



FULLERTON JOINT UNION HIGH SCHOOL DISTRICT

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Office of the Superintendent

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Dear FJUHS D Staff Members, Students, and Parents/Guardians,

As we enter the home stretch of the 1st semester, I would like to say how proud I am of the work our staff, students, and families are doing to support student achievement, and I am excited to watch as students explore and experience the high quality education our FJUHS D team of educators afford them.

With the recent release of the California Assessment of Student Performance and Progress (CAASPP) scores this past Monday, October 24th, we want to share some information regarding an overview of the assessments, where you may access the data, and some of the ways we are utilizing this as well as many other pieces of data to provide professional learning for our teachers, expand academic and social emotional interventions, and support access to our most rigorous academic programs.

Understanding CAASPP is only given to our 11th grade students, FJUHS D also utilizes multiple points of assessment data to analyze student learning including grades, graduation rates, participation in student activities, students qualifying for four-year universities, success rates on advanced placement and international baccalaureate exams, and content area assessments created by subject area teams. FJUHS D utilizes these data points to design instruction that supports and enriches our students, meeting student individual learning needs in order to attain or surpass grade level standards. While the pandemic created disruptions to both the typical learning and testing environments, our collective team of educators are actively engaged in shared professional learning activities sharing research based strategies to engage all students.

CAASPP/SBAC Overview

The Smarter Balanced Assessment (SBAC) [Smarter Balanced](#) began in 2015 and is taken by students in grades 3-8 and 11 each spring and is part of the statewide accountability system known as the [California Assessment of Student Performance and Progress](#), (CAASPP). The assessment is designed to measure student mastery of [content standards](#) as well as identify and address gaps in knowledge or skills that may require more targeted interventions. The academic assessments cover three subject areas - English Language Arts (ELA), mathematics, and science, and since FJUHS D is a high school school district, only our 11th grade students take these assessments.

CAASPP results were publicly [released Monday](#) by the California Department of Education [OC students outperform peers on assessments that reflect pandemic-era disruptions](#). While the scores emphasize the need for ongoing accelerated learning and support across the state, they also showed that FJUHS D students are continuing to outperform their peers across California and are achieving scores comparable to their peers across Orange County.

Currently the FJUHS D Educational Services team is actively working with various groups to dive into our results for the 2021/22 school year, as well as look at statistical trends over the past five years. This is very important, especially when considering there was no assessments given in the spring of 2020, and the assessments given in the spring of 2021 were voluntary for school districts, modified versions , and due to the requirements of by the state of California and local healthcare agencies, taken during a blended hybrid, or for some full remote learning program. Below is a chart with an overview of the assessments given for each of the past three years.

FJUHSD CAASPP Overview ([Ed Source Searchable Database](#))

2018/19	2020/21	2021/22
<p align="center">Full in-person instruction.</p> <p>Assessments taken in-person during a traditional testing schedule.</p> <p>Student participation rates met the minimum requirements by the state of at least 95%: 96% - ELA 97% - Math 98% - Science</p>	<p align="center">Remote/hybrid instruction.</p> <p>Assessments taken in-person during a hybrid or remote assessment schedule.</p> <p>No student participation rate requirement as this year the assessments were voluntary: 89% - ELA 87% - Math Not Offered - Science</p>	<p align="center">Full in-person instruction.</p> <p>Assessments taken in-person during a traditional testing schedule.</p> <p>Student participation rates met the minimum requirements by the state of at least 95%: 96% - ELA 96% - Math 97% - Science</p>

Program Supports and Targeted Interventions

FJUHSD has been able to analyze the trends of the CAASPP assessment data to inform local decision-making. The addition of program supports and targeted interventions were implemented this school year to address the gaps in knowledge and skills indicated by this assessment data to improve student academic achievement. To address the identified gaps in knowledge and skills, the District has implemented the following interventions and supports to improve student achievement outcomes:

- Initiated the SET for Success Professional Learning series. These are full-day targeted trainings for instructional staff by subject area, led by the District’s Teachers on Special Assignment.
- Initiated twenty Professional Learning Community days at each District school to focus on developing best first instructional practices.
- Reading and math intervention courses at each District school.
- Expanded on-campus tutoring opportunities after-school
- Expanded online tutoring after-school, evenings, and weekends Increased mental health supports through the District Mental Health Specialists, outside agencies, school counselors, and psychologists.
- Developing an expanded offering of summer programs in 2023 for incoming ninth grade students to address student needs as well as to create a climate of support and community.
- Focused on classroom reengagement strategies for students coming back from the pandemic.

We look forward to sharing a complete update of assessment results at a future Board meeting and would like to thank FJUHSD’s teachers, instructional coaches, support staff members, and families for their dedication to our students and continued partnership as we move forward *Together*.

Sincerely,



Steve McLaughlin, Ed.D.
 Superintendent