

Indicators of Progress

2009 Board Resolution to Increase Graduation Requirements
to Meet UC and CSU Eligibility Requirements

	Indicator	Goal
Student Achievement	Student support	Adequate support exists at each school for students to complete rigorous courses, or repeat failed courses.
	"a-g" completion rates	2009/10: 10% growth in the number of students graduating UC/CSU eligible. Reduction (eventual elimination) of the gap between ethnic groups
	Students "on-track" for graduation	2009/10: 10% growth in the number of students on track for graduation.
	GPA	2009/10: 10% growth in the number of 9 th grade students with GPAs over 2.0.
Infrastructure	Revised Board Policy	August 2011: Board policies and school practices are revised to address the problem of "D" grades and support Special Ed students and English Learners through the implementation of the new graduation policy.
	Student and community engagement	2010/11: Students, parents, district employees and community members are aware of College and Career Readiness goals and strategies; mutual accountability is cultivated
	Increased Pathway Opportunities	August 2012: over 50% of students take part in quality, sequenced pathways
	Increased Work-Based Learning Opportunities	Every pathway provides quality job shadow, internship and/or student-run enterprise experiences for all students
	Adequate Science Labs	All schools have science equipment and supplies necessary to offer rigorous "a-g" lab sciences.
	Credentialed Teachers	Fall 2011: All schools have properly credentialed world language and math teachers to offer increased advanced courses.
	Student enrollment in "a-g" course sequence	Beginning with the freshman class of 2011/12, all students will be enrolled in the "a-g" course sequence.