Did you know…

• That 1491 students did not graduate from SDUSD in 2004-05?*
• That 4028 students in Grades 9-12 currently attend a charter school?
• That many non-graduates fail to graduate by two or fewer credits?**
• That $5531 is the annual ADA per student in SDUSD?

*Most recent data available in CBEDS and before CAHSEE
**Based on a Guidance Department study done several years ago. (There is no way to gather this data from Zangle today.)
Graduation rates clearly indicate a need for more alternatives for high school students.

The highest percentage of SDUSD students (43% Hispanic) has the lowest graduation rate.

SDUSD Graduation Rate was 81.7%; California’s Overall Graduation Rate was 84.9%.
### Ethnic-Gender Group Graduation Rates, 2004-05

<table>
<thead>
<tr>
<th>Ethnic-Gender Group</th>
<th>Dropouts Gr. 9-12</th>
<th>Graduates</th>
<th>Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American Male</td>
<td>145</td>
<td>394</td>
<td>73.1</td>
</tr>
<tr>
<td>African American Female</td>
<td>134</td>
<td>478</td>
<td>78.1</td>
</tr>
<tr>
<td>Asian Male</td>
<td>9</td>
<td>106</td>
<td>92.2</td>
</tr>
<tr>
<td>Asian Female</td>
<td>5</td>
<td>126</td>
<td>96.2</td>
</tr>
<tr>
<td>Filipino Male</td>
<td>40</td>
<td>358</td>
<td>90.0</td>
</tr>
<tr>
<td>Filipino Female</td>
<td>28</td>
<td>371</td>
<td>93.0</td>
</tr>
<tr>
<td>Hispanic Male</td>
<td>471</td>
<td>892</td>
<td>65.4</td>
</tr>
<tr>
<td>Hispanic Female</td>
<td>369</td>
<td>1,067</td>
<td>74.3</td>
</tr>
<tr>
<td>Indochinese Male</td>
<td>35</td>
<td>221</td>
<td>86.3</td>
</tr>
<tr>
<td>Indochinese Female</td>
<td>9</td>
<td>254</td>
<td>96.6</td>
</tr>
<tr>
<td>Pacific Islander Male</td>
<td>10</td>
<td>27</td>
<td>73.0</td>
</tr>
<tr>
<td>Pacific Islander Female</td>
<td>3</td>
<td>33</td>
<td>91.7</td>
</tr>
<tr>
<td>Native American Male</td>
<td>3</td>
<td>19</td>
<td>86.4</td>
</tr>
<tr>
<td>Native American Female</td>
<td>4</td>
<td>21</td>
<td>84.0</td>
</tr>
<tr>
<td>White Male</td>
<td>130</td>
<td>1,119</td>
<td>89.6</td>
</tr>
<tr>
<td>White Female</td>
<td>96</td>
<td>1,167</td>
<td>92.4</td>
</tr>
</tbody>
</table>
Did you know…

• That the funds we lose from
  – 1491 non-graduates equals $8,246,721?
  – 4028 charter school students equals $22,278,868?

GRAND TOTAL of LOST FUNDS = $30,525,589

– 1491 x $ 5531 = $ 8,246,721
– 4028 x $ 5531 = $22,278,868
– Grand Total = $30,525,589
What research says can improve student achievement...

- Assisting students who enter high school with poor academic skills
- Improving instructional content and practice
- Creating a personalized and orderly learning environment
- Providing work-based learning opportunities to prepare for life after high school
- Stimulating change in overstressed high schools
“Conceive, Believe, Achieve”

Remember:

“Rigor without support is an unrealistic expectation, and support without rigor is wasted potential.”

--Mary Catherine Swanson
Founder of AVID
What was done?

• Reviewed previous recommendations
• Researched what was done by a subcommittee of the Alternative Education Renewal Task Force formed in 2004
• Made additional suggestions for providing students with alternate routes to success
Information Sources

• Previous task force reports
• Site visits and research
• Promising practices inside and outside of the district and state
• Subcommittee’s desire to provide multiple paths to success for all students
• Group thinking and experience in improving student achievement, increasing graduation rates, and retrieving charter school students
How to read: “High School Intervention Ideas” Charts

- Please see the packet clipped separately.
  - Top Sheet “High School Intervention Ideas—Page 1” (Slide 11)
    - Stands alone
  - Second and Third Sheets “High School Intervention Ideas—Pages 2-3” (Slides 13 and 14)
    - Place side-by-side horizontally to see the continuum of student progress from Grade 8 through Grade 12/Fifth Year Senior
**HIGH SCHOOL INTERVENTION IDEAS**

**PURPOSES:**
To provide multiple paths for student success
To increase student achievement and graduation rates
To decrease drop-out rate by providing individual learning opportunities and support

**INTERVENTIONS**
- CAHSEE Practice Test scores
- ELA
- Math
- Two Fs in Core
- Summer School
- Extended Day

**INTERVENTIONS**
- 8th Comp Site
- 9th Comp Site
- 10th Comp Site
- 11th Comp Site
- 12th Comp Site
- 5th Year

**COURSE WORK**
- 8th Site: English 1, 2, Elective (or CAHSEE Prep), Algebra Exploration, Elective (or CAHSEE Prep), Science, PE (Possibly ROTC/ Band/Ath)
- 9th Site: English 3, 4, Elective (or CAHSEE Prep), Geometry, Elective (or CAHSEE Prep), Social Studies, PE (Possibly ROTC/ Band/Ath)

**COURSE OF STUDY OPTIONS**
- Independent Study
- Regular Day (240m+120m ROP)
- Continuation Day (180m+120m ROP)
- ROP/Internships
- High School Diploma Program
- Cal Safe (pregnant minors)
- Middle College w/ CTE courses
- Joint Diploma

**SHORT-TERM BEHAVIOR INTERVENTION CENTER FOR SUSPENDED STUDENTS**
- One certificated staff member
- Coordinates student’s daily work with general education teacher
Questions?

• Please note any questions you have from reading the charts on Slides 11, 13, and 14.
• The remaining slides help clarify the charts.
**PURPOSES:**
- To provide multiple paths for student success
- To increase graduation rate by improving student achievement
- To decrease drop-out rate by providing individual learning opportunities and support

**CRITERIA OPTIONS**
- GPA 2.0
- Pass 3 out of 4 core classes
- Multiple measures
  - CAHSEE Practice Test Score
  - GPA
  - Value Added
  - Att/Cit/Susp/Ref

**INTERVENTIONS**
- Mandatory:
  - Summer School (2 credits/year max)
  - Extended Day (4 credits/year max)
  - Alternative placement for behavior

**INTERVENTION CENTER** **–** (Onsite – Different location and lunch – site decision)

**PLACEMENT CRITERIA**
- CAHSEE Practice Test Score
- Note: May exit based on CST scores of basic and above.
- Two F's in Core Subjects

**COURSEWORK**
- English 9th
- Elective (or CAHSEE ELA)
- Math 9th
- Elective (or CAHSEE Math)
- Elective or Science
- PE (Possibly ROTC/Band/Ath)

**INTERVENTIONS**
- Mandatory:
  - English 10th
  - Elective (or CAHSEE ELA)
  - Math 9th
  - Elective (or CAHSEE Math)
  - Social Studies
  - PE/Elective (Possibly ROTC/Band/Ath)

**PLACEMENT CRITERIA**
- CAHSEE Practice
- Test scores ***
  and/or
  - Site Criteria

**COURSEWORK**
- English 9th
- Elective (or CAHSEE ELA)
- Math 9th
- Elective (or CAHSEE Math)
- Elective or Science
- PE (Possibly ROTC/Band/Ath)
HIGH SCHOOL INTERVENTION IDEAS

PURPOSES:
- To provide multiple paths for student success
- To increase graduation rate by improving student achievement
- To decrease drop-out rate by providing individual learning opportunities and support

COMPREHENSIVE SITE GENERAL EDUCATION CLASSES

CRITERIA OPTIONS
- GPA 2.0
- Earns 25 or more credits *
- Multiple measures
  - CAHSEE Practice Test Score
  - GPA
  - Value Added
  - Att/Cit/Susp/Ref

CRITERIA OPTIONS
- GPA 2.0
- Earns 29 or more credits *
- Multiple measures
  - CAHSEE Practice Test Score
  - GPA
  - Value Added
  - Att/Cit/Susp/Ref

CRITERIA OPTIONS
- GPA 2.0
- Earns 31 or more credits *
- Multiple measures
  - CAHSEE Practice Test Score
  - GPA
  - Value Added
  - Att/Cit/Susp/Ref

EARNS DIPLOMA

INTERVENTIONS
- Mandatory:
  - Summer School (2 credits/year max)
  - Extended Day (4 credits/year max)
- Alternative placement for behavior
- Site determined

INTERVENTIONS
- Mandatory:
  - Summer School (2 credits/year max)
  - Extended Day (4 credits/year max)
- Alternative placement for behavior
- Site determined

INTERVENTIONS
- Mandatory:
  - Summer School (2 credits/year max)
  - Extended Day (4 credits/year max)
- Alternative placement for behavior
- Site determined

INTERVENTIONS
- Mandatory:
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  - Extended Day (4 credits/year max)
- Alternative placement for behavior
- Site determined

EARNS DIPLOMA

NOTES:
* Credits: 9> 9th grade 10-20 10th grade 21-30 11th grade 31+ 12th grade
** Could be replicated at middle/junior high school transition year
*** May exit based on CST scores of basic and above

10TH GRADE REVIEW – DECISION FOR FIFTH YEAR OR CONTINUATION SCHOOL – JOINT DIPLOMA

CONTINUATION SCHOOL

YEAR 2.5
11th – Sem 1
Meets criteria

YEAR 3.0
11th – Sem 1
Meets criteria

YEAR 3.5
12th – Sem 1
Meets criteria

YEAR 4
12th – Sem 1
Does not meet criteria

YEAR 4.5
12th – Sem 1
Meets criteria

YEAR 5
12th – Sem 1

11th – Sem 1

CONTINUATION COURSE OF STUDY OPTIONS
- Independent Study
- Regular Day (240m+120m ROP)
- Continuation Day (180m+120m ROP)
- ROP/Internship
- High School Diploma Program
- Cal Safe (pregnant minors)
- Middle College w/CTE Courses
- Joint Diploma

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- Continuation Day (180m+120m ROP)
- ROP/Internship
- Cal Safe (pregnant minors)
- Middle College w/CTE Courses
- Joint Diploma

MANDATORY
Extended Day – Elective or CAHSEE ELA/Math
INTERVENTIONS
Summer School – Elective or CAHSEE ELA/Math

DRAFT 14
PURPOSES:

- To provide multiple paths for student success

- To increase graduation rates by improving student achievement

- To decrease drop-out rates by providing individual learning options and support
In a Perfect World.....

• Early interventions will be so successful that:
  – Need for intervention centers/continuation schools will become extinct
  – Students will leave high school with a “gold collar” diploma—college units AND career skills
  – Partnerships will be forged with community colleges and continuing education centers to provide students with college AND career options by the time they turn 18
Proposed Intervention Implementation and Timeline

- Early high school intervention in Grades 9-10
- Early high school intervention planning began February 2007
- Implementation to begin Fall 2007
- Model could be replicated at transition from elementary to middle/junior high schools
Criteria Options for Grade 9 Intervention Center Placement

- Criteria for Grade 9 intervention center placement could be ONE of these OR a combination:
  - Grade Point Average in Grade 8 (GPA) less than 2.0; OR
  - Failure in two out of four core classes in Grade 8; OR
  - Credits as defined by district procedure for Grades 9 – 12; OR
  - Multiple measures
    - Below or Far Below Basic on CST
    - GPA for Grade 8
Recommendations for Intervention Center

- Grades 9-10 (High School Years 1 & 2)
- Class Size 25:1
- Rigorous instruction by highly qualified teachers
Recommendations for Intervention Center

- Additional state funding for counseling can be used to support students in intervention center (AB 1802)
- Counseling Services
  - Site counselors prepare individual learning plans for each “at-risk” student to transition back to general education program
  - Designated counselor assists family with community social services
- Grades 9-10 – Student can transition back to general education program to graduate
- Site counselors use site Grades 9-10 intervention model prior to referral to non-district entities (e.g., charter schools, county schools, etc.)
Course Work
Grade 9 Intervention Center

- English 1, 2
- Elective (or CAHSEE Prep.)*
- Algebra Explorations
- Elective (or CAHSEE Prep.)*
- Elective or Science*
- P.E. (Possibly: ROTC, Band, Athletics)

*Mandatory extended day classes may be CAHSEE prep., elective or core classes.
Course Work
Grade 10 Intervention Center

- English 3, 4
- Elective (or CAHSEE Prep.)*
- Geometry
- Elective (or CAHSEE Prep.)*
- Elective or Social Studies*
- P.E. (Possibly: ROTC, Band, Athletics)

*Mandatory extended day classes may be CAHSEE prep., core or elective classes
Tenth Grade Review

• Continue Regular Standing for Grade 11 based on District Procedures for Credits Earned (21 credits)
  OR

• Continuation School–Joint Diploma–Middle College–Diploma Plus
  – School site creates contract for on-site continuation school placement* (Morse model), OR
  – Placement at Garfield, Twain Sites, Diploma Plus (proposed)
  OR

• Decision for Fifth Year Senior
  – School site creates fifth-year-option plan

*Decision for on-site continuation school based on need (numbers)
Recommendations for Continuation School Interventions

- Begin planning for a SDCCD/SDUSD Partnership to replicate Garfield High School, a model continuation high school as awarded by the California Department of Education
  - On community college campuses (three)
  - On continuing education center campuses (ten)
- Grades 11-12, ages 16-18 (High School Years 3 and 4)
- Placement Criteria Options
  - GPA
  - Points for CAHSEE
  - Credit-deficient—25 or fewer credits (Use current district procedure)
Recommendations for Continuation School Interventions (cont.)

- Adult Students—over 18
  - Continue High School Diploma Program—self supporting
  - Work with continuing education centers with community college presence (ECC—Education Cultural Center Model)
  - Create three-way partnership (“triage”) with high school, community college (joint diploma) and continuing education centers for literacy, mathematics, English learner and career support
Recommendations for Continuation School Interventions (cont.)

- Create continuation school sites in additional geographic areas based on need

- Twain Sites—CURRENT and PROPOSED
  - Linda Vista--CURRENT
    - Main Twain
    - Serves central and northern areas
  - Mira Mesa--CURRENT
    - Mira Mesa Twain
    - Serves northern areas
  - A.L.B.A.—Relocate to more desirable location
    - Expand Independent Study and on-line course opportunities
Recommendations for Continuation School Interventions (cont.)

- Additional satellite sites based on geographic need (numbers)
  - Twain, Morse—serves south and central areas—already in place
  - Replicate Twain satellite model where space is available and need is great
Continuation Schools
Course of Study

- Independent Study
- Regular Day School (240 min. + 120 min. ROP)
- Continuation Day (180 min. + 120 min. ROP)
- ROP/Internships
- Work Experience
- High School Diploma Program—over 18
- Cal Safe (pregnant minors)
- Middle College with CTE Courses
- Joint Diploma
- Create Diploma Plus Model School—see next slides
Diploma Plus Model: Proposed New School of Choice

- “Letter of Interest” awarded Semi-finalist Status on January 12, 2007
- Only two grants will be awarded in California
- Grant Application due April 2, 2007
  - Maritime Theme
  - See Board Transmittal Form
- Gates Grant potential of $1050/per student over three years (maximum $420,000)
  - 2007-08
    - Year 1—Planning Year
    - Grant supported
  - 2008-09
    - Year 2—Implementation Year
Diploma Plus Model: Proposed New School of Choice

• Proposed Community Planning Partners
  – Port of San Diego
  – Midway Maritime Museum
  – San Diego Community College District
  – Manpower, Inc.
  – Workforce Partnership
  – US Navy, Coast Guard, Marines, Army

• Future Focus
  • College exposure and experience
  • Internships and workplace experience
  • Career preparation
  • Community connections
Diploma Plus Model:

Student Population

- Difficulty in traditional schools
- At risk of not completing high school
- 15-16 years old at entry
- Minimum sixth grade reading level
- Would possibly retrieve students from Charter School of San Diego (currently over 1600 SDUSD students are enrolled)
Diploma Plus Model:

Curriculum

• Performance-based Approach
  – Rigorous and relevant instruction
  – Portfolio system
  – Performance-based promotion
  – Curriculum support and development
  – Promotion based on demonstration of proficiency, not “time in seat”
  – Time varies to graduate depending on skill at entry and rate of progress
Summary of Subcommittee Recommendations

- Earlier site interventions at middle/junior high level as well as high school level
  - Close A.L.B.A. elementary site (currently located at Marston Middle School)
  - Re-open as behavior intervention site for middle school students (located on Marston campus)
- Well-developed and consistent interventions for Grades 9 and 10
- Well-developed & consistent interventions for continuation schools at comprehensive sites
- Replicate early intervention model for middle level schools at entry grade levels
Summary of Subcommittee Recommendations (cont.)

- Short-term Behavior Intervention Center for suspended students
  - Different from the Intervention Center
  - On each high school campus
  - Current state funding for counseling could be targeted to support Grade 9-10 Intervention Center and Behavior Intervention Center
  - Counselor coordinates students’ daily work with general education teacher

- Maintain High School Diploma Programs (HSDP)
  - Comprehensive sites establish early intervention centers for ninth, tenth grades
  - Additional Twain satellite sites where space is available and need is great
Summary of Subcommittee Recommendations (cont.)

Budget Implications:

- Expansion of Alternative Education Program will require additional funding
- Request for funding will be presented to Fiscal Executive Committee
- Proposal to be submitted for next Fiscal Executive Committee meeting
Non-negotiables:

• Interventions needed for students for whom comprehensive site programs have not worked
• Good instruction assumed at all sites
  • Teachers and counselors need “passion” for ‘at-risk’ students
  • Increase opportunities for Regional Occupational Program (ROP) classes including internships related to student “passions”
• Professional development for different curriculum delivery
• Increased student engagement
• Project-based curriculum with access to CTE electives
• Professional development for counselors to assist students in finding passions/interests on which to build college/career plan
• Management of all school sites (general and alternative) must be strong
Briefings Given to Date

• Superintendent – Dr. Carl Cohn
• Deputy Superintendent - Geno Flores
• Assistant Superintendents - Delfino Aleman, Carol Barry, Rich Cansdale, Vincent Matthews, Nellie Meyer, Chelsea Smith
• Office of Parent Support and Community Engagement Associate Superintendent - Dorothy Harper
• Office of Secondary School Innovation Executive Director - H. J. Green
• Chief Financial Officer – Admiral Jose Betancourt
• Office of Secondary School Innovation, School-to-Career Director - Rob Atterbury
• Office of Secondary School Innovation - Small Schools Principals
• Placement and Appeals Manager - Laurie Lamb
• Guidance Department Manager - Earlene Dunbar
• Guidance Department Resource Counselor - Melissa Janak
• American Institute for Research - Maria Guasp
• Mira Mesa High School Principal - Jeff Olivera
• Morse High School Co-Principals and Head Counselor - Rocio Weiss, Todd Irving, Ann Wells
• Small Schools Counselor - Camilo Perez
Subcommittee Members to Date

- Alternative Education Principals
  - A.L.B.A - Anisha Dalal
  - Garfield - Jolie Pickett
  - Twain - Mike Rood (Vice Principal Jo Berman)
- Alternative Education District Administrator (retired) – Richanne Martinez
- Placement and Appeals Counselor – Leslie Hudak
- Small Schools Counselor - Courtney Zanini
- District Counselor (retired) – Barbara Gorrow
- High School Registrar – April Avery
- San Diego Community College District/Chicago Public Schools - Arianne Miller
- Office of Secondary School Innovation, Project Manager - Virginia Eves
MEETING DATES

- September 29, 2006
- October 6, 2006
- October 13, 2006
- October 20, 2006
- November 1, 2006
- November 7, 2006
- November 28, 2006
- Special thanks to Tami Vernon and Tenya Rushing for technological assistance 😊