San Diego Community College District
San Diego Unified School District

Joint Board Meeting
March 19, 2013

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Status Report on 2011- 2012 Goals

Academic Calendar

Goal:

- Work towards coordinating a standardized spring break between the community college district, the school district, and San Diego State University

Status:

- Spring break for 2014 is fully aligned between all three institutions

- The leadership from San Diego Community College District and San Diego Unified School District will work to align future development of their academic calendars to include consideration of the spring break schedule

Curriculum Alignment

Goal:

- Ensure that there are meetings, workshops, and conferences between the districts' faculty, teachers, counselors, and administrators to ensure student success through early assessment, common academic standards and expectations, and appropriately designed curriculum

Leading the Promise of
Common Core State Standards

Moving from Adoption to Implementation to Sustainability

*Common Core Goals**

• Develop a set of shared national standards

• Ensure that students in every state

  • Are held to the same level of expectation
  • Can compete with students in the highest performing countries
  • Are prepared for post secondary education
  • Are prepared for the global arena

* Common Core Standards Adopted by California in 2010 and Next Generation Assessments Scheduled for 2014 - 2015

Common Core State Standards

- Are aligned with college and work experience

- Are clear, understandable, and consistent

- Include rigorous content and application of knowledge through high-order skills

- Build on strengths and lessons of current state standards

- Are informed by other top-performing countries, so that all students are prepared to succeed in a global economy and society

- Are evidence-based

What Are These Common Core State Standards?

- Coherent progression of learning expectations
  - English Language Arts
  - Mathematics
- Designed to prepare K – 12 students for college and career success

English Language Arts (ELA)

Shifts in English Language Arts/Literacy	
Information, Literacy Balance	Greater emphasis on informational text
Knowledge in Disciplines	Emphasis on language literacy outside of English classrooms
Complexity Staircase	Time for close and careful reading and scaffolding for those with reading levels below grade level
Text-based Answers	Students make evidentiary arguments in both conversation and writing
Writing from Sources	Writing that emphasizes the use of ideas, events, facts and arguments
Academic Vocabulary	Building vocabulary by focusing on pivotal and commonly found words

Implications of ELA Instructional Shifts

- **More Informational Texts**
  - Elementary and Middle Units currently have a balance of fiction/informational texts
  - More current texts will be needed
  - High School has no units- most English classes focus on fiction.
- **Knowledge in Disciplines**
  - Secondary teachers working together across subject areas
- **Complexity Staircase**
  - Texts are often at the same level across grade levels; work never gets more complex
  - Teachers do not let students read and write INDEPENDENTLY
- **Text-based Responses**
  - Questions we ask now (including those in units and teacher guides) can be answered without referring back to the text
  - More rereading/citing evidence will be needed across subject areas
- **Writing from Sources**
  - Less narrative and more expository and argument writing
  - Types of writing students will use beyond high school--70% expository by high school
- **Academic Vocabulary**
  - Will need to use precise, academic language of the disciplines (writing and speaking)
  - MORE read aloud in lower grades to build vocabulary
  - MORE content reading in elementary to build vocabulary

Mathematics

Shifts in Mathematics	
Focus	Focus on strong foundational knowledge and deep conceptual understanding
Coherence	Each standard is connected to previous learning
Fluency	Expectation of speed and accuracy with simple calculations
Deep Understanding	Access concepts by being able to apply them to new situations
Application	Opportunities to apply math in "real world" situations at all grade levels
Dual Intensity	Both practice and understanding are emphasized

Implications of Math Instructional Shifts

SHIFT	IMPLICATIONS
FOCUS	• Stress conceptual understanding of key ideas (big ideas) • Continually return to organizing principles (e.g., place value or properties of operations to structure ideas)
COHERENCE	• Research-based learning progressions within and across grades • Detail what is known about how students' mathematical knowledge, skill, and understanding

FLUENCY	• <u>Efficiency</u> in use of strategies
	• <u>Accuracy</u>
	   • Recording information
	   • Retrieval of knowledge of number facts and relationships
	   • Checking results
	• <u>Flexibility</u> to choose appropriate strategies; having multiple ways to solve

DEEP UNDERSTANDING	• Ability to justify answers appropriate to the students' mathematical maturity • Constructing viable arguments • Critiquing the reasoning of others
APPLICATION	• Concepts emphasizing real world contextual situations

DUAL INTENSITY	• Balanced instruction
	   • Conceptual understanding
	   • Procedural skills and real world problem solving
	• Implementation of math practice standards (eight)
	   • "Habits of mind" for student mathematicians K-12

What are the benefits?

STUDENTS

- CLEAR, PURPOSEFUL: Across Nation
- STABILITY: Mobile Students
- CONSISTENCY: Learning Targets
- ACCESS: Higher Education, Global Careers
- CONTENT: Rigorous, Relevant and Engaging

TEACHERS

- CLEAR, PURPOSEFUL: Common Across Nation
- NEXT GENERATION ASSESSMENTS
- QUALITY INSTRUCTION
  - Instructional strategies
  - Scaffolding learning tasks for students
- PROFESSIONAL DEVELOPMENT
- TEACHER COLLABORATION: Across Nation
  - Shared Best Practices
  - Students Benefit

Progress to Date

- Established Mathematics core group
  - SDCCD faculty members: Carlos De La Lama (City College), Toni Parsons (Mesa College), Francois Bereaud (Miramar College)
  - SDUSD Resource Manager and teachers: Sherry Lawson, Carol Treglio, Mike Uhuru
- Established English core group
  - SDCCD faculty members: Trissy McGhee (City College), Chris Sullivan (Mesa College), Mark Manasse (Miramar College)
  - SDUSD Resource Managers and teachers: Robert Grano, Debbie Higdon, Rosemary Staley, Alexis Conerty, Jennifer O'Connor
- Review supporting research

Progress to Date

- Tutorials
  - Common Core Standards
  - College course sequences and course outlines
- Developed model for collaboration: High school Rigorous Curriculum Re-design Project
  - Cohorts of high school teachers
  - Specific math and English units
- Explore other successful models
- Invited session at League for Innovation in the Community College's annual conference (March 10)
- Expansion throughout college academic departments
- Regional conferences

SDUSD Implementation Timeline

- 2011-13 Introduction to Common Core
  - Begin department and school-wide conversations about implications

- 2012-13 Piloting

- 2013-14 Field Testing

- 2014-15 Assessments

Collaboration on Curriculum Re-Design

- Embed Video

- Professors Francois Bereaud and Carlos De La Lama

Early/Middle College Status Report and Update

Goal:

- Increase the number of Early/Middle College high schools by at least one additional school

Status:

- Update on current programs
- Status of additional program
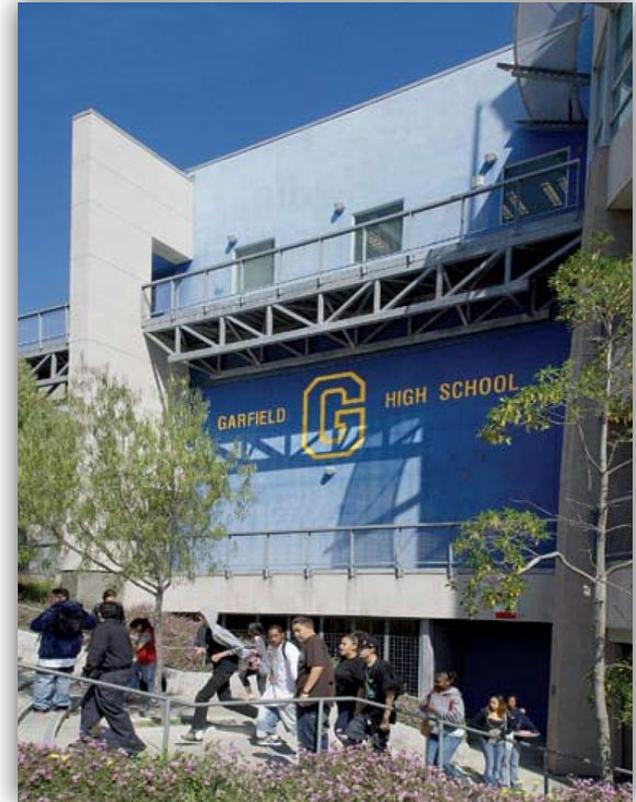
Current Early/Middle College Programs

San Diego Early/Middle College (SDEMC) at City College

- Located on the City College campus
- Began in 2008
- Serves about 145 students
  - 80% economically disadvantaged students
- Focus on preparing students to take transfer-level courses and reduce the need for remediation
  - Includes a Summer Bridge program
- 88% successful completion rate in transfer-level courses
- 2012 first graduating cohort
  - 31 graduates
  - 62% continued at community college
  - 32% enrolled at four-year institutions
 - 6% moved out-of-state

Garfield City Middle College High School Program

- Collaboration between Garfield High School and City College

- Goal of the program is to reduce dropout rates, increase college attendance, and prepare at-risk students for academic and career success

- Focus is on seriously at-risk students 17 years and older
  - Have only earned half the number of credits needed for a high school diploma
  - Lacking long-term educational career goals

- Program is comprised of:
  - Two-week "boot camp" class at Garfield focused on team building, problem solving, study skills, and career awareness
  - 12 weeks of college classes at City College
  - Two weeks of job shadowing with businesses and organizations

- Students receive 5 ½ college credits and earn Certificate of Completion

- Garfield City Middle College program has served over 800 students the past 12 years

Partnership with Hoover High School

- City College has a relationship with Hoover High School in early stages of development for Early/Middle College

- Looking to strengthen the relationship in the future

- Current focus Language Arts:
  - Early assessment in English and math
  - Remedial courses

- Two cohorts
  - 2011-2012
    - 70-80 tenth grade students
    - Included a Summer Bridge program
    - Early remediation

  - 2012-2013
    - 60 ninth grade students
    - Included a Summer Bridge program
    - Early remediation
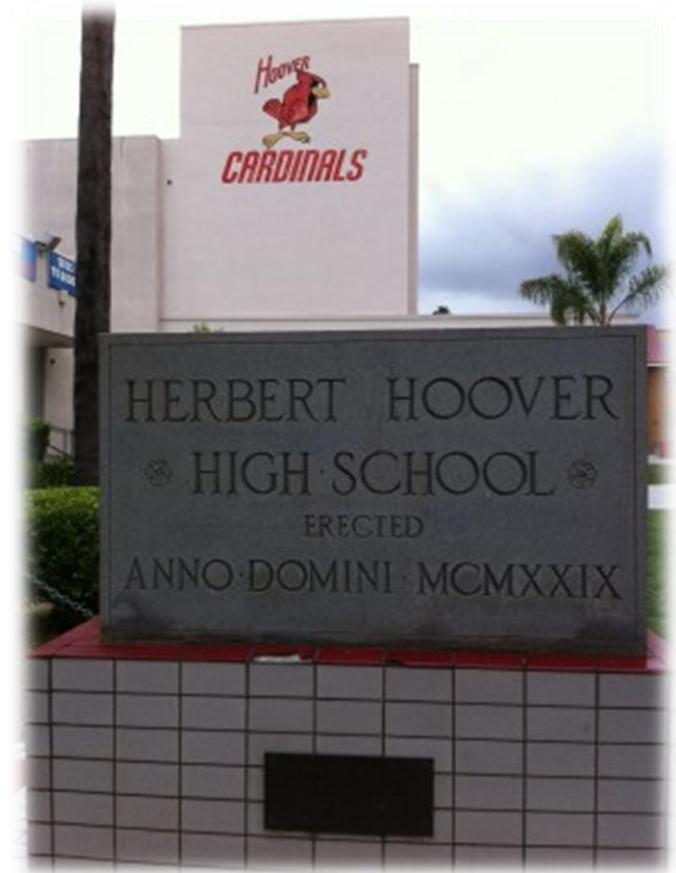
San Diego Met High School at Mesa College

- Located on the Mesa College campus
- Began in 2004
- Serves about 200 students
- Focus on creating a college-going culture (A-G requirements)
- Program includes an internship component for all students
- 75% of graduates attend a four-year college or university
- 27% of graduates attend two-year colleges

Additional Early/Middle College

- Miramar College has carefully analyzed the feasibility of establishing an Early/ Middle College

- The college has identified a number of barriers to establishing an Early/Middle College at this time:
  - o Allocation of facilities and staff
  - o Limited availability of college courses due to ongoing budget declines in the past four years
  - o Goal of the college is to meet the needs of incoming high school graduates especially in Career Technical and Transfer programs

Concurrent Enrollment

Goals:

- Increase concurrent enrollment by 10% over a five-year period

- Increase the number of high schools at which community college faculty provide instruction either on-site or via-virtual technology, while taking a fresh look at relevant learning models using a holistic view that includes socialization

Status:

- The community college district's enrollment has been downsized by the state over the past four years

- The district's top priority has been to ensure access to incoming high school graduates

- SDCCD is considering strategies to address the basic skills needs of incoming high school graduates
  - Early assessment
  - Summer Bridge programs
  - Mandatory placement in basic skills English and mathematics courses

Facts:

- 36% of SDUSD graduates enrolled at City, Mesa, or Miramar colleges within one year of graduation

- Only 15% of concurrently enrolled high school students enrolled at City, Mesa, or Miramar colleges within one year of graduation

- Only 11% of students enrolled in college classes on the high school campuses later enrolled at City, Mesa, or Miramar colleges within one year of graduation

Enrollment and Student Outcomes of Recent SDUSD High School Graduates

Over past five years:

- 51% of students enrolled full-time
- 77% persisted from Fall to Spring
- 57% persisted from Fall to Fall

English and Mathematics Placement:

- 41% placed in basic skills reading
- 67% placed in basic skills writing
- 65% placed in basic skills math

Completion Rates:

- 51% transferred within 6 years
- 17% earned degrees or certificates
- 5% were transferred-prepared (completed 60 CSU/UC transferrable units)
- 73% overall completion rate

Disadvantaged Students

Goal:

- Ensure that students, especially these who are disadvantaged, have comparable opportunities (accessible programs, inclusiveness, common standard) throughout both districts regardless of geography or socio-economic characteristics

Status:

- Overarching goal of both districts
- Ongoing efforts
  - Presentations at K-12 counselor meetings highlighting programs and services for students
  - First-Year Experience (FYE) programs
    - Importance of early preparation
  - Outreach efforts targeting underrepresented populations
    - Early assessment
    - Gear-Up programs in schools with traditionally low college-going rates
  - Ongoing collaboration with local high schools

Internship and Service Learning

Goal:

- Institute accelerated career programs linked to internships and service learning experiences

Status:

- The colleges have a number of internship and service learning opportunities available to students
- SDCCD and SDUSD will work together over the next year to further explore this goal

New Directions