California Department of Education
Charter Schools Division
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memo-lacb-csd-jun24item02
Attachment 18

# John Henry HighAcademic Memorandum Response

## Section 1. School Information

### General Information

1. **School Address (Include city and zip code):** 1402 Marina Way South, Richmond, California 94804-2411
2. **Located in District:** West Contra Costa Unified School District
3. **Website Address:** http://wwwamethodschools.org
4. **County-District-School (CDS) Code:** 07.77354.0132233
5. **Charter Number:** 1741
6. **Current Charter Term Start Date (mm/dd/yyyy):** 8/26/2015
7. **Current Charter Term End Date (mm/dd/yyyy):** 6/30/2028
8. **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. 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.
9. **Grade Levels Served:** 9-12
10. **2022–23 Enrollment:** 331
11. **Instruction Type:** Classroom Based

### Demographic Information

The following demographic information was obtained from the California School Dashboard website at <https://www.caschooldashboard.org/>.

Table 1. 2023 Student Group Information

| Student Group | School Total (Percentage) | District Total (Percentage) |
| --- | --- | --- |
| English Learners | 32% | 31.4% |
| Foster Youth | 0% | 0.2% |
| Homeless | 0% | 2% |
| Socioeconomically Disadvantaged | 83.7% | 57.6% |
| Students with Disabilities | 11.8% | 13.9% |

Table 2. 2023 Race/Ethnicity Information

| Race/Ethnicity | School Total (Percentage) | District Total (Percentage) |
| --- | --- | --- |
| African American | 3.6% | 12.5% |
| American Indian | 0% | 0.2% |
| Asian | 0.3% | 10.9% |
| Filipino | 0% | 4.9% |
| Hispanic | 93.7% | 54.3% |
| Pacific Islander | 0.3% | 0.6% |
| Two or More Races | 0% | 6% |
| White | 1.2% | 10.5% |

## Section 2. California School Dashboard Data Overview

### California School Dashboard

The following performance information was obtained from the California School Dashboard website at <https://www.caschooldashboard.org/>.

Table 1. 2023 Performance Levels

| **Dashboard Indicator** | **School Performance Level** | **State Performance Level** |
| --- | --- | --- |
| **Chronic Absenteeism** | NA | **Yellow**24.3% chronically absent |
| **Suspension Rate** | Green4.7% suspended at least one day | **Orange**3.5% suspended at least one day |
| **English Learner Progress** | Red33.7% making progress | **Yellow**48.7% making progress |
| **Graduation Rate** | Orange71.8% graduated | **Orange**86.4% graduated |
| **College/Career** | Low32.9% prepared | **Medium**43.9% prepared |
| **English Language Arts** | Red61.3 points below standard | **Orange**13.6 points below standard |
| **Mathematics** | Red151.1 points below standard | **Orange**49.1 points below standard |

### California Assessment of Student Performance and Progress

The School’s California Assessment of Student Performance and Progress (CAASPP) results are available on the CAASPP website at <https://caaspp-elpac.ets.org/caaspp/>.

A direct link to the School’s CAASPP English language arts/literacy and mathematics test results is available at www.caschooldashboard.org/reports/07773540132233/2023 .

## Section 3. Areas of Greatest Progress and Need

1. **Based on California School Dashboard (Dashboard) data, identify the School’s areas of greatest progress.**

The school’s area of greatest progress is the suspension rate.

1. **What internal assessments (not 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?**

 ● MAP Growth by NWEA - Academic Progress Indicator

 ● IXL Real-Time Diagnostic: Math and ELA by IXL, Grades K–12 - Academic

 Progress Indicator

● Lexia Learning, Grades K–12 - Academic Progress Indicator

1. **Based on Dashboard data, identify the School’s areas of greatest need. Include references to student groups.**

There are several areas in which John Henry High needs to improve. However, the areas that we have identified as being of greatest need are students meeting or exceeding standards in Mathematics and English Language Arts. We identified this as the area of greatest need because it is an aspect that affects the majority of theschool community and it is interrelated to other Dashboard indicators, including English Learner progress.

Both the Hispanic and Socioeconomically Disadvantaged student groups fall in the “Red” category for performance in ELA and Math as evidenced by the CA SBAC exam. For ELA, the Hispanic student group is 60.6 points below standard and there was a decline of 44.2 points. Socioeconomically disadvantaged students were 70.7 points below standard and there was a decline of 51.5 points. For Math, the Hispanic student group is 151 points below standard and there was a decline of 19.3 points and the Socioeconomically disadvantaged student group is 153.9 points below standard with a decline of 20.3 points.

Because, at the high school level, the SBAC only tests 11th graders, the other subgroups at our school are too small to report on the Dashboard due to student privacy concerns.

1. **How is the School addressing these areas of need? Include references to student groups.**

Targeted intervention has been occurring through small group instruction within class lessons and activities. We also have Paraprofessional tutors who support skill acquisition and strategies. The after school/enrichment program focuses on student’s comprehension in Reading and Mathematics standards. Workshops have been organized to support staff with learning action plans for students.

Formative/summative assessments drive instructional planning necessary to increase student achievement and performance. Common core standards are used for developing pacing guides for core content departments along with EL Core Standards.

We contracted with IXL and Lexia as supplemental programs with the goal of meeting students where they are and providing practice opportunities that are individualized to increase growth.

Our professional development is focused on academic rigor and the use of supplemental materials and programs to support Common Core implementation.

## Section 4. Summary of Performance on Measurable Pupil Outcomes

1. **Identify the Measurable Pupil Outcomes in Element 2 of the petition. Summarize the performance for each outcome.**

We typically update our MPO data at the end of each school year, therefore, the most recent numbers we pulled are for the 22-23 SY. The MPOs in Element 2 of the Charter Petition are as follows:

Subject: ELA

MPO: 65% or more of students will receive a score of "met" or "exceeded on SBAC ELA tests

Tool: SBAC

Performance: 26.03% met or exceeded in SY 22-23

Subject: ELA

MPO: 70% of ELL students will demonstrate a 50+ Lexile point growth per year

Tool: Achieve 3000

Performance: We are no longer using Achieve 3000. We are now only using NWEA.

Subject: ELA

MPO: 70% of all students will score at least a 400 on the ERW section of the PSAT

Tool: PSAT

Performance: PSAT is no longer offered at our school due to CA public colleges no longer accepting the SAT as entrance exams for admission purposes.

Subject: ELA

MPO: 75% of students will demonstrate proficiency on standards-based Interim Assessments

Tool: NWEA

Performance: For SY 22-23, 9th grade = 54%, 10th grade = 47%, 11th grade = 34%, 12th grade = 29%

Subject: Math

MPO: 35% or more of students will receive a score of "met" or "exceeded on SBAC math tests

Tool: SBAC

Performance: 9.59% met or exceeded in SY 22-23

Subject: Math

MPO: 70% of all students will score at least a 400 on the math section of the PSAT

Tool: PSAT

Performance: PSAT is no longer offered at our school due to CA public colleges no longer accepting the SAT as entrance exams for admission purposes.

Subject: Math

MPO: 75% of students will demonstrate proficiency on standards-based Interim Assessments

Tool: NWEA

Performance: For SY 22-23, 9th grade = 38%, 10th grade = 42%, 11th grade = 40%, 12th grade = 32%

Subject: Math

MPO: 100% of 9th grade students will have taken or been enrolled in Algebra 1

Tool: Transcript

Performance: 100% are enrolled or have taken Algebra 1 every school year.

Subject: Science

MPO: 65% of all students will receive a score of "met" or "exceeded" on CAST science test

Tool: CAST

Performance: 13.71% met or exceeded in SY 21-22. No data reported for SY 22-23.

Subject: Science

MPO: 70% of students will demonstrate proficiency on standards-based Interim Assessments

Tool: NWEA

Performance: NWEA science tests will be offered in science classrooms between 3/18-3/29/2024. No science test was offered in SY 22-23.

## Section 5. Local Control and Accountability Plan Progress

1. **Provide a summary of progress made in meeting the School’s 2022–23 Local Control and Accountability Plan (LCAP) goals.**

We had mixed success in achieving our goals and have been reflecting thoughtfully on how to make change in the future. We attribute this progress to the actions described in the LCAP, including ongoing professional development for our staff, utilizing standards-aligned curriculum and assessments, and differentiated instruction. These actions have increased instructional time, streamlined lesson planning, and supported data driven collaborations across staff members and classrooms.

We met the desired outcomes for some goals and came very close to meeting the target for metrics all, with all these areas showing consistent progress over time.

1. **Provide a summary of the School’s 2023–24 LCAP mid-year update that describes what the School is doing to increase community input.**

Our Family Staff Team (FST) meetings provide parents/guardians opportunities to give input and stay informed regarding the school’s progress. The FST is informed and makes recommendations on curriculum, instructional practices, campus culture, and other school related issues. Community outreach is a continuous attribute for creating action plans for increasing student support and to increase parent involvement.

## Section 6. Differentiated Assistance

1. **Under which student groups and state priorities did the School meet the eligibility criteria for Differentiated Assistance (DA) in both the prior and current year?**

JHHS meets the criteria for Differentiated Assistance for the student group of EL students in both the English Learner Progress Indicator (ELPI) and Graduation state priorities.

1. **Identify the support provider the School will be working with for technical assistance with DA.**

The JHHS team will be working with the Contra Costa County Office of Education Differentiated Assistance Team. The team has already attended two meetings with CCCOE and begun doing some work around interventions and progress monitoring.

1. **What improvement strategies and actions has the School selected to address its identified student groups and state priorities?**

As part of the Differentiated Assistance support, the JHHS team has met with Contra Costa County and undergone some training and a data review protocol which provided an opportunity to carefully review the data and its implications. As part of the Differentiated Assistance support, the team also reflected on some internal processes and is looking carefully at how instruction and support can be improved and streamlined. Some of these include: curriculum adoption criteria and targeted professional development plans so that teachers are better equipped, teacher recruitment and retention strategies to minimize turnover rate and ensure stability and continuity for students, new teacher support programs, reclassification guidelines and communication to parents and students regarding progress towards reclassification, hiring an additional Paraprofessional to support English Learners throughout the school day, more intentional master scheduling to ensure that high achieving teachers are placed with student groups who need the most support, better tracking systems for progress towards graduation for all student groups but specifically English Learners, supports to ensure that students who need to recover credits establish a plan early and that the college advisor can monitor progress and communicate concerns to students and parents. In addition, this has prompted the Home Office to work on the organization chart and support structure of the school and will be hiring key positions including an EL Coordinator and an MTSS Coordinator.