

The Jefferson Union High School District

EDUCATIONAL EQUITY AUDIT (EEA)

August 2018



The Education Trust–West

The Jefferson Union High School District EDUCATIONAL EQUITY AUDIT (EEA)

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EXECUTIVE SUMMARY

In 2018, the Jefferson Union High School District (JUHSD) partnered with The Education Trust — West (ETW) to conduct an Educational Equity Audit (EEA) and to facilitate Blueprint for Equity Action Planning (Blueprint) to help the district examine system-wide practices to ensure students are graduating college and career ready. The EEA and Blueprint planning process help districts and schools transform policies and practices to advance equity with the goal of closing opportunity and achievement gaps. ETW conducted a qualitative study to produce this EEA in the spring of 2018 and will co-facilitate a process to develop the Blueprint, starting in the fall of 2018. This three-year plan — which will be aligned with JUHSD’s vision, priorities, and Local Control and Accountability Plan — will include specific actions that the district will take to close opportunity gaps and advance equity for college and career readiness.

The Jefferson Union High School District serves a diverse population of approximately 4,400 students: 32 percent are Filipino, 29 percent are Latino, 15 percent are White, 14 percent are Asian, 1.5 percent are African American, 1 percent are Pacific Islander, and 7 percent identify with two or more racial groups. Additionally, 14 percent are English Language learners and 39 percent are socioeconomically disadvantaged. This study focused on the district’s five high schools — 3 comprehensive high schools, 1 alternative high school, and 1 continuation high school. The study includes a detailed analysis of students’ high school experiences related to college and career preparation and an analysis of transcripts from the graduated class of 2017. Transcript analysis data provide an examination of the levels of access to, and success in, college preparatory courses for students at the five schools in the district. By understanding patterns and trends for specific groups of students, it becomes easier to identify where opportunities and barriers exist that may not have been readily apparent.

ETW gathered information from site visits, focus groups with administrators, students, parents, counselors, and teachers at the five high schools, and

surveys from 104 staff members, 931 students, and 310 parents across all five schools. Additionally, ETW and district staff facilitated community conversations, inviting community members to contribute their ideas for ways to support students to become college and career ready. After reviewing artifacts such as master schedules, bell schedules, course lists, school profiles, and documents from each school, we presented the findings from the transcript analysis, surveys, and focus groups to the district leaders and school personnel at a data meeting on July 25, 2018. This report includes the findings as well as recommendations that will inform the Blueprint for Equity Action Planning process that will take place during the 2018-19 school year.

Key findings from the qualitative and quantitative data analysis include:

- Disparities in a-g completion rates exist between different ethnic and economic groups of students.
- The a-g subject areas with the lowest rates of enrollment and success were English, math, and science.
- Math Bridge courses derail some students from meeting a-g requirements in math and limit access to the full set of California State Standards in mathematics.
- Enrollment policies and practices for Advanced Placement (AP) courses vary by site and course and do not always ensure open access.
- Structures and systems for building relationships between adults and students, and among students, are insufficient.
- There is insufficient time for collaboration among teachers at most schools.
- Nearly half of faculty and staff report insufficient professional learning to support the needs of all students.
- There are not enough academic supports for students during the school day.

- There is a need for more discussion to understand systemic root causes of inequitable outcomes.
- The district has higher chronic absenteeism rates than the County and State. These rates are even higher for economically disadvantaged students, English learners, and for students with disabilities.

To address these and other key findings, this report includes recommendations to guide the development of the Blueprint for Equity Action Plan to remove barriers and increase access to college and career readiness for all students. These recommendations are grouped by the following sub-categories: 1) Curriculum and instruction, 2) School climate and

culture, 3) Professional learning, 4) Student supports and interventions, 5) Special populations: students with disabilities and English learners, 6) Alternative education, 7) College and career access and success, 8) Family and community engagement, and 9) Resource allocation.

We want to recognize the district and school leadership, staff, families, and community members for their collective commitment to improving outcomes for all JUHSD students. The intent of this report is to highlight areas for improvement and refinement and to share data for further consideration so that all students in JUHSD will have the option to attend college and pursue successful careers after they graduate from high school.

I. INTRODUCTION: WHY EDUCATIONAL EQUITY MATTERS

Educational Equity: A moral and economic imperative

Education continues to be a key lever for economic mobility in the United States and the path out of intergenerational poverty. Completion of a college degree doubles one’s earning power and people with professional degrees earn six times as much as people who do not graduate from high school.¹ Employment projections substantiate this — individuals with only a high school diploma have higher unemployment rates and lower median weekly earnings than individuals with a college degree.² Furthermore, there is a shortage of college graduates in California. By 2025, it is expected that 36 percent of jobs will require some level of postsecondary education and 40 percent of all jobs will require at least a Bachelor’s degree. At the current rates, California will not be able to meet these workforce needs. California will experience shortages of approximately 1 million workers with a Bachelor’s degree and more than 2 million individuals with at least some postsecondary education.³

Yet, there are longstanding systemic barriers and structural inequities in our public education system that thwart student success. Institutionalized systems of discriminatory gatekeeping give only some

students access to rigorous college preparatory coursework and opportunities. Many public schools are not providing access, high quality instruction or the necessary supports for all students to succeed. But we can. Educators, parents, and community members can remove the barricades and provide support so that all students, particularly students of color and those from low income families, have access to rigorous coursework so that they will graduate from high school prepared for college and careers.

Educational equity — or ensuring that *all* students receive what they need to achieve at high levels⁴—is more than an economic imperative, it is also a moral one. Educational equity is a primary social justice issue of our time. A student’s opportunity to learn and succeed should not be predicated on factors of income, race, zip code, or their parents’ educational success. Every student who enters our schools should be met with the expectation that they can achieve their educational goals and should be equipped and supported to do so by the organizations and educators who are entrusted to serve them.

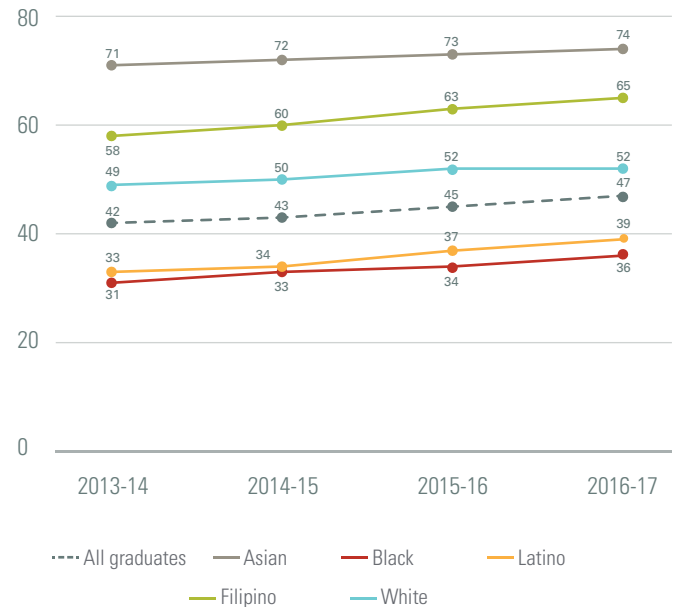
Educational equity means recognizing the impact of historical and current disparities in opportunities and outcomes, and actively addressing those disparities.

Educational equity requires that we not settle for the status quo or accept outcome disparities as inevitable. Educational equity calls for us to question our own biases, challenge common assumptions, examine multiple forms of data, and courageously act to change mindsets, systems, and practices. This Educational Equity Audit is an important step in the process of realizing true educational equity for the students of JUHSD.

Educational Equity in California

The California public university system was originally intended to serve the top 1/8 of high school students at the University of California campuses and the top 1/3 of high school students at the California State Universities.⁵ Historically, this gatekeeper has shut out predominantly low-income students, Latino and African American students, English learners, and students with disabilities.⁶ Large and persistent gaps in successful completion of the a-g coursework continue to exist between groups of California’s students (See Figure 1). Research indicates that these gaps are the result of inequitable access to college preparation coursework as well as insufficient supports for students of color, low-income students, and English learners enrolled in these courses.⁷ Even if students do not plan to enroll directly in a four-year UC or CSU campus, an a-g course of study will better prepare them to be successful in a broad range of post-secondary options, including community college and career preparation programs. California’s current academic standards have been designed to address the knowledge, concepts, and skills that all students need to prepare for today’s workforce and for college. Thus, the a-g completion rate is an important metric to assess the extent to which California and its districts are providing access to, and success in, college and career preparation.

FIGURE 1: Percent of 12th Grade California Graduates Completing all A-G Courses by Ethnicity, 2014-2017



Source: California Department of Education, Dataquest. “12th Grade Graduates Completing All Courses Required for U.C. and/or C.S.U. Entrance, 2014-2017.” Retrieved June 2018.

Efforts to strengthen college and career readiness and educational equity are key priorities in California’s education system. This includes the school finance system, the Local Control Funding Formula (LCFF), which is designed to provide increased funding for school districts enrolling proportionately higher numbers of unduplicated, underserved students, namely, low-income, foster youth, and English Learner students.⁸ Districts develop and submit their own Local Control and Accountability Plan (LCAP) to show how they will spend their allotted funds in relation to eight statewide priority areas: student achievement, parental involvement, student engagement, basic services, implementation of new standards, school climate, course access, and other outcomes. Some districts are using their LCAPs as a strategy to advance equity, rather than merely as a compliance document.

THE EDUCATIONAL EQUITY AUDIT

Jefferson Union High School District partnered with The Education Trust — West to conduct an Educational Equity Audit (EEA): an extensive qualitative inquiry

along with a quantitative analysis of student achievement for the class of 2017. The qualitative inquiry included focus group interviews with parents,

students, teachers, counselors, and school leaders at each of the five schools, along with district staff. ETW also gathered perceptions and information through community conversations co-facilitated by district office staff. Master schedules, bell schedules, course catalogs, school profiles, and other artifacts also informed ETW's understanding of students' high school experiences and outcomes.

The quantitative inquiry also included an analysis of publicly available student achievement data to complement the extensive analysis of student transcripts for the class of 2017, conducted in partnership with data analyst Janine Bocciardi.

To apply for admission to University of California or California State University institutions, high school students must be on track to successfully complete a series of 15 high school courses referred to as "a-g". Each letter in a-g refers to the discipline it represents. For example, "a" refers to the required courses in history/social science, "b" refers to courses in English, and so on, through mathematics, laboratory science, world languages/languages other than English, visual and performing arts, and electives. To fulfill the requirement, students must pass each course with a grade of "C" or better. If students do not earn a "C" or better in just one semester of a course and do not pass subsequent validating courses (when available) with a "C" grade or better, those courses do not count towards UC or CSU admission. Even if a student does not plan to attend a four-year college after high school, completing the a-g sequence provides the kind of rigorous and varied high school experience needed to be competitive in today's workforce. Many high schools have aligned Career Technical Education (CTE) courses with a-g to support high school students in becoming college and career ready. Each California high school must submit a course list to the University of California Office of the President (UCOP) for approval each year to demonstrate student eligibility for admission to UC and CSU campuses.

The transcript analysis helps to illuminate how course-taking patterns differ among students, disaggregated by different student groups and schools. The analyses

of qualitative and quantitative data provided ETW with a comprehensive understanding of JUHSD that includes both opportunities and barriers for student success.

In this report, we present a set of findings and recommendations found on pages 52-63. These are intended to inform the district and to prepare staff to engage in the Blueprint for Equity Action Planning process beginning in the fall of 2018.

Jefferson Union High School District Community Context

Jefferson Union High School District (JUHSD), located at the north end of San Mateo County, borders San Francisco Unified School District to the north and South San Francisco Unified School District, Cabrillo Unified High School District, and San Mateo Union High School District to the south and east. The Jefferson Union High School District serves approximately 4,400 students: 32 percent are Filipino, 29 percent are Latino, 15 percent are White, and 14 percent are Asian. Additionally, 14 percent are English learners and 39 percent are socioeconomically disadvantaged.⁹ This study focused on all district schools: 3 comprehensive high schools (Jefferson High School, Terra Nova High School, and Westmoor High School), 1 alternative high school (Oceana High School), and 1 continuation high school (Thornton High School). The 1,883 students that are identified as the targeted groups (English learners, foster youth, and students who qualify for free or reduced priced meals) for the Local Control Funding Formula make up approximately 42 percent of JUHSD's total enrollment.¹⁰

JUHSD serves the northern San Mateo County communities of Pacifica, Daly City, Brisbane, and Colma, with most students residing in Daly City and Pacifica. Pacifica has a total population of 39,000 and Daly City is the largest city in San Mateo County, with a population of 106,000. Enrollment at all schools is open, with priority given to students residing within the zip code to which the school has been assigned. As an alternative school, Oceana does not have attendance boundaries and admits students who

apply from throughout the district. If the number of applicants exceeds the number of spaces available, a lottery is held.

In 2016, the median household income in Pacifica was \$103,545 and that of Daly City was \$79,346. The poverty rate in Daly City is 8.9 percent (higher than the San Mateo County average of 6.5 percent). The poverty rate in Pacifica is 5.5 percent.¹¹ Affordable housing is a problem for the area, as home prices and rents are high. Median home values range from \$611,800 in Daly City to almost \$680,500 in Pacifica. Rent in Daly City ranges between \$2,150 for 1-bedroom apartments to \$4,200 for 3 bedrooms, with rent in Pacifica ranging between \$2,400 for 1-bedroom

apartments to \$4,600 for 3 bedrooms.¹²

The high cost of living impacts the district in multiple ways. District personnel report that attracting and retaining teachers and other employees is challenging, as these wages have not kept pace with the rising housing costs. The district reports that students' parents must often work multiple jobs to remain living in the area. This impacts families' ability to be actively involved in school events and activities. And counselors report that some students have been experiencing homelessness as their families struggle to find stable housing. This background information provides an important context for understanding many of the challenges facing the district and its families.

II. THE JUHSD COMMITMENT TO EXCELLENCE THROUGH EQUITY

JUHSD's commitment to excellence and equity across its schools is reflected in its core values and new vision statement: *JUHSD is a premier learning community where all students advance to and through post-secondary learning and careers.* With the appointment of Superintendent Dr. Terry Ann Deloria — the third superintendent in three years — the district has set in place a new vision for the district, one that recognizes the importance of all students having access to post-secondary education for our rapidly changing world. JUHSD recognizes that large achievement gaps along ethnic, socioeconomic, and gender lines reflect inequities that must be addressed. By partnering with The Education Trust — West, the district has made a commitment to better understand the root causes of these gaps and to work collaboratively with stakeholders to close them.

JUHSD's LCAP

Various stakeholder groups have come together to create and revise the district's Local Control and Accountability Plan (LCAP). The LCAP development process began in the summer of 2016 with the creation of an implementation timeline, which provided the District Advisory Committee members

and other stakeholders more time and opportunity to review, analyze, and evaluate all of the required state and LEA-defined metrics. The President and Vice President of the American Federation of Teachers Local 1481 are members of the District Advisory Committee.

There is much districts can do to increase access for low-income students to be college and career ready. For example, low-income students who receive information about colleges and financial aid are more likely to enroll in selective universities than their more financially advantaged peers.¹³ This EEA report can serve as an important resource for all stakeholders to ensure that the goal of equity remains central in the LCAP engagement and development processes.

In its 2017 LCAP, the district cites graduation rates for most subgroups and English learner progress as two areas of improvement. However, the district has also identified graduation rates for students with disabilities as an area of greatest need, as the graduation rate state indicator for students with disabilities is in the orange (low) level — two levels below the "all students" performance of green (high).

The district has also identified suspension rates as

an area of greatest need. In the suspension state indicator, English learners and Pacific Islanders are in the red level (very low), while “all students” are in the yellow (medium) level. To address the gap and improve performance, the LCAP includes the following actions and services: 1) Design and implement Positive Behavior Intervention and Support framework; 2) Implement restorative practices at all school sites; and 3) Identify and address evidence of implicit bias.

A-G Courses as the Default Curriculum

Research conducted by The Education Trust — West indicates that districts with higher than average college and career readiness rates for students of color and low-income students achieve those results by creating a culture of high achievement for all students. A prevailing practice is ensuring that all students are enrolled in an a-g course pathway as the default, and that numerous in-class and in-school supports exist to support students to be successful in that pathway. These schools also offer open enrollment in AP and honors courses, collect and analyze student data to provide necessary ongoing supports for students who are struggling academically, and offer professional learning specific to building a more humanizing educational experience for students.¹⁴

While some districts have changed their graduation requirements to match the a-g requirements, this policy change —without sufficient attention to instructional shifts and supports for students — has not always resulted in improved outcomes for all students. Rather, expanding access to, and increasing support for, success in the a-g pathway is an important lever for preparing all students for post-secondary success in careers or in higher education.

With the goal of increasing students’ a-g completion rate, a district should examine which courses are offered and how decisions are made about course enrollment. For example, currently, JUHSD students may fulfill the three-year math graduation requirement without meeting the a-g requirement of three years

of college-preparatory math. Students who are placed in Math Bridge courses are especially limited in their opportunity to meet this requirement, as the Bridge courses are not a-g approved.

In addition, JUHSD graduates must earn 60 elective credits —50 more than necessary to meet the a-g elective requirement. But many of the JUHSD elective options are not a-g approved courses. Another opportunity for increasing access to college and career preparation is in World Language and a visual or performing arts. Currently, JUHSD only requires one year of a world language or visual or performing arts course for graduation, whereas two years in the same world language *and* one year of a Visual or Performing Arts course are required for UC/CSU eligibility. Taking these courses would benefit students by increasing college eligibility as well as encouraging multilingualism and artistic skills — both of which are valuable assets for college and careers.

Table 1: JUHSD Graduation Requirements Compared with A-G Requirements as of August 2018*

To be considered for admission, students must complete 15 “a-g” courses with a grade of C or better — at least 11 of them prior to the senior year.

Subject Area	2017 JUHSD Graduation Requirements	UC/CSU A-G Requirements	Changes to make a-g requirements the default course pathway for all students
History/Social Studies “a”	3 years 30 credits (including): 1 year World History, 1 year U.S. History, 1 semester Government/1 semester Economics	2 years 20 credits (including): 1 year World History + 1 year of U.S. History, or 1/2 year of U.S. History and 1/2 year Civics	Ensure that all courses are UCOP a-g approved.
English Language Arts “b”	4 years 40 credits	4 years 40 credits No more than 1 year of ELD-type courses can be used to meet this requirement	Ensure all courses are a-g UCOP approved.
Mathematics “c”	3 years 30 credits (including): 1 year of Algebra	3 years 30 credits (including): College preparatory math, including or integrating the topics covered in Elementary and Advanced Algebra and two- and three-Dimensional Geometry	Ensure all math courses are UCOP a-g approved and that students have access through Math Course 3. Remove Math Bridge courses or change them to support classes.
Science “d”	2 years 20 credits (including): 1 year biological and 1 year physical science	2 years 20 credits (including): laboratory science in at least two of the three disciplines of biology, chemistry, and physics	Ensure all science courses are NGSS aligned, UCOP a-g approved and all students take two lab courses in at least two of the disciplines.
World Language Other Than English “e”	1 year (10 credits) or 1 year (10 credits) of a Visual or Performing Art	2 years 20 credits of the same language other than English or equivalent to the second level of high school instruction	Encourage all students to take 2 years (20 credits of same language) and ensure that courses are UCOP a-g approved.
Visual and Performing Arts (VAPA) “f”	1 year (10 credits) or 1 year (10 credits) of a World Language Other Than English	1 year 10 credits of UCOP approved courses in dance, music, theater, or the visual arts	Ensure all VAPA courses are UCOP a-g approved and that students take 1 year of the same VAPA in addition to 20 units of the same world language.
Electives “g”	6 years 60 credits	1 year 10 credits of UCOP elective “g” approved courses	Ensure all electives are UCOP approved. Reduce the number of electives required for graduation and ensure all electives are UCOP approved.
Physical Education	2 years 20 credits	None	
Health	1 semester 5 credits	None	Consider revising course as an a-g approved Career Technical Education CTE course (e.g. Health Careers)
Career Technical Education	1 year 10 credits	None	Submit courses for UCOP approval for “g” elective credit

*Oceana High School’s graduation requirements differ from the district’s. They include: 4 years of social science, no CTE requirement, 100 hours of community service, and a passing score on the Senior Exhibition and Portfolio.

III. STUDENT PERFORMANCE TRENDS

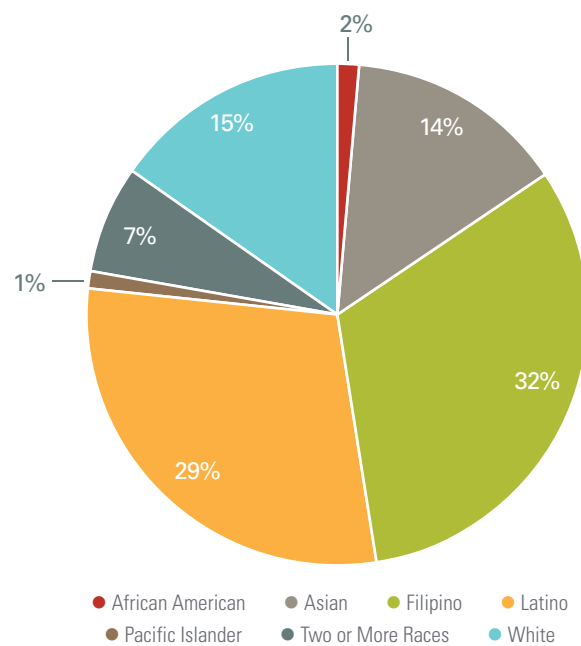
In addition to conducting qualitative research (focus groups and surveys) to analyze students’ educational experiences, ETW examined publicly available student-achievement data to uncover trends within the district. The goal was to determine whether students graduate in four years with a meaningful high school diploma, prepared for college and careers. ETW analyzed enrollment and student achievement data, focusing on the California Assessment of Student Performance and Progress/ Smarter Balanced Assessment Consortium (CAASPP SBAC), UC/CSU a-g requirement

completion rates, SAT scores, graduation, and dropout rates. Finally, ETW disaggregated all data to determine the patterns for student subgroups. The trends uncovered during the data analysis deepened our understanding of students’ educational experiences within JUHSD. School and district leaders can use student performance data to determine which individuals and groups are excelling and which need additional supports to close achievement and opportunity gaps.

DISTRICT ENROLLMENT

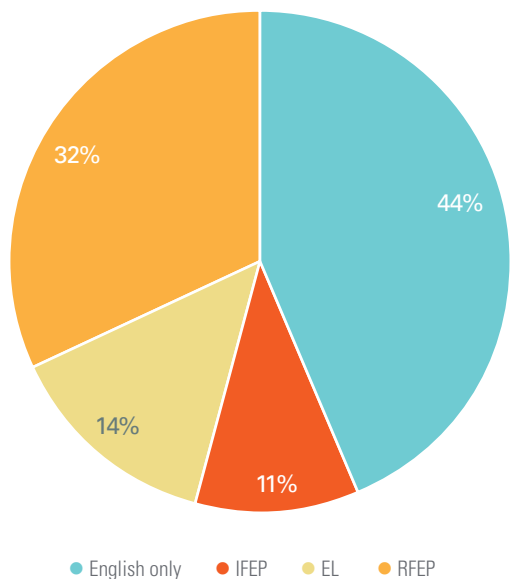
Disaggregating student data by ethnicity provides important insights into the achievement levels of all student groups. In 2017-2018, of the 4,417 students, the two largest ethnic groups were Filipinos (32 percent) and Latinos (29 percent). Other ethnic groups in the district included Black/African American (2 percent), American Indian (0.2 percent), Asian (14 percent), Pacific Islander (1 percent), White (15 percent), and two or more races (7 percent) (See Figure 2). English learner (EL) students comprised 14 percent of the population, with an additional 32 percent reclassified as fluent English proficient (RFEP) and 10 percent classified as initial fluent English proficient (IFEP) (See Figure 3). English learners in JUHSD are predominantly Spanish speakers (46 percent). An additional 27 percent have Filipino or Tagalog as their home language, while other home languages of English learners include Arabic (9 percent), Cantonese (4 percent), and Portuguese (3 percent) (See Table 2). Nine percent of the district’s students are identified as students with disabilities and 39 percent are socioeconomically disadvantaged.

Figure 2: JUHSD’s Enrollment by Ethnicity, 2017-18



Source: California Department of Education, 2017-18 (accessed May 2018). Details may not sum to 100 percent due to rounding.

Figure 3: JUHSD Enrollment by English Language Acquisition Status, 2017-18



Note: Figures may not add to 100 due to rounding.
 Source: California Department of Education, 2017-18 (accessed May 2018).

Table 2: Languages spoken by English learners in JUHSD

Language	Number of English learners	Percent of English Learners
Spanish	290	46%
Filipino (Pilipino or Tagalog)	170	27%
Arabic	56	9%
Cantonese	25	4%
Portuguese	20	3%

Source: California Department of Education, 2017-18 (accessed May 2018).

SCHOLASTIC APTITUDE TEST (SAT) AND AMERICAN COLLEGE TEST (ACT)

Approximately 44 percent, or 512 JUHSD 12th graders in 2015-2016 took the SAT, just above the state average of 43 percent and below the San Mateo County average of 50 percent tested. The average score on the SAT in reading was 498, 525 in math, and 492 in writing. More than 52 percent of students tested scored higher than 1,500 (See Table 3).

In 2015-2016, approximately 13 percent of JUHSD seniors took the ACT and scored, on average, 24 in reading, 23 in English, 24 in math, and 23 in science. These scores are all below the San Mateo County average and above the California state average (See Table 4).

Table 3: 2015-16 SAT Scores, JUHSD, San Mateo County, and California

Name	Grade 12 Enrollment	Number Tested	Average Score: Reading	Average Score: Math	Average Score: Writing	Number of Scores >=1500	Percent of Scores >=1500
Jefferson Union High School District	1,176	512	498	525	492	268	52%
San Mateo County	6,796	3,373	538	557	536	2,146	64%
Statewide	492,835	214,262	484	494	477	89,840	42%

** In some cases, the number of SAT test takers exceeds the number of students enrolled in grade 12. These inconsistencies can occur due to student mobility. The College Board provides the most recent SAT scores for grade 12 students, regardless of when the test was taken. Students may have taken the SAT in grades 9, 10, 11 or 12. However, the enrollment is based on data from the 2015 Fall Census Day (i.e., the first Wednesday in October).
 Source: California Department of Education, 2015-16. Accessed May 2018.

Table 4: 2015-16 ACT Scores: JUHSD, San Mateo County, and California

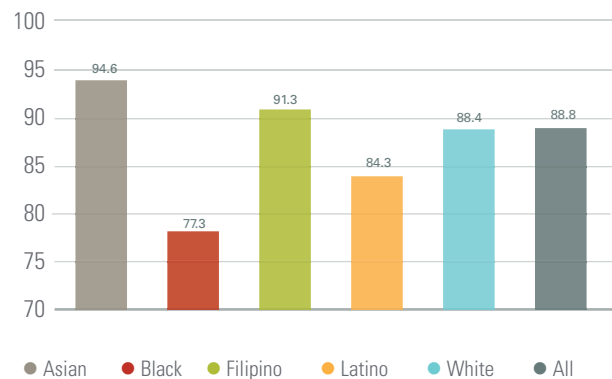
Name	Grade 12 Enrollment	Number Tested	Average Score: Reading	Average Score: English	Average Score: Math	Average Score: Science	Number of Scores >=21	Percent of Scores >=21
Jefferson Union High School District	1,176	147	24	23	24	23	112	76%
San Mateo County	6,796	1,952	25	25	25	24	1,453	74%
Statewide	492,835	108,679	22	22	22	22	62,426	57%

Source: California Department of Education, 2015-16. Accessed May 2018.

HIGH SCHOOL COHORT GRADUATION RATES

According to the California Department of Education, JUHSD’s 2017 four-year adjusted cohort graduation rate was 88.8 percent (See Figure 4). Across the district, Asian and Filipino students graduated at higher rates (94.6 and 91.3 percent, respectively) than Black, White, and Latino students (77.3, 88.4, and 84.3 percent, respectively). The graduation rate for English Learners in 2017 was 72.7 percent, 85.3 percent for socioeconomically disadvantaged students, and 62.3 percent for students with disabilities.

Figure 4: JUHSD Cohort Graduation Rate by Ethnicity, 2017.

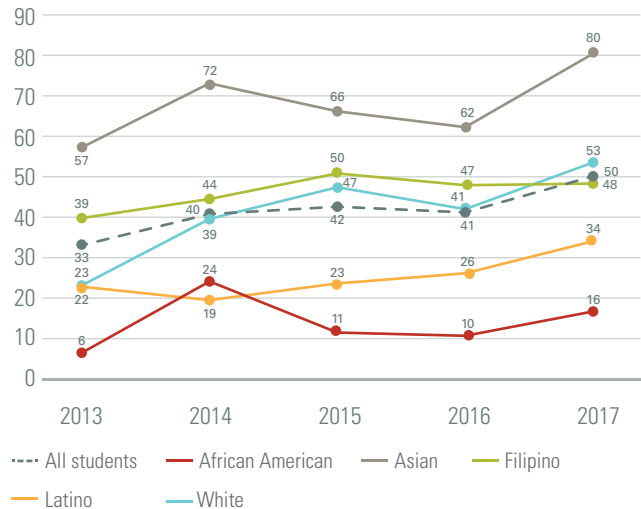


Source: California Department of Education, 2016-17 (accessed August 2018).

A-G COMPLETION RATES OVER THE PAST FIVE YEARS

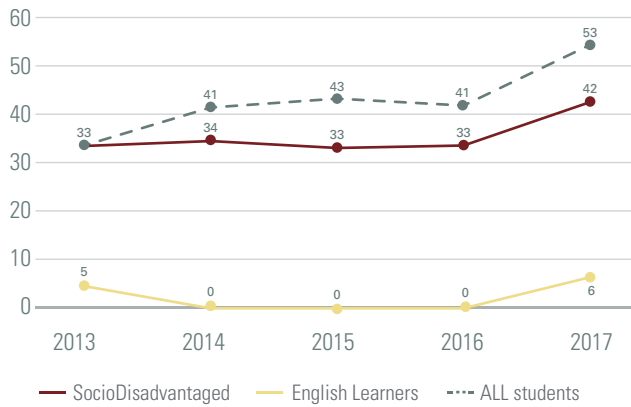
According to data reported by JUHSD and made available on the California Department of Education website, JUHSD’s a-g completion rates gradually increased from 2013 to 2016, with a significant jump from 2016 to 2017 (See Figures 5 and 6). JUHSD’s 2016-2017 district a-g completion rate of 50 percent was above the state rate (46.8 percent), but below the San Mateo County rate (53.8 percent). The 2016-17 district a-g completion rate for Latino students (34 percent) was lower than both the state (39.4 percent) and the county (38.9 percent) rates. The 2016-17 district a-g completion rate for Filipino students (48.2 percent) was significantly lower than the state rate (64.5 percent), but higher than the county rate (43.6 percent).

Figure 5: JUHSD A-G Completion Rates by Year (2013-17) and by Ethnicity



Source: California Department of Education, 2013-2017 (accessed May 2018).

Figure 6: A-G Completion Rate Among JUHSD 12th Grade Graduates (2013-2017): English Learners and Socioeconomically Disadvantaged Students



Source: California Department of Education, 2013-2017. Accessed May 2018.

These publicly reported results include the district’s charter school completion rates. ETW’s analysis of individual student transcripts from the class of 2017 (see details in Section IV of this report) did not include the local charter school. The ETW transcript analysis also includes students in the Class of 2017 who did not graduate. Consequently, the completion rates reported in the transcript analysis are not as high as those reported to the state; however, both sets of data reveal significant differences in a-g success rates by student racial/ethnic groups and by school.

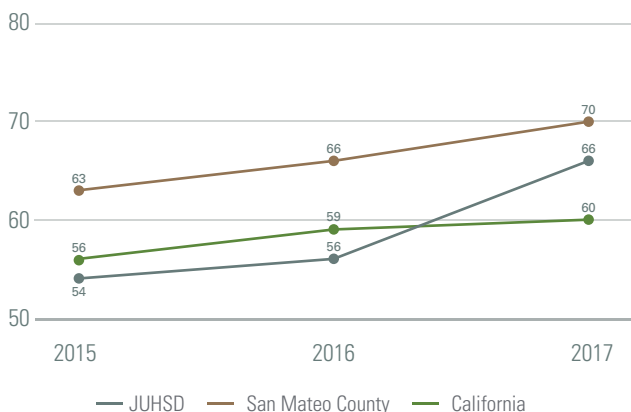
Both the publicly reported data and ETW’s analysis demonstrate that the district’s Asian students successfully completed a-g at significantly higher rates than other ethnic groups, with Latino and African American rates consistently low, even when compared to county and state rates for these groups.

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS (CAASPP) SMARTER BALANCED ASSESSMENT CONSORTIUM (SBAC) TESTS

Overall, students in JUHSD scored below the county average and above the state average for percentage of grade 11 students meeting standards in both English and math (See Figures 7 and 8). While the district has posted gradual improvement from 2015 to 2017, large gaps have persisted — and have actually grown for Black and Latino students — during that same

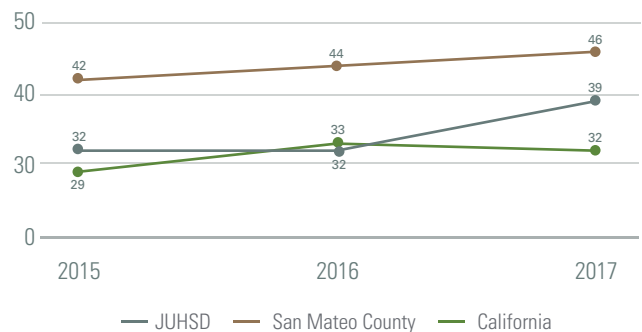
period. Although performance by White students has decreased since 2015, it remains near the district average (See Figures 9 and 10). Large gaps between economically disadvantaged students and those not experiencing economic disadvantages have persisted over the last three years.

Figure 7: Percentage of Grade 11 Students Meeting Standards on CAASPP, English, 2015 – 2017 (JUHSD, County, and State)



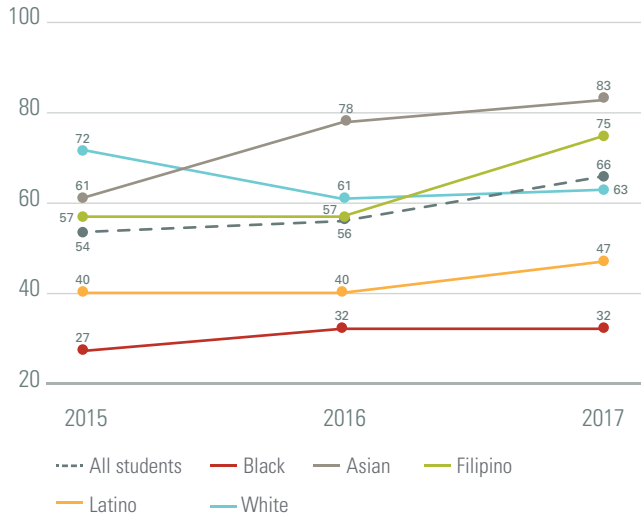
Source: California Department of Education, CAASPP Results 2015-2017. Accessed May 2018.

Figure 8: Percentage of Grade 11 Students Meeting Standards on CAASPP Math, 2015 – 2017 (JUHSD, County, and State)



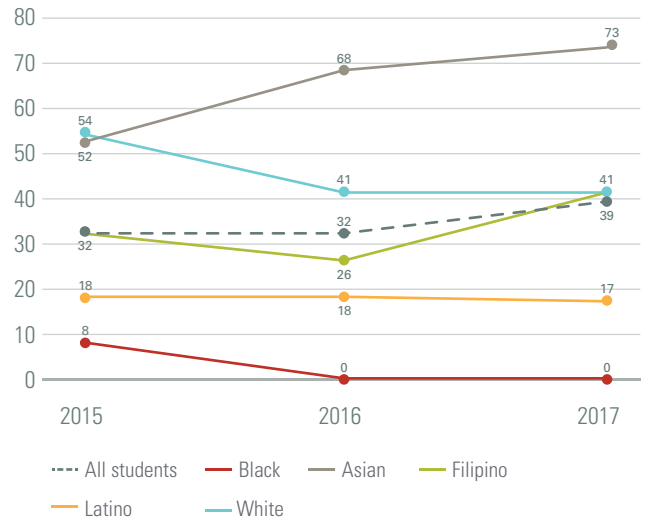
Source: California Department of Education, CAASPP Results 2015-2017. Accessed May 2018.

Figure 9: Percentage of JUHSD Grade 11 Students Meeting Standards on CAASPP English, 2015 – 2017, by Ethnicity



Source: California Department of Education, CAASPP Results 2015-2017. Accessed May 2018.

Figure 10: Percentage of JUHSD Grade 11 Students Meeting Standards on CAASPP Math, 2015-2017, by Ethnicity



Source: California Department of Education, CAASPP Results 2015-2017. Accessed May 2018.

EARLY ASSESSMENT PROGRAM

The California Department of Education and the California State Board of Education created the Early Assessment Program (EAP) to provide grade 11 students with an opportunity to gauge their level of preparation for college-level coursework and, thereby, take steps to improve their skills during their senior year and before enrolling in college. EAP uses the results for both ELA and mathematics on Smarter Balanced Summative Assessments taken during students’ junior year. Students are considered college ready if they score at Level 4 “standard exceeded” and conditionally ready if they score Level 3 “standard met.” Conditionally-ready students must take an approved English and/or mathematics course in the twelfth grade and receive a grade of “C” or better to meet the conditional requirement. JUHSD’s graduating class of 2018 was subject to the EAP during their junior year (2016-17), and the results of the assessment provide an additional measure of college readiness.

In 2016-17, of the 1,120 JUHSD high school students in grade 11 with scores on the Smarter Balanced English/ Language Arts test, 32 percent scored “Standard

Exceeded: Level 4” and were considered college ready and 34 percent scored “Standard Met: Level 3” and were considered to be conditionally ready for college. In mathematics, of the 1,117 11th graders with scores, 18 percent scored “Standard Exceeded: Level 4” and 21 percent scored “Standard Met: Level 3” (See Table 5).

Table 5: Percent of JUHSD 2016-17 11th Graders Determined “College Ready” and “Conditionally College Ready”

Subject Area	Standard Met: Level 3 “conditionally college ready”	Standard Exceeded: Level 4 “college ready”
English/Language Arts	34%	32%
Mathematics	21%	18%

Source: California Department of Education, CAASPP Results 2015-2017. Accessed May 2018.

CALIFORNIA SCHOOL DASHBOARD

The California School Dashboard shows how well students within a district or school are performing on a variety of indicators, including test scores, graduation rates, suspension rates, English learner progress, and college/career readiness. The College/Career Indicator (CCI) is based on the four-year graduation cohort and uses both college and career measures to evaluate how well districts and schools are preparing students for success after high school.

For the Fall 2017 California Dashboard, 41 percent of JUHSD's Class of 2016 were considered to be "prepared" for college and career, 21 percent were deemed to be "approaching prepared," and 39 percent were "not prepared."¹⁵ The subgroups of English learners, students with disabilities, and Black students all had "very low" preparedness rates. Asian students were the district's only subgroup to have "high" levels

of college/career preparation.¹⁶

The Dashboard uses color coding to indicate performance across the different state indicators, with red being the lowest performance level and blue being the highest. The 2017 Dashboard indicated that the district's overall graduation rate was "high" (green), but was "low" (orange) for students with disabilities. The district's lowest performance on a state indicator was in its suspension rates. In 2017, JUHSD's performance level for the suspension rate indicator was "high" (orange) for all students and was "very high" (red) for English learners, socioeconomically disadvantaged students, Latino students, Pacific Islander students, and students who identify with two or more racial groups. The overall district suspension rate had grown 0.6 percent from the previous year.¹⁷

IV. HIGH SCHOOL COURSE TAKING PATTERNS

STUDENT TRANSCRIPT STUDY

Student transcripts can provide insight into the access students have to a college and career preparation course pathway. Rather than simply provide information on what courses are offered, an analysis of transcripts shows which students had access to and success with various courses. By examining course taking patterns by different student groups, we can begin to understand when and how students fall off-track for college and career readiness. This is critical information for planning how to support students so that they are prepared for a wide range of postsecondary opportunities.

To examine JUHSD students' level of college and career preparation, ETW analyzed the transcripts of 1,105 students from the class of 2017 who attended the district's five high schools. The analysis included seniors from Westmoor High School (395 students), Jefferson High School (250 students), Terra Nova High School (217 students), Oceana High School (118

students), and Thornton High School (125 students). The analysis did not include 12th graders who attended Summit Shasta, the local charter school.

ETW disaggregated the data by gender, race/ethnicity, income status, English proficiency level, Special Education status, foster youth status, and by school. We examined course-taking patterns to learn more about the obstacles that limit students' enrollment and successful completion of the full a-g course sequence as well as the available opportunities to help students get and stay on track. Obstacles are identified as any factor that a student may encounter that complicates successful completion of the full a-g course sequence. These factors typically include completing an a-g course with a grade lower than a "C" or not enrolling in a required a-g course.

The data presented in this transcript analysis vary from the a-g completion data found on the California Department of Education Dataquest reports. The

primary reasons for these data discrepancies include the following:

- The ETW analysis includes a larger group of students (1,105) than the A-G Completion report on Dataquest, which is based on 12th grade *graduates* (1,051 students, including graduates of Summit Shasta). Of the 1,105 students in the ETW analysis: 952 graduated with a high school diploma, 29 completed 12th grade but did not graduate, 16 received a Special Education certificate, four passed the California High School Proficiency Exam, and 104 had no graduation code.
- The ETW analysis noted 80 incidents where the district data indicate that the student was UC/CSU eligible, but the ETW analysis indicated that they were not. Of these 80 incidents, 44 of the discrepancies were in the area of lab science. In some cases, students met eligibility for CSU, but not for UC (as there are some minor differences between the two systems' eligibility criteria).

Our analysis relied upon a match between the

district's course lists and the University of California Course Management Portal (CMP). We ensured that each course a student took was considered a-g by the UC system for that particular year, at that particular high school campus. Of 685 relevant (non-elective) courses flagged as a-g eligible by the district, 115 were not immediately able to be matched to CMP data, and were manually updated to reflect the UCOP course category that JUHSD matched courses to. For example, "ELA 3CP" was not matched to the CMP database, but the district informed us that it was equivalent to ELD III Grammar and so we considered that course to be a-g approved. Only five of the courses flagged by the district as a-g eligible were unmatched after the automated matching to CMP and the manual matching by the district. Some of the manual matching involved clarifying that SDAIE courses that were labeled EL should be counted as approved courses in the academic subject areas. We recommend that the district ensure course code and title consistency across schools and with the UCOP approved course lists to ensure that English learners' courses are counted as a-g approved.

DATA TEAM MEETING

The data team meeting provides district staff with the opportunity to examine student transcripts and other data to identify current conditions, barriers, and interventions that impact JUHSD students in achieving a-g course completion and career readiness. A team of 45 district administrators, principals, teachers, and counselors met on July 25, 2018 to review data presented by ETW. The team reviewed individual transcripts from a representative sample of graduates from the class of 2017 and findings from the transcript analysis for the class of 2017. Additionally, the group reviewed the major themes that emerged from surveys and focus groups with parents, teachers,

and students from the five participating high schools. The group considered these data to begin discussing factors that advance or limit students' access to and success with the UC/CSU a-g course sequence for college eligibility. Overall, the knowledge gleaned from the transcript review yielded thoughtful insights that will inform the district's development of a Blueprint for Equity Action Plan to improve students' college and career readiness.

FINDINGS OF THE TRANSCRIPT STUDY

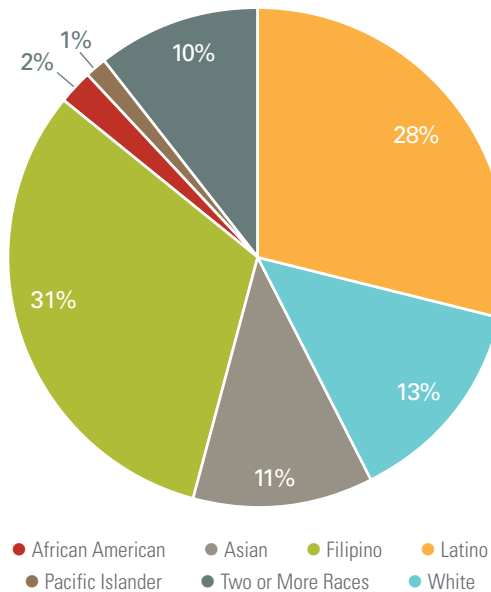
Class of 2017 Demographics

All 1,105 students for whom data was provided were included in this sample for analysis.

With 32 percent of Filipino, 29 percent Latino, 14 percent White, 12 percent Asian, and 2 percent African American students, the demographics of this class mirror the district's overall enrollment by ethnicity (32 percent Filipino, 29 percent Latino, 15 percent White, 14 percent Asian, 7 percent two or more races, 2 percent African American and 1 percent Pacific Islander) (See Figure 11). The "Asian" category includes students who identified as either Chinese, Japanese, Korean, Vietnamese, or other Asian.

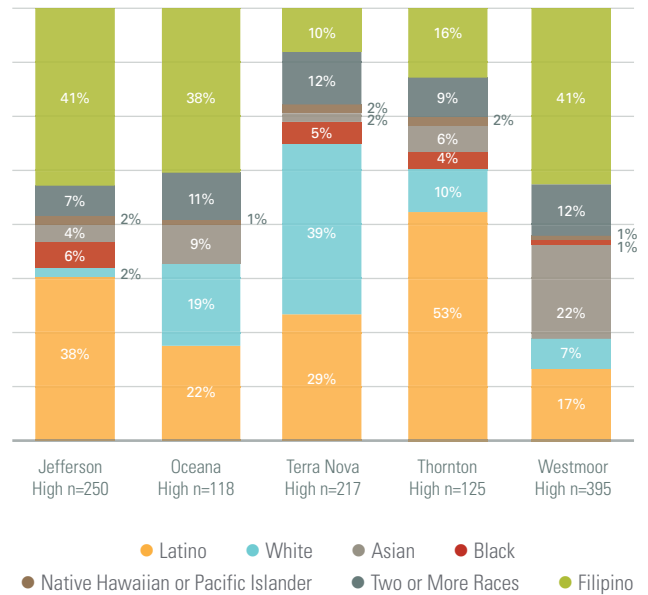
A total of 10 percent of students in the class of 2017 were designated as receiving Special Education services, with Thornton High School serving the largest percentage at 19 percent (See Figures 13 and 14).

Figure 11: Class of 2017 Student Enrollment by Ethnicity (n=1,105)



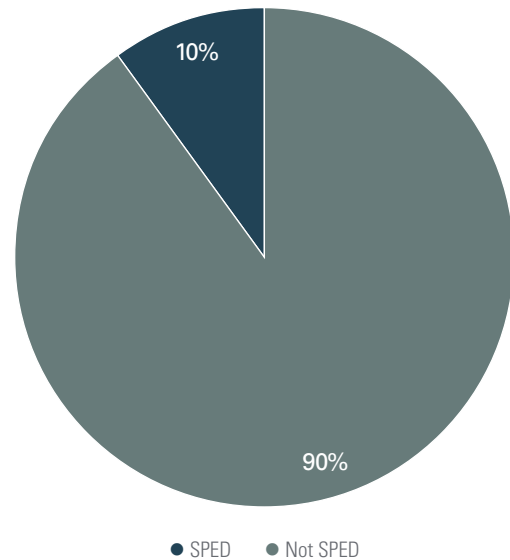
Source: The Education Trust-West analysis of JUHSD data, 2018. Diversity by school varies as shown in Figure 12.

Figure 12: Class of 2017 Student Enrollment by Ethnicity and by School



Source: The Education Trust-West analysis of JUHSD data, 2018

Figure 13: Class of 2017 by Special Education Status (n=1,105)

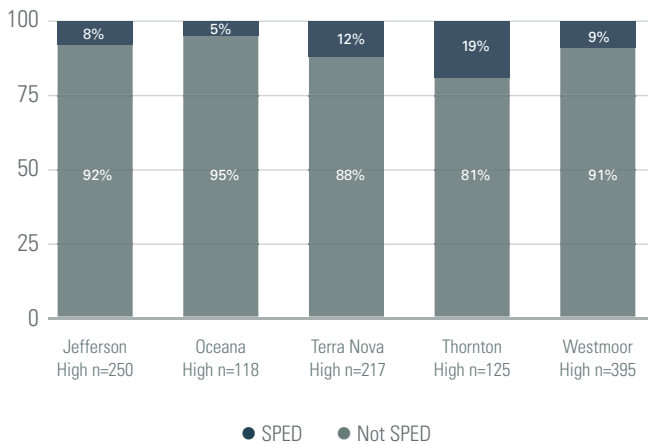


Source: The Education Trust-West analysis of JUHSD data, 2018

The class of 2017 was almost evenly split between students who are low-income and those who are not (See Figure 15).

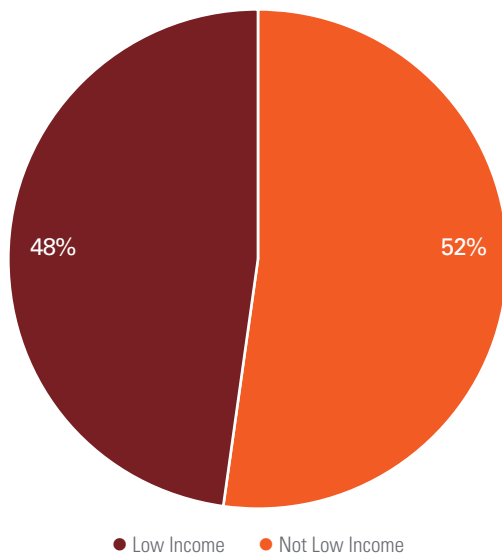
There is some variation in income status by school, with Jefferson High School serving the largest percentage of low-income students and Terra Nova serving the smallest percentage (See Figure 16).

Figure 14: Class of 2017 by Special Education Status and School



Source: The Education Trust-West analysis of JUHSD data, 2018

Figure 15: Class of 2017 by Income Status (n=1,105)

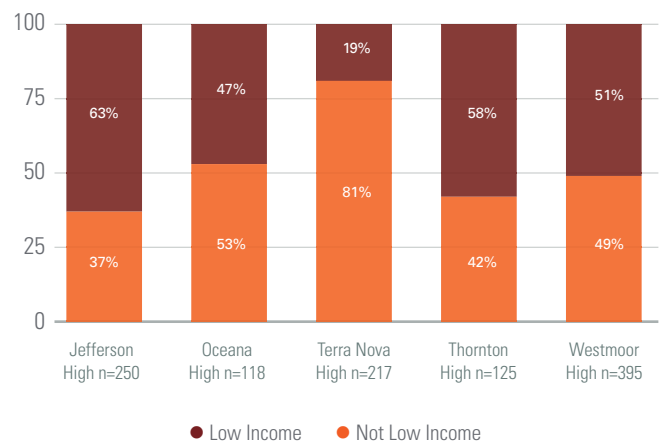


Source: The Education Trust-West analysis of JUHSD data, 2018

English only students comprised 53 percent of the class of 2017 with 27 percent Reclassified Fluent English Proficient (RFEP), 17 percent Initial Fluent English Proficient (IFEP), and nine percent English learners (EL) (See Figure 17).

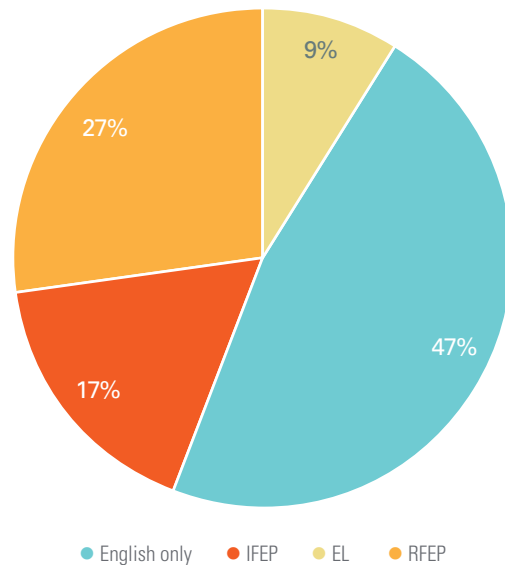
Jefferson, Westmoor, and Thornton served the highest proportion of English learner students in this sample and Jefferson and Westmoor served the most IFEP and RFEP students in the sample (See Figure 18).

Figure 16: Class of 2017 by Income Status and School (n=1,105)



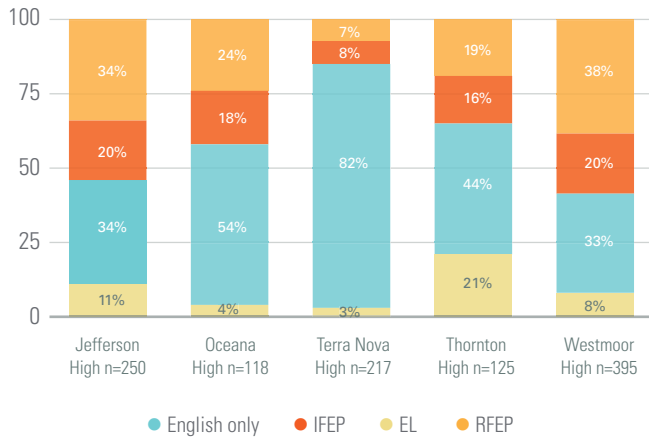
Source: The Education Trust-West analysis of JUHSD data, 2018

Figure 17: Class of 2017 by English Proficiency Status (n=1,105)



Source: The Education Trust-West analysis of JUHSD data, 2018

Figure 18: Class of 2017 by English Proficiency Status and School



Source: The Education Trust-West analysis of JUHSD data, 2018
 Add: Numbers may not add to 100 due to rounding.

COLLEGE AND CAREER READINESS: ENROLLMENT AND COMPLETION OF THE A-G COURSE SEQUENCE

As previously discussed, in order to be eligible for admission to the University of California and the California State University campuses, students must enroll in a sequence of fifteen “a-g” courses approved by UCOP and earn a grade of “C” or better in those courses. While we know that not all students may choose to apply to a public university, the a-g aligned course sequence represents a well-rounded academic program that helps to prepare students for multiple postsecondary options including community college and careers. As discussed earlier, college and career readiness share many of the same knowledge and skill sets. Therefore, a-g access and success rates are important indicators of the extent to which schools are adequately preparing all students for success with multiple postsecondary options.

This analysis did not include college-prep electives, or courses approved in the “g” category. The analysis for the elective “g” portion of a-g coursework is complex and can produce false negative results. In addition to courses submitted as “g” courses to UCOP, students may also use “additional” courses in the other areas to fulfill this requirement. Our algorithm for each subject area often looks not at the total number of courses taken, but the existence of a

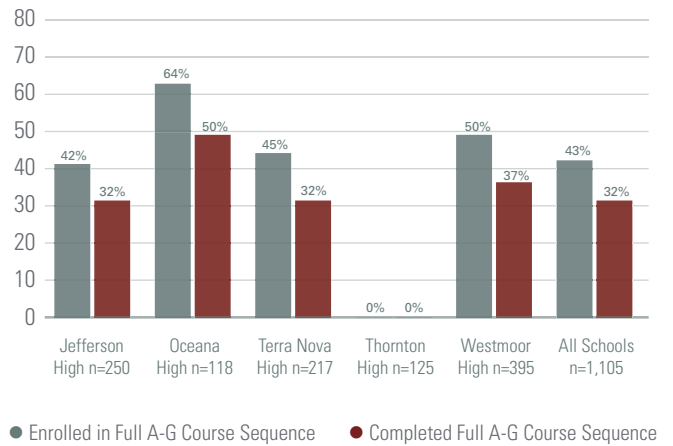
required combination (this is especially true for math and science subjects). Because of this, it is much more complicated to determine whether “additional” coursework exists. In past analyses, we have almost never found that a student did not succeed in being a-g compliant simply for lack of an elective course. Because of this, and because of the possibility of a false negative, we have determined that the analysis is more accurate without analyzing the elective “g” coursework. It should be noted that in this transcript analysis, the term “a-g” represents the course sequence that students need (not including the “g” requirement) to be eligible for admission to California’s public universities.

According to ETW’s transcript analysis, 43 percent of the class of 2017 students enrolled in the full a-g course sequence and 32 percent successfully completed it (See Figure 19). There were 125 students (11 percent) in the sample who were identified as attending the continuation school, Thornton High School. Since Thornton High School does not offer a-g courses, these students did not have access to the full sequence. When only considering the a-g enrollment and success rates at the district’s other four schools, the data showed that 49 percent of students were

enrolled in the a-g course sequence and 36 percent of students completed the course sequence successfully.

The enrollment and completion rates varied across high schools with the highest enrollment in a-g coursework at Oceana with 64 percent of students enrolled and 50 percent completing it. Both Jefferson and Terra Nova High Schools each had 32 percent of students completing the a-g course sequence (See Figure 19).

Figure 19: Class of 2017 A-G Enrollment and Completion by School



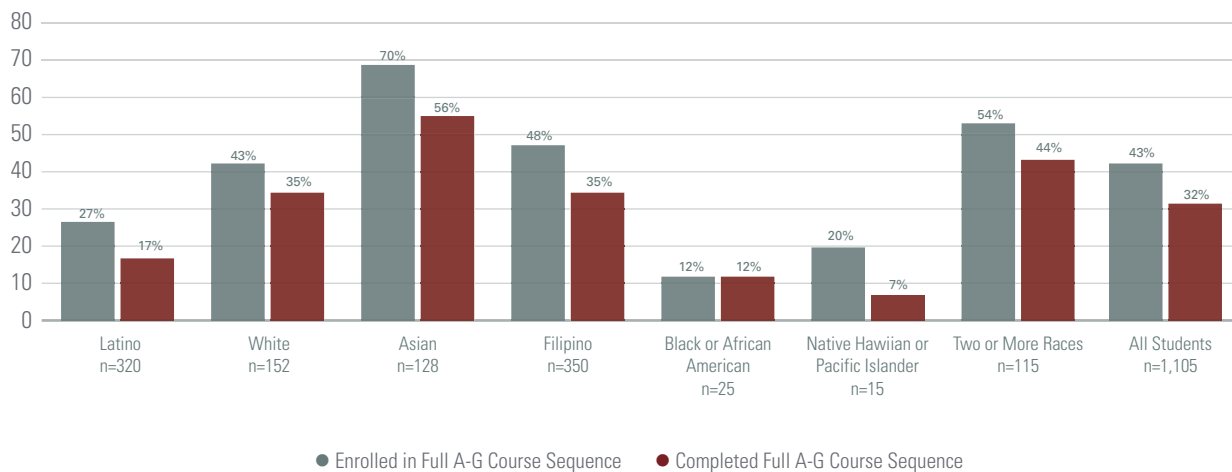
Source: The Education Trust-West analysis of JUHSD data, 2018

RACE/ETHNICITY

For the Class of 2017 (including Thornton students), there are gaps between the district's different ethnic groups for both a-g course enrollment and completion. For example, 73 percent of Asian students were enrolled in the full a-g course sequence, while only 17 percent of the Black students in this sample were enrolled in the full sequence. Similarly, 59 percent of the Asian students in this sample successfully completed the sequence, while only eight percent of the Native Hawaiian/Pacific Islander students

successfully completed the a-g sequence. Across the district, Latino, Black and Native Hawaiian/Pacific Islander students are enrolled in and completing a-g coursework at significantly lower rates than Asian and White students, demonstrating opportunity gaps at each school. Even though there are small numbers of Black/African American students in the sample, those who were enrolled in the a-g course sequence completed those courses with success (See Figure 20).

Figure 20: Class of 2017 A-G Enrollment and Completion by Ethnicity



Source: The Education Trust-West analysis of JUHSD data, 2018

Figures 21 - 24 show a-g enrollment and completion rates at each of the four schools offering a-g courses (Jefferson, Oceana, Terra Nova, and Westmoor) for the four largest ethnic groups in the district: Filipino, Latino, Asian, and White students.

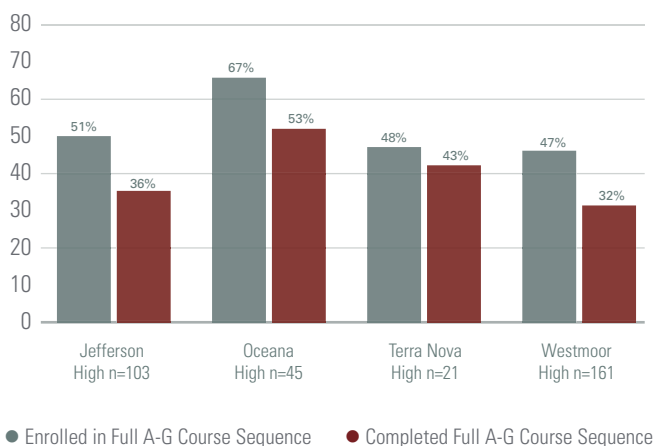
Westmoor High School has the largest population of Filipino students, but their a-g enrollment and completion rates are lower than other schools in the district (See Figure 21).

Schools across the district varied in a-g enrollment and completion rates for Latino students – the second largest ethnic group in the district. Oceana had the highest rates of enrollment (69 percent) and completion (46 percent). Westmoor had the lowest rates of a-g enrollment (24 percent) and completion (10 percent) (See Figure 22).

Across all schools, Asian students had the highest rates of enrollment and completion in the a-g course sequence. While Terra Nova had the highest enrollment rate for Asian students (91 percent), it also had the largest gap (46 percentage points) between the enrollment rate and the completion rate (45 percent) (See Figure 23).

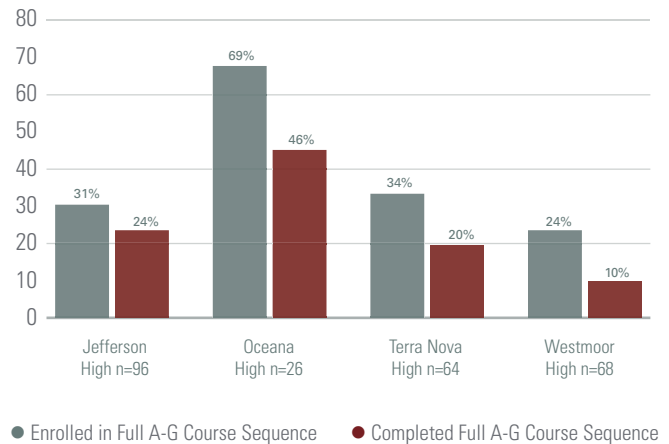
White students in the Class of 2017 had a-g enrollment rates that matched the class average (See Figure 20). The gaps between enrollment and completion rates were on average smaller for White students than for other racial/ethnic groups (See Figure 24).

Figure 21: Class of 2017 A-G Enrollment and Completion Rate for Filipino Students by School



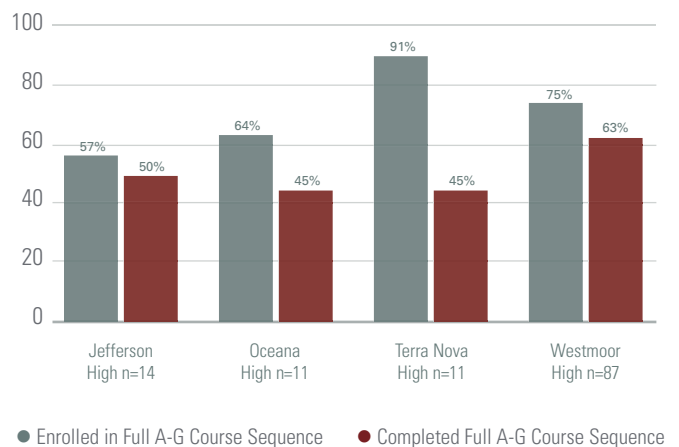
Source: The Education Trust-West analysis of JUHSD data, 2018

Figure 22: Class of 2017 A-G Enrollment and Completion Rate for Latino Students by School



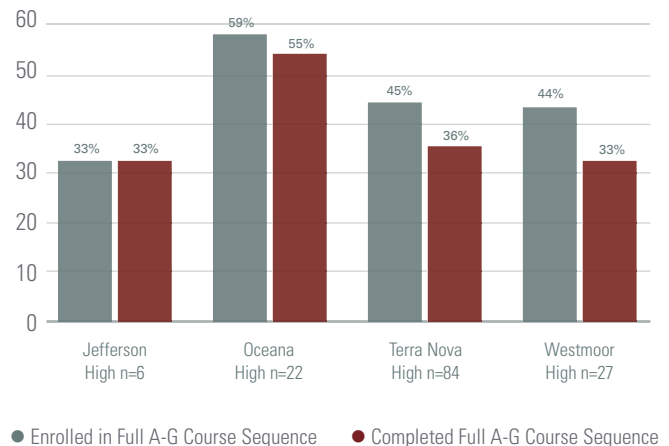
Source: The Education Trust-West analysis of JUHSD data, 2018

Figure 23: Class of 2017 A-G Enrollment and Completion Rate for Asian Students by School



Source: The Education Trust-West analysis of JUHSD data, 2018

Figure 24: Class of 2017 A-G Enrollment and Completion Rates for White Students by School



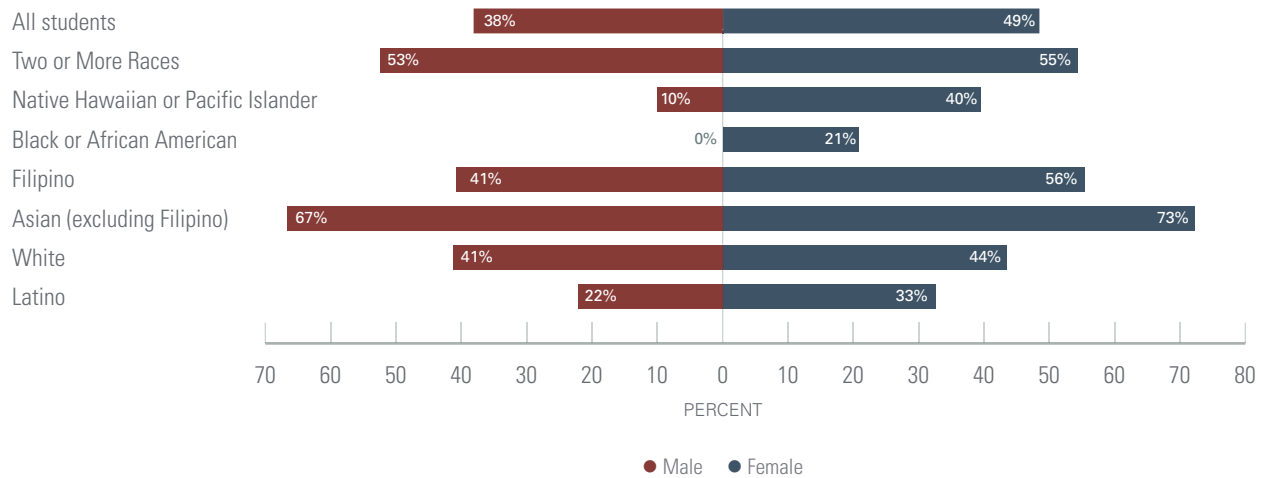
Source: The Education Trust-West analysis of JUHSD data, 2018

GENDER

For every ethnic group, a higher proportion of female students were enrolled in and completed the a-g sequence than that of male students. This is particularly pronounced among Black students, where no Black male students were enrolled in the

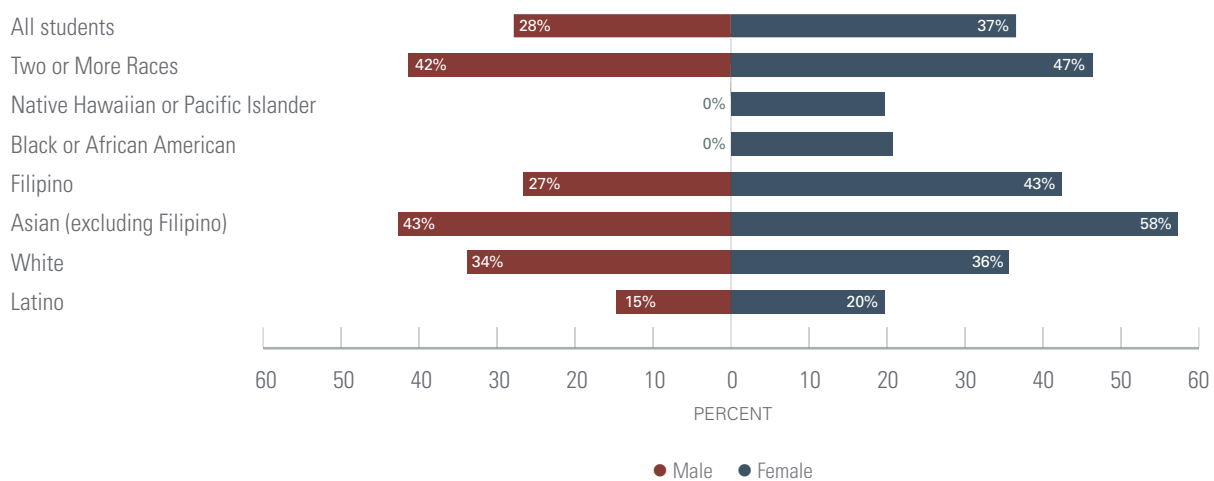
complete a-g sequence. Of the Black female students enrolled in the sequence, all successfully completed it. Overall, 28 percent of male students completed the full a-g sequence compared with 37 percent of female students (See Figures 25 and 26).

Figure 25: Class of 2017 Percentage of Students Enrolled in the A-G Sequence by Ethnicity and Gender



Source: The Education Trust-West analysis of JUHSD data, 2018

Figure 26: Class of 2017 Percentage of Students Completing the A-G Sequence by Ethnicity and Gender



Source: The Education Trust-West analysis of JUHSD data, 2018

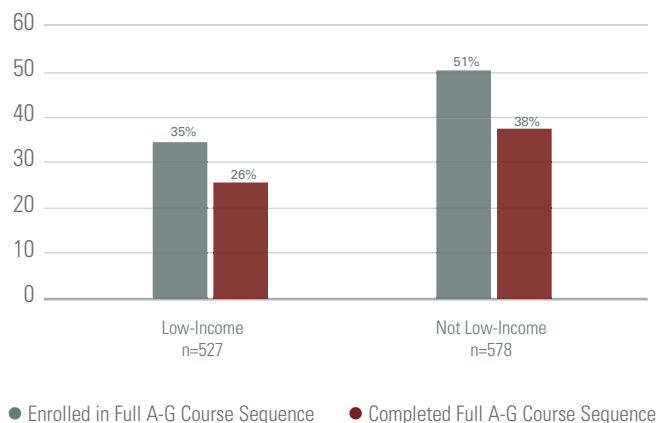
INCOME STATUS

Eligibility for free or reduced-priced meals is considered a proxy for income status. In this sample, the number of students in the group who qualified for

free and reduced lunch – and thus considered “low income” – was 527 (48 percent) and the number who did not was 578 (52 percent). For the Class of

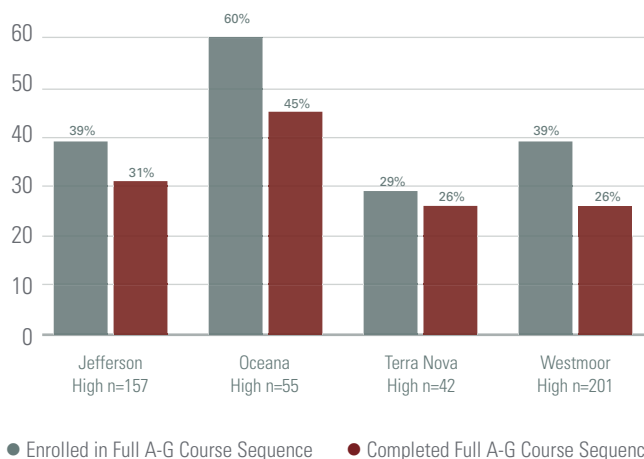
2017, the a-g enrollment and completion rates for low income students was lower than that of non low-income students (See Figure 27). This gap existed at every school in the district (See Figures 28 and 29). Figures 28 and 29 show a-g enrollment and success rates at each of the four schools offering a-g courses (Jefferson, Oceana, Terra Nova, and Westmoor) by income status.

Figure 27: Class of 2017 A-G Enrollment and Completion Rates by Income Status



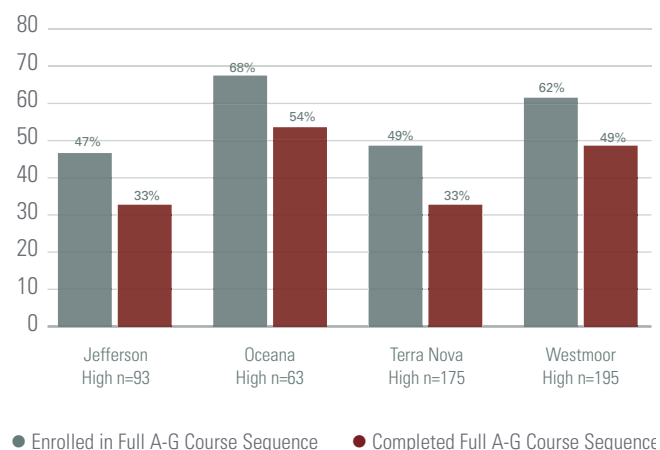
Source: The Education Trust-West analysis of JUHSD data, 2018

Figure 28: Class of 2017 A-G Enrollment and Completion Rates for Low-Income Students by School



Source: The Education Trust-West analysis of JUHSD data, 2018

Figure 29: Class of 2017 A-G Enrollment and Completion Rates for Non-Low-Income Students by School



Source: The Education Trust-West analysis of JUHSD data, 2018

ENGLISH LANGUAGE PROFICIENCY

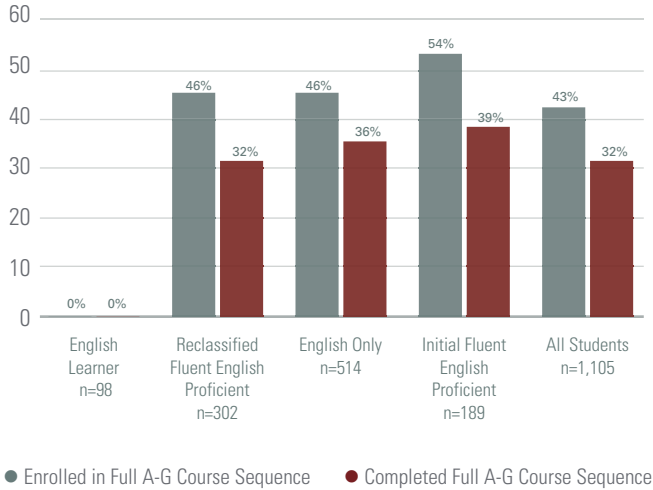
There were also differences in a-g enrollment and completion rates across English language proficiency groups. At no school were English learners (ELs) enrolled in the full a-g course sequence and therefore no school had EL students who completed it. However, reclassified (RFEP) and initial fluent English proficient (IFEP) students were enrolled in and completed the a-g sequence at each high school. The RFEP student a-g enrollment rate was the same as that for English only students (46 percent), and the

RFEP a-g completion rate (32 percent) is approaching that of English only students (36 percent). IFEP students were enrolled in the a-g course sequence at the highest rate of all English language proficiency groups (54 percent) and also had the highest completion rate (39 percent) (See Figure 30).

When analyzed by high school, the data show variation in enrollment and completion of the a-g course sequence by English language proficiency group.

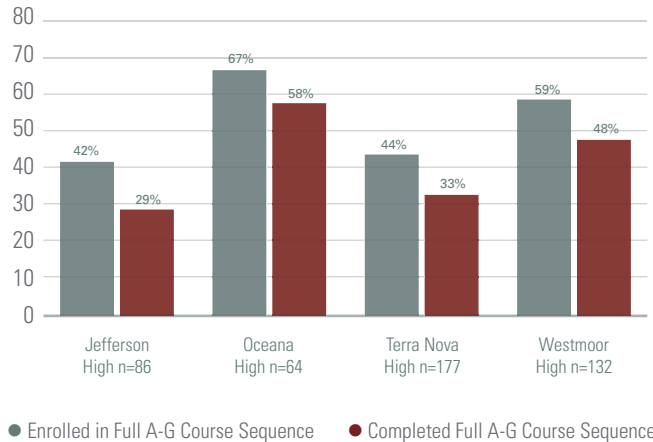
Figures 31 - 33 show a-g enrollment and completion rates at each of the four schools offering a-g courses (Jefferson, Oceana, Terra Nova, and Westmoor) for the English language proficiency groups of English Only, Initial Fluent English Proficient, and Reclassified Fluent English Proficient.

Figure 30: Class of 2017 A-G Enrollment and Completion Rates by English Language Proficiency Status



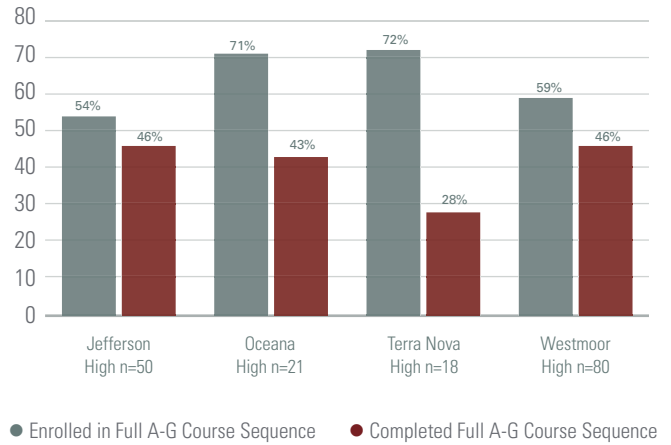
Source: The Education Trust-West analysis of JUHSD data, 2018

Figure 31: Class of 2017 English Only Student A-G Enrollment and Completion Rates by School



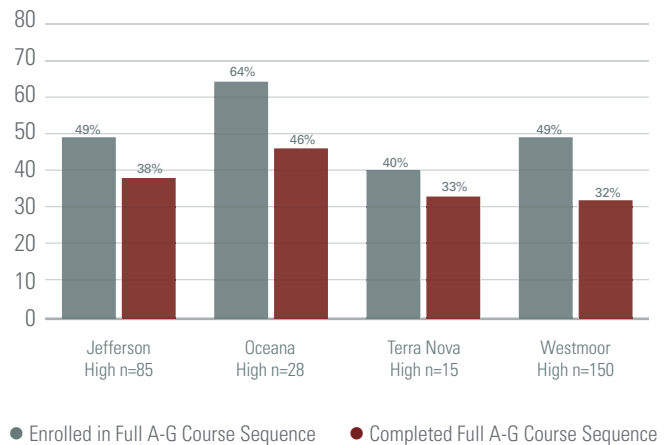
Source: The Education Trust-West analysis of JUHSD data, 2018

Figure 32: Class of 2017 Initial Fluent English Proficient Student A-G Enrollment and Completion Rates by School



Source: The Education Trust-West analysis of JUHSD data, 2018

Figure 33: Class of 2017 Reclassified Fluent English Proficient Student A-G Enrollment and Completion Rates by School

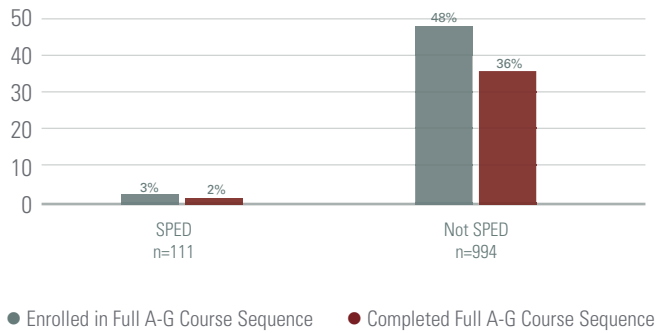


Source: The Education Trust-West analysis of JUHSD data, 2018

SPECIAL EDUCATION STUDENTS

The data for the 111 students in the Class of 2017 receiving Special Education services show a lack of access to a-g coursework (See Figure 34) with low enrollment rates across all schools. Figure 35 shows

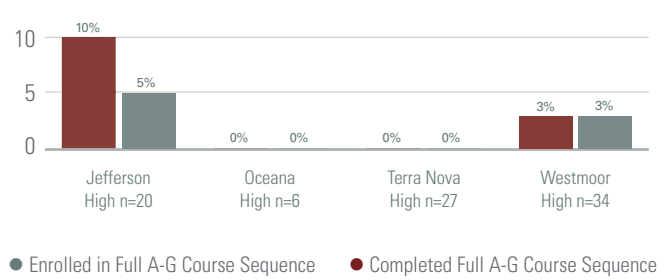
Figure 34: Class of 2017 A-G Enrollment and Completion Rates by Special Education Status (n=1,105)



Source: The Education Trust-West analysis of JUHSD data, 2018

a-g enrollment and completion rates at each of the four schools offering a-g courses (Jefferson, Oceana, Terra Nova, and Westmoor) for students receiving Special Education services.

Figure 35: Class of 2017 A-G Enrollment and Completion Rates for Students Receiving Special Education Services by School

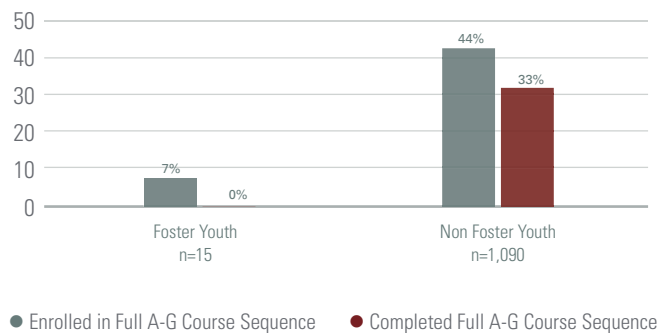


Source: The Education Trust-West analysis of JUHSD data, 2018

FOSTER YOUTH

The Class of 2017 cohort included a total of 15 foster youth students served at three of the high schools. One of the 15 (or 7 percent) enrolled in the full a-g course sequence, but did not successfully complete it (See Figure 36).

Figure 36: Class of 2017 A-G Enrollment and Completion Rates for Foster Youth



Source: The Education Trust-West analysis of JUHSD data, 2018

A-G ENROLLMENT AND COMPLETION BY COURSE SUBJECT AREA

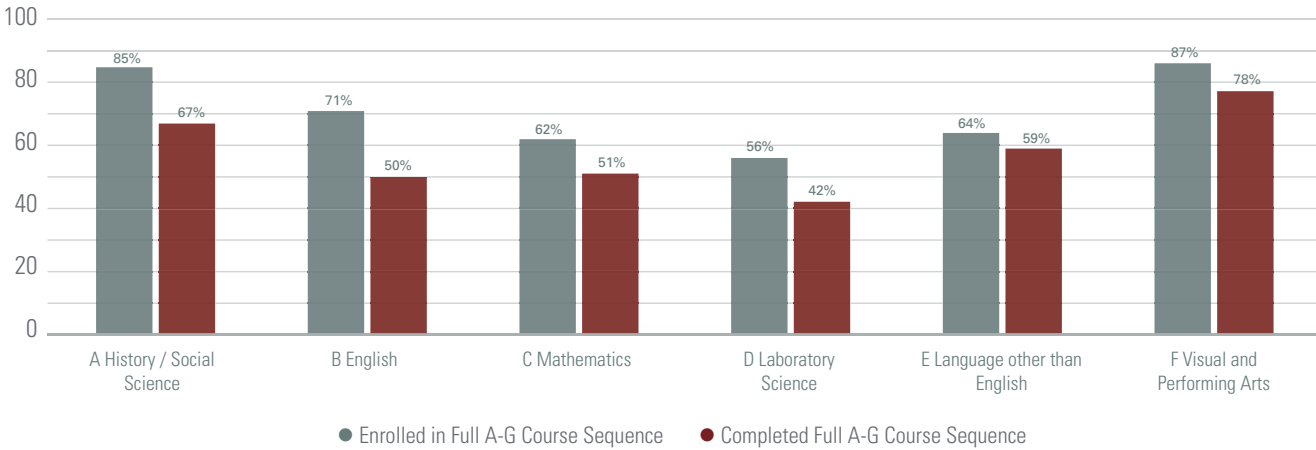
The class of 2017 a-g data was analyzed by individual course subject areas. The subject areas that posed the greatest challenge for JUHSD students were lab science, English, and mathematics. Specifically, 42 percent of students passed their laboratory science courses with a grade of "C" or better, 50 percent of students passed their college preparatory English courses, and 51 percent of students successfully

passed their a-g math courses. The data show that in this cohort, 62 percent of the students were enrolled in the required a-g math coursework, while 38 percent of students were not enrolled in the full sequence of required a-g math courses. In science, 56 percent of students enrolled in the two laboratory science courses required for college admissions. Although enrollment in area "b" English courses was

71 percent, only 50 percent of students completed these college preparatory classes with a grade of C or better. In subject area “e” (Language other than English), 64 percent enrolled in at least two years of the same language, and 59 percent successfully completed them. Enrollment rates for history and visual and performing arts courses were stronger

with 85 percent and 67 percent of students enrolled respectively. These subject areas also had the highest completion rates at 67 percent for history and 78 percent for Visual and Performing Arts (VAPA) courses (See Figure 37). These enrollment and completion rates are for the whole Class of 2017 sample, including students who were enrolled at Thornton in 12th grade.

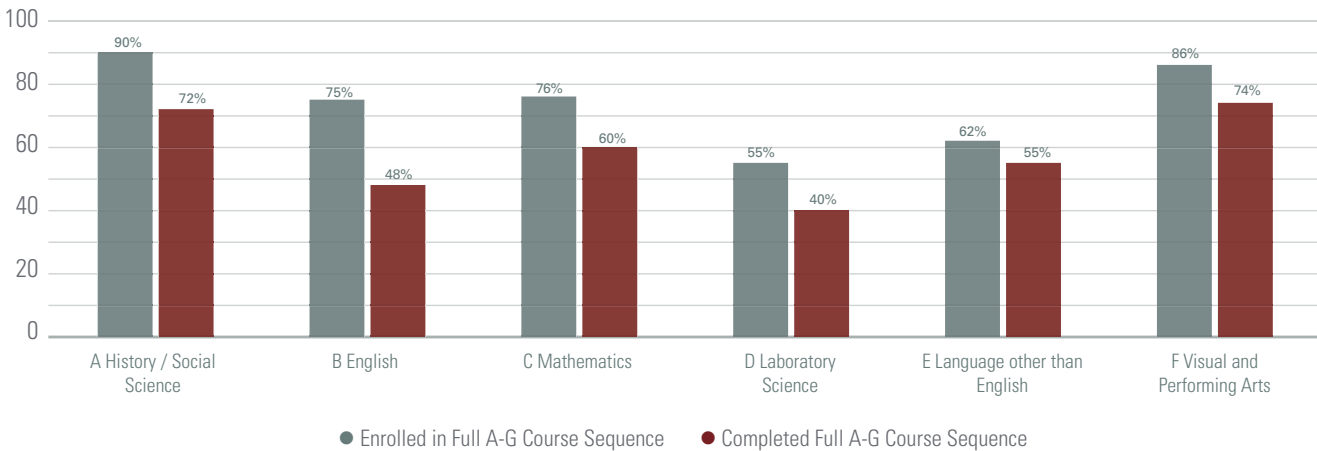
Figure 37: Class of 2017 A-G Enrollment and Completion Rates by Subject Area (n=1,105)



Source: The Education Trust-West analysis of JUHSD data, 2018

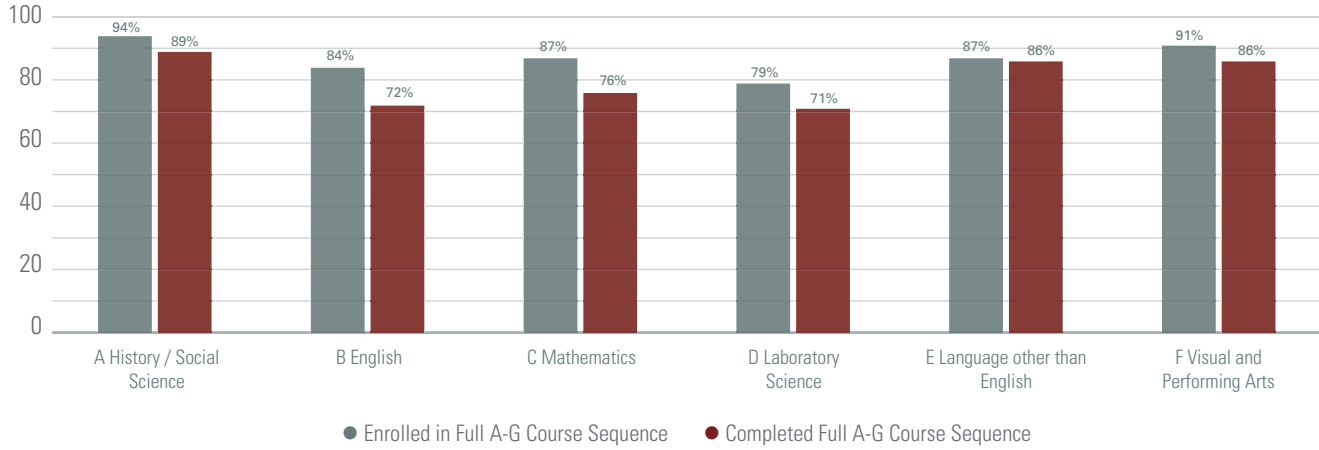
Another way to examine this data is by high school and the completion rates vary (See Figures 38-42).

Figure 38: Jefferson High School Class of 2017 Enrollment and Completion Rates for A-G Courses by Subject Area (n=250)



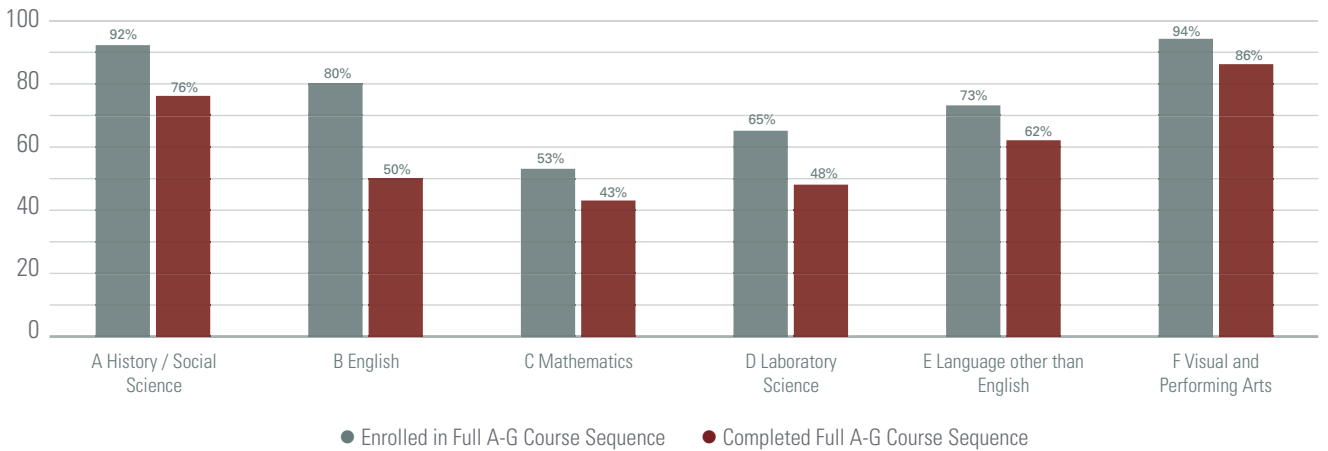
Source: The Education Trust-West analysis of JUHSD data, 2018

Figure 39: Oceana High School Class of 2017 Enrollment and Completion Rates for A-G Courses by Subject Area (n=118)



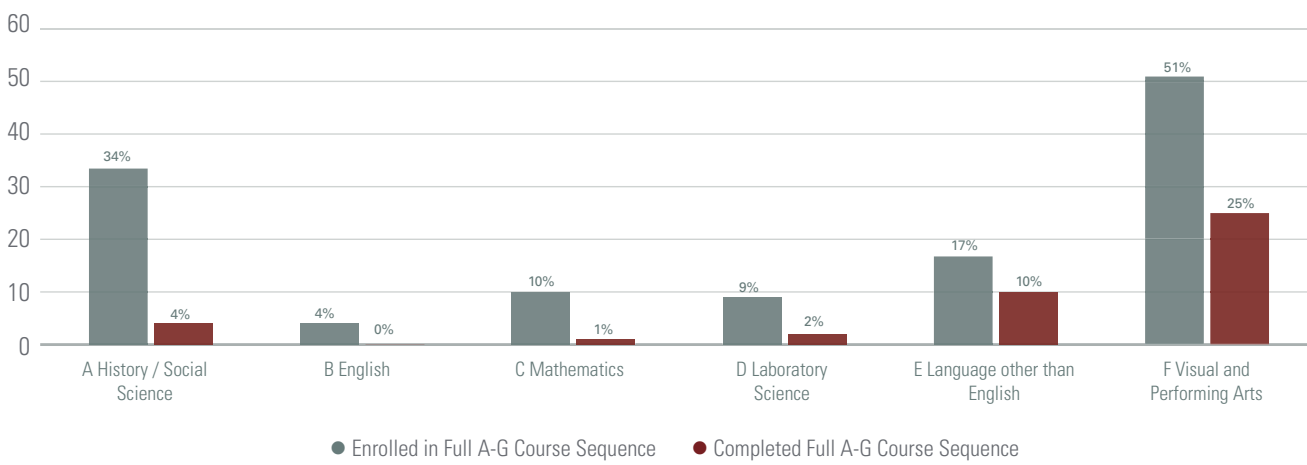
Source: The Education Trust-West analysis of JUHSD data, 2018

Figure 40: Terra Nova High School Class of 2017 Enrollment and Completion Rates for A-G Courses by Subject Area (n=217)



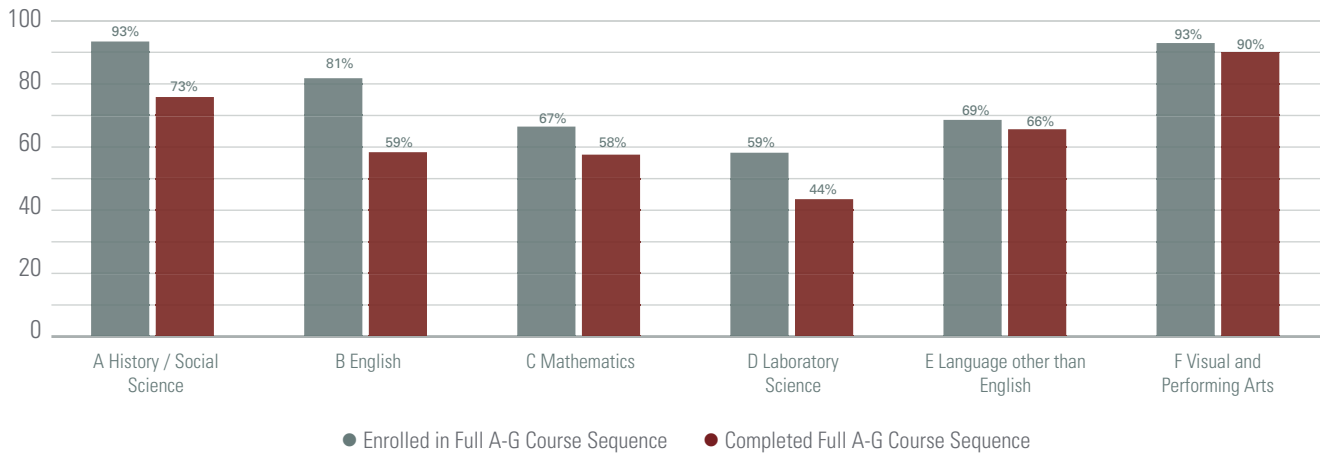
Source: The Education Trust-West analysis of JUHSD data, 2018

Figure 41: Thornton High School Class of 2017 Enrollment and Completion Rates for A-G Courses by Subject Area (n=125)



Source: The Education Trust-West analysis of JUHSD data, 2018

Figure 42: Westmoor High School Class of 2017 Enrollment and Completion Rates for A-G Courses by Subject Area (n=395)



Source: The Education Trust-West analysis of JUHSD data, 2018

COURSE FAILURES AND NEAR MISSES

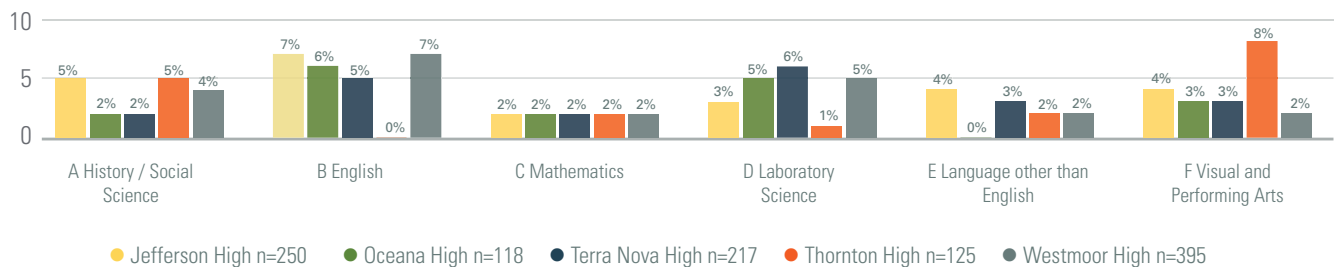
ETW also examined the rate of course failure by subject area. To fulfil a-g requirements, students must pass each course with a grade of “C” or better. Although grades of “D” are widely considered passing for graduation requirements, without retaking the courses or taking a validating course, students with “D” grades do not qualify for consideration at a UC or CSU institution.

Overall, students had an average of 4.76 semester course failures, defined as a grade of D, F, or Incomplete. Oceana High had the highest passing rate whereas Terra Nova had the lowest passing rate across subject areas. (Thornton students were not included in this particular analysis as they did not have full access to the a-g sequence.) Mathematics was

the subject with the highest failure rate, followed by English and laboratory science (See Table 6).

A review of JUHSD 2017 student transcripts indicates that 21 percent of students (or a total of 202) missed satisfying the a-g requirements by just one semester course with a grade below a “C.” English is the subject that students most often missed completing by one semester course, followed by laboratory science, and history. A total of 61 students were missing completion of one semester of an English a-g course, while 43 students were missing one semester of a laboratory science course, and 34 students were missing one semester of a history course (See Figure 43).

Figure 43: Class of 2017 Percentage of Students who Missed A-G Requirement by One Course: By Subject Area and School



Source: The Education Trust-West analysis of JUHSD data, 2018

Table 6: Class of 2017 Average Number of Semester Course Failures (D, F, NC) per Student by School and Subject Area

Course Subject Area	Jefferson High (n=250)	Oceana High (n=118)	Terra Nova High (n=217)	Westmoor High (n=395)	Total Average Across Schools (n=980)
A History / Social Science	0.58	0.18	0.54	0.60	0.53
B English	0.91	0.26	1.36	0.78	0.88
C Mathematics	1.09	0.79	1.52	1.02	1.12
D Laboratory Science	1.21	0.29	0.99	0.80	0.89
E Language other than English	0.16	0.05	0.24	0.08	0.13
F Visual and Performing Arts	0.53	0.10	0.65	0.18	0.36
ALL COURSES	5.50	1.91	6.05	4.43	4.76

Source: The Education Trust-West analysis of JUHSD data, 2018

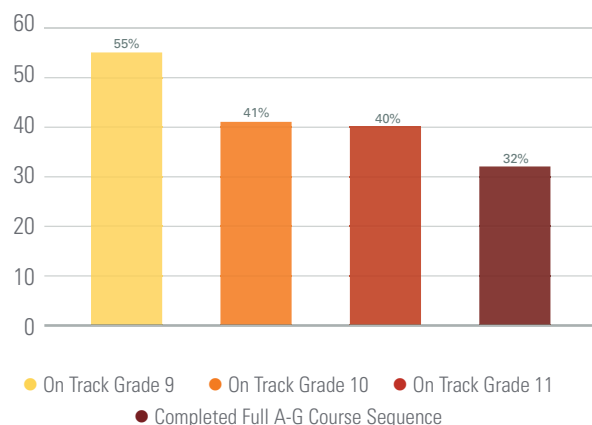
ON AND OFF TRACK ANALYSIS

In order to map the trajectory for college and career readiness from 9th grade to 12th grade, we mapped the percentage of students in the Class of 2017 who started on track to complete the a-g requirements after 9th grade and followed the percentage who remained on track at the end of each school year. In order to define what we mean by “on track” we used the criteria listed in Table 7.

By the end of 9th grade, more than half of the students – 55 percent – were “on track” for a-g completion. This figure dropped considerably to 41 percent by the end of 10th grade. By the end of 12th grade, this percentage had dropped to only 29 percent of students (See Figure 44).

Several of the high schools demonstrate a significant drop off from 9th to 10th grade – by as much as 18 percentage points (See Figure 45)

Figure 44: Class of 2017 Students on Track to Meet A-G Requirements by Year (n=1,105)

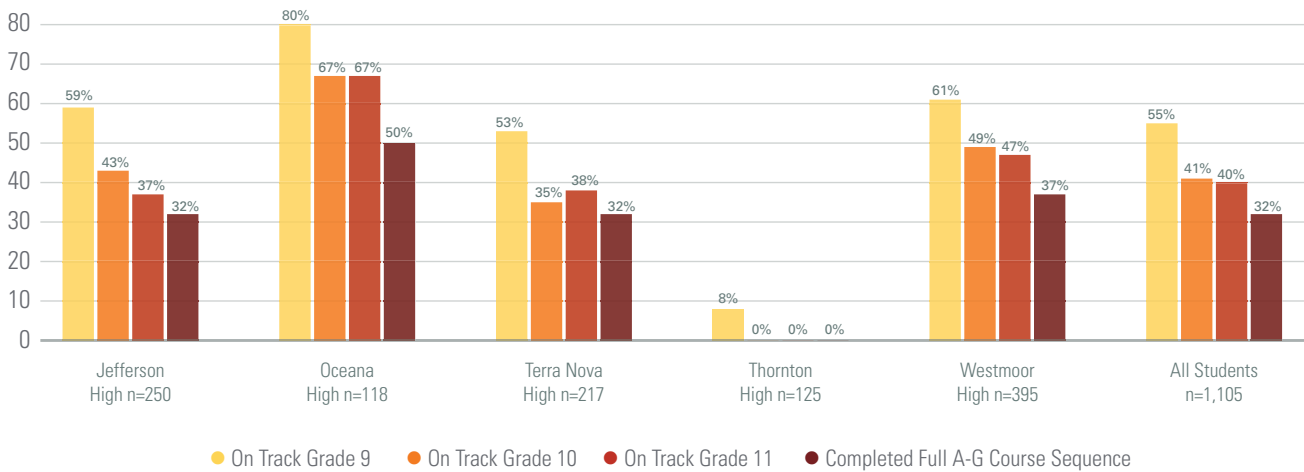


Source: The Education Trust-West analysis of JUHSD data, 2018

Table 7: Criteria for Determining “On Track” Status for A-G Completion

Grade	On Track For A-G Completion	Notes
9	1 year of English and completion of Algebra 1 (or Math Course 1)	Second semester of math grade validates non-passing first semester grade
10	2 years of English and completion of Algebra 1 (or Math Course 1) and Geometry (or Math Course 2)	Only one year of approved ELD English applies
11	3 years of English, completion of Math Sequence (3 years), 1 year of lab science, one year of world language, one year of History/Social Science	
12	Completion of the a-g 15 course sequence	

Figure 45: Class of 2017 Students on Track to Meet A-G Requirements by Grade and by School



Source: The Education Trust-West analysis of JUHSD data, 2018

ADVANCED PLACEMENT COURSEWORK ANALYSIS

Of the 980 12th graders attending Jefferson, Oceana, Terra Nova, or Westmoor during the 2016-17 school year, 376 (or 38 percent) took at least one Advanced Placement (AP) course in high school, and 241 (or 25 percent) took at least two AP courses (See Table 8). Across the district, the five most enrolled AP courses were English Language and Composition, Statistics, U.S. Government and Politics, Calculus AB, and Psychology (See Table 9).

At the four schools in the district offering Advanced Placement courses, AP enrollment is generally not

proportional for three of the cohort’s four largest ethnic groups. Latino and Filipino students are underrepresented in AP classes, relative to their proportion of the cohort. Asian student AP enrollment is approximately twice that of their proportion of enrollment in the cohort. White student AP enrollment is proportional to their overall enrollment in the cohort, as is generally the case for Black Native Hawaiian/Pacific Islander students and students with two or more races (See Figures 46 and 47).

Table 8: Class of 2017 Advanced Placement Course Taking Rates by School

	Jefferson High (250 students)	Oceana High (118 students)	Terra Nova High (217 students)	Westmoor High (395 students)
# of AP courses offered in 2016-17	14	5	10	11
% of students who took 1+ AP course in high school	36%	47%	41%	36%
# of students who took 2+ AP courses in high school	20%	36%	25%	24%
Average # of AP courses taken in high school by students taking 1+ AP course	2.2	2.45	3.23	2.88

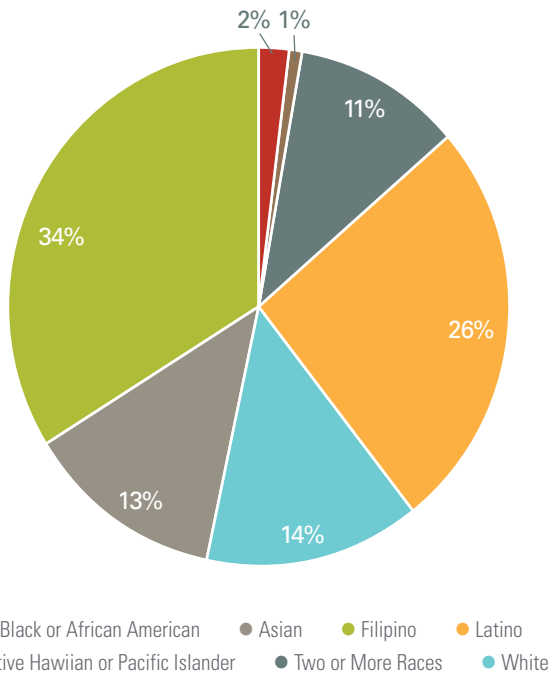
Source: The Education Trust-West analysis of JUHSD data, 2018

Table 9: Top Five Advanced Placement Courses by Enrollment and School for Class of 2017

Jefferson High (250 students)		Oceana High (118 students)		Terra Nova High (217 students)		Westmoor High (395 students)	
Course	Enrollment	Course	Enrollment	Course	Enrollment	Course	Enrollment
AP English Language & Composition	53	AP Chemistry	27	AP Psychology	48	AP Statistics	88
AP U.S. History	30	AP U.S. History	26	AP Environmental Science	41	AP English Language & Composition	66
AP U.S. Government & Politics	29	AP English Literature & Composition	26	AP U.S. Government & Politics	31	AP Calculus AB	66
AP English Literature & Composition	27	AP Calculus AB	26	AP English Language & Composition	27	AP Psychology	32
AP Spanish Language	26	AP English Language & Composition	22	AP European History	27	AP U.S. Government & Politics	25
				AP U.S. History	27	AP U.S. History	25

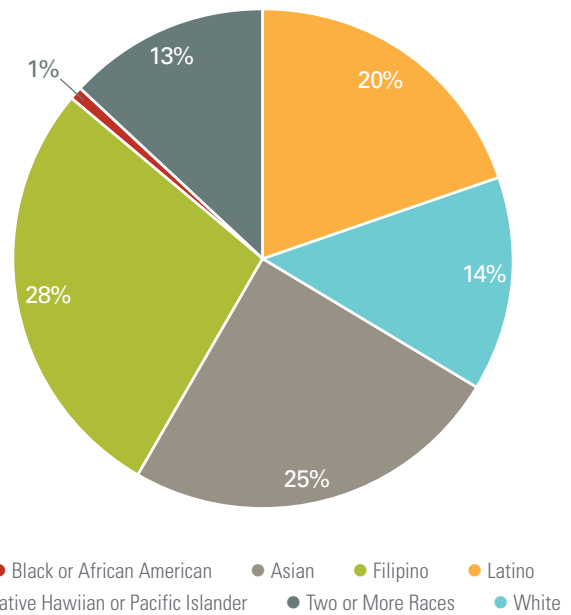
Source: The Education Trust-West analysis of JUHSD data, 2018

Figure 46: Class of 2017* Ethnic Composition



*Includes students in the class of 2017 from Jefferson, Oceana, Terra Nova, and Westmoor High Schools. Source: The Education Trust-West analysis of JUHSD data, 2018. Numbers may not add to 100 due to rounding.

Figure 47: Class of 2017* Enrollment in More than One AP Course by Ethnicity



*Includes enrollment figures for students in the class of 2017 from Jefferson, Oceana, Terra Nova, and Westmoor High Schools. Source: The Education Trust-West analysis of JUHSD data, 2018

V. SCHOOL AND DISTRICT POLICIES AND PRACTICES

ETW conducted focus groups, collected survey responses, interviewed individuals at the district office, and reviewed documents to gather data for the

Educational Equity Audit. The primary purpose was to examine policies, practices, and perceptions related to equitable access to college and career readiness. After

analyzing all data, we identified the following nine categories of findings:

1. Curriculum and instruction
2. School climate and culture
3. Professional learning
4. Student supports and interventions

5. Special populations: students with disabilities and English learners
6. Continuation and Alternative Schools
7. College and career access and success
8. Community and family engagement
9. Resource allocation

1. CURRICULUM AND INSTRUCTION

The district's Educational Services department establishes instructional priorities aligned to the district's vision and analysis of needs identified through the LCAP engagement process. The district has begun to implement several initiatives designed to increase student achievement. Some of these initiatives include:

Scope and Sequence: The district is working to develop a set of defined objectives for the core subject areas that are aligned to California's State Standards and taught in a particular order to facilitate student learning.

- Mathematics: The district has adopted an Integrated Math Course sequence consisting of Math Courses 1, 2, and 3. Schools also offer Statistics, Trig/Pre-Calculus, and AP Calculus. Schools enroll students in Math Bridge courses when they have not passed the previous math class. The Math Bridge courses are not a-g approved, but credits earned in these classes count towards graduation requirements.
- English/ELD: The district offers English 9, 10, 11, Expository Reading and Writing, and other English classes. Oceana offers a Humanities program that integrates English with Social Science. The district currently offers Foundations in ELD, ELD 2, ELD 3, ELA 3, and Academic Language Development for English learners (at Jefferson and Westmoor). The district plans to develop a new scope and sequence for English Language Development during the 2018-19 school year.
- Science: The district is currently developing a new scope and sequence that is aligned to the Next Generation Science Standards. During our focus groups, we heard different preferences for

the most appropriate order of courses.

- Social Science: All students take World History, U.S. History, American Government, and Economics, with other Social Science electives available. There are options for SDAIE sections (at Jefferson and Westmoor) and for Honors and AP sections for some courses. Oceana students take four years of Social Science through the Humanities program.
- World Languages: Spanish is offered at every school (except Thornton), with French offered at Jefferson, Terra Nova, and Westmoor. Spanish for Spanish Speakers classes are available at Jefferson and are scheduled to be offered at Westmoor during the 2018-19 school year.

Formative Assessments: Common assessments have been developed for some courses to provide students and teachers with information about progress towards specific learning objectives and to inform instruction in order to meet students' learning needs.

- Partnership with Skyline College: As of spring 2018, 173 current students had taken at least one class at a community college. The district has entered into a College and Career Access Pathway Agreement with Skyline College to offer dual enrollment opportunities for students to take college courses while attending high school. Through this agreement, Skyline College will offer dual enrollment courses on all five JUHSD campuses starting in the 2018-19 school year. The agreement cites research that indicates students who complete college credit while enrolled in high school are more likely to earn high school diplomas, to enroll in and attend post-secondary education on a full-time basis, and to complete degrees than those who did not.

2. SCHOOL CLIMATE AND CULTURE

In its LCAP, the district has identified the goal of addressing the disproportionality in student suspensions. To better understand and address the underlying causes of the problem, the district has begun to implement initiatives to assess and improve school climate and culture.

CircleUp Education: During the 2017-18 school year, the district entered into a partnership with CircleUp Education — an organization committed to ensuring that all people are included, respected, and valued within schools and other organizations.¹⁸ In its first year working with JUHSD, CircleUp gathered data on school climate and culture and led some diversity and implicit-bias training with staff at three of the schools. In the coming years, CircleUp will continue to work with the district to identify its needs and to provide services to help the district build a positive community and implement restorative practices.

School Policies: Beyond the problem of disproportionality of suspensions, many stakeholders in the district expressed concern over school climate and equity issues. For example, some students expressed frustration at policies and practices that they perceived as unfair and disrespectful, including gendered enforcement of the dress code, a tardy policy that further denies students' access to class ("the Zone"), and policies that restrict students' access to bathrooms.

Equity Committee: At one school, a group of educators (about 10-12) has formed an Equity Committee which meets regularly after school to

discuss culturally relevant pedagogy and plan actions to advance equity at their school site.

Relationship-building: District leaders identified relationships as a top priority for the district. Indeed, the importance of relationships was a recurring theme that arose at every school in the district. In some cases, students and staff felt that school-wide structures such as advisory, homeroom, or athletics helped to nurture relationships. In other cases, stakeholders discussed the lack of opportunity for, and actual barriers to, building and nurturing relationships between and among parents, teachers, staff, students, school leaders, and district personnel.

Attendance: According to district and school personnel, attendance has historically been a challenge for the district, and multiple personnel expressed concern over the lack of an active School Attendance Review Board (SARB) process. The district has a chronic absenteeism rate of 15.7 percent. This is higher than the county rate (9.3 percent) and the state rate (10.5 percent). For socioeconomically disadvantaged students, the rate is 21 percent (compared to the county rate for this group (15 percent) and the state rate for this group (13.1 percent)). There are similar significant, chronic absenteeism rates for English learners (23.8 percent) compared to the county (13.3 percent) and the state (10.1 percent). The chronic absenteeism rate for students with disabilities is 23.2 percent, much higher than the county (16.6 percent) and the state (17.7 percent).¹⁹

3. PROFESSIONAL LEARNING

Collaboration Time: Most schools in the district have early-release days for students twice each month to create time (90 minutes for each day) for staff collaboration and district meetings. One school has weekly team collaborations. By design, one of the monthly collaboration days is for site-level collaboration and one is for district business. However, some school staff reported that district-directed topics

are often on the agenda for site-based collaboration days and many teachers expressed a desire for more time to collaborate with their colleagues. The district also has two non-instructional days on the district calendar — both before the start of the school year. One is for a faculty meeting and one for staff development.

Instructional Coaches: At each school site, JUHSD uses instructional coaches who are supported by a district-wide coach. The coaches are teachers who are released for a portion of the day to provide differentiated coaching to individual teachers or groups. Instructional coaches also prepare and deliver professional development during collaboration days. Currently, instructional coaches are divided evenly across the schools, and the work of the instructional coaches is centralized by the district office. At one school, the instructional coaches help to facilitate Learning Walks — a process through which any teacher can observe their colleagues’ classroom instruction, reflect, and debrief with a small group. There is also coaching available for new Special Education teachers by experienced teachers that the district has hired to provide support around the IEP process, classroom management, instruction, and other needs that new teachers have.

Constructing Meaning: The district has invested in Constructing Meaning — an instructional approach

that provides teachers with the process and tools for weaving explicit language instruction into content areas. Constructing Meaning focuses on teaching academic language and structured language interaction and collaboration. A first cohort of teachers participated in the training during the 2017-18 school year, with a second cohort scheduled to be trained during the 2018-19 school year. The goal is to eventually implement this approach in all academic courses to support English learners and other students who lack academic language skills.

Other Professional Learning: Teachers, counselors, and administrators participate in other trainings or professional development sessions on various topics, including a training on student-centered master scheduling and Specially Designed Academic Instruction in English (SDAIE) strategies. The district plans to roll out a professional learning communities (PLCs) model during the 2018-19 school year and will work with SolutionTree to deliver trainings with teachers.

4. STUDENT SUPPORTS AND INTERVENTIONS

Counseling: The district currently staffs comprehensive schools based on a proportional distribution determined by enrollment, with one academic counselor per 400 students (.4 FTE at Thornton) and one wellness counselor per school (.6 FTE at Thornton). The district also places and supervises counseling interns at school sites.

Tutoring: The YMCA provides after-school tutoring at one school, whereas another school offers some tutoring opportunities through its advisory program. Some teachers are available during lunch or after school for tutoring or proctoring make-up tests, but there is generally a lack of systemic supports for students seeking extra help from teachers at most schools.

Restorative Practices: One school offers a Peer Assistance class to train students in conflict resolution. Students who are engaged in a conflict can request assistance from trained peers to help resolve it. The district is in the beginning stages of

exploring restorative justice practices and, while some staff members have received training in restorative practices, offering more training has been identified as a need.

Summer School and Credit Recovery:

Approximately 500 students take summer school each year, which creates an opportunity for credit recovery. Students can also enroll in online courses through Apex Learning, but these courses are not a-g approved. The district also offers a summer math class for incoming 9th graders to help prepare them for Math Course 1.

Daly City Youth Health Center (DCYHC): The DCYHC is a school-linked program of JUHSD. The center provides year-round health and youth development programming for all youth in the community ages 12-24. The center is a satellite facility of the San Mateo Medical Center (SMMC) and provides primary health care, counseling services, vocational internships, and comprehensive sexual health education for youth.

5. SPECIAL POPULATIONS: STUDENTS WITH DISABILITIES AND ENGLISH LEARNERS

Students with Disabilities:

Approximately 9 percent (449) of students served in JUHSD schools have been identified as qualifying for Special Education services. The vast majority of the disabilities are categorized as a “specific learning disability,” with “Autism,” “Other Health Impairment,” and “Intellectual Disability” as the next most common categories. There are significant differences in the distribution of Special Education students across the district schools. Thornton serves the highest percent at 19.6 percent followed by Oceana (15 percent), Terra Nova (9.5 percent), Jefferson (7.6 percent), and Westmoor (6.3 percent).²⁰

Curriculum: The district is working to finalize a district-wide Special Education scope and sequence with consistent course codes and curricula. JUHSD aims to serve the maximum number of students in the least restrictive setting, with the goal of high school graduation. According to the district, about 25-30 percent of the districts’ 449 students with IEPs are in the Life Skills program, which leads to a certificate (rather than a high school diploma). And, of the students with disabilities who are on the diploma track, none completed the full a-g course sequence in 2017. One reason for this, that the district has identified, is the large gap between the curriculum in Special Education classes and general education classes —creating a difficult transition for students who are mainstreamed. To assist students with disabilities in the mainstream classes, the district employs paraprofessionals to work with students and has started to implement assistive technology, such as Read & Write for Google. Tools like this help to ensure students with disabilities have access to grade-level content, even if they are not reading at grade level. The district is planning to identify and implement more assistive technology tools that are even better aligned to the particular learning needs of their students.

In the subject area of math, the district has assigned a math teacher, on special assignment, to work with Special Education teachers to develop a new Special

Education math curriculum for students who are not mainstreamed in math classes. This is particularly important because Special Education teachers are typically not credentialed in math. The district is working to align the new revised curriculum with California math standards, with the goal of building students’ skills so that they are prepared to take and pass Math Course 1 by their 12th grade year. While this will not be sufficient to meet a-g admission requirements, it will meet the math requirement for a high school diploma.

Co-teaching Model: One school in the district uses a co-teaching model in humanities and science to support students with disabilities’ inclusion in the mainstream setting. While this practice has been identified as promising, the district recognizes that ensuring common planning time for the co-teachers and aligning administrative support are necessary elements for the model to be effective.

Support for Special Education Teachers: District personnel reported that the district has experienced a high turnover rate among its Special Education teachers, resulting in a teaching staff that is relatively new to the district and to teaching generally. To support these teachers, JUHSD’s Performance Indicator Response (PIR) Plan includes many supports for teachers, including an additional prep period for Special Education teachers to complete paperwork, more professional development for Special Education teachers and paraprofessionals, and training on the effective use of assistive technology push-in support. In addition, Transition Specialists — all of whom are all experienced former Special Education teachers — provide support to teachers by offering push-in support, co-teaching, and helping write transition plans for students’ IEPs.

School Psychologists: Each school site has a full-time school psychologist and psychologist interns. They collaborate with each other regularly and participate in monthly meetings to ensure articulation across the district. The school psychologists are helping to ensure

that Special Education course codes and content are consistent across the district. Psychologists conduct initial and annual evaluations, as well as monitor students' individual education plans.

Coordinated Early Intervening Services (CEIS)

Plan: One initiative of the district's CEIS Plan is the interdisciplinary Student Study Team (SST). The SST meets every few months to review data, assess the effectiveness of interventions, and monitor early indicators of student-school disengagement. The district is using an integrated mental health services model (funded by CEIS and LCAP) to increase mental health services. In this pilot year, funds have been used to support individual and group counseling, as well as for behavior support counseling for teachers.

English Learners:

As noted previously, 14 percent of the district's students are classified as English learners (ELs), with an additional 32 percent who have been reclassified as fluent English proficient (RFEP). Jefferson High School serves the highest percentage of English learners at 21.4 percent (40.7 percent RFEP), followed by Thornton at 18.9 percent (22.4 percent RFEP), Westmoor at 16.3 percent (41.9 percent RFEP), Oceana at 6.6 percent (24.7 percent RFEP), and Terra Nova at 3.2 percent (10.2 percent RFEP). During the 2017-18 school year, 20% of all English learners had Individual Education Plans (IEPs). A large portion of English learners served at Oceana (49 percent) and at Terra Nova (37 percent) have IEPs. Of these 30 students, 20 have severe cognitive disabilities and are in the Life Skills program.²¹

Intake Process and Reclassification: The district administers the intake process for all English learners, which includes an initial assessment and transcript evaluation (if the student is transferring in from another country). Newcomers and students scoring at Level 1 or 2, are placed at Jefferson or Westmoor, as these schools offer full English learner programs including a-g approved SDAIE sections for all core subject area courses. Students who score at Level 3 can choose to go to Terra Nova or Oceana, but they are advised that these schools do not offer the same

level of support for English learners as Jefferson and Westmoor do. Jefferson and Westmoor also offer a math assessment to determine the best math course placement for ELs.

Currently, the district accepts up to 60 credits for out-of-country transcripts, but some district and school personnel believe the number of transferable credits should be increased. Out-of-country courses are not given a-g status by the district, but colleges can grant credit on an individual basis when the student applies. This policy is consistent across the county.

At Jefferson and Westmoor, English learners take a designated English Language Development (ELD) class called Academic Language Development (for years 1 and 2) and a Controversial Issues class for year 3. District and school personnel believe this course has provided better support for English learners than a mainstreamed class would, and that it has contributed to the district's increased reclassification rate. The district's 2017-18 reclassification rate was 19.3 percent — higher than the county (13.4 percent) and the state (14.6 percent), helping to earn the district a "high" rating on the California School Dashboard for the English Learner Progress indicator.

SDAIE Method: Jefferson and Westmoor provide English learners with Specially Designed Academic Instruction in English (SDAIE) courses for most core subject courses. These courses are designed to meet the A-G requirements; ensuring the consistency of course codes and titles across the district and alignment with the UCOP course list will help English learners in the college application process. These SDAIE sections are designed to give English learners access to the academic content by focusing on content language development aligned to students' language needs. However, more training in the effective integration of ELD in core subjects for SDAIE teachers has been identified as a need in order to better support ELs. Some efforts are underway to support EL coordinators and SDAIE teachers, including the analysis of tasks on the new English Language Proficiency Assessments for California (ELPAC) exam that will be used to determine if English learners' have met the criteria for reclassification.

Ellevation: The district is rolling out the use of Ellevation Strategies as a tool for monitoring EL progress in both designated and integrated ELD settings. The program allows teachers to determine the level of support that their EL students need and helps them to prepare lessons aligned to students' needs. It also generates data that are needed for Title III compliance and reporting. Furthermore, the district is creating a crosswalk between Ellevation and Constructing Meaning to ensure greater connection and cohesion between the different strategies.

Other Supports for ELs: Westmoor has one full-time

position for newcomer support, which includes an academic support class for tutoring. Additionally, math and other content support is offered in the Academic Language Development courses (designated ELD) and tutoring is available for English learners after school. For families impacted by immigration policies and enforcement, some district schools offered lunch-time meetings to provide emotional support for students. The district and school-family liaisons also helped to coordinate meetings with lawyers at Jefferson and Westmoor to provide information and support for families.

6. CONTINUATION AND ALTERNATIVE SCHOOLS

Thornton High School: Thornton is a continuation program serving students from JUHSD. Student enrollment at Thornton fluctuates throughout the year, but the reported enrollment on the 2017-18 Census Day (the first Wednesday in October) was 143 students. Most students are referred to Thornton for credit deficiencies, chronic absenteeism or behavioral issues. Thornton provides a small learning environment, small class sizes, credit recovery programs, academic and wellness counseling, and other programs designed to help students meet graduation requirements and prepare for post-secondary education or work. Each student is assigned a homeroom during which they work independently on at least four units per quarter to gain credits. The school operates on a quarter system to help students earn needed credits on a quicker timeline. During quarterly in-take weeks, the school offers students mini courses aligned to life skills, such as resume writing and interviewing. According to school staff, the small learning community helps to facilitate stronger relationships between students, faculty, and staff. Courses offered at Thornton are not a-g approved and the current facility does not have a classroom suitable for a laboratory science class. Students and teachers expressed a desire for CTE courses and more diverse facilities to accommodate different courses and areas for student recreation during lunch or after school.

Wilderness School: Before enrolling in Thornton's regular classroom-based program, some students participate in the Wilderness School — a therapeutic project-based learning program that helps students transition back to a classroom-based model. Students at the Wilderness School help to care for chickens, learn wilderness skills, and participate in backpacking trips.

Oceana High School: In 1991, Oceana restructured as a small school with a design influenced by the work of Theodore Sizer and the Coalition of Essential Schools. The school has an alternative school designation from the California Department of Education, which includes a time waiver to allow for a weekly early release for students to conduct community service and for teachers to collaborate. The school also has an advisory period built into the schedule. Specialty advisories offer students additional time and support for math tutoring and for some club meetings. Oceana requires 100 hours of community service, a Senior Exhibition, a Graduation Portfolio, and four years of humanities (English and Social Studies). There is no CTE graduation requirement as the other district schools require. The school is governed by an academic council which is comprised of five elected teachers, the principal, a clerical representative, students, and a parent representative. District students can choose to attend Oceana during the district enrollment process. There are no admission

requirements, and a lottery is held if more students apply than there are spots available. During the 2017-

18 school year, Oceana had an enrollment of 619 students.

7. COLLEGE AND CAREER ACCESS AND SUCCESS

College Counseling: Each school has different resources and a different approach to college counseling. Some schools offer push-in guidance from the academic counselors while others offer individual and small group counseling provided by college counseling partners. Schools also offer some evening sessions for families, to provide information about the college and financial aid application processes. Generally, students and parents expressed wanting to have more support in the college preparation process, including more timely information about financial aid.

California College Guidance Initiative (CCGI): JUHSD has partnered with the CCGI to support students, counselors, parents, and community-based organizations with data and tools that help guide the college and career planning and preparation processes. Users of this platform will have access to real-time information about students' progress towards meeting the a-g requirements, as well as to information about colleges, careers, and financial aid. Ongoing training on how to use and integrate this tool within school and district structures and systems will optimize its value for students and families.

College Preparatory and Advanced Placement Courses: Student guidance for enrolling in college

preparatory courses (a-g) appears to be mixed throughout the district. As described in Part IV ("Student Course Taking Patterns") of this report, many students do not have access to the full a-g course sequence. Enrollment in Advanced Placement (AP) courses also appears to vary by school and by course. Some AP courses require an essay, prior teacher recommendation, or a portfolio. Some schools have implemented greater outreach efforts such as formally presenting all AP options to all students and allowing open enrollment. These efforts have increased the number of students taking AP courses, including students from traditionally underrepresented groups.

Career Technical Education (CTE) Courses: Jefferson, Thornton, and Terra Nova all require 10 units of CTE and offer courses, including Auto Technology, Fashion Design, Food & Nutrition, and Computer Concepts. The district does not yet have full pathways that culminate in industry certificates, but the programs are generally popular and boast strong enrollment numbers. The district-level CTE coordinator left the district to take a similar position at the county office, leaving the responsibility for overseeing CTE with the Associate Superintendent of Educational Services.

8. COMMUNITY AND FAMILY ENGAGEMENT

Family Liaisons: Two of the high schools have a family liaison who conducts outreach to parents, with a focus on parents of English learners. These liaisons contact families about meetings and events, but also help to translate and interpret for Spanish-speaking parents and family members.

Communication: The issue of communication with parents and family members arose as a key challenge for both school personnel and parents. The district and schools use a "robo caller" as well as email

blasts to communicate with families, but report that many of the numbers are not current and emails get returned as undeliverable. Parents reported that they are sometimes notified in the case of an absence, but the system is not consistent. Other parents reported that their messages to counselors sometimes went unanswered or that they experienced long wait times to meet with their student's counselor.

Community Partnerships: The district is engaged with several community partnerships to support

students, teachers, and staff. Examples of some of these partnerships include a YMCA after-school program at Jefferson High School, partnerships with UC/CSU for college guidance at Jefferson, counseling and school psychology interns from university programs, Los Hermanos program at Skyline College,

and CircleUp Education. In focus groups with district stakeholders, many expressed a desire for the district to forge more industry and business partnerships to provide students with career learning experiences and internships.

9. RESOURCE ALLOCATION

Human Resources: The district has traditionally used staffing formulas for vice principals, librarians, deans, and wellness counselors on a per-school basis for comprehensive schools. Academic counselors are allocated using a formula of .2 FTEs per 80 students (1:400). Office staff and campus supervisors are determined by student enrollment. And Special Education paraprofessionals are deployed based on student needs. Due to declining enrollment and increasing costs for health care and employer contributions to CalPERS and CalSTRS, the district is exploring cost-saving ideas and considering changes to these staffing ratios.

Technology: Due to a technology bond, the district has made some positive progress in updating the technology in the district, including improved data systems, broader Wi-Fi coverage, and faster internet service. The next projects will likely include moving towards a 1:1 device ratio, better audio amplification in classrooms, and more interactive whiteboards for teachers. The district wants to ensure that the older classrooms have the same access to technology as the newer classrooms. To date, the technology bond funds have been spent on equipment or technology services, rather than on training methods for

integrating technology into instruction.

Facilities: Most of the recent construction in the district has been funded by bonds. Currently, Westmoor is undergoing a modernization project which includes new classrooms, labs, a theater, and athletic facilities. Other recent construction projects included science classrooms and a theater at Terra Nova and science classrooms at Jefferson. The district is nearing the end of its most recent facilities master plan and will be working with an architect to develop a new plan for addressing existing and future needs. It will be important that this process include a broad range of stakeholders to ensure the plan equitably addresses the most pressing needs directly impacting student safety and learning.

Transportation: Transportation to and from some of the schools —especially Terra Nova—has been challenging for some families, as SamTrans has reduced its bus services to parts of the county. In response, the district has been providing bus service from the city of Brisbane to Terra Nova and Oceana. In the 2018-19 school year, the City of Brisbane will be paying for the bus. The only other transportation the district provides is for students with special needs and for sports teams traveling.

VI. SCHOOL ORGANIZATION FOR TEACHING AND LEARNING

SCHOOL YEAR CALENDAR

The JUHSD School Calendar for 2017-18 included 180 days of instruction, with an additional two work days for teachers and aides. There were 17 collaboration days, two minimum days, and six shortened days for

final exams. The total number of instructional minutes was 65,025, exceeding by 225 minutes the mandated minimum.

BELL SCHEDULES

Jefferson, Terra Nova, and Westmoor operate on a common bell schedule with six daily periods; class periods are 57 minutes. For “regular” school days, school starts at 8:00 a.m. and ends at 3:00 p.m. For collaboration days (approximately two times per month), school starts at 8:00 a.m. and ends at 1:12 p.m., and collaboration time for faculty is 1:30-3:00 p.m. While most schools operated on a rotating schedule during the 2017-18 school year, the schedule will not rotate for the 2018-19 school year. This is, in part, to accommodate the dual enrollment of Skyline classes that will be offered at each high school. (Note: Some students who are involved with sports expressed concern over being pulled out of the same classes to attend athletic events.)

Oceana High School operates on an alternating six-period block schedule, with a 25-minute advisory period four times per week. Blocks are 101 minutes, four days per week, and 86 minutes on Wednesdays. The school day begins at 8:05 a.m. and ends at 2:35 four days per week, and at 1:30 p.m. on Wednesdays. As previously mentioned, Oceana has a time waiver from the CDE to permit a weekly early release on Wednesdays for students to participate in community service, and for faculty to collaborate.

Thornton High School’s “regular” bell schedule includes seven periods starting at 7:15 a.m. and ending at 3:00 p.m. However, the first period of the day is a common planning period for teachers, with students starting at 8:15 a.m. Thornton also has early release on Wednesdays, with school ending for students at 12:30 p.m. The Wednesday schedule also includes a 40-minute advisory period.

Master Schedule and Course Offerings

Upon analysis of the 2017-18 course offerings and master schedules for each school, ETW made the following observations:

- In some cases, course titles do not match exactly the course titles listed on the UCOP a-g approved course list, including courses with the CP label in the title. This appeared to be

particularly the case with SDAIE or EL sections of subject area courses. It is unclear if this has hindered students’ admission to UC or CSU campuses.

- Jefferson and Westmoor offer a-g approved SDAIE sections for English learners for most core courses (assuming course codes/titles match the UCOP Master List). These courses include: English 9, Math Course 1, Math Course 2, Biology, World History, U.S. History, Economics, and Government. These courses have a maximum enrollment of 29 students per section (below the maximum of 34 for most other courses).
- Thornton does not offer any a-g approved courses but does offer many independent-study courses to help students earn credits at a quicker pace. Classroom-based courses at Thornton have a much smaller class size than corresponding courses at other schools.
- Three schools offer a college-preparatory elective Controversial Issues class designed for English learners.
- Math Bridge courses are not a-g approved and appear to limit students’ access to completing the three years of a-g approved math courses required for eligibility for UC/CSU. District-wide, approximately 13 percent of students (559) were enrolled in a Math Bridge course during the 2017-18 school year. The percentages of students enrolled in a Math Bridge course in 2017-18 — based on the spring semester enrollment numbers, by school — were: Jefferson - 14%; Oceana - 8%; Terra Nova - 18%; and Westmoor - 11%. (Thornton does not offer Math Bridge courses.)
- District-wide, 252 semester course sections are not a-g approved. These include: Physical Education, ELD courses, Special Education courses, and CTE courses. However, some of these courses could qualify for a-g approval with some revision. These include: World Geography (“g”), Introduction to Physical Science (“g”), and many CTE courses.

- While Apex Learning offers online courses that are a-g approved, the Apex courses offered by JUHSD are not a-g approved.
- Oceana and Thornton offer a tutorial or advisory period built into the school day.
- There are some academic support classes offered for students with disabilities and for newcomer English learners (at Westmoor).
- Some schools offer a Peer Assistance course to train students to be conflict mediators for their peers.
- Jefferson offers Spanish for Spanish Speakers, and Westmoor plans to offer it in 2018-19.

VII. ENGAGING STAKEHOLDERS: FOCUS GROUPS, ATTITUDE AND BELIEF SURVEYS, AND COMMUNITY CONVERSATIONS

THE ENGAGEMENT PROCESS

Five different data collection methods were used to gather opinions, beliefs, and perceptions of various district stakeholders: surveys, focus groups, interviews, classroom observations, and a district-wide community conversation. Together, with the quantitative data that was collected, findings from this qualitative research led to the recommendations in this report. To better understand the perceptions, beliefs, and experiences of stakeholders throughout the district, ETW conducted a site visit to each district high school. The ETW research team observed a cross-section of different classes and facilitated focus groups with teachers, counselors, site leaders, students, and family members to learn more about their experiences and suggestions for improvement of college and career readiness in district schools. ETW researchers also conducted interviews with individual district staff, including the Superintendent.

Students, parents and teachers were also invited

to complete surveys online through the district website and on laptops during the focus group meetings. Survey questions focused on issues of college and career readiness, academic expectations, school climate, academic support for students, and knowledge of financial aid and the college application process. In total, 105 school staff, 939 students and 312 parents completed the surveys.

District leaders organized a community meeting on April 18, 2018 to share data and updates on the district's LCAP revised actions and services. At the community meeting, participants met in breakout groups to provide suggestions for improving college and career readiness for students in JUHSD. In all, 67 people participated in the small group conversations, including three students, three classified staff members, six board members, 10 community members, 11 administrators, 15 parents, and 19 certificated staff members.

FOCUS GROUP SUMMARIES

Focus group questions concentrated on the topics of:

- college and career preparation;
- curriculum and instruction;
- academic expectations for students;
- teacher collaboration and professional learning;
- academic and social emotional supports;
- school culture and climate; and
- access to college preparatory and Advanced Placement courses.

The following section summarizes the themes expressed by each stakeholder group across all schools.

Teachers:

The ETW research team conducted teacher focus groups across all five school sites, meeting with a total of 50 teachers who elected to participate during a preparatory period or after school.

What did teachers say about academic expectations for students?

Teachers at all of the high schools expressed a desire for students to succeed in their classes. At the continuation school, one teacher explained that “students are smart but are deficient in credits and immediately want to know what they need to do to get their high school diploma. They appreciate that the teachers are available to them for individualized attention and find that they are not stupid and can succeed.”

What did teachers say about curriculum and instruction?

Teachers at one school explained that they are working to incorporate more student voices into the curriculum. They mentioned adding a Filipino unit and bringing in the stories of different ethnic groups so that students can see their identities reflected in their learning. As part of this effort, they also added a unit on South America, immigration studies, and systems of oppression in humanities classes. Teachers also described different procedures for enrolling in Advanced Placement classes, including a timed writing exercise or art portfolio.

What did teachers say about academic supports for students?

Teachers expressed concerns that students are entering high school lacking study skills. One teacher said, “Students coming into high school aren’t prepared for how to succeed. I am having to teach students how to be students.” Across high schools, teachers expressed concerns about the academic level of students in their classes. At one high school, a

teacher remarked, “We are in this cycle — we blame the middle school, the middle school blames the elementary school. It’s a blame game.”

At most schools, teachers described a lack of systemic tutoring and homework help for students. “Some teachers make themselves available for help at lunch, while others do not and lock their doors — it is up to individual teachers.” Teachers at some sites said they had more opportunity to support students when the school had an advisory period. Teachers across sites agreed the counselors have too many students on their caseload.

What did teachers say about collaboration and professional learning?

Some teachers shared that they engage in meaningful collaboration at their site and participate in co-teaching. One school holds an unpaid staff retreat at the beginning of the year (90 percent attend) and weekly staff meetings throughout the year to foster collaboration. Teachers expressed that the district-mandated professional development is not always aligned to their areas of need, however. They said that, historically, they could request from the district to attend workshops they felt would be helpful, such as trainings from WestEd, Facing History and Ourselves, and Advanced Placement trainings from The College Board. Some teachers expressed frustration that the district now will not pay for training workshops that they want to attend, requiring they pay for them out-of-pocket, which leaves them feeling like they aren’t valued as professionals. At some sites, teachers appreciated the support of instructional coaches and release days for observing other teachers’ classrooms and reflecting on instruction with colleagues. Some teachers said that they have common assessments, but don’t know how to look at the data. They requested support for training and time to use data to plan instruction for student mastery of standards. Teachers expressed there is a lack of training for general education teachers working with students with disabilities who are mainstreamed.

What did teachers identify as ways to close achievement and opportunity gaps?

Teachers expressed concern that Latino students are disproportionately referred to the continuation school. To close opportunity and achievement gaps, ELD teachers requested wrap-around supports for English learners and more time to work with teachers in other disciplines to support English learners. Teachers shared that there are language barriers to communicating with families: school and district documents are often not translated and teachers often do not have access to a translator for phone calls home.

Counselors:

The ETW research team met with 16 counselors across all five schools.

What did counselors say about college and career readiness?

Some counselors said they would like to see a-g as the default curriculum for the district because it sets a college-going tone and culture. Counselors were concerned, however, that students who take the Math Bridge courses, which are not a-g approved and not offered in summer school, are often not eligible for a four-year college. Counselors also lament that parent attendance at college and financial aid workshops is often low. Counselors explained that the new California College Guidance Initiative (CCGI) tool has not been fully implemented, and it is difficult to do so without an advisory period. They would like to see a more unified and consistent message from all staff to students around college and career readiness. Counselors spoke about the district's partnership with Skyline Community College, which sends representatives to schools to assist seniors with enrollment. In the summer of 2017, 30 students participated in Jump Start at Skyline—a six-week summer program designed to help high school students improve their skills in English, math, critical thinking, and college preparation. Students who successfully completed the program received concurrent enrollment credits.

What did counselors say about advising students?

Counselors explained that first-generation college-

bound students need different supports and that some staff don't know how to support them. Counselors said that teachers are inconsistent about adding grades into the online system, which is frustrating for students who want to monitor their progress and work to improve. Academic counselors meet with students to monitor grades, credit deficiencies, and further them towards graduation. They review progress reports every six weeks and aim to meet with students who have D and F grades. At one school, counselors explained that about 35 percent of students had at least one D or F during the latest grading period. They expressed that this high number of failures was in part due to teachers' grading practices.

What did counselors say about students' social and emotional needs?

Counselors explained that some students have challenges getting to school due to being responsible for younger siblings or lack of public transportation. They expressed that students should be sent to class when they are tardy rather than being sent to "the zone." They were also concerned about the lack of SARB in the district. Counselors reported that anxiety among students seems higher than in previous years due to families' economic challenges, students' lack of sleep from living in situations with multiple families in one apartment, the current political climate, and uncertainty about their futures.

What did counselors say about academic supports for struggling students?

Counselors indicated there are limited credit recovery options for English learners. Some felt it would be helpful to have a counselor who specifically works to support English learners. Currently, students who are transferring in from another country can only transfer in 60 credits for coursework; counselors recommend increasing this to 80 credits. They expressed that teachers need more training in supporting English learners and students with disabilities in mainstream classes. Counselors said that there is a lack of resources for students who are struggling academically. Students typically get stuck in math, and many do not complete the a-g course sequence.

A counselor at one school said they had an after-school homework center close due to staff turnover. A librarian at another site works with students after school on writing, and in advanced courses, older students serve as writing mentors for younger students. Many counselors expressed that they would like to see more supports for struggling students, specifically writing supports, for 9th and 10th graders. They would also like to see more a-g options during summer school, particularly in math and science.

Students:

Across high schools, the ETW research team met with 77 students in grades 9-12. The students represented diverse backgrounds and groups, including students in honors classes, students with disabilities, and English learners.

What did students say about their post-secondary goals?

Most students who participated in focus groups expressed wanting to go to college. Most were planning to attend a four-year university and some said they would be attending community college first. Two students said they plan to go into the military after graduating.

What did students say about teacher expectations?

Overall, students said most teachers at their schools expect all students to graduate. Yet, they also gave examples of some teachers who give the impression they don't expect them to go to college. For example, a student remarked, "A teacher told us there is a group of students who will succeed, and some won't ... they aren't very supportive." Another added, "If you are smart and do your work, the teachers expect more of you." Students reported that there is a significant difference between honors and regular classes. "I wrote an essay the first month of school and it still hasn't been graded and we haven't written one since. [In] the other class, [we] wrote six essays and [it] is getting kids more prepared for college." Another student said, "I like challenging classes to engage my mind and some classes are so easy, it is wasting time."

What did students say about academic supports?

When asked about academic supports, students offered a range of responses. One student said, "You can get help from some teachers at lunch, but others lock their doors." Another said, "You can go to your teachers one-on-one for help, but it is not organized." Another student added, "Advisory offers tutoring, and the teachers invite you to see them after class if you have questions — they are very approachable." Yet another student said, "Teachers yell at you rather than try to engage you, so you don't ask them for help." Some students shared that it was hard to find a time to get help. Students across campuses agreed that it is hard for athletes to get help from their teachers due to practices and games after school.

At one high school, students explained they have peer tutor mentors in the higher-level English class but not in the "regular" English class. They felt that this is unfair because "students need help to revise papers as much as in the honors classes if not more." Another student added, "The mentor program in English is really beneficial — lower grades have upperclassmen read your essays. It really helped me as a writer. They should expand that program." Other comments included: "Students get lost here because all it takes is one teacher who doesn't encourage you and then you don't want to try anymore." "My teacher doesn't give partial credit. I got zero credit because I missed one out of 25 assignments." Another student shared, "I am slow with my work, so why can't I have more time to do my best work?"

Students voiced that teachers do not consistently put grades online, so they don't always know their current grade.

What did students say about access to college preparatory courses?

Some students expressed the difficulty of getting into AP classes, with comments such as, "Students in the higher math class get priority for AP classes so students in the regular classes don't have as much of a chance to get into the AP classes even if you have straight-A grades," and "If you don't start in honors classes in 9th grade, it is impossible to get in later."

Another student shared, “I came sophomore year, and no one told me what courses I needed. Now I won’t be accepted to college because of needing two years of a language.” Students generally expressed that counselors’ caseloads were too large and that counselors are more focused on “getting everyone to graduate” rather than on “four-year college preparation.”

What did students say about college and career preparation?

Many students expressed difficulty navigating the college application process, including course-taking and finding colleges that are the right fit for them. One student said, “We don’t know what we need to do to get to college regarding courses. It is hindering me to attain my goals.” Another student shared, “Counseling is really frustrating; when I asked about what courses to take, they said I had to wait until next year to take a course and then the next year I was told I needed courses that I had missed last year.” Students also expressed needing more assistance to complete the FAFSA and wished they could access help at their school rather than having to go to Skyline College.

What suggestions did students have for improving their schools?

When asked what suggestions they had for improving their schools, students listed several areas for improvement. Specifically, students wanted unlocked bathrooms, more activities at lunch, more counselors, more projects in classes, tutoring during and after school, more access to AP courses and world language courses, and college requirements to be as important as graduation requirements. One suggestion that a student offered was to have 12th graders mentor younger students about college preparation. She said, “Now I know what to do, but I had to figure that out myself.”

Parents:

Overall, the turnout for parent focus groups was quite low, with a total of 10 parents across school sites.

What did parents say about communication with the schools?

Parents said they get information from the school during Open House, via emails, and through the online gradebook from some teachers. However, parents explained that while they can log in to see their child’s grades, the grades were not consistently updated. Parents said they want more communication from teachers when students are failing classes. Parents also expressed that they have not received timely information about college applications, financial aid, and progress towards college readiness. They felt junior year was too late to begin talking about college requirements and that counselors were focused on graduation requirements more than on college preparation.

Parents expressed some challenges communicating with counselors, including long wait times to get an appointment and issues such as requesting concurrent enrollment only to be told it was only for students who needed credit recovery. Parents requested that counselors be available for appointments after school.

What did parents say about opportunities for their students?

Parents expressed appreciation for teachers who are motivating and work hard to connect with students. Some parents, however, expressed concerns about how to access Advanced Placement courses, citing confusing or inconsistent policies for enrolling into these courses. One parent noted, “At other schools, if you want the class you can take it. Here, you have to take the test to get in.” Another parent added, “If you take French then you know about applying for the AP History class. Not everyone gets the information in other classes.” Parents also requested more information about concurrent enrollment opportunities with Skyline Community College.

Parents said that students in sports are not getting the academic support they need. One parent recommended that every sport have a mandated study hall once or twice a week. Parents also suggested that more technology skills be taught—such as Microsoft Office programs—to help build workforce skills.

What do parents say about college and career readiness at their high school?

Parents explained the school offers college field trips and invites representatives from different colleges and universities into the high schools. But parents expressed there are not enough programs to support low-income students and students of color with college preparation. They would like to see more community partnerships in organizations in San Mateo County.

Parents also said transportation is a concern because it is needed for low-income families to be able to have actual school choice. One parent said, "Sam Trans has cut back on buses, so it is hard to get to some of the district schools. They used to have a late bus to take kids home after sports, but they had to cut it. This is an equity issue."

Survey questions focused on issues of college and career readiness, academic expectations, school climate, academic support for students, and knowledge of financial aid and the college application process. In total, 105 school staff, 939 students and 312 parents completed the surveys.

SURVEY SUMMARIES

To gather the perspectives and opinions of a wider sample of stakeholders, ETW and JUHSD asked school staff, students, and parents to complete anonymous online surveys about college and career readiness. The surveys were provided in both Spanish and English and were accessible through the district website. At student focus group sessions, participants were given access to the surveys through laptops provided in the room. The following summarizes key themes that emerged from each group.

Staff Surveys:

Of the 109 staff who completed the survey, 44 percent were staff at Westmoor, 25 percent were from Oceana, 17 percent were from Terra Nova, 10 percent were from Jefferson, and 3 percent were from Thornton. The majority of teachers (72 percent) who completed the survey had more than five years of teaching experience and 57 percent had more than a decade. Among those surveyed: 60 percent were teachers, 8 percent were counselors, 7 percent were administrators, 8 percent held other certificated positions and 14 percent had other roles

On the topic of college and career readiness, 73 percent of staff agreed or strongly agreed that the

high schools offer a curriculum that prepares all students for college. And, yet, less than half (48 percent) agreed or strongly agreed that their school ensures all students and families understand the a-g college entrance requirements. Only 41 percent agreed that the high schools ensure all students successfully complete college entrance requirements. And half (50 percent) agreed the high schools encourage all students to take rigorous courses.

Among staff, 55 percent stated their high school promotes a college-going culture for all students, and 53 percent reported the school ensures all families know how to apply for college and financial aid through informational sessions. When asked if their school holds all students to high expectations, 62 percent agreed that they do. But, when asked about supports for serving different student groups, only 35 percent of school staff agreed that the high schools provide sufficient resources and supports for English learners to succeed in their classes, while the same proportion (35 percent) believe the high schools systematically provide support to all struggling students.

Student Surveys:

A total of 939 students completed the survey with 901 completing the English version and 38 completing the Spanish version. The survey was completed by 49 percent female students and 51 percent male students. The distribution of respondents across the grade levels were:

- 41 percent in 12th grade
- 21 percent in eleventh
- 24 percent in tenth
- 14 percent in ninth

The ethnic/racial composition of the survey participants was:

- 39 percent Filipino
- 29 percent Asian
- 22 percent Latino
- 18 percent White
- 2 percent Pacific Islander
- 3 percent African American

The vast majority of students (91 percent) plan to attend college of some type — 73 percent said a four-year or graduate school. Around half (49 percent) reported feeling well-informed about college requirements and the application process, and that their school pushes them to take challenging classes. When asked about their teachers, 57 percent agreed or strongly agreed that their teachers work hard to make sure all students are learning. More than three

out of four students (79 percent) reported knowing of at least one staff member at their school who wants to see them go to college and be successful. A little over half of the students (54 percent) agreed that all students can enroll in AP and honors classes if they choose.

Parent Surveys:

In total, 312 parents completed the survey (47 percent from Westmoor, 27 percent from Terra Nova, 15 percent from Oceana, and 9 percent from Jefferson). Twelve parents completed the survey in Spanish and the responses were similar for Spanish and English respondents. Of the parents who took the survey, 4 percent are African American, 27 percent are Asian, 30 percent are Filipino, 13 percent are Latino, and 33 percent are White. The majority of responding parents had students in younger grades (32 percent in 9th grade and 32 percent in 10th grade), with 21 percent in 11th grade and 19 percent in 12th grade.

A large majority of parents (92 percent) stated that their student is planning to attend college (two-year or four-year) after graduation. And a large percentage (78 percent) agreed that their student will be successful in college. Over half (57 percent) of the parents said they felt the school is doing a good job of teaching all students, and 45 percent noted that their school provides help to struggling students to help them catch up. Only 39 percent of the parents believe the schools provide sufficient resources and support for English learner students to succeed in their classes.

In all, 67 people participated in the small group conversations, including three students, three classified staff members, six board members, 10 community members, 11 administrators, 15 parents, and 19 certificated staff members.

COMMUNITY CONVERSATIONS

JUHSD sponsored a community meeting with stakeholders, including parents, staff, and community partners to solicit community input regarding the

district's mission of increasing college and career readiness. Following a discussion of the district's vision by the superintendent, ETW shared an overview

of the Equity Audit Process and preliminary highlights from the focus groups. Next, participants were invited to join small-group discussions to discuss two key questions:

1. What should the district and schools do to help each and every student be college and career ready?
2. What should the community do to support the district's goals to make sure each and every student is college and career ready?

Participants expressed a desire to support JUHSD's efforts to improve educational opportunities and outcomes for all students. The following list summarizes the key recommendations that emerged for each question across the different small-group discussions.)

Question 1: What should the district and schools do to help each and every student be college and career ready?

- Focus on equity so students feel heard, seen, and recognized, especially students of color. Make an effort to get to know students and understand why they are failing. Offer professional development focused on respecting students and recognizing bias in the classroom.
- Set expectations that every student will be college and career ready. Clear and high expectations, not the minimum requirements. Be courageous and make changes.
- Make sure graduation requirements are a-g requirements (remove non-a-g courses), create a-g aligned pathways, provide students access to classes they need, and have counselors focus on a-g plans.
- Provide more guidance for students if they are failing (i.e. what to do to stay on track to graduate), using a checklist to track progress. Provide students access to intervention courses while they are enrolled in a-g courses.
- Help change mindsets —“every student” should mean every student.
- More explicit teaching/counseling support on college- and career-readiness skills. Focus on, and encourage, goals related to college/career, including dropping the restrictive requirements for honors and AP courses.
- Ensure each student knows who their counselor is and provide both academic and moral support.
- Schools should provide tutoring, during the school day, in all subject areas.
- Create systems to identify struggling learners sooner.
- Both the district and schools should have cohesive goals, vision, and mission during staff meetings, as well as meaningful professional learning communities (PLCs).
- Provide more robust support services for students (i.e. tutoring, counseling, mentoring).
- Establish school-wide approaches to college and career planning (i.e. family and student engagement).
- Ensure students are enrolled in proper math placement to avoid Ds and Fs.
- Offer more career-focused tech courses for students who will enter the workforce after high school.
- Connect with colleges and former students (alumni) in the area to help offer current students mentors. Also, ask alumni to return to the district/schools to present/share their life experiences after high school in an effort to create a college-going atmosphere.
- Build a deep culture of communication and trust at all levels, including establishing community connections with current trends/innovations.
- Prioritize attracting and retaining teachers as well as PD training. Ensure staff feels comfortable/prepared to support all students by providing ongoing PD and learning on cultural humility/UDL (universal design for learning —every student can access all content) using high-quality materials.

- Increase the number of academic/wellness counseling supports, including creating a district-wide intern program for counseling interns.
- Schools should build students' engagement and agency to feel capable/successful.
- Offer multiple parent/family workshops on the college process, financial aid, and financial literacy.
- Continue articulation with elementary districts, including social/emotional and academic knowledge and support to JUHSD.
- The community can help pass a measure that makes tech companies give back to schools in some capacity.
- The community can offer students different opportunities to learn what to expect when in college (academically, socially, and psychologically).
- The city can provide a space for students to collaborate, such as at a recreational center.
- Local businesses could donate gift cards that schools can use to reward students for attendance and grades.

Question 2: What can the community do to support the district's goals to ensure each and every student is college and career ready?

- Have industry volunteers serve as mentors to students beginning in the 10th grade. Utilize 9th grade to have students take the time to figure out their interests.
- Busing/transportation companies should provide transportation for college and industry visits.
- Skyline College and San Francisco State University can offer students onsite after-school tutoring/academic supports, such as College 101 courses in all grade levels. The course would include college and career benchmarks for each grade level.
- Create partnerships with mental health non-profits so they can send staff to schools.
- Local businesses can offer internships throughout the school year and during summer break.
- The county office could be more involved with the school district.
- Community organizations could partner with schools to hold community-wide events (i.e. cultural, academic, extra-curricular volunteer programs, and community-building activities).
- The community could help organize career days on all campuses as well as build career centers that engage students and offer to staff those.
- Community members and organizations could support the district in their areas of expertise (i.e. grant writing).
- Parents could demand the district hire more teachers and cap class sizes.
- Offer wrap-around services with the community. Begin with a deep engagement and understanding of district resources, understanding that in order to make changes the Board needs support from the community.

VIII. KEY FINDINGS AND RECOMMENDATIONS

The Educational Equity Audit is intended to serve as a tool for advancing JUHSD improvement efforts and serves as a baseline for the development of the blueprint action plan. Implications and conclusions drawn from the study can inform the creation of a plan that will describe detailed steps to transform current course-taking patterns so that all students are enrolled

and successful in courses that prepare students for success in college and career post-secondary options.

Given all the information gleaned in the EEA, the key questions for JUHSD to consider for the Blueprint Action Planning Process are:

1. What are the district's *greatest areas of need* for

advancing opportunity, success, and equity for JUHSD students?

2. What are the *programs, policies, and practices* that will best meet these needs?
3. How can the district allocate its *resources* to effectively implement these programs, policies, and practices?

JUHSD can establish strategic priorities and a vision to make the school experience a gateway to meaningful career and postsecondary training for every student. JUHSD staff and community members will use the EEA and the Blueprint for Equity Action

Planning process to mitigate or eliminate roadblocks to increased student success and the best strategies for meeting ambitious educational goals for all students. As they do, we offer the following key findings and recommendations for consideration to advance equity and college and career readiness for all JUHSD students. Each category of findings and recommendations are prefaced with some references to literature and to original research conducted by The Education Trust-West on the topic of college and career preparation for students of color and low-income students.

Curriculum and Instruction

High quality curriculum and instruction are key to ensuring that all students have equitable access to achievement of California’s recently adopted standards. California’s English/language arts, English language development, mathematics, and science standards all require instructional shifts that emphasize greater focus on oral and written language, cognitive rigor, and critical thinking.²² Schools and districts that effectively prepare traditionally underrepresented students for college also ensure that their instruction is responsive to their students’ cultures and communities. This means that they deliberately include students’ knowledge, experiences, and backgrounds to inform pedagogy while also meeting district and curricular requirements and expectations.²³

Key Findings	Recommendations
1. Instructional shifts called for by new California state standards are not widely implemented yet in most schools.	1A. Align English, math, and science course sequence instructional strategies to CA standards and ensure that all students have access to a standards-aligned curriculum.
2. Students earning D grades are sometimes allowed to retake the course, but priority appears to be given to meeting high school graduation requirements over meeting a-g eligibility.	<p>2A. Examine grading practices to ensure that students have fair and ample opportunities to demonstrate mastery of course standards. Provide opportunities for students to retake a-g approved courses if they received grades below a C.</p> <p>2B. Provide opportunities for students to retake a-g approved courses, including a-g approved online courses, summer school, and concurrent enrollment.</p>

<p>3. Math Bridge Courses derail students from meeting a-g requirements in math and limit access to the full scope and sequence of California State Standards in mathematics.</p>	<p>3A. Ensure all students take three years of CCSS/a-g aligned math courses with sufficient supports (support classes, in-school tutorials, summer school, etc.) to ensure student success.</p>
<p>4. Some teachers use project-based learning to increase student engagement and learning and to develop skills needed for success in 21st century college and careers.</p>	<p>4A. Provide more learning opportunities for students that are standards-based, learner-centered, and relevant to students' lives and future goals.</p> <p>4B. Support site-based leaders to develop an inclusive and culturally responsive instructional vision in collaboration with instructional coaches and department leaders</p>
<p>5. Enrollment policies and practices for AP courses vary by site and course and do not ensure equitable access. Across the district, Filipino and Latino students (the two largest ethnic groups) are underrepresented in AP courses.</p>	<p>5A. Adopt and implement a district-wide equitable access policy for rigorous courses, including Honors and AP courses, that includes clear and transparent outreach efforts and enrollment processes that remove gate-keeping mechanisms.</p>
<p>6. Grading policies across courses are not consistently based on mastery of standards and D/F grades derail students from an a-g course pathway.</p>	<p>6A. Examine teacher grading practices across schools to ensure greater fairness, equity, and consistency. Consider practices such as standards-based grading, test retakes, and eliminating the use of the "zero."</p>
<p>7. Multilingual instructional strategies and resources are not being widely used to support English learners and reclassified fluent English learners or to nurture a culture of multilingualism.</p>	<p>7A. Explore the use of primary language resources to support EL learning and promote multilingualism as an asset for college and career preparation (including promotion of the Seal of Biliteracy, expanding the World Language programs, and increasing communications and outreach to families who speak languages other than English.</p>

School Climate and Culture

Building college-going identities requires that districts and schools deliberately take steps to understand and value the cultures of students, families, and communities that they serve. By considering the assets students bring to schools (particularly underrepresented students of color, low-income students, and English learner students), and refraining from deficit viewpoints, districts and schools can help students navigate their college pathway.²⁴ A promising practice used by schools and districts with high college and career preparation rates for students of color and low-income students is using culturally sustaining pedagogy²⁵ to foster community cultural wealth and embrace cultural pluralism. Faculty and staff participate in culturally sustaining pedagogy by recognizing students' identities and participating in examining their own identities, biases, and privileges. Humanizing pedagogies²⁶ honor and respect the history, reality, and perspectives of students and makes them a fundamental part of students' educational experience.

Key Findings	Recommendations
1. Many students identified “diversity” as a strength for their school.	1A. Continue to celebrate the great diversity within the district as an asset for learning and for building a positive school and district climate for all members of the district community.
2. An Equity Committee at one school meets regularly to discuss equity issues and to identify actions they can take to advance equity in their school.	<p>2A. Encourage all sites to develop equity-focused committees and provide opportunities for shared learning between and among committees.</p> <p>2B. Regularly gather and analyze multiple types of quantitative and qualitative data – disaggregated by student groups – to help frame discussions about equity.</p>
3. There are insufficient structures for building relationships between adults and students and among students within the normal school structures.	3A. Create more or expand existing structured opportunities (such as advisories or support classes) for building positive relationships between adults and students and among students. Consider expanding peer academic and social emotional support programs.
4. There is a need for more discussion to understand systemic root causes of inequitable outcomes.	4A. Build-in systemic and ongoing opportunities to examine root causes of inequitable outcomes (suspension rates, AP enrollment data, a-g completion rates, etc.) and ensure that there is a shared understanding about the appropriate solutions to address these root causes.

<p>5. District has partnered with CircleUp Education to address issues of implicit bias and to improve relationships.</p>	<p>5A. Continue to work together as school and district teams to address issues of identity, bias, and building strong relationships.</p>
<p>6. Many school site personnel report a lack of trust and communication between school sites and the district office.</p>	<p>6A. Create structured opportunities for communication and shared decision-making between schools and the district and for collaboration among schools.</p>
<p>7. Some school policies and practices (the Zone, locked bathrooms, etc.) create a restrictive learning environment for students.</p>	<p>7A. Examine current policies and practices to ensure that schools cultivate a humanizing learning environment for all members of the school community.</p>
<p>8. The District has a higher chronic absenteeism rate (15.7 percent) than the County (9.3 percent) and State (10.5 percent). The rates are even higher for economically disadvantaged students (21 percent), English learners (23.8 percent), and for students with disabilities (23.2 percent).</p>	<p>8A. Determine the root causes of chronic absenteeism and implement solutions that target the root causes. Build or strengthen systems to identify, monitor, and intervene in cases of chronic absenteeism.</p>

Professional Learning

Due to the significant shift in teaching and learning that college- and career-ready standards call for, teacher professional learning must also shift significantly for effective implementation. The professional learning must change teacher knowledge, attitudes and/or beliefs, which in turn change instructional practice. The combination of teacher change and instructional practice serves as the engine behind student achievement. Recommendations from the literature for professional learning that improves student achievement²⁷ of college and career ready standards include: 1) Organize sustained, high-quality professional learning opportunities for networks of educators focused on developing practice through extended institutes, collective inquiry, action research to solve complex problems of practice, and coaching; and 2) Provide incentives for schools to establish flexible structures within the teaching day and year that provide time for teachers to participate in collegial planning and job-embedded professional learning opportunities.²⁸

Key Findings	Recommendations
1. Some teachers report that Instructional coaches provide valuable support and mentoring.	1A. Ensure that the work of instructional coaches is aligned with district and school priorities and that it is supported by school and district leaders.
2. A first cohort of teachers has received training on Constructing Meaning to integrate academic language development across disciplines, with a second cohort to be trained in 2018-19.	2A. Provide cohorts with opportunities to expand their learning of Constructing Meaning with time to collaborate, reflect, and observe instructional strategies in practice.
3. The district is investing in a first cohort of training to develop professional learning communities for the 2018-19 school year.	3A. Provide ample supports and dedicated time for professional learning communities to engage in cycles of inquiry around problems of practice related to teaching and learning.
4. There is insufficient time for collaboration among teachers at most schools. "Collaboration" time is often used for district-directed business and not sufficiently used for instructional learning or colleague collaboration.	4A. Build in structures and regular dedicated time to support collaboration among teachers. 4B. Ensure that English Language Development and Special Education teachers are included in collaborations with subject area teachers.
5. 46 percent of teachers/school staff say there is insufficient professional learning to support needs of all students; Approximately 1/3 of teachers say that they are insufficiently prepared to meet the needs of English learners and students with disabilities in their classes.	5A. Ensure that teachers receive professional learning and ongoing support to adequately meet the needs of English learners and students with disabilities in all courses.

Student Supports and Interventions

Students thrive when they know that faculty and staff at their school care ²⁹ about them and are invested in their success.³⁰ Automatically enrolling students into college preparatory courses is vital; equally important, however, is monitoring students' progress and engaging in meaningful conversations about how to align interventions and supports to best meet students' needs.

Key Findings	Recommendations
1. The District has identified the need to support school counselors' in their work with Tier 3 student needs as well as to help connect students and families with community resources.	1A. Continue to seek out community resources and partners to help support student and family needs.
2. Some district schools utilize different practices to provide academic and social support for students including advisory, after-school tutoring, and peer mentors.	2A. Evaluate the effectiveness of existing student supports and interventions to determine the value and feasibility of expanding/adapting these practices to advance equitable access to college and career readiness.
3. There are insufficient academic supports or interventions for students from adults during the school day.	3A. Implement an early warning indicator system to trigger the use of academic interventions for students during the school day (including tutoring, support classes, intervention periods, AVID, etc.). Consider alternative bell/master schedules to meet this need.
4. Students and parents report that academic and wellness counseling services are valuable, but not always accessible when needed.	4A. Explore alternative counseling models and/or expanded partnerships to provide greater student access to socio-emotional, academic, and college and career counseling services.
5. Credit recovery options for a-g courses are limited and APEX online courses are non a-g approved.	5A. Provide greater access to original credit and credit recovery for a-g classes including online courses, summer school, and dual enrollment.

Special Populations: Students with Disabilities and English learners

Students with disabilities and English learners often face additional barriers to becoming college and career ready, including being precluded from enrolling in college preparatory courses to social isolation on school campuses. Schools and districts that have higher college preparation rates for students with disabilities and English learners have systems in place to ensure that they understand the particular learning experiences of these students and implement specific practices aimed at increasing their sense of belonging, multiple pathways to college and career, access to college preparatory coursework, and in-school interventions to support their success.³¹

Key Findings	Recommendations
1. There are some a-g courses designated for English learners at some schools, including SDAIE sections of subject area courses, Academic Language Development courses, and Controversial Issues (a college prep elective).	1A. Continue to provide a-g course access and support student success by training and supporting teachers' use of instructional strategies aimed at increasing English learners' access to college preparatory content and skills.
2. Transition Specialists provide college and career guidance for students with disabilities and support for Special Education teachers.	2A. Continue to provide expanded access to standards-based courses for students with disabilities with sufficient support, including the use of assistive technology, paraprofessionals, and co-teaching models. 2B. Support co-teaching teams with common planning time for co-teachers and coaching.
3. There are currently low a-g enrollment/success rates for English learners (0 percent/0 percent) and for students with disabilities (3 percent/2 percent).	3A. Ensure SDAIE course sections are a-g approved, properly coded to match the UCOP approved course list, and aligned with CA state standards. 3B. Create pathways to ensure that ELs have access to the full a-g course sequence with appropriate supports.
4. Chronic absenteeism rates are very high for English learners and students with disabilities.	4A. Seek to better understand the school experience of ELs and SWD and their families (e.g. shadowing, surveys, focus groups, observations) in order to better identify interventions and practices that are welcoming, engaging, and culturally responsive to students' needs.

Alternative Education

Traditional school accountability measures are difficult to apply to alternative and continuation schools, which often have different goals than comprehensive high schools. Policy efforts at the state level are underway to develop a set of accountability metrics specific to alternative schools.³² With this challenge in mind, ETW makes the following recommendations to ensure that the unique needs and goals of Thornton students are fully considered while developing the district’s Blueprint Action Plan.

Key Findings	Recommendations
1. The Wilderness School offers students an alternative and therapeutic learning environment that is designed to facilitate students’ re-entry into a classroom-based environment.	1A. Continue to provide alternative learning environments and experiences that are aligned with students’ needs and future goals.
2. In-take weeks provide time for teachers to offer mini-courses that are aligned to the life skills that students need to successfully navigate college and career options.	2A. Continue to provide instruction and content that is based on an analysis of student needs to strengthen Thornton students’ college and career readiness.
3. Thornton serves a higher proportion of students with disabilities, English learners, and socioeconomically disadvantaged students than the district. Latino students are 29% of the district enrollment, but 51 % of Thornton’s enrollment.	<p>3A. Examine the student identification and enrollment processes for Thorton to ensure that students and parents are adequately informed of their school choices.</p> <p>3B. Provide sufficient opportunities for students’ academic and social emotional needs to be addressed in students’ home schools.</p>
4. Thornton HS campus lacks lab science facilities and does not offer a-g approved courses.	4A. Ensure access to a-g/college preparatory courses for students at Thornton HS.
5. The Thornton campus lacks ample recreational spaces for students.	5A. Ensure that the recreational, learning, and safety needs of Thornton students and staff are included in the new facilities Master Plan.

Socioeconomically disadvantaged and underrepresented students of color benefit greatly when school administrators, faculty, and staff promote high expectations;³³ problematic, however is the fact that educators are more likely to have lower educational expectations of these students than their White peers.³⁴ As a result, and because counselors usually focus on graduation requirements and not a-g completion and college readiness, students are less likely to be enrolled in college preparatory coursework³⁵; thus, thwarting their opportunities to become eligible for California’s public university systems. ETW found that schools and districts with the best outcomes in a-g completion for low-income students and underrepresented students of color initiated policy changes and introduced new leadership positions with specific attention to a-g access and completion.

One of the most successful policy resolutions is implementing the a-g course sequence as the default curriculum. Unlike the “a-g for all” policy, instead of making the a-g course sequence the graduation requirement, a-g as default requires that every student be automatically enrolled in the fifteen course sequence. As a result, several school districts have eliminated most non a-g courses and have created a centralized process for approving all courses offered at their high schools. Not only has this practice ensured that students are enrolled into college preparatory coursework, but it has also helped transform conversations between students, families and academic counselors.

Key Findings	Recommendations
<p>1. JUHSD has entered into an MOU with Skyline College to offer dual enrollment courses at each campus, starting in 2018-19.</p>	<p>1A. Ensure that the dual enrollment courses offered are aligned with the areas of greatest need on each campus. Conduct outreach to students and parents to ensure access to dual enrollment for students who need it most.</p>
<p>2. The district is partnering with the California College Guidance Initiative to provide personalized data on student progress towards meeting a-g requirements, as well as information on college and career guidance.</p>	<p>2A. Dedicate time to train counselors, teachers, students, and parents to use the CCGI tool for real-time information on a-g course-taking, as well as on college and career exploration.</p>
<p>3. The three comprehensive high schools and Oceana offer complete a-g pathways and advanced placement courses. But, according to the transcript analysis conducted by ETW, 43 percent of students in the class of 2017 were enrolled in the full a-g course sequence and only 32 percent successfully completed it.</p> <p>English learners, students with disabilities, Latino, Black, and economically disadvantaged students have the lowest rates of enrollment and success in the full a-g course sequence.</p>	<p>3A. Make a-g the default curriculum for all entering students and establish protocols to monitor students’ progress to keep students on an a-g track. Include a-g progress updates on report cards or other reporting methods, including use of the CCGI.</p> <p>3B. Decrease the number of non-a-g courses.</p> <p>3C. Consider decreasing the number of elective credits needed for high school graduation and increasing World Language/VAPA requirements.</p>

<p>3. (continued)</p>	<p>3D. On an annual basis, ensure that all transcript course names and codes match the schools' UCOP course lists for the appropriate subject areas.</p>
<p>4. The a-g subject areas with lowest rates of enrollment and success were English, math, and science.</p>	<p>4A. Ensure all students have access to CCSS and NGSS-aligned courses.</p> <p>4B. Remove math bridge classes or restructure them as a summer or simultaneous interventions (such as shadow support classes) while students are enrolled in a-g courses.</p> <p>4C. Develop pathways to ensure that English learners have access to four years of college preparatory English courses.</p>
<p>5. Students expressed wanting more help (and earlier in high school) with college and financial aid applications.</p>	<p>5A. Expand existing partnerships with UCSF, SFSU, and other organizations to provide additional college and financial aid counseling for students.</p> <p>5B. Provide FAFSA assistance at high school campuses.</p> <p>5C. Train older students to be peer college preparation advisors to help younger students prepare for the college and financial aid application process.</p> <p>5D. Annually Inform all students and parents about the importance of multiple measures (including grades and CAASPP scores) for placing out of remedial courses in many California colleges.</p>
<p>6. CTE courses exist at most schools, but pathways are not yet complete and do not lead to certification. CTE courses are also not a-g approved.</p>	<p>6A. Seek a-g approval for CTE courses that may qualify with some revision.</p> <p>6B. Build out CTE pathways to increase the number of students earning certificates and high-quality college and career preparation.</p>

Community and Family Engagement

In an exhaustive review of the literature on the topic of family involvement, William Tierney concluded that “a generation’s worth of research has shown that parental and familial participation improves student learning whether the child is in preschool or preparing for college.”³⁶ But the manner in which school leaders engage parents is reflective of the values of the leader, the culture of the school, and the leader’s underlying beliefs and biases about different families’ cultural capital. While short-term success may be possible without authentic school-family relationships, a leader cannot effectively lead a school without a culture that truly values the opinions and cultures of its families, supported by processes and structures to facilitate family engagement.³⁷

Successful and meaningful partnerships create a pathway, or set of pathways, for students that is inclusive of both their academic and nonacademic lives.³⁸ Most importantly, partnerships allow districts and schools to achieve that which would otherwise be difficult, or impossible, for them to accomplish on their own. For example, some districts partner with organizations to provide legal services for undocumented students and their families, to help families complete the FAFSA or CA Dream Act applications, or to provide parent education and parent engagement programs. Students and their families also benefit greatly when schools partner with local colleges and universities to offer support services along with dual-enrollment and concurrent enrollment opportunities. Having access to college courses and accruing college credit not only helps students academically, but it also helps alleviate financial burdens that they may face as undergraduates. Industry partnerships help students prepare for future careers through CTE courses, internships, and employment.

The range of examples illustrate that there isn’t a one-size-fits all model to building partnerships with outside organizations. What is important, however, is that districts consider their student populations and create partnerships that will meet students’ needs and help them graduate college and career ready.

Key Findings	Recommendations
1. Parent attendance at student performance or athletic events is generally high, although attendance at parent meetings (such as PTA meetings) is generally low.	<p>1A. Schedule parent meetings in conjunction with other activities to increase attendance and participation.</p> <p>1B. Provide meals, childcare, translation services at meetings to increase attendance and participation.</p>
2. Family liaisons help with outreach to families.	<p>2A. Ensure that parents’ contact information is regularly updated in the district’s SIS and that parents choose their preferred way to receive communications from the district (e.g. email, text, phone calls).</p> <p>2B. Provide translation services for teachers to call parents/caregivers. Ensure that all relevant documents and website resources are translated into the most commonly used languages.</p>
3. There is a need for greater involvement of local industries and businesses to support the district, schools, and students to explore career and learning opportunities.	3A. Establish partnerships with local businesses, industries, or community groups to provide internships and career exploration opportunities for students.

Resource Allocation

In addition to making a-g the default curriculum, one of the most successful strategies is strategically using LCAP funds to ensure students have equitable access to college preparatory coursework. Districts who have been successful in increasing college-going rates for students of color and low-income students have allocated resources to develop new counseling and administrative positions to: ensure that courses are a-g approved, provide individual academic counseling with students and parents, develop college and career ready plans for students, and to address academic and social emotional needs of students.

Key Findings	Recommendations
1. Construction and technology bond funds are being used to modernize some campuses and to retrofit older classrooms with modern technology.	<p>1A. Use technology bond funds (or other sources) to provide teachers with training on how to effectively use technology to advance learning, especially for currently underserved students.</p> <p>1B. Upgrade classroom technology at Thornton to facilitate increased access to online courses.</p>
2. Some school leaders have been trained in developing an equity-focused master schedule.	2A. Prioritize meeting the needs of the most underserved students in the master schedule.
3. The staffing formula for VPs, Librarian, Dean, and Wellness Counselor is calculated on a per school basis. The staffing formula for academic counselors, campus supervisors, and office staff is based on student enrollment.	3A. Utilize a staffing formula that is aligned to student need (using the same groups as LCFF or determine additional categories and metrics of need) to advance equity.

APPENDIX A: JEFFERSON UNION HIGH SCHOOL DISTRICT

DATA TEAM MEETING – JULY 25, 2018

Observations:

- More students enrolled in full a-g sequence than completed it.
- Four years of English is a graduation requirement, but enrollment and completion rates are still low.
- Credit recovery courses that are not a-g approved is a challenge.
- Social science/history courses are keeping some students from being a-g eligible; surprising considering graduation requirements exceed a-g requirements in this subject area.
- Changing graduation requirements might not increase a-g completion.
- English learners challenge themselves by taking a-g courses.
- Analyzing school demographics is important.

- Even though schools demographics vary, there are similar patterns in the data.
- Oceana has an advisory that offers students additional support.
- Black and Latino students are not as involved in sports and extracurricular activities.

Recommendations:

- Focus on the recruitment and retention of teachers and staff.
- Make instructional coaches available to all teachers.
- Expand community college dual enrollment opportunities.
- “Do something else” with math bridge courses.
- Develop common language about student goals and success to use with parents, students, and teachers.
- Each school site should look at data and engage in important conversations (i.e. about grading, homework, etc.); analyze which structures are helping students and which are hindering them.
- Increase awareness of afterschool tutoring and intervention services.
- Examine STEM course enrollment by gender.
- Examine better ways to communicate with parents of Black and Latino students.
- Support collaboration between Special Education and General Education teachers.
- Discuss and determine the root causes (“the why behind the data”) of why some student groups (especially Black and Latino) are not succeeding in order to provide the right supports for these students.
- Engage in intensive and comprehensive parent involvement (i.e. focus groups with trained facilitators) to understand how to better serve students.
- Focus on early observations to determine different tier levels of interventions.

- Look within and outside of the district to see what is working at schools with similar student demographics.
- Examine AP and Honors course enrollment by student subgroup and examine why and how students are being placed in these courses.
- Provide a-g courses in summer school.
- Focus on good first time instruction and determine what supports do teachers need to help students be successful.
- Think about expanding instructional time for EL students who need more support (0 period or 7th period?).
- Work with feeder school districts to ensure students are more prepared when entering high school.

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The Education Trust–West works for the high academic achievement of all students at all levels, pre-k through college. We expose opportunity and achievement gaps that separate students of color and low-income students from other youth, and we identify and advocate for the strategies that will forever close those gaps.