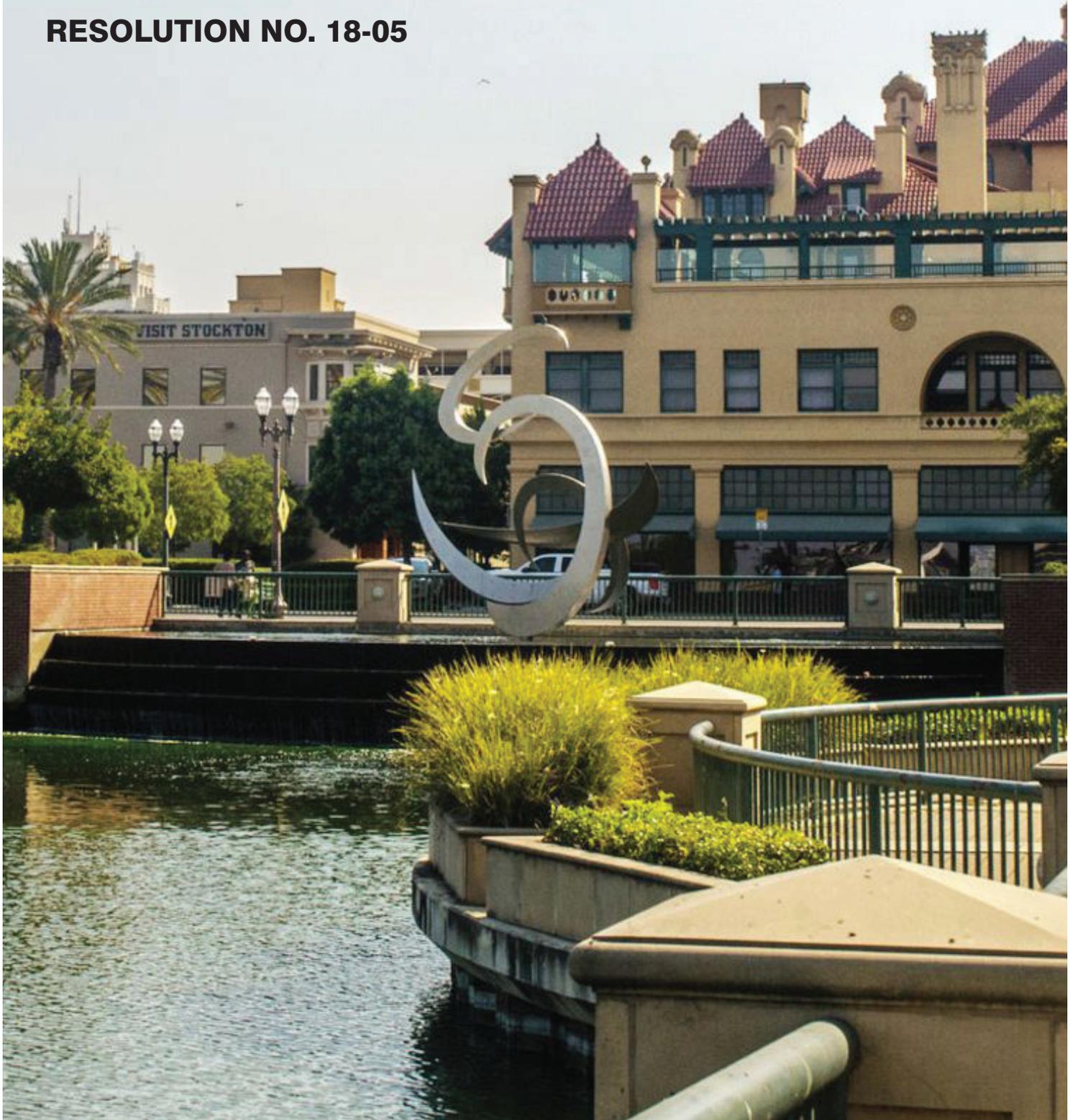


Ensuring College, Career and Community Readiness for All Students

RESOLUTION NO. 18-05



STOCKTON UNIFIED SCHOOL DISTRICT

Board of Education

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Executive Summary

On July 31, 2018, the Governing Board passed Resolution No 18-05; Ensuring College, Career and Community Readiness for All Students. The Resolution requests data on key indicators for our high school students, long-term data on graduates, and how feasible it is to gather those data points. The resolution then asked what could be done with that information to affect school improvement. Furthermore, the Resolution asked about the feasibility and impact of a more rigorous graduation requirement that would match the entrance requirement to the University of California/California State University (UC/CSU) systems. Finally, the Resolution called for information about supporting systems and partnerships with post-secondary institutions. This information is due to the Board on Nov 28, 2018. A preliminary presentation was given in a Study Session of the Governing Board on October 23, 2018.

The data presented in the report indicates that only a fraction of our students are prepared with meeting the UC/CSU course completion requirements and an even smaller portion are prepared based on benchmark testing, or completion of College Level work. Furthermore, it is clear that the District's data collection and reporting systems are not well-aligned and some of the data is not reliable. Some of the data on past graduates that have long left the District system is limited or not readily available from a common source.

However, in recent years and through Local Control Accountability Plan (LCAP) projects, efforts are being made to improve these conditions and outcomes. The district reestablished and staffed career centers, a college and career exploration tool is provided to all students K-Adult, and in the 2018-2019, dedicated middle school counselors are being added to all K-8 schools to specifically help middle school aged students prepare for high school and make plans for after graduation. Furthermore, the addition of an On-track report. Currently the University of California Office of the President (UCOP) has provided individual On-track reports based on the UCOP transcript Evaluation Service. The District has also contracted with Spotlight Education to provide a similar, but more student friendly version. These reports will be distributed in early 2019. Finally, this report includes considerations for the board that were provided in the October 23rd Study Session on potential next steps and changes that would be necessary for the district.

Stockton Unified School District has had a long-standing goal stating, "Every child will graduate College and Career (Community) Ready by the end of the 12th grade." This is the first meaningful effort from the Governing Board to ask for relevant information and put forth a request for the feasibility and impact of College and Career Ready expectations. It has been the pleasure of this committee to research, analyze and develop this report in response to the Resolution. It is the committee's hope that the Governing Board carefully consider steps to bring about higher expectations for our students that will impact them and their families for generations to come.

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Ensuring College, Career and Community Readiness for All Students

**Resolution No. 18-05, Board Approved 31 July 2018,
Report Publish 28 Nov 2018**

COMMITTEE MEMBERS

- » Dr. Andrus, Acting Assistant Superintendent, Educational Services
- » Dr. Gauna, Assistant Superintendent, Student Services
- » Dr. Sahli, Executive Director, Curriculum
- » Teresa Oden, Director, Educational Services
- » Dr. Mong Thi Nguyen, Director, Research and Accountability
- » Tami Gray, SAP Chair, High School Counseling
- » Nicolette Gonzaba, SAP Chair, College and Career Readiness
- » Brooke Shields, Administrator, Special Projects
- » Gus Juarez, Student Services, Data Analyst
- » Juancho Forlanda, Technology Manager
- » See Vang, Software Support/Data Processing Tech
- » Samson Chua, Database Analyst

This report is in response to Board Resolution No.18-05. It follows the request for information as provided in the resolution and gives the readers insight into Stockton Unified School District's challenges and successes.

STOCKTON UNIFIED SCHOOL DISTRICT

Resolution No. 18-05 Ensuring College, Career, and Community Readiness for All Students

WHEREAS, The Stockton Unified School District's mission states that the students of Stockton Unified School District are our most valuable resource and, together with our community, we have an obligation to provide them with a world-class education; and

WHEREAS, according to the District's Blueprint for student success, our core beliefs are that:

- All students can learn,
- Success breeds success,
- We control the conditions of success,
- A focus on results will guide the programs and instruction for continuous improvement; and

WHEREAS, the District's goal is 100% graduation with all students prepared for college, career, and life, and in addition, in April 2018, the Stockton Unified School Board set the performance metric that we will increase the number and percent of graduates who are college and career ready (CCR) by 5% annually beginning with the class of 2019; and

WHEREAS, the District is making great strides in increasing both its cohort graduation rate (from 66.1 percent for the Class of 2010 to 83.6 percent for the Class of 2016) and UC/CSU graduation rate (from 18.5% for the Class of 2010 to 40.1% for the Class of 2017), and is expanding college and career readiness through increased staffing, streamlined and aligned college counseling, enhanced college partnerships, workshops on college preparedness with incoming high school students, and parent awareness and involvement; however, it still lags behind both the State average for graduation and college readiness, and significantly behind comparable school districts such as Garden Grove, Long Beach, and Sacramento Unified School Districts; and

WHEREAS, numerous studies highlight the benefits of a postsecondary education for individuals and for society, including, on average, higher earnings, lower rates of unemployment, decreased poverty, healthier lifestyles, greater civic engagement, reduced reliance on public assistance, and an increased tax base; and

WHEREAS, according to the U.S. Bureau of Labor Statistics , many of today's fastest-growing occupations are in the career and technical education fields of healthcare, information technology, STEM, and the skilled trades; postsecondary career and technical education programs can equip students with the skills needed in these fields; and

WHEREAS, a 2016 report by The College Board found shrinking gaps in college enrollment rates between African American, Hispanic, and white recent high school graduates between 1995 and 2015, but widening gaps in college completion rates; and

WHEREAS, more than 40,000 students attended the District's PK-12 and adult schools in 2016-17; of these, 65 percent were Latino, 11 percent were African American, and over 2 percent were Pacific Islander or American Indian/Alaskan Native. Over 80 percent of Stockton Unified students qualify as low-income ; and

WHEREAS, a 2015 study by the Pell Institute found that just 9 percent of dependent students from low-income families earned a bachelor's degree within 6 years of high school graduation compared to 77 percent of students in high-income families – a gap that has almost doubled since 1970; and

WHEREAS, a 2016 report by the California State Auditor indicated that of the 84 percent of the District's students who fell off-track in completing college preparatory coursework, 72 percent of whom fell off-track in grade nine, only 5 percent ultimately completed their college preparatory coursework by graduation; and

WHEREAS, initiatives such as the California State University Graduation Initiative 2025 and CalPASS Plus highlight the value of ongoing data analysis in efforts to increase postsecondary graduation rates, make longitudinal student outcomes data more readily available, and provide opportunities to partner with institutions of higher education in helping students succeed in college while eliminating opportunity and achievement gaps; and

WHEREAS, there are a wide range of institutions in which Stockton students can pursue postsecondary education in order to access a rewarding career, including but not limited to vocational certification, apprenticeships, technical training, two-year, and/or four-year colleges; and

NOW THEREFORE BE IT RESOLVED, that the Stockton Unified School District affirms the goal that by the end of 12th grade every child will graduate ready for success in college and in a rewarding career; and

BE IT FURTHER RESOLVED, that building on the ongoing efforts of the District Administration to focus attention on actionable student data, the Superintendent is directed to deliver a report on the subject of College Career, and Community Readiness Outcomes for District students to the Governing Board of the Stockton Unified School District within 120 days, which shall include:

- A current trend analysis of key data indicators of college and career readiness, such as the number and percent of high school students who:
 - » Pass core academic classes (including A-G courses) in 9th-12th grade and graduate with a 3.0 GPA or above,
 - » Complete a concurrent enrollment course with a "C-" or higher,
 - » Pass an AP Course Exam with a score of 3 or higher,
 - » Graduate having completed the A-G course sequence,
 - » Have an attendance rate upward of 96%,
 - » Pass a standardized college test having met the target benchmark, such as a:
 - * PSAT score greater than 430 in ELA and 480 in math,
 - * SAT score greater than 1010,
 - * ACT score greater than 18 in ELA, 21 in reading, and 22 in math ,
 - » Meet or exceed standards for CAASPP in ELA and Math (currently captured in LCAP),
 - » Complete the FAFSA,
 - » Attain and document 5 or more community service hours before graduation
 - » Enroll in and pass any needed credit recovery courses,
 - » Participate in existing programs that promote college readiness at the Pre-K through 8 level,

- » Successfully complete a career technical education (CTE) pathway, including earning a recognized industry certification within the CTE pathway
- A current trend analysis using existing data that examines the long-term college and career success of the District's graduates over the last 10 years by cohort, such as the number and percent of high school students who:
 - » Enroll in college or a vocational program in the year after graduating from high school,
 - » Must enroll in remedial courses once in college,
 - » Persist from freshman to sophomore year of college,
 - » Transfer from 2-year to 4-year institutions,
 - » Complete college within 6 years, differentiated by institution type (2-year vs. 4-year institutions),
 - » Attain vocational certifications and job placements,
 - » Complete apprenticeships/technical education programs.
- A summary of the feasibility and impact of making these data accessible to the public including:
 - » An estimated timeline,
 - » Potential barriers or limitations that may need to be addressed,
 - » Projected costs (including for data and staff time) associated with these efforts.
- A proposal for how these data points might be integrated into the continuous improvement efforts of our schools including through:
 - » Opportunities to reflect on these data at professional development sessions,
 - » Ways to systematize goal-setting on these data points at all local districts and relevant school sites,
 - » Structures of support the Superintendent and local districts can provide to schools to ensure that every child who graduates is truly college and career ready (and we are making progress as demonstrated through these longitudinal data points).

BE IT FURTHER RESOLVED, that the Board directs staff to submit a report within 120 days that speaks to the feasibility and impact to the District if the following were implemented:

- The creation of a College and Career Ready graduation requirement, which requires that to graduate from high school students must:
 - » attain proficiency on a benchmark exam - either the CAASP, SAT, or ACT, and,
 - » complete either the CSU/UC eligibility requirements (A-G for all) or an approved Career Pathway.
- Subsidized administration of the PSAT for all 8th and 9th-grade students.
- Subsidized administration of the SAT for all 10th and 11th-grade students.
- The development of an on-track indicator for students in the 7th-12th grade which is to be shared with students, families, and staff members on a quarterly basis,
- Availability of a college center with access to technology to support college and career exploration and the college application process on every high school campus. These college centers would be available for student use before school, after school, and during lunch and nutrition, as well as during the summer to mitigate summer melt.
- The creation of a Postsecondary Leadership Team (PLT) at every high school with the common goal of increasing and enhancing college and career awareness and readiness. The PLT would consist of multiple stakeholders that review and assess postsecondary achievement data and develop strategies to increase college readiness and access for all students.
- Grade-level college and career readiness tasks to build student awareness, knowledge, skills, dispositions, and attributes necessary for postsecondary success from Kindergarten to grade 12; and

BE IT FURTHER RESOLVED, that the Superintendent is directed to develop and expand partnerships with institutions of higher education, including but not limited to San Joaquin Delta College, the California State University system (specifically CSU Stanislaus), the University of California system, local private universities, community-based organizations, relevant labor partners, the City of Stockton, the County of San Joaquin, and the private sector, with the goals of: (1) expanding support networks so that a greater number of District graduates complete college and/or vocational/technical programs and enter gainful employment; and (2) ensuring strategic planning through the use of shared data to inform the District's instructional services and improve achievement across the P-20 continuum.

PASSED AND ADOPTED by the following vote of the members of the Governing Board of the Stockton Unified School District, San Joaquin County, State of California, this 31 day of July 2018.

AYES: Cecilia Mendez, Dr. Andrea Burrise, Kathleen Garcia, Lange P. Luntao,
Maria Mendez, Angela Phillips, Steve Smith

NOTES:

ABSENT:

ABSTAIN:

Dr. John E. Deasy, Superintendent/Secretary,
Governing Board, Stockton Unified School District,
San Joaquin County, State of California

Data Reports

“Current Trend Analysis of Key Data Indicators of the College and Career Readiness Outcomes”

This table only includes students that graduated in the respective school year and is not “Cohort Data”. The Grads row are the graduates that graduated for that school year and not the previous school year. Data was pulled from our local Student Information System, Synergy.

* Data is not readily available

** Not tracked for this SY

School Year (Graduates)	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18
Number of Graduates	1760	1736	1830	1832	1912	1949	1999	2007
Number of Graduates with a GPA of 3.0 or higher	642 36%	626 36%	675 37%	702 38%	657 34%	726 37%	760 38%	782 39%
Percent of Graduates with a GPA of 3.0 or higher	0.36	0.36	0.37	0.38	0.34	0.37	0.38	0.39
Completed a Concurrent enrollment course with a C or higher (SJDC)	0 0%	3 .01%	130 7%	159 9%	240 12%	214 11%	176 8%	209 10%
Pass and AP Course Exam with a 3 or higher (More data is found in the Appendix)	*	*	*	*	*	*	*	264 13%
“A-G” Grads (from CALPADS)	*	*	*	*	*	*	*	729 36%
Attendance rate of 96% or higher (More data is found in the Appendix)	644 37%	753 43%	710 39%	756 41%	609 32%	754 39%	629 31%	706 35%
Pass a standardized college readiness test having met a target benchmark. (More data is found in the Appendix)								
PSAT 430 in ELA and 480 in Math (8th grade)	*	*	*	*	*	*	*	289 14%
PSAT 430 in ELA and 480 in Math (10th grade)	*	*	*	*	*	*	*	307 15%
SAT greater than 1010 (11th grade)	*	*	*	*	*	*	*	138 7%
SAT greater than 1010 (12th grade)	*	*	*	*	*	*	*	275 14%
ACT greater than 18 in ELA (District Average, not N of Graduates)	*	*	*	17.5	18.0	17.5	17.7	18.1
ACT greater than 21 in Reading (District Average, not N of Graduates)	*	*	*	18.6	18.9	18.9	19.0	19.7
ACT greater than 22 in Math (District Average, not N of Graduates)	*	*	*	19.7	19.6	19.0	19.3	19.6
Meet or Exceed Standards for CAASPP in ELA (11th grade in 16-17 SY)	*	*	*	*	*	*	*	702 35%

Meet or Exceed Standards for CAASPP in Math (11th grade in 16-17 SY)	*	*	*	*	*	*	*	361	18%
Complete the FAFSA (More data is found in the Appendix)	*	*	*	*	*	*	596	602	30%
Attain and document 5 or more hours of community service before graduation (Edison Only)	**	**	23	115	226	191	188	190	9%
			1%	6%	12%	10%	9%	9%	
Enrolled in credit recovery (courses within the school day)	852	818	987	735	804	900	1066	1017	
	48%	47%	54%	40%	42%	46%	53%	51%	
Enrolled in credit recovery and passed (courses within the school day)	688	709	771	603	669	785	975	898	
	39%	41%	42%	33%	35%	40%	49%	45%	
Participate in existing programs that promote college readiness in the PreK-8th grade									
College and Career Exploration Xello and Spark. (Number of 6-12 grade students logging in July-Oct)	**	**	**	**	**	**	**	**	8650
Advancement Via Individual Determination (AVID) Grades (K-8) (See Appendix K for more detail)	283	234	199	755	2,123	3,884	6,481	8,207	
Successfully complete a CTE Pathway	*	*	*	*	304	273	**	**	102
Successfully complete a CTE Pathway and earn an Industry Certification	**	**	**	**	**	**	**	**	24

Current Trend Analysis of Existing Data of Long-term College and Career Success of the District's Graduates over the last 10 years by cohort.

The following is data from Edison High School (comprehensive high school), and from Stockton Early College Academy (a small charter high school). Data is currently available from 2013-2017. They are currently utilizing "Student Tracker" to obtain this data. We do not have this information on any other school at the time of this report.

ENROLL IN COLLEGE OR A VOCATIONAL PROGRAM IN THE YEAR AFTER GRADUATING FROM HIGH SCHOOL

Edison High School	2014	2015	2016	2017
Enrolled in College within the year after graduation	62%	51%	63%	58%
Enrolled in 4-year within the year after graduation	17%	16%	19%	21%
Enrolled in 2-year within the year after graduation	49%	41%	48%	37%

ENROLL IN COLLEGE OR A VOCATIONAL PROGRAM IN THE YEAR AFTER GRADUATING FROM HIGH SCHOOL

Stockton Early College Academy	2013	2014	2015	2016	2017
Enrolled in College within the year after graduation	86.67%	96.61%	89.22%	92.98%	84.09%
Enrolled in 4-year within the year after graduation	The data was not available by 4 year and 2 year schools				
Enrolled in 2-year within the year after graduation					

Must enroll in remedial course once in college

This data is not available from Student Tracker

PERSIST FROM FRESHMAN TO SOPHOMORE YEAR IN COLLEGE

Edison High School	2014	2015	2016	2017
Returned for a second year of college	79%	83%	N/A	N/A
Returned for a second year at at 4-year	92%	95%	N/A	N/A
Returned for a second year at a 2-year	74%	78%	N/A	N/A

PERSIST FROM FRESHMAN TO SOPHOMORE YEAR IN COLLEGE

Stockton Early College Academy	2013	2014	2015	2016	2017
Returned for a second year of college	88%	91.53%	88.24%	84.21%	N/A
Returned for a second year at at 4-year	The data was not available by 4 year and 2 year schools				
Returned for a second year at a 2-year					

Transfer from a 2 year to a 4 year institution

This data is not available from Student Tracker

Complete College within 6 years:

2 year institution then transfer

4 year institution

This data is not available from Student Tracker

Attain a vocational certification and job placement

This data is not available from Student Tracker, or other sources

Complete apprenticeship/technical education programs

This data is not available from Student Tracker or other sources

Feasibility and Impact of these Data Reports

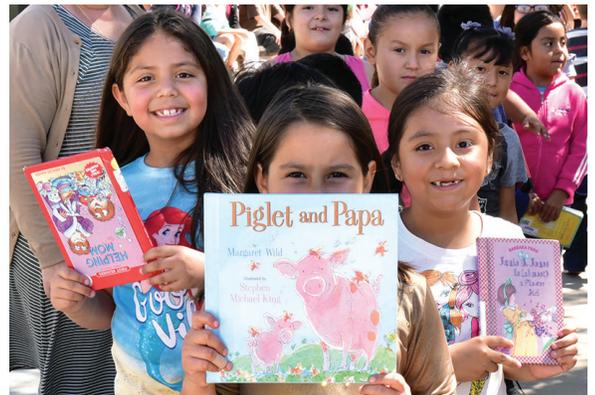
Staff on the committee discussed the challenges of gathering the data, the feasibility and impact on District staff to complete the request. Data is collected in different departments, for different purposes and reports. The departments do not share the same data repositories. As seen in the data fields Long-term College and Career Success of graduates, this information is even more difficult to gather. This data reporting involved 12-15 staff from various departments spend approximately 160 total hours to collect and format the data. Additional time and expertise is needed to further review and verify the data and then format it into a single user-friendly document. In the future, we anticipate a similar amount of work as data points will change and update annually. Like other reporting purposes, we would need to take time and effort to refine the data collection and reporting cycle to make this a higher functioning process that provides meaningful and actionable information.

ESTIMATED TIMELINE:

Frequency: some data is collected quarterly, semi-annually, but most is annually. We recommend an annual report in the Fall for the prior year.

BARRIERS AND LIMITATIONS THAT MAY NEED TO BE ADDRESSED:

- Staff are being stretched thin and other regular work is not being completed to address the data request in this resolution.
- Some of the data is not available at all from any source.
- Some of the data is not current, meaningful or relevant.
- Some of the data requested needs to be further refined to be more specific and targeted.



HARD COSTS:

- ACT, SUSD does not own the data and would have to buy it.
- SAT Included with the cost of providing the exams
- Student Tracker (national clearing house of graduates) \$5000 to \$6000 to gain access to all schools
- Xello, included in the cost of the services
- AP, included in the cost of providing the exams, plus the cost of administration and facilities
- AVID Student Data, included in the cost of the program
- Other data is housed in Synergy, Illuminate, APEX and Cyber High

Enrollment and Completion of Credit Recovery: Our systems do not integrate the data of credit recovery in high schools. We use in school courses, APEX and Cyber High online programs. Apex and Cyber High have their own separate data systems to monitor student data. Final passed courses are then added to the student information system and can be monitored and tracked.

In K-8 schools, Independent Study Contracts for missing work and make up days are monitored only a the classroom teacher and school. There is no formal system to monitor these systems.

5 Hours or more of Community Service: Not all schools are required hours of community service. Not all schools report Community Service hours the same way or in a common system such as our Student Information System (Synergy). A common expectation, alignment and process is needed to better track this data point.

Current Trend Analysis of Existing Data of Long-term College and Career Success: Currently, Edison is the only school able to access this data. The District is in the process of signing a contract to obtain Student Tracker for all of our high schools.

Proposal on how these Data Reports can be integrated into continuous improvement efforts of the schools

OPPORTUNITIES AROUND PROFESSIONAL DEVELOPMENT

- Consider equity and access training provided by the Joint Special Populations Advisory Committee (www.JSPAC.org) and, or National Alliance for Partnerships in Equity (www.napequity.org)
- Ongoing support for the Counselor training aligned with the American School Counselor Association (www.schoolcounselor.org) National Model.
- Train staff on the College and Career Readiness standards that are found in the CTE Framework
- Identifying which current grade-level essential standards (Common Core) relate to college and career readiness in order to systematize lessons (CTE crosswalk for grades 7-12)
- Identify large gaps in student performance such as mathematics where teacher training is needed

WAYS TO SYSTEMIZE GOAL SETTINGS ON THESE DATA POINTS

- Goals can be stated in Single Plan for Student Achievement and for high schools (the WASC Action Plan)
- Schools can align local goals with these data points to direct resources and programs to address targeted needs.
- District leadership and supervisors can monitor alignment of such goals and data points.

STRUCTURES OF SUPPORT

- The data points to the need for Aligned Guidance for each life-level grade change. For example, Staff only provides guidance for entering 9th graders. In reality, Guidance is needed for transitions from intermediate grades to middle school grades, 8th to 9th grade and then at each grade level until graduation.



Aligned Guidance makes recommendations for counselors regarding student placement based on multiple measures. They include MAP data, EL status, course grades and CAASPP scores. Other data not often considered, is teacher recommendation, past program participation such as music, PLTW, AVID, MESA and other programs. Further Guidance is needed for sites at subsequent grade levels based on the same data points, but also considering post-secondary

goals, high school program of study and ongoing program participation.

- The data will identify gaps in programming and services such as lack of career pathways at some schools, or increased need for AP offerings at others.
- Consideration of the Linked Learning model and its associated organization and systems to increase the connections to college and career readiness.
- Data may point to additional services to families regarding college planning for parents, accessing financial aid, supporting students that leave home for a distant university and so on.

Feasibility and Impact of the Creation of College and Career Ready Graduation Requirement (A-G for all).

GRADUATION REQUIREMENT EXPECTATIONS

The Resolution asks what is the feasibility and impact to the District of:

Require proficiency on a benchmark exam (CAASPP, SAT or ACT)

AND

Completion of high school graduation requirements that match entrance requirements of the UC/CSU system or completion of an approved (CTE credentialed) Career Pathway.

The committee discussed this topic and gathered input from principals, and counselors in a preliminary meeting held on October 15th, 2018 to gather ideas and suggestions. The committee included high school principals, K-* principals, Guidance Chairs (head counselors), Principal Supervisors (Directors) and other members of the committee. Under each segment of the resolution's sub-points we discussed the feasibility and impact on the district to bring about this request.



FEASIBILITY AND IMPACT OF PROFICIENCY ON A BENCHMARK EXAM

If strictly applied to SUSD Graduating class of 2018, only 18% or less of the class would have when taking into account the benchmark exam. Proficiency on a benchmark test is just like the California High School Exit Exam, which was a test of 8th grade standards, and was retroactively eliminated by law. Requiring a benchmark exam would reverse the removal of a high

stake exam (CAHSEE) and replace the requirement with the CAASPP, ACT or SAT.

However, if SUSD was to proceed with a proficiency on a benchmark exam, there would be tremendous need to increase the instructional capacity of our classroom teachers and supports found in schools. Regardless of a benchmark test becoming a requirement for graduation, the District still sees this as a priority to increase achievement. The same supports to have students pass Benchmark tests are the same supports to have students complete courses that match UC entrance requirements. These supports are outlined in the next section.

FEASIBILITY AND IMPACT OF COURSE REQUIREMENTS MATCHING THE UC ENTRANCE REQUIREMENTS

Staff is optimistic that the increase in graduation requirements will have a positive impact on the individual students, as well as the community as a whole. As stated in the first part of this Resolution, the benefits of higher expectations from the educational system not only affects the individual graduate, but also impacts the regional economy with a stronger workforce and the community as a whole. Furthermore, this set of higher expectations will affect generations to come. All other district that have adopted a higher expectation experience, over time, increased student performance demonstrated in various measures. The following supports and structures should be considered to help bring this about:

- We recognize the need for increased support in math for our younger students as, for the past few years, approx. 33% of 9th graders are failing Algebra. This may include, but is not limited to:
 - » Summer catch up programs
 - » Increase mathematical training for improved delivery of instruction for primary and intermediate K-6 teachers
 - » Replace multi-subject teachers with single subject math teachers for grades 7-8. This may result in reconfiguring some schools to consolidate enough middle school students into a cohort.
- We recognize the need for increased support in English Language Art for our younger students as, for the past few years, approx. 35% of 11th graders are proficient in ELA on the CAASPP.
 - » Summer catch up programs
 - » Increase training for improved delivery of instruction for primary and intermediate K-6 teachers around deep comprehension and reclassification of English Learners
 - » Replace multi-subject teachers with single subject ELA teachers for grades 7-8. This may result in reconfiguring some schools to consolidate enough middle school students into a cohort.
- We recognize the need to increase the amount of time spent learning about science and adding an additional year of Science at the high school would need to be supported with more science at the earlier grades.
 - » Increase science training for improved delivery of instruction for primary and intermediate K-6 teachers regarding the Next Generation Science Standards
 - » Replace multi-subject teachers with single subject Science teachers for grades 7-8. This may result in reconfiguring some schools to consolidate enough middle school students into a cohort.
 - » Schools would need to have greater participation in a Science Technology Engineering and Mathematics (STEM) program such as Project Lead the Way, Magnitude.IO or MESA, or another strong STEM related program to extend and enhance STEM learning.

FEASIBILITY AND IMPACT OF PROVIDING CAREER AND TECHNICAL EDUCATION (CTE) PATHWAYS AS AN ALTERNATIVE PATH TO GRADUATION

- We recognize students in grades K-6 need to start career exploration earlier. We need to have time in the school week to have students spend time learning about careers from guest speakers, virtual and live field trips and use of career exploration software tools such as Xello.
- We also recognize student in 6-8th grade need to do a deeper career exploration and make an informed decision about which high school they want to attend based on their program of study either toward college entrance or a specific CTE pathway
- SUSD high school pathways would need further development in terms of more teacher and course offerings. Other schools would need to have pathways established or expanded
- Work-based learning (Job shadow, internships, apprenticeships) would also need to be further developed
- SUSD would consider the Linked Learning model (James Irvine Foundation, ConnectEd.) to provide structure and support to schools and graduates. www.linkedlearning.org

WHAT WE CAN LEARN FROM OTHER DISTRICTS

- Other regional California school districts have made this change with increasing success. Both San Jose Unified School District and San Francisco Unified School District increased the expectations of their graduates by matching high school requirements to match the minimum requirements of the UC/CSU admission requirements: San Jose, 1998 for the class of 2002 and San Francisco, 2008 for the class of 2014. Both districts have experienced overall increases in graduation rates and other key College and Career readiness indicators over time. San Francisco (SFUSD) has experienced increase in graduation rate from 82% to 87% for the class of 2016. SFUSD also realized a complementary drop in the number of credit deficient seniors and an increase in attendance rates. To support this effort, SFUSD added various supports including programs such as AVID, tutoring, targeting interventions and on-track off-track reporting. SFUSD learned the following best practices made a difference:
 - » Proven early-warning indicators
 - » Focus on attendance
 - » Embrace collective responsible for academic success
 - » Raise the bar to “Bs or Better”
 - » Foster supportive relationships to ease transitions between grades and schools
 - » Assess and refine disciplinary practices

<https://www.dcyf.org/modules/showdocument.aspx?documentid=5052>

Furthermore, we have learned from other districts that their requirements do not require an exam demonstrating proficiency and allow for a D grade to earn credit toward graduation though a C grade or higher is required for University admission. Other districts provide other pathways and “opt out” options for students with unique or specialized needs.

SUBSIDIZED ADMINISTRATION OF PSAT AND SAT

“Subsidized Administration for the PSAT for all 8th and 9th grade students”:

SUSD already fully funds the PSAT support for 10th and 11th graders. This began a few years ago with the initial LCAP to provide this resource (LCAP goal SA11.11). Schools use this data to identify students that are ready for classes that are more rigorous and which student need more support to achieve at higher levels. The chart below is just for the PSAT, but provides information on the quantity and cost of the test administration.

Product Name	Start Date	End Date	Quantity	Unit Price	Cost	Discount	Total Cost
PSAT 8/9 EPP Fixed-Fee - 8th Grade	July 1, 2018	June 30, 2019	2973	\$11.00	\$32,703.00	\$11,892.00	\$20,811.00
PSAT/NMSQT EPP Fixed-Fee - 10th Grade	July 1, 2018	June 30, 2019	2567	\$16.00	\$41,072.00	\$10,268.00	\$30,804.00
						Subtotal:	\$73,775.00
						Total Discount:	\$22,160.00
						Total Cost:	\$51,615.00

“Subsidized Administration for the PSAT for all 10th and 11th grade students”: The SAT is not administered to to 10th graders ~ they will take PSAT at the beginning of both 10th and 11th. The SAT is taken in the Spring of 11th grade and the Fall of 12th grade.

DEVELOPMENT OF ON-TRACK REPORT FOR STUDENTS IN GRADES 9-12 AND 7-8

Beginning in the Fall of 2017, staff began exploring an Ontrack Report and in the Fall of 2018 entered into a contract to provide this service to all 9-12th graders. We are using Spotlight Education report (semi-annually) tentatively beginning Spring 2019

Claudia Marquez
10th Grade Guide
ID# 101

3740
CSU Index

1340
PSAT

3.1
Total GPA

3.00
UC/CSU GPA

-
Weighted GPA

Watch your UC/CSU GPA! 2.0 is required for CSU and 3.0 for UC.

HIGH SCHOOL GRADUATION PROGRESS

You are on track for completing the classes required for high school graduation.

When selecting courses for 11th grade, make sure to enroll in an English, math, history and 3 additional courses. Consider a foreign language or fine arts course if you have not already completed this requirement.

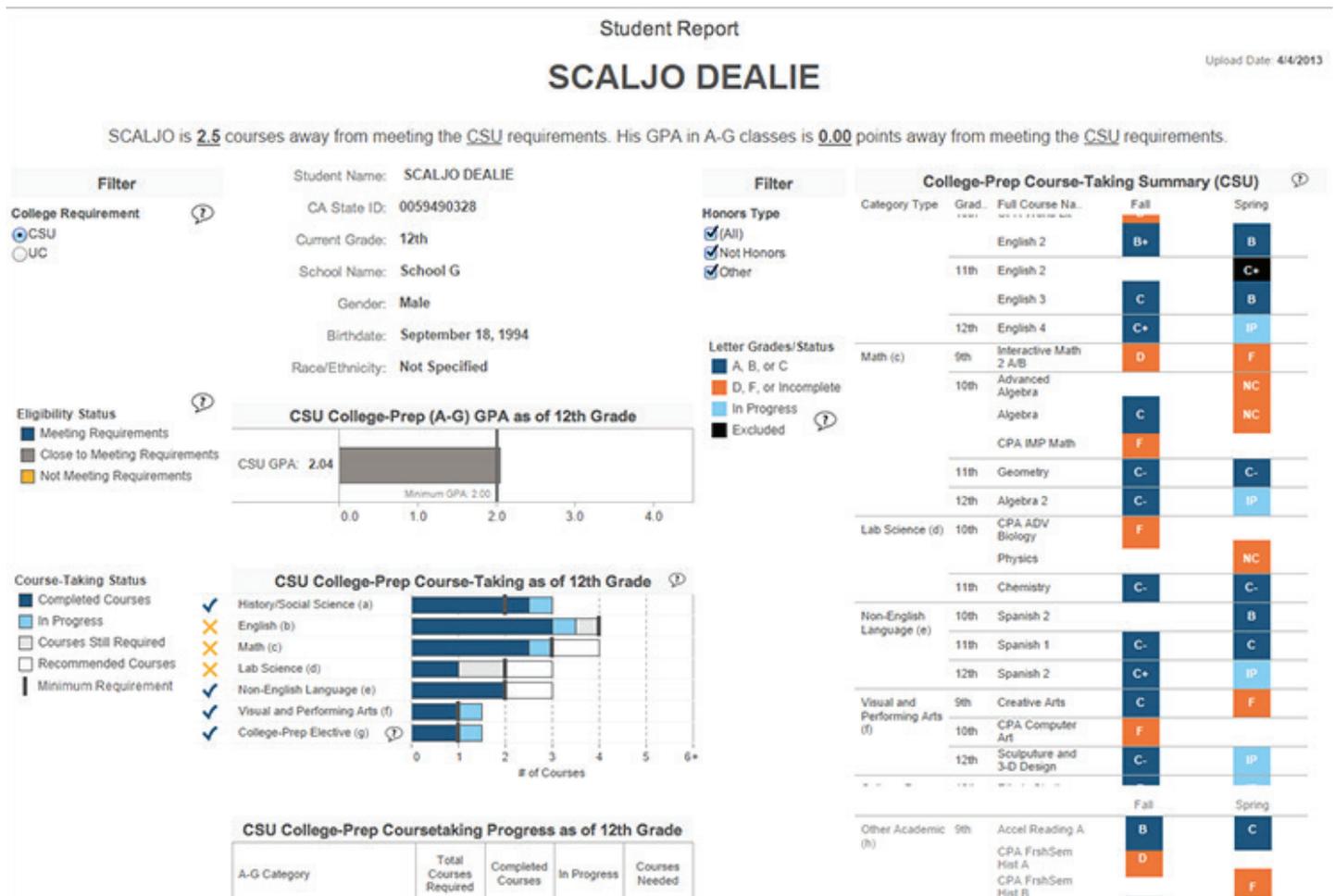
GRADUATION REQUIREMENTS 1 Year 2 Years 3 Years 4 Years HERE'S WHAT IT MEANS

	<input checked="" type="checkbox"/> Social Studies (c)		ON TRACK in social studies for high school graduation. Pass your classes with a D or better to remain on track.
	<input checked="" type="checkbox"/> English (b)		ON TRACK in English for high school graduation. Pass your classes with a D or better to remain on track.
	<input checked="" type="checkbox"/> Mathematics (a)		ON TRACK in math for high school graduation. Pass your classes with a D or better to remain on track.
	<input checked="" type="checkbox"/> Lab Science (d)		ON TRACK in lab science for high school graduation. Pass your classes with a D or better to remain on track.
	<input checked="" type="checkbox"/> World Languages (e)		ON TRACK in world languages for high school graduation. Pass your classes with a D or better to remain on track.
	<input checked="" type="checkbox"/> Visual/Performing Arts (f)		ON TRACK in visual/performing arts for high school graduation. Pass your classes with a D or better to remain on track.
	<input checked="" type="checkbox"/> College Preparatory Elective (g)		ON TRACK in elective for high school graduation. Pass your classes with a D or better to remain on track.

LEGEND

Must Take
Enrolled
Completed With a D or Better

In the Fall of 2018, the UC Office of the President contacted the SUSD Staff and offered their comparable services, Transcript Evaluation Service. At the time of this report, Staff developed a contract for services to provide this service to all students in grades 9-12 and was provided to the Governing Board on Nov 13, 2018. Below is a sample of a student report provided to students.



As this report was being finalized, the UC Office of the President Transcript Evaluation Services delivered the reports to the district. The materials are helpful data points that reinforce the need to increase graduation expectations. The data indicates: female students out-perform males, and that the longer students are with us, the less qualified they become.



In grades 7-8: Student Success Form from Illuminate is available for all teachers and counselors to meet with and discuss high school planning.

STUDENT SUCCESS CONFERENCE

2017-2018

GRADE: 8 SCHOOL: _____

MATH				READING			
Grade	Fall	Winter	Spring	Grade	Fall	Winter	Spring
Kinder	141	152	163	Kinder	142	153	162
Gr 1	166	176	185	Gr 1	165	175	182
Gr 2	181	188	196	Gr 2	179	187	193
Gr 3	194	200	207	Gr 3	192	199	203
Gr 4	207	213	222	Gr 4	202	207	208
Gr 5	216	226	232	Gr 5	206	211	215
Gr 6	223	228	233	Gr 6	215	218	219
Gr 7	232	235	239	Gr 7	216	221	222
Gr 8	238	241	243	Gr 8	224	226	227

Dear Parents,

Your student's teacher met with your child today to discuss MAP (Measure of Academic Progress), Smarter Balanced Assessment (SBAC), CELDT (California English Language Development Test) proficiency levels, attendance, and behavioral referrals. The purpose of this meeting was to help your child create academic goals for the school year.

MAP Growth MATH			MAP Growth READING			MAP Growth SCIENCE (gr 5, 8, 10)		
MAP SCORE	Fall-Winter (FW) Growth	Fall-Spring Growth	MAP SCORE	Fall-Winter (FW) Growth	Fall-Spring Growth	MAP SCORE	Fall-Winter Growth	Fall-Spring Growth
Spring 2017	199		S17	206		S17		
Fall 2017	187	Target growth 4	F17	185	Target growth 5	F17		
Winter 2018	192	score 191	W18	183	score 190	W18		
Spring 2018	201	Actual growth 5	S18	197	Actual growth -2	S18		

GOAL: To have "Met Standards" and/or "Met Target" in MAP Growth Math, Reading, and Science.

To have "Met Target" in **Spring 2018**, I need to score _____ in Math, _____ in Reading, and _____ in Science.

SBAC Math		SBAC ELA		CELDT - English Learners only					PFT (tested in gr 5, 7, 9)	
Score Performance		Score Performance		Overall	Listen	Speak	Read	Write	Healthy Fitness Zone Achieved (0-6)	
2014-15	1 Standard Not Met	1 Standard Not Met	1 Standard Not Met	2014-15	2	3	2	1	1	2014-15
2015-16	1 Standard Not Met	1 Standard Not Met	1 Standard Not Met	2015-16	2	2	2	1	1	2015-16 2
2016-17	1 Standard Not Met	1 Standard Not Met	1 Standard Not Met	2016-17	1	3	2	1	1	2016-17

GOAL: To move up one performance level on SBAC ELA and Math

SBAC ELA - I need to move from _____ performance level to _____ performance level

SBAC Math - I need to move from _____ performance level to _____ performance level

BEHAVIORAL REFERRAL and ATTENDANCE REPORT

	First Trimester	Second Trimester	Third Trimester
Number of Referrals			
Absences			
Tardies			
Comments/Notes			

Actions I can take:

- | | | |
|---|---|---|
| <input type="checkbox"/> Use attentive listening | <input type="checkbox"/> Finish my classwork | <input type="checkbox"/> Practice my math facts |
| <input type="checkbox"/> Actively participate | <input type="checkbox"/> Do my homework | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Ask questions when I do not understand | <input type="checkbox"/> Practice my sight words | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Follow directions | <input type="checkbox"/> Read for _____ minutes at home | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Stay in my seat | <input type="checkbox"/> Improve my behavior | <input type="checkbox"/> _____ |

I, _____, promise to give my best effort and strive to achieve my academic goals.

Student Signature Date Parent Signature Date

COLLEGE AND CAREER CENTERS

All 11 high schools have a College and Career Center that is staffed by Guidance Technicians. The centers are open during the school day, before and after school, and at lunch. Guidance Technicians work nearly year round. In the summer of 2018, Career Centers were closed from June 22 - July 12. Xello (6-Adult) (formerly Career Cruising) and Spark (K-5), our Career Exploration tools, are available online 24/7/365 to all students. Since the first year of the LCAP, SUSD has been providing these services (Goal 11.3 and 11.4)



CREATION OF POST-SECONDARY LEADERSHIP TEAM (PLT) AT EACH HIGH SCHOOL

Sites do not have dedicated staff to a PLT at each high school. However, site leadership teams, teachers in specialized programs, and whole staff teams at the small high schools address these topics regularly and

function as a PLT without knowing it. In some cases, this request would have little impact on schools as the functions are already happening. At other schools, it would take some effort and consistency to create the needed culture and dynamic of a PLT. This would be more challenging at the four large comprehensive high schools; however, would be welcomed but staff.

GRADE LEVEL COLLEGE AND CAREER READINESS CURRICULUM

A grade level scope and sequence of curriculum and activities are being developed by Student Services staff and site Counselors based on national standards to develop awareness, knowledge and skills to prepare for college and career readiness. At the High Schools, 9-12 Counselors make two presentations per grade level per year. This expectation will increase over the next two years. Currently (18-19) K-8 counselors make one presentation per class per grade each month.

Presentation topics include financial literacy and FAFSA/Dream Act completion, learning styles (on Xello), GPA calculation, High School transition (including earning credits), requirements for graduation and college admission (A-G), and the use of Xello (formerly Career Cruising) interest inventories/career exploration. Specialized classes such as AVID and CTE classes have teachers that are trained in and use programs such as Xello to explore College and career options including visits and guest speakers.

The feasibility and impact of implementation of a grade level program in grades K-12 is impacted by the limited amount of instructional time and capacity of available staff. This includes teachers, counselors and support staff to deliver and lead these activities.

PARTNERSHIPS WITH HIGHER EDUCATION AND OTHER ORGANIZATIONS

Current Partnerships and programs

Post-Secondary Education

San Joaquin Delta College

- » Dual Enrollment courses on comprehensive and charter high schools
- » CTE Course Articulation (multiple high school sites)
- » College Early Start (high school students take college courses on Delta's campus)
- » CTE Partners
- » Delta Verizon Summer Camp for Middle School Girls
- » Non-traditional Employment for Women (NEW) events
- » SkillsUSA regional Conference
- » Engineering Day
- » Stockton Public Safety Academy Advisory Committee Member
- » Education Career Pathway Advisory Committee Member

CSU Stanislaus

- » Education Career Pathway Advisory Committee Member

University of the Pacific

- » Reach For The Stars STEM Summer Academy for 7th -11th grade students, one month program on UOP campus
- » MESA Affiliate, Nor Cal-MESA Day
- » Dia de Ciencias
- » STEM Day for Women
- » School of Engineering: Merlo Institute Advisory Committee Member
- » Education Career Pathway Advisory Committee Member

San Joaquin County Office of Education

- » Ag-Venture
- » Spelling Bee
- » Academic Pentathlon
- » Science Olympiad
- » County Science Fair
- » Professional Development opportunities
- » Nor-Cal STEM Center
- » First Robotics competition host

Business Partners

City of Stockton

- » Strong workforce Development task force
- » Stockton Police Department: Stockton Public Safety Academy Advisory Committee Member

County of San Joaquin

- » Worknet EDD, Apprenticeship program in development with local agencies and business
- » San Joaquin County Sheriff Department: Stockton Public Safety Academy Advisory Committee Member

Dozens of local business partners providing internships; examples, but not limited to:

- » Health internships (including Kaiser, St. Joseph's, Sutter Gould, and Good Samaritan)
- » Automotive internships (including Chase Chevrolet, Stockton Honda, and Chrysler)
- » Masonry internships
- » Computer Science/Technology internships
- » Graphic art and video production

Greater Stockton Chamber of Commerce

- » Perkins Grant Advisory Committee Chair
- » Business Education Alliance
- » Workforce Internship Network (WIN) program to create internships (New 2018)

Opportunities to Expand Partnerships

- » University of Pacific
 - * PLTW Computer Science
- » CSU Stanislaus
 - * Education Career Pathway for students and adults

RECOMMENDATIONS FOR THE GOVERNING BOARD TO CONSIDER

From the October 23, 2018 Presentation, the following items were presented for consideration:

- » Intensive training for K-6 (multi- subject) teachers in ELA, Math and Science
- » Additional (Single Subject) ELA, Math and Science teachers for all 7 and 8 graders and possible school reconfigurations to make it function
- » Provide make up session during school breaks
- » Enhance high school summer sessions
- » Timing of when to launch and make effective higher graduation requirements
- » A campaign to inform students, families and the community
- » Further development of Career Pathways at ALL high schools
- » Consider how 5th year seniors are transitioned to graduation

In order to increase the number and quality of College, Career and Community graduates, it is recommended to increase the rigor of the graduation requirements to align with the UC/CSU entrance requirements and provide an optional route of completing an approved Career Pathway.

Appendices

THE FOLLOWING APPENDICES ARE CHARTS, REPORTS AND DATA SOURCES USED FOR THIS REPORT AND FOR FURTHER CONSIDERATION AND STUDY



Appendix A:

Advanced Placement

COURSE COMPLETED AND EXAMS PASSED WITH A SCORE OF 3 OR HIGHER, 2017-2018

Course completion: final grades

School	17-18 Number of Courses Completed	17-18 Number of Tests Taken	17-18 % of Tests Taken	17-18 Number of Tests Passed	17-18 % of Tests Passed
Chavez High School	243	90	37.0%	19	21.1%
Edison High School	456	387	84.9%	54	14.0%
Health Careers Academy	105	103	98.1%	19	18.4%
Institute of Environmental Tech	62	55	88.7%	0	0.0%
Pacific Law Academy	266	245	92.1%	18	7.3%
Stagg High School	215	172	80.0%	27	15.7%
Stockton Early College Academy	560	558	99.6%	127	22.8%
Stockton Unified School District	1907	1610	84.4%	264	16.4%

Appendix B:

Attendance High School Rate

96% OR MORE ATTENDANCE RATE OF THE TOTAL STUDENT POPULATION, 2017-2018

School	Students \geq 96% Attendance and \geq 30 Days Enrolled
Chavez High School	987
Edison High School	928
Franklin High School	912
Stagg High School	636
Health Careers Academy	331
Pacific Law Academy	127
Stockton Early College Academy	359
Institute of Environmental Tech	99
Weber Technology High School	293
Jane Frederick High	38
Stockton High	39
Grand Total	4749

Appendix C: CAASPP

MET/EXCEED STANDARDS IN ELA AND MATH (GRADE 11; 2016-2017)

School	ELA Total Percent Met or Exceeded Standards 2017 grade 11 ELA	Math Total Percent Met or Exceeded Standards 2017 grade 11 Math
Cesar Chavez High	28%	15%
Edison High	27%	15%
Edward C. Merlo Institute of Environmental Studies	26%	7%
Franklin High	26%	19%
Health Careers Academy	78%	25%
Jane Frederick High	2%	0%
Pacific Law Academy	80%	32%
Stagg Senior High	45%	19%
Stockton High	19%	1%
Stockton Unified Early College Academy	94%	73%
Weber Institute	49%	18%
Stockton Unified	35%	18%

Appendix D: SAT/PSAT 2017-2018

SAT/PSAT (2017-2018)

ACT data not available

- Benchmarks
 - » SAT: Students with an SAT section score that meets or exceeds the benchmark have a 75 percent chance of earning at least a C in first-semester, credit-bearing college courses.

SAT (2017-2018)	Number of Test Takers	# Test Takers Met Both Benchmarks	% Test Takers Met Both Benchmarks	% Test Takers Met ERW Benchmark	% Test Takers Met Math Benchmark
Grade 11	509	138	27%	52%	32%
Grade 12	966	275	28%	55%	30%

- » PSAT/NMSQT and PSAT 8/9: Grade-level benchmarks indicate whether students are on track for college and career readiness. They are based on expected student growth toward SAT benchmarks at each grade.

PSAT 8/9 Fall 2017, 8th - Scores & Benchmarks (2017-2018)	Number of Test Takers	# Test Takers Met Both Benchmarks	% Test Takers Met Both Benchmarks	% Test Takers Met ERW Benchmark	% Test Takers Met Math Benchmark
Grade 8	2597	289	11%	26%	17%

PSAT/NMSQT Fall 2017, 10th - Scores & Benchmarks (2017-2018)	Number of Test Takers	# Test Takers Met Both Benchmarks	% Test Takers Met Both Benchmarks	% Test Takers Met ERW Benchmark	% Test Takers Met Math Benchmark
Grade 10	2253	307	14%	31%	16%

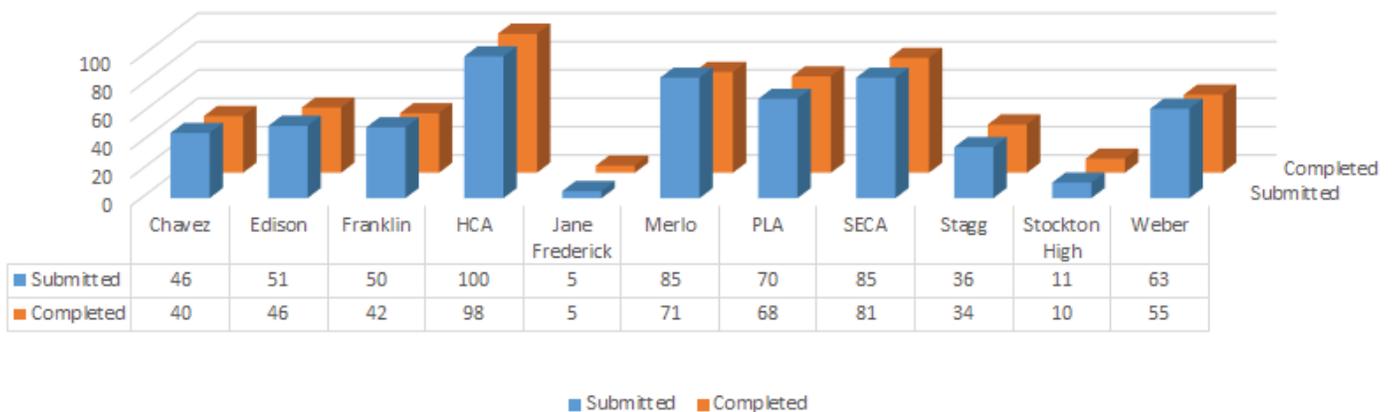
Appendix E: FAFSA Completion

COMPLETE FAFSA:

Race To Submit data

The Race to Submit is a statewide campaign that aims to increase the number of financial aid application for California high school seniors who complete the Free Application for Federal Student Aid (FAFSA) and California Dream Act Application (CADAA). During the application period, beginning October 1 and up until the March 2nd Cal Grant deadline, each high school, district, and county can use the Race to Submit to gauge the submission and completion of the FAFSA and CADAA, along with how many Cal Grants have been awarded. (<https://www.csac.ca.gov/post/race-submit>)

FAFSA/CADAA Completion 2018

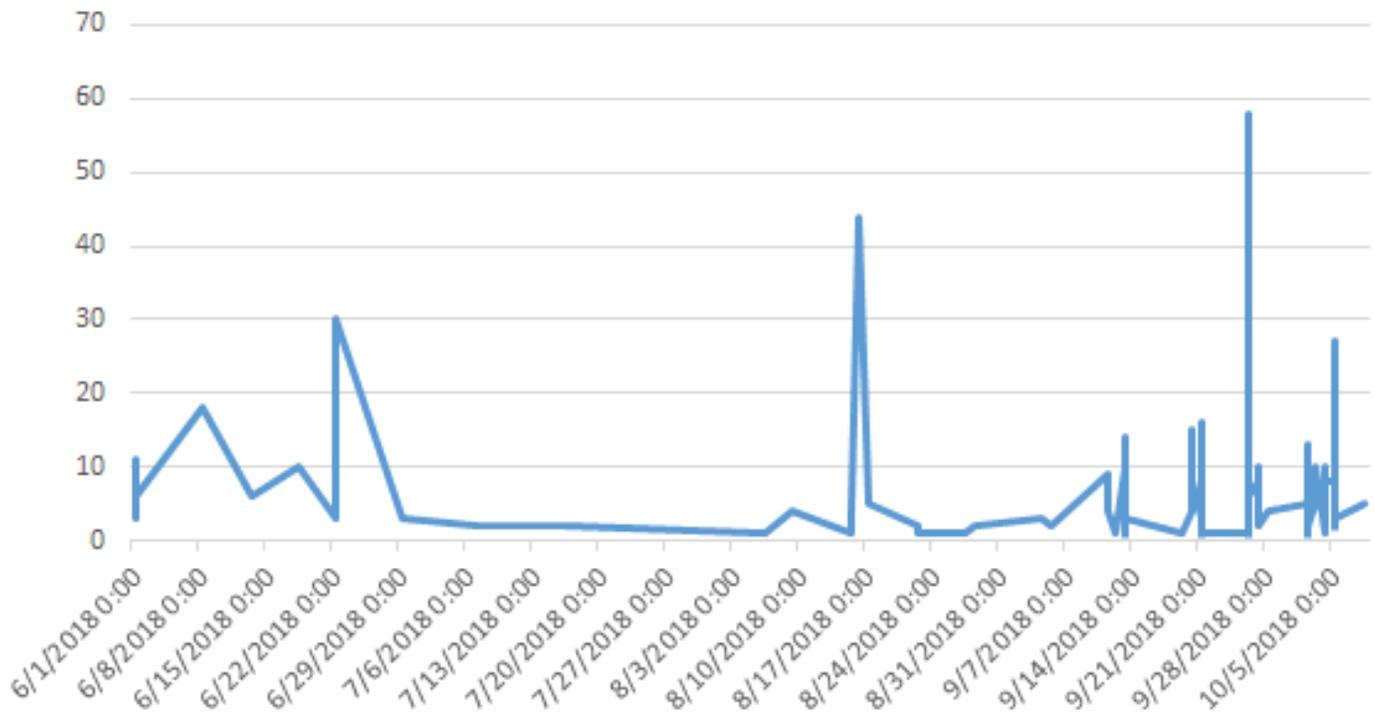


Appendix F:

Xello (Career Cruising)

Xello: College and Career Exploration platform Xello (formerly Career Cruising) (Pulled 10-3-18): for grade 6-12

Xello Logins 6-12th grade; June 1-Oct 10, 2018

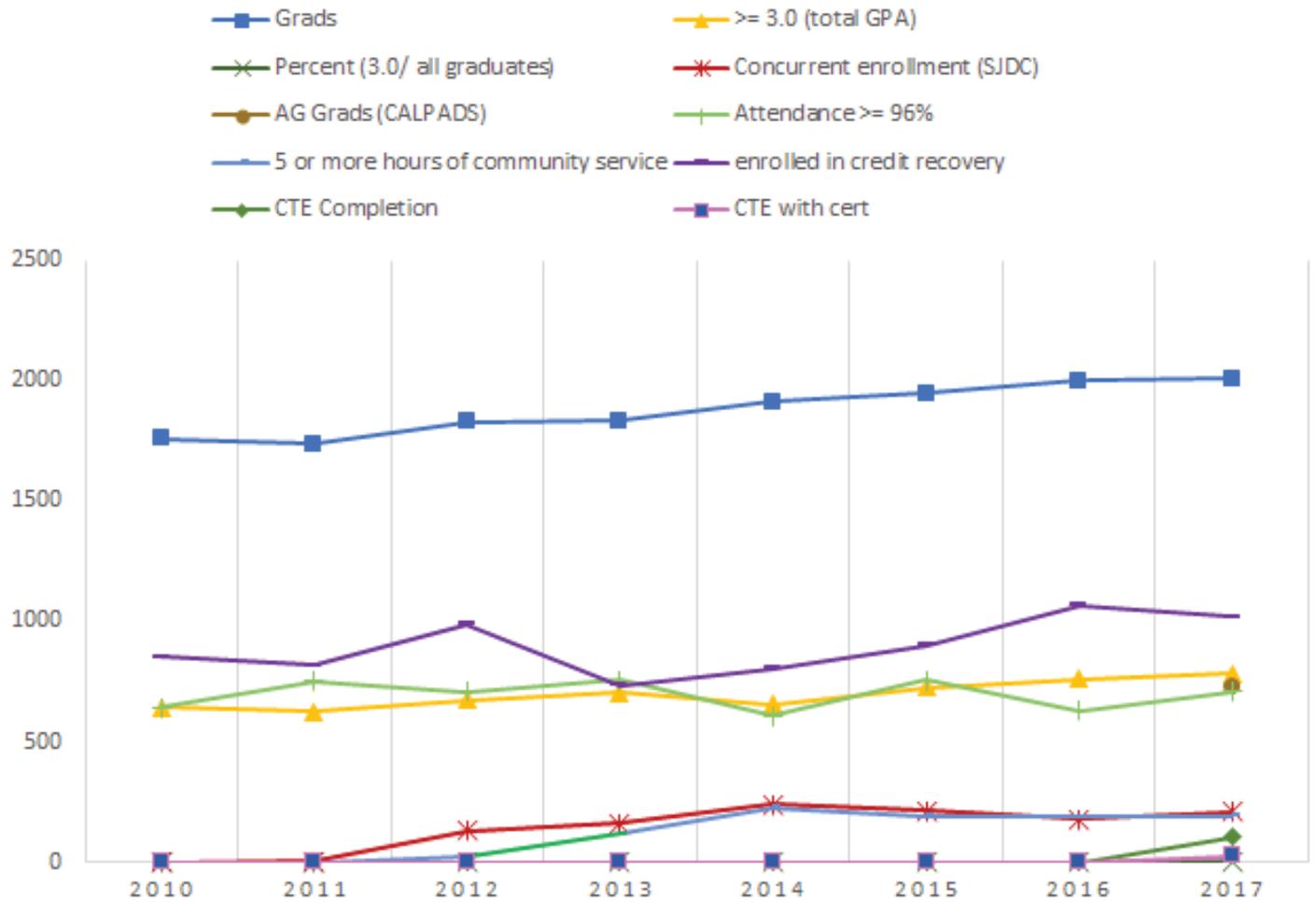


Appendix G: Trend Analysis Graph

Stockton Unified Graduate Information

Trend Analysis for Graduates, various data points

TREND ANALYSIS GRAPH

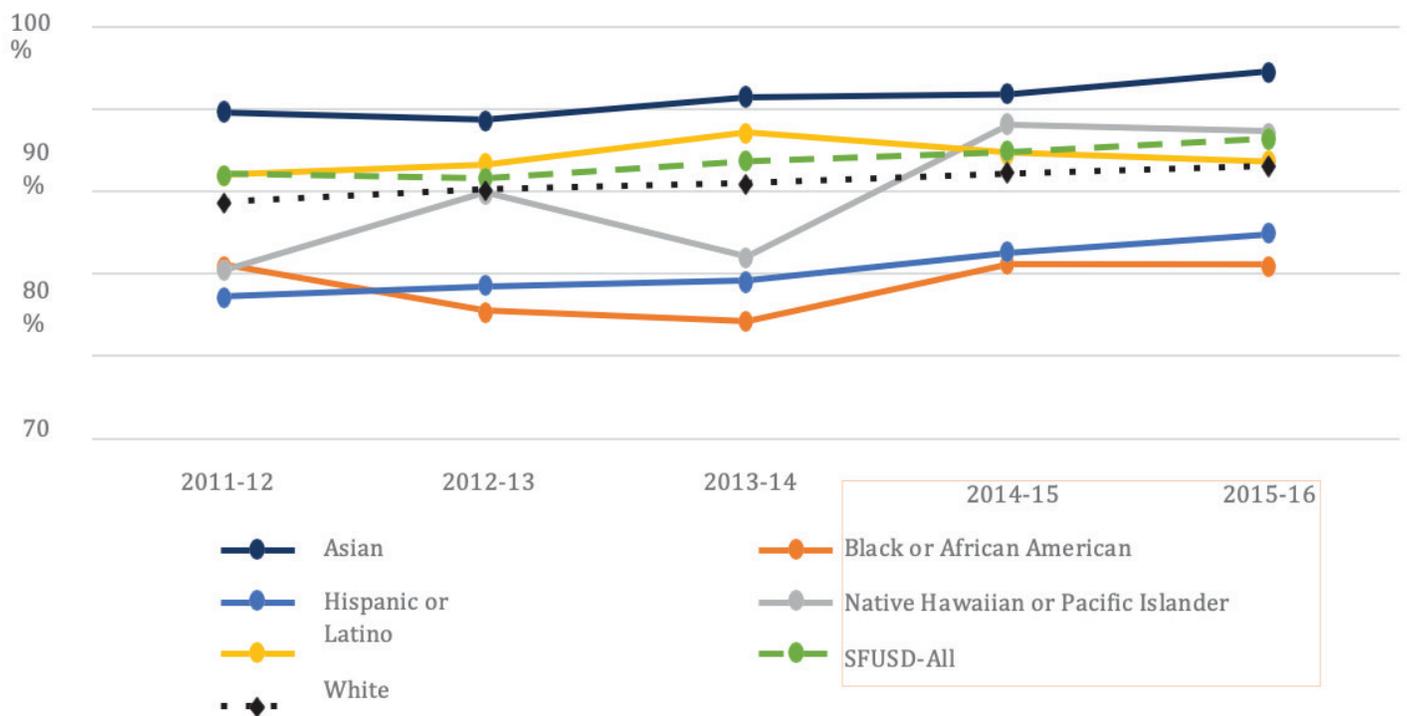


Appendix H: Trend Analysis Graph

San Francisco Unified Graduate Information

Increase the percent of SFUSD Students who Graduate from High School within 4 years

Percent of SFUSD Students who Graduate High School
within 4 Years



The above chart outlines the rates of high school graduation within four years by race/ethnicity for students in the San Francisco Unified School District between 2011 and 2016. The line “CA-All” offers a State comparison.

DATA DEFINITION & THE SAN FRANCISCO TREND LINE

Four year graduation rates are calculated as the percent of students in a 4-year cohort who graduated in four years or less with either a traditional high school diploma, an adult education high school diploma, or have passed the California High School Proficiency Exam (CHSPE). Students who pass the General Education Development (GED) test, complete requirements necessary to obtain a special education certificate of completion, or remain enrolled in the 9-12 instructional system without a high school diploma are not considered either cohort graduates or dropouts. Rather, they are considered 'cohort non-graduate completers' or 'students who are still enrolled' and not included in the calculation of students who graduate within four years.

The rate of students graduating from the San Francisco Unified School District (SFUSD) within four years has steadily increased over the last five years (from 82% to 87%). Despite these increases in graduation rates, disparities persist. Historically, Asian students have consistently had the highest rates of graduation (95% in 2015-16), while African American students have had the lowest (71% in 2015-16), closely followed by Hispanic/Latino students (75% in 2015-16). Interestingly, Native Hawaiian/ Pacific Islander rates were amongst the lowest in 2011-12 (71%), yet saw a sharp increase to 87% in 2015-16.

Additionally, the percent of youth who are still enrolled in school after four years has dropped from 11% in 2009-10 to 5% in 2015-16, while dropout rates have shown the same trend of decline: 11% in 2009-10 to 7% in 2015-16. Story Behind the Curve

Policy and Practice Shifts in San Francisco

According to the California Dropout Research Project, "dropping out is more of a process than an event", a process that often begins in early elementary school. Poor academic achievement is one of the strongest predictors of dropping out. Grades are more consistent than test scores in predicting which students leave school without graduating. Attendance, delinquency and substance abuse are strong indicators as well. A stable home environment, supportive school environment and access to social and financial resources strongly influence the likelihood that a student will graduate.ⁱⁱ While it is clear that there are a large number of factors that impact high school graduation, this section focuses on local policy and practice shifts that are believed to have had a direct impact on high school graduation, particularly for middle and high school aged youth.

Changes to Graduation Requirements. To ensure that all students take college preparatory courses and have the option of applying to a wide range of colleges and universities, in December 2008, the San Francisco Board of Education approved a policy calling for the class of 2014 and all future classes to meet all California State University (CSU) graduation requirements, aligning high school graduation with A-G requirements (college preparatory courses students must complete with a C or better in order to be eligible to apply for UCs/CSUs).ⁱⁱⁱ The policy required students to complete the courses with a D or better in order to earn a high school diploma. In 2008 only 31% of SFUSD graduates met all the A-G course requirements, compared to 60% in 2015.^{iv}

In August 2015, the San Francisco Board of Education voted to amend SFUSD's graduation requirements, eliminating the need to also pass the California High School Exit Exam (CAHSEE) in order to receive a diploma. This action retroactively granted diplomas to students who received a Certificate of Completion in May 2015 instead of a diploma solely because they had not passed both sections of the CAHSEE. The Board's decision to cancel the administration of CAHSEE had the greatest positive impact on students of color, English Learners and socioeconomically disadvantaged students. In October 2015, Governor Brown signed Senate Bill 172, which suspended the administration of the CAHSEE and the requirement that students pass the high school exit

examination as a condition of receiving a diploma of graduation from high school and required local educational agencies to retroactively grant a diploma to any student who completed grade twelve in the 2003–04 school year or subsequent years and who met all other applicable graduation requirements.v

Better Use of Data to Identify Off-Track Students. SFUSD has introduced several initiatives to improve data collection, the use of data to identify off-track students and assessments of other indicators of student success.

In 2010, SFUSD began utilizing the California Longitudinal Pupil Achievement Data System (CALPADS), a statewide K-12 data system created in response to federal requirements. CALPADS that stores individual-level longitudinal data on students and district/school certificated staff in California's public schools, including student demographic, program participation, grade level, enrollment, course enrollment and completion, discipline, and statewide assessment data. CALPADS is used by local educational agencies to collect, maintain and report information to better target resources and interventions to keep students in school and on track to graduate. More recently, SFUSD revised its reporting methods to improve the reliability of data reported to CALPADS, including graduation data. More reliable data collection and reporting can affect graduation rates, as a student who transferred out of the district and graduated elsewhere could have been previously deemed a dropout.

In the same year San Francisco received a grant from the Bill and Melinda Gates Foundation to increase postsecondary completion rates under their Communities Learning in Partnership strategy. San Francisco's initiative was a partnership between the City, SFUSD and City College of San Francisco which became known as Bridge to Success. Through research conducted by the John W. Gardner Center,

Bridge to Success developed an Early Warning Indicator (EWI) system which primarily relied on academic indicators in the eighth and ninth grades to identify students at risk of not graduating from high school with the intention of providing targeted interventions early enough in a student's academic trajectory to make a difference in their likelihood of graduating. In 2012-13 SFUSD created a system using EWIs to identify students who were not on track to graduate and provided additional targeted academic and social and emotional supports to students identified as having academic and/or behavioral challenges. Schools tracked student progress toward graduation over the following four years. Improved graduation rates in 2015-16 school year are credited in part to this system.vi

The district also began using an on-track/off-track reporting system that is updated as student's progress through high school, assigning one of five statuses (on-track; total credits, missing classes for graduation; off-track, up to one semester; off-track, up to one year; and severely off-track) based on credit counts and subject area graduation requirements.vii

In 2013, San Francisco and five other school districts in California were granted a waiver from the federal accountability system, No Child Left Behind. In its place, the six districts installed the School Quality Improvement System (SQIS). The SQIS measures multiple aspects of student success across academic, social-emotional, and school culture and climate domains that research has found to be significant indicators of college and career readiness. Indicators include student progress on Common Core (State standards that define what students should know in each subject in each grade)-aligned assessments and factors such as the elimination of racial disproportionality in school discipline, chronic absenteeism, and non-cognitive factors such as grit or resilience. School culture and climate are also measured. Districts participating in the SQIS Plan collect and share data on

these indicators far beyond that necessary for federal accountability purposes in order to learn from each other about what is working and how to correct course when students or schools are falling behind.viii

Targeted Supports for Students. The use of data to identify off-track students, as noted above, has resulted in more targeted and rapid supports for students. Various SFUSD departments have collaborated to implement the processes needed to identify students who are off-track, require meetings between those students and counselors about credit recovery opportunities and provide a portfolio of credit recovery and earning options for high school students.

In addition, there have been a series of targeted supports for students who traditionally have lower rates of graduation in the past decade, including programs for New comer and English Learner, African American, Latino, and chronically truant students; one notable example is the recent expansion of a college-readiness program, Advancement Via Individual Determination (AVID), for English language learners and African American students. SFUSD has also made a concerted effort to reduce the reliance on suspension (see Suspension Scorecard for additional information) and expanded the range and alternatives available to students to make up or gain additional credit. ix,x,xi,xii

Finally, the San Francisco Wellness Initiative, which launched in 2000 and expanded to 19 SFUSD high schools by 2012, provides physical and emotional health services to students in their schools. The Wellness Centers counseling and other behavioral health services within schools have been found to provide supports needed to help students feel more connected to school and improve academic performance.

WHAT WORKS: A SELECTION OF BEST PRACTICES TO INCREASE HIGH SCHOOL GRADUATION RATES

While there is a wealth of information available about policies and practices to improve graduation rates, there is no single solution for increasing rates of graduation, or decreasing disparities. This section highlights six practices that have been proven in Chicago and are considered to be applicable to other school districts by experts in the field.xiii For a more thorough review of the SFUSD vision to prepare graduates to live, thrive, and succeed in San Francisco and beyond, see the district's plan for Vision 2025.

Make use of Proven Early-warning Indicators. Freshmen who are “on track” to graduate, earning no more than one F in a core course per semester and accumulating sufficient credits to advance to sophomore year, are four times more likely to graduate than students who are off-track.xv

Focus on Attendance Data. Attendance is the precursor to engagement, learning, academic success and graduation. Research shows that each week of absence per semester in 9th grade is associated with a more than 20 percentage-point decline in the probability of graduating from high school.xvi Schools must work to help students and families understand the cost of frequent absences, closely monitor attendance, and provide support from teachers and staff to get students to class.

Embrace Collective Responsibility for Academic Success. Attendance improves when teachers take collective responsibility for the success of the whole school, not just their individual students. A school culture that stresses collective responsibility for absences and academic success might include team meetings around real-time attendance reports or shared outreach when students do not show up to class.

Raise the Bar to "Bs or Better." Ninety-five percent of students who earn Bs or better and have a GPA of 3.0 in 9th grade go on to graduate from high school. With a C average, however, the rate slips to 72%. For freshmen with a D average, only half will go on to graduate.^{xvii} Conveying the importance of good grades and strong GPAs early in students' high school careers can keep them from scrambling to catch up when it might be too late.

Foster Supportive Relationships to Ease Transitions. The transition from the middle grades to high school can lead even good students to struggle, a dramatic drop in grades, attendance and academic behavior is a common warning sign of this strain. In high school, it's easier to skip class and harder to figure out how to get help with coursework. But high school doesn't have to be impersonal. Teachers, counselors, coaches, mentors, and friends can make a concerted effort to reach out to students when they show signs of falling behind or disengaging, find out why they are struggling and get them the academic or emotional support they need.

Assess and Refine Disciplinary Practices. African-American students, students with low test scores, and vulnerable students with a history of abuse and neglect receive out-of-school suspensions at higher rates than their peers. Out-of-school suspensions mean students lose class time, which can place them at greater risk of falling farther behind. When schools understand which of their students receive suspensions, they can develop targeted interventions for individual students and help keep them on track to graduate.^{xviii}

Selected References for more Information on the ‘Story Behind the Curve’ and highlighted ‘Best Practices’

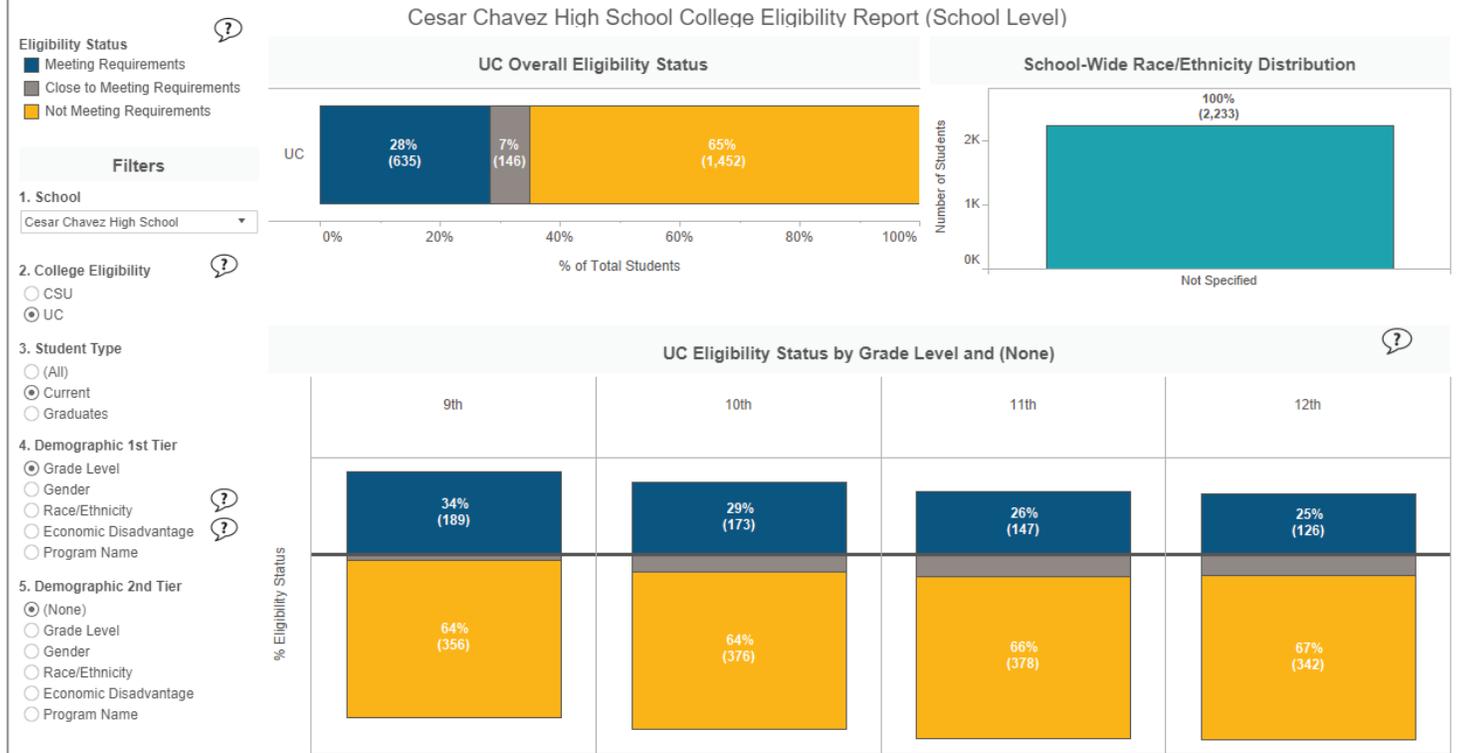
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Appendix I

UCOP Individual School Reports

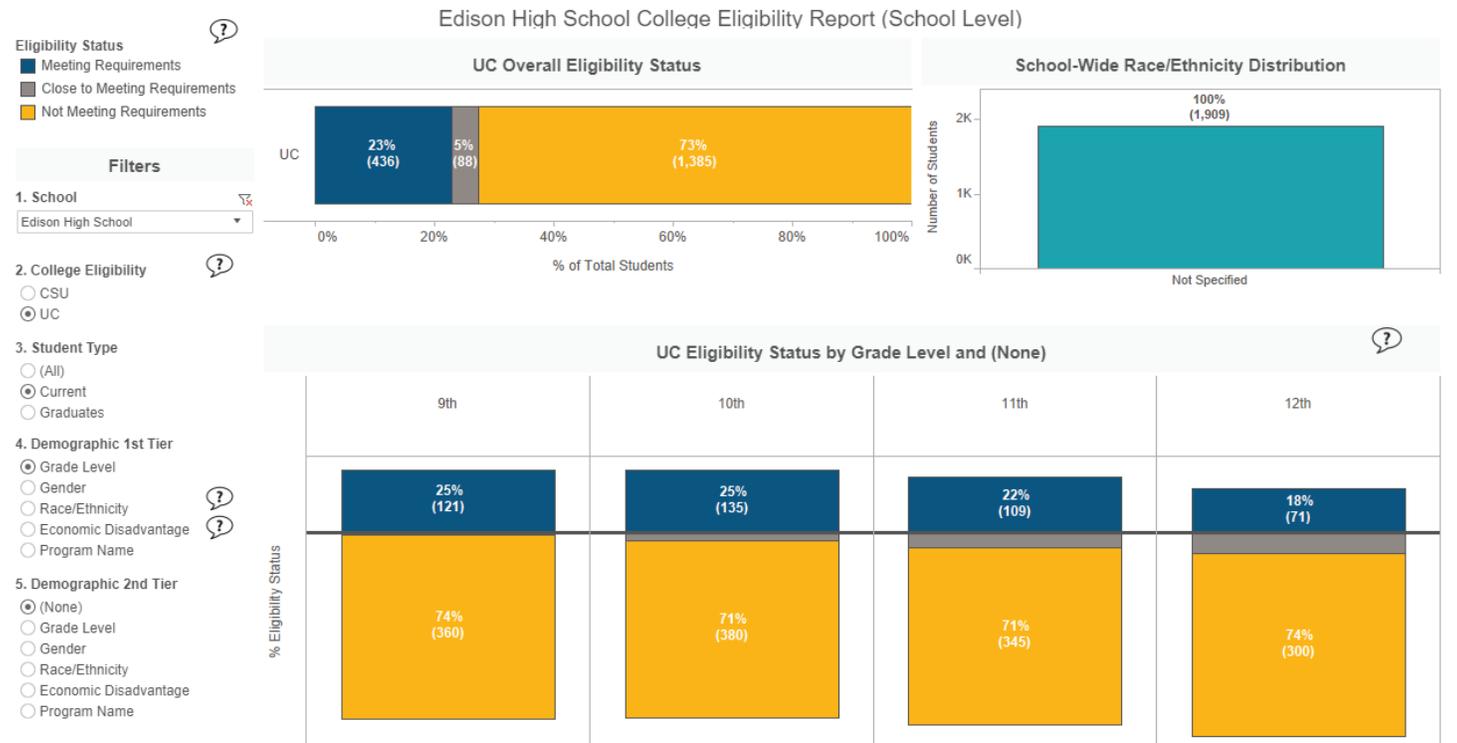
Chavez High School

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Edison High School

Upload Date: October 22, 2018



Franklin High School

Upload Date: October 22, 2018

Franklin High School College Eligibility Report (School Level)

- Eligibility Status**
- Meeting Requirements
 - Close to Meeting Requirements
 - Not Meeting Requirements

Filters

1. School ✕

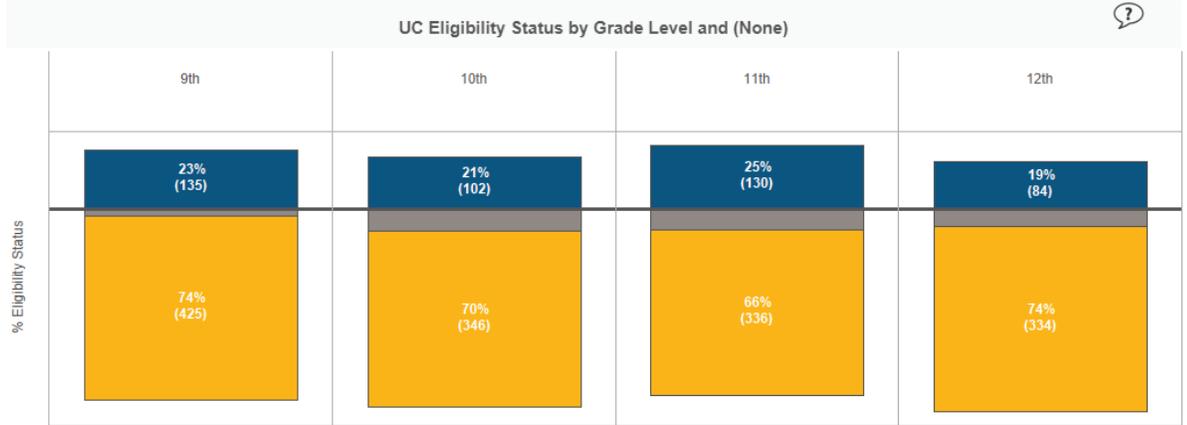
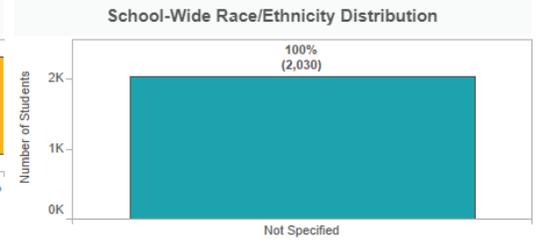
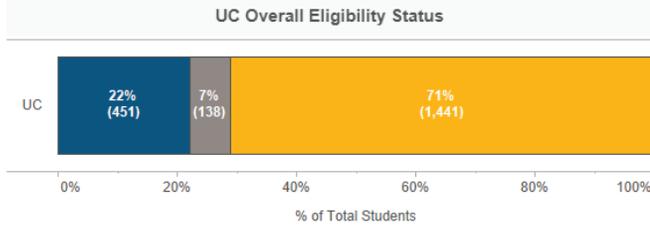
Franklin High School

2. College Eligibility
- CSU
 - UC

3. Student Type
- (All)
 - Current
 - Graduates

4. Demographic 1st Tier
- Grade Level
 - Gender
 - Race/Ethnicity
 - Economic Disadvantage
 - Program Name

5. Demographic 2nd Tier
- (None)
 - Grade Level
 - Gender
 - Race/Ethnicity
 - Economic Disadvantage
 - Program Name



Stagg High School

Upload Date: October 23, 2018

Stagg High School College Eligibility Report (School Level)

- Eligibility Status**
- Meeting Requirements
 - Close to Meeting Requirements
 - Not Meeting Requirements

Filters

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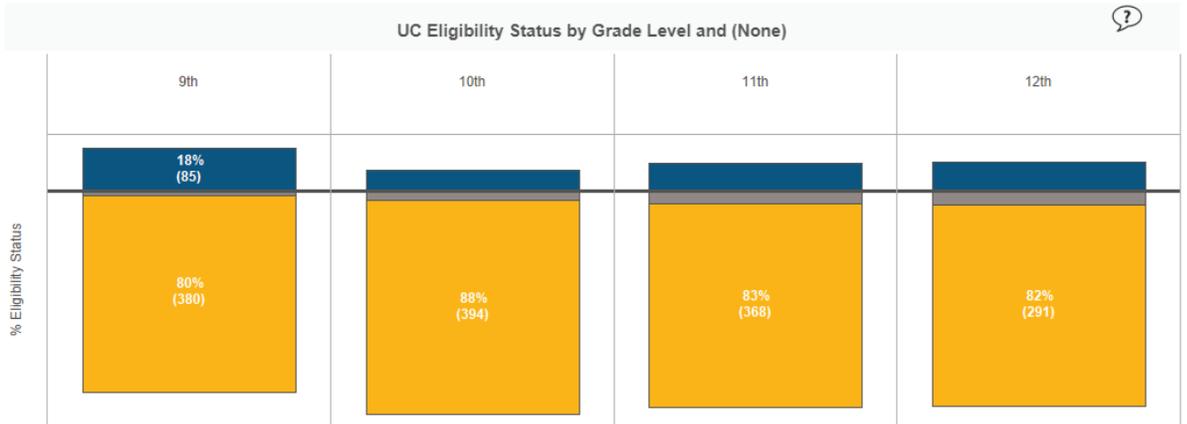
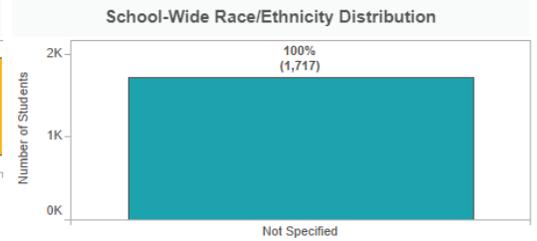
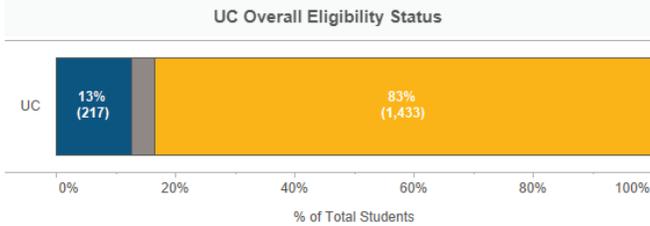
Stagg High School

2. College Eligibility
- CSU
 - UC

3. Student Type
- (All)
 - Current
 - Graduates

4. Demographic 1st Tier
- Grade Level
 - Gender
 - Race/Ethnicity
 - Economic Disadvantage
 - Program Name

5. Demographic 2nd Tier
- (None)
 - Grade Level
 - Gender
 - Race/Ethnicity
 - Economic Disadvantage
 - Program Name

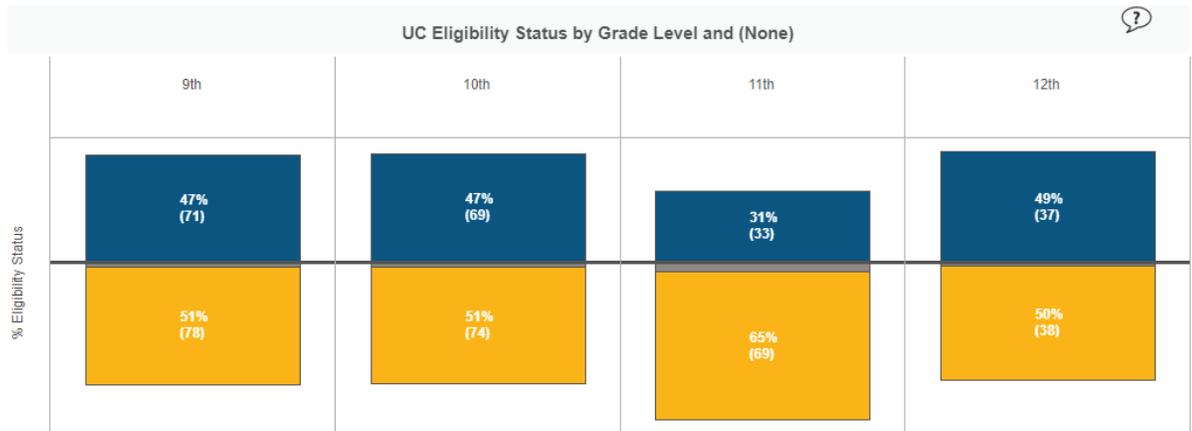
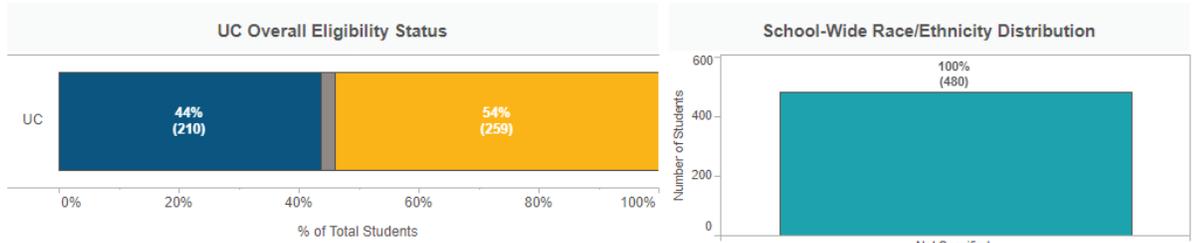


Health Careers Academy

Upload Date: October 22, 2018

- Eligibility Status**
- Meeting Requirements
 - Close to Meeting Requirements
 - Not Meeting Requirements
- Filters**
1. School
Health Careers Academy High Sc...
2. College Eligibility
 CSU
 UC
3. Student Type
 (All)
 Current
 Graduates
4. Demographic 1st Tier
 Grade Level
 Gender
 Race/Ethnicity
 Economic Disadvantage
 Program Name
5. Demographic 2nd Tier
 (None)
 Grade Level
 Gender
 Race/Ethnicity
 Economic Disadvantage
 Program Name

Health Careers Academy High School College Eligibility Report (School Level)

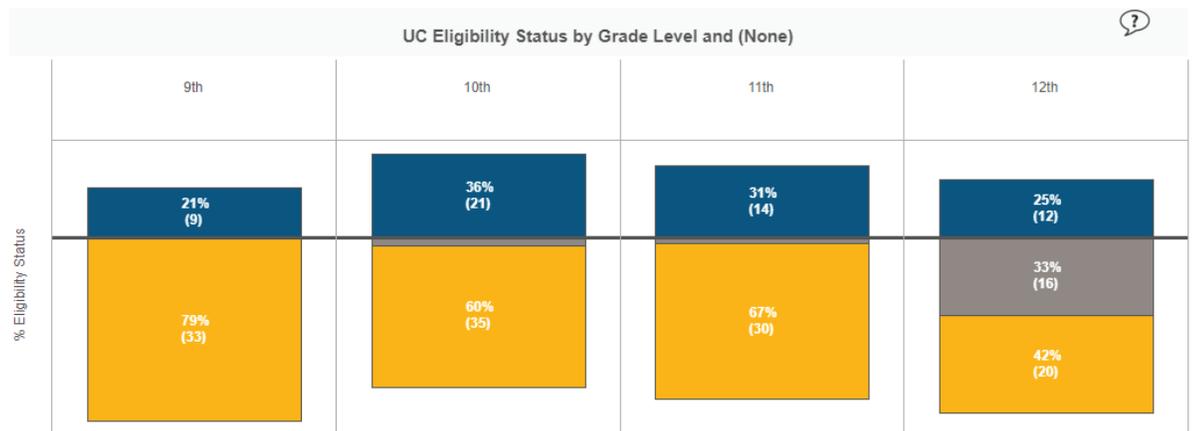
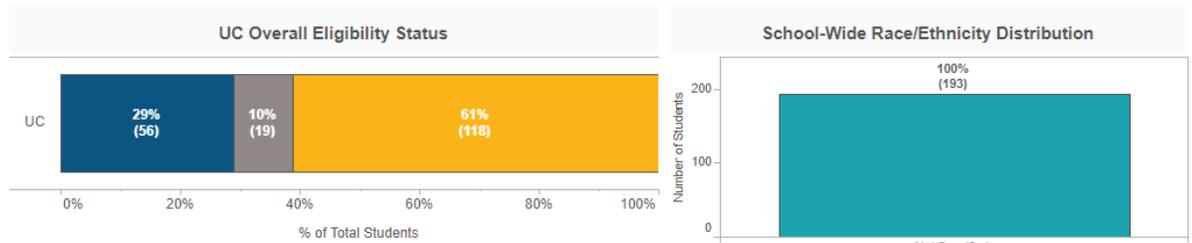


Merlo Institute

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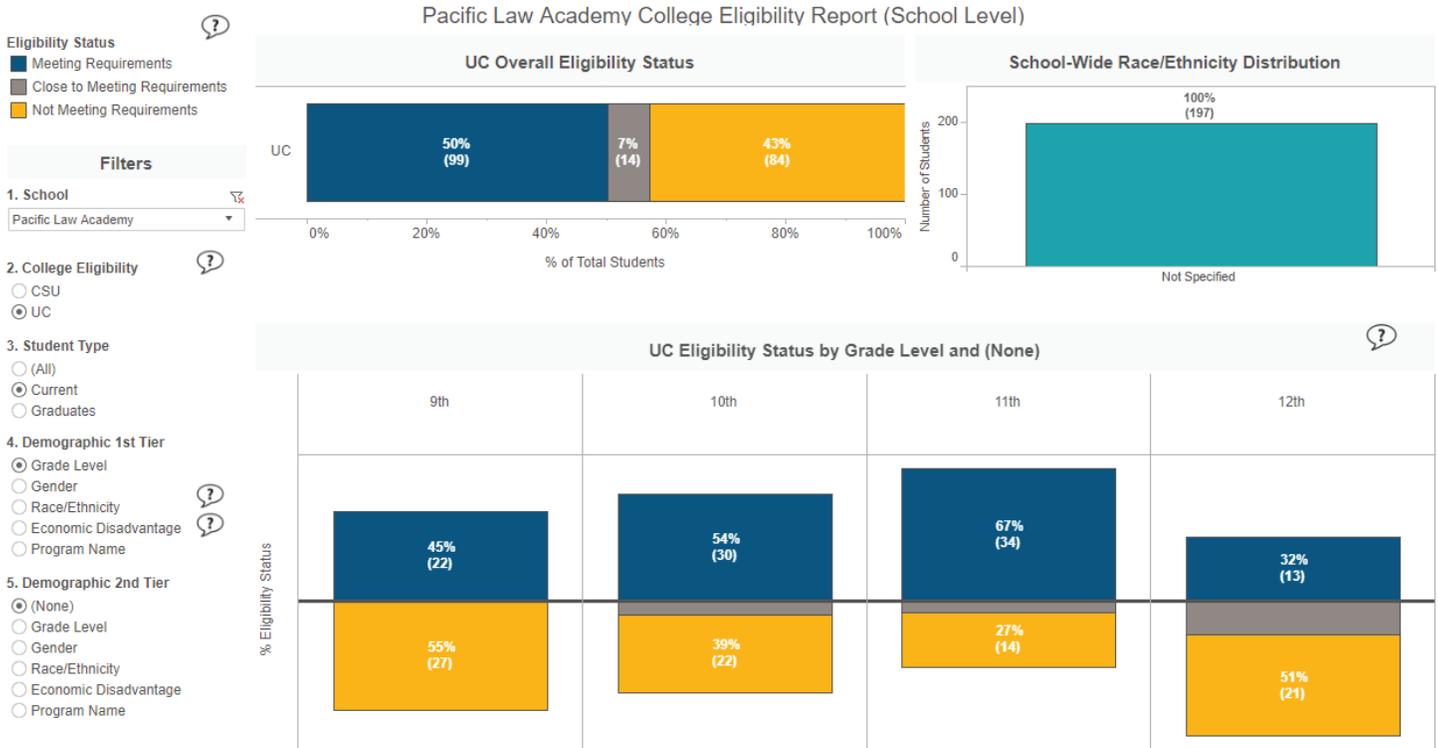
- Eligibility Status**
- Meeting Requirements
 - Close to Meeting Requirements
 - Not Meeting Requirements
- Filters**
1. School
Edward C. Merlo Institute of Enviro...
2. College Eligibility
 CSU
 UC
3. Student Type
 (All)
 Current
 Graduates
4. Demographic 1st Tier
 Grade Level
 Gender
 Race/Ethnicity
 Economic Disadvantage
 Program Name
5. Demographic 2nd Tier
 (None)
 Grade Level
 Gender
 Race/Ethnicity
 Economic Disadvantage
 Program Name

Edward C. Merlo Institute of Environmental Technology College Eligibility Report (School Level)



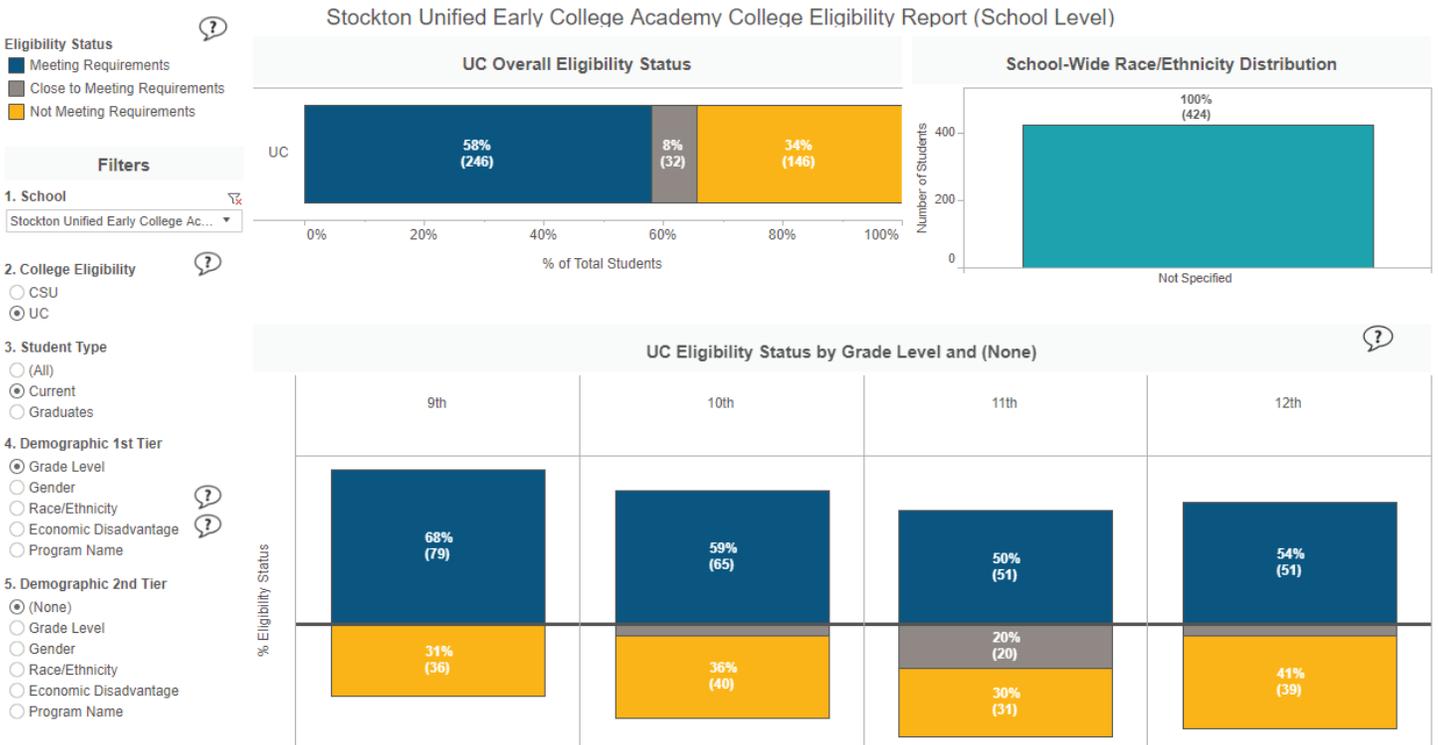
Pacific Law Academy

Upload Date: October 22, 2018



Stockton Early College Academy

Upload Date: October 22, 2018



Weber Institute of Applied Science and Technology College Eligibility Report (School Level)

- Eligibility Status**
- Meeting Requirements
 - Close to Meeting Requirements
 - Not Meeting Requirements

Filters

1. School

Weber Institute of Applied Science...

2. College Eligibility

- CSU
- UC

3. Student Type

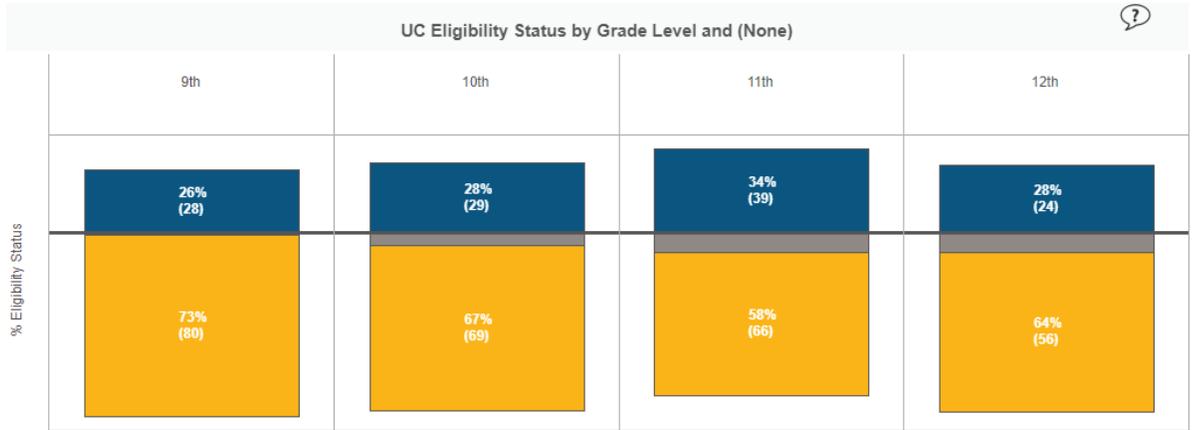
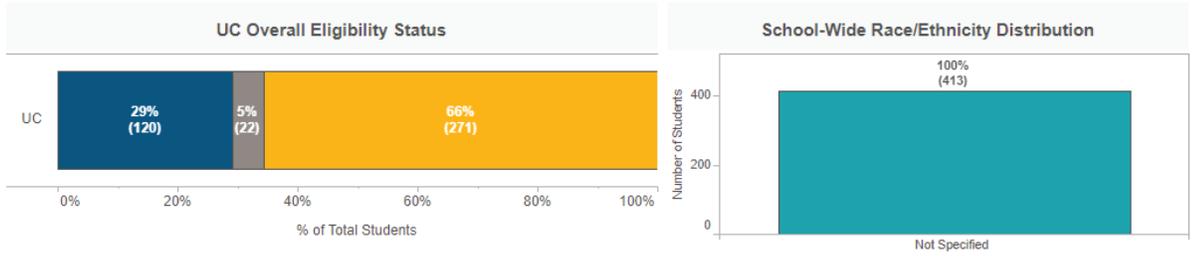
- (All)
- Current
- Graduates

4. Demographic 1st Tier

- Grade Level
- Gender
- Race/Ethnicity
- Economic Disadvantage
- Program Name

5. Demographic 2nd Tier

- (None)
- Grade Level
- Gender
- Race/Ethnicity
- Economic Disadvantage
- Program Name



Jane Frederick High School

Jane Frederick Continuation High School College Eligibility Report (School Level)

- Eligibility Status**
- Meeting Requirements
 - Close to Meeting Requirements
 - Not Meeting Requirements

Filters

1. School

Jane Frederick Continuation High ...

2. College Eligibility

- CSU
- UC

3. Student Type

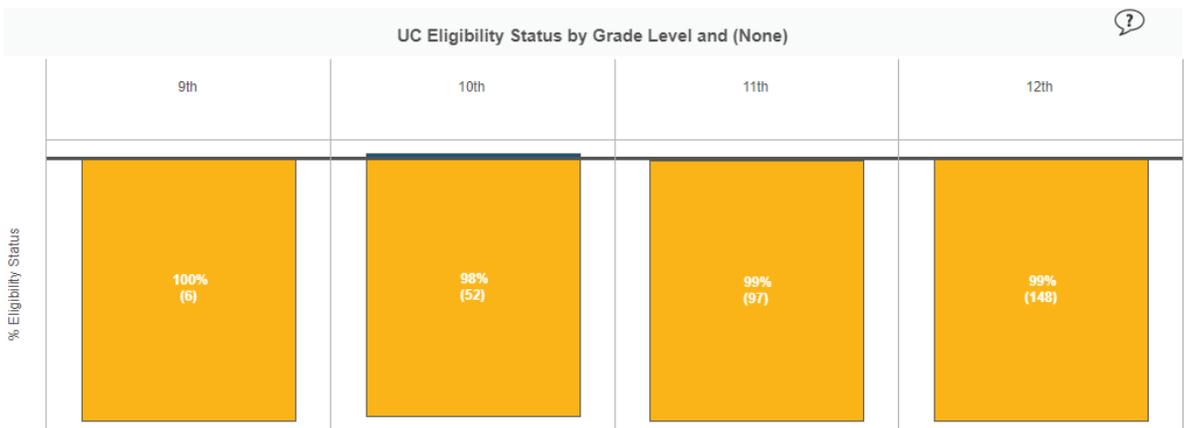
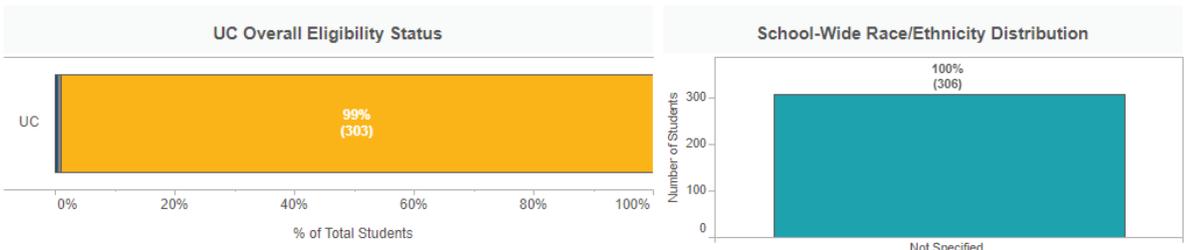
- (All)
- Current
- Graduates

4. Demographic 1st Tier

- Grade Level
- Gender
- Race/Ethnicity
- Economic Disadvantage
- Program Name

5. Demographic 2nd Tier

- (None)
- Grade Level
- Gender
- Race/Ethnicity
- Economic Disadvantage
- Program Name



Stockton Alternative HS College Eligibility Report (School Level)

Eligibility Status
 Close to Meeting Requirements
 Not Meeting Requirements

Filters

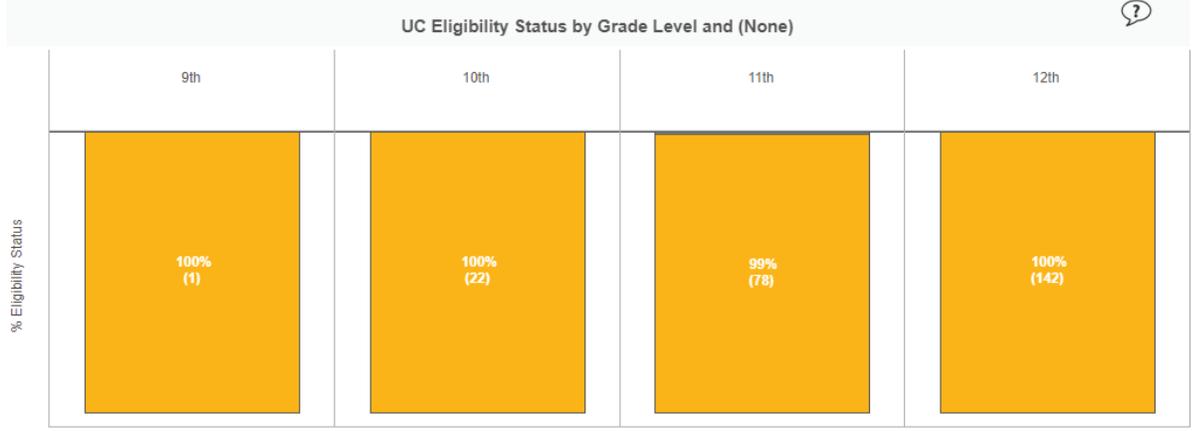
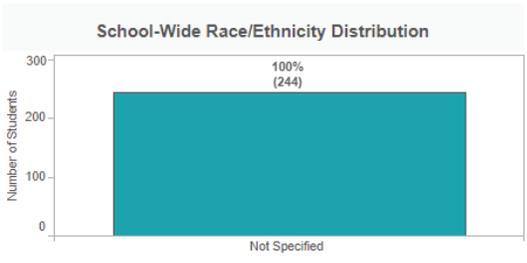
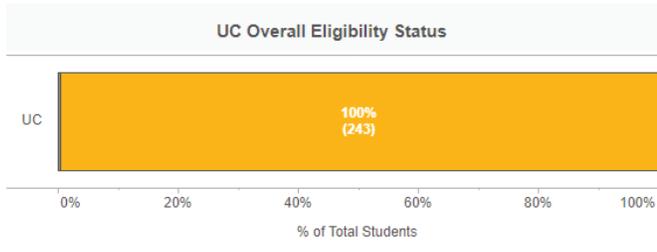
1. School
 Stockton Alternative HS

2. College Eligibility
 CSU
 UC

3. Student Type
 (All)
 Current
 Graduates

4. Demographic 1st Tier
 Grade Level
 Gender
 Race/Ethnicity
 Economic Disadvantage
 Program Name

5. Demographic 2nd Tier
 (None)
 Grade Level
 Gender
 Race/Ethnicity
 Economic Disadvantage
 Program Name



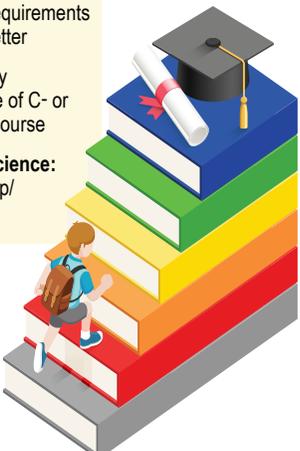
Appendix J

College/Career Indicator



College/Career Readiness

The College/Career measure shows how well local educational agencies (LEAs) and schools are preparing students for likely success after graduation. Only graduates can be classified as Prepared or Approaching Prepared. For schools and LEAs to demonstrate success on this state measure, high school graduates must meet at least one of the criteria in the Prepared level.

PREPARED	APPROACHING PREPARED	NOT PREPARED
<p> Smarter Balanced Summative Assessments: Score of Level 3 "Standard Met" or higher on both English language arts/literacy (ELA) and mathematics</p> <p> Advanced Placement (AP) Exams: Score of 3 or higher on two AP exams</p> <p> International Baccalaureate (IB) Exams: Score of 4 or higher on two IB exams</p> <p> College Credit Courses: Two semesters or three quarters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded</p> <p> State Seal of Biliteracy (SSB): SSB awarded and score of Level 3 or higher in ELA on the Smarter Balanced Summative Assessments</p> <p> Leadership/Military Science: Two years of Leadership/Military Science, score of Level 3 or higher in ELA or math, and Level 2 "Standard Nearly Met" or higher in other subject area</p> <p> University of California (UC) and California State University (CSU) a-g requirements: Complete a-g course requirements with a grade of C- or better plus one of the Additional Criteria from the box below</p> <p> Career Technical Education (CTE) Pathway: Pathway completion with a grade of C- or better in the capstone course plus one of the Additional Criteria from the box below</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Additional Criteria</p> <p> Smarter Balanced Summative Assessment Scores:</p> <ul style="list-style-type: none"> • Level 3 or higher on ELA and at least a Level 2 in mathematics, or • Level 3 or higher on mathematics and at least a Level 2 in ELA <p> One semester/two quarters of College Credit Courses with a grade of C- or better in academic/CTE subjects</p> <p> Score of 3 on one AP exam or score of 4 on one IB Exam (for a-g requirement only)</p> <p> Completion of CTE Pathway (for a-g requirement only)</p> </div>	<p> Smarter Balanced Summative Assessments: Score of Level 2 "Standard Nearly Met" on both ELA and mathematics</p> <p> College Credit Courses: One semester or two quarters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded</p> <p> UC and CSU a-g requirements: Complete a-g course requirements with a grade of C- or better</p> <p> CTE Pathway: Pathway completion with a grade of C- or better in the capstone course</p> <p> Leadership/Military Science: Two years of Leadership/Military Science</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Criteria Key</p> <p> Assessment</p> <p> Coursework</p> </div>	<p style="text-align: center;">Did not meet any of the measures or did not graduate.</p> 

For more information, please visit the California Accountability Model & School Dashboard web page at <https://www.cde.ca.gov/ta/ac/cm/index.asp>.

October 2018

Appendix K

AVID Data disaggregated by school

NUMBER OF STUDENT'S K – 8

10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18
283	234	199	755	2,123	3,884	6,481	8,207

SUSD HS AVID

	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18
# of Senior Students	78	89	105	54	73	134	127	124
# of Schools with seniors	4	4	4	2	2	3	3	3
Applied to 4 year school	88%	90%	93%	98%	100%	95%	97%	93%
Accepted to 4 year school	60%	70%	74%	91%	71%	81%	91%	92%
Submitted FAFSA	86%	84%	85%	93%	89%	93%	94%	94%
Completed A-G	91%	92%	91%	94%	92%	93%	94%	88%
1 Course of Rigor	64%	56%	53%	76%	81%	78%	83%	81%
1 Dual Enrollment/ College Course	15%	11%	23%	26%	18%	24%	34%	39%
Average GPA	3.4	3.4	3.4	3.5	3.1	3.3	3.4	3.3

COMPARABLE AVID NATIONAL NUMBERS

	0.7483 in	11-12	12-13	13-14	14-15	15-16	16-17	17-18
Applied to 4 year school	88%	89%	86%	88%	88%	88%	88%	85%
Accepted to 4 year school	73%	75%	77%	78%	78%	79%	79%	76%
Submitted FAFSA	72%	75%	85%	84%	84%	84%	87%	87%
Completed A-G	90%	91%	93%	92%	92%	93%	93%	94%
1 Course of Rigor	72%	73%	76%	77%	77%	78%	78%	78%
1 Dual Enrollment/ College Course	22%	23%	23%	23%	25%	28%	30%	32%
Average GPA	3.1	3.2	3.2	3.2	3.2	3.3	3.3	3.3

HIGH SCHOOL BREAKDOWN - CHAVEZ

	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18
# of Senior Students	24	22	34	26	29	55	47	45
Applied to 4 year school	75%	86%	94%	100%	100%	100%	100%	100%
Accepted to 4 year school	50%	77%	79%	96%	66%	78%	85%	98%
Submitted FAFSA	88%	86%	76%	92%	90%	93%	91%	100%
Completed A-G	100%	100%	91%	92%	79%	89%	96%	91%
1 Course of Rigor	100%	100%	68%	81%	72%	80%	81%	93%

1 Dual Enrollment/ College Course	42%	32%	44%	42%	24%	44%	55%	62%
Average GPA	3.6	3.7	3.5	3.6	3.1	3.3	3.6	3.6

HIGH SCHOOL BREAKDOWN - EDISON

	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18
# of Senior Students	22	33	32	28	44	63	64	62
Applied to 4 year school	100%	97%	100%	96%	100%	98%	98%	100%
Accepted to 4 year school	64%	73%	78%	86%	75%	87%	97%	100%
Submitted FAFSA	95%	91%	91%	93%	89%	95%	95%	94%
Completed A-G	100%	100%	100%	96%	100%	98%	95%	92%
1 Course of Rigor	59%	48%	75%	71%	86%	79%	91%	77%
1 Dual Enrollment/ College Course	0%	6%	25%	11%	14%	13%	22%	29%
Average GPA	3.4	3.3	3.3	3.4	3.2	3.3	3.2	3.2

HIGH SCHOOL BREAKDOWN - STAGG

*AVID dropped at end of 2013.

*AVID brought back in the fall of 2015.

*Seniors in the 2018-19 school year will be the first set of seniors in AVID all four years.

	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18
# of Senior Students	15	24	20	Program Not Offered		16	16	17
Applied to 4 year school	100%	88%	95%			63%	81%	47%
Accepted to 4 year school	80%	58%	70%			63%	81%	47%
Submitted FAFSA	73%	71%	95%			81%	100%	82%
Completed A-G	60%	79%	70%			81%	81%	65%
1 Course of Rigor	67%	50%	40%			63%	56%	59%
1 Dual Enrollment/ College Course	0%	0%	0%			0%	19%	12%
Average GPA	2.8	3.2	3.0			3.0	3.1	3.0

HIGH SCHOOL BREAKDOWN - MERLO

*AVID dropped at end of 2013.

*AVID brought back in the fall of 2017.

	10-11	11-12	12-13
# of Senior Students	17	10	19
Applied to 4 year school	82%	80%	79%
Accepted to 4 year school	53%	70%	63%
Submitted FAFSA	76%	90%	79%
Completed A-G	94%	80%	100%
1 Course of Rigor	18%	0%	5%
1 Dual Enrollment/College Course	12%	10%	5%
Average GPA	3.7	3.6	3.7

PERSISTENCE DATA

*Students are able to opt in to completing this data

	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18
# of Students	78	87		52	73	132		
SUSD AVID Students Persisted to 2nd year college	92%	87%	*No Data AVID Data Center Error	88%	83%	82%	*No Data Currently enrolled in Sophomore year	*No Data Currently enrolled in Freshman year
National Average	78%	79%		79%	78%	77%		

