

JORDAN HIGH SCHOOL
ACS WASC/CDE MID-CYCLE VISIT SCHOOL PROGRESS REPORT

6500 Atlantic Ave.

Long Beach, Ca 90805

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Accrediting Commission for Schools
Western Association of Schools and Colleges

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I: Student/Community Profile Data

The History and Background of Jordan High School

Founded in 1933, Jordan High School is the third oldest of six comprehensive high schools within the Long Beach Unified School District. Jordan's 26 acres are located southeast of Atlantic and Artesia near the intersection of the 91 and 710 freeways. The attendance area borders the cities of Compton, Paramount, and Bellflower.

This school year, Jordan students were offered five career pathways on a rotating 4x4 block schedule of 88 minute classes Tuesday through Friday and all classes meeting every Monday for 39 minutes.

Jordan has been undergoing renovation and it is the largest campus renovation project ever undertaken in the district. The total cost of the project is predicted to be $250 million. Phase 1 of the project included a new cafeteria and three classroom buildings. Phase 2 included two more new classroom buildings, a band room, a community room, a renovated auditorium, media center, and administration building. Phase 3 included two additional new classroom buildings which were completed in the Spring of 2020. Phase 4 is now in progress and includes one new classroom building, and the renovation of the campus central quad area. The entire scope of the project is scheduled to be completed in 2026 and will include all buildings and athletic facilities at the completion.

Community Trends

North Long Beach is in the midst of a business redevelopment boom, with one new shopping center across the street from the school. The city park adjacent to the campus also received a new community center, children's play area, and gymnasium.

Jordan High School is located amid single family homes and apartments. The median cost for a home in North Long Beach is $625,000 which is up 18% in the last year. The median home value for the City of Long Beach is $766,000. Similarly, the median annual income for the Jordan neighborhood (90805) is $45,187, compared to $63,000 for Long Beach city-wide according to the U.S. Census Bureau.

Demographics 2021	Hispanic	Black	White	Asian	Pac Islander
City of Long Beach	42.6%	12.7%	51.2%	13.1%	.8%
North Long Beach	58%	20%	8%	2%	1%
LBUSD	57%	13%	14%	9%	1%
Jordan Students	76%	13%	1%	4%	2%
Jordan Staff	26%	24%	41%	9%	9%

The change in the population over time has increased the demand for EL services and support on Jordans campus.

State and Federal Program Mandates
Jordan is a Title I school, with approximately 90% of students qualifying for free or reduced lunch. Local Control Funding (LCFF) has been awarded to Jordan High School each year to support the school population.

Community Ties and Business Relationships
The Linked Learning Pathways at Jordan have developed and maintained industry partnerships throughout the community via their Advisory Boards. These partners review pathway data, provide guidance on student industry-based projects, and offer work-based learning opportunities and internships. The Port of Long Beach, Memorial Hospital,Regional Hospital, LBFD and LBPD are some of our current partners.

The Wellness Center at Jordan partners with California State University at Long Beach and provides nursing student intern projects, physical and mental health programs, and mentorships. The CSULB program offers a multitude of family services, group counseling, and other resources. Other Wellness Center partners include Kaiser Foundation, ChildNet and The Center in Long Beach.

Jordan students and staff participate in many community events, including neighborhood clean-ups, local marathons and 10k runs, First Fridays in North Long Beach, and a multitude of parades and festivals, such as the Veterans Day Parade, the Martin Luther King Parade, the Belmont Shore Christmas Parade as well as others.

Jordan Staff
Jordan's current administrative team consists of a principal, vice principal, two assistant principals, and a dean of students. The principal is responsible for the overall school program, academic progress, and school culture and safety. The principal and an assistant principal both take roles in academic leadership, developing and monitoring goals, building action plans and leading the staff in examining and responding to data. The principal and vice-principal share responsibility for facilities and construction. The assistant principals take leadership roles in programs such as Safe & Civil Schools and student activities for developing school culture, and professional development for developing the instructional program. Each administrator is assigned to a department and pathway to work with. The dean for behavior intervention and school safety runs the Intervention Center, plans school safety and emergency drills, and implements our Guidelines for Success schoolwide.The Leadership Team Organizational Chart outlines various responsibilities held.

Jordan has approximately 119 certificated staff members, which includes 100 classroom teachers--80 who teach regular education classes and 20 special education teachers. Jordan

has certificated staff outside the classroom, which includes a school nurse, two and a half school psychologists, a speech and language specialist, a librarian, an Activities Director, six academic counselors, one intervention counselor and a head counselor. Teachers on special assignment (TOSAs) include coordinators for pathways, English Learners, math intervention, English intervention and technology. Adjunct staff from various organizations include a Math Collaborative Coordinator, a WRAP Director, two Educational Talent Search (ETS) members, and Upward Bound staff.

Jordan's many classified staff members, which includes seven clerks and two secretaries, nineteen instructional aides, six Campus Safety Assistants (CSA's), fourteen cafeteria workers, ten custodians, two groundskeepers, and two locker room attendants. Jordan also has a Parent Center Coordinator, Community Worker, Intervention Specialist, College and Career Center Supervisor, Job Developer, Probation Officer, School Safety Officer, Banker, Stage Technician, Pool Attendant, and Student Store Manager.

Shared Decision Making

Jordan's School Site Council (SSC) meets monthly and oversees the spending of Title 1 and LCFF monies, analyzes school data, monitors academic interventions for their effectiveness, and advises the principal on school goals for closing the achievement gap for English Learners, Special Education and African-Americans. The School Site Council is made up of the principal, three students, three parents, three teachers and one classified employee. With the exception of the principal, the parent and staff members are elected by the groups they represent.

The Jordan Action Committee (JAC) is a site-based decision-making team made up of faculty, staff, administration, students, and parents. JAC promotes communication, encourages leadership, and collaborates on resolving problems related to student achievement, positive school climate, and sound daily operations.This group is responsible for providing input on non-academic school policy, procedures, and rules.

The Instructional Leadership Team (ILT) is made up of 30 members that includes department chairs, pathway lead teachers, teacher coordinators (AP, EL, Intervention, Pathway), and the administrative team. The ILT meets monthly to set and monitor schoolwide goals, examine school data, and collaborate to plan Professional Development throughout the school year.

Student Demographic Data

Jordan saw significant decreases in enrollment in 2015 and 2017, but has experienced a slight increase in enrollment this year. Jordan has continued to gain new enrollees throughout the year.

Jordan Students	15-16	16-17	17-18	18-19	19-20	20-21	21-22
Total Enrollment	3,196	3,002	2,646	2,492	2,417	2,206	2,358

Free/Reduced lunch	2,158	2,311	2,061	2,024	1,907	1,700	*
Hispanic	2067	1984	1877	1804	1700	1680	1831
African American	477	435	406	332	323	295	317
Asian-Cambodian	70	59	59	52	85	78	66
Pacific Islander	81	70	62	45	48	48	49
Special Education	108	125	171	192	471	429	558
English Learners	442	435	424	480	392	428	502

*Free and Reduced Application not complete this year, due to universal free lunch

Overall enrollment has increased by 6% this year, our Special Education population has also grown by over 18% and our English learner population by 28% over the last three years. Both subgroups have seen significant growth, which means Jordan has seen an increase in the need for additional support, interventions and staffing needs to support EL and Special Education students.

Jordan High School Programs

College & Career Programs

Linked Learning Pathways

9th grade students enter Jordan in one of the school's pathways. Each pathway is tied to one of the California fifteen industries, each course of study has a Career Technical Education (CTE) course sequence that students take as A-G credit. There are currently four Industry themed Pathways and one non industry themed Pathway.

- ACE (Advanced Manufacturing, Construction, Engineering), a Project Lead The Way (PLTW) and Port of Long Beach program with a state of the art manufacturing lab.
- AIMS (Aspirations in Medical Science), a California Partnership and Lighthouse Academy, with an Anatomage,EKG Machine and Apollo Man
- IB-NAF (International Baccalaureate with Future Ready NAF--Travel & Tourism), a rigorous IB curriculum paired with NAF certification
- JMAC (Jordan Media and Communications), with a state of the art television studio and Pro-Cut training
- LEAPS (Law, Emergency and Public Services), has LBPD and LBFD staff who teach CTE classes and provide hands-on experiences

Advanced Placement

Jordan students have 11 Advanced Placement courses offered in 20 different sections. The AP Cafe serves as a study and tutoring space for AP students, and it is open Tuesday through Thursday after school with AP/IB certified teachers.

This year Jordan is offering AP Computer Principles as a new AP Course. Each Pathway course of study incorporates AP classes to increase academic rigor and preparedness.

Advanced Placement Courses Offered at Jordan, 2021-2022		
Advanced Placement Course	Numbered of Sections Offered	Number of Students Enrolled
AP English Language	6	237
AP World History	2	65
AP US History	3	84
AP US Government	1	17
AP Seminar (Capstone)	1	16
AP Research (Capstone)	1	12
AP Computer Science Principles	2	42
AP Calculus AB & CD	1	18
AP Statistics	1	28
AP Spanish Language	1	29
AP 2D Studio Art	1	4
TOTAL= 11 courses	20	555

Advanced Placement Exams						
School year	2015-16	2016-17	2017-18	2018-2019	2019-2020	2020-2021
Number of AP Exams Taken	602	745	681	383	258	389
Number of AP Exams Passed	101	89	81	39	40	46
Pass Rate	17%	12%	12%	13%	18%	16%

With declining enrollment and allocated full time teachers, the number of sections of AP Classes has declined. There has also been a significant decrease in the number of AP Exams taken by students. Pathway course sequences have impacted students' ability to enroll in AP classes, but the Pathway Coordinator and Pathway Lead Teachers are working on a plan to make sure there is an AP strand within each pathways course sequence and teachers within each pathway are trained. The AP pass rate has seen slight increases over the last few years, a focus that Jordan is working to continue to enhance.

International Baccalaureate

Jordan's IB-NAF program has about 296 students in grades 10-12. There are 33 students in 10th grade who chose the IB Pathway. IB offers exams every spring, which allows students to demonstrate their learning and attaches college credit and works towards the IB Diploma.

International Baccalaureate Exams						
School year	2015-16	2016-17	2017-18	2018-2019	2019-2020	2020-2021
Number of IB Exams Taken	362	356	318	298	282	Opted Out
Number of IB Exams Passed	118 (33%)	121 (34%)	99 (31%)	82 (27%)	81	Opted Out
Number of IB Diplomas	8	5	4	4	1	1

The IB Program has continued to see a decrease in student enrollment and students attaining the diploma. While there has been a decrease in students enrolling in IB classes, Jordan has also experienced an increase in students enrolling in AP classes. Which could indicate the same students who might have previously chosen IB classes are choosing to take AP instead.

College & Career Center

The College and Career Center (CCC) Specialist orchestrates the college and financial aid application process with execution assistance from two full time USC College Advisors, and part-time advisers from the following programs; Educational Talent Search (ETS), Early Academic Outreach Program (EAOP), and Upward Bound. The Specialist coordinates scholarship awards and college school site visits, as well as parent and student meetings. There is also a full time Job Developer who provides assistance with resumes, job searches, skill workshops, career field trips, time management, and personality inventories.

College and Career Center							
School year	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
% Submitted complete FAFSA forms	73%	66%	76%	83%	69%	61%	
% of A-G eligible who submitted college apps	99%	97%	91%	95%	96%	93%	93%
% of A-G eligible who attend a university	64%	68%	69%	62%	68%	46%	
% of all seniors who go on to college after graduation	48%	49%	51%	59%	44%	53%	

From 2015-2019 Jordan experienced a steady growth in regards to college and career data. Previously, the largest growth had taken place for the percentage of seniors who attended

college after graduation. In 2020 Jordan experienced a decline connected with the closure of schools. Initially it was difficult to get in contact with students, and some of those students who did apply, did not have the CCC and teachers to use as resources. As a result, they were disengaged with the process and did not follow through with admission steps and financial aid. Jordan will continue to develop our CCC Resources, streamline classroom presentations and support, in order to get back to pre-pandemic numbers for college applications and enrollment.

Intervention Programs

Jordan High School has a variety of support and interventions for all students, and has been intentionally focused on subgroups who struggle most, our African American and English Learner populations. This is done by tracking their data and assigning members of these subgroups to intervention specialists.

Schoolwide Tutoring Program is structured with specific classrooms for various content areas as well as student subgroups. Tutoring is available every Tuesday-Thursday from 3:00-4:00 PM in specific teachers' classrooms that include the following: English, Math, Science, Social Studies, English Learners and Athletes. The focus of these tutoring sessions is for teachers to be able to work with small groups of students on specific assignments and concepts within the teachers credentialed area.

Intervention Center (IC) is staffed by campus safety assistants, counselors and the school dean. They collaborate to address all level 2 and 3 discipline infractions. Using Positive Behavior Interventions and Support (PBIS), staff monitors and tracks students' behavior, attendance, and academic performance. Based upon referral, suspension, attendance, and grade data, as well as teacher feedback, students are provided with supports that decrease negative behavior and increase positive interactions and the overall sense of belonging on campus.

Math Collaborative strives to prepare African American male students to become college and career ready using a holistic approach to mentoring, tutoring, parental involvement and engaging community partnerships. Math Collaborative staff serves as a support mechanism for students, parents, and teachers, by monitoring students' academics and behavior, and providing parent training opportunities using school site data.

Saturday School for Attendance Intervention has been an option for students who need to make up absences and get support with their classwork in the past. The program is provided to any student who has absences, but chronically absent students are targeted. This has not been available to all students since school shut down due to COVID-19. Saturday school is taking place for some targeted groups of students, but not schoolwide like in the past. There are plans to continue school wide Saturday school as soon as allowed, as in the past we will continue to provide academic support for all core subjects.

Student Success Initiative (SSI) is in its first year at Jordan and falls under the LBUSD High School Office. SSI staff is composed of 3 TOSAs and 1 COSA who focus on developing

wraparound support to a targeted group of freshmen students. SSI is a multi-level intervention program that includes students from the “We Rise Program” which identifies “at-promise” (at-risk) 9th graders, the Math Club, and both the Female Leadership Academy and Male Leadership Academy students.

Male and Female Leadership Academies are options for targeted students, but is open to any interested student. Although these groups are open to everyone, counselors and staff make recommendations to students about the programs. Students are taught soft skills, leadership skills, college survival skills, and participate in field trips, including several college visits. They also perform community service projects.

Jordan Wellness Center supports the academic potential of students through the promotion of social, emotional and physical well-being. The Wellness Center provides access to the following support services: short term counseling (individual/group), social services needs assessments/linkages, empowerment/educational workshops, peer mentorship/counseling, parent support groups, student and family advocacy and case management, special interest activities, basic needs closet, community resources, and classroom presentations.

WRAP Credit Recovery is an after school program that offers 4 total classes per semester for credit recovery, 2 during the school day and 2 after school. Students can make up a semester of a failed course after school with Jordan teachers who are credentialed for the subject. WRAP also offers homework help and study groups, in addition to the multiple enrichment activities such as Xi Sisters and Omega Brothers, cooking classes, and other activities.

Eight State Priorities

LCFF Focus Area #1 - Basics (Teachers, Materials, Facilities)

Teachers

Jordan classroom teachers are highly qualified with education and training in the skills and supports needed to support all students.

Teacher Assignment by Pathway					
Pathway	ACE	AIMS	IB-NAF	JMAC	LEAPS
Number	24	15	17	27	24
Percent	22%	14%	15%	25%	22%

Jordan is made up of ten academic departments. The largest department is the Special Education department with nearly 18% of the faculty, and the smallest is the Independent Studies department with one teacher.

Teacher Assignment, by Department

Dept	CTE	ELA	History	Ind Study	Math
Number	13	17	10	1	12
Percent	12%	16%	9%	.9%	11%
Dept	Phys Ed	Science	Spec Ed	VAPA	World Lang
Number	4	12	19	6	8
Percent	4%	12%	18%	6%	7%

Jordan has a veteran teacher core, many of whom have taught on the Jordan campus for many years. Jordan's teachers are highly qualified and have many years of teaching experience. At the end of last year, there were multiple retirements and transfers. As a result, Jordan has over 10 new additions to the staff this year, many who joined Jordan with years of teaching experience. The culture of Jordan staff reflects these changes as there is a solid group of teachers who have been here for many years, as well as new staff bringing different and new ideas to the campus.

Teacher Data				
	National Board Certified	Advanced Degree	5 or more years of teaching	AP/ IB
Number	8	95	90	25
Percent	6.7%	82%	75%	21%

Materials

At the beginning of each school year, students are provided with required textbooks for each course. The district and Williams compliance teams review documents and visit classrooms to ensure that all students have the correct texts. Students enrolling after the start of the school year are sent to the bookroom to check out appropriate textbooks as part of the enrollment process. Many classrooms also have class sets of textbooks for use by students so they do not have to carry textbooks to and from school.

Due to the standardization of curriculums and instructional materials across the district, use of appropriate, standards-aligned materials is monitored through district and department walkthroughs, and by administrators and district curriculum leaders and through the annual Williams Compliance review.

Each pathway and department are allotted a budget to purchase additional materials. Pathway budgets are based on the number of students in the pathway and department budgets are based on the number of teachers in the department. The district provides additional money for art, music, and science for purchasing consumable supplies.

Facilities
Jordan's day and night custodial crew works to keep the campus clean and the grounds crew maintain the campus. A part time building maintenance worker performs routine and minor repairs. Additionally, district maintenance staff ensure that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. An emergency work order process or routine repair request (3 R Ticket) is used to ensure efficient service and that emergency repairs are given the highest priority.

LCFF Focus Area #2 - Implementation of Academic Standards

LBUSD is committed to implementing academic content and performance standards in all schools. All courses must meet strict district and A-G guidelines and be approved by the district curriculum leader and board of education. The district is committed to preparing all students for college and career options so that curriculum meets A-G requirements and Linked Learning compliance, provide appropriate additional academic support, and prepare students for advanced classes.

Monitoring of curriculum and instruction occurs through classroom, school, and district data analysis, school and district walkthroughs, department meetings and training, and district department chair meetings and training. Jordan departments like math and English have worked to develop common alignments with assessments, pacing and expectations for monitoring student progress. Professional development is focused on ensuring implementation of the academic standards and LBUSD Understandings.

LCFF Focus Area #3 - Parent Engagement

Each year parents are asked to take the CORE Survey that gathers their perceptions on school safety, culture, academics, and policies. The data from the survey is shared with all stakeholders. The Administration Team and leadership groups on campus study the results of the survey to inform goal setting and building action plans.

Jordan Parent Center has a dedicated full time Parent Involvement Specialist who manages a Parent Center that is open M-F from 7:30am - 4:30pm. Parents may drop in with questions and concerns and the parent coordinator helps them navigate the school organization to quickly and efficiently resolve issues and answer questions. The Parent Center also hosts parent workshops and training that cover topics like parenting teenagers, understanding how to apply for college and online systems like ParentVue and Canvas.

Parent Teacher Association (PTA) meets monthly and is present at school events, runs fundraisers and membership drives, and raises money for teacher appreciation activities and other projects that school funds do not cover.

Coalition of Involved African American Parents (CIAAP) is for parents to support their students to be successful in school as well as in their communities. This distinct group of parents work to make certain that their children meet high academic standards. This group provides African American parents with information, tools and skills that will empower parents to elevate achievement in their home, school, and community.

School Site Council has three elected parent members who work with students, teachers, and the principal to allocate and monitor school spending on academic interventions. The SSC meets monthly to study achievement and intervention data, monitor spending of LCFF funding, the school safety plan, and respond to funding requests from ELAC, staff members, and parent groups.

English Learner Advisory Committee has been active for many years. They meet monthly to discuss compliance topics, monitor English Learner data, and make recommendations to the principal and the School Site Council on ways to support the EL population.

Jordan Parent Action Committee (JPAC) hosts a monthly community meeting that includes briefings by local law enforcement, the District 9 City Councilman's office, and school officials. The group discusses community and school events and issues and makes recommendations to the school, the area division of law enforcement, and council member offices.

Communication to Parents

ParentVue is the online way for parents to access their child's grades, attendance, discipline, and other data such as standardized test scores. The ParentVue account, once activated, follows a student throughout their LBUSD education. Nearly 96.9% of Jordan parents have an active ParentVue account. Parents can receive help in activating, using, and managing their ParentVue account through the Jordan Parent Center.

Canvas gives parents access to their student's class assignments, teacher comments and grades. Other class information like the syllabus and grading rubrics are also accessible to parent observers. All Jordan teachers use Canvas to grade assignments. Canvas was introduced as a district last year and Jordan is actively working to get more parents as observers on their students' accounts, through workshops and media to support parents in accessing and using this resource.

Jordan staff and teachers also use School Messenger to make custom calls, pre-recorded calls, texts, and emails to parents about school events, deadlines, special schedules and other important information.

The *Community Connection* is a bi-weekly newsletter that is sent to all Jordan stakeholders, with new updates, athletic and activities information, parent resources, student resources and any other new, important information. This newsletter is sent through School Messenger and also available on the Jordan Website and social media platforms.

The Jordan website contains information like calendars, bell schedules, student activities, directories, and more to inform parents and students. The J-Town Update, newsletters and event flyers are all posted on the website as well.

Jordan Social Media works to engage all stakeholders. Facebook, Twitter and Instagram are updated regularly to provide information, promote events and celebrate students and staff. Social media is also used by athletics, ASB, pathways and other groups on campus to promote their groups, their events and keep parents informed.

The school marquee provides short term information such as changes in the bell schedule, deadlines, or celebrations for the community to see. The marquee is updated regularly.

Mailers home, Beginning of Year Student and Parent Informational Document, Back to School Night, Open House, Pre-Registration Informational Meetings, Pathway meetings, athletic team meetings and celebrations are all designed to keep Jordan parents informed and connected to Jordan High School.

LCFF Focus Area #4 - Performance on Standardized Tests

Jordan SBAC scores from last year showed that 25% of students in ELA were meeting or exceeding the standards and the LBUSD district average was 57%.

ELA SBAC Percent Met or Exceeded	2015-16 Jordan	2016-17 Jordan	2017-18 Jordan	2018-19 Jordan	2019-20 Jordan	2020-21 Jordan	2020-21 District
Overall	27.00%	28%	30.70%	24%	*	25%	57%
Ethnicity							
African American	23.30%	21.00%	18.60%	29%	*	16%	51%
Asian	50.00%	60.00%	-	50%	*	30%	85%
Hispanic	26.70%	33.60%	32.00%	24%	*	27%	59%
Pacific Islander	12.50%	28.60%	-	17%	*	9%	41%
Gender							
Female	34.10%	37.40%	35.10%	30%	*	31%	63%
Male	20.50%	27.60%	26.20%	21%	*	19%	52%

Other Subgroups							
Special Education	0%	10%	14%	10%	*	14%	24%
English Learners	3%	4%	0%	0%	*	3%	10%

* No SBAC Testing - Data Not Reported Due Subgroup Below 20

Jordan under performs on the ELA portions of the SBAC test compared to district numbers. African Americans, Pacific Islanders, English Learners and males score the lowest on the English portion of the test. Jordan continues to implement interventions to support students in their English coursework.

Last year on the math portion 13% of Jordan students met or exceeded the standards on the SBAC, with an LBUSD district average of 36%.

Math SBAC Met or Exceeded	2015-16 Jordan	2016-17 Jordan	2017-18 Jordan	2018-19 Jordan	2019-20 Jordan	2020-21 Jordan	2020-2021 District
Overall	14.00%	10.70%	9.40%	11%	*	13%	36%
Ethnicity							
African American	6.70%	6.80%	4.70%	7%	*	0%	27%
Asian	25.00%	34.50%	-	28%	*	7%	63%
Hispanic	15.00%	10.10%	10.10%	10%	*	14%	32%
Pacific Islander	4.50%	9.10%	-	29%	*	11%	29%
Gender							
Female	17.50%	11.20%	9.10%	10%	*	8%	36%
Male	10.70%	10.30%	9.80%	10%	*	9%	36%
Other Subgroups							
Special Education	0%	3%	5%	5%	*	3%	14%
English Learners	3%	2%	0%	0%	*	0%	5%

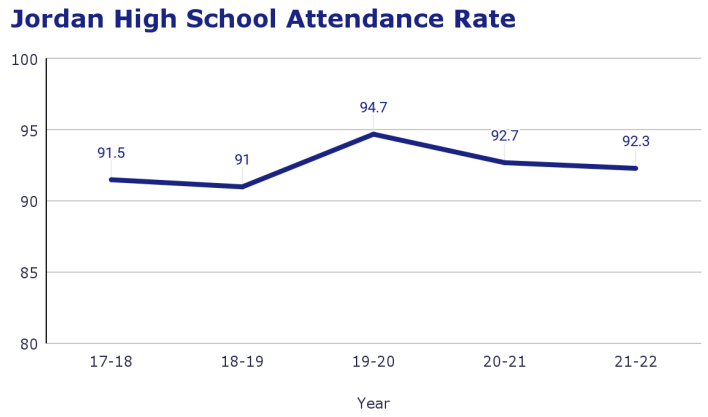
* No SBAC Testing - Data Not Reported Due Subgroup Below 20

SBAC was not given in 2019-20, due to the COVID-19 Pandemic and school shut down. In the 2020-2021 school year, both English and Math experienced a 1% and 2% increase. Jordan will continue to work to see an increase, but the improvement could be connected to some students taking the test from home.

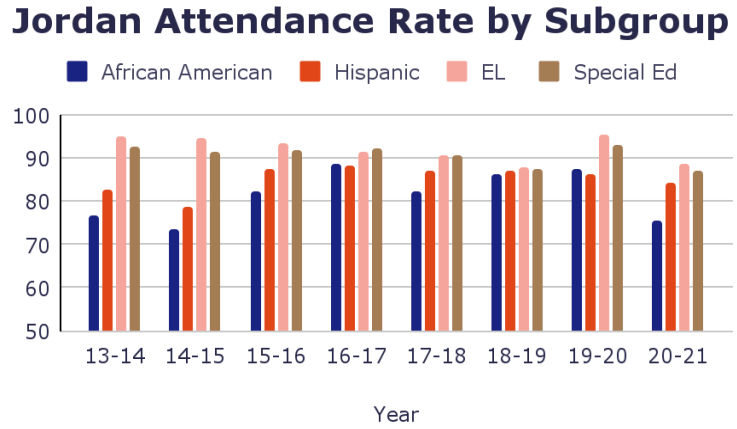
LCFF Focus Area #5 - Pupil Engagement

Attendance

Jordan students attended school at a rate of nearly 92% last year, which at this point has remained the same for this year. This year the goal is to be above 94.8% percent.

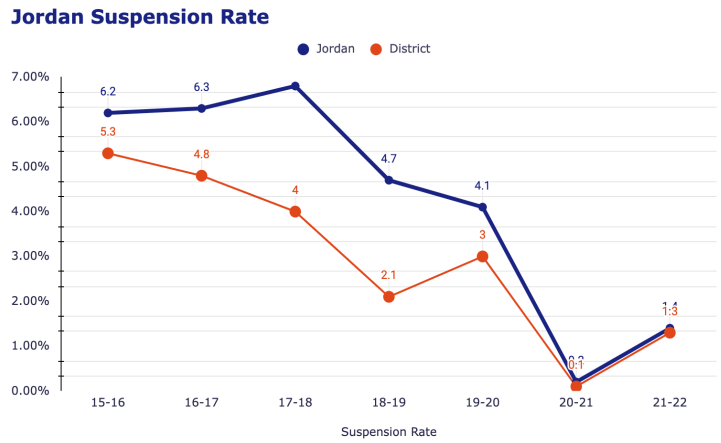


There was a 3% increase in 2019-2020, likely connected with the initial transition to online learning and the district directive to mark students present for working synchronously or asynchronously, thus inflating attendance.

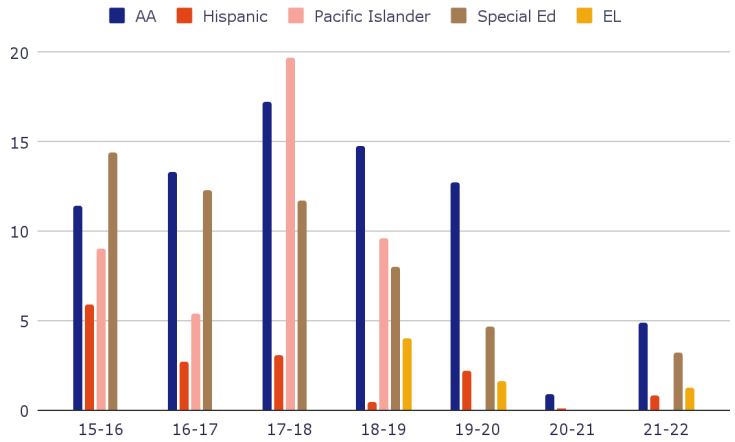


This year our African-American students are attending school about 10% less than their peers. Hispanic, EL and Special Education students all hover around 80% for attendance.

Discipline Data

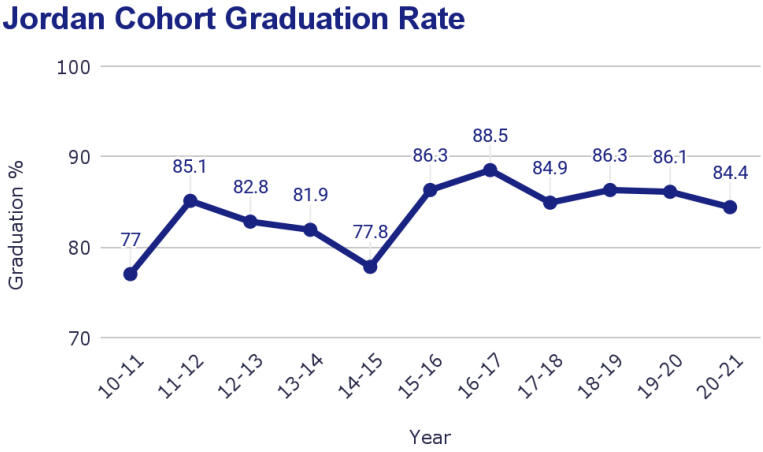


Jordan has had a suspension rate between six and seven percent for the past several years. Currently, the rate is at 2.0%, which matches the district average. If the suspension rate continues at the same pace, it will match pre-pandemic averages.

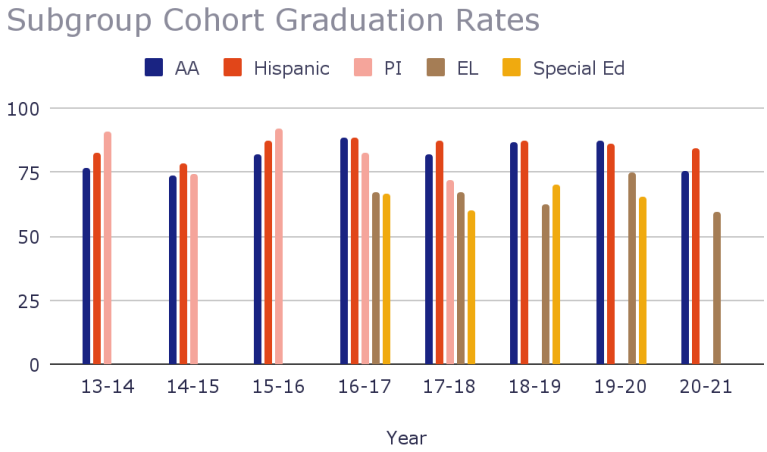


The suspension rate for all subgroups has continued to decline over the last four years. African American suspensions had previously increased annually, but over the past four years the suspension rate has declined significantly. The suspension rate for EL's and Special Education have also continued to decline. Discipline interventions like restorative practices, an active Safe and Civil Committee, an increase in school pride and sense of belonging for students have all attributed to the decrease in suspensions for all subgroups.

Graduation Rates

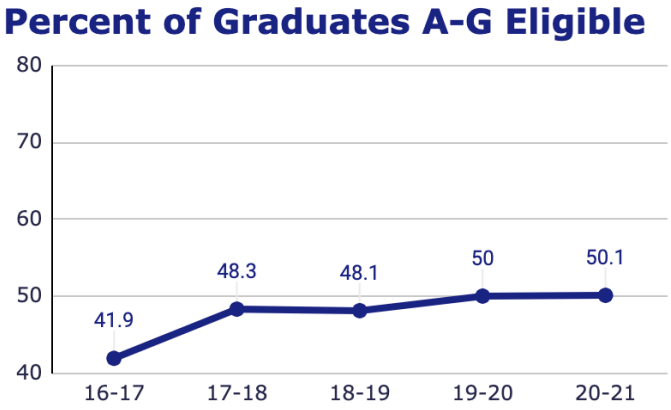


Jordan's graduation rate has increased from 77% in 2015 to 84.4% in 2021. Jordan was experiencing steady graduation rate increases since 2015, with a slight decline in 2018 and then continued growth until 2021. During the last two years Jordan has experienced a decline in the graduation rate, perhaps due to online learning and lack of engagement with students. With the transition to online learning, Jordan also saw significant increases in D/F rates, which led to seniors not graduating on time and having to complete courses in the summer.

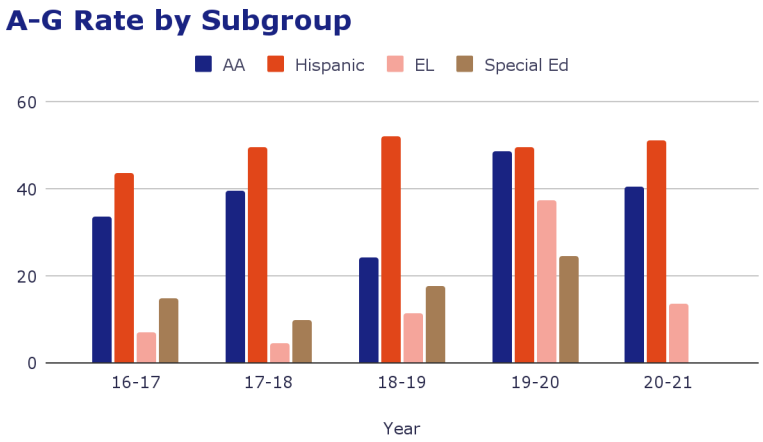


Graduation rate gaps exist for Jordan's African American students, but concentrated efforts have led to an increase in the graduation for AA students since 2018, except for 2021 with online learning. EL Students graduation rate is significantly lower than other subgroups. It has seen steady growth since 2017, due to targeted interventions and the support of an EL Specialist. There was a significant decline last year, due to online learning. Special Education students also graduate at about 20% less than all students. This factor was a concern to Jordan School Site Council, who has been working to monitor graduation rates and to ensure that school interventions and resources are accessible for EL and Special Education students.

A-G Rates



Jordan has continued to increase A-G rates and close the gap with the district average. Since 2017, Jordan has increased its A-G rate by almost 9% and remained steady in 2021 despite the pandemic. Targeted efforts by the College and Career Center to inform students about A-G, as well as counselor support of students and understanding the benefits of being A-G, has encouraged students. In addition, teachers and counselors set aside time for using the college dashboard on StudentVue, which clearly explains to students where they are and what they need to do throughout high school. There is still room for continued growth, because still only half of Jordan students are A-G eligible at graduation, which is 9% below the district average.



Jordan's subgroup A-G rates have also kept pace with the district, at times meeting or exceeding it, but there exists a gap of about 10% percentage points for African American students and 36% for EL Students in 2021. After school tutoring, additional credit recovery offerings and focused programs for specific subgroups are working towards continuing to increase the A-G graduation rate for Jordan subgroups.

LCFF Focus Area #6 - School Climate

Long Beach Unified is part of the CORE Districts and the CORE Survey, that measures school culture, is a priority at Jordan. Our results from the 2020-2021 school year had strong growth in every measurement.

Climate of Support for Academic Learning	Parent	Staff	Student
Percent Answered Favorably	91%	91%	76%
Change from Year Prior	+5%	+2%	+8%
Knowledge and Fairness of Discipline, Rules, and Norms	**Parent**	**Staff**	**Student**
Percent Answered Favorably	93%	76%	79%
Change from Year Prior	+1%	+9%	+13%
Safety	**Parent**	**Staff**	**Student**
Percent Answered Favorably	82%	70%	75%
Change from Year Prior	+2%	+12%	+6%
Sense of Belonging (School Connectedness)	**Parent**	**Staff**	**Student**
Percent Answered Favorably	92%	73%	57%
Change from Year Prior	+5%	+3%	+5%

The improvement in Core Survey data perhaps is connected with Jordan's increased focus and development of our pathway structure, which is designed to enhance student engagement and sense of belonging. Extracurricular programs and their growth has also improved Jordan's climate. There has been recent focus on developing and increasing enrollment in Jordan athletic programs. Their increased competitiveness has grown student involvement, as well as pride for their school and sense of belonging. Additionally, our choir, dance team, marching band, cheer, and drill teams compete and perform regularly at Jordan events and in the community, which brings a sense of recognition and pride. The Associated Student Body (ASB) hosts campus events such as rallies and dances, and performs service projects like blood drives. All of these components have impacted the culture and climate at Jordan and led to positive growth in regards to CORE Survey data.

Staff Culture

Jordan has long been a member of Safe & Civil Schools. A team made up of teachers, administrators, and classified staff who work to establish campus expectations, build staff capacity through training, provide guidelines for success, and other programs to build positive school culture.

For multiple years, Jordan teachers and administrators have incorporated Restorative Justice strategies and protocols into our staff culture. Over the last few years, staff members have had the opportunity to attend optional Restorative Justice training and community building circles. This year, we have a Restorative Justice class and student group that work with teams, students and other groups on campus to hold circles and address issues concerning student groups.

LCFF Focus Area #7 - Access to a Broad Course of Study

Jordan students have access to 211 different courses in our master schedule. Students have the opportunity to take Dual Enrollment at nearby LBCC and Compton Community College. Students are able to take a CSULB course on Saturday with a focus in Ethnic Studies each semester. Credit recovery classes are also offered during the school day, as well as after school through our WRAP program.

Of the 211 courses offered in our current master schedule, some are only offered to pathway students, such as CTE courses and cohorted core classes. Other courses are considered "global," or open to all Jordan students, regardless of pathway. These courses include AP classes, visual and performing arts, and other electives such as yearbook or Associated Student Body. The AP Classes offered at Jordan make it possible for students interested in the AP Capstone Diploma. In addition to our AP classes, IB classes are offered and encourage students to attain the IB Diploma through completion of the Theory of Knowledge Coursework and completion of the Extended Essay.

At Jordan, students have access to standard level classes, accelerated, honors courses and advanced placement courses. There are also intervention courses available to students in both math and English. Study skills courses are also offered for targeted students.

LCFF Focus Area #8 - Other Pupil Outcomes

LBUSD Graduate Profile

Jordan High School uses the LBUSD Graduate Profile to inform our Guidelines for Success. The Graduate Profile states: All students will attain proficiency in the core content areas and graduate from high school prepared for postsecondary and career options. Students will grow into life long and self-directed learners and will become proficient in new areas through research and inquiry. Above and beyond academic proficiency and meeting graduation requirements, students will become:

- A college and career ready scholar
- A critical and innovative problem solver
- An adaptive and productive citizen
- An ethical decision maker
- An effective collaborator and communicator

More details on LBUSD Graduate Profile can be found here.

JHS Guidelines For Success

Jordan's Guidelines for Success are summed up in the acronym PRIDE.

- Positivity:
  - We use positive language
  - We respect each other
  - We inspire others
- Responsibility
  - We think before we act
  - We are accountable for our actions
  - We solve the problem
- Integrity
  - We do the right thing
  - We tell the truth
  - We hold each other to high standards
- Determination
  - We believe in ourselves
  - We give maximum effort
  - We finish what we start
- Empathy
  - We build connections
  - We pursue understandings
  - We take care of each other

Panther PRIDE supports the District Graduate Profile by helping students develop the character traits and values needed to attain the Graduate Profile goals. The Student of the Month celebration highlights pathway students at each grade level who exemplify the character trait connected with Jordan PRIDE has promoted and encouraged Jordan students to follow the guidelines for success.

II: Significant Changes and Developments

COVID-19 Impact and School Closure

In March 2020, LBUSD schools were closed for an initial two-week period that was extended through March 2021. In the spring of 2020, Jordan went completely virtual, allowing students to work synchronously or asynchronously on their assignments.

IMPACT: Online learning required teachers, students, and staff to significantly develop their use of technology with no advanced warning or training. Teachers had to create digital assignments, lessons and use a variety of online platforms such as Padlet, Kahoot, Flipgrid and other programs. Many teachers and students had not used these programs in the past, so it took time to adapt. Stakeholders had to learn to use Zoom to reach their students, which presented a learning curve and the development of norms for online learning and meetings. In August, teachers were provided one week of compensation to learn to use Canvas, which the district had adopted in March. The training was conducted by district teachers and not Canvas representatives. Virtual learning also presented issues for many students, who did not have internet access, a suitable learning environment or support structures at home. LBUSD and Jordan worked to provide Chromebooks and hotspots to any student in need. Despite this effort, student engagement online was low. In addition to behavioral interventions, academic interventions have also been necessary to support the large number of students who were not engaged or fell behind during the COVID-19 pandemic.

Leadership Changes

Jordan has experienced significant leadership changes. In the fall of 2020, Jordan gained a new Principal, Keisha Irving. The following year, two new Assistant Principals were assigned to Jordan. This year, 3 of the 4 administrators have been at Jordan for less than 2 years.

IMPACT: With such a turnaround in new leadership, it has taken time to determine and outline expectations and set new norms. In addition, these new leaders have worked diligently to get to know Jordan's staff, students, and the community. They have also worked to understand their role at Jordan and bring their areas of expertise and adapt their roles to make the greatest impact. The new administration has worked to understand and redefine Jordan's practices and policies, create defined expectations and make sure these are communicated with all stakeholders. Despite administrative changes and the time away from campus, the new administration has continued to develop clear policies and communicate these to staff and students.

Campus Construction and Renovations

In the last 3 years, Jordan opened 3 new academic buildings, an administration building, a media center, an auditorium, and ASB Facilities The new state-of-the-art facilities for CTE classes and identified pathway buildings, increasing the sense of belonging within pathways.

IMPACT: Construction creates noise and disruptions at times. The administration understands and monitors these changes, as well as communicates them to all stakeholders throughout the

construction process.

Focus on Social-Emotional Lessons

In recent years, there has been a move to incorporate Social Emotional Lessons (SEL) into daily classroom activities to help students develop these skills and build relationships between staff and students. The pandemic pushed this even further as students and staff faced a world-changing drastically, high-stress levels and trauma for many.

IMPACT: These lessons have allowed students to develop their social-emotional skills in addition to creating check-ins that allow time for teachers to talk with their students and gain a better understanding of their background and experiences. This allows teachers to get to know their students and tailor lessons to students' experiences, backgrounds and cultures.

Technology

Jordan has continued to increase students' access to technology on campus. Drone technology was purchased and has been used by our Technology Coordinator to capture campus events, provide aerial footage of campus, and support and film class lessons. Jordan Technology Coordinator has virtual reality headsets and has compiled a library of trips that allow classes to visit college campuses and travel the world, which helps students connect with classroom content. During the pandemic, Chromebooks and hotspots were passed out to all students who needed them. Many new academic gaming platforms like Kahoot, Quizizz, Quizlet, EdPuzzle were used during virtual learning and are still utilized by Jordan teachers in their classrooms. These tools were taught through virtual PD last year, teacher collaboration and office hours with our Technology Coordinator and have increased student engagement in some classes.

IMPACT: Technology has increased students' access and level of comfort using technology, which improves engagement and helps them prepare for future college and career endeavors. Jordan continues to allocate funding to developing and maintaining 21st century technology that is accessible to all students and staff and enhances the Jordan educational experience. With the move to Canvas as our learning management system, students are now able to access assignments from home so that they may stay current in all of their classes if there is a need to stay home.

Equity Institute

This summer LBUSD required all staff to attend a week-long Equity Institute. This training was founded on the LBUSD Understanding 6, Foundational Belief that “All students and communities come with cultural and linguistic assets, and deserve to be treated with dignity, fairness, respect, and unconditional positive regard. In a warm-demanding learning environment, every student matters and needs to feel that they are valued. All students can learn and achieve at high levels, and we have a responsibility for their success. Confronting our own bias is important work for us to do if we are to truly set high expectations for all students.”

IMPACT: The Institute helped teachers recognize their implicit and explicit biases so that they

are aware of these when interacting with a diverse student population. It has also provided staff with common learning and language for groups to have some of the more difficult conversations regarding equity and race.

Intervention Programs

Student Success Initiative is a multi-level intervention program that includes students from the "We Rise Program" which identifies "at-promise" 9th graders, the Math Club, and both the Female Leadership Academy and the Male Leadership Academy. SSI offers afterschool and weekend programming with an open lab to work on any assignments while receiving small-group academic support every day.

IMPACT: These interventions support behavioral, academic, and social/emotional growth, connecting school personnel and guardians to work together to monitor and encourage student progress.

iReady Assessments and Progress Monitoring consists of 4 assessments in math and English, conducted throughout the school year. Each test has to be completed within a 4-week window of time and monitors students' progress towards grade levels standards.

IMPACT: iReady assessments are being used to identify where tutors can most effectively assist teachers in the classroom, and pull students as necessary to support those who need support in attaining current grade-level standards. Teachers can also monitor students' grade level, as well as progress during the year, to inform instruction and provide the necessary scaffolding for certain students. The data shows that a large portion of Jordan students are performing at or below grade level in math and English and that learning acceleration through intervention is crucial.

Global Tutoring is available Tuesday through Thursday from 3:00 - 4:00 PM. Tutoring is in set classrooms, with each location focusing on a specific content area or special population. There is support for English, math, science, history, and EL students to receive small group instruction and support with missing assignments.

IMPACT: In the first session, which was 11 tutoring days, there were 238 students who checked in for tutoring. During the first session, an intervention tracker was created for all students who attended and 62% had an equal or higher total GPA after the four-week session. The goal is to continue to increase student attendance to see a larger impact schoolwide.

Curriculum has had adaptations, from the Office of Instructional Technology and Curriculum for LBUSD. This resource has provided additional resources like pacing charts, common assessments, and SEL components for lessons

IMPACT: These resources support teachers in developing lesson plans and provide coaches to support teachers and increase alignment across a department so that all students are exposed to the same content, learning outcomes, and expectations.

Master Schedule had many changes made in order to purify pathways so that teachers taught within one pathway most of the time. Three core departments are now pathway pure, with part of science also being pure. This past fall, teachers and stakeholders were invited to attend master schedule training and many teachers participated to learn more about the process and challenges present in creating this schedule.

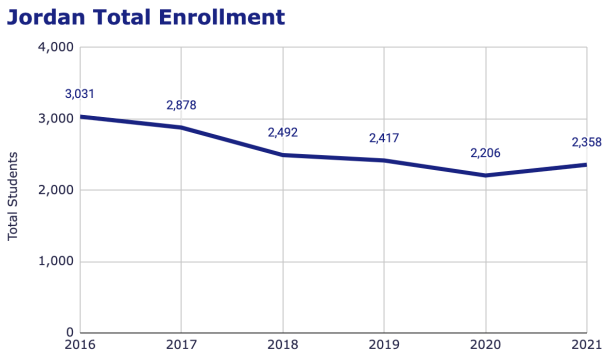
IMPACT: These changes allow core teachers to tailor lessons to align with the CTE curriculum and build a sense of belonging within each pathway. This meant teachers had multiple preps and had to transition to teaching different classes. Teachers, Lead Teachers, Department Heads, and Coaches do not feel they have a voice in creating a Master Schedule. With the training guidelines and support, Jordan has begun the Master Schedule process for next year and is working to make this a more collaborative process with input from departments and feedback from pathway lead teachers.

Transformation Funds through LBUSD's Learning Acceleration & Support Plan Jordan High School will develop strategic plans to support at-promise students in the areas of academics, social-emotional well-being, and school engagement and have provided $3,000,000 of Title I Funding to support the developed programs. Jordan administration has sought input from the Jordan staff, student groups as well as multiple parent groups.

IMPACT: Funding has been approved and allocated to support college visits and tours for students, music instruments, and technology including 3 new Mac computer labs for CTE design classes and updated audio-visual technology for creating the J-Town update and other media resources. Jordan continues to seek ideas and input and work towards spending this funding to support at-promise students in ways that align with Title I requirements and the superintendent's guidelines.

Enrollment

Jordan has experienced an increase of 6% in enrollment. Jordan continues to have new enrollees each week. Jordan's enrollment of EL students is up to 22% of the total school population and continues to grow. Our special education population has also increased by 18% with 20 teachers, making this the largest department at our school.



IMPACT: Many of our increasing subgroups require additional scaffolding and our teachers are looking for support. Planning and coordination are being done to provide these supports with additional staffing, compensation for tutoring, and Kagan training opportunities. Additional class periods have been opened to complete student schedules.

Linked Learning and Pathways

Pathway Leadership has changed with a new Pathway Coordinator at Jordan.

IMPACT: Increased cohesiveness and collaborative work of the Pathway Triads (administrator, counselor, lead teacher) to support each pathway in working towards Linked-Learning Certification.

LEAPS Pathway is now focused on Law Enforcement and Public service, which has changed from their previous focus on law, education and public services.The new emphasis for LEAPS is provides hands on fire science and law enforcement experiences and electives for students.

I**MPACT:** Within LEAPS there are now LBPD Officers and LBFD Firemen who teach the CTE courses and provide students with relevant knowledge and hands-on experiences within these industries, which has led to increased student interest and experiences.

ACE Pathway has partnered with the Port of Long Beach to provide opportunities for students in the field of Advanced Manufacturing, Construction, and Engineering.

IMPACT: The Port is enhancing students' experiences by providing opportunities for various internships, college and trade scholarships, networking with industry professionals, and field trips. All of these opportunities will provide students with insight into the maritime and goods movement industry.

JMAC Pathway has experienced leadership changes with a new administrator this year. They also had a change in pathway lead teacher in October.

IMPACT: The new leadership has had to learn quickly and take on this role. They are also working to get to know the role and take responsibility for decisions regarding course sequence and pathway programs.

IB Pathway is being phased out at Jordan and is not actively recruiting students for the next school year.

IMPACT: The goal is to increase the number of high achieving students within each career-aligned pathway and allow all students greater access to AP courses in all pathways.

AIMS Pathways is now accepting 90 students each fall, up from 70 previously. AIMS also has a new lead teacher, counselor and administrator who are all new to Jordan.

IMPACT: The expansion of the pathway has increased the diversity and inclusion within the pathway. The lead is working to develop the program and continue the growth of the program, to ensure students are not being turned away and all students interested in the medical field get to experience the AIMS Pathway at Jordan High School.

In order to increase equity across all pathways, they are all now holding pathway-specific senior banquets and celebrations to recognize seniors pathway honors and also student achievements in pursuing higher education. Pathway assemblies are taking place during the semester to recognize underclassmen for their accomplishments and also reinforce pathway expectations.

IMPACT: These events have replaced larger school-wide events and have worked to further increase student participation and sense of belonging within their pathway.

College and Career Readiness Focus

New resources have been implemented district-wide and at Jordan to support students with college/career readiness. In 9th grade, students have access to the College and Career Readiness Dashboard through Studentvue. Through advisory lessons, meetings with counselors, and College and Career Center lessons, students are exposed to this resource that tracks their progress in completing graduation requirements, A-G Eligibility, and then also recommends colleges and universities where they meet the admission requirements.

IMPACT: This dashboard exposes students to college and career topics and tracking early on. It also changes as students continue through high school and allow students to see from 9th grade what they need to accomplish and then track their progress throughout their 4 years to meet their goals.

LROIX, our district data platform, teachers can easily look up any student as well as their Graduation and University Status Report (GUS) which gives an overall explanation of the student graduation summary, A-G Summary, as well as the student GPA and college preparatory test scores.

IMPACT: This tool is quickly accessible and supports teachers and counselors in reviewing students' progress and how this aligns with their college and career goals.

Pathways College and Career lessons have also been implemented to develop college and

career focus.

IMPACT: Students are gaining tailored college and career lessons to their pathway industry. They are also receiving support and time within CTE classes to research and understand college and career steps to meet their future goals.

Special Education College Enrollment is a focus of the department's as they work to develop transition supports for students.

IMPACT: All students apply and enroll at LBCC before they graduate which sets them up for success with the Disabled Student Programs and Services (DSPS) at LBCC. Students also have the opportunity to take a work experience class and through paid internships gain job skills to support them after graduation. Special Education also uses transition surveys, home-based questionnaires to monitor student success with college and career after graduation.

Stakeholder Communication

Social Media Platforms have grown and been more effectively used in recent years. Jordan High School now has an official Instagram, Facebook, and Twitter that all work to inform students, families, and the community about events, celebrations, special schedules, and other news. In addition to the school's main account, groups like ASB and athletics have created accounts focusing on their group's messaging and the audience they are working to reach.

IMPACT: Jordan actively promotes to students and parents to follow these accounts for the most up-to-date information and has seen an increase in stakeholders reaching out through social media with questions or concerns. Through these platforms, Jordan has seen increased engagement and communication with students and the community and has worked to change the negative narrative surrounding Jordan. There has been growth in followers and audience engagement, but there is still more work to be done.

The Community Connection was added two years ago and is a bi-weekly newsletter sent through School Messenger, Social Media and also posted on the website.

IMPACT: This newsletter provides one place with translated information regarding important dates, new resources, parent resources, activities information, athletic updates, construction updates, school policies, and any other important information for the community, Jordan families, and students.

The Panther Post (previously known as Principals Weekly Update) is a weekly newsletter that goes to staff with staff shout-outs, updates regarding the schedule, important dates, athletic information, construction updates as well any other information pertinent to Jordan Staff for the following week.

IMPACT: This document is now constructed with input from the entire leadership team to provide more comprehensive information for staff in their inbox each week.

III: Engagement of Stakeholders in Ongoing School Improvement

Jordan Administration had previously developed schoolwide action plans from our last WASC visit, which informed our school goals and was shared with staff. Departments and pathways at Jordan create their own goals and action plan that should align with the school wide goals. Department Heads and Pathway Leads meet with their administrators and counselors to develop goals and then bring back the information to their respective teams for input on building their action steps. The school's overall goals are developed through input from various stakeholders in departments and pathways. Site wide contribution for school goals ensures that the site works together in a variety of ways to monitor the data and assess progress at Jordan.

Our Instructional Leadership Team (ILT) meets monthly and discusses data points regarding college and career readiness and attendance that connect to school wide goals. This monthly review with Department Heads and Pathway Leads provides Jordan leadership time to analyze and discuss data and receive valuable input. Members of ILT then share this information with teachers at department and pathway meetings which also take place each month. Members of these groups can identify which components of the data apply to them and discuss possible next steps within their department or pathway.

College and career readiness data is shared at least once a quarter at faculty meetings and conference period meetings. This gives staff time to interpret the data and discuss trends and next steps with their colleagues from different departments and pathways. Jordan School Site Council (SSC) monitors data specific to our school wide/SPSA goals regarding culture and climate, attendance and SBAC performance at each monthly meeting. This group provides different stakeholders the opportunity to analyze and review data together. SSC makes recommendations and provides insight for developing the next SPSA. Throughout the school year, data is reviewed and analyzed by various instructional groups and individuals on campus, these stakeholders are informed of progress, changes and next steps in ensuring that our site is moving towards our identified goals.

Stakeholders were involved throughout the self-study process. Schoolwide faculty input was solicited in October 2021, staff was provided a Google Form to explain what they have done individually, as a pathway and department to monitor data and impact school goals. In addition, they were asked to explain significant developments that have impacted the site, their pathway and department over the last three years. Feedback was given by 74 of 112 staff members.This input was analyzed and compiled into this report, to represent the majority of faculty at Jordan. Throughout the drafting process, various staff members were asked to give insight or data points regarding their specific groups and work. Jordan Leadership Team, as well as ILT were given multiple opportunities to review the report and provided feedback on refining the document and analyzing data. For the final draft, a group of faculty from various departments and pathways were brought together to review the section and provide feedback at a virtual meeting. There were multiple opportunities for staff to review and provide input so that all groups are represented accurately and data is analyzed through multiple perspectives.

IV: Progress on the Implementation of the Schoolwide Action Plan/SPSA

#1: Critical Area: The staff needs to develop a process for tracking and reviewing progress on Student Learning Outcomes.

Jordan Student Learner Outcomes are developed with the acronym PRIDE. Throughout the four years, Jordan guides students to these learner outcomes and works to ensure students gain these skills. Posters and banners throughout school outline these learner outcomes and keep them visible for students and staff. All students in the 9th grade are introduced to these learner outcomes through orientation. Our weekly J-Town Update video also discusses these outcomes and will focus on a characteristic and or lesson that builds students' understanding and capacity regarding PRIDE.

Students who exhibit these learner outcomes are recognized by being selected for Student of the Month, where they receive a t-shirt and backpack. Prior to the pandemic, the celebration also included a ceremony, which we hope to return when it is safe. Jordan has used different methods in the past for tracking PRIDE Points, but this became difficult and did not gain the attention it needed. Prizes were awarded to students who had points, but students often did not pick up prizes. We are working to develop a new system that recognizes and engages students and is manageable, allowing for timely recognition of students.

IMPACT: This acronym has been increasing in use and prevalence on campus, pushing students to exhibit these characteristics, but there is still work to do. PRIDE also develops a shared language between staff and students and can be referenced when discussing expectations. Some students are recognized through the current celebrations, but there is a need to track all students and further recognize students who portray these skills.

#2: Critical Area: Staff needs to develop a better understanding of student diversity and cultures in order to improve campus culture.

All Jordan certificated staff attended the LBUSD Equity Institute this summer. District leaders virtually took staff through 10 synchronous modules that focused on developing and supporting wellness with social-emotional learning, culturally relevant and responsive pedagogy, and meeting the needs of English Learners. Jordan English Learners were featured in the conversations presented regarding their experiences and equity in education. Throughout this week-long institute, the staff were asked to process information, think about their implicit and explicit biases and then have academic conversations with their colleagues. One day focused on equity within teachers specific content areas and staff worked with colleagues throughout the district to have these conversations and plan lessons with culturally responsive content.

Last year, ILT at Jordan held a virtual book study with the goal of engaging in meaningful conversations around equity and how these conversations could be conducted campus wide to support all students. ILT members chose one of the following books to study

- “For White Folks Who Teach In The Hood... And the Rest of Y’all Too” by Christopher Edmond
- “How To Be An Anti-Racist” by Ibram X. Kendi
- “Why Are All The Black Kids Sitting Together In The Cafeteria?” by Beverly Daniel Tatum

At each ILT meeting, members had reading to complete prior to the meeting and then spent time discussing in small groups. A share out was done at the end, with the ultimate goal of selecting one book to use staff wide. One book was selected and ILT decided to complete the book study next year in order to allow staff this year to adapt to being back in person.

Implementing SEL lessons in classes, provides students with support in improving their social emotional competencies, but also provides time for conversations where teachers and students get to know one another. This insight provides teachers with a better understanding of who their students are, what their background is and what they are interested in. This information can then be implemented into conversations and tailoring lessons that are culturally responsive and engaging for students.

Student diversity and heritage has also been celebrated on campus through rallies and events for various heritage months. There are also a variety of clubs on campus that celebrate diversity like El Poder, Peace as well as others. The J-Town Update also provides information on each heritage month to educate students and staff regarding their own heritage, as well as the heritage of others.

IMPACT: There are many teachers on campus who have worked to incorporate culturally responsive resources in class, which has been supported in content areas where the district has helped identify culturally relevant materials. There is also a greater sense of celebrating all cultures on campus, which has helped students understand their diverse peers and increased all students' sense of belonging at Jordan.

#3:WASC Critical Area: Teachers and administrators need to make more effective use of achievement data for decision making and instruction.

Jordan has actively worked to use data more frequently and as a resource to inform decisions and instruction. ILT has monitored data regarding growth areas and college and career readiness, throughout the year. The D/F rate has been continually monitored overtime, with some departments analyzing this data to inform instruction. During the pandemic, it was also monitored to develop interventions and target families to contact. ILT was provided initial data in November and then asked to discuss and explain what work has been done towards our WASC goals, as they monitored data throughout the year. As the data developed and became more comprehensive, ILT was asked to look at all data points reported in December and January, discuss these with their colleagues and use this information to support next steps for their respective groups on campus.

School Site Council monitors ELA, math, EL and culture and climate data at each monthly meeting on the SPSA Monitoring Form. The most current data points, which align to the SPSA goal, are reported so that SSC can discuss these changes and trends. This information helps all members to make funding and intervention decisions supported by school data.

iReady Assessment data is being monitored by teachers regarding each student and their current grade level in math and English. As they complete additional assessments throughout the year, this data will show teachers the growth that has taken place and suggest areas where further growth is needed. The data from these assessments has also been used to pair outside tutors with classrooms where multiple students need additional support, as well as students who

can benefit from one-on-one tutoring during the school day. Focus is currently on providing tutors to support students who are 2-3 years below grade levels.

IMPACT: Jordan staff have increased the use of data within various groups and campus wide. Monitoring of the D/F has helped target interventions for some students. Faculty has developed their analysis of specific data, as well as the ability to discuss and draw conclusions about next steps supported with data, which Jordan will continue to develop as a skill.

#4:WASC Critical Area: Staff should continue to promote parent involvement and communication through a variety of approaches including the use of technology.

ParentVue is the online platform for parents to access their child's grades, attendance, discipline, class schedule, and standardized test scores. Nearly 96.9% of Jordan parents have an active ParentVue account. Parents can receive help in activating, using, and managing their ParentVue account through the Jordan Parent Center.

Jordan transitioned from SchoolLoop to Canvas last year. Canvas gives parents access to grades, assignments and teacher comments. All Jordan teachers use Canvas to grade assignments. Jordan is actively working to get more parents connected and as observers on their child's account, through workshops at the Jordan Parent Center, one on one meetings and media resources sent in our newsletter. Canvas also allows leadership staff to post global announcements that parents and students see at the top of the page when they log in.

The *Community Connection* is a bi-weekly newsletter that is sent to all Jordan stakeholders, with new updates, athletic information, activities information, parent resources, student resources and any other important information for our community. This newsletter is sent through School Messenger and also posted on the Jordan Website and social media platforms and allows individuals to translate it into various languages.

Jordan teachers and administration also use School Messenger to make custom calls, pre-recorded calls, texts, and emails to parents about school events, deadlines, special schedules and other important information.

The Jordan website contains important information including a live school-wide calendar, bell-schedules, directories, the J-Town Update, newsletters and event and meeting flyers are all posted for parents and students to access.

Jordan Social Media also works to engage Jordan stakeholders. Facebook, Twitter and Instagram are used regularly to provide impotant updates, promote events and celebrate students and staff. Social media is also used by athletics, ASB and other groups on campus to promote events and keep parents and students informed. The followers for each of the schoolwide accounts have continued to grow with currently over 3,100 followers and we have seen an increase in engagement from followers, who will often reach out with questions through the chat features.

IMPACT: Jordan has significantly increased the platforms used and resources available for parents for communication. Different audiences engage on various platforms, but information is prevalent and two way conversations are also possible, which has increased information and engagement from students and some parents.

#5: Critical Area: Teachers should continue to develop the rigor, student engagement and expectations in classes. This area extends area 3 above focusing on instructional practices in the classroom.

Jordan has continued to work to develop rigor and increase student engagement and expectations, but there is still work to be done. With the transition to online learning, staff and students were challenged to quickly learn to use new technology and resources which presented a challenge for both. Many students were presented with a variety of challenges completing school from home. Jordan provided Chromebooks and hotsports to any student who needed these resources, but engagement online was low. As we have returned to campus, the initial focus is on learning acceleration and then on the continued development of rigor in every classroom.

LBUSD provides unit guides for all core classes and these resources are available to all teachers and work to ensure rigor and expectations are aligned across the district.

Special Education and English Learners are also now included in more general education classes. All Special Education and E students are now included in a pathway so that they can experience the CTE components and special events connected with each pathway.

IMPACT: District unit guides support consistency in instruction, as teachers work with these resources, they align rigor and expectations district wide. The return to in person teaching, and focus on learning acceleration has been a focus this year, but as we move forward there will be an increased push to continue to increase rigor with unit guides and targeted support interventions.

#6: Critical Area: The administration should provide comprehensive access to and raise awareness of school policies, procedures, plans, and documents. This area is related to area 4 above and addresses the use of resources (student handbook, website, etc.) to provide better access to information for all.

The last two years, parents and students have been provided with a beginning of year information document. All students receive this document digitally and are provided a printout of the most important information in their planner at orientation. The information document is sent to all families through School Messenger, posted on the website and promoted on social media. The goal of this information is to prepare families to be successful at the start of school and develop common understandings regarding expectations at Jordan.

Staff has access to information through the Jordan Website, but also through the Jordan Faculty and Staff Canvas page. This page contains directories, emergency resources, policies and procedures and a variety of other information and resources for staff. Meeting agendas and

presentations are also posted so that staff can access anytime throughout the year. Weekly updates for staff are also sent in the *Panther Post*, which contains information from the entire Leadership Team and focuses on key information for the next week.

IMPACT: Information for all stakeholders is pushed out to them on a regular basis.There are also consistent platforms where information is “housed” and clear cycles of communication to staff. Staff can reference the platforms at any time and count on regular updates. More information is available for staff and students regarding policies and there will be a continued effort to ensure everyone has access and is receiving timely and accurate information.

V: Schoolwide Action Plan/SPSA Refinements

Growth Area #1: Student Learning Outcomes

#1 : WASC Critical Growth Area:	The staff needs to develop a process for tracking and reviewing progress on Student Learning Outcomes.
Schoolwide Action Plan	Safe & Civil Schools - Critical Learner Need #1: Guidelines for Success--continue to fully develop (videos, classroom posters, monthly lessons, weekly quotes, etc.) Critical Learner Need #1: Implement a tool for students to capture progress towards graduation & A-G completion, pathway certification, and personal/professional management skills.
SPSA Goal	Accountability Measure 1: Increase Achievement: There is an identified need at Jordan to develop a positive school culture and climate, which Hero supports with the assignment of Pride Points (p. 49).
LCAP Goal	The goal of equity centered principal supervision is to equip principals with skills and hold them accountable for ensuring that student outcomes reflect success for all students.

Jordan continues to work on promoting our PRIDE Guidelines for success. There have been programs in place to recognize students monthly through our Student of the Month Celebration. We had programs in place using HERO to add and track points, which we are no longer using. There is still work to be done to develop a comprehensive system to track student learner outcomes and recognize students' achievement and these changes need to be reflected in our SPSA.

Growth Area #2: Understanding Student Diversity and Culture

#2 : WASC Critical Growth Area:	Staff needs to develop a better understanding of student diversity and cultures in order to improve campus culture.
School Goal : Action Plan	By 2022 80% of responses on student surveys indicate that classroom atmosphere are cultivated in which teachers: deliberately balance caring relationships with high expectations and supports for student success, provide a foundation for a safe learning environment that values diversity, trust, and respectful communication. By 2022 Student sense of belonging as measured on the CORE survey is 65%
SPSA Goal	Safe & Civil: One of Jordan's school- wide goals is to increase the sense of belonging among students. Safe & Civil is currently charged with leading at least four faculty meetings related to school culture-climate and address sense of belonging, progressive discipline, and absenteeism.
LCAP Goal	District LCAP Goal: The goals of curriculum and professional development are to support teacher and leader development in the eight competencies for culturally responsive teaching and ensure a culturally relevant curriculum.

Our schoolwide action plan developed a goal for improving classroom atmospheres, which Jordan has worked towards with SEL lessons as well as culture and diversity related

professional development. Jordan professional development will continue to expand and build off of the information shared during the summer equity institute. The science departments action plan also includes goals focused on developing understanding of student diversity and culture and has been a focus across campus. The SPSA focuses on Safe and Civil continuing this work through continued professional development. Next year's book study will work to continue the development of teachers and the use of culturally relevant materials and lessons, which will also be supported by the district guides and course outlines that include culturally relevant lessons and equity drive approaches.

Growth Area #3: Effective use of Achievement Data

#3:WASC Critical Area:	Teachers and administrators need to make more effective use of achievement data for decision making and instruction.
School Goal : Action Plan	Instruction: Critical Learner Need #3 Staff use data collected from progress monitoring protocol, district assessments, SBAC scores, and grades to inform next steps in instruction and intervention Critical Learner Need #3 : Monitoring & Data Analysis ● Identify students at-risk for grad/A-G and connect to interventions ● Identify students for Advanced Placement classes ● Plan celebrations (Pathway assemblies)
SPSA Goal	Decrease the ELA D/F rate from 29% to 20% through frequent gradebook analysis, targeted interventions, essay and test retake opportunities, and regular grade consultations with students and parents. Increase the ELA SBAC met/exceeded standards rate from 33% to 38% overall, and from 22% to 30% for African-American students. Through teacher use of high level questioning and formative assessment strategies. The percent of students meeting or exceeding standards on math unit exams will increase to 25%
LCAP Goal	District LCAP Goal: The goals of Research and School Improvement are to identify and define an equity dataset and visualization paradigm that is aligned to district equity priorities and initiatives. Site leaders and teachers will consistently use the equity centered data to drive programmatic decisions and interventions that increase access, opportunity, and success for students.

A focus on use of achievement data to inform decision making and instruction is outlined in SPSA Critical Learner Need #3 and its focus is on individuals and groups like SSC, ELAC, Safe and Civil and pathway triads meetings analyzing data to inform decisions. Jordan teachers continue to monitor D/F rate and provide interventions to students who fall in this category, in addition, teachers are working to develop familiarity with iReady data and as this increases overtime, will further use this data to support and scaffold for students. Next year, Jordan would like to implement a template for data reporting, which the pathway triad will complete monthly and use to inform pathways teachers, as well as other groups. This data will be shared at pathway meetings allowing them to identify a select number of students to target for Pathways SST's each quarter. With staff we are building capacity to use data monitoring tools as

resources to inform instruction and interventions. The pathway sharing system will improve efficiency of data and consistent sharing campus wide and not just within certain groups.

Growth Area #4: Parent Involvement

#4:WASC Critical Area:	Staff should continue to promote parent involvement and communication through a variety of approaches including the use of technology.
School Goal : Action Plan	Social Media: Critical Learner Need #4: Push for parents and community members to follow on social media and to use school website
SPSA Goal	SPSA Program Impacts: Parent Involvement Specialist Bilingual- Communicate with parents dates/times/locations of meetings/workshops via public postings on websites and calendars. Coordinate parent workshops around positive parenting, technology, district initiatives, college & career information, etc. (p. 25)
LCAP Goal	District LCAP Goal: The goals of community engagement are to develop and build trusting relationships with all stakeholders, create systems that provide opportunities for diverse perspectives to be shared and to enhance district methods for interacting with parents.

Jordan's SPSA focused on engaging families through the use of technology, which was supported by the pandemic and going virtual. These tools became even more important and leadership made an effort to promote and constantly update these resources to improve engagement with parents. Parents actively use social media to reach out with specific questions and leadership works to respond to all appropriate questions. The school website is constantly being updated to provide information for events, schedules and policies. Through conversations with groups like JPAC, CIAAP, and PTSA Jordan will continue to communicate and seek feedback from parents about increasing participation. As Jordan continues to develop and refine some of our policies regarding attendance, dress code and tardies, we will need to ensure these are up to date and accessible on these platforms. Communication to parents has grown, and we continue to work with our parent advisory groups to attend various events and celebrations. Jordan will work to implement a parent reward system, where students can earn discounts on event tickets or gear when their parents attend meetings or volunteer at events. This system will take time to develop, but will work to improve parent attendance and support at Jordan events.

Growth Area #5: Develop Rigor and Student Engagement

#5: Critical Area:	Teachers should continue to develop the rigor, student engagement and expectations in classes. This area extends area 3 above focusing on instructional practices in the classroom.
School Goal : Action Plan	By 2022, teachers will improve coherence in student learner outcomes through the use of clear course/unit/lesson targets in **100%** of classrooms, increase the level of engagement through the use of higher-level of questioning strategies in **100%** of opportunities, and increase opportunities for students to communicate ideas and support a point of view in learning in **100%** of lessons to increase rigor, student learner outcomes, and students meeting and/or exceeding standards on district assessments and SBAC.
SPSA Goal	SPSA Professional Development English Professional Development - Jordan will be

	focused on helping teachers increase student engagement and classroom rigor especially in the area of Linked Learning, and ELA team lesson design, differentiation for diverse learners and ability levels, and technology integration. (PD 2) Math Professional Development - Jordan will be focused on helping teachers increase student engagement and classroom rigor especially in the areas of Linked Learning, math team lesson design, differentiation for diverse learners and ability levels, and technology integration. (PD 4)(SPSA p. 27) Linked Learning Professional Development - Jordan will be focused on helping teachers increase student engagement and classroom rigor especially in the areas of Linked Learning and industry aligned lesson design, differentiation for diverse learners and ability levels, and technology integration. (PD 5) (SPSA p. 27)

The Schoolwide Action Plan created after Jordan's last visit outlined the goal to improve coherence in learner outcomes by developing course unit and lesson targets and increasing engagement through higher-level questioning. The SPSA aligns with this goal, where the math and English departments determined that they would monitor SBAC scores and unit assessment scores to monitor these goals. SBAC performance data for math and English are reviewed by the School Site Council, who identified that English partially met this goal last year, improving from 33% to 35% meeting or exceeding the standards, but fell short of their goal for 38% which they continue to work towards. Math was specifically monitoring LBUSD Unit Assessments, which has been replaced by iReady assessment, but they did see an increase from 11% to 13% in the number of students meeting or exceeding the standards for the SBAC. With the constant pivoting we have experienced over the last two years, due to the pandemic, We are working diligently to align new assessments and the insight they provide to address learning loss. With the implementation of the iReady assessment happening four times throughout the year in Math and English, this assessment will provide frequent data to monitor student growth and begin to track student growth overtime, with immediate feedback at the completion of the assessment. English and math also have common unit assessments they are using to monitor progress of students and developing a system for sharing the results and growth on these assessments will benefit these departments in developing rigor and common expectations.

Growth Area #6: Access and Awareness of Policies

#6: Critical Area:	The administration should provide comprehensive access to and raise awareness of school policies, procedures, plans, and documents. This area is related to area 4 above and addresses use of resources (student handbook, website, etc.) to provide better access to information for all.
School Goal : Action Plan	Critical Learner Need #4: Establishing communication to greater school community
SPSA Goal	SPSA Programs include School Community Liaison, who is bilingual. This role works to monitor chronic absenteeism list; contact parents of students, develop attendance plan of action (e.g. Saturday School referral, SART/SARB resolution), provides information, explain and refer parents to appropriate community services, local agencies and District resources. In addition, they conduct home visits to acquire information and discuss issues such as

	absenteeism, illnesses, behavior issues and other matters; verify home addresses (IN 1) (SPSA p. 25) Parent Involvement Specialist, is also bilingual and works to communicate with parents dates/times/locations of meetings/workshops via public postings on websites and calendars. Coordinate parent workshops around positive parenting, technology, district initiatives, college & career information, etc. (IN 3) (SPSA p. 25)
LCAP Goal	The goal of the Equity Leadership & Talent Development office is to support teacher and administrator growth and development in the 7 domains and 21 dimensions of our administrator standards. The goals of community engagement are to develop and build trusting relationships with all stakeholders, create systems that provide opportunities for diverse perspectives to be shared and to enhance district methods for interacting with parents.

The Jordan administration has worked to increase access to information and policies for students, parents and staff. New administrators and experienced administrators engage in professional development which is focussed on the communication and engagement standards. This training is designed to help build better communication systems across the school site. Utilizing information systems has allowed Jordan to provide information to families prior to school starting in one linked document. This resource is referenced throughout the year and sets the expectations prior to being on campus. In addition, information is discussed with staff at faculty meetings and in the weekly Panther Post. Through this communication, policies like dress code, tardies and attendance are developed early, posters will also be printed each year to post in classrooms and around campus as reminders for students. Administration works with site-based decision making groups to address gaps in communication and refine policies and communication systems. These practices will continue to work towards this critical growth area and have aligned with the goals in Jordan's SPSA.

In conducting the mid-cycle review, it became clear to our current administration that there is work to be done to align our SPSA, WASC and school goals more coherently. At this time, we would like to work to develop a plan for the next few years to have the WASC Growth areas, inform our SPSA goals and school goals. An additional area for improvement is staff engagement in the PDSA cycle with staff involved in the development of goals and revisiting quarterly throughout the cycle. This quarterly PDSA cycle started prior to the pandemic with district Quarterly Meetings and goal monitoring with the Executive Staff, which have been paused during the pandemic. It is our intent to continue this cycle and integrate quarterly monitoring into our departments and site wide. We are working to develop an acronym and clear system for promoting growth areas on campus in order to ensure all staff are aware and actively involved in working towards our goals. All of the department and culture and climate goals will align with our growth areas and be revisited quarterly. This will develop a more consistent focus and clarity for staff and administration on what areas of focus are regarding growth, and provide common data points to monitor to ensure we are making progress towards these growth areas.