



Jordan High School

School Plan for Student Achievement
2025-2026

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 (ELA)
- 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
- School Site Council (SSC) Membership
- English Learner Advisory Committee (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 Strategic Plan and the Local Control Accountability Plan (LCAP) of the Long Beach Unified School District (LBUSD) into the SPSA. The LCAP Goals are presented at: <https://www.lbschools.net/lcap>. The LCAP Federal Addendum is presented at: <https://www.lbschools.net/departments/business-and-finance/fiscal-services/state-and-federal-programs/state-and-federal-required-plans>

California Education Code § 52062(a)(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 <https://www.lbschools.net/departments/vision-2035/strategic-plan>, 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 (Smarter Balanced Assessment System) 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:

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

DELAC Recommendations:

Provide parent workshops to build capacity on specific topics such as the Local Control Funding Formula (LCFF), LCAP and SSC to better understand how each functions; ways to support English Learners in order to reclassify sooner; tips on effectively communicating and partnering with school staff.

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 United States Code (U.S.C.) § 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.
California Education Code § 11503; 20 U.S.C. § 6318

When the district's Title I, Part A allocation exceeds the amount specified in 20 U.S.C. § 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 U.S.C. § 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 U.S.C § 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

2024-2025 End of Year ABC Rate English Semester 2: All Students=74% African American =72% English Learners =63% SPED= 68% Hispanic Students: 74% Homeless Youth: 64% Low SES/Socio Economically Disadvantage (SED)-73%

College and Career: Ca Dashboard Data: 2024 All Students: Prepared 46.6% ELs Prepared 26.4% LTELs: Prepared 29.3

Ca Dashboard Data :2024 ELA Overall: 58.5 points below standard Math Overall :151.4 points below standard

ELA Goals

Area of Need: Low ABC English Language Arts Rate

Goals were developed using ELA data. The English department, in collaboration with OCIPD, reviewed and looked at the three-year trajectory and established an attainable target based on the data trends.

Goal and Action Plan : Jordan's overall ABC rate for English classes will increase by 7%, from 74% to 81% by the end of the 2025–2026 Semester 2 grading term. Jordan's ABC rate for English classes, for student subgroups will increase by 8% by the end of the 2025–2026 Semester 2 grading term, as outlined :African American students will increase from 72% to 80% , English Learners (EL) and Long-Term English Learners (LTEL) will increase from 63% to 71%, Students with Disabilities (SPED) will increase from 68% to 76%, Hispanic students will increase from 74% to 82%, Homeless Students will increase from 64% to 72% and Socioeconomically Disadvantaged students will increase from 73% to 81%, by scaffolding, deepening professional learning of engagement , formative assessments and goal tracking.

Progress Monitoring Plan: ABC Rate will be monitored throughout the year with quarterly (4 quarters) check-ins with students by their academic advisor/counselor.

Based on the quarter grades counselors will meet with students earning a D or F in ELA. Counselors will complete a grad-check and goal setting with each student in danger of failing. Review:

CANVAS, transcript, attendance. Counselors will complete a learning plan that includes resources for grade improvement, Tutoring, Saturday School, APEX, Teachers (CTE, PE) will allocate designated time for counselors to meet with students (2 week period). Counselors will document Monitoring Plan in Conference Screen on Synergy and will contact parents to review progress and academic plan. Monthly analysis in pathway/department meetings, SSC meetings will review data, including Dashboard red-level and orange -level subgroups, for further analysis and determination of next steps.

Area of Need: Ca Dashboard College and Career Data for ELs and Long Term ELs
Low SBAC Scores for ELA and Math for all students

Goal and Action Plan :By June 2026, Jordan's SBAC growth for ELA and Math will increase by 6% from students who meet/exceed the standards through consistent implementation of common assessments with department analysis of assessment results and monitoring through the PDSA cycle (This rate will increase by 10% for African American students and 6% for English Learners, including Long Term English Learners).

Progress Monitoring Plan: Monitoring through the PDSA cycle ,Staff and SSC meetings will review data including Dashboard red-level/orange-level subgroups, for further analysis and determination of next steps

Comprehensive Needs Assessment: Mathematics

Math Findings

2024-2025 End of Year ABC Rate Math Semester 2 All Students=59 % African American Students=55% EL=49% Special Education Students=49% Hispanic Students= 60%, Homeless youth Students: 52% Low Low SES/ SED=59%

Graduation Rate: Ca Dashboard 2023: All students: 84.1% Students with Disabilities: 59.3% 2024: All Students : 84.9% Students with Disabilities: 70.8%

Math Goals

Area of Need: Low ABC Math Rate

Goals were developed using math available data. The math department, in collaboration with OCIPD, reviewed and looked at the three-year trajectory and established an attainable target based on the data trends.

Goal and Action Plan: Jordan will increase the overall ABC rate for Math classes by 5%, from 59% to 64%, by the end of the 2025–2026 Semester 2 grading term. Jordan will increase the Math ABC rate for subgroups by 8% by the end of the 2025–2026 Semester 2 grading term, as outlined: African American Students will Increase from 55% to 63%, English Learners (EL) and Long-Term English Learners (LTEL) will increase from 49% to 57%, Students with Disabilities (SPED) will increase from 49% to 57% ,Hispanic students will increase from 60% to 68% ,Homeless Students will increase from 52 % to 60% and Socioeconomically Disadvantaged students will increase from 59% to 67% ,through the implementation of a reteach/retake system, structured tutoring , a revised grading policy, common assessments 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 quarterly (4 quarters) check-ins with students by their academic advisor/counselor.

Based on the quarter grades counselors will meet with students earning a D or F in math. Counselors will complete a grad-check and goal setting with each student in danger of failing. Review:

CANVAS, transcript, attendance. Counselors will complete a learning plan that includes resources for grade improvement, Tutoring, Saturday School, APEX, Teachers (CTE, PE) will allocate designated time for counselors to meet with students (2 week period).Counselors will document Monitoring Plan in Conference Screen on Synergy and will contact parents to review progress and academic plan.

Monthly analysis in pathway/department meetings, SSC meetings will review data, including ABC rate, the CA Dashboard red- level and orange-level

subgroups for further analysis and determination of next steps.

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 6% by the end of the 2025-2026 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. ABC Rate will be monitored throughout the year with quarterly (4 quarters) check-ins with students by their academic advisor/counselor. Based on the quarter grades counselors will meet with students earning a D or F in math and ELA. Counselors will complete a grad-check and goal setting with each student in danger of failing Review :CANVAS, transcript, attendance. Counselors will complete a learning plan that includes resources for grade improvement, Tutoring, Saturday School, APEX, Teachers (CTE, PE) will allocate designated time for counselors to meet with students (2 week period).Counselors will document Monitoring Plan in Conference Screen on Synergy and will contact parents to review progress and academic plan. SSC will review the CA Dashboard graduation data for further analysis and determination of next steps.

Comprehensive Needs Assessment: English Learners

English Learner Findings

Jordan ELPAC Scores 24-25 :Beginning Stage - 26% Somewhat Developed - 37% Moderately Developed - 28% Well Developed - 9%

English Learner Goals

Area of Need: ELPAC Scores

Goal and Action Plan: By June 2026, Jordan will increase ELPAC scores for all ELs and LTELs by 5% for Somewhat Developed from 37% to 42%, Moderately Developed 28% to 33% and Well Developed by 6% from 9% to 14% by the consistent, site-wide implementation of ELlevation strategies within daily instruction, continued integration of Global Arts ELD, Modern World History ELD, Diverse Voices ELD courses, integration of Multilingual Learner targeted intervention with push in and pull out support into the master schedule, and ELPAC and iReady practice test implementation and data monitoring.

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, SSC meetings will review ELPAC Data for further analysis and determination of next steps

Comprehensive Needs Assessment: Culture/Climate Domain

Culture/Climate Findings

Attendance Rate - 92% Subgroups: African American Students :Attendance, 90% English Learners: Attendance, 92%

Suspension Rate : 2024 CA Dashboard All: 4.1% suspended at least one day African American Students : 11.8% suspended at least one day Homeless Students: 6.7% suspended at least one day

Two or more races: 5.7% suspended at least one day

2024-2025 Spring Pulse Survey Sense of Belonging - 71%

Culture/Climate Goals

Area of Need: Low Attendance based on CA Dashboard, School Attendance Data

Goal and Action Plan: By June 2026, Jordan's overall attendance rate will increase 3% from 92% to 95%, and attendance rate will increase 3% or higher for African American Students and English Learners, by focusing on celebrating student attendance and achievements, ongoing communication with parents/guardians, and implementation of an updated tardy policy.

Progress Monitoring Plan: Attendance rate will be monitored and reported by the site SART team, SSC meetings will review data including attendance data and Dashboard red-level subgroups for further analysis and determination of next steps.

Area of Need: Ca Dashboard Suspension rates for African American Students, Homeless students and t students of two or more races

Goal and Action Plan: Jordan will decrease the suspension rate for African American Students by 5% and will decrease and the suspension rate for homeless students and students of two or more races by 2 %,by the end of the 2025–2026 school year, through targeted progress monitoring, behavior intervention, and supportive behavioral systems.

Progress Monitoring Plan: Staff and SSC will review data, including CA Dashboard red-level and orange-level subgroups for further analysis and determination of next steps.

Area of Need: Pulse Survey Indicator: Sense of Belonging

Goal and Action Plan :By June 2026, 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, 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, SSC will review data each quarter, including pulse survey data for further analysis and determination of next steps.

Comprehensive Needs Assessment: SPSA Effectiveness

| SPSA Effectiveness | | | | |
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| 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) Area of Need: Low ABC English Language Arts Rate</p> <p>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.</p> <p>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</p> | Goal Partially or Not Met | <p>During the 2024–2025 school year, Jordan ended Semester 2 with an overall ABC Rate of 74% in English Language Arts (ELA). This represents a 6% increase from the previous school year. Therefore, Jordan met the overall ELA goal, which was to increase the ELA ABC rate by 6%.However, when looking at the ELA goal that targeted the ABC rate for African American students and English Learners, the goal was only partially met. For African American Students the goal was to increase the ABC rate by 8%, from 66% to 74%. At the end of Semester 2, the ELA ABC rate for African American students was 72%, reflecting a 6% increase. While this demonstrates positive growth, the target increase of 8% was not fully met.For English Learners (ELs), the goal was to increase the ABC rate by 8%, from 57% to 65%. At the end of</p> | <p>This year, some modifications that Jordan high school will do to achieve a more positive impact on the current goal is Jordan High School will offer structured before- and after-school tutoring, as well as small group intervention during the school year for targeted students who are demonstrating areas of need in English Language Arts (ELA). To further support student achievement in the area of English, the school plans to expand tutoring and intervention opportunities to all students, ensuring broader access to academic support.Jordan will continue to implement professional development to improve students' engagement and rigor in the classroom. In addition, the Dean of Attendance and School Community Liaison will support attendance interventions to ensure all students are present and have the opportunity to access the curriculum</p> |

Monday advisory periods, class period ABC Rate tracking with students and monthly analysis in pathway/department meetings

Semester 2, the ELA ABC rate for English Learners was 63%, a 6% increase. Although progress was made, the goal was not met.

The progress toward goal achievement can be attributed to several services and programs implemented throughout the year. Professional development opportunities and department collaborative days supported improvements in student engagement and classroom rigor by providing teachers with targeted training and dedicated time to plan together. These collaborative efforts allowed teachers to align curriculum, review student work, and establish consistent standards and equity across the department. In addition, the Dean of Attendance supported goal attainment by addressing attendance concerns and ensuring that students were present at school and able to engage with the curriculum. Support from college aides in English classes also benefited English Learners, as reflected in the 6% increase in their ELA ABC rate. Finally, the after-school tutoring provided during the second

semester for students experiencing difficulty in English further supported academic growth and contributed to progress toward achieving the goal.

Programs and services that impacted goal attainment in the area of ELA were professional development and intervention strategies that were implemented. Teachers participated in professional development sessions focused on increasing student engagement and classroom rigor. Additionally, a Dean of Attendance addressed attendance challenges, ensuring students attended school consistently and had access to the curriculum. The English Department held collaboration days, during which teachers engaged in professional learning, shared strategies, and collaboratively planned instruction. The English department will continue to coordinate collaborative workdays that allow teachers to align curriculum, review student work, and establish consistent standards and equity across the department. Furthermore, tutoring and intervention were provided to students who earned a D or F

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| | | | during Semester 1. These supports were provided throughout Semester 2 to help improve academic outcomes. Lastly, Saturday APEX English classes were offered for students. By enrolling in this program, they were able to make up their course credits and stay on track for graduation. | |
| Math | <p>1) Area of Need: Low ABC Math Rate</p> <p>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.</p> | Goal Partially or Not Met | <p>During the 2024–2025 school year, Jordan ended Semester two with an overall math ABC rate of 59%, representing a 4% decrease from the previous school year. As a result, Jordan did not meet the overall math goal, which was to increase the overall math ABC rate by 5%, from 63% to 68%. Although the overall math goal was not achieved, there was a two percent increase in the overall ABC Rate for math from semester 1 to semester 2 during the 2024-2025 school year.</p> <p>When looking at subgroups, the goal to increase the Math ABC rate for African American students, English Learners, and Special Education students was also not met. For African American students, the goal was to increase the ABC rate from 62% to 70% (an 8%</p> | <p>This year, some modifications that Jordan high school will do to achieve a more positive impact on the current goal is Jordan High School will offer structured before- and after-school tutoring, as well as small group intervention during the school day for targeted students who are demonstrating areas of need. To further support student achievement in the area of English, the school plans to expand tutoring and intervention opportunities to all students, ensuring broader access to academic support. The math department will coordinate collaborative workdays that allow teachers to align curriculum, review student work, and establish consistent standards and equity across the department. Our counselors will also continue to meet with all 12th-grade students and their families prior to the start of the school year. During these meetings, counselors will identify required courses, and develop a comprehensive plan to ensure they stay on track to graduate and pursue their postsecondary goals. In addition, the Dean of Attendance will support attendance</p> |

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.

2) 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

increase). However, the Semester Two ABC rate was 55%, a 5% decrease. For English Learners, the goal was to increase the ABC rate from 51% to 59% (an 8% increase). The Semester Two ABC rate was 49%, a slight 2% decrease. Lastly, for Special Education students, the goal was to increase the ABC rate from 60% to 68% (an 8% increase). The Semester Two ABC rate was 49%, falling below the goal ABC rate. Overall, the math goal for the year was not met for the school or for the subgroups.

Programs and services that impact progress in the math goal 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 lessons, grade together, and establish standards and equity within the department. Teachers provided tutoring to students who were having difficulty in math classes.

The math department has tutoring sessions before school, during

interventions to ensure all students are present and have the opportunity to access the curriculum.

department meetings. Graduation rates will be monitored and discussed during Leadership Meetings.

lunch, and during unscheduled periods to provide additional support for students. During the second semester of the 2024–2025 school year, after-school tutoring was also provided for a targeted group of students who received a D in the first semester and required additional support.

Another academic goal for Jordan was to increase the graduation rate for Special Education students by 5% by the end of the 2024–2025 school year. According to the 2024 CA Dashboard, the graduation rate for Special Education students was 70.8%. During the previous year in 2023, the graduation rate for students with disabilities was 59.3%, showing an 11.5% increase and moving the group from the Very Low performance level to the Medium performance level. Programs and services that contributed to goal achievement included bi-weekly student check-ins during Monday advisory periods, where students completed grade checks and engaged in goal setting. Counselors also meet with all 12th-grade students and their families prior to the start of the school year to develop comprehensive

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| | | | graduation plans and ensure students stay on track. Additionally, the expansion of co-teaching classes and the increase in push-in support minutes within core content classes further supported Special Education students in meeting the graduation goal. | |
| English Learner | <p>1) Area of Need: ELPAC Scores</p> <p>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.</p> <p>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.</p> | Goal Partially or Not Met | <p>The ELD goal for the 2024–2025 school year was to increase ELPAC scores by 5% across the Somewhat Developed ,Moderately Developed and Well Developed levels. This goal was only partially met. For the Somewhat Developed Level, the goal was to increase from 36% to 41%. The percentage for the Somewhat Developed ELPAC level was 37%, reflecting a 1% increase. Additionally, for the Moderately Developed level, the goal was to increase from 26% to 31%. The percentage for this ELPAC level was 28%, reflecting a 2% increase from the previous year. For the Well Developed level, the goal was to increase from 7% to 12%. The percentage for the Well Developed level was 9%, which demonstrates a 2% increase. While each targeted level showed improvement in the 2024–2025 ELPAC, the overall goal</p> | <p>This year, a modification that Jordan high school will do to achieve a more positive impact on the current ELD goal is implementing a new targeted intervention program designed to better support our multilingual learners. Teachers were assigned students and will work closely with these students throughout the year. Teachers will work one-on-one with students and provide push-in support within content classes. This integrated support model ensures that students can access grade-level content while continuing to develop their English language skills. The program provides personalized instruction focused on academic language development and meeting reclassification criteria. Jordan will continue to provide support and intervention through our EL Specialist, along with additional resources for English Learners. The EL Specialist will offer push-in classroom support, deliver small-group interventions to strengthen students' reading, writing, listening, and speaking skills, provide after-school tutoring tailored to English Learners in ELD Level 1, and offer professional development for staff on</p> |

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| | | | <p>of a 5% increase was not fully achieved.</p> <p>Programs and services that contributed to the increase in ELPAC scores and progress toward this goal included targeted professional development and ongoing student support. Jordan staff participated in the CAFE Conference, which provides professional development focused on supporting multilingual learners. Three Jordan teachers and the EL Specialist attended the conference and shared the strategies and insights gained with Jordan staff members. Our English Language (EL) Specialist provided continuous support for English Learners, including an initial intake meeting, regular check-ins, and progress monitoring throughout their time at Jordan. Additionally, our bilingual college aides provide targeted support in core classes, helping English Learners access grade-level content and develop their language skills.</p> | <p>English Language Development (ELD). This ELD-focused professional development aims to deepen teachers' knowledge and expand their use of effective strategies to support English Language Learners while promoting equity in education for multilingual learners. Our Bilingual College Aides will continue to support English Learners across various content classes. Additionally Jordan will continue to offer ELD History and ELD Art courses, both designed to meet the unique needs of English Learners. Jordan would like to have additional ELD content courses, including the addition of an ELD Math class.</p> |
| Culture/Climate | 1) Area of Need: Pulse Survey Indicator: Sense of Belonging | Goal Partially or Not Met | The culture and climate goal for the year was to increase the Sense of Belonging results on the Pulse | Jordan will continue to offer field trip opportunities to provide students with meaningful experiences and help them build connections |

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.

Survey by 5%, from 71% to 76%. In the 2025 Spring Pulse Survey, the Sense of Belonging indicator remained at 71%, unchanged from the Spring 2024 survey. However, the Sense of Belonging results showed a 1% increase compared to the Fall 2024–2025 Pulse Survey and a 1% increase compared to the Spring 2023 Pulse Survey. Although there was small improvement during the school year, the overall goal of increasing the Sense of Belonging indicator by 5% was not achieved.

Programs and services that contributed to progress toward this goal included schoolwide activities, pathway-related events, and field trip opportunities that helped students build a sense of belonging and community. In addition,.The bi-weekly Monday advisory SEL lessons also supported students by helping them develop social-emotional skills and strengthen their connection to the school. Additionally, the Link Crew Program positively impacted this goal by supporting ninth-grade students in their transition to high school. The program helped students build connections with peers and

between academic content and their community Our Parent Involvement Specialist will offer activities and workshops for families that promote parent engagement and foster a collaborative school community for both parents and students

In addition, the Dean of Attendance and School Community Liaison Bilingual will support attendance interventions to ensure that all students are present, have access to the curriculum, and attend school with a strong sense of belonging.

This year Jordan will continue to implement bi-weekly Monday advisory SEL lessons, and provide on-campus school day activities that promote student-to-student social engagement. Additionally, Jordan will continue to have school-wide events and pathway-specific activities to help further develop connections with their peers and teachers.

Furthermore, Jordan will continue to expand and further develop our Link Crew Program by incorporating engaging activities and study hours throughout the year for our ninth grade students. These activities are designed to help students establish connections with their peers and foster a greater sense of belonging within the school community.

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| | | <p>fostered a stronger sense of belonging within the school community.</p> <p>Jordan students participated in an HBCU tour in the South to provide exposure to Historically Black Colleges and Universities (HBCUs). This tour provided students with a deeper understanding of the culture and environment of various HBCUs and the communities in which they are located. Visiting these historical institutions introduced students to the rich culture and history they offer, enhancing their awareness of the educational opportunities available to them.</p> | |
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Program Impact

| Program | ELA Impact | Math Impact | EL Impact | Climate Impact |
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| Additional support for field trips to provide students with experiences and develop connections between content and their community. (SM 1) | Somewhat Impactful | Somewhat Impactful | Somewhat Impactful | Strong Positive Impact |

Program Impact

| Program | ELA Impact | Math Impact | EL Impact | Climate Impact |
|--|------------------------|--------------------|------------------------|------------------------|
| <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 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 5)</p> | Somewhat Impactful | Somewhat Impactful | Somewhat Impactful | Strong Positive Impact |
| <p>CABE Conference CABE conference provides professional development for supporting Multi Lingual Learners. This year, 3 Jordan teachers and the EL Specialist will attend the conference for 2 days to receive professional development, which they will bring back and share with other Jordan staff. (PD 2)</p> | Strong Positive Impact | Somewhat Impactful | Strong Positive Impact | Somewhat Impactful |
| <p>Intervention Support Support for intervention and programs and staffing at Jordan. The purpose of these interventions will be to support student success in their classes, as well provide support to subgroups to close the achievement gap. (IN 11)</p> | Somewhat Impactful | Somewhat Impactful | Somewhat Impactful | Somewhat Impactful |
| <p>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. (IN 7)</p> | Strong Positive Impact | Somewhat Impactful | Strong Positive Impact | Strong Positive Impact |

Program Impact

| Program | ELA Impact | Math Impact | EL Impact | Climate Impact |
|--|------------------------|------------------------|------------------------|-------------------------------|
| <p>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)</p> | Strong Positive Impact | Strong Positive Impact | Somewhat Impactful | (Does not apply to this goal) |
| <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 | 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 3)</p> | Strong Positive Impact | Somewhat Impactful | Strong Positive Impact | Somewhat Impactful |

Program Impact

| Program | ELA Impact | Math Impact | EL Impact | Climate Impact |
|--|-------------------------------|-------------------------------|-------------------------------|------------------------|
| <p>Link Crew Program Orientation will be implemented again in the 24-25 school year in order to support new Jordan 9th 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 contiue 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 avilable at Jordan to support their social emotional health and academic endeavors. (IN 6)</p> | Somewhat Impactful | Somewhat Impactful | Somewhat Impactful | Strong Positive Impact |
| <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, PTA, etc. Duplicate materials, provide written and verbal translations for meetings and publications. (IN 8)</p> | (Does not apply to this goal) | (Does not apply to this goal) | Somewhat Impactful | Strong Positive Impact |
| <p>CSO additional 50% - student intervention, SEL, and supervision (IN 4)</p> | (Does not apply to this goal) | (Does not apply to this goal) | (Does not apply to this goal) | Strong Positive Impact |

Program Impact

| Program | ELA Impact | Math Impact | EL Impact | Climate Impact |
|---|--------------------|--------------------|-------------------------------|------------------------|
| 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 1) | Somewhat Impactful | Somewhat Impactful | Somewhat Impactful | Strong Positive Impact |
| 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. (IN 9) | Somewhat Impactful | Somewhat Impactful | (Does not apply to this goal) | Strong Positive Impact |

Accountability Measure 1: Increase Achievement

| Core Program - English Language Arts | | |
|---|--|--------------------------------|
| Curriculum/Instruction | Assessments | Resources/Materials |
| Students pursue a balanced, integrated literacy program of literature and language study to promote academic discourse. In literature, students develop strategies to construct meaning and interact thoughtfully with all genres of literature and nonfiction texts. Language production (in both speech and written response) become an extension of experiences developed through reading literary and | 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: • Interim district assessment | My Perspectives, 2017, Pearson |

nonfiction works. Students also receive instruction in the conventions of written language, effective oral communication, and research techniques.

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

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

Please see the full catalog of high school courses at: <https://resources.finalsite.net/images/v1713982731/lbusdk12caus/l70nxrvuswyezynk2e7i/HS-Course-Selection-Guide.pdf>

- Unit tests
- Portfolios

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

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

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

Formative Assessments/Quizzes

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

These are quick assessments to check for understanding of the content and skills taught so

far. These mini assessments can be oral, multiple choice, short answer, essay format, or visual. They can be graded or not. Some examples include the following:
 Brief quizzes and general comprehension checks
 Thinking Maps
 Selection Tests

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

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</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: • Interim district assessment • Unit tests • Portfolios</p> <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</p> | <p>My Perspectives, 2017, Pearson</p> |

selections to provide for an ever changing and highly motivational curriculum. Students use technology to support production of text, correctness, and research reading and writing

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

Please see the full catalog of high school courses at: <https://resources.finalsite.net/images/v1713982731/lbusdk12caus/l70nxrvuswyzynk2e7i/HS-Course-Selection-Guide.pdf>

learning of new or reviewed skills. This process allows for multiple submissions to master the learning without penalty. These are primarily teacher guided or collaborative tasks that may include scaffolded supports. Some examples include the following:

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

Language Production through Speaking & Listening Tasks:

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

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

| 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 understanding of linear and exponential relationships; (2) contrast linear and exponential relationships with each other and engage in methods for analyzing, solving, and using quadratic functions; (3) extend the laws of exponents to square and cube roots; and (4) apply linear models to data that exhibit a linear trend.</p> <p>Intensified Algebra I is offered to a small group of 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</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>Quarter Assessments (Algebra AB, CD, Algebra 1, Geometry, Algebra 2, Precalculus)</p> <p>SBAC Summative Assessment (Grade 11)</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> |

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 |
|--|---|-----------------------------|---|-------------------------------------|---------------------------------------|---|
| Based on 24-25 semester 1 progress grades the ABC Rate for EL students in English is 57.5% and 43.1% in Math, which is below the overall ABC Rate. D/F Rate 60, Graduation/Drop-out Rate 20, A-G Rate 20 | 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 | Newcomers, English Learners | *Title I \$187,777 Teacher on Special Assignment (TOSA) 1 FTE - *Title I 100% | 08/01/2025 - 06/30/2026 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 60, Graduation/Drop-out Rate 20, A-G Rate 20 |

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| <p>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.</p> | | | | | |
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| 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 |
| There is a need for Jordan students to have experiences and funding for field trips helps support the cost associated with travel and admission to various museums, community places and community events. A-G Rate 30, Culture-Climate Survey (Student-Staff) 40, Culture-Climate Survey (Parent) 30 | Additional support for field trips to provide students with experiences and develop connections between content and their community. | Special Education, African-American, All Students | *Title I \$15,000 Services - *Title I 100% | 08/01/2025 - 06/30/2026 Weekly | Principal CIE Facilitator Teacher | The principal, CIE Facilitator along with SSC will review fieldtrip and monitor effectiveness for supporting students and providing them with hands on experiences and visits. A-G Rate 30, Culture-Climate Survey (Student-Staff) 40, Culture-Climate Survey (Parent) 30 |

| 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 |
| Looking at Q# grades, the ABC Rate for ML students in ELA was 46.6%, which is 13% below overall students. In math, it was 43%, which is 10% below the overall rate. There is need for even more support for ML students within their core classes to provide small group instruction and one on one support. D/F Rate 40, A-G Rate 30, Culture-Climate Survey (Student-Staff) 20, Culture-Climate Survey (Parent) 10 | Multilingual Student Support Bilingual teachers at our school provide comprehensive support for multilingual learners through push-in instruction, small group intervention, and one-on-one student assistance within core academic classes. This integrated support within their regular classes ensures that English Learners receive additional support with grade-level content while developing language proficiency. | English Learners, Newcomers, Targeted Staff | LCFF \$149,119 Teacher - Secondary .85 FTE - LCFF 100% | 08/01/2025 - 08/30/2025 Daily | Principal EL Specialist Assistant Principal | Jordan will continue to monitor the ABC Rate for ML students. In addition, the EL Coordinator will gain feedback from students and teachers regarding the effectiveness of the support. D/F Rate 40, A-G Rate 30, Culture-Climate Survey (Student-Staff) 20, Culture-Climate Survey (Parent) 10 |

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| <p>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 40, A-G Rate 30, Culture-Climate Survey (Student-Staff) 20, Culture-Climate Survey (Parent) 10</p> | <p>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.</p> | <p>English Learners</p> | <p>*Title I \$34,875 College Student Aide (4) for 405 hours annually - *Title I 100%</p> | <p>08/01/2025 - 06/30/2026 Daily</p> | <p>Principal EL Coordinator</p> | <p>Teacher surveys Student surveys D/F rate by teacher D/F Rate 40, A-G Rate 30, Culture-Climate Survey (Student-Staff) 20, Culture-Climate Survey (Parent) 10</p> |
| <p>At Jordan only 70% of students reported feeling a sense of belonging on campus. For freshmen, that number is less as they transition to high school. D/F Rate 10, Attendance/Chronic Absenteeism Rate 20, Culture-Climate Survey (Student-Staff) 40, Culture-Climate Survey (Parent) 30</p> | <p>Link Crew Program Orientation will be implemented again in the 25-26 school year in order to support new Jordan 9th 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</p> | <p>Other Targeted Students</p> | <p>*Title I \$10,000 Teacher Hourly Extra Comp (5) for 15 hours annually - *Title I 100% Materials - *Title I 100%</p> | <p>08/01/2025 - 06/30/2026 Monthly</p> | <p>Principal Link Crew Coordinator</p> | <p>Jordan will continue to monitor the sense of belonging and student conections through the Pulse and Core surveys for increases, especially in 9th grade. In addition, they will monitor student written responses on the Pulse Survey. D/F Rate 10, Attendance/Chronic Absenteeism Rate 20, Culture-Climate</p> |

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| | <p>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 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, develop a greater connection to 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.</p> | | | | | <p>Survey (Student-Staff) 40, Culture-Climate Survey (Parent) 30</p> |
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| 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 |
| The Semester 1 ABC for Jordan was 75%. In English specifically it was 72% and Math was 57%. Targeted interventions and tutoring for core classes will support students in meeting the standards and attaining A-C grades. SBAC ELA 20, SBAC Math 30, D/F Rate 50 | Intervention Support Support for intervention and programs and staffing at Jordan. The purpose of these interventions will be to support student success in their classes, as well provide support to subgroups to close the achievement gap. | African-American, All Students, English Learners | *Title I \$20,000 Teacher Hourly Extra Comp (10) for 18 hours annually - *Title I 100% Services - *Title I 100% | 08/01/2025 - 06/30/2026 Daily | Principal Facilitator | ABC Rate Math ABC Rate English ABC Rate SBAC Performance SBAC ELA 20, SBAC Math 30, D/F Rate 50 |

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| <p>41% of students at Jordan in 24-25 were on track for A-G, with EL and AA students averages below this. There is a need to ensure students are on track and informed of graduation and A-G requirements. D/F Rate 20, Graduation/Drop-out Rate 40, A-G Rate 40</p> | <p>12th Grade Counseling Meetings Counselors will meet with all 12th grade students and their family prior to the start of the year. This meeting will review graduation status, classes needed and develop a plan for the year in order to graduate and pursue their post secondary goals.</p> | <p>English Learners, Other Targeted Students, African-American</p> | <p>*Title I \$4,859 Teacher Hourly Extra Comp (5) for 10 hours annually - *Title I 100%</p> | <p>08/01/2025 - 09/05/2025 Semester</p> | <p>Head Counselor Counselors</p> | <p>ABC Rate A-G Rate Graduation Rate D/F Rate 20, Graduation/Drop-out Rate 40, A-G Rate 40</p> |
| <p>As of January 2025 Jordan has seen growth in attendance. There is a continued need to focus on attendance, to decrease chronic absenteeism, which is down 6.5% as well as intervene and provide support for students with attending every class period. Attendance/Chronic Absenteeism Rate 70, Culture-Climate Survey (Student-Staff) 30</p> | <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</p> | <p>Other Targeted Students, Targeted Parents</p> | <p>*Title I \$44,730 School Community Worker .4 FTE - *Title I 100%</p> | <p>08/01/2025 - 06/30/2026 Daily</p> | <p>Principal Assistant Principal - Attendance Intervention and CIE Facilitator</p> | <p>Attendance Tier I - III Tracking Logs Weekly chronic absenteeism data Home Visits Attendance/Chronic Absenteeism Rate 70, Culture-Climate Survey (Student-Staff) 30</p> |

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| | <p>language for distribution; serve as an interpreter for phone calls, parent conferences, and other site meetings. Provide information, explain and refer parents to appropriate community services, local agencies and District resources; assist parents with completing forms and documents; complete related records and reports. Conduct home visits and contact parents by telephone to acquire information and discuss issues such as absenteeism, illnesses, behavior issues and other matters; verify home addresses; report findings and possible solutions to site administrators; schedule parent conferences with school personnel.</p> | | | | | |
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| <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. Attendance/Chronic Absenteeism Rate 50, Culture-Climate Survey (Student-Staff) 40, Culture-Climate Survey (Parent) 10</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 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</p> | <p>Other Targeted Students</p> | <p>*Title I \$187,777 Teacher on Special Assignment (TOSA) 1 FTE - *Title I 100%</p> | <p>08/01/2025 - 06/30/2026 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 Attendance/Chronic Absenteeism Rate 50, Culture-Climate Survey (Student-Staff) 40, Culture-Climate Survey (Parent) 10</p> |
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| <p>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.</p> | | | | | |
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| | | | | | | |
|--|---|--------------------------------------|--|--------------------------------------|--|--|
| <p>CORE survey results indicate a continued growth in favorable responses from family and students regarding sense of belonging. But, Last year approx. less than 10% of parents participated in the Core Survey. Jordan has an continued need to engage parents in both academics and extracurriculars. Culture-Climate Survey (Student-Staff) 40, Culture-Climate Survey (Parent) 60</p> | <p>Parent Involvement Specialist Bilingual Support with the engagement of the parent involvement in school programs and activities. 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, PTA, etc. Duplicate materials, provide written and verbal translations for meetings and publications.</p> | <p>All Parents, Targeted Parents</p> | <p>Par Inv \$14,699 *Title I \$44,097 Parent Involvement Spec .5 FTE - Par Inv 25%; *Title I 75%</p> | <p>08/01/2025 - 06/30/2026 Daily</p> | <p>Principal Assistant Principal Facilitator</p> | <p>-Monthly postings via Parent Board, School Website, School Messenger, Google Calendar, Canvas etc. -Work with SSC, ELAC and to support engagement of parents -Sign in sheets/surveys from parent meetings - Translation of materials being sent to parents -Support with parent meetings, income verification Culture-Climate Survey (Student-Staff) 40, Culture-Climate Survey (Parent) 60</p> |
|--|---|--------------------------------------|--|--------------------------------------|--|--|

| 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 |
|---|---|--|--|--------------------------------------|---------------------------------------|---|
| <p>Continued support for attendance, parent involvement and coordinating policies and procedures in our front office is needed. The support will assist office visitors with information, policies and procedures in a more timely manner to ensure information is available/clear for parents and students.</p> <p>Attendance/Chronic Absenteeism Rate 30, Culture-Climate Survey (Student-Staff) 30, Culture-Climate Survey (Parent) 40</p> | <p>IOA - Bilingual Serve parents, students and community members who call, come in to the front office with needs and concerns and greet and assist visitors with proper completion of forms and documentation. Communicate with other departments, regarding school policies and procedures for attendance, enrollment, counseling and school activities. Support with the sharing of campus information, distribution of flyers and information for all stakeholders to promote parent and student involvement and Jordan activities.</p> | <p>All Parents, All Students, English Learners</p> | <p>LCFF \$99,774 Intermediate Office Assistant 1 FTE - LCFF 100%</p> | <p>08/01/2025 - 06/30/2026 Daily</p> | <p>Principal Office Supervisor</p> | <p>We will continue to monitor through parent involvement and engagement at school events. In addition, attendance rates, parent communication and involvement will help determine effectiveness of additional support. Attendance/Chronic Absenteeism Rate 30, Culture-Climate Survey (Student-Staff) 30, Culture-Climate Survey (Parent) 40</p> |

| Program Description for Transitions | | |
|--|-------------------------------|--|
| Preschool Transition | Gr. 5 to MS Transition | Gr. 8 to HS Transition |
| | | <p>Link Crew- Link Crew Program Orientation is held during the summer prior to the first day of school each 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 begins in August prior to the school year and activities for freshmen with the Link Crew 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> |

| Program Description for Transitions | | |
|--|-------------------------------|--|
| Preschool Transition | Gr. 5 to MS Transition | Gr. 8 to HS Transition |
| | | <p>Site Night -High schools host an evening open house event welcoming all Long Beach community members, with a focus on 8th grade students and their families. This school year, Jordan had Site Night on November 20, 2025. 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 and informational booth and other 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> |

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 |
| Teachers will need time to collaborate, observe each other, participate in Lessons for Study, and have planning time to develop lessons that are rigorous and engaging and provide quality core instruction. D/F Rate 40, A-G Rate 30, Culture-Climate Survey (Student-Staff) 30 | 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. | *Title I \$19,631 Substitute teacher full day (35) for 2 days - *Title I 100% | 08/01/2025 - 06/30/2026 Semester | Principal Intervention Coordinator Department Heads | Principal/Department Admin will sign off on PD plans plan for each department. They will ensure they are vetted through the lens of our school wide goals regarding student engagement and increased classroom rigor. In addition, each department will provide feedback regarding their collaboration. |

Describe Teacher Involvement

Culture Climate Leadership (CCLT)-The Culture Climate Leadership 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 Culture Climate Leadership Meeting 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 |
|--|--|---|-------------------------------|----------------------------------|--|
| 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. Graduation/Drop-out Rate 20, AP Participation/Pass 40, Culture-Climate Survey (Student-Staff) 40 | Art Teachers Jordan will fund additional art teachers to support smaller more individualized class instruction, provide additional offerings in art and AP Art to meet students needs and support the growth of the visual arts program at Jordan. | Prop 28 \$289,465 Teacher - Secondary 1 FTE - Prop 28 100% Teacher - Secondary .65 FTE - Prop 28 100% | 08/01/2025 - 06/30/2026 Daily | Principal Assistant Principal | Student and Parent Survey Results Students Class Request Forms Class Elevtice Fair Participation |

| Parent and Community Involvement | | | | | |
|--|--|---|-----------------------------------|---|--|
| Identified Need(s) | Program & Materials | Funding Source & Cost | Time Frame | Personnel | Method for Assessing Effectiveness |
| This role will support the marching band and the continued growth of the Jordan Marching Band. This role is able to support the drumline and more individualized attention and instruction to develop their skills. Graduation/Drop-out Rate 30, Culture-Climate Survey (Student-Staff) 40, Culture-Climate Survey (Parent) 30 | IA Instruction Music Jordan will fund an IA for music to support the development and continued learning of the Jordan drumline. This role will support the marching band and the continued growth of the Jordan Marching Band. | Prop 28 \$43,529 Instructional Aide .475 FTE - Prop 28 100% | 06/30/2025 - 06/30/2026 Weekly | Principal Assistant Principal Band Director | Student and Parent Survey Students Course Request Form Marching Band Growth Marching Band Performance |

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) | 573920 |
| Title I Parent and Family Involvement (3008) | 16911 |

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 | 251300 |

* 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.

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

Elementary CARE and Support Centers (formerly known as 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.

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.

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 | 06-30-2026 |
| Staff | Classroom Teacher | Lili Jordan | 06-30-2026 |
| Staff | Classroom Teacher | Melissa Brookman | 06-30-2027 |
| Staff | Classroom Teacher | Catherine Kim | 06-30-2027 |
| Staff | Classroom Teacher | Linda Ventura | 06-30-2027 |
| Staff | Other School Personnel | Candyce Simpson | 06-30-2026 |
| Community | Parent/Community Member | ████████ Morgan | 06-30-2026 |
| Community | Parent/Community Member | ████████ Pech | 06-30-2027 |
| Community | Parent/Community Member | ████████ Spears | 06-30-2027 |
| Community | Student | G ██████████ | 06-30-2026 |
| Community | Student | T ██████████ | 06-30-2026 |
| Community | Student | A ██████████ | 06-30-2026 |

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) | ██████ Rosales |
| DELAC Representative | Parent of EL Student (required) | ██████████ Peralta |
| Principal or Designee | Staff Member (required) | Melissa Galbreath |
| Secretary | Parent of EL Student (required) | ██████ Gonzalez |

| 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? | 10/07/2025 |
| 3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement: | <p>Needs Assessment Recommendations:</p> <ul style="list-style-type: none"> -ELAC members have recommended that Jordan High School Have recognition/ceremonies/ awards for students to motivate students to do well and make progress. -Another recommendation is to have counseling and guidance for career and college prep after high school, and to help students pursue their postsecondary goals. Also, to have staff members from the college and career center offer appointments for students to receive guidance and mentoring for post secondary goals and preparation. -In addition ELAC recommended for Jordan to offer intervention to English Learners(ELs) in smaller groups and to offer opportunities for EL students to practice their oral language English skills in a small group setting. Small groups should stay the same and students should remain in the same cohort/group in order to build community and provide a sense of safety. - Lastly, another recommendation is to have a conversation with educators about moving away from multiple |

| Question | Answer |
|---|---|
| 4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply): | SBAC Reading Results for EL students SBAC Math for EL students EL Student Grades CELDT/ELPAC Results Reclassification Data Language Census Data |
| 5. At which SSC meeting were the ELAC recommendations presented? Ensure the SSC Agenda and Minutes list the receipt of the ELAC Recommendations | 10/14/2025 |
| 6. What was SSC's response to ELAC recommendations? | Needs Assessment: SSC Responses: Counseling for college, programs, and careers after high school is happening in the college and career center , we have resources for all students and EL students. Staff speak spanish in the college and career center that can help all students and our English Learners. Mr. Carillo our college and career specialist, has workshops and resources for parents and students. The information is in Spanish and English. We include the information about college and career center in the weekly bulletin. We will continue to have celebrations/ ceremonies/ certificates for all students to encourage progress. We will have two ceremonies for EL students who reclassify this school year. We currently have 5 teachers that are providing small group intervention for EL students to practice skills for the ELPAC test such as reading, writing, listening and speaking skills. Something that can be done in class is that teachers can give students both open ended questions |

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 school resources. 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. SSC received and considered **ELAC recommendations** at its meeting on 10/14/2025
2. SSC approved the **Home-School Compact** on 10/14/2025
3. SSC approved the **Parent Involvement Guidelines** on 10/14/2025
4. For Title 1 Schools: Our School held **two Title I Annual Parent Meetings** on 09/17/2025, 09/30/2025
5. SSC Participated in the **Annual Evaluation** of the SPSA on 12/09/2025
6. The SPSA was approved at its meeting on 12/09/2025

LBUSD Board of Education Approval Date: 12/09/2025

Signatures:

Principal: _____

Printed Name: _____ Date: _____

SSC Chair: _____

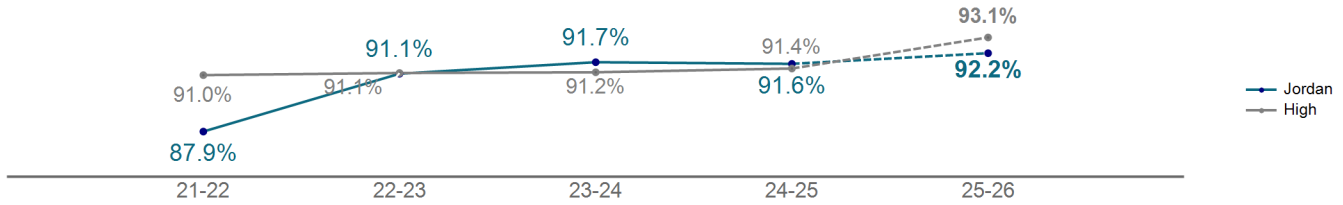
Printed Name: _____ Date: _____

ELAC Chair: _____

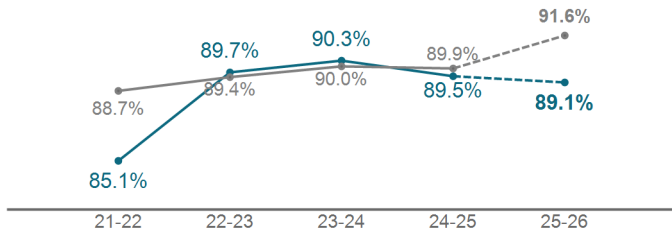
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Attendance Rate

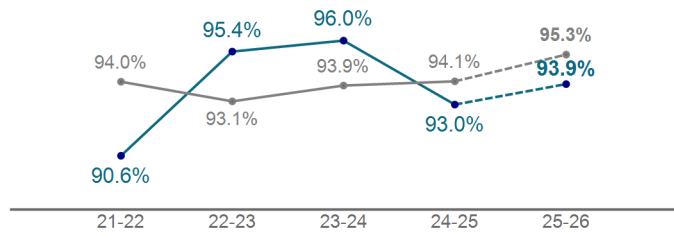
Jordan
All Students
N = 2,296



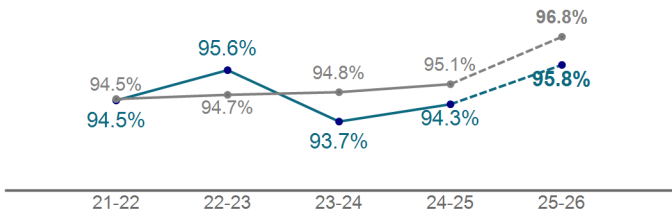
African American
N = 342



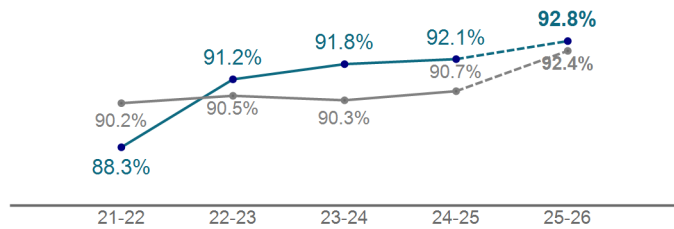
Asian
N = 73



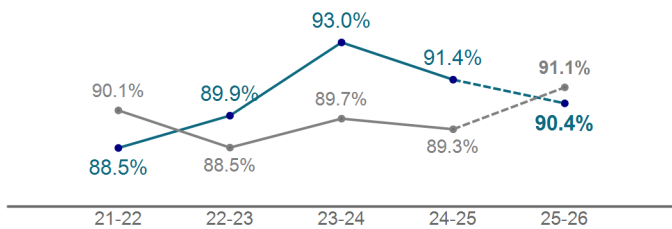
Filipino
N = 22



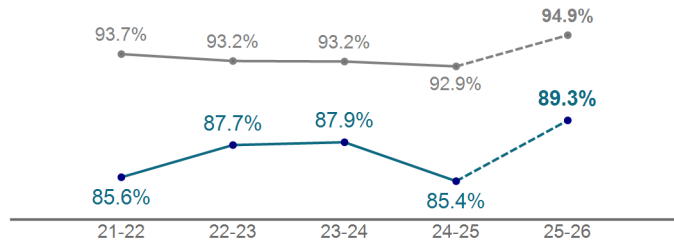
Hispanic
N = 1,745



Pacific Islander
N = 41



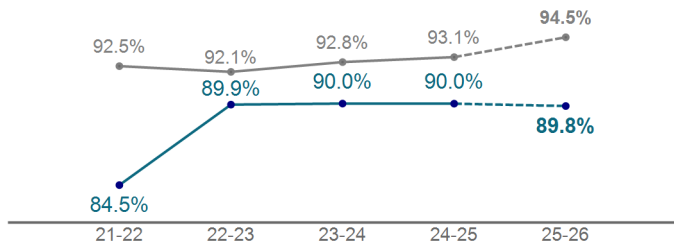
White
N = 20



Native American

Subgroup with fewer than 20 students.

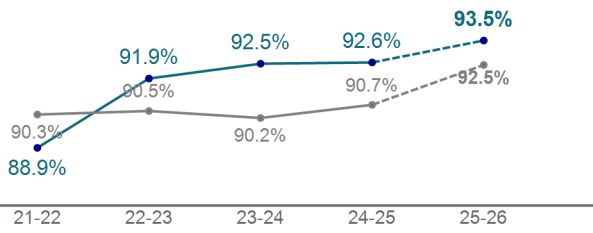
Other
N = 53



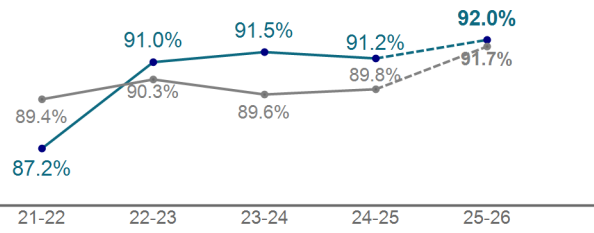
N's are from the current year.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Attendance Rate

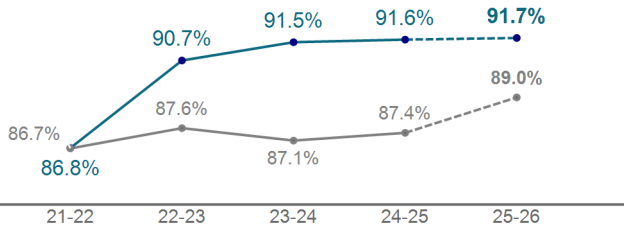
EL + RFEP
N = 1,183



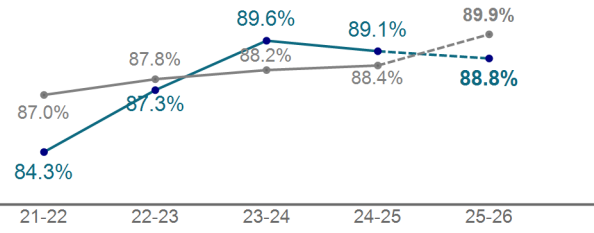
Low SES
N = 1,719



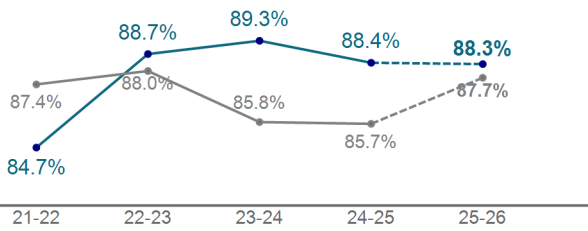
English Learner
N = 423



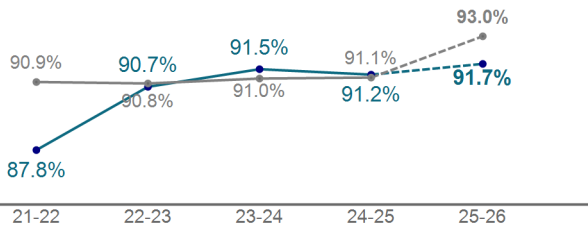
Special Education
N = 333



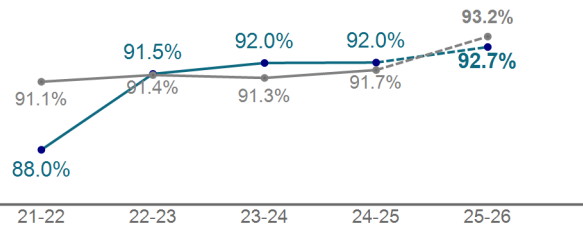
Homeless or Foster Youth
N = 210



Female
N = 1,134



Male
N = 1,162



N's are from the current year.
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 2024-2025

| 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 | 23-24 Chronic Rate | Chronic + At-Risk Rate | HS Chronic Rate |
|---------------------|------------------|-------|---------------------|----|----|----|----|----------------------|--------------------|------------------------|-----------------|
| All Students | 2,356 | 2,356 | 11 | 16 | 13 | 18 | 42 | 27.1% | 25.7% | 40.3% | 27.0% |
| Grade | Gr. 09 | 617 | 11 | 14 | 12 | 16 | 46 | 25.3% | 25.8% | 37.4% | 24.8% |
| | Gr. 10 | 610 | 12 | 15 | 14 | 19 | 39 | 27.7% | 25.8% | 41.5% | 26.9% |
| | Gr. 11 | 587 | 11 | 17 | 12 | 18 | 42 | 28.1% | 26.0% | 40.2% | 26.0% |
| | Gr. 12 | 542 | 9 | 18 | 15 | 19 | 38 | 27.3% | 25.0% | 42.4% | 30.6% |
| Ethnicity | African American | 356 | 16 | 22 | 16 | 15 | 31 | 38.2% | 29.9% | 53.9% | 36.1% |
| | Asian | 70 | 11 | 11 | 6 | 9 | 63 | 22.9% | 8.5% | 28.6% | 17.3% |
| | Cambodian | 60 | 12 | 8 | 10 | 8 | 62 | 20.0% | 6.7% | 30.0% | 20.6% |
| | Filipino | 28 | 11 | 7 | 4 | 18 | 61 | 17.9% | 17.2% | 21.4% | 10.6% |
| | Hispanic | 1,793 | 10 | 15 | 13 | 19 | 43 | 24.7% | 25.5% | 37.6% | 29.3% |
| | Pacific Islander | 40 | 8 | 28 | 18 | 23 | 25 | 35.0% | 26.3% | 52.5% | 38.3% |
| | White | 24 | 33 | 17 | 13 | 13 | 25 | 50.0% | 33.3% | 62.5% | 19.3% |
| | Other | 45 | 16 | 13 | 18 | 16 | 38 | 28.9% | 32.6% | 46.7% | 18.8% |
| Gender | Female | 1,139 | 11 | 18 | 14 | 20 | 37 | 29.9% | 27.6% | 43.6% | 28.5% |
| | Male | 1,214 | 10 | 14 | 13 | 16 | 46 | 24.5% | 23.9% | 37.3% | 25.6% |
| | Nonbinary | 3 | | | | 33 | 67 | 0.0% | 100.0% | 0.0% | 33.3% |

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands School Data by Subgroup Jordan 2024-2025

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

| Subgroup | Total | Attendance Bands | | | | | Attendance Rates | | | | |
|---------------------|---------------------|------------------|--------------------|-----------------|--------------|-------------------|------------------|--------------------|-----------------|--------------|-------------------|
| | | Severely Chronic | Moderately Chronic | At Risk Chronic | Satisfactory | Strong Attendance | Severely Chronic | Moderately Chronic | At Risk Chronic | Satisfactory | Strong Attendance |
| Special Populations | Low SES | 1,730 | 12 | 17 | 14 | 18 | 40 | 28.4% | 26.7% | 42.1% | 33.1% |
| | ELL | 463 | 11 | 16 | 13 | 19 | 40 | 27.0% | 24.0% | 40.4% | 38.7% |
| | RFEP | 807 | 6 | 13 | 13 | 21 | 47 | 18.8% | 21.4% | 32.0% | 24.8% |
| | EL + RFEP | 1,270 | 8 | 14 | 13 | 20 | 45 | 21.8% | 22.4% | 35.0% | 28.8% |
| | Special Ed. | 335 | 15 | 19 | 14 | 16 | 35 | 34.3% | 30.8% | 48.7% | 35.8% |
| | Spec Ed. Speech/RSP | 151 | 13 | 16 | 15 | 17 | 40 | 28.5% | 26.6% | 43.7% | 32.8% |
| | Homeless/Foster | 255 | 17 | 21 | 15 | 17 | 30 | 38.0% | 38.1% | 52.9% | 45.8% |
| | Foster | 27 | 22 | 22 | 11 | 19 | 26 | 44.4% | 40.0% | 55.6% | 52.8% |
| | Homeless | 228 | 17 | 21 | 15 | 17 | 30 | 37.3% | 38.0% | 52.6% | 45.0% |
| | GATE/Excel | 271 | 5 | 8 | 12 | 21 | 54 | 12.9% | 14.7% | 24.7% | 16.7% |
| SLC | Jordan - ACE | 468 | 8 | 12 | 12 | 18 | 51 | 19.9% | 17.0% | 31.4% | 20.0% |
| | Jordan - AIMS | 512 | 8 | 12 | 16 | 19 | 45 | 20.3% | 23.9% | 35.9% | 20.3% |
| | Jordan - JMAC | 715 | 10 | 17 | 13 | 19 | 41 | 26.7% | 23.0% | 40.0% | 27.1% |
| | Jordan - LEAP | 619 | 14 | 21 | 13 | 17 | 34 | 35.1% | 33.4% | 48.3% | 35.2% |
| | Lakewood - ATM | 1 | 100 | | | | | 100.0% | 100.0% | 100.0% | 25.3% |
| | Lakewood - HOSM | 1 | 100 | | | | | 100.0% | 100.0% | 100.0% | 23.6% |
| | Millikan - MBA | 1 | 100 | | | | | 0.0% | | 100.0% | 18.8% |
| | Poly - BEACH | 1 | | | | 100 | | 0.0% | | 0.0% | 30.6% |

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands

School Comparison by Subgroup

All 2024-2025

| 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 | 23-24 Chronic Rate | Chronic + At-Risk Rate |
|----------------|------------|---------------------|----|----|----|----|----------------------|--------------------|------------------------|
| All Elementary | 25,767 | 6 | 18 | 17 | 23 | 36 | 24.3% | 24.7% | 41.1% |
| Addams | 756 | 8 | 22 | 16 | 20 | 34 | 29.6% | 28.9% | 45.6% |
| Alvarado | 406 | 5 | 22 | 20 | 20 | 33 | 26.6% | 27.6% | 46.6% |
| Barton | 444 | 9 | 22 | 22 | 22 | 25 | 31.8% | 37.4% | 53.4% |
| Birney | 519 | 5 | 22 | 16 | 25 | 31 | 27.2% | 27.7% | 43.4% |
| Bixby | 559 | 3 | 13 | 15 | 25 | 44 | 15.4% | 17.0% | 30.6% |
| Bryant | 396 | 7 | 24 | 16 | 24 | 28 | 31.3% | 29.4% | 47.7% |
| Burbank | 577 | 7 | 22 | 17 | 20 | 34 | 29.3% | 28.2% | 46.3% |
| Burcham | 425 | 4 | 12 | 17 | 23 | 45 | 16.0% | 13.6% | 32.7% |
| Carver | 573 | 3 | 14 | 17 | 24 | 42 | 16.9% | 13.7% | 34.2% |
| Chavez | 341 | 7 | 22 | 15 | 22 | 35 | 28.4% | 33.2% | 43.4% |
| Cleveland | 460 | 5 | 17 | 12 | 27 | 39 | 21.5% | 14.0% | 33.7% |
| Dooley | 693 | 8 | 24 | 19 | 22 | 27 | 32.3% | 33.3% | 51.2% |
| Edison | 466 | 11 | 25 | 11 | 21 | 32 | 36.7% | 29.9% | 47.2% |
| Emerson | 358 | 1 | 8 | 12 | 24 | 55 | 9.5% | 9.9% | 21.2% |
| Fremont | 461 | 3 | 12 | 17 | 24 | 44 | 15.0% | 14.5% | 32.3% |
| Gant | 669 | 1 | 12 | 13 | 26 | 47 | 13.0% | 13.0% | 26.5% |
| Garfield | 563 | 8 | 16 | 19 | 21 | 36 | 24.0% | 21.4% | 42.8% |
| Gompers | 387 | 5 | 13 | 20 | 25 | 37 | 18.1% | 18.3% | 38.2% |
| Grant | 998 | 9 | 24 | 18 | 21 | 28 | 33.2% | 31.8% | 51.3% |
| Harte | 772 | 9 | 20 | 19 | 22 | 30 | 28.9% | 32.1% | 47.7% |
| Henry | 798 | 1 | 7 | 13 | 30 | 49 | 8.0% | 7.0% | 21.1% |
| Herrera | 655 | 8 | 22 | 25 | 21 | 24 | 30.1% | 30.6% | 54.8% |
| Holmes | 400 | 5 | 23 | 19 | 20 | 33 | 28.3% | 26.5% | 46.8% |
| Hudson | 229 | 14 | 22 | 15 | 22 | 27 | 35.8% | 32.9% | 51.1% |
| Kettering | 354 | 4 | 12 | 15 | 25 | 45 | 15.5% | 17.5% | 30.2% |
| King | 625 | 12 | 20 | 18 | 23 | 26 | 31.8% | 29.9% | 50.2% |

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands

School Comparison by Subgroup

All 2024-2025

| 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 | 23-24 Chronic Rate | Chronic + At-Risk Rate |
|--------------|------------|---------------------|----|----|----|----|----------------------|--------------------|------------------------|
| Lafayette | 883 | 7 | 20 | 17 | 20 | 35 | 27.2% | 26.7% | 44.2% |
| Lincoln | 801 | 7 | 20 | 15 | 20 | 39 | 26.5% | 33.7% | 41.2% |
| Longfellow | 918 | 3 | 13 | 14 | 25 | 45 | 15.7% | 16.6% | 30.1% |
| Los Cerritos | 478 | 4 | 9 | 13 | 25 | 49 | 12.8% | 12.9% | 26.2% |
| Lowell | 622 | 2 | 12 | 16 | 25 | 46 | 13.7% | 14.3% | 29.3% |
| Macarthur | 345 | 3 | 20 | 17 | 23 | 37 | 23.2% | 22.6% | 39.7% |
| Madison | 422 | 6 | 12 | 18 | 25 | 39 | 18.0% | 21.2% | 35.8% |
| Mann | 335 | 6 | 18 | 15 | 26 | 36 | 23.6% | 28.3% | 38.5% |
| McKinley | 497 | 7 | 21 | 19 | 24 | 30 | 28.2% | 32.2% | 46.7% |
| Naples | 348 | 3 | 13 | 16 | 30 | 38 | 16.1% | 14.2% | 31.9% |
| Oropeza | 559 | 11 | 27 | 15 | 16 | 31 | 37.6% | 36.0% | 52.8% |
| Prisk | 477 | 2 | 11 | 14 | 27 | 45 | 13.0% | 13.5% | 27.5% |
| Riley | 500 | 4 | 17 | 19 | 24 | 37 | 20.4% | 20.1% | 39.0% |
| Roosevelt | 836 | 12 | 20 | 16 | 18 | 33 | 32.4% | 34.6% | 48.2% |
| Signal Hill | 622 | 5 | 14 | 18 | 23 | 40 | 19.0% | 21.3% | 37.5% |
| Smith | 676 | 8 | 20 | 19 | 20 | 34 | 27.1% | 26.3% | 46.2% |
| Stevenson | 478 | 7 | 26 | 17 | 21 | 28 | 33.5% | 31.6% | 50.6% |
| Twain | 483 | 3 | 16 | 18 | 25 | 38 | 19.0% | 22.9% | 36.9% |
| Webster | 473 | 9 | 22 | 20 | 20 | 30 | 30.2% | 29.1% | 50.3% |
| Whittier | 560 | 7 | 21 | 18 | 19 | 35 | 28.0% | 27.8% | 45.9% |
| Willard | 570 | 10 | 22 | 18 | 20 | 30 | 31.8% | 30.1% | 49.6% |

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands

School Comparison by Subgroup

All 2024-2025

| 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 | 23-24 Chronic Rate | Chronic + At-Risk Rate |
|------------|------------|---------------------|----|----|----|----|----------------------|--------------------|------------------------|
| All Middle | 12,480 | 7 | 14 | 13 | 20 | 45 | 21.9% | 22.8% | 35.1% |
| Bancroft | 822 | 5 | 12 | 14 | 22 | 47 | 17.0% | 17.3% | 30.5% |
| Franklin | 1,033 | 12 | 19 | 13 | 18 | 38 | 31.7% | 34.3% | 44.6% |
| Hamilton | 785 | 13 | 22 | 17 | 17 | 30 | 35.5% | 27.5% | 52.9% |
| Hoover | 527 | 6 | 12 | 13 | 21 | 48 | 18.6% | 17.4% | 31.5% |
| Hughes | 1,230 | 3 | 13 | 14 | 22 | 48 | 16.3% | 14.9% | 30.2% |
| Jefferson | 1,028 | 5 | 13 | 13 | 21 | 48 | 18.4% | 21.5% | 30.9% |
| Keller | 519 | 1 | 5 | 11 | 20 | 63 | 5.8% | 6.5% | 17.0% |
| Lindbergh | 436 | 9 | 17 | 14 | 21 | 38 | 26.4% | 29.5% | 40.8% |
| Lindsey | 718 | 8 | 13 | 10 | 18 | 51 | 21.4% | 27.0% | 31.5% |
| Marshall | 958 | 3 | 13 | 13 | 21 | 50 | 16.3% | 16.5% | 28.9% |
| Nelson | 855 | 10 | 18 | 13 | 17 | 42 | 28.2% | 27.8% | 41.6% |
| Rogers | 785 | 3 | 8 | 13 | 22 | 54 | 11.5% | 15.4% | 24.5% |
| Stanford | 1,196 | 5 | 9 | 11 | 21 | 54 | 13.8% | 16.1% | 24.9% |
| Stephens | 681 | 11 | 21 | 16 | 19 | 34 | 31.3% | 33.4% | 47.3% |
| Washington | 907 | 17 | 21 | 13 | 21 | 28 | 37.6% | 35.6% | 51.0% |

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands

School Comparison by Subgroup

All 2024-2025

| 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 | 23-24 Chronic Rate | Chronic + At-Risk Rate |
|-----------|------------|---------------------|----|----|----|----|----------------------|--------------------|------------------------|
| All K8 | 5,739 | 5 | 15 | 15 | 22 | 43 | 20.2% | 20.2% | 35.1% |
| Avalon | 447 | 9 | 27 | 19 | 25 | 20 | 36.0% | 31.5% | 55.5% |
| Cubberley | 967 | 2 | 10 | 12 | 22 | 55 | 11.7% | 12.0% | 23.6% |
| Muir | 1,066 | 7 | 18 | 16 | 21 | 38 | 25.0% | 22.7% | 40.8% |
| Newcomb | 928 | 3 | 8 | 16 | 23 | 51 | 10.8% | 10.8% | 26.6% |
| Powell | 743 | 9 | 23 | 16 | 20 | 31 | 31.8% | 33.9% | 48.2% |
| Robinson | 734 | 9 | 17 | 13 | 19 | 42 | 25.9% | 26.3% | 39.2% |
| Tincher | 854 | 3 | 8 | 13 | 24 | 52 | 11.0% | 11.0% | 24.4% |

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands

School Comparison by Subgroup

All 2024-2025

| 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 | 23-24 Chronic Rate | Chronic + At-Risk Rate |
|-------------|------------|---------------------|----|----|----|----|----------------------|--------------------|------------------------|
| All High | 20,036 | 12 | 15 | 13 | 19 | 40 | 27.0% | 26.7% | 40.4% |
| Browning | 348 | 17 | 16 | 12 | 20 | 36 | 32.5% | 32.1% | 44.3% |
| Cabrillo | 1,686 | 22 | 20 | 14 | 16 | 28 | 42.3% | 42.0% | 56.8% |
| CAMS | 673 | 1 | 6 | 6 | 14 | 74 | 6.8% | 5.2% | 12.5% |
| Jordan | 2,356 | 11 | 16 | 13 | 18 | 42 | 27.1% | 25.7% | 40.3% |
| Lakewood | 2,385 | 9 | 17 | 17 | 22 | 35 | 26.9% | 26.1% | 43.5% |
| McBride | 685 | 5 | 12 | 12 | 20 | 51 | 17.2% | 16.9% | 29.1% |
| Millikan | 3,452 | 5 | 11 | 14 | 23 | 47 | 16.4% | 16.3% | 30.2% |
| PAAL | 135 | 39 | 31 | 13 | 7 | 10 | 70.4% | 75.6% | 83.0% |
| Polytechnic | 3,818 | 13 | 16 | 14 | 20 | 37 | 29.1% | 27.3% | 42.9% |
| Reid | 124 | 87 | | 12 | | | 99.2% | 91.1% | 99.2% |
| Renaissance | 401 | 6 | 15 | 11 | 17 | 51 | 21.2% | 21.7% | 32.4% |
| Sato | 553 | 2 | 4 | 7 | 17 | 69 | 6.3% | 6.8% | 13.6% |
| Wilson | 3,420 | 15 | 18 | 13 | 20 | 34 | 33.1% | 33.0% | 46.5% |

The percentages may not equal 100% due to rounding.

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Chronic Absence by Attendance Bands School Comparison by Subgroup All 2024-2025

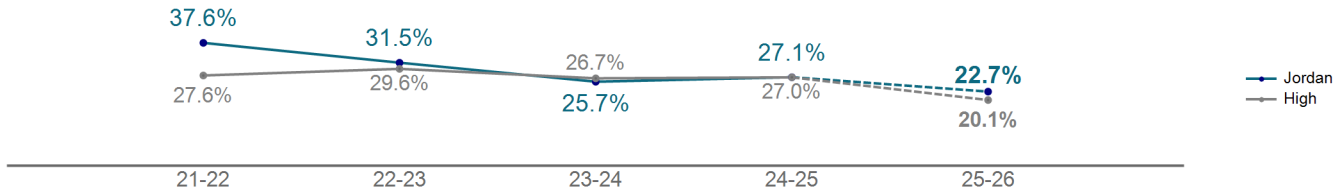
| Legend | Attendance Rates: |
|--------------------|-------------------|
| Severely Chronic | <80% |
| Moderately Chronic | >=80% & <=90% |
| At Risk Chronic | >90% & <93% |
| Satisfactory | >=93% & <96% |
| Strong Attendance | >=96% |

| School | # Students | Percent by Category | | | | | Current Chronic Rate | 23-24 Chronic Rate | Chonic + At-Risk Rate |
|----------|------------|---------------------|----|----|----|----|----------------------|--------------------|-----------------------|
| District | 64,022 | 8 | 16 | 15 | 21 | 40 | 24.3% | 24.6% | 39.2% |

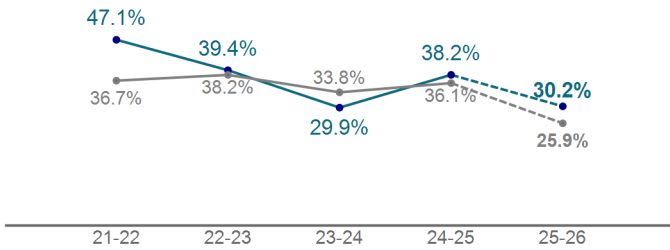
The percentages may not equal 100% due to rounding.

Percent of Students in the Moderately or Severely Chronic Categories

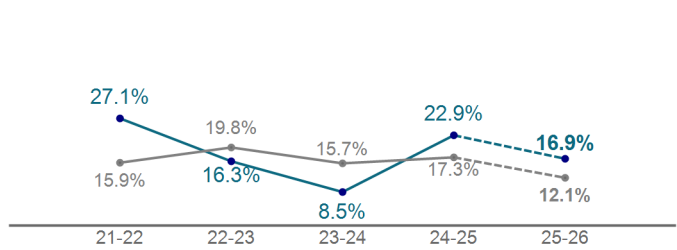
Jordan
All Students
N = 2,258



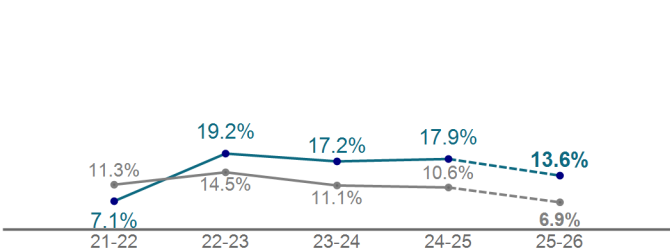
African American
N = 331



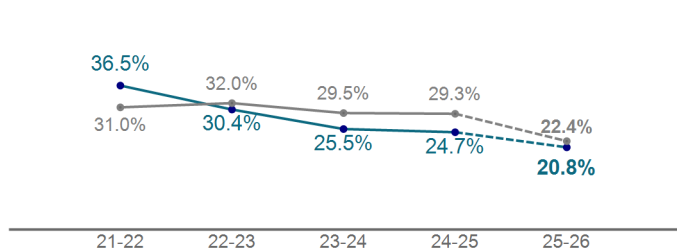
Asian
N = 71



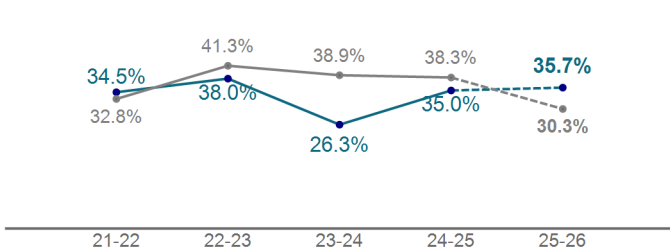
Filipino
N = 22



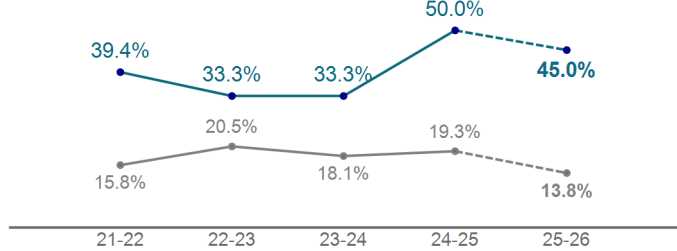
Hispanic
N = 1,720



Pacific Islander
N = 42



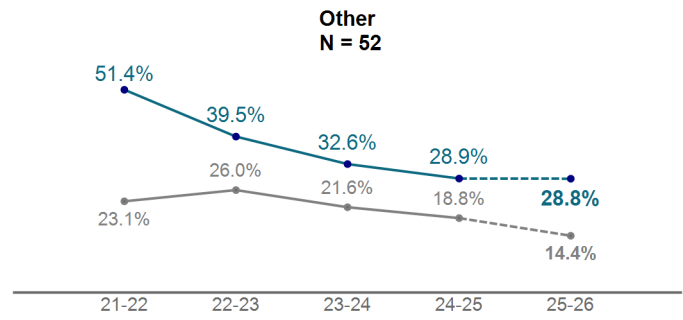
White
N = 20



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 Students in the Moderately or Severely Chronic Categories

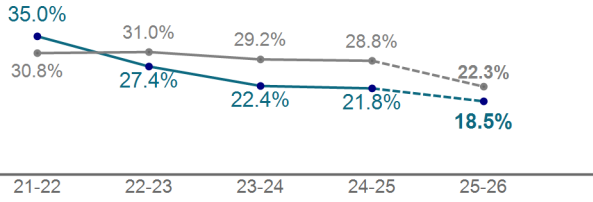
Native American
Subgroup with fewer than 20 students.



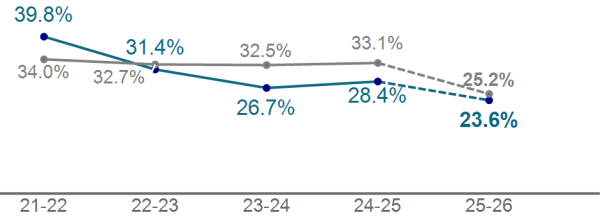
N's are from the current year.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Percent of Students in the Moderately or Severely Chronic Categories

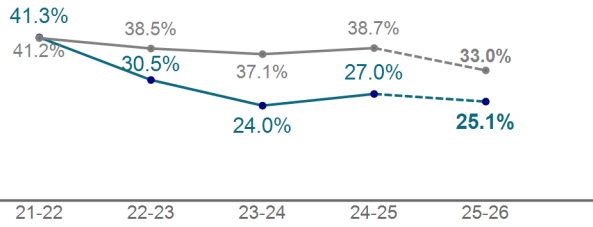
EL + RFEP
N = 1,166



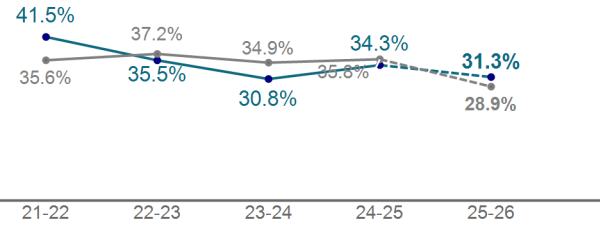
Low SES
N = 1,723



English Learner
N = 415



Special Education
N = 326



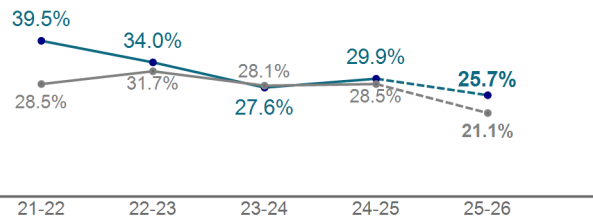
Homeless or Foster Youth

Subgroup with fewer than 20 students.

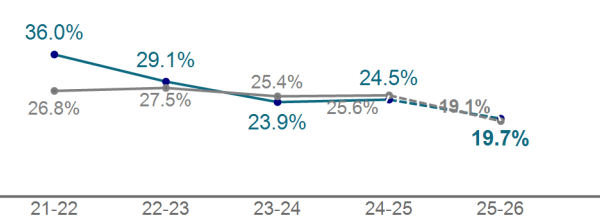
Homeless or Foster Youth

Subgroup with fewer than 20 students.

Female
N = 1,122



Male
N = 1,136



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

SBAC ELA 2025 :: 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 | 509 | 69% | 41 | 28 | 22 | 9 | 31% | ↓3 | | ↑4 | |
| | All High | 46% | 25 | 21 | 29 | 25 | 54% | ↑2 | | ↑5 | |
| | District | 48% | 27 | 22 | 28 | 24 | 52% | ↑2 | | ↑2 | |
| Grade | Gr. 11 | 509 | 69% | 41 | 28 | 22 | 9 | 31% | ↓3 | | ↑4 |
| | All High | 46% | 25 | 21 | 29 | 25 | 54% | ↑2 | | ↑5 | |
| | District | 46% | 25 | 21 | 29 | 25 | 54% | ↑2 | | ↑5 | |
| Ethnicity | Hispanic | 405 | 68% | 41 | 27 | 24 | 8 | 32% | ↓4 | | ↑5 |
| | | All High | 53% | 30 | 23 | 28 | 19 | 47% | ↓- | | ↑6 |
| | | District | 55% | 31 | 24 | 27 | 18 | 45% | ↑2 | | ↑3 |
| | African American | 61 | 82% | 56 | 26 | 13 | 5 | 18% | ↓6 | | - |
| | | All High | 60% | 34 | 26 | 27 | 13 | 40% | ↑4 | | ↑3 |
| | | District | 64% | 38 | 25 | 23 | 13 | 36% | ↑2 | | ↑2 |
| | Asian | 18* | 44% | 17 | 28 | 17 | 39 | 56% | ↑20 | | - |
| | | All High | 25% | 10 | 15 | 29 | 46 | 75% | ↓2 | | ↑2 |
| | | District | 30% | 14 | 16 | 31 | 39 | 70% | ↑3 | | ↑1 |
| | Cambodian | 16* | 56% | 13 | 44 | 13 | 31 | 44% | ↑4 | | - |
| | | All High | 34% | 12 | 22 | 34 | 32 | 66% | ↓3 | | ↑4 |
| | | District | 36% | 16 | 19 | 32 | 33 | 64% | ↑1 | | ↑1 |
| | Filipino | 9* | 56% | 56 | 22 | 22 | 44% | ↓6 | | - | |
| | | All High | 25% | 5 | 20 | 28 | 47 | 75% | ↑4 | | ↑3 |
| | | District | 25% | 9 | 16 | 30 | 45 | 75% | ↑2 | | ↑2 |
| Other | 7* | 71% | 71 | 29 | 29% | ↓2 | | - | | | |
| | All High | 33% | 16 | 17 | 29 | 37 | 67% | ↑- | | ↑4 | |
| | District | 31% | 16 | 15 | 29 | 40 | 69% | ↑1 | | ↓1 | |

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

SBAC ELA 2025 :: 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 | |
| Ethnicity | Pacific Islander | 5* | 80% | 80 | 20 | | 20% | ↑20 | | - | |
| | | All High | 58% | 36 | 22 | 33 | 9 | 42% | ↓3 | | ↑13 |
| | | District | 55% | 30 | 26 | 35 | 10 | 45% | ↑2 | | ↑12 |
| | White | 4* | 75% | 50 | 25 | 25 | | 25% | ↓35 | | - |
| | | All High | 24% | 10 | 14 | 32 | 44 | 76% | ↑6 | | ↑5 |
| | | District | 23% | 10 | 13 | 31 | 46 | 77% | ↑3 | | ↑2 |
| Gender | Female | 260 | 66% | 36 | 30 | 23 | 10 | 34% | ↓7 | | ↓1 |
| | | All High | 41% | 19 | 22 | 30 | 29 | 59% | ↑1 | | ↑4 |
| | | District | 44% | 23 | 21 | 30 | 26 | 56% | ↑2 | | ↑2 |
| | Male | 248 | 71% | 46 | 25 | 21 | 8 | 29% | ↓1 | | ↑7 |
| | | All High | 51% | 30 | 21 | 27 | 22 | 49% | ↑2 | | ↑6 |
| | | District | 52% | 31 | 22 | 26 | 22 | 48% | ↑3 | | ↑3 |
| | Nonbinary | 1* | 0% | | | 100 | 100% | 100% | - | | - |
| | | All High* | 24% | 6 | 18 | 41 | 35 | 76% | ↑23 | | ↓8 |
| | | District | 32% | 14 | 19 | 41 | 27 | 68% | ↑14 | | - |
| Special Populations | EL + RFEP | 306 | 67% | 42 | 25 | 24 | 9 | 33% | ↓- | | ↑7 |
| | | All High | 56% | 32 | 24 | 28 | 16 | 44% | ↑1 | | ↑6 |
| | | District | 62% | 37 | 25 | 25 | 13 | 38% | ↑1 | | ↑4 |
| | ELL | 100 | 97% | 81 | 16 | 3 | | 3% | ↑3 | | ↑8 |
| | | All High | 95% | 73 | 22 | 5 | | 5% | ↓1 | | ↑6 |
| | | District | 90% | 66 | 24 | 9 | 1 | 10% | ↓4 | | ↑3 |
| | RFEP | 206 | 53% | 23 | 30 | 33 | 14 | 47% | ↓3 | | ↑7 |
| | | All High | 42% | 18 | 24 | 36 | 22 | 58% | ↑1 | | ↑6 |
| | | District | 38% | 12 | 26 | 38 | 24 | 62% | ↑3 | | ↑5 |

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

Jordan

| Category | Tested | Percent by Achievement Level | | | | | 2 yr Chg | 3 yr Chg | % Cohort Chg | | |
|---------------------|-----------------|------------------------------|---------|------------|-----|----------|-------------|-------------|-----------------|--------------|-----|
| | | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | | | | Met+Exceeded | |
| Special Populations | Foster | 2* | 100% | 100 | | | | 0% | - | | - |
| | | All High* | 64% | 29 | 36 | 29 | 7 | 36% | ↑19 | | ↑45 |
| | | District | 74% | 53 | 21 | 20 | 6 | 26% | ↑3 | | ↑12 |
| | GATE/Excel | 63 | 17% | 8 | 10 | 43 | 40 | 83% | ↑20 | | ↑8 |
| | | All High | 11% | 4 | 6 | 30 | 60 | 89% | ↑4 | | ↑- |
| | | District | 10% | 2 | 8 | 31 | 59 | 90% | ↑2 | | ↓- |
| | Homeless | 46 | 67% | 50 | 17 | 26 | 7 | 33% | ↑14 | | - |
| | | All High | 63% | 40 | 23 | 25 | 12 | 37% | ↑7 | | ↑7 |
| | | District | 68% | 44 | 24 | 22 | 10 | 32% | ↑1 | | ↑3 |
| | Homeless/Foster | 48 | 69% | 52 | 17 | 25 | 6 | 31% | ↑15 | | - |
| | | All High | 63% | 39 | 24 | 25 | 12 | 37% | ↑8 | | ↑9 |
| | | District | 69% | 45 | 24 | 22 | 9 | 31% | ↑1 | | ↑4 |
| | Low SES | 369 | 69% | 42 | 27 | 23 | 8 | 31% | ↓3 | | ↑3 |
| | | All High | 54% | 30 | 24 | 28 | 18 | 46% | ↑2 | | ↑7 |
| | | District | 58% | 34 | 24 | 27 | 15 | 42% | ↑2 | | ↑3 |
| | Special Ed. | 57 | 95% | 81 | 14 | 4 | 2 | 5% | ↑2 | | ↑3 |
| All High | | 82% | 60 | 22 | 14 | 4 | 18% | ↑2 | | ↑9 | |
| District | | 81% | 62 | 19 | 13 | 6 | 19% | ↑2 | | ↑4 | |
| Spec Ed. Speech/RSP | 21 | 90% | 62 | 29 | 5 | 5 | 10% | ↑4 | | - | |
| | All High | 74% | 47 | 28 | 20 | 6 | 26% | ↑4 | | ↑13 | |
| | District | 81% | 57 | 24 | 15 | 4 | 19% | ↓2 | | ↑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. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC Math 2025 :: 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 | 513 | 86% | 66 | 20 | 11 | 4 | 14% | ↑6 | | ↓5 | |
| | All High | 73% | 50 | 23 | 16 | 11 | 27% | ↑3 | | ↓7 | |
| | District | 62% | 36 | 25 | 19 | 19 | 38% | ↑2 | | ↓4 | |
| Grade | Gr. 11 | 513 | 86% | 66 | 20 | 11 | 4 | 14% | ↑6 | | ↓5 |
| | All High | 73% | 50 | 23 | 16 | 11 | 27% | ↑3 | | ↓7 | |
| | District | 73% | 51 | 23 | 16 | 11 | 27% | ↑3 | | ↓7 | |
| Ethnicity | Hispanic | 404 | 86% | 67 | 19 | 10 | 4 | 14% | ↑6 | | ↓6 |
| | | All High | 80% | 58 | 22 | 13 | 6 | 20% | ↑3 | | ↓6 |
| | | District | 68% | 42 | 27 | 18 | 13 | 32% | ↑2 | | ↓2 |
| | African American | 64 | 89% | 69 | 20 | 6 | 5 | 11% | ↑7 | | ↑2 |
| | | All High | 86% | 63 | 22 | 11 | 4 | 14% | ↑3 | | ↓3 |
| | | District | 78% | 52 | 26 | 14 | 9 | 22% | ↑2 | | ↓1 |
| | Asian | 18* | 72% | 39 | 33 | 28 | | 28% | ↑13 | | - |
| | | All High | 51% | 26 | 25 | 22 | 28 | 49% | ↑5 | | ↓13 |
| | | District | 42% | 19 | 23 | 23 | 34 | 58% | ↑3 | | ↓7 |
| | Cambodian | 16* | 75% | 38 | 38 | 25 | | 25% | ↑15 | | - |
| | | All High | 61% | 36 | 25 | 24 | 15 | 39% | ↑8 | | ↓11 |
| | | District | 47% | 23 | 24 | 25 | 28 | 53% | ↑3 | | ↓5 |
| | Filipino | 9* | 89% | 33 | 56 | 11 | | 11% | ↓1 | | - |
| | | All High | 53% | 29 | 24 | 20 | 27 | 47% | ↑1 | | ↓8 |
| | | District | 37% | 16 | 21 | 22 | 40 | 63% | ↑1 | | ↓9 |
| Other | 9* | 89% | 56 | 33 | 11 | | 11% | ↑11 | | - | |
| | All High | 62% | 40 | 22 | 21 | 17 | 38% | ↓1 | | ↓8 | |
| | District | 42% | 22 | 20 | 24 | 34 | 58% | ↑1 | | ↓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. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC Math 2025 :: 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 |
| Ethnicity | Pacific Islander | 5* | 100% | 80 | 20 | | 0% | ↓20 | | - |
| | | All High | 89% | 58 | 31 | 7 | 4 | 11% | ↓11 | ↓8 |
| | | District | 72% | 42 | 30 | 17 | 11 | 28% | ↓2 | ↓12 |
| | White | 4* | 50% | 50 | | 50 | | 50% | ↑30 | - |
| | | All High | 54% | 28 | 26 | 24 | 22 | 46% | ↑5 | ↓11 |
| | | District | 37% | 16 | 21 | 25 | 38 | 63% | ↑2 | ↓9 |
| Gender | Female | 265 | 88% | 67 | 20 | 9 | 3 | 12% | ↑4 | ↓7 |
| | | All High | 75% | 51 | 24 | 16 | 9 | 25% | ↑4 | ↓9 |
| | | District | 64% | 37 | 26 | 19 | 17 | 36% | ↑2 | ↓5 |
| | Male | 247 | 84% | 64 | 20 | 12 | 4 | 16% | ↑9 | ↓3 |
| | | All High | 72% | 50 | 22 | 15 | 13 | 28% | ↑3 | ↓5 |
| | | District | 59% | 36 | 24 | 20 | 21 | 41% | ↑2 | ↓2 |
| | Nonbinary | 1* | 100% | 100 | | | | 0% | - | - |
| | | All High* | 71% | 41 | 29 | 24 | 6 | 29% | ↑1 | ↓36 |
| | | District | 76% | 43 | 32 | 16 | 8 | 24% | ↑1 | ↓28 |
| Special Populations | EL + RFEP | 306 | 87% | 66 | 21 | 10 | 3 | 13% | ↑7 | ↓6 |
| | | All High | 81% | 61 | 20 | 12 | 7 | 19% | ↑4 | ↓6 |
| | | District | 74% | 49 | 25 | 15 | 10 | 26% | ↑2 | ↓3 |
| | ELL | 97 | 98% | 90 | 8 | 1 | 1 | 2% | ↑2 | ↑3 |
| | | All High | 96% | 89 | 7 | 2 | 2 | 4% | ↑3 | ↑4 |
| | | District | 90% | 69 | 21 | 8 | 2 | 10% | ↓1 | ↑1 |
| | RFEP | 209 | 82% | 55 | 27 | 14 | 4 | 18% | ↑9 | ↓10 |
| | | All High | 77% | 52 | 25 | 15 | 9 | 23% | ↑4 | ↓8 |
| | | District | 61% | 32 | 29 | 22 | 17 | 39% | ↑3 | ↓5 |

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

Jordan

| Category | Tested | Percent by Achievement Level | | | | | 2 yr | 3 yr | % Cohort | | |
|---------------------|-----------------|------------------------------|---------|------------|-----|----------|--------------|------|----------|-----|-----|
| | | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | Met+Exceeded | Chg | Chg | Chg | |
| Special Populations | Foster | 2* | 50% | 50 | 50 | 50% | ↑50 | | - | | |
| | | All High* | 80% | 67 | 13 | 20 | 20% | ↑20 | | ↑14 | |
| | | District | 81% | 59 | 22 | 13 | 6 | 19% | ↑3 | | ↑7 |
| | GATE/Excel | 64 | 45% | 16 | 30 | 39 | 16 | 55% | ↑30 | | ↓15 |
| | | All High | 39% | 15 | 25 | 32 | 29 | 61% | ↑4 | | ↓15 |
| | | District | 20% | 5 | 15 | 27 | 53 | 80% | ↑1 | | ↓9 |
| | Homeless | 49 | 90% | 71 | 18 | 8 | 2 | 10% | ↑8 | | ↓7 |
| | | All High | 89% | 69 | 21 | 8 | 2 | 11% | ↑3 | | ↓7 |
| | | District | 82% | 57 | 24 | 11 | 7 | 18% | ↑- | | ↓4 |
| | Homeless/Foster | 51 | 88% | 71 | 18 | 10 | 2 | 12% | ↑10 | | ↓3 |
| | | All High | 89% | 68 | 20 | 9 | 2 | 11% | ↑4 | | ↓5 |
| | | District | 82% | 57 | 24 | 12 | 7 | 18% | ↑1 | | ↓3 |
| | Low SES | 372 | 86% | 69 | 17 | 11 | 3 | 14% | ↑5 | | ↓2 |
| | | All High | 80% | 60 | 21 | 13 | 6 | 20% | ↑4 | | ↓4 |
| | | District | 71% | 44 | 26 | 17 | 12 | 29% | ↑2 | | ↓2 |
| Special Ed. | 58 | 100% | 93 | 7 | | | 0% | - | | - | |
| | All High | 93% | 85 | 9 | 4 | 3 | 7% | ↑3 | | - | |
| | District | 85% | 68 | 17 | 9 | 6 | 15% | ↑2 | | ↑1 | |
| Spec Ed. Speech/RSP | 23 | 100% | 87 | 13 | | | 0% | - | | - | |
| | All High | 89% | 80 | 10 | 6 | 4 | 11% | ↑4 | | ↑- | |
| | District | 85% | 66 | 20 | 10 | 5 | 15% | ↓2 | | ↑2 | |

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

SBAC Science 2025 :: 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 | 468 | 92% | 22 | 69 | 8 | | 8% | ↑2 | - | |
| | All High | 76% | 15 | 62 | 18 | 6 | 24% | ↑- | - | |
| | District | 72% | 15 | 57 | 19 | 9 | 28% | ↑2 | - | |
| Grade | 468 | 92% | 22 | 69 | 8 | | 8% | ↑2 | - | |
| | All High | 76% | 14 | 62 | 18 | 6 | 24% | ↑- | - | |
| | District | 76% | 14 | 62 | 18 | 6 | 24% | ↑- | - | |
| Ethnicity | Hispanic | 360 | 91% | 21 | 71 | 8 | | 9% | ↑2 | - |
| | | All High | 83% | 15 | 68 | 14 | 3 | 17% | ↓1 | - |
| | | District | 79% | 17 | 61 | 16 | 5 | 21% | ↑1 | - |
| | African American | 67 | 97% | 31 | 66 | 3 | | 3% | ↑1 | - |
| | | All High | 89% | 23 | 66 | 9 | 1 | 11% | ↑1 | - |
| | | District | 85% | 24 | 62 | 11 | 3 | 15% | ↑- | - |
| | Asian | 12* | 83% | 17 | 67 | 17 | | 17% | ↓3 | - |
| | | All High | 50% | 5 | 45 | 26 | 24 | 50% | ↑7 | - |
| | | District | 56% | 6 | 50 | 26 | 18 | 44% | ↓1 | - |
| | Cambodian | 10* | 80% | 10 | 70 | 20 | | 20% | ↑11 | - |
| | | All High | 64% | 5 | 60 | 28 | 8 | 36% | ↑8 | - |
| | | District | 62% | 7 | 55 | 26 | 12 | 38% | ↑1 | - |
| | Filipino | 10* | 90% | 30 | 60 | 10 | | 10% | ↓7 | - |
| | | All High | 60% | 9 | 51 | 28 | 12 | 40% | ↓4 | - |
| | | District | 53% | 6 | 47 | 32 | 15 | 47% | ↑1 | - |
| Other | 10* | 100% | 30 | 70 | | | 0% | - | - | |
| | All High | 61% | 9 | 52 | 28 | 11 | 39% | ↑5 | - | |
| | District | 51% | 7 | 44 | 28 | 20 | 49% | ↑4 | - | |

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

SBAC Science 2025 :: 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 | |
| Ethnicity | Pacific Islander | 5* | 100% | 20 | 80 | | 0% | ↓17 | | - | |
| | | All High | 91% | 32 | 60 | 9 | 9% | ↑3 | | - | |
| | | District | 87% | 22 | 64 | 11 | 2 | 13% | ↑4 | | - |
| | White | 4* | 50% | 25 | 25 | 50 | | 50% | ↑50 | | - |
| | | All High | 57% | 11 | 46 | 29 | 14 | 43% | ↑2 | | - |
| | | District | 46% | 7 | 39 | 30 | 24 | 54% | ↑4 | | - |
| Gender | Female | 225 | 93% | 18 | 75 | 6 | | 7% | ↑2 | | - |
| | | All High | 76% | 12 | 64 | 18 | 5 | 24% | ↓1 | | - |
| | | District | 73% | 13 | 59 | 19 | 8 | 27% | ↑1 | | - |
| | Male | 243 | 91% | 26 | 64 | 9 | | 9% | ↑1 | | - |
| | | All High | 76% | 17 | 59 | 17 | 7 | 24% | ↑2 | | - |
| | | District | 71% | 17 | 54 | 19 | 10 | 29% | ↑3 | | - |
| Nonbinary | All High* | 81% | 6 | 75 | 6 | 13 | 19% | ↓36 | | - | |
| | District | 81% | 4 | 77 | 8 | 12 | 19% | ↓20 | | - | |
| Special Populations | EL + RFEP | 278 | 92% | 21 | 71 | 8 | | 8% | ↑5 | | - |
| | | All High | 85% | 16 | 68 | 13 | 3 | 15% | ↓- | | - |
| | | District | 83% | 20 | 63 | 13 | 3 | 17% | ↑1 | | - |
| | ELL | 93 | 100% | 38 | 62 | | | 0% | ↓1 | | - |
| | | All High | 99% | 37 | 63 | | | 1% | ↓1 | | - |
| | | District | 99% | 43 | 56 | | | 1% | ↓1 | | - |
| | RFEP | 185 | 88% | 12 | 75 | 12 | | 12% | ↑8 | | - |
| | | All High | 80% | 10 | 70 | 16 | 4 | 20% | ↓1 | | - |
| | | District | 75% | 9 | 66 | 20 | 5 | 25% | ↑- | | - |
| | Foster | 3* | 100% | 33 | 67 | | | 0% | - | | - |

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

SBAC Science 2025 :: 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* | 87% | 27 | 60 | 13 | 13% | ↑1 | | - | |
| | | District | 86% | 26 | 60 | 14 | 14% | ↑4 | | - | |
| | GATE/Excel | 54 | 76% | 4 | 72 | 22 | 2 | 24% | ↑9 | | - |
| | | All High | 45% | 4 | 41 | 37 | 18 | 55% | ↑7 | | - |
| | District | 35% | 2 | 33 | 38 | 27 | 65% | ↑1 | | - | |
| | Homeless | 47 | 98% | 30 | 68 | 2 | 2% | ↓1 | | - | |
| | | All High | 89% | 24 | 65 | 9 | 2 | 11% | ↓3 | | - |
| | District | 86% | 25 | 61 | 11 | 3 | 14% | ↑1 | | - | |
| | Homeless/Foster | 50 | 98% | 30 | 68 | 2 | 2% | ↓1 | | - | |
| | | All High | 89% | 24 | 65 | 9 | 2 | 11% | ↓2 | | - |
| | District | 86% | 25 | 60 | 11 | 3 | 14% | ↑1 | | - | |
| | Low SES | 333 | 92% | 23 | 70 | 8 | 8% | ↑2 | | - | |
| | | All High | 84% | 18 | 66 | 13 | 3 | 16% | ↓- | | - |
| | District | 81% | 19 | 61 | 15 | 4 | 19% | ↑1 | | - | |
| | Special Ed. | 59 | 98% | 42 | 56 | 2 | 2% | ↓6 | | - | |
| All High | | 95% | 30 | 65 | 4 | 1 | 5% | ↓1 | | - | |
| District | 92% | 37 | 55 | 6 | 2 | 8% | ↓- | | - | | |
| Spec Ed. Speech/RSP | 31 | 97% | 29 | 68 | 3 | 3% | ↓11 | | - | | |
| | All High | 93% | 25 | 68 | 5 | 2 | 7% | ↓2 | | - | |
| District | 92% | 32 | 60 | 7 | 2 | 8% | ↓2 | | - | | |

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

SBAC ELA GROWTH REPORT 2025 School Growth Data by Subgroup

Jordan

12/18/25

| Category | | Average Scale Score Change from Prior Year to This Year | | Percent of Students Change in Scale (Comparing prior year's scale score to this year) | | | |
|--------------|---|---|-----|---|--------------|--------------|--------------|
| | | N | | Growth Target | | | |
| | | | | Declined | Below Target | Above Target | Accelerated* |
| All Students | 424 | 424 | 16 | 43 | 8 | 5 | 43 |
| | | All High | 25 | 37 | 5 | 7 | 50 |
| | | District | 28 | 30 | 15 | 17 | 38 |
| Grade | Gr. 11 (Minimum Growth Target: 12) (Min Accelerated Growth Target: 25) (Minimum Board Goal 2 Target:) | 424 | 16 | 43 | 8 | 5 | 43 |
| | | All High | 25 | 37 | 5 | 7 | 50 |
| | | District | 25 | 38 | 5 | 7 | 50 |
| Ethnicity | Hispanic | 338 | 20 | 43 | 7 | 5 | 45 |
| | | All High | 24 | 39 | 5 | 7 | 49 |
| | | District | 28 | 30 | 14 | 17 | 38 |
| | African American | 50 | -11 | 50 | 14 | 4 | 32 |
| | | All High | 17 | 39 | 8 | 6 | 47 |
| | | District | 25 | 32 | 14 | 15 | 39 |
| | Asian | 17^ | - | 35 | 6 | 6 | 53 |
| | | All High | 35 | 29 | 6 | 8 | 58 |
| | | District | 28 | 29 | 15 | 17 | 39 |
| | Cambodian | 14^ | - | 43 | 14 | 7 | 36 |
| | | All High | 29 | 32 | 8 | 6 | 55 |
| | | District | 23 | 29 | 15 | 18 | 38 |
| Filipino | 6^ | - | 17 | 17 | | 67 | |
| | All High | 38 | 31 | 3 | 7 | 59 | |
| | District | 37 | 29 | 14 | 17 | 41 | |

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 2025 School Growth Data by Subgroup

Jordan

12/18/25

| 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 | Other | 5^ | - | 40 | 20 | 40 | |
| | | All High | 31 | 36 | 7 | 6 | 52 |
| | | District | 25 | 31 | 15 | 17 | 37 |
| | Pacific Islander | 4^ | - | 25 | 25 | 50 | |
| | | All High | 32 | 35 | 2 | 9 | 53 |
| | | District | 39 | 30 | 18 | 15 | 37 |
| | White | 4^ | - | 75 | 25 | 0 | |
| | | All High | 26 | 38 | 5 | 6 | 51 |
| | | District | 27 | 30 | 15 | 19 | 37 |
| Gender | Female | 209 | 15 | 47 | 8 | 6 | 39 |
| | | All High | 28 | 37 | 6 | 7 | 51 |
| | | District | 28 | 30 | 15 | 17 | 38 |
| | Male | 214 | 17 | 40 | 8 | 5 | 48 |
| | | All High | 22 | 38 | 5 | 7 | 50 |
| | | District | 26 | 31 | 14 | 17 | 38 |
| | Nonbinary | 1^ | - | | | 100 | |
| | | All High^ | 3 | 43 | 7 | 50 | |
| | | District | 19 | 33 | 18 | 48 | |
| Special Populations | EL + RFEP | 258 | 20 | 42 | 7 | 5 | 46 |
| | | All High | 23 | 39 | 5 | 7 | 49 |
| | | District | 28 | 31 | 13 | 16 | 41 |

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 2025 School Growth Data by Subgroup

Jordan

12/18/25

| 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 | 63 | 22 | 49 | 35 | 43 | | |
| | | All High | 18 | 46 | 4 | 8 | 42 | |
| | | District | 31 | | 30 | 15 | 17 | 38 |
| | RFEP | 195 | 20 | 39 | 9 | 5 | 47 | |
| | | All High | 24 | 38 | 6 | 6 | 51 | |
| | | District | 27 | | 31 | 11 | 15 | 43 |
| | Foster | 1^ | - | | | | | 100 |
| | | All High^ | 87 | | 8 | 17 | 75 | |
| | | District | 35 | | 38 | 18 | 9 | 35 |
| | GATE/Excel | 61 | 27 | 38 | 8 | 7 | 48 | |
| | | All High | 31 | 32 | 6 | 7 | 55 | |
| | | District | 30 | | 29 | 16 | 19 | 36 |
| | Homeless | 27 | - | 37 | 4 | 7 | 52 | |
| | | All High | 33 | 36 | 5 | 9 | 50 | |
| | | District | 34 | | 30 | 15 | 16 | 40 |
| | Homeless/Foster | 28 | - | 36 | 7 | 7 | 50 | |
| | | All High | 37 | 34 | 6 | 9 | 51 | |
| | | District | 34 | | 31 | 15 | 15 | 39 |
| | Low SES | 304 | 12 | 45 | 7 | 4 | 43 | |
| | | All High | 24 | 37 | 5 | 6 | 51 | |
| District | | 28 | | 30 | 15 | 16 | 39 | |

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 2025 School Growth Data by Subgroup

Jordan

12/18/25

| 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 | Special Ed. | 51 | -1 | 53 | 8 | 8 | 31 |
| | | All High | 21 | | 43 | 4 | 9 | 45 |
| | | District | 31 | | 30 | 14 | 17 | 39 |
| | Spec Ed. Speech/RSP | 18^ | - | 50 | 6 | 6 | 39 | |
| | | All High | 24 | | 43 | 3 | 7 | 47 |
| | | District | 31 | | 31 | 13 | 16 | 41 |
| SLC | Jordan - ACE | 80 | 7 | 39 | 14 | 5 | 43 | |
| | Jordan - AIMS | 82 | - | 68 | 5 | 5 | 22 | |
| | Jordan - JMAC | 152 | 18 | 38 | 7 | 5 | 49 | |
| | Jordan - LEAP | 109 | 27 | 36 | 7 | 6 | 51 | |

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 2025 School Growth Data by Subgroup

Jordan

12/18/25

| Category | | Average Scale Score Change from Prior Year to This Year | | Percent of Students Change in Scale (Comparing prior year's scale score to this year) | | | | |
|--------------|--|---|----------|---|--------------|--------------|--------------|----|
| | | N | | Growth Target | | | | |
| | | | | Declined | Below Target | Above Target | Accelerated* | |
| All Students | 423 | 423 | 7 | 49 | 23 | 16 | 13 | |
| | | All High | 17 | 43 | 24 | 18 | 15 | |
| | | District | 20 | 34 | 20 | 19 | 27 | |
| Grade | Gr. 11 (Minimum Growth Target: 49) (Min Accelerated Growth Target: 99) | 423 | 7 | 49 | 23 | 16 | 13 | |
| | | All High | 17 | 43 | 24 | 18 | 15 | |
| | | District | 16 | 44 | 24 | 18 | 15 | |
| Math | Hispanic | 334 | 5 | 51 | 22 | 14 | 12 | |
| | | All High | 16 | 44 | 24 | 18 | 14 | |
| | | District | 19 | 36 | 19 | 19 | 27 | |
| | African American | 51 | 19 | 43 | 22 | 18 | 18 | |
| | | All High | 18 | 42 | 25 | 15 | 19 | |
| | | District | 23 | 35 | 20 | 17 | 28 | |
| | Ethnicity | Asian | 18^ | - | 28 | 28 | 33 | 11 |
| | | | All High | 18 | 41 | 22 | 25 | 12 |
| | | | District | 22 | 31 | 21 | 20 | 29 |
| | | Cambodian | 15^ | - | 40 | 13 | 27 | 20 |
| | | | All High | 13 | 47 | 17 | 23 | 13 |
| | | | District | 18 | 30 | 20 | 20 | 30 |
| Filipino | 6^ | - | 50 | 33 | 17 | 0 | | |
| | All High | 19 | 45 | 19 | 19 | 17 | | |
| | District | 18 | 30 | 19 | 21 | 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 2025 School Growth Data by Subgroup

Jordan

12/18/25

| 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 | Other | 6^ | - | 50 | 17 | 33 | |
| | | All High | 19 | 42 | 27 | 16 | 15 |
| | | District | 21 | 31 | 20 | 20 | 28 |
| | Pacific Islander | 4^ | - | 25 | 50 | 25 | 0 |
| | | All High | 3 | 42 | 33 | 23 | 2 |
| | | District | 4 | 35 | 22 | 20 | 23 |
| | White | 4^ | - | 50 | 25 | 25 | |
| | | All High | 15 | 43 | 23 | 19 | 14 |
| | | District | 16 | 34 | 20 | 19 | 26 |
| Gender | Female | 209 | -2 | 53 | 22 | 13 | 11 |
| | | All High | 13 | 44 | 25 | 18 | 13 |
| | | District | 17 | 34 | 20 | 18 | 27 |
| | Male | 213 | 17 | 44 | 23 | 18 | 15 |
| | | All High | 19 | 42 | 23 | 18 | 16 |
| | | District | 22 | 35 | 19 | 19 | 27 |
| | Nonbinary | 1^ | - | 100 | 0 | | |
| | | All High^ | -20 | 64 | 14 | 14 | 7 |
| | | District | -12 | 52 | 12 | 15 | 21 |
| Special Populations | EL + RFEP | 256 | 2 | 49 | 24 | 16 | 11 |
| | | All High | 16 | 45 | 23 | 17 | 14 |
| | | District | 17 | 37 | 18 | 18 | 27 |

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 2025 School Growth Data by Subgroup

Jordan

12/18/25

| 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 | 63 | 18 | 48 | 21 | 14 | 17 |
| | | All High | 35 | 43 | 20 | 16 | 21 |
| | | District | 25 | 37 | 18 | 18 | 26 |
| | RFEP | 193 | -3 | 50 | 25 | 17 | 8 |
| | | All High | 11 | 46 | 24 | 18 | 12 |
| | | District | 14 | 36 | 18 | 18 | 28 |
| | Foster | 1^ | - | | | | 100 |
| | | All High^ | 89 | 31 | 8 | 23 | 38 |
| | | District | 60 | 35 | 19 | 18 | 28 |
| | GATE/Excel | 62 | 2 | 45 | 27 | 24 | 3 |
| | | All High | 9 | 45 | 25 | 20 | 10 |
| | | District | 16 | 31 | 21 | 21 | 27 |
| | Homeless | 29 | -11 | 52 | 21 | 10 | 17 |
| | | All High | 2 | 51 | 24 | 13 | 13 |
| | | District | 12 | 38 | 19 | 16 | 27 |
| | Homeless/Foster | 30 | -3 | 50 | 20 | 10 | 20 |
| | | All High | 9 | 49 | 22 | 14 | 15 |
| | | District | 18 | 38 | 19 | 16 | 27 |
| Low SES | 304 | 9 | 48 | 21 | 16 | 15 | |
| | All High | 16 | 45 | 23 | 17 | 15 | |
| | District | 19 | 35 | 19 | 19 | 27 | |

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 2025 School Growth Data by Subgroup

Jordan

12/18/25

| 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) | | | | |
|----------|---------------------|---|-----|---|--------------|--------------|--------------|----|
| M | a | N | | Growth Target | | | | |
| | | | | Declined | Below Target | Above Target | Accelerated* | |
| t | Special Populations | Special Ed. | 48 | 21 | 48 | 17 | 13 | 23 |
| | | All High | 26 | | 42 | 24 | 15 | 19 |
| | | District | 25 | | 36 | 17 | 17 | 29 |
| | Spec Ed. Speech/RSP | 18^ | - | 50 | 11 | 6 | 33 | |
| | | All High | 21 | | 41 | 26 | 17 | 16 |
| | | District | 21 | | 37 | 18 | 17 | 29 |
| SLC | Jordan - ACE | 81 | 23 | 40 | 21 | 21 | 19 | |
| | Jordan - AIMS | 80 | -14 | 54 | 31 | 10 | 5 | |
| | Jordan - JMAC | 151 | 4 | 52 | 18 | 20 | 11 | |
| | Jordan - LEAP | 110 | 16 | 48 | 25 | 10 | 17 | |

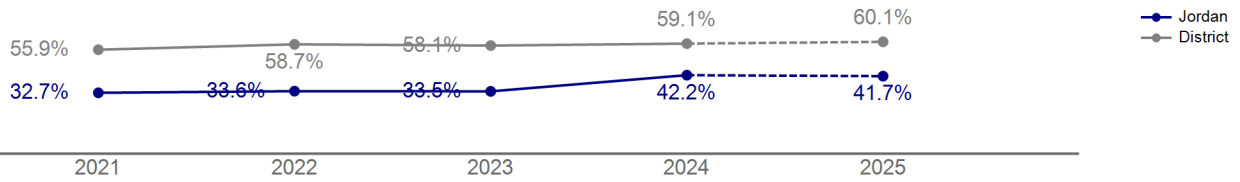
The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

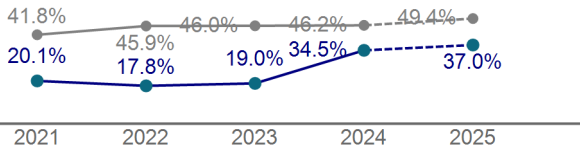
*Accelerated Growth = At least double the minimum growth target for the grade level.

Advanced Placement - Students Enrolled in At Least One Course

Jordan
Grades 11-12
N = 1080

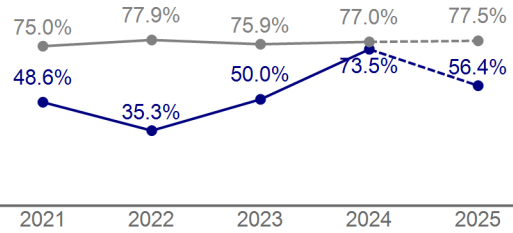


African American
N = 154

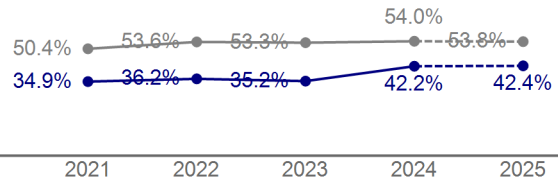


No Data Available

Asian
N = 39

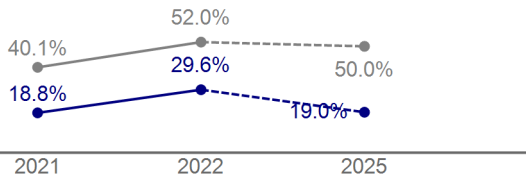


Hispanic
N = 826



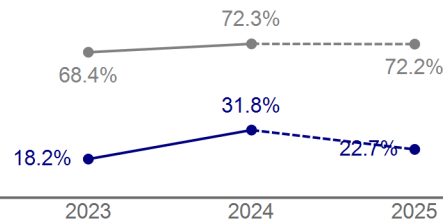
No Data Available

Pacific Islander
N = 21



No Data Available

Other
N = 22

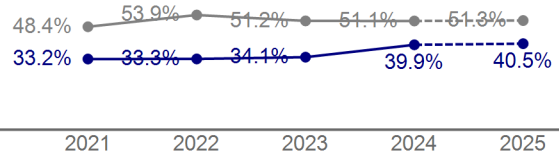
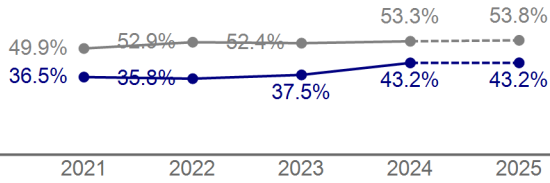


N's are from the latest year.
Subgroups under 20 students are not included.

Advanced Placement - Students Enrolled in At Least One Course

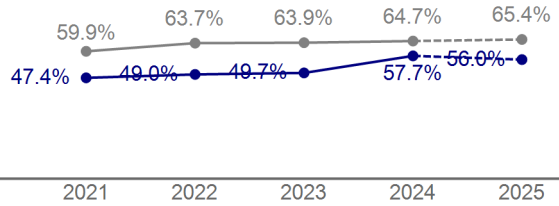
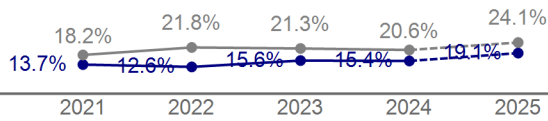
EL + RFEF
N = 588

Low SES
N = 796



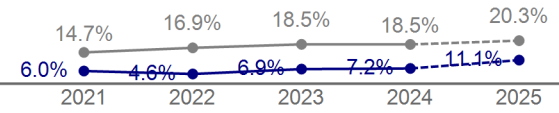
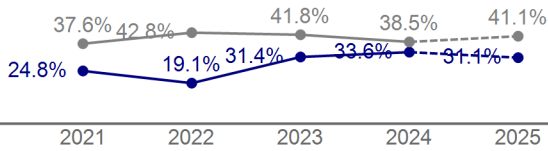
ELL
N = 204

RFEF
N = 384



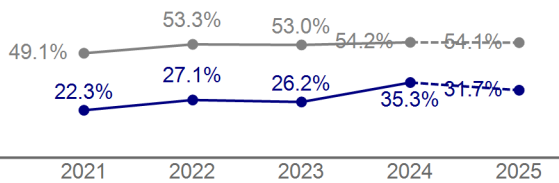
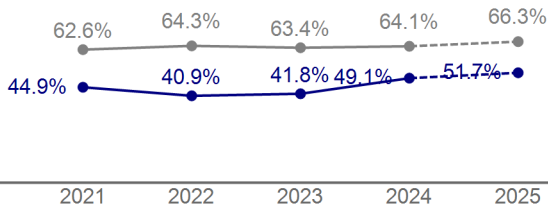
Homeless/Foster
N = 103

Special Ed.
N = 153



Female
N = 538

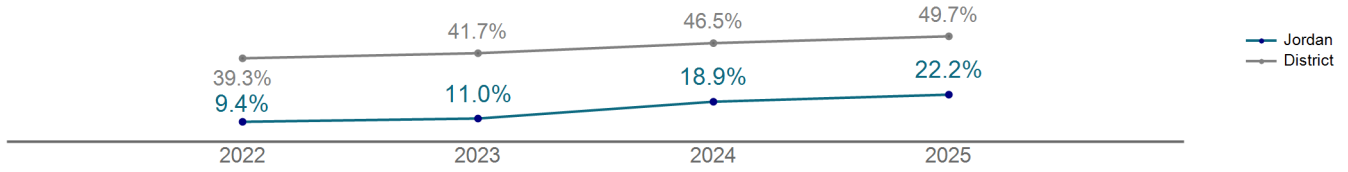
Male
N = 542



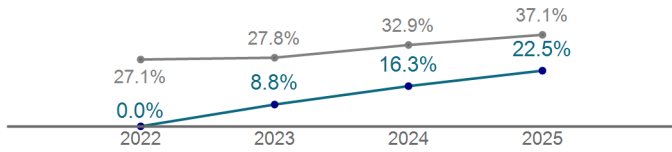
N's are from the latest year.
Subgroups under 20 students are not included.

Advanced Placement Percent of Tests Passed

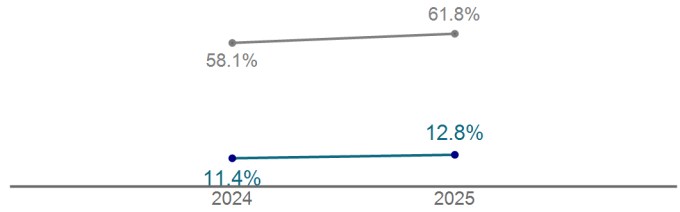
Jordan
All Students



African American



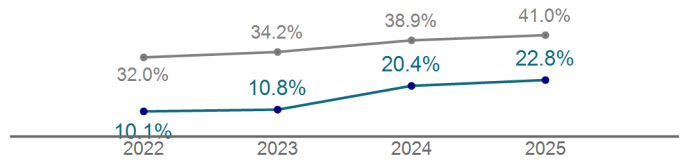
Asian



Filipino

Subgroup with fewer than 20 students.

Hispanic



Pacific Islander

Subgroup with fewer than 20 students.

White

Subgroup with fewer than 20 students.

Native American

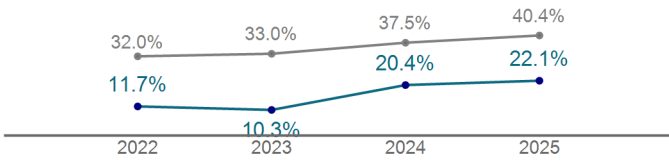
Subgroup with fewer than 20 students.

Other

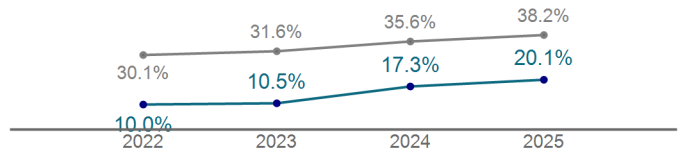
Subgroup with fewer than 20 students.

Advanced Placement Percent of Tests Passed

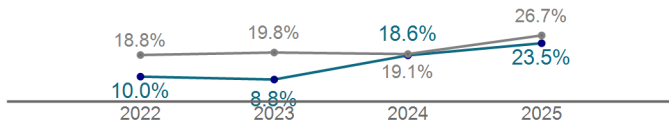
EL + RFEP



Low SES



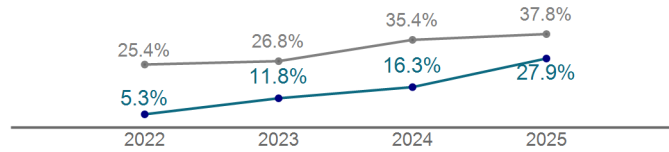
English Learner



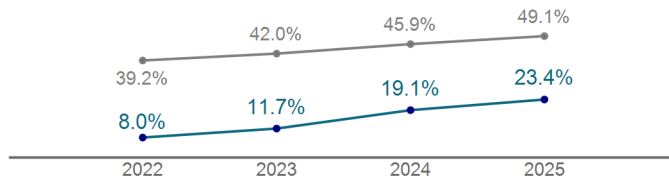
Special Education

Subgroup with fewer than 20 students.

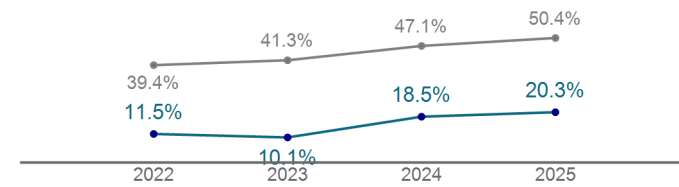
Homeless or Foster Youth



Female



Male



PSAT Summary :: 24-25 :: 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= 78 | 2023 | 2024 | 2023 | 2024 | 2023 | 2024 | 2023 | 2024 | 2023 | 2024 | 2023 | 2024 | |
| NMSQT Gr. 10 | All Students | 810 | 831 | 15.9% | 6.4% | 400 | 406 | 15.9% | 7.7% | 409 | 424 | 40.9% | 46.2% | |
| | Ethnicity | African American | | 811 | | 20.0% | | 394 | | 20.0% | | 417 | | 40.0% |
| | | Hispanic | 834 | 832 | 18.9% | 3.2% | 416 | 407 | 18.9% | 4.8% | 417 | 425 | 40.5% | 46.8% |
| | Gender | Female | 780 | 827 | 6.9% | 5.9% | 389 | 403 | 6.9% | 7.8% | 391 | 423 | 31.0% | 43.1% |
| | | Male | 866 | 837 | 33.3% | 7.4% | 422 | 410 | 33.3% | 7.4% | 444 | 426 | 60.0% | 51.9% |
| | Grade | Gr. 10 | 810 | 831 | 15.9% | 6.4% | 400 | 406 | 15.9% | 7.7% | 409 | 424 | 40.9% | 46.2% |
| | SLC | Jordan - AIMS | 743 | 823 | 9.1% | 5.6% | 380 | 403 | 9.1% | 5.6% | 362 | 419 | 22.7% | 47.2% |
| | | Jordan - JMAC | | 835 | | 5.9% | | 411 | | 5.9% | | 423 | | 47.1% |
| | | Jordan - LEAP | | 836 | | 5.6% | | 406 | | 11.1% | | 430 | | 44.4% |
| | Special Populations | EL + RFEP | 817 | 844 | 14.7% | 2.7% | 409 | 406 | 14.7% | 2.7% | 407 | 438 | 35.3% | 54.1% |
| | | GATE/Excel | 900 | 889 | 53.8% | 19.0% | 430 | 439 | 53.8% | 23.8% | 470 | 450 | 69.2% | 66.7% |
| | | Homeless/Foster | | 783 | | 0.0% | | 360 | | 0.0% | | 423 | | 50.0% |
| | | Low SES | 799 | 826 | 14.3% | 5.2% | 398 | 401 | 14.3% | 6.9% | 400 | 425 | 37.1% | 50.0% |
| | | RFEP | 821 | 853 | 15.2% | 2.9% | 411 | 409 | 15.2% | 2.9% | 410 | 444 | 36.4% | 58.8% |

PSAT Summary :: 24-25 :: 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= 78 | | 2023 | 2024 | 2023 | 2024 | 2023 | 2024 | 2023 | 2024 | 2023 | 2024 | 2023 | 2024 | |
| NMSQT Gr. 11 | All Students | | 837 | 913 | 11.3% | 16.5% | 411 | 438 | 11.3% | 16.5% | 425 | 475 | 40.3% | 58.2% | |
| | Ethnicity | African American | | 972 | | 21.4% | | 457 | | 21.4% | | 514 | | 71.4% | |
| | | Hispanic | 839 | 895 | 11.8% | 17.9% | 413 | 433 | 11.8% | 17.9% | 426 | 461 | 41.2% | 50.0% | |
| | Gender | Female | 835 | 896 | 11.9% | 13.0% | 401 | 428 | 11.9% | 13.0% | 433 | 467 | 45.2% | 54.3% | |
| | | Male | 841 | 938 | 10.0% | 21.2% | 433 | 452 | 10.0% | 21.2% | 408 | 485 | 30.0% | 63.6% | |
| | Grade | Gr. 11 | 837 | 913 | 11.3% | 16.5% | 411 | 438 | 11.3% | 16.5% | 425 | 475 | 40.3% | 58.2% | |
| | SLC | Jordan - ACE | | 860 | 957 | 16.7% | 20.0% | 428 | 456 | 16.7% | 20.0% | 431 | 500 | 50.0% | 60.0% |
| | | Jordan - AIMS | | 854 | 896 | 10.3% | 18.8% | 420 | 432 | 10.3% | 18.8% | 434 | 464 | 41.4% | 56.3% |
| | | Jordan - JMAC | | 778 | 939 | 5.3% | 25.0% | 381 | 447 | 5.3% | 25.0% | 397 | 491 | 31.6% | 62.5% |
| | | Jordan - LEAP | | | 850 | | 0.0% | | 413 | | 0.0% | | 436 | | 52.6% |
| | Special Populations | EL + RFEP | | 858 | 885 | 7.3% | 12.8% | 422 | 428 | 7.3% | 12.8% | 435 | 456 | 41.5% | 48.7% |
| | | GATE/Excel | | 904 | 1059 | 26.7% | 50.0% | 432 | 503 | 26.7% | 50.0% | 472 | 555 | 73.3% | 100.0% |
| | | Low SES | | 833 | 884 | 12.0% | 13.0% | 410 | 423 | 12.0% | 13.0% | 423 | 460 | 38.0% | 53.7% |
| | | RFEP | | 867 | 894 | 7.9% | 13.5% | 424 | 432 | 7.9% | 13.5% | 442 | 461 | 44.7% | 51.4% |

PSAT/SAT EBRW 2024 :: School Comparison Data by Subgroup

All

12/18/25

| 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 | Browning | 59 | 42% | 34 | 8 | 58 | 58% | ↑22 | | ↑17 |
| | | Cabrillo | 176 | 47% | 37 | 10 | 53 | 53% | ↑2 | | - |
| | | CAMS | 502 | 3% | 1 | 4 | 97 | 97% | ↑3 | | ↑5 |
| | | District | 3,660 | 23% | 18 | 5 | 77 | 77% | ↓- | | ↑6 |
| | | Jordan | 296 | 48% | 40 | 9 | 52 | 52% | ↑7 | | ↑7 |
| | | Lakewood | 441 | 48% | 38 | 10 | 52 | 52% | ↓1 | | ↓5 |
| | | McBride | 202 | 21% | 15 | 6 | 79 | 79% | ↑2 | | - |
| | | Millikan | 485 | 11% | 7 | 4 | 89 | 89% | ↑2 | | ↑5 |
| | | Polytechnic | 500 | 16% | 11 | 4 | 84 | 84% | ↑- | | ↑2 |
| | | Renaissance | 210 | 45% | 37 | 8 | 55 | 55% | ↓24 | | - |
| | | Sato | 381 | 7% | 5 | 3 | 93 | 93% | ↑5 | | ↑6 |
| | | Wilson | 386 | 15% | 11 | 4 | 85 | 85% | ↑12 | | ↑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.

PSAT/SAT Math 2024 :: School Comparison Data by Subgroup

All

12/18/25

| 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 | Browning | 59 | 86% | 80 | 7 | 14 | 14% | ↓1 | | ↓10 | |
| | | Cabrillo | 176 | 82% | 73 | 10 | 18 | 18% | ↓4 | | - | |
| | | CAMS | 502 | | 6% | | 42 | 94 | 94% | ↑- | | ↑3 |
| | | District | 3,660 | | 51% | 42 | 8 | 49 | 49% | ↓7 | | ↑1 |
| | | Jordan | 296 | 86% | 78 | 8 | 14 | 14% | ↑1 | | ↓4 | |
| | | Lakewood | 441 | 83% | 75 | 8 | 17 | 17% | ↓9 | | ↓4 | |
| | | McBride | 202 | | 56% | 43 | 13 | 44 | 44% | ↓7 | | - |
| | | Millikan | 485 | | 44% | 32 | 12 | 56 | 56% | ↓5 | | ↑1 |
| | | Polytechnic | 500 | | 37% | 30 | 8 | 63 | 63% | ↑4 | | ↑6 |
| | | Renaissance | 210 | 81% | 77 | 4 | 19 | 19% | ↓15 | | - | |
| | | Sato | 381 | | 23% | 14 | 9 | 77 | 77% | ↑6 | | ↑10 |
| | | Wilson | 386 | | 55% | 43 | 12 | 45 | 45% | ↑2 | | ↓2 |

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

PSAT/SAT EBRW 2024 :: School Data by Subgroup

Jordan

12/18/25

| 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 | 296 | 296 | 48% | 40 | 9 | 52 | 52% | ↑7 | | ↑7 |
| | | District | 23% | 18 | 5 | 77 | 77% | ↓- | | ↑6 |
| Grade | Gr. 10 | 81 | 53% | 41 | 12 | 47 | 47% | ↑6 | | - |
| | | District | 21% | 16 | 5 | 79 | 79% | ↑6 | | - |
| | Gr. 11 | 210 | 47% | 39 | 8 | 53 | 53% | ↑8 | | ↑7 |
| | | District | 25% | 19 | 6 | 75 | 75% | ↓3 | | ↑6 |
| | PSAT11 | 80 | 41% | 31 | 10 | 59 | 59% | ↑19 | | - |
| | | District | 25% | 16 | 8 | 75 | 75% | ↑2 | | ↑6 |
| SAT11 | 130 | 50% | 44 | 6 | 50 | 50% | ↓2 | | ↑4 | |
| | District | 26% | 21 | 4 | 74 | 74% | ↓6 | | ↑5 | |
| Ethnicity | Hispanic | 222 | 52% | 43 | 9 | 48 | 48% | ↑4 | | ↓3 |
| | | District | 32% | 25 | 7 | 68 | 68% | ↓- | | ↑4 |
| | African American | 42 | 40% | 36 | 5 | 60 | 60% | - | | - |
| | | District | 40% | 33 | 8 | 60 | 60% | ↓3 | | ↑4 |
| Gender | Female | 188 | 53% | 44 | 9 | 47 | 47% | ↑2 | | ↑4 |
| | | District | 25% | 19 | 7 | 75 | 75% | ↓3 | | ↑5 |
| | Male | 108 | 40% | 31 | 8 | 60 | 60% | ↑16 | | ↑10 |
| | | District | 20% | 16 | 4 | 80 | 80% | ↑3 | | ↑6 |
| Special Populations | EL + RFEP | 151 | 54% | 45 | 9 | 46 | 46% | ↑4 | | ↑6 |
| | | District | 34% | 27 | 7 | 66 | 66% | ↓- | | ↑5 |
| | RFEP | 141 | 50% | 41 | 9 | 50 | 50% | ↑5 | | ↑6 |
| | | District | 30% | 23 | 7 | 70 | 70% | ↑1 | | ↑5 |
| | GATE/Excel | 79 | 13% | 10 | 3 | 87 | 87% | ↑12 | | - |
| | | District | 6% | 4 | 2 | 94 | 94% | ↑1 | | ↑6 |
| ELL | District | 100% | 94 | 6 | 0% | 0% | ↓4 | | - | |

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

PSAT/SAT EBRW 2024 :: School Data by Subgroup

Jordan

12/18/25

| 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 | 20 | 40% | 25 | 15 | 60 | 60% | - | | - |
| | | District | 35% | 25 | 10 | 65 | 65% | ↑6 | | - |
| | Homeless/Foster | 22 | 41% | 27 | 14 | 59 | 59% | - | | - |
| | | District | 36% | 26 | 10 | 64 | 64% | ↑6 | | - |
| | Low SES | 202 | 50% | 41 | 9 | 50 | 50% | ↑9 | | ↑9 |
| | | District | 34% | 27 | 7 | 66 | 66% | ↑3 | | ↑9 |
| | Special Ed. | District | 71% | 66 | 5 | 29 | 29% | ↓3 | | - |
| Spec Ed. Speech/RSP | District | 71% | 66 | 6 | 29 | 29% | ↓- | | - | |

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

PSAT/SAT Math 2024 :: School Data by Subgroup

Jordan

12/18/25

| 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 | 296 | 296 | 86% | 78 | 8 | 14 | 14% | ↑1 | | ↓4 |
| | District | | 51% | 42 | 8 | 49 | 49% | ↓7 | | ↑1 |
| Grade | Gr. 10 | 81 | 93% | 83 | 10 | 7 | 7% | ↓9 | | - |
| | | District | | 50% | 38 | 12 | 50 | 50% | ↓6 | |
| | Gr. 11 | 210 | 85% | 77 | 8 | 15 | 15% | ↑3 | | ↓5 |
| | | District | | 55% | 48 | 7 | 45 | 45% | ↓9 | |
| | PSAT11 | 80 | 84% | 74 | 10 | 16 | 16% | ↑5 | | - |
| | | District | | 52% | 43 | 9 | 48 | 48% | ↓5 | |
| SAT11 | 130 | 85% | 79 | 6 | 15 | 15% | ↑2 | | ↓8 | |
| | District | | 57% | 51 | 6 | 43 | 43% | ↓11 | | ↓- |
| Ethnicity | Hispanic | 222 | 87% | 79 | 8 | 13 | 13% | ↓1 | | ↓11 |
| | | District | | 64% | 56 | 8 | 36 | 36% | ↓7 | |
| | African American | 42 | 81% | 74 | 7 | 19 | 19% | - | | - |
| | | District | | 72% | 65 | 6 | 28 | 28% | ↓3 | |
| Gender | Female | 188 | 89% | 82 | 6 | 11 | 11% | ↓- | | ↑4 |
| | | District | | 56% | 47 | 9 | 44 | 44% | ↓8 | |
| | Male | 108 | 82% | 71 | 11 | 18 | 18% | ↑2 | | ↓15 |
| | | District | | 43% | 36 | 8 | 57 | 57% | ↓5 | |
| Special Populations | EL + RFEP | 151 | 89% | 81 | 8 | 11 | 11% | ↓- | | ↓12 |
| | | District | | 61% | 54 | 7 | 39 | 39% | ↓4 | |
| | RFEP | 141 | 88% | 79 | 9 | 12 | 12% | ↑- | | ↓12 |
| | | District | | 59% | 52 | 7 | 41 | 41% | ↓3 | |
| | GATE/Excel | 79 | 58% | 42 | 16 | 42 | 42% | ↑3 | | - |
| | | District | | 29% | 19 | 10 | 71 | 71% | ↓6 | |
| ELL | District | | 100% | 94 | 6 | 0% | ↓4 | | - | |

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

PSAT/SAT Math 2024 :: School Data by Subgroup

Jordan

12/18/25

| 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 | 20 | 100% | 90 | 10 | 0% | - | | - |
| | District | | 76% | 65 | 11 | 24 | 24% | ↓3 | |
| | Homeless/Foster | 22 | 100% | 91 | 9 | 0% | - | | - |
| | District | | 77% | 65 | 12 | 23 | 23% | ↓3 | |
| | Low SES | 202 | 90% | 83 | 6 | 10 | 10% | ↓2 | |
| | District | | 66% | 58 | 8 | 34 | 34% | ↓5 | ↑3 |
| | Special Ed. | District | 90% | 87 | 4 | 10 | 10% | ↓15 | |
| Spec Ed. Speech/RSP | District | 91% | 87 | 4 | 9 | 9% | ↓13 | | |

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

On/Off Track for Graduation 2024-2025 :: School Data by Subgroup Jordan

Legend



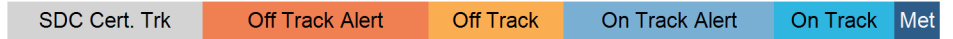
| Category | | # Students | Percent by Category | | | | | |
|---------------------|---------------------|------------|---------------------|---|----|----|----|----|
| All Students | 2,400 | 2400 | 2 | 2 | 41 | 43 | 13 | |
| Grade | Gr. 09 | 656 | | | 35 | 64 | | |
| | Gr. 10 | 614 | 2 | 4 | 46 | 48 | | |
| | Gr. 11 | 593 | 2 | 2 | 44 | 52 | | |
| | Gr. 12 | 537 | 1 | 1 | 41 | 56 | | |
| Ethnicity | African American | 374 | 1 | 1 | 49 | 36 | 13 | |
| | Asian | 72 | | 3 | 18 | 63 | 17 | |
| | Cambodian | 63 | | 2 | 24 | 62 | 13 | |
| | Filipino | 28 | | | 29 | 46 | 25 | |
| | Hispanic | 1810 | 1 | 2 | 40 | 44 | 12 | |
| | Pacific Islander | 40 | 5 | | 48 | 38 | 10 | |
| | White | 27 | 4 | 7 | 44 | 30 | 15 | |
| | Other | 48 | 2 | 2 | 50 | 33 | 13 | |
| Gender | Female | 1158 | | 1 | 2 | 37 | 46 | 14 |
| | Male | 1239 | 2 | 2 | 46 | 40 | 11 | |
| Special Populations | Low SES | 1691 | | 1 | 2 | 40 | 45 | 12 |
| | ELL | 477 | 3 | 2 | 58 | 28 | 9 | |
| | RFEP | 808 | | 1 | 30 | 52 | 16 | |
| | EL + RFEP | 1285 | | 1 | 1 | 41 | 43 | 14 |
| | Special Ed. | 336 | 10 | | 51 | 28 | 10 | |
| | Spec Ed. Speech/RSP | 153 | | | 54 | 37 | 10 | |
| | Homeless/Foster | 270 | 3 | | 60 | 25 | 10 | |
| | Foster | 31 | 6 | | 71 | 16 | 6 | |
| | Homeless | 239 | 3 | | 59 | 26 | 11 | |
| | GATE/Excel | 274 | | | 1 | 22 | 61 | 16 |
| SLC | Jordan - ACE | 472 | | 1 | 37 | 47 | 15 | |
| | Jordan - AIMS | 513 | | 2 | 1 | 26 | 54 | 18 |
| | Jordan - JMAC | 718 | | 2 | 45 | 41 | 11 | |
| | Jordan - LEAP | 629 | 3 | 3 | 48 | 37 | 9 | |

On/Off Track for A to G

2024-2025 :: School Data by Subgroup

Jordan

Legend



| Category | | # Students | Percent by Category | | | | | |
|---------------------|---------------------|------------|---------------------|----|----|----|----|----|
| All Students | 2,402 | 2402 | 1 | 3 | 60 | 28 | 8 | |
| Grade | Gr. 09 | 658 | | 3 | 50 | 47 | | |
| | Gr. 10 | 613 | 2 | 5 | 63 | 31 | | |
| | Gr. 11 | 592 | 2 | 4 | 66 | 28 | | |
| | Gr. 12 | 539 | 1 | | 62 | 36 | | |
| Ethnicity | African American | 376 | 1 | 3 | 68 | 21 | 6 | |
| | Asian | 71 | | 3 | 42 | 44 | 11 | |
| | Cambodian | 62 | 2 | 2 | 48 | 42 | 6 | |
| | Filipino | 28 | | | 54 | 36 | 11 | |
| | Hispanic | 1809 | 1 | 2 | 58 | 29 | 9 | |
| | Pacific Islander | 42 | | 12 | 62 | 19 | 7 | |
| | White | 27 | 4 | 11 | 63 | 19 | 4 | |
| | Other | 48 | 2 | 6 | 67 | 23 | 2 | |
| Gender | Female | 1161 | | 1 | 3 | 53 | 32 | 10 |
| | Male | 1238 | 2 | 3 | 66 | 23 | 7 | |
| Special Populations | Low SES | 1701 | | 1 | 3 | 59 | 29 | 8 |
| | ELL | 478 | 3 | 2 | 79 | 14 | 2 | |
| | RFEP | 806 | | 2 | 45 | 39 | 13 | |
| | EL + RFEP | 1284 | 1 | 2 | 58 | 30 | 9 | |
| | Special Ed. | 337 | 10 | | 76 | 11 | 2 | |
| | Spec Ed. Speech/RSP | 153 | 1 | | 75 | 20 | 4 | |
| | Homeless/Foster | 274 | | 7 | 71 | 16 | 5 | |
| | Foster | 31 | | 10 | 74 | 16 | | |
| | Homeless | 243 | | 7 | 70 | 16 | 6 | |
| | GATE/Excel | 273 | | | 2 | 34 | 50 | 14 |
| SLC | Jordan - ACE | 471 | | 3 | 59 | 30 | 9 | |
| | Jordan - AIMS | 512 | | 2 | 3 | 45 | 40 | 10 |
| | Jordan - JMAC | 721 | | 3 | 62 | 25 | 9 | |
| | Jordan - LEAP | 630 | 3 | 3 | 65 | 23 | 6 | |

Jordan
SBAC Met or Exceeded Standards

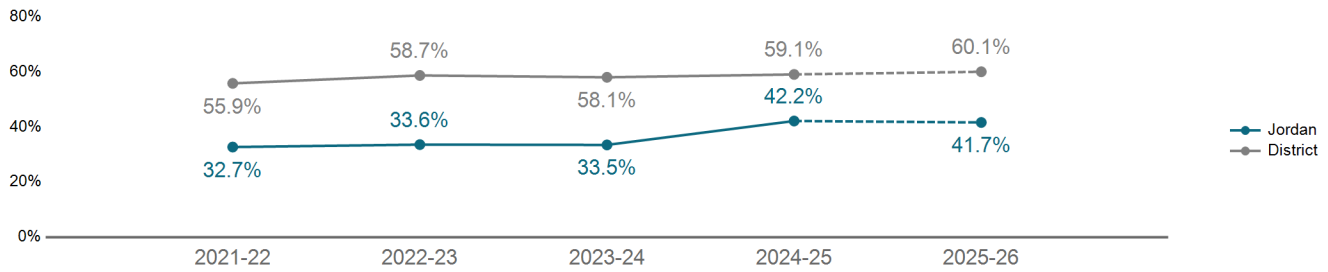
| Test | Subgroup | 2023-24 | 2024-25 | 2 Year Change |
|---------|------------------|---------|---------|---------------|
| ELA | All | 34% | 31% | -3% ▼ |
| | Hispanic | 36% | 32% | -4% ▼ |
| | African American | 24% | 18% | -6% ▼ |
| | Asian | 36% | 56% | 20% ▲ |
| | Cambodian | 40% | 44% | 4% ▲ |
| | Filipino | 50% | 44% | -6% ▼ |
| | Other | 31% | 29% | -2% ▼ |
| | Pacific Islander | 0% | 20% | 20% ▲ |
| | White | 60% | 25% | -35% ▼ |
| Math | All | 8% | 14% | 6% ▲ |
| | Hispanic | 8% | 14% | 6% ▲ |
| | African American | 4% | 11% | 7% ▲ |
| | Asian | 14% | 28% | 13% ▲ |
| | Cambodian | 10% | 25% | 15% ▲ |
| | Filipino | 13% | 11% | -1% ▼ |
| | Other | 0% | 11% | 11% ▲ |
| | Pacific Islander | 20% | 0% | -20% ▼ |
| | White | 20% | 50% | 30% ▲ |
| Science | All | 7% | 8% | 2% ▲ |
| | Hispanic | 6% | 9% | 2% ▲ |
| | African American | 2% | 3% | 1% ▲ |
| | Asian | 20% | 17% | -3% ▼ |
| | Cambodian | 9% | 20% | 11% ▲ |
| | Filipino | 17% | 10% | -7% ▼ |
| | Other | 0% | 0% | 0% |
| | Pacific Islander | 17% | 0% | -17% ▼ |
| | White | 0% | 50% | 50% ▲ |

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

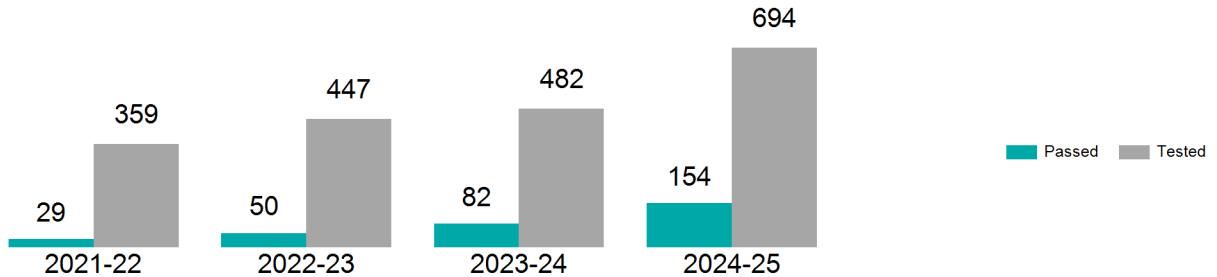
Note: Some rates are rounded to the nearest percent.

Course Enrollment



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

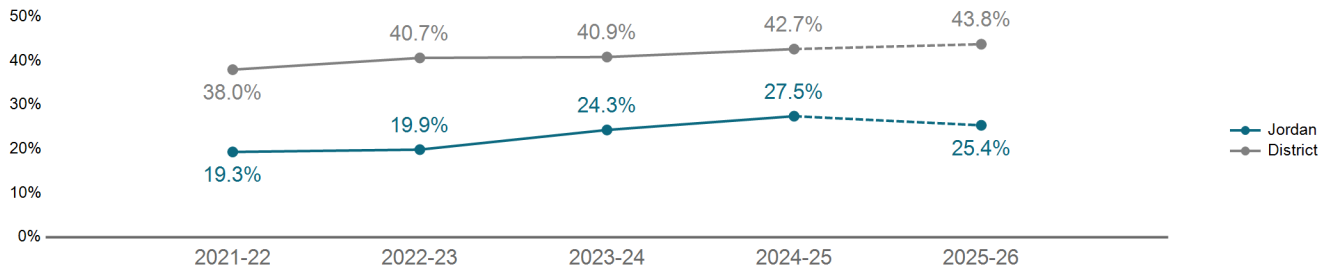
Exams Taken and Passed



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

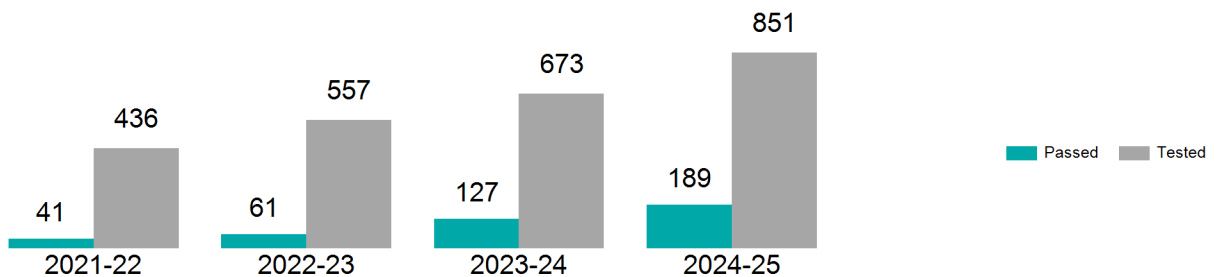
Advanced Placement (AP) - Grades 9-12

Course Enrollment



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

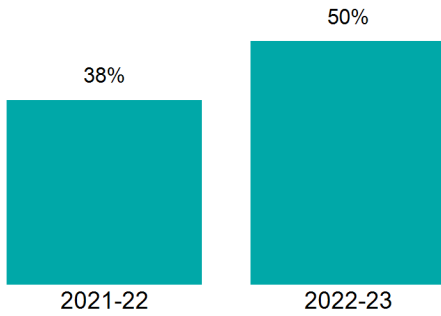
Exams Taken and Passed



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

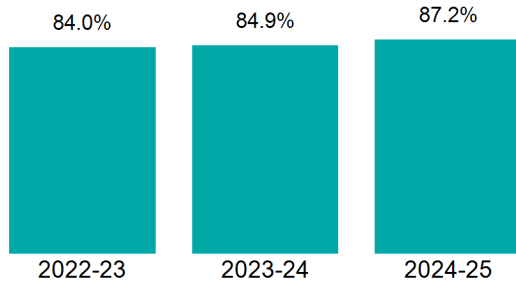
Note: Some rates are rounded to the nearest percent.

Algebra Proficiency for 9th Grade



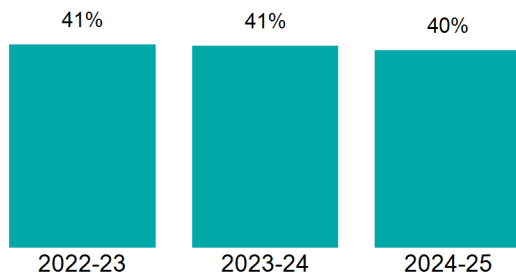
Percent of 9th grade students with a 'C' or better in Algebra.
* Note that due to the COVID-19 school closures, pass/fail grades were given in the 2019-20 school year.

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

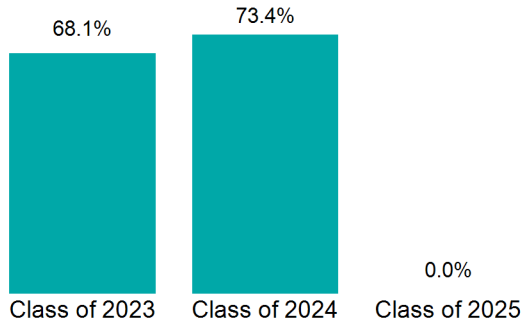


UC/CSU entrance requirements include a minimum 15-unit pattern of courses for admission as a first-time freshman. Each unit is equal to a year of study in a subject area (A-G). A grade of C or better is required for each course you use to meet any subject requirement.

Error: Subreport could not be shown.

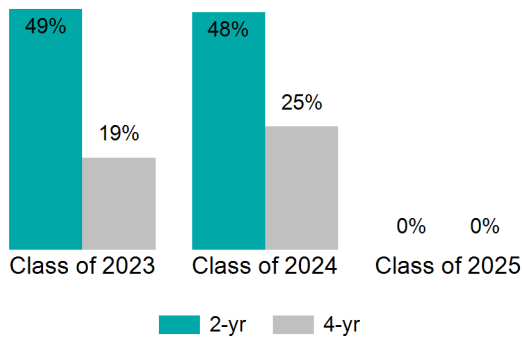
Note: Some rates are rounded to the nearest percent.

College Enrollment



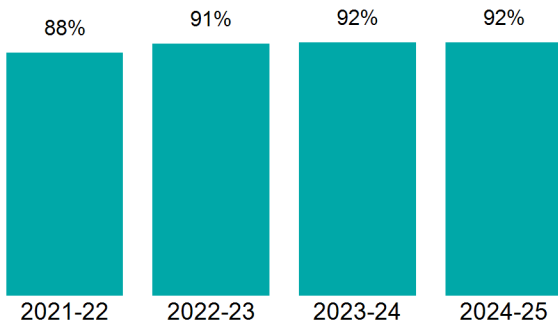
Percent of graduates enrolled in higher education within the first year after high school graduation.

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.

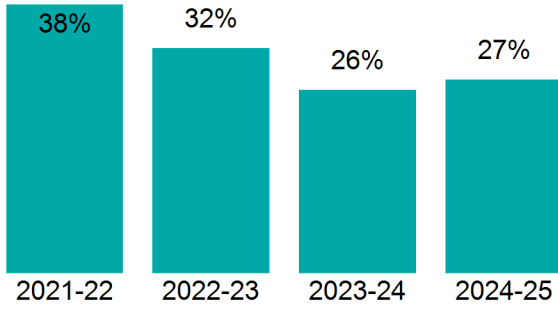
Attendance



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

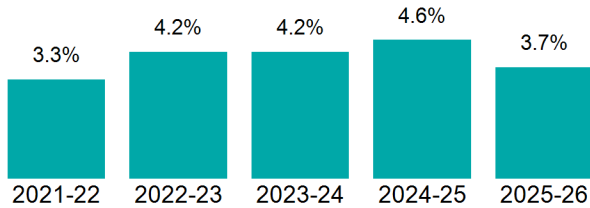
Note: Some rates are rounded to the nearest percent.

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

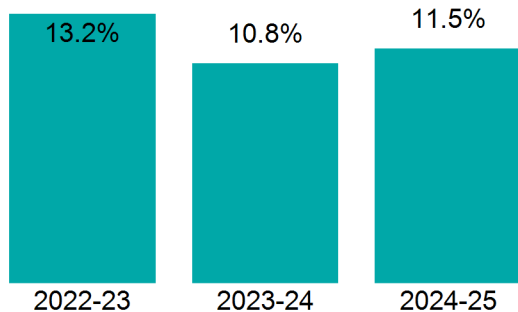


The suspension rate is calculated using an unduplicated count of students suspended one or more times divided by cumulative enrollment.

Number of Expulsions

| | |
|---------|---|
| 2022-23 | 2 |
| 2023-24 | 3 |
| 2024-25 | 1 |
| 2025-26 | 0 |

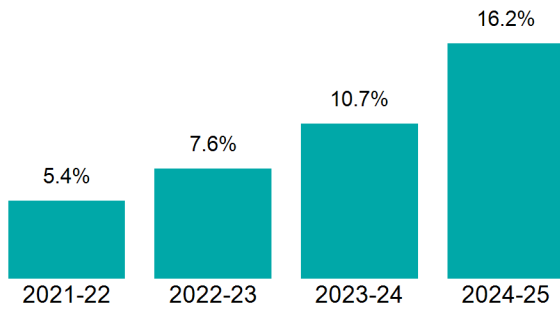
Dropout



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



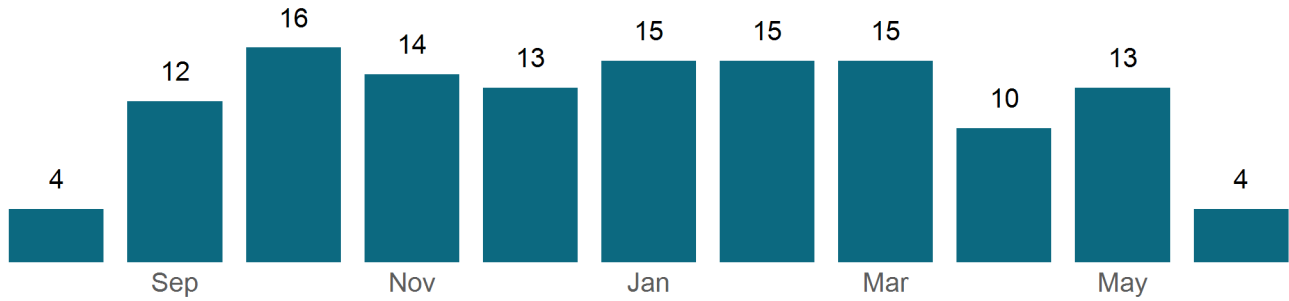
English Learner (EL) students are redesignated to Fluent English Proficient (FEP) using multiple criteria, standards, and procedures adopted by LBUSD. Redesignation rate is calculated by dividing the number of students redesignated from EL to FEP between Information Day of the displayed year and Information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

Note: Some rates are rounded to the nearest percent.

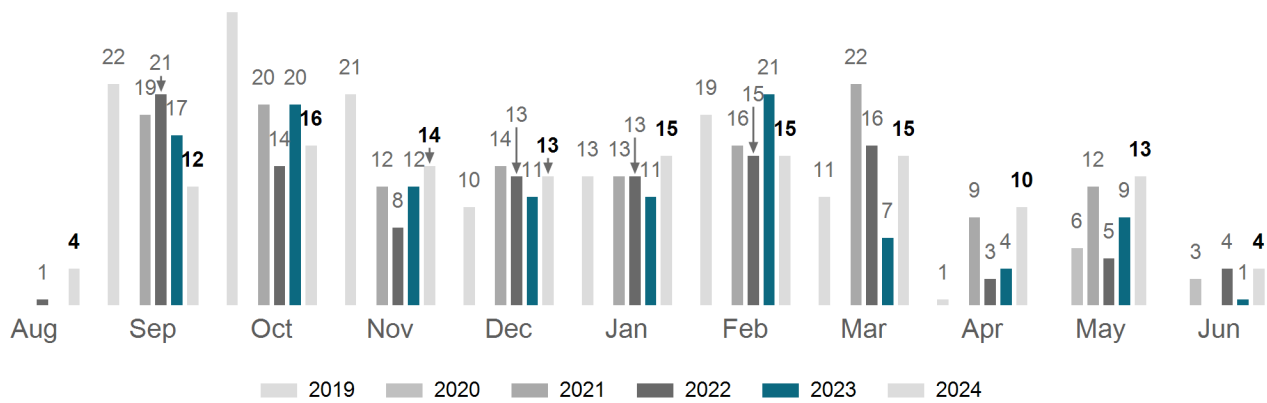
Jordan

24-25

By Month for 24-25



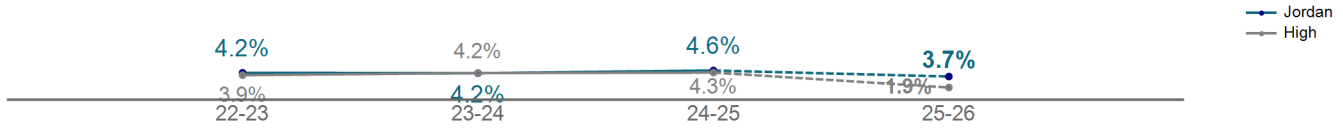
By Month- 5-year comparison



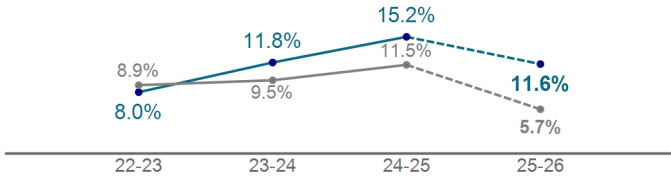
| | 19-20 | 20-21 | 21-22 | 22-23 | 23-24 | 24-25 |
|-----|-------|-------|-------|-------|-------|-------|
| Aug | | | | | 1 | 4 |
| Sep | | 22 | | 19 | 21 | 17 |
| Oct | | 29 | | 20 | 14 | 20 |
| Nov | | 21 | | 12 | 8 | 12 |
| Dec | | 10 | | 14 | 13 | 11 |
| Jan | | 13 | | 13 | 13 | 11 |
| Feb | | 19 | | 16 | 15 | 21 |
| Mar | | 11 | | 22 | 16 | 7 |
| Apr | | 1 | | 9 | 3 | 4 |
| May | | | 6 | 12 | 5 | 9 |
| Jun | | | 3 | | 4 | 1 |

Suspension Rate

Jordan
All Students
N = 2351



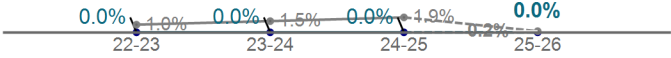
African American
N = 352



Asian
N = 74



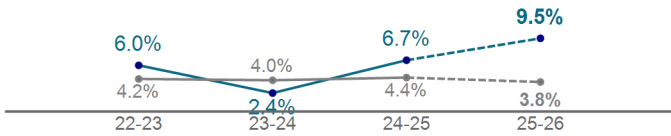
Filipino
N = 23



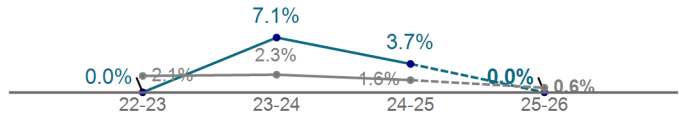
Hispanic
N = 1785



Pacific Islander
N = 42



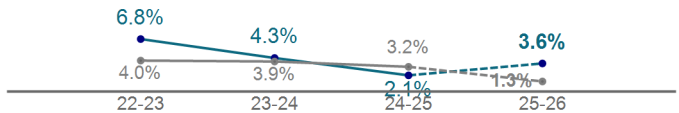
White
N = 20



Native American

Subgroup with fewer than 20 students.

Other
N = 55



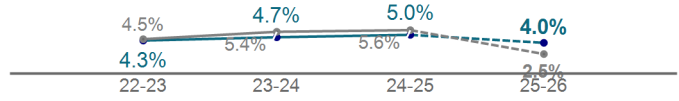
N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year.
Only suspensions given by the selected school are counted in the displayed data.
Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Suspension Rate

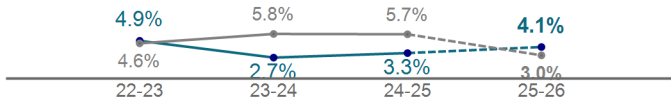
EL + RFEP
N = 1213



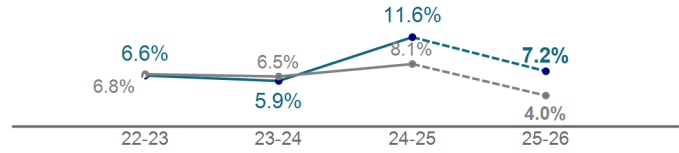
Low SES
N = 1760



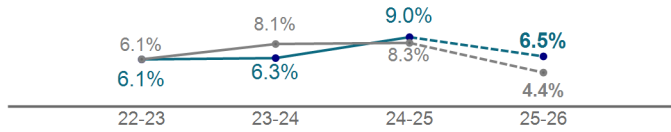
English Learner
N = 441



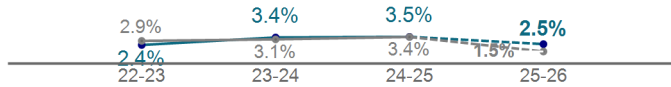
Special Education
N = 334



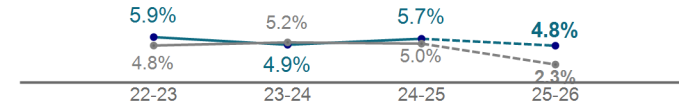
Homeless or Foster Youth
N = 215



Female
N = 1158



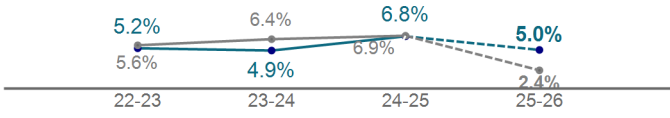
Male
N = 1193



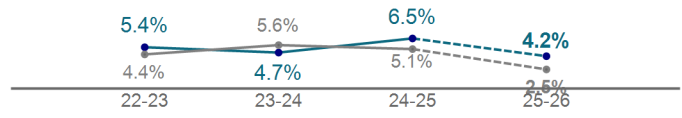
N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year. Only suspensions given by the selected school are counted in the displayed data. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Suspension Rate

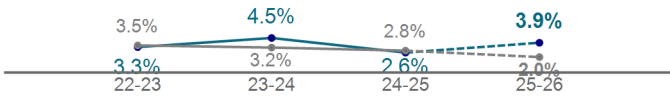
Gr. 09
N = 599



Gr. 10
N = 596



Gr. 11
N = 596



Gr. 12
N = 560



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



i-Ready Math Overall Relative Placement
School Data by Subgroup
Jordan 2024-2025 Grade 10

Legend



| Gr. | Category | Subgroup | Diagnostic Window | # Students | Percent by Category |
|-----|----------------------------|---------------|-------------------|------------|---------------------|
| 10 | All Students | All | 2 | 1 | 100 |
| | Teacher | Miles, A | 1 | 1 | 100 |
| | | ROBINSON, B | 2 | 1 | 100 |
| | Ethnicity | Hispanic | 2 | 1 | 100 |
| | Gender | Female | 2 | 1 | 100 |
| | Special Populations | Low SES | 2 | 1 | 100 |
| | | ELL | 2 | 1 | 100 |
| | | EL + RFEP | 2 | 1 | 100 |
| | | Special Ed. | 2 | 1 | 100 |
| | SLC | Jordan - LEAP | 2 | 1 | 100 |

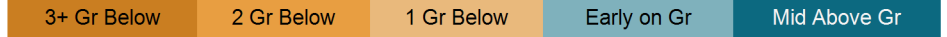


i-Ready Math Overall Relative Placement

School Data by Subgroup

Jordan 2024-2025 Grade 9

Legend



| Gr. | Category | Subgroup | Diagnostic Window | # Students | Percent by Category | | | | |
|------------|----------------------------|---------------------|-------------------|------------|---------------------|------------|------------|-------------|--------------|
| | | | | | 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr |
| 9 | All Students | All | 2 | 1 | 100 | | | | |
| | Teacher | Beltran, C | 2 | 1 | 100 | | | | |
| | | Miles, A | 2 | 1 | 100 | | | | |
| | Ethnicity | Hispanic | 2 | 1 | 100 | | | | |
| | Gender | Male | 2 | 1 | 100 | | | | |
| | Special Populations | Low SES | 2 | 1 | 100 | | | | |
| | | ELL | 2 | 1 | 100 | | | | |
| | | EL + RFEP | 2 | 1 | 100 | | | | |
| | | Special Ed. | 2 | 1 | 100 | | | | |
| | | Spec Ed. Soeech/RSP | 2 | 1 | 100 | | | | |
| SLC | Jordan - ACE | 2 | 1 | 100 | | | | | |

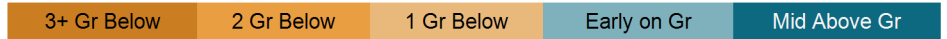
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Jordan 2024-2025 Grade 10



Legend



| Gr. | Category | Subgroup | Diagnostic Window | # Students | Percent by Category | | | | |
|-----------|------------------|----------|-------------------|------------|---------------------|------------|------------|-------------|--------------|
| | | | | | 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr |
| 10 | All Students | All | 1 | 132 | 83 | 11 | 7 | | |
| | | | 2 | 83 | 84 | 12 | 2 | 1 | |
| | | | 3 | 75 | 84 | 7 | 4 | 4 | |
| | Barrett, S | 1 | 17 | 100 | | | | | |
| | | 2 | 3 | 100 | | | | | |
| | | 3 | 11 | 73 | 9 | 9 | 9 | | |
| | Bowley-Blair, G | 1 | 15 | 93 | 7 | | | | |
| | | 2 | 15 | 93 | 7 | | | | |
| | | 3 | 12 | 83 | 8 | 8 | | | |
| | Domingo, M | 1 | 9 | 78 | 11 | 11 | | | |
| | | 2 | 9 | 67 | 22 | 11 | | | |
| | | 3 | 7 | 71 | 14 | 14 | | | |
| | Hinkson, P | 1 | 27 | 85 | 15 | | | | |
| | | 2 | 22 | 86 | 14 | | | | |
| | | 3 | 18 | 83 | 6 | 11 | | | |
| | Kim, C | 1 | 57 | 72 | 12 | 16 | | | |
| | | 2 | 23 | 83 | 13 | 4 | | | |
| | | 3 | 14 | 86 | 14 | | | | |
| | Kim, J | 1 | 3 | 100 | | | | | |
| | | 1 | 3 | 100 | | | | | |
| | | 2 | 3 | 67 | 33 | | | | |
| | Martinez, A | 3 | 2 | 50 | 50 | | | | |
| | | 1 | 10 | 100 | | | | | |
| | | 2 | 11 | 100 | | | | | |
| | Pliaconis, M | 3 | 15 | 100 | | | | | |
| | | 1 | 3 | 100 | | | | | |
| | | 2 | 1 | 100 | | | | | |
| | Valdivias, L | 3 | 3 | 100 | | | | | |
| | | 1 | 7 | 100 | | | | | |
| | | 2 | 8 | 88 | 13 | | | | |
| Wilk, D | 3 | 9 | 89 | 11 | | | | | |
| | 1 | 10 | 70 | 20 | 10 | | | | |
| | 2 | 1 | 100 | | | | | | |
| Ethnicity | African American | 3 | 2 | 100 | | | | | |

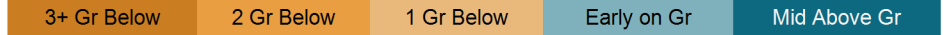
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Jordan 2024-2025 Grade 10



Legend



| Gr. | Category | Subgroup | Diagnostic Window | # Students | Percent by Category | | | | | |
|-------------|---------------------|------------------|-------------------|------------|---------------------|----|----|---|-----|--|
| 10 | Ethnicity | Asian | 1 | 2 | 50 | 50 | | | | |
| | | | 2 | 1 | 100 | | | | | |
| | | | 3 | 1 | 100 | | | | | |
| | | Filipino | 1 | 1 | 100 | | | | | |
| | | | Hispanic | 1 | 115 | 85 | 8 | 7 | | |
| | | | | 2 | 78 | 86 | 10 | 3 | 1 | |
| | | 3 | | 68 | 85 | 7 | 4 | 1 | | |
| | | Pacific Islander | 1 | 3 | 67 | 33 | | | | |
| | | | 2 | 2 | 100 | | | | | |
| | | | 3 | 3 | 67 | 33 | | | | |
| | | White | 1 | 1 | 100 | | | | | |
| | | | 2 | 1 | 100 | | | | | |
| | | | 3 | 1 | | | | | 100 | |
| | | Gender | Female | 1 | 56 | 84 | 11 | 5 | | |
| | | | | 2 | 35 | 83 | 17 | | | |
| | 3 | | | 34 | 85 | 33 | 6 | 3 | | |
| | Male | | 1 | 76 | 82 | 11 | 8 | | | |
| | | | 2 | 48 | 85 | 8 | 4 | 2 | | |
| | | | 3 | 41 | 83 | 10 | 5 | 2 | | |
| | Special Populations | Low SES | 1 | 108 | 82 | 11 | 6 | | | |
| | | | 2 | 69 | 84 | 12 | 3 | 1 | | |
| | | | 3 | 62 | 82 | 6 | 5 | 5 | 2 | |
| | | ELL | 1 | 88 | 92 | 7 | 1 | | | |
| | | | 2 | 77 | 87 | 10 | 1 | 1 | 1 | |
| | | | 3 | 66 | 89 | 6 | 2 | 3 | | |
| | | RFEP | 1 | 22 | 59 | 18 | 23 | | | |
| | | | 2 | 3 | 33 | 33 | 33 | | | |
| | | | 3 | 4 | 25 | 25 | 50 | | | |
| | | EL + RFEP | 1 | 110 | 85 | 9 | 5 | | | |
| | | | 2 | 80 | 85 | 11 | 3 | 1 | | |
| 3 | | | 70 | 86 | 7 | 4 | 3 | | | |
| Special Ed. | | 1 | 37 | 92 | 8 | | | | | |
| | | 2 | 20 | 95 | 5 | | | | | |
| | | 3 | 20 | 80 | 5 | 5 | 5 | 5 | | |

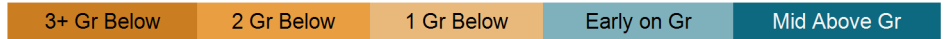
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Jordan 2024-2025 Grade 10



Legend



| Gr. | Category | Subgroup | Diagnostic Window | # Students | Percent by Category | | | | | | |
|-----|---------------------|---------------------|-------------------|------------|---------------------|----|----|----|----|----|---|
| 10 | Special Populations | Spec Ed. Speech/RSP | 1 | 17 | 88 | | | | | 12 | |
| | | | 2 | 16 | 94 | | | | | 6 | |
| | | | 3 | 11 | 91 | | | | | 9 | |
| | | Foster | 1 | 2 | 100 | | | | | | |
| | | | 2 | 3 | 67 | | | | | 33 | |
| | | | 3 | 3 | 100 | | | | | | |
| | | Homeless | 1 | 16 | 94 | | | | | 6 | |
| | | | 2 | 7 | 86 | | | | | 14 | |
| | | | 3 | 10 | 80 | | | | | 20 | |
| | | GATE/Excel | 1 | 5 | 20 | 20 | 60 | | | | |
| | | SLC | Jordan - ACE | 1 | 13 | 85 | | | | 8 | 8 |
| | | | | 2 | 15 | 73 | | | 20 | 7 | |
| | 3 | | | 14 | 79 | | | 14 | 7 | | |
| | Jordan - AIMS | | 1 | 32 | 75 | | | | 13 | 13 | |
| | | | 2 | 16 | 88 | | | 6 | 6 | | |
| | | | 3 | 15 | 87 | | | 13 | | | |
| | Jordan - JMAC | | 1 | 36 | 83 | | | 14 | 3 | | |
| | | | 2 | 21 | 86 | | | | 14 | | |
| | | | 3 | 22 | 82 | | | 9 | 9 | | |
| | Jordan - LEAP | | 1 | 51 | 86 | | | 8 | 6 | | |
| | | | 2 | 31 | 87 | | | 10 | 3 | | |
| 3 | | | 24 | 88 | | | 4 | 4 | | | |

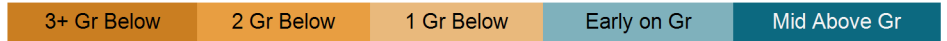
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Jordan 2024-2025 Grade 9



Legend

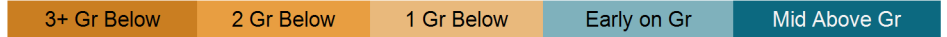


| Gr. | Category | Subgroup | Diagnostic Window | # Students | Percent by Category | | | | | |
|-----|--------------|--------------|-------------------|------------|---------------------|----------|--|--|--|--|
| 9 | All Students | All | 1 | 68 | 93 6 1 | | | | | |
| | | | 2 | 69 | 84 4 9 3 | | | | | |
| | | | 3 | 59 | 83 3 12 2 | | | | | |
| | Teacher | Conte, C | Conte, C | 1 | 12 | 100 | | | | |
| | | | | 2 | 13 | 77 15 8 | | | | |
| | | | | 3 | 10 | 80 10 10 | | | | |
| | | Del Cid, S | Del Cid, S | 1 | 3 | 33 33 33 | | | | |
| | | | | 2 | 3 | 67 33 | | | | |
| | | | | 3 | 3 | 33 67 | | | | |
| | | Espeleta, S | Espeleta, S | 1 | 13 | 85 15 | | | | |
| | | | | 2 | 15 | 93 7 | | | | |
| | | | | 3 | 13 | 100 | | | | |
| | | Jocol, D | Jocol, D | 1 | 9 | 89 11 | | | | |
| | | | | 2 | 10 | 80 10 10 | | | | |
| | | | | 3 | 11 | 82 18 | | | | |
| | | Kim, J | Kim, J | 1 | 1 | 100 | | | | |
| | | | | 1 | 1 | 100 | | | | |
| | | | | 2 | 3 | 100 | | | | |
| | | Martinez, A | Martinez, A | 3 | 3 | 100 | | | | |
| | | | | 1 | 15 | 100 | | | | |
| | | | | 2 | 19 | 95 5 | | | | |
| | | Pliaconis, M | Pliaconis, M | 3 | 23 | 91 4 4 | | | | |
| | | | | 1 | 16 | 100 | | | | |
| | | | | 2 | 13 | 92 8 | | | | |
| | | Valdivias, L | Valdivias, L | 3 | 10 | 90 10 | | | | |
| | | | | 1 | 6 | 100 | | | | |
| | | | | 2 | 6 | 100 | | | | |
| | | Zuniga, A | Zuniga, A | 3 | 4 | 100 | | | | |

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Jordan 2024-2025 Grade 9



Legend



| Gr. | Category | Subgroup | Diagnostic Window | # Students | Percent by Category | | | | |
|-----|-----------|----------|-------------------|------------|---------------------|------------|------------|-------------|--------------|
| | | | | | 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr |
| 9 | Ethnicity | Asian | 1 | 3 | 67 | | | 33 | |
| | | | 2 | 4 | 100 | | | | |
| | | | 3 | 6 | 50 | 33 | 17 | | |
| | | Hispanic | 1 | 65 | 94 | 6 | | | |
| | | | 2 | 64 | 84 | 5 | 8 | 3 | |
| | | | 3 | 52 | 87 | 4 | 10 | | |
| | Filipino | 2 | 1 | 100 | | | | | |
| | | 3 | 1 | 100 | | | | | |
| | Gender | Female | 1 | 32 | 88 | 9 | 3 | | |
| | | | 2 | 35 | 86 | 6 | 9 | | |
| | | | 3 | 31 | 77 | 6 | 16 | | |
| | | Male | 1 | 36 | 97 | 3 | | | |
| 2 | | | 34 | 82 | 3 | 9 | 6 | | |
| 3 | | | 28 | 89 | 7 | 4 | | | |

i-Ready Reading Overall Relative Placement

School Data by Subgroup

Jordan 2024-2025 Grade 9

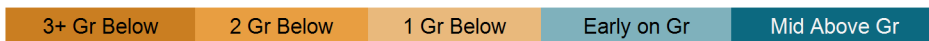


| Gr. | Category | Subgroup | Diagnostic Window | # Students | Percent by Category | | | |
|---------------|---------------------|---------------------|-------------------|------------|---------------------|-----|----|----|
| 9 | Special Populations | Low SES | 1 | 58 | 95 | 3 | 2 | |
| | | | 2 | 58 | 86 | 3 | 7 | 3 |
| | | | 3 | 45 | 84 | 2 | 11 | 2 |
| | | ELL | 1 | 60 | 97 | 2 | 2 | |
| | | | 2 | 65 | 89 | 3 | 6 | 2 |
| | | | 3 | 58 | 84 | 3 | 10 | 2 |
| | | RFEP | 1 | 8 | 63 | 38 | | |
| | | | 2 | 3 | 67 | | 33 | |
| | | | 3 | 1 | 100 | | | |
| | | EL + RFEP | 1 | 68 | 93 | 6 | 1 | |
| | | | 2 | 68 | 85 | 3 | 9 | 3 |
| | | | 3 | 59 | 83 | 3 | 12 | 2 |
| | | Special Ed. | 1 | 15 | 100 | | | |
| | | | 2 | 17 | 76 | 6 | 6 | 12 |
| | | | 3 | 13 | 85 | 8 | 8 | |
| | | Spec Ed. Speech/RSP | 1 | 7 | 100 | | | |
| | | | 2 | 11 | 64 | 9 | 9 | 18 |
| | | | 3 | 8 | 75 | 13 | 13 | |
| | | Homeless | 1 | 9 | 100 | | | |
| | | | 2 | 7 | 100 | | | |
| | | | 3 | 8 | 100 | | | |
| | | GATE/Excel | 1 | 1 | 100 | | | |
| | | Foster | 3 | 1 | 100 | | | |
| | | SLC | Jordan - ACE | 1 | 17 | 88 | 12 | |
| | | | | 2 | 16 | 94 | 6 | |
| | | | | 3 | 12 | 92 | | 8 |
| | | | Jordan - AIMS | 1 | 16 | 100 | | |
| | | | | 2 | 13 | 92 | 8 | |
| | | | | 3 | 10 | 90 | 10 | |
| | | | Jordan - JMAC | 1 | 22 | 86 | 9 | 5 |
| 2 | 23 | | | 74 | 4 | 17 | 4 | |
| 3 | 23 | | | 78 | 4 | 17 | | |
| Jordan - LEAP | 1 | | 13 | 100 | | | | |
| | 2 | | 17 | 82 | 12 | 6 | | |
| | 3 | | 14 | 79 | 7 | 14 | | |

i-Ready Reading Overall Relative Placement School Data by Subgroup Jordan 2024-2025



Legend



| Category | | Diagnostic Window | # Students | Percent by Category | | | | |
|----------------------------|---------------------|-------------------|------------|---------------------|---|----|---|---|
| All Students | 165 | 3 | 165 | 85 | 5 | 7 | 2 | |
| Grade | Gr. 09 | 3 | 77 | 87 | 3 | 9 | 1 | |
| | Gr. 10 | 3 | 88 | 84 | 7 | 5 | 3 | |
| Ethnicity | Hispanic | 3 | 151 | 87 | 5 | 6 | | |
| Gender | Female | 3 | 73 | 84 | 4 | 8 | 3 | |
| | Male | 3 | 92 | 87 | 5 | 5 | 1 | |
| Special Populations | Low SES | 3 | 132 | 85 | 5 | 7 | 2 | |
| | ELL | 3 | 154 | 88 | 5 | 5 | 1 | |
| | EL + RFEP | 3 | 160 | 86 | 5 | 7 | 1 | |
| | Special Ed. | 3 | 36 | 83 | 6 | 6 | 3 | 3 |
| | Spec Ed. Speech/RSP | 3 | 20 | 85 | 5 | 10 | | |
| | Homeless | 3 | 22 | 91 | | | | 9 |
| SLC | Jordan - ACE | 3 | 37 | 89 | 5 | 3 | 3 | |
| | Jordan - AIMS | 3 | 30 | 87 | 3 | 3 | 7 | |
| | Jordan - JMAC | 3 | 54 | 83 | 6 | 11 | | |
| | Jordan - LEAP | 3 | 44 | 84 | 5 | 7 | 2 | |

The percentages may not equal 100% due to rounding.



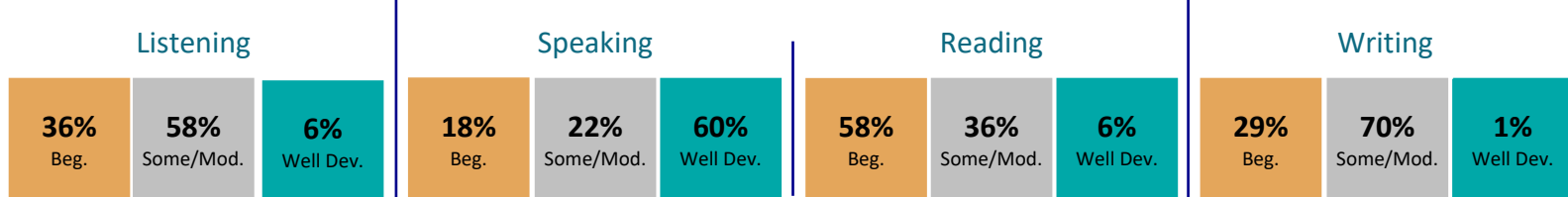
ELPAC Summative Assessment Grade Level Summary 2024-2025

Site :: Jordan

Site Level Overall Performance Level Summary



Site Level Domain Performance Level Summary



Grade Level Performance Summary (Overall and by Domain)

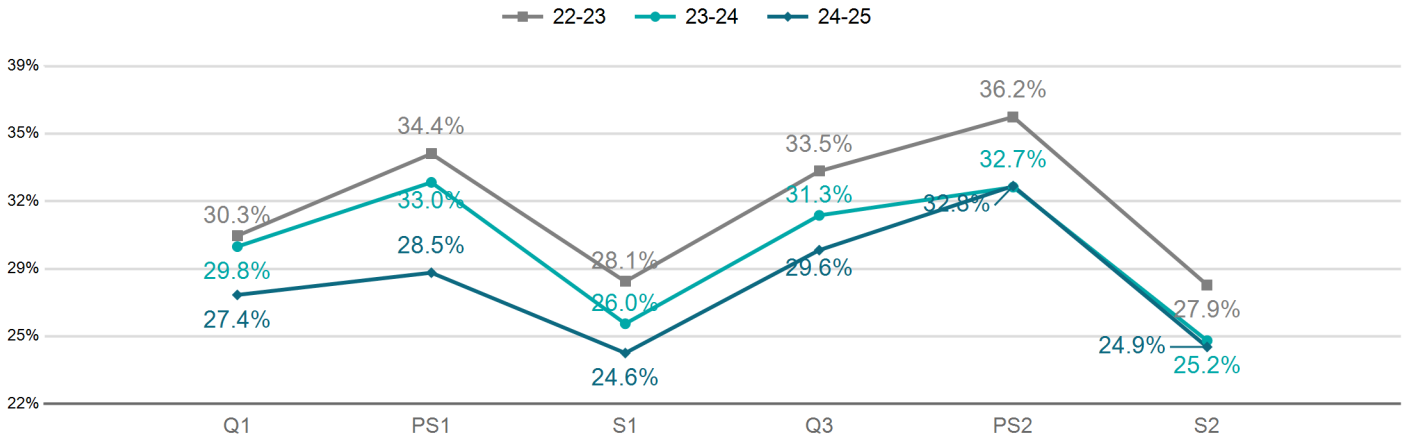
| Grade | Overall Development | | | | Listening | | | Speaking | | | Reading | | | Writing | | |
|-----------|---------------------|-------|------|------|-----------|-----------|------|----------|-----------|------|---------|-----------|------|---------|-----------|------|
| | Beg. | Some. | Mod. | Well | Beg. | Some/Mod. | Well | Beg. | Some/Mod. | Well | Beg. | Some/Mod. | Well | Beg. | Some/Mod. | Well |
| 09 | 16% | 40% | 30% | 14% | 19% | 58% | 19% | 14% | 42% | 40% | 51% | 35% | 10% | 8% | 83% | 5% |
| 10 | 19% | 38% | 33% | 6% | 31% | 58% | 4% | 13% | 18% | 66% | 53% | 39% | 2% | 31% | 63% | 0% |
| 11 | 27% | 36% | 23% | 13% | 32% | 63% | 1% | 18% | 10% | 68% | 52% | 36% | 8% | 33% | 63% | 0% |
| 12 | 41% | 32% | 25% | 2% | 56% | 41% | 0% | 26% | 18% | 53% | 67% | 28% | 2% | 38% | 59% | 1% |

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



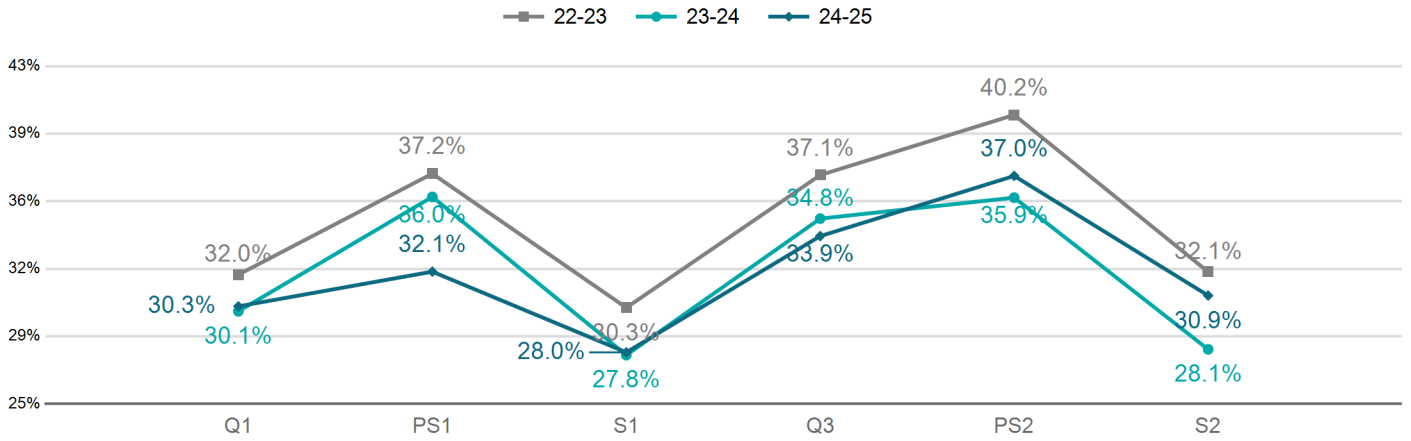
Graphs for subgroups on following pages.

Jordan D/F Rate - 3 year Comparison

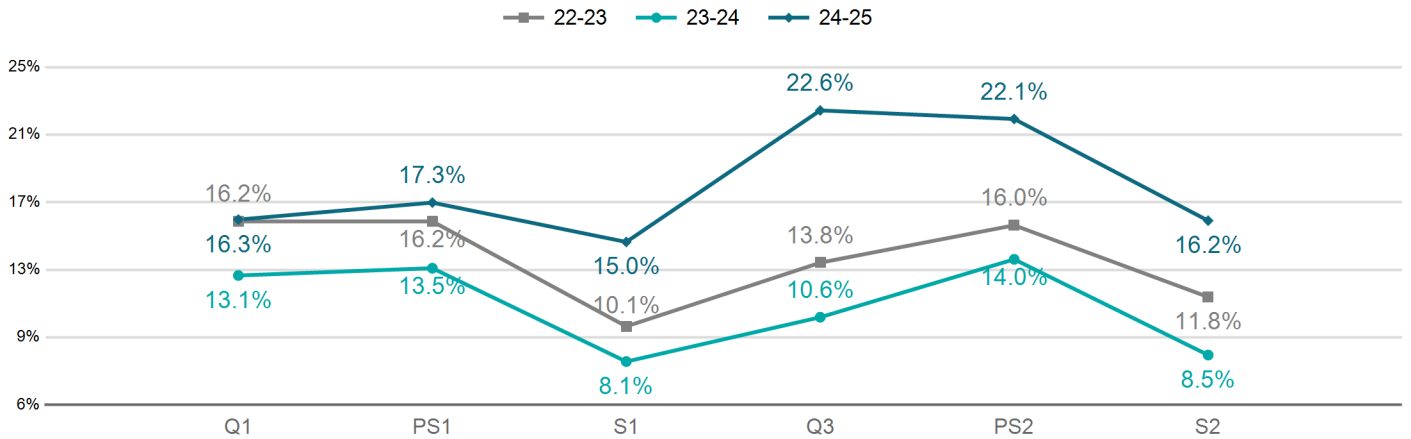
Percent of total grades that are Ds or Fs

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

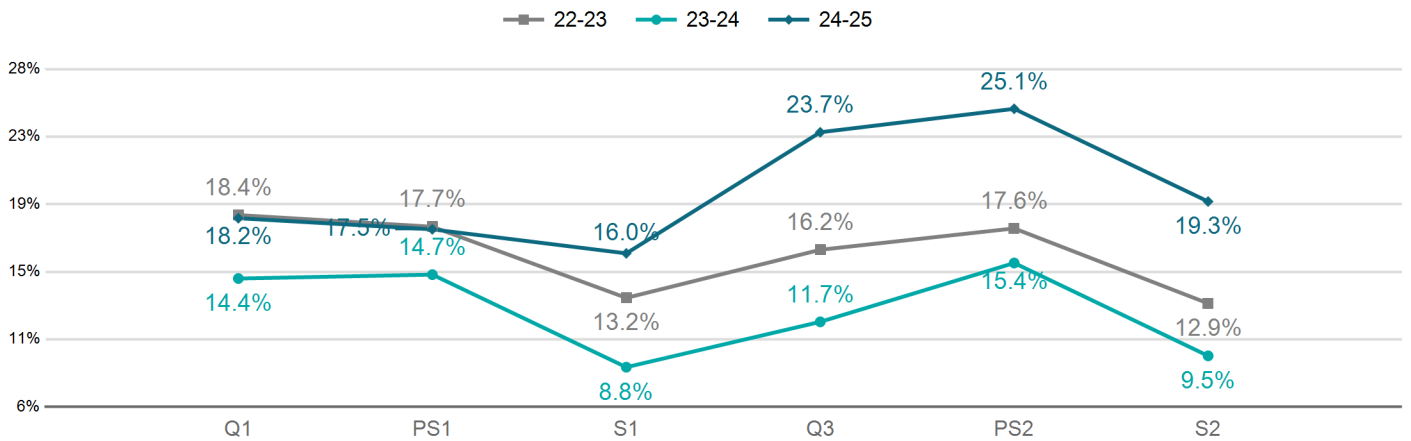
Category: Ethnicity - Subgroup: African American



Category: Ethnicity - Subgroup: Asian



Category: Ethnicity - Subgroup: Cambodian

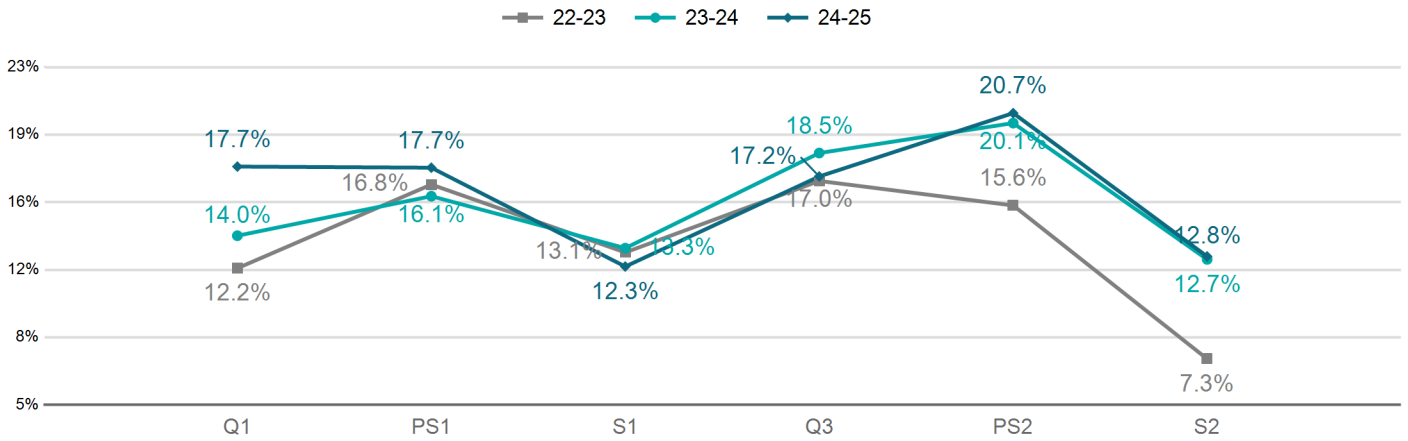


Jordan D/F Rate - 3 year Comparison

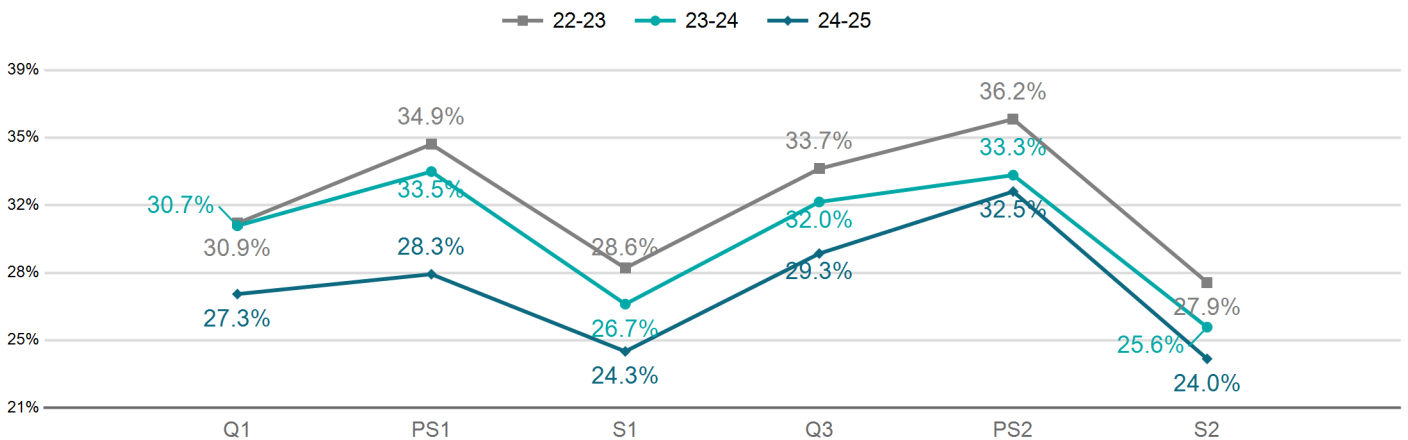
Percent of total grades that are Ds or Fs

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

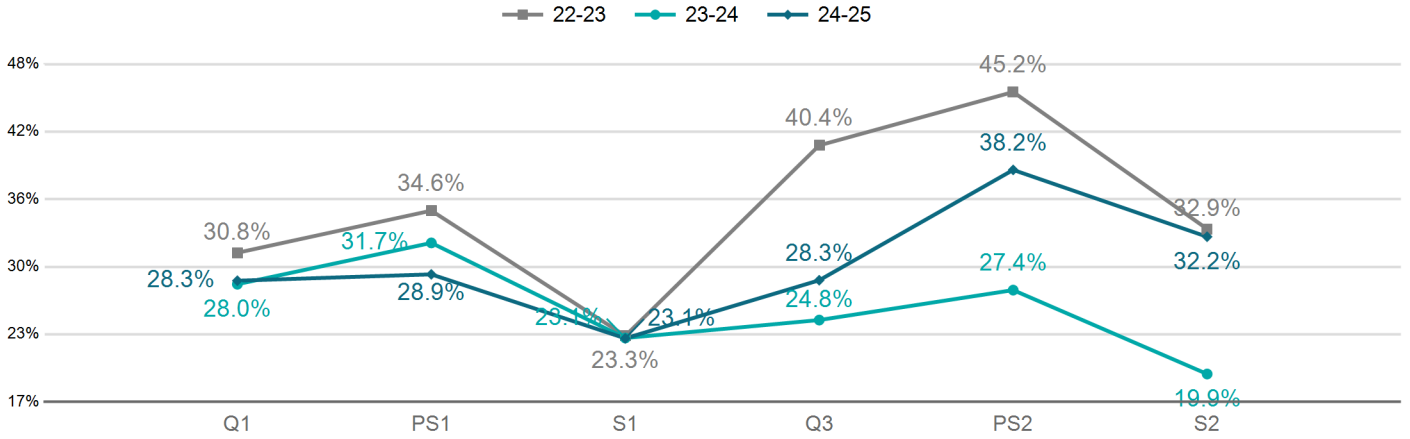


Category: Ethnicity - Subgroup: Pacific Islander

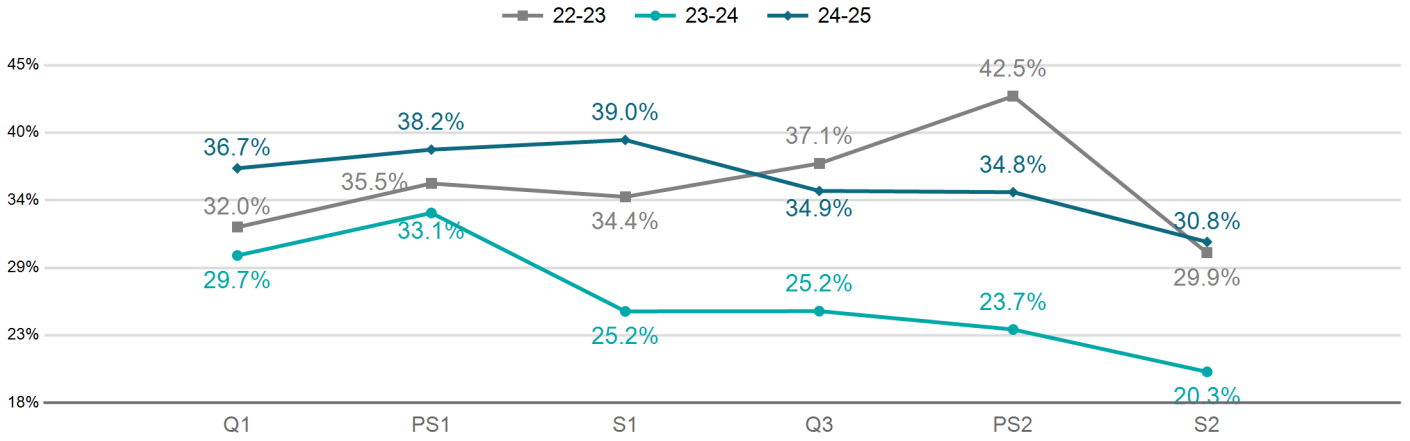
Jordan D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

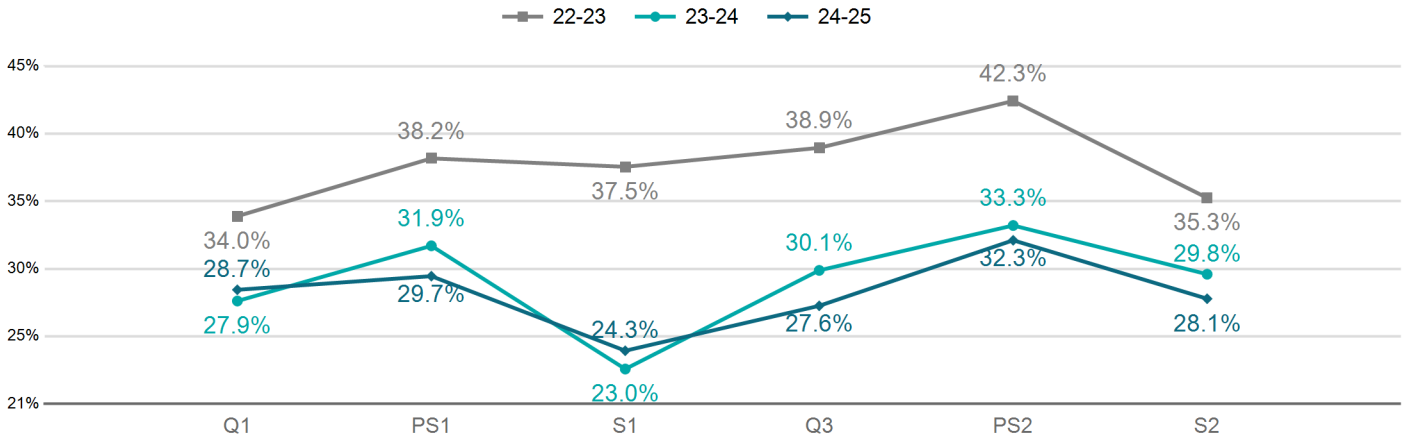
Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial



Category: Ethnicity - Subgroup: White



Category: Ethnicity - Subgroup: Other

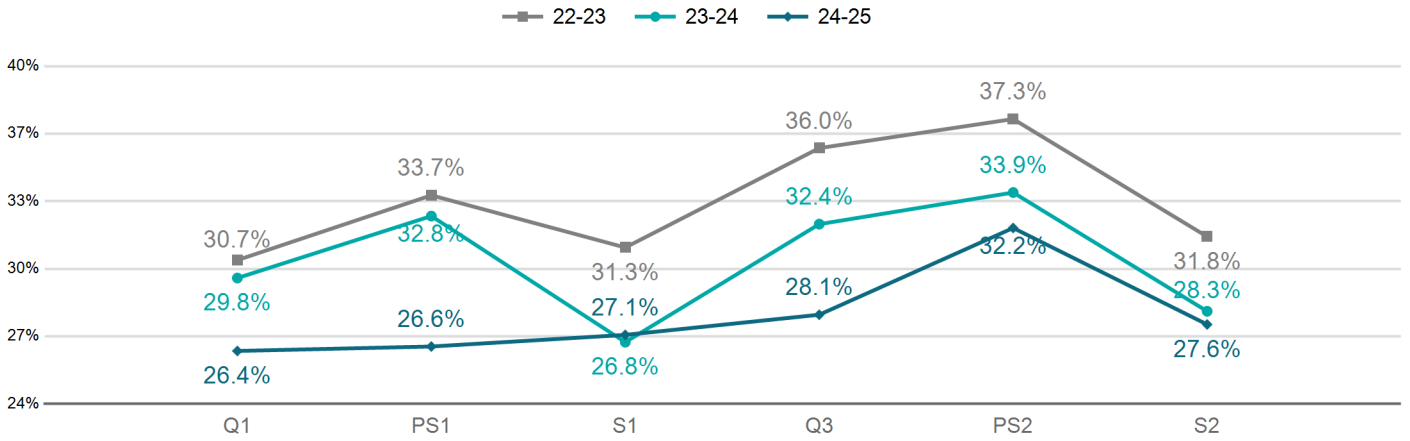


Jordan D/F Rate - 3 year Comparison

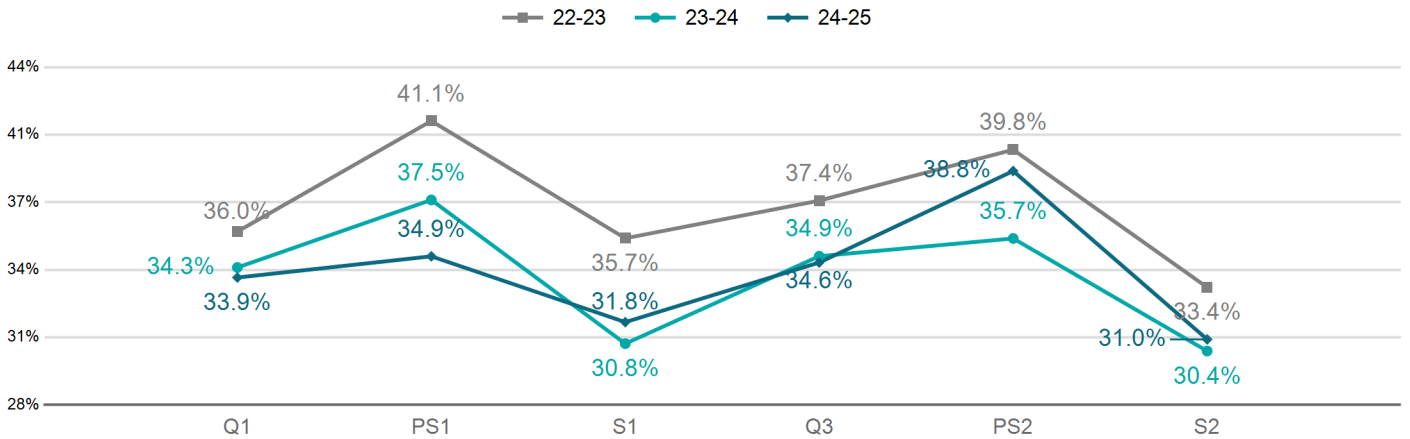
Percent of total grades that are Ds or Fs

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

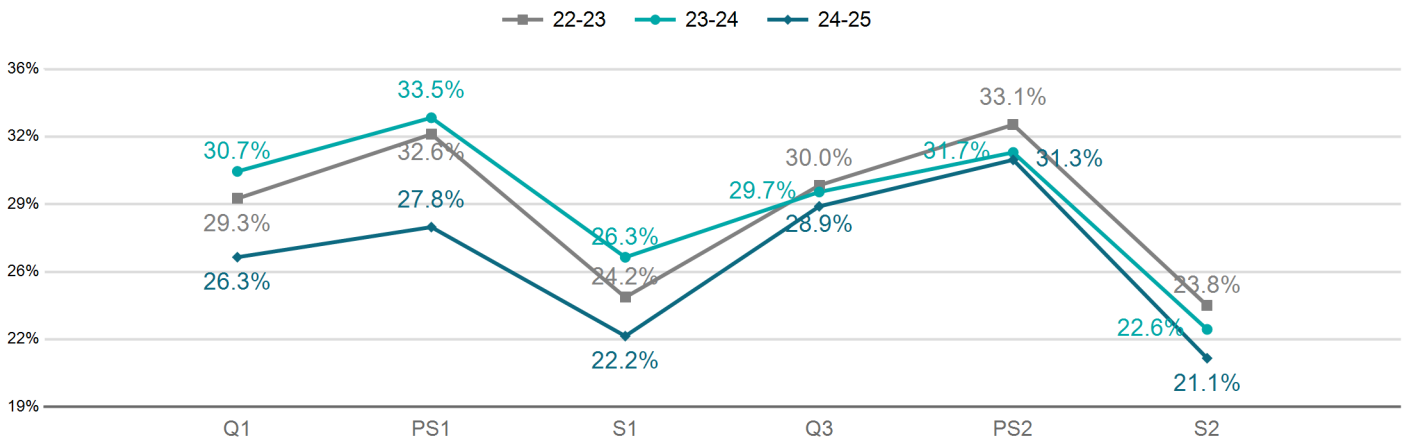
Category: Grade - Subgroup: Gr. 09



Category: Grade - Subgroup: Gr. 10



Category: Grade - Subgroup: Gr. 11

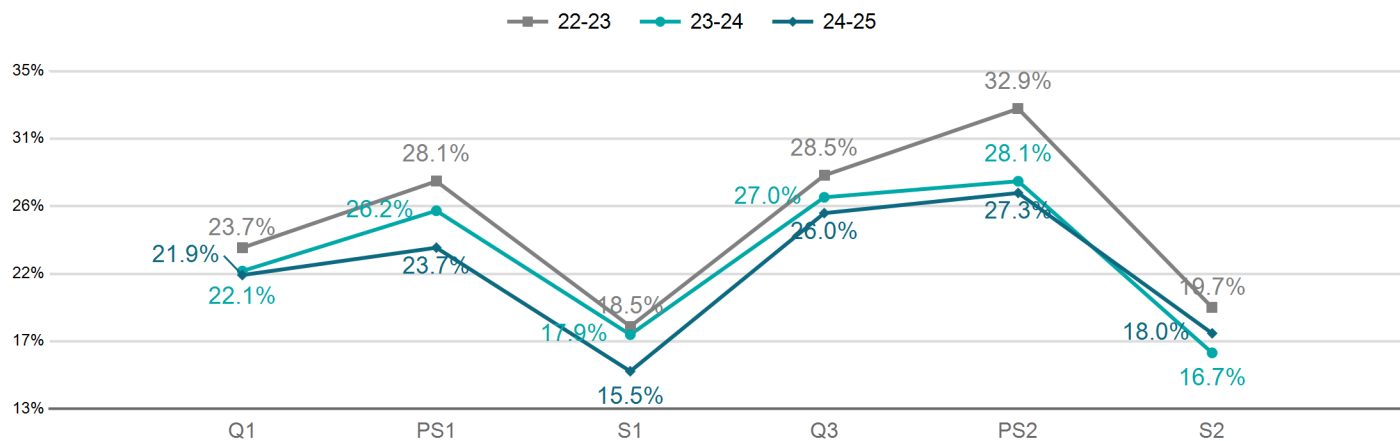


Jordan D/F Rate - 3 year Comparison

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

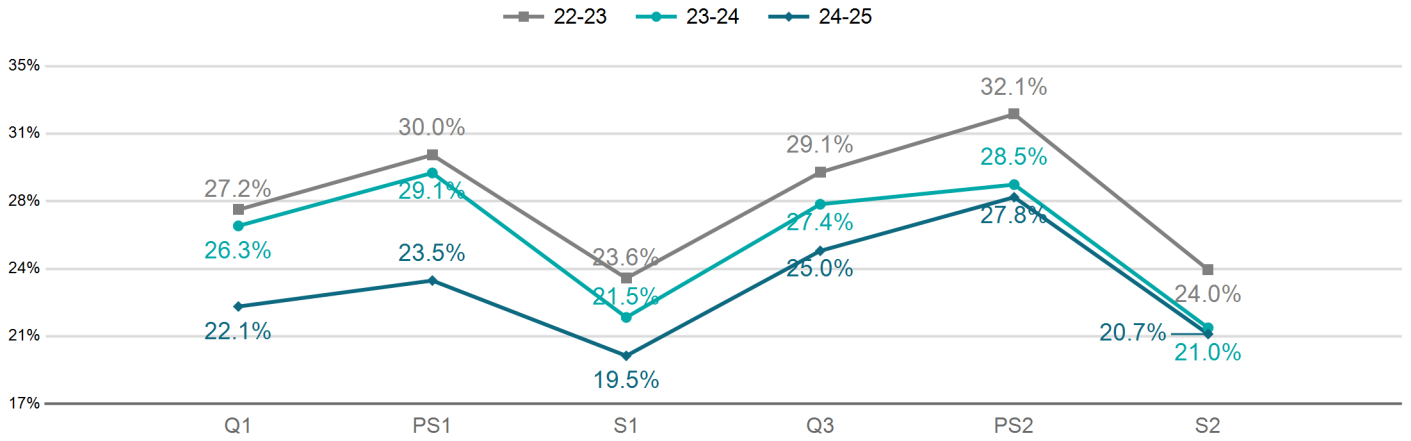


Jordan D/F Rate - 3 year Comparison

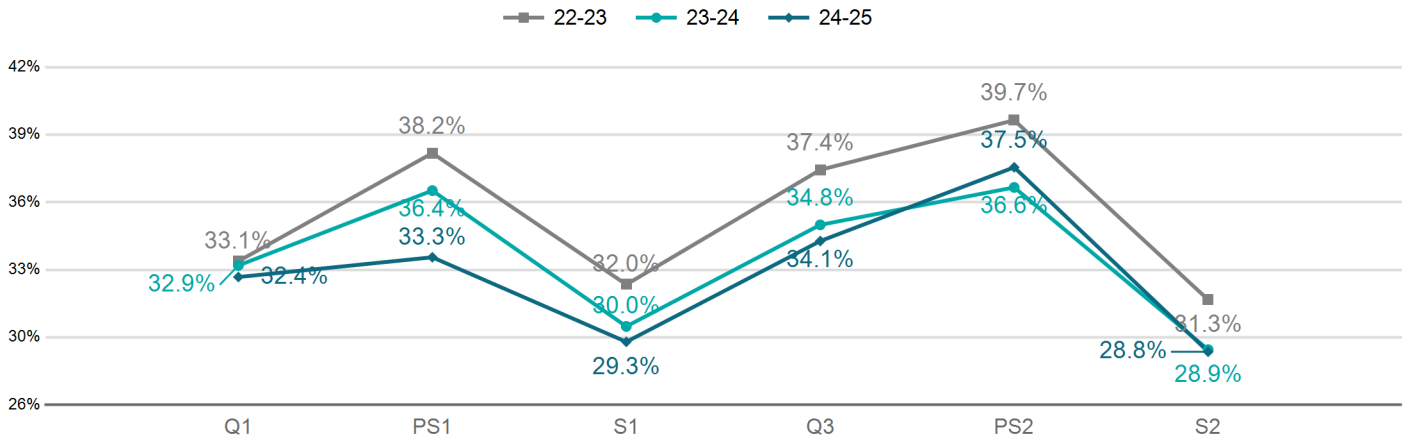
Percent of total grades that are Ds or Fs

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

Category: Gender - Subgroup: Female



Category: Gender - Subgroup: Male

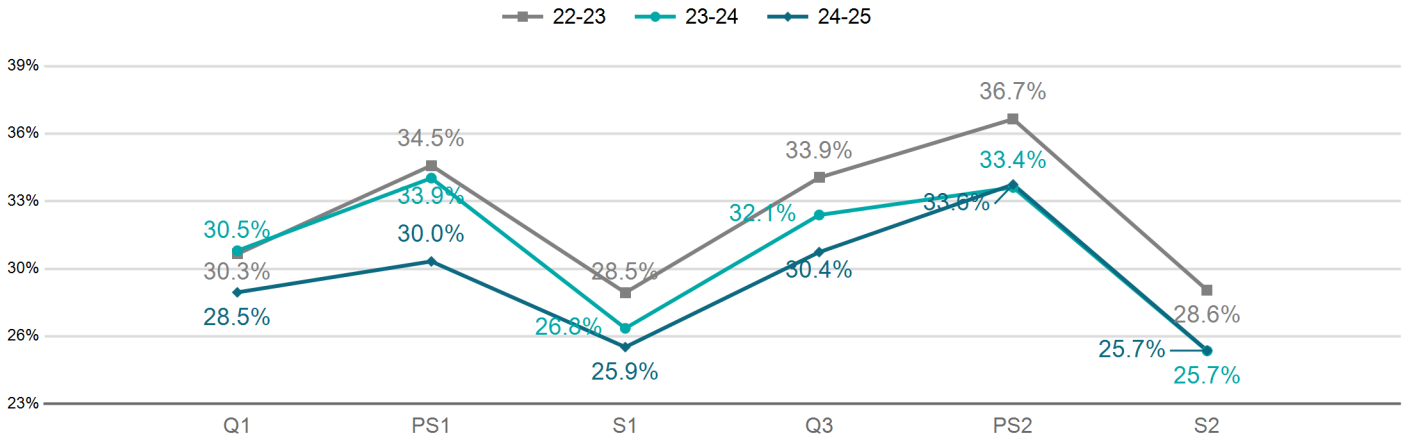


Jordan D/F Rate - 3 year Comparison

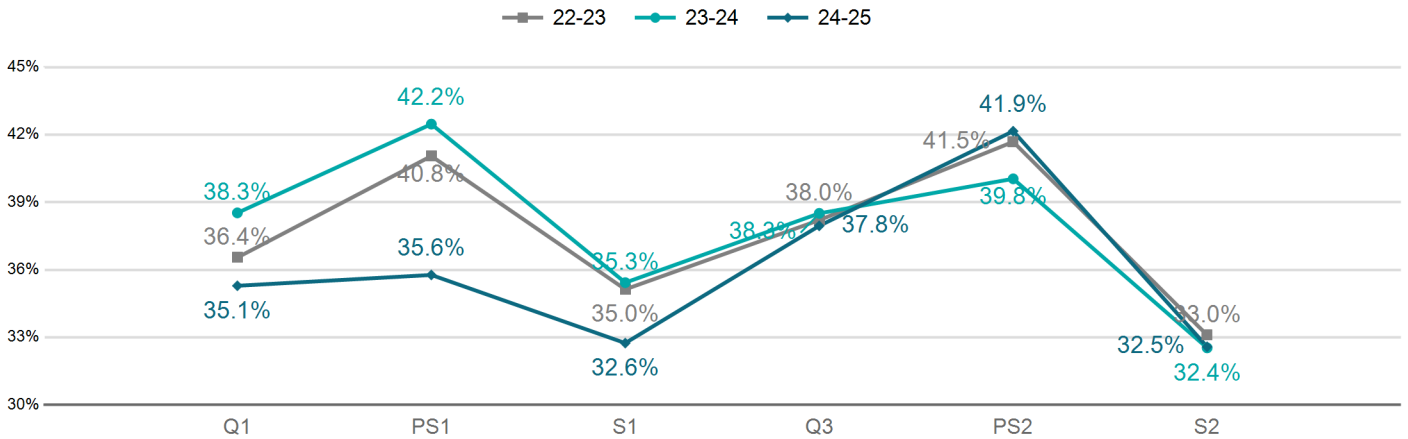
Percent of total grades that are Ds or Fs

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

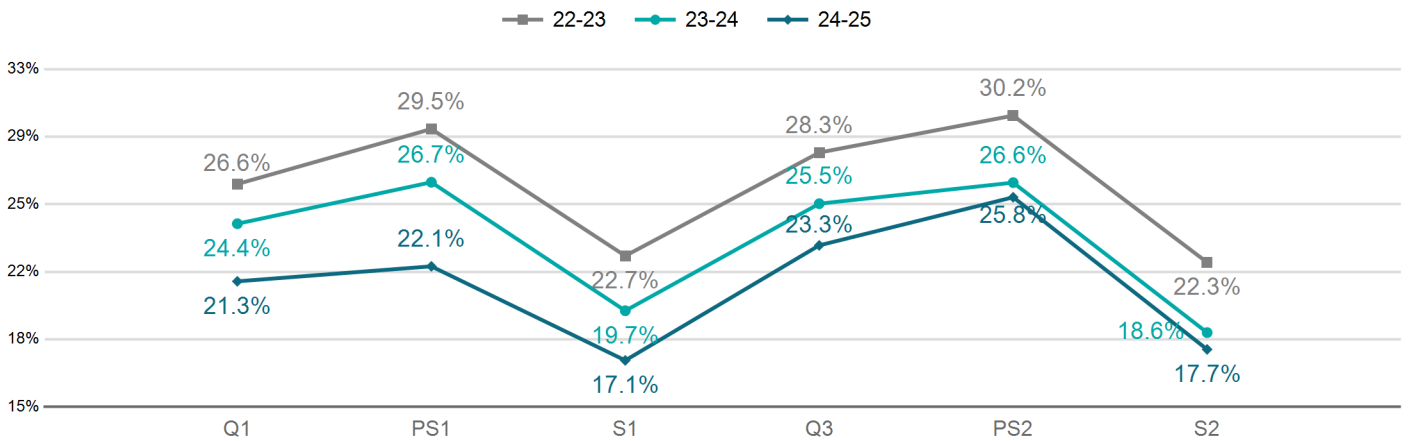
Category: Special Populations - Subgroup: Low SES



Category: Special Populations - Subgroup: ELL



Category: Special Populations - Subgroup: RFEP

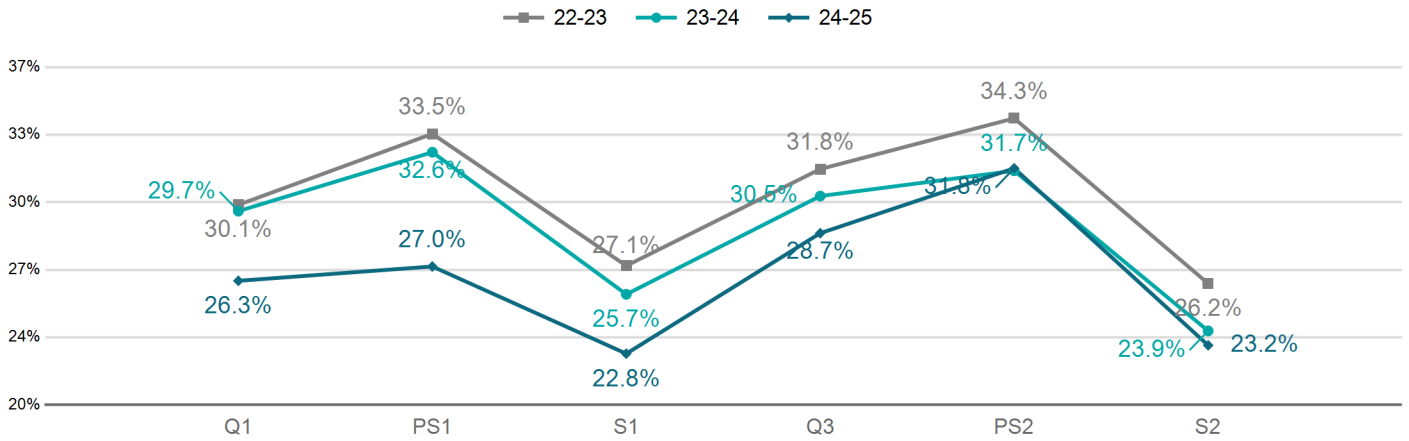


Jordan D/F Rate - 3 year Comparison

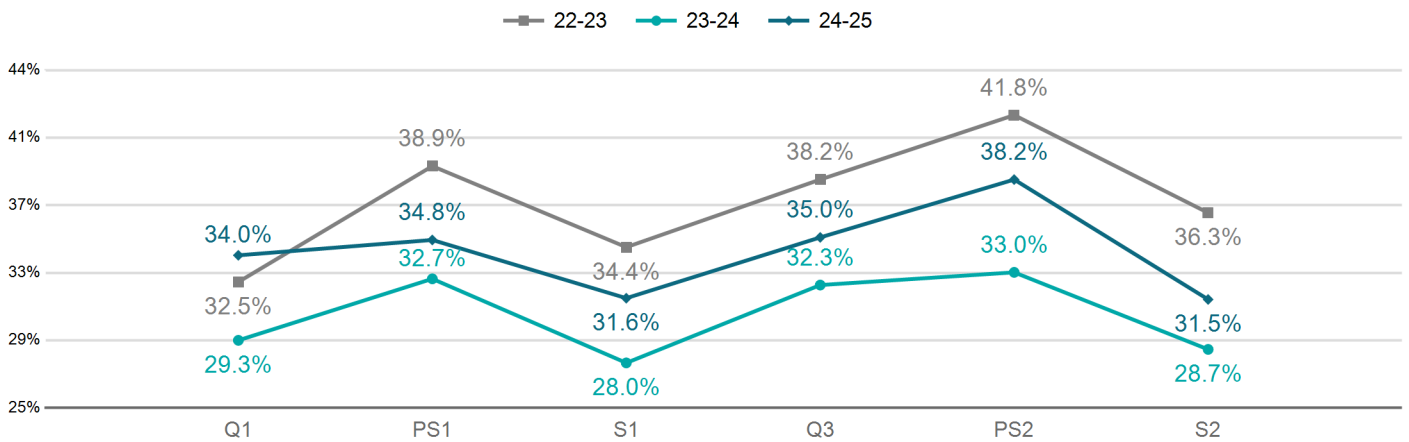
Percent of total grades that are Ds or Fs

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.

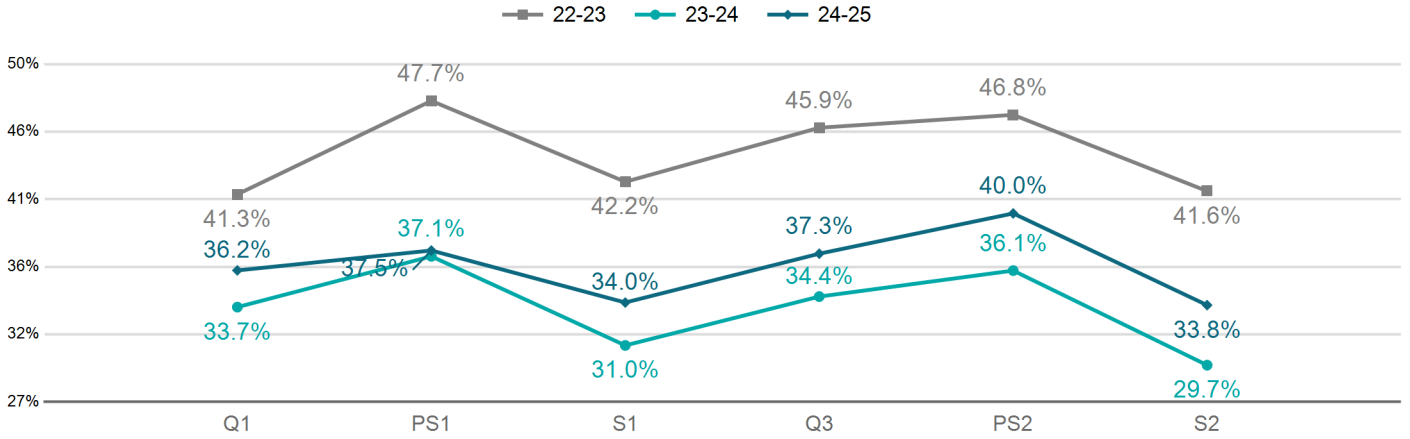


Category: Special Populations - Subgroup: Spec Ed. Speech/RSP

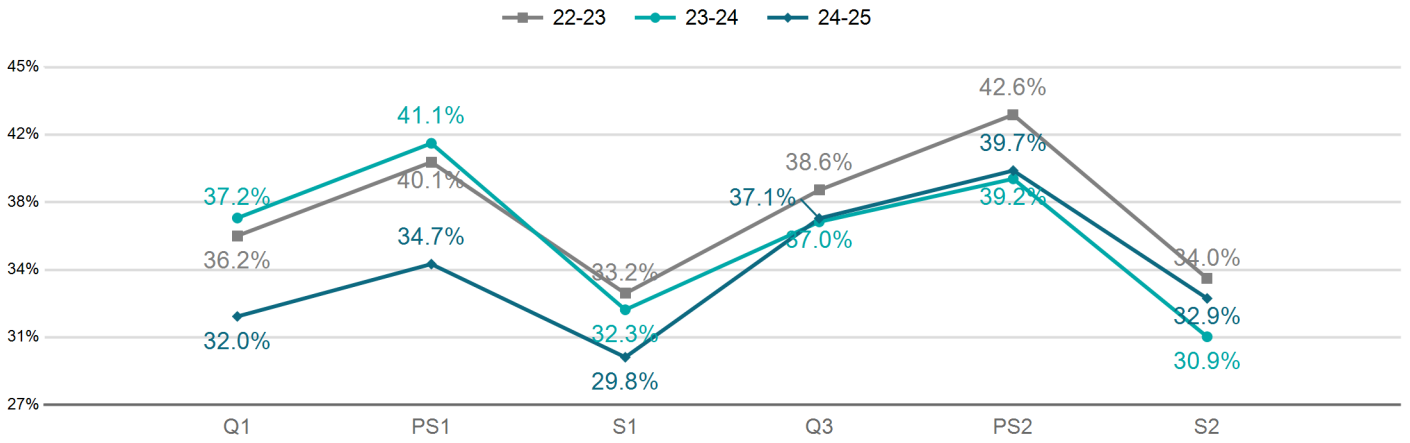
Jordan D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

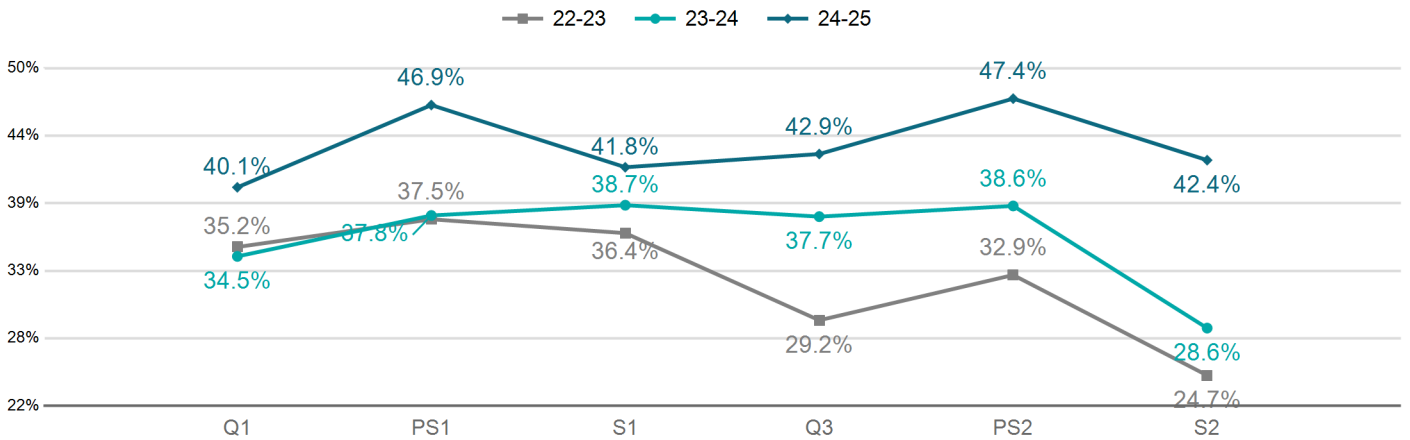
Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial



Category: Special Populations - Subgroup: Homeless/Foster



Category: Special Populations - Subgroup: Foster

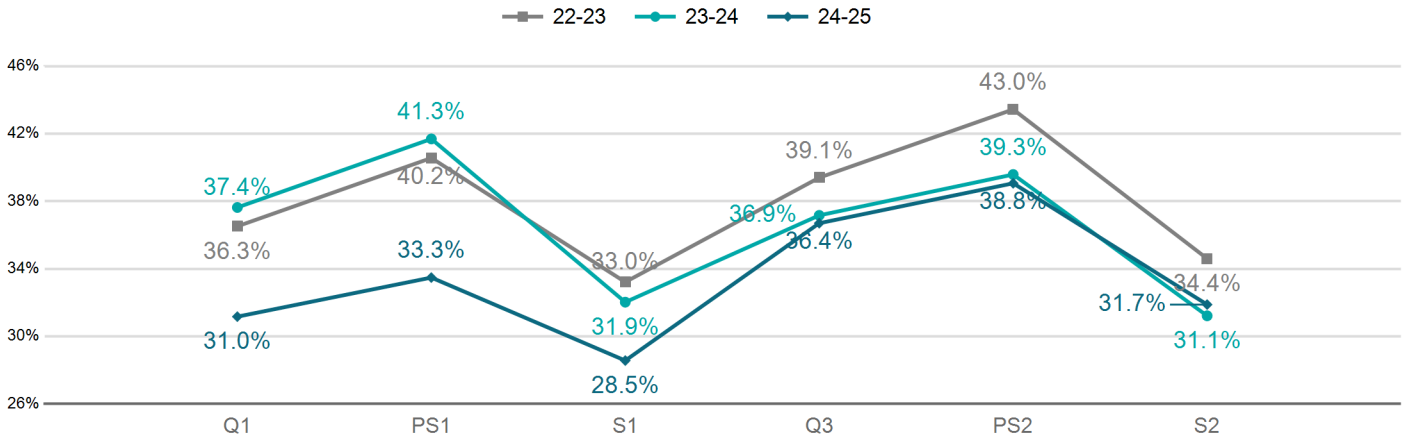


Category: Special Populations - Subgroup: Homeless

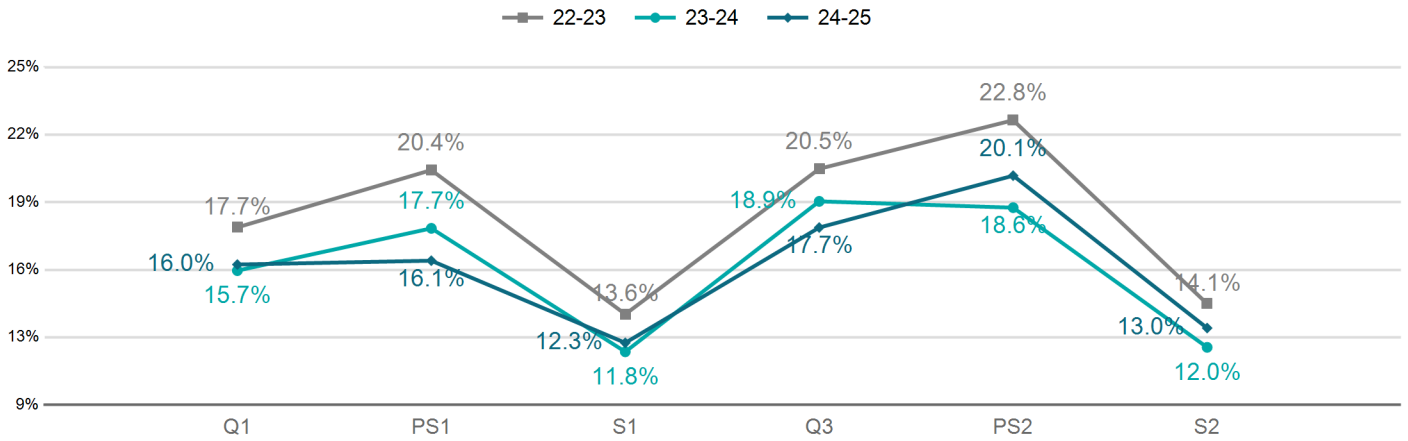
Jordan D/F Rate - 3 year Comparison

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

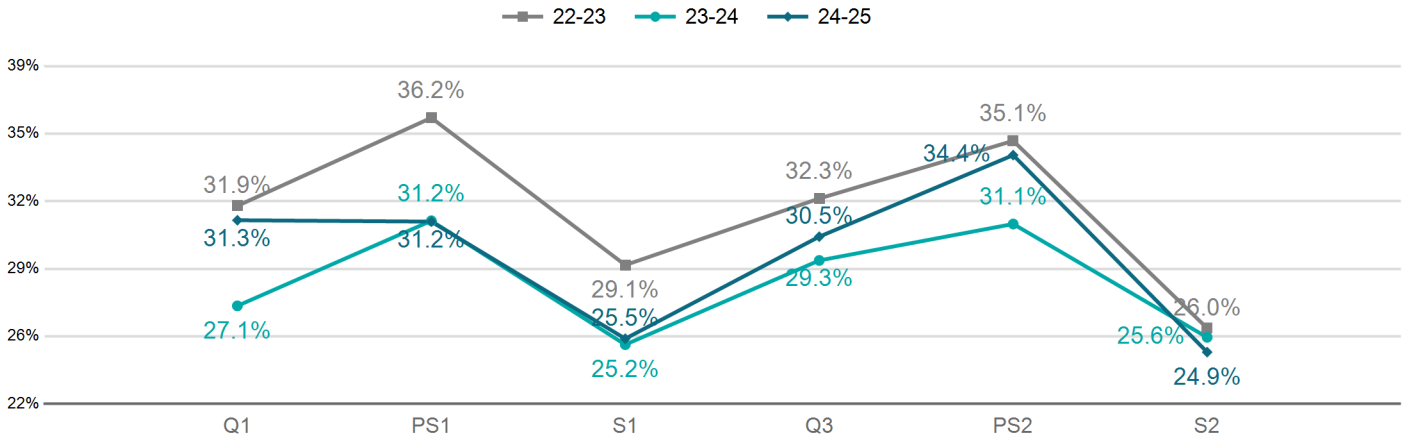


Jordan D/F Rate - 3 year Comparison

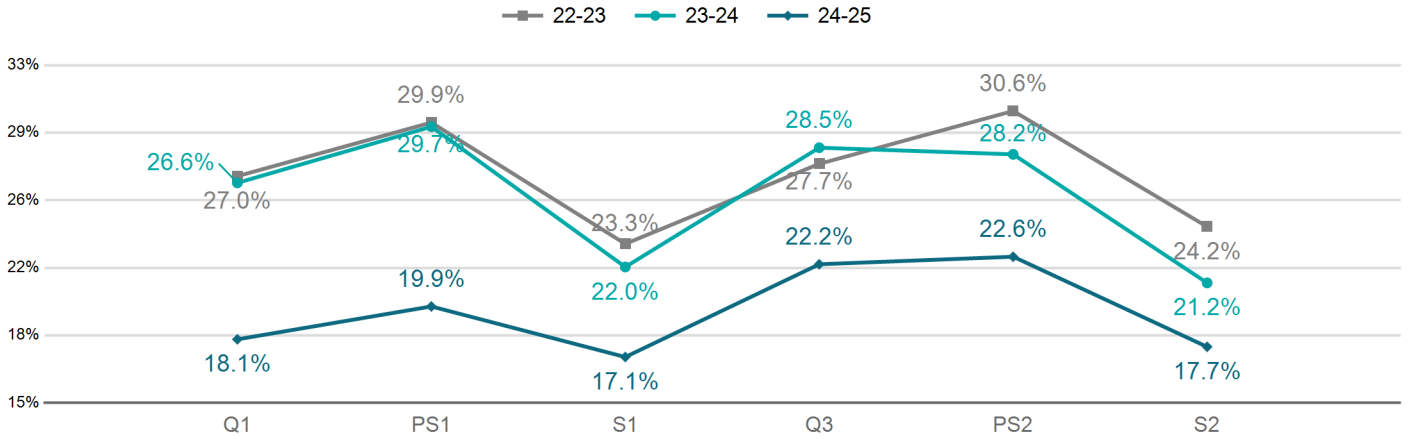
Percent of total grades that are Ds or Fs

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

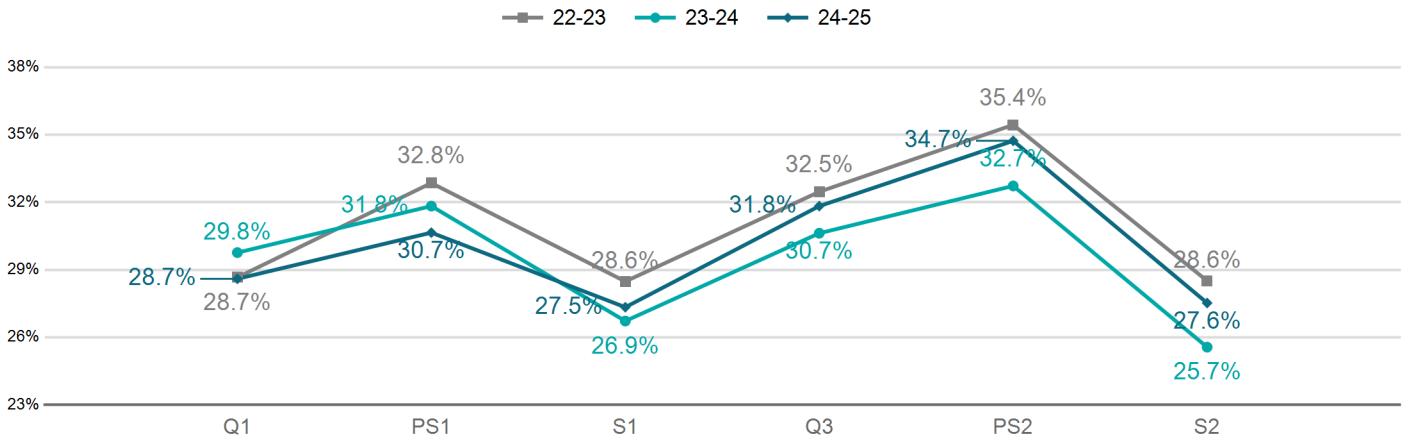
Category: SLC - Subgroup: Jordan - ACE



Category: SLC - Subgroup: Jordan - AIMS



Category: SLC - Subgroup: Jordan - JMAC

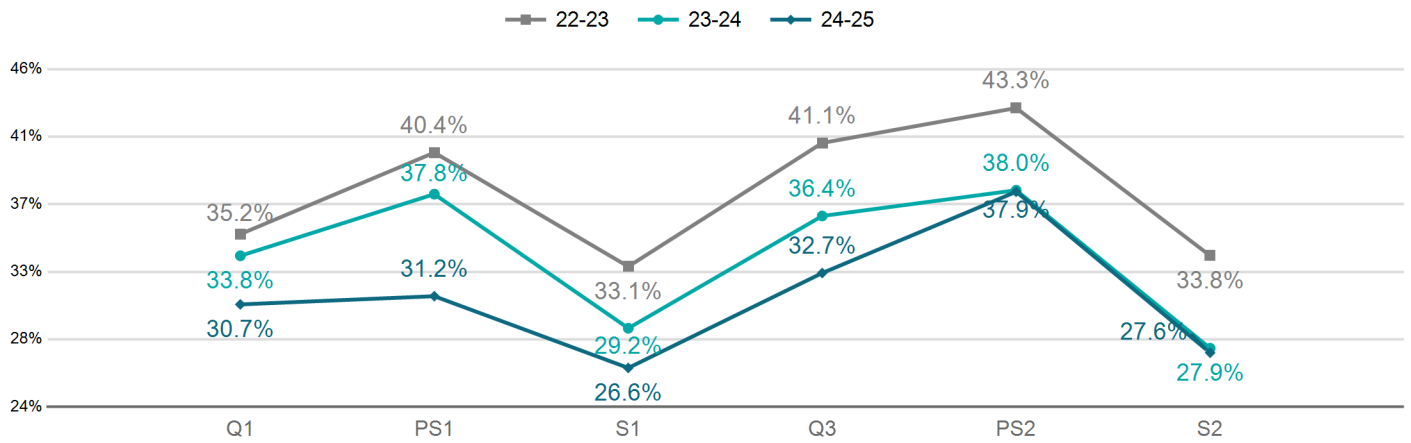


Jordan D/F Rate - 3 year Comparison

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 - LEAP



| Legend |
|--------|
| F |
| D |
| C |
| B |
| A |

Grade Distribution - Jordan

2024-2025 S2

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

| Category | Count of Marks | Percent by Category | | | | | D/F Rate | A/B/C Rate | |
|----------------------------|---------------------|---------------------|----|----|----|----|----------|------------|-------|
| All Students | 14,966 | 14,966 | 11 | 13 | 23 | 23 | 28 | 24.9% | 75.1% |
| Grade | Gr. 09 | 3,991 | 14 | 13 | 22 | 23 | 27 | 27.6% | 72.4% |
| | Gr. 10 | 4,046 | 15 | 16 | 24 | 22 | 22 | 31.0% | 69.0% |
| | Gr. 11 | 3,783 | 10 | 11 | 22 | 23 | 32 | 21.1% | 78.9% |
| | Gr. 12 | 3,146 | 5 | 13 | 22 | 26 | 33 | 18.0% | 82.0% |
| Ethnicity | African American | 2,162 | 16 | 15 | 22 | 23 | 22 | 30.9% | 69.1% |
| | Asian | 450 | 7 | 10 | 16 | 22 | 45 | 16.2% | 83.8% |
| | Cambodian | 389 | 8 | 12 | 15 | 20 | 45 | 19.3% | 80.7% |
| | Filipino | 179 | 4 | 9 | 14 | 22 | 51 | 12.8% | 87.2% |
| | Hispanic | 11,518 | 11 | 13 | 23 | 24 | 29 | 24.0% | 76.0% |
| | Pacific Islander | 242 | 16 | 16 | 26 | 21 | 20 | 32.2% | 67.8% |
| | White | 130 | 16 | 15 | 25 | 20 | 24 | 30.8% | 69.2% |
| | Other | 285 | 11 | 18 | 20 | 22 | 29 | 28.1% | 71.9% |
| Gender | Female | 7,240 | 9 | 12 | 21 | 25 | 32 | 20.7% | 79.3% |
| | Male | 7,705 | 14 | 15 | 24 | 22 | 25 | 28.8% | 71.2% |
| | Nonbinary | 21 | | 10 | | 48 | 19 | 19 | 9.5% |
| Special Populations | Low SES | 10,997 | 12 | 14 | 23 | 23 | 28 | 25.7% | 74.3% |
| | ELL | 3,068 | 17 | 16 | 23 | 22 | 21 | 32.5% | 67.5% |
| | RFEP | 5,133 | 7 | 11 | 22 | 25 | 35 | 17.7% | 82.3% |
| | EL + RFEP | 8,201 | 10 | 13 | 22 | 24 | 30 | 23.2% | 76.8% |
| | Special Ed. | 2,268 | 18 | 13 | 21 | 21 | 25 | 31.5% | 68.5% |
| | Spec Ed. Speech/RSP | 1,027 | 19 | 14 | 24 | 21 | 19 | 33.8% | 66.2% |
| | Homeless/Foster | 1,515 | 17 | 16 | 21 | 23 | 21 | 32.9% | 67.1% |
| | Foster | 170 | 26 | 16 | 26 | 20 | 12 | 42.4% | 57.6% |
| | Homeless | 1,345 | 16 | 16 | 20 | 24 | 23 | 31.7% | 68.3% |
| | GATE/Excel | 1,752 | 4 | 9 | 21 | 23 | 42 | 13.0% | 87.0% |
| Pathway | Jordan - ACE | 3,056 | 11 | 13 | 23 | 22 | 30 | 24.9% | 75.1% |
| | Jordan - AIMS | 3,297 | 7 | 11 | 21 | 27 | 34 | 17.7% | 82.3% |
| | Jordan - JMAC | 4,650 | 13 | 15 | 23 | 22 | 26 | 27.6% | 72.4% |
| | Jordan - LEAP | 3,963 | 14 | 14 | 23 | 24 | 25 | 27.6% | 72.4% |

The percentages may not equal 100% due to rounding.

| Legend |
|--------|
| F |
| D |
| C |
| B |
| A |

Grade Distribution - Jordan 2024-2025 PS2

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

| Category | Count of Marks | Percent by Category | | | | | D/F Rate | A/B/C Rate | |
|----------------------------|---------------------|---------------------|----|----|----|----|----------|------------|-------|
| All Students | 14,722 | 14,722 | 17 | 16 | 21 | 22 | 24 | 32.8% | 67.2% |
| Grade | Gr. 09 | 3,969 | 17 | 15 | 21 | 22 | 25 | 32.2% | 67.8% |
| | Gr. 10 | 4,034 | 21 | 18 | 22 | 20 | 19 | 38.8% | 61.2% |
| | Gr. 11 | 3,683 | 17 | 15 | 20 | 22 | 26 | 31.3% | 68.7% |
| | Gr. 12 | 3,036 | 13 | 15 | 22 | 23 | 27 | 27.3% | 72.7% |
| Ethnicity | African American | 2,117 | 21 | 16 | 23 | 21 | 19 | 37.0% | 63.0% |
| | Asian | 448 | 11 | 11 | 17 | 21 | 39 | 22.1% | 77.9% |
| | Cambodian | 386 | 12 | 13 | 15 | 22 | 38 | 25.1% | 74.9% |
| | Filipino | 184 | 9 | 11 | 14 | 20 | 45 | 20.7% | 79.3% |
| | Hispanic | 11,338 | 17 | 16 | 21 | 22 | 24 | 32.5% | 67.5% |
| | Pacific Islander | 238 | 22 | 16 | 20 | 22 | 19 | 38.2% | 61.8% |
| | White | 115 | 19 | 16 | 30 | 16 | 20 | 34.8% | 65.2% |
| | Other | 282 | 18 | 15 | 22 | 21 | 25 | 32.3% | 67.7% |
| Gender | Female | 7,147 | 13 | 14 | 21 | 25 | 26 | 27.8% | 72.2% |
| | Male | 7,554 | 21 | 17 | 22 | 19 | 22 | 37.5% | 62.5% |
| | Nonbinary | 21 | 5 | 19 | 43 | 19 | 14 | 23.8% | 76.2% |
| Special Populations | Low SES | 10,823 | 18 | 16 | 22 | 21 | 24 | 33.6% | 66.4% |
| | ELL | 3,010 | 24 | 18 | 20 | 19 | 19 | 41.9% | 58.1% |
| | RFEP | 5,061 | 11 | 15 | 21 | 24 | 29 | 25.8% | 74.2% |
| | EL + RFEP | 8,071 | 16 | 16 | 21 | 22 | 25 | 31.8% | 68.2% |
| | Special Ed. | 2,228 | 24 | 14 | 19 | 19 | 23 | 38.2% | 61.8% |
| | Spec Ed. Speech/RSP | 1,004 | 25 | 15 | 21 | 20 | 19 | 40.0% | 60.0% |
| | Homeless/Foster | 1,488 | 25 | 15 | 21 | 20 | 18 | 39.7% | 60.3% |
| | Foster | 154 | 31 | 16 | 23 | 19 | 9 | 47.4% | 52.6% |
| | Homeless | 1,334 | 24 | 15 | 21 | 21 | 19 | 38.8% | 61.2% |
| | GATE/Excel | 1,738 | 8 | 12 | 20 | 24 | 36 | 20.1% | 79.9% |
| Pathway | Jordan - ACE | 2,994 | 19 | 15 | 19 | 22 | 25 | 34.4% | 65.6% |
| | Jordan - AIMS | 3,283 | 10 | 13 | 21 | 26 | 30 | 22.6% | 77.4% |
| | Jordan - JMAC | 4,538 | 18 | 16 | 23 | 20 | 22 | 34.7% | 65.3% |
| | Jordan - LEAP | 3,907 | 20 | 18 | 21 | 20 | 20 | 37.9% | 62.1% |

The percentages may not equal 100% due to rounding.

| Legend |
|--------|
| F |
| D |
| C |
| B |
| A |

Grade Distribution - Jordan

2024-2025 Q3

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

| Category | Count of Marks | | Percent by Category | | | | | D/F Rate | A/B/C Rate |
|----------------------------|---------------------|--------|---------------------|----|----|----|----|----------|------------|
| All Students | 14,853 | 14,853 | 16 | 14 | 21 | 21 | 27 | 29.6% | 70.4% |
| Grade | Gr. 09 | 3,979 | 15 | 13 | 22 | 20 | 30 | 28.1% | 71.9% |
| | Gr. 10 | 4,053 | 18 | 16 | 21 | 21 | 22 | 34.6% | 65.4% |
| | Gr. 11 | 3,732 | 15 | 13 | 19 | 21 | 28 | 28.9% | 71.1% |
| | Gr. 12 | 3,089 | 14 | 12 | 20 | 22 | 29 | 26.0% | 74.0% |
| Ethnicity | African American | 2,121 | 19 | 15 | 20 | 21 | 22 | 33.9% | 66.1% |
| | Asian | 447 | 11 | 11 | 17 | 16 | 43 | 22.6% | 77.4% |
| | Cambodian | 389 | 13 | 11 | 16 | 17 | 42 | 23.7% | 76.3% |
| | Filipino | 186 | 7 | 10 | 16 | 20 | 45 | 17.2% | 82.8% |
| | Hispanic | 11,454 | 15 | 14 | 21 | 21 | 27 | 29.3% | 70.7% |
| | Pacific Islander | 233 | 16 | 12 | 22 | 23 | 26 | 28.3% | 71.7% |
| | White | 129 | 20 | 15 | 24 | 18 | 20 | 34.9% | 65.1% |
| | Other | 283 | 15 | 12 | 21 | 20 | 29 | 27.6% | 72.4% |
| Gender | Female | 7,206 | 12 | 13 | 20 | 24 | 29 | 25.0% | 75.0% |
| | Male | 7,626 | 19 | 15 | 21 | 19 | 25 | 34.1% | 65.9% |
| | Nonbinary | 21 | | 10 | 43 | 24 | 19 | 9.5% | 90.5% |
| Special Populations | Low SES | 11,036 | 16 | 14 | 21 | 21 | 26 | 30.4% | 69.6% |
| | ELL | 3,034 | 21 | 16 | 20 | 19 | 22 | 37.8% | 62.2% |
| | RFEP | 5,096 | 11 | 12 | 21 | 23 | 32 | 23.3% | 76.7% |
| | EL + RFEP | 8,130 | 15 | 14 | 20 | 21 | 28 | 28.7% | 71.3% |
| | Special Ed. | 2,230 | 21 | 14 | 20 | 20 | 24 | 35.0% | 65.0% |
| | Spec Ed. Speech/RSP | 976 | 22 | 15 | 22 | 19 | 20 | 37.3% | 62.7% |
| | Homeless/Foster | 1,559 | 23 | 14 | 20 | 21 | 20 | 37.1% | 62.9% |
| | Foster | 168 | 28 | 15 | 20 | 24 | 11 | 42.9% | 57.1% |
| | Homeless | 1,391 | 23 | 14 | 20 | 20 | 21 | 36.4% | 63.6% |
| | GATE/Excel | 1,752 | 7 | 10 | 20 | 22 | 39 | 17.7% | 82.3% |
| Pathway | Jordan - ACE | 3,024 | 17 | 14 | 20 | 19 | 29 | 30.5% | 69.5% |
| | Jordan - AIMS | 3,317 | 11 | 12 | 19 | 25 | 33 | 22.2% | 77.8% |
| | Jordan - JMAC | 4,580 | 17 | 15 | 22 | 20 | 24 | 31.8% | 68.2% |
| | Jordan - LEAP | 3,932 | 18 | 15 | 21 | 21 | 24 | 32.7% | 67.3% |

The percentages may not equal 100% due to rounding.

| Legend |
|--------|
| F |
| D |
| C |
| B |
| A |

Grade Distribution - Jordan

2024-2025 S1

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

| Category | Count of Marks | Percent by Category | | | | | D/F Rate | A/B/C Rate | |
|----------------------------|---------------------|---------------------|----|----|----|----|----------|------------|-------|
| All Students | 15,355 | 15,355 | 11 | 13 | 22 | 24 | 28 | 24.6% | 75.4% |
| Grade | Gr. 09 | 4,023 | 14 | 13 | 22 | 23 | 28 | 27.1% | 72.9% |
| | Gr. 10 | 4,073 | 15 | 17 | 24 | 23 | 22 | 31.8% | 68.2% |
| | Gr. 11 | 3,877 | 10 | 12 | 22 | 24 | 30 | 22.2% | 77.8% |
| | Gr. 12 | 3,382 | 5 | 10 | 21 | 26 | 35 | 15.5% | 84.5% |
| Ethnicity | African American | 2,237 | 12 | 16 | 23 | 24 | 24 | 28.0% | 72.0% |
| | Asian | 467 | 6 | 9 | 17 | 27 | 41 | 15.0% | 85.0% |
| | Cambodian | 406 | 6 | 10 | 16 | 23 | 45 | 16.0% | 84.0% |
| | Filipino | 187 | 2 | 11 | 18 | 19 | 49 | 12.3% | 87.7% |
| | Hispanic | 11,754 | 11 | 13 | 22 | 24 | 29 | 24.3% | 75.7% |
| | Pacific Islander | 251 | 8 | 16 | 23 | 26 | 27 | 23.1% | 76.9% |
| | White | 159 | 23 | 16 | 19 | 21 | 18 | 39.0% | 61.0% |
| | Other | 300 | 10 | 14 | 19 | 22 | 33 | 24.3% | 75.7% |
| Gender | Female | 7,424 | 8 | 11 | 22 | 25 | 32 | 19.5% | 80.5% |
| | Male | 7,910 | 14 | 15 | 22 | 23 | 25 | 29.3% | 70.7% |
| | Nonbinary | 21 | | 14 | 43 | 24 | 14 | 14.3% | 85.7% |
| Special Populations | Low SES | 11,665 | 12 | 14 | 22 | 24 | 27 | 25.9% | 74.1% |
| | ELL | 3,062 | 16 | 17 | 23 | 22 | 21 | 32.6% | 67.4% |
| | RFEP | 5,264 | 7 | 10 | 22 | 26 | 35 | 17.1% | 82.9% |
| | EL + RFEP | 8,326 | 10 | 13 | 22 | 25 | 30 | 22.8% | 77.2% |
| | Special Ed. | 2,282 | 16 | 15 | 21 | 23 | 23 | 31.6% | 68.4% |
| | Spec Ed. Speech/RSP | 1,001 | 17 | 17 | 22 | 23 | 20 | 34.0% | 66.0% |
| | Homeless/Foster | 1,568 | 16 | 14 | 21 | 23 | 24 | 29.8% | 70.2% |
| | Foster | 158 | 20 | 22 | 22 | 19 | 16 | 41.8% | 58.2% |
| | Homeless | 1,410 | 15 | 13 | 21 | 23 | 25 | 28.5% | 71.5% |
| | GATE/Excel | 1,778 | | 5 | 7 | 19 | 23 | 45 | 12.3% |
| Pathway | Jordan - ACE | 3,170 | 12 | 13 | 20 | 24 | 29 | 25.5% | 74.5% |
| | Jordan - AIMS | 3,398 | 7 | 10 | 22 | 25 | 35 | 17.1% | 82.9% |
| | Jordan - JMAC | 4,681 | 12 | 15 | 22 | 23 | 26 | 27.5% | 72.5% |
| | Jordan - LEAP | 4,101 | 13 | 14 | 24 | 24 | 25 | 26.6% | 73.4% |

The percentages may not equal 100% due to rounding.

| Legend |
|--------|
| F |
| D |
| C |
| B |
| A |

Grade Distribution - Jordan

2024-2025 PS1

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

| Category | Count of Marks | | Percent by Category | | | | | D/F Rate | A/B/C Rate |
|----------------------------|---------------------|------------------|---------------------|----|----|----|----|----------|------------|
| All Students | 14,874 | 14,874 | 14 | 14 | 21 | 23 | 27 | 28.5% | 71.5% |
| Grade | Gr. 09 | 3,903 | 14 | 13 | 22 | 24 | 27 | 26.6% | 73.4% |
| | Gr. 10 | 4,011 | 17 | 18 | 22 | 22 | 21 | 34.9% | 65.1% |
| | Gr. 11 | 3,778 | 14 | 14 | 21 | 24 | 27 | 27.8% | 72.2% |
| | Gr. 12 | 3,182 | 11 | 12 | 20 | 22 | 34 | 23.7% | 76.3% |
| | Ethnicity | African American | 2,176 | 17 | 15 | 23 | 22 | 23 | 32.1% |
| Asian | | 446 | 7 | 11 | 17 | 28 | 38 | 17.0% | 83.0% |
| Cambodian | | 388 | 7 | 10 | 18 | 23 | 41 | 17.5% | 82.5% |
| Filipino | | 181 | 5 | 13 | 17 | 22 | 44 | 17.7% | 82.3% |
| Hispanic | | 11,368 | 14 | 14 | 21 | 23 | 27 | 28.3% | 71.7% |
| Pacific Islander | | 253 | 14 | 15 | 21 | 23 | 27 | 28.9% | 71.1% |
| White | | 157 | 23 | 15 | 27 | 19 | 15 | 38.2% | 61.8% |
| Other | | 293 | 17 | 13 | 19 | 20 | 31 | 29.7% | 70.3% |
| Gender | Female | 7,178 | 11 | 13 | 22 | 25 | 30 | 23.5% | 76.5% |
| | Male | 7,675 | 17 | 16 | 21 | 21 | 24 | 33.3% | 66.7% |
| | Nonbinary | 21 | 5 | 10 | | 52 | 14 | 19 | 14.3% |
| Special Populations | Low SES | 11,361 | 15 | 15 | 22 | 23 | 25 | 29.9% | 70.1% |
| | ELL | 2,934 | 19 | 16 | 23 | 22 | 20 | 35.6% | 64.4% |
| | RFEP | 5,112 | 10 | 12 | 21 | 25 | 32 | 22.1% | 77.9% |
| | EL + RFEP | 8,046 | 13 | 14 | 21 | 24 | 28 | 27.0% | 73.0% |
| | Special Ed. | 2,242 | 21 | 14 | 20 | 24 | 21 | 34.8% | 65.2% |
| | Spec Ed. Speech/RSP | 973 | 20 | 17 | 21 | 23 | 18 | 37.5% | 62.5% |
| | Homeless/Foster | 1,517 | 20 | 15 | 20 | 24 | 21 | 34.7% | 65.3% |
| | Foster | 160 | 26 | 21 | 19 | 20 | 14 | 46.9% | 53.1% |
| | Homeless | 1,357 | 19 | 14 | 20 | 24 | 22 | 33.3% | 66.7% |
| | GATE/Excel | 1,742 | 6 | 10 | 18 | 24 | 42 | 16.1% | 83.9% |
| Pathway | Jordan - ACE | 3,056 | 17 | 15 | 19 | 23 | 26 | 31.2% | 68.8% |
| | Jordan - AIMS | 3,349 | 8 | 11 | 22 | 25 | 33 | 19.9% | 80.1% |
| | Jordan - JMAC | 4,543 | 15 | 16 | 21 | 22 | 26 | 30.7% | 69.3% |
| | Jordan - LEAP | 3,921 | 16 | 15 | 23 | 23 | 23 | 31.2% | 68.8% |

The percentages may not equal 100% due to rounding.

| Legend |
|--------|
| F |
| D |
| C |
| B |
| A |

Grade Distribution - Jordan

2024-2025 Q1

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

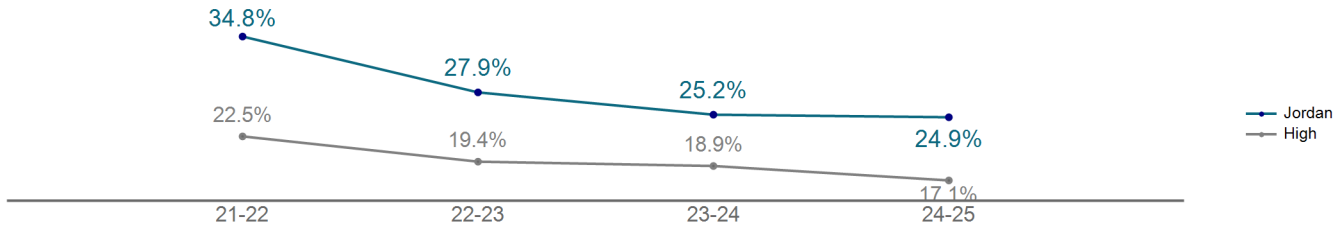
| Category | Count of Marks | Percent by Category | | | | | D/F Rate | A/B/C Rate | |
|----------------------------|---------------------|---------------------|----|----|----|----|----------|------------|-------|
| All Students | 15,175 | 15,175 | 14 | 13 | 19 | 22 | 30 | 27.4% | 72.6% |
| Grade | Gr. 09 | 4,029 | 14 | 13 | 20 | 23 | 31 | 26.3% | 73.7% |
| | Gr. 10 | 4,110 | 17 | 16 | 20 | 22 | 24 | 33.8% | 66.2% |
| | Gr. 11 | 3,799 | 13 | 13 | 19 | 22 | 31 | 26.3% | 73.7% |
| | Gr. 12 | 3,237 | 12 | 10 | 16 | 23 | 38 | 21.9% | 78.1% |
| Ethnicity | African American | 2,241 | 16 | 14 | 19 | 22 | 27 | 30.3% | 69.7% |
| | Asian | 436 | 7 | 9 | 17 | 25 | 42 | 16.3% | 83.7% |
| | Cambodian | 395 | 9 | 10 | 17 | 22 | 43 | 18.2% | 81.8% |
| | Filipino | 186 | 6 | 11 | 12 | 21 | 48 | 17.7% | 82.3% |
| | Hispanic | 11,600 | 14 | 13 | 19 | 23 | 30 | 27.2% | 72.8% |
| | Pacific Islander | 251 | 15 | 13 | 22 | 18 | 31 | 28.3% | 71.7% |
| | White | 158 | 22 | 15 | 18 | 18 | 23 | 36.7% | 63.3% |
| | Other | 303 | 17 | 11 | 21 | 15 | 34 | 28.1% | 71.9% |
| Gender | Female | 7,277 | 10 | 12 | 19 | 24 | 35 | 22.1% | 77.9% |
| | Male | 7,877 | 18 | 15 | 19 | 21 | 26 | 32.3% | 67.7% |
| | Nonbinary | 21 | 5 | 14 | 38 | 24 | 19 | 19.0% | 81.0% |
| Special Populations | Low SES | 11,491 | 15 | 14 | 19 | 22 | 30 | 28.5% | 71.5% |
| | ELL | 2,968 | 19 | 16 | 21 | 21 | 22 | 35.1% | 64.9% |
| | RFEP | 5,193 | 10 | 12 | 18 | 24 | 37 | 21.3% | 78.7% |
| | EL + RFEP | 8,161 | 13 | 13 | 19 | 23 | 31 | 26.3% | 73.7% |
| | Special Ed. | 2,269 | 21 | 13 | 18 | 23 | 23 | 33.7% | 66.3% |
| | Spec Ed. Speech/RSP | 1,004 | 20 | 16 | 19 | 21 | 22 | 36.2% | 63.8% |
| | Homeless/Foster | 1,563 | 18 | 14 | 19 | 21 | 27 | 31.9% | 68.1% |
| | Foster | 162 | 20 | 20 | 22 | 15 | 19 | 40.1% | 59.9% |
| | Homeless | 1,401 | 18 | 13 | 18 | 21 | 28 | 31.0% | 69.0% |
| | GATE/Excel | 1,768 | 7 | 9 | 16 | 22 | 46 | 16.0% | 84.0% |
| Pathway | Jordan - ACE | 3,123 | 17 | 14 | 18 | 20 | 30 | 31.2% | 68.8% |
| | Jordan - AIMS | 3,366 | 9 | 9 | 18 | 25 | 38 | 18.0% | 82.0% |
| | Jordan - JMAC | 4,630 | 15 | 14 | 19 | 21 | 30 | 28.7% | 71.3% |
| | Jordan - LEAP | 4,044 | 16 | 15 | 20 | 24 | 24 | 30.7% | 69.3% |

The percentages may not equal 100% due to rounding.

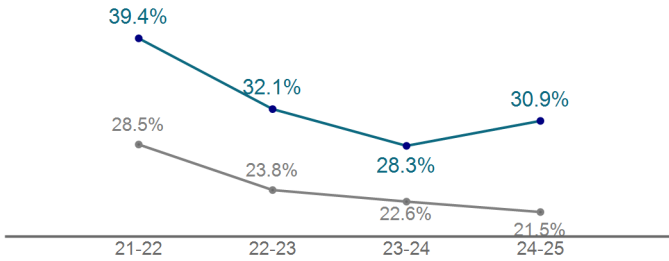
Semester 2 - D/F Rate

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

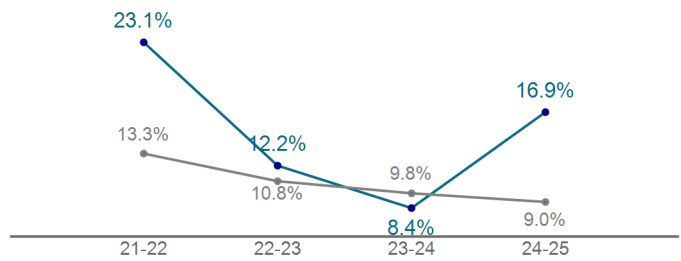
Jordan
All Students
N = 14,966



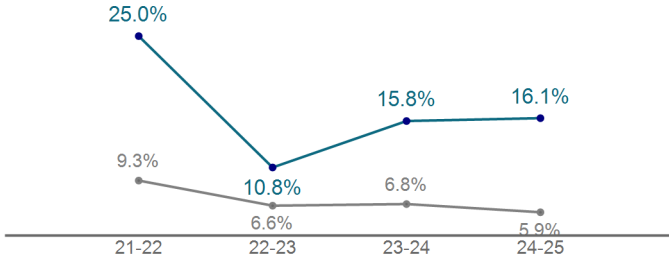
African American
N = 2,162



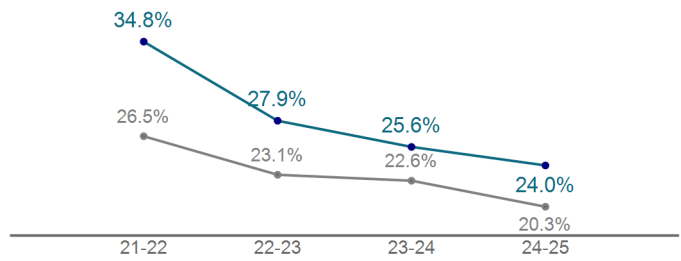
Asian
N = 425



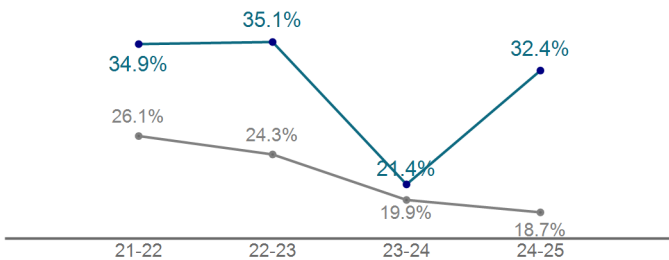
Filipino
N = 118



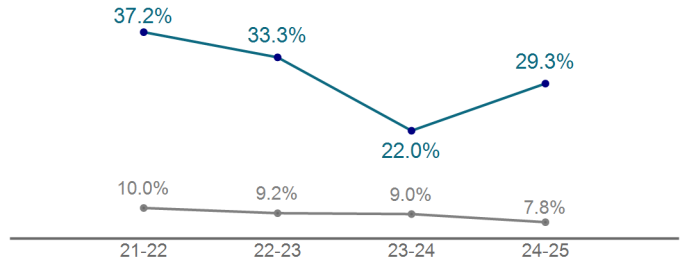
Hispanic
N = 11,518



Pacific Islander
N = 213



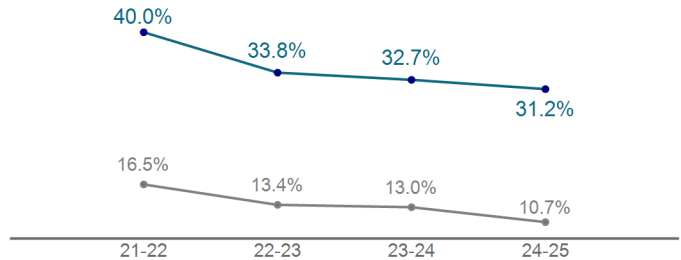
White
N = 41



Native American

Subgroup with fewer than 20 total grades.

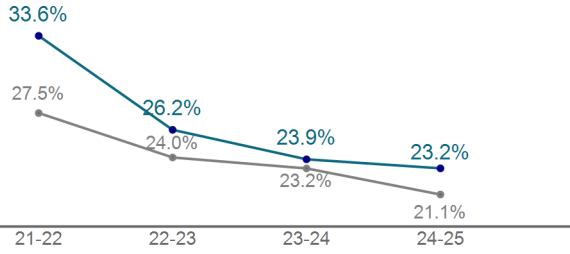
Other
N = 237



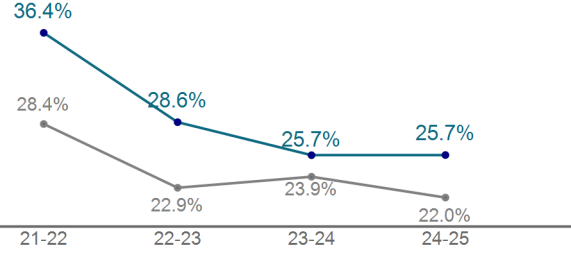
N's are from the current year.
Dashed line represents data for current year still in progress.
Subgroups with fewer than 20 total grades are not included.

Semester 2 - D/F Rate

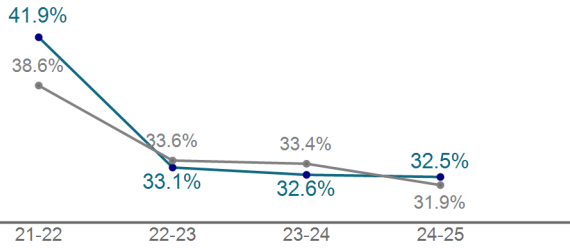
EL + RFEP
N = 8,201



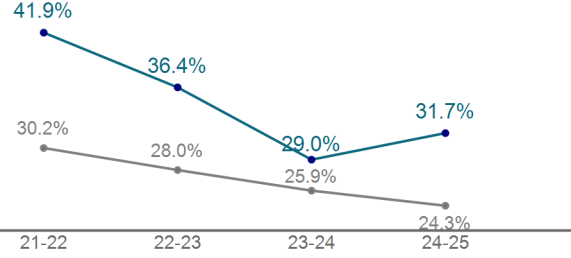
Low SES
N = 10,997



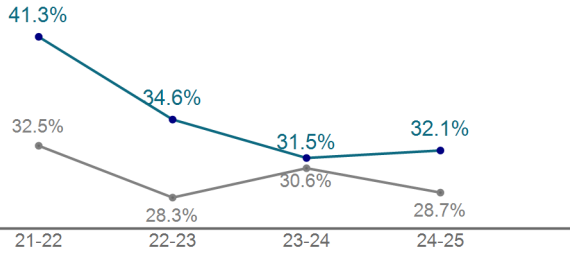
English Learner
N = 3,068



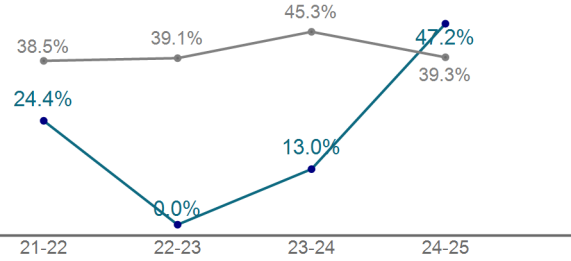
Special Education
N = 2,251



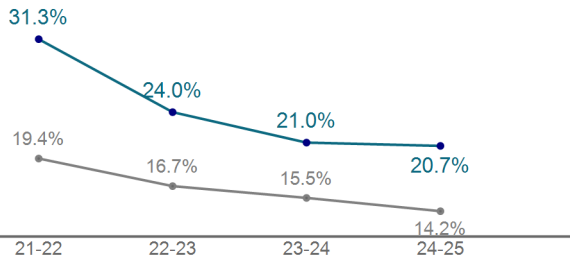
Homeless
N = 1,331



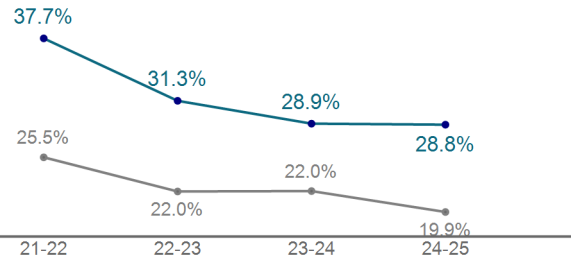
Foster Youth
N = 89



Female
N = 7,240



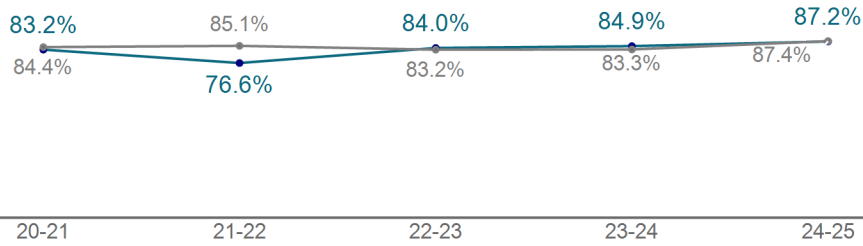
Male
N = 7,705



N's are from the current year.
Dashed line represents data for current year still in progress.
Subgroups with fewer than 20 total grades are not included.

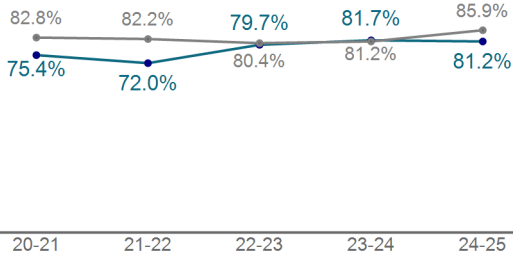
Cohort Graduation Rate

Jordan All Students

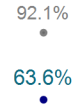


— Jordan
— District

African American



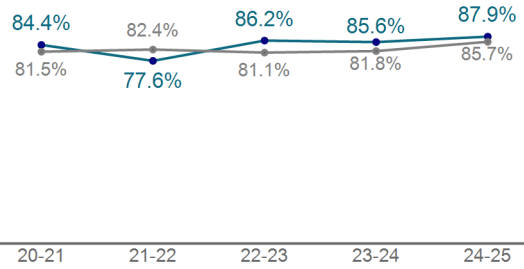
Asian



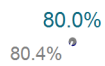
Filipino

Subgroup with fewer than 20 students.

Hispanic



Pacific Islander



White

Subgroup with fewer than 20 students.

Native American

Subgroup with fewer than 20 students.

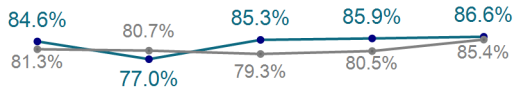
Other

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.

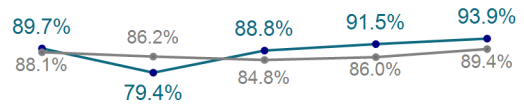
Cohort Graduation Rate

EL + RFEP



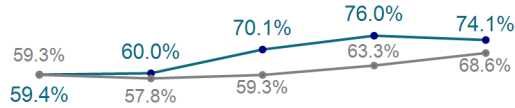
20-21 21-22 22-23 23-24 24-25

Low SES



20-21 21-22 22-23 23-24 24-25

English Learner



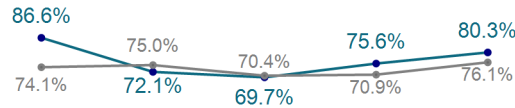
20-21 21-22 22-23 23-24 24-25

Special Education



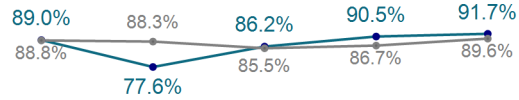
23-24 24-25

Homeless or Foster Youth



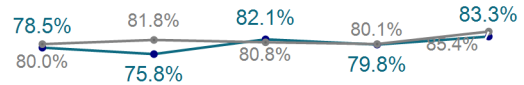
20-21 21-22 22-23 23-24 24-25

Female



20-21 21-22 22-23 23-24 24-25

Male

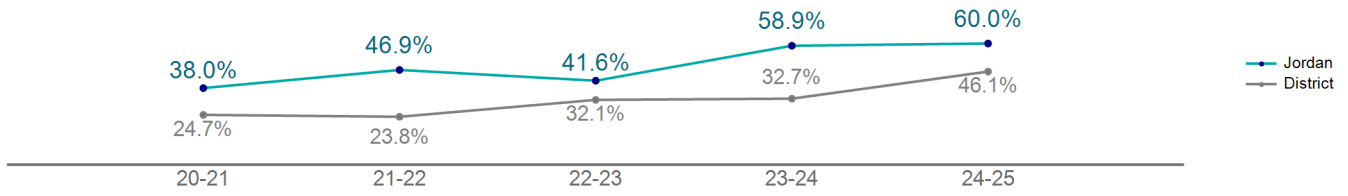


20-21 21-22 22-23 23-24 24-25

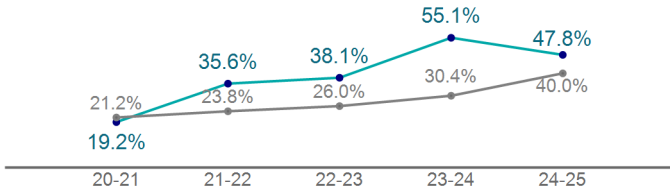
N's are from the current year.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Percent of Graduates Completing Career Technical Education Pathway

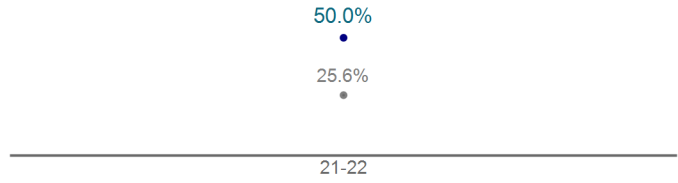
Jordan
All Students



African American



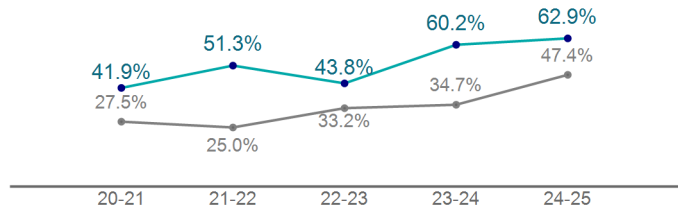
Asian



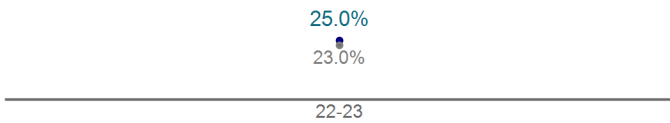
Filipino

Subgroup with fewer than 20 students.

Hispanic



Pacific Islander



White

Subgroup with fewer than 20 students.

Native American

Subgroup with fewer than 20 students.

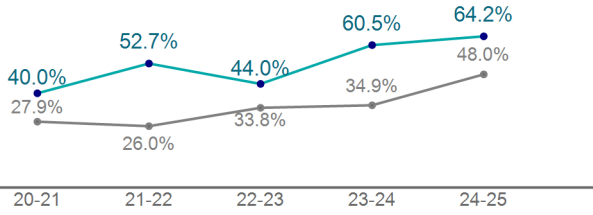
Other

Subgroup with fewer than 20 students.

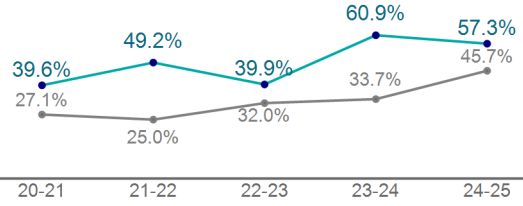
N's are from the current year.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Percent of Graduates Completing Career Technical Education Pathway

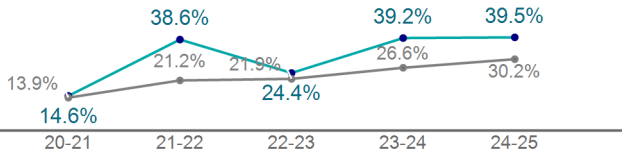
EL + RFEP



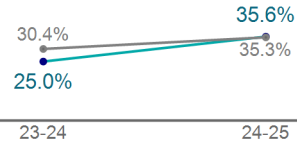
Low SES



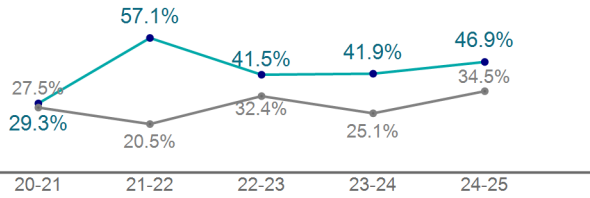
English Learner



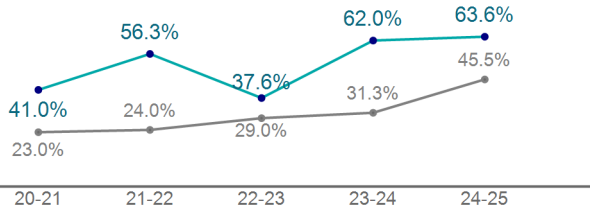
Special Education



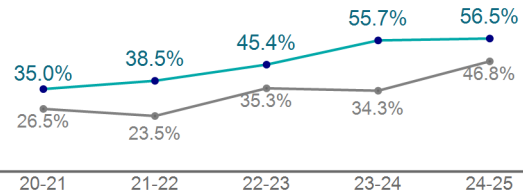
Homeless or Foster Youth



Female



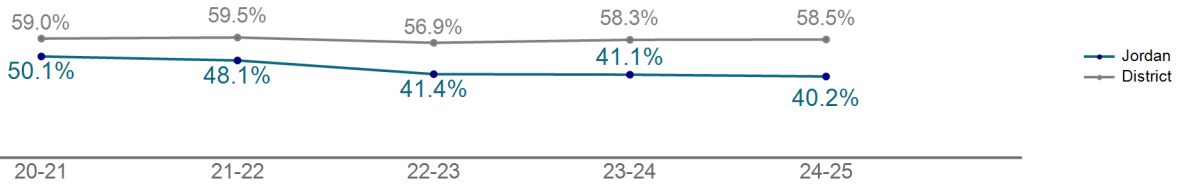
Male



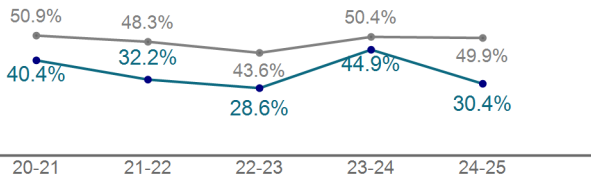
N's are from the current year.
 Dashed line represents data for current year still in progress.
 Subgroups under 20 students are not included.

Percent of Graduates that Met A-G Requirements

Jordan All Students



African American



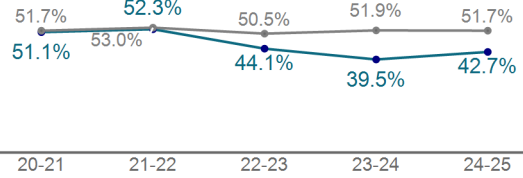
Asian



Filipino

Subgroup with fewer than 20 students.

Hispanic



Pacific Islander



White

Subgroup with fewer than 20 students.

Native American

Subgroup with fewer than 20 students.

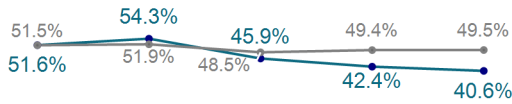
Other

Subgroup with fewer than 20 students.

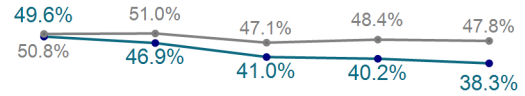
N's are from the current year.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Percent of Graduates that Met A-G Requirements

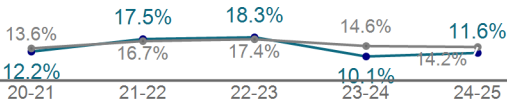
EL + RFEP



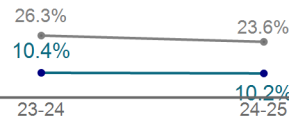
Low SES



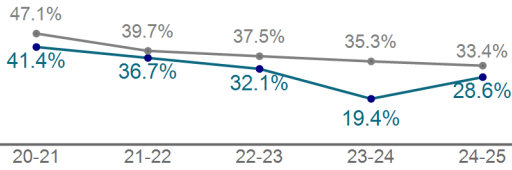
English Learner



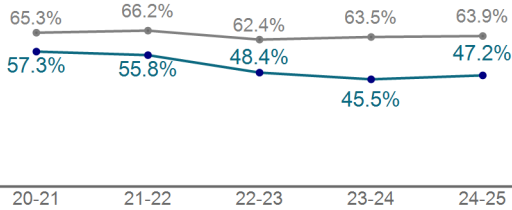
Special Education



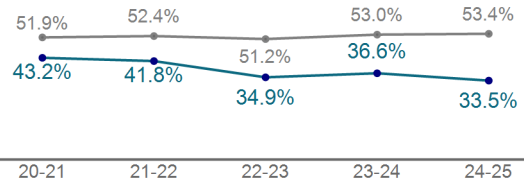
Homeless or Foster Youth



Female



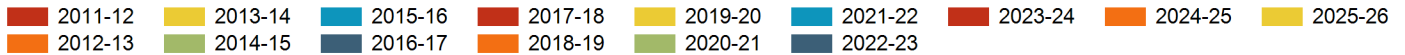
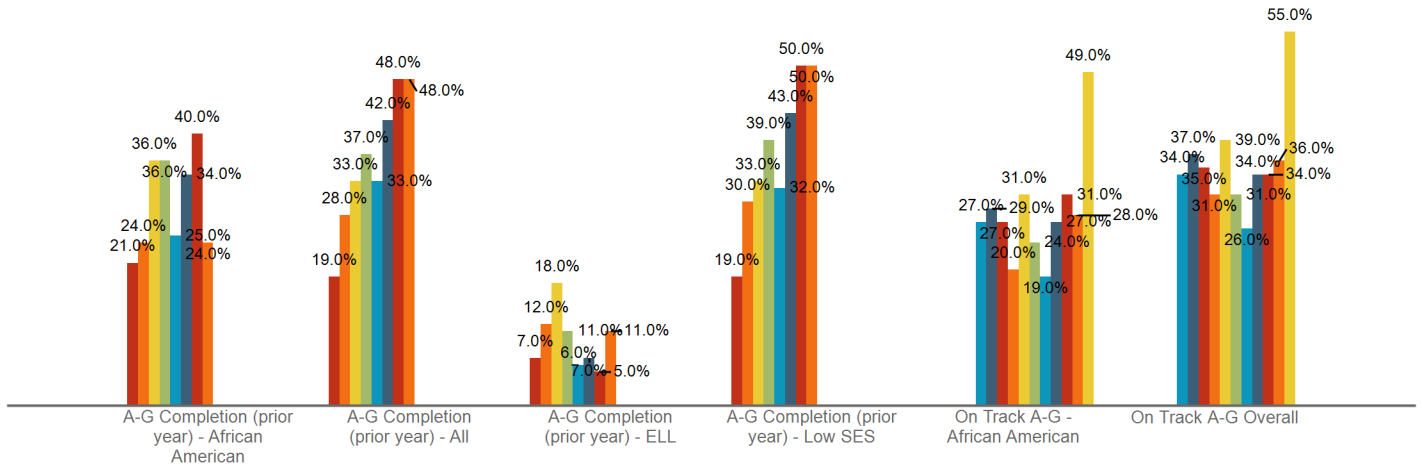
Male



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

A-G Rate

School Year: 24-25



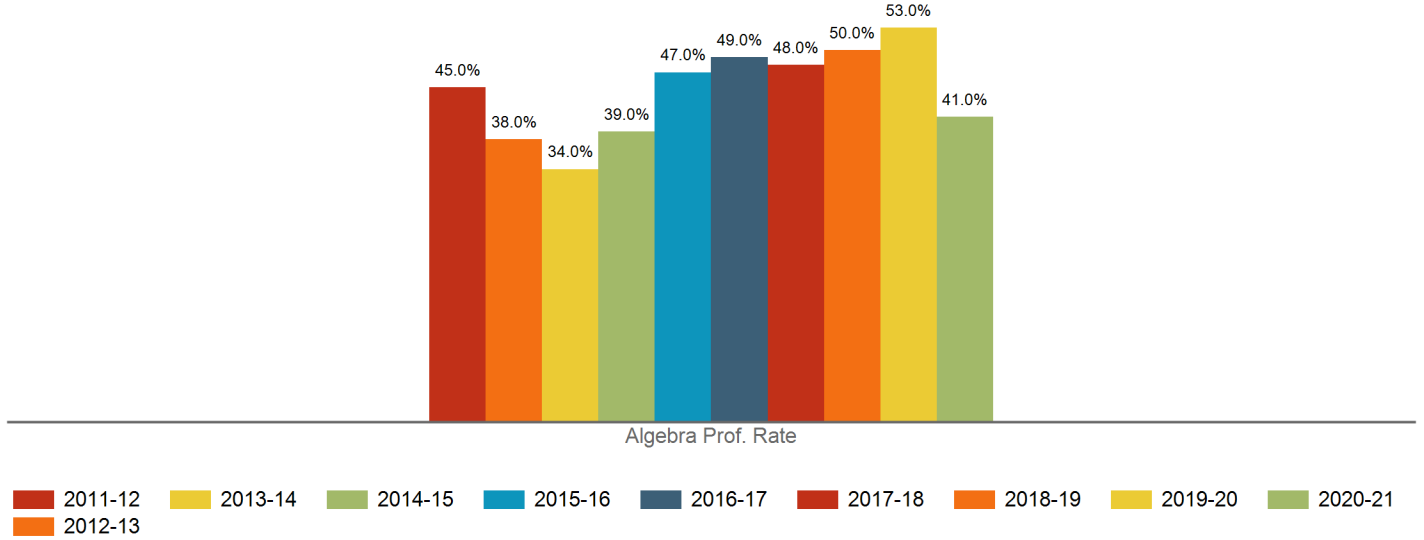
Budgeted Items

| Line Number | Description | Cost | Personnel Summary |
|-------------|---|------|-------------------------------------|
| 9 | 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 |
| 11 | Intervention Support Support for intervention and programs and staffing at Jordan. The purpose of these interventions will be to support student success in their classes, as well provide support to subgroups to close the achievement gap. | | Services, Teacher Hourly P Schedule |
| Total | | | |

Algebra Participation/Pass

School Year: 24-25

| Goals | |
|------------|---|
| Area | Description |
| Math Goals | <p>Area of Need: Low ABC Math Rate</p> <p>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.</p> <p>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.</p> |
| Math Goals | <p>Area of Need: Low Graduation Rate for Special Education Students/Students with Disabilities</p> <p>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.</p> <p>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 monitored and discussed during Leadership Meetings.</p> |

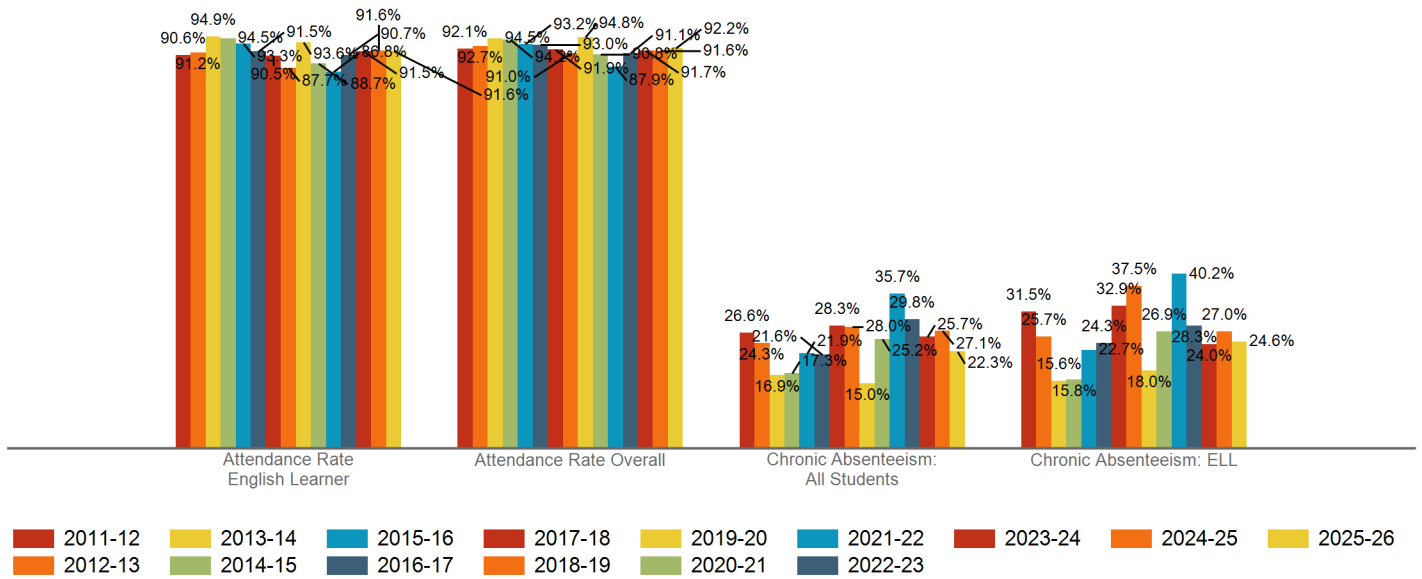


| Budgeted Items | | | |
|----------------|--|------|---------------------------------------|
| Line Number | Description | Cost | Personnel Summary |
| 2 | CABE Conference CABE conference provides professional development for supporting Multi Lingual Learners. This year, 3 Jordan teachers and the EL Specialist will attend the conference for 2 days to receive professional development, which they will bring back and share with other Jordan staff. | | Services, Substitute teacher full day |
| Total | | | |

Attendance/Chronic Absenteeism Rate

School Year: 24-25

| Goals | |
|-----------------------|--|
| Area | Description |
| Culture/Climate Goals | <p>Area of Need: Pulse Survey Indicator: Sense of Belonging</p> <p>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.</p> <p>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.</p> |



| Budgeted Items | | | |
|----------------|---|------|--------------------------------------|
| Line Number | Description | Cost | Personnel Summary |
| 1 | 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 | 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) |
| 4 | CSO additional 50% - student intervention, SEL, and supervision | | Campus Staff Assistant |

Attendance/Chronic Absenteeism Rate

School Year: 24-25

| Budgeted Items | | | |
|----------------|--|------|--------------------------------------|
| Line Number | Description | Cost | Personnel Summary |
| 5 | 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 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) |
| 8 | 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, PTA, etc. Duplicate materials, provide written and verbal translations for meetings and publications. | | School Community Worker |
| Total | | | |

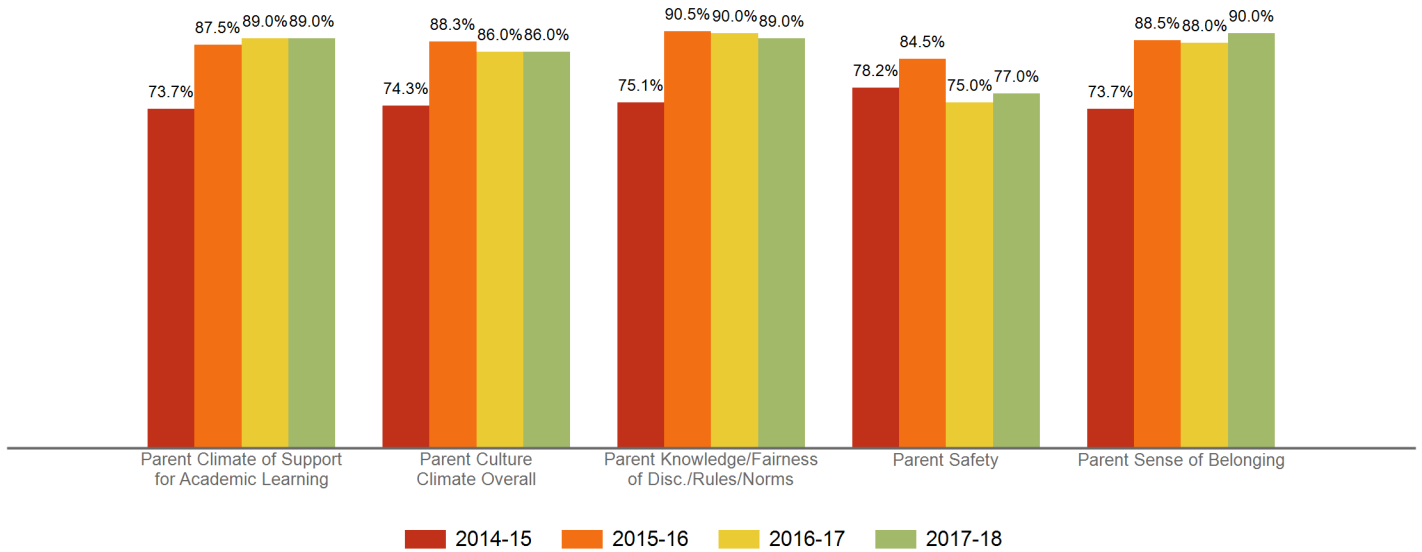
Attendance/Chronic Absenteeism Interventions

| Intervention ID | # Students | Intervention Start Date | Intervention End Date | # Of Sessions | Hours per Session | Total Hours |
|-----------------|--------------|-------------------------|-----------------------|---------------|-------------------|--------------|
| 22094 | 264 | 1/17/25 | 6/3/25 | 5 | 0.5 | 2.5 |
| 22101 | 51 | 1/16/25 | 6/10/25 | 4 | 0.25 | 1 |
| 22106 | 1585 | 1/17/25 | 1/24/25 | 2 | 0.25 | 0.5 |
| 22127 | 137 | 2/10/25 | 3/10/25 | 1 | 0.25 | 0.25 |
| 22148 | 2249 | 9/1/24 | 1/24/25 | 1 | 0.25 | 0.25 |
| 22149 | 2249 | 9/1/24 | 1/24/25 | 1 | 0.25 | 0.25 |
| 22150 | 2249 | 9/1/24 | 1/24/25 | 1 | 0.25 | 0.25 |
| 22151 | 2249 | 9/1/24 | 1/24/25 | 1 | 0.25 | 0.25 |
| 22152 | 2249 | 9/1/24 | 1/24/25 | 1 | 0.25 | 0.25 |
| 22159 | 273 | 8/27/24 | 6/13/25 | 18 | 1 | 18 |
| 22178 | 43 | 1/30/25 | 5/30/25 | 4 | 0.25 | 1 |
| 22213 | 38 | 9/6/24 | 6/13/25 | 4 | 2 | 8 |
| 22214 | 167 | 1/6/25 | 2/6/25 | 2 | 2 | 4 |
| 22216 | 66 | 9/6/24 | 6/13/25 | 4 | 0.5 | 2 |
| 22244 | 1646 | 2/22/25 | 2/25/25 | 1 | 0.25 | 0.25 |
| 23339 | 1421 | 3/3/25 | 3/11/25 | 1 | 0.25 | 0.25 |
| 23342 | 1421 | 3/3/25 | 3/11/25 | 1 | 0.25 | 0.25 |
| 23343 | 1421 | 3/3/25 | 3/11/25 | 1 | 0.25 | 0.25 |
| 23394 | 1593 | 3/22/25 | 3/22/25 | 1 | 4 | 4 |
| 23396 | 1423 | 3/24/25 | 3/28/25 | 1 | 0.25 | 0.25 |
| | 22794 | | | | | 43.75 |

Culture-Climate Survey (Parent)

School Year: 24-25

| Goals | |
|-----------------------|--|
| Area | Description |
| Culture/Climate Goals | <p>Area of Need: Pulse Survey Indicator: Sense of Belonging</p> <p>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.</p> <p>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.</p> |



| Budgeted Items | | | |
|----------------|---|------|--|
| Line Number | Description | Cost | Personnel Summary |
| 2 | Miscellaneous funds to cover operational expenses, Culture and Climate Survey resources as necessary throughout the year. All expenses will be reported to SSC and will support academic achievement, students safety, furniture, supplies, assemblies and resources for new facilities. | | Materials |
| | 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 |
| 6 | 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. Training of the lead teacher will take place this year. Next, the 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, develop a greater connection to 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. | | Materials, Services, Teacher Hourly Extra Comp |

Culture-Climate Survey (Parent)

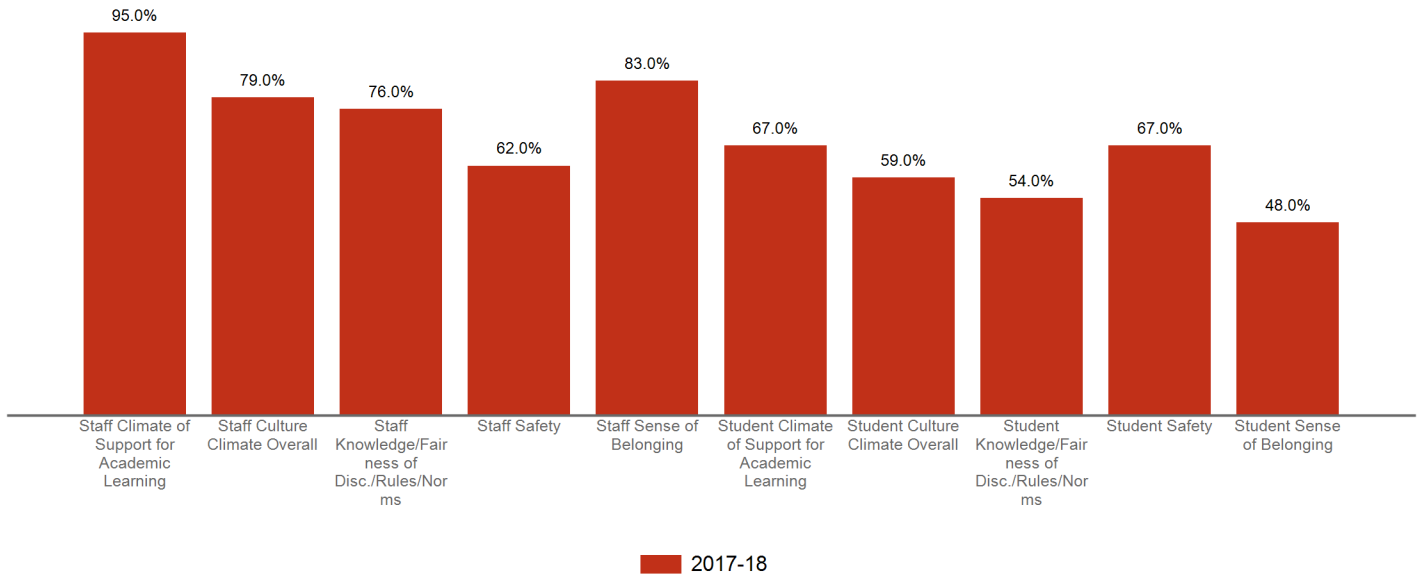
School Year: 24-25

| Budgeted Items | | | |
|----------------|---|------|-------------------------|
| Line Number | Description | Cost | Personnel Summary |
| 7 | 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 |
| 8 | 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, PTA, etc. Duplicate materials, provide written and verbal translations for meetings and publications. | | School Community Worker |
| Total | | | |

Culture-Climate Survey (Student-Staff)

School Year: 24-25

| Goals | |
|-----------------------|--|
| Area | Description |
| Culture/Climate Goals | <p>Area of Need: Pulse Survey Indicator: Sense of Belonging</p> <p>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.</p> <p>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.</p> |



| Budgeted Items | | | |
|----------------|---|------|-------------------------|
| Line Number | Description | Cost | Personnel Summary |
| 1 | Additional support for field trips to provide students with experiences and develop connections between content and their community. | | Materials, Services |
| | 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 |
| 2 | Miscellaneous funds to cover operational expenses, Culture and Climate Survey resources as necessary throughout the year. All expenses will be reported to SSC and will support academic achievement, students safety, furniture, supplies, assemblies and resources for new facilities. | | Materials |
| | 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 |

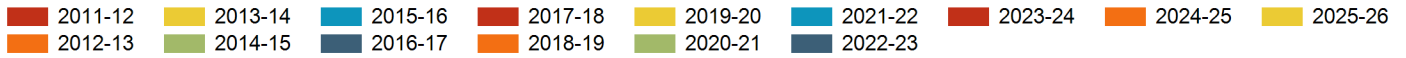
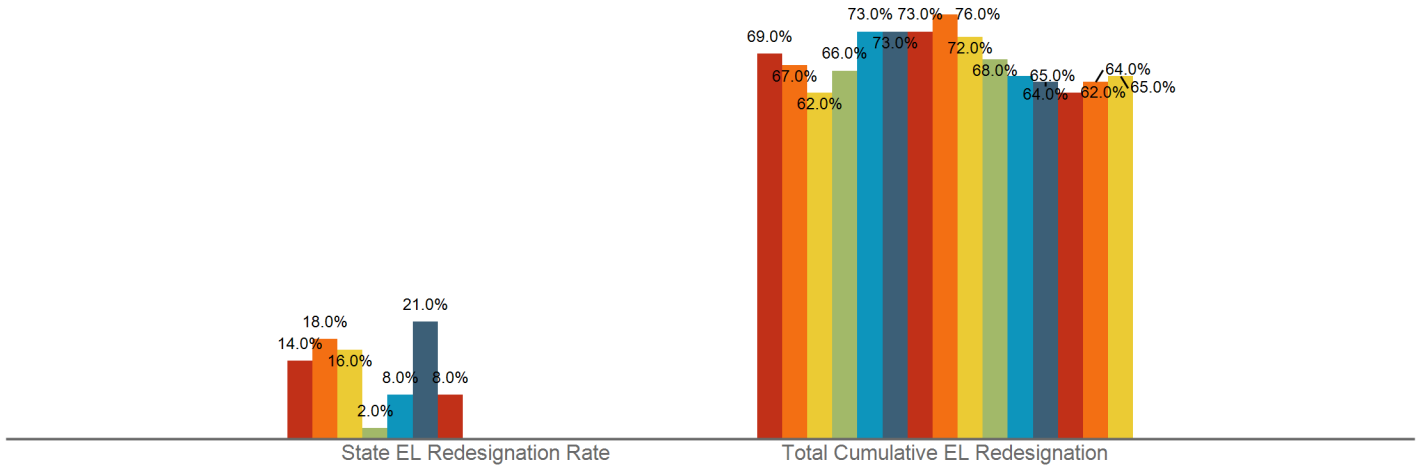
Culture-Climate Survey (Student-Staff)

School Year: 24-25

| Budgeted Items | | | |
|----------------|--|------|--|
| Line Number | Description | Cost | Personnel Summary |
| 3 | 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) |
| 4 | CSO additional 50% - student intervention, SEL, and supervision | | Campus Staff Assistant |
| 5 | 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 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) |
| 6 | Link Crew Program Orientation will be implemented again in the 24-25 school year in order to support new Jordan 9th 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 contiue 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 to support their social emotional health and academic endeavors. | | Materials, Services, Teacher Hourly Extra Comp |
| 7 | 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 |
| 9 | 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 | | | |

EL Reclassification

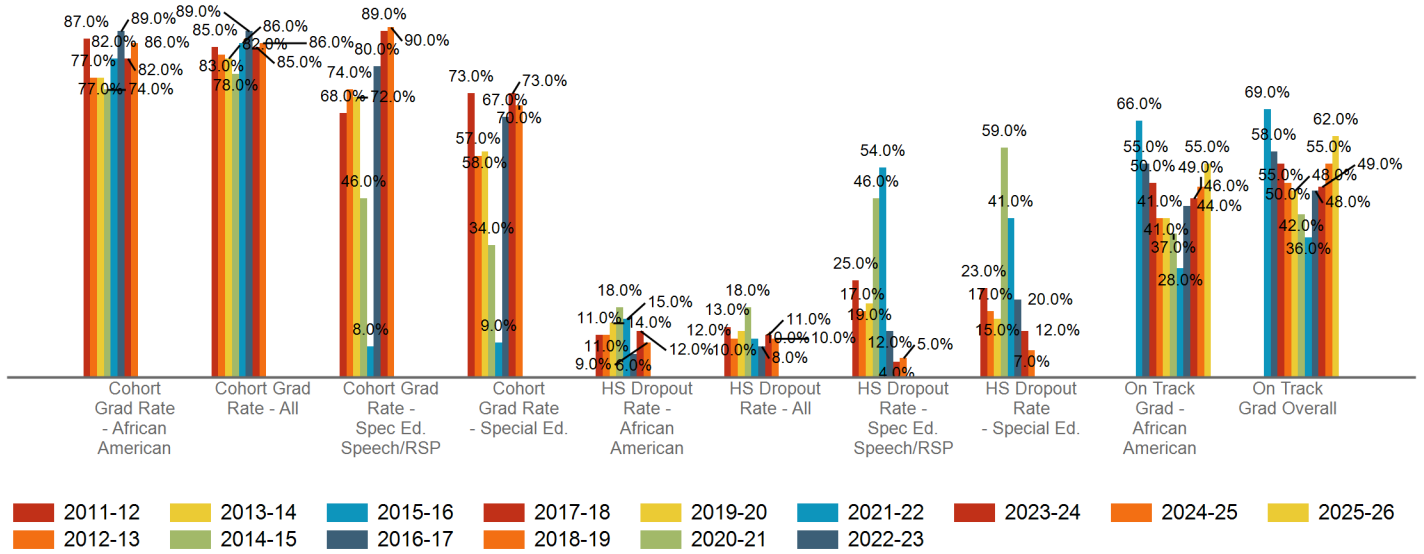
School Year: 24-25



| Budgeted Items | | | |
|----------------|--|------|---------------------------------------|
| Line Number | Description | Cost | Personnel Summary |
| 2 | CABE Conference CABE conference provides professional development for supporting Multi Lingual Learners. This year, 3 Jordan teachers and the EL Specialist will attend the conference for 2 days to receive professional development, which they will bring back and share with other Jordan staff. | | Services, Substitute teacher full day |
| Total | | | |

Graduation/Drop-out Rate

School Year: 24-25



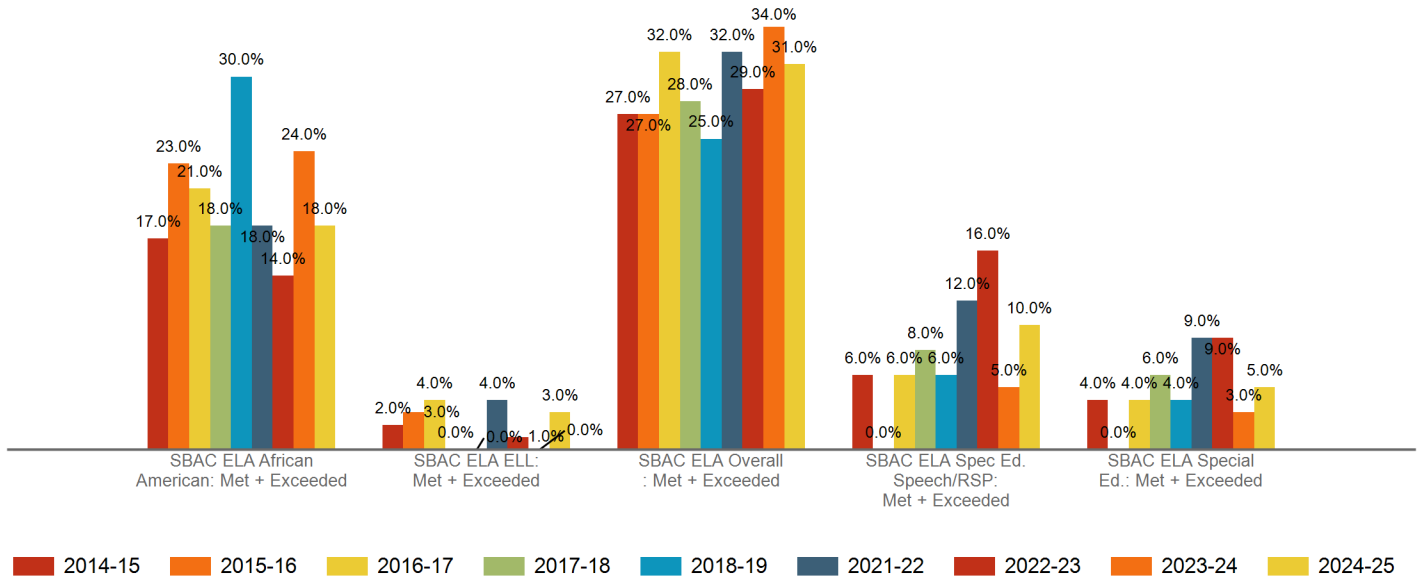
| Budgeted Items | | | |
|----------------|--|------|---------------------|
| Line Number | Description | Cost | Personnel Summary |
| 1 | Additional support for field trips to provide students with experiences and develop connections between content and their community. | | Materials, Services |
| Total | | | |

| Graduation/A-G Interventions | | | | | | |
|------------------------------|------------|-------------------------|-----------------------|---------------|-------------------|-------------|
| Intervention ID | # Students | Intervention Start Date | Intervention End Date | # Of Sessions | Hours per Session | Total Hours |
| 20557 | 18 | 9/9/24 | 6/26/25 | 20 | 0.25 | 5 |
| 20558 | 17 | 9/9/24 | 6/26/25 | 20 | 0.25 | 5 |
| 20754 | 39 | 11/13/24 | 11/13/24 | 6 | 0.5 | 3 |
| 20756 | 40 | 11/13/24 | 1/24/25 | 10 | 0.5 | 5 |
| 20757 | 20 | 11/13/24 | 1/24/25 | 10 | 0.5 | 5 |
| 20758 | 29 | 11/13/24 | 1/24/25 | 10 | 0.5 | 5 |
| 20759 | 15 | 11/13/24 | 1/24/25 | 10 | 0.5 | 5 |
| 22028 | 156 | 12/6/24 | 5/30/25 | 4 | 0.5 | 2 |
| | 334 | | | | | 35 |

SBAC ELA

School Year: 24-25

| Goals | |
|-----------|--|
| Area | Description |
| ELA Goals | <p>Area of Need: Low ABC English Language Arts Rate</p> <p>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.</p> <p>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</p> |

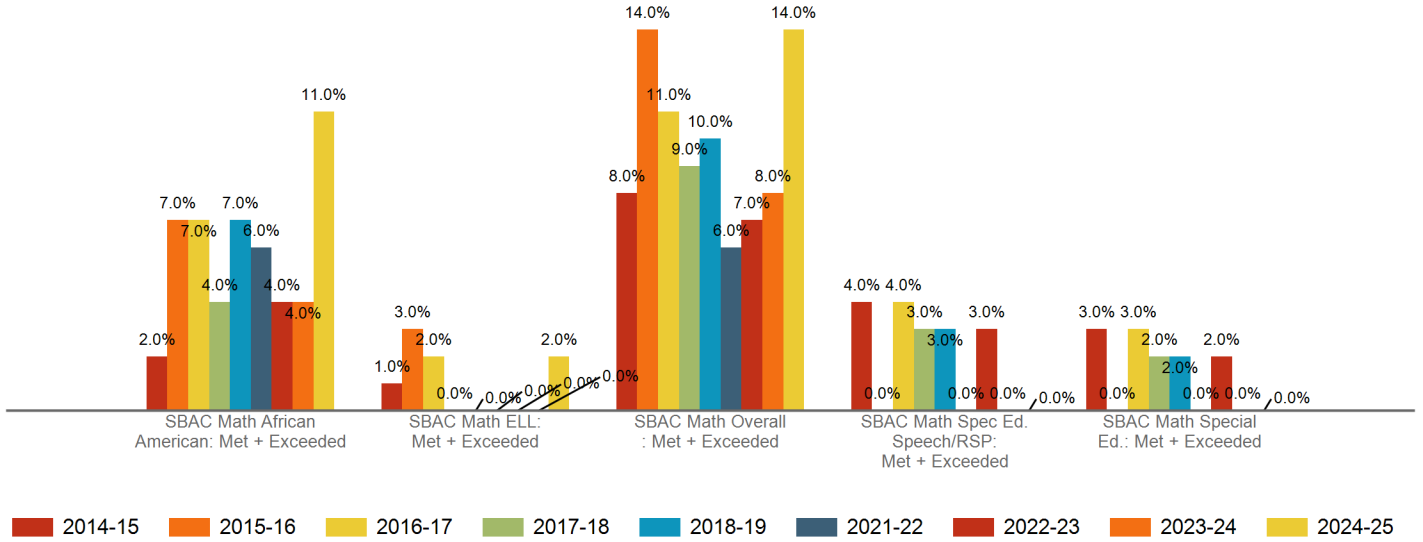


| Budgeted Items | | | |
|----------------|---|------|-------------------------------------|
| Line Number | Description | Cost | Personnel Summary |
| 1 | Professional Development - Department Collaboration Jordan will be focused on helping teachers increase student engagement and classroom rigor especially 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 |
| 11 | Intervention Support Support for intervention and programs and staffing at Jordan. The purpose of these interventions will be to support student success in their classes, as well provide support to subgroups to close the achievement gap. | | Services, Teacher Hourly P Schedule |
| Total | | | |

SBAC Math

School Year: 24-25

| Area | Description |
|------------|---|
| Math Goals | <p>Area of Need: Low ABC Math Rate</p> <p>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.</p> <p>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.</p> |
| Math Goals | <p>Area of Need: Low Graduation Rate for Special Education Students/Students with Disabilities</p> <p>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.</p> <p>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 monitored and discussed during Leadership Meetings.</p> |



| 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 |
| 11 | Intervention Support Support for intervention and programs and staffing at Jordan. The purpose of these interventions will be to support student success in their classes, as well provide support to subgroups to close the achievement gap. | | Services, Teacher Hourly P Schedule |
| Total | | | |

African-American

School Year: 24-25

| Budgeted Items | | | |
|----------------|---|----------|-----------------------------|
| Line Number | Description | Cost | Personnel Summary |
| 1 | Additional support for field trips to provide students with experiences and develop connections between content and their community. | \$16,000 | |
| | 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. | \$13,530 | Substitute teacher full day |
| | School Community Liaison Bilingual Monitor chronic absenteeism list; contact parents of students with attendance plan of action (e.g. Saturday School referral, SART/SARB resolution). Contact the families of students with 2+ absences the previous week to check in and provide support. Translate written materials from English to second language for distribution; serve as an interpreter for phone calls, parent conferences, and other site meetings. Provide information, explain and refer parents to appropriate community services, local agencies and District resources; assist parents with completing forms and documents; complete related records and reports. Conduct home visits and contact parents by telephone to acquire information and discuss issues such as absenteeism, illnesses, behavior issues and other matters; verify home addresses; report findings and possible solutions to site administrators; schedule parent conferences with school personnel. | \$96,554 | |
| 2 | CABE Conference CABE conference provides professional development for supporting Multi Lingual Learners. This year, 3 Jordan teachers and the EL Specialist will attend the conference for 2 days to receive professional development, which they will bring back and share with other Jordan staff. | \$5,551 | |
| | Miscellaneous funds to cover operational expenses, Culture and Climate Survey resources as necessary throughout the year. All expenses will be reported to SSC and will support academic achievement, students safety, furniture, supplies, assemblies and resources for new facilities. | \$25,000 | |
| | 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. | \$38,622 | |
| 3 | 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 | \$71,350 | |
| 4 | CSO additional 50% - student intervention, SEL, and supervision | \$51,234 | |

African-American

School Year: 24-25

| Budgeted Items | | | |
|----------------|--|------------------|-------------------------------------|
| Line Number | Description | Cost | Personnel Summary |
| 5 | 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 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. | \$178,374 | |
| 6 | Link Crew Program Orientation will be implemented again in the 24-25 school year in order to support new Jordan 9th 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 activities for freshmen with the LC leaders will contiue 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 to support their social emotional health and academic endeavors. | \$14,981 | |
| 7 | 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. | \$32,286 | |
| 8 | 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, PTA, etc. Duplicate materials, provide written and verbal translations for meetings and publications. | \$48,278 | |
| 9 | 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. | \$67,000 | |
| 11 | Intervention Support Support for intervention and programs and staffing at Jordan. The purpose of these interventions will be to support student success in their classes, as well provide support to subgroups to close the achievement gap. | \$10,000 | Services, Teacher Hourly P Schedule |
| Total | | \$668,760 | |

All Parents

School Year: 24-25

| Budgeted Items | | | |
|----------------|--|-----------|-----------------------------|
| Line Number | Description | Cost | Personnel Summary |
| 1 | Additional support for field trips to provide students with experiences and develop connections between content and their community. | \$16,000 | |
| | 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. | \$13,530 | Substitute teacher full day |
| | School Community Liaison Bilingual Monitor chronic absenteeism list; contact parents of students with attendance plan of action (e.g. Saturday School referral, SART/SARB resolution). Contact the families of students with 2+ absences the previous week to check in and provide support. Translate written materials from English to second language for distribution; serve as an interpreter for phone calls, parent conferences, and other site meetings. Provide information, explain and refer parents to appropriate community services, local agencies and District resources; assist parents with completing forms and documents; complete related records and reports. Conduct home visits and contact parents by telephone to acquire information and discuss issues such as absenteeism, illnesses, behavior issues and other matters; verify home addresses; report findings and possible solutions to site administrators; schedule parent conferences with school personnel. | \$96,554 | |
| 2 | CABE Conference CABE conference provides professional development for supporting Multi Lingual Learners. This year, 3 Jordan teachers and the EL Specialist will attend the conference for 2 days to receive professional development, which they will bring back and share with other Jordan staff. | \$5,551 | |
| | Miscellaneous funds to cover operational expenses, Culture and Climate Survey resources as necessary throughout the year. All expenses will be reported to SSC and will support academic achievement, students safety, furniture, supplies, assemblies and resources for new facilities. | \$25,000 | |
| | 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. | \$38,622 | |
| 3 | 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 | \$71,350 | |
| 4 | CSO additional 50% - student intervention, SEL, and supervision | \$51,234 | |
| 5 | 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 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. | \$178,374 | |

All Parents

School Year: 24-25

| Budgeted Items | | | |
|----------------|--|------------------|-------------------------------------|
| Line Number | Description | Cost | Personnel Summary |
| 6 | Link Crew Program Orientation will be implemented again in the 24-25 school year in order to support new Jordan 9th 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 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. | \$14,981 | |
| 7 | 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 activties within a core content area. | \$32,286 | |
| 8 | 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, PTA, etc. Duplicate materials, provide written and verbal translations for meetings and publications. | \$48,278 | |
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| 11 | Intervention Support Support for intervention and programs and staffing at Jordan. The purpose of these interventions will be to support student success in their classes, as well provide support to subgroups to close the achievement gap. | \$10,000 | Services, Teacher Hourly P Schedule |
| Total | | \$668,760 | |

All Staff

School Year: 24-25

| Budgeted Items | | | |
|----------------|--|-----------|-----------------------------|
| Line Number | Description | Cost | Personnel Summary |
| 1 | Additional support for field trips to provide students with experiences and develop connections between content and their community. | \$16,000 | |
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| 3 | 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 | \$71,350 | |
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All Staff

School Year: 24-25

| Budgeted Items | | | |
|----------------|--|------------------|-------------------------------------|
| Line Number | Description | Cost | Personnel Summary |
| 6 | Link Crew Program Orientation will be implemented again in the 24-25 school year in order to support new Jordan 9th 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 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. | \$14,981 | |
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| 8 | 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, PTA, etc. Duplicate materials, provide written and verbal translations for meetings and publications. | \$48,278 | |
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| 11 | Intervention Support Support for intervention and programs and staffing at Jordan. The purpose of these interventions will be to support student success in their classes, as well provide support to subgroups to close the achievement gap. | \$10,000 | Services, Teacher Hourly P Schedule |
| Total | | \$668,760 | |

| Budgeted Items | | | |
|----------------|--|-----------|-----------------------------|
| Line Number | Description | Cost | Personnel Summary |
| 1 | Additional support for field trips to provide students with experiences and develop connections between content and their community. | \$16,000 | |
| | 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. | \$13,530 | Substitute teacher full day |
| | School Community Liaison Bilingual Monitor chronic absenteeism list; contact parents of students with attendance plan of action (e.g. Saturday School referral, SART/SARB resolution). Contact the families of students with 2+ absences the previous week to check in and provide support. Translate written materials from English to second language for distribution; serve as an interpreter for phone calls, parent conferences, and other site meetings. Provide information, explain and refer parents to appropriate community services, local agencies and District resources; assist parents with completing forms and documents; complete related records and reports. Conduct home visits and contact parents by telephone to acquire information and discuss issues such as absenteeism, illnesses, behavior issues and other matters; verify home addresses; report findings and possible solutions to site administrators; schedule parent conferences with school personnel. | \$96,554 | |
| 2 | CABE Conference CABE conference provides professional development for supporting Multi Lingual Learners. This year, 3 Jordan teachers and the EL Specialist will attend the conference for 2 days to receive professional development, which they will bring back and share with other Jordan staff. | \$5,551 | |
| | Miscellaneous funds to cover operational expenses, Culture and Climate Survey resources as necessary throughout the year. All expenses will be reported to SSC and will support academic achievement, students safety, furniture, supplies, assemblies and resources for new facilities. | \$25,000 | |
| | 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. | \$38,622 | |
| 3 | 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 | \$71,350 | |
| 4 | CSO additional 50% - student intervention, SEL, and supervision | \$51,234 | |
| 5 | 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 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. | \$178,374 | |

All Students

School Year: 24-25

| Budgeted Items | | | |
|----------------|---|------------------|-------------------------------------|
| Line Number | Description | Cost | Personnel Summary |
| 6 | 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. Training of the lead teacher will take place this year. Next, the 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, develop a greater connection to 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. | \$14,981 | |
| 7 | 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. | \$32,286 | |
| 8 | 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, PTA, etc. Duplicate materials, provide written and verbal translations for meetings and publications. | \$48,278 | |
| 9 | 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. | \$67,000 | |
| 11 | Intervention Support Support for intervention and programs and staffing at Jordan. The purpose of these interventions will be to support student success in their classes, as well provide support to subgroups to close the achievement gap. | \$10,000 | Services, Teacher Hourly P Schedule |
| Total | | \$668,760 | |

English Learners

School Year: 24-25

| Budgeted Items | | | |
|----------------|--|-----------|-----------------------------|
| Line Number | Description | Cost | Personnel Summary |
| 1 | Additional support for field trips to provide students with experiences and develop connections between content and their community. | \$16,000 | |
| | 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. | \$13,530 | Substitute teacher full day |
| | School Community Liaison Bilingual Monitor chronic absenteeism list; contact parents of students with attendance plan of action (e.g. Saturday School referral, SART/SARB resolution). Contact the families of students with 2+ absences the previous week to check in and provide support. Translate written materials from English to second language for distribution; serve as an interpreter for phone calls, parent conferences, and other site meetings. Provide information, explain and refer parents to appropriate community services, local agencies and District resources; assist parents with completing forms and documents; complete related records and reports. Conduct home visits and contact parents by telephone to acquire information and discuss issues such as absenteeism, illnesses, behavior issues and other matters; verify home addresses; report findings and possible solutions to site administrators; schedule parent conferences with school personnel. | \$96,554 | |
| 2 | CABE Conference CABE conference provides professional development for supporting Multi Lingual Learners. This year, 3 Jordan teachers and the EL Specialist will attend the conference for 2 days to receive professional development, which they will bring back and share with other Jordan staff. | \$5,551 | |
| | Miscellaneous funds to cover operational expenses, Culture and Climate Survey resources as necessary throughout the year. All expenses will be reported to SSC and will support academic achievement, students safety, furniture, supplies, assemblies and resources for new facilities. | \$25,000 | |
| | 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. | \$38,622 | |
| 3 | 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 | \$71,350 | |
| 4 | CSO additional 50% - student intervention, SEL, and supervision | \$51,234 | |
| 5 | 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 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. | \$178,374 | |

English Learners

School Year: 24-25

| Budgeted Items | | | |
|----------------|--|------------------|-------------------------------------|
| Line Number | Description | Cost | Personnel Summary |
| 6 | Link Crew Program Orientation will be implemented again in the 24-25 school year in order to support new Jordan 9th 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 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. | \$14,981 | |
| 7 | 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 activties within a core content area. | \$32,286 | |
| 8 | 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, PTA, etc. Duplicate materials, provide written and verbal translations for meetings and publications. | \$48,278 | |
| 9 | 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. | \$67,000 | |
| 11 | Intervention Support Support for intervention and programs and staffing at Jordan. The purpose of these interventions will be to support student success in their classes, as well provide support to subgroups to close the achievement gap. | \$10,000 | Services, Teacher Hourly P Schedule |
| Total | | \$668,760 | |

| Budgeted Items | | | |
|----------------|--|-----------|-----------------------------|
| Line Number | Description | Cost | Personnel Summary |
| 1 | Additional support for field trips to provide students with experiences and develop connections between content and their community. | \$16,000 | |
| | 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. | \$13,530 | Substitute teacher full day |
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|----------------|---|------------------|-------------------------------------|
| Line Number | Description | Cost | Personnel Summary |
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| Total | | \$668,760 | |

Special Education

School Year: 24-25

| Budgeted Items | | | |
|----------------|--|-----------|-----------------------------|
| Line Number | Description | Cost | Personnel Summary |
| 1 | Additional support for field trips to provide students with experiences and develop connections between content and their community. | \$16,000 | |
| | 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. | \$13,530 | Substitute teacher full day |
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Special Education

School Year: 24-25

| Budgeted Items | | | |
|----------------|--|------------------|-------------------------------------|
| Line Number | Description | Cost | Personnel Summary |
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| 8 | 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, PTA, etc. Duplicate materials, provide written and verbal translations for meetings and publications. | \$48,278 | |
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| Total | | \$668,760 | |



Jordan High School Home School Compact 2025-2026

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 LBSD 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.

[REDACTED] Date: 10/10/25 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.



Student: _____ Date: _____ Phone: _____

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. Revisaré periódicamente el boletín semanal de la escuela para mantenerme informado sobre las próximas actividades, eventos y reuniones que tendrán en Jordan.

10. 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: _____

El Estudiante

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 canvas para revisar mis asignaciones y calificaciones.

8. Utilizaré nuestra plataforma de administración de la escuela para apoyar las actividades diarias, según sea necesario.

9. Solicitaré asistencia y tutoría cuando sea necesario y asistiré a tutoriales basados en la escuela.

10. Seguiré la póliza de LBUSD de asistencia, disciplina y de tarea.

11. 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 2025-2026**

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
 - Weekly Bulletin
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.

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**PART V.
ADOPTION**

This Jordan High School Parental Involvement Guidelines has been developed jointly with, and adopted by the School Site Council members on 10/14/2025 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: 10/16/25

[Redacted Signature]

Signature of SSC President

[Redacted Signature]

Date: 10/16/2025



Jordan High School

Guías de Participación Paternal 2025-2026

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

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- 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”
 - Boletín semanal

- 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



Jordan High School

Guías de Participación Paternal 2025-2026

5. La Preparatoria Jordan brindará a los padres de los niños participantes, si así lo solicitan, oportunidades para reuniones periódicas para formular sugerencias y participar, según corresponda, en las decisiones relacionadas con la educación de sus hijos:
- Conferencias de padres y maestros, llamadas telefónicas, correo electrónico, Schoolloop

PARTE III

RESPONSABILIDADES COMPARTIDAS PARA UN ALTO RENDIMIENTO ACADÉMICO

1. La Preparatoria Jordan desarrollará la capacidad para una fuerte participación paternal a fin de garantizar una asociación efectiva entre padres y escuela, y mejorar el rendimiento académico de los estudiantes, a través de las siguientes actividades que se describen específicamente a continuación:
 - Conferencias de padres y maestros
 - Capacitaciones del distrito ofrecidas para padres y personal escolar
 - Talleres de educación para padres en el Centro de Padres de Jordan
 - Reuniones de DCAC y ELAC
 - Recursos del sitio electrónico del distrito: haga clic en la letra "P" para Participación de los padres (Parent Involvement en inglés)
2. La Preparatoria Jordan incorporará el Pacto entre el hogar y la escuela como un componente de sus guías de participación paternal escolar:
 - Este describe la responsabilidad compartida del hogar, la escuela y el estudiante en el rendimiento académico.
 - Es desarrollado/revisado en las primeras reuniones del SSC e ELAC
 - El consejo del plantel escolar debe votar para aprobar el acuerdo
 - La distribución en el sitio electrónico de la escuela Jordan
3. La Preparatoria Jordan brindará asistencia a los padres para comprender: los estándares de contenido académico del Estado
 - Los Estándares Estatales Básicos Comunes
 - Evaluaciones académicas estatales y locales, incluidas evaluaciones alternativas
4. La Preparatoria Jordan con la ayuda de su distrito y los padres de familia, educará a sus maestros y otro personal sobre cómo llegar, comunicarse y trabajar con los padres como socios iguales y construir lazos entre los padres y las escuelas al:
 - Desarrollo profesional para maestros y personal.
5. La Preparatoria Jordan dentro de lo posible y apropiado, tomará las siguientes medidas para garantizar que la información relacionada con la escuela y los programas para padres, las reuniones y otras actividades se envíe a los padres de los niños participantes en un formato comprensible y uniforme, incluyendo formatos alternativos a pedido y, dentro de lo posible, en un idioma que los padres puedan entender:
 - Para obtener información/educación sobre la participación de los padres, comuníquese con Elisa Catton, especialista en participación de los padres.



Jordan High School

Guías de Participación Paternal 2025-2026

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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 14 de octubre del 2025 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.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: 10/16/25

Firma del presidente de consejo del plantel escolar (SSC)