

SANTA ROSA CITY SCHOOLS
Office of the Assistant Superintendent of Curriculum and Instruction, 7-12

**ANALYSIS OF BASELINE DATA POINTS FOR THE CLASS OF 2010 AND
DISCUSSION OF FUTURE SECONDARY PROGRAM NEEDS**

April 27, 2011

ISSUE

The Board will review baseline data points for the graduates and dropouts of the class of 2010. The Board will also discuss current program offerings and the need to continue to diversify educational opportunities to positively impact student outcomes in high school and beyond.

PREVIOUS BOARD ACTIVITY

- April 9, 2008 The Board of Education approves revisions to Board Policy 5126 (the new CSBA number is 6146.1) Graduation Requirements and corresponding Administrative Regulation, establishing District Placement Committee.
- Nov. – Dec. 2009 The Board of Education takes public comment on proposed budget reductions.
- Feb. 10, 2010 The Board of Education approves changes in the staffing ratio at three of the four Necessary Small High Schools.
- March 10 2010 The Board discusses revisions to 6146.1 which would establish an alternate course of study.
- March 24, 2010 The Board approves revisions to 6146.1 establishing the 180-credit Alternative Diploma.
- May 26, 2010 The Board receives an update on secondary alternative options.
(Report attached for review, Exhibit pages 1-37)

EXHIBIT MATERIAL

- Pages 1-37 Copy of May 26, 2010, Board Report—
Update on Secondary Alternative Education Options
- Pages 38-43 Percentages and Numbers of Students Completing Pathways
Requirements by site
- Pages 44-45 Site Enrollments for After School Credit Recovery and CyberHigh
- Page 46 Number and Percentage of students completing UC A-G
requirements
- Page 47 Class of 2010 Numbers and percentages of students matriculating
to the California public post-secondary education system
- Pages 48-50 Huffington Post Article which summarizes the Harvard
University Report of February 2011, Pathways to Prosperity
- Pages 51-52 Estimated Drop-out Data for Each Site and Ethnicity
- Pages 53-54 Alternative Education Placements by Comprehensive High School

DISCUSSION

Santa Rosa City Schools (SRCS) General, Special and Alternative Education Programs for the Secondary District—

As of March 14, 2011, there are 11,107 secondary students enrolled in Santa Rosa City Schools' middle, high school and alternative programs. The majority of students, approximately 79%, are currently served through the general education programs offered at SRCS middle and high schools. Students requiring special services are also served at these same campuses. Roughly 14% of students enrolled in secondary schools receive special education services. Both the Legislative Analyst's Office and Ed Source indicate that across the nation, and in California, typically 11% of students receive special education services in the K-12 setting.

In SRCS, approximately 7% of secondary students receive their education through the alternative education programs offered at Ridgway Continuation High School, Lewis Opportunity, one of the four Necessary Small Schools, or the Independent Study program. As stated in previous reports, the average percentage of students served through alternative programs in California is 10-12%. In order to reach the upper side of this average, SRCS would need to increase alternative programs by over 500 seats.

Pathways

A highlight of SRCS's general education program is the university, college and career readiness pathway programs for which the district is widely recognized for its varied offerings and leadership. Students may choose from over twenty pathways and four specialized programs. In the class of 2010, 66% of students completed an organized course of study in either University or Career Pathways, or one of the Specialized Programs in addition to high school graduation requirements. ***Please see Exhibit pages 38-43 for the specific numbers of students completing Pathways in the District and at each of the high schools.***

Summary completion percentages at each of the high schools help staff understand the strengths and needs of each program. At Elsie Allen High School, 46% of the class of 2010 completed a defined Career Pathway, the University Pathway, or The University Center Specialized Program. Percentages for pathway completion at other high schools are as follows: Piner-57%, Montgomery-69%, MCHS-75%, SRHS-73%.

For students who are unable to complete a defined pathway as described above, there is an alternate pathway option. Students who complete an Individual Pathway have taken five courses in addition to the core graduation requirements that follow a combination of University Preparatory courses and CTE courses that are part of the approved curriculum for the University Pathway or any of the Career Pathway programs at the site. Most often students in the Individual Pathway have not been successful in college preparatory courses, have not continued on the University Pathway by taking survey level courses, or have changed their mind about the Career Pathway they originally selected. Students in this category are at high risk for falling into the No Pathway category (see statistics below), if appropriate courses are not taken throughout the four years of high school.

Elective courses such as AVID, IWE, Peer Tutor, advanced Physical Education and Student Government do not count towards Individual Pathway credit. Often students will stay in these programs or courses for multiple years. For the class of 2010, 9% of students at EAHS and MHS completed an individual pathway, with 8% of MCHS, 6% of PHS and 3% of SRHS students availing themselves of this option.

For students who are unable to complete a pathway due to special circumstances, a Board approved exemption exists. For example, a student may be scheduled into intervention support courses that are designed to raise achievement in English or mathematics so that they are either ready to take the CAHSEE in grade 10, or are able to pass the CAHSEE by their senior year in high school. Students with IEP's also fall into the exempt category. The last group of students for whom exemptions are part of Board Policy, are those that spend at least 50% of their high school education outside the district. The percentages of students in the exempt category at each school are as follows: EAHS-30%, PHS-16%, MHS-11%, SRHS-10% and MCHS-3%.

There are two areas of concern in regards to the baseline data. The first of which is the percentage of non-graduates. Please keep in mind that the percentages shown here, do not include the numbers of students who dropped out prior to their senior year. This specific data is shared later in the report. Non-graduates, or students considered senior dropouts, are as follows: PHS-16%, EAHS-12%, SRHS-10%, MHS and MCHS each at 6%.

The second area of concern is students who are not exempt that do not complete a pathway during their high school careers. The percentage of students at each site in this category is as follows: MCHS-8%, PHS-5%, MHS-4%, EAHS and SRHS each at 3%.

District staff is in the process of implementing an electronic graduation plan tracker in the student system in which students, teachers, counselors, and administrators will be advised in real-time of each student's progress towards completing pathway and core graduation requirements. In many cases, administrators are not apprised when students are not thriving on their particular path until after the student has met other general requirements and is set to graduate. Real-time information in the student system will allow for much needed monitoring of student progress to ensure timely intervention.

Further study is required to determine if other elective site options inadvertently impede a student's ability to complete a pathway. The District Office is in the process of analyzing policy, regulation and enrollments in courses such as Inside Work Experience, Peer Tutor, Lab Assistant and similar offerings to determine if students enrolled in these courses are also able to complete the District's pathway requirement. This research has brought to the forefront the need to extend the discussion to the middle school level, as well. School counseling, office operations and support for instruction is often built to include student assistants and/or tutoring positions – positions that are earned by students, and in many cases hold a place of honor for students.

Helping Students Stay On-track for Graduation

Students fail courses in high school for numerous reasons. Per Ed Code., 49066, grading is completely under the purview of the teacher and each grade assigned by a teacher is final. Administrative staff may only intervene to change grades when there is clear evidence of a clerical error, fraud, bad faith or similar situations. Nonetheless, for the students enrolled in high school last year the percentages of students who received failing final grades at each school are: MCHS & SRHS: 8.1%, MHS: 9.5%, PHS: 12.6%, and EAHS: 16.0%. The district continues to refine and expand upon plans to help keep students on-track for a four-year on-time graduation.

During the 2009-10 school year, 662 eleventh and twelfth grade students used site Cyber High and/or after school Credit Recovery to remediate credit deficiencies. This figure represents approximately 13% of the students enrolled as juniors and seniors. Since 2008, changes to the structure of credit recovery have yielded positive completion rates. When courses were held at the district, completion rates were approximately 60%.

Please see Exhibit pages 44-45 for the specific numbers of students participating in Cyber High and Credit Recovery courses.

Also, in the summer of 2010, and as previously presented to the Board of Education, 455 ninth and tenth grade students successfully completed summer school courses; which represent 9% of the student enrollment in those two grades.

Post-Secondary Indicators

Regular discussion regarding available data occurs within SRCS and across the nation in regards to which are the best indicators that reveal our students readiness for the next phase of their education and/or career options upon graduation. Due to limited availability of data, these discussions have largely been driven by discussions of the percentages of students who complete courses considered university prerequisites, and are known as UC A-G courses. The SRCS IT Staff has identified electronic issues with the reporting of this data in the CALPADS system and is in the process of rectifying issues. Data indicates that approximately 25% of our students satisfy A-G requirements by passing all A-G courses with a C grade or better; however, we've learned that this figure does not include the number of students who satisfy these requirements by taking and passing college courses and/or certain college entrance exams. Staff believes that the actual A-G completion rate for SRCS is closer to 35%. Also, as previously reported to the Board of Education on November 10, 2010, staff determined that 113 students in the class of 2010 missed meeting the total requirement of 15 courses because they either did not take or failed one course. The IT department has built a special report indicating student completion of A-G requirements so that counselors may assist with keeping students on-track to complete those requirements by the end of their senior year. ***Please see Exhibit page 46 for the numbers and percentages of students completing A-G requirements (not including college course work and/or exam results).***

A new and telling data point is now available on the California Post-secondary Website; information regarding the numbers of seniors who go on to enroll in California public universities and colleges. Other than through self-reported information from students,

there is no related data available regarding students who choose to attend public universities out-of-state or those that attend private universities and technical institutes.

While the most recent data available at the time of this report is for the class of 2009 and not 2010, this summary data indicates that the percentage of the students attending University of California system ranges from 2% -11%, the California State University System percentages range from 5% - 14%, and the percentages of seniors enrolling in the community colleges ranges from 66% - 94%. ***Please see Exhibit page 47 for the specific numbers of students matriculating to the public post-secondary education system by school.***

While further information regarding Graduation, Completer and Dropout rates is critical to this discussion, it is important to note that the findings reported in The Pathways to Prosperity Report, Harvard University, February 2011, indicate a need to diversify high school courses and offer rich opportunities that include applied and contextualized learning, College and University readiness courses, as well as rich programs in Career Technical and other alternatives. ***Please see Exhibit pages 48-50 for the Huffington Post Article which summarizes the Harvard University Report.***

Graduation Rates and Dropouts (and Completers)

Although the formula has changed over recent years, in secondary schools, we have a constant measure of student success. Our District, along with all other districts across the nation are evaluated by the number of students who graduate from high school with a diploma, the number of students who complete high school equivalents, and the number of students who drop out of high school. Also, this is the first year that the state has mandated that districts institute a process for also keeping track of the number of students who drop out in grades seven and eight.

There are currently two prevailing methods for calculating graduation rates for high schools across the country. One of the formulas, as defined by the National Center for Education Statistics (NCES), has been used since 2009 to calculate the Adequate Yearly Progress (AYP) target. This formula uses the total number of graduates and divides that number by the total number of graduates and the number of students who dropped out since grade 9, as follows:

NCES Graduation Rate used for AYP

Number of 2010 Graduates divided by Number of 2010 Graduates + Gr. 9 Dropouts (2006) + Gr. 10 Dropouts (2007) + Gr. 11 Dropouts (2009) + Gr. 12 Dropouts (2010)
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Santa Rosa City Schools

***Adequate Yearly Progress Graduation Rate Information**

SITE	2009 Grad Rate	2010 Grad Rate	2010 Target Grad Rate	Difference	2010 Grad Rate Criteria Met?	2011 Target Grad Rate

District	85.49	80.82	85.94	-4.67	No	81.84
Elsie Allen High**	81.15	69.23	82.04	-18.92	No	71.54
Maria Carrillo High	95.93	92	90	-3.93	Yes	90
Montgomery High	89.66	85.03	89.69	-4.63	No	85.58
Piner High	93.17	78.95	90	-14.22	No	80.18
Santa Rosa High	89.62	89.86	89.66	0.24	Yes	89.7

* This information was provided by the CDE on February 3, 2011

** The drastic difference in figures between 2009 and 2010 is due to a site level anomaly that has since been rectified.

Per this formula, the District did not meet the AYP target set for the class of 2010; however, two schools did meet the AYP target: Maria Carrillo High School and Santa Rosa High School. In order to exit Program Improvement, the District will need to meet the graduation targets in addition to the performance targets and testing participation targets set by No Child Left Behind.

There is another calculation method gaining in popularity in the nation used for graduation rates. This method, proposed by the National Governors Association Center for Best Practices (NGA), uses a straightforward formula: the number of students graduating within a four-year timeframe divided by the number of first-time entering ninth graders four years earlier.

Santa Rosa City Schools

**Estimated National Governor's Assn. Graduation Rate Information*

SITE	2009 Grad Rate	2010 Grad Rate	Difference
District	80.35	77.82	-2.53
Elsie Allen High**	81.35	62.59	-18.76
Maria Carrillo High	84.8	86.1	1.3
Montgomery High	79.86	81.03	1.17
Piner High	73.74	73.01	0.73
Santa Rosa High	76.01	80.08	4.07

* These estimates are provided by the SRCS IT Department.

** The drastic difference in figures between 2009 and 2010 is due to a site level anomaly that has since been rectified.

Should the NGA formula be formally adopted, our baseline figure would be lower as compared to the AYP formula that has been used for two years.

The AYP graduation rate target has been set for 90%. As a district, we must develop a cohesive plan to meet and/or surpass this target. Given this target, it is important to consider that there are currently three ways to graduate with a diploma from Santa Rosa City Schools:

- 1) A 220-credit diploma from Elsie Allen, Montgomery, Piner, Ridgway or Santa Rosa High Schools.
- 2) A 220-credit diploma from Maria Carrillo (which includes the additional humanities requirement).
- 3) A 180-credit alternative diploma from one of the Alternative Schools: Grace, Mesa, Midrose, Nueva Vista Necessary Small Schools or Ridgway Continuation High School.

Of the students that graduated last spring, 98.5% received a 220-credit diploma, and 1.5% (22) received an alternative diploma.

In addition, new tracking codes provided by the California Department of Education indicate that students who leave high school with a Special Education Certificate of Completion are considered completers, but not graduates.

Dropouts and Dropout Prevention—

Due to the consistent interventions at the site and district level, the numbers of students who have dropped out of school in grades 9-12 have steadily declined since 2008. Although annually an average of 245 students drop out in high school, last year raw data indicates that 214 students dropped out as compared to 279 in 2008.

As a District, we can see direct correlations between the increase of targeted services and the reduction of dropouts. Firstly, expanding credit recovery options for students increased the numbers of students who were able to remain on-track for graduation. Secondly, with Board approval for the alternate course of study which leads to the alternative diploma, 22 students who would have certainly been class of 2010 dropouts achieved graduate status. Staff discovered that these students did meet state graduation requirements and did pass the CAHSEE. This accomplishment must be underscored as there was a decrease of 30 dropouts between 2009 and 2010, and 22 of them are directly attributable to the alternative education diploma. *Please see Exhibit pages 51-52 for the raw data class of 2010 dropout for each site and ethnicity. (Please note, this is internal data and is not available on the state website.)*

Possible Options for the Secondary District General, Special and Alternative Education Programs—

ALTERNATIVE EDUCATION PROGRAM NEEDS

At the May 26, 2010 board meeting, staff presented a report entitled UPDATE ON SECONDARY ALTERNATIVE EDUCATION OPTIONS that set forth some long-term alternative education options for the consideration of the Board. As stated in the report, these options would require a facilities plan. The report made mention of a CTE High School, a new Continuation High School program, a Distance Learning program and an Opportunity Program Pilot focused on 9th and 10th graders to be located on a comprehensive high school campus. During the 2010-11 school year staff has become aware of additional alternative education needs. ***Please see Exhibit pages 53-54 for the alternative education placements by comprehensive high school to gain an understanding of referrals.***

The change to Board Policy 6146.1: Graduation Requirements, which eliminated social promotion, established unit-standings for each grade, also gave sites a mechanism by which to provide intervention strategies earlier in a student's high school career. This policy change has produced an educational program need that was anticipated. Traditionally, Alternative Education has served primarily 11th and 12th graders. In 2009-10, there were 735 total alternative education placements based on referrals from comprehensive high schools. Twenty-one percent of the total placements were for students in grades 9 and 10. In 2010-11, there have been 766 total placements as of March 1, 2011. Of these placements, 56% were for students in grades 9 and 10. This emphasizes the increased demand for alternative placements for students who are younger than sixteen.

OPPORTUNITY EDUCATION

Opportunity education is considered an intervention program providing additional support for students who are habitually truant or irregular in attendance, insubordinate or defiant while in attendance and unsuccessful academically. Placements may be made voluntarily or involuntarily. In SRCS, Lewis Opportunity School serves students in grades 7-10, although our application on file with CDE was approved for serving grade 7-12 students. There are currently 89 students enrolled at Lewis Opportunity, the majority of whom are 8th and 9th graders involuntarily placed through the expulsion, Administrative Review and Placement Committee (ARPC) or School Attendance Review Board (SARB) process. The mobility rate for the students in this program is nearly 100%. The size of the campus at the Lewis Education Center limits the enrollment and offers little or no room for physical activity and recreation, and is potentially unsafe. Although the program does award variable credit and has recently begun offering Cyber High to assist students stay on-track for graduation, there is concern that, with the high mobility rate, students in the Opportunity Program do not make the kind of academic progress that is an essential pre-cursor to successfully transitioning back to a comprehensive setting.

Site staff observed that 9th and 10th grade students are most successful in this program when they are able to earn variable credits and privileges through a 3-week evaluation and incentive program like the STEP program in place at Ridgway High School and several of the Necessary Small High Schools. However, a STEP program is less

successful with middle school students who are primarily motivated through the adult mentoring, counseling, and tutorial assistance that is provided by a team of teachers and support staff, in collaboration with the families. There has been an increased demand for alternative education intervention for 9th and 10th graders since the revised graduation requirements allow us to identify students in need of support earlier during their high school careers. Students who are ineligible for placement at Ridgway or the Necessary Small High Schools due to their age have been referred in increasing numbers to Lewis Opportunity.

A review of the current configuration of Lewis Opportunity with grades 7-10 on a campus with limited facilities suggests that a 9th and 10th grade program might be more successful if located on a comprehensive high school campus. This would parallel the current locations of three Necessary Small High School programs on the Piner, Elsie Allen and Santa Rosa High School sites. Similarly, a school- within-a- school configuration for Opportunity 7th and 8th graders on a middle school campus with a separate schedule could refocus the program on the mentoring, counseling and tutorial assistance that is needed to prepare these most at-risk middle school students for high school.

PILOT OPPORTUNITY PROGRAM

A comprehensive middle or high school that wishes to establish its own "turn around" option, using a "school- within-a-school" model would be encouraged and supported with the allocation of additional professional development and categorical funds. These pilot programs would allow the schools to keep their own identified students who are struggling to prepare for high school or to stay on-track for graduation. An alternative program, with a flexible schedule, provided by a team of teachers and support staff, as outlined previously, would change the learning environment for these students without the disruptive effects of moving them to another campus.

2012-13 RECOMMENDATION: Establish a 9-12 Opportunity Program on a High School campus that does not currently have an alternative education option and establish an 8th grade Opportunity Program on a Middle School campus.

CONTINUATION EDUCATION

Continuation Education is a high school diploma program for students 16 years of age or older who are deemed at risk of not completing their graduation requirements. Ridgway High School has a maximum enrollment of 300 students, most of whom have been placed voluntarily through referral from their home school or through the recommendation of the District Wide Placement Committee. There are also some students placed involuntarily through the expulsion and the ARPC processes. Ridgway serves second year 9th graders and students in grades 10-12 and maintains a waiting list of approximately 80-100 students.

Due to Ridgway's limited enrollment and the relatively small size of its staff, Ridgway has been unable to serve students who have English proficiency at CELDT Levels 1 and 2. In addition, the school is limited in its elective and pathway offerings. As mentioned

previously, placement in SRCS Alternative Education programs is about 7% of secondary enrollment. It is estimated that the need for alternative education is somewhere in the range of 10%-12%. Providing additional alternative education spaces through the creation of a Ridgway Satellite campus would help close the gap between the current 7% enrollment and the anticipated need.

2012-2013 RECOMMENDATION: Increase Alternative Education placements by creating a Ridgway Satellite under the auspices of the already approved 9-12 Opportunity Program, in effect providing an option that is not limited by the 16 years of age requirement needed of Continuation schools.

2011-2012 RECOMMENDATION: Due to the capacity limitations at Ridgway, 300 students may be enrolled at one time. As a way to make this alternative option available to more students, the Board could choose to sunset the Pathway requirement at the school. This would enable the school to serve additional students with the 180-credit alternative education diploma since the major difference between the alternative diploma and the 220- credit diploma is the number of electives completed.

PREGNANT MINOR AND TEEN PARENT PROGRAM

During the February 2010 budget sessions, the Board took action to increase the enrollment and adjust the staffing ratios of the three Necessary Small High Schools that are located on the comprehensive high school campuses of Piner, Elsie Allen and Santa Rosa High School. Not addressed at that time was the fourth Necessary Small High School, Nueva Vista. Nueva Vista, located on the Lewis Education Center, has an enrollment of approximately 50 teen parent and pregnant minor students, along with 12 toddlers in the district's CALSAFE program. Once the Board took action in Spring 2009 to close Lewis Adult School, Nueva Vista was no longer able to offer its students the increased elective offerings and flexible schedule that was available when girls could co-enroll during the day in the Adult School. The students in the other three Necessary Small High Schools have frequent opportunities to enroll in classes on their main campuses during the instructional day and they can participate in afterschool credit recovery classes on the main campuses as well.

The school has been able to offer students Cyber High during the instructional day which has helped with credit recovery. The attendance and graduation rate for this program would improve were it to be located on another campus that would give the students more flexibility and increased course offerings, along with more options for credit recovery. In addition, were the Lewis Opportunity Program to be relocated, it would be difficult to adequately supervise a single program remaining on that campus. The YouthBuild program, part of the John Muir Charter Schools, has expressed interest in the Nueva Vista facilities.

2012-13 RECOMMENDATION: Relocate the Nueva Vista Teen Parent/Pregnant Minor and the CALSAFE programs to Ridgway High School. This recommendation would need to be carried out in tandem with the establishment of the 9-12 satellite program in order to prevent capacity issues at Ridgway.

DISTANCE LEARNING

Educational agencies such as the Poway Unified School District, near San Diego, and the Santa Clara County Office of Education have been at the forefront in California in the area of Distance Learning. These agencies have provided support for their own teachers to develop online courses with unlimited access for students. Some of the courses are completed through an online format only, similar to Cyber High. Others use a blended model that combines online work with discussion and seminars facilitated through social media such as blogs, facebook, and twitter, as well as real-time face to face small group sessions. In most cases, the distance learning option has begun as an extension of an existing Independent Study program. Although staff is interested in implementing such a program, budget cuts which have resulted in staffing reductions have impeded the design and implementation of such a program.

2011-12 Recommendation: Contract with a provider of online educational opportunities for secondary students in order to offer this option. The Human Resources and Business Office would need to work out specific agreements regarding facilities and staffing. The Office of Curriculum & Instruction recommends that the provider be WASC accredited.

CTE HIGH SCHOOL

While the district provides a wide range of Career Pathway programs at all of the comprehensive high schools, they include only three courses out of the twenty-two necessary for graduation. A successful CTE model for alternative education includes integrated core and CTE studies with substantial time spent in the focus area for CTE. Core academic areas will cover all state/national standards and will have an applied or hands-on instructional approach. Students will spend up to three hours per day in their CTE courses, which will lead to state licensure or apprenticeship programs in the senior year of high school. On April 13, 2011, the Board of Education received information about the National Association of Manufacturers certification program, which is one model for integrated CTE instruction.

Alternative CTE high school programs can take place in existing facilities on the comprehensive high school campuses or as standalone programs. If programs occur in existing facilities, a non-traditional schedule will need to be implemented to have access to CTE classrooms and shops after the regular school day. Core instruction can take place on the comprehensive campus, or through a combination of direct instruction and distance learning. The district may also choose to establish a separate CTE alternative high school, which will require the acquisition of equipment and facilities. If the program is set up as a standalone school, it is recommended that the CTE industry area(s) not be duplicates of what is in place at the comprehensive sites.

2011-12 Recommendation: Conduct feasibility study on possible program structures, costs, and industry sectors, for implementation in the 2012-13 school year.

Conclusion

The Board may choose to direct staff to bring the recommendations that impact next year's program back for action in May. Staff will continue to review the profiles of struggling students through the District Wide Placement Committed and place as many as possible in alternative education.

There is an excellent collaboration between high school math department chairs, high school vice principals and district office staff that has resulted in a mathematics course progression that ensures that all levels of learners have opportunities to meet minimum high school graduation requirements through university prerequisite requirements. This collaboration has identified the need for more applied and contextualized learning for students across the board, and after a review of the information similar to that presented herein, this group identified the ideal place to offer the additional support of focused experiential learning are the Regular Algebra and Regular Geometry courses. In addition, pilots will continue with the offering of CTE labs. This year, Geometry was offered with a Construction CTE "support" course. Early data indicates that the students enrolled in the applied support section fared better with grades than students enrolled in single AC Geometry courses.

This finding, along with the information presented in the Harvard Study, indicates that this work will lead us to better determine exactly how many students can be served through programs offered at the comprehensive schools, and how many actually require alternative education services. At this point, our data reveals that increasing applied courses that meet graduation requirements at the comprehensive schools and increasing the seats available in alternative education by approximately 500, would reduce dropouts and meet and/or surpass graduation requirements that have been added to Program Improvement requirements.

Items that may be considered for next year include the reconsideration of the pathway requirement for Ridgway Continuation High School, the Business and Human Resources plan for contracting with an online course provider to provide those services to students, and formally directing staff to conduct a feasibility study regarding expanding the CTE program as discussed herein.

FISCAL, STAFFING AND FACILITIES ISSUES

Fiscal: Should the district develop a program that recover approximately 50% of the average number of annual dropouts (123 students), an additional \$735,000 in ADA funding would be collected (minus the cost of building maintenance, materials and staffing).

Staffing: Staffing implications TBD depending upon program expansion.

Facilities: Facility implications TBD depending upon program expansion.

SUPERINTENDENT'S RECOMMENDATION

This is a Discussion Item.

Report prepared by Kathy Carlsen, Nancy Miller and Anastasia Zita

SANTA ROSA CITY SCHOOLS
Office of the Assistant Superintendent of Curriculum and Instruction, 7-12

UPDATE ON SECONDARY ALTERNATIVE EDUCATION OPTIONS
May 26, 2010

ISSUE

The Board will receive an update regarding recent alternative education program augmentations, and further discuss future plans for alternative options.

PREVIOUS BOARD ACTIVITY

- | | |
|-------------------|---|
| April 9, 2008 | The Board of Education approved revisions to Board Policy 5126 (the new CSBA number is 6146.1) Graduation Requirements and corresponding Administrative Regulation, establishing District Placement Committee. |
| Nov - Dec 2009 | The Board of Education took public comment on proposed budget reductions. |
| February 10, 2010 | The Board of Education approved changes in the staffing ratio at three of the four Necessary Small High Schools. |
| March 10, 2010 | The Board discussed the plan to expand the capacity of secondary programs for students who require educational options different from those offered at comprehensive high schools and encouraged staff to bring the items forward for action. |
| March 24, 2010 | The Board approved the course of study for an alternative diploma. |

EXHIBIT MATERIAL

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|-------------|--|
| Pages 1-29 | Copy of March 24, 2010, Board Report --
Revisions to Board Policy 6146.1 Approval of an Alternate Course of Study for a High School Diploma |
| Pages 30-31 | Administrative Regulation 6146.1—Alternative Diploma |

DISCUSSION

The purpose of this update is to inform the Board of Education of current alternative education graduation trends, staff progress on the 2009-10 expansion of certain alternative education programs, and of the plans for program expansion starting in the 2010-11 school year and beyond.

2 -YEAR ALTERNATIVE EDUCATION GRADUATION REVIEW

In order to best understand the status of the District's Alternative Education Programs, it is critical to review the graduation and dropout rates of each of the programs. Our goal is to fully understand and replicate those programs that have the highest graduation rates and have effectively addressed the student dropout issue.

School	2009				2010			
	Enrollment	4 th yr. & 5 th yr. Seniors	Graduates including 4 th & 5 th yr. Seniors	Non-graduates including 4 th & 5 th yr. Seniors	Enrollment	4 th & 5 th yr. Seniors	Graduates including 4 th & 5 th yr. Seniors	Non-graduates including 4 th & 5 th yr. Seniors
GRACE	46	19	15	4	56	29	26	3
Mesa	43	8	6	2	53	15	7	8
Midrose	42	23	16	7	54	27	23	4
Nueva Vista	60	18	10	8	38	17	8	9
Ridgway	272	116	93	23	285	155	115	40

Although Midrose and GRACE graduated more students than the other two Necessary Small High Schools both last year and this year, the increase this year is partially due to the available option of the alternative diploma requiring 180 credits.

District staff will continue to work with site staff in order to bring forth alternative options that target dropout prevention and increase the number of secondary students who have a successful high school experience that culminates in a high school diploma. Below is a listing of progress in this area to date.

2009-10 ALTERNATIVE PROGRAM AUGMENTATIONS

ALTERNATIVE DIPLOMA

The Board previously received information on dropout statistics. Santa Rosa City Schools is in the process of further evaluating student dropout statistics in order to gain a greater understanding of the reasons students cease to pursue a high school diploma. On March 24, 2010, the Board of Education approved an alternate course of study for a high school diploma. The identified need for expanded options for students seeking to complete high school is being partially fulfilled by this alternate course of study. *Please see pages 1-29 for a copy of the Board Report Revisions to Board Policy 6146.1—Approval of an Alternate Course of Study for a High School Diploma. Also included for review on Exhibit Pages 30-31 is the Administrative Regulation 6146.1—Alternative Diploma.*

It is important to note that a second meeting was held with Alternative Education staff on Tuesday, April 20th in order to further discuss the alternative diploma. This was an attempt to collect staff feedback on the development of the selection criteria for eligible students that would be specified in the Administrative Regulation.

At this point in time, approximately 25 students have been identified as meeting the criteria to be considered for an alternative diploma. Previously, in the best of circumstances, these students would have returned as 5th year seniors and, would have counted as “drop-outs.” President Carle’s request, that redacted profiles for

these students be included in the end-of-year CAHSEE report will commence in the next school year as students are still in the process of completing units, and final determinations are still being finalized at the time of this report.

INDEPENDENT STUDY, NECESSARY SMALL SCHOOLS, & NIGHT SCHOOL

In addition to the aforementioned **25 students** who will graduate at the end of their senior year with an alternative diploma, other at-risk students were contacted and presented with the option of enrolling in an alternative program as an intervention to keep students in school **this year**. Although approximately 100 students were contacted, **64 students** committed to and were placed in the following alternative education programs:

District Independent Study Program (ISP):

- Since January 6, 2010, student enrollment has been increased from 109 to 146.
- This program is currently operating at capacity due to the numbers of teachers assigned to the program: however, staff is investigating options for expanding ISP. For instance, should the District choose to operate an Alternate School of Choice for ISP, the school would need its own CDS code and would be subject to all of the accountability systems. Currently, students in ISP remain attached to their comprehensive school.
- ***Increase of 37 students***

Necessary Small Schools (Grace, Mesa, Midrose):

- Since January 6, 2010, student enrollment has been increased from approximately 45 students at each site to 55.
- ***Increase of 30 students***

Ridgway Night School:

- Since January 6, 2010, enrollment has been increased from 17 to 23
- ***Increase of 6 students***

In total, the 2010-11 policy change that allowed for the Alternative Diploma coupled with the additional measure of outreach that occurred in January-March positively impacted 98 students. Staff anticipates that similar numbers of students will be impacted next year.

2010-11 ALTERNATIVE PROGRAM AUGMENTATIONS

Starting next year, staff further recommended an increase in the numbers of students served in the following programs:

Necessary Small Schools (Grace, Mesa, Midrose):

- **Increase the numbers of students served from 55 to 69**

- Increase the FTE at each school to 3

Lewis Opportunity Program:

- **Under new leadership, stabilize enrollment figures and increase enrollments from 73 to 85**

Ridgway Independent Study Program:

- **Increase numbers of students served from 0 to 30**
- One additional section needed for the ISP program will bring Ridgway's school enrollment up to 317 (13.8 FTE)

Mesa and Nueva Vista:

- Possible implementation of the alternative diploma for selected students enrolled in their programs for 2010-2011. If there is site support for this implementation, district staff may bring this to the Board in Fall 2010.

Another issue that needs to be addressed next year is the inconsistency by which students in alternative education earn credits. One school, Mesa, continues to operate under the system by which students need to complete sixteen hours of coursework to complete a unit of study; however, all other programs are aligned in that they expect students to complete 12 hours of coursework for a unit of study.

In total, if staff is able to implement the aforementioned changes, the 2010-11 program expansions are anticipated to positively impact approximately 84 students.

OTHER IMPORTANT CONSIDERATIONS

Before other long-term alternative options are acted upon, it is critical for Santa Rosa City Schools, as a system, to understand why students leave our comprehensive schools. Recent analysis indicates that there may not be enough grade level (REG ED) courses available to students. There needs to be a district-wide understanding that if students are leaving comprehensive schools, or dropping out of our educational system altogether, it may be because they are not being offered access to grade level courses. This preliminary analysis will be presented to the Board of Education in June 2010 in the Annual Course Offerings Report.

LONG-TERM ALTERNATIVE OPTIONS

While the following long-term alternative options require a facilities plan, these options have been discussed as possible next steps:

- 1) As observed in Shanghai, China, students participate in a **course of study that leads to a regular high school diploma and a job readiness certification.** Chuck Cadman, the District's charter school consultant indicated that the District would be in an optimal position to open a CTE charter due to SRCS's well-developed pathways program and the favorable legislation that has been enacted to keep California competitive in the development of CTE programs. Flexibility

of scheduling will be needed for the CTE diploma options, as well as potential increase of instructors with expertise in specific industry areas.

- 2) Staff articulated the need for a **new and separate continuation high school program** that addresses the four areas of student need outlined in earlier reports to the Board:

- *English Language Learners below CELDT III*
- *Students with attendance issues*
- *Students with school phobia/social anxiety*
- *Students with drug or alcohol issues*

Staff is enthusiastic about opening such a program, perhaps by Fall 2011 or 2012. Enrollment is anticipated at 200.

- 3) District staff has long been interested in developing a **distance learning option** for students. It is yet to be determined if the best approach for opening a distance learning program would be under the auspices of the District Alternative Education Options, or through a charter. Mr. Cadman indicated that the district would need to proceed carefully, should it choose to open a distance learning charter, as new legislation for non-classroom based charters is complex and potentially punitive if not properly established and documented. Staff is in the process of researching the development of this option and has visited an established distance learning program in the Sacramento area, the Visions Charter which serves 3,200 K-12 students. The program is not a “bricks and mortar” operation, but rather operates as a classroom without walls. It is unknown at this point, how many students would opt to enroll in the distance learning program although it is likely to be a popular alternative.
- 4) An Opportunity Program Pilot could be established as a “turn around” option at a comprehensive high school to ensure that identified at-risk 9th or 10th grade students stay on-track for graduation.

FISCAL, STAFFING AND FACILITIES ISSUES

Fiscal: See staffing and facilities items below.

Staffing: Midrose, GRACE, Mesa and Ridgway are staffed at 23:1. The enrollment at Ridgway is anticipated to increase to 317 for 2010-11, of which 10% may be enrolled in Independent Study at the Ridgway site. This will necessitate an increase of one section at Ridgway at a cost of \$15,000.

Facilities: The expansion from 2.4 FTE to 3.0 FTE at Mesa will necessitate the allocation of \$4,000 for a storage container to house equipment currently stored in a classroom on the SRHS campus, providing office and counseling space for Mesa. An additional \$7,000-\$8,000 will be needed to convert the current Mesa portable used as office/classroom/teacher workroom space back into a classroom used exclusively for instruction.

SUPERINTENDENT'S RECOMMENDATION

This is a discussion item.

Report prepared by Anastasia Zita and Kathy Carlsen

SANTA ROSA CITY SCHOOLS
Office of the Assistant Superintendent of Curriculum and Instruction, 7-12

REVISIONS TO BOARD POLICY 6146.1—
APPROVAL OF AN ALTERNATE COURSE OF STUDY
FOR A HIGH SCHOOL DIPLOMA

March 24, 2010

ISSUE

The Board will review and may consider approval of an alternate course of study for a high school diploma at Grace and Midrose Necessary Small High Schools and The Phoenix Program at Ridgway Continuation High School that meets the state mandated requirements for High School Graduation, as specified in the California Education Code, and if approved would necessitate a revision of Board Policy 6146.1.

PREVIOUS BOARD ACTIVITY

- | | |
|-------------------|---|
| April 9, 2008 | The Board of Education approves revisions to Board Policy 5126 (the new CSBA number is 6146.1) Graduation Requirements and corresponding Administrative Regulation, establishing District Placement Committee. |
| Nov - Dec 2009 | The Board of Education takes public comment on proposed budget reductions. |
| February 10, 2010 | The Board of Education approves Item F-1 making changes in the staffing ratio at three of the four Necessary Small High Schools. |
| March 10, 2010 | The Board discusses the plan to expand the capacity of secondary programs for students who require educational options different from those offered at comprehensive high schools and encourages staff to bring the items forward for action. |

EXHIBIT MATERIAL

- | | |
|-------------|--|
| Pages 1-16 | Copy of March 10, 2010, Board Report--Increasing Options for the Completion of High School and Decreasing Student Dropouts |
| Pages 17-25 | Revisions to Board Policy 6146.1 High School Graduation |

DISCUSSION

On March 10, 2010, the Board discussed the proposed plan to expand the enrollment capacity of alternative secondary programs. They also received information on dropout statistics and how other districts use an alternate course of study as a means of dropout prevention. The process of evaluating the dropout statistics for Santa Rosa City Schools is ongoing. The reasons students cease to pursue high school diplomas are complex and varied. It seems clear, however, that on the behalf of its students, it would behoove Santa Rosa City Schools to augment the alternative options that currently lead to a diploma, as discussed by the Board of Education on March 10, 2009. *Please see pages 1-16 for a copy of the Board Report –Increasing Options for the Completion of High School and Decreasing-Student Dropouts.* By law, the governing Board of each high school district in California determines which course or courses of study will result in a high school diploma; as long as the thirteen required courses of Education Code 51225.3 are



completed. *Please see pages 13-14 Comparative List of California State High School Graduation Requirements.* To this end, staff is presenting an alternate course of study that would result in a high school diploma to the Board of Education for consideration and approval at the following schools:

- Grace Necessary Small High School
- Midrose Necessary Small High School
- The Phoenix Program at Ridgway Continuation High School

These are the schools that are ready for immediate implementation, should approval be given. It should be noted that Nueva Vista Necessary Small High School is considering their participation in this alternate course of study for 2011-2012, whereas discussions with the Mesa staff in regard to this topic are ongoing.

When students enroll in these necessary small high schools and in the Phoenix Program they are already at high risk of dropping out. Students are placed into the Phoenix Program at Ridgway Continuation High School when their attendance and productivity falls below 70% for two 3 week evaluation periods per semester. By offering a diploma that meets the state requirements, but does not require students to complete certain courses, SRCS would permit the completion of high school via an alternate means rather than having students continue in a negative pattern of poor attendance and weak performance that will likely result in a drop out. This alternative option would enable students to move on and join the work force with a high school diploma or to matriculate to the junior college for further study. This option would not be workable for students planning to attend a four-year university. *Please see page 15 for Dropout-Prevention, Brief Survey of California Districts that Offer an Alternative High School Diploma.*

These students often become discouraged and do not graduate from alternative programs due to the limited availability of electives and/or the inability to meet the world language requirement. Students may end up taking the same course repeatedly in order to earn enough units for graduation. Staff is recommending that at these schools, the successful completion of 180 units (18 courses) will culminate in a high school diploma as follows:

Thirteen courses that are required to meet the state mandates:

- 3 years of English (30 units)
- 2 years of Mathematics, including Algebra I (20 units)
- 3 years of History, including US History, World History and Government/Economics (30 units)
- 2 years of Science, including Biology and Physical Science (20 units)
- 1 Visual and Performing Arts (VAPA) Course (10 units)
- 2 years of Physical Education (20 units)

Five additional courses to meet SRCS requirements:

- 1 additional year of English (10 units)
- 1 Life Skills course, which may be waived (5 units)
- 3-4 CTE or Elective courses (35-40 units)



In comparison to the current SRCS diploma, the students who opt for this course of study will not be required to complete four additional CTE or elective courses that are required for the 220-unit diploma. A World Language course is not a California state requirement; the state requires that students take a VAPA or World Language course, but not both. In comparison to the current SRCS diploma, these students will complete a VAPA course, but not be required to complete a World Language course. Awarding a 180-unit diploma would increase completion rates and subsequently, over time, allow a greater number of students to be served in these alternative education settings. *Please see pages 17-25 for revisions to Board Policy 6146-High School Graduation Requirements.*

Staff will continue to bring forth alternative options that target dropout prevention options and that increase the number of secondary students who have a successful high school experience that culminates in a high school diploma.

FISCAL, STAFFING AND FACILITIES ISSUES

Fiscal: With the recovery of every 16-17 students, the district receives an approximate additional \$100,000 in ADA.

Staffing: Midrose and GRACE are staffed at 23:1. Should the enrollment expand to 69 students, as expected at each of these sites, a commensurate increase in staffing will occur. The Phoenix Program at Ridgway is already staffed for 30 students; however, attendance is anticipated to increase as a result of the alternate course of study should it be approved.

Facilities: Existing facilities at the three aforementioned schools are adequate to accommodate the program as presented.

SUPERINTENDENT'S ALTERNATE RECOMMENDATIONS

The Board of Education may choose not to approve the 180-unit course of study for Midrose and Grace Necessary Small High Schools and for the Phoenix Program at Ridgway Continuation High School, or to approve the revisions to Board Policy 6146.1 which codify an alternate 180-unit course of study starting with the 2010-11 school year.

SUPERINTENDENT'S RECOMMENDATION

The superintendent recommends that the Board approve the revisions to Board Policy 6146.1 which codify an alternate 180-unit course of study for Midrose and Grace Necessary Small High Schools and the Phoenix Program at Ridgway Continuation High School starting with the 2009-10 school year.

Report prepared by Anastasia Zita and Kathy Carlsen

MOTION:

It was moved by _____ and seconded by _____ that the Board of Education approve the alternate course of study for a high school diploma at Grace and Midrose Necessary Small High Schools and The Phoenix Program at Ridgway Continuation High School that meets the state mandated requirements for High School Graduation, as specified in the California Education Code.

Ayes:

Noes:

Absent/Not Voting:

Student Preference Vote:

SANTA ROSA CITY SCHOOLS
Office of the Assistant Superintendent of Curriculum and Instruction, 7-12

**INCREASING STUDENT OPTIONS FOR THE COMPLETION OF
HIGH SCHOOL AND DECREASING STUDENT DROPOUTS**

March 10, 2010

ISSUE

The Board will review a plan to expand the capacity of secondary programs for students who require educational options different from those offered at comprehensive high schools.

PREVIOUS BOARD ACTIVITY

- April 9, 2008 The Board of Education approves revisions to Board Policy 5126 (the new CSBA number is 6146.1) Graduation Requirements and corresponding Administrative Regulation, establishing District Placement Committee.
- Nov - Dec 2009 The Board of Education takes public comment on proposed budget reductions.
- February 10, 2010 The Board of Education approves Item F-1 making changes in the staffing ratio at three of the four Necessary Small High Schools.

EXHIBIT MATERIAL

- Page 1 Enrollment in SRCS Alternative Education Programs
- Page 2 CDE, Educational Demographics Office, SRCS Drop-outs by Ethnicity, 2007-08
- Pages 3-4 Administrative Regulation 6146.1 (n) District Placement Committee
- Page 5 Timeline for District Placement Committee
- Pages 6-7 Alternative Education Programs Brochure
- Pages 8-9 Comparative List of California State High School Graduation Requirements
- Page 10 Dropout-Prevention, Brief Survey of California Districts that Offer an Alternative High School Diploma
- Page 11 Short-term Expansion of Alternative Education Options

DISCUSSION

The Board of Education, as well as staff, listened to public comment at town hall meetings during the months of November and December. There is acknowledgement that some students do succeed best when their educational program offers more flexibility in learning experiences, methods of instruction and scheduling. Our understanding of this concept was underscored by conversations with Dennis Fisher at the California Department of Education, in which he stated that, typically, statewide, districts serve approximately 10-12% of their students in alternative settings. In SRCS, we would need to have 1,089-1,308 spaces in alternative education to adequately serve the number of students needing this type of setting. This represents an increase of 396 to 615 spaces



over the current number available in our district. Increasing the enrollments at the alternative high school programs would offer sound options for the successful completion of high school for those students who have been unable to progress academically in the traditional high school setting. To this end, an initial meeting was held with Alternative Education staff on February 18, 2010, to learn of their perspectives regarding augmenting current services. *Please see Exhibit Page 1 for 2009-10 Enrollment in SRCS Alternative Education Programs.*

In addition to discussing possible options for expanding services for students, the staff in attendance discussed the dropout data for the district. *Please see Exhibit Page 2 for CDE 2007-08 Dropout data.* The secondary district loses a minimum of 400 students in grade 9-12 annually. The current comprehensive high school and alternative education program offerings do not appear to have been flexible enough to keep these students in school, although the limited number of seats available is also a contributing factor in the dropout equation. It is clearly in these students' best interest to complete some form of high school as the career and academic opportunities that await these students is painfully limited. Also, the lack of alternative education spaces for students and the need for flexible secondary programs is impacting the district financially. Losing 400 of our grade 9-12 students each year equates to a loss of 2.4 million dollars annually. Each time we recover 16-17 students, the district receives an additional \$100,000 in ADA. Expanding some alternative programs could be done without increasing overall costs and these expansions are already in process. Other items would require long term plans and a commitment of financial and staff resources. Should the Board direct staff to pursue long term items suggested later in this report, the district office secondary staffing ratios would prove to be an obstacle in the development and delivery of a long-term solution.

Also critical to this discussion, is the convening of the District-wide Placement Committee (DWPC). Per Board Policy 6146.1, Graduation Requirements and Administrative Regulation 6146.1 (n), Santa Rosa City Schools is preparing to implement the DWPC. *Please see Exhibit Pages 3-4 for the Administrative Regulation pertaining to the DWPC.* As this new committee begins reviewing referrals for 10th graders at-risk of not meeting promotion requirements, it is newly evident that additional seats at the necessary small high schools and in other programs could be offered to these students to keep them in school. *Please see Exhibit Page 5 for the Timeline for the DWPC.* It is also understood that expanded program options for some of these students would better serve their needs. Staff has identified six major areas in which there is increased need:

- English Language Learners recently enrolled in our secondary schools;
- students with anxiety and other social and/or school phobias;
- students with severe attendance issues;
- students with drug or alcohol issues;
- students who drop out of high school;
- and students who may be better engaged by a distance learning option.

It is important to note that although the comprehensive high schools all have some intervention and support programs for students with the aforementioned needs, students

who require support beyond what is available may not find success in their education placement. Alternative education options currently include services provided by the continuation high school, the necessary small high schools, the independent study program, the night school and the opportunity program for grades 7-10. *Please see Exhibit Pages 6-7 for the Alternative Education Programs Brochure.*

Alternative Education staff has already responded to District Office requests to increase enrollments as noted on *Exhibit Page 1*; however, in addition these key short-term alternative program augmentations to address student need are also recommended:

- By next fall, increase the teaching staff at each necessary small high school from two to three in order to accommodate 15 additional students in each site's unique program.
- As soon as possible, hire a bilingual Independent Study Teacher to serve English Language Learner students whose language acquisition levels have previously prevented them from being served in the Independent Study Program.
- Conduct a district-wide survey of students who recently stopped attending school to determine if the:
 - District ISP is a viable alternative for them.
 - Lewis Opportunity Program is a viable alternative for them. Facilities impede an increase beyond 90 students.
 - Ridgway Night School (CHSPE & GED Prep.) is a viable alternative for them.
 - Ridgway Independent Study Program is a viable alternative for them.
- Under the auspices of the existing opportunity program, work with a comprehensive high school to pilot a 9th grade and/or 10th grade opportunity "turn around" program to ensure that certain at-risk students stay on-track for graduation from a traditional comprehensive high school program if possible. This option may be available for 2010-2011 or 2011-2012 depending on program development timelines and available resources.
- For students who are at a high risk of dropping out, offer a tiered diploma that meets the state requirements, but does not require students to complete certain optional electives. State mandated requirements for high school graduation stipulate 13 courses, whereas SRCS graduation requirements specify 22 courses. *Please see Pages 8-9 Comparative List of California State High School Graduation Requirements.* Awarding such a diploma would increase completion rates as well as allow a greater number of students to be served in alternative education settings. Staff is recommending that the Board consider piloting the tiered diploma option at two of the necessary small schools and the Independent Study Program. Often times, students become discouraged and do not complete high school due to the limited availability of electives at the comprehensive schools and at the junior college. At necessary small schools, students may end up taking the same course repeatedly in order to earn enough units for graduation because they are unable to enroll in elective courses either at the NSHS or the associated comprehensive high school site. *Please see Exhibit Page 10 for*

Dropout-Prevention, Brief Survey of California Districts that Offer an Alternative High School Diploma.

Key short-term career-technical program augmentations to address student need:

- As observed in Shanghai, China, students participate in a course of study that leads to a regular high school diploma and a job readiness certification. While this new diploma would require Board approval, the Assistant Superintendent and Director of CTE would like to bring a separate report forward on March 24, 2010, outlining the discipline/s that is/are most ready for expansion. Also, Chuck Cadmen, the District's charter school consultant indicated that the district would be in an optimal position to open a CTE charter due to SRCS's well-developed pathways program and the favorable legislation that has been enacted to keep California competitive in the development of CTE programs.

Please see Exhibit Page 11 for additional information regarding short-term options.

Key long-term program development items:

- At the meeting of key stakeholders on February 18, 2010, staff articulated the need for a new and separate continuation high school program that addresses the six areas of student need outlined earlier in this report. Staff is enthusiastic about opening such a program, perhaps by Fall 2012; however, there is no current facility available. Enrollment is anticipated at 200.
- District staff has long been interested in developing a distance learning option for students. It is yet to be determined if the best approach for opening a distance learning program would be under the auspices of the District Alternative Education Options, or through a charter. Mr. Cadman indicated that the district would need to proceed carefully, should it choose to open a distance learning charter, as new legislation for non-classroom based charters is complex and potentially punitive if not properly established and documented. Staff is in the process of researching the development of this option. It is unknown at this point, how many students would opt to enroll in the distance learning program.

The short-term solutions described above represent an increase of 160 spaces in secondary education. This would bring the total alternative-type enrollment up to 853. It is anticipated that the second continuation school, should it be approved by the Board, would serve an additional 200 students, bringing the total number of spaces up to 1,053. The expansion of the Diploma Plus Career Certification program, should it be approved by the Board and depending upon facilities, could increase by a 28 student cohort annually, creating an additional 112 seats for Diploma/CTE programs by 2014. This would bring the district total alternative-type secondary enrollment capacity up to 1,165. To reach 1,309, it would be necessary to pursue distance learning and other options for students.

FISCAL, STAFFING AND FACILITIES ISSUES

Fiscal: Proposed short term recommendations represent an increase of 160 spaces in secondary education. Should all of these spaces become available and be filled with students who have recently dropped out or would not have persevered through to graduation, it represents an approximate increase in ADA of \$724,654.

Staffing: At each necessary small high school one additional teacher will be needed for the 2010-11 school year. Increased hourly staffing would be required to support increases in student enrollment in the Independent Study Programs. Flexibility of scheduling will be needed for the CTE diploma options, as well as potential increase of instructors with expertise in specific industry areas.

Facilities: By Fall 2010, additional classrooms will be needed to accommodate 70 students in each necessary small school. The Mesa Necessary Small High School would need to be relocated elsewhere on the Santa Rosa High School campus.

As soon as possible, or no later than Fall 2011, a site is needed in order to expand the Lewis Opportunity Program.

By Fall 2011, a site is needed for another continuation high school program (pending Board approval).

By Fall 2012, a site will be needed for a distance learning program (pending Board approval).

SUPERINTENDENT'S RECOMMENDATION

This is a discussion item.

Report prepared by Anastasia Zita, Kathy Carlsen and Nancy Miller

Enrollment in SRCS Alternative Education Programs
 These counts do not include SDC students.

	Enrolled <i>Jan. 8, 2010</i>	Enrolled <i>Feb. 25, 2010</i>
Ridgway HS	260	290
Ridgway HS Night School	12	17
Nueva Vista	36	40
Mesa	48	54
Midrose	52	55
GRACE	49	55
Lewis Opportunity	78	73
Independent Study	101	109
TOTAL	636	693

Total SRCS Secondary Enrollment (grades 7-12) = 10,899 (excluding Special Education)

Statewide Secondary Enrollment in Alternative Education represents 10-12% of the Total Secondary Enrollment.

10-12% of the SRCS enrollment (10,899) represents an anticipated need to serve approximately 1089-1308 students in Alternative Education.

***SRCS Drop Out by Ethnic Group (w/School Data)
2007-2008**

Site	American Indian or Alaska Native	Asian	Hispanic or Latino	African American	White	Total Grade 9-12 Dropouts	Grade 9-12 Enrollment	1-year Dropout Rate	Adjusted Grade 9-12 1-year Dropout Rate
Elsie Allen High	2	5	61	3	13	86	1,199	7.17%	7.70%
Grace High	0	0	2	1	4	8	43	18.60%	18.60%
Maria Carrillo High	2	0	1	0	16	19	1,503	1.26%	1.30%
Mesa High	0	0	0	0	7	8	28	28.57%	28.60%
Midrose High	0	3	2	0	1	7	42	16.67%	16.70%
Montgomery High	1	1	19	1	27	55	1,832	3.00%	3.10%
Nueva Vista High	0	0	13	0	2	16	35	45.71%	45.70%
Piner High	3	0	10	0	12	25	1,318	1.90%	2.10%
Ridgway High	3	3	33	3	42	88	302	29.14%	30.80%
Santa Rosa High	1	4	28	4	33	70	2,022	3.46%	3.60%
District Totals	12	16	169	12	157	382	8,324	4.59%	5.10%

*Data from the California Department of Education Education Demographics Office

(5)

DISTRICT PLACEMENT COMMITTEE

Any student who has not completed one hundred units at the end of his or her second year in high school shall be referred to a District placement committee for consideration of an alternative education setting or other such intervention strategy as appropriate to the students' identified needs.

The District Placement Committee shall operate as a district-wide student study team in which students will be matched with the program that provides the greatest opportunity for success. All educational options and settings will be considered for intervention placement. It is expected that parents/guardians and students will actively participate in the process.

The goal of this committee is to break the cycle of student failure and place students in the most supportive setting in order for them to meet the graduation requirements and receive a diploma. This may result in students being directed to another school location for intervention and success.

Referrals to the District Placement Committee may be submitted by the student's primary counselor, a teacher, or site administrator as soon as it is determined that the interventions proposed in the student's second year in high school are not adequate for him or her to remain on-track for graduation. Referral may occur as early as the first quarter of the second year in high school or as needed at any time during that second year.

The District Placement Committee shall be comprised of:

- District Office Administrator
- Alternative Education or Regular Education Administrator
- High School Counselor
- Alternative High School Counselor
- Alternative Education Teacher
- A credentialed teacher-at-large specific to the educational needs of the student (i.e., regular education, special education, English learner).

Alternative educational settings and other intervention strategies shall be defined as:

- Support classes within the regular program at a comprehensive high school
- Continuation High School
- Small Necessary High School
- Smaller learning communities at school site
- Independent Study
- Night School
- Online Computer Classes
- Summer School

- Academic After school programs
- Saturday School
- Mentors and/or tutors
- Extending the school day

Reviewed by Board: April 9, 2008

Revised: April 9, 2008



**Timeline for District Placement Committee
March 10, 2010**

- April 2008** Administrative Regulation 6146.1 (n), formerly 5126(n) is approved by the Board of Education "Any student who has not completed one hundred units at the end of his or her second year in high school shall be referred to a District placement committee for consideration of an alternative education setting or other such intervention strategy as appropriate to the students' identified needs."
- June 2009** C and I Team meets to review sample Student Study Team or Intervention Team referral forms from SRCS schools, from Cotati-Park and Petaluma Transition Team, from schools using Response to Intervention and Instruction (*RI/2*) and Robert Marzano's Schools That Work.
- August 2009** District-wide Placement Committee Organizational Team convenes to review referral forms, draft the forms for SRCS and to discuss case studies that may be appropriate referrals to District-wide Placement Committee.
- October 2009** Organizational Team meets twice to discuss case studies and continue the draft and review of referral forms.
- December 2009** Draft of District Placement Committee Referral Process presented to Secondary Principals.
- January 2010** Draft of District-wide Placement Committee Referral Process presented to Vice Principals, Assistant Principals and Counselors.
- February 2010** District-wide Placement Committee meets to discuss 10th graders who are at risk of not attaining 100 credits at the end of second semester.
- May 2010** District-wide Placement Committee meets to consider 10th grade referrals to Alternative Education Programs.

DWPC Organizational Team

- | | |
|---------------------|-------------------|
| • Anastasia Zita | Julie Natalini |
| • Lauren Taylor | Bob Hucek |
| • George Valenzuela | Iris Ochoa |
| • Gabe Albavera | Laura Hendrickson |
| • Harriet Gray | Arlen Agapinan |
| • Laurie Fong | Kathy Carlsen |

Independent Study Program 528-5741

325 Ridgway Avenue, SR 95401

Principal, Robert Hucek

Secretary, Christina Gearing

Hours: 8:00 a.m. – 4:00 p.m.

Enrollment Criteria: Voluntary, by parent request and approval of referring school administration

Grades: 7–12

Program: Individualized instruction; students meet once a week with a teacher and complete assignments at home under parent supervision. Students are referred by the comprehensive school for circumstances that require independent study for one or two semesters.

Home & Hospital Program 284-8215

2230 Lomitas Avenue, SR 95404

Administrator, Albert Etedgui

Secretary, Linda Reger

Hours: 8:00 a.m. – 5:00 p.m.

Enrollment Criteria: Students unable to attend school due to temporary illness or injury with a medical confirmation from a physician

Grades: K–12

Program: Home teacher meets with student one hour daily, five hours weekly, to provide parallel instruction to that which is conducted in the regular class.

Lewis Opportunity School 284-8225

2230 Lomitas Avenue, SR 95404

Principal, Robert Hucek

Assistant Principal, Albert Etedgui

Hours: 8:30 a.m. – 2:53 p.m.

Enrollment Criteria: By referral from school administration or by voluntary transfer

Grades: 7–10

Program: A voluntary alternative setting for students who require additional support in academic skills and/or who are not experiencing behavioral success at a comprehensive school. Students must be referred by the administrator of the

comprehensive school. Some students are referred to the program through the administrative and expulsion process.

Statement of Philosophy

Every student is entitled to a learning environment that promotes mutual respect, positive self-image, and personal success in learning. For any number of reasons, some students are not able to succeed in the traditional school setting. These students will have a chance to succeed through an alternative education program that offers flexibility in learning experiences, methods of instruction, and schedule. It is the responsibility of the Santa Rosa City Schools to maximize access to alternative educational options, including the continuation high school program, and to provide instruction that is focused on the needs of the individual student.

**SANTA ROSA
CITY SCHOOL
DISTRICT**

**Alternative Education
Programs**

August 2009



**For general information,
contact the Office of
Curriculum & Instruction,**

Grades 7–12

(707) 528-5761

www.srcs.k12.ca.us

Grace Necessary Small HS 528-5756
Located on the Piner HS campus

1700 Fulton Road, SR 95403
Administrator, Tony Negri
Hours: 8:00 a.m. – 3:00 p.m.

Enrollment Criteria: Voluntary, by administrative approval

Grades: 10–12. Students in grades 9, as well as all students, are considered on a case-by-case basis.

Program: For students who want and would benefit from a small, structured learning environment. Students have the opportunity to earn extra credits each quarter.

Mesa Necessary Small HS 528-5227
Located on the Santa Rosa HS campus

1235 Mendocino Avenue, SR 95401
Administrator, Tony Negri
Hours: 8:00 a.m. – 3:00 p.m.

Enrollment Criteria: Voluntary, by administrative approval

Grades: 10–12. Students in grade 9 are considered on a case-by-case basis.

Program: For students who want and would benefit from a small, structured learning environment. Evaluation is individualized to the student's abilities.

Midrose Necessary Small HS 528-5041
Located on the Elsie Allen HS campus

599 Bellevue Avenue, SR 95407
Administrator, Tony Negri
Hours: 8:00 a.m. – 3:00 p.m.

Enrollment Criteria: Voluntary, by administrative approval

Grades: 10–12. Students in grade 9, as well as all students, are considered on a case-by-case basis.

Program: For students who need to make-up credits for graduation and have demonstrated improved progress toward graduation. Students are evaluated on attendance, credits earned, and discipline.

Nueva Vista Nec. Small HS 528-5761
Located at the Lewis Education Center

2232 Lomas Avenue, SR 95404
Administrator, Kathy Carlsen
Hours: 8:24 a.m. – 2:51 p.m.

Enrollment Criteria: Voluntary, for parenting teens and pregnant minors.

Grades: 10–12 (gr. 7–12 for parenting teens)

Program: For students who want and would benefit from a small learning environment. Childcare on-site is available for children of eligible teen parents.

Ridgway Continuation HS 528-5325
325 Ridgway Avenue, SR 95401
Administrator, Robert Hucek
Hours: 8:15 a.m. – 3:15 p.m.

Enrollment Criteria: Voluntary by referral, involuntary by hearing

Ages: 16–18 years

Program: Students are provided a variety of educational opportunities to acquire knowledge and skills in a safe and supportive environment. Students are offered small class sizes, individualized instruction, and daily access to adult advisors. Credit is earned toward graduation based on productivity and mastery. Students can make-up credit by enrolling in a maximum of nine classes per day.

Ridgway Night School 528-5372
325 Ridgway Avenue, SR 95401
Principal, Robert Hucek
Hours: 4:00 p.m. – 6:30 p.m. Tues. & Thurs.

Enrollment Criteria: Voluntary, employed 30+ hours per week

Ages: 16 years or older

Program: Preparation for students studying to pass the CHSPE or GED.

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Graduation Requirements

Courses required for graduation and university admission.

The California *Education Code (EC)* establishes minimum requirements for graduation from California high schools. These requirements should be seen as minimums and support regulations established by local school boards.

The California State University (CSU) and the University of California (UC) have established a uniform minimum set of courses required for freshman admission. The UC has created a Doorways (Posted 01-Jan-2009; Outside Source) site that provides complete information about the high school courses approved for university admission. In addition to the required courses, California public universities have other freshman admission requirements (Posted 01-Jan-2009; Outside Source).

High School Subject Area	State Mandated Requirements * (EC 51225.3) for High School Graduation	UC Requirements for Freshman Admissions	CSU Requirements for Freshman Admissions	SRCS
English	Three Years	Four years of approved courses	Four years of approved courses	Four years
Mathematics	Two years, including Algebra I beginning in 2003-04. (EC 51224.5)	Three years, including algebra, geometry, and intermediate algebra. Four years recommended.	Three years, including algebra, intermediate algebra, and geometry.	Two years, including first year Algebra or equivalent.
Social Science	Three years of history/social science, including one year of U.S. history & geography; one year of world history, culture, and geography; and one semester each of American government and economics.	Two years of history/social science, including one year of U.S. history or one-half year of U.S. history and one-half year of civics or American government; and one year of world history, cultures, and geography.	Two years, including one year of U.S. history or U.S. history and government and one year of other approved social science.	Three years of history/social science, US History, World History and semester-long courses in American Government and Economics.
Science	Two years, including biological and physical sciences.	Two years with lab required, chosen from biology, chemistry, and physics. Three years recommended.	Two years, including one year of biological and one year of physical science with lab.	Two years, including Biology and earth/physical science, at least one of which is a lab.
Foreign Language	One year of either visual and performing arts or foreign language.	Two years in same language required. Three years recommended.	Two years in same language required.	One year
Visual and Performing Arts		One year of visual and performing arts chosen from the following: dance, drama/theater, music, or visual art.	One year of visual and performing arts chosen from the following: dance, drama/theater, music, or visual art.	One year of VAPA course or CTE course.
Physical Education	Two years			Two yrs. and/or dance
Electives		One year**	One year**	Varies—depending on pathway option -
Total	13	15 (7 in the last two years)	15	35-50 units. 22+



* Beginning in 2005-06, all students must pass the California High School Exit Examination prior to graduation, in addition to meeting course requirements.

** Must be chosen from approved academic courses in history, English, advanced mathematics, lab science, foreign language, social science, or fine arts. See UC Doorways (Posted 01-Jan-2009; Outside Source) for approved courses at your high school.

Questions: Intersegmental Relations Office | 916-323-6398

Last Reviewed: Wednesday, February 25, 2009

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DROPOUT PREVENTION

California Districts Offering Variation in Elective Credits Required for a High School Diploma *Updated March 16, 2010**

District	# of Units at Comprehensive Site	# of Units at Alternative Site	Difference
Acalanes Union HSD	240	205	35
San Ramon Valley Unified SD	240	210	30
Capistrano Unified SD	220	190	30
Poway Unified SD **	230	**	**
Mt. Diablo Unified SD*	200	180	20

** Students may earn up to 80 elective credits for passing the Comprehensive Adult Student Assessment System (CASAS) examination in English, Economics, Mathematics, Biology, Physical Science, World History, US History, American Government/Civics. They may take the test one time only and receive a grade of pass/fail.

Short-term Augmentation of Alternative Options

School/Program	Action	Referrals to program	ADA Impact
Necessary Small Schools (Grace, Mesa, Midrose)	Increase enrollment from 55 to 70	*DWPC – 6146.1 2nd year HS students not meeting English, or Math or Unit Requirements	An additional 45 seats represent \$247,000 annually.
District Independent Study Program	Increase enrollment from 109 to 146	Site or District – current gr. 7-12 students at risk of dropping out, and Super Seniors in the fall of 2010	An additional 37 seats represent \$203,500 annually.
Lewis Opportunity Program	Increase enrollment from 73 to 90	DWPC – current gr. 7-10, at risk of dropping out or SARB	An additional 17 seats represents \$93,500 annually.
Ridgway Night School	Increase enrollment from 17 to 20	DWPC – student who need additional support for CHSPE or GED	An additional 3 seats represents \$16,500 annually.
Ridgway Independent Study Program	Increase enrollment from 0 to 30	Site or District – current gr. 10-12 students at risk of dropping out, and Super Seniors in the fall of 2010	An additional 30 seats represents \$165,000 annually.
Early Exit Diploma	The Board of Education may consider a tiered diploma that meets state requirements but does not require students to complete certain electives– 180 units.	Pilot in Independent Study Programs, Midrose and/or Grace for students in grades 9-12 at risk of dropping out.	Anticipated increase in the numbers of students served due to early exit option. Anticipated positive financial impact through an increased number of completers and those slots being filled by new students.
Opportunity Program at Comprehensive School	Pilot at one comprehensive high school	Recommendation of the School Intervention Team – current 2nd year 9th grade student who did not meet promotion requirements under 6146.1. Early intervention/transition back to regular program.	"School within a school" with a differentiated approach to student learning, along with variable credit. Fiscal impact not available.

Short-term Development of Vocational Diploma Options

School/Program	Action	Referrals to program	ADA Impact
NEW PROGRAM BASED ON SHANGHAI MODEL OF DIPLOMA PLUS CTE CERTIFICATION // ACADEMIC & CAREER READINESS DIPLOMA	Pilot at one comprehensive high school - Up to 28 students per cohort group. Core courses integrated with and based on CTE Industry Sector. Alternative schedule (noon - 6pm) in CTE area 2-3 hours per day. Internship/ Apprenticeship in senior year leads to industry certification or state license. Add new focus area/high school each year based on interest—220 units.	District-wide advertising to Parents of 8th // 9th grade students interested in a more in-depth Career Technical Education program, a late-start school schedule and would like to focus their high school education on certification for a specific industry sector/ job market (or further training) upon graduation.	Anticipated increase in the number of students served and attendance due to small cohort group and adult advocate. Reduce need for remediation courses. An additional 28 seats represents \$154,000 annually.

* District-wide Placement Committee

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High School Graduation Requirements

PLEASE NOTE: Per Board Action on April 9, 2008, the following version of Board policy 6146.1-High School Graduation Requirements, UNIT REQUIREMENT AND CLASS STANDING applies only to those students graduating in the academic year 2012 or thereafter.

The Board of Education believes that the completion of an organized and sequential course of study is the foundation which prepares students for post-secondary education and/or employment.

Subject to the exceptions set forth under Exceptions below, any student graduating from a district high school shall meet the following requirements:

Core Curriculum Requirement

Successful completion of a year-long course will be assigned 10 units of credit: five units of credit for each semester. Completion of the following courses will total 155 units (or 165 if a specialized course is required) of credit towards graduation. All students shall demonstrate proficiency in meeting state-adopted standards in the following courses, which shall be year-long courses except as shown:

1. 9th grade English, 10th grade English, 11th grade English, and 12th grade English. (Please see AR 6146.1 High School Graduation Requirements - English/Language Arts.)
2. Two courses in mathematics, including first-year Algebra or equivalent which shall meet or exceed State academic content standards for Algebra 1. First-year Algebra may be met prior to high school, but does not exempt the student from completing two mathematics courses in grades 9-12. (Please see AR 6146.1 High School Graduation Requirements - Mathematics.)
3. Biology and Earth/Physical Science course, at least one of which is a laboratory science course. (Please see AR 6146.1 High School Graduation Requirements - Science.)
4. United States History and World History. (Please see AR 6146.1 High School Graduation Requirements - Social Science.)
5. Semester-long courses in American Government and Economics. (Please see AR 6146.1 High School Graduation Requirements - Social Science.)
6. Visual or Performing Arts course, or a Career Technical Education course requiring creative self-expression. (Please see AR 6146.1 High School Graduation Requirements - Visual and Performing Arts.)
7. World language course. The first-year of world language may be met prior to high school; however, credits will not count towards the 220-unit requirement. A student whose primary

language is designated other than English is exempt from the core graduation requirement of one world language course. A student may receive a waiver from the one-year world language requirement due to a specific learning disability, if it is clearly stated in his/her IEP. (Please see AR 6146.1 High School Graduation Requirements - World Language.)

8. Two years of physical education and/or dance. One semester of the two year physical education requirement may be waived for any student participating in recognized after-school sports, as set forth by the Superintendent through administrative regulation. (Please see AR 6146.1 High School Graduation Requirements - Physical Education Exemption for Interscholastic Athletics.)

9. Semester-long course in Health/Life Skills shall be met during grades 9-11, subject to waiver conditions, as set forth by the Superintendent through administrative regulation. (Please see AR 6146.1 High School Graduation Requirements - Life Skills.)

10. Subject to the approval of the Board, any high school may establish a one course site requirement which students graduating from the school site must successfully complete. (Please see AR 6146.1 High School Graduation Requirements - Social Science.)

Pathway Requirement

A pathway is a set of related courses serving an explicit educational goal to be reached upon graduation. All pathway coursework is in addition to the core requirements. All students seeking a diploma from a comprehensive high school shall complete the requirements in the University Pathway, or Career Pathway, or Specialized Program, or Individual Pathway.

University Pathway

All students completing requirements in the University Pathway shall demonstrate proficiency in meeting State-adopted standards. All coursework for a-g requirements must be approved through the University of California and must be completed with a grade of "C" or better. (Please see AR 6146.1 High School Graduation Requirements - University Pathway.)

1. Algebra 3/4 or equivalent courses determined by the Superintendent as meeting the University of California requirement for a third year of mathematics.
2. A second laboratory science course such as Chemistry, Physics, or AP Biology.
3. A second world language course in the same language in which an introductory course has been completed.
4. Any other course needed to meet minimum a-g entrance requirements for the UC/CSU system that is not used to meet core graduation requirements.
5. Take the Scholastic Assessment Test (SAT) or the American College Testing (ACT) including SAT II subject area achievement tests required of admission applicants by the University of

California and, as 11th graders, the Preliminary Scholastic Assessment Test (PSAT), or take the English and math placement tests for California Community Colleges. All high schools shall provide information about local, state, and federal financial assistance programs to students in need of financial assistance.

Career Pathway

All students completing requirements in the Career Pathway shall demonstrate proficiency in meeting State-adopted standards. Courses meeting these requirements shall be developed by the Superintendent and adopted by the Board. (Please see AR 6146.1 High School Graduation Requirements - Career Technical Education.) Career Pathway requirements include:

1. An integrated set of three year-long career/technical courses, which prepare students for entry-level employment in a specific industry sector or for advanced training after graduation in a specific industry sector.
2. An integrated set of three year-long visual arts, performing arts, or communication courses in a specific artistic discipline.
3. Take an industry certification exam (or equivalent) associated with their specific career pathway or complete a portfolio which demonstrates achievement within a specific artistic discipline. The school shall inform students requiring financial assistance to take the industry certification exam of scholarship opportunities.

Specialized Program

Instead of meeting the requirements of a Career or University Pathway, students may meet the requirements of any specialized program adopted by the Board. All students completing requirements in a specialized program shall demonstrate proficiency in meeting State-adopted standards for their coursework.

1. In approving any magnet program, the Board shall first determine that the academic rigor of the proposed program is equal to or exceeds that which students would be otherwise subject to under this policy.
2. No comprehensive high school shall require all students to meet the requirements of a specialized program.

Individual Pathway

Subject to the written approval of the school principal or administrator-designee, instead of meeting the requirements of a Career, University, or Specialized Program, students may meet the requirements of an Individual Pathway which shall be designed to allow the student to meet specific educational objectives. An Individual Pathway shall consist of not less than a total of five year-long courses selected from those required as part of the Career, University, or Specialized Pathway. All students completing requirements in the Individual Pathway shall



demonstrate proficiency in meeting State-adopted standards for their coursework. (Please see AR 6146.1 High School Graduation Requirements - Individual Pathway Requirements and Request Form.)

Distinguished Pathway Completion

Students who complete two additional Career Technical Education courses related to their career pathway, complete two separate pathways, or complete the University of California recommended a-g requirements for the University Pathway and have completed all of their coursework with a grade point average of "B" (3.0) or better, will receive recognition as a Distinguished Pathway Scholar. (Please see AR 6146.1 High School Graduation Requirements - Distinguished Recognition for Pathway Completion.)

Unit Requirement and Class Standing

1. In order to graduate from any district high school, **EXCEPT AS NOTED BELOW IN EXCEPTIONS #5**, a student must earn 220 units during grades 9-12.
2. Students shall have completed the following minimum units at the start of the school year for class standings:
 - a. 40 units for sophomore standing
 - b. 100 units for junior standing
 - c. 155 units for senior standing.
3. Students who do not complete 40 units in the 9th grade, which must include passing a full year of both English language arts and mathematics shall remain freshmen, and based on student need, shall receive focused course work and opportunities for supplemental instruction. Students who pass English but fail math, or who pass math but fail English, may proceed to the higher level for the course in which they were successful. For example, if a student has passed English 1 and 2, but failed Pre-Algebra, he/she may take English 3 and 4, but the student will maintain freshman status until successful completion of the Pre-Algebra course.
4. Any student who has not completed 100 units at the end of his/her second year in high school shall be referred to a District Placement Committee for consideration of an alternative educational setting or other such intervention strategy as appropriate to the student's identified needs. (Please see AR 6146.1 High School Graduation Requirements - District Placement Committee.)

Transfer Students Entering the District From Outside SRCS and Credit For Non-SRCS Coursework

Students entering a Santa Rosa City Schools High School from outside of the district shall have their prior high school coursework evaluated for grade-level standards equivalency. Students' English and math skills will be assessed to determine appropriate grade-level course placement.

California High School Exit Examination (CAHSEE)

At the beginning of each school year, or at the time a student transfers into the district, the Board shall provide written notification to all students in grades 9-12 and to their parents/guardians, that, starting in the 2005-2006 school year and each year thereafter, each student completing the 12th grade shall be required to successfully pass the state's high school exit exam as a condition of graduation. The notification shall include, at a minimum, the date of the examination, the requirements for passing the examination, and the consequences of not passing the examination. The examination shall be administered in accordance with law.

When students do not demonstrate sufficient progress toward passing the exit examination, supplemental instruction designed by the district shall be offered during the school year. In addition, supplemental instruction shall include summer school programs. (Please see AR 6146.1 High School Graduation Requirements Supplemental Instruction - CAHSEE.)

Students, including English Learners, who have not passed one or both parts of the high school exit examination by the end of the 12th grade are to be provided the opportunities to receive intensive instruction and services for up to two consecutive years after the completion of grade 12 (Education Code 35186).

Exceptions

Notwithstanding any other provisions of this policy, those students who meet the following qualifications shall graduate from high school:

1. Students who are enrolled in special education programs pursuant to Part 30 (commencing with Education Code 56000), or for whom individualized education plans (IEP) have been developed, shall meet such portions of this policy as the IEP team has determined are appropriate, subject to the provisions of administrative regulation established by the Superintendent. (Please see AR 6146.1 High School Graduation Requirements – Graduation and Certificate of Completion Requirements for Special Education Students.)
2. Students who transfer into the district as 11th or 12th graders shall be expected to complete all of the requirements of this policy unless it represents an unreasonable burden for students, as determined by the principal of the school, pursuant to AR 6146.1 which shall establish a process and criteria for determining unreasonable burden. However, all transfer students shall meet the minimum state requirements for graduation. (Please see AR 6146.1 High School Graduation Requirements – Transfer Students, Student Placement and Credit for Non-SRCS Coursework.)
3. Students who are enrolled in the intensive intervention program for either English language arts or mathematics shall be expected to complete all requirements of this policy unless it represents an unreasonable burden for students as determined by the principal of the school,

pursuant to AR 6146.1 which shall establish a process and criteria for determining unreasonable burden. However, all students enrolled in the intensive intervention program shall meet the minimum state requirements for graduation. (Please see AR 6146.1 High School Graduation Requirements – Transfer Students, Student Placement and Credit for Non-SRCS Coursework.)

4. An exemption process for the pathway requirement will be available for students through AR 6146.1. Students receiving exemption status must still fulfill all other state and district requirements for graduation. (Please see AR 6146.1 High School Graduation Requirements - Pathway Exemption Process.)

5. AN ALTERNATE 180-UNIT COURSE OF STUDY IS AVAILABLE FOR STUDENTS ENROLLED AT GRACE NECESSARY SMALL SCHOOL, MIDROSE NECESSARY SMALL SCHOOL OR THE PHOENIX PROGRAM AT RIDGWAY HIGH SCHOOL. IN ADDITION TO SATISFYING THE CAHSEE REQUIREMENT, THESE STUDENTS MUST COMPLETE THE FOLLOWING COURSE OF STUDY FOR A HIGH SCHOOL DIPLOMA. EACH COURSE SHALL BE 10 UNITS IN LENGTH UNLESS OTHERWISE NOTED.

- A) 9TH GRADE ENGLISH, 10TH GRADE ENGLISH, 11TH GRADE ENGLISH, AND 12TH GRADE ENGLISH. (PLEASE SEE AR 6146.1 HIGH SCHOOL GRADUATION REQUIREMENTS - ENGLISH/LANGUAGE ARTS.)**
- B) TWO COURSES IN MATHEMATICS, INCLUDING FIRST-YEAR ALGEBRA OR EQUIVALENT WHICH SHALL MEET OR EXCEED STATE ACADEMIC CONTENT STANDARDS FOR ALGEBRA 1. FIRST-YEAR ALGEBRA MAY BE MET PRIOR TO HIGH SCHOOL, BUT DOES NOT EXEMPT THE STUDENT FROM COMPLETING TWO MATHEMATICS COURSES IN GRADES 9-12. (PLEASE SEE AR 6146.1 HIGH SCHOOL GRADUATION REQUIREMENTS - MATHEMATICS.)**
- C) BIOLOGY AND EARTH/PHYSICAL SCIENCE COURSE, AT LEAST ONE OF WHICH IS A LABORATORY SCIENCE COURSE. (PLEASE SEE AR 6146.1 HIGH SCHOOL GRADUATION REQUIREMENTS - SCIENCE.)**
- D) UNITED STATES HISTORY AND WORLD HISTORY. (PLEASE SEE AR 6146.1 HIGH SCHOOL GRADUATION REQUIREMENTS - SOCIAL SCIENCE.)**
- E) SEMESTER-LONG COURSES IN AMERICAN GOVERNMENT AND ECONOMICS. (PLEASE SEE AR 6146.1 HIGH SCHOOL GRADUATION REQUIREMENTS - SOCIAL SCIENCE.)**
- F) VISUAL OR PERFORMING ARTS COURSE, OR A CAREER TECHNICAL EDUCATION COURSE REQUIRING CREATIVE SELF-EXPRESSION. (PLEASE SEE AR 6146.1 HIGH SCHOOL GRADUATION REQUIREMENTS - VISUAL AND PERFORMING ARTS.)**
- G) TWO YEARS OF PHYSICAL EDUCATION AND/OR DANCE. ONE SEMESTER OF THE TWO YEAR PHYSICAL EDUCATION REQUIREMENT MAY BE WAIVED FOR ANY STUDENT PARTICIPATING IN RECOGNIZED AFTER-SCHOOL SPORTS, AS SET FORTH BY THE SUPERINTENDENT THROUGH ADMINISTRATIVE REGULATION. (PLEASE SEE AR 6146.1 HIGH SCHOOL**

GRADUATION REQUIREMENTS - PHYSICAL EDUCATION EXEMPTION FOR INTERSCHOLASTIC ATHLETICS.)

- H) SEMESTER-LONG COURSE IN HEALTH/LIFE SKILLS SHALL BE MET DURING GRADES 9-11, SUBJECT TO WAIVER CONDITIONS, AS SET FORTH BY THE SUPERINTENDENT THROUGH ADMINISTRATIVE REGULATION. (PLEASE SEE AR 6146.1 HIGH SCHOOL GRADUATION REQUIREMENTS - LIFE SKILLS.)**
- I) SHOULD THE HEALTH/LIFE SKILLS COURSE BE WAIVED, THE COMPLETION OF 40 ADDITIONAL UNITS IS REQUIRED. SHOULD THE LIFE/SKILLS COURSE BE SATISFIED, AN ADDITIONAL 35 UNITS IS REQUIRED.**

Miscellaneous

1. A student who has successfully met the requirements of this policy shall receive a diploma. If the student so chooses, he/she may also participate in the graduation ceremony, if deemed to be a student in good standing by the principal. (Please see AR 6146.1 High School Graduation Requirements - Issuance of High School Diploma.)
2. Students and parents/guardians have the option of not choosing a pathway upon enrollment in grade 9, but this decision must be determined by the end of grade 10.
3. Foreign exchange students shall be awarded an honorary diploma as set forth through administrative regulation established by the Superintendent. (Please see AR 6146.1 High School Graduation Requirements - Honorary Diploma for Foreign Students.)
4. Students enrolled in the independent study program shall meet the requirements of this policy.
5. The diploma shall identify the pathway certification via a seal which a student has the option to use.

Legal Reference:

EDUCATION CODE

35186 Williams Uniform Complaint Procedures

37252 Supplemental instructional programs

37254 Supplemental instruction based on failure to pass exit exam by end of grade 12

37254.1 Required student participation in supplemental instruction

47612 Enrollment in charter school

48200 Compulsory attendance

48412 Certificate of proficiency

48430 Continuation education schools and classes

48645.5 Acceptance of coursework

51224 Skills and knowledge required for adult life

51224.5 Algebra instruction

51225.3 Requirements for graduation

51225.5 Honorary diplomas; foreign exchange students

51228 Graduation requirements

51240-51246 Exemptions from requirements

51250-51251 Assistance to military dependents

51410-51412 Diplomas

51420-51427 High school equivalency certificates

51450-51455 Golden State Seal Merit Diploma

51745 Independent study restrictions

52378 Supplemental school counseling program

56390-56392 Recognition for educational achievement, special education

60850-60859 High school exit examination

66204 Certification of high school courses as meeting university admissions criteria

CODE OF REGULATIONS, TITLE 5

1600-1651 Graduation of pupils from grade 12 and credit toward graduation

COURT DECISIONS

O'Connell v. Superior Court (Valenzuela), (2006) 141 Cal.App.4th 1452

Management Resources:

CSBA PUBLICATIONS

Preparing for the High Stakes of the High School Exit Exam: An Examination of Certificates of Completion, Policy Advisory, September 2005

WEB SITES

CSBA: <http://www.csba.org>

**California Department of Education, California High School Exit Examination:
<http://www.cde.ca.gov/ta/tg/hs>**

Policy SANTA ROSA CITY SCHOOLS

adopted: April 9, 2008 Santa Rosa, California

**Santa Rosa City Schools
Administrative Regulation 6146.1—Alternative Diploma**

Graduation with an Alternative Diploma

Alternative graduation plans are developed as part of the admission process for the alternative course of study. Students may choose to graduate from Midrose or GRACE Necessary Small High School or the Phoenix program offered by Ridgway Continuation High School by following a Board- approved alternative diploma path. The Alternative Diploma requires a passing score on both portions of the California High School Exit Exam (CAHSEE).

Students who complete high school courses required by the alternate path are eligible to continue education in a community college. Students may then transfer from the community college to four-year colleges/universities if they so desire. Students may also apply for entrance into vocational programs, or for military service.

The alternative course of study is not an option for those students wishing to return to the comprehensive high school to graduate.

180-Unit Alternative Diploma—Administrative Selection Criteria

Students enrolled in the Phoenix program at Ridgway Continuation High School, Midrose or GRACE Necessary Small High School may be selected to complete an alternate course of study for the purpose of graduating high school within a four-year timeframe. If a student and the parent/guardian agree to this option, the student who has fulfilled the requirements for this course of study will graduate with an alternative diploma from one of the above-mentioned programs. Students who are selected to participate in the alternate course of study are those students who are unable to complete a 220-unit diploma within their four years of high school and are at risk of dropping out.

Alternative school site staff, working in collaboration with the Assistant Superintendent, Curriculum and Instruction, 7-12 and the Office of Information Technology, will develop a list of students who meet the minimum criteria by the Spring of their third year of high school. Students considered as having met the criteria will:

- 1) Have passed both portions of the California High School Exit Exam;
- 2) Have earned approximately 100 credits by the end of their third year in high school;
- 3) Have demonstrated the potential to complete an additional 80 units in the coming school year and have the ability to master grade-level standards;
- 4) Have shown academic success in basic academic courses rather than a variety of electives and lab courses;
- 5) Have attempted to increase their rate of positive attendance in an alternative educational setting.

Grades, attendance and discipline history are analyzed thoroughly to ensure that the student is committed to completing high school and that this option offers an avenue that will prevent the student from dropping out of high school. The list will be submitted to the Assistant Superintendent of Curriculum and Instruction, 7-12 for review no later than the 4th quarter interim progress date for consideration of selection prior to the start to the student's senior year.

By this 4th quarter interim progress date, students and parents will be contacted by the alternative education counselor/administrator responsible for each of these sites to inform them of this option. Included in the letter to students and parents will be such information as:

- 1) The difference in units between the traditional and alternative diploma;
- 2) Specifically which courses the student will need in order to graduate by completing a 180-unit alternate course of study;
- 3) The fact that a student with this diploma is eligible to apply for acceptance into community college, military service or the work force, but not a four-year university;
- 4) The fact that class sizes are small and courses prepare the student to graduate via the alternative path which means that course offerings are limited as compared to a comprehensive school;
- 5) That a student who agrees to the 180 option is not eligible to participate in CIF sports;
- 6) That a student who agrees to the 180 option will relinquish his or her affiliation with the school of residence.

On a case by case basis, with space available, placement may be made based on indicators from the second interim progress report of the prospective student's senior year. However, no placements will be made after the first semester of the senior year.

SANTA ROSA CITY SCHOOLS CLASS OF 2010 GRADUATE DATA

DISTRICT WIDE PATHWAY COMPLETION DATA												
Pathway	# of students in pathway	% of students in pathway	# of a-g completers	% of a-g completers	# of ELL students	% of ELL students	# of students with IEP's	% of students with IEP's	Male students	Female students	sed	% sed
Career	279	17%	N/A		69	25%	23	8%	142	137	80	29%
University	616	38%	425	69%	87	14%	16	3%	282	334	77	13%
Specialized Program	189	12%	130	69%	36	19%	3	2%	78	98	11	6%
Individual	111	7%	N/A		82	74%	34	31%	59	52	37	33%
Exempt	209	13%	N/A		76	36%	96	46%	102	107	102	49%
Non-Grad	155	9%	N/A		59	38%	29	19%	92	63	57	37%
No Pathway	77	5%	N/A		25	32%	7	9%	45	32	22	29%
Total	1636		555	34%	434	27%	208	13%	800	823	386	24%

* Exempt includes the following categories: Transfer to site in junior year, Intensive Intervention Program, Special Education students with IEP

CAREER PATHWAY COMPLETERS										
Career Pathway	# of pathway completers	% of pathway completers	# Add'l students in pathway completing University	# of ELL students	% of ELL students	# of students with IEP's	% of students with IEP's	Male students	Female students	SED
Agriculture	22	8%	9	4	18%	3	14%	14	8	12
Arts/Comm	127	45%	64	18	14%	12	9%	48	71	21
Automotive	12	4%	10	0	0%	2	17%	9	2	2
Business	29	10%	12	16	55%	2	7%	21	14	13
Child Develop	8	3%	1	5	63%	1	13%	0	8	5
Construction	18	6%	3	10	56%	4	22%	38	0	18
Culinary	39	14%	6	10	26%	4	10%	17	22	2
Engineering	1	0%	5	0	0%	0	0%	4	0	1
Geospatial Tech	3	1%	2	0	0%	0	0%	1	2	1
Health Services	8	3%	12	2	25%	3	38%	2	6	3
Translation Svcs.	9	3%	0	5	56%	1	11%	1	8	7
Manufacturing	4	1%	2	0	0%	2	50%	4	0	0
Total	280		126	70	25%	34	12%	159	141	85

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ELSIE ALLEN HIGH SCHOOL CLASS OF 2010 GRADUATE DATA

PATHWAY COMPLETION DATA											
Pathway	# of students in pathway	% of students in pathway	# of a-g completers	% of a-g completers	# of ESL students	% of ESL students	# of students with IEP's	% of students with IEP's	Male students	Female students	socio-economically disadvantaged
Career	43	19%	N/A		22	51%	3	7%	22	21	26
University	48	21%	28	58%	34	71%	0	0%	25	23	29
Specialized Program	13	6%	12	92%	6	46%	1	8%	5	8	8
Individual	20	9%	N/A		16	80%	0	0%	11	9	15
Exempt	70	30%	N/A		61	87%	22	31%	30	40	46
Non-Grad	28	12%	N/A		19	68%	7	25%	16	12	16
No Pathway	8	3%	N/A		6	75%	0	0%	4	4	6
Total	230	100%	40	17%	164	71%	33	14%	113	117	146

CAREER PATHWAY COMPLETION DATA										
Career Pathway	# of pathway completers	% of pathway completers	# Add'l students in pathway completing University	# of ESL students	% of ESL students	# of students with IEP's	% of students with IEP's	Male students	Female students	SED
Agriculture	14	33%	3	5	36%	1	7%	9	5	10
Business	2	5%	1	1	50%	0		1	1	1
Child Development	8	19%	1	5	63%	1	13%	0	8	5
Construction	4	9%	1	4	100%	0	0%	4	0	4
Visual, Performing, Technical Arts	15	35%	4	7	47%	1	7%	8	7	6
Total	43	100%	10	22	51%	3	7%	22	21	26

PATHWAY COMPLETION BY ESL DESIGNATION										
Language Level	Career	University	Specialized Program	Individual	Exempt	No Pathway	Non Grad	Total Students	# students with IEP's	% students with IEP's
Fluent English Proficient	3	12	2	4	1	4	2	28	1	4%
Redesignated Fluent English Proficient	12	21	4	9	21	2	5	74	6	8%
Limited English	7	1	0	3	39	0	12	62	14	23%
Totals	22	34	6	16	61	6	19	164	21	13%

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MARIA CARRILLO HIGH SCHOOL CLASS OF 2010 GRADUATE DATA

PATHWAY COMPLETION DATA

Pathway	# of students in pathway	% of students in pathway	# of a-g completers	% of a-g completers	# of ELL students	% of ELL students	# of students with IEP's	% of students with IEP's	Male students	Female students	sed	% sed
Career	58	17%	N/A			0%		0%	26	32	2	3%
University	200	58%	154	77%	17	9%	6	3%	87	113	3	2%
Individual	27	8%	N/A		2	7%	0	0%	13	14	6	22%
Exempt	12	3%	N/A		1	8%	9	75%	6	6	3	25%
Non-Grad	19	6%	N/A		4	21%	10	53%	10	9	4	21%
No Pathway	27	8%	N/A		4	15%	6	22%	15	12	1	4%
Total	343		154	45%	28	8%	31	9%	157	186	19	6%

CAREER PATHWAY DATA

Career Pathway	# of pathway completers	% of pathway completers	# Add'l students in pathway completing University	# of ELL students	% of ELL students	# of students with IEP's	% of students with IEP's	Male students	Female students	SED	% sed
Auto Technology	6	10%	8	0	0%	1	17%	4	2	0	0%
Culinary Arts	20	34%	4	0	0%	2	10%	11	9	1	5%
Digital Media	0	0%	0					0	0		
Engineering	0	0%	3					0	0		
Visual and Performing Arts	32	55%	16	1	3%	3	9%	10	22	1	3%
Total	58	100%	31	1	2%	6	10%	25	33	2	3%

PATHWAY COMPLETION BY ESL DESIGNATION

Language Level	Specialized Program							Total Students	# students with IEP's	% students with IEP's
	Career	University	Individual	Exempt	No Pathway	Non Grad				
Fluent English Proficient	0	4	N/A	0	0	1	0	5	0	0%
Redesignated Fluent English Proficient	1	13	N/A	0	0	2	2	18	0	0%
Limited English	0	0	N/A	1	1	1	2	5	1	20%
Totals	1	17	N/A	1	1	4	4	28	1	4%

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PINER HIGH SCHOOL CLASS OF 2010 GRADUATE DATA

PATHWAY COMPLETION DATA

Pathway	# of students in pathway	% of students in pathway	# of a-g completers	% of a-g completers	# of ELL students	% of ELL students	# of students with IEP's	% of students with IEP's	Male students	Female students	sed	% sed
Career	63	23%	N/A		25	40%	7	11%	27	36	22	35%
University	43	16%	22	51%	18	42%	2	5%	23	20	10	23%
Specialized Program	49	18%	36	73%	14		0		20	29	9	18%
Individual	15	6%	N/A		5	33%	2	13%	8	7	5	33%
Exempt	43	16%	N/A		24	56%	16	37%	21	22	19	44%
Non-Grad	43	16%	N/A		33	77%	13	30%	26	17	18	42%
No Pathway	14	5%	N/A		8	57%	0	0%	8	6	10	71%
Total	270		58	21%	127	47%	40	15%	133	137	93	34%

PINER HIGH CLASS OF 2010

Career Pathway	# of pathway completers	% of pathway completers	# Add'l students in pathway completing University	# of ELL students	% of ELL students	# of students with IEP's	% of students with IEP's	Male students	Female students	SED	% sed
Arts/Comm	20	32%	1	8	40%	3	15%	9	11	7	35%
Health Services	6	10%	11	1	17%	0	0%	1	5	2	33%
Business	9	14%	1	5	56%	0	0%	4	5	2	22%
Construction	6	10%	1	1	17%	2	33%	6	0	0	0%
Culinary Arts	19	30%	2	10	53%	2	11%	6	13	10	53%
Geospatial Tech	3	5%	2	0	0%	0	0%	1	2	1	33%
Total	63	100%	18	25	40%	7	11%	27	36	22	35%

PATHWAY COMPLETION BY ESL DESIGNATION

Language Level	Career	University	Specialized Program	Individual	Exempt	No Pathway	Non Grad	Total Students	# students with IEP's	% students with IEP's
Fluent English Proficient	5	1	2	1	0	1	2	12	1	8%
Redesignated Fluent English Proficient	12	16	12	4	11	6	7	68	2	3%
Limited English	8	1	0	0	13	1	24	47	15	32%
Totals	25	18	14	5	24	8	33	127	18	14%

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SANTA ROSA HIGH SCHOOL CLASS OF 2010 GRADUATE DATA

PATHWAY COMPLETER DATA

Pathway	# of students in pathway	% of students in pathway	# of a-g completers	% of a-g completers	# of ELL students	% of ELL students	# of students with IEP's	% of students with IEP's	Male students	Female students	sed	% sed
Career	70	16%	N/A		15	21%	11	16%	37	33	19	27%
University	137	32%	93	68%	12	9%	2	1%	66	71	19	14%
Specialized Program	108	25%	64	59%	6	6%	3	3%	49	59	1	1%
Individual	15	3%	N/A		3	20%	1	7%	6	9	2	13%
Exempt	44	10%	N/A		16	36%	31	70%	27	17	19	43%
Non-Grad	44	10%	N/A		12	27%	9	20%	26	18	14	32%
No Pathway	13	3%	N/A		5	38%	1	8%	7	6	3	23%
Total	431		157	36%	69	16%	58	13%	218	213	77	18%

CAREER PATHWAY COMPLETERS

Career Pathway	# of pathway completers	% of pathway completers	# Addl' students in pathway completing University	# of ELL students	% of ELL students	# of students with IEP's	% of students with IEP's	Male students	Female students	SED
Agriculture	7	10%	6	0	0%	1	14%	4	3	2
Automotive	6	9%	2	0	0%	0	0%	6	0	0
Business	9	13%	10	4	44%	1	11%	7	2	3
Construction	6	9%	1	3	50%	1	17%	6	0	3
Manufacturing	4	6%	2	0	0%	2	50%	4	0	0
Technical Arts	1	1%	2	0	0%	0	0%	0	1	0
Translation Svcs.	9	13%	0	5	56%	1	11%	1	8	7
Visual and Performing Arts	28	40%	25	3	11%	5	18%	9	19	4
Total	70	100%	48	15	21%	11	16%	37	33	19

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ART QUEST COMPLETERS BY SPECIALTY AREA										
Art Quest Specialty Area	# of pathway completers	% of pathway completers	# students in pathway completing a-g requirements	# of ELL students	% of ELL students	# of students with IEP's	% of students with IEP's	Male students	Female students	SED
AQ Dance	13	12%	8	1	8%	0	0%	1	12	1
AQ Digital Arts	8	7%	1	0	0%	0	0%	5	3	0
AQ Drama	19	18%	13	0	0%	2	11%	10	9	0
AQ Instrumental Music	14	13%	10	2	14%	0	0%	11	3	0
AQ Photography	9	8%	5	2	22%	0	0%	1	8	0
AQ Video Tech	17	16%	10	1	6%	1	6%	15	2	0
AQ Visual Fine Arts	16	15%	10	0	0%	0	0%	3	13	0
AQ Vocal Music	12	11%	7	0	0%	0	0%	3	9	0
Total	108	100%	64	6	6%	3	3%	49	59	1

SRHS PATHWAY COMPLETION BY ESL DESIGNATION										
Language Level	Career	University	Specialized Program	Individual	Exempt	No Pathway	Non Grad	Total Students	# students with IEP's	% students with IEP's
Fluent English Proficient	0	1	3	0	2	3	0	9	3	33%
Redesignated Fluent English Proficient	8	9	2	1	4	0	2	26	7	27%
Limited English	7	1	1	1	10	2	10	32	9	28%
Totals	15	11	6	2	14	5	12	67	19	28%

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After School Credit Recovery Classes, Semester II, 2009-10

School	# classes	# enrolled	# passed	% completed
EAHS	2	80	42	53%
MCHS	2	52	51	98%
MHS	5*	98	79	81%
PHS	4*	72	61	85%
RHS	2	63	55	79%
SRHS	4	115	100	87%
Total	19	480	388	81%

* MHS and PHS each had 2 small classes of RSP/ELL students who needed to make up 1-4 credits in a variety of subjects. It was determined that they would not be successful in Cyber High. They were taught in a small group setting by Home and Hospital teachers who were available.

After School Credit Recovery Classes, Semester I, 2010 -11

School	# classes	# enrolled	# passed	% completed
EAHS	2	87	53	61%
MCHS	2	44	36	84%
MHS	2	59	55	93%
PHS	3	47	44	96%
RHS	4**	117	88	75%
SRHS	2	32	21	75%
Total	15	386	297	77%

**RHS conducted 4 total , 2 each in quarterly intervals during which time students earned between .5 and 4 credits.

Classes included English, World History, US History, Algebra, and Physical Science.

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2009-2010 Students Enrolled in Cyber High Courses by Site

Site	Number of Students
EAHS	26
MCHS	22
MHS	39
PHS	40
RHS	43
SRHS	10
Nueva Vista	2
<i>Totals</i>	<i>182</i>

Class of 2010 Numbers and Percentages of Students Completing UC A-G Requirements

Sites	Met all Requirements	*Missing Year-Long Courses				Total Grad
		1 missing	2 missing	3 missing	4+ missing	
EAHS	25 11.01%	11 4.85%	10 4.41%	9 3.96%	172 75.77%	227
MCHS	125 37.88%	36 10.91%	23 6.97%	18 5.45%	128 38.79%	330
MHS	120 34.19%	33 9.40%	24 6.84%	22 6.27%	152 43.30%	351
PHS	27 11.59%	19 8.15%	26 11.16%	12 5.15%	149 63.95%	233
SRHS	90 22.33%	31 7.69%	33 8.19%	16 3.97%	233 57.82%	403
Total	387 25.06%	130 8.42%	116 7.51%	77 4.99%	834 54.02%	1544

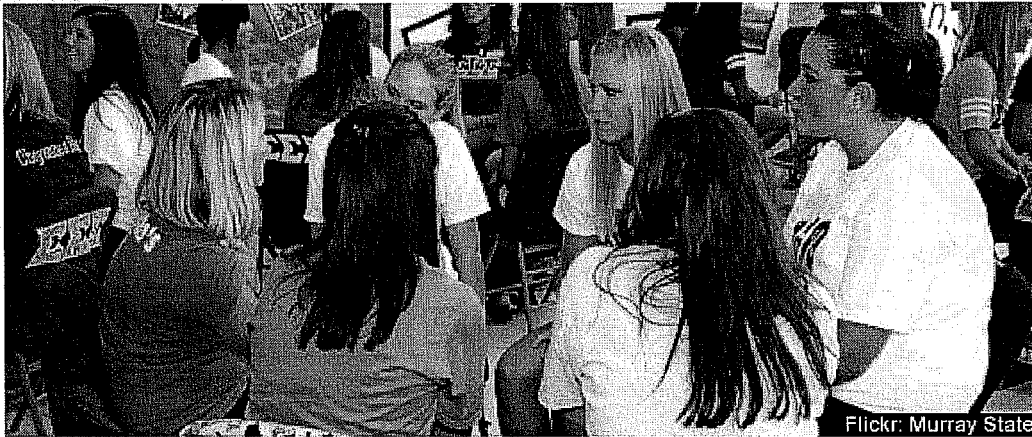
*Missing year-long courses indicate that the student missed the 15 course requirement by one or more courses as noted

Numbers and Percentages of Students Matriculating to the California Public Post-Secondary Education System

Sites	*H.S Grads	College Frosh		
		CA Community College (CCC)	CA State Univeristy (CSU)	Univeristy of CA (UC)
EAHS	162	134	8	3
		83%	5%	2%
MCHS	322	211	44	36
		66%	14%	11%
MHS	335	223	38	23
		67%	11%	7%
PHS	210	198	11	17
		94%	5%	8%
SRHS	381	261	33	26
		69%	9%	7%
*Rancho Cotati	317	294	25	8
		93%	8%	3%
*Casa Grande	397	272	62	35
		69%	16%	9%

*High school grad figures include seniors who did not graduate, but chose to enroll in California Community College to complete a GED or attend classes.

Pathways To Prosperity Report: Students Need More Paths To Career Success



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The current U.S. education system is failing to prepare millions of young adults for successful careers by providing a one-size-fits-all approach, and it should take a cue from its European counterparts by offering greater emphasis on occupational instruction, a Harvard University study published Wednesday concludes.

The two-year study by the Pathways to Prosperity Project at the Harvard University Graduate School of Education notes that while much emphasis is placed in high school on going on to a four-year college, only 30 percent of young adults in the United States successfully complete a bachelor's degree.

While the number of jobs that require no post-secondary education have declined, the researchers note that only one-third of the jobs created in the coming years are expected to need a bachelor's degree or higher. Roughly the same amount will need just an associate's degree or an occupational credential.

"What I fear is the continuing problem of too many kids dropping by the wayside and the other problem of kids going into debt, and going into college but not completing with a degree or certificate," said Robert Schwartz, who heads the project and is academic dean of the Harvard Graduate School of Education. "Almost everybody can cite some kid who marched off to college because it was the only socially legitimate thing to do but had no real interest."

The report highlights an issue that has been percolating among education circles: That school reform should include more emphasis on career-driven alternatives to a four-year education.

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The study recommends a "comprehensive pathways network" that would include three elements: embracing multiple approaches to help youth make the transition to adulthood, involving the nation's employers in things like work-based learning, and creating a new social compact with young people.

Many of the ideas aren't new, and leaders, including President Barack Obama, have advocated for an increased role for community colleges so the country can once again lead the world in the proportion of college graduates.

U.S. Education Secretary Arne Duncan delivered opening remarks at the report's release in Washington on Wednesday, saying career and technical education has been "the neglected stepchild of education reform."

"That neglect has to stop," Duncan said.

But the idea of providing more alternatives, rather than emphasizing a four-year college education for all, hasn't been without controversy. Critics fear students who opt early for a vocational approach might limit their options later on, or that disadvantaged students at failing schools would be pushed into technical careers and away from the highly selective colleges where their numbers are already very slim.

"Nobody who spends much time in America's high schools could possibly argue that they are focused on college for all, or ever have been," said Kati Haycock, president of The Education Trust, a nonpartisan Washington, D.C.-based think tank. "Most schools still resist that idea, instead continuing long-standing, unfair practices of sorting and selecting like an educational caste system – directing countless young people, especially low-income students and students of color, away from college-prep courses and from seeing themselves as 'college material.'"

Schwartz said efforts should be intensified to get more low-income and minority students into selective institutions, while also strengthening the capacity of two-year colleges.

"You've got to work on both fronts at once," Schwartz said.

The study recommends that all major occupations be clearly outlined at the start of high school. Students would see directly how their course choices prepare them careers that interest them – but still be able to change their minds. Students should also be given more opportunities for work-based learning, such as job shadowing and internships.

Students, the researchers recommend, should get career counseling and work-related opportunities early on – no later than middle school. In high school, students would have access to educational programs designed with the help of industry leaders, and they'd be able to participate in paid internships.

The report notes that many European countries already have such an approach, and that their youth tend to have a smoother transition into adulthood. And not all separate children into different paths at an early age. Finland and Denmark, for example, provide all students with a comprehensive education through grades 9 or 10. Then they are allowed to decide what type of secondary education they'd like to pursue.

Barney Bishop, president and CEO of Associated Industries of Florida, said he would advocate for an approach that provides more alternatives and greater inclusion of the business community.

"The problem for the business community is where you have kids who don't have the rudimentary skills, and you have to take the time and effort to train them, get them some of the rudimentary skills, plus the special skills," he said.

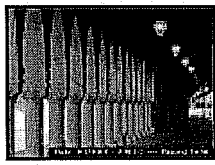
Sandy Baum, an independent higher education policy analyst, said she think there needs to be more counseling in advising students about how to make the right choices.

"I don't think the problem is too many people going to four-year colleges," she said. "The problem is too many people making inappropriate choices.

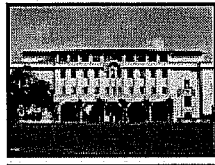
"What we'd like is a system where people of all backgrounds could choose to be plumbers or to be philosophers," Baum added. "Those options are not open. But we certainly need plumbers so it's wrong to think we should be nervous about directing people in that route."

(This version CORRECTS the name of the organization to Associated Industries of Florida.)

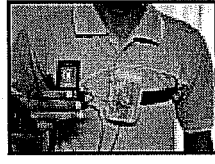
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*Estimated Drop Out Data

Class of 2010			Total	Hispanic	Am Indian/ Alskn Nat	Asian	Black/ African Am	White	Multiple
School Name	Grade	Gender	#	#	#	#	#	#	#
EAHS	Total		51	42	2	1	1	4	1
	09	All	3	1	1	0	1	0	0
		M	2	0	1	0	0	0	0
		F	1	0	0	0	1	0	0
	10	All	4	3	0	0	0	1	0
		M	2	2	0	0	0	0	0
		F	2	1	0	0	0	1	0
	11	All	8	7	0	0	0	1	0
		M	5	4	0	0	0	1	0
		F	3	3	0	0	0	0	0
	12	All	36	31	1	1	0	2	1
		M	25	21	1	1	0	2	0
		F	11	10	0	0	0	0	1

Class of 2010			Total	Hispanic	Am Indian/ Alskn Nat	Asian	White	Multiple
School Name	Grade	Gender	#	#	#	#	#	#
MCHS	Total		24	7	0	0	15	2
	09	All	1	0	0	0	1	0
		M	1	0	0	0	1	0
	11	All	1	0	0	0	1	0
		M	1	0	0	0	1	0
	12	All	22	7	0	0	13	2
		M	16	5	0	0	9	2
		F	6	2	0	0	4	0

Class of 2010			Total	Hispanic	Am Indian/ Alskn Nat	Asian	Black/ African Am	Nat Hwiin/ Othr Pac Islndr	White	Multiple
School Name	Grade	Gender	#	#	#	#	#	#	#	#
MHS	Total		22	9	1	1	2	0	9	0
	11	All	4	1	0	0	0	0	3	0
		M	3	1	0	0	0	0	2	0
		F	1	0	0	0	0	0	1	0
	12	All	18	8	1	1	2	0	6	0
		M	10	5	1	1	1	0	2	0
F		5	2	0	0	0	0	3	0	

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Class of 2010			Total	Hispanic	Am Indian/ Alskn Nat	Asian	Black/ African Am	White	Multiple
School Name	Grade	Gender	#	#	#	#	#	#	#
PHS	Total		32	18	1	2	1	8	2
	9	All	1	0	0		0	1	0
		M	1	0	0	0	0	1	0
	10	All	1	1	0	0	0	0	0
		F	1	1	0	0	0	0	0
	11	All	10	5	0	0	0	4	1
		F	5	3	0	0	0	2	0
		M	5	2	0	0	0	2	1
	12	All	20	12	1	2	1	3	1
		M	15	10	0	2	1	2	0
F		5	2	1	0	0	1	1	

Class of 2010			Total	Hispanic	Am Indian/ Alskn Nat	Asian	Black/ African Am	Nat Hwiin/ Othr Pac Islndr	White	Multiple	Missing
School Name	Grade	Gender	#	#	#	#	#	#	#	#	#
RHS	Total		53	19	3	0	1	0	26	3	1
	09	All	1	0	0	0	0	0	1	0	0
		M	1	0	0	0	0	0	1	0	0
	11	All	7	4	0	0	0	0	3	0	0
		M	5	3	0	0	0	0	2	0	0
		F	2	1	0	0	0	0	1	0	0
	12	All	45	15	3	0	1	0	22	3	1
		M	33	12	2	0	1	0	15	3	0
		F	12	3	1	0	0	0	7	0	1

Class of 2010			Total	Hispanic	Am Indian/ Alskn Nat	Asian	Black/ African Am	White	Multiple	Missing
School Name	Grade	Gender	#	#	#	#	#	#	#	#
SRHS	Total		32	10	1	0	1	17	2	1
	10	All	2	0	0	0	0	2	0	0
		M	2	0	0	0	0	2	0	0
	11	All	1	0	0	0	0	1	0	0
		M	1	0	0	0	0	1	0	0
	12	All	29	10	1	0	1	14	2	1
		M	15	7	0	0	1	5	1	1
		F	14	3	1	0	0	9	1	0

*This dropout data is not finalized and is in the process of being corrected prior to transmission to CALPADS

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Alternative Education Placements by Comprehensive High Schools 2009-10 & 2010-11 (through 3/1/11)

	EAHS 2009-10	EAHS 2010-11	MCHS 2009-10	MCHS 2010-11	MHS 2009-10	MHS 2010-11	PHS 2009-10	PHS 2010-11	SRHS 2009-10	SRHS 2010-11	Total Referrals 2009-10	Referrals 2010-11 through 3/1/11
Ridgway												
9 th	2	2	0	3	0	7	1	7	2	6		
10 th	0	31	1	12	1	16	0	7	3	18		
11 th	2	1	8	9	8	4	5	6	8	6		
12 th	50	37	31	32	74	50	51	34	75	72		
total	54	43	40	56	83	77	57	54	88	102	322	332
Lewis OPP												
9 th	12	19	10	8	15	14	7	10	4	17		
10 th	6	4	3	2	2	3	4	2	4	0		
total	18	23	13	10	17	17	11	12	8	17	67	79
GRACE												
10 th							1	10				
11 th						1	21	14				
12 th	1			4	1	1	32	56	1	1		
total	1			4	1	2	54	56	1	1	57	63
Mesa												
9 th		1		1				1	1	2		
10 th		2	2	2	1	2			1	5		
11 th	2	1	2	1	5	2	2		12	3		
12 th	2	4	2	1	4	7		1	13	10		
total	4	8	6	5	10	11	2	1	27	20	49	45
Midrose												
10 th	1	12				2						
11 th	17	4			1							
12 th	30	51			5	4	1	2	1	1		
total	48	67			6	6	1	2	1	1	56	76

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Alternative Education Placements by Comprehensive High Schools 2009-10 & 2010-11 (through 3/1/11)

	EAHS 2009-10	EAHS 2010-11	MCHS 2009-10	MCHS 2010-11	MHS 2009-10	MHS 2010- 11	PHS 2009-10	PHS 2010- 11	SRHS 2009-10	SRHS 2010-11	Total Referrals 2009-10	Referrals 2010-11 through 3/1/11
Nueva Vista												
9 th	2	3			4	3	5	3	2	2		
10 th	3	5	1		2	5	2	5	1	5		
11 th	5	6		2	2	1		2	2	1		
12 th	10	5	2	1	3	3	4	3	3	5		
total	20	19	3	3	11	12	11	13	8	13	53	60
ISP												
9 th	4	6	6		3	2	4	4	5	3		
10 th	5	6	3	1	3	3	5	3	7	7		
11 th	6	4	16	6	10	5	8	2	8	1		
12 th	8	5	14	10		10	3	5	13	14		
total	23	21	39	17	16	20	20	14	33	25	131	97
Total placements by site	168	181	101	95	144	145	156	166	166	179	735	766
Placements as % of referring comprehensive site's CBEDS enrollment	16%	18%	6%	6%	8.5%	8.7%	14%	16.5%	9%	9.4%		

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