African American Student Advocates

Chris D. Funk, Superintendent
April 10, 2014

1

Number of African American Students ESUHSD

	District Total	F	M
Value	711	334	377

% of African American Students ESUHSD

	District Total	F	M
Value	3.1%	3.0%	3.2%
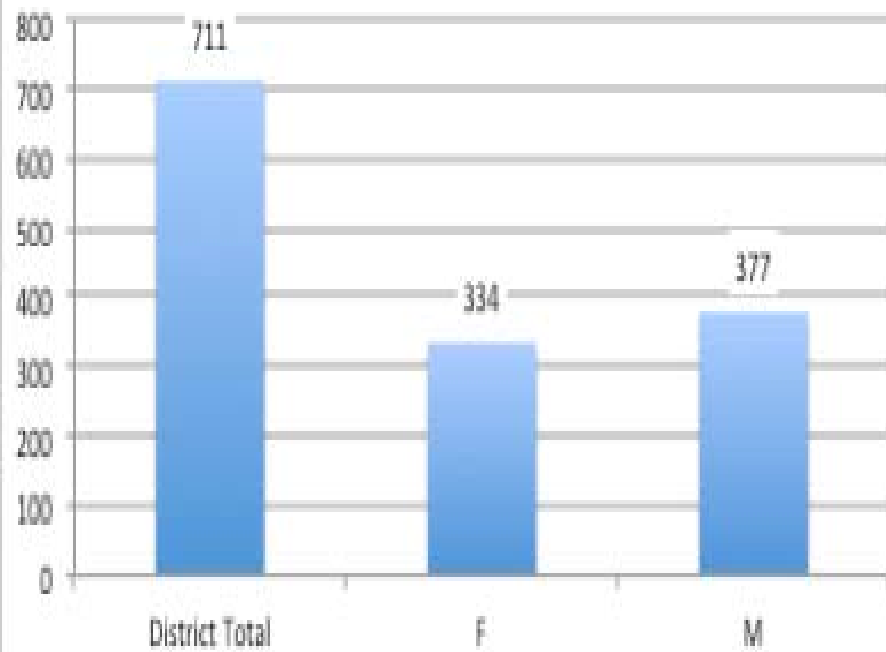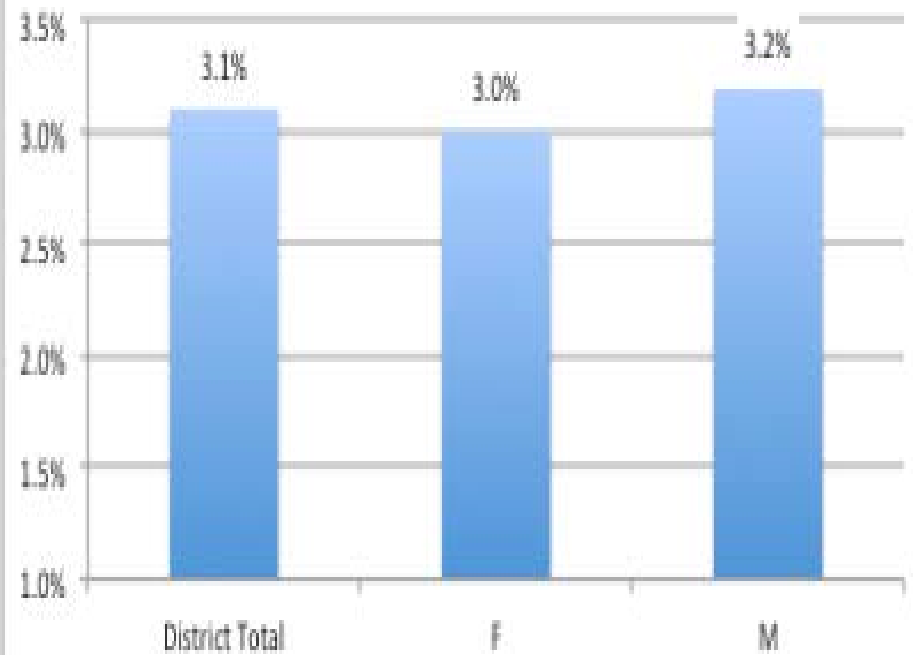
School Breakdown

School	Female	Male	Total
IHS	39	47	86
AHHS	26	30	56
EVHS	21	22	43
YBHS	8	11	19
JLHS	5	16	21
STHS	51	63	114
OGHS	63	63	126
PHHS	37	35	72
SCHS	32	34	66
MPHS	25	22	47
WCOHS	13	18	31
Alternative HS	18	14	32

ESUHSD 2013-14 African American Students by General & Special Education

	09		10		11		12		Total	
General Education	155	81.2%	172	85.6%	160	77.7%	152	82.2%	639	81.6%
Students with Disabilities	36	18.8%	29	14.4%	46	22.3%	33	17.8%	144	18.4%

* Includes African American students identifying as African American and those identifying as African American and at least one other Race but does not include African American students who also identify as Hispanic

ESUHSD 2013-14 African American Students by Language Proficiency

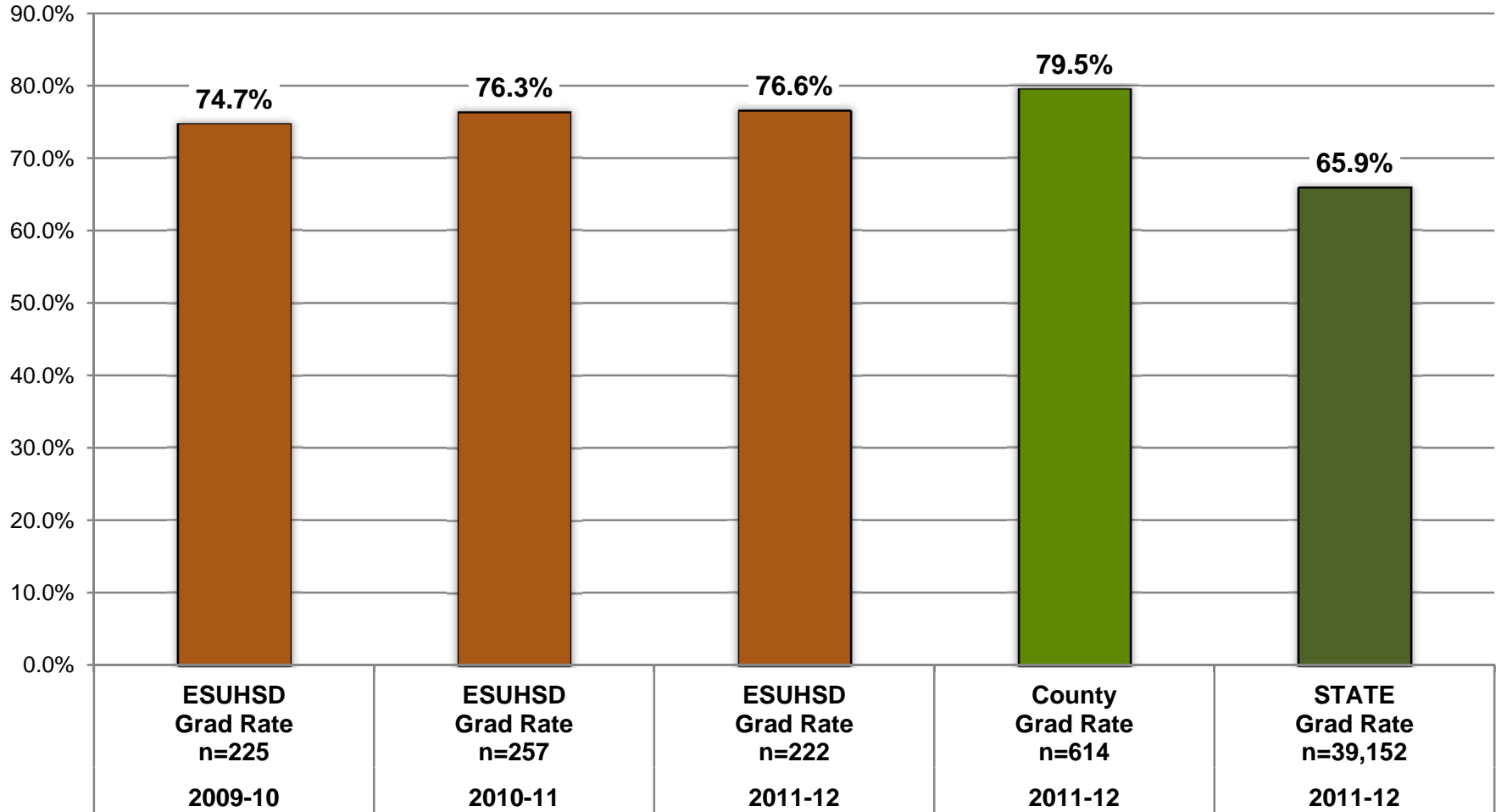| Eng Proficiency	09		10		11		12		Total	
	%	#	%	#	%	#	%	#	%	#
Eng Learner	2.1%	4	2.0%	4	5.3%	11	1.1%	2	2.7%	21
Eng Only	89.5%	171	92.5%	186	85.9%	177	91.9%	170	89.9%	704
Initially Fluent	3.1%	6	1.0%	2	2.4%	5	2.2%	4	2.2%	17
Redesignated Fluent	5.2%	10	4.5%	9	6.3%	13	4.9%	9	5.2%	41

* Includes African American students identifying as African American and those identifying as African American and at least one other Race but does not include African American students who also identify as Hispanic

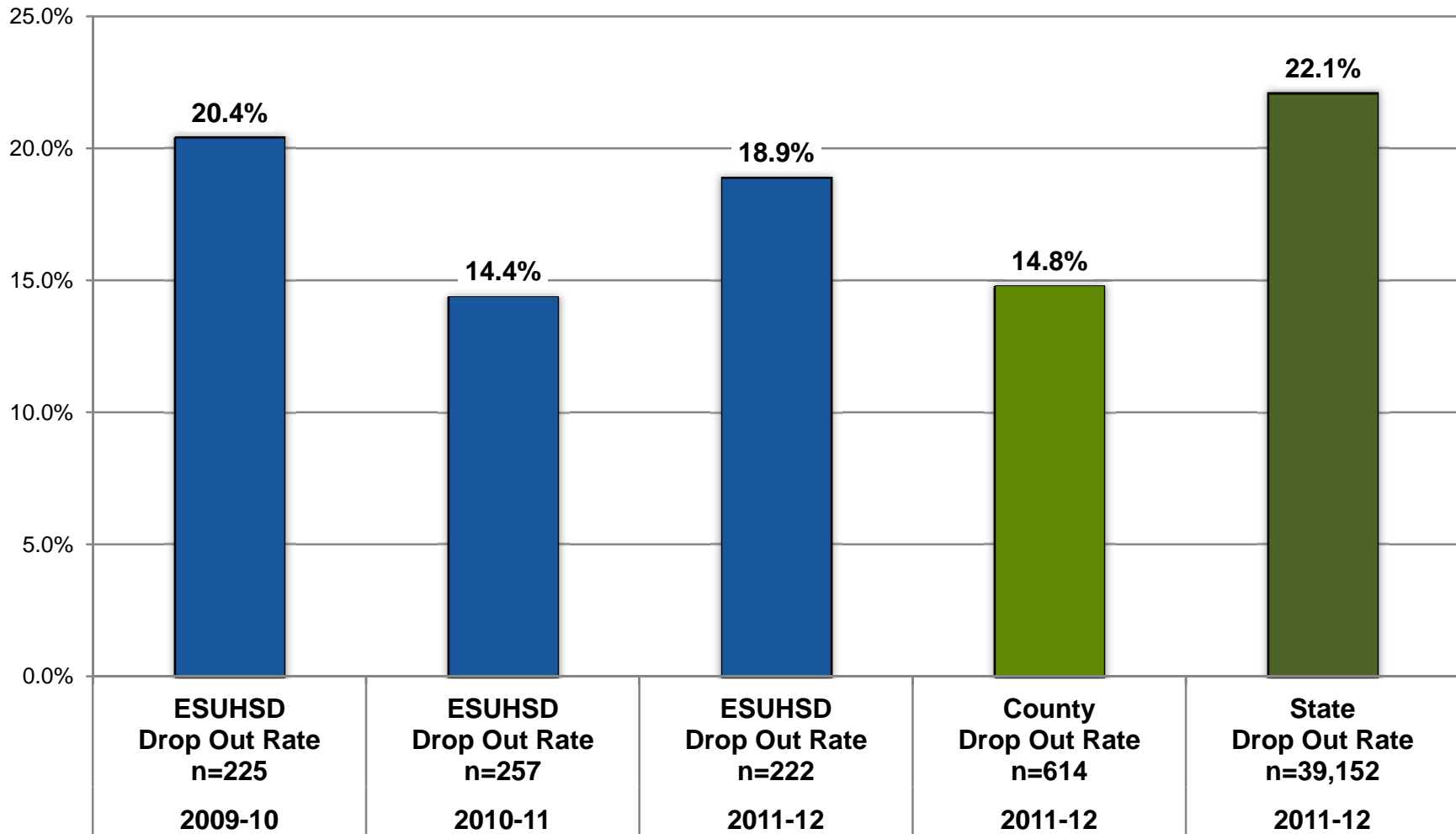## ESUHSD 2013-14 African American Students by National School Lunch Program

NSLP	09		10		11		12		Total	
	#	%	#	%	#	%	#	%	#	%
F/R Lunch	108	56.5%	102	50.7%	107	51.9%	89	48.1%	406	51.9%
Not on F/R Lunch	83	43.5%	99	49.3%	99	48.1%	96	51.9%	377	48.1%

* Includes African American students identifying as African American and those identifying as African American and at least one other Race but does not include African American students who also identify as Hispanic
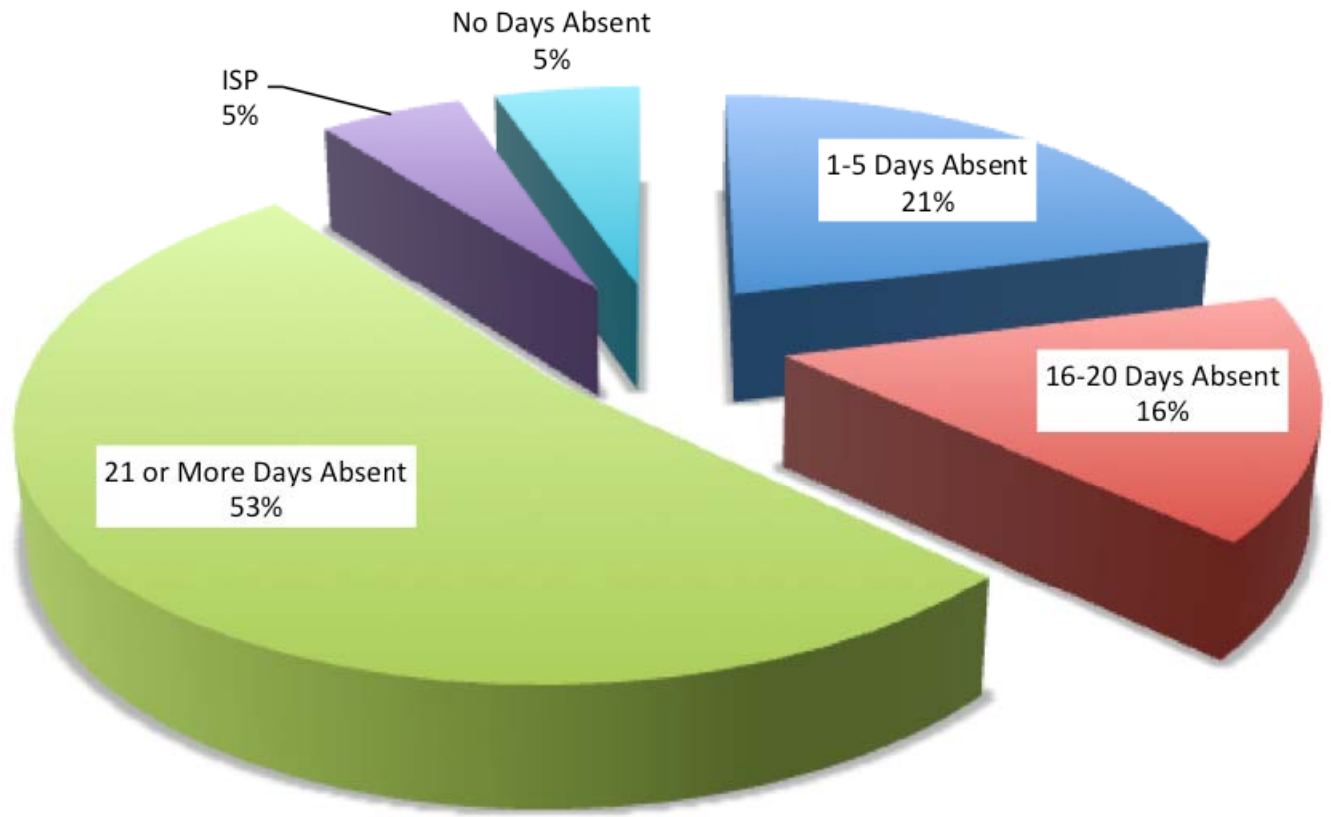
ESUHSD
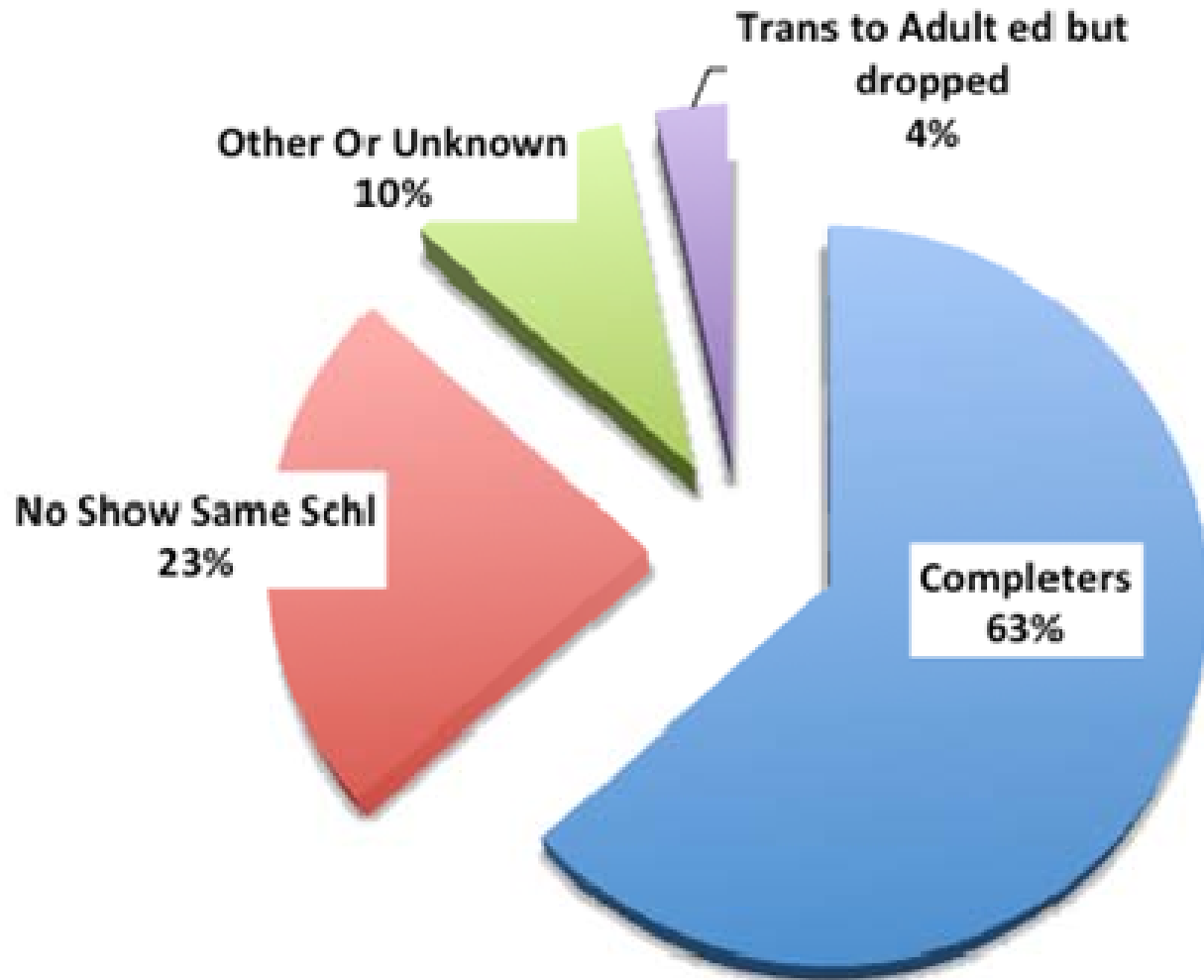# African American Students
Graduation Rates
District - County - State

ESUHSD
African American Students
Drop Out Rates
District - County - State

20.4%	14.4%	18.9%	14.8%	22.1%
ESUHSD Drop Out Rate n=225	ESUHSD Drop Out Rate n=257	ESUHSD Drop Out Rate n=222	County Drop Out Rate n=614	State Drop Out Rate n=39,152
2009-10	2010-11	2011-12	2011-12	2011-12

ESUHSD
2011-12 African American
Completers by 12 Grade Attendance

No Days Absent
5%

ISP
5%

1-5 Days Absent
21%

16-20 Days Absent
16%

21 or More Days Absent
53%

ESUHSD
African American
2011-12 Dropouts by Category

Trans to Adult ed but dropped
4%

Other Or Unknown
10%

No Show Same Schl
23%

Completers
63%

ESUHSD
2011-12 African American Completer
Dropouts by Credits Down

- Down 10 or less 11%
- Down 11 - 30 5%
- Down 31 - 60 21%
- Down 61 - 90 5%
- Down 91 - 120 21%
- Down more than 120 16%
- Earned >=220 21%
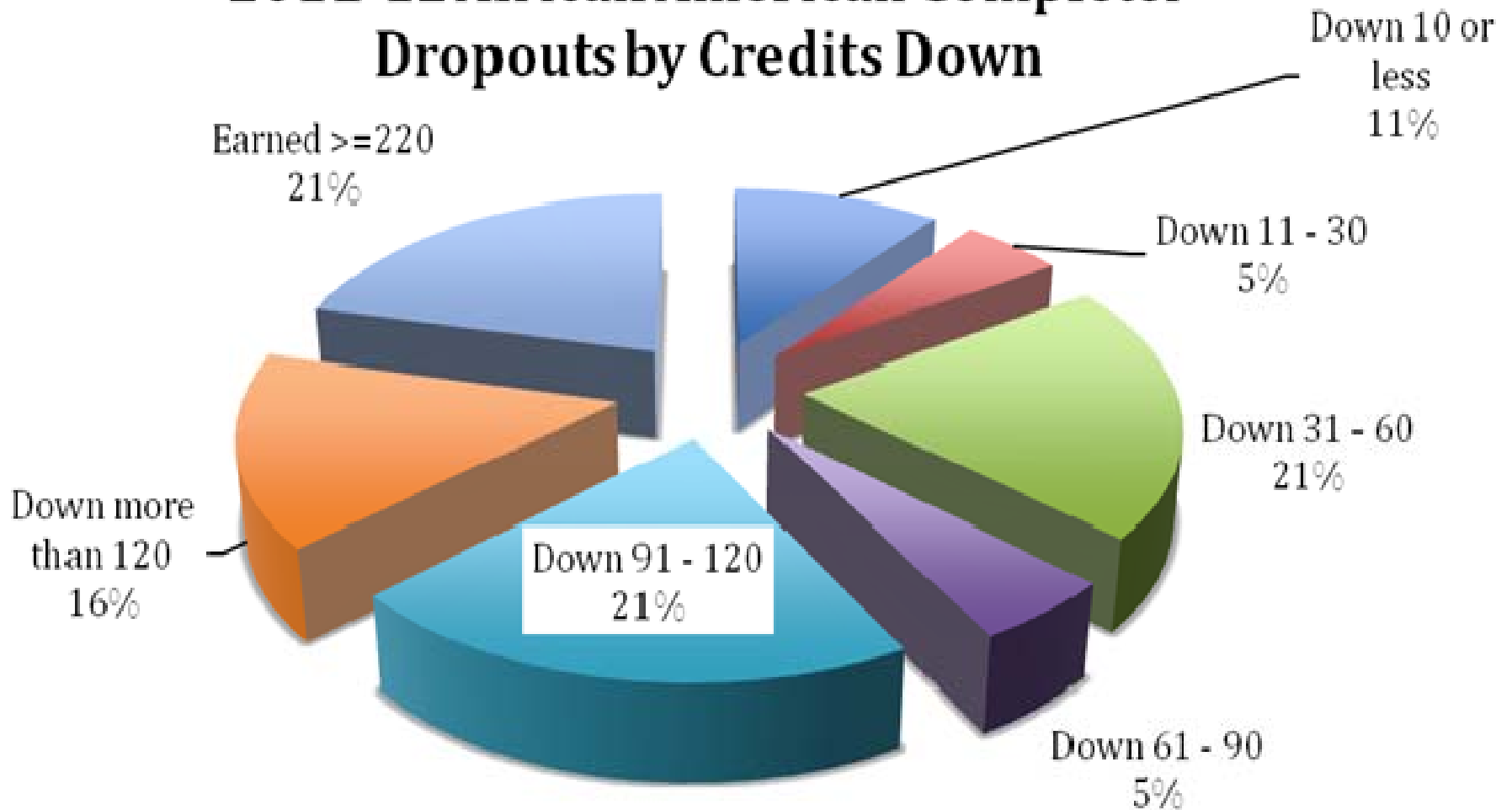
LANGUAGE ARTS 3/READING DEMOGRAPHICS 2013-14

Grade

9	10	11	12	Total
309	89	50	47	**495**
62%	18%	10%	9%	

Race/Ethnicity

African American	American Indian or Alaska Native	Asian	Filipino	Hispanic	Pacific Islander	White	Total
27	1	27	10	393	5	32	**495**
5%	0%	5%	2%	79%	1%	6%	

Gender

Female	Male	Total
156	339	**495**
32%	68%	

General and Special Education

General	SPED	Total
241	254	**495**
49%	51%	

Socioeconomically Disadvantaged

No	Yes	Total
100	395	**495**
20%	80%	

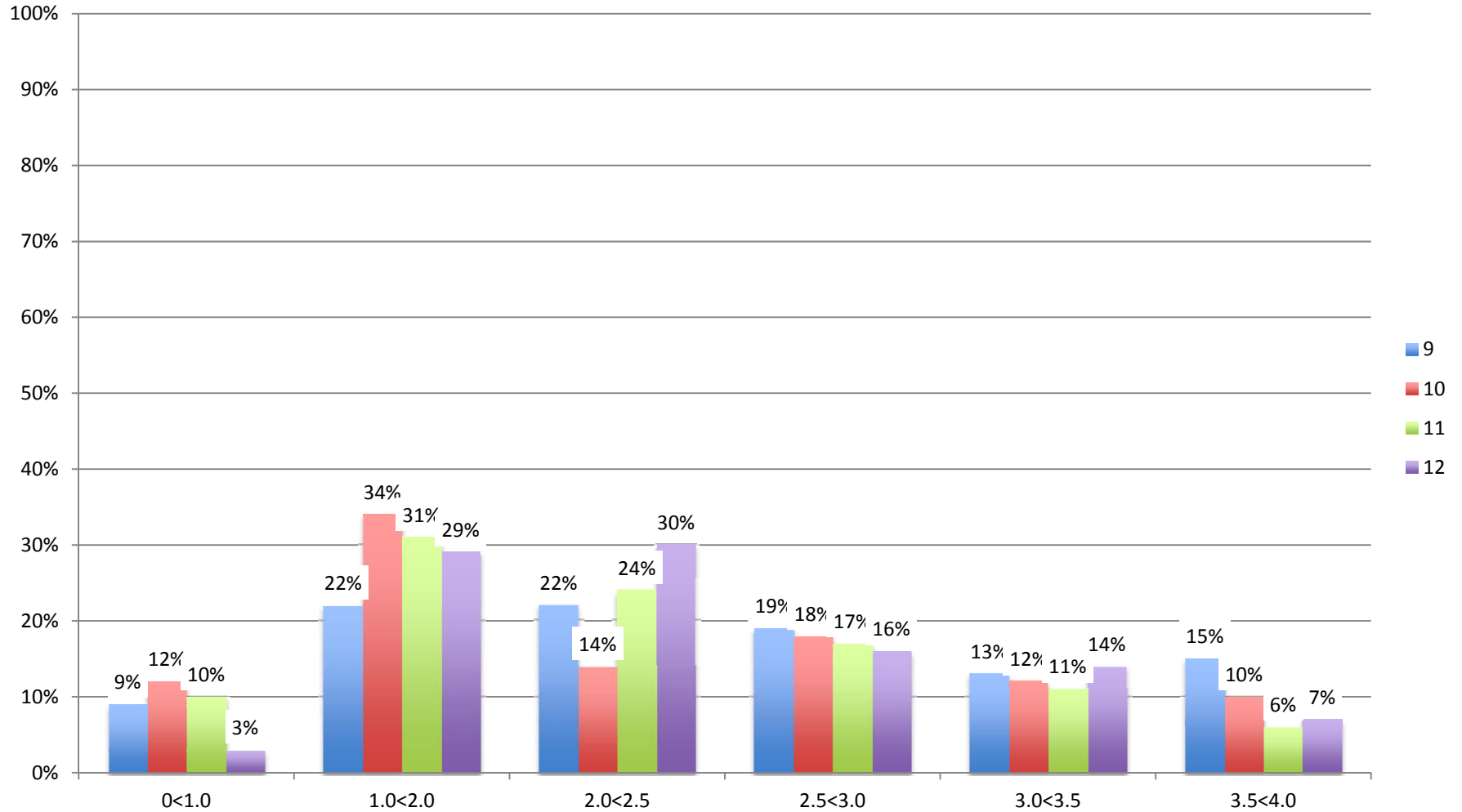# Language Arts 3/Reading Lexile Growth by Year
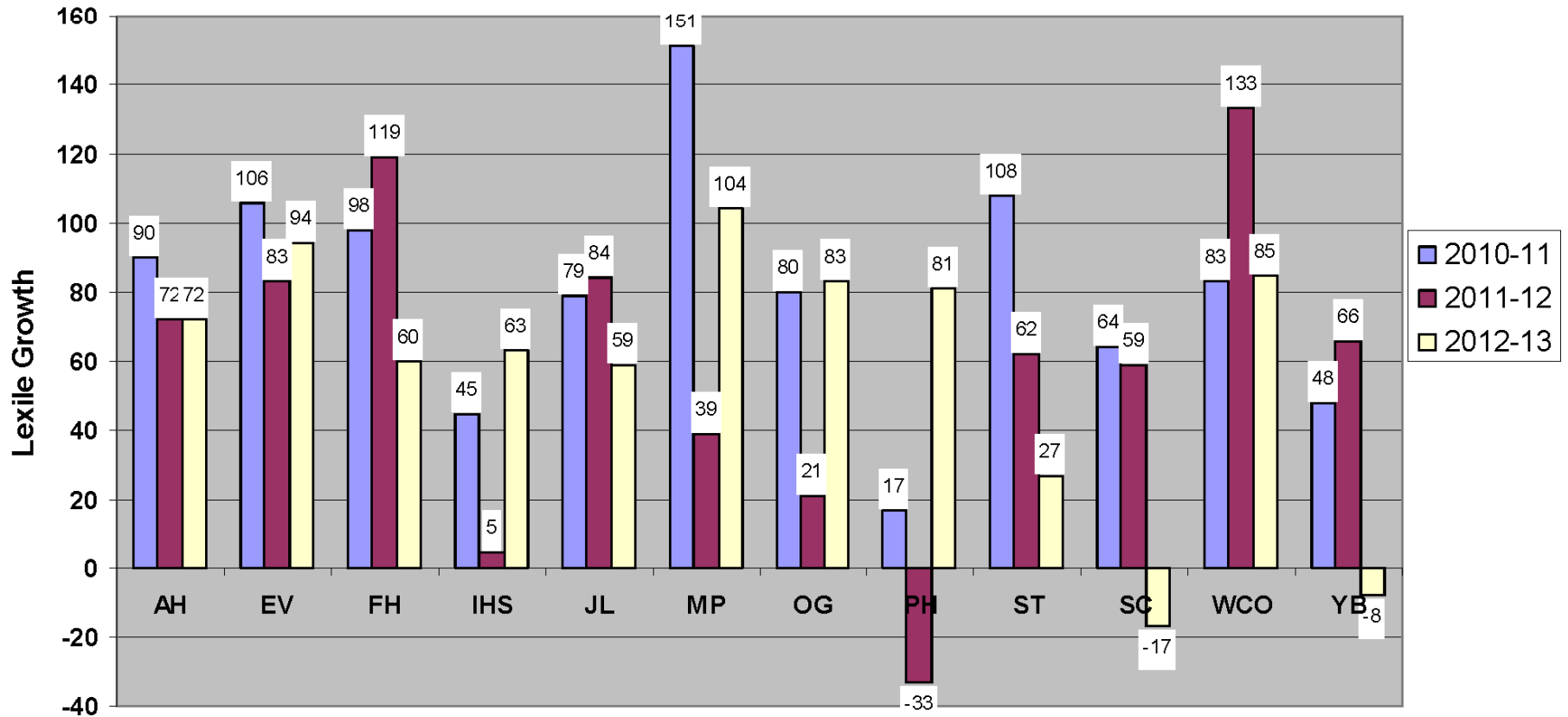
Notes:

- The average annual Lexile growth for students in grades 9-12 who are reading significantly below grade level is 50 Lexiles.
- The scores above include both general and Special Education Language Arts/Reading classes.
- Fidelity to the program is considered the most important factor in Lexile growth, but there are a number of other factors that may affect growth such as the experience and training of the teacher, the number of students in the class, specific disabilities that directly affect testing performance, and the high transiency rates in these classes.
- Schools and classrooms that show exceptional growth are asked to share best practices by presenting at bi-monthly cadre meetings, sharing resources, and opening their classrooms to other teachers, particularly teachers who are new to the program.
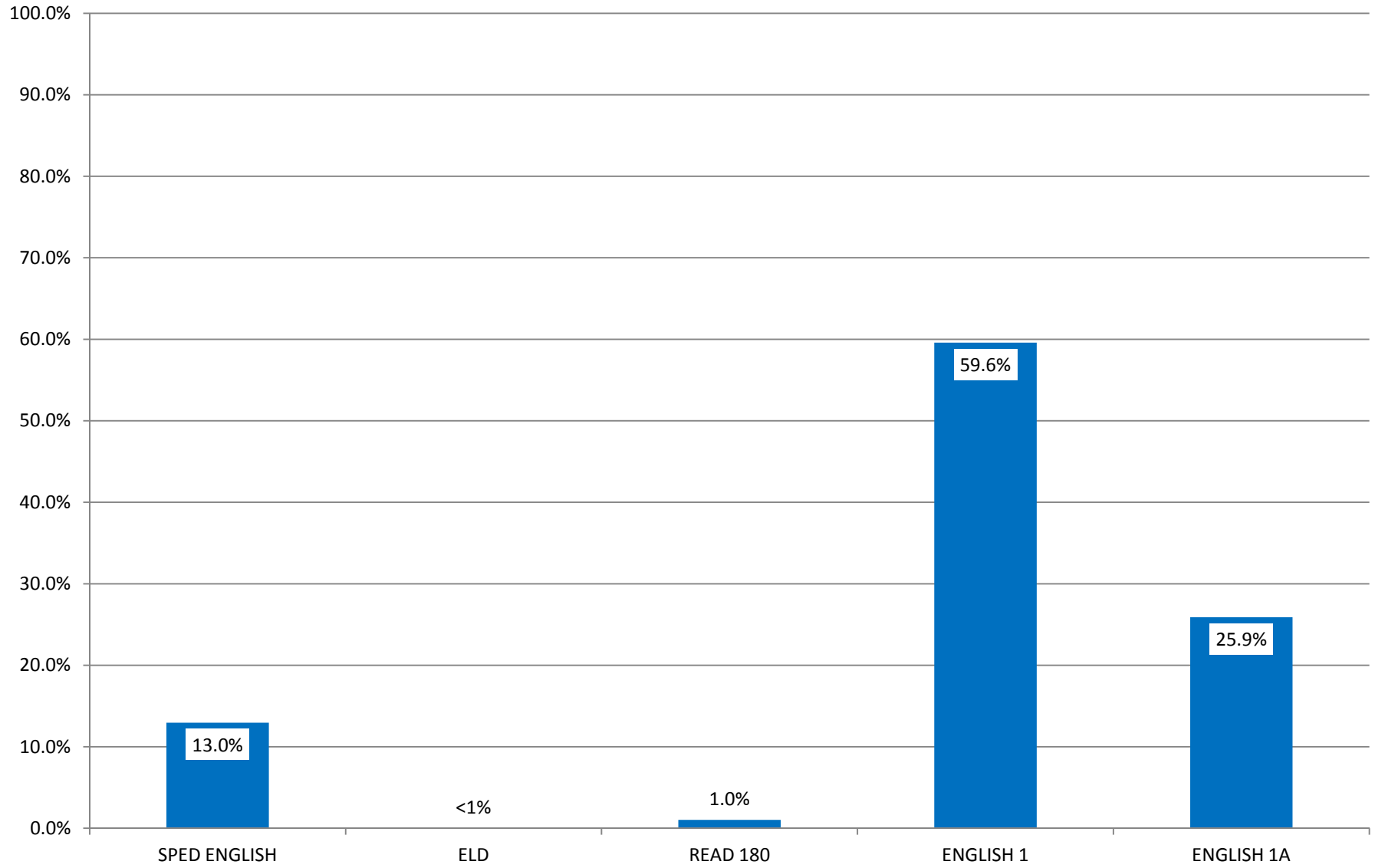
**ESUHSD
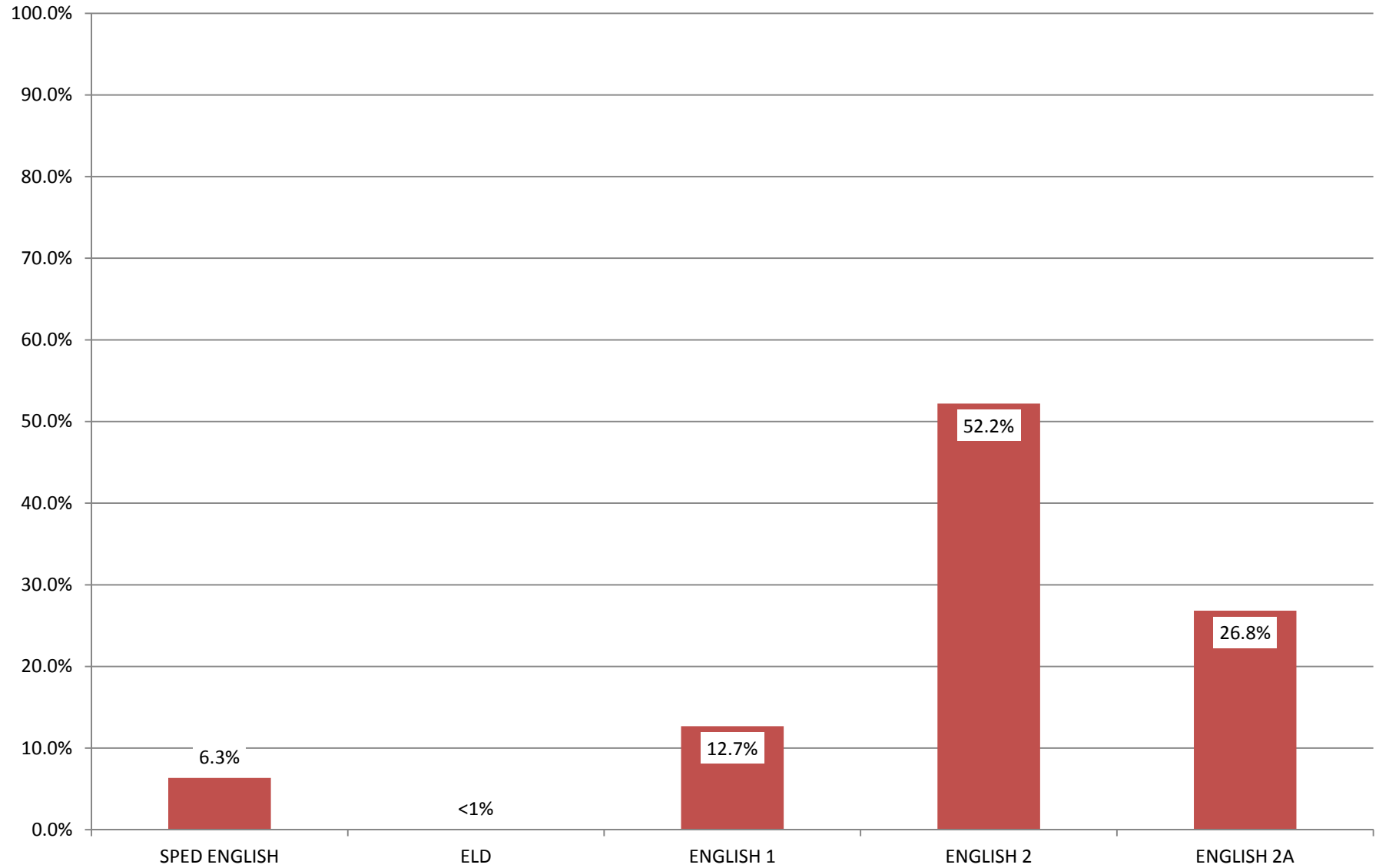2013-14 African American
Cumulative GPA by Grade Level as of Semester 1**

Legend:
- 9
- 10
- 11
- 12

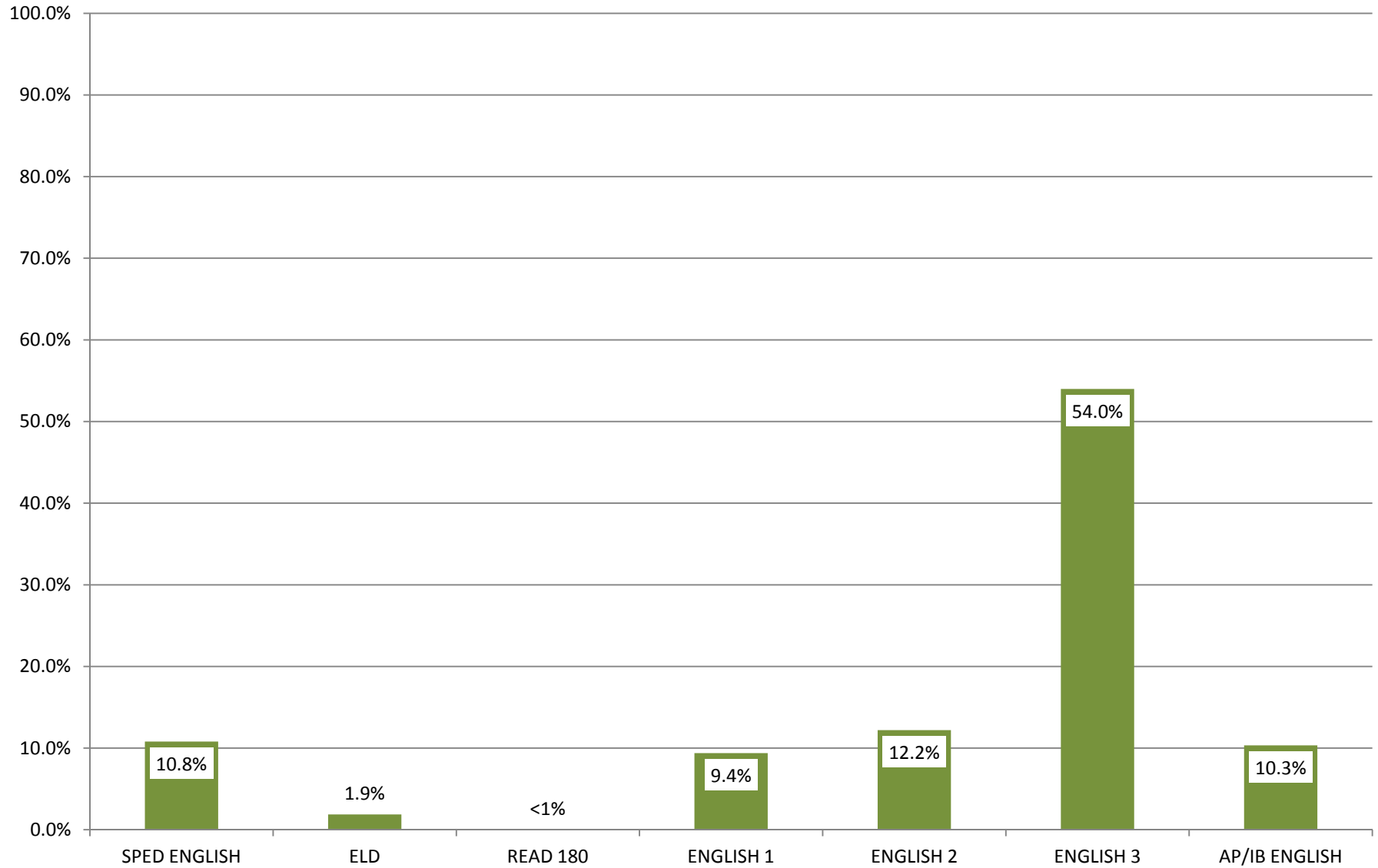| GPA Range	9	10	11	12
0<1.0	9%	12%	10%	3%
1.0<2.0	22%	34%	31%	29%
2.0<2.5	22%	14%	24%	30%
2.5<3.0	19%	18%	17%	16%
3.0<3.5	13%	12%	11%	14%
3.5<4.0	15%	10%	6%	7%

ESUHSD
2013-2014
9th Grade African American Enrollment Distribution in English Courses

ESUHSD
2013-2014
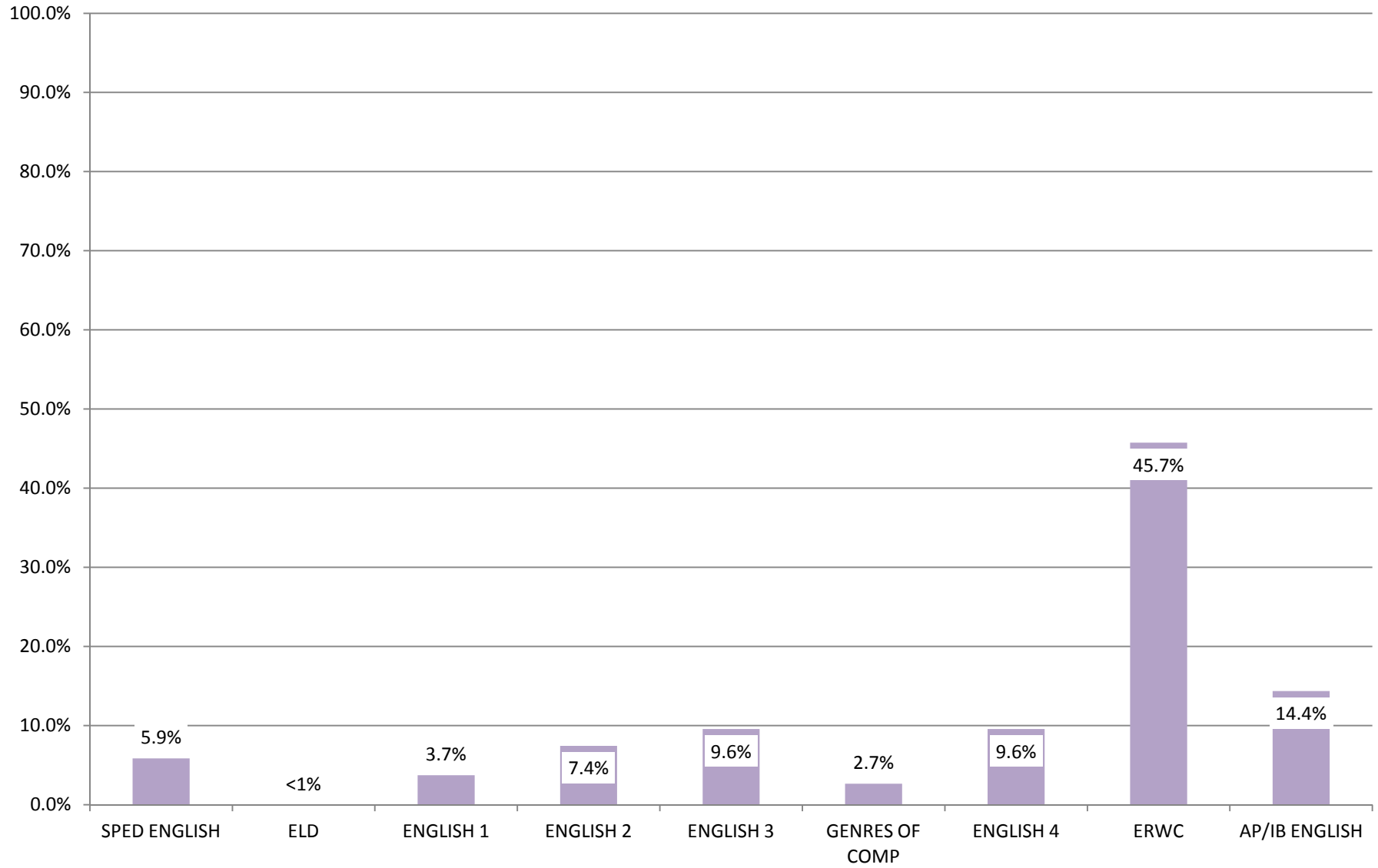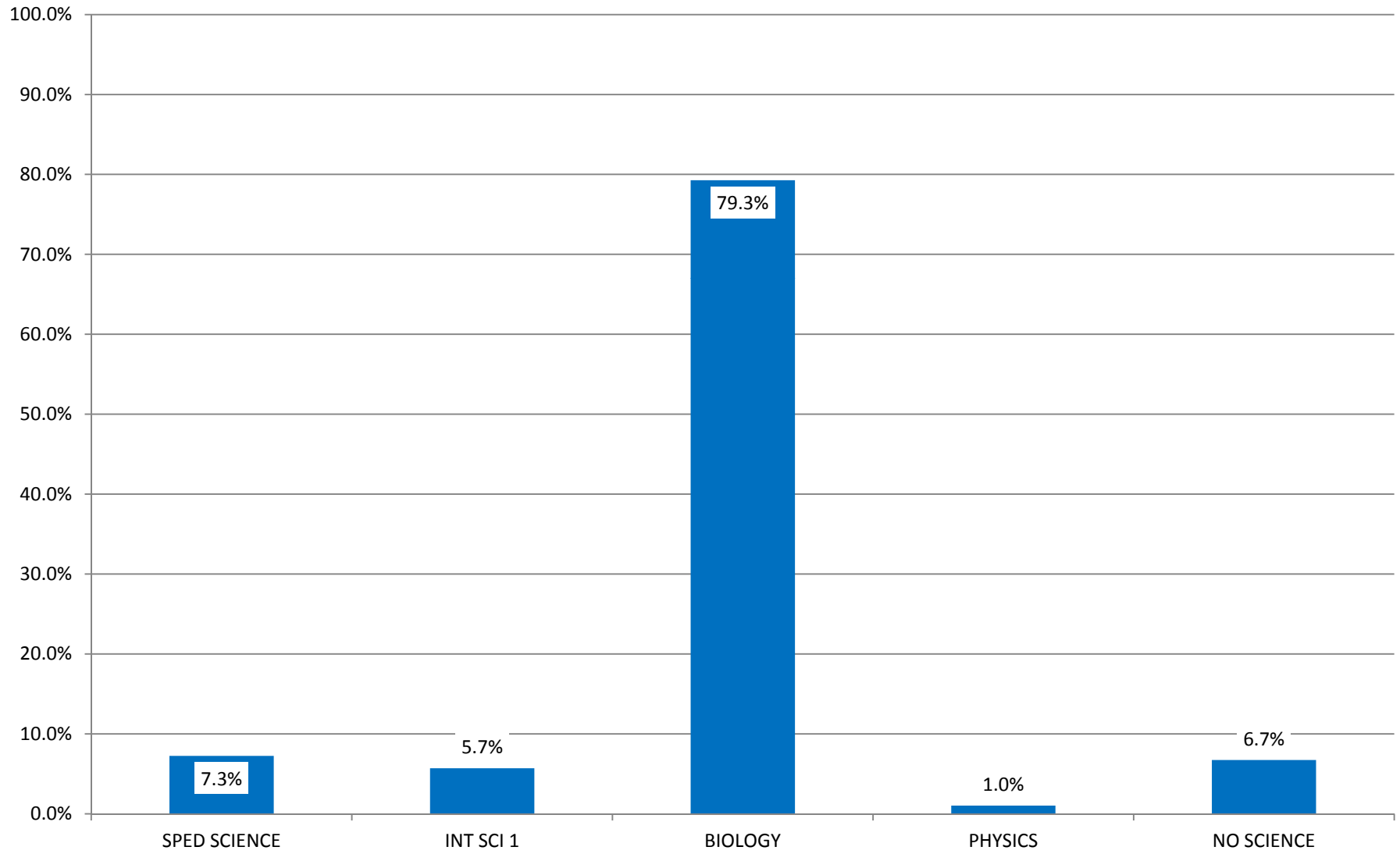## 10th Grade African American Enrollment Distribution in English Courses

	SPED ENGLISH	ELD	ENGLISH 1	ENGLISH 2	ENGLISH 2A
	6.3%	<1%	12.7%	52.2%	26.8%

ESUHSD
2013-2014
11th Grade African American Enrollment Distribution in English Courses

Course	Percentage
SPED ENGLISH	10.8%
ELD	1.9%
READ 180	<1%
ENGLISH 1	9.4%
ENGLISH 2	12.2%
ENGLISH 3	54.0%
AP/IB ENGLISH	10.3%

ESUHSD
2013-2014
12th Grade African American Enrollment Distribution in English Courses

SPED ENGLISH	5.9%	
ELD	<1%	
ENGLISH 1	3.7%	
ENGLISH 2	7.4%	
ENGLISH 3	9.6%	
GENRES OF COMP	2.7%	
ENGLISH 4	9.6%	
ERWC	45.7%	
AP/IB ENGLISH	14.4%	

ESUHSD
2013-2014
9th Grade African American Enrollment Distribution in Science Courses

ESUHSD
2013-2014
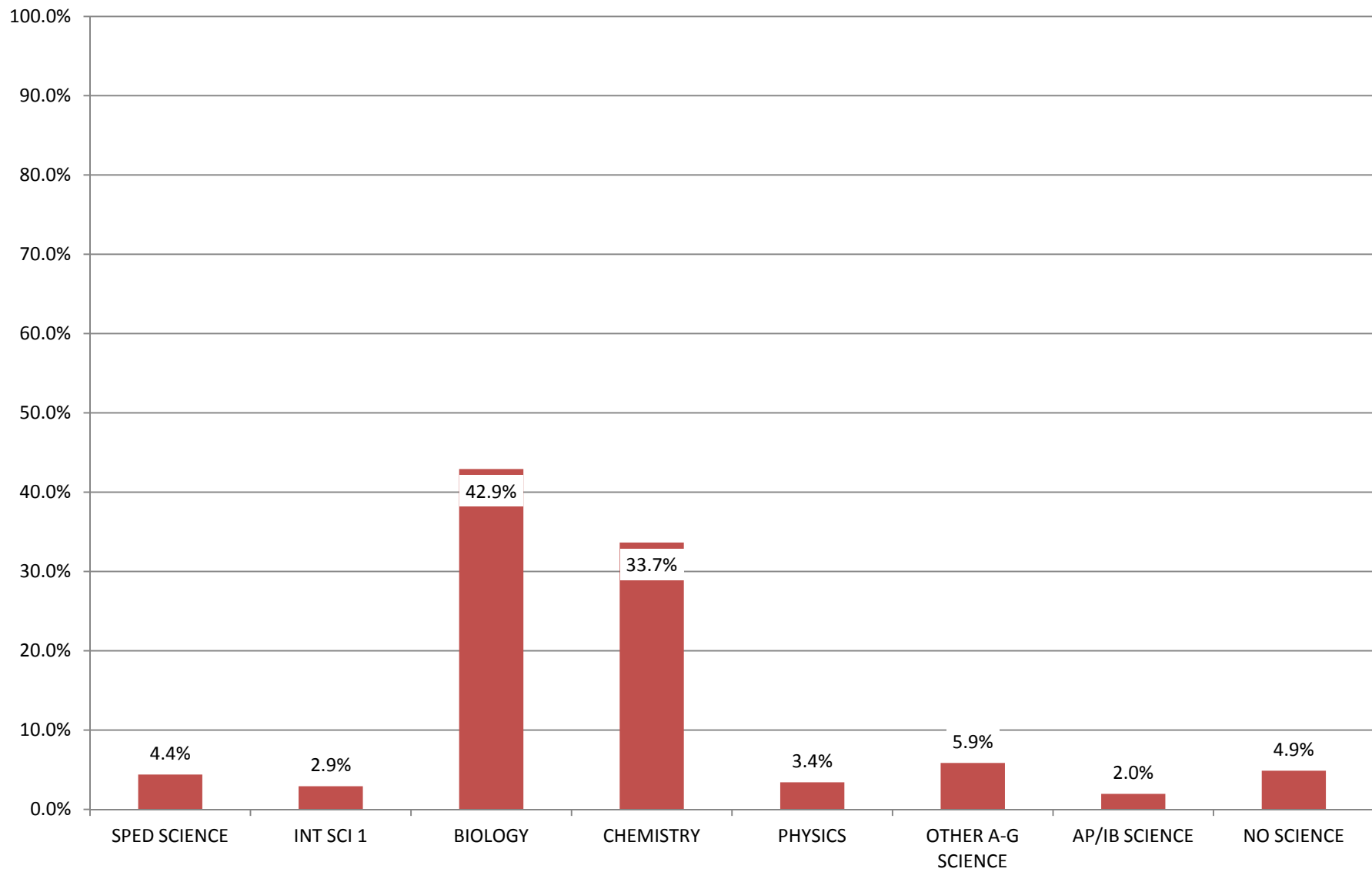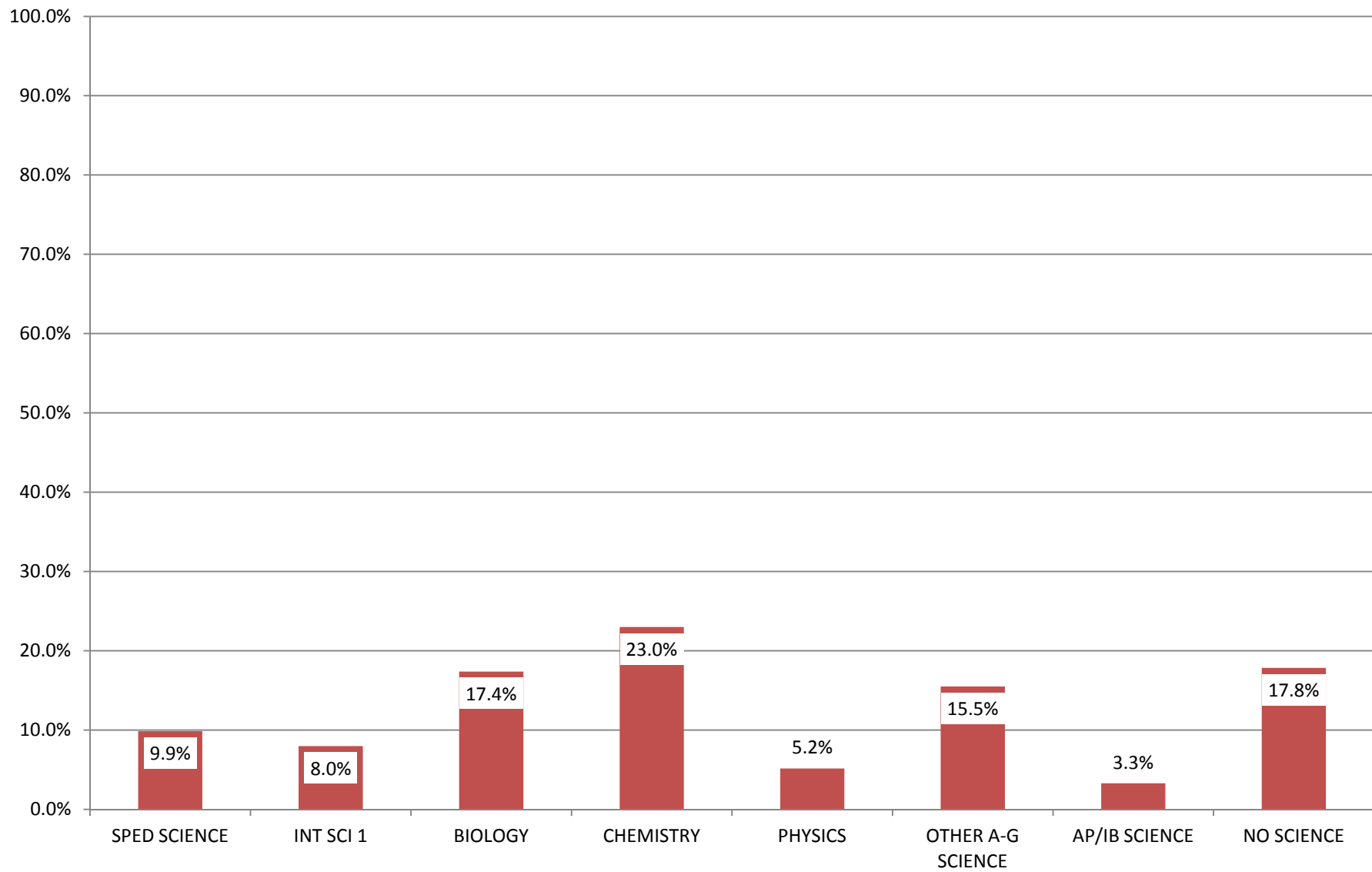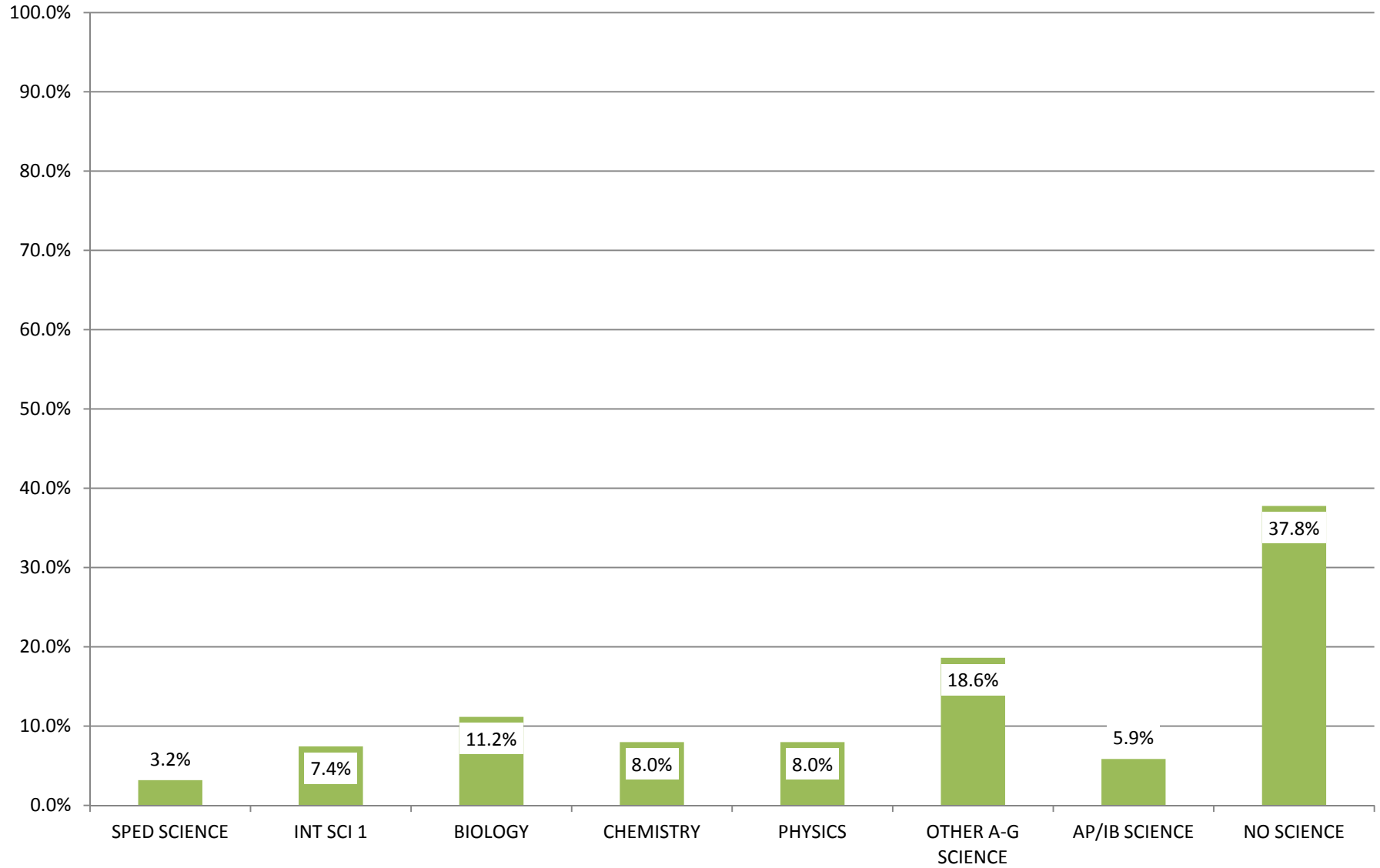**10th Grade African American Enrollment Distribution in Science Courses**

ESUHSD
2013-2014
11th Grade African American Enrollment Distribution in Science Courses
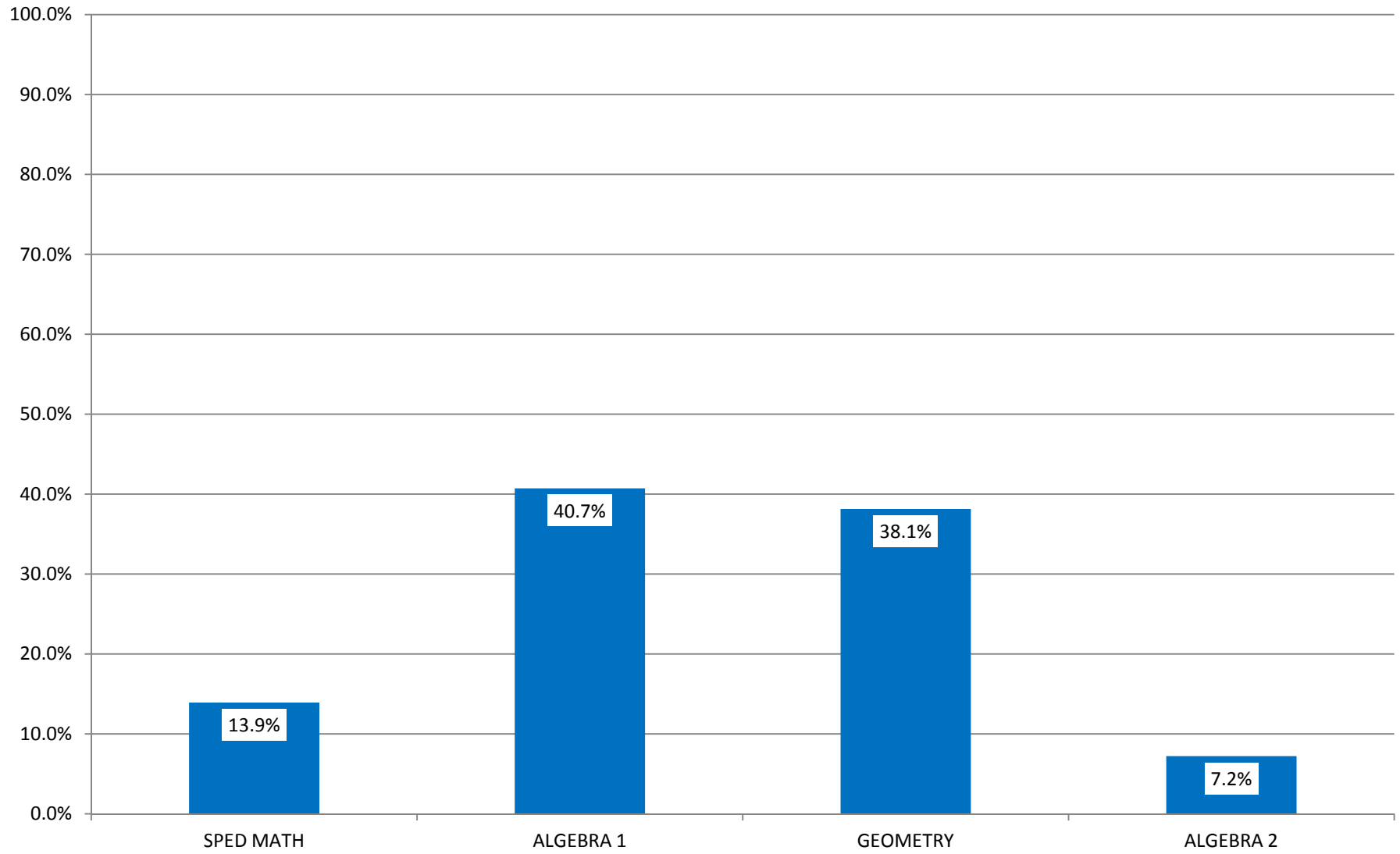

	SPED SCIENCE	INT SCI 1	BIOLOGY	CHEMISTRY	PHYSICS	OTHER A-G SCIENCE	AP/IB SCIENCE	NO SCIENCE
%	9.9%	8.0%	17.4%	23.0%	5.2%	15.5%	3.3%	17.8%

ESUHSD
2013-2014
12th Grade African American Enrollment Distribution in Science Courses

Course	Percentage
SPED SCIENCE	3.2%
INT SCI 1	7.4%
BIOLOGY	11.2%
CHEMISTRY	8.0%
PHYSICS	8.0%
OTHER A-G SCIENCE	18.6%
AP/IB SCIENCE	5.9%
NO SCIENCE	37.8%

ESUHSD
2013-2014
9th Grade African American Enrollment Distribution in Math Courses

Course	Percentage
SPED MATH	13.9%
ALGEBRA 1	40.7%
GEOMETRY	38.1%
ALGEBRA 2	7.2%

ESUHSD
2013-2014
10th Grade African American Enrollment Distribution in Math Courses

Course	Percentage
SPED MATH	9.4%
ALGEBRA 1	24.1%
GEOMETRY	35.0%
ALGEBRA 2	25.1%
ABOVE ALG 2	6.4%

ESUHSD
2013-2014
11th Grade African American Enrollment Distribution in Math Courses

Course	Percentage
SPED MATH	11.7%
ALGEBRA 1	9.4%
GEOMETRY	31.9%
ALGEBRA 2	24.9%
ABOVE ALG 2	14.6%
NO MATH	7.5%

ESUHSD
2013-2014
12th Grade African American Enrollment Distribution in Math Courses

	SPED MATH	ALGEBRA 1	GEOMETRY	ALGEBRA 2	ABOVE ALG 2	NO MATH
	2.7%	5.9%	20.2%	11.7%	21.8%	37.8%

LCAP Eight State Priorities and Benchmark Data Required by LEAs

Student Achievement

- Performance on standardized tests
- Score on Academic Performance Index
- Share of students that are college and career ready
- Share of English learners that become English proficient
- English learners reclassification rate/language proficiency
- Share of students that pass Advanced Placement exams with score of 3 or higher
- Share of students determined prepared for college by the Early Assessment Program

Parental Involvement

- Efforts to seek parent input
- Promotion of parent participation
- Parent advisory committees

Course Access

- Student access and enrollment in a broad course of study that includes core subject areas and other services

Other Student Outcomes

- Other indicators of student performance in required areas of study. May include performance on other exams.

Basic Services (compliance with Williams requirements)

- Rate of teacher misassignments/credentialed teachers
- Student access to standards aligned instructional materials
- Facilities in good repair

Implementation of Common Core State Standards (CCSS)

- Implementation of CCSS for all students, including English learners access to CCSS and ELD standards

Student Engagement

- School Attendance |Rates
- Chronic Absenteeism Rates
- Middle School Dropout Rates
- High School Dropout Rates
- High School Graduation Rates

School Climate

- Student Suspension Rates
- Student Expulsion Rates
- Other local measures assessing safety and school connectedness

Supplemental Share Available

$5,354,505

New Additions to Supplemental

	FTE	Salary	Benefits	
Instructional Coaches	12.00	$1,008,000	$392,657	$1,400,657
Social Worker	13.00	858,000	390,107	1,248,107
Community Resource Techs	11.00	1,015,000		

Total Projected Cost

$3,663,764

Supplemental Balance

$1,690,741

Ongoing focus…

- African American College Readiness Project - SJSU

- Lula Washington Dance Theatre - "Little Rock Nine"

- The Fragrance of Freedom

- Black History Month

Project Word

- Pilot Program at Oak Grove & Mt. Pleasant High Schools
- Debra Watkins
- Homework Center
- Student monitoring and constant feedback and support

Targeted Focus

- Recruit more incoming 9th graders to Bridges Program

- Develop a new strategy for Algebra 1 repeaters

- Pull every transcript of African American student in June/July – review grad plan and make contact

- Develop strategies to support students ongoing – (Project Word)