

CORRECTED

SDUSD UC a-g Board of Education Presentation

Tuesday, October 28, 2014



History of UC a-g in SDUSD

UC/CSU 'a-g' IMPLEMENTATION SUMMARY

2008-2009

June 2009 – In an effort to ensure that all SDUSD students have the opportunity to participate in college and be prepared for their choice of career, the Board of Education adopted a resolution that a steering committee be formed to develop recommendations and a plan for implementation of the 'a-g' course sequence for all students.

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UC/CSU 'a-g' IMPLEMENTATION SUMMARY

2009-2010

Education Trust West (ETW) performed an Educational Opportunity Audit and analysis of transcript data from the Class of 2009 with regard to 'a-g' readiness, met with principals, teachers, and students at five focus high schools for input, and conducted a Community Conversation with parents and community members to gather their input on preparing all students for college and career readiness.

ETW Findings

Finding 1: SDUSD graduation requirements are not aligned with the a-g requirements

Finding 2: Significant gaps in a-g success appear by ethnicity

Finding 3: Significant gaps in access to a-g courses appear by ethnicity

Finding 4: Significant gaps exist in access to a-g courses for English Language Learners, students with disabilities, and economically disadvantaged students.

ETW Findings

- ◆ Finding 5: Wide disparities in a-g success rates exist among SDUSD high schools
- ◆ Finding 6: Wide gaps exist in access to AP and IB
- ◆ Finding 7: Course grades of D disproportionately affected a-g
- ◆ success

ETW Recommendations

💧 Curriculum and Instruction

- 💧 Reform the master-schedule process
- 💧 Examine grading policies
- 💧 Review use of D grades across the district
- 💧 Open access to AP and IB courses

💧 Professional Development

- 💧 Evaluate and implement professional development throughout the district
- 💧 Expand use of parent connection and individual school websites
- 💧 Coordinate elementary, middle and high school curricula

ETW Recommendations

💧 Student Supports

- 💧 Create districtwide “bridge” programs
- 💧 Examine ways to meet the needs of special populations
- 💧 Develop a college-going culture district-wide
- 💧 Evaluate intervention and support programs, both in class and outside of class
- 💧 Evaluate current staffing (will need math and world language)
- 💧 Create a district-wide format for course catalogues

💧 Resource Commitments

- 💧 Prioritize resource allocation for a-g implementation

History of UC a-g in SDUSD

UC/CSU 'a-g' IMPLEMENTATION SUMMARY

2010-2011

ETW presented audit findings to Board of Education and members of the 'a-g' Task Force. The Task Force broke into subcommittees to begin developing implementation plans based on the audit results; audit findings were also presented to CAC, Math Task Force, senior high principals, and the LAC. Board approves Task Force recommendations: align district graduation subject requirements with UC/CSU 'a-g' subject requirements, require new graduation requirements to be implemented with the class of 2016, encourage extra support for students earning D and F grades, and add career readiness graduation requirements. Action Teams began meeting monthly to work on implementation, and the Advisory Committee met quarterly to receive updates from Action Teams.

History of UC a-g in SDUSD

UC/CSU 'a-g' IMPLEMENTATION SUMMARY

2011-2012

Action Teams met monthly to work on implementation, and the Advisory Committee to met quarterly to receive updates from Action Teams. Implementation updates were provided to school counselors, registrars, Area Superintendents, ASB presidents, LAC, high school principals, PTSA, and clusters. The Board of Education rescinded the career readiness component of new graduation requirements and approved the 2012-13 funding request for 'a-g' implementation.

History of UC a-g in SDUSD

UC/CSU 'a-g' IMPLEMENTATION SUMMARY

2012-2013

Graduation requirements letter mailed to students in the Class of 2016 and their parents. Leaders of UC 'a-g' for All implementation met monthly, Advisory Committee met quarterly to receive updates from Leaders. Implementation updates were provided to high school principals, Area Superintendents and stakeholder groups.

History of UC a-g in SDUSD

UC/CSU 'a-g' IMPLEMENTATION SUMMARY

2013-2014

7000-series courses were removed from the master schedule to ensure students with disabilities are enrolled in rigorous courses. Multi-color graduation requirement posters were distributed to every school site for posting in every classroom. A central office Resource Counselor worked with every high school to ensure that master schedule development included appropriate 'a-g' course offerings. As a regular part of their duties, counselors met with 8th grade students to develop four-year high school plans and continuously monitor student progress toward successfully meeting their plans.

Graduation Coaches continued to be assigned to every high school. Targeted interventions were offered at the lowest performing schools to support students in English Language Arts and Math. All Summer School 2014 resources focused on the high school program – 2,000 additional students attended for credit recovery, foreign language, and PE.

History of UC a-g in SDUSD

UC/CSU 'a-g' IMPLEMENTATION SUMMARY

2014-15

The High School Resources Office was established. High school counselors returned to work four days earlier to review student 2014-15 academic schedules and make any needed changes prior to the start of the school year. Graduation requirements letter mailed to students in the Class of 2016 and their parents. High school graduation, 'a-g' data, and master schedules identified as a priority. San Diego Education Research Alliance (SanDERA) study looking at Class of 2016 data.

History of UC a-g in California

UC a-g Districts	Rationales
Los Angeles Oakland San Francisco San Jose Unified East Side Union (East San Jose) San Diego <u>The San Diego Way</u> : No Categorical Presumptions About Whole Groups Not Being Able to Meet Goals. Individual Determinations Through an Existing Program. Quality. Meaningful. Rigorous. “Gone must be the days when some youth get orange juice and some get orange drink”	Prevention of Tracking—Overt or Unintentional Civil rights issue—access to a robust, meaningful curriculum/diploma Desire for Consistency Across the System Qualification Rates for CSU/UC were significantly lower for African American and Hispanic students Community College: Concerned about need for remediation

Issue of Access

Access to UC a-g

SDUSD has a comprehensive Course of Study that includes academic and technical courses that have UC a-g designation.

SDUSD has a clear Administrative Procedure that requires that all graduates from 2016 forward participate in and complete a rigorous UC a-g sequence of courses to ensure that ALL students are provided the opportunity to be college ready as measured by the UC system.

Principals have the ability to use non UC a-g coursework as interventions to support the achievement of these rigorous expectations.

SDUSD UC a-g Graduation

Meeting UC a-g Standards for Entry to the UC System	Graduation from SDUSD
<p>SDUSD students will experience and complete a sequence of courses that will provide them with the opportunity to be UC ready.</p> <p>To meet UC a-g standards, graduates must complete a minimum of 15 college-preparatory courses (a-g), with at least 11 finished prior to the beginning of the senior year. Students must earn a GPA of 3.0 or better (3.4 if a non resident) in these courses with no grade lower than a C.</p> <p>SAT subject, AP or IB exams can also be used to satisfy the a-g requirements. (UC allowance not district procedure)</p>	<p>Students do not have to meet UC a-g standards to graduate from SDUSD. They must complete the UC a-g sequence of courses to graduate.</p> <p>Students in SDUSD may earn Ds in coursework to graduate providing the overall cumulative GPA at graduation is above a 2.0.</p> <p>Sites that have offered non-UC a-g options for graduation will have to ensure that the proper interventions are in place to support students as they participate in more rigorous coursework.</p>

SDUSD UC a-g Graduation

UC Admission Requirement (15 courses)	SDUSD 2016 Graduation Requirement (22 courses)
<p>2 years:</p> <p>One year of World History</p> <p>One year of US History or ½ year US History and ½ year Am. Gov. or civics</p>	<p>3 years:</p> <p>One year of World History</p> <p>One year of US History</p> <p>One year of Government/Economics or Course Alternative</p>
<p>4 Years:</p> <p>College Preparatory English (“b”)</p>	<p>4 years:</p> <p>One year English 1-2</p> <p>One year English 3-4</p> <p>One credit American Literature and three credits from ELA (“b”) courses</p>

SDUSD UC a-g Graduation

UC Admission Requirement (15 courses)	SDUSD 2016 Graduation Requirement (22 courses)
3 Years: College Preparatory Mathematics ("c") (Includes topics in algebra and Geo)	3 years: One year Algebra or Int. Math I One year Geometry or Int. Math II One year Intermediate Algebra or Int. Math III
2 years: Laboratory Science ("d") that provides fundamental knowledge in at least two of the three disciplines of biology, chemistry and physics.	3 years: One year life science One year physical science One year "d" or "g" lab science

SDUSD UC a-g Graduation

UC Admission Requirement (15 courses)	SDUSD 2016 Graduation Requirement (22 courses)
2 years: Same language taken for two years (equivalent to the second-level of HS instruction)	2 years: Same language taken for two years (equivalent to the second-level of HS instruction)
1 year: Dance, drama/theater, music or visual art (“f”)	1 year: One year “f” approved courses in same subject
1 year: Chosen from “a-f” courses	The extra lab science requirement for SDUSD would meet this requirement

SDUSD UC a-g Graduation

UC Admission Requirement (15 courses)	SDUSD 2016 Graduation Requirement (22 courses)
	2 years of PE
	8 electives
	WGPA of 2.0 in grades 9-12
	Passage of math and ELA CAHSEE
	Computer Proficiency
	44 credits (specific subjects)

SDUSD A-G Graduation Requirements

	English language arts (ELA)	Mathematics	History/Social Science (HSS)	Science	World Language	Visual and Performing Arts (VAPA)
Graduation Requirements:	4 years	3 years	3 years	3 years	2 years	1 year
"On-Track" Requirements as of start of 3rd year*:	2 years	2 years	1 years	1 year	1 year**	1 year**

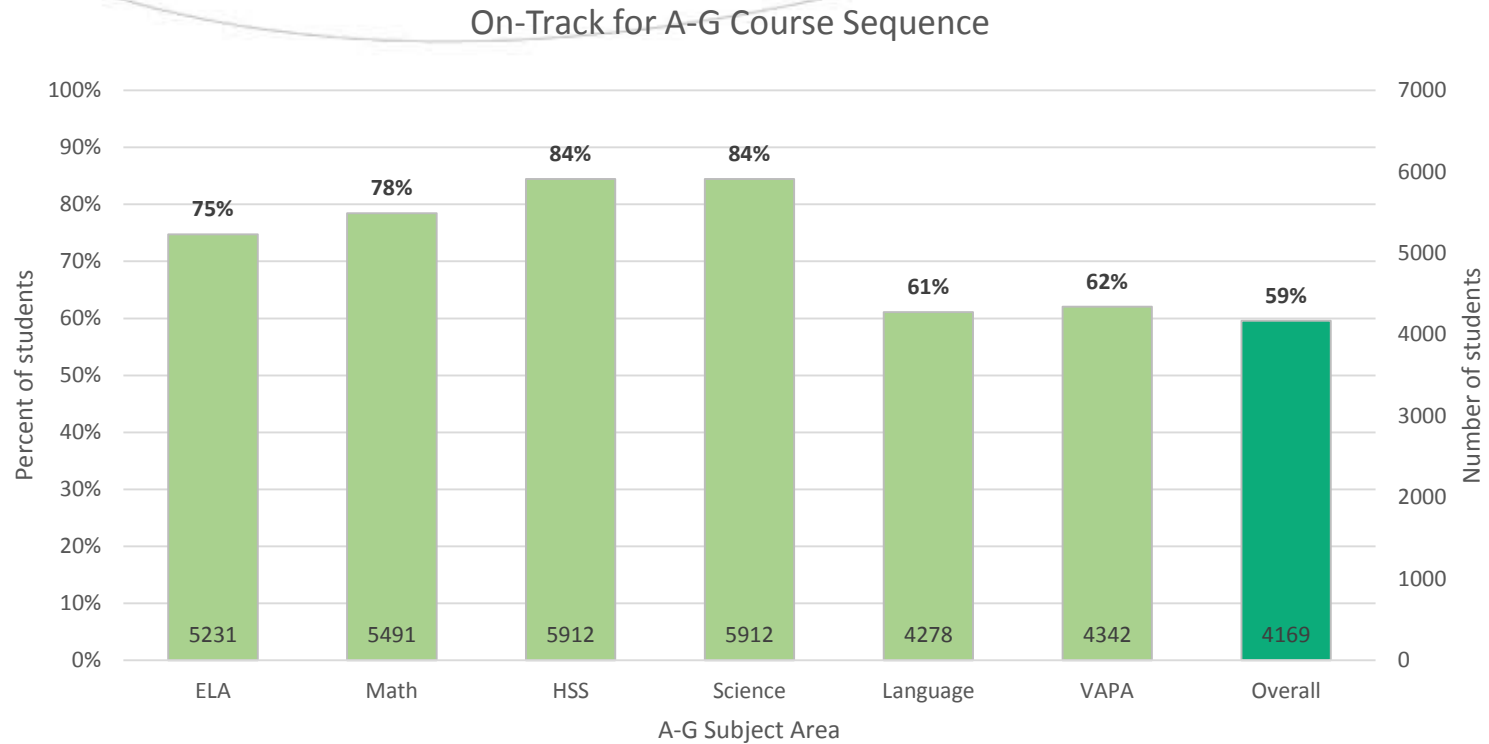
*On Track a-g defined as having passed the following courses (or their equivalents):

English 1-2, English 3-4, Algebra, Geometry, World History/Geography, Biology or Physics, and at least 4 additional semester credits in any combination of approved science, world language, and visual/performing arts coursework.

**Because individual course sequences vary, students with less than 1 year of VAPA and/or World Language will be considered on-track if they have completed a total of 6 semester credits in any combination of Science, World Language and VAPA coursework.

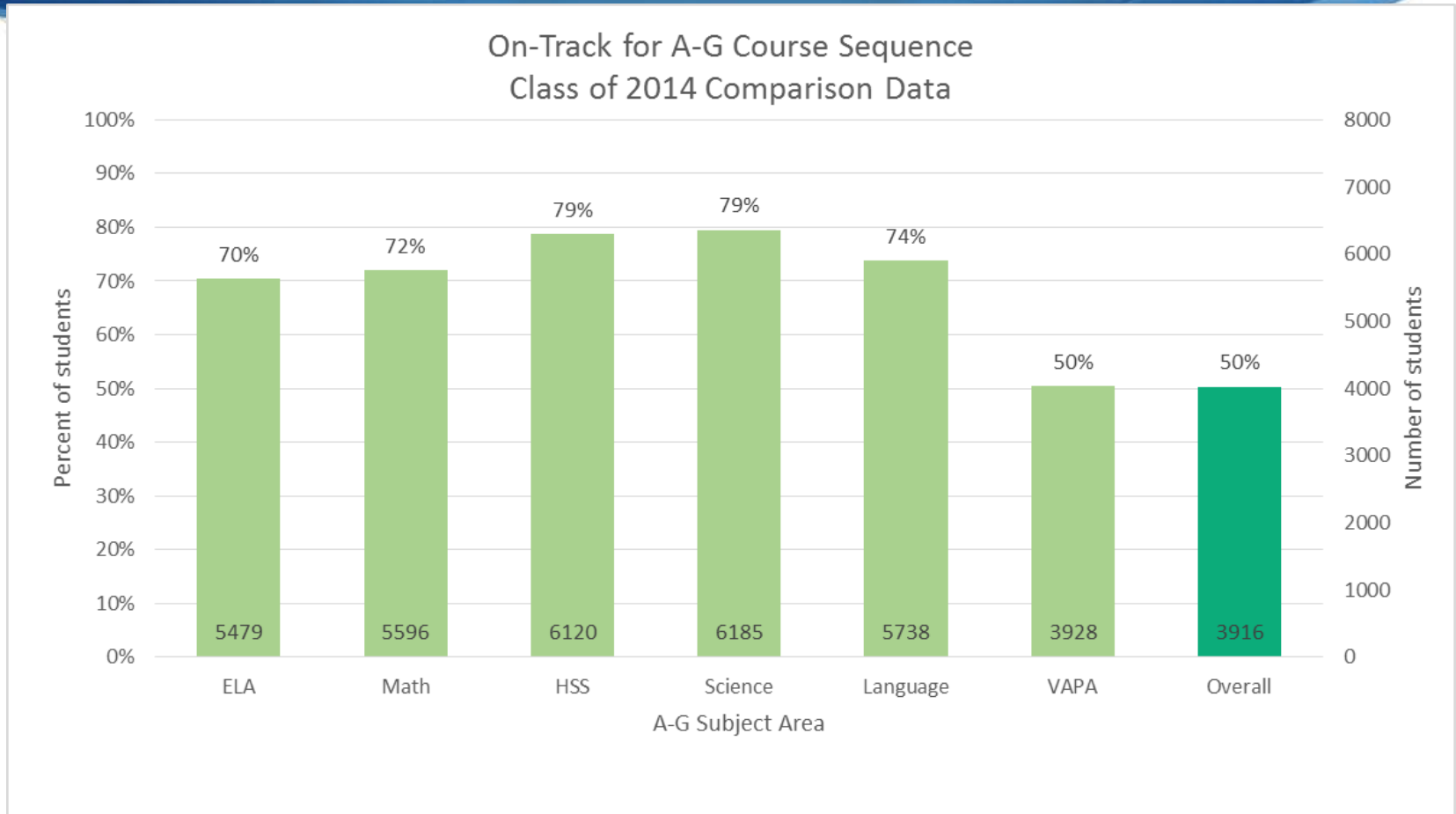
Progress toward a-g Graduation Requirements

Class of 2016 – “On Track” Status

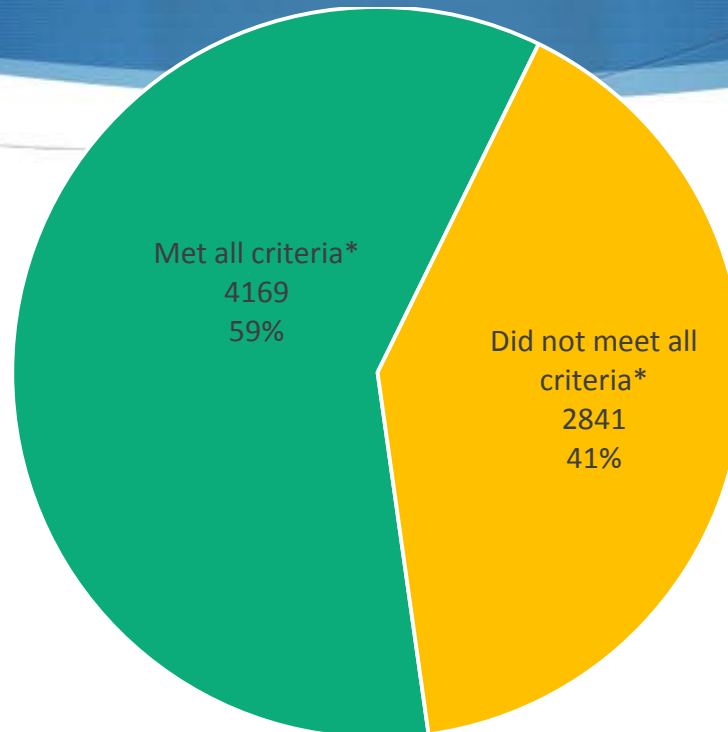


Progress toward a-g Graduation Requirements

Class of 2014 – “On Track” Status start of 3rd year

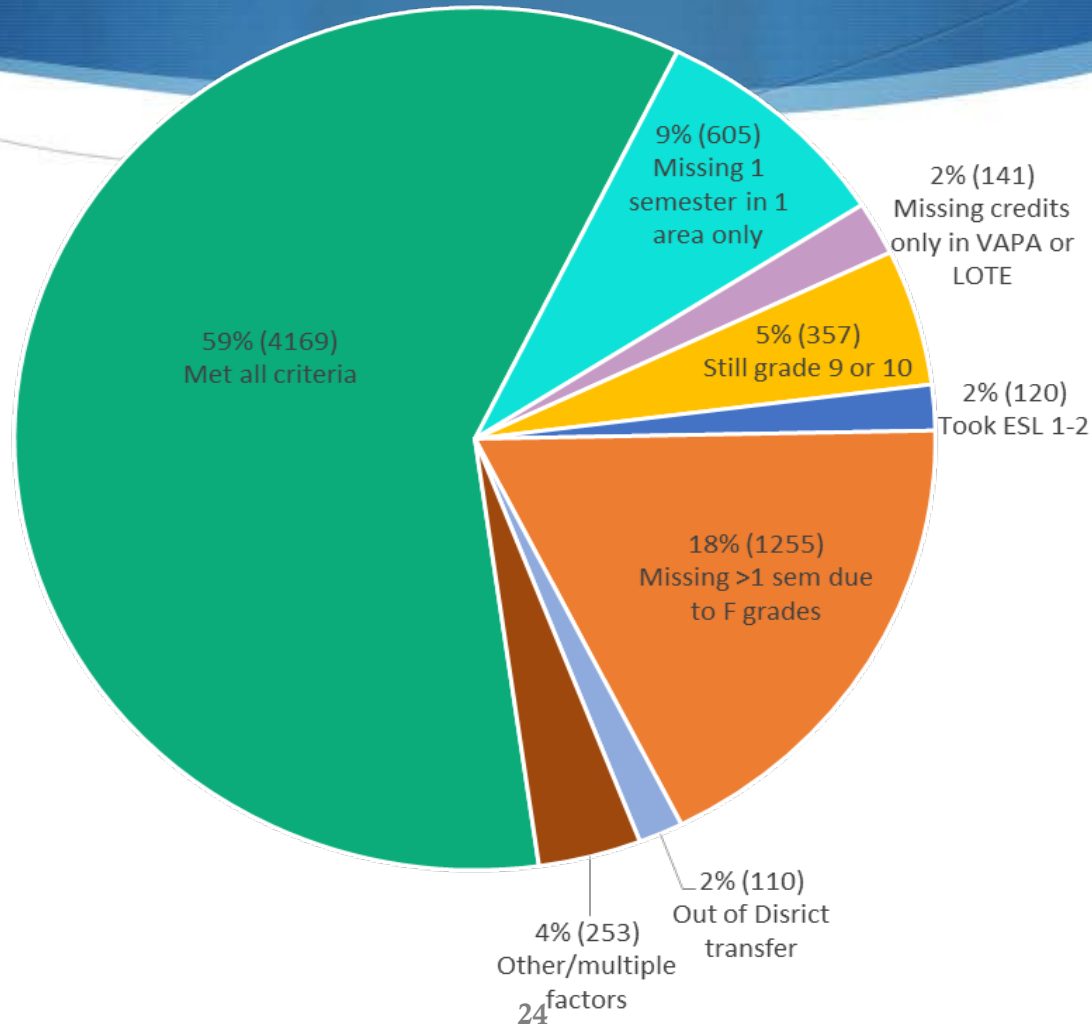


Progress toward a-g Graduation Requirements Class of 2016 – “On Track” Status Overall



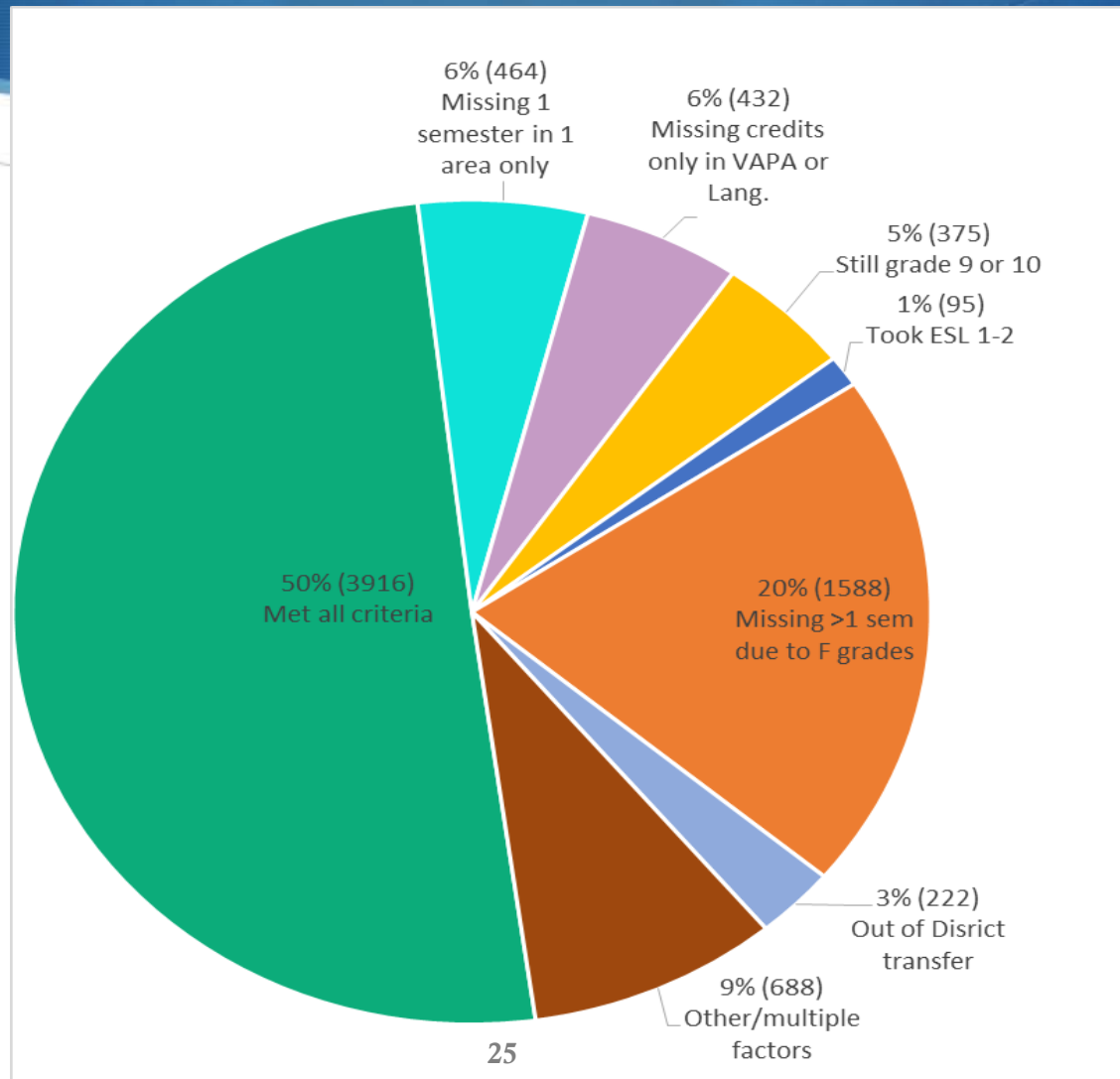
*On Track a-g defined as having passed the following courses (or their equivalents): English 1-2, English 3-4, Algebra, Geometry, World History/Geography, Biology or Physics, and at least 4 semester credits in any combination of approved science, world language, and visual/performing arts coursework.

Class of 2016 Progress Toward a-g Graduation Requirements “On Track” Status Breakdown



Progress toward a-g Graduation Requirements

“On Track” Status Breakdown--start of 3rd year – Class of 2014

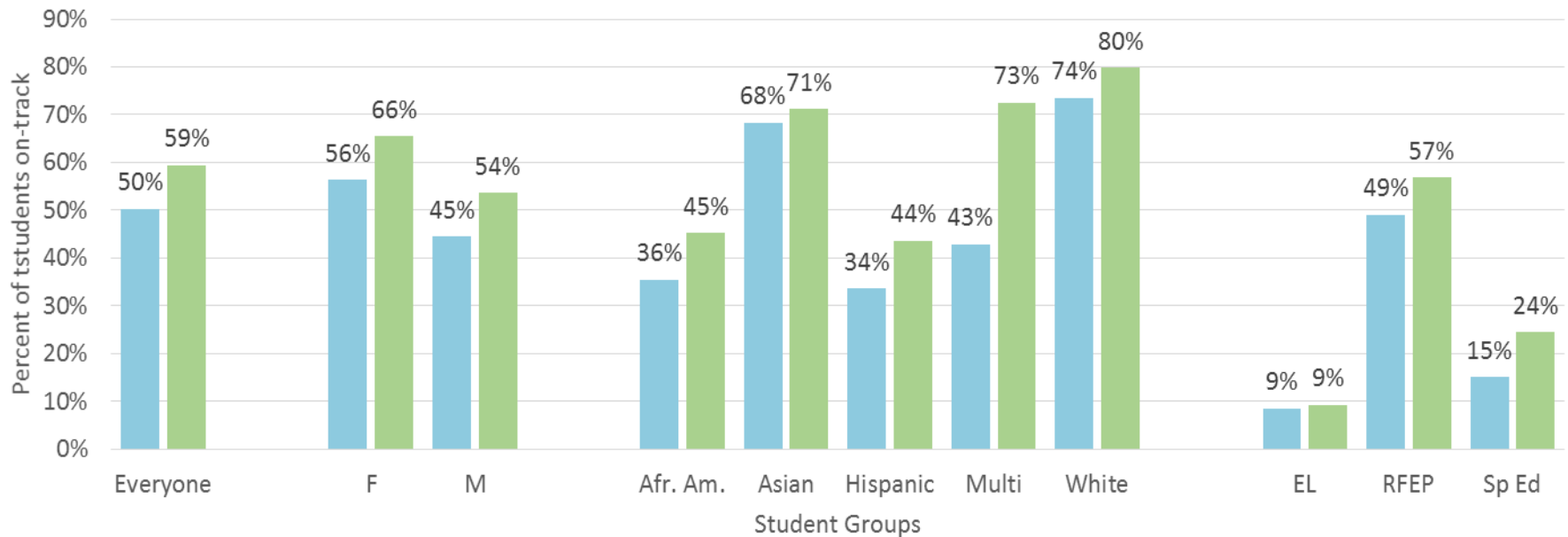


Progress toward a-g Graduation Requirements

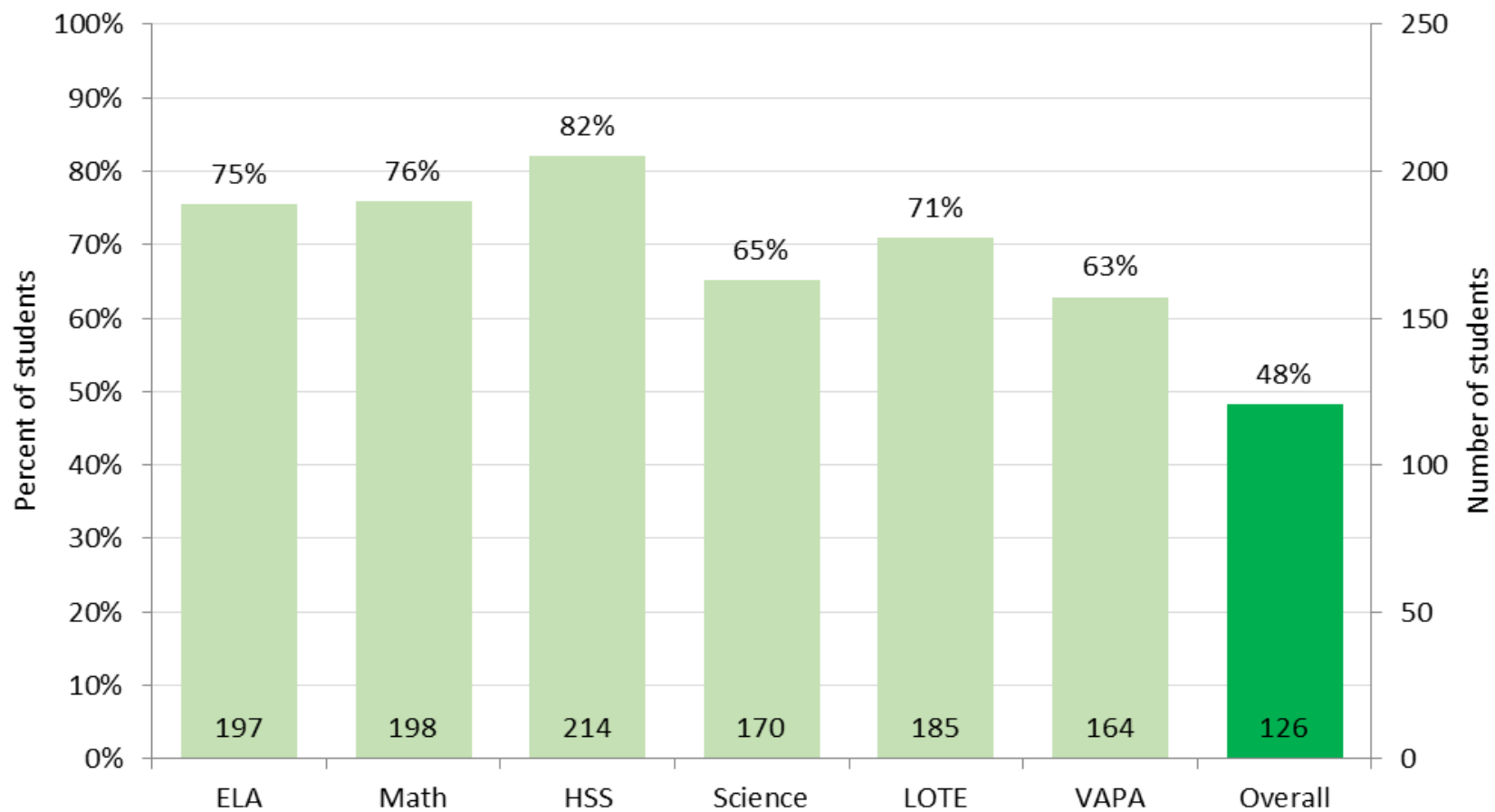
Class of 2014/2016 – “On Track” Status

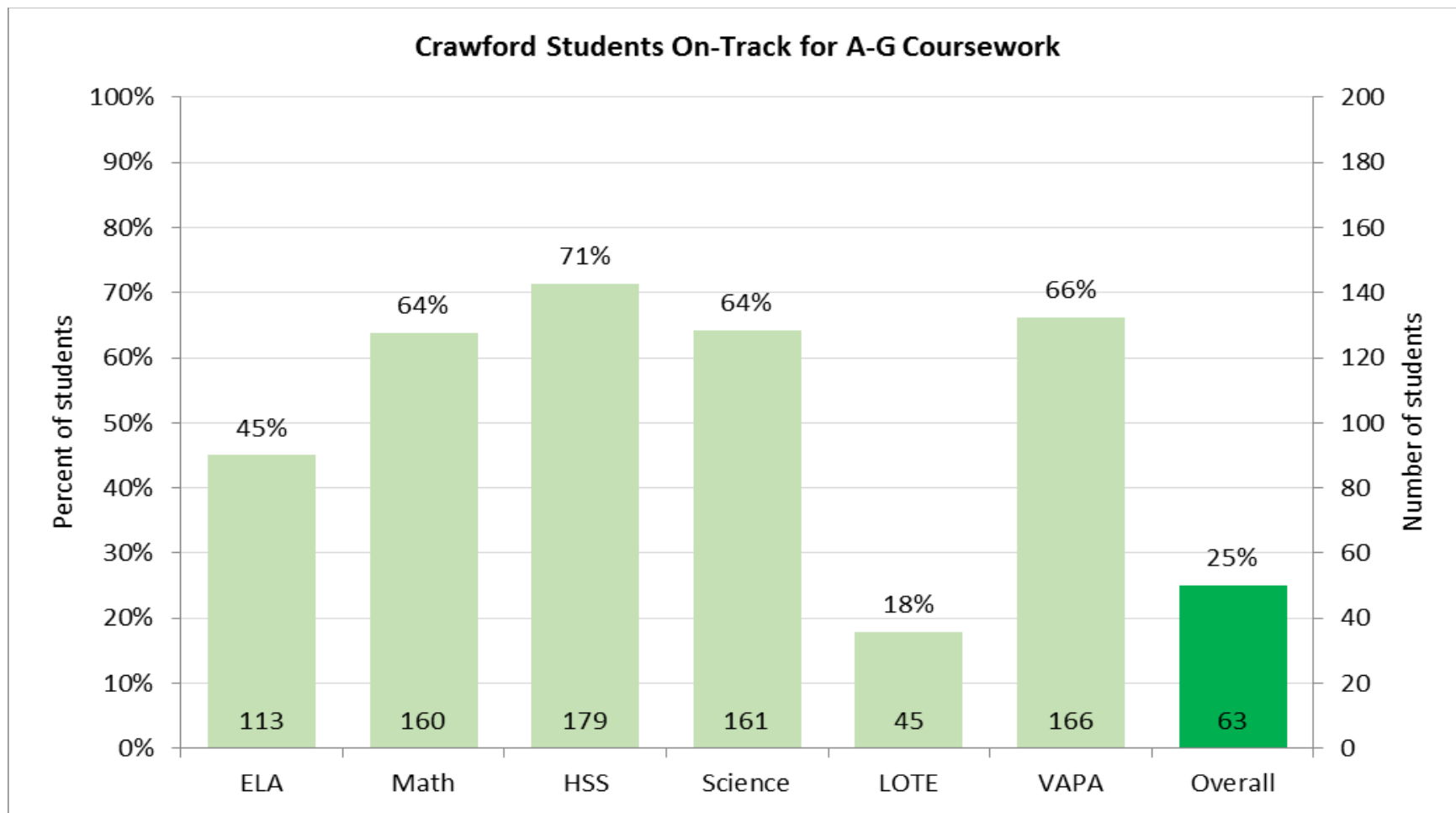
On-Track to Meet A-G Coursework as of start of 3rd year
Class of 2014 versus Class of 2016

■ Class of 2014 ■ Class of 2016

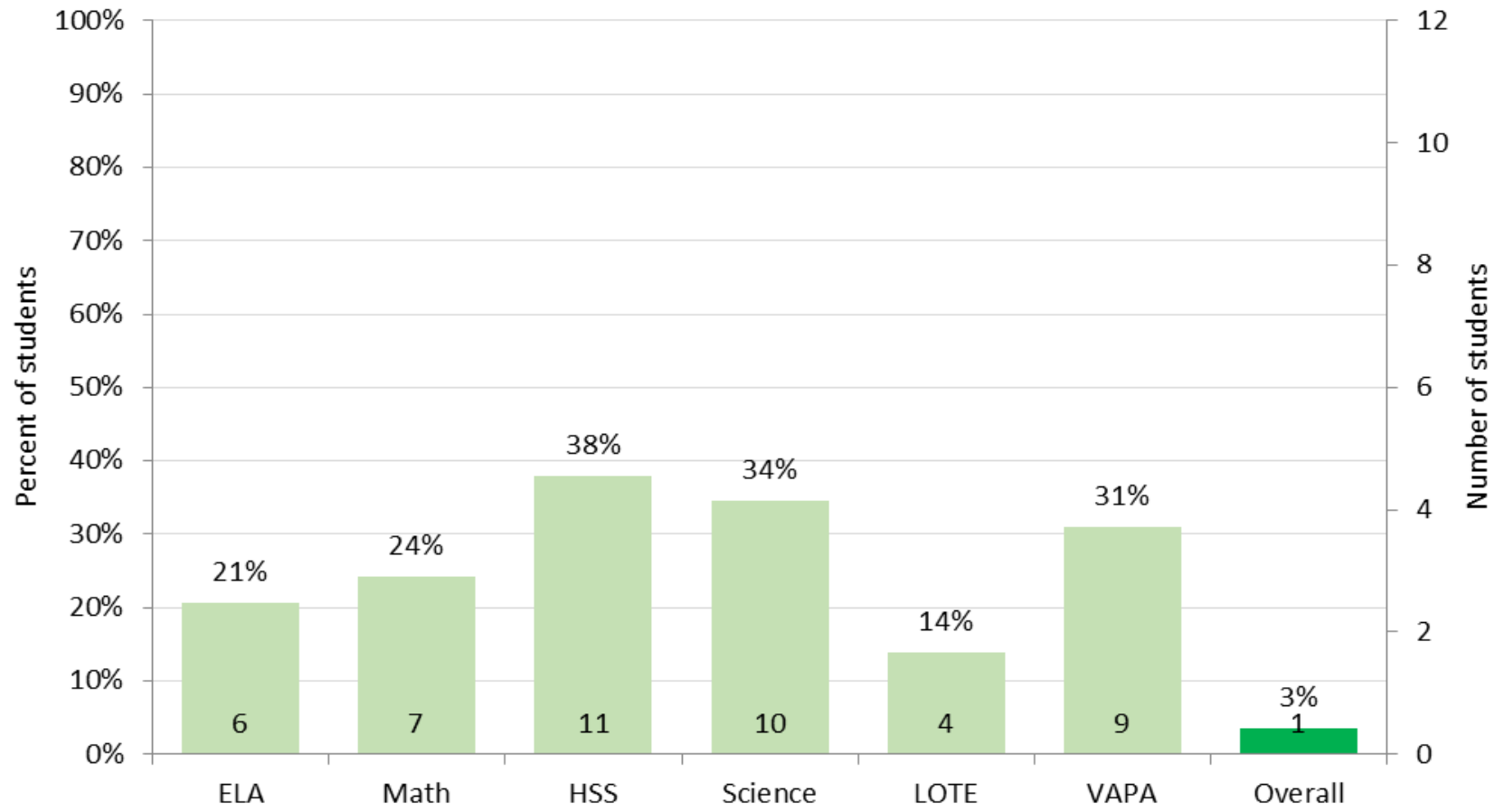


Clairemont Students On-Track for A-G Coursework

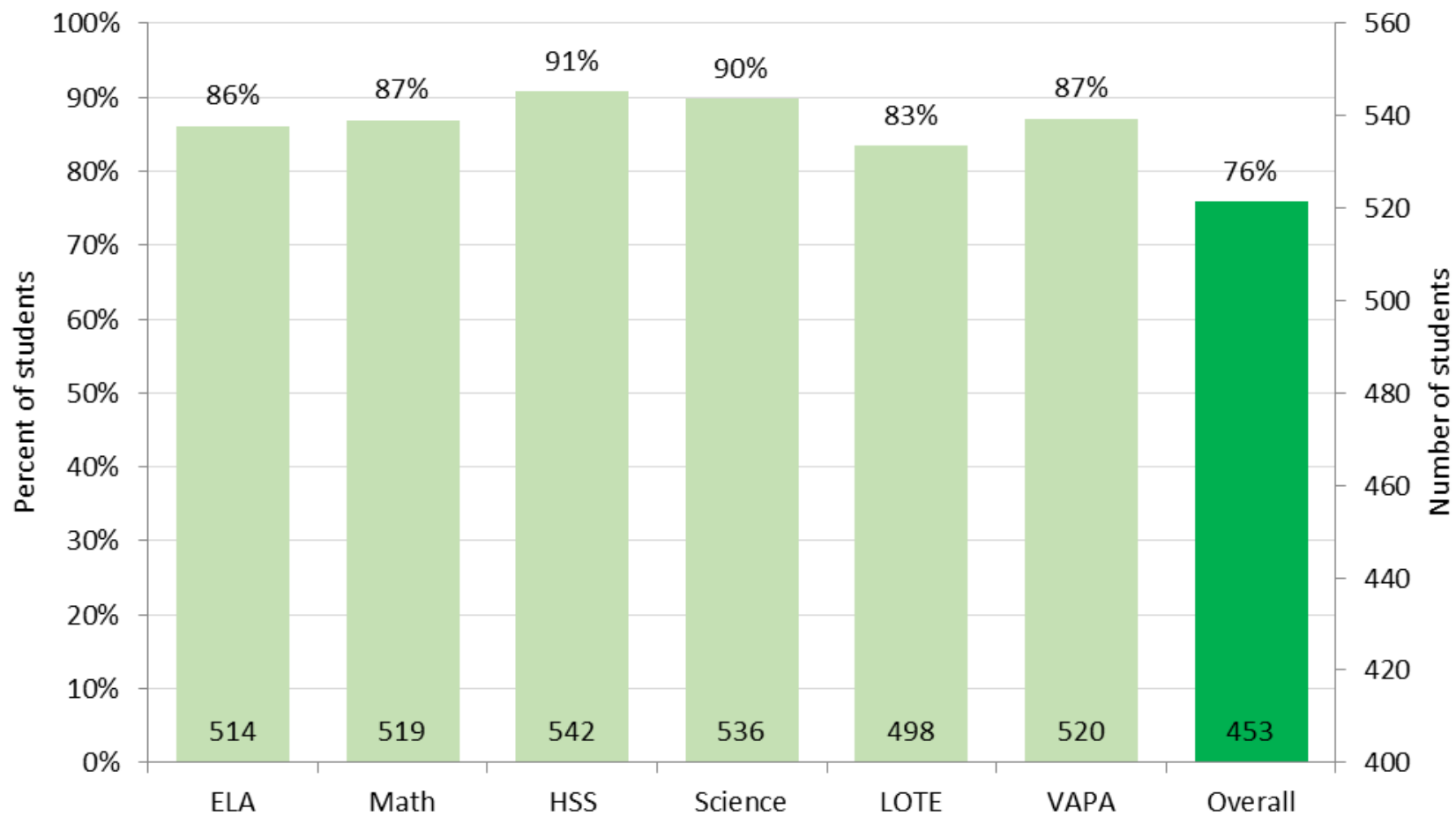




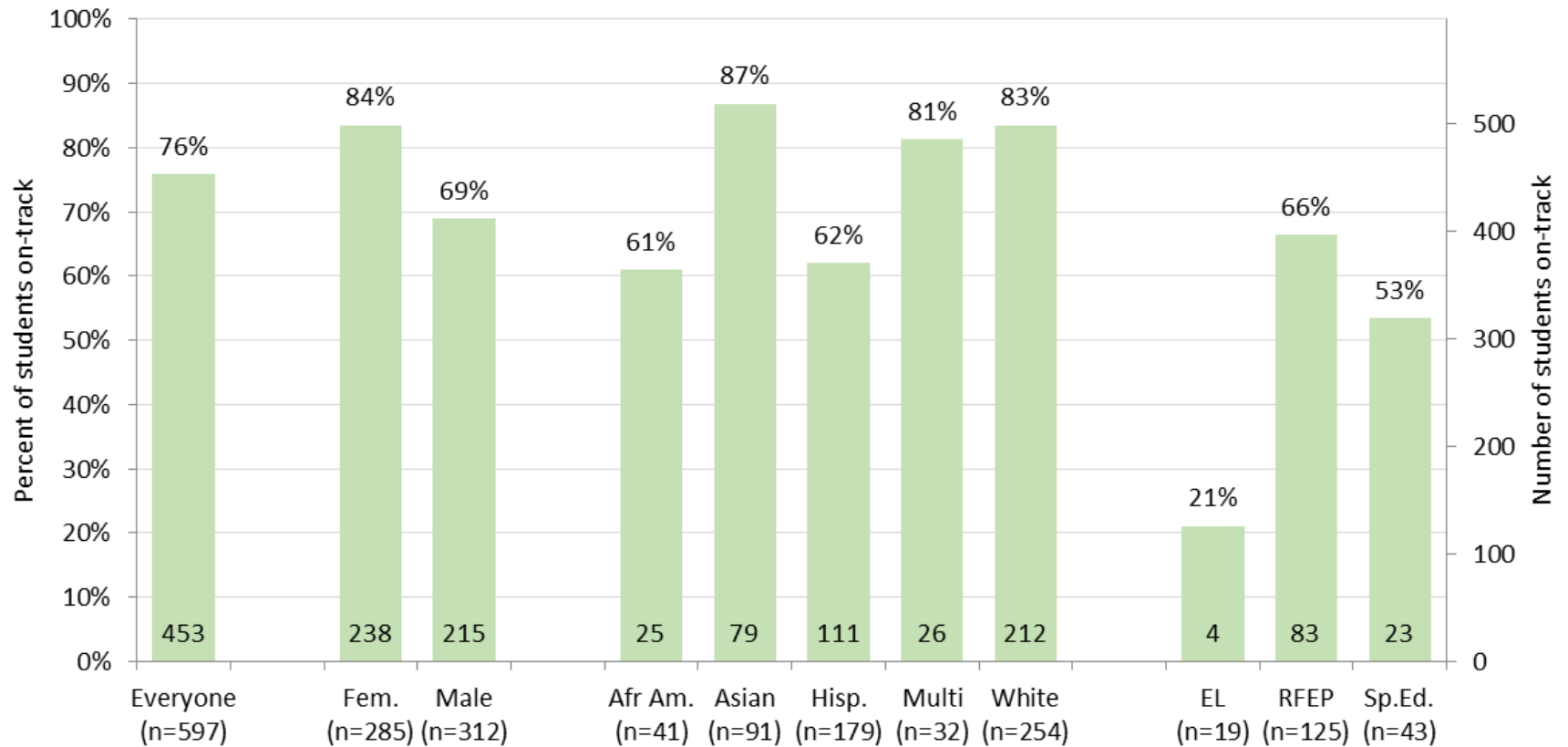
Garfield High Students On-Track for A-G Coursework



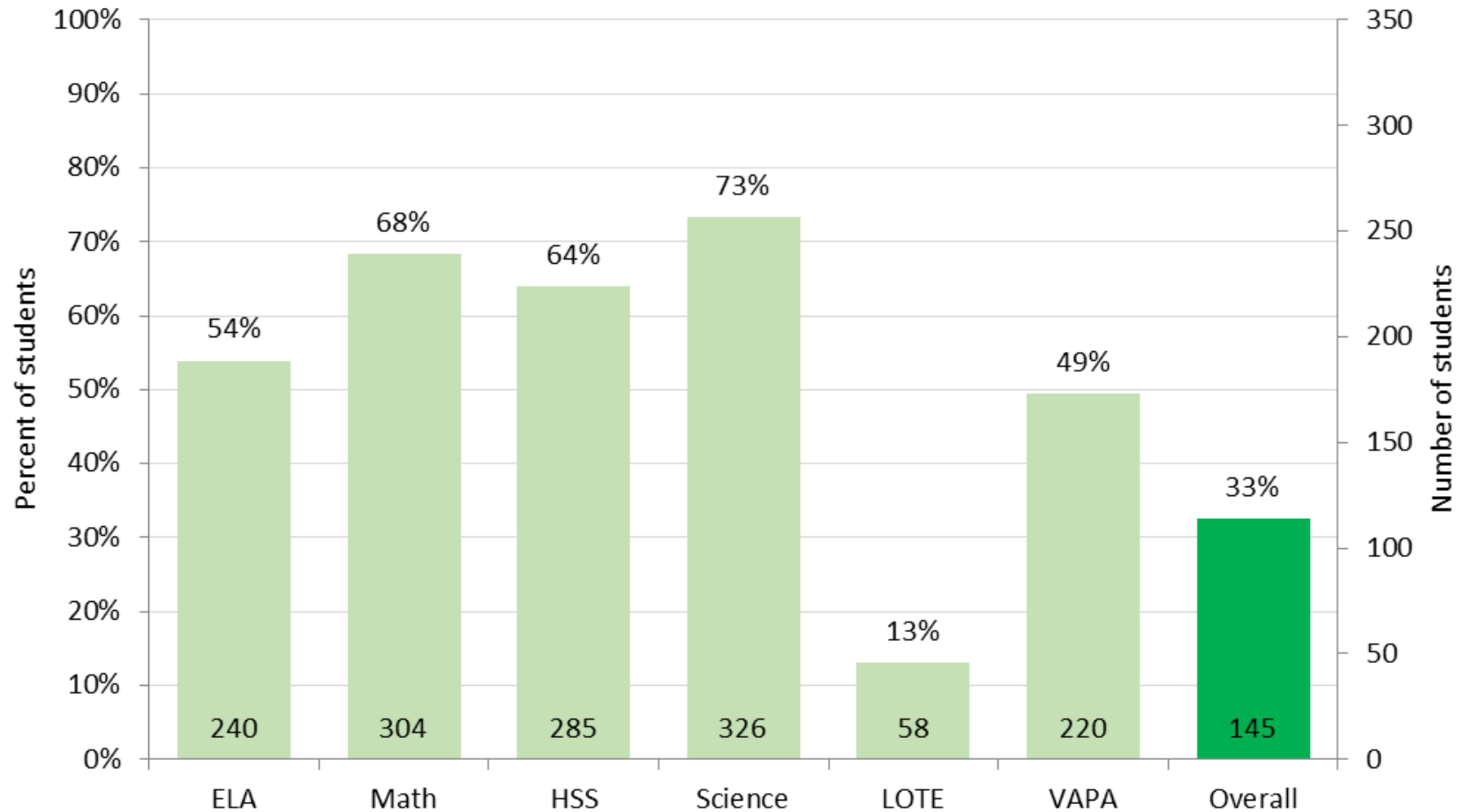
Henry Students On-Track for A-G Coursework



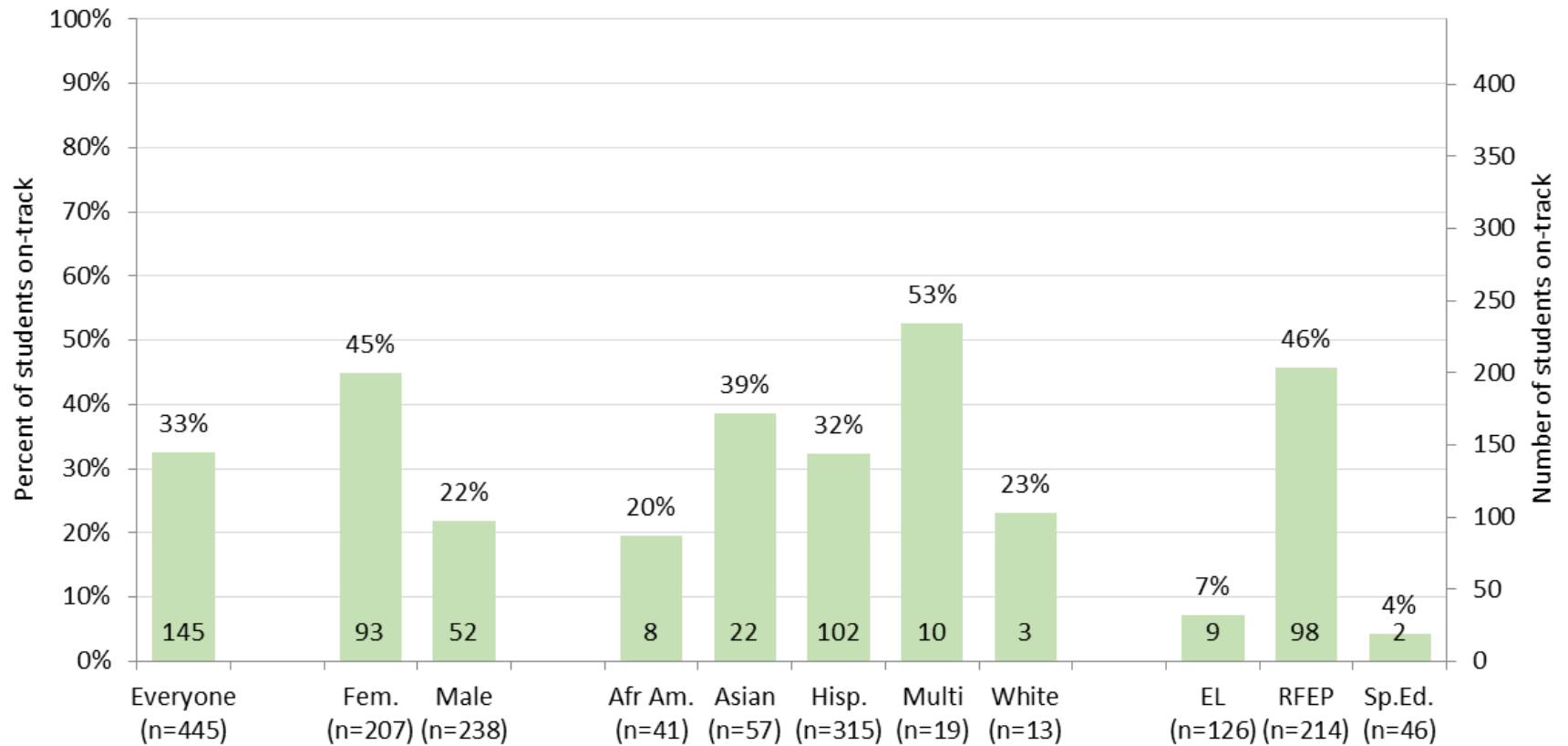
Henry Students On-Track for A-G Coursework



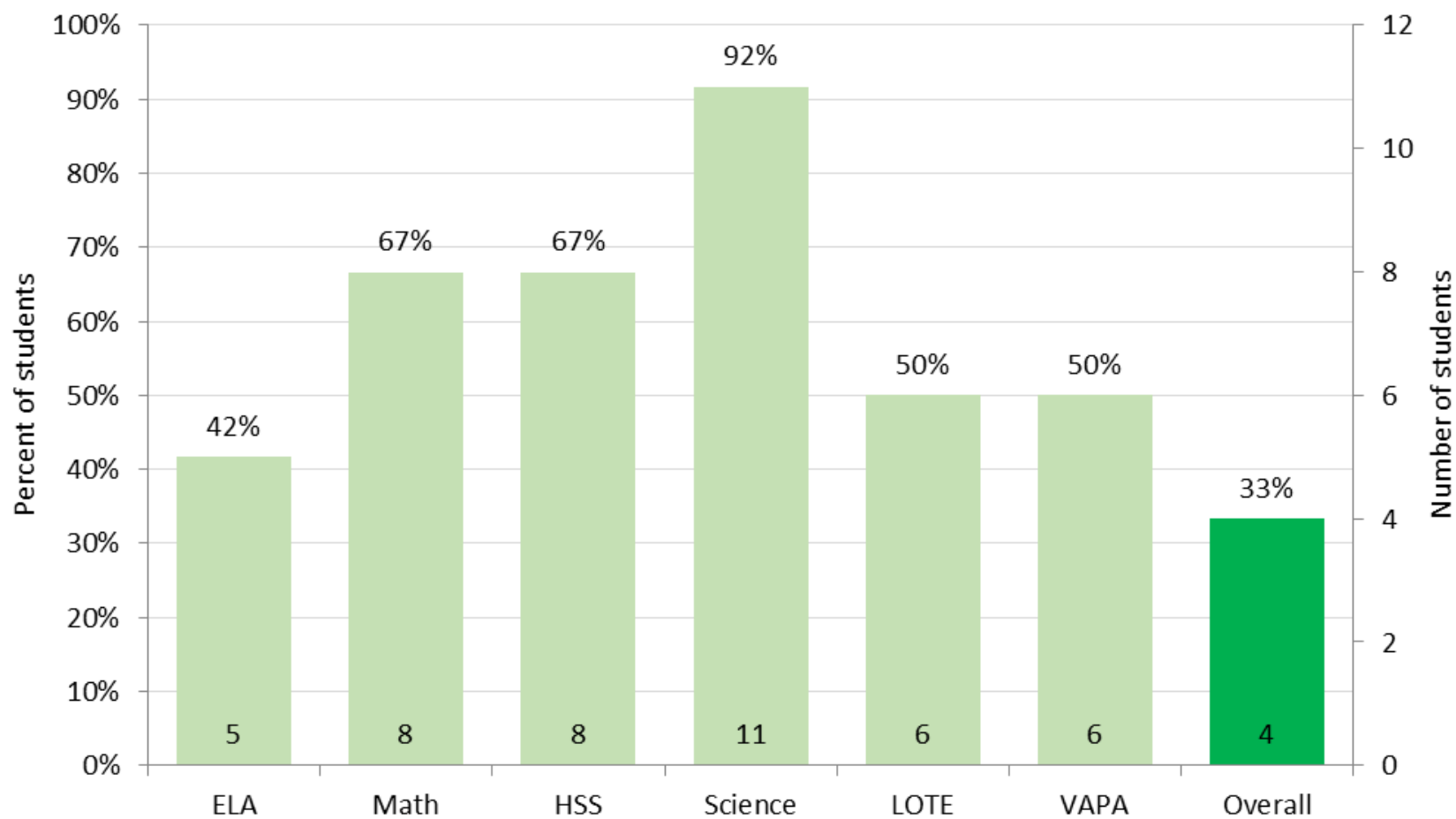
Hoover Students On-Track for A-G Coursework



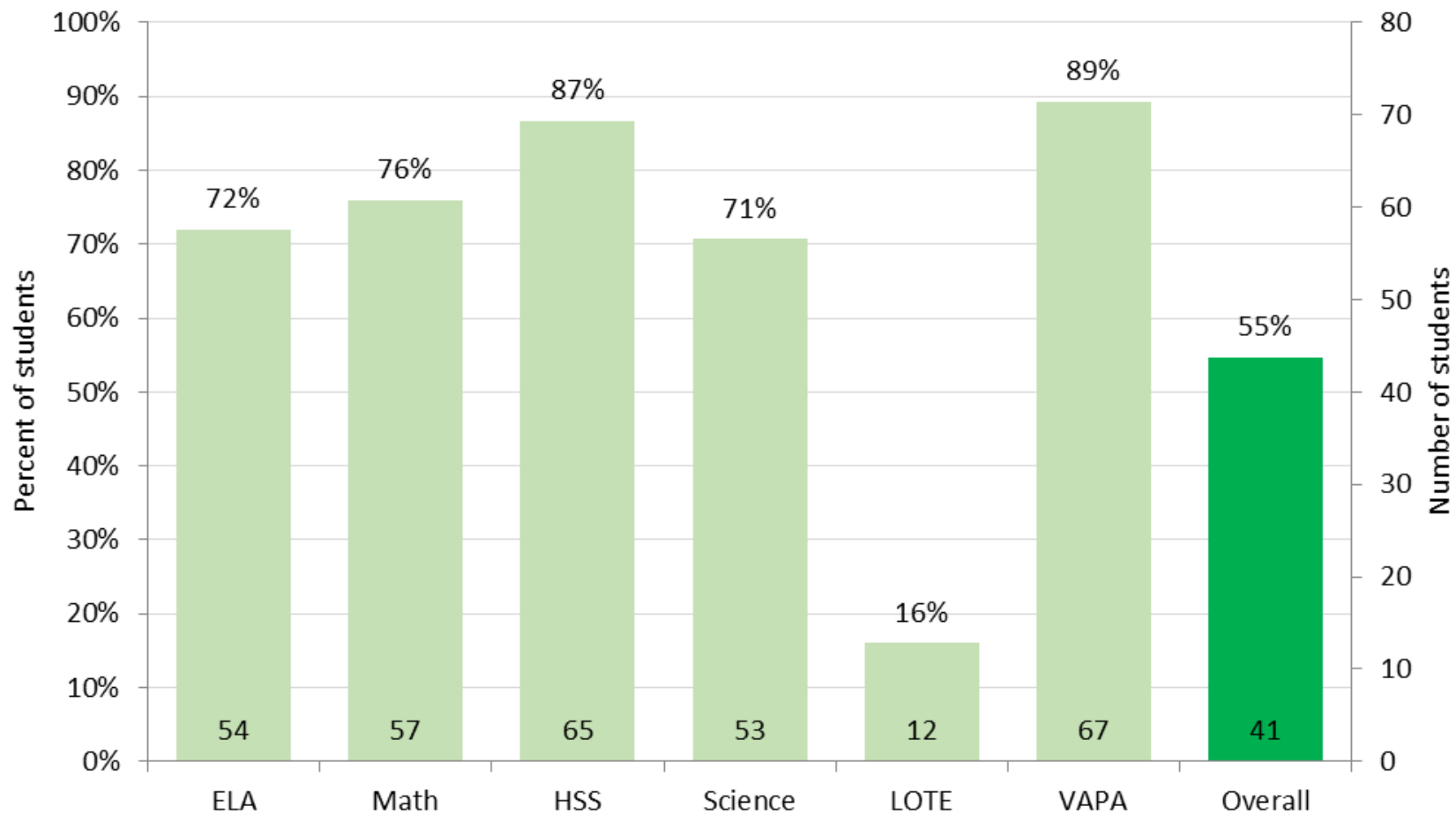
Hoover Students On-Track for A-G Coursework



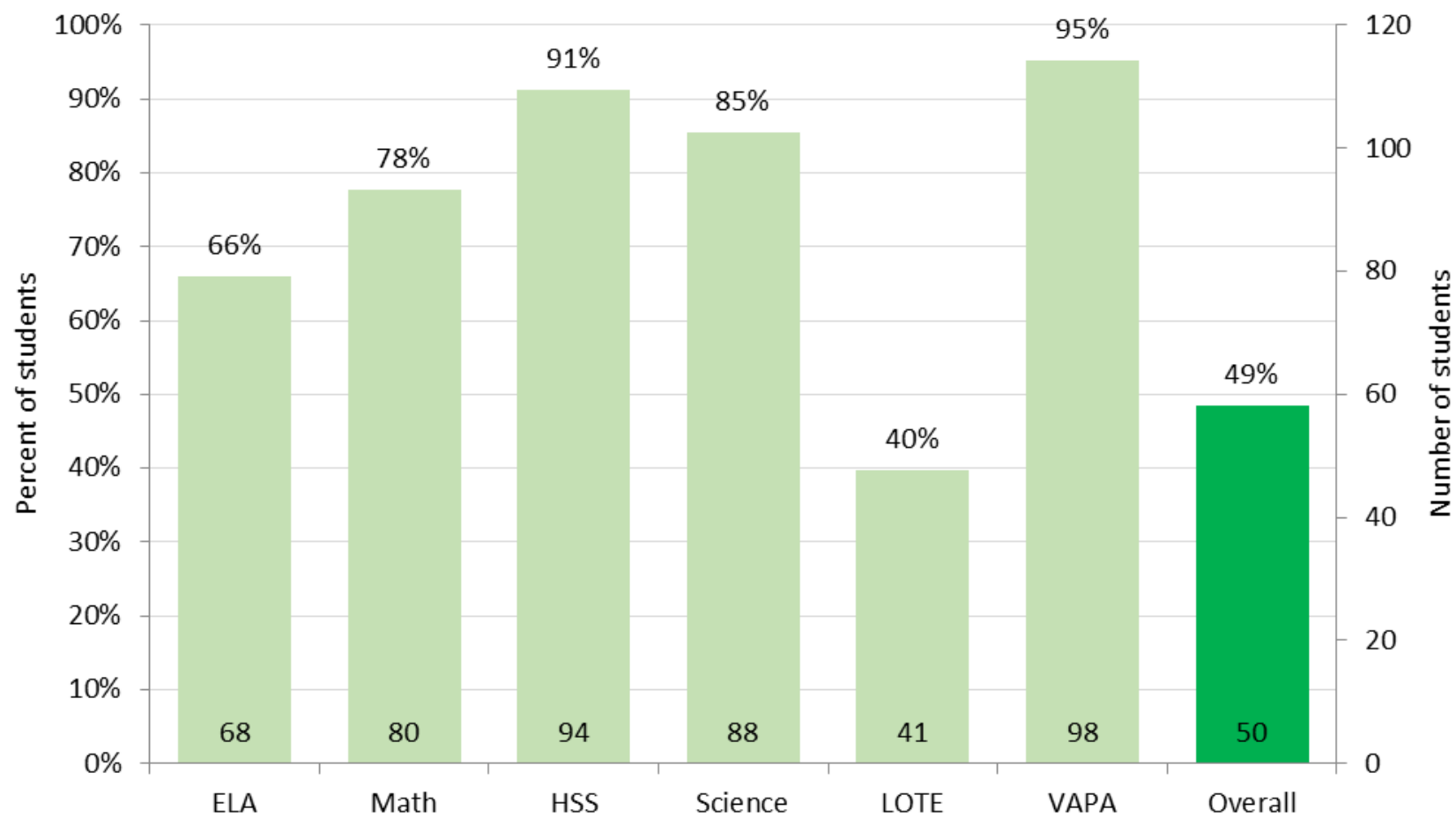
iHigh Virtual Academy Students On-Track for A-G Coursework



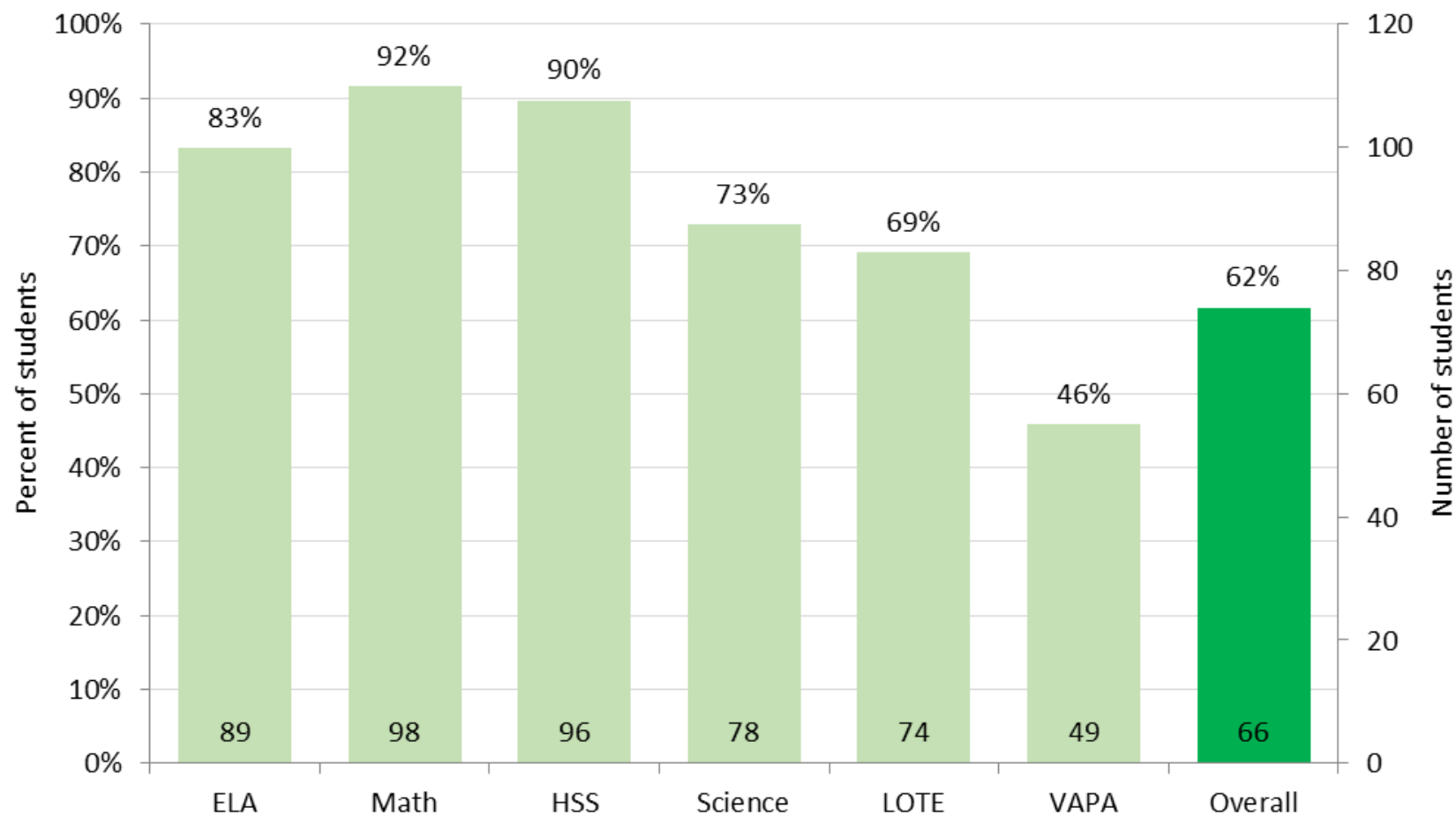
Kearny Construction Tech Students On-Track for A-G Coursework

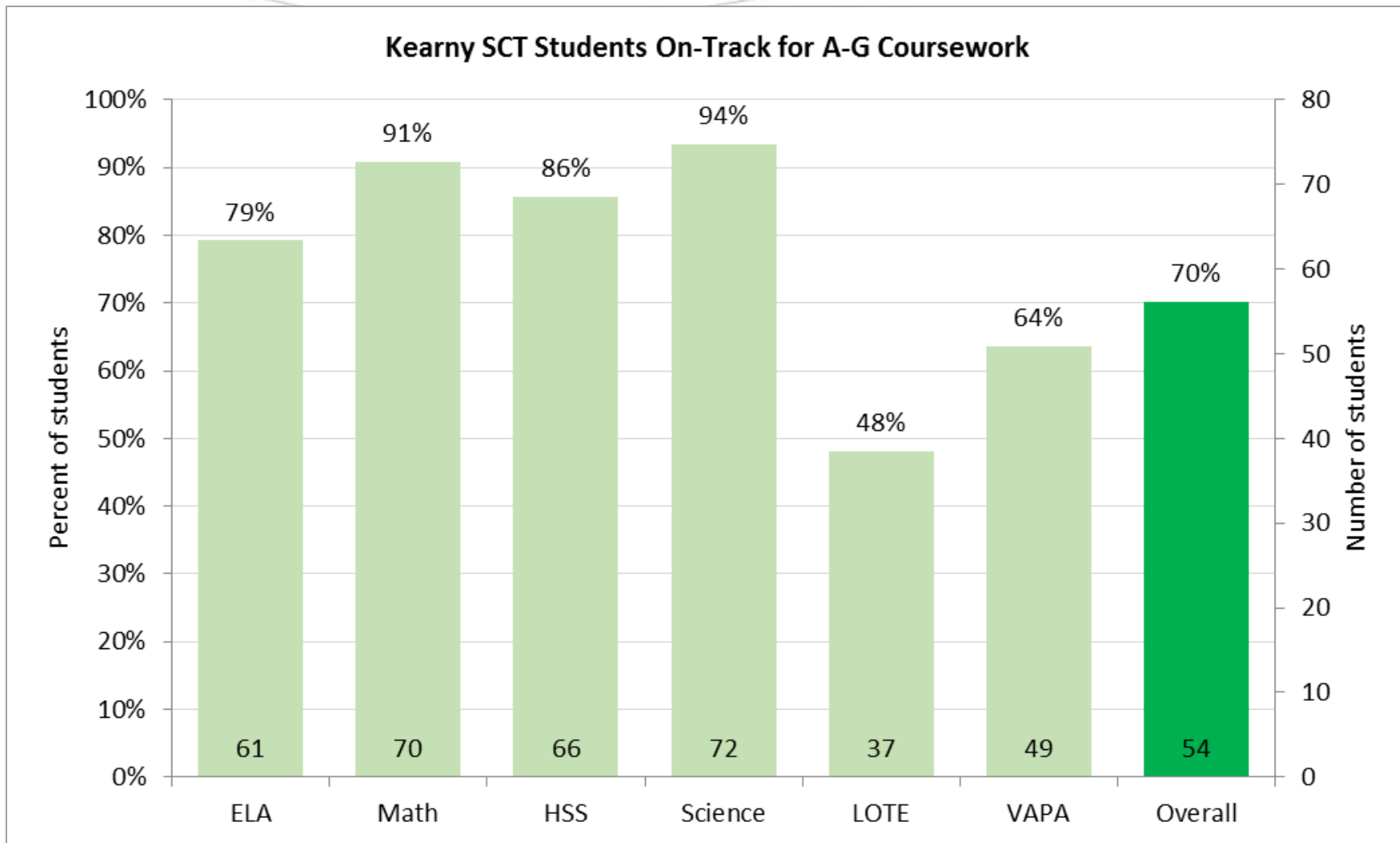


Kearny Digital Media & Design Students On-Track for A-G Coursework



Kearny International Business Students On-Track for A-G Coursework

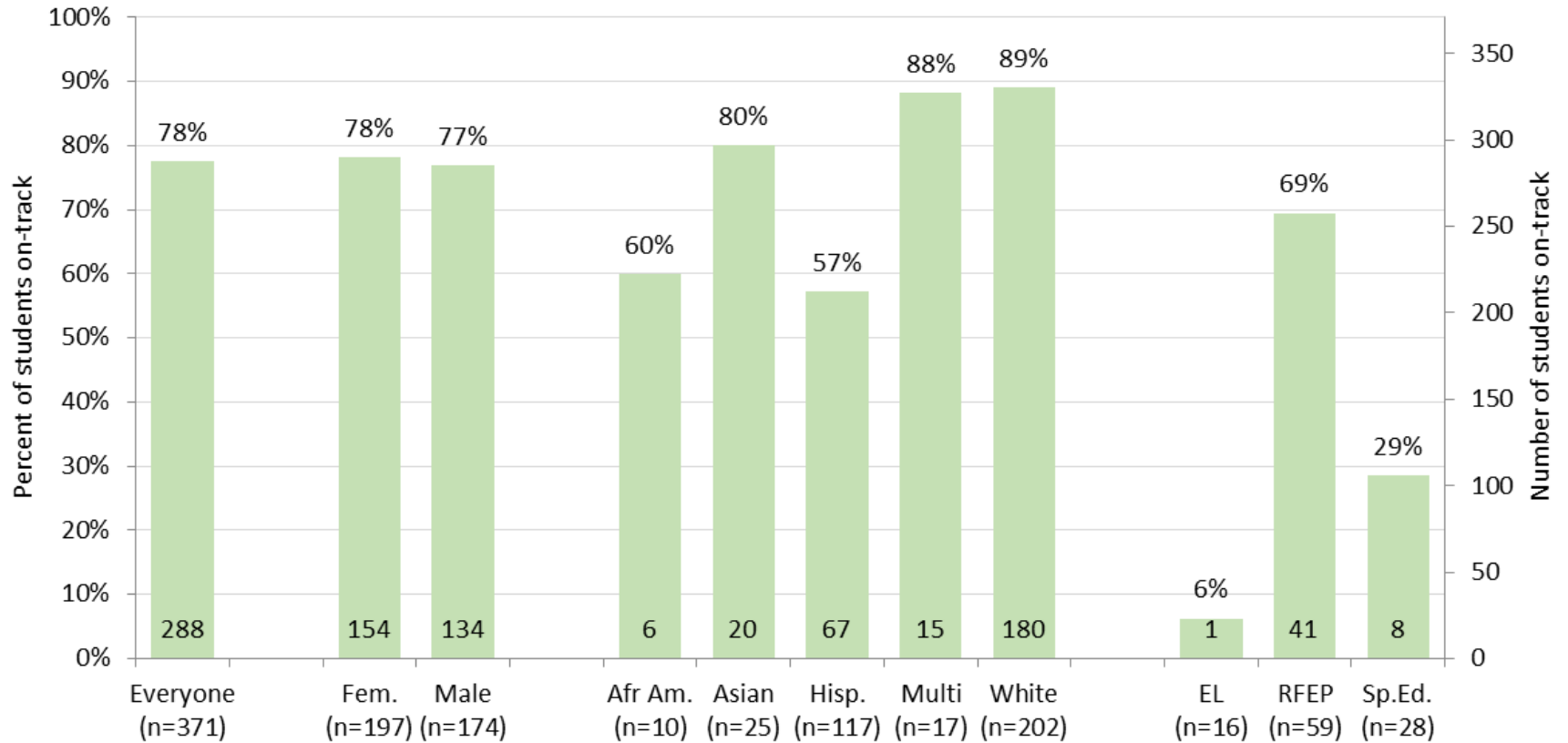




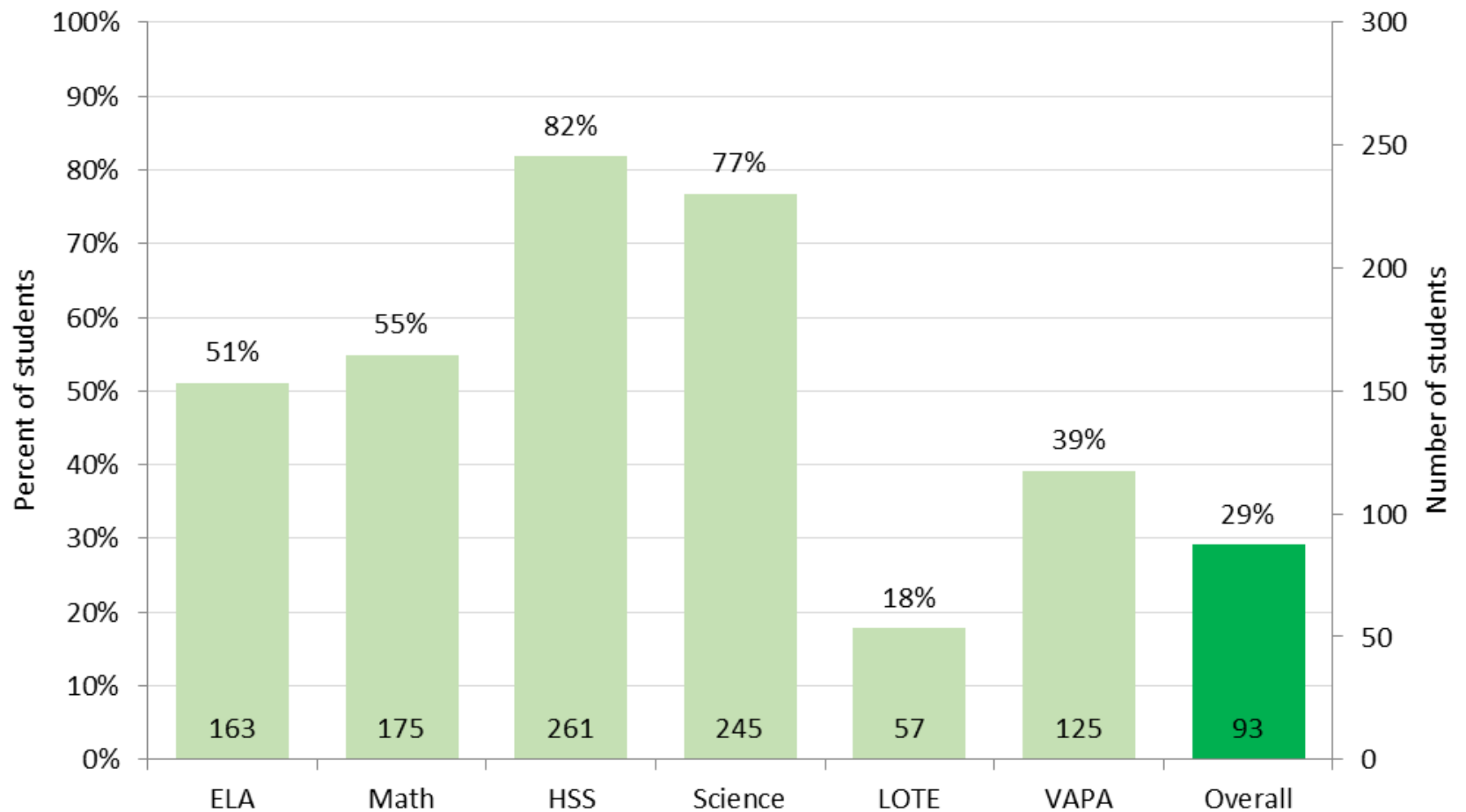
La Jolla High Students On-Track for A-G Coursework



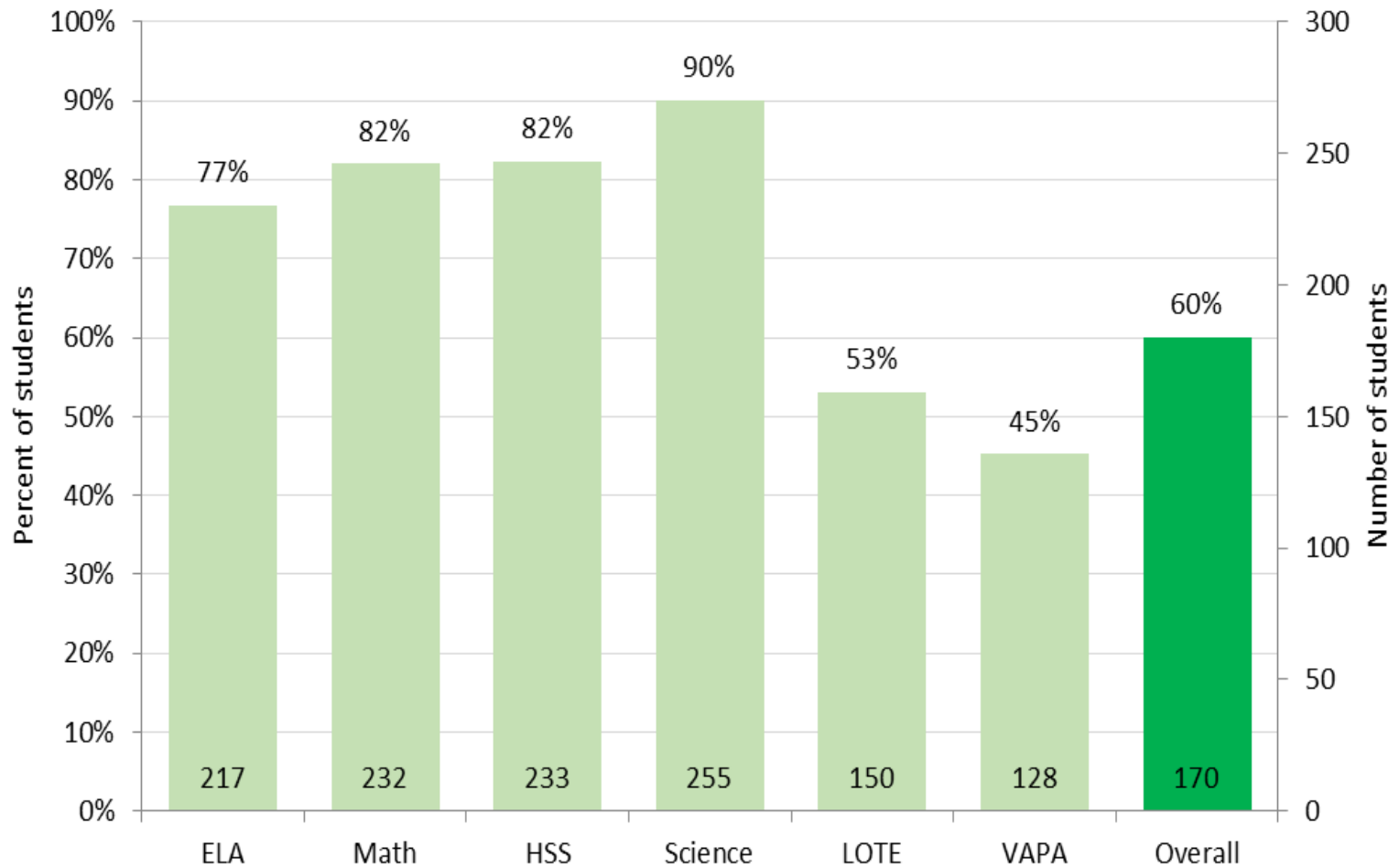
La Jolla High Students On-Track for A-G Coursework



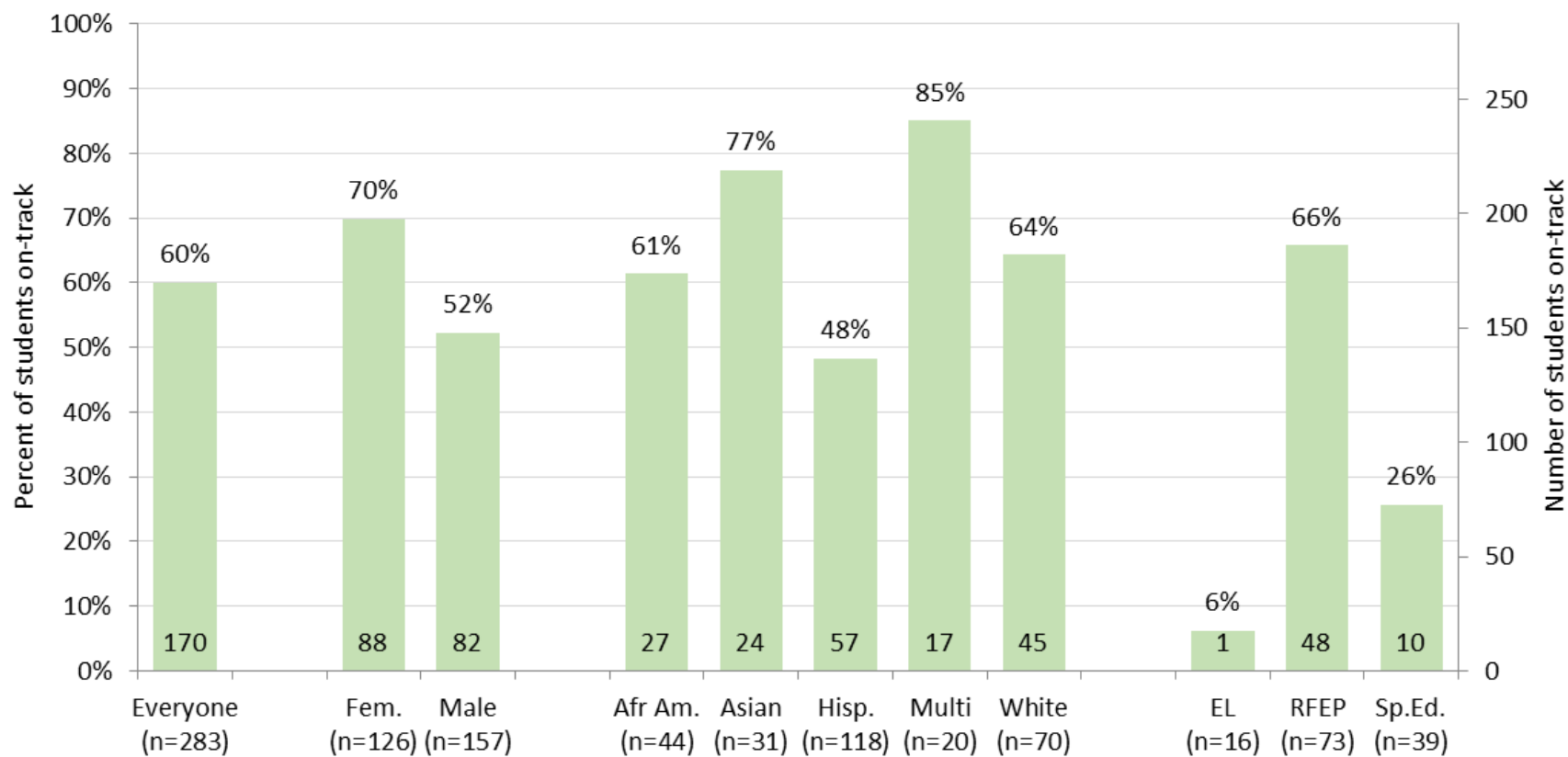
Lincoln Students On-Track for A-G Coursework



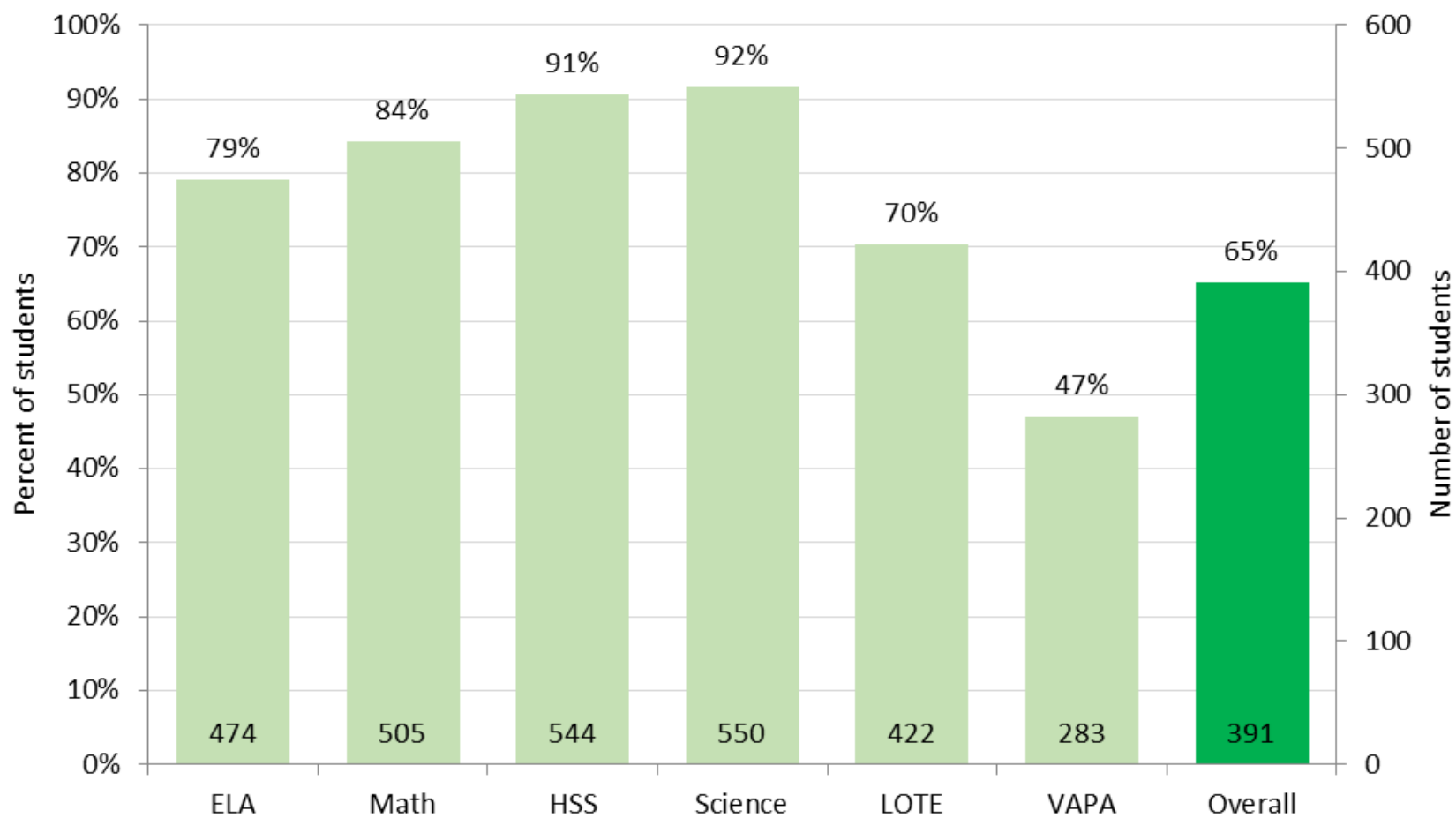
Madison Students On-Track for A-G Coursework



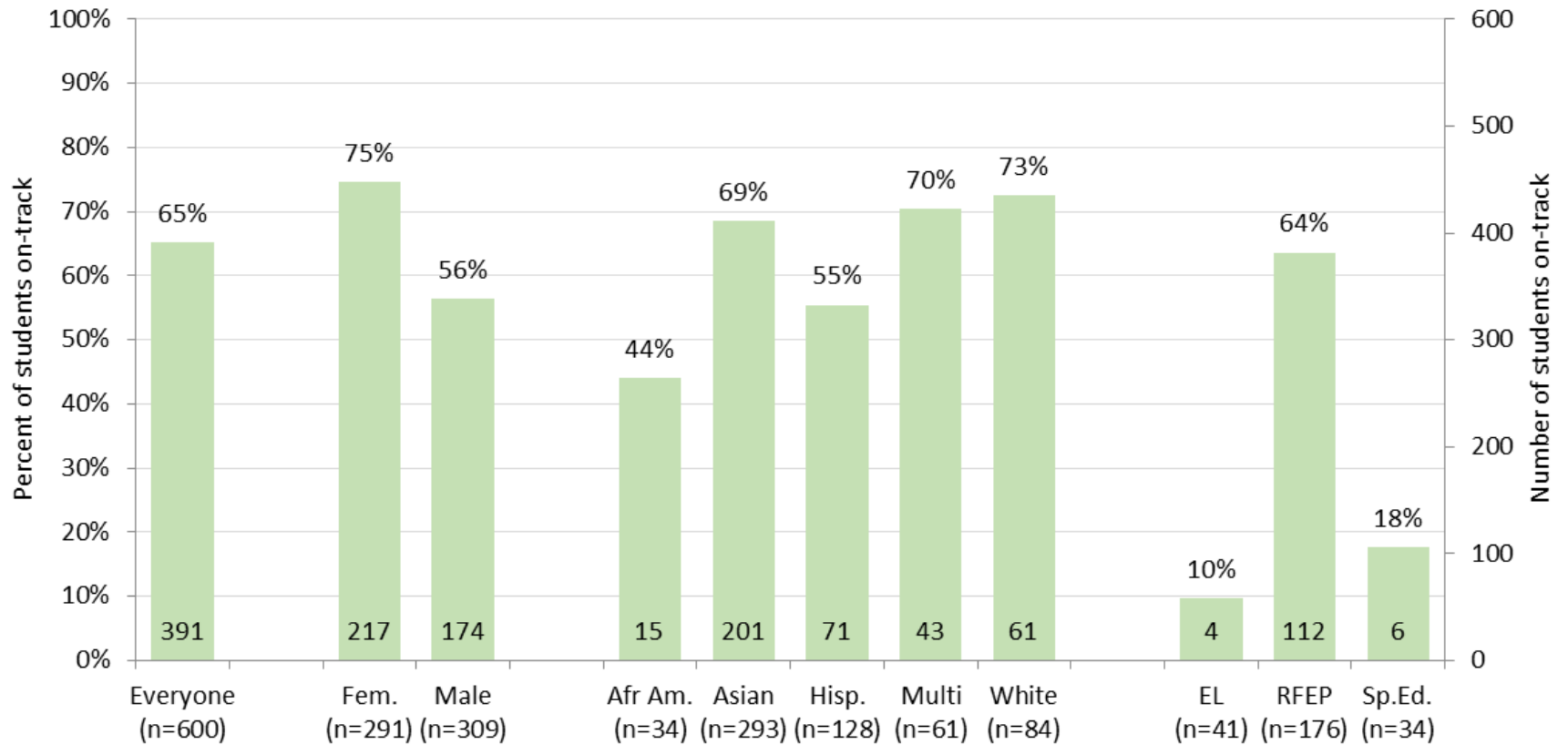
Madison Students On-Track for A-G Coursework



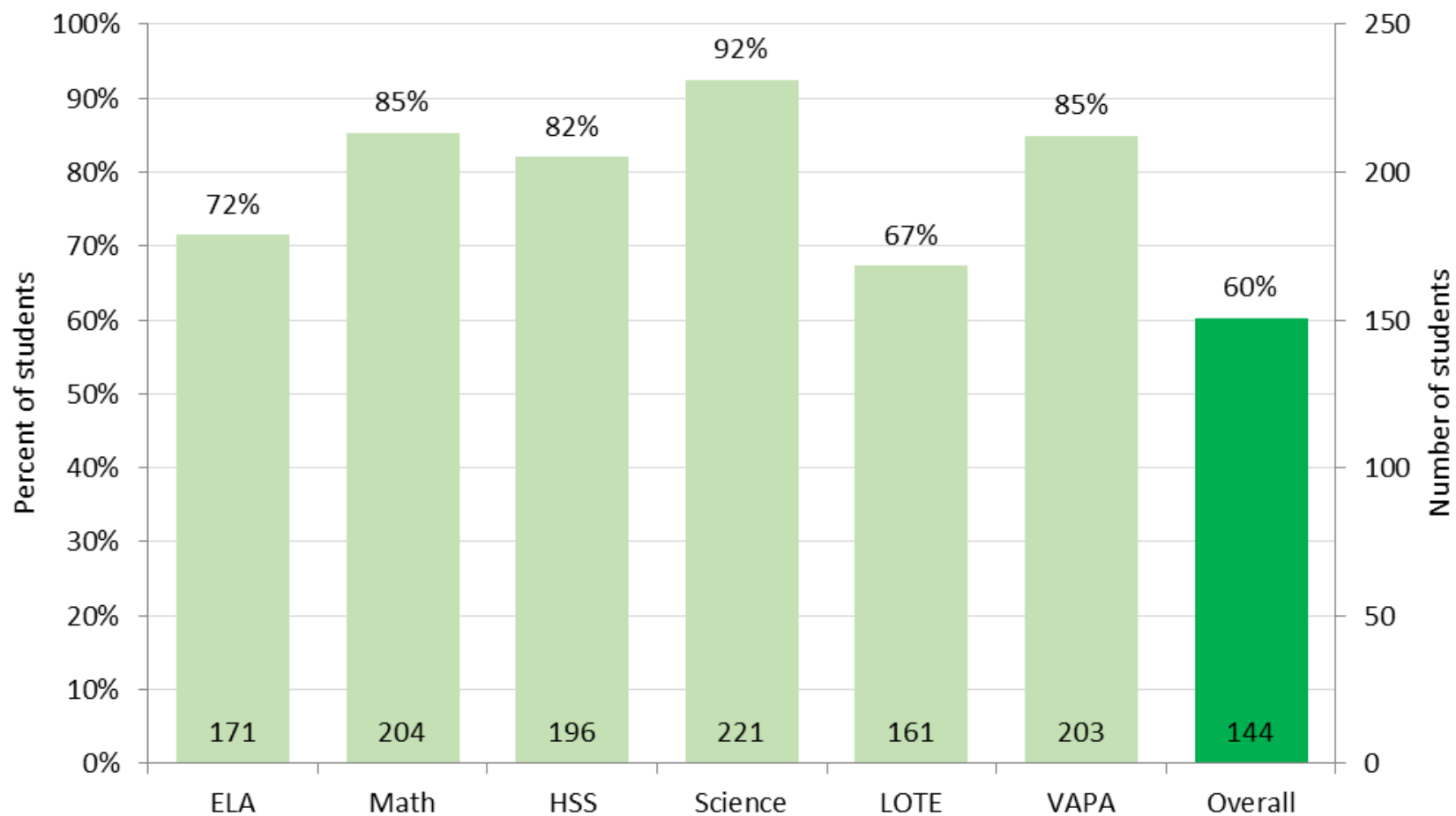
Mira Mesa Students On-Track for A-G Coursework



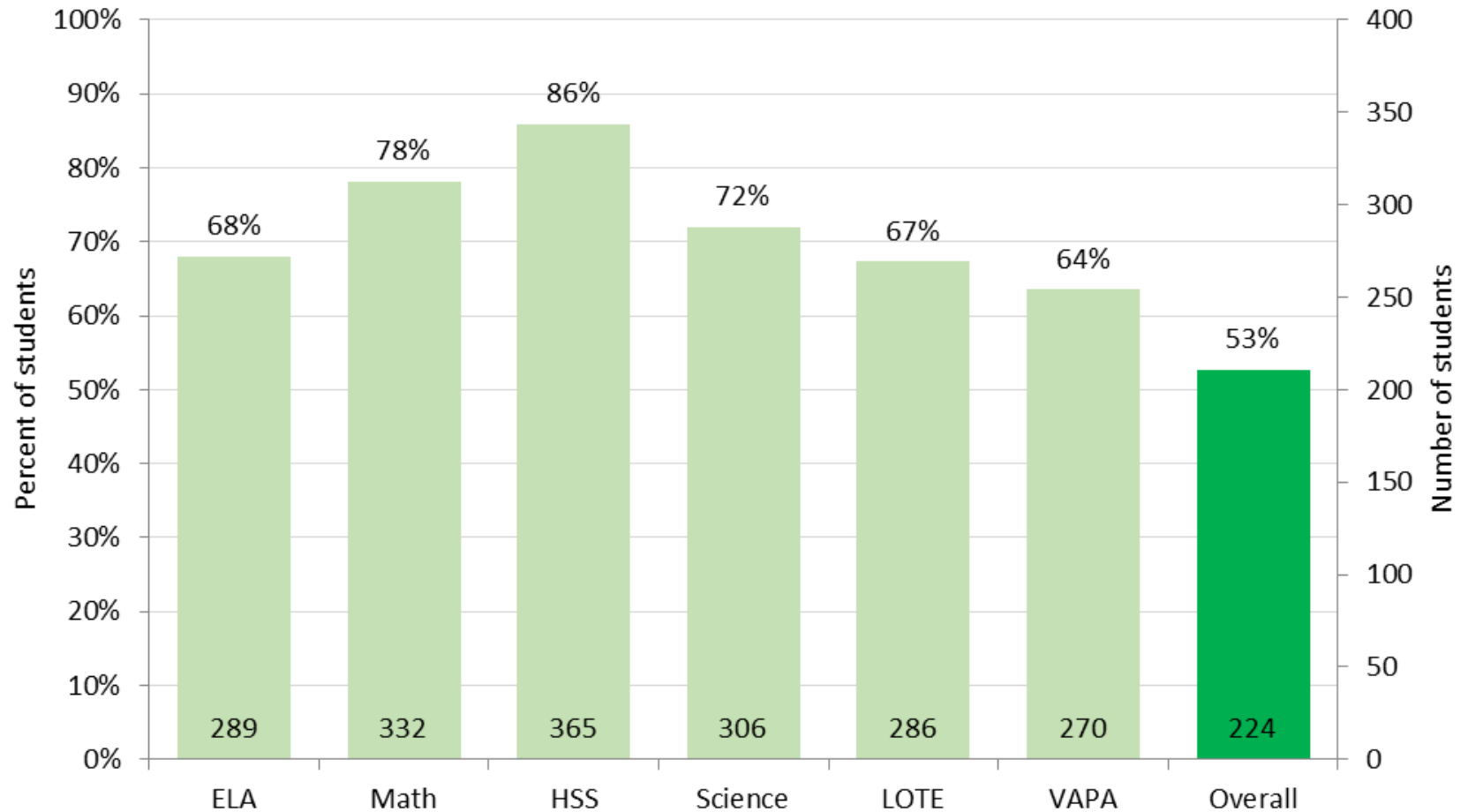
Mira Mesa Students On-Track for A-G Coursework



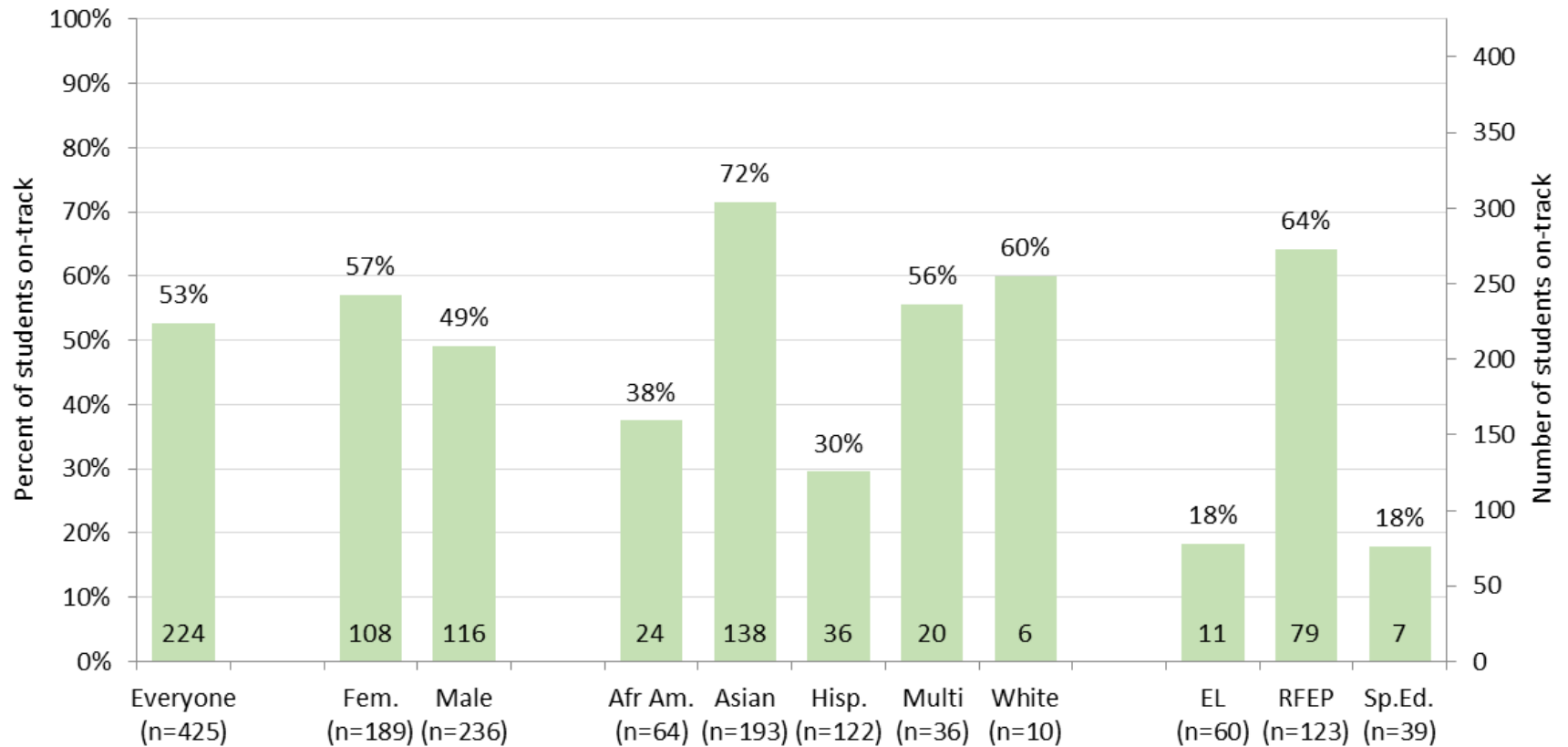
Mission Bay Students On-Track for A-G Coursework

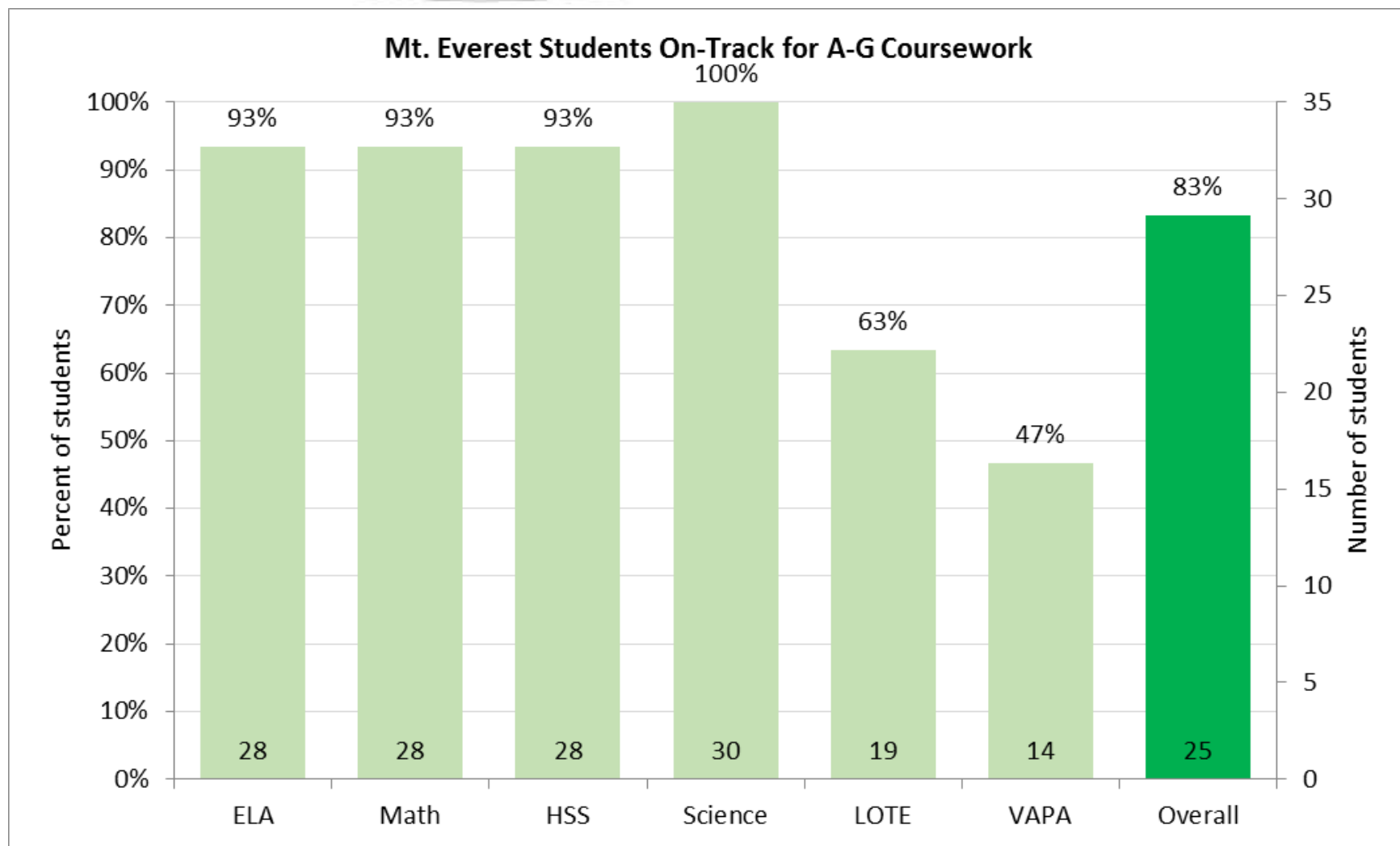


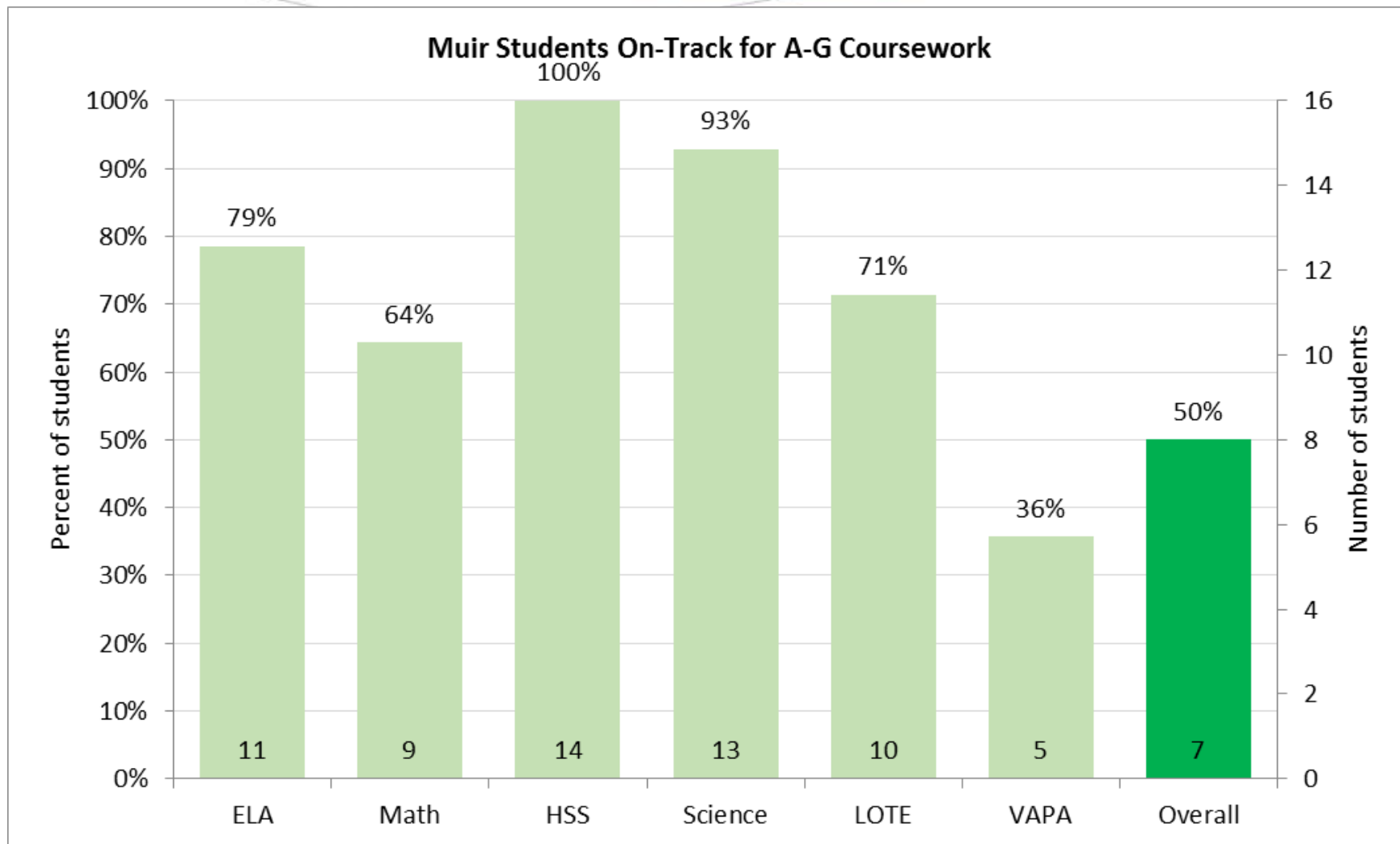
Morse Students On-Track for A-G Coursework



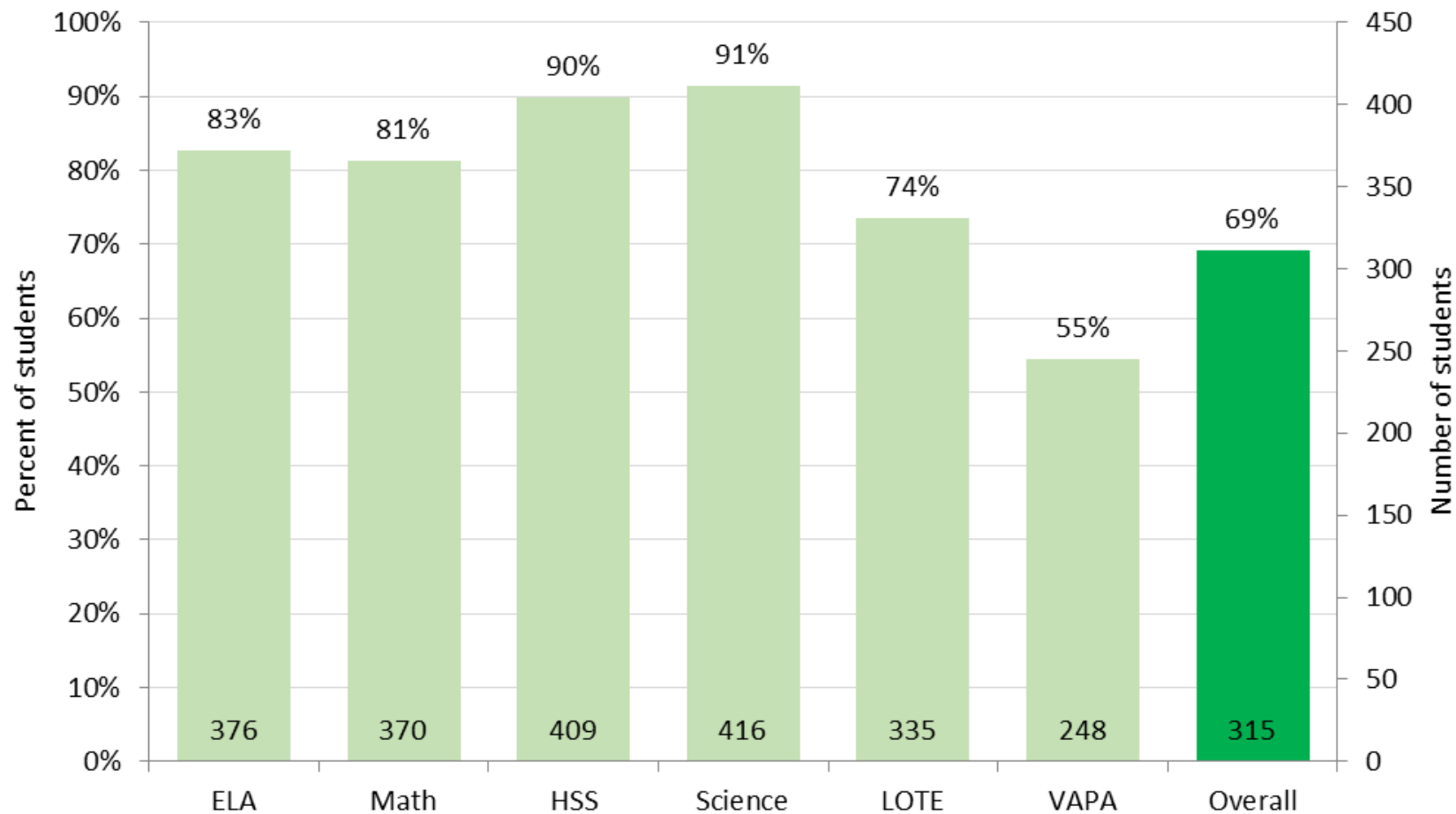
Morse Students On-Track for A-G Coursework



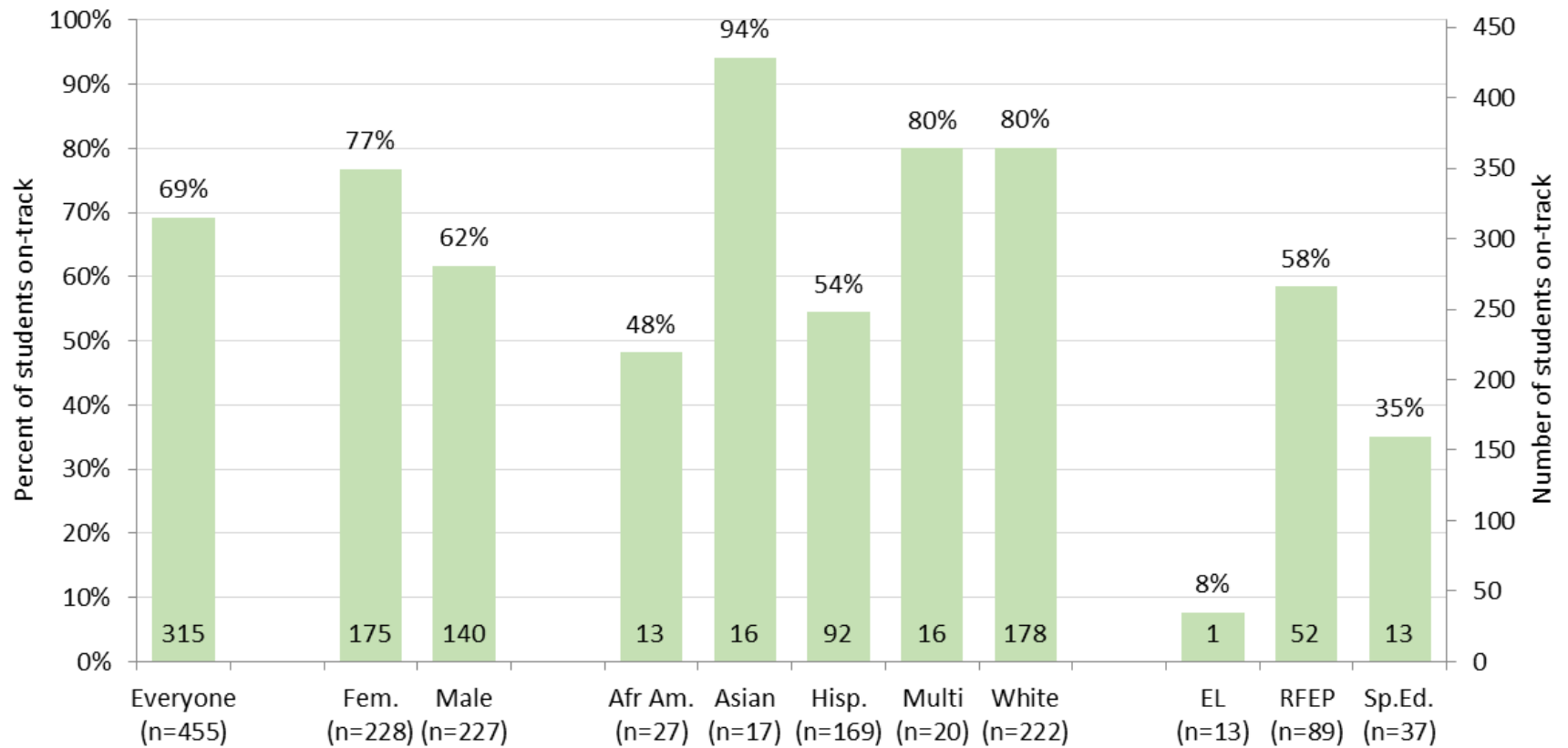




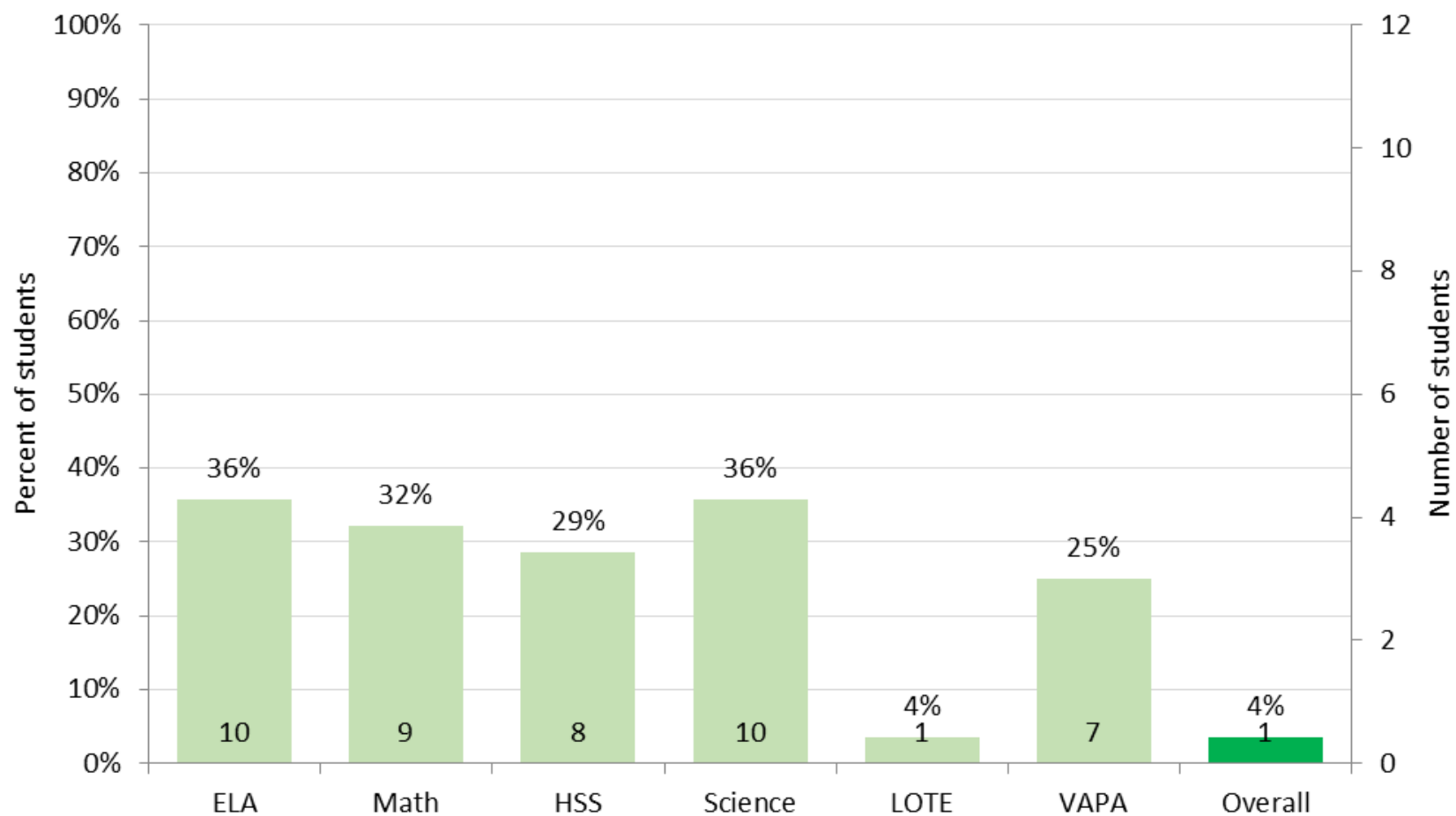
Point Loma Students On-Track for A-G Coursework



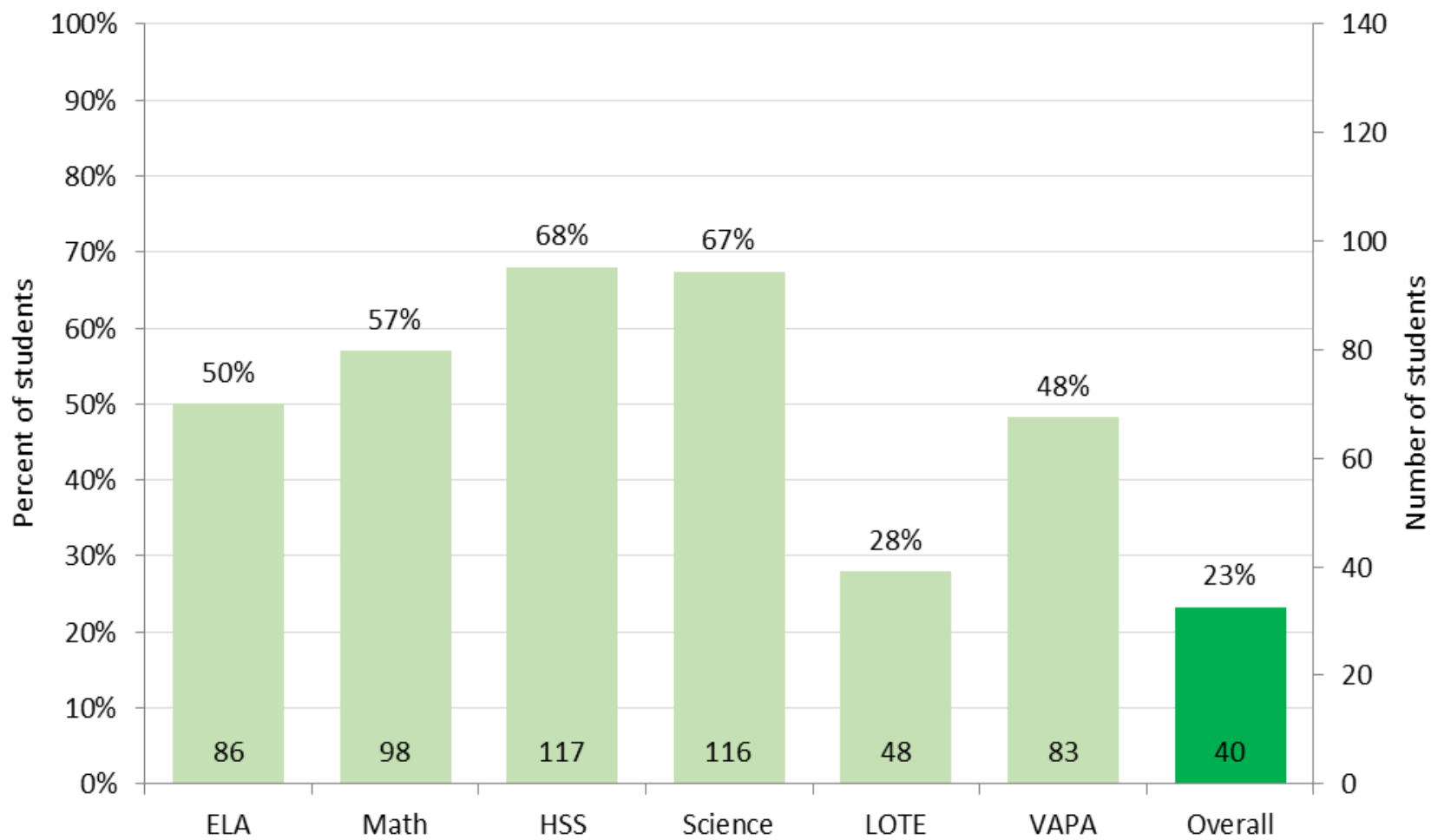
Point Loma Students On-Track for A-G Coursework



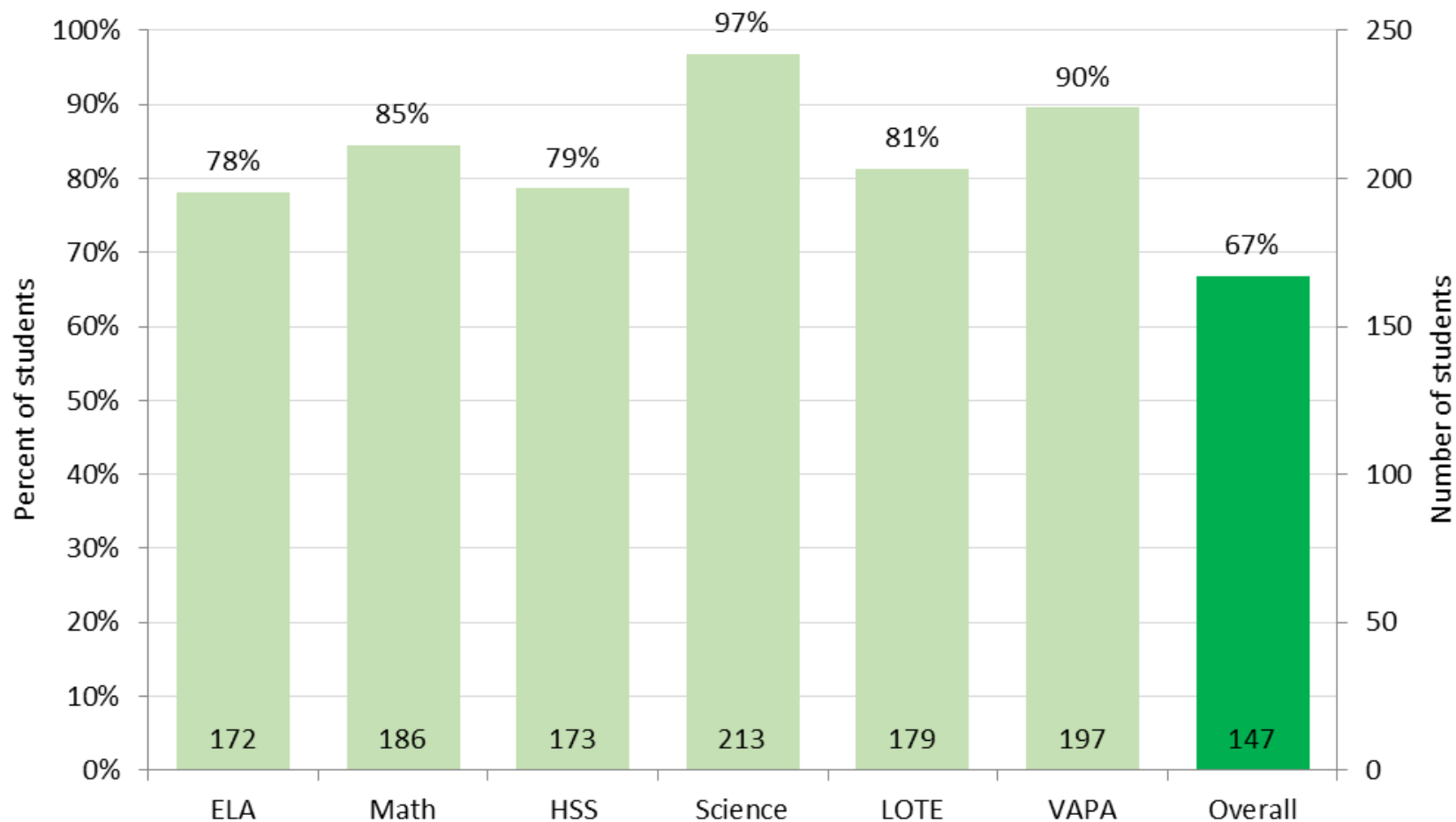
Riley/New Dawn Students On-Track for A-G Coursework



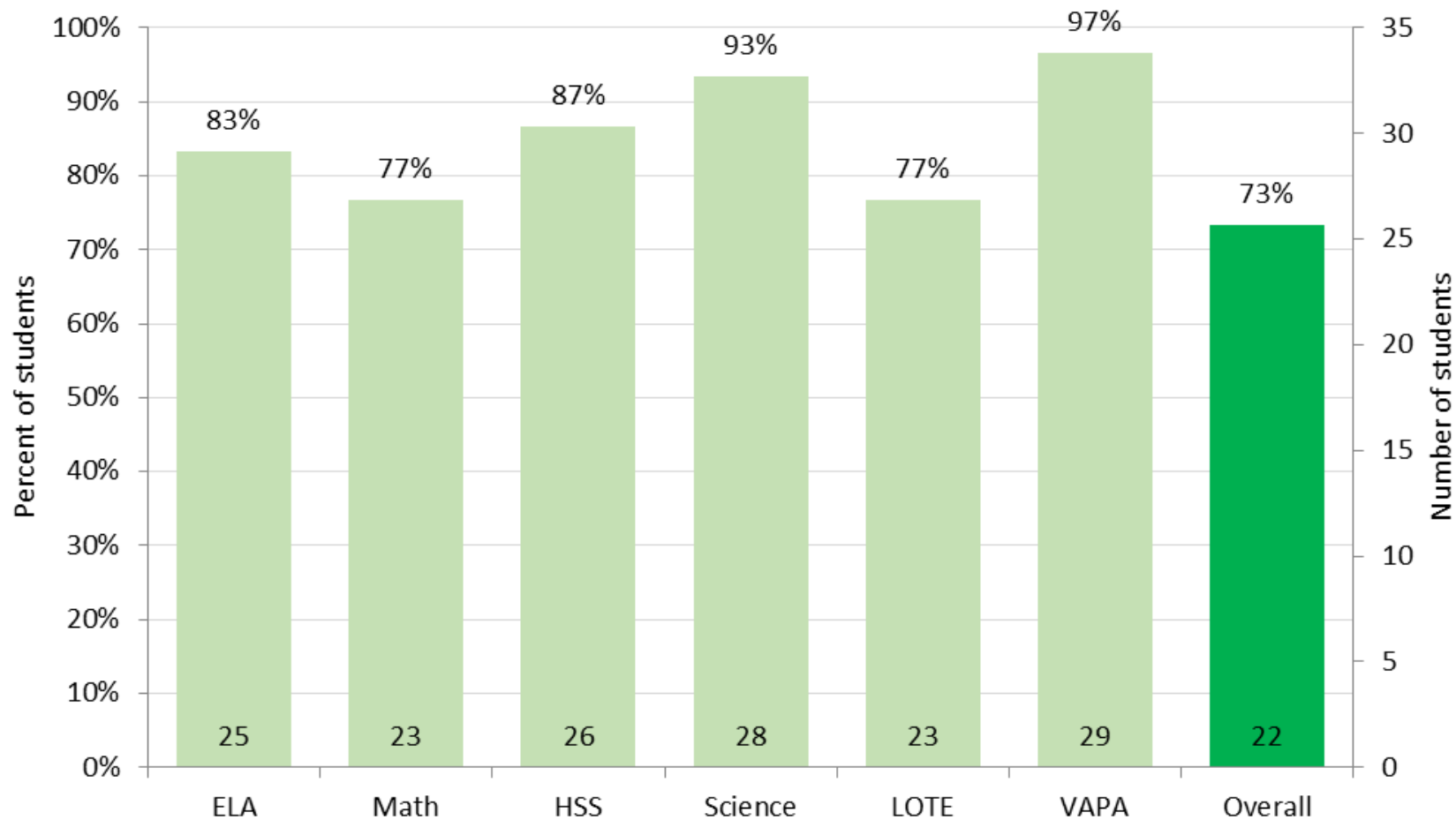
San Diego Business/Leadership Students On-Track for A-G Coursework



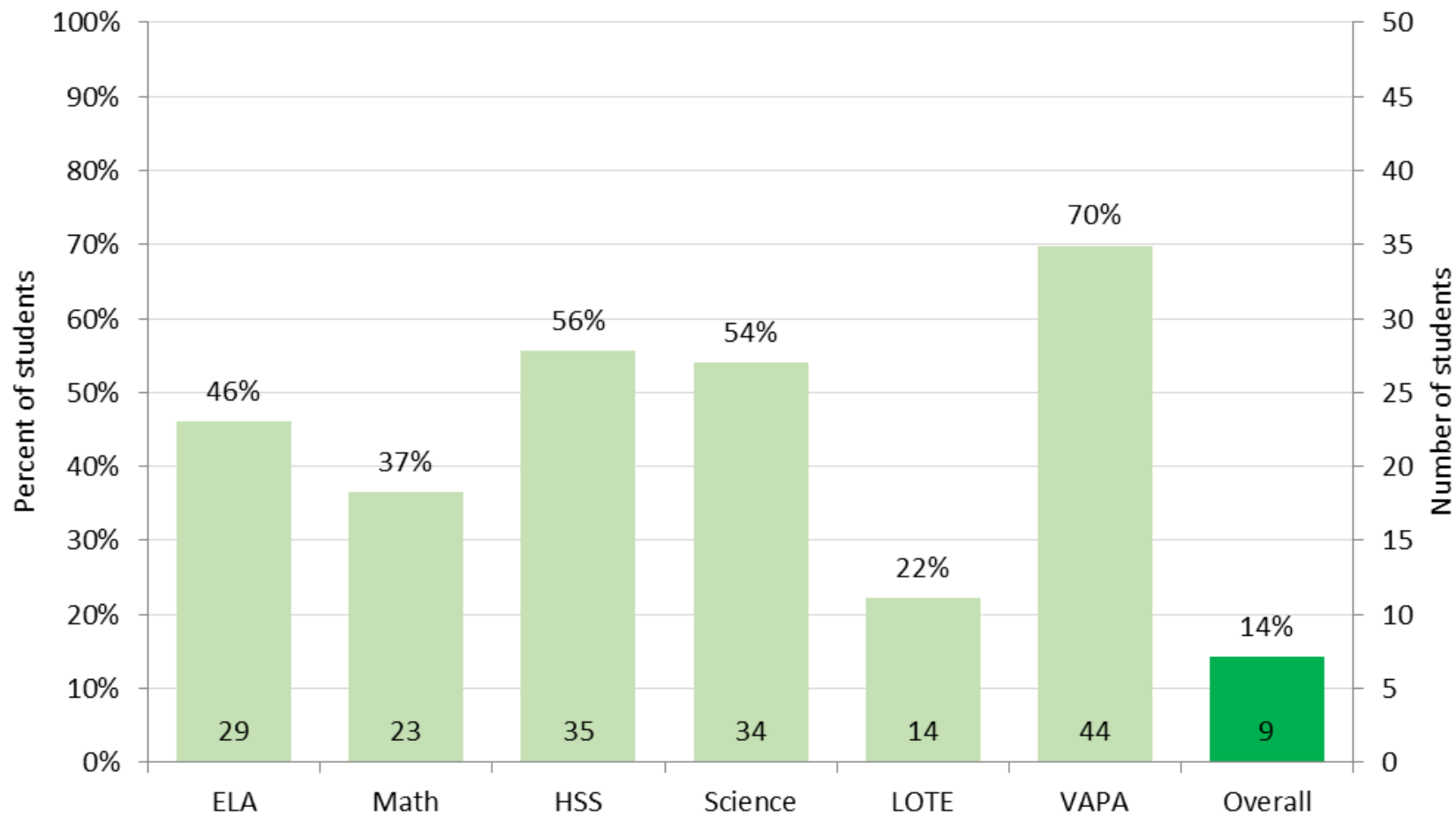
San Diego Int'l Studies Students On-Track for A-G Coursework



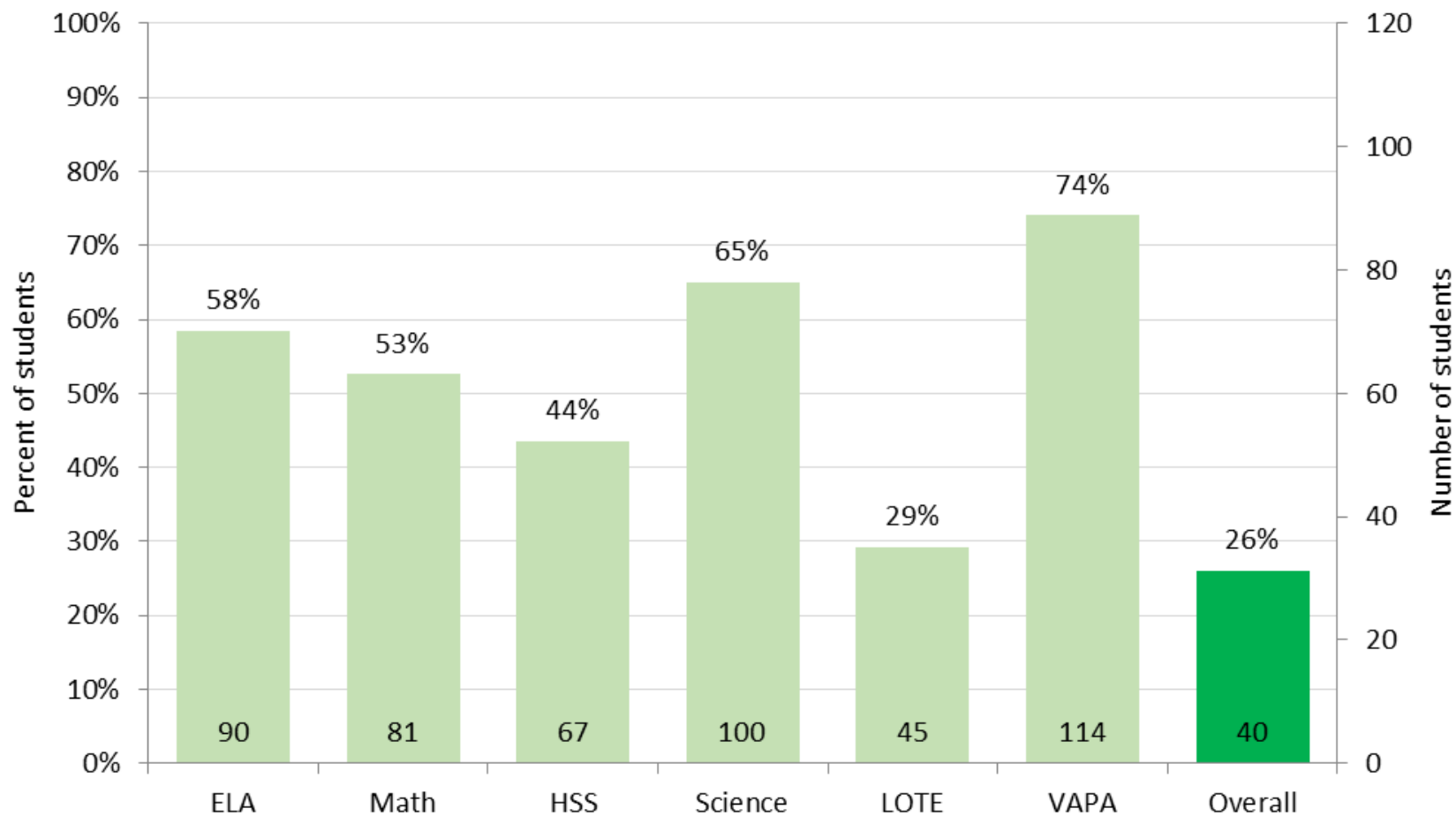
San Diego Metro Career & Tech Students On-Track for A-G Coursework



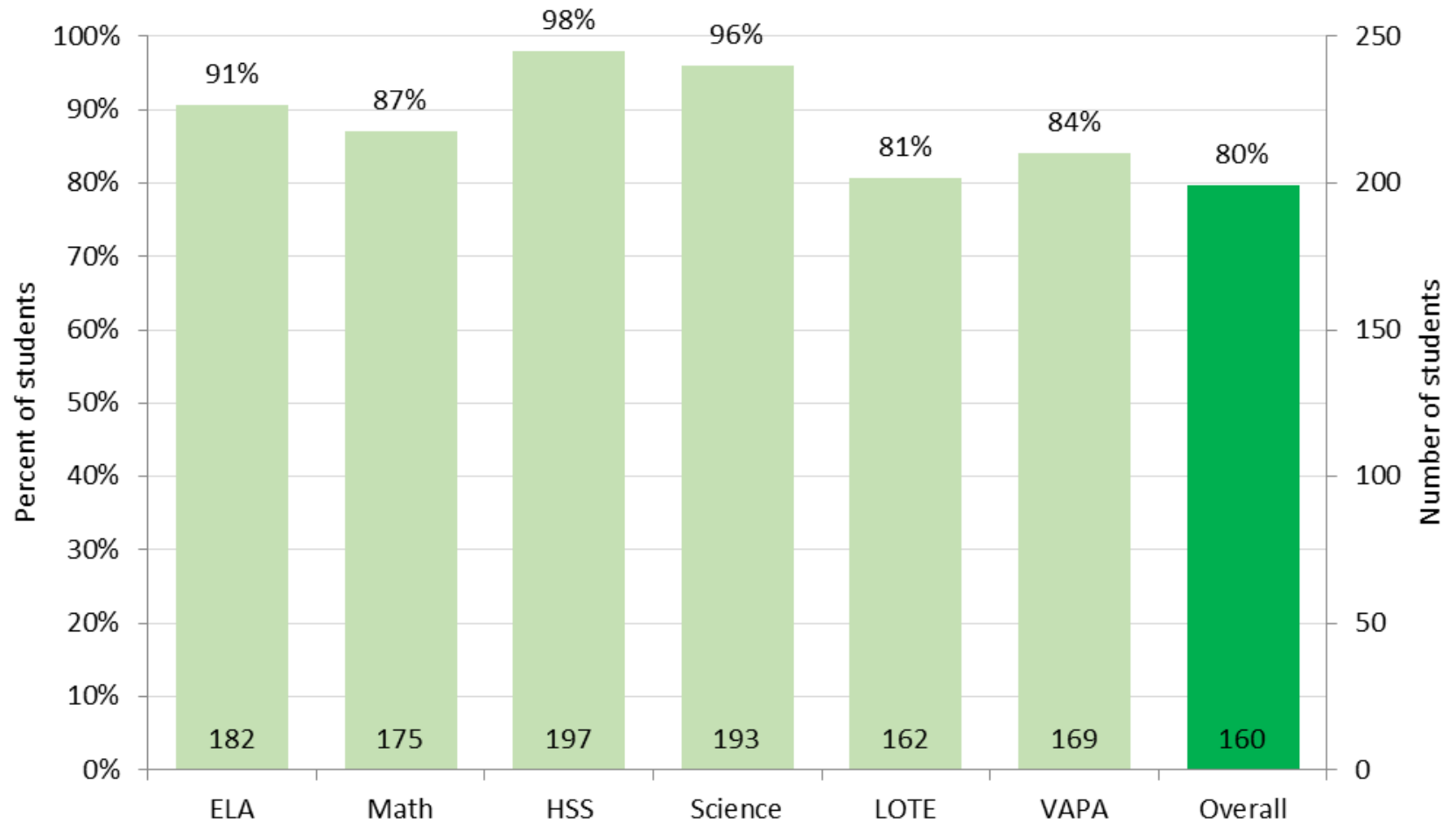
San Diego MVP Arts Students On-Track for A-G Coursework



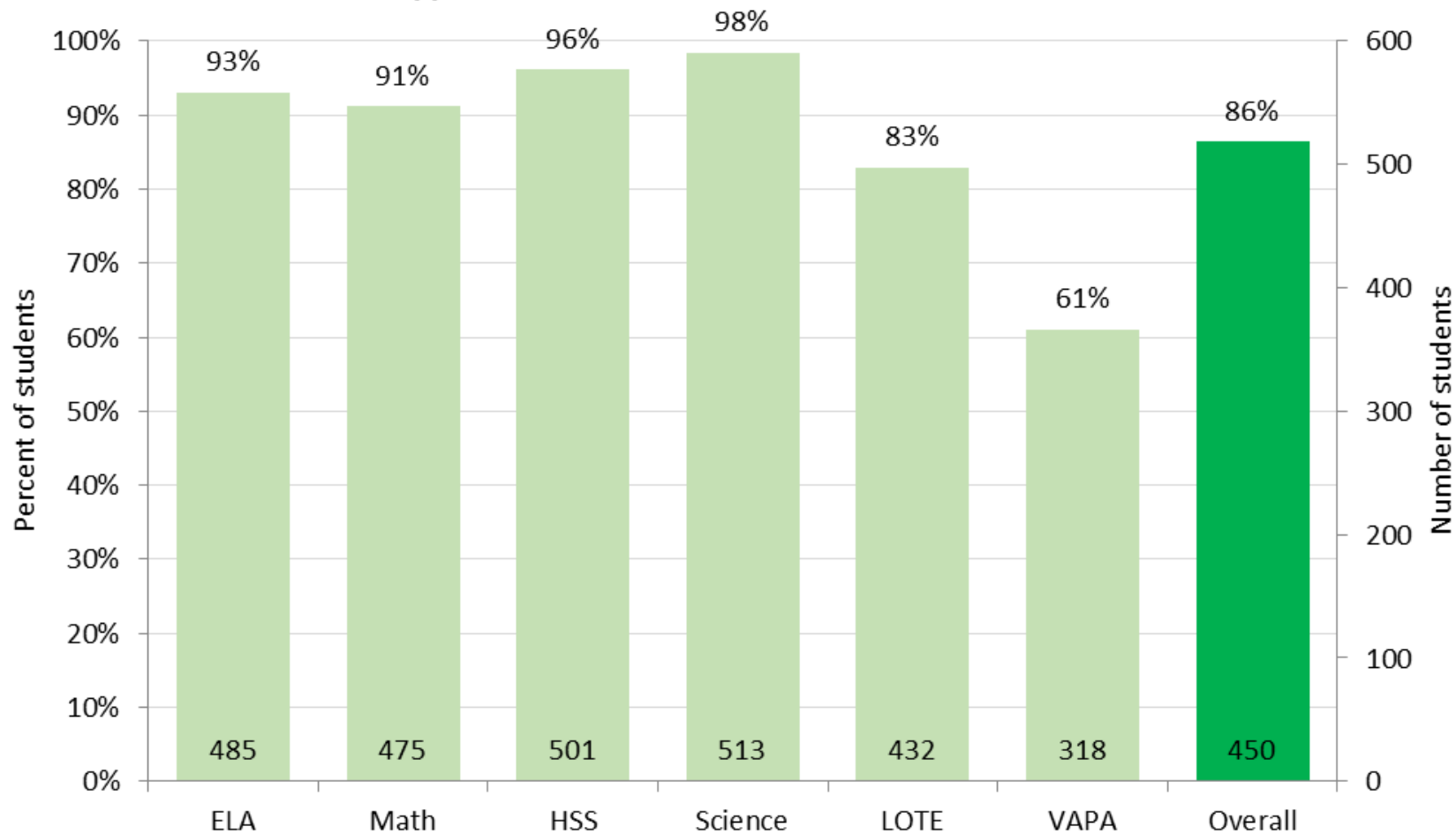
San Diego Sci Tech Students On-Track for A-G Coursework



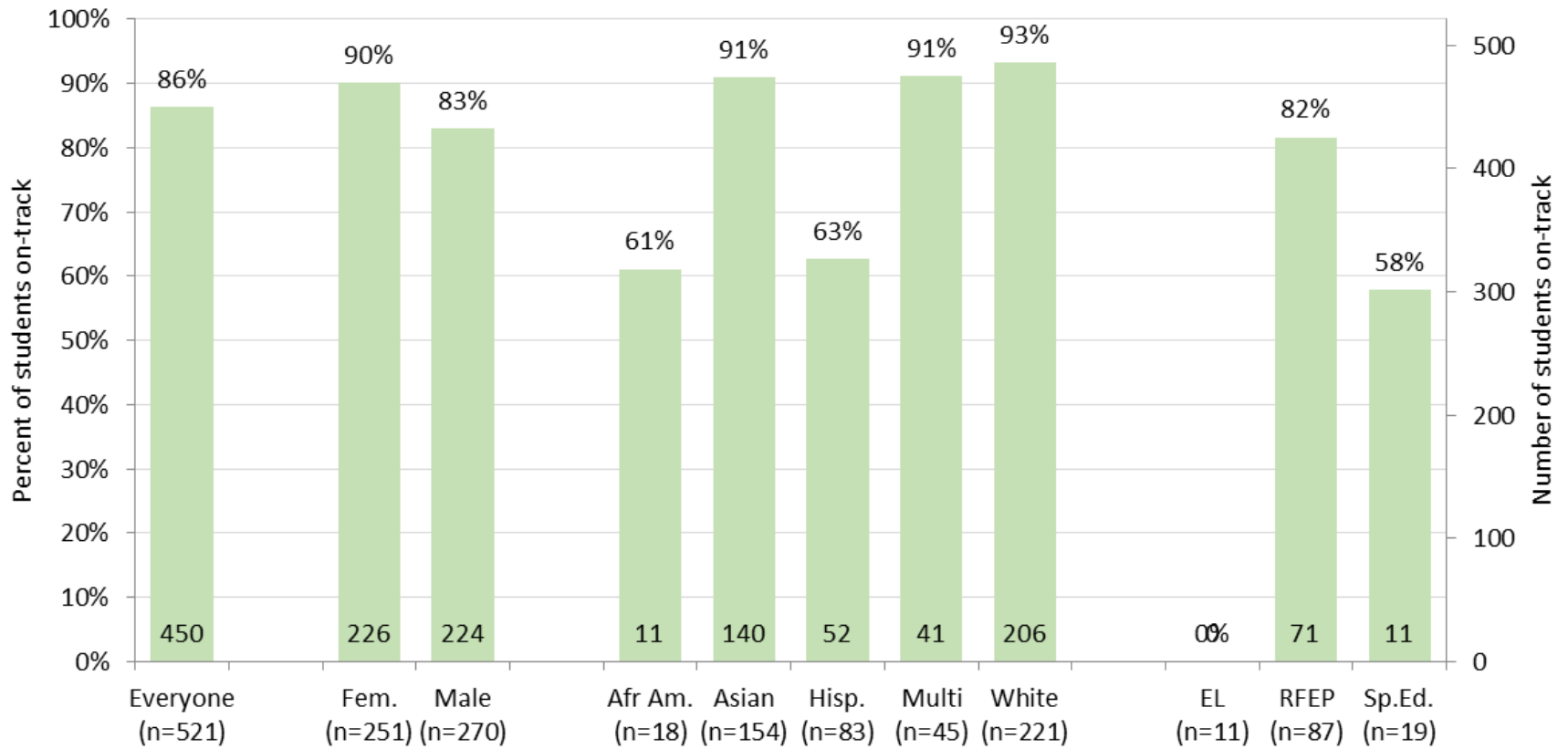
SCPA Students On-Track for A-G Coursework

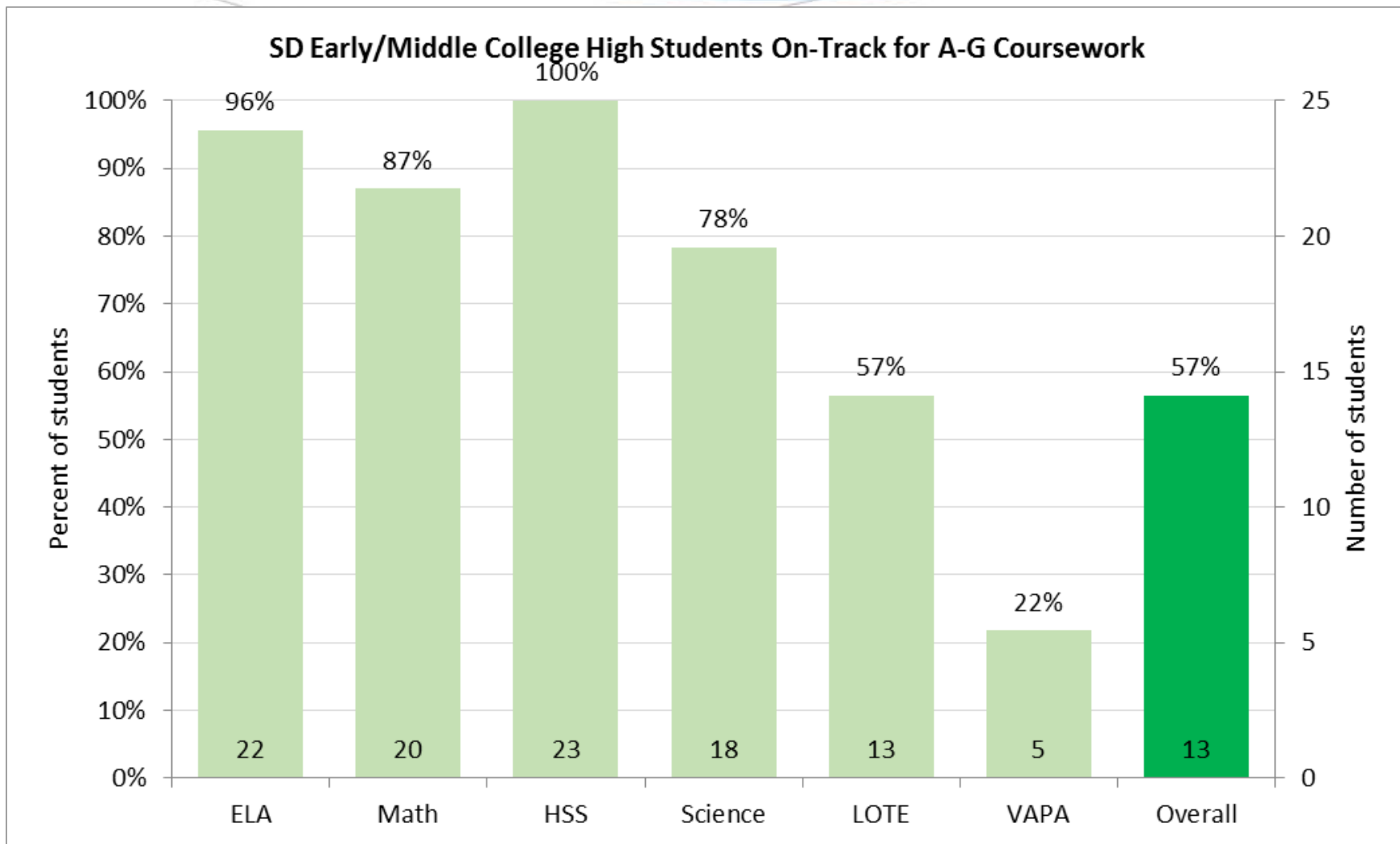


Scripps Ranch Students On-Track for A-G Coursework

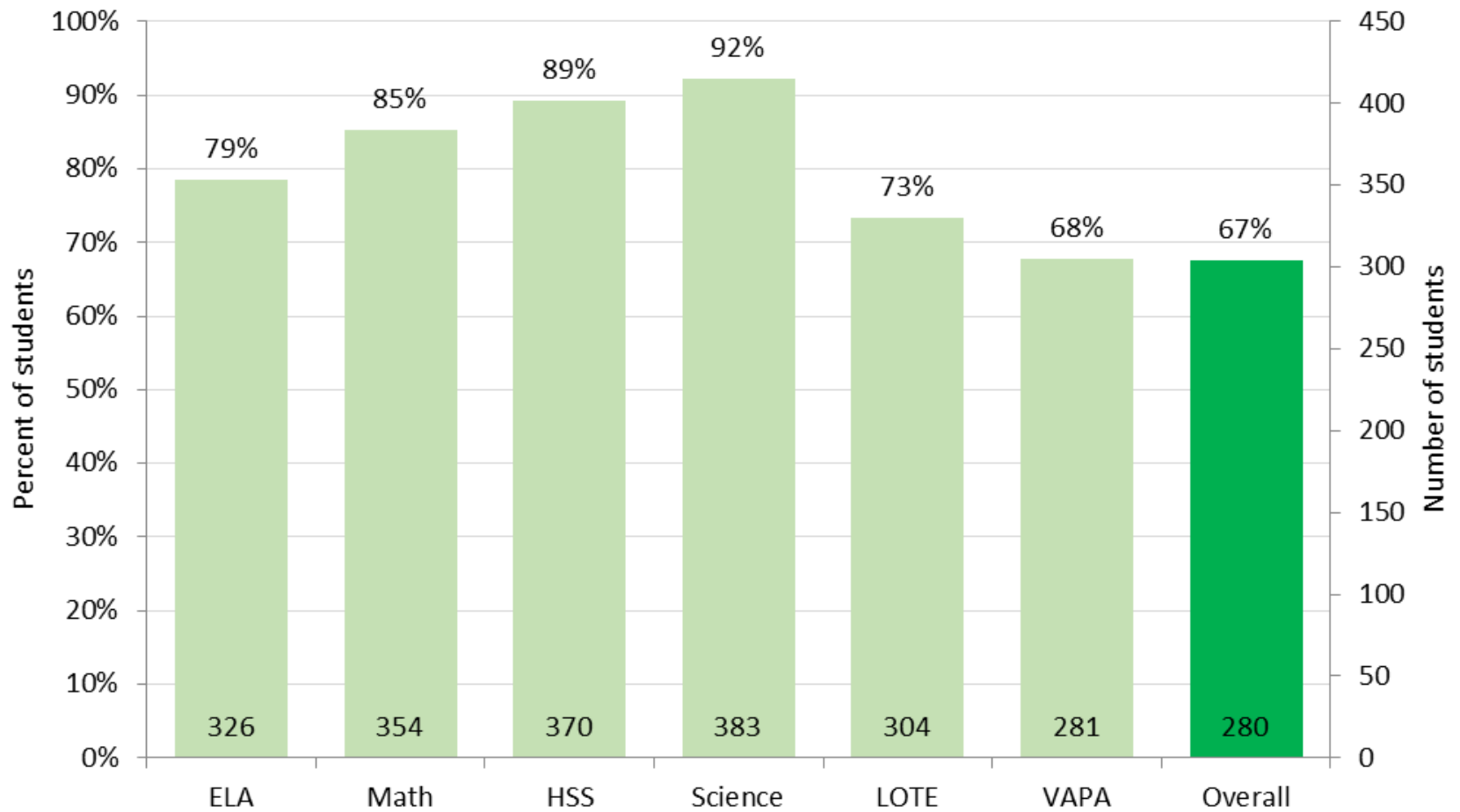


Scripps Ranch Students On-Track for A-G Coursework





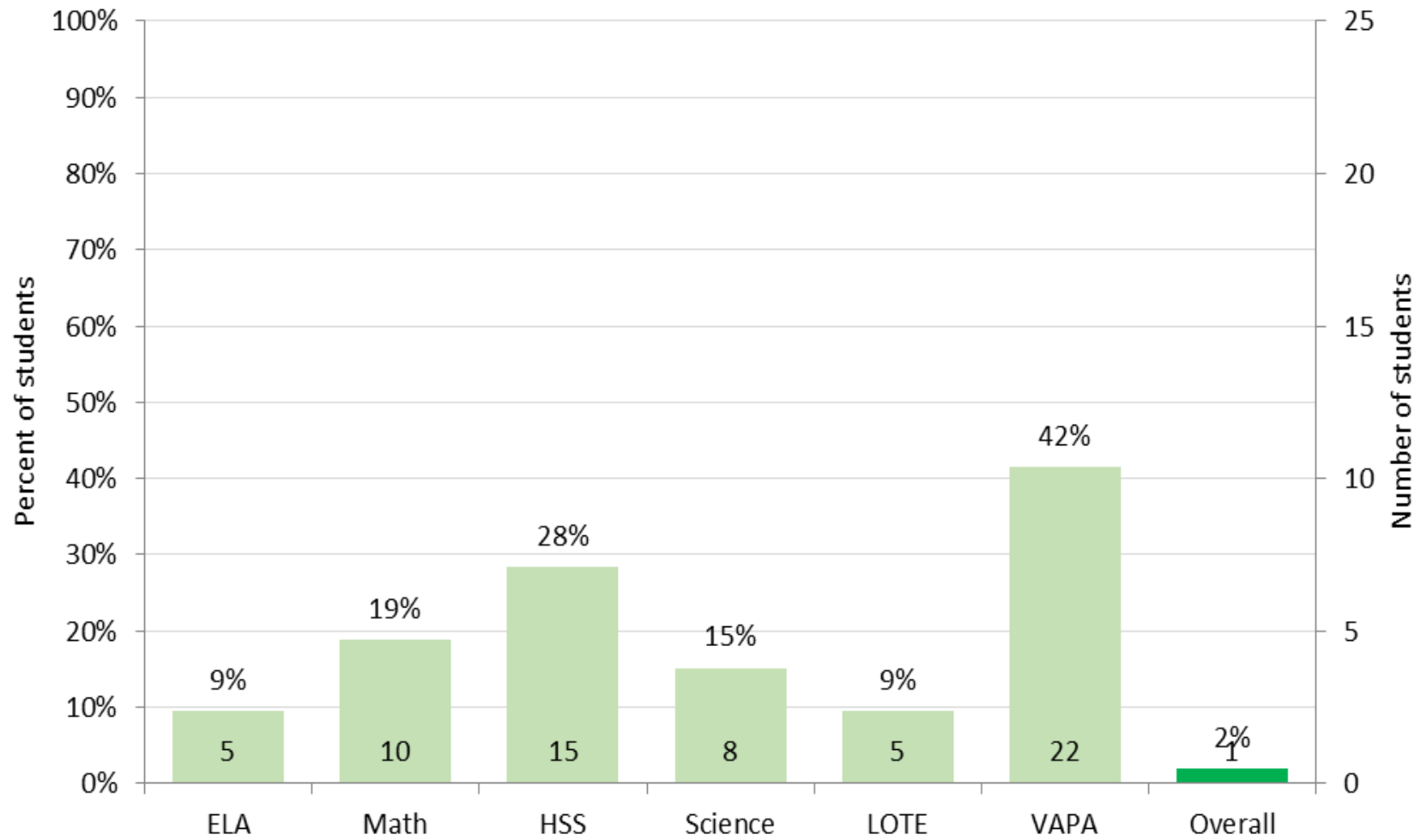
Serra Students On-Track for A-G Coursework



Serra Students On-Track for A-G Coursework



Twain Students On-Track for A-G Coursework



University City Students On-Track for A-G Coursework



Changes in Mathematics

2012-13 No Unifying Algebra	2012-13 Did Offer Unifying Algebra * Offered Unifying Algebra in 2013-14
<p>Clairemont Crawford iHigh Kearny (all four schools) Madison Mission Bay San Diego HS (all four schools) SD Met SD Early Middle College University City</p>	<p>Garfield* Henry* Hoover* La Jolla* Twain* Lincoln* Mira Mesa* Morse* Mt. Everest Muir* Point Loma* SCPA Scripps Ranch* Serra*</p>

2012-13 Unifying Algebra Enrollment

School	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White
Garfield	11.7%	.9%	.4%	.4%	82.6%	1.3%	1.7%
Henry	7%	.4%	13.8%	1.2%	31.0%	.7%	41.3%
Hoover	10.9%	.2%	14.2%	.2%	70.4%	.4%	1.8%
La Jolla	2.4%	0%	7.8%	1%	30%	.3%	54.4%
Twain	8.6%	.5%	3.2%	2.7%	68.3%	.9%	11.3%
Lincoln	21.2%	1%	5.7%	2%	66.9%	1.2%	1.2%
Mira Mesa	6.3%	.3%	19.1%	27.5%	20.9%	1%	15.7%
Morse	17.5%	.2%	1.8%	39.4%	31.1%	2.3%	2.3%
Point Loma	5.4%	.5%	1.7%	1.6%	37.6%	.6%	50%
SCPA	14.9%	.2%	4.1%	22.9%	36.6%	1%	14.8%
Scripps Ranch	4.7%	.3%	22.6%	6.1%	16.6%	.2%	42.8%
Serra	8.5%	.4%	9.5%	3.5%	43%	.8%	28%

A-G Math and ELL Success: Kearny SIB

Groups	# students	2011 Growth API	# students	2012 Growth API	# students	2013 Growth API
Schoolwide	322	860	288	887	292	863
Black or African American	31	821	30	854	34	813
American Indian or Alaska Native	3		2		1	
Asian	82	906	77	896	73	887
Filipino	16	888	13	921	16	853
Hispanic or Latino	137	818	120	878	118	858
Native Hawaiian or Pacific Islander	3		2		6	
White	37	927	28	887	26	899
Two or More Races	13	896	15	926	17	886
Socioeconomically Disadvantaged	235	843	210	875	225	860
English Learners	125	807	115	859	90	837
Students with Disabilities	18	718	23	683	22	627

Kearny SIB

Year	Kearny SIB Grad Rate	District Grad Rate
Class of 2012-13	95.24%	87.9%
Class of 2011-12	93.33%	86.99%
Class of 2010-11	93.26%	85.34%
Class of 2009-10	95.29%	82.19%
Class of 2008-09	95%	79.28%

World Language Enrollment

- ◆ Middle School language enrollment is between 4.1% and 57%, depending upon cluster.
- ◆ Language Academy (91.8%) and Longfellow (100%) are the exceptions due to their school-wide language focus.
- ◆ Two middle schools do not offer world language options.

Next Steps: World Language Alignment

Clairemont Cluster	Languages
Clairemont HS	Spanish, German
Marston	Spanish
Longfellow	Spanish
Muir	Spanish

Crawford Cluster	Languages
Crawford HS	Spanish, French
Mann	French, Mandarin Chinese
Language Academy	Spanish, French

Next Steps: World Language

- ◆ Align world language offerings
- ◆ Increase enrollment of middle school students in world language
- ◆ Offer American Sign Language Options for students who may struggle with speech
- ◆ Collaborate with IEP teams to determine the best options for diploma bound students with IEPs

Next Steps: World Language

- ◆ LOTE (Language Other Than English) Exams Being Revised by OLA to Meet Both Seal of Biliteracy and Graduation Requirements (Ready by January)
- ◆ Early identification of students who meet graduation requirements (administer LOTE)
- ◆ Create opportunities for interventions (especially ELL)
- ◆ Administer Revised LOTE in the spring—will need to train proctors fall 2014/implement spring 2015

Next Steps: Intervention

- ◆ All Class of 2016 Transcripts will be reviewed by the High School Office to identify and support site interventions:
 - ◆ Extended Day Options
 - ◆ Assets Grant Leverage
 - ◆ Summer School Coursework
 - ◆ Utilization of Online Options
 - ◆ LOTE options
 - ◆ CAHSEE Prep
 - ◆ Interventions
 - ◆ 1.5 year planning (personalized)
 - ◆ Counseling Scheduling: SS choices, repetition of classes, etc.

Next Steps: Preventing First Time Failure

- ◆ K-12 Master Schedules driven by data and the prevention of first time failure.
- ◆ Early Warning Systems Used to Intervene Prior to the Summer
- ◆ Collaborate to examine the ELL pathways

Next Steps: Master Schedule Planning

- ◆ The High School Office and Area Superintendents will work with areas to engage in meaningful and data driven master schedule planning that supports UC a-g goals, intervention where needed, and the reduction of first time course failure of students.

Next Steps: ICC Revisions

- ◆ The ICC process has been revised to allow for approval of courses by the UC system prior to BOE approval submission.
- ◆ Non a-g coursework follows the same process as prior years.

This is a K-12 Effort

- ◆ High Schools Cannot Be Solely Responsible for this Effort
 - ◆ We will have short and long term plans because we have not implemented systematically.
- ◆ Middle Schools Must Offer World Language, Computer Literacy and UC a-g math.
- ◆ Meaningful interventions must be embedded and monitored K-12