



Class of 2019 Adjusted Cohort Graduation Rate and Outcome Data: Graduates, Completers, and Dropouts Report for San Diego County

The California Department of Education released graduation cohort outcome data for the class of 2019 on December 9, 2019. Beginning with the class of 2018, the state began using a new methodology for calculating the four-year adjusted cohort graduation rate (ACGR) that tracks cohorts of 9th grade students to determine how many graduate within four academic years. Previously, students who transferred to adult education were removed from the four-year cohort, and students who earned an adult education diploma and students who passed the California High School Proficiency Exam (CHSPE) were considered regular high school graduates. Beginning with the class of 2018, students who transfer to adult education remain in the four-year cohort rate but are not counted as graduates if they receive an adult education diploma, and students who pass the CHSPE are not counted as regular high school graduates.

The data in this report represent students who entered 9th grade in the fall of the 2015-16 school year and were scheduled to graduate by the end of the 2018-19 school year. This report provides cohort graduation rates and outcome data for San Diego County as a whole and for high school and unified school districts in the county. The cohort outcome reports provide information about all the students in the class of 2019 cohort and their four-year outcomes including: graduates, California High School Proficiency Exam (CHSPE) completers, adult education high school diploma recipients, special education completers, GED completers, other transfers, cohort students still enrolled, and dropouts. This graduation report contains information regarding students who graduated with a regular high school diploma and any additional authorizations and certifications (See End Notes on pages 12-14.)

KEY FINDINGS: COUNTYWIDE RESULTS (See tables 1 through 4)

Cohort Graduation Rate:

- More than eight out of 10 students in the class of 2018-19 graduated on time with a regular high school diploma in San Diego County.
- Nine out of 10 females graduated on time, compared just over eight out of 10 males in the San Diego County cohort.
- Among the major racial/ethnic groups represented in the county, nine in 10 Filipino, Asian, white, students graduated in four years, compared to eight in 10 African American and Hispanic or Latino students.
- Eight out of 10 socioeconomically disadvantaged students and migrant students, seven out of 10 English learners, six out of 10 special education students, and five out of 10 foster youth graduated on time.

Students Still Enrolled:

- Foster youth, English learners, migrant, and special education students were most likely to be still enrolled in high school beyond four years.
- Across the racial/ethnic groups in the county, African American (6.8 percent) and Hispanic (7.0 percent) students were most likely to remain enrolled in high school after four years.



Other Completers:

- Less than one percent of the cohort completed high school via a GED certificate, and one percent received a special education completion certificate.

Dropouts:

- Countywide, 8.3 percent of students dropped out over the four years, with males more likely to drop out than girls (6.9 percent compared to 3.9 percent).
- Among the major racial/ethnic groups, Filipino (2.0 percent) and Asian (1.8 percent) students had the lowest dropout rates while American Indian (15.9 percent), African American (7.7 percent), and Hispanic (6.9 percent) students had the highest dropout rates.
- Just over 11 percent of English learners dropped out before graduating, as did about 8.6 percent of special education students, 9 percent of migrant students, 7.5 percent of socioeconomically disadvantaged students, and 28 percent of foster youth.

Graduates Meeting UC/CSU Requirements

- Just under six out of 10 students who graduated with a regular high school diploma also met UC/CSU requirements.
- The countywide rate for students meeting UC/CSU requirements exceeded the state by 8 percent (58.5 percent compared to 50.5 percent).
- Countywide, more female students met UC/CSU requirements than their male peers (65.4 percent compared to 54.0 percent).

Graduates Earning a Seal of Biliteracy

- 11 percent of students countywide earned a Seal of Biliteracy upon graduation by demonstrating a high level of proficiency in one or more languages.

Graduates Earning a Golden State Seal Merit Diploma

- Just over 3 in 10 students in the county earned a Golden State Seal Merit Diploma by having completed all requirements for a high school diploma, and demonstrating mastery of the curriculum in at least six subject matter areas, four of which are mathematics, English language arts, science, and United States history, with the remaining two subject matter areas selected by the student.
- The countywide rate for students earning a Golden State Merit Diploma exceeded the statewide rate by nearly 6 percent (24.2 percent compared to 30.0 percent).



Table 1a. California and San Diego County Four-year Adjusted Cohort Outcome, Class of 2019

Name	Cohort Students	Regular HS Diploma Graduates ¹	CHSPE Completers ²	Adult Education HS Diploma ³	Special Education Certificate of Completion ⁴	GED Completers ⁵	Other Transfers ⁶	Still Enrolled ⁷	Dropouts ⁸
San Diego County—All Students	40,773	81.9%	0.3%	0.2%	1.1%	0.4%	1.0%	6.8%	8.3%
Statewide—All Students	494,337	84.5%	0.3%	0.1%	0.8%	0.1%	1.1%	4.1%	9.0%
San Diego County—Non-Charter	32,463	86.8%	0.2%	0.2%	1.4%	0.0%	0.9%	4.9%	5.4%
Statewide—Non-Charter	427,272	88.1%	0.3%	0.1%	0.9%	0.1%	1.1%	2.9%	6.6%
San Diego County—Charter	8,310	62.4%	0.7%	0.0%	0.1%	1.7%	1.3%	14.3%	19.4%
Statewide—Charter	67,065	61.3%	0.5%	0.0%	0.2%	0.4%	1.4%	11.9%	24.4%

Table 1b. California and San Diego County Four-year Adjusted Cohort Outcome: Change between Class of 2017 and Class of 2019

Name	Regular HS Diploma Graduates ¹				Still Enrolled ⁷				Dropouts ⁸			
	2017	2018	2019	Change	2017	2018	2019	Change	2017	2018	2019	Change
San Diego County—All Students	80.4%	81.1%	81.9%	1.5%	8.6%	7.9%	6.8%	-1.8%	7.6%	7.8%	8.3%	0.7%
Statewide—All Students	82.7%	83.0%	84.5%	1.8%	5.5%	5.0%	4.1%	-1.4%	9.1%	9.6%	9.0%	-0.1%
San Diego County—Non-Charter	85.5%	86.3%	86.8%	1.3%	5.3%	5.2%	4.9%	-0.4%	6.1%	5.4%	5.4%	-0.7%
Statewide—Non-Charter	86.7%	87.3%	88.1%	1.4%	3.9%	3.5%	2.9%	-1.0%	6.7%	6.7%	6.6%	-0.1%
San Diego County—Charter	59.8%	61.0%	62.4%	2.6%	22.0%	18.3%	14.3%	-7.7%	13.9%	17.1%	19.4%	5.5%
Statewide—Charter	55.8%	55.7%	61.3%	5.5%	15.8%	13.8%	11.9%	-3.9%	25.4%	27.8%	24.4%	-1.0%

¹ **Regular High School Diploma Graduates:** Those cohort students who receive the standard high school diploma awarded to the preponderance of students in a State that is fully aligned with the State’s standards and does not include a general equivalency diploma, certificate of completion, certificate of attendance, or any other similar or lesser credential, such as a diploma based on meeting Individualized Education Program (IEP) goals. The term “regular high school diploma” also includes any “higher diploma” that is awarded to students who complete requirements above and beyond what is required for a regular high school diploma.

² **California High School Proficiency Exam (CHSPE) Completers:** Those cohort students who withdrew from a regular high school without receiving a regular high school diploma after passing the California High School Proficiency Exam.



- ³ **Adult Education High School Diploma Completers:** Those cohort students who withdrew from a regular high school without receiving a regular high school diploma to enroll in an adult education program and the district/school has acceptable documentation that the student received an adult basic education high school diploma through an adult basic education program.
- ⁴ **Special Education Certificate of Completion:** Those cohort students with exceptional needs who received a certificate or document of educational achievement or completion.
- ⁵ **GED Completers:** Those cohort students who withdrew from a regular high school without receiving a regular high school diploma and the district has acceptable documentation that the student received a High School Equivalency Certificate by passing one or more of the following exams: the General Educational Development (GED) exam, the Test Assessing Secondary Completion (TASC) exam, or the High School Equivalency Test (HiSet).
- ⁶ **Other Transfers:** Those cohort students who withdrew from a regular high school without receiving a regular high school diploma or otherwise completing high school and transfer to an adult education program or to community college during the cohort period.
- ⁷ **Still Enrolled:** Those cohort students who did not graduate or complete high school by the end of the cohort outcome period who meet one of the following criteria:
- Are re-enrolled as a “fifth year senior” after the end of the cohort period and no later than mid-September of the subsequent academic year.
 - Graduated from or otherwise completed high school after the end of the cohort outcome period and no later than mid-September of the subsequent academic year.
- ⁸ **Dropouts:** Those cohort students who (1) do not graduate with a regular high school diploma, (2) do not otherwise complete high school, or (3) are not still enrolled as a “fifth year senior” are considered dropouts.



Table 2a. California and San Diego County Four-year Adjusted Cohort Graduation Rate (ACGR), Class of 2019

Name	Cohort Students	Regular HS Diploma Graduates	Cohort Graduation Rate ¹	Graduates Meeting UC/CSU Requirements ²	Graduates Earning a Seal of Biliteracy ³	Graduates Earning a Golden State Seal Merit Diploma ⁴
San Diego County—All Students	40,773	33,377	81.9%	58.5%	10.3%	30.0%
Statewide—All Students	494,337	417,496	84.5%	50.5%	11.6%	24.2%
San Diego County—Non-Charter	32,463	28,191	86.8%	59.8%	11.0%	31.6%
Statewide—Non-Charter	427,272	376,386	88.1%	50.3%	12.1%	24.8%
San Diego County—Charter	8,310	5,186	62.4%	51.8%	6.4%	21.0%
Statewide—Charter	67,065	41,110	61.3%	53.1%	7.1%	18.4%

Table 2b. California and San Diego County Four-year Adjusted Cohort Graduation Rate (ACGR): Change between Class of 2017 and Class of 2019

Name	Cohort Graduation Rate ¹				Graduates Meeting UC/CSU Requirements ²				Graduates Earning a Seal of Biliteracy ³				Graduates Earning a Golden State Seal Merit Diploma ⁴			
	2017	2018	2019	Change	2017	2018	2019	Change	2017	2018	2019	Change	2017	2018	2019	Change
San Diego County—All Students	80.4%	81.1%	81.9%	1.5%	58.1%	58.0%	58.5%	0.4%	10.8%	10.6%	10.3%	-0.5%	38.8%	28.2%	30.0%	-8.8%
Statewide—All Students	82.7%	83.0%	84.5%	1.8%	49.9%	49.9%	50.5%	0.6%	10.9%	11.3%	11.6%	0.7%	24.0%	22.3%	24.2%	0.2%
San Diego County—Non-Charter	85.5%	86.3%	86.8%	1.3%	58.9%	59.8%	59.8%	0.9%	11.7%	11.5%	11.0%	-0.7%	42.4%	28.3%	31.6%	-10.8%
Statewide—Non-Charter	86.7%	87.3%	88.1%	1.4%	49.5%	49.6%	50.3%	0.8%	11.2%	11.7%	12.1%	0.9%	24.8%	22.8%	24.8%	0.0%
San Diego County—Charter	59.8%	61.0%	62.4%	2.6%	53.2%	47.8%	51.8%	-1.4%	5.8%	5.5%	6.4%	0.6%	18.4%	27.7%	21.0%	2.6%
Statewide—Charter	55.8%	55.7%	61.3%	5.5%	53.7%	52.7%	53.1%	-0.6%	7.8%	7.5%	7.1%	-0.7%	15.9%	18.0%	18.4%	2.5%

¹ **Cohort Graduation Rate:** The four-year adjusted cohort graduation rate (ACGR) is the number of students who graduate from high school in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class.

² **Graduates Meeting UC/CSU Requirements:** Those cohort graduates who a local educational agency determined met all the “a-g” requirements for admission to a University of California or California State University school.



³ **State Seal of Biliteracy:** Those cohort graduates who attained a high level of proficiency in one or more languages (including American Sign Language) in addition to English and earned the State Seal of Biliteracy.

⁴ **Golden State Seal Merit Diploma Indicator:** Those cohort graduates who earned the Golden State Seal Merit Diploma by having (a) completed of all requirements for a high school diploma, and (b) demonstrating mastery of the curriculum in at least six subject matter areas, four of which are mathematics, English language arts, science, and United States history, with the remaining two subject matter areas selected by the student.



Table 3. San Diego County Four-year Adjusted Cohort Outcome Data, Class of 2019 (Non-charter schools)

Demographic Group	Cohort Students	Regular HS Diploma Graduates	CHSPE Completers	Adult Education HS Diploma	Special Education Certificate of Completion	GED Completers	Other Transfers	Still Enrolled	Dropouts
All Students	32,463	86.8%	0.2%	0.2%	1.4%	0.0%	0.9%	4.9%	5.4%
Female	15,789	90.6%	0.1%	0.1%	1.0%	0.1%	0.7%	3.6%	3.9%
Male	16,674	83.3%	0.2%	0.4%	1.8%	0.0%	1.2%	6.2%	6.9%
African American	1,315	80.9%	0.1%	1.1%	2.1%	0.1%	1.2%	6.8%	7.7%
American Indian or Alaska Native	170	73.5%	0.0%	0.0%	3.5%	0.0%	3.5%	3.5%	15.9%
Asian	2,146	94.1%	0.5%	0.1%	1.0%	0.0%	0.5%	2.0%	1.8%
Filipino	1,630	94.3%	0.1%	0.2%	0.9%	0.0%	0.4%	2.1%	2.0%
Hispanic or Latino	15,898	82.9%	0.1%	0.3%	1.6%	0.0%	1.2%	7.0%	6.9%
Pacific Islander	169	87.6%	0.6%	0.0%	1.2%	0.0%	0.0%	5.9%	4.7%
White	9,480	91.1%	0.3%	0.1%	1.2%	0.1%	0.6%	2.8%	3.8%
Two or More Races	1,530	91.3%	0.6%	0.2%	1.0%	0.1%	0.3%	2.4%	4.1%
Not Reported	125	72.0%	0.0%	0.0%	0.0%	0.0%	2.4%	5.6%	20.0%
English Learners	5,403	72.2%	0.0%	0.4%	2.5%	0.0%	2.4%	11.0%	11.4%
Foster Youth	243	53.9%	0.0%	0.0%	2.9%	0.8%	0.4%	14.0%	28.0%
Homeless Youth	1,725	67.7%	0.1%	0.9%	1.5%	0.2%	1.9%	12.5%	15.3%
Migrant Education	318	81.8%	0.0%	0.0%	2.5%	0.0%	2.2%	4.4%	9.1%
Students with Disabilities	4,012	65.6%	0.3%	0.4%	11.3%	0.1%	1.0%	12.8%	8.6%
Socioeconomically Disadvantaged	19,567	81.7%	0.1%	0.4%	1.8%	0.1%	1.3%	7.1%	7.5%



Table 4. San Diego County Four-Year Adjusted Cohort Graduation Rate (ACGR), Class of 2019 (Non-charter schools)

Demographic Group	Cohort Students	Regular HS Diploma Graduates	Cohort Graduation Rate	Graduates Meeting UC/CSU Requirements	Graduates Earning a Seal of Biliteracy	Graduates Earning a Golden State Seal Merit Diploma
All Students	32,463	28,191	86.8%	59.8%	11.0%	31.6%
Female	15,789	14,306	90.6%	65.4%	13.6%	34.7%
Male	16,674	13,885	83.3%	54.0%	8.3%	28.5%
African American	1,315	1,064	80.9%	52.7%	1.4%	20.3%
American Indian or Alaska Native	170	125	73.5%	46.4%	4.0%	21.6%
Asian	2,146	2,019	94.1%	83.3%	15.7%	63.2%
Filipino	1,630	1,537	94.3%	74.1%	5.0%	42.7%
Hispanic or Latino	15,898	13,176	82.9%	48.3%	14.3%	19.5%
Pacific Islander	169	148	87.6%	50.0%	3.4%	23.0%
White	9,480	8,635	91.1%	69.0%	8.2%	42.0%
Two or More Races	1,530	1,397	91.3%	68.7%	6.8%	34.8%
Not Reported	125	90	72.0%	63.3%	5.6%	24.4%
English Learners	5,403	3,901	72.2%	34.4%	7.4%	14.6%
Foster Youth	243	131	53.9%	21.4%	0.0%	6.9%
Homeless Youth	1,725	1,167	67.7%	36.5%	5.8%	13.2%
Migrant Education	318	260	81.8%	30.4%	13.8%	11.9%
Students with Disabilities	4,012	2,630	65.6%	23.1%	1.1%	9.8%
Socioeconomically Disadvantaged	19,567	15,991	81.7%	48.5%	10.3%	20.5%



KEY FINDINGS: SAN DIEGO COUNTY DISTRICT RESULTS (See tables 5 and 6 for district comparison.)

- Five districts had four-year cohort graduation rates above the statewide goal of 90 percent: Carlsbad Unified, Coronado Unified, Poway Unified, San Dieguito Union High, and San Marcos Unified.
- Nine San Diego County districts had a four-year cohort dropout rate below five percent: Carlsbad Unified, Coronado Unified, Oceanside Unified, Poway Unified, Ramona Unified, San Diego Unified, San Dieguito Union High, San Marcos Unified, and Sweetwater Union High.
- The districts with the highest percentage of students continuing on with their high school studies beyond four years include Escondido Union High, Fallbrook Union High, Grossmont High, Sweetwater Union High and the San Diego County Office of Education.



Table 5. San Diego County Four-year Adjusted Cohort Outcome Data by District, Class of 2019

District*	Cohort Students	Regular HS Diploma Graduates	CHSPE Completers	Adult Education HS Diploma	Special Education Certificate of Completion	GED Completers	Other Transfers	Still Enrolled	Dropouts
Bonsall Unified	73	78.1%	0.0%	0.0%	2.7%	0.0%	1.4%	1.4%	16.4%
Borrego Springs Unified	36	86.1%	0.0%	0.0%	2.8%	0.0%	0.0%	0.0%	11.1%
Carlsbad Unified	889	93.5%	0.3%	0.0%	1.2%	0.0%	1.5%	0.1%	3.4%
Coronado Unified	284	94.7%	0.0%	0.0%	1.1%	0.0%	0.4%	0.0%	3.9%
Escondido Union High	1,818	83.3%	0.1%	0.2%	1.2%	0.1%	2.3%	6.9%	6.0%
Fallbrook Union High	501	84.0%	0.2%	0.0%	0.0%	0.0%	0.2%	6.8%	8.8%
Grossmont Union High	3,917	82.6%	0.1%	0.0%	1.7%	0.1%	0.7%	6.5%	8.2%
Julian Union High	29	86.2%	0.0%	0.0%	0.0%	0.0%	3.4%	0.0%	10.3%
Mountain Empire Unified	102	87.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	12.7%
Oceanside Unified	1,333	86.9%	0.4%	0.0%	1.7%	0.0%	0.5%	5.9%	4.7%
Poway Unified	2,779	94.6%	0.4%	0.1%	0.6%	0.1%	0.1%	2.2%	1.9%
Ramona City Unified	447	89.0%	0.0%	0.0%	1.3%	0.0%	4.9%	2.2%	2.5%
San Diego County Office of Education	580	24.3%	0.0%	0.0%	0.2%	0.9%	0.2%	25.2%	49.3%
San Diego Unified	6,881	88.0%	0.3%	1.0%	2.1%	0.0%	1.5%	4.2%	2.8%
San Dieguito Union High	2,312	94.6%	0.4%	0.0%	0.3%	0.0%	0.3%	1.2%	3.3%
San Marcos Unified	1,446	94.3%	0.1%	0.0%	1.0%	0.0%	0.3%	1.2%	3.0%
Sweetwater Union High	7,064	86.2%	0.1%	0.0%	1.3%	0.0%	0.8%	6.9%	4.8%
Valley Center-Pauma Unified	322	87.9%	0.0%	0.0%	1.6%	0.0%	3.1%	0.0%	7.5%
Vista Unified	1,636	85.8%	0.1%	0.0%	2.4%	0.0%	0.0%	4.2%	7.5%
Warner Unified	14	85.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	14.3%

*The districts listed are unified and high school districts with results reflecting all schools in those districts except direct-funded charters.



Table 6. San Diego County Four-Year Adjusted Cohort Graduation Rate (ACGR) by District, Class of 2019

District*	Cohort Students	Regular HS Diploma Graduates	Cohort Graduation Rate	Graduates Meeting UC/CSU Requirements	Graduates Earning a Seal of Biliteracy	Graduates Earning a Golden State Seal Merit Diploma
Bonsall Unified	73	57	78.1%	66.7%	0.0%	0.0%
Borrego Springs Unified	36	31	86.1%	45.2%	0.0%	0.0%
Carlsbad Unified	889	831	93.5%	75.9%	20.3%	43.6%
Coronado Unified	284	269	94.7%	57.2%	0.0%	0.0%
Escondido Union High	1,818	1,515	83.3%	51.0%	19.1%	38.9%
Fallbrook Union High	501	421	84.0%	37.8%	11.4%	29.7%
Grossmont Union High	3,917	3,237	82.6%	47.5%	2.1%	10.5%
Julian Union High	29	25	86.2%	40.0%	0.0%	36.0%
Mountain Empire Unified	102	89	87.3%	40.4%	0.0%	0.0%
Oceanside Unified	1,333	1,158	86.9%	47.2%	6.2%	20.9%
Poway Unified	2,779	2,629	94.6%	74.9%	6.9%	34.7%
Ramona City Unified	447	398	89.0%	37.2%	7.5%	23.6%
San Diego County Office of Education	580	141	24.3%	0.0%	0.0%	0.0%
San Diego Unified	6,881	6,053	88.0%	73.0%	6.3%	41.9%
San Dieguito Union High	2,312	2,188	94.6%	82.3%	30.5%	78.2%
San Marcos Unified	1,446	1,363	94.3%	36.5%	2.9%	41.3%
Sweetwater Union High	7,064	6,087	86.2%	54.5%	17.4%	21.5%
Valley Center-Pauma Unified	322	283	87.9%	54.1%	8.1%	43.1%
Vista Unified	1,636	1,404	85.8%	46.2%	5.3%	0.0%
Warner Unified	14	12	85.7%	0.0%	0.0%	0.0%

* The districts listed are unified and high school districts with results reflecting all schools in those districts except direct-funded charters.



END NOTES: COHORT OUTCOME DATA DEFINITIONS FOR THE CLASS OF 2019

Adult Education High School Diploma Completers: Those cohort students who withdrew from a regular high school without receiving a regular high school diploma to enroll in an adult education program and the district/school has acceptable documentation that the student received an adult basic education high school diploma through an adult basic education program.

Alternative Schools: Schools participating in the Dashboard Alternative School Status (DASS) Program, which replaces the Alternative School Accountability Model (ASAM) Program. DASS schools include the following school types identified in Education Code Section 52052(g):

- Continuation
- County or District Community Day
- Opportunity
- County Community
- Juvenile Court
- California Education Authority, Division of Juvenile Justice
- County-Run Special Education Schools

In addition, any district-operated special education schools that have at least 70 percent of the students enrolled in grades 3 through 8 and grade 11 participating in the California Alternate Assessments are automatically placed into DASS.

Other alternative schools that serve high-risk students may be eligible for DASS participation, subject to program application, if they meet specific criteria. These include: (1) alternative schools of choice and (2) charter schools that serve high-risk students.

More information about these types of schools can be found on the CDE Web site at <https://www.cde.ca.gov/ta/ac/eligibilitycriteria.asp>.

California High School Proficiency Exam (CHSPE) Completers: Those cohort students who withdrew from a regular high school without receiving a regular high school diploma after passing the California High School Proficiency Exam (Education Code Section 48412(2)).

Cohort Graduation Rate: The four-year adjusted cohort graduation rate (ACGR) is the number of students who graduate from high school in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class.

Cohort Outcome Period: For the calculation of the four-year ACGR, the period for determining cohort inclusion is July 1, Year1 through June 30, Year4; however, the period for determining cohort outcomes is July 1, Year1 through Aug. 8, Year4. This provides local education agencies (LEAs) with additional time to report summer graduates. All cohort graduation requirements, including the awarding of the diploma, must be completed by the end of the cohort outcome period (Aug. 15).



Cohort Students: The four-year cohort is based on the number of students who enter grade 9 for the first time adjusted by adding into the cohort any student who transfers in later during grade 9 or during the next three years and subtracting any student from the cohort who transfers out, emigrates to another country, transfers to a prison or juvenile facility, or dies during that same period.

Cohort Removals: Only a student who transfers out and enrolls in another high school or in an educational program (including a program in a prison or juvenile facility) from which the student is expected to receive a regular high school diploma, emigrates to another country, or dies may be removed from a high school's or LEA's cohort. A student may not be removed from the cohort for any other reason. Before removing a student from a cohort, a school or LEA must obtain official written confirmation that the student transferred out, emigrated, transferred to a prison or juvenile facility, or died.

Dropouts: Those cohort students who (1) do not graduate with a regular high school diploma, (2) do not otherwise complete high school, or (3) are not still enrolled as a "fifth year senior" are considered dropouts.

GED Completers: Those cohort students who withdrew from a regular high school without receiving a regular high school diploma and the district has acceptable documentation that the student received a High School Equivalency Certificate by passing one or more of the following exams: the General Educational Development (GED) exam, the Test Assessing Secondary Completion (TASC) exam, or the High School Equivalency Test (HiSet).

Golden State Seal Merit Diploma Indicator: Those cohort graduates who, in accordance with Education Code Section 51454, earned the Golden State Seal Merit Diploma by having (a) completed all requirements for a high school diploma, and (b) demonstrated mastery of the curriculum in at least six subject matter areas, four of which shall be mathematics, English language arts, science, and United States history, with the remaining two subject matter areas selected by the student.

Graduates Meeting UC/CSU Requirements: Those cohort graduates who a local educational agency determined met all the "a-g" requirements for admission to a University of California or California State University school.

High School: A secondary school that grants a regular high school diploma and includes, at least, grade 12 (Elementary and Secondary Education Act (ESEA) section 8101(28)).

High School Diploma Graduates: Those cohort students who receive the standard high school diploma awarded to the preponderance of students in a State that is fully aligned with the State's standards and does not include a general equivalency diploma, certificate of completion, certificate of attendance, or any other similar or lesser credential, such as a diploma based on meeting Individualized Education Program (IEP) goals. The term "regular high school diploma" also includes any "higher diploma" that is awarded to students who complete requirements above and beyond what is required for a regular high school diploma (ESEA section 8101[43]; 34 Code of Federal Regulations [C.F.R.] § 200.34[c][2]) OR as specified in California Education Code (EC) section 51225.1, a student in foster care, a student who is homeless, or a former juvenile court school student who transfers between schools any time after the completion of the pupil's second year of high school, completes all requirements specified in EC Section 51225.3.

Other Transfers: Those cohort students who withdrew from a regular high school without receiving a regular high school diploma or otherwise completing high school and transfer to an adult education program or to community college during the cohort period.

State Seal of Biliteracy: Those cohort graduates who, in accordance with Education Code Section 51460(a), attained a high level of proficiency in one or more languages (including American Sign Language) in addition to English and earned the State Seal of Biliteracy.



Special Education Certificate of Completion: Those cohort students with exceptional needs (having an individualized education program [IEP]) who received a certificate or document of educational achievement or completion for meeting the requirements of Education Code Section 56390.

Still Enrolled: Those cohort students who did not graduate or complete high school by the end of the cohort outcome period who meet one of the following criteria:

- Are re-enrolled as a “fifth year senior” after the end of the cohort period and no later than mid-September of the subsequent academic year.
- Graduated from or otherwise completed high school after the end of the cohort outcome period and no later than mid-September of the subsequent academic year.

Transfer: A transfer into a cohort occurs when a student enrolls in a high school after the beginning of the entering cohort’s first year in high school, beginning at grade 9 and up to and including in grade 12. A transfer out of a cohort occurs when a student leaves a high school and enrolls in another high school or in an educational program from which the student is expected to receive a regular high school diploma.

Class of 2019 Cohort Graduation data was publically released on December 9, 2019.

Cohort Graduation Data available at: <https://dq.cde.ca.gov/dataquest/dataquest.asp>