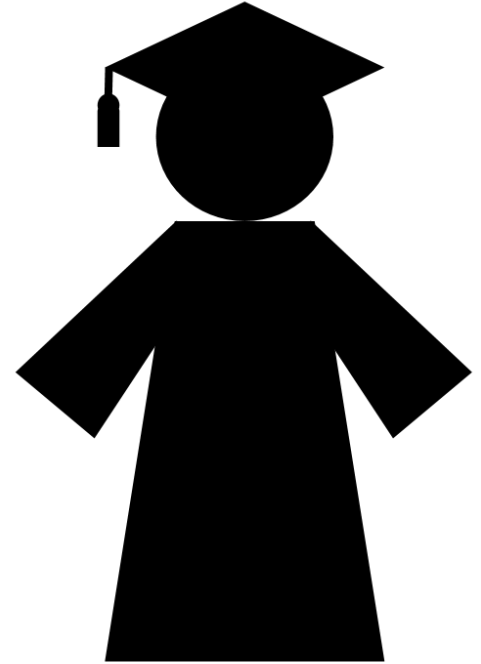
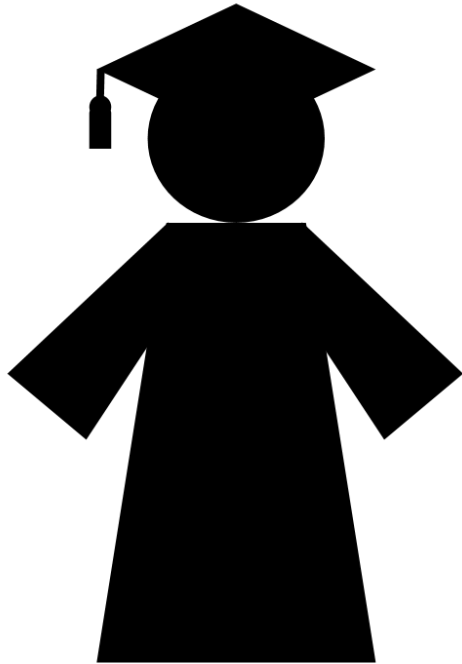


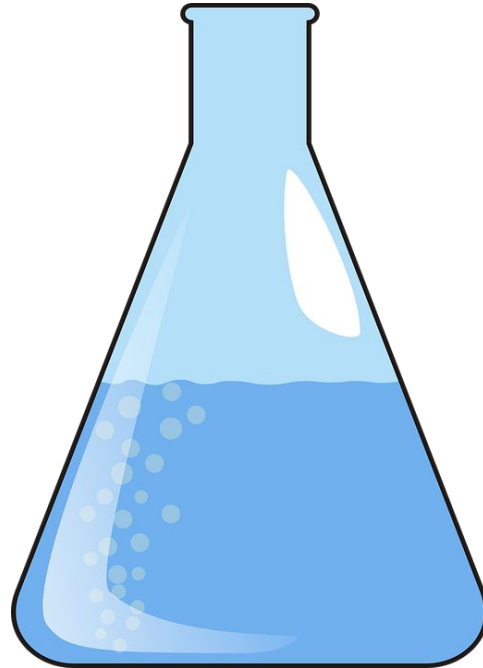
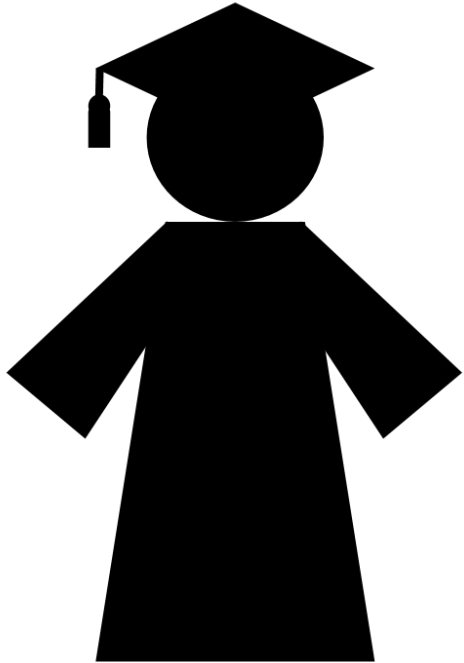
Common Core Standards and University Requirements: Access to College and Career



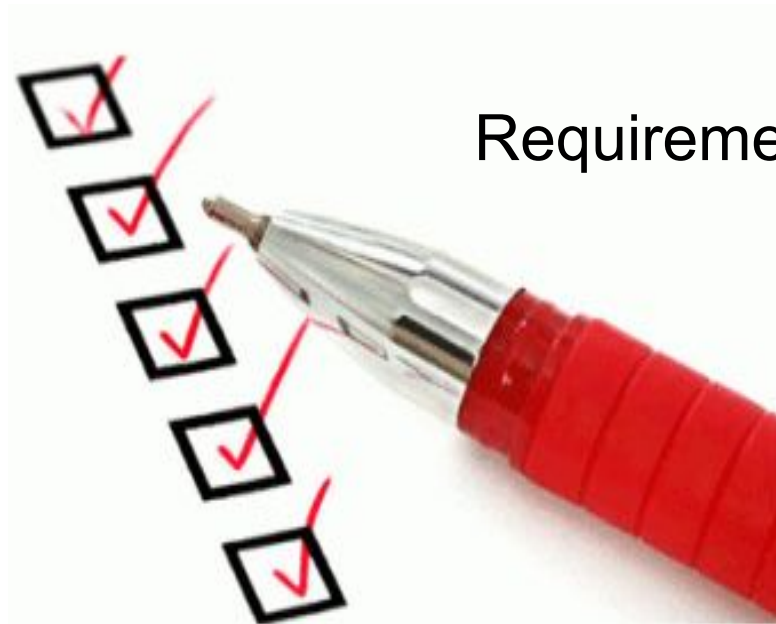
Closing the Opportunity Gap Begins with Access: Community Advocacy Matters



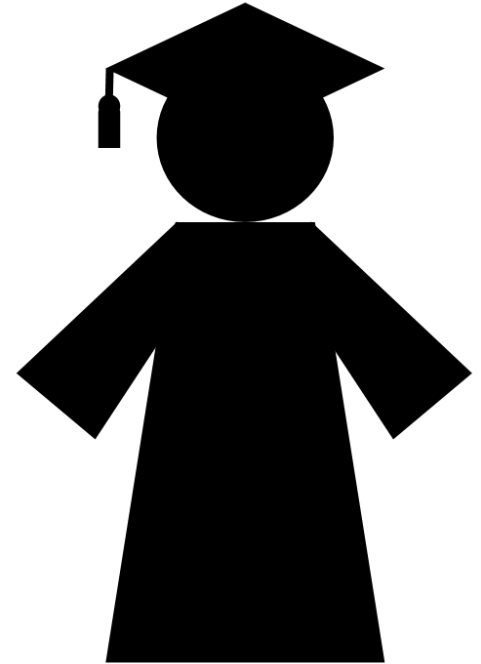
Closing the Opportunity Gap Begins with Access: Student Advocacy Matters



Closing the Opportunity Gap Begins with Access: System Advocacy Matters

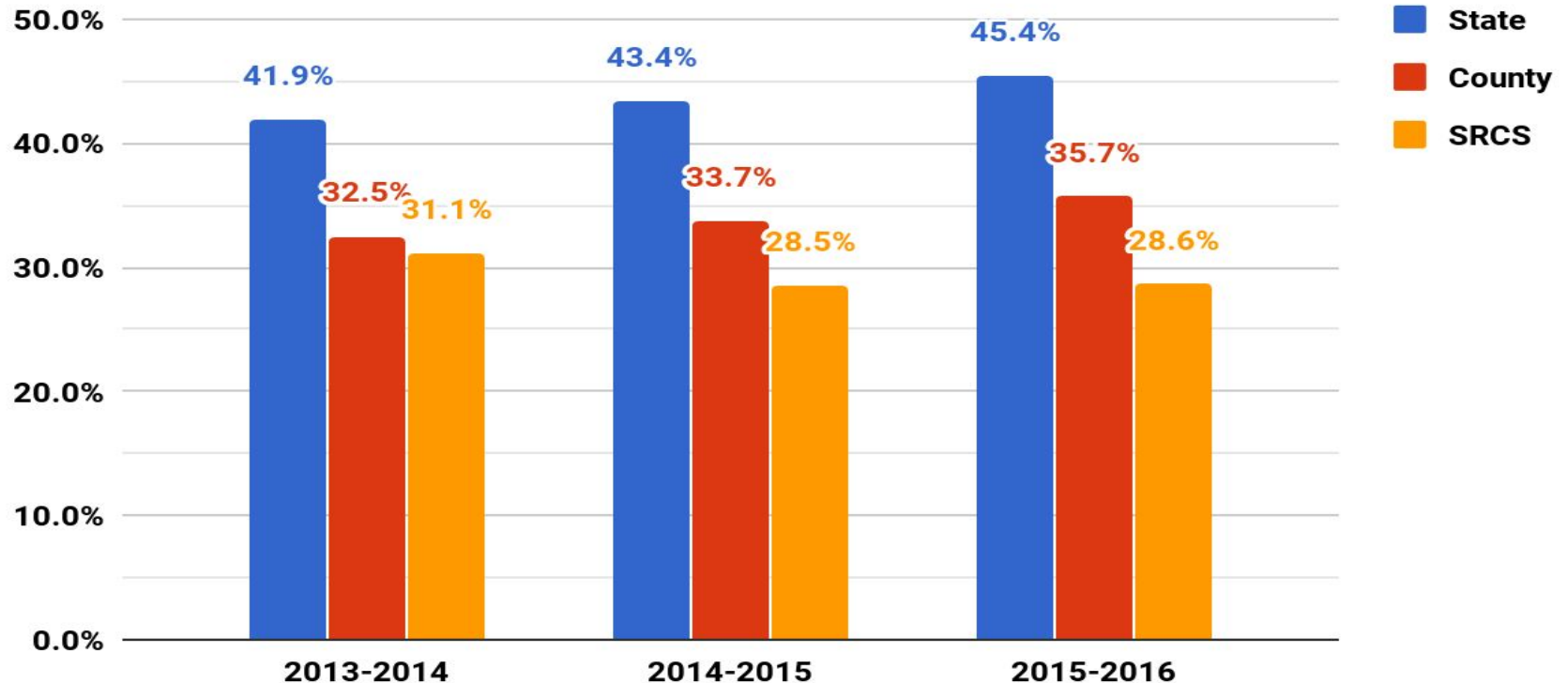


Requirements



Creating Access: Santa Rosa City Schools

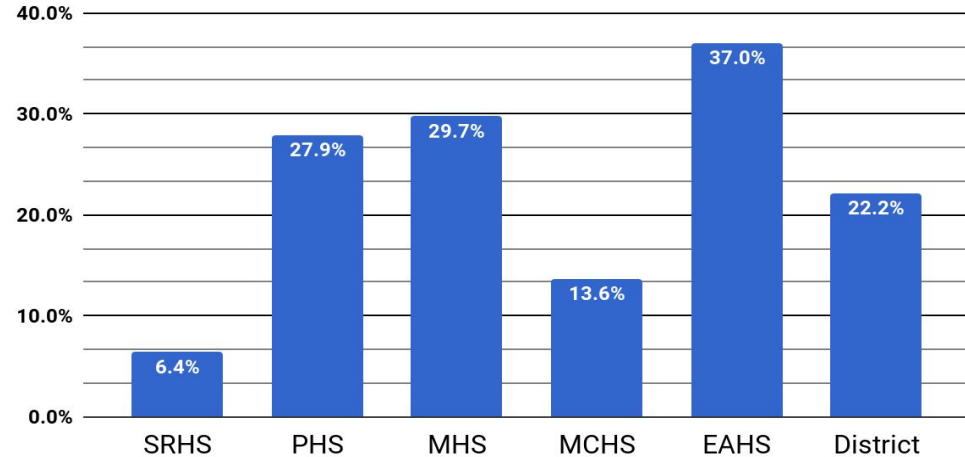
Percentage of UC/CSU Eligible Student Graduates



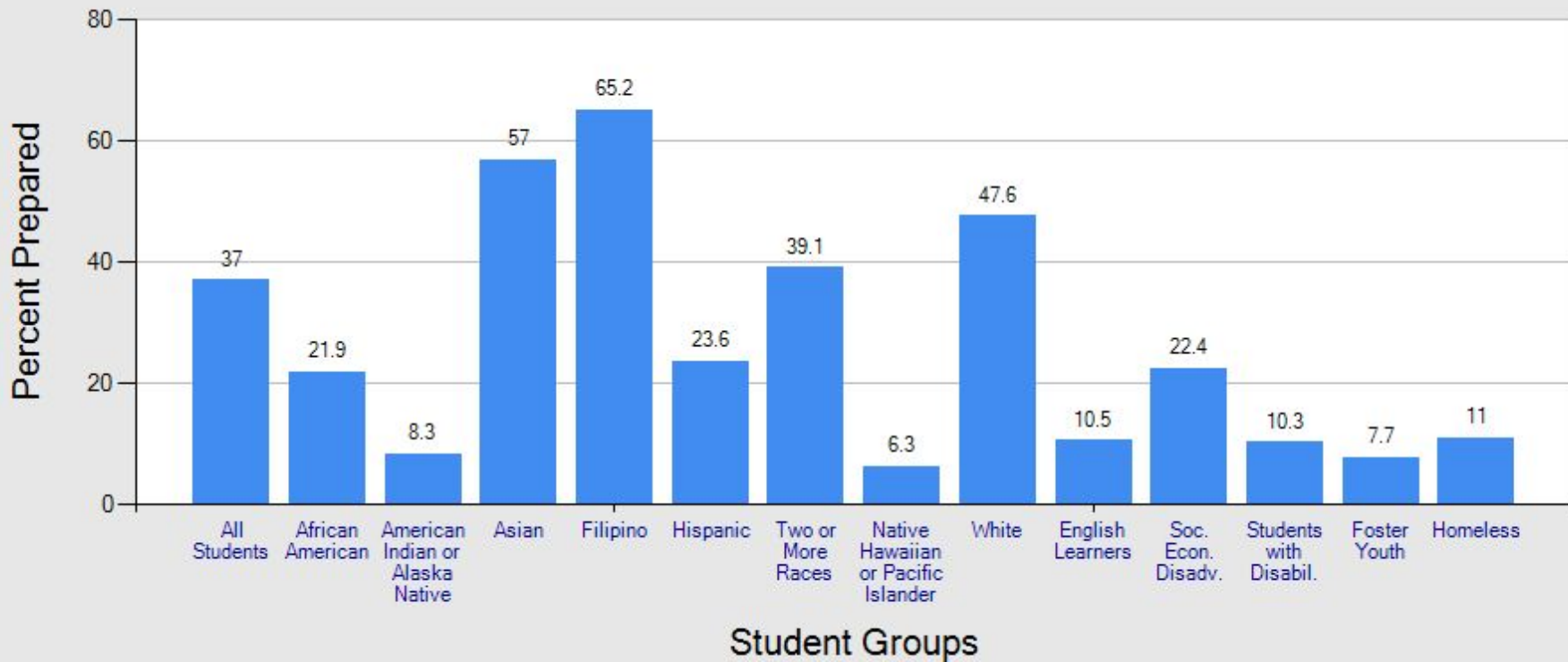
Special Education: Access to UC/CSU

2017/2018	Total RSP	# RSP A-G English	% RSP A-G English
SRHS	47	3	6.4%
PHS	43	12	27.9%
MHS	37	11	29.7%
MCHS	22	3	13.6%
EAHS	27	10	37.0%
District	176	39	22.2%

Percent of 9th grade RSP students enrolled in UC/CSU English



Four-Year Cohort UC/CSU Ready Graduation Rate as a Percentage by Student Group 2015/2016

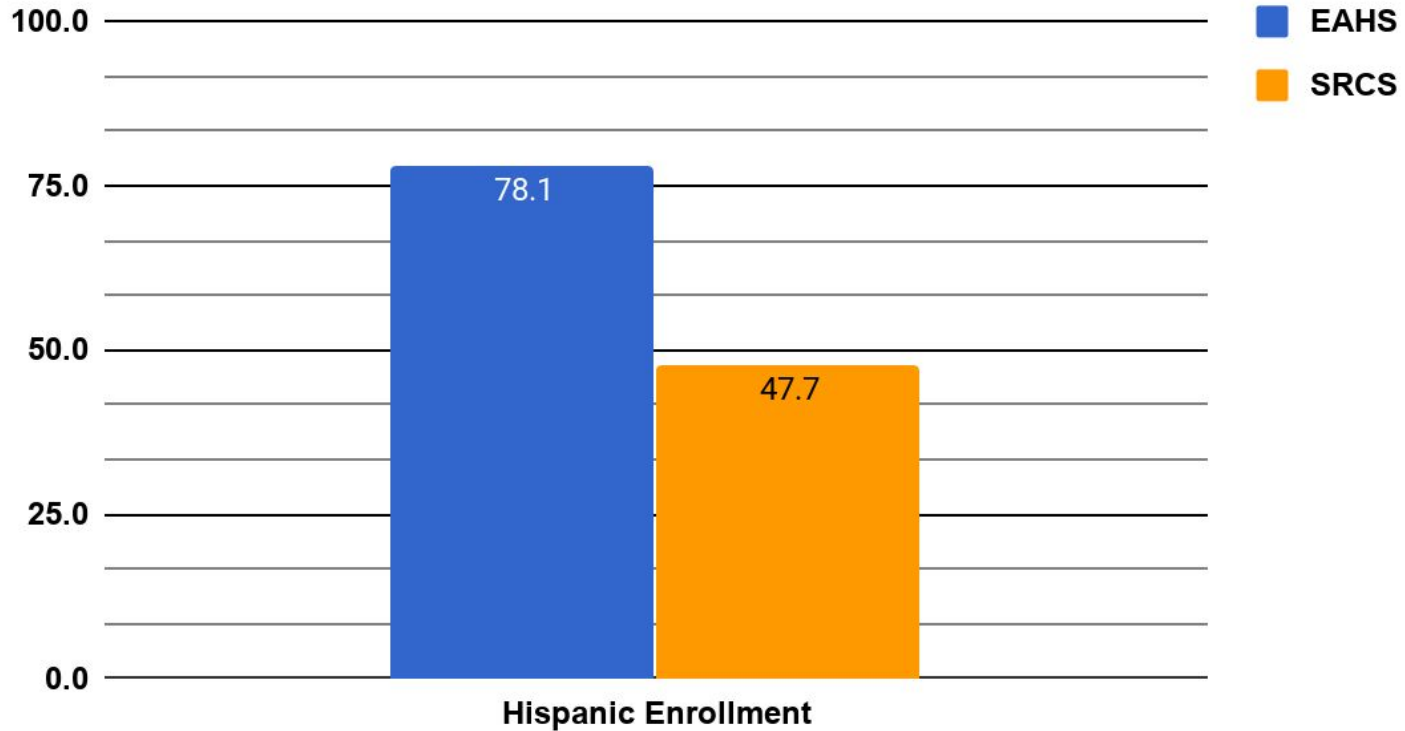


A Closer Look at Access Provided to Latino Students

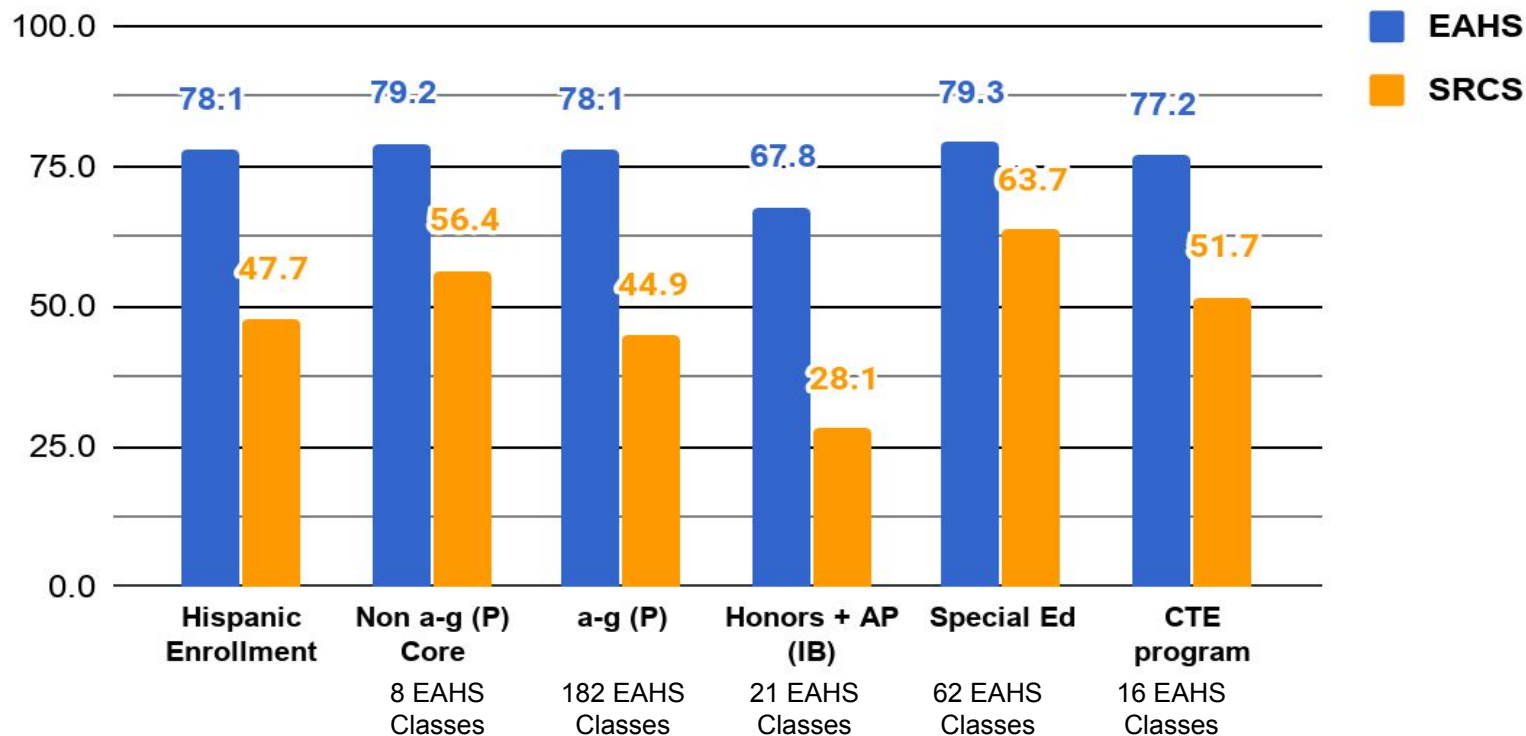
The Ed Trust West *Majority Report* Findings:

- Attend the nation's most segregated schools;
- Are often tracked away from college-preparatory coursework;
- Are sometimes perceived as less academically capable than their White or Asian peers; and
- Are less likely to feel connected to their school environment;
- Are more likely to be required to take remedial courses at colleges and universities.

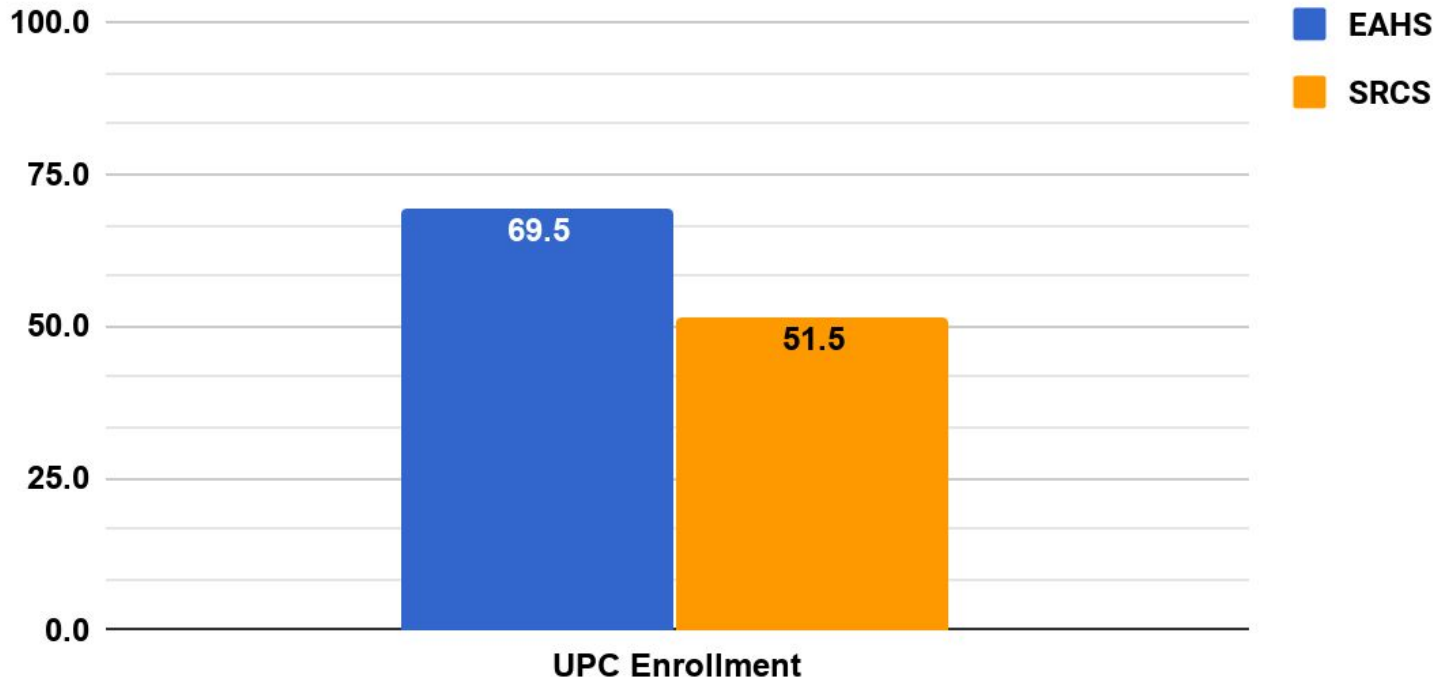
EAHS / District Enrollment: Hispanic



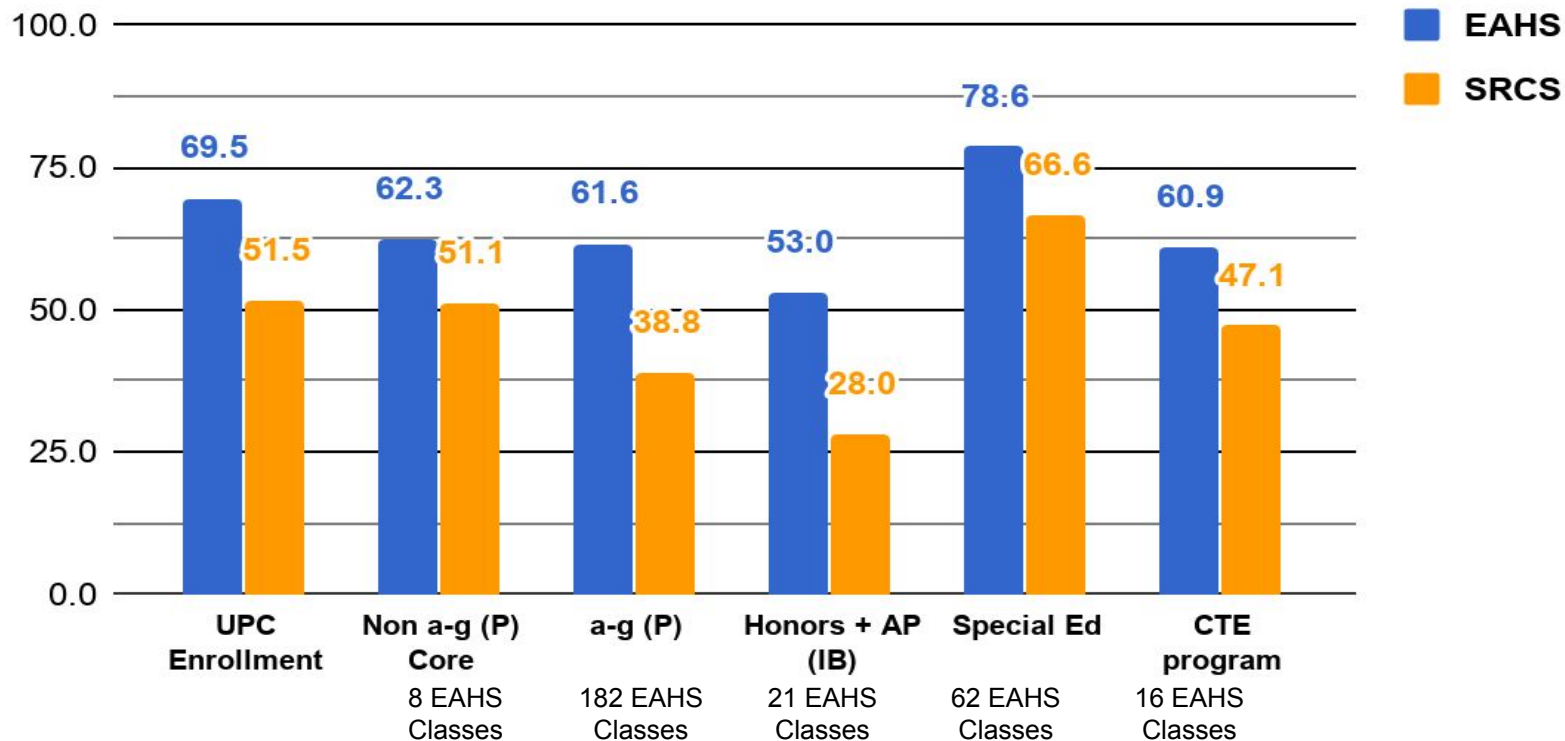
Demographic Comparison: Hispanic EAHS and District SY 2017-18



EAHS / District Enrollment: Unduplicated Pupil Count (UPC)



Demographic Comparison: Unduplicated Pupil Count (UPC) EAHS and District SY 2017-18



College and Career Ready Access

“The Common Core standards provide teachers and districts a roadmap for developing courses that cultivate the deep understandings required for college and career preparation.”



Our Beliefs

As Stated in the SRCS Strategic Plan:

College and Career Ready Students in SRCS will graduate as confident college **and** career ready students who have mastered academic content and are problem solvers, collaborators, communicators, technologically literate, and who understand the need for continual learning.



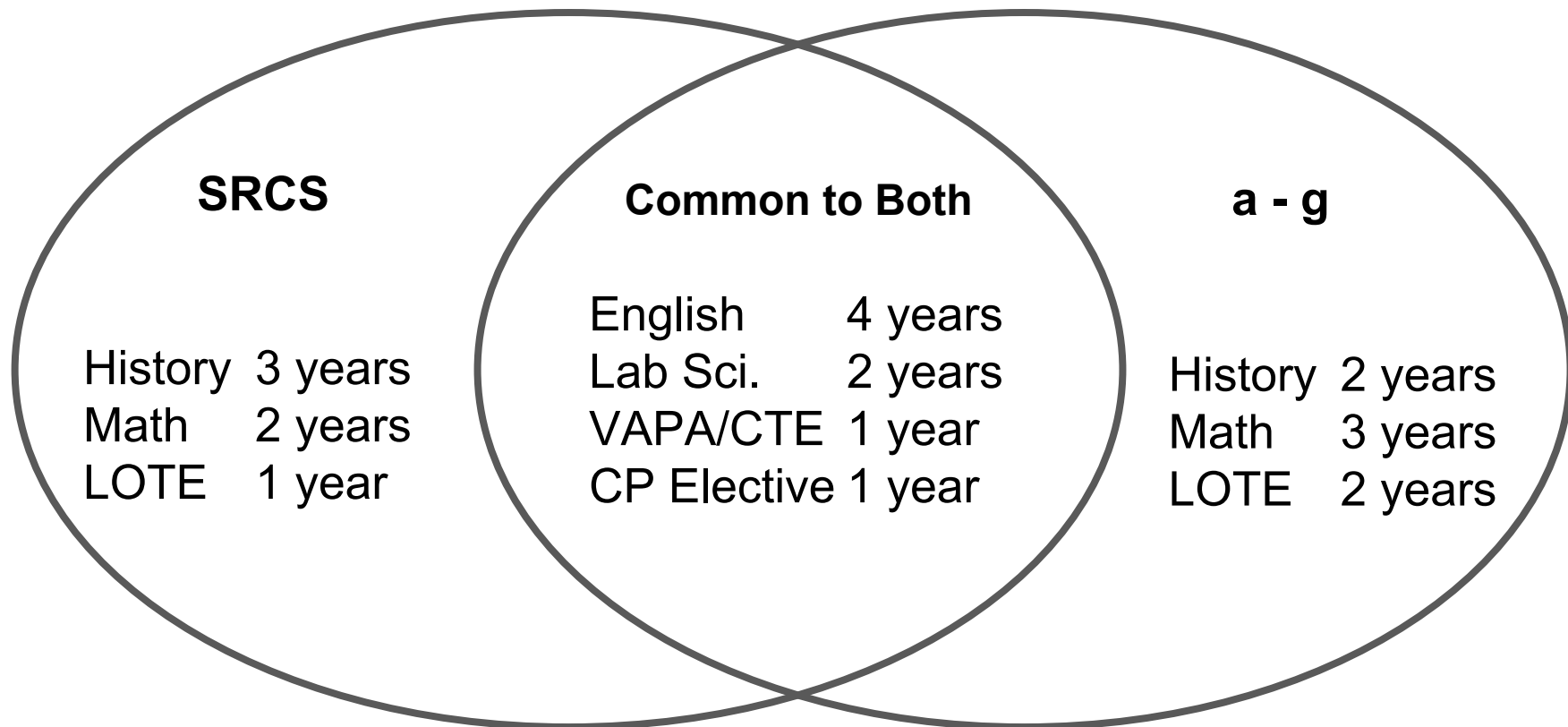
Our Board Policy

BP 6011: The Board of Education shall adopt high standards for student achievement which challenge all students to reach their full potential and specify what students are expected to know and to be able to do at each grade level and in each area of study. These standards shall reflect the knowledge and skills needed for students to be adequately prepared for postsecondary education, employment, and responsible citizenship.

Our Board Policy

BP 6142.91: For each grade level, the Board shall adopt academic standards that meet or exceed Common Core State Standards...

SRCS Graduation Requirements Compared to a - g Requirements



How do we ensure the the graduating class of 2023 has access to prepare them to be college and career ready?

1. Change in Policy
2. Review of Graduation Requirements
3. Professional development in best first instruction
4. Industry Driven CTE pathways
5. Student advocacy for access
6. Provide parent education around college and career readiness
7. Mentorships/Internships/Apprenticeships
8. Embedded academic supports
9. The EL Master Plan
10. The ALPS Master Plan

Districts that have provided equitable access

San Diego Unified

Napa Unified

Oakland Unified

Sonoma Valley

San Jose Unified

San Francisco Unified

Long Beach Unified

Los Angeles Unified

Santa Ana Unified

Vallejo Unified

Board Questions

- Is there data that shows the number or percentage of courses by department by school that are a-g?
- Is there data that shows the number or percentage of special education student enrollment by department by school?
- What other Sonoma County School Districts have a-g as the minimum course requirement?

Number of Core Course Sections by Department

Number of Core a-g Course Sections by Department

	EAHS		MCHS		MHS		PHS		SRHS		District	
Department	# of Sections	# / % of a - g	# of Sections	# / % of a - g	# of Sections	# / % of a - g	# of Sections	# / % of a - g	# of Sections	# / % of a - g	# of Sections	# / % of a - g
Biological Science	16	11 / 69%	18	16 / 89%	20	19 / 95%	12	12 / 100%	22	15 / 68%	88	73 / 83%
English	52	33 / 63%	50	43 / 86%	209	68%	59	42 / 71%	77	47 / 61%	306	
Mathematics	44	25 / 57%	50	42 / 84%	180	68%	45	30 / 67%	64	39 / 61%	266	
Physical Science	18	9 / 50%	24	23 / 96%	26	14 / 54%	20	10 / 50%	32	28 / 88%	120	84 / 70%
Social Studies	26	19 / 73%	38	36 / 95%	133	81%	27	25 / 93%	40	26 / 65%	164	
VAPA	25	24 / 96%	29	27 / 93%	148	92%	18	14 / 78%	59	56 / 95%	161	
World Language	21	21 / 100%	37	29 / 78%	141	91%	20	19 / 95%	35	33 / 94%	154	
Grand Total	202	142 / 70%	246	216 / 89%	968	78%	201	152 / 76%	329	244 / 74%	1259	

*Does not include Early College Magnet or University Center Courses

Number of Students Enrolled in Core a-g Courses by Department

Number of Spec Ed Students Enrolled in Core a-g Courses by Department

	EAHS		MCHS		MHS		PHS		SRHS		All High Schools	
	Not Spec Ed	Spec Ed	Not Spec Ed	Spec Ed	Not Spec Ed	Spec Ed	Not Spec Ed	Spec Ed	Not Spec Ed	Spec Ed	Not Spec Ed	Spec Ed
Enrollment	844	191	1374	135	1390	229	1126	210	1684	227	6418	992
Department	Students may enroll in multiple a-g courses each year.											
Biological Science	235	32	472	9	453	56	312	36	390	12	1862	145
English	736	35	1270	31	1213	45	1030	47	1291	27	5540	185
Mathematics	645	26	1139	35	1133	51	842	30	1026	19	4785	161
Physical Science	219	17	629	14	289	1	275	2	706	12	2118	46
Social Studies	623	81	1273	90	861	76	653	115	874	11	4284	373
VAPA	555	105	650	49	769	99	346	73	953	129	3273	455
World Language	510	42	867	23	879	50	510	26	828	20	3594	161
Occupied a-g Seats	3523	338	6300	251	5597	378	3968	329	6068	230	25456	1526
Avg # a-g Courses	4.2	1.8	4.6	1.9	4.0	1.7	3.5	1.6	3.6	1.0	4.0	1.5

Number of Special Education Students Enrolled in Core a-g Courses by School/Department

	EAHS		MCHS		MHS		PHS		SRHS		All High Schools	
	Spec Ed #	Spec Ed %	Spec Ed #	Spec Ed %	Spec Ed #	Spec Ed %	Spec Ed #	Spec Ed %	Spec Ed #	Spec Ed %	Spec Ed #	Spec Ed %
Enrollment	191	18.45%	135	8.95%	229	14.14%	210	15.72%	227	11.88%	992	13.39%
Department	Students may enroll in multiple a-g courses each year.											
Biological Science	32	11.99%	9	1.87%	56	11.00%	36	10.34%	12	2.99%	145	7.22%
English	35	4.54%	31	2.38%	45	3.58%	47	4.36%	27	2.05%	185	3.23%
Mathematics	26	3.87%	35	2.98%	51	4.31%	30	3.44%	19	1.82%	161	3.26%
Physical Science	17	7.20%	14	2.18%	1	0.34%	2	0.72%	12	1.67%	46	2.13%
Social Studies	81	11.51%	90	6.60%	76	8.11%	115	14.97%	11	1.24%	373	8.01%
VAPA	105	15.91%	49	7.01%	99	11.41%	73	17.42%	129	11.92%	455	12.20%
World Language	42	7.61%	23	2.58%	50	5.38%	26	4.85%	20	2.36%	161	4.29%