

Equity Study
Santa Maria Joint Union High School District
Presentation to the Board of Education



orenda

Shattering Inequitable Education Systems

March 14, 2023

"Every system is perfectly designed to get the results it gets." - W. Edwards Deming



Expectations & Beliefs

What systems best explain the student success profile?



Every system is perfectly designed to get the results it gets.



**Where's the
Floor?**

Academic
Expectations &
Supports



What is the
purpose of school
and who is entitled
to receive the
**Premium
Education?**



**“Team Santa
Maria”**

Communication,
Clarity, Coherence



Study Questions

What is the student success profile?



What SYSTEMS best explain the success profile?



What can be done to accelerate student success?



But first....Relevant Context



Vulnerability



Demographics



Staff Turnover



Santa Maria Joint Union High School District Vulnerability Index without Achievement

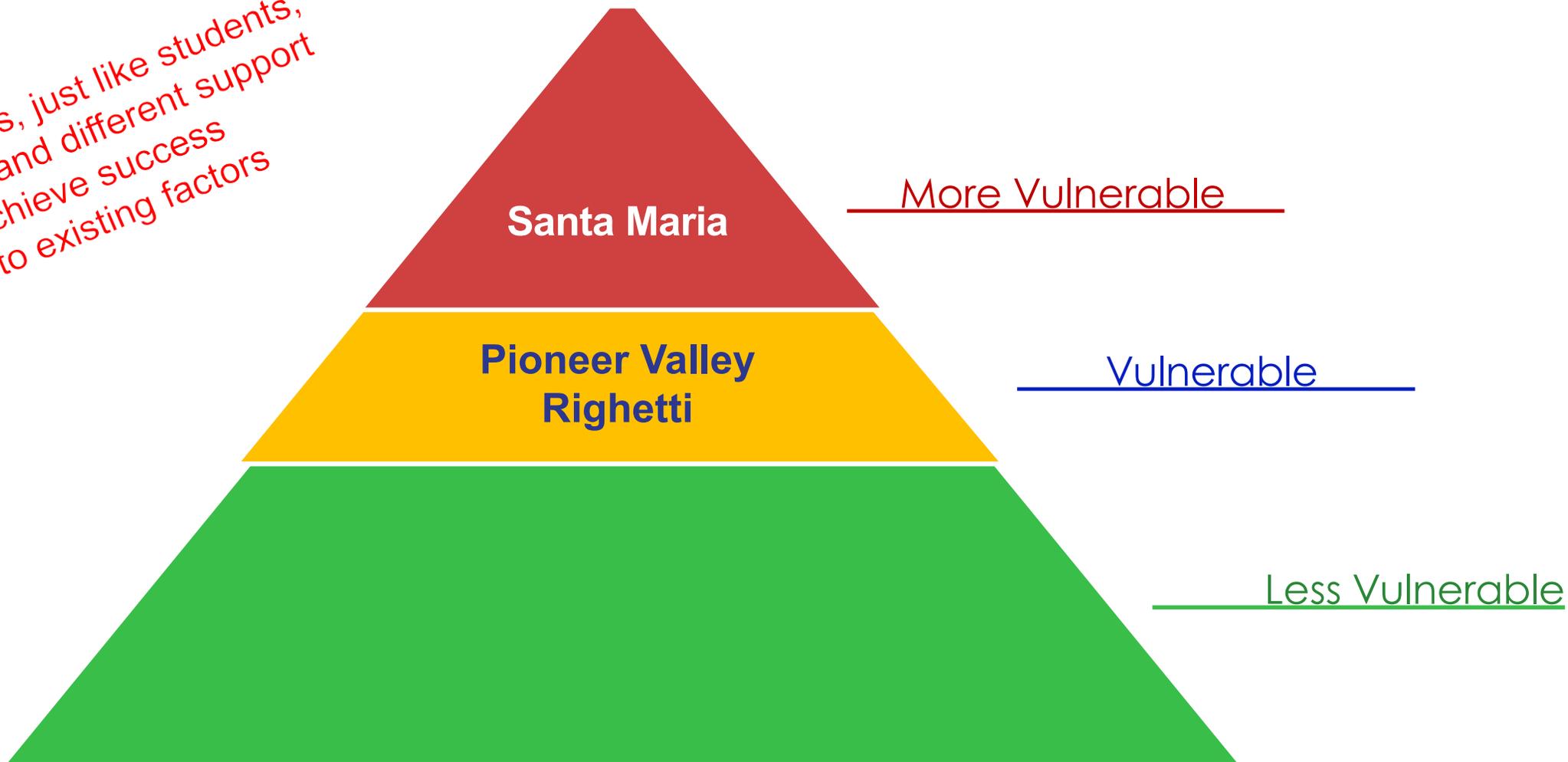
			Contextual Factors			Other Factors >10% of Pop.				Vulnerability Index			
School Name	#	Span	Poverty (FRL)	Violent Crime (Per 1000)	4-Year College Degree	EL	SpEd	HI	WH	Green Total	Red Total	Index	Vulnerability Rating
Pioneer Valley HS	3156	9-12	76%	5	31%	15%	11%	94%	3%	1	1	0	Vulnerable
Santa Maria HS	3186	9-12	93%	12	5%	21%	14%	96%	2%	0	5	-5	More Vulnerable
Righetti HS	2520	9-12	66%	2	23%	12%	14%	70%	21%	1	1	0	Vulnerable

Total 9242

Can we tier schools for the purpose of support?



*Some schools, just like students,
need more and different support
to achieve success
due to existing factors*

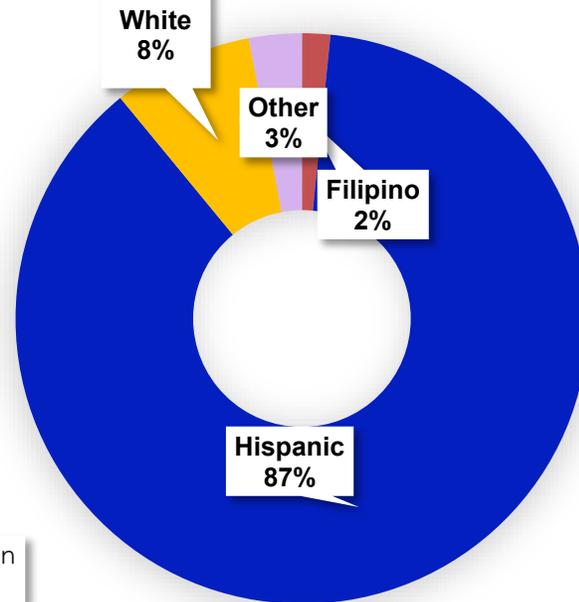


What is the demographic makeup of SMJUHSD?

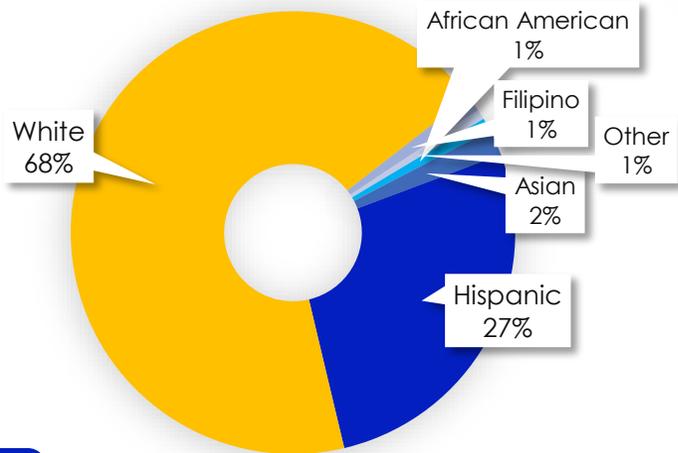


2021-22 Enrollment = 9,243

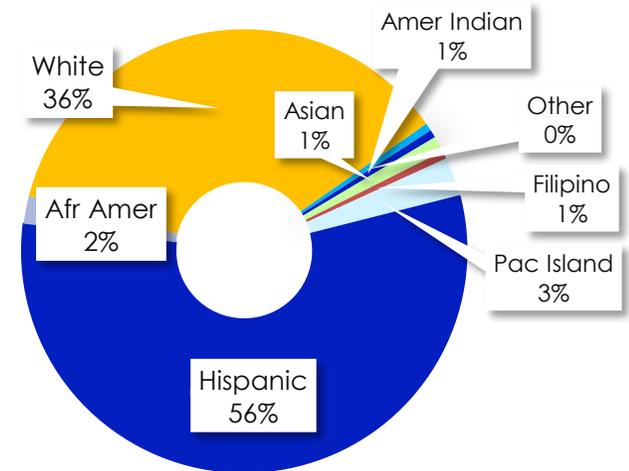
Student Ethnicity



Teachers (N=418)



Classified Staff (N=347)

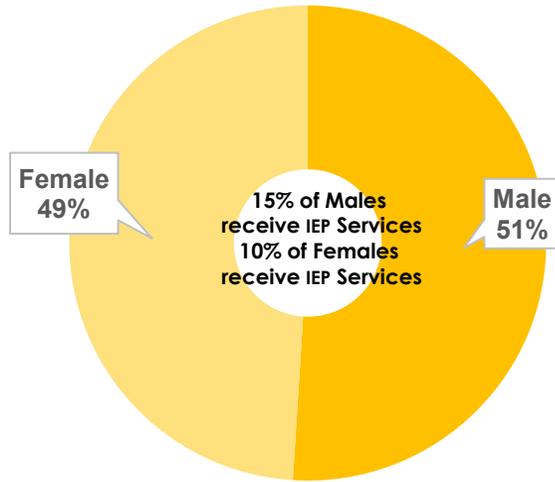


What is the demographic makeup of students in SMJUHSD?

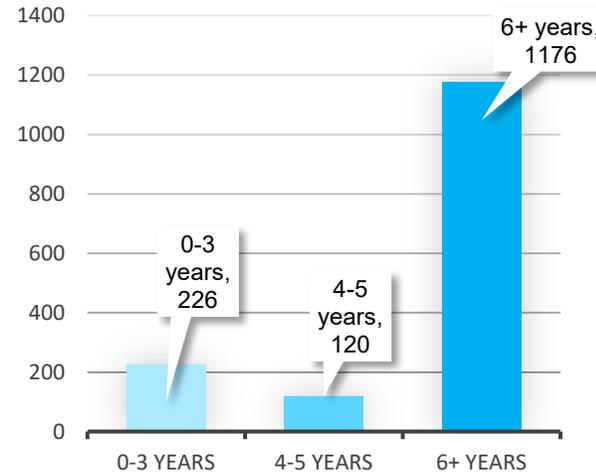


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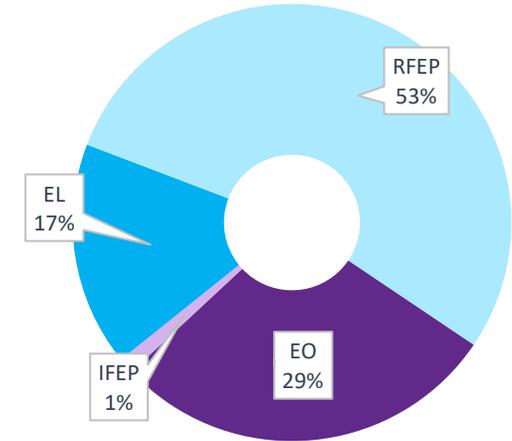
Gender



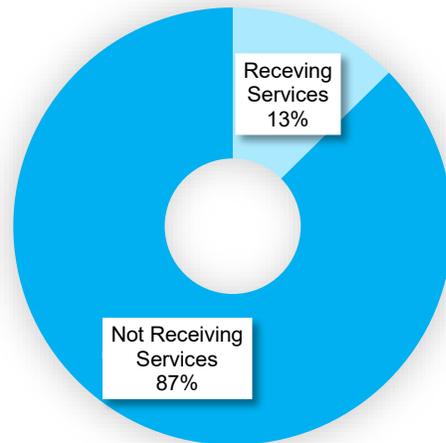
English Learners



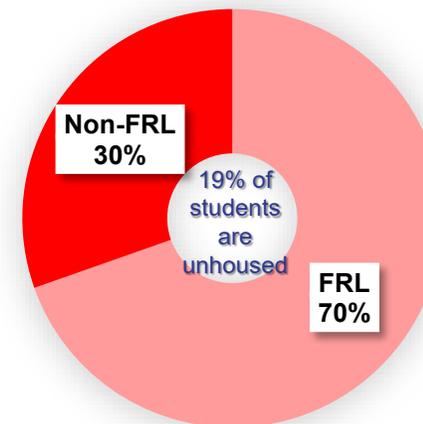
Language Fluency



Students with an IEP



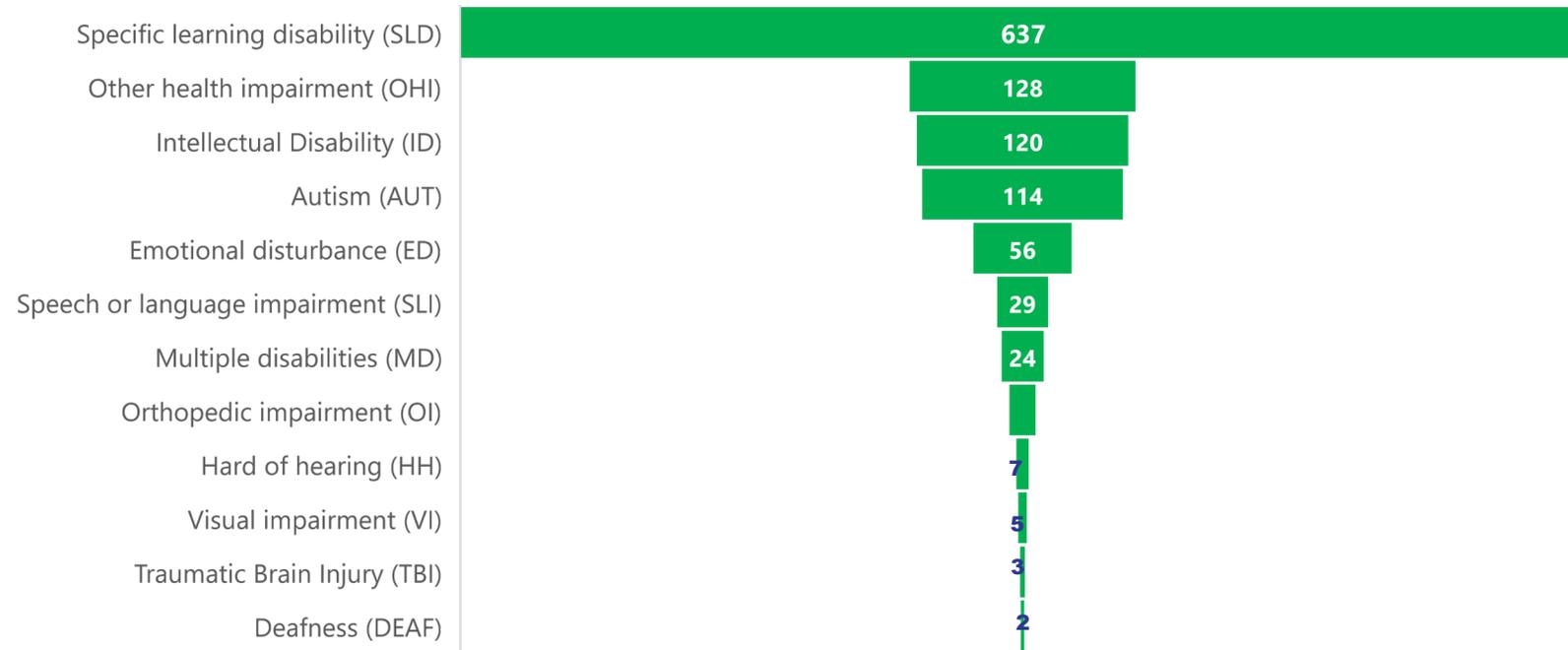
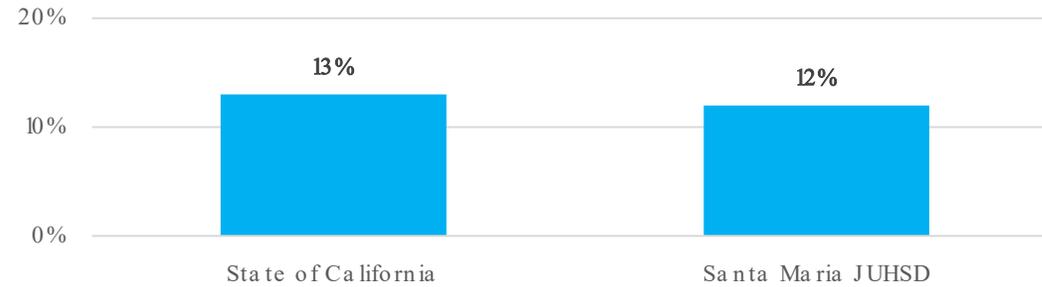
Students Receiving Free and Reduced Meals



What do we know about students on an IEP in SMJUSD?



Enrollment of Students on an IEP



What is the turnover of staff in Santa Maria J UHSD?

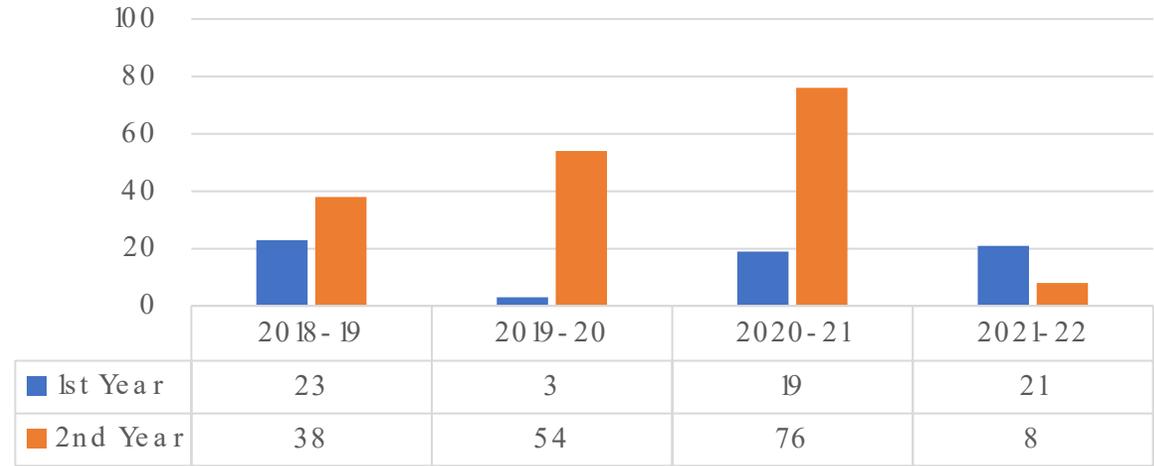


Leadership

2 Supts. over the past 10 years

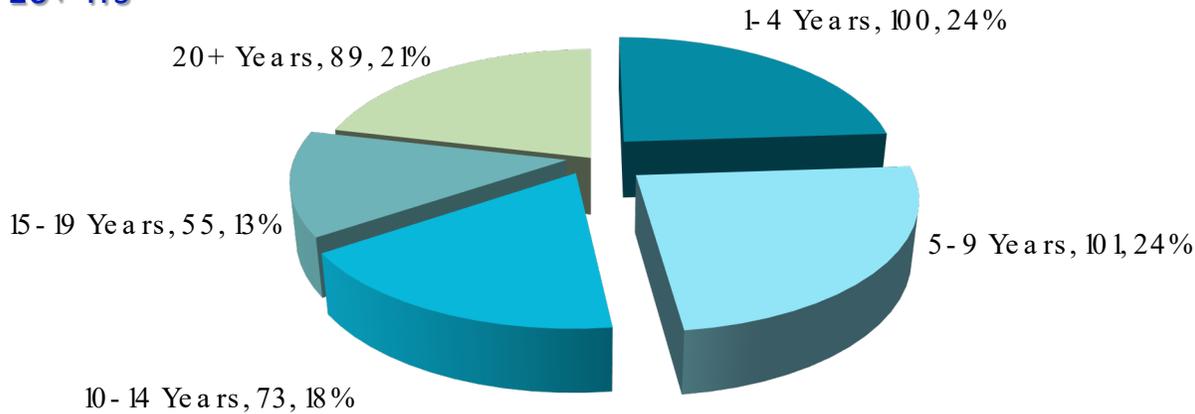


1st and 2nd Year Teachers in District



SMJUHSD Years of Teacher Experience
(N = 418)

52%
10+ Yrs



There were 66 first-year teachers during the last 4 years out of 418 teachers

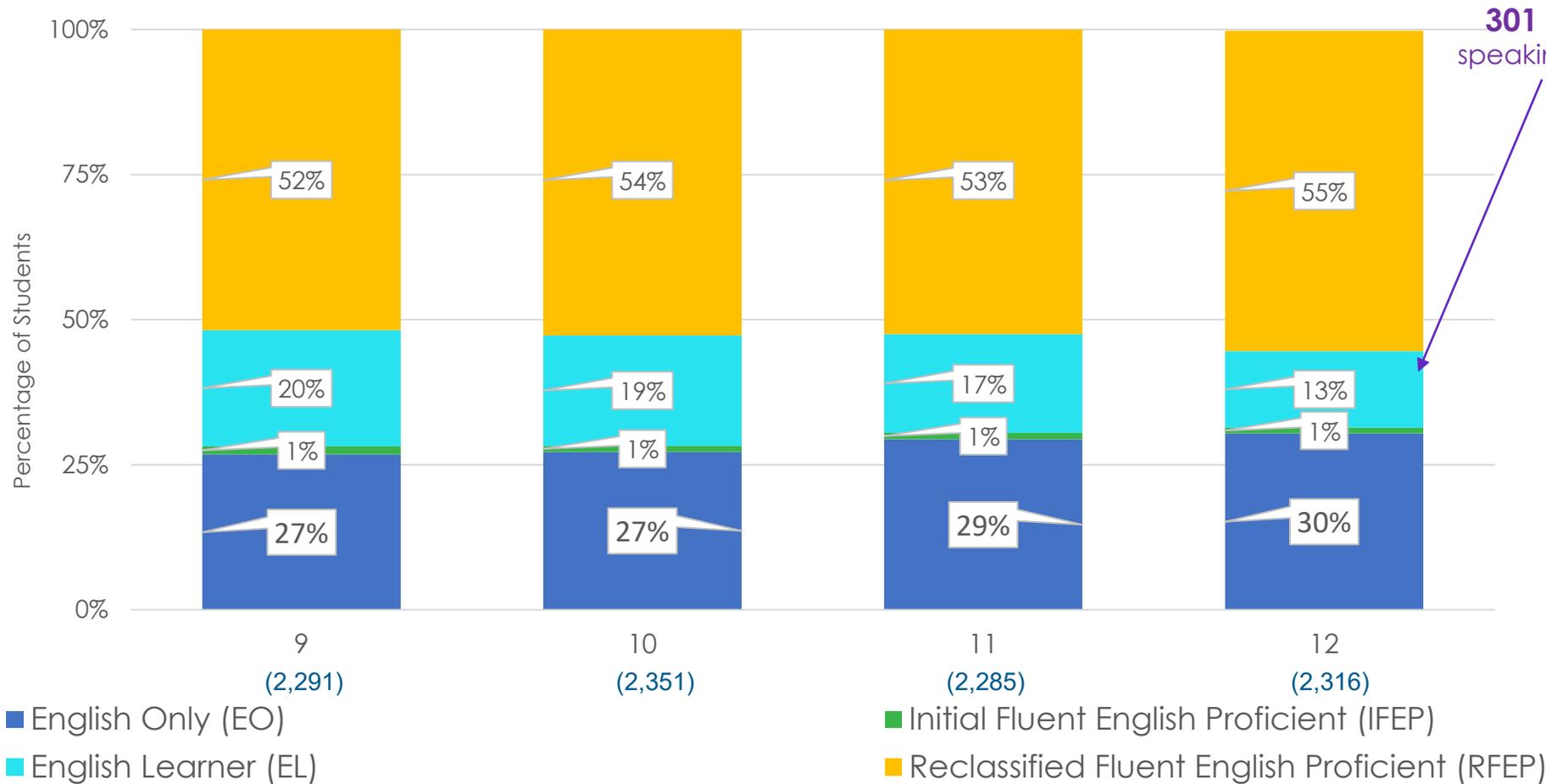
17% Teacher Turnover (4 years)
<5% annually

Low Turnover

Staff
Stability



What is the Language Fluency of SMJUHSD students by grade level?



301 seniors were not proficient in speaking, reading, and writing English

Senior ELs:

6+ Years	221 students
4-5 Years	30 students
0-3 Years	50 students



What can 4-year stability patterns tell us about SMJUHSD?

Students who began 9th Grade in 2016-17	
9th Grade 2016-17	1983
10th Grade 2017-18	1867
11th Grade 2018-19	1762
12th Grade 2019-20	1716
and remained for 4 years	87%

Students who began 9th Grade in 2017-18	
9th Grade 2017-18	2079
10th Grade 2018-19	1939
11th Grade 2019-20	1851
12th Grade 2020-21	1793
and remained for 4 years	86%

Students who began 9th Grade in 2018-19	
9th Grade 2018-19	2280
10th Grade 2019-20	2177
11th Grade 2020-21	2014
12th Grade 2021-22	2093
and remained for 4 years	92%

Attrition per year averages 4% on matched student samples

250 or 13% transferred to Delta HS during the 4 years

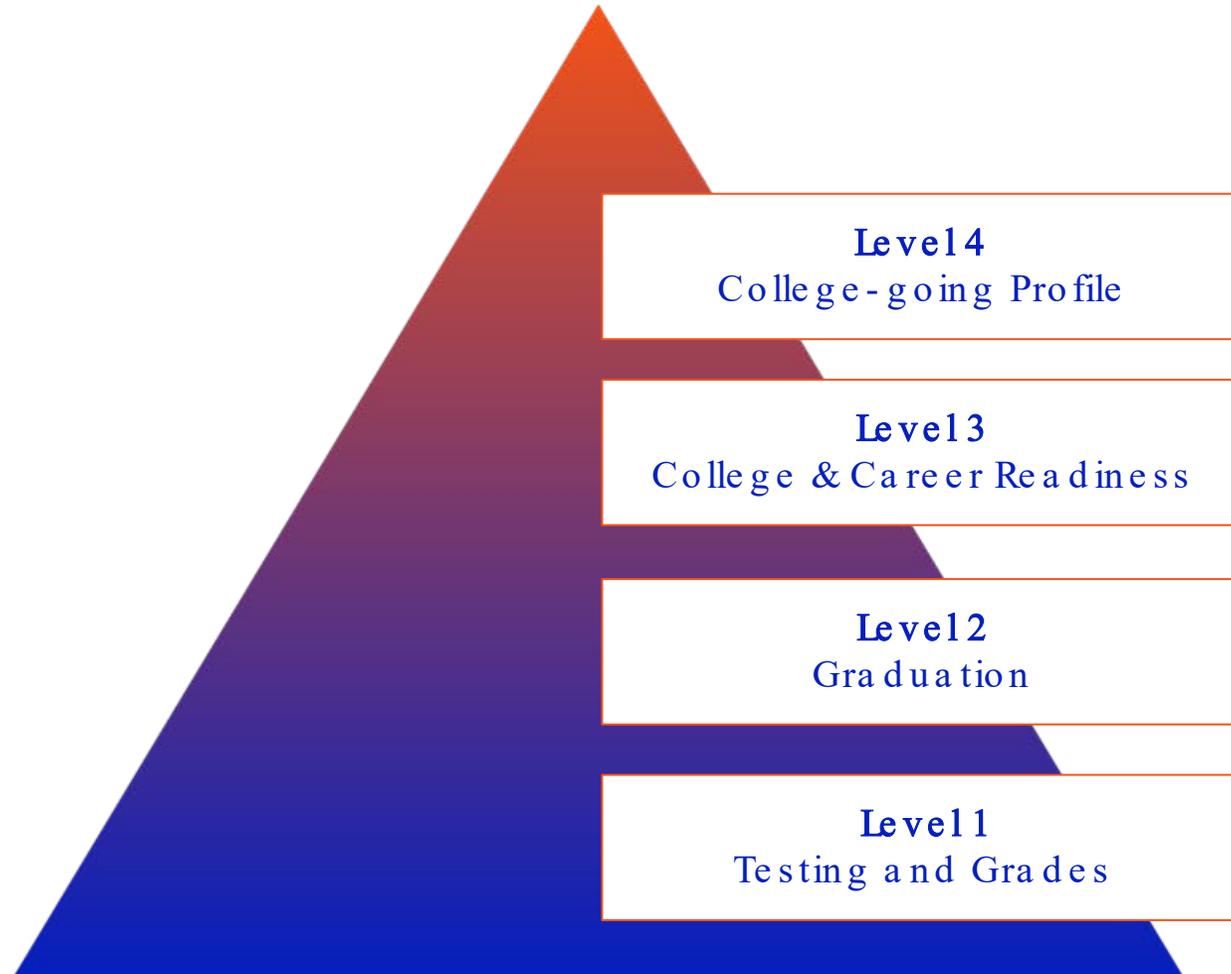
262 or 13% transferred to Delta HS during the 4 years

83 or 4% transferred to Delta HS during the 4 years



(Alt Ed numbers included in grade level attrition numbers above also)

What is the current student success profile?



Level 1
Testing and Grades



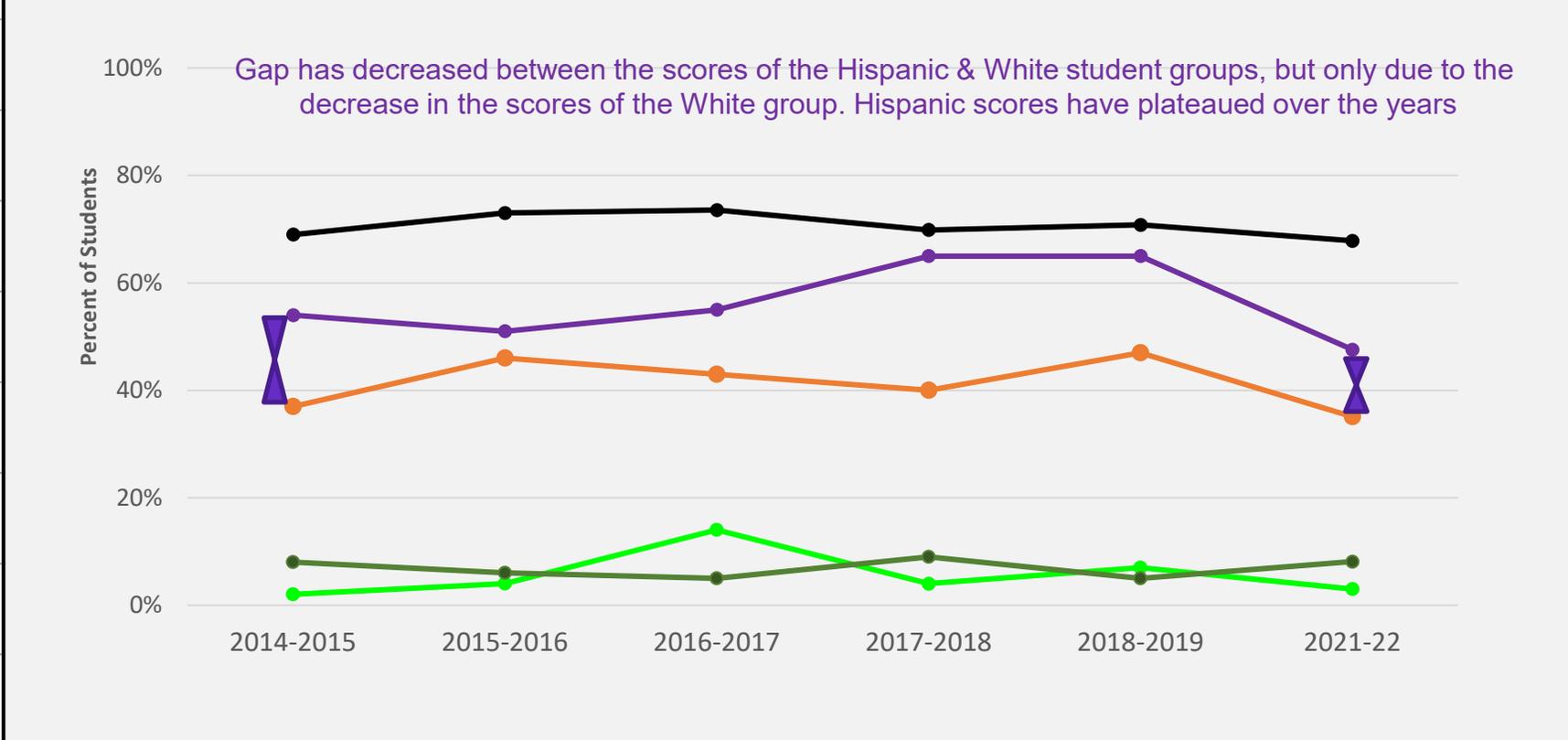
What is the gap between groups on ELA SBAC over time?



2022 ELA: At or Above Grade Level

CAASPP 2021-22 English Language Arts Results	
● State of CA Non-SED 11th Grade Students	68%
● All Students	37% 761/2057
● Filipino Students	67% 24/36
● Hispanic Students	35% 618/1766
● White Students	48% 79/164
● Socioeconomic Disadvantaged	34% 561/1650
● English Learners	3% 9/291
● Students with Disabilities	8% 14/173

At or Above Grade Level in English Language Arts
Test: CAASPP, Grades 11



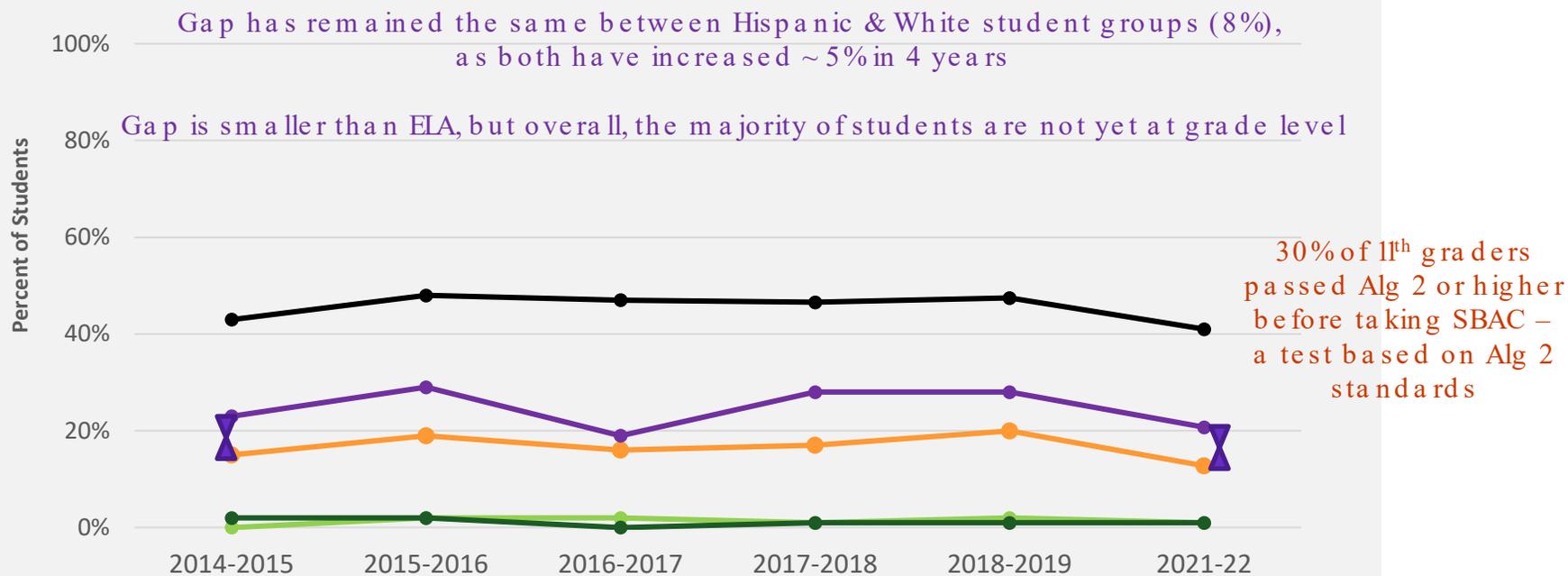
What is the gap between groups on Math SBAC over time?



2019 Math: At or Above Grade Level

CAASPP 2021-22 Mathematics Results	
● State of CA Non-SED 11th Grade Students	41%
● All Students	15% 312/2082
● Filipino Students	43% 16/37
● Hispanic Students	13% 233/1796
● White Students	21% 33/159
● Socioeconomic Disadvantaged	13% 17/1683
● English Learners	1% 40/309
● Students with Disabilities	1% 2/183

At or Above Grade Level in Mathematics
Test: CAASPP, Grade 11



What is the grade distribution by grade level in SMJUHSD?



SMJUHSD Overall Grade Distribution Semester 2, 2021-22

9th Grade	A	B	C	D	F	D/F Rate	Total Marks
English	28%	24%	20%	13%	16%	29%	1,977
Mathematics	28%	22%	19%	11%	21%	32%	1,424
Science	32%	21%	18%	11%	19%	30%	1,414
History/Social Science	57%	9%	14%	6%	14%	20%	35
International Languages	35%	23%	17%	11%	15%	26%	942
Total	30%	22%	19%	11%	18%	29%	5,792

10th Grade	A	B	C	D	F	D/F Rate	Total Marks
English	22%	25%	23%	16%	15%	31%	2,034
Mathematics	26%	24%	21%	10%	19%	29%	1,855
Science	32%	24%	18%	11%	16%	27%	1,485
History/Social Science	31%	23%	19%	12%	15%	27%	2,175
International Languages	35%	26%	20%	10%	9%	19%	1,059
Total	28%	24%	20%	12%	15%	27%	8,608

11th Grade	A	B	C	D	F	D/F Rate	Total Marks
English	28%	23%	22%	12%	15%	27%	1,807
Mathematics	20%	24%	25%	14%	17%	31%	1,428
Science	25%	24%	26%	12%	13%	25%	874
History/Social Science	29%	26%	21%	12%	12%	24%	1,955
International Languages	32%	28%	21%	10%	9%	19%	962
Total	27%	25%	22%	12%	14%	26%	7,026

12th Grade	A	B	C	D	F	D/F Rate	Total Marks
English	25%	27%	29%	15%	5%	20%	1,338
Mathematics	17%	17%	25%	16%	24%	40%	1,001
Science	26%	20%	35%	10%	9%	19%	312
History/Social Science	28%	26%	29%	14%	4%	18%	1,816
International Languages	25%	26%	25%	12%	12%	24%	424
Total	25%	24%	28%	14%	9%	23%	4,891

Highlighting is 30% and higher
Classes that meet A-G

How many students received a D/F?



How many students received a D or F 2nd Semester of 2021/22?

	9th	10th	11th	12th
PVHS	395	383	374	251
SMHS	474	496	401	416
ERHS	303	333	274	173

What percent of students received a D or F 2nd Semester of 2021/22?

	9th	10th	11th	12th
PVHS	59%	70%	52%	40%
SMHS	59%	58%	59%	62%
ERHS	51%	51%	50%	34%

How many LTEL students received a D or F 2nd Semester of 2021/22?

	9th	10th	11th	12th
PVHS	81	62	44	22
SMHS	119	105	60	38
ERHS	60	44	24	22

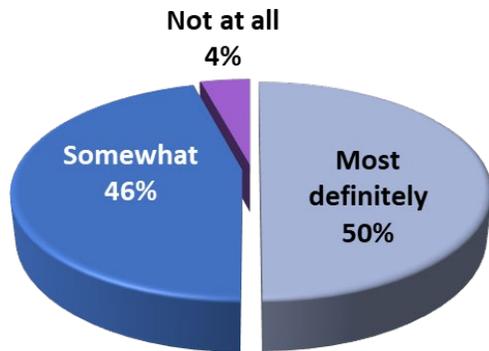
What percent of LTEL students received a D or F 2nd Semester of 2021/22?

	9th	10th	11th	12th
PVHS	84%	70%	64%	58%
SMHS	78%	72%	71%	79%
ERHS	82%	79%	89%	48%

Will my twins get the same education in different classrooms?

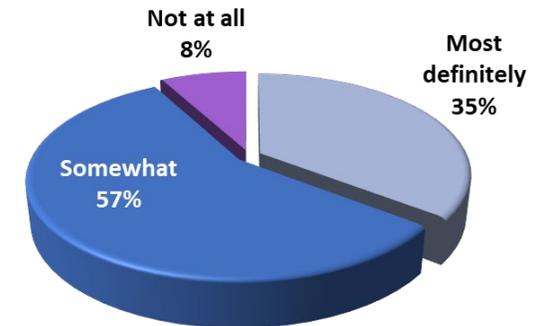


Imagine you are a teacher new to this school, would you know specifically what content and skills you are responsible for teaching?

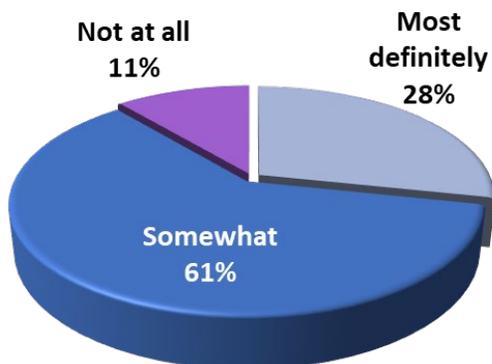


“It would be nice if teachers were on the same page, instead of saying they agree to do things, then doing their own thing. For example, we have a department expectation that at least 70% of the grade will be assessments of learning. But one teacher had his assessment category at 5%, and so a student was able to earn an A+ in the class due to extra credit and homework. There should be some accountability that students are learning the material they need to at a certain level.”

There exists agreement among teachers who teach the same subject/grade as to what students should demonstrate in order to earn a grade (A, B, C, D, F, or any other form of grading)



If you were a new teacher here, would you be clear about the level of rigor expected for your course/grade?

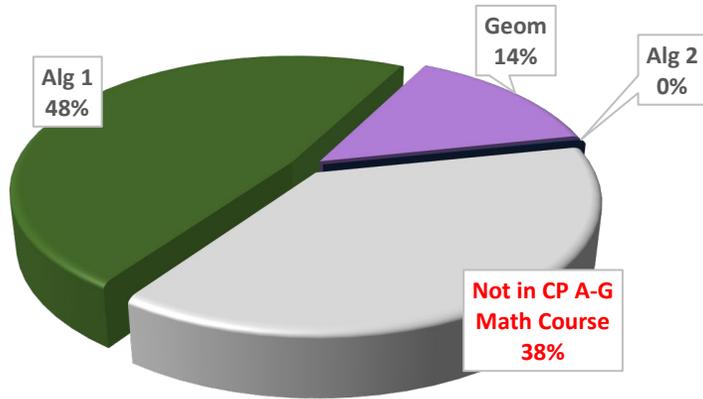


“I’ve been teaching here for 10 years and our dept. is over half of new teachers who did not create Curriculum Map, Fencepost Standards, Benchmark Standards, etc. so maybe we need to go back to go forward”

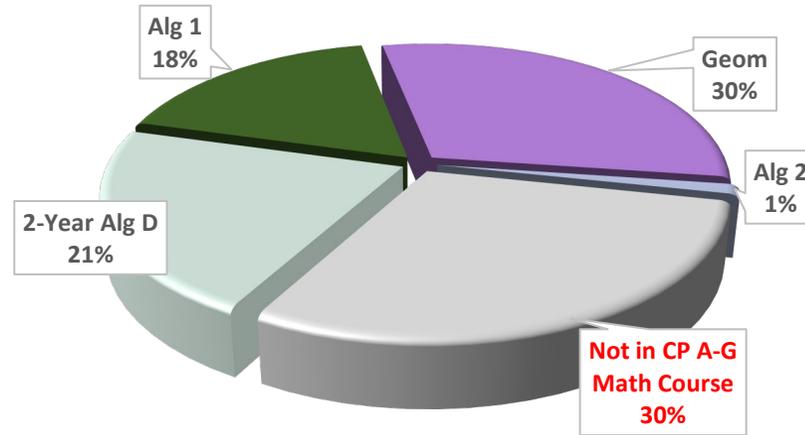
What is the college-prep math course-taking pattern?



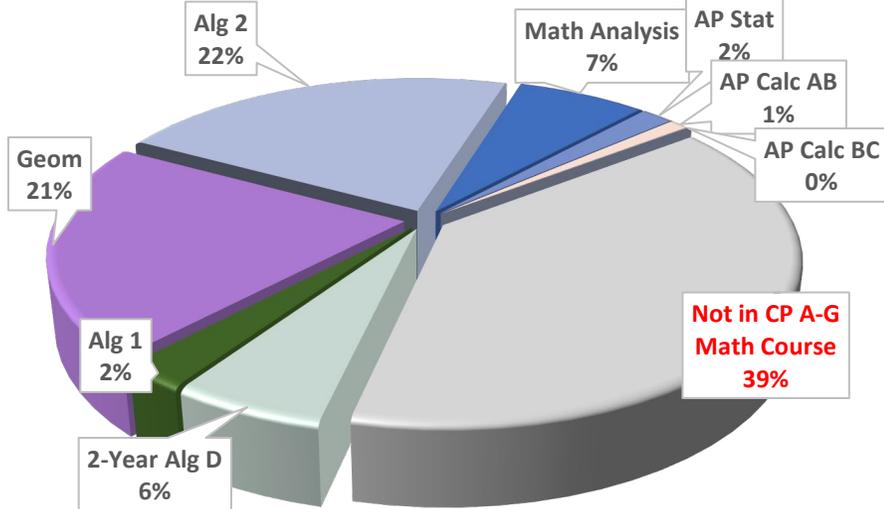
9th Grade Math Course Taking



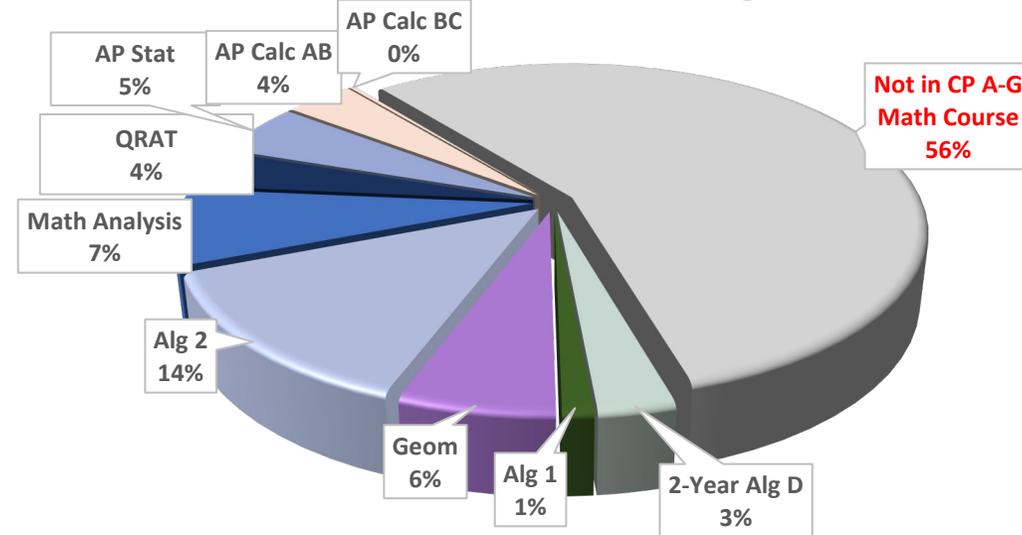
10th Grade Math Course Taking



11th Grade Math Course Taking



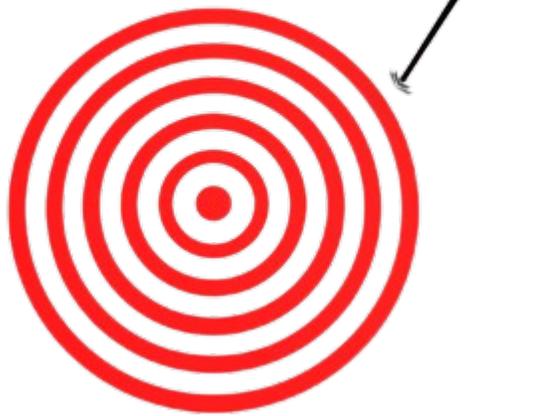
12th Grade Math Course Taking



All students take a math class in ninth grade; however, only 62% of them are in a college-prep A-G math course due to Two-Year Algebra, meaning they will not take a college-prep (CP) A-G math course until their 10th grade year. Additionally, with a two-year math graduation requirement, this is all the math that many scholars take in high school. 80% percent of Seniors do not have an advanced math course, making students less prepared for college in the following year and weakening their transcripts for those striving for acceptance at any impacted university.

Level 2
Graduation





Santa Maria JUHSD Graduation Requirements

Academic Scholar Diploma Seal:

- 3.5 GPA
- Meets UC A-G criteria
- Completes min. 230 credits

A-G Area	Department	Santa Maria JUHSD Grad Requirements	UC/CSU A-G Course Requirements (with C or higher)
A	SS/History	3 years (30 credits) including: <ul style="list-style-type: none"> • 1 year World History • 1 year U.S. History • ½ year American Gov. & ½ year Econ (g elective) 	2 years (20 credits) including: <ul style="list-style-type: none"> • 1 year World History/Cultures & <ul style="list-style-type: none"> o 1 year US History or o 1/2 year US History & 1/2 year Amer Gov (g elec)
B	English	4 years (40 credits)	4 years (40 credits)
C	Math	2 years (20 credits)	3 years (30 credits) including: <ul style="list-style-type: none"> • 1 year Algebra I/Integrated I • 1 year Geometry/Integrated II • 1 year Algebra II/Integrated III
D	Science	2 years (20 credits) including: <ul style="list-style-type: none"> • 1 year Life Science • 1-year Physical Sci 	2 years (20 credits) including or integrating topics that provide fundamental knowledge in <u>two of these three LAB</u> subjects: biology, chemistry, or physics (3 yrs. Recommended)
E	World Language	<div style="border: 1px solid black; padding: 5px; display: inline-block;"> 1 year (10 credits) in either Foreign Lang., VAPA or CTE </div>	2 years (20 credits) in same LOTE
F	Visual & Performing Arts		1 year (10 credits) in same VAPA discipline
	CTE		0 credits
G	Electives	75 credits (max of 10 credits TA/Student Clerk)	1 year (10 credits)
	Physical Education	2 years (20 credits)	0 credits
	Health	½ year (5 credits)	0 credits
	TOTAL CREDITS (minimum)	220 credits at minimum <30 UC Credits in specific areas> Minimum GPA 2.0	150 credits (minimum, not recommended to be competitive)

Surrounding Districts' Grad Requirements



A-G Area	Department	UC/CSU A-G Course Requirements (with C or higher)	Santa Maria Joint Union HS District Requirements	Lompoc Unified	Santa Barbara Unified	Carpinteria Unified
A	SS/History	2 years (20 credits) including: <ul style="list-style-type: none"> 1 year World History/Cultures & <ul style="list-style-type: none"> 1 year US History <u>or</u> 1/2 year US History & 1/2 year Amer Gov (g elec) 	3 years (30 credits) including: <ul style="list-style-type: none"> 1 year World History 1 year U.S. History 1/2 year American Gov. 1/2 year Econ (g elective) 	3 years (30 credits) including: <ul style="list-style-type: none"> 1 year World History 1 year U.S. History 1/2 year American Gov. 1/2 year Econ (g elective) 	3 years (30 credits) including: <ul style="list-style-type: none"> 1 year World History 1 year U.S. History 1/2 year American Gov. 1/2 year Econ (g elective) 	3 years (30 credits) including: <ul style="list-style-type: none"> 1 year World History 1 year U.S. History 1/2 year American Gov. 1/2 year Econ (g elective)
B	English	4 years (40 credits)	4 years (40 credits)	4 years (40 credits)	4 years (40 credits)	4 years (40 credits)
C	Math	3 years (30 credits) including: <ul style="list-style-type: none"> 1 year Algebra I/Integrated I 1 year Geometry/Integrated II 1 year Algebra II/Integrated III 	2 years (20 credits) including: <ul style="list-style-type: none"> 1 year Algebra I/Integrated I 1 year Other Math 	3 years (30 credits) including: <ul style="list-style-type: none"> 1 year Alntegrated I 1 year Integrated II 1 year Integrated III 	3 years (30 credits) including: At least one math course, or combination of math courses, to meet standards for Math I and Math II	3 years (30 credits) including: <ul style="list-style-type: none"> Must include 1 year Math I
D	Science	2 years (20 credits) including or integrating topics that provide fundamental knowledge in <u>2 of these 3 LAB</u> subjects: biology, chemistry, or physics (3 yrs. Recommended)	2 years (20 credits) including: <ul style="list-style-type: none"> 1 year Biological Science 1 year Physical Science 	3 years (30 credits) including: <ul style="list-style-type: none"> 1 year Physical Science 1 year Life Science 1 additional year Phys or Life Science 	2 years (20 credits) including: <ul style="list-style-type: none"> 1 year Physical Science 1 year Life Science 	2 years (20 credits) including: <ul style="list-style-type: none"> 1 year Physical Science 1 year Life Science
E	World Language	2 years (20 credits) in same LOTE	1 year (10 credits) in either World Language <u>or</u> VAPA <u>or</u> CTE	1 year (10 credits) in either World Language <u>or</u> VAPA <u>or</u> CTE	1 year (10 credits) in either World Language <u>or</u> VAPA	2 years (20 credits) in either ELA, Math, Sci, SS, VAPA, World Language, CTE <u>or</u> Tech Ed
F	Visual & Performing Arts	1 year (10 credits) in the same VAPA discipline				
	CTE	0 credits				5 credits
G	Electives	1 year (10 credits)	75 credits (max of 10 credits TA/Student Clerk)	70 credits	45 credits	75 credits (including 5 credits of GFSF)
	Health	0 credits	1/2 year (5 credits)		1/2 year (5 credits)	1/2 year (5 credits)
	Physical Education	0 credits	2 years (20 credits)			
	Other	0 credits			Ethic Studies: 1/2 year (5 credits) Beginning with Class of 2024	Community Service: 1/2 year (5 credits)
	TOTAL CREDITS (minimum)	150 credits (minimum, not recommended to be competitive)	220 credits	230 credits	220 credits	240 credits



BARRIER



2. Math (Two years) - 20 Credits**

Must include 10 credits of Algebra or 20 credits of 2-year Algebra

At least one mathematics course, or a combination of the two mathematics courses required for completion in grades 9-12, shall meet or exceed state academic content standards for Algebra I. Students may satisfy the Algebra I course requirement prior to grade 9.

Needs clarification and/or rewording as some interpret this policy to hold students in 4 semesters of 2-year Algebra, even if they do not need all 4 semesters

Even better, elimination of the two-year Algebra course would benefit students in accelerating their acquisition of math if Algebra 1 was taught appropriately with scaffolding and supports

What is the AP course taking pattern in SMJUHSD?



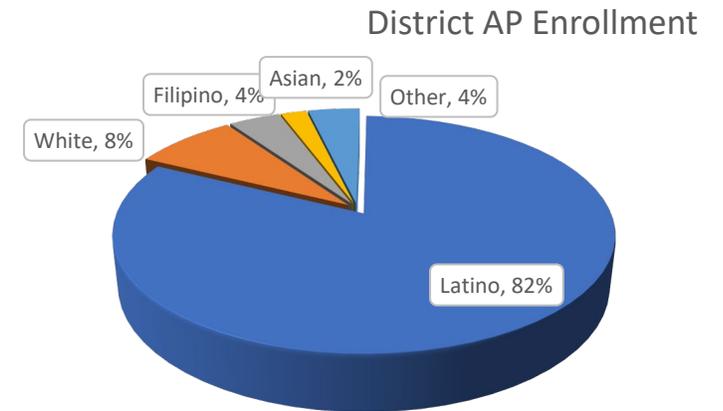
AP Studio Art	AP Eng Lang	AP Eng Lit	AP Span Lang	AP Span Lit	AP French	AP Stats	AP Calc AB	AP Calc BC	AP Chem	AP Phys 1	AP Wrld Hst	AP Gov Pol US	AP US Hst	AP Macro Econ	AP Micro Econ	AP Psych
1 Student	375 Students	152 Students	328 Students	46 Students	16 Students	161 Students	111 Students	7 Students	10 Students	3 Students	74 Students	122 Students	123 Students	63 Students	29 Students	58 Students

1,679 students in courses
622 unique students

33 unique English Learners took AP classes
Only one student in a course other than Spanish Lang or Spanish Lit

Students are taking multiple AP courses

1,590 Tests Taken
41% overall pass rate (3 or higher)



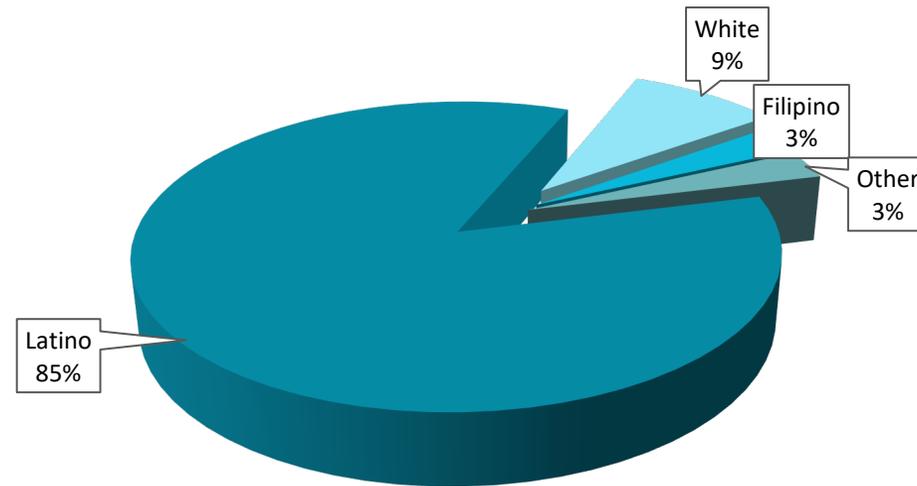
District Population is 87% Latino, 8% white and 5% Other

What about students earning dual credit through Allan Hancock?



In 2021/22,
2,987 seats in Allan Hancock courses
By 2,305 unique students

AHC Enrollment



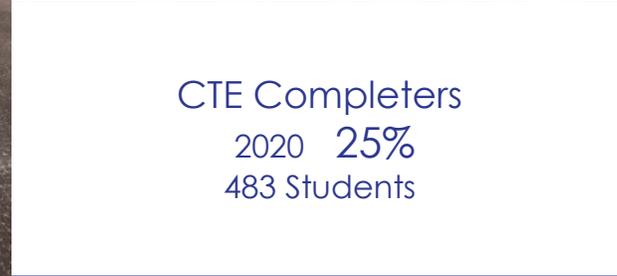
District Population is 87% Latino, 8% white and 5% Other
(almost exact match to AHC enrollment)



CTE Completers
2019 20%
378 Students



CTE Completers
2021 30%
707 Students



CTE Completers
2020 25%
483 Students

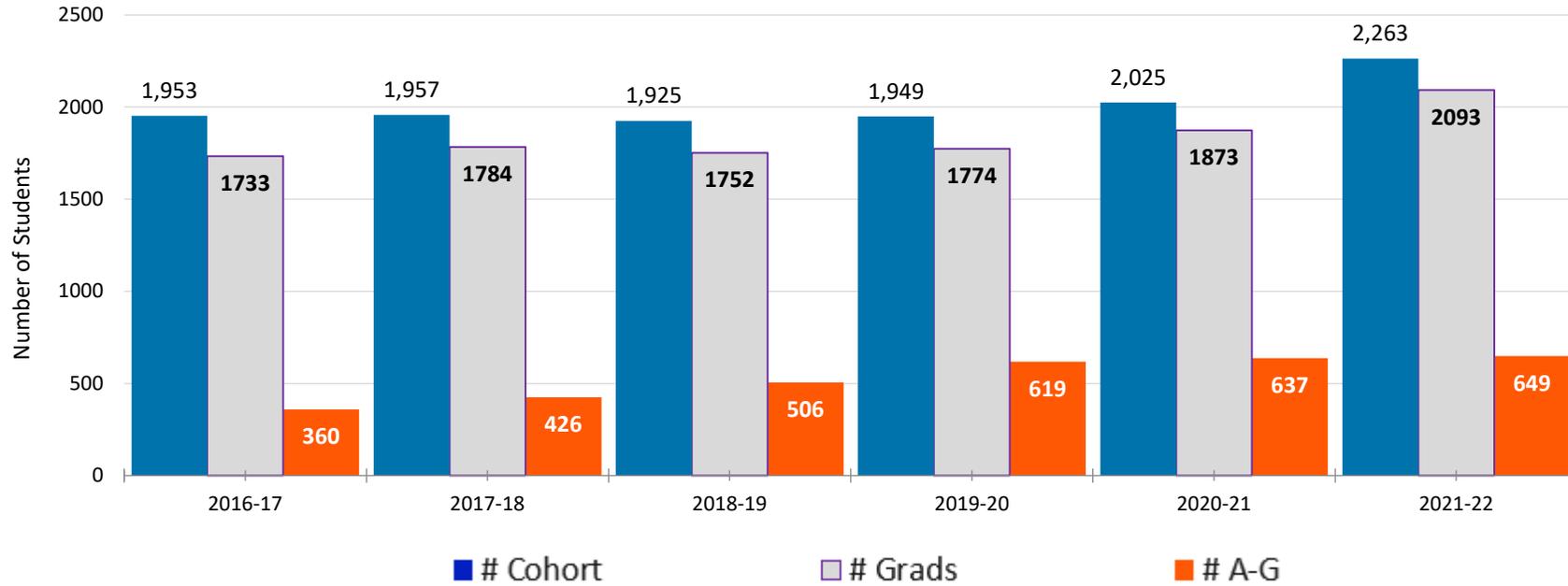


CTE Completers
2018 12%
226 Students



Who started in 9th grade, graduated, and met A-G criteria?

SMJ UHSD Four- Year Cohort, Grads, & Students meeting UC/CSU A- G Criteria



The **Four-Year Cohort** considers all students throughout high school for a grade level, starting with a count of all 9th grade students, subtracting any that go to a known location (e.g., another school) and adding incoming transfers, within four years following their start in 9th grade.



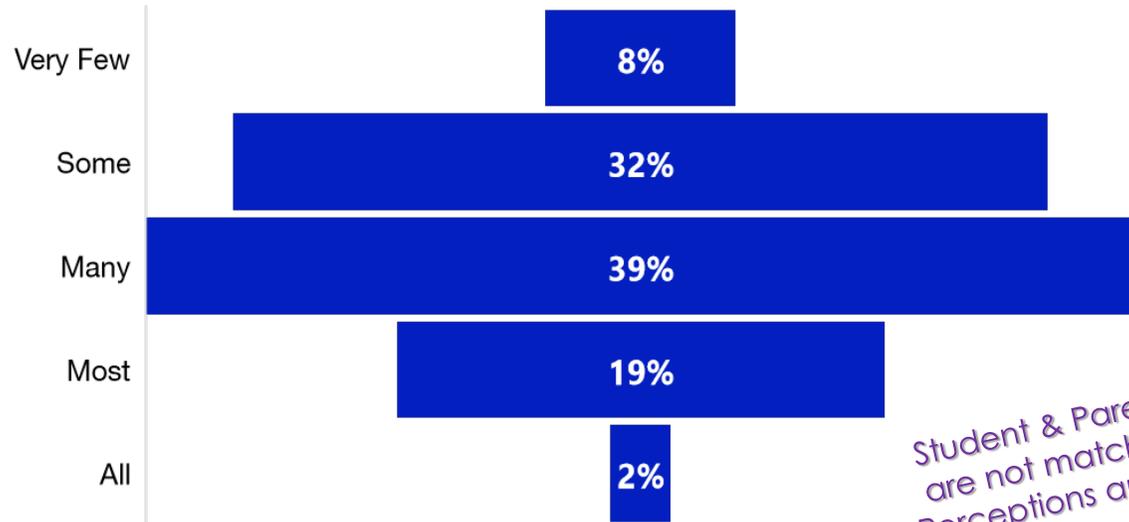
	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Grad Rate	89%	91%	91%	91%	93%	93%
UC/CSU A-G Rate	20%	24%	29%	35%	34%	31%
Dropout Rate	7%	5%	8%	5%	4%	5%
# Dropouts	135	103	158	93	72	104
Seal of Biliteryacy	173	184	200	208	242	163

Rates: The number of **Graduates** is divided by cohort number, to find the **Graduation Rate**; but the number of **A-G students** is divided by the number of graduates, to find the **A-G rate**.

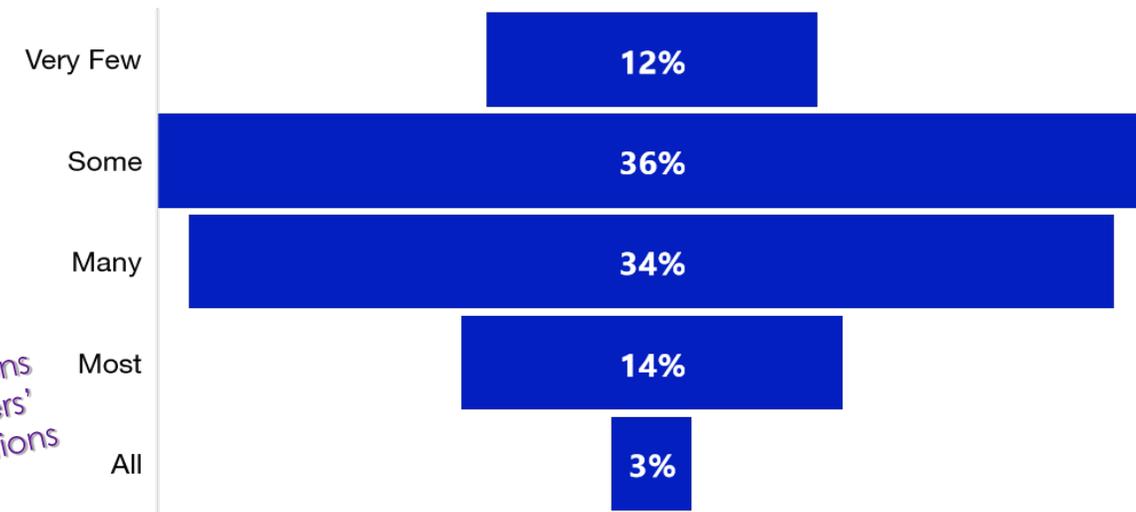
Student & Parent Aspirations

Teacher Responses

In your estimation, how many students are capable of successfully graduating UC/CSU eligible?



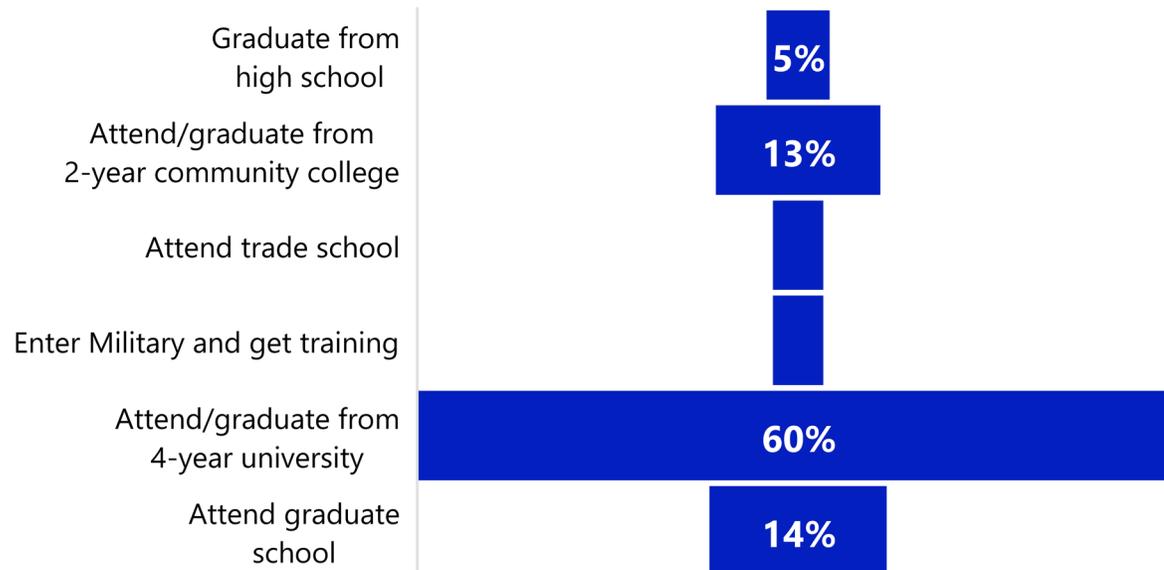
In your estimation, how many of your students' parents/guardians want their child to attend a university upon graduation?



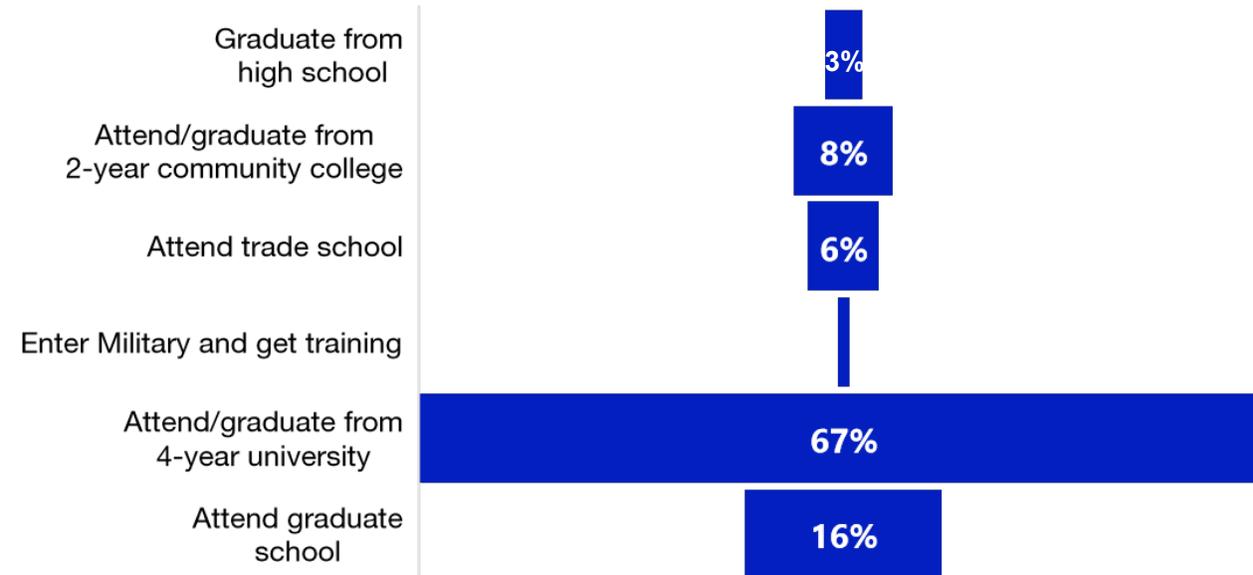
Student & Parent Aspirations are not matching Teachers' Perceptions and Expectations

Student & Parent Responses

What do you plan to do after graduation?



As a parent/guardian, how far do you want your child/ward to go in school?



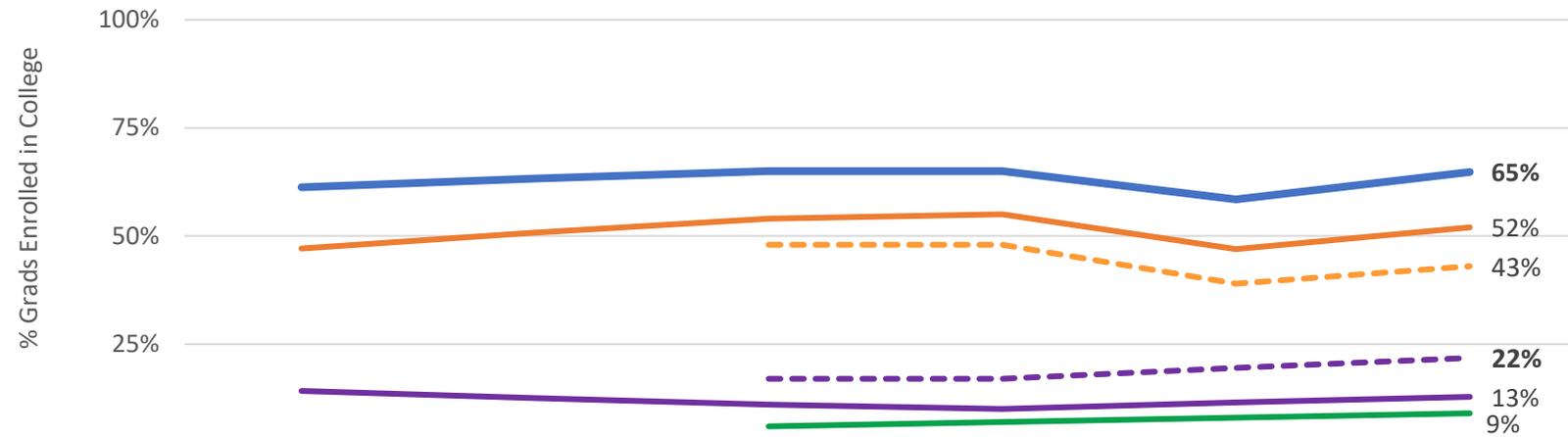
Level 4
College-going Profile



Who enrolls in college and what type: Community College or University?



Santa Maria
JHSD College-
Going Rates by
Graduating
Class & Type of
College



Grad Year and (# Grads)	2014-15 (1,673)	2015-16 (1,843)	2016-17 (1,779)	2017-18 (1,822)	2018-19 (1,776)	2019-20 (1,795)
Overall	61%	63%	65%	65%	59%	65%
Community College	47%	51%	54%	55%	47%	52%
4-Year University	14%	13%	11%	10%	12%	13%
Transfer from AHC to 4-Year*			6%	7%	8%	9%
Eventual 4-Year			17%	17%	20%	22%
Eventual Community College			48%	48%	39%	43%

Grad Year and % Grads

*Students transferring from AHC to 4-Year Universities were included in the original Community College Percentage Numbers from AHC database who transferred to 4-Year Universities were then computed as a percentage of graduates for the three years available (these were not within 12 months of graduating high school, but within 4 years of graduating high school)

Considers students enrolling in college within 12 months of completing high school

Having a premium education, such as one defined by A-G coursework, does not necessarily mean the student is going to college, it is simply the means by which we measure the premium education to which all students are entitled. Thus, the student is provided with options and choice upon leaving high school.



Is it reasonable to imagine that Santa Maria JUHSD can improve outcomes for all students?



What are the closest match schools to Santa Maria JUHSD?

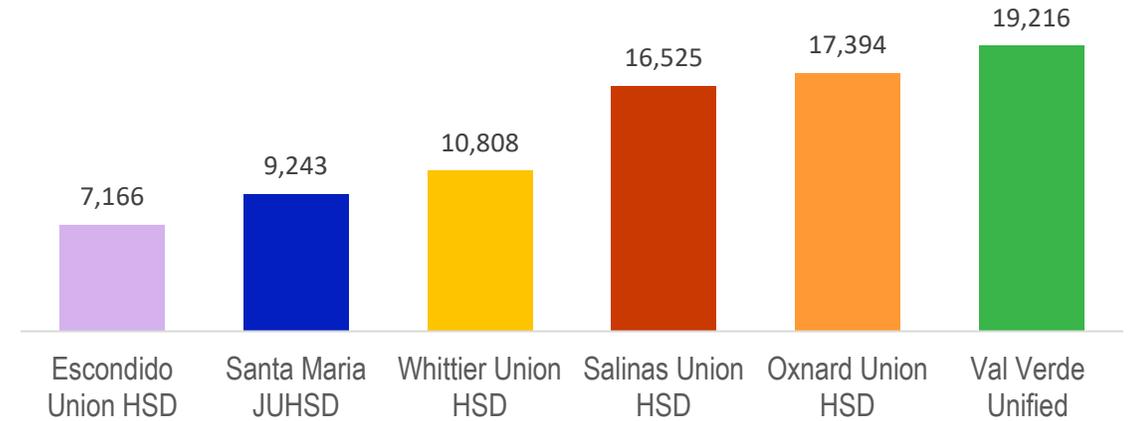


Santa Maria JUHSD

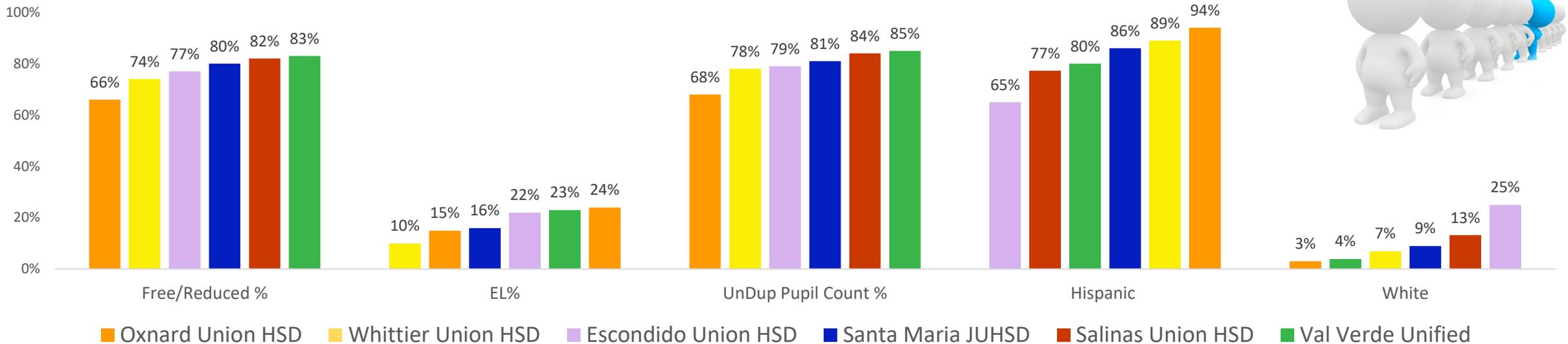
1. Escondido Union HSD
2. Val Verde Unified
3. Whittier Union HSD
4. Salinas Union HSD
5. Oxnard Union HSD

- Santa Barbara County
- San Diego County
- Riverside County
- LA County
- Monterey County
- Ventura County

Enrollment Comparison



Demographics

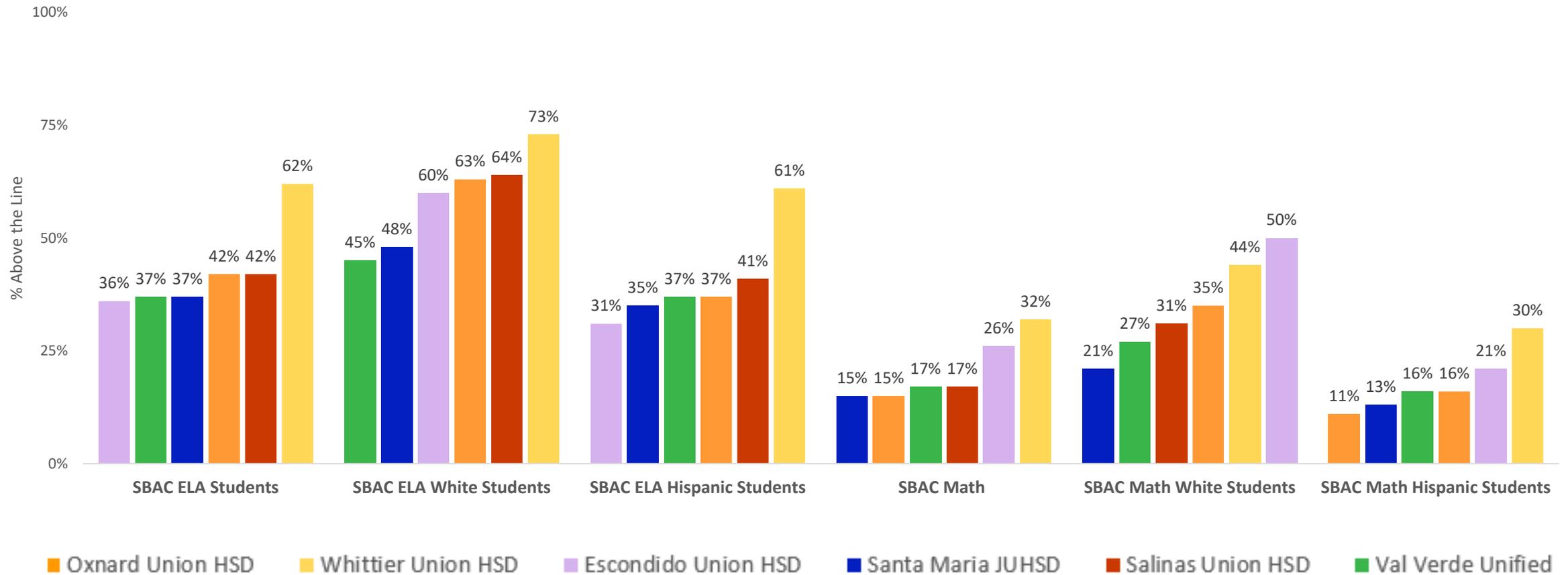


How does SMJUHSD compare on SBAC to others?



2022 SBAC: Percentage of Students who Met or Exceeded Standard

2022 SBAC Met or Exceeded Standard

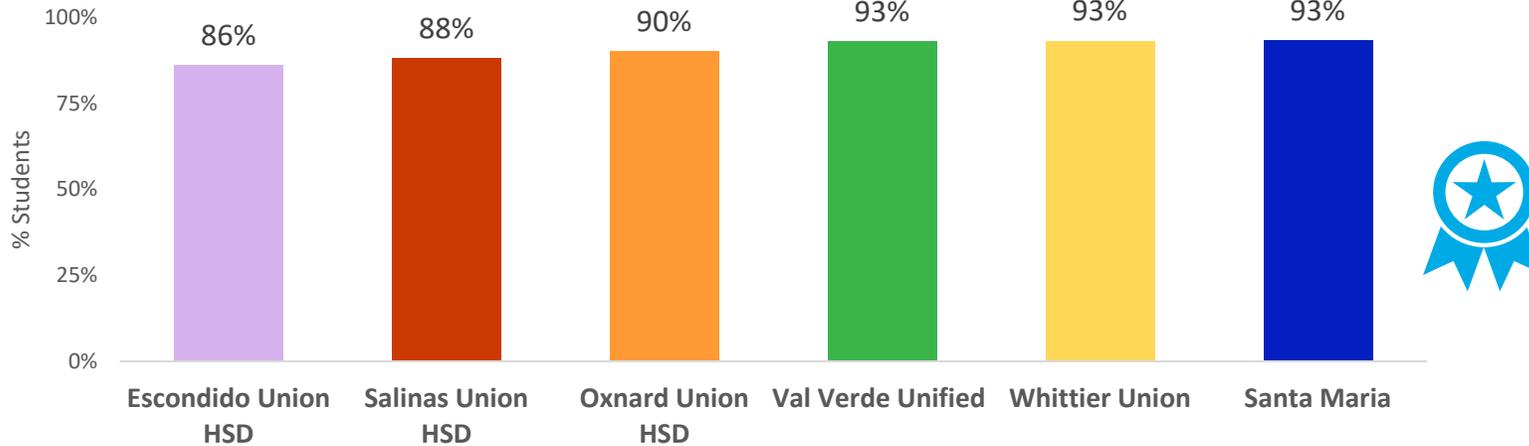


What about End-of-Journey Outcomes?

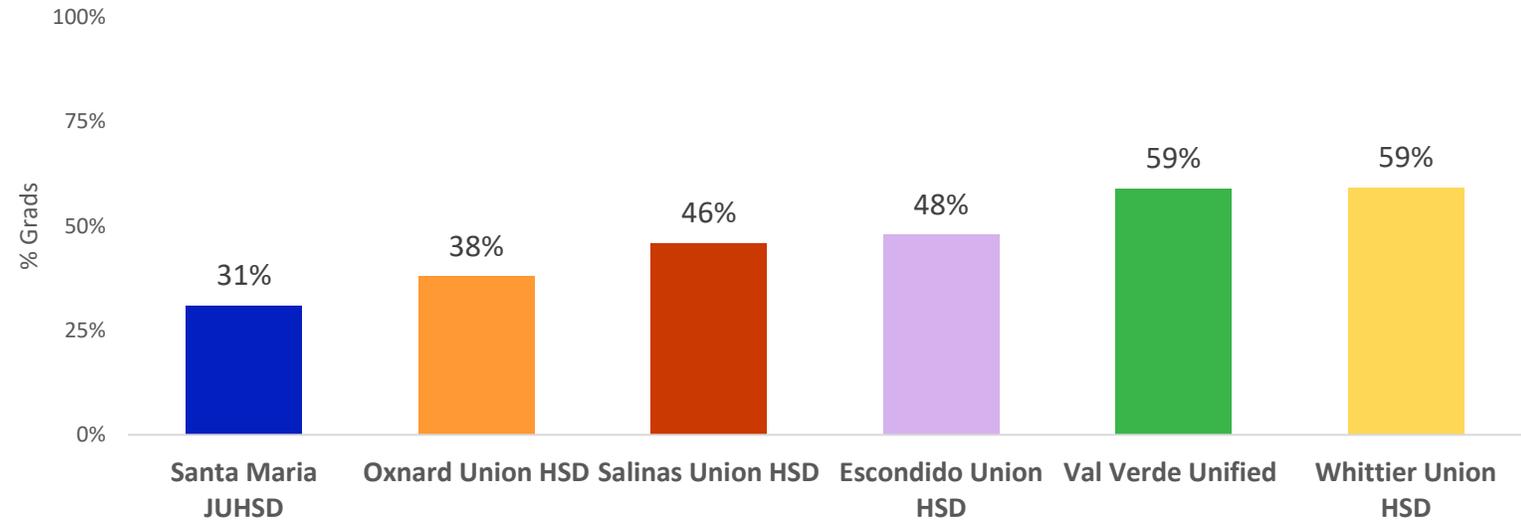
4-Year Rates



2022 Four-Year Cohort Graduation Rates



2022 Four-Year Cohort UC/CSU A-G Rates

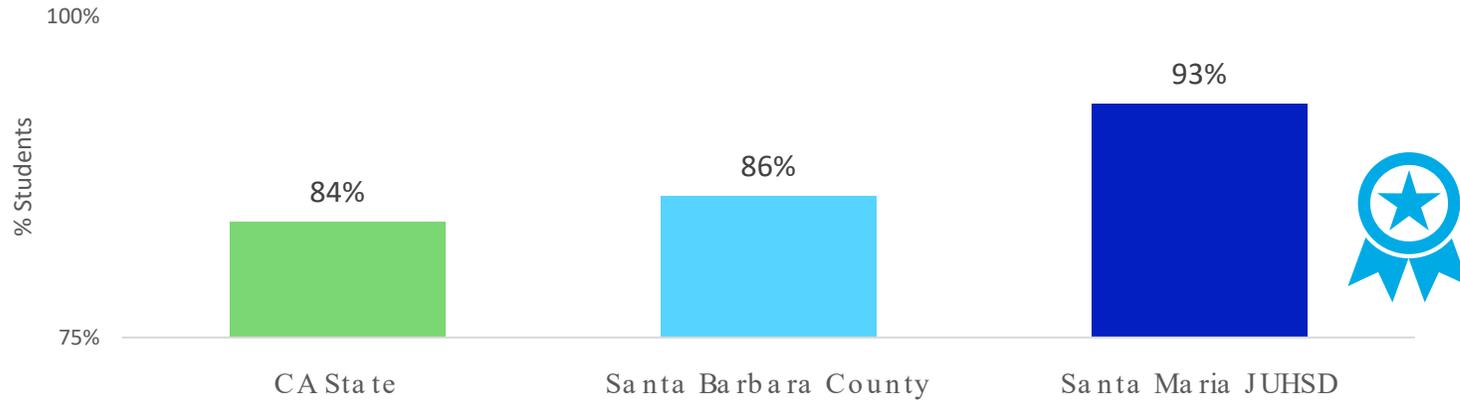


What about End-of-Journey Outcomes?

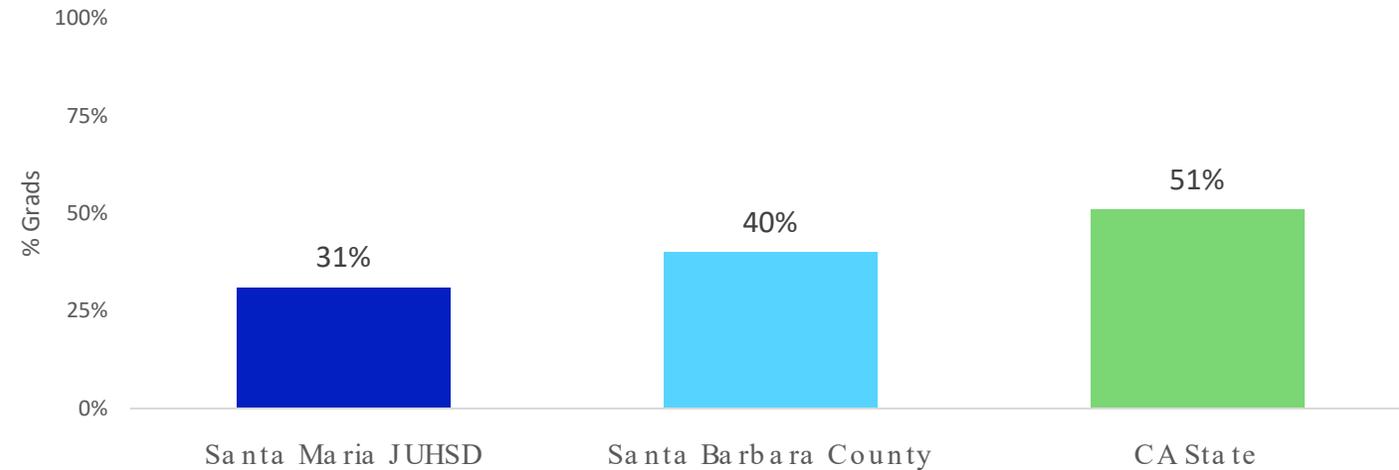
4-Year Rates



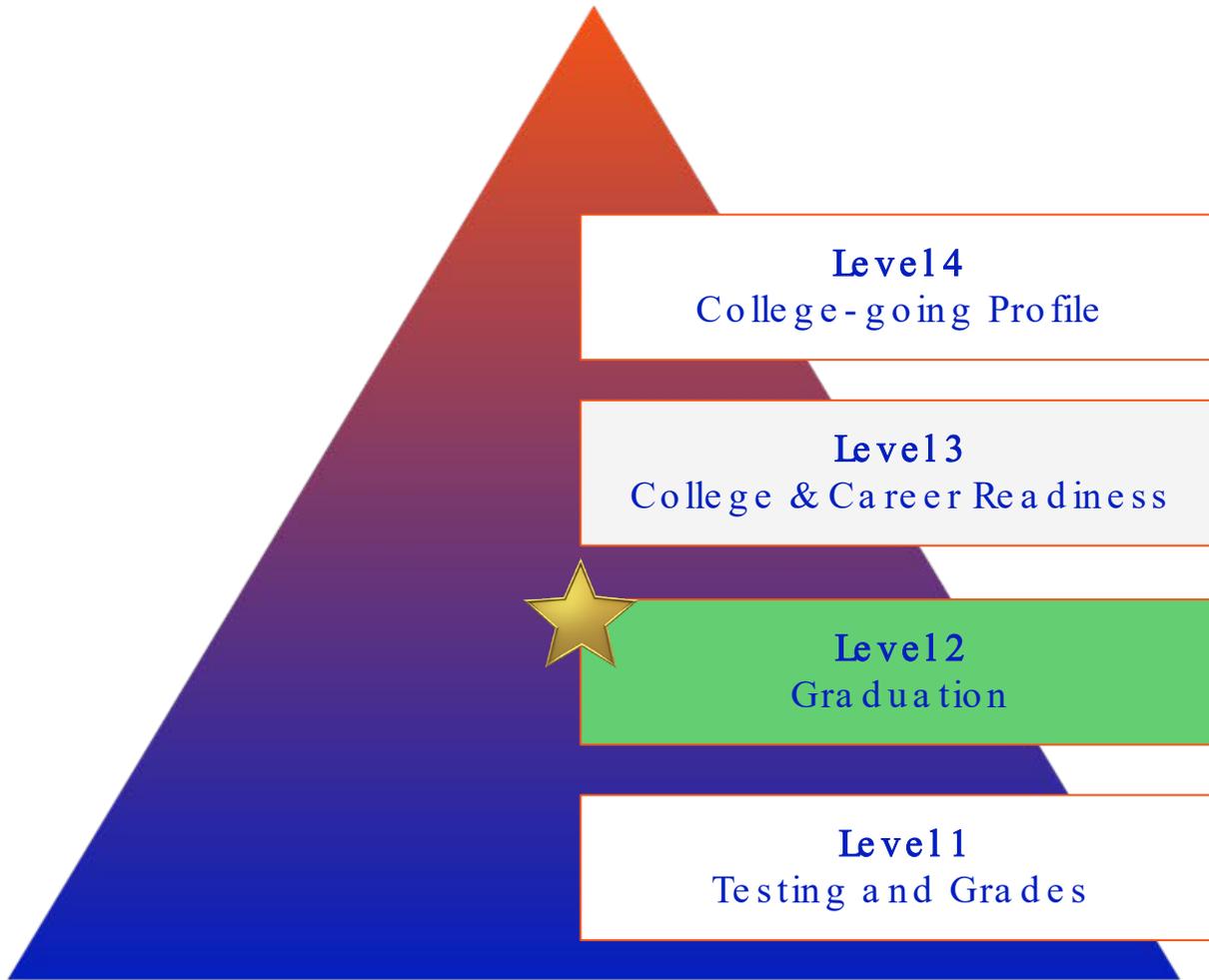
2022 Four-Year Cohort Graduation Rates



2022 Four-Year Cohort UC/CSU A-G Rates



What is the current student success profile?



We believe

Every student is entitled to the premium education only some currently receive.



Sweet Spots

- Dedicated and caring staff at all levels
- PLC structures with dedicated time in place
- Newcomer ELD program
- Gen Ed and Sp Ed collaboration efforts
- Counselors using systems, data and MTMDSS
- Graduation rate increases for all student groups
- A-G rates and course offerings increased in recent years
- EGS graduation requirement and course development
- Allan Hancock concurrent course offerings
- CTE program, including Richardson Center

What systems best explain the student success profile?



Every system is perfectly designed to get the results it gets.



**Where's the
Floor?**

Academic
Expectations &
Supports



What is the
purpose of school
and who is entitled
to receive the
**Premium
Education?**



**“Team Santa
Maria”**

Communication,
Clarity, Coherence

Where's the Floor?

Uncertainty regarding academic expectations and supports needed for all students to succeed at the rigorous level required for them to experience the premium education that only some students currently receive

- PLCs lack focus on *'How will we respond when students don't learn?'*
 - Curriculum Alignment including Reflections, Sharing of Best Practices based on data, and Nested Data System
- Inconsistent grading practices
 - High number of D/F grades
 - Variability of D/F grades between course-alike classrooms
 - Equitable grading systems need to be aggressively pursued
 - Test retakes
 - Eliminate 0-100 grading scales
 - Learning needs to be the incentive, not the grade
- Each site has different Math program: CPM, Traditional, Blended
 - True collaboration impossible while debating programs
 - Consider adoption of an Integrated Math program
 - Aligns the district w/ Santa Ynez, Lompoc, Santa Barbara, Ventura, Carpinteria
- Long-Term English Learners have highest D/F rates in district
 - Ensure more LTELs access A-G, AP, and dual enrollment courses
 - System needs re-calibration around research showing that LTEL students receive designated ELD within English courses and integrated ELD within academic A-G coursework (vs. Lab classes)

What is the purpose of school and who is entitled to receive the Premium Education?

- Adopt a directed not invited approach for student placement and support in a premium A-G education
 - Guidance Alignment with counselors, admin, and support staff to progress monitor research-based indicators that lead to college/career success; i.e., placement and successful completion in A-G coursework, advanced and concurrent AHC coursework; completion of FAFSA and college applications; affiliation with extracurriculars
- Proactive steps needed to preempt D/F grades
- prevention v. intervention
- Increase face-to-face credit recovery options for students to remain A-G
 - Maximize 7-period day
 - Implement Zero period
- Re-align AHC concurrent courses to correspond to college units
- Evaluate contracted SEL, Mental Health and other community-based organization services
- Spanish program needs to re-calibrate placement of Spanish-speakers
 - 4 out of 1428 Spanish-speaking 9th graders were placed above Spanish I
 - Path to AP Spanish Language not equitable
- Transcript analysis shows discrepancies, lack of consistency in A-G course credit and student placement
- Alternative Ed program needs to be redefined and coherent
 - Move IS and Reach programs under oversight of Alt Ed
 - Clearly communicate and adhere to Delta HS transfer process/criteria
 - Develop short-term IS program

“Team Santa Maria”

Communication, Clarity, Coherence

- Clear Messaging of the WHY – over, and over, and over – to as many different groups in as many different mediums as possible.
- Continue to pull principals and other administrators together to learn with one another. Increasing the capacity of the organization with shared knowledge while strengthening the bonds to one another strengthens district and site leadership at a more rapid rate than addressing each separately and at the school level.
- Systems Work with Lateral Networks: Always include administrative supervisors in training so the knowledge does not simply reside in the position but lives in the organization, while stressing the importance of the work.
- Alternative Education: Support for those serving the most vulnerable population
 - Clearly articulate the transfer process to alternative education with prior interventions defined and presented to transfer committee
 - Define the profile of the student who belongs in Delta and IS and ensure the transfer committee is knowledgeable about each profile to ensure success of the students
 - Move Site REACH programs under Alt Ed so quality programs can be developed for the most vulnerable students
 - Develop Short-term Independent Study. Alt Ed can articulate the rules and regulations and train/oversee the sites' program.
 - Ensure that continuation attendance, Independent Study attendance, and Short-term Independent Study attendance is accurately set up within the student information system.

Whatever a student's decision –
four-year college, community college, trade
school, military, or directly into a career –
having a strong academic background,
such as one defined by A-G coursework,
makes success much more likely!



"Every system is perfectly designed to get the results it gets." W. Edwards Deming



Thank You

