



Santa Barbara Unified School District
720 Santa Barbara Street,
Santa Barbara, CA 93101
805.963.4338
www.sbunified.org

Jacqueline Reid, President
Wendy Sims-Moten, Vice President
Laura Capps, Clerk
Kate Parker, Member
Ismael Paredes Ulloa, Member

Board Meeting Agenda

May 15, 2018

Special Meeting

Joint Board Meeting: Santa Barbara Unified School District, Santa Barbara City College, and Carpinteria Unified School District / 4:00pm meeting will convene in the Gourmet Dining Room located at SANTA BARBARA CITY COLLEGE, 721 CLIFF DRIVE

Information for the Public

Order of Business

The regular meetings of the board of education begin at 6:30 p.m. in the Administration Centers Board Room on the second and fourth Tuesday of each month. (Closed sessions are scheduled prior to the 6:30 p.m. regular session.) Special meetings are convened on an as-needed basis.

Estimated Time

The time at which an item is scheduled is an estimate only. The board may consider and act on an agenda item in a different order or an item may be considered earlier or later than the estimated time. Additionally, discussion of agenda items may be postponed to a future meeting. All persons interested in an item listed on the agenda are advised to be present throughout the meeting to insure that they are present when the item is called.

Public Comments

Public comments are welcome. Speaker cards may be turned in at any time before an agenda item is called. When addressing the board, please use the microphone and state your name. Individual speakers are generally allowed three minutes to address the Board, however, the time may be reduced by the Board president. **When a speaker wishes to comment on multiple items, his/her time may be limited so as not to interfere with the timely completion of the board's business, and in no event shall a speaker be allowed to speak to more than three items at a single meeting.** The total time allowed for public comment on any one item is 20 minutes. The times may be altered depending upon the number of speakers. Speakers may not give time to other speakers. Written comments may also be submitted. Comments on conference and action agenda items are taken during consideration of the item. There is a separate opportunity at the opening of the meeting for public comments on the consent agenda, other listed agenda topics, and on other matters not on the agenda but under the jurisdiction of the board. Since items on the Consent Agenda are considered in a single board action, comments from a single speaker on multiple items on the Consent Agenda are limited to a total of three minutes. The board of education is not responsible for the content of statements made during public comment.

Accessibility

In compliance with the American Disabilities Act, if you need special assistance to participate in the meeting or need this agenda provided in a disability-related alternative format, please contact the Superintendent's Office at (805) 963-4338. Notification at least 48 hours prior to the meeting will assist the district to make suitable arrangements.

Broadcast

Check City TV Channel 18's website www.citytv18.com to confirm the broadcast date and time of all board meetings. Regularly scheduled board meetings are generally broadcast at 5:00 p.m. on the Saturday following the meeting. Special board meetings are scheduled on a space-available basis so the date/time is subject to change.

Official Posting of Board Agendas and Agenda Attachments

The official copy of the board of education agenda is posted at the main entrance of the Administration Office,

Santa Barbara Unified School District, 720 Santa Barbara Street, Santa Barbara, CA 93101. The agenda is posted 72 hours in advance of a regular board meeting. Agenda attachments are available for viewing in the Administration Office reception area or the Superintendent's Office before 5:00 p.m. on the Friday prior to a Tuesday board meeting. In the event of an emergency board meeting, the agenda is posted 24 hours in advance of an emergency meeting and the attachments are available for viewing in the Administration Office reception area.

The board of education meeting agendas are posted on the district's web site in accordance with the Brown Act. Every effort is made to upload the agenda attachments onto the website in a timely fashion.

A. Regular Session

1. Opening of Meeting

Meeting called to order at 4:00 p.m.

SBCC'S MISSION STATEMENT

CALL TO ORDER

Call to Order

President Gallardo called the meeting to order.

Roll Call

SBCC Board of Trustees

Members present:

Veronica Gallardo, President

Jonathan Abboud, Vice President

Marty Blum

Marsha Croninger

Dr. Peter Haslund

Robert Miller

Craig Nielsen

Dr. Anthony Beebe, Superintendent

SBUSD Board of Trustees

Members present:

Dr. Jacqueline Reid, President

Laura Capps

Ismael Paredes Ulloa

Kate Parker

Cary Matsuoka, Superintendent

CUSD Board of Trustees

Members present:

Michelle Robertson - President

Rogelio Delgado - Board Member

Diana Rigby - Superintendent

Welcome

President Gallardo extended a welcome to all.

2. Pledge of Allegiance

3. Public Comments, Non-agenda Matters within Jurisdiction of the Board of Education

B. Consent Agenda

At this time the board will act on the items listed below. These items are considered to be routine and are normally approved by a single vote of the board without separate discussion in order to conserve time and permit focus on other matters on this agenda. Individual consent items may be removed and considered separately at the request of a board member or staff. The superintendent and staff recommend approval of all Consent Agenda items.

General Consent Items

Education and Instruction

Personnel

Business and Finance

Facilities

C. Public Hearing

D. Report/Discussion Agenda

1. Dual Enrollment Update

Claudia Johnson, Director of Dual Enrollment provided an update on SBCC's Dual Enrollment program. It takes a partnership to run the Dual Enrollment and Ms. Johnson provided the following highlights:

- New Initiatives were presented.
- Legislative Updates – Information on AB 288 and AB2364 were presented.
- Community Partners – Information was presented on the various partnerships the program has in the community.
- Data – Provided information with a breakdown by schools on total headcount/enrollments by term, total revenue to the high schools and changes that have been seen in enrollments.

2. Santa Barbara City College Foundation: College Promise

Geoff Green, CEO of SBCC Foundation, provided information on the SBCC Promise:

- The launching of the College Promise
- How student eligibility is determined
- Budget projections for the period of 2011-15 were presented
- Data from the first and second cohort were presented and reviewed
- Information was provided about the CA Promise Grant (BOGW) and the Promise Act (AB 19)
- Critical issues and concerns were presented

3. College Career Readiness Indicator

Cary Matsuoka, Superintendent of SBUSD, reported that changes would be taking place regarding the accountability measure for high schools. The old system has been replaced with the College/Career Indicator report which integrates multiple measure for the work of high schools in California. The new system uses a more differentiated system to measure how well districts and high schools are preparing students for success after high school. The list of measures includes:

- Smarter Balanced Summative Assessments in ELA and Math
- AP Exam scores
- IB Exam scores
- Completion of Dual Enrollment College Courses
- Completion of UC/CSU A-G requirements
- Completion of a Career Technical Education Pathway

The State Board of Education has identified three performance levels when it comes to College/Career preparation that are: prepared, approaching prepared and not prepared. Mr. Matsuoka shared a high level summary of results for Santa Barbara Unified for the entire 2016. The results show that there is significant work ahead to improve their outcomes.

Mr. Matsuoka explained the five pathways to achieve prepared status and also reported on the implications for SBUSD and SBCC and possible future collaboration for the two districts.

Board discussion followed this presentation.

E. (If Needed) return to consent items designated for Discussion

F. Adjournment

Motion by Trustee Haslund and second by Trustee Blum

Final Resolution: Motion passes to adjourn the meeting at 6:38 p.m.

G. Next Meeting

Tuesday, May 22, 2018

Regular Board Meeting - 6:30 pm

District Administration Office

720 Santa Barbara Street

###

Tuesday, June 12, 2018

Regular Board Meeting - 6:30 pm

District Administration Office

720 Santa Barbara Street

Santa Barbara Unified School District

Item Title: Dual Enrollment Update

Agenda Title: Dual Enrollment Update

Background: SBCC serves over 2,000 dual enrollment students each semester. Our work is rooted in efforts to narrow the gap in college readiness, achieve educational equity, and increase access to post-secondary education. As the first point of entry to post-secondary education at SBCC, our dual enrollment partnerships ease the transition to college so high school students can experience empowering, encouraging, and transformative experiences and have multiple opportunities to successfully earn college and high school credit before completing their high school education. The Dual Enrollment Programs Office will provide program updates, share new local and legislative initiatives, and field questions from SBUSD and CUSD representatives.

Recommendation:

Resource Person:

Fiscal Impact:

Funding Source:

ATTACHMENTS:

File Name

📎 [Joint Board Presentation Dual Enrollment.pdf](#)

📎 [Dual Enrollment handout.pdf](#)

DUAL ENROLLMENT

SANTA BARBARA CITY COLLEGE



Find us on
Facebook



@SBCCDualEnrollment

Promoting equitable access to college and high school partnerships for dual credit completion and college & career readiness.

- **New Initiatives**
- **Community Partners**
- **Legislative Updates**

Summer Book Grants

- Over 100 high school students were awarded book grants
- \$13,000 total awarded for both summer sessions in 2017
- Over 100 books available for students to check-out from their HS libraries



Fall 2017 - New Courses

- ED 101 @ SMHS
- FIN 101 @ SBHS

"IN THE WORKS":

- Theatre Arts & Permaculture Design
- Universal Approval Form/Group Registration Pilot

New Initiatives



**United Way Fun
in the Sun**

**Summer Youth
Academy**

**Freshman
Seminar @
SBCC**



9th Grade PEAC Cohort

- 100 incoming 9th graders
- 5 sections of PD 115- Effective Time Management
- Supported by SBUSD donors & SBCC Foundation

10th+ iPath/PEAC Cohort

- 2 sections of iPath courses
- Research project, presentations, and student symposium presentations

New Initiatives

GET FOCUSED...STAY FOCUSED!

- SBUSD and CUSD schools awarded Pioneer Award
- Now in 450+ schools in California
- Major partner with California Community College's Chancellor's Office on Guided Pathways

SOLUTIONS

- PD 110 online course shell
- Improving parity across the district
- Invite DE to the discussion

PROS

- Access to college for all
- Scale AVID skills to all students
- 10 yr plan portfolio
- Class about YOU (student)
- Research skills, goal-setting, financial literacy/budgeting
- Most diverse classroom

CONS

- No uniform approach
- No follow up modules
- Quality/parity
- Parent concerns



MALDEF



FOUNDATION

SANTA BARBARA CITY COLLEGE



SANTA BARBARA COUNTY
FOOD ACTION PLAN

For healthy people, a healthy economy and a healthy environment



LIVE UNITED

Community Partners

WHAT IS AB 288?

- *Optional* version of dual enrollment agreement
- Expands DE from focus on “college ready” students
- Focuses on pathway-driven / cohort model VS individual courses

BENEFITS

- Allows ‘closed campus’ at high school sites
- Students exempt from college fees
- Basic skills math and English courses can be included in pathway
- Students can register for 15 units

ADDITIONAL LEGISLATION

- AB 2364 (Holden) a district must exempt all qualifying nonresident special “part-time” students from the nonresident tuition fee and expressly allows districts to report their attendance as resident FTES for apportionment purposes.

Community Partners

Total Headcount/Enrollments by Term

	Spring 2017		Summer I		Summer II		Fall 2017	
	HC	ENR	HC	ENR	HC	ENR	HC	ENR
Bishop	10	10	0	0	11	13	23	24
CHS	137	144	0	0	25	28	143	154
DPHS	415	504	75	78	262	280	484	708
SMHS	540	649	77	83	247	264	543	771
SBHS	592	664	60	64	297	329	573	742
AV/LC	50	107	11	20	10	13	60	146
Total	1744	2078	223	245	852	927	1826	2545

	Spring 2017	Fall 2017	# of courses	# of depts	# of HS teachers	# of SBCC-paid adjuncts
AV/LC	3 sections/ 15 enr		3	2	1	1 UCSB NP
CHS	7 sections/ 131 enr	7 sections/ 142 enr	7	6	4	0
DPHS	35 sections/ 466 enr	27 sections/ 594 enr	24	11	19	2-UCSB No Pay
SMHS	35 sections/ 603 enr	37 sections/ 787 enr	28	15	15	3/2 UCSB NP
SBHS	28 sections/ 646 enr	28 sections/ 632 enr	25	11	13	9

Dual Enrollment in the High Schools

Total Revenue to High Schools

	Spring 2017	Fall 2017
CHS	\$7,400	\$8,350
DPHS	\$29,400	\$32,600
SMHS	\$34,313	\$38,325
SBHS	\$20,275	\$21,200
AV/LC	\$800	
Total	\$95,388	\$100,475

	Summer 2013	Summer 2017
CHS	38 students (76% H, 13% As)	28 students (64% H, 11% W)
AV/LC	31 students (48% W, 39% H)	33 students (58% W, 21% 2+, 6% H)
DPHS	376 students (44% W, 27% H)	358 students (48% W, 32% H)
SMHS	174 students (48% W, 36% H)	347 students (50% H, 36% W)
SBHS	274 students (52% W, 36% H)	393 students (62% H, 30% W)

	Fall/Spring 2013-2014	Fall/Spring 2016-2017
CHS	399 students (63% H, 31% W)	342 students (69% H, 25% W)
AV/LC	281 students (68% W, 25% H)	256 students (65% W, 24%)
DPHS	1,308 students (46% W, 34% H)	1,072 students (49% W, 33% H)
SMHS	1,026 students (48% W, 37% H)	1,450 students (47% W, 42% H)
SBHS	1,497 students (53% W, 39% H)	1,366 students (51% W, 41% H)

Changes in Enrollment

May 15, 2018 - SPECIAL MEETING - Joint Board Meeting: Santa
Barbara City College, Santa Barbara Unified School District, and
Carpinteria Unified School District

3.1 SBCC - Dual Enrollment Update

SBCC serves over 2,000 dual enrollment students each semester. Our work is rooted in efforts to narrow the gap in college readiness, achieve educational equity, and increase access to post-secondary education. As the first point of entry to post-secondary education at SBCC, our dual enrollment partnerships ease the transition to college so high school students can experience empowering, encouraging, and transformative experiences and have multiple opportunities to successfully earn college and high school credit before completing their high school education. The Dual Enrollment Programs Office will provide program updates, share new local and legislative initiatives, and field questions from SBUSD and CUSD representatives.

Handouts

Total Headcount/Enrollment by Term in the High School Classes

Total Revenue to High Schools / Changes in Enrollment

AB288 College and Career Access Pathways Summary

AB288 Bill Summary

CA Education Codes and State Active Legislation influencing Dual Enrollment

Total Headcount/Enrollments by Term

	Spring 2017		Summer I		Summer II		Fall 2017	
	HC	ENR	HC	ENR	HC	ENR	HC	ENR
Bishop	10	10	0	0	11	13	23	24
CHS	137	144	0	0	25	28	143	154
DPHS	415	504	75	78	262	280	484	708
SMHS	540	649	77	83	247	264	543	771
SBHS	592	664	60	64	297	329	573	742
AV/LC	50	107	11	20	10	13	60	146
Total	1744	2078	223	245	852	927	1826	2545

	Spring 2017	Fall 2017	# of courses	# of depts	# of HS teachers	# of SBCC-paid adjuncts
AV/LC	3 sections/ 15 enr		3	2	1	1 UCSB NP
CHS	7 sections/ 131 enr	7 sections/ 142 enr	7	6	4	0
DPHS	35 sections/ 466 enr	27 sections/ 594 enr	24	11	19	2-UCSB No Pay
SMHS	35 sections/ 603 enr	37 sections/ 787 enr	28	15	15	3/2 UCSB NP
SBHS	28 sections/ 646 enr	28 sections/ 632 enr	25	11	13	9

Dual Enrollment in the High Schools

Total Revenue to High Schools

	Spring 2017	Fall 2017
CHS	\$7,400	\$8,350
DPHS	\$29,400	\$32,600
SMHS	\$34,313	\$38,325
SBHS	\$20,275	\$21,200
AV/LC	\$800	
Total	\$95,388	\$100,475

	Summer 2013	Summer 2017
CHS	38 students (76% H, 13% As)	28 students (64% H, 11% W)
AV/LC	31 students (48% W, 39% H)	33 students (58% W, 21% 2+, 6% H)
DPHS	376 students (44% W, 27% H)	358 students (48% W, 32% H)
SMHS	174 students (48% W, 36% H)	347 students (50% H, 36% W)
SBHS	274 students (52% W, 36% H)	393 students (62% H, 30% W)

	Fall/Spring 2013-2014	Fall/Spring 2016-2017
CHS	399 students (63% H, 31% W)	342 students (69% H, 25% W)
AV/LC	281 students (68% W, 25% H)	256 students (65% W, 24%)
DPHS	1,308 students (46% W, 34% H)	1,072 students (49% W, 33% H)
SMHS	1,026 students (48% W, 37% H)	1,450 students (47% W, 42% H)
SBHS	1,497 students (53% W, 39% H)	1,366 students (51% W, 41% H)

Changes in Enrollment

SBCC



COLLEGE & CAREER ACCESS PATHWAYS AB 288 (Holden)

Assembly Bill 288 (Holden)

College and Career Access Pathways Act (Concurrent Enrollment)

As amended September 4, 2015

Sponsored by: Board of Governors of California Community Colleges, Community College League of California, and Los Angeles Community College District.

Summary:

AB 288 would authorize the governing board of a community college district to enter into a College and Career Access Pathways (CCAP) partnership with the governing board of a school district to offer or expand dual enrollment opportunities for students who may not already be college bound or are from groups underrepresented in higher education with the goal of developing seamless pathways from high school to community college for career-technical education or preparation for transfer, improving high school graduation rates, or helping high school students achieve college and career readiness. The bill outlines the conditions that must be met prior to the adoption of a CCAP partnership.

With College and Career Access Pathways (CCAP) Partnerships:

Courses Taught at Community Colleges -

- Allow CCCs to assign priority enrollment and registration to high school students enrolling in courses required for a partnership program.
- Special part-time students can enroll in up to a maximum of 15 units per term (no more than 4 classes) only if the units are part of a CCAP academic program designed to award students both a high school diploma and an associate's degree.
- No fees for high school students.

College Course Taught at the High School -

- College courses offered at a high school during the regular school day are limited solely to high school students.
- CCDs will be credited with additional units of full-time equivalent students (FTES).
- Community college courses that are oversubscribed or have a waiting list will not be offered in the CCAP partnership.
- Remedial courses taught by community college faculty at the high school will only be offered to students who do not meet their grade-level standard in math, English,

or both, based on a 10th or 11th grade formative assessment, as determined by the school district.

Funding -

- State allowance or apportionment will not be provided for the same instructional activity for which the partnering district has been, or shall be, paid.
- Places a statewide 10% cap on the total number of special part-time or full-time students that can be enrolled in the community college system.

Partnership Parameters -

- Prohibits a community college district from entering into a CCAP partnership with a school district within the service area of another community college district, unless an agreement exists or is established between the community college districts authorizing the partnership.
- Must certify that no community college instructor or qualified high school teacher has been displaced or terminated as a result of the CCAP partnership.
- Must certify that any community college instructor teaching a course on a high school campus has not been convicted of any sex offense.
- Must certify that CCAP partnership will not lead to the displacement of otherwise eligible adults in the community college.
- Must comply with local bargaining agreements and all state and federal reporting requirements.
- CCAP partnership shall specify which district will be the employer of record.

Reporting Requirement -

- Total number of students enrolled at each schoolsite by gender and ethnicity.
- Total number of CCC courses
- Course completions, including percentage of course completions by category, type, and schoolsite.
- Total number of full-time equivalent students (FTES) generated by students in CCAP partnerships.
- Includes a sunset clause that would eliminate the law on January 1, 2022 and includes reporting language from the Chancellor's Office to examine the sunset.

AB 288 The College and Career Access Pathways Act

Assemblymember Chris Holden

SUMMARY

AB 288 establishes the College and Career Access Pathways Act to authorize California Community College districts to enter into formal partnership agreements with local school districts to expand access to concurrent enrollment opportunities for high school students. The partnership agreement shall outline the terms of their partnership, such as the schedule of eligible courses that can be offered, thresholds for the academic readiness of pupils, protocols for sharing and joint facilities use, etc...

BACKGROUND

California has a long history of concurrent enrollment, whereby high school students are eligible to concurrently enroll in college courses to receive instruction necessary to pass the California High School Exit Exam, take general education courses, or enroll in occupational courses. Numerous studies have concluded that these programs effectively help low achieving students integrate into a college environment, increase the likelihood a degree program will be completed, decrease the length of time to complete a degree program, and stimulate interest in higher education among high school students.

One of the more prominent concurrent enrollment programs is the College Promise Partnership Act, signed into law in 2011. This act authorizes Long Beach Unified School District and Long Beach Community College District to form partnership agreements that expand the scope of concurrent enrollment. More specifically this legislation expanded the law on concurrent enrollment to grant districts flexibility:

- To remove barriers that disincentive historically underserved students from enrolling in dual enrollment programs.
- To grant priority enrollment to high school students participating in a career pathway.
- To allow high school students who are not seniors to concurrently enroll in college coursework.

Since 2008 Long Beach City College has seen a 500% increase in students from Long Beach Unified School District (LBUSD) that have completed college level English and a 200% increase in students from the LBUSD completing college level math and those students did not require remediation once they started classes at Long Beach City College.

Recent reports from the California Community College system reveal a 74 percent remediation rate with new, incoming freshman for English and Math. Data also shows that there is only a 43.6 percent chance that students needing remedial English will actually move on to college level English. For college level math that statistic lowers considerably to 30.6 percent.

Understanding these numbers is compelling districts to revise pathway programs to ensure that students needing remediation are reached earlier in the process and that remediation is wrapped around a pathway that ensures students succeed.

EXISTING LAW

Under existing law, high school pupils may be granted admission to CCC courses as special part-time or full-time students with the authorization of the K-12 district governing board, with the principal's permission, and parental consent (Education Code §48800). Authorized students are those who would benefit from "advanced scholastic or vocational work." (Education Code §48800, et. seq.)

Long Beach Unified School District and the Long Beach Community College District are allowed under current law to form concurrent enrollment partnerships to include focused curricular pathways in general education, career technical education, or a degree. (Education Code §48810-48814.).

THE SOLUTION

The CCAP seeks to build upon existing concurrent enrollment efforts, the career pathways trust, and the Long Beach College Promise to better prepare high school students for college and career success.

The goals of AB 288 are to:

1. **Expand Access** to concurrent enrollment programs for students by specifically authorizing college courses to be offered on a high school campus exclusively to high school students.
2. **Increase exposure** to college coursework and environments for underserved students by specifically authorizing community college districts that have formed a Career Access Pathways partnership to grant limited priority enrollment to those students.
 - a. Numerous studies have shown that concurrent enrollment effectively assists marginal achieving student's transition into college coursework.
3. **Accelerate learning** for students by creating a framework that allows students who demonstrate competency to up to 15 units of community college coursework instead of 11 units.
 - a. This will allow students who may need to take a lab and lecture course the ability to do so while continuing with the courses they need to complete their pathway program.
4. **Build Pathways** that fill projected labor market needs and uniquely customized to the student populations to be served. In many cases, career pathways need to be developed in coordination with regional needs instead of a one-size fits all approach. AB XXX creates a framework that provides districts flexibility to design Career Access Pathway partnerships that work for students, parents, and teachers.
5. **Promote Accountability** for student learning by granting school districts more authority to monitor a student's progress and obtain student academic records from the participating community college.
6. **Increase Transparency** by requiring Career Access Pathway partnerships to be adopted at a public, regularly scheduled meeting of each

respective governing board to ensure that members of the public have an opportunity to weigh in.

7. **Gather Data** that is more consistent and reliable from school and community college districts to allow for better analyses of concurrent enrollment programs and to ensure that school districts are not displacing high school teachers by inviting community college courses.

Support/Opposition

Support:

Contact: Addison Peterson, Legislative Aide
Office of Assembly Member Chris R. Holden
916-319-2397 || 916-319-2141 (fax)

California Education Codes and State Active Legislation Influencing Dual Enrollment¹ as of January 26, 2016

Relevant Topic / Issues	Ed Code(s)	Assembly Bill	Senate Bill
Partnership Related			
Secondary-postsecondary collaboration		<u>288</u>	
Long Beach Promise	<u>48810-48814, 76003</u>		<u>650</u>
Early College High Schools ²	<u>11302, 46141 & 46146.5, 76300</u>		<u>379, 1316</u>
Middle College High Schools	<u>11300, 46141, 46146.5, 76001</u>	<u>230</u>	
Instruction-Related			
Aligned sequences of coursework	<u>48800, 76004</u>	<u>288</u>	<u>650</u>
Attendance tracking	<u>46140-46147, 48802, 76001</u>		
Average Daily Attendance (ADA)			<u>292</u>
Required minutes of instruction	<u>46144, 46142, 46146</u>		<u>1316</u>
<u>Teacher / instructor qualifications</u>	<u>51225.3</u>	<u>288</u>	
Course offerings (e.g., open or closed to public, advertisement of, when offered)	<u>76002</u>	<u>288</u>	
Student-Related			
Nonresident students	<u>68130.5, 76000, 76140</u>	<u>540</u>	<u>150</u>
Residency for Tuition Status	<u>68000, 76140, 76140.5</u>		
Exemption of enrollment fees and nonresident tuition	<u>76300, 76140, 76141</u>		<u>150</u>
Participation eligibility / requirements	<u>48800, 76001, 76002, 76003, 76004</u>	<u>288</u>	<u>338</u>
Enrollment / FTES caps	<u>48800, 76001, 76002, 76004</u>	<u>288, 1540</u>	<u>1303</u>
Assessment	<u>48810.5</u>		<u>946</u>
Priority Registration	<u>76001, 76004</u>	<u>288, 967</u>	
Noncredit Coursework	<u>78401</u>		
Funding-Related			
Funding streams	<u>48813</u>		<u>70, 1070</u>

¹ This table is not exhaustive and there may be relevant legislation and ed codes that are not included.² See [overview of relevant legislation](#) provided by the California Coalition of Early and Middle Colleges.

Reimbursement / apportionment	<u>48802, 76001, 76002, 76004</u>	<u>288</u>	
Evaluation and Reporting-Related			
Evaluation / reporting requirements	<u>48800(4), 48813.5, 76002, 76004</u>	<u>288</u>	
Reporting of FTES counts	<u>48800, 76001, 76002, 76004, 76140</u>	<u>288</u>	

Santa Barbara Unified School District

Item Title: Santa Barbara City College Foundation: College Promise

Agenda Title: Santa Barbara City College Foundation: College Promise

Background: The Santa Barbara City College Foundation established the SBCC Promise in partnership with SBCC in 2016. The program promotes college-going and student success by providing fund-raised resources to cover the cost of two years of attendance at Santa Barbara City College (including all required fees, books, and supplies) for any student who has completed their secondary education within the SBCC District and commits to attending full time beginning with the 2016 graduating high school class. An update in the program will be presented.

Recommendation:

Resource Person:

Fiscal Impact:

Funding Source:

ATTACHMENTS:

File Name

- ▢ [SBCC Promise Presentation Joint Board Meeting 05.15.18.pdf](#)
- ▢ [SBCC Promise handout.pdf](#)

The SBCC Promise

Update for Joint SBCC, SBUSD, CUSD Board Meeting ~ May 15, 2018



What is the SBCC Promise?

The SBCC Promise was launched in the fall of 2016 and provides any local student who completes their secondary education within the Santa Barbara Community College District with the opportunity to attend SBCC full-time for two years free of charge. The Promise will use privately raised funds to cover all enrollment and required fees, required books, and required supplies in an effort to remove economic barriers, making our community's college fully accessible to all local students.



A project of the SBCC Foundation

Eligibility

To be eligible for the SBCC Promise, a student must:

- Complete their secondary education within the Santa Barbara Community College District (southern Santa Barbara County from Gaviota to Carpinteria).
- Complete the Board of Governors (BOG) Fee Waiver Application.
- Enroll at SBCC in either the fall or spring term immediately following completion of their secondary education, or if entering military service directly out of high school, they must enroll within 12 months of completion of their service.
- Commit to a full time student schedule (minimum 12 units) throughout the duration of the SBCC Promise for each fall and spring semester. Summer session is encouraged, but there is no minimum load requirement.
- Complete a Student Educational Plan (SEP).
- Participate in academic counseling (at least one session per semester).
- Remain in good academic standing at SBCC.

The SBCC Promise Is...

*The SBCC Promise is an investment in ...
our students,
our families,
our community,
and our economy.*



A project of the SBCC Foundation

Argument / Case for the Promise

Depending on the constituency, the following arguments have proven to be more or less effective. Thus, we've developed each and use them as appropriate:

- Removal of financial barriers / needed financial support
- Academic achievement
- Equity / Access
- Economic Development
- Structural vs piecemeal (traditional scholarships & book grants)
- “Pay it forward”
- 100% Privately-raised funds



A project of the SBCC Foundation

Program Design & Scope

The design is based on:

- the experience of our predecessors (Ventura, Cuesta, Long Beach, and the College Promise Campaign)
- the available research

Controlling for demographic differences, student success correlates most highly to:

- Early enrollment (hence enrollment required within 12 months of secondary completion)
- Full time status (hence full time load requirement)
- Access to and use of advising and support (hence minimum of 1 contact per semester with academic advising)

NOT a “new program” - relies fully (to the extent possible) on the college’s existing programs, systems, and infrastructure

The scope (two years, all-inclusive, open access) is intended to model the “ideal”, and test for outcomes, financial sustainability, etc.

Budget Projections

	Cost / Unit	Cost / Semester	66% BOG Waivers	Cost / Year (incl Summer)	Cost / 2 Years (incl Summer)
	\$ 46.00	\$ 560,050	\$ 190,417	\$ 380,834	\$ 761,668
	Cost/ Student	At 800 Students Fall & Spring	At 275 Students Summer		
Books & Supplies	\$ 350.00	\$ 280,000	\$ 41,250	\$ 642,500	\$ 1,285,000
Transportation Fee	\$ 32.00	\$ 25,600	\$ 4,125	\$ 59,450	\$ 118,900
Health Fees	\$ 20.00	\$ 16,000	\$ 3,850	\$ 39,700	\$ 79,400
Activity Sticker	\$ 5.00	\$ 4,000	\$ 0	\$ 8,000	\$ 16,000
Student Rep. Fee	\$ 1.00	\$ 800	\$ 275	\$ 2,150	\$ 4,300
TOTAL COST				\$ 1,132,634	\$ 2,265,268

From 2011-2015:

- Average 66% BOG Waivers
- Capture rate varies between 40% and 50%
- Mean enrolling class size of HS graduates is 805

What We Learned from 100+ Interviews

Critiques

- See Next Slide...

Exceptions

- Military Service
- Gap Year
- Disabled Students
- CTE Programs

Concerns

- Commitments to 4-year track / A-G
- Course availability

Overwhelmingly Positive Signals

- Level of Excitement
- Political Support
- Philanthropic Willingness / Ability
- Possible Partnerships



A project of the SBCC Foundation

Critiques & Responses

Why don't we figure family income?

- framing of “this is what we, as a community, do for our youth”
- business efficiency argument - costs more to police than would be saved by exclusion
- more people have a direct stake in the success program / some will pay it forward

Why don't we consider high school performance?

- we want to reach those most in need (often struggled in high school)
- we want to reach those most likely to be significantly impacted by the support

Why pay for everything (all hard costs)? People don't appreciate what is free. (e.g. no “skin in the game”)

- “skin in the game,” is measured in time, effort, and commitment, rather than money
- Students trade potential work hours for study hours

Data From the 1st Cohort (Fall 2016)

1,421 potentially SBCC Promise-eligible students in the District

- ✓ Applied to SBCC (but may not plan to attend as a college student)
- ✓ Completed secondary education within SBCC District
- ✓ Completed secondary education after July 1, 2015

850 of 1,421 eligible students enrolled in the Fall 2016 term

756 of 850 eligible and enrolled students have opted in

- ✓ **88.94 %** of eligible and enrolled students; (predicted 80%)
- ✓ **53.20 %** of all eligible students



A project of the SBCC Foundation

Data From the 1st & 2nd Cohort (Spring 2018)

School	#	%
Santa Barbara	377	27.10%
Dos Pueblos	367	26.38%
San Marcos	351	25.23%
Carpinteria	119	8.55%
Alta Vista Alternative	38	2.73%
Bishop Garcia Diego	38	2.73%
Other (ex: independent home school)	37	2.66%
La Cuesta Continuation	21	1.51%
Olive Grove (Santa Barbara Campus)	12	0.86%
Garden Street Academy	9	0.65%
SBCC Adult High School	8	0.58%
Providence Hall	6	0.43%
Anacapa School	4	0.29%
Laguna Blanca	2	0.14%
Cate School	1	0.07%
Rincon	1	0.07%
School System	#	%
Public Comprehensive	1214	89.66%
Public Alternative	72	5.32%
Private Comprehensive	62	4.58%
Other	43	3.18%

- **1,532 SBCC Promise students were on the Spring 2018 Promise contract**
- **1,391 SBCC Promise students enrolled in the Spring 2018 term**

Data From the 1st & 2nd Cohort (Spring 2018)

Average unit load of SBCC Promise students:

Fall 2016 = 13.5

Spring 2017 = 13.6

Summer I 2017 = 4.2

Summer II 2017 = 4.4

Fall 2017 = 12.6

Spring 2018 = 12.4



A project of the SBCC Foundation

Data From the 1st & 2nd Cohort (Spring 2018)

Gender (self-reported): F=725 (52.1%) / M=647 (46.5%) / N/A = 19 (1.4%)

Board of Governors Fee Waiver / CA Promise Grant: 66%

Number of students registered with DSPS: 183/1,391 (13.15%)

**97 students have reduced unit load as full-time equivalent accommodation*

Number of students registered with EOPS: 222/1,391 (15.95%)

**532 students qualify based on BOGW and FT student status*

Expected Family Contribution: 1,095 students have EFC noted (78.7%)

**375 students have \$0 EFC*

Data From the 1st Cohort (Fall 2016)

Partial List of Majors (5 or more students enrolled):

Business Administration	82	Automotive Serv & Tech	15	Accounting	7
Biological Sciences	59	Cosmetology	15	Film Studies	7
Nursing (ADN)	58	Early Childhood Ed.	15	Finance	7
Undeclared	44	Education	13	Marketing	7
Psychology	41	Communication	12	Mathematics	7
Engineering	40	Music	12	Science & Math	7
Kinesiology	34	Culinary Arts	11	Animation and Gaming	6
Computer Science	22	Environmental Studies	10	Spanish	6
Sociology	22	Graphic Design	9	Arts & Humanities	5
Law & Society	20	Radiography	9	Chicano Studies	5
Administration of Justice	17	English	8	Computer Engineering	5
Film Production	16	Studio Arts	8	Theatre Arts	5



A project of the SBCC Foundation

Data From the 1st Cohort (Spring 2016)

Persistence Rate

Of the 756 students who were enrolled as part of the first SBCC Promise cohort in Fall 2016:

- 642 (84.9%) also met the requirements for Spring 2017
- 114 (15.1%) did not meet the requirements to continue as a Promise student

93 new students (first time enrollees) joined the SBCC Promise in Spring 2017.

$756 + 93 = 849$ unduplicated students benefited from the SBCC Promise in its first year.

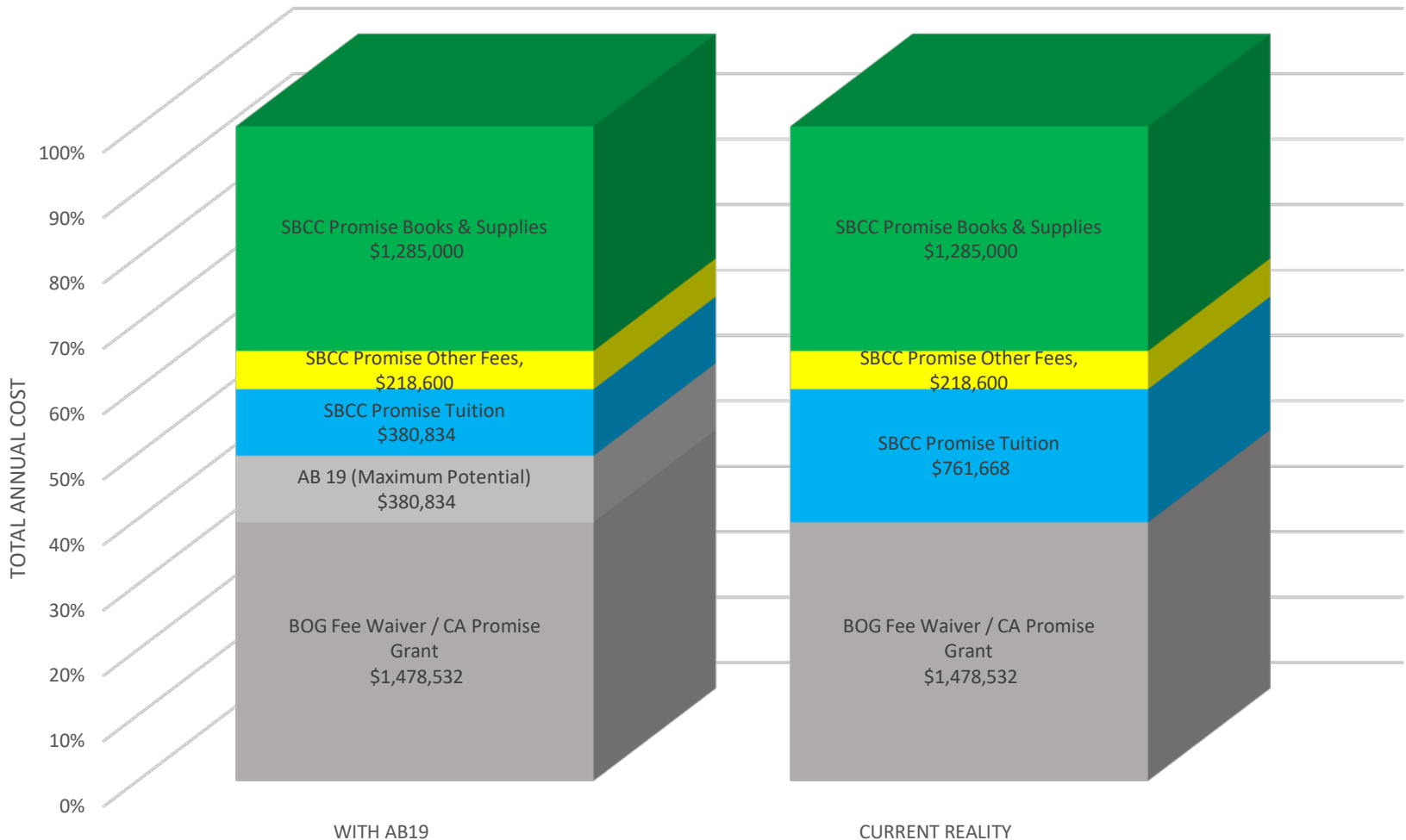
Data From the 1st & 2nd Cohort (Spring 2018)

GPA Range	#	%	
4.00	45	3.24%	45.36%
3.50-3.99	226	16.25%	above 3.0
3.00-3.49	360	25.88%	GPA
2.50-2.99	272	19.55%	
2.00-2.49	204	14.67%	
1.50-1.99	118	8.48%	
1.00-1.49	59	4.24%	
0.01-0.99	28	2.01%	

**79 students have no GPA (no college credits earned)*

CA Promise Grant (BOGW) & Promise Act (AB 19)

Relative Levels of Support from SBCC Promise, CA Promise Grant & CA Promise Act (AB19)



Critical Issues / Concerns

Research / Data

Confusion about what a “Promise Program” is / Branding / Jargon

Ongoing Adjustments to the Model

Financial Sustainability over the Long Run

Appropriate Balance Between Public & Private Funding

Regional, State, and National Integration of Promise Programs

What if public funds ARE provided for Promise Programs?



A project of the SBCC Foundation

Questions?

Geoff Green, CEO of SBCC Foundation

805-730-4411 / green@sbccfoundation.org

SBCC Promise Website: www.sbccpromise.org

SBCC Promise Email: promise@sbccfoundation.org

SBCC Promise Hotline: 805-730-4416



A project of the SBCC Foundation

The SBCC Promise will provide any local student who completes their secondary education within the Santa Barbara Community College District with the opportunity to attend SBCC full-time for two years free of charge. The Promise will use privately raised funds to cover all enrollment and required fees, required books, and required supplies in an effort to remove economic barriers, making our community's college fully accessible to all local students.

Eligibility

To be eligible for the SBCC Promise, a student must:

1. **Complete their secondary education within the Santa Barbara Community College District** (southern Santa Barbara County from Gaviota to Carpinteria).
2. **Submit the completed California College Promise Grant (CCPG) (formerly Board of Governors (BOGW) Fee Waiver Application)** for each academic year by one week prior to the applicable semester's add/drop (census) date. The CCPG waives enrollment fees for qualifying students who are California residents or students who qualify for the AB-540 Nonresident Tuition Exemption. In order to qualify for the SBCC Promise, students must apply for the CCPG; however, students are not required to meet the CCPG eligibility criteria. Students can submit **one of the following applications**:
 - **Free Application for Federal Student Aid (FAFSA)**, for U.S. citizens or eligible non-citizens.
 - **California Dream Act Application**, for students who qualify for the AB-540 Nonresident Tuition Exemption. For more information, please visit the Dream Act Scholars section of the SBCC Admissions and Records website.
 - **Board of Governor's Fee Waiver Application**, for California residents or AB-540 eligible.
3. **Enroll at SBCC in either the fall or spring term immediately following high school or equivalent.** If entering military service directly out of high school, a student must enroll within 12 months of completion of military service.
4. **Commit to a full time student schedule (minimum 12 units)** throughout the duration of the SBCC Promise for each fall and spring semester each academic year by one week prior to the add/drop (census) date. Summer session is encouraged but there is no minimum unit requirement.
5. **Complete a Student Educational Plan (SEP)** through **New Student Academic Advising** by the add/drop (census) date of your first term.
6. **Participate in academic counseling** (at least one session per semester) each academic year by the end of each semester.
7. **Remain in good academic standing at SBCC.**

The SBCC Promise is open to any student who meets the eligibility requirements and is willing to make the necessary commitments.

How to Sign Up

The SBCC Promise is not automatic, nor is it mandatory. Students who would like to take advantage of the SBCC Promise must sign up. Sign up at: sbccpromise.org/sign-up.

Questions/Contact

Do you have questions, or want to know if you qualify for the SBCC Promise? Please visit sbccpromise.org/faqs. For more information, please contact Lucille Boss at promise@sbccfoundation.org or (805) 730-4416.

sbccpromise.org



A project of the SBCC Foundation

(Primavera 2018)

La Promesa de SBCC proporcionará a cualquier estudiante local que complete su educación secundaria en el Distrito de la Universidad Comunitaria de Santa Bárbara la oportunidad de asistir gratis a SBCC tiempo completo durante dos años. La Promesa utilizará fondos recaudados de forma privada para cubrir la matrícula y cuotas requeridas y libros y materiales necesarios, en un esfuerzo por eliminar las barreras económicas, haciendo que nuestra universidad comunitaria sea totalmente accesible a todos los estudiantes locales.

Elegibilidad

Para calificar para la Promesa de SBCC, un estudiante debe:

1. **Completar su educación secundaria dentro del Distrito de la Universidad Comunitaria de Santa Bárbara** (condado sur de Santa Bárbara, desde Gaviota a Carpintería).
2. **Entregar una solicitud completa para la Beca de la Promesa de California para la Universidad** (California College Promise Grant – CCPG por sus siglas en inglés) (anteriormente la Solicitud de Exención de Cuotas de Inscripción de la Junta de Gobernadores – BOGW por sus siglas en inglés) para cada año académico una semana antes de la fecha aplicable para agregar/abandonar clases (censo) cada semestre. La CCPG perdona las cuotas de inscripción para los estudiantes que califican que son residentes de California o que califican para la Exención de Matrícula para No Residentes AB-540. Para calificar para la Promesa de SBCC, los alumnos deben solicitar la CCPG; sin embargo, no se requiere que los alumnos cumplan con los requisitos de elegibilidad de la CCPG. Los alumnos deben presentar una de las solicitudes siguientes:
 - **Solicitud gratis para Ayuda Federal para Estudiantes** ([Free Application for Federal Student Aid- FAFSA](#) por sus siglas en inglés) para ciudadanos de Estados Unidos o no-ciudadanos elegibles.
 - **Solicitud para el Dream Act de California**, para alumnos que califican para la Exención de Matrícula para No Residentes AB-540. Para más información, por favor visite la sección de Alumnos de Dream Act en la página web del departamento de Admisiones y Registros de SBCC.
 - **Solicitud de Exención de Cuotas de Inscripción de la Junta de Gobernadores** ([Board of Governor's Fee Waiver Application](#)) para residentes de California o alumnos AB-540 elegibles.
3. **Inscribirse en SBCC en el semestre de otoño o primavera inmediatamente después de graduarse de la escuela preparatoria o equivalente.** Si entra en el servicio militar directamente después de la escuela preparatoria, un estudiante debe inscribirse dentro de los 12 meses de la finalización de su servicio.
4. **Comprometerse a un horario de estudiante de tiempo completo (mínimo 12 unidades)** durante toda la duración de la Promesa de SBCC para cada semestre de otoño y primavera, cada año académico una semana antes de la fecha para agregar/abandonar clases (censo). Se recomienda tomar la sesión de verano, pero no hay ningún requisito de carga mínima.
5. **Completar un Plan Educativo del Estudiante (SEP por sus siglas en inglés)** a través de la **Consejería Académica para Alumnos Nuevos** ([New Student Academic Advising](#)) para la fecha para agregar/abandonar clases (censo) de su primer término.
6. **Participar en consejería académica** (por los menos una sesión por semestre) cada año académico para el final de cada semestre.
7. **Mantener un buen rendimiento académico en SBCC.**

La Promesa de SBCC está abierta a cualquier alumno que cumple con los requisitos de elegibilidad y que desee tomar los compromisos necesarios.

Cómo optar

La Promesa de SBCC no es automática ni obligatoria. Los estudiantes que deseen hacer uso de la Promesa de SBCC deben seleccionarla. Regístrese en sbccpromise.org/sign-up.

Preguntas/contacto

¿Tiene preguntas o quiere saber si califica para la Promesa de SBCC? Por favor, visite sbccpromise.org/faqs.

Para más información, por favor póngase en contacto con Lucille Boss en promise@sbccfoundation.org o llame al (805) 730-4416.

sbccpromise.org

SBCC Foundation • 721 Cliff Drive, Santa Barbara, CA 93109 • sbccfoundation.org • FAX (805) 965-3161

Santa Barbara Unified School District

Item Title: College Career Readiness Indicator

Agenda Title: College Career Readiness Indicator

Background:

Recommendation:

Resource Person:

Fiscal Impact:

Funding Source:

ATTACHMENTS:

File Name

 [SBUSDCollege Career Narrative .pdf](#)

 [SBUSD_CCI_Slides - 4 25 18.pdf](#)

College/Career Indicator Reports & Data – May 2018

Overview

In the past, the dominant accountability measure for high schools was the singular Academic Performance Indicator (API) score. The scores ranged from 200-1000 and the goal for many years was to be at 800 and above. The API score was based primarily on the performance of students on the STAR tests and the California High School Exit Examination (CAHSEE). The old API system for high schools has been replaced with the College/Career Indicator report which integrates multiple measures for the work of high schools in California.

The new system uses a more differentiated system to measure how well districts and high schools are preparing students for success after high school. Students can demonstrate being “Prepared” for success after graduation using a variety of measurements. The list of measures includes:

- Smarter Balanced Summative Assessments in ELA and Math
- AP Exam scores
- IB Exam scores
- Completion of Dual Enrollment College Courses
- Completion of UC/CSU A-G requirements
- Completion of a Career Technical Education Pathway

It should be noted that the first three are assessments and the last three are coursework. This all presumes that the students have completed the high school graduation requirements for our district.

Three Levels of Preparation

The State Board of Education has identified three performance levels when it comes to College/Career Preparation:

- Prepared
- Approaching Prepared
- Not Prepared

We have assembled a high level summary of results for Santa Barbara Unified for the entire class of 2016.

	Afr Amer	Asian	Hispanic	White	Other	Total
Cohort of Graduates	23	97	760	674	42	1596
Prepared	9	77	225	467	20	798
	39%	79%	30%	69%	48%	50%
Approaching Prepared	6	8	208	88	6	316
	26%	8%	27%	13%	14%	20%
Not Prepared	8	12	327	119	16	482
	35%	12%	43%	18%	38%	30%

There are some important subgroups that will be incorporated into the future California Dashboard results for college/career readiness. Each specific high school and the entire district will be measured for results among these subgroups:

	EL	Socio-Econ Disadvantaged	Students w/ Disabilities	Homeless **
Cohort	393	766	206	368
Prepared	80	216	19	91
	20%	28%	9%	25%
Approaching Prepared	100	213	39	111
	25%	28%	19%	30%
Not Prepared	213	337	148	166
	54%	44%	72%	45%

*Foster Youth will be an accountable group, but we have fewer than 10 students in this category so no results were reported.

**Homeless students are those who are temporarily doubled-up, living in hotels/motels, living in temporary shelters, or temporarily unsheltered.

In recent years, the Santa Barbara Unified graduation rate for all students is approximately 90%, yet 50% of graduates are deemed college-career ready based on the newly established criteria. Furthermore, the lower the achievement level of a student group, the higher the discrepancy between graduation rates and college-career ready rates.

The results show that we have significant work ahead to improve outcomes for many subgroups in our district. These results give a whole new meaning to the achievement gap among our students.

Pathways to Achieve Prepared and Approaching Prepared

This is where it gets complicated. Assuming high school graduation has been achieved, there are five pathways to achieve prepared status. Three of them are a one-step process, two of them involve a two-step process.

One-step processes to be "Prepared":

- At least a Level 3 "Standard Met" on both ELA and Mathematics on Smarter Balanced Summative Assessments
- Completion of two semesters/three quarters of Dual Enrollment with a passing grade (Academic and/or CTE subjects)
- Passing Score on two Advanced Placement (AP) Exams or two International Baccalaureate (IB) Exams

Two-step processes to be Prepared:

- Career Technical Education (CTE) Pathway Completion **plus one** of the following criteria:
 - Smarter Balanced Summative Assessments: At least a Level 3 "Standard Met" on ELA or Mathematics and at least a Level 2 "Standard Nearly Met" in the other subject area
 - One semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects)
- Completion of courses that meet the University of California (UC) or the California State University (CSU) a-g criteria **plus one** of the following criteria:
 - CTE Pathway completion
 - Smarter Balanced Summative Assessments: At least a Level 3 "Standard Met" on ELA or Mathematics and at least a Level 2 "Standard Nearly Met" in the other subject area
 - One semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects)
 - Passing score on one AP Exam **OR** on one IB Exam

To achieve Approaching Prepared status, there are 4 pathways, assuming high school graduation has been achieved:

- CTE Pathway completion

- Scored at least Level 2 "Standard Nearly Met" on both ELA and Mathematics Smarter Balanced Summative Assessments
- Completion of one semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects)
- Completion of courses that meet the UC or CSU a-g criteria

Here is a link to a graphic that visually summarizes the paths towards reaching Prepared and Approaching Prepared status.

Dual Enrollment Data with SBCC

Our total percentage of high school students completing at least one Dual Enrollment course has remained steady over the past five years, hovering around 20% overall, with gaps between key student subgroups. Asian and White students have consistently participated at above average rates, while most other key subgroups have consistently participated at below average rates. We have implemented programs to identify students who, despite being academically eligible, have not engaged with advanced coursework, so that we can encourage them to experience programs like Dual Enrollment.

Data Collection Challenges

The College/Career Indicator does not yet reflect the completion of Dual Enrollment and CTE Pathways that we experience with our students, largely due to changes in state data collection standards that occurred around the same time as the release of the Indicator. We have worked to align our practices to meet the new data collection standards, and expect to see those completions better reflected in the Indicator going forward. In the meantime, we continue to monitor local reports around Dual Enrollment and CTE Pathway participation and completion to ensure students have access to opportunities aligned with their plans.

Implications for Santa Barbara Unified

First, these new accountability standards are raising the bar on what our graduates need to achieve. Getting a high school diploma is not enough to be successful in a 21st Century global economy and in this new era of accountability and we will be measured on results for significant subgroups such as our African American, Hispanic, Special Education, English Language Learners, and others.

Second, this new accountability system highlights two specific pathways that are in place in our district that need to be enhanced – CTE pathways and dual enrollment courses with SBCC. We have the best community college in the nation right in Santa Barbara and a separate report

about dual enrollment provides information about current results and opportunities to improve our partnership with SBCC. We need to consider how we can improve and expand our CTE pathways.

In summary, our specific mission in secondary education is to improve outcomes in the following five areas:

- CAASPP test results in ELA and Math
- Completion of A-G courses
- Passing scores on AP and/or IB tests
- CTE pathway completion
- Completion of dual enrollment college courses

College/Career Indicator for High Schools in California

Spring 2018

Changes in Accountability Systems

- API is out, CA School Dashboard is in
- API was based solely on test scores (STAR, CAHSEE) and was a number from 200-1000
- The new College/Career Indicator Dashboard report will be an integration of multiple measurements

College/Career Indicator – Composition

- Smarter Balanced Summative Assessments in ELA and Math
- AP Exam scores
- IB Exam scores
- Completion of Dual Enrollment College Courses
- Completion of UC/CSU A-G requirements
- Completion of a Career Technical Education Pathway

Three Levels of Preparation

- Prepared
 - Approaching Prepared
 - Not Prepared
-
- We have one year of results for SB Unified, the Class of 2016

Class of 2016 in SB Unified

	Afr American	Asian	Hispanic	White	Other	Total
Cohort of Graduates (<i>n</i>)	23	97	760	674	42	1596
Prepared (<i>n</i>)	9	77	225	467	20	798
% Prepared	39%	79%	30%	69%	48%	50%
% Approaching or Not Prepared	61%	21%	70%	31%	52%	50%

Cohorts of the Class of 2016

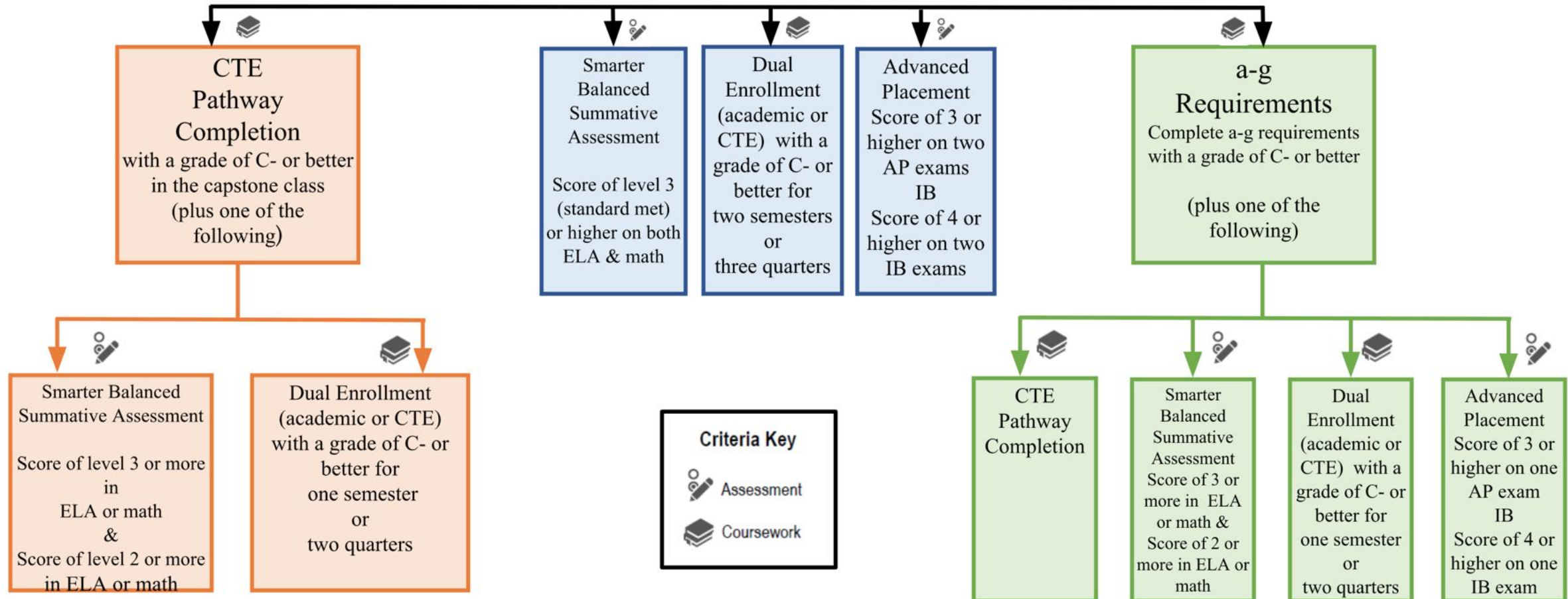
	English Language Learners	Socio-Economic Disadvantaged	Students w/ Disabilities	Homeless
Cohort of Graduates (<i>n</i>)	393	766	206	368
Prepared (<i>n</i>)	80	216	19	91
% Prepared	20%	28%	9%	25%
% Approaching or Not Prepared	80%	72%	91%	75%

Pathways to Achieve Prepared and Approaching Prepared Status

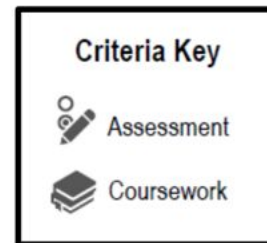
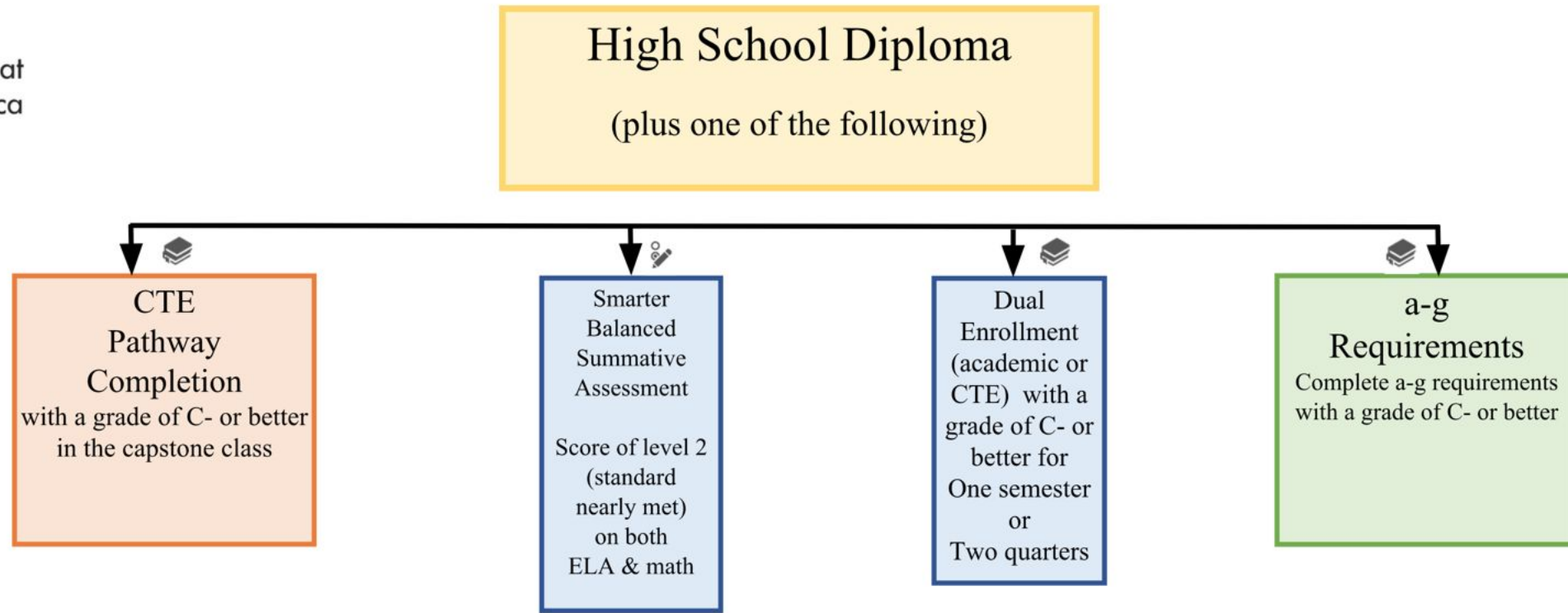
- Prepared
 - 5 pathways – 3 require one-step, 2 require two-steps
- Approaching Prepared
 - 4 pathways

College/Career Readiness *PREPARED* Indicator Level

High School Diploma
(plus one of the following)



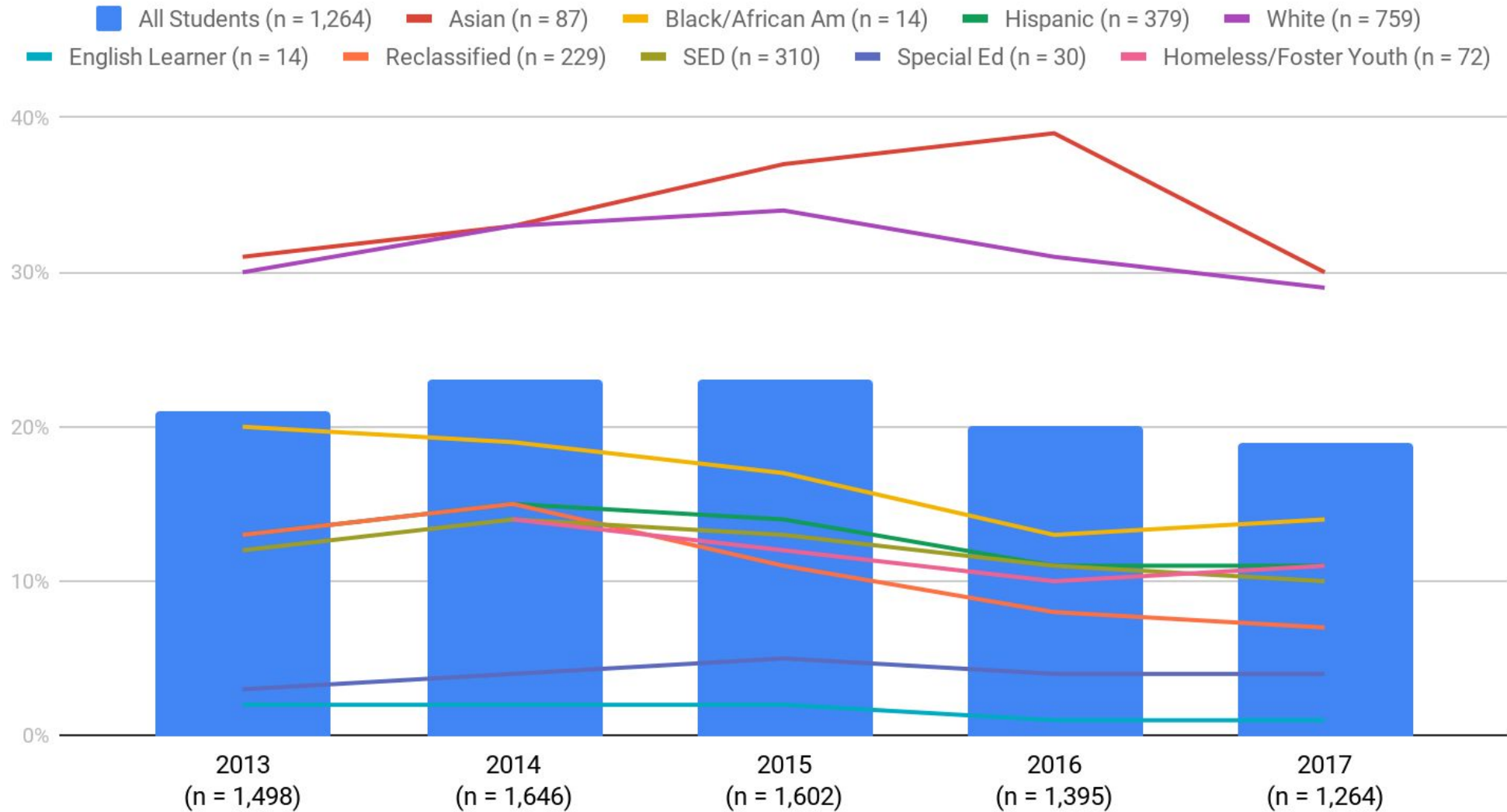
College/Career Readiness *APPROACHING PREPARED* Indicator Level



Implications for SB Unified and SBCC

- Enhance opportunities for CTE pathways and dual enrollment with SBCC
- Communicate a secondary-specific mission to improve outcomes in five areas:
 - CAASPP test results in ELA and Math
 - Completion of A-G courses
 - Passing scores on AP and/or IB tests
 - CTE pathway completion
 - Completion of dual enrollment college courses

Percent of Students Completing at Least One Dual Enrollment Course



Future Collaboration - SBUSD and SBCC

- Guidance counselor alignment about dual enrollment
- Collaboration around data collection and reporting to CDE
- Collaboration around refinement and development of CTE pathways
- Improved messaging around the value of CTE pathways

Comments / Questions?

Santa Barbara Unified School District

Item Title: Next Meeting

Agenda Title: Tuesday, May 22, 2018
Regular Board Meeting - 6:30 pm
District Administration Office
720 Santa Barbara Street

Tuesday, June 12, 2018
Regular Board Meeting - 6:30 pm
District Administration Office
720 Santa Barbara Street

Background:

Recommendation:

Resource Person:

Fiscal Impact:

Funding Source:
