

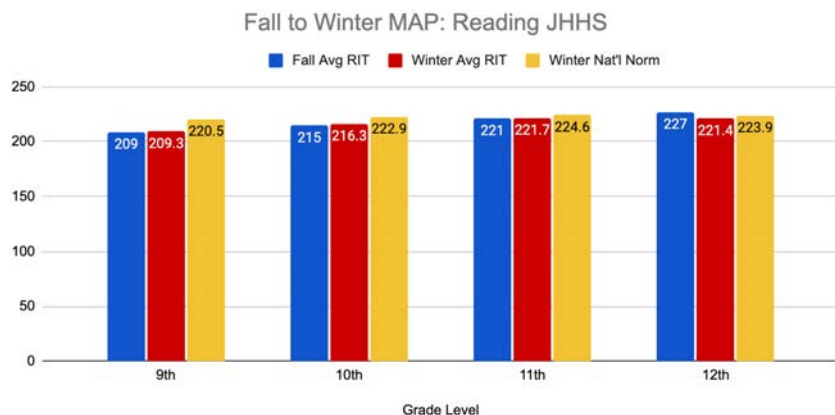
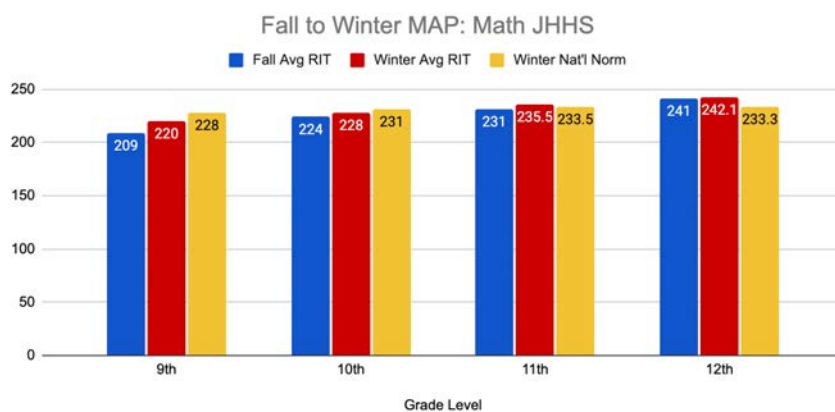
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Response from John Henry High

**John Henry High School, Site Director: Allyson Schoolcraft**

**Spring Assessment, progress & need:** We gave the NWEA MAP Assessment in October, February, and May. This was the first year that we used MAP, so we don't have historical growth data for comparison. In May, we saw lower scores, some drastically so, along with a decrease in the time spent on the assessment, leading us to conclude that those scores more reflected distance learning fatigue, rather than actual progress. As such, we found the October to February data most useful for comparison and analysis.



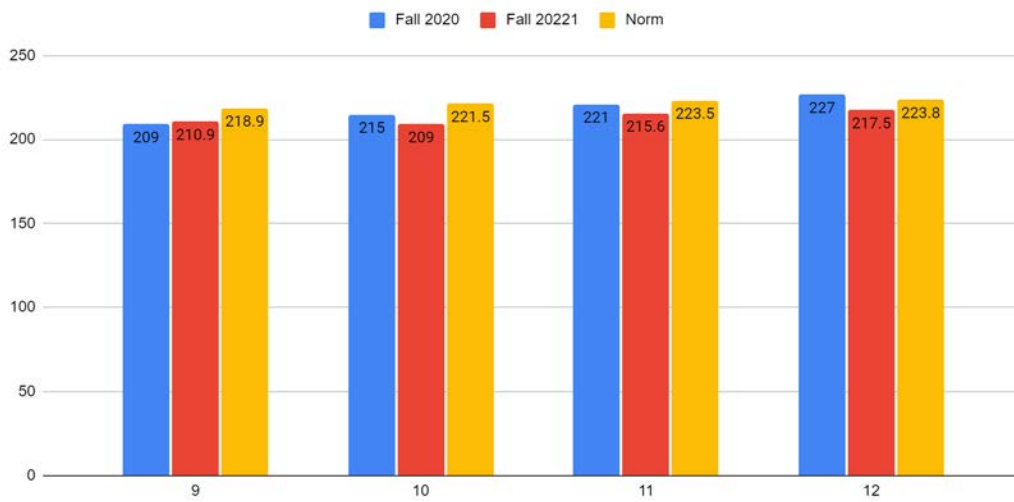
**Progress:** Math: improvement of average RITs at all grade levels. 11th & 12th grade average RITs are above national averages. Reading: slight improvement of average RITs in 9th-11th grades

**Areas of Need:** Math: accelerating student learning faster in order to reach the national average sooner than midway through 11th grade. Reading: investigate dip in average RIT for 12th grade

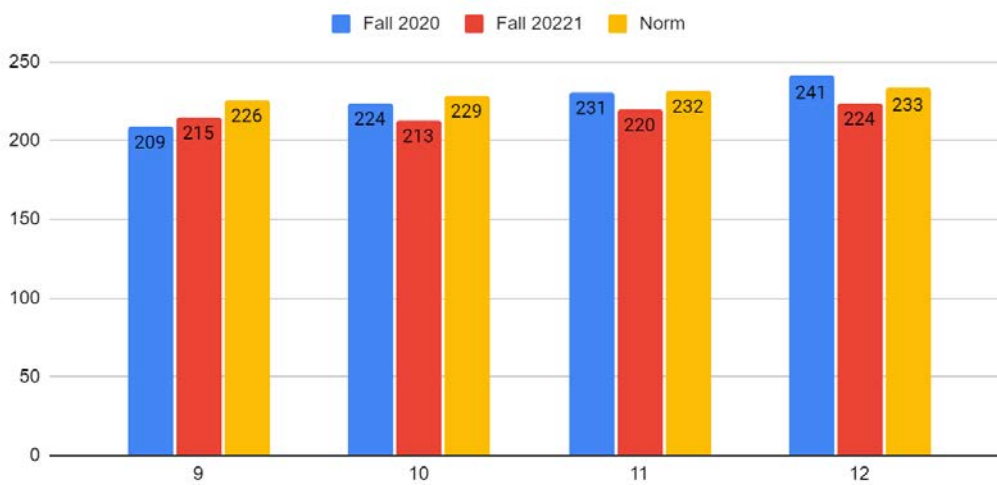
Response from John Henry High

A comparison of the average performance of students in the fall, last year vs this year, vs the national average.

MAP Reading 2020 vs 2021 Comparison



MAP Math 2020 vs 2021 Comparison



Response from John Henry High

Growth Fall 2020-Fall 2021

Reading ⓘ

Selected Students	285
Count of Students Who Met/Exceeded	87
Fall 2020 District Mean RIT	<a href="#">View All District Mean RITs</a>
Fall 2020 "Selected Who" Mean RIT	<a href="#">View All Selected Students Mean RITs</a>
Fall 2020 Norm Mean RIT	<a href="#">View All Norm Mean RITs</a>
Selected Students Average Time	75 min
SEE INSTRUCTIONAL AREA SCORES	

Percent Who Met/Exceeded Their RIT ☰



● Who Met/Exceeded  
● Who Did Not Meet/Exceed

SBAC ▼

Percent Projected Proficiency ☰



● Level 4    ● Level 3  
● Level 2    ● Level 1

Slightly less than half of students met their growth goals in reading for last year. Next steps included in the longitudinal analysis below.

## Mathematics ⓘ

Selected Students	309
Count of Students Who Met/Exceeded	58
Fall 2020 District Mean RIT	<a href="#">View All District Mean RITs</a>
Fall 2020 "Selected Who" Mean RIT	<a href="#">View All Selected Students Mean RITs</a>
Fall 2020 Norm Mean RIT	<a href="#">View All Norm Mean RITs</a>
Selected Students Average Time	80 min

SEE INSTRUCTIONAL AREA SCORES

Percent Who Met/Exceeded Their RIT ☰



● Who Met/Exceeded  
● Who Did Not Meet/Exceed

SBAC

Percent Projected Proficiency ☰



● Level 4    ● Level 3  
● Level 2    ● Level 1

Slightly more than ¼ of students met their growth goals in math for the past year. Next steps included in the longitudinal analysis below.

Response from John Henry High

English Learners

Reading ⓘ

CA-SBAC ▾

Selected Students	91
Fall 2021 District Mean RIT	<a href="#">View All District Mean RITs</a>
Fall 2021 "Selected Who" Mean RIT	<a href="#">View All Selected Students Mean RITs</a>
Fall 2020 Norm Mean RIT	<a href="#">View All Norm Mean RITs</a>
Selected Students Average Time	63 min
SEE INSTRUCTIONAL AREA SCORES	

Percent Projected Proficiency ☰



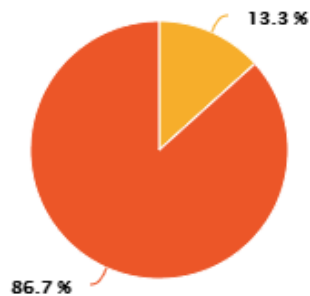
- Exceeded
- Met
- Nearly Met
- Not Met

Mathematics ⓘ

CA-SBAC ▾

Selected Students	82
Fall 2021 District Mean RIT	<a href="#">View All District Mean RITs</a>
Fall 2021 "Selected Who" Mean RIT	<a href="#">View All Selected Students Mean RITs</a>
Fall 2020 Norm Mean RIT	<a href="#">View All Norm Mean RITs</a>
Selected Students Average Time	70 min
SEE INSTRUCTIONAL AREA SCORES	

Percent Projected Proficiency ☰



- Exceeded
- Met
- Nearly Met
- Not Met

It was not a surprise for us that the projected proficiency of our ELs was low for English. As this is usual; the last qualification students meet before reclassifying. It is eye opening that our ELs are actually scoring worse in math than they are in English. This indicates a need for increase development of our math staff around supporting our ELs and monitoring their understanding and progress.

Response from John Henry High

Students with IEPs

Reading ⓘ

CA-SBAC ▾

Selected Students	23
Fall 2021 District Mean RIT	<a href="#">View All District Mean RITs</a>
Fall 2021 "Selected Who" Mean RIT	<a href="#">View All Selected Students Mean RITs</a>
Fall 2020 Norm Mean RIT	<a href="#">View All Norm Mean RITs</a>
Selected Students Average Time	63 min
SEE INSTRUCTIONAL AREA SCORES	

Percent Projected Proficiency ☰



- Exceeded
- Met
- Nearly Met
- Not Met

Mathematics ⓘ

CA-SBAC ▾

Selected Students	20
Fall 2021 District Mean RIT	<a href="#">View All District Mean RITs</a>
Fall 2021 "Selected Who" Mean RIT	<a href="#">View All Selected Students Mean RITs</a>
Fall 2020 Norm Mean RIT	<a href="#">View All Norm Mean RITs</a>
Selected Students Average Time	70 min
SEE INSTRUCTIONAL AREA SCORES	

Percent Projected Proficiency ☰



- Exceeded
- Met
- Nearly Met
- Not Met

Another surprise is that our students with IEPs, outperformed the generally population in regards to reading, but all are performing significantly below grade level in math. This should direct how our time with students in Academic support classes is prioritized and additional professional development is providing related to meeting the needs of these students in math class.

Response from John Henry High

SED

Reading ⓘ

CA-SBAC ▾

Selected Students	164
Fall 2021 District Mean RIT	<a href="#">View All District Mean RITs</a>
Fall 2021 "Selected Who" Mean RIT	<a href="#">View All Selected Students Mean RITs</a>
Fall 2020 Norm Mean RIT	<a href="#">View All Norm Mean RITs</a>
Selected Students Average Time	63 min
SEE INSTRUCTIONAL AREA SCORES	

Percent Projected Proficiency ☰



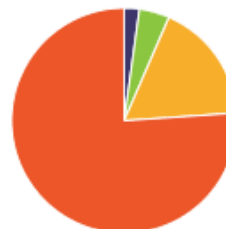
- Exceeded
- Met
- Nearly Met
- Not Met

Mathematics ⓘ

CA-SBAC ▾

Selected Students	153
Fall 2021 District Mean RIT	<a href="#">View All District Mean RITs</a>
Fall 2021 "Selected Who" Mean RIT	<a href="#">View All Selected Students Mean RITs</a>
Fall 2020 Norm Mean RIT	<a href="#">View All Norm Mean RITs</a>
Selected Students Average Time	70 min
SEE INSTRUCTIONAL AREA SCORES	

Percent Projected Proficiency ☰



- Exceeded
- Met
- Nearly Met
- Not Met

The majority of our students are classified as socio-economically disadvantaged. This group is actually performing better than the school, as a whole.

Racial/Ethnic breakdown: more than 95% of our students identify as Latino. We do not have other racial/ethnic groups with enough students to populate statistical data.



**Performance in Element 2 (Measurable Pupil Outcomes) in the petition:** One of our significant areas of growth for this year will be recovering our CAASPP scores. Last year's scores were lower than our scores have traditionally been, so we need to recover ground and then continue the upward trajectory. Similarly, during Distance Learning, it was challenging to support students and families in developing and maintaining strong attendance habits. We are seeing the fallout of that already this school year and will need to redouble our efforts to raise attendance rates and reduce truancy. As more than half of our students are new to our campus this year, we are also placing a strong emphasis on developing school connectedness. Additionally, we have expanded our course offerings, adding six new courses over last year.

2018-2019 CAASPP: Math

Subgroup	Students Tested	Achievement Comparison	Average Scale Score ± Error Band	Did Not Meet Standard	Nearly Met Standard	Met Standard	Exceeded Standard
Overall	67		2548 ± 14	47%	31%	13%	7%
Ethnicity: Hispanic/Latino	64		2552 ± 14	46%	31%	14%	7%
Ethnicity: American Indian or Alaska Native	0		-	-	-	-	-
Ethnicity: Asian	1		2581	0%	100%	0%	0%
Ethnicity: Black or African American	2		2407 ± 64	100%	0%	0%	0%
Ethnicity: White	0		-	-	-	-	-
Ethnicity: Native Hawaiian or Pacific Islander	0		-	-	-	-	-
Ethnicity: Demographic Race of Two or More	0		-	-	-	-	-
Ethnicity: Filipino	0		-	-	-	-	-
ELAS: English Only	7		2511 ± 34	57%	42%	0%	0%
ELAS: English Learner	10		2437 ± 21	100%	0%	0%	0%
ELAS: Initial Fluent English Proficient	1		2688	0%	0%	100%	0%
ELAS: Reclassified Fluent English Proficient	49		2574 ± 15	36%	36%	16%	10%

2020-2021 CAASPP: Math (~75% participation rate)

Subgroup	Students Tested	Achievement Comparison	Average Scale Score ± Error Band	Did Not Meet Standard	Nearly Met Standard	Met Standard	Exceeded Standard
Overall	48		2521 ± 11	62%	29%	8%	0%
Ethnicity: Hispanic/Latino	47		2521 ± 11	61%	29%	8%	0%
Ethnicity: American Indian or Alaska Native	0		-	-	-	-	-
Ethnicity: Asian	0		-	-	-	-	-
Ethnicity: Black or African American	1		2521	100%	0%	0%	0%
Ethnicity: White	0		-	-	-	-	-
Ethnicity: Native Hawaiian or Pacific Islander	0		-	-	-	-	-
Ethnicity: Demographic Race of Two or More	0		-	-	-	-	-
Ethnicity: Filipino	0		-	-	-	-	-
ELAS: English Only	4		2531 ± 17	50%	50%	0%	0%
ELAS: English Learner	6		2472 ± 41	66%	33%	0%	0%
ELAS: Initial Fluent English Proficient	1		2542	100%	0%	0%	0%
ELAS: Reclassified Fluent English Proficient	37		2527 ± 12	62%	27%	10%	0%

With being in distance learning all last year, we were not surprised to see our math scores decrease. We went through a curriculum adoption this past year and are optimistic that the new curriculum (Illustrative Math) will prove to be more accessible to both students and teachers. We are also implementing an Algebra Intervention period for students who are failing Algebra after the first semester, with the hope of bolstering student math mastery early on in their high school career--obviously we won't see the impact of that program in CAASPP scores for a few years. We will also continue to develop our implementation of IXL as a program to support math skill building

### 2018-2019 CAASPP English

Subgroup	Students Tested	Achievement Comparison	Average Scale Score ± Error Band	Did Not Meet Standard	Nearly Met Standard	Met Standard	Exceeded Standard
Overall	69		2611 ± 12	14%	17%	46%	21%
Ethnicity: Hispanic/Latino	66		2614 ± 12	13%	18%	45%	22%
Ethnicity: American Indian or Alaska Native	0		-	-	-	-	-
Ethnicity: Asian	1		2596	0%	0%	100%	0%
Ethnicity: Black or African American	2		2528 ± 74	50%	0%	50%	0%
Ethnicity: White	0		-	-	-	-	-
Ethnicity: Native Hawaiian or Pacific Islander	0		-	-	-	-	-
Ethnicity: Demographic Race of Two or More	0		-	-	-	-	-
Ethnicity: Filipino	0		-	-	-	-	-
ELAS: English Only	7		2612 ± 28	14%	0%	85%	0%
ELAS: English Learner	10		2489 ± 27	70%	0%	30%	0%
ELAS: Initial Fluent English Proficient	1		2773	0%	0%	0%	100%
ELAS: Reclassified Fluent English Proficient	51		2632 ± 11	3%	23%	45%	27%

### 2020-2021 CAASPP English

Subgroup	Students Tested	Achievement Comparison	Average Scale Score ± Error Band	Did Not Meet Standard	Nearly Met Standard	Met Standard	Exceeded Standard
Overall	49		2588 ± 12	18%	28%	42%	10%
Ethnicity: Hispanic/Latino	48		2589 ± 12	18%	27%	43%	10%
Ethnicity: American Indian or Alaska Native	0		-	-	-	-	-
Ethnicity: Asian	0		-	-	-	-	-
Ethnicity: Black or African American	1		2539	0%	100%	0%	0%
Ethnicity: White	0		-	-	-	-	-
Ethnicity: Native Hawaiian or Pacific Islander	0		-	-	-	-	-
Ethnicity: Demographic Race of Two or More	0		-	-	-	-	-
Ethnicity: Filipino	0		-	-	-	-	-
ELAS: English Only	4		2563 ± 14	0%	75%	25%	0%
ELAS: English Learner	7		2534 ± 38	42%	14%	28%	14%
ELAS: Initial Fluent English Proficient	1		2649	0%	0%	100%	0%
ELAS: Reclassified Fluent English Proficient	37		2599 ± 13	16%	27%	45%	10%

We are thrilled that our entire English department returned this year, as they are excellent collaborators and they are growing in their skills in implementing the SpringBoard curriculum. We've re-adopted the program Achieve3000 this year, which had been used on campus prior to 2020. The goal is to provide cross-content literacy support and development, as well as to provide students with the ability to track and monitor their own reading growth. We are in the process of getting some support staff trained in Fountas and Pinell assessments, so that we can conduct further inquiry into the needs of our lowest performing students. As it's a 1:1 assessment, we anticipate getting cleaner data than from a test like MAP, where struggling students often opt out of and click through.

**LCAP Goals 20-21:** Despite distance learning, we did meet our goals for student performance on internal interim assessments. We are also proud that 88% of our staff expressed satisfaction with support and PD throughout last year and 78% of parents expressed satisfaction with the communication and support they received last year. We continued to host robust and engaged parent meetings remotely. We were very close to meeting our university goal, with 88% of our seniors being accepted into 4 year colleges. We surpassed our AP participation goal, with 70% of seniors having taken at least one AP class. We were able to open campus for cohort groups of students this spring, later adding two teachers teaching in person. A big success is that we were able to do this in a way that felt safe to the students and staff participating. One of the in-person teachers was our ELD instructor--this encouraged our lower level ELs to return to campus and was a great benefit to their skill development, particularly increasing their speaking development.

**LCAP 21-24 Process:** Completed and Board approved

**Community Member Engagement:** Our families continue to be engaged and are so supportive of our students being back on campus. For the time being, we are keeping whole school meetings, such as Back to School Night virtual. Moving forward, we are planning to bring targeted groups of families to campus who would benefit from extra support and connection, like our parents of English Learners and 12th-grade families.

**Addressing Learning Loss:** Over the summer, we significantly increased staffing in order to provide a more robust credit recovery program. John Henry has added a zero period Algebra 1 intervention section to help ensure that entering students who are struggling with Algebra in the first quarter will be able to develop a strong grasp on the foundations of high school mathematics and will fill gaps in learning from last year. We are hiring additional staffing for after-school tutoring. Additionally, we are working to hire

an additional paraprofessional to support students in the classroom. We have also added an Advisory period to our schedule, where one day a week, students will have supported study hall and academic check-ins with their Advisor. We are also adding in the digital program, Acheive3000 to support students' literacy development, as well as to support their acquisition of content knowledge across the curriculum. Acheive3000 will be used by teachers of all subject areas.

**Independent Study:** John Henry is offering independent study this year to students with COVID or on COVID-related quarantine. Independent study is also available to students with severe health risks related to COVID. Our Independent Study program consists of an initial contract and once-a-week synchronous instruction. All of our teachers maintain robust Google classrooms, facilitating access to content and assignments for students on Independent Study. We presently have zero students on indefinite independent study. We have had less than a dozen students on Independent Study for two weeks or less. We do not expect a significant percentage of our ADA will be composed of students on independent study.