

LONG BEACH
UNIFIED • SCHOOL • DISTRICT

Jordan High School

School Plan for Student Achievement
2024-2025

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: lbschools.net/lcap. The LCAP Federal Addendum is presented at: lbschools.net/departments/business-and-finance/fiscal-services/state-and-federal-programs/state-and-federal-required-plans

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.

Progress and components of LBUSD's Strategic Plan, viewable at lbschools.net/departments/strategic-planning, are rooted in the following core values:

- Centering student needs and voice
- Authentic community engagement and collaboration
- Culture of innovation and creativity
- Diversity and inclusion
- Environment that fosters connection, respect and safety
- Equity and social justice
- Excellence and accountability through continuous improvement
- Fostering joy and commitment
- Integrity and responsible leadership

The Board of Education has set goals to help guide the district and schools:

Goal 1: Reading: Proficiency

The percentage of Grade 3 students who meet or exceed grade-level standards on the state English Language Arts SBAC assessment will grow from 48% in June 2023 to 70% by June 2028.

Goal 2: Reading: Acceleration

The percentage of students in Grades 4-8 scoring at the “Not Met” achievement level in the prior year who meet the scale score growth target on the state SBAC-English Language Arts assessment will increase from 28% in June 2023 to 60% in June 2028.

Goal 3: Algebra Proficiency

In pursuit of having more than 80% of Black/African American students meet the Algebra A-G requirement by the end of Grade 9, the proficiency gap between Black/African American students and all other students will decline from 5% in June 2023 to 0% by June 2028.

Goal 4: College & Career Readiness

In pursuit of having more than 66% of Black/African American graduating seniors A-G eligible, the proficiency gap between Black/African American students and all other students will decline from 15% in June 2023 to 0% by June 2028

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

Recommendation 3: Re-establish district Parent Centers and encourage sites to establish a parent center/parent resource room to better engage and serve parents.

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. Provide parent workshops to build capacity on specific topics such as LCFF, LCAP and SSC to better understand how each functions;
3. Continue to explore programs at sites that address the social/emotional development and well-being of all students, including English Learners
4. Expand tutoring and other intervention programs that are content-specific to meet the student's identified needs including special education students

The SSC recognizes the importance of **Parent and Family Engagement** and emphasizes LBUSD Board Policy 6020:

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that continued parent involvement in the education of children contributes greatly to student achievement and a positive school environment. For this reason, the Governing Board will have a written parent involvement policy developed jointly with and agreed upon by parents/guardians and applicable to non-Title I schools.

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

The district's local control and accountability plan (LCAP) shall include goals and strategies for parent/guardian involvement and family engagement, including district efforts to seek parent/guardian input in district and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities. (Education Code 42238.02, 52060)

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent/guardian and family engagement efforts, including, but not limited to, input from parents/guardians, family members, and school staff on the adequacy of involvement opportunities and on barriers that may inhibit participation.

Title I Schools

The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for

meaningful parent/guardian and family engagement in schools supported by Title I funding, developing strategies that describe how the district will carry out each activity listed in 20 USC 6318, as contained in the accompanying administrative regulation, and implementing and evaluating such programs, activities, and procedures. As appropriate, the Superintendent or designee shall conduct outreach to all parents/guardians and family members. (Education Code 11503; 20 USC 6318)

When the district's Title I, Part A allocation exceeds the amount specified in 20 USC 6318, the Board shall reserve at least one percent of the funding to implement parent/guardian and family engagement activities and shall distribute at least 90 percent of those reserved funds to eligible schools, with priority given to high-need schools as defined in 20 USC 6631. The Superintendent or designee shall involve parents/guardians and family members of participating students in decisions regarding how the district's Title I funds will be allotted for parent/guardian and family engagement activities. (20 USC 6318).

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

ELA Findings

2023-2024 End of Year ABC Rate English Semester 2:
All Students=68% African American =66% English Learners =57%

2023-2024 End of School Year Overall ABC Rate for at Jordan:
23-24 Overall ABC Rate : All Students =73.8% AA = 70.8 Multilingual Students = 66.1

ELA Goals

Area of Need: Low ABC English Language Arts Rate

Goal and Action Plan : Jordan's ABC Rate for English classes will increase by 6% from 68% to 74% by the end of the 2024-2025 Semester 2 grading term. Jordan's ABC rate for African Americans will increase by 8% from 66% to 74% and the ABC rate for English Learners will increase by 8% from 57% to 65% ,Jordan's ABC Rate for English classes will increase from 68% to 74% by scaffolding, deepening professional learning of engagement , formative assessments and goal tracking.

Progress Monitoring Plan: ABC Rate will be monitored throughout the year with bi-weekly check-ins with students completing a grade check and goal setting during Monday advisory periods, class period ABC Rate tracking with students and monthly analysis in pathway/department meetings

Comprehensive Needs Assessment: Mathematics

Math Findings

2023-2024 End of Year ABC Rate Math Semester 2 All Students=63%AA=62%EL=51% Special Education Students=60%
2023: Graduation Rate: All Students =84.1 Special Education Students= 59.3%

Math Goals

Area of Need: Low Graduation Rate for Special Education Students/Students with Disabilities

Goal and Action Plan: Jordan will increase the graduation rate for Special Education Students by 5% by the end of the 2024-2025 school year, by deepening professional learning of engagement and co-teaching, expanding co-teaching classes, formative assessments and goal tracking.

Progress Monitoring Plan : Graduation rate will be monitored throughout the year with bi-weekly check-ins with students completing a grade check and goal setting during Monday advisory periods, class period ABC Rate tracking with students and monthly analysis in department meetings. Graduation rates will be monitored and discussed during Leadership Meetings.

Area of Need: Low ABC Math Rate

Goal and Action Plan: Jordan will increase the ABC Rate for Math classes by 5% from 63% to 68%. by the end of the 2024-2025 Semester 2 grading term. Increase the ABC rate for African Americans by 8% from 62% to 70%. Increase the ABC rate for EL by 8% from 51% to 59%. Increase the ABC rate for Special Education students by 8% from 60% to 68% through the implementation of a reteach/retake system, structured tutoring, a revised grading policy, and collaborative efforts with course-alike meetings and monthly data analysis of common assessments.

Progress Monitoring Plan : ABC Rate will be monitored throughout the year with bi-weekly check-ins with students completing a grade check and goal setting during Monday advisory periods, class period ABC Rate tracking with students and monthly analysis in pathway/department meetings.

Comprehensive Needs Assessment: English Learners

English Learner Findings

Jordan ELPAC Scores 23-24 :Beginning Stage - 28%Somewhat Developed - 36% Moderately Developed - 26% Well Developed - 7%

English Learner Goals

Area of Need: ELPAC Scores

Goal and Action Plan: By June 2025, Jordan will increase ELPAC scores by 5% for Somewhat Developed from 36% to 41%, Moderately Developed 26% to 31% and Well Developed 7% to 12% by the consistent, site-wide implementation of ELLevation strategies within daily instruction and the integration of Global Arts ELD, Modern World History ELD courses into the master schedule.

Progress Monitoring Plan: The EL Specialist will continue to work with EL students and monitor their progress towards each level and will monitor IReady scores.

Comprehensive Needs Assessment: Culture/Climate Domain

Culture/Climate Findings

Pulse Survey Sense of Belonging - 71% 2023-24 Attendance rate - 92% Subgroups: Black Students :Attendance, 91% , Multilingual Learners: Attendance, 92%

Culture/Climate Goals

Area of Need: Pulse Survey Indicator: Sense of Belonging

Goal and Action Plan :By June 2025, Jordan will increase results on the Pulse Survey Sense of Belonging by 5% from 71% to 76%., through an increase in relationship building within individual classes, pathways as well as whole school performances/events, bi-weekly Monday advisory SEL lessons, providing on-campus school day activities that promote student-to-student social engagement, as well as a quarterly Student Principal Advisory lunch meetings.

Progress Monitoring Plan: Pulse Survey will be conducted during the fall, winter and spring. Pulse Survey results will be monitored and discussed during Leadership Meetings and Monthly Pathway Meetings, to help create interventions.

Comprehensive Needs Assessment: SPSA Effectiveness

SPSA Effectiveness				
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
ELA	<p>1) 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.</p>	Goal Partially or Not Met	<p>During the 2023-2024 school year, Jordan ended Semester two with an overall ABC Rate of 68% in English Language Arts (ELA). This was a 3% decrease from the previous school year (2022-2023), therefore, Jordan did not achieve the overall ELA goal. Although, the ELA goal was not achieved, Jordan saw a 3% increase in the overall ABC Rate. There was a 1% increase from the end of semester 1 to the end of semester 2 for the 2023-2024 school year.</p> <p>Jordan monitored the ABC Rate for different subgroups. At the end of Semester 2, the ABC Rate in ELA for African-American Students remained at 66%, therefore, the goal was not met. The ABC Rate for English Learners was 57%, which is a 5% decrease from the previous school year, also falling short of the goal. However, the ABC Rate for Special Education Students saw a significant increase of 12%, increasing from 53% to</p>	<p>Jordan will continue to implement professional development to improve students' engagement and rigor in the classroom. In addition, the Dean of Attendance will be supporting attendance intervention to ensure all students are present and have the opportunity to access the curriculum. Our Counselors will work with students with struggling grades, to connect and support them through tutoring and other resources. This year Jordan High School will provide before or after-school structured tutoring for students who are struggling with English Language Arts.</p>

			<p>65%, meeting and exceeding the goal set for this subgroup.</p> <p>The Goal achievement of the Special Education subgroup can be attributed to the expansion of co-teaching classes and increased push-in minutes during ELA classes. Professional Development opportunities were provided to Special Education Teachers to enhance their co-teaching skills. Furthermore, to improve student engagement and classroom rigor through professional development for teachers. A Dean of Attendance was also appointed to intervene in attendance issues, ensuring students attend school regularly and have access to the curriculum</p>	
Math	<p>1) 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</p>	Goal Partially or Not Met	<p>At the end of Semester 2 for the 2023-2024 school year, the overall ABC Rate in math was 63%. This rate remained consistent with the previous school year, 2022-2023, indicating that our goal was not achieved. Although the overall math goal was not achieved, there was a six percent increase in the overall ABC Rate for math from semester 1 to semester 2 during the 2023-2024 school year.</p> <p>Jordan monitored different subgroups. The ABC Rate in math</p>	<p>This school year, Jordan will continue to implement professional development to improve students' engagement and classroom rigor.. Professional development throughout the year will focus on specific strategies for increasing engagement and rigor in the classrooms. The math department heads will plan collaborative days, where they will be able to work together to align curriculum and grade together to develop standards and equity across the department. This year Jordan High School will provide before or after-school structured tutoring for students who are struggling with Math.</p>

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.

for African American Students was 62%, showing a one percent growth rate from the previous year, however the math goal for African American students was not achieved .For English Learners, the ABC Rate in math was 51%, reflecting a two percent decrease, therefore the goal was not met. The ABC Rate in math for Special Education students saw a significant increase of 20%, increasing from 40% to 60%. This subgroup not only met but exceeded the goal set for them. Programs and services such as the expansion of co-teaching classes and increased push-in minutes during Math classes helped goal achievement for the Special Education subgroup. Professional development sessions were conducted to support with co-teaching. Programs and services that impacted progress towards goal achievement
Include Professional Development opportunities for teachers. Professional Development focused on enhancing student engagement and classroom rigor. The math department had collaborative days to align curriculum, develop math team

			<p>lessons, grade together, and establish standards and equity within the department. Teachers provided tutoring to students who were having difficulty in math classes.</p> <p>Workshops were conducted to give students and families an overview of their academic progress and goals for the year, facilitating a better understanding of what needs to be accomplished.</p>	
English Learner	<p>1) 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.</p>	Goal Partially or Not Met	<p>During 2023-2024 the English Learner goal was to increase ELPAC scores by 5%. across all levels. While there was an increase in scores at each level, the percentage increase for the Somewhat Developed, Moderately Developed, and Well Developed stages fell short of the targeted goal.</p> <p>At the Beginning stage, the percentage was 21%, which is a seven percent increase from the previous year which met the goal set for this level. The Somewhat Developed Stage had a percentage of 36%, it had a four percent increase from the prior school year, falling short by one percent of the overall five percent target. Similarly, the Moderately</p>	<p>This year, Jordan will continue to implement the support and intervention of the EL Specialist, as well as provide resources and support for English Learners. Our Bilingual College Aids will continue to provide support to our English Learners across different classes. One modification that was made this school year to assist English Learners was the addition of an ELD History class and ELD Art class, the classes specifically target the needs of English Learners. These classes are also supported by college bilingual aids. Jordan would like to add more ELD content classes, including an ELD math class, to help support English Learners. Furthermore, we will work to provide tutoring for English Learners, offering support before or after school and intervention tailored to students in ELD 1. Additionally, we will focus on teachers attending professional development opportunities and the California Association for Bilingual Education (CABE) Conference. These</p>

		<p>Developed Stage had a percentage of 26%, reflecting a four percent increase but also falling short by one percent of the five percent targeted goal . The Well Developed Stage had a percentage of 7%, which was a two percent increase, therefore, not meeting the set goal. Programs and services that assisted with the increase in ELPAC scores and progress towards this goal were our EL Specialist, who provides Support for EL students upon arrival and throughout their years at Jordan, by conducting an initial meeting, regular check-in and progress monitoring. Our College bilingual aids provide additional support in these classes.</p>	<p>initiatives aim to enhance teachers' knowledge on different topics and strategies to support English Language Development and promote equity in education for multilingual learners.</p>
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Culture/Climate	<p>1) 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.</p>	Goal Partially or Not Met	<p>During the 2024 Spring Pulse Survey, the Sense of Belonging indicator showed a 1% increase from the previous school year, reaching 71%. This also marked a four percent increase from the 2023 -2024 Winter Pulse Survey. The Sense of Identity and Sense of Agency indicators both remained at 81%, maintaining the same percentage as the previous school year 2022-2023. However, there was a two percent increase from the 2023-2024 Winter Pulse Survey. While there were improvements in each indicator from the Winter Pulse Survey to the Spring Pulse Survey, the overall goal of increasing each indicator by 5% was not achieved. A program that impacted this goal was the Link Crew Program, which helped ninth grade students with the transition to high school. The Link Crew Program helped students establish connections with peers and foster a greater sense of belonging within the school.</p>	<p>This year Jordan will implement bi-weekly Monday advisory SEL lessons, and provide on-campus school day activities that promote student-to-student social engagement. Jordan will continue to expand and further develop our Link Crew Program by incorporating more engaging activities and study hours throughout the year. These activities are designed to help students establish connections with their peers and foster a greater sense of belonging within the school community. Additionally, we are looking to introduce more school-wide events and pathway-specific activities to help further develop connections with their peers and teachers, Our Media Assistant offers support to students in the library, creating a welcoming environment where they can study, socialize, work on projects, print documents, use computers, play games, attend tutoring sessions, and borrow books. This assistance enhances the overall student experience and provides an enjoyable atmosphere within the library.</p>
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Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
<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. (IN 1)</p>	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
<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. (IN 2)</p>	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
<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. (IN 3)</p>	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful

<p>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. (IN 4)</p>	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact
<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 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 (IN 5)</p>	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact	Strong Positive Impact
<p>CSO additional 50% - student intervention, SEL, and supervision (IN 6)</p>	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact

<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. 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.</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 is 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 7)</p>	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact
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<p>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 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, 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. (IN 8)</p>	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
<p>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 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. (IN 9)</p>	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
<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. (IN 10)</p>	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Somewhat Impactful

Link Crew Program Orientation will be implemented throughout the 23-24 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 how to access resources and programs available at Jordan to support their social emotional health and academic endeavors. (IN 11)	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact	Strong Positive Impact
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 an 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 or misinformed about graduation plans and post grad opportunities. (IN 12)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
IB Program Fees IB dues and CAS Program Stipend for Pathway Lead. (IN 13)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
Professional Development - Department Collaboration 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 be used to provide departments with a day to collaborate and plan Quality Core Instruction. (PD 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
The CADA State Convention is the largest event in the nation for Activities Directors. CADA the number one organization in the United States for teaching and developing leadership skills students will use for the rest of their lives as they learn to serve their schools, communities, and families. The convention will provide you with the tools and resources necessary to do just that. Jordan would support the cost of registration, hotel expenses, travel expenses, and food costs for our activities director. (PD 2)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact
Two year Ed Puzzle Subscription for the entire site. (SM 2)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
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 3)	(Does not apply to this goal)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful

Additional support for a Marine Biology field trip to go Whale Watching. This will support students with the costs of the tickets to attend the field trip. (SM 6)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Somewhat Impactful
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Accountability Measure 1: Increase Achievement

Core Program - English Language Arts		
Curriculum/Instruction	Assessments	Resources/Materials
<p>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) becomes an extension of experiences developed through reading literary and nonfiction works. Students also receive instruction in the conventions of written language, effective oral communication, and research techniques.</p> <p>Reading activities are based on contemporary themes in literature and non-fiction selections to provide for an ever-changing and highly motivational curriculum.</p> <p>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</p>	<p>Interim Assessments 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"> • Interim district assessment • Unit tests • Portfolios <p>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:</p> <ul style="list-style-type: none"> • Unit and section introduction tasks: section overview activities, Launch Text activities • Making Meaning tasks: First Read & Close Read 	<p>My Perspectives, 2017, Pearson</p>

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: <https://resources.finalsite.net/images/v1713982731/lbusdk12caus/l70nxrvuswyezynk2e7i/HS-Course-Selection-Guide.pdf>

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.

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 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</p> <p>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</p>	<p>Interim Assessments</p> <p>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"> • Interim district assessment • Unit tests • Portfolios <p>Reading & Writing Tasks: Making Meaning, Language Development, and Effective Expression Writing Tasks</p> <p>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:</p> <ul style="list-style-type: none"> • 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 <p>Language Production through Speaking & Listening Tasks:</p>	<p>My Perspectives, 2017, Pearson</p>

<p>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.</p> <p>Please see the full catalog of high school courses at: https://resources.finalsite.net/images/v1713982731/lbusdk12caus/l70nrxrvuswyezynk2e7i/HS-Course-Selection-Guide.pdf</p>	<p>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:</p> <ul style="list-style-type: none"> • 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, reader’s theater, choral response, recitations 	
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Core Program - Math

Curriculum/Instruction	Assessments	Resources/Materials
<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 Precalculus.</p> <p>Algebra 1 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</p>	<p>Formative Assessment Lessons embedded into each Unit of Instruction</p> <p>End of Unit Assessment embedded into each Unit of Instruction</p> <p>First Semester Final End of Course (EOC) Assessment (Algebra AB, CD, Algebra 1, Geometry, Algebra 2, Precalculus)</p> <p>SBAC Summative Assessment (Grade 11)</p> <p>Khan Academy offers the teachers a way to get assessment data and differentiate instruction based on student needs. It is being used in many classrooms for class activities, homework, and</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>Precalculus: Precalculus, McGraw Hill, 2014</p> <p>Khan Academy</p>

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. assessment.

Intensified Algebra I is offered to a small group of 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 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.

Precalculus

Precalculus 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. Precalculus is not a required

course for A-G completion. See additional 4th year options below.

4th Year Options

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 (not A-G)
- Intro to Data Science (IDS)
- Functions, Statistics & Trigonometry (FST)
- Finite Math
- AP Statistics
- AP Calculus (AB or BC)

For other math offerings and the full catalog of high school courses, please visit:

<https://resources.finalsite.net/images/v1713982731/lbusdk12caus/l70nxrvuswyezynk2e7i/HS-Course-Selection-Guide.pdf>

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
5At Jordan only 44% of students reported feeling a sense of belonging on campus. For freshmen, only 48% feel a sense of belonging. Through this	Link Crew Program Orientation will be implemented again in the 24-25 school year in order to support new Jordan 9th	Other Targeted Students	LCFF \$2,100 *Title I \$12,881 Teacher Hourly Extra Comp (10) for 9.5 hours annually - *Title I 100% Materials -	08/01/2024 - 06/30/2025 Monthly	Principal Link Crew Coordinator	Jordan will continue to monitor the sense of belonging and student connections through the Pulse and Core surveys for increases,

<p>programming, students will develop relationships with other 9th graders, upperclassmen as well as staff before they begin their first day of school. D/F Rate 20, Culture-Climate Survey (Student-Staff) 50, Culture-Climate Survey (Parent) 30</p>	<p>graders with the transitaion 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. Training of the lead teacher will take place this year. Next, the intial programming will being in August prior to the school year and activties 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, develop a greater connection to</p>	<p>LCFF 100% Services - *Title I 100%</p>	<p>especially in 9th grade. In addition, they will monitor student written responses on the Pulse Survey. D/F Rate 20, Culture-Climate Survey (Student-Staff) 50, Culture-Climate Survey (Parent) 30</p>
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	the school and will better understand and know how to access resources and programs available at Jordan to support their social emotional health and academic endeavors.					
Based on 23-24 semester 1 progress report D/F rate for EL students in English for EL was 44.7% and 36.9% in math. Additional support in the classrooms for EL Students. D/F Rate 50, Culture-Climate Survey (Student-Staff) 20, Culture-Climate Survey (Parent) 30	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 Ellevation activities within a core content area.	English Learners	LCFF \$32,286 College Student Aide (4) for 390 hours annually - LCFF 100%	08/26/2024 - 06/30/2025 Daily	Principal EL Coordinator	Teacher surveys Student surveys D/F rate by teacher D/F Rate 50, Culture-Climate Survey (Student-Staff) 20, Culture-Climate Survey (Parent) 30
CORE survey results indicate a continued growth in favorable responses from family and students regarding sense of belonging. But, Last year approx. only 6% of	School Community Liaison Bilingual Monitor chronic absenteeism list; contact parents of students with attendance plan of	All Parents, Targeted Parents	LCFF \$38,622 School Community Worker .4 FTE - LCFF 100%	08/20/2024 - 06/30/2025 Daily	Principal Assistant Principal	-Monthly postings via Parent Board, School Website, School Messenger, Google Calendar, Canvas etc. -Attendance sign-ins from parent meetings -

<p>parents participated in the Core Survey. Jordan has an continued need to engage parents in both academics and extracurriculars. Culture-Climate Survey (Student-Staff) 30, Culture-Climate Survey (Parent) 70</p>	<p>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</p>					<p>Parent Surveys Culture-Climate Survey (Student-Staff) 30, Culture-Climate Survey (Parent) 70</p>
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	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.					
Based on 23-24 semester 1 progress grades the ABC Rate for EL students in English is 44.7% and 36.9% in Math, which is below the overall ABC Rate. D/F Rate 40, Attendance/Chronic Absenteeism Rate 30, Culture-Climate Survey (Student-Staff) 30	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	Newcomers, English Learners	*Title I \$71,350 Teacher on Special Assignment (TOSA) .4 FTE - *Title I 100%	08/20/2024 - 06/30/2025 Daily	Principal Assistant Principal over EL	Intake and Meeting Notes Tutoring Sign-In ABC Rate Graduation Rate PD Lessons and Sign-In D/F Rate 40, Attendance/Chronic Absenteeism Rate 30, Culture-Climate Survey (Student-Staff) 30

<p>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</p>					
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<p>Student Intervention, mental health, supervision - Core Survey - Parent Feedback D/F Rate 20, Attendance/Chronic Absenteeism Rate 30, Culture-Climate Survey (Student-Staff) 50</p>	<p>CSO additional 50% - student intervention, SEL, and supervision</p>	<p>All Students</p>	<p>LCFF \$51,234 Campus Staff Assistant .5 FTE - LCFF 100%</p>	<p>08/20/2023 - 06/30/2025 Daily</p>	<p>Principal Assistant Principal Over CSAs</p>	<p>Principal and Assistant-Principal over CSOs will monitor effectiveness D/F Rate 20, Attendance/Chronic Absenteeism Rate 30, Culture-Climate Survey (Student-Staff) 50</p>
<p>Jordan has seen improvements in attendance and this year finally reached attendance over 90%. In addition, sustainable tardy sweeps have been implemented and happen randomly, but require meetings with repeat offenders and their parents. As well a times to serve detention. D/F Rate 30, Attendance/Chronic Absenteeism Rate 30, Culture-Climate Survey (Student-Staff) 40</p>	<p>The Dean of Attendance Intervention Works with the School Community Liaison to meet with students who are chronically absent, tardy, or truant students. 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</p>	<p>Other Targeted Students</p>	<p>*Title I \$178,374 Teacher on Special Assignment (TOSA) 1 FTE - *Title I 100%</p>	<p>08/20/2024 - 06/30/2025 Daily</p>	<p>Principal Assistant Principal Dean of Attendance</p>	<p>Attendance Rate Chronic Absentee Rate Tardy Sweep Numbers Saturday School Attendance Celebrations Regarding Attendance and Behavior D/F Rate 30, Attendance/Chronic Absenteeism Rate 30, Culture-Climate Survey (Student-Staff) 40</p>

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, 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.					
As of February 2024 Jordan has seen growth in attendance. There is a continued need to focus on the value of attendance and to decrease chronic absenteeism, which is down 6.5% as well as intervene and provide support for students with attendance resources. D/F Rate 30, Attendance/Chronic Absenteeism Rate 50, Culture-Climate Survey (Student-Staff) 20	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	Other Targeted Students, Targeted Parents	LCFF \$48,277 *Title I \$48,277 School Community Worker 1 FTE - LCFF 50%; *Title I 50%	08/20/2024 - 06/30/2025 Daily	Principal Assistant Principal - Attendance Intervention and CIE Facilitator	Attendance Tier I - III Tracking Logs Weekly chronic absenteeism data Home Visits D/F Rate 30, Attendance/Chronic Absenteeism Rate 50, Culture-Climate Survey (Student-Staff) 20

<p>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>					
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Program Description for Transitions		
Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition
		<p>Choice Fair - Jordan High School Participates in Choice Fair. The school of choice process kicks off each October/November with a comprehensive district-wide showcase event hosted by the Parent Engagement Office .This three-hour Saturday event, open to all Long Beach Unified families, brings together all 11 high schools in the district. Schools have informational booths representing their various industry-related pathways, where Pathway Ambassadors and Leadership Teams actively engage with 8th grade students and their families. Visitors can learn detailed information about each pathway's career technical education classes, courses of study, work-based learning experiences, and hands-on learning opportunities, helping families learn about each high school.</p>

		<p>Link Crew- Link Crew Program Orientation will be implemented again in the 24-25 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. The initial programming will be 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, develop a greater connection to the school and will better understand and know how to access resources and programs available at Jordan.</p>
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		<p>Site Night -Each January, prior to the school of choice application period, high schools host an evening open house event welcoming all Long Beach community members, with a focus on 8th grade students and their families. Jordan's Site Night begins with spirited performances by the school's band, choir, and spirit groups, followed by formal presentations from the Principal and Pathway Coordinator in the auditorium. Visitors can explore CTE lab spaces and classrooms while meeting current students and staff. Throughout the evening, Pathway teams and their Ambassadors conduct two presentations in various campus locations for families interested in specific pathways. The Panther Plaza features booths showcasing activities, athletics, community partners, and elective offerings. Both digital and printed information is provided to families to help inform their decision-making process.</p>
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Accountability Measure 2: 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					
Identified Need(s)	Planned Staff Development	Funding Source & Cost	Dates/Hours of Training Session	Personnel	Tools Used for Monitoring Implementation & Effectiveness

No supplemental budgeted items have been approved.

Describe Teacher Involvement
Safe and Civil-The Safe and Civil Committee provides teachers the opportunity to assist with developing and structuring attendance and behavioral procedures at our school. Members of this committee present and share the information and procedures discussed in the Safe and Civil Meetings to their colleagues.

Accountability Measure 4: Parent & 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)	459655
Title I Parent and Family Involvement (3008)	16400

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; Research LROIX Development.	NA
Centralized Services Share	Counselors, Family Resource Centers, Facilitators, Travel/Conferences, APEX Online, Youth Orchestra Travel/Conferences, CORE	NA

State Programs *	Allocation
LCFF	233100

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

Midyear Adjustments:

The state projects amounts districts receive in Title I and other resources, sometimes making mid-year adjustments to the allotments as a result of the Consolidated Application. While there is often no difference in site allocations, LBUSD will notify affected principals who will announce any adjustment to the SSC.

Title I Reservations

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

Administrative Share & Reservations Title I Program Administration

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

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

Research/TISB 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.

Program Administration and Personnel to provide leadership:

- Curriculum Instruction and Professional Development (OCIPD): DELAC and EL services
- Early Learning (CDC, Educare, Head Start) - early childhood education, personnel including pre-K teachers of subsidized programs, office assistants
- Equity Engagement and Partnerships (EEP) - parent workshops and community engagement
- State and Federal Programs (SFP): state and federal supplemental programs

Centralized Services

Family Resource Centers

Services to address students' social, emotional, and behavioral needs at 32 schools, including short-term counseling. The centers work with families to connect them to community resources, school-based services and parent education workshops.

Youth Orchestra

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

Assistance to Schools**Counselors**

Addresses student well-being, provides and coordinates various mental health supports, and collaborates with the site team to promote academic, behavioral or social-emotional development.

Facilitators

Assists in site engagement and compliance tasks to improve communication, build and strengthen community partnerships, and address goals to improve student achievement.

Travel/Conferences

Enables staff to develop requisite knowledge about programs they lead.

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.

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.

Foster Youth Transportation

Transportation services for foster youth districtwide, contracted with Los Angeles County Department of Health

Technology

Supplemental technology support and devices to school sites

School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	Keisha Irving-Holder	06-30-2025
Staff	Classroom Teacher	Melissa Brookman	06-30-2025
Staff	Classroom Teacher	Wesley Rosenbaum	06-30-2025
Staff	Classroom Teacher	Lili Jordan	06-30-2026
Staff	Classroom Teacher	Alejandro Martinez	06-30-2026
Staff	Other School Personnel	Candyce Simpson	06-30-2026
Community	Parent/Community Member	██████████ Chiles	06-30-2025
Community	Parent/Community Member	██████████ Nario	06-30-2025
Community	Parent/Community Member	██████████ Morgan	06-30-2026
Community	Student	C ██████████	06-30-2025
Community	Student	D ██████████	06-30-2025
Community	Student	M ██████████	06-30-2025

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)	██████ Espinosa
DELAC Representative	Parent of EL Student (required)	
Principal or Designee	Staff Member (required)	Melissa Galbreath
Secretary	Parent of EL Student (required)	██████ Cardenas

Name	Representing
██████ Nieto	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?	11/12/2024
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	<p>-ELAC members have recommended that Jordan High School increase the number of College Bilingual Aids to provide additional support for English Learners in the classrooms, currently there are three bilingual aids at Jordan.</p> <p>-Another recommendation made by ELAC members was for EL students to have access to devices such as phones or Chromebooks with translation programs, during class time. This access will enable students to better understand the lessons taught in their classrooms.</p> <p>-In addition, it was recommended for teachers to translate PowerPoint slides or other information in advance, in case phone devices are not allowed in class.</p> <p>-Additionally, ELAC members recommended for Jordan High School to offer English classes to parents on-site. This will help parents improve their English language skills and also enable them to better support their children academically.</p> <p>-A recommendation for the school to improve communication with parents regarding ELAC meetings and programs offered</p>

4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	EL Student Grades CELDT/ELPAC Results Reclassification Data
5. At which SSC meeting were the ELAC recommendations presented? Ensure the SSC Agenda and Minutes list the receipt of the ELAC Recommendations	12/03/2024
6. What was SSC's response to ELAC recommendations?	<p>SSC reviewed the ELAC recommendations and had a group discussion.</p> <ul style="list-style-type: none"> -We are considering utilizing 'Hey Tutor' for additional bilingual aids support. -We will look into funding more bilingual aids. -It is important to Inform ELAC parents that meeting notices are consistently posted on our school's social media platforms. -We also recommend that we connect and engage with ELAC representatives from our feeder schools and have our school ELAC representatives attend ELAC meetings from our feeder schools to assist with the transition to high school. -We will explore resources within our community and school district for English classes, and ensure that these resources are shared during ELAC meetings.

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): 12/03/2024
2. The SSC approved the **Home-School Compact** on 10/15/2024
3. The SSC approved the **Parent Involvement Guidelines** on 10/15/2024
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): 09/16/2024, 10/01/2024
5. SSC Participated in the Annual Evaluation of SPSA:12/03/2024
6. The SPSA was approved at the following SSC Meeting: 12/03/2024

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____

Printed Name: _____ Date: _____

SSC Chair: _____

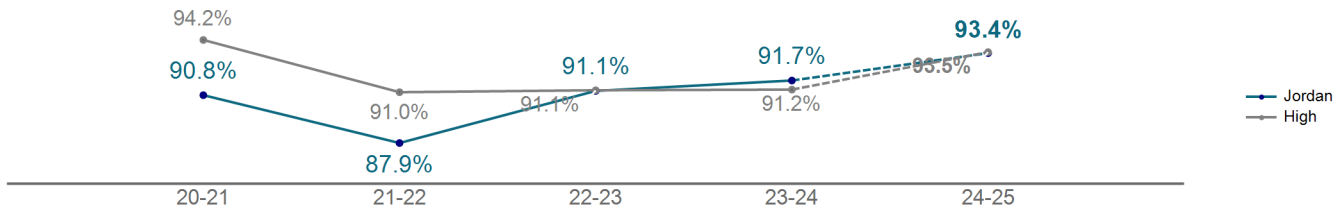
Printed Name: _____ Date: _____

ELAC Chair: _____

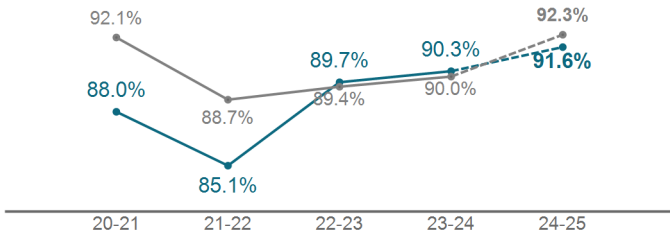
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Attendance Rate

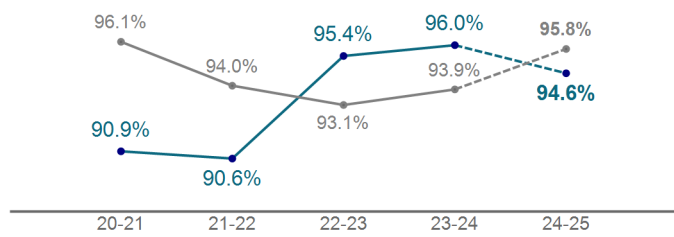
Jordan
All Students
N = 2,320



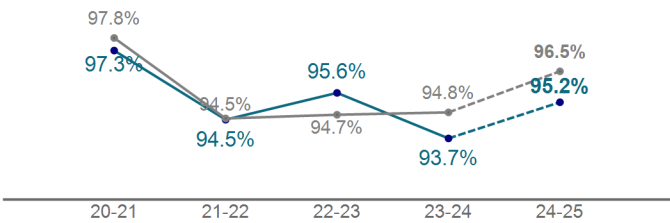
African American
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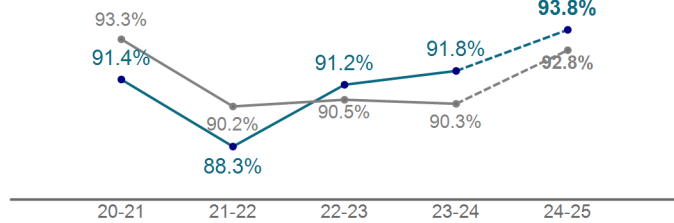
Asian
N = 72



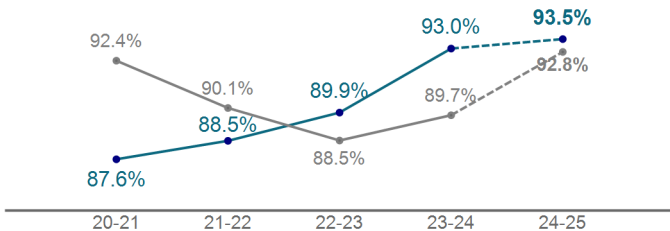
Filipino
N = 28



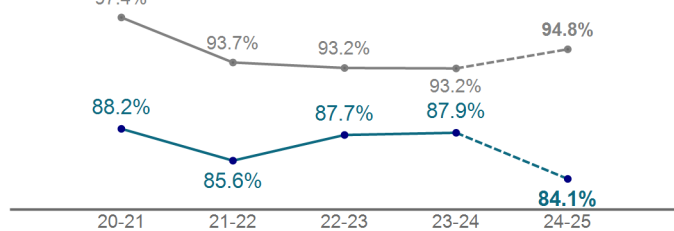
Hispanic
N = 1,761



Pacific Islander
N = 40



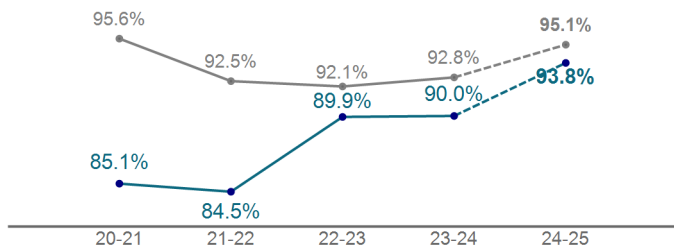
White
N = 25



Native American

Subgroup with fewer than 20 students.

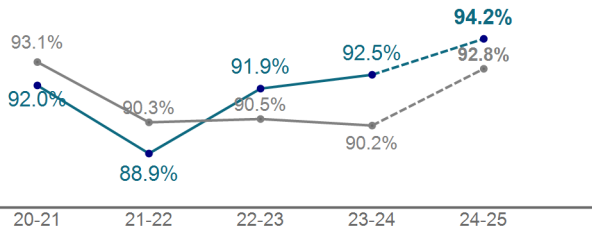
Other
N = 45



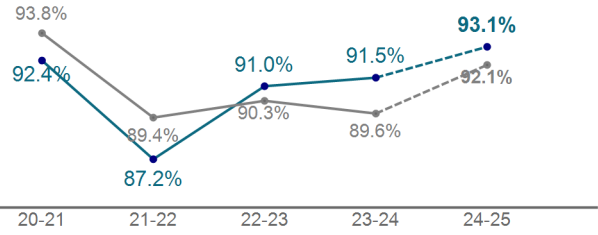
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Attendance Rate

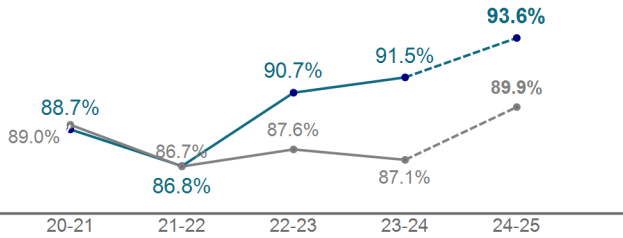
EL + RFEP
N = 1,249



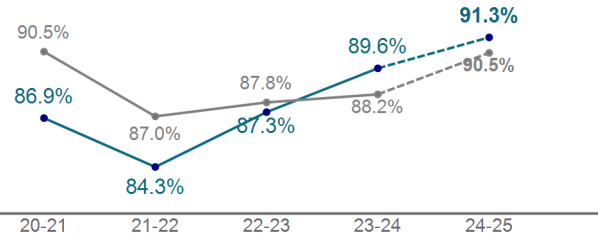
Low SES
N = 1,723



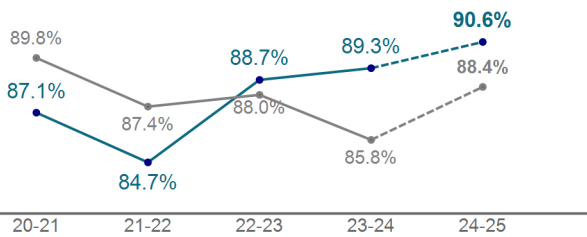
English Learner
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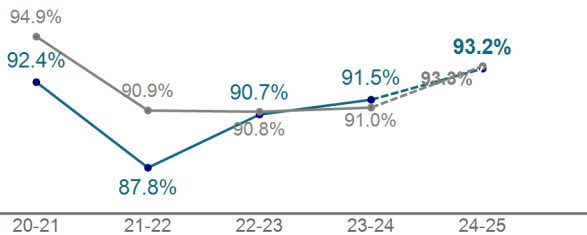
Special Education
N = 321



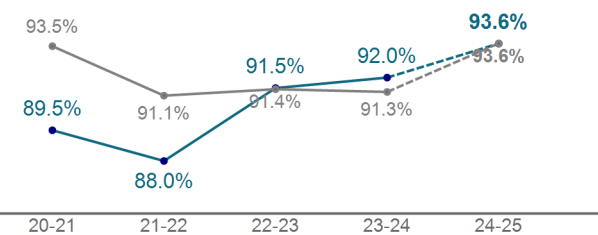
Homeless or Foster Youth
N = 250



Female
N = 1,125



Male
N = 1,194



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 2023-2024

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	22-23 Chronic Rate	Chronic + At-Risk Rate	HS Chronic Rate			
All Students	2,288	2,288	11	15	13	20	41	25.7%	29.8%	38.8%	26.7%			
Grade	Gr. 09	608	11	14	14	19	41	25.8%	24.4%	39.5%	24.6%			
	Gr. 10	619	12	14	13	19	42	25.8%	35.5%	39.1%	25.4%			
	Gr. 11	589	11	15	11	20	43	26.0%	26.8%	37.0%	27.0%			
	Gr. 12	472	10	15	15	22	38	25.0%	32.5%	39.6%	30.1%			
Ethnicity	African American	338	14	16	18	20	32	29.9%	38.5%	47.9%	33.8%			
	American Indian	1	100						0.0%	25.0%	100.0%	24.1%		
	Asian	71				3	6	4	14	73	8.5%	16.3%	12.7%	15.7%
	Cambodian	60				2	5	12	12	70	6.7%	14.8%	18.3%	20.6%
	Filipino	29				7	10	14	17	52	17.2%	15.4%	31.0%	11.1%
	Hispanic	1,744	11	15	13	20	42	25.5%	28.6%	38.0%	29.5%			
	Pacific Islander	38	11	16	11	21	42	26.3%	32.0%	36.8%	38.9%			
	White	24	17	17	8	17	42	33.3%	33.3%	41.7%	18.1%			
Other	43	12	21	14	14	40	32.6%	39.5%	46.5%	21.6%				
Gender	Female	1,087	10	17	14	22	37	27.6%	32.4%	41.8%	28.1%			
	Male	1,200	12	12	12	18	46	23.9%	27.4%	36.0%	25.4%			
	Nonbinary	1	100						100.0%	66.7%	100.0%	37.5%		

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands School Data by Subgroup Jordan 2023-2024

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

Subgroup	Total	Severely Chronic	Moderately Chronic	At Risk Chronic	Satisfactory	Strong Attendance	Severely Chronic %	Moderately Chronic %	At Risk Chronic %	Satisfactory %	Strong Attendance %
Special Populations	Low SES	1,686	12	15	14	20	39	26.7%	29.8%	40.3%	32.5%
	ELL	495	11	13	15	21	41	24.0%	28.3%	38.6%	37.1%
	RFEP	789	7	14	11	20	48	21.4%	23.9%	32.3%	25.7%
	EL + RFEP	1,284	9	14	12	20	45	22.4%	25.5%	34.7%	29.2%
	Special Ed.	302	15	16	15	16	38	30.8%	33.9%	45.7%	34.9%
	Spec Ed. Speech/RSP	128	9	17	18	19	37	26.6%	30.4%	44.5%	32.3%
	Homeless/Foster	278	17	21	13	15	33	38.1%	40.5%	51.4%	43.1%
	Foster	20	10	30	20	15	25	40.0%	69.2%	60.0%	50.4%
	Homeless	258	18	20	13	15	34	38.0%	39.1%	50.8%	42.4%
	GATE/Excel	278	5	10	10	20	55	14.7%	21.7%	24.8%	17.1%
SLC	Browning	1	100					100.0%		100.0%	41.2%
	Browning - BRN	3	100					100.0%		100.0%	31.3%
	Cabrillo - CAL-J	2	50	50				100.0%		100.0%	47.9%
	Cabrillo - CED	1	100					100.0%		100.0%	35.1%
	Jordan - ACE	458	9	9	12	19	52	17.0%	21.4%	29.0%	17.0%
	Jordan - AIMS	497	9	15	13	22	41	23.9%	25.3%	37.2%	23.9%
	Jordan - IB	23	4	22	17	26	30	26.1%	32.0%	43.5%	26.1%
	Jordan - JMAC	679	9	14	15	20	43	23.0%	28.7%	37.7%	23.4%
	Jordan - LEAP	602	14	19	12	19	35	33.4%	36.4%	45.7%	33.4%
	Lakewood - ATM	1	100					100.0%		100.0%	23.2%
	Lakewood - DMAC	1	100					100.0%	100.0%	100.0%	29.2%
	Lakewood - HOSM	1	100					100.0%	100.0%	100.0%	22.9%
	Renaissance	1	100					100.0%		100.0%	46.2%

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands

School Comparison by Subgroup

All 2023-2024

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	22-23 Chronic Rate	Chronic + At-Risk Rate
All Elementary	26,319	6	18	17	23	36	24.7%	32.2%	41.7%
Addams	792	7	22	16	22	33	28.9%	36.7%	44.4%
Alvarado	420	6	21	21	20	32	27.6%	40.0%	48.6%
Barton	463	11	26	19	21	23	37.4%	47.3%	56.2%
Birney	513	6	22	17	20	35	27.7%	31.6%	44.4%
Bixby	554	3	14	19	27	37	17.0%	25.1%	35.9%
Bryant	360	9	21	18	22	30	29.4%	35.1%	47.8%
Burbank	599	8	21	20	24	28	28.2%	36.7%	47.7%
Burcham	352	1	13	17	26	44	13.6%	23.8%	30.4%
Carver	525	2	12	13	28	45	13.7%	21.4%	26.7%
Chavez	328	11	22	20	21	26	33.2%	42.9%	53.0%
Cleveland	464	4	10	17	29	41	14.0%	23.9%	30.6%
Dooley	772	8	25	20	21	25	33.3%	38.5%	53.4%
Edison	472	10	20	16	19	35	29.9%	37.8%	45.6%
Emerson	345	2	8	15	25	50	9.9%	18.1%	24.6%
Fremont	456	3	11	15	25	45	14.5%	18.9%	29.8%
Gant	675	2	11	16	21	50	13.0%	19.4%	28.6%
Garfield	580	6	16	16	26	36	21.4%	35.0%	37.8%
Gompers	377	4	14	18	28	36	18.3%	30.5%	35.8%
Grant	1,012	10	22	18	20	30	31.8%	39.7%	50.2%
Harte	800	8	24	17	21	30	32.1%	38.2%	49.5%
Henry	820	6	14	14	27	53	7.0%	10.5%	20.6%
Herrera	720	8	22	20	21	28	30.6%	34.2%	50.6%
Holmes	396	7	19	19	22	32	26.5%	37.0%	45.7%
Hudson	301	11	22	17	20	30	32.9%	38.7%	49.5%
Kettering	354	5	12	15	24	44	17.5%	23.2%	32.2%
King	612	8	22	16	20	34	29.9%	35.6%	45.8%

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands

School Comparison by Subgroup

All 2023-2024

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	22-23 Chronic Rate	Chronic + At-Risk Rate
Lafayette	898	7	20	16	25	33	26.7%	36.5%	42.5%
Lincoln	852	9	24	16	19	32	33.7%	40.5%	49.4%
Longfellow	978	2	14	16	25	42	16.6%	23.5%	32.9%
Los Cerritos	479	1	11	16	25	47	12.9%	19.4%	28.6%
Lowell	615	2	13	14	25	47	14.3%	23.5%	28.0%
Macarthur	319	3	20	21	26	30	22.6%	30.3%	43.6%
Madison	434	3	18	17	21	40	21.2%	30.2%	38.2%
Mann	361	6	23	17	22	32	28.3%	32.8%	45.4%
McKinley	522	8	25	17	21	30	32.2%	36.6%	49.2%
Naples	317	3	11	18	28	39	14.2%	20.4%	32.2%
Oropeza	591	11	25	16	18	30	36.0%	38.1%	52.5%
Prisk	480	3	11	16	25	45	13.5%	19.7%	29.4%
Riley	443	2	18	15	29	36	20.1%	29.0%	35.4%
Roosevelt	905	13	22	20	18	28	34.6%	37.9%	54.4%
Signal Hill	649	5	16	16	22	41	21.3%	33.6%	37.1%
Smith	699	9	18	17	20	36	26.3%	32.9%	43.8%
Stevenson	534	10	22	19	18	32	31.6%	42.7%	50.2%
Twain	475	4	19	16	27	34	22.9%	26.1%	39.2%
Webster	516	8	21	18	20	34	29.1%	39.7%	46.7%
Whittier	598	8	19	16	20	36	27.8%	40.1%	43.8%
Willard	592	6	24	19	21	29	30.1%	33.9%	49.5%

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands

School Comparison by Subgroup

All 2023-2024

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	22-23 Chronic Rate	Chronic + At-Risk Rate
		Severely Chronic	Moderately Chronic	At Risk Chronic	Satisfactory	Strong Attendance			
All Middle	12,816	8	15	14	20	43	22.8%	26.3%	36.3%
Bancroft	845	4	13	13	21	49	17.3%	22.6%	30.5%
Franklin	1,090	14	20	13	18	35	34.3%	37.8%	47.0%
Hamilton	850	9	19	16	19	38	27.5%	33.7%	43.3%
Hoover	533	6	11	12	20	50	17.4%	19.2%	29.8%
Hughes	1,299	4	11	13	24	47	14.9%	18.0%	28.2%
Jefferson	1,034	9	13	13	22	44	21.5%	27.2%	34.1%
Keller	478	1	5	12	22	59	6.5%	9.2%	18.4%
Lindbergh	437	12	18	16	19	36	29.5%	33.2%	45.1%
Lindsey	753	11	16	15	20	37	27.0%	28.5%	42.2%
Marshall	980	4	13	15	19	49	16.5%	24.4%	31.9%
Nelson	866	9	18	13	19	40	27.8%	25.3%	40.5%
Rogers	805	4	11	12	18	54	15.4%	18.4%	27.8%
Stanford	1,178	4	12	11	23	50	16.1%	18.7%	27.3%
Stephens	725	14	19	15	17	34	33.4%	39.0%	48.8%
Washington	943	15	21	15	19	31	35.6%	36.1%	50.2%

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Chronic Absence by Attendance Bands

School Comparison by Subgroup

All 2023-2024

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	22-23 Chronic Rate	Chronic + At-Risk Rate
All K8	5,844	6	14	14	23	42	20.2%	23.7%	34.6%
Avalon	473	8	24	19	25	24	31.5%	32.7%	51.0%
Cubberley	963	2	10	11	23	54	12.0%	13.4%	22.9%
Muir	1,086	7	16	18	23	37	22.7%	28.6%	40.2%
Newcomb	878	2	9	12	23	54	10.8%	17.6%	22.6%
Powell	808	13	21	16	21	29	33.9%	35.4%	49.8%
Robinson	803	9	17	13	19	42	26.3%	28.1%	39.1%
Tincher	833	1	10	14	27	48	11.0%	14.2%	25.0%

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands

School Comparison by Subgroup

All 2023-2024

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	22-23 Chronic Rate	Chronic + At-Risk Rate	
All High	20,512	12	15	13	19	41	26.7%	27.9%	39.5%	
Browning	346	17	15	12	18	38	32.1%	39.9%	43.6%	
Cabrillo	1,805	22	20	13	18	26	42.0%	34.3%	55.3%	
CAMS	667			5	5	15	75	5.2%	6.4%	10.2%
Jordan	2,288	11	15	13	20	41	25.7%	29.8%	38.8%	
Lakewood	2,644	10	16	14	19	41	26.1%	28.6%	39.9%	
McBride	723	5	12	13	21	49	16.9%	17.5%	30.3%	
Millikan	3,395	5	12	13	22	48	16.3%	17.8%	29.5%	
PAAL	172	48	27	12	6	6	75.6%	63.2%	87.8%	
Polytechnic	3,823	13	15	13	19	41	27.3%	32.9%	40.0%	
Reid	168	73	18	7	2		91.1%	84.6%	97.6%	
Renaissance	411	11	11	13	19	46	21.7%	30.5%	35.0%	
Sato	502		2	5	10	19	64	6.8%	5.8%	17.1%
Wilson	3,568	16	17	13	18	36	33.0%	29.6%	46.1%	

The percentages may not equal 100% due to rounding.

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Chronic Absence by Attendance Bands School Comparison by Subgroup All 2023-2024

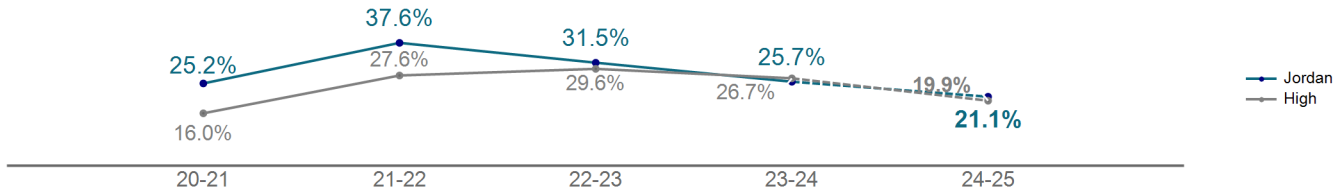
Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

School	# Students	Percent by Category					Current Chronic Rate	22-23 Chronic Rate	Chonic + At-Risk Rate
District	65,491	8	16	15	21	40	24.6%	29.0%	39.3%

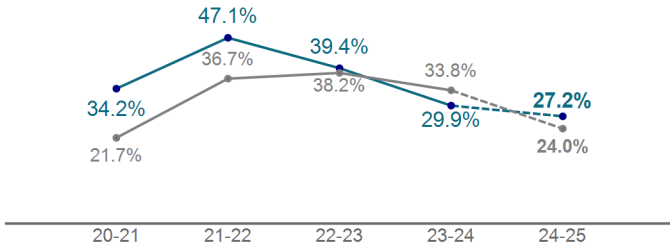
The percentages may not equal 100% due to rounding.

Percent of Students in the Moderately or Severely Chronic Categories

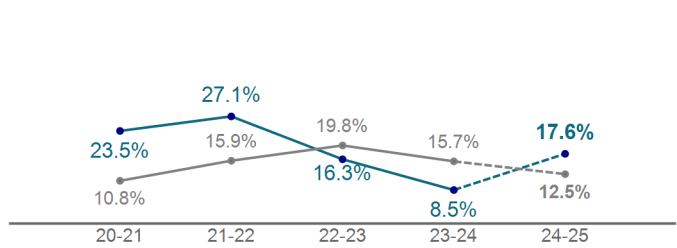
Jordan
All Students
N = 2,278



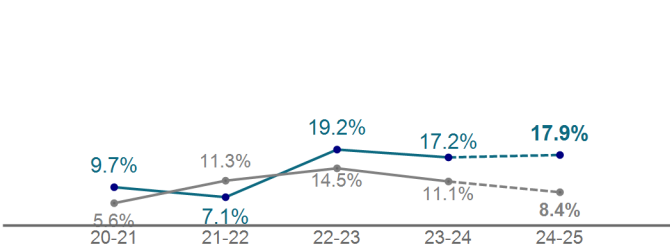
African American
N = 335



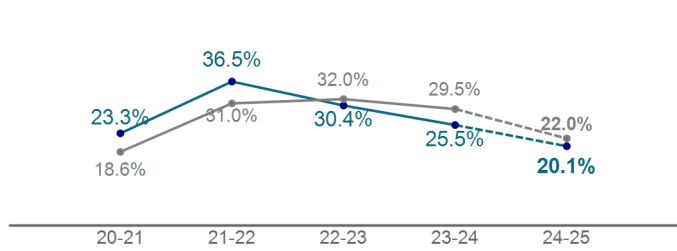
Asian
N = 68



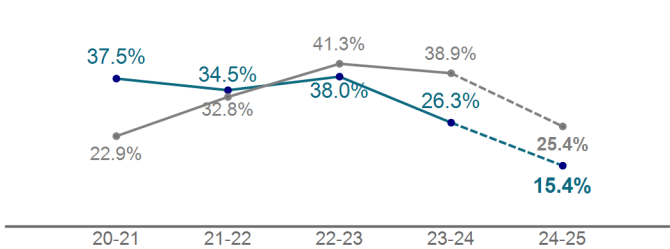
Filipino
N = 28



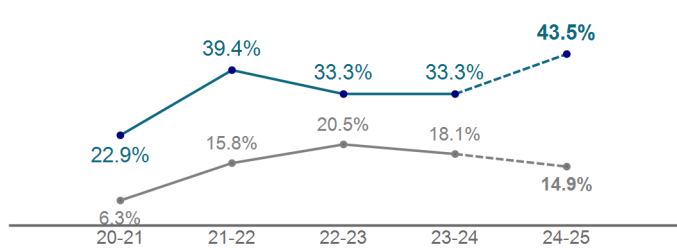
Hispanic
N = 1,743



Pacific Islander
N = 39



White
N = 23

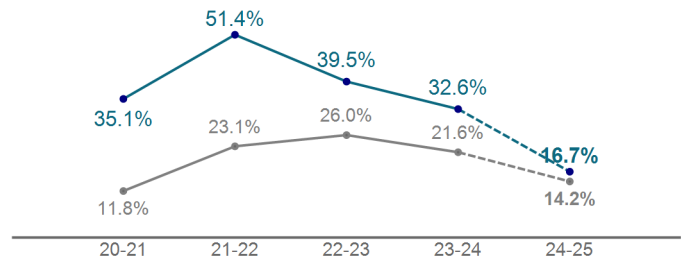


N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Percent of Students in the Moderately or Severely Chronic Categories

Native American
Subgroup with fewer than 20 students.

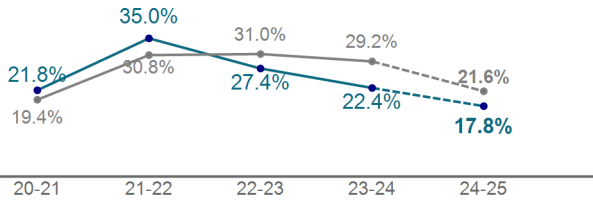
Other
N = 42



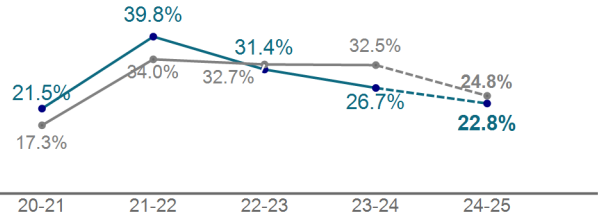
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Percent of Students in the Moderately or Severely Chronic Categories

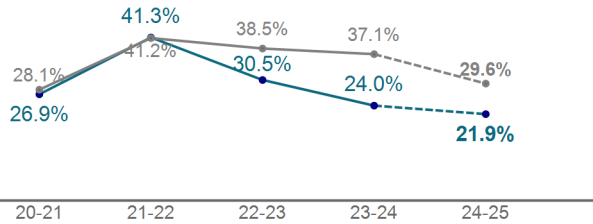
EL + RFEP
N = 1,235



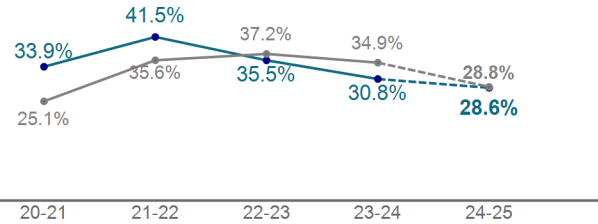
Low SES
N = 1,723



English Learner
N = 457



Special Education
N = 322



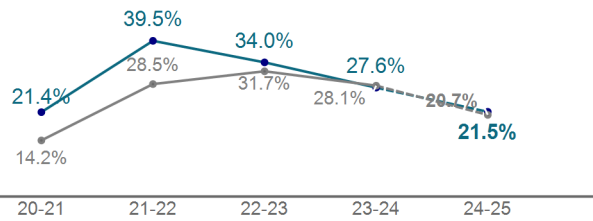
Homeless or Foster Youth

Subgroup with fewer than 20 students.

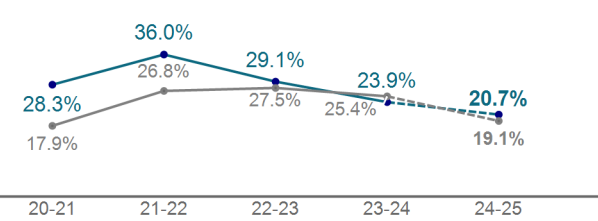
Homeless or Foster Youth

Subgroup with fewer than 20 students.

Female
N = 1,100



Male
N = 1,176



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.

SBAC ELA 2024 :: School Data by Subgroup

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	494	66%	44	22	26	9	34%	↑5		↑4	
	All High	47%	27	21	28	24	53%	↑1		↑3	
	District	51%	29	22	27	23	49%	↑1		↑2	
Grade	494	66%	44	22	26	9	34%	↑5		↑4	
	Gr. 11	All High	47%	27	21	28	24	53%	↑1		↑3
		District	48%	27	21	28	24	52%	↑1		↑3
	Gr. 12	All High*	100%	100				0%	-		-
Ethnicity	Hispanic	375	64%	43	21	27	9	36%	↑5		↑5
		All High	53%	31	22	29	18	47%	↑1		↑4
		District	57%	33	25	27	16	43%	↑1		↑2
	African American	74	76%	54	22	18	7	24%	↑10		↑3
		All High	64%	40	24	21	14	36%	↓1		↑5
		District	66%	42	24	22	12	34%	↑2		↑3
	Asian	14*	64%	36	29	21	14	36%	↓11		-
		All High	23%	9	14	32	45	77%	↑5		↑7
		District	32%	15	18	29	38	68%	↑2		↑4
	Other	13*	69%	54	15	31		31%	↑14		-
		All High	33%	15	18	29	38	67%	↑4		↓4
		District	32%	16	15	28	41	68%	↑1		↑-
	Cambodian	10*	60%	40	20	30	10	40%	↑4		-
		All High	31%	14	17	37	32	69%	↑7		↑8
		District	37%	18	20	30	33	63%	↑2		↑3
Filipino	8*	50%	13	38	38	13	50%	↑10		-	
	All High	29%	11	18	33	38	71%	↓3		↑9	

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SBAC ELA 2024 :: School Data by Subgroup

Jordan

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg			
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded		
Ethnicity	Filipino	District	27%	13	14	32	42	73%	↑1		↑4	
	Pacific Islander	5*	100%	40	60		0%	↓25		-		
		All High	55%	27	29	34	11	45%	↑15		↓13	
	White	District	57%	28	29	31	11	43%	↑5		↑2	
		5*	40%	40	60		60%	↑43		-		
		All High	30%	15	15	27	43	70%	↓1		-	
Gender	Female	District	26%	12	14	30	44	74%	↑-		↓-	
		228	60%	37	22	29	11	40%	↑6		↑3	
		All High	41%	21	21	31	28	59%	↑1		↑3	
	Male	District	46%	24	22	29	25	54%	↑2		↑3	
		266	71%	49	22	23	7	29%	↑5		↑4	
		All High	53%	32	21	26	21	47%	↑1		↑4	
	Nonbinary	District	55%	33	22	25	20	45%	↑1		↑1	
		All High*	46%	23	23	23	31	54%	↓23		↓11	
		District	46%	24	22	34	20	54%	↓6		↑3	
	Special Populations	EL + RFEP	286	67%	48	19	24	8	33%	↑4		↑2
			All High	57%	34	23	27	16	43%	↑1		↑4
			District	63%	38	25	25	12	37%	↑1		↑3
ELL		99	100%	87	13		0%	↓1		↓3		
		All High	94%	73	21	6	6%	↑1		↑2		
		District	86%	61	25	11	3	14%	↓1		↑3	
RFEP		187	50%	27	22	37	13	50%	↑6		↑5	
		All High	44%	20	24	35	22	56%	↑1		↑4	
		District	41%	16	25	38	21	59%	↑3		↑3	

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SBAC ELA 2024 :: School Data by Subgroup

Jordan

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
Special Populations	Foster	5*	100%	100				0%	↓50		-
		All High*	83%	78	6	6	11		17%	↓14	↓10
		District	77%	55	22	17	6		23%	↓2	↓3
	GATE/Excel	56	38%	13	25	38	25		63%	↓1	↓12
		All High	15%	6	8	29	56		85%	↑3	↓-
		District	12%	3	9	30	58		88%	↑2	↓1
	Homeless	55	82%	64	18	13	5		18%	↑5	↓5
		All High	70%	45	25	20	10		30%	↓8	↓2
		District	69%	45	24	22	9		31%	↓5	↑2
	Homeless/Foster	60	83%	67	17	12	5		17%	↑2	↓4
		All High	71%	47	24	19	10		29%	↓8	↓2
		District	70%	46	24	21	9		30%	↓5	↑1
	Low SES	354	65%	44	22	26	9		35%	↑5	↑5
		All High	56%	32	24	27	17		44%	↓3	↑4
		District	60%	35	25	25	15		40%	↓1	↑2
	Special Ed.	65	97%	88	9	2			3%	↓6	↓4
		All High	84%	63	21	12	4		16%	↓-	↑6
		District	83%	64	19	11	6		17%	↑-	↑2
Spec Ed. Speech/RSP	38	95%	84	11	3	3		5%	↓10	↓7	
	All High	78%	53	25	16	6		22%	↑1	↑7	
	District	79%	57	22	14	7		21%	↑-	↑2	

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SBAC Math 2024 :: School Data by Subgroup

Jordan

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
All Students	495	92%	75	17	6	2	8%	↑1		↓10	
	All High	76%	55	22	14	10	24%	↓2		↓11	
	District	64%	38	25	19	17	36%	↑2		↓2	
Grade	495	92%	75	17	6	2	8%	↑1		↓10	
	All High	76%	55	22	14	10	24%	↓2		↓11	
	District	77%	55	21	14	10	23%	↓2		↓11	
	Gr. 12	All High*	100%	100				0%	-		-
Ethnicity	Hispanic	376	92%	74	18	6	2	8%	↑-		↓10
		All High	83%	62	21	12	5	17%	↓2		↓11
		District	71%	43	27	18	12	29%	↑2		↓2
	African American	75	96%	83	13	3	1	4%	↓-		↓3
		All High	89%	70	19	8	4	11%	↑2		↓8
		District	80%	55	25	13	7	20%	↑2		↓2
	Asian	14*	86%	71	14	14		14%	↑1		-
		All High	55%	35	21	14	31	45%	↓1		↓17
		District	45%	24	22	21	33	55%	↑3		↓2
	Other	12*	100%	92	8			0%	-		-
		All High	61%	35	26	21	18	39%	↓-		↓14
		District	43%	22	21	23	34	57%	↑2		↓2
	Cambodian	10*	90%	70	20	10		10%	↑1		-
		All High	69%	44	25	15	16	31%	↑1		↓17
District		50%	26	24	23	28	50%	↑5		↓2	
Filipino	8*	88%	75	13	13		13%	↑13		-	
	All High	54%	35	19	24	21	46%	↓4		↓6	

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SBAC Math 2024 :: School Data by Subgroup

Jordan

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
Ethnicity	Filipino	District	38%	18	20	27	35	62%	↑6		↑4
		5*	80%	80		20		20%	↑8		-
	Pacific Islander	All High	78%	63	15	22		22%	↑8		↓9
		District	70%	43	28	21	9	30%	↑5		↓2
	White	5*	80%	60	20	20		20%	↑20		-
		All High	59%	33	27	22	18	41%	↓6		↓11
Gender	Female	District	38%	17	21	25	37	62%	↓-		↓4
		230	92%	73	18	7	2	8%	↑2		↓14
		All High	78%	55	23	13	9	22%	↓3		↓15
	Male	District	66%	39	27	19	16	34%	↑1		↓3
		265	93%	77	16	6	2	7%	↓1		↓6
		All High	75%	55	20	14	11	25%	↓1		↓7
Nonbinary	District	62%	38	24	19	19	38%	↑2		↓2	
	All High*	71%	50	21	14	14	29%	↓18		-	
Special Populations	EL + RFEP	District	76%	40	36	14	10	24%	↓14		↑3
		288	94%	75	19	5		6%	↓2		↓10
		All High	85%	65	20	9	6	15%	↓3		↓12
	ELL	District	76%	50	26	15	9	24%	↑1		↓2
		101	100%	96	4			0%	-		-
		All High	99%	93	6			1%	↓-		↓1
	RFEP	District	89%	65	23	9	3	11%	↑1		↑1
		187	91%	64	27	8	1	9%	↓3		↓14
		All High	80%	55	25	12	8	20%	↓3		↓15
District	64%	35	29	21	15	36%	↑2		↓4		

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

SBAC Math 2024 :: School Data by Subgroup

Jordan

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
Special Populations	Foster	5*	100%	100			0%	-		-	
		All High*	100%	89	11		0%	↓7		↓10	
		District	84%	62	23	12	4	16%	↑-		↓3
	GATE/Excel	56	75%	36	39	20	5	25%	↓5		↓22
		All High	43%	17	26	29	28	57%	↑1		↓18
		District	21%	6	16	28	51	79%	↑5		↓4
	Homeless	55	98%	84	15	2	2%	↓1		↓10	
		All High	92%	77	15	4	4	8%	↓4		↓10
		District	82%	56	25	11	7	18%	↓4		↓1
	Homeless/Foster	60	98%	85	13	2	2%	↓1		↓9	
		All High	92%	78	14	4	4	8%	↓4		↓10
		District	82%	57	25	11	7	18%	↓4		↓2
	Low SES	354	91%	74	17	7	1	9%	↑2		↓9
		All High	85%	64	21	10	6	15%	↓5		↓11
		District	72%	45	27	17	11	28%	↑-		↓2
	Special Ed.	65	100%	95	5		0%	↓2		↓4	
		All High	96%	86	9	3	1	4%	↓-		↓-
		District	86%	70	17	8	6	14%	↑1		↓-
Spec Ed. Speech/RSP	39	100%	92	8		0%	↓3		↓7		
	All High	94%	81	13	4	2	6%	↑-		↓-	
	District	83%	63	20	10	7	17%	↑1		↓-	

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SBAC Science 2024 :: School Data by Subgroup

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	413	93%	22	72	6	7%	↓3		-	
	All High	76%	15	61	19	5	24%	↓1		
	District	73%	17	57	19	7	27%	↑1		
Grade	Gr. 12	93%	22	72	6	7%	↓3		-	
	All High	76%	15	61	19	5	24%	↓1		
	District	77%	15	61	18	5	23%	↓1		
Ethnicity	Hispanic	324	94%	21	72	6	6%	↓4		-
		All High	82%	18	64	15	3	18%	↓-	
		District	80%	20	60	16	4	20%	↑1	
	African American	51	98%	24	75	2	2%	↓1		-
		All High	90%	21	69	9	1	10%	↑-	
		District	86%	24	62	12	2	14%	↑1	
	Asian	15*	80%	20	60	20	20%	↓1		-
		All High	57%	8	49	31	12	43%	↓3	
		District	55%	7	48	30	15	45%	↑2	
	Cambodian	11*	91%	9	82	9	9%	↓11		-
		All High	72%	11	62	22	7	28%	↓6	
		District	63%	8	55	26	11	37%	↑3	
	Filipino	6*	83%	17	67	17	17%	↓12		-
		All High	56%	7	49	37	7	44%	↓6	
		District	55%	6	49	32	13	45%	↓1	
Other	6*	100%	33	67		0%	-		-	
	All High	66%	12	55	22	13	34%	↓4		
	District	56%	10	46	28	16	44%	↑1		

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SBAC Science 2024 :: School Data by Subgroup

Jordan

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
Ethnicity	Pacific Islander	6*	83%	33	50	17	17%	↑17		-	
		All High	94%	18	76	24	6%	↓2		-	
		District	91%	14	76	6	4	9%	↓2		-
	White	5*	100%	20	80		0%	-		-	
		All High	59%	7	52	30	11	41%	↓-		-
		District	50%	6	44	30	19	50%	↑1		-
Gender	Female	202	95%	20	75	4	5%	↓3		-	
		All High	76%	13	62	20	4	24%	↑1		-
		District	73%	15	58	20	7	27%	↑1		-
	Male	211	92%	24	68	8	8%	↓3		-	
		All High	78%	17	60	17	5	22%	↓3		-
		District	73%	18	55	19	8	27%	↑-		-
	Nonbinary	All High*	45%	18	27	27	27	55%	↑15		-
		District	61%	9	52	26	13	39%	↑7		-
	Special Populations	EL + RFEP	258	97%	23	73	3	3%	↓6		-
All High			84%	18	66	13	2	16%	↓2		-
District			84%	22	62	13	3	16%	↓-		-
ELL		90	99%	41	58	1	1%	↓-		-	
		All High	99%	41	58	1	1%	1%	↑-		-
		District	98%	40	58	2	2	2%	↑-		-
RFEP		168	95%	14	82	4	5%	↓9		-	
		All High	80%	11	69	17	3	20%	↓2		-
		District	76%	12	64	20	5	24%	↓-		-
Foster		1*	100%	100			0%	-		-	

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SBAC Science 2024 :: School Data by Subgroup

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*	88%	25	63	13	13%	↓2		-	
		District	89%	32	57	8	2	11%	↓1		-
	GATE/Excel	66	85%	11	74	14	2	15%	↓6		-
		All High	52%	6	46	35	13	48%	↑1		-
	District	35%	3	33	39	25	65%	↑8		-	
	Homeless	31	97%	45	52	3	3%	↓4		-	
		All High	87%	24	63	13	13%	↓-		-	
	District	86%	28	59	12	1	14%	↑-		-	
	Homeless/Foster	32	97%	47	50	3	3%	↓4		-	
		All High	87%	24	63	13	13%	↓-		-	
	District	87%	28	59	12	1	13%	↓-		-	
	Low SES	293	95%	23	71	5	5%	↓3		-	
		All High	84%	18	66	14	2	16%	↓2		-
	District	82%	20	61	15	4	18%	↓1		-	
	Special Ed.	53	92%	38	55	8	8%	↑8		-	
All High		93%	33	60	5	1	7%	↑7		-	
District	92%	41	51	6	2	8%	↑1		-		
Spec Ed. Speech/RSP	28	86%	21	64	14	14%	↑14		-		
	All High	91%	29	62	7	2	9%	↑9		-	
District	89%	34	55	8	3	11%	↑1		-		

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SBAC ELA GROWTH REPORT 2024 School Growth Data by Subgroup

Jordan

12/11/24

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 L A	All Students	337	21	39	10	4	47	
		All High	25	38	6	6	50	
		District	30	33	15	16	36	
	Grade	Gr. 11 (Minimum Growth Target: 12)	337	21	39	10	4	47
			All High	25	38	6	6	50
			District	24	38	6	6	49
	Ethnicity	Hispanic	274	23	38	9	5	48
			All High	22	39	6	5	50
			District	29	34	15	16	36
		African American	35	-1	51	9	3	37
			All High	20	42	6	7	45
			District	28	34	15	15	37
		Asian	12^	-	33	8		58
			All High	35	36	7	5	52
			District	35	31	14	15	40
		Cambodian	8^	-	38	13		50
			All High	32	38	7	5	50
			District	34	30	16	16	38
		Other	5^	-	20	20	20	40
			All High	26	35	8	8	48
			District	32	30	16	19	35

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 2024 School Growth Data by Subgroup

Jordan

12/11/24

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	Pacific Islander	4^	-	75			
		All High	15	46	8	5	41
		District	30	34	13	17	37
	Filipino	4^	-	25	50		25
		All High	35	33	8	9	50
		District	35	29	16	17	38
	White	3^	-	100			
		All High	31	34	6	8	53
		District	28	33	15	18	34
Gender	Female	157	15	40	10	6	44
		All High	27	37	6	7	49
		District	32	31	15	17	36
	Male	180	26	38	9	3	49
		All High	22	39	7	5	50
		District	27	35	15	15	35
	Nonbinary	All High^	2	56	44		
District		5	53	6	12	29	
Special Populations	EL + RFEP	211	22	38	8	5	49
		All High	23	39	6	6	50
		District	29	34	14	14	38
	ELL	63	18	38	6	8	48

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 2024 School Growth Data by Subgroup

Jordan

12/11/24

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 L A Special Populations	ELL	All High	25	40	6	6	48	
		District	33	32	17	16	35	
	RFEP		148	25	38	8	4	50
		All High	23	39	6	6	50	
		District	26	35	12	13	40	
	Foster		3^	-	100	0		
		All High^	-33	70	30			
		District	9	40	19	13	28	
	GATE/Excel		52	8	40	12	6	42
		All High	32	32	7	6	54	
		District	31	31	16	18	35	
	Homeless		22	26	32	9	5	55
		All High	8	43	7	5	44	
		District	27	35	14	14	37	
	Homeless/Foster		25	14	40	8	4	48
		All High	6	45	7	5	44	
		District	25	35	15	14	36	
	Low SES		251	22	38	10	3	49
		All High	21	40	6	5	49	
		District	29	33	15	16	35	
	Special Ed.	51	-3	49	4	2	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 2024 School Growth Data by Subgroup

Jordan

12/11/24

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)				
E L A	Category	N	Average Scale Score Change	Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
Special Populations	Special Ed.	All High	27	37	7	6	50	
		District	28	35	15	15	35	
	Spec Ed. Speech/RSP		29	1	45	3	52	
		All High	29		36	5	7	52
		District	31		34	15	15	36
SLC	Jordan - ACE	84	22	36	10	8	46	
	Jordan - AIMS	79	3	52	4	5	39	
	Jordan - JMAC	102	50	25	11	2	63	
	Jordan - LEAP	72	-1	49	15	3	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 Math GROWTH REPORT 2024 School Growth Data by Subgroup

Jordan

12/11/24

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	All Students	334	-4	49	26	13	11	
		All High	8	46	23	18	14	
		District	22	35	19	19	27	
	Grade	Gr. 11 (Minimum Growth Target: 49)	334	-4	49	26	13	11
			All High	8	46	23	18	14
			District	9	46	22	18	14
	Ethnicity	Hispanic	273	-1	49	26	13	12
			All High	8	46	23	17	14
			District	20	36	20	18	26
African American		33	-11	42	33	15	9	
		All High	7	47	22	18	14	
		District	18	38	18	17	26	
Asian		12^	-	58	25	8	8	
		All High	6	46	23	21	10	
		District	25	32	18	21	28	
Cambodian		8^	-	50	13	25	13	
		All High	9	43	23	27	8	
		District	24	33	19	21	27	
Other	5^	-	60	20	20	0		
	All High	11	46	19	21	14		
	District	27	32	18	20	30		

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 2024 School Growth Data by Subgroup

Jordan

12/11/24

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	Pacific Islander	4^	-	75	25	0	
		All High	-6	46	26	29	0
		District	24	34	19	20	28
	Filipino	4^	-	75	25	0	
		All High	11	43	23	20	13
		District	37	25	19	22	35
	White	3^	-	33	33	33	
		All High	14	45	23	19	13
		District	27	31	20	21	28
Gender	Female	154	-12	55	25	12	8
		All High	-1	52	22	16	11
		District	21	35	19	19	26
	Male	180	4	44	27	15	13
		All High	17	41	23	20	16
		District	23	34	19	19	28
	Nonbinary	All High^	14	50	13	13	25
District		11	45	15	6	33	
Special Populations	EL + RFEP	211	1	50	25	12	12
		All High	6	48	22	16	14
		District	20	37	19	16	27
	ELL	61	28	33	31	15	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 2024 School Growth Data by Subgroup

Jordan

12/11/24

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	25	39	21	18	22
		District	24	34	20	18	27
	RFEP	150	-10	57	23	11	9
		All High	-	50	23	15	12
		District	15	40	18	15	28
		Foster	3^	-	67	33	0
	All High^		-18	70	20	10	0
		District	11	39	20	14	27
		GATE/Excel	51	-20	61	27	10
	All High		5	46	23	21	10
		District	28	29	21	22	29
		Homeless	20	10	50	15	15
	All High		2	50	20	14	16
		District	20	37	19	17	27
		Homeless/Foster	23	4	52	17	13
	All High		2	51	20	14	15
		District	19	37	19	16	27
		Low SES	247	-	49	25	14
	All High		7	47	21	17	15
		District	21	36	19	18	27
Special Ed.		51	3	41	37	14	8

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 2024 School Growth Data by Subgroup

Jordan

12/11/24

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	26	36	23	23	18	
			District	20	38	18	17	28	
				29	-3	48	34	10	7
			Spec Ed. Speech/RSP	All High	26	36	24	23	18
			District	20	37	18	17	28	
	SLC	Jordan - ACE	82	5	43	35	12	10	
		Jordan - AIMS	79	-16	59	22	11	8	
		Jordan - JMAC	104	12	47	20	14	18	
		Jordan - LEAP	69	-19	49	29	16	6	

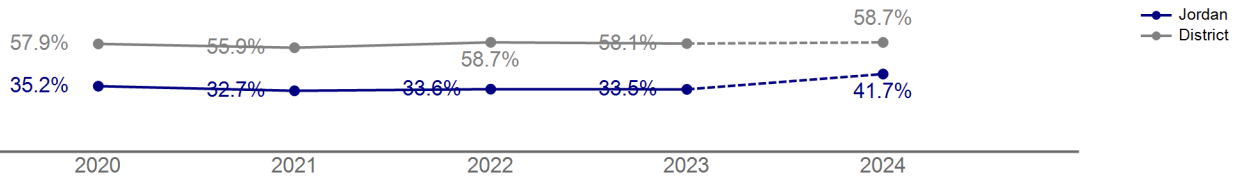
The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

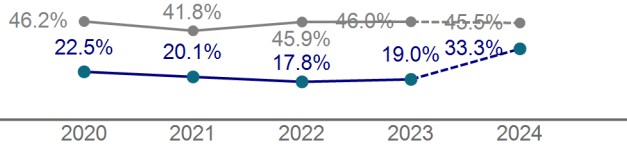
*Accelerated Growth = At least double the minimum growth target for the grade level.

Advanced Placement - Students Enrolled in At Least One Course

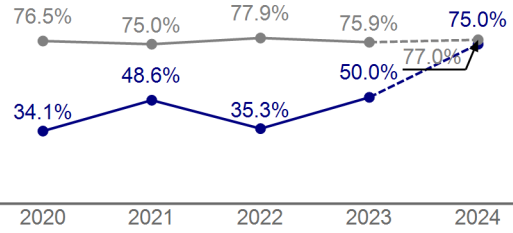
Jordan
Grades 11-12
N = 1095



African American
N = 156



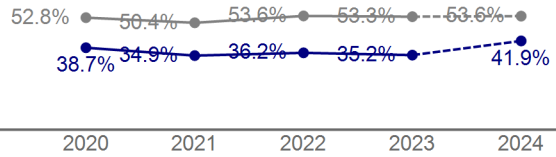
Asian
N = 36



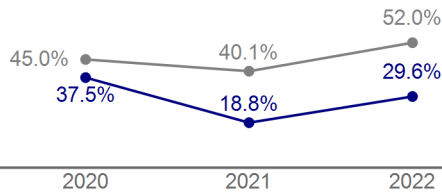
Filipino
N = 20



Hispanic
N = 836



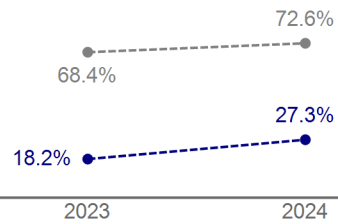
Pacific Islander



No Data Available

No Data Available

Other
N = 22

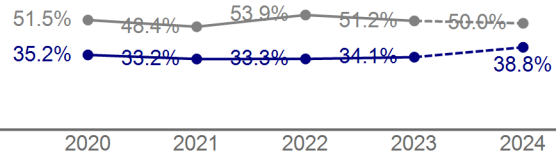
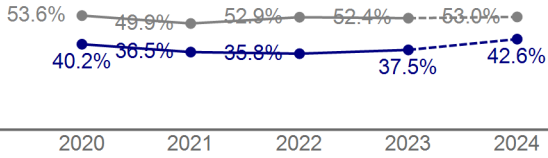


N's are from the latest year.
Subgroups under 20 students are not included.

Advanced Placement - Students Enrolled in At Least One Course

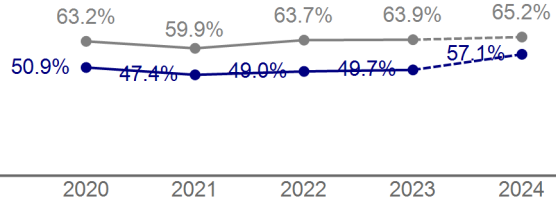
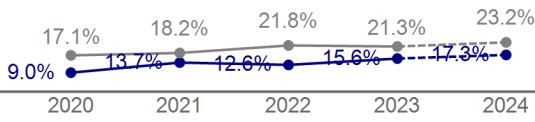
EL + RFEF
N = 634

Low SES
N = 805



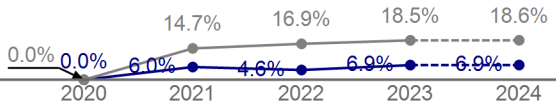
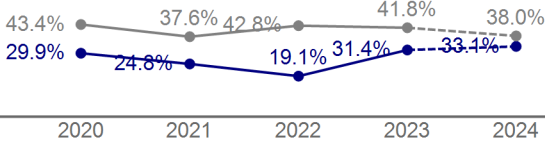
ELL
N = 231

RFEF
N = 403



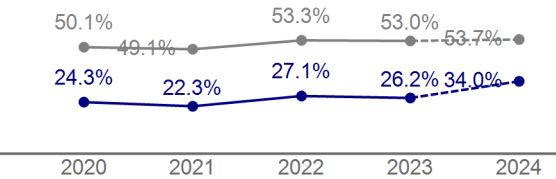
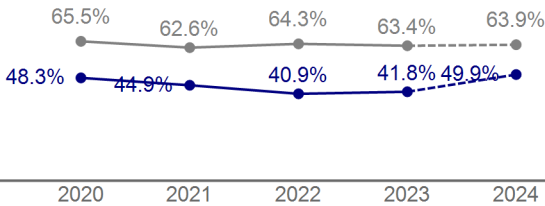
Homeless/Foster
N = 118

Special Ed.
N = 159



Female
N = 533

Male
N = 561



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

PSAT Summary :: 23-24 :: 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 Gr 8/9: 240-1440 NMSQT: 320-1520		% Met Both Benchmarks		Avg. Math Score Gr 8/9: 120-720 NMSQT: 160-760		% Met Math Benchmark		Avg. EBRW Score Gr 8/9: 120-720 NMSQT: 160-760		% Met EBRW Benchmark		
	N= 44	2022	2023	2022	2023	2022	2023	2022	2023	2022	2023	2022	2023	
NMSQT Gr. 10	All Students	762	810	6.2%	15.9%	390	400	9.1%	15.9%	371	409	21.2%	40.9%	
	Ethnicity	Hispanic	761	834	6.2%	18.9%	390	416	9.2%	18.9%	371	417	20.4%	40.5%
	Gender	Female	768	780	5.1%	6.9%	390	389	7.4%	6.9%	378	391	21.3%	31.0%
		Male	756	866	7.2%	33.3%	390	422	10.5%	33.3%	366	444	21.1%	60.0%
	Grade	Gr. 10	762	810	6.2%	15.9%	390	400	9.1%	15.9%	371	409	21.2%	40.9%
	SLC	Jordan - ACE	787	836	13.5%	25.0%	400	400	18.3%	25.0%	386	436	28.8%	50.0%
		Jordan - AIMS	759	743	6.6%	9.1%	386	380	8.5%	9.1%	373	362	23.6%	22.7%
	Special Populations	EL + RFEP	758	817	5.4%	14.7%	388	409	9.0%	14.7%	370	407	19.5%	35.3%
		GATE/Excel	859	900	21.8%	53.8%	430	430	29.1%	53.8%	429	470	50.9%	69.2%
		Low SES	762	799	6.1%	14.3%	390	398	9.0%	14.3%	372	400	21.1%	37.1%
RFEP		787	820	8.0%	16.1%	400	409	12.8%	16.1%	387	411	27.8%	38.7%	

PSAT Summary :: 23-24 :: 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 Gr 8/9: 240-1440 NMSQT: 320-1520		% Met Both Benchmarks		Avg. Math Score Gr 8/9: 120-720 NMSQT: 160-760		% Met Math Benchmark		Avg. EBRW Score Gr 8/9: 120-720 NMSQT: 160-760		% Met EBRW Benchmark		
	N= 44		2022	2023	2022	2023	2022	2023	2022	2023	2022	2023	2022	2023	
NMSQT Gr. 11	All Students		837	837	9.9%	11.3%	418	411	10.6%	11.3%	418	425	33.3%	40.3%	
	Ethnicity	Hispanic	842	839	10.6%	11.8%	420	413	11.5%	11.8%	421	426	33.6%	41.2%	
	Gender	Female		836	835	10.7%	11.9%	417	401	10.7%	11.9%	419	433	31.0%	45.2%
		Male		837	841	8.8%	10.0%	420	433	10.5%	10.0%	417	408	36.8%	30.0%
	Grade	Gr. 11		837	837	9.9%	11.3%	418	411	10.6%	11.3%	418	425	33.3%	40.3%
	SLC	Jordan - ACE		834	860	6.1%	16.7%	416	428	9.1%	16.7%	417	431	27.3%	50.0%
		Jordan - AIMS		817	854	13.7%	10.3%	412	420	13.7%	10.3%	404	434	29.4%	41.4%
		Jordan - JMAC		841	778	0.0%	5.3%	413	381	0.0%	5.3%	428	397	42.3%	31.6%
	Special Populations	EL + RFEP		850	858	12.9%	7.3%	425	422	12.9%	7.3%	425	435	33.3%	41.5%
		GATE/Excel		950	904	31.0%	26.7%	470	432	34.5%	26.7%	480	472	62.1%	73.3%
		Low SES		835	833	10.1%	12.0%	417	410	10.8%	12.0%	417	423	33.1%	38.0%
		RFEP		876	866	15.8%	8.1%	437	423	15.8%	8.1%	438	442	39.5%	45.9%

PSAT/SAT EBRW 2023 :: School Comparison Data by Subgroup

All

12/11/24

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	24	71%	58	13	29	29%	↓5		↓4
		Browning	28	64%	57	7	36	36%	↑12		↓19
		Cabrillo	65	49%	42	8	51	51%	↑27		↑12
		CAMS	420	5%	4	2	95	95%	↓2		↓4
		District	2,135	23%	18	4	77	77%	↑27		↓1
		Jordan	162	56%	46	10	44	44%	↑19		↑3
		Lakewood	166	47%	43	4	53	53%	↑17		↑5
		McBride	76	24%	18	5	76	76%	↑12		↓4
		Millikan	253	13%	8	4	87	87%	↑22		↓4
		Polytechnic	371	16%	13	3	84	84%	↑30		↑2
		Renaissance	24	21%	4	17	79	79%	↑40		↑12
		Sato	244	12%	9	3	88	88%	↑1		↓2
		Wilson	302	26%	21	5	74	74%	↑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.

PSAT/SAT Math 2023 :: School Comparison Data by Subgroup

All

12/11/24

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	Math	Avalon	24	88%	75	13	13	13%	↓2		↓25
		Browning	28	86%	79	7	14	14%	↑5		↓4
		Cabrillo	65	78%	69	9	22	22%	↑10		↓7
		CAMS	420	6%		43	94	94%	↑1		↓2
		District	2,135	44%	34	10	56	56%	↑24		↓7
		Jordan	162	87%	78	9	13	13%	↑3		↓8
		Lakewood	166	73%	62	11	27	27%	↑11		↓5
		McBride	76	49%	34	14	51	51%	↑16		↓1
		Millikan	253	39%	28	11	61	61%	↑21		↓6
		Polytechnic	371	42%	29	12	58	58%	↑21		↓6
		Renaissance	24	67%	54	13	33	33%	↑21		↑4
		Sato	244	30%	19	10	70	70%	↓7		↓10
		Wilson	302	57%	42	15	43	43%	↑15		↓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.

PSAT/SAT EBRW 2023 :: School Data by Subgroup

Jordan

12/11/24

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	162	162	56%	46	10	44	44%	↑19		↑3
	District		23%	18	4	77	77%	↑27		↓1
Grade	Gr. 10	44	59%	52	7	41	41%	↑21		↑5
		District	28%	23	5	72	72%	↑30		↓4
	Gr. 11	117	55%	44	11	45	45%	↑12		↑3
		District	23%	18	4	77	77%	↑17		↑-
	PSAT11	63	60%	46	14	40	40%	↑6		↑5
		District	27%	21	6	73	73%	↑8		↓2
SAT11	54	48%	41	7	52	52%	↑19		-	
	District	20%	16	3	80	80%	↑23		↑2	
Ethnicity	Hispanic	128	56%	47	9	44	44%	↑19		↑5
		District	32%	26	6	68	68%	↑28		↑1
Gender	Female	106	56%	48	8	44	44%	↑19		↑4
		District	22%	18	4	78	78%	↑25		↓2
	Male	56	55%	41	14	45	45%	↑20		↑2
		District	23%	18	5	77	77%	↑29		↑1
Special Populations	EL + RFEP	105	57%	48	10	43	43%	↑19		-
		District	34%	27	6	66	66%	↑30		↓-
	RFEP	96	53%	44	9	47	47%	↑15		-
		District	30%	24	7	70	70%	↑26		↓-
	GATE/Excel	41	24%	20	5	76	76%	↑14		↑8
		District	7%		52	93	93%	↑11		↑-
	ELL	District	82%	77	5	18	18%	↑13		-
	Low SES	126	59%	48	10	41	41%	↑16		-
District		37%	30	7	63	63%	↑20		↓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.

PSAT/SAT EBRW 2023 :: School Data by Subgroup

Jordan

12/11/24

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	Homeless	District	42%	35	7	58	58%	↑24		↑4
	Homeless/Foster	District	43%	36	7	57	57%	↑24		↑4
	Special Ed.	District	68%	63	4	32	32%	↑18		↓5
	Spec Ed. Speech/RSP	District	71%	68	3	29	29%	↑11		↓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.

PSAT/SAT Math 2023 :: School Data by Subgroup

Jordan

12/11/24

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
All Students	162	162	87%	78	9	13	13%	↑3		↓8
	District		44%	34	10	56	56%	↑24		↓7
Grade	Gr. 10	44	84%	68	16	16	16%	↑7		↓13
		District		44%	33	11	56	56%	↑31	
	Gr. 11	117	88%	82	6	12	12%	↑3		↓6
		District		46%	36	10	54	54%	↑17	
	PSAT11	63	89%	79	10	11	11%	↑1		↓2
		District		47%	33	13	53	53%	↑10	
SAT11	54	87%	85	2	13	13%	↑5		↓10	
	District		46%	38	8	54	54%	↑21		↓5
Ethnicity	Hispanic	128	87%	78	9	13	13%	↑3		↓4
		District		57%	45	12	43	43%	↑20	
Gender	Female	106	89%	79	9	11	11%	↑2		↓8
		District		48%	37	12	52	52%	↑22	
	Male	56	84%	77	7	16	16%	↑5		↓8
		District		38%	30	8	62	62%	↑27	
Special Populations	EL + RFEP	105	89%	76	12	11	11%	↑1		↓8
		District		57%	47	11	43	43%	↑21	
	RFEP	96	88%	75	13	13	13%	↓1		↓9
		District		54%	43	11	46	46%	↑20	
	GATE/Excel	41	61%	49	12	39	39%	↑10		↓15
		District		23%	14	9	77	77%	↑14	
	ELL	District	97%	92	5	3	3%	↓1		↓6
	Low SES	126	87%	78	10	13	13%	↑3		↓8
District			61%	50	11	39	39%	↑14		↓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.

PSAT/SAT Math 2023 :: School Data by Subgroup

Jordan

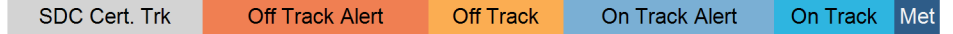
12/11/24

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	Homeless	District	81%	69	12	19	19%	↑5		↓4
	Homeless/Foster	District	81%	69	12	19	19%	↑5		↓4
	Special Ed.	District	74%	72	1	26	26%	↑19		↓5
	Spec Ed. Speech/RSP	District	76%	76		24	24%	↑14		↓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.

On/Off Track for Graduation 2023-2024 :: School Data by Subgroup Jordan

Legend



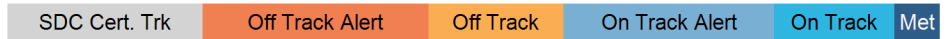
Category		# Students	Percent by Category					
All Students	2,364	2364	2	3	46	38	11	
Grade	Gr. 09	647			41	58		
	Gr. 10	627	3	6	48	43		
	Gr. 11	611	1	3	54	42		
	Gr. 12	479		2	41	54		
Ethnicity	African American	352		4	51	36	9	
	Asian	73			5	23	59	12
	Cambodian	63			5	25	59	11
	Filipino	29			3	31	48	17
	Hispanic	1800		2	3	47	38	11
	Pacific Islander	40		8	48	38	8	
	White	25		8	4	36	32	20
	Other	44		7	45	36	11	
Gender	Female	1120		1	2	43	41	12
	Male	1243		2	4	49	35	10
Special Populations	Low SES	1659		1	3	45	41	11
	ELL	513	3	4	60	26	7	
	RFEP	804			2	36	47	15
	EL + RFEP	1317		2	3	45	38	12
	Special Ed.	296		1	3	48	30	9
	Spec Ed. Speech/RSP	125				53	34	13
	Homeless/Foster	297		7	55	32	5	
	Homeless	278		8	55	32	6	
	GATE/Excel	285				29	53	16
SLC	Jordan - ACE	469		1	2	47	39	11
	Jordan - AIMS	500			3	33	49	13
	Jordan - IB	23				30	70	
	Jordan - JMAC	699		1	4	48	38	9
	Jordan - LEAP	619		2	4	51	33	10

On/Off Track for A to G

2023-2024 :: School Data by Subgroup

Jordan

Legend



Category		# Students	Percent by Category					
All Students	2,364	2364	24	61	27	7		
Grade	Gr. 09	646		2	52	45		
	Gr. 10	625	3	7	62	29		
	Gr. 11	614	14		68	26	1	
	Gr. 12	479	2		64	34		
Ethnicity	African American	348	3		67	23	6	
	Asian	73		5	1	40	41	12
	Cambodian	63		5	2	43	41	10
	Filipino	29		7		62	17	14
	Hispanic	1802		23		61	27	7
	Pacific Islander	42		10		57	29	5
	White	25	8	4		56	16	16
	Other	44	7	2		64	27	
Gender	Female	1120		1	3	56	31	9
	Male	1243	24		66	22	6	
Special Populations	Low SES	1663		1	3	61	28	7
	ELL	517	33		81	11	2	
	RFEP	806		3		47	37	12
	EL + RFEP	1323		2	3	60	27	8
	Special Ed.	296	13		77	9	2	
	Spec Ed. Speech/RSP	125			79	17	4	
	Homeless/Foster	298		6		74	17	2
	Homeless	279		6		74	18	2
	GATE/Excel	285			1	31	51	17
	SLC	Jordan - ACE	469		1	2	64	25
Jordan - AIMS		501		3	4	49	36	8
Jordan - IB		23				30	70	
Jordan - JMAC		698		14		61	28	6
Jordan - LEAP		620		24		67	22	5

Jordan
SBAC Met or Exceeded Standards

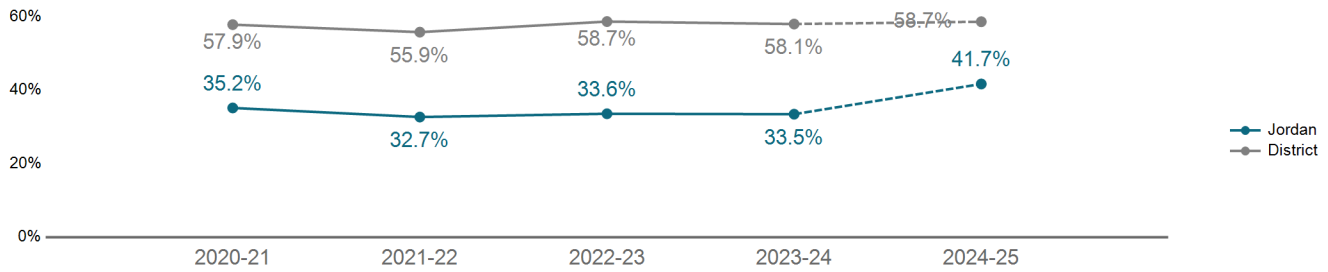
Test	Subgroup	2022-23	2023-24	2 Year Change
ELA	All	29%	34%	5% ▲
	Hispanic	31%	36%	5% ▲
	African American	14%	24%	10% ▲
	Asian	47%	36%	-11% ▼
	Other	17%	31%	14% ▲
	Cambodian	36%	40%	4% ▲
	Filipino	40%	50%	10% ▲
	Pacific Islander	25%	0%	-25% ▼
	White	17%	60%	43% ▲
Math	All	7%	8%	1% ▲
	Hispanic	8%	8%	0% ▲
	African American	4%	4%	0% ▼
	Asian	13%	14%	1% ▲
	Other	0%	0%	0%
	Cambodian	9%	10%	1% ▲
	Filipino	0%	13%	13% ▲
	Pacific Islander	13%	20%	8% ▲
	White	0%	20%	20% ▲
Science	All	9%	7%	-3% ▼
	Hispanic	11%	6%	-4% ▼
	African American	3%	2%	-1% ▼
	Asian	21%	20%	-1% ▼
	Cambodian	20%	9%	-11% ▼
	Filipino	29%	17%	-12% ▼
	Other	0%	0%	0%
	Pacific Islander	0%	17%	17% ▲
	White	0%	0%	0%

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

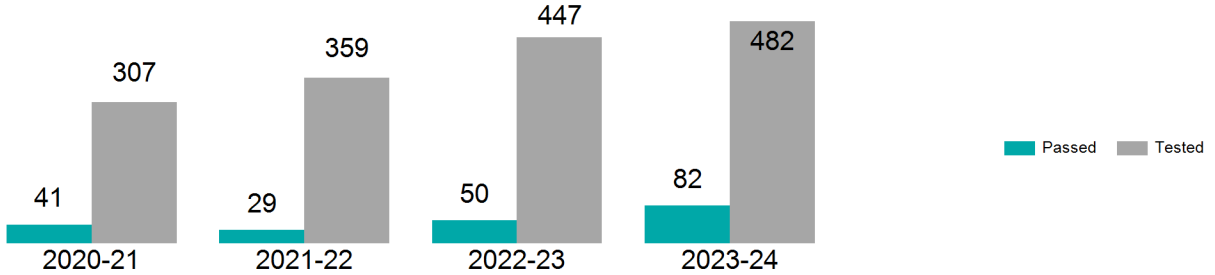
Note: Some rates are rounded to the nearest percent.

Course Enrollment



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

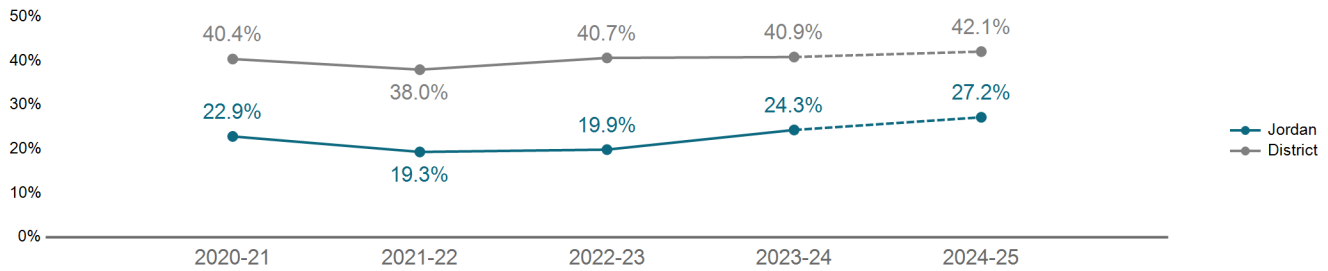
Exams Taken and Passed



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

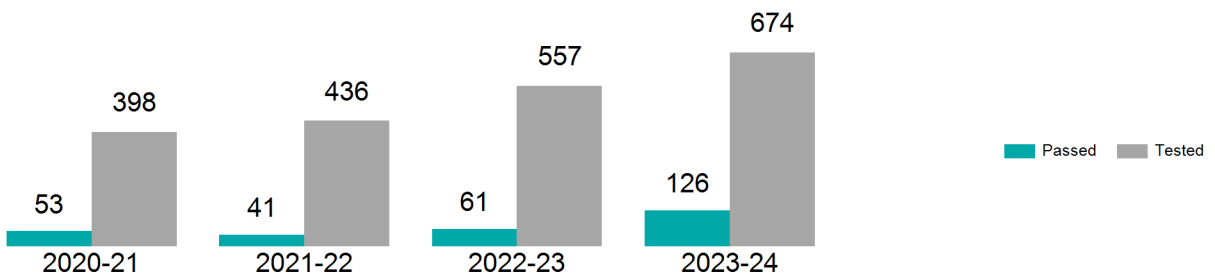
Advanced Placement (AP) - Grades 9-12

Course Enrollment



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

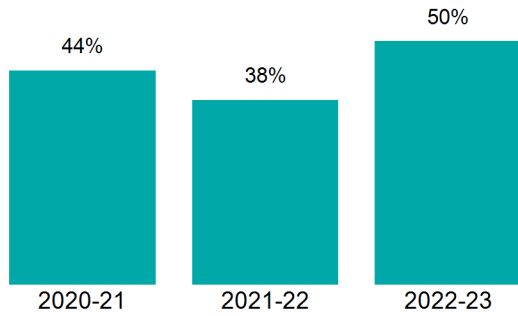
Exams Taken and Passed



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

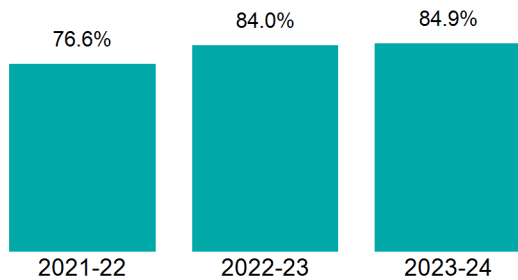
Note: Some rates are rounded to the nearest percent.

Algebra Proficiency for 9th Grade



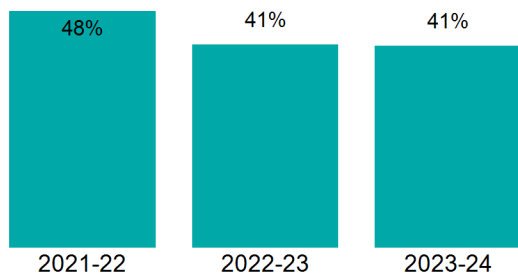
Percent of 9th grade students with a 'C' or better in Algebra.
 * Note that due to the COVID-19 school closures, pass/fail grades were given in the 2019-20 school year.

**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.

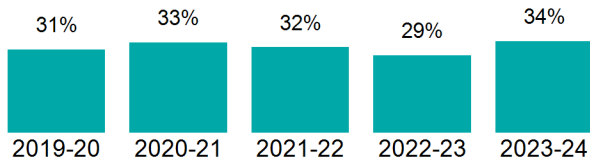
**A-G Requirements Met
for UC/CSU Entrance**



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.

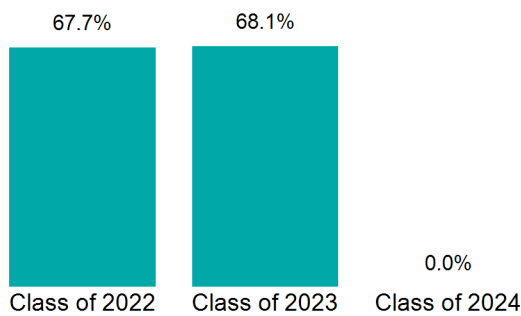
Note: Some rates are rounded to the nearest percent.

College & Career Readiness



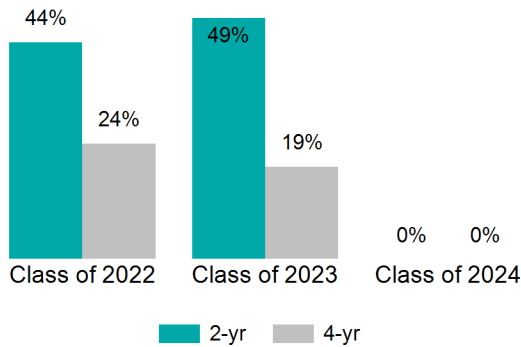
Percentage of 12th grade students who demonstrate college and career readiness based on multiple measures.

College Enrollment



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

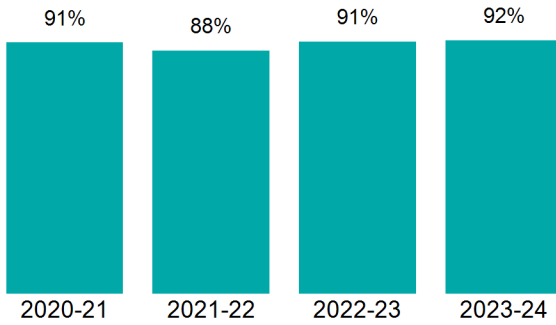
Enrollment in Two-Year and Four-Year Institutions



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

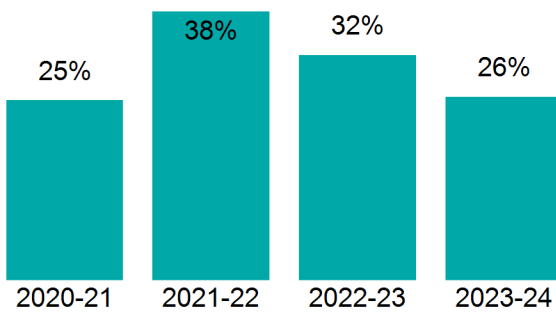
Note: Some rates are rounded to the nearest percent.

Attendance



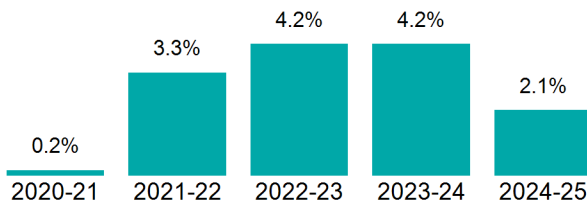
Attendance rates are calculated using excused, unexcused, and unverified all day absences divided by days enrolled.

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

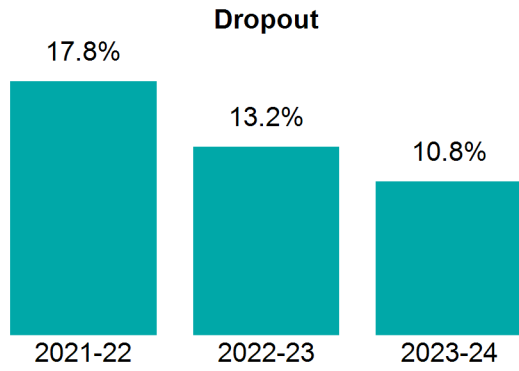


The suspension rate is calculated using an unduplicated count of students suspended one or more times divided by cumulative enrollment.

Number of Expulsions

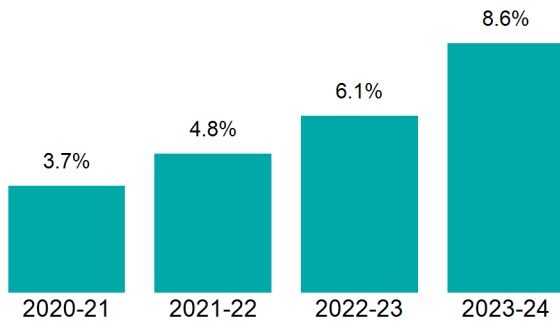
2021-22	0
2022-23	2
2023-24	3
2024-25	0

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 - District Redesignation Rate

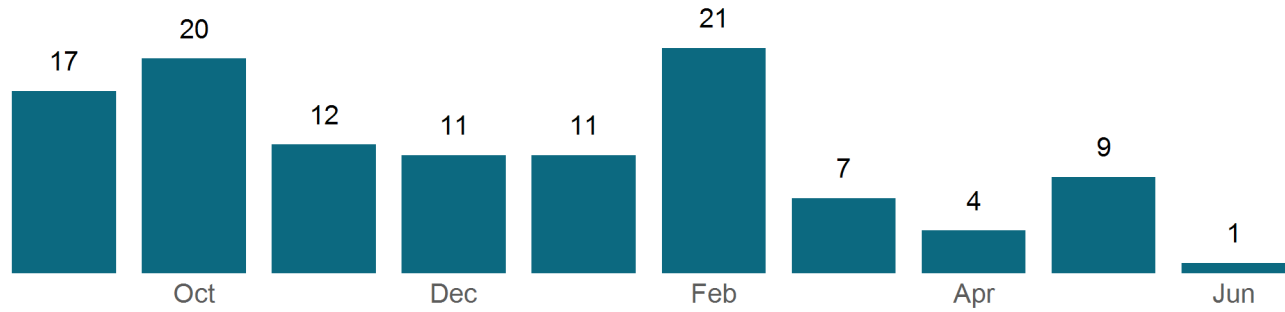


English Learner (EL) students are redesignated to Fluent English Proficient (FEP) using multiple criteria, standards, and procedures adopted by LBUSD. Redesignation rate is calculated by dividing the number of students redesignated from EL to FEP between Information Day of the displayed year and Information Day of the following year by the EL counts from Information Day of the displayed year. (* = partial year data)

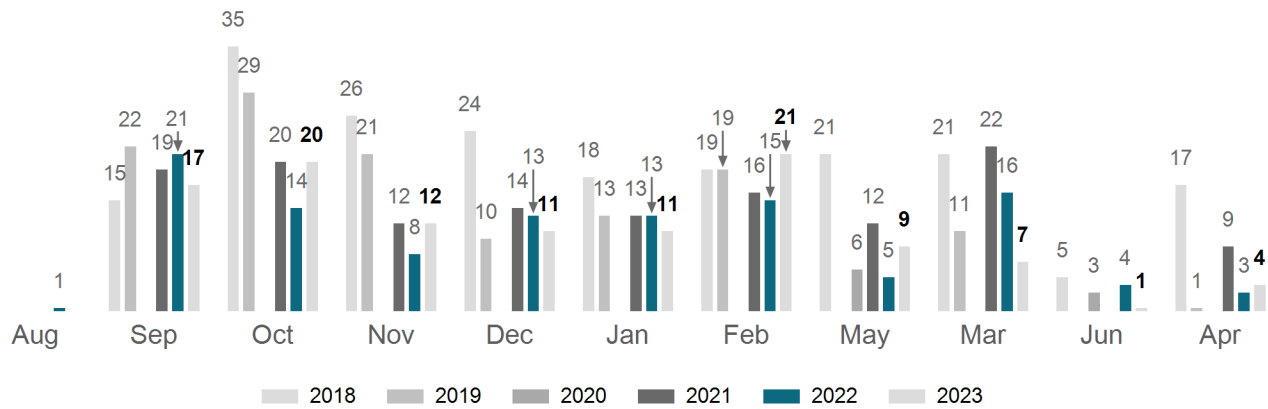
Jordan

23-24

By Month for 23-24



By Month- 5-year comparison



	18-19	19-20	20-21	21-22	22-23	23-24
Aug						1
Sep		15	22		19	21
Oct		35	29		20	14
Nov		26	21		12	8
Dec		24	10		14	13
Jan		18	13		13	13
Feb		19	19		16	15
May		21		6	12	5
Mar		21	11		22	16
Jun		5		3		4
Apr		17	1		9	3

Suspension Rate

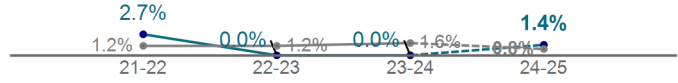
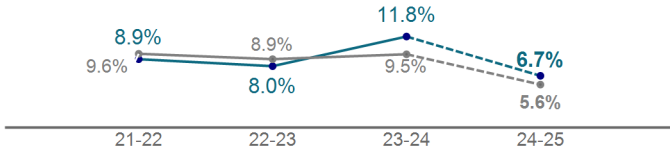
Jordan
All Students
N = 2381

Jordan
High



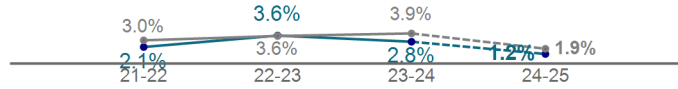
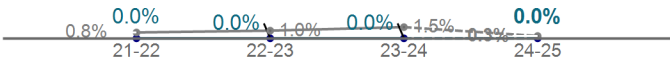
African American
N = 357

Asian
N = 73



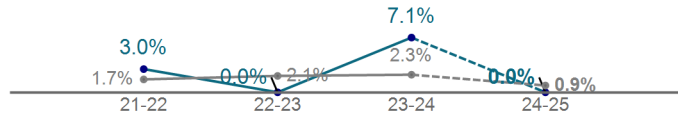
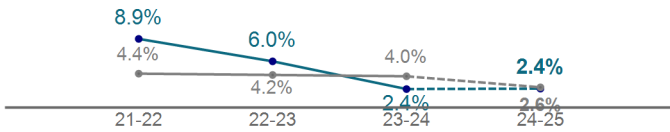
Filipino
N = 29

Hispanic
N = 1808



Pacific Islander
N = 41

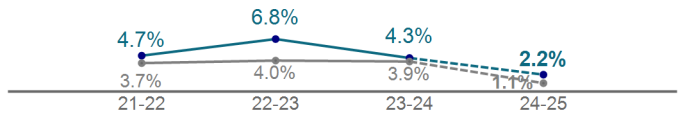
White
N = 26



Native American

Subgroup with fewer than 20 students.

Other
N = 46



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.

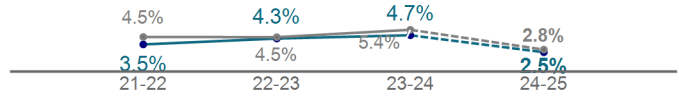
Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Suspension Rate

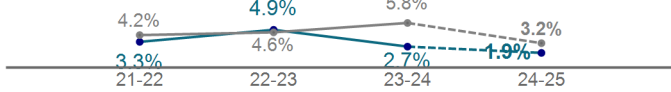
EL + RFEP
N = 1278



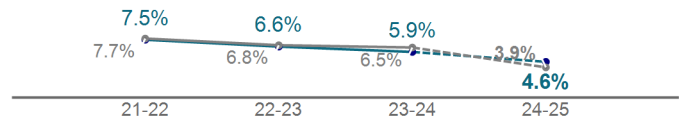
Low SES
N = 1770



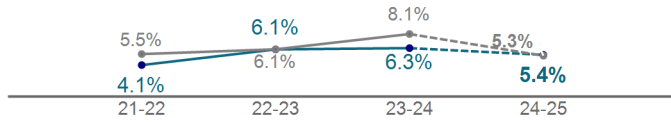
English Learner
N = 478



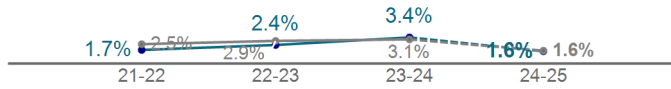
Special Education
N = 324



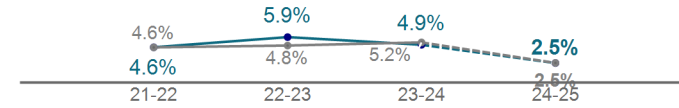
Homeless or Foster Youth
N = 259



Female
N = 1145



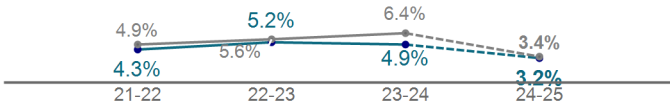
Male
N = 1234



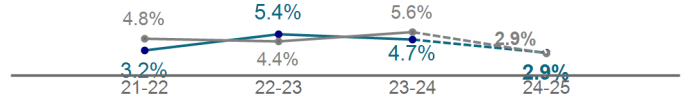
N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year. Only suspensions given by the selected school are counted in the displayed data. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Suspension Rate

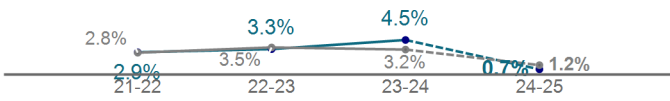
Gr. 09
N = 602



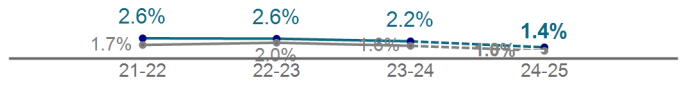
Gr. 10
N = 611



Gr. 11
N = 611



Gr. 12
N = 557

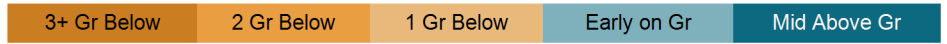


N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year.
Only suspensions given by the selected school are counted in the displayed data.
Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

i-Ready Reading Overall Relative Placement School Data by Subgroup Jordan 2023-2024



Legend



Category		Diagnostic Window	# Students	Percent by Category	
All Students	68	3	68	97	1
Grade	Gr. 10	3	55	96	2
Ethnicity	Hispanic	3	55	96	2
Gender	Female	3	22	100	
	Male	3	46	96	2
Special Populations	Low SES	3	49	96	2
	ELL	3	51	96	2
	EL + RFEP	3	51	96	2
	Special Ed.	3	35	97	3

The percentages may not equal 100% due to rounding.



ELPAC Summative Assessment Grade Level Summary 2023-2024

Site :: Jordan

Site Level Overall Performance Level Summary



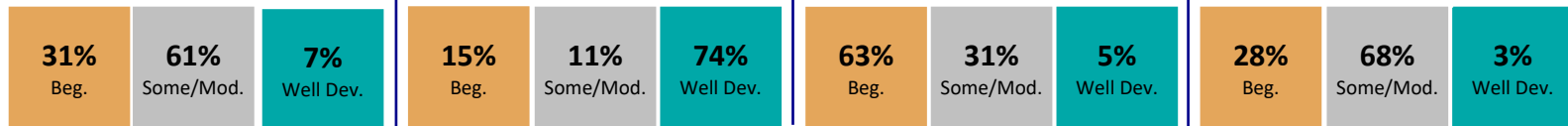
Site Level Domain Performance Level Summary

Listening

Speaking

Reading

Writing



Grade Level Performance Summary (Overall and by Domain)

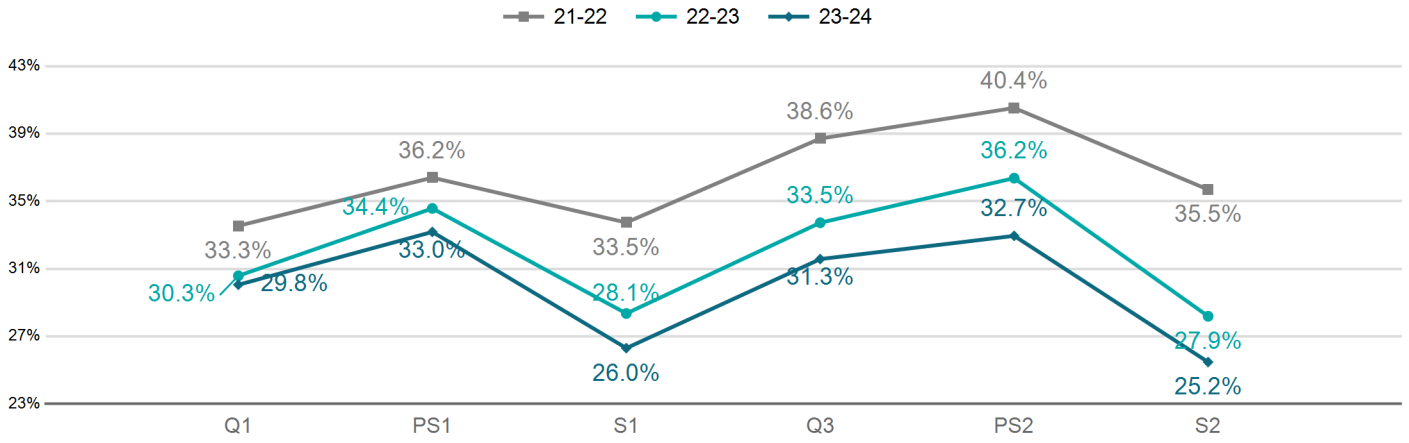
Grade	Overall Development				Listening			Speaking			Reading			Writing		
	Beg.	Some.	Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well
09	13%	29%	41%	17%	24%	64%	11%	8%	24%	66%	55%	31%	12%	10%	82%	6%
10	19%	41%	28%	12%	24%	66%	7%	10%	3%	83%	66%	28%	2%	35%	61%	0%
11	27%	35%	24%	15%	34%	54%	9%	19%	6%	71%	59%	33%	4%	35%	61%	1%
12	35%	33%	25%	8%	41%	52%	2%	22%	7%	64%	65%	28%	2%	32%	58%	5%

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



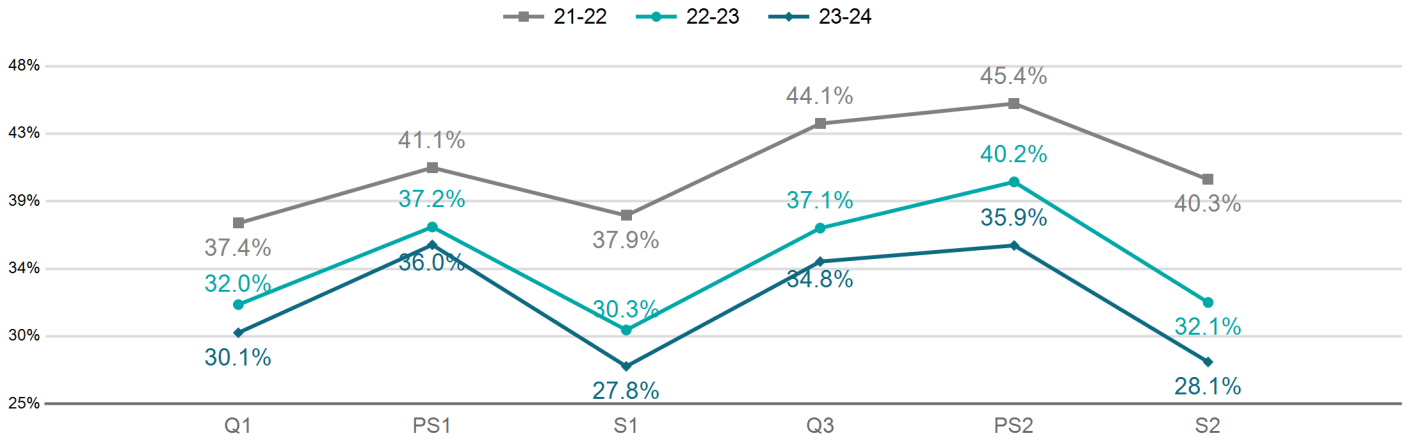
Graphs for subgroups on following pages.

Jordan D/F Rate - 3 year Comparison

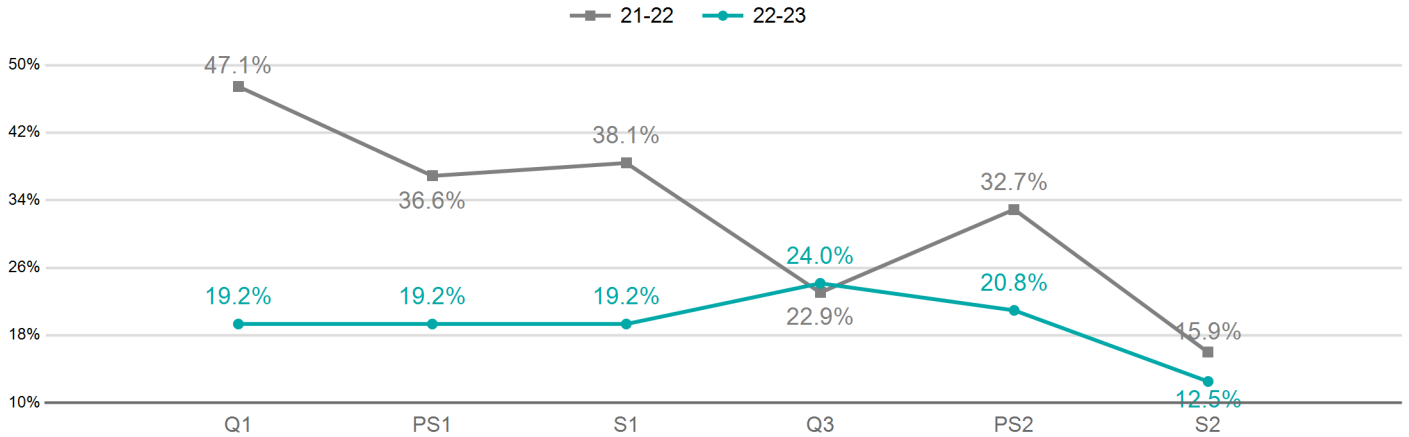
Percent of total grades that are Ds or Fs

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

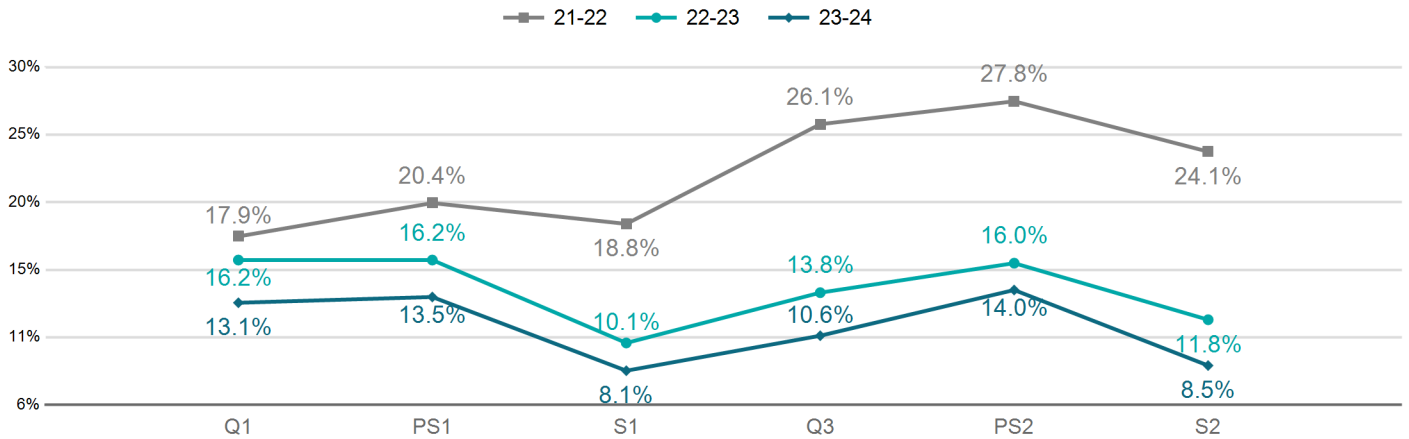
Category: Ethnicity - Subgroup: African American



Category: Ethnicity - Subgroup: American Indian



Category: Ethnicity - Subgroup: Asian

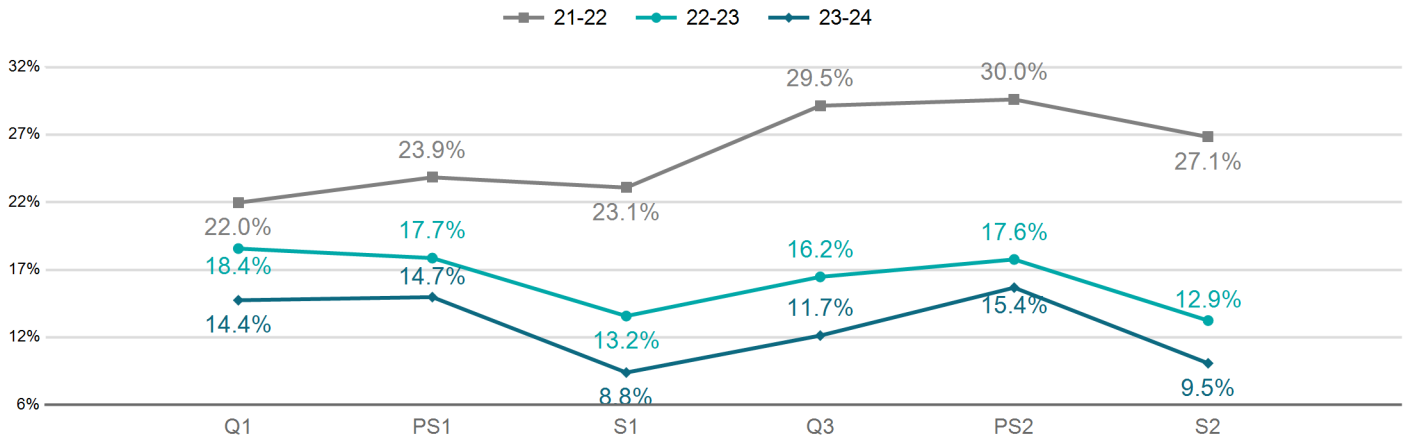


Jordan D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

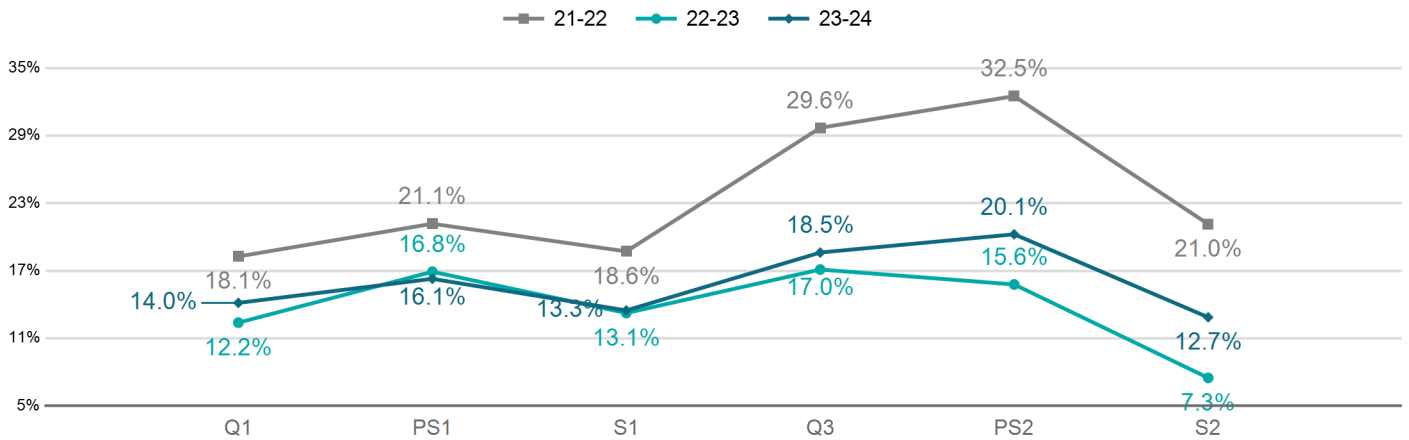
Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

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

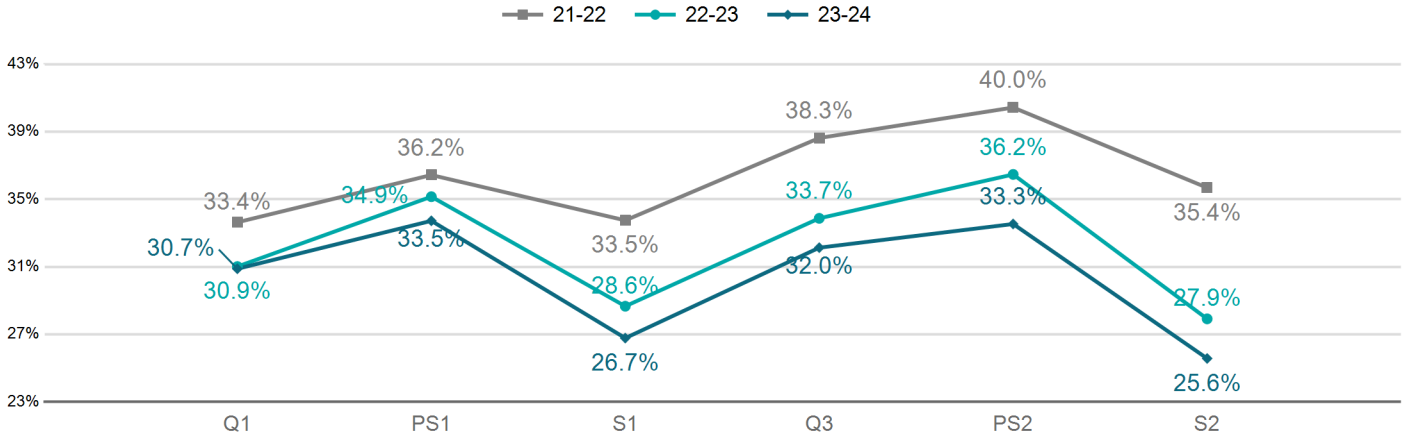


Category: Ethnicity - Subgroup: Hispanic

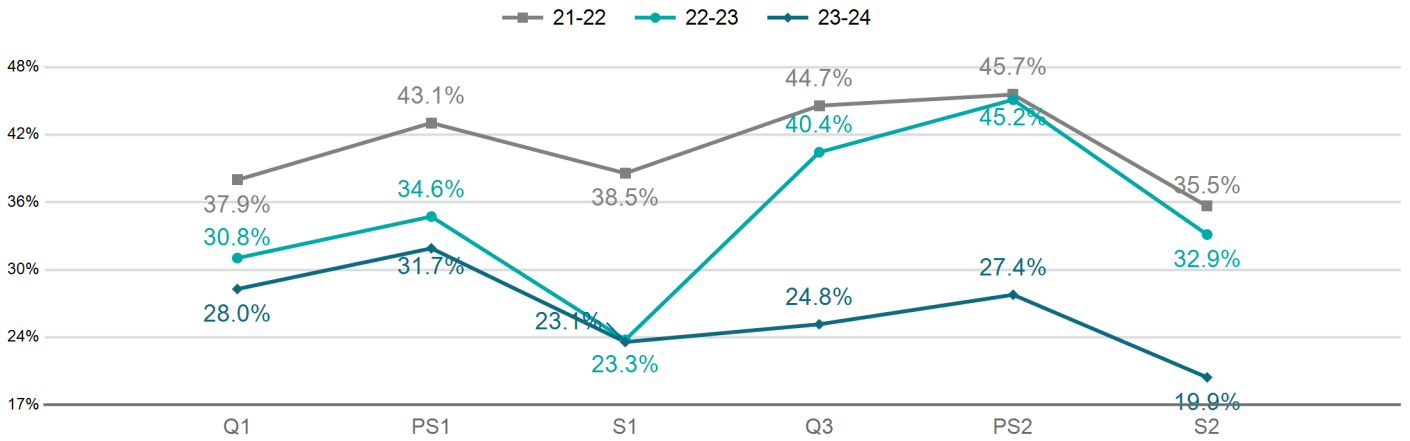
Jordan D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

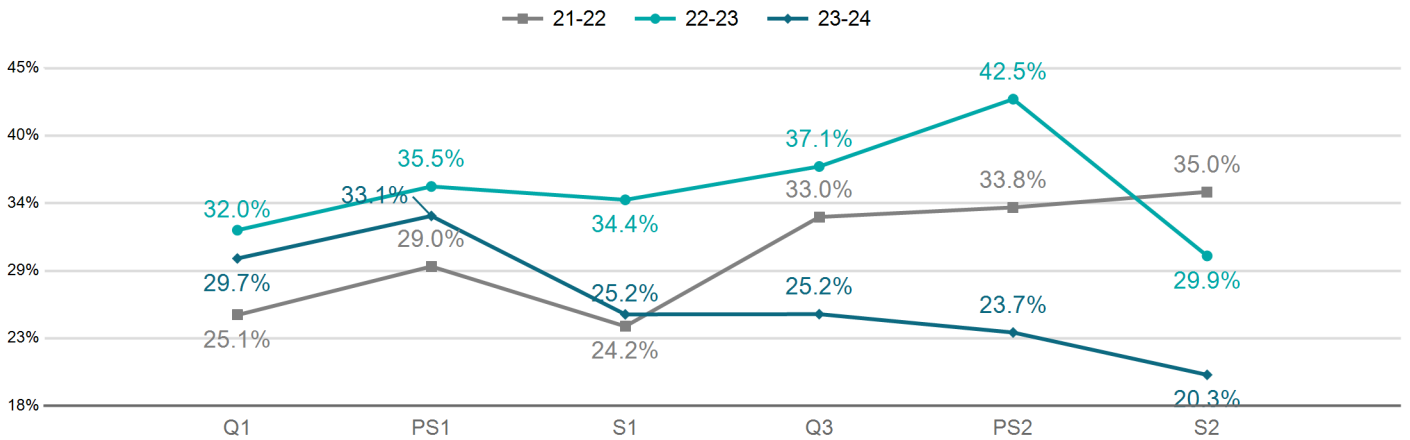
Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial



Category: Ethnicity - Subgroup: Pacific Islander



Category: Ethnicity - Subgroup: White

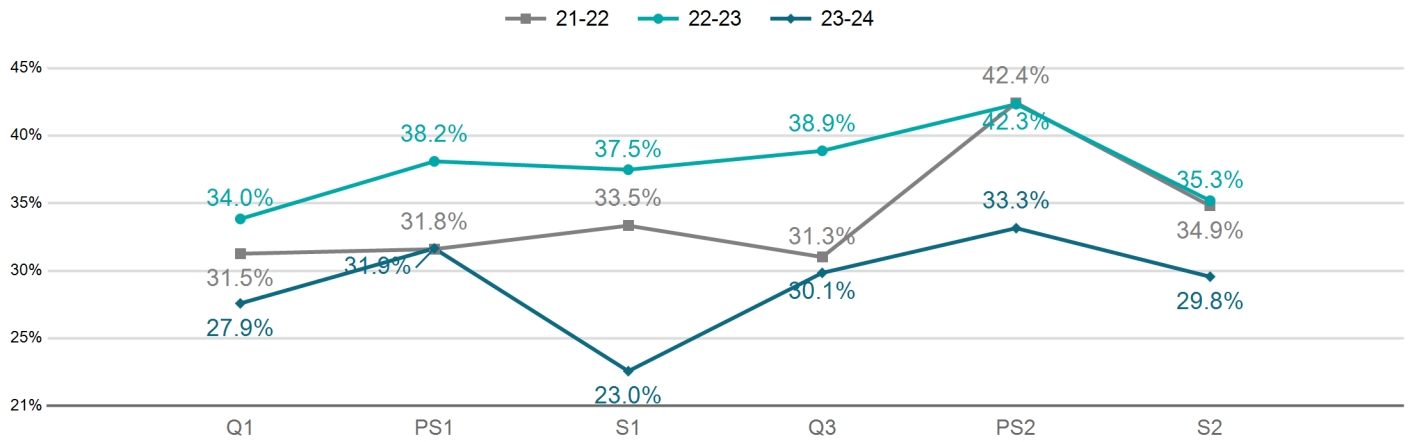


Category: Ethnicity - Subgroup: Other

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

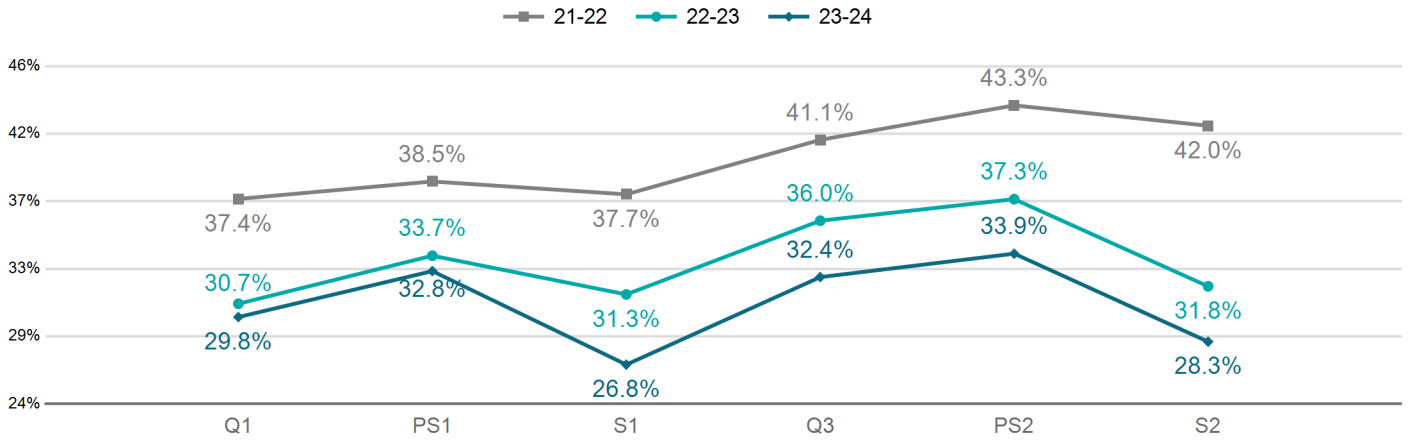


Jordan D/F Rate - 3 year Comparison

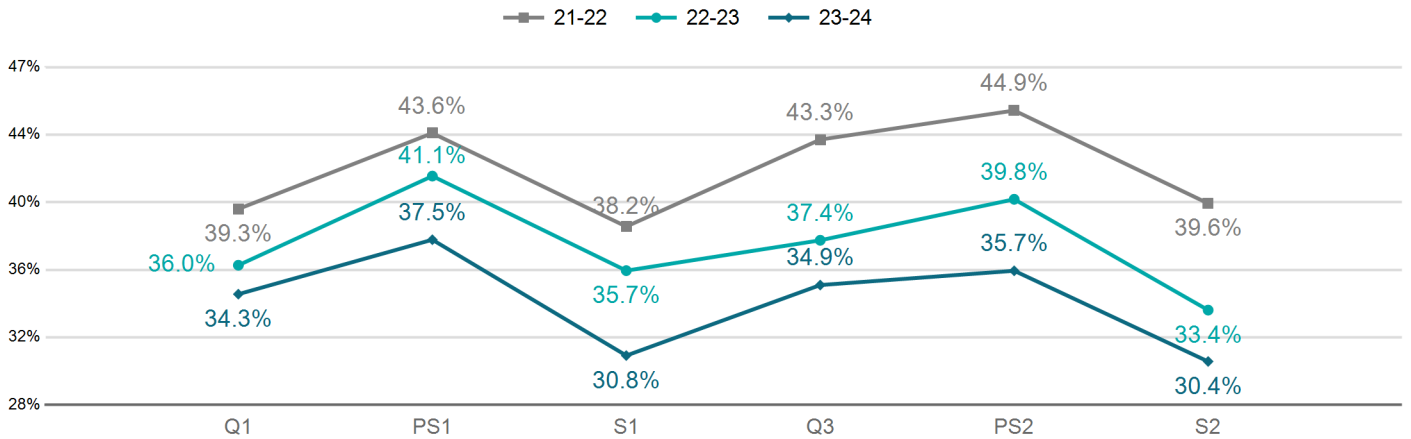
Percent of total grades that are Ds or Fs

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

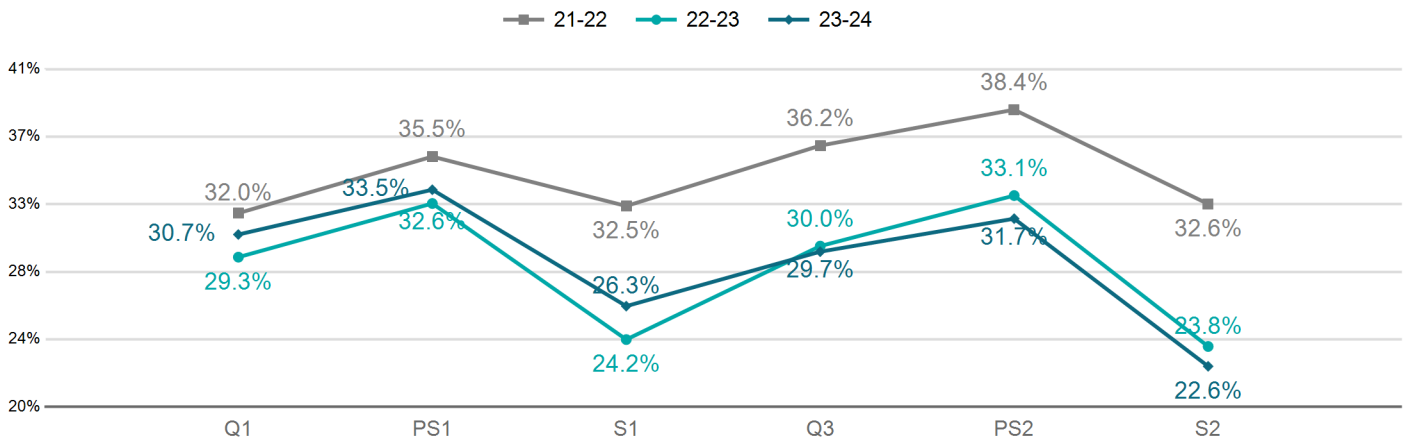
Category: Grade - Subgroup: Gr. 09



Category: Grade - Subgroup: Gr. 10



Category: Grade - Subgroup: Gr. 11

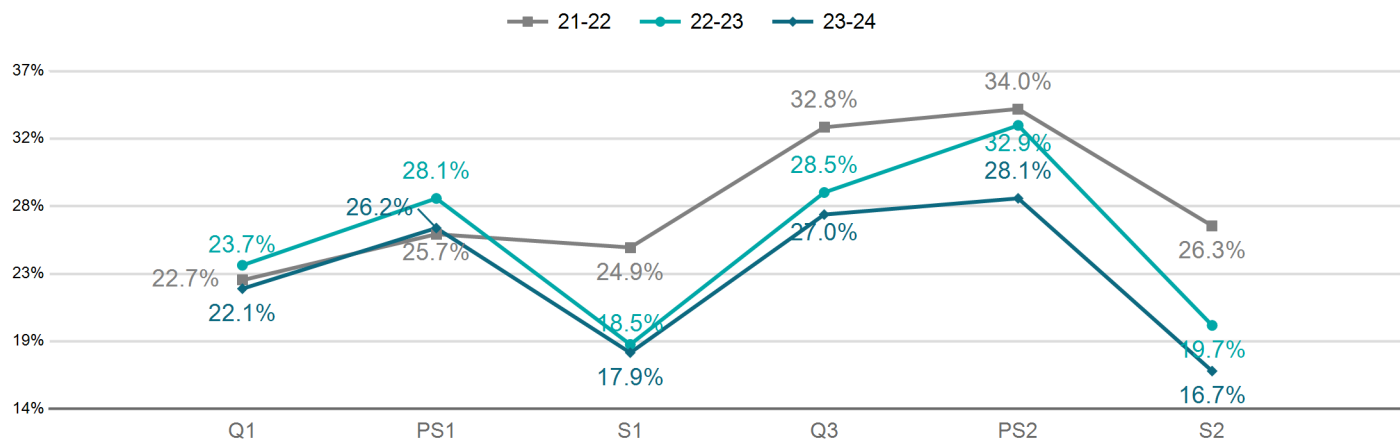


Jordan D/F Rate - 3 year Comparison

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

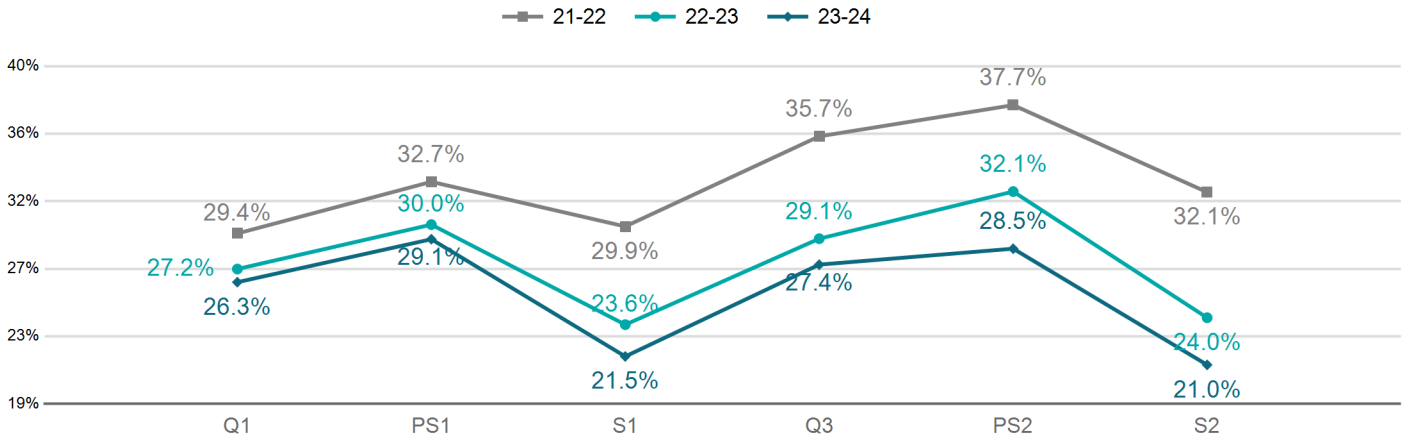


Jordan D/F Rate - 3 year Comparison

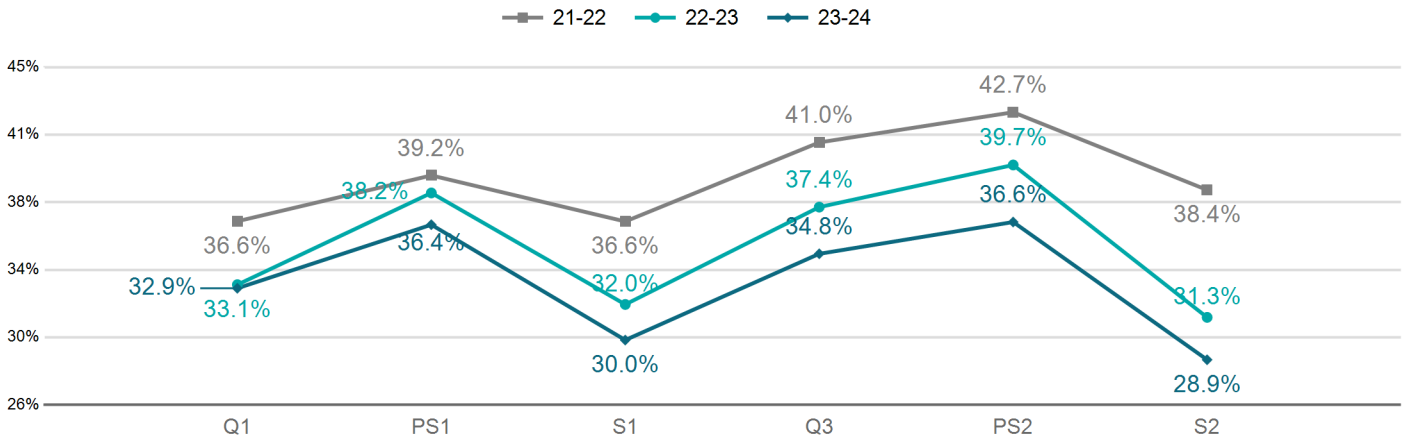
Percent of total grades that are Ds or Fs

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

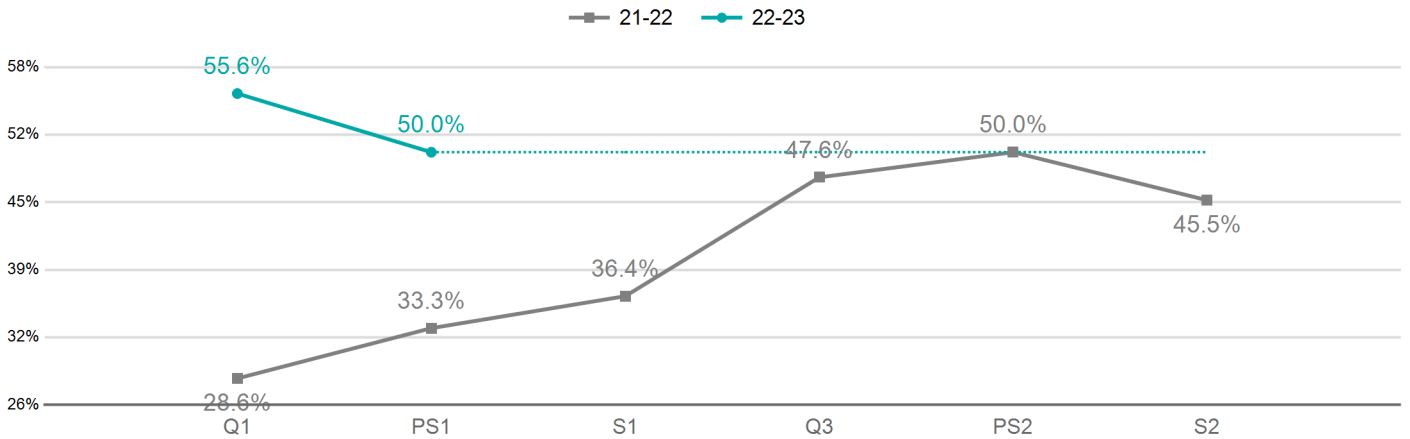
Category: Gender - Subgroup: Female



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

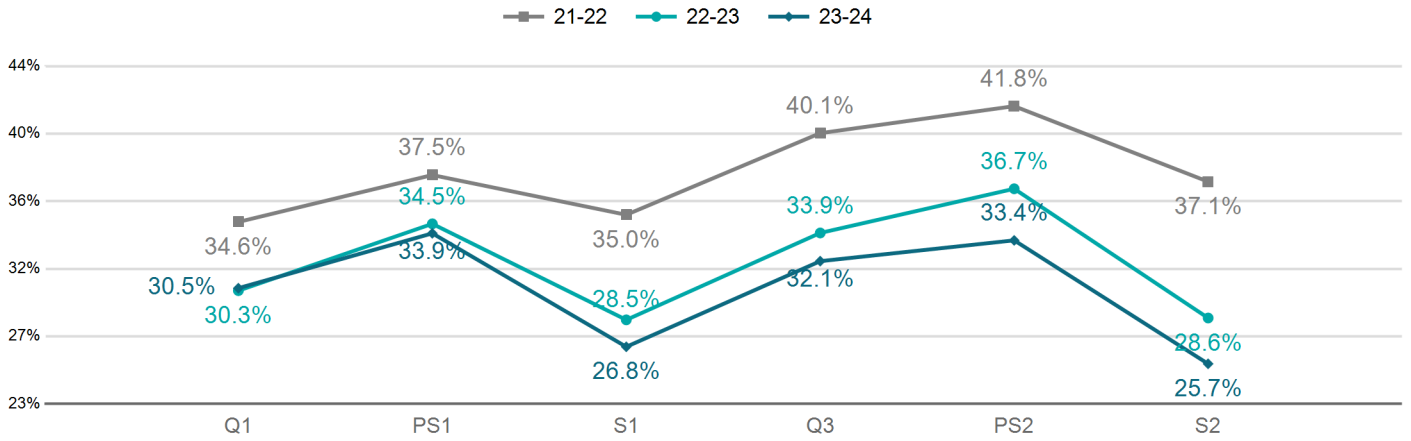
Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

Jordan D/F Rate - 3 year Comparison

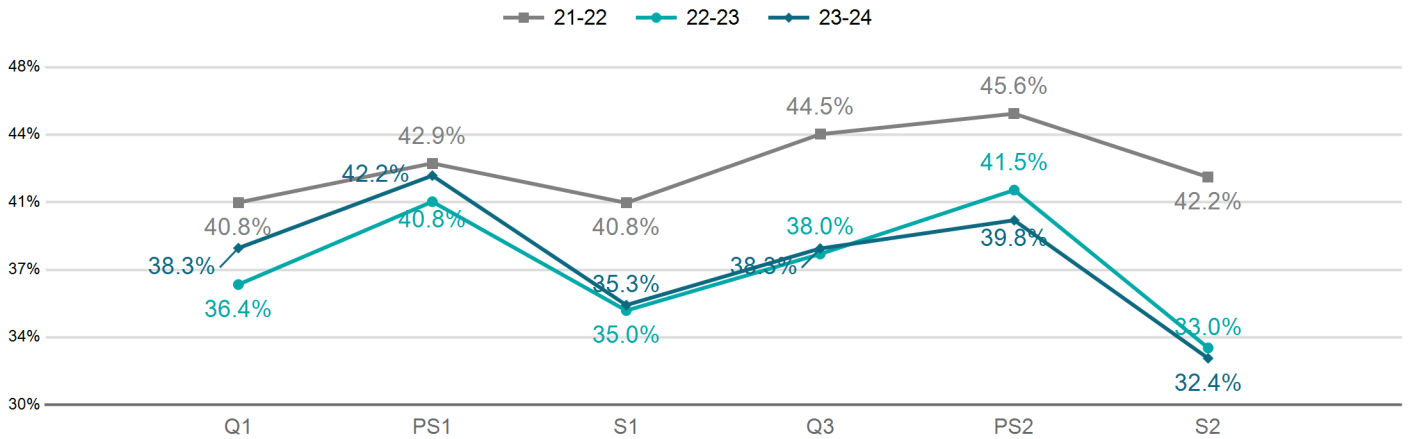
Percent of total grades that are Ds or Fs

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

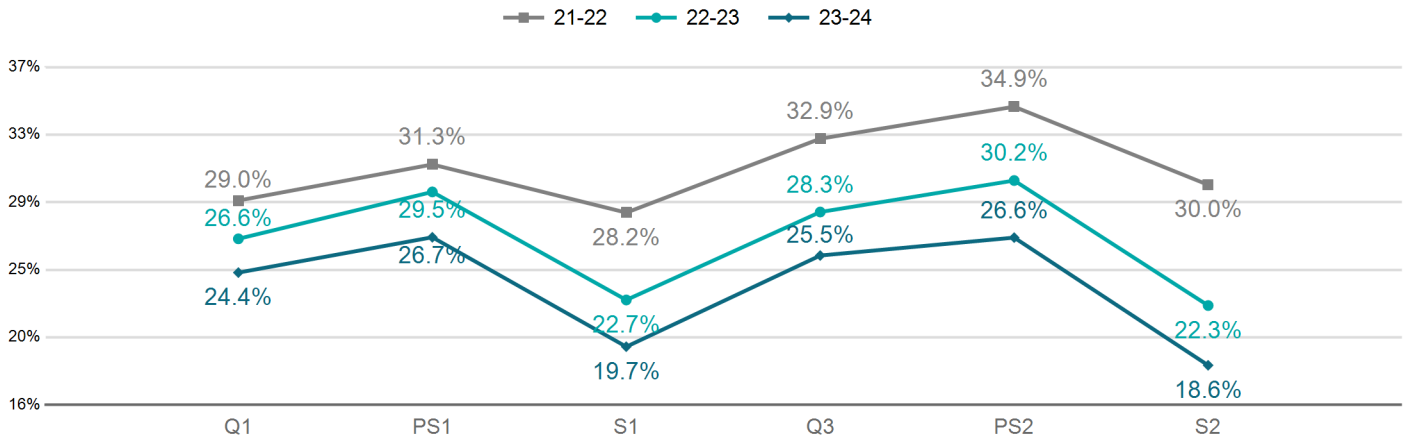
Category: Special Populations - Subgroup: Low SES



Category: Special Populations - Subgroup: ELL



Category: Special Populations - Subgroup: RFEP

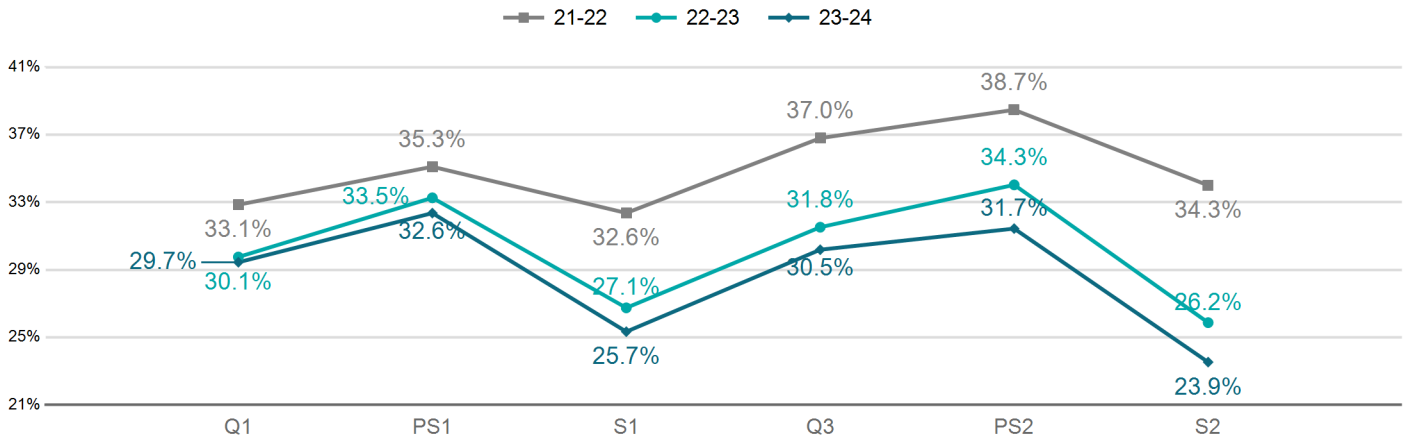


Jordan D/F Rate - 3 year Comparison

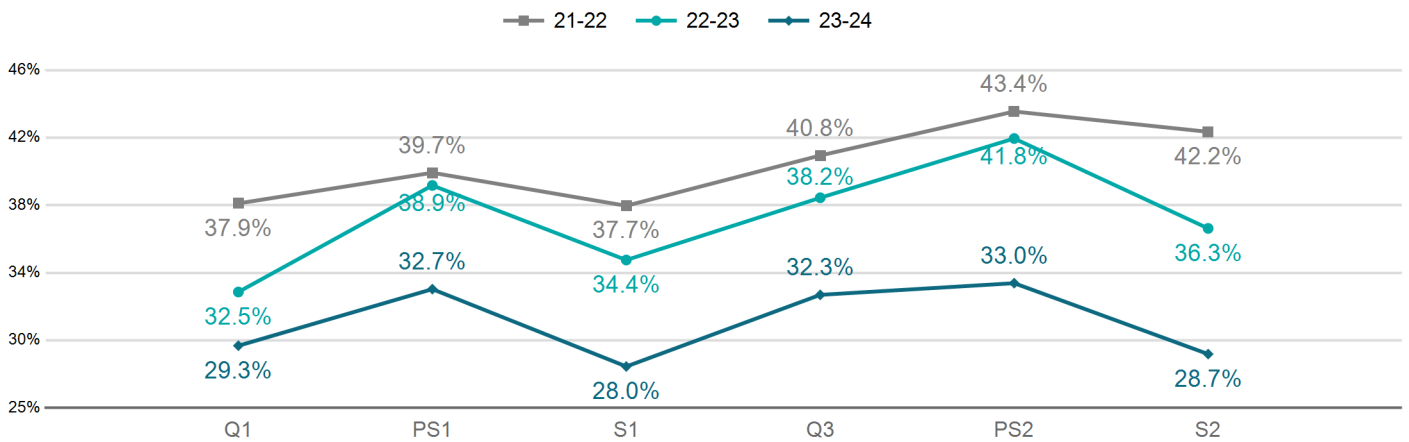
Percent of total grades that are Ds or Fs

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.

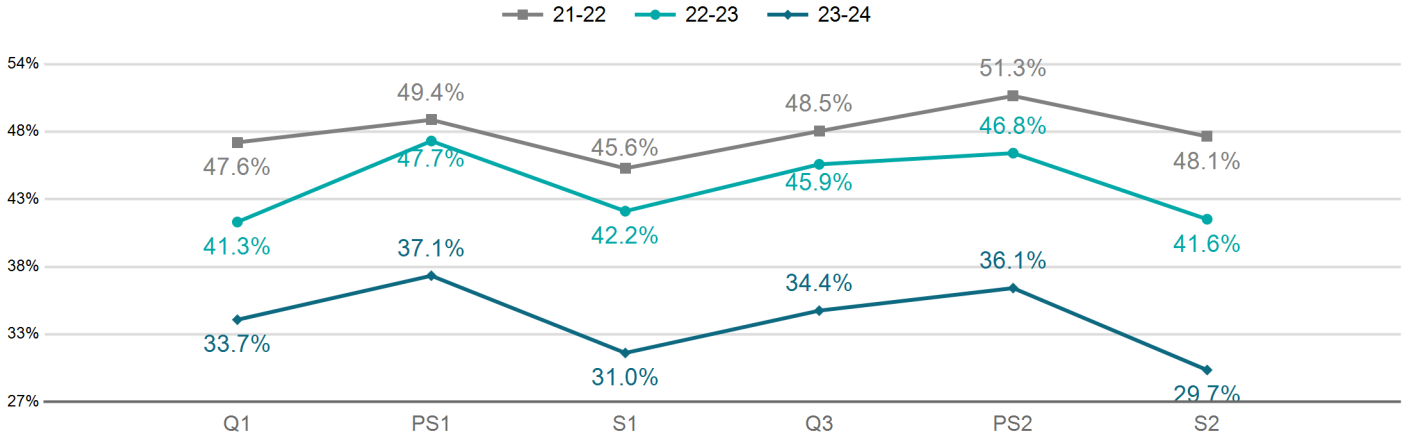


Category: Special Populations - Subgroup: Spec Ed. Speech/RSP

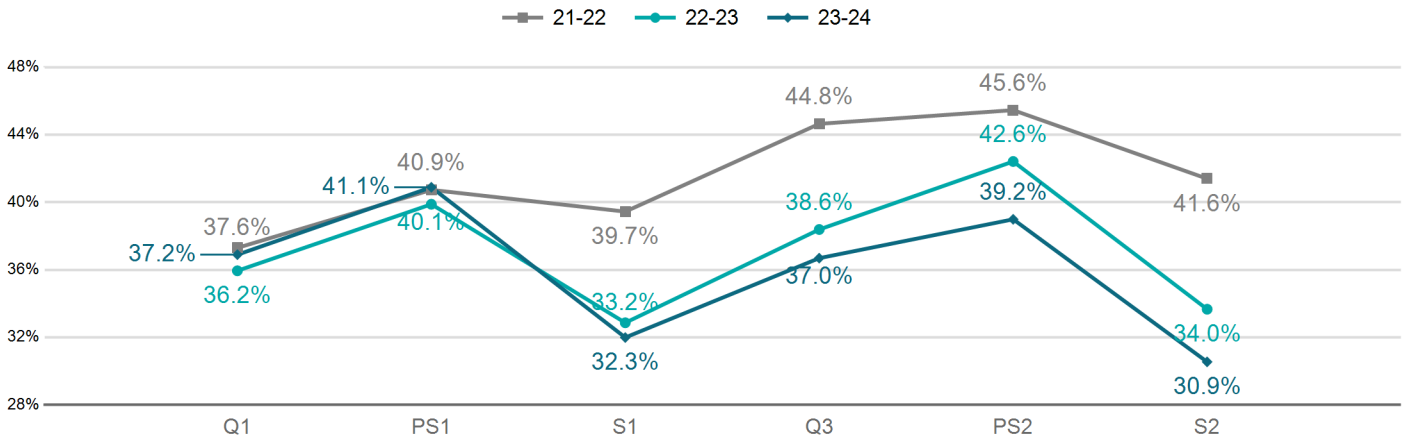
Jordan D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

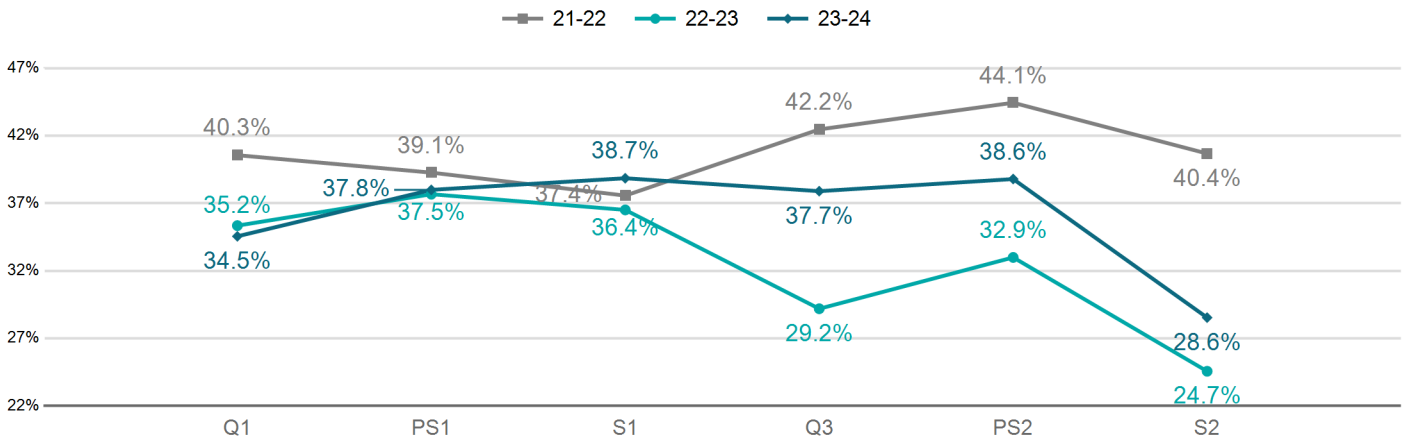
Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial



Category: Special Populations - Subgroup: Homeless/Foster



Category: Special Populations - Subgroup: Foster

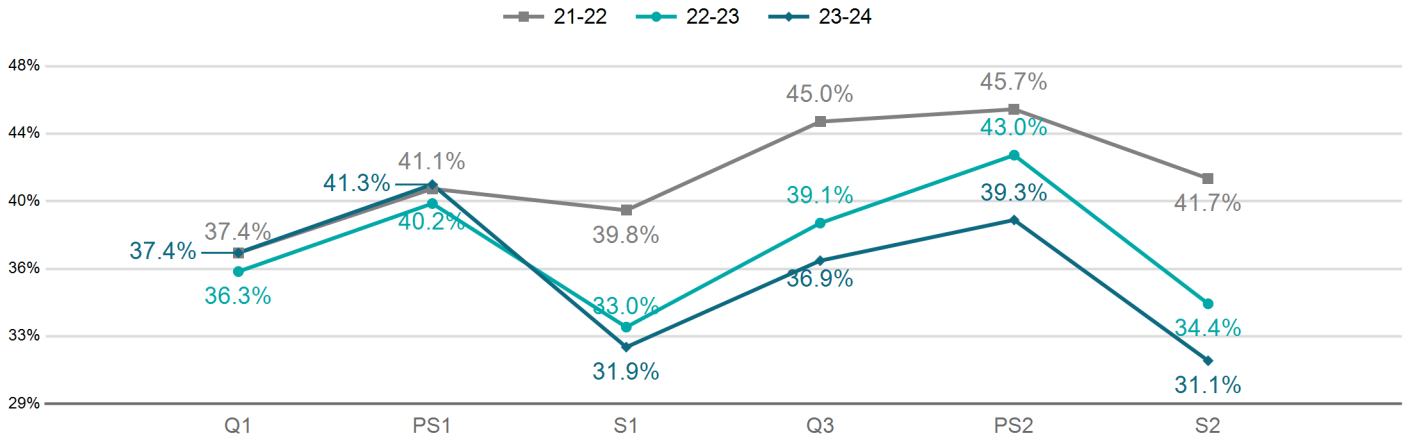


Category: Special Populations - Subgroup: Homeless

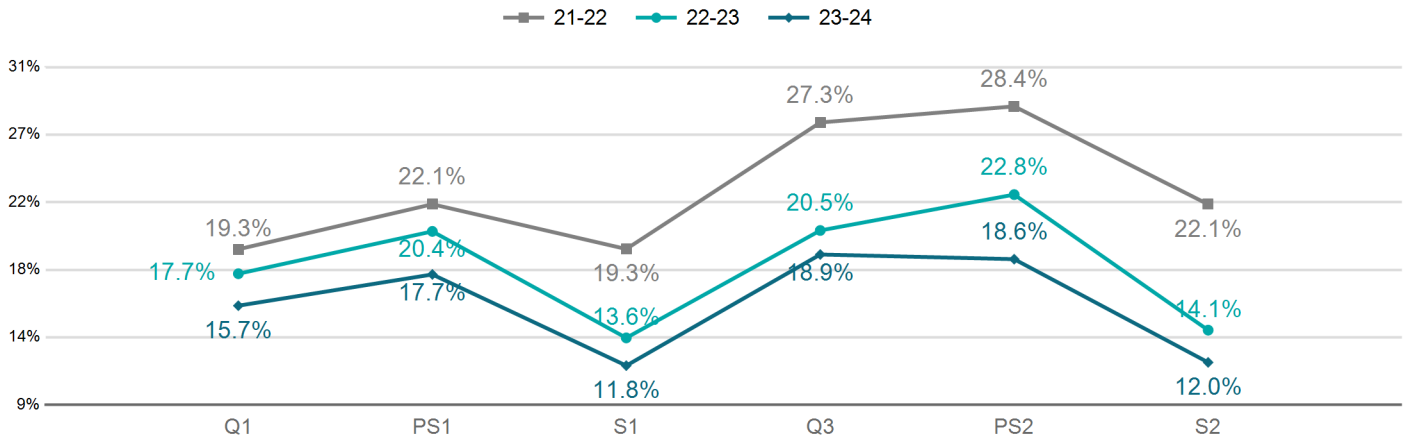
Jordan D/F Rate - 3 year Comparison

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

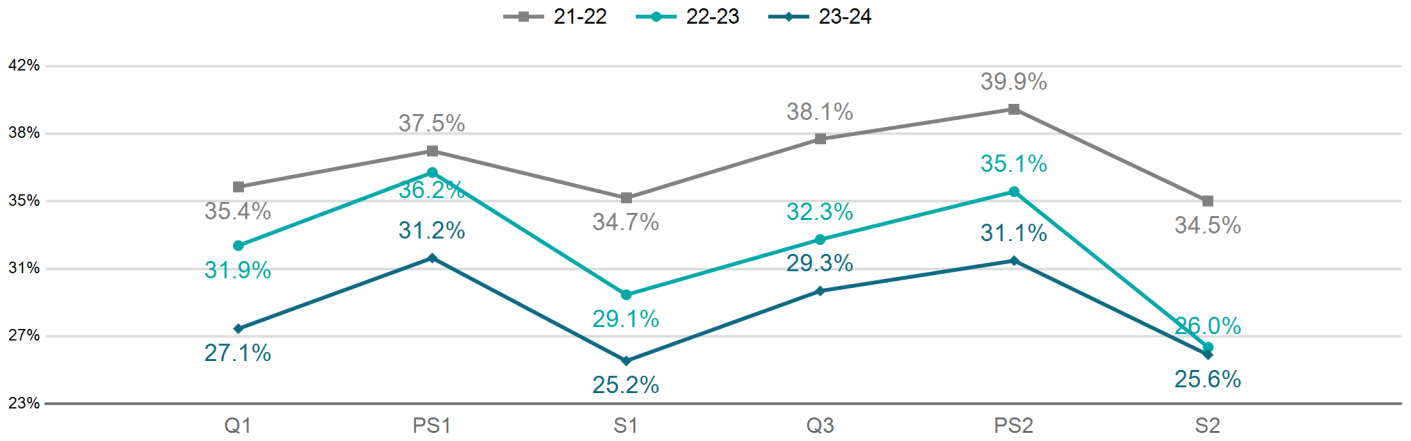


Jordan D/F Rate - 3 year Comparison

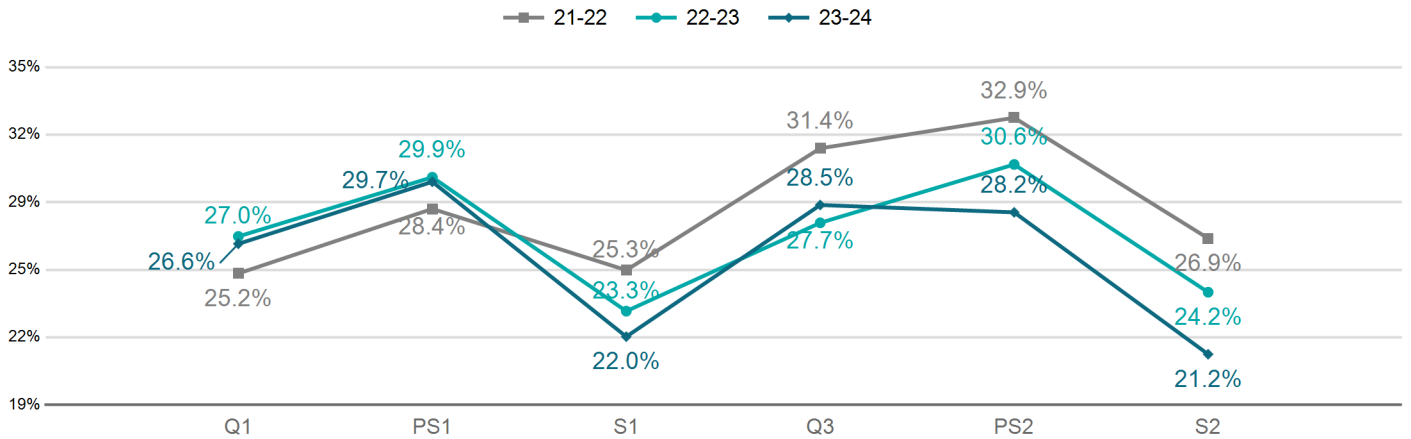
Percent of total grades that are Ds or Fs

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

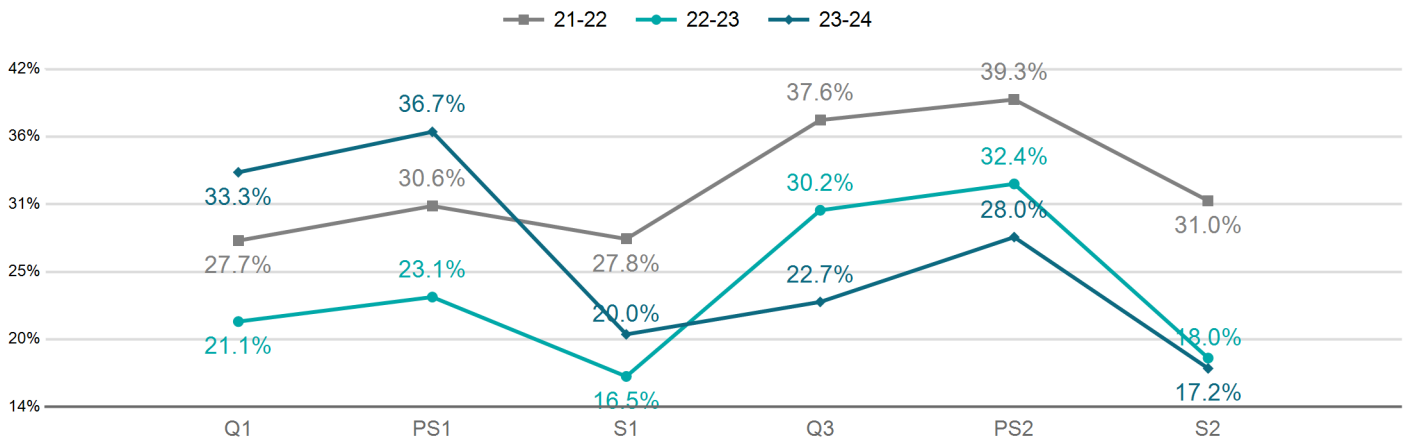
Category: SLC - Subgroup: Jordan - ACE



Category: SLC - Subgroup: Jordan - AIMS



Category: SLC - Subgroup: Jordan - IB

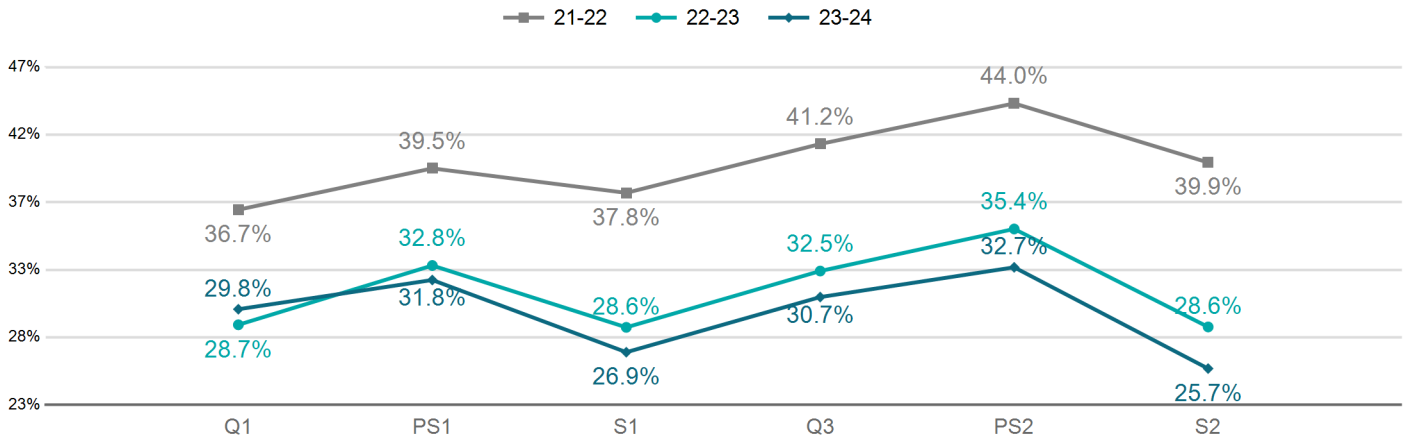


Jordan D/F Rate - 3 year Comparison

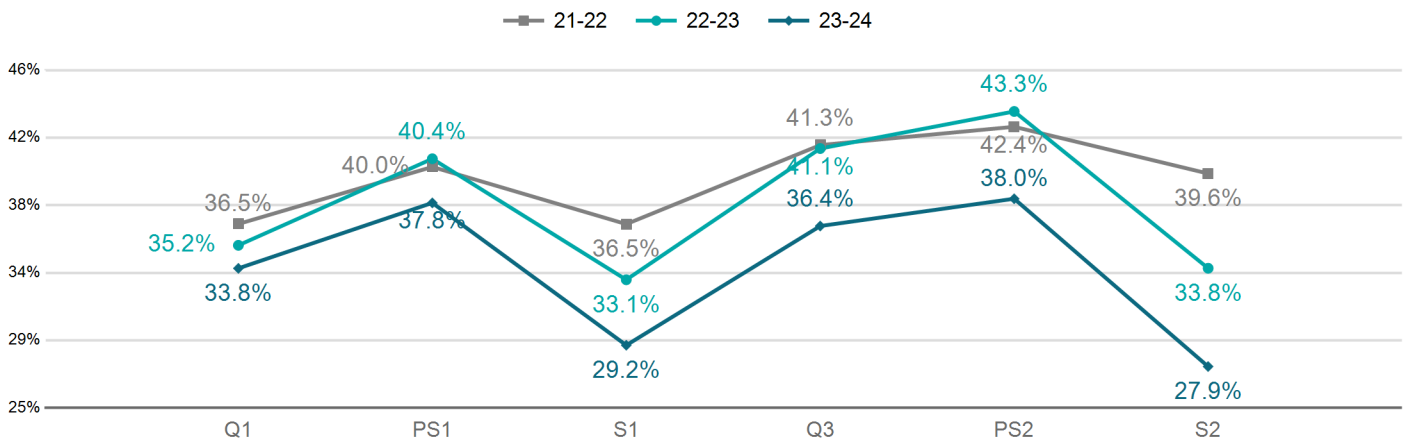
Percent of total grades that are Ds or Fs

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

Category: SLC - Subgroup: Jordan - JMAC



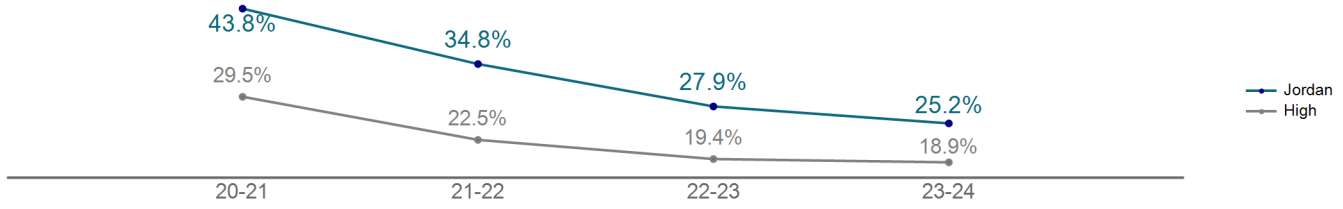
Category: SLC - Subgroup: Jordan - LEAP



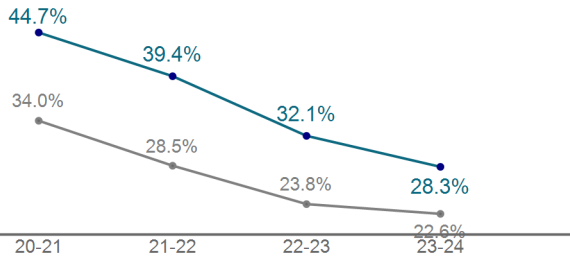
Semester 2 - D/F Rate

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

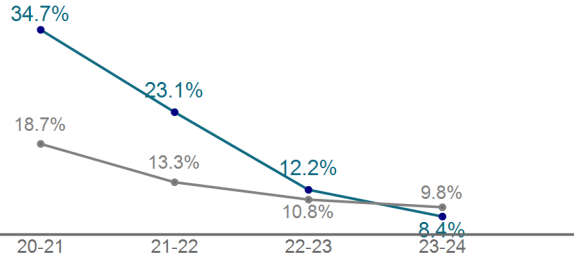
Jordan
All Students
N = 14,664



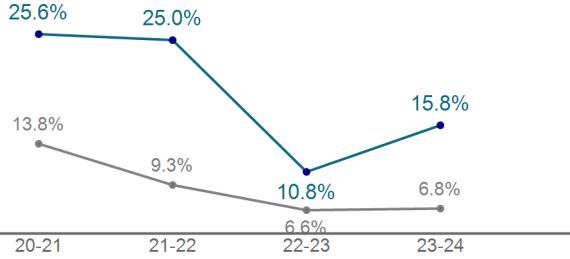
African American
N = 2,065



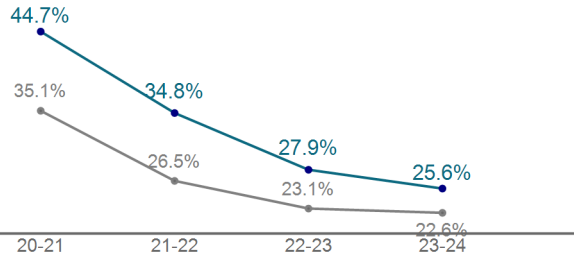
Asian
N = 438



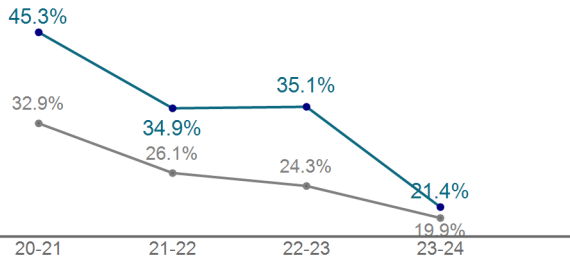
Filipino
N = 133



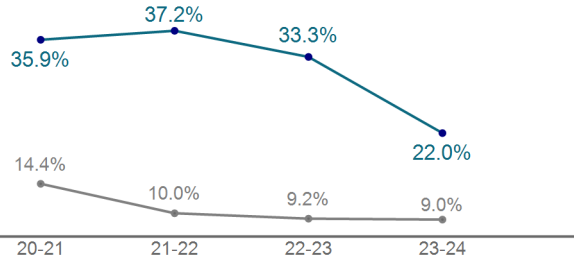
Hispanic
N = 11,247



Pacific Islander
N = 168



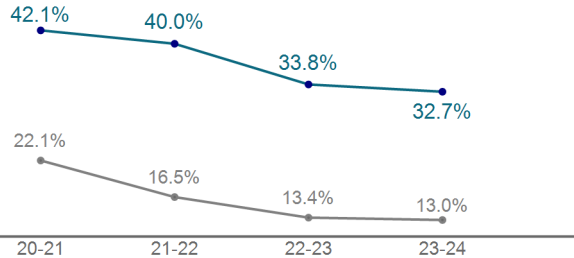
White
N = 41



Native American

Subgroup with fewer than 20 total grades.

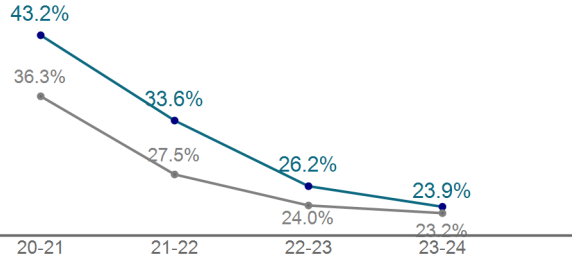
Other
N = 245



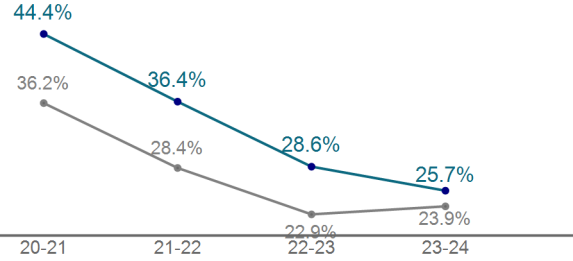
N's are from the current year. Grading in semester 2 of the 19-20 school year was Pass/Fail, due to the COVID-19 emergency closure.
Dashed line represents data for current year still in progress.
Subgroups with fewer than 20 total grades are not included.

Semester 2 - D/F Rate

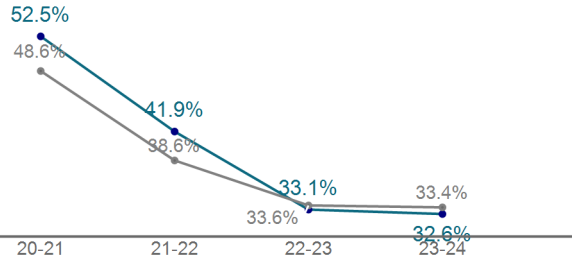
EL + RFEP
N = 8,301



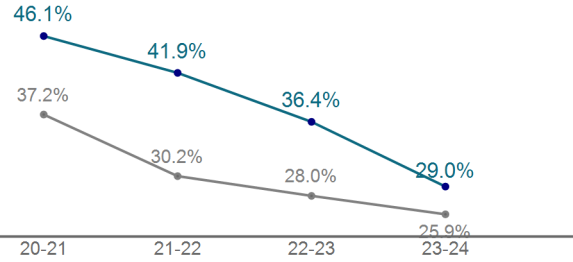
Low SES
N = 10,711



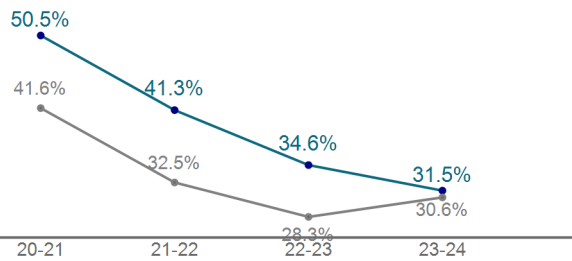
English Learner
N = 3,174



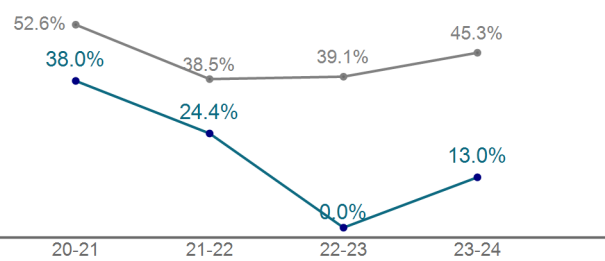
Special Education
N = 2,116



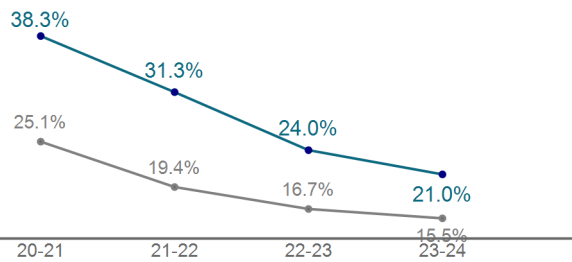
Homeless
N = 1,573



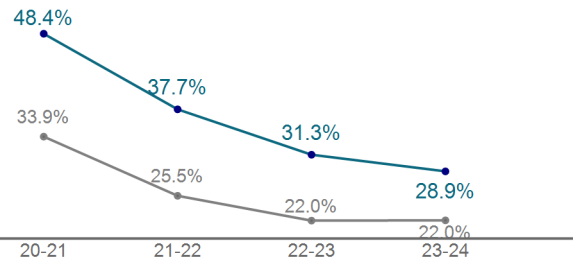
Foster Youth
N = 23



Female
N = 7,014



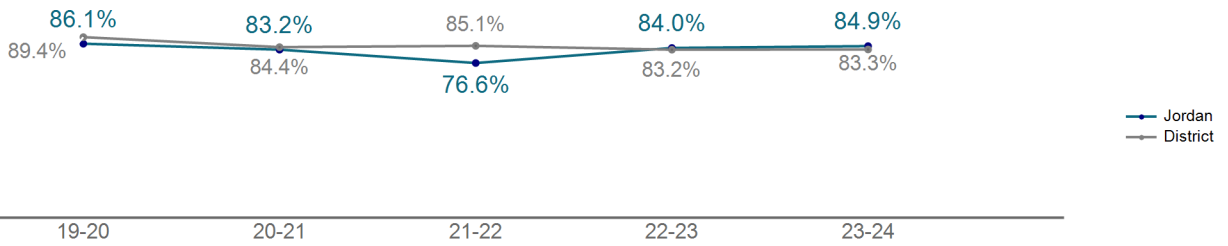
Male
N = 7,643



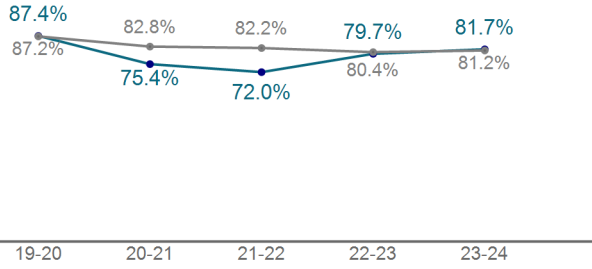
N's are from the current year. Grading in semester 2 of the 19-20 school year was Pass/Fail, due to the COVID-19 emergency closure.
Dashed line represents data for current year still in progress.
Subgroups with fewer than 20 total grades are not included.

Cohort Graduation Rate

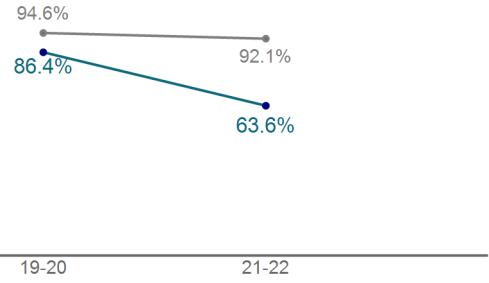
Jordan
All Students



African American



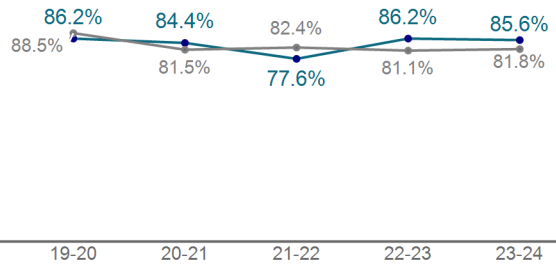
Asian



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.

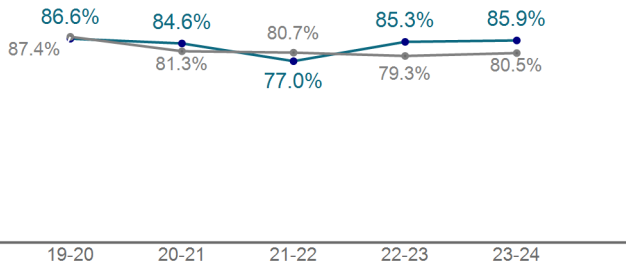
Other

Subgroup with fewer than 20 students.

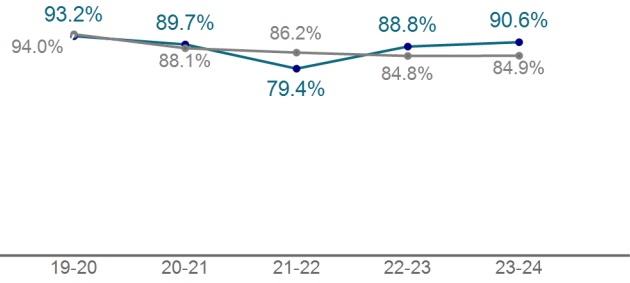
N's are from the current year.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Cohort Graduation Rate

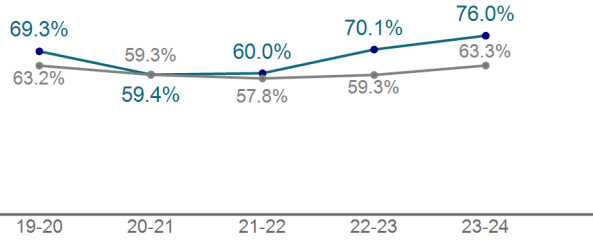
EL + RFEP



Low SES



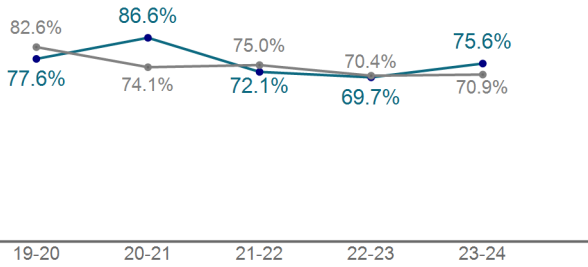
English Learner



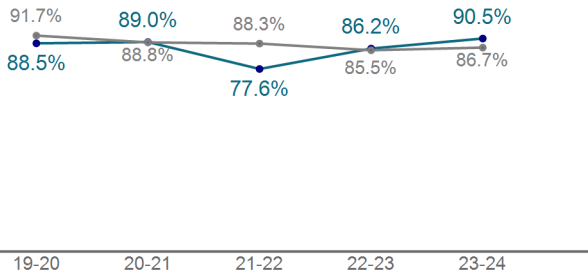
Special Education

Subgroup with fewer than 20 students.

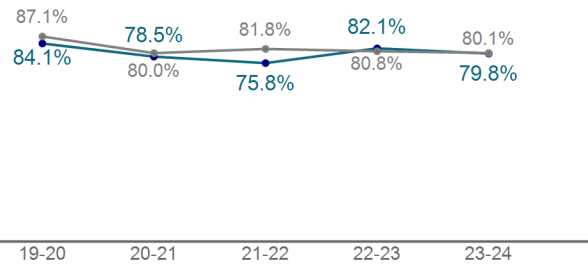
Homeless or Foster Youth



Female



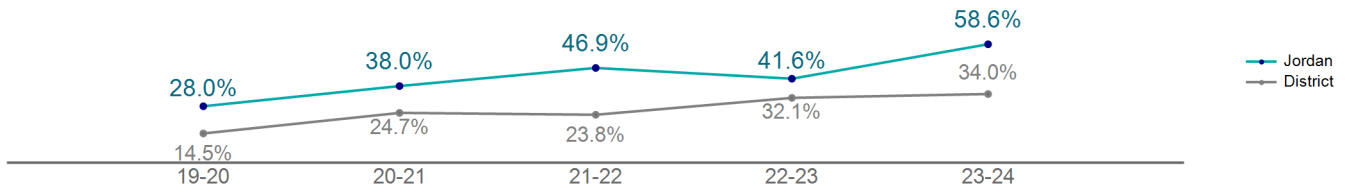
Male



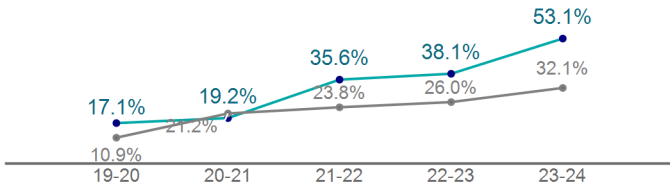
N's are from the current year.
 Dashed line represents data for current year still in progress.
 Subgroups under 20 students are not included.

Percent of Graduates Completing Career Technical Education Pathway

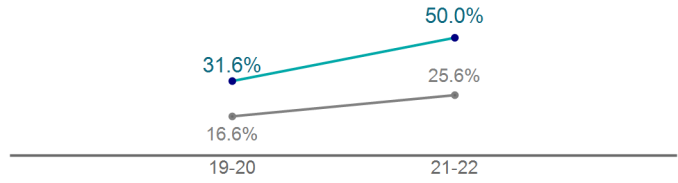
Jordan
All Students



African American



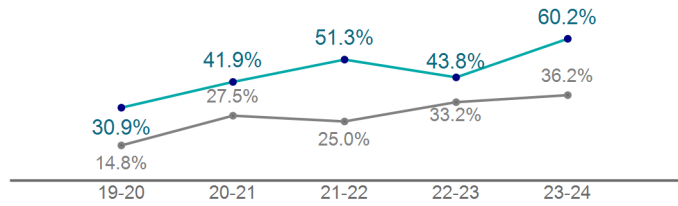
Asian



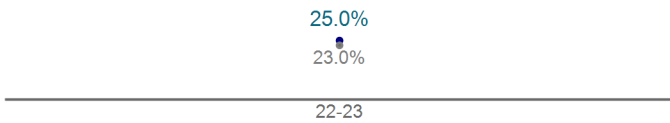
Filipino

Subgroup with fewer than 20 students.

Hispanic



Pacific Islander



White

Subgroup with fewer than 20 students.

Native American

Subgroup with fewer than 20 students.

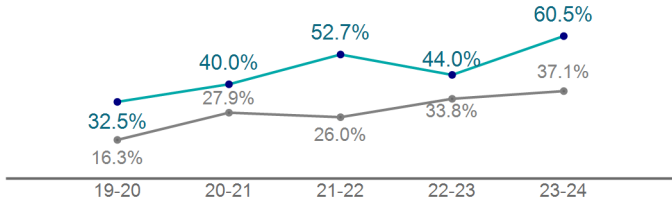
Other

Subgroup with fewer than 20 students.

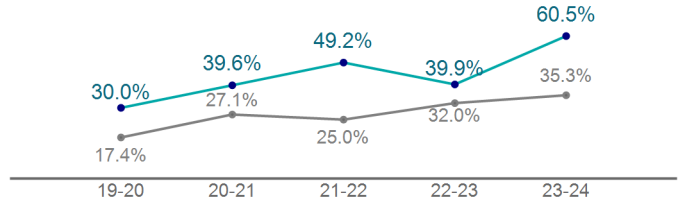
N's are from the current year.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Percent of Graduates Completing Career Technical Education Pathway

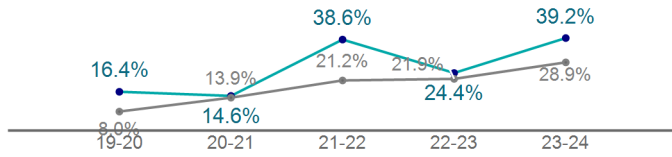
EL + RFEP



Low SES



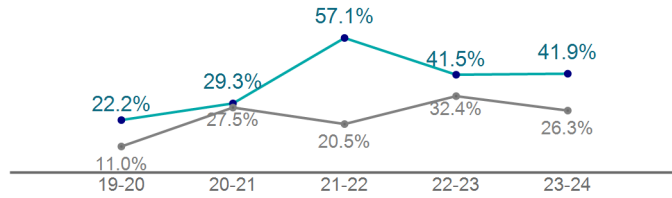
English Learner



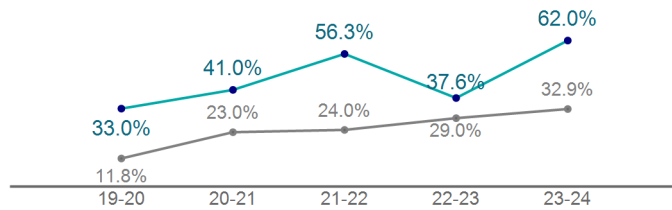
Special Education

Subgroup with fewer than 20 students.

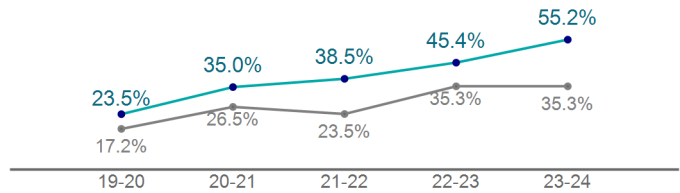
Homeless or Foster Youth



Female



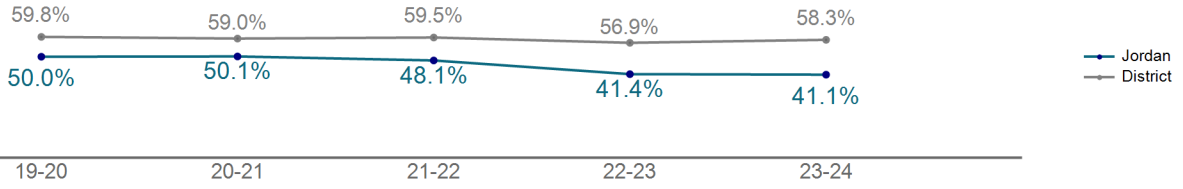
Male



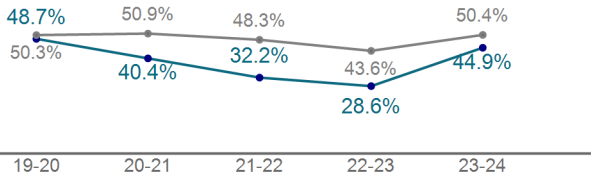
N's are from the current year.
 Dashed line represents data for current year still in progress.
 Subgroups under 20 students are not included.

Percent of Graduates that Met A-G Requirements

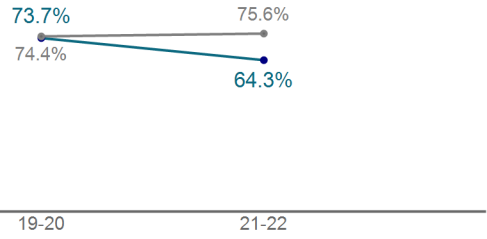
Jordan All Students



African American



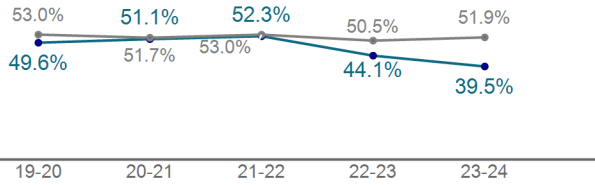
Asian



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.

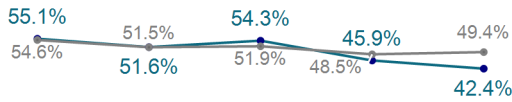
Other

Subgroup with fewer than 20 students.

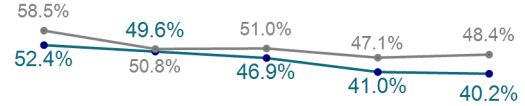
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Percent of Graduates that Met A-G Requirements

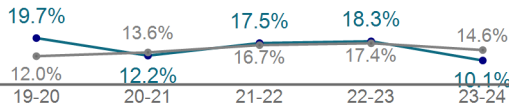
EL + RFEP



Low SES



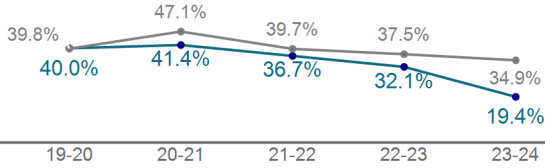
English Learner



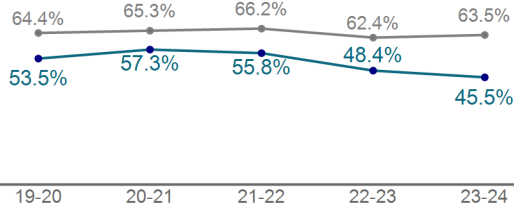
Special Education

Subgroup with fewer than 20 students.

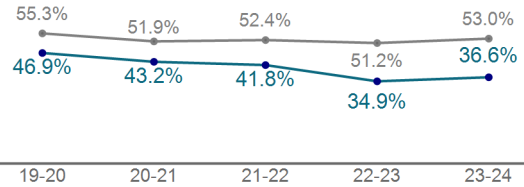
Homeless or Foster Youth



Female



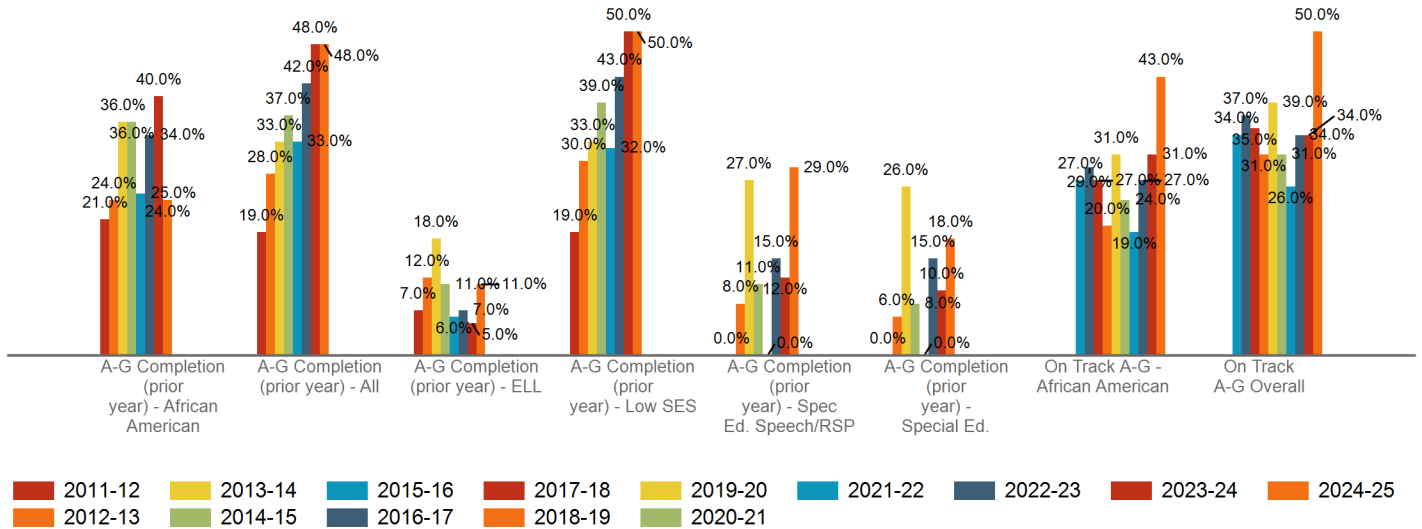
Male



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: 23-24



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.		Teacher on Special Assignment (TOSA)
	Professional Development - Department Collaboration 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 be used to provide departments with a day to collaborate and plan Quality Core Instruction.		Substitute teacher full day
	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.		Services
2	Two year Ed Puzzle Subscription for the entire site.		Services
12	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 an 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.		Hourly - College & Career Supervisor, Teacher Hourly Extra Comp
13	IB Program Fees IB dues and CAS Program Stipend for Pathway Lead.		Materials, Services

A-G Rate

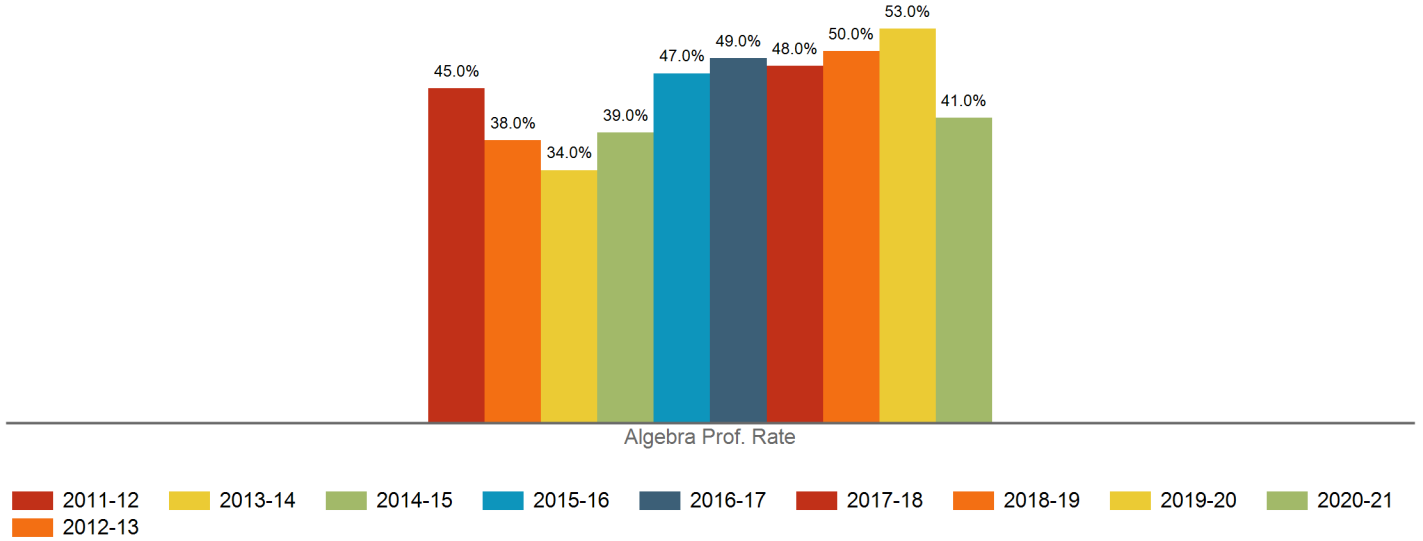
School Year: 23-24

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
16	Jordan students/staff will go on an HBCU tour in the south to expose students to HBCU and college campuses where they students that resemble themselves. They will visit multiple univiersities 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
Total			

Algebra Participation/Pass

School Year: 23-24

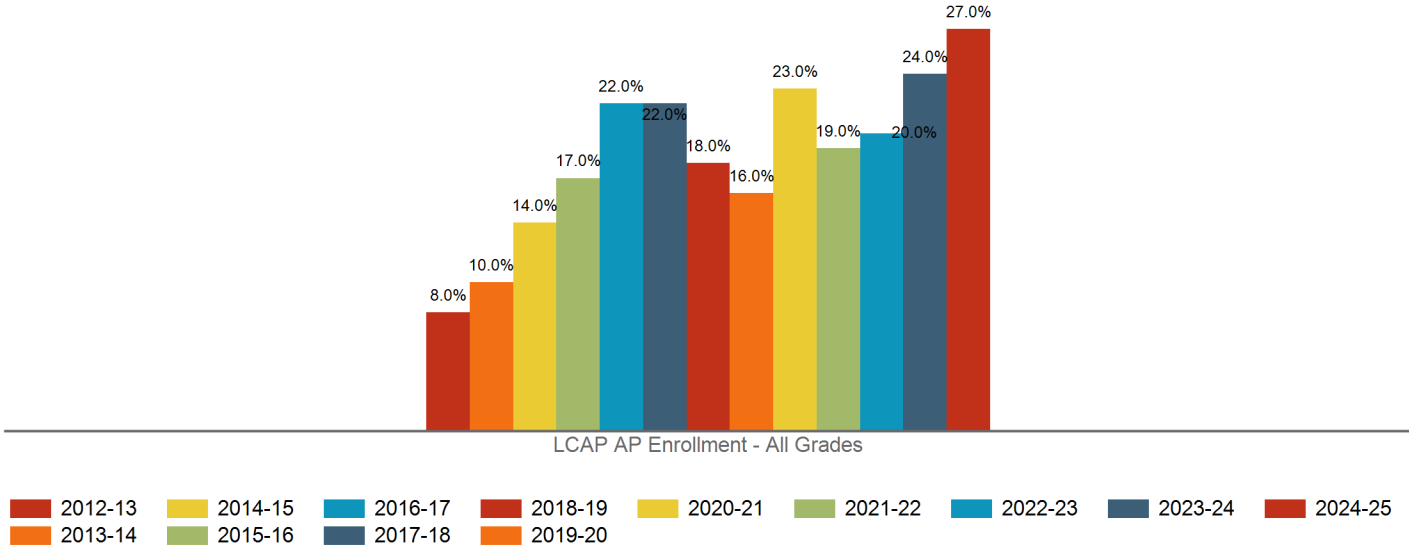
Goals	
Area	Description
Math Goals	Through professional development with an active focus on student engagement and access, Jordan will increase the overall ABC rate for Math by 10% 63% to 73% by the end of the 2023-2024 Semester 2 grading term. The increase the ABC rate for African-American students 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.



Budgeted Items			
Line Number	Description	Cost	Personnel Summary
3	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
Total			

AP Participation/Pass

School Year: 23-24

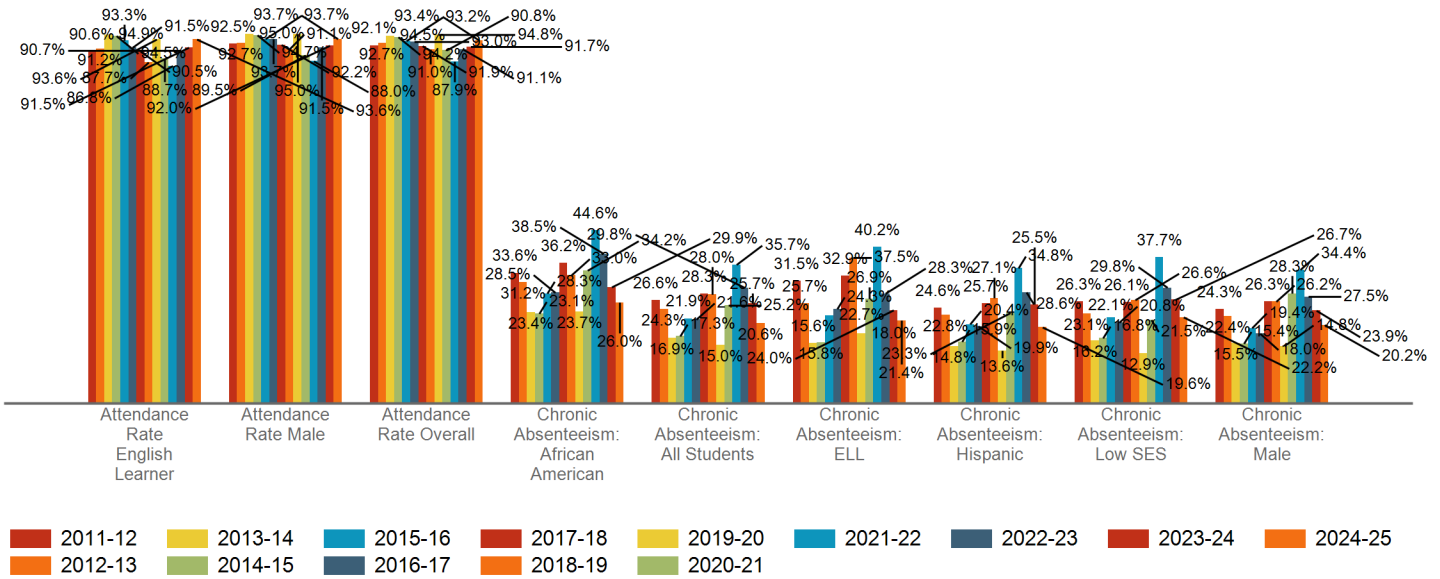


Budgeted Items			
Line Number	Description	Cost	Personnel Summary
13	IB Program Fees IB dues and CAS Program Stipend for Pathway Lead.		Materials, Services
Total			

Attendance/Chronic Absenteeism Rate

School Year: 23-24

Goals	
Area	Description
Culture/Climate Goals	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.



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
	The CADA State Convention is the largest event in the nation for Activities Directors. CADA the number one organization in the United States for teaching and developing leadership skills students will use for the rest of their lives as they learn to serve their schools, communities, and families. The convention will provide you with the tools and resources necessary to do just that. Jordan would support the cost of registration, hotel expenses, travel expenses, and food costs for our activities director.		Services
7	Jordan High School would like to host a presentation by 3 Minority Males who work in the medical field. Their presentation will focus on motivating students and helping them to see individuals who look like them and have attained success. The presenters have a large social media following and work to motivate high school students, specifically minority males. This presentation will be open to all students.		Services

Attendance/Chronic Absenteeism Rate

School Year: 23-24

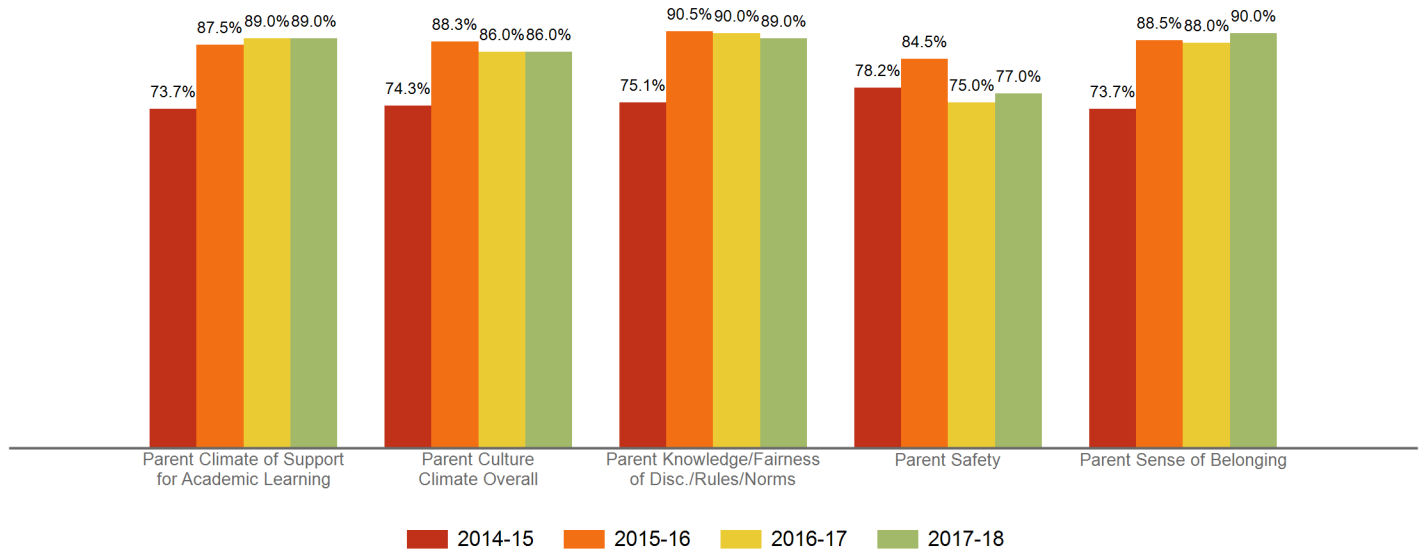
Budgeted Items		Cost	Personnel Summary
Line Number	Description	Cost	Personnel Summary
8	The Dean of Attendance Intervention will work with the School Community Liaison to meet with students who are chronically absent, tardy, or truant students. They will support the School Community Liaison in meeting 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, 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.		Teacher on Special Assignment (TOSA)
Total			

Attendance/Chronic Absenteeism Interventions						
Intervention ID	# Students	Intervention Start Date	Intervention End Date	# Of Sessions	Hours per Session	Total Hours
16155	90	8/30/23	8/30/23	1	0.25	0.25
16165	107	9/13/23	9/13/23	1	0.5	0.5
16166	52	9/13/23	9/13/23	2	1.5	3
17234	369	10/5/23	10/6/23	2	0.33	0.66
17382	148	10/12/23	10/13/23	1	1	1
17399	84	10/25/23	10/26/23	2	1	2
17430	63	10/5/23	10/8/23	2	2	4
17431	11	11/2/23	11/4/23	1	0.33	0.33
17677	259	11/21/23	11/30/23	4	6	24
17735	1	1/4/24	1/18/24	2	3	6
17737	2	10/28/23	10/28/23	1	4	4
17740	0	12/2/23	12/2/23	2	4	8
17741	0	12/9/23	12/9/23	2	4	8
17742	0	1/13/24	1/13/24	2	4	8
17777	62	12/9/23	12/9/23	2	4	8
17859	10	2/5/24	2/5/24	1	0.5	0.5
19081	19	3/2/24	3/2/24	1	5	5
20192	19	1/13/24	1/13/24	2	4	8
20222	0	4/9/24	4/9/24	2	5	10
	1296					101.24

Culture-Climate Survey (Parent)

School Year: 23-24

Goals	
Area	Description
Culture/Climate Goals	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.



Budgeted Items			
Line Number	Description	Cost	Personnel Summary
3	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.		Instructional Aide
6	Additional support for a Marine Biology field trip to go Whale Watching. This will support students with the costs of the tickets to attend the field trip.		Services
	CSO additional 50% - student intervention, SEL, and supervision		Campus Staff Assistant
7	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. 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 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 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

Culture-Climate Survey (Parent)

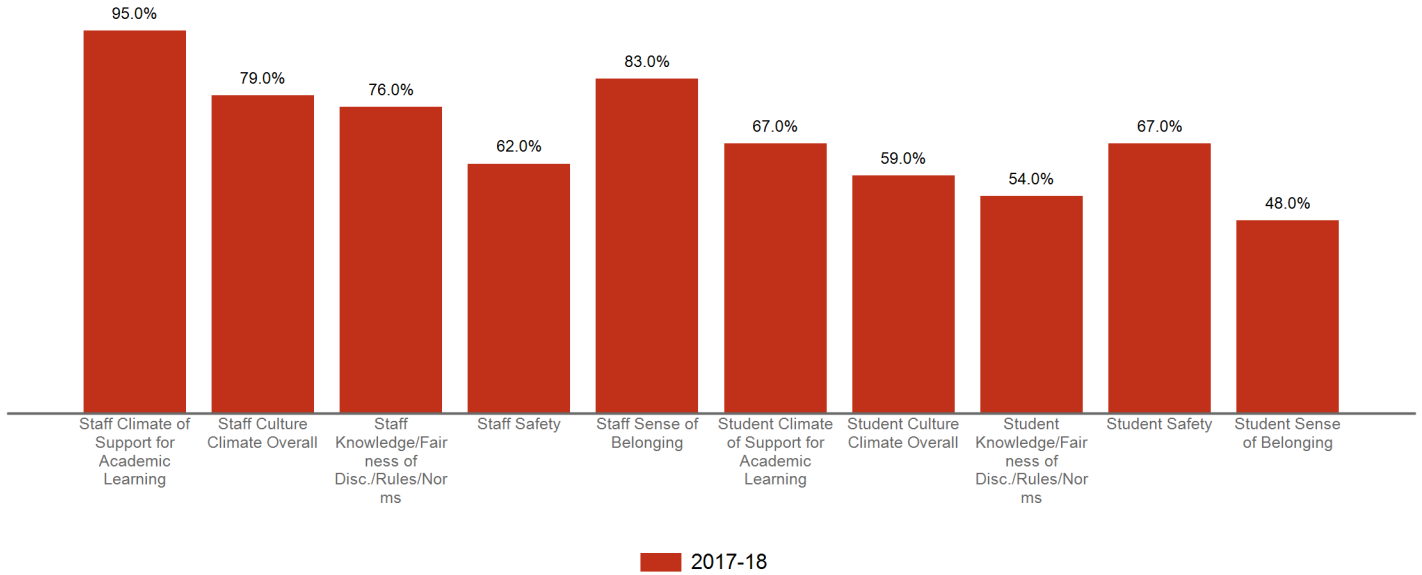
School Year: 23-24

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
8	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 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, 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.		Teacher on Special Assignment (TOSA)
9	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 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.		Teacher on Special Assignment (TOSA)
12	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.		Hourly - College & Career Supervisor, Teacher Hourly Extra Comp
14	CSO additional hourly- student intervention, SEL, and supervision		Hourly - Campus Staff Assistant
15	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 Ellevation activities within a core content area.		College Student Aide
Total			

Culture-Climate Survey (Student-Staff)

School Year: 23-24

Goals	
Area	Description
Culture/Climate Goals	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.



Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Professional Development - Department Collaboration 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 be used to provide departments with a day to collaborate and plan Quality Core Instruction.		Substitute teacher full day
	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.		Services
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
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	Two year Ed Puzzle Subscription for the entire site.		Services

Culture-Climate Survey (Student-Staff)

School Year: 23-24

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
5	Additional support for field trips to provide students with experiences and develop connections between content and their community.		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 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)
6	Additional support for a Marine Biology field trip to go Whale Watching. This will support students with the costs of the tickets to attend the field trip.		Services
	CSO additional 50% - student intervention, SEL, and supervision		Campus Staff Assistant
7	Jordan High School would like to host a presentation by 3 Minority Males who work in the medical field. Their presentation will focus on motivating students and helping them to see individuals who look like them and have attained success. The presenters have a large social media following and work to motivate high school students, specifically minority males. This presentation will be open to all students.		Services
	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. 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 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 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
8	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 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, 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.		Teacher on Special Assignment (TOSA)

Culture-Climate Survey (Student-Staff)

School Year: 23-24

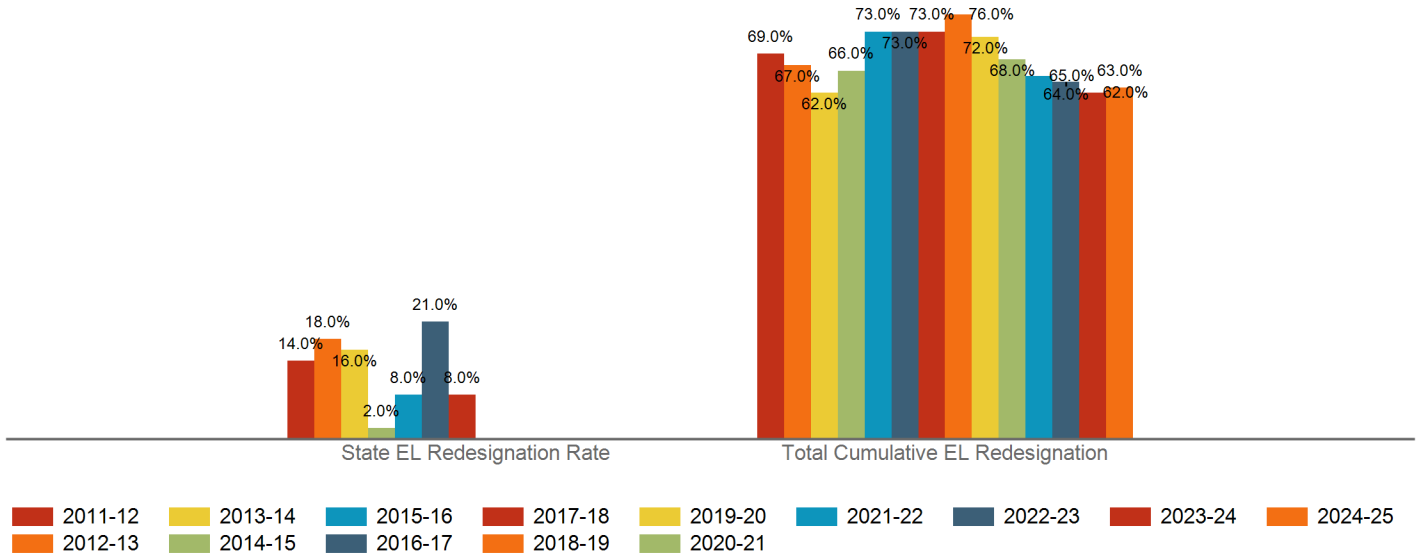
Budgeted Items			
Line Number	Description	Cost	Personnel Summary
9	The Restorative Justice Coordinator (TOSA) will be responsible for supporting the coordination and organization of restorative justice work at Jordan. The TOSA will support teachers and staff with implementing restorative practices, circles, 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 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.		Teacher on Special Assignment (TOSA)
10	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.		Teacher on Special Assignment (TOSA)
11	Link Crew Program Orientation will be implemented throughout the 23-24 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 how to access resources and programs available at Jordan to support their social emotional health and academic endeavors.		Hourly - Campus Staff Assistant, Hourly - Stage Technician, OT - Custodian, Teacher Hourly Extra Comp, Teacher Hourly P Schedule
14	CSO additional hourly- student intervention, SEL, and supervision		Hourly - Campus Staff Assistant
15	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 Elevation activities within a core content area.		College Student Aide
16	Jordan students/staff will go on an HBCU tour in the south to expose students to HBCU and college campuses where they students that resemble themselves. They will visit multiple universities 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
Total			

Culture/Climate Interventions

Intervention ID	# Students	Intervention Start Date	Intervention End Date	# Of Sessions	Hours per Session	Total Hours
17283	8	9/1/23	6/15/24	13	1.5	19.5
	8					19.5

EL Reclassification

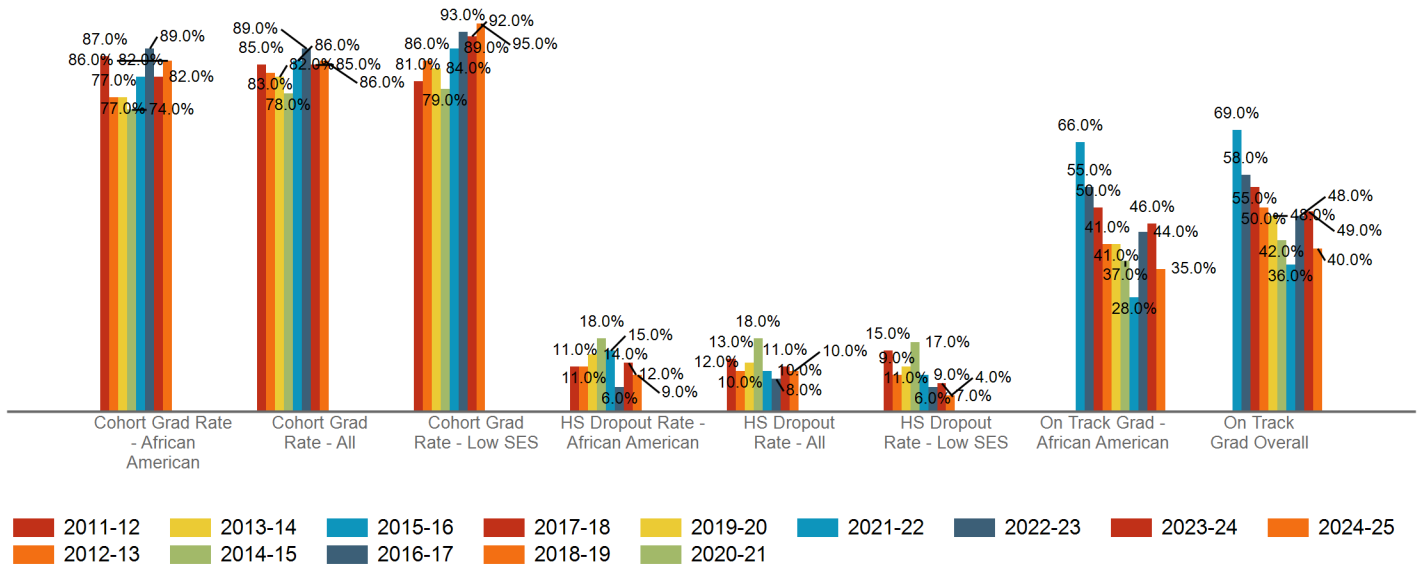
School Year: 23-24



Budgeted Items			
Line Number	Description	Cost	Personnel Summary
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 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)
Total			

Graduation/Drop-out Rate

School Year: 23-24



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.		Teacher on Special Assignment (TOSA)
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
3	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.		Instructional Aide
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

Graduation/Drop-out Rate

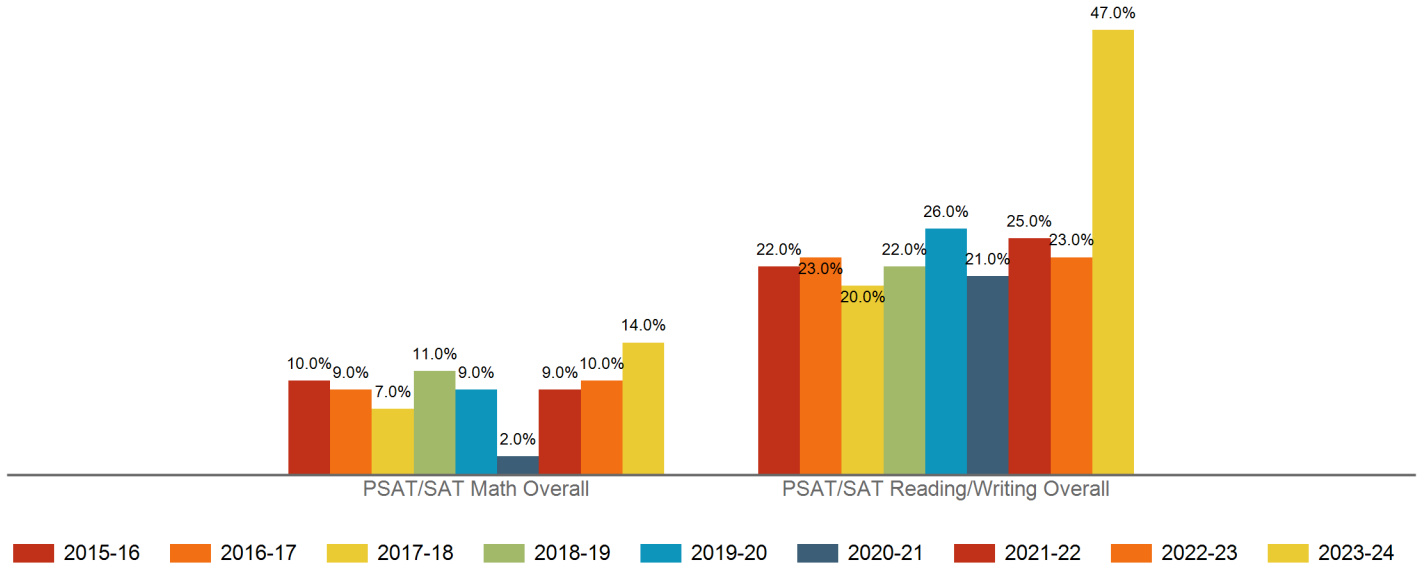
School Year: 23-24

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
12	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.		Hourly - College & Career Supervisor, Teacher Hourly Extra Comp
16	Jordan students/staff will go on an HBCU tour in the south to expose students to HBCU and college campuses where they students that resemble themselves. They will visit multiple univiersities 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
Total			

Graduation/A-G Interventions						
Intervention ID	# Students	Intervention Start Date	Intervention End Date	# Of Sessions	Hours per Session	Total Hours
17272	116	10/9/23	1/26/24	4	0.25	1
17539	171	11/30/23	1/27/24	2	0.25	0.5
	287					1.5

Other College Readiness Measures

School Year: 23-24

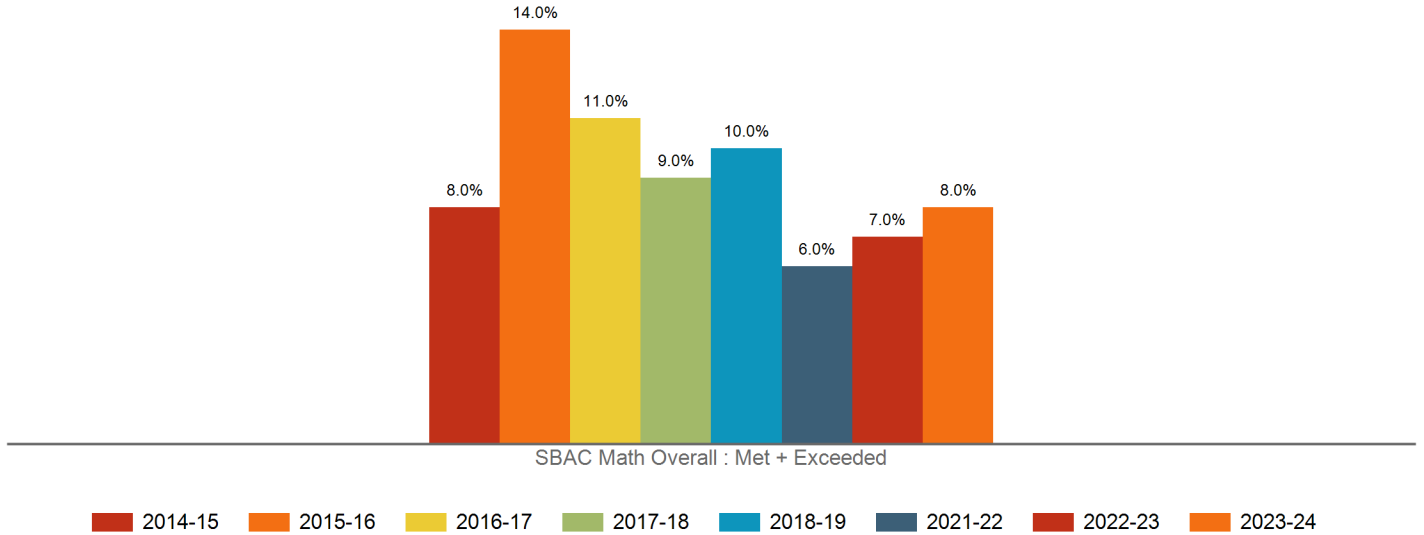


Budgeted Items			
Line Number	Description	Cost	Personnel Summary
4	College and Career Specialist Develop and promote college and career center programs and opportunities for all students that focus on growth mindset and goal setting for 9th-11th graders following the college road map/ Tier I tracker. 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 Math

School Year: 23-24

Goals	
Area	Description
Math Goals	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.

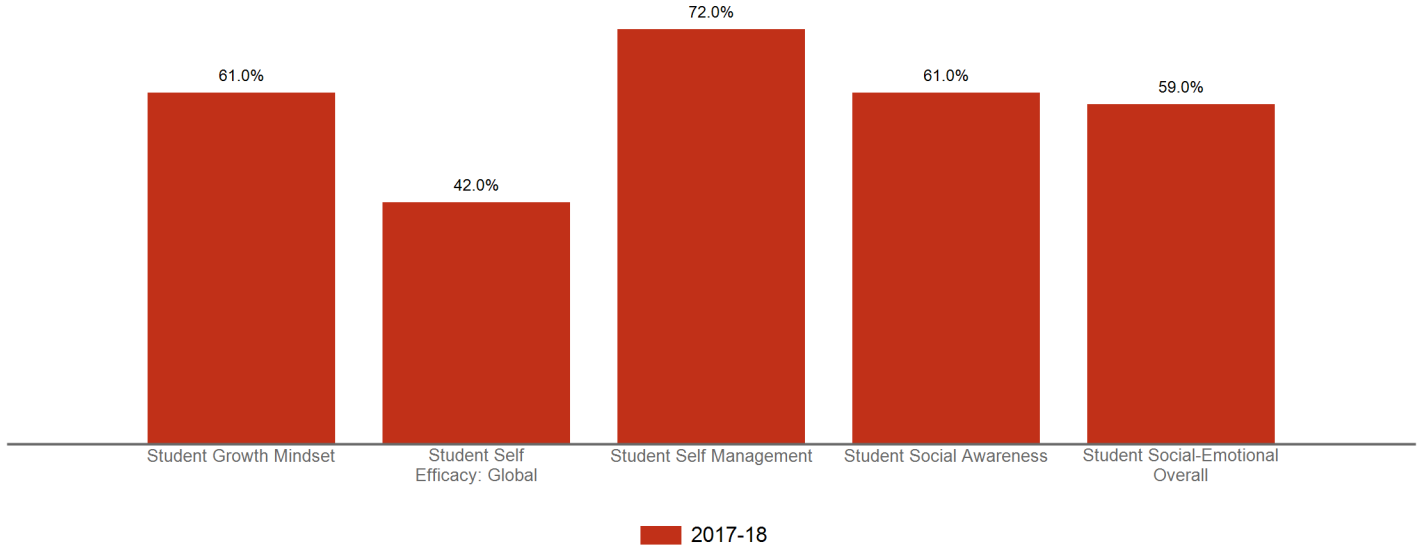


Budgeted Items			
Line Number	Description	Cost	Personnel Summary
3	Jordan Math department is in need of laptop/tablet that works easily with math online programs. With this resource, teachers will be able to write out work and show problems for students. In addition, this resource will allow teachers to walk around the room and work individually with students and show the work to solve problems.		Materials
Total			

SEL Survey

School Year: 23-24

Goals	
Area	Description
Culture/Climate Goals	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.

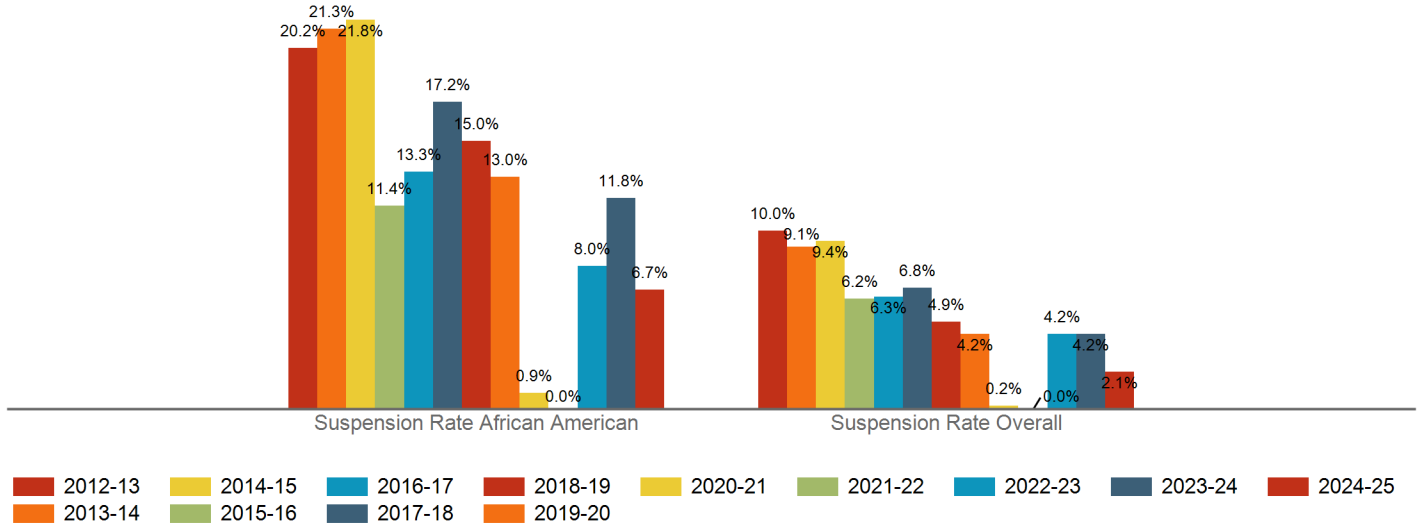


Budgeted Items			
Line Number	Description	Cost	Personnel Summary
2	The CADA State Convention is the largest event in the nation for Activities Directors. CADA the number one organization in the United States for teaching and developing leadership skills students will use for the rest of their lives as they learn to serve their schools, communities, and families. The convention will provide you with the tools and resources necessary to do just that. Jordan would support the cost of registration, hotel expenses, travel expenses, and food costs for our activities director.		Services
5	Additional support for field trips to provide students with experiences and develop connections between content and their community.		Services
11	Link Crew Program Orientation will be implemented throughout the 23-24 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 be 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 how to access resources and programs available at Jordan to support their social emotional health and academic endeavors.		Hourly - Campus Staff Assistant, Hourly - Stage Technician, OT - Custodian, Teacher Hourly Extra Comp, Teacher Hourly P Schedule
Total			

Suspension/Expulsion Rate

School Year: 23-24

Goals	
Area	Description
Culture/Climate Goals	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.



Budgeted Items			
Line Number	Description	Cost	Personnel Summary
6	CSO additional 50% - student intervention, SEL, and supervision		Campus Staff Assistant
9	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 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.		Teacher on Special Assignment (TOSA)
14	CSO additional hourly- student intervention, SEL, and supervision		Hourly - Campus Staff Assistant
Total			

African-American

School Year: 23-24

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.	\$163,656	
	Professional Development - Department Collaboration 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 be used to provide departments with a day to collaborate and plan Quality Core Instruction.	\$15,203	
	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.	\$20,000	
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.	\$93,382	
	The CADA State Convention is the largest event in the nation for Activities Directors. CADA the number one organization in the United States for teaching and developing leadership skills students will use for the rest of their lives as they learn to serve their schools, communities, and families. The convention will provide you with the tools and resources necessary to do just that. Jordan would support the cost of registration, hotel expenses, travel expenses, and food costs for our activities director.	\$1,600	
	Two year Ed Puzzle Subscription for the entire site.	\$6,090	
3	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.	\$25,000	
	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.	\$89,883	
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.	\$120,908	
5	Additional support for field trips to provide students with experiences and develop connections between content and their community.	\$6,887	

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
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	\$65,462	
6	Additional support for a Marine Biology field trip to go Whale Watching. This will support students with the costs of the tickets to attend the field trip.	\$4,000	
	CSO additional 50% - student intervention, SEL, and supervision	\$48,416	
7	Jordan High School would like to host a presentation by 3 Minority Males who work in the medical field. Their presentation will focus on motivating students and helping them to see individuals who look like them and have attained success. The presenters have a large social media following and work to motivate high school students, specifically minority males. This presentation will be open to all students.	\$2,250	
	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. 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 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 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.	\$46,080	
8	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 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, 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.	\$163,656	
9	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 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.	\$98,194	

African-American

School Year: 23-24

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
10	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.	\$65,462	
11	Link Crew Program Orientation will be implemented throughout the 23-24 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 how to access resources and programs available at Jordan to support their social emotional health and academic endeavors.	\$7,903	
12	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 an 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 or misinformed about graduation plans and post grad opportunities.	\$5,552	
13	IB Program Fees IB dues and CAS Program Stipend for Pathway Lead.	\$16,378	
14	CSO additional hourly- student intervention, SEL, and supervision	\$760	
15	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 Elevation activities within a core content area.	\$29,463	
16	Jordan students/staff will go on an HBCU tour in the south to expose students to HBCU and college campuses where they students that resemble themselves. They will visit multiple universities 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.	\$40,000	
Total		\$1,136,185	

All Parents

School Year: 23-24

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.	\$163,656	
	Professional Development - Department Collaboration 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 be used to provide departments with a day to collaborate and plan Quality Core Instruction.	\$15,203	
	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.	\$20,000	
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	Two year Ed Puzzle Subscription for the entire site.	\$6,090	
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5	Additional support for field trips to provide students with experiences and develop connections between content and their community.	\$6,887	

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
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	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. 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 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 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.	\$46,080	
8	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 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, 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.	\$163,656	
9	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 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.	\$98,194	

All Parents

School Year: 23-24

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
10	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.	\$65,462	
11	Link Crew Program Orientation will be implemented throughout the 23-24 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 how to access resources and programs available at Jordan to support their social emotional health and academic endeavors.	\$7,903	
12	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 an 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 or misinformed about graduation plans and post grad opportunities.	\$5,552	
13	IB Program Fees IB dues and CAS Program Stipend for Pathway Lead.	\$16,378	
14	CSO additional hourly- student intervention, SEL, and supervision	\$760	
15	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 Elevation activities within a core content area.	\$29,463	
16	Jordan students/staff will go on an HBCU tour in the south to expose students to HBCU and college campuses where they students that resemble themselves. They will visit multiple universities 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.	\$40,000	
Total		\$1,136,185	

All Staff

School Year: 23-24

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.	\$163,656	
	Professional Development - Department Collaboration 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 be used to provide departments with a day to collaborate and plan Quality Core Instruction.	\$15,203	
	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.	\$20,000	
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.	\$93,382	
	The CADA State Convention is the largest event in the nation for Activities Directors. CADA the number one organization in the United States for teaching and developing leadership skills students will use for the rest of their lives as they learn to serve their schools, communities, and families. The convention will provide you with the tools and resources necessary to do just that. Jordan would support the cost of registration, hotel expenses, travel expenses, and food costs for our activities director.	\$1,600	
	Two year Ed Puzzle Subscription for the entire site.	\$6,090	
3	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.	\$25,000	
	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.	\$89,883	
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.	\$120,908	
5	Additional support for field trips to provide students with experiences and develop connections between content and their community.	\$6,887	

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
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	\$65,462	
6	Additional support for a Marine Biology field trip to go Whale Watching. This will support students with the costs of the tickets to attend the field trip.	\$4,000	
	CSO additional 50% - student intervention, SEL, and supervision	\$48,416	
7	Jordan High School would like to host a presentation by 3 Minority Males who work in the medical field. Their presentation will focus on motivating students and helping them to see individuals who look like them and have attained success. The presenters have a large social media following and work to motivate high school students, specifically minority males. This presentation will be open to all students.	\$2,250	
	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. 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 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 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.	\$46,080	
8	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 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, 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.	\$163,656	
9	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 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.	\$98,194	

All Staff

School Year: 23-24

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
10	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.	\$65,462	
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Total		\$1,136,185	

All Students

School Year: 23-24

Budgeted Items			
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	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.	\$20,000	
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All Students

School Year: 23-24

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	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.	\$20,000	
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English Learners

School Year: 23-24

Budgeted Items			
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11	Link Crew Program Orientation will be implemented throughout the 23-24 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 how to access resources and programs available at Jordan to support their social emotional health and academic endeavors.	\$7,903	
12	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 an 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 or misinformed about graduation plans and post grad opportunities.	\$5,552	
13	IB Program Fees IB dues and CAS Program Stipend for Pathway Lead.	\$16,378	
14	CSO additional hourly- student intervention, SEL, and supervision	\$760	
15	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 Elevation activities within a core content area.	\$29,463	
16	Jordan students/staff will go on an HBCU tour in the south to expose students to HBCU and college campuses where they students that resemble themselves. They will visit multiple universities 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.	\$40,000	
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	Professional Development - Department Collaboration 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 be used to provide departments with a day to collaborate and plan Quality Core Instruction.	\$15,203	
	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.	\$20,000	
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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.	\$120,908	
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6	Additional support for a Marine Biology field trip to go Whale Watching. This will support students with the costs of the tickets to attend the field trip.	\$4,000	
	CSO additional 50% - student intervention, SEL, and supervision	\$48,416	
7	Jordan High School would like to host a presentation by 3 Minority Males who work in the medical field. Their presentation will focus on motivating students and helping them to see individuals who look like them and have attained success. The presenters have a large social media following and work to motivate high school students, specifically minority males. This presentation will be open to all students.	\$2,250	
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10	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.	\$65,462	
11	Link Crew Program Orientation will be implemented throughout the 23-24 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 how to access resources and programs available at Jordan to support their social emotional health and academic endeavors.	\$7,903	
12	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 an 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 or misinformed about graduation plans and post grad opportunities.	\$5,552	
13	IB Program Fees IB dues and CAS Program Stipend for Pathway Lead.	\$16,378	
14	CSO additional hourly- student intervention, SEL, and supervision	\$760	
15	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 Elevation activities within a core content area.	\$29,463	
16	Jordan students/staff will go on an HBCU tour in the south to expose students to HBCU and college campuses where they students that resemble themselves. They will visit multiple universities 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.	\$40,000	
Total		\$1,136,185	

Special Education

School Year: 23-24

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.	\$163,656	
	Professional Development - Department Collaboration 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 be used to provide departments with a day to collaborate and plan Quality Core Instruction.	\$15,203	
	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.	\$20,000	
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.	\$93,382	
	The CADA State Convention is the largest event in the nation for Activities Directors. CADA the number one organization in the United States for teaching and developing leadership skills students will use for the rest of their lives as they learn to serve their schools, communities, and families. The convention will provide you with the tools and resources necessary to do just that. Jordan would support the cost of registration, hotel expenses, travel expenses, and food costs for our activities director.	\$1,600	
	Two year Ed Puzzle Subscription for the entire site.	\$6,090	
3	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.	\$25,000	
	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.	\$89,883	
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.	\$120,908	
5	Additional support for field trips to provide students with experiences and develop connections between content and their community.	\$6,887	

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
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	\$65,462	
6	Additional support for a Marine Biology field trip to go Whale Watching. This will support students with the costs of the tickets to attend the field trip.	\$4,000	
	CSO additional 50% - student intervention, SEL, and supervision	\$48,416	
7	Jordan High School would like to host a presentation by 3 Minority Males who work in the medical field. Their presentation will focus on motivating students and helping them to see individuals who look like them and have attained success. The presenters have a large social media following and work to motivate high school students, specifically minority males. This presentation will be open to all students.	\$2,250	
	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. 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 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 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.	\$46,080	
8	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 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, 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.	\$163,656	
9	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 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.	\$98,194	

Special Education

School Year: 23-24

Budgeted Items			
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10	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.	\$65,462	
11	Link Crew Program Orientation will be implemented throughout the 23-24 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 how to access resources and programs available at Jordan to support their social emotional health and academic endeavors.	\$7,903	
12	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 an 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 or misinformed about graduation plans and post grad opportunities.	\$5,552	
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16	Jordan students/staff will go on an HBCU tour in the south to expose students to HBCU and college campuses where they students that resemble themselves. They will visit multiple universities 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.	\$40,000	
Total		\$1,136,185	



Jordan High School **Home School Compact 2024-2025**

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 the 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: [REDACTED] Date: 10/15/24 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: _____ 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 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 interesante 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 la 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 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 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: _____



Jordan High School **Parent Involvement Guidelines 2024-2025**

Jordan High School has developed jointly with the members of the School Site Council and distributed to parents, a school Parent Involvement Guidelines. The Guidelines establish Jordan High School's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. The Home School Compact is a component of the Parent Involvement Guidelines.

PART I

Jordan High School agrees to implement the following requirements:

- Jointly develop with parents, and distribute to parents of participating children, a school Parent Involvement Guidelines that the school and parents of participating children agree on.
- Notify parents about the school Parent Involvement Guidelines in an understandable and uniform format and, to the extent practicable, will distribute these Guidelines to parents in a language the parents can understand.
- Make the school Parent Involvement Guidelines available to the local community.
- Periodically update the school Parent Involvement Guidelines to meet the changing needs of parents and the school. The School Site Council(SSC) must approve these Guidelines annually.
- Adopt the school's Home School compact as a component of its school Parent Involvement Guidelines. The School Site Council must approve the Compact annually.
- Agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition.

PART II.

DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL PARENT INVOLVEMENT GUIDELINES COMPONENTS

1. Jordan High School will take the following actions to involve parents in the joint development and joint agreement of its school Parent Involvement Guidelines and its schoolwide plan. School will update periodically its School Parental Involvement Guidelines to meet the changing needs of parents and the school:

- Attendance at one of the district trainings or school site training:



1. Responsibilities & Roles of School Site Council (SSC) and its members
 - ii. Composition of SSC
 - iii. Budgetary considerations
 - iv. School Plan for Student Achievement
 - Plan meeting with SSC & ELAC parents (at a convenient time) to review assessment data, School Plan for Student Achievement and previous year's Parent Involvement Guidelines
 - i. Invite other parents and stakeholders to attend the meeting via email flyer
 - ii. Announce at Back-to-School Night
 - iii. Use School Messenger to announce dates/location of meetings
 - At Meeting
 - i. Review School Plan, Parent Involvement Guidelines, and Home School Compact. As a group, make changes (deletions or additions) as necessary
 - ii. School Site Council(SSC) must vote to approve the Parent Involvement Guidelines & Home School Compact. This vote must be stated in the meeting minutes.
 - iii. Oral and written translations made available for Spanish speaking parents.
2. Jordan High School will take the following actions to distribute to parents of participating children and the local community, the school Parent Involvement Guidelines:
 - SSC & ELAC meetings
 - Jordan website
 - Main Office Counter
 - Back to School Night
 - SchoolMessenger
3. Jordan High School will provide timely information about programs to parents in a timely manner:
 - Section of Newsletter
 - On Main Office Counter
 - At SSC, ELAC meetings and other parent meetings (PTA/PTO/CAAP, etc.)
 - At BacktoSchool Night
 - On School Website



4. Jordan High School will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet:

- Back-to-School night
- Parent Teacher conferences
- Jordan Parent Center classes

5. Jordan High School will provide parents of participating children, if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children:

- Parent Teacher conferences, telephone calls, email, Schoolloop

PART III SHARED RESPONSIBILITIES FOR HIGH ACADEMIC ACHIEVEMENT

1. Jordan High School will build capacity for strong parental involvement in order to ensure effective parent/school partnership and to improve student academic achievement, through the following activities specifically described below:

- Parent Teacher conferences
- District trainings offered for parents and staff
- Parent education workshops in Jordan's Parent Center
- DCAC and ELAC meetings
- District website resources: click "P" for Parent Involvement

2. Jordan High School will incorporate the Home School Compact as a component of its School Parental Involvement Guidelines:

- Outlines the shared responsibility of home, school and student in academic achievement
- Developed/reviewed at first SSC and ELAC meetings
- School Site Council must vote to approve compact
- Distribution on Jordan school website

3. Jordan High School will provide assistance to parents in understanding: the State's academic content standards

- The Common Core State Standards
- State and local academic assessments including alternate assessments



4. Jordan High School will, with the assistance of its district and parents, educate its teachers and other staff, in how to reach out to, communicate with, and work with parents as equal partners and build ties between parents and schools by:

- Professional Development for teachers and staff.

5. Jordan High School will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- For parental involvement information/education, please contact Elisa Catton, Parent Involvement Specialist.

* * * * *

**PART V.
ADOPTION**

This Jordan High School Parental Involvement Guidelines has been developed jointly with, and adopted by the School Site Council members on 10/15/24 and will be in effect for the period of 1 year. The school will distribute the Guidelines to all parents via the Jordan Website and School Messenger.

Jordan High School, when feasible, will provide a copy of these Guidelines to parents in a language the parents can understand.

Signature of Principal

[Redacted Signature]

Date:

10/15/24

Signature of SSC President

[Redacted Signature]

Date:

10/15/2024



Jordan High School

Guías de Participación Paternal 2024-2025

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 Escolar para el Rendimiento Estudiantil



Jordan High School

Guías de Participación Paternal 2024-2025

- Planeará una reunión con los padres de SSC y ELAC (en un momento conveniente) para revisar los datos de evaluación, el plan escolar 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:



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- 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 Elisa Catton, 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 martes 15 de octubre del 2024 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 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.

Firma de la directora

Fecha: 11/5/24

Firma del presidente de consejo del plantel escolar (SSC)

Fecha: 11/5/2024