

John Finney High School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	John Finney High School
Street	1347 Amador Street
City, State, Zip	Vallejo, CA, 94590
Phone Number	(707) 556-8670
Principal	Sylvia Whitson
Email Address	Swhitson@vcusd.org
School Website	vcusd.org
County-District-School (CDS) Code	48705814838058

2023-24 District Contact Information

District Name	Vallejo City Unified School District
Phone Number	(707) 556-8921
Superintendent	William Spalding
Email Address	wspalding@vcusd.org
District Website	vcusd.org

2023-24 School Description and Mission Statement

John W. Finney High School, formerly known as People's High School, provides a safe foundation that empowers students to be open-minded, reflective, responsible citizens who demonstrate self-confidence when facing challenges. Our staff cultivates a love of learning through an engaging, challenging and culturally relevant curriculum. We prepare students to pursue fulfilling postsecondary goals that meet the social, political and economic realities of their communities. Ideally, our students will internalize a desire to enthusiastically transform themselves and their world.

Our school goals are aligned with those of the district and the comprehensive high schools to implement strategies that will increase the graduation rate. We have worked with the district and comprehensive high school staff to identify students who are deficient in credits for on-time graduation. This will ensure that all students will have the opportunity to realize their goals for postsecondary and/or higher education.

John Finney has worked to provide students with credit recovery, improved graduation rates, and build collaborative relationships with the 2 comprehensive high schools, the families and parents of our community, and the community as a whole.

John Finney has on campus or participates with:

Mental health support provider, wellness center and Academic Support provider
HBCU College Fair
FAFSA seminar for students wanting to apply
Project Based Learning to support comprehensive academies
Graduation ceremony
Decline in suspension rates
Higher attendance
Edgenuity On-line learning- all of our electives use this format
Western Association of Schools and Colleges Accreditation currently renewing accreditation

John W. Finney High School believes in caring and respectful relationships among students and adults that provides and

2023-24 School Description and Mission Statement

supports academic challenges, lifelong learning, employment development, reflection and social consciousness. The administration, teachers and staff have established an intimate and supportive learning environment that serves students who have developed serious academic credit deficiencies and are in danger of not earning a high school diploma. Through smaller class sizes and an experienced staff, students at John W. Finney High School are provided with the personal attention and support necessary to recover credit and reach graduation. Both parents and students receive frequent feedback on academic progress through progress reports, report cards and status updates from the counselor, the principal and other school support staff. Periodically, John W. Finney High School uses the assistance of a School Psychologist, Mental Health Support, Academic Support Provider and other support staff to assist students in identifying and working through their personal and academic challenges.

We continue to partner with universities as well as utilize our Wellness Center, which is supported by the Solano County Education Office.

John W. Finney High School is an opportunity for transformation and success.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 11	5
Grade 12	111
Total Enrollment	116

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44%
Male	56%
American Indian or Alaska Native	0.9%
Black or African American	27.6%
Filipino	6%
Hispanic or Latino	53.4%
Native Hawaiian or Pacific Islander	3.4%
Two or More Races	3.4%
White	5.2%
English Learners	18.1%
Foster Youth	0.9%
Homeless	0.9%
Socioeconomically Disadvantaged	90.5%
Students with Disabilities	12.9%

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	5.20	73.84	341.50	65.59	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	19.20	3.69	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.60	9.28	61.10	11.74	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.10	16.74	16.70	3.21	12115.80	4.41
Unknown	0.00	0.00	82.00	15.75	18854.30	6.86
Total Teaching Positions	7.10	100.00	520.70	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4.80	72.02	378.20	71.26	234405.20	84.00
Intern Credential Holders Properly Assigned	0.80	11.78	22.40	4.23	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	64.60	12.18	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.90	13.25	29.90	5.64	11953.10	4.28
Unknown	0.20	2.95	35.40	6.69	15831.90	5.67
Total Teaching Positions	6.70	100.00	530.70	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.60	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.60	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	1.10	0.90
Total Out-of-Field Teachers	1.10	0.90

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All textbooks are from the most recent adoption. There are sufficient textbooks and instructional materials for each student. Supplemental materials are utilized to support student interventions and are outlined in the School Plan for Student Achievement. All textbooks are selected from the most recent list of standards-based materials by the State Board of Education (SBE). 100% of students have their own assigned textbook and instructional materials.

Year and month in which the data were collected October 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent	Percent Students Lacking Own
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		Adoption ?	Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt California Collections/2017	Yes	0
Mathematics	Carnegie Learning HSMS Integrated Math I, II 4e/2022	Yes	0
Science	Prentice Hall Biology-California Edition/2006 McDougal Littell World of Chemistry /2007	Yes	0
History-Social Science	Houghton Mifflin Harcourt Modern World History /2019 Houghton Mifflin Harcourt American History /2019 Houghton Mifflin Harcourt U.S. Government /2019 Houghton Mifflin Harcourt Hall Economics /2019	Yes	0

School Facility Conditions and Planned Improvements

The district's goal is to provide safe school facilities which support teaching and learning. The following are done regularly to ensure that school buildings are clean, safe and functional: all classroom facilities, eating areas and restrooms are cleaned based on standards established by the District. There is an automated work order system supported by a triage system for problems which occur that need immediate attention and resolution for example, broken heater, inoperable rest rooms, and vandalism which impairs a facility from operating in a functional way. The Head Custodian performs an early morning inspection to identify problems and report them.

The school was built in the early 1940s as an elementary school to meet the needs of the military buildup in Vallejo due to WWII. The elementary school was closed in the early 1970s and was reopened as John Finney High School. The round multi-purpose building was built in the late 1970s for extra classrooms and a place for students to eat lunch and assemble. The school was remodeled in the summer of 2003. It was brought up to contemporary standards with heating, air conditioning, internet access, fluorescent lighting, white boards, and storage units in every classroom. The bathrooms were modernized. During the 2008-2009 school year, a weight room was added to enhance the physical education program. In 2009, a mural was painted of Mr. Mim's, an English Teacher, who also served as teacher in charge over the course of his career at John Finney High School.

John Finney started a Green Project during the 2009-2010 school year with the intent of offering students an opportunity to learn about agriculture. John Finney added a raised bed garden to grow vegetables and herbs, as well as, flowers and shrubs, to beautify the campus. However, due to lack of interest or staff buy-in, the project has since been abandoned.

Currently, John Finney is has a computer lab to offer our students access to current technology that will provide them an opportunity to earn credits toward graduation on Cyber High.

John Finney is a small campus built around an open quad with a feeling of a rural setting within the city of Vallejo. Due to its design, it instills a safe, enclosed environment. The staff and students take pride in their school, keeping it clean and graffiti free.

Year and month of the most recent FIT report

October 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Work Order submitted - Repairs completed
Interior: Interior Surfaces	X			Work Order submitted - Repairs completed

School Facility Conditions and Planned Improvements

Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		Work Order submitted - Repairs completed
Electrical	X		Work Order submitted - Repairs completed
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		Work Order submitted - Repairs completed
Safety: Fire Safety, Hazardous Materials	X		Work Order submitted - Repairs completed
Structural: Structural Damage, Roofs	X		Work Order submitted - Repairs completed
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		Work Order submitted - Repairs completed

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	5	14	28	27	47	46
Mathematics (grades 3-8 and 11)	3	0	18	17	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	23	21	91.30	8.70	14.29
Female	--	--	--	--	--
Male	15	13	86.67	13.33	23.08
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	11	9	81.82	18.18	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	22	21	95.45	4.55	14.29
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	23	22	95.65	4.35	0.00
Female	--	--	--	--	--
Male	15	14	93.33	6.67	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	11	10	90.91	9.09	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	22	21	95.45	4.55	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)		1.22	14.49	13.35	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	127	83	65.35	34.65	1.20
Female	56	32	57.14	42.86	0.00
Male	70	50	71.43	28.57	2.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	47	32	68.09	31.91	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	61	40	65.57	34.43	0.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	21	18	85.71	14.29	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	116	76	65.52	34.48	1.32
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	12	70.59	29.41	0.00

2022-23 Career Technical Education Programs

John Finney Continuation High School does not currently offer any CTE classes.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	98.66
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Our parents are valued partners and advocates for the success of our students and school programs. Parents have several opportunities to become involved at school. We encourage parents to take an active role in Parent-Teacher Organizations, School Site Council, DLAC, and Design/Leadership Team. We also invite parents to volunteer their time by providing assistance in classrooms, in our offices, and on our campus.

This year, JFHS has managed all of the parent outreach through either Zoom, ParentSquare, and Google Meets and some in Person meetings. This has allowed us to continue offering our Parent/Student Orientations and other engagement opportunities virtually as well as in person and may actually have increased levels of parent engagement.

Please contact the school at (707) 556-8670 for information regarding organized opportunities for parental involvement.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	27.1	48.1	15.6	19.3	18.4	17.4	9.4	7.8	8.2
Graduation Rate	53.2	51.9	83	73.8	78.9	80.2	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	141	117	83.0
Female	66	53	80.3
Male	75	64	85.3
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	0	0	0.00
Black or African American	44	40	90.9
Filipino	11	10	90.9
Hispanic or Latino	71	55	77.5
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	--	--	--
English Learners	26	20	76.9
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	134	110	82.1
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	15	10	66.7

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	205	197	163	82.7
Female	92	88	78	88.6
Male	112	108	85	78.7
Non-Binary	1	1	0	0.0
American Indian or Alaska Native	1	1	1	100.0
Asian	0	0	0	0.0
Black or African American	69	66	60	90.9
Filipino	14	14	9	64.3
Hispanic or Latino	97	93	75	80.6
Native Hawaiian or Pacific Islander	6	6	4	66.7
Two or More Races	6	6	4	66.7
White	11	10	9	90.0
English Learners	41	38	31	81.6
Foster Youth	1	1	1	100.0
Homeless	2	2	2	100.0
Socioeconomically Disadvantaged	187	179	154	86.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	30	28	25	89.3

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	7.73	14.63	0.09	5.89	7.67	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.01	0.05	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	14.63	0
Female	16.3	0
Male	13.39	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	28.99	0
Filipino	14.29	0
Hispanic or Latino	7.22	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	9.09	0
English Learners	9.76	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	14.97	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	16.67	0

2023-24 School Safety Plan

We ensure safety through training, clear expectations and procedures, and practice. Students at John Finney High School enjoy a safe and orderly campus. We have three full-time Site Safety Supervisors who assist the Principal, Vice Principal and the Office Manager in maintaining a secure campus. We have several video surveillance cameras monitoring the site and its perimeter. Although we could use several more cameras and an overall upgrade to the system, it is currently functional, and does help with site safety. The site safety supervisors have all been trained in the use of video surveillance. Teachers have a duty free lunch, so the Principal and Vice Principal do provide additional supervision during lunch time. The fact that John Finney High is a small, closed campus allows staff to easily monitor students and visitors. The Principal, Vice Principal, Office Manager, Site Safety Supervisors and Attendance Clerk all carry walkie-talkies to help communicate from all locations of the campus. Each classroom is equipped with a detailed safety plan, fire escape maps and directions and telephones for communication. School Safety at John Finney High School is paramount and necessary for an enriched learning environment; heavy emphasis is placed on providing as safe of an environment as possible. Recently, we have updated our communication/intercom system, both in classrooms and for the outside areas of the campus.

Principal, teachers and staff monitor the grounds and supervise students before classes begin and at dismissal time. Loitering is prohibited off campus and in front of school during school hours. Students have to be in supervised areas at all times. Students enter and exit through one gate entry in front of school only. This gate is monitored by Site Safety Supervisor at all times. Site Safety Supervisors are strategically placed in areas to maximize visibility and supervision.

All visitors are required to sign in at the Main Office upon arrival and issued a visitor's badge. Upon departure, visitors are required to sign out and return their visitors badge. In addition, anyone who attends campus will have to sign in for contact tracing.

We revise our School Safety Plan annually. It was updated in August 2023. It includes procedures for emergencies, locations of exit routes, and inventory of emergency supplies and is available in the school office. We share the plan with all staff members.

2023-24 School Safety Plan

We will conduct staff professional development on certain elements of the plan. Students will learn about elements through advisory periods and Positive Behavior Intervention Support (PBIS). There are clear expectations set and taught weekly through PBIS. Our School Safety Plan is reviewed and/or revised on a yearly basis. Our staff members meet on several occasions to review, discuss and modify the School Safety Plan throughout the school year. The principal requires every student to attend an in-depth orientation, where the students and their parent/guardian are provided information about the school and the students are made aware of their expectations prior to starting at John Finney High School. During orientation, the families are given a packet that includes the following documents: Registration paperwork, a Student Emergency Card, the Student Parent Handbook, a detailed map of the school with Emergency Evacuation plans, and an outline of the student Behavior and Attendance expectations.

We have several emergency evacuation drills throughout the year, which include but are not limited to fire drills, earthquake drills, and campus lockdown drills. These drill are being conducted according to state requirements.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
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2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
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2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
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2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	4	5	1
Mathematics	17	4	2	
Science	15	6	1	
Social Science	25	2	2	1

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	10		
Mathematics	19	5	1	
Science	18	7		
Social Science	21	3	2	

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	4	6	0
Mathematics	16	4	2	0
Science	22	3	4	0
Social Science	26	0	5	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	116

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7891	1512	6379	77194
District	N/A	N/A	10669	\$77,192
Percent Difference - School Site and District	N/A	N/A	-50.3	4.84
State	N/A	N/A	\$7,607	\$87,362
Percent Difference - School Site and State	N/A	N/A	-3.3	-13.5

Fiscal Year 2022-23 Types of Services Funded

Outside of the general fund used to pay for the basic needs of the school and expenditure per pupil, John Finney High School utilizes limited funding to support the program generally. They are directly linked to the improvement of student achievement and technology. The monies to be used for 2022-2023 school year are from special-purpose programs for the general budget and the LCAP.

The following programs and supplemental services will be paid for using the funds stated above:

- Bay Area Writing Project \$13,310.00
- Technology \$ 2,153.00
- Textbooks and curriculum \$20,000.00
- Instructional Support and Materials \$29,750.00
- Outside supplemental educational support \$17,158.00
- Unallocated: Staff Professional Development and conferences \$3,870.00

Special education materials for Special Day and Resource Specialist Program class (federal funds)

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$51,665	\$54,190
Mid-Range Teacher Salary	\$73,323	\$85,111
Highest Teacher Salary	\$93,101	\$104,999
Average Principal Salary (Elementary)	\$109,303	\$132,492
Average Principal Salary (Middle)	\$113,675	\$140,987
Average Principal Salary (High)	\$122,908	\$153,884
Superintendent Salary	\$248,000	\$255,503
Percent of Budget for Teacher Salaries	25.54%	32.09%
Percent of Budget for Administrative Salaries	4.89%	5.25%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Professional Development is generally done weekly during Wednesday Professional Learning Community (PLC) Meetings. Usually these meetings are 90 minutes long. There is a team of District Wide Teacher Leaders for Secondary Education that support each of the high schools, and John Finney High School is included in the work they are doing. The PD offered for the last three years has included training on the NWEA reading and math assessments and Edgenuity as well as many different workshops facilitated the Bay Area Writing Project. These Professional development opportunities have covered high leverage instructional strategies centered around student engagement and literacy. For the 2023-2024 school year, John Finney High School has been working with a consultant firm as a part of the CSI Improvement agenda.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	27	28	