

# ALL CITY COUNCIL STUDENT UNION & LCAP STUDENT ADVISORY 2016-17

## YOUTH ACTION RESEARCH DATA, FINDINGS, AND RECOMMENDATIONS

### Methods

All City Council's (ACC) 2016 – 2017 student action research team focused on gathering more student voices about how students currently experience credit recovery and A-G preparedness at their schools. Student researchers used a mixed method of RATING & FREE ANSWER to collect data from students, in the form of Focus Groups, Surveys, and RJ Fishbowls.

Research design was conducted in the Fall of 2016, and data was collected using surveys, focus groups and fishbowls throughout the Spring of 2017.

ACCSU representatives and LCAP student advisors met regularly to analyze new data as it was collected. The student leaders were responsible for leading focus groups at their respective school sites, collecting surveys from their peers, as well as facilitating restorative justice circles to collect data at the annual Youth Action Summit.

Importantly, student researchers held a number of information gathering sessions with district leaders to better understand the current climate of credit recovery from their perspectives. District leaders included the School Board, the Director of Credit Recovery, the Director of Nutrition Services, Pathway Coaches, the Deputy Chief of Post Secondary Readiness, and the Deputy Chief of Community Schools and Student Services.



### Key Data

- 65% of 9th & 10th surveyed **do not know** their A-G status, compared to 39% of 11th & 12th graders
- 77% of students surveyed currently doing credit recovery **are not** or **do not know** if they are in a pathway.
- 54% of students surveyed currently doing credit recovery **believe teachers & counselors would be most effective** to help them stay on track with their credits.

## Findings

### ● PATHWAY CONNECTION to A-G's

**Finding #1:** There is a connection between pathway participation and having all credits. However, too many students did not know whether or not they were in a pathway

- Over 70% of pathway students surveyed **are not** lacking credits and know their A-G status
- 77% of students doing credit recovery **do not** know if they are in a pathway, and 65% of them **do not** know their A-G status
- 50% of African American students and 75% of Latinx students surveyed **do not** know their pathway status

### ● STUDENT & ADULT RELATIONSHIPS MATTER

**Finding #2:** For students in OUSD, Instructors that are engaging and knowledgeable, having strong relationships with students, greatly increases students' likelihood to be on track and recover credits.

- 54% of students doing credit recovery believe **teachers & counselors would be most effective** in helping them stay on track with their credits.
- Over 70% of African American students, and 65% of LatinX students, chose **'lack of student engagement'** as the reason students fall behind in their credits.
- 65% of students overall chose **'lack of student engagement'** as the reason students fall behind in credits.

### ● ALTERNATIVES to ONLINE PROGRAMS

**Finding #3:** Students prefer recovering credits, and **most importantly concepts**, interactively with an actual teacher and peers rather than simply on a computer and online programs.

### ● COMMUNICATION and ACCESS

**Finding #4:** Students express a **lack of communication and support** on their credit status; in particular students identified lack of accessibility, clarity, frequency, consistency, and individualized support.

### ● COMMUNICATION and VARIED OPTIONS TO RECOVER CREDITS

**Finding #5:** Students need **more options** to recover credits. Students have little to no information on how to recover missing credits and there is a lack of intervention programs for students who are missing credits.



### ● KEY FACTORS IMPACTING STUDENTS' CREDITS

**Finding #6:** Students identified 1) **lack of support from adults at school**, 2) **lack of effective teaching**, 3) **lack of**

**engaging curriculum, 4) challenges and responsibilities outside of school, 5) poor support structure for students lacking credits, 6) no knowledge they're missing credits, 7) no knowledge of how to recover credits and as factors impacting their ability to complete credits.**

- 65% of students currently doing credit recovery **do not know** their A-G status.

*Student Quotes from Fishbowl:*

- “Teacher tells them they can't participate in programs or they have to go to summer school.”
- “The don't find out until later on, they don't get informed.”



### [Recommendations from Student Action Research](#)

#### Prevention Strategies:

1. 9th and 10th grade support
  - a. 9th/10th grade training on A-G, school resources & navigating H.S.
  - b. Strengthen outreach for 9th graders to be in a Pathway
2. Peer Mentors
  - a. Pair struggling students with adult and peer mentors
3. Support Our Teachers
  - a. PD for teachers to meaningful student engagement, how to engage different learners, and how to support students who are failing
4. Student Voice on Hiring
  - a. Institutionalize meaningful student voice for all hiring
5. Master Schedule to Meet Students' Needs
  - a. Include elective period in Master Schedule for credit, concept, and skill recovery
  - b. Create a modified Bell Schedule for students who are struggling academically
6. Pathways
  - a. Increase effort to ensure all students are enrolled in pathway or academy



- b. Increase variations for pathway and academy focus areas
- 7. Community Partnerships
  - a. Further develop partnerships with academic programs like PASS2, College Track and Upward Bound

**Quality Intervention Strategies:**

- 1. Increase Credit Recovery Options
  - a. Institute a Credit Recovery School (during school year)
  - b. Establish partnership w/ Community College for credit recovery
  - c. Add interactive and accessible alternatives to online programs. (Instructors who can speak students' first language, 15:1 student/teacher ratio, tutoring from older peers, and field trips related to content being recovered).
- 2. Master Schedule to Meet Students' Needs
  - a. Include an Internship prep / Pathway prep class
  - b. Create a modified Bell Schedules for students who are missing credits
  - c. Add more A-G course offerings (other UCOP elective "g" credits)
- 3. We Need More Counselors
  - a. Increase number of academic counselors to decrease district-wide counselor to student ratio
- 4. Strengthen Access to Credit Status
  - a. Increase online options for students to access credits; provide resources and equipment to ensure ALL students have access.
  - b. Provide accessible communication for students on how to recover credits
- 5. Uplift and Reward
  - a. Hands on activities outside of school & rewarding systems
- 6. Increase Quality & Support Our Teachers
  - a. Increase engaging instructors familiar with credit recovery programs, who are adequately trained, and receive adequate pay; to improve online credit recovery effectiveness.