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For more information regarding the content of this material, please contact the Charter Schools Division by phone at 916-322-6029 or by e-mail at charters@cde.ca.gov.

John Henry High – Academic Memorandum Response

General Information

School Address: 1402 Marina Way South Richmond, CA 94804-2411

Website Address: <https://jhhs.amethodschools.org>

County-District-School Code: 07 7354 0132233

Charter Number: 1741

Charter Term: July 1, 2020, through June 30, 2027

School Description: John Henry High (JHH) believes college education is the pathway to success and opportunity for every child. JHH offers a rigorous academic program coupled with a focus on character development to prepare its students for the demands of college, the workforce, and life. In order to fully serve the needs of the children it serves, JHH works as a team with its teachers, classified staff, administrators, students, and parents. JHH encourages its students to make the most of their time with JHH by becoming active and involved, and by finding excitement in the adventure of lifelong learning.

Grade Levels Served: Grade Nine through Grade Twelve

2021–22 Enrollment: 340

Site Based or Non-Site Based: Site Based

California Assessment of Student Performance and Progress (CAASPP) Test Results

The following data represents percentages of students that met or exceeded standards for English Language Arts (ELA) and mathematics (Math). This information was obtained from the CAASPP Test Results for California's Assessments web page at <https://caaspp-elpac.ets.org/caaspp/>.

Results for All Grades and Students

JHHS opened in 2020-21. As such, no data is provided for 2016-17 through 2019-20.

Year	2016–17	2017–18	2018–19	2019–20 ¹	2020–21 ²	2021–22
School ELA	No Data	No Data	No Data	No Data	56.08%	44.78%
School Math	No Data	No Data	No Data	No Data	8.33%	8.96%
State ELA	48.56%	49.88%	51.10%	No Data	49.01%	47.06%
State Math	37.56%	38.65%	39.73%	No Data	33.76%	33.38%

Results for Student Sub-Groups 2021–22

Student Sub-Group	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
School ELA	No Data	No Data	No Data	No Data	No Data
School Math	No Data	No Data	No Data	No Data	No Data
State ELA	12.47%	20.64%	27.79%	35.24%	15.61%
State Math	9.71%	10.30%	15.90%	21.23%	11.41%

2022 California School Dashboard Data Overview

Due to the COVID-19 pandemic, state law allows the 2022 California School Dashboard (Dashboard) to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Additional information regarding 2022 Dashboard data is available on the Dashboard Communication Toolkit web page at <https://www.cde.ca.gov/ta/ac/cm/dashboardtoolkit.asp>. The following information was obtained from the Dashboard website at <https://www.caschooldashboard.org/>.

Performance (Status) Levels

Dashboard Indicator	School Performance (Status) Level	State Performance (Status) Level
Chronic Absenteeism	Not Reported	Very High
Suspension Rate	High	Medium

¹ Results are not available due to the suspension of testing as a result of the novel coronavirus (COVID-19) pandemic.

² Due to factors surrounding the COVID-19 pandemic, testing participation in 2020–21 varied. Care should be used when interpreting results.

Dashboard Indicator	School Performance (Status) Level	State Performance (Status) Level
English Learner Progress	Low	Medium
Graduation Rate	Low	Medium
College/Career	Not Reported	Not Reported
ELA	Low	Low
Math	Very Low	Low

Areas of Greatest Progress and Need

Based on the charter school's internal spring and fall 2022 assessments, and the 2022 California School Dashboard (Dashboard), identify the school's areas of greatest progress and greatest need.

1. What internal assessments (not California Assessment of Student Performance and Progress [CAASPP]) are being used to demonstrate the school's areas of greatest progress? Are any of these assessments on the approved verified data list? If so, which ones?

Information regarding the verified data list is available on the California Department of Education, Verified Data Criteria and Adopted Indicators web page at <https://www.cde.ca.gov/sp/ch/verifdatacrit.asp>.

2. Identify the school's areas of greatest progress:

3. What data demonstrate these areas of progress? Include any related Dashboard data and internal data.

John Henry High School currently uses the NWEA MAP assessment three times throughout the academic year to measure holistic campus and individual student growth. The data collected within the NWEA MAP assessment determines the next steps for creating goals within a student's individual learning plans, instruction needs, interventions and professional development. As the NWEA MAP data is analyzed, teachers and staff incorporate strategies for scaffolding lower performing standards into current lessons to improve mastery levels for student comprehension. The NWEA MAP assessment also gives teachers the ability to also create tightly aligned informal standards-aligned assessments after each unit and use the results to compare student performance on CAASPP and ELPAC performance data. This also provides campus leaders with the tools to provide targeted whole groups, content specific PLC (professional learning community) and afterschool/enrichment initiatives. In addition, content consultants provided coaching and support for best practices and researched-based intervention with supplements materials that students can use on and off campus

JHHS internal data determines that the climate and culture of the campus plays a direct correlation to the achievement and performance of our students. We are building upon our student's social emotional skills during advisory with real-world activities so that students can recognize their patterns and trends when faced with unforeseen barriers. The goal is for students to know their individual learning measures as they relate to seeking college and work-force preparation and becoming an education partner to their peers and internalized and progress monitor their learning within an on-campus learning setting. Survey feedback suggests that students have increased their awareness of their needs and their abilities to communicate personal indicators of growth aligned to educational growth targets. As students provide their input on their educational goals, professional development to teachers and staff is reinforced to increase their alignment to state comparable data to the social emotional data with fidelity. With this alignment, we developed an incline in effective pedagogy in all classrooms, data based interventions and stronger parent involvement as teachers and staff increased their communication with parents/guardians emphasizing the importance of mastering Common Core and Advanced Placement Standards and Dual Credit enrollment and goals. Survey data also states that JHHS greatest progress is ensuring we are providing a safe and secure learning environment with high expectations academically to our students daily.

By working on these steps our goal is to increase JHHS graduation rates 76% (21-22) to 95% (22-23). We collect data from the students periodically within the Youth Truth Survey to properly align resources to lower our dropout rates, increase student attendance and parent involvement. Our current Youth Truth survey data reflects 79% agree that we provide a community of collaboration, value, and engagement. Goal 3 of JHHS's LCAP is to create an engaged parent community that is invested in and connected to the school culture and academic program. Our efforts have afforded us the opportunity to provide families with updates on their student's progress and provide the necessary skills for the students to prepare for upcoming lessons and interventions such as instructional EL alignment, social emotional skills, and college preparations within our advanced placement program.

4. Identify the school's areas of greatest need including references to student sub-groups:

5. What data demonstrate these areas of need? Include any related Dashboard data and internal data.

6. How is the school addressing these areas of need? Include references to student sub-groups.

JHHS greatest need is to progress monitoring the proficient levels of our English Learners, CAASPP Math scores and post-secondary indicators. To address our needs, JHHS incorporated additional courses within the master schedule such as DEI, Designated English Instruction, ELD, English Language Development; additional

Algebra 1 courses and Support Interventions course for students whose data suggest in-school supports along with traditional classroom lesson supports are a need. These courses and actions ensure that students receive the necessary interventions and direct personalized instruction for mastering comprehension, critical thinking skills and meeting graduation requirements.

JHHS data trends show marginal academic growth for students that are at the threshold of meeting and exceeding expectations of the CAASPP and ELPAC trajectory based on the NWEA MAP assessment data. The NWEA MAP data is collected each quarter and analyzed by teachers, students and parents. With coordinated planning, our efforts and evaluation of data determined next steps are to align our teaching and learning methods with research based methodologies and pedagogy. We have established a professional development plan focusing on support, interventions, critical thinking skills and rapid feedback to students. Within our professional development calendar, we have introduced best practices, intensive coaching feedback sessions, data analysis and academic success criterias for all students. This enables staff to focus on indicators within the CAASPP and ELPAC assessment as they implement initiatives of support for our students.

We strive for academic excellence through our system wide approach, and by promoting a culture of continuous learning. JHHS is refining methods of tracking data from formative and summative assessment as teachers and staff progress monitoring student performance and achievement. Through our collaborative teams protocol, teachers design lessons that incorporate differentiated instruction, multiple methodologies for checking for understandings and instructional techniques that give students rapid feedback during lessons and activities. Throughout the semester, teachers work vertically to determine the pacing guides with effective learning objectives, class agendas and exit tickets. As JHHS works as a whole to determine campus wide interventions, individual learning plans are developed and communicated to parents with progress monitoring indicators, tutorials plans and resources for extended learning opportunities.

Summary of Performance on Measurable Pupil Outcomes

1. Provide a summary of the performance in Element 2 (Measurable Pupil Outcomes) in the petition:

Intensive professional development was utilized by faculty and staff for curriculum design, data analysis, student and parent engagement and technology resources. As a result, teachers use assessment data within the framework of the professional learning communities to drive their instruction and interventions. Campus administration is responsible for ensuring implementation goals are met based on performance reports.

Targeted intervention has been occurring through small group and individual instruction based on performance indicators and ability within class lessons and activities. The after school/enrichment program focuses on student's comprehension in Reading,

Mathematics and Science standards. Workshops have been organized to support staff with learning action plans for students and parents.

The school continues to focus on improving SBAC results as professional development is consistently provided in Advance Placement instruction and student academic progress. Formative/summative assessments drive instructional planning necessary to increase student achievement and performance. Common Core State Standards are used for developing pacing guides for core content departments along with EL Core Standards. This allowed teachers to provide daily feedback to students and communicate results to parents/guardians.

2021–22 Local Control and Accountability Plan Progress

1. Provide a summary of progress made in meeting the school’s 2021–22 Local Control and Accountability Plan (LCAP) goals:

Progress towards achieving improved levels for JHHS LCAP goals have been made. After conducting a needs assessment and stakeholders’ input, JHHS will continue to provide support to increase academic achievement, student engagement and monitoring student performance. High priority is placed on collaborating with teachers and staff for recognizing instruction needs and goals to the Common Core Standards, EL Standards and progressive monitoring and feedback. Our progress resulted in analyzing formative and summative assessments to drive instruction and targeted interventions and supports. Continuous professional development and coaching enhances the effectiveness of daily instruction and maximizing time of task. Content and interdisciplinary knowledge, higher order thinking skills and awareness of misconceptions with planning lessons are also closely aligned to Common Core Standards. Mentoring for flexible grouping to identify deficiencies through checks for understanding throughout lessons prepares the students mastery and comprehension.

2. Provide a summary of the ongoing 2022–23 LCAP annual update process, including the school’s work to engage community members in the process:

We regularly communicated with our families to gauge their level of satisfaction and obtain data on support learning outcomes.

Throughout our engagement process, we consulted with the following stakeholder groups:

- SSC and ELAC (The JHHS Parent Student Advisory Council & Family Staff Team)
- Admin team
- Teachers
- Parents
- Students

Along with monthly newsletters, informational parent letters, and informational meetings, stakeholders are given the opportunity to provide input and feedback regarding College & Career Readiness, Instructional Strategies, Campus culture, Student Safety and Instructional Materials. Additionally, the FST reviews data to address areas of opportunity for improvements and immediate interventions through surveys, public comments, electronic correspondence, and community meetings. We also engaged in

topics brought forth by our community partners discussing social climate, returning to in person learning, learning loss, A-G readiness and social emotional health and wellness.

3. How is the school addressing learning loss from the prior school year?

JHHS has maintained a positive incline with student attendance for the 2022-2023 academic school year. Our master schedule included an advisory period to assist students needing additional academic and social emotional support during the school day. To support our English Language learners, daily ELD and DEI (designated) instruction and campus-wide (integrated) instruction within all classes. Student surveys and grade data continue to show that our ELL students and other sub-population have advanced in their acquisition of skills and language structures that allow them to experience success in core classes.

JHHS teachers and staff engaged in highly relevant weekly professional development in which they examined problems of practice and worked with each other and outside experts to resolve issues as they arose. Continuous adult learning and building connections are essential in ensuring that our teachers and staff developed the capacity for and competency in the delivery of instruction

What resulted was that we developed three areas of focus for the year—supporting student safety, both physically and socio emotionally, supporting teachers with tools to engage students in the classroom, and outreach to parents to keep them informed and involved in the school year when it comes to their students and our school community.

2022–23 Plan for Independent Study

1. Inform if the school is providing independent study (IS) in the 2022–23 school year, including the percentage of average daily attendance enrolled in IS:

There is currently no independent study at this time.