



College & Career Readiness for ALL Carlsbad Unified School District

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The Education Trust-West

The Education Trust – West

Mission Statement


The Education Trust – West works for the high academic achievement of all students at all levels, kindergarten through college, and toward forever closing the achievement gaps that separate low-income students and students of color from other youth.

Our basic tenet is this: All children will learn at high levels when they are taught to high levels.

California is now faced with twin achievement gaps:

- The gap separating California's students from their peers in other states; and
- The gap separating low-income students and students of color from other Californian students.

We can not close the first gap without attending to the second.

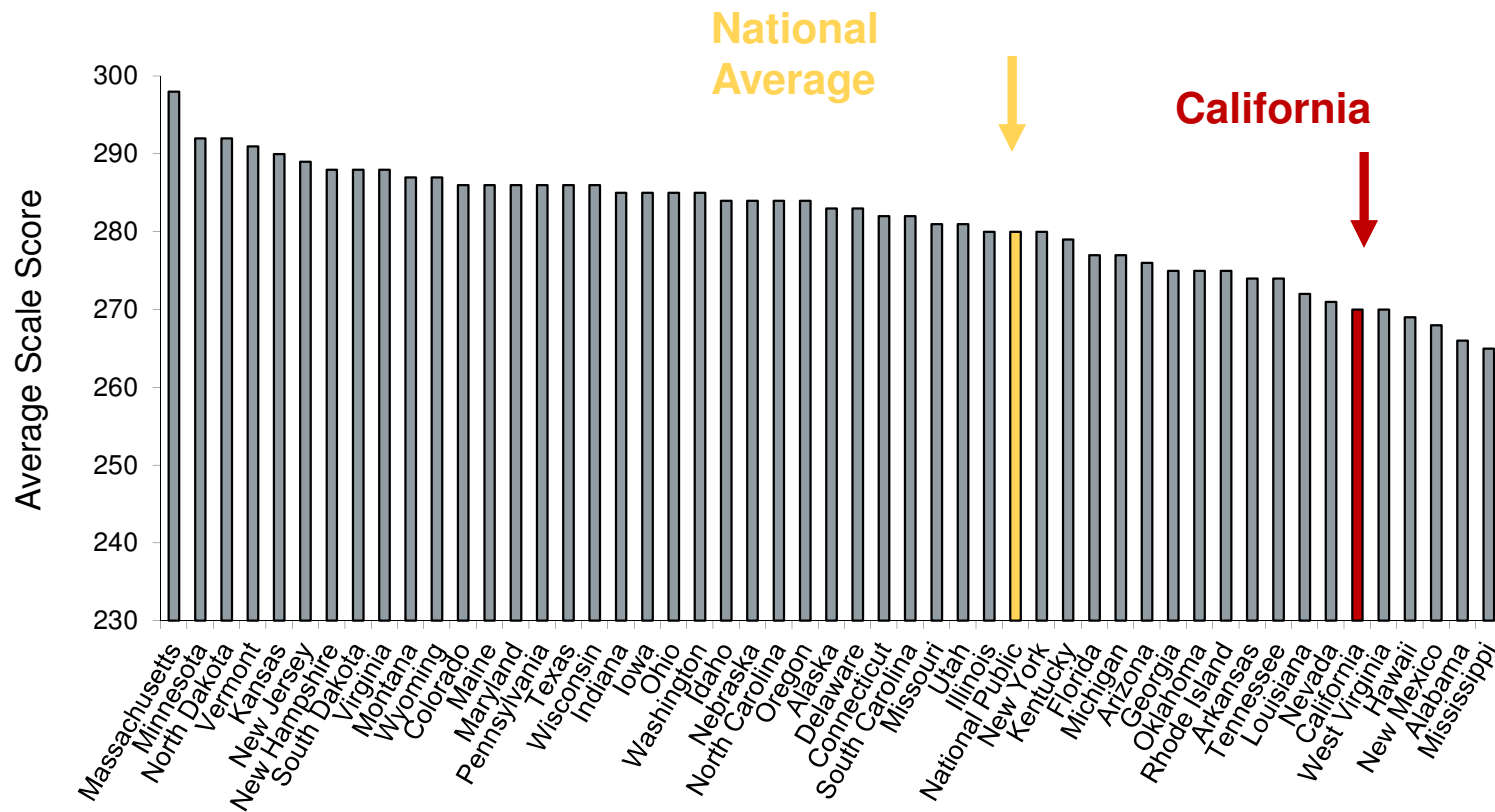


The First Gap: California vs. The Nation

2007 NAEP Grade 8 Math

Average Overall Scale Scores by State

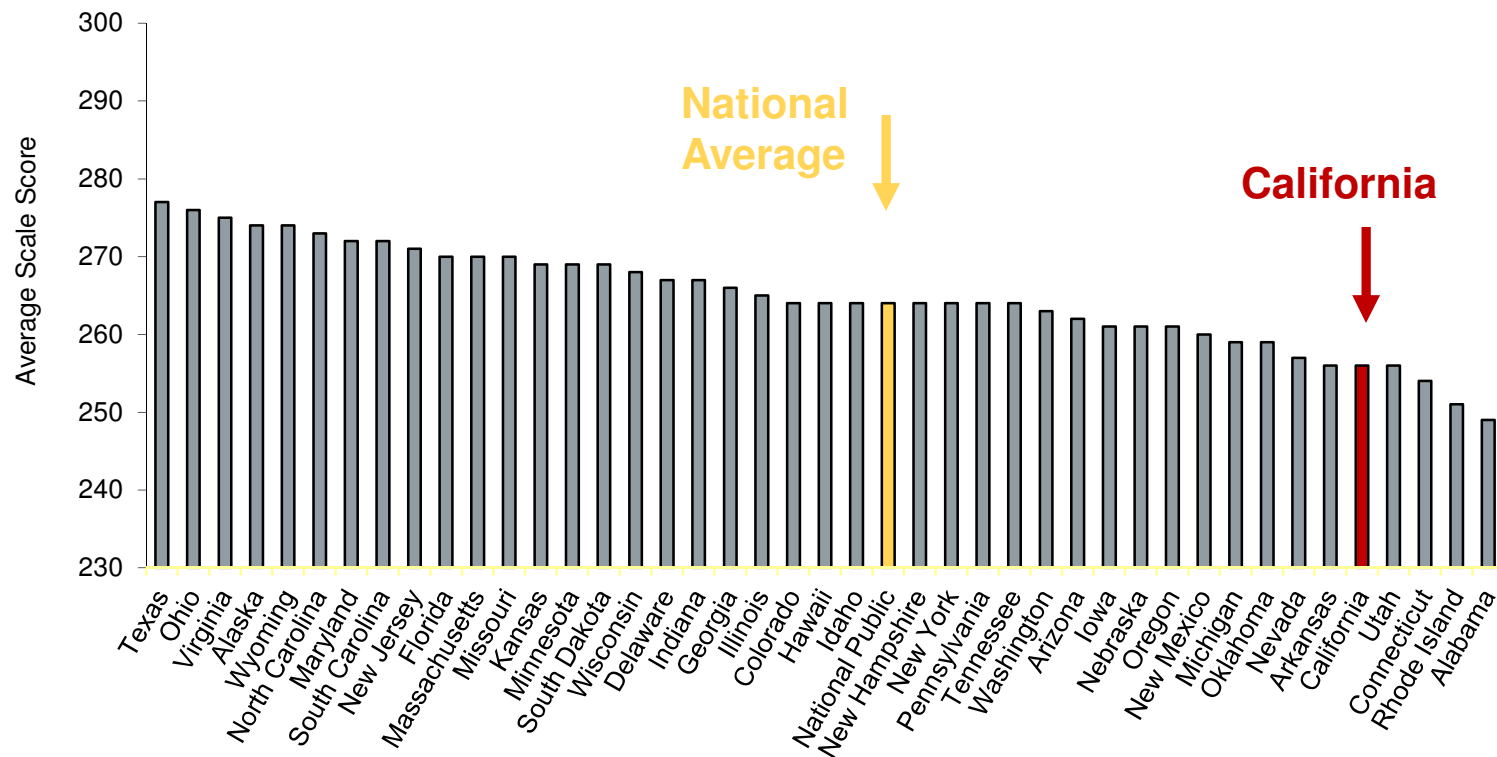
Proficient Scale Score: 299



2007 NAEP Grade 8 Math

Average Latino Scale Scores by State

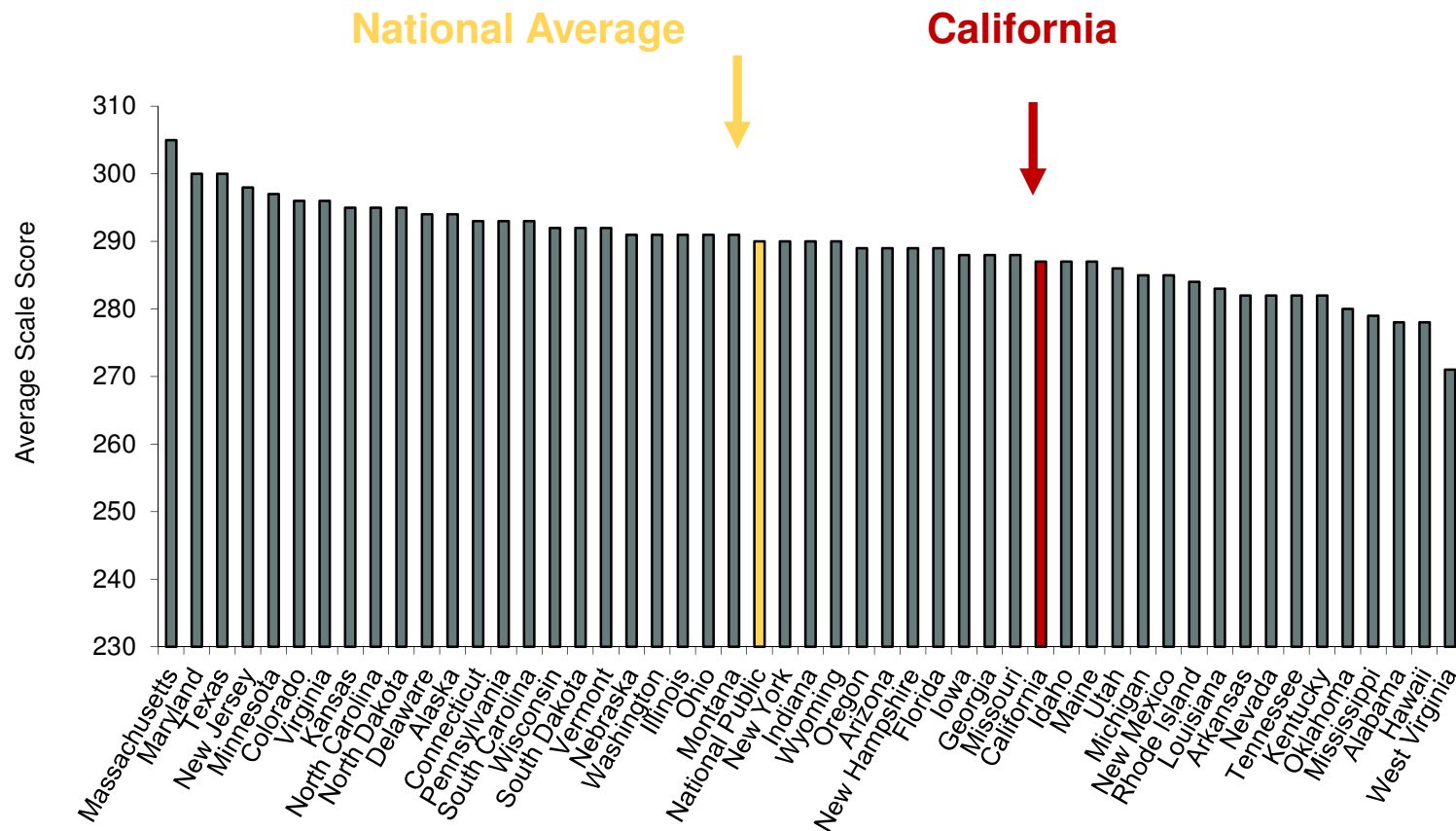
Proficient Scale Score: 299




2007 NAEP Grade 8 Math

Average White Scale Scores by State

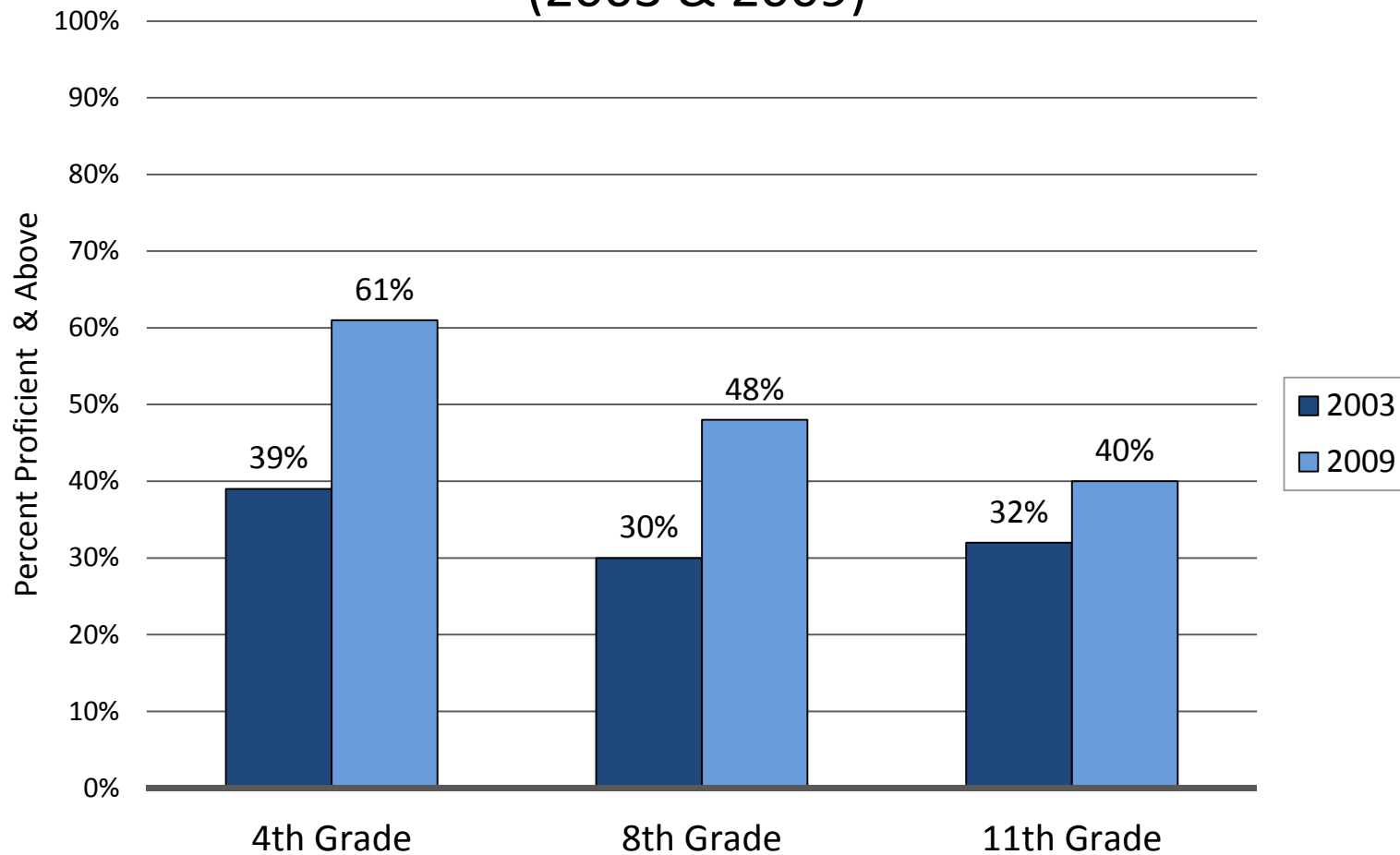
Proficient Scale Score: 299



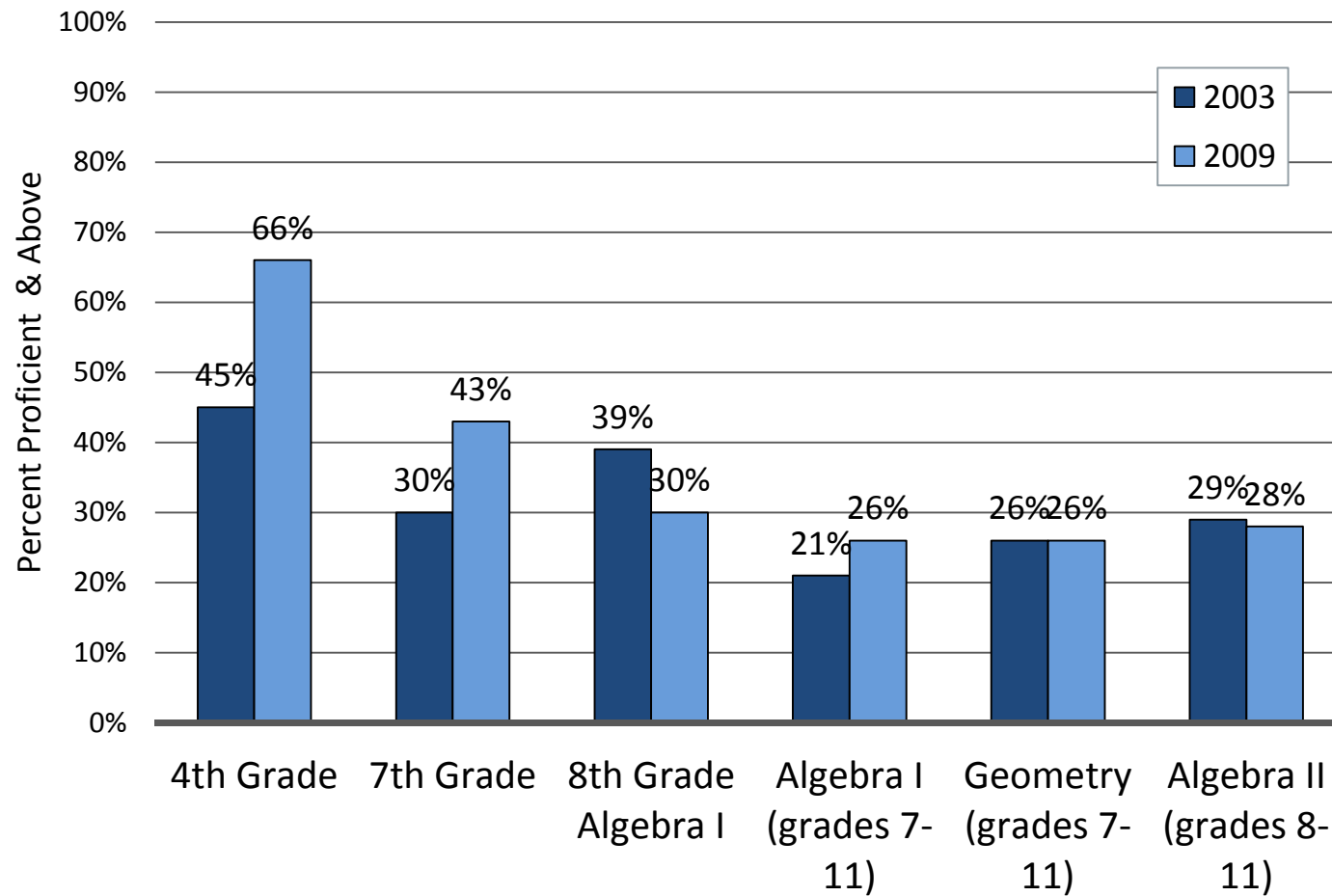


The Second Gap: California's Low-income and Students of Color Compared to their Peers

CST English-Language Arts Proficiency Across Grades (2003 & 2009)



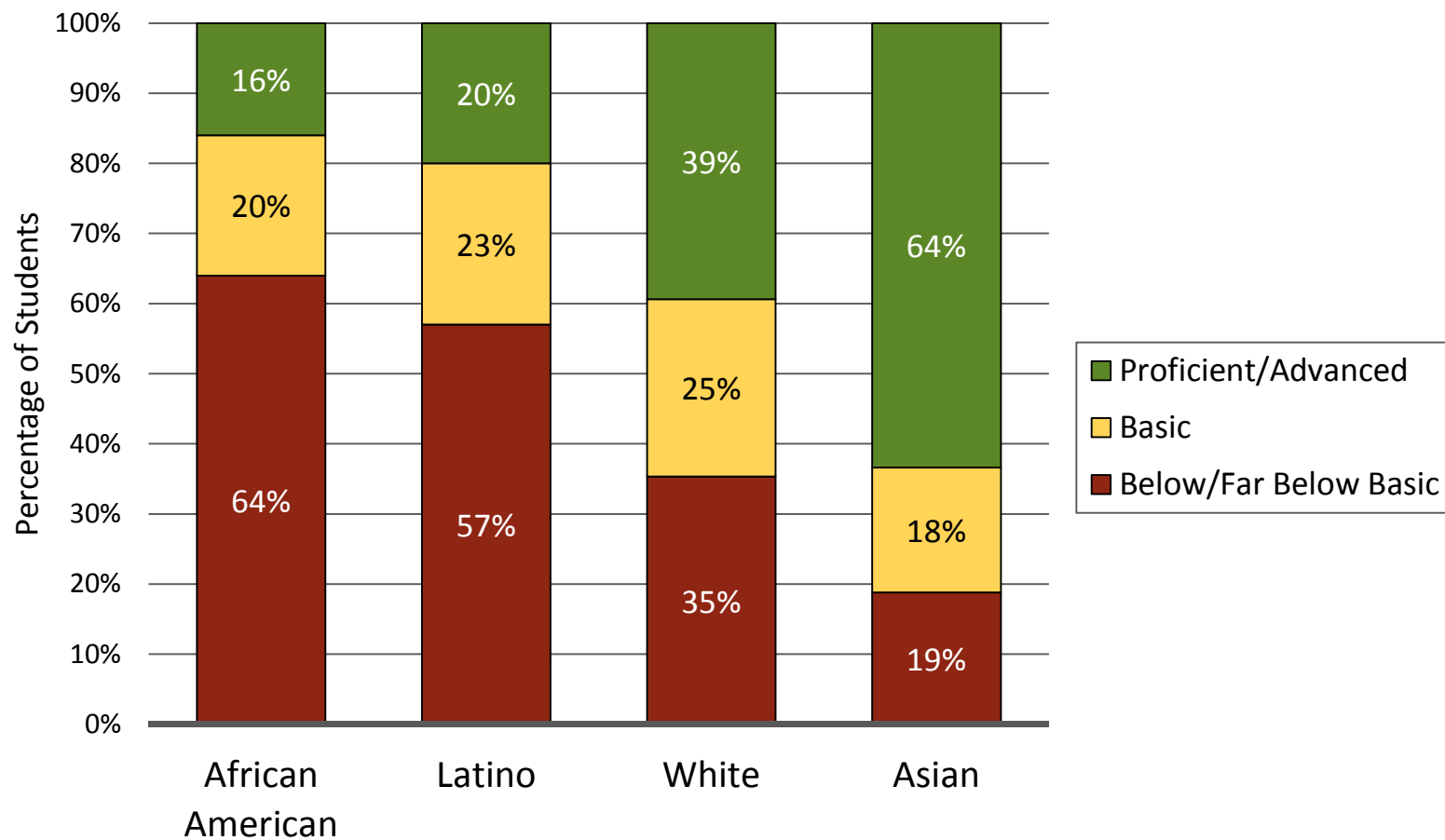
CST Mathematics Proficiency Across Grades (2003 & 2009)



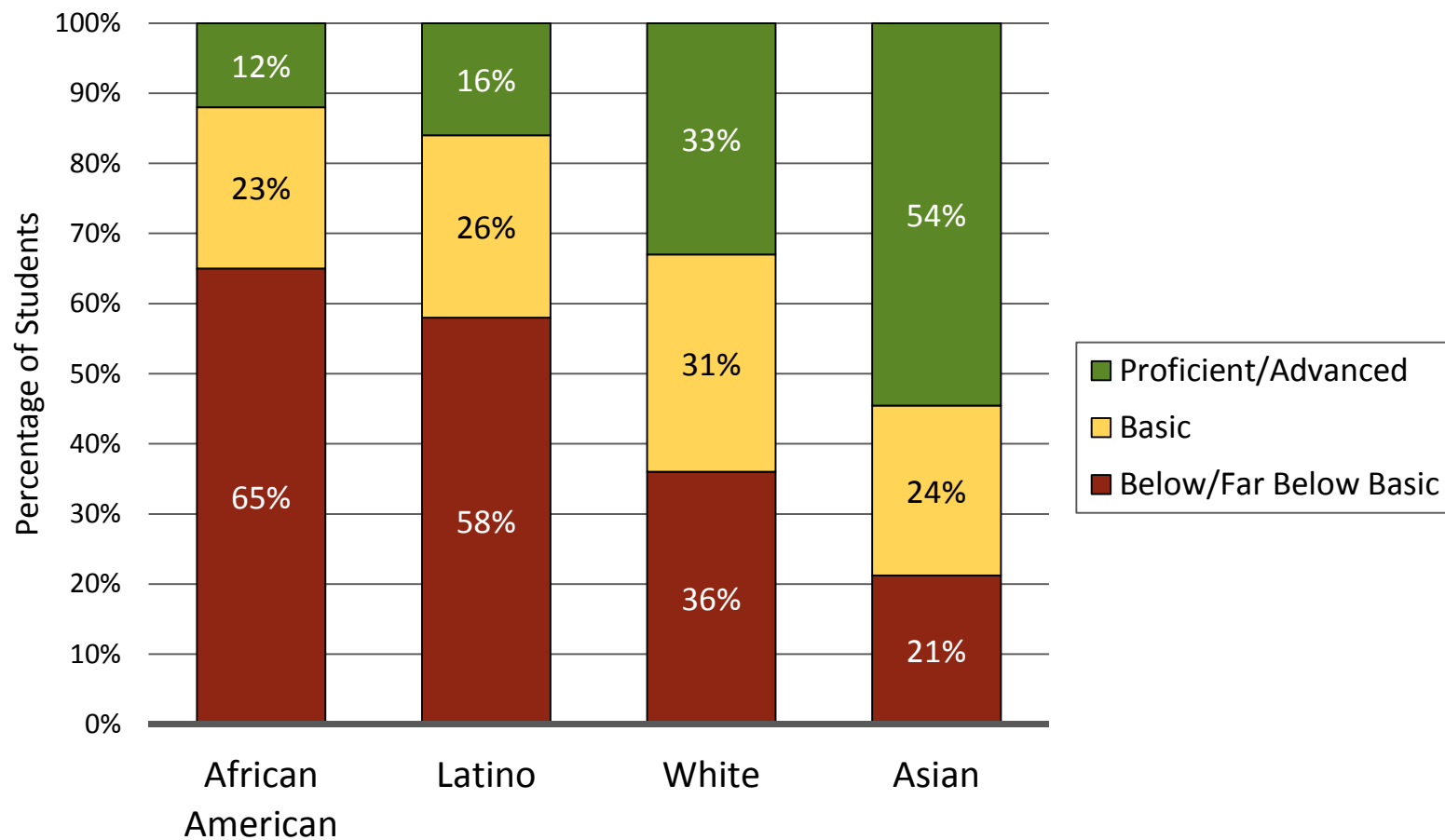


But underneath those averages. . .

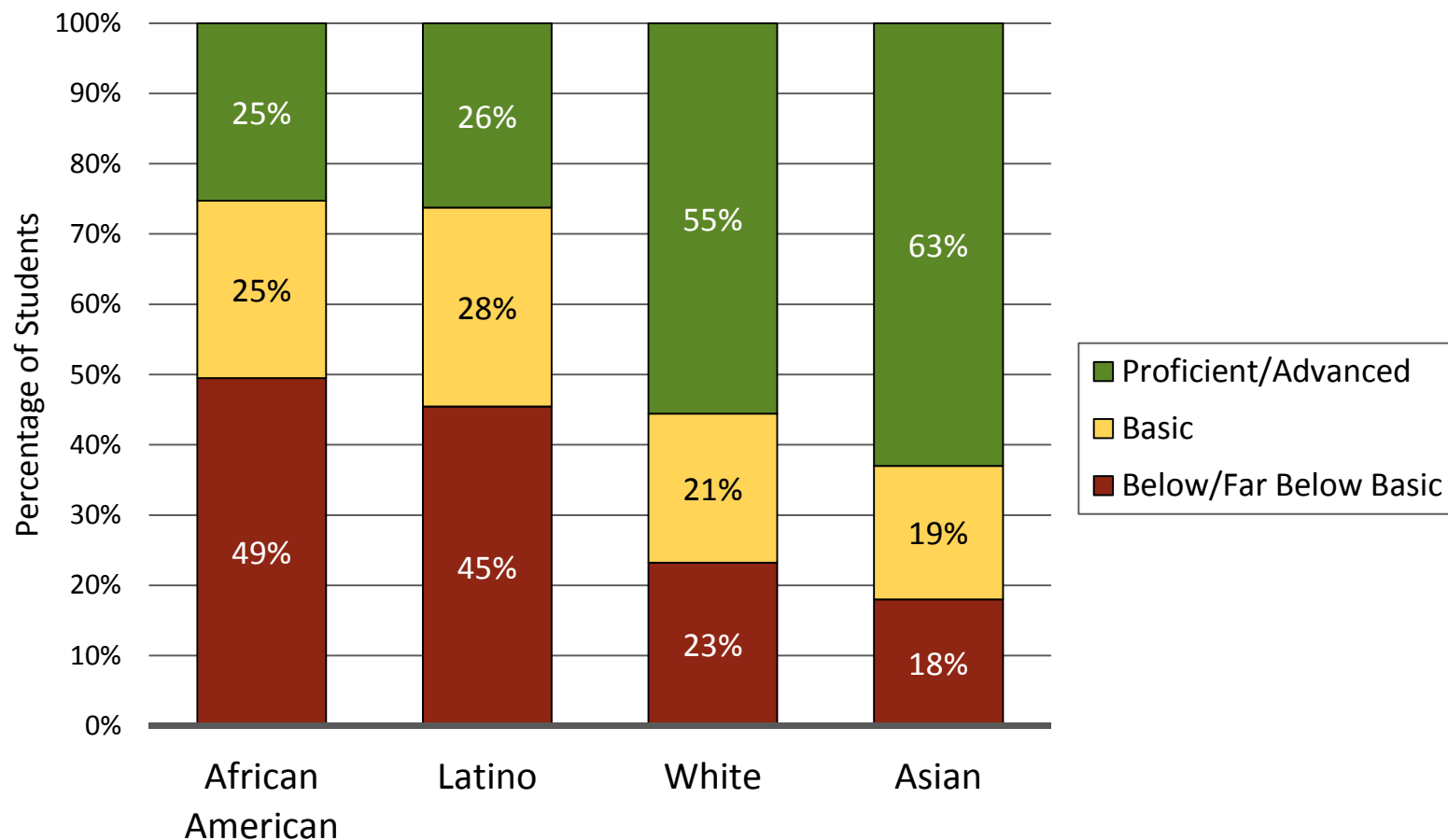
CST Algebra I Proficiency: Grades 7-11 by Ethnicity (2009)




CST Algebra II Proficiency: Grades 8-11, by Ethnicity (2009)



CST 11th Grade English-Language Arts Proficiency, by Ethnicity (2009)

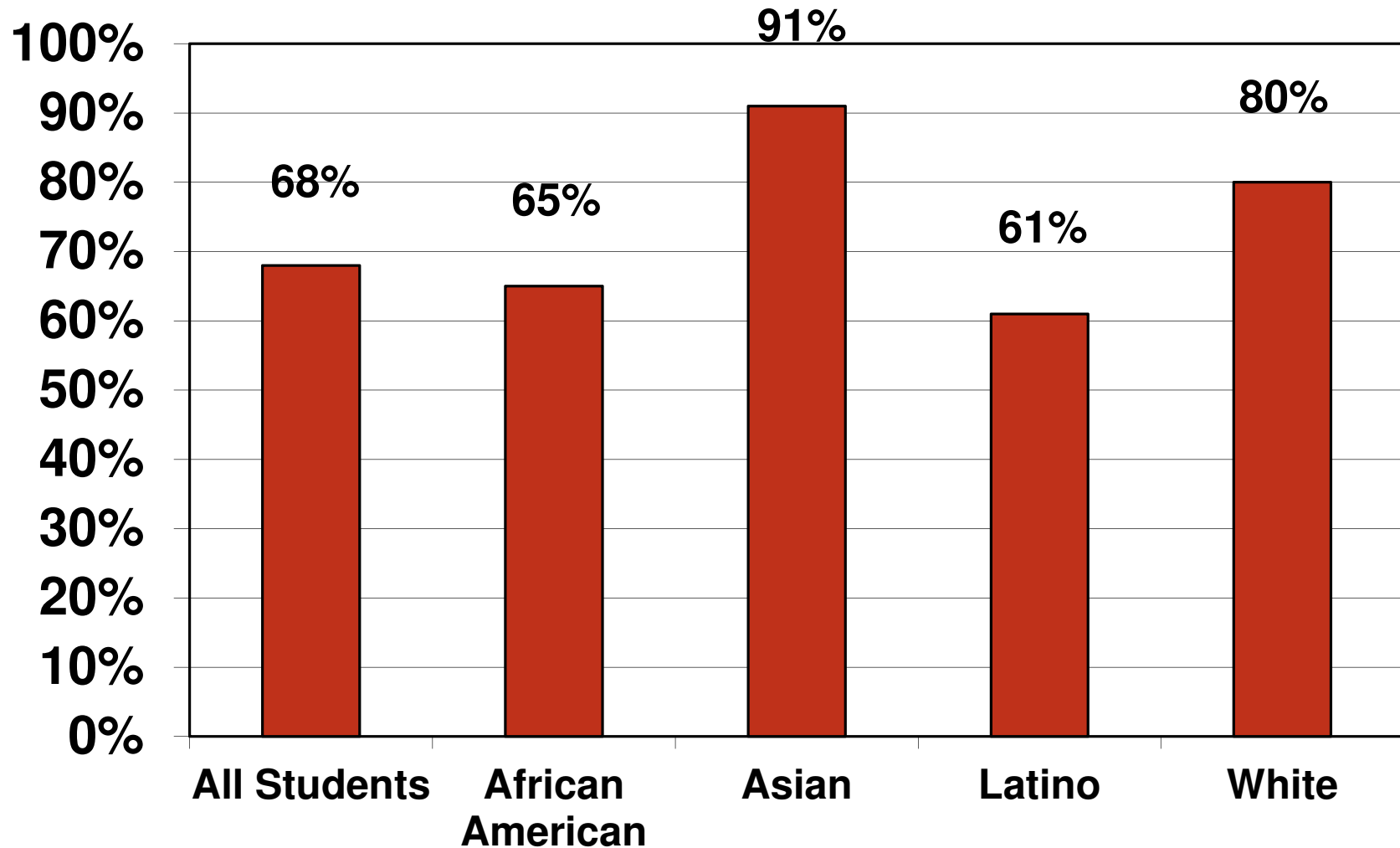





And these are for the students that are
left:

Dropout rates are staggering

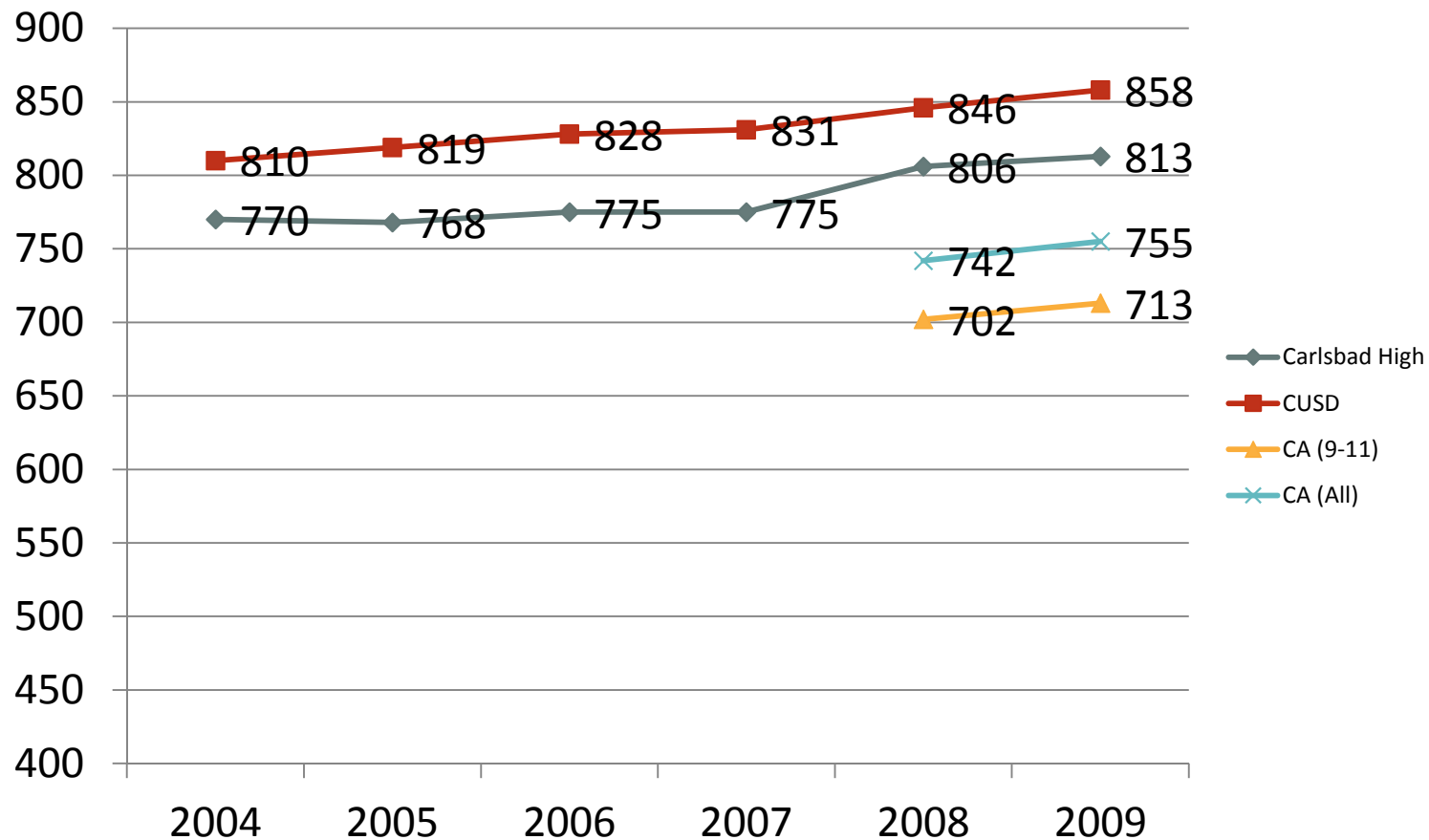
Graduate Rates - Class of 2008.





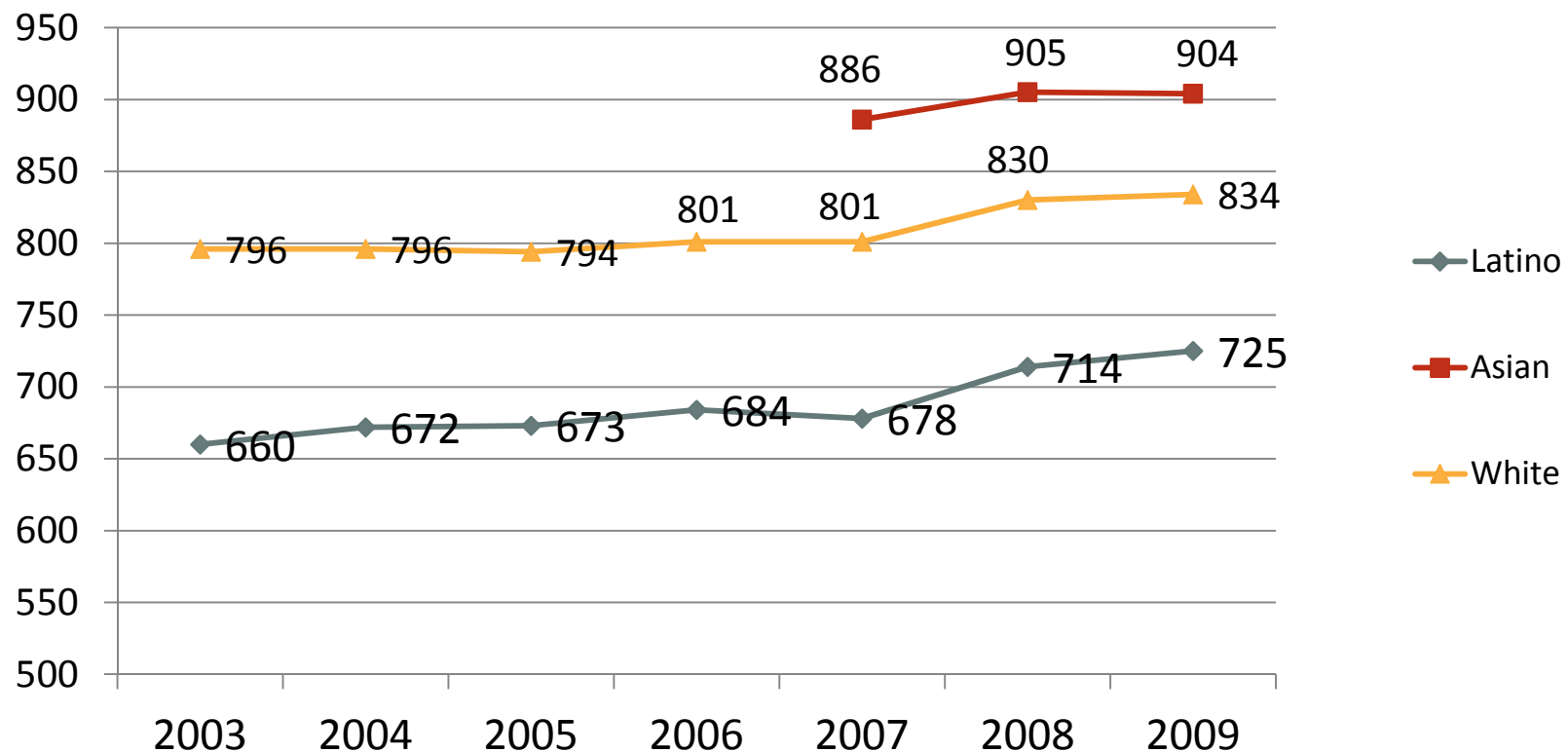
How are
Carlsbad Unified School District
students doing?

CUSD - Growth API 2004-09

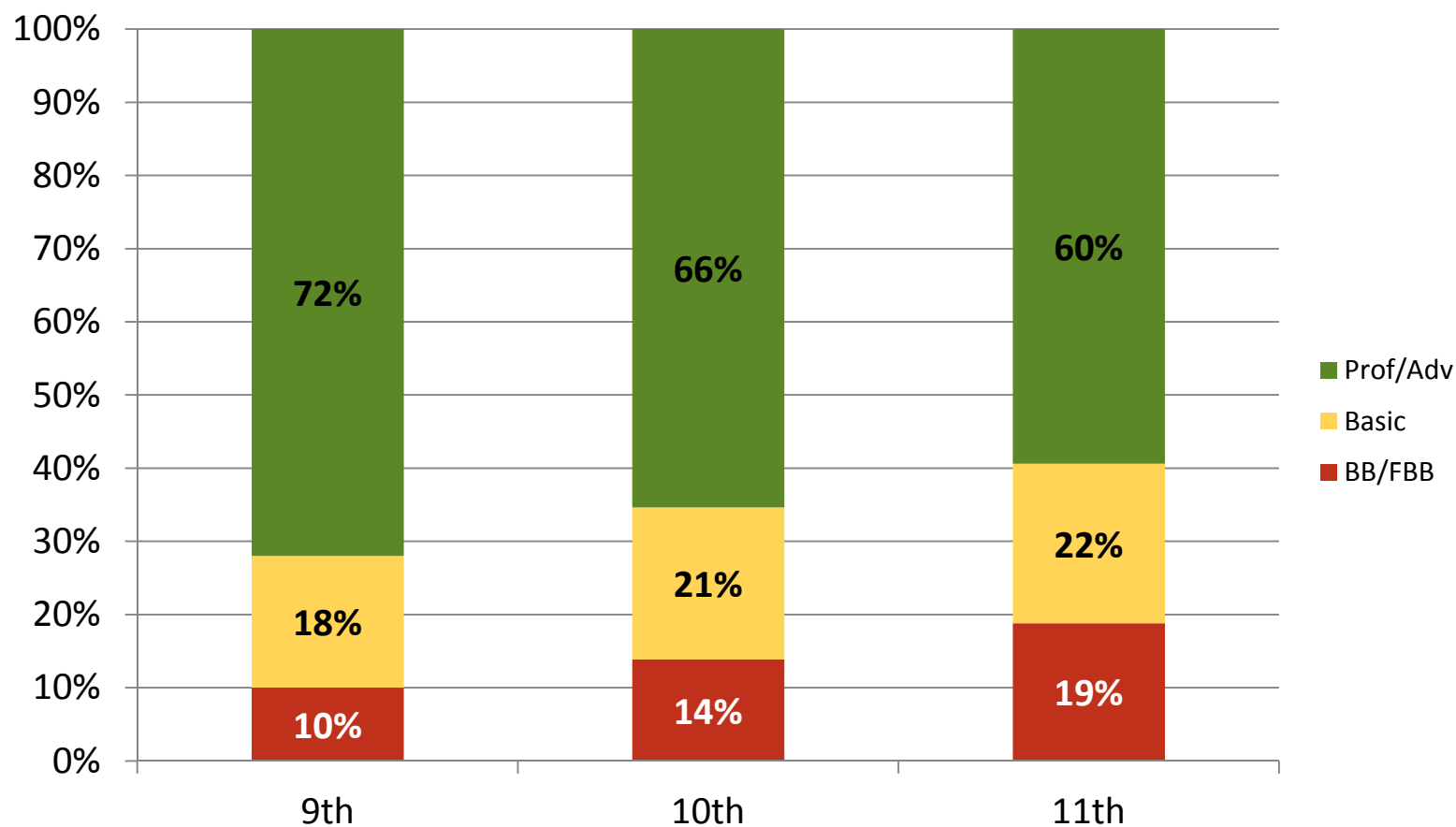


Carlsbad High School – 2003-09

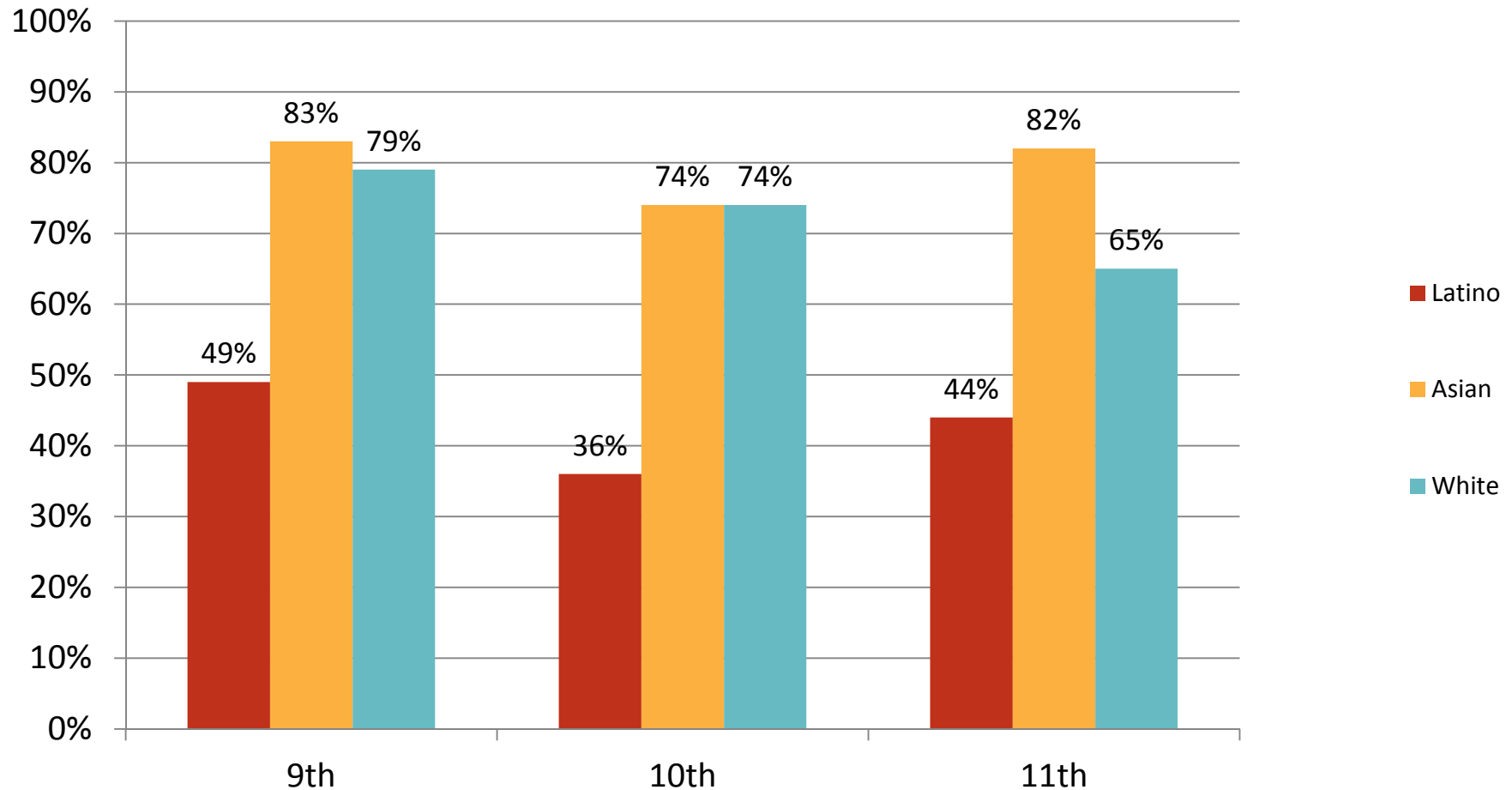
API Growth by Ethnicity



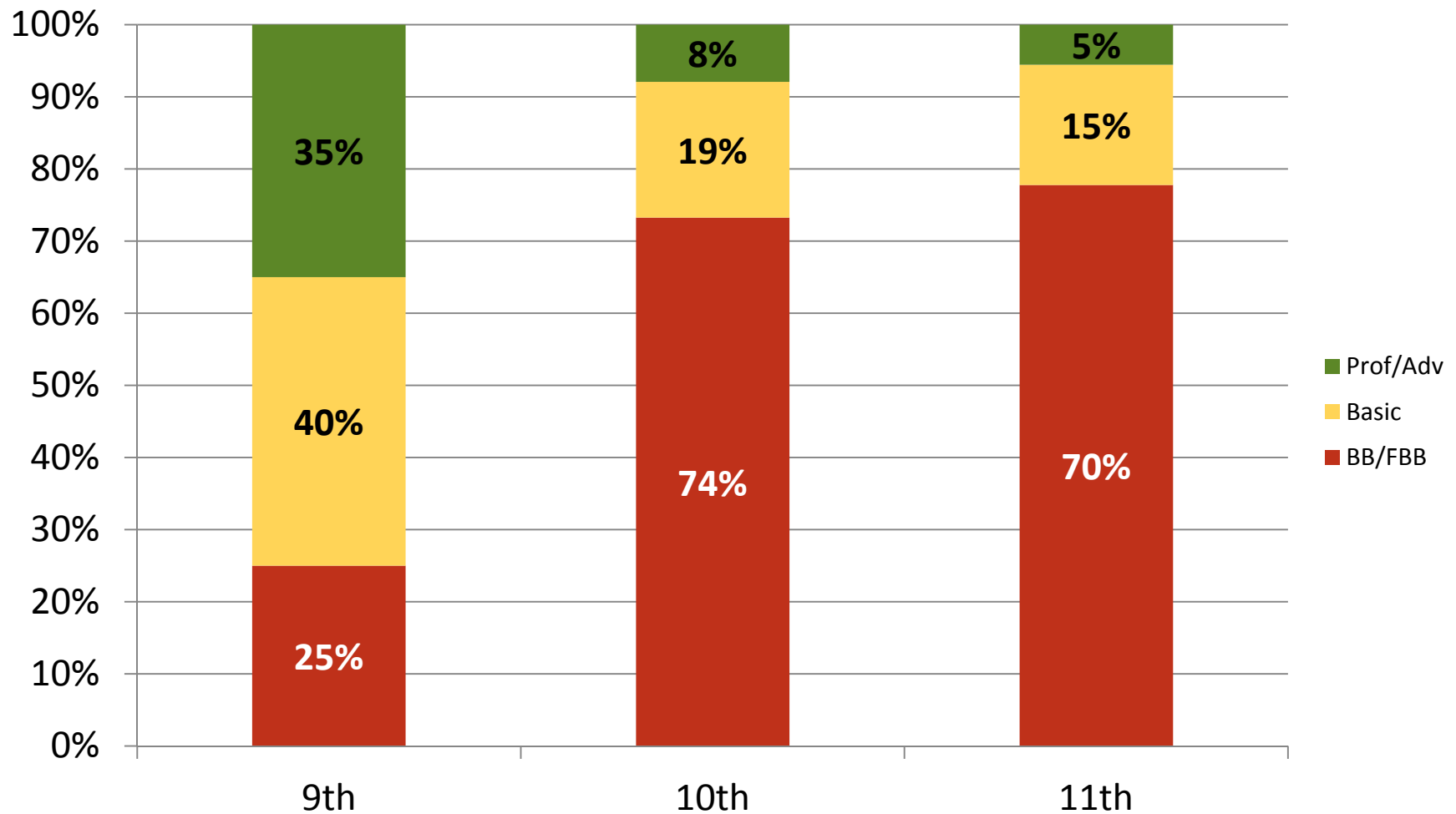
CUSD – 2009 CST ELA



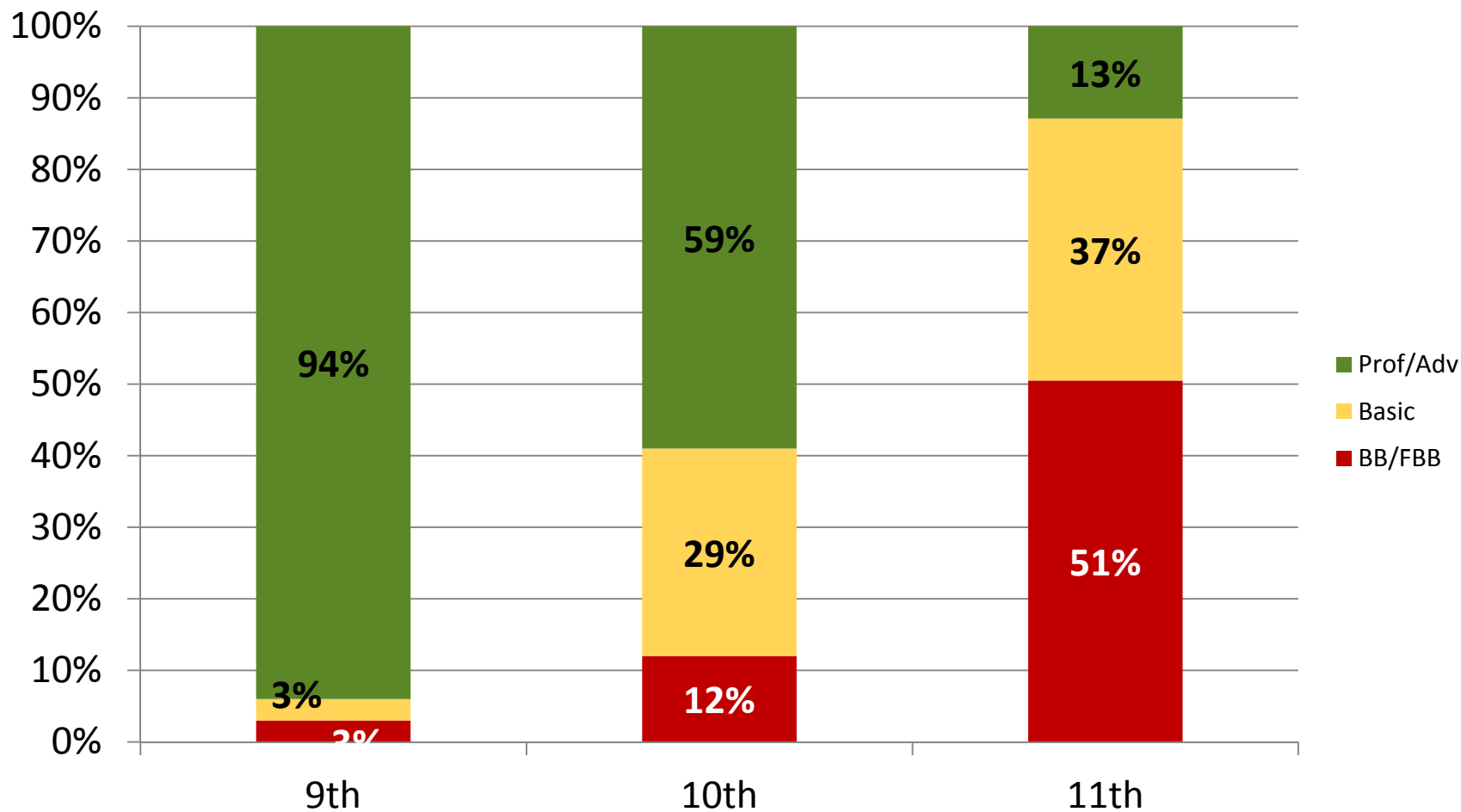
CUSD– 2009 CST ELA Proficiency



CUSD – 2009 CST Algebra 1



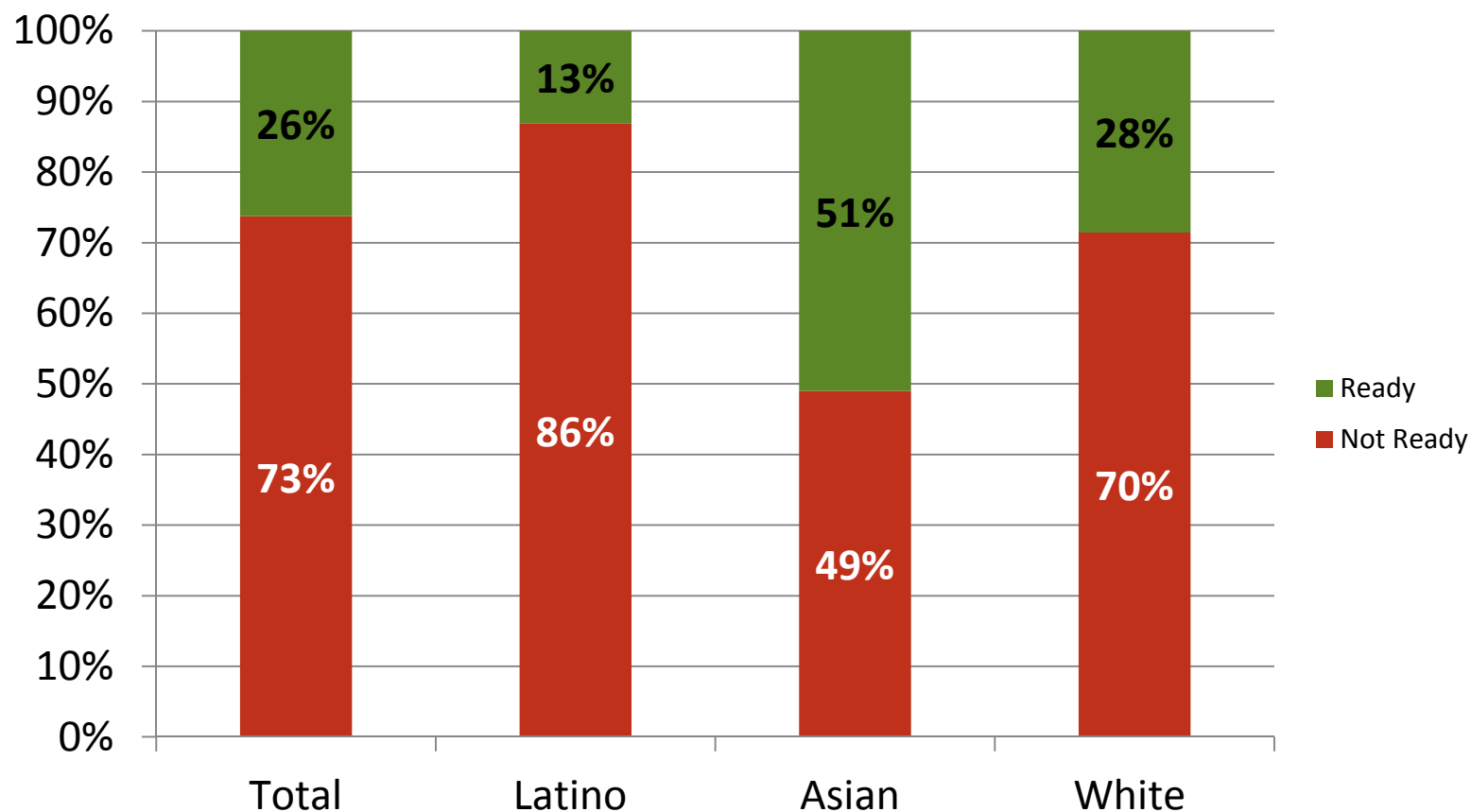
CUSD - 2009 CST Algebra 2



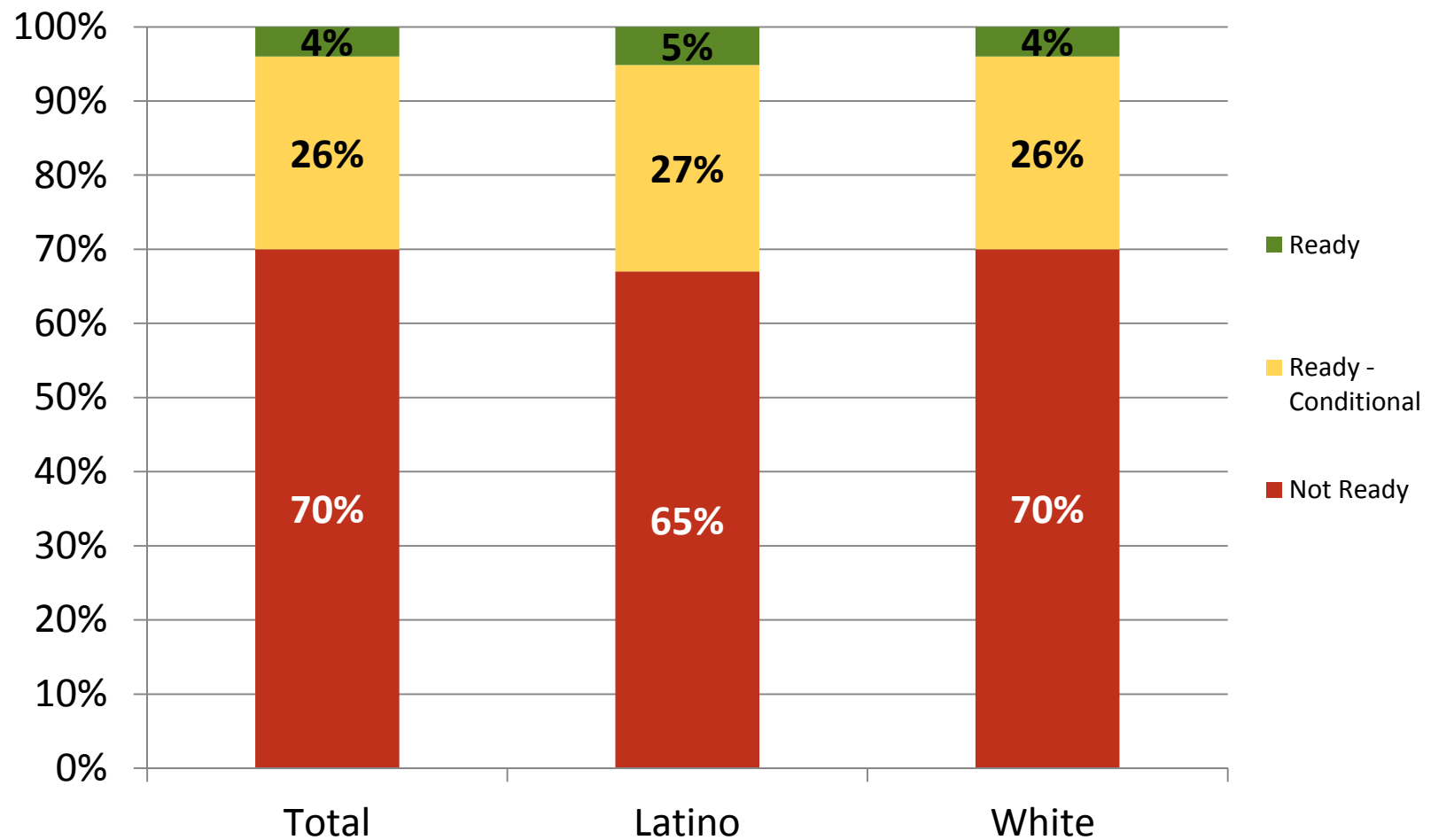


**Are Carlsbad students being prepared for
college and career?**

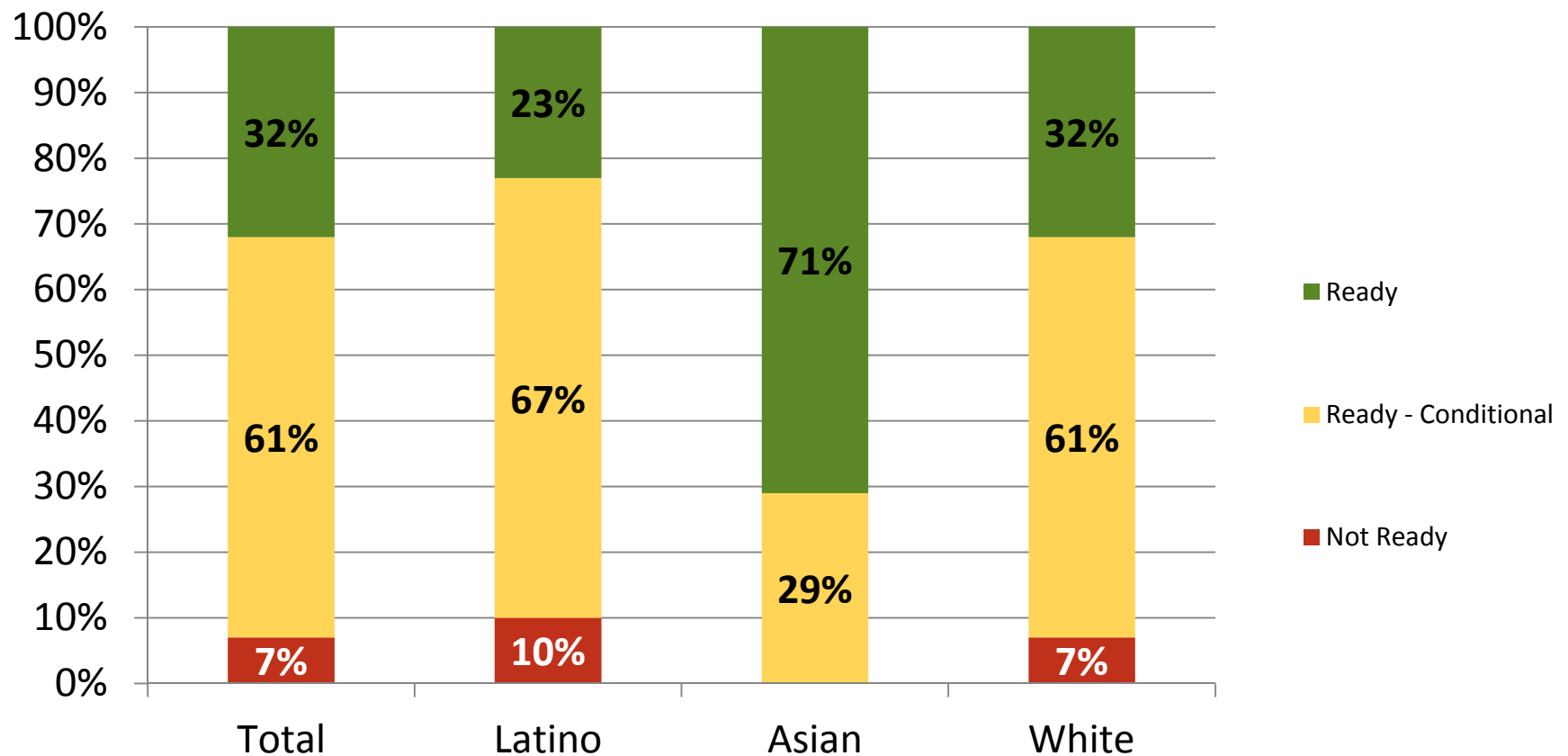
CUSD – 2009 EAP ELA



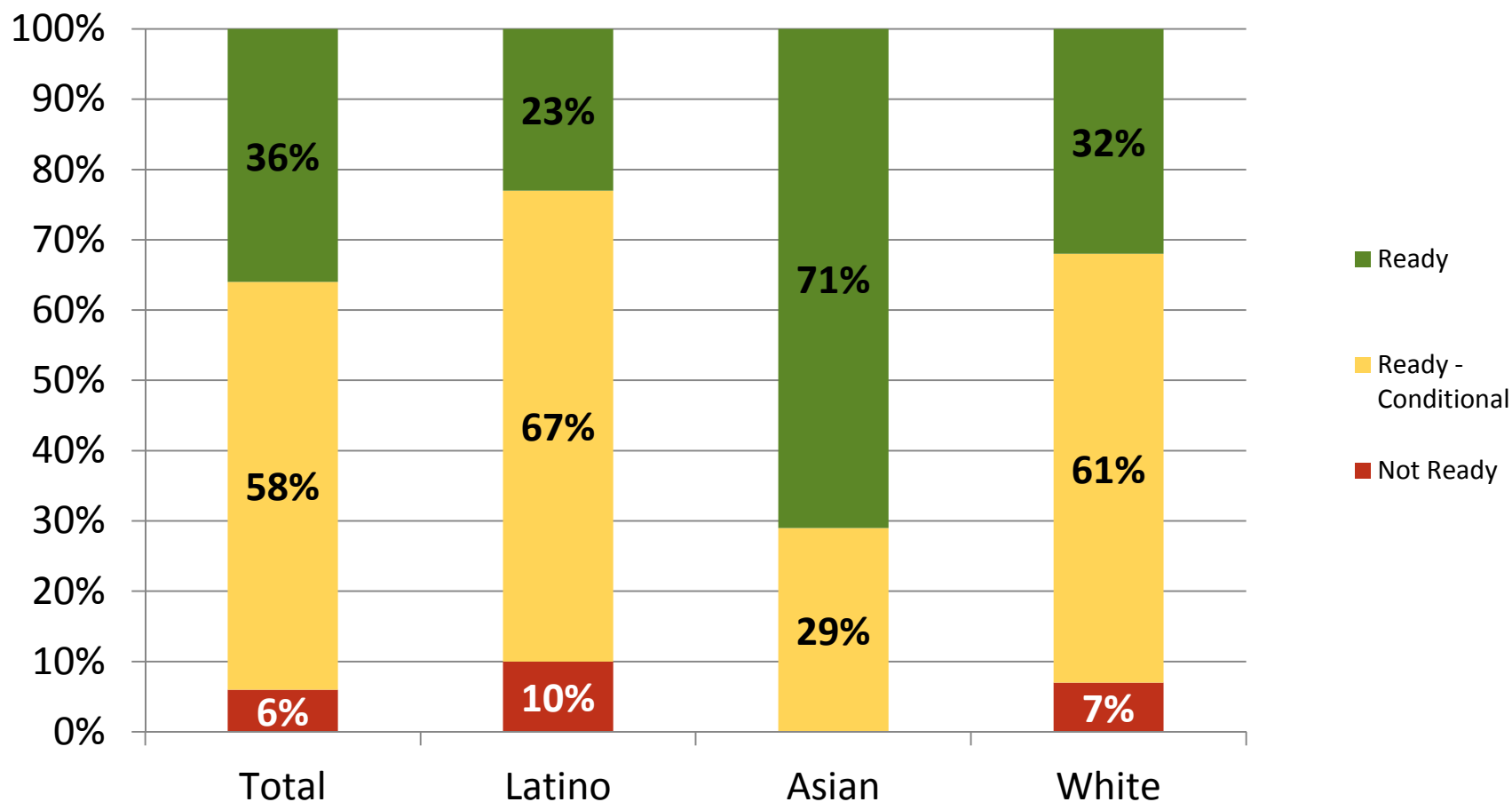
CUSD – 2009 EAP Math Algebra 2



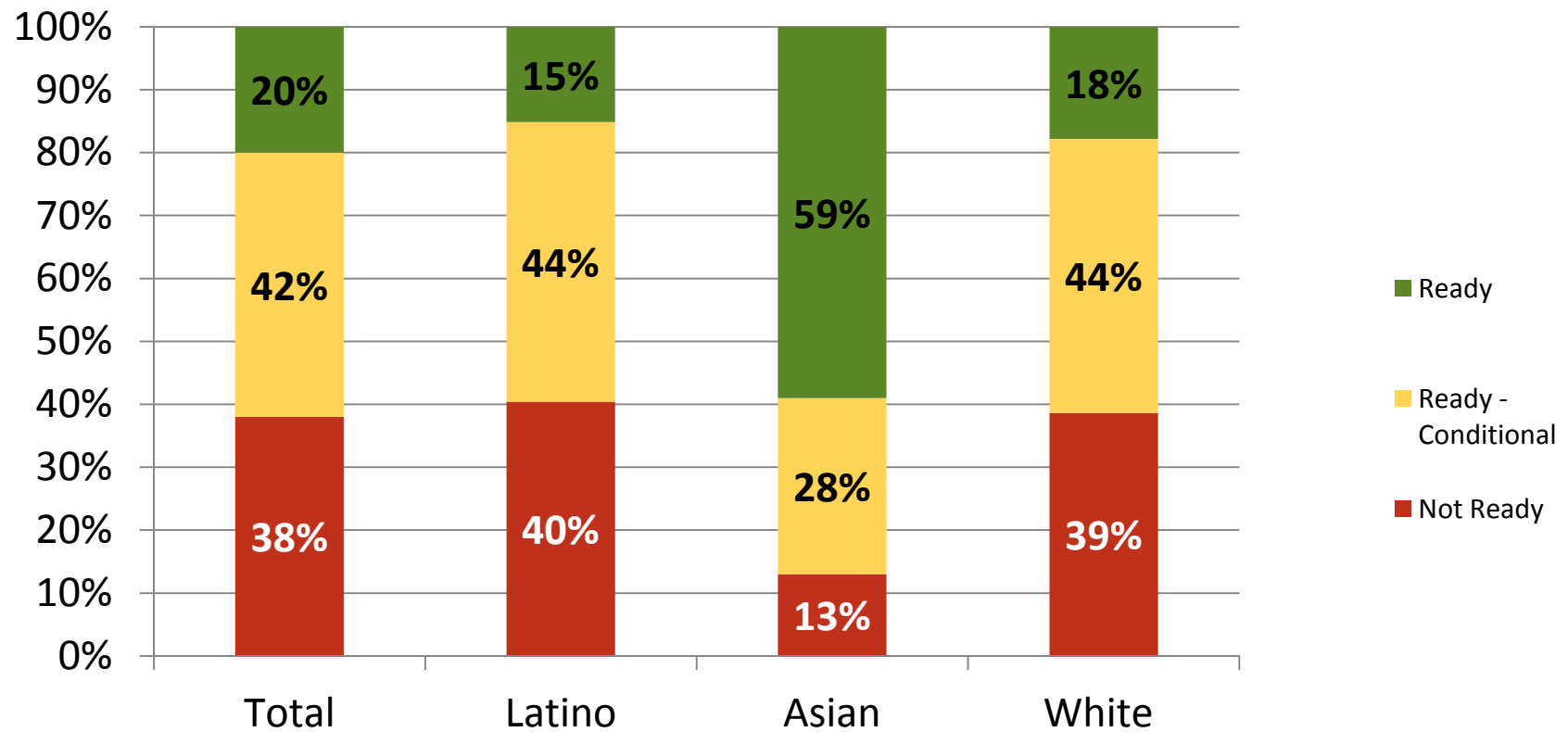
CUSD – EAP Math Summative 2009



Carlsbad High School – 2009 EAP Math Summative



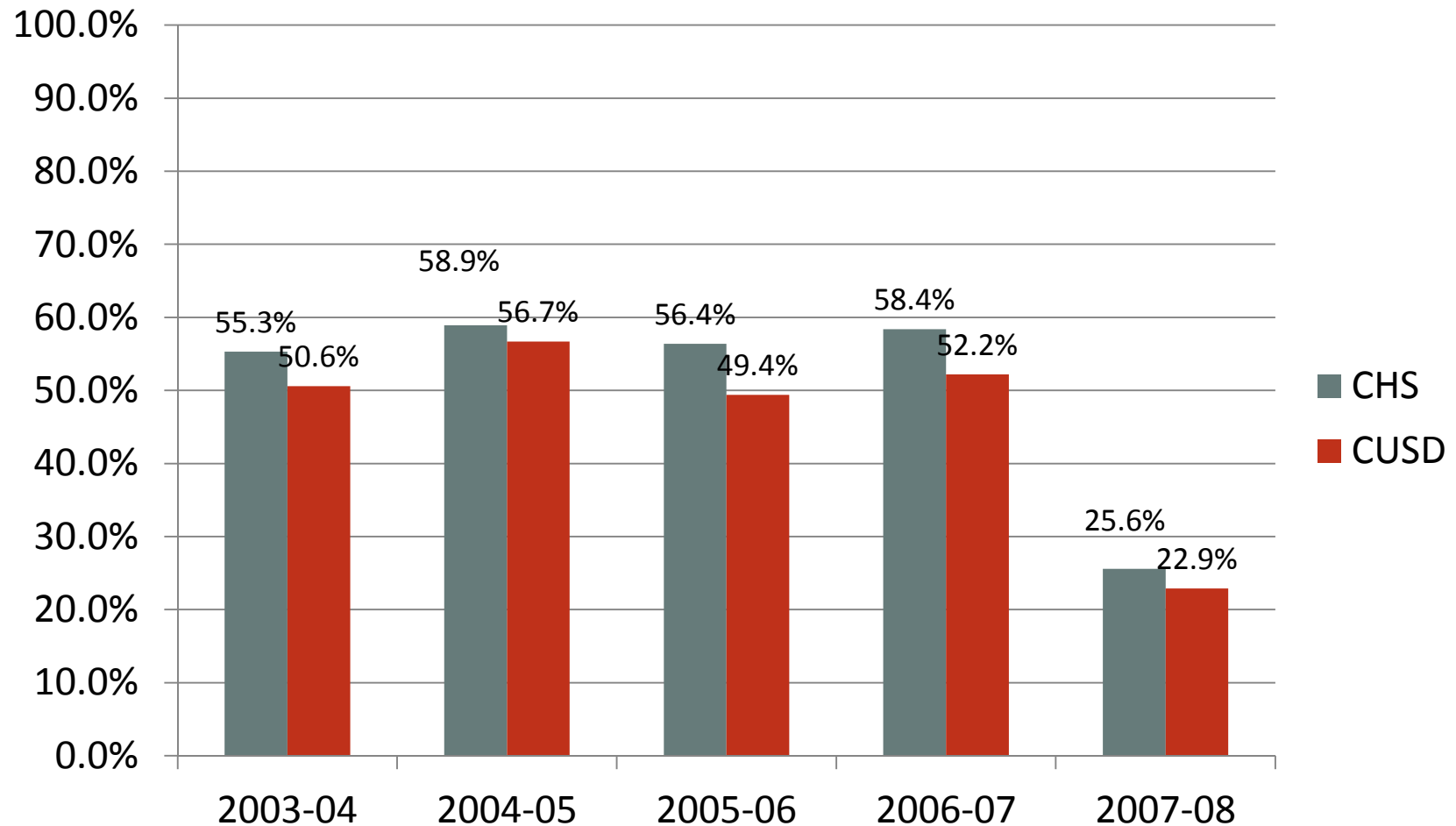
CUSD – 2009 EAP Math Total



College & Career Readiness in California: The A-G Sequence Required for both UC and CSU Admissions

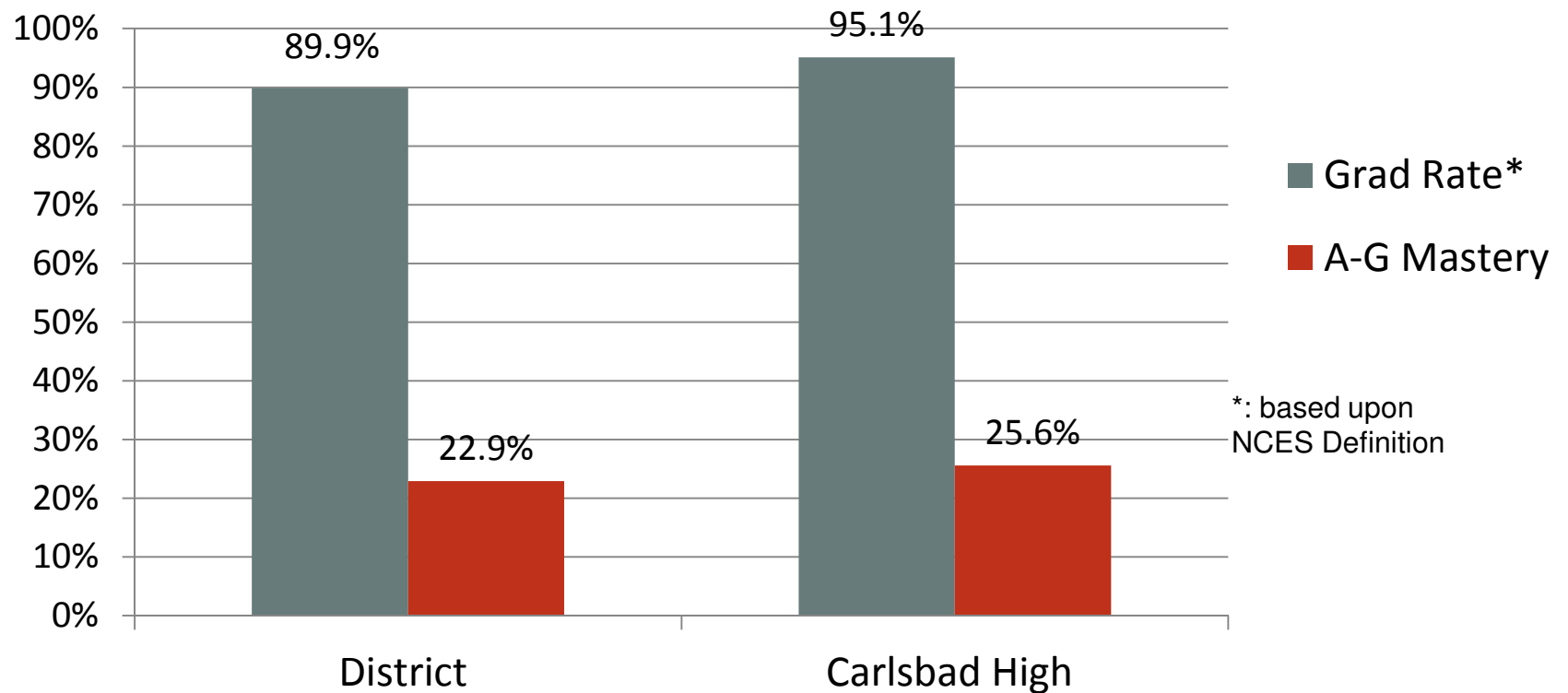
A	History / Social Science	2 years (1 year of World History, 1 year of US History or half year of US History and half year of Civics)
B	English	4 years
C	Math	3 years required, 4 years recommended (Algebra, Geometry, Algebra 2 required)
D	Science	2 years required, 3 years recommended (2 of the courses must be Biology, Chemistry, and Physics)
E	Foreign Language	2 years (same language), 3 years recommended
F	Visual / Performing Arts	1 year
G	College Prep Elective	1 year

A-G Graduates



Source: California Department of Education.

CUSD – Graduation Rates & A-G Mastery 2007-08





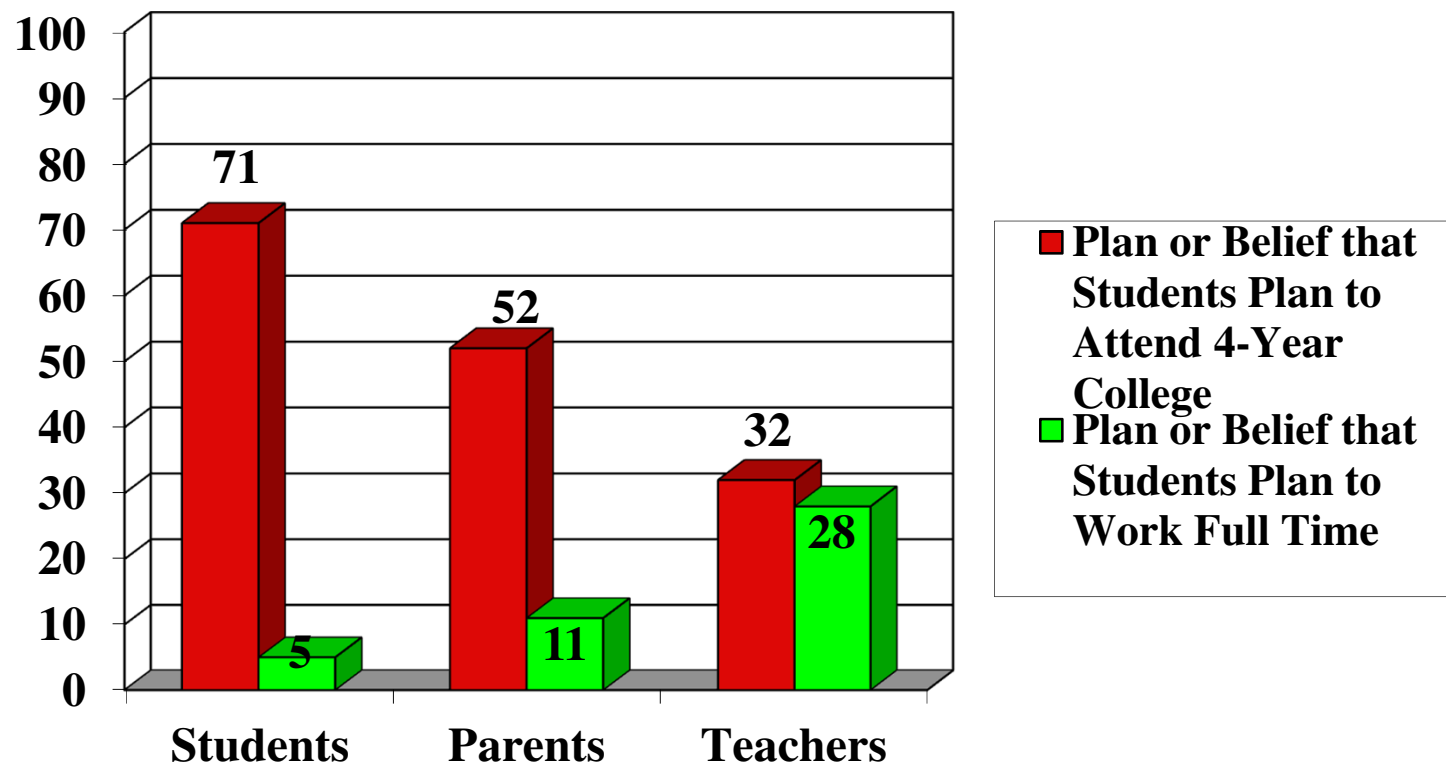
Expectations & Belief Systems


Belief Systems Matter - **“Theories” for Low Achievement**

- Some students don't care.
- Not every child should go to college.
- Home environment spills over: poverty, single parents, uninvolved parents.
- Some students are lazy.
- Some students are not smart enough.
- Behind early equates to behind for life.
- There is not enough funding.
- The “Hip-Hop Generation” is unwilling to be taught.
- Some cultures do not value education.

Truth vs. Assumption

Plans for Students after High School





Carlsbad Unified School District is examining
the educational opportunities for all its
high school students.


WHY NOW?

Ready for Career = Ready for College

“In the agricultural age, postsecondary education was a pipe dream for most Americans. In the industrial age it was the birthright of only a few. By the space age, it became common for many. Today, it is just common sense for all”

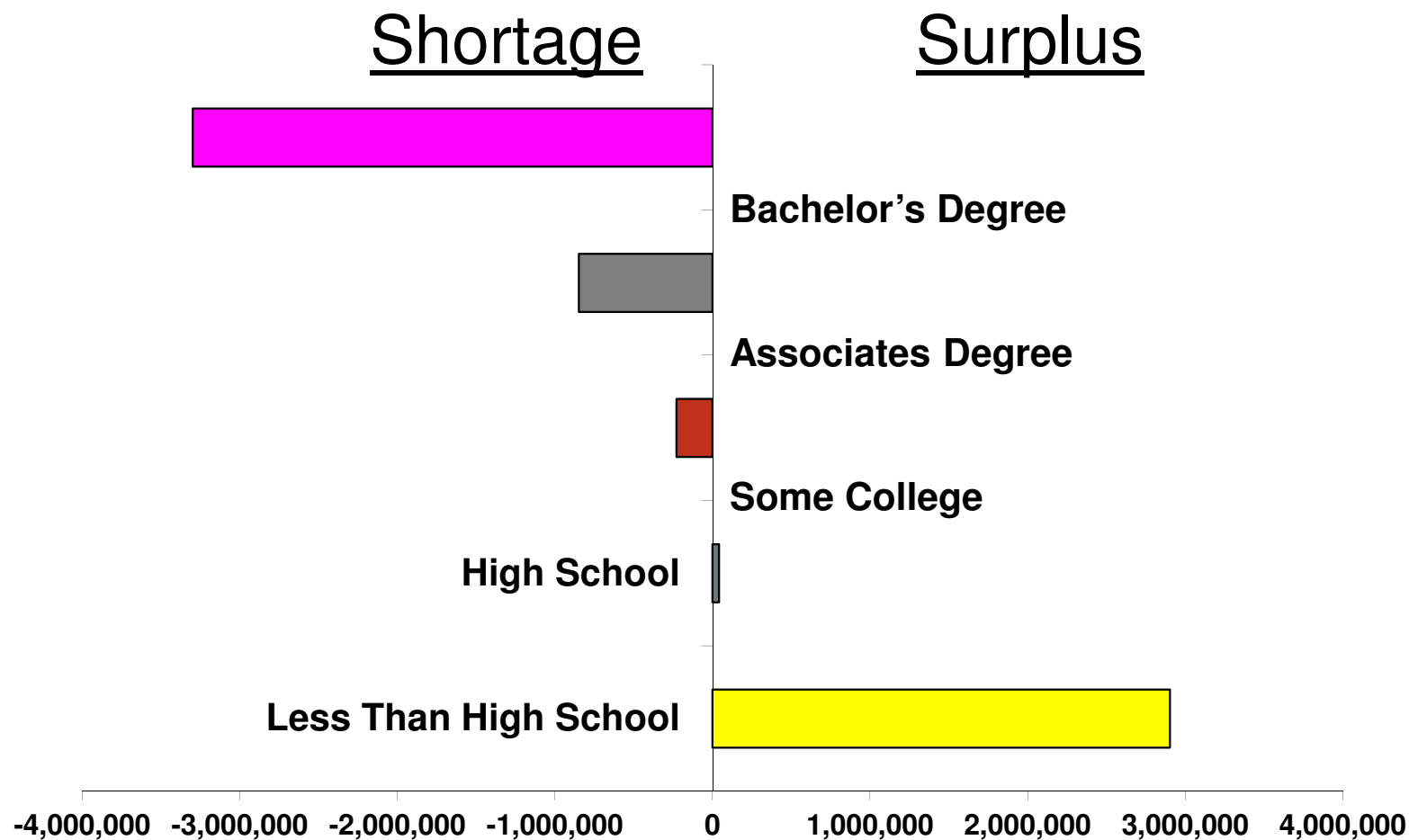
--National Commission on the High
School Senior Year, 2001

Report after report confirming same bleak news – America is losing ground because there are not enough well-educated young people to take on jobs the 21st century demands.



This is especially true as the percentage of students who historically have not attended college (ELL, low-income and students of color) continues to increase. And baby boomers retire.

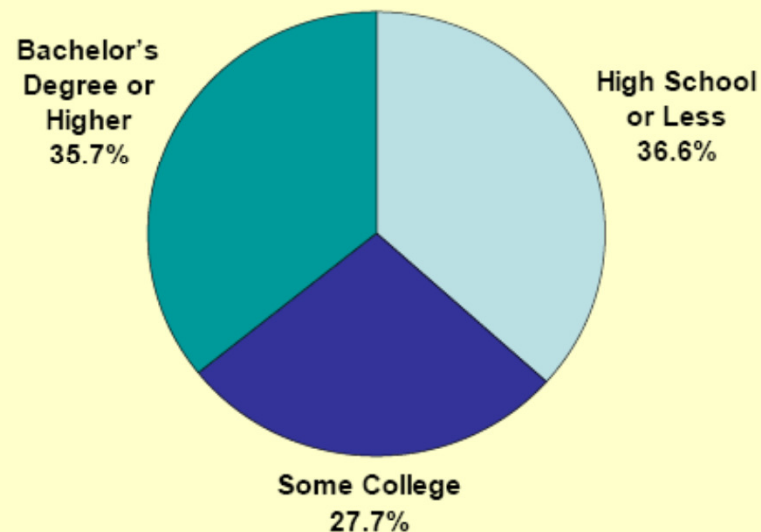
Growing Need for Higher Levels of Education: Projections of Education Shortages and Surpluses in 2012



More Post-Secondary Education Needed for the New Jobs

Figure 4-7. Nearly Two-Thirds of New Jobs Are Expected to Be Filled by Workers with Some Post-Secondary Education

Projected Employment Change, by Educational Attainment

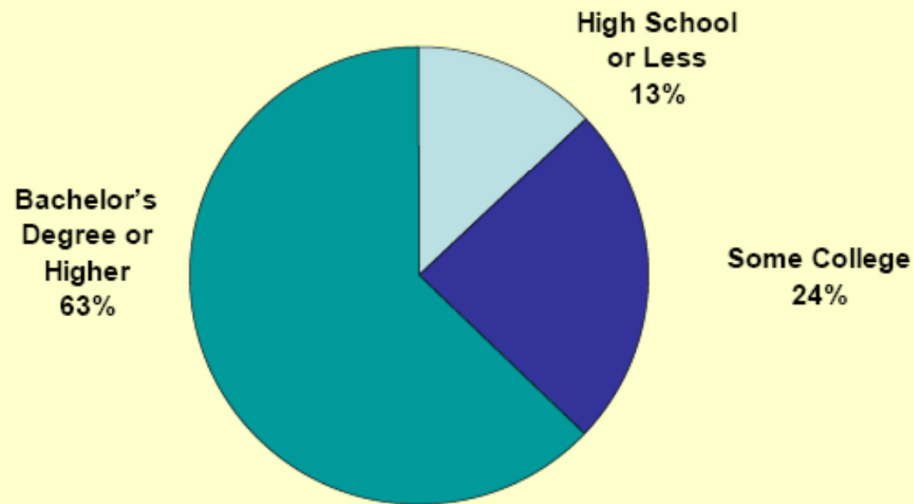


Source: Bureau of Labor Statistics, Employment Projections program, National Employment Matrix 2004-2014.

High Growth, High Wage Jobs – Bachelor's Degree or Higher is Needed

Figure 4-8. Most New High-Growth, High-Wage Jobs Are Expected to Be Filled by Workers with a Bachelor's Degree or Higher

Projected Employment Change In High-Growth, High-Wage Jobs,
by Expected Educational Attainment



Source: Bureau of Labor Statistics, Employment Projections program, National Employment Matrix 2004-2014.

For Students to Have Real Choices:

They'll need access to 2- and 4- year colleges and universities.

They'll need to be prepared for good jobs with a meaningful career ladder, a wage sufficient to support a family, and insurance benefits.

Earlier & More Rigorous Preparation is Required

...Even in Jobs We Don't Expect

Plumbing-Heating-Air Conditioning

- Four or five years of apprenticeship and/or post-secondary training
- Algebra, plane geometry, trigonometry and statistics
- Physics, chemistry, biology, engineering economics.

Construction and Engineering

- Four or five years of apprenticeship and/or post-secondary training
- Algebra, plane geometry
- Critical thinking, problem solving, reading and writing

Culinary Arts

- SAT, ACT or Accuplacer test
- Math – Algebra, ratios, conversions, accounting
- Science
- Writing skills
- High school diploma
- Foreign Language

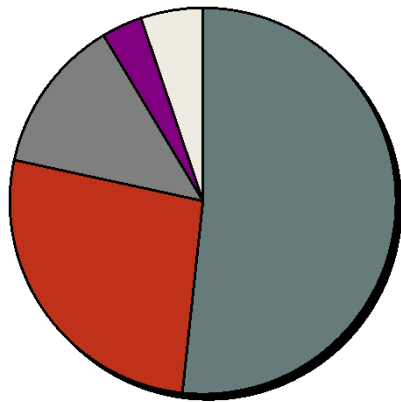


Dispelling Myths About What Happens to Students When the College- Ready/Career-Ready Curriculum Is Expected for All?

**A Case Study:
San Jose Unified School District**

San José Unified School District Demographics

31,918 students



■ Latino

■ White

■ Asian

■ African
American

□ Other

- **51.7% Hispanic**
- **26.7% White**
- **13.0% Asian**
- **3.4% African/American**
- **5.2% Other**

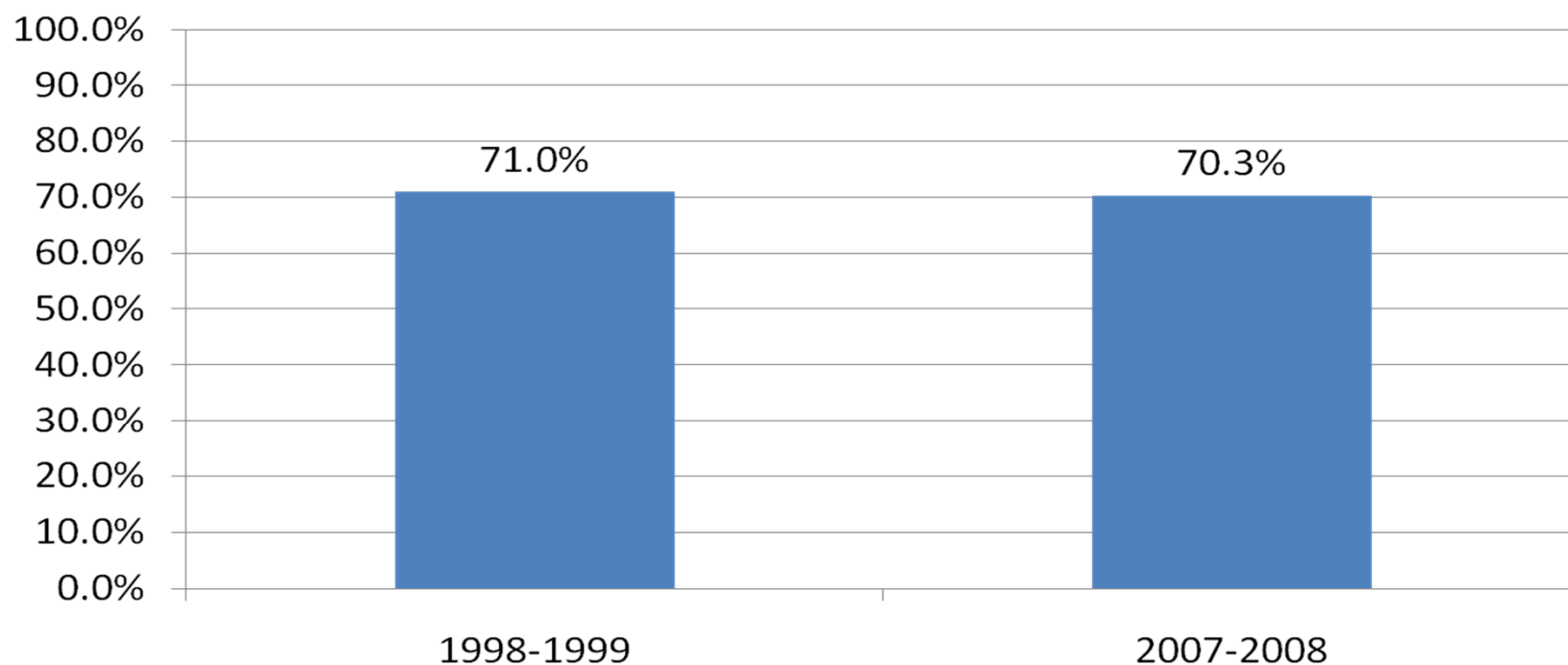
✓ **46.3% Low-SES**

✓ **26.6% EL**

- **85.1% Spanish Speaking**

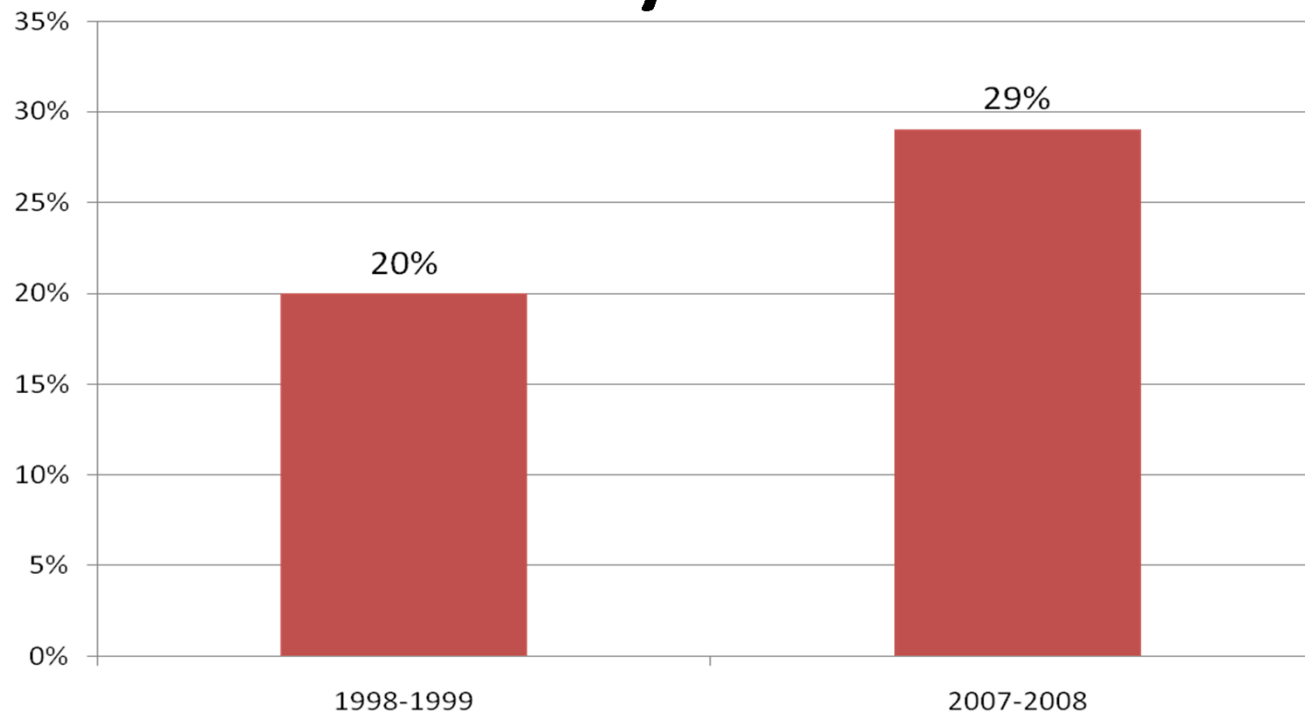
Myth: Requiring a rigorous course of study for all high school students will result in a watered down curriculum.

The percentage of students who took an AP test during high school scoring a 3 or higher on an AP test has remained steady



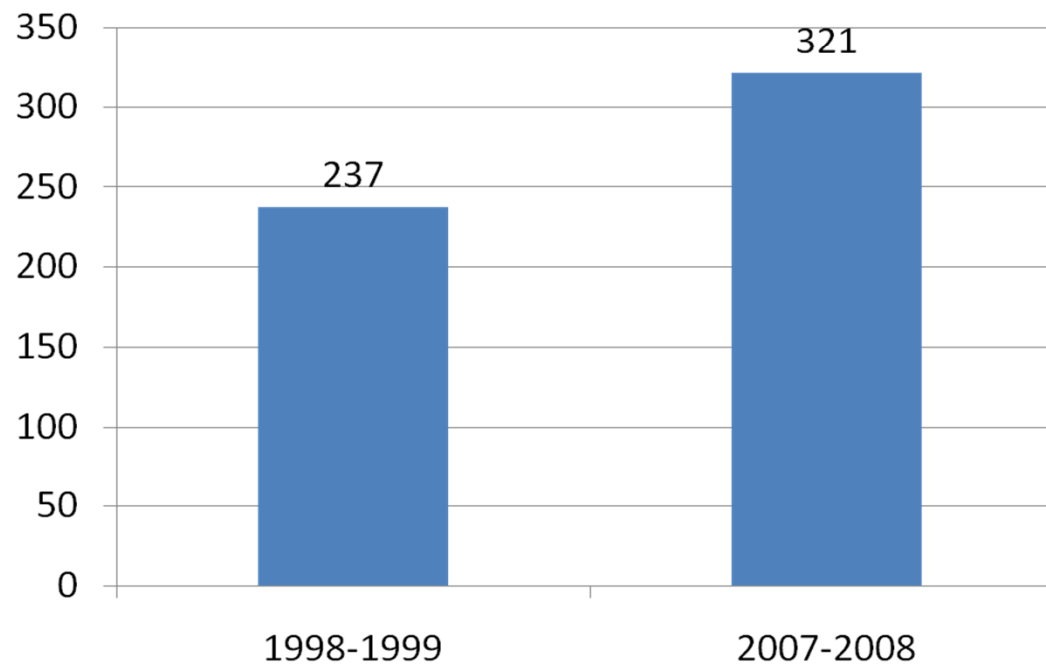
Source: EdTrust-West analysis of SJUSD data.

The number of Latino students taking Advanced Placement courses at Lincoln High School has increased substantially.



Source: EdTrust-West analysis of SJUSD data.

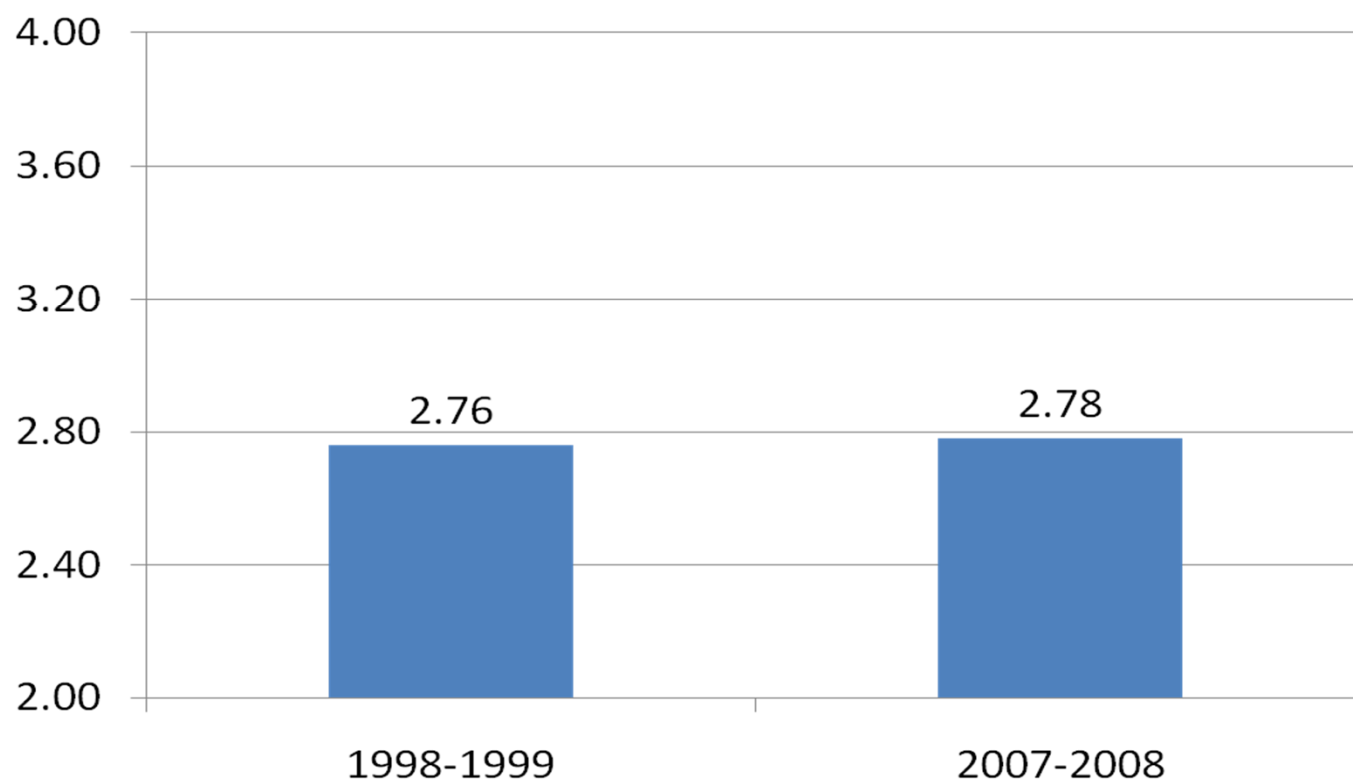
There has been a significant increase in the number of Latino Graduates who Earned at Least 5 Credits in AP or IB During their Work in SJUSD.




Source: EdTrust-West analysis of SJUSD data.

**MYTH: Grades will plummet if all
students are expected to complete a
college-ready/work-ready
curriculum**

Mean Academic GPA for all SJUSD graduating seniors has remained steady.

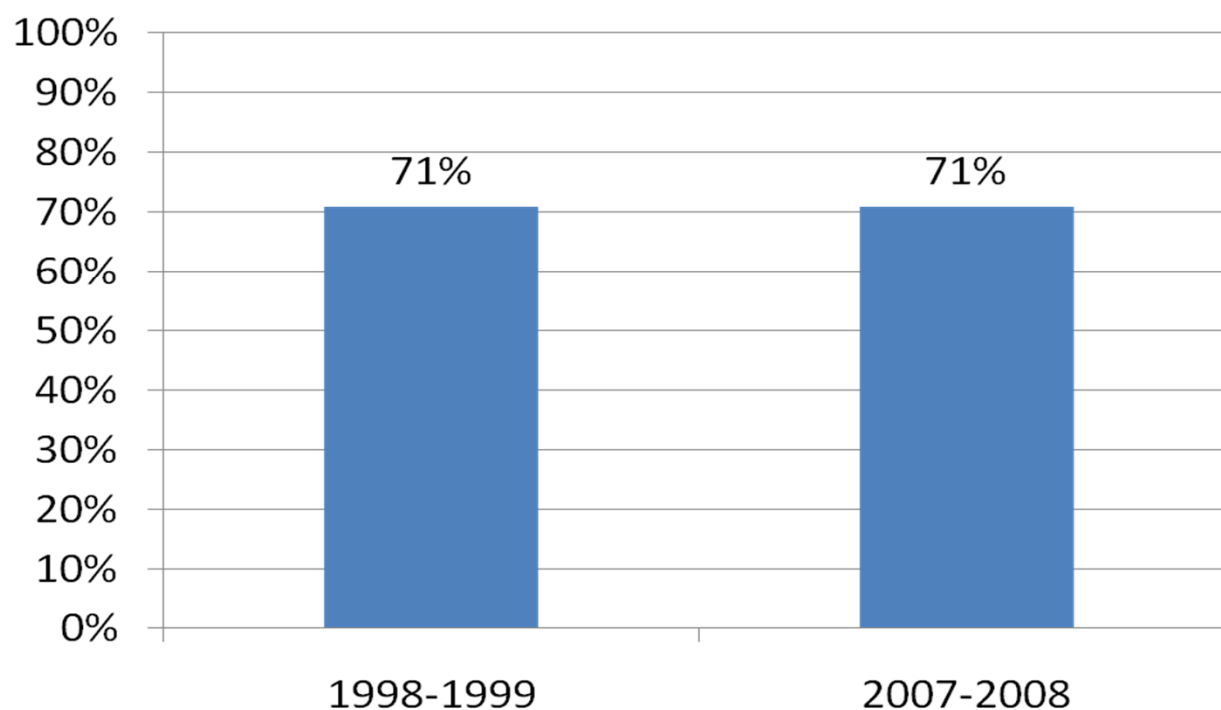


Source: EdTrust-West analysis of SJUSD data.



**MYTH: Tough graduation
requirements will cause non college
bound students to disengage and
drop out**

Graduation rates using the Manhattan Institute methodology have remained steady.

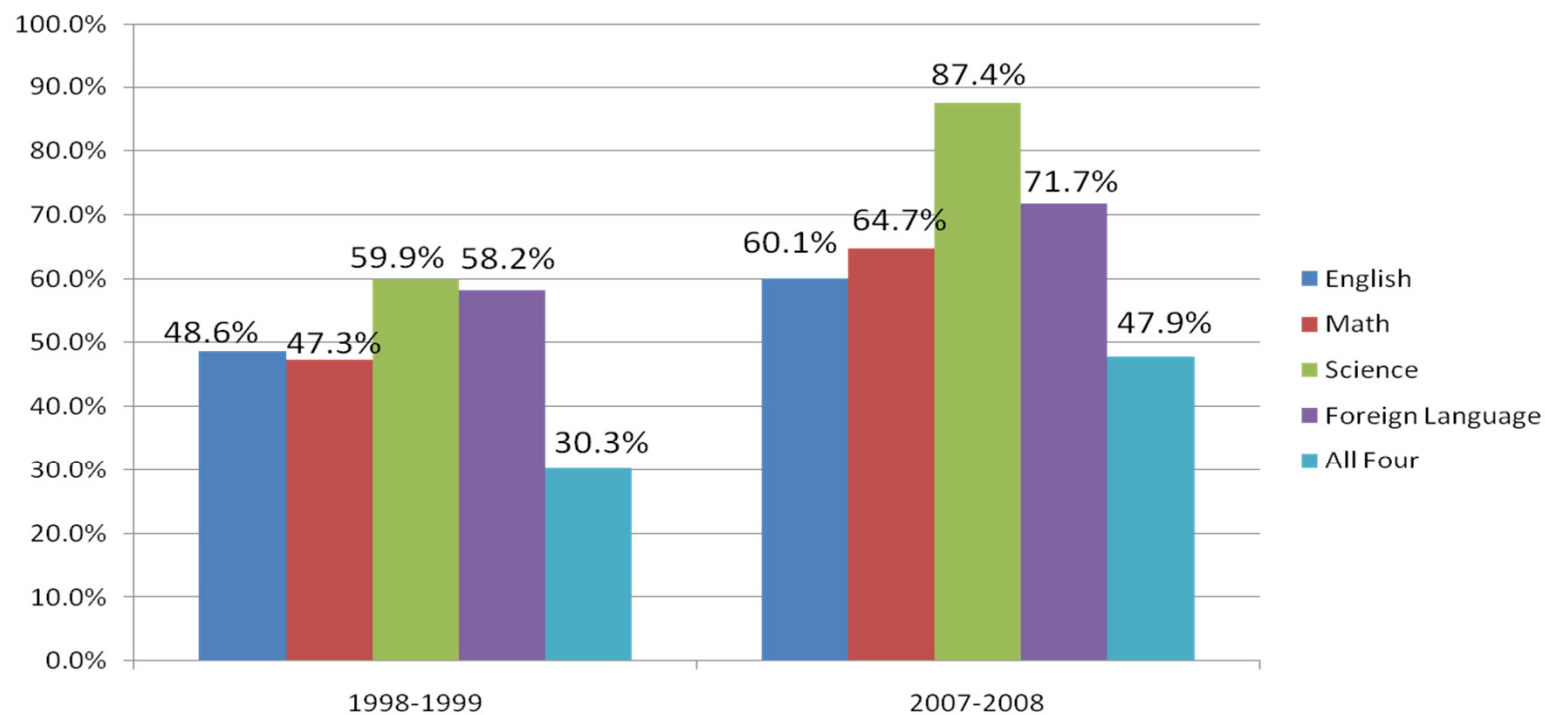


Source: EdTrust-West analysis of SJUSD data.

THE REALITY IS:

A college-ready/career-ready curriculum for all students will result in dramatic increases in the numbers of students, both minority and non-minority, who are eligible to enter UC/CSU directly out of high school.

SJUSD Graduates Satisfying UC-CSU Subject Requirements from Comprehensive High Schools.



Source: EdTrust-West analysis of SJUSD Data.



That's Great, but.....

WHAT ARE WE GOING TO
DO ABOUT Carlsbad
Unified School District?

There is Good News.

Carlsbad Unified School District is on the right path. Through a budding partnership between The Education Trust—West, Parents, Students and Community – there is a sea change happening here that gives us cause to hope for better outcomes and life chances for all graduates of CUSD.

The Education Trust – West High School Reform Toolkit

Educational Opportunity Audit -Moving from
Rationale to Action

Purpose: To determine current levels of high school preparation and to identify the changes necessary to implement a college preparatory curriculum for all students.

The Educational Opportunity Audit - Uncovering Gaps

Understanding the current level of preparation high school students receive by:

- Transcript Analysis
- Examination of artifacts including course directories, master schedules, and district policies.
- Surveys and interviews with key district leaders.
- Stakeholder focus groups and community conversations.




Next Step:

We report back to YOU what we've found along with recommendations for change.



THE COMMUNITY

Your Voice is KEY!



This evening's conversation is designed to give you a chance to discuss learning expectations for our students; especially around what all students should know and be able to do when they graduate from high school.

We want to talk about the dreams that we have for our students after graduation and how we can turn our dreams into reality.

Carlsbad Unified School District's Mission Statement

The mission of the Carlsbad Unified School District, a global community of learners, is to guarantee that our students flourish in life as enthusiastic, confident learners through a world-class educational system characterized by vigorous personalized curriculum, dedicated teaching and total community involvement.

What YOU Can Do

- Review your students' transcripts to see what is happening at your school.
- Set goals your child around being college and career ready.
- Ensure your child is getting the support they need.
- Know who is teaching your child.
- Hold the line on college and career ready for ALL students.

“You need a door, or a window. The A-G curriculum gives you that opportunity. I can’t imagine not having it. Students will find the motivation, they only need the opportunity.

Personally, I didn’t see myself in college until my sophomore year. I had kept up in my school work, but I didn’t know what I would do after graduation. It was that persistence; that I had to keep doing well and the bar being raised so high, that made me realize that I was college material.”

- Cesar Lopez, Senior, Lincoln High, San Jose Unified

“They showed me how to fill out a McDonald’s application in my Life Skills Class. I think that they should have at least taught me how to fill out a college application or at least tell me what the ‘A-G’ requirements are.”

- Gabriela Perez, 17, Garfield High School, LAUSD



The Education Trust—West

Closing the gaps in opportunity and
achievement, pre-K through college.

The Education Trust—West

Download this Presentation

www.edtrustwest.org