BOARD OF EDUCATION OF THE CITY OF LOS ANGELES
Governing Board of the Los Angeles Unified School District

CURRICULUM AND INSTRUCTION COMMITTEE
3:30 p.m., Thursday, March 14, 2024
333 South Beaudry Avenue, Board Room, Los Angeles, CA 90017

Committee Members
Ms. Jackie Goldberg, Chairperson
Dr. George McKenna, III, Board Member
Ms. Kelly Gonez, Board Member

External Members
Cecily Feltham Hammond, Parent
Vicky Martinez, Parent

Board Secretariat Contact
Lisa Lopez
Tel: (213) 241-7002
Email: lisa.m.lopez@lausd.net

District Members
Dr. Frances Baez, Chief Academic Officer
Bootsie Battle-Holt, Tutoring and Math Coordinator, Region West
Allison Chalco, Community School Coordinator, Miguel Contreras Learning Complex, Social Justice
Alma Flores, Administrator of Instruction, Region North
Denise Harper, Teacher, Vista Middle School
Elsa Mora, Teacher, Carpenter Community Charter
Alejandra Muñoz, Community Representative
Dr. Lourdes Ramirez-Ortiz, Administrator of Instruction, Region East
Anthony Yom, Principal, Berendo Middle School

Method for Accessing the Meeting and Providing Public Comment

There are three ways members of the public may access this Committee Meeting: (1) online (Granicus stream or join the zoom webinar), (2) by telephone by calling (888) 475-4499 and entering the Meeting ID: **834 2467 8049**, or (3) in person.

The Board of Education encourages public comment on the items on this agenda and all other items related to the District. Any individual wishing to address the Board must register to speak using the Speaker Sign Up website: https://boardmeeting.lausd.net/speakers, and indicate whether comments will be provided over the phone or in person. Registration will open 24 hours before the meeting. A maximum of 15 speakers may sign up for general Public Comment, and each speaker will have **two** minutes to present. Each speaker will be allowed a single opportunity to provide comments to the Committee.

Speakers who do not register online to provide comments may use the following alternative methods to provide comments to Board Members:

- Email all Board Members at boardmembers@lausd.net;
- Mail comments via US Mail to 333 S. Beaudry Ave., Los Angeles, CA 90017; and
- Leave a voicemail message at (213) 443-4472, or fax (213) 241-8953. Communications received by 5 p.m. the day before the meeting will be distributed to all Board Members.

Speakers registered to provide public comments over the phone need to follow these instructions:

1. Call (888) 475-4499 and enter Meeting ID: **834 2467 8049** at the beginning of the meeting.

2. Press #, and then # again when prompted for the Participant ID.
3. Remain on hold until it is your turn to speak.
4. Call in from the same phone number entered on the Speaker Sign Up website. If you call in from a private or blocked phone number, we will be unable to identify you.
5. When you receive the signal that your phone has been removed from hold and/or unmuted, please press *6 (Star 6) to be brought into the meeting.

Please contact the Board Secretariat at (213) 241-7002 if you have any questions.

The Office of the Inspector General would like to remind you that they investigate the misuse of LAUSD funds and resources as well as retaliation for reporting any misconduct. Anyone can make a report via the OIG hotline on their website (https://www.lausd.org/oig), by telephone at 213-241-7778, or by emailing inspector.general@lausd.net. Reports are confidential and you can remain anonymous if you wish.

AGENDA

I. Welcome and Opening Remarks ..... Jackie Goldberg
Chairperson

II. Presentations

1. Anaheim Union High School District
Centering Community Schools around Teaching and Learning.....Carlos Hernandez
Director of Community Schools, Family and Community Engagement

Diana Fujimoto
Coordinator of Professional Learning

Mike Switzer
Curriculum Specialist

Geoff Morganstern
President, Anaheim Secondary Teachers Association

Tyler Sherman
Teacher, eK Liaison

III. Closing Remarks

IV. Public Comment

V. Adjournment

Requests for disability related modifications or accommodations shall be made 24 hours prior to the meeting to the Board Secretariat by calling (213) 241-7002.

Materials related to an item on this agenda distributed to the Board of Education are available for public inspection at the Security Desk on the first floor of the Administrative Headquarters, and at:
https://www.lausd.org/boe#calendar73805/20240307/event/70635

Anaheim Union High School District

Centering Community Schools around Teaching and Learning

Carlos Hernandez,
Director of Community Schools

Diana Fujimoto,
Coordinator of Professional Learning

Tyler Sherman,
Teacher, eK Liaison

Mike Switzer,
Curriculum Specialist

Geoff Morganstern,
ASTA President

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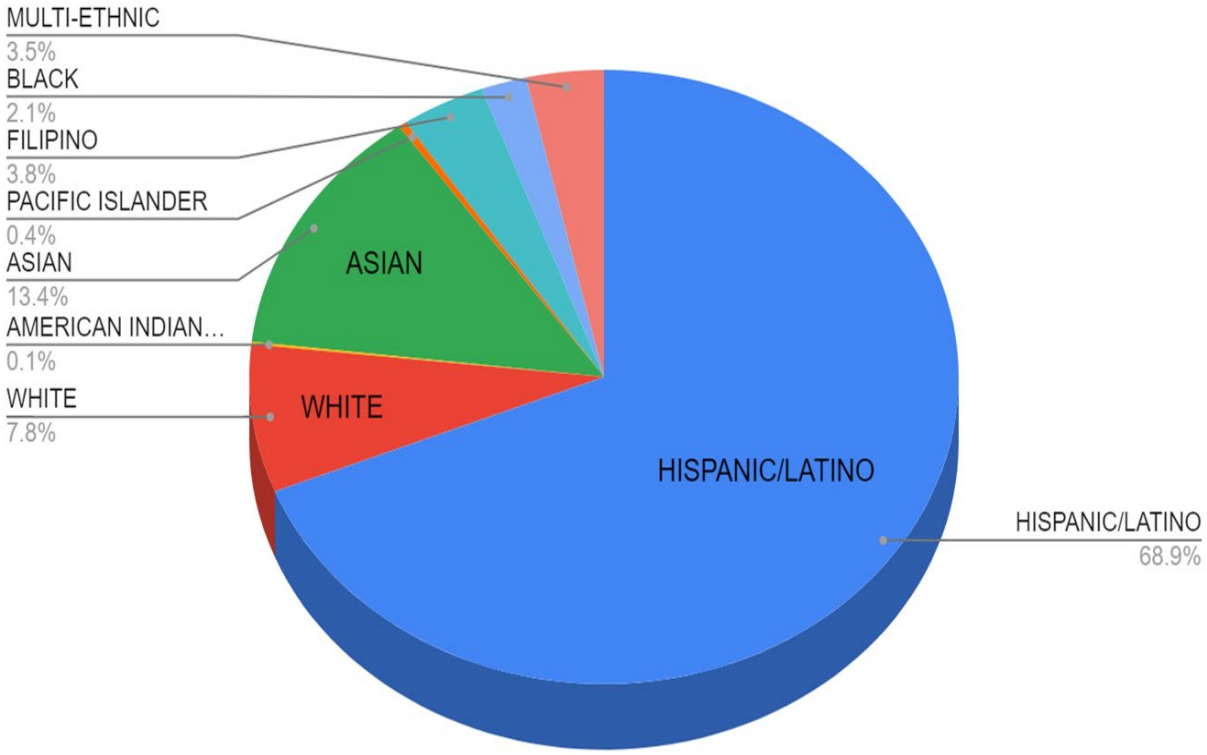
ANAHEIM UNION HIGH SCHOOL DISTRICT

AUHSD
COMMUNITY SCHOOLS • FAMILY & COMMUNITY ENGAGEMENT

2022-2023 Demographics
Anaheim Union High School District, Orange County, CA

Total Enrollment	26,104 students
8 comprehensive High Schools (9-12)	17,357
8 comprehensive Junior High School (7-8)	7,945
Oxford Academy (7-12):	1,272
Cambridge Virtual Academy (7-12):	147
Alternative Education (Gilbert High School):	633
Alternative Education (Polaris IS):	758
Special School (Hope High School/Non-Public School) :	339
Program	
Socioeconomically Disadvantaged:	81.0%
English Learners:	22.0%
Students with Disabilities:	13.9%
Homeless:	901 students
Foster Youth:	190 students

2022-23 Ethnicity by Race/Ethnicity



UNLIMITED YOU
ANAHEIM UNION HIGH SCHOOL DISTRICT

AUHSD VISION

To create a better world through Unlimited You

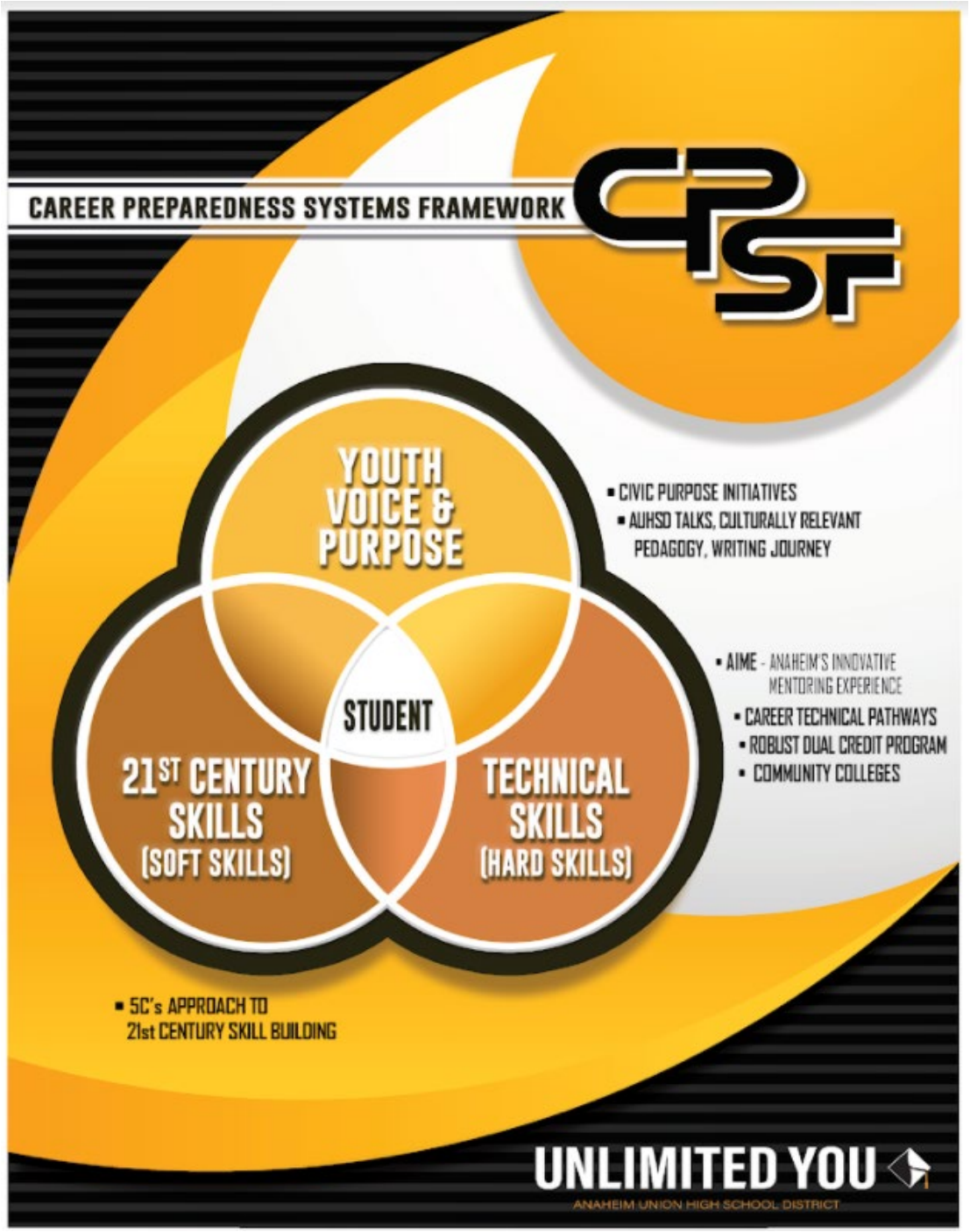
AUHSD MISSION

The Anaheim Union High School District, in partnership with the greater community, will graduate socially aware, civic-minded students who are life ready by cultivating the soft and hard skills.

AUHSD Core Values

We believe...

1. In and model the 5 Cs: Collaboration, creativity, critical thinking, communication, and compassion
2. That education must work for students and not the other way around.
3. In an assets-based instructional approach focused on our community's strengths and in nurturing everyone's potential
4. In moving the needle toward equity and justice
5. That our vision, mission, and core values are delivered primarily through instruction.
6. In systems not silos
7. Public schools should enhance and strengthen democracy through cultivation of student voice and problem solving



Youth Voice and Purpose

21st Century Skills

Technical Skills

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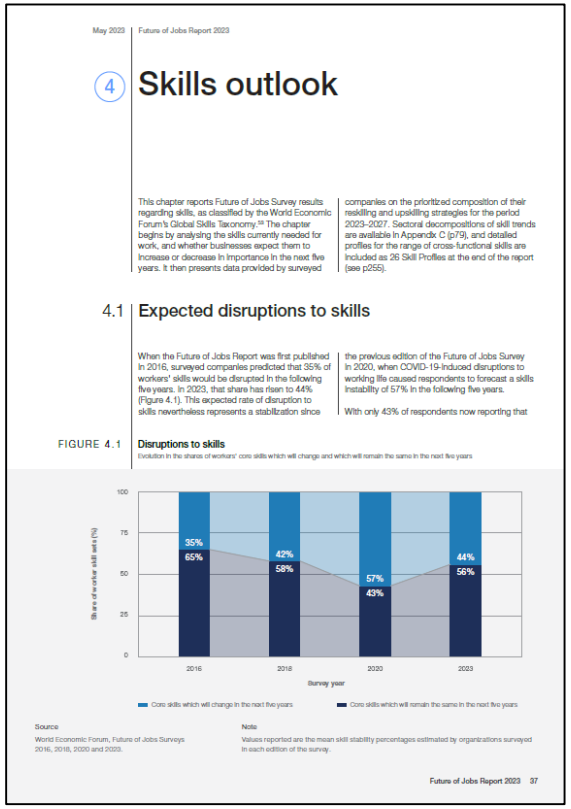
Important Skills and Dispositions

"Future of Jobs" Report 2023

World Economic Forum



May 2023 | Future of Jobs Report 2023

4 Skills outlook

This chapter reports Future of Jobs Survey results regarding skills, as classified by the World Economic Forum's Global Skills Taxonomy.[38] The chapter begins by analysing the skills currently needed for work, and whether businesses expect them to increase or decrease in importance in the next five years. It then presents data provided by surveyed companies on the prioritized composition of their reskilling and upskilling strategies for the period 2023–2027. Sectoral decompositions of skill trends are available in Appendix C (p79), and detailed profiles for the range of cross-functional skills are included as 26 Skill Profiles at the end of the report (see p255).

4.1 Expected disruptions to skills

When the Future of Jobs Report was first published in 2016, surveyed companies predicted that 35% of workers' skills would be disrupted in the following five years. In 2023, that share has risen to 44% (Figure 4.1). This expected rate of disruption to skills nevertheless represents a stabilization since the previous edition of the Future of Jobs Survey in 2020, when COVID-19-induced disruptions to working life caused respondents to forecast a skills instability of 57% in the following five years.

With only 43% of respondents now reporting that

FIGURE 4.1 **Disruptions to skills**

Evolution in the shares of workers' core skills which will change and which will remain the same in the next five years

Source: World Economic Forum, Future of Jobs Surveys 2016, 2018, 2020 and 2023.

Note: Values reported are the mean skill stability percentages estimated by organizations surveyed in each edition of the survey.

1. Analytical thinking
2. Creative thinking
3. Resilience, flexibility and agility
4. Motivation and self-awareness
5. Curiosity and lifelong learning
6. Technological literacy
7. Dependability and attention to detail
8. Empathy and active listening
9. Leadership and social influence
10. Quality control
11. Systems thinking
12. Talent management
13. Service orientation and customer service
14. Resource management and operations
15. AI and big data
16. Reading, writing and mathematics
17. Design and user experience
18. Multi-lingualism

21st Century Skills (5Cs)

- **Character & Compassion**
- **Critical Thinking**
- **Creativity**
- **Communication**
- **Collaboration**

In AUHSD, we believe that students develop **the 5Cs** through explicit instruction, consistent and intentional opportunities for practice, and reflection.

Technical Skills

- Subject matter knowledge/proficiency
- Data, computer skills
- (World) language proficiency
- Industrial or mechanical
- Career Education

In AUHSD, we believe that students develop **technical/hard skills** through explicit instruction, consistent and intentional opportunities
for practice, and reflection.

Youth Voice and Purpose

- Expression
- Consultation
- Participation
- Partnership
- Leadership
- Activism

In AUHSD, we believe that students develop **voice** through explicit instruction, consistent and intentional opportunities for practice, and reflection.

Professional Learning

- Project-Based Learning
- Civic Learning Institute
- Civic Engagement (Mikva Training)

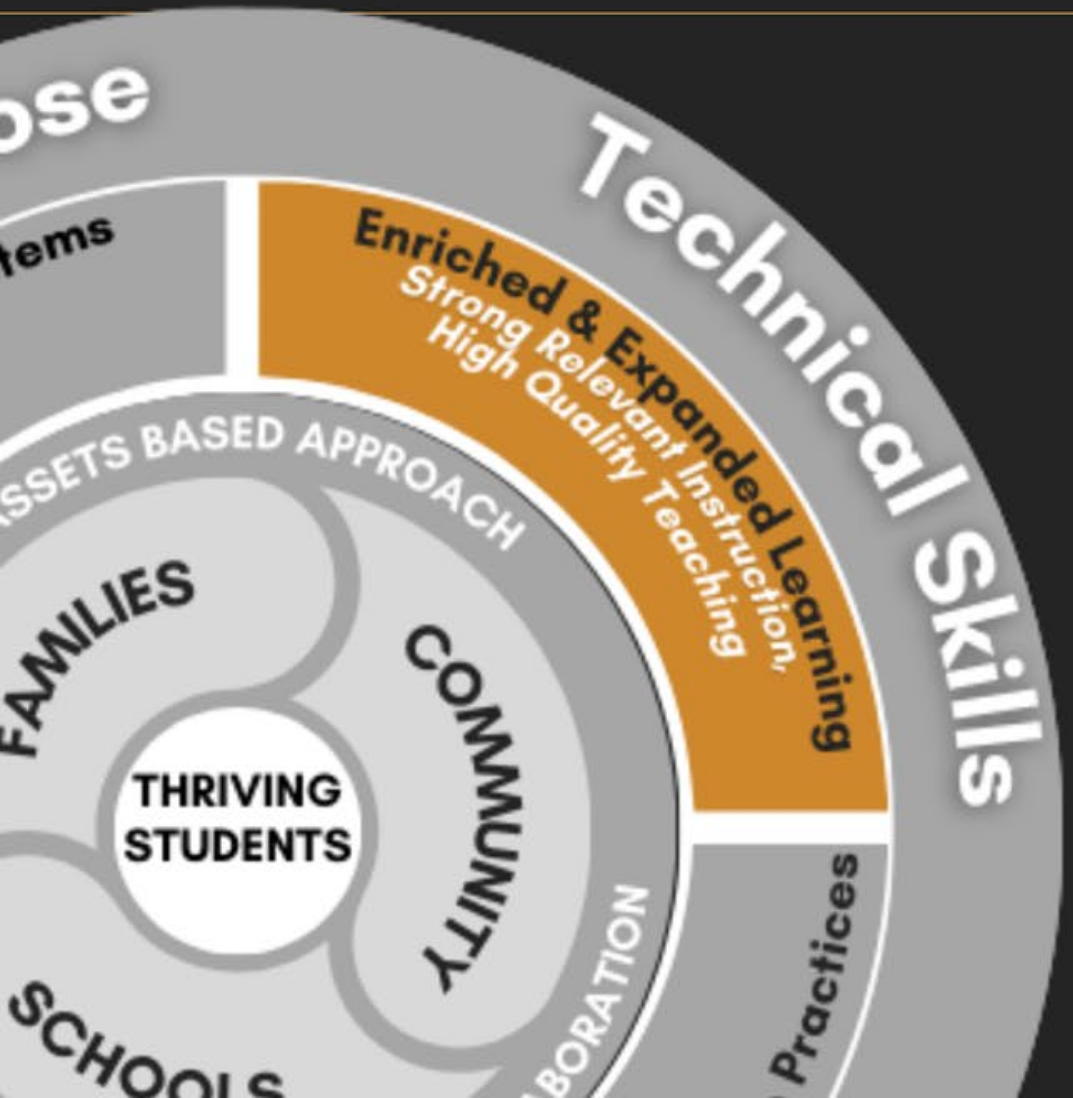
Soapbox Speeches
AUHSD Talks

Cultivation of Student Voice and Skills

AUHSD Student Soapbox Speech

Emilia Villareal

COMMUNITY SCHOOLS IN AUHSD



1. Strong and Proven Curriculum

Educators provide a rich and varied academic program allowing students to acquire both foundational and advanced knowledge and skills in many content areas.

Students learn with challenging, culturally relevant materials that address their learning needs and expand their experience. They also learn how to analyze and understand the unique experiences and perspectives of others.

The needs of parents and families are addressed through English-as-a-Second- Language classes, GED preparation, and job training programs.

2. High-Quality Teaching

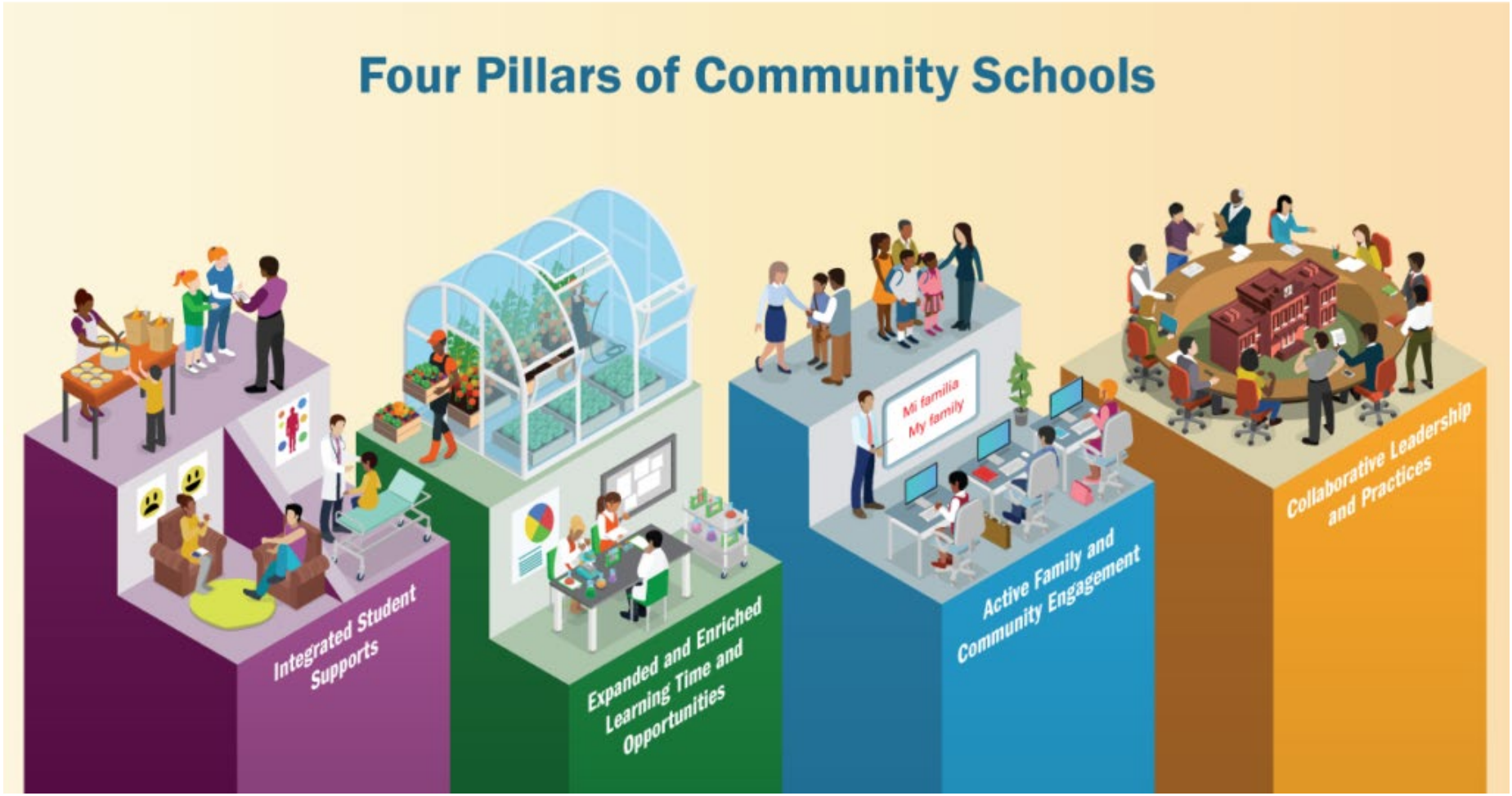
With the right policy support, great teachers are the ideal agents of meaningful and sustainable change in our most challenged schools.

Accomplished and effective teachers help students learn at high levels. They also spread their expertise throughout the school on behalf of all students

In community schools, teachers are fully licensed, knowledgeable about their content, and skillful in their practice.

Instructional time focuses on learning rather than testing. Individual student needs are identified and learning opportunities are designed to address them.

Let's Go Deeper



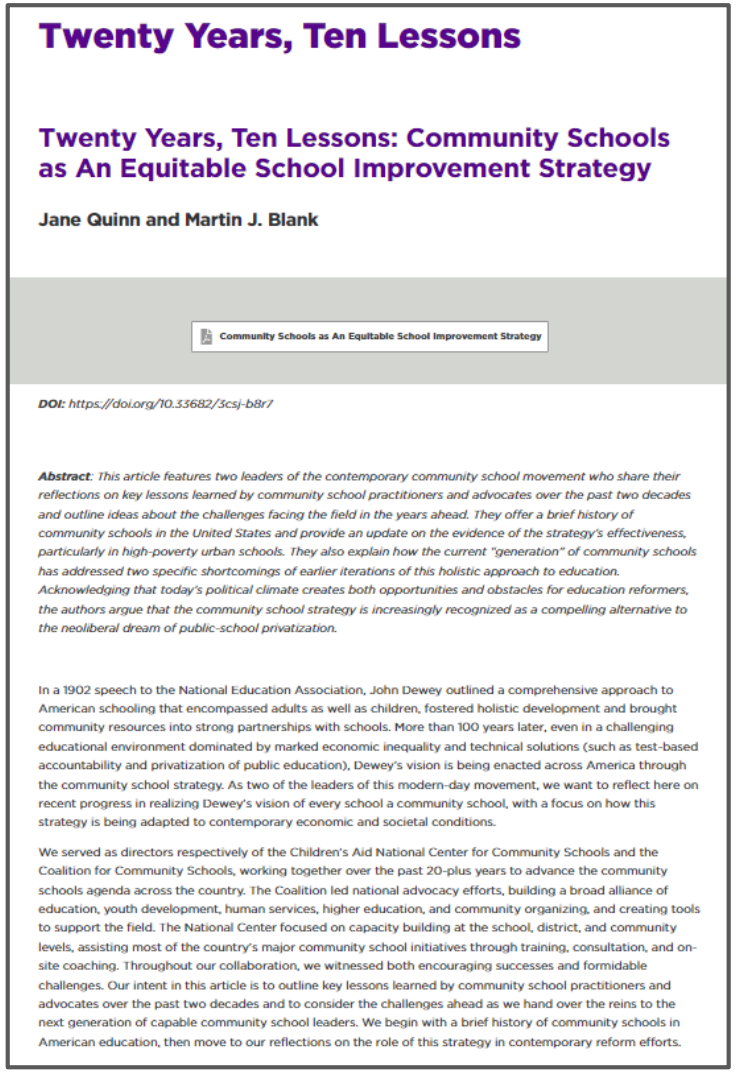
Enrichment activities emphasize real-world learning and community problem solving.

After-school, weekend, and summer programs provide academic instruction and individualized support.

Expanded and Enriched Learning Time and Opportunities

Twenty Years, Ten Lessons

For those of us in the community school field, this study helped to undergird an argument we had been making since the inception of the current “generation” of efforts - strong student supports and additional opportunities cannot compensate for weak instructional programs.



Twenty Years, Ten Lessons

Twenty Years, Ten Lessons: Community Schools as An Equitable School Improvement Strategy

Jane Quinn and Martin J. Blank

Community Schools as An Equitable School Improvement Strategy

DOI: https://doi.org/10.33682/3csj-b8r7

Abstract: *This article features two leaders of the contemporary community school movement who share their reflections on key lessons learned by community school practitioners and advocates over the past two decades and outline ideas about the challenges facing the field in the years ahead. They offer a brief history of community schools in the United States and provide an update on the evidence of the strategy's effectiveness, particularly in high-poverty urban schools. They also explain how the current "generation" of community schools has addressed two specific shortcomings of earlier iterations of this holistic approach to education. Acknowledging that today's political climate creates both opportunities and obstacles for education reformers, the authors argue that the community school strategy is increasingly recognized as a compelling alternative to the neoliberal dream of public-school privatization.*

In a 1902 speech to the National Education Association, John Dewey outlined a comprehensive approach to American schooling that encompassed adults as well as children, fostered holistic development and brought community resources into strong partnerships with schools. More than 100 years later, even in a challenging educational environment dominated by marked economic inequality and technical solutions (such as test-based accountability and privatization of public education), Dewey's vision is being enacted across America through the community school strategy. As two of the leaders of this modern-day movement, we want to reflect here on recent progress in realizing Dewey's vision of every school a community school, with a focus on how this strategy is being adapted to contemporary economic and societal conditions.

We served as directors respectively of the Children's Aid National Center for Community Schools and the Coalition for Community Schools, working together over the past 20-plus years to advance the community schools agenda across the country. The Coalition led national advocacy efforts, building a broad alliance of education, youth development, human services, higher education, and community organizing, and creating tools to support the field. The National Center focused on capacity building at the school, district, and community levels, assisting most of the country's major community school initiatives through training, consultation, and on-site coaching. Throughout our collaboration, we witnessed both encouraging successes and formidable challenges. Our intent in this article is to outline key lessons learned by community school practitioners and advocates over the past two decades and to consider the challenges ahead as we hand over the reins to the next generation of capable community school leaders. We begin with a brief history of community schools in American education, then move to our reflections on the role of this strategy in contemporary reform efforts.

Community Schools Research

"Community schools are continuously linking classroom instruction to the broader community. Instruction is **engaging, providing real-world and project-based learning opportunities**. It is interdisciplinary in nature and rooted in the assets of students, families, educators, and local community members. Curriculum is **responsive to local history, knowledge, values,** language, literature, institutions, culture, and environments. **Community schools ground student learning in civic engagement and address real-world issues**."

-Jane Quinn and Martin J. Blank

PBS MACC Video

Assets and Needs Assessment Process

Uplifting the Hopes and Dreams of our School Community through the **Assets** and Needs Assessment Process

Assets and Needs Assessment Process

The assets and needs assessment process is the foundation of the community school strategy.

It is a **relationship-centered, inclusive** process that uplifts the voices of historically marginalized groups to build new relationships while honoring existing ones. The assessment process identifies what needs and assets exist within the school community and uses them to create dynamic, community-connected classroom instruction; family support programs; systems and structures that will be the focus for sustainable change efforts. **Ample time and attention is necessary to implement an authentic process that will lead to transformative change.**

Data that Informs the Action

SATELLITE DATA
(DASHBOARD DATA)

SBAC Scores, graduation rates, course completion, attendance

MAP DATA
(LOCAL DATA)

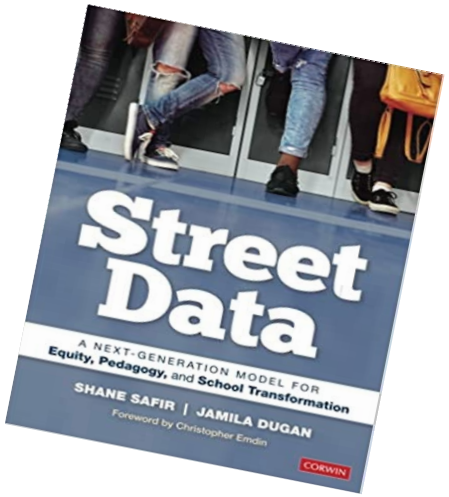
Student and Family Surveys, Healthy Kids Surveys

STREET DATA

Educational partner interviews, student and/or family led lessons/curriculum, focus groups/task force

THE LCAP

The vehicle for an LEA to review its progress, articulate their plans to address the area of identified need, and communicate its plan to educational partners.



Satellite Data vs. Street Data

Satellite

Deficit Thinking

- Quick fixes
- Shaming
- Lagging

What's the matter with you?

Street

Abundance Thinking

- Complex Change
- Showcasing
- Immediate
- Dynamic

What's right with you? What matters to you?

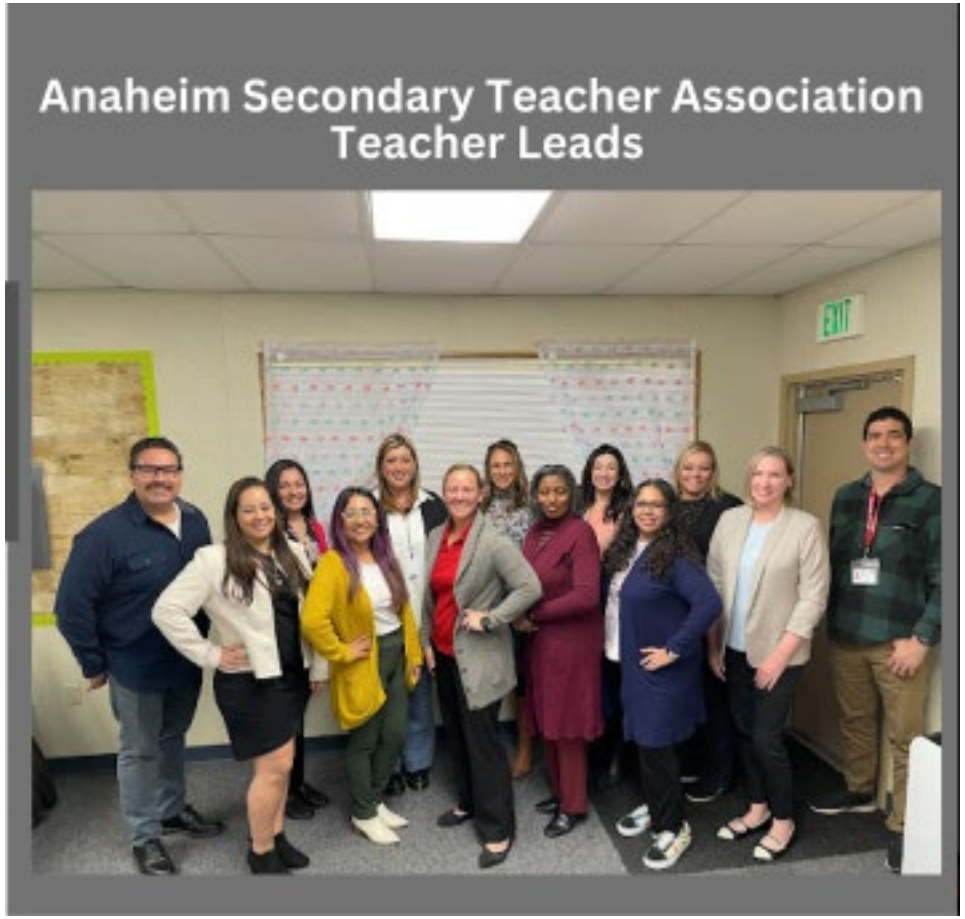
Focus on Instruction

Community School Coordinators

And

Community School Teacher Leads

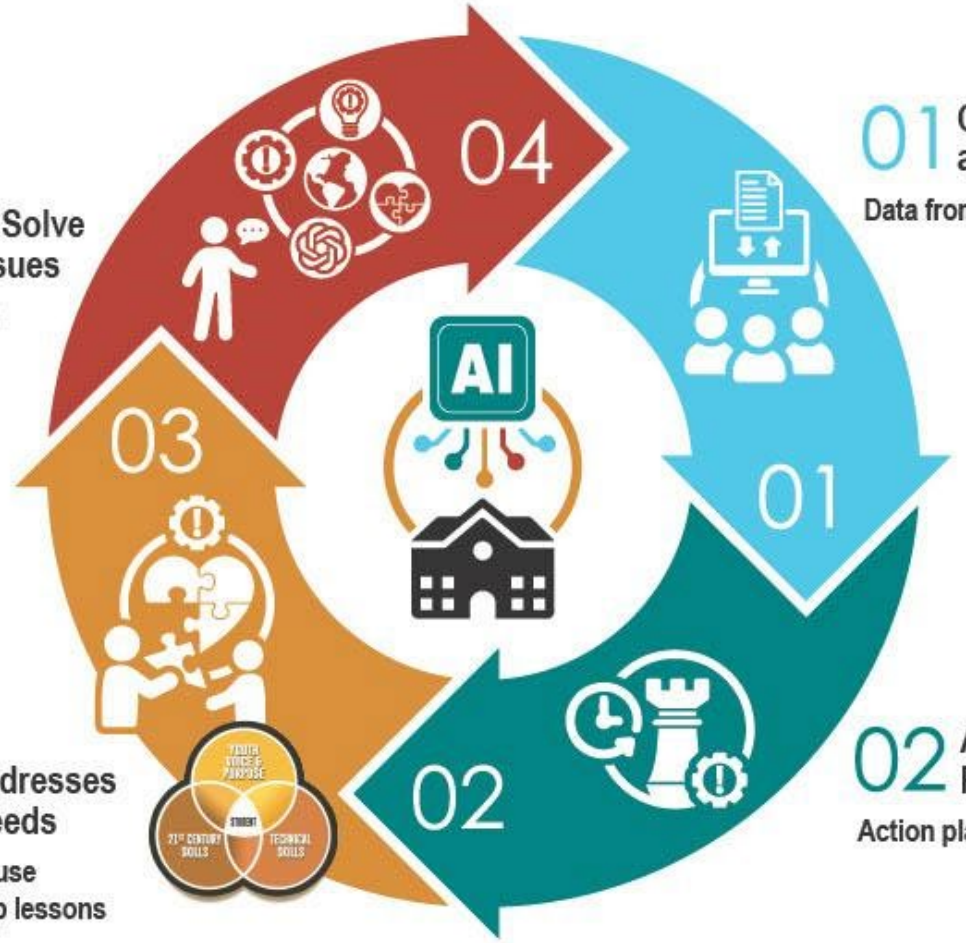
Enriched and Expanded Learning Opportunities	Culturally Responsive Curriculum	Student Voice And Agency



Rejuvenating Education through Community Schools

ChatGPT

Bard



01 Community Convening and Input

Data from meeting is digitized in real time

02 AI and Strategic Planning

Action plan based on community input

03 Curriculum Addresses Community Needs

Teachers access data and use assisted AI tools to develop lessons

04 Students Help Solve Community Issues

Increase civic engagement

eKadence LEARNING FOUNDATION

Powered by eKadence Learning Platform and AUHSD Community Schools.

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Leveraging eKadence - Community Input

https://bit.ly/march14thLAUSD

Addressing the Needs and Assets

Academic tutoring:

- How students interact with Skrappy
  - # of times per week
  - Types of questions asked

Personalized help:

- Ask more student-specific questions:
  - When is my next assignment due?
  - What can I do to improve my grade?

Counseling:

- Ask more personal questions:
  - Emotional issues - I'm lonely, bullied, confused, sad
  - Socioeconomic issues - I'm hungry, homeless, need a ride to school

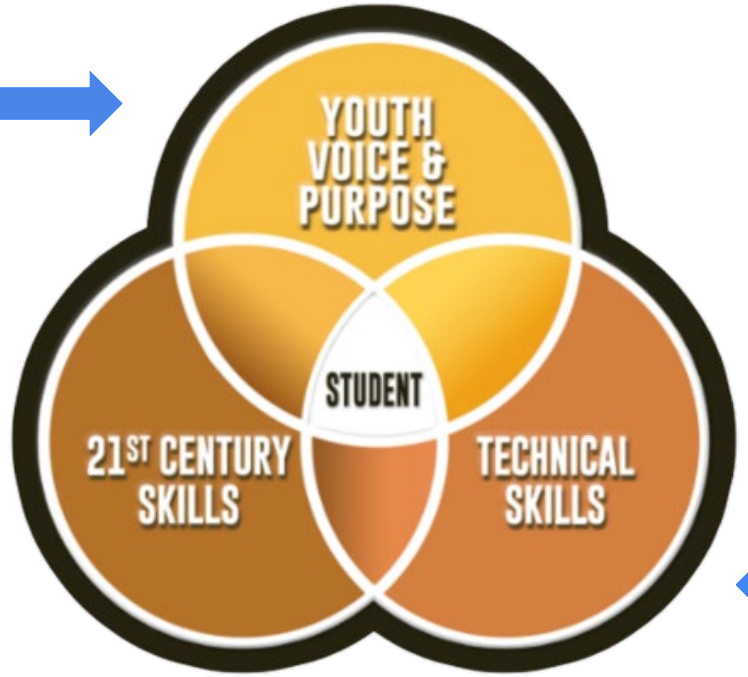
<u>Student feedback after each phase</u>

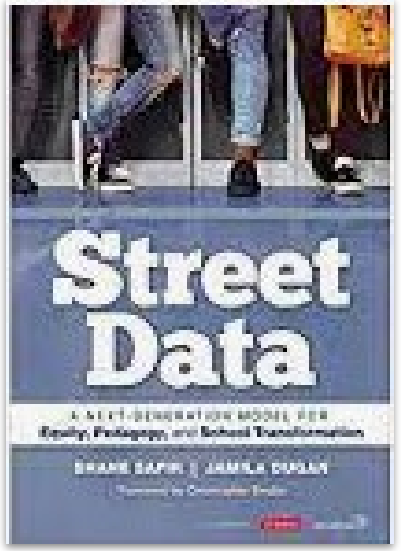
- Did Skrappy help you understand the material better?
- Did Skrappy save you time?
- Where could Skrappy improve?

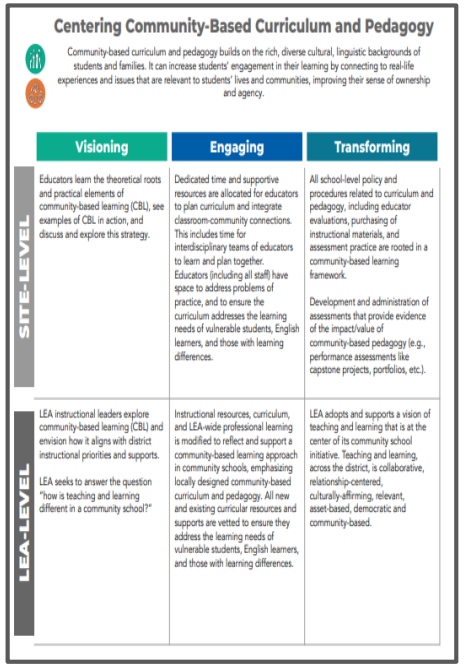
Systems: Transforming Teaching & Learning

Community School Teacher Leads (and Coordinators)

5Cs Coaches







Content to Career Connection

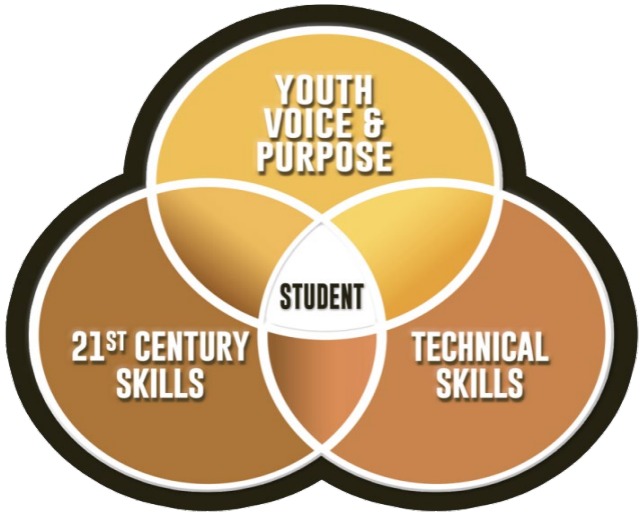
AUHSD Approach to Whole Child Education

Site Mapping, Comm. Voice Circles, Interviews, Community Tour, Street Data

→

Assets
Needs
Passions
Aspiration
s

+



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Transforms the Classroom Experience

Educational Shifts

Enriched and Expanded Learning Experiences

- ★ Every period
- ★ Every day
- ★ For All Students

	FROM A PEDAGOGY OF COMPLIANCE...	...TO A PEDAGOGY OF VOICE AND AGENCY
Primary Form of Data	Traditional Assessments (Tests and quizzes)	Formative assessments, Performance-based assessments (Street Data)
Core Belief	Hierarchy of power: teacher wields expertise and distributes "content"	Democratization of power: teacher and students build knowledge together
Core Instructional Approach	Lecture-style dissemination of information	Active learning through inquiry, dialogue, projects, simulations, etc.
Roots in Critical Pedagogy	A method of teaching and learning where the students simply store the information relayed to them by the teacher. (Freire's banking model of education)	Students think critically for liberation. (Freire's problem-posing model of education)
Roots in Culturally Responsive Education	Rests on invisible norms of dominant culture (quiet, compliant, task oriented, individualistic) View marginalized students through a deficit lens: *What gaps can I fill?*	Rests on foundation of collective cultures (collaborative, interdependent, relational) and includes students' cultural references in aspects of learning Views marginalized students through an asset lens: *What gifts do you bring?*
Views Students as...	Vessels to fill with information	Culturally grounded critical learners

Artifacts should showcase students being participants in their learning -- not passive learners playing the role of "receivers of information."

Nine Guiding Principles for PTA

Our instructional values

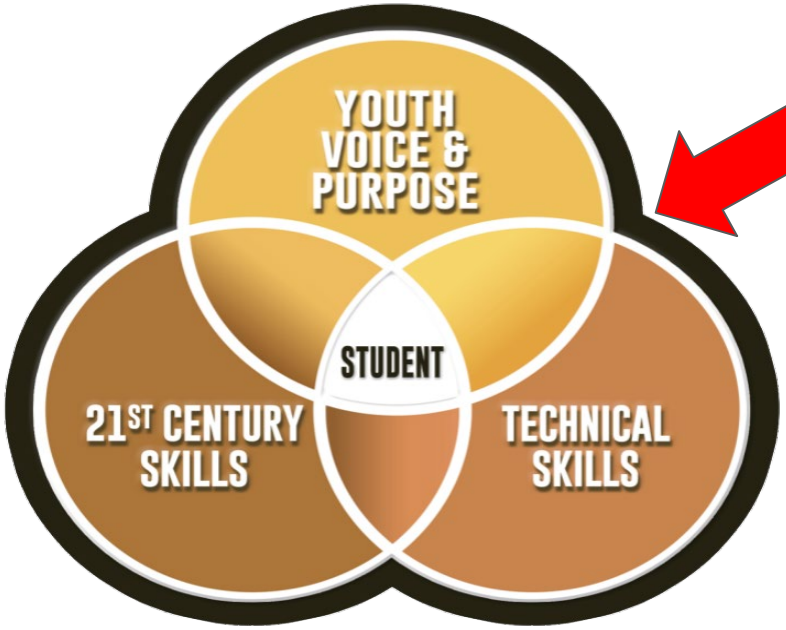
The following principles should serve as guidelines for the lesson design and curriculum planning you do with your teams. Do not use this document as a checklist. The principles should serve as goals over the next few years.

Guiding Principles for Performance Task Assessments

The performance assessment provides an opportunity for students to develop all three components of the Career Preparedness Systems Framework: *Youth Voice & Purpose, 21st Century Skills (5Cs), and Technical Skills.*

1. The performance assessment allows for students to develop agency and take ownership over their learning and growth, cultivating their **voice and purpose** connected to their interests and aspirations. (Agency Framework)
2. The performance assessment is aligned to the **21st Century Skills** (5Cs, social emotional learning, growth mindset, etc.). Elements of *character & compassion, collaboration, communication, creativity,* and *critical thinking* are intentionally taught and assessed. (5Cs Descriptors)
3. Within each performance assessment are opportunities for students to develop and demonstrate mastery of **technical skills** (including content-specific skills and literacy across the curriculum).
4. The performance assessment takes into account the **necessary support for all student groups** (including newcomers, plurilingual students, students with disabilities and Foster Youth/McKinney-Vento students) so that they can demonstrate what they know and are able to do.
5. Students demonstrate their knowledge and skills by sharing with an **authentic audience**.
6. Students have **multiple opportunities** and a variety of ways to **demonstrate growth toward mastery.**
7. **Reflection is a part of the learning process**: *Throughout the performance assessment experience,* students reflect on their progress and plan for future learning and growth. This includes, but is not limited to, student reflection on their growth in the 5Cs.
8. **High-quality feedback** is provided to students throughout the performance assessment experience.
9. Performance assessment outcomes provide data to **improve curriculum and instruction**.

Our vision in action



What connections do you see between our vision and our instructional values?

Performance Task Assessments

Performance Task Assessments do not simply demonstrate what students have learned about biology, physics, history, writing, accounting, or music; instead, PTAs allow students to be biologists, physicists, historians, writers, accountants, and musicians.

PTA Innovative Design Template

The following principles should serve as guidelines for the lesson design and curriculum planning you do with your teams. Do not use this document as a checklist. The principles should serve as goals over the next few years.

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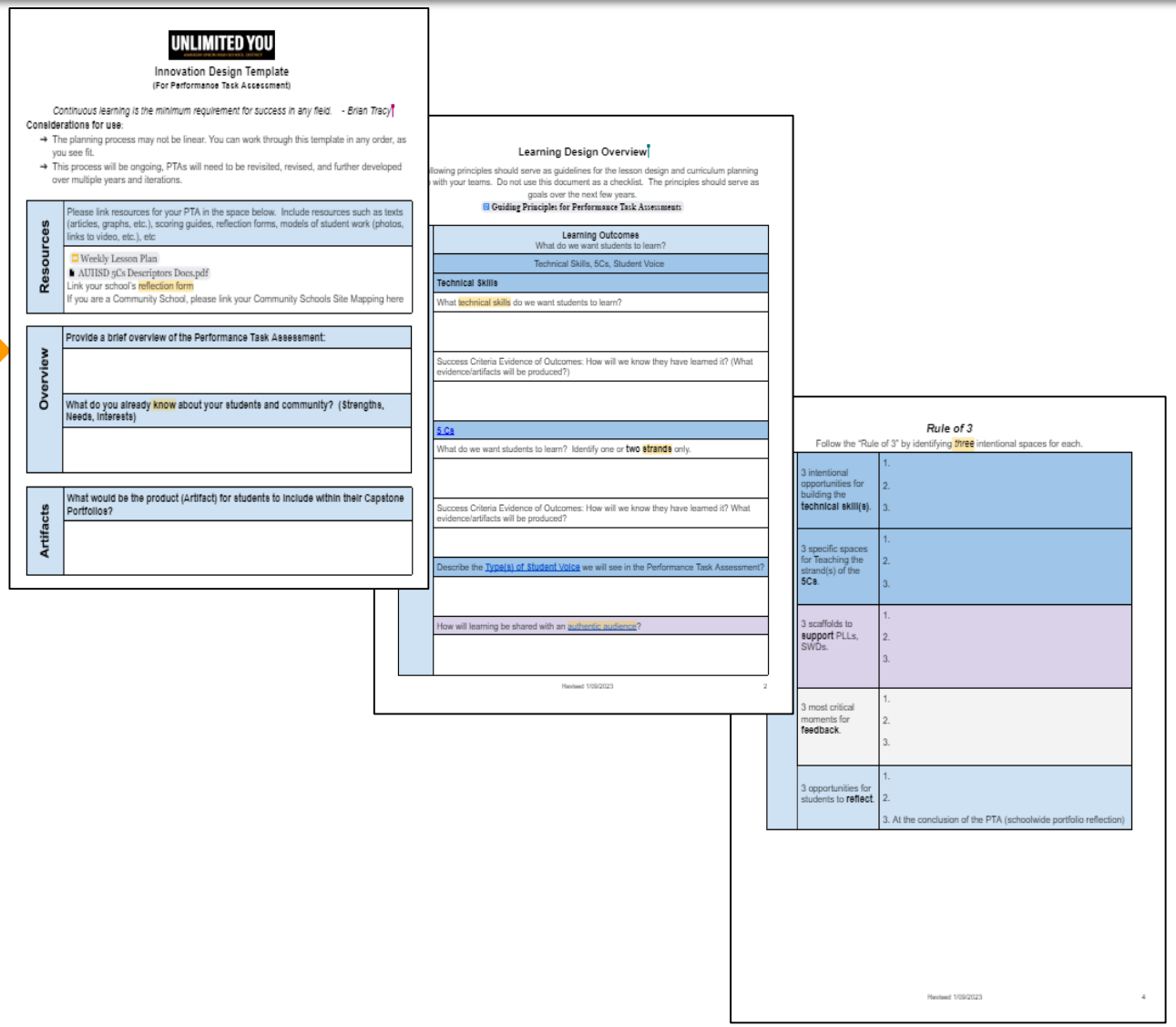
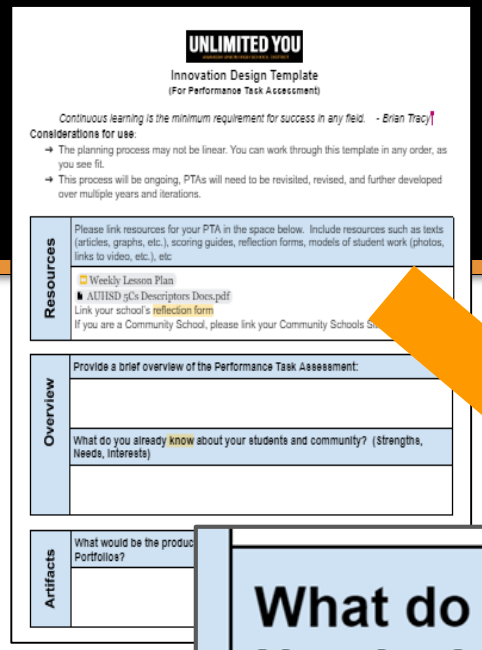


PTA Innovative Design Template



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Innovation Design Template

(For Performance Task Assessment)

Continuous learning is the minimum requirement for success in any field. - Brian Tracy

Considerations for use:

- The planning process may not be linear. You can work through this template in any order, as you see fit.
- This process will be ongoing. PTAs will need to be revisited, revised, and further developed over multiple years and iterations.

Resources

Please link resources for your PTA in the space below. Include resources such as texts (articles, graphs, etc.), scoring guides, reflection forms, models of student work (photos, links to video, etc.), etc

Weekly Lesson Plan

AUHSD 5Cs Descriptors Docs.pdf

Link your school's reflection form

If you are a Community School, please link your Community Schools

Overview

Provide a brief overview of the Performance Task Assessment:

What do you already know about your students and community? (Strengths, Needs, Interests)

Artifacts

What would be the produc

Portfolios?

What do you already know about your students and community? (Strengths, Needs, Interests)

Our students are perseverant and resilient.

Chronic absenteeism plagues both Ball and Loara. We know that our service area is extensive and some students must travel 3 or more miles to get to school. Also, some of these students who live in the Haster/Katella HS area take two public buses and spend more than an hour to get to school. We know that there is a need and interest in a school bus for transportation from 1:1 conversations with our partners and from the data from community voice circles. We also know from the staff community learning bus tour–the extensive service area of Loara High School became evident and some staff members wondered and questioned why a school bus is not provided. Additionally, we know that

Artifacts	What would be the product (Artifact) for students to include within their Capstone Portfolios?
	Students have voice and agency in the artifact(s) that they would like to include in their Capstone Portfolio. Depending upon the topic/issue they choose to undertake, their call to action will vary However, all students will produce a Soapbox Speech that will be presented to the class for feedback/input.
	Final products (artifacts) could include the following: an editorial to a local newspaper, written/oral proposal to a LEA, video documentary, Public Service Announcement, proposal to school site team/principal, publishedTed Talk or Soapbox Speech. (Student Voice, Purpose and Agency) will direct the level of voice and activism.

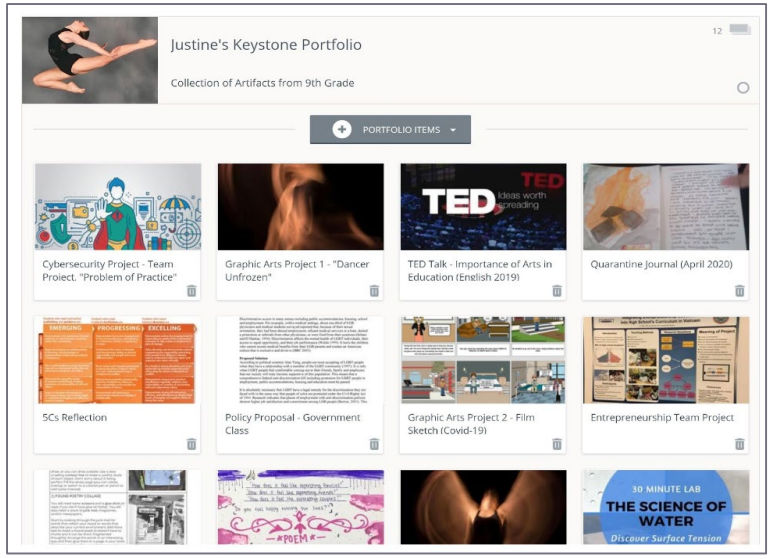
Celebrate Community Cultural Wealth

- Joy Data
- Wellbeing Data
- Dignity Data

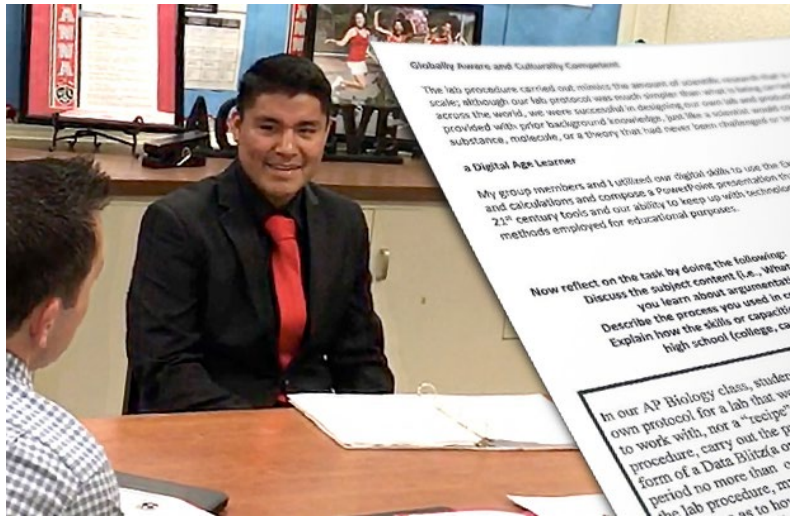
Like a Belt

AUHSD Capstone Program

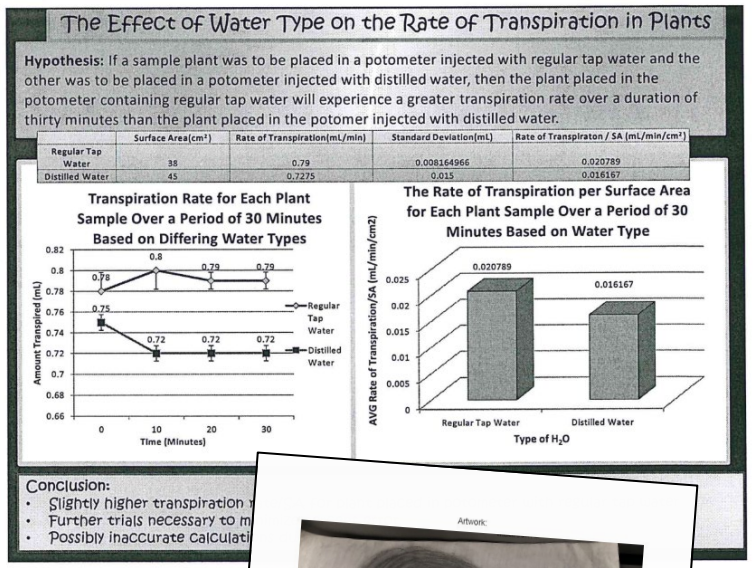
7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
ePortfolio Artifacts exhibit Voice, the 5Cs, and Technical Skills		ePortfolio Artifacts exhibit Voice, the 5Cs, and Technical Skills			

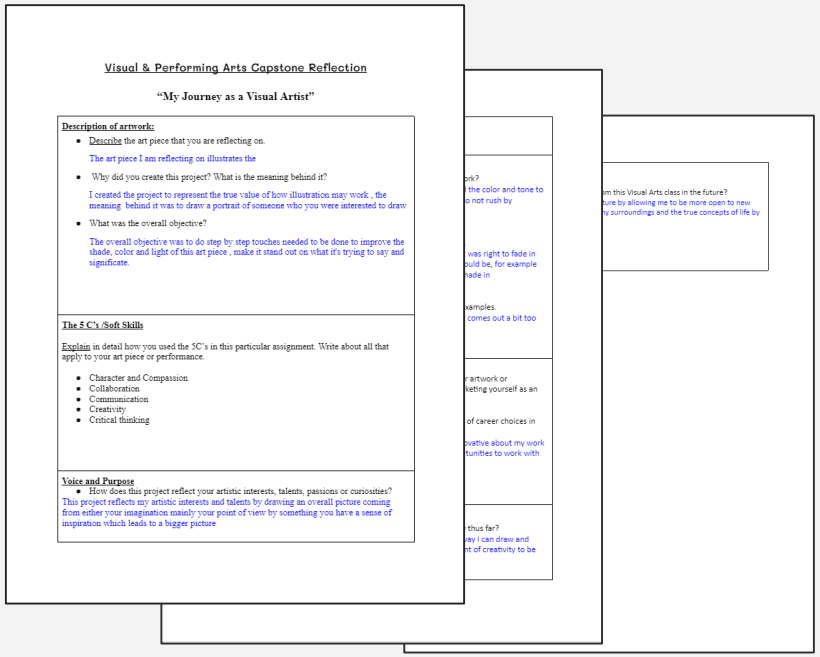


A school's Capstone Program is a promise to its students -- a promise to deliver thoughtful, relevant, engaging experiences to prepare all students for meaningful, purposeful lives.



Data We Value





Visual & Performing Arts Capstone Reflection

"My Journey as a Visual Artist"

Description of artwork:

- Describe the art piece that you are reflecting on.

  The art piece I am reflecting on illustrates the

- Why did you create this project? What is the meaning behind it?

  I created the project to represent the true value of how illustration may work , the meaning behind it was to draw a portrait of someone who you were interested to draw

- What was the overall objective?

  The overall objective was to do step by step touches needed to be done to improve the shade, color and light of this art piece , make it stand out on what it's trying to say and significate.

The 5 C's /Soft Skills

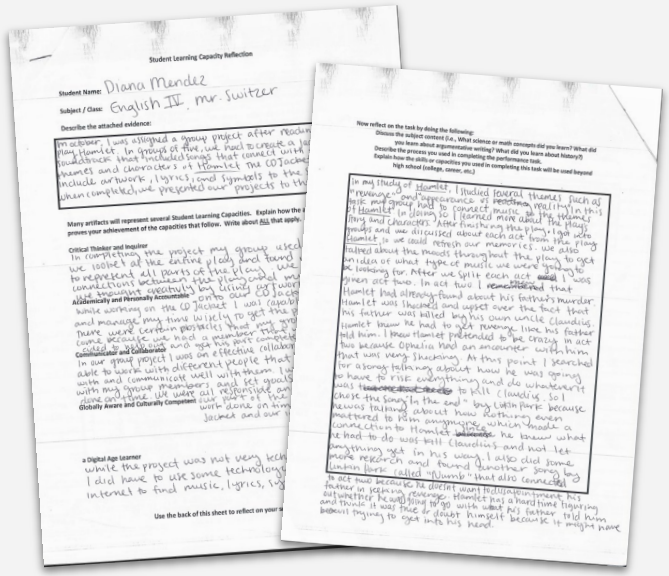
Explain in detail how you used the 5C's in this particular assignment. Write about all that apply to your art piece or performance.

- Character and Compassion
- Collaboration
- Communication
- Creativity
- Critical thinking

Voice and Purpose

- How does this project reflect your artistic interests, talents, passions or curiosities?

This project reflects my artistic interests and talents by drawing an overall picture coming from either your imagination mainly your point of view by something you have a sense of inspiration which leads to a bigger picture



Student Learning Capacity Reflection

Student Name: Diana Mendez

Subject / Class: English III, mr. Switzer

Describe the attached evidence:

Many artifacts will represent several Student Learning Capacities. Explain how the e proves your achievement of the capacities that follow. Write about ALL that apply.

Critical Thinker and Inquirer

Globally Aware and Culturally Competent

a Digital Age Learner

Use the back of this sheet to reflect on your

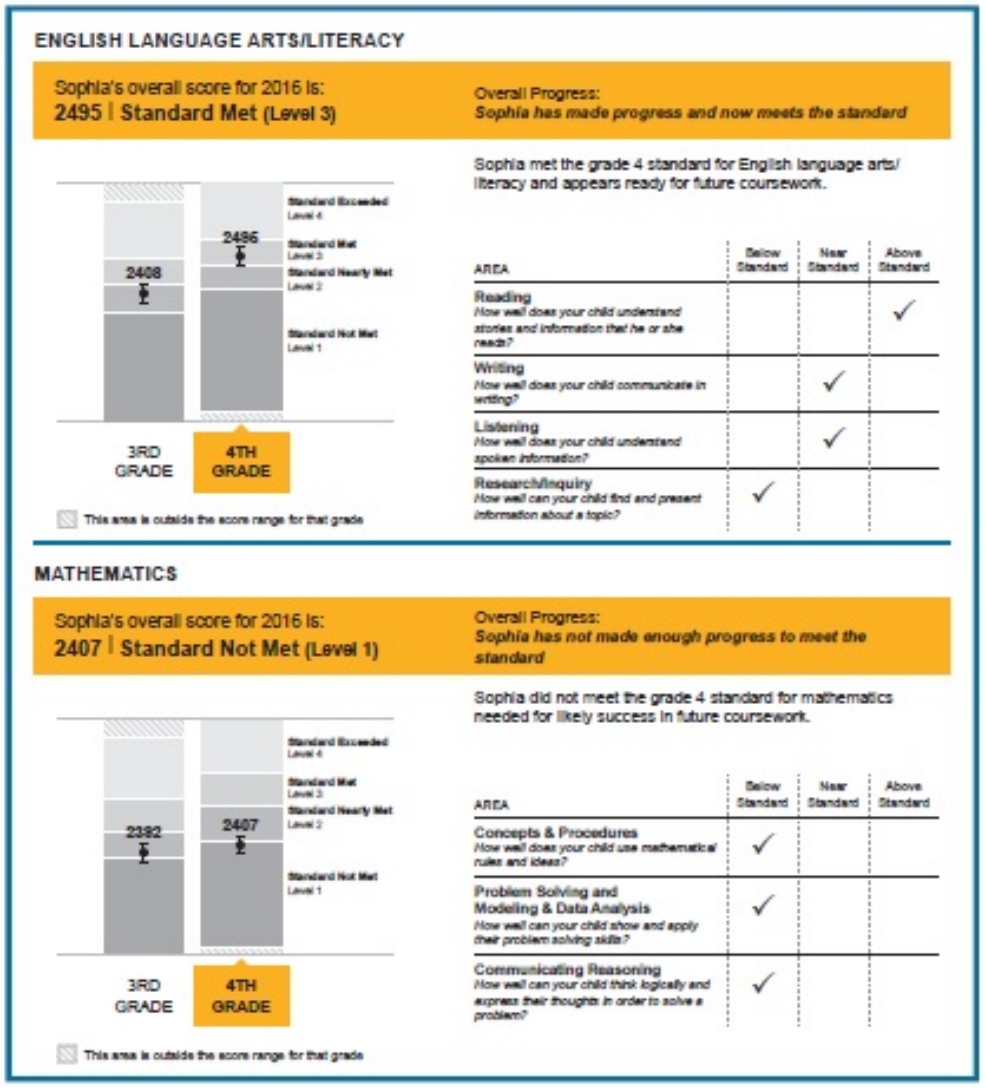
Now reflect on the task by doing the following:

Discuss the subject content (i.e., What science or math concepts did you learn? What did you learn about argumentative writing? What did you learn about history?)

Describe the process you used in completing the performance task.

Explain how the skills or capacities you used in completing this task will be used beyond high school (college, career, etc.)

Traditional CAASP/SBAC Data



ENGLISH LANGUAGE ARTS/LITERACY

Sophia's overall score for 2016 is:
2495 | Standard Met (Level 3)

Overall Progress:
Sophia has made progress and now meets the standard

Sophia met the grade 4 standard for English language arts/literacy and appears ready for future coursework.

AREA	Below Standard	Near Standard	Above Standard
Reading *How well does your child understand stories and information that he or she reads?*			✓
Writing *How well does your child communicate in writing?*		✓	
Listening *How well does your child understand spoken information?*		✓	
Research/Inquiry *How well can your child find and present information about a topic?*	✓		

MATHEMATICS

Sophia's overall score for 2016 is:
2407 | Standard Not Met (Level 1)

Overall Progress:
Sophia has not made enough progress to meet the standard

Sophia did not meet the grade 4 standard for mathematics needed for likely success in future coursework.

AREA	Below Standard	Near Standard	Above Standard
Concepts & Procedures *How well does your child use mathematical rules and ideas?*	✓		
Problem Solving and Modeling & Data Analysis *How well can your child show and apply their problem solving skills?*	✓		
Communicating Reasoning *How well can your child think logically and express their thoughts in order to solve a problem?*	✓		

- Time lag in data availability;
- Assesses students in math and literacy;
- High stakes nature of the exam has implications in many school communities;
- Provides a limited understanding of students' growth;
- Potential for bias and inequity (cultural, socioeconomic, language).

Capturing Data We Value

For the first time ever, we were able to capture 5Cs data - data that we truly value - for all of our students.

Value of 5Cs Data

- It's timely (almost real time).
- It's relevant to all subjects/teachers -- not just ELA, Math, Science.
- It's humanizing data.
- It aligns with skills and dispositions valued by business and industry leaders.
- It's actionable! We can use the data to inform our next moves.

Our Outcomes

- 8 CA Civic Learning Awards of Excellence over the last four years.
  - Most in CA
- 20 CA Democracy Schools - All AUHSD Schools
  - Most in CA
- 3039 AUHSD students earned the State Seal of Civic Engagement
  - 88% of OC totals
  - 28% of CA totals
- 5 students selected as National Mikva Soapbox winners

Our Learner Progress

	2016–17	2022-23
Graduation Rates	86.2%	91%
A–G Completion	43.9%	54.3%
CTE Pathway Completion	3.6%	10.2%
State Seal of Biliteracy	21.5%	23.1%- #2 in OC
***State Seal of Civic Engagement**		3039 Students #1 in CA

College, Career, and Life Readiness

AUHSD	Total Enrolled	Average Units	Range Units	Average GPA	Range GPA	Retention
Class of 2018	141	170.91	104-230	3.41	2.45-4.0	95%
Class of 2019	147	122.22	58-219	3.44	1.6-4.0	95%[1]
Class of 2020	122	77.30	28-141	3.40	1.78-4.0	99%[2]
Class of 2021	70	34.32	0-80*	N/A	N/A	N/A

Avg. UCI Student Retention Rate: 86-88%

AUHSD Student Retention Rate: 95-99%

AUHSD By the Numbers

- #1 PERFORMING DISTRICT AT UCI
- #1 GPA COHORT (3.4) AT UCI
- #1 PERSISTENCE RATES AT UCI
- #1 IN STATE CIVIC ENGAGEMENT
- #2 IN COUNTY FOR SEAL OF BILITERACY

Questions?