

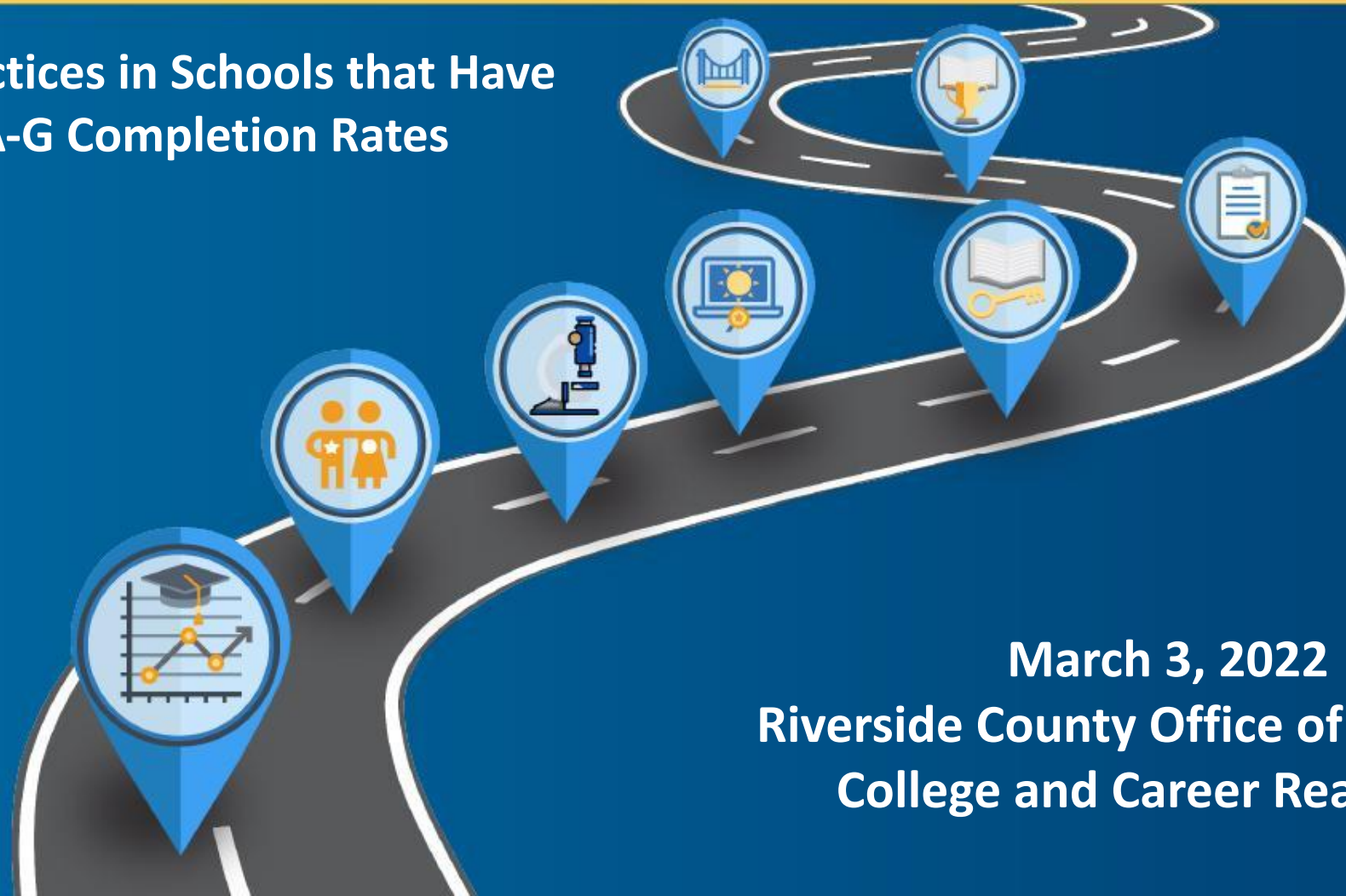


RIVERSIDE COUNTY OFFICE OF EDUCATION

EDWIN GOMEZ, Ed.D. | County Superintendent of Schools

A-G IMPROVEMENT ROADMAP WEBINAR SERIES

Step 7: Best Practices in Schools that Have Increased A-G Completion Rates



March 3, 2022

Riverside County Office of Education
College and Career Readiness

Webinar Tips

This webinar is being recorded and uploaded to the RCEC YouTube page as well as www.rcec.us.

All participants have been muted, please use the Q&A option.

Participants can submit comments in the chat box.

Every effort has been made to ensure the security of this webinar. In the event that we experience technical difficulties, please log off and rejoin the webinar.

Materials, sources, and handouts shared in the webinar will be provided to registered participants only.

Meet Our College and Career Readiness Team

**A-G
IMPROVEMENT
ROADMAP
WEBINAR
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Catalina Cifuentes
Executive Director



Gil Compton
Director I



Jaimina Cole
Director
Secretary



Yuridia Nava-Ed.D.
Coordinator



Christiane Hernandez
Administrator Secretary



Erika Bennett
Coordinator



Why Courses of Rigor Prepare Students for Postsecondary Options?

- High scholastic expectations for ALL students decreases the opportunity gap.
- Students gain the necessary soft skills such as public speaking, time management, and analytical/problem-solving skills.
- Expands and maintains multiple postsecondary pathway options.
- Students are more likely to matriculate and persist with their postsecondary educational plans.



AGENDA

Step 6: Leveraging Your Master Schedule to Improve Equity in Courses of Rigor For All Students

- Course selection process
- Presenting needs to Business and Human Resources and/or Cabinet
- Running reports
- 8th grade recruitment
- Equity focus

Step 7: Best Practices in Schools that Have Increased A-G Completion Rates

- Examples of high leverage plans of action
- Brainstorming strategies for A-G development
- School site A-G improvement examples
- A-G innovative initiatives school-wide



Recap Sample Improvement Goals on Leveraging Your Master Schedule

- 100% of Leadership Team will be trained on master schedule
- 100% of Sites/District will have a master schedule Mission, Vision, and Core Values Statement
- All sites/district will have a Master Schedule Team
- 100% of course pathways will be A-G approved/aligned
- 100% of courses will be A-G approved
- 100% of course codes will match UC/CMP course portal
- All sites/districts will have a master schedule monitoring calendar
- 100% of site/district certificated credentials will be reviewed to maximize FTE allocations
- 80%+ of students will be involved yearly for master schedule course selection
- 100% of staff will provide feedback on master schedule course offerings
- 50%+ of parents will be involved yearly for master schedule course selection

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Recap Sample Improvement Actions/Activities on Leveraging Your Master Schedule

- Create a district/site master schedule timeline
- Create a district/site master schedule team
- Create a site/district special courses placement history tracking sheet
- Analyze student demographics, including home language percentages to maximize Language Other than English offerings
- Remove non A-G course offerings
- Site/District leads analyze A-G analysis data
- Expanding credit recovery/remediation to ALL grades
- Create a timeline for reviewing FTE credentials
- Create a master schedule progress monitoring calendar
- Create a master schedule vision statement
- Ensure CTE course offerings are A-G approved





Recap Sample Grant Expenditure Ideas on Leveraging Your Master Schedule

- Funding for additional PLC for department chairs to engage in equity master schedule discussions and action steps
- Funding for release time for instructional leads/departments chairs/counselors to participate in master schedule development
- Funds to re-write non A-G courses for UC/CMP approval
- Funds for master schedule equity training
- Funds for counselors/leadership team to conduct course clean up and course placement analysis (additional hours/summer)
- Funds for release time of special programs (IB, AVID, PUENTE, AP) to participate in 8th grade recruitment days
- Funds for instructional staff to create course offering videos (English/Spanish)
- Funds for instructional staff to review articulation opportunities through community colleges and/or local universities
- Funds for leadership team, counselors, and department chairs to engage in master schedule site visits/gallery walks





Career Technical Education and A-G

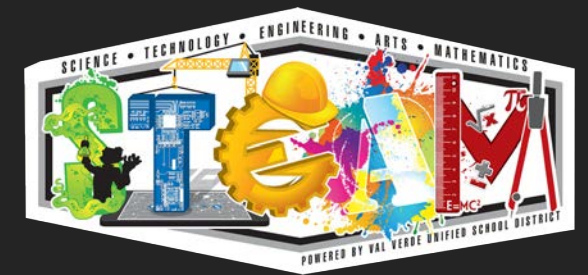
Doug Henderson
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Using CTE to Increase Your A-G

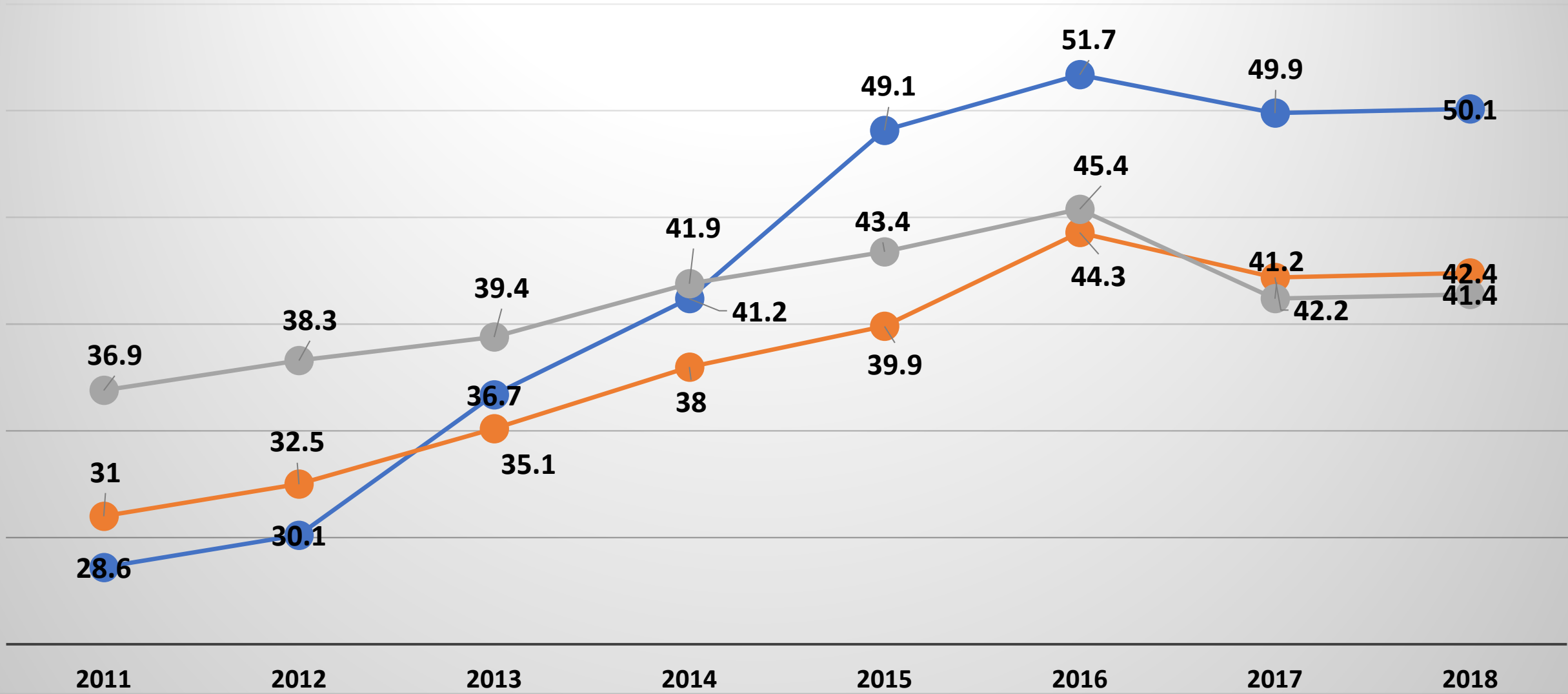




Introduction

- Has your A-G rate plateaued?
- “College and Career”
- College **CANNOT** be the goal
- Career is the goal

VVUSD 2011-2018 A-G RATE



College AND Career

Are you preparing your
students for college AND
career?

OR

Are you preparing your students for
college OR career?

Why College AND Career?

First of all

- Why is it best for kids to be ready for both?
 - 14 years old vs 18 years old
 - Creates a true choice after graduation
 - Local job market

MANUFACTURING OCCUPATIONS

WHAT CAN I DO NOW?

- ☑ Be curious, learn to research.
- ☑ Look for Mechatronics, Robotics or Engineering courses at your high school.
- ☑ Get a Continuing Education Certification.
- ☑ Take apart a small machine. Learn all you can and put it back together.
- ☑ Build a Tallo profile and add to it over time.
- ☑ Do several job shadows - every experience teaches you something.

DO IT QUICK!



You can earn a Continuing Ed certification from Trident Technical College in Production, Equipment and Machinery training, Industrial Safety, Quality Control or Supply Chain - some just 6 weeks long.

HIGH SCHOOL DIPLOMA

STEM Career Academies in BCSD, DD2 and CCSD

📅 4 years 💰 \$21K-\$31K



General Assembler
Production Associate

CERTIFICATIONS

Trident Technical College

📅 6 to 24 months 💰 \$30K-\$48K+

Aircraft Mechanical Tech/
Industrial Mechanic
CNC Machine Tool Operator
Robotics Tech
Machining/Mechatronics Technician
Welder

YOUTH APPRENTICESHIP

Charleston Regional Youth Apprenticeships at Trident Technical College

📅 2 years



Machine Tool Technology
Industrial Mechanics

TALENT DEMAND

The average experienced Industrial Mechanic in Charleston makes more than \$25 per hour or \$53,000 per year, not including benefits.

The average experienced Mechanical Engineer in Charleston makes about \$43 per hour or about \$90,000 per year, not including benefits.

800+ There are 800+ production job openings listed on scworks.org in the Charleston Metro Area. Listings can change daily.

2.38 TRILLION Manufacturers contribute 2.38 trillion to the U.S. economy.

DID YOU KNOW?



Many employers provide tuition support or tuition reimbursement toward certification or degrees relevant to your job.

DID YOU KNOW?



Did you know that Advanced Manufacturing is Clean, Cool, Lucrative?

Three manufacturers, Boeing, Volvo and Mercedes-Benz Vans, together hired more than 2,500 people last year. Your neighbors, friends and family members manufacture vehicles right here in Charleston and then ship them all over the world!

BACHELOR'S DEGREE

ECPI, Citadel, Charleston Southern University

💰 \$45K-\$75K+ 📅 48 to 60 months

Materials Scientist Engineer
Industrial Engineer
Mechanical Engineer
Manufacturing Test Engineer
Lean Manager
Purchasing Supervisor



ASSOCIATE'S DEGREE

ECPI, Trident Technical College

💰 \$35K-\$55K+ 📅 24 to 36 months

Industrial Engineering Tech
Electrical Engineering Tech
Assembler and Mechanics Tech
Industrial Production Supervisor
Service Engineer Tech
Controls Service Tech

SKILLS NEEDED

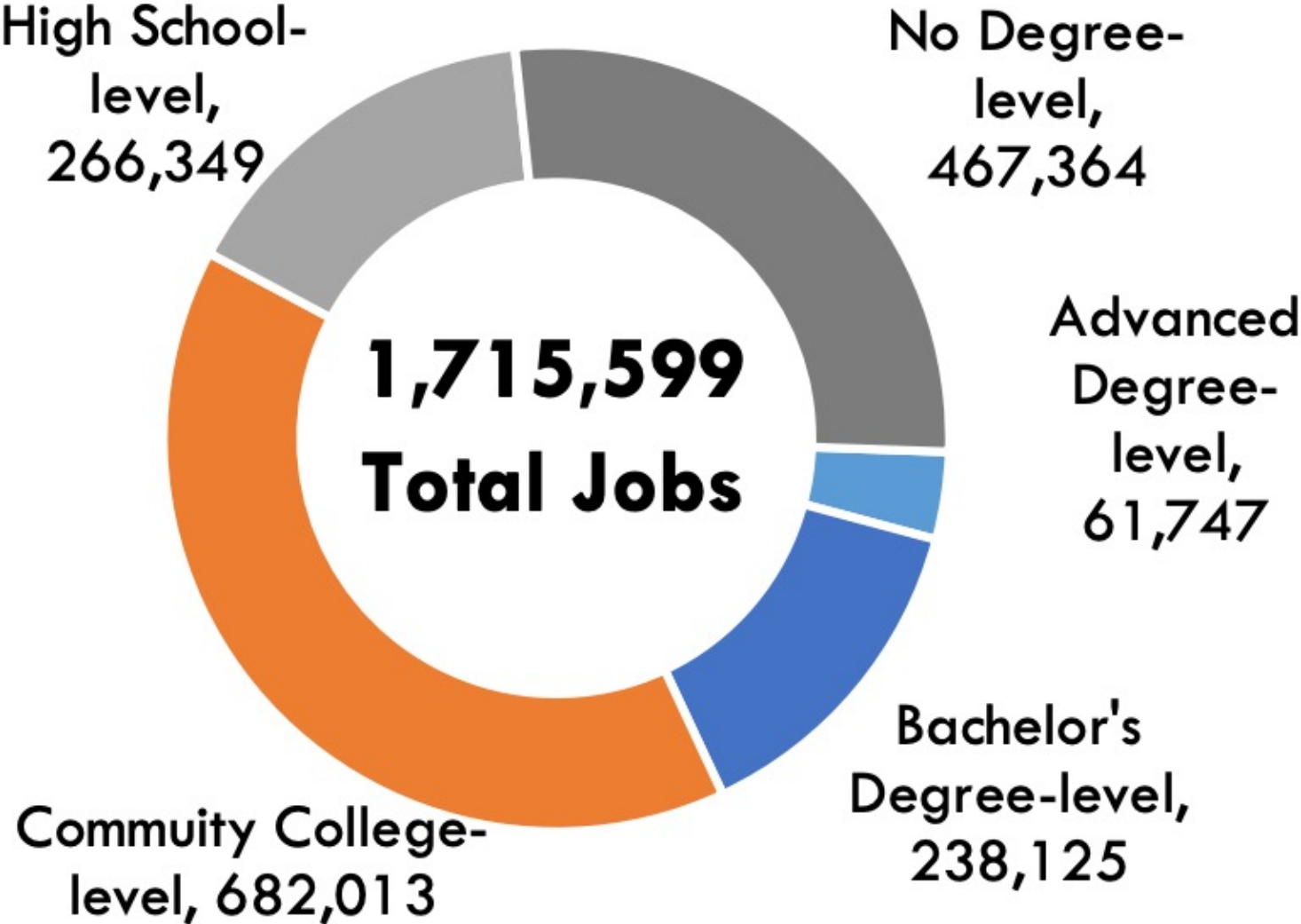
- 🗣 **Communication/Listening Skills**
 - Communication skills are a must, including the appropriate method of communication.
 - Acceptable written skills always require the use of solid grammar, correct spelling and punctuation.
- 🔧 **Problem Solving/Analytical Skills**
 - Learn to troubleshoot and think on your feet as small problems arise.
- 📐 **Math Skills**
 - Knowledge of geometry concepts, working to scale, relating point A to point B. Ability to use a tape measure and determine the distance across a surface.
 - Knowledge of conversions and working with fractions gives a competitive edge.
- 💰 **Ability to be cross-trained**
 - The ability and intention to be cross trained makes an employee much more valuable. If you can fill in when someone is absent you will get noticed by management. Employees who are more valuable and have good attitudes get promoted.
- ☑ **Basic Non-Negotiables**
 - Be honest and dependable. Being on time means arriving 15 minutes early.
 - Remember all new employees must pass a drug test and some companies will not hire you if you have a criminal record.

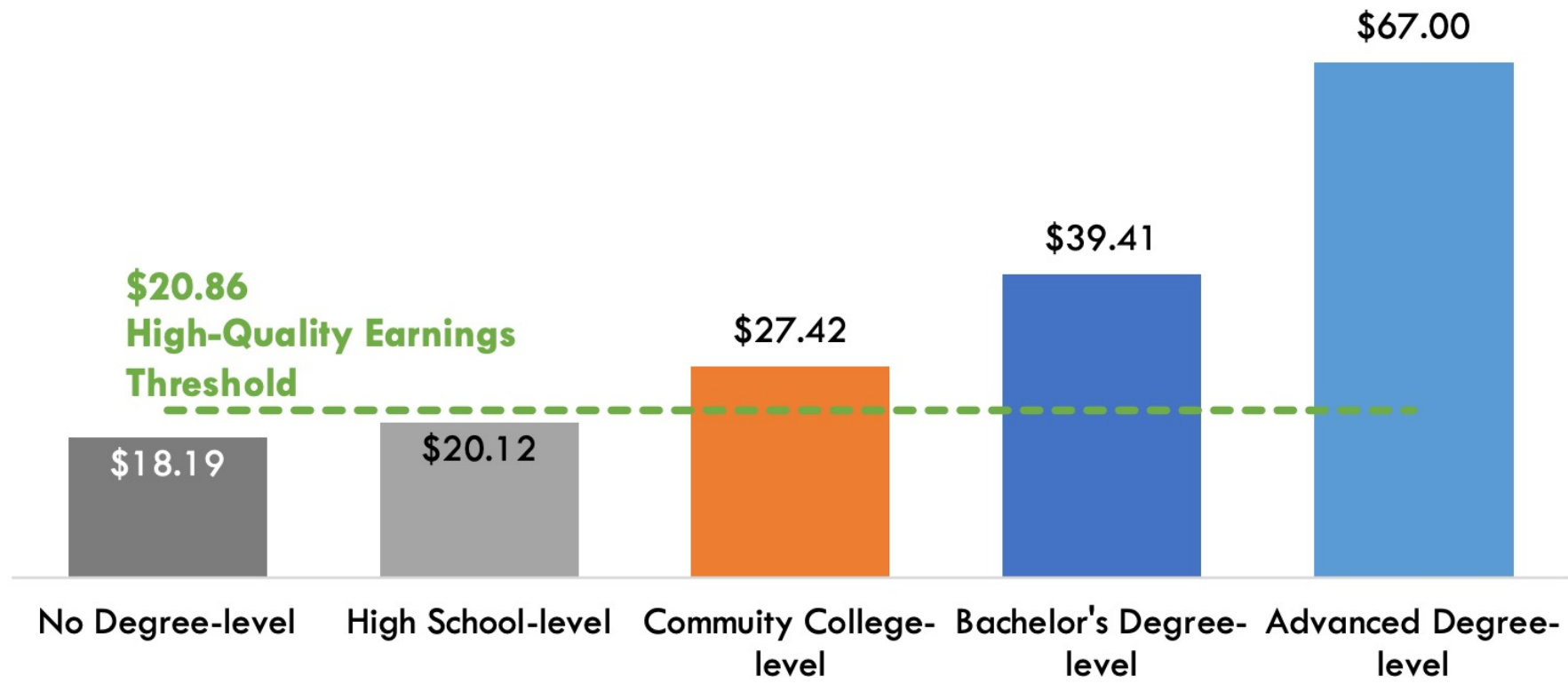
WITH GUIDANCE FROM THE FOLLOWING LOCAL EMPLOYERS



Inland Empire/ Desert Region Jobs

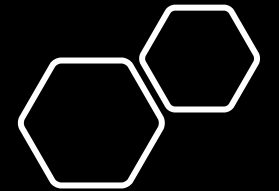
• Source: Emsi 21.2





Source: Emsi 21.2

Inland Empire/Desert Region Job Earnings



Question 1

Market Alignment

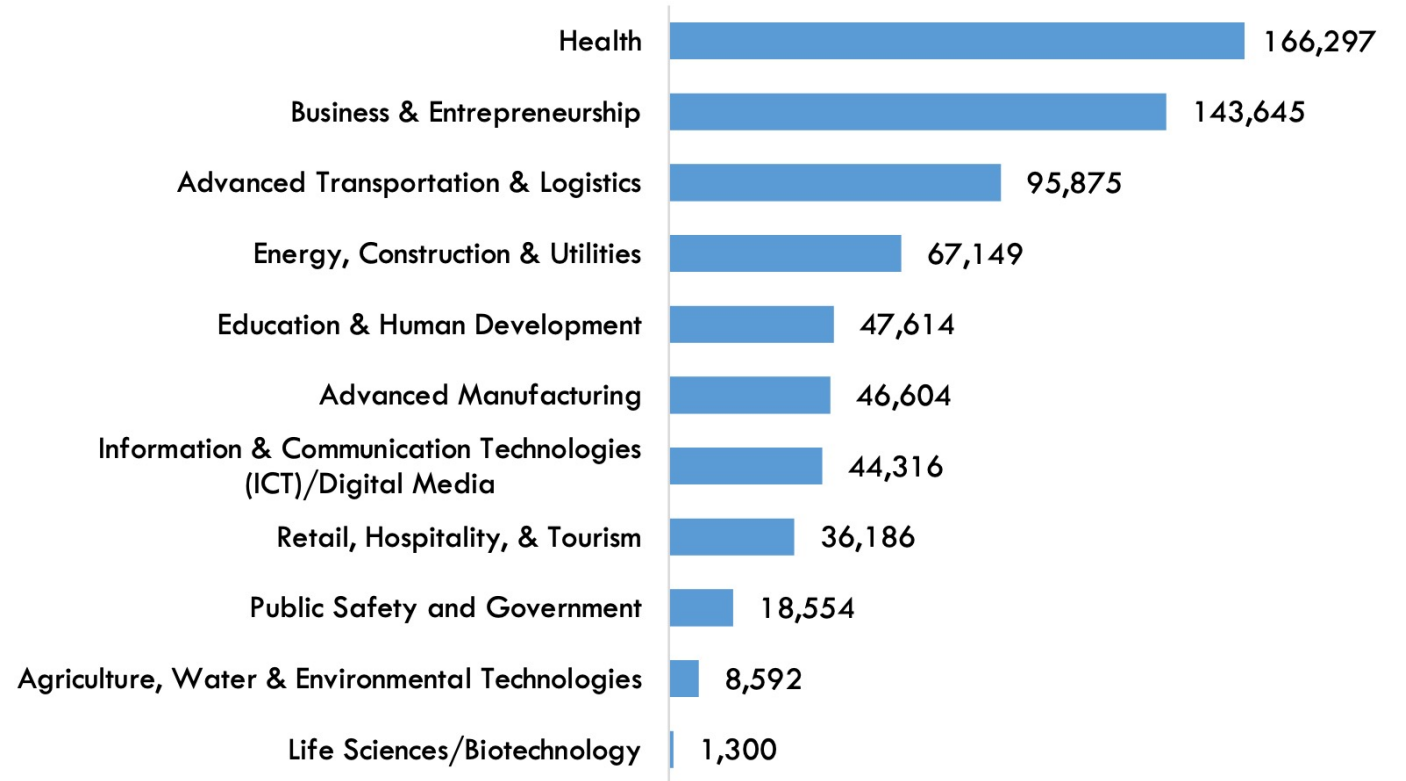
- Are my programs preparing my students to compete in the local job market?
- Start with learning what the current labor market demands.

Regional Data from
the State of
California
Employment
Development
Department

Major Industry Sector	June 2021	Month-over Change	Month-over % Change	Year-over Change	Year-over % Change
Total Nonfarm	1,527,900	6,200	0.4%	76,100	5.2%
Total Farm	17,200	2,300	15.4%	200	1.2%
Health Care & Social Assistance	241,700	3,500	1.5%	16,200	7.2%
Government	241,600	-1,200	-0.5%	-1,500	-0.6%
Transportation & Warehousing	182,300	1,400	0.8%	20,400	12.6%
Retail Trade	174,200	300	0.2%	12,700	7.9%
Accommodation & Food Services	135,800	3,900	3%	12,100	9.8%
Construction	108,300	-1,500	-1.4%	3,900	3.7%
Administrative & Support & Waste Services	107,500	1,400	1.3%	9,100	9.2%
Manufacturing	92,000	-200	-0.2%	-3,000	-3.2%
Wholesale Trade	65,200	-200	-0.3%	2,200	3.5%
Professional, Scientific & Technical Services	42,900	-300	-0.7%	700	1.7%
Other Services	40,300	700	1.8%	2,100	5.5%
Finance & Insurance	23,500	-300	-1.3%	-700	-2.9%
Real Estate & Rental & Leasing	19,000	-500	-2.6%	200	1.1%
Educational Services	18,000	-1,000	-5.3%	1,300	7.8%
Arts, Entertainment & Recreation	11,100	-200	-1.8%	-700	-5.9%
Information	9,100	200	2.2%	400	4.6%
Management of Companies & Enterprises	8,800	100	1.1%	400	4.8%
Utilities	5,300	100	1.9%	300	6%
Mining and Logging	1,300	0	0%	0	0%

Inland Empire/Desert Region Job Sectors

Exhibit 4. Community-college-level jobs by CCCC priority and emerging sector



Source: Emsi 21.2

Are your CTE pathways preparing students for the local workforce?

Certifications?

Technical skills?

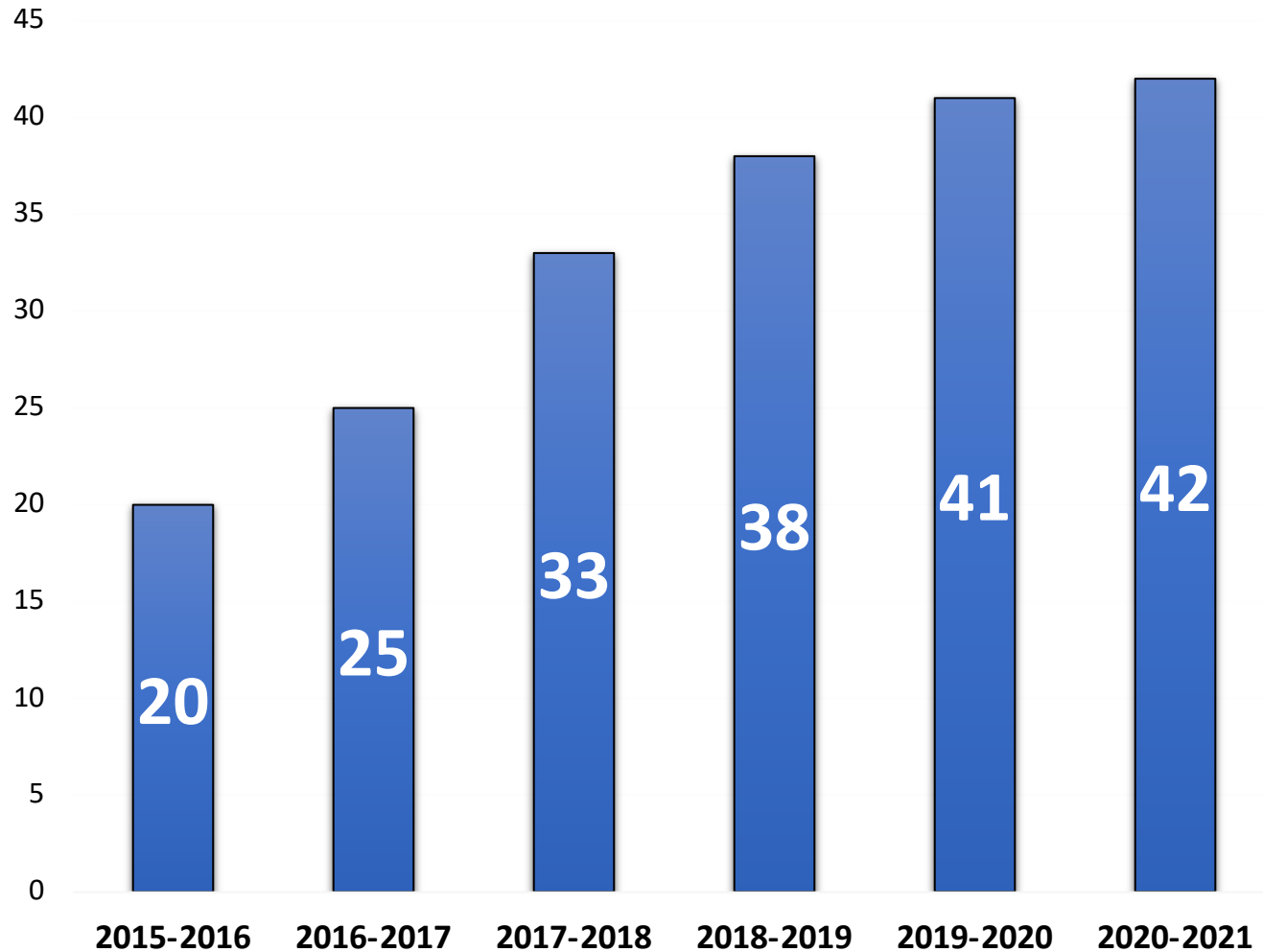
Industry grade equipment?

Eliminate or modernize pathways that do not prepare students

Create new pathways that prepare students

Total VVUSD CTE Pathways

Number of CTE Pathways



- Agriculture (3)
- Arts, Media, and Entertainment (12)
- Building and Construction Trades (1)
- Education (1)
- Engineering (3)
- Health Science (6)
- Information Technology (6)
- Manufacturing (6)
- Marketing, Sales, and Service (2)
- Public Safety (1)
- Transportation (1)



AGRICULTURE AND NATURAL RESOURCES

Agriscience *Citrus Hill**
Animal Science *Citrus Hill**
Viticulture *Orange Vista*

ARTS, MEDIA AND ENTERTAINMENT



Graphic Design *Citrus Hill* *Orange Vista* *Rancho Verde*
Professional Theatre *Citrus Hill*
Stage Technology *Citrus Hill*
Professional Music *Rancho Verde*
Dance/Choreography *Rancho Verde*
Film/Video Production *Citrus Hill, Orange Vista, Rancho Verde, Val Verde*
Audio Tech *Rancho Verde*
Professional Certifications
Adobe Certified Professional



BUILDING AND CONSTRUCTION TRADES

Construction *Rancho Verde* *▲*

EDUCATION, CHILD DEVELOPMENT, AND FAMILY SERVICES



Child Development *Rancho Verde* *▼*
Professional Certifications
CA CTC Child Development Assistant Permit
CA Title 22 Licensing Certification-Teacher's Aide



ENGINEERING AND ARCHITECTURE

Engineering Technology *Citrus Hill, Orange Vista, Rancho Verde*
Professional Certifications
Solidworks Expert

HEALTH SCIENCE AND MEDICAL TERMINOLOGY



Allied Health *Citrus Hill* *Rancho Verde* *▼*
Sports Medicine *Citrus Hill* *Orange Vista* *Rancho Verde* *▼*
Pharmacy Technician *Val Verde*
Professional Certifications
AHA Basic Life Support Healthcare Provider
Medical Administrative Assistant
Pharmacy Technician



INFORMATION AND COMMUNICATION TECHNOLOGIES

Cybersecurity *Orange Vista*
Video Game Design *Citrus Hill*
Programming *Citrus Hill* *Orange Vista* *●*
Rancho Verde *●*
Cisco Systems *Rancho Verde*
Professional Certifications
CompTIA
Cisco Associate



MANUFACTURING AND PRODUCT DEVELOPMENT

Graphic Production Technologies *Citrus Hill, Val Verde*
Advanced Manufacturing *Orange Vista*
Unmanned Aerial Systems *Orange Vista*
Welding *Val Verde*
Professional Certifications
Amatrol Production Technician
FAA Part 107

MARKETING, SALES, AND SERVICES



Retail Marketing *Citrus Hill*



PUBLIC SERVICES

Administration of Justice *Citrus Hill* *Rancho Verde* *◆*

TRANSPORTATION



Logistics *Val Verde*
Professional Certifications
Forklift Safety, OSHA-10

- ◆ - Dual Enrollment through Moreno Valley College
- ▼ - Can earn college credit from Riverside Community Colleges
- - Includes AP courses that can earn college credit
- ▲ - Pre-apprenticeship program
- * - Future Farmers of America

Do all of your students have equitable access to benefit from all pathways?

2-year pathways increase completers

Make sure all CTE courses meet UC/CSU A-G requirements

Try to fit in something other than a "G" elective

Use dual enrollment and articulation agreements whenever possible

13 Pathways



Graphic Design (f)

Audio Technology (f)

Video Production (f)

Engineering Technology (d)

Construction (g)

Child Development (g)

Patient Care (g)

Sports Medicine (g)

Software and Systems (d/g)

Retail Marketing (g)

Cisco (g)

Performance Dance (PE)

Public Safety (DE)



14 Pathways



Agriscience (d)

Animal Science (d)

Graphic Design (f)

Professional Theatre (f)

Stage Technology (f)

Video Production (f)

Engineering Technology (d)

Patient Care (g)

Sports Medicine (g)

Video Gaming and Simulation (g)

Software and Systems (d/g)

Graphics Production & Design (f)

Retail Marketing (g)

Public Safety (DE)

9 Pathways



Viticulture (d)

Graphic Design (f)

Video Production (f)

Advanced Manufacturing (g)

UAV Operations and Repair (g)

Sports Medicine (g)

Cybersecurity (g)

Programming (g)

Engineering Technology (d)



6 Pathways



Video Production (f)

Multimedia Production (f)

Pharmacy Tech (g)

Graphics Production (f)

Welding

Transportation and Logistics



Transcript Analysis

340 of our 2018-2019 grads changed pathways and did not complete a pathway

Students were taking at least one year of one or more pathways

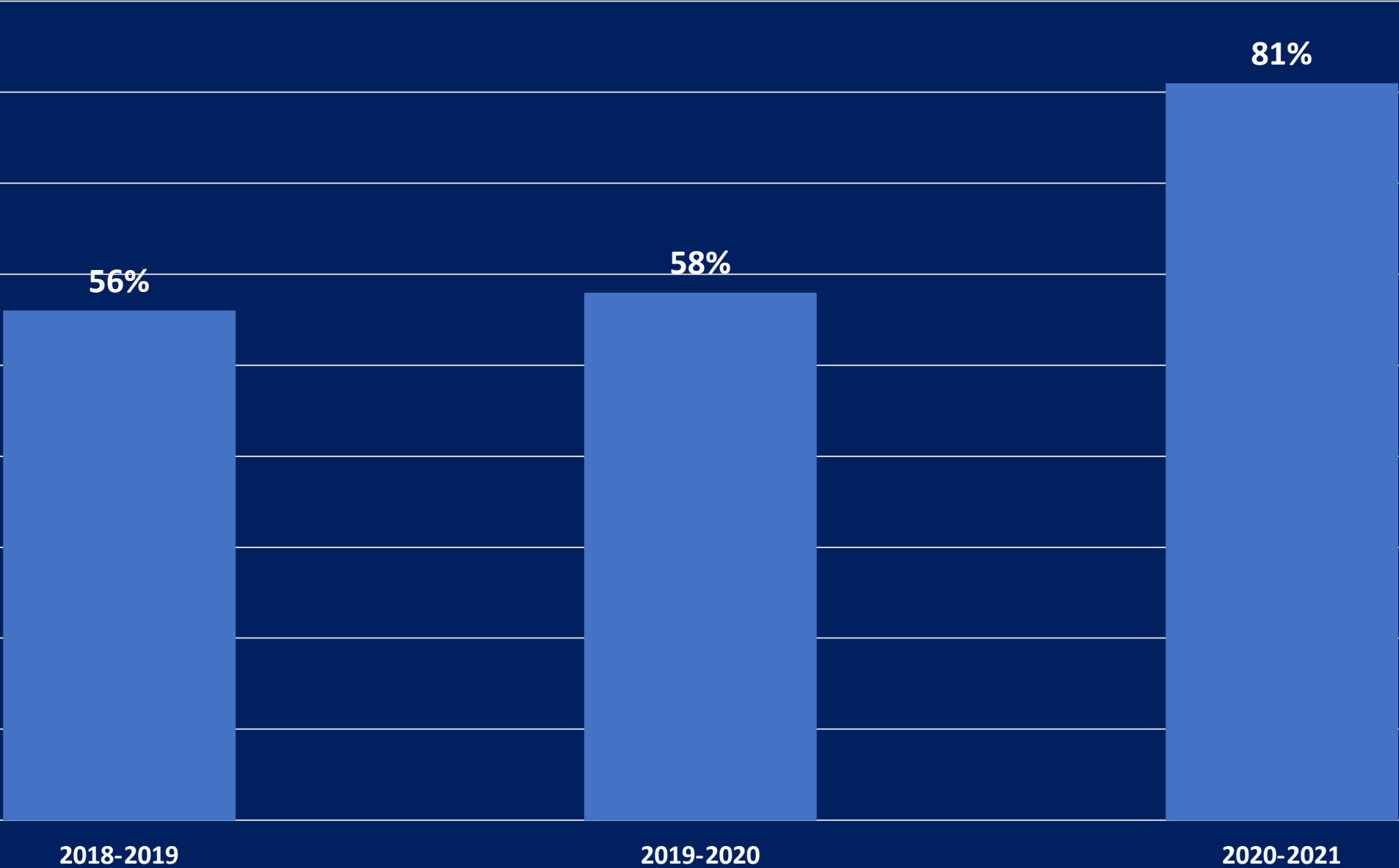
Students self select changing pathways

Solutions:

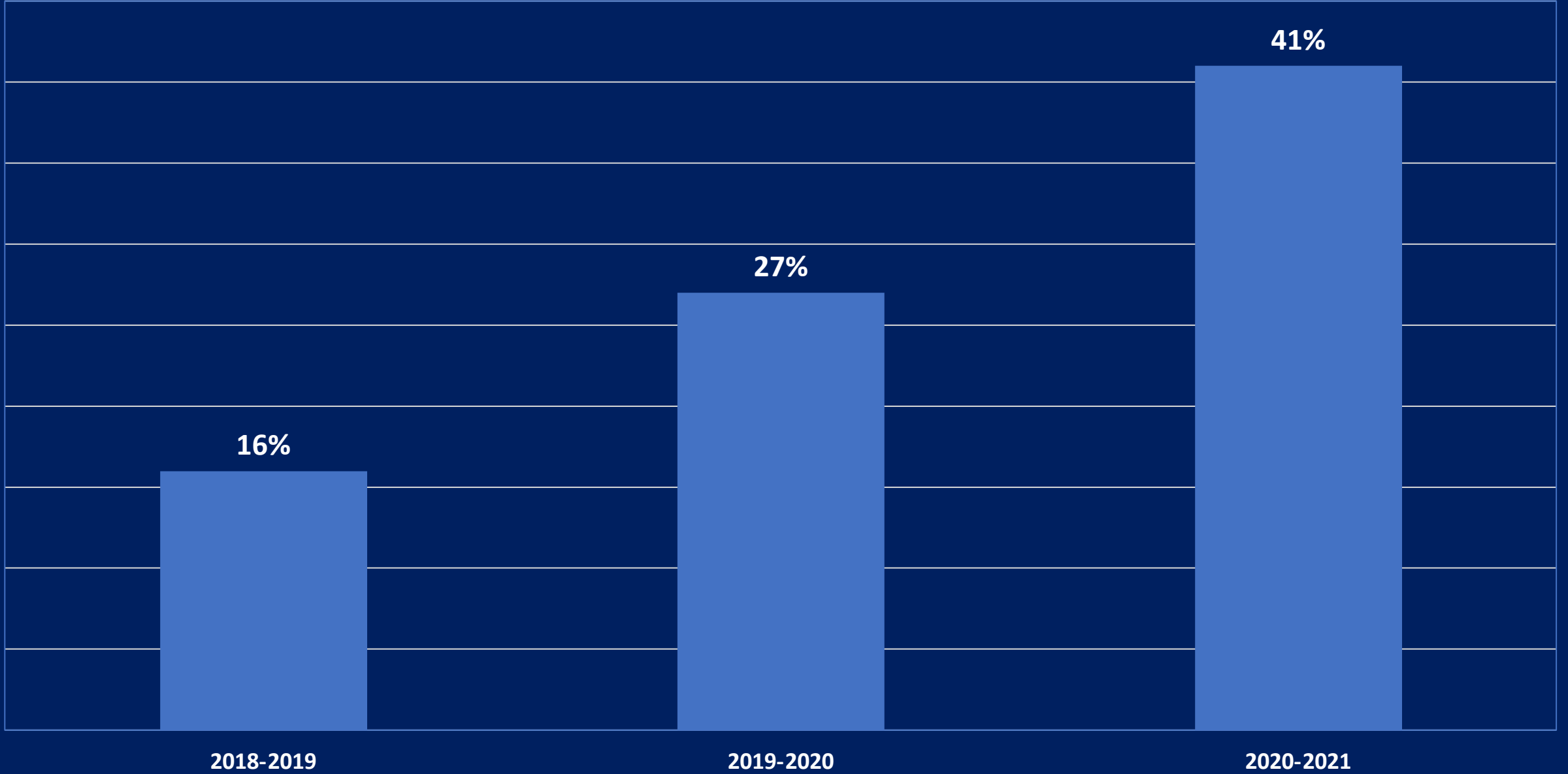
Improve master schedule

Work with counselors

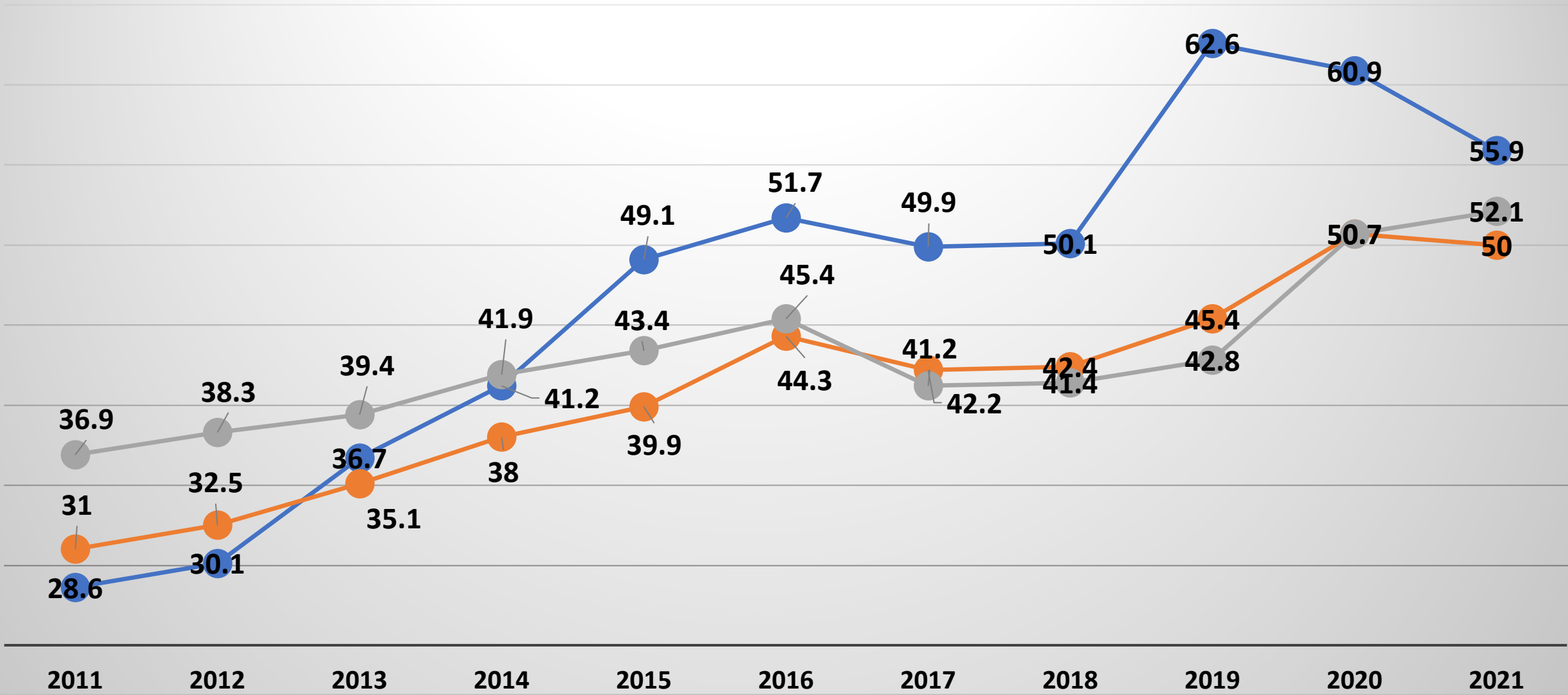
Graduates that Completed at least One CTE Course



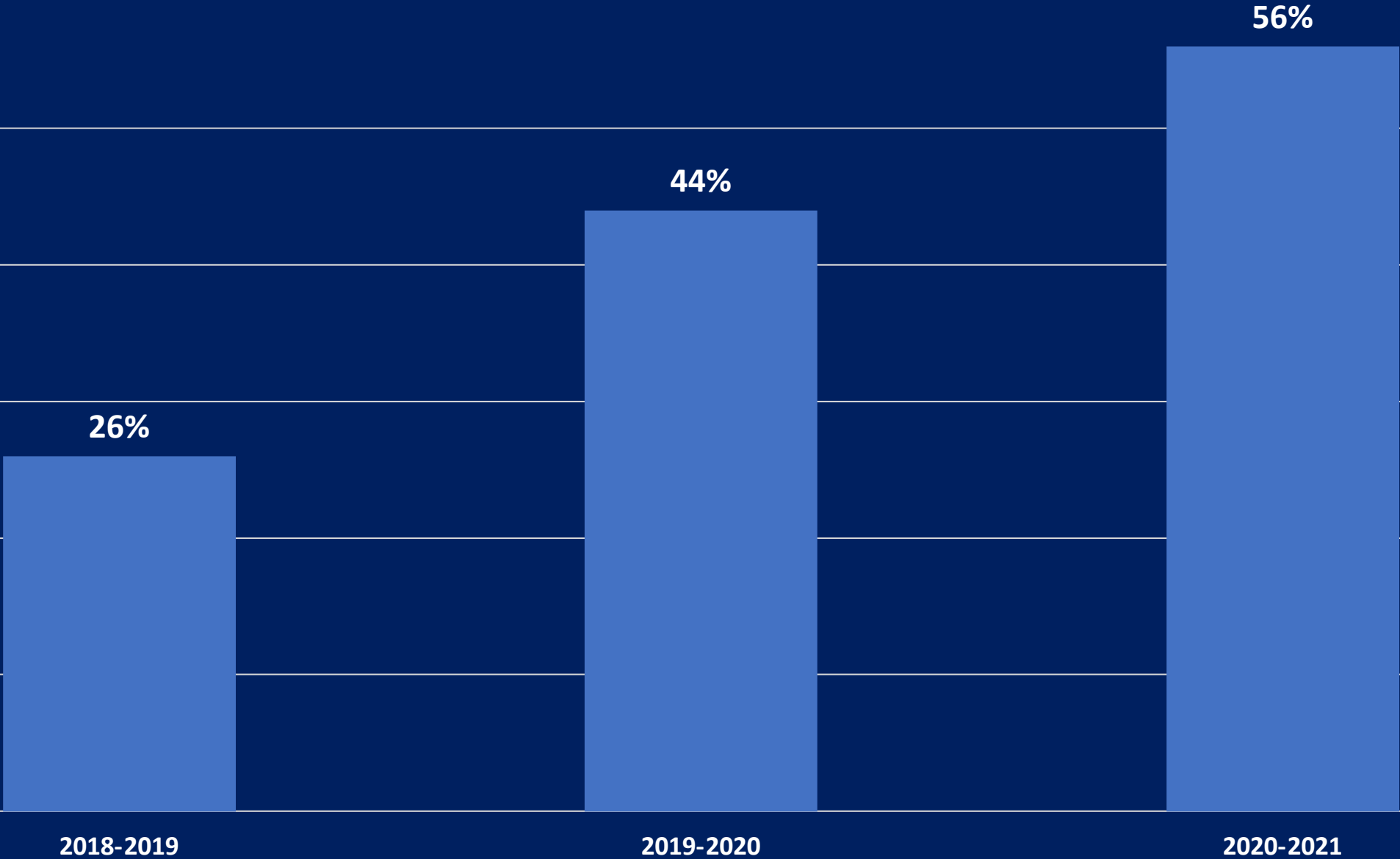
Graduates that are CTE Completers



VVUSD 2011-2021 A-G RATE



Graduating Seniors that are CTE Completers and Meet A-G Requirements



Pathway Modernization

Redesign

Redesign classrooms

Purchase

Purchase industry standard equipment

Purchase

Purchase curricula that leads to an industry recognized certification

Purchase

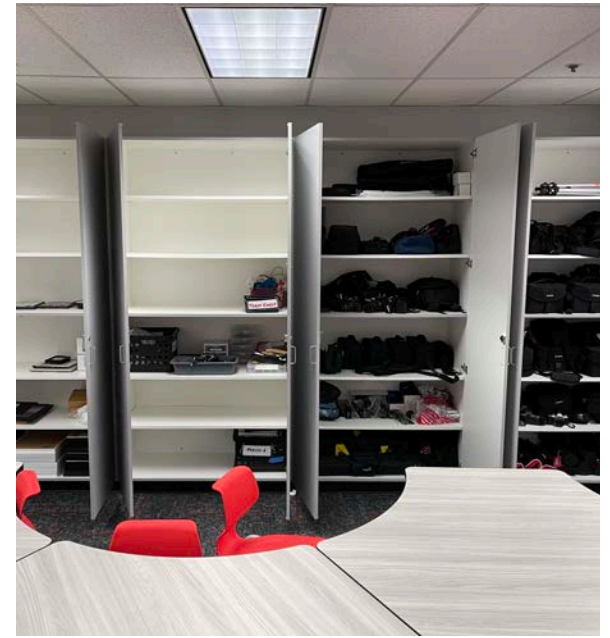
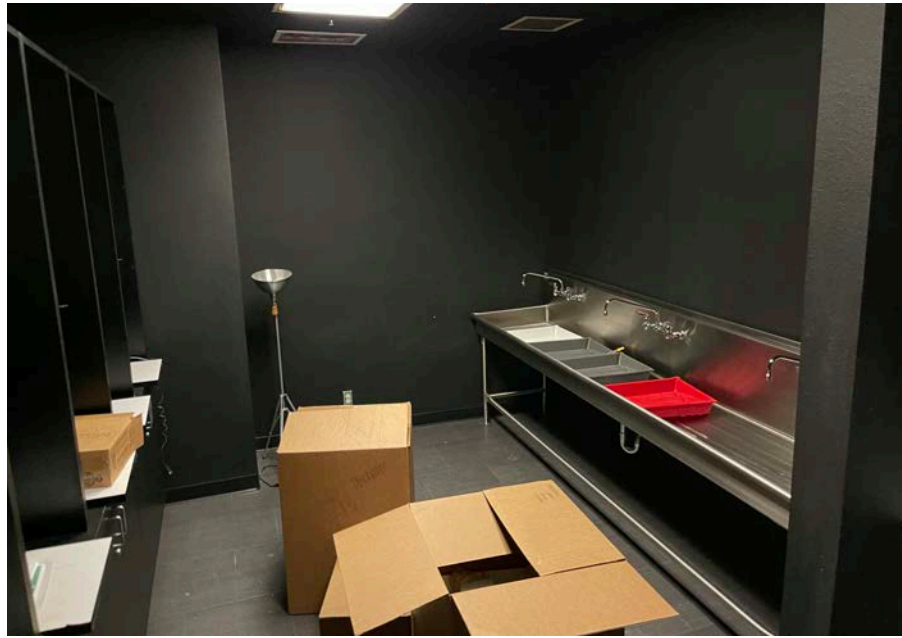
Purchase soft skills and career readiness curricula

Pay

Pay for the certifications

Send

Send your teachers to any and every PD needed to modernize their skills



Rancho Verde Adobe Lab



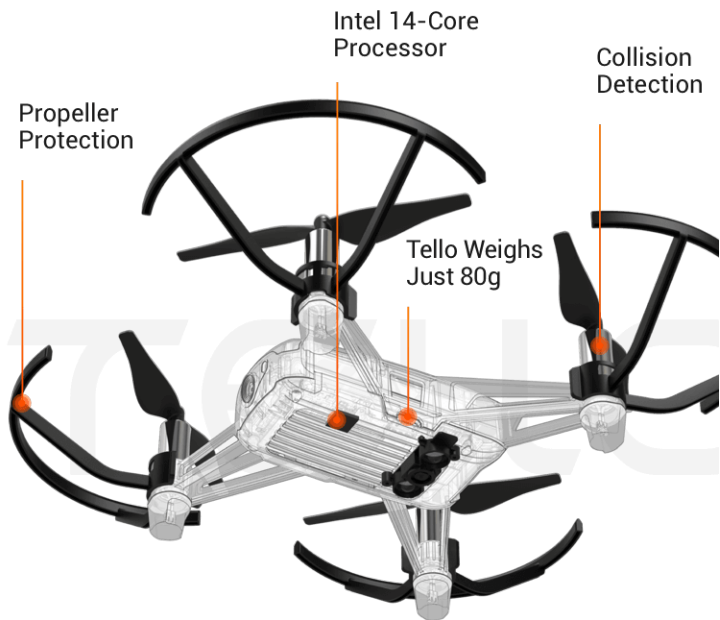
Rancho Verde Cisco Lab and Esports



Rancho Verde Child Development Classroom



Rancho Verde Construction Classroom



Orange Vista Drone Lab



MINDS-i COMPETITION
Competition Drone Cage System
CPK-DRCC-001-002-003

MINDS-i STEM INTEGRATED ROBOTICS: DRONE CAGE SYSTEM
Keep the action contained, and easily host any indoor or outdoor drone competition with the Drone Cage System. The durable modular design is easy to assemble, transport, store, and re-use. With a variety of sizes, you can accommodate any classroom, gym, or convention center, and they easily combine for future expansion.

SPARK AND SUSTAIN STUDENTS' INTEREST IN STEM
MINDS-i Robotics engages students in an energizing STEM learning environment with easy to build, program, and modify robots. Technologically advanced rovers and drones perform impressive real-world tasks that build excitement for STEM careers. The curriculum encourages collaborative problem-solving and the open-source Arduino® C++ programming language fosters endless creativity. With outstanding technical support, teachers are empowered and students are inspired to build whatever they envision in their "mind's eye."

EASY PACK UNPACK EXPAND QUICK CONSTRUCT QUICK NETTING DRONE CAGE

FIND YOUR MINDS-i SALES REPRESENTATIVE AT: info@education.com | info@mymind.com



U N M A N N E D
S A F E T Y
I N S T I T U T E ®

Part 107 Small Unmanned Aircraft Systems (small UAS)

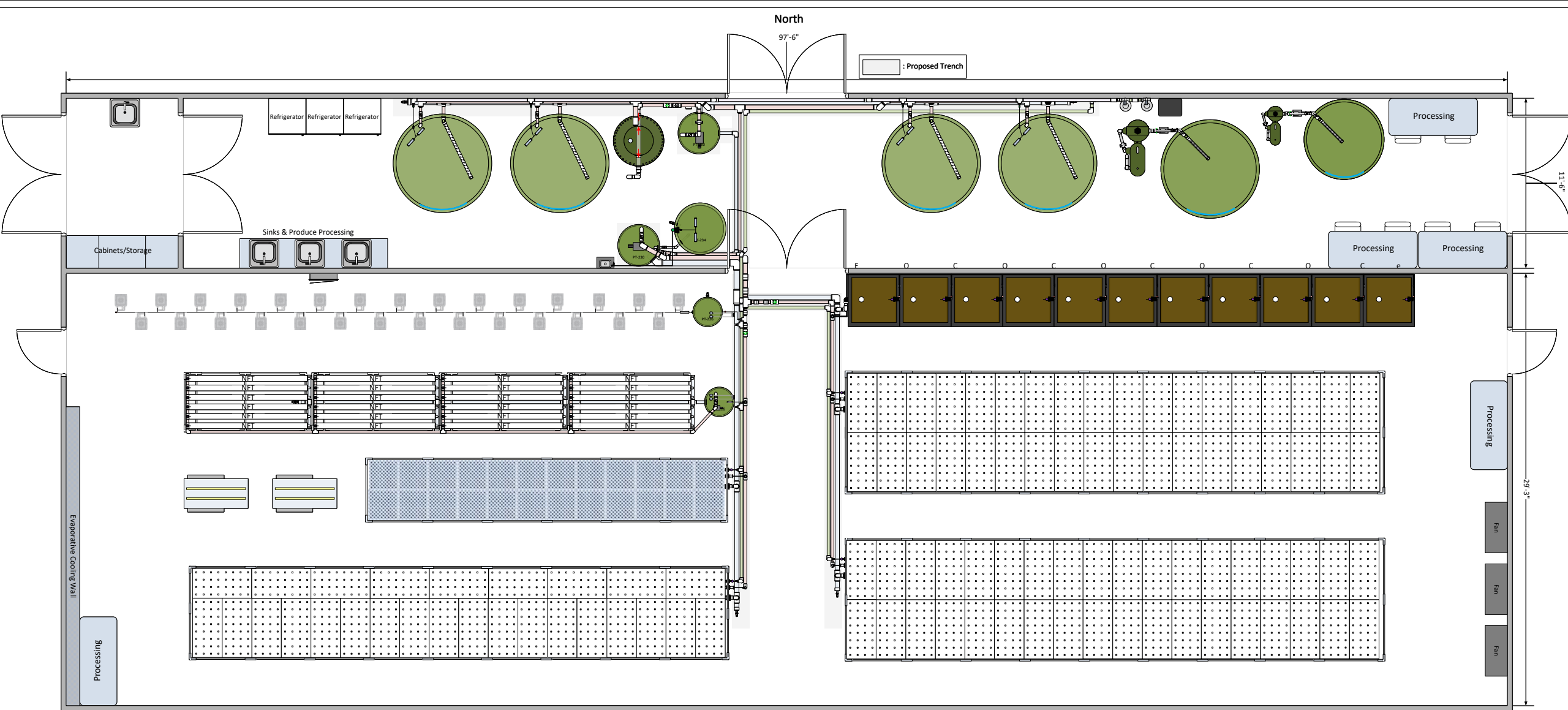
Orange Vista Drone Lab



Citrus Hill Agriculture Complex

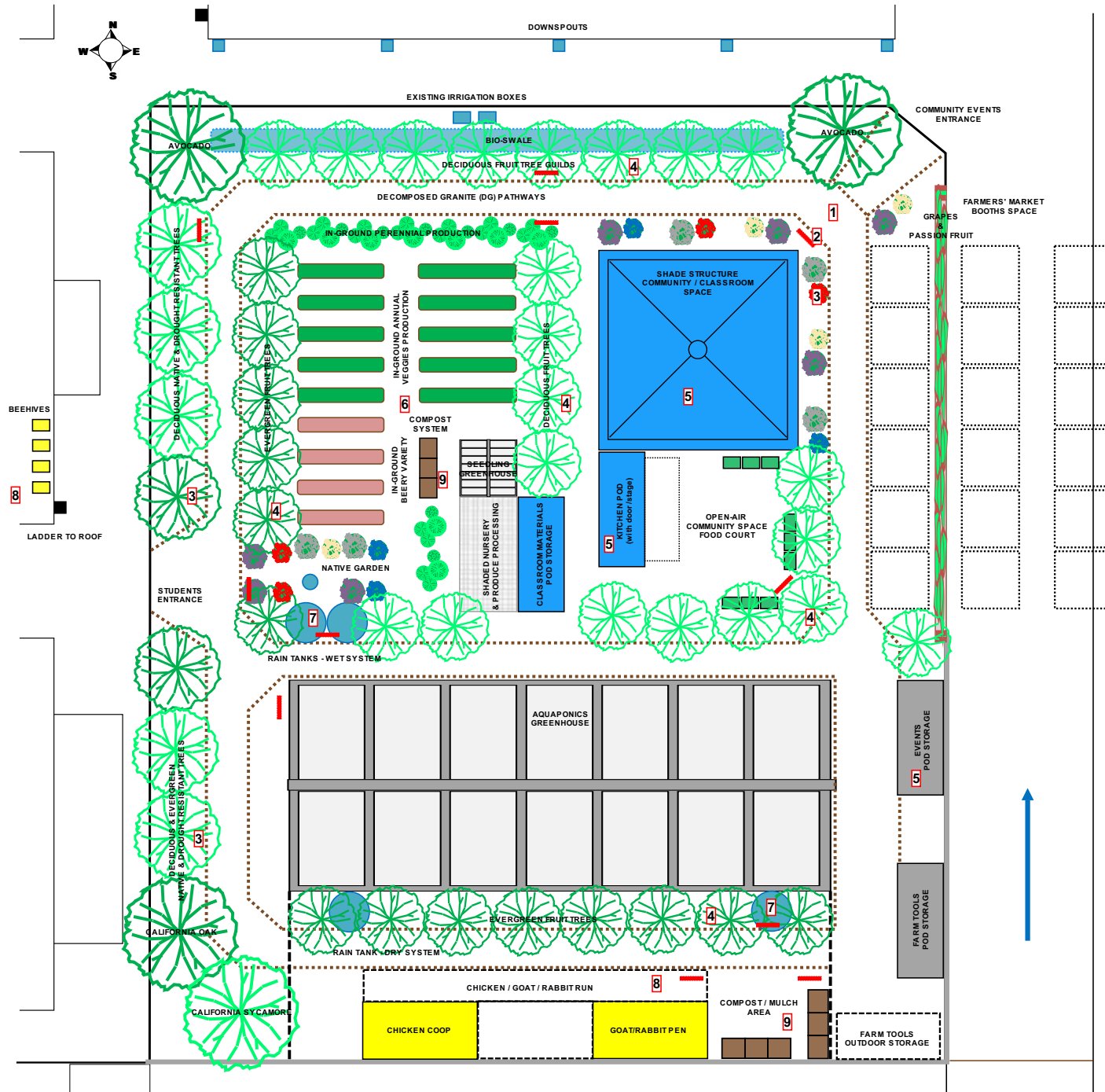


Citrus Hill Aquaponic Systems

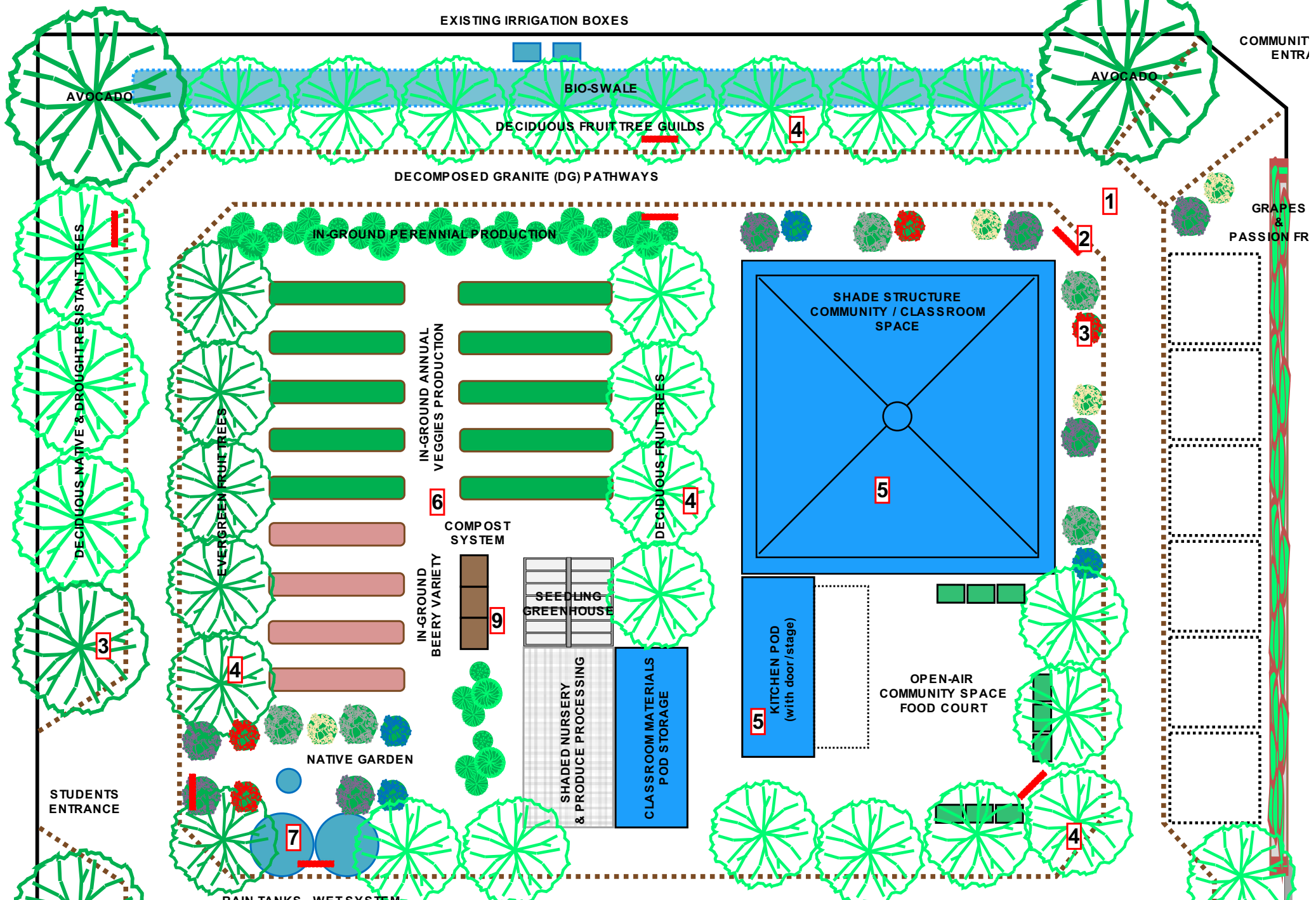




CITRUS HILL HIGH SCHOOL
PERMACULTURE DEMONSTRATION FARM
CONCEPTUAL DESIGN



- 1. ACCESS**
 - ENTRY GATES
 - DG PATHWAYS
 - MULCH PATHWAYS
- 2. EDUCATIONAL SIGNAGE**
 - ALL ELEMENTS OF DESIGN
- 3. NATIVE & DROUGHT RESISTANT PLANTS**
 - DESIDUOUS & EVERGREEN TREES
 - SHRUBS & GROUND-COVERS
- 4. FRUIT TREES**
 - DECIDUOUS & EVERGREEN
- 5. COMMUNITY, CLASSROOM & STORAGE STRUCTURES**
 - COMMUNITY / CLASSROOM SHADE
 - KITCHEN POD
 - CLASSROOM / EVENTS / FARM PODS
- 6. AGRO-ECOLOGICAL PRODUCTION**
 - ANNUAL CROPS
 - PERENNIAL CROPS
 - SEEDLINGS GREENHOUSE
 - NURSERY & PRODUCE PROCESSING
 - COMPOST
- 7. RAINWATER HARVEST & IRRIGATION SYSTEMS**
 - RAINWATER TANKS
 - IRRIGATION STATIONS
- 8. MICRO-STOCK ANIMAL SYSTEMS**
 - CHICKEN COOP / RUN
 - GOAT PEN / RUN
 - BEE HIVES
- 9. FERTILITY SYSTEMS**
 - COMPOST PILES
 - MULCH PILES





K-12 Alignment

Demand

Kids will demand to be in CTE courses

Create

Create spaces that incorporate the CTE skills in all K-12 schools

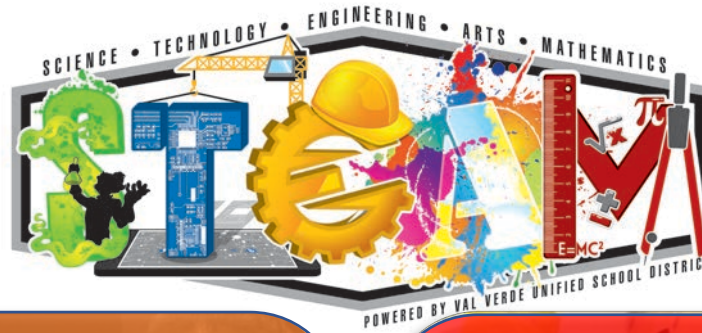
Purchase

Purchase age-appropriate equipment that uses the CTE technical skills for all K-12 schools

Build

Build a program that fosters

- creativity
- critical thinking
- collaboration



STEAM Discovery

Students use engineering design principles to solve problems using introductory coding, math, science, and technology

TOOLS: LEGO, Sphero, Ozobots, block coding, iPads, green screen

STEAM Immersion

Students use engineering design principles to solve increasingly more complex problems using coding, science, math, and technology

TOOLS: LEGO, Scratch Jr, TinkerCad, iPads, Soundtrap, 3D printer, green screen

STEAM Application

Students apply knowledge of science, math and engineering to solve complex problems using industry recommended equipment

TOOLS: LEGO, Scratch, Soundtrap, photography, CNC machine, 3D printer, Solidworks CAD Design, laser engraver

STEAM Career and Entrepreneurship

Students use industry specific skills and equipment to earn industry certifications; students use STEAM principles to create entrepreneurial opportunities

TOOLS: Guided by input from local industry partners

CREATIVITY, COLLABORATION, CRITICAL THINKING, COMMUNICATION, & FLEXIBILITY

K-2

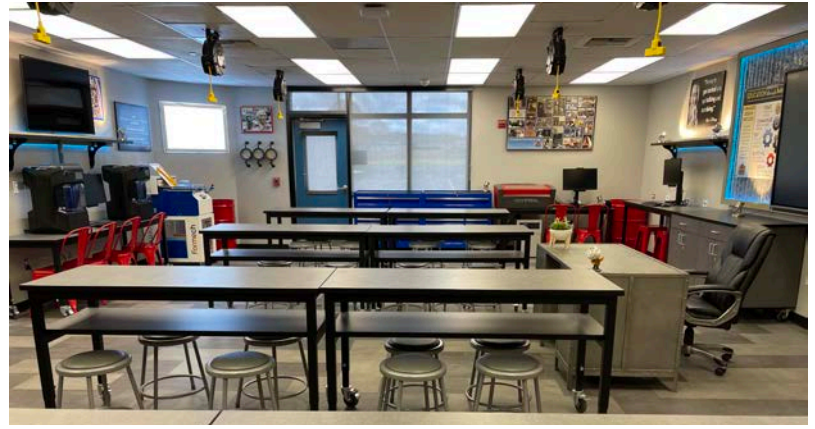
3-5

6-8

9-12



STEAM/CTE Spaces



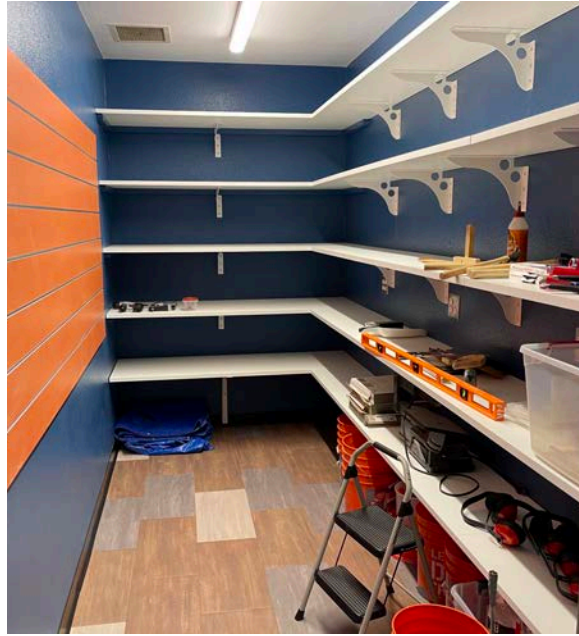
Val Verde Elementary Animakerspace



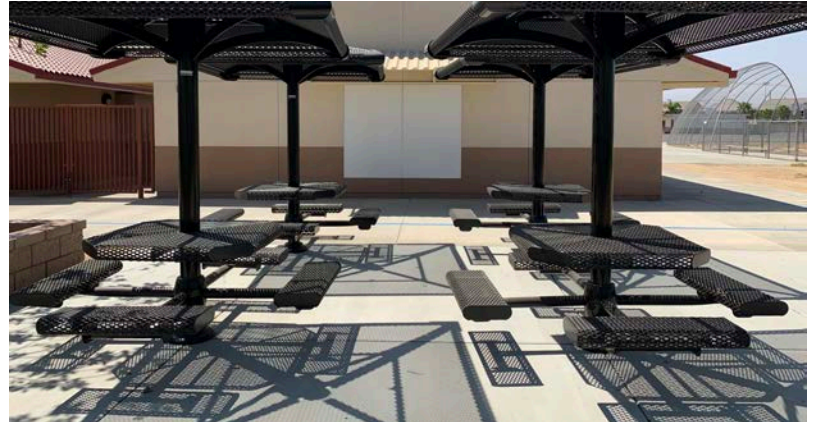
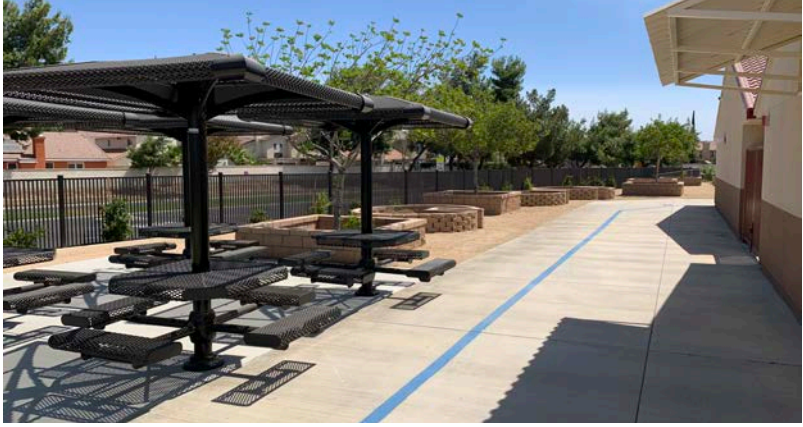
Val Verde Elementary
Animakerspace cont'd



Elementary STEAM Labs



Middle School STEAM Labs



May Ranch Garden



Bethune Garden



Courses of Rigor and A-G Acknowledgement Form



A-G Eligibility Acknowledgement

I, _____ parent or guardian of _____
ID Number: _____ acknowledge that my student will not meet the University of California and California State University minimum eligibility requirements (A- G coursework) in order to apply for university admission, if they do not enroll and complete the following courses:

Course to Drop:	Course Needed to be Eligible:

We realize that this change is against the recommendation of their school counselor and the district's goal for our student to graduate college and career ready.

My student's postsecondary plans after graduation are:

_____ Attend a Community College

_____ Military Service

_____ Workforce

_____ Career/ Technical Program

_____ Other: _____

Parent Signature

Date

Student Signature

Date

Counselor Signature

Date

Administrator Signature

Date

- Ensuring school sites have systems for family communication and involvement in course selection and enrollment
- Norming practices and expectations for all students
- Providing access to courses of rigor and postsecondary planning.
- English/Spanish Forms

A-G
IMPROVEMENT
ROADMAP
WEBINAR
SERIES





Understanding Your Remediation Fiscal Impact

A-G IMPROVEMENT ROADMAP WEBINAR SERIES

GRADUATION

To meet graduation requirements, students need a D or better. Each F/NC is a wasted \$1,042* of per pupil spending (PPS) based on a 6 period day.

Subject	Total F/NC	Total Waste
English	836	\$870,694.00
Math	790	\$822,785.00
History	601	\$625,941.50
Science	582	\$606,153.00
World Language	209	\$217,673.50
Career	130	\$135,395.00
VAPA	218	\$227,047.00
TOTAL	3366	\$3,505,689.00

A-G

To meet A-G requirements, students need a C or better. Each D/F/NC is a wasted \$1,042* of per pupil spending (PPS) based on a 6 period day.

Subject	D/F/NCs	Total Waste
English	2,081	\$ 2,168,402.00
Math	1,633	\$ 1,701,586.00
History	1,056	\$ 1,100,352.00
Science	1,081	\$ 1,126,402.00
World Lan	344	\$ 358,448.00
Career	192	\$ 200,064.00
VAPA	324	\$ 337,608.00
TOTAL	6,711	\$ 6,992,862.00





Establishing a Focus on Specific Student Groups

Transcript Analysis for ELs & SWDs

Total Number of 11th and 12th Graders: 976

Total Number of English Learners: 331

Total Number of Students With Disabilities: 461

Total Number of Students who are both: 169

*8 were left blank during data entry. No student IDs either.

- Transcript analysis and monitoring programs with all instructional leaders
- Professional development with all teachers, with an emphasis on students with disabilities, English Learners, athletics, specialized programs, etc.
- Establishing goals for designated student groups

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Best Practices and Considerations for A-G Improvement

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- Create D/F Teacher Google Form Grade-Tracking Sheet
 - Including parent communication
 - Including interventions attempted
 - Including counselor follow-up
 - Including admin follow-up
 - Sent each semester 5-6 weeks prior to final grades
 - Shared with leadership team/counselors/department chairs

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
Timestamp	Email Address	Teacher Name	Teacher Phone	Stu ID	Stu Last	Stu First	Stu Home Site	Area of Concern	Did you	Description of Concern	Teacher Interventions	Stu Grade	Parent Contacted	Method	When	Counselor Contacted
5/19/2021 15:06								Senior Failed Course		Student ended the semester with a 54%	Student was given multiple opportuni	12	Yes	email		no
5/19/2021 15:17								Senior Failed Course		Government. Student received a 54%	Student was given multiple opportuniti	12	no			no
5/19/2021 15:18								Senior Failed Course		Anatomy. Student making no effort and not att	progress reports, called home no ansv	12	no			yes
5/19/2021 15:45								Senior Failed Course		Student failed course.	Previous student concern form was se	12	no			yes
5/20/2021 8:50:1								Senior Failed Course		PE-2: I've never seen this student.	N/a	12	no			yes
5/20/2021 8:51:5								Senior Failed Course		PE-2	Multiple opportunities for extra credit &	12	yes	phone		no
5/20/2021 8:55:4								Senior Failed Course		PE-2: no attendance & no work in over 2 mor	N/a	12	yes	phone		no
5/20/2021 10:36								Senior Failed Course		Lily did not take the course final and failed my	Emails to parents, 06 and 34 commen	12	yes	email		yes
5/20/2021 10:52								Senior Failed Course		Student failed	Extra credit, parent, student, and coun	12	yes	email		no
5/20/2021 10:55								Senior Failed Course		Student failed	Extra credit, parent, student, and coun	12	no			no
5/20/2021 10:56								Senior Failed Course		Student failed	Extra credit, parent, student, and coun	12				

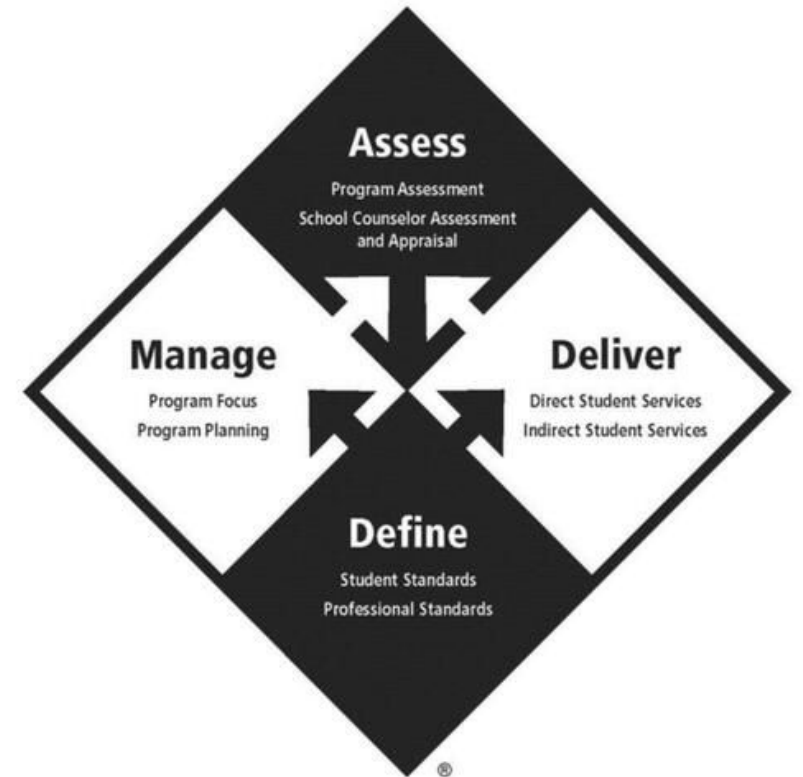




A-G Counseling Closing the Gap Goal

Steps

- Analyze school data, including supplemental data (LCAP, CCI, District)
- Select one student group
- Create a SMART Goal that includes percent change, baseline, and final data as measured by outcome data
- Create direct and indirect counseling activities
- Create perception data pre/post (what do students think, feel, believe?)
- Progress monitor



<https://www.schoolcounselor.org/About-School-Counseling/ASCA-National-Model-for-School-Counseling-Programs>





A-G Counseling Closing the Gap Goal

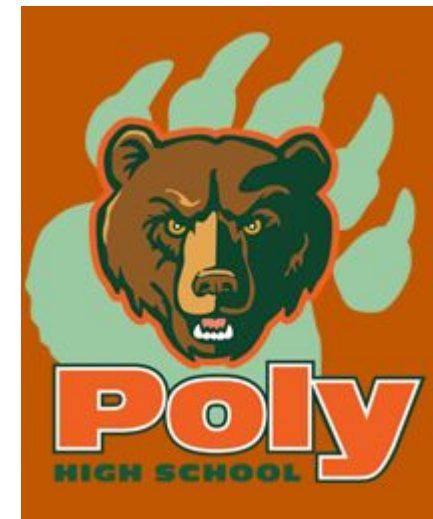
Activities

Direct

- Fall counseling lesson (stress management, graduation, & college) + needs assessment
- Individual counseling session
- Fall large group lesson CCRI
- Small group counseling 9-12
- Spring Academic Planning Conference (CCR, 4-year plan, summer school)
- Teacher guest speaker AA experience
- College/financial aid workshops
- Student survey pre/post & mid-point evaluation
- Credit recovery bi-weekly monitoring
- Counselor/admin/student individual meeting (fall/spring)

Indirect

- Parent conference (CCI, postsecondary plan)
- Parent CCI workshop
- Review achievement/behavior/Transcript Analysis data
- Collaboration with site clubs/organizations



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Closing-the-Gap Action Plan/Results Report

School Name	Poly High School
Annual Student Outcome Goal	By May 31st 2021, 12th grade African American students will increase "Prepared" Status as measured by achievement data (A-G Completion) on California School Dashboard by 5 % from 42% to 47%.
Mindsets & Behaviors (Limit of three)	
<ol style="list-style-type: none"> 1. M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success 2. B-LS 7. Identify long- and short-term academic, career and social/ emotional goals 3. B-SS 3. Create relationships with adults that support success 	
Mindsets & Behaviors Survey Items	
<ol style="list-style-type: none"> 1. What is the College & Career Indicator (CCI) Model? 2. What are the A – G course requirements? 3. How many Career & Technical Education (CTE) Pathways are at Poly? 4. How many AP courses are offered at Poly? 5. Do you know what the Smarter Balanced Summative Assessment (SBAC) is and when <u>its</u> taken? 6. What options does Poly offer for college courses? 7. I believe that post-secondary learning is important for long-term career success. 8. Do you have any short-term or long-term academic or career goals? 9. How comfortable are you going to be an adult on campus to assist you with your high school success? 10. Post(Open Ended) 	

Interventions	
Direct Student Services	Indirect Student Services
<ol style="list-style-type: none"> 1. Fall Counseling Session (Stress Management, Graduation, & College) 2. Individual Counseling 3. Fall Large Group Lesson CCRI 4. Small Group Counseling 9th-12th 5. Spring Academic Planning Conference (CCR, 4 Year Plan, Summer School) 	<ol style="list-style-type: none"> 1. Review Achievement data 1. Review Behavior Data 3. Parent/Guardian Conference 4. Collaboration with Heritage District & Site Contact 5. Parent Workshop FAFSA & College Career Readiness Indicators (CCRI) 6. Review Transcripts
Data Collection Plan	Results Data

<https://www.schoolcounselor.org/About-School-Counseling/ASCA-National-Model-for-School-Counseling-Programs/Templates-Resources>

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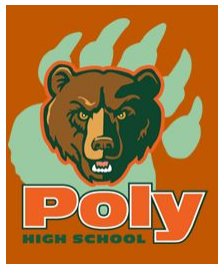
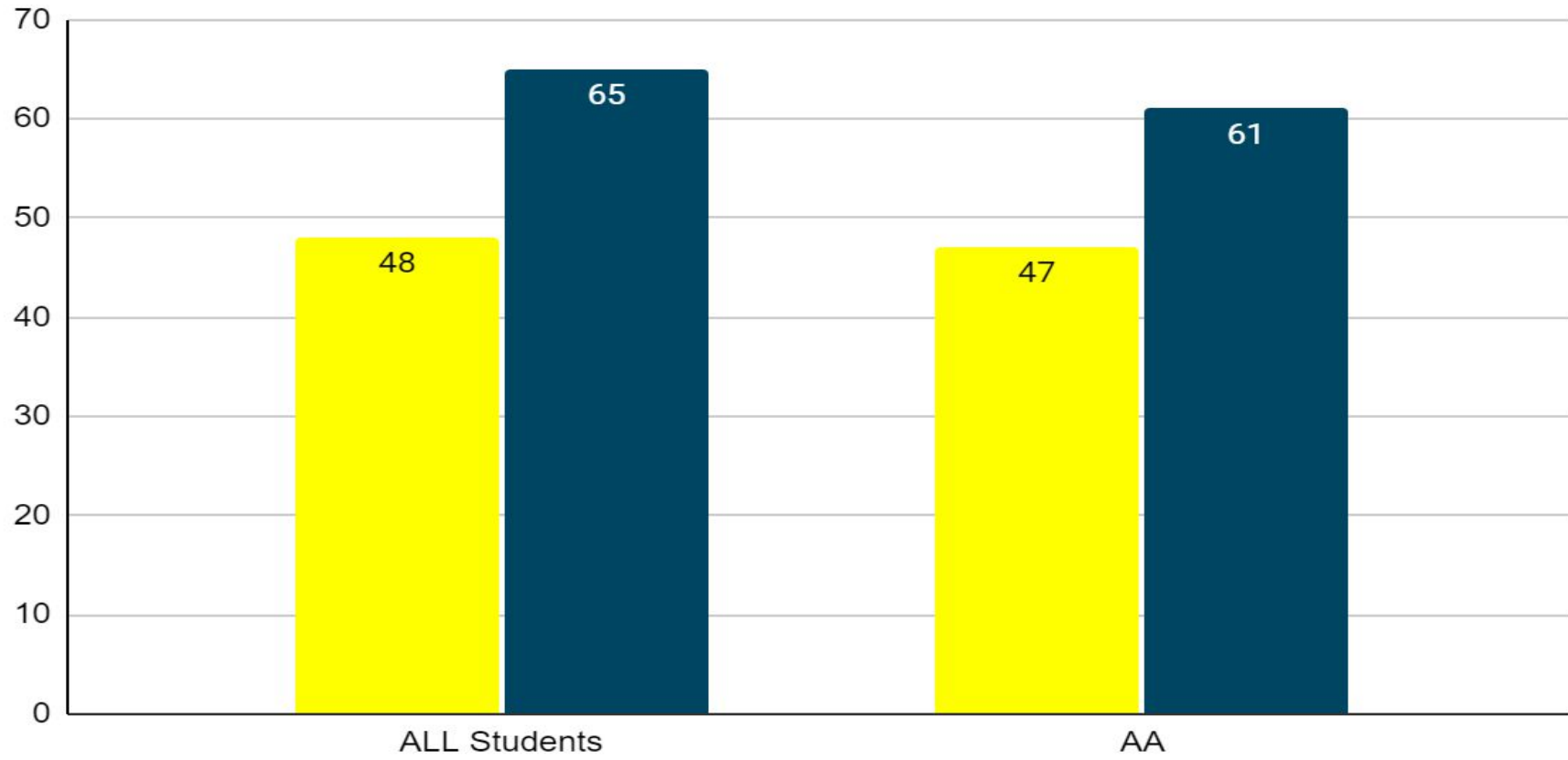




A-G Counseling Goal Outcome Data

A-G Completion

2015 2021



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Interventions for Student Success

- Creation of a school schedule with interventions built within the schedule
 - [Vista Murrieta HS Office Hours Expectations](#)
 - MMHS PRIDE Period
- Tutoring schedule before and after school and by subject
- Saturday “Success” Sessions at the middle and high schools



Interventions Within the School Day

PRIDE PERIOD

PRIDE PERIOD

PRIDE Period is Wednesday during the 3rd period. The intent of the time will be for students to receive tutoring or additional assistance or to complete homework assignments.

PRIDE Period Parameters

- 1) Prior to PRIDE period, students need to sign up with one of their scheduled teachers to attend PRIDE period in their class.
- 2) On PRIDE period day, each student will attend their 3rd period class. After roll is taken, a bell will ring for PRIDE period.
- 3) Students have 2 minutes to move to the PRIDE class. Administrators, Campus Supervisors, and teachers will assist students to a classroom during the 2-minute time frame.
- 4) PE classes meet in the library, Rams Den or an assigned classroom.
- 5) Once in a PRIDE period classroom, students may NOT leave.
- 6) Student that have a 3.0 or higher GPA at each 6week grading period or at the semester with no D's or F's in any class will receive a golden ticket to go to the quad for pride period.

What PRIDE Period is NOT

- 1) Extra break time
- 2) Time to socialize or play games.
- 3) Teacher prep time

Advantages

- 1) Students will have time within the school day to receive additional assistance, **complete their work**, and make up tests and quizzes.
- 2) Students may have access to computers who may not have access at home.
- 3) This is a definitive action step taken toward improving GPAs and test scores.

**Students causing problems during PRIDE period will be sent to the office for consequences which may be the removal of the privilege to move to another class for PRIDE period.

Tutoring Before and After School and by Subject

Morning Tutoring Opportunity:

	B Days ONLY
Staff Member	Mr. Ray
Subject(s)	Math
Room	M304
Time	7:00-7:25am

Afternoon Tutoring Opportunities in the Classroom:

	Tuesday	Wednesday	Thursday
Staff Member	Ms. Jarvie	Ms. Trillo	Ms. Stone
Subject(s)	Math	Math	All Writing/English
Room	M302	M320	H255
Time	2:45-3:45pm	2:45-3:45pm	2:45-3:45pm

** College Tutors may be present

Afternoon Tutoring Opportunities in the Library:

	Monday	Tuesday	Wednesday	Thursday
Staff Member	Ms. Lynn	Mr. Blount	Mr. Wadlington and Mr. Grant	Mr. Hedge
Subject(s)	All	All	All	All
Room	Library	Library	Library	Library
Time	2:45-3:45pm	2:45-3:45pm	2:45-3:45pm	2:45-3:45pm

** College and NHS Tutors are present



Re-thinking Collaborative Teaching

- Building staff capacity to collaborate in courses of rigor
 - Math III / Algebra II
 - Chemistry
 - Language Other Than English
- Subject specific credentialed teachers “pushing in” to SWD “pullout” courses
- Working with classified staff to build subject matter and teaching skill

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Master Schedule Calendar

- Building the Master Schedule is a year-round project
- Strong Master Schedules are built by teams, not individuals
- [Sample Master Schedule Planning Calendar](#)
- [Sample #2 Master Schedule Planning Calendar](#)



Transcript Analysis Process Outline

- SIS/CALPADs
- Staffing
- Master schedule
- Course selection and student schedules
- Measuring student learning/scope of work
- Transcript Analysis (set up, staff training, transcript analysis exercise)

SIS / CALPADs

- Courses entered into Student Information System
- Graduation/A-G/CTE requirements entered into SIS
- Student participates in course selection process
- Course selection generates course counts
- Course counts are used to create draft master schedule

Staffing

- Business office generates student attendance projections (growth/decline)
- Business office generates staffing allocations for each school
- Site evaluates staffing allocations based on course counts from course selection
- Personnel provides sites with current staff credential report
- Site evaluates credentials of staff to determine needs for master schedule, based on course counts
- Site determines if master schedule can accommodate course requests with current staffing

Staffing (continued)

- Site determines which courses needs additional recruiting and/or closing
- Site engages staff to collect preferred teaching assignment for next year
- Site assesses possible teaching staff retirements, resignations, and transfers
- Staff determines impact of possible non-relects
- Site collaborates with personnel office to manage vacancies, recruitment, transfers, and hiring

Master Schedule

- Draft Master Schedule is built
- Staff assignments are communicated
- Student tentative schedules are generated
- Student schedules are evaluated for period holes and completeness
- Adjustments are made over the summer after 2nd semester grades
- Students attending summer school are monitored for course completion and grades, which may generate course changes and impact master schedule

School Starts

- Semester begins
- Student schedules are adjusted based on academic misplacement
- Student attendance is monitored for “no shows” and late registration
- Course enrollment is monitored for impact and possible decision to open/close sections
- Attendance office begins contacting parents/guardians of students that have not attended
- Master schedule may expand or contract based on student attendance reports

Measuring Student Learning

- Students attend class and are taught essential standards for course
- Teachers evaluate student learning of essential standards and assign grades
- Teachers design and implement ongoing intervention strategies based on student learning of essential standards
- Administration and counselors support teacher and student intervention strategies
- Grades are posted in SIS at end of the semester
- Grades are posted on student transcripts

Measuring Student Learning (continued)

- Grade distribution is reviewed by administration for each course
- Credits earned by students in relation to graduation requirements, CTE completion, and A-G completion are reviewed (progress monitoring)
- Counselors review credits and grades of student on their caseload in relation to graduation requirements, CTE completion, and A-G completion are reviewed (progress monitoring)
- Counselors make adjustments to student schedules, based on the credits/grades earned by students on their caseload
- Administration and counselors, in communication with teaching staff, design credit recovery options for students to include consideration of after/before school, summer school, online, subsequent validation, and test out options



Measuring Student Learning Project Modules

Module	Diagnostic Activity
#1	Analyze Grade Distribution (Student Access and Success)
#2	Analyze Teacher Perceptions on Grading
#3	Analyze Student Perceptions on Grading
#4	Analyze Essential Standards for Core Courses
#5	Analyze Course Syllabi for Essential Standards
#6	Analyze Gradebooks
#7	Analyze Grading Practices as Evidenced in Grade Books

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Questions and Answers



Step Eight

[March 8, 2022](#)

Involving Parents and Community Members in the Courses of Rigor Conversation

- Active engagement strategies for families
- Gain cultural awareness and understanding of the communities you serve
- Development of external partners
- Educators assisting to shape family perceptions of postsecondary options
- Development of partnership opportunities for families and students

Rigor is...	YES	NO	Rigor is NOT
<ul style="list-style-type: none">● Scaffolding thinking● Planning for thinking● Assessing thinking about content● Recognizing the level of thinking students demonstrate● Managing the teaching/ learning level for the desired thinking level			<ul style="list-style-type: none">● More or harder worksheets● AP or honors courses● The higher level book in reading● More work● More homework

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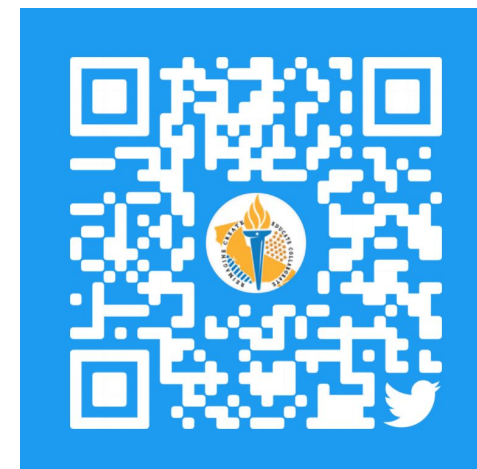


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