

Ventura Unified School District Community Conversation



May 7, 2008

Linda Murray
Olivia Lynch
Tami Pearson

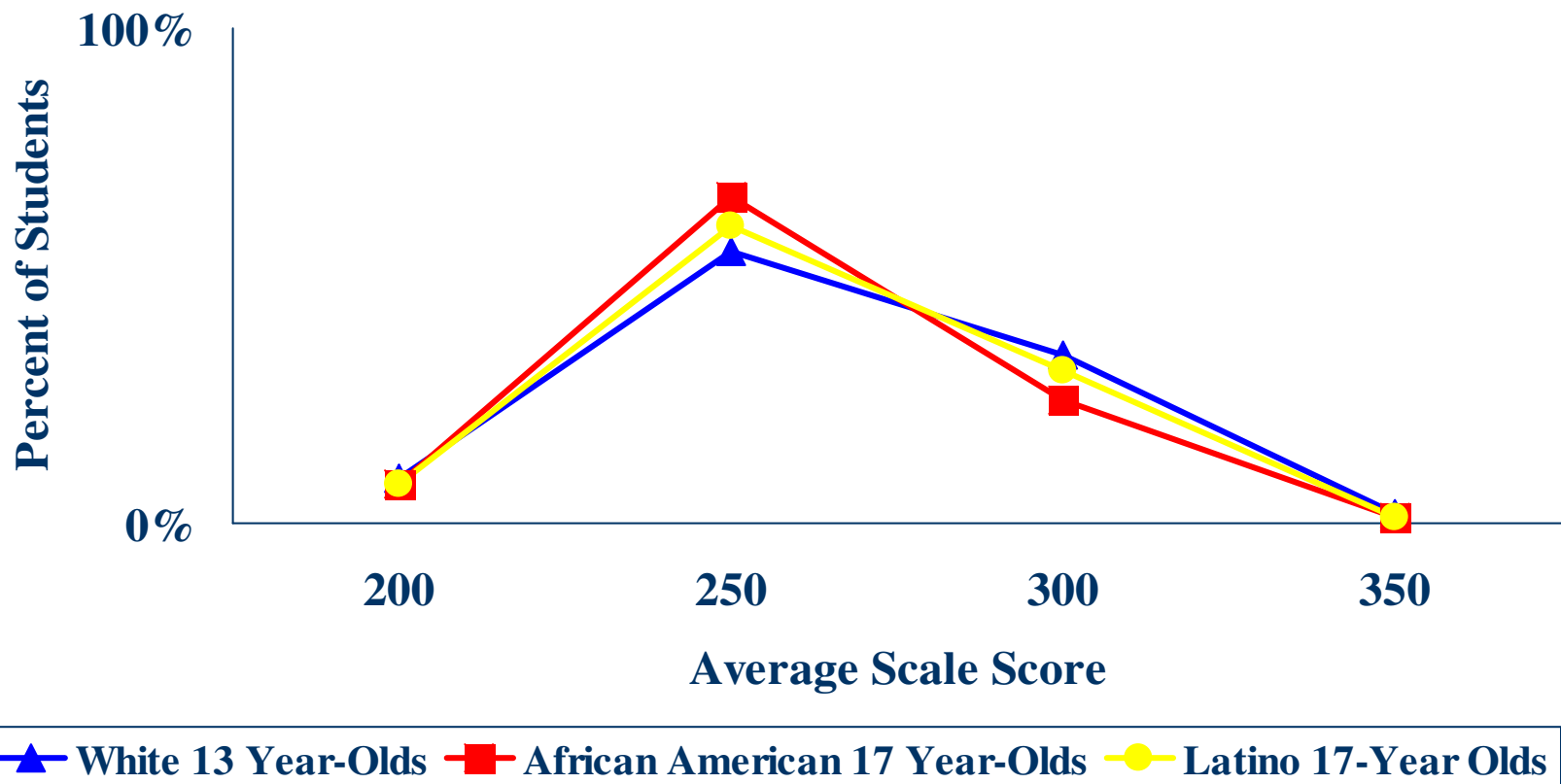


The Nation's Biggest Crisis:

The State of our High Schools

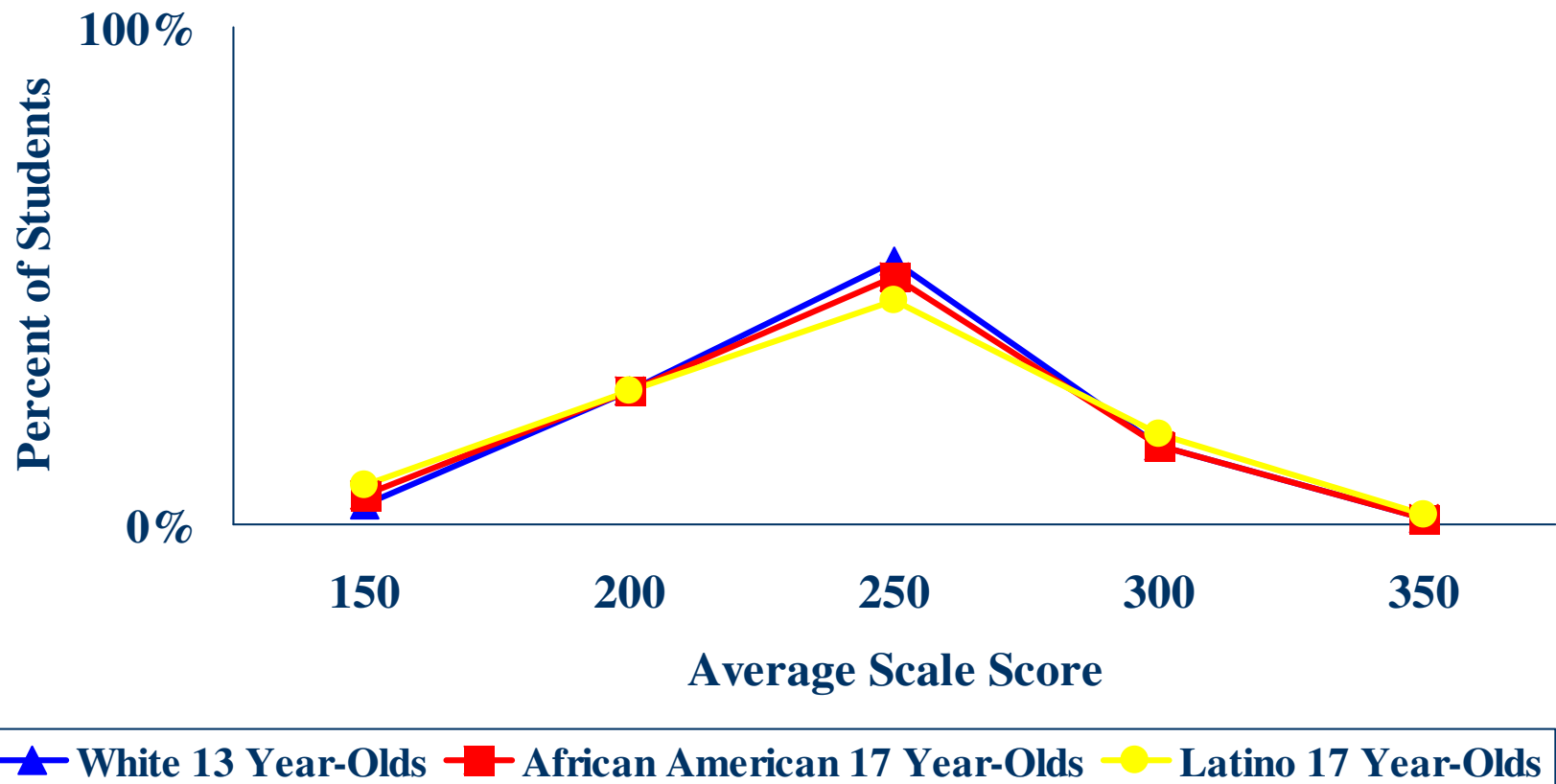
**The National Assessment of
Educational Progress (NAEP)**

Nationwide Latino and African American 17 Year-Olds Do Math at Same Levels As White 13 Year-Olds



Source: National Center for Education Statistics, NAEP 2004 Long Term Trends

Nationwide Latino and African American 17 Year-Olds Read at Same Levels As White 13 Year-Olds



Source: National Center for Education Statistics, NAEP 2004 Long Term Trends

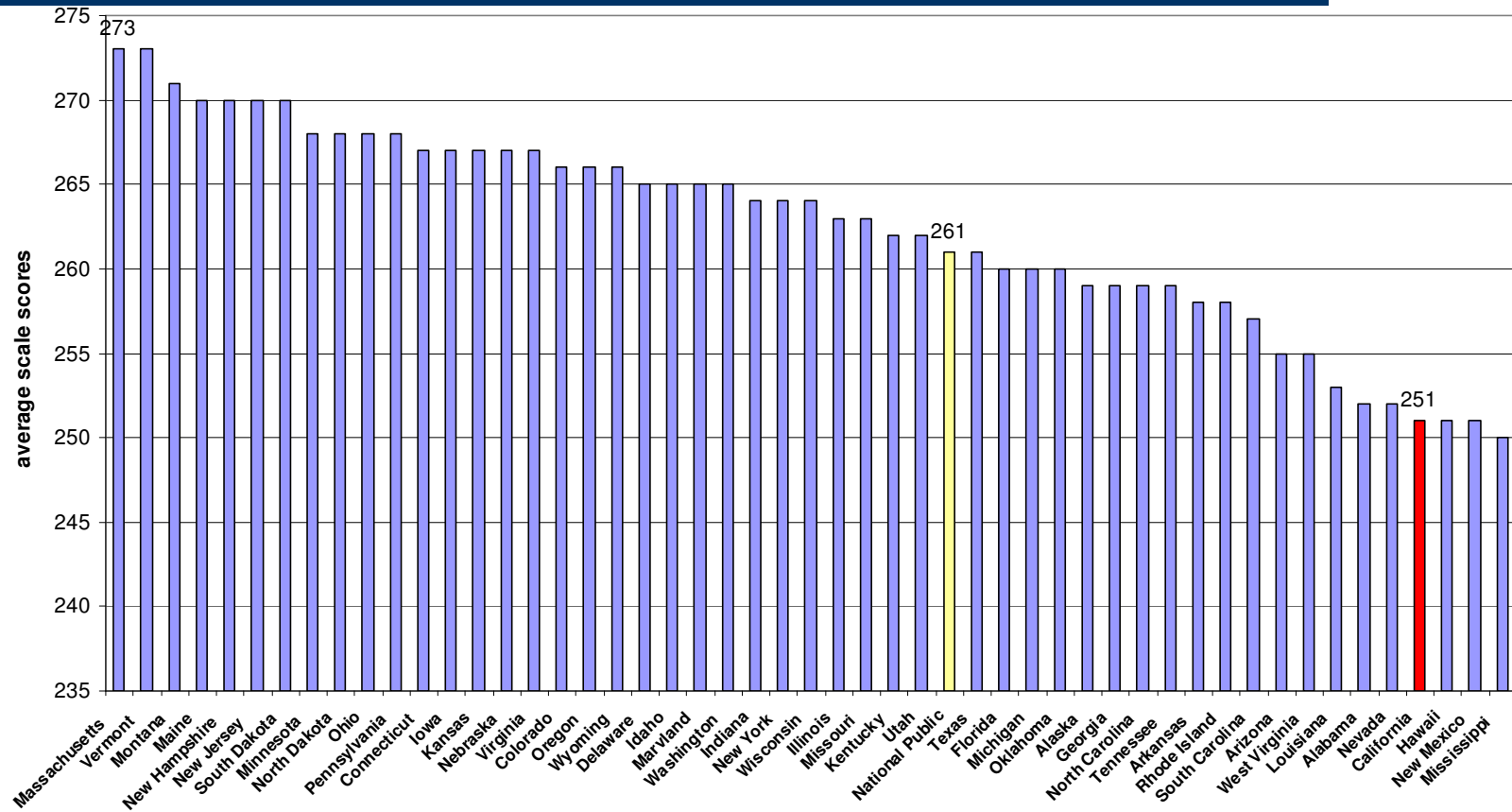


California's Standing?

12th Grade NAEP is not reported at the state level, but the pipeline shows cause for concern.

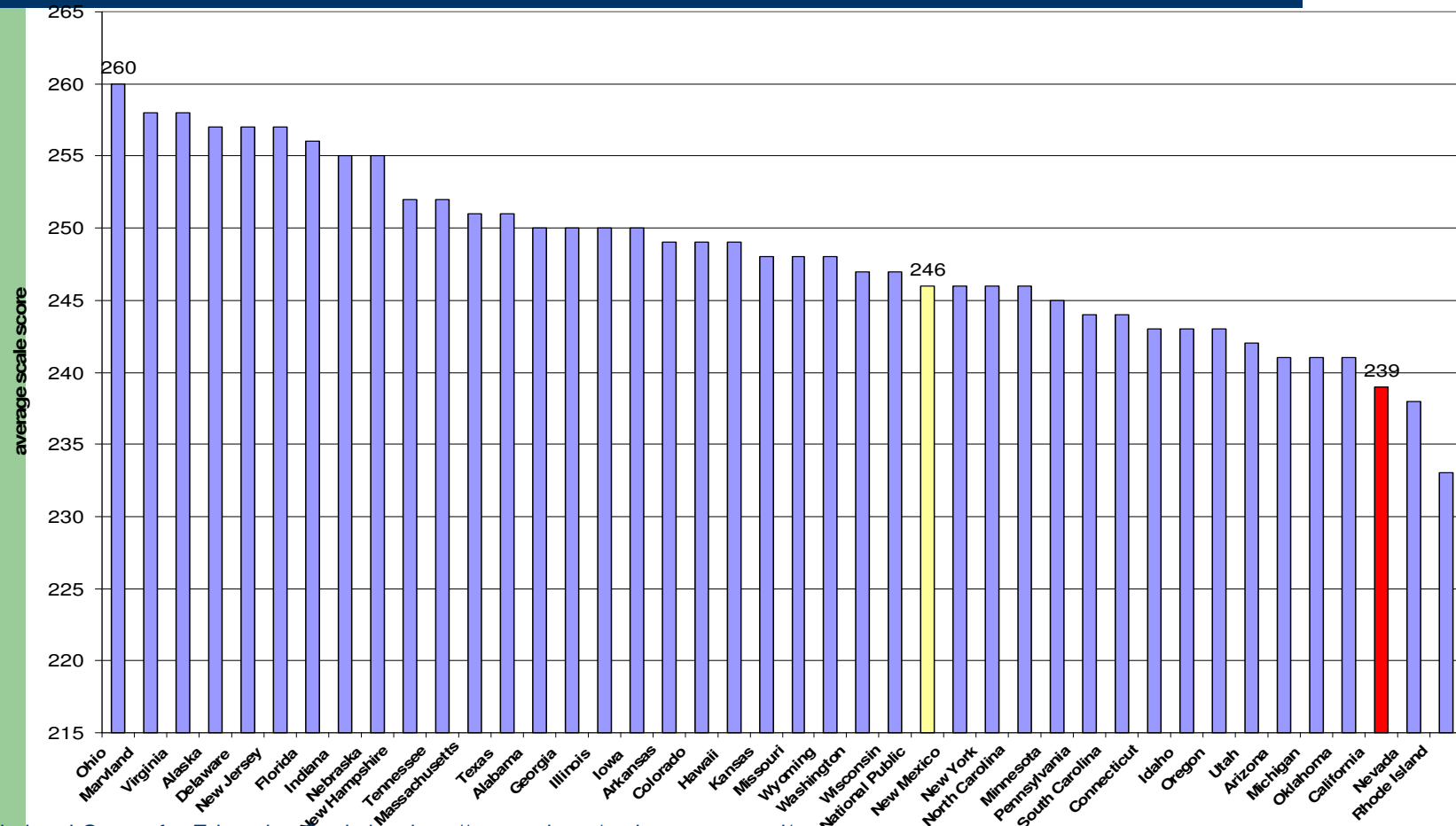
– 8th Grade Reading

Grade 8 Reading All students
2007 NAEP



California's Latino Students – compared to Latino students in other states

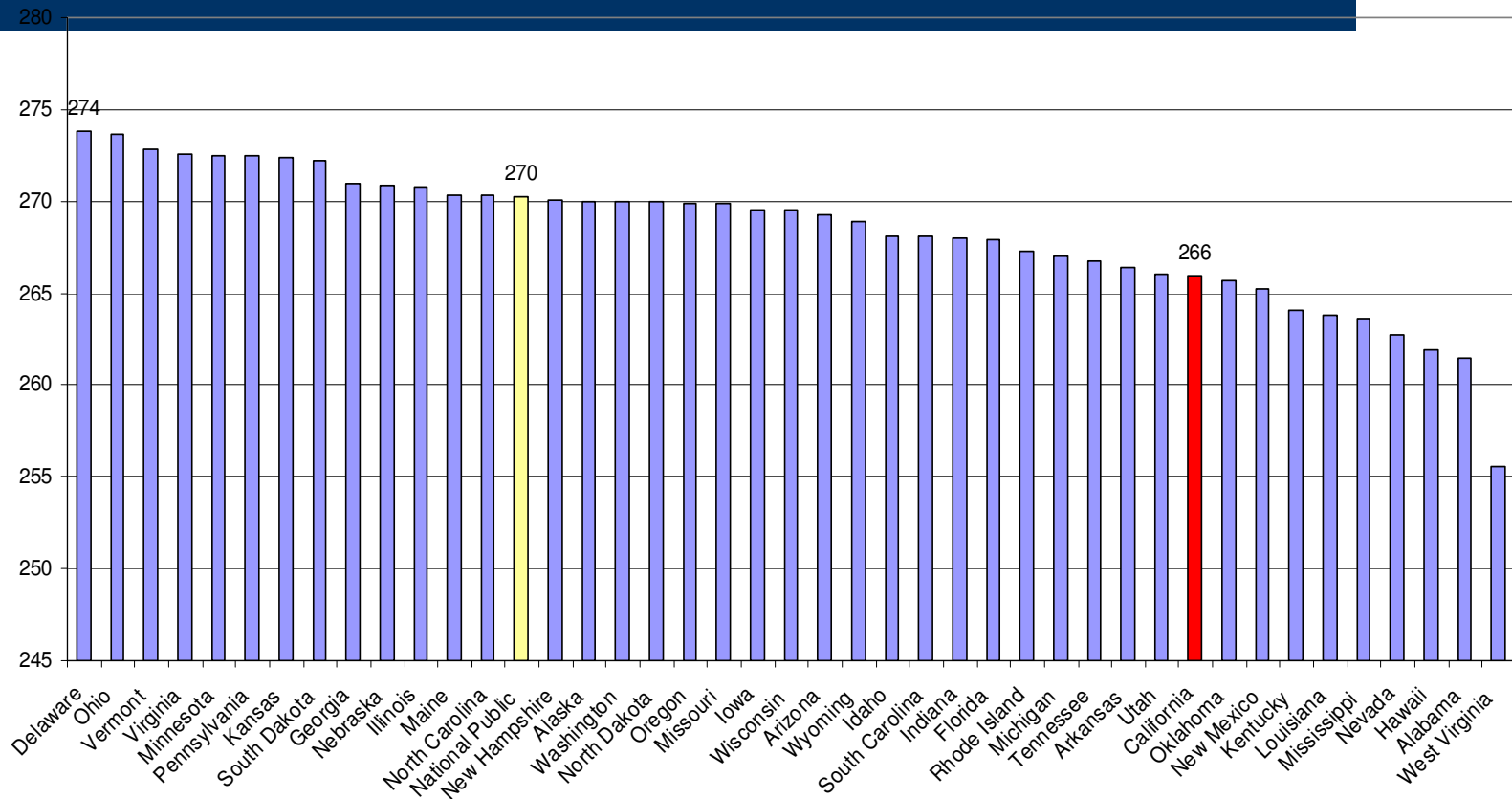
Grade 8 Reading Latino Students 2007 NAEP



Source: National Center for Education Statistics, <http://nces.ed.gov/nationsreportcard/>

California's White 8th Grade Students Trail Behind Their Peers in Most States

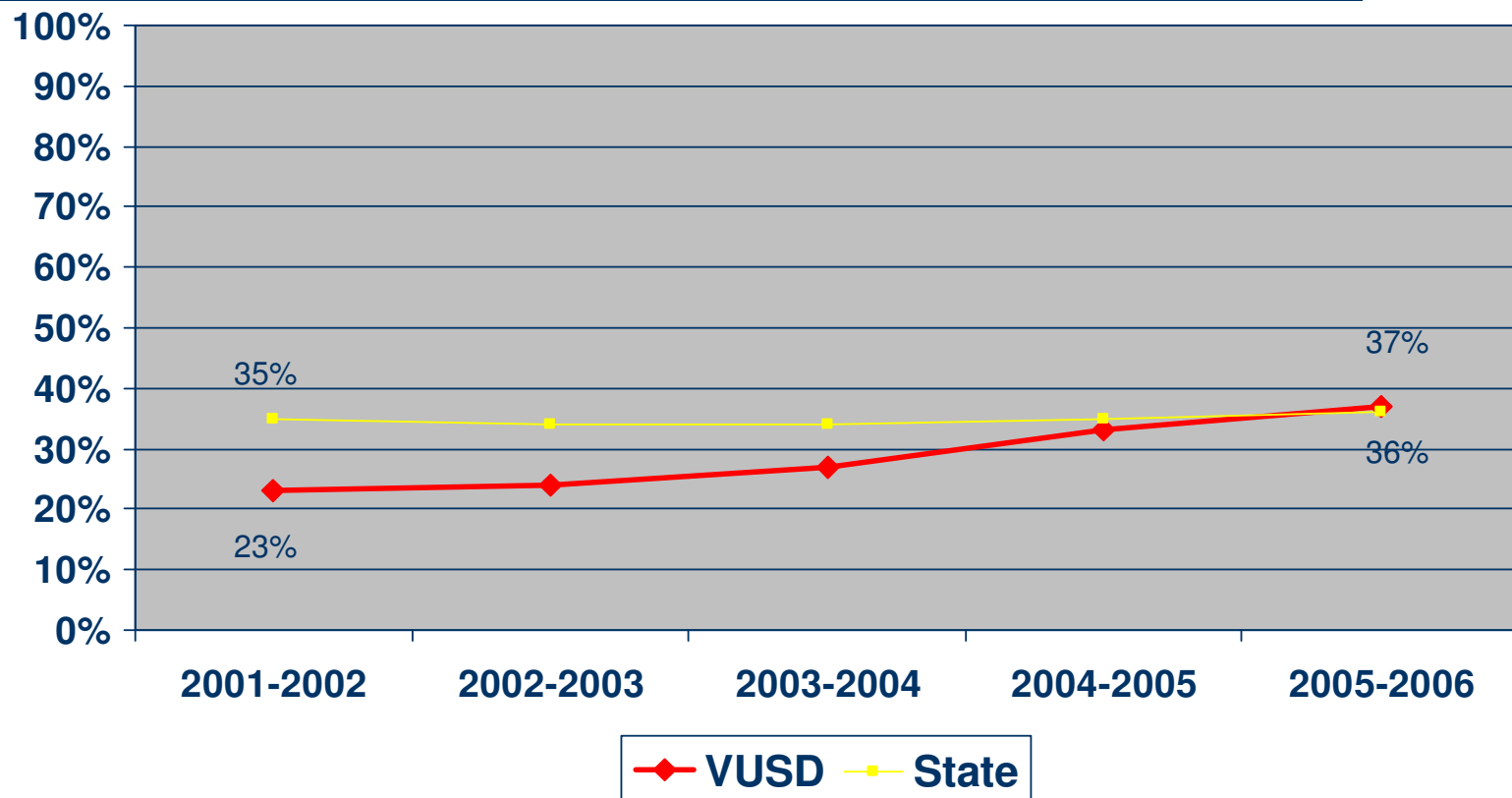
8th Grade NAEP 2007 Reading
White Students-Average scale score highest to lowest





How are Ventura Unified School
District students doing?

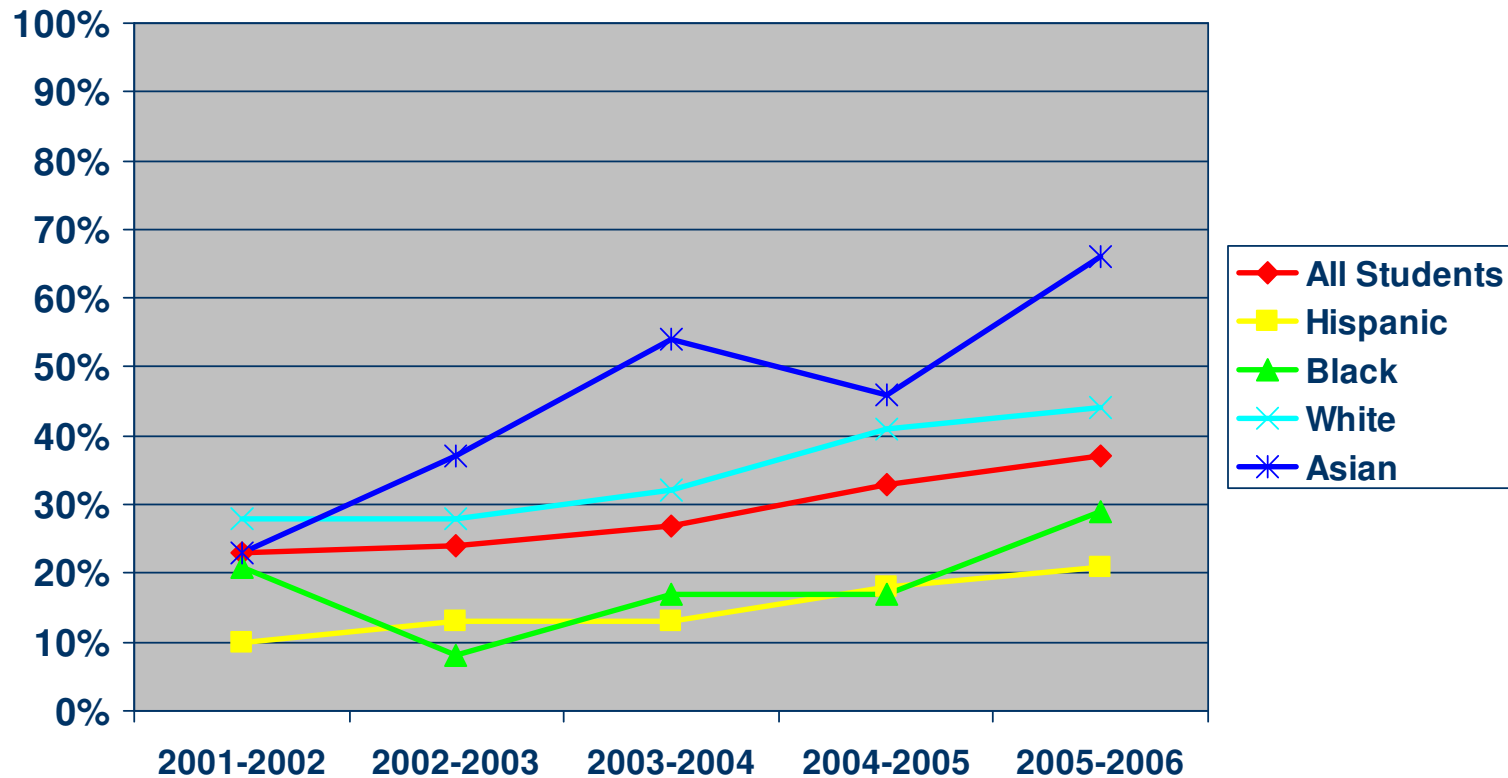
VUSD Graduates Past 5 Years District-wide UC/CSU Eligible* Population



*Eligible upon completion of 15 required courses approved by UCOP with a C or higher.

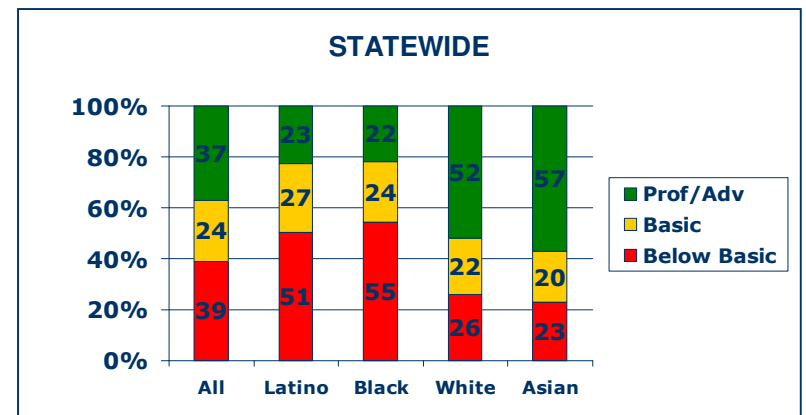
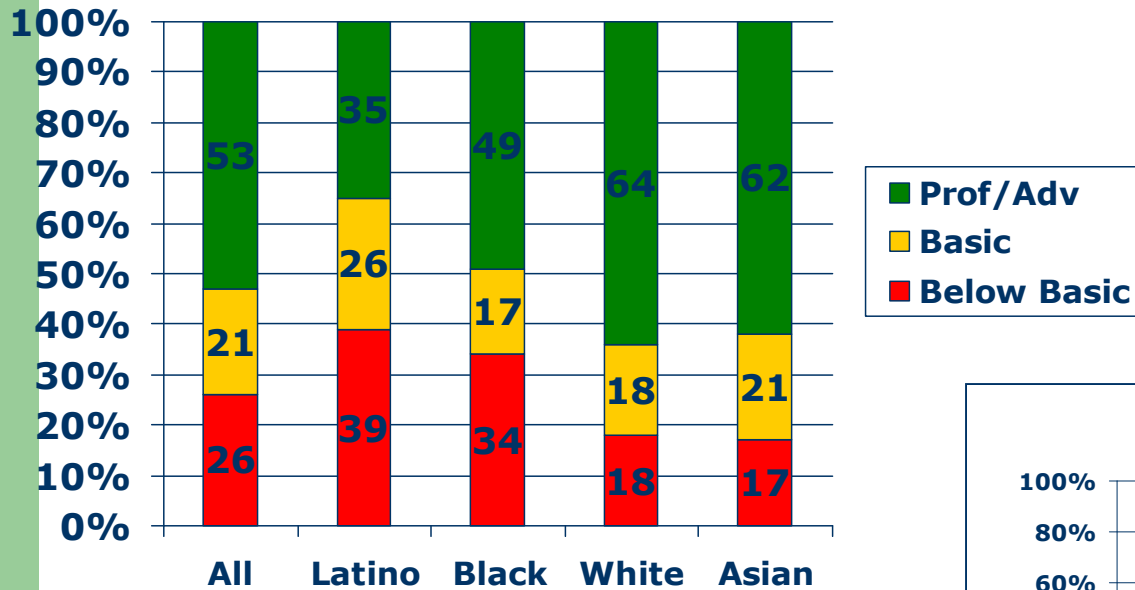
VUSD UC/CSU Eligible Population*

2002-2006

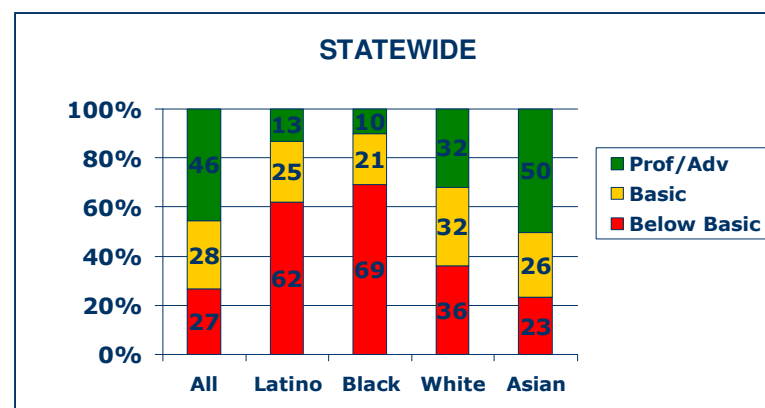
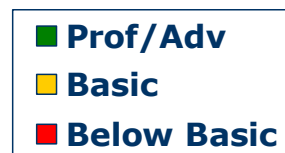
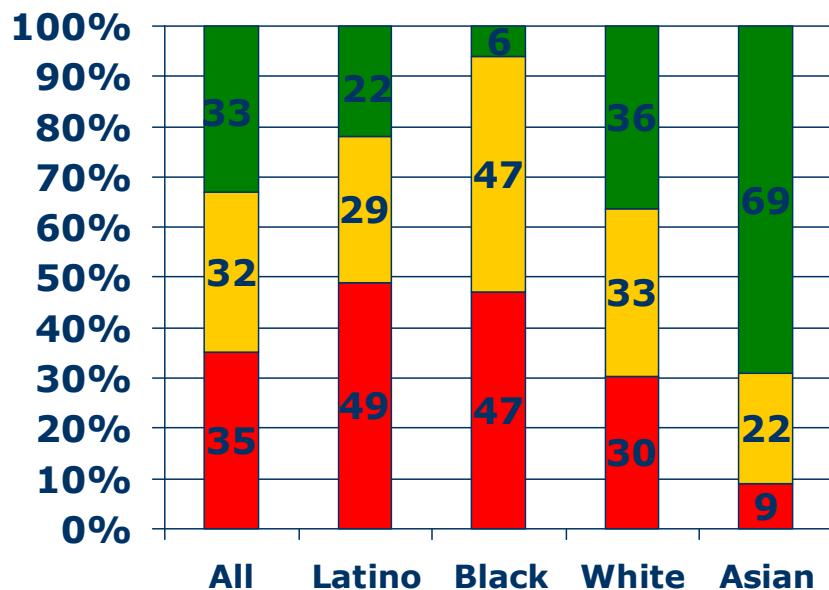


*Eligible upon completion of 15 required courses approved by UCOP with a C or higher.

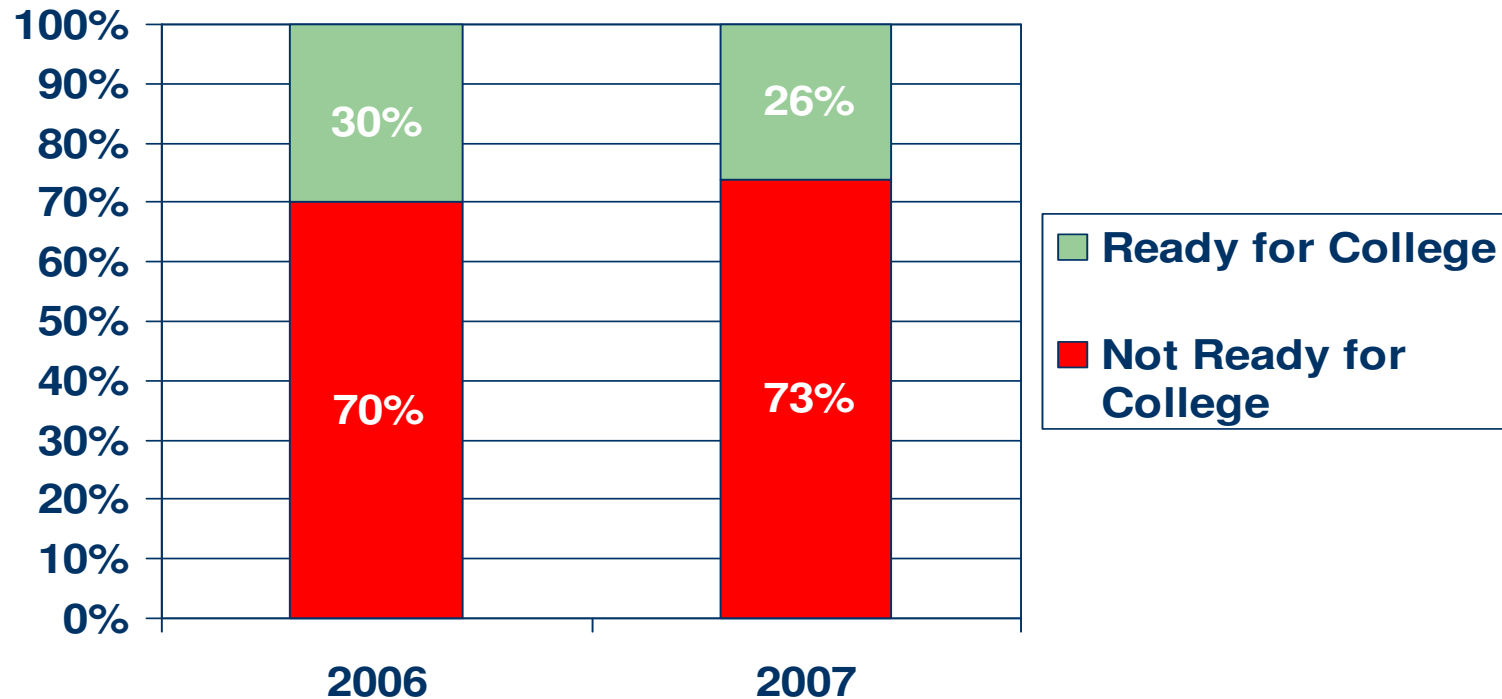
VUSD ELA 11th Grade 2007 CST by Ethnicity



VUSD Algebra II (Grades 8-11) 2007 CST By Ethnicity

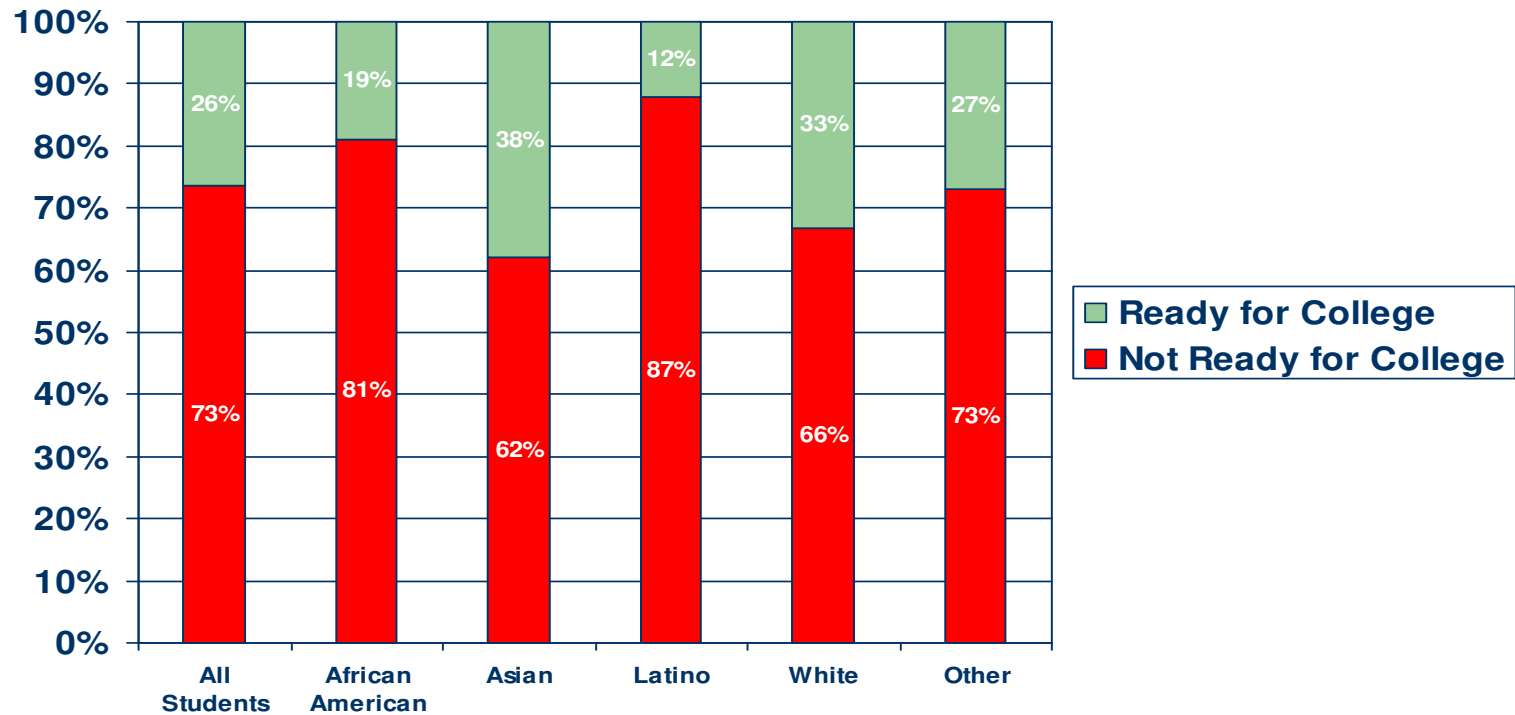


VUSD EAP English Results 2006, 2007



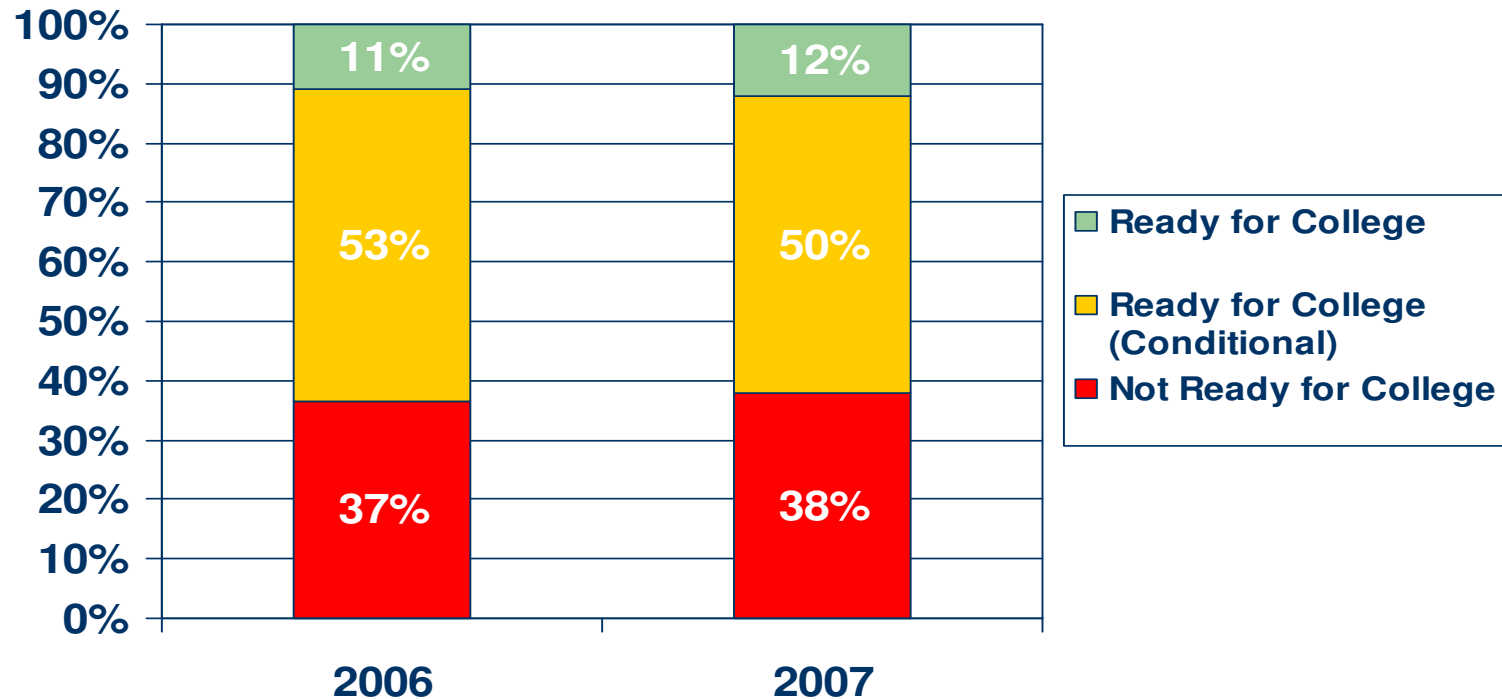
VUSD

EAP English Results by Ethnicity 2007

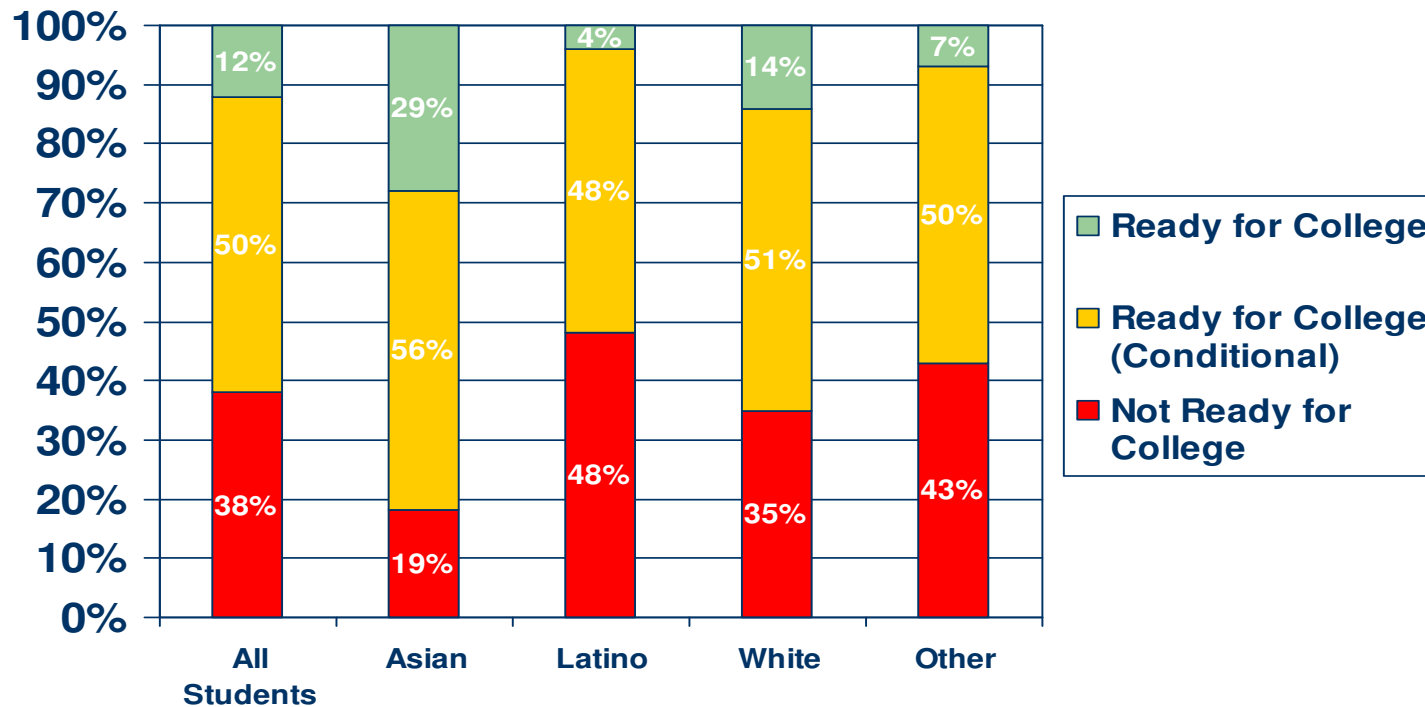


VUSD

EAP Math Results 2006, 2007



VUSD EAP Math Results by Ethnicity 2007





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

WHY NOW?

Ready for Career = Ready for College

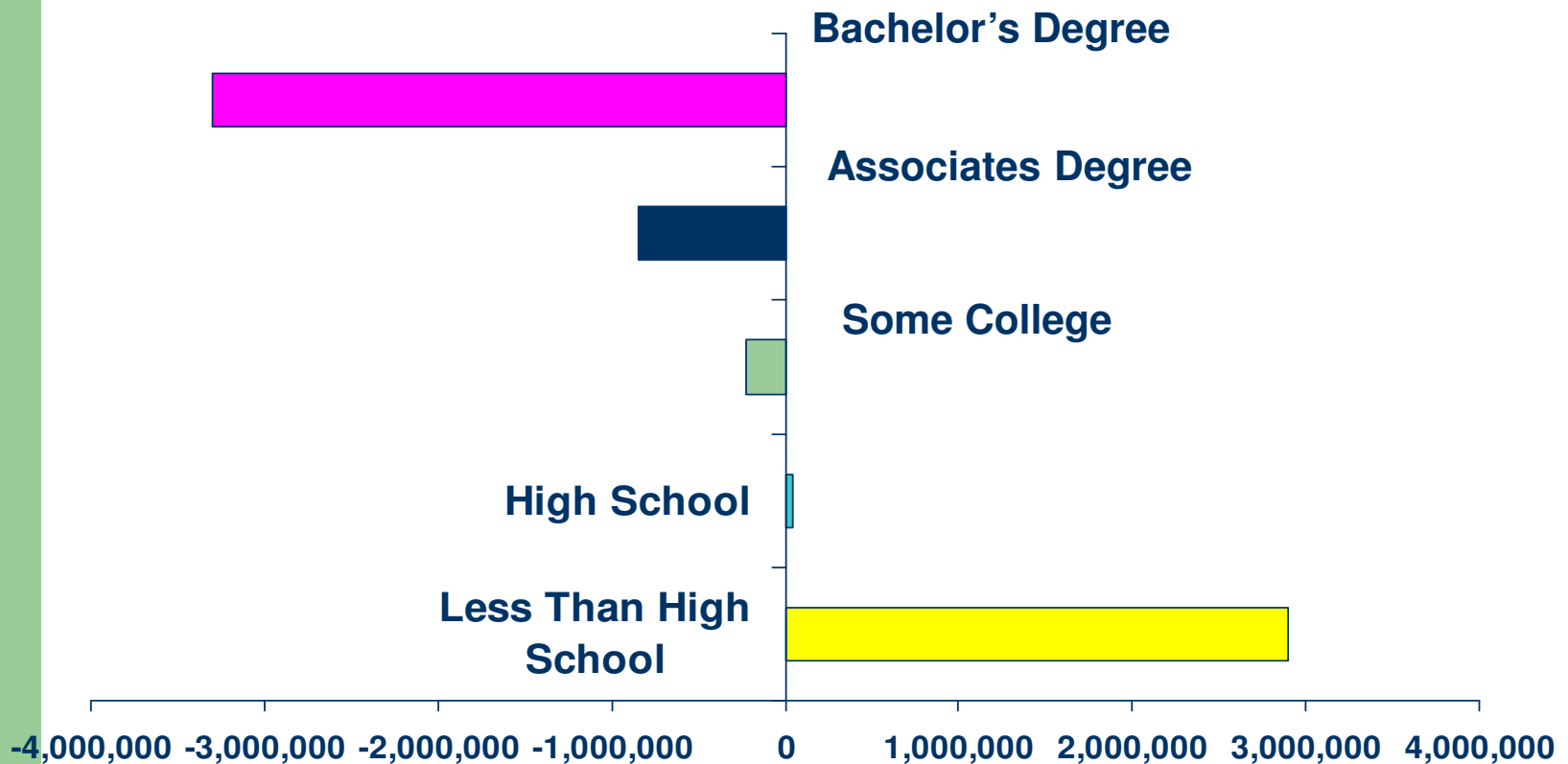
“In the agricultural age, postsecondary education was a pipe dream for most Americans. In the industrial age it was the birthright of only a few. By the space age, it became common for many. Today, it is just common sense for all”

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

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

Shortage

Surplus



Source: Analysis by Anthony Carnevale, 2006 of Current Population Survey (1992-2004) and Census Population Projection Estimates

Despite Fears of Outsourcing

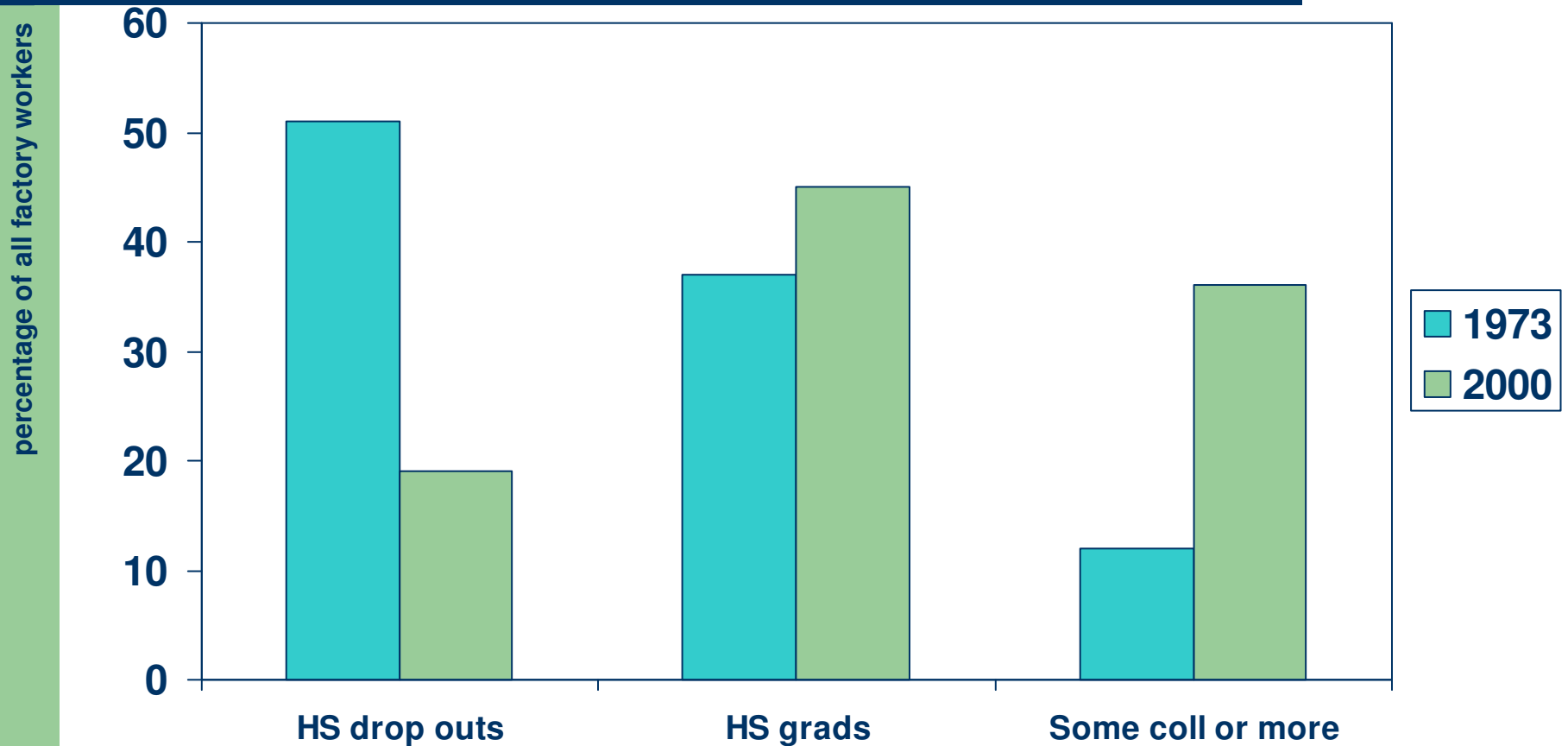
- 43 percent of the jobs in the next 30 years may be in highly paid managerial, professional and management related occupations – nearly twice the proportion of 30 years ago.
- Jobs in technical support specialties, including skilled construction trades and crafts, will also remain strong.
- Lower-skill jobs, such as equipment operators, assembly line workers, and manual services workers will fall in proportion to only 23.1 percent of the total.

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.

▪

Factory Jobs Are Going to Workers With More Education (1973-2000)



Source: Carnevale & Desrochers, "The Missing middle: Aligning Education and the Knowledge Economy," Educational Testing Service, April 2002.

Higher Skill Demands Require Earlier and More Rigorous Preparation. . . Even in Jobs We Don't Expect

Requirements for Airplane Manufacturers

- Four or five years of apprenticeship and/or postsecondary training;
- Algebra, geometry, trigonometry and statistics, computers and electronics;
- Average earnings: \$40,000 per year.

Requirements for Sheet Metal Workers

- Four or five years of apprenticeship.
- Algebra, geometry, trigonometry and technical reading.

Requirements for Auto Technicians

- A solid grounding in physics is necessary to understand force, hydraulics, friction and electrical circuits.

Even in Jobs We Don't Expect

Plumbing-Heating-Air Conditioning


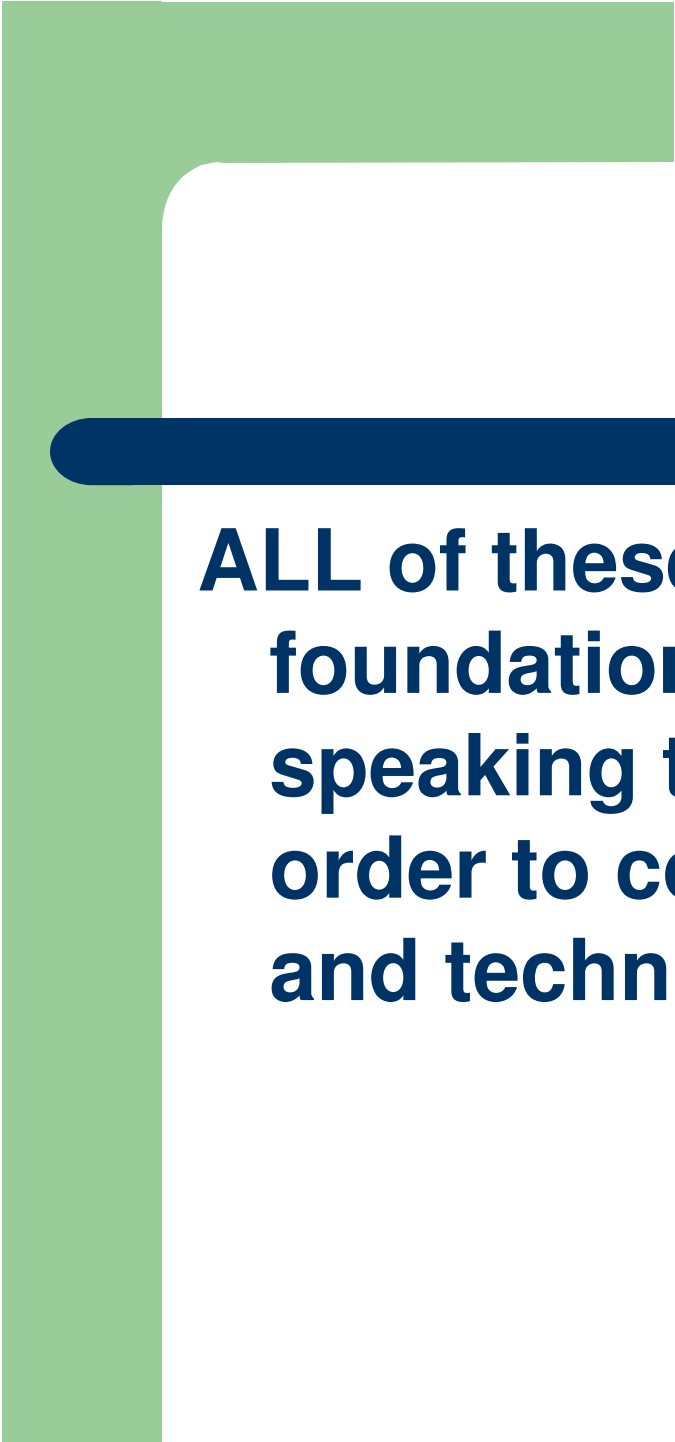
- Four or five years of apprenticeship and/or post-secondary training
- Algebra, plane geometry, trigonometry and statistics
- Physics, chemistry, biology, engineering economics.

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





ALL of these jobs require a strong foundation of reading, writing and speaking the English language in order to comprehend instructions and technical manuals

American Diploma Project Interviews with Employers:


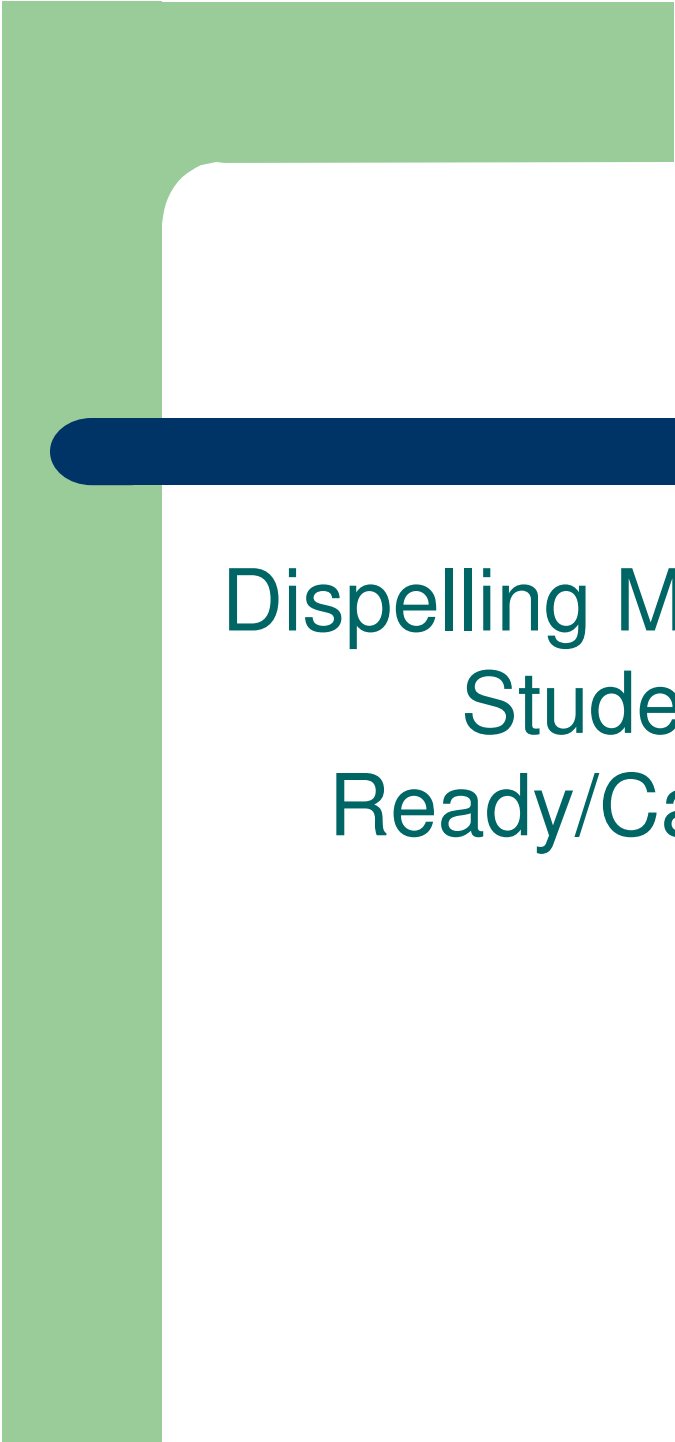
- They mostly want the same things that higher education wants!
 - Strong Reading Ability – read/comprehend informational and technical texts
 - Emphatic about literature – understanding other cultures is necessary with diverse customers and co-workers
 - Writing ability key
 - Mathematics Imperative – data, probability, statistics and competent problem solvers. Algebra I, Geometry and Algebra II.

Benchmark Courses for Career Success

- **Algebra II** for highly paid professional jobs or well-paid white collar jobs.
- **Geometry** for well-paid blue-collar jobs and low-paid/low-skilled jobs
- **4 Years of English** that is at least at grade level for the vast majority of jobs.



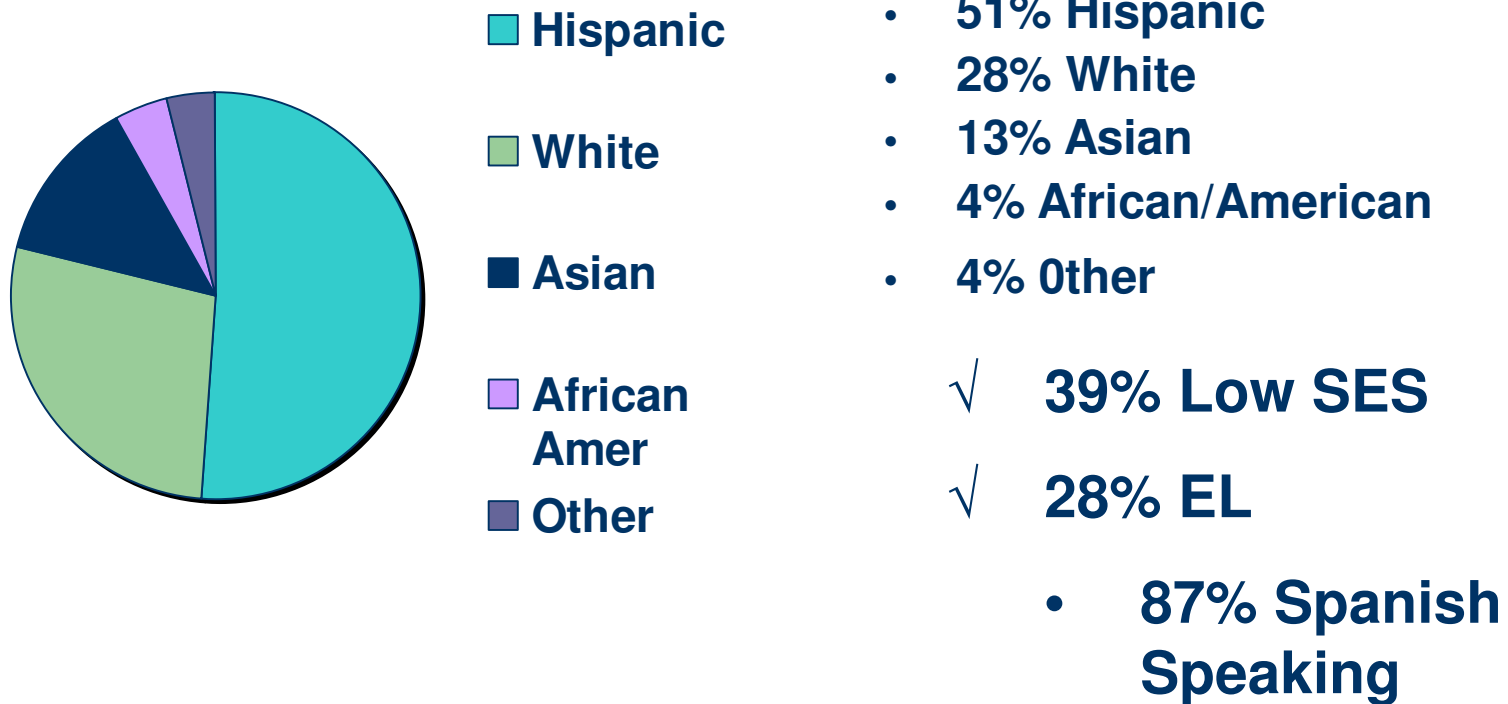
**In California, that means
providing the College-
Ready/Career-Ready Curriculum
to All**



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

A Case Study:
San Jose Unified

San José Unified Demographics



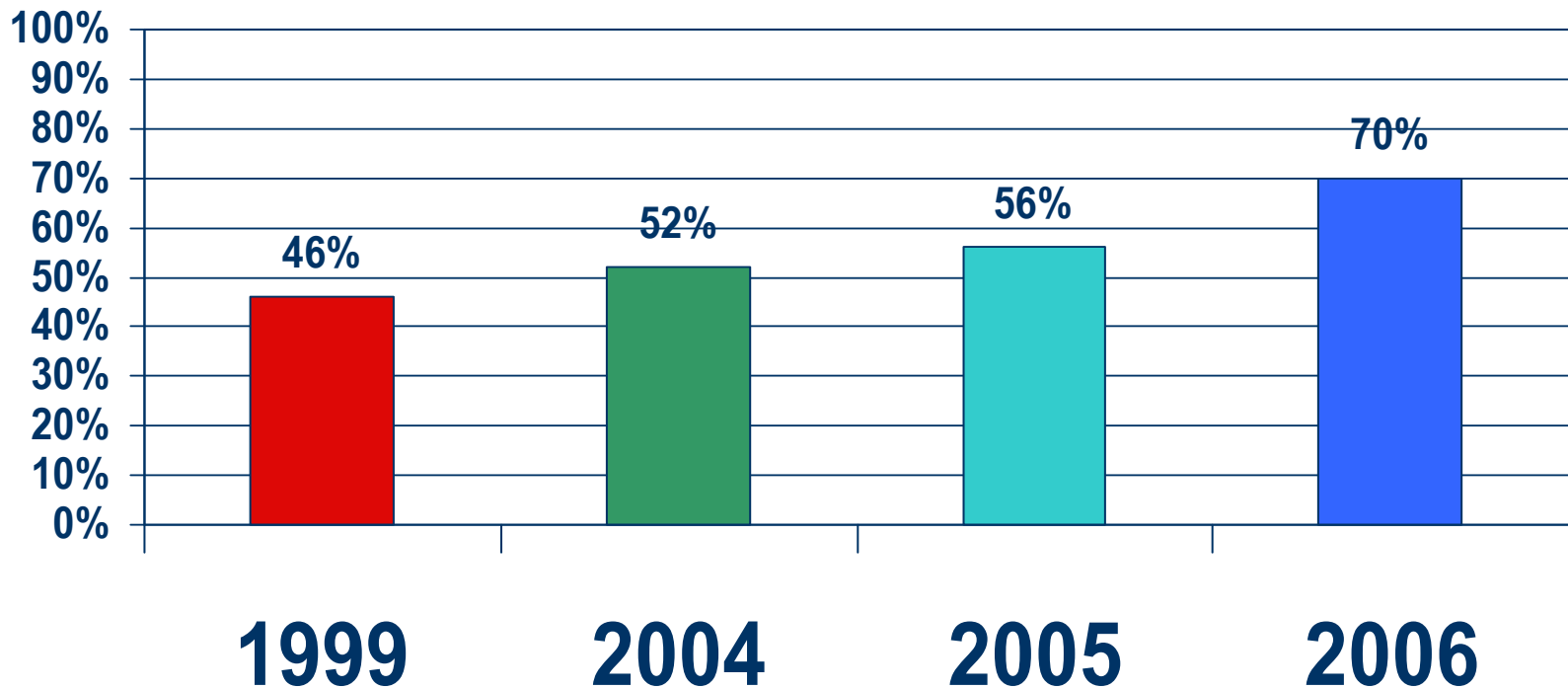
Source: EdTrust West analysis of California Department of Education data

SJUSD Graduation Requirements

Course	Years	Credits
English	4.0	40
Mathematics	3.0	30
Science (2 lab)	3.0	30
Social Science	3.5	35
Foreign Language	2.0	20
Visual Performing Arts and Applied Arts	2.0	20
Physical Education	2.0	20
Other Electives	2.0	45
Total		240

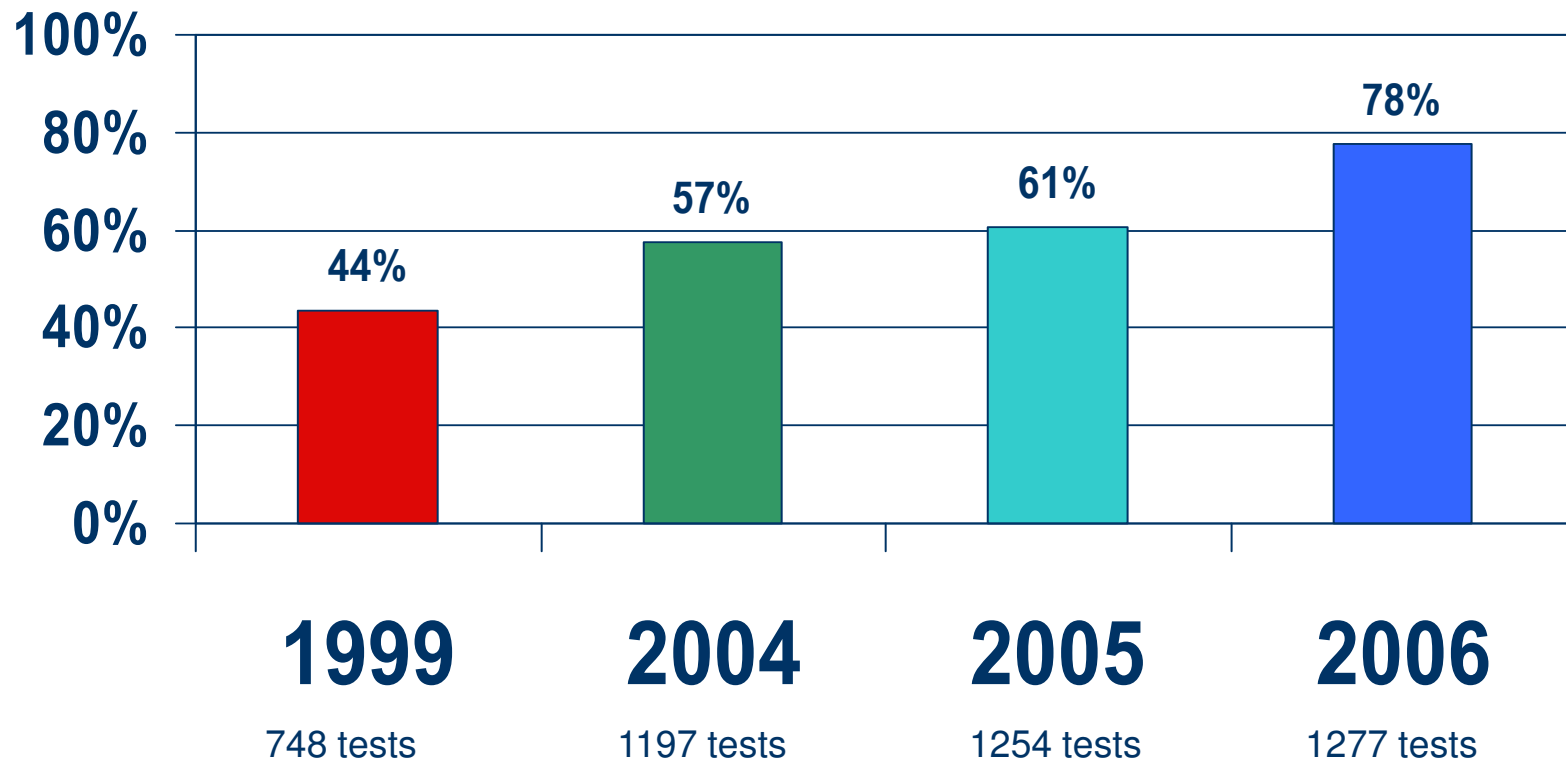
*40 hour Community Service Requirement

Seniors who take at least one AP course



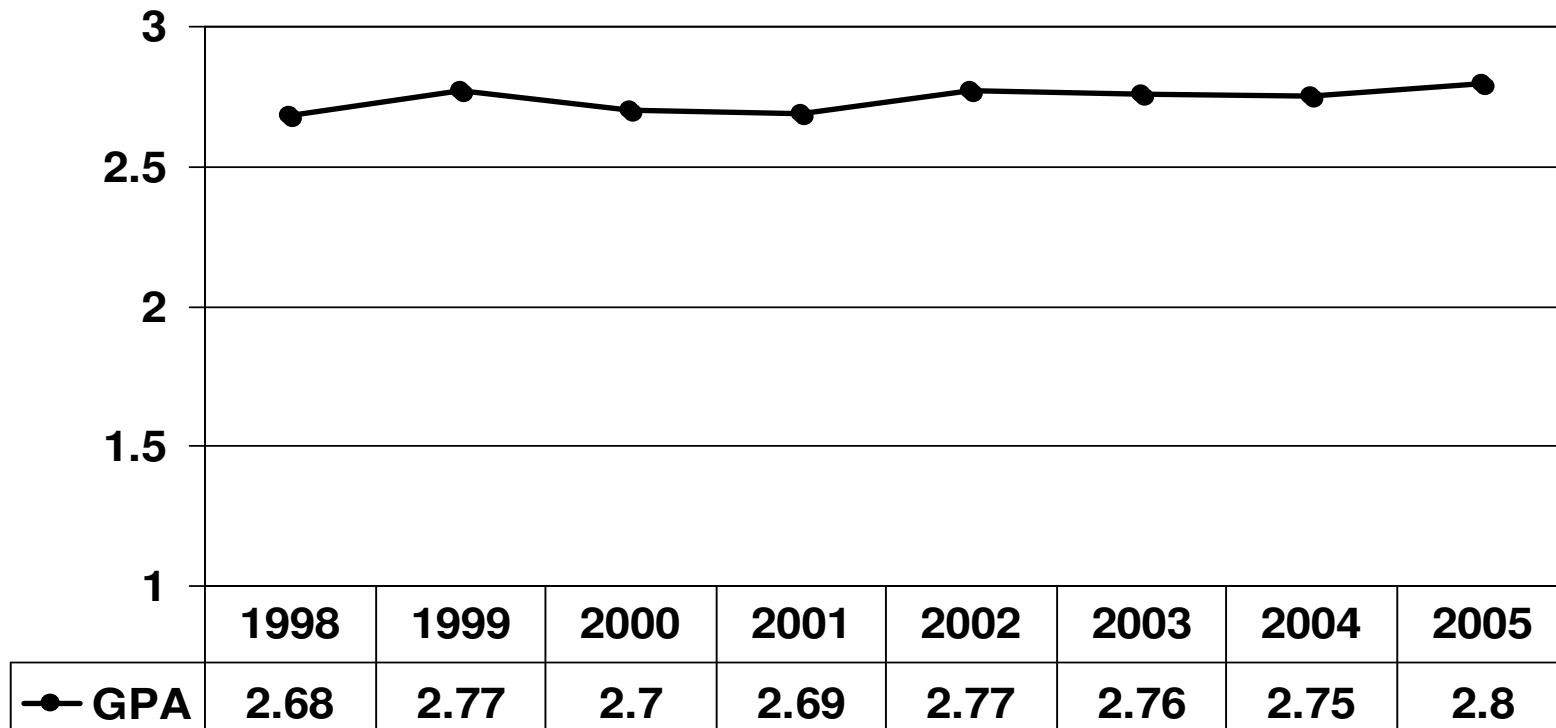
Source: EdTrust West analysis of California Department of Education data

Senior AP scores of 3 or higher



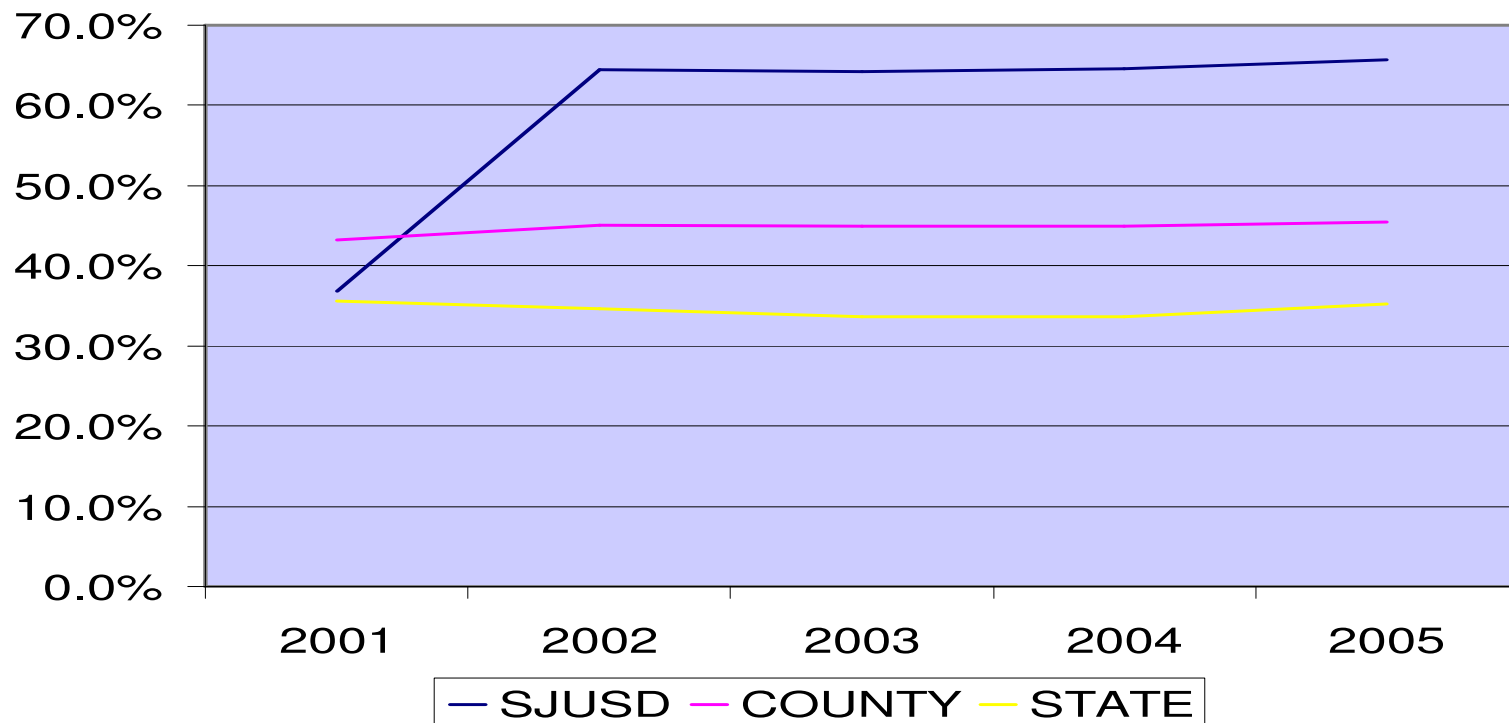
Source: EdTrust West analysis of California Department of Education data

Mean GPA for All SJUSD Graduating Seniors



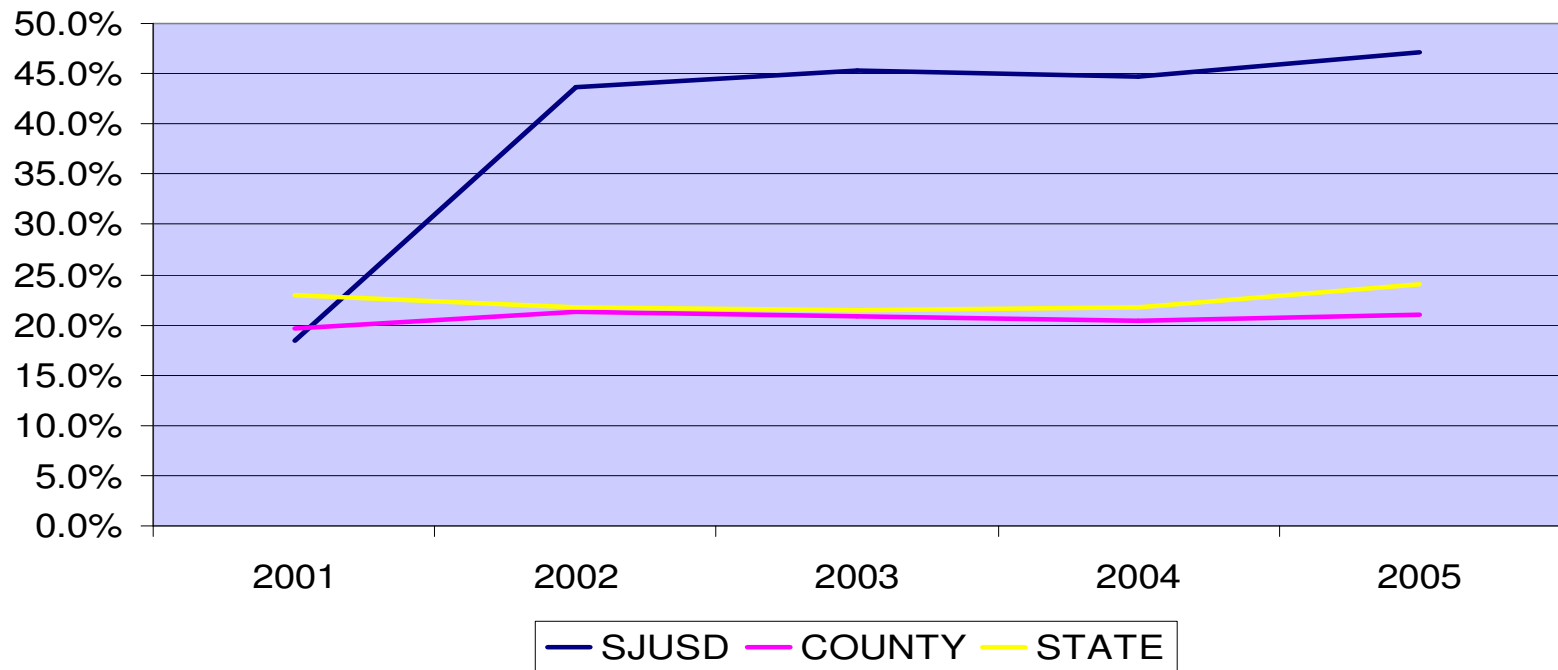
Source: EdTrust West analysis of San Jose District data

All 12th Grade Graduates 2001-2005 Completing all Courses Required with a “C” or better for UC/CSU Entrance



Source: EdTrust West analysis of California Department of Education data

12th Grade Latino Graduates 2001-2005 Completing all Courses Required with a “C” or better for UC/CSU Entrance




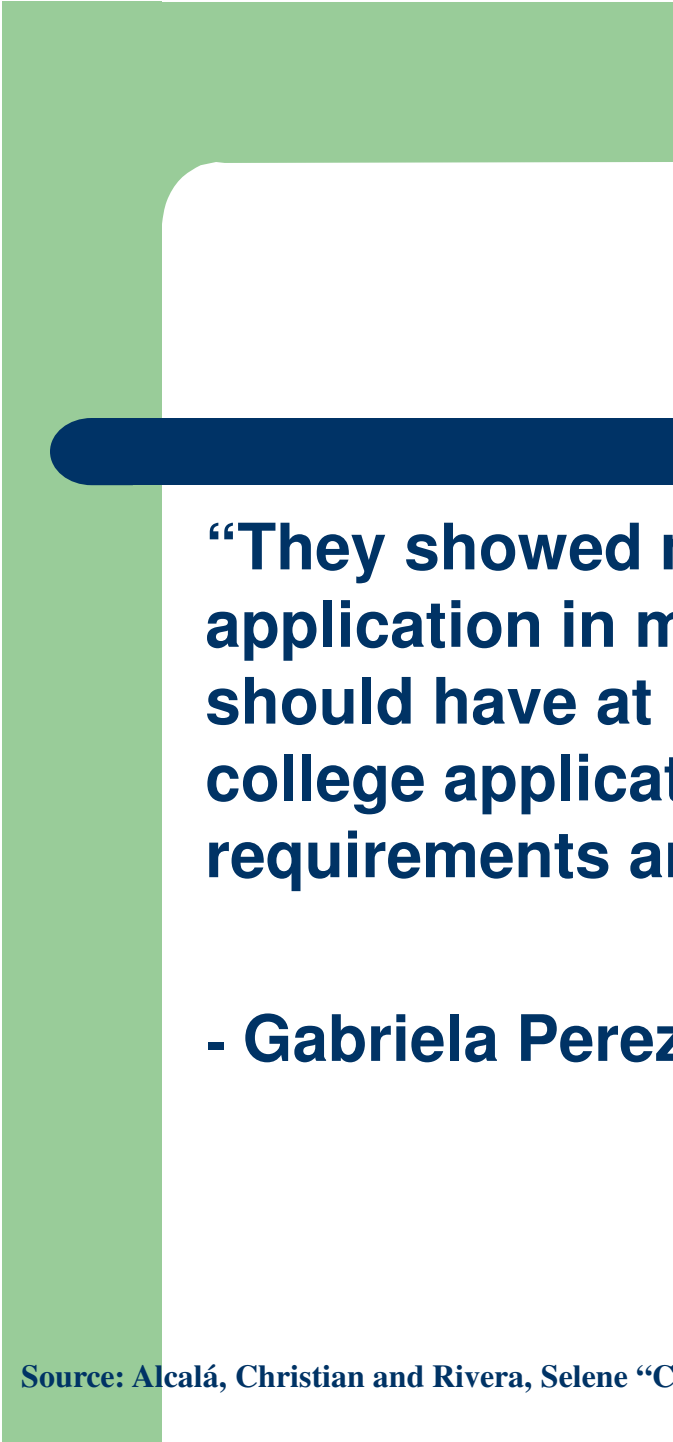
Source: EdTrust West analysis of California Department of Education data

What Do Students Say?

“You need a door, or a window. The college and career prep 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,”


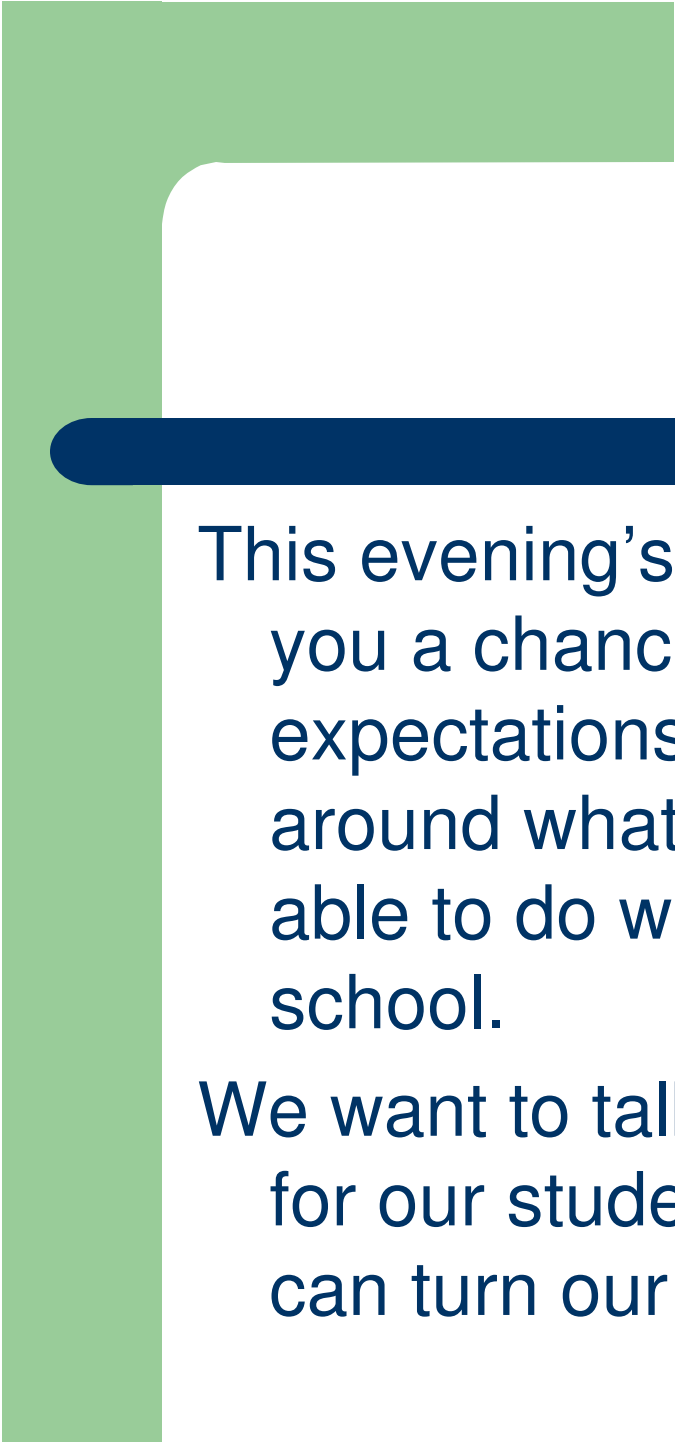
- Gabriela Perez, 17, Garfield High School, LAUSD

Lets Review

Educational attainment –national, state and local

Compelling case that college and career readiness are the same thing in our global economy

It can be done – San Jose USD



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.

The Education Trust-West

Linda Murray
Superintendent in Residence

Olivia Lynch
Director of Practice

Tami Pearson
Principal in Residence

510-465-6444

www.edtrustwest.org

