



Annual Report on the RUSD Strategic Plan January, 2016

Summary by Objective: Highlights and Indicators of Progress

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Introduction

Rocklin Unified School District's Strategic Plan contains five broad objectives. These address student outcomes which represent unique and intentional strategies and actions undertaken by the District staff over the past year and a half. This work, accomplished through the implementation of activated action plans, are detailed in the Quarterly Report.

The following pages summarize the progress made towards each Strategic Plan Objective. The report is broken into a short commentary about the essential aims of each objective, highlights of the supporting work conducted to date, suggestions about possible progress indicators or evidence that may be considered to measure if the outcome is being addressed or met, and concluding statements about where the District is in its process, and the next levels of work.

The Board of Trustees has been forward thinking in its commitment to strategic planning. While there is a qualitative body of work to use in assessing overall progress towards each Strategic Plan Objective, indicators or metrics that are representative of this progress should be identified in this next phase of implementation to support the continuous improvement process. Many of these types of metrics have already been utilized in the LCAP progress monitoring, and may be appropriate for such use. For example, student performance on the new state assessment or truancy rates have been selected as indicators of academic progress and pupil engagement, respectively.

This type of annual report will model, how the District can carefully select multiple measures as indicators of success or progress for its improvement process. This activity aligns with both the direction of the State in monitoring District effectiveness in our LCAP, and the new federal guidelines being set in the Every Child Succeeds (formally No Child Left Behind) Act. There are some predictors of student success in school and for graduation, such as the literacy scores of third graders, math scores of eighth graders, and attendance rates of middle school students (American Institute of Research, 2013) that may be borrowed from research for this purpose. There are other metrics that may come from self-reported data and evolve to more sophisticated types of data collection. Multiple measures identified and used in this way will provide a rich and local portrait of progress. And a final piece, the actual rating as to if progress or improvement has been made, will compliment this examination and report. Therefore, this annual report can be improved through a robust discussion about what types of thresholds constitute progress in each metric and in the overall assessment. For the purposes of this year's report, after listing possible indicators of progress, there is an overall rating if the body of work and indicators suggest the District has fully met the outcome, partially met the outcome or has not yet met the outcome. No specific threshold has been assigned to signify growth at this time.

There are three criteria that are recommended to screen indicators for progress in Rocklin's Strategic Plan objectives. These have been adopted from the work of California's CORE Districts' School Quality Improvement Index. This collaboration of 9 California school Districts, through a

Race to the Top waiver, have been working with Stanford University to establish an index of multiple measures of progress that show growth beyond academic success (CORE Districts School Quality Improvement Index, 2015). Borrowing from their criteria, each indicator must be measurable, actionable, and meaningful in its support of a clear body of work addressing the specific Strategic Plan objective. An explanation of the criteria for indicators of progress towards objectives are as follows:

- Measurable: Evidence of validity, reliability and stability through the examination of baseline and/or field test data.
- Actionable: Evidence from research that schools can influence and impact the outcome in question.
- Meaningful: Clearly connected (e.g., through research) to college and career readiness, and where there is clarification about any disparity and disproportionality (e.g., based upon the current presence of substantive gaps in performance) that distract from understanding the significance of the metric.

Through District work identifying progress on the LCAP, staff are developing a type of data-dashboard to help Trustees and stakeholders easily visualize the indicators of progress towards goals and objectives. In this report, similar indicators will be suggested that might measure progress towards Strategic Plan outcomes. Continued discussion about appropriate metrics and the thresholds for showing improvement with these and any other metrics identified, will ensure transparency and accountability by the District in its Strategic Plan endeavors.

Objective A

Objective A: Each student will demonstrate continuous progress towards increasingly challenging academic goals.

The work of Objective A focuses on ensuring educational programs in Rocklin Unified provide all students with Twenty-First century learning opportunities so that they reach high levels of academic success and are ready for college and careers. This work is underscored by the provision of a strong literacy/numeracy foundation, a coherent program of ongoing professional development and collaboration, opportunities whereby students can apply skills and knowledge to real world situations and projects, and instruction that infuses technological tools into the classroom to support and extend teaching and learning. This objective also includes the use of a variety of assessments to inform instruction and support the academic growth of students.

Highlights

Highlights in this work to date include:

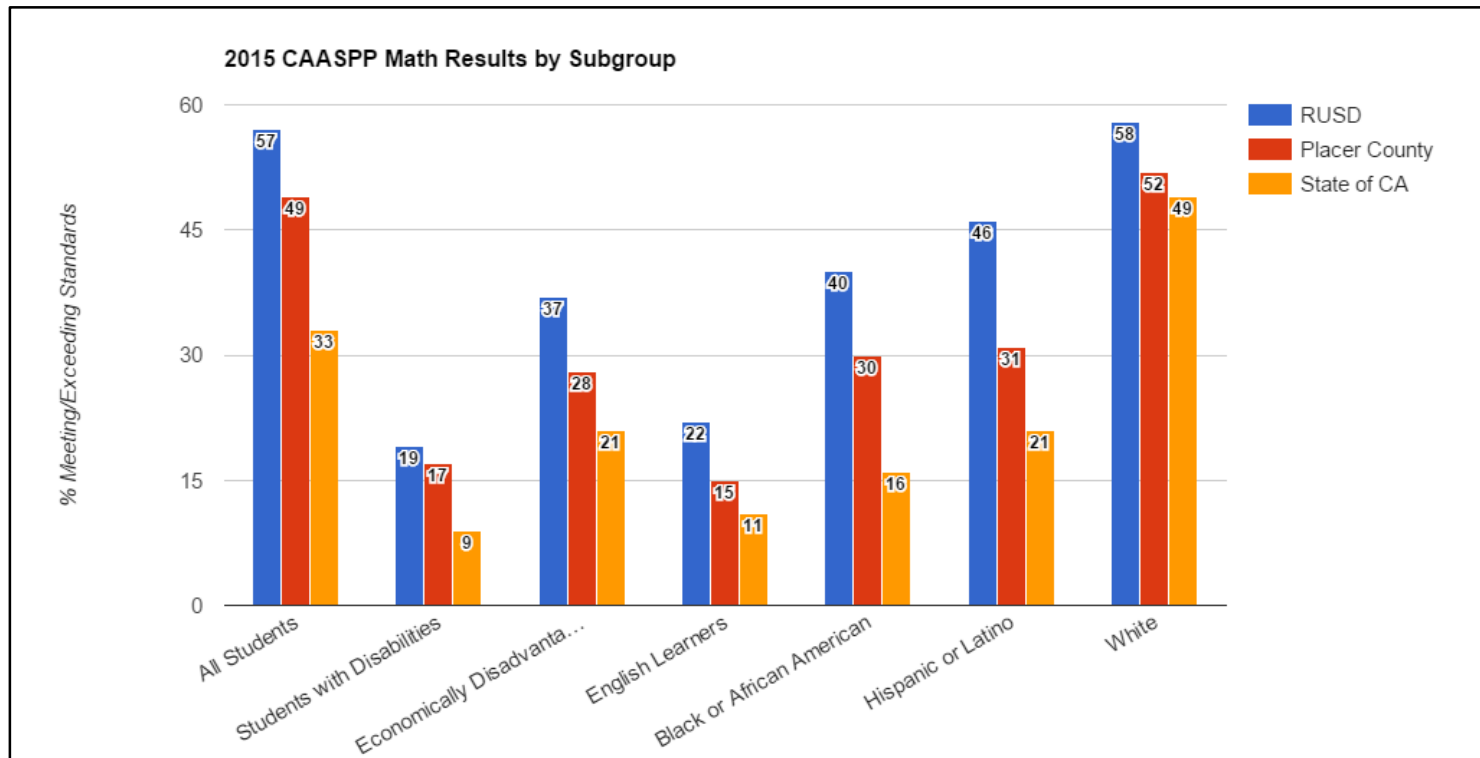
The implementation of the new English Language Arts and Mathematical standards (California's Common Core) and shifts to embed critical thinking across the curricula, have been accelerated in mathematics by the adoption of instructional materials and professional development that supports different teaching strategies. There have been continued trainings to support language arts and literacy strategies so that students use of informational text and evidence to support ideas in all core subject areas. The District has leveraged funds for technology infrastructure, additional staff and student devices, and training to support Twenty-first century teaching and learning, where opportunities for collaboration, research and use of technology to push learning "beyond the classroom wall" are possible at many grade levels and in courses across the District.

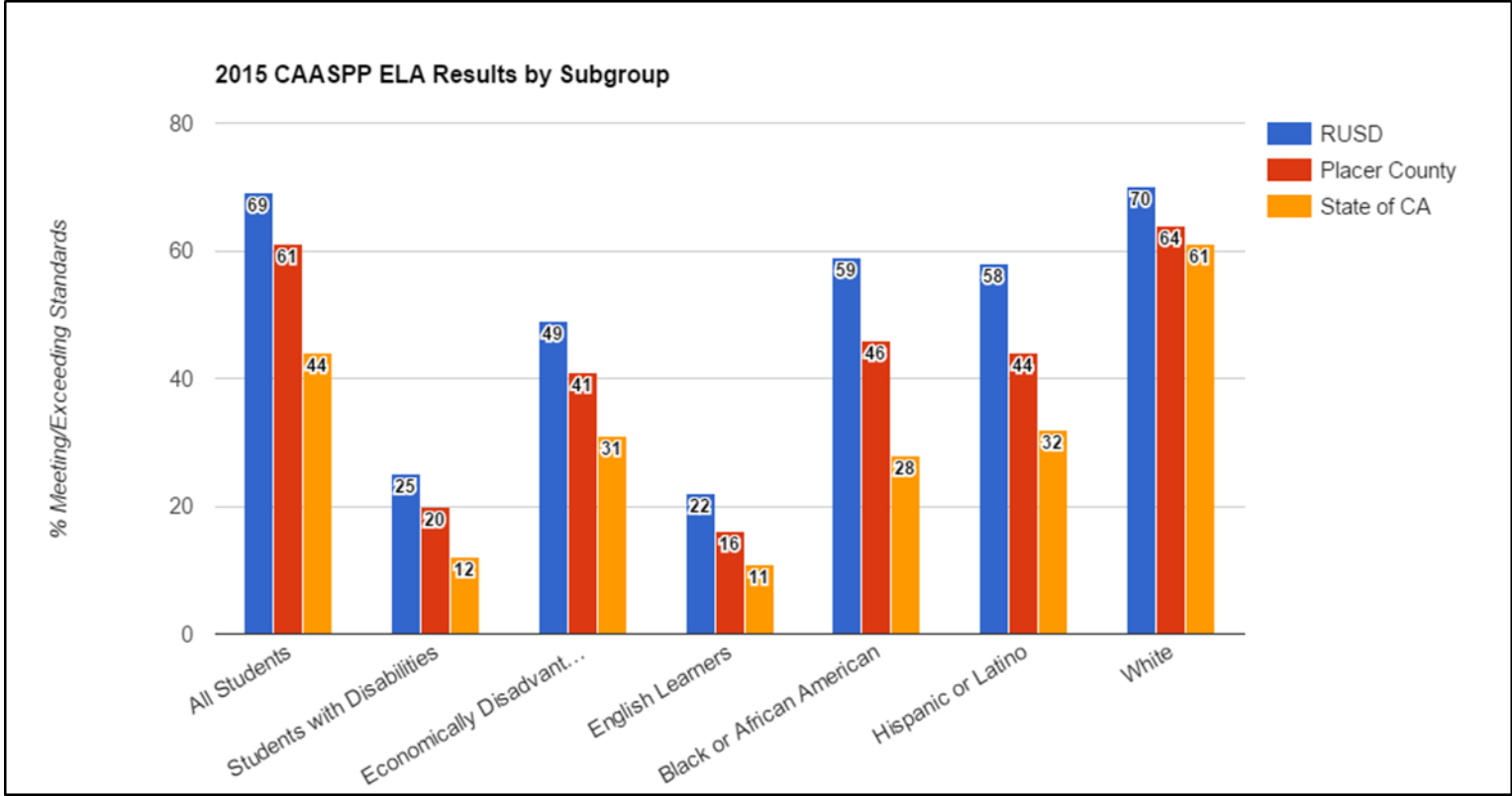
The District has developed a multi-year Professional Development Plan for teachers and support staff addressing Strategic Plan and LCAP priorities, with funding streams and multiple measures for measuring effectiveness of these trainings. The District has supported five teacher leadership positions to coach teachers in developing skills and lessons supporting Common Core implementation and has begun opportunities for Lesson Study, where groups of teachers collaboratively develop lessons and observe each other to identify evidence of student learning, and refine lessons based on their observations. There have also been opportunities for special education teachers to train beside general education teachers to ensure parity and access to new core materials and standards. Finally, there has been training for teachers to understand how to embed performance tasks into daily learning, and to match the District's elementary reporting tools to the standards taught in ELA and mathematics.

Indicators

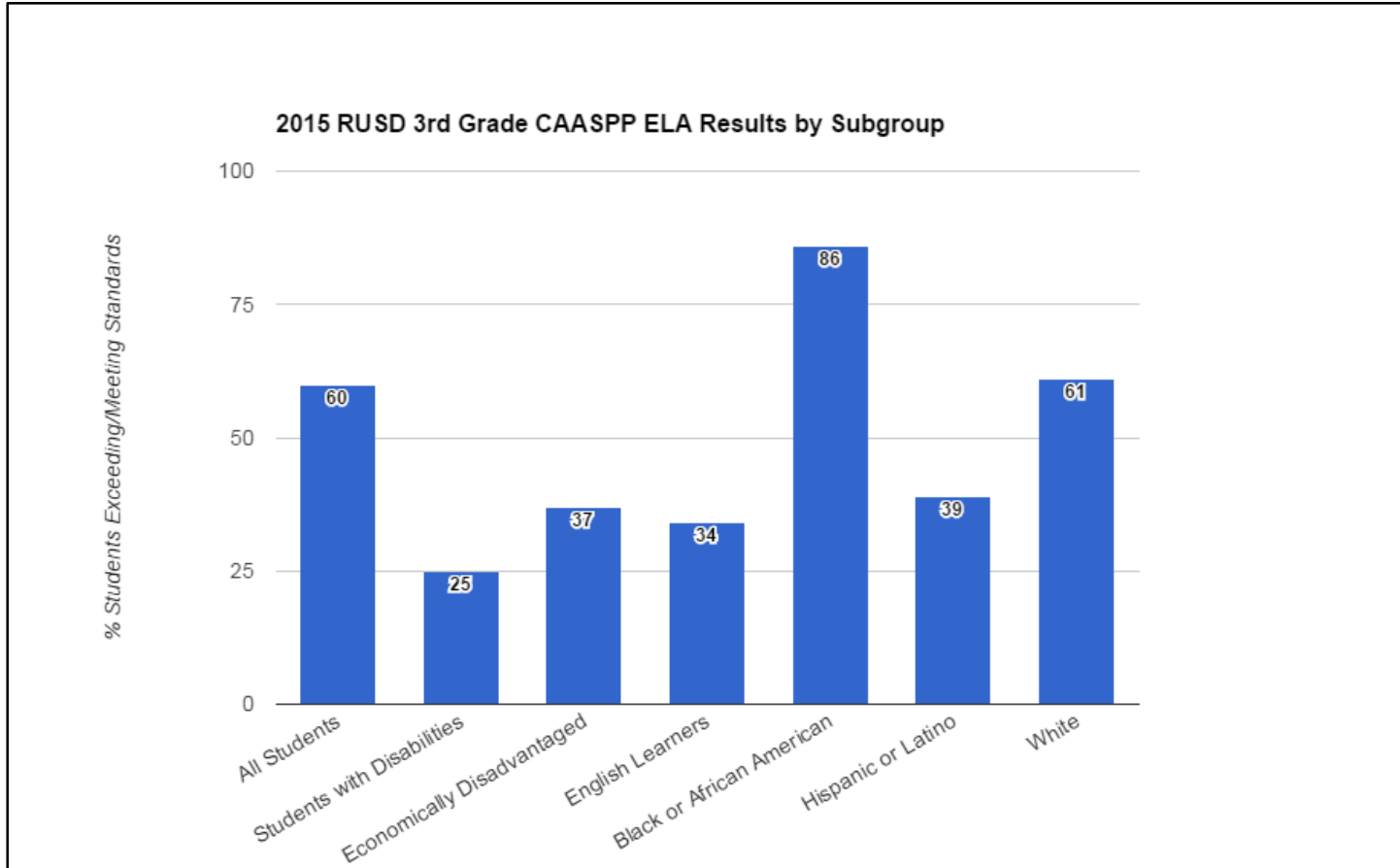
The indicators suggested to measure growth on this objective are as follows:

- 1. Supporting Data:
 - a. CAASPP Summative Assessment Results for ELA and Math by Subgroup

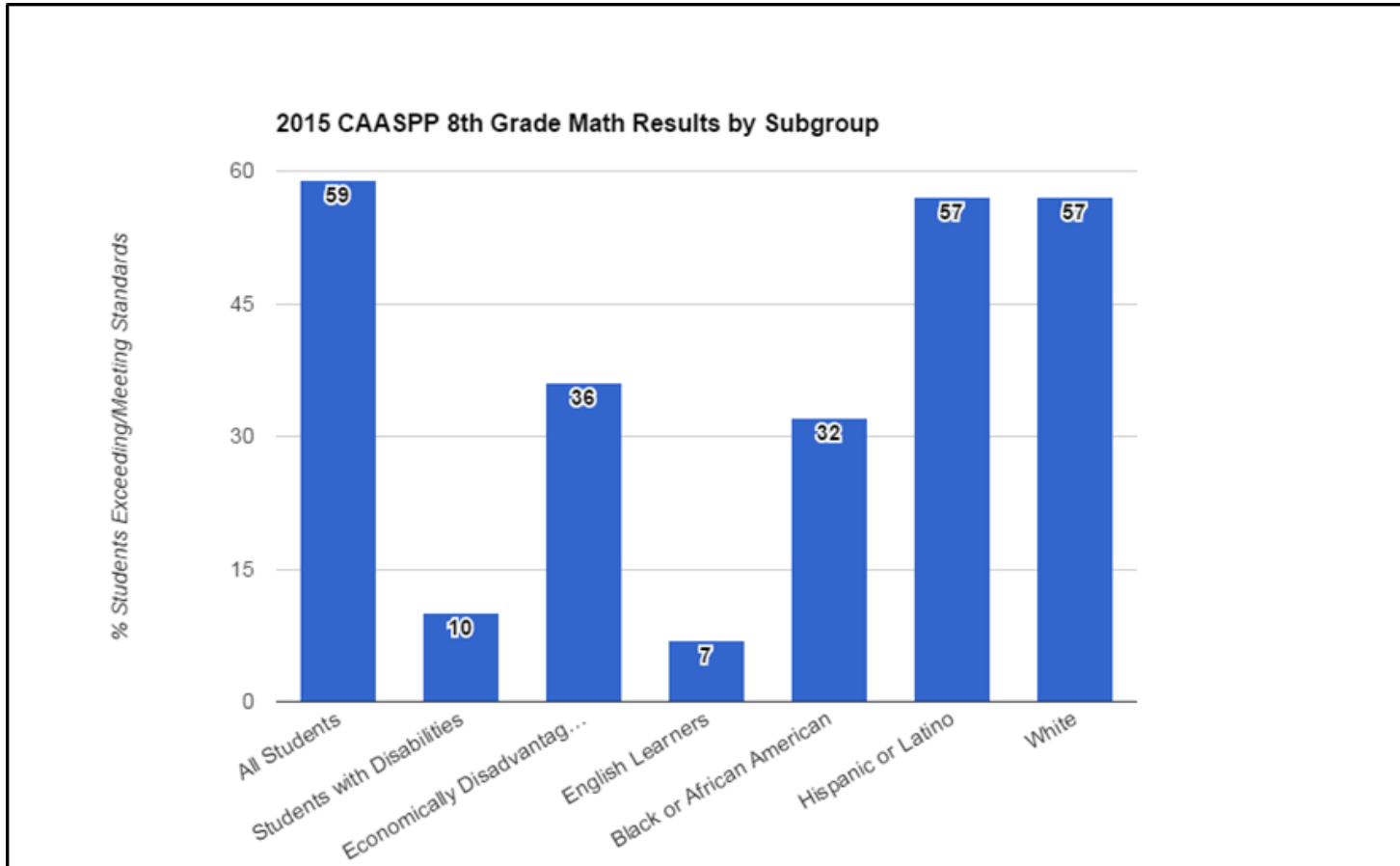




b. 3rd Grade CAASPP Summative Assessment Results in ELA by Subgroup

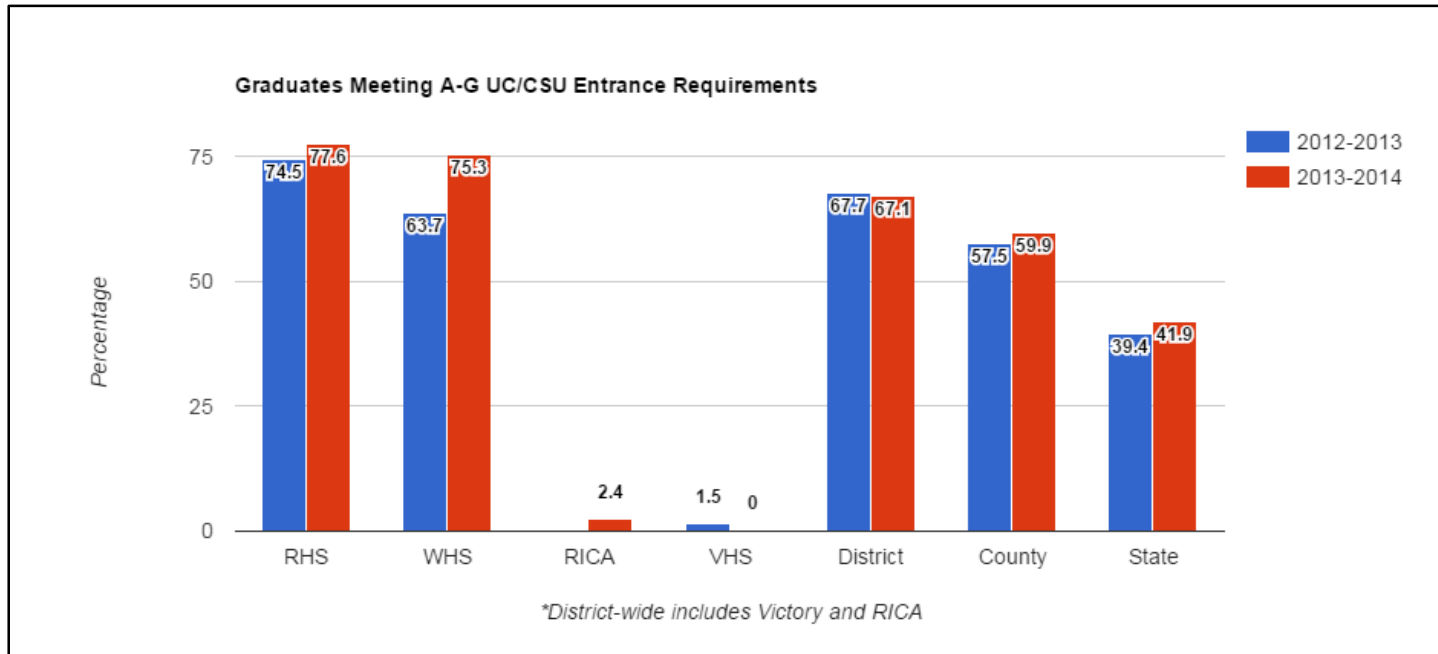


c. 8th Grade CAASPP Summative Assessment Results in Math by Subgroup

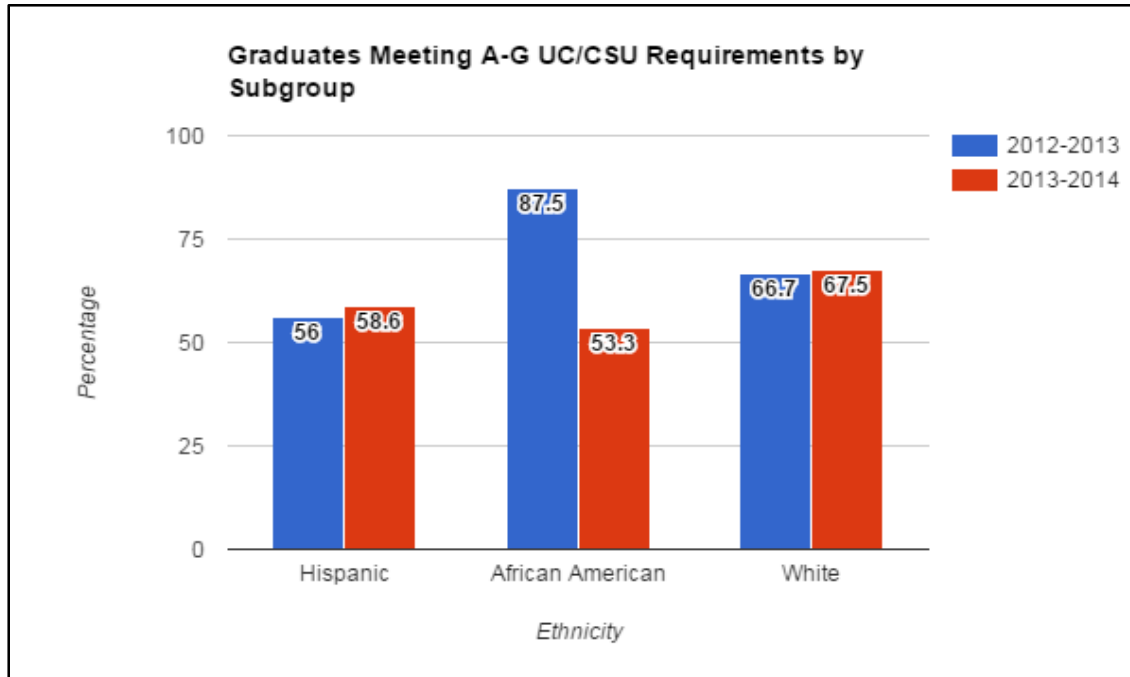


d. Suggested: 8th Grade On-Track to Graduation Criterion Percentage (attendance above 96%, No NC in Math/ELA, 2.5 GPA and above, Never Suspended).

e. A-G UC/CSU Requirements*



Raw Number of Graduates Meeting A-G UC/CSU Entrance Requirements		
	2012-2013	2013-2014
Rocklin High School	306	318
Whitney High School	319	314
Victory High School	1 of 65	0 of 74
Rocklin Independent Charter Academy	NA	1 of 42
District Wide	629	633



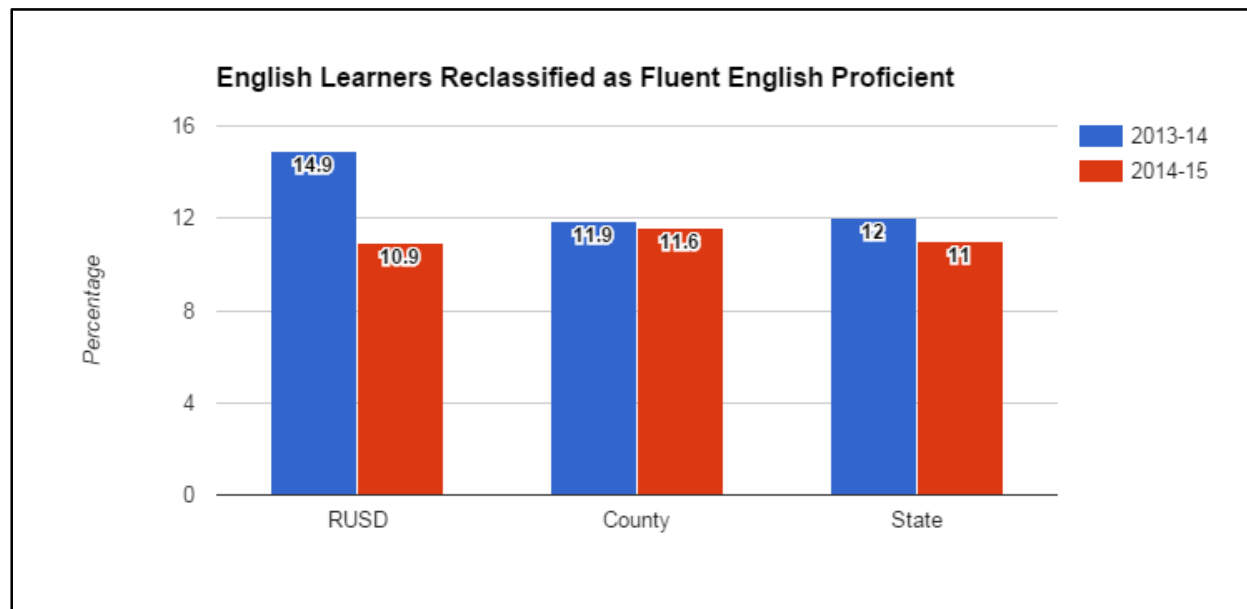
Raw Number Graduates Meeting A-G UC/CSU Entrance Requirements by Subgroup		
	2012-2013	2013-2014
Hispanic	70	78
African American	7	8
White	437	446

* Note: 2014-2015 data from California Department of Education has yet to be released.

f. Advanced Placement (AP) Course Access and Passing Rate

	Number of Students Enrolled in AP Courses		% of total students in school		% Passing with a Score of 3 or above	
	2014	2015	2014	2015	2014	2015
Hispanic	78	112	8.3	11.2	56.4	67.1
African American	17	23	1.8	2.3	62.5	52.9
White	617	622	66.0	62.2	77.6	72.2
Low Income	34	28	3.6	2.8	60.0	50.0

g. CELDT Reclassification Rate



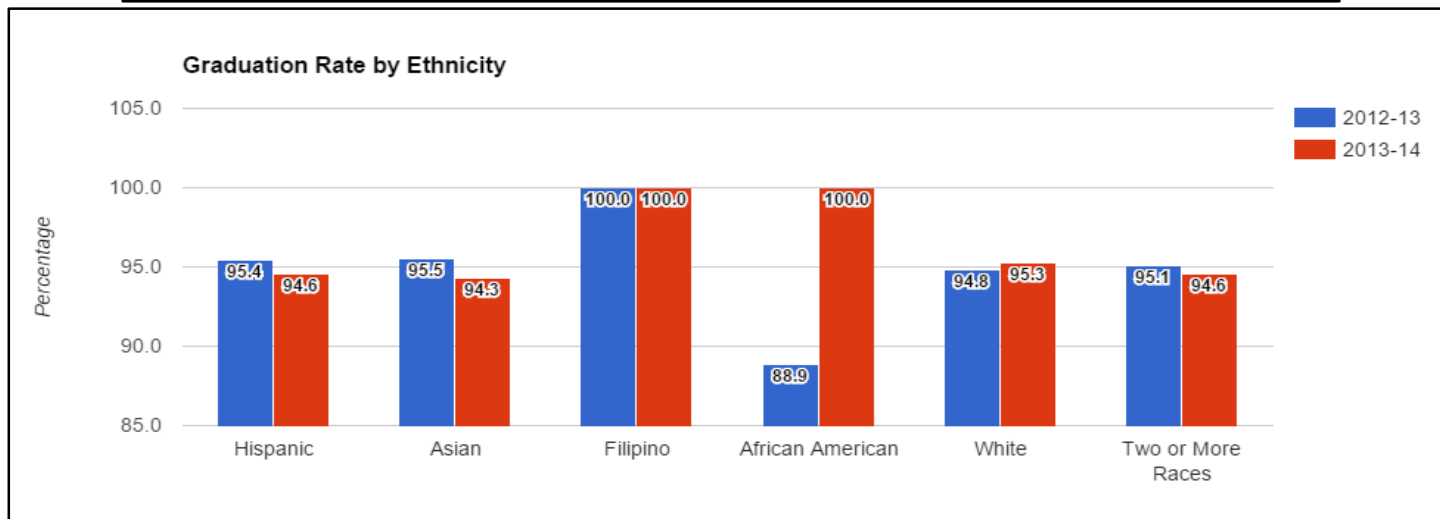
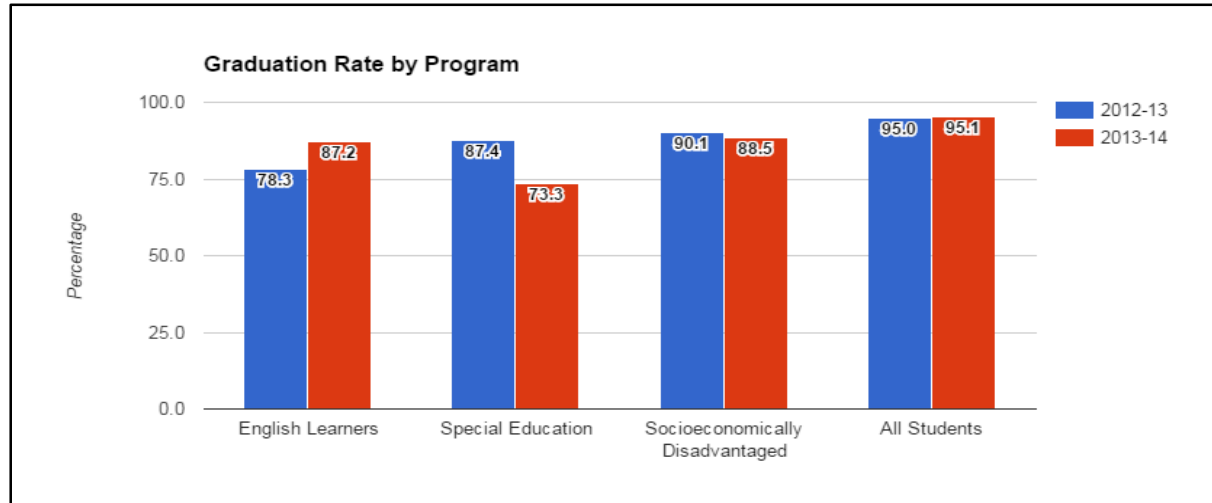
h. EL Annual Measurable Achievement Objectives 1 and 2

2014-2015 AMAO 1 - Percentage of English Learners Making 1 Year Progress in Learning English		
	Actual Percentage	Target
Percentage Meeting AMAO 1 Target	68.3	60.5

2014-2015 AMAO 2 - Percentage of English Learners Attaining the English Proficient Level on California English Language Development Test (CELDT)		
<i>Less than 5 Years in Cohort</i>	Actual Percentage	Target
Percentage Attaining the English Proficient Level	36.9	24.2
<i>5 Years or More Cohort</i>	Actual Percentage	Target
Percentage Attaining the English Proficient Level	59.9	50.9

i. Graduation Rates by Program and Subgroup

*2014-2015 data from the California Department of Education has yet to be released.



- i. An indicator for student access to technology that might be considered:

The ratio of electronic devices to students is 1:2.48 as of December, 2015.

This mathematical calculation does not indicate the frequency by which students use technology for instructional purposes in their classes, or the quality of that usage. Our metric for technology does not at this time, fully meet the criteria, but it is a starting point to begin to tell the story of technology usage in the District. Rocklin Educational Technology Team's (RETT) goals, to put into place "professional development for blended learning and flipped classroom instructional practices" or to "implement a consistent and comprehensive K-12 digital citizenship and cyber safety plan" may also provide sources of appropriate data. With a Teacher on Special Assignment (TOSA) focusing on this area with trainings to support the implementation of instructional technologies, this indicator should evolve to a survey or other type of evidence reflecting implementation.

Conclusion

For this objective, data indicates that there have been some general successes. There are enough nuances in some key indicators to conclude that the overall objective is partially met. The academic results from the CAASPP ELA and mathematics assessments for all students show that all students and many subgroups met or exceeded standards. However, for students who have disabilities, are English learners, or who are socioeconomically disadvantaged over half of students are not meeting standards. 60% of third graders are on track to be successful in school and 59% of eighth graders, as measured by CAASPP ELA and mathematics scores, respectively which also reflects the need for support for many other students who may be at some risk for attaining post-graduation success. English learners are acquiring English language and becoming proficient each year although reclassification rates have dropped. There is a 95% graduation rate in the District, and increases in Rocklin and Whitney High School's percentage of students who have met UC's A-G course requirements for graduation which is positive. Nevertheless, this figure overall has decreased from 67.7 to 67.1 % when all District high school data is considered and the District must continue to consider how more students can have opportunities to enroll in four year institutions. The enrollment for Advanced Placement classes has increased for students of color and poverty, and the percentage of students passing AP tests with a "3" or better has also increased for Hispanic students. Overall, passing rates has dropped for groups other than Hispanic students, so there remains work to be done to support such students in these courses.

The District's Professional Development Plan and its measurement of effectiveness will factor into continued improvements in student achievement. Additionally, while the ratio of technology devices to students reflects initial usage occurring in Rocklin classrooms, there is an acknowledgement of the need to better understand the frequency and quality of this usage, and how the use of instructional technology ultimately extends learning.

Overall, the data indicators associated with this objective at this time signify a "partially met" rating. There is more work to be done to successfully address academic outcomes. Professional development will continue, especially those trainings that support students of different learning and language abilities. The District will continue a system wide focus on the implementation of its literacy and mathematics programs and materials to ensure all students have access to courses that reflect rigorous content, and the tools to be successful in their academic endeavors.

Objective B

Objective B: Each student will engage in authentic learning experiences.

Although this objective is often cited as a by-product of Common Core instructional experiences, staff has wrestled with defining how it might be measured across the District. The purpose of work in this area is to increase opportunities for students to participate in complex learning tasks and investigations that replicate real world problems. Such tasks often cross two or more subject areas such as literacy and social studies. The experiences require students to use higher order thinking skills such as analysis and evaluation, and often involve reflection and self-assessment of one's own progress and learning. This type of learning is a result of professional development and high levels of implementation of Common Core, as detailed in Strategic Plan Objective A. Authentic learning experiences are also characteristic of Career Technology Education (CTE) courses that embed opportunities for students to experience learning that connects to the workplace. Finally, such learning experiences are often reflected in performance tasks that are found in state assessments, and/or end of unit projects and demonstrations reflective of Common Core units of study.

Highlights

Highlights in this work to date include:

Work in developing a more robust Career Technology Education system has begun this year in three specific areas: In the first area, the District has renewed its Carl Perkins application which funds Regional Occupational Programs or ROP courses. In doing so staff are examining those courses which a) address both student interests and industry sector needs; b) are taught by properly CTE credentialed teachers; and c) are part of a sequence of classes that can lead to a capstone course or industry certification. The second area of CTE work includes work with Placer County Office of Education and the pursuit of additional CTE funding. The focus here is to update and align current courses to relevant industry sector needs, Common Core curriculum and CTE quality indicators. The District has been engaged in a program supporting bio-medical studies through the Capitol Region Academies for the Next Economy (CRANE), and has recently received regional funds for CTE through a consortia in Placer County. Both endeavors will support this work. In the third area later work will include the identification of those courses which can be leveraged to be part of sequences of courses leading to certification, 2+2 programs at the community college level, or other types of transfer courses. Finally, the District has partnered with Sierra Community College to create dual enrollment courses where students can receive both high school and

college credit while in RUSD. The first of these should begin by fall of 2016. This overall body of work supports Rocklin's goal of providing relevant and authentic learning experiences to high school aged students.

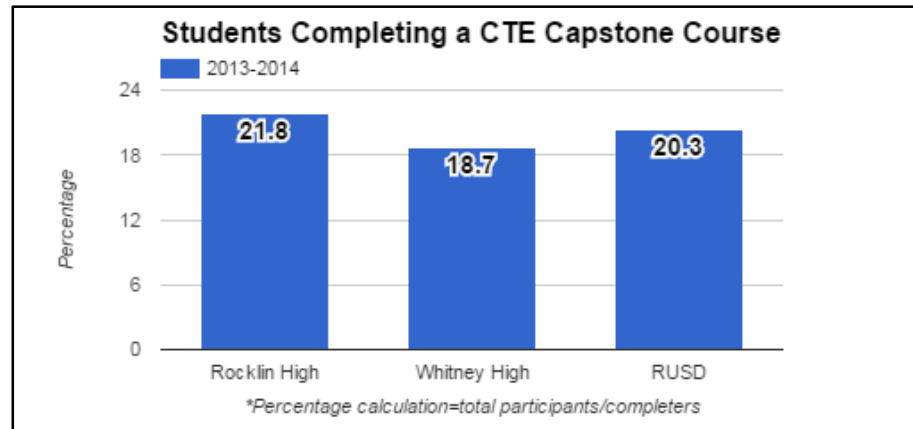
The advent of the new system of California's Assessment of Student Performance and Progress (CAASPP) has resulted in initial trainings for teachers to become familiar with these much more complex demonstrations of learning. Teachers are learning about constructed item responses that require students to provide detailed explanations of their thinking and the English language arts and mathematics performance tasks that address multiple learning targets and claims through complex tasks. Teachers are beginning to understand how students must demonstrate their learning in these situations, and how to replicate them in everyday classroom instruction. As the District redefines its assessment system, there are opportunities to examine how these formative and summative assessment experiences can be used to improve teaching and learning. This year, the CAASPP Interim Assessment performance tasks will be given in mathematics for students in grades 3-8 and 11, and in English language arts for students in grades 7, 8 and 11, and this data should be considered meaningful indicators of student performance in authentic learning situations.

Project based learning experiences often involve multiple content areas or subject matter, and necessitate students' ability to participate in complex projects over a period of time, requiring higher level thinking skills as described above, and demonstrations or applications of skills and knowledge where many times students must adjust their planning to address often unpredictable outcomes. District staff are at the beginning stages of identifying such learning opportunities and/or demonstrations, as evidence of authentic learning experiences, and how these might be embedded at all grade levels. Therefore, both the work and indicators for progress towards this objective will continue to evolve.

Indicators

The indicators selected to measure growth on this objective are as follows:

1. Supporting Data:
 - a. Career Technical Education (CTE) Completion Rates*



- b. Coming: CAASPP Interim Assessment Data
 - c. Suggested: Student Participation in Project Based Learning Opportunities

Conclusion

The District is using its 2013-14 career technical education completion rates, indicating those students who have completed the third course in a three sequence series, as baseline data since data was entered differently in CALPADs in 2014. Therefore this is starting point to understand students' completion of pathways as compared to the total number of students participating in individual CTE courses. CTE program development is underway in the District, as are partnerships to build in concurrent enrollment for high school students.

The work to identify those authentic learning experiences for younger students is a next step. With the onset of a new assessment system in California, there are trainings to help teachers embed performance tasks in curricular units of study that are meet the spirit of authentic learning.

Data for baseline Interim Assessment Performance tasks is forthcoming. These tasks will include experiences where students apply multiple mathematical skills and reasoning to real life situations. For English Language arts the tasks will require reading and research of information from multiple sources, critical thinking, and the production of an essay involving a thesis with support argumentation and evidence.

Finally, the District needs to identify and quantify student participation in any existing project based learning experiences currently occurring in our schools to better understand how and when students participate in authentic learning. This data will assist the identification of trainings, curricula and pedagogy that support this type of deep learning and application of skills.

Given these three areas of ongoing work, at this time, the progress towards this outcome is rated as a “not yet met”. There will be additional actions that will continue to evolve in the upcoming years to ensure high levels of student participation in authentic learning experiences.

Objective C

Objective C: Each student will find his/her passion as a learner.

This objective begins to approximate how students are connected to learning and schooling. There are portions of this work that mirror the state priorities for LCAP in identifying attendance, truancy and student dropout rates as indicators of “connectedness”. Rocklin goes beyond the State indicators by also looking at how students are being introduced to careers and college, so that courses become more relevant in their planning for post graduate work. Additionally, the District is looking at students’ participation in clubs and will also begin to assess their participation in extracurricular activities such as the performing arts and athletics as indicators of students’ passion as learners in our school system.

Highlights

Highlights in this work to date include:

The Naviance software program and online platform has been identified as a tool that can align student strengths and interests to their postsecondary goals, and to improve student outcomes. Teachers and counselors at the middle and high schools have been trained to use this tool for students to help them assess potential careers and related course sequences, and to also plan for college. Work to align the middle school and high school’s utilization of the tool has begun this year. The first table below depicts the number of uses of Naviance. Qualitative data has been collected to better understand the purposes of usage and at what level are these activities happening.

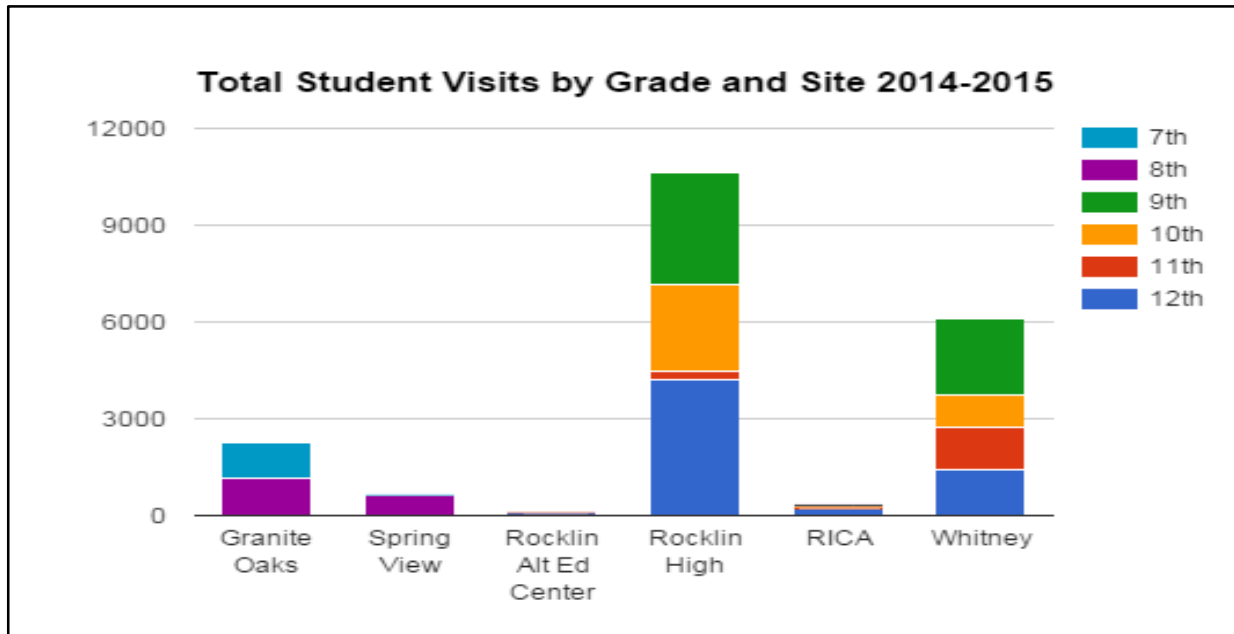
The Placer Coalition Health Survey District data point about connectedness to school is a worthwhile indicator to consider, as feeling connected is a step towards developing one’s passion for learning and is a metric that may be meaningful and actionable if there is more participation in the survey. This metric is not asked to students in older grade levels, which limits the metric’s usefulness. In terms of identifying other indicators of student passion or connectedness to school, at this time, there have been self-reported participation in student clubs throughout the District as a way to measure connectedness to school, and acknowledgement that this type of data collection will continue to evolve. Although Rocklin has typically had low student dropout and attendance rates, the District is interested in looking at the relationship between truancy rates and course grades at critical times in a student’s career, (3rd, 8th and 10th grades), and differences, if any, between subgroups, as a predictor of students’ connectedness and overall success in school. Again, this type of indicator will continue to evolve as the District identifies more sophisticated ways to track and combine this type of data.

Indicators

The indicators selected to measure growth on this objective are as follows:

1. Supporting Data:

a. Naviance Student Utilization by Grade Level and Site



Grade Levels	Types of Tasks
Middle School - 8th	<ul style="list-style-type: none"> • Connect exploration of careers and interest surveys to Career Day activities. • Introduce students and parents to the program • Begin student planners

High School - 9th-10th	<ul style="list-style-type: none"> • Use in Geography courses in 9th grade. • Students complete: “Do What You Are and Career Interest Profiles, College “Super Match”, and Colleges I Am Thinking About tasks
High Schools - 11th-12th	<ul style="list-style-type: none"> • Students deepen post graduate planning with Resume builder and actual college application activities

b. Student Engagement in Clubs:

2015 Strategic Plan Survey of Principals

# of Clubs District-Wide	# of Student Participating District-Wide
277	3860

c. Suggested Indicator: 2015 Placer County Response to “Feeling Part of Your School” by 5th Graders (2015 Coalition for Placer Health Survey)

2015 % of District 5th grade students taking Placer Health Survey	55%
% of students indicating “I feel part of my school” always or most of the time.	87%

d. Drop-Out Rate

	2012-2013	2013-2014
Dropout %	3.6	2.1

Conclusion

Indicators for this objective demonstrate that there are specific strategies in place to help students identify and develop personal skills and career interests, although there are still some differences across the District in terms of the frequency and possibly purpose of these activities. A baseline of club participation has been established through self-reporting, and roughly a quarter of Rocklin Unified students have been associated with club participation. This data point will need to be refined, as it may or may not include duplicate students and it is still narrow in identifying only club participation as an indicator of connectedness. The Placer Coalition Health Survey District data point about connectedness to school is a worthwhile indicator to consider, as feeling connected is a step towards developing one's passion for learning. Finally, the fourth indicator, the District's "dropout rate, is very low. There is cautious optimism about the actions and services that have been activated to engage students in personal development and as learners and progress on this objective is rated as "partially met".

Work remains to identify critical activities and time periods to use the career exploration activities of Naviance, and to continue to identify which college preparation activities best support actual college admission and retention rates. Club and other extracurricular participation data will also begin to show the actual activities connecting all students and at what grade levels. It will be important to identify if and how student subgroups, those representing students of need, have opportunities to be connected to school and learning, and truly develop their own passion for learning.

Objective D

Objective D: Each student will acquire skills to conquer challenges and build healthy relationships.

The outcome described in Objective D is the result of much work to provide opportunities for all students to build resiliency and to give them tools that help them develop into high-functioning adults. The District has made a deep commitment to identifying evidenced based academic and social-emotional supports for both struggling and academically talented students, and to maximizing the learning environments to address special needs students in the least restrictive manner. Within the work around this outcome, there has been an emphasis on coordinating and leveraging resources across the District and from the community to support students' academic and career goal setting and health and wellness.

Highlights

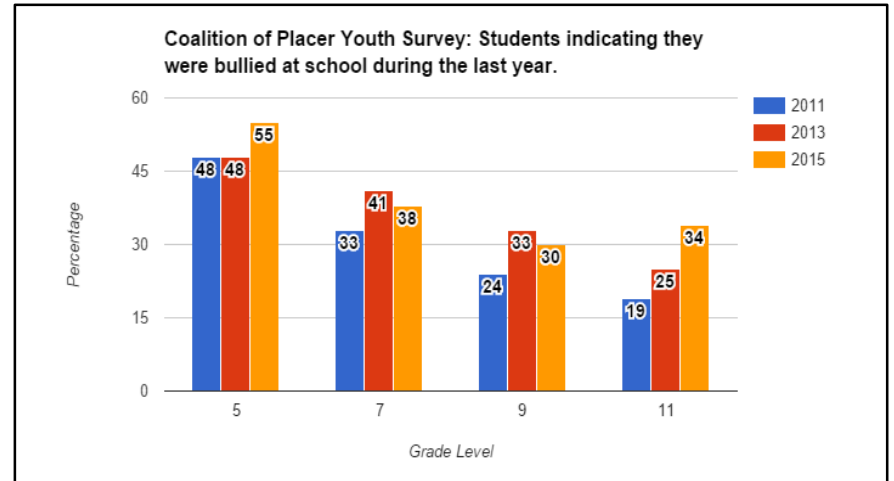
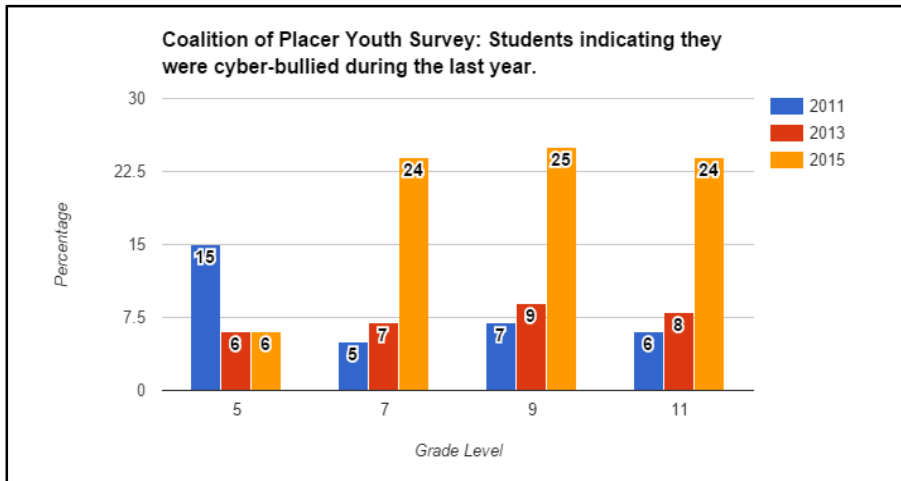
Highlights in this work to date include:

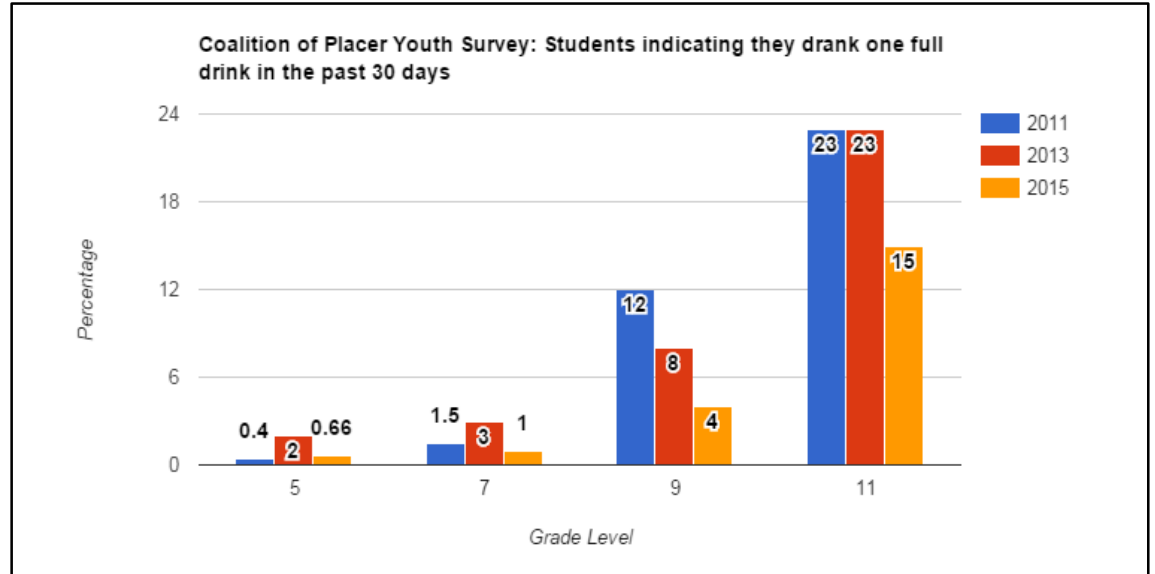
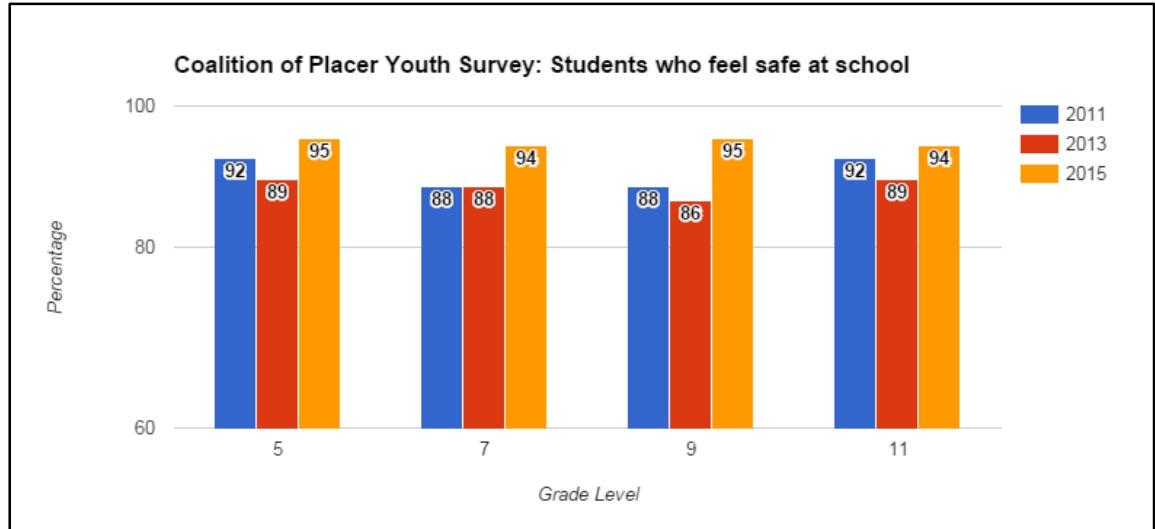
The largest initiative in accomplishing this objective is the exploration and implementation of Positive Behavior Interventions and Supports (PBIS). Rocklin Elementary committed to PBIS implementation for the 2014-15 school year, and four additional sites are currently training for implementation of the program with their site level teams for 2015-16. Rocklin Elementary is beginning to track student discipline data with SWIS software program and will be analyzing data and setting specific goals this year. In early October, the District began meeting to develop a Multi-tiered System of Supports (MTSS). The MTSS team members include District leadership, teachers, support staff and parents. The work is being facilitated by a team from WestEd. District plans for academic and social/emotional support systems including academic intervention will be developed through ongoing work beginning with needs assessment. There are preliminary actions being taken to work with outside agencies and contract with mental health clinicians, social workers and/or other support providers to assist with the increasing issues of mental and emotional health across all grade levels.

Indicators

The indicators selected to measure growth on this objective are as follows:

1. Supporting Data:
 - a. Coalition of Placer Youth & Local Survey Results



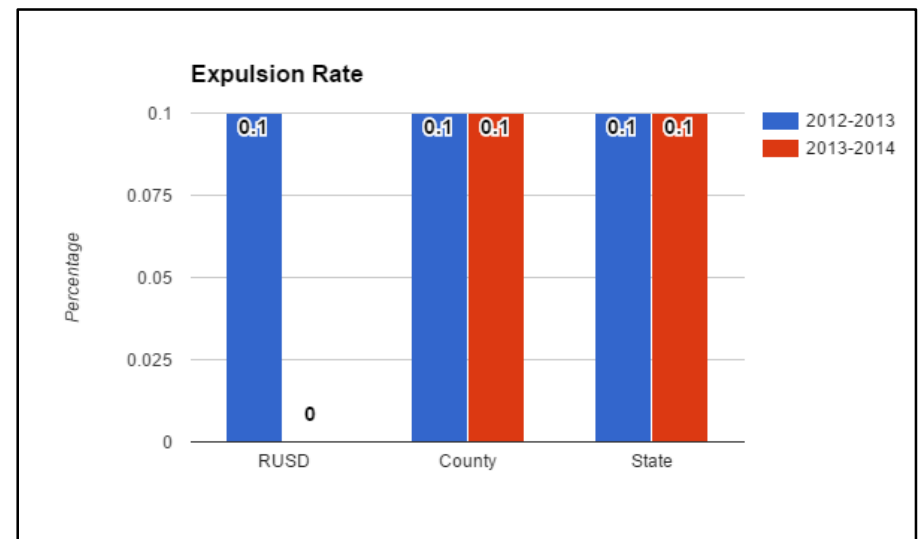
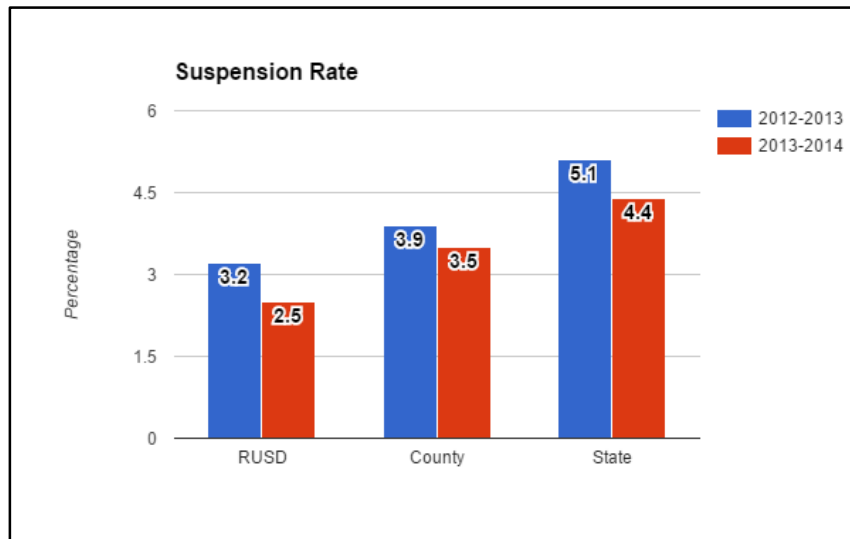


2015 Responses to “always/a lot stressed”	Grade Level	% Participation in Survey
32%*	7	79%
48%* **	9	84%
62%* **	11	70%

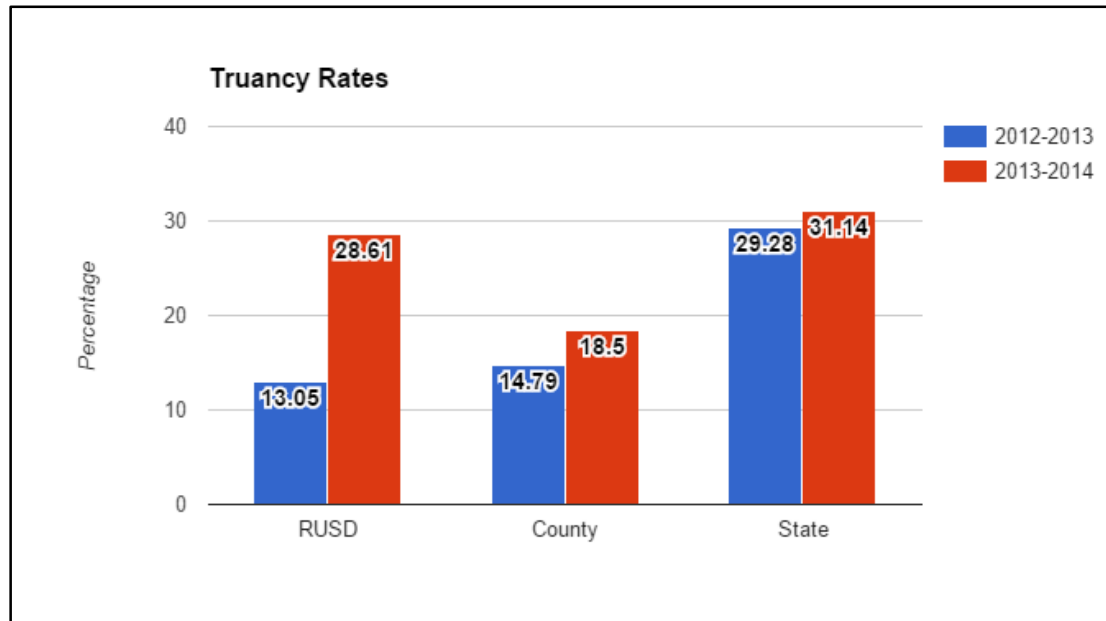
* Reasons for stress included school/grades and planning for their future.

** More than half of 9th and 11th graders indicated symptoms of anxiety and depression including feeling anxious a lot, trouble sleeping and unable to focus.

b. Suspension/Expulsion Rates



c. Truancy Rates



Conclusion

This outcome uses metrics found in the state LCAP as indicators of student health and well-being. The Coalition of Placer Youth & Local Survey results are measures of students' self-reported behaviors and perceptions of safety. These factors have been used extensively by West Ed in the California Healthy Kids Survey and have been cited as evidence of resiliency and the ability to build healthy relationships. The other measures of student truancy, suspension, and expulsion rates also inform future District actions.

The recent indicators of student stress reported through the Coalition of Youth Health Survey provide student reported data that confirms many principals' and teachers' experiences of issues surfacing at schools that interfere with learning. The District is examining how to bring on more clinicians to support students' emotional and mental health through the establishment of partnerships with non-profit and county health organization. The contribution of funds for this purpose to pilot some promising programs of support will be important steps in this work.

While student truancy, suspension, and expulsion rates are relatively low, especially as compared to state levels, there is a need to examine these by socioeconomic and ethnicity groups to be certain that all students are not risk. Students' self-reported sense of safety indicates that secondary students feel safer at school than in previous years, and cyber-bullying has risen for secondary students. About a quarter of eleventh grade students report using alcohol within 30 days of being surveyed.

In total, these indicators suggest that there continue to be areas of need to ensure that all students are healthy, mentally, emotionally and socially. This outcome rates as a "partially met".

The work in this area to support struggling students includes the District wide Multi-Tiered Systems of Support (MTSS) task force which includes a focus on identifying academic and behavioral/emotional supports, and sites' implementation of the Positive Behavior Implementation System to support positive school behaviors.

Objective E

Objective E: Each student will learn the value of contributing to the community through active participation.

This outcome in Objective E captures the District’s belief in the learning available through service projects, and its desire to instill values of community and civic participation in its students. The nature of this work calls for the formalizing of structures to allow ongoing professional development for teachers in the service learning arena so that opportunities for service learning will be embedded in students’ coursework throughout their education in Rocklin Unified. These metrics are all self-reported, and in order to be reliable will need to be ongoing, and may be paired with surveys from students and possibly community groups. There are currently only self-reported numbers for the number of partnerships that can be considered “two-way”, that is, whereby both a school site and an organization or business have an ongoing relationship involving an exchange of services or goods. However, the nature of these partnerships and their relationship to student learning and curricula will continue to be examined and measured.

Highlights

Highlights in this work to date include:

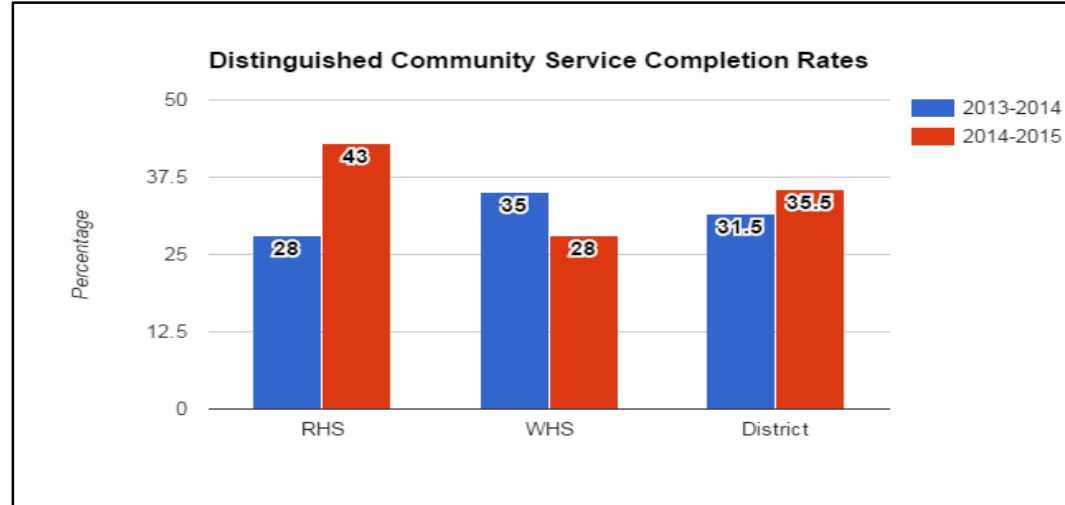
For service learning opportunities, many schools have informally partnered with community organizations and businesses. The self-identified partnerships by schools is a first attempt to quantify the ongoing partnerships where there is two-way interactions between partners. There is also an opportunity to measure student service of seniors because of the graduation requirement for service hours. Because all Seniors generally meet this requirement, the indicator for Distinguished Service hours, that is, our students’ ability to go beyond the minimum, has been utilized as a metric assessing students’ valuing of service to the community.

Several school sites have engaged with community partner organizations such as Rotary, Kiwanis, Kids First, Coalition of Placer Youth, Rocklin Police Department, and Chamber of Commerce, creating a variety of volunteer and/or service opportunities for students this year. In cooperation with the City of Rocklin and South Placer Rotary, Rotarians, worked alongside Interact students from Rocklin High, Whitney High and Victory High, to complete a walking path through a portion of Peter Hill Heritage Park. Volunteers placed granite stones alongside a path that meanders through the newly planted orchard. This was a unique opportunity to make a lasting impression in our community, as well as set an example for our Interact students.

Indicators

The indicators selected to measure growth on this objective are as follows:

- 1. Supporting Data:
 - a. Distinguished Community Service Completion Rates



- b. Service Learning Opportunities:

December 2015 Strategic Plan Survey of Principals

of Service Learning Opportunities District-Wide
56

c. Ongoing Community Partnerships:

December 2015 Strategic Plan Survey of Principals

of Ongoing Community Partnerships District-Wide
122

Conclusion

Data indicates a third of high school students complete service projects beyond those minimally required for graduation. There needs to be more specific data from our Continuation and alternative program graduates to ensure a more robust and actionable metric. Opportunities for service projects and partnerships between sites and community and/or business organizations have only begun to be identified, through self-reporting. This too, is a metric that will continue to evolve.

Because measuring progress for this outcome is still in a beginning stage, this metric receives a “partially met” rating. The data will prompt actions that support school and community groups to create more opportunities that promote two-way relationships that benefit students and the greater community, and work to ensure teachers are trained to embed such opportunities in their curricula. This will enable more students to access, learn from, and benefit from such relationships.