness Support the teacher and students in the “We Rise” Program. Check in with teachers to provide support with identified students and use feedback of “at promise” students areas of strength and areas for growth to guide their interventions. Mentor “at-promise” students. Make home visits as needed to support our “at promise” population. (IN 7)  | Somewhat Impactful            | Somewhat Impactful            | Somewhat Impactful            | Strong Positive Impact |
| The Restorative Justice Coordinator (TOSA) will be responsible for supporting the coordination and organization of restorative justice work at Jordan. The TOSA will support teachers and staff with implementing restorative practices, circles and training on campus. The position will analyze data and create implementation plans aimed at continuous improvement of school-wide student support systems to ensure they day-to-day life of our school is a reflection of the district’s restorative values. (IN 12)   | Somewhat Impactful            | Somewhat Impactful            | Somewhat Impactful            | Somewhat Impactful     |
| Jordan PE Department is in need of new equipment to support students in PE classes. Current equipment is old and there is student interest in the up and coming sport of pickleball. The PE department would purchase pickleball nets to increase student interest and engagement in PE classes as well and students feeling regarding the school and the resources offered to them. In addition, they would like to purchase rowing computers for the rowing machines. Rowing is engaging for students and additional computers will allow more students to participate in rowing, tracking their distance and calories burned. (SM 3) | (Does not apply to this goal) | (Does not apply to this goal) | (Does not apply to this goal) | Somewhat Impactful     |
| College Aide Bilingual<br>Support ELs in core classes with high percentage ELs by assisting students during integrated and designated ELD lessons. Drill, tutor, work with, or oversee academic English language activities such as vocabulary development, building prior knowledge, technology support, and SDAIE within a core content area. (IN 6)  | Somewhat Impactful            | Somewhat Impactful            | Somewhat Impactful            | Somewhat Impactful     |

|  |                               |                               |                               |                        |
|--|-------------------------------|-------------------------------|-------------------------------|------------------------|
| Two English/ELD Teachers will attend CAFE Conference. They will then return and share with the English Department their new learnings and strategies. (PD 3)   | Somewhat Impactful            | Somewhat Impactful            | Strong Positive Impact        | Somewhat Impactful     |
| Intervention Counselor<br>This counselor will coordinate with intervention programs for students in danger of falling below a 2.0. In conjunction with students and teachers, the counselor will develop and maintain strong partnerships with students and families in order to serve our underrepresented youth and ensure they are on track for graduation and keep their GPA above a 2.0. (IN 8)   | Limited or no impact          | Limited or no impact          | Limited or no impact          | Limited or no impact   |
| Jordan Math department is in need of laptop/tablet that works easily with math online programs. With this resource, teachers will be able to write out work and show problems for students. In addition, this resource will allow teachers to walk around the room and work individually with students and show the work to solve problems. (SM 1)   | (Does not apply to this goal) | Somewhat Impactful            | Somewhat Impactful            | Somewhat Impactful     |
| Professional Development<br>Jordan will be focused on helping teachers increase student engagement and classroom rigor especially in the area of Linked Learning, and ELA and Math team lesson design, differentiation for diverse learners and ability levels, and technology integration. Professional development funds will also be used for teachers to work together to plan lessons using the Kagan strategies they have learned through PD earlier in the year. (PD 2) | Strong Positive Impact        | Strong Positive Impact        | Strong Positive Impact        | Strong Positive Impact |
| Additional support for field trips for the Chamber singers to travel to Northern California to see performances, perform and take college tours. Students are raising fund for their trip, but need support with the cost of buses and sub coverage for the teacher so that they can have this experience. (SM 5)  | (Does not apply to this goal) | (Does not apply to this goal) | (Does not apply to this goal) | Somewhat Impactful     |
| Additional support for field trips to provide students with experiences and develop connections between content and their community. (SM 4)  | Somewhat Impactful            | Somewhat Impactful            | Somewhat Impactful            | Somewhat Impactful     |

|  |                    |                    |                        |                        |
|--|--------------------|--------------------|------------------------|------------------------|
| <p><b>Intervention and CIE Facilitator</b><br/> Work with the Intervention Aide to provide intervention and programs for Black and Hispanic 9th grade, male students identified at risk students. They will also coordinate and monitor, with the assistance of the School Community Liaison, the JHS attendance policy and Tiered System to ensure student contact, follow up and processes are followed. In addition, they will collaborate with the School Psychologist in the Wellness Center to support initiatives that address students social emotional and mental health. This role will assure targeted subgroups are receiving interventions and monitor progress of programs. In addition, they will assist with submitting EACCR compliance tasks including SSC and ELAC documents, required parent trainings, time distribution reports, newsletters, etc. Assist with the development of the Single Plan for Student Achievement (SPSA) Finally, facilitate the alignment between site requests and expenditures with school goals, data trends, and school/district priority areas as outlined on Jordan's SPSA.<br/> (IN 1)</p> | Somewhat Impactful | Somewhat Impactful | Somewhat Impactful     | Somewhat Impactful     |
| <p><b>EL Specialist</b><br/> Provide Support for EL students upon arrival and throughout their years at Jordan, by conducting an initial meeting, regular check-in and progress monitoring. Lead Site Federal and State compliance review Partner with Teachers, Counselors &amp; Other Staff to provide resources, supports and best practices for working with EL Students and their families.<br/> Advocate for EL students and programs that support their transition into Jordan and monitor their progress towards college and career readiness. Work with parents to provide them with support and resources for themselves, as well as resources for best supporting their student. Prepare agendas, minutes and facilitate the meeting of ELAC, to ensure completion and compliance with all necessary documentation. Oversee and monitor EL College Aides and the support they provide in Core Classes. Coordinate annual ELPAC Testing<br/> (IN 5)</p>  | Somewhat Impactful | Somewhat Impactful | Strong Positive Impact | Strong Positive Impact |
| <p><b>Parent Involvement Specialist Bilingual</b><br/> Communicate with parents and log dates/times/locations of meetings and workshops and attendance. Serve as an interpreter for phone calls, parent conferences, and other site meetings. Coordinate parent workshops around positive parenting, technology, district initiatives, college and career information, etc. Coordinate parent meetings for JPAC, ELAC, CIAAP, PTA, etc. Duplicate materials, provide written and verbal translations for meetings and publications.<br/> (IN 3)</p>  | Somewhat Impactful | Somewhat Impactful | Somewhat Impactful     | Somewhat Impactful     |

|   |                        |                        |                        |                        |
|---|------------------------|------------------------|------------------------|------------------------|
| Jordan will provide teachers with opportunities to participate in professional development with an active focus on student engagement and access to help increase the rigor in classrooms along with student engagement. Overall, this will support teachers and students in the classroom, decreasing the D/F Rate. In addition, the increase in engagement will support students in completing grade-level work and SBAC performance. More engaging classes will also improve students' feelings regarding academic achievement and support on end-of-year surveys.<br>(PD 1) | Strong Positive Impact | Strong Positive Impact | Strong Positive Impact | Strong Positive Impact |
| Jordan High School would like to again host a second presentation by LTC Consuelo Castillo Kickbusch. The second presentation would dive deeper into the conversation she started with students regarding diversity and understanding of oneanother. She will continue to speak to students to motivate them and challenge them to do their best, represent themselves well and strive to be supportive towards oneanother. In addition, she will support the Jordan Book Club and moderate some of their meetings, where they are reading her book. (SM 2)                     | Somewhat Impactful     | Somewhat Impactful     | Somewhat Impactful     | Somewhat Impactful     |
| IB Program Fees<br>IB dues, tutoring costs, test prep and testing costs. DP liscence costs. CAWS Fall Forum. (IN 18)  | Somewhat Impactful     | Somewhat Impactful     | Somewhat Impactful     | Somewhat Impactful     |

## Accountability Measure 1: Increase Achievement

### Core Programs (ELA, Writing, Math)

| Core Program - English Language Arts   |  |                                |
|--|--|--------------------------------|
| Curriculum/Instruction   | Assessments  | Resources/Materials            |
| Students pursue a balanced, integrated literacy program of literature and language study to promote academic discourse. In literature, students develop strategies to construct meaning and interact thoughtfully with all genres of literature and nonfiction texts. Language production (in both speech and written response) become an extension of experiences developed through reading literary and nonfiction works. Students also receive instruction in the conventions of written language, effective oral | Interim Assessments<br>End of learning assessments to demonstrate competency in comprehension, analysis, synthesis, evaluation, etc. These tasks are primarily unassisted student assessments. Some examples include the following:<br><ul style="list-style-type: none"> <li>• Interim district assessment</li> <li>• Unit tests</li> <li>• Portfolios</li> </ul> | My Perspectives, 2017, Pearson |



communication, and research techniques.

Reading activities are based on contemporary themes in literature and non-fiction selections to provide for an ever changing and highly motivational curriculum.

LBUSD offers the Expository Reading and Writing Course (ERWC) to prepare college-bound seniors for the literacy demands of higher education. Through a sequence of fourteen rigorous instructional modules, students in this yearlong, rhetoric-based course develop advanced proficiency in expository, analytical, and argumentative reading and writing. The cornerstone of the course—the assignment template—presents a process for helping students read, comprehend, and respond to nonfiction and literary texts. Modules also provide instruction in research methods and documentation conventions. Students will be expected to increase their awareness of the rhetorical strategies employed by authors and to apply those strategies in their own writing. Students who take this course by CSU ERWC Certified Teacher and who receive a grade of “C” or better in the course will be deemed ready for college level coursework in English by the CSU. ERWC meets the CSU English proficiency exam requirement.

Please see the full catalog of high school courses at: [www.lbschools.net/Asset/Files/Curriculum/HS-Course-Selection-Guide.pdf](http://www.lbschools.net/Asset/Files/Curriculum/HS-Course-Selection-Guide.pdf)

The English Language Arts Scope and Sequence is available at: [http://www.lbschools.net/Departments/Curriculum/ELA/curriculum\\_docs\\_HS.cfm](http://www.lbschools.net/Departments/Curriculum/ELA/curriculum_docs_HS.cfm)

#### Reading & Writing Tasks: Making Meaning, Language Development, and Effective Expression Writing Tasks

These tasks provide students with opportunities to “attempt” or “discover” multiple strategies in their learning of new or reviewed skills. This process allows for multiple submissions to master the learning without penalty. These are primarily teacher guided or collaborative tasks that may include scaffolded supports. Some examples include the following:

- Unit and section introduction tasks: section overview activities, Launch Text activities
- Making Meaning tasks: First Read & Close Read guides, comprehension check, research to clarify and/or explore, close read the text, analyze the text, analyze craft and structure
- Language Development tasks: concept vocabulary, word study, conventions, author’s style
- Preparation for performance assessments, Unit reflections, evidence logs, word networks
- Short constructed response, Cornell notes, double entry journals, journal quick writes

#### Formative Assessments/Quizzes

These assessments allow teachers and students to collect the best possible evidence about where students are in the learning process, and teachers use this information to decide what to do next.

These are quick assessments to check for understanding of the content and skills taught so far. These mini assessments can be oral, multiple choice, short answer, essay format, or visual. They

can be graded or not. Some examples include the following:

- Brief quizzes and general comprehension checks
- Thinking Maps
- Selection Tests

Homework  
This independent practice reinforces or extends the instruction or learning done in class. Teachers use the data to determine areas of focus for student intervention (reteach) and/or acceleration (move on). The work should be checked for completion, but not graded for mastery: it is practice in a skill.

## Accountability Measure 1: Increase Achievement

### Core Programs (ELA, Writing, Math)

| Core Program - Writing   |  |                                       |
|--|--|---------------------------------------|
| Curriculum/Instruction   | Assessments  | Resources/Materials                   |
| <p>Students engage in a variety of academic and creative writing tasks which connect both literature and nonfiction to their life experiences. Students use writing process activities in a variety of genres; argumentative, expository, narrative, reflective and literary analysis of texts, and research or inquiry. Students also receive instruction in the conventions of written language and effective oral communication. Students read and respond to historically and/or culturally significant works of non-fiction texts tracing.</p> <p>Students are provided a concentrated study of the writing</p> | <p>Interim Assessments<br/>End of learning assessments to demonstrate competency in comprehension, analysis, synthesis, evaluation, etc. These tasks are primarily unassisted student assessments. Some examples include the following:</p> <ul style="list-style-type: none"> <li>• Interim district assessment</li> <li>• Unit tests</li> <li>• Portfolios</li> </ul> <p>Reading &amp; Writing Tasks: Making Meaning, Language Development, and Effective Expression</p> | <p>My Perspectives, 2017, Pearson</p> |

process, essay genres, close reading of fiction and non-fiction, research skills and correctness. Writing activities are based on contemporary themes in literature and non-fiction selections to provide for an ever changing and highly motivational curriculum. Students use technology to support production of text, correctness, and research reading and writing

LBUSD offers the Expository Reading and Writing Course (ERWC) to prepare college-bound seniors for the literacy demands of higher education. Through a sequence of fourteen rigorous instructional modules, students in this yearlong, rhetoric-based course develop advanced proficiency in expository, analytical, and argumentative reading and writing. The cornerstone of the course—the assignment template—presents a process for helping students read, comprehend, and respond to nonfiction and literary texts. Modules also provide instruction in research methods and documentation conventions. Students will be expected to increase their awareness of the rhetorical strategies employed by authors and to apply those strategies in their own writing. Students who take this course by CSU ERWC Certified Teacher and who receive a grade of “C” or better in the course will be deemed ready for college level coursework in English by the CSU. ERWC meets the CSU English proficiency exam requirement.

Please see the full catalog of high school courses at: [www.lbschools.net/Asset/Files/Curriculum/HS-Course-Selection-Guide.pdf](http://www.lbschools.net/Asset/Files/Curriculum/HS-Course-Selection-Guide.pdf)

The English Language Arts Scope and Sequence is available at: <http://www.lbschools.net/Departments/Curriculum/ELA/curri>

#### Writing Tasks

These tasks provide students with opportunities to “attempt” or “discover” multiple strategies in their learning of new or reviewed skills. This process allows for multiple submissions to master the learning without penalty. These are primarily teacher guided or collaborative tasks that may include scaffolded supports. Some examples include the following:

- Performance Task: Writing Focus (teacher-guided process essay), including prewrites, Thinking Maps, Flee Maps, drafts, peer feedback, etc.
- Effective Expression Writing Tasks: writing to sources, writing to compare, quick writes, summaries, Write Now tasks
- Short constructed response, Cornell notes, double entry journals, journal quick writes
- Teacher modeled writing lesson activities

#### Language Production through Speaking & Listening Tasks:

Preparation and participation in effective collaborative conversations that are built around important content ensures that students may show competency in contributing appropriately and analyzing and synthesizing a multitude of ideas from a variety of sources. Some examples include the following:

- Performance Task: Speaking and Listening Focus (small group presentation)
- Effective Expression Speaking & Listening tasks
- Everyday classroom participation, active participation activities, collaborative conversations, Socratic seminars, peer feedback and critiques,

**Accountability Measure 1: Increase Achievement**

**Core Programs (ELA, Writing, Math)**

| <b>Core Program - Math</b>   |   |   |
|--|---|---|
| <b>Curriculum/Instruction</b>  | <b>Assessments</b>  | <b>Resources/Materials</b>  |
| <p>The Common Core State Standards Scope and Sequence documents provide a comprehensive “blueprint” for strategically sequencing and operationalizing the grade-level/course standards in Mathematics. For high school, the core program includes Algebra 1, Geometry, Algebra 2 and Pre-Calculus.</p> <p><b>Algebra 1</b><br/>The fundamental purpose of the Algebra 1 course is to formalize and extend the mathematics that students learned in the middle grades. This course includes standards from the conceptual categories of Number and Quantity, Algebra, Functions, and Statistics and Probability. Successful completion of Algebra 1, or an equivalent sequence, is a graduation requirement. Instructional time focuses on four critical areas: (1) deepen and extend understanding of linear and exponential relationships; (2) contrast linear and exponential relationships with each other and engage in methods for analyzing, solving, and using quadratic functions; (3) extend the laws of exponents to square and cube roots; and (4) apply linear models to data that exhibit a linear trend.</p> <p>Intensified Algebra I is offered to a small group of</p> | <p><b>Formative Assessments</b><br/>Graded work assessing a student’s mastery of mathematics such as any of the following:</p> <ul style="list-style-type: none"> <li>• Tests (district exams and classroom tests)</li> <li>• Quizzes</li> <li>• Project work that assesses a student’s understanding</li> </ul> <p><b>Classwork/Activities</b><br/>Graded work completed in class such as any of the following:</p> <ul style="list-style-type: none"> <li>• In class assignments</li> <li>• Project work completed in class</li> <li>• Notes</li> <li>• Warm-ups</li> <li>• Graded participation</li> </ul> <p><b>Homework</b><br/>Graded work completed outside of class such as any of the following:</p> <ul style="list-style-type: none"> <li>• Assignments</li> <li>• Project work completed outside of class</li> </ul> <p>Khan Academy offers the teachers a way to get</p> | <p>Algebra: Big Ideas Math Algebra 1, Big Ideas Learning, 2015</p> <p>Geometry: Big Ideas Math Geometry, Big Ideas Learning, 2015</p> <p>Algebra 2: Big Ideas Math Algebra 2, Big Ideas Learning, 2015</p> <p>Pre-Calculus: Pre-calculus, McGraw Hill, 2014</p> <p>Khan Academy</p> |

approximately 30 students at selected sites. Intensified Algebra I is a comprehensive, two-period course that is designed to help students who are one to three years behind in mathematics re-engage as motivated learners and succeed in Algebra I within a single academic year. Students are enrolled in a double block of Algebra which is supplemented with mindset activities and a hands-on approach to help students gain confidence and competence in Algebra.

#### Geometry

The fundamental purpose of the Geometry course is to formalize and extend students' geometric experiences from the middle grades. This course includes standards from the Geometry conceptual category. In this Geometry course, students explore more complex geometric situations and deepen their explanations of geometric relationships, presenting and hearing formal mathematical arguments. Instructional time focuses on five critical areas: (1) establish criteria for congruence of triangles based on rigid motions; (2) establish criteria for similarity of triangles based on dilation and proportional reasoning; (3) informally develop explanations of circumference, area, and volume formulas; (4) apply the Pythagorean Theorem to the coordinate plane; and (5) prove basic geometric theorems.

#### Algebra 2

Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include logarithmic, polynomial, rational, and radical functions in the Algebra 2 course. This course includes standards from the conceptual categories of Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. Students work closely with the

assessment data and differentiate instruction based on student needs. It is being used in many classrooms for class activities, homework, and assessment.

expressions that define the functions, competently manipulate algebraic expressions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. Instructional time focuses on four critical areas: (1) relate arithmetic of rational expressions to arithmetic of rational numbers; (2) expand understandings of functions and graphing to include trigonometric functions; (3) synthesize and generalize functions and extend understanding of exponential functions to logarithmic functions; and (4) relate data display and summary statistics to probability and explore a variety of data collection methods.

#### Pre Calculus

Pre-calculus combines the trigonometric, geometric, and algebraic techniques needed to prepare students for the study of calculus, and strengthens students' conceptual understanding of problems and mathematical reasoning in solving problems. Instructional time focuses on four critical areas: (1) extend work with complex numbers; (2) expand understanding of logarithms and exponential functions; (3) use characteristics of polynomial and rational functions to sketch graphs of those functions; and (4) perform operations with vectors.

To meet the four year math requirement and to provide access to upper level math classes, some schools offer additional math electives, which may include:

Introduction to Applied Math;

College and Career Ready Mathematics;

Functions, Statistics and Trigonometry; AP Statistics/ and AP Calculus.

Instruction and formative assessment are being supplemented by the use of Khan Academy in many classrooms.

For other math offerings and the full catalog of high school courses, please visit:  
<https://www.lbschools.net/Asset/Files/Curriculum/HS-Course-Selection-Guide.pdf>

## Accountability Measure 1: Increase Achievement

### Interventions

| Interventions  |   |   |  |                                     |  |  |
|--|---|---|--|-------------------------------------|--|--|
| Identify Data and Describe Student Needs   | ACTION Description of Scientifically-based Intervention   | List the sub-groups served                                | Funding Source and Cost  | Time Frame and Frequency of Program | Personnel Delivering the Intervention                            | Progress Monitoring  |
| RJ practices would work to develop a connection among students and create a positive environment where they enjoy attending. 2.6% suspension rate overall, with AA being 7.5% which is above the overall average. Restorative practices can help resolve | The Restorative Justice Coordinator (TOSA) will be responsible for supporting the coordination and organization of restorative justice work at Jordan. The TOSA will support teachers and staff | African-American, Other Targeted Students, Targeted Staff | *Title I \$98,194<br>Teacher on Special Assignment (TOSA)<br>.6 FTE - *Title I<br>100% | 08/01/2023 - 06/30/2024 Daily       | Principal Assistant<br>Principal Restorative Justice Coordinator | Jordan will continue to monitor incidents, attendance, and results of the Core/Pulse survey to monitor the effectiveness of RJ practices and training among teachers. Suspension/Expulsion Rate 40, Culture- |

|   |   |  |   |                                      |  |   |
|---|---|--|---|--------------------------------------|--|---|
| <p>the conflict prior to the confrontation. Suspension/Exclusion Rate 40, Culture-Climate Survey (Student-Staff) 30, Culture-Climate Survey (Parent) 30</p>           | <p>with implementing restorative practices, circles, and training on campus. The position will analyze data and create implementation plans aimed at continuous improvement of school-wide student support systems to ensure the day-to-day life of our school is a reflection of the district's restorative values. In addition, this teacher will teach two English classes to support with reducing class size and providing more support for students in English in order to reduce the D/F Rate.</p> |  |   |                                      |  | <p>Climate Survey (Student-Staff) 30, Culture-Climate Survey (Parent) 30</p>                |
| <p>Need to fund IB program fees and testing and CAS program from the last group of students in the IB program. D/F Rate 30, A-G Rate 30, AP Participation/Pass 40</p> | <p>IB Program Fees IB dues and CAS Program Stipend for Pathway Lead.</p>  | <p>Support Staff/Counselors, Other Targeted Students</p> | <p>*Title I \$16,378 Materials - *Title I 100% Services - *Title I 100%</p> | <p>08/28/2023 - 06/30/2024 Daily</p> | <p>Principal Assistant Principal Pathway Coordinator IB Coordinators</p> | <p>IB pass rates CAS Completion Rate D/F Rate 30, A-G Rate 30, AP Participation/Pass 40</p> |



|  |   |                     |   |  |                            |  |
|--|---|---------------------|---|--|----------------------------|--|
| <p>Student Intervention, mental health, supervision - Core Survey - Parent Feedback Suspension/Expulsion Rate 20, Culture-Climate Survey (Student-Staff) 40, Culture-Climate Survey (Parent) 40</p>  | <p>CSO additional hourly- student intervention, SEL, and supervision</p>  | <p>All Students</p> | <p>LCFF \$29,464 Hourly - Campus Staff Assistant ( 1 ) for 775 hours annually - LCFF 100%</p> | <p>11/27/2023 - 06/30/2024 Daily</p>   | <p>Keisha Irving</p>       | <p>Principal and Assistant Principal over CSOs will monitor effectiveness Suspension/Expulsion Rate 20, Culture-Climate Survey (Student-Staff) 40, Culture-Climate Survey (Parent) 40</p>  |
| <p>-College Campus Experience -Increased knowledge of local colleges -Greater understanding of college process, application and acceptance -Increased knowledge of options and program available at various colleges D/F Rate 40, A-G Rate 40, Culture-Climate Survey (Student-Staff) 20</p> | <p>The purpose of the field trip is to expose all 10th graders to the experience of being on a college campus. Through this experience, students will understand and experience college life and hopefully feel motivated to continue their work towards being college ready.</p> | <p>All Students</p> | <p>*Title I \$20,000 Services - *Title I 100%</p>   | <p>11/07/2023 - 06/30/2024 Monthly</p> | <p>Principal Counselor</p> | <p>-Increase in number of students who graduate and attend a 4 year college -Increased number of students who work to be A-G eligible and therefore prepared and able to attend a 4 year university. D/F Rate 40, A-G Rate 40, Culture-Climate Survey (Student-Staff) 20</p> |

|   |   |  |  |                                      |   |  |
|---|---|--|--|--------------------------------------|---|--|
| <p>Education technology that allows teachers to further engage students while they watch self paced videos and answer questions and complete activities throughout the time. In addition, translation is accessible for students. D/F Rate 40, A-G Rate 30, Culture-Climate Survey (Student-Staff) 30</p> | <p>Two year Ed Puzzle Subscription for the entire site.</p> | <p>All Staff, English Learners, All Students</p> | <p>*Title I \$6,090 Services - *Title I 100%</p> | <p>11/07/2023 - 11/07/2025 Daily</p> | <p>Principal Educational Technology Coordinator</p> | <p>-ABC Rate for all students - SBAC/iReady Performance Measures -Pulse Survey Results D/F Rate 40, A-G Rate 30, Culture-Climate Survey (Student-Staff) 30</p> |
|---|---|--|--|--------------------------------------|---|--|

|   |   |                                      |  |                                      |                                      |  |
|---|---|--------------------------------------|--|--------------------------------------|--------------------------------------|--|
| <p>CORE survey results indicate a continued growth in favorable responses from family and students regarding sense of belonging. But, Last year approx. only 4% of parents participated in the Core Survey. Jordan has an continued need to engage parents in both academics and extracurriculars. Graduation/Drop-out Rate 30, Culture-Climate Survey (Parent) 40, Basic Services 30</p> | <p>Parent Involvement Specialist Bilingual Communicate with parents and log dates/times/locations of meetings and workshops and attendance. Serve as an interpreter for phone calls, parent conferences, and other site meetings. Coordinate parent workshops around positive parenting, technology, district initiatives, college and career information, etc. Coordinate parent meetings for JPAC, ELAC, CIAAP, PTA, etc. Duplicate materials, provide written and verbal translations for meetings and publications.</p> | <p>All Parents, Targeted Parents</p> | <p>Par Inv \$14,381<br/>*Title I \$75,502<br/>Instructional Aide 1<br/>FTE - Par Inv 16%;<br/>*Title I 84%</p> | <p>08/01/2023 - 06/30/2024 Daily</p> | <p>Principal Assistant Principal</p> | <p>-Monthly postings via Parent Board, School Website, School Messenger, Google Calendar, Canvas etc.<br/>-Meet SSC/ELAC posting deadlines - Sign in sheets/surveys from parent meetings - Translation Log Completion<br/>Graduation/Drop-out Rate 30, Culture-Climate Survey (Parent) 40, Basic Services 30</p> |
| <p>There is a need for additional support for students in navigating the complex college application, acceptance and financial aid process.</p>   | <p>College and Career Specialist Develop and promote college and career center programs and opportunities for all</p>   | <p>All Students</p>                  | <p>LCFF \$72,545 *Title I \$48,363 College &amp; Career Supervisor 1<br/>FTE - LCFF 60%;<br/>*Title I 40%</p>  | <p>08/01/2023 - 06/30/2024 Daily</p> | <p>Principal Head Counselor</p>      | <p>Sign in sheets/surveys from workshops<br/>College enrollment rate Tier 1 Student Tracker<br/>Graduation/Drop-out</p>  |

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| <p>Graduation/Drop-out Rate 50, Other College Readiness Measures 20, Culture-Climate Survey (Student-Staff) 30</p> | <p>students that focus on growth mindset and goal setting for 9th-11th graders following the college road map/ Tier I tracker. Hold additional college and career center programs and opportunities that focus on targeted student groups and provide information and resources tailored to their needs. Ensure all eligible seniors complete college applications, complete the FAFSA, and know their CSU index, as applicable. Coordinate student workshops for ELs and African-American students including study skills, timelines/deadlines, college and career exploration including bilingual opportunities, and guest speakers.</p> |  |  |  |  | <p>Rate 50, Other College Readiness Measures 20, Culture-Climate Survey (Student-Staff) 30</p> |
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| <p>Based on 22-23 semester 1 progress grades the D/F rate for EL students in English was 54% and 60% in Math. There is a 25% dropout rate, which is 15% above the whole school rate. D/F Rate 40, EL Reclassification 30, Culture-Climate Survey (Student-Staff) 30</p> | <p>EL Specialist Provide Support for EL students upon arrival and throughout their years at Jordan, by conducting an initial meeting, regular check-in and progress monitoring. Lead Site Federal and State compliance reviewPartner with Teachers, Counselors &amp; Other Staff to provide resources, supports and best practices for working with EL Students and their families. Advocate for EL students and programs that support their transition into Jordan and monitor their progress towards college and career readiness. Work with parents to provide them with support and resources for themselves, as well as resources for best supporting their</p> | <p>Newcomers, English Learners</p> | <p>*Title I \$65,462 Teacher on Special Assignment (TOSA) .4 FTE - *Title I 100%</p> | <p>08/01/2023 - 06/30/2024 Daily</p> | <p>Principal Assistant Principal over EL</p> | <p>Tutoring Sign-In D/F Rate Graduation Rate PD Lessons and Sign-In D/F Rate 40, EL Reclassification 30, Culture-Climate Survey (Student-Staff) 30</p> |
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|  | <p>student. Prepare agendas, minutes and facilitate the meeting of ELAC, to ensure completion and compliance with all necessary documentation. Oversee and monitor EL College Aides and the support they provide in Core Classes. Coordinate annual ELPAC Testing</p> |  |   |                                      |                            |  |
| <p>Student Intervention, mental health, supervision - Core Survey - Parent Feedback Suspension/Expulsion Rate 20, Culture-Climate Survey (Student-Staff) 40, Culture-Climate Survey (Parent) 40</p>            | <p>CSO additional 50% - student intervention, SEL, and supervision</p>  | <p>All Students</p>                                      | <p>LCFF \$48,416 Campus Staff Assistant .5 FTE - LCFF 100%</p>          | <p>08/01/2023 - 06/30/2024 Daily</p> | <p>Keisha Irving</p>       | <p>Principal and Vice-Principal over CSOs will monitor effectiveness Suspension/Expulsion Rate 20, Culture-Climate Survey (Student-Staff) 40, Culture-Climate Survey (Parent) 40</p>       |
| <p>During the month of February, there was an average of 615 students who signed in to the library. At lunch, it is common to be more than 100 students to be reading, playing games and working homework.</p> | <p>Media Assistant The Jordan High School library is a very dynamic place. For many students, the library is a safe space. It also serves as a hub for the entire school community.</p>   | <p>All Students, English Learners, Special Education</p> | <p>*Title I \$46,080 Library Media Assistant .5 FTE - *Title I 100%</p> | <p>08/01/2023 - 06/30/2024 Daily</p> | <p>Principal Librarian</p> | <p>The librarian will continue to monitor library attendance throughout the day. In addition, they will monitor and have a calendar for classes to schedule visits and accesses texts,</p> |

Additional staffing is needed to meet this demand. Culture-Climate Survey (Student-Staff)|50, Culture-Climate Survey (Parent)|20, Basic Services|30

Students can come to study, hang out with their friends, work on projects, print, use computers, play games, participate in tutoring sessions as well as check out the latest Manga novel. During some periods it is a spot for students to study, and then during other periods, it becomes an instructional environment where students practice research and critical thinking skills through collaborative lessons with the Teacher Librarian, and classroom teacher. Aside from supervising student aides and managing students coming in and out of the library throughout the day, an integral part of the librarian position is co-teaching with our fellow classroom teacher colleagues to

databases, and other library resources. Culture-Climate Survey (Student-Staff)|50, Culture-Climate Survey (Parent)|20, Basic Services|30

teach vital critical thinking skills. Using our Model School Library Standards and core content standards, we create lessons integrating information/digital/media literacies into multiple subjects; thus assisting students in making informed decisions in this vast information age. This is an aspect of my position that I am very passionate about and I want to be able to teach/instruct, not merely supervise students. Supporting the full-time Media Assistant will allow the librarian time and ability to co-teach lessons on research, databases, and other library resources. With a full-time Media Assistant, the library is becoming even more efficient. A full-time media assistant



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|   | will provide assistance with library resources as well as student management so the librarian can focus on expanding teaching; thus increasing the number of classes who have access to this resource. This will provide more lessons on critical thinking skills such as identifying bias; distinguishing facts from opinion; developing questions for research; evaluating reliable sources (both print and digital); as well as other media literacy competencies. |                         |  |                                  |  |   |
| Jordan has seen improvements in attendance and this year finally reached attendance over 90% in January. In addition, sustainable tardy sweeps have been implemented and happen randomly, but require | The Dean of Attendance Intervention will work with the School Community Liaison to meet with students who are chronically absent, tardy, or truant students. They   | Other Targeted Students | *Title I \$163,656<br>Teacher on Special Assignment (TOSA)<br>1 FTE - *Title I<br>100% | 08/01/2023 -<br>06/30/2024 Daily | Principal Assistant<br>Principal Dean of<br>Attendance | Attendance Rate<br>Chronic Absentee<br>Rate Tardy Sweep<br>Numbers Saturday<br>School Attendance<br>Attendance/Chronic<br>Absenteeism Rate 40,<br>Culture-Climate<br>Survey (Student- |

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| <p>meetings with repeat offenders and their parents. As well a times to serve detention.<br/>Attendance/Chronic Absenteeism Rate 40, Culture-Climate Survey (Student-Staff) 30, Culture-Climate Survey (Parent) 30</p> | <p>will support the School Community Liaison in meeting with families of students to develop an intervention plan, provide resources and continue to monitor attendance for improvement. The intervention will include follow-up with and continued monitoring of student attendance and tardies and provide additional intervention to support students and families with getting to school and being on time. They will continue the implementation of the tardy policy, monitoring total detentions (served and unserved), and overall implementation of the tardy policy. In addition, they will continue to develop the tardy cart system, and provide weekly</p> |  |  |  |  | <p>Staff) 30, Culture-Climate Survey (Parent) 30</p> |
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| <p>spreadsheets for tracking, cart schedules, and organization of the detention process and paperwork Meet with parents to discuss student behavior, and expectations and create a behavior plan. Provide support with discipline and follow up with students and families. Contact parents to discuss student behavior and brainstorm solutions to create student success.</p> |  |  |  |  |  |
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| <p>The AIMS program has doubled in size from around 200 students to over 400 students this year. There are many students interested in the medical field and an additional person is needed to support the growth of the program, additional CTE classes, and internship placement. Culture-Climate Survey (Student-Staff) 30, Pathway Certification 40, Elective Curriculum 30</p> | <p>Jordan will support 40% of a teacher to teach CTE medical elective courses in the AIMS Academy at Jordan. These courses will meet the demands of students interested in current and hands-on experiences in the medical field. In addition, this person will organize and complete AIMS Academy reporting, cross-curricular projects, industry partnerships, pathway programs, and steps toward Linked-Learning certification. This role will allow students to have internships and experiences that align with the medical field and their interests in the medical profession.</p> | <p>Other Targeted Students</p> | <p>LCFF \$65,462<br/>Teacher on Special Assignment (TOSA)<br/>.4 FTE - LCFF 100%</p> | <p>08/01/2023 - 06/30/2024 Daily</p>   | <p>Principal Assistant<br/>Principal Pathway Lead Teacher</p> | <p>The class and curriculum will be monitored by the Principal and Pathways coordinators to ensure it is effective and in line with the goals of the AIMS programs. Culture-Climate Survey (Student-Staff) 30, Pathway Certification 40, Elective Curriculum 30</p> |
| <p>At Jordan only 44% of students reported feeling a sense of belonging on campus. For freshmen</p>   | <p>Link Crew Program Orientation will be implemented throughout the 23-24</p>  | <p>Other Targeted Students</p> | <p>*Title I \$7,903<br/>Teacher Hourly P Schedule ( 10 ) for 3 hours annually -</p>  | <p>07/01/2023 - 06/30/2024 Monthly</p> | <p>Principal Activities Specialist</p>                        | <p>Jordan will continue to monitor the sense of belonging and student connections through the</p>   |

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| <p>only 42% felt a sense of belonging. Through this programming, students will develop relationships with other 9th graders, upperclassmen as well as staff before they begin their first day of school. Culture-Climate Survey (Student-Staff) 50, SEL Survey 30, Other 20</p> | <p>school year in order to support new Jordan 9th graders with the transition from middle school to high school. The goal of the program is to build relationships among current students and 9th graders, as well as among 9th graders so they feel a greater sense of belonging and engage with extracurriculars from the beginning of the high school experience. Initial programming will begin in August prior to the school year and activities for freshmen with the LC leaders will continue throughout the school year. Through this intervention program, students will gain support in their transition to high school and will better understand and know</p> |
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| <p>*Title I 100% Teacher Hourly Extra Comp ( 2 ) for 18 hours annually - *Title I 100% Hourly - Campus Staff Assistant ( 2 ) for 4 hours annually - *Title I 100% Hourly - Stage Technician ( 1 ) for 4 hours annually - *Title I 100% OT - Custodian ( 2 ) for 5 hours annually - *Title I 100% Teacher Hourly Extra Comp ( 1 ) for 18 hours annually - *Title I 100%</p> |
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| <p>Pulse and Core surveys for increases, especially in 9th grade. In addition, they will monitor student involvement in extracurricular activities. Culture-Climate Survey (Student-Staff) 50, SEL Survey 30, Other 20</p> |
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|  | how to access resources and programs available at Jordan to support their social emotional health and academic endeavors. |  |  |  |  |  |
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| Jordan students entering their 12th grade year, need a clear understanding of where they are in regards to graduation. Jordan has been continually working to increase the graduation rate/ A-G and this communication from the beginning of the year will continue to support movement towards this goal. Graduation/Drop-out Rate 50, A-G Rate 40, Culture-Climate Survey (Parent) 10 | Jordan Counselors and College and Career will hold grad check and college/scholarship workshops prior to registration. Both the grad checks and workshops will provide students and families with a overview of where they are academically, what they need to accomplish this year, as well as help discuss post grad plans. Through this intervention, students and families will be informed going into the school year and not be unsure of misinformed about graduation plans and post grad opportunities. | Other Targeted Students, Targeted Parents | LCFF \$5,552 Hourly - College & Career Supervisor ( 1 ) for 25 hours annually - LCFF 100% Teacher Hourly Extra Comp ( 6 ) for 8 hours annually - LCFF 100% | 08/07/2023 - 08/13/2023 Daily | Principal Head Counselor | Jordan will continue to monitor the graduation rate of students and the A-G rate to ensure these numbers are continuing to increase with the additional support provided to students and families. Graduation/Drop-out Rate 50, A-G Rate 40, Culture-Climate Survey (Parent) 10 |
| The Semester 1 Progress report D/F Rate for English was 42.1% and math was 48.5% There is a continued need for structured and organized   | Intervention and CIE Facilitator Work with the Intervention Aide to provide intervention and programs for Black   | All Students                              | *Title I \$163,656 Teacher on Special Assignment (TOSA) 1 FTE - *Title I 100%  | 08/01/2023 - 06/30/2024 Daily | Principal                | D/F Rate Quarterly Data Reports EACCR Compliance D/F Rate  40, Graduation/Drop-out Rate 30, A-G Rate 30   |

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| <p>intervention to help support targeted students at Jordan. This role will work across interventions and support school wide tutoring. D/F Rate 40, Graduation/Drop-out Rate 30, A-G Rate 30</p> | <p>and Hispanic 9th grade, male students identified at risk students. They will also coordinate and monitor, with the assistance of the School Community Liaison, the JHS attendance policy and Tiered System to ensure student contact, follow up and processes are followed. In addition, they will collaborate with the School Psychologist in the Wellness Center to support initiatives that address students social emotional and mental health. This role will assure targeted subgroups are receiving interventions and monitor progress of programs. In addition, they will assist with submitting EACCR compliance tasks including SSC and</p> |  |  |  |  |  |
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|  | ELAC documents, required parent trainings, time distribution reports, newsletters, etc. Assist with the development of the Single Plan for Student Achievement (SPSA) Finally, facilitate the alignment between site requests and expenditures with school goals, data trends, and school/district priority areas as outlined on Jordan's SPSA. |   |   |                               |   |   |
| As of February Jordan has seen growth in attendance and has pushed to 93% attendance. There is a continued need to focus on the value of attendance and to decrease chronic absenteeism and well as intervene and provide support for students with attendance concerns. Graduation/Drop-out Rate 30, Attendance/Chronic Absenteeism Rate 60, Culture-Climate Survey | School Community Liaison Bilingual Monitor chronic absenteeism list; contact parents of students with attendance plan of action (e.g. Saturday School referral, SART/SARB resolution). Contact the families of students with 2+ absences the previous week to   | Other Targeted Students, Targeted Parents | *Title I \$93,382 School Community Worker 1 FTE - *Title I 100% | 08/01/2023 - 06/30/2024 Daily | Principal Assistant Principal - Attendance Intervention and CIE Facilitator | Attendance Tier I - III Tracking Logs Weekly chronic absenteeism data Service logs Saturday School Numbers Graduation/Drop-out Rate 30, Attendance/Chronic Absenteeism Rate 60, Culture-Climate Survey (Student-Staff) 10 |

(Student-Staff)|10

check in and provide support. Translate written materials from English to second language for distribution; serve as an interpreter for phone calls, parent conferences, and other site meetings. Provide information, explain and refer parents to appropriate community services, local agencies and District resources; assist parents with completing forms and documents; complete related records and reports. Conduct home visits and contact parents by telephone to acquire information and discuss issues such as absenteeism, illnesses, behavior issues and other matters; verify home addresses; report findings and possible solutions to site

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| administrators;<br>schedule parent<br>conferences with<br>school personnel. |  |  |  |  |  |
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**Accountability Measure 1: Increase Achievement**

**Program Description for Transitions**

| Program Description for Transitions |                        |                        |
|-------------------------------------|------------------------|------------------------|
| Preschool Transition                | Gr. 5 to MS Transition | Gr. 8 to HS Transition |

**Accountability Measure 2: Organizational Climate**

**Organizational Climate**

| Organizational Climate |                     |                       |            |           |   |
|------------------------|---------------------|-----------------------|------------|-----------|---|
| Identified Need(s)     | Program & Materials | Funding Source & Cost | Time Frame | Personnel | Progress Monitoring for Assessing Effectiveness |

No supplemental budgeted items have been approved.

**Accountability Measure 3: Professional Development**

**Professional Development**

| <b>Professional Development</b> |                                  |                                  |  |                  |   |
|---------------------------------|----------------------------------|----------------------------------|--|------------------|---|
| <b>Identified Need(s)</b>       | <b>Planned Staff Development</b> | <b>Funding Source &amp; Cost</b> | <b>Dates/Hours of Training Session</b> | <b>Personnel</b> | <b>Tools Used for Monitoring Implementation &amp; Effectiveness</b> |

No supplemental budgeted items have been approved.

**Accountability Measure 3: Professional Development**

**Teacher Involvement**

| <b>Describe Teacher Involvement</b> |
|-------------------------------------|
| <b>Written Analysis</b>             |

## Accountability Measure 4: Parent & Community

### Parent and Community

| Parent and Community Involvement |                     |                       |            |           |                                    |
|----------------------------------|---------------------|-----------------------|------------|-----------|------------------------------------|
| Identified Need(s)               | Program & Materials | Funding Source & Cost | Time Frame | Personnel | Method for Assessing Effectiveness |

No supplemental budgeted items have been approved.

### School Budget for Categorical Programs

The following site budget represents programs funded through the Consolidated Application. This Budget summary lists the funds that are to be consolidated as part of a schoolwide program. The SPSA's budgeted activities have been approved by the School Site Council and are in compliance with program regulations.

| Federal Programs (to Consolidate)            | Allocation |
|--|------------|
| Title I (3010)                               | 929547     |
| Title I Parent and Family Involvement (3008) | 15391      |

The following amounts are the school's share of Title I required and allowed reservations:

| Share                      | Services   | Amount |
|----------------------------|--|--------|
| Administrative Share       | Services provided to sites as part of Title I program leadership: EEP and Early Childhood Education; Additional reservation for Parent Involvement (over 1% requirement); Homeless Education; Reading Intervention/Private Schools; Foster Care Social Worker; TK Teachers; Behavioral Specialist; Male/Female Leadership Academy; Research LROIX Development. | NA     |
| Centralized Services Share | Middle School Summer Bridge, Homework Helpline 562.437.2859, Travel/Conferences, Education Celebration, CORE, Data PD/ Summer Admin PD, Supplemental Examinations (GORT), Kinder Festival, Robotics, SEAL Summer Program, SSC Institute, APEX Online, Harmony Project.   | NA     |

| State Programs * | Allocation |
|------------------|------------|
| LCFF             | 222600     |

\* It is understood that LCFF funding are district-directed; however, in the spirit of effective stakeholder engagement and transparency, LBUSD has included LCFF activities in the SPSA.

Spring Adjustment:

*During the beginning of the school year, the state projects the amount that the district receives in Title I and other resources and sometimes adjustments are made mid-year to the allotment, as a result of the Consolidated Application (completed annually in February). Although most years, there is no difference in the site allocations. In the event that there is an adjustment, LBUSD will notify all site principals, who will announce the adjustment to the SSC.*

### **Title I Reservations**

Title I Reservations are used for required or Board-approved services. These reservations are made prior to Title I allocations to school sites and are designed to provide central services to Title I and/or underserved, underperforming schools. Listed programs and services are budgeted for the school year and may be slightly altered depending on need changes and budget adjustments.

### **Administrative Share & Reservations Title I Program Administration**

**Equity, Engagement & Partnerships (EEP), State and Federal Programs (SFP):** Personnel to provide leadership for state and federal supplemental programs, Parent University offering parent workshops and community engagement. Early Childhood Education (CDC, Educare, Head Start): Personnel (incl. pre-K teachers of subsidized program, office assistants)

### **Parent Involvement** (additional funds beyond the required 1%)

Parent University Staff to help families understand & access information, as well as become a true partner in education. In addition to providing parent trainings, staff works with parent engagement events, such as Education Celebration. Multilingual staff helps support parent engagement activities as well as personalizes information for non-English speaking families.

### **Homeless Education**

Providing homeless students and families with supplies (uniforms, basic needs), social service referrals, transportation, and counseling.

### **Social Worker: Foster Care**

Provides ongoing intensive case management services for foster youth and families, maintaining compliance with AB216 and AB490 regarding foster rights. In addition, collaborates with community partners to address foster youth needs, including with DCFS for tracking and consultation. Provides trainings for site counselors and staff.

### **Behavior Specialist**

Works with elementary schools to ensure that schools are using best practices when working with Tier 2 students not experiencing success with self-control.

### **Male and Female Leadership Academy**

The leadership academies strive to improve the graduation rate of underrepresented promising students and develop successful leaders by addressing the multi-faceted issues facing young women and men. The reservation provides personnel at high needs schools to coordinate the



academies.

### **Research LROIX Development**

LROIX is LBUSD's data hub to help schools access pertinent, focused, live data; formulate needs assessments; and create effective interventions. The reservation provides personnel to maintain and develop the complex system.

### **Centralized Services**

#### **Middle School Summer Bridge**

Provides a summer math program focusing on students needing a "head start" prior to entering the next middle school grade level.

#### **Homework Helpline 562.437.2859**

Homework Helpline consists of teachers guiding students through homework assignments via the telephone. The service is free to LBUSD students.

#### **Travel/Conferences**

Enables staff to develop requisite knowledge about the program(s) they lead.

#### **Education Celebration**

The annual Education Celebration features K-8 schools in one location to engage parents about site programs and features. In addition to the schools, city representatives and district resources are also present to engage parents.

#### **CORE**

The CA Office to Reform Education is a partnership of large CA urban school districts. Part of the CORE collaborative is data sharing and accountability, including the CORE surveys of parents, staff and students in grades 4-12 on a range of school climate indicators.

#### **Data PD / Summer Admin PD**

This pre-service professional development is designed for site leaders to engage in analyzing new data and begin the planning process for student needs assessment, closing the achievement gap and addressing school goals.

#### **Supplemental Examinations**

These specialized exams are supplemental and are intended to augment district formative assessments to better understand student

achievement and skill acquisition.

**Kinder Festivals**

The K-Fests are a series of parent involvement activities designed to introduce entering Kinder families to the system, including live student groups with teachers, parent resources and training to understand the kinder curriculum and expectations.

**Robotics**

These supplemental materials are designed to assist in research and special programs related to STEM.

**SEAL Summer Program**

The Summer Enrichment and Learning (SEAL) program provides students instruction in a variety of coursework during the summer break. Students are provided learning opportunities to strengthen skills.

**APEX Online**

APEX Learning program is a computerized independent learning program, coupled with teacher-directed instruction designed to assist students to address gaps in knowledge.

**Youth Orchestra**

Music instruction and opportunities on weekends. Students receive instruction from professional music performers in string instruments.

### School Site Council Membership

| Member Group | Representing          | Name                 | Elected Term Ends |
|--------------|-----------------------|----------------------|-------------------|
| Staff        | Principal             | Keisha Irving-Holder | 06-30-2024        |
| Staff        | Classroom Teacher     | Lamarr Biffle        | 06-30-2024        |
| Staff        | Classroom Teacher     | Alejandro Martinez   | 06-30-2024        |
| Staff        | Classroom Teacher     | Wesley Rosenbaum     | 06-30-2025        |
| Staff        | Classroom Teacher     | Melissa Brookman     | 06-30-2025        |
| Staff        | Non Classroom Teacher | Octavio Mojica       | 06-30-2024        |
| Community    | Parent                | Rosalind [REDACTED]  | 06-30-2024        |
| Community    | Parent                | Raul [REDACTED]      | 06-30-2025        |
| Community    | Parent                | Nicole [REDACTED]    | 06-30-2025        |
| Community    | Student               | [REDACTED]           | 06-30-2024        |
| Community    | Student               | [REDACTED]           | 06-30-2024        |
| Community    | Student               | [REDACTED]           | 06-30-2024        |

## English Learner Advisory Committee Membership

The following are members of the English Learner Advisory Committee, who duly advised and made recommendations to the School Site Council on the school's program, goals, and objectives for English learners.

| Position              | Representing                    | Name              |
|-----------------------|---------------------------------|-------------------|
| Chair                 | Parent of EL Student (required) | Jesus [REDACTED]  |
| DELAC Representative  | Parent of EL Student (required) | Susana [REDACTED] |
| Principal or Designee | Staff Member (required)         | Melissa Galbreath |
| Secretary             | Parent of EL Student (required) | Margot [REDACTED] |

| Name             | Representing         |
|------------------|----------------------|
| Maria [REDACTED] | Parent of EL Student |

## ELAC Recommendations

Pursuant to Education Code, Section 52176, the school’s English Learner Advisory Committee (ELAC) conducted a needs assessment as it pertains to English Learner (EL) students and presented the following recommendations about programs and services that will assist EL students to achieve standards.

| Question  | Answer   |
|---|--|
| 1. Does the school have more than 20 EL students enrolled?  | Y  |
| 2. At which ELAC meeting did ELAC approve its Recommendations?  | 10/10/2023   |
| 3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement: | <p>Parents recommended that the grieving workshops for students continue to be offered as they recognize that many students were affected by a loss during the pandemic.</p> <p>Parents made a recommendation to continue offering the college aide positions so we can hire more college aides and instructional aides if college aides were not interested in applying because of the requirements.</p> <p>Parents also made a recommendation of incentivizing/paying interested students to be volunteer student tutors to help peers in some subject areas after school.</p> |
| 4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):         | <p>SBAC Reading Results for EL students</p> <p>SBAC Math for EL students</p> <p>EL Student Grades</p> <p>CELDT/ELPAC Results</p> <p>EL Attendance Rates</p>  |

|  |   |
|--|---|
| 5. At which SSC meeting were the ELAC recommendations presented? Ensure that the SSC Agenda and SSC Minutes list the receipt of the ELAC Recommendations | 11/07/2023  |
| 6. What was SSC's response to ELAC recommendations?  | <p>Thank you for your recommendation to ELAC. SSC reviewed the recommendations and had a group discussion.</p> <ul style="list-style-type: none"> <li>-We agree to continue to support the workshops and will continue with the WRAP Program that supports grieving students.</li> <li>-In addition, Jordan is currently working to continue to support College Aides. There are currently 2 College Aides at Jordan and we are working to hire two additional college aides at this time, for a total of 4 aides. There has been increased recruitment district-wide, which is helping fill the positions SSC has and will continue to support.</li> <li>- SSC will continue to work on a peer tutoring program like you recommended. SSC would like to work to develop a peer tutoring program and connect with other groups i.e Link Crew, ASB, Future Educators Club, and other resources on campus to provide peer tutoring. The focus will be on recruiting 11th and 12th-grade students to be peer tutors.</li> </ul> <p>SSC appreciates your recommendation and will continue to keep these as priorities</p> |

## Assurances & Approval

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the Consolidated Application, pursuant to California Education Code, Section 64001 and the federal Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA). The SPSA's purpose is to increase the overall effectiveness of the school program by crafting a site strategic plan that maximizes the resources available to the school. The School Site Council (SSC) is required to analyze data as part of a needs assessment, develop the SPSA, which approves programs and services in support of an annual budget to promote student achievement, pursuant to California Education Code, Sections 52853 and 52855. SSC's approach to the utilization of federal resources to support underserved, underachieving students by providing interventions that are aligned with the school and district goals and promote continuous improvement.

### Assurances:

1. School Site Council received recommendations from ELAC at the following SSC meeting(s): 11/07/2023
2. The SSC approved the **Home-School Compact** on 10/10/2023
3. The SSC approved the **Parent Involvement Guidelines** on 10/10/2023
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): 10/10/2023, 10/10/2023
5. SSC Participated in the Annual Evaluation of SPSA:11/07/2023
6. The SPSA was approved at the following SSC Meeting: 11/07/2023

LBUSD Board of Education Approval Date:

### Signatures:

Principal: \_\_\_\_\_

Printed Name: \_\_\_\_\_ Date: \_\_\_\_\_

SSC Chair: \_\_\_\_\_

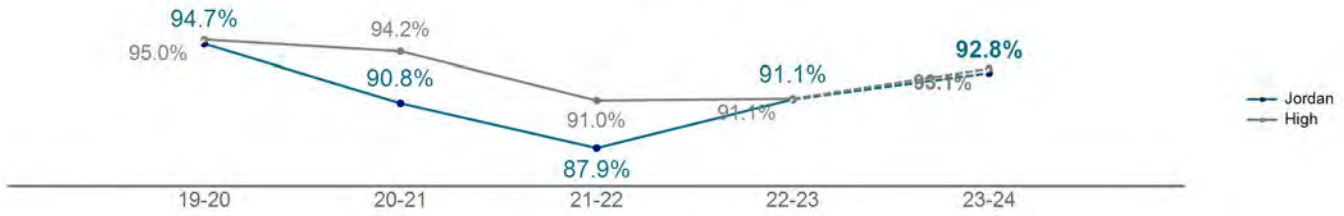
Printed Name: \_\_\_\_\_ Date: \_\_\_\_\_

ELAC Chair: \_\_\_\_\_

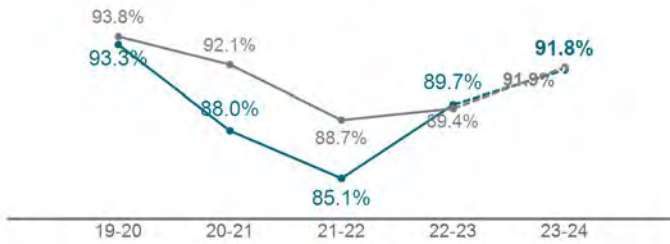
Printed Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Attendance Rate

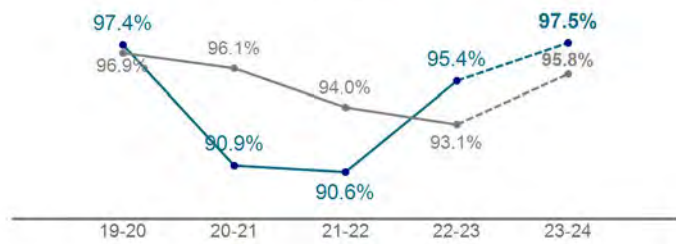
**Jordan**  
All Students  
N = 2,290



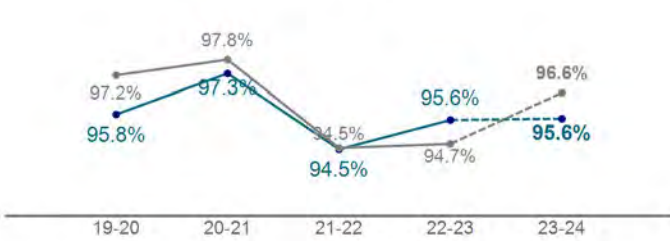
**African American**  
N = 337



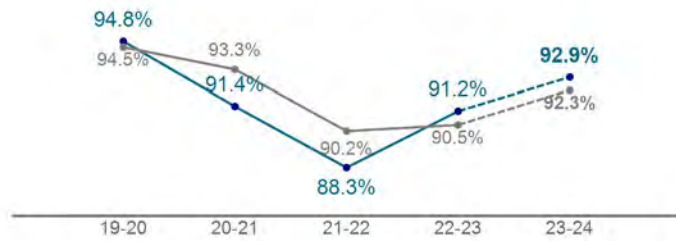
**Asian**  
N = 70



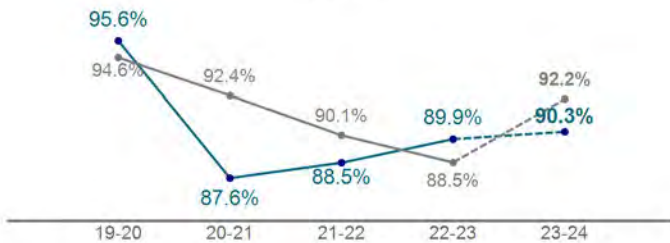
**Filipino**  
N = 29



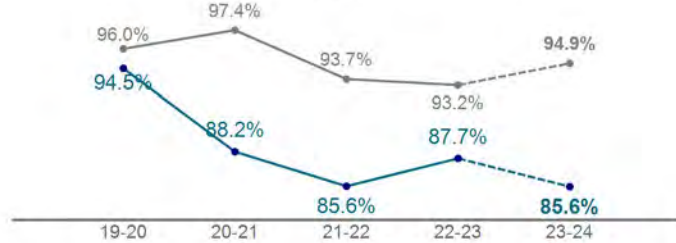
**Hispanic**  
N = 1,748



**Pacific Islander**  
N = 39



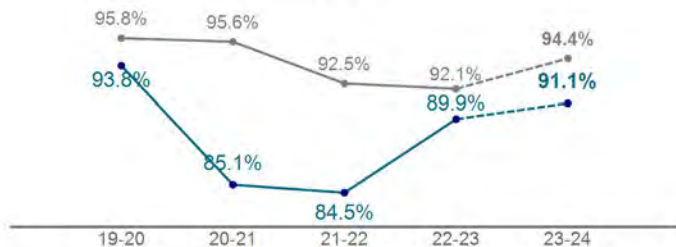
**White**  
N = 26



**Native American**

Subgroup with fewer than 20 students.

**Other**  
N = 40

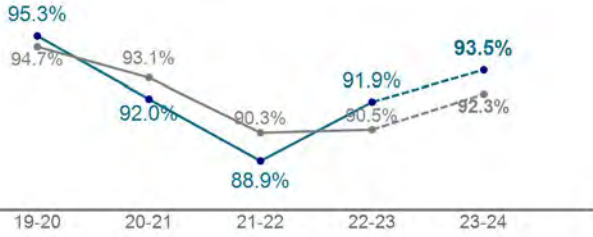


N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included

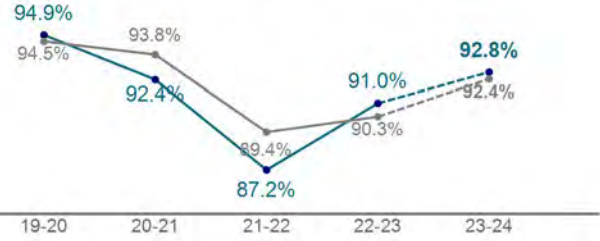


# Attendance Rate

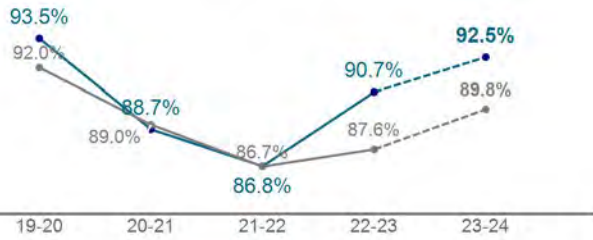
**EL + RFEP**  
N = 1,279



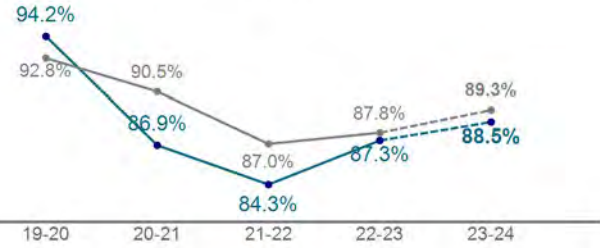
**Low SES**  
N = 2,253



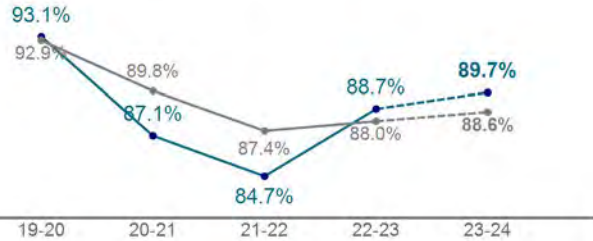
**English Learner**  
N = 509



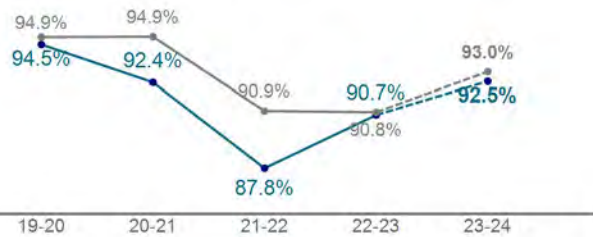
**Special Education**  
N = 321



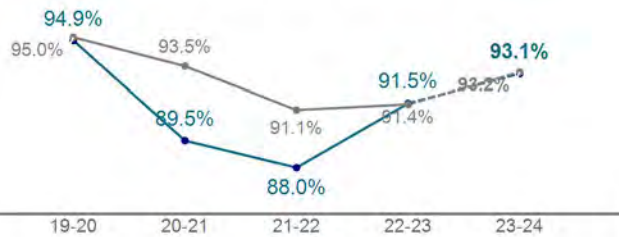
**Homeless or Foster Youth**  
N = 270



**Female**  
N = 1,085



**Male**  
N = 1,204



N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure.  
Dashed line represents data for current year still in progress.  
Subgroups under 20 students are not included

# Chronic Absence by Attendance Bands School Data by Subgroup Jordan 2022-2023

| Legend             | Attendance Rates: |
|--------------------|-------------------|
| Severely Chronic   | <80%              |
| Moderately Chronic | >=80% & <=90%     |
| At Risk Chronic    | >90% & <93%       |
| Satisfactory       | >=93% & <96%      |
| Strong Attendance  | >=96%             |

| Category     | # Students       | Percent by Category |                    |                 |              |                   | Current Chronic Rate | 21-22 Chronic Rate | Chronic + At-Risk Rate | HS Chronic Rate |       |
|--------------|------------------|---------------------|--------------------|-----------------|--------------|-------------------|----------------------|--------------------|------------------------|-----------------|-------|
|              |                  | Severely Chronic    | Moderately Chronic | At Risk Chronic | Satisfactory | Strong Attendance |                      |                    |                        |                 |       |
| All Students | 2,326            | 2,326               | 13                 | 17              | 14           | 18                | 39                   | 29.8%              | 35.7%                  | 43.4%           | 27.9% |
| Grade        | Gr. 09           | 656                 | 10                 | 14              | 13           | 19                | 44                   | 24.4%              | 34.7%                  | 36.9%           | 25.3% |
|              | Gr. 10           | 651                 | 18                 | 18              | 13           | 14                | 38                   | 35.5%              | 38.2%                  | 48.1%           | 27.5% |
|              | Gr. 11           | 493                 | 10                 | 16              | 14           | 19                | 40                   | 26.8%              | 35.3%                  | 40.4%           | 27.9% |
|              | Gr. 12           | 526                 | 12                 | 21              | 16           | 20                | 31                   | 32.5%              | 34.6%                  | 48.5%           | 31.1% |
| Ethnicity    | African American | 353                 | 15                 | 23              | 12           | 17                | 32                   | 38.5%              | 44.6%                  | 50.7%           | 36.6% |
|              | American Indian  | 4                   | 25                 |                 | 25           | 25                | 25                   | 25.0%              | 28.6%                  | 50.0%           | 19.4% |
|              | Asian            | 80                  | 5                  | 11              | 10           | 8                 | 66                   | 16.3%              | 24.3%                  | 26.3%           | 18.4% |
|              | Cambodian        | 61                  | 5                  | 10              | 15           | 8                 | 62                   | 14.8%              | 28.0%                  | 29.5%           | 24.4% |
|              | Filipino         | 26                  | 4                  | 12              | 8            | 12                | 65                   | 15.4%              | 7.1%                   | 23.1%           | 13.5% |
|              | Hispanic         | 1,744               | 12                 | 16              | 14           | 19                | 38                   | 28.6%              | 34.8%                  | 42.9%           | 30.2% |
|              | Pacific Islander | 50                  | 18                 | 14              | 10           | 24                | 34                   | 32.0%              | 30.9%                  | 42.0%           | 38.2% |
|              | White            | 27                  | 19                 | 15              | 15           | 15                | 37                   | 33.3%              | 36.4%                  | 48.1%           | 18.5% |
|              | Other            | 42                  | 21                 | 19              | 5            | 17                | 38                   | 40.5%              | 50.0%                  | 45.2%           | 24.2% |
| Gender       | Female           | 1,094               | 14                 | 19              | 14           | 18                | 36                   | 32.4%              | 37.2%                  | 46.3%           | 29.9% |
|              | Male             | 1,228               | 12                 | 16              | 13           | 18                | 41                   | 27.5%              | 34.4%                  | 40.7%           | 25.9% |
|              | Nonbinary        | 4                   | 50                 |                 | 25           | 25                |                      | 50.0%              | 33.3%                  | 75.0%           | 38.8% |

The percentages may not equal 100% due to rounding.

# Chronic Absence by Attendance Bands School Data by Subgroup Jordan 2022-2023

| Legend             | Attendance Rates: |
|--------------------|-------------------|
| Severely Chronic   | <80%              |
| Moderately Chronic | >=80% & <=90%     |
| At Risk Chronic    | >90% & <93%       |
| Satisfactory       | >=93% & <96%      |
| Strong Attendance  | >=96%             |

| Subgroup            | Total               | Attendance Bands |                    |                 |              |                   | Attendance Rates |                    |                 |              |       |
|---------------------|---------------------|------------------|--------------------|-----------------|--------------|-------------------|------------------|--------------------|-----------------|--------------|-------|
|                     |                     | Severely Chronic | Moderately Chronic | At Risk Chronic | Satisfactory | Strong Attendance | Severely Chronic | Moderately Chronic | At Risk Chronic | Satisfactory |       |
| Special Populations | Low SES             | 2,087            | 13                 | 17              | 13           | 18                | 39               | 29.8%              | 37.7%           | 43.2%        | 30.9% |
|                     | ELL                 | 491              | 14                 | 14              | 15           | 19                | 38               | 28.3%              | 40.2%           | 43.2%        | 37.0% |
|                     | RFEP                | 850              | 9                  | 15              | 14           | 18                | 44               | 23.9%              | 29.7%           | 38.2%        | 26.3% |
|                     | EL + RFEP           | 1,341            | 11                 | 15              | 15           | 18                | 42               | 25.5%              | 33.4%           | 40.0%        | 29.3% |
|                     | Special Ed.         | 267              | 22                 | 15              | 12           | 17                | 33               | 37.8%              | 44.5%           | 49.8%        | 36.9% |
|                     | Spec Ed. Speech/RSP | 116              | 21                 | 15              | 11           | 22                | 32               | 35.3%              | 42.0%           | 46.6%        | 33.0% |
|                     | Homeless/Foster     | 305              | 17                 | 20              | 13           | 17                | 32               | 37.7%              | 43.2%           | 50.8%        | 40.0% |
|                     | Foster              | 15               | 13                 | 47              | 7            | 33                |                  | 60.0%              | 52.4%           | 66.7%        | 53.7% |
|                     | Homeless            | 290              | 18                 | 19              | 13           | 18                | 32               | 36.6%              | 42.5%           | 50.0%        | 38.9% |
|                     | GATE/Excel          | 299              | 7                  | 14              | 12           | 19                | 46               | 21.7%              | 23.5%           | 34.1%        | 18.5% |
| SLC                 | Jordan - ACE        | 490              | 7                  | 14              | 13           | 18                | 48               | 21.4%              | 26.7%           | 34.9%        | 21.4% |
|                     | Jordan - AIMS       | 438              | 9                  | 16              | 12           | 18                | 45               | 25.3%              | 25.3%           | 37.0%        | 25.7% |
|                     | Jordan - IB         | 122              | 11                 | 21              | 13           | 20                | 34               | 32.0%              | 33.7%           | 45.1%        | 32.0% |
|                     | Jordan - JMAC       | 642              | 12                 | 17              | 14           | 18                | 39               | 28.7%              | 37.4%           | 43.0%        | 28.7% |
|                     | Jordan - LEAP       | 585              | 17                 | 19              | 15           | 19                | 30               | 36.4%              | 41.8%           | 51.3%        | 36.3% |
|                     | Lakewood - DMAC     | 2                | 100                |                 |              |                   |                  | 100.0%             |                 | 100.0%       | 30.6% |
|                     | Lakewood - HOSM     | 1                | 100                |                 |              |                   |                  | 100.0%             |                 | 100.0%       | 25.2% |
|                     | Wilson - TECH       | 1                | 100                |                 |              |                   |                  | 100.0%             |                 | 100.0%       | 28.5% |

The percentages may not equal 100% due to rounding.

# Chronic Absence by Attendance Bands School Comparison by Subgroup All 2022-2023

| Legend             | Attendance Rates: |
|--------------------|-------------------|
| Severely Chronic   | <80%              |
| Moderately Chronic | >=80% & <=90%     |
| At Risk Chronic    | >90% & <93%       |
| Satisfactory       | >=93% & <96%      |
| Strong Attendance  | >=96%             |

| School         | # Students | Percent by Category |    |    |    |    | Current Chronic Rate | 21-22 Chronic Rate | Chronic + At-Risk Rate |
|----------------|------------|---------------------|----|----|----|----|----------------------|--------------------|------------------------|
| All Elementary | 26,753     | 9                   | 23 | 19 | 22 | 27 | 32.2%                | 24.4%              | 51.1%                  |
| Addams         | 806        | 10                  | 27 | 20 | 19 | 24 | 36.7%                | 30.5%              | 56.6%                  |
| Alvarado       | 412        | 8                   | 32 | 19 | 17 | 24 | 40.0%                | 30.7%              | 58.7%                  |
| Barton         | 482        | 13                  | 34 | 17 | 19 | 17 | 47.3%                | 34.8%              | 64.3%                  |
| Birney         | 510        | 7                   | 25 | 18 | 27 | 24 | 31.6%                | 27.0%              | 49.2%                  |
| Bixby          | 546        | 6                   | 19 | 24 | 23 | 29 | 25.1%                | 19.3%              | 48.9%                  |
| Bryant         | 339        | 12                  | 23 | 19 | 19 | 27 | 35.1%                | 31.4%              | 54.6%                  |
| Burbank        | 616        | 9                   | 28 | 21 | 21 | 22 | 36.7%                | 23.4%              | 57.5%                  |
| Burcham        | 362        | 4                   | 20 | 20 | 27 | 30 | 23.8%                | 20.8%              | 43.6%                  |
| Carver         | 510        | 4                   | 17 | 23 | 25 | 31 | 21.4%                | 14.6%              | 44.3%                  |
| Chavez         | 359        | 14                  | 29 | 19 | 19 | 19 | 42.9%                | 34.3%              | 61.8%                  |
| Cleveland      | 460        | 4                   | 20 | 20 | 26 | 30 | 23.9%                | 12.0%              | 43.5%                  |
| Dooley         | 784        | 9                   | 30 | 18 | 22 | 22 | 38.5%                | 26.2%              | 56.1%                  |
| Edison         | 471        | 14                  | 24 | 16 | 18 | 29 | 37.8%                | 31.4%              | 53.5%                  |
| Emerson        | 354        | 4                   | 14 | 23 | 27 | 31 | 18.1%                | 4.7%               | 41.5%                  |
| Fremont        | 461        | 3                   | 15 | 20 | 26 | 35 | 18.9%                | 9.8%               | 38.8%                  |
| Gant           | 670        | 5                   | 14 | 22 | 24 | 34 | 19.4%                | 9.7%               | 41.8%                  |
| Garfield       | 602        | 11                  | 24 | 18 | 23 | 24 | 35.0%                | 31.2%              | 53.2%                  |
| Gompers        | 351        | 8                   | 23 | 23 | 25 | 21 | 30.5%                | 10.7%              | 53.6%                  |
| Grant          | 1,021      | 13                  | 27 | 17 | 21 | 22 | 39.7%                | 33.4%              | 56.6%                  |
| Harte          | 851        | 10                  | 28 | 21 | 17 | 23 | 38.2%                | 37.1%              | 59.2%                  |
| Henry          | 817        |                     | 10 | 20 | 29 | 41 | 10.5%                | 8.3%               | 30.1%                  |
| Herrera        | 748        | 10                  | 24 | 21 | 20 | 25 | 34.2%                | 26.1%              | 54.9%                  |
| Holmes         | 411        | 10                  | 27 | 18 | 20 | 26 | 37.0%                | 23.5%              | 54.5%                  |
| Hudson         | 426        | 15                  | 24 | 14 | 17 | 31 | 38.7%                | 22.0%              | 52.6%                  |
| Kettering      | 341        | 6                   | 17 | 23 | 28 | 26 | 23.2%                | 8.7%               | 46.0%                  |
| King           | 666        | 12                  | 24 | 19 | 21 | 25 | 35.6%                | 29.8%              | 54.4%                  |

The percentages may not equal 100% due to rounding.

# Chronic Absence by Attendance Bands School Comparison by Subgroup All 2022-2023

| Legend             | Attendance Rates: |
|--------------------|-------------------|
| Severely Chronic   | <80%              |
| Moderately Chronic | >=80% & <=90%     |
| At Risk Chronic    | >90% & <93%       |
| Satisfactory       | >=93% & <96%      |
| Strong Attendance  | >=96%             |

| School       | # Students | Percent by Category |    |    |    |    | Current Chronic Rate | 21-22 Chronic Rate | Chronic + At-Risk Rate |
|--------------|------------|---------------------|----|----|----|----|----------------------|--------------------|------------------------|
| Lafayette    | 898        | 11                  | 26 | 20 | 22 | 21 | 36.5%                | 41.6%              | 56.1%                  |
| Lincoln      | 851        | 13                  | 28 | 16 | 19 | 24 | 40.5%                | 24.1%              | 56.6%                  |
| Longfellow   | 994        | 6                   | 18 | 17 | 24 | 36 | 23.5%                | 11.3%              | 40.6%                  |
| Los Cerritos | 475        | 5                   | 15 | 20 | 24 | 37 | 19.4%                | 5.7%               | 38.9%                  |
| Lowell       | 578        | 4                   | 19 | 22 | 23 | 32 | 23.5%                | 15.8%              | 45.5%                  |
| Macarthur    | 307        | 3                   | 27 | 21 | 20 | 29 | 30.3%                | 13.6%              | 51.5%                  |
| Madison      | 397        | 6                   | 24 | 17 | 23 | 29 | 30.2%                | 25.5%              | 47.6%                  |
| Mann         | 372        | 7                   | 26 | 20 | 20 | 27 | 32.8%                | 15.7%              | 53.0%                  |
| McKinley     | 541        | 13                  | 24 | 18 | 22 | 24 | 36.6%                | 29.0%              | 54.2%                  |
| Naples       | 299        | 2                   | 18 | 12 | 29 | 38 | 20.4%                | 14.5%              | 32.8%                  |
| Oropeza      | 638        | 14                  | 25 | 20 | 19 | 23 | 38.2%                | 28.8%              | 58.2%                  |
| Prisk        | 497        | 3                   | 16 | 17 | 27 | 36 | 19.7%                | 14.5%              | 36.6%                  |
| Riley        | 455        | 5                   | 24 | 20 | 21 | 30 | 29.0%                | 18.3%              | 49.0%                  |
| Roosevelt    | 905        | 16                  | 22 | 17 | 17 | 28 | 37.9%                | 27.7%              | 54.7%                  |
| Signal Hill  | 675        | 8                   | 26 | 17 | 21 | 28 | 33.6%                | 31.0%              | 50.2%                  |
| Smith        | 717        | 10                  | 22 | 19 | 22 | 26 | 32.9%                | 21.3%              | 51.6%                  |
| Stevenson    | 558        | 14                  | 28 | 17 | 16 | 24 | 42.7%                | 41.8%              | 59.9%                  |
| Twain        | 440        | 5                   | 22 | 23 | 22 | 29 | 26.1%                | 16.5%              | 48.6%                  |
| Webster      | 567        | 11                  | 28 | 14 | 19 | 27 | 39.7%                | 37.2%              | 54.1%                  |
| Whittier     | 606        | 12                  | 28 | 18 | 17 | 24 | 40.1%                | 32.7%              | 58.3%                  |
| Willard      | 607        | 11                  | 23 | 20 | 19 | 27 | 33.9%                | 34.6%              | 54.0%                  |

The percentages may not equal 100% due to rounding.

# Chronic Absence by Attendance Bands School Comparison by Subgroup All 2022-2023

| Legend             | Attendance Rates: |
|--------------------|-------------------|
| Severely Chronic   | <80%              |
| Moderately Chronic | >=80% & <=90%     |
| At Risk Chronic    | >90% & <93%       |
| Satisfactory       | >=93% & <96%      |
| Strong Attendance  | >=96%             |

| School     | # Students | Percent by Category |    |    |    |    | Current Chronic Rate | 21-22 Chronic Rate | Chronic + At-Risk Rate |
|------------|------------|---------------------|----|----|----|----|----------------------|--------------------|------------------------|
| All Middle | 12,991     | 9                   | 17 | 14 | 20 | 39 | 26.3%                | 21.7%              | 40.6%                  |
| Bancroft   | 870        | 6                   | 16 | 13 | 21 | 43 | 22.6%                | 21.7%              | 35.5%                  |
| Franklin   | 1,147      | 18                  | 20 | 16 | 17 | 29 | 37.8%                | 29.8%              | 53.7%                  |
| Hamilton   | 860        | 12                  | 22 | 15 | 19 | 32 | 33.7%                | 23.7%              | 48.5%                  |
| Hoover     | 546        | 4                   | 15 | 16 | 23 | 42 | 19.2%                | 15.4%              | 34.8%                  |
| Hughes     | 1,344      | 5                   | 13 | 13 | 21 | 48 | 18.0%                | 13.7%              | 31.1%                  |
| Jefferson  | 1,040      | 11                  | 16 | 14 | 19 | 40 | 27.2%                | 30.5%              | 41.5%                  |
| Keller     | 458        | 2                   | 7  | 12 | 27 | 51 | 9.2%                 | 6.0%               | 21.6%                  |
| Lindbergh  | 437        | 13                  | 21 | 16 | 19 | 31 | 33.2%                | 34.5%              | 49.7%                  |
| Lindsey    | 761        | 11                  | 18 | 14 | 19 | 38 | 28.5%                | 18.7%              | 42.3%                  |
| Marshall   | 930        | 4                   | 20 | 15 | 24 | 37 | 24.4%                | 17.0%              | 39.9%                  |
| Nelson     | 843        | 8                   | 18 | 15 | 20 | 39 | 25.3%                | 21.0%              | 40.2%                  |
| Rogers     | 789        | 5                   | 13 | 14 | 21 | 46 | 18.4%                | 10.1%              | 32.7%                  |
| Stanford   | 1,205      | 6                   | 12 | 14 | 22 | 46 | 18.7%                | 15.0%              | 32.3%                  |
| Stephens   | 770        | 16                  | 23 | 15 | 17 | 28 | 39.0%                | 34.1%              | 54.4%                  |
| Washington | 991        | 16                  | 20 | 12 | 19 | 33 | 36.1%                | 30.8%              | 48.3%                  |

The percentages may not equal 100% due to rounding.

# Chronic Absence by Attendance Bands School Comparison by Subgroup All 2022-2023

| Legend             | Attendance Rates: |
|--------------------|-------------------|
| Severely Chronic   | <80%              |
| Moderately Chronic | >=80% & <=90%     |
| At Risk Chronic    | >90% & <93%       |
| Satisfactory       | >=93% & <96%      |
| Strong Attendance  | >=96%             |

| School    | # Students | Percent by Category |    |    |    |    | Current Chronic Rate | 21-22 Chronic Rate | Chronic + At-Risk Rate |
|-----------|------------|---------------------|----|----|----|----|----------------------|--------------------|------------------------|
| All K8    | 5,754      | 6                   | 18 | 18 | 22 | 37 | 23.7%                | 19.8%              | 41.4%                  |
| Avalon    | 455        | 7                   | 26 | 23 | 22 | 22 | 32.7%                | 28.5%              | 56.0%                  |
| Cubberley | 970        | 3                   | 10 | 16 | 23 | 48 | 13.4%                | 11.2%              | 29.6%                  |
| Muir      | 1,046      | 8                   | 21 | 18 | 21 | 33 | 28.6%                | 24.8%              | 46.5%                  |
| Newcomb   | 817        | 3                   | 15 | 18 | 24 | 41 | 17.6%                | 9.8%               | 35.4%                  |
| Powell    | 865        | 14                  | 22 | 20 | 20 | 25 | 35.4%                | 32.6%              | 54.9%                  |
| Robinson  | 779        | 6                   | 22 | 13 | 20 | 39 | 28.1%                | 21.6%              | 41.6%                  |
| Tincher   | 822        | 3                   | 12 | 18 | 26 | 42 | 14.2%                | 11.5%              | 32.6%                  |

The percentages may not equal 100% due to rounding.

# Chronic Absence by Attendance Bands School Comparison by Subgroup All 2022-2023

| Legend             | Attendance Rates: |
|--------------------|-------------------|
| Severely Chronic   | <80%              |
| Moderately Chronic | >=80% & <=90%     |
| At Risk Chronic    | >90% & <93%       |
| Satisfactory       | >=93% & <96%      |
| Strong Attendance  | >=96%             |

| School      | # Students | Percent by Category |    |    |    |    | Current Chronic Rate | 21-22 Chronic Rate | Chronic + At-Risk Rate |       |
|-------------|------------|---------------------|----|----|----|----|----------------------|--------------------|------------------------|-------|
| All High    | 20,821     | 12                  | 16 | 14 | 19 | 39 | 27.9%                | 26.2%              | 41.9%                  |       |
| Browning    | 333        | 20                  | 20 | 12 | 17 | 32 | 39.9%                | 29.4%              | 52.0%                  |       |
| Cabrillo    | 1,845      | 16                  | 18 | 14 | 17 | 35 | 34.3%                | 38.2%              | 48.0%                  |       |
| CAMS        | 673        |                     |    | 15 | 8  | 20 | 66                   | 6.4%               | 4.6%                   | 14.3% |
| Jordan      | 2,326      | 13                  | 17 | 14 | 18 | 39 | 29.8%                | 35.7%              | 43.4%                  |       |
| Lakewood    | 2,820      | 10                  | 18 | 16 | 21 | 35 | 28.6%                | 32.3%              | 44.1%                  |       |
| McBride     | 730        | 6                   | 12 | 17 | 20 | 46 | 17.5%                | 13.8%              | 34.5%                  |       |
| Millikan    | 3,346      | 5                   | 12 | 14 | 21 | 47 | 17.8%                | 14.3%              | 32.0%                  |       |
| PAAL        | 171        | 43                  | 20 | 13 | 8  | 16 | 63.2%                | 72.1%              | 76.0%                  |       |
| Polytechnic | 3,873      | 16                  | 17 | 15 | 20 | 32 | 32.9%                | 23.8%              | 48.4%                  |       |
| Reid        | 195        | 68                  | 17 | 7  | 5  | 3  | 84.6%                | 92.4%              | 91.8%                  |       |
| Renaissance | 443        | 14                  | 17 | 14 | 19 | 36 | 30.5%                | 31.3%              | 44.5%                  |       |
| Sato        | 483        |                     |    | 15 | 10 | 16 | 69                   | 5.8%               | 5.3%                   | 15.3% |
| Wilson      | 3,583      | 14                  | 15 | 14 | 18 | 39 | 29.6%                | 24.2%              | 43.3%                  |       |

The percentages may not equal 100% due to rounding.



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# Chronic Absence by Attendance Bands School Comparison by Subgroup All 2022-2023

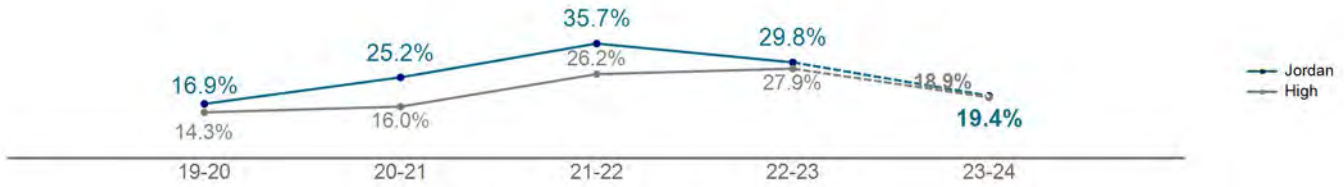
| Legend             | Attendance Rates: |
|--------------------|-------------------|
| Severely Chronic   | <80%              |
| Moderately Chronic | >=80% & <=90%     |
| At Risk Chronic    | >90% & <93%       |
| Satisfactory       | >=93% & <96%      |
| Strong Attendance  | >=96%             |

| School   | # Students | Percent by Category |    |    |    |    | Current Chronic Rate | 21-22 Chronic Rate | Chonic + At-Risk Rate |
|----------|------------|---------------------|----|----|----|----|----------------------|--------------------|-----------------------|
| District | 66,319     | 10                  | 19 | 16 | 21 | 34 | 29.0%                | 25.3%              | 45.3%                 |

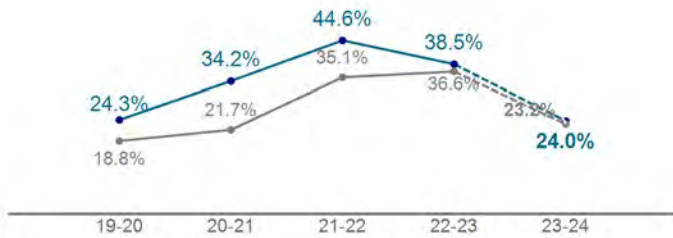
The percentages may not equal 100% due to rounding.

# Percent of Students in the Moderately or Severely Chronic Categories

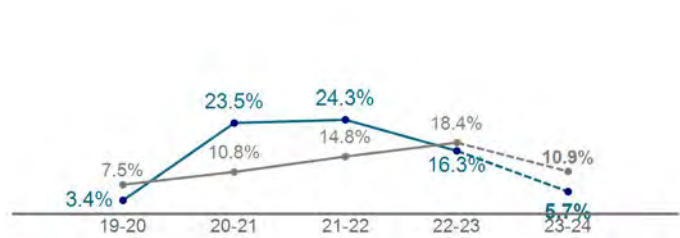
**Jordan**  
All Students  
N = 2,213



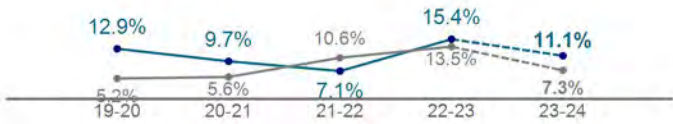
**African American**  
N = 317



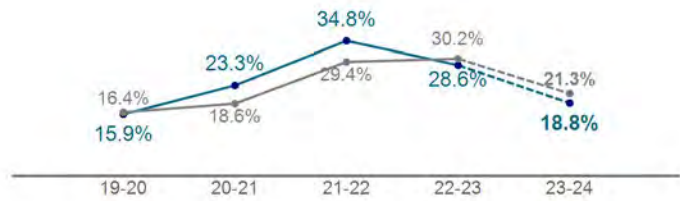
**Asian**  
N = 70



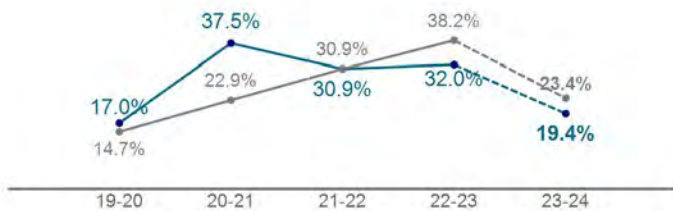
**Filipino**  
N = 27



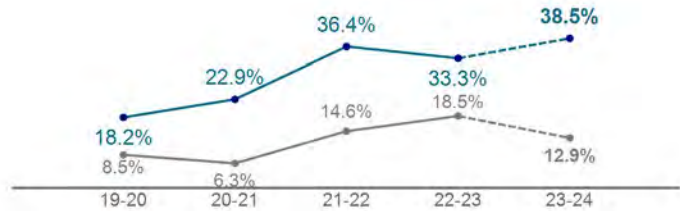
**Hispanic**  
N = 1,698



**Pacific Islander**  
N = 36



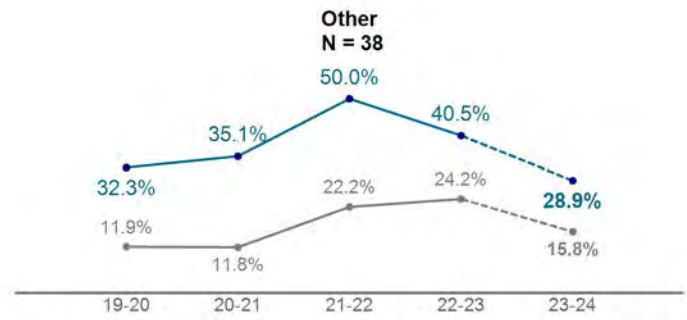
**White**  
N = 26



N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included

# Percent of Students in the Moderately or Severely Chronic Categories

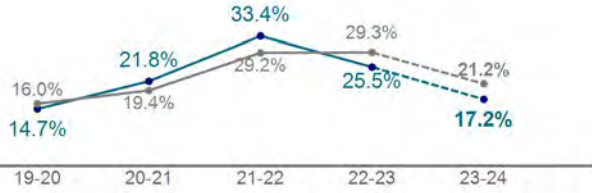
**Native American**  
Subgroup with fewer than 20 students.



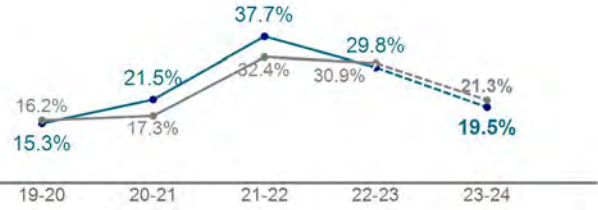
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure.  
Dashed line represents data for current year still in progress.  
Subgroups under 20 students are not included

# Percent of Students in the Moderately or Severely Chronic Categories

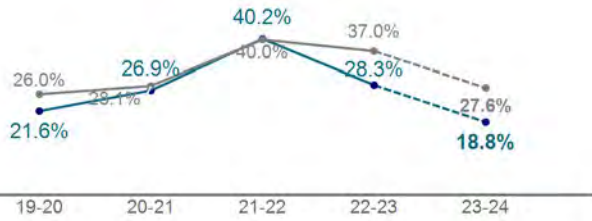
**EL + RFEP**  
N = 1,246



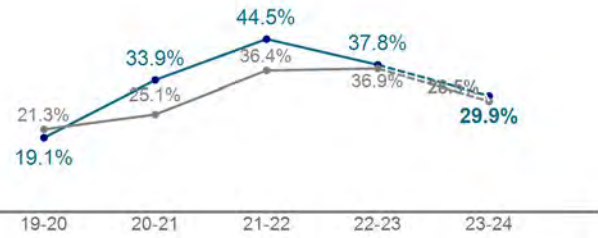
**Low SES**  
N = 2,203



**English Learner**  
N = 490



**Special Education**  
N = 321



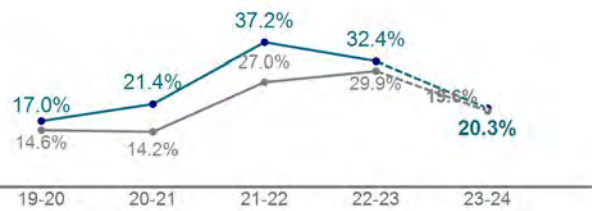
**Homeless or Foster Youth**

Subgroup with fewer than 20 students.

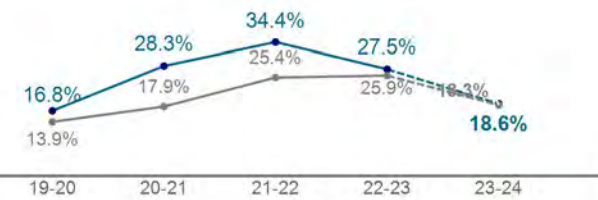
**Homeless or Foster Youth**

Subgroup with fewer than 20 students.

**Female**  
N = 1,051



**Male**  
N = 1,161



N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included

Jordan

| Category     | Tested           | Percent by Achievement Level |         |            |     |          |              | 2 yr | 3 yr | % Cohort |     |     |
|--------------|------------------|------------------------------|---------|------------|-----|----------|--------------|------|------|----------|-----|-----|
|              |                  | Not+Nearly Met               | Not Met | Nearly Met | Met | Exceeded | Met+Exceeded | Chg  | Chg  | Chg      |     |     |
| All Students | 422              | 422                          | 71%     | 44         | 27  | 21       | 9            | 29%  | ↓2   |          | ↓7  |     |
|              | All High         |                              | 48%     | 27         | 21  | 28       | 24           | 52%  | ↑2   |          | ↓9  |     |
|              | District         |                              | 52%     | 29         | 23  | 26       | 22           | 48%  | ↑-   |          | ↓1  |     |
| Grade        | Gr. 11           | 422                          | 71%     | 44         | 27  | 21       | 9            | 29%  | ↓2   |          | ↓7  |     |
|              | All High         |                              | 48%     | 27         | 21  | 28       | 24           | 52%  | ↑2   |          | ↓9  |     |
|              | District         |                              | 49%     | 27         | 21  | 28       | 24           | 51%  | ↑1   |          | ↓9  |     |
| Ethnicity    | Hispanic         | 332                          | 69%     | 41         | 28  | 22       | 9            | 31%  | ↓4   |          | ↓6  |     |
|              |                  | All High                     |         | 54%        | 31  | 24       | 28           | 18   | 46%  | ↑-       |     | ↓9  |
|              |                  | District                     |         | 58%        | 33  | 25       | 26           | 16   | 42%  | ↓-       |     | ↓1  |
|              | African American | 50                           | 86%     | 60         | 26  | 10       | 4            | 14%  | ↓4   |          | -   |     |
|              |                  | All High                     |         | 63%        | 39  | 24       | 24           | 13   | 37%  | ↑4       |     | ↓10 |
|              |                  | District                     |         | 67%        | 42  | 25       | 21           | 12   | 33%  | ↓-       |     | ↓1  |
|              | Asian            | 15*                          | 53%     | 40         | 13  | 33       | 13           | 47%  | ↑11  |          | -   |     |
|              |                  | All High                     |         | 28%        | 14  | 13       | 32           | 40   | 72%  | ↑3       |     | ↓4  |
|              |                  | District                     |         | 34%        | 17  | 18       | 30           | 36   | 66%  | ↑-       |     | ↑1  |
|              | Cambodian        | 11*                          | 64%     | 45         | 18  | 27       | 9            | 36%  | ↓4   |          | -   |     |
|              |                  | All High                     |         | 38%        | 20  | 18       | 35           | 27   | 62%  | ↑4       |     | ↓4  |
|              |                  | District                     |         | 39%        | 19  | 20       | 32           | 29   | 61%  | ↑1       |     | ↑2  |
|              | Pacific Islander | 8*                           | 75%     | 38         | 38  | 25       |              | 25%  | ↑11  |          | -   |     |
|              |                  | All High                     |         | 70%        | 32  | 38       | 24           | 6    | 30%  | ↓9       |     | ↓21 |
|              |                  | District                     |         | 63%        | 31  | 32       | 28           | 9    | 38%  | ↓2       |     | ↓3  |
| White        | 6*               | 83%                          | 67      | 17         | 17  |          | 17%          | ↓17  |      | -        |     |     |
|              | All High         |                              | 29%     | 14         | 14  | 30       | 41           | 71%  | ↑5   |          | ↓10 |     |
|              | District         |                              | 26%     | 11         | 15  | 30       | 44           | 74%  | ↑1   |          | ↓1  |     |

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.  
 \*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

Jordan

| Category  | Tested              | Percent by Achievement Level |         |            |     |          | 2 yr | 3 yr | % Cohort |              |
|-----------|---------------------|------------------------------|---------|------------|-----|----------|------|------|----------|--------------|
|           |                     | Not+Nearly Met               | Not Met | Nearly Met | Met | Exceeded |      |      |          | Met+Exceeded |
| Ethnicity | Other               | 6*                           | 83%     | 67         | 17  | 17       | 17%  | ↑2   |          | -            |
|           |                     | All High                     | 38%     | 20         | 18  | 25       | 38   | 62%  | ↑2       | ↓11          |
|           |                     | District                     | 33%     | 16         | 17  | 29       | 38   | 67%  | ↑1       | ↓1           |
|           | Filipino            | 5*                           | 60%     | 40         | 20  | 40       | 40%  | ↑15  |          | -            |
|           |                     | All High                     | 25%     | 13         | 12  | 34       | 41   | 75%  | ↑4       | ↓4           |
|           |                     | District                     | 28%     | 11         | 17  | 31       | 41   | 72%  | ↑2       | ↑2           |
| Gender    | Female              | 199                          | 65%     | 39         | 27  | 25       | 10   | 35%  | ↓1       | ↓6           |
|           |                     | All High                     | 43%     | 22         | 21  | 30       | 27   | 57%  | ↑2       | ↓8           |
|           |                     | District                     | 47%     | 25         | 22  | 28       | 24   | 53%  | ↓-       | ↓-           |
|           | Male                | 223                          | 75%     | 48         | 27  | 17       | 7    | 25%  | ↓4       | ↓7           |
|           |                     | All High                     | 54%     | 32         | 22  | 26       | 20   | 46%  | ↑1       | ↓9           |
|           |                     | District                     | 56%     | 33         | 23  | 25       | 19   | 44%  | ↑1       | ↓1           |
|           | Nonbinary           | All High*                    | 23%     | 8          | 15  | 23       | 54   | 77%  | ↑21      | -            |
|           |                     | District                     | 40%     | 13         | 27  | 38       | 22   | 60%  | ↑6       | ↓6           |
|           | Special Populations | EL + RFEP                    | 264     | 71%        | 45  | 25       | 22   | 8    | 29%      | ↓2           |
| All High  |                     |                              | 57%     | 34         | 23  | 26       | 16   | 43%  | ↓-       | ↓8           |
| District  |                     |                              | 64%     | 38         | 26  | 24       | 12   | 36%  | ↓1       | ↓1           |
| ELL       |                     | 94                           | 99%     | 81         | 18  | 1        | 1    | 1%   | ↓3       | ↓3           |
|           |                     | All High                     | 95%     | 76         | 19  | 5        | 1    | 5%   | ↓1       | ↑2           |
|           |                     | District                     | 86%     | 60         | 25  | 11       | 3    | 14%  | ↑4       | ↑3           |
| RFEP      |                     | 170                          | 55%     | 26         | 29  | 33       | 12   | 45%  | ↓-       | ↓5           |
|           |                     | All High                     | 45%     | 20         | 25  | 33       | 22   | 55%  | ↑-       | ↓10          |
|           |                     | District                     | 44%     | 17         | 27  | 35       | 21   | 56%  | ↑-       | ↓4           |
| Foster    |                     | 2*                           | 50%     | 50         | 50  | 50       | 50%  | -    | -        | -            |

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 \*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

Jordan

| Category            | Tested              | Percent by Achievement Level |         |            |     |          | 2 yr<br>Chg | 3 yr<br>Chg | % Cohort<br>Chg |              |     |
|---------------------|---------------------|------------------------------|---------|------------|-----|----------|-------------|-------------|-----------------|--------------|-----|
|                     |                     | Not+Nearly Met               | Not Met | Nearly Met | Met | Exceeded |             |             |                 | Met+Exceeded |     |
| Special Populations | Foster              | All High                     | 69%     | 46         | 23  | 23       | 8           | 31%         | ↓14             |              | ↓17 |
|                     |                     | District                     | 75%     | 50         | 25  | 16       | 9           | 25%         | ↓3              |              | ↓4  |
|                     | GATE/Excel          | 66                           | 36%     | 8          | 29  | 36       | 27          | 64%         | ↑3              |              | ↓12 |
|                     |                     | All High                     | 18%     | 5          | 13  | 32       | 50          | 82%         | ↑3              |              | ↓8  |
|                     | Homeless            | District                     | 14%     | 3          | 11  | 32       | 54          | 86%         | ↓-              |              | ↓3  |
|                     |                     | 39                           | 87%     | 62         | 26  | 10       | 3           | 13%         | ↓7              |              | -   |
|                     | Homeless/Foster     | All High                     | 63%     | 41         | 22  | 25       | 12          | 37%         | ↑-              |              | ↓9  |
|                     |                     | District                     | 64%     | 40         | 24  | 24       | 12          | 36%         | ↓1              |              | ↓1  |
|                     | Low SES             | 41                           | 85%     | 61         | 24  | 10       | 5           | 15%         | ↓7              |              | -   |
|                     |                     | All High                     | 63%     | 41         | 22  | 25       | 12          | 37%         | ↓-              |              | ↓9  |
|                     | Special Ed.         | District                     | 65%     | 41         | 24  | 23       | 12          | 35%         | ↓1              |              | ↓1  |
|                     |                     | 405                          | 70%     | 43         | 26  | 21       | 9           | 30%         | ↑2              |              | ↓7  |
|                     | Spec Ed. Speech/RSP | All High                     | 53%     | 30         | 23  | 27       | 20          | 47%         | ↑3              |              | ↓9  |
|                     |                     | District                     | 59%     | 34         | 25  | 25       | 16          | 41%         | ↑1              |              | ↓1  |
|                     | Special Ed.         | 57                           | 91%     | 81         | 11  | 5        | 4           | 9%          | ↓1              |              | -   |
|                     |                     | All High                     | 84%     | 65         | 19  | 13       | 3           | 16%         | ↑1              |              | ↓3  |
| Spec Ed. Speech/RSP | District            | 84%                          | 65      | 19         | 11  | 5        | 16%         | ↑1          |                 | ↑1           |     |
|                     | 32                  | 84%                          | 66      | 19         | 9   | 6        | 16%         | ↑4          |                 | -            |     |
| Spec Ed. Speech/RSP | All High            | 79%                          | 55      | 24         | 17  | 5        | 21%         | ↑3          |                 | ↓4           |     |
|                     | District            | 79%                          | 56      | 23         | 14  | 7        | 21%         | ↑2          |                 | ↑2           |     |

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 \*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

# SBAC Math 2023 :: School Data by Subgroup

## Jordan

| Category     | Tested           | Percent by Achievement Level |         |            |     |          | 2 yr<br>Chg | 3 yr<br>Chg | % Cohort<br>Chg |              |
|--------------|------------------|------------------------------|---------|------------|-----|----------|-------------|-------------|-----------------|--------------|
|              |                  | Not+Nearly Met               | Not Met | Nearly Met | Met | Exceeded |             |             |                 | Met+Exceeded |
| All Students | 420              | 93%                          | 75      | 18         | 7   | 7%       | ↑1          |             | ↓28             |              |
|              | All High         | 75%                          | 53      | 21         | 15  | 11       | 25%         | ↑3          | ↓25             |              |
|              | District         | 66%                          | 40      | 26         | 19  | 18       | 34%         | ↑1          | ↓5              |              |
| Grade        | Gr. 11           | 420                          | 93%     | 75         | 18  | 7        | 7%          | ↑1          |                 | ↓28          |
|              | All High         | 75%                          | 53      | 21         | 15  | 11       | 25%         | ↑3          | ↓25             |              |
|              | District         | 75%                          | 53      | 21         | 15  | 11       | 25%         | ↑3          | ↓25             |              |
| Ethnicity    | Hispanic         | 331                          | 92%     | 73         | 19  | 8        | 8%          | ↑2          |                 | ↓28          |
|              |                  | All High                     | 81%     | 60         | 21  | 13       | 6           | 19%         | ↑4              | ↓25          |
|              |                  | District                     | 72%     | 45         | 27  | 17       | 11          | 28%         | ↑2              | ↓5           |
|              | African American | 49                           | 96%     | 92         | 4   | 2        | 4%          | ↓2          |                 | ↓15          |
|              |                  | All High                     | 91%     | 70         | 20  | 7        | 3           | 9%          | ↑-              | ↓24          |
|              |                  | District                     | 82%     | 57         | 25  | 12       | 6           | 18%         | ↑1              | ↓4           |
|              | Asian            | 15*                          | 87%     | 60         | 27  | 7        | 7           | 13%         | ↓10             | -            |
|              |                  | All High                     | 54%     | 34         | 21  | 21       | 25          | 46%         | ↑-              | ↓22          |
|              |                  | District                     | 49%     | 25         | 24  | 22       | 29          | 51%         | ↓1              | ↓6           |
|              | Cambodian        | 11*                          | 91%     | 64         | 27  | 9        | 9%          | ↓11         |                 | -            |
|              |                  | All High                     | 70%     | 47         | 24  | 18       | 12          | 30%         | ↓1              | ↓24          |
|              |                  | District                     | 55%     | 28         | 27  | 23       | 23          | 45%         | ↓2              | ↓5           |
|              | Pacific Islander | 8*                           | 88%     | 63         | 25  | 13       | 13%         | ↑5          |                 | -            |
|              |                  | All High                     | 85%     | 65         | 21  | 10       | 4           | 15%         | ↓1              | ↓22          |
|              |                  | District                     | 76%     | 46         | 30  | 17       | 8           | 24%         | ↓-              | ↓6           |
| White        | 6*               | 100%                         | 67      | 33         | 0   | 0%       | -           |             | -               |              |
|              | All High         | 54%                          | 29      | 25         | 24  | 22       | 46%         | ↑6          | ↓28             |              |
|              | District         | 38%                          | 17      | 21         | 27  | 35       | 62%         | ↑3          | ↓6              |              |

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 \*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.



Jordan

| Category            | Tested    | Percent by Achievement Level |         |            |     |          | 2 yr<br>Chg | 3 yr<br>Chg | % Cohort<br>Chg |              |     |
|---------------------|-----------|------------------------------|---------|------------|-----|----------|-------------|-------------|-----------------|--------------|-----|
|                     |           | Not+Nearly Met               | Not Met | Nearly Met | Met | Exceeded |             |             |                 | Met+Exceeded |     |
| Ethnicity           | Other     | 6*                           | 100%    | 100        |     |          |             | 0%          | -               |              | -   |
|                     |           | All High                     | 61%     | 43         | 18  | 20       | 19          | 39%         | ↑4              |              | ↓25 |
|                     |           | District                     | 45%     | 23         | 22  | 24       | 31          | 55%         | ↑-              |              | ↓5  |
|                     | Filipino  | 5*                           | 100%    | 80         | 20  |          |             | 0%          | -               |              | -   |
|                     |           | All High                     | 51%     | 29         | 22  | 21       | 28          | 49%         | ↓2              |              | ↓24 |
|                     |           | District                     | 44%     | 19         | 25  | 24       | 33          | 56%         | ↓-              |              | ↓5  |
| Gender              | Female    | 200                          | 94%     | 77         | 17  | 6        |             | 7%          | ↑1              |              | ↓26 |
|                     |           | All High                     | 75%     | 54         | 22  | 15       | 10          | 25%         | ↑3              |              | ↓25 |
|                     |           | District                     | 67%     | 41         | 26  | 18       | 14          | 33%         | ↑1              |              | ↓5  |
|                     | Male      | 220                          | 92%     | 73         | 19  | 7        |             | 8%          | ↑1              |              | ↓30 |
|                     |           | All High                     | 74%     | 53         | 21  | 15       | 12          | 26%         | ↑4              |              | ↓25 |
|                     |           | District                     | 64%     | 39         | 25  | 19       | 17          | 36%         | ↑2              |              | ↓5  |
| Nonbinary           | All High* | 54%                          | 38      | 15         | 31  | 15       | 46%         | ↑13         |                 | ↓18          |     |
|                     | District  | 62%                          | 42      | 20         | 22  | 16       | 38%         | ↑4          |                 | ↓3           |     |
| Special Populations | EL + RFEP | 262                          | 92%     | 74         | 18  | 8        |             | 8%          | ↑2              |              | ↓28 |
|                     |           | All High                     | 83%     | 63         | 20  | 11       | 6           | 17%         | ↑3              |              | ↓24 |
|                     |           | District                     | 77%     | 52         | 26  | 14       | 8           | 23%         | ↑1              |              | ↓5  |
|                     | ELL       | 92                           | 100%    | 97         | 3   |          |             | 0%          | -               |              | ↓7  |
|                     |           | All High                     | 99%     | 95         | 4   |          |             | 1%          | ↑-              |              | ↓3  |
|                     |           | District                     | 90%     | 68         | 22  | 8        | 2           | 10%         | ↑3              |              | ↓-  |
|                     | RFEP      | 170                          | 88%     | 62         | 25  | 12       |             | 12%         | ↑4              |              | ↓38 |
|                     |           | All High                     | 77%     | 52         | 25  | 14       | 8           | 23%         | ↑4              |              | ↓30 |
|                     |           | District                     | 66%     | 36         | 30  | 20       | 14          | 34%         | ↑1              |              | ↓9  |
|                     | Foster    | 2*                           | 100%    | 100        |     |          |             | 0%          | ↓50             |              | -   |

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.  
 \*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

Jordan

| Category            | Tested          | Percent by Achievement Level |         |            |     |          | 2 yr         | 3 yr | % Cohort |     |     |
|---------------------|-----------------|------------------------------|---------|------------|-----|----------|--------------|------|----------|-----|-----|
|                     |                 | Not+Nearly Met               | Not Met | Nearly Met | Met | Exceeded | Met+Exceeded | Chg  | Chg      | Chg |     |
| Special Populations | Foster          | All High                     | 93%     | 81         | 11  | 7        | 7%           | ↓5   |          | ↓23 |     |
|                     |                 | District                     | 85%     | 62         | 23  | 13       | 2            | 15%  | ↑2       |     | ↓2  |
|                     | GATE/Excel      | 66                           | 70%     | 47         | 23  | 29       | 2            | 30%  | ↑13      |     | ↓50 |
|                     |                 | All High                     | 44%     | 21         | 23  | 28       | 28           | 56%  | ↑11      |     | ↓32 |
|                     | District        | 26%                          | 8       | 18         | 28  | 47       | 74%          | ↑2   |          | ↓9  |     |
|                     | Homeless        | 40                           | 98%     | 85         | 13  | 3        | 3%           | ↑1   |          | -   |     |
|                     |                 | All High                     | 88%     | 71         | 18  | 8        | 3            | 12%  | ↑2       |     | ↓28 |
|                     | District        | 78%                          | 52      | 26         | 14  | 8        | 22%          | ↑-   |          | ↓5  |     |
|                     | Homeless/Foster | 42                           | 98%     | 86         | 12  | 2        | 2%           | ↓1   |          | -   |     |
|                     |                 | All High                     | 89%     | 71         | 17  | 8        | 3            | 11%  | ↑1       |     | ↓28 |
|                     | District        | 79%                          | 53      | 25         | 14  | 7        | 21%          | ↑1   |          | ↓4  |     |
|                     | Low SES         | 403                          | 93%     | 75         | 18  | 7        | 7%           | ↑2   |          | ↓28 |     |
|                     |                 | All High                     | 79%     | 59         | 21  | 13       | 8            | 21%  | ↑5       |     | ↓25 |
|                     | District        | 73%                          | 46      | 27         | 17  | 11       | 27%          | ↑2   |          | ↓5  |     |
|                     | Special Ed.     | 56                           | 98%     | 93         | 5   | 2        | 2%           | ↑2   |          | -   |     |
|                     |                 | All High                     | 96%     | 87         | 9   | 3        | 1            | 4%   | ↑1       |     | ↓8  |
| District            | 88%             | 72                           | 16      | 8          | 5   | 12%      | ↑2           |      | ↓1       |     |     |
| Spec Ed. Speech/RSP | 32              | 97%                          | 91      | 6          | 3   | 3%       | ↑3           |      | -        |     |     |
|                     | All High        | 94%                          | 83      | 11         | 4   | 2        | 6%           | ↑2   |          | ↓12 |     |
| District            | 84%             | 64                           | 20      | 10         | 6   | 16%      | ↑2           |      | ↓2       |     |     |

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.  
 \*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

# SBAC Science 2023 :: School Data by Subgroup

## Jordan

| Category     | Tested           | Percent by Achievement Level |         |            |     |          | 2 yr<br>Chg | 3 yr<br>Chg | % Cohort<br>Chg |              |   |
|--------------|------------------|------------------------------|---------|------------|-----|----------|-------------|-------------|-----------------|--------------|---|
|              |                  | Not+Nearly Met               | Not Met | Nearly Met | Met | Exceeded |             |             |                 | Met+Exceeded |   |
| All Students | 454              | 91%                          | 20      | 71         | 9   |          | 9%          | ↑2          |                 | -            |   |
|              | All High         | 75%                          | 14      | 62         | 19  | 6        | 25%         | ↑3          |                 | -            |   |
|              | District         | 74%                          | 17      | 57         | 18  | 8        | 26%         | ↑1          |                 | -            |   |
| Grade        | Gr. 12           | 91%                          | 20      | 71         | 9   |          | 9%          | ↑2          |                 | -            |   |
|              | All High         | 75%                          | 14      | 62         | 19  | 6        | 25%         | ↑3          |                 | -            |   |
|              | District         | 76%                          | 14      | 62         | 19  | 6        | 24%         | ↑3          |                 | -            |   |
| Ethnicity    | Hispanic         | 339                          | 89%     | 19         | 71  | 10       |             | 11%         | ↑3              |              | - |
|              |                  | All High                     | 82%     | 15         | 67  | 16       | 2           | 18%         | ↑3              |              | - |
|              |                  | District                     | 81%     | 19         | 62  | 15       | 4           | 19%         | ↑1              |              | - |
|              | African American | 65                           | 97%     | 29         | 68  | 3        |             | 3%          | ↓-              |              | - |
|              |                  | All High                     | 90%     | 26         | 64  | 9        | 1           | 10%         | ↓1              |              | - |
|              |                  | District                     | 86%     | 29         | 57  | 12       | 2           | 14%         | ↑1              |              | - |
|              | Pacific Islander | 17*                          | 100%    | 29         | 71  |          |             | 0%          | -               |              | - |
|              |                  | All High                     | 92%     | 18         | 73  | 4        | 4           | 8%          | ↓1              |              | - |
|              |                  | District                     | 88%     | 20         | 69  | 10       | 2           | 12%         | ↓4              |              | - |
|              | Asian            | 14*                          | 79%     | 7          | 71  | 14       | 7           | 21%         | ↑10             |              | - |
|              |                  | All High                     | 55%     | 3          | 52  | 31       | 14          | 45%         | ↑3              |              | - |
|              |                  | District                     | 57%     | 6          | 50  | 28       | 15          | 43%         | ↑2              |              | - |
|              | Cambodian        | 10*                          | 80%     |            | 80  | 10       | 10          | 20%         | ↑6              |              | - |
|              |                  | All High                     | 66%     | 5          | 61  | 28       | 8           | 34%         | ↑5              |              | - |
|              |                  | District                     | 65%     | 9          | 56  | 25       | 10          | 35%         | ↑-              |              | - |
| Filipino     | 7*               | 71%                          |         | 71         | 29  |          | 29%         | ↑29         |                 | -            |   |
|              | All High         | 50%                          | 4       | 46         | 34  | 16       | 50%         | ↑9          |                 | -            |   |
|              | District         | 54%                          | 5       | 49         | 29  | 18       | 46%         | ↑2          |                 | -            |   |

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 \*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

Jordan

| Category            | Tested          | Percent by Achievement Level |         |            |     |          | 2 yr<br>Chg | 3 yr<br>Chg | % Cohort<br>Chg |              |   |
|---------------------|-----------------|------------------------------|---------|------------|-----|----------|-------------|-------------|-----------------|--------------|---|
|                     |                 | Not+Nearly Met               | Not Met | Nearly Met | Met | Exceeded |             |             |                 | Met+Exceeded |   |
| Ethnicity           | Other           | 7*                           | 100%    | 14         | 86  |          |             | 0%          | ↓13             |              | - |
|                     |                 | All High                     | 62%     | 12         | 50  | 24       | 15          | 38%         | ↑7              |              | - |
|                     |                 | District                     | 56%     | 11         | 46  | 25       | 18          | 44%         | ↓-              |              | - |
|                     | American Indian | 3*                           | 100%    |            | 100 |          |             | 0%          | -               |              | - |
|                     |                 | All High*                    | 91%     |            | 91  | 9        |             | 9%          | ↓3              |              | - |
|                     |                 | District                     | 73%     |            | 73  | 27       |             | 27%         | -               |              | - |
|                     | White           | 2*                           | 100%    | 50         | 50  |          |             | 0%          | ↓33             |              | - |
|                     |                 | All High                     | 59%     | 8          | 51  | 29       | 13          | 41%         | ↑4              |              | - |
|                     |                 | District                     | 51%     | 6          | 45  | 29       | 20          | 49%         | ↑1              |              | - |
| Gender              | Female          | 215                          | 92%     | 20         | 72  | 7        |             | 8%          | ↑2              |              | - |
|                     |                 | All High                     | 76%     | 12         | 64  | 19       | 4           | 24%         | ↑2              |              | - |
|                     |                 | District                     | 75%     | 15         | 60  | 18       | 7           | 25%         | ↑1              |              | - |
|                     | Male            | 238                          | 89%     | 20         | 69  | 10       |             | 11%         | ↑2              |              | - |
|                     |                 | All High                     | 75%     | 15         | 59  | 18       | 7           | 25%         | ↑4              |              | - |
|                     |                 | District                     | 74%     | 19         | 55  | 18       | 8           | 26%         | ↑1              |              | - |
|                     | Nonbinary       | 1*                           | 100%    |            | 100 |          |             | 0%          | -               |              | - |
|                     |                 | District                     | 68%     | 18         | 50  | 14       | 18          | 32%         | ↑11             |              | - |
|                     |                 | All High*                    | 60%     | 10         | 50  | 20       | 20          | 40%         | ↑23             |              | - |
| Special Populations | EL + RFEP       | 267                          | 90%     | 19         | 71  | 9        |             | 10%         | ↑4              |              | - |
|                     |                 | All High                     | 82%     | 15         | 67  | 15       | 3           | 18%         | ↑3              |              | - |
|                     |                 | District                     | 84%     | 21         | 63  | 13       | 3           | 16%         | ↑1              |              | - |
|                     | ELL             | 84                           | 99%     | 38         | 61  | 1        |             | 1%          | ↑1              |              | - |
|                     |                 | All High                     | 99%     | 36         | 63  | 1        |             | 1%          | ↑-              |              | - |
|                     |                 | District                     | 98%     | 40         | 58  | 2        |             | 2%          | ↑-              |              | - |

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 \*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

# SBAC Science 2023 :: School Data by Subgroup

## Jordan

| Category            | Tested          | Percent by Achievement Level |         |            |     |          | 2 yr<br>Chg | 3 yr<br>Chg | % Cohort<br>Chg |              |   |
|---------------------|-----------------|------------------------------|---------|------------|-----|----------|-------------|-------------|-----------------|--------------|---|
|                     |                 | Not+Nearly Met               | Not Met | Nearly Met | Met | Exceeded |             |             |                 | Met+Exceeded |   |
| Special Populations | RFEF            | 183                          | 86%     | 11         | 75  | 12       | 2           | 14%         | ↑5              |              | - |
|                     |                 | All High                     | 77%     | 9          | 68  | 19       | 4           | 23%         | ↑4              |              | - |
|                     |                 | District                     | 75%     | 10         | 66  | 20       | 5           | 25%         | ↑3              |              | - |
|                     | Foster          | 1*                           | 100%    |            | 100 |          |             | 0%          | -               |              | - |
|                     |                 | All High*                    | 86%     | 14         | 71  | 14       |             | 14%         | ↑2              |              | - |
|                     |                 | District                     | 88%     | 31         | 58  | 8        | 4           | 12%         | ↓3              |              | - |
|                     | GATE/Excel      | 81                           | 79%     | 9          | 70  | 17       | 4           | 21%         | ↓4              |              | - |
|                     |                 | All High                     | 53%     | 4          | 49  | 32       | 14          | 47%         | ↑5              |              | - |
|                     |                 | District                     | 43%     | 3          | 41  | 34       | 23          | 57%         | ↓2              |              | - |
|                     | Homeless        | 54                           | 93%     | 28         | 65  | 7        |             | 7%          | ↑3              |              | - |
|                     |                 | All High                     | 87%     | 20         | 67  | 12       | 2           | 13%         | ↑-              |              | - |
|                     |                 | District                     | 86%     | 24         | 62  | 10       | 3           | 14%         | ↓1              |              | - |
|                     | Homeless/Foster | 55                           | 93%     | 27         | 65  | 7        |             | 7%          | ↑3              |              | - |
|                     |                 | All High                     | 87%     | 19         | 67  | 12       | 1           | 13%         | ↑-              |              | - |
|                     |                 | District                     | 87%     | 25         | 62  | 10       | 3           | 13%         | ↓1              |              | - |
|                     | Low SES         | 325                          | 91%     | 22         | 70  | 8        |             | 9%          | ↑3              |              | - |
|                     |                 | All High                     | 82%     | 15         | 67  | 15       | 3           | 18%         | ↑2              |              | - |
|                     |                 | District                     | 81%     | 20         | 61  | 15       | 4           | 19%         | ↑2              |              | - |
| Special Ed.         | 1*              | 100%                         |         | 100        |     |          | 0%          | -           |                 | -            |   |
|                     | All High        | 100%                         | 52      | 48         |     |          | 0%          | -           |                 | -            |   |
|                     | District        | 93%                          | 47      | 46         | 5   | 2        | 7%          | ↑1          |                 | -            |   |
| Spec Ed. Speech/RSP | 1*              | 100%                         |         | 100        |     |          | 0%          | -           |                 | -            |   |
|                     | All High*       | 100%                         | 33      | 67         |     |          | 0%          | -           |                 | -            |   |
|                     | District        | 90%                          | 37      | 53         | 7   | 3        | 10%         | ↑1          |                 | -            |   |

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.  
 \*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

# SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup

## Jordan

12/4/23

| Category         |                                    | Average Scale Score Change from Prior Year to This Year |     | Percent of Students Change in Scale (Comparing prior year's scale score to this year) |              |              |              |
|------------------|------------------------------------|---|-----|---|--------------|--------------|--------------|
|                  |                                    | N   |     | Growth Target   |              |              |              |
|                  |                                    |   |     | Declined  | Below Target | Above Target | Accelerated* |
| All Students     | 318                                | 318   | 6   | 50  | 5            | 39           |              |
|                  |                                    | All High  | 8   | 43  | 6            | 44           |              |
|                  |                                    | District  | 27  | 34  | 15           | 16           | 34           |
| Grade            | Gr. 11 (Minimum Growth Target: 12) | 318   | 6   | 50  | 5            | 39           |              |
|                  |                                    | All High  | 8   | 43  | 6            | 44           |              |
|                  |                                    | District  | 9   | 43  | 6            | 44           |              |
| Ethnicity        | Hispanic                           | 254   | 10  | 46  | 6            | 42           |              |
|                  |                                    | All High  | 8   | 43  | 6            | 43           |              |
|                  |                                    | District  | 26  | 35  | 15           | 16           | 34           |
|                  | African American                   | 33  | -   | 67  | 3            | 27           |              |
|                  |                                    | All High  | -11 | 53  | 7            | 35           |              |
|                  |                                    | District  | 25  | 36  | 16           | 15           | 33           |
|                  | Asian                              | 12^   | -   | 58  | 8            | 33           |              |
|                  |                                    | All High  | 23  | 35  | 7            | 53           |              |
|                  |                                    | District  | 33  | 30  | 16           | 16           | 38           |
|                  | Cambodian                          | 10^   | -   | 60  | 10           | 30           |              |
|                  |                                    | All High  | 16  | 39  | 6            | 48           |              |
|                  |                                    | District  | 34  | 30  | 16           | 17           | 37           |
| Pacific Islander | 6^                                 | -   | 67  | 17  | 17           |              |              |
|                  | All High                           | -10   | 50  | 5   | 32           |              |              |
|                  | District                           | 26  | 32  | 17  | 18           | 33           |              |

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

\*Accelerated Growth = At least double the minimum growth target for the grade level.

# SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup

## Jordan

| Category            |           | Average Scale Score Change from Prior Year to This Year |    | Percent of Students Change in Scale (Comparing prior year's scale score to this year) |              |              |              |
|---------------------|-----------|---|----|---|--------------|--------------|--------------|
|                     |           | N   |    | Growth Target   |              |              |              |
|                     |           |   |    | Declined  | Below Target | Above Target | Accelerated* |
| Ethnicity           | White     | 6^  | -  | 83  |              |              |              |
|                     |           | All High  | 15 | 40  | 5            | 7            | 49           |
|                     |           | District  | 29 | 33  | 16           | 16           | 35           |
|                     | Filipino  | 5^  | -  | 60  |              |              |              |
|                     |           | All High  | 22 | 38  | 6            | 6            | 50           |
|                     |           | District  | 31 | 32  | 14           | 16           | 37           |
|                     | Other     | 2^  | -  | 50  |              |              |              |
|                     |           | All High  | 15 | 42  | 3            | 5            | 50           |
|                     |           | District  | 30 | 32  | 16           | 17           | 35           |
| Gender              | Female    | 150   | 16 | 43  | 5            | 4            | 47           |
|                     |           | All High  | 13 | 41  | 6            | 7            | 47           |
|                     |           | District  | 28 | 34  | 15           | 16           | 34           |
|                     | Male      | 168   | -6 | 56  | 5            | 7            | 32           |
|                     |           | All High  | 4  | 45  | 6            | 7            | 42           |
|                     |           | District  | 26 | 35  | 15           | 16           | 34           |
|                     | Nonbinary | All High^   | 11 | 45  | 9            |              | 45           |
| District            |           | 28  | 33 | 15  | 8            | 44           |              |
| Special Populations | EL + RFEP | 208   | 9  | 50  | 6            | 4            | 40           |
|                     |           | All High  | 10 | 44  | 6            | 8            | 43           |
|                     |           | District  | 25 | 36  | 13           | 15           | 36           |
|                     | ELL       | 62  | 2  | 53  | 5            | 5            | 37           |

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

\*Accelerated Growth = At least double the minimum growth target for the grade level.

# SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup

## Jordan

12/4/23

| Category                               |                 | Average Scale Score Change from Prior Year to This Year |     | Percent of Students Change in Scale (Comparing prior year's scale score to this year) |              |              |              |     |
|--|-----------------|---|-----|---|--------------|--------------|--------------|-----|
|  |                 | N   |     | Growth Target   |              |              |              |     |
|  |                 |   |     | Declined  | Below Target | Above Target | Accelerated* |     |
| E<br>L<br>A<br><br>Special Populations | ELL             | All High  | 12  | 43  | 6            | 9            | 42           |     |
|  |                 | District  | 34  | 31  | 16           | 18           | 35           |     |
|  | RFEP            |   | 146 | 11  | 48           | 6            | 4            | 42  |
|  |                 | All High  | 8   | 8   | 44           | 6            | 7            | 43  |
|  | Foster          | District  | 18  | 18  | 39           | 12           | 14           | 36  |
|  |                 | 1^  | -   | -   |              |              |              | 100 |
|  | Foster          | All High^   | -10 | -10   | 56           | 13           | 6            | 25  |
|  |                 | District  | 23  | 23  | 40           | 12           | 20           | 29  |
|  | GATE/Excel      |   | 64  | 14  | 52           | 5            | 9            | 34  |
|  |                 | All High  | 21  | 21  | 37           | 6            | 7            | 50  |
|  | Homeless        | District  | 27  | 27  | 34           | 15           | 18           | 33  |
|  |                 | 18^   | -   | -   | 67           | 6            | 28           |     |
|  | Homeless        | All High  | -1  | -1  | 44           | 5            | 8            | 43  |
|  |                 | District  | 28  | 28  | 33           | 16           | 17           | 34  |
|  | Homeless/Foster | 19^   | -   | -   | 63           | 5            | 32           |     |
|  |                 | All High  | -1  | -1  | 45           | 6            | 8            | 41  |
|  | Homeless/Foster | District  | 28  | 28  | 34           | 16           | 17           | 33  |
|  |                 | Low SES   |     | 312   | 6            | 50           | 5            | 5   |
| All High                               | 8               |   | 8   | 44  | 6            | 7            | 43           |     |
| Special Ed.                            | District        | 26  | 26  | 35  | 15           | 16           | 34           |     |
|  |                 | 44  | -   | 50  | 5            | 45           |              |     |

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

\*Accelerated Growth = At least double the minimum growth target for the grade level.



# SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup

## Jordan

12/4/23

| Category    |                     | Average Scale Score Change from Prior Year to This Year |          | Percent of Students Change in Scale (Comparing prior year's scale score to this year) |              |              |              |    |
|-------------|---------------------|---|----------|---|--------------|--------------|--------------|----|
|             |                     | N   |          | Growth Target   |              |              |              |    |
|             |                     |   |          | Declined  | Below Target | Above Target | Accelerated* |    |
| E<br>L<br>A | Special Populations | Special Ed.   | All High | 12  | 43           | 57           | 44           |    |
|             |                     |   | District | 27  | 35           | 15           | 15           | 35 |
|             |                     | Spec Ed. Speech/RSP                                     |          | 22  | -            | 41           |              | 59 |
|             |                     |   | All High | 6   |              | 46           | 76           | 41 |
|             |                     |   | District | 28  |              | 35           | 15           | 16 |
| SLC         | Jordan - ACE        | 84  | 3        | 58  | 47           | 31           |              |    |
|             | Jordan - AIMS       | 73  | 22       | 38  | 44           | 53           |              |    |
|             | Jordan - IB         | 23  | -        | 57  | 94           | 30           |              |    |
|             | Jordan - JMAC       | 68  | 7        | 44  | 37           | 46           |              |    |
|             | Jordan - LEAP       | 70  | -12      | 56  | 103          | 31           |              |    |

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

\*Accelerated Growth = At least double the minimum growth target for the grade level.

# SBAC Math GROWTH REPORT 2023 School Growth Data by Subgroup

## Jordan

12/4/23

| Category         |                                    | Average Scale Score Change from Prior Year to This Year |     | Percent of Students Change in Scale (Comparing prior year's scale score to this year) |              |              |              |
|------------------|------------------------------------|---|-----|---|--------------|--------------|--------------|
|                  |                                    | N   |     | Growth Target   |              |              |              |
|                  |                                    |   |     | Declined  | Below Target | Above Target | Accelerated* |
| All Students     | 318                                | 318   | -30 | 70  | 14           | 9            | 7            |
|                  |                                    | All High  | -19 | 59  | 22           | 13           | 6            |
|                  |                                    | District  | 16  | 38  | 19           | 18           | 24           |
| Grade            | Gr. 11 (Minimum Growth Target: 49) | 318   | -30 | 70  | 14           | 9            | 7            |
|                  |                                    | All High  | -19 | 59  | 22           | 13           | 6            |
|                  |                                    | District  | -20 | 59  | 22           | 13           | 6            |
| Math             | Hispanic                           | 255   | -29 | 71  | 13           | 9            | 7            |
|                  |                                    | All High  | -24 | 61  | 21           | 12           | 6            |
|                  |                                    | District  | 14  | 39  | 19           | 18           | 24           |
|                  | African American                   | 32  | -38 | 66  | 19           | 9            | 6            |
|                  |                                    | All High  | -24 | 61  | 20           | 14           | 6            |
|                  |                                    | District  | 14  | 40  | 19           | 17           | 24           |
|                  | Asian                              | 12 <sup>^</sup>   | -   | 67  | 25           | 8            | 0            |
|                  |                                    | All High  | -10 | 53  | 23           | 16           | 8            |
|                  |                                    | District  | 19  | 36  | 19           | 20           | 26           |
|                  | Cambodian                          | 10 <sup>^</sup>   | -   | 70  | 20           | 10           | 0            |
|                  |                                    | All High  | -16 | 59  | 23           | 12           | 6            |
|                  |                                    | District  | 19  | 36  | 19           | 20           | 25           |
| Pacific Islander | 6 <sup>^</sup>                     | -   | 50  | 17  | 3            | 33           |              |
|                  | All High                           | -20   | 66  | 21  | 3            | 11           |              |
|                  | District                           | 14  | 42  | 17  | 18           | 24           |              |

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

<sup>^</sup>Not currently a significant subgroup.

\*Accelerated Growth = At least double the minimum growth target for the grade level.

# SBAC Math GROWTH REPORT 2023 School Growth Data by Subgroup

## Jordan

12/4/23

| Category  |                     | Average Scale Score Change from Prior Year to This Year |     | Percent of Students Change in Scale (Comparing prior year's scale score to this year) |              |              |              |
|-----------|---------------------|---|-----|---|--------------|--------------|--------------|
|           |                     | N   |     | Growth Target   |              |              |              |
|           |                     |   |     | Declined  | Below Target | Above Target | Accelerated* |
| Ethnicity | White               | 6^  | -   | 83  | 17           | 0            |              |
|           |                     | All High  | -9  | 52  | 25           | 15           | 8            |
|           |                     | District  | 19  | 34  | 22           | 19           | 24           |
|           | Filipino            | 5^  | -   | 80  | 20           | 0            |              |
|           |                     | All High  | -8  | 55  | 19           | 21           | 5            |
|           |                     | District  | 22  | 36  | 17           | 22           | 26           |
|           | Other               | 2^  | -   | 100   | 0            |              |              |
|           |                     | All High  | -13 | 52  | 29           | 14           | 5            |
|           |                     | District  | 22  | 34  | 22           | 19           | 26           |
| Gender    | Female              | 152   | -31 | 72  | 14           | 7            | 7            |
|           |                     | All High  | -19 | 59  | 22           | 13           | 6            |
|           |                     | District  | 15  | 38  | 19           | 19           | 24           |
|           | Male                | 166   | -28 | 68  | 14           | 11           | 7            |
|           |                     | All High  | -20 | 59  | 22           | 13           | 7            |
|           |                     | District  | 16  | 38  | 20           | 18           | 25           |
|           | Nonbinary           | All High^   | -36 | 55  | 36           | 9            | 0            |
|           |                     | District  | 5   | 38  | 20           | 18           | 25           |
|           | Special Populations | EL + RFEP   | 208 | -29   | 69           | 14           | 10           |
| All High  |                     |   | -24 | 52  | 21           | 11           | 6            |
| District  |                     |   | 12  | 41  | 18           | 17           | 24           |
| ELL       |                     | 62  | -12 | 53  | 15           | 18           | 15           |

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

\*Accelerated Growth = At least double the minimum growth target for the grade level.

# SBAC Math GROWTH REPORT 2023 School Growth Data by Subgroup

## Jordan

12/4/23

| Category                    |                 | Average Scale Score Change from Prior Year to This Year |     | Percent of Students Change in Scale (Comparing prior year's scale score to this year) |              |              |              |
|-----------------------------|-----------------|---|-----|---|--------------|--------------|--------------|
|                             |                 | N   |     | Growth Target   |              |              |              |
|                             |                 |   |     | Declined  | Below Target | Above Target | Accelerated* |
| Math at Special Populations | ELL             | All High  | -9  | 52  | 20           | 16           | 12           |
|                             |                 | District  | 23  | 35  | 19           | 19           | 26           |
|                             | RFEP            | 146   | -35 | 76  | 14           | 7            | 3            |
|                             |                 | All High  | -28 | 65  | 21           | 10           | 4            |
|                             | Foster          | District  | 4   | 46  | 17           | 15           | 23           |
|                             |                 | 1^  | -   | 100   | 0            |              |              |
|                             | GATE/Excel      | All High^   | -30 | 56  | 25           | 6            | 13           |
|                             |                 | District  | 21  | 39  | 16           | 19           | 25           |
|                             | Homeless        | 64  | -65 | 89  | 9            | 2            | 10           |
|                             |                 | All High  | -13 | 56  | 22           | 15           | 7            |
|                             | Homeless/Foster | District  | 19  | 35  | 21           | 20           | 25           |
|                             |                 | 20  | -   | 70  | 5            | 20           | 5            |
|                             | Low SES         | All High  | -35 | 68  | 18           | 10           | 4            |
|                             |                 | District  | 13  | 40  | 19           | 17           | 24           |
|                             | Special Ed.     | 21  | -   | 71  | 5            | 19           | 5            |
|                             |                 | All High  | -35 | 67  | 18           | 10           | 4            |
| Special Ed.                 | District        | 14  | 40  | 19  | 17           | 24           |              |
|                             | 311             | -30   | 70  | 14  | 9            | 6            |              |
| Special Ed.                 | All High        | -24   | 61  | 21  | 12           | 6            |              |
|                             | District        | 14  | 39  | 19  | 18           | 24           |              |
| Special Ed.                 | 43              | 12  | 44  | 21  | 14           | 21           |              |

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

\*Accelerated Growth = At least double the minimum growth target for the grade level.

# SBAC Math GROWTH REPORT 2023 School Growth Data by Subgroup

## Jordan

12/4/23

| Category |                     | Average Scale Score Change from Prior Year to This Year |          | Percent of Students Change in Scale (Comparing prior year's scale score to this year) |              |              |              |    |
|----------|---------------------|---|----------|---|--------------|--------------|--------------|----|
|          |                     | N   |          | Growth Target   |              |              |              |    |
|          |                     |   |          | Declined  | Below Target | Above Target | Accelerated* |    |
| Math     | Special Populations | Special Ed.   | All High | -7  | 52           | 20           | 15           | 13 |
|          |                     | District  | 20       |   | 36           | 19           | 16           | 29 |
|          | Spec Ed. Speech/RSP |   | 22       | -   | 64           | 23           | 5            | 9  |
|          |                     | All High  | -18      |   | 58           | 20           | 14           | 8  |
|          |                     | District  | 19       |   | 36           | 19           | 17           | 28 |
| SLC      | Jordan - ACE        | 84  | -40      | 74  | 10           | 12           | 5            |    |
|          | Jordan - AIMS       | 72  | -31      | 74  | 11           | 7            | 8            |    |
|          | Jordan - IB         | 23  | -44      | 78  | 13           | 4            | 4            |    |
|          | Jordan - JMAC       | 69  | -26      | 70  | 17           | 7            | 8            |    |
|          | Jordan - LEAP       | 70  | -16      | 60  | 21           | 10           | 9            |    |

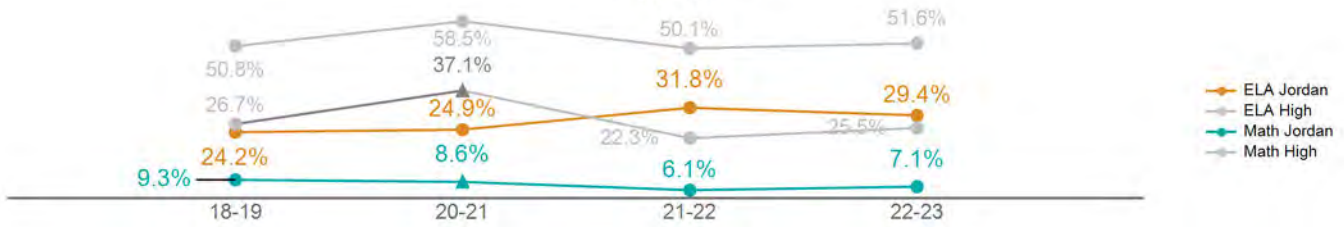
The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

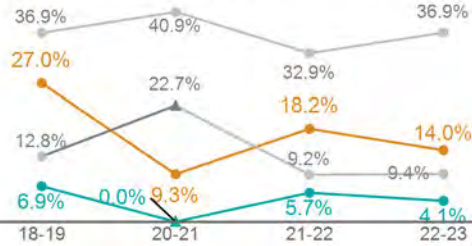
\*Accelerated Growth = At least double the minimum growth target for the grade level.

# Percent of Students with Achievement Level of Met or Exceeded in SBAC

**Jordan**  
All Students  
N = 422



**African American**  
N = 50



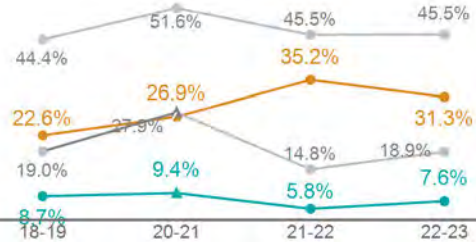
**Asian**



**Filipino**

Subgroup with fewer than 20 students.

**Hispanic**  
N = 332



**Pacific Islander**

Subgroup with fewer than 20 students.

**White**

Subgroup with fewer than 20 students.

N's are from the current year. SBAC was not administered during the 19-20 school year, due to the COVID-19 emergency closure. Subgroups under 20 students are not included.

## Percent of Students with Achievement Level of Met or Exceeded in SBAC

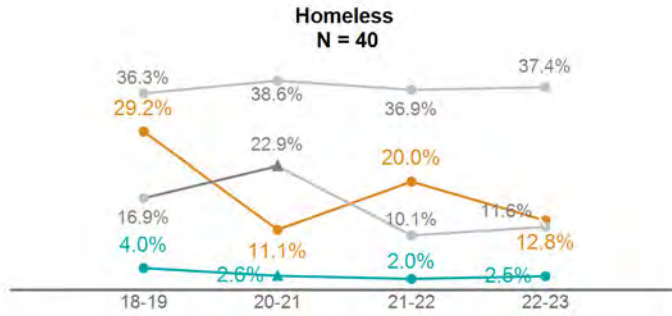
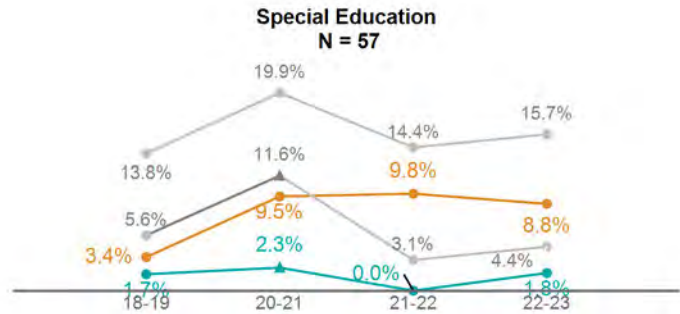
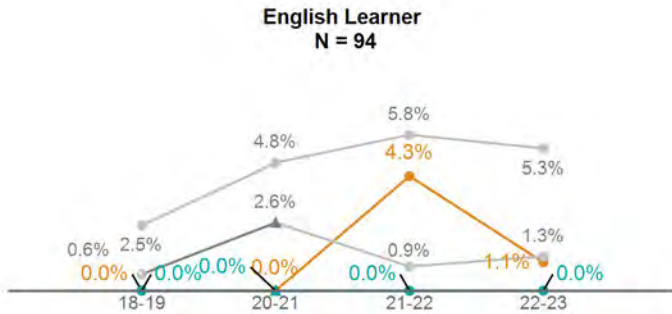
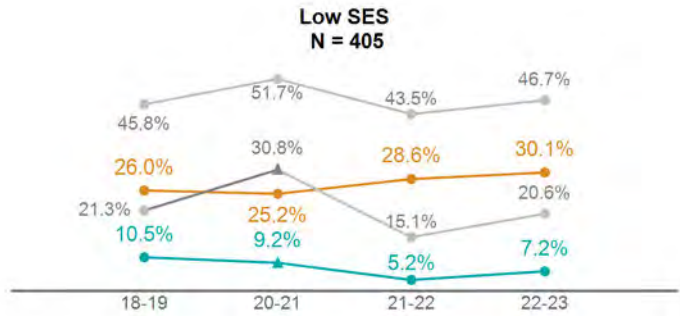
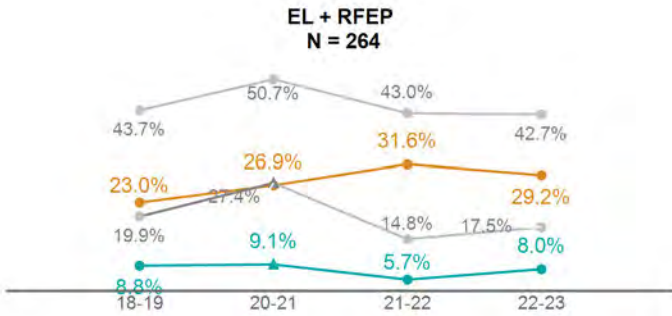
### Native American

Subgroup with fewer than 20 students.

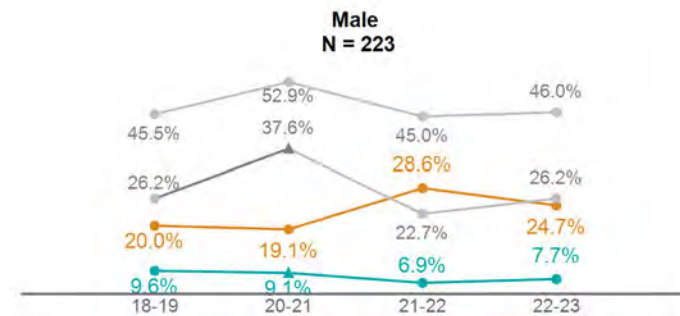
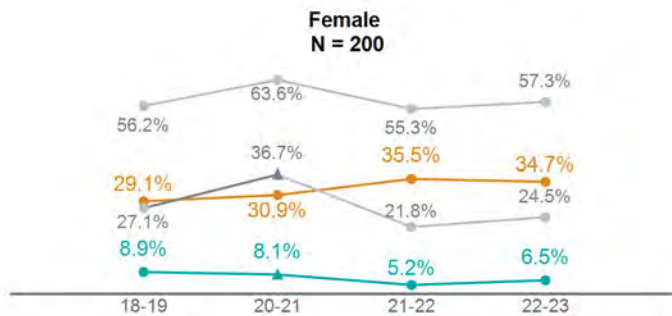
### Other

Subgroup with fewer than 20 students.

# Percent of Students with Achievement Level of Met or Exceeded in SBAC



**Foster Youth**  
Subgroup with fewer than 20 students.



N's are from the current year. SBAC was not administered during the 19-20 school year, due to the COVID-19 emergency closure. Subgroups under 20 students are not included.



# SBAC ELA 2022-2023 :: School Comparison by Subgroup

12/4/23

## All

| School         | Tested | Percent by Achievement Level |         |            |     |          | 2 yr<br>Chg | 3 yr<br>Chg | % Cohort<br>Chg |              |
|----------------|--------|------------------------------|---------|------------|-----|----------|-------------|-------------|-----------------|--------------|
|                |        | Not+Nearly Met               | Not Met | Nearly Met | Met | Exceeded |             |             |                 | Met+Exceeded |
| All Elementary | 12,227 | 52%                          | 31      | 21         | 23  | 25       | 48%         | ↑1          |                 | ↑6           |
| Addams         | 380    | 64%                          | 42      | 22         | 25  | 11       | 36%         | ↑1          |                 | ↑10          |
| Alvarado       | 175    | 43%                          | 19      | 24         | 29  | 29       | 57%         | ↑7          |                 | ↑11          |
| Barton         | 215    | 77%                          | 59      | 18         | 17  | 7        | 23%         | ↓-          |                 | -            |
| Birney         | 241    | 52%                          | 34      | 18         | 23  | 25       | 48%         | ↓1          |                 | ↑4           |
| Bixby          | 234    | 35%                          | 15      | 20         | 29  | 36       | 65%         | ↑7          |                 | ↑13          |
| Bryant         | 159    | 57%                          | 32      | 25         | 24  | 19       | 43%         | ↑3          |                 | ↑3           |
| Burbank        | 281    | 63%                          | 36      | 27         | 22  | 16       | 37%         | ↓2          |                 | ↑9           |
| Burcham        | 167    | 28%                          | 16      | 13         | 24  | 48       | 72%         | ↓2          |                 | ↑6           |
| Carver         | 236    | 29%                          | 10      | 19         | 26  | 45       | 71%         | ↑1          |                 | ↑7           |
| Chavez         | 165    | 68%                          | 50      | 18         | 23  | 8        | 32%         | ↑2          |                 | ↑2           |
| Cleveland      | 217    | 23%                          | 6       | 16         | 30  | 47       | 77%         | ↑-          |                 | ↑2           |
| Dooley         | 384    | 59%                          | 33      | 26         | 23  | 19       | 41%         | ↑6          |                 | ↑6           |
| Edison         | 199    | 65%                          | 41      | 24         | 25  | 10       | 35%         | ↑6          |                 | ↑17          |
| Emerson        | 158    | 29%                          | 12      | 17         | 20  | 51       | 71%         | ↓-          |                 | ↓2           |
| Fremont        | 203    | 20%                          | 9       | 11         | 29  | 52       | 80%         | ↑7          |                 | ↑12          |
| Gant           | 277    | 21%                          | 9       | 12         | 25  | 55       | 79%         | ↓4          |                 | ↑1           |
| Garfield       | 285    | 56%                          | 38      | 18         | 25  | 19       | 44%         | ↑4          |                 | ↑13          |
| Gompers        | 148    | 41%                          | 29      | 11         | 30  | 30       | 59%         | ↑7          |                 | ↑12          |
| Grant          | 456    | 63%                          | 42      | 21         | 23  | 14       | 37%         | ↑-          |                 | ↑2           |
| Harte          | 406    | 64%                          | 41      | 23         | 21  | 15       | 36%         | ↑4          |                 | ↑7           |
| Henry          | 385    | 34%                          | 12      | 22         | 25  | 41       | 66%         | ↑-          |                 | ↑4           |
| Herrera        | 337    | 60%                          | 36      | 23         | 23  | 17       | 40%         | ↓2          |                 | ↑6           |
| Holmes         | 172    | 42%                          | 21      | 22         | 26  | 31       | 58%         | ↑6          |                 | ↑9           |

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.

# SBAC ELA 2022-2023 :: School Comparison by Subgroup

12/4/23

## All

| School       | Tested | Percent by Achievement Level |         |            |     |          | 2 yr<br>Chg | 3 yr<br>Chg | % Cohort<br>Chg |              |
|--------------|--------|------------------------------|---------|------------|-----|----------|-------------|-------------|-----------------|--------------|
|              |        | Not+Nearly Met               | Not Met | Nearly Met | Met | Exceeded |             |             |                 | Met+Exceeded |
| Hudson       | 225    | 63%                          | 45      | 18         | 23  | 14       | 37%         | ↑5          |                 | ↑3           |
| Kettering    | 131    | 30%                          | 10      | 20         | 25  | 45       | 70%         | ↓8          |                 | ↑1           |
| King         | 306    | 67%                          | 48      | 19         | 24  | 9        | 33%         | ↓1          |                 | ↑1           |
| Lafayette    | 398    | 65%                          | 37      | 28         | 21  | 14       | 35%         | ↓2          |                 | ↑3           |
| Lincoln      | 404    | 60%                          | 33      | 26         | 22  | 19       | 40%         | ↓1          |                 | ↑6           |
| Longfellow   | 468    | 39%                          | 17      | 22         | 22  | 39       | 61%         | ↑4          |                 | ↑9           |
| Los Cerritos | 241    | 27%                          | 14      | 14         | 27  | 45       | 73%         | ↓1          |                 | ↑4           |
| Lowell       | 240    | 25%                          | 11      | 14         | 22  | 53       | 75%         | ↑7          |                 | ↑4           |
| Macarthur    | 149    | 40%                          | 15      | 26         | 20  | 40       | 60%         | ↑1          |                 | ↓3           |
| Madison      | 152    | 43%                          | 23      | 20         | 23  | 34       | 57%         | ↓4          |                 | ↓1           |
| Mann         | 164    | 65%                          | 39      | 26         | 14  | 21       | 35%         | ↑1          |                 | -            |
| McKinley     | 239    | 63%                          | 43      | 20         | 23  | 14       | 37%         | ↑-          |                 | ↑13          |
| Naples       | 140    | 14%                          | 4       | 9          | 21  | 66       | 86%         | ↓1          |                 | ↓4           |
| Oropeza      | 272    | 68%                          | 46      | 22         | 13  | 19       | 32%         | ↓1          |                 | ↑5           |
| Prisk        | 273    | 22%                          | 7       | 15         | 26  | 52       | 78%         | ↓2          |                 | ↑9           |
| Riley        | 196    | 55%                          | 34      | 20         | 22  | 23       | 45%         | ↓2          |                 | ↑8           |
| Roosevelt    | 451    | 70%                          | 42      | 28         | 20  | 10       | 30%         | ↑1          |                 | ↑7           |
| Signal Hill  | 319    | 48%                          | 26      | 22         | 24  | 28       | 52%         | ↑-          |                 | ↑16          |
| Smith        | 352    | 65%                          | 39      | 26         | 19  | 16       | 35%         | ↓2          |                 | ↑-           |
| Stevenson    | 247    | 68%                          | 46      | 22         | 15  | 17       | 32%         | ↓4          |                 | ↓1           |
| Twain        | 190    | 44%                          | 23      | 21         | 31  | 25       | 56%         | ↑4          |                 | ↑7           |
| Webster      | 225    | 71%                          | 47      | 24         | 17  | 12       | 29%         | ↓5          |                 | ↓3           |
| Whittier     | 292    | 77%                          | 57      | 21         | 15  | 7        | 23%         | ↑5          |                 | ↑4           |
| Willard      | 273    | 68%                          | 41      | 27         | 18  | 14       | 32%         | ↑4          |                 | ↑3           |

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.

# SBAC Math 2022-2023 :: School Comparison by Subgroup

12/4/23

## All

| School         | Tested | Percent by Achievement Level |         |            |     |          | 2 yr<br>Chg | 3 yr<br>Chg | % Cohort<br>Chg |              |
|----------------|--------|------------------------------|---------|------------|-----|----------|-------------|-------------|-----------------|--------------|
|                |        | Not+Nearly Met               | Not Met | Nearly Met | Met | Exceeded |             |             |                 | Met+Exceeded |
| All Elementary | 12,299 | 60%                          | 33      | 27         | 22  | 18       | 40%         | ↑2          |                 | ↓2           |
| Addams         | 378    | 70%                          | 42      | 28         | 21  | 9        | 30%         | ↑2          |                 | ↓5           |
| Alvarado       | 175    | 56%                          | 25      | 31         | 26  | 18       | 44%         | ↓1          |                 | ↓1           |
| Barton         | 216    | 83%                          | 60      | 24         | 11  | 6        | 17%         | ↑2          |                 | ↓2           |
| Birney         | 245    | 60%                          | 34      | 25         | 25  | 16       | 40%         | ↓2          |                 | ↓6           |
| Bixby          | 234    | 48%                          | 26      | 22         | 28  | 24       | 52%         | ↑12         |                 | ↑6           |
| Bryant         | 161    | 62%                          | 39      | 23         | 27  | 11       | 38%         | ↑12         |                 | ↑15          |
| Burbank        | 284    | 70%                          | 46      | 24         | 23  | 7        | 30%         | ↑2          |                 | ↑6           |
| Burcham        | 167    | 37%                          | 12      | 25         | 26  | 37       | 63%         | ↑3          |                 | ↓2           |
| Carver         | 236    | 32%                          | 14      | 18         | 31  | 37       | 68%         | ↑5          |                 | ↑2           |
| Chavez         | 166    | 85%                          | 55      | 30         | 10  | 5        | 15%         | ↑-          |                 | ↓5           |
| Cleveland      | 217    | 32%                          | 7       | 25         | 33  | 35       | 68%         | ↑2          |                 | ↓5           |
| Dooley         | 385    | 68%                          | 35      | 34         | 21  | 10       | 32%         | ↑1          |                 | ↓-           |
| Edison         | 200    | 76%                          | 46      | 31         | 17  | 7        | 24%         | ↑3          |                 | ↑3           |
| Emerson        | 158    | 36%                          | 15      | 21         | 37  | 27       | 64%         | ↑11         |                 | ↓9           |
| Fremont        | 203    | 33%                          | 11      | 22         | 30  | 37       | 67%         | ↑1          |                 | ↓5           |
| Gant           | 277    | 24%                          | 6       | 18         | 33  | 43       | 76%         | ↑1          |                 | ↓1           |
| Garfield       | 286    | 70%                          | 37      | 33         | 17  | 13       | 30%         | ↑-          |                 | ↓3           |
| Gompers        | 149    | 52%                          | 24      | 28         | 26  | 21       | 48%         | ↑2          |                 | ↓1           |
| Grant          | 456    | 73%                          | 40      | 33         | 19  | 8        | 27%         | ↓-          |                 | ↓5           |
| Harte          | 408    | 74%                          | 48      | 27         | 14  | 11       | 26%         | ↑-          |                 | ↓6           |
| Henry          | 385    | 43%                          | 15      | 28         | 26  | 31       | 57%         | ↓3          |                 | ↓9           |
| Herrera        | 342    | 72%                          | 40      | 32         | 20  | 8        | 28%         | ↑4          |                 | ↑3           |
| Holmes         | 172    | 54%                          | 23      | 31         | 23  | 23       | 46%         | ↑2          |                 | -            |

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.

# SBAC Math 2022-2023 :: School Comparison by Subgroup

12/4/23

## All

| School       | Tested | Percent by Achievement Level |         |            |     |          |              | 2 yr | 3 yr | % Cohort |
|--------------|--------|------------------------------|---------|------------|-----|----------|--------------|------|------|----------|
|              |        | Not+Nearly Met               | Not Met | Nearly Met | Met | Exceeded | Met+Exceeded | Chg  | Chg  | Chg      |
| Hudson       | 225    | 73%                          | 49      | 24         | 17  | 10       | 27%          | ↑6   |      | ↓9       |
| Kettering    | 131    | 37%                          | 11      | 25         | 34  | 29       | 63%          | ↓11  |      | ↓9       |
| King         | 308    | 73%                          | 40      | 33         | 20  | 7        | 27%          | ↑6   |      | -        |
| Lafayette    | 403    | 65%                          | 36      | 29         | 25  | 10       | 35%          | ↑6   |      | ↑-       |
| Lincoln      | 411    | 67%                          | 35      | 32         | 21  | 12       | 33%          | ↑-   |      | ↓-       |
| Longfellow   | 468    | 50%                          | 20      | 30         | 21  | 29       | 50%          | ↓1   |      | ↓2       |
| Los Cerritos | 241    | 40%                          | 17      | 24         | 26  | 34       | 60%          | ↓6   |      | ↓8       |
| Lowell       | 240    | 33%                          | 14      | 19         | 23  | 44       | 67%          | ↑6   |      | ↓9       |
| Macarthur    | 149    | 50%                          | 17      | 33         | 28  | 23       | 50%          | ↓3   |      | ↓10      |
| Madison      | 153    | 47%                          | 22      | 25         | 28  | 25       | 53%          | ↑4   |      | ↑3       |
| Mann         | 163    | 62%                          | 34      | 28         | 25  | 13       | 38%          | ↑9   |      | ↑5       |
| McKinley     | 242    | 73%                          | 42      | 31         | 20  | 7        | 27%          | ↑5   |      | ↑2       |
| Naples       | 140    | 19%                          | 6       | 13         | 25  | 56       | 81%          | ↑2   |      | ↓8       |
| Oropeza      | 276    | 77%                          | 49      | 29         | 12  | 11       | 23%          | ↑4   |      | ↑3       |
| Prisk        | 274    | 29%                          | 11      | 18         | 28  | 43       | 71%          | ↓3   |      | ↓1       |
| Riley        | 197    | 65%                          | 36      | 30         | 21  | 14       | 35%          | ↓4   |      | ↓7       |
| Roosevelt    | 456    | 70%                          | 43      | 27         | 19  | 11       | 30%          | ↑4   |      | ↑3       |
| Signal Hill  | 320    | 59%                          | 29      | 30         | 22  | 19       | 41%          | ↓1   |      | -        |
| Smith        | 357    | 75%                          | 44      | 31         | 16  | 9        | 25%          | ↓4   |      | ↓5       |
| Stevenson    | 252    | 73%                          | 46      | 27         | 16  | 11       | 27%          | ↑5   |      | ↑3       |
| Twain        | 193    | 54%                          | 26      | 27         | 26  | 20       | 46%          | ↑2   |      | ↑2       |
| Webster      | 224    | 74%                          | 47      | 27         | 18  | 8        | 26%          | ↑1   |      | ↓5       |
| Whittier     | 295    | 81%                          | 61      | 20         | 12  | 7        | 19%          | ↑4   |      | ↑1       |
| Willard      | 281    | 73%                          | 41      | 32         | 18  | 9        | 27%          | ↑2   |      | ↓7       |

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.

# SBAC Science 2022-2023 :: School Comparison by Subgroup

12/4/23

## All

| School         | Tested | Percent by Achievement Level |         |            |     |          | 2 yr<br>Chg | 3 yr<br>Chg | % Cohort<br>Chg |
|----------------|--------|------------------------------|---------|------------|-----|----------|-------------|-------------|-----------------|
|                |        | Not+Nearly Met               | Not Met | Nearly Met | Met | Exceeded |             |             |                 |
| All Elementary | 4,183  | 70%                          | 16      | 54         | 20  | 10       | 30%         | ↑-          | -               |
| Addams         | 119    | 76%                          | 18      | 58         | 20  | 4        | 24%         | ↑6          | -               |
| Alvarado       | 61     | 66%                          | 8       | 57         | 25  | 10       | 34%         | ↓-          | -               |
| Barton         | 64     | 88%                          | 27      | 61         | 8   | 5        | 13%         | ↓4          | -               |
| Birney         | 79     | 70%                          | 20      | 49         | 22  | 9        | 30%         | ↑6          | -               |
| Bixby          | 69     | 61%                          | 4       | 57         | 30  | 9        | 39%         | ↑3          | -               |
| Bryant         | 55     | 65%                          | 15      | 51         | 25  | 9        | 35%         | ↑17         | -               |
| Burbank        | 88     | 75%                          | 15      | 60         | 16  | 9        | 25%         | ↑3          | -               |
| Burcham        | 58     | 55%                          | 9       | 47         | 21  | 24       | 45%         | ↑4          | -               |
| Carver         | 77     | 47%                          | 3       | 44         | 32  | 21       | 53%         | ↑4          | -               |
| Chavez         | 67     | 85%                          | 28      | 57         | 10  | 4        | 15%         | ↑2          | -               |
| Cleveland      | 76     | 51%                          | 5       | 46         | 36  | 13       | 49%         | ↑7          | -               |
| Dooley         | 137    | 85%                          | 18      | 68         | 12  | 2        | 15%         | ↓6          | -               |
| Edison         | 74     | 82%                          | 27      | 55         | 15  | 3        | 18%         | ↓1          | -               |
| Emerson        | 49     | 45%                          | 8       | 37         | 37  | 18       | 55%         | ↑4          | -               |
| Fremont        | 73     | 42%                          | 3       | 40         | 34  | 23       | 58%         | ↓9          | -               |
| Gant           | 86     | 38%                          | 3       | 35         | 31  | 30       | 62%         | ↑1          | -               |
| Garfield       | 88     | 78%                          | 14      | 65         | 15  | 7        | 22%         | ↑2          | -               |
| Gompers        | 52     | 54%                          | 15      | 38         | 37  | 10       | 46%         | ↑21         | -               |
| Grant          | 158    | 85%                          | 20      | 65         | 10  | 5        | 15%         | ↓4          | -               |
| Harte          | 149    | 83%                          | 22      | 60         | 13  | 4        | 17%         | ↑3          | -               |
| Henry          | 135    | 59%                          | 9       | 50         | 27  | 15       | 41%         | ↓1          | -               |
| Herrera        | 130    | 68%                          | 12      | 55         | 25  | 7        | 32%         | ↑5          | -               |
| Holmes         | 57     | 86%                          | 16      | 70         | 9   | 5        | 14%         | ↓11         | -               |

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.

# SBAC Science 2022-2023 :: School Comparison by Subgroup

12/4/23

## All

| School       | Tested | Percent by Achievement Level |         |            |     |          | 2 yr<br>Chg | 3 yr<br>Chg | % Cohort<br>Chg |
|--------------|--------|------------------------------|---------|------------|-----|----------|-------------|-------------|-----------------|
|              |        | Not+Nearly Met               | Not Met | Nearly Met | Met | Exceeded |             |             |                 |
| Hudson       | 78     | 86%                          | 23      | 63         | 10  | 4        | 14%         | ↑8          | -               |
| Kettering    | 44     | 41%                          | 2       | 39         | 41  | 18       | 59%         | ↓2          | -               |
| King         | 111    | 77%                          | 13      | 64         | 16  | 7        | 23%         | ↑5          | -               |
| Lafayette    | 116    | 90%                          | 15      | 75         | 9   |          | 10%         | ↓8          | -               |
| Lincoln      | 118    | 79%                          | 13      | 66         | 18  | 3        | 21%         | ↓3          | -               |
| Longfellow   | 170    | 57%                          | 5       | 52         | 20  | 23       | 43%         | ↓6          | -               |
| Los Cerritos | 80     | 45%                          | 8       | 38         | 30  | 25       | 55%         | ↓4          | -               |
| Lowell       | 82     | 51%                          | 2       | 49         | 29  | 20       | 49%         | ↓1          | -               |
| Macarthur    | 55     | 62%                          | 4       | 58         | 18  | 20       | 38%         | ↓-          | -               |
| Madison      | 43     | 56%                          | 12      | 44         | 26  | 19       | 44%         | ↑6          | -               |
| Mann         | 60     | 80%                          | 45      | 35         | 12  | 8        | 20%         | ↑13         | -               |
| McKinley     | 85     | 75%                          | 16      | 59         | 21  | 4        | 25%         | ↑6          | -               |
| Naples       | 43     | 35%                          | 2       | 33         | 30  | 35       | 65%         | ↓15         | -               |
| Oropeza      | 104    | 88%                          | 33      | 56         | 10  | 2        | 12%         | ↓11         | -               |
| Prisk        | 91     | 29%                          | 1       | 27         | 43  | 29       | 71%         | ↓6          | -               |
| Riley        | 73     | 71%                          | 16      | 55         | 21  | 8        | 29%         | ↑2          | -               |
| Roosevelt    | 149    | 84%                          | 20      | 64         | 11  | 5        | 16%         | ↓5          | -               |
| Signal Hill  | 107    | 72%                          | 16      | 56         | 19  | 9        | 28%         | ↓4          | -               |
| Smith        | 123    | 74%                          | 25      | 49         | 20  | 7        | 26%         | ↑8          | -               |
| Stevenson    | 97     | 78%                          | 27      | 52         | 19  | 3        | 22%         | ↑3          | -               |
| Twain        | 71     | 61%                          | 20      | 41         | 25  | 14       | 39%         | ↓6          | -               |
| Webster      | 89     | 76%                          | 11      | 65         | 19  | 4        | 24%         | ↑10         | -               |
| Whittier     | 100    | 84%                          | 35      | 49         | 12  | 4        | 16%         | ↑3          | -               |
| Willard      | 93     | 87%                          | 24      | 63         | 11  | 2        | 13%         | ↓9          | -               |

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.

# SBAC ELA 2022-2023 :: School Comparison by Subgroup

12/4/23

## All

| School     | Tested | Percent by Achievement Level |         |            |     |          | 2 yr<br>Chg | 3 yr<br>Chg | % Cohort<br>Chg |              |
|------------|--------|------------------------------|---------|------------|-----|----------|-------------|-------------|-----------------|--------------|
|            |        | Not+Nearly Met               | Not Met | Nearly Met | Met | Exceeded |             |             |                 | Met+Exceeded |
| All Middle | 12,090 | 54%                          | 29      | 25         | 29  | 16       | 46%         | ↓1          |                 | ↓3           |
| Bancroft   | 829    | 45%                          | 20      | 25         | 35  | 20       | 55%         | ↑2          |                 | ↑2           |
| Franklin   | 1,035  | 64%                          | 40      | 25         | 26  | 9        | 36%         | ↓5          |                 | ↓1           |
| Hamilton   | 762    | 70%                          | 38      | 32         | 23  | 6        | 30%         | ↓9          |                 | ↓9           |
| Hoover     | 512    | 66%                          | 35      | 31         | 25  | 9        | 34%         | ↓7          |                 | ↓8           |
| Hughes     | 1,238  | 51%                          | 29      | 22         | 31  | 18       | 49%         | ↓2          |                 | ↓4           |
| IVA        | 1      | 0%                           |         |            | 100 | 100%     | 100%        | ↑24         |                 | -            |
| Jefferson  | 977    | 50%                          | 26      | 23         | 33  | 18       | 50%         | ↑3          |                 | ↑8           |
| Keller     | 448    | 37%                          | 11      | 25         | 41  | 22       | 63%         | ↓5          |                 | ↓5           |
| Lindbergh  | 398    | 70%                          | 40      | 30         | 25  | 6        | 30%         | ↓2          |                 | ↓1           |
| Lindsey    | 720    | 68%                          | 37      | 31         | 26  | 6        | 32%         | ↓4          |                 | ↓5           |
| Marshall   | 907    | 42%                          | 20      | 23         | 34  | 24       | 58%         | ↓8          |                 | ↓7           |
| Nelson     | 785    | 64%                          | 35      | 28         | 25  | 11       | 36%         | ↑2          |                 | ↓3           |
| Rogers     | 746    | 29%                          | 14      | 15         | 33  | 38       | 71%         | ↓1          |                 | ↓2           |
| Stanford   | 1,124  | 33%                          | 15      | 19         | 36  | 31       | 67%         | ↑7          |                 | ↑-           |
| Stephens   | 700    | 63%                          | 34      | 29         | 27  | 10       | 37%         | ↑10         |                 | ↑5           |
| Washington | 909    | 74%                          | 43      | 31         | 20  | 6        | 26%         | ↓3          |                 | ↓5           |

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.

# SBAC Math 2022-2023 :: School Comparison by Subgroup

12/4/23

## All

| School     | Tested | Percent by Achievement Level |         |            |     |          |              | 2 yr<br>Chg | 3 yr<br>Chg | % Cohort<br>Chg |
|------------|--------|------------------------------|---------|------------|-----|----------|--------------|-------------|-------------|-----------------|
|            |        | Not+Nearly Met               | Not Met | Nearly Met | Met | Exceeded | Met+Exceeded |             |             |                 |
| All Middle | 12,057 | 70%                          | 44      | 25         | 16  | 14       | 30%          | ↓-          |             | ↓2              |
| Bancroft   | 828    | 62%                          | 35      | 27         | 20  | 18       | 38%          | ↓2          |             | ↓1              |
| Franklin   | 1,033  | 79%                          | 54      | 26         | 11  | 9        | 21%          | ↓2          |             | ↓2              |
| Hamilton   | 754    | 84%                          | 59      | 26         | 11  | 5        | 16%          | ↓9          |             | ↓6              |
| Hoover     | 510    | 85%                          | 61      | 24         | 11  | 4        | 15%          | ↓-          |             | ↓4              |
| Hughes     | 1,222  | 63%                          | 39      | 24         | 17  | 19       | 37%          | ↓1          |             | ↓3              |
| IVA        | 1      | 0%                           |         |            |     | 100      | 100%         | ↑37         |             | -               |
| Jefferson  | 980    | 73%                          | 48      | 25         | 17  | 10       | 27%          | ↑2          |             | ↑3              |
| Keller     | 447    | 54%                          | 24      | 29         | 25  | 21       | 46%          | ↑1          |             | ↓3              |
| Lindbergh  | 403    | 84%                          | 52      | 32         | 9   | 7        | 16%          | ↑3          |             | ↓3              |
| Lindsey    | 718    | 85%                          | 63      | 22         | 10  | 5        | 15%          | ↑1          |             | ↓2              |
| Marshall   | 902    | 56%                          | 30      | 26         | 22  | 22       | 44%          | ↓3          |             | ↓1              |
| Nelson     | 781    | 80%                          | 55      | 25         | 12  | 8        | 20%          | ↓2          |             | ↓4              |
| Rogers     | 742    | 46%                          | 23      | 22         | 23  | 31       | 54%          | ↑1          |             | ↓1              |
| Stanford   | 1,119  | 48%                          | 24      | 24         | 25  | 27       | 52%          | ↑4          |             | ↑1              |
| Stephens   | 698    | 78%                          | 49      | 28         | 15  | 7        | 22%          | ↑7          |             | ↑6              |
| Washington | 920    | 86%                          | 59      | 27         | 10  | 4        | 14%          | ↑-          |             | ↓5              |

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.



# SBAC Science 2022-2023 :: School Comparison by Subgroup

12/4/23

All

| School     | Tested | Percent by Achievement Level |         |            |     |          | 2 yr<br>Chg | 3 yr<br>Chg | % Cohort<br>Chg |
|------------|--------|------------------------------|---------|------------|-----|----------|-------------|-------------|-----------------|
|            |        | Not+Nearly Met               | Not Met | Nearly Met | Met | Exceeded |             |             |                 |
| All Middle | 3,987  | 78%                          | 22      | 57         | 16  | 8        | 22%         | ↓1          | -               |
| Bancroft   | 299    | 75%                          | 17      | 58         | 16  | 9        | 25%         | ↓4          | -               |
| Franklin   | 331    | 85%                          | 29      | 56         | 12  | 3        | 15%         | ↓-          | -               |
| Hamilton   | 239    | 88%                          | 26      | 62         | 11  |          | 12%         | ↓7          | -               |
| Hoover     | 167    | 92%                          | 30      | 62         | 8   |          | 8%          | ↓9          | -               |
| Hughes     | 416    | 69%                          | 14      | 55         | 20  | 11       | 31%         | ↑2          | -               |
| IVA        | 1      | 0%                           |         |            | 100 | 100%     | 100%        | ↑41         | -               |
| Jefferson  | 299    | 81%                          | 17      | 64         | 15  | 4        | 19%         | ↑2          | -               |
| Keller     | 135    | 65%                          | 7       | 59         | 24  | 11       | 35%         | ↓2          | -               |
| Lindbergh  | 137    | 88%                          | 23      | 64         | 10  | 2        | 12%         | ↑3          | -               |
| Lindsey    | 239    | 89%                          | 22      | 67         | 10  |          | 11%         | ↑1          | -               |
| Marshall   | 294    | 74%                          | 20      | 54         | 21  | 4        | 26%         | ↓9          | -               |
| Nelson     | 276    | 93%                          | 37      | 56         | 5   |          | 7%          | ↑1          | -               |
| Rogers     | 246    | 46%                          | 9       | 38         | 33  | 21       | 54%         | ↑9          | -               |
| Stanford   | 365    | 62%                          | 13      | 48         | 25  | 13       | 38%         | ↑3          | -               |
| Stephens   | 250    | 86%                          | 29      | 57         | 11  | 3        | 14%         | ↓2          | -               |
| Washington | 294    | 91%                          | 32      | 59         | 6   | 3        | 9%          | ↑4          | -               |

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.

# SBAC ELA 2022-2023 :: School Comparison by Subgroup

12/4/23

## All

| School    | Tested | Percent by Achievement Level |         |            |     |          | 2 yr<br>Chg | 3 yr<br>Chg | % Cohort<br>Chg |              |
|-----------|--------|------------------------------|---------|------------|-----|----------|-------------|-------------|-----------------|--------------|
|           |        | Not+Nearly Met               | Not Met | Nearly Met | Met | Exceeded |             |             |                 | Met+Exceeded |
| All K-8   | 3,706  | 48%                          | 26      | 22         | 27  | 25       | 52%         | ↓1          |                 | ↓-           |
| Avalon    | 249    | 74%                          | 44      | 30         | 19  | 7        | 26%         | ↓6          |                 | ↓4           |
| Cubberley | 635    | 32%                          | 17      | 16         | 29  | 39       | 68%         | ↑2          |                 | ↑1           |
| Muir      | 644    | 59%                          | 33      | 26         | 25  | 16       | 41%         | ↓5          |                 | ↓1           |
| Newcomb   | 513    | 19%                          | 6       | 13         | 31  | 50       | 81%         | ↓3          |                 | ↑2           |
| Powell    | 592    | 64%                          | 37      | 27         | 26  | 10       | 36%         | ↑1          |                 | ↓-           |
| Robinson  | 541    | 69%                          | 40      | 28         | 22  | 9        | 31%         | ↓7          |                 | ↓2           |
| Tincher   | 529    | 31%                          | 13      | 18         | 32  | 37       | 69%         | ↑-          |                 | ↓-           |

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.

# SBAC Math 2022-2023 :: School Comparison by Subgroup

12/4/23

## All

| School    | Tested | Percent by Achievement Level |         |            |     |          | 2 yr<br>Chg | 3 yr<br>Chg | % Cohort<br>Chg |              |
|-----------|--------|------------------------------|---------|------------|-----|----------|-------------|-------------|-----------------|--------------|
|           |        | Not+Nearly Met               | Not Met | Nearly Met | Met | Exceeded |             |             |                 | Met+Exceeded |
| All K-8   | 3,712  | 58%                          | 33      | 25         | 21  | 21       | 42%         | ↑3          |                 | ↓2           |
| Avalon    | 249    | 81%                          | 58      | 22         | 16  | 3        | 19%         | ↑-          |                 | ↓6           |
| Cubberley | 638    | 45%                          | 24      | 21         | 23  | 32       | 55%         | ↑2          |                 | ↓7           |
| Muir      | 648    | 66%                          | 36      | 31         | 21  | 13       | 34%         | ↑3          |                 | ↑2           |
| Newcomb   | 512    | 26%                          | 7       | 20         | 29  | 45       | 74%         | ↑1          |                 | ↑2           |
| Powell    | 592    | 79%                          | 49      | 29         | 16  | 5        | 21%         | ↓1          |                 | ↓5           |
| Robinson  | 542    | 79%                          | 49      | 30         | 13  | 8        | 21%         | ↓2          |                 | ↑1           |
| Tincher   | 528    | 39%                          | 16      | 23         | 26  | 35       | 61%         | ↑4          |                 | ↓-           |

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 Students without scores are not included in the graphical comparison of these results.

# SBAC Science 2022-2023 :: School Comparison by Subgroup

12/4/23

## All

| School    | Tested | Percent by Achievement Level |         |            |     |          |              | 2 yr | 3 yr | % Cohort |
|-----------|--------|------------------------------|---------|------------|-----|----------|--------------|------|------|----------|
|           |        | Not+Nearly Met               | Not Met | Nearly Met | Met | Exceeded | Met+Exceeded | Chg  | Chg  | Chg      |
| All K-8   | 1,211  | 70%                          | 16      | 53         | 19  | 11       | 30%          | ↑1   |      | -        |
| Avalon    | 109    | 85%                          | 30      | 55         | 10  | 5        | 15%          | ↑2   |      | -        |
| Cubberley | 198    | 55%                          | 13      | 42         | 23  | 22       | 45%          | ↑6   |      | -        |
| Muir      | 201    | 81%                          | 22      | 59         | 16  | 3        | 19%          | ↑1   |      | -        |
| Newcomb   | 163    | 29%                          | 1       | 28         | 43  | 28       | 71%          | ↑7   |      | -        |
| Powell    | 202    | 88%                          | 24      | 64         | 10  | 2        | 12%          | ↓5   |      | -        |
| Robinson  | 175    | 87%                          | 17      | 70         | 12  | 1        | 13%          | ↓5   |      | -        |
| Tincher   | 162    | 64%                          | 10      | 53         | 21  | 15       | 36%          | ↓1   |      | -        |

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.

# SBAC ELA 2022-2023 :: School Comparison by Subgroup

12/4/23

## All

| School      | Tested | Percent by Achievement Level |         |            |     |          | 2 yr<br>Chg | 3 yr<br>Chg | % Cohort<br>Chg |              |    |
|-------------|--------|------------------------------|---------|------------|-----|----------|-------------|-------------|-----------------|--------------|----|
|             |        | Not+Nearly Met               | Not Met | Nearly Met | Met | Exceeded |             |             |                 | Met+Exceeded |    |
| All High    | 4,776  | 48%                          | 27      | 21         | 28  | 24       | 52%         | ↑2          |                 | ↓9           |    |
| Browning    | 58     | 78%                          | 62      | 16         | 19  | 3        | 22%         | ↓20         |                 | ↓29          |    |
| Cabrillo    | 416    | 61%                          | 33      | 28         | 28  | 11       | 39%         | ↑1          |                 | ↓1           |    |
| CAMS        | 162    | 1%                           |         |            | 16  |          | 83          | 99%         | ↑1              |              | ↑2 |
| EPHS        | 262    | 71%                          | 43      | 29         | 24  | 5        | 29%         | ↑4          |                 | ↓8           |    |
| Jordan      | 422    | 71%                          | 44      | 27         | 21  | 9        | 29%         | ↓2          |                 | ↓7           |    |
| Lakewood    | 603    | 56%                          | 31      | 24         | 27  | 17       | 44%         | ↓4          |                 | ↓11          |    |
| McBride     | 165    | 31%                          | 9       | 22         | 40  | 29       | 69%         | ↓4          |                 | -            |    |
| Millikan    | 755    | 35%                          | 16      | 18         | 34  | 32       | 65%         | ↑10         |                 | ↓11          |    |
| Polytechnic | 906    | 48%                          | 29      | 19         | 26  | 26       | 52%         | ↑4          |                 | ↓7           |    |
| Reid        | 53     | 98%                          | 77      | 21         | 2   |          | 2%          | ↓2          |                 | ↓11          |    |
| Renaissance | 91     | 47%                          | 21      | 26         | 29  | 24       | 53%         | ↑19         |                 | ↓23          |    |
| Sato        | 120    | 4%                           |         | 3          | 2   | 39       | 57          | 96%         | ↓1              |              | ↑2 |
| Wilson      | 763    | 45%                          | 23      | 21         | 31  | 24       | 55%         | ↓4          |                 | ↓13          |    |

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.

# SBAC Math 2022-2023 :: School Comparison by Subgroup

12/4/23

## All

| School      | Tested | Percent by Achievement Level |         |            |     |          |              | 2 yr | 3 yr | % Cohort |
|-------------|--------|------------------------------|---------|------------|-----|----------|--------------|------|------|----------|
|             |        | Not+Nearly Met               | Not Met | Nearly Met | Met | Exceeded | Met+Exceeded | Chg  | Chg  | Chg      |
| All High    | 4,737  | 75%                          | 53      | 21         | 15  | 11       | 25%          | ↑3   |      | ↓25      |
| Browning    | 59     | 98%                          | 83      | 15         | 2   |          | 2%           | ↓5   |      | ↓33      |
| Cabrillo    | 410    | 92%                          | 69      | 23         | 7   | 2        | 8%           | ↓2   |      | ↓26      |
| CAMS        | 162    |                              | 6%      |            | 5   | 20       | 74           | 94%  | ↑4   | ↓10      |
| EPHS        | 225    | 97%                          | 85      | 12         | 3   |          | 3%           | ↑1   |      | ↓23      |
| Jordan      | 420    | 93%                          | 75      | 18         | 7   |          | 7%           | ↑1   |      | ↓28      |
| Lakewood    | 603    | 85%                          | 62      | 23         | 12  | 3        | 15%          | ↑2   |      | ↓22      |
| McBride     | 168    | 65%                          | 36      | 29         | 28  | 7        | 35%          | ↑3   |      | ↓31      |
| Millikan    | 756    | 66%                          | 35      | 30         | 21  | 13       | 34%          | ↑4   |      | ↓30      |
| Polytechnic | 902    | 69%                          | 54      | 15         | 17  | 13       | 31%          | ↑2   |      | ↓19      |
| Reid        | 53     | 100%                         | 96      | 4          |     |          | 0%           | -    |      | ↓16      |
| Renaissance | 92     | 86%                          | 64      | 22         | 10  | 4        | 14%          | ↑8   |      | ↓27      |
| Sato        | 118    |                              | 23%     | 6          | 17  | 25       | 52           | 77%  | ↓1   | ↓12      |
| Wilson      | 769    | 75%                          | 49      | 26         | 16  | 9        | 25%          | ↑5   |      | ↓29      |

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.

# SBAC Science 2022-2023 :: School Comparison by Subgroup

12/4/23

All

| School      | Tested | Percent by Achievement Level |         |            |     |          |              | 2 yr | 3 yr | % Cohort |
|-------------|--------|------------------------------|---------|------------|-----|----------|--------------|------|------|----------|
|             |        | Not+Nearly Met               | Not Met | Nearly Met | Met | Exceeded | Met+Exceeded | Chg  | Chg  | Chg      |
| All High    | 4,432  | 75%                          | 14      | 62         | 19  | 6        | 25%          | ↑3   |      | -        |
| Browning    | 59     | 92%                          | 29      | 63         | 8   |          | 8%           | ↑1   |      | -        |
| Cabrillo    | 375    | 87%                          | 14      | 73         | 13  |          | 13%          | ↑4   |      | -        |
| CAMS        | 163    |                              |         | 21%        | 20  | 47       | 33           | 79%  | ↓-   |          |
| EPHS        | 88     | 95%                          | 19      | 76         | 5   |          | 5%           | ↓8   |      | -        |
| Jordan      | 454    | 91%                          | 20      | 71         | 9   |          | 9%           | ↑2   |      | -        |
| Lakewood    | 635    | 85%                          | 12      | 72         | 14  | 2        | 15%          | ↓4   |      | -        |
| McBride     | 152    | 69%                          | 7       | 62         | 19  | 12       | 31%          | ↑15  |      | -        |
| Millikan    | 657    | 72%                          | 12      | 59         | 23  | 6        | 28%          | ↑2   |      | -        |
| Polytechnic | 852    | 70%                          | 14      | 56         | 23  | 8        | 30%          | ↑2   |      | -        |
| Reid        | 60     | 98%                          | 43      | 55         | 2   |          | 2%           | ↑2   |      | -        |
| Renaissance | 88     | 85%                          | 16      | 69         | 15  |          | 15%          | -    |      | -        |
| Sato        | 93     |                              |         | 20%        | 20  | 45       | 34           | 80%  | ↑19  |          |
| Wilson      | 756    | 76%                          | 14      | 62         | 20  | 4        | 24%          | ↑11  |      | -        |

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.

# SBAC ELA 2022-2023 :: School Comparison by Subgroup

12/4/23

## All

| School         | Tested | Percent by Achievement Level |         |            |     |          | 2 yr         | 3 yr | % Cohort |
|----------------|--------|------------------------------|---------|------------|-----|----------|--------------|------|----------|
|                |        | Not+Nearly Met               | Not Met | Nearly Met | Met | Exceeded | Met+Exceeded | Chg  | Chg      |
| District (998) | 3      | 67%                          | 33      | 33         | 33  | 33%      | -            |      | -        |

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.



# SBAC Math 2022-2023 :: School Comparison by Subgroup

12/4/23

## All

| School         | Tested | Percent by Achievement Level |         |            |              |              | 2 yr | 3 yr | % Cohort |
|----------------|--------|------------------------------|---------|------------|--------------|--------------|------|------|----------|
|                |        | Not+Nearly Met               | Not Met | Nearly Met | Met Exceeded | Met+Exceeded | Chg  | Chg  | Chg      |
| District (998) | 3      | 67%                          | 33      | 33         | 33           | 33%          | -    |      | -        |

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.

# SBAC Science 2022-2023 :: School Comparison by Subgroup

12/4/23

All

| School         | Tested | Percent by Achievement Level |         |            |     |          | 2 yr         | 3 yr | % Cohort |
|----------------|--------|------------------------------|---------|------------|-----|----------|--------------|------|----------|
|                |        | Not+Nearly Met               | Not Met | Nearly Met | Met | Exceeded | Met+Exceeded | Chg  | Chg      |
| District (998) | 1      | 100%                         | 100     |            |     | 0%       | -            |      | -        |

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.

# SBAC ELA 2022-2023 :: School Comparison by Subgroup

12/4/23

## All

| School   | Tested | Percent by Achievement Level |         |            |     |          | 2 yr<br>Chg | 3 yr<br>Chg | % Cohort<br>Chg |
|----------|--------|------------------------------|---------|------------|-----|----------|-------------|-------------|-----------------|
|          |        | Not+Nearly Met               | Not Met | Nearly Met | Met | Exceeded |             |             |                 |
| District | 32,799 | 52%                          | 29      | 23         | 26  | 22       | 48%         | ↑-          | ↓1              |

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.

# SBAC Math 2022-2023 :: School Comparison by Subgroup

12/4/23

## All

| School   | Tested | Percent by Achievement Level |         |            |     |          | 2 yr         | 3 yr | % Cohort |     |
|----------|--------|------------------------------|---------|------------|-----|----------|--------------|------|----------|-----|
|          |        | Not+Nearly Met               | Not Met | Nearly Met | Met | Exceeded | Met+Exceeded | Chg  | Chg      | Chg |
| District | 32,805 | 66%                          | 40      | 26         | 19  | 16       | 34%          | ↑1   |          | ↓5  |

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.

# SBAC Science 2022-2023 :: School Comparison by Subgroup

12/4/23

## All

| School   | Tested | Percent by Achievement Level |         |            |     |          | 2 yr         | 3 yr | % Cohort |     |
|----------|--------|------------------------------|---------|------------|-----|----------|--------------|------|----------|-----|
|          |        | Not+Nearly Met               | Not Met | Nearly Met | Met | Exceeded | Met+Exceeded | Chg  | Chg      | Chg |
| District | 13,813 | 74%                          | 17      | 57         | 18  | 8        | 26%          | ↑1   |          | -   |

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.

# SBAC ELA 2023

| School Name | PSAT-SAT (% Met Benchmark) |       |       |       | Overall      |            | Lowest Performing   |                              |                           |                   | Difference                    | Other   |
|-------------|----------------------------|-------|-------|-------|--------------|------------|---|------------------------------|---------------------------|-------------------|-------------------------------|---|
|             | Reading-Writing            |       |       |       | Met Exceeded | Pct Change | Ethnic Group  | Met Exceeded                 | Change                    | N                 | Highest & Lowest Ethnic Group | Ethnic Group                                  |
|             | All Gr                     | Gr9   | Gr10  | Gr11  |              |            |   |                              |                           |                   |                               |   |
| Avalon      | 27.6%                      | 31.0% | 13.2% | 77.8% | 26.1%        | -5.6%      | Pacific Islander  | 0.0%                         |                           | 1                 | 57.1%                         | Other   |
| Browning    | 23.7%                      | 23.8% | 25.9% | 21.4% | 22.4%        | -20.1%     | Other, White, Filipino  | 0.0%, 0.0%, 0.0%             | -25.0%, -33.3%, -100.0%   | 5, 1, 4           | 60.0%                         | Asian   |
| Cabrillo    | 21.1%                      | 22.6% | 17.1% | 27.5% | 38.9%        | 0.5%       | White   | 20.0%                        | -13.3%                    | 5                 | 55.0%                         | Asian   |
| CAMS        | 97.6%                      | 98.8% | 97.6% | 96.2% | 99.4%        | 0.6%       | African American  | 66.7%                        | -33.3%                    | 3                 | 33.3%                         | Asian, (Filipino, Other, Pacific Islander)    |
| EPHS        | 14.3%                      | 33.3% | 14.3% | 0.0%  | 28.6%        | 4.2%       | Filipino  | 0.0%                         | 0.0%                      | 1                 | 64.3%                         | White   |
| Jordan      | 23.1%                      | 22.7% | 20.1% | 33.3% | 29.4%        | -2.4%      | African American  | 14.0%                        | -4.2%                     | 50                | 32.7%                         | Asian   |
| Lakewood    | 34.3%                      | 35.0% | 31.0% | 38.3% | 44.3%        | -3.8%      | American Indian   | 0.0%                         |                           | 1                 | 65.2%                         | Other   |
| McBride     | 65.0%                      | 70.2% | 61.3% | 63.9% | 69.1%        | -3.9%      | African American  | 55.6%                        | -23.0%                    | 9                 | 44.4%                         | Filipino                                      |
| Millikan    | 62.0%                      | 59.5% | 62.4% | 65.5% | 65.4%        | 9.5%       | Pacific Islander  | 16.7%                        | -33.3%                    | 6                 | 77.8%                         | Cambodian                                     |
| Polytechnic | 48.7%                      | 45.3% | 43.0% | 78.3% | 51.8%        | 3.7%       | Pacific Islander  | 8.3%                         | -29.8%                    | 12                | 78.3%                         | White   |
| Reid        | 0.0%                       |       | 0.0%  | 0.0%  | 1.9%         | -2.2%      | African American, Asian, Cambodian, Hispanic, Other, Pacific Islander | 0.0%, 0.0%, 0.0%, 0.0%, 0.0% | -10.0%, -2.9%, 0.0%, 0.0% | 9, 2, 1, 34, 3, 1 | 25.0%                         | White   |
| Renaissance | 44.5%                      | 47.9% | 40.7% | 42.9% | 52.7%        | 19.4%      | Pacific Islander  | 0.0%                         |                           | 2                 | 100.0%                        | Asian, (Filipino)                             |
| Sato        | 85.1%                      | 86.6% | 82.3% | 86.6% | 95.8%        | -1.0%      | American Indian   | 50.0%                        |                           | 2                 | 50.0%                         | Asian, (Filipino, American, Pacific Islander) |
| Wilson      | 44.9%                      | 44.8% | 38.5% | 52.6% | 55.3%        | -3.6%      | African American  | 38.5%                        | 4.3%                      | 91                | 61.5%                         | Filipino Islander                             |

# SBAC ELA 2023

| SBAC (% Met or Exceeded)  |                         |              |        |                   |        |                     |        |              |        |             |
|---|-------------------------|--------------|--------|-------------------|--------|---------------------|--------|--------------|--------|-------------|
| Highest Performing  |                         | ELL + RFEP   |        | Homeless - Foster |        | Spec Ed: Speech/RSP |        | Spec Ed      |        |             |
| Demographic Group   | N                       | Met Exceeded | Change | Met Exceeded      | Change | Met Exceeded        | Change | Met Exceeded | Change | Gender Diff |
|   | 7                       | 18.6%        | -5.9%  | 0.0%              | -11.1% | 3.0%                | -8.5%  | 3.0%         | -8.5%  | 7.7%        |
|   | 5                       | 25.0%        | -10.1% | 0.0%              | -57.1% | 14.3%               | -10.7% | 14.3%        | -10.7% | 5.8%        |
|   | 12                      | 37.3%        | 4.2%   | 25.0%             | -11.4% | 8.0%                | -5.6%  | 6.1%         | -7.4%  | 3.1%        |
| Cambodian, Asian, Hispanic, Other Pacific Islander, White         | 33, 3, 24, 80, 15, 1, 6 | 100.0%       | 3.1%   | 100.0%            | 0.0%   |                     |        |              |        | 1.5%        |
|   | 14                      | 24.6%        | 3.1%   | 30.6%             | 11.2%  | 17.6%               | 17.6%  | 16.7%        | 16.7%  | 4.7%        |
|   | 15                      | 29.2%        | -2.4%  | 14.6%             | -6.5%  | 15.6%               | 3.5%   | 8.8%         | -1.0%  | 10.0%       |
|   | 23                      | 41.2%        | -9.5%  | 31.7%             | -20.6% | 14.9%               | -2.9%  | 11.1%        | -0.7%  | 17.1%       |
|   | 5                       | 56.8%        | -18.2% | 66.7%             | -13.3% | 40.0%               | 0.0%   | 40.0%        | 0.0%   | 3.6%        |
| Hispanic  | 18                      | 57.8%        | 8.3%   | 58.8%             | 18.1%  | 26.1%               | 8.7%   | 18.2%        | 6.1%   | 15.2%       |
|   | 60                      | 43.0%        | 4.0%   | 36.6%             | 7.2%   | 14.5%               | -3.2%  | 10.2%        | -0.4%  | 14.4%       |
|   | 4                       | 0.0%         | -4.5%  | 0.0%              | 0.0%   | 0.0%                | 0.0%   | 0.0%         | 0.0%   | 5.0%        |
| Cambodian, Asian, Hispanic, Other Pacific Islander, White         | 2, 2, 2                 | 50.0%        | 26.9%  | 100.0%            | 55.6%  | 40.0%               | 32.3%  | 40.0%        | 32.3%  | 11.7%       |
| Cambodian, Asian, African American, Other Pacific Islander, White | 14, 4, 11, 8, 8, 2, 30  | 89.7%        | -1.6%  | 100.0%            | 33.3%  | 80.0%               | -20.0% | 80.0%        | -20.0% | 2.6%        |
| Asian, Pacific Islander   | 7, 2                    | 45.5%        | -7.3%  | 50.0%             | 6.4%   | 27.9%               | 2.0%   | 24.1%        | 1.4%   | 13.7%       |





# SBAC ELA 2023

|     | PSAT-SAT (% Met Benchmark) |     |      |      |              |            |                   |              |        |   |  |
|-----|----------------------------|-----|------|------|--------------|------------|-------------------|--------------|--------|---|--|
|     | Reading-Writing            |     |      |      | Overall      |            | Lowest Performing |              |        |   | Differenc                              |
| SLC | All Gr                     | Gr9 | Gr10 | Gr11 | Met Exceeded | Pct Change | Ethnic Group      | Met Exceeded | Change | N | Highest i<br>Lowest<br>Ethnic<br>Group |
|     |                            |     |      |      |              |            |                   |              |        |   |  |

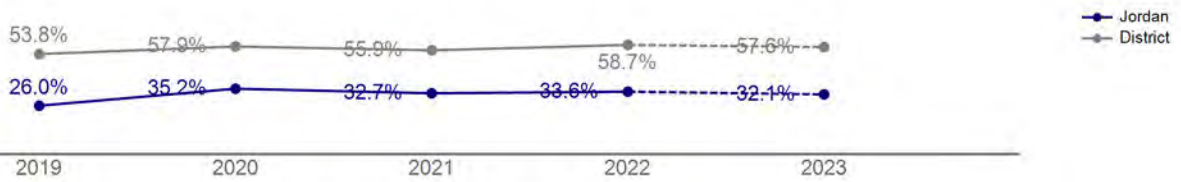
# SBAC ELA 2023

SBAC (% Met or Exceeded)

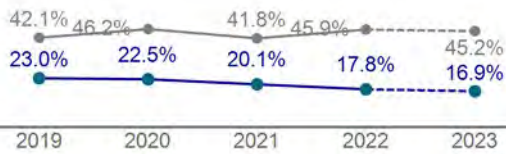
| e | Highest Performing |   | ELL + RFEP   |        | Homeless - Foster |        | Spec Ed: Speech/RSP |        | Spec Ed      |        |             |
|---|--------------------|---|--------------|--------|-------------------|--------|---------------------|--------|--------------|--------|-------------|
|   | Ethnic Group       | N | Met Exceeded | Change | Met Exceeded      | Change | Met Exceeded        | Change | Met Exceeded | Change |             |
| & |                    |   |              |        |                   |        |                     |        |              |        | Gender Diff |

# Advanced Placement - Students Enrolled in At Least One Course

Jordan  
Grades 11-12  
N = 1012

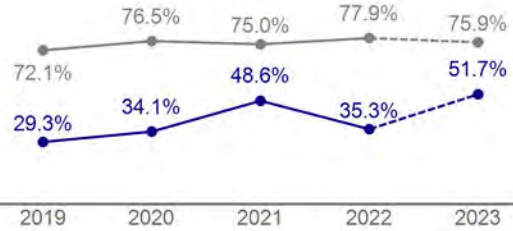


**African American**  
N = 148

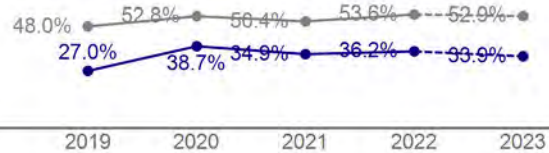


No Data Available

**Asian**  
N = 29

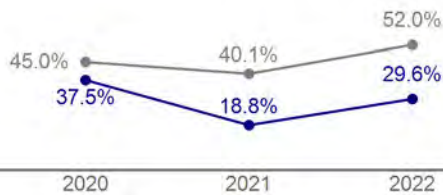


**Hispanic**  
N = 775



No Data Available

**Pacific Islander**



No Data Available

**Other**  
N = 21



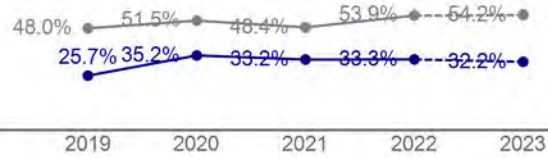
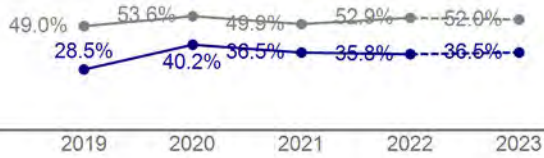
2023

N's are from the latest year.  
Subgroups under 20 students are not included.

# Advanced Placement - Students Enrolled in At Least One Course

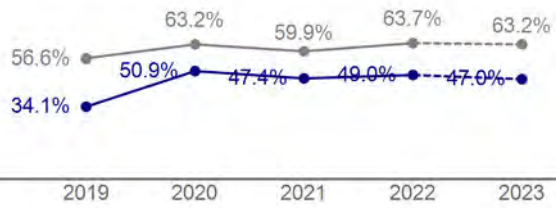
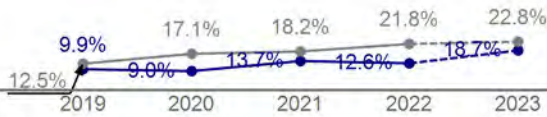
**EL + RFEP**  
N = 591

**Low SES**  
N = 1004



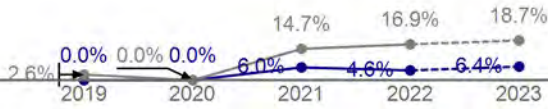
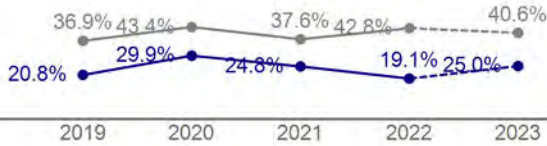
**ELL**  
N = 219

**RFEP**  
N = 372



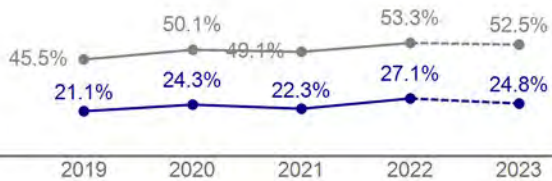
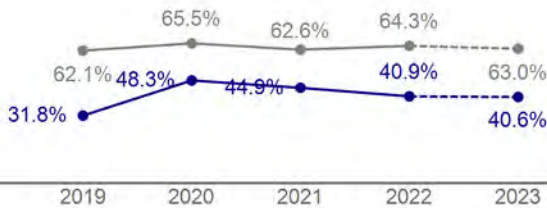
**Homeless/Foster**  
N = 112

**Special Ed.**  
N = 157



**Female**  
N = 471

**Male**  
N = 541



N's are from the latest year.  
Subgroups under 20 students are not included.

# Advanced Placement Percent of Tests Passed

## Jordan All Students



## African American

## Asian

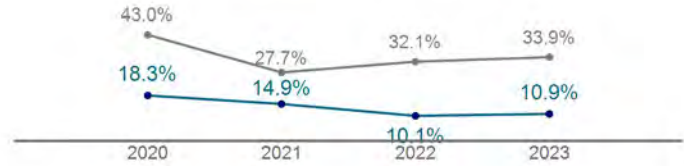
Subgroup with fewer than 20 students.



## Filipino

## Hispanic

Subgroup with fewer than 20 students.



## Pacific Islander

## White

Subgroup with fewer than 20 students.

Subgroup with fewer than 20 students.

## Native American

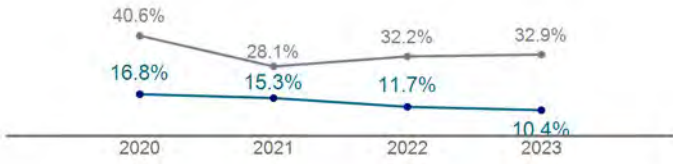
## Other

Subgroup with fewer than 20 students.

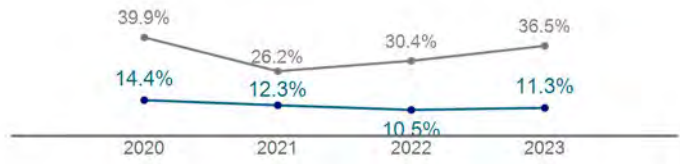
Subgroup with fewer than 20 students.

# Advanced Placement Percent of Tests Passed

**EL + RFEP**



**Low SES**



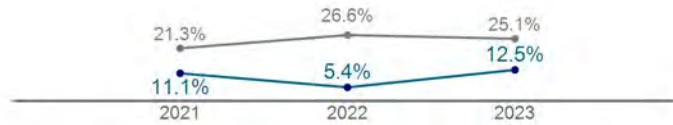
**English Learner**



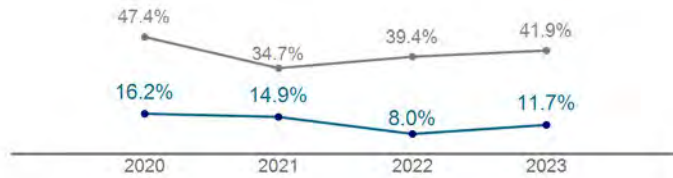
**Special Education**

Subgroup with fewer than 20 students.

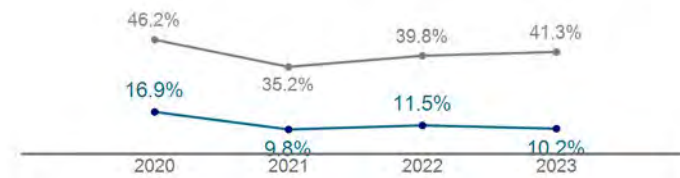
**Homeless or Foster Youth**



**Female**



**Male**



# COLLEGE BOARD SUMMARY REPORT :: 22-23

Site :: Jordan

**Tested:**      **0**                      **493**                      **453**                      **141**                      **162**                      **128**

8th Grade Students  
PSAT 8/9

9th Grade Students  
PSAT 8/9

10th Grade Students  
PSAT/NMSQT

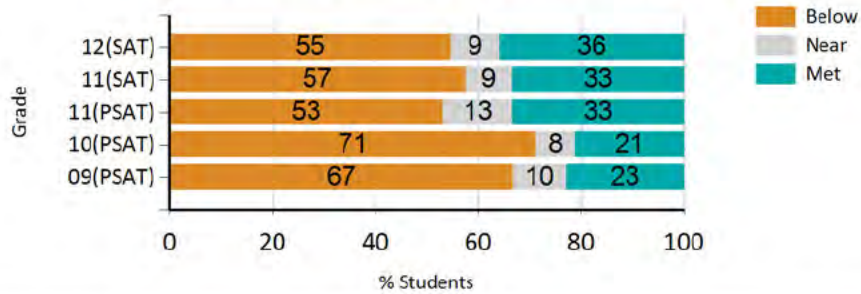
11th Grade Students  
PSAT/NMSQT

11th Grade Students  
SAT

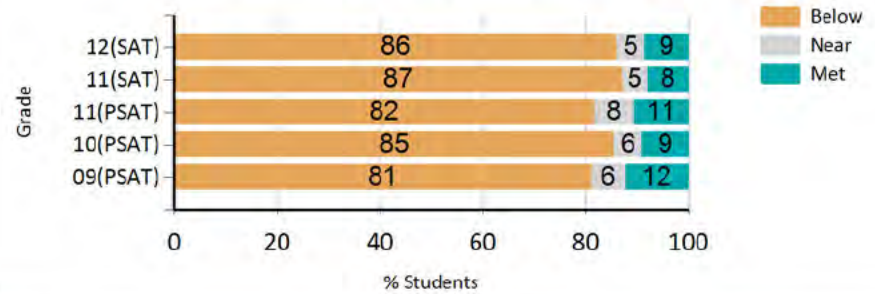
12th Grade Students  
SAT

## BENCHMARK AND SUBJECT AREA (PSAT 8/9, PSAT/NMSQT & SAT)

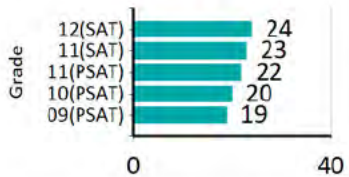
Students Meeting EBRW Benchmark



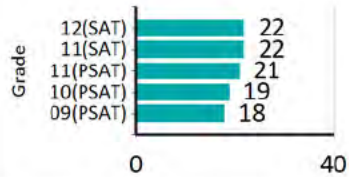
Students Meeting Math Benchmark



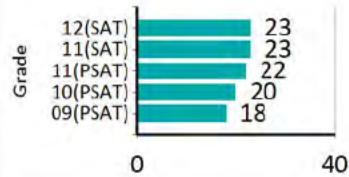
Reading



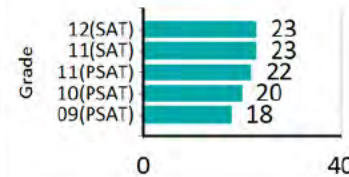
Writing



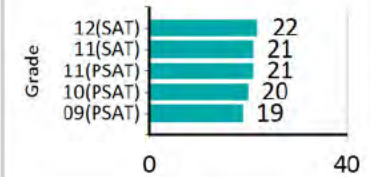
History/Social Science



Science

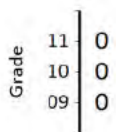


Math

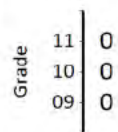


## SUBTESTS (PSAT 8/9 & PSAT/NMSQT)

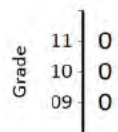
Words In Context



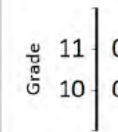
Command of Evidence



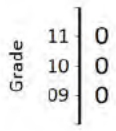
Heart of Algebra



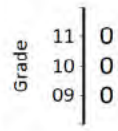
Passport to Adv. Math



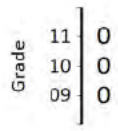
Expression of Ideas



Words In Context



Prob. Solving/Data Analysis



Subsection and Subtest are Average Scores.  
Maximum Subtest score is 15.

# PSAT Summary :: 22-23 :: Jordan

|             |                     | Total  |     | Math  |     | Evidence-Based Reading Writing                          |     |     |
|-------------|---------------------|--|-----|---|-----|---|-----|-----|
|             |                     | Average Total Score<br>Gr 8/9: 240-1440 :: NMSQT: 320-1520 |     | Average Math Score<br>Gr 8/9: 120-720 :: NMSQT: 160-760 |     | Average EBRW Score<br>Gr 8/9: 120-720 :: NMSQT: 160-760 |     |     |
| N= 67       |                     | Average Score  |     |   |     |   |     |     |
| 8/9 Gr. 09  | All Students        | 734  | ▲10 | 370   | ▲8  | 364   | ▲2  |     |
|             | Ethnicity           | African American   | 697 | ▲19   | 350 | ▲23   | 346 | ▼5  |
|             |                     | Asian  | 802 |   | 409 |   | 392 |     |
|             |                     | Cambodian  | 829 |   | 412 |   | 417 |     |
|             |                     | Hispanic   | 735 | ▲5  | 370 | ▲2  | 364 | ▲3  |
|             | Gender              | Female   | 756 | ▲20   | 378 | ▲15   | 377 | ▲4  |
|             |                     | Male   | 713 | ▲1  | 361 | 0   | 351 | 0   |
|             | Grade               | Gr. 09   | 734 | ▲10   | 370 | ▲8  | 364 | ▲2  |
|             | SLC                 | Jordan - ACE   | 746 | ▲7  | 373 | ▲1  | 372 | ▲5  |
|             |                     | Jordan - AIMS  | 737 | ▼7  | 366 | ▼6  | 371 | 0   |
|             |                     | Jordan - JMAC  | 745 | ▲40   | 375 | ▲23   | 369 | ▲17 |
|             |                     | Jordan - LEAP  | 707 | ▼8  | 363 | ▲9  | 344 | ▼16 |
|             | Special Populations | EL + RFEP  | 740 | ▲10   | 374 | ▲6  | 366 | ▲5  |
|             |                     | ELL  | 666 | ▼1  | 341 | ▼7  | 325 | ▲6  |
|             |                     | GATE/Excel   | 881 | ▲51   | 432 | ▲23   | 449 | ▲28 |
|             |                     | Homeless   | 701 | ▲15   | 355 | ▲7  | 345 | ▲8  |
|             |                     | Homeless/Foster  | 700 | ▲22   | 353 | ▲12   | 347 | ▲10 |
|             |                     | Low SES  | 733 | ▲11   | 369 | ▲7  | 364 | ▲4  |
|             |                     | RFEP   | 770 | ▲18   | 387 | ▲12   | 383 | ▲7  |
|             |                     | Spec Ed. Speech/RSP  | 663 | ▲17   | 347 | ▲20   | 315 | ▼4  |
| Special Ed. |                     | 637  | ▼12 | 328   | ▼2  | 308   | ▼11 |     |



# PSAT Summary :: 22-23 :: Jordan

|              |                     | Total  |     | Math  |     | Evidence-Based Reading Writing                          |     |     |
|--------------|---------------------|--|-----|---|-----|---|-----|-----|
|              |                     | Average Total Score<br>Gr 8/9: 240-1440 :: NMSQT: 320-1520 |     | Average Math Score<br>Gr 8/9: 120-720 :: NMSQT: 160-760 |     | Average EBRW Score<br>Gr 8/9: 120-720 :: NMSQT: 160-760 |     |     |
| N= 67        |                     | Average Score  |     |   |     |   |     |     |
| NMSQT Gr. 10 | All Students        | 762  | ▼6  | 390   | ▼1  | 371   | ▼6  |     |
|              | Ethnicity           | African American   | 740 | ▲15   | 384 | ▲23   | 356 | ▼8  |
|              |                     | Asian  | 804 | ▼34   | 399 | ▼28   | 405 | ▼6  |
|              |                     | Hispanic   | 761 | ▼11   | 390 | ▼4  | 371 | ▼7  |
|              |                     | Other  | 792 |   | 402 |   | 390 |     |
|              | Gender              | Female   | 768 | ▼1  | 390 | 0   | 378 | ▼1  |
|              |                     | Male   | 756 | ▼11   | 390 | ▼1  | 366 | ▼9  |
|              | Grade               | Gr. 10   | 762 | ▼6  | 390 | ▼1  | 371 | ▼6  |
|              | SLC                 | Jordan - ACE   | 787 | ▲19   | 400 | ▲6  | 386 | ▲13 |
|              |                     | Jordan - AIMS  | 759 | ▼25   | 386 | ▼12   | 373 | ▼13 |
|              |                     | Jordan - JMAC  | 755 | ▼8  | 392 | ▲6  | 363 | ▼14 |
|              |                     | Jordan - LEAP  | 749 | ▲4  | 382 | ▲2  | 366 | ▲2  |
|              | Special Populations | EL + RFEP  | 758 | ▼11   | 388 | ▼8  | 370 | ▼3  |
|              |                     | ELL  | 697 | ▼6  | 363 | ▼12   | 334 | ▲6  |
|              |                     | GATE/Excel   | 859 | ▼1  | 430 | ▲4  | 429 | ▼4  |
|              |                     | Homeless   | 746 | ▼11   | 379 | ▼8  | 367 | ▼3  |
|              |                     | Homeless/Foster  | 741 | ▼16   | 378 | ▼9  | 363 | ▼7  |
|              |                     | Low SES  | 762 | ▼2  | 390 | ▲1  | 372 | ▼2  |
|              |                     | RFEP   | 787 | ▼13   | 400 | ▼6  | 387 | ▼7  |
|              |                     | Spec Ed. Speech/RSP  | 714 | ▲36   | 373 | ▲20   | 340 | ▲16 |
| Special Ed.  |                     | 683  | ▼2  | 351   | ▼6  | 332   | ▲5  |     |

# PSAT Summary :: 22-23 :: Jordan

|              |                     | Total  |     | Math  |     | Evidence-Based Reading Writing                          |     |     |
|--------------|---------------------|--|-----|---|-----|---|-----|-----|
|              |                     | Average Total Score<br>Gr 8/9: 240-1440 :: NMSQT: 320-1520 |     | Average Math Score<br>Gr 8/9: 120-720 :: NMSQT: 160-760 |     | Average EBRW Score<br>Gr 8/9: 120-720 :: NMSQT: 160-760 |     |     |
| N= 67        |                     | Average Score  |     |   |     |   |     |     |
| NMSQT Gr. 11 | All Students        | 837  | ▼4  | 418   | 0   | 418   | ▼5  |     |
|              | Ethnicity           | African American   | 802 |   | 403 |   | 399 |     |
|              |                     | Hispanic   | 842 | ▲3  | 420 | ▲2  | 421 | 0   |
|              | Gender              | Female   | 836 | ▼3  | 417 | ▲5  | 419 | ▼8  |
|              |                     | Male   | 837 | ▼6  | 420 | ▼5  | 417 | ▼1  |
|              | Grade               | Gr. 11   | 837 | ▼4  | 418 | 0   | 418 | ▼5  |
|              | SLC                 | Jordan - ACE   | 834 | ▼36   | 416 | ▼19   | 417 | ▼17 |
|              |                     | Jordan - AIMS  | 817 | ▼33   | 412 | ▼3  | 404 | ▼30 |
|              |                     | Jordan - IB  | 898 | ▲21   | 453 | ▲29   | 445 | ▼7  |
|              |                     | Jordan - JMAC  | 841 | ▲53   | 413 | ▲20   | 428 | ▲33 |
|              |                     | Jordan - LEAP  | 836 |   | 413 |   | 423 |     |
|              | Special Populations | EL + RFEP  | 850 | ▲7  | 425 | ▲4  | 425 | ▲4  |
|              |                     | ELL  | 735 | ▼2  | 371 | ▼13   | 364 | ▲12 |
|              |                     | GATE/Excel   | 950 | ▲58   | 470 | ▲28   | 480 | ▲30 |
|              |                     | Low SES  | 835 | ▲9  | 417 | ▲3  | 417 | ▲6  |
|              |                     | RFEP   | 876 | ▲10   | 437 | ▲8  | 438 | ▲2  |
|              |                     | Spec Ed. Speech/RSP  | 689 |   | 339 |   | 350 |     |
|              |                     | Special Ed.  | 689 |   | 339 |   | 350 |     |

# PSAT Summary :: 22-23 :: Jordan

|                     |                     | Increase in Average Score or Percent Met                |      |                             |       | Decrease in Average Score or Percent Met             |      |                         |       |  |      |                            |       |       |
|---------------------|---------------------|---|------|-----------------------------|-------|--|------|-------------------------|-------|--|------|----------------------------|-------|-------|
| Test                | Subgroup            | Total   |      |                             |       | Math   |      |                         |       | Evidence-Based Reading Writing                       |      |                            |       |       |
|                     |                     | Avg. Total Score<br>Gr 8/9: 240-1440<br>NMSQT: 320-1520 |      | % Met<br>Both<br>Benchmarks |       | Avg. Math Score<br>Gr 8/9: 120-720<br>NMSQT: 160-760 |      | % Met<br>Math Benchmark |       | Avg. EBRW Score<br>Gr 8/9: 120-720<br>NMSQT: 160-760 |      | % Met<br>EBRW<br>Benchmark |       |       |
|                     | N= 493              | 2021  | 2022 | 2021                        | 2022  | 2021   | 2022 | 2021                    | 2022  | 2021   | 2022 | 2021                       | 2022  |       |
| 8/9 Gr. 09          | All Students        | 724   | 734  | 6.7%                        | 8.9%  | 362  | 370  | 11.2%                   | 12.4% | 362  | 364  | 23.6%                      | 22.9% |       |
|                     | Ethnicity           | African American  | 678  | 697                         | 1.9%  | 6.0%   | 327  | 350                     | 5.8%  | 9.0%   | 351  | 346                        | 19.2% | 17.9% |
|                     |                     | Asian   |      | 802                         |       | 17.4%  |      | 409                     |       | 26.1%  |      | 392                        |       | 43.5% |
|                     |                     | Cambodian   |      | 829                         |       | 21.1%  |      | 412                     |       | 21.1%  |      | 417                        |       | 52.6% |
|                     |                     | Hispanic  | 730  | 735                         | 6.9%  | 8.7%   | 368  | 370                     | 11.7% | 11.9%  | 361  | 364                        | 23.7% | 21.2% |
|                     | Gender              | Female  | 736  | 756                         | 6.9%  | 10.8%  | 363  | 378                     | 10.8% | 13.3%  | 373  | 377                        | 28.6% | 26.1% |
|                     |                     | Male  | 712  | 713                         | 6.5%  | 7.1%   | 361  | 361                     | 11.6% | 11.5%  | 351  | 351                        | 19.0% | 19.8% |
|                     | Grade               | Gr. 09  | 724  | 734                         | 6.7%  | 8.9%   | 362  | 370                     | 11.2% | 12.4%  | 362  | 364                        | 23.6% | 22.9% |
|                     | SLC                 | Jordan - ACE  | 739  | 746                         | 10.3% | 10.2%  | 372  | 373                     | 16.1% | 17.6%  | 367  | 372                        | 24.1% | 25.0% |
|                     |                     | Jordan - AIMS   | 744  | 737                         | 6.9%  | 10.9%  | 372  | 366                     | 11.8% | 11.9%  | 371  | 371                        | 21.6% | 26.7% |
|                     |                     | Jordan - JMAC   | 705  | 745                         | 4.5%  | 9.4%   | 352  | 375                     | 8.2%  | 12.5%  | 352  | 369                        | 22.4% | 25.0% |
|                     |                     | Jordan - LEAP   | 715  | 707                         | 6.3%  | 5.6%   | 354  | 363                     | 10.4% | 8.1%   | 360  | 344                        | 27.1% | 15.3% |
|                     | Special Populations | EL + RFEP   | 730  | 740                         | 6.6%  | 8.5%   | 368  | 374                     | 10.9% | 12.8%  | 361  | 366                        | 22.7% | 21.6% |
|                     |                     | ELL   | 667  | 666                         | 0.0%  | 0.0%   | 348  | 341                     | 3.0%  | 1.2%   | 319  | 325                        | 4.5%  | 1.2%  |
|                     |                     | GATE/Excel  | 830  | 881                         | 24.6% | 37.5%  | 409  | 432                     | 33.3% | 40.6%  | 421  | 449                        | 57.9% | 73.4% |
|                     |                     | Homeless  | 686  | 701                         | 2.6%  | 7.1%   | 348  | 355                     | 5.3%  | 10.7%  | 337  | 345                        | 18.4% | 16.1% |
| Homeless/Foster     |                     | 678   | 700  | 4.9%                        | 6.9%  | 341  | 353  | 7.3%                    | 10.3% | 337  | 347  | 19.5%                      | 17.2% |       |
| Low SES             |                     | 722   | 733  | 6.5%                        | 8.6%  | 362  | 369  | 9.9%                    | 12.1% | 360  | 364  | 23.3%                      | 22.8% |       |
| RFEP                |                     | 752   | 770  | 9.0%                        | 12.0% | 375  | 387  | 13.8%                   | 17.5% | 376  | 383  | 29.1%                      | 30.0% |       |
| Spec Ed. Speech/RSP |                     | 646   | 663  | 0.0%                        | 4.3%  | 327  | 347  | 2.8%                    | 13.0% | 319  | 315  | 5.6%                       | 4.3%  |       |

# PSAT Summary :: 22-23 :: Jordan

| Increase in Average Score or Percent Met |                     |             | Decrease in Average Score or Percent Met                |      |                             |      |  |      |                         |      |  |      |                            |      |
|--|---------------------|-------------|---|------|-----------------------------|------|--|------|-------------------------|------|--|------|----------------------------|------|
| Test                                     | Subgroup            |             | Total   |      |                             |      | Math   |      |                         |      | Evidence-Based Reading Writing                       |      |                            |      |
|  |                     |             | Avg. Total Score<br>Gr 8/9: 240-1440<br>NMSQT: 320-1520 |      | % Met<br>Both<br>Benchmarks |      | Avg. Math Score<br>Gr 8/9: 120-720<br>NMSQT: 160-760 |      | % Met<br>Math Benchmark |      | Avg. EBRW Score<br>Gr 8/9: 120-720<br>NMSQT: 160-760 |      | % Met<br>EBRW<br>Benchmark |      |
|  | N= 493              |             | 2021  | 2022 | 2021                        | 2022 | 2021   | 2022 | 2021                    | 2022 | 2021   | 2022 | 2021                       | 2022 |
| 8/9 Gr. 09                               | Special Populations | Special Ed. | 649   | 637  | 0.0%                        | 2.2% | 330  | 328  | 2.6%                    | 6.7% | 319  | 308  | 5.3%                       | 2.2% |

# PSAT Summary :: 22-23 :: Jordan

|                     |                     | Total   |      |                          |       | Math   |      |                         |       | Evidence-Based Reading Writing                       |      |                            |       |       |
|---------------------|---------------------|---|------|--------------------------|-------|--|------|-------------------------|-------|--|------|----------------------------|-------|-------|
| Test                | Subgroup            | Avg. Total Score<br>Gr 8/9: 240-1440<br>NMSQT: 320-1520 |      | % Met Both<br>Benchmarks |       | Avg. Math Score<br>Gr 8/9: 120-720<br>NMSQT: 160-760 |      | % Met<br>Math Benchmark |       | Avg. EBRW Score<br>Gr 8/9: 120-720<br>NMSQT: 160-760 |      | % Met<br>EBRW<br>Benchmark |       |       |
|                     |                     | 2021  | 2022 | 2021                     | 2022  | 2021   | 2022 | 2021                    | 2022  | 2021   | 2022 | 2021                       | 2022  |       |
|                     | N= 493              | 2021  | 2022 | 2021                     | 2022  | 2021   | 2022 | 2021                    | 2022  | 2021   | 2022 | 2021                       | 2022  |       |
| NMSQT Gr. 10        | All Students        | 768   | 762  | 5.0%                     | 6.2%  | 391  | 390  | 6.7%                    | 9.1%  | 377  | 371  | 25.0%                      | 21.2% |       |
|                     | Ethnicity           | African American  | 725  | 740                      | 0.0%  | 5.0%   | 361  | 384                     | 0.0%  | 6.7%   | 364  | 356                        | 17.5% | 18.3% |
|                     |                     | Asian   | 838  | 804                      | 20.0% | 16.7%  | 427  | 399                     | 20.0% | 16.7%  | 411  | 405                        | 40.0% | 33.3% |
|                     |                     | Hispanic  | 772  | 761                      | 5.5%  | 6.2%   | 394  | 390                     | 7.5%  | 9.2%   | 378  | 371                        | 25.3% | 20.4% |
|                     |                     | Other   |      | 792                      |       | 0.0%   |      | 402                     |       | 0.0%   |      | 390                        |       | 20.0% |
|                     | Gender              | Female  | 769  | 768                      | 2.3%  | 5.1%   | 390  | 390                     | 5.1%  | 7.4%   | 379  | 378                        | 22.9% | 21.3% |
|                     |                     | Male  | 767  | 756                      | 7.6%  | 7.2%   | 391  | 390                     | 8.1%  | 10.5%  | 375  | 366                        | 27.0% | 21.1% |
|                     | Grade               | Gr. 10  | 768  | 762                      | 5.0%  | 6.2%   | 391  | 390                     | 6.7%  | 9.1%   | 377  | 371                        | 25.0% | 21.2% |
|                     | SLC                 | Jordan - ACE  | 768  | 787                      | 8.0%  | 13.5%  | 394  | 400                     | 9.1%  | 18.3%  | 373  | 386                        | 25.0% | 28.8% |
|                     |                     | Jordan - AIMS   | 784  | 759                      | 4.2%  | 6.6%   | 398  | 386                     | 7.0%  | 8.5%   | 386  | 373                        | 31.0% | 23.6% |
|                     |                     | Jordan - JMAC   | 763  | 755                      | 2.0%  | 2.2%   | 386  | 392                     | 3.0%  | 2.9%   | 377  | 363                        | 26.3% | 20.4% |
|                     |                     | Jordan - LEAP   | 745  | 749                      | 5.3%  | 3.8%   | 380  | 382                     | 8.0%  | 8.5%   | 364  | 366                        | 12.0% | 12.3% |
|                     | Special Populations | EL + RFEP   | 769  | 758                      | 6.6%  | 5.4%   | 396  | 388                     | 8.8%  | 9.0%   | 373  | 370                        | 22.6% | 19.5% |
|                     |                     | ELL   | 703  | 697                      | 0.0%  | 0.0%   | 375  | 363                     | 1.4%  | 1.1%   | 328  | 334                        | 2.7%  | 2.2%  |
|                     |                     | GATE/Excel  | 860  | 859                      | 18.2% | 21.8%  | 426  | 430                     | 21.2% | 29.1%  | 433  | 429                        | 53.0% | 50.9% |
|                     |                     | Homeless  | 757  | 746                      | 3.1%  | 5.4%   | 387  | 379                     | 6.3%  | 8.9%   | 370  | 367                        | 25.0% | 19.6% |
|                     |                     | Homeless/Foster   | 757  | 741                      | 3.1%  | 4.9%   | 387  | 378                     | 6.3%  | 8.2%   | 370  | 363                        | 25.0% | 18.0% |
| Low SES             |                     | 764   | 762  | 3.7%                     | 6.1%  | 389  | 390  | 5.9%                    | 9.0%  | 374  | 372  | 23.6%                      | 21.1% |       |
| RFEP                |                     | 800   | 787  | 9.8%                     | 8.0%  | 406  | 400  | 12.4%                   | 12.8% | 394  | 387  | 32.0%                      | 27.8% |       |
| Spec Ed. Speech/RSP |                     | 678   | 714  | 0.0%                     | 2.9%  | 353  | 373  | 3.7%                    | 2.9%  | 324  | 340  | 11.1%                      | 8.8%  |       |
| Special Ed.         |                     | 685   | 683  | 0.0%                     | 1.7%  | 357  | 351  | 3.4%                    | 1.7%  | 327  | 332  | 13.8%                      | 5.2%  |       |

# PSAT Summary :: 22-23 :: Jordan

|              |                     | Total   |      |                          |       | Math   |      |                         |       | Evidence-Based Reading Writing                       |      |                            |       |       |
|--------------|---------------------|---|------|--------------------------|-------|--|------|-------------------------|-------|--|------|----------------------------|-------|-------|
| Test         | Subgroup            | Avg. Total Score<br>Gr 8/9: 240-1440<br>NMSQT: 320-1520 |      | % Met Both<br>Benchmarks |       | Avg. Math Score<br>Gr 8/9: 120-720<br>NMSQT: 160-760 |      | % Met<br>Math Benchmark |       | Avg. EBRW Score<br>Gr 8/9: 120-720<br>NMSQT: 160-760 |      | % Met<br>EBRW<br>Benchmark |       |       |
|              |                     | 2021  | 2022 | 2021                     | 2022  | 2021   | 2022 | 2021                    | 2022  | 2021   | 2022 | 2021                       | 2022  |       |
|              | N= 493              | 2021  | 2022 | 2021                     | 2022  | 2021   | 2022 | 2021                    | 2022  | 2021   | 2022 | 2021                       | 2022  |       |
| NMSQT Gr. 11 | All Students        | 841   | 837  | 5.6%                     | 9.9%  | 418  | 418  | 5.6%                    | 10.6% | 423  | 418  | 38.9%                      | 33.3% |       |
|              | Ethnicity           | African American  |      | 802                      |       | 0.0%   |      | 403                     |       | 0.0%   |      | 399                        |       | 25.0% |
|              |                     | Hispanic  | 839  | 842                      | 5.8%  | 10.6%  | 418  | 420                     | 5.8%  | 11.5%  | 421  | 421                        | 40.6% | 33.6% |
|              | Gender              | Female  | 839  | 836                      | 5.8%  | 10.7%  | 412  | 417                     | 5.8%  | 10.7%  | 427  | 419                        | 38.5% | 31.0% |
|              |                     | Male  | 843  | 837                      | 5.3%  | 8.8%   | 425  | 420                     | 5.3%  | 10.5%  | 418  | 417                        | 39.5% | 36.8% |
|              | Grade               | Gr. 11  | 841  | 837                      | 5.6%  | 9.9%   | 418  | 418                     | 5.6%  | 10.6%  | 423  | 418                        | 38.9% | 33.3% |
|              | SLC                 | Jordan - ACE  | 870  | 834                      | 5.9%  | 6.1%   | 435  | 416                     | 5.9%  | 9.1%   | 434  | 417                        | 47.1% | 27.3% |
|              |                     | Jordan - AIMS   | 850  | 817                      | 0.0%  | 13.7%  | 415  | 412                     | 0.0%  | 13.7%  | 434  | 404                        | 42.1% | 29.4% |
|              |                     | Jordan - IB   | 877  | 898                      | 14.8% | 18.8%  | 424  | 453                     | 14.8% | 18.8%  | 452  | 445                        | 59.3% | 43.8% |
|              |                     | Jordan - JMAC   | 788  | 841                      | 0.0%  | 0.0%   | 393  | 413                     | 0.0%  | 0.0%   | 395  | 428                        | 16.7% | 42.3% |
|              |                     | Jordan - LEAP   |      | 836                      |       | 13.3%  |      | 413                     |       | 13.3%  |      | 423                        |       | 33.3% |
|              | Special Populations | EL + RFEP   | 843  | 850                      | 5.0%  | 12.9%  | 421  | 425                     | 5.0%  | 12.9%  | 421  | 425                        | 40.0% | 33.3% |
|              |                     | ELL   | 737  | 735                      | 0.0%  | 0.0%   | 384  | 371                     | 0.0%  | 0.0%   | 352  | 364                        | 0.0%  | 5.9%  |
|              |                     | GATE/Excel  | 892  | 950                      | 12.9% | 31.0%  | 442  | 470                     | 12.9% | 34.5%  | 450  | 480                        | 54.8% | 62.1% |
|              |                     | Low SES   | 826  | 835                      | 4.5%  | 10.1%  | 414  | 417                     | 4.5%  | 10.8%  | 411  | 417                        | 36.4% | 33.1% |
|              |                     | RFEP  | 866  | 876                      | 6.1%  | 15.8%  | 429  | 437                     | 6.1%  | 15.8%  | 436  | 438                        | 49.0% | 39.5% |
|              |                     | Spec Ed. Speech/RSP                                     |      | 689                      |       | 0.0%   |      | 339                     |       | 0.0%   |      | 350                        |       | 18.2% |
| Special Ed.  |                     |   | 689  |                          | 0.0%  |  | 339  |                         | 0.0%  |  | 350  |                            | 18.2% |       |

# PSAT/SAT EBRW 2022 :: School Comparison Data by Subgroup

All

12/4/23

| Level Code  | School | Tested      | Percent by Benchmark Level |         |            |              | 2 yr         | 3 yr | % Cohort |     |    |
|-------------|--------|-------------|----------------------------|---------|------------|--------------|--------------|------|----------|-----|----|
|             |        |             | Not+Nearly Met             | Not Met | Nearly Met | Met/Exceeded | Met+Exceeded | Chg  | Chg      | Chg |    |
| High School | EBRW   | Avalon      | 91                         | 66%     | 58         | 8            | 34           | 34%  | ↓7       |     | ↓7 |
|             |        | Browning    | 267                        | 76%     | 69         | 7            | 24           | 24%  | ↓5       |     | -  |
|             |        | Cabrillo    | 1,027                      | 77%     | 68         | 8            | 23           | 23%  | ↓4       |     | ↓5 |
|             |        | CAMS        | 801                        | 4%      | 2          | 1            | 96           | 96%  | ↑1       |     | ↑1 |
|             |        | District    | 13,867                     | 49%     | 42         | 7            | 51           | 51%  | ↓-       |     | ↓3 |
|             |        | EPHS        | 70                         | 81%     | 76         | 6            | 19           | 19%  | ↓1       |     | -  |
|             |        | Jordan      | 1,436                      | 75%     | 65         | 9            | 25           | 25%  | ↓1       |     | ↓2 |
|             |        | Lakewood    | 1,733                      | 64%     | 55         | 9            | 36           | 36%  | ↓8       |     | ↓3 |
|             |        | McBride     | 727                        | 36%     | 25         | 10           | 64           | 64%  | ↓2       |     | ↑1 |
|             |        | Millikan    | 2,216                      | 35%     | 28         | 7            | 65           | 65%  | ↓3       |     | ↓4 |
|             |        | Polytechnic | 2,293                      | 46%     | 39         | 7            | 54           | 54%  | ↓5       |     | ↑1 |
|             |        | Renaissance | 351                        | 60%     | 50         | 10           | 40           | 40%  | ↑2       |     | ↓3 |
|             |        | Sato        | 567                        | 14%     | 8          | 6            | 86           | 86%  | ↓3       |     | ↓5 |
|             |        | Wilson      | 2,282                      | 50%     | 43         | 7            | 50           | 50%  | ↑1       |     | ↓3 |

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.

# PSAT/SAT Math 2022 :: School Comparison Data by Subgroup

All

12/4/23

| Level Code       | School      | Tested | Percent by Benchmark Level |         |            |              | 2 yr | 3 yr | % Cohort |    |    |
|------------------|-------------|--------|----------------------------|---------|------------|--------------|------|------|----------|----|----|
|                  |             |        | Not+Nearly Met             | Not Met | Nearly Met | Met/Exceeded | Chg  | Chg  | Chg      |    |    |
| High School Math | Avalon      | 91     | 86%                        | 77      | 9          | 14           | 14%  | ↓5   |          | ↑1 |    |
|                  | Browning    | 267    | 91%                        | 84      | 6          | 9            | 9%   | ↑1   |          | ↓2 |    |
|                  | Cabrillo    | 1,027  | 89%                        | 82      | 7          | 11           | 11%  | ↓-   |          | ↓- |    |
|                  | CAMS        | 801    |                            | 8%      | 5          | 3            | 92   | 92%  | ↑4       |    | ↑6 |
|                  | District    | 13,867 | 68%                        | 60      | 8          | 32           | 32%  | ↑2   |          | ↑1 |    |
|                  | EPHS        | 70     | 96%                        | 87      | 9          | 4            | 4%   | ↓2   |          | -  |    |
|                  | Jordan      | 1,436  | 90%                        | 84      | 6          | 10           | 10%  | ↑2   |          | ↓1 |    |
|                  | Lakewood    | 1,733  | 85%                        | 77      | 7          | 15           | 15%  | ↓4   |          | ↓1 |    |
|                  | McBride     | 727    | 64%                        | 54      | 10         | 36           | 36%  | ↓1   |          | ↓- |    |
|                  | Millikan    | 2,216  | 60%                        | 50      | 9          | 40           | 40%  | ↓-   |          | ↓- |    |
|                  | Polytechnic | 2,293  | 62%                        | 53      | 9          | 38           | 38%  | ↑1   |          | ↑4 |    |
|                  | Renaissance | 351    | 87%                        | 81      | 7          | 13           | 13%  | ↑7   |          | ↑5 |    |
|                  | Sato        | 567    |                            | 22%     | 15         | 7            | 78   | 78%  | ↑3       |    | ↑3 |
|                  | Wilson      | 2,282  | 72%                        | 64      | 8          | 28           | 28%  | ↑4   |          | ↓- |    |

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.



# PSAT/SAT EBRW 2022 :: School Data by Subgroup

## Jordan

12/4/23

| Category     | Tested           | Tested   | Percent by Benchmark Level |         |            |              | 2 yr         | 3 yr | % Cohort |     |
|--------------|------------------|----------|----------------------------|---------|------------|--------------|--------------|------|----------|-----|
|              |                  |          | Not+Nearly Met             | Not Met | Nearly Met | Met/Exceeded | Met+Exceeded | Chg  | Chg      | Chg |
| All Students | 1,436            | 1,436    | 75%                        | 65      | 9          | 25           | 25%          | ↓1   |          | ↓2  |
|              | District         |          | 49%                        | 42      | 7          | 51           | 51%          | ↓-   |          | ↓3  |
| Grade        | Gr. 09           | 515      | 77%                        | 67      | 10         | 23           | 23%          | ↓-   |          | ↓1  |
|              |                  | District |                            | 54%     | 47         | 8            | 46           | 46%  | ↓6       |     |
|              | Gr. 10           | 483      | 80%                        | 73      | 7          | 20           | 20%          | ↓5   |          | ↓2  |
|              |                  | District |                            | 58%     | 51         | 7            | 42           | 42%  | ↓4       |     |
|              | Gr. 11           | 309      | 67%                        | 56      | 11         | 33           | 33%          | ↑-   |          | ↓6  |
|              |                  | District |                            | 40%     | 32         | 8            | 60           | 60%  | ↓3       |     |
|              | Gr. 12           | 129      | 64%                        | 55      | 9          | 36           | 36%          | ↑8   |          | ↑3  |
|              |                  | District |                            | 32%     | 26         | 6            | 68           | 68%  | ↑9       |     |
|              | PSAT11           | 147      | 67%                        | 54      | 13         | 33           | 33%          | ↓5   |          | ↓6  |
|              |                  | District |                            | 35%     | 26         | 8            | 65           | 65%  | ↓6       |     |
|              | SAT11            | 162      | 67%                        | 57      | 9          | 33           | 33%          | ↑3   |          | ↓6  |
|              |                  | District |                            | 43%     | 35         | 7            | 57           | 57%  | ↓1       |     |
| Ethnicity    | Hispanic         | 1,108    | 75%                        | 65      | 10         | 25           | 25%          | ↓2   |          | ↓3  |
|              |                  | District |                            | 60%     | 52         | 9            | 40           | 40%  | ↓1       |     |
|              | African American | 187      | 78%                        | 74      | 4          | 22           | 22%          | ↑2   |          | -   |
|              |                  | District |                            | 63%     | 56         | 7            | 37           | 37%  | ↓1       |     |
|              | Asian            | 56       | 61%                        | 55      | 5          | 39           | 39%          | ↑4   |          | ↓7  |
|              |                  | District |                            | 29%     | 23         | 6            | 71           | 71%  | ↑3       |     |
|              | Cambodian        | 43       | 56%                        | 49      | 7          | 44           | 44%          | ↑13  |          | ↑5  |
|              |                  | District |                            | 41%     | 32         | 9            | 59           | 59%  | ↑3       |     |
|              | Pacific Islander | 25       | 72%                        | 60      | 12         | 28           | 28%          | ↓7   |          | -   |
|              |                  | District |                            | 62%     | 49         | 13           | 38           | 38%  | ↓1       |     |
|              | Other            | 22       | 68%                        | 64      | 5          | 32           | 32%          | -    |          | -   |

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.

# PSAT/SAT EBRW 2022 :: School Data by Subgroup

## Jordan

12/4/23

| Category            | Tested          | Percent by Benchmark Level |         |            |              | 2 yr | 3 yr | % Cohort |  |     |
|---------------------|-----------------|----------------------------|---------|------------|--------------|------|------|----------|--|-----|
|                     |                 | Not+Nearly Met             | Not Met | Nearly Met | Met/Exceeded | Chg  | Chg  | Chg      |  |     |
| Ethnicity           | Other           | District                   | 32%     | 26         | 6            | 68   | 68%  | ↓2       |  | ↓3  |
|                     | Filipino        | 21                         | 62%     | 43         | 19           | 38   | 38%  | ↑3       |  | -   |
| Gender              | Female          | District                   | 29%     | 22         | 7            | 71   | 71%  | ↓1       |  | ↓2  |
|                     |                 | 723                        | 74%     | 63         | 11           | 26   | 26%  | ↓1       |  | ↓4  |
|                     | Male            | District                   | 47%     | 39         | 7            | 53   | 53%  | ↑-       |  | ↓2  |
|                     |                 | 713                        | 75%     | 68         | 8            | 25   | 25%  | ↓1       |  | ↓1  |
|                     | Nonbinary       | District                   | 52%     | 45         | 7            | 48   | 48%  | ↓1       |  | ↓4  |
|                     |                 | District                   | 25%     | 22         | 3            | 75   | 75%  | ↑8       |  | ↑5  |
| Special Populations | EL + RFEP       | District                   | 76%     | 65         | 11           | 24   | 24%  | ↓1       |  | ↓3  |
|                     |                 | 861                        | 64%     | 55         | 9            | 36   | 36%  | ↑1       |  | ↓2  |
|                     | ELL             | District                   | 98%     | 94         | 4            | 2    | 2%   | ↓-       |  | ↑1  |
|                     |                 | 228                        | 95%     | 91         | 4            | 5    | 5%   | ↑2       |  | ↑2  |
|                     | RFEP            | District                   | 68%     | 55         | 13           | 32   | 32%  | ↓1       |  | ↓4  |
|                     |                 | 633                        | 56%     | 46         | 10           | 44   | 44%  | ↓-       |  | ↓3  |
|                     | GATE/Excel      | District                   | 39%     | 24         | 14           | 61   | 61%  | ↑6       |  | ↓1  |
|                     |                 | 229                        | 18%     | 11         | 6            | 82   | 82%  | ↑-       |  | ↓2  |
|                     | Foster          | District                   | 69%     | 65         | 4            | 31   | 31%  | ↓7       |  | ↓13 |
|                     | Homeless        | District                   | 82%     | 75         | 7            | 18   | 18%  | ↓6       |  | ↓6  |
|                     |                 | 142                        | 66%     | 58         | 8            | 34   | 34%  | ↓1       |  | ↓1  |
|                     | Homeless/Foster | District                   | 81%     | 74         | 7            | 19   | 19%  | ↓5       |  | ↓6  |
|                     |                 | 151                        | 66%     | 59         | 8            | 34   | 34%  | ↓1       |  | ↓2  |
|                     | Low SES         | District                   | 75%     | 66         | 9            | 25   | 25%  | ↓-       |  | ↓2  |
|                     |                 | 1,360                      | 57%     | 49         | 8            | 43   | 43%  | ↑5       |  | ↓3  |
|                     | Special Ed.     | District                   | 95%     | 92         | 3            | 5    | 5%   | ↓4       |  | ↑1  |
|                     |                 | 121                        | 86%     | 81         | 5            | 14   | 14%  | ↑-       |  | ↓1  |

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.

# PSAT/SAT EBRW 2022 :: School Data by Subgroup

## Jordan

12/4/23

| Category            | Tested              | Percent by Benchmark Level |         |            |              | 2 yr | 3 yr | % Cohort |    |
|---------------------|---------------------|----------------------------|---------|------------|--------------|------|------|----------|----|
|                     |                     | Not+Nearly Met             | Not Met | Nearly Met | Met/Exceeded | Chg  | Chg  | Chg      |    |
| Special Populations | Spec Ed. Speech/RSP | 75                         | 92%     | 88         | 4            | 8    | 8%   | ↓-       | ↑2 |
|                     | District            |                            | 82%     | 77         | 5            | 18   | 18%  | ↑-       | ↓1 |

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.

# PSAT/SAT Math 2022 :: School Data by Subgroup

## Jordan

12/4/23

| Category     | Tested           | Percent by Benchmark Level |         |            |              | 2 yr | 3 yr | % Cohort |    |    |
|--------------|------------------|----------------------------|---------|------------|--------------|------|------|----------|----|----|
|              |                  | Not+Nearly Met             | Not Met | Nearly Met | Met/Exceeded | Chg  | Chg  | Chg      |    |    |
| All Students | 1,436            | 1,436                      | 90%     | 84         | 6            | 10   | 10%  | ↑2       |    | ↓1 |
|              | District         |                            | 68%     | 60         | 8            | 32   | 32%  | ↑2       |    | ↑1 |
| Grade        | Gr. 09           | 515                        | 88%     | 82         | 6            | 12   | 12%  | ↑1       |    | ↑- |
|              |                  | District                   |         | 69%        | 63           | 6    | 31   | 31%      | ↓4 |    |
|              | Gr. 10           | 483                        | 91%     | 86         | 5            | 9    | 9%   | ↑2       |    | ↓2 |
|              |                  | District                   |         | 75%        | 65           | 10   | 25   | 25%      | ↑1 |    |
|              | Gr. 11           | 309                        | 91%     | 84         | 7            | 9    | 9%   | ↑3       |    | ↓3 |
|              |                  | District                   |         | 63%        | 56           | 7    | 37   | 37%      | ↓- |    |
|              | Gr. 12           | 129                        | 91%     | 86         | 5            | 9    | 9%   | ↑1       |    | ↑1 |
|              |                  | District                   |         | 54%        | 46           | 9    | 46   | 46%      | ↑6 |    |
|              | PSAT11           | 147                        | 90%     | 81         | 9            | 10   | 10%  | ↑5       |    | ↓2 |
|              |                  | District                   |         | 57%        | 46           | 11   | 43   | 43%      | ↑1 |    |
|              | SAT11            | 162                        | 92%     | 87         | 5            | 8    | 8%   | ↑1       |    | ↓3 |
|              |                  | District                   |         | 67%        | 62           | 5    | 33   | 33%      | ↓1 |    |
| Ethnicity    | Hispanic         | 1,108                      | 90%     | 84         | 6            | 10   | 10%  | ↑1       |    | ↓2 |
|              |                  | District                   |         | 77%        | 70           | 8    | 23   | 23%      | ↑2 |    |
|              | African American | 187                        | 94%     | 89         | 5            | 6    | 6%   | ↑4       |    | ↑2 |
|              |                  | District                   |         | 85%        | 78           | 8    | 15   | 15%      | ↓1 |    |
|              | Asian            | 56                         | 79%     | 68         | 11           | 21   | 21%  | ↑1       |    | ↓2 |
|              |                  | District                   |         | 44%        | 36           | 8    | 56   | 56%      | ↑4 |    |
|              | Cambodian        | 43                         | 86%     | 72         | 14           | 14   | 14%  | ↓3       |    | ↓3 |
|              |                  | District                   |         | 59%        | 50           | 10   | 41   | 41%      | ↑5 |    |
|              | Pacific Islander | 25                         | 96%     | 84         | 12           | 4    | 4%   | ↓5       |    | -  |
|              |                  | District                   |         | 81%        | 73           | 7    | 19   | 19%      | ↑2 |    |
|              | Other            | 22                         | 95%     | 91         | 5            | 5    | 5%   | -        |    | -  |
|              |                  | District                   |         |            |              |      |      |          |    |    |

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.

# PSAT/SAT Math 2022 :: School Data by Subgroup

## Jordan

12/4/23

| Category            | Tested          | Percent by Benchmark Level |         |            |              | 2 yr | 3 yr | % Cohort |    |    |
|---------------------|-----------------|----------------------------|---------|------------|--------------|------|------|----------|----|----|
|                     |                 | Not+Nearly Met             | Not Met | Nearly Met | Met/Exceeded | Chg  | Chg  | Chg      |    |    |
| Ethnicity           | Other           | District                   | 53%     | 45         | 8            | 47   | 47%  | ↑4       |    | ↑4 |
|                     | Filipino        | 21                         | 90%     | 81         | 10           | 10   | 10%  | ↑5       |    | ↑5 |
| Gender              | Female          | District                   | 46%     | 38         | 8            | 54   | 54%  | ↑1       |    | -  |
|                     |                 | 723                        | 91%     | 86         | 6            | 9    | 9%   | ↑2       |    | ↓1 |
|                     | Male            | District                   | 71%     | 63         | 8            | 29   | 29%  | ↑2       |    | ↑1 |
|                     |                 | 713                        | 89%     | 82         | 6            | 11   | 11%  | ↑2       |    | ↓1 |
|                     | Nonbinary       | District                   | 65%     | 58         | 8            | 35   | 35%  | ↑3       |    | ↑- |
|                     |                 | District                   | 56%     | 53         | 3            | 44   | 44%  | ↑15      |    | -  |
| Special Populations | EL + RFEP       | District                   | 90%     | 84         | 6            | 10   | 10%  | ↑2       |    | ↓1 |
|                     |                 | 861                        | 78%     | 71         | 7            | 22   | 22%  | ↑2       |    | ↑- |
|                     | ELL             | District                   | 99%     | 97         | 1            | 4    | 1%   | ↓-       |    | ↓1 |
|                     |                 | 228                        | 97%     | 94         | 3            | 3    | 3%   | ↑1       |    | ↑1 |
|                     | RFEP            | District                   | 86%     | 79         | 7            | 14   | 14%  | ↑3       |    | ↓1 |
|                     |                 | 633                        | 74%     | 65         | 9            | 26   | 26%  | ↑2       |    | ↑- |
|                     | GATE/Excel      | District                   | 71%     | 59         | 11           | 29   | 29%  | ↑8       |    | ↓- |
|                     |                 | 229                        | 36%     | 28         | 8            | 64   | 64%  | ↑5       |    | ↑2 |
|                     | Foster          | District                   | 92%     | 83         | 10           | 8    | 8%   | ↓5       |    | ↓3 |
|                     | Homeless        | District                   | 92%     | 88         | 4            | 8    | 8%   | ↑2       |    | ↑5 |
|                     |                 | 142                        | 86%     | 79         | 7            | 14   | 14%  | ↓2       |    | ↓2 |
|                     | Homeless/Foster | District                   | 93%     | 88         | 5            | 7    | 7%   | ↑-       |    | ↑5 |
|                     |                 | 151                        | 86%     | 79         | 8            | 14   | 14%  | ↓2       |    | ↓2 |
|                     | Low SES         | District                   | 90%     | 84         | 6            | 10   | 10%  | ↑2       |    | ↓1 |
|                     |                 | 1,360                      | 75%     | 67         | 8            | 25   | 25%  | ↑6       |    | ↑1 |
|                     | Special Ed.     | District                   | 97%     | 96         | 3            | 3    | 3%   | ↑1       |    | -  |
| 121                 |                 | 92%                        | 89      | 3          | 8            | 8%   | ↑1   |          | ↑- |    |

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.

# PSAT/SAT Math 2022 :: School Data by Subgroup

## Jordan

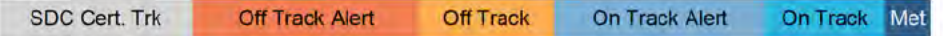
12/4/23

| Category            | Tested              | Percent by Benchmark Level |         |            |              | 2 yr         | 3 yr | % Cohort |     |
|---------------------|---------------------|----------------------------|---------|------------|--------------|--------------|------|----------|-----|
|                     |                     | Not+Nearly Met             | Not Met | Nearly Met | Met/Exceeded | Met+Exceeded | Chg  | Chg      | Chg |
| Special Populations | Spec Ed. Speech/RSP | 75                         | 95%     | 93         | 15           | 5%           | ↑3   |          | -   |
|                     | District            |                            | 90%     | 86         | 4            | 10           | 10%  | ↑1       |     |

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.

# On/Off Track for Graduation 2022-2023 :: School Data by Subgroup Jordan

## Legend



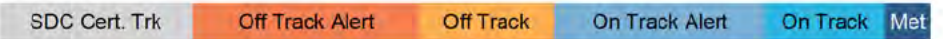
| Category            | # Students | Percent by Category |
|---------------------|------------|---------------------|
| All Students        | 2,354      | 2354                |
| Grade               |            |                     |
| Gr. 09              | 701        | 2 3 49 34 13        |
| Gr. 10              | 649        | 1 7 2 46 37         |
| Gr. 11              | 483        | 2 1 54 43           |
| Gr. 12              | 521        | 2 2 39 57           |
| Ethnicity           |            |                     |
| African American    | 360        | 4 53 31 12          |
| Asian               | 82         | 5 5 26 49 16        |
| Cambodian           | 61         | 5 7 26 48 15        |
| Filipino            | 29         | 3 3 28 45 21        |
| Hispanic            | 1757       | 2 3 48 35 12        |
| Pacific Islander    | 52         | 4 65 13 17          |
| White               | 28         | 4 4 57 29 7         |
| Other               | 42         | 2 57 29 12          |
| Gender              |            |                     |
| Female              | 1110       | 3 44 38 14          |
| Male                | 1240       | 2 3 53 31 11        |
| Special Populations |            |                     |
| Low SES             | 2056       | 2 2 48 38 10        |
| ELL                 | 499        | 5 3 57 23 11        |
| RFEP                | 852        | 2 41 43 14          |
| EL + RFEP           | 1351       | 2 2 47 36 13        |
| Special Ed.         | 260        | 14 58 28            |
| Spec Ed. Speech/RSP | 110        | 62 38               |
| Homeless/Foster     | 318        | 1 3 62 22 12        |
| Homeless            | 303        | 3 62 22 12          |
| GATE/Excel          | 302        | 2 29 46 23          |
| SLC                 |            |                     |
| Jordan - ACE        | 500        | 2 2 49 36 11        |
| Jordan - AIMS       | 455        | 3 2 37 46 13        |
| Jordan - IB         | 122        | 2 32 14 52          |
| Jordan - JMAC       | 663        | 1 2 51 37 9         |
| Jordan - LEAP       | 614        | 1 5 57 26 10        |

# On/Off Track for A to G

## 2022-2023 :: School Data by Subgroup

### Jordan

#### Legend



| Category            |                     | # Students | Percent by Category |    |    |    |    |
|---------------------|---------------------|------------|---------------------|----|----|----|----|
| All Students        | 2,364               | 2364       | 24                  | 61 | 25 | 8  |    |
| Grade               | Gr. 09              | 703        | 2                   | 3  | 51 | 45 |    |
|                     | Gr. 10              | 654        | 1                   | 7  | 66 | 25 |    |
|                     | Gr. 11              | 486        | 24                  |    | 69 | 23 | 2  |
|                     | Gr. 12              | 521        | 2                   |    | 63 | 35 |    |
| Ethnicity           | African American    | 362        | 5                   |    | 69 | 21 | 5  |
|                     | Asian               | 82         | 5                   | 5  | 40 | 40 | 10 |
|                     | Cambodian           | 61         | 5                   | 7  | 38 | 39 | 11 |
|                     | Filipino            | 29         | 3                   | 3  | 38 | 38 | 17 |
|                     | Hispanic            | 1765       | 2                   | 3  | 61 | 26 | 9  |
|                     | Pacific Islander    | 52         | 4                   |    | 75 | 15 | 6  |
|                     | White               | 28         | 4                   | 7  | 64 | 21 | 4  |
|                     | Other               | 42         | 2                   | 2  | 71 | 17 | 7  |
| Gender              | Female              | 1115       |                     | 4  | 55 | 31 | 9  |
|                     | Male                | 1246       | 23                  |    | 67 | 20 | 7  |
| Special Populations | Low SES             | 2064       | 2                   | 3  | 60 | 28 | 7  |
|                     | ELL                 | 500        | 5                   | 3  | 78 | 11 | 3  |
|                     | RFEP                | 859        |                     | 3  | 48 | 36 | 13 |
|                     | EL + RFEP           | 1359       | 23                  |    | 59 | 26 | 9  |
|                     | Special Ed.         | 260        | 14                  |    | 77 | 9  |    |
|                     | Spec Ed. Speech/RSP | 110        |                     |    | 79 | 21 |    |
|                     | Homeless/Foster     | 323        | 1                   | 5  | 72 | 16 | 5  |
|                     | Homeless            | 308        | 5                   |    | 72 | 16 | 6  |
|                     | GATE/Excel          | 303        |                     |    | 2  | 34 | 45 |
| SLC                 | Jordan - ACE        | 504        | 2                   | 3  | 65 | 23 | 7  |
|                     | Jordan - AIMS       | 458        |                     | 33 | 51 | 34 | 10 |
|                     | Jordan - IB         | 122        | 2                   |    | 54 | 9  | 34 |
|                     | Jordan - JMAC       | 665        | 1                   | 3  | 63 | 28 | 5  |
|                     | Jordan - LEAP       | 615        | 1                   | 6  | 67 | 20 | 6  |



## Jordan

### SBAC Met or Exceeded Standards

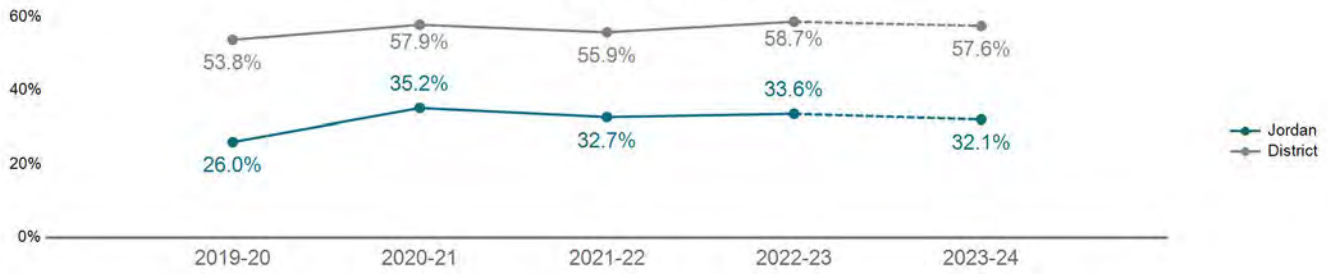
| Test    | Subgroup         | 2021-22 | 2022-23 | 2 Year Change |
|---------|------------------|---------|---------|---------------|
| ELA     | All              | 32%     | 29%     | -2% ▼         |
|         | Hispanic         | 35%     | 31%     | -4% ▼         |
|         | African American | 18%     | 14%     | -4% ▼         |
|         | Asian            | 36%     | 47%     | 11% ▲         |
|         | Cambodian        | 40%     | 36%     | -4% ▼         |
|         | Pacific Islander | 14%     | 25%     | 11% ▲         |
|         | Other            | 14%     | 17%     | 2% ▲          |
|         | White            | 33%     | 17%     | -17% ▼        |
|         | Filipino         | 25%     | 40%     | 15% ▲         |
| Math    | All              | 6%      | 7%      | 1% ▲          |
|         | Hispanic         | 6%      | 8%      | 2% ▲          |
|         | African American | 6%      | 4%      | -2% ▼         |
|         | Asian            | 23%     | 13%     | -10% ▼        |
|         | Cambodian        | 20%     | 9%      | -11% ▼        |
|         | Pacific Islander | 7%      | 13%     | 5% ▲          |
|         | Other            | 0%      | 0%      | 0%            |
|         | White            | 0%      | 0%      | 0%            |
|         | Filipino         | 0%      | 0%      | 0%            |
| Science | All              | 7%      | 9%      | 2% ▲          |
|         | Hispanic         | 8%      | 11%     | 3% ▲          |
|         | African American | 4%      | 3%      | 0% ▼          |
|         | Pacific Islander | 0%      | 0%      | 0%            |
|         | Asian            | 12%     | 21%     | 10% ▲         |
|         | Cambodian        | 14%     | 20%     | 6% ▲          |
|         | Filipino         | 0%      | 29%     | 29% ▲         |
|         | Other            | 13%     | 0%      | -13% ▼        |
|         | American Indian  | 0%      | 0%      | 0%            |
|         | White            | 33%     | 0%      | -33% ▼        |

The Smarter Balanced assessments are computer-based tests that measure student knowledge of California’s English language arts/literacy (ELA) and mathematics standards in grades 3-8 and 11. These summative assessments are administered as part of the California Assessment of Student Performance and Progress (CAASPP) System.

### Advanced Placement (AP) - Grades 11-12

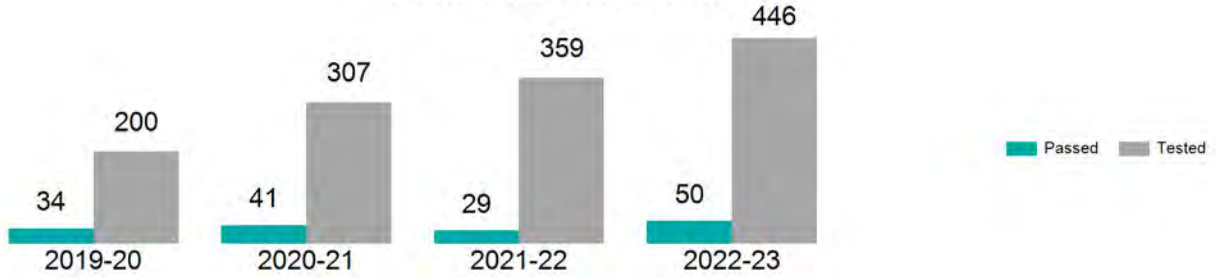
Note: Some rates are rounded to the nearest percent.

Course Enrollment



Percent of students in grades 11-12 taking at least one Advanced Placement (AP) course during the given year.

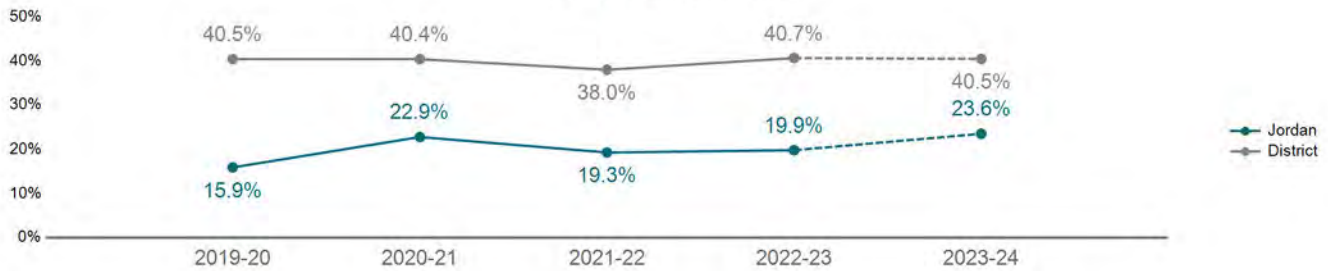
Exams Taken and Passed



Number of Advanced Placement (AP) exams taken and passed by students in grades 11-12 during the given school year.

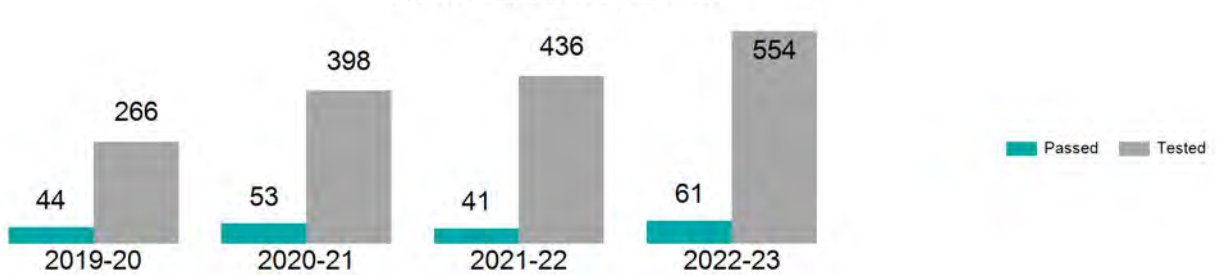
Advanced Placement (AP) - Grades 9-12

Course Enrollment



Percent of students in grades 9-12 taking at least one Advanced Placement (AP) course during the given year.

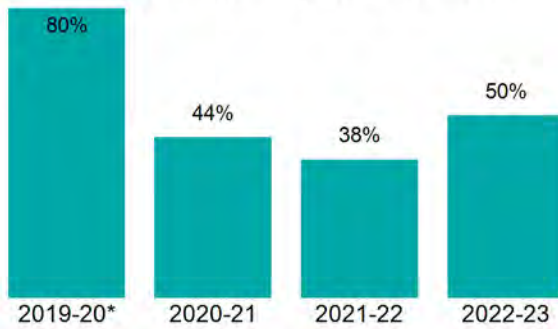
Exams Taken and Passed



Number of Advanced Placement (AP) exams taken and passed by students in grades 9-12 during the given school year.

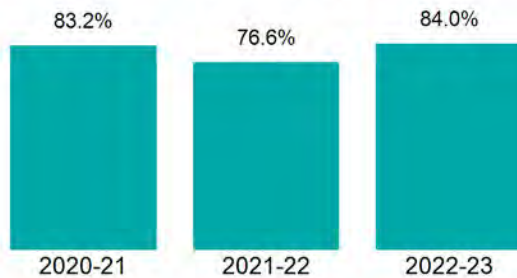
Note: Some rates are rounded to the nearest percent.

**Algebra Proficiency for 9th Grade**



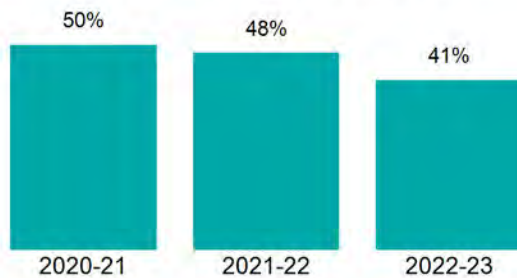
Percent of 9th grade students with a 'C' or better in Algebra.  
 \* Note that due to the COVID-19 school closures, pass/fail grades were given in the 2019-20 school year.

**Graduation  
4-Year Cohort**



4-year Adjusted Cohort Graduation Rate - Calculated by the state using data reported on CALPADS. The four-year graduation rate is calculated by dividing the number of students in the 4-year adjusted cohort who graduate in four years or less with either a high school diploma, an adult education high school diploma, or have passed the California High School Proficiency Exam (CHSPE) by the number of students who form the adjusted cohort for that graduating class.

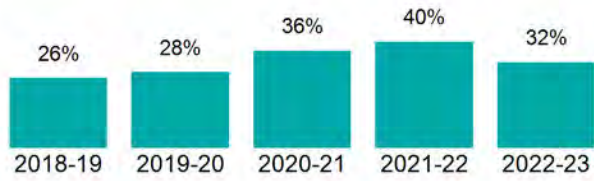
**A-G Requirements Met  
for UC/CSU Entrance**



UC/CSU entrance requirements include a minimum 15-unit pattern of courses for admission as a first-time freshman. Each unit is equal to a year of study in a subject area (A-G). A grade of C or better is required for each course you use to meet any subject requirement.

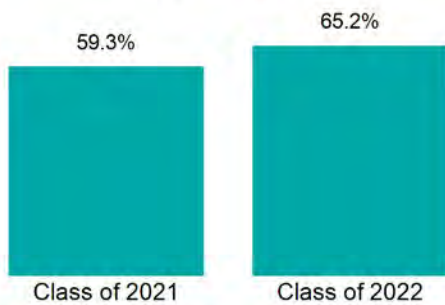
Note: Some rates are rounded to the nearest percent.

### College & Career Readiness



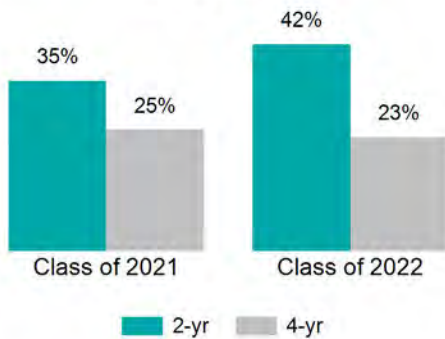
Percentage of 12th grade students who demonstrate college and career readiness based on multiple measures.

### College Enrollment



Percent of graduates enrolled in higher education within the first year after high school graduation.

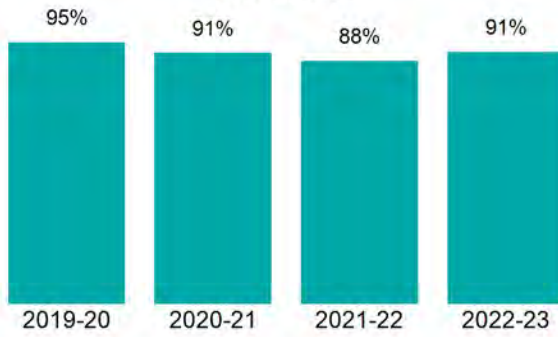
### Enrollment in Two-Year and Four-Year Institutions



Percent of graduates enrolled in higher education within the first year after high school graduation by two or four year institutions.

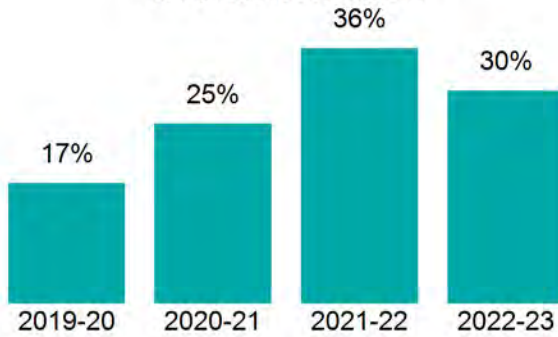
Note: Some rates are rounded to the nearest percent.

**Attendance**



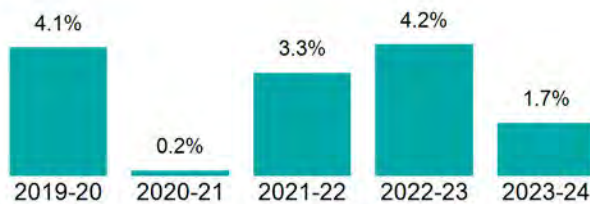
Attendance rates are calculated using excused, unexcused, and unverified all day absences divided by days enrolled.

**Chronic Absenteeism**



A "chronic absentee" has been defined in Education Code (EC) Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays." Please note that days missed due to Covid-19 quarantine are not included in the absence count.

**Suspension**

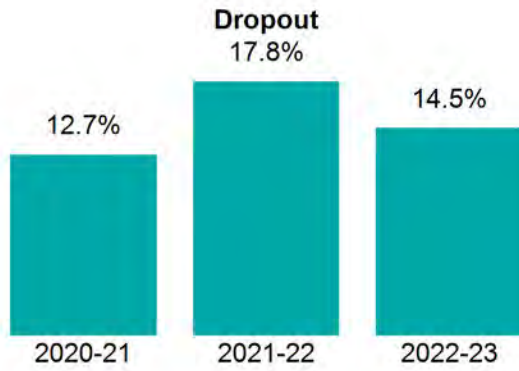


The suspension rate is calculated using an unduplicated count of students suspended one or more times divided by cumulative enrollment.

**Number of Expulsions**

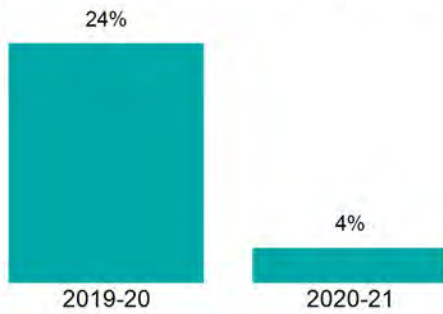
|         |   |
|---------|---|
| 2020-21 | 0 |
| 2021-22 | 0 |
| 2022-23 | 2 |
| 2023-24 | 0 |

Note: Some rates are rounded to the nearest percent.



4-year Adjusted Cohort Dropout Rate - Calculated by the state using data reported on CALPADS. The rate of students that leave the 9-12 instructional system without a high school diploma, GED, or special education certificate of completion and do not remain enrolled after the end of the 4th year.

**English Learner - State Redesignation Rate**



English Learner (EL) students are redesignated to Fluent English Proficient (FEP) using multiple criteria, standards, and procedures adopted by LBUSD. Redesignation rate is calculated by dividing the number of students redesignated from EL to FEP by prior year EL counts.

# Jordan

## 2022-2023

### Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome.

| School year | timeframe value | subcategory     | subgroup            | restorative_justice | exclusionary | other_action | no_action_taken |
|-------------|-----------------|-----------------|---------------------|---------------------|--------------|--------------|-----------------|
| 2022-2023   | YR              | All             | All                 | 14                  | 131          | 57           |                 |
|             |                 | Grade           | Gr. 09              | 10                  | 48           | 30           |                 |
|             |                 |                 | Gr. 10              | 2                   | 48           | 17           |                 |
|             |                 |                 | Gr. 11              | 1                   | 19           | 7            |                 |
|             |                 |                 | Gr. 12              | 1                   | 16           | 3            |                 |
|             |                 | Ethnicity       | African American    | 1                   | 36           | 28           |                 |
|             |                 |                 | American Indian     |                     | 1            |              |                 |
|             |                 |                 | Asian               |                     |              | 4            |                 |
|             |                 |                 | Filipino            | 1                   |              | 1            |                 |
|             |                 |                 | Hispanic            | 12                  | 86           | 19           |                 |
|             |                 |                 | Other               |                     | 5            | 4            |                 |
|             |                 |                 | Pacific Islander    |                     | 3            | 1            |                 |
|             |                 | Gender          | Female              | 7                   | 30           | 26           |                 |
|             |                 |                 | Male                | 7                   | 101          | 31           |                 |
|             |                 | Fluency         | EL + RFEP           | 12                  | 55           | 15           |                 |
|             |                 |                 | ELL                 | 10                  | 30           | 8            |                 |
|             |                 |                 | RFEP                | 2                   | 25           | 7            |                 |
|             |                 | Foster          | Foster              |                     | 1            |              |                 |
|             |                 | GATE/Excel      | GATE/Excel          |                     | 10           | 3            |                 |
|             |                 | Homeless        | Homeless            | 1                   | 22           | 12           |                 |
|             |                 | LowSES          | Low SES             | 14                  | 115          | 52           |                 |
|             |                 | SPED            | Special Ed.         | 3                   | 23           | 16           |                 |
|             |                 | SPED-Speech/RSP | Spec Ed. Speech/RSP |                     | 15           | 6            |                 |

# Jordan

## 2022-2023

### Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome.

| School year | timeframe value | subcategory | subgroup        | restorative_justice | exclusionary | other_action | no_action_taken |
|-------------|-----------------|-------------|-----------------|---------------------|--------------|--------------|-----------------|
| 2022-2023   | YR              | SLC         | Jordan - ACE    | 2                   | 26           | 10           |                 |
|             |                 |             | Jordan - AIMS   | 3                   | 7            | 14           |                 |
|             |                 |             | Jordan - IB     | 1                   |              | 1            |                 |
|             |                 |             | Jordan - JMAC   | 4                   | 33           | 9            |                 |
|             |                 |             | Jordan - LEAP   | 4                   | 46           | 18           |                 |
|             |                 |             | Lakewood - DMAC |                     | 3            | 1            |                 |
|             |                 |             | Lakewood - HOSM |                     | 1            |              |                 |
|             |                 |             | Wilson - TECH   |                     | 4            |              |                 |



# Jordan

## 2021-2022

### Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome f

| School year | timeframe value | subcategory     | subgroup            | restorative_justice | exclusionary | other_action | no_action_taken |
|-------------|-----------------|-----------------|---------------------|---------------------|--------------|--------------|-----------------|
| 2021-2022   | YR              | All             | All                 | 61                  | 107          | 76           | 7               |
|             |                 | Grade           | Gr. 09              | 31                  | 37           | 28           | 3               |
|             |                 |                 | Gr. 10              | 16                  | 27           | 17           | 2               |
|             |                 |                 | Gr. 11              | 7                   | 23           | 18           | 1               |
|             |                 |                 | Gr. 12              | 7                   | 20           | 13           | 1               |
|             |                 | Ethnicity       | African American    | 41                  | 43           | 28           | 3               |
|             |                 |                 | Asian               | 1                   | 2            | 3            |                 |
|             |                 |                 | Filipino            | 1                   |              | 1            |                 |
|             |                 |                 | Hispanic            | 16                  | 48           | 36           | 4               |
|             |                 |                 | Other               | 2                   | 4            | 1            |                 |
|             |                 |                 | Pacific Islander    |                     | 9            | 7            |                 |
|             |                 |                 | White               |                     | 1            |              |                 |
|             |                 | Gender          | Female              | 25                  | 30           | 34           | 3               |
|             |                 |                 | Male                | 36                  | 77           | 42           | 4               |
|             |                 | Fluency         | EL + RFEP           | 11                  | 35           | 30           | 3               |
|             |                 |                 | ELL                 | 6                   | 21           | 19           | 3               |
|             |                 |                 | RFEP                | 5                   | 14           | 11           |                 |
|             |                 | Foster          | Foster              | 2                   | 4            | 2            |                 |
|             |                 | GATE/Excel      | GATE/Excel          | 1                   | 1            | 4            |                 |
|             |                 | Homeless        | Homeless            | 9                   | 10           | 10           |                 |
|             |                 | LowSES          | Low SES             | 47                  | 80           | 55           | 4               |
|             |                 | SPED            | Special Ed.         | 24                  | 28           | 22           | 2               |
|             |                 | SPED-Speech/RSP | Spec Ed. Speech/RSP | 13                  | 14           | 11           | 1               |

# Jordan

## 2021-2022

### Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome of

| School year | timeframe value | subcategory | subgroup       | restorative_justice | exclusionary | other_action | no_action_taken |
|-------------|-----------------|-------------|----------------|---------------------|--------------|--------------|-----------------|
| 2021-2022   | YR              | SLC         | Browning       |                     | 1            |              |                 |
|             |                 |             | Cabrillo - CED |                     | 1            | 1            |                 |
|             |                 |             | Jordan - ACE   | 7                   | 10           | 3            | 1               |
|             |                 |             | Jordan - AIMS  | 12                  | 14           | 3            | 1               |
|             |                 |             | Jordan - IB    | 1                   | 9            | 12           |                 |
|             |                 |             | Jordan - JMAC  | 20                  | 29           | 22           | 2               |
|             |                 |             | Jordan - LEAP  | 14                  | 26           | 23           | 1               |
|             |                 |             | Poly - MEDS    | 5                   | 2            | 3            |                 |
|             |                 |             | Wilson - LPS   |                     | 1            |              |                 |

# Jordan

## 2020-2021

### Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome of

| School year | timeframe value | subcategory | subgroup         | restorative_justice | exclusionary | other_action | no_action_taken |
|-------------|-----------------|-------------|------------------|---------------------|--------------|--------------|-----------------|
| 2020-2021   | YR              | All         | All              |                     | 7            | 3            |                 |
|             |                 | Grade       | Gr. 09           |                     | 2            | 2            |                 |
|             |                 |             | Gr. 10           |                     | 4            | 1            |                 |
|             |                 |             | Gr. 11           |                     | 1            |              |                 |
|             |                 | Ethnicity   | African American |                     | 5            | 1            |                 |
|             |                 |             | Hispanic         |                     | 2            | 2            |                 |
|             |                 | Gender      | Female           |                     | 2            | 1            |                 |
|             |                 |             | Male             |                     | 5            | 2            |                 |
|             |                 | Fluency     | EL + RFEP        |                     | 2            | 1            |                 |
|             |                 |             | ELL              |                     |              | 1            |                 |
|             |                 |             | RFEP             |                     | 2            |              |                 |
|             |                 | Foster      | Foster           |                     | 1            |              |                 |
|             |                 | GATE/Excel  | GATE/Excel       |                     | 1            |              |                 |
|             |                 | LowSES      | Low SES          |                     | 2            | 1            |                 |
|             |                 | SPED        | Special Ed.      |                     |              | 2            |                 |
|             |                 | SLC         | Jordan - ACE     |                     | 1            | 1            |                 |
|             |                 |             | Jordan - JMAC    |                     | 2            |              |                 |
|             |                 |             | Jordan - LEAP    |                     | 4            | 2            |                 |

# Jordan

## 2019-2020

### Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome.

| School year | timeframe value | subcategory     | subgroup            | restorative_justice | exclusionary | other_action | no_action_taken |
|-------------|-----------------|-----------------|---------------------|---------------------|--------------|--------------|-----------------|
| 2019-2020   | YR              | All             | All                 |                     | 132          | 62           |                 |
|             |                 | Grade           | Gr. 09              |                     | 54           | 29           |                 |
|             |                 |                 | Gr. 10              |                     | 50           | 13           |                 |
|             |                 |                 | Gr. 11              |                     | 14           | 9            |                 |
|             |                 |                 | Gr. 12              |                     | 13           | 11           |                 |
|             |                 |                 | Gr. 13              |                     | 1            |              |                 |
|             |                 | Ethnicity       | African American    |                     | 72           | 28           |                 |
|             |                 |                 | Asian               |                     | 3            |              |                 |
|             |                 |                 | Hispanic            |                     | 49           | 26           |                 |
|             |                 |                 | Other               |                     | 6            | 4            |                 |
|             |                 |                 | Pacific Islander    |                     | 2            | 2            |                 |
|             |                 |                 | White               |                     |              | 2            |                 |
|             |                 | Gender          | Female              |                     | 55           | 12           |                 |
|             |                 |                 | Male                |                     | 77           | 50           |                 |
|             |                 | Fluency         | EL + RFEP           |                     | 27           | 19           |                 |
|             |                 |                 | ELL                 |                     | 9            | 9            |                 |
|             |                 |                 | RFEP                |                     | 18           | 10           |                 |
|             |                 | Foster          | Foster              |                     | 5            | 4            |                 |
|             |                 | GATE/Excel      | GATE/Excel          |                     | 10           | 4            |                 |
|             |                 | Homeless        | Homeless            |                     | 18           | 10           |                 |
|             |                 | LowSES          | Low SES             |                     | 90           | 48           |                 |
|             |                 | SPED            | Special Ed.         |                     | 18           | 10           |                 |
|             |                 | SPED-Speech/RSP | Spec Ed. Speech/RSP |                     | 4            | 2            |                 |

# Jordan

## 2019-2020

### Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome.

| School year | timeframe value | subcategory | subgroup        | restorative_justice | exclusionary | other_action | no_action_taken |
|-------------|-----------------|-------------|-----------------|---------------------|--------------|--------------|-----------------|
| 2019-2020   | YR              | SLC         | Cabrillo - AGL  |                     | 1            |              |                 |
|             |                 |             | Jordan - ACE    |                     | 8            | 12           |                 |
|             |                 |             | Jordan - AIMS   |                     | 6            |              |                 |
|             |                 |             | Jordan - IB     |                     | 23           | 8            |                 |
|             |                 |             | Jordan - JMAC   |                     | 31           | 14           |                 |
|             |                 |             | Jordan - LEAP   |                     | 49           | 24           |                 |
|             |                 |             | Lakewood - DMAC |                     | 1            |              |                 |

# Jordan

## 2018-2019

### Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome f

| School year | timeframe value | subcategory     | subgroup            | restorative_justice | exclusionary | other_action | no_action_taken |
|-------------|-----------------|-----------------|---------------------|---------------------|--------------|--------------|-----------------|
| 2018-2019   | YR              | All             | All                 |                     | 240          | 67           |                 |
|             |                 | Grade           | Gr. 09              |                     | 97           | 23           |                 |
|             |                 |                 | Gr. 10              |                     | 86           | 16           |                 |
|             |                 |                 | Gr. 11              |                     | 41           | 10           |                 |
|             |                 |                 | Gr. 12              |                     | 16           | 18           |                 |
|             |                 | Ethnicity       | African American    |                     | 122          | 36           |                 |
|             |                 |                 | Asian               |                     |              | 1            |                 |
|             |                 |                 | Hispanic            |                     | 98           | 21           |                 |
|             |                 |                 | Other               |                     | 9            | 4            |                 |
|             |                 |                 | Pacific Islander    |                     | 8            | 3            |                 |
|             |                 |                 | White               |                     | 3            | 2            |                 |
|             |                 | Gender          | Female              |                     | 86           | 30           |                 |
|             |                 |                 | Male                |                     | 154          | 37           |                 |
|             |                 | Fluency         | EL + RFEP           |                     | 71           | 17           |                 |
|             |                 |                 | ELL                 |                     | 37           | 8            |                 |
|             |                 |                 | RFEP                |                     | 34           | 9            |                 |
|             |                 | Foster          | Foster              |                     | 18           | 3            |                 |
|             |                 | GATE/Excel      | GATE/Excel          |                     | 19           | 7            |                 |
|             |                 | Homeless        | Homeless            |                     | 39           | 15           |                 |
|             |                 | LowSES          | Low SES             |                     | 168          | 40           |                 |
|             |                 | SPED            | Special Ed.         |                     | 65           | 18           |                 |
|             |                 | SPED-Speech/RSP | Spec Ed. Speech/RSP |                     | 37           | 12           |                 |
|             |                 | SLC             | Cabrillo - CED      |                     | 1            |              |                 |

# Jordan

## 2018-2019

### Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome.

| School year | timeframe value | subcategory | subgroup       | restorative_justice | exclusionary | other_action | no_action_taken |
|-------------|-----------------|-------------|----------------|---------------------|--------------|--------------|-----------------|
| 2018-2019   | YR              | SLC         | Jordan - ACE   |                     | 21           | 7            |                 |
|             |                 |             | Jordan - AIMS  |                     | 18           | 5            |                 |
|             |                 |             | Jordan - BESTT |                     | 13           | 5            |                 |
|             |                 |             | Jordan - IB    |                     | 40           | 11           |                 |
|             |                 |             | Jordan - JMAC  |                     | 46           | 13           |                 |
|             |                 |             | Jordan - LEAP  |                     | 63           | 13           |                 |
|             |                 |             | Millikan - MBA |                     | 2            |              |                 |

# Jordan

## 2017-2018

### Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome.

| School year | timeframe value | subcategory | subgroup         | restorative_justice | exclusionary | other_action | no_action_taken |
|-------------|-----------------|-------------|------------------|---------------------|--------------|--------------|-----------------|
| 2017-2018   | YR              | All         | All              |                     | 320          | 155          |                 |
|             |                 | Grade       | Gr. 09           |                     | 87           | 32           |                 |
|             |                 |             | Gr. 10           |                     | 124          | 63           |                 |
|             |                 |             | Gr. 11           |                     | 66           | 35           |                 |
|             |                 |             | Gr. 12           |                     | 43           | 25           |                 |
|             |                 | Ethnicity   | African American |                     | 133          | 55           |                 |
|             |                 |             | American Indian  |                     |              | 1            |                 |
|             |                 |             | Asian            |                     | 3            |              |                 |
|             |                 |             | Filipino         |                     | 1            |              |                 |
|             |                 |             | Hispanic         |                     | 131          | 77           |                 |
|             |                 |             | Other            |                     | 14           | 7            |                 |
|             |                 |             | Pacific Islander |                     | 23           | 9            |                 |
|             |                 |             | White            |                     | 15           | 6            |                 |
|             |                 | Gender      | Female           |                     | 78           | 35           |                 |
|             |                 |             | Male             |                     | 242          | 120          |                 |



# Jordan

## 2017-2018

### Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome f

| School year      | timeframe value | subcategory     | subgroup            | restorative_justice | exclusionary | other_action | no_action_taken |
|------------------|-----------------|-----------------|---------------------|---------------------|--------------|--------------|-----------------|
| 2017-2018        | YR              | Fluency         | EL + RFEP           |                     | 103          | 66           |                 |
|                  |                 |                 | ELL                 |                     | 55           | 36           |                 |
|                  |                 |                 | RFEP                |                     | 48           | 30           |                 |
|                  |                 | Foster          | Foster              |                     | 11           | 3            |                 |
|                  |                 | GATE/Excel      | GATE/Excel          |                     | 8            | 5            |                 |
|                  |                 | Homeless        | Homeless            |                     | 37           | 27           |                 |
|                  |                 | LowSES          | Low SES             |                     | 243          | 124          |                 |
|                  |                 | SPED            | Special Ed.         |                     | 78           | 29           |                 |
|                  |                 | SPED-Speech/RSP | Spec Ed. Speech/RSP |                     | 44           | 20           |                 |
|                  |                 | SLC             | Cabrillo - CAL-J    |                     | 1            |              |                 |
|                  |                 |                 | Jordan - ACE        |                     | 22           | 29           |                 |
|                  |                 |                 | Jordan - AIMS       |                     | 8            | 2            |                 |
|                  |                 |                 | Jordan - BESTT      |                     | 43           | 11           |                 |
|                  |                 |                 | Jordan - ETA        |                     | 83           | 40           |                 |
|                  |                 |                 | Jordan - IB         |                     | 2            | 1            |                 |
|                  |                 |                 | Jordan - JMAC       |                     | 51           | 9            |                 |
| Jordan - LEAP    |                 | 91              | 55                  |                     |              |              |                 |
| Jordan - PANTHER |                 | 2               | 2                   |                     |              |              |                 |

# Jordan

## 22-23

| Legend              |
|---------------------|
| Exclusionary        |
| Other Action        |
| No Action Taken     |
| Restorative Justice |

Count of Unique Student-Incidents by Action Type (disposition type). Each student is counted once per incident; each incident is categorized based on the most severe outcome for the student. Incidents missing dispositions are counted under "No Action Taken" type.

| subgroup     |                  | YR        |                     |    |    |
|--------------|------------------|-----------|---------------------|----|----|
| Category     |                  | # Records | Percent by Category |    |    |
| All Students | All              | 202       | 65                  | 28 | 7  |
| Grade        | Gr. 09           | 88        | 55                  | 34 | 11 |
|              | Gr. 10           | 67        | 72                  | 25 | 3  |
|              | Gr. 11           | 27        | 70                  | 26 | 4  |
|              | Gr. 12           | 20        | 80                  | 15 | 5  |
| Ethnicity    | African American | 65        | 55                  | 43 | 2  |
|              | American Indian  | 1         | 100                 |    |    |
|              | Asian            | 4         | 100                 |    |    |
|              | Filipino         | 2         | 50                  | 50 |    |
|              | Hispanic         | 117       | 74                  | 16 | 10 |
|              | Other            | 9         | 56                  | 44 |    |
|              | Pacific Islander | 4         | 75                  | 25 |    |
| Gender       | Female           | 63        | 48                  | 41 | 11 |
|              | Male             | 139       | 73                  | 22 | 5  |

# Jordan

## 22-23

| Legend              |
|---------------------|
| Exclusionary        |
| Other Action        |
| No Action Taken     |
| Restorative Justice |

Count of Unique Student-Incidents by Action Type (disposition type). Each student is counted once per incident; each incident is categorized based on the most severe outcome for the student. Incidents missing dispositions are counted under "No Action Taken" type.

|                     |                     | YR        |                     |    |    |
|---------------------|---------------------|-----------|---------------------|----|----|
| subgroup            |                     |           |                     |    |    |
| Category            |                     | # Records | Percent by Category |    |    |
| Special Populations | EL + RFEP           | 82        | 67                  | 18 | 15 |
|                     | ELL                 | 48        | 63                  | 17 | 21 |
|                     | Foster              | 1         | 100                 |    |    |
|                     | GATE/Excel          | 13        | 77                  | 23 |    |
|                     | Homeless            | 35        | 63                  | 34 | 3  |
|                     | Low SES             | 181       | 64                  | 29 | 8  |
|                     | RFEP                | 34        | 74                  | 21 | 6  |
|                     | Spec Ed. Speech/RSP | 21        | 71                  | 29 |    |
|                     | Special Ed.         | 42        | 55                  | 38 | 7  |

# Jordan

22-23

## Students by Subgroup Categorized by 1 or more than 1 incident

| subgroup            |                  | YR         |                     |
|---------------------|------------------|------------|---------------------|
|                     |                  | # Students | Percent by Category |
| <b>Category</b>     |                  |            |                     |
| <b>All Students</b> | All              | 151        | 23 77               |
| <b>Grade</b>        | Gr. 09           | 62         | 29 71               |
|                     | Gr. 10           | 50         | 20 80               |
|                     | Gr. 11           | 21         | 19 81               |
|                     | Gr. 12           | 18         | 11 89               |
| <b>Ethnicity</b>    | African American | 50         | 18 82               |
|                     | American Indian  | 1          | 100                 |
|                     | Asian            | 1          | 100                 |
|                     | Filipino         | 1          | 100                 |
|                     | Hispanic         | 91         | 22 78               |
|                     | Other            | 3          | 100                 |
|                     | Pacific Islander | 4          | 100                 |
| <b>Gender</b>       | Female           | 52         | 17 83               |
|                     | Male             | 99         | 25 75               |

# Jordan

## 22-23

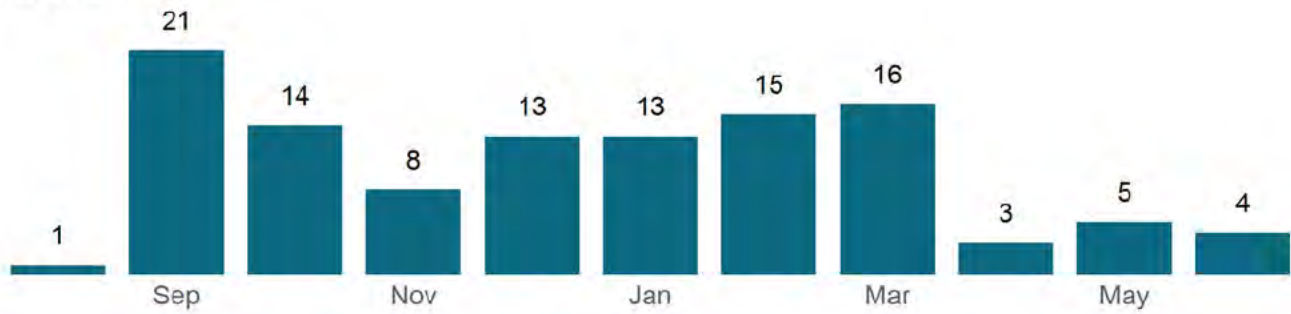
### Students by Subgroup Categorized by 1 or more than 1 incident

|                     |                     | YR         |                     |
|---------------------|---------------------|------------|---------------------|
| subgroup            |                     |            |                     |
| Category            |                     | # Students | Percent by Category |
| Special Populations | EL + RFEP           | 68         | 16 84               |
|                     | ELL                 | 39         | 18 82               |
|                     | Foster              | 1          | 100                 |
|                     | GATE/Excel          | 9          | 44 56               |
|                     | Homeless            | 25         | 24 76               |
|                     | Low SES             | 137        | 20 80               |
|                     | RFEP                | 29         | 14 86               |
|                     | Spec Ed. Speech/RSP | 13         | 38 62               |
|                     | Special Ed.         | 29         | 28 72               |

# Jordan

## 22-23

By Month for 22-23



By Month- 5-year comparison



|     | 17-18 | 18-19 | 19-20 | 20-21 | 21-22 | 22-23 |
|-----|-------|-------|-------|-------|-------|-------|
| Sep |       | 27    | 15    | 22    |       | 19    |
| Aug |       | 1     |       |       |       | 1     |
| Oct |       | 48    | 35    | 29    |       | 20    |
| Nov |       | 28    | 26    | 21    |       | 12    |
| Dec |       | 36    | 24    | 10    |       | 14    |
| Jan |       | 35    | 18    | 13    |       | 13    |
| Feb |       | 38    | 19    | 19    |       | 16    |
| Mar |       | 43    | 21    | 11    |       | 22    |
| Apr |       | 29    | 17    | 1     |       | 9     |
| May |       | 34    | 21    |       | 6     | 12    |
| Jun |       | 9     | 5     |       | 3     |       |

[Submit Feedback](#)

**Jordan**

**22-23**

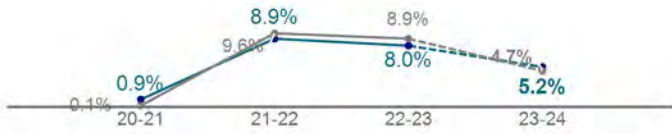
# Suspension Rate

Jordan  
All Students  
N = 2325

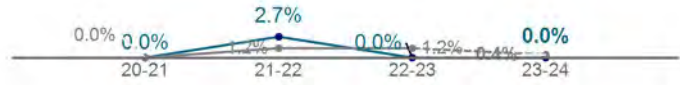
— Jordan  
— High



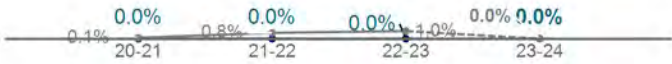
African American  
N = 347



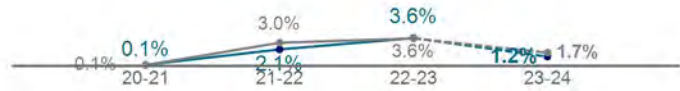
Asian  
N = 72



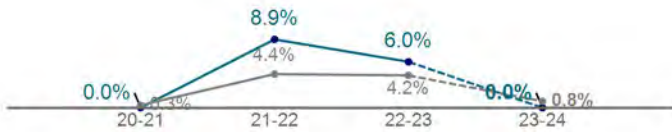
Filipino  
N = 30



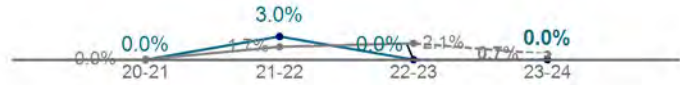
Hispanic  
N = 1766



Pacific Islander  
N = 40



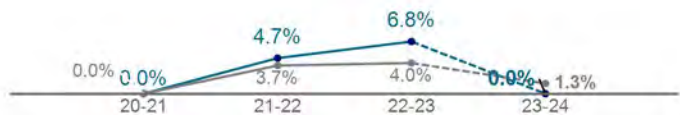
White  
N = 28



Native American

Subgroup with fewer than 20 students.

Other  
N = 41

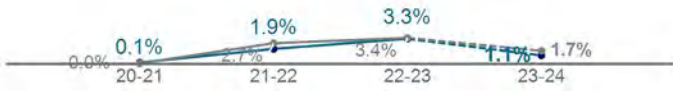


N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year.  
Only suspensions given by the selected school are counted in the displayed data.  
Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

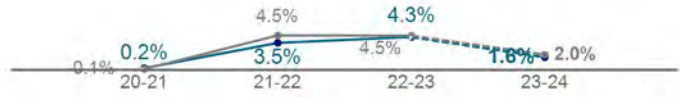


# Suspension Rate

**EL + RFEP**  
N = 1293



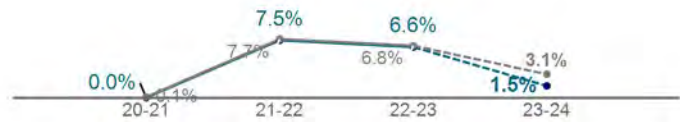
**Low SES**  
N = 2286



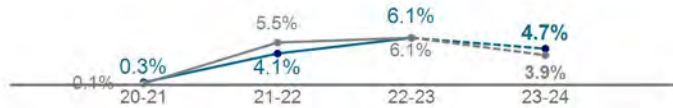
**English Learner**  
N = 512



**Special Education**  
N = 324



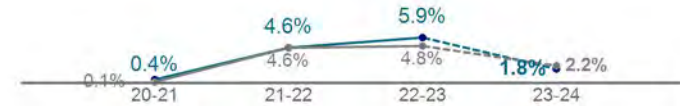
**Homeless or Foster Youth**  
N = 276



**Female**  
N = 1097



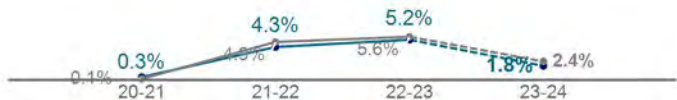
**Male**  
N = 1226



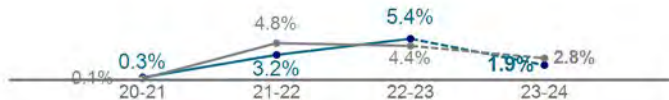
N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year. Only suspensions given by the selected school are counted in the displayed data. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

# Suspension Rate

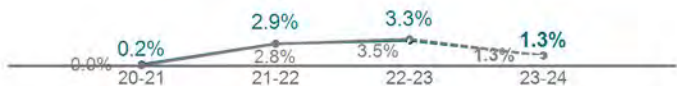
**Gr. 09**  
N = 611



**Gr. 10**  
N = 629



**Gr. 11**  
N = 598



**Gr. 12**  
N = 486



N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year.  
Only suspensions given by the selected school are counted in the displayed data.  
Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

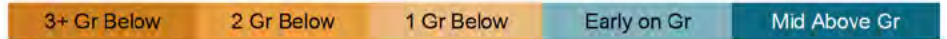


# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Jordan 2022-2023 Grade 10

**Legend**



| Gr. | Category     | Subgroup           | Diagnostic Window | # Students | Percent by Category |    |    |    |   |
|-----|--------------|--------------------|-------------------|------------|---------------------|----|----|----|---|
| 10  | All Students | All                | 1                 | 335        | 70                  | 12 | 10 | 8  |   |
|     |              |                    | 2                 | 254        | 67                  | 9  | 12 | 13 |   |
|     |              |                    | 3                 | 304        | 58                  | 11 | 15 | 15 |   |
|     | Teacher      | Barraza, I         | 1                 | 3          | 100                 |    |    |    |   |
|     |              |                    | 2                 | 2          | 100                 |    |    |    |   |
|     |              |                    | 3                 | 2          | 100                 |    |    |    |   |
|     |              | Beltran, C         | 1                 | 72         | 53                  | 21 | 10 | 17 |   |
|     |              |                    | 2                 | 62         | 55                  | 11 | 19 | 15 |   |
|     |              |                    | 3                 | 77         | 44                  | 17 | 19 | 19 |   |
|     |              | Cucaj, S           | 1                 | 20         | 60                  | 15 | 15 | 10 |   |
|     |              |                    | 2                 | 31         | 48                  | 13 | 13 | 26 |   |
|     |              |                    | 3                 | 38         | 55                  | 13 | 11 | 18 | 3 |
|     |              | Fisher, I          | 1                 | 40         | 53                  | 13 | 15 | 20 |   |
|     |              |                    | 2                 | 41         | 41                  | 15 | 22 | 22 |   |
|     |              |                    | 3                 | 36         | 44                  | 11 | 17 | 28 |   |
|     |              | Hammond, M         | 1                 | 20         | 100                 |    |    |    |   |
|     |              |                    | 2                 | 18         | 100                 |    |    |    |   |
|     |              |                    | 3                 | 19         | 100                 |    |    |    |   |
|     |              | Lane, A            | 1                 | 11         | 100                 |    |    |    |   |
|     |              |                    | 2                 | 2          | 50                  | 50 |    |    |   |
|     |              | Larsen, P          | 1                 | 24         | 79                  | 13 | 4  | 4  |   |
|     |              |                    | 2                 | 14         | 71                  | 21 | 7  |    |   |
|     |              |                    | 3                 | 11         | 82                  | 9  | 9  |    |   |
|     |              | Lopez-Sheldon, M   | 1                 | 16         | 38                  | 19 | 38 | 6  |   |
|     |              |                    | 2                 | 16         | 56                  | 13 | 19 | 13 |   |
|     |              |                    | 3                 | 16         | 56                  | 6  | 19 | 19 |   |
|     |              | Mendoza Armenta, C | 1                 | 47         | 77                  | 6  | 11 | 6  |   |
|     |              |                    | 2                 | 42         | 69                  | 10 | 12 | 10 |   |
|     |              |                    | 3                 | 42         | 60                  | 2  | 14 | 21 | 2 |
|     |              | Miles, A           | 1                 | 11         | 100                 |    |    |    |   |
| 2   | 17           |                    | 94                |            |                     | 6  |    |    |   |
| 3   | 23           |                    | 78                | 9          | 4                   | 9  |    |    |   |

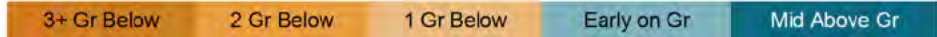


# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Jordan 2022-2023 Grade 10

**Legend**



| Gr.   | Category         | Subgroup      | Diagnostic Window | # Students | Percent by Category |             |  |  |  |  |
|-------|------------------|---------------|-------------------|------------|---------------------|-------------|--|--|--|--|
| 10    | Teacher          | Mora, E       | 1                 | 20         | 85 5 10             |             |  |  |  |  |
|       |                  |               | 2                 | 29         | 90 3 3 3            |             |  |  |  |  |
|       |                  |               | 3                 | 22         | 68 9 18 5           |             |  |  |  |  |
|       |                  | Ramsey, M     | 1                 | 9          | 100                 |             |  |  |  |  |
|       |                  |               | 2                 | 7          | 100                 |             |  |  |  |  |
|       |                  |               | 3                 | 7          | 100                 |             |  |  |  |  |
|       |                  | Salam, T      | 1                 | 36         | 67 17 14 3          |             |  |  |  |  |
|       |                  |               | 2                 | 1          | 100                 |             |  |  |  |  |
|       |                  |               | 3                 | 37         | 51 19 22 5 3        |             |  |  |  |  |
|       |                  | Vande Kerk, J | 1                 | 3          | 100                 |             |  |  |  |  |
|       |                  | Vasquez, M    | 1                 | 14         | 86 14               |             |  |  |  |  |
|       |                  |               | 2                 | 14         | 93 7                |             |  |  |  |  |
|       |                  | Ethnicity     | African American  | 1          | 48                  | 88 4 6 2    |  |  |  |  |
|       |                  |               |                   | 2          | 31                  | 71 10 10 10 |  |  |  |  |
|       | 3                |               |                   | 43         | 63 19 7 12          |             |  |  |  |  |
|       | Asian            |               | 1                 | 13         | 77 23               |             |  |  |  |  |
|       |                  |               | 2                 | 9          | 56 11 33            |             |  |  |  |  |
|       |                  |               | 3                 | 10         | 50 10 10 30         |             |  |  |  |  |
|       | Filipino         |               | 1                 | 1          | 100                 |             |  |  |  |  |
|       |                  |               | 2                 | 2          | 50 50               |             |  |  |  |  |
|       |                  |               | 3                 | 1          | 100                 |             |  |  |  |  |
|       | Hispanic         |               | 1                 | 262        | 68 14 10 9          |             |  |  |  |  |
|       |                  |               | 2                 | 200        | 68 8 13 12          |             |  |  |  |  |
|       |                  |               | 3                 | 237        | 58 10 17 14         |             |  |  |  |  |
|       | Pacific Islander |               | 1                 | 3          | 33 33 33            |             |  |  |  |  |
|       |                  | 2             | 2                 | 50 50      |                     |             |  |  |  |  |
|       |                  | 3             | 1                 | 100        |                     |             |  |  |  |  |
| White | 1                | 3             | 33 33 33          |            |                     |             |  |  |  |  |
|       | 2                | 4             | 50 25 25          |            |                     |             |  |  |  |  |
|       | 3                | 4             | 50 25 25          |            |                     |             |  |  |  |  |
| Other | 1                | 5             | 80 20             |            |                     |             |  |  |  |  |
|       | 2                | 6             | 67 33             |            |                     |             |  |  |  |  |
|       | 3                | 8             | 50 13 38          |            |                     |             |  |  |  |  |

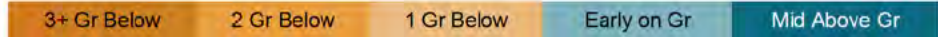


# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Jordan 2022-2023 Grade 10

**Legend**



| Gr.        | Category            | Subgroup            | Diagnostic Window | # Students | Percent by Category |    |    |    |  |
|------------|---------------------|---------------------|-------------------|------------|---------------------|----|----|----|--|
| 10         | Gender              | Female              | 1                 | 152        | 64                  | 14 | 13 | 9  |  |
|            |                     |                     | 2                 | 127        | 62                  | 11 | 14 | 13 |  |
|            |                     |                     | 3                 | 154        | 53                  | 12 | 16 | 19 |  |
|            |                     | Male                | 1                 | 183        | 76                  | 9  | 8  | 7  |  |
|            |                     |                     | 2                 | 127        | 71                  | 7  | 9  | 13 |  |
|            |                     |                     | 3                 | 150        | 64                  | 10 | 13 | 11 |  |
|            | Special Populations | Low SES             | 1                 | 332        | 70                  | 12 | 10 | 8  |  |
|            |                     |                     | 2                 | 250        | 67                  | 8  | 12 | 13 |  |
|            |                     |                     | 3                 | 294        | 58                  | 11 | 15 | 15 |  |
|            |                     | ELL                 | 1                 | 67         | 99                  | 1  |    |    |  |
|            |                     |                     | 2                 | 51         | 96                  | 4  |    |    |  |
|            |                     |                     | 3                 | 65         | 89                  | 5  | 2  | 1  |  |
|            |                     | RFEP                | 1                 | 139        | 55                  | 19 | 15 | 11 |  |
|            |                     |                     | 2                 | 105        | 54                  | 10 | 18 | 18 |  |
|            |                     |                     | 3                 | 127        | 43                  | 16 | 22 | 20 |  |
|            |                     | EL + RFEP           | 1                 | 206        | 69                  | 13 | 10 | 7  |  |
|            |                     |                     | 2                 | 156        | 68                  | 8  | 12 | 12 |  |
|            |                     |                     | 3                 | 192        | 58                  | 12 | 15 | 14 |  |
|            |                     | Special Ed.         | 1                 | 47         | 94                  | 2  | 2  | 2  |  |
|            |                     |                     | 2                 | 43         | 95                  | 2  | 2  |    |  |
|            |                     |                     | 3                 | 41         | 90                  | 7  | 2  |    |  |
|            |                     | Spec Ed. Speech/RSP | 1                 | 21         | 86                  | 5  | 5  | 5  |  |
|            |                     |                     | 2                 | 22         | 91                  | 5  | 5  |    |  |
|            |                     |                     | 3                 | 20         | 80                  | 15 | 5  |    |  |
|            |                     | Foster              | 1                 | 4          | 100                 |    |    |    |  |
|            |                     |                     | 2                 | 5          | 100                 |    |    |    |  |
|            |                     |                     | 3                 | 3          | 100                 |    |    |    |  |
|            |                     | Homeless            | 1                 | 42         | 79                  | 10 | 10 | 2  |  |
|            |                     |                     | 2                 | 30         | 90                  | 3  | 7  |    |  |
|            |                     |                     | 3                 | 35         | 63                  | 6  | 20 | 9  |  |
| GATE/Excel | 1                   | 44                  | 23                | 23         | 30                  | 25 |    |    |  |
|            | 2                   | 37                  | 16                | 19         | 24                  | 41 |    |    |  |
|            | 3                   | 43                  | 23                | 12         | 26                  | 40 |    |    |  |



# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Jordan 2022-2023 Grade 10

**Legend**



| Gr. | Category | Subgroup      | Diagnostic Window | # Students | Percent by Category |            |            |             |              |
|-----|----------|---------------|-------------------|------------|---------------------|------------|------------|-------------|--------------|
|     |          |               |                   |            | 3+ Gr Below         | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr |
| 10  | SLC      | Jordan - ACE  | 1                 | 83         | 66                  | 16         | 7          | 11          |              |
|     |          |               | 2                 | 65         | 66                  | 8          | 12         | 14          |              |
|     |          |               | 3                 | 72         | 56                  | 14         | 17         | 14          |              |
|     |          | Jordan - AIMS | 1                 | 71         | 65                  | 11         | 15         | 8           |              |
|     |          |               | 2                 | 65         | 63                  | 9          | 11         | 17          |              |
|     |          |               | 3                 | 69         | 59                  | 6          | 17         | 17          |              |
|     |          | Jordan - JMAC | 1                 | 95         | 73                  | 12         | 9          | 6           |              |
|     |          |               | 2                 | 67         | 67                  | 12         | 12         | 9           |              |
|     |          |               | 3                 | 94         | 59                  | 11         | 14         | 15          | 2            |
|     |          | Jordan - LEAP | 1                 | 86         | 77                  | 8          | 9          | 6           |              |
|     |          |               | 2                 | 57         | 70                  | 7          | 12         | 11          |              |
|     |          |               | 3                 | 69         | 59                  | 13         | 12         | 14          | 1            |

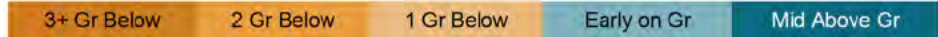


# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Jordan 2022-2023 Grade 9

**Legend**



| Gr.           | Category     | Subgroup           | Diagnostic Window | # Students | Percent by Category |    |    |    |    |  |
|---------------|--------------|--------------------|-------------------|------------|---------------------|----|----|----|----|--|
| 9             | All Students | All                | 1                 | 388        | 64                  | 13 | 9  | 12 | 1  |  |
|               |              |                    | 2                 | 257        | 58                  | 11 | 9  | 20 | 2  |  |
|               |              |                    | 3                 | 240        | 38                  | 12 | 17 | 26 | 8  |  |
|               | Teacher      | Barraza, I         | 1                 | 1          | 100                 |    |    |    |    |  |
|               |              |                    | 3                 | 1          | 100                 |    |    |    |    |  |
|               |              | Beltran, C         | 1                 | 18         | 22                  | 17 | 39 | 22 |    |  |
|               |              |                    | 2                 | 18         | 22                  | 11 | 44 | 22 |    |  |
|               |              |                    | 3                 | 23         | 13                  | 13 | 30 | 43 |    |  |
|               |              | Fisher, I          | 1                 | 27         | 81                  |    | 11 | 4  | 4  |  |
|               |              |                    | 2                 | 28         | 71                  |    | 14 | 7  | 7  |  |
|               |              |                    | 3                 | 23         | 70                  |    | 17 | 4  | 9  |  |
|               |              | Lane, A            | 1                 | 9          | 44                  | 22 | 11 | 22 |    |  |
|               |              |                    | 1                 | 28         | 86                  |    | 7  | 4  | 4  |  |
|               |              | Larsen, P          | 2                 | 10         | 80                  |    | 10 | 10 |    |  |
|               |              |                    | 3                 | 8          | 75                  |    | 13 | 13 |    |  |
|               |              |                    | 1                 | 25         | 100                 |    |    |    |    |  |
|               |              | Mendoza Armenta, C | 1                 | 68         | 71                  | 10 | 13 | 6  |    |  |
|               |              |                    | 2                 | 48         | 75                  | 10 | 6  | 8  |    |  |
|               |              |                    | 3                 | 56         | 66                  | 7  | 16 | 9  | 2  |  |
|               |              | Miles, A           | 1                 | 10         | 60                  | 20 | 10 | 10 |    |  |
|               |              |                    | 2                 | 29         | 55                  |    | 33 | 34 | 3  |  |
|               |              |                    | 3                 | 24         | 17                  | 8  | 17 | 38 | 21 |  |
|               |              | Mora, E            | 1                 | 55         | 22                  | 13 | 13 | 47 | 5  |  |
|               |              |                    | 2                 | 52         | 15                  | 12 | 15 | 56 | 2  |  |
|               |              |                    | 3                 | 72         | 11                  | 13 | 24 | 43 | 10 |  |
|               |              | Osborne, S         | 1                 | 2          | 100                 |    |    |    |    |  |
|               |              | Ramsey, M          | 1                 | 34         | 85                  |    | 12 | 3  |    |  |
|               |              |                    | 2                 | 29         | 79                  |    | 14 | 7  |    |  |
|               |              |                    | 3                 | 25         | 68                  |    | 24 | 4  | 4  |  |
|               |              | Salam, T           | 1                 | 35         | 14                  | 37 | 14 | 29 | 6  |  |
| 3             | 42           |                    | 14                | 14         | 21                  | 38 | 12 |    |    |  |
| Vande Kerk, J | 1            | 13                 | 100               |            |                     |    |    |    |    |  |
| Vasquez, M    | 1            | 74                 | 72                |            | 16                  | 5  | 5  |    |    |  |
|               | 2            | 71                 | 72                |            | 14                  | 4  | 8  |    |    |  |

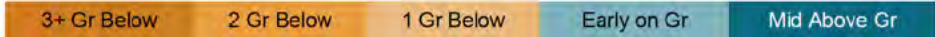


# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Jordan 2022-2023 Grade 9

**Legend**



| Gr.                 | Category  | Subgroup         | Diagnostic Window | # Students | Percent by Category |    |    |    |    |
|---------------------|-----------|------------------|-------------------|------------|---------------------|----|----|----|----|
| 9                   | Ethnicity | African American | 1                 | 60         | 72                  | 13 | 10 | 3  |    |
|                     |           |                  | 2                 | 34         | 65                  | 15 | 9  | 9  | 3  |
|                     |           |                  | 3                 | 32         | 56                  | 9  | 9  | 16 | 9  |
|                     |           | American Indian  | 1                 | 1          | 100                 |    |    |    |    |
|                     |           |                  | 2                 | 1          | 100                 |    |    |    |    |
|                     |           |                  | 3                 | 1          | 100                 |    |    |    |    |
|                     |           | Asian            | 1                 | 14         | 29                  | 29 | 14 | 21 | 7  |
|                     |           |                  | 2                 | 10         | 30                  | 20 |    | 50 |    |
|                     |           |                  | 3                 | 16         | 6                   | 31 |    | 44 | 19 |
|                     |           | Filipino         | 1                 | 7          | 43                  | 14 |    | 43 |    |
|                     |           |                  | 2                 | 4          | 25                  | 25 | 25 | 25 |    |
|                     |           |                  | 3                 | 6          | 17                  | 50 |    | 33 |    |
|                     |           | Hispanic         | 1                 | 294        | 65                  | 13 | 9  | 12 | 1  |
|                     |           |                  | 2                 | 200        | 59                  | 11 | 9  | 20 | 2  |
|                     |           |                  | 3                 | 178        | 37                  | 13 | 17 | 26 | 7  |
|                     |           | Pacific Islander | 1                 | 4          | 100                 |    |    |    |    |
|                     |           |                  | 2                 | 2          | 100                 |    |    |    |    |
|                     |           |                  | 3                 | 1          | 100                 |    |    |    |    |
|                     |           | White            | 1                 | 4          | 75                  |    |    | 25 |    |
|                     |           |                  | 2                 | 1          | 100                 |    |    |    |    |
|                     |           |                  | 3                 | 2          | 50                  | 50 |    |    |    |
| Other               | 1         | 4                | 25                | 50         |                     | 25 |    |    |    |
|                     | 2         | 5                | 40                | 20         |                     | 40 |    |    |    |
|                     | 3         | 4                | 50                |            |                     | 50 |    |    |    |
| Gender              | Female    | 1                | 176               | 63         | 13                  | 11 | 13 | 1  |    |
|                     |           | 2                | 120               | 56         | 12                  | 10 | 23 |    |    |
|                     |           | 3                | 119               | 36         | 13                  | 18 | 26 | 7  |    |
|                     | Male      | 1                | 212               | 66         | 14                  | 8  | 10 | 1  |    |
|                     |           | 2                | 137               | 61         | 10                  | 9  | 18 | 3  |    |
|                     |           | 3                | 121               | 39         | 10                  | 17 | 26 | 8  |    |
| Special Populations | Low SES   | 1                | 371               | 63         | 14                  | 10 | 12 | 1  |    |
|                     |           | 2                | 246               | 58         | 11                  | 10 | 20 | 1  |    |
|                     |           | 3                | 233               | 37         | 12                  | 17 | 27 | 7  |    |





# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Jordan 2022-2023 Grade 9

| Gr.           | Category            | Subgroup            | Diagnostic Window | # Students    | Percent by Category |                |  |  |  |  |
|---------------|---------------------|---------------------|-------------------|---------------|---------------------|----------------|--|--|--|--|
| 9             | Special Populations | ELL                 | 1                 | 86            | 93 6 1              |                |  |  |  |  |
|               |                     |                     | 2                 | 44            | 91 5 2 2            |                |  |  |  |  |
|               |                     |                     | 3                 | 36            | 81 6 8 6            |                |  |  |  |  |
|               |                     | RFEP                | 1                 | 138           | 46 17 14 22         |                |  |  |  |  |
|               |                     |                     | 2                 | 108           | 44 13 13 29 2       |                |  |  |  |  |
|               |                     |                     | 3                 | 105           | 18 14 24 34 10      |                |  |  |  |  |
|               |                     | EL + RFEP           | 1                 | 224           | 64 13 8 14          |                |  |  |  |  |
|               |                     |                     | 2                 | 152           | 57 11 10 21 1       |                |  |  |  |  |
|               |                     |                     | 3                 | 141           | 34 12 20 27 7       |                |  |  |  |  |
|               |                     | Special Ed.         | 1                 | 53            | 100                 |                |  |  |  |  |
|               |                     |                     | 2                 | 16            | 100                 |                |  |  |  |  |
|               |                     |                     | 3                 | 15            | 93 7                |                |  |  |  |  |
|               |                     | Spec Ed. Speech/RSP | 1                 | 17            | 100                 |                |  |  |  |  |
|               |                     |                     | 2                 | 16            | 100                 |                |  |  |  |  |
|               |                     |                     | 3                 | 14            | 93 7                |                |  |  |  |  |
|               |                     | Foster              | 1                 | 1             | 100                 |                |  |  |  |  |
|               |                     |                     | 2                 | 1             | 100                 |                |  |  |  |  |
|               |                     | Homeless            | 1                 | 45            | 73 7 7 11 2         |                |  |  |  |  |
|               |                     |                     | 2                 | 34            | 65 15 6 9 6         |                |  |  |  |  |
|               |                     |                     | 3                 | 28            | 46 14 11 25 4       |                |  |  |  |  |
|               |                     | GATE/Excel          | 1                 | 34            | 6 9 26 47 12        |                |  |  |  |  |
|               |                     |                     | 2                 | 31            | 6 3 16 68 6         |                |  |  |  |  |
|               |                     |                     | 3                 | 48            | 2 2 15 54 27        |                |  |  |  |  |
|               |                     | SLC                 | Jordan - ACE      | 1             | 87                  | 57 17 8 15 2   |  |  |  |  |
|               |                     |                     |                   | 2             | 62                  | 60 13 6 21     |  |  |  |  |
|               |                     |                     |                   | 3             | 56                  | 32 13 23 20 13 |  |  |  |  |
|               |                     |                     | Jordan - AIMS     | 1             | 77                  | 66 10 12 10 1  |  |  |  |  |
|               |                     |                     |                   | 2             | 47                  | 60 6 13 19 2   |  |  |  |  |
|               |                     |                     |                   | 3             | 54                  | 30 15 19 28 9  |  |  |  |  |
|               |                     |                     | Jordan - JMAC     | 1             | 125                 | 62 14 8 14     |  |  |  |  |
| 2             | 84                  |                     |                   | 51 13 11 24 1 |                     |                |  |  |  |  |
| 3             | 76                  |                     |                   | 37 7 18 33 5  |                     |                |  |  |  |  |
| Jordan - LEAP | 1                   |                     | 99                | 72 11 10 6 1  |                     |                |  |  |  |  |
|               | 2                   |                     | 64                | 66 9 8 14 3   |                     |                |  |  |  |  |
|               | 3                   |                     | 54                | 52 15 7 22 4  |                     |                |  |  |  |  |

# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Jordan 2022-2023 Grade 10



**Legend**



| Gr.      | Category     | Subgroup         | Diagnostic Window | # Students | Percent by Category |    |    |    |   |   |
|----------|--------------|------------------|-------------------|------------|---------------------|----|----|----|---|---|
| 10       | All Students | All              | 1                 | 298        | 61                  | 10 | 19 | 7  | 3 |   |
|          |              |                  | 2                 | 148        | 63                  | 12 | 18 | 5  | 2 |   |
|          |              |                  | 3                 | 108        | 49                  | 16 | 20 | 10 | 5 |   |
|          | Teacher      | Barrett, S       | 1                 | 25         | 96                  |    |    |    |   | 4 |
|          |              |                  | 2                 | 23         | 100                 |    |    |    |   |   |
|          |              |                  | 3                 | 22         | 100                 |    |    |    |   |   |
|          |              | Bowley-Blair, G  | 1                 | 18         | 67                  | 6  | 11 | 11 | 6 |   |
|          |              |                  | 1                 | 42         | 33                  | 12 | 29 | 21 | 5 |   |
|          |              | Clancy, S        | 2                 | 21         | 52                  | 10 | 19 | 19 |   |   |
|          |              |                  | 3                 | 49         | 33                  | 14 | 33 | 16 | 4 |   |
|          |              | Domingo, M       | 1                 | 71         | 62                  | 11 | 25 | 1  |   |   |
|          |              |                  | 2                 | 69         | 62                  | 17 | 16 | 4  |   |   |
|          |              | Hammond, M       | 1                 | 1          | 100                 |    |    |    |   |   |
|          |              | Hinkson, P       | 1                 | 91         | 65                  | 11 | 16 | 4  | 3 |   |
|          |              |                  | 2                 | 85         | 72                  | 8  | 15 | 1  |   |   |
|          |              |                  | 3                 | 58         | 57                  | 22 | 10 | 5  | 5 |   |
|          |              | Kaspar, M        | 1                 | 1          | 100                 |    |    |    |   |   |
|          |              | Martinez, A      | 1                 | 17         | 88                  | 6  | 6  |    |   |   |
|          |              |                  | 2                 | 8          | 75                  | 13 | 13 |    |   |   |
|          |              | Pliaconis, M     | 1                 | 1          | 100                 |    |    |    |   |   |
|          | 2            |                  | 2                 | 50         | 50                  |    |    |    |   |   |
|          | 3            |                  | 2                 | 100        |                     |    |    |    |   |   |
|          | Wilder, J    | 1                | 97                | 74         | 8                   | 11 | 24 |    |   |   |
|          | Dahlquist, S | 2                | 1                 | 100        |                     |    |    |    |   |   |
|          | Ethnicity    | African American | 1                 | 45         | 76                  | 4  | 11 | 9  |   |   |
|          |              |                  | 2                 | 23         | 61                  | 9  | 17 | 9  | 4 |   |
|          |              |                  | 3                 | 20         | 75                  | 5  | 5  | 10 | 5 |   |
| Asian    |              | 1                | 8                 | 25         | 25                  | 50 |    |    |   |   |
|          |              | 2                | 7                 | 57         | 14                  | 29 |    |    |   |   |
|          |              | 3                | 1                 | 100        |                     |    |    |    |   |   |
| Filipino |              | 1                | 1                 | 100        |                     |    |    |    |   |   |
| Hispanic |              | 1                | 228               | 60         | 11                  | 19 | 7  | 3  |   |   |
|          |              | 2                | 104               | 65         | 12                  | 18 | 3  |    |   |   |
|          | 3            | 80               | 44                | 16         | 25                  | 11 | 4  |    |   |   |

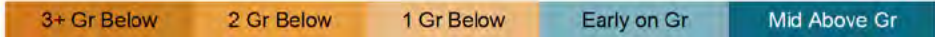
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Jordan 2022-2023 Grade 10



**Legend**



| Gr.                 | Category            | Subgroup         | Diagnostic Window | # Students | Percent by Category |            |            |             |              |
|---------------------|---------------------|------------------|-------------------|------------|---------------------|------------|------------|-------------|--------------|
|                     |                     |                  |                   |            | 3+ Gr Below         | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr |
| 10                  | Ethnicity           | Pacific Islander | 1                 | 4          | 50                  | 25         | 25         |             |              |
|                     |                     |                  | 2                 | 4          | 50                  | 25         | 25         |             |              |
|                     |                     |                  | 3                 | 1          | 100                 |            |            |             |              |
|                     |                     | White            | 1                 | 4          | 25                  | 25         | 50         |             |              |
|                     |                     |                  | 2                 | 5          | 40                  | 20         | 40         |             |              |
|                     |                     |                  | 3                 | 3          | 33                  | 67         |            |             |              |
|                     |                     | Other            | 1                 | 8          | 63                  | 13         | 13         | 13          |              |
|                     |                     |                  | 2                 | 5          | 60                  | 20         | 20         |             |              |
|                     |                     |                  | 3                 | 3          | 67                  |            |            | 33          |              |
|                     | Gender              | Female           | 1                 | 122        | 54                  | 12         | 21         | 6           | 7            |
|                     |                     |                  | 2                 | 58         | 53                  | 16         | 21         | 5           | 5            |
|                     |                     |                  | 3                 | 59         | 36                  | 20         | 24         | 14          | 7            |
|                     |                     | Male             | 1                 | 176        | 65                  | 9          | 18         | 7           | 1            |
|                     |                     |                  | 2                 | 90         | 69                  | 10         | 16         | 6           |              |
|                     |                     |                  | 3                 | 49         | 65                  | 10         | 16         | 6           | 2            |
|                     | Special Populations | Low SES          | 1                 | 288        | 60                  | 10         | 19         | 7           | 3            |
|                     |                     |                  | 2                 | 143        | 62                  | 13         | 17         | 6           | 2            |
|                     |                     |                  | 3                 | 106        | 49                  | 15         | 21         | 10          | 5            |
|                     |                     | ELL              | 1                 | 53         | 98                  |            |            |             | 2            |
|                     |                     |                  | 2                 | 31         | 100                 |            |            |             |              |
|                     |                     |                  | 3                 | 16         | 94                  |            |            |             | 6            |
|                     |                     | RFEP             | 1                 | 115        | 48                  | 12         | 30         | 8           | 3            |
|                     |                     |                  | 2                 | 55         | 49                  | 13         | 33         | 5           |              |
|                     |                     |                  | 3                 | 40         | 33                  | 25         | 25         | 18          |              |
|                     |                     | EL + RFEP        | 1                 | 168        | 64                  | 9          | 20         | 5           | 2            |
|                     |                     |                  | 2                 | 86         | 67                  | 8          | 21         | 3           |              |
|                     |                     |                  | 3                 | 56         | 50                  | 18         | 20         | 13          |              |
|                     |                     | Special Ed.      | 1                 | 44         | 93                  |            |            |             | 2            |
|                     |                     |                  | 2                 | 27         | 96                  |            |            |             | 4            |
|                     |                     |                  | 3                 | 24         | 92                  |            |            |             | 4            |
| Spec Ed. Speech/RSP | 1                   | 20               | 90                |            |                     |            | 10         |             |              |
|                     | 2                   | 7                | 86                |            |                     |            | 14         |             |              |
|                     | 3                   | 6                | 67                |            | 17                  | 17         |            |             |              |

**i-Ready Reading Overall Relative Placement**  
**School Data by Subgroup**  
**Jordan 2022-2023 Grade 10**



**Legend**

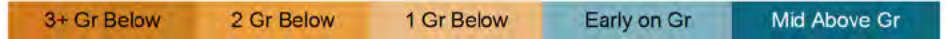


| Gr. | Category            | Subgroup      | Diagnostic Window | # Students | Percent by Category |    |    |    |    |
|-----|---------------------|---------------|-------------------|------------|---------------------|----|----|----|----|
| 10  | Special Populations | Foster        | 1                 | 4          | 100                 |    |    |    |    |
|     |                     |               | 2                 | 5          | 100                 |    |    |    |    |
|     |                     |               | 3                 | 4          | 100                 |    |    |    |    |
|     |                     | Homeless      | 1                 | 34         | 68                  | 15 | 12 | 3  | 3  |
|     |                     |               | 2                 | 21         | 71                  | 10 | 19 |    |    |
|     |                     |               | 3                 | 9          | 56                  | 22 | 22 |    |    |
|     |                     | GATE/Excel    | 1                 | 41         | 24                  | 10 | 44 | 7  | 15 |
|     |                     |               | 2                 | 18         | 28                  | 17 | 39 | 6  | 11 |
|     |                     |               | 3                 | 17         | 6                   | 24 | 47 | 12 | 12 |
|     | SLC                 | Jordan - ACE  | 1                 | 59         | 61                  | 12 | 25 | 2  |    |
|     |                     |               | 2                 | 55         | 56                  | 20 | 18 | 5  |    |
|     |                     |               | 3                 | 4          | 100                 |    |    |    |    |
|     |                     | Jordan - AIMS | 1                 | 15         | 53                  | 7  | 20 | 13 | 7  |
|     |                     |               | 2                 | 4          | 100                 |    |    |    |    |
|     |                     |               | 3                 | 4          | 100                 |    |    |    |    |
|     |                     | Jordan - JMAC | 1                 | 129        | 59                  | 9  | 18 | 9  | 5  |
|     |                     |               | 2                 | 27         | 63                  | 7  | 15 | 15 |    |
|     |                     |               | 3                 | 48         | 38                  | 13 | 31 | 15 | 4  |
|     | Jordan - LEAP       | 1             | 95                | 64         | 11                  | 17 | 5  | 3  |    |
|     |                     | 2             | 62                | 66         | 8                   | 19 | 25 |    |    |
|     |                     | 3             | 52                | 52         | 21                  | 13 | 8  | 6  |    |

**i-Ready Reading Overall Relative Placement**  
**School Data by Subgroup**  
**Jordan 2022-2023 Grade 9**



**Legend**



| Gr. | Category     | Subgroup | Diagnostic Window | # Students | Percent by Category |     |    |    |    |    |
|-----|--------------|----------|-------------------|------------|---------------------|-----|----|----|----|----|
| 9   | All Students | All      | 1                 | 373        | 51                  | 11  | 24 | 8  | 6  |    |
|     |              |          | 2                 | 230        | 45                  | 9   | 30 | 10 | 6  |    |
|     |              |          | 3                 | 110        | 52                  | 5   | 28 | 10 | 5  |    |
|     | Teacher      |          | Brust, A          | 1          | 2                   | 100 |    |    |    |    |
|     |              |          | Espeleta, S       | 1          | 85                  | 53  | 9  | 21 | 5  | 12 |
|     |              |          |                   | 2          | 95                  | 40  | 11 | 29 | 11 | 9  |
|     |              |          |                   | 3          | 51                  | 59  | 4  | 16 | 16 | 6  |
|     |              |          | Sunderman, R      | 1          | 70                  | 77  | 7  | 13 | 3  |    |
|     |              |          | Valdivias, L      | 1          | 103                 | 46  | 15 | 25 | 12 | 3  |
|     |              |          |                   | 2          | 76                  | 39  | 3  | 39 | 14 | 4  |
|     |              |          | Wilder, J         | 1          | 54                  | 20  | 15 | 39 | 19 | 7  |
|     |              |          | Wilk, D           | 1          | 85                  | 64  | 7  | 18 | 7  | 5  |
|     |              |          |                   | 2          | 70                  | 64  | 13 | 16 | 4  | 3  |
|     |              |          |                   | 3          | 71                  | 54  | 4  | 35 | 4  | 3  |
|     |              |          | Zuniga, A         | 1          | 16                  | 100 |    |    |    |    |
|     |              |          |                   | 2          | 19                  | 100 |    |    |    |    |
|     |              |          |                   | 3          | 10                  | 90  | 10 |    |    |    |
|     |              |          | Pliaconis, M      | 3          | 3                   | 100 |    |    |    |    |

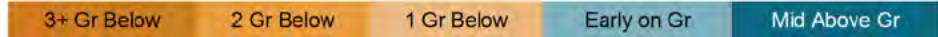
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Jordan 2022-2023 Grade 9



**Legend**



| Gr.                 | Category  | Subgroup         | Diagnostic Window | # Students | Percent by Category |    |    |    |    |   |
|---------------------|-----------|------------------|-------------------|------------|---------------------|----|----|----|----|---|
| 9                   | Ethnicity | African American | 1                 | 43         | 65                  | 2  | 16 | 9  | 7  |   |
|                     |           |                  | 2                 | 31         | 39                  | 13 | 32 | 6  | 10 |   |
|                     |           |                  | 3                 | 9          | 56                  | 11 | 11 | 22 |    |   |
|                     |           | Asian            | 1                 | 20         | 25                  | 20 | 15 | 20 | 20 |   |
|                     |           |                  | 2                 | 14         | 50                  | 21 | 21 | 7  |    |   |
|                     |           |                  | 3                 | 7          | 43                  | 43 | 14 |    |    |   |
|                     |           | Filipino         | 1                 | 6          | 17                  | 17 | 50 | 17 |    |   |
|                     |           |                  | 2                 | 4          | 50                  | 50 |    |    |    |   |
|                     |           |                  | 3                 | 2          | 100                 |    |    |    |    |   |
|                     |           | Hispanic         | 1                 | 292        | 50                  | 12 | 25 | 8  | 5  |   |
|                     |           |                  | 2                 | 174        | 45                  | 9  | 30 | 10 | 6  |   |
|                     |           |                  | 3                 | 89         | 51                  | 6  | 29 | 10 | 4  |   |
|                     |           | Pacific Islander | 1                 | 4          | 50                  | 50 |    |    |    |   |
|                     |           |                  | 2                 | 3          | 67                  | 33 |    |    |    |   |
|                     |           |                  | 3                 | 3          | 67                  | 33 |    |    |    |   |
|                     |           | White            | 1                 | 3          | 100                 |    |    |    |    |   |
|                     |           |                  | 2                 | 2          | 50                  | 50 |    |    |    |   |
|                     |           | Other            | 1                 | 5          | 60                  | 40 |    |    |    |   |
|                     |           |                  | 2                 | 2          | 50                  | 50 |    |    |    |   |
|                     |           | Gender           | Female            | 1          | 181                 | 46 | 9  | 29 | 11 | 5 |
|                     |           |                  |                   | 2          | 110                 | 38 | 6  | 37 | 14 | 5 |
|                     |           |                  |                   | 3          | 45                  | 42 | 9  | 38 | 7  | 4 |
|                     |           |                  | Male              | 1          | 191                 | 55 | 13 | 19 | 6  | 7 |
|                     |           |                  |                   | 2          | 120                 | 51 | 11 | 23 | 8  | 8 |
| 3                   | 65        |                  |                   | 58         | 3                   | 22 | 12 | 5  |    |   |
| Nonbinary           | 1         | 1                | 100               |            |                     |    |    |    |    |   |
| Special Populations | Low SES   | 1                | 361               | 51         | 11                  | 24 | 8  | 6  |    |   |
|                     |           | 2                | 223               | 44         | 8                   | 30 | 11 | 6  |    |   |
|                     |           | 3                | 106               | 52         | 6                   | 27 | 10 | 5  |    |   |
|                     | ELL       | 1                | 60                | 92         | 5                   | 3  |    |    |    |   |
|                     |           | 2                | 41                | 90         | 7                   | 2  |    |    |    |   |
|                     |           | 3                | 26                | 88         | 8                   | 4  |    |    |    |   |

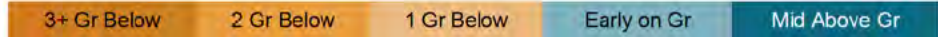
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Jordan 2022-2023 Grade 9



**Legend**



| Gr.           | Category            | Subgroup            | Diagnostic Window | # Students | Percent by Category |    |    |    |    |    |
|---------------|---------------------|---------------------|-------------------|------------|---------------------|----|----|----|----|----|
| 9             | Special Populations | RFEP                | 1                 | 159        | 37                  | 14 | 31 | 11 | 6  |    |
|               |                     |                     | 2                 | 95         | 36                  | 6  | 39 | 13 | 6  |    |
|               |                     |                     | 3                 | 40         | 38                  | 3  | 40 | 18 | 3  |    |
|               |                     | EL + RFEP           | 1                 | 219        | 52                  | 12 | 24 | 8  | 5  |    |
|               |                     |                     | 2                 | 136        | 52                  | 4  | 29 | 10 | 4  |    |
|               |                     |                     | 3                 | 66         | 58                  | 5  | 26 | 11 | 2  |    |
|               |                     | Special Ed.         | 1                 | 32         | 91                  | 3  | 6  |    |    |    |
|               |                     |                     | 2                 | 22         | 82                  | 9  | 9  |    |    |    |
|               |                     |                     | 3                 | 12         | 83                  | 8  | 8  |    |    |    |
|               |                     | Spec Ed. Speech/RSP | 1                 | 18         | 83                  | 6  | 11 |    |    |    |
|               |                     |                     | 2                 | 8          | 50                  | 25 | 25 |    |    |    |
|               |                     |                     | 3                 | 5          | 80                  | 20 |    |    |    |    |
|               |                     | Foster              | 1                 | 2          | 50                  | 50 |    |    |    |    |
|               |                     | Homeless            | 1                 | 39         | 59                  | 3  | 31 | 5  | 3  |    |
|               |                     |                     | 2                 | 24         | 54                  | 4  | 29 | 13 |    |    |
|               |                     |                     | 3                 | 13         | 54                  | 23 | 8  | 15 |    |    |
|               |                     | GATE/Excel          | 1                 | 52         | 2                   | 8  | 38 | 23 | 29 |    |
|               |                     |                     | 2                 | 30         | 7                   | 7  | 33 | 20 | 33 |    |
|               |                     |                     | 3                 | 17         | 12                  | 29 | 35 | 24 |    |    |
|               |                     | SLC                 | Jordan - ACE      | 1          | 76                  | 49 | 11 | 22 | 5  | 13 |
|               |                     |                     |                   | 2          | 90                  | 40 | 10 | 29 | 11 | 10 |
| 3             | 41                  |                     |                   | 54         | 5                   | 15 | 20 | 7  |    |    |
| Jordan - AIMS | 1                   |                     | 95                | 47         | 13                  | 25 | 12 | 3  |    |    |
|               | 2                   |                     | 68                | 34         | 3                   | 43 | 16 | 4  |    |    |
|               | 3                   |                     | 1                 | 100        |                     |    |    |    |    |    |
| Jordan - JMAC | 1                   |                     | 115               | 49         | 12                  | 25 | 9  | 5  |    |    |
|               | 2                   |                     | 9                 | 78         | 22                  |    |    |    |    |    |
|               | 3                   |                     | 4                 | 100        |                     |    |    |    |    |    |
| Jordan - LEAP | 1                   |                     | 87                | 59         | 8                   | 22 | 7  | 5  |    |    |
|               | 2                   |                     | 63                | 59         | 14                  | 19 | 5  | 3  |    |    |
|               | 3                   |                     | 64                | 48         | 5                   | 39 | 5  | 3  |    |    |

**i-Ready Overall Relative Placement  
School Data by Subgroup  
2022-2023 Grade**

Report Name: District Assessments: i-Ready - iReady\_Overall\_Relative\_Placement\_Teacher\_Level - ARC Report #1218



# i-Ready Math Overall Relative Placement School Data by Subgroup Jordan 2022-2023



**Legend**



| Category            |                     | Diagnostic Window | # Students | Percent by Category |    |    |    |    |
|---------------------|---------------------|-------------------|------------|---------------------|----|----|----|----|
| All Students        | 587                 | 3                 | 587        | 49                  | 11 | 16 | 20 | 4  |
|                     | Grade               |                   |            |                     |    |    |    |    |
| Grade               | Gr. 09              | 3                 | 258        | 37                  | 12 | 18 | 26 | 7  |
|                     | Gr. 10              | 3                 | 329        | 59                  | 11 | 14 | 15 |    |
| Ethnicity           | African American    | 3                 | 81         | 59                  | 14 | 9  | 15 | 4  |
|                     | Asian               | 3                 | 26         | 19                  | 8  | 23 | 38 | 12 |
|                     | Hispanic            | 3                 | 447        | 49                  | 11 | 17 | 19 | 3  |
| Gender              | Female              | 3                 | 288        | 45                  | 13 | 17 | 22 | 3  |
|                     | Male                | 3                 | 299        | 53                  | 10 | 15 | 18 | 4  |
| Special Populations | Low SES             | 3                 | 569        | 49                  | 11 | 16 | 20 | 3  |
|                     | ELL                 | 3                 | 104        | 87                  | 5  | 4  | 3  |    |
|                     | RFEP                | 3                 | 249        | 33                  | 15 | 22 | 26 | 4  |
|                     | EL + RFEP           | 3                 | 353        | 48                  | 12 | 17 | 19 | 3  |
|                     | Special Ed.         | 3                 | 57         | 91                  | 7  | 2  |    |    |
|                     | Spec Ed. Soeech/RSP | 3                 | 35         | 86                  | 11 | 3  |    |    |
|                     | Homeless            | 3                 | 59         | 59                  | 8  | 17 | 12 | 3  |
|                     | GATE/Excel          | 3                 | 94         |                     | 12 | 6  | 20 | 48 |
| SLC                 | Jordan - ACE        | 3                 | 142        | 46                  | 13 | 20 | 16 | 5  |
|                     | Jordan - AIMS       | 3                 | 131        | 47                  | 11 | 18 | 21 | 4  |
|                     | Jordan - JMAC       | 3                 | 181        | 49                  | 9  | 15 | 23 | 3  |
|                     | Jordan - LEAP       | 3                 | 133        | 56                  | 14 | 10 | 19 | 2  |

The percentages may not equal 100% due to rounding.

# i-Ready Reading Overall Relative Placement School Data by Subgroup Jordan 2022-2023



**Legend**



| Category                   |                  | Diagnostic Window | # Students | Percent by Category |    |    |    |    |
|----------------------------|------------------|-------------------|------------|---------------------|----|----|----|----|
| <b>All Students</b>        | 263              | 3                 | 263        | 57                  | 10 | 21 | 8  | 4  |
| <b>Grade</b>               | Gr. 09           | 3                 | 135        | 59                  | 4  | 24 | 8  | 4  |
|                            | Gr. 10           | 3                 | 128        | 55                  | 15 | 17 | 9  | 4  |
| <b>Ethnicity</b>           | African American | 3                 | 36         | 72                  | 6  | 8  | 11 | 3  |
|                            | Hispanic         | 3                 | 204        | 55                  | 9  | 23 | 9  | 3  |
| <b>Gender</b>              | Female           | 3                 | 118        | 45                  | 14 | 27 | 9  | 5  |
|                            | Male             | 3                 | 145        | 68                  | 6  | 16 | 8  | 3  |
| <b>Special Populations</b> | Low SES          | 3                 | 256        | 57                  | 9  | 21 | 9  | 4  |
|                            | ELL              | 3                 | 55         | 91                  |    |    | 4  | 5  |
|                            | RFEP             | 3                 | 89         | 42                  | 12 | 29 | 16 | 1  |
|                            | EL + RFEP        | 3                 | 144        | 60                  | 9  | 20 | 10 |    |
|                            | Special Ed.      | 3                 | 47         | 91                  |    |    | 4  | 4  |
|                            | Homeless         | 3                 | 22         | 59                  | 5  | 23 | 5  | 9  |
|                            | GATE/Excel       | 3                 | 36         | 14                  | 11 | 36 | 22 | 17 |
| <b>SLC</b>                 | Jordan - ACE     | 3                 | 64         | 67                  | 3  | 13 | 13 | 5  |
|                            | Jordan - JMAC    | 3                 | 57         | 46                  | 12 | 26 | 12 | 4  |
|                            | Jordan - LEAP    | 3                 | 135        | 56                  | 11 | 24 | 5  | 4  |

The percentages may not equal 100% due to rounding.



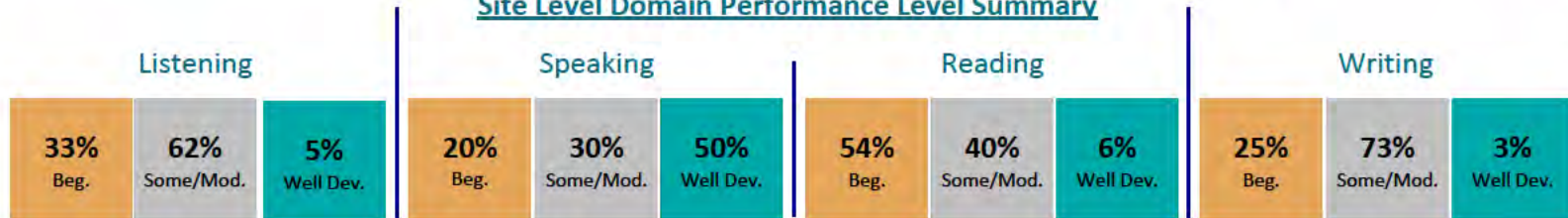
# ELPAC Summative Assessment Grade Level Summary 2022-2023

Site :: Jordan

## Site Level Overall Performance Level Summary



## Site Level Domain Performance Level Summary



## Grade Level Performance Summary (Overall and by Domain)

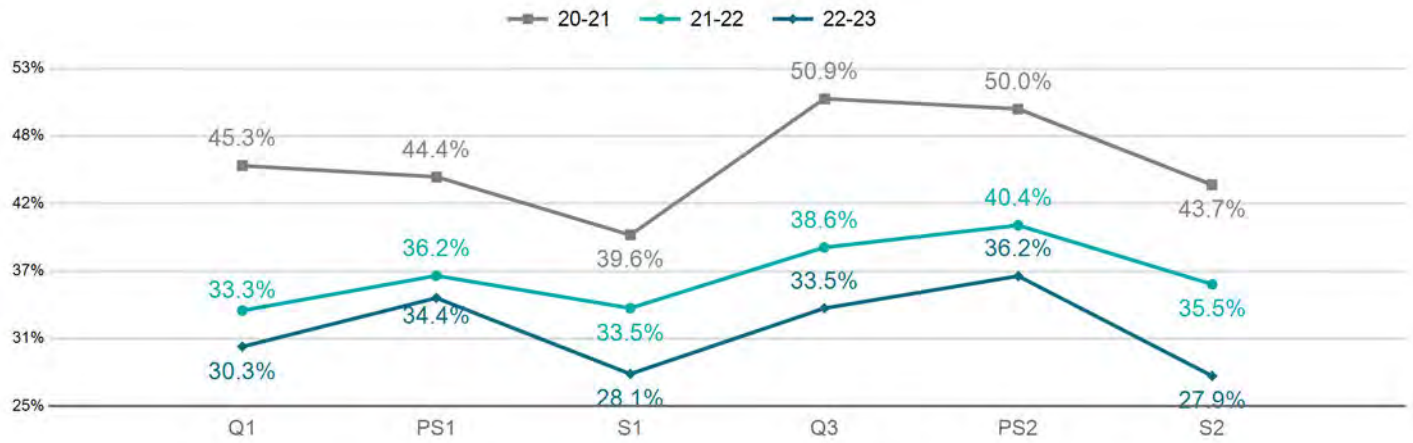
| Grade | Overall Development |       |      |      | Listening |           |      | Speaking |           |      | Reading |           |      | Writing |           |      |
|-------|---------------------|-------|------|------|-----------|-----------|------|----------|-----------|------|---------|-----------|------|---------|-----------|------|
|       | Beg.                | Some. | Mod. | Well | Beg.      | Some/Mod. | Well | Beg.     | Some/Mod. | Well | Beg.    | Some/Mod. | Well | Beg.    | Some/Mod. | Well |
| 09    | 18%                 | 32%   | 38%  | 13%  | 22%       | 63%       | 10%  | 9%       | 35%       | 50%  | 54%     | 32%       | 9%   | 8%      | 85%       | 2%   |
| 10    | 23%                 | 50%   | 18%  | 8%   | 34%       | 60%       | 4%   | 21%      | 28%       | 48%  | 55%     | 37%       | 5%   | 30%     | 67%       | 0%   |
| 11    | 30%                 | 34%   | 29%  | 7%   | 30%       | 67%       | 0%   | 21%      | 26%       | 50%  | 45%     | 48%       | 5%   | 30%     | 65%       | 2%   |
| 12    | 36%                 | 35%   | 20%  | 9%   | 43%       | 48%       | 5%   | 28%      | 25%       | 43%  | 52%     | 39%       | 6%   | 32%     | 58%       | 6%   |

# Jordan D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

Category: All Students



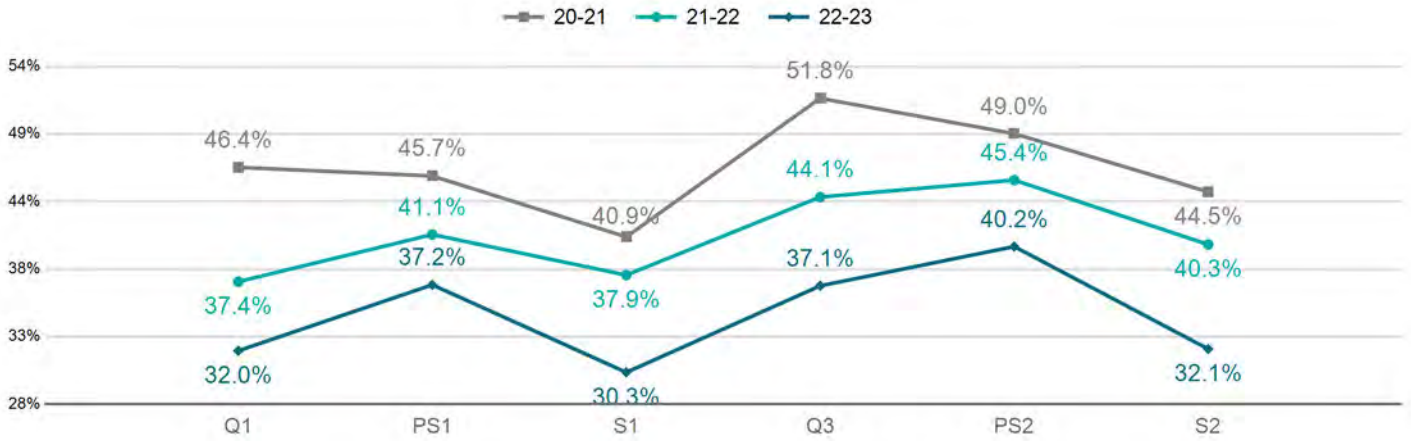
Graphs for subgroups on following pages.

# Jordan D/F Rate - 3 year Comparison

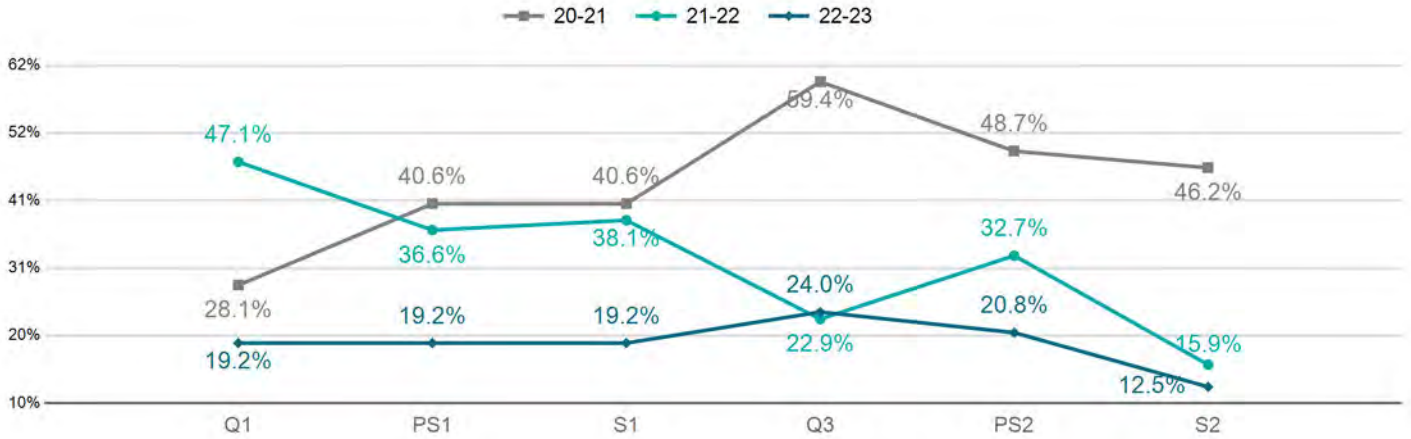
Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

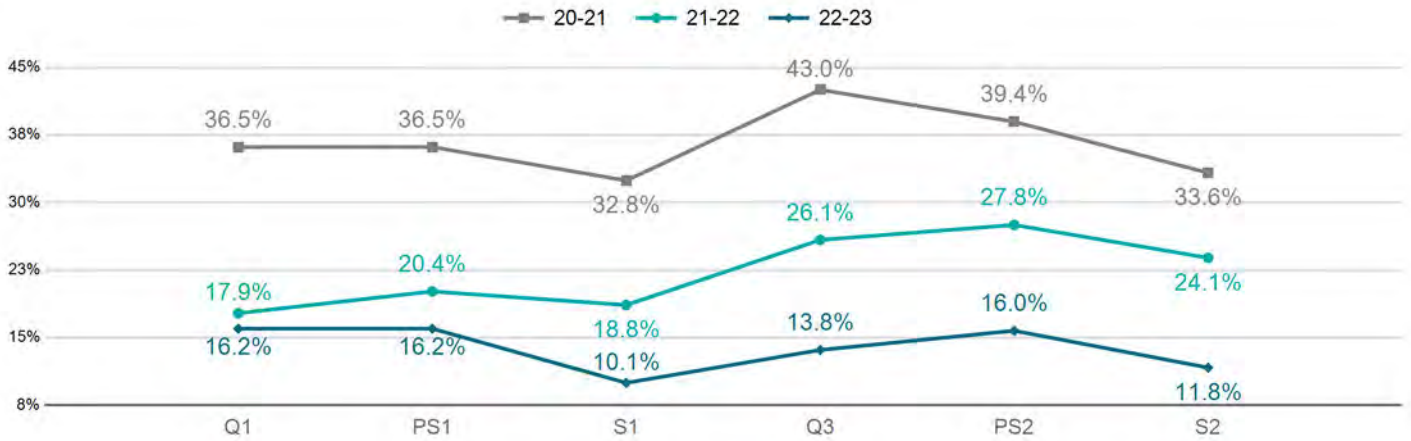
## Category: Ethnicity - Subgroup: African American



## Category: Ethnicity - Subgroup: American Indian



## Category: Ethnicity - Subgroup: Asian

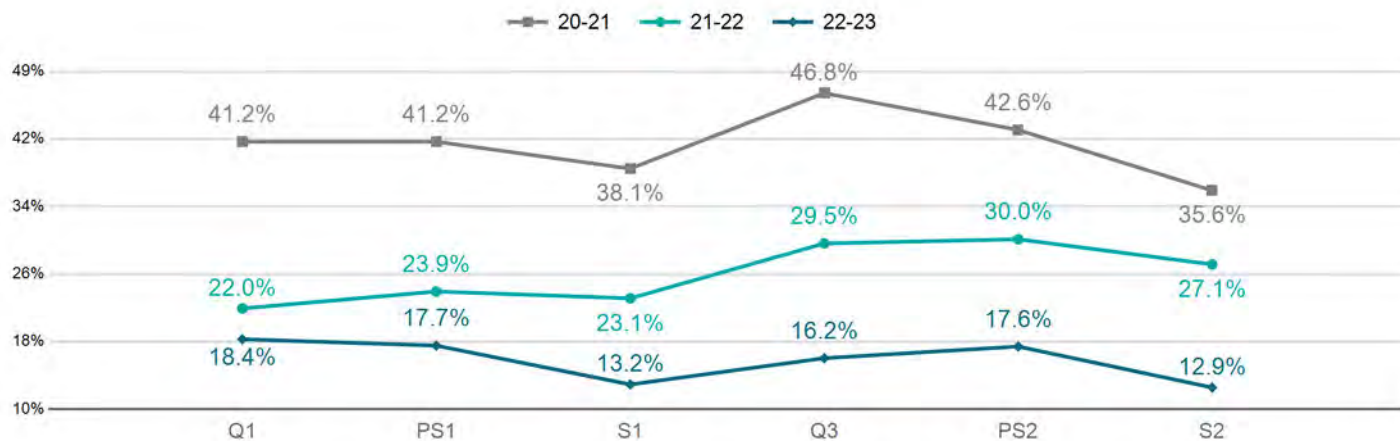


# Jordan D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

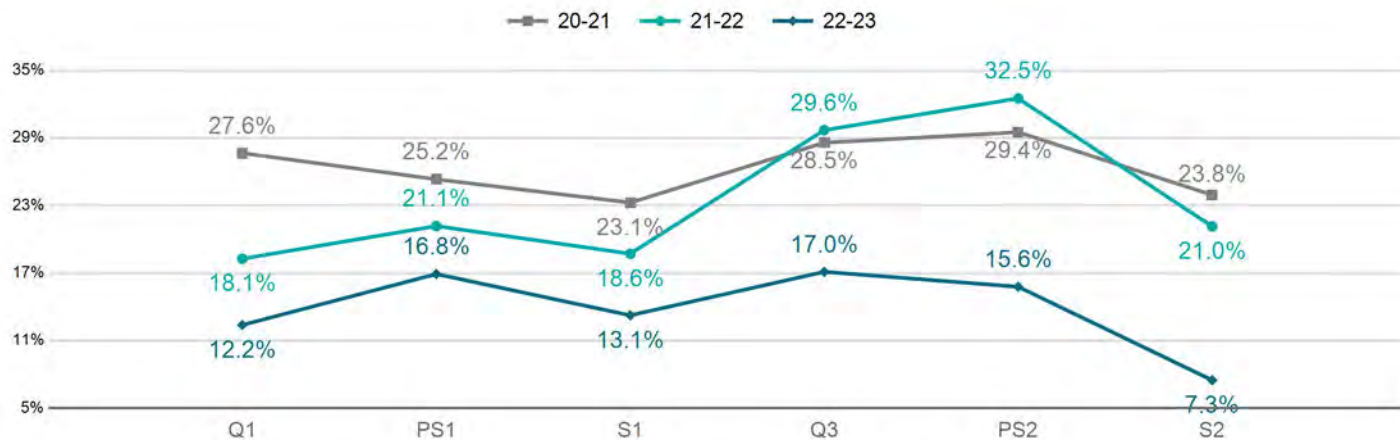
Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

## Category: Ethnicity - Subgroup: Cambodian



Cambodian students are a subset of Asian students, and are also included in the Asian subgroup counts.

## Category: Ethnicity - Subgroup: Filipino

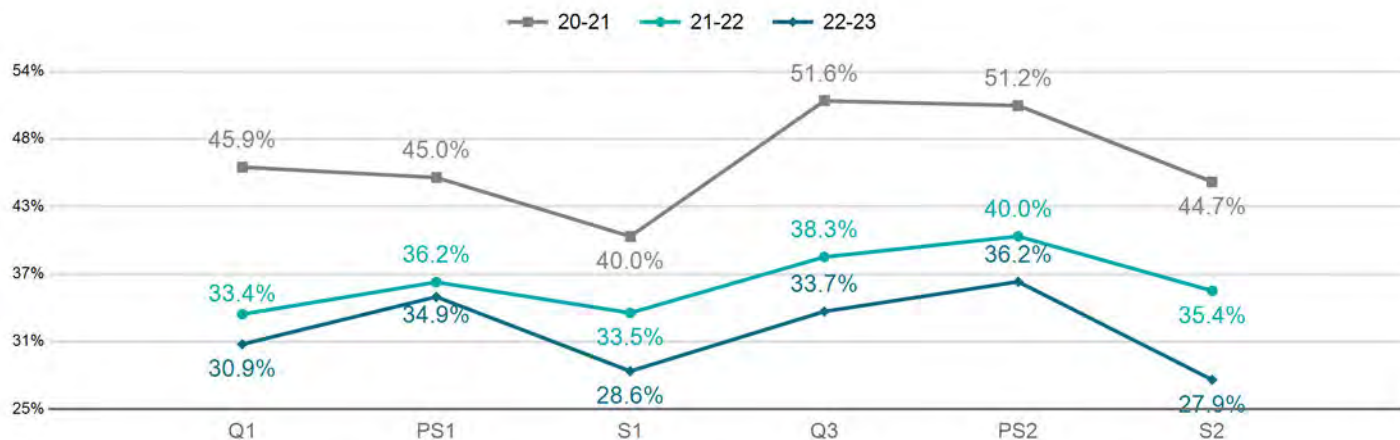


## Category: Ethnicity - Subgroup: Hispanic

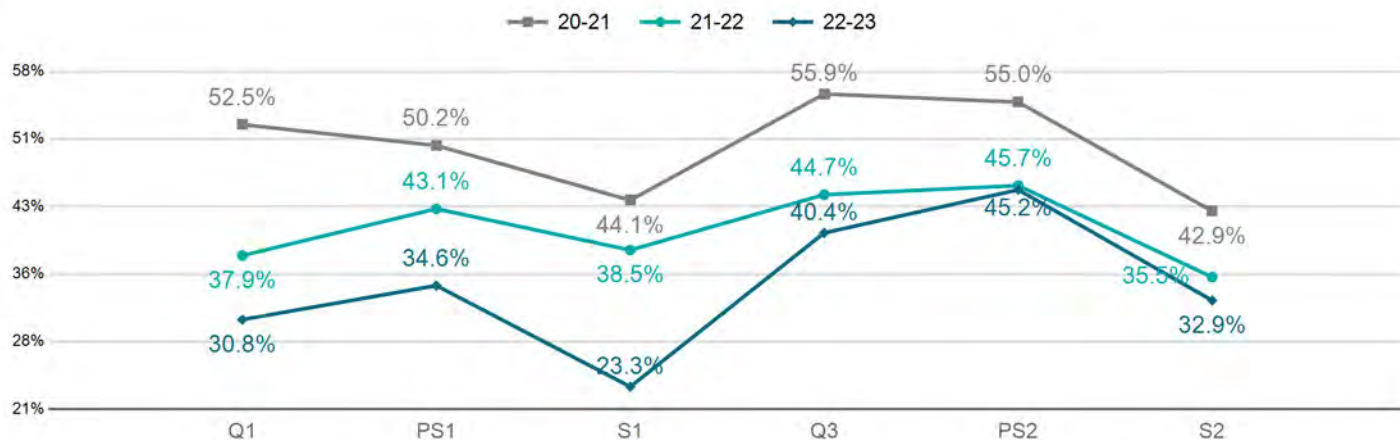
## Jordan D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

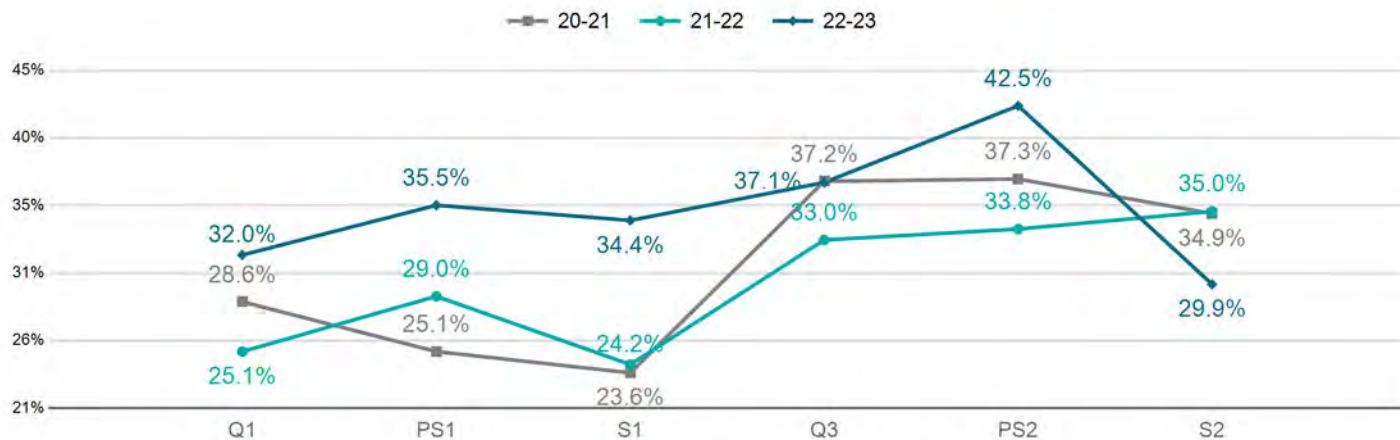
Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial



### Category: Ethnicity - Subgroup: Pacific Islander



### Category: Ethnicity - Subgroup: White

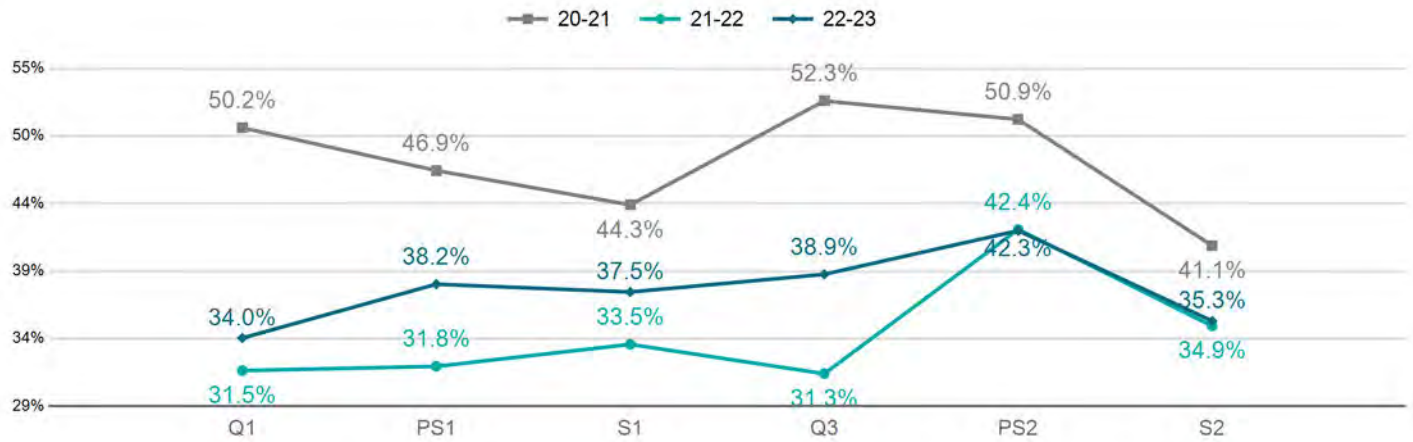


### Category: Ethnicity - Subgroup: Other

## Jordan D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial



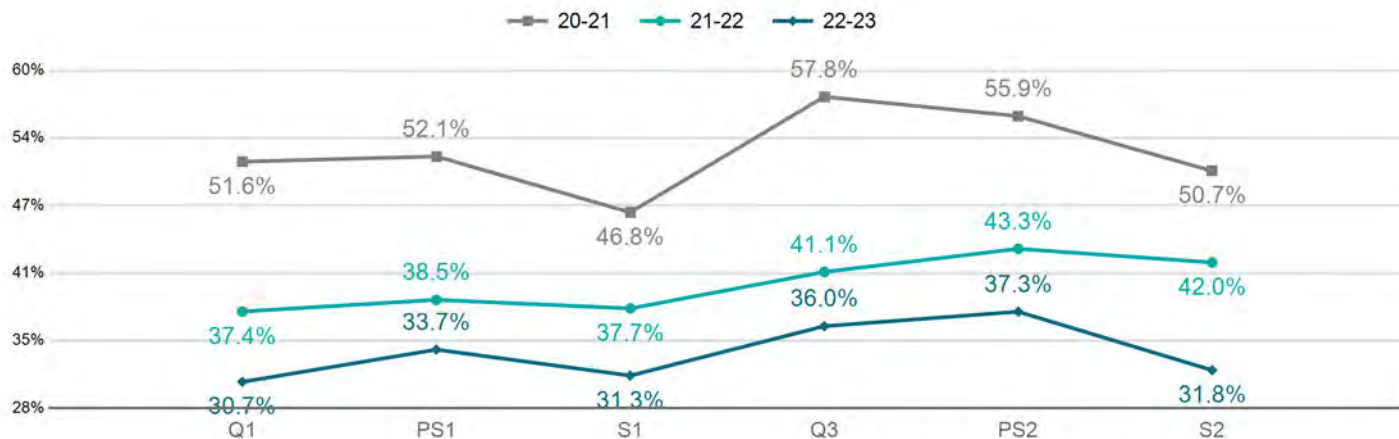


# Jordan D/F Rate - 3 year Comparison

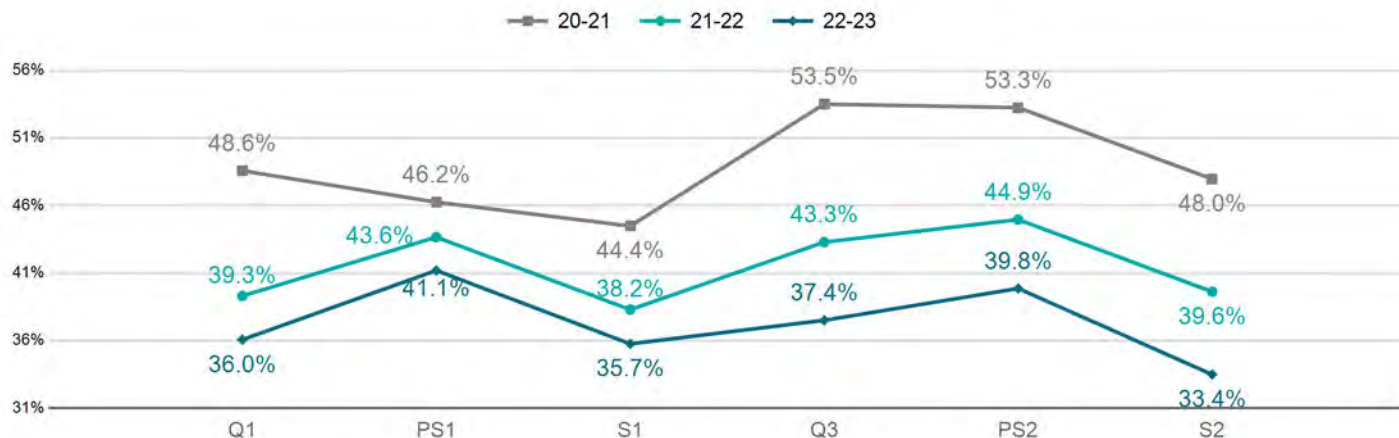
Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

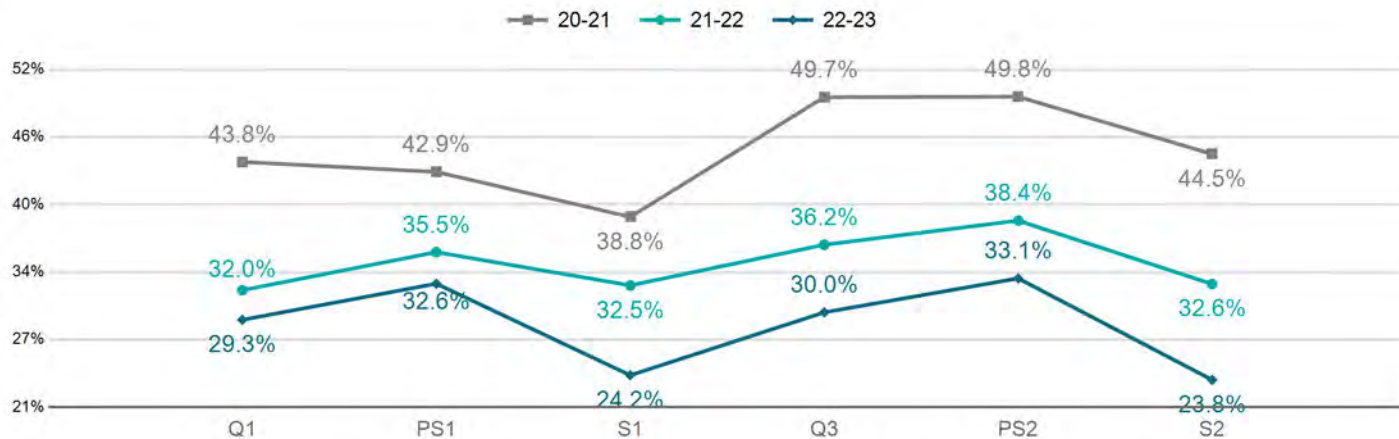
## Category: Grade - Subgroup: Gr. 09



## Category: Grade - Subgroup: Gr. 10



## Category: Grade - Subgroup: Gr. 11

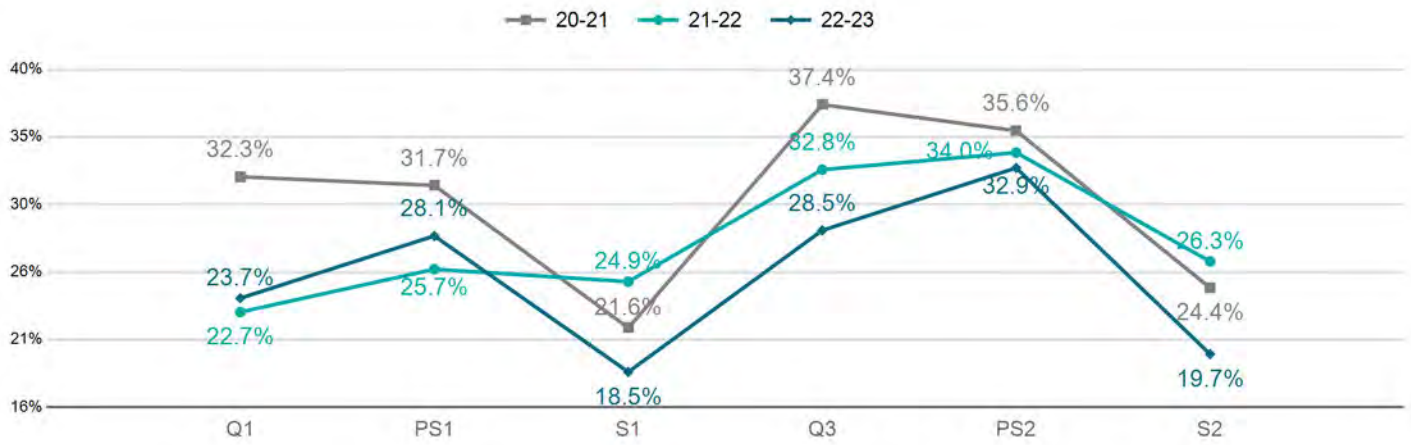


# Jordan D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

## Category: Grade - Subgroup: Gr. 12

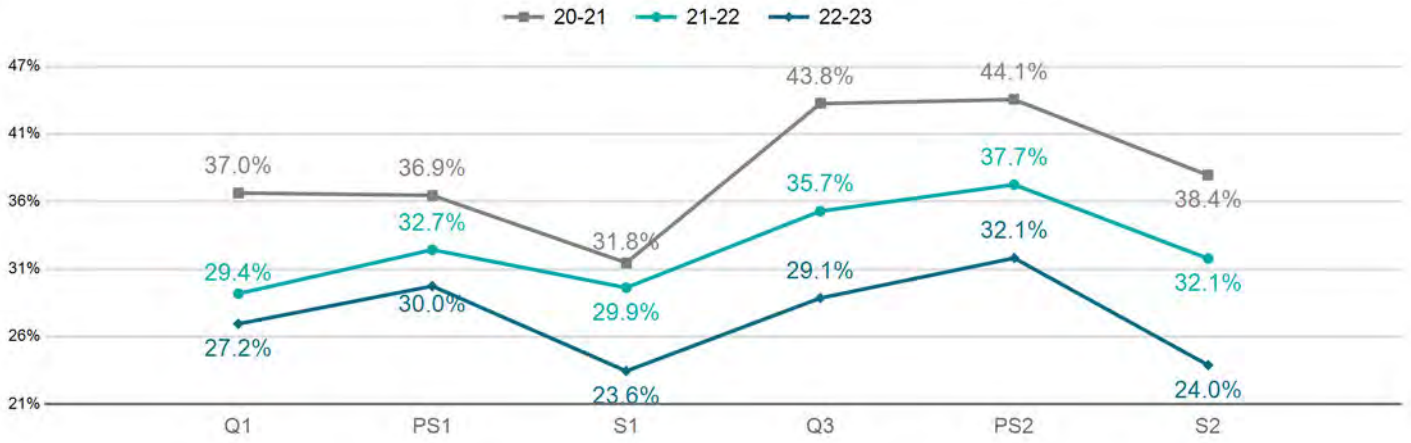


# Jordan D/F Rate - 3 year Comparison

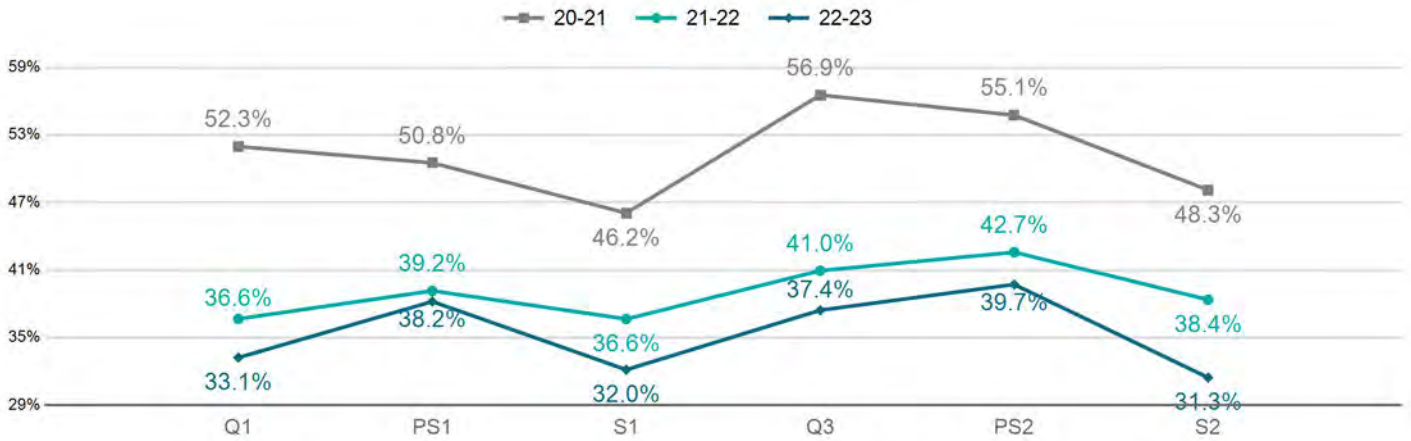
Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

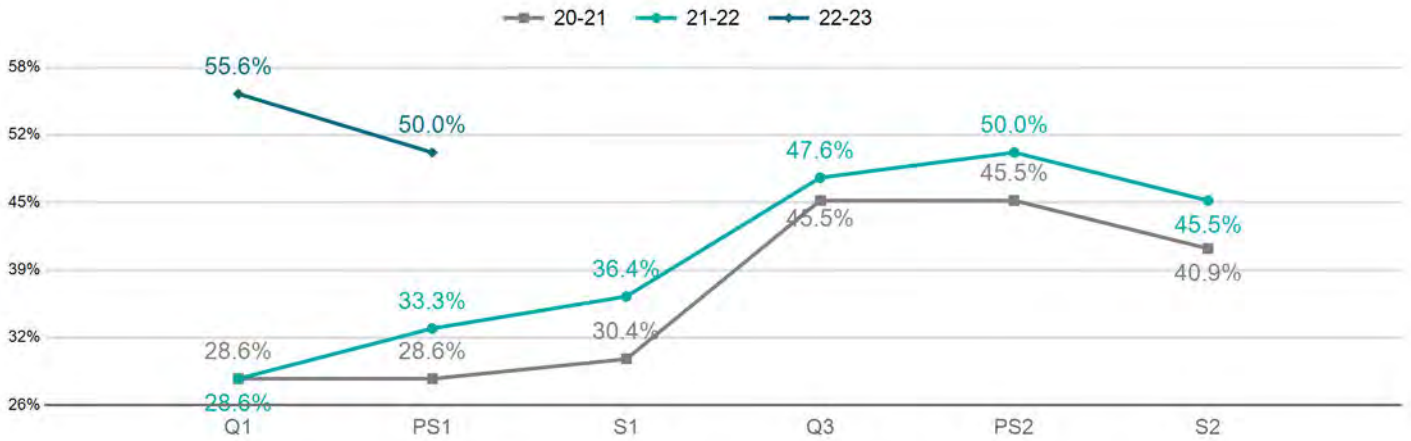
## Category: Gender - Subgroup: Female



## Category: Gender - Subgroup: Male



## Category: Gender - Subgroup: Nonbinary



[Submit Feedback](#)

## Jordan D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

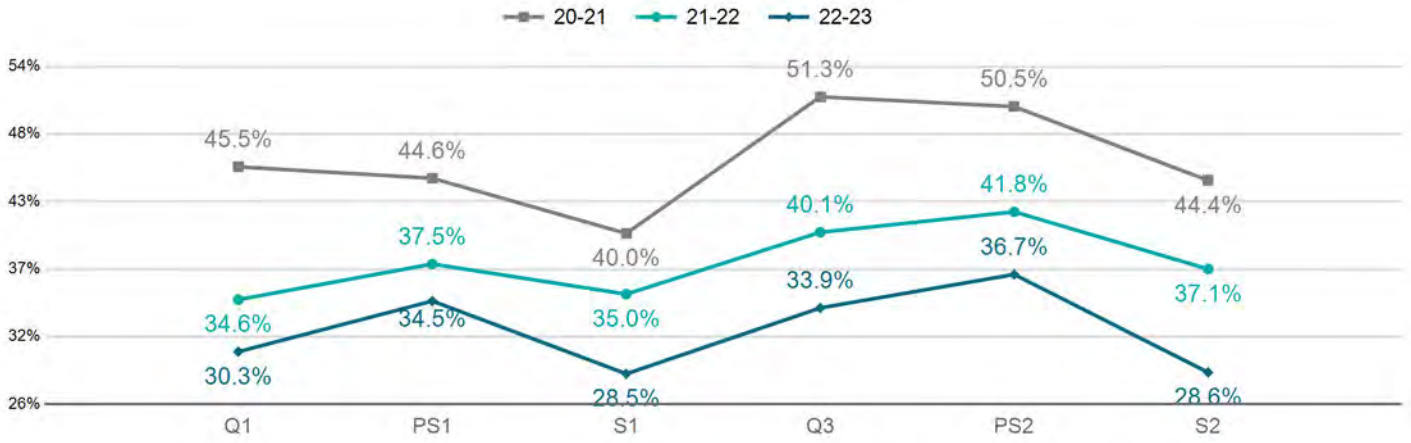
**Included Departments:** Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

# Jordan D/F Rate - 3 year Comparison

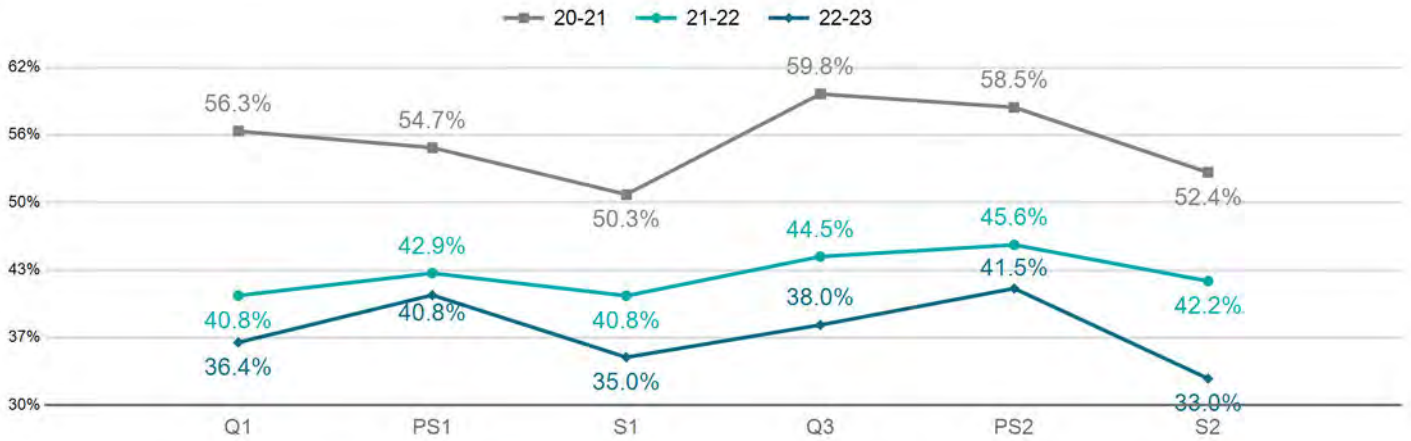
Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

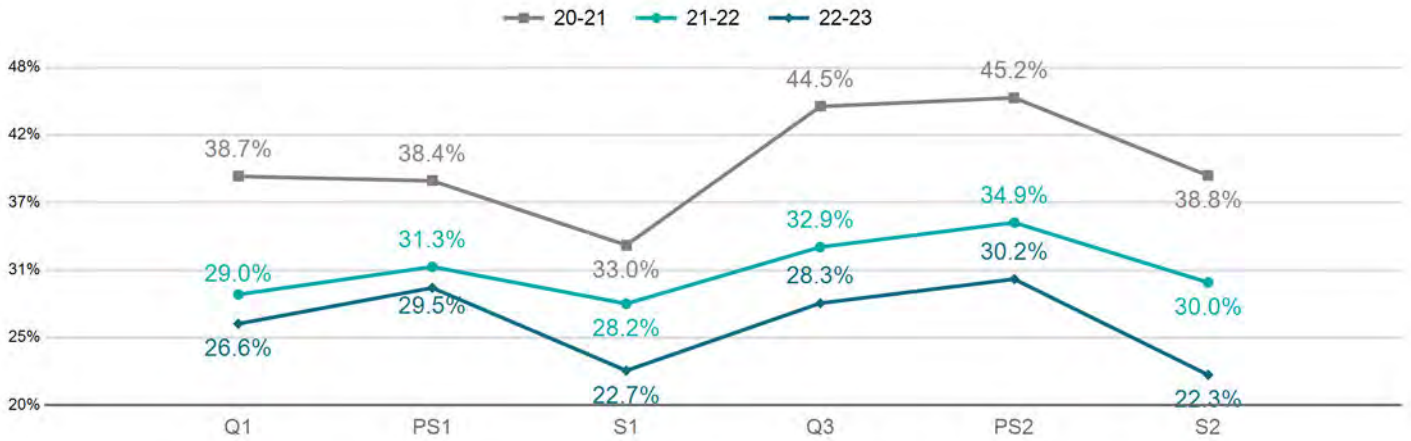
## Category: Special Populations - Subgroup: Low SES



## Category: Special Populations - Subgroup: ELL



## Category: Special Populations - Subgroup: RFEP

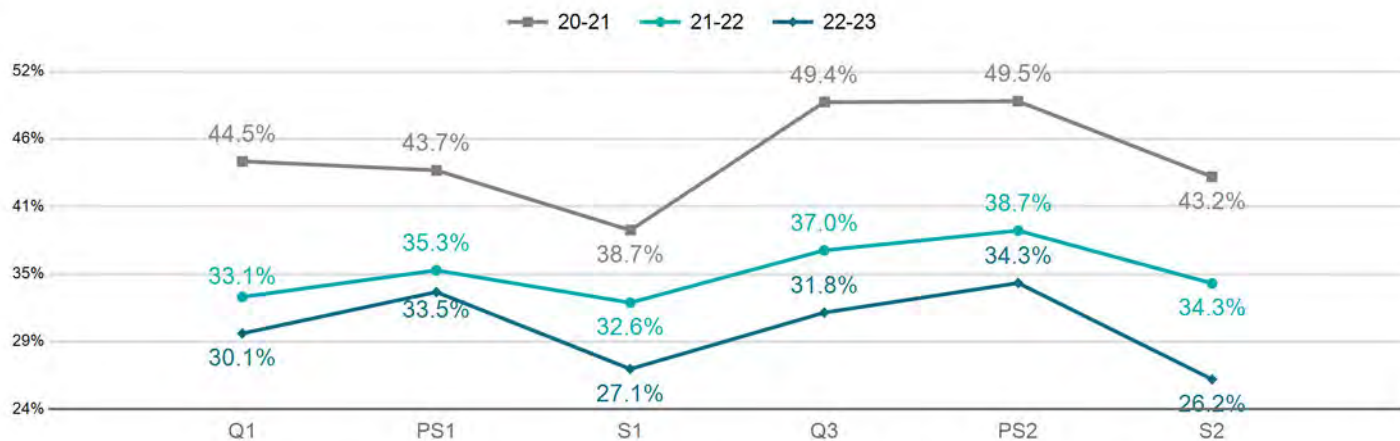


# Jordan D/F Rate - 3 year Comparison

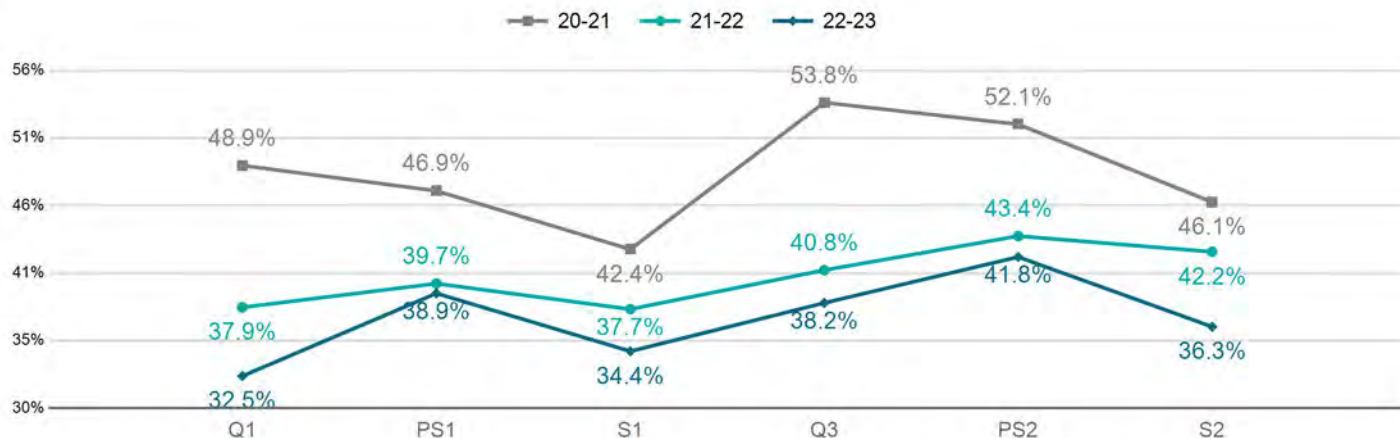
Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

## Category: Special Populations - Subgroup: EL + RFEP



## Category: Special Populations - Subgroup: Special Ed.

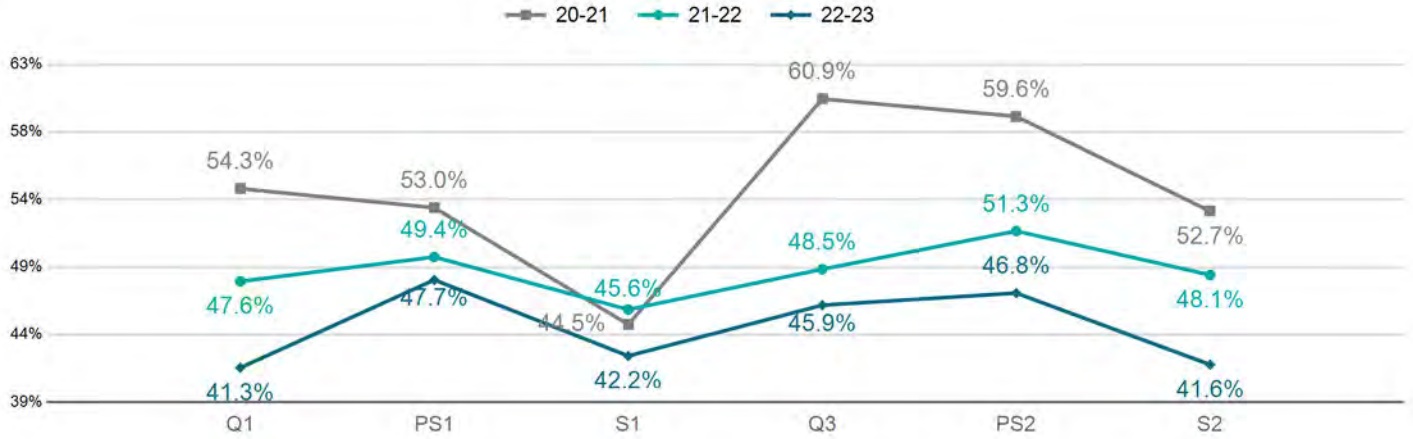


## Category: Special Populations - Subgroup: Spec Ed. Speech/RSP

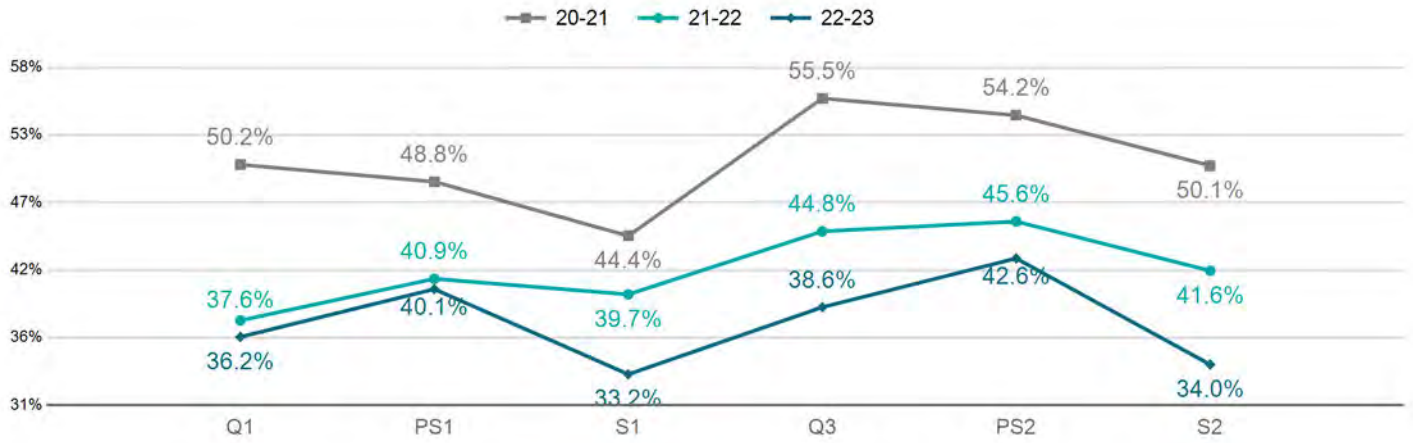
# Jordan D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

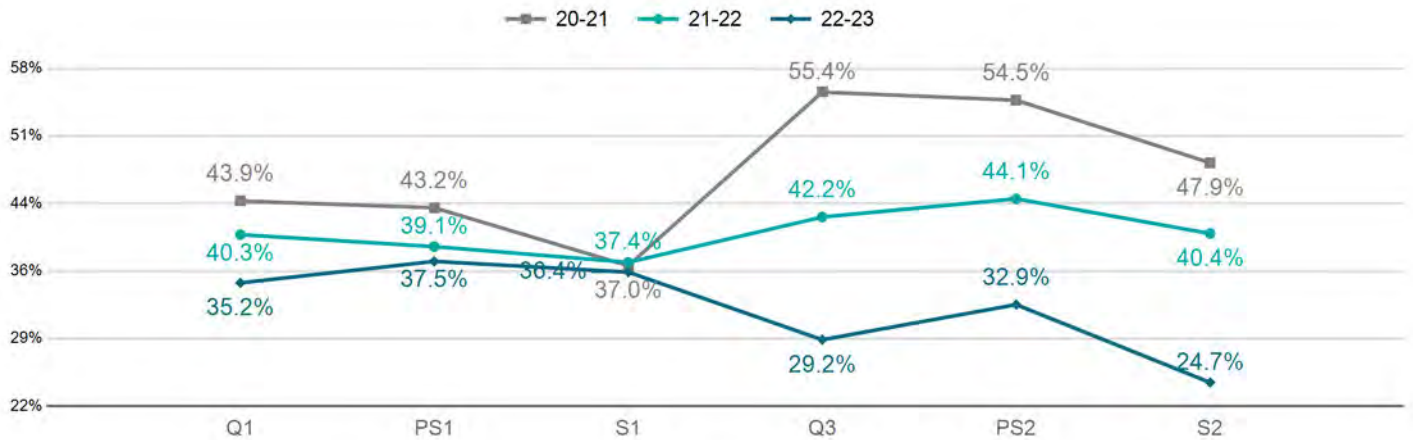
Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial



## Category: Special Populations - Subgroup: Homeless/Foster



## Category: Special Populations - Subgroup: Foster

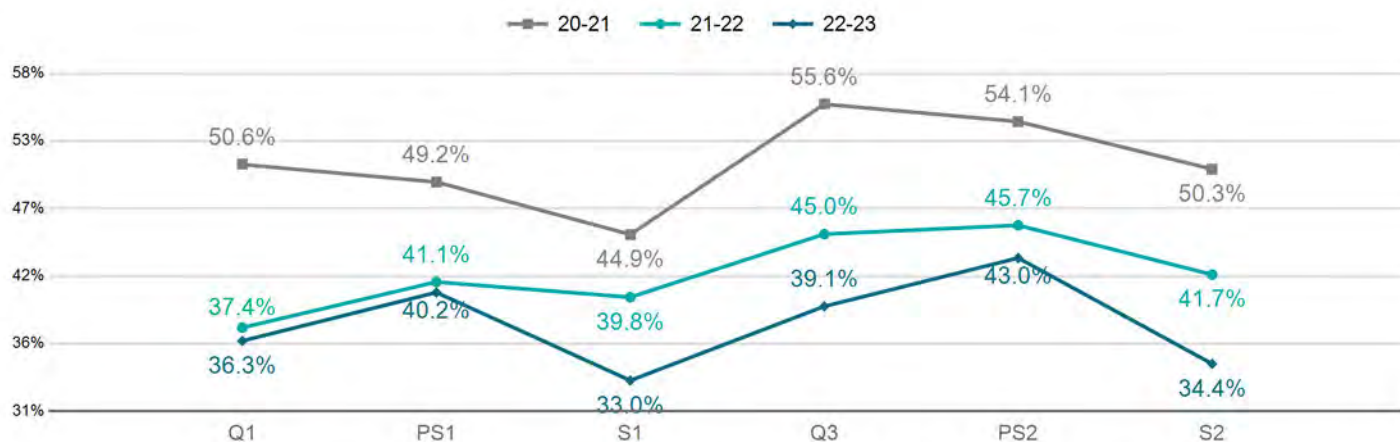


## Category: Special Populations - Subgroup: Homeless

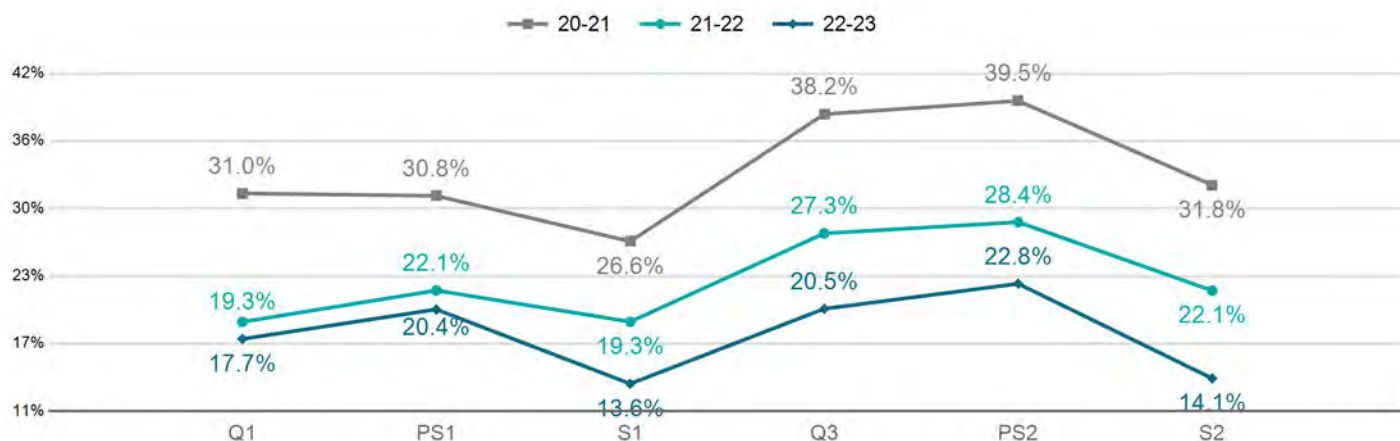
# Jordan D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial



## Category: Special Populations - Subgroup: GATE/Excel



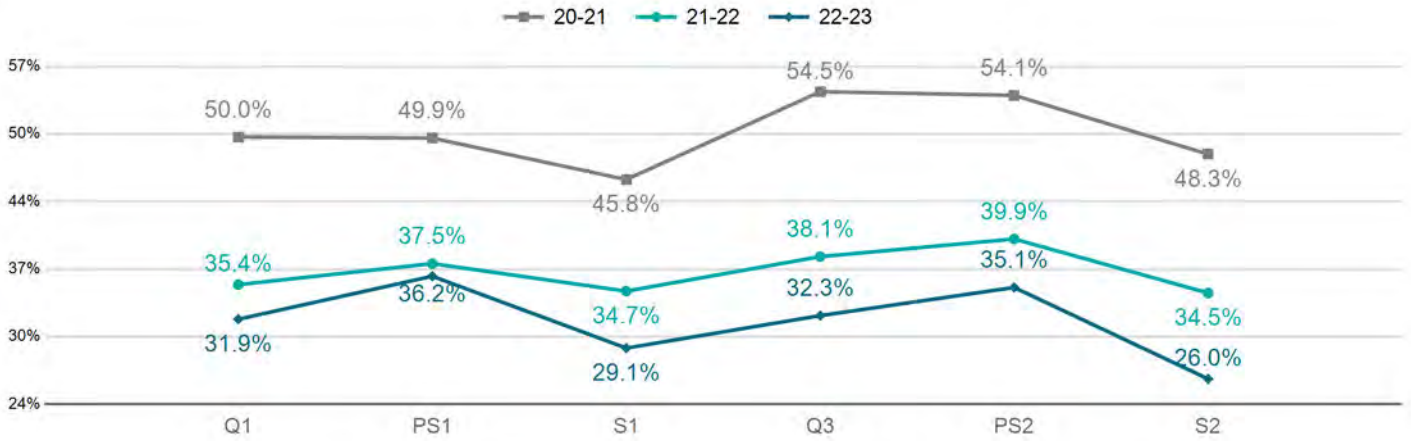


# Jordan D/F Rate - 3 year Comparison

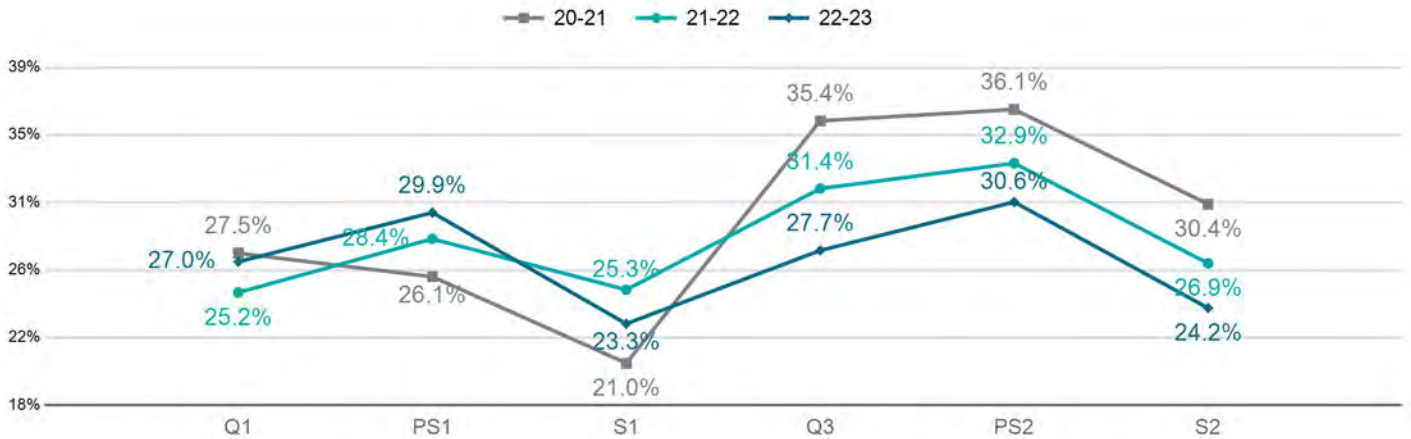
Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

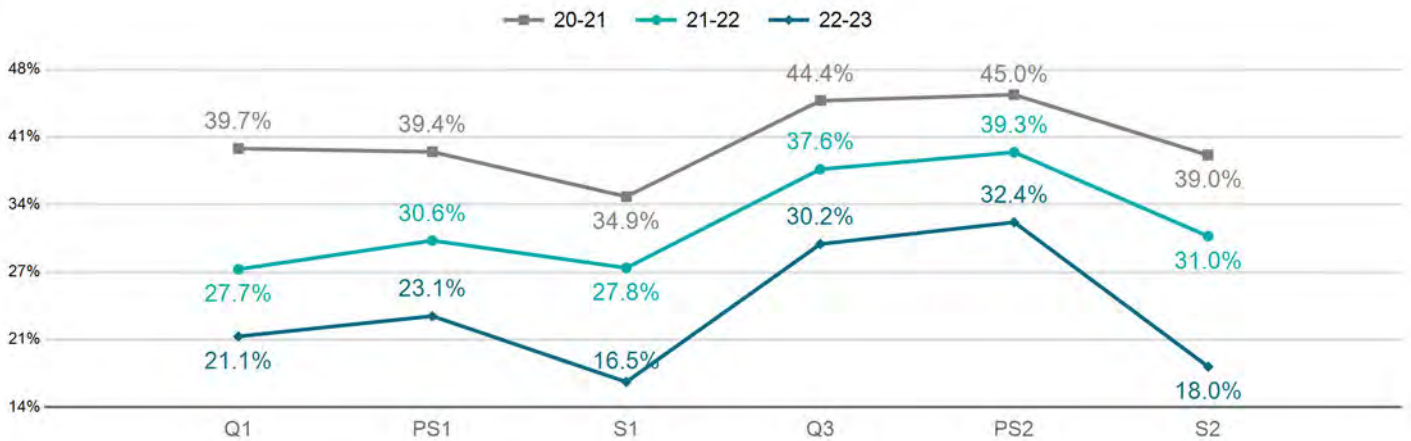
## Category: SLC - Subgroup: Jordan - ACE



## Category: SLC - Subgroup: Jordan - AIMS



## Category: SLC - Subgroup: Jordan - IB

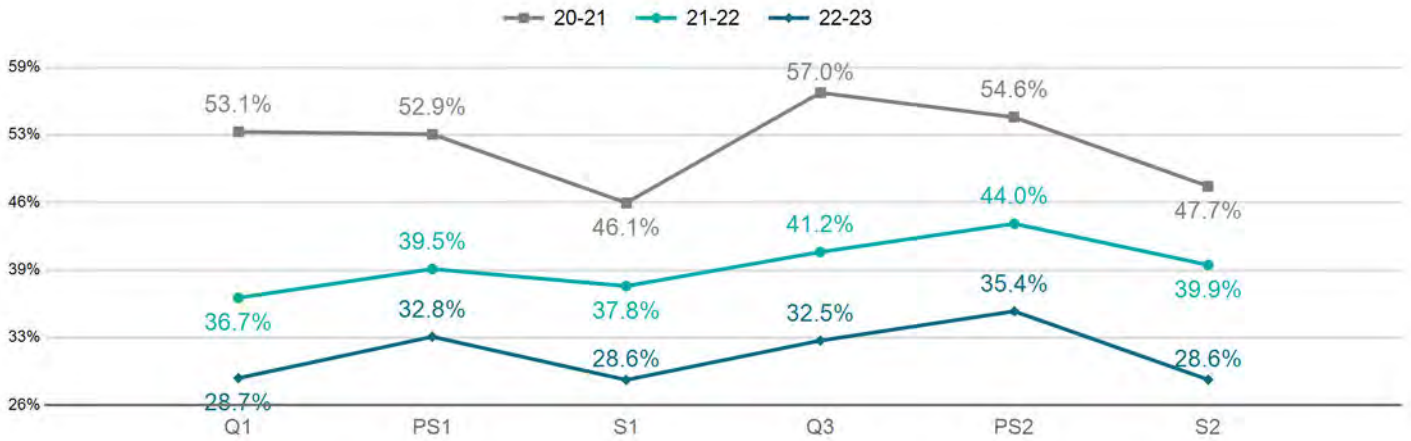


# Jordan D/F Rate - 3 year Comparison

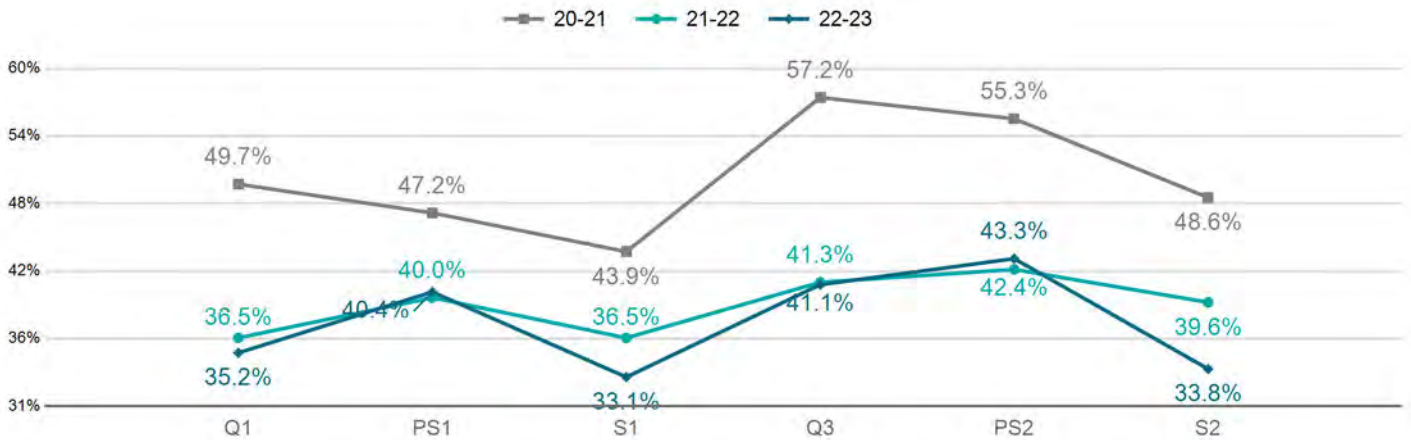
Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

## Category: SLC - Subgroup: Jordan - JMAC



## Category: SLC - Subgroup: Jordan - LEAP



## Grade Distribution - Jordan 2022-2023 S2

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

| Category                   | Count of Marks      |        | Percent by Category |    |    |    |    | D/F Rate |      |
|----------------------------|---------------------|--------|---------------------|----|----|----|----|----------|------|
| <b>All Students</b>        | 14,905              | 14,905 | 15                  | 13 | 20 | 22 | 29 | 27.9%    |      |
| <b>Grade</b>               | Gr. 09              | 4,341  | 19                  | 13 | 18 | 23 | 27 | 31.8%    |      |
|                            | Gr. 10              | 4,130  | 20                  | 13 | 17 | 21 | 26 | 33.4%    |      |
|                            | Gr. 11              | 3,243  | 12                  | 12 | 20 | 21 | 31 | 23.8%    |      |
|                            | Gr. 12              | 3,191  | 7                   | 13 | 25 | 24 | 30 | 19.7%    |      |
| <b>Ethnicity</b>           | African American    | 2,130  | 17                  | 15 | 23 | 23 | 20 | 32.1%    |      |
|                            | American Indian     | 24     | 8                   | 4  | 21 | 25 | 42 | 12.5%    |      |
|                            | Asian               | 525    | 4                   | 8  | 13 | 24 | 50 | 11.8%    |      |
|                            | Cambodian           | 389    | 5                   | 8  | 14 | 24 | 49 | 12.9%    |      |
|                            | Filipino            | 165    |                     | 2  | 5  | 16 | 25 | 51       | 7.3% |
|                            | Hispanic            | 11,287 | 15                  | 13 | 20 | 22 | 29 | 27.9%    |      |
|                            | Pacific Islander    | 331    | 21                  | 12 | 24 | 19 | 23 | 32.9%    |      |
|                            | White               | 174    | 19                  | 11 | 20 | 21 | 28 | 29.9%    |      |
|                            | Other               | 269    | 21                  | 14 | 17 | 17 | 29 | 35.3%    |      |
| <b>Gender</b>              | Female              | 6,947  | 13                  | 11 | 18 | 23 | 33 | 24.0%    |      |
|                            | Male                | 7,945  | 17                  | 14 | 21 | 21 | 24 | 31.3%    |      |
|                            | Nonbinary           | 13     | 38                  | 8  | 38 | 8  | 8  | 46.2%    |      |
| <b>Special Populations</b> | Low SES             | 13,580 | 16                  | 13 | 19 | 22 | 28 | 28.6%    |      |
|                            | ELL                 | 3,169  | 19                  | 14 | 21 | 21 | 24 | 33.0%    |      |
|                            | RFEP                | 5,529  | 11                  | 11 | 18 | 24 | 35 | 22.3%    |      |
|                            | EL + RFEP           | 8,698  | 14                  | 12 | 19 | 23 | 31 | 26.2%    |      |
|                            | Special Ed.         | 1,849  | 22                  | 14 | 17 | 20 | 25 | 36.3%    |      |
|                            | Spec Ed. Speech/RSP | 806    | 26                  | 16 | 18 | 18 | 20 | 41.6%    |      |
|                            | Homeless/Foster     | 1,892  | 21                  | 13 | 21 | 22 | 21 | 34.0%    |      |
|                            | Foster              | 81     | 15                  | 10 | 15 | 31 | 28 | 24.7%    |      |
|                            | Homeless            | 1,811  | 22                  | 13 | 21 | 22 | 21 | 34.4%    |      |
|                            | GATE/Excel          | 1,957  | 6                   | 8  | 17 | 22 | 45 | 14.1%    |      |
| <b>Pathway</b>             | Jordan - ACE        | 3,254  | 14                  | 12 | 19 | 23 | 30 | 26.0%    |      |
|                            | Jordan - AIMS       | 2,855  | 13                  | 11 | 17 | 24 | 35 | 24.2%    |      |
|                            | Jordan - IB         | 820    | 7                   | 11 | 23 | 22 | 36 | 18.0%    |      |
|                            | Jordan - JMAC       | 4,277  | 16                  | 13 | 20 | 23 | 26 | 28.6%    |      |
|                            | Jordan - LEAP       | 3,699  | 19                  | 15 | 21 | 20 | 23 | 33.8%    |      |

The percentages may not equal 100% due to rounding.

## Grade Distribution - Jordan

### 2022-2023 S2

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

| Category                   |                     | A/B/C Rate |
|----------------------------|---------------------|------------|
| <b>All Students</b>        | 14,905              | 72.1%      |
| <b>Grade</b>               | Gr. 09              | 68.2%      |
|                            | Gr. 10              | 66.6%      |
|                            | Gr. 11              | 76.2%      |
|                            | Gr. 12              | 80.3%      |
| <b>Ethnicity</b>           | African American    | 67.9%      |
|                            | American Indian     | 87.5%      |
|                            | Asian               | 88.2%      |
|                            | Cambodian           | 87.1%      |
|                            | Filipino            | 92.7%      |
|                            | Hispanic            | 72.1%      |
|                            | Pacific Islander    | 67.1%      |
|                            | White               | 70.1%      |
| <b>Gender</b>              | Other               | 64.7%      |
|                            | Female              | 76.0%      |
|                            | Male                | 68.7%      |
| <b>Special Populations</b> | Nonbinary           | 53.8%      |
|                            | Low SES             | 71.4%      |
|                            | ELL                 | 67.0%      |
|                            | RFEP                | 77.7%      |
|                            | EL + RFEP           | 73.8%      |
|                            | Special Ed.         | 63.7%      |
|                            | Spec Ed. Speech/RSP | 58.4%      |
|                            | Homeless/Foster     | 66.0%      |
|                            | Foster              | 75.3%      |
|                            | Homeless            | 65.6%      |
| <b>Pathway</b>             | GATE/Excel          | 85.9%      |
|                            | Jordan - ACE        | 74.0%      |
|                            | Jordan - AIMS       | 75.8%      |
|                            | Jordan - IB         | 82.0%      |
|                            | Jordan - JMAC       | 71.4%      |
| Jordan - LEAP              | 66.2%               |            |

The percentages may not equal 100% due to rounding.

Report Name: Grades - Grade\_Distribution\_Summary - ARC Report GRD03-BAND

Run date: 12/4/2023

## Grade Distribution - Jordan 2022-2023 PS2

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

| Category                   |                     | Count of Marks | Percent by Category |    |    |    |    | D/F Rate |       |
|----------------------------|---------------------|----------------|---------------------|----|----|----|----|----------|-------|
| <b>All Students</b>        |                     | 14,735         | 14,735              | 22 | 14 | 19 | 20 | 24       | 36.2% |
| <b>Grade</b>               | Gr. 09              | 4,324          | 4,324               | 23 | 15 | 18 | 21 | 24       | 37.3% |
|                            | Gr. 10              | 4,102          | 4,102               | 26 | 14 | 19 | 20 | 21       | 39.8% |
|                            | Gr. 11              | 3,192          | 3,192               | 20 | 13 | 19 | 21 | 26       | 33.1% |
|                            | Gr. 12              | 3,117          | 3,117               | 17 | 16 | 21 | 18 | 27       | 32.9% |
| <b>Ethnicity</b>           | African American    | 2,104          | 2,104               | 24 | 17 | 23 | 20 | 16       | 40.2% |
|                            | American Indian     | 24             | 24                  | 13 | 8  | 17 | 42 | 21       | 20.8% |
|                            | Asian               | 514            | 514                 | 6  | 10 | 13 | 24 | 46       | 16.0% |
|                            | Cambodian           | 381            | 381                 | 8  | 10 | 14 | 21 | 47       | 17.6% |
|                            | Filipino            | 160            | 160                 | 8  | 8  | 14 | 23 | 47       | 15.6% |
|                            | Hispanic            | 11,162         | 11,162              | 22 | 14 | 18 | 20 | 24       | 36.2% |
|                            | Pacific Islander    | 325            | 325                 | 27 | 18 | 18 | 19 | 18       | 45.2% |
|                            | White               | 174            | 174                 | 28 | 15 | 20 | 14 | 24       | 42.5% |
| Other                      | 272                 | 272            | 31                  | 11 | 17 | 14 | 26 | 42.3%    |       |
| <b>Gender</b>              | Female              | 6,905          | 6,905               | 19 | 13 | 18 | 22 | 27       | 32.1% |
|                            | Male                | 7,817          | 7,817               | 24 | 15 | 20 | 18 | 21       | 39.7% |
|                            | Nonbinary           | 13             | 13                  | 38 | 15 | 15 | 8  | 23       | 53.8% |
| <b>Special Populations</b> | Low SES             | 13,414         | 13,414              | 22 | 14 | 18 | 20 | 24       | 36.7% |
|                            | ELL                 | 3,097          | 3,097               | 26 | 16 | 19 | 19 | 20       | 41.5% |
|                            | RFEP                | 5,496          | 5,496               | 17 | 13 | 18 | 22 | 29       | 30.2% |
|                            | EL + RFEP           | 8,593          | 8,593               | 20 | 14 | 18 | 21 | 26       | 34.3% |
|                            | Special Ed.         | 1,752          | 1,752               | 29 | 13 | 17 | 20 | 20       | 41.8% |
|                            | Spec Ed. Speech/RSP | 787            | 787                 | 33 | 13 | 18 | 16 | 18       | 46.8% |
|                            | Homeless/Foster     | 1,874          | 1,874               | 27 | 15 | 20 | 18 | 19       | 42.6% |
|                            | Foster              | 82             | 82                  | 21 | 12 | 15 | 23 | 29       | 32.9% |
|                            | Homeless            | 1,792          | 1,792               | 28 | 15 | 20 | 18 | 18       | 43.0% |
|                            | GATE/Excel          | 1,934          | 1,934               | 12 | 10 | 17 | 22 | 38       | 22.8% |
| <b>Pathway</b>             | Jordan - ACE        | 3,183          | 3,183               | 22 | 13 | 18 | 19 | 27       | 35.1% |
|                            | Jordan - AIMS       | 2,841          | 2,841               | 18 | 13 | 17 | 22 | 30       | 30.6% |
|                            | Jordan - IB         | 803            | 803                 | 18 | 14 | 17 | 22 | 27       | 32.4% |
|                            | Jordan - JMAC       | 4,251          | 4,251               | 22 | 13 | 20 | 21 | 23       | 35.4% |
|                            | Jordan - LEAP       | 3,657          | 3,657               | 25 | 18 | 20 | 18 | 17       | 43.3% |

## Grade Distribution - Jordan

### 2022-2023 PS2

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

| Category                   |                     | A/B/C Rate |
|----------------------------|---------------------|------------|
| <b>All Students</b>        | 14,735              | 63.8%      |
| <b>Grade</b>               | Gr. 09              | 62.7%      |
|                            | Gr. 10              | 60.2%      |
|                            | Gr. 11              | 66.9%      |
|                            | Gr. 12              | 67.1%      |
| <b>Ethnicity</b>           | African American    | 59.8%      |
|                            | American Indian     | 79.2%      |
|                            | Asian               | 84.0%      |
|                            | Cambodian           | 82.4%      |
|                            | Filipino            | 84.4%      |
|                            | Hispanic            | 63.8%      |
|                            | Pacific Islander    | 54.8%      |
|                            | White               | 57.5%      |
| <b>Gender</b>              | Other               | 57.7%      |
|                            | Female              | 67.9%      |
|                            | Male                | 60.3%      |
| <b>Special Populations</b> | Nonbinary           | 46.2%      |
|                            | Low SES             | 63.3%      |
|                            | ELL                 | 58.5%      |
|                            | RFEP                | 69.8%      |
|                            | EL + RFEP           | 65.7%      |
|                            | Special Ed.         | 58.2%      |
|                            | Spec Ed. Speech/RSP | 53.2%      |
|                            | Homeless/Foster     | 57.4%      |
|                            | Foster              | 67.1%      |
|                            | Homeless            | 57.0%      |
| <b>Pathway</b>             | GATE/Excel          | 77.2%      |
|                            | Jordan - ACE        | 64.9%      |
|                            | Jordan - AIMS       | 69.4%      |
|                            | Jordan - IB         | 67.6%      |
|                            | Jordan - JMAC       | 64.6%      |
| Jordan - LEAP              | 56.7%               |            |

The percentages may not equal 100% due to rounding.

Report Name: Grades - Grade\_Distribution\_Summary - ARC Report GRD03-BAND

Run date: 12/4/2023

## Grade Distribution - Jordan 2022-2023 Q3

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

| Category                   | Count of Marks      |        | Percent by Category |    |    |    |       | D/F Rate |
|----------------------------|---------------------|--------|---------------------|----|----|----|-------|----------|
| <b>All Students</b>        | 14,939              | 14,939 | 21                  | 13 | 17 | 20 | 27    | 33.4%    |
| <b>Grade</b>               | Gr. 09              | 4,392  | 23                  | 13 | 16 | 20 | 27    | 36.0%    |
|                            | Gr. 10              | 4,169  | 24                  | 13 | 17 | 21 | 23    | 37.4%    |
|                            | Gr. 11              | 3,207  | 18                  | 12 | 16 | 20 | 30    | 29.7%    |
|                            | Gr. 12              | 3,171  | 15                  | 13 | 18 | 20 | 31    | 28.3%    |
| <b>Ethnicity</b>           | African American    | 2,120  | 22                  | 15 | 21 | 20 | 20    | 36.8%    |
|                            | American Indian     | 25     | 12                  | 12 | 8  | 32 | 36    | 24.0%    |
|                            | Asian               | 522    | 7                   | 7  | 12 | 25 | 48    | 13.8%    |
|                            | Cambodian           | 388    | 9                   | 7  | 10 | 27 | 46    | 16.2%    |
|                            | Filipino            | 171    | 9                   | 8  | 15 | 25 | 42    | 17.0%    |
|                            | Hispanic            | 11,339 | 21                  | 12 | 16 | 20 | 28    | 33.6%    |
|                            | Pacific Islander    | 319    | 25                  | 15 | 16 | 18 | 23    | 40.1%    |
|                            | White               | 186    | 28                  | 9  | 17 | 16 | 28    | 36.6%    |
| Other                      | 257                 | 28     | 11                  | 12 | 22 | 26 | 38.9% |          |
| <b>Gender</b>              | Female              | 6,987  | 18                  | 11 | 16 | 22 | 31    | 29.0%    |
|                            | Male                | 7,939  | 24                  | 14 | 17 | 19 | 25    | 37.2%    |
|                            | Nonbinary           | 13     | 31                  |    | 15 | 15 | 38    | 30.8%    |
| <b>Special Populations</b> | Low SES             | 13,607 | 21                  | 13 | 17 | 20 | 27    | 33.8%    |
|                            | ELL                 | 3,177  | 26                  | 12 | 17 | 19 | 23    | 37.9%    |
|                            | RFEP                | 5,561  | 17                  | 12 | 16 | 21 | 32    | 28.2%    |
|                            | EL + RFEP           | 8,738  | 20                  | 12 | 16 | 21 | 29    | 31.7%    |
|                            | Special Ed.         | 1,830  | 25                  | 13 | 14 | 19 | 26    | 38.1%    |
|                            | Spec Ed. Speech/RSP | 789    | 30                  | 15 | 15 | 17 | 20    | 45.6%    |
|                            | Homeless/Foster     | 1,921  | 26                  | 13 | 18 | 20 | 21    | 38.6%    |
|                            | Foster              | 89     | 21                  | 7  | 13 | 27 | 29    | 28.1%    |
|                            | Homeless            | 1,832  | 26                  | 13 | 19 | 20 | 21    | 39.1%    |
|                            | GATE/Excel          | 1,950  | 11                  | 10 | 14 | 21 | 42    | 20.4%    |
| <b>Pathway</b>             | Jordan - ACE        | 3,235  | 21                  | 11 | 17 | 20 | 28    | 32.1%    |
|                            | Jordan - AIMS       | 2,895  | 17                  | 10 | 16 | 22 | 33    | 27.6%    |
|                            | Jordan - IB         | 811    | 18                  | 12 | 16 | 22 | 30    | 30.2%    |
|                            | Jordan - JMAC       | 4,280  | 21                  | 11 | 16 | 20 | 29    | 32.3%    |
|                            | Jordan - LEAP       | 3,718  | 24                  | 17 | 18 | 18 | 21    | 40.9%    |

The percentages may not equal 100% due to rounding.

## Grade Distribution - Jordan

### 2022-2023 Q3

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

| Category                   |                     | A/B/C Rate |
|----------------------------|---------------------|------------|
| <b>All Students</b>        | 14,939              | 66.6%      |
| <b>Grade</b>               | Gr. 09              | 64.0%      |
|                            | Gr. 10              | 62.6%      |
|                            | Gr. 11              | 70.3%      |
|                            | Gr. 12              | 71.7%      |
| <b>Ethnicity</b>           | African American    | 63.2%      |
|                            | American Indian     | 76.0%      |
|                            | Asian               | 86.2%      |
|                            | Cambodian           | 83.8%      |
|                            | Filipino            | 83.0%      |
|                            | Hispanic            | 66.4%      |
|                            | Pacific Islander    | 59.9%      |
|                            | White               | 63.4%      |
| <b>Gender</b>              | Other               | 61.1%      |
|                            | Female              | 71.0%      |
|                            | Male                | 62.8%      |
| <b>Special Populations</b> | Nonbinary           | 69.2%      |
|                            | Low SES             | 66.2%      |
|                            | ELL                 | 62.1%      |
|                            | RFEP                | 71.8%      |
|                            | EL + RFEP           | 68.3%      |
|                            | Special Ed.         | 61.9%      |
|                            | Spec Ed. Speech/RSP | 54.4%      |
|                            | Homeless/Foster     | 61.4%      |
|                            | Foster              | 71.9%      |
|                            | Homeless            | 60.9%      |
| <b>Pathway</b>             | GATE/Excel          | 79.6%      |
|                            | Jordan - ACE        | 67.9%      |
|                            | Jordan - AIMS       | 72.4%      |
|                            | Jordan - IB         | 69.8%      |
|                            | Jordan - JMAC       | 67.7%      |
| Jordan - LEAP              | 59.1%               |            |

The percentages may not equal 100% due to rounding.

Report Name: Grades - Grade\_Distribution\_Summary - ARC Report GRD03-BAND

Run date: 12/4/2023



## Grade Distribution - Jordan

### 2022-2023 S1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

| Category                   | Count of Marks      |        | Percent by Category |    |    |    |       | D/F Rate |
|----------------------------|---------------------|--------|---------------------|----|----|----|-------|----------|
| <b>All Students</b>        | 15,329              | 15,329 | 14                  | 14 | 21 | 23 | 27    | 28.1%    |
| <b>Grade</b>               | Gr. 09              | 4,371  | 16                  | 16 | 20 | 22 | 26    | 31.3%    |
|                            | Gr. 10              | 4,225  | 20                  | 15 | 20 | 21 | 23    | 35.7%    |
|                            | Gr. 11              | 3,248  | 13                  | 12 | 21 | 24 | 30    | 24.2%    |
|                            | Gr. 12              | 3,485  | 7                   | 11 | 22 | 25 | 32    | 18.5%    |
| <b>Ethnicity</b>           | African American    | 2,243  | 16                  | 15 | 24 | 23 | 22    | 30.3%    |
|                            | American Indian     | 26     | 12                  | 8  | 12 | 23 | 46    | 19.2%    |
|                            | Asian               | 554    | 6                   | 4  | 14 | 28 | 48    | 10.1%    |
|                            | Cambodian           | 409    | 8                   | 5  | 13 | 27 | 46    | 13.2%    |
|                            | Filipino            | 176    | 6                   | 7  | 16 | 31 | 39    | 13.1%    |
|                            | Hispanic            | 11,591 | 15                  | 14 | 20 | 23 | 27    | 28.6%    |
|                            | Pacific Islander    | 300    | 10                  | 14 | 28 | 26 | 22    | 23.3%    |
|                            | White               | 186    | 20                  | 15 | 15 | 23 | 28    | 34.4%    |
|                            | Other               | 253    | 20                  | 17 | 19 | 17 | 25    | 37.5%    |
| <b>Gender</b>              | Female              | 7,171  | 12                  | 12 | 20 | 24 | 32    | 23.6%    |
|                            | Male                | 8,145  | 17                  | 15 | 22 | 22 | 24    | 32.0%    |
|                            | Nonbinary           | 13     | 38                  | 15 | 23 | 23 | 53.8% |          |
| <b>Special Populations</b> | Low SES             | 13,973 | 15                  | 14 | 21 | 23 | 27    | 28.5%    |
|                            | ELL                 | 3,190  | 19                  | 16 | 21 | 22 | 21    | 35.0%    |
|                            | RFEP                | 5,743  | 11                  | 12 | 20 | 23 | 33    | 22.7%    |
|                            | EL + RFEP           | 8,933  | 14                  | 13 | 20 | 23 | 29    | 27.1%    |
|                            | Special Ed.         | 1,789  | 19                  | 16 | 18 | 22 | 24    | 34.4%    |
|                            | Spec Ed. Speech/RSP | 756    | 23                  | 19 | 18 | 16 | 23    | 42.2%    |
|                            | Homeless/Foster     | 1,958  | 19                  | 15 | 23 | 22 | 20    | 33.2%    |
|                            | Foster              | 88     | 24                  | 13 | 10 | 23 | 30    | 36.4%    |
|                            | Homeless            | 1,870  | 18                  | 15 | 24 | 22 | 20    | 33.0%    |
|                            | GATE/Excel          | 2,028  | 7                   | 7  | 16 | 24 | 45    | 13.6%    |
| <b>Pathway</b>             | Jordan - ACE        | 3,349  | 16                  | 13 | 20 | 22 | 28    | 29.1%    |
|                            | Jordan - AIMS       | 2,974  | 11                  | 12 | 19 | 24 | 33    | 23.3%    |
|                            | Jordan - IB         | 895    | 8                   | 8  | 22 | 27 | 32    | 16.5%    |
|                            | Jordan - JMAC       | 4,316  | 15                  | 14 | 21 | 23 | 27    | 28.6%    |
|                            | Jordan - LEAP       | 3,795  | 17                  | 17 | 22 | 22 | 22    | 33.1%    |

The percentages may not equal 100% due to rounding.

## Grade Distribution - Jordan

### 2022-2023 S1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

| Category                   |                     | A/B/C Rate |
|----------------------------|---------------------|------------|
| <b>All Students</b>        | 15,329              | 71.9%      |
| <b>Grade</b>               | Gr. 09              | 68.7%      |
|                            | Gr. 10              | 64.3%      |
|                            | Gr. 11              | 75.8%      |
|                            | Gr. 12              | 81.5%      |
| <b>Ethnicity</b>           | African American    | 69.7%      |
|                            | American Indian     | 80.8%      |
|                            | Asian               | 89.9%      |
|                            | Cambodian           | 86.8%      |
|                            | Filipino            | 86.9%      |
|                            | Hispanic            | 71.4%      |
|                            | Pacific Islander    | 76.7%      |
|                            | White               | 65.6%      |
| <b>Gender</b>              | Other               | 62.5%      |
|                            | Female              | 76.4%      |
|                            | Male                | 68.0%      |
| <b>Special Populations</b> | Nonbinary           | 46.2%      |
|                            | Low SES             | 71.5%      |
|                            | ELL                 | 65.0%      |
|                            | RFEP                | 77.3%      |
|                            | EL + RFEP           | 72.9%      |
|                            | Special Ed.         | 65.6%      |
|                            | Spec Ed. Speech/RSP | 57.8%      |
|                            | Homeless/Foster     | 66.8%      |
|                            | Foster              | 63.6%      |
|                            | Homeless            | 67.0%      |
| <b>Pathway</b>             | GATE/Excel          | 86.4%      |
|                            | Jordan - ACE        | 70.9%      |
|                            | Jordan - AIMS       | 76.7%      |
|                            | Jordan - IB         | 83.5%      |
|                            | Jordan - JMAC       | 71.4%      |
| Jordan - LEAP              | 66.9%               |            |

The percentages may not equal 100% due to rounding.

Report Name: Grades - Grade\_Distribution\_Summary - ARC Report GRD03-BAND

Run date: 12/4/2023

## Grade Distribution - Jordan 2022-2023 PS1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

| Category                   |                     | Count of Marks | Percent by Category |    |    |    |    | D/F Rate |
|----------------------------|---------------------|----------------|---------------------|----|----|----|----|----------|
| <b>All Students</b>        |                     | 15,137         | 20                  | 14 | 19 | 21 | 26 | 34.3%    |
| <b>Grade</b>               | Gr. 09              | 4,377          | 19                  | 14 | 20 | 20 | 26 | 33.7%    |
|                            | Gr. 10              | 4,270          | 26                  | 15 | 18 | 19 | 22 | 41.1%    |
|                            | Gr. 11              | 3,200          | 19                  | 14 | 17 | 22 | 28 | 32.6%    |
|                            | Gr. 12              | 3,290          | 14                  | 14 | 20 | 22 | 29 | 28.1%    |
| <b>Ethnicity</b>           | African American    | 2,226          | 21                  | 16 | 21 | 21 | 21 | 37.2%    |
|                            | American Indian     | 26             | 12                  | 8  | 23 | 31 | 27 | 19.2%    |
|                            | Asian               | 550            | 10                  | 7  | 15 | 24 | 44 | 16.2%    |
|                            | Cambodian           | 407            | 11                  | 6  | 17 | 23 | 42 | 17.7%    |
|                            | Filipino            | 173            | 6                   | 10 | 17 | 29 | 36 | 16.8%    |
|                            | Hispanic            | 11,432         | 20                  | 14 | 18 | 21 | 26 | 34.9%    |
|                            | Pacific Islander    | 295            | 18                  | 17 | 24 | 18 | 23 | 34.6%    |
|                            | White               | 186            | 22                  | 14 | 16 | 19 | 29 | 35.5%    |
|                            | Other               | 249            | 24                  | 14 | 20 | 15 | 26 | 38.2%    |
| <b>Gender</b>              | Female              | 7,090          | 17                  | 13 | 18 | 22 | 30 | 30.0%    |
|                            | Male                | 8,027          | 23                  | 16 | 20 | 19 | 23 | 38.2%    |
|                            | Nonbinary           | 20             | 35                  | 15 | 10 | 20 | 20 | 50.0%    |
| <b>Special Populations</b> | Low SES             | 13,834         | 20                  | 14 | 19 | 21 | 26 | 34.5%    |
|                            | ELL                 | 3,115          | 24                  | 16 | 19 | 20 | 20 | 40.8%    |
|                            | RFEP                | 5,681          | 17                  | 13 | 18 | 22 | 31 | 29.5%    |
|                            | EL + RFEP           | 8,796          | 20                  | 14 | 18 | 21 | 27 | 33.5%    |
|                            | Special Ed.         | 1,759          | 23                  | 16 | 17 | 20 | 24 | 38.9%    |
|                            | Spec Ed. Speech/RSP | 744            | 29                  | 19 | 16 | 15 | 21 | 47.7%    |
|                            | Homeless/Foster     | 1,928          | 24                  | 16 | 20 | 19 | 20 | 40.1%    |
|                            | Foster              | 88             | 30                  | 8  | 8  | 24 | 31 | 37.5%    |
|                            | Homeless            | 1,840          | 24                  | 17 | 20 | 19 | 20 | 40.2%    |
|                            | GATE/Excel          | 1,990          | 10                  | 10 | 14 | 24 | 41 | 20.4%    |
| <b>Pathway</b>             | Jordan - ACE        | 3,284          | 24                  | 12 | 18 | 20 | 26 | 36.1%    |
|                            | Jordan - AIMS       | 2,951          | 17                  | 13 | 18 | 21 | 31 | 29.9%    |
|                            | Jordan - IB         | 854            | 12                  | 11 | 20 | 27 | 29 | 23.1%    |
|                            | Jordan - JMAC       | 4,221          | 19                  | 14 | 18 | 21 | 27 | 32.8%    |
|                            | Jordan - LEAP       | 3,827          | 22                  | 18 | 21 | 19 | 20 | 40.4%    |

The percentages may not equal 100% due to rounding.

## Grade Distribution - Jordan

### 2022-2023 PS1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

| Category                   |                     | A/B/C Rate |
|----------------------------|---------------------|------------|
| <b>All Students</b>        | 15,137              | 65.7%      |
| <b>Grade</b>               | Gr. 09              | 66.3%      |
|                            | Gr. 10              | 58.9%      |
|                            | Gr. 11              | 67.4%      |
|                            | Gr. 12              | 71.9%      |
| <b>Ethnicity</b>           | African American    | 62.8%      |
|                            | American Indian     | 80.8%      |
|                            | Asian               | 83.8%      |
|                            | Cambodian           | 82.3%      |
|                            | Filipino            | 83.2%      |
|                            | Hispanic            | 65.1%      |
|                            | Pacific Islander    | 65.4%      |
|                            | White               | 64.5%      |
| <b>Gender</b>              | Other               | 61.8%      |
|                            | Female              | 70.0%      |
|                            | Male                | 61.8%      |
| <b>Special Populations</b> | Nonbinary           | 50.0%      |
|                            | Low SES             | 65.5%      |
|                            | ELL                 | 59.2%      |
|                            | RFEP                | 70.5%      |
|                            | EL + RFEP           | 66.5%      |
|                            | Special Ed.         | 61.1%      |
|                            | Spec Ed. Speech/RSP | 52.3%      |
|                            | Homeless/Foster     | 59.9%      |
|                            | Foster              | 62.5%      |
|                            | Homeless            | 59.8%      |
| <b>Pathway</b>             | GATE/Excel          | 79.6%      |
|                            | Jordan - ACE        | 63.9%      |
|                            | Jordan - AIMS       | 70.1%      |
|                            | Jordan - IB         | 76.9%      |
|                            | Jordan - JMAC       | 67.2%      |
| Jordan - LEAP              | 59.6%               |            |

The percentages may not equal 100% due to rounding.

Report Name: Grades - Grade\_Distribution\_Summary - ARC Report GRD03-BAND

Run date: 12/4/2023

# Grade Distribution - Jordan

## 2022-2023 Q1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

| Category                   |                     | Count of Marks | Percent by Category |    |    |    |    | D/F Rate |       |
|----------------------------|---------------------|----------------|---------------------|----|----|----|----|----------|-------|
| <b>All Students</b>        |                     | 15,280         | 15,280              | 18 | 13 | 17 | 22 | 30       | 30.3% |
| <b>Grade</b>               | Gr. 09              | 4,371          | 4,371               | 17 | 14 | 17 | 22 | 29       | 30.7% |
|                            | Gr. 10              | 4,294          | 4,294               | 24 | 12 | 17 | 21 | 26       | 36.0% |
|                            | Gr. 11              | 3,234          | 3,234               | 16 | 13 | 15 | 21 | 31       | 29.3% |
|                            | Gr. 12              | 3,381          | 3,381               | 13 | 11 | 18 | 21 | 33       | 23.5% |
| <b>Ethnicity</b>           | African American    | 2,271          | 2,271               | 18 | 14 | 19 | 21 | 26       | 32.0% |
|                            | American Indian     | 26             | 26                  | 8  | 12 | 23 | 12 | 46       | 19.2% |
|                            | Asian               | 550            | 550                 | 10 | 6  | 13 | 22 | 48       | 16.0% |
|                            | Cambodian           | 407            | 407                 | 13 | 6  | 13 | 23 | 45       | 18.4% |
|                            | Filipino            | 172            | 172                 | 5  | 8  | 17 | 23 | 47       | 12.2% |
|                            | Hispanic            | 11,515         | 11,515              | 18 | 13 | 17 | 22 | 29       | 30.8% |
|                            | Pacific Islander    | 302            | 302                 | 14 | 17 | 22 | 18 | 28       | 30.8% |
|                            | White               | 194            | 194                 | 22 | 10 | 16 | 21 | 30       | 32.0% |
|                            | Other               | 250            | 250                 | 22 | 12 | 15 | 20 | 29       | 34.0% |
| <b>Gender</b>              | Female              | 7,197          | 7,197               | 15 | 12 | 15 | 23 | 33       | 27.1% |
|                            | Male                | 8,056          | 8,056               | 20 | 13 | 18 | 21 | 26       | 33.1% |
|                            | Nonbinary           | 27             | 27                  | 48 | 7  | 7  | 19 | 19       | 55.6% |
| <b>Special Populations</b> | Low SES             | 13,916         | 13,916              | 18 | 13 | 17 | 22 | 30       | 30.3% |
|                            | ELL                 | 3,161          | 3,161               | 22 | 14 | 18 | 22 | 22       | 36.3% |
|                            | RFEP                | 5,705          | 5,705               | 15 | 12 | 15 | 22 | 35       | 26.5% |
|                            | EL + RFEP           | 8,866          | 8,866               | 18 | 12 | 16 | 22 | 31       | 30.0% |
|                            | Special Ed.         | 1,757          | 1,757               | 19 | 13 | 17 | 23 | 26       | 32.4% |
|                            | Spec Ed. Speech/RSP | 745            | 745                 | 25 | 16 | 17 | 16 | 23       | 41.3% |
|                            | Homeless/Foster     | 1,938          | 1,938               | 22 | 14 | 18 | 21 | 24       | 36.2% |
|                            | Foster              | 88             | 88                  | 28 | 7  | 10 | 18 | 35       | 35.2% |
|                            | Homeless            | 1,850          | 1,850               | 22 | 14 | 18 | 21 | 23       | 36.3% |
|                            | GATE/Excel          | 2,011          | 2,011               | 9  | 9  | 13 | 23 | 45       | 17.6% |
| <b>Pathway</b>             | Jordan - ACE        | 3,296          | 3,296               | 21 | 11 | 17 | 21 | 29       | 31.9% |
|                            | Jordan - AIMS       | 2,919          | 2,919               | 15 | 12 | 16 | 22 | 34       | 26.8% |
|                            | Jordan - IB         | 855            | 855                 | 10 | 11 | 15 | 25 | 35       | 21.1% |
|                            | Jordan - JMAC       | 4,265          | 4,265               | 16 | 12 | 16 | 22 | 31       | 28.7% |
|                            | Jordan - LEAP       | 3,945          | 3,945               | 20 | 15 | 19 | 21 | 24       | 35.2% |

The percentages may not equal 100% due to rounding.

## Grade Distribution - Jordan

### 2022-2023 Q1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

| Category                   |                     | A/B/C Rate |
|----------------------------|---------------------|------------|
| <b>All Students</b>        | 15,280              | 69.7%      |
| <b>Grade</b>               | Gr. 09              | 69.3%      |
|                            | Gr. 10              | 64.0%      |
|                            | Gr. 11              | 70.7%      |
|                            | Gr. 12              | 76.5%      |
| <b>Ethnicity</b>           | African American    | 68.0%      |
|                            | American Indian     | 80.8%      |
|                            | Asian               | 84.0%      |
|                            | Cambodian           | 81.6%      |
|                            | Filipino            | 87.8%      |
|                            | Hispanic            | 69.2%      |
|                            | Pacific Islander    | 69.2%      |
|                            | White               | 68.0%      |
| <b>Gender</b>              | Other               | 66.0%      |
|                            | Female              | 72.9%      |
|                            | Male                | 66.9%      |
| <b>Special Populations</b> | Nonbinary           | 44.4%      |
|                            | Low SES             | 69.7%      |
|                            | ELL                 | 63.7%      |
|                            | RFEP                | 73.5%      |
|                            | EL + RFEP           | 70.0%      |
|                            | Special Ed.         | 67.6%      |
|                            | Spec Ed. Speech/RSP | 58.7%      |
|                            | Homeless/Foster     | 63.8%      |
|                            | Foster              | 64.8%      |
|                            | Homeless            | 63.7%      |
| <b>Pathway</b>             | GATE/Excel          | 82.4%      |
|                            | Jordan - ACE        | 68.1%      |
|                            | Jordan - AIMS       | 73.2%      |
|                            | Jordan - IB         | 78.9%      |
|                            | Jordan - JMAC       | 71.3%      |
| Jordan - LEAP              | 64.8%               |            |

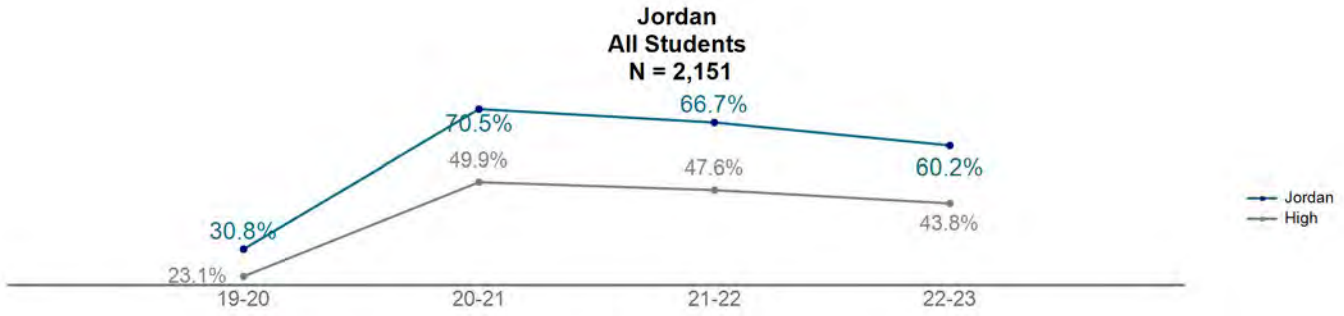
The percentages may not equal 100% due to rounding.

Report Name: Grades - Grade\_Distribution\_Summary - ARC Report GRD03-BAND

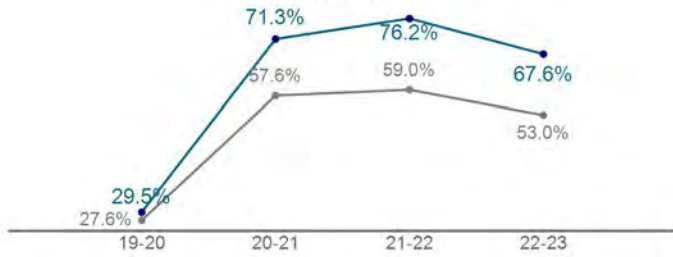
Run date: 12/4/2023

## Semester 2 Students with One or More D/F

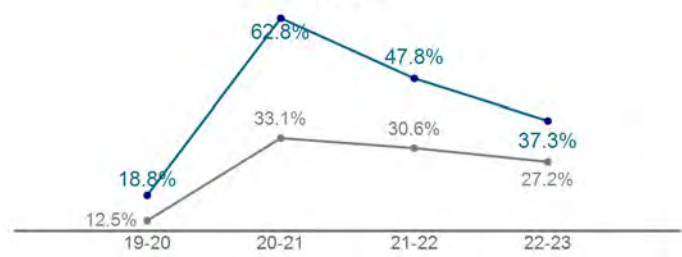
**Jordan  
All Students  
N = 2,151**



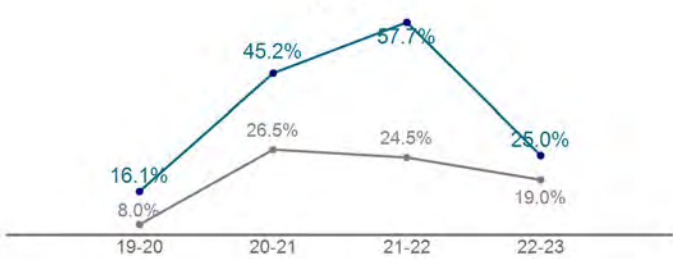
**African American  
N = 309**



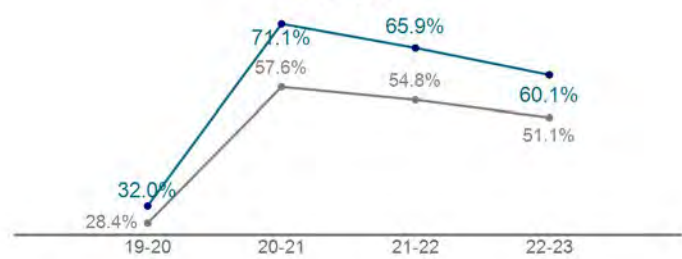
**Asian  
N = 75**



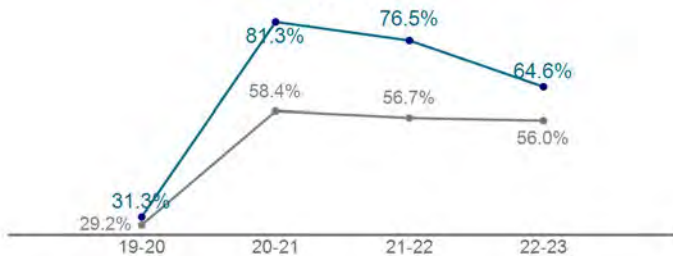
**Filipino  
N = 24**



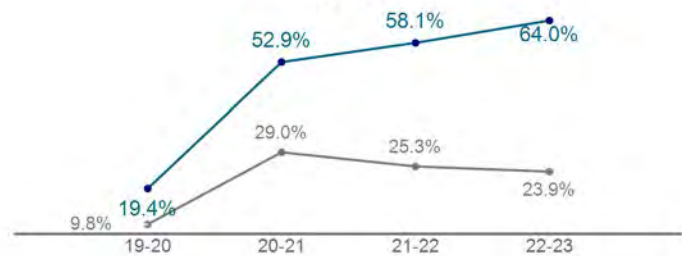
**Hispanic  
N = 1,626**



**Pacific Islander  
N = 48**



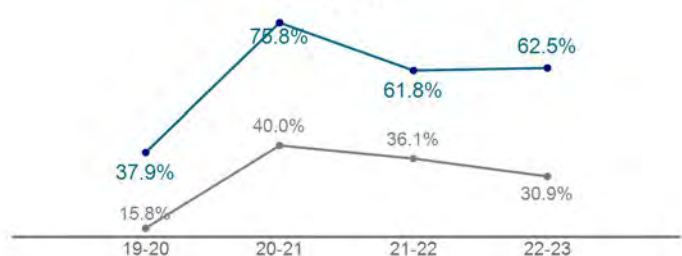
**White  
N = 25**



**Native American**

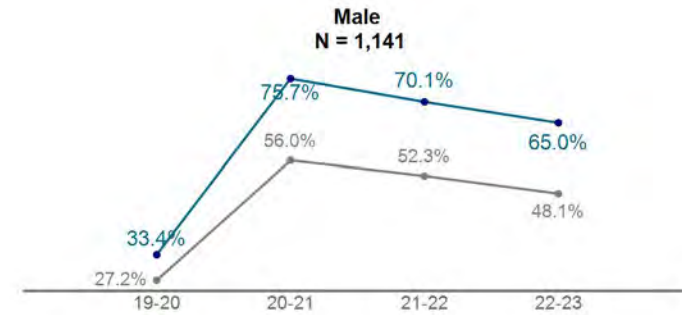
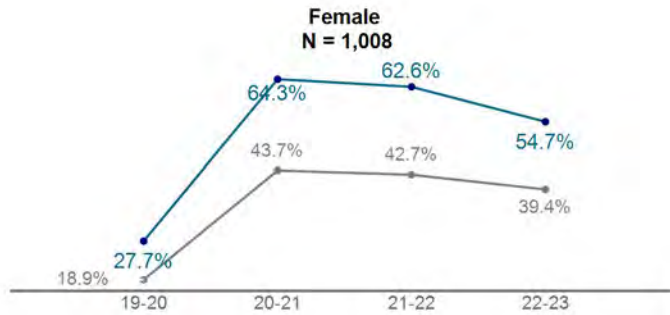
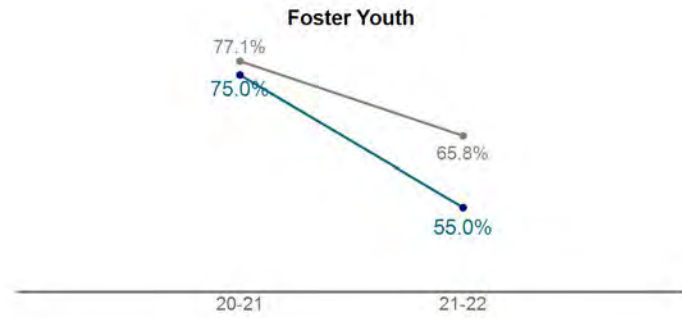
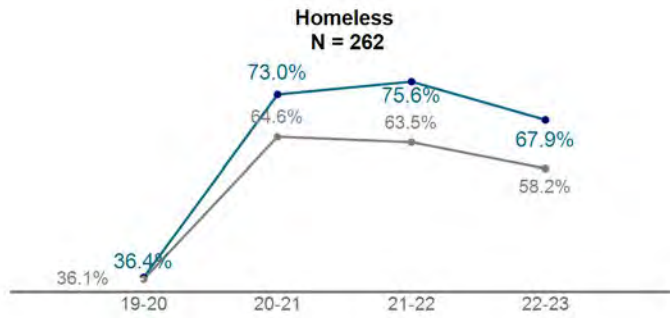
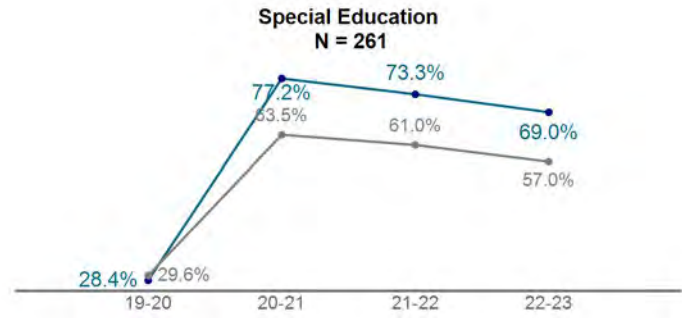
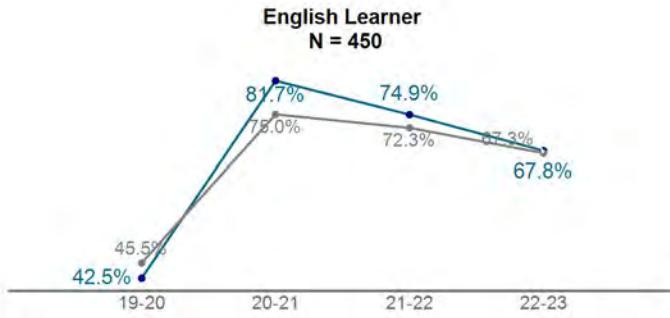
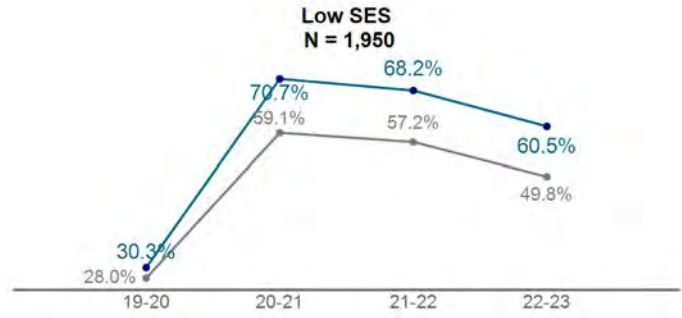
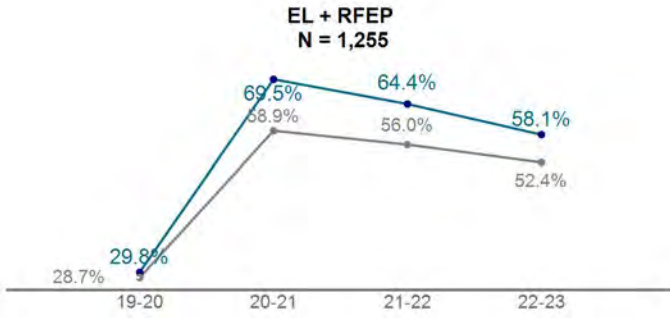
Subgroup with fewer than 20 total grades.

**Other  
N = 40**



N's are from the current year. Grading in semester 2 of the 19-20 school year was Pass/Fail, due to the COVID-19 emergency closure.  
Dashed line represents data for current year still in progress.  
Subgroups with fewer than 20 students are not included

## Semester 2 Students with One or More D/F



N's are from the current year. Grading in semester 2 of the 19-20 school year was Pass/Fail, due to the COVID-19 emergency closure.  
Dashed line represents data for current year still in progress.  
Subgroups with fewer than 20 students are not included



# Grade Distribution - Jordan 2022-2023 S2

| Legend      |
|-------------|
| 2+ Fs       |
| 1 F         |
| 2+ Ds no Fs |
| 1 D no Fs   |
| No Ds or Fs |

| Category                   | Student Count       | Percent by Category | 1 or more D or F |       |
|----------------------------|---------------------|---------------------|------------------|-------|
| <b>All Students</b>        | 2,151               | 25 14 9 12 40       | 60.2%            |       |
| <b>Grade</b>               | Gr. 09              | 622                 | 31 12 8 9 40     | 60.3% |
|                            | Gr. 10              | 581                 | 34 15 7 10 34    | 66.1% |
|                            | Gr. 11              | 453                 | 22 18 7 15 39    | 61.1% |
|                            | Gr. 12              | 495                 | 10 12 13 17 48   | 52.1% |
| <b>Ethnicity</b>           | African American    | 309                 | 28 14 12 14 32   | 67.6% |
|                            | American Indian     | 4                   | 25 75            | 25.0% |
|                            | Asian               | 75                  | 8 9 11 9 63      | 37.3% |
|                            | Cambodian           | 56                  | 9 11 11 11 59    | 41.1% |
|                            | Filipino            | 24                  | 4 8 4 8 75       | 25.0% |
|                            | Hispanic            | 1,626               | 25 15 8 12 40    | 60.1% |
|                            | Pacific Islander    | 48                  | 35 10 8 10 35    | 64.6% |
|                            | White               | 25                  | 28 12 8 16 36    | 64.0% |
| <b>Gender</b>              | Other               | 40                  | 33 18 10 8 38    | 62.5% |
|                            | Female              | 1,008               | 21 14 8 13 45    | 54.7% |
|                            | Male                | 1,141               | 29 15 10 12 35   | 65.0% |
| <b>Special Populations</b> | Nonbinary           | 2                   | 50 50            | 50.0% |
|                            | Low SES             | 1,950               | 26 14 8 12 39    | 60.5% |
|                            | ELL                 | 450                 | 32 18 7 10 32    | 67.8% |
|                            | RFEP                | 805                 | 19 11 9 15 47    | 52.7% |
|                            | EL + RFEP           | 1,255               | 24 13 8 13 42    | 58.1% |
|                            | Special Ed.         | 261                 | 36 17 5 11 31    | 69.0% |
|                            | Spec Ed. Speech/RSP | 111                 | 41 19 6 11 23    | 77.5% |
|                            | Homeless/Foster     | 274                 | 33 15 7 12 33    | 66.8% |
|                            | Foster              | 12                  | 33 8 58          | 41.7% |
|                            | Homeless            | 262                 | 33 16 6 13 32    | 67.9% |
| <b>SLC</b>                 | GATE/Excel          | 287                 | 10 9 6 14 62     | 38.3% |
|                            | Jordan - ACE        | 467                 | 23 16 8 14 38    | 61.7% |
|                            | Jordan - AIMS       | 421                 | 20 11 8 14 47    | 52.7% |
|                            | Jordan - IB         | 121                 | 14 11 7 17 52    | 47.9% |
|                            | Jordan - JMAC       | 608                 | 25 15 10 12 38   | 62.2% |
| Jordan - LEAP              | 533                 | 33 15 9 9 35        | 65.3%            |       |

The percentages may not equal 100% due to rounding.

# Grade Distribution - Jordan 2022-2023 PS2

| Legend      |
|-------------|
| 2+ Fs       |
| 1 F         |
| 2+ Ds no Fs |
| 1 D no Fs   |
| No Ds or Fs |

| Category                   | Student Count       | Percent by Category |    |    |    |    | 1 or more D or F |       |
|----------------------------|---------------------|---------------------|----|----|----|----|------------------|-------|
| <b>All Students</b>        | 2,160               | 2,160               | 36 | 18 | 7  | 12 | 28               | 72.3% |
| <b>Grade</b>               | Gr. 09              | 623                 | 36 | 16 | 7  | 10 | 31               | 69.3% |
|                            | Gr. 10              | 584                 | 44 | 16 | 6  | 11 | 23               | 76.9% |
|                            | Gr. 11              | 457                 | 35 | 19 | 5  | 14 | 27               | 73.3% |
|                            | Gr. 12              | 496                 | 26 | 22 | 8  | 14 | 30               | 69.8% |
| <b>Ethnicity</b>           | African American    | 308                 | 40 | 19 | 8  | 14 | 19               | 80.5% |
|                            | American Indian     | 4                   | 25 | 25 | 50 |    |                  | 50.0% |
|                            | Asian               | 75                  | 5  | 27 | 5  | 11 | 52               | 48.0% |
|                            | Cambodian           | 56                  | 7  | 27 | 7  | 11 | 48               | 51.8% |
|                            | Filipino            | 24                  | 13 | 17 | 8  | 8  | 54               | 45.8% |
|                            | Hispanic            | 1,634               | 36 | 18 | 6  | 12 | 28               | 72.2% |
|                            | Pacific Islander    | 48                  | 48 | 15 | 4  | 13 | 21               | 79.2% |
|                            | White               | 26                  | 38 | 15 | 4  | 12 | 31               | 69.2% |
| Other                      | 41                  | 39                  | 17 | 7  | 7  | 29 | 70.7%            |       |
| <b>Gender</b>              | Female              | 1,014               | 31 | 18 | 7  | 13 | 32               | 68.2% |
|                            | Male                | 1,144               | 41 | 18 | 6  | 11 | 24               | 76.0% |
|                            | Nonbinary           | 2                   | 50 | 50 |    |    |                  | 50.0% |
| <b>Special Populations</b> | Low SES             | 1,956               | 37 | 17 | 6  | 12 | 28               | 72.2% |
|                            | ELL                 | 454                 | 42 | 20 | 6  | 9  | 22               | 77.5% |
|                            | RFEP                | 808                 | 28 | 16 | 8  | 13 | 34               | 66.0% |
|                            | EL + RFEP           | 1,262               | 33 | 18 | 7  | 12 | 30               | 70.1% |
|                            | Special Ed.         | 260                 | 45 | 17 | 4  | 9  | 26               | 73.8% |
|                            | Spec Ed. Speech/RSP | 110                 | 56 | 16 | 5  | 10 | 13               | 87.3% |
|                            | Homeless/Foster     | 274                 | 42 | 19 | 7  | 13 | 20               | 79.9% |
|                            | Foster              | 12                  | 42 | 8  | 25 | 25 |                  | 75.0% |
|                            | Homeless            | 262                 | 42 | 19 | 7  | 12 | 20               | 80.2% |
| GATE/Excel                 | 287                 | 20                  | 16 | 4  | 15 | 45 | 55.4%            |       |
| <b>SLC</b>                 | Jordan - ACE        | 468                 | 37 | 18 | 7  | 10 | 28               | 72.0% |
|                            | Jordan - AIMS       | 424                 | 26 | 18 | 6  | 16 | 33               | 66.7% |
|                            | Jordan - IB         | 121                 | 33 | 14 | 6  | 16 | 31               | 68.6% |
|                            | Jordan - JMAC       | 613                 | 35 | 20 | 5  | 11 | 29               | 71.3% |
|                            | Jordan - LEAP       | 534                 | 44 | 16 | 8  | 10 | 21               | 79.0% |

# Grade Distribution - Jordan 2022-2023 Q3

| Legend      |
|-------------|
| 2+ Fs       |
| 1 F         |
| 2+ Ds no Fs |
| 1 D no Fs   |
| No Ds or Fs |

| Category                   | Student Count       | Percent by Category |    |    |    |    | 1 or more D or F |       |
|----------------------------|---------------------|---------------------|----|----|----|----|------------------|-------|
| <b>All Students</b>        | 2,174               | 2,174               | 36 | 18 | 7  | 10 | 29               | 70.7% |
| <b>Grade</b>               | Gr. 09              | 629                 | 39 | 16 | 7  | 8  | 31               | 69.5% |
|                            | Gr. 10              | 587                 | 43 | 16 | 5  | 11 | 25               | 74.8% |
|                            | Gr. 11              | 456                 | 32 | 23 | 5  | 11 | 29               | 70.8% |
|                            | Gr. 12              | 502                 | 26 | 20 | 10 | 12 | 33               | 67.1% |
| <b>Ethnicity</b>           | African American    | 310                 | 38 | 19 | 9  | 8  | 25               | 74.8% |
|                            | American Indian     | 4                   | 25 | 25 |    |    | 50               | 50.0% |
|                            | Asian               | 75                  | 12 | 16 | 5  | 12 | 55               | 45.3% |
|                            | Cambodian           | 56                  | 16 | 20 | 4  | 11 | 50               | 50.0% |
|                            | Filipino            | 25                  | 16 | 12 | 8  | 8  | 56               | 44.0% |
|                            | Hispanic            | 1,648               | 36 | 18 | 6  | 11 | 29               | 71.4% |
|                            | Pacific Islander    | 47                  | 47 | 15 | 11 | 6  | 21               | 78.7% |
|                            | White               | 27                  | 41 | 15 | 4  | 11 | 30               | 70.4% |
| Other                      | 38                  | 39                  | 16 | 3  | 8  | 34 | 65.8%            |       |
| <b>Gender</b>              | Female              | 1,020               | 30 | 18 | 6  | 12 | 34               | 65.9% |
|                            | Male                | 1,152               | 40 | 19 | 7  | 9  | 25               | 74.9% |
|                            | Nonbinary           | 2                   | 50 |    |    |    | 50               | 50.0% |
| <b>Special Populations</b> | Low SES             | 1,968               | 37 | 18 | 6  | 10 | 30               | 70.5% |
|                            | ELL                 | 457                 | 44 | 20 | 5  | 8  | 23               | 77.0% |
|                            | RFEP                | 817                 | 28 | 18 | 6  | 12 | 35               | 64.6% |
|                            | EL + RFEP           | 1,274               | 34 | 19 | 6  | 11 | 31               | 69.1% |
|                            | Special Ed.         | 260                 | 45 | 16 | 6  | 6  | 28               | 72.3% |
|                            | Spec Ed. Speech/RSP | 110                 | 55 | 15 | 9  | 7  | 14               | 86.4% |
|                            | Homeless/Foster     | 280                 | 41 | 20 | 8  | 8  | 23               | 76.8% |
|                            | Foster              | 13                  | 38 | 15 |    | 23 | 23               | 76.9% |
|                            | Homeless            | 267                 | 41 | 20 | 8  | 7  | 23               | 76.8% |
|                            | GATE/Excel          | 288                 | 19 | 15 | 7  | 10 | 48               | 51.7% |
| <b>SLC</b>                 | Jordan - ACE        | 469                 | 37 | 21 | 4  | 9  | 29               | 70.8% |
|                            | Jordan - AIMS       | 428                 | 27 | 16 | 7  | 13 | 37               | 63.3% |
|                            | Jordan - IB         | 121                 | 33 | 16 | 5  | 15 | 31               | 68.6% |
|                            | Jordan - JMAC       | 613                 | 35 | 19 | 7  | 9  | 31               | 69.5% |
|                            | Jordan - LEAP       | 537                 | 42 | 18 | 9  | 9  | 22               | 78.0% |

The percentages may not equal 100% due to rounding.

# Grade Distribution - Jordan 2022-2023 S1

| Legend      |
|-------------|
| 2+ Fs       |
| 1 F         |
| 2+ Ds no Fs |
| 1 D no Fs   |
| No Ds or Fs |

| Category                   | Student Count       | Percent by Category |    |    |    |    | 1 or more D or F |       |
|----------------------------|---------------------|---------------------|----|----|----|----|------------------|-------|
| <b>All Students</b>        | 2,225               | 2,225               | 26 | 16 | 9  | 12 | 38               | 62.1% |
| <b>Grade</b>               | Gr. 09              | 625                 | 28 | 14 | 11 | 9  | 38               | 61.6% |
|                            | Gr. 10              | 620                 | 35 | 18 | 7  | 10 | 30               | 70.3% |
|                            | Gr. 11              | 469                 | 25 | 19 | 6  | 14 | 37               | 62.9% |
|                            | Gr. 12              | 511                 | 13 | 14 | 10 | 14 | 48               | 51.9% |
| <b>Ethnicity</b>           | African American    | 327                 | 31 | 15 | 10 | 13 | 31               | 69.4% |
|                            | American Indian     | 4                   |    |    | 25 |    | 75               | 25.0% |
|                            | Asian               | 78                  | 12 | 9  | 5  | 9  | 65               | 34.6% |
|                            | Cambodian           | 58                  | 17 | 9  | 5  | 9  | 60               | 39.7% |
|                            | Filipino            | 26                  | 8  | 15 | 8  | 4  | 65               | 34.6% |
|                            | Hispanic            | 1,682               | 26 | 17 | 9  | 12 | 38               | 62.4% |
|                            | Pacific Islander    | 43                  | 12 | 26 | 14 | 9  | 40               | 60.5% |
|                            | White               | 28                  | 32 | 11 | 4  | 14 | 39               | 60.7% |
|                            | Other               | 37                  | 35 | 19 | 3  | 8  | 35               | 64.9% |
| <b>Gender</b>              | Female              | 1,043               | 22 | 15 | 7  | 13 | 44               | 55.9% |
|                            | Male                | 1,180               | 29 | 18 | 10 | 11 | 32               | 67.5% |
|                            | Nonbinary           | 2                   |    |    | 50 |    | 50               | 50.0% |
| <b>Special Populations</b> | Low SES             | 2,020               | 26 | 17 | 9  | 11 | 37               | 62.6% |
|                            | ELL                 | 460                 | 34 | 18 | 10 | 12 | 27               | 73.5% |
|                            | RFEP                | 834                 | 19 | 15 | 9  | 12 | 45               | 54.7% |
|                            | EL + RFEP           | 1,294               | 24 | 16 | 9  | 12 | 39               | 61.4% |
|                            | Special Ed.         | 259                 | 33 | 17 | 10 | 8  | 32               | 68.0% |
|                            | Spec Ed. Speech/RSP | 110                 | 41 | 15 | 14 | 12 | 18               | 81.8% |
|                            | Homeless/Foster     | 286                 | 33 | 18 | 8  | 14 | 27               | 73.4% |
|                            | Foster              | 15                  | 40 |    | 27 | 7  | 27               | 73.3% |
|                            | Homeless            | 271                 | 33 | 18 | 8  | 14 | 27               | 73.4% |
| GATE/Excel                 | 296                 |                     | 13 | 8  | 6  | 10 | 63               | 36.8% |

The percentages may not equal 100% due to rounding.

## Grade Distribution - Jordan 2022-2023 S1

| Legend      |
|-------------|
| 2+ Fs       |
| 1 F         |
| 2+ Ds no Fs |
| 1 D no Fs   |
| No Ds or Fs |

| Category | Student Count   | Percent by Category |     |    |    |    | 1 or more D or F |        |
|----------|-----------------|---------------------|-----|----|----|----|------------------|--------|
| SLC      | Jordan - ACE    | 477                 | 29  | 18 | 8  | 10 | 35               | 65.2%  |
|          | Jordan - AIMS   | 432                 | 19  | 13 | 8  | 14 | 47               | 53.2%  |
|          | Jordan - IB     | 122                 | 12  | 17 | 7  | 10 | 54               | 45.9%  |
|          | Jordan - JMAC   | 608                 | 24  | 16 | 10 | 13 | 37               | 63.2%  |
|          | Jordan - LEAP   | 541                 | 29  | 18 | 9  | 10 | 34               | 66.0%  |
|          | Lakewood - DMAC | 1                   | 100 |    |    |    |                  | 100.0% |
|          | Lakewood - HOSM | 1                   | 100 |    |    |    |                  | 100.0% |
|          | Wilson - TECH   | 1                   | 100 |    |    |    |                  | 100.0% |

# Grade Distribution - Jordan 2022-2023 PS1

| Legend      |
|-------------|
| 2+ Fs       |
| 1 F         |
| 2+ Ds no Fs |
| 1 D no Fs   |
| No Ds or Fs |

| Category                   | Student Count       | Student Count | Percent by Category |    |    |    |    | 1 or more D or F |
|----------------------------|---------------------|---------------|---------------------|----|----|----|----|------------------|
| <b>All Students</b>        | 2,232               | 2,232         | 36                  | 20 | 6  | 11 | 26 | 74.1%            |
| <b>Grade</b>               | Gr. 09              | 627           | 34                  | 19 | 6  | 12 | 30 | 70.2%            |
|                            | Gr. 10              | 626           | 47                  | 19 | 4  | 10 | 20 | 79.9%            |
|                            | Gr. 11              | 470           | 35                  | 25 | 5  | 10 | 24 | 75.5%            |
|                            | Gr. 12              | 509           | 27                  | 20 | 10 | 14 | 30 | 70.3%            |
| <b>Ethnicity</b>           | African American    | 331           | 39                  | 22 | 10 | 12 | 17 | 83.1%            |
|                            | American Indian     | 4             |                     |    | 25 |    | 75 | 25.0%            |
|                            | Asian               | 78            | 19                  | 13 | 4  | 9  | 55 | 44.9%            |
|                            | Cambodian           | 58            | 22                  | 14 | 2  | 10 | 52 | 48.3%            |
|                            | Filipino            | 26            | 15                  | 12 | 8  | 12 | 54 | 46.2%            |
|                            | Hispanic            | 1,686         | 36                  | 21 | 6  | 11 | 26 | 74.3%            |
|                            | Pacific Islander    | 43            | 37                  | 23 | 14 | 2  | 23 | 76.7%            |
|                            | White               | 28            | 39                  | 7  | 14 | 7  | 32 | 67.9%            |
|                            | Other               | 36            | 44                  | 17 | 6  | 6  | 28 | 72.2%            |
| <b>Gender</b>              | Female              | 1,046         | 30                  | 21 | 7  | 12 | 31 | 69.2%            |
|                            | Male                | 1,183         | 41                  | 20 | 6  | 11 | 22 | 78.4%            |
|                            | Nonbinary           | 3             | 33                  |    | 33 |    | 33 | 66.7%            |
| <b>Special Populations</b> | Low SES             | 2,029         | 36                  | 21 | 6  | 11 | 26 | 74.2%            |
|                            | ELL                 | 456           | 46                  | 20 | 7  | 8  | 18 | 81.6%            |
|                            | RFEP                | 839           | 30                  | 20 | 5  | 13 | 32 | 67.9%            |
|                            | EL + RFEP           | 1,295         | 36                  | 20 | 6  | 11 | 27 | 72.7%            |
|                            | Special Ed.         | 256           | 40                  | 22 | 7  | 7  | 24 | 75.8%            |
|                            | Spec Ed. Speech/RSP | 109           | 49                  | 26 | 6  | 8  | 11 | 89.0%            |
|                            | Homeless/Foster     | 285           | 43                  | 25 | 5  | 11 | 16 | 83.9%            |
|                            | Foster              | 14            | 50                  |    | 21 |    | 29 | 71.4%            |
|                            | Homeless            | 271           | 43                  | 25 | 6  | 11 | 15 | 84.5%            |
|                            | GATE/Excel          | 296           | 18                  | 16 | 5  | 17 | 44 | 56.1%            |
| <b>SLC</b>                 | Jordan - ACE        | 478           | 45                  | 18 | 4  | 9  | 24 | 75.9%            |
|                            | Jordan - AIMS       | 432           | 28                  | 19 | 7  | 14 | 32 | 68.1%            |
|                            | Jordan - IB         | 123           | 23                  | 16 | 7  | 16 | 38 | 61.8%            |
|                            | Jordan - JMAC       | 603           | 32                  | 23 | 7  | 11 | 27 | 73.3%            |
|                            | Jordan - LEAP       | 553           | 38                  | 23 | 7  | 10 | 21 | 78.8%            |
|                            | Lakewood - DMAC     | 2             | 100                 |    |    |    |    | 100.0%           |
|                            | Lakewood - HOSM     | 1             | 100                 |    |    |    |    | 100.0%           |

The percentages may not equal 100% due to rounding.

# Grade Distribution - Jordan 2022-2023 Q1

| Legend      |
|-------------|
| 2+ Fs       |
| 1 F         |
| 2+ Ds no Fs |
| 1 D no Fs   |
| No Ds or Fs |

| Category                   | Student Count       | Percent by Category |    |    |    |    | 1 or more D or F |       |
|----------------------------|---------------------|---------------------|----|----|----|----|------------------|-------|
| <b>All Students</b>        | 2,264               | 2,264               | 33 | 20 | 6  | 12 | 29               | 71.1% |
| <b>Grade</b>               | Gr. 09              | 628                 | 32 | 15 | 8  | 14 | 31               | 68.9% |
|                            | Gr. 10              | 637                 | 45 | 18 | 5  | 10 | 23               | 77.2% |
|                            | Gr. 11              | 480                 | 29 | 27 | 6  | 10 | 28               | 72.5% |
|                            | Gr. 12              | 519                 | 23 | 21 | 7  | 14 | 35               | 64.9% |
| <b>Ethnicity</b>           | African American    | 341                 | 36 | 21 | 8  | 12 | 22               | 77.7% |
|                            | American Indian     | 4                   | 25 |    | 25 |    | 50               | 50.0% |
|                            | Asian               | 78                  | 21 | 5  | 4  | 17 | 54               | 46.2% |
|                            | Cambodian           | 58                  | 24 | 7  | 2  | 16 | 52               | 48.3% |
|                            | Filipino            | 26                  | 8  | 15 | 12 | 12 | 54               | 46.2% |
|                            | Hispanic            | 1,704               | 33 | 20 | 6  | 11 | 29               | 71.4% |
|                            | Pacific Islander    | 45                  | 31 | 20 | 7  | 27 | 16               | 84.4% |
|                            | White               | 29                  | 38 | 7  | 3  | 7  | 45               | 55.2% |
|                            | Other               | 37                  | 32 | 19 | 5  | 11 | 32               | 67.6% |
| <b>Gender</b>              | Female              | 1,063               | 27 | 19 | 6  | 14 | 33               | 67.4% |
|                            | Male                | 1,197               | 38 | 20 | 7  | 10 | 26               | 74.4% |
|                            | Nonbinary           | 4                   | 50 |    | 25 |    | 25               | 75.0% |
| <b>Special Populations</b> | Low SES             | 2,051               | 33 | 20 | 7  | 12 | 29               | 71.1% |
|                            | ELL                 | 467                 | 42 | 21 | 6  | 10 | 20               | 79.9% |
|                            | RFEP                | 844                 | 27 | 19 | 7  | 12 | 35               | 64.7% |
|                            | EL + RFEP           | 1,311               | 32 | 20 | 6  | 12 | 30               | 70.1% |
|                            | Special Ed.         | 260                 | 39 | 20 | 7  | 10 | 25               | 75.4% |
|                            | Spec Ed. Speech/RSP | 110                 | 48 | 26 | 7  | 9  | 9                | 90.9% |
|                            | Homeless/Foster     | 290                 | 39 | 21 | 9  | 11 | 20               | 80.0% |
|                            | Foster              | 15                  | 60 |    | 7  |    | 33               | 66.7% |
|                            | Homeless            | 275                 | 38 | 21 | 9  | 12 | 19               | 80.7% |
| GATE/Excel                 | 300                 | 16                  | 15 | 6  | 13 | 51 | 49.3%            |       |

# Grade Distribution - Jordan 2022-2023 Q1

| Legend      |
|-------------|
| 2+ Fs       |
| 1 F         |
| 2+ Ds no Fs |
| 1 D no Fs   |
| No Ds or Fs |

| Category | Student Count   | Percent by Category |     |    |   |    | 1 or more D or F |        |
|----------|-----------------|---------------------|-----|----|---|----|------------------|--------|
| SLC      | Jordan - ACE    | 479                 | 39  | 19 | 5 | 10 | 27               | 72.7%  |
|          | Jordan - AIMS   | 427                 | 26  | 17 | 7 | 13 | 37               | 63.2%  |
|          | Jordan - IB     | 122                 | 18  | 21 | 5 | 16 | 39               | 60.7%  |
|          | Jordan - JMAC   | 608                 | 28  | 23 | 6 | 12 | 31               | 69.4%  |
|          | Jordan - LEAP   | 568                 | 37  | 20 | 8 | 13 | 23               | 77.3%  |
|          | Lakewood - DMAC | 2                   | 50  |    |   | 50 |                  | 100.0% |
|          | Lakewood - HOSM | 1                   | 100 |    |   |    |                  | 100.0% |
|          | Wilson - TECH   | 2                   | 100 |    |   |    |                  | 100.0% |



# Grade Distribution - All 2022-2023 S2

| Legend      |
|-------------|
| 2+ Fs       |
| 1 F         |
| 2+ Ds no Fs |
| 1 D no Fs   |
| No Ds or Fs |

| School Name | Student Count | Student Count | Percent by Category |    |    |    |    | > 1 D or F |      |    |       |
|-------------|---------------|---------------|---------------------|----|----|----|----|------------|------|----|-------|
| All Middle  | 12,475        | 12,475        | 13                  | 12 | 8  | 11 | 56 | 43.5%      |      |    |       |
| Bancroft    | 848           | 848           | 16                  | 9  | 7  | 11 | 57 | 42.9%      |      |    |       |
| Franklin    | 1,088         | 1,088         | 12                  | 14 | 7  | 11 | 55 | 44.6%      |      |    |       |
| Hamilton    | 799           | 799           | 11                  | 16 | 9  | 15 | 49 | 51.1%      |      |    |       |
| Hoover      | 527           | 527           | 2                   | 10 | 8  | 11 | 68 | 32.1%      |      |    |       |
| Hughes      | 1,290         | 1,290         | 13                  | 12 | 8  | 10 | 57 | 43.1%      |      |    |       |
| Jefferson   | 998           | 998           | 11                  | 11 | 9  | 16 | 53 | 47.0%      |      |    |       |
| Keller      | 452           | 452           | 11                  | 11 | 6  | 9  | 64 | 36.3%      |      |    |       |
| Lindbergh   | 404           | 404           | 8                   | 14 | 16 | 15 | 47 | 52.7%      |      |    |       |
| Lindsey     | 723           | 723           | 19                  | 15 | 12 | 13 | 40 | 59.8%      |      |    |       |
| Marshall    | 911           | 911           | 8                   | 11 | 5  | 10 | 66 | 33.6%      |      |    |       |
| Nelson      | 814           | 814           | 21                  | 16 | 7  | 10 | 45 | 55.0%      |      |    |       |
| Rogers      | 773           | 773           | 12                  | 9  | 3  | 7  | 69 | 31.2%      |      |    |       |
| Stanford    | 1,174         | 1,174         | 16                  | 11 | 4  | 9  | 61 | 39.0%      |      |    |       |
| Stephens    | 730           | 730           | 9                   | 8  | 11 | 13 | 59 | 40.8%      |      |    |       |
| Washington  | 944           | 944           | 10                  | 11 | 10 | 14 | 56 | 44.4%      |      |    |       |
| All K8      | 1,967         | 1,967         | 12                  | 10 | 7  | 10 | 62 | 38.0%      |      |    |       |
| Cubberley   | 384           | 384           | 7                   | 8  | 10 | 10 | 64 | 35.9%      |      |    |       |
| Muir        | 279           | 279           | 20                  | 8  | 8  | 11 | 53 | 46.6%      |      |    |       |
| Newcomb     | 293           | 293           |                     |    |    | 1  | 23 | 92         | 7.5% |    |       |
| Powell      | 301           | 301           | 6                   | 22 | 10 | 14 | 48 | 51.8%      |      |    |       |
| Robinson    | 305           | 305           | 24                  | 10 | 5  | 15 | 46 | 54.1%      |      |    |       |
| Tincher     | 294           | 294           | 15                  | 9  | 3  | 7  | 66 | 34.0%      |      |    |       |
| All High    | 19,734        | 19,734        | 16                  | 12 | 6  | 10 | 56 | 43.8%      |      |    |       |
| Avalon      | 148           | 148           | 11                  | 10 | 9  | 18 | 52 | 48.0%      |      |    |       |
|             | 148           | 111           | 7                   | 8  | 6  | 11 | 68 | 32.4%      |      |    |       |
| Browning    | 301           | 301           | 16                  | 16 | 7  | 11 | 49 | 50.8%      |      |    |       |
| Cabrillo    | 1,708         | 1,708         | 29                  | 15 | 6  | 9  | 40 | 60.1%      |      |    |       |
| CAMS        | 668           | 668           |                     |    |    | 2  | 33 | 92         | 8.4% |    |       |
| Jordan      | 2,151         | 2,151         | 25                  | 14 | 9  | 12 | 40 | 60.2%      |      |    |       |
| Lakewood    | 2,614         | 2,614         | 15                  | 14 | 8  | 13 | 49 | 50.6%      |      |    |       |
| McBride     | 709           | 709           |                     |    |    | 6  | 6  | 4          | 7    | 77 | 22.7% |
| Millikan    | 3,243         | 3,243         |                     |    |    | 7  | 10 | 4          | 10   | 69 | 31.4% |
| PAAL        | 159           | 159           | 25                  | 13 | 12 | 16 | 35 | 65.4%      |      |    |       |

The percentages may not equal 100% due to rounding.

# Grade Distribution - All 2022-2023 S2

| Legend      |
|-------------|
| 2+ Fs       |
| 1 F         |
| 2+ Ds no Fs |
| 1 D no Fs   |
| No Ds or Fs |

| School Name | Student Count | Percent by Category |    |    |   |    | > 1 D or F |       |    |    |       |
|-------------|---------------|---------------------|----|----|---|----|------------|-------|----|----|-------|
| Polytechnic | 3,789         | 3,789               | 15 | 11 | 6 | 10 | 58         | 42.1% |    |    |       |
| Reid        | 126           | 126                 | 11 | 13 | 6 | 17 | 53         | 46.8% |    |    |       |
| Renaissance | 420           | 420                 | 12 | 9  | 8 | 10 | 61         | 39.0% |    |    |       |
| Sato        | 478           | 478                 |    |    |   | 2  | 3          | 5     | 12 | 88 | 12.3% |
| Wilson      | 3,346         | 3,346               | 21 | 13 | 5 | 9  | 51         | 48.6% |    |    |       |
| District    | 34,177        | 34,177              | 15 | 12 | 7 | 11 | 57         | 43.4% |    |    |       |

The percentages may not equal 100% due to rounding.

# Grade Distribution - All 2022-2023 PS2

| Legend      |
|-------------|
| 2+ Fs       |
| 1 F         |
| 2+ Ds no Fs |
| 1 D no Fs   |
| No Ds or Fs |

| School Name | Student Count | Student Count | Percent by Category |    |    |    |    | > 1 D or F |       |
|-------------|---------------|---------------|---------------------|----|----|----|----|------------|-------|
| All Middle  | 12,406        | 12,406        | 16                  | 14 | 7  | 12 | 51 | 49.3%      |       |
| Bancroft    | 846           | 846           | 19                  | 13 | 7  | 11 | 51 | 49.3%      |       |
| Franklin    | 1,087         | 1,087         | 14                  | 15 | 8  | 15 | 49 | 51.1%      |       |
| Hamilton    | 688           | 688           | 14                  | 19 | 8  | 14 | 44 | 56.0%      |       |
| Hoover      | 529           | 529           | 5                   | 10 | 11 | 15 | 59 | 40.8%      |       |
| Hughes      | 1,296         | 1,296         | 19                  | 13 | 6  | 10 | 51 | 49.4%      |       |
| Jefferson   | 1,000         | 1,000         | 15                  | 14 | 8  | 15 | 48 | 52.1%      |       |
| Keller      | 451           | 451           | 16                  | 10 | 6  | 9  | 60 | 40.4%      |       |
| Lindbergh   | 404           | 404           | 15                  | 17 | 11 | 14 | 43 | 56.7%      |       |
| Lindsey     | 749           | 749           | 23                  | 16 | 11 | 16 | 34 | 66.4%      |       |
| Marshall    | 911           | 911           | 10                  | 15 | 6  | 10 | 59 | 41.1%      |       |
| Nelson      | 826           | 826           | 25                  | 17 | 6  | 13 | 38 | 62.0%      |       |
| Rogers      | 771           | 771           | 16                  | 10 | 2  | 8  | 64 | 35.5%      |       |
| Stanford    | 1,176         | 1,176         | 15                  | 14 | 3  | 9  | 58 | 41.9%      |       |
| Stephens    | 728           | 728           | 13                  | 11 | 10 | 13 | 54 | 46.2%      |       |
| Washington  | 944           | 944           | 12                  | 17 | 10 | 13 | 48 | 51.9%      |       |
| All K8      | 1,970         | 1,970         | 15                  | 13 | 6  | 10 | 55 | 44.7%      |       |
| Cubberley   | 385           | 385           | 11                  | 9  | 6  | 10 | 64 | 36.4%      |       |
| Muir        | 282           | 282           | 22                  | 14 | 6  | 12 | 46 | 53.9%      |       |
| Newcomb     | 292           | 292           |                     |    |    | 33 | 26 | 85         | 14.7% |
| Powell      | 300           | 300           | 11                  | 26 | 11 | 12 | 40 | 60.3%      |       |
| Robinson    | 304           | 304           | 26                  | 16 | 7  | 13 | 38 | 62.2%      |       |
| Tincher     | 295           | 295           | 18                  | 14 | 4  | 8  | 56 | 44.1%      |       |
| All High    | 19,756        | 19,756        | 24                  | 15 | 6  | 11 | 44 | 55.7%      |       |
| Avalon      | 148           | 148           | 19                  | 24 | 11 | 9  | 36 | 63.5%      |       |
|             | 148           | 112           | 13                  | 12 | 4  | 13 | 60 | 40.2%      |       |
| Browning    | 303           | 303           | 23                  | 17 | 9  | 13 | 38 | 61.7%      |       |
| Cabrillo    | 1,704         | 1,704         | 40                  | 17 | 6  | 8  | 28 | 71.8%      |       |
| CAMS        | 668           | 668           | 6                   | 8  | 2  | 9  | 75 | 24.7%      |       |
| Jordan      | 2,160         | 2,160         | 36                  | 18 | 7  | 12 | 28 | 72.3%      |       |
| Lakewood    | 2,616         | 2,616         | 25                  | 19 | 7  | 12 | 37 | 62.5%      |       |
| McBride     | 708           | 708           | 10                  | 12 | 4  | 9  | 65 | 35.3%      |       |
| Millikan    | 3,244         | 3,244         | 12                  | 13 | 6  | 11 | 57 | 42.7%      |       |
| PAAL        | 159           | 159           | 40                  | 23 | 3  | 11 | 24 | 76.1%      |       |

The percentages may not equal 100% due to rounding.

# Grade Distribution - All 2022-2023 PS2

| Legend      |
|-------------|
| 2+ Fs       |
| 1 F         |
| 2+ Ds no Fs |
| 1 D no Fs   |
| No Ds or Fs |

| School Name | Student Count | Percent by Category |    |    |    |    |    | > 1 D or F |    |       |
|-------------|---------------|---------------------|----|----|----|----|----|------------|----|-------|
| Polytechnic | 3,784         | 3,784               | 22 | 15 | 6  | 11 | 45 | 54.7%      |    |       |
| Reid        | 129           | 129                 | 5  | 16 | 15 | 18 | 47 | 53.5%      |    |       |
| Renaissance | 421           | 421                 | 20 | 14 | 7  | 9  | 51 | 49.4%      |    |       |
| Sato        | 478           | 478                 |    |    | 3  | 6  | 4  | 8          | 79 | 21.3% |
| Wilson      | 3,363         | 3,363               | 29 | 15 | 5  | 10 | 41 | 59.2%      |    |       |
| District    | 34,132        | 34,132              | 20 | 15 | 6  | 11 | 47 | 52.7%      |    |       |

The percentages may not equal 100% due to rounding.

# Grade Distribution - All 2022-2023 Q3

| Legend      |
|-------------|
| 2+ Fs       |
| 1 F         |
| 2+ Ds no Fs |
| 1 D no Fs   |
| No Ds or Fs |

| School Name | Student Count | Student Count | Percent by Category |    |    |    |    | > 1 D or F |    |       |       |
|-------------|---------------|---------------|---------------------|----|----|----|----|------------|----|-------|-------|
| All Middle  | 12,515        | 12,515        | 16                  | 15 | 7  | 12 | 50 | 49.9%      |    |       |       |
| Bancroft    | 847           | 847           | 21                  | 11 | 6  | 13 | 49 | 50.5%      |    |       |       |
| Franklin    | 1,102         | 1,102         | 16                  | 16 | 7  | 13 | 49 | 50.5%      |    |       |       |
| Hamilton    | 803           | 803           | 16                  | 22 | 9  | 12 | 41 | 59.0%      |    |       |       |
| Hoover      | 528           | 528           | 5                   | 14 | 10 | 15 | 55 | 44.9%      |    |       |       |
| Hughes      | 1,299         | 1,299         | 19                  | 15 | 7  | 10 | 49 | 50.7%      |    |       |       |
| Jefferson   | 996           | 996           | 16                  | 15 | 7  | 14 | 48 | 51.9%      |    |       |       |
| Keller      | 451           | 451           | 16                  | 11 | 7  | 9  | 57 | 42.6%      |    |       |       |
| Lindbergh   | 405           | 405           | 13                  | 21 | 10 | 14 | 42 | 58.0%      |    |       |       |
| Lindsey     | 733           | 733           | 23                  | 16 | 10 | 16 | 35 | 64.8%      |    |       |       |
| Marshall    | 912           | 912           | 11                  | 15 | 5  | 12 | 57 | 42.9%      |    |       |       |
| Nelson      | 819           | 819           | 23                  | 18 | 7  | 12 | 40 | 59.8%      |    |       |       |
| Rogers      | 768           | 768           | 15                  | 10 | 2  | 9  | 63 | 36.6%      |    |       |       |
| Stanford    | 1,177         | 1,177         | 15                  | 13 | 4  | 8  | 60 | 40.4%      |    |       |       |
| Stephens    | 728           | 728           | 13                  | 12 | 11 | 12 | 53 | 47.3%      |    |       |       |
| Washington  | 947           | 947           | 12                  | 15 | 9  | 15 | 49 | 51.3%      |    |       |       |
| All K8      | 1,968         | 1,968         | 15                  | 14 | 6  | 11 | 54 | 46.2%      |    |       |       |
| Cubberley   | 387           | 387           | 10                  | 9  | 6  | 11 | 64 | 35.9%      |    |       |       |
| Muir        | 285           | 285           | 22                  | 18 | 6  | 9  | 46 | 53.7%      |    |       |       |
| Newcomb     | 292           | 292           |                     |    |    | 4  | 4  | 8          | 83 | 17.1% |       |
| Powell      | 298           | 298           | 10                  | 27 | 10 | 12 | 41 | 59.1%      |    |       |       |
| Robinson    | 299           | 299           | 28                  | 18 | 8  | 13 | 33 | 66.9%      |    |       |       |
| Tincher     | 294           | 294           | 19                  | 14 | 5  | 11 | 52 | 48.3%      |    |       |       |
| All High    | 19,868        | 19,868        | 26                  | 16 | 5  | 10 | 42 | 57.5%      |    |       |       |
| Avalon      | 148           | 148           | 16                  | 20 | 9  | 15 | 40 | 60.1%      |    |       |       |
|             |               | 113           | 14                  | 11 | 3  | 17 | 56 | 44.2%      |    |       |       |
| Browning    | 304           | 304           | 28                  | 19 | 5  | 12 | 37 | 63.2%      |    |       |       |
| Cabrillo    | 1,724         | 1,724         | 46                  | 18 | 5  | 9  | 22 | 77.6%      |    |       |       |
| CAMS        | 670           | 670           |                     |    |    | 6  | 9  | 2          | 9  | 76    | 24.5% |
| Jordan      | 2,174         | 2,174         | 36                  | 18 | 7  | 10 | 29 | 70.7%      |    |       |       |
| Lakewood    | 2,633         | 2,633         | 27                  | 20 | 6  | 12 | 36 | 63.9%      |    |       |       |
| McBride     | 709           | 709           | 12                  | 14 | 3  | 11 | 61 | 39.5%      |    |       |       |
| Millikan    | 3,246         | 3,246         | 13                  | 14 | 4  | 10 | 58 | 42.5%      |    |       |       |
| PAAL        | 162           | 162           | 29                  | 17 | 10 | 13 | 30 | 69.8%      |    |       |       |

The percentages may not equal 100% due to rounding.

## Grade Distribution - All 2022-2023 Q3

| Legend      |
|-------------|
| 2+ Fs       |
| 1 F         |
| 2+ Ds no Fs |
| 1 D no Fs   |
| No Ds or Fs |

| School Name | Student Count | Percent by Category |    |    |    |    | > 1 D or F |       |
|-------------|---------------|---------------------|----|----|----|----|------------|-------|
| Polytechnic | 3,810         | 3,810               | 24 | 17 | 6  | 11 | 43         | 57.0% |
| Reid        | 130           | 130                 | 7  | 10 | 14 | 16 | 53         | 46.9% |
| Renaissance | 421           | 421                 | 22 | 17 | 3  | 11 | 48         | 52.5% |
| Sato        | 478           | 478                 | 4  | 9  | 3  | 11 | 73         | 27.2% |
| Wilson      | 3,389         | 3,389               | 33 | 16 | 5  | 10 | 37         | 63.0% |
| District    | 34,351        | 34,351              | 21 | 16 | 6  | 11 | 46         | 54.1% |

The percentages may not equal 100% due to rounding.

# Grade Distribution - All 2022-2023 S1

| Legend      |
|-------------|
| 2+ Fs       |
| 1 F         |
| 2+ Ds no Fs |
| 1 D no Fs   |
| No Ds or Fs |

| School Name | Student Count | Student Count | Percent by Category |    |    |    |     | > 1 D or F |
|-------------|---------------|---------------|---------------------|----|----|----|-----|------------|
| All Middle  | 12,582        | 12,582        | 9                   | 11 | 7  | 12 | 61  | 39.1%      |
| Bancroft    | 853           | 853           | 12                  | 8  | 5  | 10 | 65  | 35.3%      |
| Franklin    | 1,097         | 1,097         | 5                   | 14 | 5  | 14 | 62  | 38.4%      |
| Hamilton    | 824           | 824           | 9                   | 13 | 9  | 13 | 56  | 44.3%      |
| Hoover      | 536           | 536           | 2                   | 8  | 7  | 10 | 72  | 28.2%      |
| Hughes      | 1,301         | 1,301         | 11                  | 11 | 7  | 11 | 60  | 39.8%      |
| Jefferson   | 995           | 995           | 10                  | 11 | 10 | 14 | 55  | 45.4%      |
| Keller      | 454           | 454           | 7                   | 11 | 4  | 7  | 71  | 28.6%      |
| Lindbergh   | 413           | 413           | 13                  | 12 | 11 | 12 | 53  | 47.5%      |
| Lindsey     | 739           | 739           | 19                  | 16 | 10 | 16 | 38  | 61.6%      |
| Marshall    | 913           | 913           | 6                   | 8  | 6  | 10 | 71  | 29.4%      |
| Nelson      | 828           | 828           | 12                  | 12 | 8  | 12 | 56  | 43.7%      |
| Rogers      | 773           | 773           | 10                  | 9  | 4  | 8  | 69  | 30.7%      |
| Stanford    | 1,175         | 1,175         | 11                  | 12 | 5  | 8  | 64  | 35.7%      |
| Stephens    | 732           | 732           | 5                   | 8  | 10 | 14 | 63  | 37.2%      |
| Washington  | 949           | 949           | 8                   | 10 | 8  | 14 | 60  | 39.6%      |
| All K8      | 1,963         | 1,963         | 7                   | 10 | 6  | 10 | 67  | 33.3%      |
| Cubberley   | 386           | 386           | 6                   | 7  | 6  | 9  | 72  | 27.7%      |
| Muir        | 285           | 285           | 12                  | 16 | 6  | 10 | 56  | 44.2%      |
| Newcomb     | 294           | 294           |                     |    | 1  | 24 | 92  | 8.2%       |
| Powell      | 296           | 296           | 8                   | 18 | 8  | 17 | 49  | 51.4%      |
| Robinson    | 292           | 292           | 12                  | 12 | 6  | 14 | 56  | 44.2%      |
| Tincher     | 296           | 296           | 6                   | 7  | 6  | 9  | 73  | 27.4%      |
| All High    | 20,267        | 20,267        | 16                  | 12 | 6  | 10 | 55  | 44.8%      |
| Avalon      | 150           | 150           | 12                  | 17 | 9  | 15 | 47  | 53.3%      |
|             |               | 114           | 8                   | 5  | 6  | 11 | 70  | 29.8%      |
| Browning    | 315           | 315           | 21                  | 16 | 6  | 12 | 45  | 54.6%      |
| Cabrillo    | 1,782         | 1,782         | 29                  | 16 | 6  | 9  | 40  | 60.0%      |
| CAMS        | 672           | 672           |                     |    | 1  | 33 | 93  | 7.4%       |
| EPHS        | 1             | 1             |                     |    |    |    | 100 | 0.0%       |
| Jordan      | 2,225         | 2,225         | 26                  | 16 | 9  | 12 | 38  | 62.1%      |
| Lakewood    | 2,721         | 2,721         | 17                  | 13 | 8  | 13 | 49  | 50.7%      |
| McBride     | 730           | 730           | 5                   | 8  | 4  | 6  | 76  | 24.0%      |
| Millikan    | 3,300         | 3,300         | 8                   | 10 | 4  | 11 | 67  | 32.9%      |

The percentages may not equal 100% due to rounding.

# Grade Distribution - All 2022-2023 S1

| Legend      |
|-------------|
| 2+ Fs       |
| 1 F         |
| 2+ Ds no Fs |
| 1 D no Fs   |
| No Ds or Fs |

| School Name | Student Count | Percent by Category |    |    |    |    | > 1 D or F |       |       |
|-------------|---------------|---------------------|----|----|----|----|------------|-------|-------|
| PAAL        | 158           | 158                 | 20 | 19 | 14 | 16 | 31         | 69.0% |       |
| Polytechnic | 3,821         | 3,821               | 14 | 12 | 6  | 10 | 58         | 42.4% |       |
| Reid        | 126           | 126                 | 6  | 13 | 11 | 13 | 56         | 44.4% |       |
| Renaissance | 433           | 433                 | 11 | 9  | 9  | 13 | 58         | 41.8% |       |
| Sato        | 482           | 482                 |    |    |    | 41 | 9          | 85    | 14.9% |
| Wilson      | 3,477         | 3,477               | 23 | 12 | 6  | 9  | 51         | 49.2% |       |
| District    | 34,813        | 34,813              | 13 | 12 | 6  | 11 | 58         | 42.1% |       |

The percentages may not equal 100% due to rounding.



# Grade Distribution - All 2022-2023 PS1

| Legend      |
|-------------|
| 2+ Fs       |
| 1 F         |
| 2+ Ds no Fs |
| 1 D no Fs   |
| No Ds or Fs |

| School Name | Student Count | Student Count | Percent by Category |    |    |    |    | > 1 D or F |
|-------------|---------------|---------------|---------------------|----|----|----|----|------------|
| All Middle  | 12,602        | 12,602        | 11                  | 14 | 7  | 13 | 55 | 44.6%      |
| Bancroft    | 851           | 851           | 14                  | 11 | 5  | 11 | 60 | 40.4%      |
| Franklin    | 1,104         | 1,104         | 10                  | 20 | 5  | 13 | 52 | 48.1%      |
| Hamilton    | 818           | 818           | 10                  | 17 | 9  | 13 | 52 | 48.0%      |
| Hoover      | 537           | 537           | 4                   | 16 | 7  | 12 | 61 | 38.5%      |
| Hughes      | 1,299         | 1,299         | 14                  | 13 | 5  | 12 | 55 | 44.6%      |
| Jefferson   | 1,001         | 1,001         | 12                  | 16 | 7  | 17 | 48 | 51.7%      |
| Keller      | 454           | 454           | 8                   | 12 | 4  | 11 | 64 | 35.7%      |
| Lindbergh   | 413           | 413           | 13                  | 16 | 11 | 18 | 42 | 57.9%      |
| Lindsey     | 732           | 732           | 22                  | 16 | 13 | 14 | 35 | 64.6%      |
| Marshall    | 912           | 912           | 9                   | 9  | 5  | 10 | 67 | 32.7%      |
| Nelson      | 839           | 839           | 13                  | 15 | 8  | 12 | 52 | 48.2%      |
| Rogers      | 768           | 768           | 11                  | 12 | 4  | 8  | 66 | 34.4%      |
| Stanford    | 1,181         | 1,181         | 11                  | 14 | 5  | 12 | 58 | 41.8%      |
| Stephens    | 739           | 739           | 8                   | 11 | 10 | 15 | 56 | 44.2%      |
| Washington  | 954           | 954           | 8                   | 10 | 9  | 13 | 59 | 40.8%      |
| All K8      | 1,962         | 1,962         | 10                  | 12 | 6  | 11 | 61 | 38.6%      |
| Cubberley   | 387           | 387           | 7                   | 7  | 6  | 10 | 69 | 31.3%      |
| Muir        | 286           | 286           | 17                  | 17 | 7  | 8  | 50 | 49.7%      |
| Newcomb     | 295           | 295           |                     |    | 1  | 25 | 90 | 9.8%       |
| Powell      | 295           | 295           | 11                  | 17 | 8  | 17 | 47 | 52.9%      |
| Robinson    | 289           | 289           | 15                  | 22 | 7  | 16 | 41 | 58.8%      |
| Tincher     | 296           | 296           | 7                   | 7  | 6  | 11 | 68 | 32.1%      |
| All High    | 20,331        | 20,331        | 23                  | 15 | 5  | 11 | 45 | 54.6%      |
| Avalon      | 150           | 150           | 27                  | 17 | 5  | 15 | 37 | 63.3%      |
|             |               | 114           | 9                   | 12 | 6  | 12 | 61 | 39.5%      |
| Browning    | 316           | 316           | 35                  | 16 | 6  | 14 | 29 | 70.6%      |
| Cabrillo    | 1,779         | 1,779         | 39                  | 17 | 5  | 9  | 30 | 69.6%      |
| CAMS        | 672           | 672           |                     |    | 14 | 7  | 86 | 14.0%      |
| Jordan      | 2,232         | 2,232         | 36                  | 20 | 6  | 11 | 26 | 74.1%      |
| Lakewood    | 2,735         | 2,735         | 24                  | 17 | 7  | 13 | 39 | 60.5%      |
| McBride     | 724           | 724           | 9                   | 12 | 4  | 10 | 65 | 34.5%      |
| Millikan    | 3,306         | 3,306         | 12                  | 13 | 5  | 11 | 60 | 40.4%      |
| PAAL        | 156           | 156           | 43                  | 23 | 4  | 8  | 21 | 78.8%      |

The percentages may not equal 100% due to rounding.

# Grade Distribution - All 2022-2023 PS1

| Legend      |
|-------------|
| 2+ Fs       |
| 1 F         |
| 2+ Ds no Fs |
| 1 D no Fs   |
| No Ds or Fs |

| School Name | Student Count | Percent by Category |    |    |    |    | > 1 D or F |       |       |
|-------------|---------------|---------------------|----|----|----|----|------------|-------|-------|
| Polytechnic | 3,799         | 3,799               | 18 | 16 | 6  | 12 | 48         | 52.3% |       |
| Reid        | 117           | 117                 | 16 | 19 | 8  | 17 | 40         | 59.8% |       |
| Renaissance | 433           | 433                 | 16 | 20 | 5  | 12 | 46         | 53.8% |       |
| Sato        | 481           | 481                 |    |    | 14 | 3  | 10         | 82    | 17.9% |
| Wilson      | 3,548         | 3,548               | 31 | 15 | 5  | 9  | 40         | 59.7% |       |
| District    | 34,895        | 34,895              | 18 | 15 | 6  | 11 | 50         | 50.1% |       |

The percentages may not equal 100% due to rounding.

# Grade Distribution - All 2022-2023 Q1

| Legend      |
|-------------|
| 2+ Fs       |
| 1 F         |
| 2+ Ds no Fs |
| 1 D no Fs   |
| No Ds or Fs |

| School Name | Student Count | Student Count | Percent by Category |    |    |    |    | > 1 D or F |       |
|-------------|---------------|---------------|---------------------|----|----|----|----|------------|-------|
| All Middle  | 12,576        | 12,576        | 11                  | 14 | 6  | 13 | 56 | 43.6%      |       |
| Bancroft    | 850           | 850           | 13                  | 13 | 4  | 10 | 60 | 40.5%      |       |
| Franklin    | 1,093         | 1,093         | 9                   | 17 | 5  | 15 | 53 | 46.9%      |       |
| Hamilton    | 823           | 823           | 11                  | 17 | 7  | 14 | 51 | 49.2%      |       |
| Hoover      | 539           | 539           | 4                   | 12 | 9  | 16 | 59 | 40.8%      |       |
| Hughes      | 1,297         | 1,297         | 12                  | 14 | 5  | 11 | 58 | 42.0%      |       |
| Jefferson   | 1,003         | 1,003         | 13                  | 12 | 7  | 14 | 53 | 46.7%      |       |
| Keller      | 454           | 454           | 11                  | 12 | 5  | 9  | 63 | 37.4%      |       |
| Lindbergh   | 409           | 409           | 14                  | 17 | 7  | 19 | 43 | 57.0%      |       |
| Lindsey     | 729           | 729           | 22                  | 16 | 10 | 15 | 36 | 63.5%      |       |
| Marshall    | 910           | 910           | 7                   | 10 | 4  | 11 | 68 | 31.9%      |       |
| Nelson      | 835           | 835           | 13                  | 14 | 10 | 13 | 51 | 49.2%      |       |
| Rogers      | 771           | 771           | 10                  | 11 | 3  | 8  | 68 | 32.0%      |       |
| Stanford    | 1,178         | 1,178         | 10                  | 14 | 4  | 11 | 62 | 38.2%      |       |
| Stephens    | 742           | 742           | 8                   | 14 | 9  | 16 | 52 | 47.6%      |       |
| Washington  | 943           | 943           | 6                   | 13 | 6  | 13 | 61 | 38.9%      |       |
| All K8      | 1,963         | 1,963         | 11                  | 13 | 4  | 10 | 61 | 38.6%      |       |
| Cubberley   | 387           | 387           | 6                   | 8  | 5  | 8  | 72 | 27.6%      |       |
| Muir        | 285           | 285           | 20                  | 18 | 5  | 10 | 48 | 52.3%      |       |
| Newcomb     | 295           | 295           |                     |    |    | 1  | 36 | 89         | 10.5% |
| Powell      | 295           | 295           | 13                  | 17 | 8  | 15 | 48 | 52.2%      |       |
| Robinson    | 289           | 289           | 19                  | 22 | 5  | 12 | 42 | 58.5%      |       |
| Tincher     | 297           | 297           | 6                   | 10 | 3  | 9  | 72 | 27.9%      |       |
| All High    | 20,460        | 20,460        | 21                  | 16 | 5  | 10 | 48 | 52.1%      |       |
| Avalon      | 150           | 150           | 12                  | 22 | 8  | 18 | 40 | 60.0%      |       |
|             |               | 115           | 21                  | 20 | 2  | 13 | 44 | 55.7%      |       |
| Browning    | 326           | 326           | 29                  | 18 | 8  | 13 | 33 | 67.5%      |       |
| Cabrillo    | 1,789         | 1,789         | 39                  | 17 | 5  | 8  | 31 | 68.8%      |       |
| CAMS        | 673           | 673           |                     |    |    | 25 | 6  | 86         | 13.8% |
| Jordan      | 2,264         | 2,264         | 33                  | 20 | 6  | 12 | 29 | 71.1%      |       |
| Lakewood    | 2,767         | 2,767         | 22                  | 17 | 6  | 12 | 43 | 56.7%      |       |
| McBride     | 728           | 728           | 8                   | 11 | 5  | 9  | 67 | 32.6%      |       |
| Millikan    | 3,311         | 3,311         | 10                  | 14 | 4  | 10 | 62 | 38.4%      |       |
| PAAL        | 160           | 160           | 21                  | 20 | 8  | 14 | 36 | 63.8%      |       |

The percentages may not equal 100% due to rounding.

# Grade Distribution - All 2022-2023 Q1

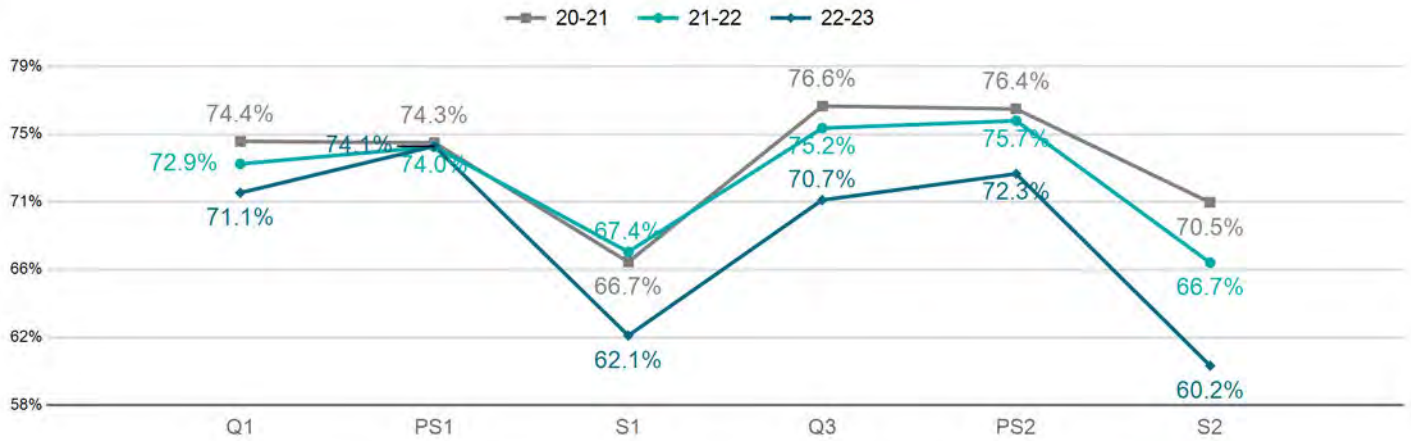
| Legend      |
|-------------|
| 2+ Fs       |
| 1 F         |
| 2+ Ds no Fs |
| 1 D no Fs   |
| No Ds or Fs |

| School Name | Student Count | Percent by Category |    |    |    |    | > 1 D or F |       |    |       |
|-------------|---------------|---------------------|----|----|----|----|------------|-------|----|-------|
| Polytechnic | 3,843         | 3,843               | 17 | 16 | 5  | 11 | 51         | 49.1% |    |       |
| Reid        | 114           | 114                 | 4  | 12 | 17 | 25 | 42         | 57.9% |    |       |
| Renaissance | 436           | 436                 | 18 | 15 | 6  | 11 | 50         | 50.0% |    |       |
| Sato        | 483           | 483                 |    |    | 2  | 6  | 2          | 8     | 82 | 17.8% |
| Wilson      | 3,530         | 3,530               | 29 | 16 | 4  | 10 | 42         | 58.0% |    |       |
| District    | 34,999        | 34,999              | 17 | 15 | 5  | 11 | 52         | 48.3% |    |       |

The percentages may not equal 100% due to rounding.

# Percent of Students with 1+ D or F - 3 year Comparison Jordan

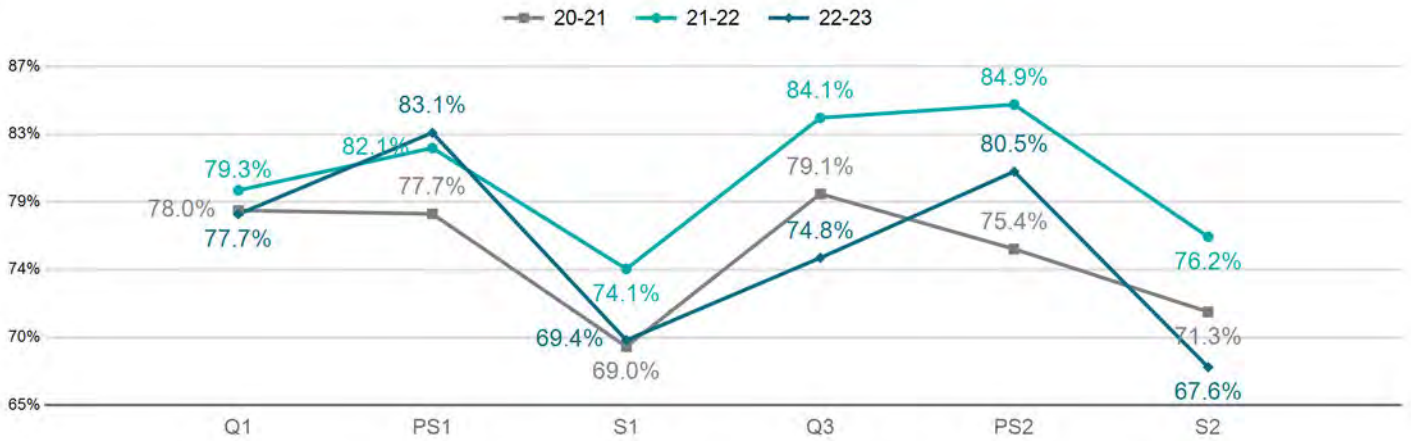
Category: All Students



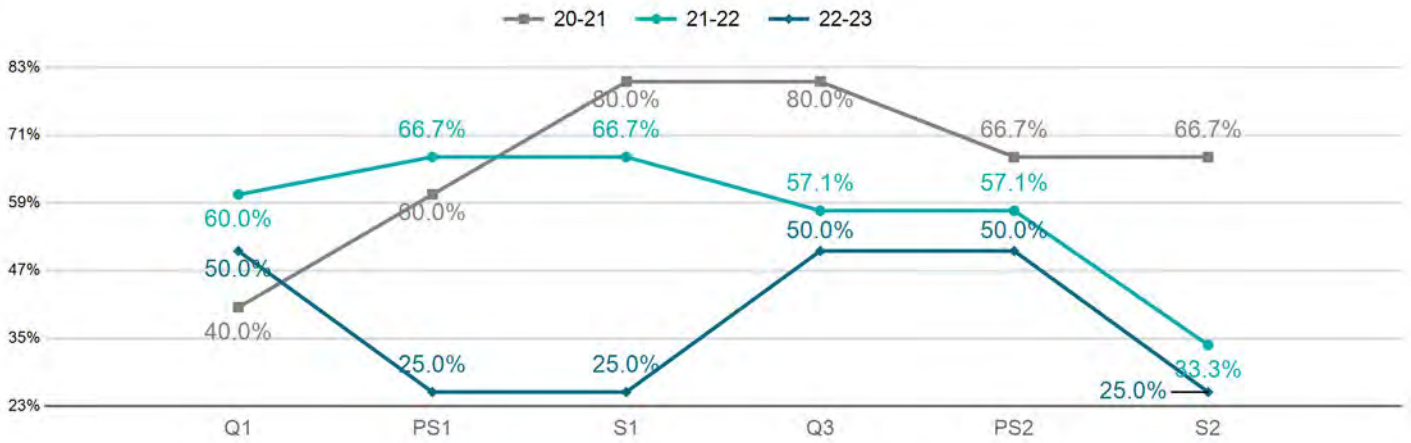
Graphs for subgroups on following pages.

# Percent of Students with 1+ D or F - 3 year Comparison Jordan

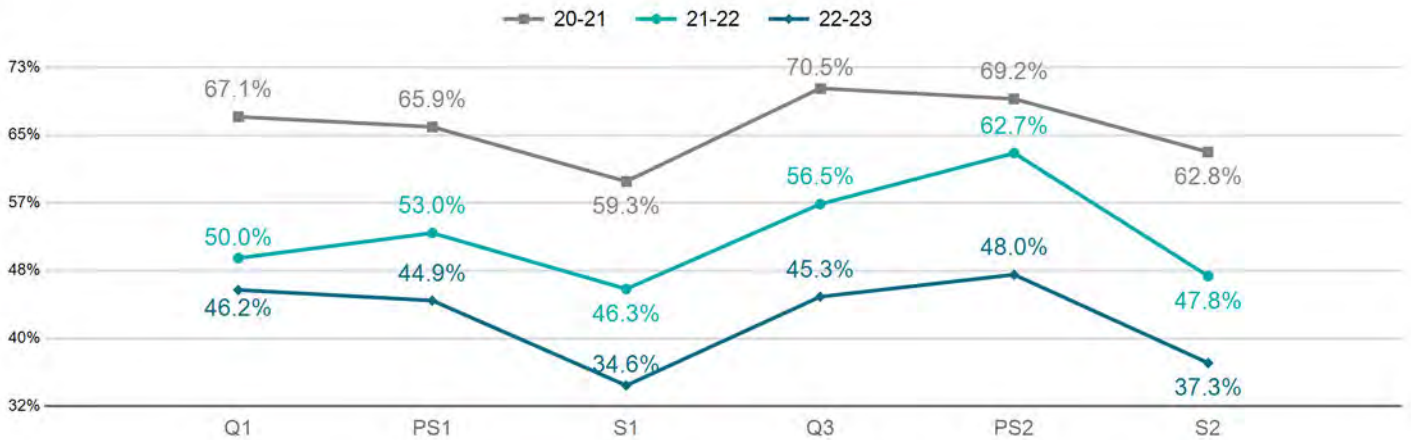
Category: Ethnicity - Subgroup: African American



Category: Ethnicity - Subgroup: American Indian

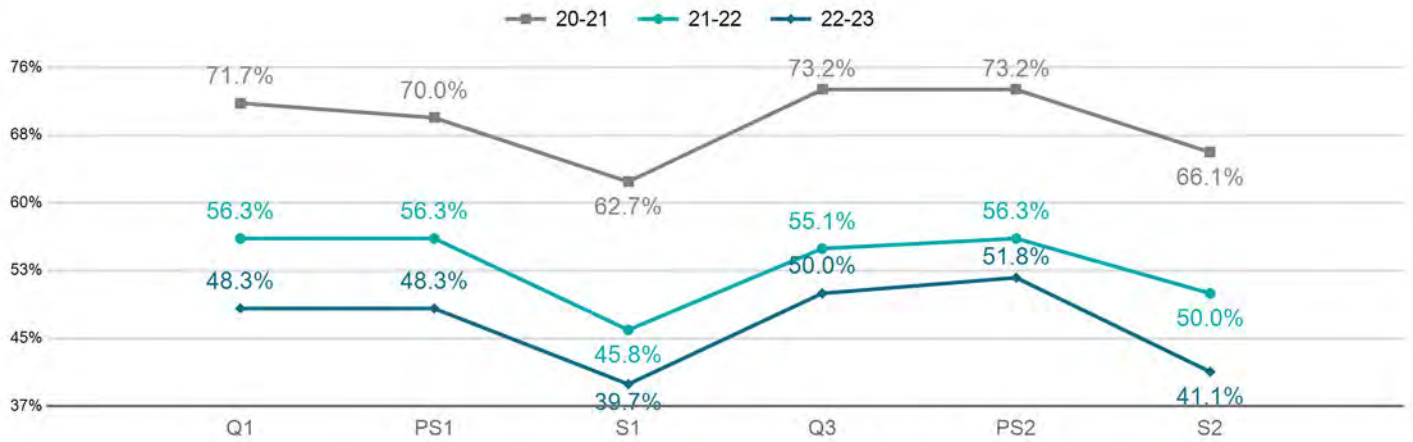


Category: Ethnicity - Subgroup: Asian



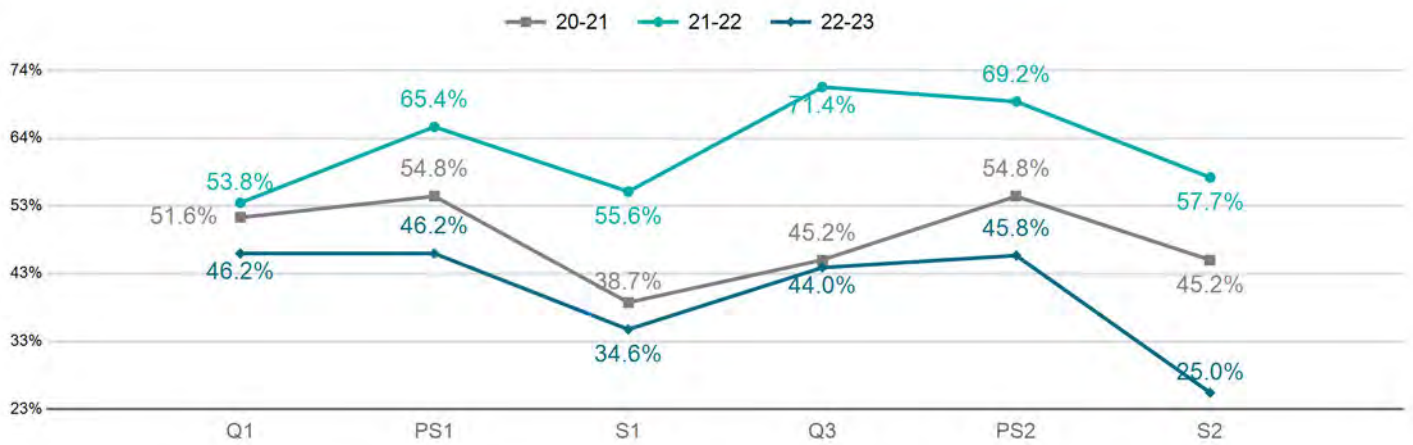
# Percent of Students with 1+ D or F - 3 year Comparison Jordan

Category: Ethnicity - Subgroup: Cambodian

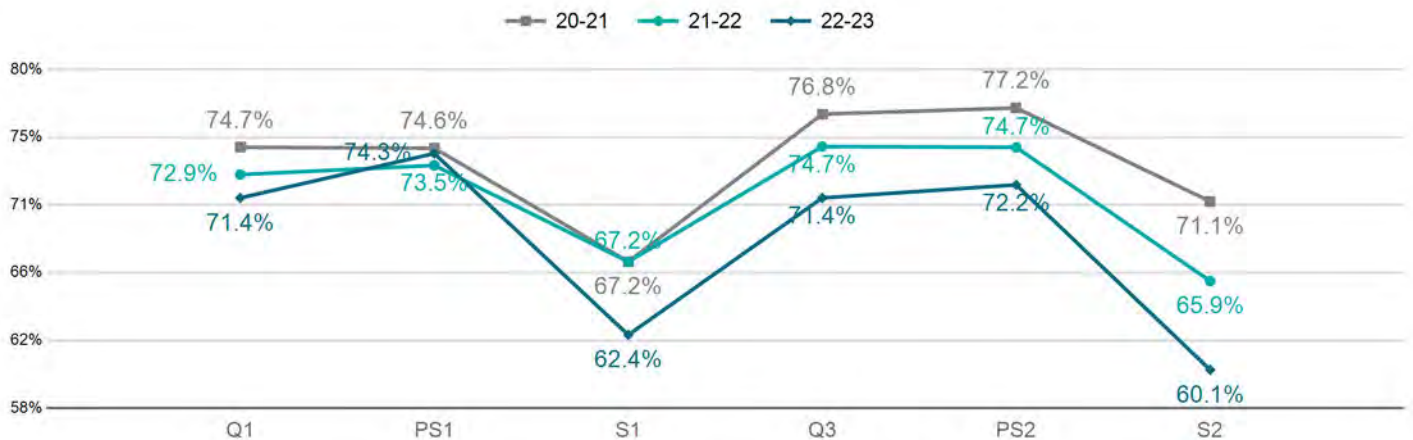


Cambodian students are a subset of Asian students, and are also included in the Asian subgroup counts.

Category: Ethnicity - Subgroup: Filipino

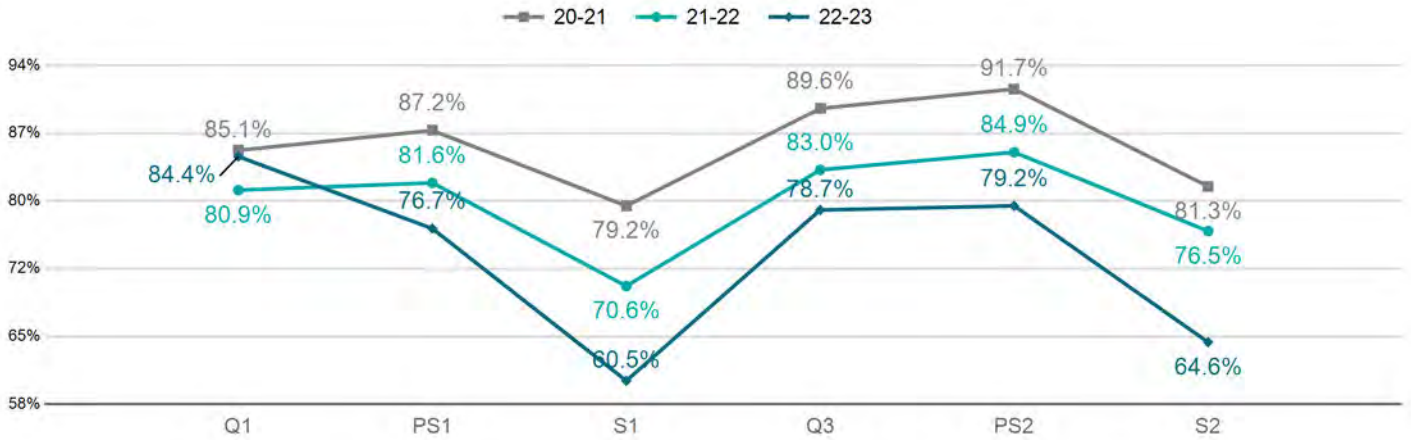


Category: Ethnicity - Subgroup: Hispanic

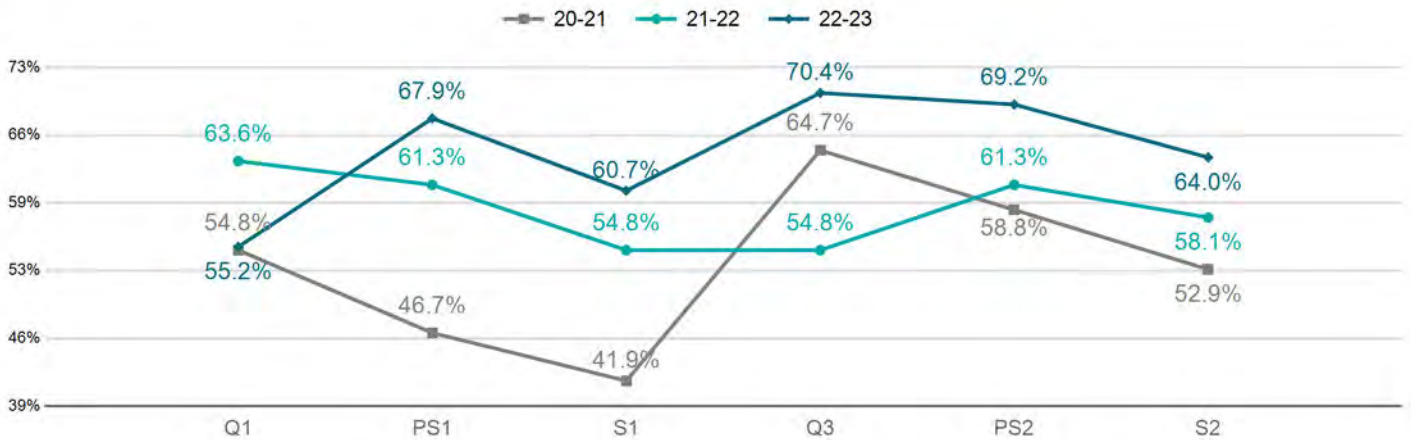


# Percent of Students with 1+ D or F - 3 year Comparison Jordan

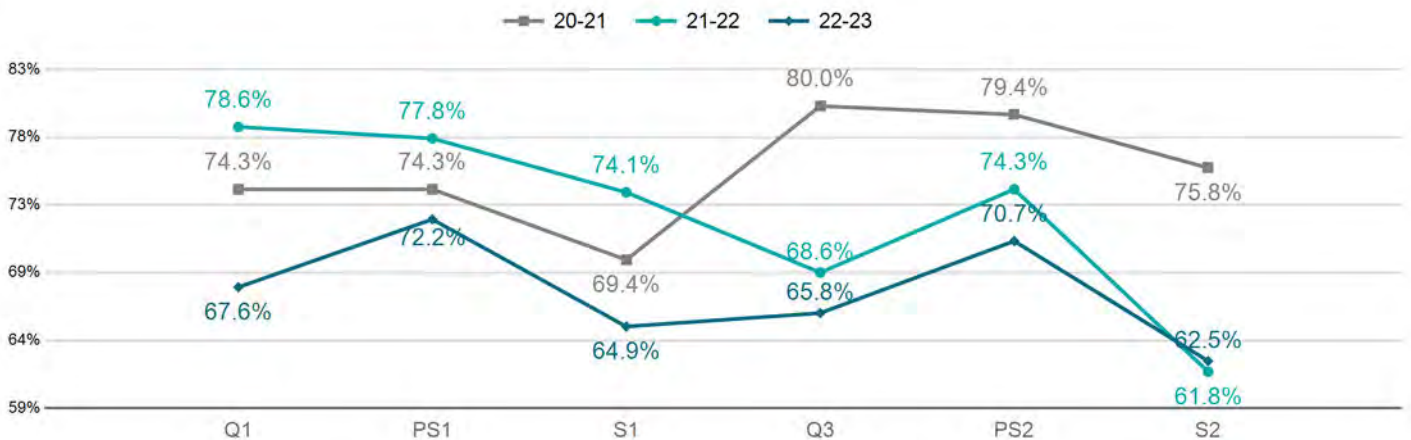
Category: Ethnicity - Subgroup: Pacific Islander



Category: Ethnicity - Subgroup: White



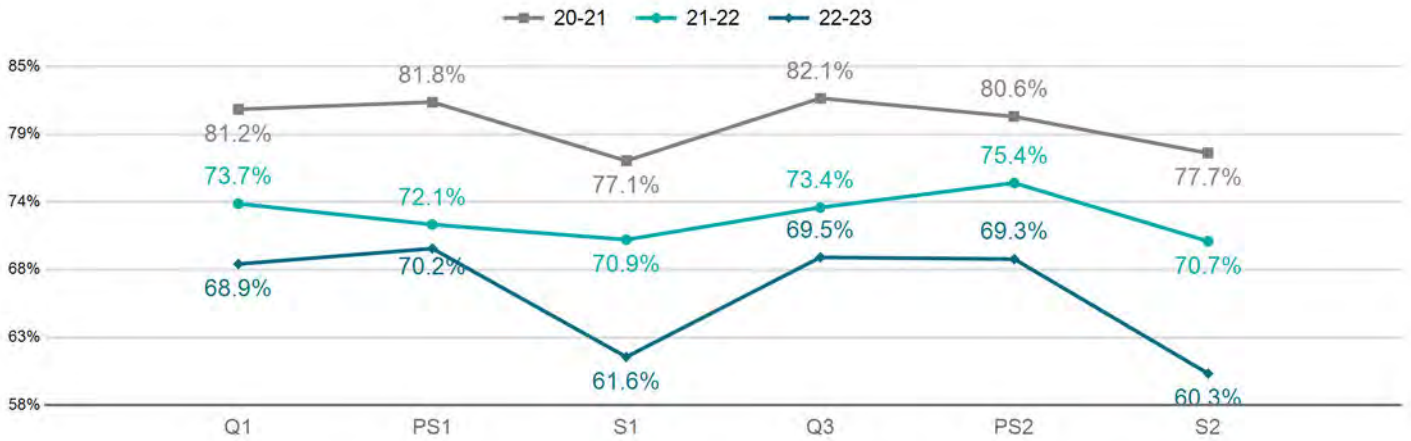
Category: Ethnicity - Subgroup: Other



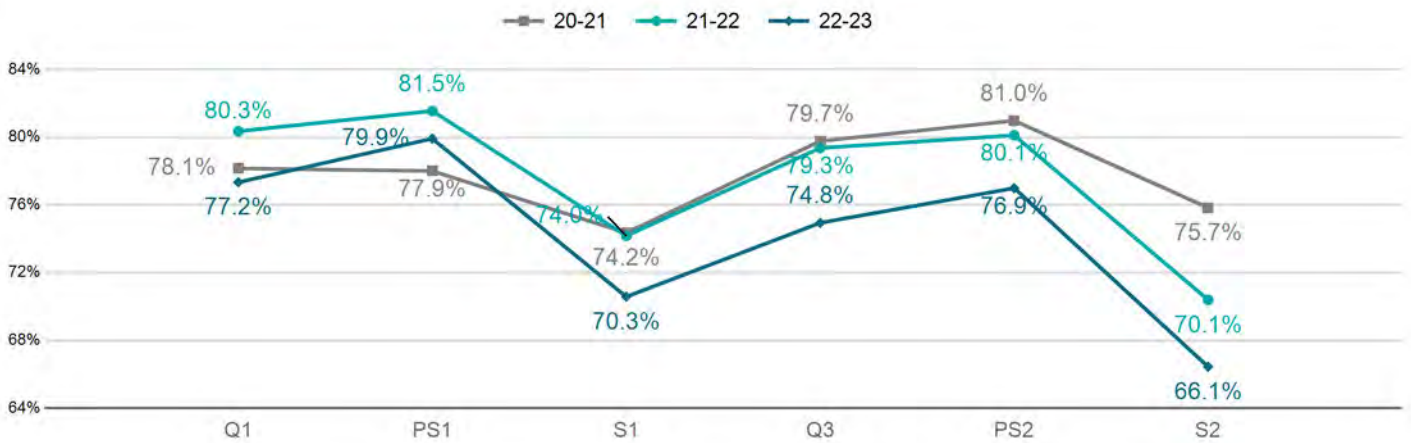


# Percent of Students with 1+ D or F - 3 year Comparison Jordan

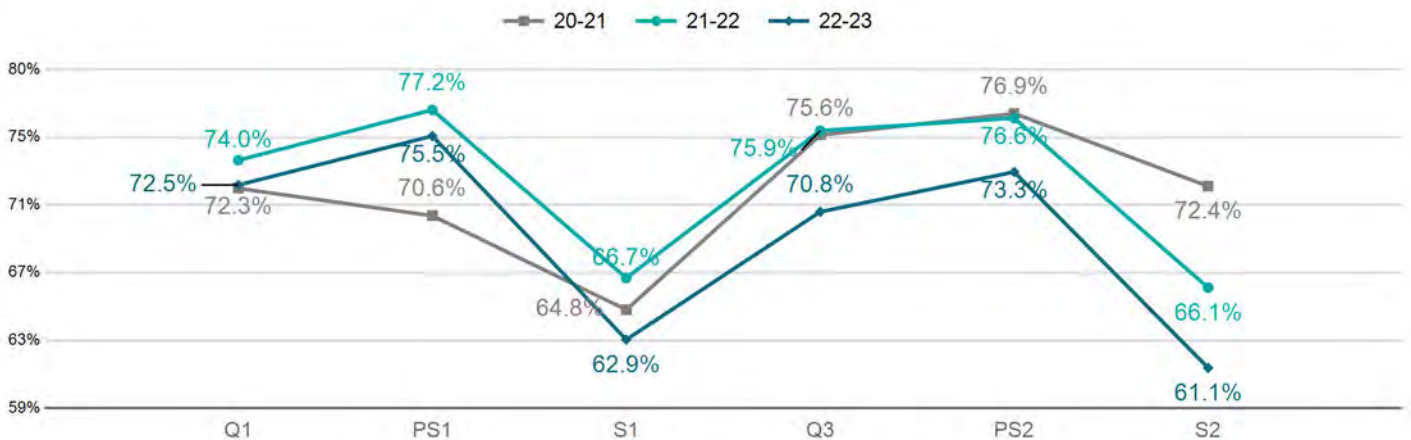
## Category: Grade - Subgroup: Gr. 09



## Category: Grade - Subgroup: Gr. 10



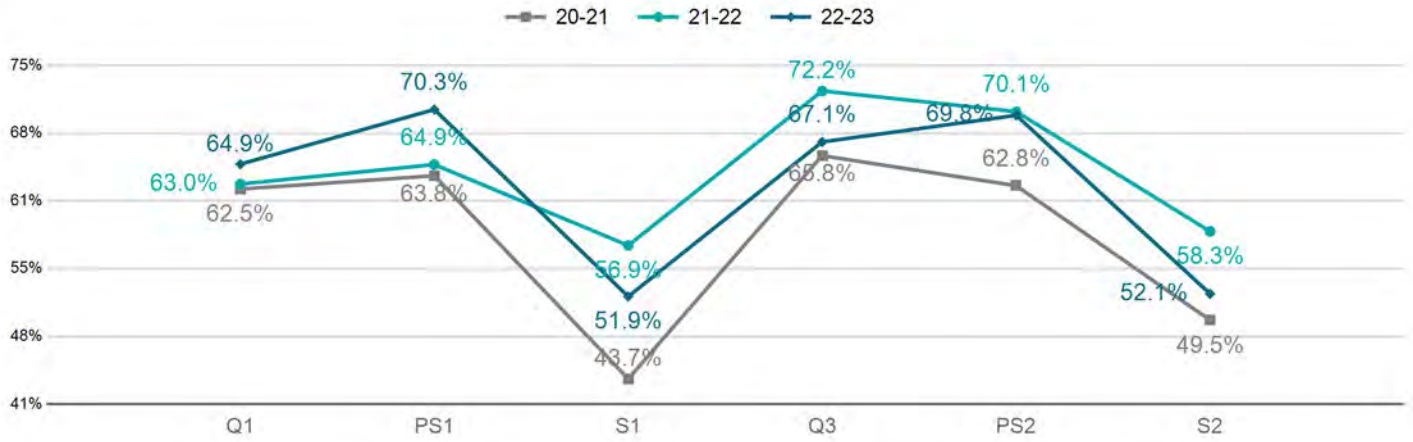
## Category: Grade - Subgroup: Gr. 11



# Percent of Students with 1+ D or F - 3 year Comparison

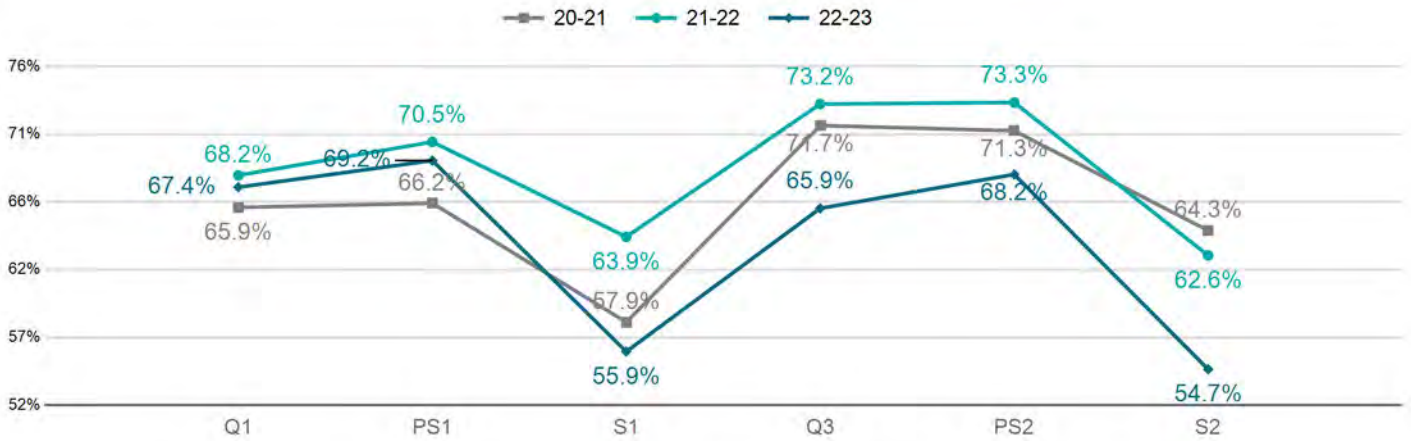
Jordan

Category: Grade - Subgroup: Gr. 12

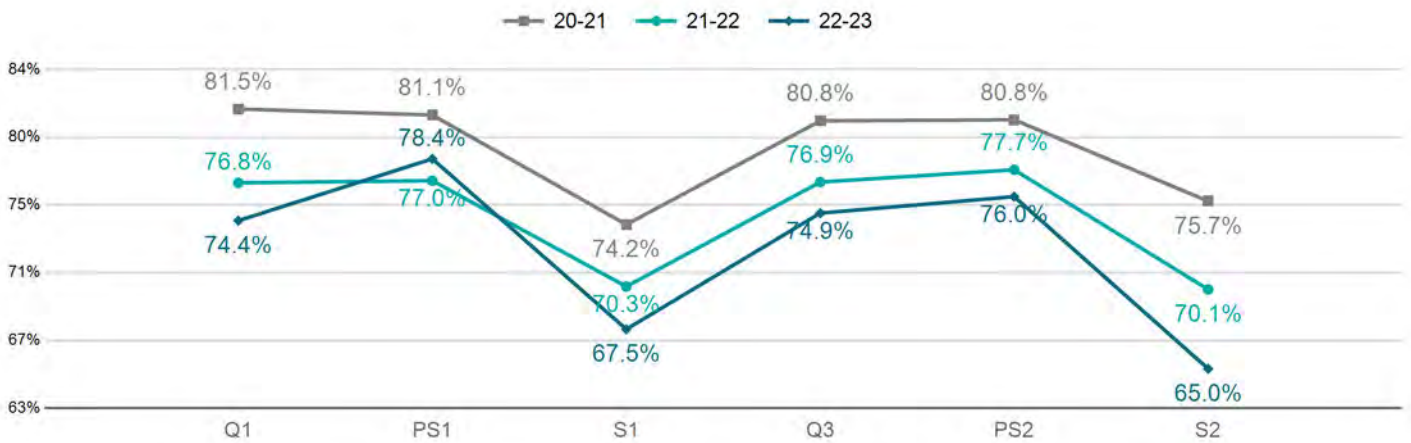


# Percent of Students with 1+ D or F - 3 year Comparison Jordan

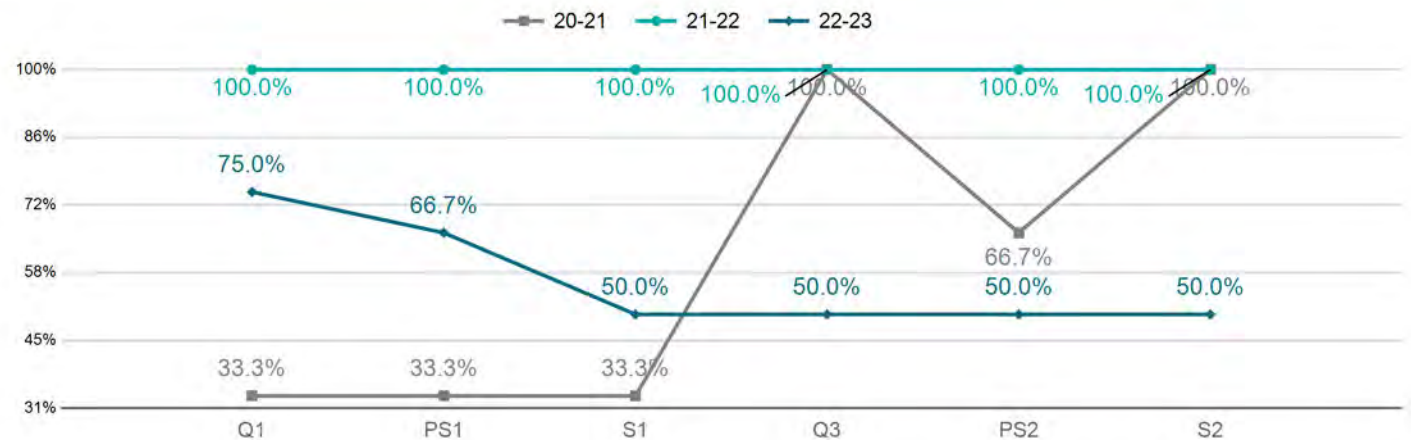
## Category: Gender - Subgroup: Female



## Category: Gender - Subgroup: Male

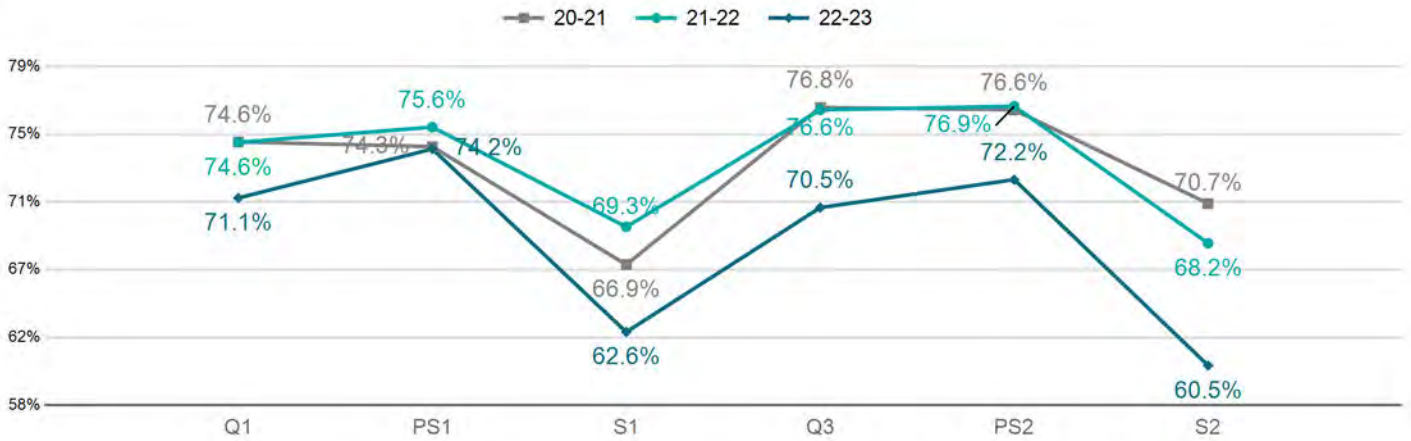


## Category: Gender - Subgroup: Nonbinary

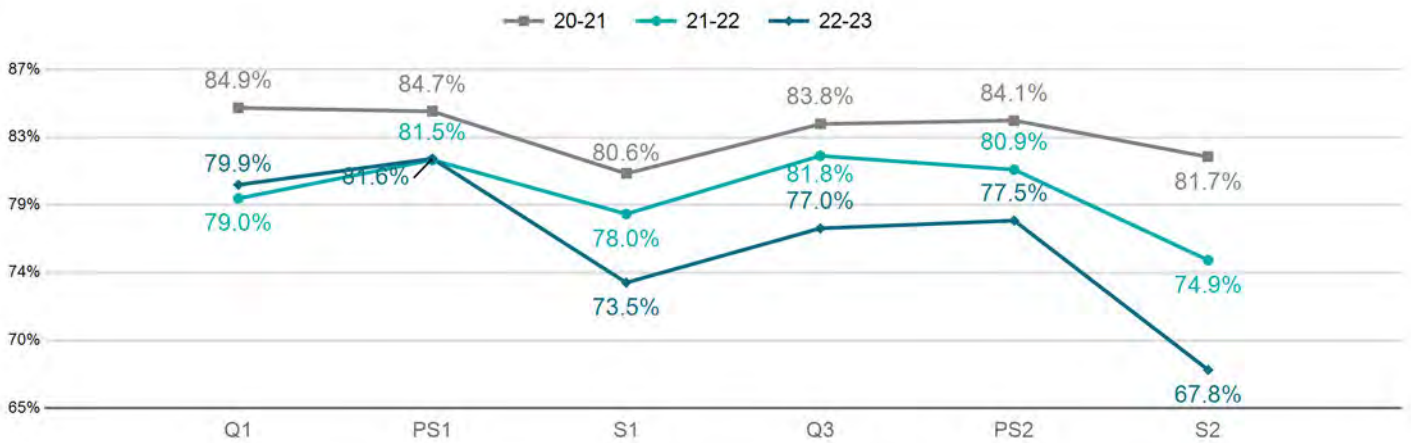


# Percent of Students with 1+ D or F - 3 year Comparison Jordan

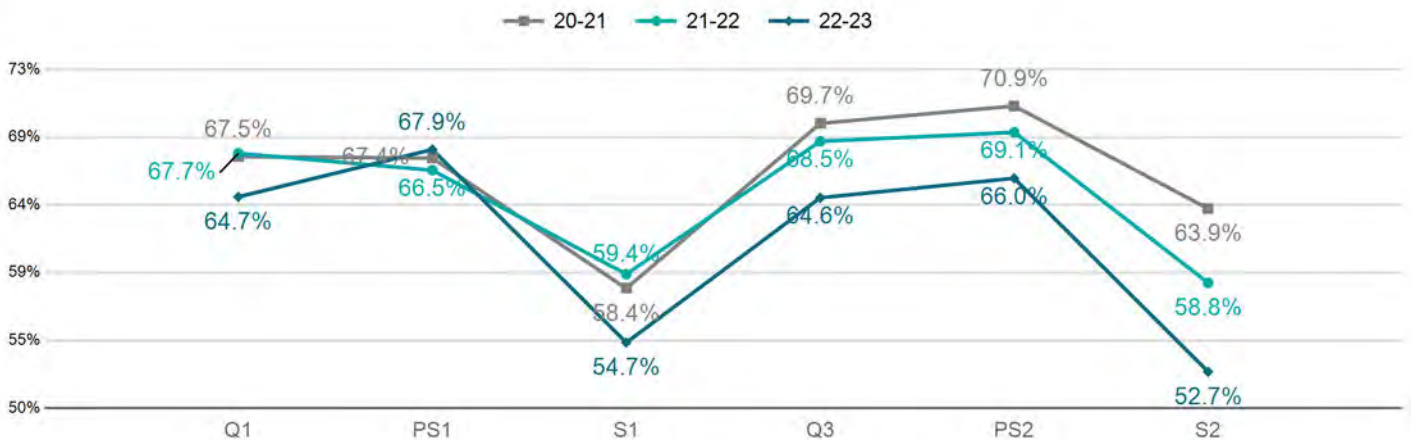
## Category: Special Populations - Subgroup: Low SES



## Category: Special Populations - Subgroup: ELL

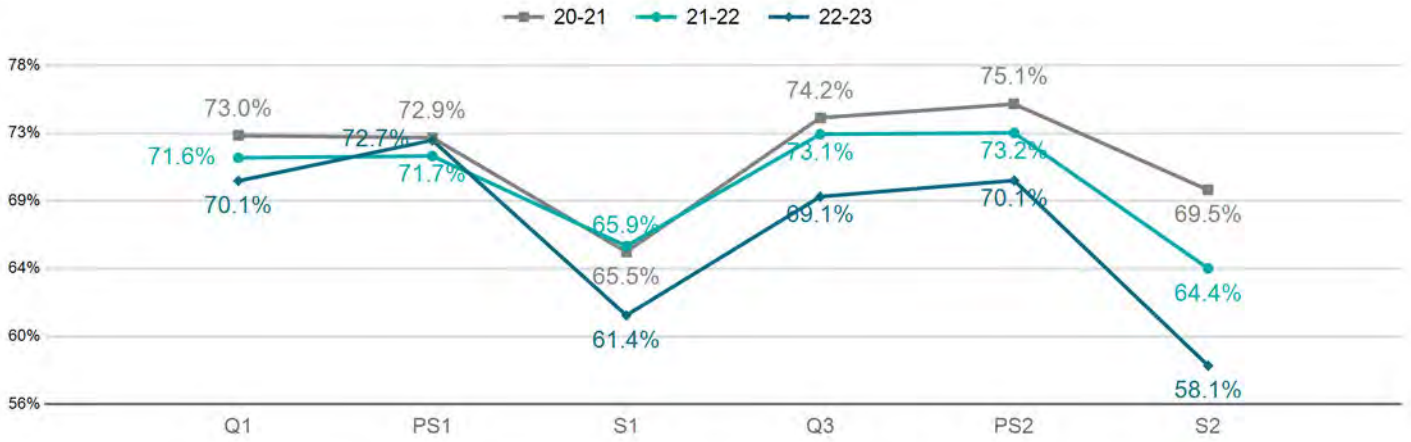


## Category: Special Populations - Subgroup: RFEP

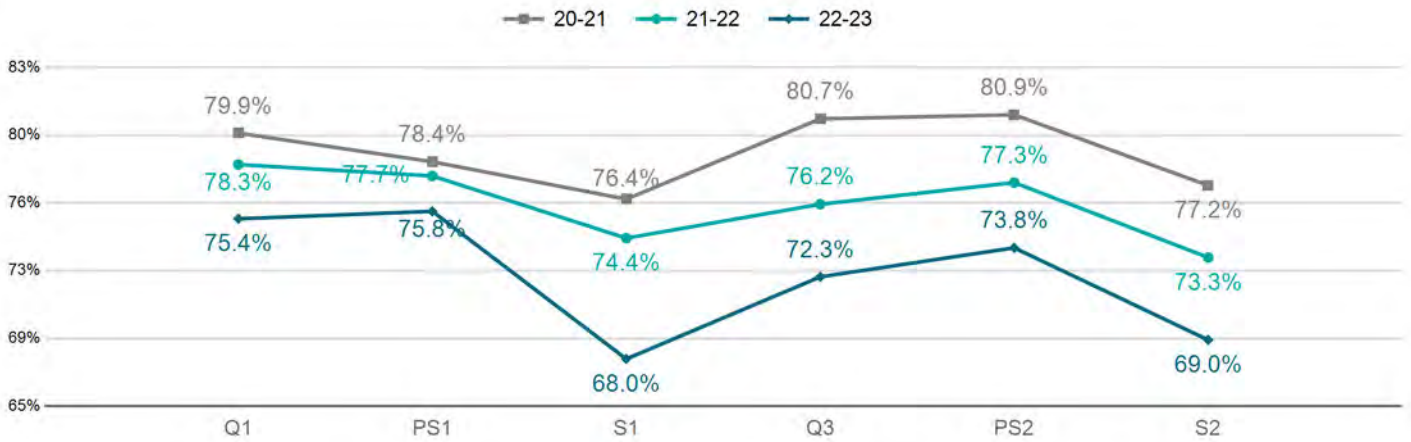


# Percent of Students with 1+ D or F - 3 year Comparison Jordan

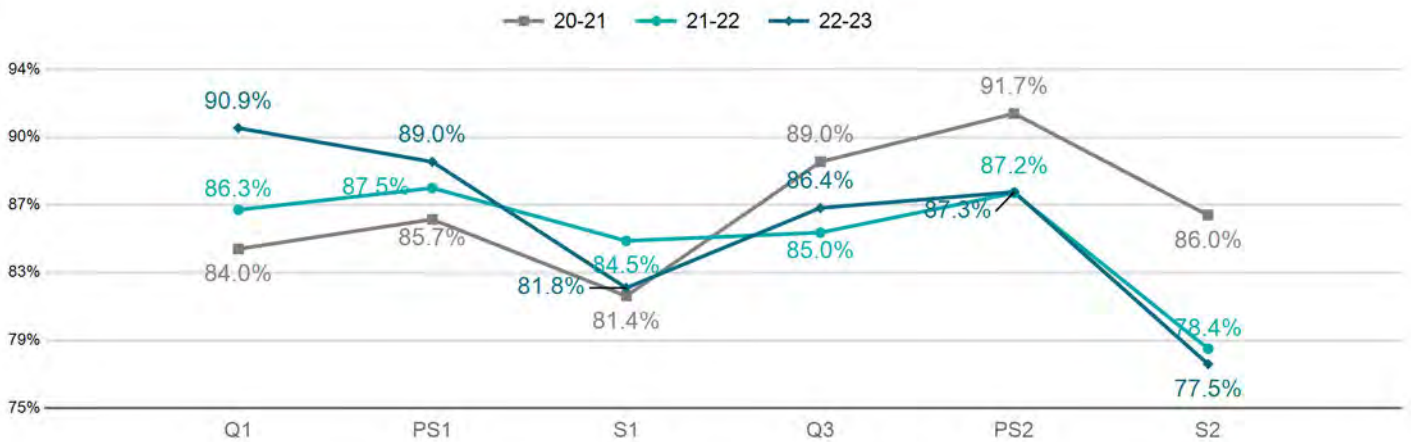
Category: Special Populations - Subgroup: EL + RFEP



Category: Special Populations - Subgroup: Special Ed.

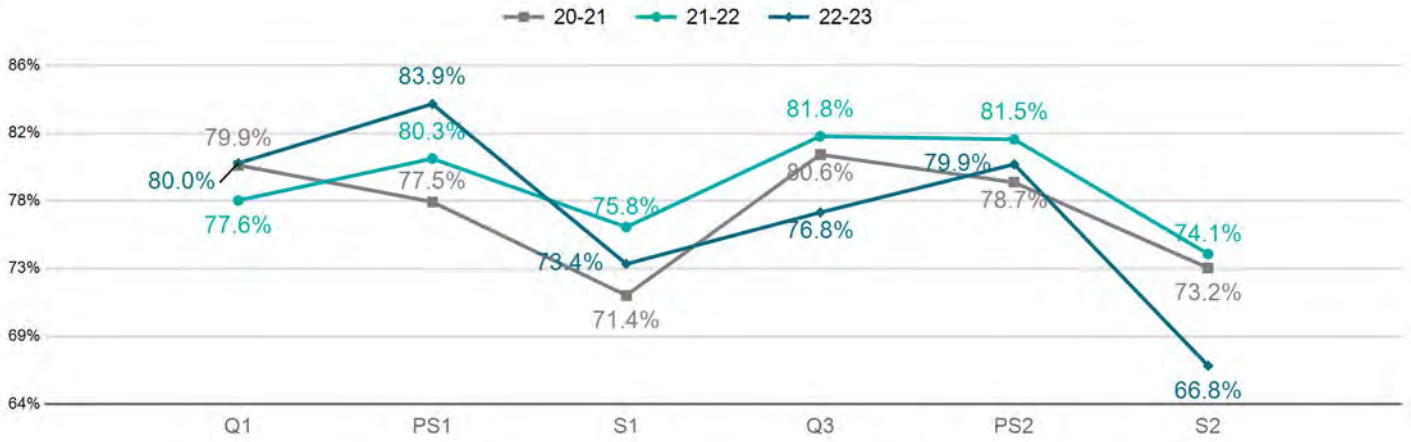


Category: Special Populations - Subgroup: Spec Ed. Speech/RSP

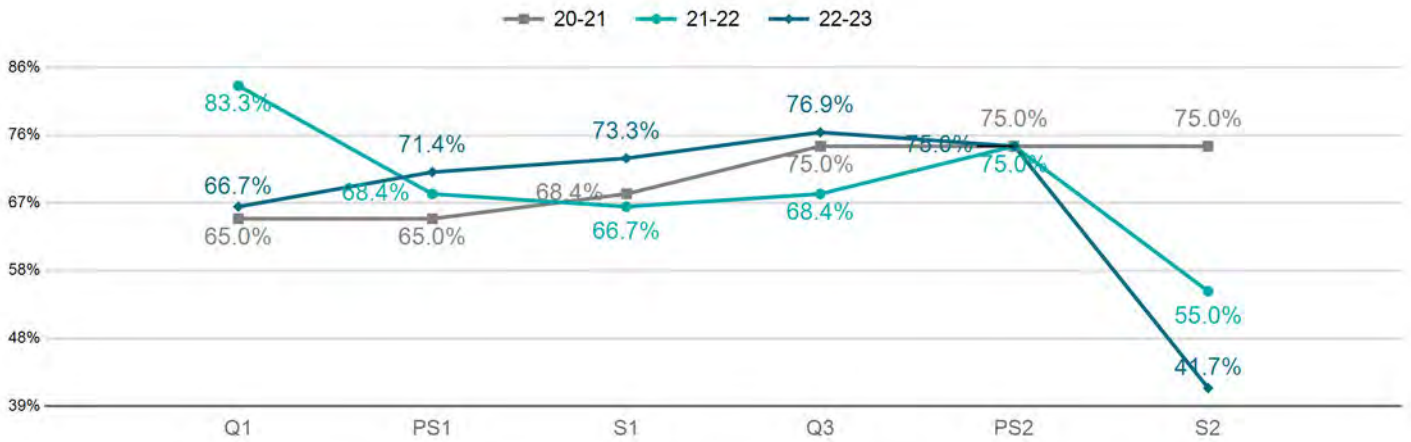


# Percent of Students with 1+ D or F - 3 year Comparison Jordan

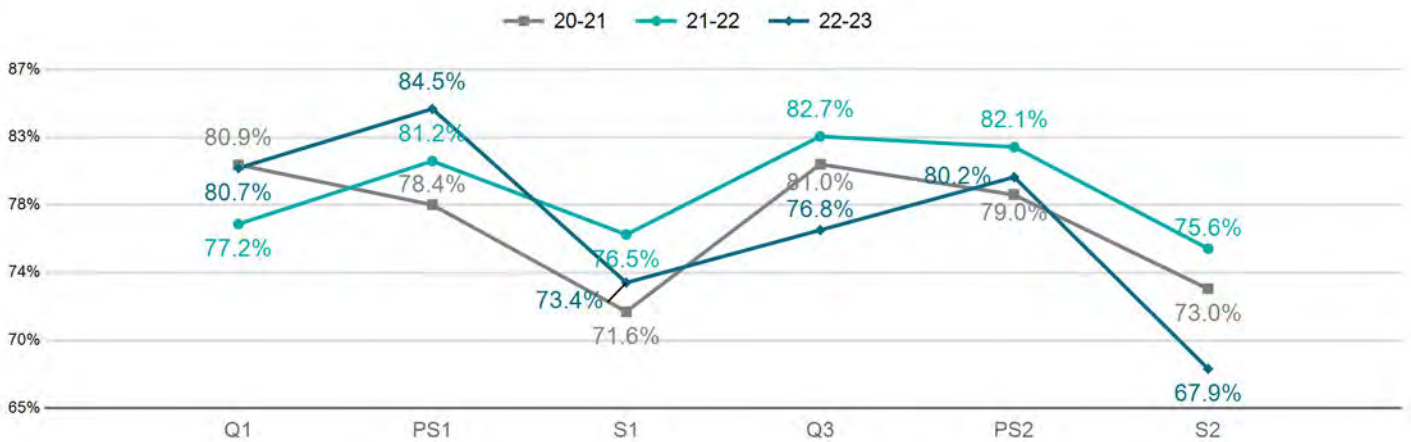
Category: Special Populations - Subgroup: Homeless/Foster



Category: Special Populations - Subgroup: Foster

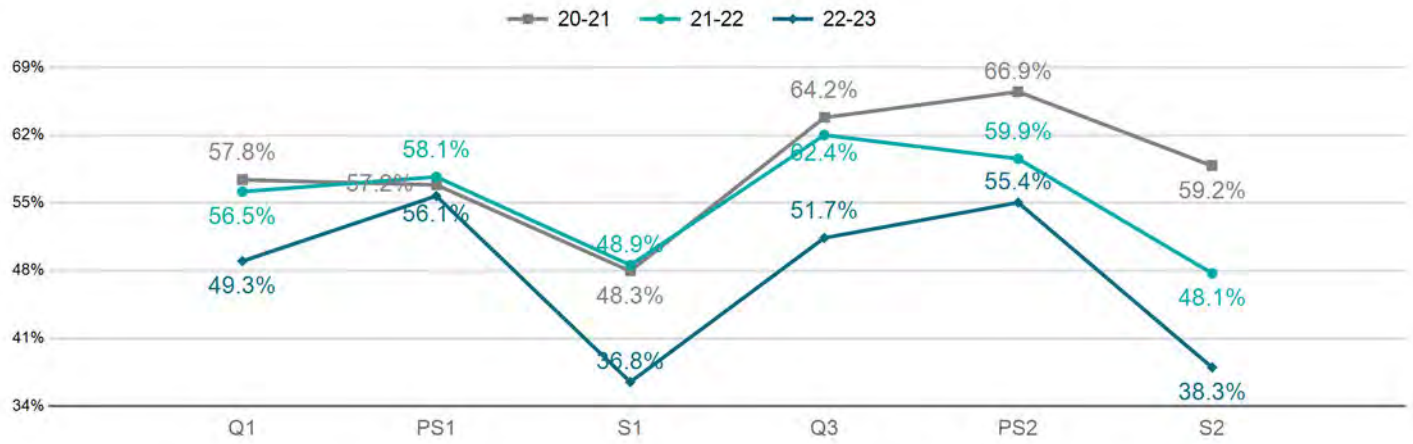


Category: Special Populations - Subgroup: Homeless



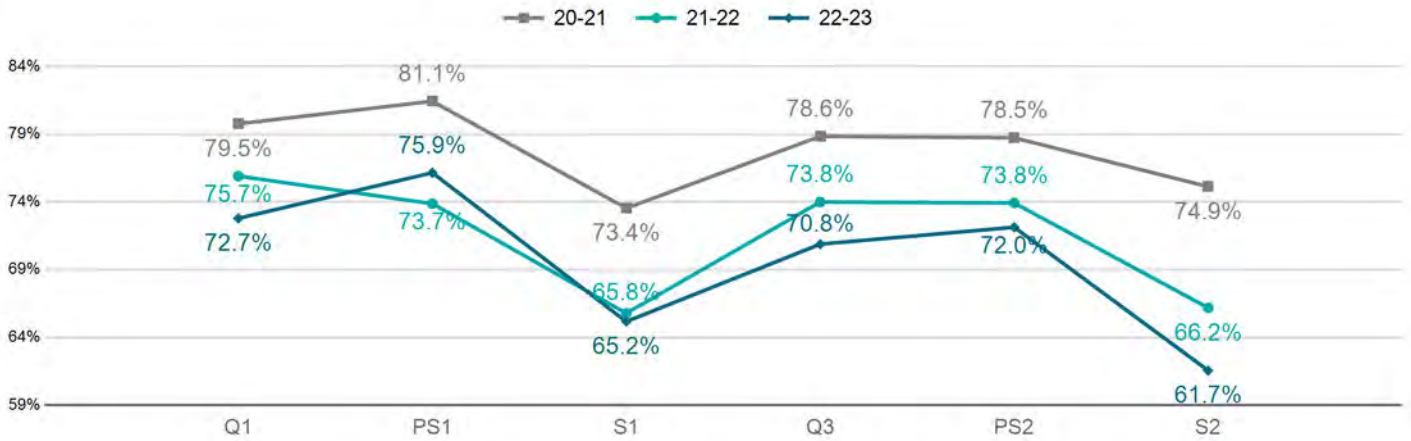
# Percent of Students with 1+ D or F - 3 year Comparison Jordan

Category: Special Populations - Subgroup: GATE/Excel

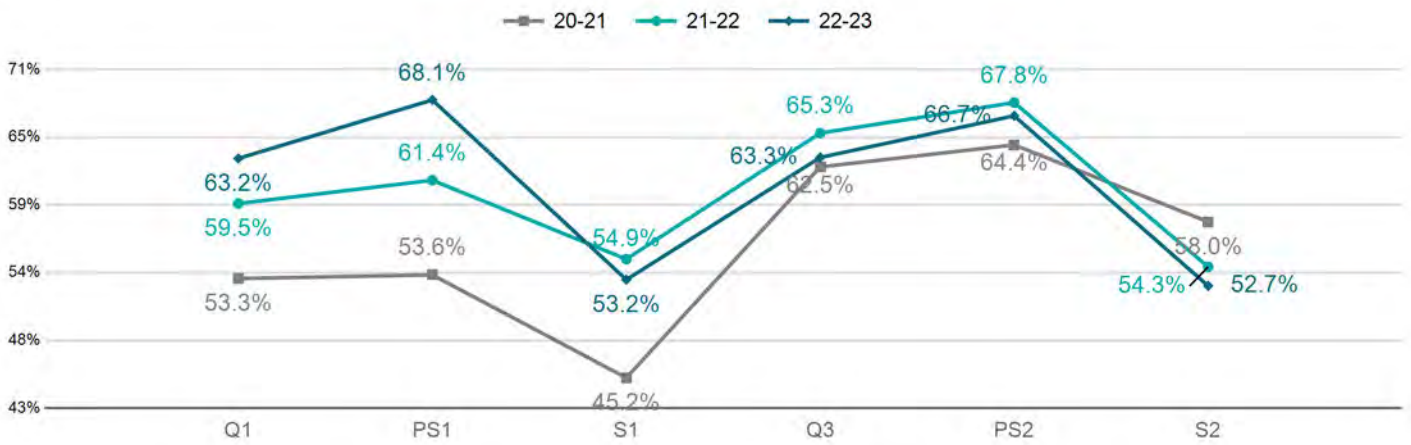


# Percent of Students with 1+ D or F - 3 year Comparison Jordan

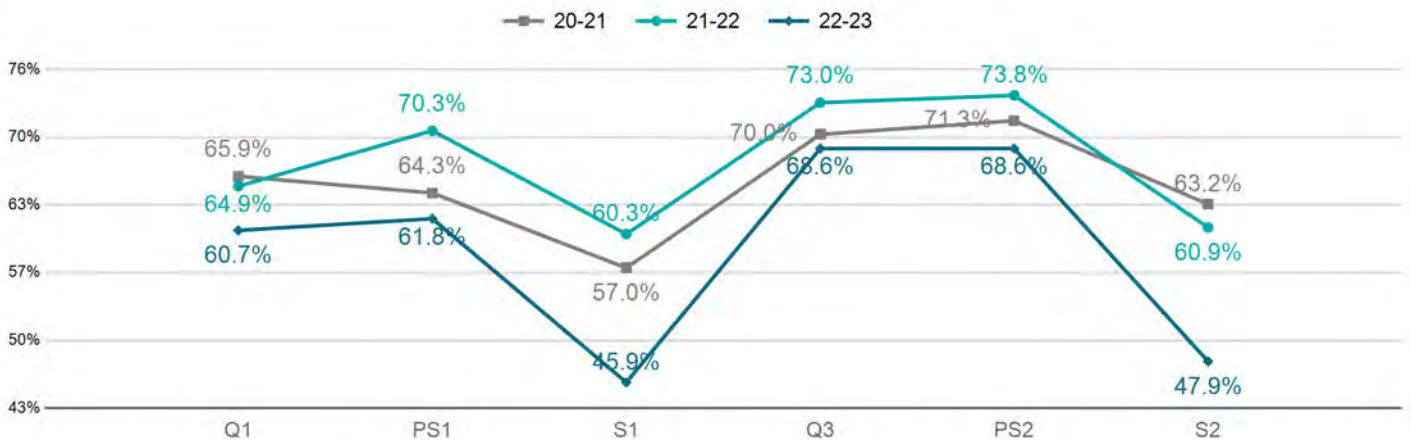
Category: SLC - Subgroup: Jordan - ACE



Category: SLC - Subgroup: Jordan - AIMS



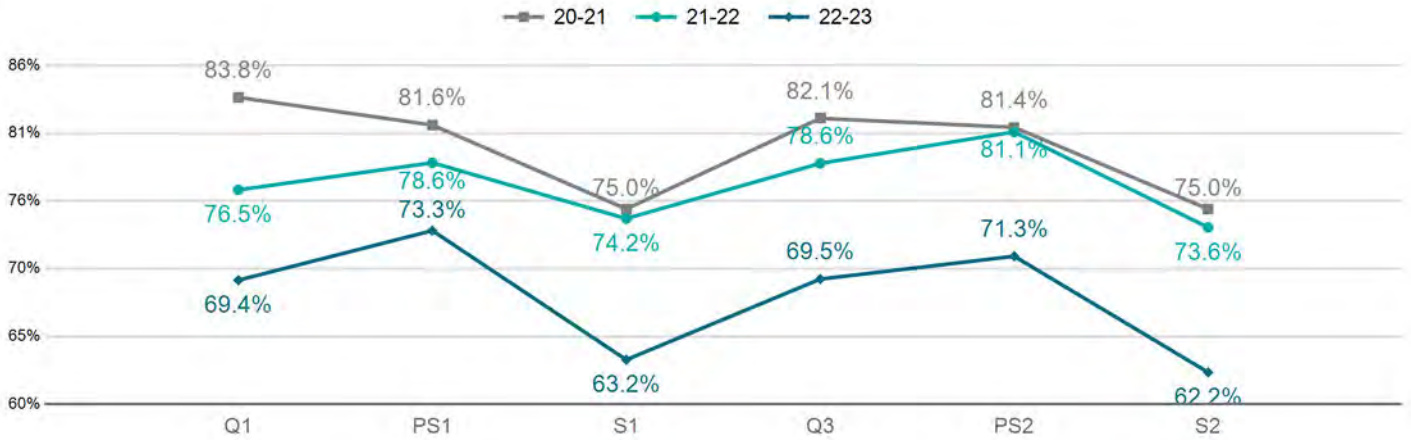
Category: SLC - Subgroup: Jordan - IB



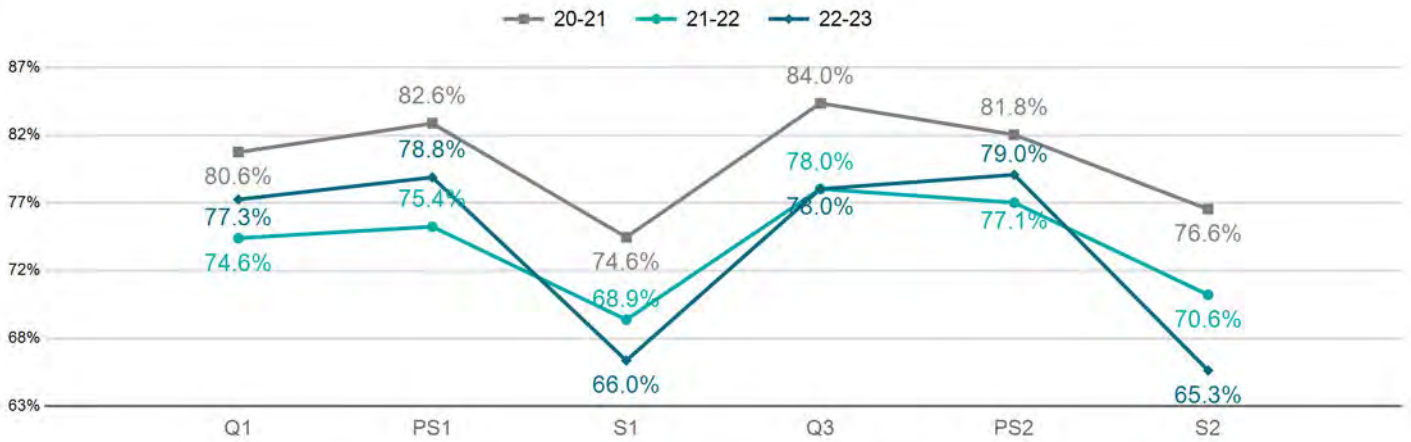


# Percent of Students with 1+ D or F - 3 year Comparison Jordan

Category: SLC - Subgroup: Jordan - JMAC



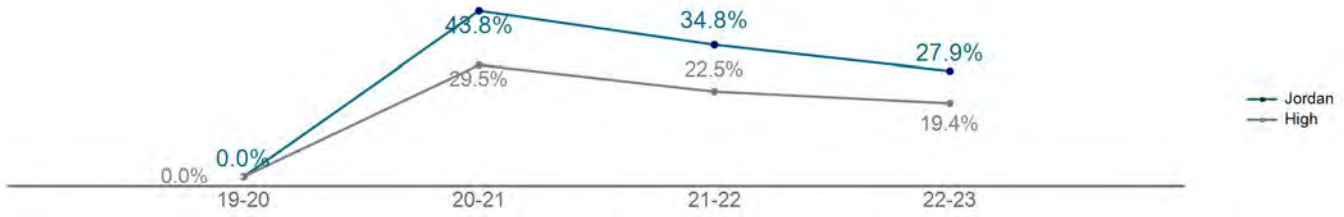
Category: SLC - Subgroup: Jordan - LEAP



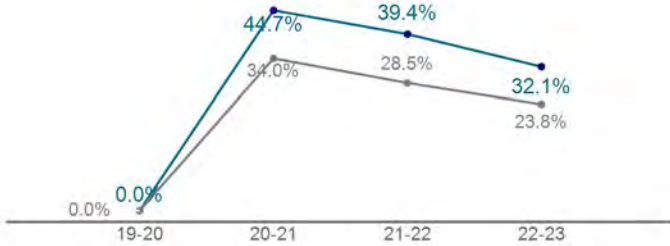
## Semester 2 - D/F Rate

**Included Departments:** Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

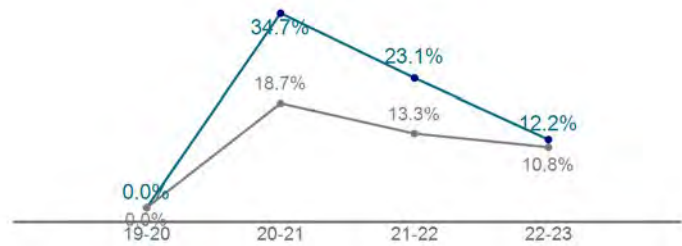
**Jordan  
All Students  
N = 14,903**



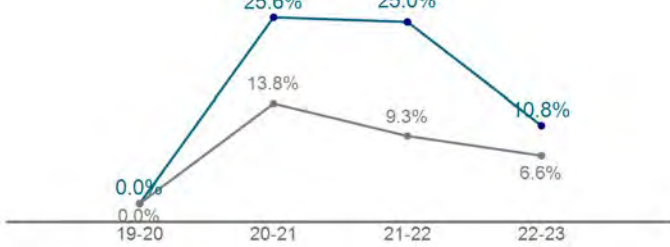
**African American  
N = 2,130**



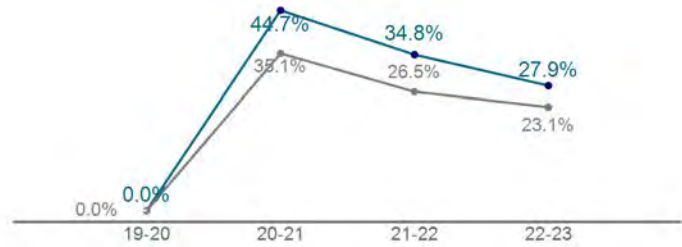
**Asian  
N = 508**



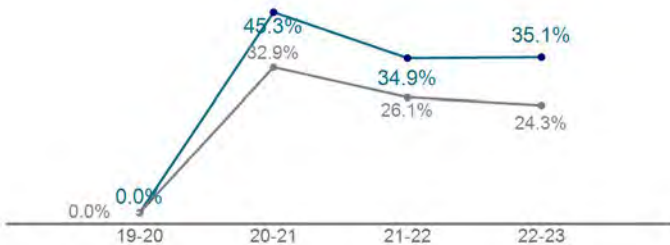
**Filipino  
N = 93**



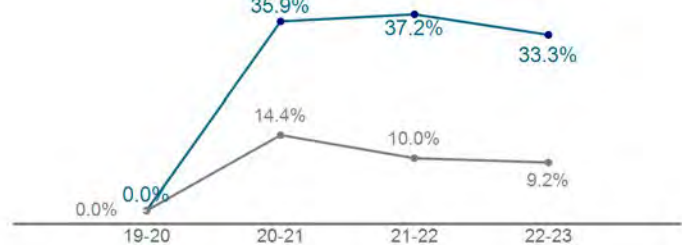
**Hispanic  
N = 11,285**



**Pacific Islander  
N = 276**



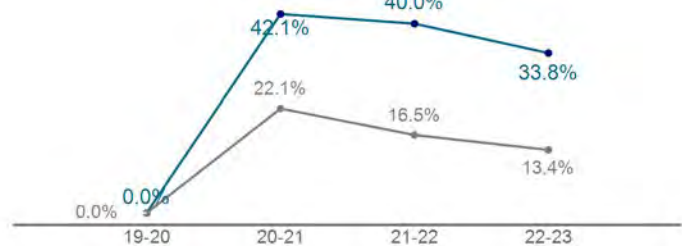
**White  
N = 111**



**Native American**

Subgroup with fewer than 20 total grades.

**Other  
N = 231**

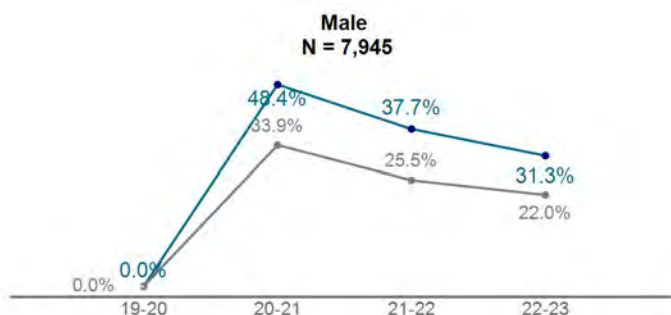
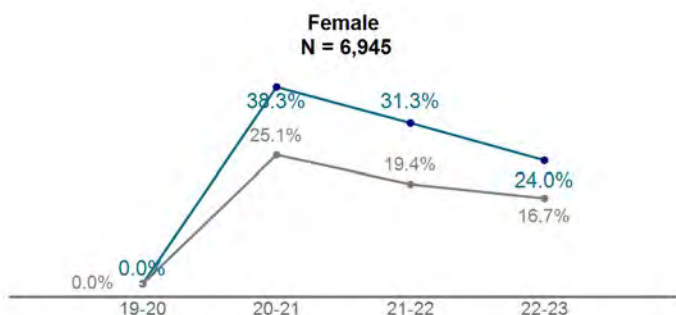
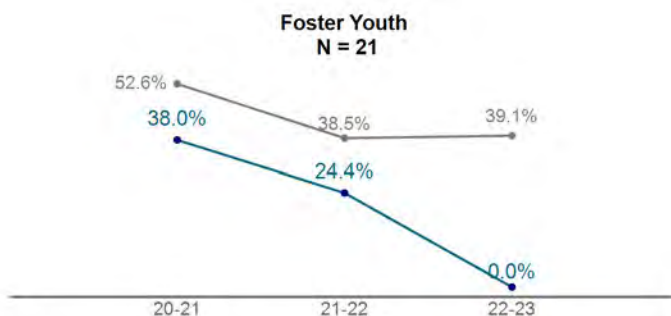
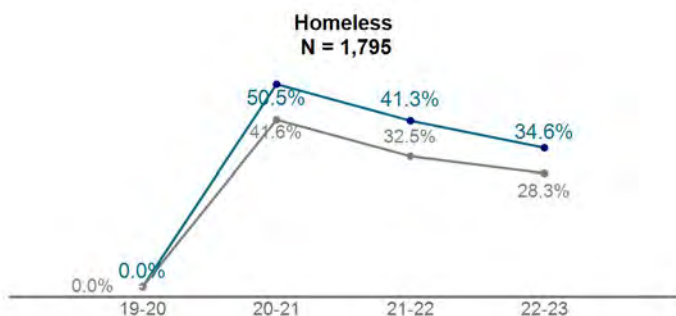
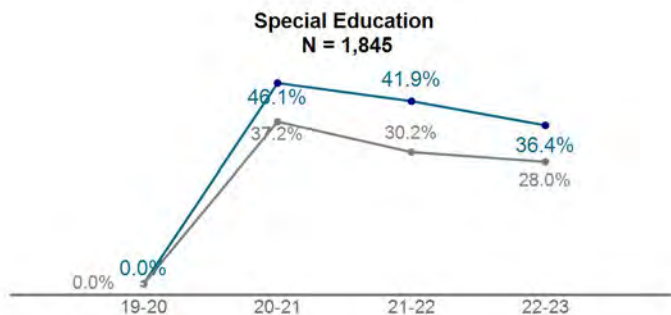
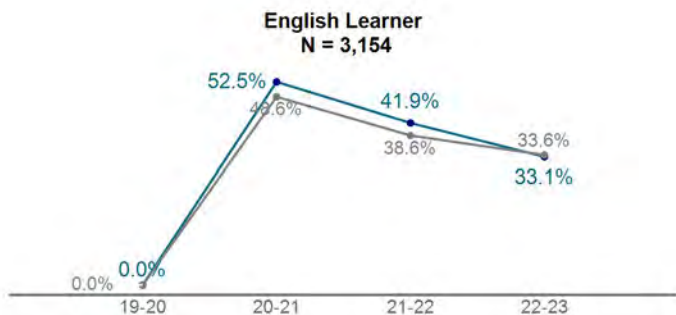
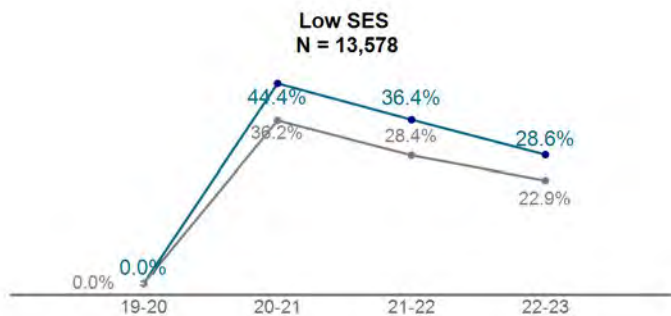
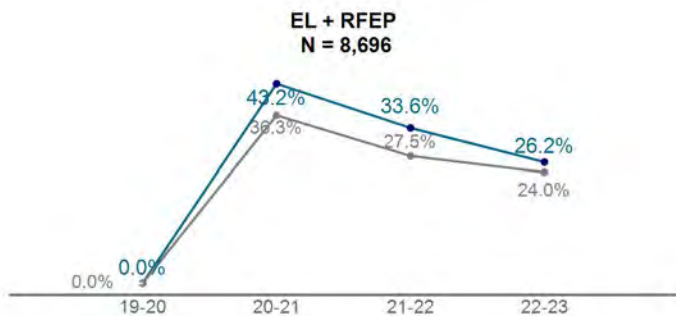


N's are from the current year. Grading in semester 2 of the 19-20 school year was Pass/Fail, due to the COVID-19 emergency closure.

Dashed line represents data for current year still in progress.

Subgroups with fewer than 20 total grades are not included

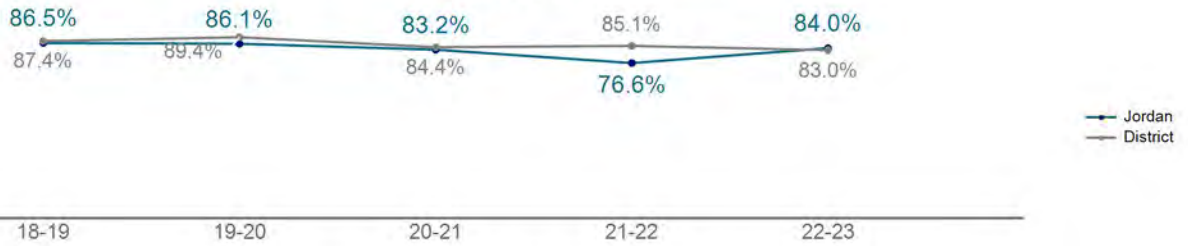
## Semester 2 - D/F Rate



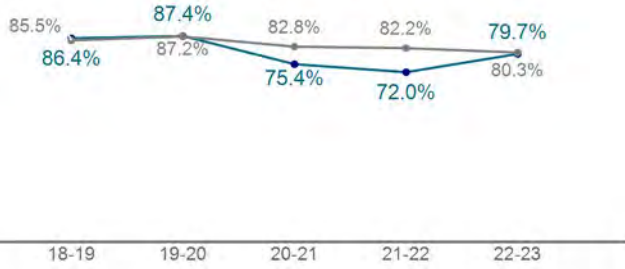
N's are from the current year. Grading in semester 2 of the 19-20 school year was Pass/Fail, due to the COVID-19 emergency closure.  
Dashed line represents data for current year still in progress.  
Subgroups with fewer than 20 total grades are not included

# Cohort Graduation Rate

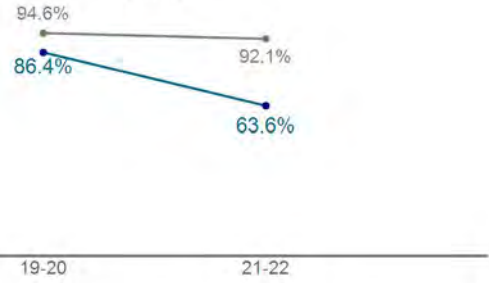
## Jordan All Students



## African American



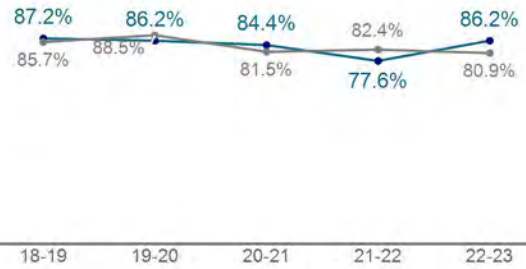
## Asian



## Filipino

Subgroup with fewer than 20 students.

## Hispanic



## Pacific Islander

80.0%  
80.4%

22-23

## White

Subgroup with fewer than 20 students.

## Native American

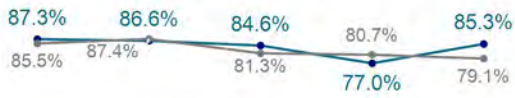
Subgroup with fewer than 20 students.

## Other

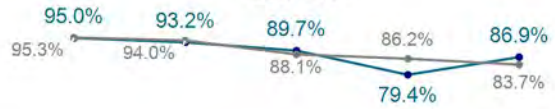
Subgroup with fewer than 20 students.

# Cohort Graduation Rate

**EL + RFEP**



**Low SES**



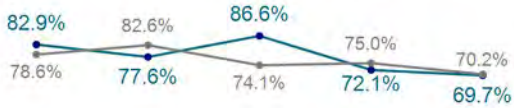
**English Learner**



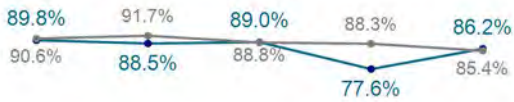
**Special Education**



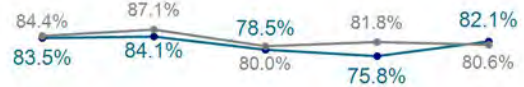
**Homeless or Foster Youth**



**Female**



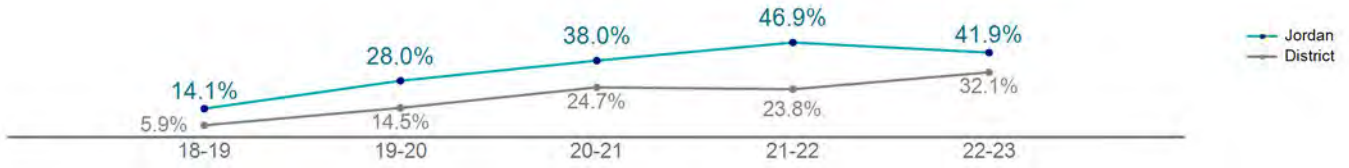
**Male**



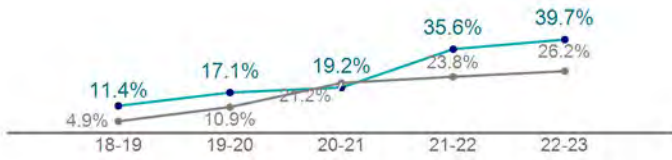
N's are from the current year.  
 Dashed line represents data for current year still in progress.  
 Subgroups under 20 students are not included.

# Percent of Graduates Completing Career Technical Education Pathway

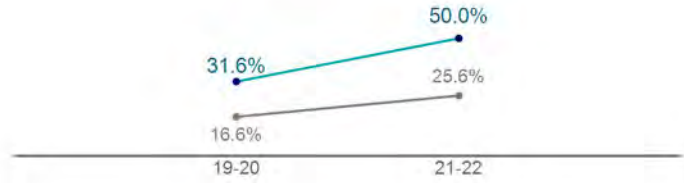
Jordan  
All Students



African American



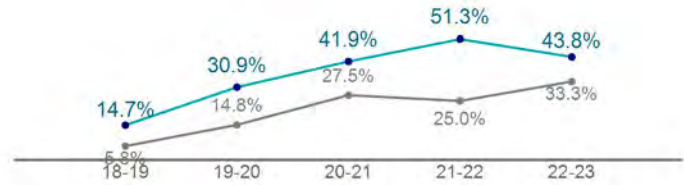
Asian



Filipino

Subgroup with fewer than 20 students.

Hispanic



Pacific Islander



White

Subgroup with fewer than 20 students.

Native American

Subgroup with fewer than 20 students.

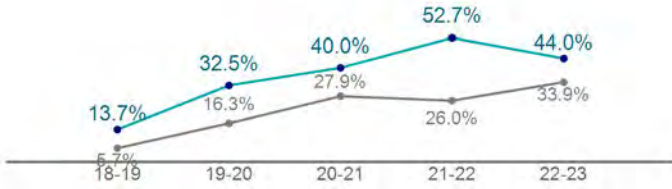
Other

Subgroup with fewer than 20 students.

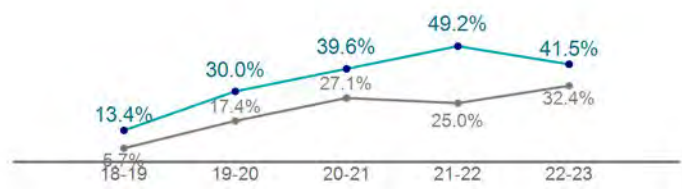
N's are from the current year.  
Dashed line represents data for current year still in progress.  
Subgroups under 20 students are not included.

# Percent of Graduates Completing Career Technical Education Pathway

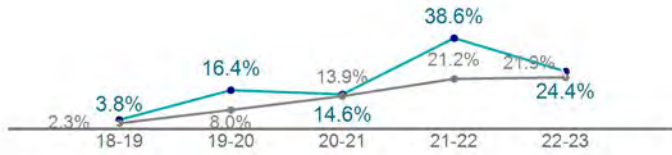
EL + RFEP



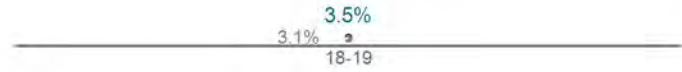
Low SES



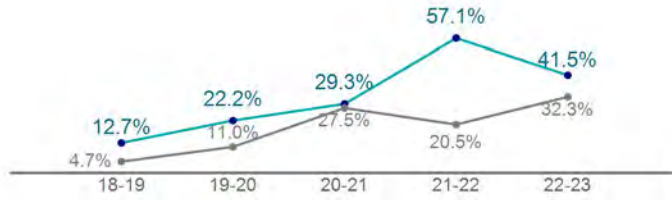
English Learner



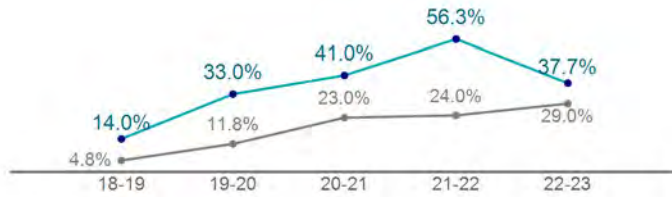
Special Education



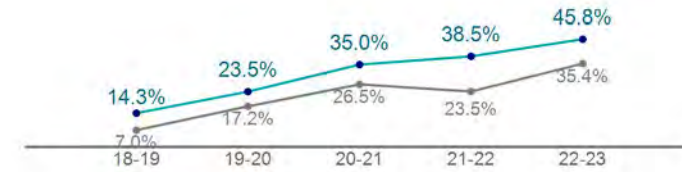
Homeless or Foster Youth



Female



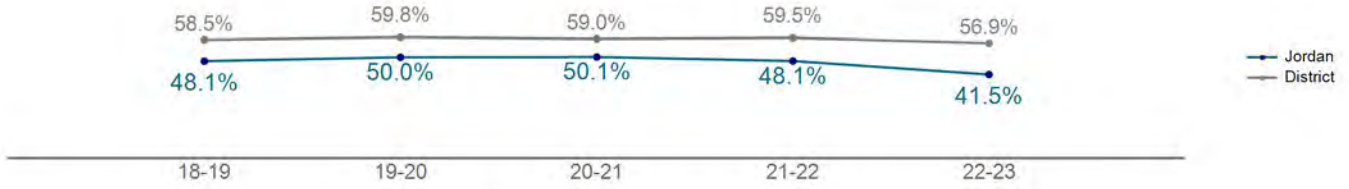
Male



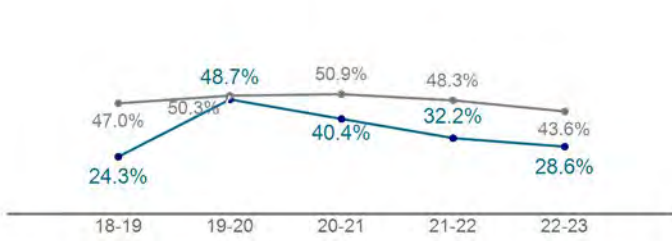
N's are from the current year.  
 Dashed line represents data for current year still in progress.  
 Subgroups under 20 students are not included.

# Percent of Graduates that Met A-G Requirements

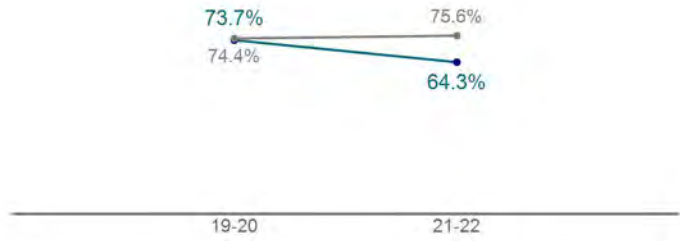
## Jordan All Students



## African American



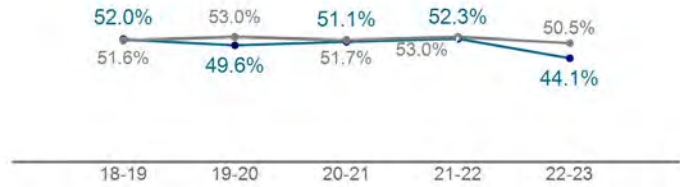
## Asian



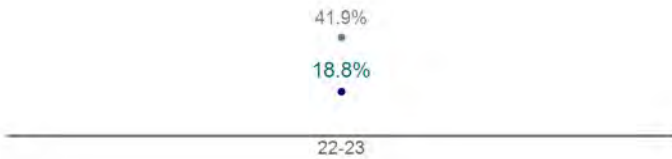
## Filipino

Subgroup with fewer than 20 students.

## Hispanic



## Pacific Islander



## White

Subgroup with fewer than 20 students.

## Native American

Subgroup with fewer than 20 students.

## Other

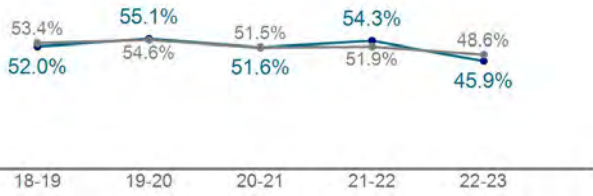
Subgroup with fewer than 20 students.

N's are from the current year.  
Dashed line represents data for current year still in progress.  
Subgroups under 20 students are not included.

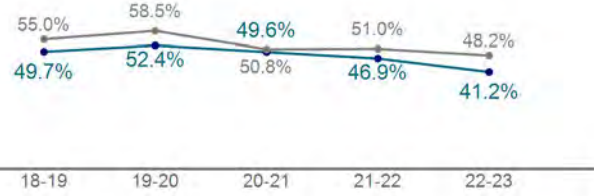


# Percent of Graduates that Met A-G Requirements

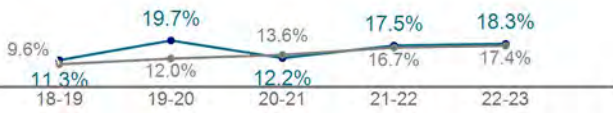
EL + RFEP



Low SES



English Learner



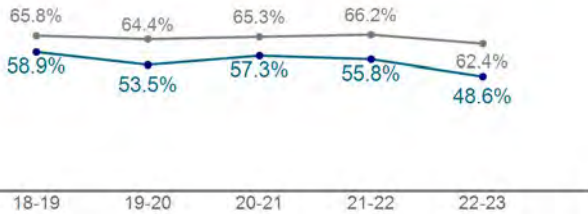
Special Education



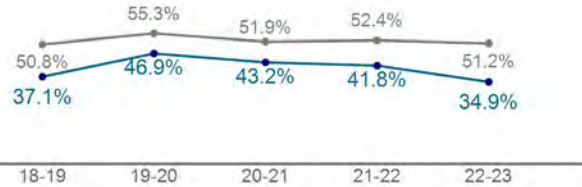
Homeless or Foster Youth



Female



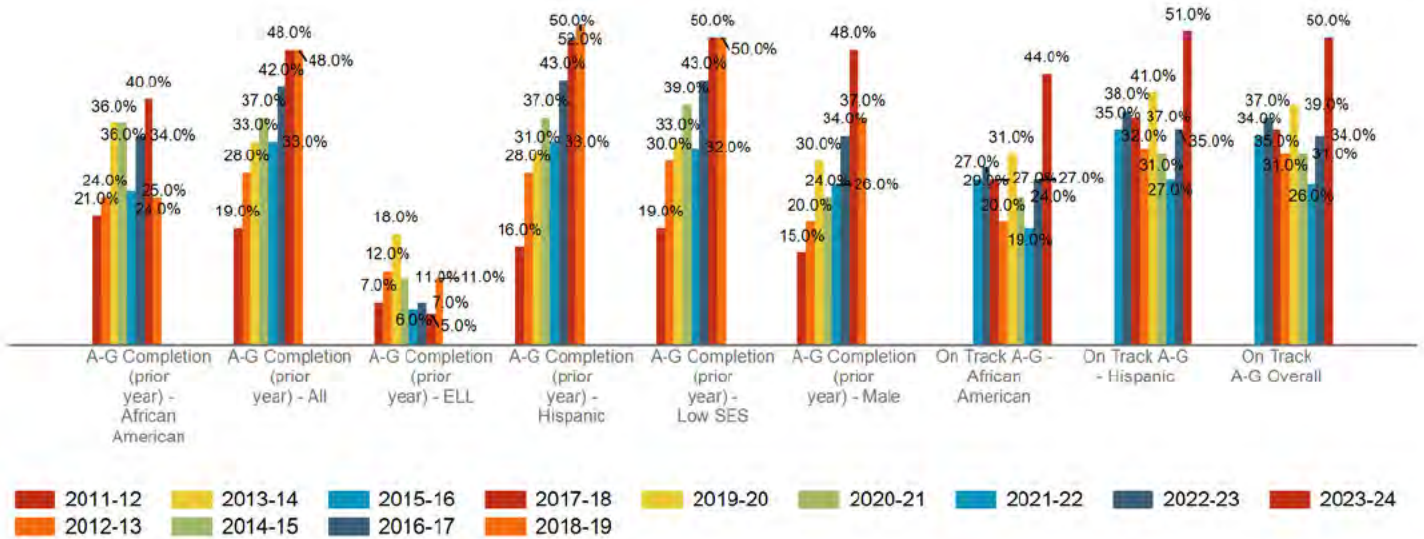
Male



N's are from the current year.  
 Dashed line represents data for current year still in progress.  
 Subgroups under 20 students are not included.

# A-G Rate

## School Year: 22-23



### Budgeted Items

| Line Number | Description  | Cost | Personnel Summary   |
|-------------|--|------|---|
| 1           | <p>Intervention and CIE Facilitator Work with the Intervention Aide to provide intervention and programs for Black and Hispanic 9th grade, male students identified at risk students. They will also coordinate and monitor, with the assistance of the School Community Liaison, the JHS attendance policy and Tiered System to ensure student contact, follow up and processes are followed. In addition, they will collaborate with the School Psychologist in the Wellness Center to support initiatives that address students social emotional and mental health. This role will assure targeted subgroups are receiving interventions and monitor progress of programs. In addition, they will assist with submitting EACCR compliance tasks including SSC and ELAC documents, required parent trainings, time distribution reports, newsletters, etc. Assist with the development of the Single Plan for Student Achievement (SPSA) Finally, facilitate the alignment between site requests and expenditures with school goals, data trends, and school/district priority areas as outlined on Jordan's SPSA.</p> <p>Jordan Math department is in need of laptop/tablet that works easily with math online programs. With this resource, teachers will be able to write out work and show problems for students. In addition, this resource will allow teachers to walk around the room and work individually with students and show the work to solve problems.</p> <p>Jordan will provide teachers with opportunities to participate in professional development with an active focus on student engagement and access to help increase the rigor in classrooms along with student engagement. Overall, this will support teachers and students in the classroom, decreasing the D/F Rate. In addition, the increase in engagement will support students in completing grade-level work and SBAC performance. More engaging classes will also improve students' feelings regarding academic achievement and support on end-of-year surveys.</p> |      | <p>Teacher on Special Assignment (TOSA)</p> <p>Materials</p> <p>Substitute teacher full day</p> |
| 3           | Two English/ELD Teachers will attend CABA Conference. They will then return and share with the English Department their new learnings and strategies.  |      | Services  |
| 5           | EL Specialist Provide Support for EL students upon arrival and throughout their years at Jordan, by conducting an initial meeting, regular check-in and progress monitoring. Lead Site Federal and State compliance review Partner with Teachers, Counselors & Other Staff to provide resources, supports and best practices for working with EL Students and their families. Advocate for EL students and programs that support their transition into Jordan and monitor their progress towards college and career readiness. Work with parents to provide them with support and resources for themselves, as well as resources for best supporting their student. Prepare agendas, minutes and facilitate the meeting of ELAC, to ensure completion and compliance with all necessary documentation. Oversee and monitor EL College Aides and the support they provide in Core Classes. Coordinate annual ELPAC Testing  |      | Teacher on Special Assignment (TOSA)  |

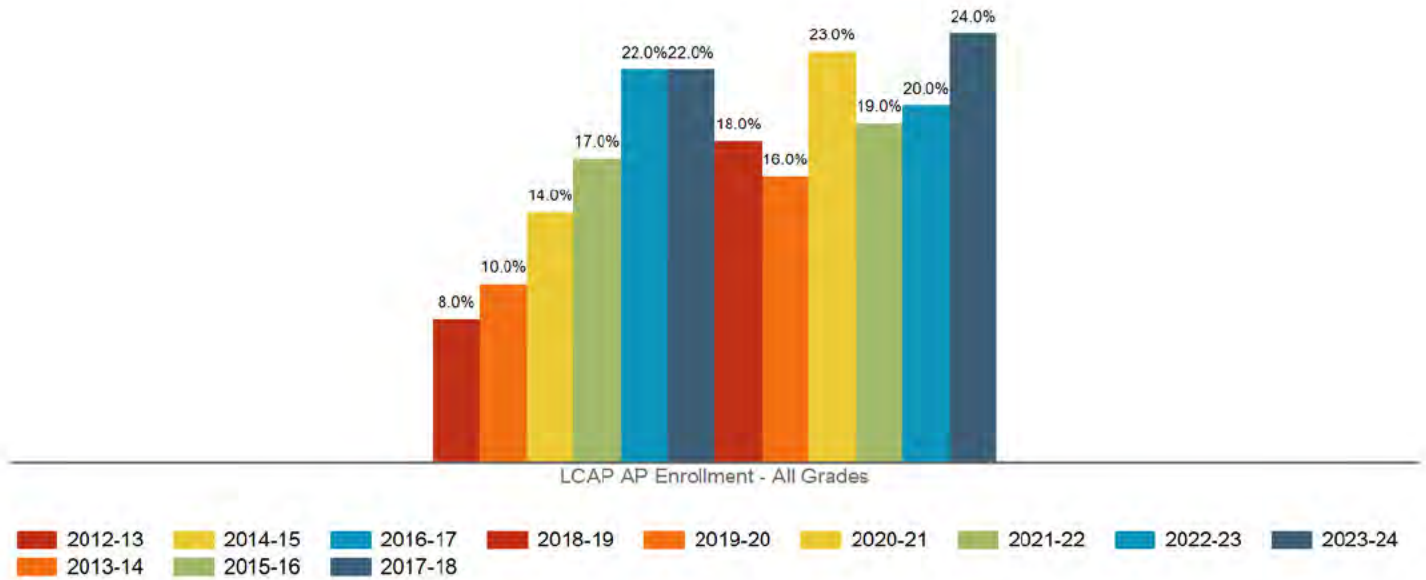
# A-G Rate

School Year: 22-23

| Budgeted Items |   |      |                           |
|----------------|---|------|---------------------------|
| Line Number    | Description   | Cost | Personnel Summary         |
| 8              | Intervention Counselor This counselor will coordinate with intervention programs for students in danger of falling below a 2.0. In conjunction with students and teachers, the counselor will develop and maintain strong partnerships with students and families in order to serve our underrepresented youth and ensure they are on track for graduation and keep their GPA above a 2.0.  |      | Counselor                 |
| 18             | IB Program Fees IB dues, tutoring costs, test prep and testing costs. DP liscence costs. CAWS Fall Forum.   |      | Materials, Services       |
| 19             | 24 Jordan students/staff will go on an HBCU tour in Texas and Louisiana to expose students to HBCU and college campuses where they students that resemble themselves. They will visit University of Houston, Texas Southern, Rice, Southern University, Grambling State and others to experience the college culture, as well as inspire them to have a college bound mindset. Funds will be used for transportation and lodging for students and chaperones on the trip. |      | Services                  |
| 20             | APEX Saturday Program will target 10th grade students who failed a class first semester. By enrolling in this program, they will makeup their class now to keep them on track for graduation.   |      | Teacher Hourly P Schedule |
| Total          |   |      |                           |

# AP Participation/Pass

School Year: 22-23



## Budgeted Items

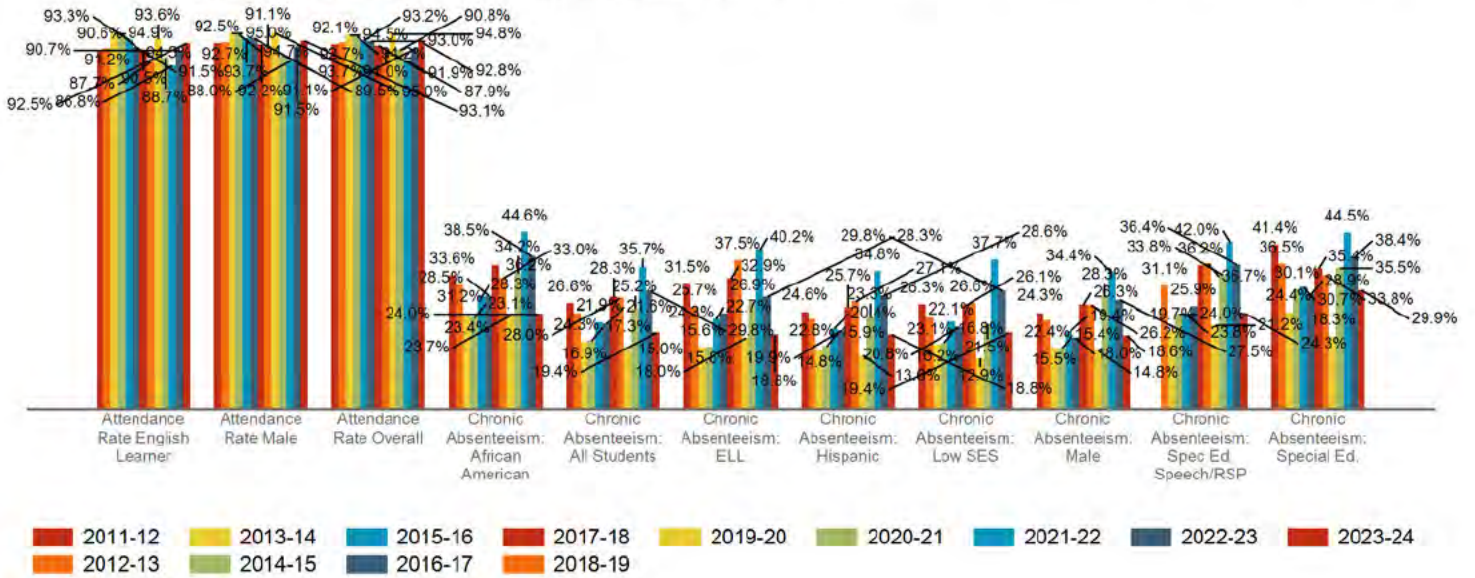
| Line Number | Description  | Cost | Personnel Summary       |
|-------------|--|------|-------------------------|
| 10          | The Jordan High School library is a very dynamic place. For many students, the library is a safe space. It also serves as a hub for the entire school community. Students can come to study, hang out with their friends, work on projects, print, use computers, play games, participate in tutoring sessions as well as check out the latest Manga novel. During some periods it is a spot for students to study, and then during other periods, it becomes an instructional environment where students practice research and critical thinking skills through collaborative lessons with the Teacher Librarian and the classroom teacher. Aside from supervising student aides and managing students coming in and out of the library throughout the day, an integral part of the librarian position is co-teaching with our fellow classroom teacher colleagues to teach vital critical thinking skills. Using our Model School Library Standards and core content standards, we create lessons integrating information/digital/media literacies into multiple subjects; thus assisting students in making informed decisions in this vast information age. This is an aspect of my position that I am very passionate about and I want to be able to teach/instruct, not merely supervise students. Supporting the full time Media Assistant, will allow the librarian time and ability to co-teach lessons on research, databases and other library resources. With a full time Media Assistant, the library becoming even more efficient. A full time media assistant will provide assistance with library resources as well as student management so the librarian can focus on expanding teaching; thus increasing the number of classes who have access to this resource. This will provide more lessons on critical thinking skills such as identifying bias; distinguishing facts from opinion; developing questions for research; evaluating reliable sources (both print and digital); as well as other media literacy competencies. |      | Library Media Assistant |
| 18          | IB Program Fees IB dues, tutoring costs, test prep and testing costs. DP liscence costs. CAWS Fall Forum.  |      | Materials, Services     |
| Total       |  |      |                         |

# Attendance/Chronic Absenteeism Rate

School Year: 22-23

## Goals

| Area                  | Description   |
|-----------------------|---|
| Culture/Climate Goals | Through an active focus on relationship building and inclusive campus programs and events, the student sense of belonging will increase from 52% to 62% and students sense of safety will increase from, 67% to 72% on the CORE/Pulse Survey. For African American students sense of belonging will increase from 48% to 58%, and the sense of safety from 69% to 74% For English Learning sense of belonging will increase from 59% to 69%, and the sense of safety from 63% to 73% For Special Education students sense of belonging will increase from 54% to 64% and the sense of safety from 62% to 72% By June 2023, students sense of overall support and engagement in academic learning will increase from 76% to 85% and overall attendance will increase from 92% to 95%. For African American students sense of support will increase from 73% to 82%, and attendance from 91% to 95%. For EL students sense of support will increase from 75% to 84%, and attendance from 91% to 95%. For Special Education students sense of support will increase from 73% to 82%, and attendance from 87% to 90%. |



## Budgeted Items

| Line Number | Description   | Cost | Personnel Summary       |
|-------------|---|------|-------------------------|
| 2           | School Community Liaison Bilingual Monitor chronic absenteeism list; contact parents of students with attendance plan of action (e.g. Saturday School referral, SART/SARB resolution). Contact the families of students with 2+ absences the previous week to check in and provide support. Translate written materials from English to second language for distribution; serve as an interpreter for phone calls, parent conferences, and other site meetings. Provide information, explain and refer parents to appropriate community services, local agencies and District resources; assist parents with completing forms and documents; complete related records and reports. Conduct home visits and contact parents by telephone to acquire information and discuss issues such as absenteeism, illnesses, behavior issues and other matters; verify home addresses; report findings and possible solutions to site administrators; schedule parent conferences with school personnel. |      | School Community Worker |
| 4           | Additional support for field trips to provide students with experiences and develop connections between content and their community.  |      | Services                |
| 7           | Jordan would like Consuelo Kickbusch to return to Jordan for a second motivational speech assembly. She attended once in the fall and students were very passionate, inspired and vocal about wanting her to return. Therefore, Jordan would like to hold a second assembly in the spring for all students. The content will build off of the first assembly and continue to motivate and inspire students.   |      | Services                |
|             | Male Intervention Aide Work with Hispanic and Black, 9th grade, male students who are identified as "at risk" students. Monitor student attendance, D/F Rate and College and Career Readiness Support the teacher and students in the "We Rise" Program. Check in with teachers to provide support with identified students and use feedback of "at risk" students areas of strength and areas for growth to guide their interventions. Mentor "at-risk" students. Make home visits as needed to support our "at risk" population.  |      | Instructional Aide      |
| 8           | Intervention Counselor This counselor will coordinate with intervention programs for students in danger of falling below a 2.0. In conjunction with students and teachers, the counselor will develop and maintain strong partnerships with students and families in order to serve our underrepresented youth and ensure they are on track for graduation and keep their GPA above a 2.0.  |      | Counselor               |

**Attendance/Chronic Absenteeism Rate**

School Year: 22-23

| <b>Budgeted Items</b> |  |             |                                       |
|-----------------------|--|-------------|---------------------------------------|
| <b>Line Number</b>    | <b>Description</b>   | <b>Cost</b> | <b>Personnel Summary</b>              |
| 9                     | Part-Time Dance An additional, part time dance coach a Jordan will support the Jordan dance program currently and as it continues to grow. This coach will work on fundamentals, technique and choreography with students. The additional coach will allow for students to work with a teacher in smaller groups, in order to get more feedback and further develop their skills. In addition, this person can support with preparing for dance shows and dance team performances.   |             | Hourly - Instructional Aide, Services |
| 11                    | The Dean of Attendance Intervention will work in conjunction with the School Community Liaison to meet with students who are chronically absent, tardy, or truant. They will support the School Community Liaison in meeting with families of students to develop an intervention plan, provide resources and continue to monitor attendance for improvement. The intervention will include follow up with and continued monitoring of student attendance and tardies and provide additional intervention to support students and families with getting to school and being on time. They will continue the implementation of the tardy policy, monitoring total detentions (served and unserved), and overall implementation of the tardy policy. In addition, they will continue to develop the tardy cart system, and provide weekly spreadsheets for tracking, cart schedules, and organization of the detention process and paperwork Meet with parents to discuss student behavior, expectations and create a behavior plan. Provide support with discipline and follow up with students and families. Contact parents to discuss student behavior and brainstorm solutions to create student success. |             | Teacher on Special Assignment (TOSA)  |
| 12                    | The Restorative Justice Coordinator (TOSA) will be responsible for supporting the coordination and organization of restorative justice work at Jordan. The TOSA will support teachers and staff with implementing restorative practices, circles and training on campus. The position will analyze data and create implementation plans aimed at continuous improvement of school-wide student support systems to ensure they day-to-day life of our school is a reflection of the district's restorative values.  |             | Teacher on Special Assignment (TOSA)  |
| 13                    | CSO additional 50% - student intervention, SEL, and supervision  |             | Campus Staff Assistant                |
| 15                    | Safe & Civil One of Jordan's school-wide goals is to increase the sense of belonging among students. Safe & Civil is currently charged with leading at least four faculty meetings related to school culture-climate and address sense of belonging, progressive discipline, and absenteeism. In order to collaborate and plan for these faculty meetings, they need time to meet and prepare effective professional development and lead the faculty meetings. The team consists of several teachers, and administrator, and two classified employees-an instructional aide and a campus security officer, who participate in meetings, trainings, and planning and implementing PD. Additionally, the team needs various supplies in order to lead the meetings and to promote its goals.  |             | Teacher Hourly PD Stipend             |
| <b>Total</b>          |  |             |                                       |

**Attendance/Chronic Absenteeism Interventions**

| <b>Intervention ID</b> | <b># Students</b> | <b>Intervention Start Date</b> | <b>Intervention End Date</b> | <b># Of Sessions</b> | <b>Hours per Session</b> | <b>Total Hours</b> |
|------------------------|-------------------|--------------------------------|------------------------------|----------------------|--------------------------|--------------------|
| 14186                  | 225               | 9/30/22                        | 9/30/22                      | 1                    | 0.25                     | 0.25               |
| 14510                  | 1322              | 11/9/22                        | 11/9/22                      | 1                    | 0.25                     | 0.25               |
| 14641                  | 1807              | 12/1/22                        | 12/1/22                      | 1                    | 0.25                     | 0.25               |
| 14644                  | 33                | 10/18/22                       | 11/30/22                     | 1                    | 0.75                     | 0.75               |
| 14647                  | 38                | 12/1/22                        | 1/1/23                       | 1                    | 0.75                     | 0.75               |
| 14919                  | 204               | 1/14/23                        | 1/14/23                      | 1                    | 0.25                     | 0.25               |
| 14920                  | 395               | 1/17/23                        | 1/17/23                      | 1                    | 0.25                     | 0.25               |
| 14923                  | 14                | 12/28/22                       | 6/9/23                       | 1                    | 0.5                      | 0.5                |
| 14983                  | 47                | 9/22/22                        | 1/19/23                      | 5                    | 0.5                      | 2.5                |
| 15085                  | 329               | 2/6/23                         | 2/11/23                      | 1                    | 0.25                     | 0.25               |
| 15126                  | 129               | 1/21/23                        | 1/21/23                      | 1                    | 0.25                     | 0.25               |
| 15186                  | 20                | 2/14/23                        | 2/14/23                      | 1                    | 2                        | 2                  |
| 15188                  | 1488              | 2/21/23                        | 2/23/23                      | 1                    | 0.25                     | 0.25               |

**Attendance/Chronic Absenteeism Rate**

School Year: 22-23

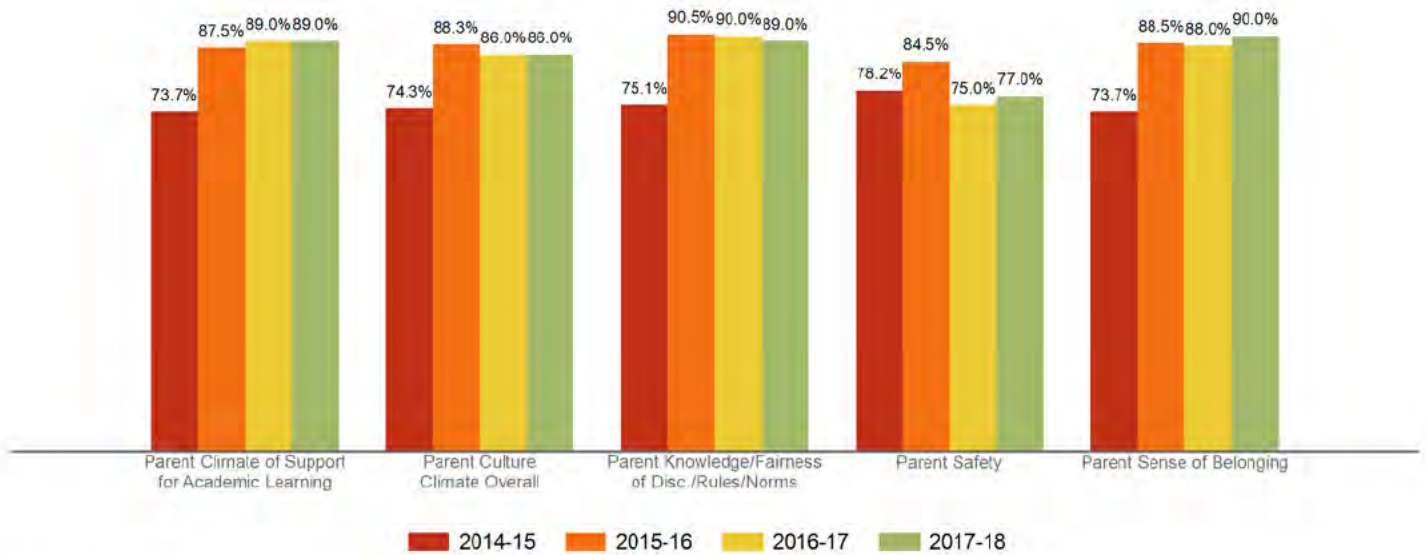
| <b>Attendance/Chronic Absenteeism Interventions</b> |                   |                                |                              |                      |                          |                    |
|---|-------------------|--------------------------------|------------------------------|----------------------|--------------------------|--------------------|
| <b>Intervention ID</b>                              | <b># Students</b> | <b>Intervention Start Date</b> | <b>Intervention End Date</b> | <b># Of Sessions</b> | <b>Hours per Session</b> | <b>Total Hours</b> |
| 15434   | 1616              | 3/22/23                        | 3/22/23                      | 1                    | 0.25                     | 0.25               |
| 15435   | 696               | 3/24/23                        | 3/24/23                      | 1                    | 0.25                     | 0.25               |
|   | <b>8363</b>       |                                |                              |                      |                          | <b>9</b>           |

# Culture-Climate Survey (Parent)

School Year: 22-23

## Goals

| Area                  | Description   |
|-----------------------|---|
| Culture/Climate Goals | Through an active focus on relationship building and inclusive campus programs and events, the student sense of belonging will increase from 52% to 62% and students sense of safety will increase from, 67% to 72% on the CORE/Pulse Survey. For African American students sense of belonging will increase from 48% to 58%, and the sense of safety from 69% to 74% For English Learning sense of belonging will increase from 59% to 69%, and the sense of safety from 63% to 73%For Special Education students sense of belonging will increase from 54% to 64% and the sense of safety from 62% to 72%By June 2023, students sense of overall support and engagement in academic learning will increase from 76% to 85% and overall attendance will increase from 92% to 95%. For African American students sense of support will increase from 73% to 82%, and attendance from 91% to 95%. For EL students sense of support will increase from 75% to 84%, and attendance from 91% to 95%. For Special Education students sense of support will increase from 73% to 82%, and attendance from 87% to 90%. |



## Budgeted Items

| Line Number | Description   | Cost | Personnel Summary       |
|-------------|---|------|-------------------------|
| 2           | Jordan High School would like to again host a second presentation by LTC Consuelo Castillo Kickbusch. The second presentation would dive deeper into the conversation she started with students regarding diversity and understanding of oneanother. She will continue to speak to students to motivate them and challenge them to do their best, represent themselves well and strive to be supportive towards oneanother. In addition, she weill support the Jordan Book Club and moderate some of their meetings, where they are reading her book.   |      | Services                |
| 3           | Jordan PE Department is in need of new equipment to support students in PE classes. Current equipment is old and there is student interest in the up and coming sport of pickleball. The PE department would purchase pickleball nets to increase student interest and engagement in PE classes as well and students feeling regarding the school and the resources offered to them. In addition, they would like to purchase rower computers for the rowing machings. Rowing is engaging for students and additional computers will allow more studentss to participate in rowing, tracking their disatance and calories burned. |      | Materials               |
|             | Parent Involvement Specialist Bilingual Communicate with parents and log dates/times/locations of meetings and workshops and attendance. Serve as an interpreter for phone calls, parent conferences, and other site meetings. Coordinate parent workshops around positive parenting, technology, district initiatives, college and career information, etc. Coordinate parent meetings for JPAC, ELAC, CIAAP, PTA, etc. Duplicate materials, provide written and verbal translations for meetings and publications.  |      | School Community Worker |
| 4           | Additional support for field trips to provide students with experiences and develop connections between content and their community.  |      | Services                |
| 6           | The cost for 5 students to attend CCEJ Camp for the 2022 school year. At CCEJ camp, they learn leadership schools, restorative justice practices and other concepts to support a positive enviornment on campus.  |      | Services                |
| 13          | CSO additional 50% - student intervention, SEL, and supervision   |      | Campus Staff Assistant  |



## Culture-Climate Survey (Parent)

School Year: 22-23

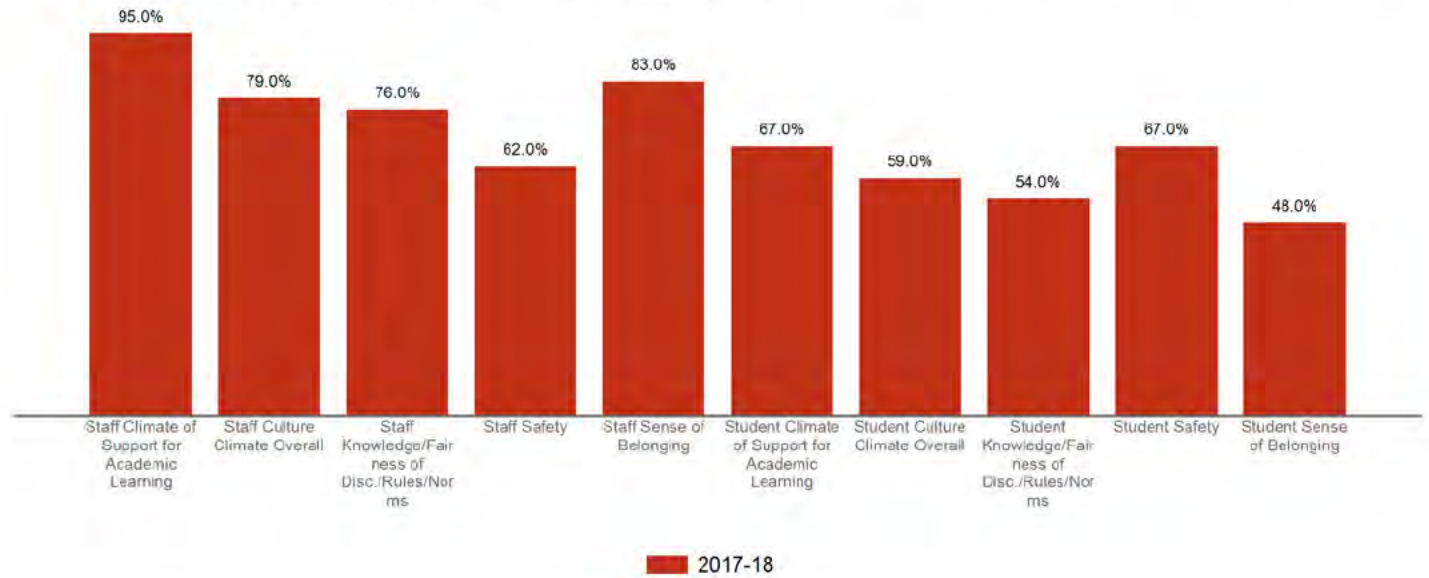
| Budgeted Items |   |      |                           |
|----------------|---|------|---------------------------|
| Line Number    | Description   | Cost | Personnel Summary         |
| 15             | Safe & Civil One of Jordan's school-wide goals is to increase the sense of belonging among students. Safe & Civil is currently charged with leading at least four faculty meetings related to school culture-climate and address sense of belonging, progressive discipline, and absenteeism. In order to collaborate and plan for these faculty meetings, they need time to meet and prepare effective professional development and lead the faculty meetings. The team consists of several teachers, and administrator, and two classified employees-an instructional aide and a campus security officer, who participate in meetings, trainings, and planning and implementing PD. Additionally, the team needs various supplies in order to lead the meetings and to promote its goals. |      | Teacher Hourly PD Stipend |
| 17             | Jordan will pay for additional LBPD support for events where confrontation might develop. This additional support will help keep a safe and welcoming environment. In addition, this will ensure all stakeholders feel a sense of safety and belonging at Jordan events.  |      | Services                  |
| Total          |   |      |                           |

# Culture-Climate Survey (Student-Staff)

School Year: 22-23

## Goals

| Area                  | Description   |
|-----------------------|---|
| Culture/Climate Goals | Through an active focus on relationship building and inclusive campus programs and events, the student sense of belonging will increase from 52% to 62% and students sense of safety will increase from, 67% to 72% on the CORE/Pulse Survey. For African American students sense of belonging will increase from 48% to 58%, and the sense of safety from 69% to 74% For English Learning sense of belonging will increase from 59% to 69%, and the sense of safety from 63% to 73%For Special Education students sense of belonging will increase from 54% to 64% and the sense of safety from 62% to 72%By June 2023, students sense of overall support and engagement in academic learning will increase from 76% to 85% and overall attendance will increase from 92% to 95%. For African American students sense of support will increase from 73% to 82%, and attendance from 91% to 95%. For EL students sense of support will increase from 75% to 84%, and attendance from 91% to 95%. For Special Education students sense of support will increase from 73% to 82%, and attendance from 87% to 90%. |



## Budgeted Items

| Line Number | Description   | Cost | Personnel Summary           |
|-------------|---|------|-----------------------------|
| 1           | Jordan Math department is in need of laptop/tablet that works easily with math online programs. With this resource, teachers will be able to write out work and show problems for students. In addition, this resource will allow teachers to walk around the room and work individually with students and show the work to solve problems.   |      | Materials                   |
|             | Jordan will provide teachers with opportunities to participate in professional development with an active focus on student engagement and access to help increase the rigor in classrooms along with student engagement. Overall, this will support teachers and students in the classroom, decreasing the D/F Rate. In addition, the increase in engagement will support students in completing grade-level work and SBAC performance. More engaging classes will also improve students' feelings regarding academic achievement and support on end-of-year surveys. |      | Substitute teacher full day |
| 2           | Jordan High School would like to again host a second presentation by LTC Consuelo Castillo Kickbusch. The second presentation would dive deeper into the conversation she started with students regarding diversity and understanding of oneanother. She will continue to speak to students to motivate them and challenge them to do their best, represent themselves well and strive to be supportive towards oneanother. In addition, she will support the Jordan Book Club and moderate some of their meetings, where they are reading her book.                  |      | Services                    |
|             | Professional Development Jordan will be focused on helping teachers increase student engagement and classroom rigor especially in the area of Linked Learning, and ELA and Math team lesson design, differentiation for diverse learners and ability levels, and technology integration. Professional development funds will also be used for teachers to work together to plan lessons using the Kagan strategies they have learned through PD earlier in the year.  |      | Substitute teacher half day |

# Culture-Climate Survey (Student-Staff)

School Year: 22-23

| Budgeted Items |  |      |                                       |
|----------------|--|------|---------------------------------------|
| Line Number    | Description  | Cost | Personnel Summary                     |
| 3              | Jordan PE Department is in need of new equipment to support students in PE classes. Current equipment is old and there is student interest in the up and coming sport of pickleball. The PE department would purchase pickleball nets to increase student interest and engagement in PE classes as well and students feeling regarding the school and the resources offered to them. In addition, they would like to purchase rower computers for the rowing machings. Rowing is engaging for students and additional computers will allow more studentss to participate in rowing, tracking their disatance and calories burned.  |      | Materials                             |
| 4              | Additional support for field trips to provide students with experiences and develop connections between content and their community.   |      | Services                              |
| 5              | Additional support for field trips for the Chamber singers to travel to Northern California to see performances, perform and take college tours. Students are raising fund for their trip, but need support with the cost of buses and sub coverage for the teacher so that they can have this experience.   |      | Services                              |
|                | EL Specialist Provide Support for EL students upon arrival and throughout their years at Jordan, by conducting an initial meeting, regular check-in and progress monitoring. Lead Site Federal and State compliance reviewPartner with Teachers, Counselors & Other Staff to provide resources, supports and best practices for working with EL Students and their families. Advocate for EL students and programs that support their transition into Jordan and monitor their progress towards college and career readiness. Work with parents to provide them with support and resources for themselves, as well as resources for best supporting their student. Prepare agendas, minutes and facilitate the meeting of ELAC, to ensure completion and compliance with all necessary documentation. Oversee and monitor EL College Aides and the support they provide in Core Classes. Coordinate annual ELPAC Testing |      | Teacher on Special Assignment (TOSA)  |
| 6              | College Aide Bilingual Support ELs in core classes with high percentage ELs by assisting students during integrated and designated ELD lessons. Drill, tutor, work with, or oversee academic English language activities such as vocabulary development, building prior knowledge, technology support, and SDAIE within a core content area.   |      | College Student Aide                  |
|                | The cost for 5 students to attend CCEJ Camp for the 2022 school year. At CCEJ camp, they learn leadership schools, restorative justice practices and other concepts to support a positive enviornment on campus.   |      | Services                              |
| 7              | Jordan would like Consuelo Kickbusch to return to Jordan for a second motivational speech assembly. She attended once in the fall and students were very passionate, inspired and vocal about wanting her to return. Therefore, Jordan would like to hold a second assembly in the spring for all students. The content will build off of the first assembly and continue to motivate and inspire students.  |      | Services                              |
| 8              | Jordan will purchase Art Table Pol Mounts and Keyboard drawers for computers. These computers will allow CTE classes to do digital work. The computers cannot be used without these accessories. This will support students with higher level digital work beyond what they can do on Chromebooks.   |      | Materials                             |
| 9              | Part-Time Dance An additional, part time dance coach a Jordan will support the Jordan dance program currently and as it continues to grow. This coach will work on fundamentals, technique and choreography with students. The additional coach will allow for students to work with a teacher in smaller groups, in order to get more feedback and further develop their skills. In addition, this person can support with preparing for dance shows and dance team performances.   |      | Hourly - Instructional Aide, Services |

# Culture-Climate Survey (Student-Staff)

School Year: 22-23

| Budgeted Items |  |      |                                      |
|----------------|--|------|--------------------------------------|
| Line Number    | Description  | Cost | Personnel Summary                    |
| 10             | The Jordan High School library is a very dynamic place. For many students, the library is a safe space. It also serves as a hub for the entire school community. Students can come to study, hang out with their friends, work on projects, print, use computers, play games, participate in tutoring sessions as well as check out the latest Manga novel. During some periods it is a spot for students to study, and then during other periods, it becomes an instructional environment where students practice research and critical thinking skills through collaborative lessons with the Teacher Librarian and the classroom teacher. Aside from supervising student aides and managing students coming in and out of the library throughout the day, an integral part of the librarian position is co-teaching with our fellow classroom teacher colleagues to teach vital critical thinking skills. Using our Model School Library Standards and core content standards, we create lessons integrating information/digital/media literacies into multiple subjects; thus assisting students in making informed decisions in this vast information age. This is an aspect of my position that I am very passionate about and I want to be able to teach/instruct, not merely supervise students. Supporting the full time Media Assistant, will allow the librarian time and ability to co-teach lessons on research, databases and other library resources. With a full time Media Assistant, the library becoming even more efficient. A full time media assistant will provide assistance with library resources as well as student management so the librarian can focus on expanding teaching; thus increasing the number of classes who have access to this resource. This will provide more lessons on critical thinking skills such as identifying bias; distinguishing facts from opinion; developing questions for research; evaluating reliable sources (both print and digital); as well as other media literacy competencies. |      | Library Media Assistant              |
| 11             | The Dean of Attendance Intervention will work in conjunction with the School Community Liaison to meet with students who are chronically absent, tardy, or truant. They will support the School Community Liaison in meeting with families of students to develop an intervention plan, provide resources and continue to monitor attendance for improvement. The intervention will include follow up with and continued monitoring of student attendance and tardies and provide additional intervention to support students and families with getting to school and being on time. They will continue the implementation of the tardy policy, monitoring total detentions (served and unserved), and overall implementation of the tardy policy. In addition, they will continue to develop the tardy cart system, and provide weekly spreadsheets for tracking, cart schedules, and organization of the detention process and paperwork. Meet with parents to discuss student behavior, expectations and create a behavior plan. Provide support with discipline and follow up with students and families. Contact parents to discuss student behavior and brainstorm solutions to create student success.  |      | Teacher on Special Assignment (TOSA) |
| 13             | CSO additional 50% - student intervention, SEL, and supervision  |      | Campus Staff Assistant               |
| 15             | Safe & Civil One of Jordan's school-wide goals is to increase the sense of belonging among students. Safe & Civil is currently charged with leading at least four faculty meetings related to school culture-climate and address sense of belonging, progressive discipline, and absenteeism. In order to collaborate and plan for these faculty meetings, they need time to meet and prepare effective professional development and lead the faculty meetings. The team consists of several teachers, and administrator, and two classified employees-an instructional aide and a campus security officer, who participate in meetings, trainings, and planning and implementing PD. Additionally, the team needs various supplies in order to lead the meetings and to promote its goals.  |      | Teacher Hourly PD Stipend            |
| 16             | Jordan will support 100% of a teacher to teach CTE medical elective courses in the AIMS Academy at Jordan. These courses will meet the demands of students interested in current and hands on experiences in the medical field. In addition, this person will organize and complete AIMS Academy reporting, cross-curricular projects, industry partnerships and pathway programs and steps towards Linked-Learning certification. This role will allow for students to have internships and experiences that align with the medical field and their interests in the medical profession.  |      | Teacher on Special Assignment (TOSA) |
| 17             | Jordan will pay for additional LBPD support for events where confrontation might develop. This additional support will help keep a safe and welcoming environment. In addition, this will ensure all stakeholders feel a sense of safety and belonging at Jordan events.   |      | Services                             |
| 18             | IB Program Fees IB dues, tutoring costs, test prep and testing costs. DP licensure costs. CAWS Fall Forum.   |      | Materials, Services                  |
| 19             | 24 Jordan students/staff will go on an HBCU tour in Texas and Louisiana to expose students to HBCU and college campuses where they students that resemble themselves. They will visit University of Houston, Texas Southern, Rice, Southern University, Grambling State and others to experience the college culture, as well as inspire them to have a college bound mindset. Funds will be used for transportation and lodging for students and chaperones on the trip.  |      | Services                             |

## Culture-Climate Survey (Student-Staff)

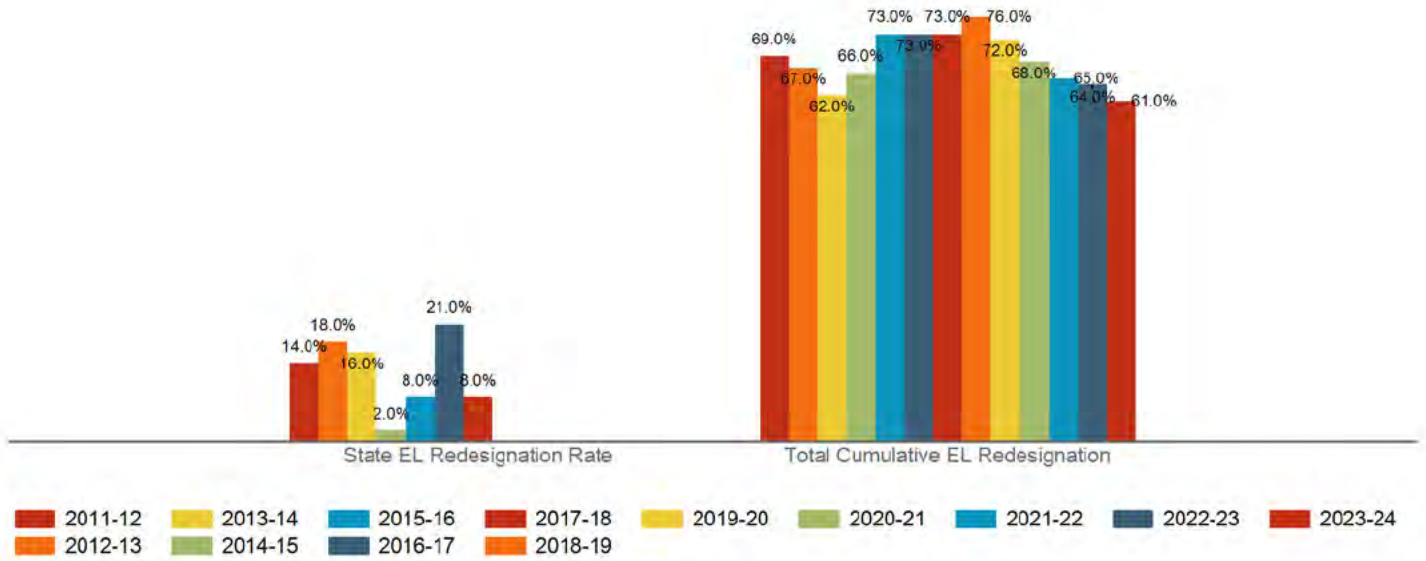
School Year: 22-23

| Budgeted Items |   | Cost | Personnel Summary         |
|----------------|---|------|---------------------------|
| Line Number    | Description   | Cost | Personnel Summary         |
| 20             | APEX Saturday Program will target 10th grade students who failed a class first semester. By enrolling in this program, they will makeup their class now to keep them on track for graduation. |      | Teacher Hourly P Schedule |
| Total          |   |      |                           |

| Culture/Climate Interventions |            |                         |                       |               |                   |              |
|-------------------------------|------------|-------------------------|-----------------------|---------------|-------------------|--------------|
| Intervention ID               | # Students | Intervention Start Date | Intervention End Date | # Of Sessions | Hours per Session | Total Hours  |
| 14993                         | 483        | 1/25/23                 | 1/25/23               | 1             | 0.25              | 0.25         |
| 15178                         | 7          | 9/1/22                  | 6/15/23               | 13            | 1.5               | 19.5         |
|                               | <b>490</b> |                         |                       |               |                   | <b>19.75</b> |

# EL Reclassification

School Year: 22-23

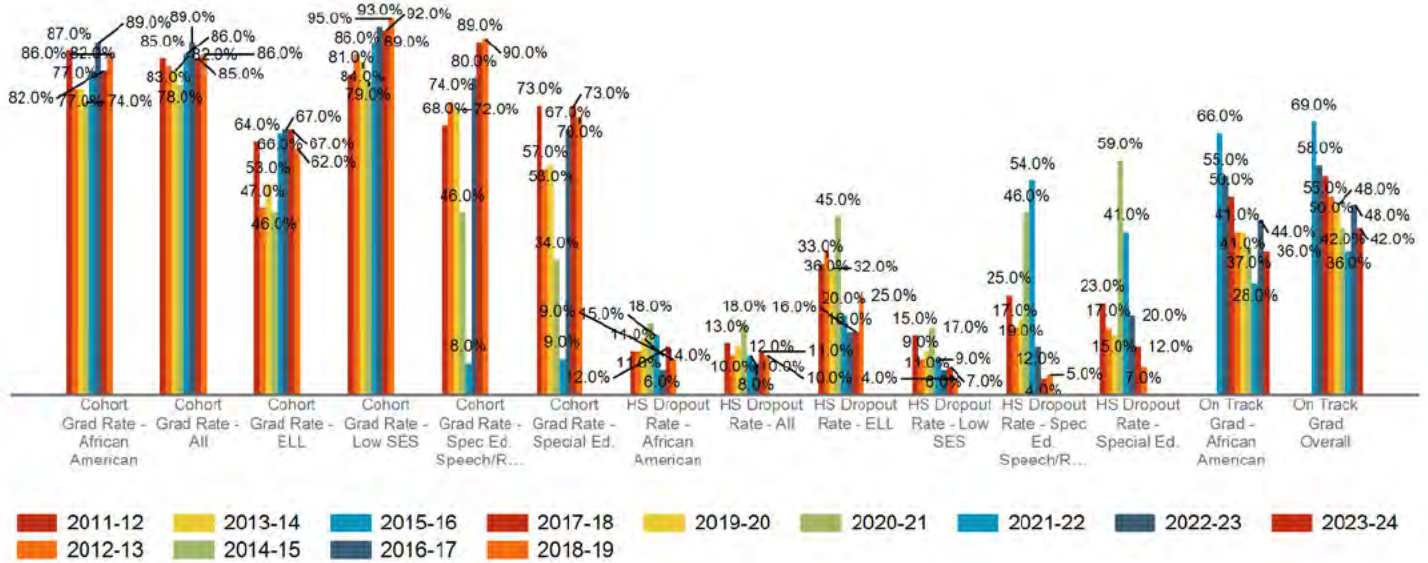


## Budgeted Items

| Line Number | Description  | Cost | Personnel Summary    |
|-------------|--|------|----------------------|
| 3           | Two English/ELD Teachers will attend CAFE Conference. They will then return and share with the English Department their new learnings and strategies.  |      | Services             |
| 6           | College Aide Bilingual Support ELs in core classes with high percentage ELs by assisting students during integrated and designated ELD lessons. Drill, tutor, work with, or oversee academic English language activities such as vocabulary development, building prior knowledge, technology support, and SDAIE within a core content area. |      | College Student Aide |
| Total       |  |      |                      |

# Graduation/Drop-out Rate

School Year: 22-23



## Budgeted Items

| Line Number | Description   | Cost | Personnel Summary                     |
|-------------|---|------|---------------------------------------|
| 2           | Professional Development Jordan will be focused on helping teachers increase student engagement and classroom rigor especially in the area of Linked Learning, and ELA and Math team lesson design, differentiation for diverse learners and ability levels, and technology integration. Professional development funds will also be used for teachers to work together to plan lessons using the Kagan strategies they have learned through PD earlier in the year.  |      | Substitute teacher half day           |
|             | School Community Liaison Bilingual Monitor chronic absenteeism list; contact parents of students with attendance plan of action (e.g. Saturday School referral, SART/SARB resolution). Contact the families of students with 2+ absences the previous week to check in and provide support. Translate written materials from English to second language for distribution; serve as an interpreter for phone calls, parent conferences, and other site meetings. Provide information, explain and refer parents to appropriate community services, local agencies and District resources; assist parents with completing forms and documents; complete related records and reports. Conduct home visits and contact parents by telephone to acquire information and discuss issues such as absenteeism, illnesses, behavior issues and other matters; verify home addresses; report findings and possible solutions to site administrators; schedule parent conferences with school personnel. |      | School Community Worker               |
| 4           | College and Career Specialist Develop and promote college and career center programs and opportunities for all students that focus on growth mindset and goal setting for 9th-11th graders following the college road map/ Tier I tracker. Hold additional college and career center programs and opportunities that focus on targeted student groups and provide information and resources tailored to their needs. Ensure all eligible seniors complete college applications, complete the FAFSA, and know their CSU index, as applicable. Coordinate student workshops for ELs and African-American students including study skills, timelines/deadlines, college and career exploration including bilingual opportunities, and guest speakers.  |      | College & Career Supervisor           |
| 6           | The cost for 5 students to attend CCEJ Camp for the 2022 school year. At CCEJ camp, they learn leadership schools, restorative justice practices and other concepts to support a positive environment on campus.  |      | Services                              |
| 9           | Part-Time Dance An additional, part time dance coach a Jordan will support the Jordan dance program currently and as it continues to grow. This coach will work on fundamentals, technique and choreography with students. The additional coach will allow for students to work with a teacher in smaller groups, in order to get more feedback and further develop their skills. In addition, this person can support with preparing for dance shows and dance team performances.  |      | Hourly - Instructional Aide, Services |
| 14          | Jordan will support 50% of an English teacher to provide additional reading support for students through Literacy Workshop. Through reading support, in a smaller classroom setting, students will be provided reading intervention to work to bring them to grade level and support them with their reading for all classes.   |      | Teacher - Secondary                   |

## Graduation/Drop-out Rate

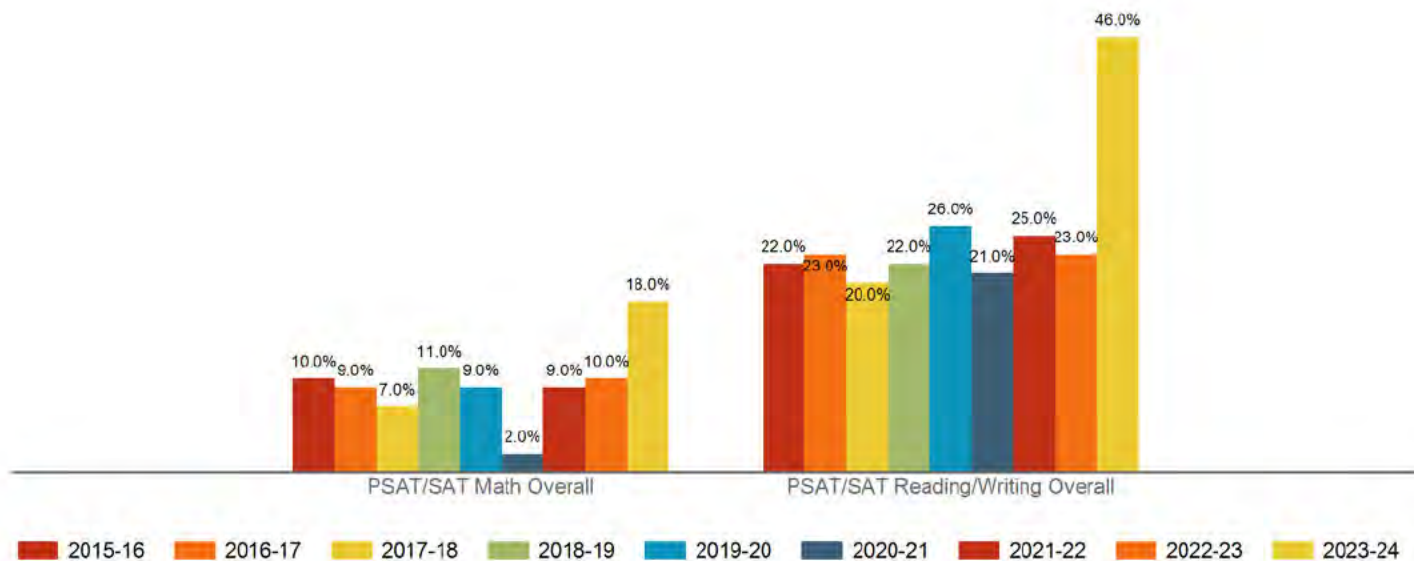
School Year: 22-23

| Budgeted Items |   |      |                           |
|----------------|---|------|---------------------------|
| Line Number    | Description   | Cost | Personnel Summary         |
| 19             | 24 Jordan students/staff will go on an HBCU tour in Texas and Louisiana to expose students to HBCU and college campuses where they students that resemble themselves. They will visit University of Houston, Texas Southern, Rice, Southern University, Grambling State and others to experience the college culture, as well as inspire them to have a college bound mindset. Funds will be used for transportation and lodging for students and chaperones on the trip. |      | Services                  |
| 20             | APEX Saturday Program will target 10th grade students who failed a class first semester. By enrolling in this program, they will makeup their class now to keep them on track for graduation.   |      | Teacher Hourly P Schedule |
| Total          |   |      |                           |



# Other College Readiness Measures

School Year: 22-23



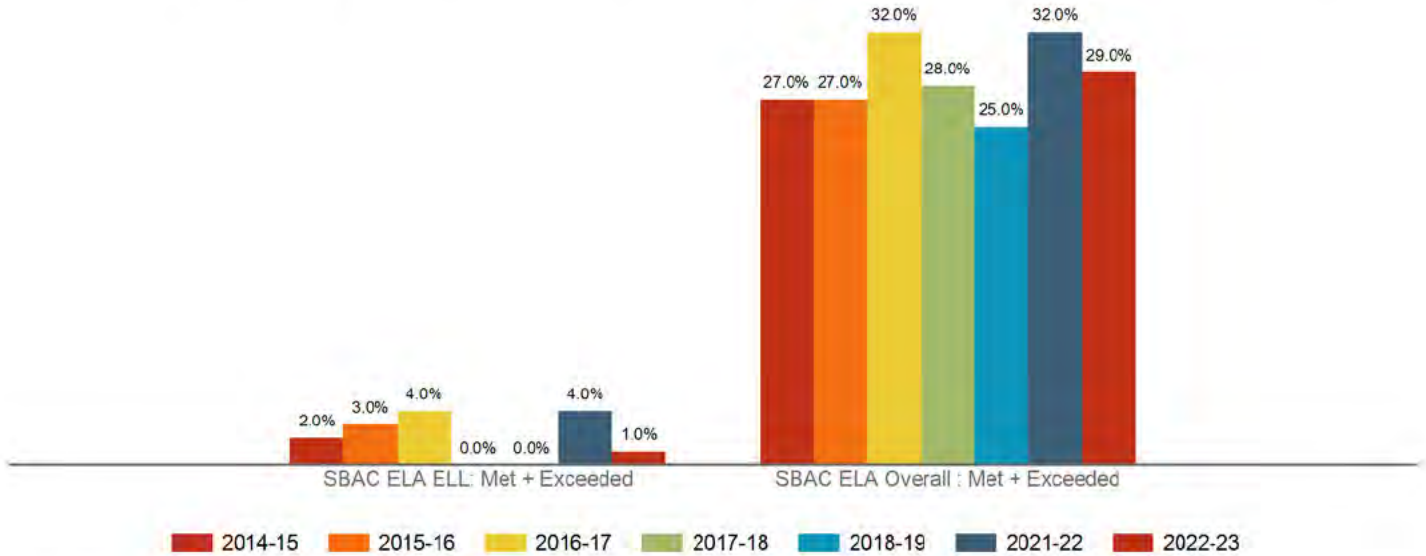
## Budgeted Items

| Line Number | Description  | Cost | Personnel Summary           |
|-------------|--|------|-----------------------------|
| 4           | College and Career Specialist Develop and promote college and career center programs and opportunities for all students that focus on growth mindset and goal setting for 9th-11th graders following the college road map/ Tier I tracker. Hold additional college and career center programs and opportunities that focus on targeted student groups and provide information and resources tailored to their needs. Ensure all eligible seniors complete college applications, complete the FAFSA, and know their CSU index, as applicable. Coordinate student workshops for ELs and African-American students including study skills, timelines/deadlines, college and career exploration including bilingual opportunities, and guest speakers. |      | College & Career Supervisor |
| Total       |  |      |                             |

# SBAC ELA

School Year: 22-23

| Area      | Description  |
|-----------|--|
| ELA Goals | Through professional development with an active focus on student engagement and access, decrease the overall D/F rate for English by 6% from 41% to 35% by the end of the 2022-2023 Semester 2 grading term. Decrease the D/F rate for African Americans by 6% from 44% to 38% Decrease the D/F rate for EL by 6% from 49% to 43% Decrease the D/F rate for Special Education students by 6% from 59% to 53% Through professional development with an active focus on student engagement and access to testing, students iReady reading scores will improve for those 3+ grade levels below grade-level proficiency, overall by 10% from 54% to 44% below grade level. ELA iReady decreases for African American students 3+ years below grade level by 10% from 63% to 53% by the end of the 3rd testing window. ELA iReady decreases for EL Students 3+ years below grade level by 10% from 96% to 86% by the end of 3rd testing window. |



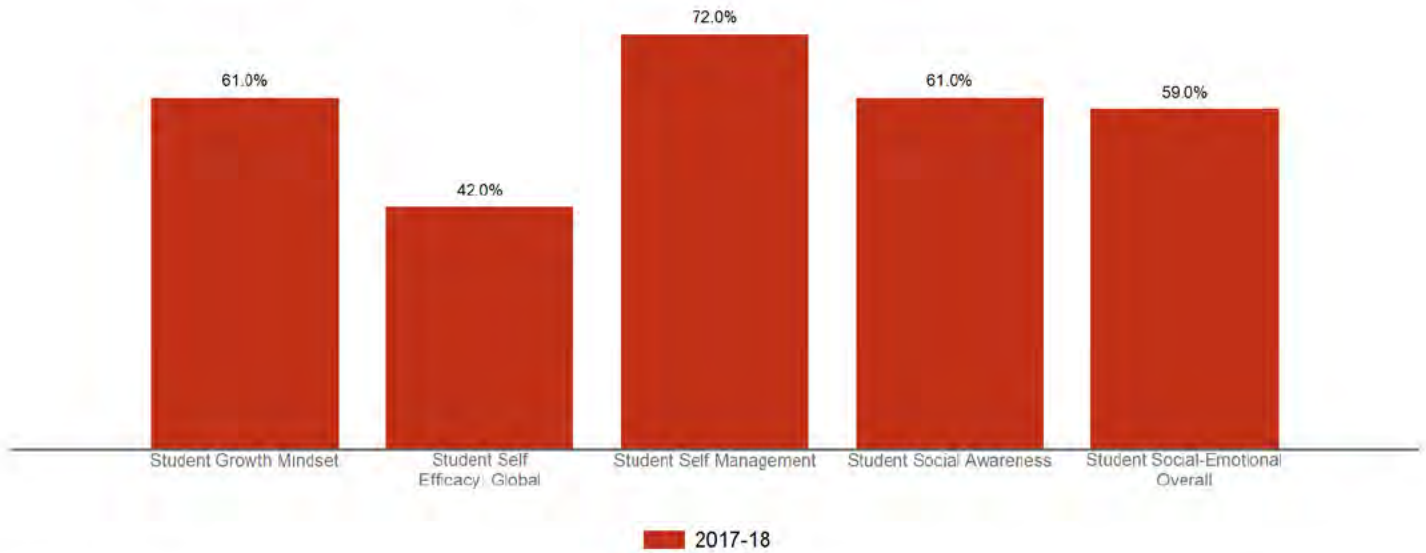
| Budgeted Items |   |      |                     |
|----------------|---|------|---------------------|
| Line Number    | Description   | Cost | Personnel Summary   |
| 14             | Jordan will support 50% of an English teacher to provide additional reading support for students through Literacy Workshop. Through reading support, in a smaller classroom setting, students will be provided reading intervention to work to bring them to grade level and support them with their reading for all classes. |      | Teacher - Secondary |
| Total          |   |      |                     |

# SEL Survey

School Year: 22-23

## Goals

| Area                  | Description   |
|-----------------------|---|
| Culture/Climate Goals | Through an active focus on relationship building and inclusive campus programs and events, the student sense of belonging will increase from 52% to 62% and students sense of safety will increase from, 67% to 72% on the CORE/Pulse Survey. For African American students sense of belonging will increase from 48% to 58%, and the sense of safety from 69% to 74% For English Learning sense of belonging will increase from 59% to 69%, and the sense of safety from 63% to 73%For Special Education students sense of belonging will increase from 54% to 64% and the sense of safety from 62% to 72%By June 2023, students sense of overall support and engagement in academic learning will increase from 76% to 85% and overall attendance will increase from 92% to 95%. For African American students sense of support will increase from 73% to 82%, and attendance from 91% to 95%. For EL students sense of support will increase from 75% to 84%, and attendance from 91% to 95%. For Special Education students sense of support will increase from 73% to 82%, and attendance from 87% to 90%. |



## Budgeted Items

| Line Number | Description   | Cost | Personnel Summary                    |
|-------------|---|------|--------------------------------------|
| 2           | Jordan High School would like to again host a second presentation by LTC Consuelo Castillo Kickbusch. The second presentation would dive deeper into the conversation she started with students regarding diversity and understanding of oneanother. She will continue to speak to students to motivate them and challenge them to do their best, represent themselves well and strive to be supportive towards oneanother. In addition, she weill support the Jordan Book Club and moderate some of their meetings, where they are reading her book. |      | Services                             |
| 12          | The Restorative Justice Coordinator (TOSA) will be responsile for supporting the coordintion and organization of restorative justice work at Jordan. The TOSA will support teachers and staff with implementing restorative practices, circles and training on campus. The position will analyze dara abd create implementation plans aimed at continuous improvement of school-wide student support systems to ensure they day-to0day life of our school is a reflection of the districtâ€™s restorative values.                                     |      | Teacher on Special Assignment (TOSA) |
| 17          | Jordan will pay for additional LYPD support for events where confrontation might develop. This additional support will help keep a safe and welcoming enviornment. In addition, this will ensure all stakeholders feel a sense of safety and belonging at Jordan events.  |      | Services                             |
| Total       |   |      |                                      |

## Social/Emotional Learning Interventions

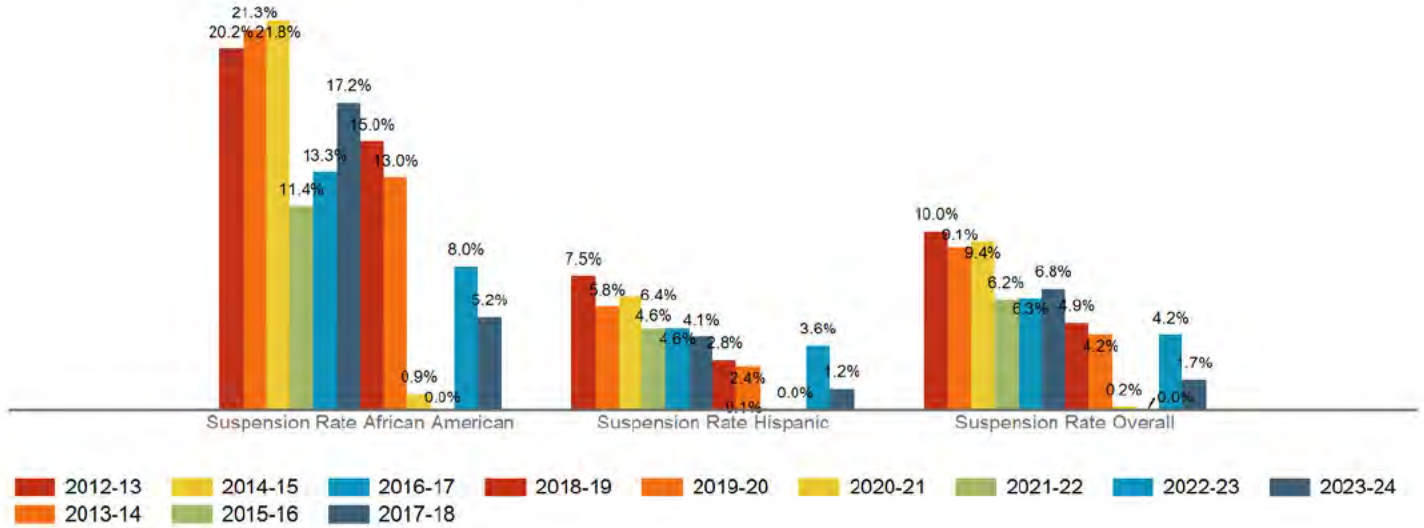
| Intervention ID | # Students | Intervention Start Date | Intervention End Date | # Of Sessions | Hours per Session | Total Hours |
|-----------------|------------|-------------------------|-----------------------|---------------|-------------------|-------------|
| 14310           | 0          | 10/20/22                | 10/20/22              | 2             | 0.25              | 0.5         |
| 14953           | 0          | 8/31/22                 | 6/15/23               | 1             | 1                 | 1           |
|                 | 0          |                         |                       |               |                   | 1.5         |

# Suspension/Expulsion Rate

School Year: 22-23

## Goals

| Area                  | Description   |
|-----------------------|---|
| Culture/Climate Goals | Through an active focus on relationship building and inclusive campus programs and events, the student sense of belonging will increase from 52% to 62% and students sense of safety will increase from, 67% to 72% on the CORE/Pulse Survey. For African American students sense of belonging will increase from 48% to 58%, and the sense of safety from 69% to 74% For English Learning sense of belonging will increase from 59% to 69%, and the sense of safety from 63% to 73%For Special Education students sense of belonging will increase from 54% to 64% and the sense of safety from 62% to 72%By June 2023, students sense of overall support and engagement in academic learning will increase from 76% to 85% and overall attendance will increase from 92% to 95%. For African American students sense of support will increase from 73% to 82%, and attendance from 91% to 95%. For EL students sense of support will increase from 75% to 84%, and attendance from 91% to 95%. For Special Education students sense of support will increase from 73% to 82%, and attendance from 87% to 90%. |



## Budgeted Items

| Line Number | Description  | Cost | Personnel Summary                    |
|-------------|--|------|--------------------------------------|
| 7           | Male Intervention Aide Work with Hispanic and Black, 9th grade, male students who are identified as “at-risk” students. Monitor student attendance, D/F Rate and College and Career Readiness Support the teacher and students in the “We Rise” Program. Check in with teachers to provide support with identified students and use feedback of “at-risk” students areas of strength and areas for growth to guide their interventions. Mentor “at-risk” students. Make home visits as needed to support our “at-risk” population. |      | Instructional Aide                   |
| 12          | The Restorative Justice Coordinator (TOSA) will be responsible for supporting the coordination and organization of restorative justice work at Jordan. The TOSA will support teachers and staff with implementing restorative practices, circles and training on campus. The position will analyze data and create implementation plans aimed at continuous improvement of school-wide student support systems to ensure they day-to-day life of our school is a reflection of the district’s restorative values.                  |      | Teacher on Special Assignment (TOSA) |
| Total       |  |      |                                      |

| Budgeted Items |   |           |                   |
|----------------|---|-----------|-------------------|
| Line Number    | Description   | Cost      | Personnel Summary |
| 1              | Intervention and CIE Facilitator Work with the Intervention Aide to provide intervention and programs for Black and Hispanic 9th grade, male students identified at risk students. They will also coordinate and monitor, with the assistance of the School Community Liaison, the JHS attendance policy and Tiered System to ensure student contact, follow up and processes are followed. In addition, they will collaborate with the School Psychologist in the Wellness Center to support initiatives that address students social emotional and mental health. This role will assure targeted subgroups are receiving interventions and monitor progress of programs. In addition, they will assist with submitting EACCR compliance tasks including SSC and ELAC documents, required parent trainings, time distribution reports, newsletters, etc. Assist with the development of the Single Plan for Student Achievement (SPSA) Finally, facilitate the alignment between site requests and expenditures with school goals, data trends, and school/district priority areas as outlined on Jordan's SPSA. | \$153,602 |                   |
|                | Jordan Math department is in need of laptop/tablet that works easily with math online programs. With this resource, teachers will be able to write out work and show problems for students. In addition, this resource will allow teachers to walk around the room and work individually with students and show the work to solve problems.   | \$15,000  |                   |
|                | Jordan will provide teachers with opportunities to participate in professional development with an active focus on student engagement and access to help increase the rigor in classrooms along with student engagement. Overall, this will support teachers and students in the classroom, decreasing the D/F Rate. In addition, the increase in engagement will support students in completing grade-level work and SBAC performance. More engaging classes will also improve students' feelings regarding academic achievement and support on end-of-year surveys.   | \$19,769  |                   |
| 2              | Jordan High School would like to again host a second presentation by LTC Consuelo Castillo Kickbusch. The second presentation would dive deeper into the conversation she started with students regarding diversity and understanding of oneanother. She will continue to speak to students to motivate them and challenge them to do their best, represent themselves well and strive to be supportive towards oneanother. In addition, she will support the Jordan Book Club and moderate some of their meetings, where they are reading her book.  | \$9,000   |                   |
|                | Professional Development Jordan will be focused on helping teachers increase student engagement and classroom rigor especially in the area of Linked Learning, and ELA and Math team lesson design, differentiation for diverse learners and ability levels, and technology integration. Professional development funds will also be used for teachers to work together to plan lessons using the Kagan strategies they have learned through PD earlier in the year.  | \$4,212   |                   |
|                | School Community Liaison Bilingual Monitor chronic absenteeism list; contact parents of students with attendance plan of action (e.g. Saturday School referral, SART/SARB resolution). Contact the families of students with 2+ absences the previous week to check in and provide support. Translate written materials from English to second language for distribution; serve as an interpreter for phone calls, parent conferences, and other site meetings. Provide information, explain and refer parents to appropriate community services, local agencies and District resources; assist parents with completing forms and documents; complete related records and reports. Conduct home visits and contact parents by telephone to acquire information and discuss issues such as absenteeism, illnesses, behavior issues and other matters; verify home addresses; report findings and possible solutions to site administrators; schedule parent conferences with school personnel.   | \$83,749  |                   |
| 3              | Jordan PE Department is in need of new equipment to support students in PE classes. Current equipment is old and there is student interest in the up and coming sport of pickleball. The PE department would purchase pickleball nets to increase student interest and engagement in PE classes as well and students feeling regarding the school and the resources offered to them. In addition, they would like to purchase rower computers for the rowing machings. Rowing is engaging for students and additional computers will allow more studentss to participate in rowing, tracking their disatance and calories burned.   | \$4,000   |                   |
|                | Parent Involvement Specialist Bilingual Communicate with parents and log dates/times/locations of meetings and workshops and attendance. Serve as an interpreter for phone calls, parent conferences, and other site meetings. Coordinate parent workshops around positive parenting, technology, district initiatives, college and career information, etc. Coordinate parent meetings for JPAC, ELAC, CIAAP, PTA, etc. Duplicate materials, provide written and verbal translations for meetings and publications.  | \$83,749  |                   |
|                | Two English/ELD Teachers will attend CABA Conference. They will then return and share with the English Department their new learnings and strategies.   | \$2,000   |                   |

# African-American

School Year: 22-23

| Budgeted Items |  |           |                   |
|----------------|--|-----------|-------------------|
| Line Number    | Description  | Cost      | Personnel Summary |
| 4              | Additional support for field trips to provide students with experiences and develop connections between content and their community.   | \$10,000  |                   |
|                | College and Career Specialist Develop and promote college and career center programs and opportunities for all students that focus on growth mindset and goal setting for 9th-11th graders following the college road map/ Tier I tracker. Hold additional college and career center programs and opportunities that focus on targeted student groups and provide information and resources tailored to their needs. Ensure all eligible seniors complete college applications, complete the FAFSA, and know their CSU index, as applicable. Coordinate student workshops for ELs and African-American students including study skills, timelines/deadlines, college and career exploration including bilingual opportunities, and guest speakers.   | \$111,000 |                   |
| 5              | Additional support for field trips for the Chamber singers to travel to Northern California to see performances, perform and take college tours. Students are raising fund for their trip, but need support with the cost of buses and sub coverage for the teacher so that they can have this experience.   | \$3,686   |                   |
|                | EL Specialist Provide Support for EL students upon arrival and throughout their years at Jordan, by conducting an initial meeting, regular check-in and progress monitoring. Lead Site Federal and State compliance reviewPartner with Teachers, Counselors & Other Staff to provide resources, supports and best practices for working with EL Students and their families. Advocate for EL students and programs that support their transition into Jordan and monitor their progress towards college and career readiness. Work with parents to provide them with support and resources for themselves, as well as resources for best supporting their student. Prepare agendas, minutes and facilitate the meeting of ELAC, to ensure completion and compliance with all necessary documentation. Oversee and monitor EL College Aides and the support they provide in Core Classes. Coordinate annual ELPAC Testing | \$153,602 |                   |
| 6              | College Aide Bilingual Support ELs in core classes with high percentage ELs by assisting students during integrated and designated ELD lessons. Drill, tutor, work with, or oversee academic English language activities such as vocabulary development, building prior knowledge, technology support, and SDAIE within a core content area.   | \$37,402  |                   |
|                | The cost for 5 students to attend CCEJ Camp for the 2022 school year. At CCEJ camp, they learn leadership schools, restorative justice practices and other concepts to support a positive environment on campus.   | \$700     |                   |
| 7              | Jordan would like Consuelo Kickbusch to return to Jordan for a second motivational speech assembly. She attended once in the fall and students were very passionate, inspired and vocal about wanting her to return. Therefore, Jordan would like to hold a second assembly in the spring for all students. The content will build off of the first assembly and continue to motivate and inspire students.  | \$9,000   |                   |
|                | Male Intervention Aide Work with Hispanic and Black, 9th grade, male students who are identified as "at-risk" students. Monitor student attendance, D/F Rate and College and Career Readiness Support the teacher and students in the "We Rise" Program. Check in with teachers to provide support with identified students and use feedback of "at-risk" students areas of strength and areas for growth to guide their interventions. Mentor "at-risk" students. Make home visits as needed to support our "at-risk" population.   | \$81,416  |                   |
| 8              | Intervention Counselor This counselor will coordinate with intervention programs for students in danger of falling below a 2.0. In conjunction with students and teachers, the counselor will develop and maintain strong partnerships with students and families in order to serve our underrepresented youth and ensure they are on track for graduation and keep their GPA above a 2.0.   | \$152,304 |                   |
|                | Jordan will purchase Art Table Pol Mounts and Keyboard drawers for computers. These computers will allow CTE classes to do digital work. The computers cannot be used without these accessories. This will support students with higher level digital work beyond what they can do on Chromebooks.   | \$7,000   |                   |
| 9              | Part-Time Dance An additional, part time dance coach a Jordan will support the Jordan dance program currently and as it continues to grow. This coach will work on fundamentals, technique and choreography with students. The additional coach will allow for students to work with a teacher in smaller groups, in order to get more feedback and further develop their skills. In addition, this person can support with preparing for dance shows and dance team performances.   | \$18,083  |                   |

| Budgeted Items |  |           |                     |
|----------------|--|-----------|---------------------|
| Line Number    | Description  | Cost      | Personnel Summary   |
| 10             | The Jordan High School library is a very dynamic place. For many students, the library is a safe space. It also serves as a hub for the entire school community. Students can come to study, hang out with their friends, work on projects, print, use computers, play games, participate in tutoring sessions as well as check out the latest Manga novel. During some periods it is a spot for students to study, and then during other periods, it becomes an instructional environment where students practice research and critical thinking skills through collaborative lessons with the Teacher Librarian and the classroom teacher. Aside from supervising student aides and managing students coming in and out of the library throughout the day, an integral part of the librarian position is co-teaching with our fellow classroom teacher colleagues to teach vital critical thinking skills. Using our Model School Library Standards and core content standards, we create lessons integrating information/digital/media literacies into multiple subjects; thus assisting students in making informed decisions in this vast information age. This is an aspect of my position that I am very passionate about and I want to be able to teach/instruct, not merely supervise students. Supporting the full time Media Assistant, will allow the librarian time and ability to co-teach lessons on research, databases and other library resources. With a full time Media Assistant, the library becoming even more efficient. A full time media assistant will provide assistance with library resources as well as student management so the librarian can focus on expanding teaching; thus increasing the number of classes who have access to this resource. This will provide more lessons on critical thinking skills such as identifying bias; distinguishing facts from opinion; developing questions for research; evaluating reliable sources (both print and digital); as well as other media literacy competencies. | \$42,481  |                     |
| 11             | The Dean of Attendance Intervention will work in conjunction with the School Community Liaison to meet with students who are chronically absent, tardy, or truant. They will support the School Community Liaison in meeting with families of students to develop an intervention plan, provide resources and continue to monitor attendance for improvement. The intervention will include follow up with and continued monitoring of student attendance and tardies and provide additional intervention to support students and families with getting to school and being on time. They will continue the implementation of the tardy policy, monitoring total detentions (served and unserved), and overall implementation of the tardy policy. In addition, they will continue to develop the tardy cart system, and provide weekly spreadsheets for tracking, cart schedules, and organization of the detention process and paperwork. Meet with parents to discuss student behavior, expectations and create a behavior plan. Provide support with discipline and follow up with students and families. Contact parents to discuss student behavior and brainstorm solutions to create student success.  | \$153,602 |                     |
| 12             | The Restorative Justice Coordinator (TOSA) will be responsible for supporting the coordination and organization of restorative justice work at Jordan. The TOSA will support teachers and staff with implementing restorative practices, circles and training on campus. The position will analyze data and create implementation plans aimed at continuous improvement of school-wide student support systems to ensure they day-to-day life of our school is a reflection of the district's restorative values.  | \$153,602 |                     |
| 13             | CSO additional 50% - student intervention, SEL, and supervision  | \$44,519  |                     |
| 14             | Jordan will support 50% of an English teacher to provide additional reading support for students through Literacy Workshop. Through reading support, in a smaller classroom setting, students will be provided reading intervention to work to bring them to grade level and support them with their reading for all classes.  | \$72,385  | Teacher - Secondary |
| 15             | Safe & Civil One of Jordan's school-wide goals is to increase the sense of belonging among students. Safe & Civil is currently charged with leading at least four faculty meetings related to school culture-climate and address sense of belonging, progressive discipline, and absenteeism. In order to collaborate and plan for these faculty meetings, they need time to meet and prepare effective professional development and lead the faculty meetings. The team consists of several teachers, and administrator, and two classified employees-an instructional aide and a campus security officer, who participate in meetings, trainings, and planning and implementing PD. Additionally, the team needs various supplies in order to lead the meetings and to promote its goals.  | \$1,081   |                     |
| 16             | Jordan will support 100% of a teacher to teach CTE medical elective courses in the AIMS Academy at Jordan. These courses will meet the demands of students interested in current and hands on experiences in the medical field. In addition, this person will organize and complete AIMS Academy reporting, cross-curricular projects, industry partnerships and pathway programs and steps towards Linked-Learning certification. This role will allow for students to have internships and experiences that align with the medical field and their interests in the medical profession.  | \$153,602 |                     |
| 17             | Jordan will pay for additional LBPD support for events where confrontation might develop. This additional support will help keep a safe and welcoming environment. In addition, this will ensure all stakeholders feel a sense of safety and belonging at Jordan events.   | \$8,000   |                     |

# African-American

School Year: 22-23

| <b>Budgeted Items</b> |   |                    |                          |
|-----------------------|---|--------------------|--------------------------|
| <b>Line Number</b>    | <b>Description</b>  | <b>Cost</b>        | <b>Personnel Summary</b> |
| 18                    | IB Program Fees IB dues, tutoring costs, test prep and testing costs. DP liscence costs. CAWS Fall Forum.   | \$19,146           |                          |
| 19                    | 24 Jordan students/staff will go on an HBCU tour in Texas and Louisiana to expose students to HBCU and college campuses where they students that resemble themselves. They will visit University of Houston, Texas Southern, Ride, Southern University, Grambling State and others to experience the college culture, as well as inspire them to have a college bound mindset. Funds will be used for transportation and lodging for students and chaperones on the trip. | \$30,000           |                          |
| 20                    | APEX Saturday Program will target 10th grade students who failed a class first semester. By enrolling in this program, they will makeup their class now to keep them on track for graduation.   | \$8,759            |                          |
| <b>Total</b>          |   | <b>\$1,646,451</b> |                          |



# All Parents

## School Year: 22-23

| Budgeted Items |  |           |                   |
|----------------|--|-----------|-------------------|
| Line Number    | Description  | Cost      | Personnel Summary |
| 1              | <p>Intervention and CIE Facilitator Work with the Intervention Aide to provide intervention and programs for Black and Hispanic 9th grade, male students identified at risk students. They will also coordinate and monitor, with the assistance of the School Community Liaison, the JHS attendance policy and Tiered System to ensure student contact, follow up and processes are followed. In addition, they will collaborate with the School Psychologist in the Wellness Center to support initiatives that address students social emotional and mental health. This role will assure targeted subgroups are receiving interventions and monitor progress of programs. In addition, they will assist with submitting EACCR compliance tasks including SSC and ELAC documents, required parent trainings, time distribution reports, newsletters, etc. Assist with the development of the Single Plan for Student Achievement (SPSA) Finally, facilitate the alignment between site requests and expenditures with school goals, data trends, and school/district priority areas as outlined on Jordan's SPSA.</p> | \$153,602 |                   |
|                | <p>Jordan Math department is in need of laptop/tablet that works easily with math online programs. With this resource, teachers will be able to write out work and show problems for students. In addition, this resource will allow teachers to walk around the room and work individually with students and show the work to solve problems.</p>   | \$15,000  |                   |
|                | <p>Jordan will provide teachers with opportunities to participate in professional development with an active focus on student engagement and access to help increase the rigor in classrooms along with student engagement. Overall, this will support teachers and students in the classroom, decreasing the D/F Rate. In addition, the increase in engagement will support students in completing grade-level work and SBAC performance. More engaging classes will also improve students' feelings regarding academic achievement and support on end-of-year surveys.</p>   | \$19,769  |                   |
| 2              | <p>Jordan High School would like to again host a second presentation by LTC Consuelo Castillo Kickbusch. The second presentation would dive deeper into the conversation she started with students regarding diversity and understanding of oneanother. She will continue to speak to students to motivate them and challenge them to do their best, represent themselves well and strive to be supportive towards oneanother. In addition, she will support the Jordan Book Club and moderate some of their meetings, where they are reading her book.</p>  | \$9,000   |                   |
|                | <p>Professional Development Jordan will be focused on helping teachers increase student engagement and classroom rigor especially in the area of Linked Learning, and ELA and Math team lesson design, differentiation for diverse learners and ability levels, and technology integration. Professional development funds will also be used for teachers to work together to plan lessons using the Kagan strategies they have learned through PD earlier in the year.</p>  | \$4,212   |                   |
|                | <p>School Community Liaison Bilingual Monitor chronic absenteeism list; contact parents of students with attendance plan of action (e.g. Saturday School referral, SART/SARB resolution). Contact the families of students with 2+ absences the previous week to check in and provide support. Translate written materials from English to second language for distribution; serve as an interpreter for phone calls, parent conferences, and other site meetings. Provide information, explain and refer parents to appropriate community services, local agencies and District resources; assist parents with completing forms and documents; complete related records and reports. Conduct home visits and contact parents by telephone to acquire information and discuss issues such as absenteeism, illnesses, behavior issues and other matters; verify home addresses; report findings and possible solutions to site administrators; schedule parent conferences with school personnel.</p>   | \$83,749  |                   |
| 3              | <p>Jordan PE Department is in need of new equipment to support students in PE classes. Current equipment is old and there is student interest in the up and coming sport of pickleball. The PE department would purchase pickleball nets to increase student interest and engagement in PE classes as well and students feeling regarding the school and the resources offered to them. In addition, they would like to purchase rower computers for the rowing machings. Rowing is engaging for students and additional computers will allow more studentss to participate in rowing, tracking their disatance and calories burned.</p>   | \$4,000   |                   |
|                | <p>Parent Involvement Specialist Bilingual Communicate with parents and log dates/times/locations of meetings and workshops and attendance. Serve as an interpreter for phone calls, parent conferences, and other site meetings. Coordinate parent workshops around positive parenting, technology, district initiatives, college and career information, etc. Coordinate parent meetings for JPAC, ELAC, CIAAP, PTA, etc. Duplicate materials, provide written and verbal translations for meetings and publications.</p>  | \$83,749  |                   |
|                | <p>Two English/ELD Teachers will attend CAFE Conference. They will then return and share with the English Department their new learnings and strategies.</p>   | \$2,000   |                   |

## All Parents

School Year: 22-23

| Budgeted Items |  |           |                   |
|----------------|--|-----------|-------------------|
| Line Number    | Description  | Cost      | Personnel Summary |
| 4              | Additional support for field trips to provide students with experiences and develop connections between content and their community.   | \$10,000  |                   |
|                | College and Career Specialist Develop and promote college and career center programs and opportunities for all students that focus on growth mindset and goal setting for 9th-11th graders following the college road map/ Tier I tracker. Hold additional college and career center programs and opportunities that focus on targeted student groups and provide information and resources tailored to their needs. Ensure all eligible seniors complete college applications, complete the FAFSA, and know their CSU index, as applicable. Coordinate student workshops for ELs and African-American students including study skills, timelines/deadlines, college and career exploration including bilingual opportunities, and guest speakers.   | \$111,000 |                   |
| 5              | Additional support for field trips for the Chamber singers to travel to Northern California to see performances, perform and take college tours. Students are raising fund for their trip, but need support with the cost of buses and sub coverage for the teacher so that they can have this experience.   | \$3,686   |                   |
|                | EL Specialist Provide Support for EL students upon arrival and throughout their years at Jordan, by conducting an initial meeting, regular check-in and progress monitoring. Lead Site Federal and State compliance reviewPartner with Teachers, Counselors & Other Staff to provide resources, supports and best practices for working with EL Students and their families. Advocate for EL students and programs that support their transition into Jordan and monitor their progress towards college and career readiness. Work with parents to provide them with support and resources for themselves, as well as resources for best supporting their student. Prepare agendas, minutes and facilitate the meeting of ELAC, to ensure completion and compliance with all necessary documentation. Oversee and monitor EL College Aides and the support they provide in Core Classes. Coordinate annual ELPAC Testing | \$153,602 |                   |
| 6              | College Aide Bilingual Support ELs in core classes with high percentage ELs by assisting students during integrated and designated ELD lessons. Drill, tutor, work with, or oversee academic English language activities such as vocabulary development, building prior knowledge, technology support, and SDAIE within a core content area.   | \$37,402  |                   |
|                | The cost for 5 students to attend CCEJ Camp for the 2022 school year. At CCEJ camp, they learn leadership schools, restorative justice practices and other concepts to support a positive environment on campus.   | \$700     |                   |
| 7              | Jordan would like Consuelo Kickbusch to return to Jordan for a second motivational speech assembly. She attended once in the fall and students were very passionate, inspired and vocal about wanting her to return. Therefore, Jordan would like to hold a second assembly in the spring for all students. The content will build off of the first assembly and continue to motivate and inspire students.  | \$9,000   |                   |
|                | Male Intervention Aide Work with Hispanic and Black, 9th grade, male students who are identified as "at-risk" students. Monitor student attendance, D/F Rate and College and Career Readiness Support the teacher and students in the "We Rise" Program. Check in with teachers to provide support with identified students and use feedback of "at-risk" students areas of strength and areas for growth to guide their interventions. Mentor "at-risk" students. Make home visits as needed to support our "at-risk" population.   | \$81,416  |                   |
| 8              | Intervention Counselor This counselor will coordinate with intervention programs for students in danger of falling below a 2.0. In conjunction with students and teachers, the counselor will develop and maintain strong partnerships with students and families in order to serve our underrepresented youth and ensure they are on track for graduation and keep their GPA above a 2.0.   | \$152,304 |                   |
|                | Jordan will purchase Art Table Pol Mounts and Keyboard drawers for computers. These computers will allow CTE classes to do digital work. The computers cannot be used without these accessories. This will support students with higher level digital work beyond what they can do on Chromebooks.   | \$7,000   |                   |
| 9              | Part-Time Dance An additional, part time dance coach a Jordan will support the Jordan dance program currently and as it continues to grow. This coach will work on fundamentals, technique and choreography with students. The additional coach will allow for students to work with a teacher in smaller groups, in order to get more feedback and further develop their skills. In addition, this person can support with preparing for dance shows and dance team performances.   | \$18,083  |                   |

# All Parents

## School Year: 22-23

| Budgeted Items |  |           |                     |
|----------------|--|-----------|---------------------|
| Line Number    | Description  | Cost      | Personnel Summary   |
| 10             | The Jordan High School library is a very dynamic place. For many students, the library is a safe space. It also serves as a hub for the entire school community. Students can come to study, hang out with their friends, work on projects, print, use computers, play games, participate in tutoring sessions as well as check out the latest Manga novel. During some periods it is a spot for students to study, and then during other periods, it becomes an instructional environment where students practice research and critical thinking skills through collaborative lessons with the Teacher Librarian and the classroom teacher. Aside from supervising student aides and managing students coming in and out of the library throughout the day, an integral part of the librarian position is co-teaching with our fellow classroom teacher colleagues to teach vital critical thinking skills. Using our Model School Library Standards and core content standards, we create lessons integrating information/digital/media literacies into multiple subjects; thus assisting students in making informed decisions in this vast information age. This is an aspect of my position that I am very passionate about and I want to be able to teach/instruct, not merely supervise students. Supporting the full time Media Assistant, will allow the librarian time and ability to co-teach lessons on research, databases and other library resources. With a full time Media Assistant, the library becoming even more efficient. A full time media assistant will provide assistance with library resources as well as student management so the librarian can focus on expanding teaching; thus increasing the number of classes who have access to this resource. This will provide more lessons on critical thinking skills such as identifying bias; distinguishing facts from opinion; developing questions for research; evaluating reliable sources (both print and digital); as well as other media literacy competencies. | \$42,481  |                     |
| 11             | The Dean of Attendance Intervention will work in conjunction with the School Community Liaison to meet with students who are chronically absent, tardy, or truant. They will support the School Community Liaison in meeting with families of students to develop an intervention plan, provide resources and continue to monitor attendance for improvement. The intervention will include follow up with and continued monitoring of student attendance and tardies and provide additional intervention to support students and families with getting to school and being on time. They will continue the implementation of the tardy policy, monitoring total detentions (served and unserved), and overall implementation of the tardy policy. In addition, they will continue to develop the tardy cart system, and provide weekly spreadsheets for tracking, cart schedules, and organization of the detention process and paperwork. Meet with parents to discuss student behavior, expectations and create a behavior plan. Provide support with discipline and follow up with students and families. Contact parents to discuss student behavior and brainstorm solutions to create student success.  | \$153,602 |                     |
| 12             | The Restorative Justice Coordinator (TOSA) will be responsible for supporting the coordination and organization of restorative justice work at Jordan. The TOSA will support teachers and staff with implementing restorative practices, circles and training on campus. The position will analyze data and create implementation plans aimed at continuous improvement of school-wide student support systems to ensure they day-to-day life of our school is a reflection of the district's restorative values.  | \$153,602 |                     |
| 13             | CSO additional 50% - student intervention, SEL, and supervision  | \$44,519  |                     |
| 14             | Jordan will support 50% of an English teacher to provide additional reading support for students through Literacy Workshop. Through reading support, in a smaller classroom setting, students will be provided reading intervention to work to bring them to grade level and support them with their reading for all classes.  | \$72,385  | Teacher - Secondary |
| 15             | Safe & Civil One of Jordan's school-wide goals is to increase the sense of belonging among students. Safe & Civil is currently charged with leading at least four faculty meetings related to school culture-climate and address sense of belonging, progressive discipline, and absenteeism. In order to collaborate and plan for these faculty meetings, they need time to meet and prepare effective professional development and lead the faculty meetings. The team consists of several teachers, and administrator, and two classified employees-an instructional aide and a campus security officer, who participate in meetings, trainings, and planning and implementing PD. Additionally, the team needs various supplies in order to lead the meetings and to promote its goals.  | \$1,081   |                     |
| 16             | Jordan will support 100% of a teacher to teach CTE medical elective courses in the AIMS Academy at Jordan. These courses will meet the demands of students interested in current and hands on experiences in the medical field. In addition, this person will organize and complete AIMS Academy reporting, cross-curricular projects, industry partnerships and pathway programs and steps towards Linked-Learning certification. This role will allow for students to have internships and experiences that align with the medical field and their interests in the medical profession.  | \$153,602 |                     |
| 17             | Jordan will pay for additional LBPD support for events where confrontation might develop. This additional support will help keep a safe and welcoming environment. In addition, this will ensure all stakeholders feel a sense of safety and belonging at Jordan events.   | \$8,000   |                     |

**All Parents**  
**School Year: 22-23**

| <b>Budgeted Items</b> |   |                    |                          |
|-----------------------|---|--------------------|--------------------------|
| <b>Line Number</b>    | <b>Description</b>  | <b>Cost</b>        | <b>Personnel Summary</b> |
| 18                    | IB Program Fees IB dues, tutoring costs, test prep and testing costs. DP liscence costs. CAWS Fall Forum.   | \$19,146           |                          |
| 19                    | 24 Jordan students/staff will go on an HBCU tour in Texas and Louisiana to expose students to HBCU and college campuses where they students that resemble themselves. They will visit University of Houston, Texas Southern, Ride, Southern University, Grambling State and others to experience the college culture, as well as inspire them to have a college bound mindset. Funds will be used for transportation and lodging for students and chaperones on the trip. | \$30,000           |                          |
| 20                    | APEX Saturday Program will target 10th grade students who failed a class first semester. By enrolling in this program, they will makeup their class now to keep them on track for graduation.   | \$8,759            |                          |
| <b>Total</b>          |   | <b>\$1,646,451</b> |                          |

| Budgeted Items |   |           |                   |
|----------------|---|-----------|-------------------|
| Line Number    | Description   | Cost      | Personnel Summary |
| 1              | Intervention and CIE Facilitator Work with the Intervention Aide to provide intervention and programs for Black and Hispanic 9th grade, male students identified at risk students. They will also coordinate and monitor, with the assistance of the School Community Liaison, the JHS attendance policy and Tiered System to ensure student contact, follow up and processes are followed. In addition, they will collaborate with the School Psychologist in the Wellness Center to support initiatives that address students social emotional and mental health. This role will assure targeted subgroups are receiving interventions and monitor progress of programs. In addition, they will assist with submitting EACCR compliance tasks including SSC and ELAC documents, required parent trainings, time distribution reports, newsletters, etc. Assist with the development of the Single Plan for Student Achievement (SPSA) Finally, facilitate the alignment between site requests and expenditures with school goals, data trends, and school/district priority areas as outlined on Jordan's SPSA. | \$153,602 |                   |
|                | Jordan Math department is in need of laptop/tablet that works easily with math online programs. With this resource, teachers will be able to write out work and show problems for students. In addition, this resource will allow teachers to walk around the room and work individually with students and show the work to solve problems.   | \$15,000  |                   |
|                | Jordan will provide teachers with opportunities to participate in professional development with an active focus on student engagement and access to help increase the rigor in classrooms along with student engagement. Overall, this will support teachers and students in the classroom, decreasing the D/F Rate. In addition, the increase in engagement will support students in completing grade-level work and SBAC performance. More engaging classes will also improve students' feelings regarding academic achievement and support on end-of-year surveys.   | \$19,769  |                   |
| 2              | Jordan High School would like to again host a second presentation by LTC Consuelo Castillo Kickbusch. The second presentation would dive deeper into the conversation she started with students regarding diversity and understanding of oneanother. She will continue to speak to students to motivate them and challenge them to do their best, represent themselves well and strive to be supportive towards oneanother. In addition, she will support the Jordan Book Club and moderate some of their meetings, where they are reading her book.  | \$9,000   |                   |
|                | Professional Development Jordan will be focused on helping teachers increase student engagement and classroom rigor especially in the area of Linked Learning, and ELA and Math team lesson design, differentiation for diverse learners and ability levels, and technology integration. Professional development funds will also be used for teachers to work together to plan lessons using the Kagan strategies they have learned through PD earlier in the year.  | \$4,212   |                   |
|                | School Community Liaison Bilingual Monitor chronic absenteeism list; contact parents of students with attendance plan of action (e.g. Saturday School referral, SART/SARB resolution). Contact the families of students with 2+ absences the previous week to check in and provide support. Translate written materials from English to second language for distribution; serve as an interpreter for phone calls, parent conferences, and other site meetings. Provide information, explain and refer parents to appropriate community services, local agencies and District resources; assist parents with completing forms and documents; complete related records and reports. Conduct home visits and contact parents by telephone to acquire information and discuss issues such as absenteeism, illnesses, behavior issues and other matters; verify home addresses; report findings and possible solutions to site administrators; schedule parent conferences with school personnel.   | \$83,749  |                   |
| 3              | Jordan PE Department is in need of new equipment to support students in PE classes. Current equipment is old and there is student interest in the up and coming sport of pickleball. The PE department would purchase pickleball nets to increase student interest and engagement in PE classes as well and students feeling regarding the school and the resources offered to them. In addition, they would like to purchase rower computers for the rowing machings. Rowing is engaging for students and additional computers will allow more studentss to participate in rowing, tracking their disatance and calories burned.   | \$4,000   |                   |
|                | Parent Involvement Specialist Bilingual Communicate with parents and log dates/times/locations of meetings and workshops and attendance. Serve as an interpreter for phone calls, parent conferences, and other site meetings. Coordinate parent workshops around positive parenting, technology, district initiatives, college and career information, etc. Coordinate parent meetings for JPAC, ELAC, CIAAP, PTA, etc. Duplicate materials, provide written and verbal translations for meetings and publications.  | \$83,749  |                   |
|                | Two English/ELD Teachers will attend CABE Conference. They will then return and share with the English Department their new learnings and strategies.   | \$2,000   |                   |

| Budgeted Items |  |           |                   |
|----------------|--|-----------|-------------------|
| Line Number    | Description  | Cost      | Personnel Summary |
| 4              | Additional support for field trips to provide students with experiences and develop connections between content and their community.   | \$10,000  |                   |
|                | College and Career Specialist Develop and promote college and career center programs and opportunities for all students that focus on growth mindset and goal setting for 9th-11th graders following the college road map/ Tier I tracker. Hold additional college and career center programs and opportunities that focus on targeted student groups and provide information and resources tailored to their needs. Ensure all eligible seniors complete college applications, complete the FAFSA, and know their CSU index, as applicable. Coordinate student workshops for ELs and African-American students including study skills, timelines/deadlines, college and career exploration including bilingual opportunities, and guest speakers.   | \$111,000 |                   |
| 5              | Additional support for field trips for the Chamber singers to travel to Northern California to see performances, perform and take college tours. Students are raising fund for their trip, but need support with the cost of buses and sub coverage for the teacher so that they can have this experience.   | \$3,686   |                   |
|                | EL Specialist Provide Support for EL students upon arrival and throughout their years at Jordan, by conducting an initial meeting, regular check-in and progress monitoring. Lead Site Federal and State compliance reviewPartner with Teachers, Counselors & Other Staff to provide resources, supports and best practices for working with EL Students and their families. Advocate for EL students and programs that support their transition into Jordan and monitor their progress towards college and career readiness. Work with parents to provide them with support and resources for themselves, as well as resources for best supporting their student. Prepare agendas, minutes and facilitate the meeting of ELAC, to ensure completion and compliance with all necessary documentation. Oversee and monitor EL College Aides and the support they provide in Core Classes. Coordinate annual ELPAC Testing | \$153,602 |                   |
| 6              | College Aide Bilingual Support ELs in core classes with high percentage ELs by assisting students during integrated and designated ELD lessons. Drill, tutor, work with, or oversee academic English language activities such as vocabulary development, building prior knowledge, technology support, and SDAIE within a core content area.   | \$37,402  |                   |
|                | The cost for 5 students to attend CCEJ Camp for the 2022 school year. At CCEJ camp, they learn leadership schools, restorative justice practices and other concepts to support a positive environment on campus.   | \$700     |                   |
| 7              | Jordan would like Consuelo Kickbusch to return to Jordan for a second motivational speech assembly. She attended once in the fall and students were very passionate, inspired and vocal about wanting her to return. Therefore, Jordan would like to hold a second assembly in the spring for all students. The content will build off of the first assembly and continue to motivate and inspire students.  | \$9,000   |                   |
|                | Male Intervention Aide Work with Hispanic and Black, 9th grade, male students who are identified as "at-risk" students. Monitor student attendance, D/F Rate and College and Career Readiness Support the teacher and students in the "We Rise" Program. Check in with teachers to provide support with identified students and use feedback of "at-risk" students areas of strength and areas for growth to guide their interventions. Mentor "at-risk" students. Make home visits as needed to support our "at-risk" population.   | \$81,416  |                   |
| 8              | Intervention Counselor This counselor will coordinate with intervention programs for students in danger of falling below a 2.0. In conjunction with students and teachers, the counselor will develop and maintain strong partnerships with students and families in order to serve our underrepresented youth and ensure they are on track for graduation and keep their GPA above a 2.0.   | \$152,304 |                   |
|                | Jordan will purchase Art Table Pol Mounts and Keyboard drawers for computers. These computers will allow CTE classes to do digital work. The computers cannot be used without these accessories. This will support students with higher level digital work beyond what they can do on Chromebooks.   | \$7,000   |                   |
| 9              | Part-Time Dance An additional, part time dance coach a Jordan will support the Jordan dance program currently and as it continues to grow. This coach will work on fundamentals, technique and choreography with students. The additional coach will allow for students to work with a teacher in smaller groups, in order to get more feedback and further develop their skills. In addition, this person can support with preparing for dance shows and dance team performances.   | \$18,083  |                   |

| Budgeted Items |  |           |                     |
|----------------|--|-----------|---------------------|
| Line Number    | Description  | Cost      | Personnel Summary   |
| 10             | The Jordan High School library is a very dynamic place. For many students, the library is a safe space. It also serves as a hub for the entire school community. Students can come to study, hang out with their friends, work on projects, print, use computers, play games, participate in tutoring sessions as well as check out the latest Manga novel. During some periods it is a spot for students to study, and then during other periods, it becomes an instructional environment where students practice research and critical thinking skills through collaborative lessons with the Teacher Librarian and the classroom teacher. Aside from supervising student aides and managing students coming in and out of the library throughout the day, an integral part of the librarian position is co-teaching with our fellow classroom teacher colleagues to teach vital critical thinking skills. Using our Model School Library Standards and core content standards, we create lessons integrating information/digital/media literacies into multiple subjects; thus assisting students in making informed decisions in this vast information age. This is an aspect of my position that I am very passionate about and I want to be able to teach/instruct, not merely supervise students. Supporting the full time Media Assistant, will allow the librarian time and ability to co-teach lessons on research, databases and other library resources. With a full time Media Assistant, the library becoming even more efficient. A full time media assistant will provide assistance with library resources as well as student management so the librarian can focus on expanding teaching; thus increasing the number of classes who have access to this resource. This will provide more lessons on critical thinking skills such as identifying bias; distinguishing facts from opinion; developing questions for research; evaluating reliable sources (both print and digital); as well as other media literacy competencies. | \$42,481  |                     |
| 11             | The Dean of Attendance Intervention will work in conjunction with the School Community Liaison to meet with students who are chronically absent, tardy, or truant. They will support the School Community Liaison in meeting with families of students to develop an intervention plan, provide resources and continue to monitor attendance for improvement. The intervention will include follow up with and continued monitoring of student attendance and tardies and provide additional intervention to support students and families with getting to school and being on time. They will continue the implementation of the tardy policy, monitoring total detentions (served and unserved), and overall implementation of the tardy policy. In addition, they will continue to develop the tardy cart system, and provide weekly spreadsheets for tracking, cart schedules, and organization of the detention process and paperwork. Meet with parents to discuss student behavior, expectations and create a behavior plan. Provide support with discipline and follow up with students and families. Contact parents to discuss student behavior and brainstorm solutions to create student success.  | \$153,602 |                     |
| 12             | The Restorative Justice Coordinator (TOSA) will be responsible for supporting the coordination and organization of restorative justice work at Jordan. The TOSA will support teachers and staff with implementing restorative practices, circles and training on campus. The position will analyze data and create implementation plans aimed at continuous improvement of school-wide student support systems to ensure they day-to-day life of our school is a reflection of the district's restorative values.  | \$153,602 |                     |
| 13             | CSO additional 50% - student intervention, SEL, and supervision  | \$44,519  |                     |
| 14             | Jordan will support 50% of an English teacher to provide additional reading support for students through Literacy Workshop. Through reading support, in a smaller classroom setting, students will be provided reading intervention to work to bring them to grade level and support them with their reading for all classes.  | \$72,385  | Teacher - Secondary |
| 15             | Safe & Civil One of Jordan's school-wide goals is to increase the sense of belonging among students. Safe & Civil is currently charged with leading at least four faculty meetings related to school culture-climate and address sense of belonging, progressive discipline, and absenteeism. In order to collaborate and plan for these faculty meetings, they need time to meet and prepare effective professional development and lead the faculty meetings. The team consists of several teachers, and administrator, and two classified employees-an instructional aide and a campus security officer, who participate in meetings, trainings, and planning and implementing PD. Additionally, the team needs various supplies in order to lead the meetings and to promote its goals.  | \$1,081   |                     |
| 16             | Jordan will support 100% of a teacher to teach CTE medical elective courses in the AIMS Academy at Jordan. These courses will meet the demands of students interested in current and hands on experiences in the medical field. In addition, this person will organize and complete AIMS Academy reporting, cross-curricular projects, industry partnerships and pathway programs and steps towards Linked-Learning certification. This role will allow for students to have internships and experiences that align with the medical field and their interests in the medical profession.  | \$153,602 |                     |
| 17             | Jordan will pay for additional LBPD support for events where confrontation might develop. This additional support will help keep a safe and welcoming environment. In addition, this will ensure all stakeholders feel a sense of safety and belonging at Jordan events.   | \$8,000   |                     |

## All Staff

School Year: 22-23

| Budgeted Items |   |                    |                   |
|----------------|---|--------------------|-------------------|
| Line Number    | Description   | Cost               | Personnel Summary |
| 18             | IB Program Fees IB dues, tutoring costs, test prep and testing costs. DP liscence costs. CAWS Fall Forum.   | \$19,146           |                   |
| 19             | 24 Jordan students/staff will go on an HBCU tour in Texas and Louisiana to expose students to HBCU and college campuses where they students that resemble themselves. They will visit University of Houston, Texas Southern, Ride, Southern University, Grambling State and others to experience the college culture, as well as inspire them to have a college bound mindset. Funds will be used for transportation and lodging for students and chaperones on the trip. | \$30,000           |                   |
| 20             | APEX Saturday Program will target 10th grade students who failed a class first semester. By enrolling in this program, they will makeup their class now to keep them on track for graduation.   | \$8,759            |                   |
| <b>Total</b>   |   | <b>\$1,646,451</b> |                   |



| Budgeted Items |   |           |                   |
|----------------|---|-----------|-------------------|
| Line Number    | Description   | Cost      | Personnel Summary |
| 1              | Intervention and CIE Facilitator Work with the Intervention Aide to provide intervention and programs for Black and Hispanic 9th grade, male students identified at risk students. They will also coordinate and monitor, with the assistance of the School Community Liaison, the JHS attendance policy and Tiered System to ensure student contact, follow up and processes are followed. In addition, they will collaborate with the School Psychologist in the Wellness Center to support initiatives that address students social emotional and mental health. This role will assure targeted subgroups are receiving interventions and monitor progress of programs. In addition, they will assist with submitting EACCR compliance tasks including SSC and ELAC documents, required parent trainings, time distribution reports, newsletters, etc. Assist with the development of the Single Plan for Student Achievement (SPSA) Finally, facilitate the alignment between site requests and expenditures with school goals, data trends, and school/district priority areas as outlined on Jordan's SPSA. | \$153,602 |                   |
|                | Jordan Math department is in need of laptop/tablet that works easily with math online programs. With this resource, teachers will be able to write out work and show problems for students. In addition, this resource will allow teachers to walk around the room and work individually with students and show the work to solve problems.   | \$15,000  |                   |
|                | Jordan will provide teachers with opportunities to participate in professional development with an active focus on student engagement and access to help increase the rigor in classrooms along with student engagement. Overall, this will support teachers and students in the classroom, decreasing the D/F Rate. In addition, the increase in engagement will support students in completing grade-level work and SBAC performance. More engaging classes will also improve students' feelings regarding academic achievement and support on end-of-year surveys.   | \$19,769  |                   |
| 2              | Jordan High School would like to again host a second presentation by LTC Consuelo Castillo Kickbusch. The second presentation would dive deeper into the conversation she started with students regarding diversity and understanding of oneanother. She will continue to speak to students to motivate them and challenge them to do their best, represent themselves well and strive to be supportive towards oneanother. In addition, she will support the Jordan Book Club and moderate some of their meetings, where they are reading her book.  | \$9,000   |                   |
|                | Professional Development Jordan will be focused on helping teachers increase student engagement and classroom rigor especially in the area of Linked Learning, and ELA and Math team lesson design, differentiation for diverse learners and ability levels, and technology integration. Professional development funds will also be used for teachers to work together to plan lessons using the Kagan strategies they have learned through PD earlier in the year.  | \$4,212   |                   |
|                | School Community Liaison Bilingual Monitor chronic absenteeism list; contact parents of students with attendance plan of action (e.g. Saturday School referral, SART/SARB resolution). Contact the families of students with 2+ absences the previous week to check in and provide support. Translate written materials from English to second language for distribution; serve as an interpreter for phone calls, parent conferences, and other site meetings. Provide information, explain and refer parents to appropriate community services, local agencies and District resources; assist parents with completing forms and documents; complete related records and reports. Conduct home visits and contact parents by telephone to acquire information and discuss issues such as absenteeism, illnesses, behavior issues and other matters; verify home addresses; report findings and possible solutions to site administrators; schedule parent conferences with school personnel.   | \$83,749  |                   |
| 3              | Jordan PE Department is in need of new equipment to support students in PE classes. Current equipment is old and there is student interest in the up and coming sport of pickleball. The PE department would purchase pickleball nets to increase student interest and engagement in PE classes as well and students feeling regarding the school and the resources offered to them. In addition, they would like to purchase rower computers for the rowing machings. Rowing is engaging for students and additional computers will allow more studentss to participate in rowing, tracking their disatance and calories burned.   | \$4,000   |                   |
|                | Parent Involvement Specialist Bilingual Communicate with parents and log dates/times/locations of meetings and workshops and attendance. Serve as an interpreter for phone calls, parent conferences, and other site meetings. Coordinate parent workshops around positive parenting, technology, district initiatives, college and career information, etc. Coordinate parent meetings for JPAC, ELAC, CIAAP, PTA, etc. Duplicate materials, provide written and verbal translations for meetings and publications.  | \$83,749  |                   |
|                | Two English/ELD Teachers will attend CAFE Conference. They will then return and share with the English Department their new learnings and strategies.   | \$2,000   |                   |

# All Students

School Year: 22-23

| Budgeted Items |  |           |                   |
|----------------|--|-----------|-------------------|
| Line Number    | Description  | Cost      | Personnel Summary |
| 4              | Additional support for field trips to provide students with experiences and develop connections between content and their community.   | \$10,000  |                   |
|                | College and Career Specialist Develop and promote college and career center programs and opportunities for all students that focus on growth mindset and goal setting for 9th-11th graders following the college road map/ Tier I tracker. Hold additional college and career center programs and opportunities that focus on targeted student groups and provide information and resources tailored to their needs. Ensure all eligible seniors complete college applications, complete the FAFSA, and know their CSU index, as applicable. Coordinate student workshops for ELs and African-American students including study skills, timelines/deadlines, college and career exploration including bilingual opportunities, and guest speakers.   | \$111,000 |                   |
| 5              | Additional support for field trips for the Chamber singers to travel to Northern California to see performances, perform and take college tours. Students are raising fund for their trip, but need support with the cost of buses and sub coverage for the teacher so that they can have this experience.   | \$3,686   |                   |
|                | EL Specialist Provide Support for EL students upon arrival and throughout their years at Jordan, by conducting an initial meeting, regular check-in and progress monitoring. Lead Site Federal and State compliance reviewPartner with Teachers, Counselors & Other Staff to provide resources, supports and best practices for working with EL Students and their families. Advocate for EL students and programs that support their transition into Jordan and monitor their progress towards college and career readiness. Work with parents to provide them with support and resources for themselves, as well as resources for best supporting their student. Prepare agendas, minutes and facilitate the meeting of ELAC, to ensure completion and compliance with all necessary documentation. Oversee and monitor EL College Aides and the support they provide in Core Classes. Coordinate annual ELPAC Testing | \$153,602 |                   |
| 6              | College Aide Bilingual Support ELs in core classes with high percentage ELs by assisting students during integrated and designated ELD lessons. Drill, tutor, work with, or oversee academic English language activities such as vocabulary development, building prior knowledge, technology support, and SDAIE within a core content area.   | \$37,402  |                   |
|                | The cost for 5 students to attend CCEJ Camp for the 2022 school year. At CCEJ camp, they learn leadership schools, restorative justice practices and other concepts to support a positive environment on campus.   | \$700     |                   |
| 7              | Jordan would like Consuelo Kickbusch to return to Jordan for a second motivational speech assembly. She attended once in the fall and students were very passionate, inspired and vocal about wanting her to return. Therefore, Jordan would like to hold a second assembly in the spring for all students. The content will build off of the first assembly and continue to motivate and inspire students.  | \$9,000   |                   |
|                | Male Intervention Aide Work with Hispanic and Black, 9th grade, male students who are identified as "at-risk" students. Monitor student attendance, D/F Rate and College and Career Readiness Support the teacher and students in the "We Rise" Program. Check in with teachers to provide support with identified students and use feedback of "at-risk" students areas of strength and areas for growth to guide their interventions. Mentor "at-risk" students. Make home visits as needed to support our "at-risk" population.   | \$81,416  |                   |
| 8              | Intervention Counselor This counselor will coordinate with intervention programs for students in danger of falling below a 2.0. In conjunction with students and teachers, the counselor will develop and maintain strong partnerships with students and families in order to serve our underrepresented youth and ensure they are on track for graduation and keep their GPA above a 2.0.   | \$152,304 |                   |
|                | Jordan will purchase Art Table Pol Mounts and Keyboard drawers for computers. These computers will allow CTE classes to do digital work. The computers cannot be used without these accessories. This will support students with higher level digital work beyond what they can do on Chromebooks.   | \$7,000   |                   |
| 9              | Part-Time Dance An additional, part time dance coach a Jordan will support the Jordan dance program currently and as it continues to grow. This coach will work on fundamentals, technique and choreography with students. The additional coach will allow for students to work with a teacher in smaller groups, in order to get more feedback and further develop their skills. In addition, this person can support with preparing for dance shows and dance team performances.   | \$18,083  |                   |

| Budgeted Items |  |           |                     |
|----------------|--|-----------|---------------------|
| Line Number    | Description  | Cost      | Personnel Summary   |
| 10             | The Jordan High School library is a very dynamic place. For many students, the library is a safe space. It also serves as a hub for the entire school community. Students can come to study, hang out with their friends, work on projects, print, use computers, play games, participate in tutoring sessions as well as check out the latest Manga novel. During some periods it is a spot for students to study, and then during other periods, it becomes an instructional environment where students practice research and critical thinking skills through collaborative lessons with the Teacher Librarian and the classroom teacher. Aside from supervising student aides and managing students coming in and out of the library throughout the day, an integral part of the librarian position is co-teaching with our fellow classroom teacher colleagues to teach vital critical thinking skills. Using our Model School Library Standards and core content standards, we create lessons integrating information/digital/media literacies into multiple subjects; thus assisting students in making informed decisions in this vast information age. This is an aspect of my position that I am very passionate about and I want to be able to teach/instruct, not merely supervise students. Supporting the full time Media Assistant, will allow the librarian time and ability to co-teach lessons on research, databases and other library resources. With a full time Media Assistant, the library becoming even more efficient. A full time media assistant will provide assistance with library resources as well as student management so the librarian can focus on expanding teaching; thus increasing the number of classes who have access to this resource. This will provide more lessons on critical thinking skills such as identifying bias; distinguishing facts from opinion; developing questions for research; evaluating reliable sources (both print and digital); as well as other media literacy competencies. | \$42,481  |                     |
| 11             | The Dean of Attendance Intervention will work in conjunction with the School Community Liaison to meet with students who are chronically absent, tardy, or truant. They will support the School Community Liaison in meeting with families of students to develop an intervention plan, provide resources and continue to monitor attendance for improvement. The intervention will include follow up with and continued monitoring of student attendance and tardies and provide additional intervention to support students and families with getting to school and being on time. They will continue the implementation of the tardy policy, monitoring total detentions (served and unserved), and overall implementation of the tardy policy. In addition, they will continue to develop the tardy cart system, and provide weekly spreadsheets for tracking, cart schedules, and organization of the detention process and paperwork. Meet with parents to discuss student behavior, expectations and create a behavior plan. Provide support with discipline and follow up with students and families. Contact parents to discuss student behavior and brainstorm solutions to create student success.  | \$153,602 |                     |
| 12             | The Restorative Justice Coordinator (TOSA) will be responsible for supporting the coordination and organization of restorative justice work at Jordan. The TOSA will support teachers and staff with implementing restorative practices, circles and training on campus. The position will analyze data and create implementation plans aimed at continuous improvement of school-wide student support systems to ensure they day-to-day life of our school is a reflection of the district's restorative values.  | \$153,602 |                     |
| 13             | CSO additional 50% - student intervention, SEL, and supervision  | \$44,519  |                     |
| 14             | Jordan will support 50% of an English teacher to provide additional reading support for students through Literacy Workshop. Through reading support, in a smaller classroom setting, students will be provided reading intervention to work to bring them to grade level and support them with their reading for all classes.  | \$72,385  | Teacher - Secondary |
| 15             | Safe & Civil One of Jordan's school-wide goals is to increase the sense of belonging among students. Safe & Civil is currently charged with leading at least four faculty meetings related to school culture-climate and address sense of belonging, progressive discipline, and absenteeism. In order to collaborate and plan for these faculty meetings, they need time to meet and prepare effective professional development and lead the faculty meetings. The team consists of several teachers, and administrator, and two classified employees-an instructional aide and a campus security officer, who participate in meetings, trainings, and planning and implementing PD. Additionally, the team needs various supplies in order to lead the meetings and to promote its goals.  | \$1,081   |                     |
| 16             | Jordan will support 100% of a teacher to teach CTE medical elective courses in the AIMS Academy at Jordan. These courses will meet the demands of students interested in current and hands on experiences in the medical field. In addition, this person will organize and complete AIMS Academy reporting, cross-curricular projects, industry partnerships and pathway programs and steps towards Linked-Learning certification. This role will allow for students to have internships and experiences that align with the medical field and their interests in the medical profession.  | \$153,602 |                     |
| 17             | Jordan will pay for additional LBPD support for events where confrontation might develop. This additional support will help keep a safe and welcoming environment. In addition, this will ensure all stakeholders feel a sense of safety and belonging at Jordan events.   | \$8,000   |                     |

# All Students

School Year: 22-23

| Budgeted Items |   |             |                   |
|----------------|---|-------------|-------------------|
| Line Number    | Description   | Cost        | Personnel Summary |
| 18             | IB Program Fees IB dues, tutoring costs, test prep and testing costs. DP liscence costs. CAWS Fall Forum.   | \$19,146    |                   |
| 19             | 24 Jordan students/staff will go on an HBCU tour in Texas and Louisiana to expose students to HBCU and college campuses where they students that resemble themselves. They will visit University of Houston, Texas Southern, Ride, Southern University, Grambling State and others to experience the college culture, as well as inspire them to have a college bound mindset. Funds will be used for transportation and lodging for students and chaperones on the trip. | \$30,000    |                   |
| 20             | APEX Saturday Program will target 10th grade students who failed a class first semester. By enrolling in this program, they will makeup their class now to keep them on track for graduation.   | \$8,759     |                   |
| Total          |   | \$1,646,451 |                   |

## English Learners

School Year: 22-23

| Budgeted Items |   |           |                   |
|----------------|---|-----------|-------------------|
| Line Number    | Description   | Cost      | Personnel Summary |
| 1              | Intervention and CIE Facilitator Work with the Intervention Aide to provide intervention and programs for Black and Hispanic 9th grade, male students identified at risk students. They will also coordinate and monitor, with the assistance of the School Community Liaison, the JHS attendance policy and Tiered System to ensure student contact, follow up and processes are followed. In addition, they will collaborate with the School Psychologist in the Wellness Center to support initiatives that address students social emotional and mental health. This role will assure targeted subgroups are receiving interventions and monitor progress of programs. In addition, they will assist with submitting EACCR compliance tasks including SSC and ELAC documents, required parent trainings, time distribution reports, newsletters, etc. Assist with the development of the Single Plan for Student Achievement (SPSA) Finally, facilitate the alignment between site requests and expenditures with school goals, data trends, and school/district priority areas as outlined on Jordan's SPSA. | \$153,602 |                   |
|                | Jordan Math department is in need of laptop/tablet that works easily with math online programs. With this resource, teachers will be able to write out work and show problems for students. In addition, this resource will allow teachers to walk around the room and work individually with students and show the work to solve problems.   | \$15,000  |                   |
|                | Jordan will provide teachers with opportunities to participate in professional development with an active focus on student engagement and access to help increase the rigor in classrooms along with student engagement. Overall, this will support teachers and students in the classroom, decreasing the D/F Rate. In addition, the increase in engagement will support students in completing grade-level work and SBAC performance. More engaging classes will also improve students' feelings regarding academic achievement and support on end-of-year surveys.   | \$19,769  |                   |
| 2              | Jordan High School would like to again host a second presentation by LTC Consuelo Castillo Kickbusch. The second presentation would dive deeper into the conversation she started with students regarding diversity and understanding of oneanother. She will continue to speak to students to motivate them and challenge them to do their best, represent themselves well and strive to be supportive towards oneanother. In addition, she will support the Jordan Book Club and moderate some of their meetings, where they are reading her book.  | \$9,000   |                   |
|                | Professional Development Jordan will be focused on helping teachers increase student engagement and classroom rigor especially in the area of Linked Learning, and ELA and Math team lesson design, differentiation for diverse learners and ability levels, and technology integration. Professional development funds will also be used for teachers to work together to plan lessons using the Kagan strategies they have learned through PD earlier in the year.  | \$4,212   |                   |
|                | School Community Liaison Bilingual Monitor chronic absenteeism list; contact parents of students with attendance plan of action (e.g. Saturday School referral, SART/SARB resolution). Contact the families of students with 2+ absences the previous week to check in and provide support. Translate written materials from English to second language for distribution; serve as an interpreter for phone calls, parent conferences, and other site meetings. Provide information, explain and refer parents to appropriate community services, local agencies and District resources; assist parents with completing forms and documents; complete related records and reports. Conduct home visits and contact parents by telephone to acquire information and discuss issues such as absenteeism, illnesses, behavior issues and other matters; verify home addresses; report findings and possible solutions to site administrators; schedule parent conferences with school personnel.   | \$83,749  |                   |
| 3              | Jordan PE Department is in need of new equipment to support students in PE classes. Current equipment is old and there is student interest in the up and coming sport of pickleball. The PE department would purchase pickleball nets to increase student interest and engagement in PE classes as well and students feeling regarding the school and the resources offered to them. In addition, they would like to purchase rower computers for the rowing machings. Rowing is engaging for students and additional computers will allow more studentss to participate in rowing, tracking their disatance and calories burned.   | \$4,000   |                   |
|                | Parent Involvement Specialist Bilingual Communicate with parents and log dates/times/locations of meetings and workshops and attendance. Serve as an interpreter for phone calls, parent conferences, and other site meetings. Coordinate parent workshops around positive parenting, technology, district initiatives, college and career information, etc. Coordinate parent meetings for JPAC, ELAC, CIAAP, PTA, etc. Duplicate materials, provide written and verbal translations for meetings and publications.  | \$83,749  |                   |
|                | Two English/ELD Teachers will attend CABE Conference. They will then return and share with the English Department their new learnings and strategies.   | \$2,000   |                   |

| Budgeted Items |  |           |                   |
|----------------|--|-----------|-------------------|
| Line Number    | Description  | Cost      | Personnel Summary |
| 4              | Additional support for field trips to provide students with experiences and develop connections between content and their community.   | \$10,000  |                   |
|                | College and Career Specialist Develop and promote college and career center programs and opportunities for all students that focus on growth mindset and goal setting for 9th-11th graders following the college road map/ Tier I tracker. Hold additional college and career center programs and opportunities that focus on targeted student groups and provide information and resources tailored to their needs. Ensure all eligible seniors complete college applications, complete the FAFSA, and know their CSU index, as applicable. Coordinate student workshops for ELs and African-American students including study skills, timelines/deadlines, college and career exploration including bilingual opportunities, and guest speakers.   | \$111,000 |                   |
| 5              | Additional support for field trips for the Chamber singers to travel to Northern California to see performances, perform and take college tours. Students are raising fund for their trip, but need support with the cost of buses and sub coverage for the teacher so that they can have this experience.   | \$3,686   |                   |
|                | EL Specialist Provide Support for EL students upon arrival and throughout their years at Jordan, by conducting an initial meeting, regular check-in and progress monitoring. Lead Site Federal and State compliance reviewPartner with Teachers, Counselors & Other Staff to provide resources, supports and best practices for working with EL Students and their families. Advocate for EL students and programs that support their transition into Jordan and monitor their progress towards college and career readiness. Work with parents to provide them with support and resources for themselves, as well as resources for best supporting their student. Prepare agendas, minutes and facilitate the meeting of ELAC, to ensure completion and compliance with all necessary documentation. Oversee and monitor EL College Aides and the support they provide in Core Classes. Coordinate annual ELPAC Testing | \$153,602 |                   |
| 6              | College Aide Bilingual Support ELs in core classes with high percentage ELs by assisting students during integrated and designated ELD lessons. Drill, tutor, work with, or oversee academic English language activities such as vocabulary development, building prior knowledge, technology support, and SDAIE within a core content area.   | \$37,402  |                   |
|                | The cost for 5 students to attend CCEJ Camp for the 2022 school year. At CCEJ camp, they learn leadership schools, restorative justice practices and other concepts to support a positive environment on campus.   | \$700     |                   |
| 7              | Jordan would like Consuelo Kickbusch to return to Jordan for a second motivational speech assembly. She attended once in the fall and students were very passionate, inspired and vocal about wanting her to return. Therefore, Jordan would like to hold a second assembly in the spring for all students. The content will build off of the first assembly and continue to motivate and inspire students.  | \$9,000   |                   |
|                | Male Intervention Aide Work with Hispanic and Black, 9th grade, male students who are identified as "at-risk" students. Monitor student attendance, D/F Rate and College and Career Readiness Support the teacher and students in the "We Rise" Program. Check in with teachers to provide support with identified students and use feedback of "at-risk" students areas of strength and areas for growth to guide their interventions. Mentor "at-risk" students. Make home visits as needed to support our "at-risk" population.   | \$81,416  |                   |
| 8              | Intervention Counselor This counselor will coordinate with intervention programs for students in danger of falling below a 2.0. In conjunction with students and teachers, the counselor will develop and maintain strong partnerships with students and families in order to serve our underrepresented youth and ensure they are on track for graduation and keep their GPA above a 2.0.   | \$152,304 |                   |
|                | Jordan will purchase Art Table Pol Mounts and Keyboard drawers for computers. These computers will allow CTE classes to do digital work. The computers cannot be used without these accessories. This will support students with higher level digital work beyond what they can do on Chromebooks.   | \$7,000   |                   |
| 9              | Part-Time Dance An additional, part time dance coach a Jordan will support the Jordan dance program currently and as it continues to grow. This coach will work on fundamentals, technique and choreography with students. The additional coach will allow for students to work with a teacher in smaller groups, in order to get more feedback and further develop their skills. In addition, this person can support with preparing for dance shows and dance team performances.   | \$18,083  |                   |

| Budgeted Items |  |           |                     |
|----------------|--|-----------|---------------------|
| Line Number    | Description  | Cost      | Personnel Summary   |
| 10             | The Jordan High School library is a very dynamic place. For many students, the library is a safe space. It also serves as a hub for the entire school community. Students can come to study, hang out with their friends, work on projects, print, use computers, play games, participate in tutoring sessions as well as check out the latest Manga novel. During some periods it is a spot for students to study, and then during other periods, it becomes an instructional environment where students practice research and critical thinking skills through collaborative lessons with the Teacher Librarian and the classroom teacher. Aside from supervising student aides and managing students coming in and out of the library throughout the day, an integral part of the librarian position is co-teaching with our fellow classroom teacher colleagues to teach vital critical thinking skills. Using our Model School Library Standards and core content standards, we create lessons integrating information/digital/media literacies into multiple subjects; thus assisting students in making informed decisions in this vast information age. This is an aspect of my position that I am very passionate about and I want to be able to teach/instruct, not merely supervise students. Supporting the full time Media Assistant, will allow the librarian time and ability to co-teach lessons on research, databases and other library resources. With a full time Media Assistant, the library becoming even more efficient. A full time media assistant will provide assistance with library resources as well as student management so the librarian can focus on expanding teaching; thus increasing the number of classes who have access to this resource. This will provide more lessons on critical thinking skills such as identifying bias; distinguishing facts from opinion; developing questions for research; evaluating reliable sources (both print and digital); as well as other media literacy competencies. | \$42,481  |                     |
| 11             | The Dean of Attendance Intervention will work in conjunction with the School Community Liaison to meet with students who are chronically absent, tardy, or truant. They will support the School Community Liaison in meeting with families of students to develop an intervention plan, provide resources and continue to monitor attendance for improvement. The intervention will include follow up with and continued monitoring of student attendance and tardies and provide additional intervention to support students and families with getting to school and being on time. They will continue the implementation of the tardy policy, monitoring total detentions (served and unserved), and overall implementation of the tardy policy. In addition, they will continue to develop the tardy cart system, and provide weekly spreadsheets for tracking, cart schedules, and organization of the detention process and paperwork. Meet with parents to discuss student behavior, expectations and create a behavior plan. Provide support with discipline and follow up with students and families. Contact parents to discuss student behavior and brainstorm solutions to create student success.  | \$153,602 |                     |
| 12             | The Restorative Justice Coordinator (TOSA) will be responsible for supporting the coordination and organization of restorative justice work at Jordan. The TOSA will support teachers and staff with implementing restorative practices, circles and training on campus. The position will analyze data and create implementation plans aimed at continuous improvement of school-wide student support systems to ensure they day-to-day life of our school is a reflection of the district's restorative values.  | \$153,602 |                     |
| 13             | CSO additional 50% - student intervention, SEL, and supervision  | \$44,519  |                     |
| 14             | Jordan will support 50% of an English teacher to provide additional reading support for students through Literacy Workshop. Through reading support, in a smaller classroom setting, students will be provided reading intervention to work to bring them to grade level and support them with their reading for all classes.  | \$72,385  | Teacher - Secondary |
| 15             | Safe & Civil One of Jordan's school-wide goals is to increase the sense of belonging among students. Safe & Civil is currently charged with leading at least four faculty meetings related to school culture-climate and address sense of belonging, progressive discipline, and absenteeism. In order to collaborate and plan for these faculty meetings, they need time to meet and prepare effective professional development and lead the faculty meetings. The team consists of several teachers, and administrator, and two classified employees-an instructional aide and a campus security officer, who participate in meetings, trainings, and planning and implementing PD. Additionally, the team needs various supplies in order to lead the meetings and to promote its goals.  | \$1,081   |                     |
| 16             | Jordan will support 100% of a teacher to teach CTE medical elective courses in the AIMS Academy at Jordan. These courses will meet the demands of students interested in current and hands on experiences in the medical field. In addition, this person will organize and complete AIMS Academy reporting, cross-curricular projects, industry partnerships and pathway programs and steps towards Linked-Learning certification. This role will allow for students to have internships and experiences that align with the medical field and their interests in the medical profession.  | \$153,602 |                     |
| 17             | Jordan will pay for additional LBPD support for events where confrontation might develop. This additional support will help keep a safe and welcoming environment. In addition, this will ensure all stakeholders feel a sense of safety and belonging at Jordan events.   | \$8,000   |                     |

# English Learners

School Year: 22-23

| <b>Budgeted Items</b> |   |                    |                          |
|-----------------------|---|--------------------|--------------------------|
| <b>Line Number</b>    | <b>Description</b>  | <b>Cost</b>        | <b>Personnel Summary</b> |
| 18                    | IB Program Fees IB dues, tutoring costs, test prep and testing costs. DP liscence costs. CAWS Fall Forum.   | \$19,146           |                          |
| 19                    | 24 Jordan students/staff will go on an HBCU tour in Texas and Louisiana to expose students to HBCU and college campuses where they students that resemble themselves. They will visit University of Houston, Texas Southern, Ride, Southern University, Grambling State and others to experience the college culture, as well as inspire them to have a college bound mindset. Funds will be used for transportation and lodging for students and chaperones on the trip. | \$30,000           |                          |
| 20                    | APEX Saturday Program will target 10th grade students who failed a class first semester. By enrolling in this program, they will makeup their class now to keep them on track for graduation.   | \$8,759            |                          |
| <b>Total</b>          |   | <b>\$1,646,451</b> |                          |



# Hispanic

## School Year: 22-23

| Budgeted Items |  |           |                   |
|----------------|--|-----------|-------------------|
| Line Number    | Description  | Cost      | Personnel Summary |
| 1              | <p>Intervention and CIE Facilitator Work with the Intervention Aide to provide intervention and programs for Black and Hispanic 9th grade, male students identified at risk students. They will also coordinate and monitor, with the assistance of the School Community Liaison, the JHS attendance policy and Tiered System to ensure student contact, follow up and processes are followed. In addition, they will collaborate with the School Psychologist in the Wellness Center to support initiatives that address students social emotional and mental health. This role will assure targeted subgroups are receiving interventions and monitor progress of programs. In addition, they will assist with submitting EACCR compliance tasks including SSC and ELAC documents, required parent trainings, time distribution reports, newsletters, etc. Assist with the development of the Single Plan for Student Achievement (SPSA) Finally, facilitate the alignment between site requests and expenditures with school goals, data trends, and school/district priority areas as outlined on Jordan's SPSA.</p> | \$153,602 |                   |
|                | <p>Jordan Math department is in need of laptop/tablet that works easily with math online programs. With this resource, teachers will be able to write out work and show problems for students. In addition, this resource will allow teachers to walk around the room and work individually with students and show the work to solve problems.</p>   | \$15,000  |                   |
|                | <p>Jordan will provide teachers with opportunities to participate in professional development with an active focus on student engagement and access to help increase the rigor in classrooms along with student engagement. Overall, this will support teachers and students in the classroom, decreasing the D/F Rate. In addition, the increase in engagement will support students in completing grade-level work and SBAC performance. More engaging classes will also improve students' feelings regarding academic achievement and support on end-of-year surveys.</p>   | \$19,769  |                   |
| 2              | <p>Jordan High School would like to again host a second presentation by LTC Consuelo Castillo Kickbusch. The second presentation would dive deeper into the conversation she started with students regarding diversity and understanding of oneanother. She will continue to speak to students to motivate them and challenge them to do their best, represent themselves well and strive to be supportive towards oneanother. In addition, she will support the Jordan Book Club and moderate some of their meetings, where they are reading her book.</p>  | \$9,000   |                   |
|                | <p>Professional Development Jordan will be focused on helping teachers increase student engagement and classroom rigor especially in the area of Linked Learning, and ELA and Math team lesson design, differentiation for diverse learners and ability levels, and technology integration. Professional development funds will also be used for teachers to work together to plan lessons using the Kagan strategies they have learned through PD earlier in the year.</p>  | \$4,212   |                   |
|                | <p>School Community Liaison Bilingual Monitor chronic absenteeism list; contact parents of students with attendance plan of action (e.g. Saturday School referral, SART/SARB resolution). Contact the families of students with 2+ absences the previous week to check in and provide support. Translate written materials from English to second language for distribution; serve as an interpreter for phone calls, parent conferences, and other site meetings. Provide information, explain and refer parents to appropriate community services, local agencies and District resources; assist parents with completing forms and documents; complete related records and reports. Conduct home visits and contact parents by telephone to acquire information and discuss issues such as absenteeism, illnesses, behavior issues and other matters; verify home addresses; report findings and possible solutions to site administrators; schedule parent conferences with school personnel.</p>   | \$83,749  |                   |
| 3              | <p>Jordan PE Department is in need of new equipment to support students in PE classes. Current equipment is old and there is student interest in the up and coming sport of pickleball. The PE department would purchase pickleball nets to increase student interest and engagement in PE classes as well and students feeling regarding the school and the resources offered to them. In addition, they would like to purchase rower computers for the rowing machings. Rowing is engaging for students and additional computers will allow more studentss to participate in rowing, tracking their disatance and calories burned.</p>   | \$4,000   |                   |
|                | <p>Parent Involvement Specialist Bilingual Communicate with parents and log dates/times/locations of meetings and workshops and attendance. Serve as an interpreter for phone calls, parent conferences, and other site meetings. Coordinate parent workshops around positive parenting, technology, district initiatives, college and career information, etc. Coordinate parent meetings for JPAC, ELAC, CIAAP, PTA, etc. Duplicate materials, provide written and verbal translations for meetings and publications.</p>  | \$83,749  |                   |
|                | <p>Two English/ELD Teachers will attend CAFE Conference. They will then return and share with the English Department their new learnings and strategies.</p>   | \$2,000   |                   |

| Budgeted Items |  |           |                   |
|----------------|--|-----------|-------------------|
| Line Number    | Description  | Cost      | Personnel Summary |
| 4              | Additional support for field trips to provide students with experiences and develop connections between content and their community.   | \$10,000  |                   |
|                | College and Career Specialist Develop and promote college and career center programs and opportunities for all students that focus on growth mindset and goal setting for 9th-11th graders following the college road map/ Tier I tracker. Hold additional college and career center programs and opportunities that focus on targeted student groups and provide information and resources tailored to their needs. Ensure all eligible seniors complete college applications, complete the FAFSA, and know their CSU index, as applicable. Coordinate student workshops for ELs and African-American students including study skills, timelines/deadlines, college and career exploration including bilingual opportunities, and guest speakers.   | \$111,000 |                   |
| 5              | Additional support for field trips for the Chamber singers to travel to Northern California to see performances, perform and take college tours. Students are raising fund for their trip, but need support with the cost of buses and sub coverage for the teacher so that they can have this experience.   | \$3,686   |                   |
|                | EL Specialist Provide Support for EL students upon arrival and throughout their years at Jordan, by conducting an initial meeting, regular check-in and progress monitoring. Lead Site Federal and State compliance reviewPartner with Teachers, Counselors & Other Staff to provide resources, supports and best practices for working with EL Students and their families. Advocate for EL students and programs that support their transition into Jordan and monitor their progress towards college and career readiness. Work with parents to provide them with support and resources for themselves, as well as resources for best supporting their student. Prepare agendas, minutes and facilitate the meeting of ELAC, to ensure completion and compliance with all necessary documentation. Oversee and monitor EL College Aides and the support they provide in Core Classes. Coordinate annual ELPAC Testing | \$153,602 |                   |
| 6              | College Aide Bilingual Support ELs in core classes with high percentage ELs by assisting students during integrated and designated ELD lessons. Drill, tutor, work with, or oversee academic English language activities such as vocabulary development, building prior knowledge, technology support, and SDAIE within a core content area.   | \$37,402  |                   |
|                | The cost for 5 students to attend CCEJ Camp for the 2022 school year. At CCEJ camp, they learn leadership schools, restorative justice practices and other concepts to support a positive environment on campus.   | \$700     |                   |
| 7              | Jordan would like Consuelo Kickbusch to return to Jordan for a second motivational speech assembly. She attended once in the fall and students were very passionate, inspired and vocal about wanting her to return. Therefore, Jordan would like to hold a second assembly in the spring for all students. The content will build off of the first assembly and continue to motivate and inspire students.  | \$9,000   |                   |
|                | Male Intervention Aide Work with Hispanic and Black, 9th grade, male students who are identified as "at-risk" students. Monitor student attendance, D/F Rate and College and Career Readiness Support the teacher and students in the "We Rise" Program. Check in with teachers to provide support with identified students and use feedback of "at-risk" students areas of strength and areas for growth to guide their interventions. Mentor "at-risk" students. Make home visits as needed to support our "at-risk" population.   | \$81,416  |                   |
| 8              | Intervention Counselor This counselor will coordinate with intervention programs for students in danger of falling below a 2.0. In conjunction with students and teachers, the counselor will develop and maintain strong partnerships with students and families in order to serve our underrepresented youth and ensure they are on track for graduation and keep their GPA above a 2.0.   | \$152,304 |                   |
|                | Jordan will purchase Art Table Pol Mounts and Keyboard drawers for computers. These computers will allow CTE classes to do digital work. The computers cannot be used without these accessories. This will support students with higher level digital work beyond what they can do on Chromebooks.   | \$7,000   |                   |
| 9              | Part-Time Dance An additional, part time dance coach a Jordan will support the Jordan dance program currently and as it continues to grow. This coach will work on fundamentals, technique and choreography with students. The additional coach will allow for students to work with a teacher in smaller groups, in order to get more feedback and further develop their skills. In addition, this person can support with preparing for dance shows and dance team performances.   | \$18,083  |                   |

| Budgeted Items |  |           |                     |
|----------------|--|-----------|---------------------|
| Line Number    | Description  | Cost      | Personnel Summary   |
| 10             | The Jordan High School library is a very dynamic place. For many students, the library is a safe space. It also serves as a hub for the entire school community. Students can come to study, hang out with their friends, work on projects, print, use computers, play games, participate in tutoring sessions as well as check out the latest Manga novel. During some periods it is a spot for students to study, and then during other periods, it becomes an instructional environment where students practice research and critical thinking skills through collaborative lessons with the Teacher Librarian and the classroom teacher. Aside from supervising student aides and managing students coming in and out of the library throughout the day, an integral part of the librarian position is co-teaching with our fellow classroom teacher colleagues to teach vital critical thinking skills. Using our Model School Library Standards and core content standards, we create lessons integrating information/digital/media literacies into multiple subjects; thus assisting students in making informed decisions in this vast information age. This is an aspect of my position that I am very passionate about and I want to be able to teach/instruct, not merely supervise students. Supporting the full time Media Assistant, will allow the librarian time and ability to co-teach lessons on research, databases and other library resources. With a full time Media Assistant, the library becoming even more efficient. A full time media assistant will provide assistance with library resources as well as student management so the librarian can focus on expanding teaching; thus increasing the number of classes who have access to this resource. This will provide more lessons on critical thinking skills such as identifying bias; distinguishing facts from opinion; developing questions for research; evaluating reliable sources (both print and digital); as well as other media literacy competencies. | \$42,481  |                     |
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| <b>Budgeted Items</b> |   |                    |                          |
|-----------------------|---|--------------------|--------------------------|
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| Budgeted Items |   |           |                   |
|----------------|---|-----------|-------------------|
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| 1              | Intervention and CIE Facilitator Work with the Intervention Aide to provide intervention and programs for Black and Hispanic 9th grade, male students identified at risk students. They will also coordinate and monitor, with the assistance of the School Community Liaison, the JHS attendance policy and Tiered System to ensure student contact, follow up and processes are followed. In addition, they will collaborate with the School Psychologist in the Wellness Center to support initiatives that address students social emotional and mental health. This role will assure targeted subgroups are receiving interventions and monitor progress of programs. In addition, they will assist with submitting EACCR compliance tasks including SSC and ELAC documents, required parent trainings, time distribution reports, newsletters, etc. Assist with the development of the Single Plan for Student Achievement (SPSA) Finally, facilitate the alignment between site requests and expenditures with school goals, data trends, and school/district priority areas as outlined on Jordan's SPSA. | \$153,602 |                   |
|                | Jordan Math department is in need of laptop/tablet that works easily with math online programs. With this resource, teachers will be able to write out work and show problems for students. In addition, this resource will allow teachers to walk around the room and work individually with students and show the work to solve problems.   | \$15,000  |                   |
|                | Jordan will provide teachers with opportunities to participate in professional development with an active focus on student engagement and access to help increase the rigor in classrooms along with student engagement. Overall, this will support teachers and students in the classroom, decreasing the D/F Rate. In addition, the increase in engagement will support students in completing grade-level work and SBAC performance. More engaging classes will also improve students' feelings regarding academic achievement and support on end-of-year surveys.   | \$19,769  |                   |
| 2              | Jordan High School would like to again host a second presentation by LTC Consuelo Castillo Kickbusch. The second presentation would dive deeper into the conversation she started with students regarding diversity and understanding of oneanother. She will continue to speak to students to motivate them and challenge them to do their best, represent themselves well and strive to be supportive towards oneanother. In addition, she will support the Jordan Book Club and moderate some of their meetings, where they are reading her book.  | \$9,000   |                   |
|                | Professional Development Jordan will be focused on helping teachers increase student engagement and classroom rigor especially in the area of Linked Learning, and ELA and Math team lesson design, differentiation for diverse learners and ability levels, and technology integration. Professional development funds will also be used for teachers to work together to plan lessons using the Kagan strategies they have learned through PD earlier in the year.  | \$4,212   |                   |
|                | School Community Liaison Bilingual Monitor chronic absenteeism list; contact parents of students with attendance plan of action (e.g. Saturday School referral, SART/SARB resolution). Contact the families of students with 2+ absences the previous week to check in and provide support. Translate written materials from English to second language for distribution; serve as an interpreter for phone calls, parent conferences, and other site meetings. Provide information, explain and refer parents to appropriate community services, local agencies and District resources; assist parents with completing forms and documents; complete related records and reports. Conduct home visits and contact parents by telephone to acquire information and discuss issues such as absenteeism, illnesses, behavior issues and other matters; verify home addresses; report findings and possible solutions to site administrators; schedule parent conferences with school personnel.   | \$83,749  |                   |
| 3              | Jordan PE Department is in need of new equipment to support students in PE classes. Current equipment is old and there is student interest in the up and coming sport of pickleball. The PE department would purchase pickleball nets to increase student interest and engagement in PE classes as well and students feeling regarding the school and the resources offered to them. In addition, they would like to purchase rower computers for the rowing machings. Rowing is engaging for students and additional computers will allow more studentss to participate in rowing, tracking their disatance and calories burned.   | \$4,000   |                   |
|                | Parent Involvement Specialist Bilingual Communicate with parents and log dates/times/locations of meetings and workshops and attendance. Serve as an interpreter for phone calls, parent conferences, and other site meetings. Coordinate parent workshops around positive parenting, technology, district initiatives, college and career information, etc. Coordinate parent meetings for JPAC, ELAC, CIAAP, PTA, etc. Duplicate materials, provide written and verbal translations for meetings and publications.  | \$83,749  |                   |
|                | Two English/ELD Teachers will attend CAFE Conference. They will then return and share with the English Department their new learnings and strategies.   | \$2,000   |                   |

| Budgeted Items |  |           |                   |
|----------------|--|-----------|-------------------|
| Line Number    | Description  | Cost      | Personnel Summary |
| 4              | Additional support for field trips to provide students with experiences and develop connections between content and their community.   | \$10,000  |                   |
|                | College and Career Specialist Develop and promote college and career center programs and opportunities for all students that focus on growth mindset and goal setting for 9th-11th graders following the college road map/ Tier I tracker. Hold additional college and career center programs and opportunities that focus on targeted student groups and provide information and resources tailored to their needs. Ensure all eligible seniors complete college applications, complete the FAFSA, and know their CSU index, as applicable. Coordinate student workshops for ELs and African-American students including study skills, timelines/deadlines, college and career exploration including bilingual opportunities, and guest speakers.   | \$111,000 |                   |
| 5              | Additional support for field trips for the Chamber singers to travel to Northern California to see performances, perform and take college tours. Students are raising fund for their trip, but need support with the cost of buses and sub coverage for the teacher so that they can have this experience.   | \$3,686   |                   |
|                | EL Specialist Provide Support for EL students upon arrival and throughout their years at Jordan, by conducting an initial meeting, regular check-in and progress monitoring. Lead Site Federal and State compliance reviewPartner with Teachers, Counselors & Other Staff to provide resources, supports and best practices for working with EL Students and their families. Advocate for EL students and programs that support their transition into Jordan and monitor their progress towards college and career readiness. Work with parents to provide them with support and resources for themselves, as well as resources for best supporting their student. Prepare agendas, minutes and facilitate the meeting of ELAC, to ensure completion and compliance with all necessary documentation. Oversee and monitor EL College Aides and the support they provide in Core Classes. Coordinate annual ELPAC Testing | \$153,602 |                   |
| 6              | College Aide Bilingual Support ELs in core classes with high percentage ELs by assisting students during integrated and designated ELD lessons. Drill, tutor, work with, or oversee academic English language activities such as vocabulary development, building prior knowledge, technology support, and SDAIE within a core content area.   | \$37,402  |                   |
|                | The cost for 5 students to attend CCEJ Camp for the 2022 school year. At CCEJ camp, they learn leadership schools, restorative justice practices and other concepts to support a positive environment on campus.   | \$700     |                   |
| 7              | Jordan would like Consuelo Kickbusch to return to Jordan for a second motivational speech assembly. She attended once in the fall and students were very passionate, inspired and vocal about wanting her to return. Therefore, Jordan would like to hold a second assembly in the spring for all students. The content will build off of the first assembly and continue to motivate and inspire students.  | \$9,000   |                   |
|                | Male Intervention Aide Work with Hispanic and Black, 9th grade, male students who are identified as "at-risk" students. Monitor student attendance, D/F Rate and College and Career Readiness Support the teacher and students in the "We Rise" Program. Check in with teachers to provide support with identified students and use feedback of "at-risk" students areas of strength and areas for growth to guide their interventions. Mentor "at-risk" students. Make home visits as needed to support our "at-risk" population.   | \$81,416  |                   |
| 8              | Intervention Counselor This counselor will coordinate with intervention programs for students in danger of falling below a 2.0. In conjunction with students and teachers, the counselor will develop and maintain strong partnerships with students and families in order to serve our underrepresented youth and ensure they are on track for graduation and keep their GPA above a 2.0.   | \$152,304 |                   |
|                | Jordan will purchase Art Table Pol Mounts and Keyboard drawers for computers. These computers will allow CTE classes to do digital work. The computers cannot be used without these accessories. This will support students with higher level digital work beyond what they can do on Chromebooks.   | \$7,000   |                   |
| 9              | Part-Time Dance An additional, part time dance coach a Jordan will support the Jordan dance program currently and as it continues to grow. This coach will work on fundamentals, technique and choreography with students. The additional coach will allow for students to work with a teacher in smaller groups, in order to get more feedback and further develop their skills. In addition, this person can support with preparing for dance shows and dance team performances.   | \$18,083  |                   |

| Budgeted Items |  |           |                     |
|----------------|--|-----------|---------------------|
| Line Number    | Description  | Cost      | Personnel Summary   |
| 10             | The Jordan High School library is a very dynamic place. For many students, the library is a safe space. It also serves as a hub for the entire school community. Students can come to study, hang out with their friends, work on projects, print, use computers, play games, participate in tutoring sessions as well as check out the latest Manga novel. During some periods it is a spot for students to study, and then during other periods, it becomes an instructional environment where students practice research and critical thinking skills through collaborative lessons with the Teacher Librarian and the classroom teacher. Aside from supervising student aides and managing students coming in and out of the library throughout the day, an integral part of the librarian position is co-teaching with our fellow classroom teacher colleagues to teach vital critical thinking skills. Using our Model School Library Standards and core content standards, we create lessons integrating information/digital/media literacies into multiple subjects; thus assisting students in making informed decisions in this vast information age. This is an aspect of my position that I am very passionate about and I want to be able to teach/instruct, not merely supervise students. Supporting the full time Media Assistant, will allow the librarian time and ability to co-teach lessons on research, databases and other library resources. With a full time Media Assistant, the library becoming even more efficient. A full time media assistant will provide assistance with library resources as well as student management so the librarian can focus on expanding teaching; thus increasing the number of classes who have access to this resource. This will provide more lessons on critical thinking skills such as identifying bias; distinguishing facts from opinion; developing questions for research; evaluating reliable sources (both print and digital); as well as other media literacy competencies. | \$42,481  |                     |
| 11             | The Dean of Attendance Intervention will work in conjunction with the School Community Liaison to meet with students who are chronically absent, tardy, or truant. They will support the School Community Liaison in meeting with families of students to develop an intervention plan, provide resources and continue to monitor attendance for improvement. The intervention will include follow up with and continued monitoring of student attendance and tardies and provide additional intervention to support students and families with getting to school and being on time. They will continue the implementation of the tardy policy, monitoring total detentions (served and unserved), and overall implementation of the tardy policy. In addition, they will continue to develop the tardy cart system, and provide weekly spreadsheets for tracking, cart schedules, and organization of the detention process and paperwork. Meet with parents to discuss student behavior, expectations and create a behavior plan. Provide support with discipline and follow up with students and families. Contact parents to discuss student behavior and brainstorm solutions to create student success.  | \$153,602 |                     |
| 12             | The Restorative Justice Coordinator (TOSA) will be responsible for supporting the coordination and organization of restorative justice work at Jordan. The TOSA will support teachers and staff with implementing restorative practices, circles and training on campus. The position will analyze data and create implementation plans aimed at continuous improvement of school-wide student support systems to ensure they day-to-day life of our school is a reflection of the district's restorative values.  | \$153,602 |                     |
| 13             | CSO additional 50% - student intervention, SEL, and supervision  | \$44,519  |                     |
| 14             | Jordan will support 50% of an English teacher to provide additional reading support for students through Literacy Workshop. Through reading support, in a smaller classroom setting, students will be provided reading intervention to work to bring them to grade level and support them with their reading for all classes.  | \$72,385  | Teacher - Secondary |
| 15             | Safe & Civil One of Jordan's school-wide goals is to increase the sense of belonging among students. Safe & Civil is currently charged with leading at least four faculty meetings related to school culture-climate and address sense of belonging, progressive discipline, and absenteeism. In order to collaborate and plan for these faculty meetings, they need time to meet and prepare effective professional development and lead the faculty meetings. The team consists of several teachers, and administrator, and two classified employees-an instructional aide and a campus security officer, who participate in meetings, trainings, and planning and implementing PD. Additionally, the team needs various supplies in order to lead the meetings and to promote its goals.  | \$1,081   |                     |
| 16             | Jordan will support 100% of a teacher to teach CTE medical elective courses in the AIMS Academy at Jordan. These courses will meet the demands of students interested in current and hands on experiences in the medical field. In addition, this person will organize and complete AIMS Academy reporting, cross-curricular projects, industry partnerships and pathway programs and steps towards Linked-Learning certification. This role will allow for students to have internships and experiences that align with the medical field and their interests in the medical profession.  | \$153,602 |                     |
| 17             | Jordan will pay for additional LBPD support for events where confrontation might develop. This additional support will help keep a safe and welcoming environment. In addition, this will ensure all stakeholders feel a sense of safety and belonging at Jordan events.   | \$8,000   |                     |

| <b>Budgeted Items</b> |   |                    |                          |
|-----------------------|---|--------------------|--------------------------|
| <b>Line Number</b>    | <b>Description</b>  | <b>Cost</b>        | <b>Personnel Summary</b> |
| 18                    | IB Program Fees IB dues, tutoring costs, test prep and testing costs. DP liscence costs. CAWS Fall Forum.   | \$19,146           |                          |
| 19                    | 24 Jordan students/staff will go on an HBCU tour in Texas and Louisiana to expose students to HBCU and college campuses where they students that resemble themselves. They will visit University of Houston, Texas Southern, Ride, Southern University, Grambling State and others to experience the college culture, as well as inspire them to have a college bound mindset. Funds will be used for transportation and lodging for students and chaperones on the trip. | \$30,000           |                          |
| 20                    | APEX Saturday Program will target 10th grade students who failed a class first semester. By enrolling in this program, they will makeup their class now to keep them on track for graduation.   | \$8,759            |                          |
| <b>Total</b>          |   | <b>\$1,646,451</b> |                          |



| Budgeted Items |   |           |                   |
|----------------|---|-----------|-------------------|
| Line Number    | Description   | Cost      | Personnel Summary |
| 1              | Intervention and CIE Facilitator Work with the Intervention Aide to provide intervention and programs for Black and Hispanic 9th grade, male students identified at risk students. They will also coordinate and monitor, with the assistance of the School Community Liaison, the JHS attendance policy and Tiered System to ensure student contact, follow up and processes are followed. In addition, they will collaborate with the School Psychologist in the Wellness Center to support initiatives that address students social emotional and mental health. This role will assure targeted subgroups are receiving interventions and monitor progress of programs. In addition, they will assist with submitting EACCR compliance tasks including SSC and ELAC documents, required parent trainings, time distribution reports, newsletters, etc. Assist with the development of the Single Plan for Student Achievement (SPSA) Finally, facilitate the alignment between site requests and expenditures with school goals, data trends, and school/district priority areas as outlined on Jordan's SPSA. | \$153,602 |                   |
|                | Jordan Math department is in need of laptop/tablet that works easily with math online programs. With this resource, teachers will be able to write out work and show problems for students. In addition, this resource will allow teachers to walk around the room and work individually with students and show the work to solve problems.   | \$15,000  |                   |
|                | Jordan will provide teachers with opportunities to participate in professional development with an active focus on student engagement and access to help increase the rigor in classrooms along with student engagement. Overall, this will support teachers and students in the classroom, decreasing the D/F Rate. In addition, the increase in engagement will support students in completing grade-level work and SBAC performance. More engaging classes will also improve students' feelings regarding academic achievement and support on end-of-year surveys.   | \$19,769  |                   |
| 2              | Jordan High School would like to again host a second presentation by LTC Consuelo Castillo Kickbusch. The second presentation would dive deeper into the conversation she started with students regarding diversity and understanding of oneanother. She will continue to speak to students to motivate them and challenge them to do their best, represent themselves well and strive to be supportive towards oneanother. In addition, she will support the Jordan Book Club and moderate some of their meetings, where they are reading her book.  | \$9,000   |                   |
|                | Professional Development Jordan will be focused on helping teachers increase student engagement and classroom rigor especially in the area of Linked Learning, and ELA and Math team lesson design, differentiation for diverse learners and ability levels, and technology integration. Professional development funds will also be used for teachers to work together to plan lessons using the Kagan strategies they have learned through PD earlier in the year.  | \$4,212   |                   |
|                | School Community Liaison Bilingual Monitor chronic absenteeism list; contact parents of students with attendance plan of action (e.g. Saturday School referral, SART/SARB resolution). Contact the families of students with 2+ absences the previous week to check in and provide support. Translate written materials from English to second language for distribution; serve as an interpreter for phone calls, parent conferences, and other site meetings. Provide information, explain and refer parents to appropriate community services, local agencies and District resources; assist parents with completing forms and documents; complete related records and reports. Conduct home visits and contact parents by telephone to acquire information and discuss issues such as absenteeism, illnesses, behavior issues and other matters; verify home addresses; report findings and possible solutions to site administrators; schedule parent conferences with school personnel.   | \$83,749  |                   |
| 3              | Jordan PE Department is in need of new equipment to support students in PE classes. Current equipment is old and there is student interest in the up and coming sport of pickleball. The PE department would purchase pickleball nets to increase student interest and engagement in PE classes as well and students feeling regarding the school and the resources offered to them. In addition, they would like to purchase rower computers for the rowing machings. Rowing is engaging for students and additional computers will allow more studentss to participate in rowing, tracking their disatance and calories burned.   | \$4,000   |                   |
|                | Parent Involvement Specialist Bilingual Communicate with parents and log dates/times/locations of meetings and workshops and attendance. Serve as an interpreter for phone calls, parent conferences, and other site meetings. Coordinate parent workshops around positive parenting, technology, district initiatives, college and career information, etc. Coordinate parent meetings for JPAC, ELAC, CIAAP, PTA, etc. Duplicate materials, provide written and verbal translations for meetings and publications.  | \$83,749  |                   |
|                | Two English/ELD Teachers will attend CAFE Conference. They will then return and share with the English Department their new learnings and strategies.   | \$2,000   |                   |

| Budgeted Items |  |           |                   |
|----------------|--|-----------|-------------------|
| Line Number    | Description  | Cost      | Personnel Summary |
| 4              | Additional support for field trips to provide students with experiences and develop connections between content and their community.   | \$10,000  |                   |
|                | College and Career Specialist Develop and promote college and career center programs and opportunities for all students that focus on growth mindset and goal setting for 9th-11th graders following the college road map/ Tier I tracker. Hold additional college and career center programs and opportunities that focus on targeted student groups and provide information and resources tailored to their needs. Ensure all eligible seniors complete college applications, complete the FAFSA, and know their CSU index, as applicable. Coordinate student workshops for ELs and African-American students including study skills, timelines/deadlines, college and career exploration including bilingual opportunities, and guest speakers.   | \$111,000 |                   |
| 5              | Additional support for field trips for the Chamber singers to travel to Northern California to see performances, perform and take college tours. Students are raising fund for their trip, but need support with the cost of buses and sub coverage for the teacher so that they can have this experience.   | \$3,686   |                   |
|                | EL Specialist Provide Support for EL students upon arrival and throughout their years at Jordan, by conducting an initial meeting, regular check-in and progress monitoring. Lead Site Federal and State compliance reviewPartner with Teachers, Counselors & Other Staff to provide resources, supports and best practices for working with EL Students and their families. Advocate for EL students and programs that support their transition into Jordan and monitor their progress towards college and career readiness. Work with parents to provide them with support and resources for themselves, as well as resources for best supporting their student. Prepare agendas, minutes and facilitate the meeting of ELAC, to ensure completion and compliance with all necessary documentation. Oversee and monitor EL College Aides and the support they provide in Core Classes. Coordinate annual ELPAC Testing | \$153,602 |                   |
| 6              | College Aide Bilingual Support ELs in core classes with high percentage ELs by assisting students during integrated and designated ELD lessons. Drill, tutor, work with, or oversee academic English language activities such as vocabulary development, building prior knowledge, technology support, and SDAIE within a core content area.   | \$37,402  |                   |
|                | The cost for 5 students to attend CCEJ Camp for the 2022 school year. At CCEJ camp, they learn leadership schools, restorative justice practices and other concepts to support a positive environment on campus.   | \$700     |                   |
| 7              | Jordan would like Consuelo Kickbusch to return to Jordan for a second motivational speech assembly. She attended once in the fall and students were very passionate, inspired and vocal about wanting her to return. Therefore, Jordan would like to hold a second assembly in the spring for all students. The content will build off of the first assembly and continue to motivate and inspire students.  | \$9,000   |                   |
|                | Male Intervention Aide Work with Hispanic and Black, 9th grade, male students who are identified as "at-risk" students. Monitor student attendance, D/F Rate and College and Career Readiness Support the teacher and students in the "We Rise" Program. Check in with teachers to provide support with identified students and use feedback of "at-risk" students areas of strength and areas for growth to guide their interventions. Mentor "at-risk" students. Make home visits as needed to support our "at-risk" population.   | \$81,416  |                   |
| 8              | Intervention Counselor This counselor will coordinate with intervention programs for students in danger of falling below a 2.0. In conjunction with students and teachers, the counselor will develop and maintain strong partnerships with students and families in order to serve our underrepresented youth and ensure they are on track for graduation and keep their GPA above a 2.0.   | \$152,304 |                   |
|                | Jordan will purchase Art Table Pol Mounts and Keyboard drawers for computers. These computers will allow CTE classes to do digital work. The computers cannot be used without these accessories. This will support students with higher level digital work beyond what they can do on Chromebooks.   | \$7,000   |                   |
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| Budgeted Items |  |           |                     |
|----------------|--|-----------|---------------------|
| Line Number    | Description  | Cost      | Personnel Summary   |
| 10             | The Jordan High School library is a very dynamic place. For many students, the library is a safe space. It also serves as a hub for the entire school community. Students can come to study, hang out with their friends, work on projects, print, use computers, play games, participate in tutoring sessions as well as check out the latest Manga novel. During some periods it is a spot for students to study, and then during other periods, it becomes an instructional environment where students practice research and critical thinking skills through collaborative lessons with the Teacher Librarian and the classroom teacher. Aside from supervising student aides and managing students coming in and out of the library throughout the day, an integral part of the librarian position is co-teaching with our fellow classroom teacher colleagues to teach vital critical thinking skills. Using our Model School Library Standards and core content standards, we create lessons integrating information/digital/media literacies into multiple subjects; thus assisting students in making informed decisions in this vast information age. This is an aspect of my position that I am very passionate about and I want to be able to teach/instruct, not merely supervise students. Supporting the full time Media Assistant, will allow the librarian time and ability to co-teach lessons on research, databases and other library resources. With a full time Media Assistant, the library becoming even more efficient. A full time media assistant will provide assistance with library resources as well as student management so the librarian can focus on expanding teaching; thus increasing the number of classes who have access to this resource. This will provide more lessons on critical thinking skills such as identifying bias; distinguishing facts from opinion; developing questions for research; evaluating reliable sources (both print and digital); as well as other media literacy competencies. | \$42,481  |                     |
| 11             | The Dean of Attendance Intervention will work in conjunction with the School Community Liaison to meet with students who are chronically absent, tardy, or truant. They will support the School Community Liaison in meeting with families of students to develop an intervention plan, provide resources and continue to monitor attendance for improvement. The intervention will include follow up with and continued monitoring of student attendance and tardies and provide additional intervention to support students and families with getting to school and being on time. They will continue the implementation of the tardy policy, monitoring total detentions (served and unserved), and overall implementation of the tardy policy. In addition, they will continue to develop the tardy cart system, and provide weekly spreadsheets for tracking, cart schedules, and organization of the detention process and paperwork. Meet with parents to discuss student behavior, expectations and create a behavior plan. Provide support with discipline and follow up with students and families. Contact parents to discuss student behavior and brainstorm solutions to create student success.  | \$153,602 |                     |
| 12             | The Restorative Justice Coordinator (TOSA) will be responsible for supporting the coordination and organization of restorative justice work at Jordan. The TOSA will support teachers and staff with implementing restorative practices, circles and training on campus. The position will analyze data and create implementation plans aimed at continuous improvement of school-wide student support systems to ensure they day-to-day life of our school is a reflection of the district's restorative values.  | \$153,602 |                     |
| 13             | CSO additional 50% - student intervention, SEL, and supervision  | \$44,519  |                     |
| 14             | Jordan will support 50% of an English teacher to provide additional reading support for students through Literacy Workshop. Through reading support, in a smaller classroom setting, students will be provided reading intervention to work to bring them to grade level and support them with their reading for all classes.  | \$72,385  | Teacher - Secondary |
| 15             | Safe & Civil One of Jordan's school-wide goals is to increase the sense of belonging among students. Safe & Civil is currently charged with leading at least four faculty meetings related to school culture-climate and address sense of belonging, progressive discipline, and absenteeism. In order to collaborate and plan for these faculty meetings, they need time to meet and prepare effective professional development and lead the faculty meetings. The team consists of several teachers, and administrator, and two classified employees-an instructional aide and a campus security officer, who participate in meetings, trainings, and planning and implementing PD. Additionally, the team needs various supplies in order to lead the meetings and to promote its goals.  | \$1,081   |                     |
| 16             | Jordan will support 100% of a teacher to teach CTE medical elective courses in the AIMS Academy at Jordan. These courses will meet the demands of students interested in current and hands on experiences in the medical field. In addition, this person will organize and complete AIMS Academy reporting, cross-curricular projects, industry partnerships and pathway programs and steps towards Linked-Learning certification. This role will allow for students to have internships and experiences that align with the medical field and their interests in the medical profession.  | \$153,602 |                     |
| 17             | Jordan will pay for additional LBPD support for events where confrontation might develop. This additional support will help keep a safe and welcoming environment. In addition, this will ensure all stakeholders feel a sense of safety and belonging at Jordan events.   | \$8,000   |                     |

| <b>Budgeted Items</b> |   |                    |                          |
|-----------------------|---|--------------------|--------------------------|
| <b>Line Number</b>    | <b>Description</b>  | <b>Cost</b>        | <b>Personnel Summary</b> |
| 18                    | IB Program Fees IB dues, tutoring costs, test prep and testing costs. DP liscence costs. CAWS Fall Forum.   | \$19,146           |                          |
| 19                    | 24 Jordan students/staff will go on an HBCU tour in Texas and Louisiana to expose students to HBCU and college campuses where they students that resemble themselves. They will visit University of Houston, Texas Southern, Ride, Southern University, Grambling State and others to experience the college culture, as well as inspire them to have a college bound mindset. Funds will be used for transportation and lodging for students and chaperones on the trip. | \$30,000           |                          |
| 20                    | APEX Saturday Program will target 10th grade students who failed a class first semester. By enrolling in this program, they will makeup their class now to keep them on track for graduation.   | \$8,759            |                          |
| <b>Total</b>          |   | <b>\$1,646,451</b> |                          |

## Special Education

School Year: 22-23

| Budgeted Items |   |           |                   |
|----------------|---|-----------|-------------------|
| Line Number    | Description   | Cost      | Personnel Summary |
| 1              | Intervention and CIE Facilitator Work with the Intervention Aide to provide intervention and programs for Black and Hispanic 9th grade, male students identified at risk students. They will also coordinate and monitor, with the assistance of the School Community Liaison, the JHS attendance policy and Tiered System to ensure student contact, follow up and processes are followed. In addition, they will collaborate with the School Psychologist in the Wellness Center to support initiatives that address students social emotional and mental health. This role will assure targeted subgroups are receiving interventions and monitor progress of programs. In addition, they will assist with submitting EACCR compliance tasks including SSC and ELAC documents, required parent trainings, time distribution reports, newsletters, etc. Assist with the development of the Single Plan for Student Achievement (SPSA) Finally, facilitate the alignment between site requests and expenditures with school goals, data trends, and school/district priority areas as outlined on Jordan's SPSA. | \$153,602 |                   |
|                | Jordan Math department is in need of laptop/tablet that works easily with math online programs. With this resource, teachers will be able to write out work and show problems for students. In addition, this resource will allow teachers to walk around the room and work individually with students and show the work to solve problems.   | \$15,000  |                   |
|                | Jordan will provide teachers with opportunities to participate in professional development with an active focus on student engagement and access to help increase the rigor in classrooms along with student engagement. Overall, this will support teachers and students in the classroom, decreasing the D/F Rate. In addition, the increase in engagement will support students in completing grade-level work and SBAC performance. More engaging classes will also improve students' feelings regarding academic achievement and support on end-of-year surveys.   | \$19,769  |                   |
| 2              | Jordan High School would like to again host a second presentation by LTC Consuelo Castillo Kickbusch. The second presentation would dive deeper into the conversation she started with students regarding diversity and understanding of oneanother. She will continue to speak to students to motivate them and challenge them to do their best, represent themselves well and strive to be supportive towards oneanother. In addition, she will support the Jordan Book Club and moderate some of their meetings, where they are reading her book.  | \$9,000   |                   |
|                | Professional Development Jordan will be focused on helping teachers increase student engagement and classroom rigor especially in the area of Linked Learning, and ELA and Math team lesson design, differentiation for diverse learners and ability levels, and technology integration. Professional development funds will also be used for teachers to work together to plan lessons using the Kagan strategies they have learned through PD earlier in the year.  | \$4,212   |                   |
|                | School Community Liaison Bilingual Monitor chronic absenteeism list; contact parents of students with attendance plan of action (e.g. Saturday School referral, SART/SARB resolution). Contact the families of students with 2+ absences the previous week to check in and provide support. Translate written materials from English to second language for distribution; serve as an interpreter for phone calls, parent conferences, and other site meetings. Provide information, explain and refer parents to appropriate community services, local agencies and District resources; assist parents with completing forms and documents; complete related records and reports. Conduct home visits and contact parents by telephone to acquire information and discuss issues such as absenteeism, illnesses, behavior issues and other matters; verify home addresses; report findings and possible solutions to site administrators; schedule parent conferences with school personnel.   | \$83,749  |                   |
| 3              | Jordan PE Department is in need of new equipment to support students in PE classes. Current equipment is old and there is student interest in the up and coming sport of pickleball. The PE department would purchase pickleball nets to increase student interest and engagement in PE classes as well and students feeling regarding the school and the resources offered to them. In addition, they would like to purchase rowing computers for the rowing machings. Rowing is engaging for students and additional computers will allow more studentss to participate in rowing, tracking their disatance and calories burned.  | \$4,000   |                   |
|                | Parent Involvement Specialist Bilingual Communicate with parents and log dates/times/locations of meetings and workshops and attendance. Serve as an interpreter for phone calls, parent conferences, and other site meetings. Coordinate parent workshops around positive parenting, technology, district initiatives, college and career information, etc. Coordinate parent meetings for JPAC, ELAC, CIAAP, PTA, etc. Duplicate materials, provide written and verbal translations for meetings and publications.  | \$83,749  |                   |
|                | Two English/ELD Teachers will attend CAFE Conference. They will then return and share with the English Department their new learnings and strategies.   | \$2,000   |                   |

# Special Education

School Year: 22-23

| Budgeted Items |  |           |                   |
|----------------|--|-----------|-------------------|
| Line Number    | Description  | Cost      | Personnel Summary |
| 4              | Additional support for field trips to provide students with experiences and develop connections between content and their community.   | \$10,000  |                   |
|                | College and Career Specialist Develop and promote college and career center programs and opportunities for all students that focus on growth mindset and goal setting for 9th-11th graders following the college road map/ Tier I tracker. Hold additional college and career center programs and opportunities that focus on targeted student groups and provide information and resources tailored to their needs. Ensure all eligible seniors complete college applications, complete the FAFSA, and know their CSU index, as applicable. Coordinate student workshops for ELs and African-American students including study skills, timelines/deadlines, college and career exploration including bilingual opportunities, and guest speakers.   | \$111,000 |                   |
| 5              | Additional support for field trips for the Chamber singers to travel to Northern California to see performances, perform and take college tours. Students are raising fund for their trip, but need support with the cost of buses and sub coverage for the teacher so that they can have this experience.   | \$3,686   |                   |
|                | EL Specialist Provide Support for EL students upon arrival and throughout their years at Jordan, by conducting an initial meeting, regular check-in and progress monitoring. Lead Site Federal and State compliance reviewPartner with Teachers, Counselors & Other Staff to provide resources, supports and best practices for working with EL Students and their families. Advocate for EL students and programs that support their transition into Jordan and monitor their progress towards college and career readiness. Work with parents to provide them with support and resources for themselves, as well as resources for best supporting their student. Prepare agendas, minutes and facilitate the meeting of ELAC, to ensure completion and compliance with all necessary documentation. Oversee and monitor EL College Aides and the support they provide in Core Classes. Coordinate annual ELPAC Testing | \$153,602 |                   |
| 6              | College Aide Bilingual Support ELs in core classes with high percentage ELs by assisting students during integrated and designated ELD lessons. Drill, tutor, work with, or oversee academic English language activities such as vocabulary development, building prior knowledge, technology support, and SDAIE within a core content area.   | \$37,402  |                   |
|                | The cost for 5 students to attend CCEJ Camp for the 2022 school year. At CCEJ camp, they learn leadership schools, restorative justice practices and other concepts to support a positive environment on campus.   | \$700     |                   |
| 7              | Jordan would like Consuelo Kickbusch to return to Jordan for a second motivational speech assembly. She attended once in the fall and students were very passionate, inspired and vocal about wanting her to return. Therefore, Jordan would like to hold a second assembly in the spring for all students. The content will build off of the first assembly and continue to motivate and inspire students.  | \$9,000   |                   |
|                | Male Intervention Aide Work with Hispanic and Black, 9th grade, male students who are identified as "at-risk" students. Monitor student attendance, D/F Rate and College and Career Readiness Support the teacher and students in the "We Rise" Program. Check in with teachers to provide support with identified students and use feedback of "at-risk" students areas of strength and areas for growth to guide their interventions. Mentor "at-risk" students. Make home visits as needed to support our "at-risk" population.   | \$81,416  |                   |
| 8              | Intervention Counselor This counselor will coordinate with intervention programs for students in danger of falling below a 2.0. In conjunction with students and teachers, the counselor will develop and maintain strong partnerships with students and families in order to serve our underrepresented youth and ensure they are on track for graduation and keep their GPA above a 2.0.   | \$152,304 |                   |
|                | Jordan will purchase Art Table Pol Mounts and Keyboard drawers for computers. These computers will allow CTE classes to do digital work. The computers cannot be used without these accessories. This will support students with higher level digital work beyond what they can do on Chromebooks.   | \$7,000   |                   |
| 9              | Part-Time Dance An additional, part time dance coach a Jordan will support the Jordan dance program currently and as it continues to grow. This coach will work on fundamentals, technique and choreography with students. The additional coach will allow for students to work with a teacher in smaller groups, in order to get more feedback and further develop their skills. In addition, this person can support with preparing for dance shows and dance team performances.   | \$18,083  |                   |

| Budgeted Items |  |           |                     |
|----------------|--|-----------|---------------------|
| Line Number    | Description  | Cost      | Personnel Summary   |
| 10             | The Jordan High School library is a very dynamic place. For many students, the library is a safe space. It also serves as a hub for the entire school community. Students can come to study, hang out with their friends, work on projects, print, use computers, play games, participate in tutoring sessions as well as check out the latest Manga novel. During some periods it is a spot for students to study, and then during other periods, it becomes an instructional environment where students practice research and critical thinking skills through collaborative lessons with the Teacher Librarian and the classroom teacher. Aside from supervising student aides and managing students coming in and out of the library throughout the day, an integral part of the librarian position is co-teaching with our fellow classroom teacher colleagues to teach vital critical thinking skills. Using our Model School Library Standards and core content standards, we create lessons integrating information/digital/media literacies into multiple subjects; thus assisting students in making informed decisions in this vast information age. This is an aspect of my position that I am very passionate about and I want to be able to teach/instruct, not merely supervise students. Supporting the full time Media Assistant, will allow the librarian time and ability to co-teach lessons on research, databases and other library resources. With a full time Media Assistant, the library becoming even more efficient. A full time media assistant will provide assistance with library resources as well as student management so the librarian can focus on expanding teaching; thus increasing the number of classes who have access to this resource. This will provide more lessons on critical thinking skills such as identifying bias; distinguishing facts from opinion; developing questions for research; evaluating reliable sources (both print and digital); as well as other media literacy competencies. | \$42,481  |                     |
| 11             | The Dean of Attendance Intervention will work in conjunction with the School Community Liaison to meet with students who are chronically absent, tardy, or truant. They will support the School Community Liaison in meeting with families of students to develop an intervention plan, provide resources and continue to monitor attendance for improvement. The intervention will include follow up with and continued monitoring of student attendance and tardies and provide additional intervention to support students and families with getting to school and being on time. They will continue the implementation of the tardy policy, monitoring total detentions (served and unserved), and overall implementation of the tardy policy. In addition, they will continue to develop the tardy cart system, and provide weekly spreadsheets for tracking, cart schedules, and organization of the detention process and paperwork. Meet with parents to discuss student behavior, expectations and create a behavior plan. Provide support with discipline and follow up with students and families. Contact parents to discuss student behavior and brainstorm solutions to create student success.  | \$153,602 |                     |
| 12             | The Restorative Justice Coordinator (TOSA) will be responsible for supporting the coordination and organization of restorative justice work at Jordan. The TOSA will support teachers and staff with implementing restorative practices, circles and training on campus. The position will analyze data and create implementation plans aimed at continuous improvement of school-wide student support systems to ensure they day-to-day life of our school is a reflection of the district's restorative values.  | \$153,602 |                     |
| 13             | CSO additional 50% - student intervention, SEL, and supervision  | \$44,519  |                     |
| 14             | Jordan will support 50% of an English teacher to provide additional reading support for students through Literacy Workshop. Through reading support, in a smaller classroom setting, students will be provided reading intervention to work to bring them to grade level and support them with their reading for all classes.  | \$72,385  | Teacher - Secondary |
| 15             | Safe & Civil One of Jordan's school-wide goals is to increase the sense of belonging among students. Safe & Civil is currently charged with leading at least four faculty meetings related to school culture-climate and address sense of belonging, progressive discipline, and absenteeism. In order to collaborate and plan for these faculty meetings, they need time to meet and prepare effective professional development and lead the faculty meetings. The team consists of several teachers, and administrator, and two classified employees-an instructional aide and a campus security officer, who participate in meetings, trainings, and planning and implementing PD. Additionally, the team needs various supplies in order to lead the meetings and to promote its goals.  | \$1,081   |                     |
| 16             | Jordan will support 100% of a teacher to teach CTE medical elective courses in the AIMS Academy at Jordan. These courses will meet the demands of students interested in current and hands on experiences in the medical field. In addition, this person will organize and complete AIMS Academy reporting, cross-curricular projects, industry partnerships and pathway programs and steps towards Linked-Learning certification. This role will allow for students to have internships and experiences that align with the medical field and their interests in the medical profession.  | \$153,602 |                     |
| 17             | Jordan will pay for additional LBPD support for events where confrontation might develop. This additional support will help keep a safe and welcoming environment. In addition, this will ensure all stakeholders feel a sense of safety and belonging at Jordan events.   | \$8,000   |                     |

## Special Education

School Year: 22-23

| Budgeted Items |   |                    |                   |
|----------------|---|--------------------|-------------------|
| Line Number    | Description   | Cost               | Personnel Summary |
| 18             | IB Program Fees IB dues, tutoring costs, test prep and testing costs. DP liscence costs. CAWS Fall Forum.   | \$19,146           |                   |
| 19             | 24 Jordan students/staff will go on an HBCU tour in Texas and Louisiana to expose students to HBCU and college campuses where they students that resemble themselves. They will visit University of Houston, Texas Southern, Ride, Southern University, Grambling State and others to experience the college culture, as well as inspire them to have a college bound mindset. Funds will be used for transportation and lodging for students and chaperones on the trip. | \$30,000           |                   |
| 20             | APEX Saturday Program will target 10th grade students who failed a class first semester. By enrolling in this program, they will makeup their class now to keep them on track for graduation.   | \$8,759            |                   |
| Total          |   | <b>\$1,646,451</b> |                   |





# School Plan for Student Achievement Addendum 2023-2024

## Additional Targeted Support and Improvement (ATSI)

Jordan High School ▾

If ATSI, identify subgroups:

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> African-American           | <input type="checkbox"/> Foster Youth     | <input type="checkbox"/> Socioeconomically Disadvantaged       |
| <input type="checkbox"/> American Indian            | <input type="checkbox"/> Hispanic         | <input checked="" type="checkbox"/> Students with Disabilities |
| <input type="checkbox"/> Asian-American             | <input type="checkbox"/> Homeless         | <input type="checkbox"/> Two or More Races                     |
| <input checked="" type="checkbox"/> English Learner | <input type="checkbox"/> Pacific Islander | <input type="checkbox"/> White                                 |
| <input type="checkbox"/> Filipino                   |   |  |

### Attestation:

The School Site Council (SSC), during the process of developing a compliant School Plan for Student Achievement (SPSA), ensured that quality interventions and services for underachieving students are included in the SPSA, with particular focus on student groups who led to the CSI/ATSI identification.

SSC engaged in a thorough needs assessment, based on data, in order to prioritize student needs and analyze interventions/services.

In addition, the SSC engaged in discussions about resource inequalities and was informed about the supports listed in the District’s LCAP regarding our identification as a CSI/ATSI school. Resource Inequities and LBUSD’s CSI section are included in this Addendum.

In approving the SPSA for the school, the SSC specifically adds this Addendum to the SPSA as part of its CSI/ATSI responsibilities.

Date Approved by SSC

12/12/23

Signature of Principal

*Keisha Irving-Holder*

Signature of SSC Chair

[Redacted Signature]

## Resource Inequities

Schools eligible for CSI or ATSI must identify and describe any resource inequities identified as a result of the required needs assessment. Consideration of resource inequities can inform the assessment of the effectiveness of actions in the SPSA and provide a basis for the establishment of goals and/or expected outcomes for CSI/ATSI Targeted student groups.

In our analysis of our SPSA services, our SSC found the following about resource inequalities for the targeted CSI/ATSI student groups:

- There are no resource inequalities present in our SPSA.** Our CSI/ATSI targeted students are a priority and are receiving appropriate services/interventions through our Schoolwide Program.
- There was evidence of resource inequalities prior to the SPSA being approved.** Our SSC made adjustments to the SPSA in order to correct the issue, and the SPSA is now providing appropriate services/interventions through our Schoolwide Program.
- There is some evidence of resource inequalities in the current SPSA.** However, our SSC continued to make adjustments to the SPSA in order to ensure that the CSI/ATSI targeted students are being given appropriate services/interventions through our Schoolwide Program.
- There is some evidence of resource inequalities in the current SPSA.** However, our SSC has determined that the CSI/ATSI targeted students are receiving appropriate services/interventions through our Schoolwide Program.

### Comments about Resource Inequities *(optional)*

Jordan SSC reviewed the resources allocated. These resources are equal among students and there are no resources not allocated to students with learning disabilities or multilingual learners. Jordan will continue to monitor these subgroups and ensure that they are receiving access and support and are always at the forefront of our decisions and interventions.

## Support for Schools as identified in LBUSD's LCAP

### Support for Identified Schools

Support for schools is grounded in coaching and professional learning communities. LBUSD has shifted from compliance and at-a-distance supervision practices to a deeply-rooted coaching orientation, partnership in addressing student achievement issues, and a strong emphasis on quality instruction in every classroom, as defined by the district's Understandings Continuum framework. Since 2014, LBUSD has sought to enhance time spent on campuses, with leaders dedicating an average of three to five hours per month on every campus – visits that include classroom observations alongside the principal, data collection related to instructional implementation, and pedagogical guidance for teachers. Comprehensive Support and Improvement (CSI) schools receive even more intense support, particularly in areas like English Language Arts, Mathematics, and graduation rates.

One crucial area of support centers on school-level needs assessments. LBUSD's Research Office provides in-depth data tailored to each site, which are then used to develop interventions in consultation with stakeholders. Academic measures include ELA and Math benchmarks, real-time grades (especially Ds and Fs), and whether students are on track to complete graduation requirements, while non-academic measures cover chronic absenteeism, suspensions, and disciplinary incidents. With assistance from district leaders, curriculum coaches, and other experts, CSI schools drill down by academic skill, by student group, and by logistical factors (e.g., the time of day and location of suspensions). Site staff receive tools and training to create “watch lists” – i.e., lists of classrooms to monitor closely and lists of students who require further interventions. The latter is connected to phone, email, and text communication systems that can help engage families in the process.

Here are specific supports that LBUSD delivered (and will continue to provide moving forward) to help CSI schools develop their plans:

- Level office staff spent additional hours at CSI schools to help principals conduct deeper analyses on chronic absenteeism, suspensions, disciplinary incidents, and survey data related school culture and climate and social-emotional learning. Such analyses were on top of those conducted for academic measures like English Language Arts, Mathematics, and graduation rates. In light of the COVID-19 pandemic, learning loss and other similar issues were also explored.
- Level office staff, curriculum leaders, and other district support departments provided CSI schools with research on successful evidence-based interventions in comparable schools, both at LBUSD and other districts in California. Depending on the programs, the research included either academic studies or best practices. This information was paired with budget information, so that programs can be sustainably developed.
- Level office staff, curriculum leaders, and other district support departments assisted CSI schools with identifying resource inequities by providing reports on current staff levels, budget figures, and logistical data. Through various one-on-one meetings, sites were then guided by content experts in identifying significant resource gaps. For example, a review of a site's English Learner supports would incorporate additional teachers that might be needed, along with the instructional materials, technological software, intervention scheduling design, and other details that would help build out the program, particularly in a distance-learning environment.
- Based on the research and “gap” analyses described in the two previous bullet points, level office staff, curriculum leaders, and other district support departments helped CSI schools select evidence-based interventions. Among the guiding principles that LBUSD promoted in this decision-making process is sustainability – the importance of developing high-impact programs that can be implemented in multi-year timeframes. Given the depth of student needs, it was essential to have a long-term perspective and make adjustments along the way. LBUSD then ensured that CSI schools had training for program implementation.
- Lastly, level office staff, curriculum leaders, and other district support departments helped CSI schools establish monitoring and evaluation systems. Supports included training on how to identify appropriate data to collect (for example, student participation in interventions, related test scores, etc.), how to use LBUSD's “intervention tracker” or similar system, how to schedule data analyses alongside the site visits described above, and how to use feedback for program improvement. In some cases, LBUSD provided CSI schools with sample survey questions for gathering student, parent, and staff perspectives. LBUSD also paired CSI schools with similar partner sites so that data can be compared and promising practices can be shared.

**Monitoring and Evaluating Effectiveness**

To monitor and evaluate the effectiveness of the CSI plans, quarterly visits will be conducted. These formal visitations will allow site teams to reflect upon their collective efforts and engage colleagues from other schools or district departments for objective feedback.

Quarterly visits will be customized by schools, but follow a common structure:

- **Whole Group Briefing:** The school team (principal, teachers, and support staff) will provide background for the visit by sharing their CSI plans. They will highlight their site data, professional development activities, and key interventions. They will help visitors develop an understanding of their priorities.
- **Classroom Visits:** School team members and visitors will observe classrooms, collecting data and examples that reinforce the school's CSI plans. They will take notes, collect images, and talk to students in order to summarize their observations.
- **Whole Group Debriefing:** School team members will facilitate a debriefing that allows them to understand and affirm the site's continuous improvement efforts. They will focus not only on content delivery, teaching practices, and student actions, but also the various interventions that are being implemented to support struggling learners.
- **Principal Debriefing:** Principals and/or principal supervisors will engage in further discussion regarding next steps. This dialogue will be folded into the regular coaching work described in the previous section.

More broadly, data dashboard tools developed by LBUSD's Research Office will feature "Watch Lists" that allow district and site leaders to monitor the progress of CSI schools, their teachers, and their students. The "Schools to Watch" function will enable appropriate stakeholders to track the percentage of students who are "at-risk," "severely at-risk," "high risk," and "cautiously at-risk" across a broad spectrum of measures, including chronic absenteeism, discipline, reading benchmarks, math facts, course grades, graduation requirements, and high school or college readiness (as applicable). Such real-time data will be used to adjust CSI plans and develop additional interventions for struggling learners.



## Plan Escolar para el Logro Estudiantil Anexo 2023-2024

### Elija la designación

Elija el nombre de la escuela ▾

Si es ATSI, identifique los subgrupos:

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> Afroamericanos                                    | <input type="checkbox"/> Jóvenes en hogares de crianza | <input type="checkbox"/> Desfavorecidos socioeconómicamente        |
| <input type="checkbox"/> Indio americanos                                  | <input type="checkbox"/> Hispanos                      | <input checked="" type="checkbox"/> Estudiantes con discapacidades |
| <input type="checkbox"/> Asiático-americanos                               | <input type="checkbox"/> Sin hogar                     | <input type="checkbox"/> Dos o más razas                           |
| <input checked="" type="checkbox"/> Estudiante que está aprendiendo inglés | <input type="checkbox"/> Isleños del pacífico          | <input type="checkbox"/> Blancos                                   |
| <input type="checkbox"/> Filipinos   |  |  |

### Atestación:

El Concilio de Plantel Escolar (SSC, por sus siglas en inglés), durante el proceso de desarrollo de un Plan Escolar para el Logro Estudiantil (SPSA, por sus siglas en inglés), se aseguró de que se incluyan intervenciones y servicios de calidad para los estudiantes de bajo rendimiento en el SPSA, con especial atención en los grupos de estudiantes que llevaron a la identificación Apoyo y Mejora Integral (CSI, por sus siglas en inglés)/ Apoyo y Mejora Específica Adicional (ATSI, por sus siglas en inglés).

SSC participó en una evaluación exhaustiva de las necesidades, basada en datos, con el fin de dar prioridad a las necesidades de los estudiantes y analizar las intervenciones / servicios.

Además, el SSC participó en conversaciones sobre las desigualdades de recursos y fue informado sobre los apoyos enumerados en el Plan Local de Control y Rendición de cuentas (LCAP, por sus siglas en inglés) del Distrito con respecto a nuestra identificación como escuela CSI/ATSI. Las inequidades de recursos y la sección CSI del LBUSD se incluyen en este Anexo.

Al aprobar el SPSA para la escuela, el SSC agrega específicamente este Anexo al SPSA como parte de sus responsabilidades de CSI/ATSI.

Fecha de aprobación por el SSC

12/12/23

Firma del director

*Keisha Irving-Holder*

Firma del presidente del SSC

[Redacted Signature]

## Inequidad de recursos

Las escuelas elegibles para CSI o ATSI deben identificar y describir cualquier inequidad de recursos identificada como resultado de la evaluación de necesidades requerida. La consideración de las inequidades de recursos puede informar la evaluación de la eficacia de las acciones en el SPSA y proporcionar una base para el establecimiento de metas y/o resultados esperados para los grupos de estudiantes a los que CSI/ATSI está dirigido.

En nuestro análisis de nuestros servicios SPSA, nuestro SSC encontró lo siguiente sobre las desigualdades de recursos para los grupos de estudiantes a los que CSI/ATSI está dirigido:

- No hay inequidades de recursos presentes en nuestro SPSA.** Nuestros estudiantes a los que CSI / ATSI está dirigido son una prioridad y están recibiendo servicios / intervenciones apropiados a través de nuestro programa de toda la escuela.
- Había evidencia de inequidad de recursos antes de que se aprobara el SPSA.** Nuestro SSC hizo ajustes al SPSA con el fin de corregir el problema, y el SPSA ahora está proporcionando servicios / intervenciones apropiadas a través de nuestro programa de toda la escuela.
- Hay alguna evidencia de desigualdad de recursos en el SPSA actual.** Sin embargo, nuestro SSC continuó haciendo ajustes a la SPSA con el fin de asegurar que los estudiantes a los que CSI / ATSI está dirigido reciben servicios / intervenciones apropiadas a través de nuestro programa de toda la escuela.
- Hay alguna evidencia de inequidades de recursos en el SPSA actual.** Sin embargo, nuestro SSC ha determinado que los estudiantes a los que CSI / ATSI está dirigido están recibiendo servicios / intervenciones apropiados a través de nuestro programa de toda la escuela.

### *Comentarios sobre la inequidad de recursos (opcional)*

Jordan SSC revisó los recursos asignados. Estos recursos son iguales entre los estudiantes y no hay recursos que no estén asignados a estudiantes con discapacidades de aprendizaje o estudiantes multilingües. Jordania continuará monitoreando estos subgrupos y se asegurará de que reciban acceso y apoyo y estén siempre a la vanguardia de nuestras decisiones e intervenciones.

## Apoyo para las escuelas según se identifica en el LCAP del LBUSD

### Apoyo para Escuelas Identificadas

El apoyo a las escuelas está basado en asesoramiento y comunidades de formación profesional. El LBUSD ha pasado de prácticas de cumplimiento y supervisión a distancia a una orientación de asesoramiento profundamente arraigada, asociación para abordar problemas de logro estudiantil y un marcado énfasis en la instrucción de calidad en cada salón de clases, según lo definido por el marco del Continuo de Entendimientos del distrito. Desde 2014, el LBUSD ha buscado mejorar el tiempo dedicado a los planteles escolares, con líderes que dedican un promedio de tres a cinco horas al mes en cada plantel-visitas que incluyen observaciones en el salón de clases junto con el director, recopilación de datos relacionados con la implementación de la instrucción y orientación pedagógica para los maestros. Las escuelas de Apoyo y Mejora Integral (CSI) reciben un apoyo aún más intenso, particularmente en áreas como artes de lenguaje del idioma inglés, matemáticas e índices de graduación.

Un área crucial de apoyo se centra en la evaluación de necesidades a nivel escolar. La Oficina de Investigación Escolar del LBUSD proporciona datos en profundidad adaptados a cada plantel, que luego se utilizan para desarrollar intervenciones en consulta con las partes interesadas. Las medidas académicas incluyen los parámetros de ELA y matemáticas, las calificaciones en tiempo real (especialmente las D y F), y si los estudiantes están en camino a completar los requisitos de graduación, mientras que las medidas no académicas cubren el ausentismo crónico, las suspensiones y los incidentes disciplinarios. Con la ayuda de líderes del distrito, asesores de plan de estudios y otros expertos, las escuelas de CSI examinan a fondo por habilidad académica, por grupo de estudiantes y por factores logísticos (por ejemplo, la hora del día y la ubicación de las suspensiones). El personal del plantel escolar recibe herramientas y capacitación para crear “listas de vigilancia”, es decir, listas de salones de clases para supervisar de cerca y listas de estudiantes que requieren más intervenciones. Este último está conectado a sistemas de comunicación por teléfono, correo electrónico y texto que pueden ayudar a involucrar a las familias en el proceso.

Aquí hay apoyos específicos que el LBUSD presentó (y continuará proporcionando en el futuro) para ayudar a las escuelas de CSI a desarrollar sus planes:

- El personal de las oficinas por nivel pasó horas adicionales en las escuelas de CSI para ayudar a los directores a realizar análisis más profundos sobre el ausentismo crónico, las suspensiones, los incidentes disciplinarios y los datos de encuestas relacionados con la cultura y el ambiente escolar y el aprendizaje socioemocional. Dichos análisis fueron además de los realizados para medidas académicas como artes de lenguaje del idioma inglés, matemáticas e índices de graduación. A la luz de la pandemia de COVID-19, también se exploraron la pérdida del aprendizaje y otros problemas similares.
- El personal de las oficinas por nivel, los líderes del plan de estudios y otros departamentos de apoyo del distrito les proporcionaron a las escuelas de CSI investigaciones sobre intervenciones exitosas basadas en evidencia en escuelas comparables, tanto en el LBUSD como en otros distritos de California. Dependiendo de los programas, la investigación incluyó estudios académicos o mejores prácticas. Esta información se combinó con la información presupuestaria, para que los programas puedan desarrollarse de manera sostenible.
- El personal de las oficinas por nivel, los líderes del plan de estudios y otros departamentos de apoyo del distrito ayudaron a las escuelas de CSI a identificar las inequidades de recursos al proporcionar informes sobre los niveles actuales del personal, las cifras presupuestarias y los datos logísticos. Por medio de varias reuniones individuales, los planteles escolares fueron guiados por expertos en contenido para identificar brechas significativas en los recursos. Por ejemplo, una revisión de los apoyos para estudiantes que están aprendiendo inglés de un plantel escolar incorporaría los maestros adicionales que podrían ser necesarios, junto con los materiales de instrucción, el software tecnológico, el diseño de la programación de intervenciones y otros detalles que ayudarían a desarrollar el programa, particularmente en un entorno de aprendizaje a distancia.
- Con base en la investigación y los análisis de “brechas” descritos en los dos puntos anteriores, el personal de las oficinas por nivel, los líderes del plan de estudios y otros departamentos de apoyo del distrito ayudaron a las escuelas de CSI a elegir intervenciones basadas en evidencia. Entre los principios básicos que el LBUSD promovió en este proceso de

toma de decisiones está la sostenibilidad, la importancia de desarrollar programas de alto impacto que puedan implementarse en plazos de varios años. Dada la intensidad de las necesidades de los estudiantes, era esencial tener una perspectiva a largo plazo y hacer ajustes en el camino. LBUSD luego se aseguró de que las escuelas de CSI tuvieran capacitación para la implementación del programa.

- Por último, el personal de las oficinas por nivel, los líderes del plan de estudios y otros departamentos de apoyo del distrito ayudaron a las escuelas de CSI a establecer sistemas de supervisión y evaluación. Los apoyos incluyeron capacitación sobre cómo identificar los datos apropiados para recopilar (por ejemplo, la participación de los estudiantes en las intervenciones, los resultados de las pruebas relacionadas, etc.), cómo usar el “rastreador de intervención” del LBUSD o un sistema similar, cómo programar análisis de datos junto con las visitas al plantel escolar descritas anteriormente, y cómo usar la retroalimentación para mejorar el programa. En algunos casos, el LBUSD proporcionó a las escuelas de CSI ejemplos de de la encuesta de muestra para reunir perspectivas de estudiantes, padres de familia y personal. El LBUSD también emparejó las escuelas CSI con planteles asociados similares para que los datos puedan compararse y las prácticas prometedoras puedan compartirse.

### Supervisión y evaluación de la eficacia

Para supervisar y evaluar la eficiencia de los planes CSI, se realizarán visitas trimestrales. Estas visitas formales permitirán a los equipos del plantel escolar reflexionar sobre sus esfuerzos colectivos e involucrar a colegas de otras escuelas o departamentos del distrito para obtener comentarios objetivos.

Las visitas trimestrales serán personalizadas por las escuelas, pero siguen una estructura común:

- **Instrucciones a todo el Grupo:** El equipo de la escuela (director, maestros y personal de apoyo) proporcionará antecedentes para la visita compartiendo sus planes de CSI. Destacarán los datos de su plantel escolar, las actividades de formación profesional y las intervenciones clave. Ayudarán a los visitantes a desarrollar una comprensión de sus prioridades.
- **Visitas al salón de clases:** Los miembros del equipo escolar y los visitantes observarán los salones de clases, recopilando datos y ejemplos que refuerzan los planes de CSI de la escuela. Tomarán notas, recolectarán imágenes y hablarán con los estudiantes para resumir sus observaciones.
- **Informe de Grupo Completo:** Los miembros del equipo escolar facilitarán un informe que les permita comprender y afirmar los esfuerzos de mejora continua del plantel escolar. Se centrarán no sólo en la entrega de contenido, las prácticas de enseñanza y las acciones de los estudiantes, sino también en las diversas intervenciones que se están implementando para apoyar a los estudiantes con dificultades.
- **Informe del director:** Los directores y/o supervisores de directores participarán en más conversaciones sobre los próximos pasos. Este diálogo se integrará en el trabajo de orientación regular descrito en la sección anterior.

En términos más generales, las herramientas del tablero de datos desarrolladas por la Oficina de Investigación Escolar del LBUSD incluirán “Listas de Vigilancia” que permiten a los líderes del distrito y del plantel escolar supervisar el progreso de las escuelas de CSI, sus maestros y sus estudiantes. La función “escuelas a observar” permitirá a las partes interesadas apropiadas rastrear el porcentaje de estudiantes que están “en riesgo”, “severamente en riesgo”, “de alto riesgo” y “cautelosamente en riesgo” a través de un amplio espectro de medidas, incluyendo absentismo crónico, disciplina, indicadores de nivel de lectura, operaciones matemáticas, etc. calificaciones del curso, requisitos de graduación y preparación para la escuela preparatoria la universidad (según corresponda). Estos datos en tiempo real se utilizarán para ajustar los planes de CSI y desarrollar intervenciones adicionales para los estudiantes con dificultades.






## Jordan High School

The staff and parents/guardians at Jordan High School have high expectations of the students at the school and of themselves. In an effort to provide the highest quality instructional program to students, the staff and parents/guardians of Jordan High School School agree to implement the following activities:

### **THE SCHOOL**



1. We will work as dedicated professionals with our students' best interest as our primary concern.
2. We will provide a content standards based program that is rigorous and challenging. Our program will also address the individual needs of all students.
3. We will communicate the content standards, classroom and homework expectations, and instructional goals to students and parents.
4. We will enforce LBUSD Dress Code.
5. We will communicate to parents/guardians and students on an ongoing basis regarding the academic progress of the students.
6. We will post assignments and grades on Canvas or have them available so students and parents can easily monitor student progress.
7. We will ensure a safe, caring, respectful and healthy learning environment where students are challenged daily with motivating and interesting learning experiences in all their classes.
8. We will encourage students to strive for their personal best, motivate them to pursue their dreams, and help them develop, plan, and implement goals for post-secondary life.
9. We will encourage parents to attend school events and visit the campus.
10. We provide opportunities for parents to participate in improving the Jordan High School programs through various parent activities.

Administrator  Date 10/10/23 Phone: (562) 423-1471

### **Parent Or Guardian**

1. I will support Jordan High School academic program(s) and help my child in any way possible to meet his/her educational responsibilities.
2. I will inform the school of the correct address and telephone number where I can be reached, and will update and make appropriate changes so I can always be reached in case of an emergency.
3. I will keep a list of important school phone numbers so that I can contact the appropriate person at Jordan.
4. I will provide my child with the correct clothing in accordance with the LBUSD Dress Code to ensure that he/she views Jordan as his/her place of business.

5. I will actively pursue school-based tutoring and support services for my child when needed.
6. I will log on to Canvas to monitor my child's grades and assignments.
7. I will provide a quiet place, time, and supplies for my child to study and complete homework assignments and I will limit my child's television, video gaming, music, and telephone use.
8. I will attend school-based events to support my child, such as parent conferences, Back to School and Open House, performances, sporting events, parent information meetings, etc.
9. My child and I will follow and abide by the LBUSD regulations as outlined.

Parent/Guardian  Date 10/10/2023 Phone: 

**THE STUDENT**

1. I will attend school regularly and arrive on time to all classes.
2. I will accept responsibility for my own education by completing my class work, home assignments, and preparing for all tests.
3. I will accept responsibility for my own behavior and respect the rights of others to learn without distraction and disruption.
4. I will show respect towards, and cooperate with, all adults and other students in the school community.
5. I will comply with the LBUSD Dress Code and ID policy.
6. I will be prepared to actively participate in the business of school by having all necessary supplies (notebooks, pens, pencils, etc), by being a cooperative learner, and having a positive attitude.
7. I will log in to the Canvas link to track my assignments and grades.
8. I will request assistance and tutoring when needed and attend school-based tutorials.
9. I will follow the LBUSD attendance, discipline, and homework policies.
10. I understand that the use of cell phones and electronic devices is prohibited within the classroom and that I am responsible for the loss of any such items brought on campus.

Student \_\_\_\_\_ Date \_\_\_\_\_ Phone: \_\_\_\_\_



## Jordan High School

### **Compacto entre padres, estudiantes y maestros**

Como escuela, el personal de la preparatoria Jordan llevará a cabo las siguientes responsabilidades.

1. Trabajar como profesionales dedicados con el mejor interés de los estudiantes, es nuestra preocupación principal.
2. Proveer un contenido basado en estándares, proveer rigurosos y de reto. Nuestro programa también debe abordar las necesidades individuales de todos los estudiantes.
3. Comunicaremos los estándares de contenido, aula y las expectativas de tareas, metas de instrucción para estudiantes y padres de familia.
4. Aplicaremos el código de vestimenta del LBUSD.
5. Nos comunicaremos con los padres / tutores y estudiantes de forma continua con respecto al progreso académico de los estudiantes.
6. Publicaremos tareas y calificaciones en [www.lbjordan.schoolloop.com](http://www.lbjordan.schoolloop.com) y estarán disponibles para los estudiantes y los padres para que puedan monitorear fácilmente el progreso del estudiante.
7. Aseguraremos un ambiente seguro, atento, respetuoso y saludable ambiente de aprendizaje donde los estudiantes son desafiados a diario con un aprendizaje motivador e interesantes experiencias en todas sus clases.
8. Alentaremos a los estudiantes a luchar y mejorar por sí mismos, motivarlos a perseguir sus sueños y ayudarles a desarrollarse, a que planifiquen e implementen objetivos para la educación y vida postsecundaria.
9. Alentaremos a los padres de familia a asistir a eventos escolares y que visiten el plantel.
10. Brindaremos oportunidades para que los padres participen a mejorar los programas de la preparatoria Jordan a través de diversas actividades para padres.

Administrador: \_\_\_\_\_ Teléfono de la escuela: 562-423-14

### **Como padre o tutor, llevaremos a cabo las siguientes responsabilidades.**

1. Apoyaré el (los) programa (s) académico (s) de La preparatoria Jordan y ayudaré a mi hijo de cualquier manera posible para conocer las responsabilidades educativas de él/ella.
2. Informaré a la escuela de la dirección correcta y número de teléfono donde me pueden localizar, y lo haré actualizar y hacer los cambios apropiados para que siempre pueda ser localizado en caso de una emergencia.
3. Mantendré una lista de los números de teléfono de la escuela que puedo contactar a la persona adecuada en Jordan.
4. Proporcionaré a mi hijo la ropa correcta en de acuerdo con el Código de Vestimenta de LBUSD para asegurar que él / ella vea a Jordan como su lugar de trabajo.
5. Buscaré activamente tutoría y apoyo escolar y servicios para mi hijo cuando sea necesario.
6. Iniciaré sesión en [www.lbjordan.schoolloop.com](http://www.lbjordan.schoolloop.com) para monitorear las calificaciones y tareas de mi hijo.
7. Proporcionaré un lugar tranquilo, tiempo y suministros para mi niño para estudiar y completar las tareas y limitaré la televisión, los videojuegos de mi hijo, uso de música y teléfono.

8. Asistiré a eventos escolares para apoyar a mi hijo, tales como conferencias de padres, Noche de Padres de Regreso a la Escuela, (Back to School Night), Escuela Abierta (Open House), actuaciones, eventos deportivos, reuniones de información para los padres, etc.

9. Mi hijo y yo seguiremos y acataremos las regulaciones LBUSD como se describe en las pautas en el manual para padres.

Padre de Familia / Tutor: \_\_\_\_\_ Número de teléfono: \_\_\_\_\_ Fecha: \_\_\_\_\_

### **THE STUDENT**

Como estudiante de Jordan HS, llevaré a cabo las siguientes responsabilidades.

1. Asistiré a la escuela regularmente y llegaré a tiempo a todas mis clases.
2. Aceptaré la responsabilidad de mi propia educación mediante cumpliendo con mis trabajos de clase, mis tareas y preparándome para todas las pruebas y exámenes.
3. Aceptaré la responsabilidad de mi propio comportamiento y respetaré los derechos de los demás aprenderé sin distracción ni interrupción.
4. Mostraré respeto y cooperaré con todos los adultos u otros estudiantes en la comunidad escolar.
5. Cumpliré con el código de vestimenta y la póliza de identificación de LBUSD
6. Estaré preparado para participar activamente en los asuntos de la escuela al tener todos los suministros necesarios (cuadernos, bolígrafos, lápices, etc.), al ser un aprendiz cooperativo, y teniendo una actitud positiva.
7. Iniciaré sesión en [www.lbjordan.schoolloop.com](http://www.lbjordan.schoolloop.com) para revisar mis asignaciones y calificaciones.
8. Solicitaré asistencia y tutoría cuando sea necesario y asistiré a tutoriales basados en la escuela.
9. Seguiré la póliza de LBUSD de asistencia, disciplina y de tarea. 10. Entiendo que el uso de los teléfonos celulares y electrónicos dispositivos están prohibidos dentro del aula, y que soy responsable de la pérdida de dichos artículos traídos en el plantel.

Estudiante: \_\_\_\_\_ Grado: \_\_\_\_\_ Fecha: \_\_\_\_\_



## **David Starr Jordan High School**

### **Guías de Participación Paternal 2023-2024**

La escuela Preparatoria Jordan en conjunto con los miembros del consejo del plantel escolar (SSC en sus siglas en inglés), han desarrollado y distribuido a las familias participantes, una guía de participación paternal. Las guías establecen las expectativas de la Preparatoria Jordan para la participación de los padres y describen actividades específicas de participación paternal. El pacto entre la escuela y el hogar, es un componente de las guías de participación paternal.

#### **PARTE I**

La escuela preparatoria Jordan se compromete a implementar los siguientes requisitos:

- Se desarrollará conjuntamente con los padres, las guías de participación paternal, las cuales se distribuirán y acordarán por los padres de familia de los estudiantes participantes.
- Se notificará a los padres de familia sobre las guías de participación paternal de la escuela en un formato comprensible y uniforme y, dentro de lo posible, se distribuirá estas guías a los padres de familia en un idioma que los padres puedan entender.
- Se pondrá a disposición de la comunidad local las guías de participación paternal escolar.
- Se actualizará periódicamente las guías de participación paternal escolar para satisfacer las necesidades cambiantes de los padres y la escuela. El Consejo del Plantel Escolar (SSC) debe aprobar estas guías anualmente.
- Se adoptará el pacto entre la escuela y el hogar como un componente de las guías de participación paternal escolar. El Consejo del Plantel Escolar debe aprobar el pacto entre la escuela y el hogar anualmente.
- Se acordará ser gobernado por las siguientes definiciones legales de participación paternal, y se llevará a cabo programas, actividades y procedimientos de acuerdo con esta definición.

#### **PARTE II.**

#### **DESCRIPCIÓN DE CÓMO IMPLEMENTARÁ LA ESCUELA LOS COMPONENTES REQUERIDOS DE LAS GUIAS DE PARTICIPACIÓN PATERNAL ESCOLAR**

1. La escuela preparatoria Jordan tomará las siguientes medidas para la participación paternal en el desarrollo conjunto y el acuerdo conjunto de las guías de participación paternal escolar y su plan general escolar. La escuela actualizará periódicamente sus guías de participación paternal escolar para satisfacer las necesidades cambiantes de los padres y la escuela:
  - Asistencia a una de las capacitaciones del distrito o capacitación en la escuela:
    - i. Responsabilidades y funciones del consejo del plantel escolar (SSC) y sus miembros
    - ii. Composición del SSC
    - iii. Consideraciones Presupuestales
    - iv. Plan Único para el Rendimiento Estudiantil
- Planeará una reunión con los padres de SSC y ELAC (en un momento conveniente) para revisar los datos de evaluación, el plan único para el rendimiento estudiantil y las guías de participación paternal del año escolar anterior
  - Invitará a otros padres de familia y partes interesadas asistir a la reunión a través de un folleto por correo electrónico.
  - Anunciará en la Noche de Regreso a la Escuela
  - Usará herramientas electrónicas como “School Messenger” para anunciar fechas/y ubicaciones de las reuniones.
  - En la reunión
    - Se revisará el Plan Escolar, las Guías para la Participación Paternal y el Pacto entre la Escuela y el Hogar. Como grupo, haremos cambios (eliminaciones o adiciones) según sea necesario.
    - El Consejo del Plantel Escolar (SSC) debe votar para aprobar las Guías de Participación Paternal y el Pacto entre el Hogar y la Escuela. Este voto deberá constar en el acta de la reunión.
    - Interpretación oral y traducción escrita estará disponible para padres de familia de habla hispana.
2. La escuela preparatoria Jordan tomará las siguientes medidas para distribuir a los padres de los niños participantes y la comunidad local, las guías de participación paternal escolar:
  - En las reuniones del SSC e ELAC
  - En el sitio electrónico de la escuela Jordan
  - En el mostrador de la oficina principal
  - En la noche de regreso a la escuela
  - En la página de “schoolloop” y por “school messenger”
3. La Preparatoria Jordan proporcionará información oportuna sobre los programas paternos de manera oportuna:

- La sección del boletín informativo (Newsletter en inglés)
  - En el mostrador de la oficina principal
  - En las reuniones de ELAC, SSC Y otras reuniones de padres (PTA/PTO/CAAP, etc.)
  - En la Noche de Regreso a la Escuela
  - En el sitio electrónico de la escuela
4. La Preparatoria Jordan proporcionará a los padres de los niños participantes una descripción y explicación del plan de estudios en uso en la escuela, las formas de evaluación académica utilizadas para medir el progreso estudiantil y los niveles de competencia que se espera que alcancen:
- Noche de Regreso a la Escuela
  - Conferencias entre Padres y Maestros
  - Clases del Centro de Padres de Jordan
  -
5. La Preparatoria Jordan brindará a los padres de los niños participantes, si así lo solicitan, oportunidades para reuniones periódicas para formular sugerencias y participar, según corresponda, en las decisiones relacionadas con la educación de sus hijos:
- Conferencias de padres y maestros, llamadas telefónicas, correo electrónico, Schoolloop

### **PARTE III**

## **RESPONSABILIDADES COMPARTIDAS PARA UN ALTO RENDIMIENTO ACADÉMICO**

1. La Preparatoria Jordan desarrollará la capacidad para una fuerte participación paternal a fin de garantizar una asociación efectiva entre padres y escuela, y mejorar el rendimiento académico de los estudiantes, a través de las siguientes actividades que se describen específicamente a continuación:
- Conferencias de padres y maestros
  - Capacitaciones del distrito ofrecidas para padres y personal escolar
  - Talleres de educación para padres en el Centro de Padres de Jordan
  - Reuniones de DCAC y ELAC
  - Recursos del sitio electrónico del distrito: haga clic en la letra "P" para Participación de los padres (Parent Involvement en inglés)
2. La Preparatoria Jordan incorporará el Pacto entre el hogar y la escuela como un componente de sus guías de participación paternal escolar:
- Este describe la responsabilidad compartida del hogar, la escuela y el estudiante en el rendimiento académico.
  - Es desarrollado/revisado en las primeras reuniones del SSC e ELAC
  - El consejo del plantel escolar debe votar para aprobar el acuerdo
  - La distribución en el sitio electrónico de la escuela Jordan
3. La Preparatoria Jordan brindará asistencia a los padres para comprender: los estándares de contenido académico del Estado
- Los Estándares Estatales Básicos Comunes

- Evaluaciones académicas estatales y locales, incluidas evaluaciones alternativas
- 4. La Preparatoria Jordan con la ayuda de su distrito y los padres de familia, educará a sus maestros y otro personal sobre cómo llegar, comunicarse y trabajar con los padres como socios iguales y construir lazos entre los padres y las escuelas al:
  - Desarrollo profesional para maestros y personal.
- 5. La Preparatoria Jordan dentro de lo posible y apropiado, tomará las siguientes medidas para garantizar que la información relacionada con la escuela y los programas para padres, las reuniones y otras actividades se envíe a los padres de los niños participantes en un formato comprensible y uniforme. incluyendo formatos alternativos a pedido y, dentro de lo posible, en un idioma que los padres puedan entender:
  - Para obtener información/educación sobre la participación de los padres, comuníquese con Octavio Mojica, especialista en participación de los padres.

\* \* \* \* \*

## **PARTE V. ADOPCIÓN**

**Estas Guías de participación Paternal de la Preparatoria Jordan se desarrollaron conjuntamente y fueron adoptadas por los miembros del Consejo del plantel escolar el jueves 10 de octubre 2022 y estarán vigentes por un período de 1 año. La escuela distribuirá las guías a todos los padres de familia a través de la página electrónica [www.lbjordan.schoolloop.com](http://www.lbjordan.schoolloop.com) y School Messenger.**

**La Preparatoria Jordan, cuando sea factible, proporcionará una copia de estas guías a los padres en un idioma que los padres puedan entender.**

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Firma de la directora

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Fecha





## **David Starr Jordan High School Guías de Participación Paternal 2023-2024**

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- Se notificará a los padres de familia sobre las guías de participación paternal de la escuela en un formato comprensible y uniforme y, dentro de lo posible, se distribuirá estas guías a los padres de familia en un idioma que los padres puedan entender.
- Se pondrá a disposición de la comunidad local las guías de participación paternal escolar.
- Se actualizará periódicamente las guías de participación paternal escolar para satisfacer las necesidades cambiantes de los padres y la escuela. El Consejo del Plantel Escolar (SSC) debe aprobar estas guías anualmente.
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  - Asistencia a una de las capacitaciones del distrito o capacitación en la escuela:
    - i. Responsabilidades y funciones del consejo del plantel escolar (SSC) y sus miembros
    - ii. Composición del SSC
    - iii. Consideraciones Presupuestales
    - iv. Plan Único para el Rendimiento Estudiantil
- Planeará una reunión con los padres de SSC y ELAC (en un momento conveniente) para revisar los datos de evaluación, el plan único para el rendimiento estudiantil y las guías de participación paternal del año escolar anterior
  - Invitará a otros padres de familia y partes interesadas asistir a la reunión a través de un folleto por correo electrónico.
  - Anunciará en la Noche de Regreso a la Escuela
  - Usará herramientas electrónicas como “School Messenger” para anunciar fechas/y ubicaciones de las reuniones.
  - En la reunión
    - Se revisará el Plan Escolar, las Guías para la Participación Paternal y el Pacto entre la Escuela y el Hogar. Como grupo, haremos cambios (eliminaciones o adiciones) según sea necesario.
    - El Consejo del Plantel Escolar (SSC) debe votar para aprobar las Guías de Participación Paternal y el Pacto entre el Hogar y la Escuela. Este voto deberá constar en el acta de la reunión.
    - Interpretación oral y traducción escrita estará disponible para padres de familia de habla hispana.
2. La escuela preparatoria Jordan tomará las siguientes medidas para distribuir a los padres de los niños participantes y la comunidad local, las guías de participación paternal escolar:
  - En las reuniones del SSC e ELAC
  - En el sitio electrónico de la escuela Jordan
  - En el mostrador de la oficina principal
  - En la noche de regreso a la escuela
  - En la página de “schoolloop” y por “school messenger”
3. La Preparatoria Jordan proporcionará información oportuna sobre los programas paternos de manera oportuna:

- La sección del boletín informativo (Newsletter en inglés)
  - En el mostrador de la oficina principal
  - En las reuniones de ELAC, SSC Y otras reuniones de padres (PTA/PTO/CAAP, etc.)
  - En la Noche de Regreso a la Escuela
  - En el sitio electrónico de la escuela
4. La Preparatoria Jordan proporcionará a los padres de los niños participantes una descripción y explicación del plan de estudios en uso en la escuela, las formas de evaluación académica utilizadas para medir el progreso estudiantil y los niveles de competencia que se espera que alcancen:
- Noche de Regreso a la Escuela
  - Conferencias entre Padres y Maestros
  - Clases del Centro de Padres de Jordan
  -
5. La Preparatoria Jordan brindará a los padres de los niños participantes, si así lo solicitan, oportunidades para reuniones periódicas para formular sugerencias y participar, según corresponda, en las decisiones relacionadas con la educación de sus hijos:
- Conferencias de padres y maestros, llamadas telefónicas, correo electrónico, Schoolloop

### **PARTE III**

## **RESPONSABILIDADES COMPARTIDAS PARA UN ALTO RENDIMIENTO ACADÉMICO**

1. La Preparatoria Jordan desarrollará la capacidad para una fuerte participación paternal a fin de garantizar una asociación efectiva entre padres y escuela, y mejorar el rendimiento académico de los estudiantes, a través de las siguientes actividades que se describen específicamente a continuación:
- Conferencias de padres y maestros
  - Capacitaciones del distrito ofrecidas para padres y personal escolar
  - Talleres de educación para padres en el Centro de Padres de Jordan
  - Reuniones de DCAC y ELAC
  - Recursos del sitio electrónico del distrito: haga clic en la letra "P" para Participación de los padres (Parent Involvement en inglés)
2. La Preparatoria Jordan incorporará el Pacto entre el hogar y la escuela como un componente de sus guías de participación paternal escolar:
- Este describe la responsabilidad compartida del hogar, la escuela y el estudiante en el rendimiento académico.
  - Es desarrollado/revisado en las primeras reuniones del SSC e ELAC
  - El consejo del plantel escolar debe votar para aprobar el acuerdo
  - La distribución en el sitio electrónico de la escuela Jordan
3. La Preparatoria Jordan brindará asistencia a los padres para comprender: los estándares de contenido académico del Estado
- Los Estándares Estatales Básicos Comunes

- Evaluaciones académicas estatales y locales, incluidas evaluaciones alternativas
- 4. La Preparatoria Jordan con la ayuda de su distrito y los padres de familia, educará a sus maestros y otro personal sobre cómo llegar, comunicarse y trabajar con los padres como socios iguales y construir lazos entre los padres y las escuelas al:
  - Desarrollo profesional para maestros y personal.
- 5. La Preparatoria Jordan dentro de lo posible y apropiado, tomará las siguientes medidas para garantizar que la información relacionada con la escuela y los programas para padres, las reuniones y otras actividades se envíe a los padres de los niños participantes en un formato comprensible y uniforme. incluyendo formatos alternativos a pedido y, dentro de lo posible, en un idioma que los padres puedan entender:
  - Para obtener información/educación sobre la participación de los padres, comuníquese con Octavio Mojica, especialista en participación de los padres.

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## **PARTE V. ADOPCIÓN**

**Estas Guías de participación Paternal de la Preparatoria Jordan se desarrollaron conjuntamente y fueron adoptadas por los miembros del Consejo del plantel escolar el jueves 10 de octubre 2023 y estarán vigentes por un período de 1 año. La escuela distribuirá las guías a todos los padres de familia a través de la página electrónica [www.lbjordan.schoolloop.com](http://www.lbjordan.schoolloop.com) y School Messenger.**

**La Preparatoria Jordan, cuando sea factible, proporcionará una copia de estas guías a los padres en un idioma que los padres puedan entender.**

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Firma de la directora

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Fecha