

College Entrance / A-G Requirements



Board Workshop
March 26, 2007

Mission: To support the personal and intellectual success of every student, every day.



Overview

PURPOSE

To provide preliminary background data and survey results on the A-G requirements and to continue the process of stakeholder involvement.

- Background Information and Context
- Student, Staff, and Parent Survey Results
- A-G Completion Data
- Stakeholder Feedback and Other Next Steps

Background Information and Context



Graduation vs. A-G Requirements

	Subject	Current Graduation Requirements	College Entrance / A-G Requirements
(a)	History / Social Science	3 Years	2 Years (US & World History)
(b)	English	4 Years	4 Years (Only 1 year of ELD 4)
(c)	Mathematics	2 Years	3 Years (Algebra 1/2, Geometry)
(d)	Laboratory Science	2 Years	2 Years (Biological & Physical)
(e)	Foreign Language	1 Year of Either Foreign Language or Fine Arts	2 Years (Same Language)
(f)	Visual / Performing Arts		1 Year
(g)	College Prep Elective	70 Units	1 Year

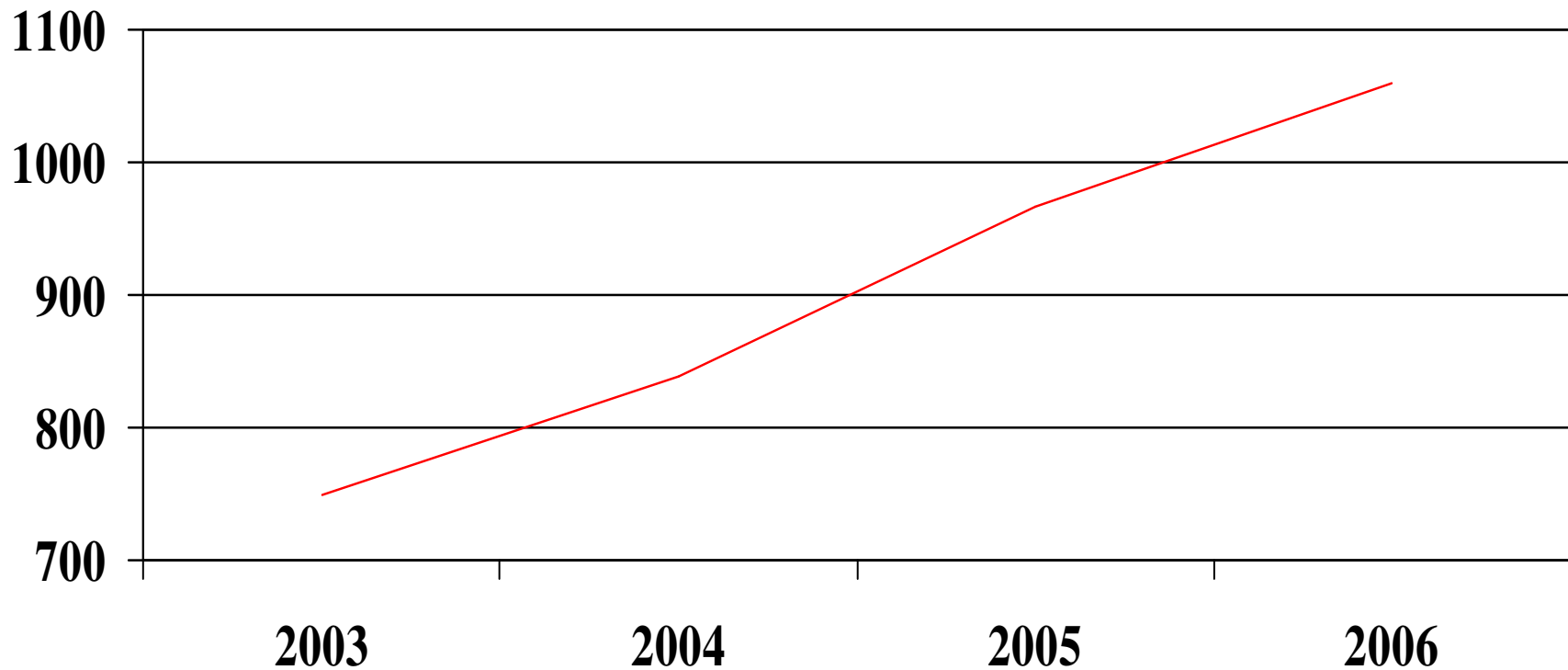
Note: Shaded rows indicate where the number of required years is aligned.

Selected Public University Data

	Total Applications	Total Admissions	Total Enrollments	Admission Rate
2003	3,737	2,155	748	57.7%
2004	3,666	2,028	711	55.3%
2005	4,030	2,500	803	62.0%
Growth	+7.8%	+16.0%	+7.4%	+4.4%

- From 2003 to 2005, the total number of LBUSD seniors grew by only **3.5%**.
- These statistics include all University of California campuses, Cal State Long Beach, and Cal State Dominguez Hills.
- The data are not intended to be comprehensive, since they exclude post-secondary opportunities in other CSU campuses, city colleges, community colleges, private universities, liberal arts colleges, trade schools, etc.

Total Admissions: CSULB



Total admissions increased by 41%.

Advanced Placement Enrollments

	2003	2004	2005	2006	Growth
District	2,589	2,696	3,301	3,866	+49%
Asian/PI	679	668	809	973	+43%
AA/Black	224	257	306	393	+75%
Hispanic	760	808	1,021	1,232	+62%
White	914	955	1,156	1,258	+38%

Note: These figures represent **unduplicated** course enrollments.

Advanced Placement Tests

	2003	2004	2005	2006
Tests Taken	3,362	3,533	4,779	5,180
Tests Passed	1,833	2,082	2,512	2,669
% Passing	55%	60%	53%	52%

- The number of AP tests taken has increased by **54%** over time.
- The number of AP tests passed has increased by **46%** over time.



Student-Counselor Ratios

	HS Students	HS Counselors	Ratio
October 2006	28,259	63.9	442:1
January 2007	27,449	78.3	351:1

- The October figures include general-fund counselors and categorically-funded counselors (GEAR UP, ROP, and CAHSEE).
- The January figures include the addition of Project TEAM intervention counselors provided by AB 1802 funding.
- The ratios are merely averages; each school has a different counselor configuration, which will determine the actual counselor caseload.

Student, Staff, and Parent Surveys





Inclusive and Transparent Process

Students

- ❑ High School Student Forum
- ❑ High School Presidents' Council
- ❑ Californians for Justice – Student Leaders

Parents

- ❑ Education Celebration
- ❑ DCAC
- ❑ DELAC
- ❑ PTA
- ❑ Superintendent Parent Forum
- ❑ High School Parent Forum

Staff

- ❑ Teachers' Council
- ❑ Head Counselors
- ❑ Principals
- ❑ Other Staff (Coffee with Chris)

Languages

- ❑ English
- ❑ Spanish
- ❑ Khmer



District Collaboration

- Board of Education
- Office of the Superintendent
- Office of Curriculum, Instruction, & Professional Development
- Office of Research, Planning, and Evaluation
- Office of High Schools
- Office of Middle and K-8 Schools
- All High Schools
- Business Services (e.g., Duplicating Services)

Summary of the Surveys

	Students	Staff	Parents	Total
Total Responses	19,273	831	538	20,642
Response Rate	70%	65%	–	–

- ❑ Completed responses were balanced ethnically and geographically, as well as by high school campus, grade level, and subject area.
- ❑ Surveys were available in English, Spanish, and Khmer.
- ❑ Parent surveys were available in hard copy and online.
- ❑ Though the survey was not administered at random, it had the benefit of presenting the A-G chart clearly before the responders.

Student Surveys

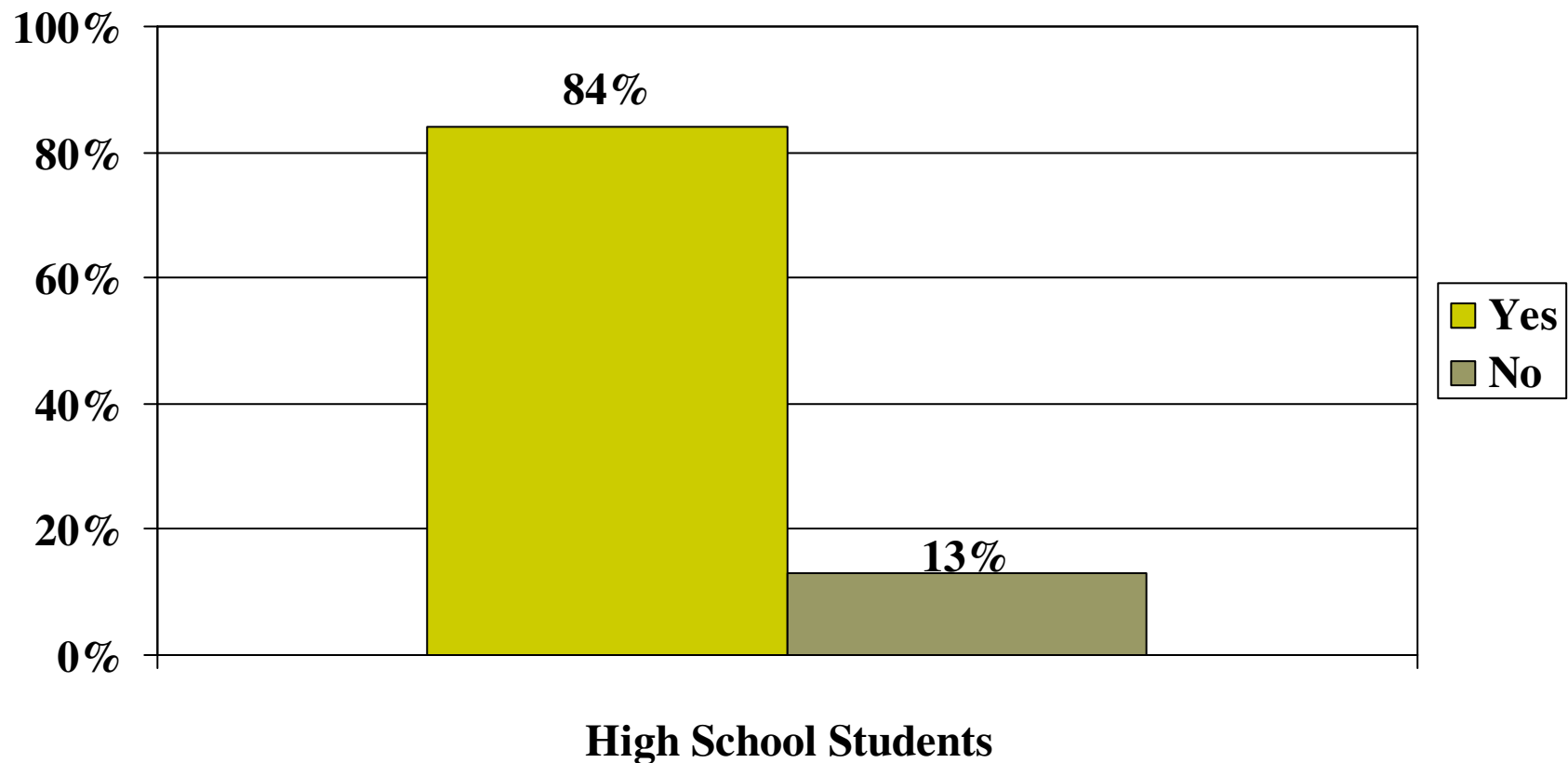
Total Responses: 19,273



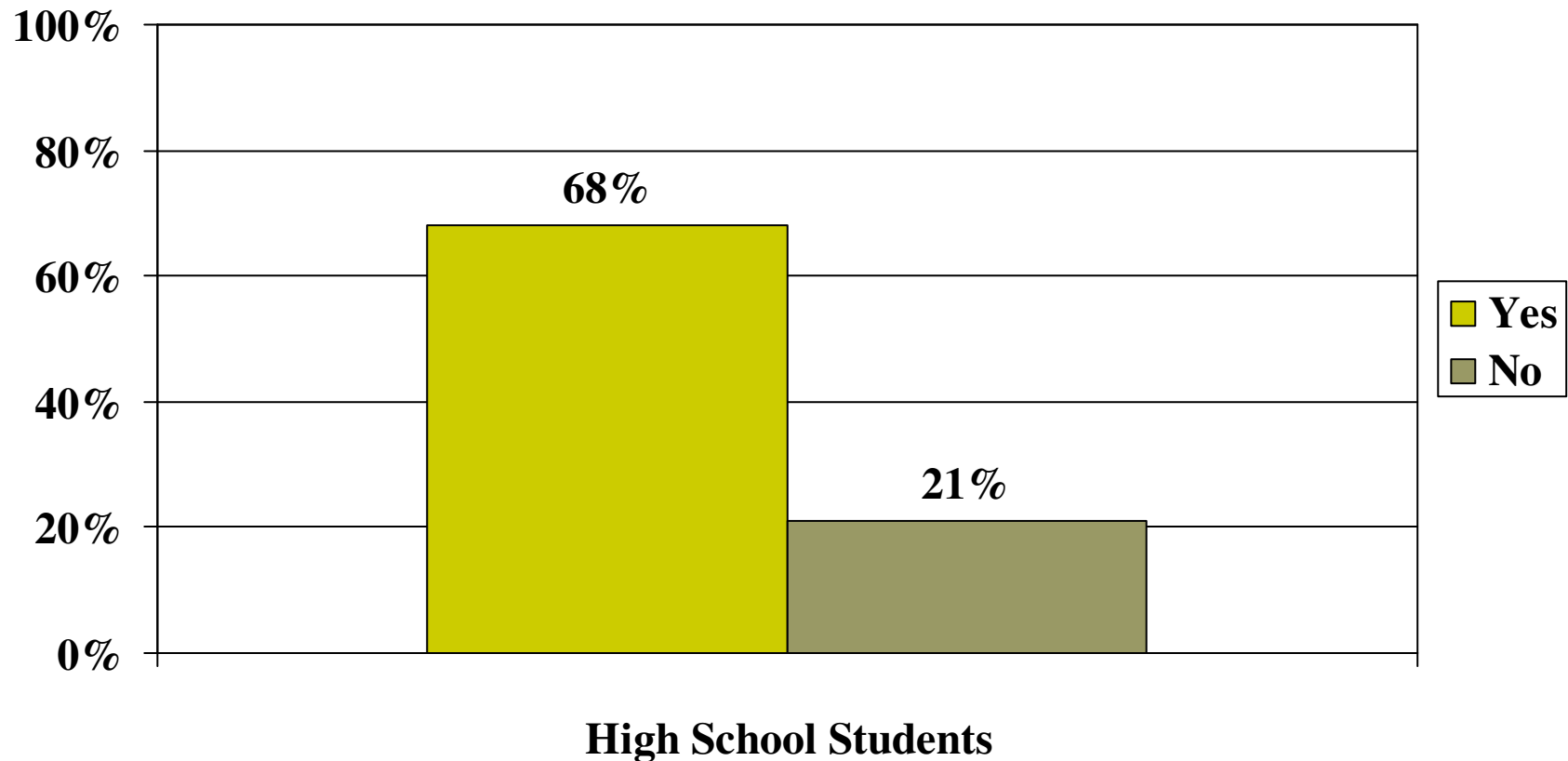
What are your current educational plans after high school?

4-Year College / University	56%
2-Year College, Then 4-Year University	21%
2-Year College	9%
Work Full-Time	3%
Join the Military	3%
Attend a Trade School	3%
Other	3%

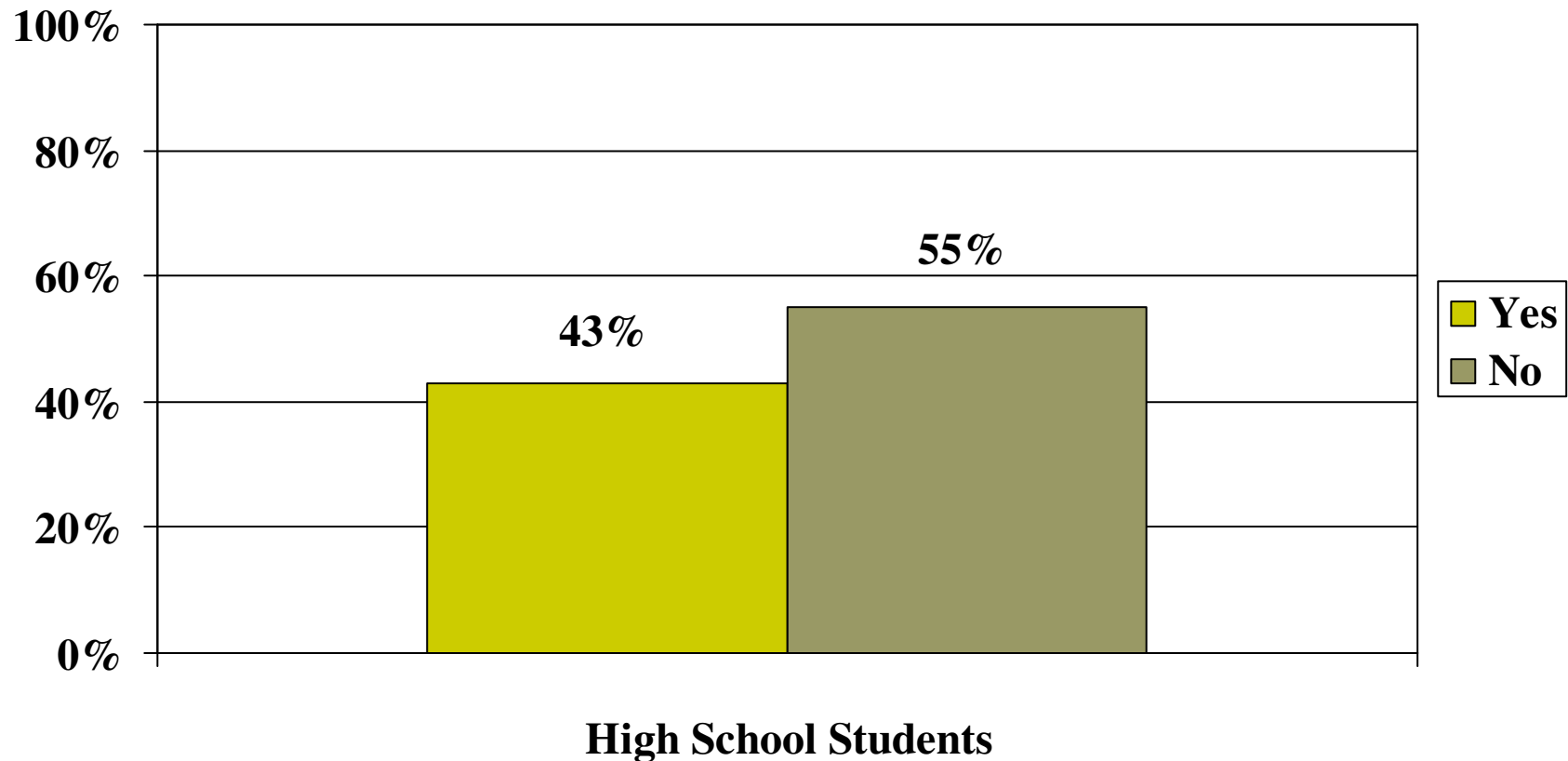
Do you want to take courses that could help you become eligible to attend a four-year university?



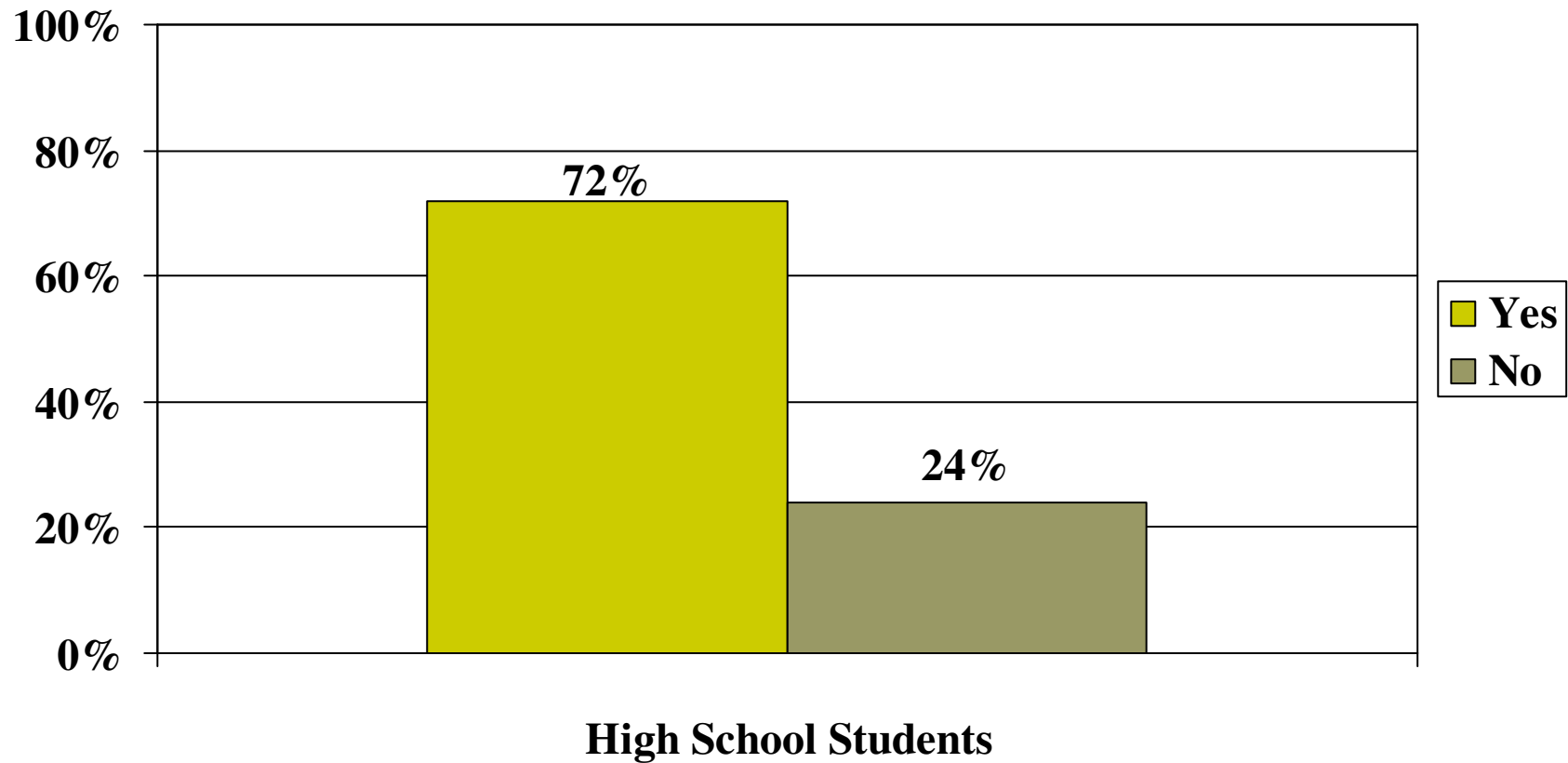
Before taking this survey, did you know what the A-G requirements were?



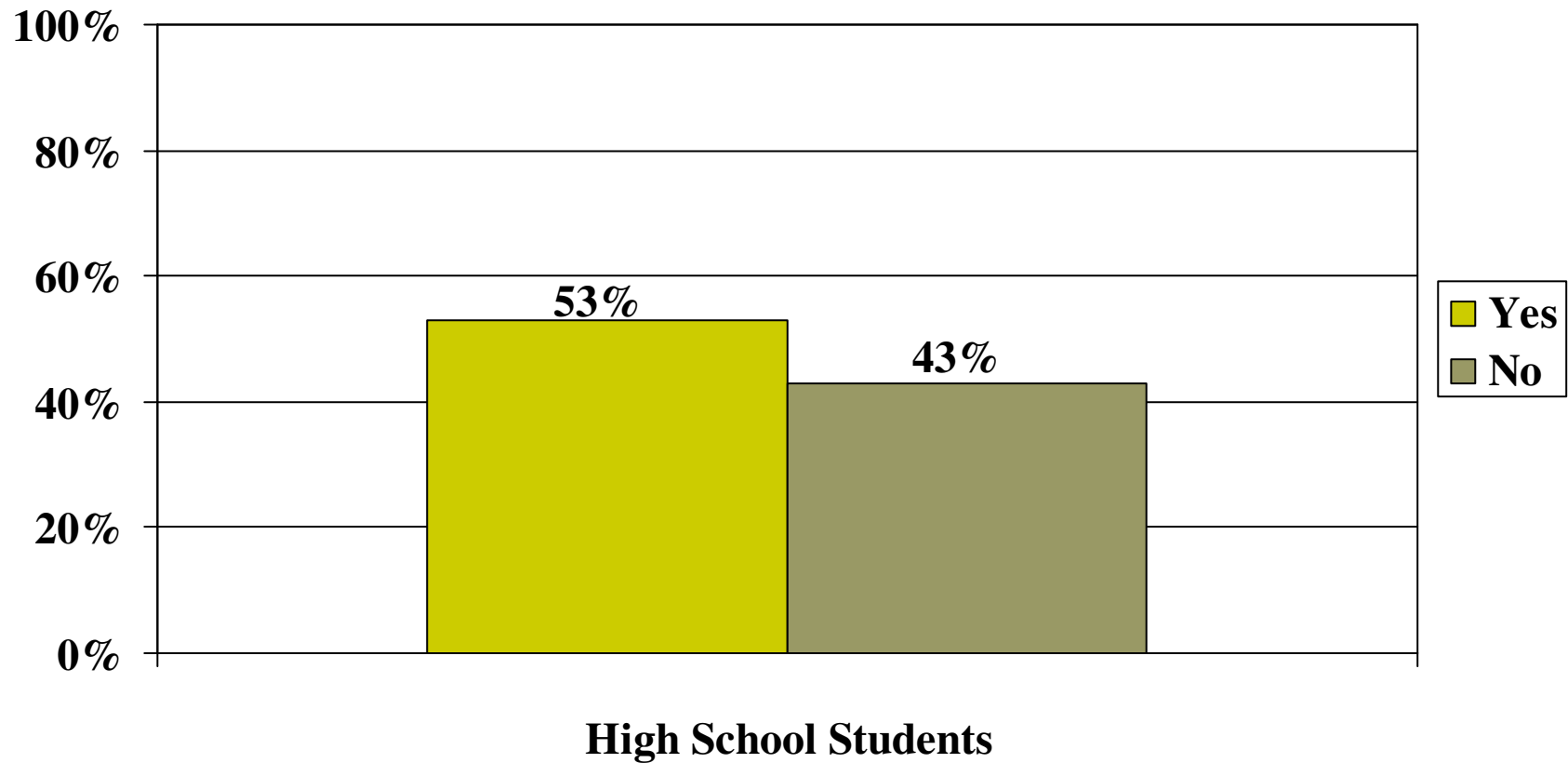
Have you had a one-on-one meeting with your counselor about A-G and college preparation?

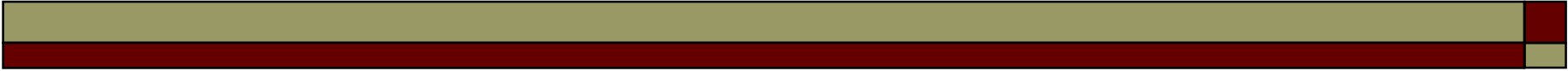


Did you receive instruction from a counselor about A-G in class during grades 9 and 11?



Do you think the A-G sequence should be required for all students to earn a diploma?

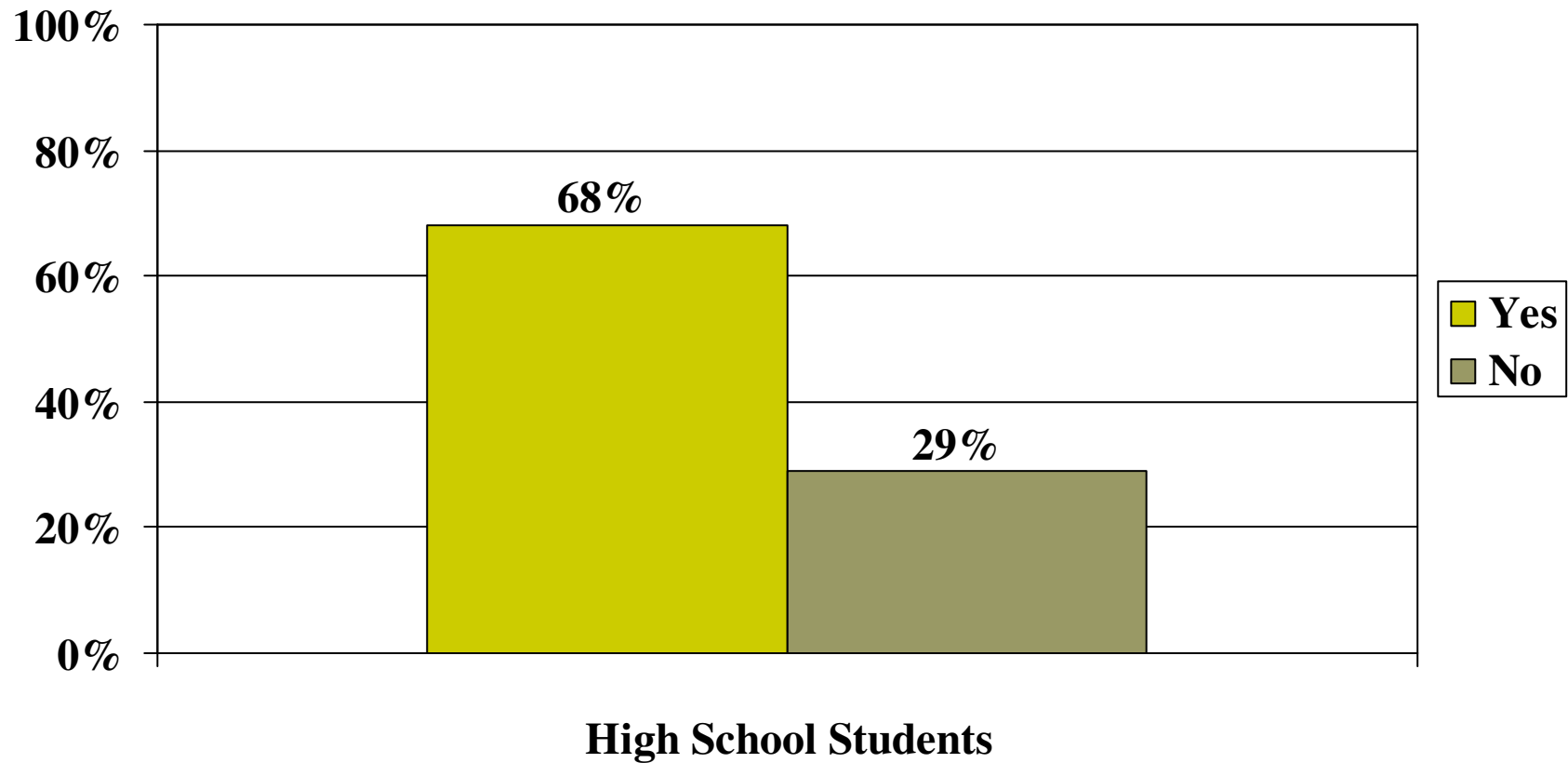


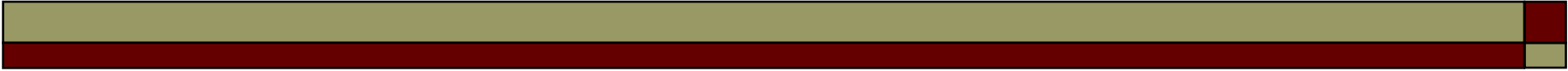


If you answered NO to the previous question,
what are your main reasons / concerns?

Math Requirement	15%
Getting C grades or better to meet A-G	14%
Foreign Language Requirement	9%
English Requirement	7%
Science Requirement	6%
Visual and Performing Arts Requirement	6%
No plans to go to college	5%

If the district provided programs to help students with A-G, would you support it as the requirement?





What kinds of programs do you think students might need to complete the A-G requirements?

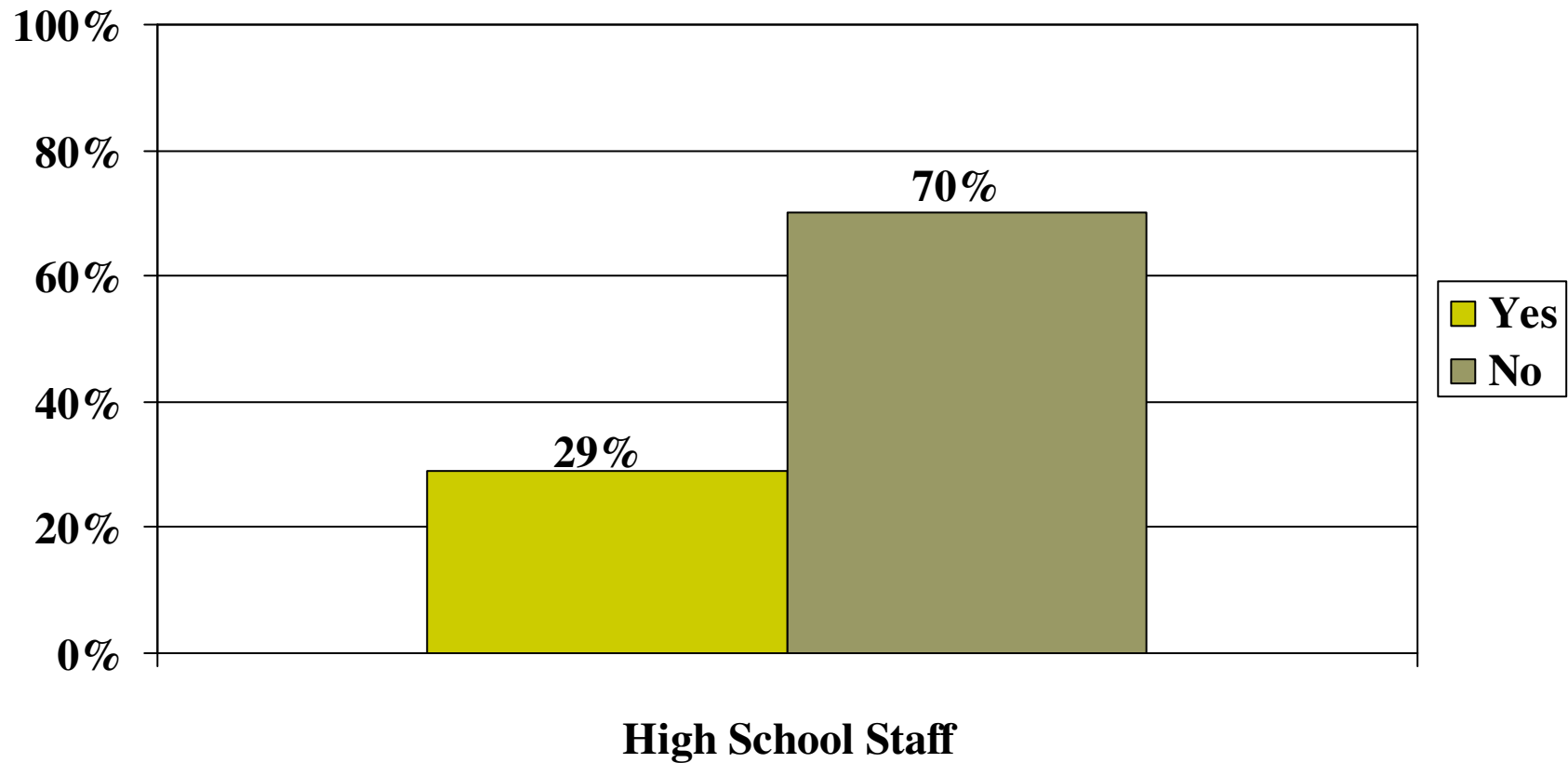
Tutoring	16%
AVID	13%
Evening Classes	12%
GEAR UP	10%
Upward Bound	10%
Summer Bridge Programs	9%
Strong College Prep Middle School Program	9%

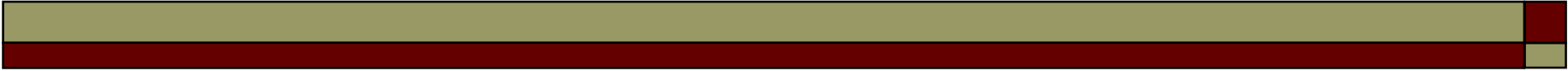


High School Staff Surveys

Total Responses: 831

Do you think the A-G sequence should be required for all students to earn a diploma?

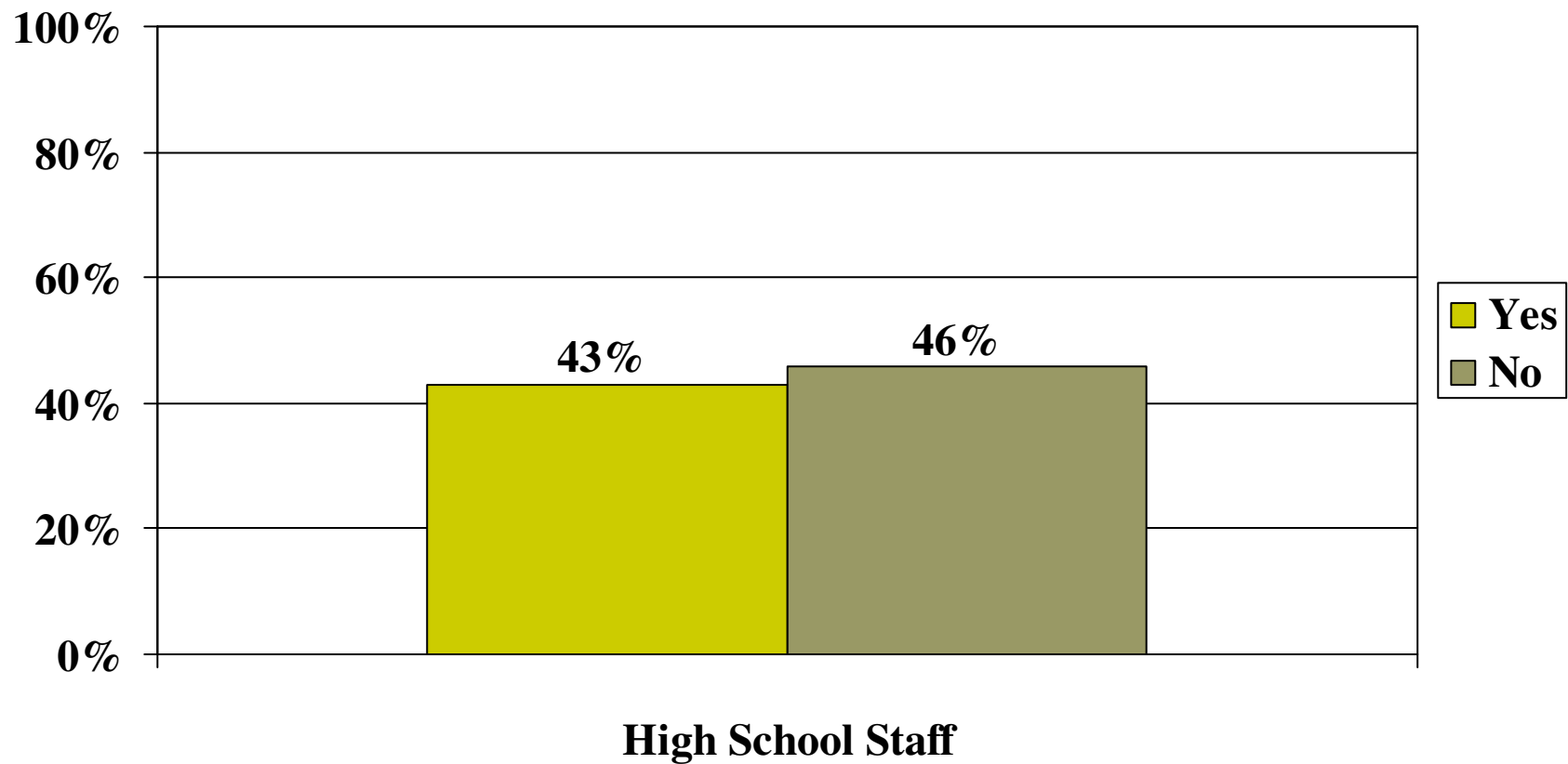


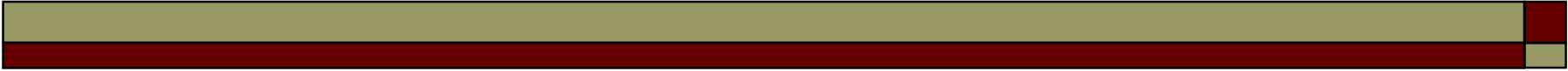


If you answered NO to the previous question,
what are your main reasons / concerns?

Some students do not plan to attend college	26%
Math Requirement	18%
Students getting C grades or better	12%
Foreign Language Requirement	9%
Other (Fill in Blank)	8%
Science Requirement	7%
English Requirement	3%

If the district provided programs to help students with A-G, would you support it as the requirement?





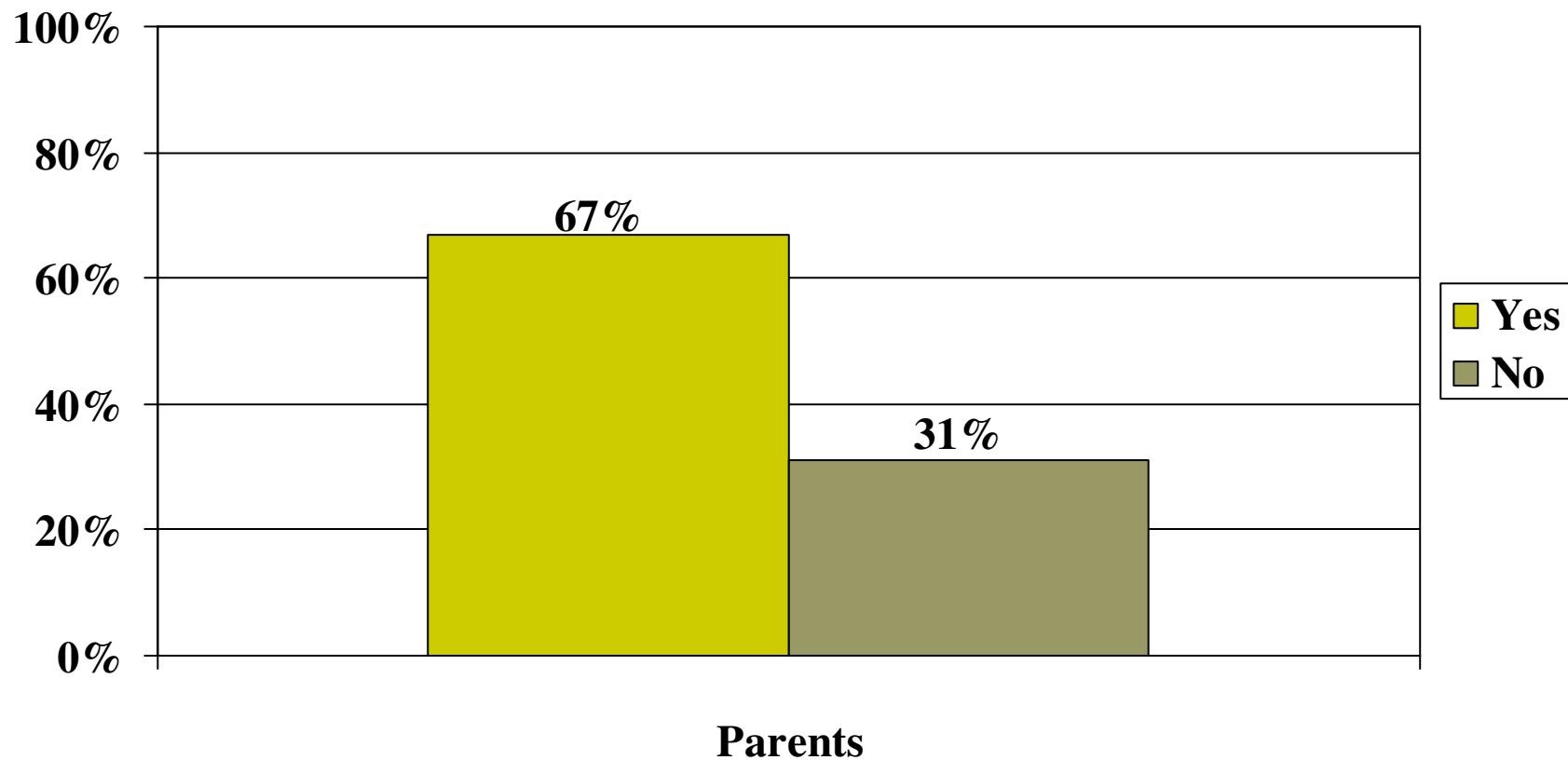
What kinds of programs do you think students might need to complete the A-G requirements?

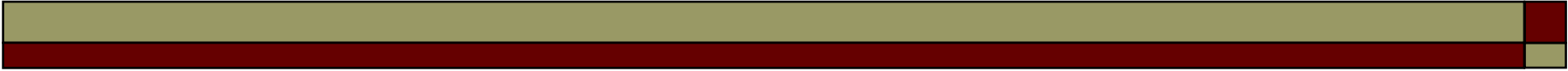
AVID	13%
Tutoring	13%
Strong College Prep Middle School Program	11%
Summer Bridge Programs	9%
Upward Bound	9%
Evening Classes	9%
GEAR UP	9%

Parent Surveys

Total Responses: 538

Do you think the A-G sequence should be required for all students to earn a diploma?

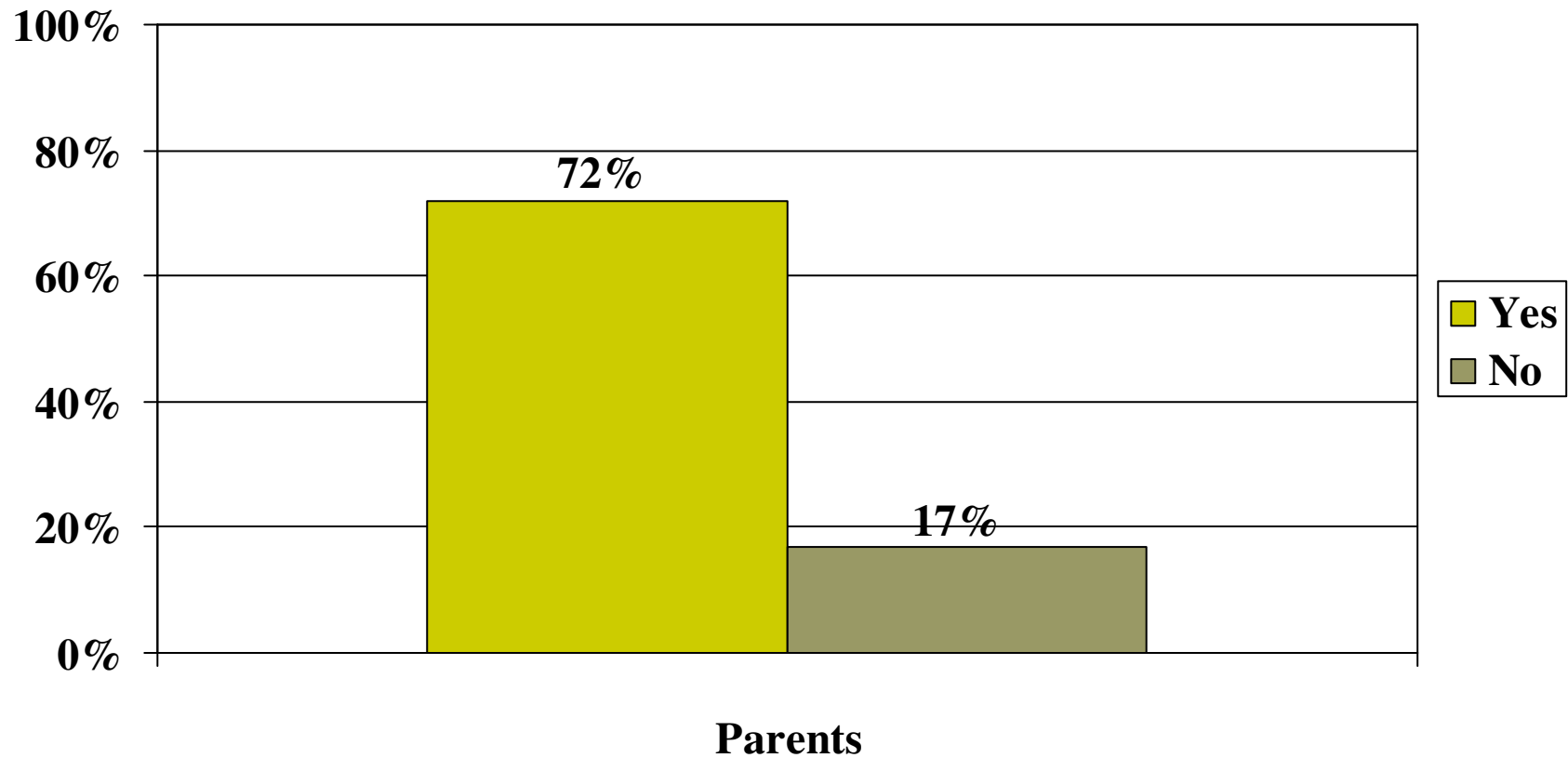


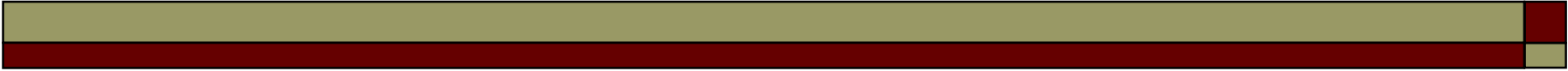


If you answered NO to the previous question,
what are your main reasons / concerns?

Some students do not plan to attend college	30%
Math Requirement	17%
Foreign Language Requirement	11%
Students getting C grades or better	10%
Other (Fill in Blank)	10%
Science Requirement	8%
English Requirement	8%

If the district provided programs to help students with A-G, would you support it as the requirement?





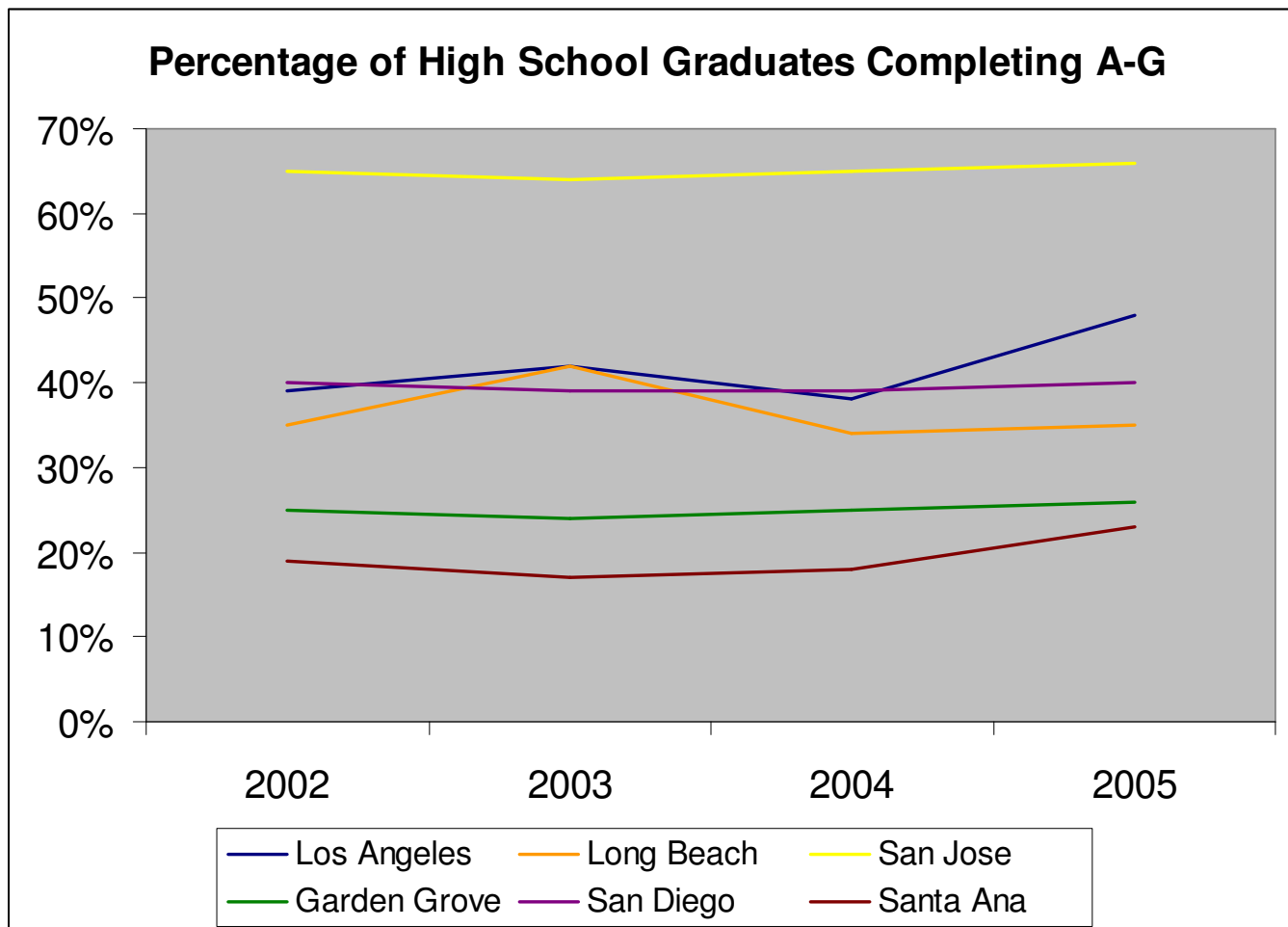
What kinds of programs do you think students might need to complete the A-G requirements?

Tutoring	14%
AVID	12%
Summer Bridge Programs	12%
GEAR UP	11%
Saturday Classes	10%
More Counseling	9%
Project TEAM	9%

A-G Completion Data



A-G Completion for Select Districts



Early Assessment Program 2006

<i>District</i>	English		Mathematics		
	<i>Participation Rate</i>	<i>Ready for College</i>	<i>Participation Rate</i>	<i>Ready for College</i>	<i>Ready for College - Conditional</i>
California	75%	15%	74%	12%	43%
Fresno	70%	9%	74%	4%	38%
Garden Grove	90%	16%	90%	11%	53%
Long Beach	91%	11%	87%	10%	45%
Los Angeles	76%	7%	69%	6%	31%
San Diego	82%	17%	72%	6%	36%
San Francisco	87%	21%	76%	28%	34%
San Jose	76%	26%	75%	16%	39%
Santa Ana	82%	7%	80%	3%	32%

- EAP is an assessment for 11th graders to determine college readiness for CSU. It helps to identify students who need extra support in their senior year to prepare for the CSU entrance exams.
- Note that LBUSD has the highest participation rate in English and second-highest in Math.

Proficiency in Algebra II

Percentage of Proficient or Advanced in CST Algebra II (2006)

District	10th Grade	11th Grade	EOC*
San Francisco	53%	25%	37%
Garden Grove	43%	16%	35%
San Jose	46%	9%	30%
Long Beach	45%	15%	28%
<i>CALIFORNIA</i>	<i>34%</i>	<i>10%</i>	<i>25%</i>
Sacramento	25%	6%	17%
San Diego	18%	3%	13%
Santa Ana	20%	4%	12%
Fresno	13%	2%	11%
Los Angeles	15%	3%	11%
Oakland	14%	1%	10%

*End-of-Course (EOC) summarizes the results for all students within the district or state who took the course-specific test.

A-G Completion Data for 2005-06

Total Students: 5,328

In A-G Courses, Students Who . . .

	Received Credit		Received No Credit		Earned "C" or Above	
	Number	% of Total	Number	% of Total	Number	% of Total
(a) History / Social Science	4,872	91%	456	9%	3,555	67%
(b) English	4,022	75%	1,306	25%	2,366	44%
(c) Mathematics	2,229	42%	3,099	58%	1,751	33%
(d) Laboratory Science	3,169	59%	2,159	41%	2,548	48%
(e) Foreign Language	3,196	60%	2,132	40%	2,649	50%
(f) Visual / Performing Arts	4,424	83%	904	17%	4,080	77%

- "Total Students" include diploma-bound 12th graders. This analysis excludes 325 special education seniors whose Individualized Education Plans specify either a California Alternative Performance Assessment or no assessment at all.
- To simplify the analysis, the (g) College Preparatory Elective has been excluded, since students may fulfill this requirement with many different courses.
- In the peach section, students who "received no credit" either took a non-A-G course or failed an A-G course.
- The gray section includes students who actually fulfilled the A-G sequence, which requires a "C" or higher grade.
- In 2005-06, approximately one-third of students met all of the A-G requirements—comparable to the state average.

Stakeholder Feedback and Other Next Steps





Items for Consideration

STRATEGIC PLAN: GOAL 2

All students will graduate from high school prepared for postsecondary and career options.

- ❑ Middle Ground between Status Quo and A-G
- ❑ Time Horizon
- ❑ Logistics: Calendar, Facilities, Career Tech
- ❑ Resources: Budget, Personnel, Programs
- ❑ Stakeholder Involvement



Next Steps

- Share A-G data with all stakeholders and collect additional feedback from them.
- Develop a detailed profile of the students who fall short of the A-G requirements.
- Explore different ways to provide systematic intervention for the A-G requirements.

Questions

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Work Plan and Timeline

Phase II: A-G Requirements

Month	Stakeholders	Objective
April	<ul style="list-style-type: none"> • Curriculum Leaders • DCAC • DELAC • High School Head Counselors • High School Presidents Council • High School Principals • High School Teachers Council • Staff (Coffee with Chris) 	<p style="text-align: center;"><i>Stakeholder Engagement</i></p> <ul style="list-style-type: none"> • Share the A-G data and survey results. • Facilitate a dialogue on policy options. • Identify potential members of a diverse and representative “A-G Committee.” • Conduct additional research on the A-G curriculum, focusing particularly on students who fall short of the requirements.
May	<ul style="list-style-type: none"> • Californians for Justice • CSULB • High School Parent Forum • High School Student Forum • LBCC • PTA • Superintendent’s Parent Forum 	
June / July	<ul style="list-style-type: none"> • A-G Committee 	<p style="text-align: center;"><i>Analysis and Planning</i></p> <ul style="list-style-type: none"> • Prepare draft policy options based on stakeholder feedback and additional research. • Finalize the membership of the A-G Committee and schedule meetings.
July / August	<ul style="list-style-type: none"> • A-G Committee 	<p style="text-align: center;"><i>Consensus Building</i></p> <ul style="list-style-type: none"> • Review and finalize policy options with the A-G Committee through a series of work sessions.
August / September	<ul style="list-style-type: none"> • A-G Committee • Board of Education Workshop • Student, Parent, Staff, and Higher Education stakeholder groups (as listed above). 	<p style="text-align: center;"><i>Report and Communication</i></p> <ul style="list-style-type: none"> • Present the A-G Committee’s recommendations to the Board. • Share the results with stakeholder groups again.

Note: **Red** indicates that district staff members have already met with the stakeholder group.