

Quality Indicator 4: Access to a Broad and Challenging Curriculum

October 27, 2015



Destination: Access to a Broad and Challenging Curriculum

All students have equitable access to a broad and challenging curriculum, aligned to California/common core state standards, that engages them in inquiry, critical thinking and creativity and provides them with a strong foundation in the academic disciplines, broad exposure to the liberal arts and opportunities to pursue individual interests. Teachers are prepared to provide a broad and challenging curriculum.

SDUSD Board of Education
Meaningful Graduation, Advanced Studies,
CCTE and D/F Grades Presentation
Tuesday, October 27, 2015



History of UC a-g in California

UC a-g Districts	Rationales
<p>Los Angeles Oakland San Francisco San Jose Unified East Side Union (East San Jose) San Diego</p> <p><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.</p> <p>“ Gone must be the days when some youth get orange juice and some get orange drink.”</p>	<p>Prevention of Tracking—Overt or Unintentional</p> <p>Civil rights issue—access to a robust, meaningful curriculum/diploma</p> <p>Desire for Consistency Across the System</p> <p>Qualification Rates for CSU/UC were significantly lower for AA and Hispanic students</p> <p>Community College: Concerned about need for remediation</p>

Significant Changes

- ◆ ESL 5-6 is the only ESL course that counts for graduation
- ◆ The third year of math is Intermediate Algebra or Integrated Math III (UC a-g)
- ◆ Two years of a consecutive foreign language or the equivalent
- ◆ One year of visual and performing arts
- ◆ Transitioning to Integrated Math—Next Generation Science Standards/SB aligned

SDUSD a-g Graduation Requirements

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

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

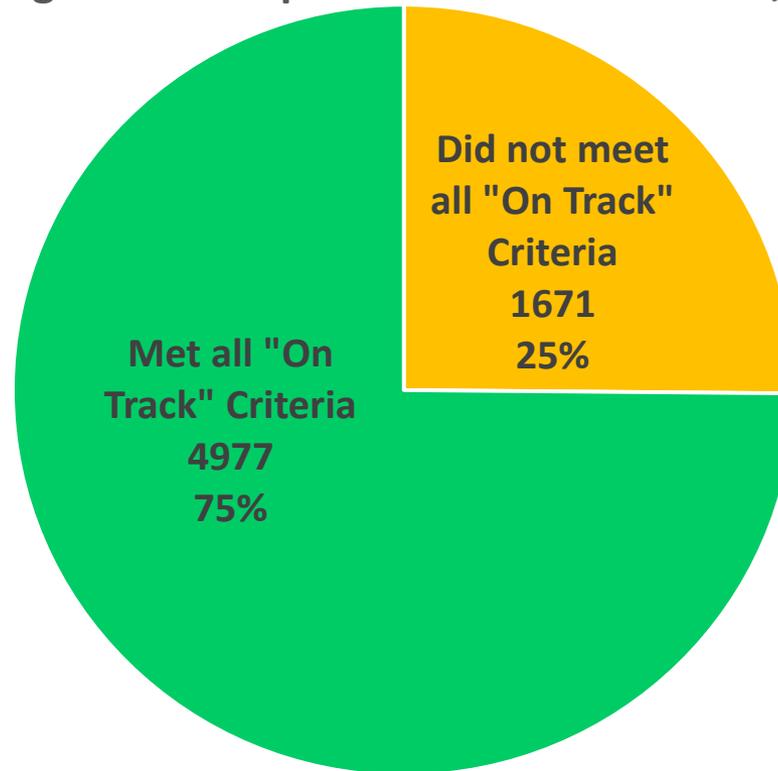
After 2 years: English 1-2, English 3-4, Algebra, Geometry, World History/Geography, 1 life or physical science course, and at least 4 additional semester credits in any combination of approved science, world language, and visual/performing arts coursework.

After 3 years: All courses above plus 3rd year of English, US History, 1 life and 1 physical science course, 1 year world language, 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, juniors 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 Overall

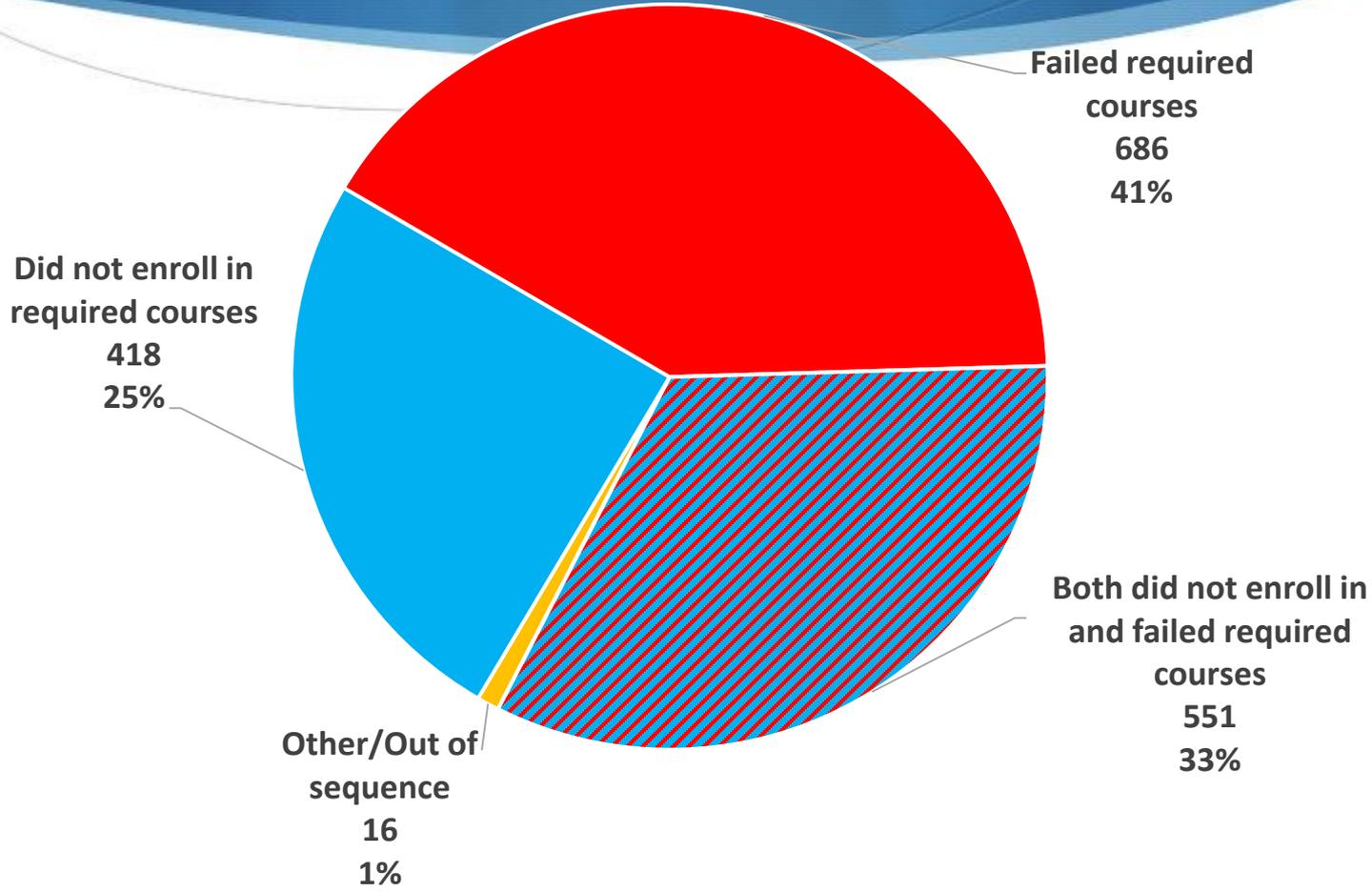
**Class of 2016 Students' Progress toward meeting
District a-g Course Requirements as of October, 2015**



Progress Toward a-g Graduation Requirements

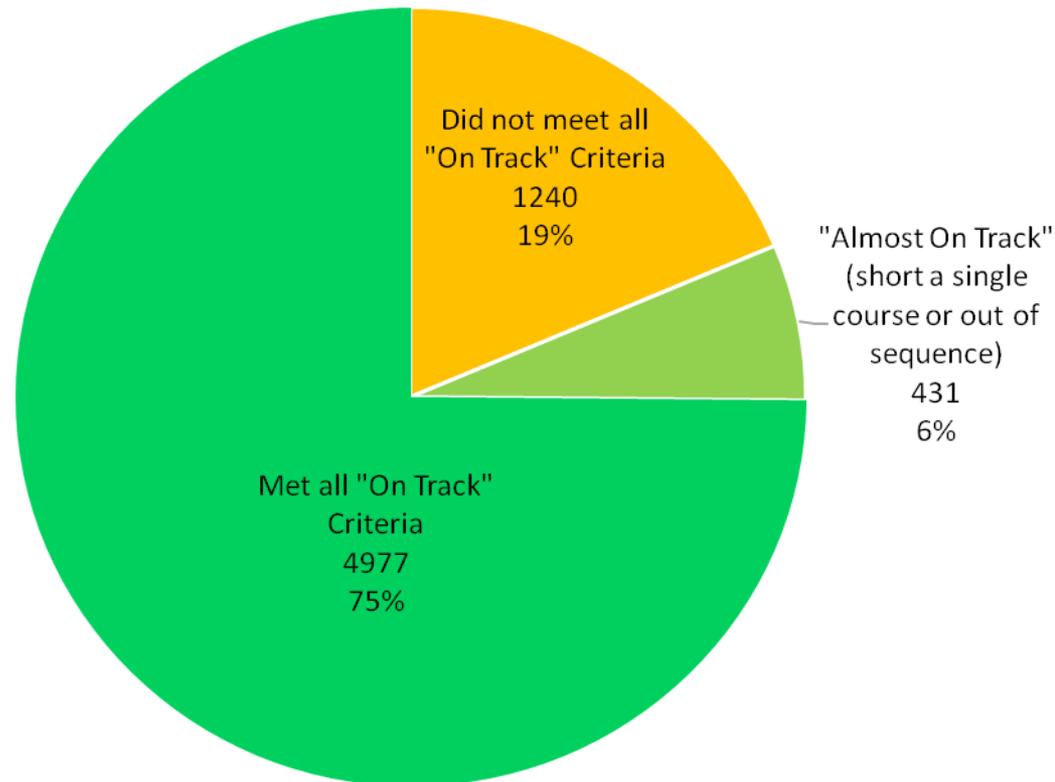
Class of 2016 Students Not on Track

Reasons Class of 2016 Students are Off-Track



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

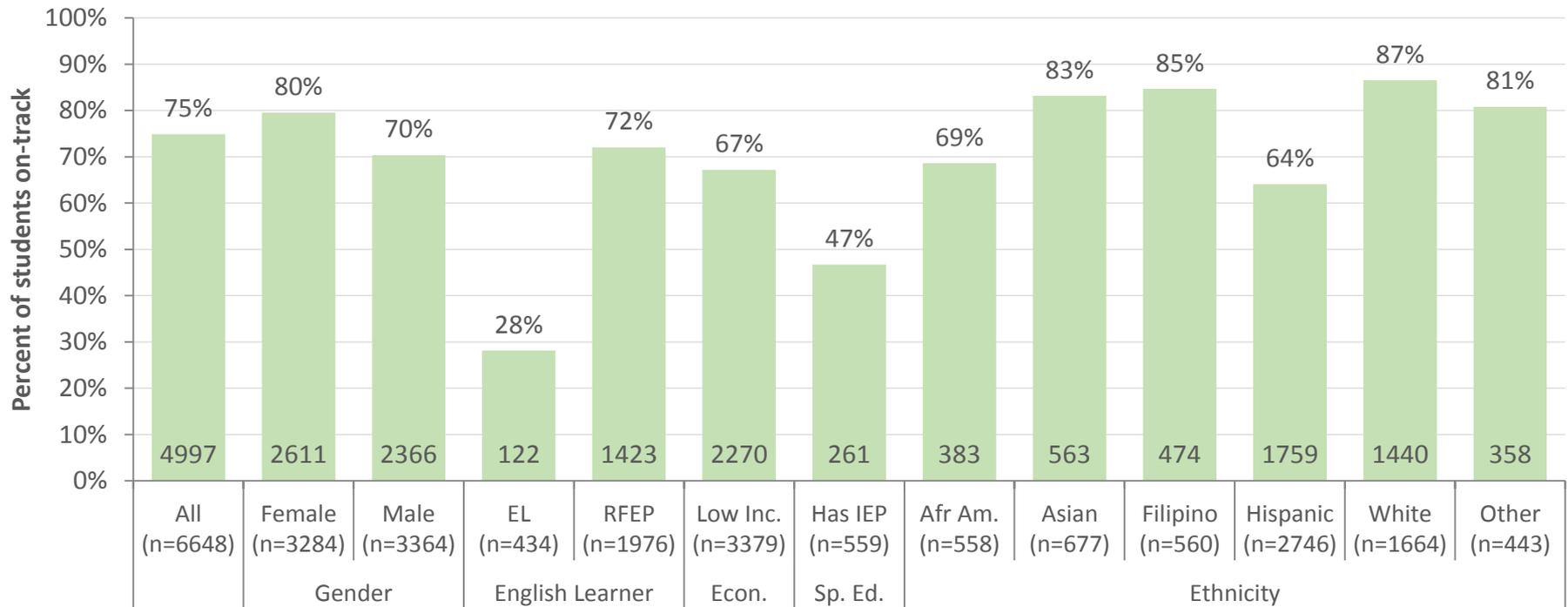
Class of 2016 Students' Progress toward meeting
District A-G Course Requirements as of October, 2015
N = 6648



Progress Toward a-g Graduation Requirements

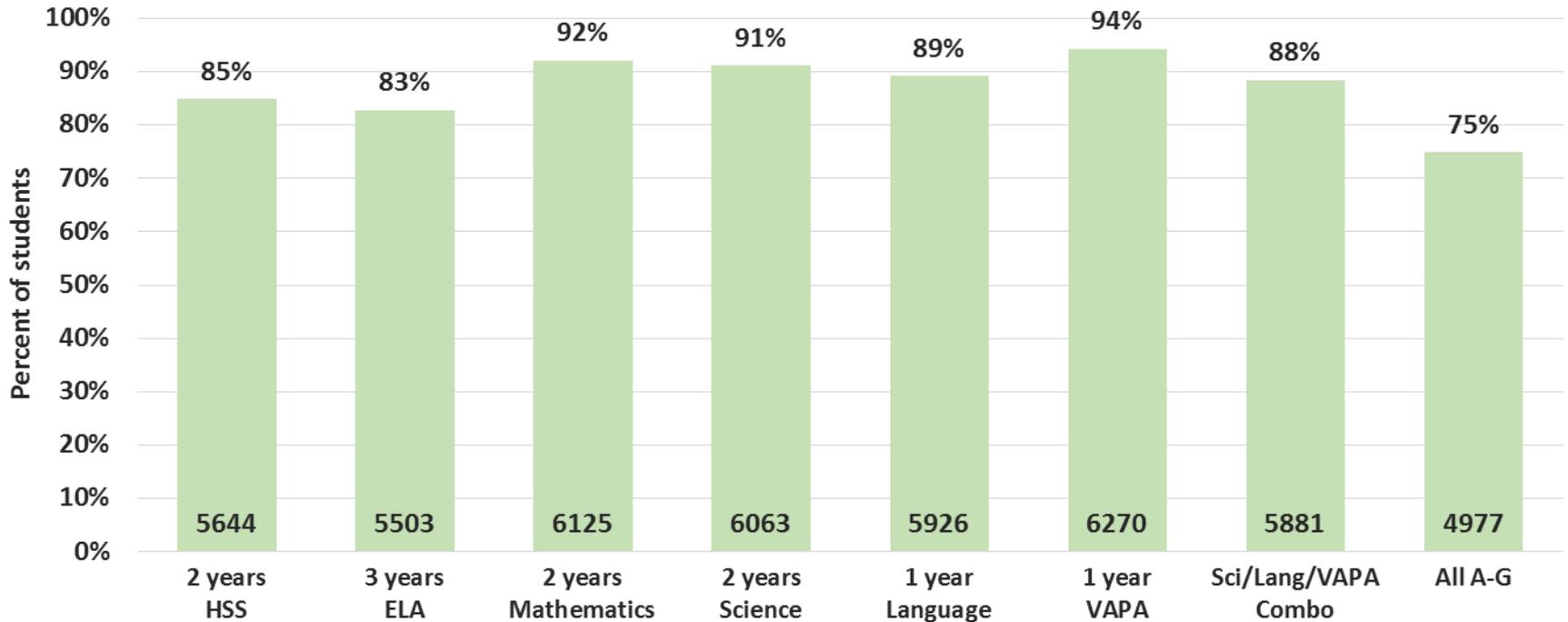
Class of 2016 – “On Track” Status

Class of 2016 students on track to meet District a-g requirements
All District-Managed Schools



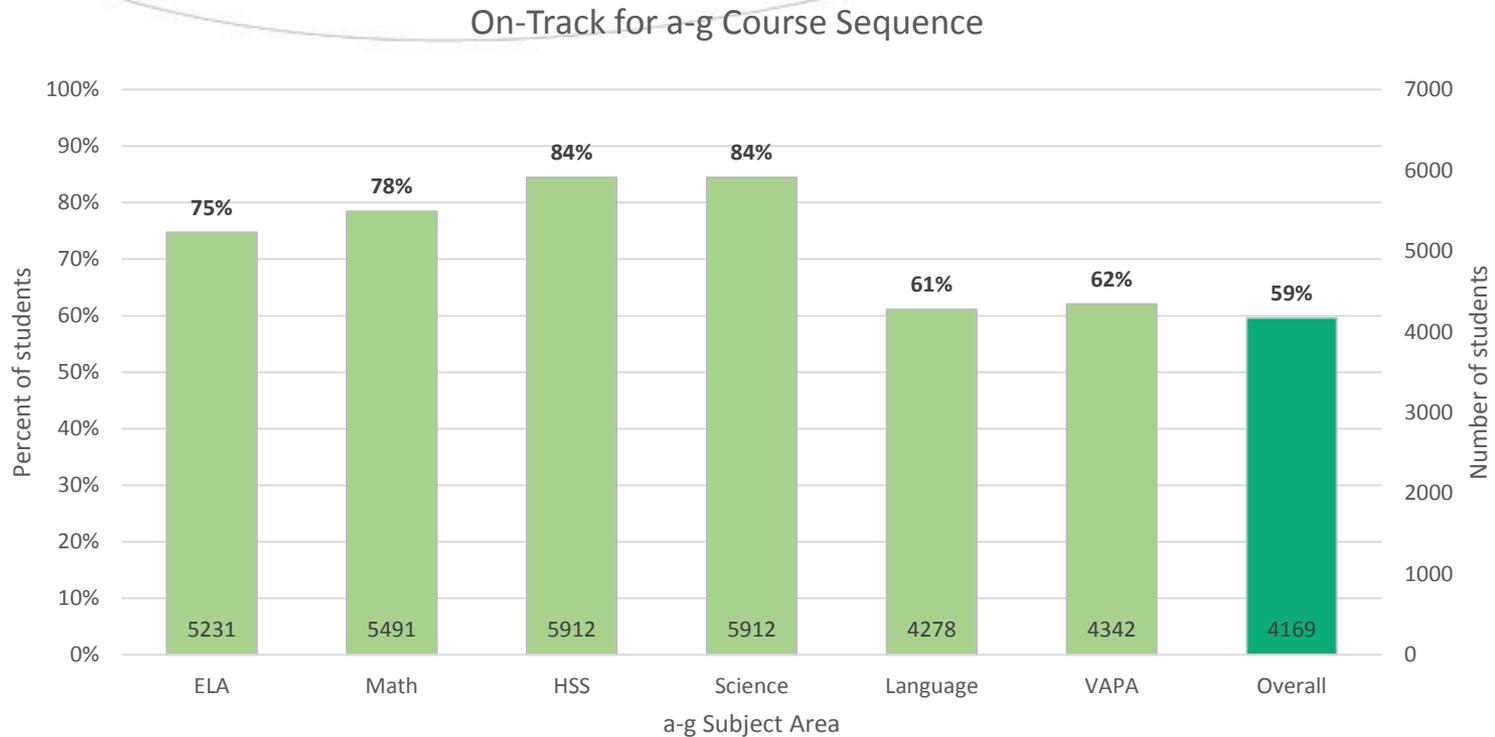
Progress Toward a-g Graduation Requirements Class of 2016 – “On Track” Status (entering Grade 12)

**Class of 2016 Students On-Track to complete SDUSD A-G Course Sequence
Total N = 6,648**



On-Track Requirements for start of 4th year

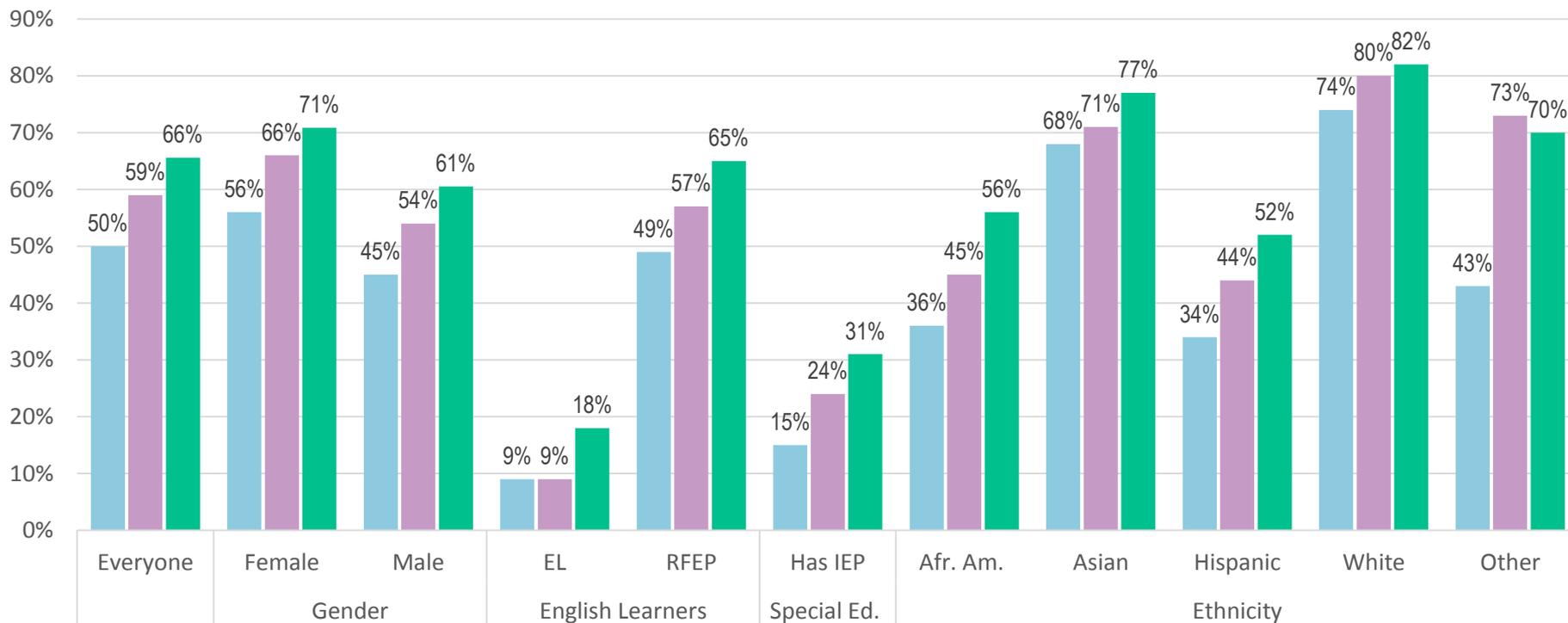
Progress toward a-g Graduation Requirements Class of 2016 – “On Track” Status (entering Grade 11)



Progress Toward a-g Graduation Requirements After Two Years of High School

Students on track to meet a-g course requirements after two years of high school

■ Class of 2015 (as of Fall 2013) ■ Class of 2016 (as of Fall 2014) ■ Class of 2017 (as of Fall 2015)



Career and College Preparedness in the 21st Century: An analysis of a-g implementation in SDUSD

◆ Survey Findings:

- ◆ Do you think the district should pursue the goal of smaller class sizes to help students meet the a-g coursework?

90% yes/2%no/8% maybe

- ◆ Do you think the district should offer summer school not only for credit recovery, but for additional credit opportunities to help students meet the a-g coursework?

91% yes/5% no/4% maybe

Career and College Preparedness in the 21st Century: An analysis of a-g implementation in SDUSD

◆ Survey Findings:

- ◆ Do you think summer school for additional credit opportunities should be reserved for select students? i.e. English Learners? 22% yes/65% no/13% maybe
- ◆ Do you think the district should offer after school courses/extended school days to help students meet the a-g coursework? 83% yes/6% no/11% maybe

Career and College Preparedness in the 21st Century: An analysis of a-g implementation in SDUSD

◆ Survey Findings:

- ◆ Do you believe online coursework should be pursued and promoted to help students meet the a-g coursework?

57% yes/20% no/23% maybe

- ◆ Do you think district-wide quality teaching for English Learners (QTEL) training should be pursued to help students, particularly English Learners, meet the a-g coursework?

74% yes/8% no/18% maybe

Career and College Preparedness in the 21st Century: An analysis of a-g implementation in SDUSD

◆ Survey Findings:

- ◆ Do you think a greater effort is needed to prepare students for a-g coursework at the elementary school level?

78% yes/5% no/17% maybe

- ◆ Do you think accurate assessment and placement in courses is a factor in a-g completion rates? 74% yes/6% no/20% maybe

In progress: Focus on Equity

- ◆ Student-centered master scheduling processes and Tier I instruction that allows for enrichment, intervention and first time success
 - ◆ Access to timely interventions in and out of the school day
 - ◆ Opportunities for teachers to have access to each other within the school day
 - ◆ Rejection of an “acceptable amount of casualties”
- ◆ Establishment of District Graduation Panel
 - ◆ Pursuant to Administrative Procedure 4771

In Progress: Focus on Equity

- ◆ Grad Nation Summit: October 2016
 - ◆ Focus on English Learners and Meaningful Graduation
 - ◆ Four workshops to collaborate with stakeholders
 - ◆ Grad Nation Steering Committee
- ◆ Collaboration with Special Education, Office of Language Acquisition, Student Services, Teaching and Learning, and Secondary Schools: Alignment of Instructional, Structural and Cultural Expectations

In progress: Focus on Equity

- ◆ Office of Secondary Schools Head Counselor Team
 - ◆ Professional Development
 - ◆ Credit checks to ensure monitoring and support
 - ◆ Intervention Counselor monitoring tools
 - ◆ Master Schedule Support
 - ◆ NCAA
 - ◆ Naviance
 - ◆ Collaboration with IT to address tools essential to the work

Next Steps: Focus on Strengths

- ◆ LOTE (Language Other Than English) Exam
 - ◆ 2013-14: 198 LOTE proficiency certificates/164 via the LOTE assessment
 - ◆ 2014-15: 296 LOTE proficiency certificates/242 via the LOTE assessment
 - ◆ 2015-16: 1,900 names have been submitted by sites for testing.

Next Steps: Focus on Strengths

- ◆ Strong and Strength Inventories: Unlocking the Genius Event November 6 Secondary Leadership
- ◆ Summer school enrollments match need
- ◆ Expansion of online learning within supportive environments

Next Steps: Monitoring

- ◆ English Language Arts: ESL 5-6 is the only ESL course that counts for graduation (Quarterly monitoring and interventions)
- ◆ Third year of Math (Quarterly monitoring and interventions)
- ◆ Two years of world language or equivalent (Quarterly monitoring)
- ◆ One year of VAPA

Next Steps: Monitoring

- ◆ Sites and district support staff need the tools to be successful
 - ◆ Counselors need a reliable and accurate transcript check that downloads from power school
- ◆ District and site staff need reliable and accurate pre-built data reports that are reflective of all graduation requirements and alternative means
 - ◆ Development of course codes for LOTE alternative means
 - ◆ Ensuring that UC a-g alternative means are coded to transmit as graduation equivalents

Advanced Studies in SDUSD

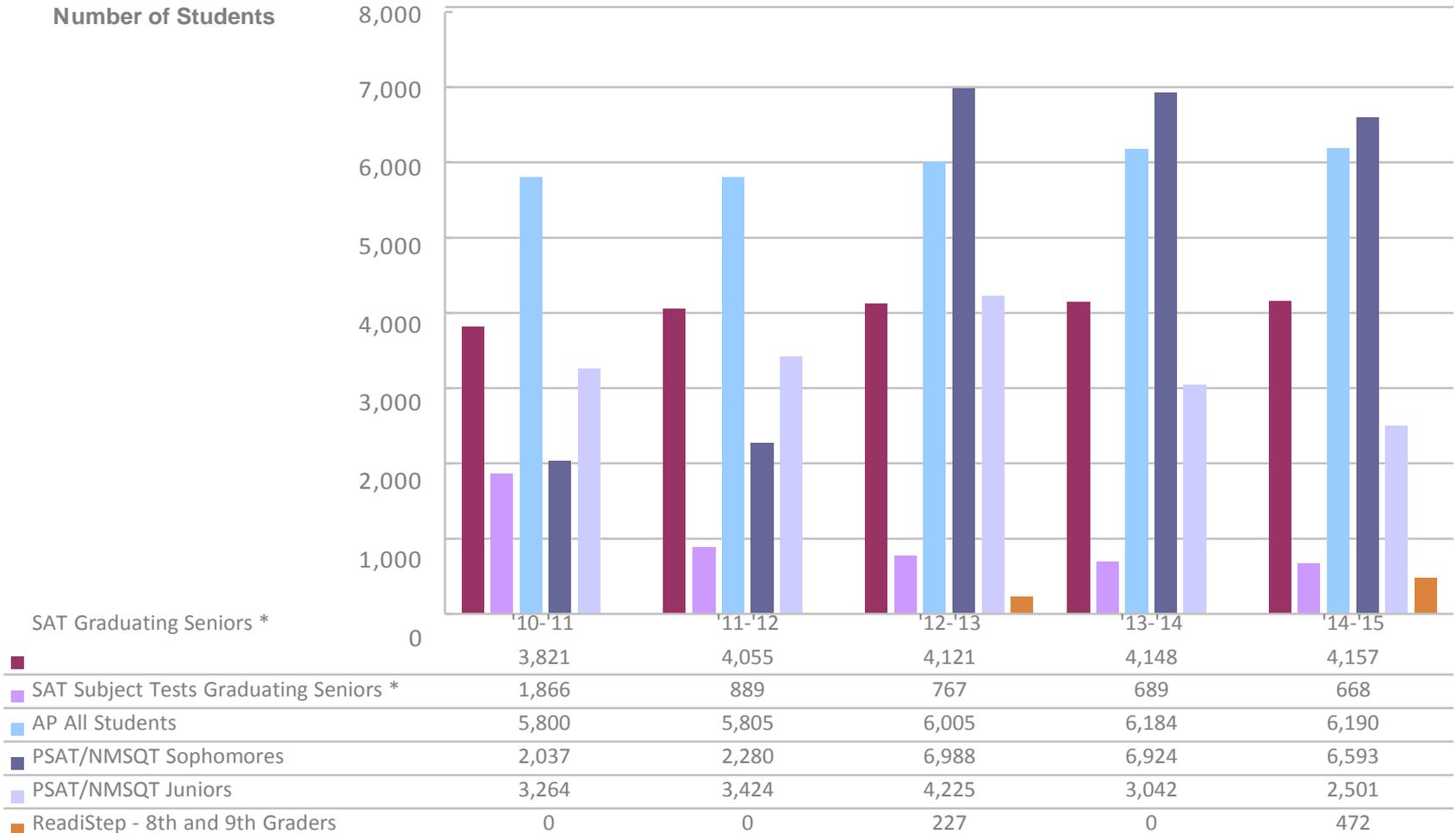
- ◆ Advanced Placement
- ◆ International Baccalaureate Programme
- ◆ Community College Partnerships
- ◆ College, Career, and Technical Education coursework

Advanced Placement Coursework

Earn college credits and skip introductory classes (general education college coursework)

- ◆ “If you earn an AP Exam score of 3 or higher, chances are students can receive credit, advanced placement or both from their college — most colleges and universities in the United States and institutions in more than 60 other countries grant credit and placement for AP scores or acknowledge AP scores in the admission process.”—College Board Website

OVERVIEW: Number of Students Taking SAT, SAT Subject Tests, AP, PSAT/NMSQT and ReadStep.

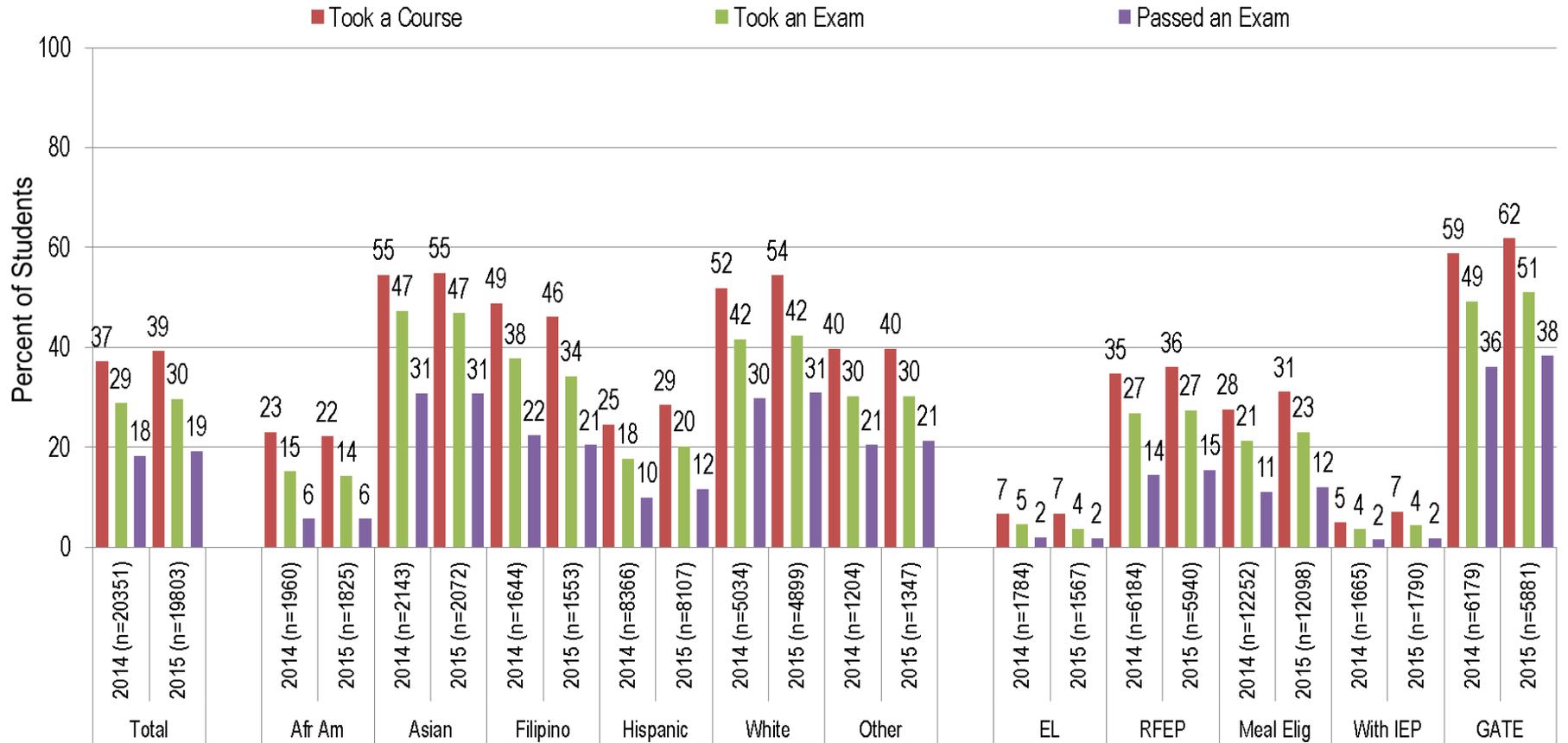


* Please see the Data Notes page at the end of this report for a note on interpretation of trends in SAT school participation.

*Represents the mean score for all students, including those who responded "Other" or "No Response." Please see the Self-Reported Ethnic Group Data Note for further details.

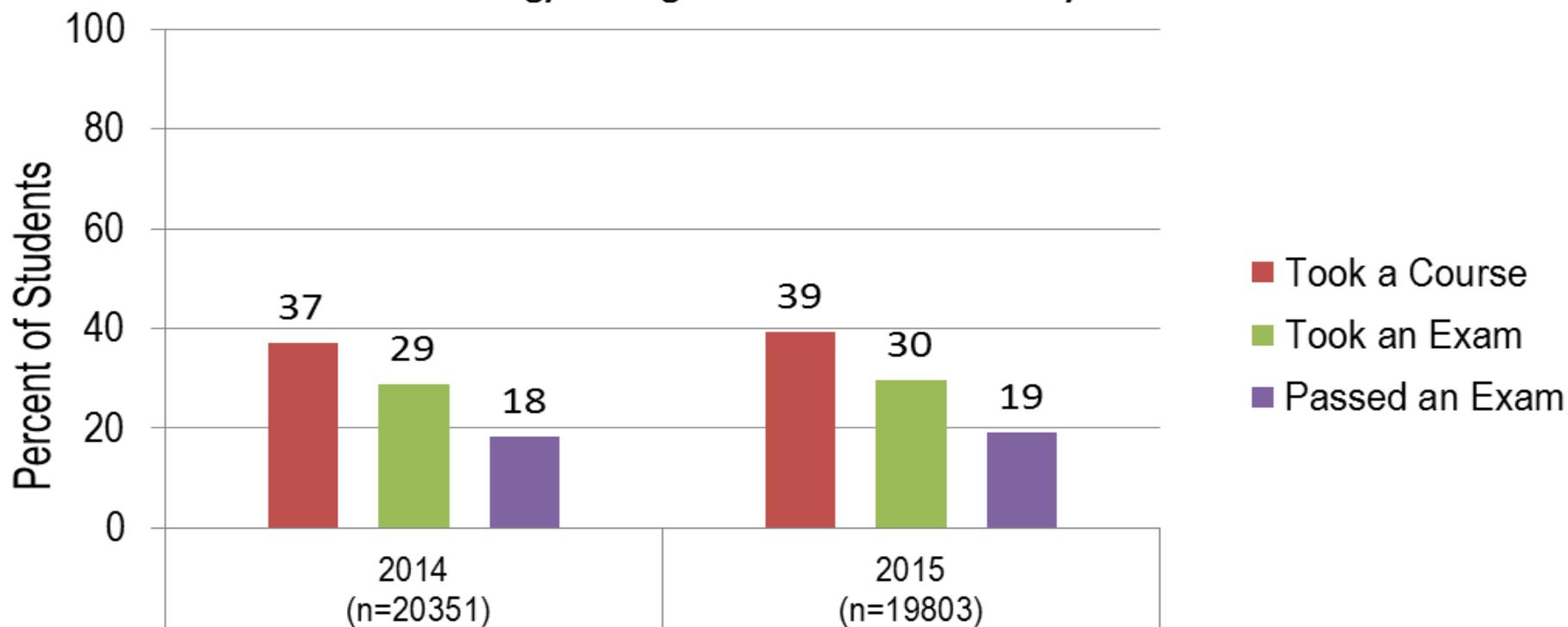
AP Course and Exam Data, 2014 and 2015

Percent of Grades 10 to 12 Students at District-Managed Schools Taking/Passing At Least One AP Course/Exam



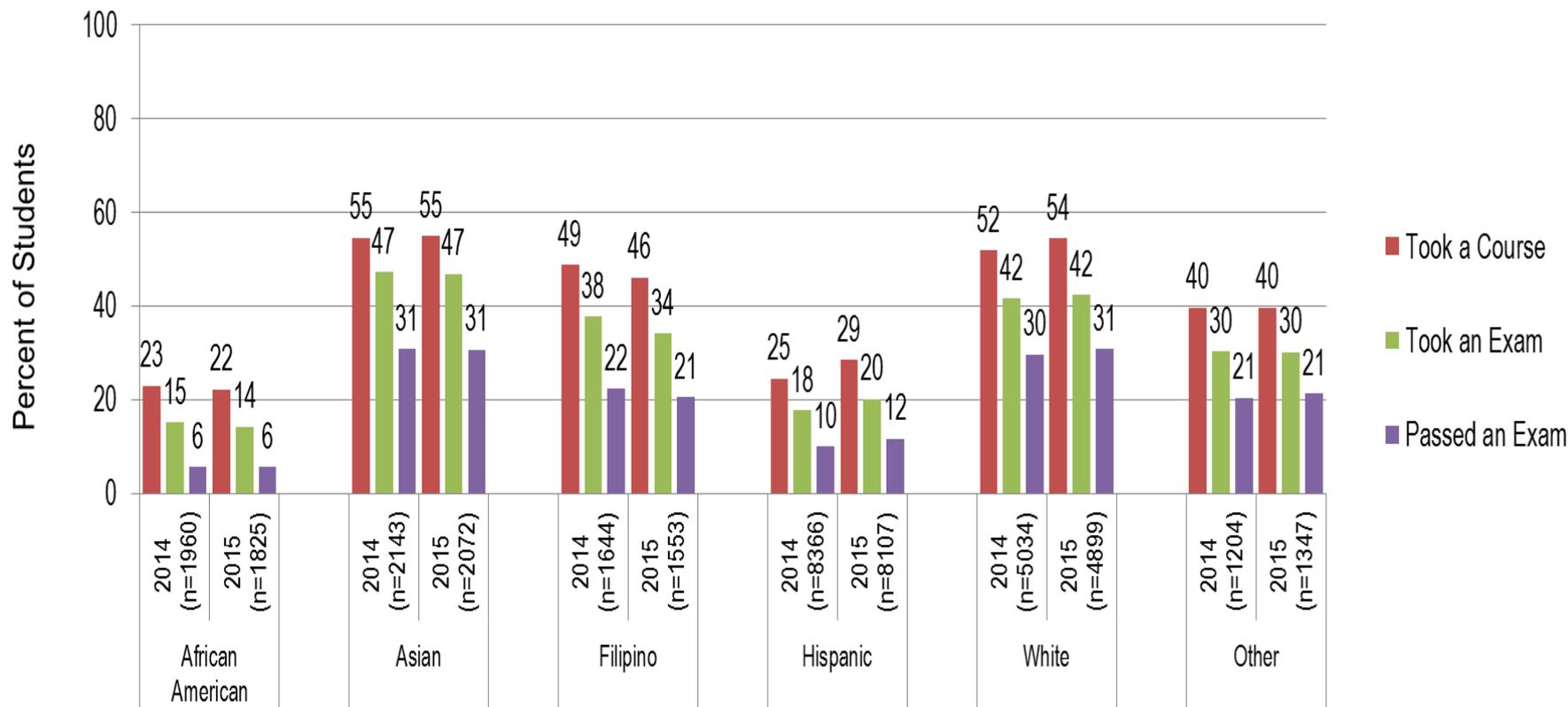
Notes: (1) Data are suppressed when the student group has fewer than 10 students. (2) "Other" includes Pacific Islander, Native American, and Multiracial students.

OVERALL
AP Course and Exam Data, 2014 and 2015
Percent of Grades 10 to 12 Students at District-Managed Schools
Taking/Passing At Least One AP Course/Exam



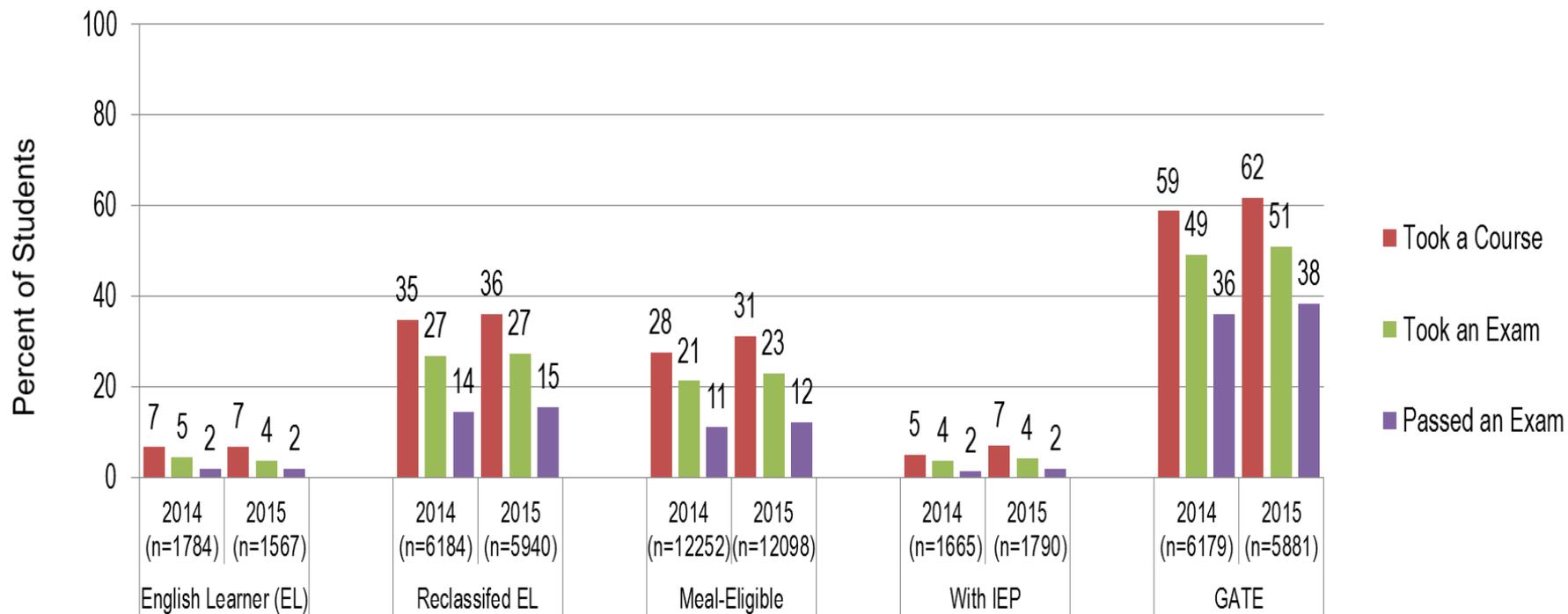
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RACE/ETHNICITY
AP Course and Exam Data, 2014 and 2015
Percent of Grades 10 to 12 Students at District-Managed Schools
Taking/Passing At Least One AP Course/Exam



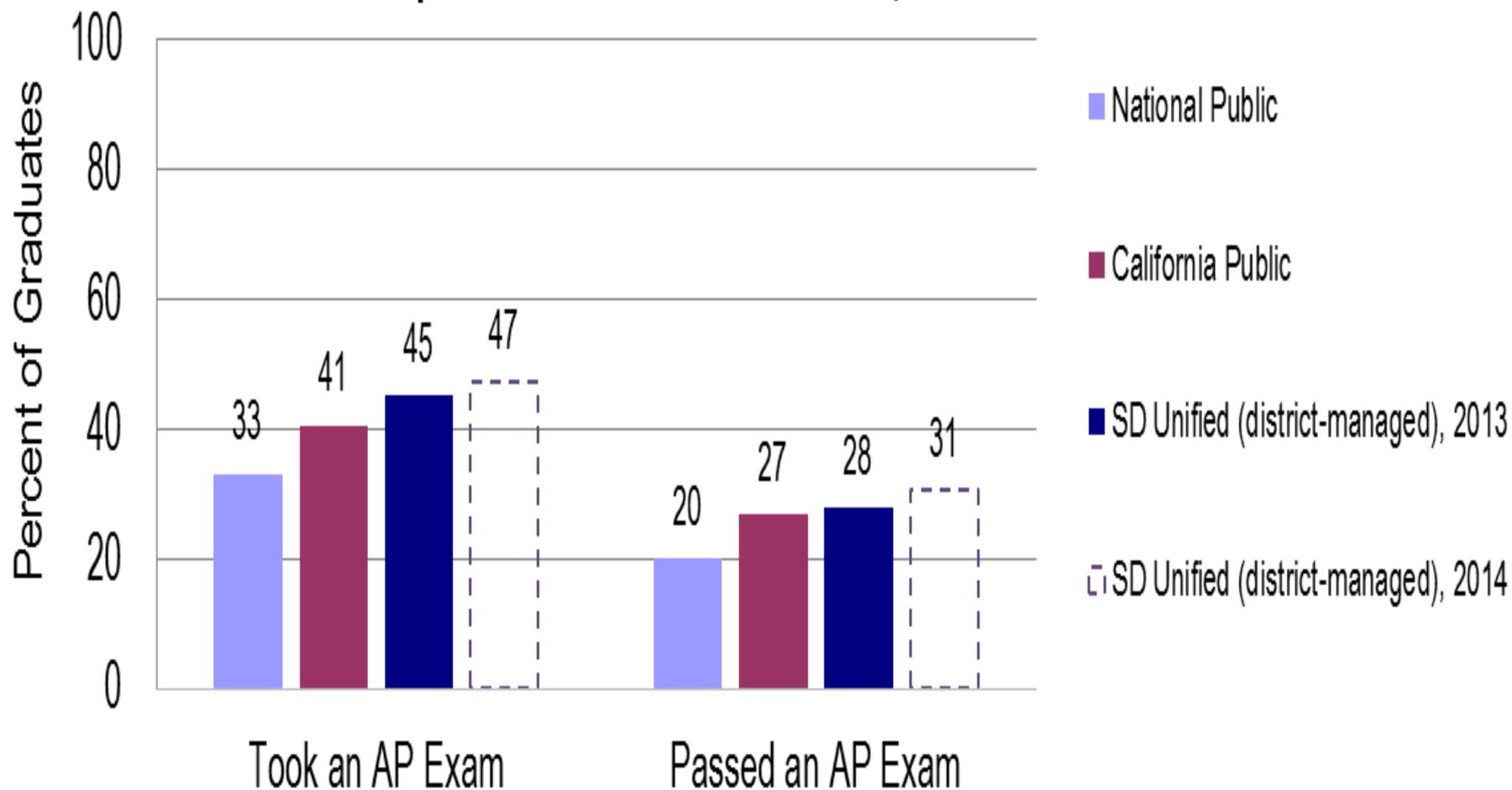
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SELECTED STUDENT GROUPS
AP Course and Exam Data, 2014 and 2015
Percent of Grades 10 to 12 Students at District-Managed Schools
Taking/Passing At Least One AP Course/Exam



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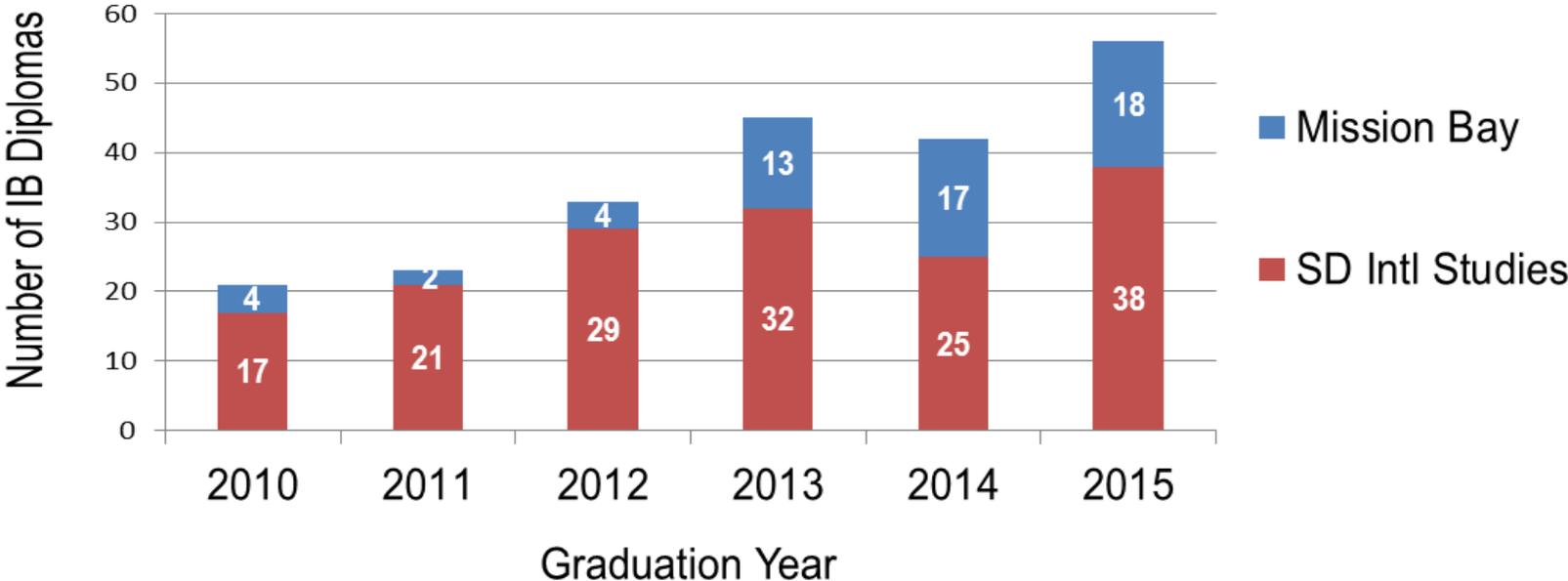
AP Data of District Graduates Compared to the Nation and State, 2013



IB Program

- ◆ IB students can choose to pursue the IB diploma or earn certificates through examinations.
- ◆ Two high schools in SDUSD offer IB programs: Mission Bay and San Diego International Studies
- ◆ In 2014-15, San Diego International Studies students took 589 examinations
- ◆ In 2014-15, Mission Bay students took 370 examinations.

International Baccalaureate (IB) Diplomas Earned

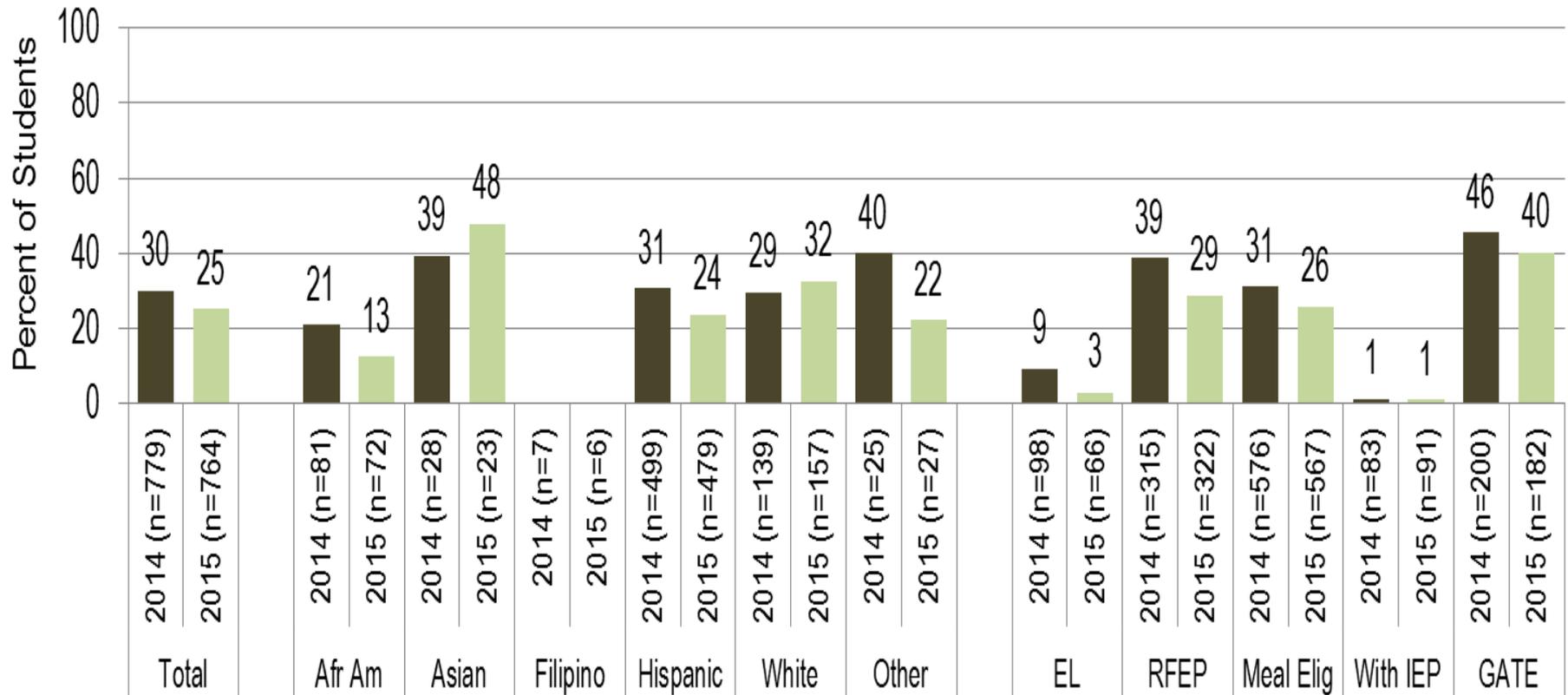


Total Graduates	2010	2011	2012	2013	2014
Mission Bay	267	277	311	273	274
SD International Studies	109	118	119	151	130



Mission Bay, Grades 10 to 12

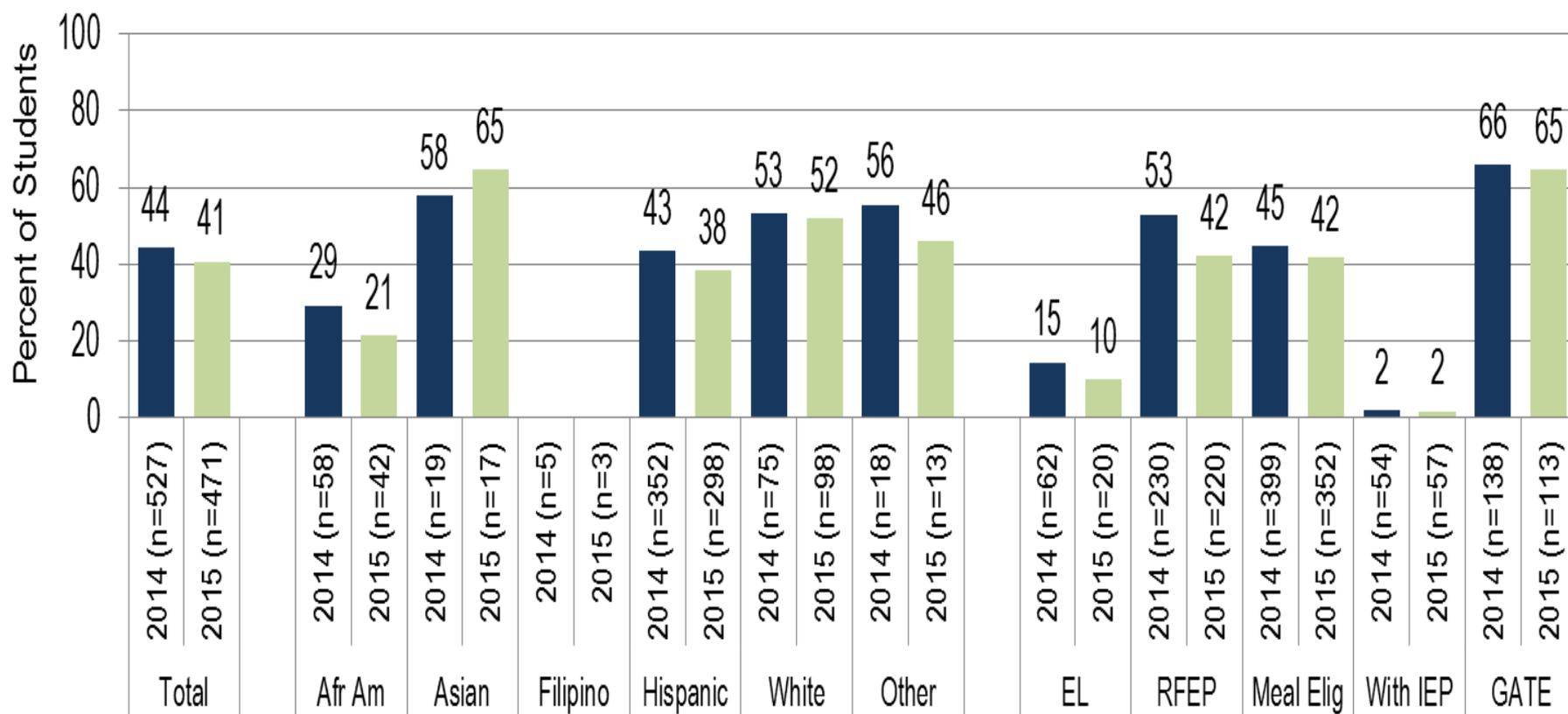
Students Enrolled in At Least One Year-Long Weighted IB Course, 2014 and 2015



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Mission Bay, Grades 11 and 12

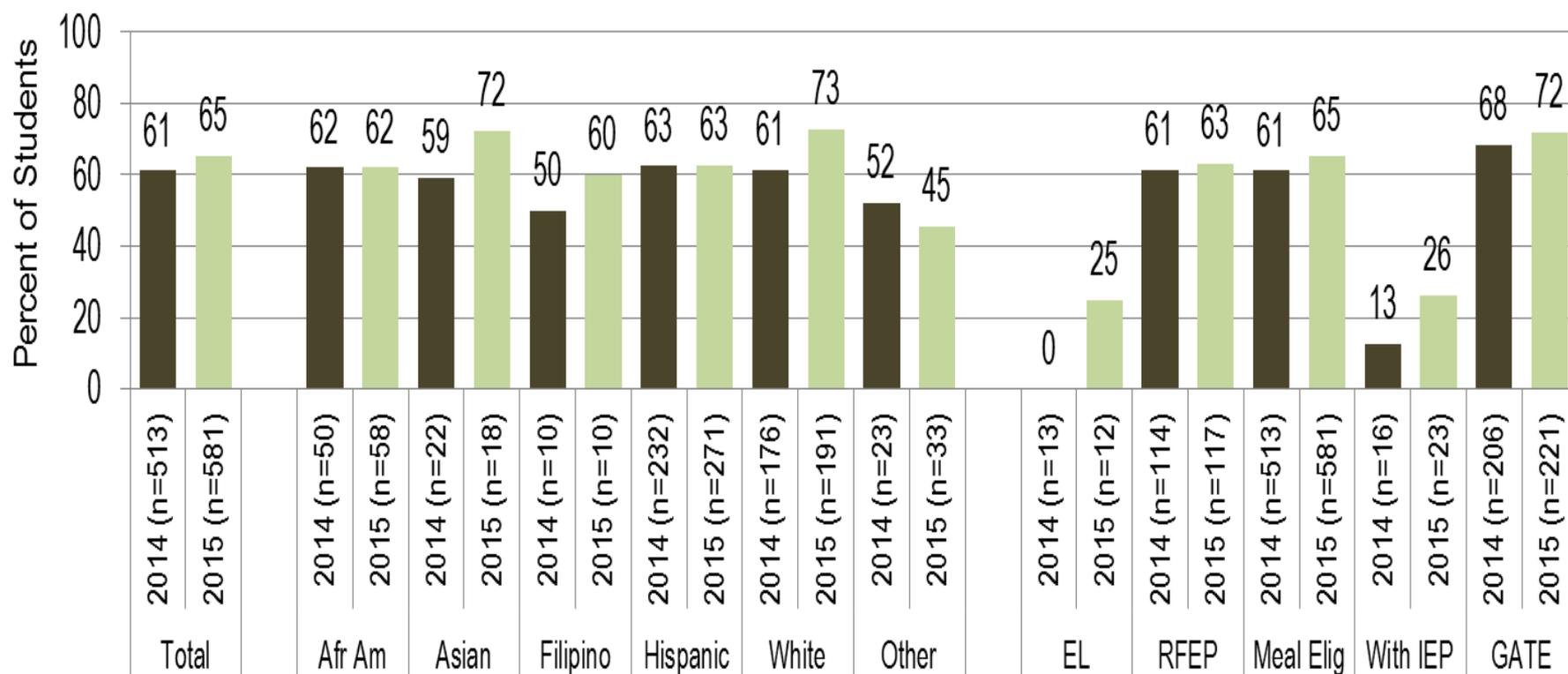
Students Enrolled in At Least One Year-Long Weighted IB Course, 2014 and 2015



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San Diego International Studies, Grades 10 to 12

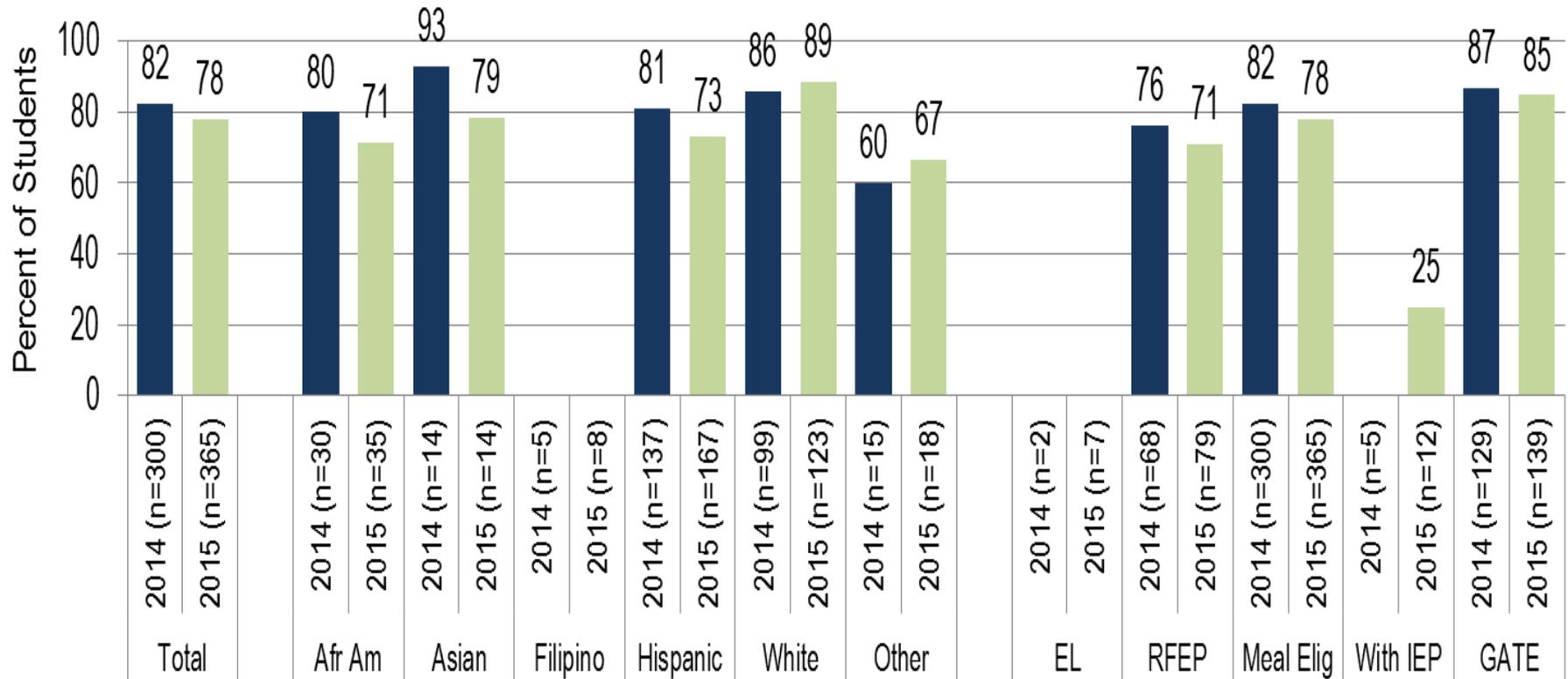
Students Enrolled in At Least One Year-Long Weighted IB Course, 2014 and 2015



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San Diego International Studies, Grades 11 and 12

Students Enrolled in At Least One Year-Long Weighted IB Course, 2014 and 2015



Notes: (1) Data are suppressed when the student group has fewer than 10 students. (2) "Other" includes Pacific Islander, Native American, and Multiracial.

In Progress : Equal Opportunity Schools

- ◆ Partnership with Equal Opportunity Schools: Increase access to AP and IB coursework by supporting sites with data to help identify underrepresented students and opportunity gaps.
- ◆ Partnership with College Board: AP potential results from the PSAT
- ◆ Aligned with master schedule work

Next Steps: AP and IB

- ◆ Ensure that the numbers of students who obtain IB diplomas increases
- ◆ Ensure that the numbers of students who obtain passing scores on AP and IB examinations increases

College Partnerships in SDUSD

- ◆ 1,630+ students are currently taking college classes while still in high school (This does not include enrollment in the 40+ community college articulated CCTE courses)
- ◆ Offering college courses to students who will attend both four-year, two-year and other post secondary options
- ◆ Online access to Chicano Studies through Mesa College will support the cultural proficiency goals for SDUSD

Community College Partners

- ◆ Mesa College:
 - ◆ Accelerated College Program (ACP)
 - ◆ Legacy Program (**new**)
 - ◆ Kearny Fast Track Program
 - ◆ The MET Partnership
 - ◆ Clairemont Linked Learning Team

Community College Partners

- ◆ Miramar College:
 - ◆ Serra (**new**), Scripps Ranch (**new**), Mira Mesa (**new**), and University City (**new**.)

- ◆ City College:
 - ◆ Lincoln STEAM Middle College
 - ◆ Spring: Hoover, SDHS (**new**) and Crawford (**new**)
 - ◆ Early Middle College

UCSD Extension Partnership



Sociology

- La Jolla High
- University City High

Organismic Biology “O-Bio”

- Point Loma High

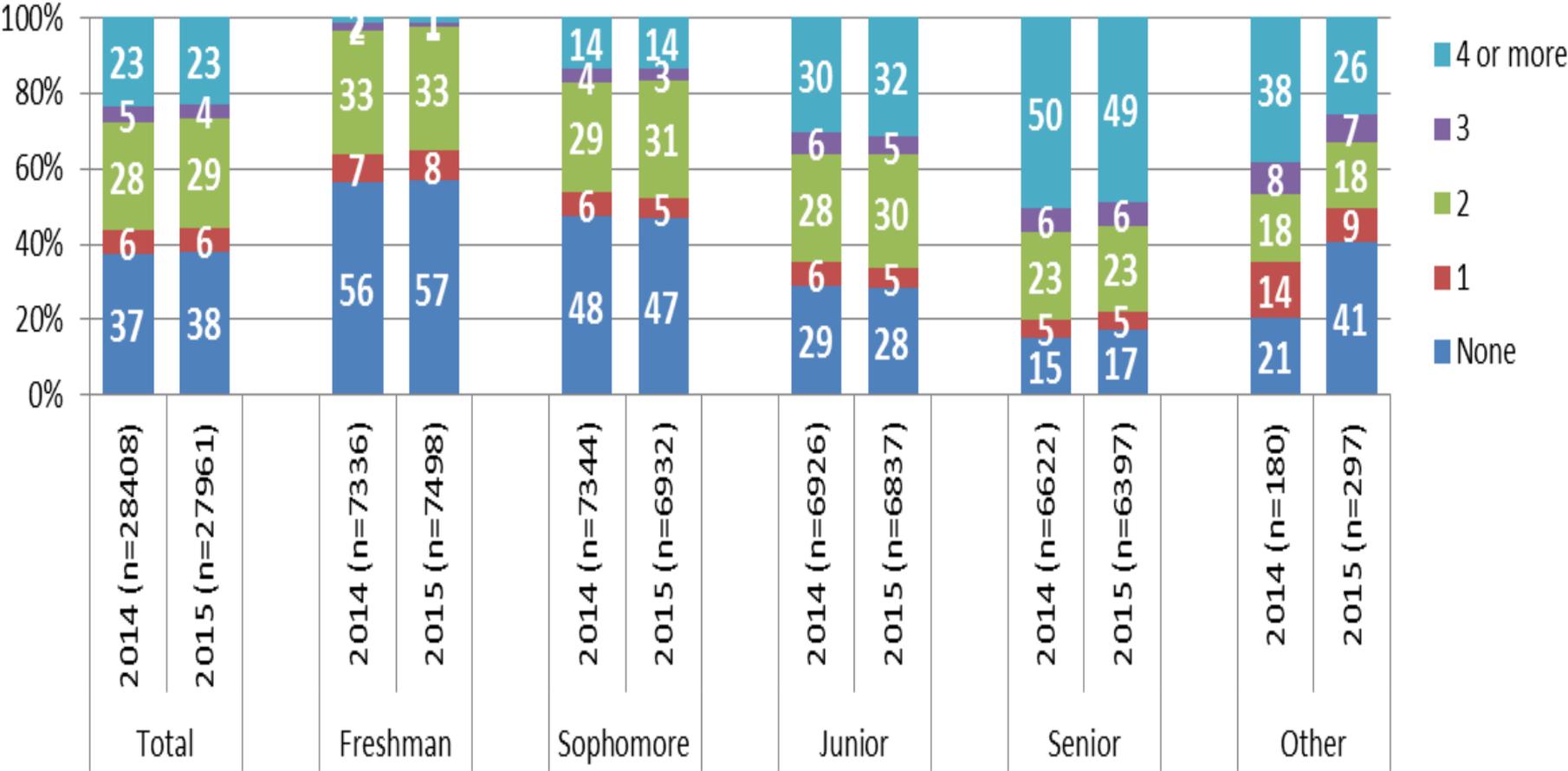
Next Steps: College Partnerships

- ◆ Weighting college courses and community college articulated CTE courses.
- ◆ Expand the college programs with SDUSD teachers (with masters) who are interested in acting as adjunct professors when sections are needed.

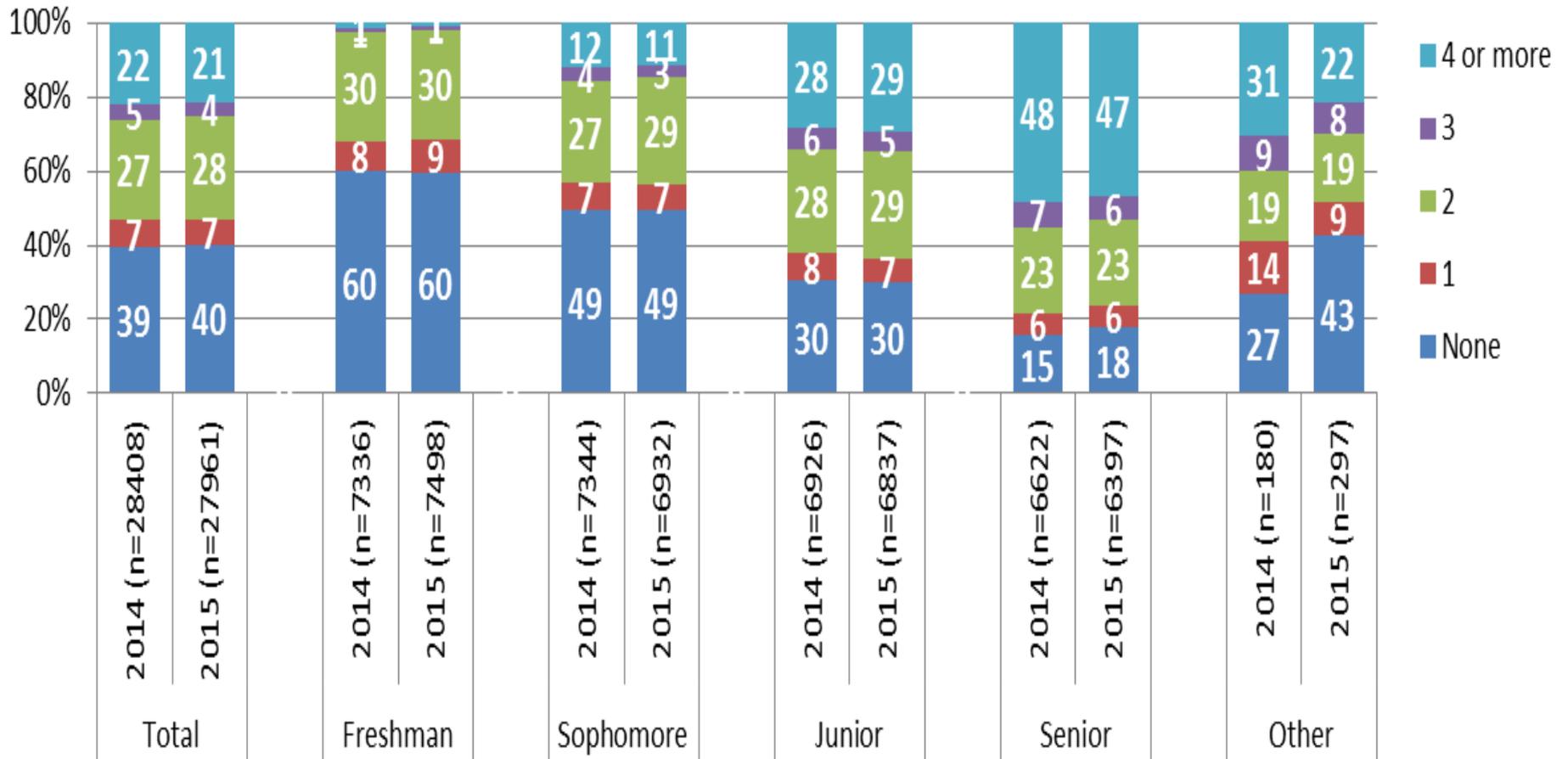
College, Career, and Technical Education in SDUSD

- ◆ SDUSD pathways represent 14 of the 15 state industry sectors (not agriculture)
- ◆ Community College Articulated Coursework:
 - ◆ 40+ courses earn college credit with a B or higher
- ◆ UC a-g Coursework
 - ◆ 65 courses are UC a-g approved

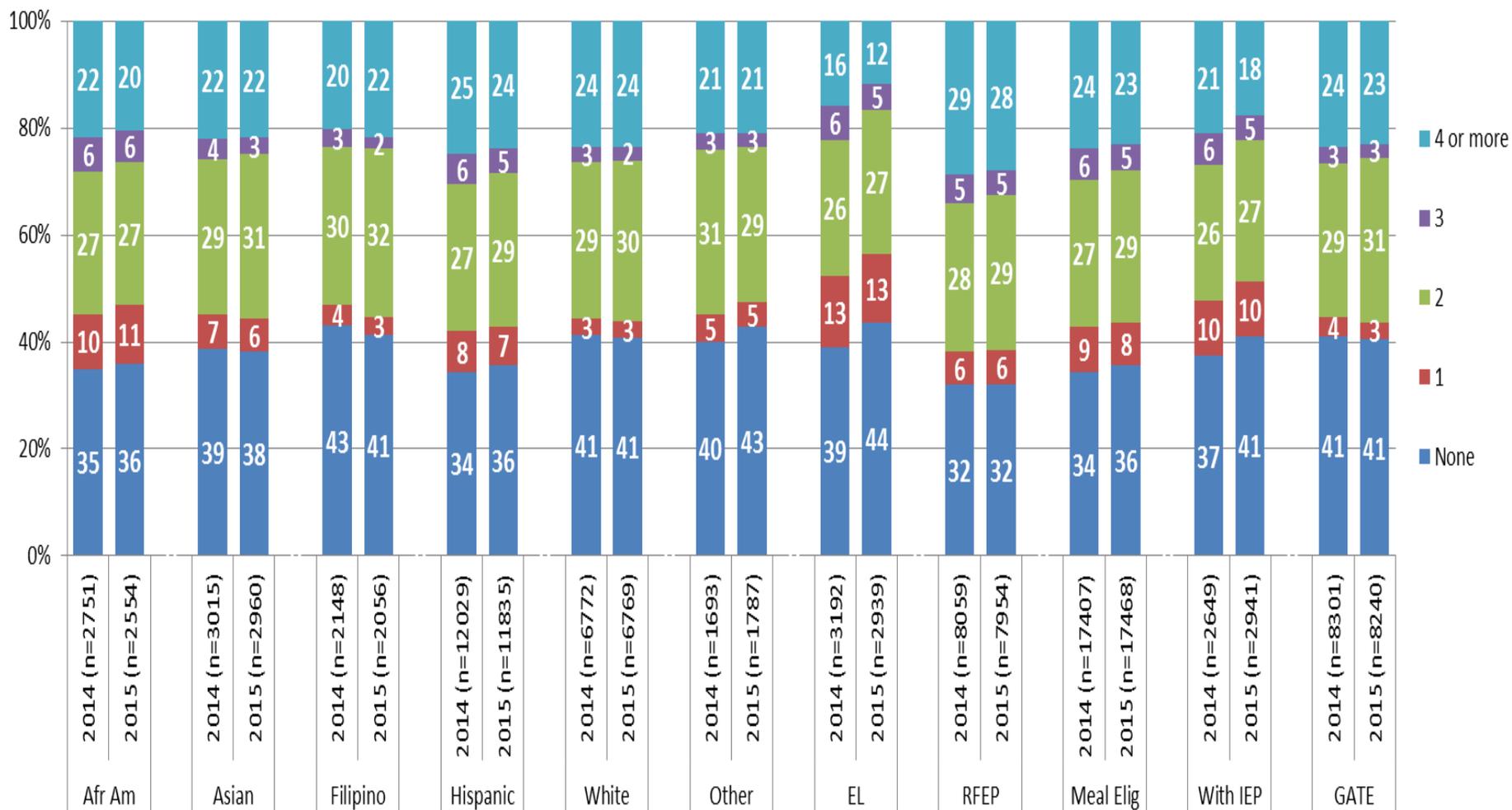
Cumulative CCTE Semester Courses Taken in High School 2014 and 2015



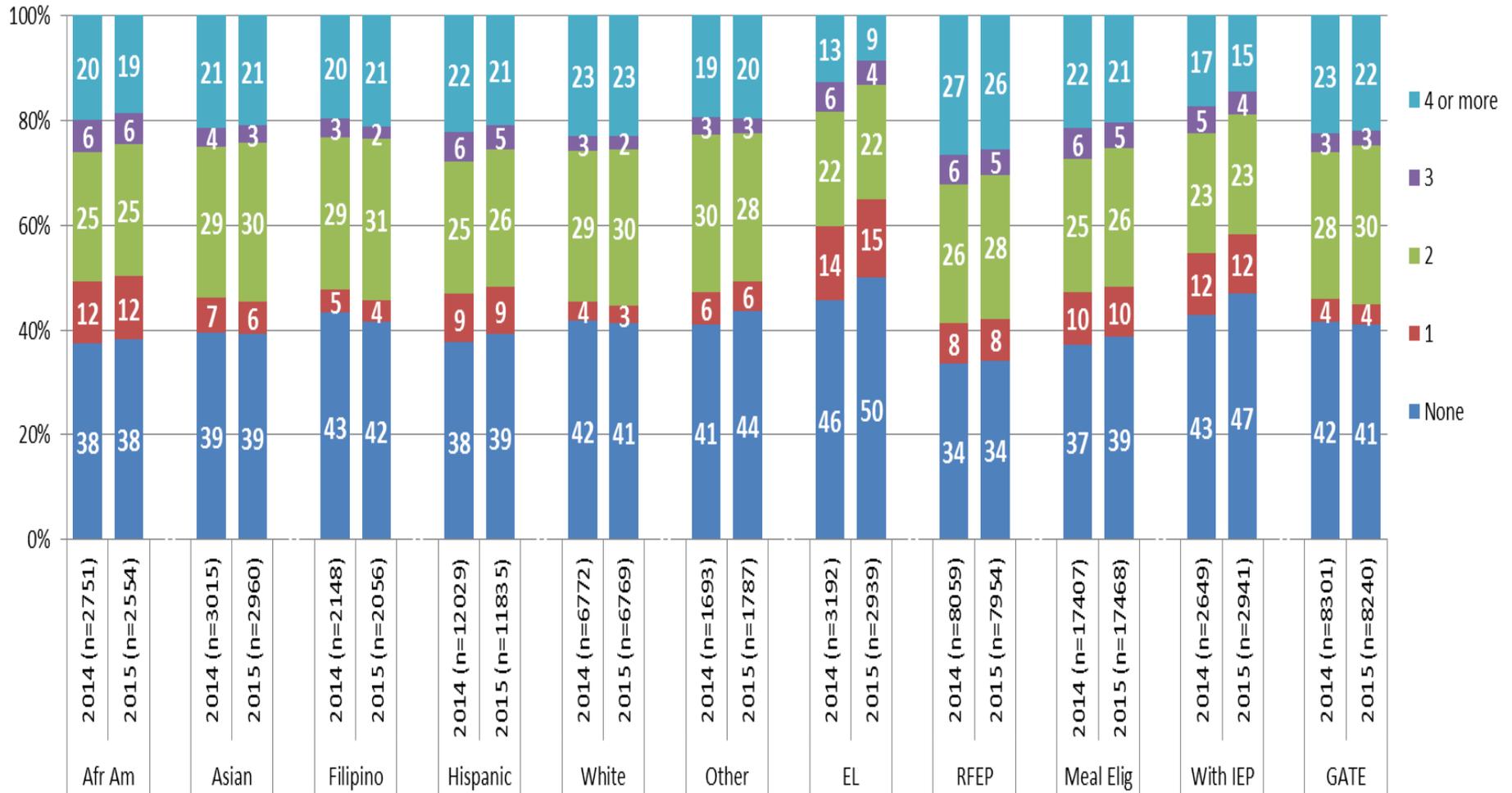
Cumulative CTE Semester Courses Passed in High School 2014 and 2015



Cumulative CTE Semester Courses Taken in High School by Selected Student Group, 2014 and 2015



Cumulative CTE Semester Courses Passed in High School by Selected Student Group, 2014 and 2015



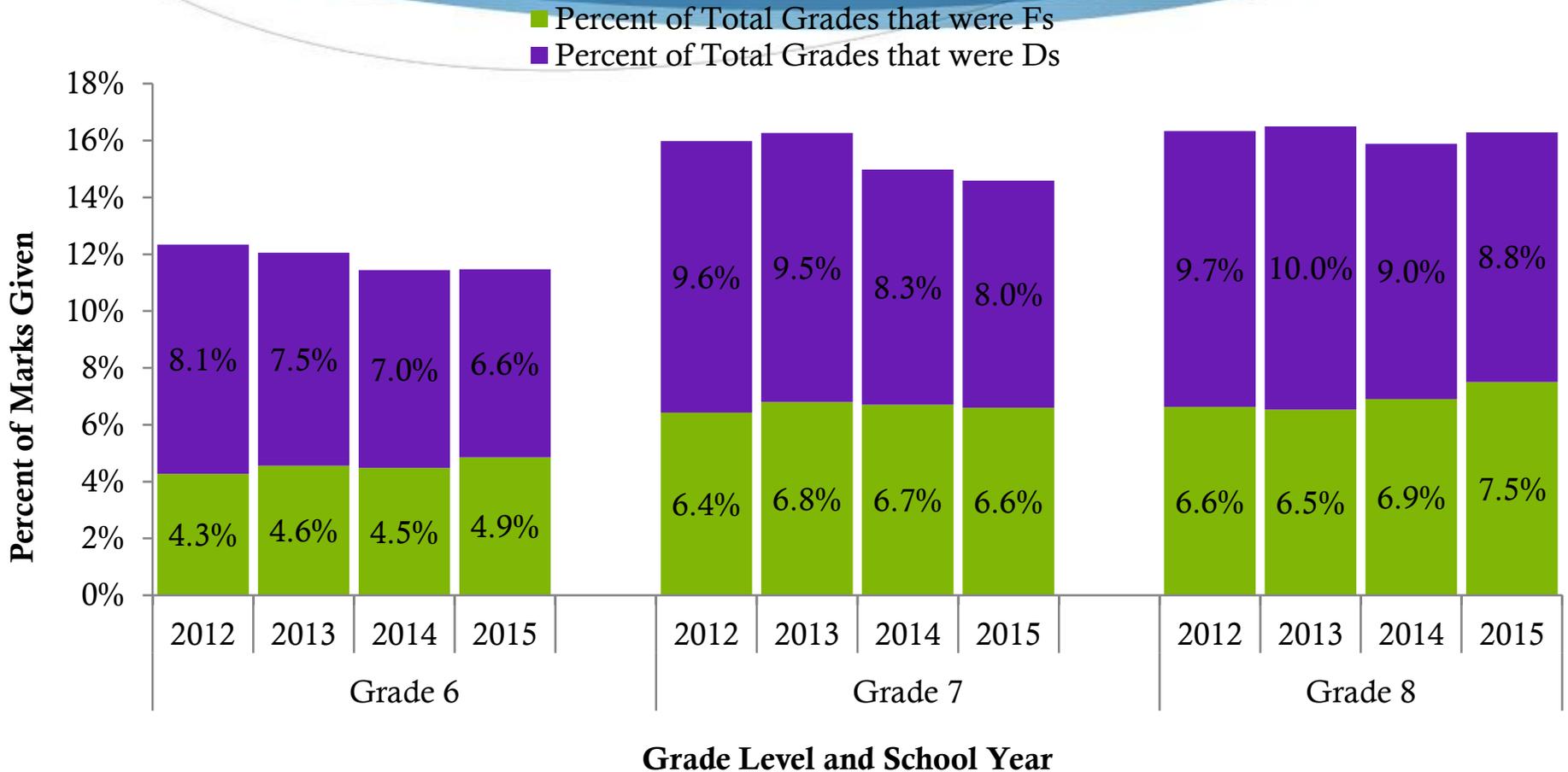
Next Steps: CCTE

- ◆ Offer weighted credit for all Project Lead the Way Courses and all CCTE community college articulated courses
- ◆ Continue the revision and submission of CCTE coursework for UC a-g options
- ◆ Continue to encourage the alignment of the academic core, technical core and work based experiences (pathways) in the learning process—abstract content needs context

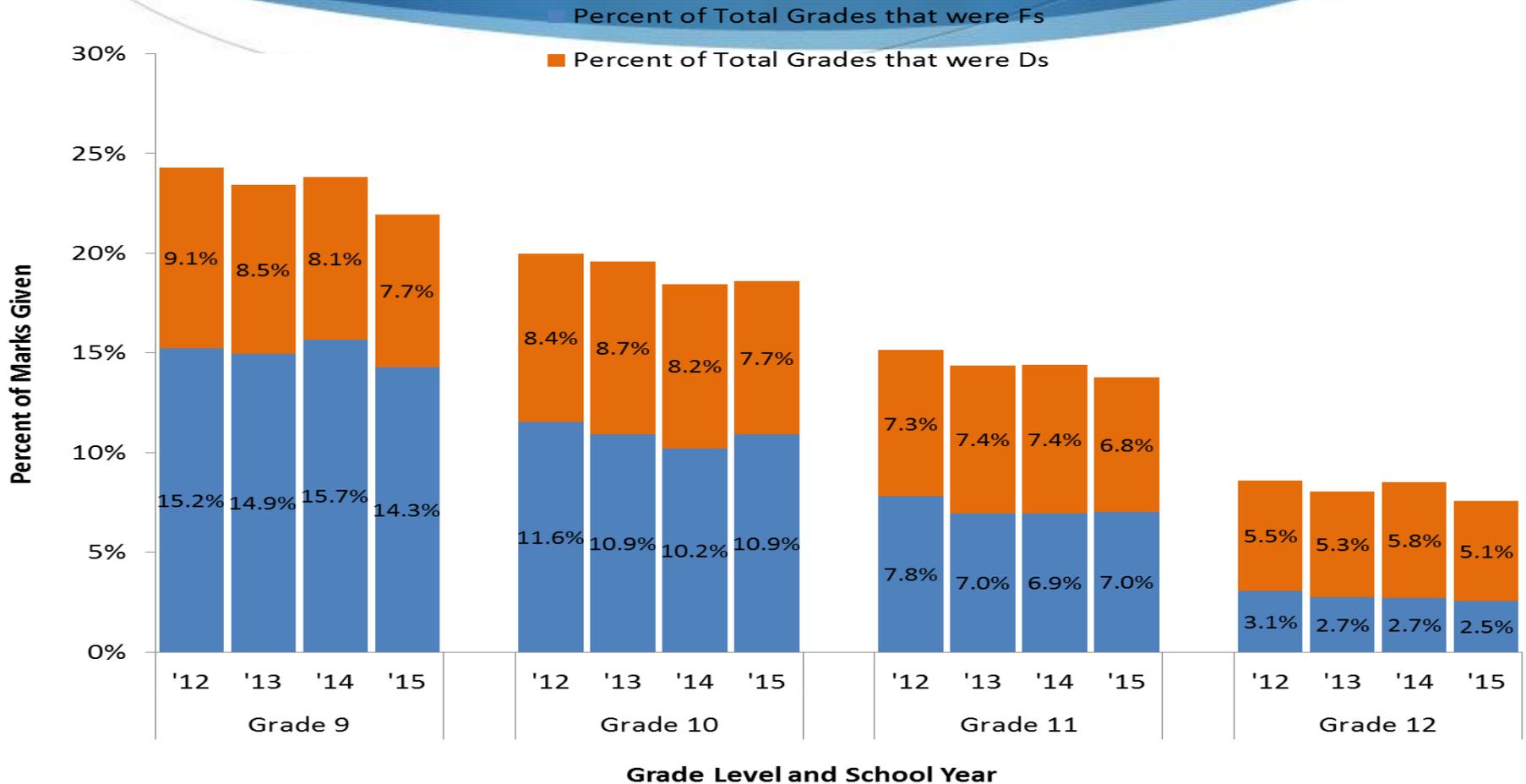
D and F Marks in SDUSD Grades 6-12

- ◆ Preventing First Time Failure

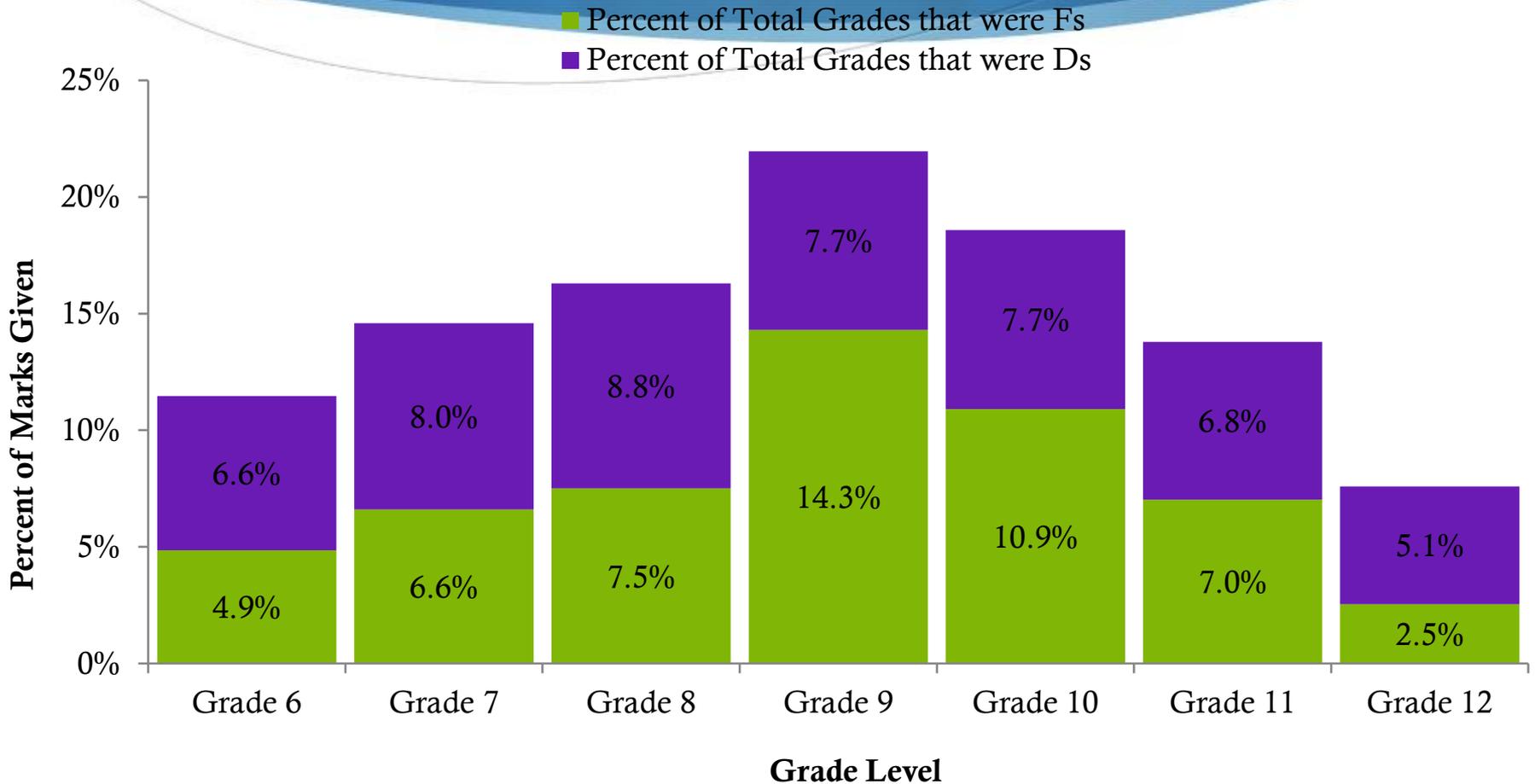
Total Percentage of Ds and Fs by Grade Level and School Year



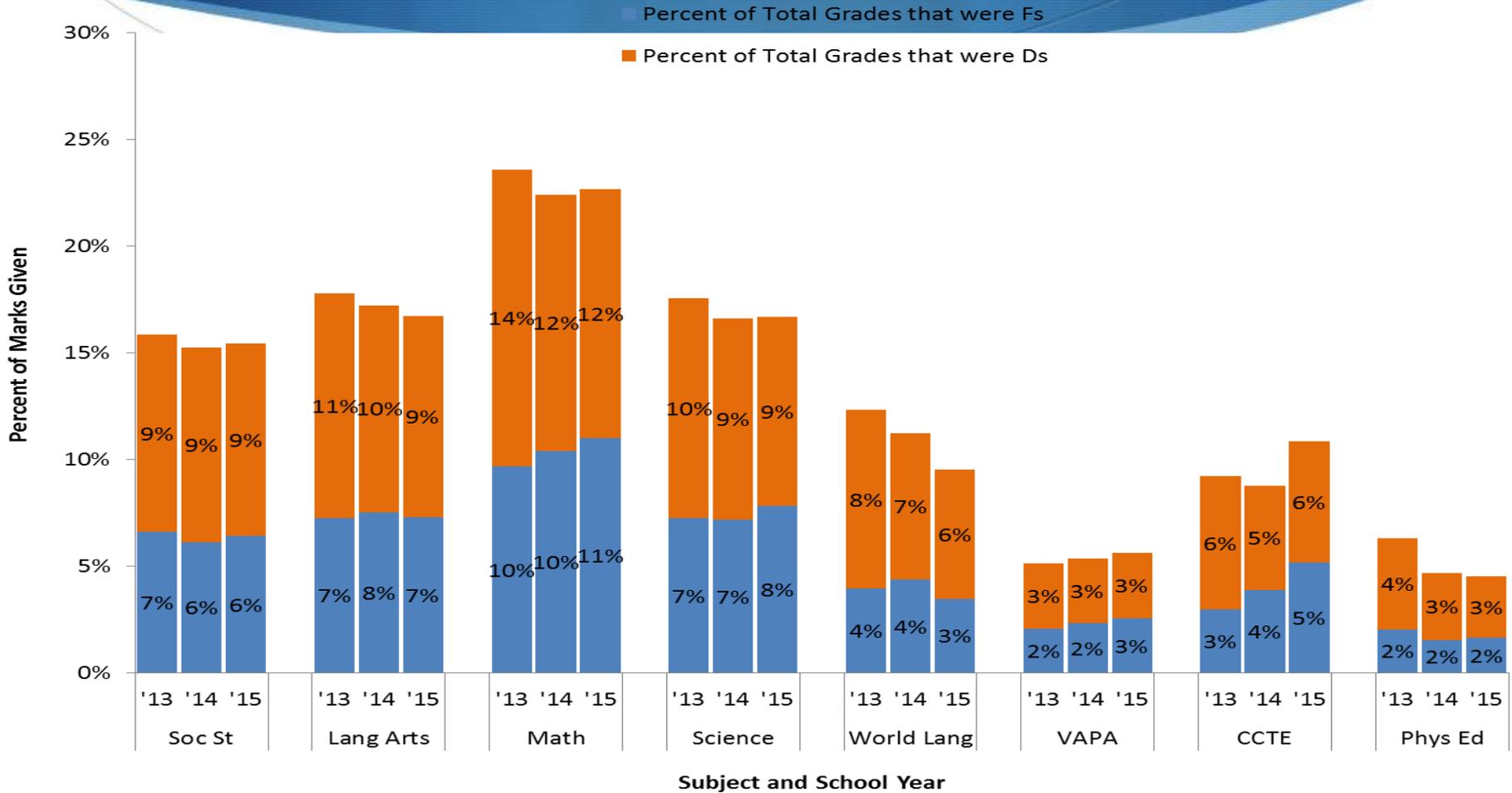
Total Percentage of Ds and Fs by Grade Level and School Year



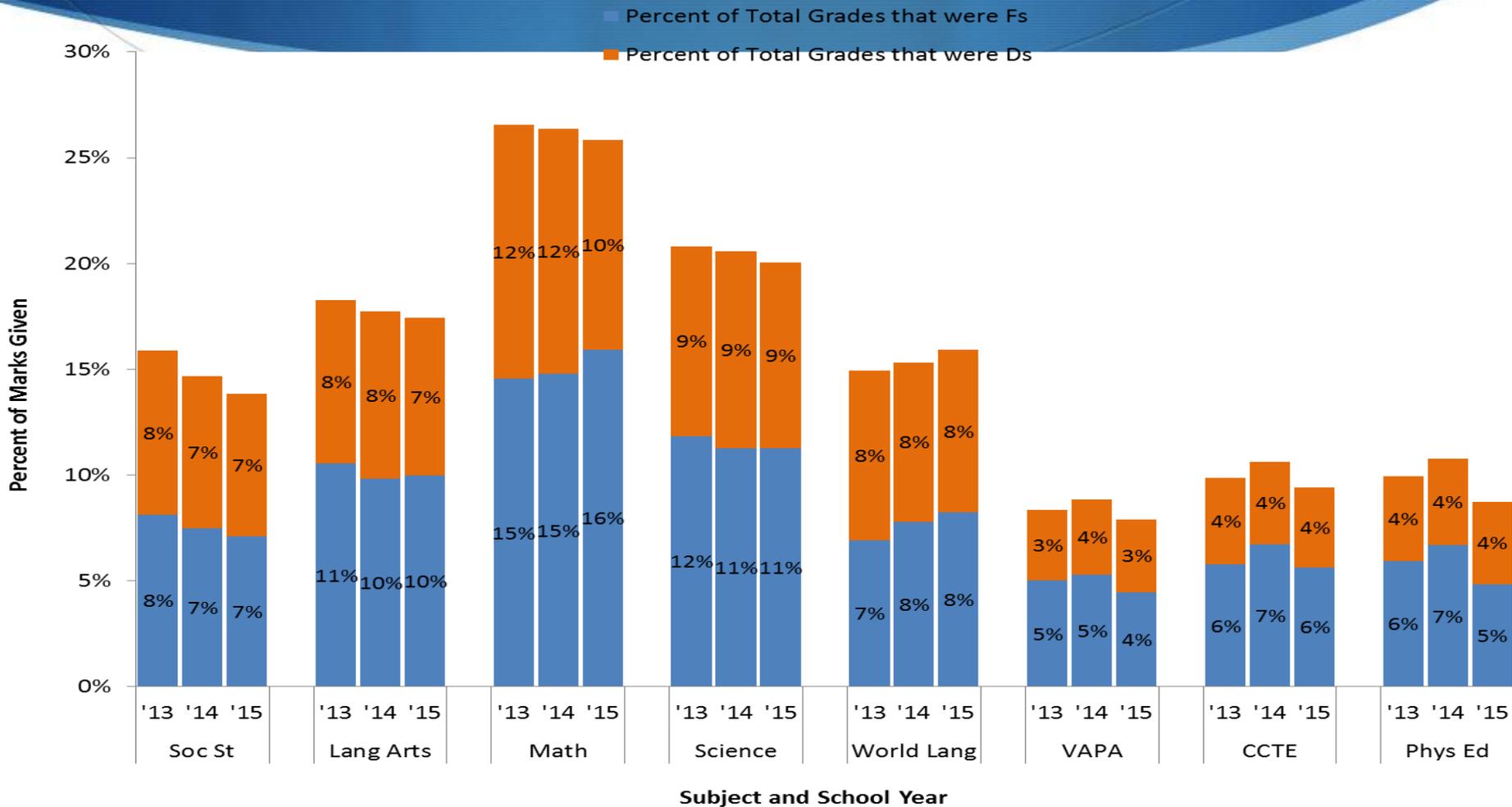
Total Percentage of Ds and Fs by Grade Level, 2014-15



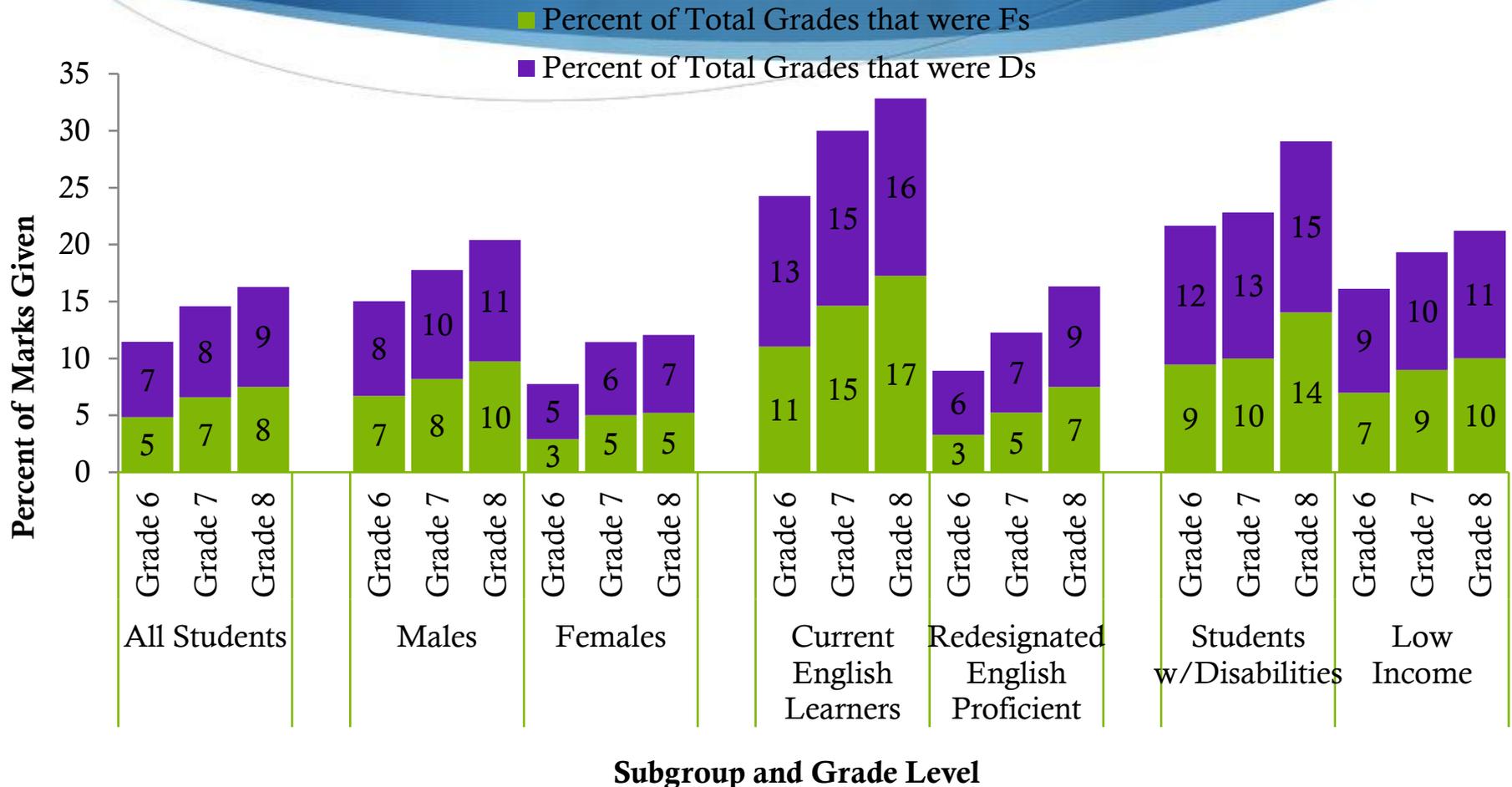
Grades 6-8 Total Percentage of Ds and Fs by Subject Area and School Year



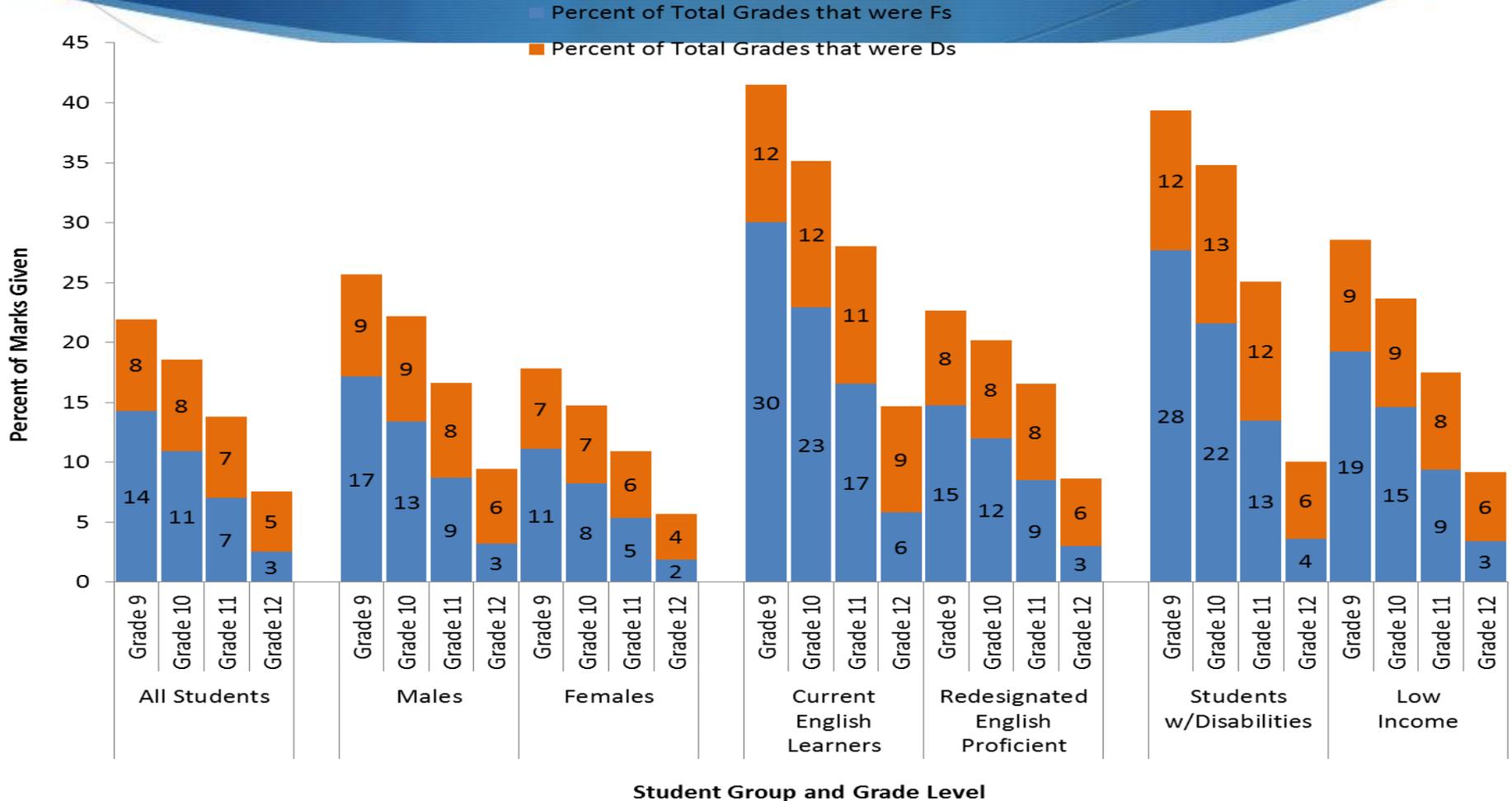
Grades 9-12 Total Percentage of Ds and Fs by Subject Area and School Year



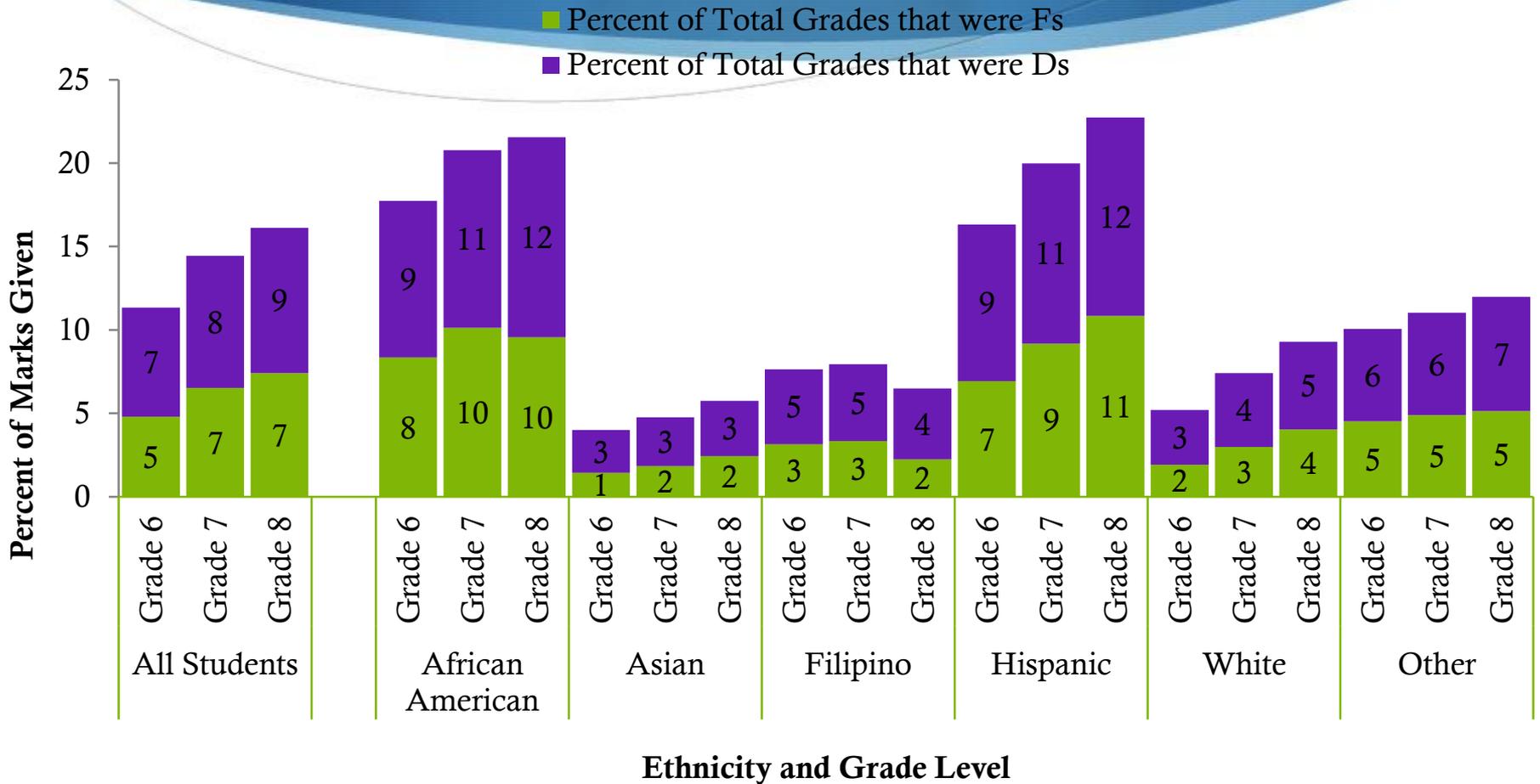
Total Percentage of Ds and Fs by Student Group and Grade Level, 2014-15



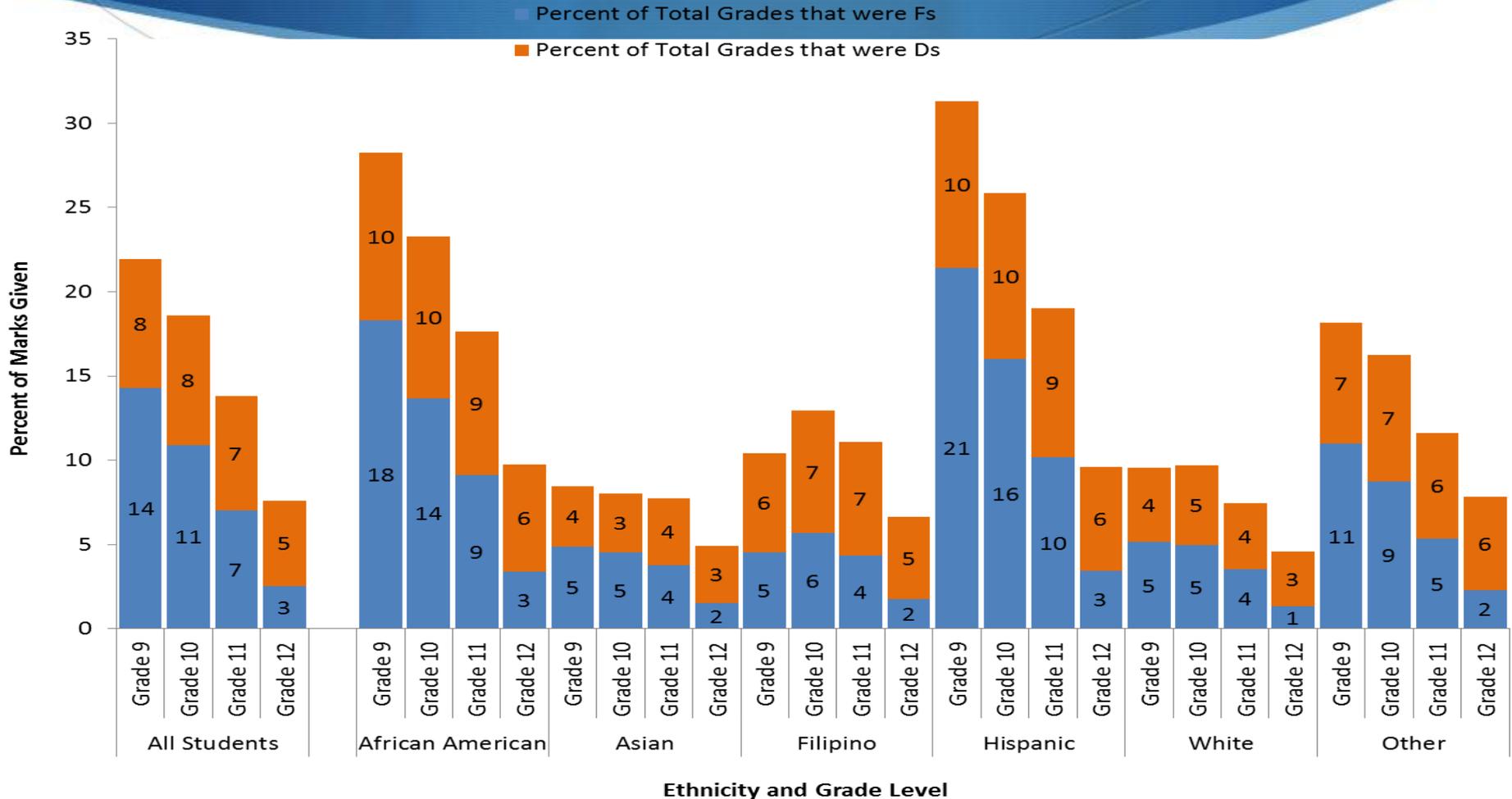
Total Percentage of Ds and Fs by Student Group and Grade Level, 2014-15



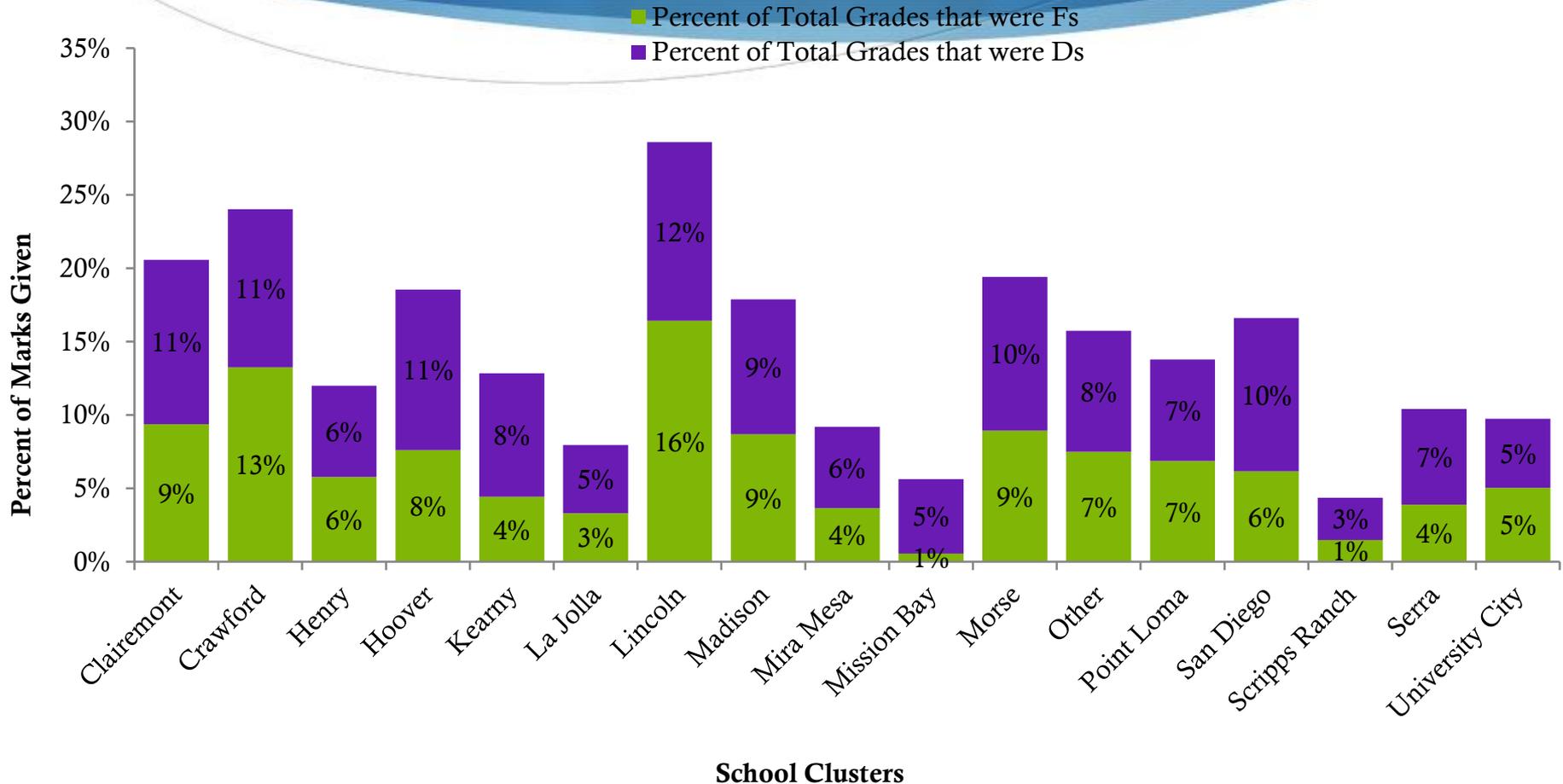
Total Percentage of Ds and Fs by Racial/Ethnic Group and Grade Level, 2014-15



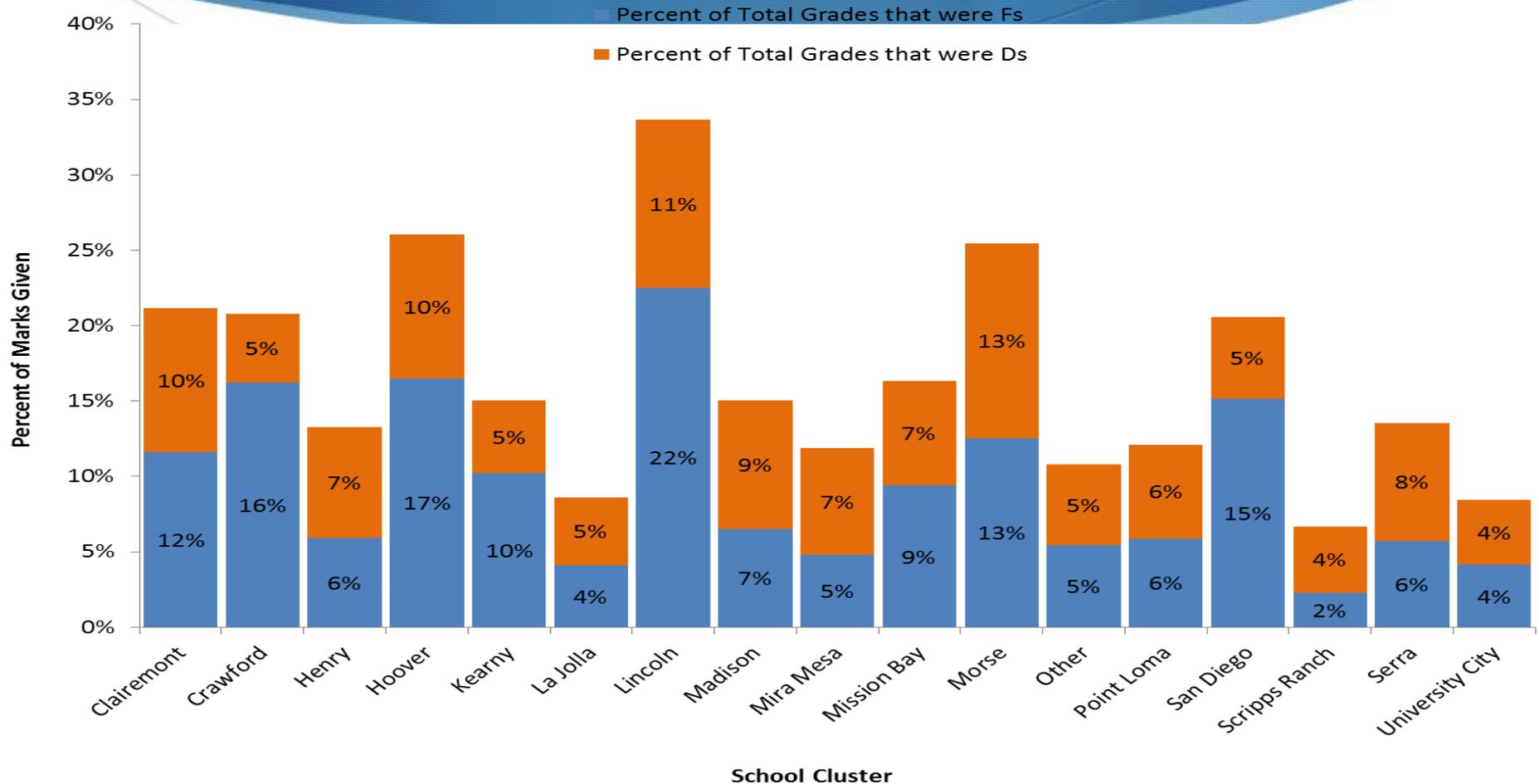
Total Percentage of Ds and Fs by Racial/Ethnic Group and Grade Level, 2014-15



Grades 6-8 Total Percentage of Ds and F by School Cluster, 2014-15



Grades 9-12 Total Percentage of Ds and Fs by School Cluster, 2014-15



Next Steps: First Time Success

- ◆ Intervention counselors on five high priority sites. Collaboration with the Office of Secondary Schools to support monitoring.
- ◆ Examine grading practices and collaborate on a culture of redemption and revision
- ◆ Ensure that intervention is addressed within the classroom and the student schedule

Next Steps: First Time Success

- ◆ Ensure that strategies for students engagement are considered: Ethnic Studies, Project Lead the Way, Linked Learning, Project Based Learning, etc.
- ◆ Ensure that 21st century tools and strategies are in place to support digital natives
- ◆ Ensure that extended day and online options are available for students. Explore idea of innovation centers on campuses