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Los Angeles Unified School District
Division of Instruction

TO: Michelle King, Superintendent

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SUBJECT: A-G COLLEGE AND CAREER PROGRESS

In this week's Update, the Division of Instruction spotlights several District high schools that are finding success through unique ways to prepare their students for A-G course completion, and for post-secondary accomplishment.

Early College Academy

Located adjacent to the campus of LA Trade Technical College (LATTC), the 200-plus students of **Early College Academy (EAC)** are all dual-enrolled in college classes and share bell schedules, resources, and outstanding motivation for the future with their college peers. Although most students enter ECA deficient in credits required to graduate they quickly find engagement in the school's supportive culture. Staff guides students to target and develop their passion for learning, and exemplify the school's expectations of "Show up. Grow up. Step up. Never give up."

Core classes in social studies, English, math and science are taught at the school site, while other A-G classes are taken at LATTC. To fulfill their elective requirement, students choose from an array of college classes. Those needing to re-take core classes for credit will also do so at LATTC. The dual enrollment model allows students to earn college credits at the same time as accumulating credits needed for graduation, and many graduate with over twenty college credits earned while at ECA.

Students' families also find engagement and opportunities in the welcoming EAC community, where staff support them to enroll in language classes, certification programs, and career development. As principal Mike Dean commented, "Back to School Night at Early College is literally for everyone!"

International Studies Learning Center

Further south of Downtown Los Angeles, the students of **International Studies Learning Center (ISLC)** are also finding opportunities to grow from the college experience while enjoying their high school years. The school partners with East Los Angeles Community College (ELAC), offering four college classes per semester that are open to all students. Seniors take classes during periods six and seven, while students in grades 9 through 11 may attend after the school day. Classes change each semester to provide much choice to the students, and include offerings such as psychology, sociology, administration of justice, speech, and Latino studies. All class credits are fully transferrable to the UC and CSU systems, which greatly benefits the estimated 65% of graduates who have elected to attend four-year institutions. ISLC's projected graduation rate for 2016 is 95%, and by the time seniors graduate, the majority will have accumulated enough credits to enter college as sophomores.

Students needing academic support or opportunities to make up credits can access the many flexible opportunities being offered. Intervention classes in English Language Arts and algebra are available each day, and ISLC has also scheduled a range of summer intercession classes that include core classes for credit recovery. In addition, there will be seven enrichment classes to provide students with opportunities to learn, explore their individual interests, and keep busy during the summer.

Helen Bernstein High School

The administration team at **Helen Bernstein High School** has put in place a comprehensive system of opportunities for credit recovery using Edgenuity, with all of the school community working to support students' needs.

Every student who is deficient in one or more courses required for graduation is enrolled in Edgenuity. They are scheduled to take needed classes between the bells, and on Wednesday's advisory schedule are re-programmed from their regular advisory to their online classes. In addition, three teachers facilitate credit recovery classes that take place after school three times each week.

The Bernstein team makes sure to keep students' enthusiasm high as they continue on their path to graduation. Out of classroom personnel are involved in 1:1 counseling and progress monitoring of the students, who are further encouraged by motivational assemblies and incentives for successful completion of each course. Counselors stay in close communication with families to stress the importance of regular attendance and course completion. As Principal Andre Spicer emphasized, "The absolute biggest factor [in his students' success] has been daily monitoring and home communication."

Taft Charter High School and Henry David Thoreau Continuation High School

Students at Woodland Hills' **Taft Charter High School** have multiple opportunities to recover A-G credits during the school day and each weekday afternoon. Counselors and staff are united in the mission to raise their numbers on-track, which have increased by 50% since the end of the Fall 2015 Semester. The school offers a full range of Edgenuity courses, and also provides two personalized instructional programs.

A highlight of their work is the outstanding collaboration with neighboring **Henry David Thoreau Continuation High School**, which was conceived by the counselors and administrators of both sites who describe it as being akin to a foreign exchange program. Taft students needing upper level math or science credits attend those courses at Thoreau, where small classes and targeted teaching are instrumental to their success. The Thoreau students who prefer to fulfill their LOTE requirement in ASL or Spanish head to Taft, while Taft students who want to learn French will attend these classes at Thoreau.

In addition to this dual-site collaboration, Taft students may recover credits through a partnership with West Valley Occupational Center (WVOC) known as the Individualized Instruction Lab (II Lab). This provides a more traditional credit recovery experience, with the WVOC professor holding classes at Taft and supporting students as they work through independent study assignments. The II Lab's model of adult school at the high school site is valued by staff and students alike.

Counselors explained that frequent progress monitoring, weekly reports from credit recovery teachers to the counseling office, small class sizes and regular contact with families are essential. Aside from collecting and using data though, all recognize the importance of paying personal attention to students' well-being. Checking in with them at lunch and nutrition, following up after an absence, and letting students see they care is embedded in the effort to have all Treadors graduate college and career ready.

Roosevelt High School

Roosevelt High School (RHS) has a variety of programs that support at-risk students to get back on track through their partnership with Promesa Boyle Heights, a community-based organization that brings various support providers together at the school site to pinpoint and address students' needs. One support provider is College Track. While this organization's mission is to support Roosevelt students to and through college, at the school's request College Track has expanded services to support students working to catch up and become college and career ready. In turn, RHS staff work to ensure that College Track's focal students stay on track for college acceptance and attendance. City Year is another provider that collaborates with RHS to support off-track seniors. While City Year staff work primarily with at-risk 9th and tenth students, they also support a small group of seniors through tutoring and credit recovery support.

In addition to convening community partners for Roosevelt High School, Promesa staff also provide direct services, such as helping to initiate a "spark project" called the High Potential Scholars program. Assistant Principal John Lynch stated, "There are students in our schools who may be off-track for graduation, but still have tremendous potential for success. Using restorative justice practices, Promesa staff and school staff members worked together to find the root cause of students' current struggles and support students through a variety of approaches." These approaches include connecting students to therapy, tutoring, and academic advisement.

We know that the path to 100% graduation is filled with the personalized efforts of schools, families, and communities coming together as a village of support for our scholars. We offer countless expressions of gratitude to all of our teachers, counselors, administrators, nurses, plant managers, classified staff, social workers, board members and beyond for making a difference in the lives of our students. These stories illuminate the many stories taking place across the district as students prepare for the next chapter of success.