Santa Clara County Office of Education

Mary Ann Dewan, Ph.D.
County Superintendent of Schools

January 3, 2019

TO: Mary Ann Dewan, Ph.D., County Superintendent of Schools

FROM: Dan Mason, Manager, Assessment & Accountability

SUBJECT: 2017-18 Four-Year Adjusted Cohort Outcome Data: Graduation and Dropout Rates

The California Department of Education (CDE) has released the four year cohort graduation and dropout rates and counts for the Class of 2017-18. Santa Clara County Office of Education's Assessment and Accountability Department prepared the following analysis of the 2017-18 graduation and dropout data for your review. This memo will report on the following topics:

- Recent changes to California's graduation rate methodology;
- Removing an adult charter school's cohort data from the Santa Clara County (SCC) and California (CA) data to ensure more accurate comparisons and analysis;
- Comparisons of cohort graduation rates among SCC student groups and to CA student groups;
- Comparisons of the rates of graduates meeting UC/CSU requirements among SCC student groups and to CA student groups;
- Comparisons of the rates of graduates earning a Seal of Biliteracy among SCC student groups and to CA student groups;
- Comparisons of the cohort dropout rates among SCC student groups and to CA student groups.

Changes to the Four-Year Adjusted Cohort Graduation Rate Methodology Beginning in 2016-17

For the Class of 2017, CDE made several methodological changes to the calculation of California' cohort graduation rate in response to a federal audit. As part of the methodology, three significant changes were implemented for calculating 2017 high school graduation rates: (1) Students who receive an adult education high school diploma are no longer considered regular high school graduates; (2) students who pass the California High School Proficiency Exam (CHSPE) are no longer considered regular high school graduates; and (3) students who transfer to adult education programs or a community college will remain in the denominator for the cohort calculation. For more detailed information on the business rule and methodological changes in the Four-Year Adjusted Cohort Graduation Rate, see Appendix E.

Since the impact on county, district, and school graduation rates varied depending on how often students were exited as transferring to an adult education program during the cohort period, or how

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Comparisons of cohort graduation rates among SCC student groups and to CA student groups

- The SCC All Students* cohort graduation rate (88.3%) is higher than the CA All Students* rate (83.1%). See Figure 1.

- The SCC Hispanic* cohort graduation rate of 79.4% is below the CA Hispanic* rate of 80.9%. See Figure 1.

- The cohort graduation rates of SCC Asian (95.5%), White (92.4%) and Filipino (93.8%) students are significantly higher than the rate for SCC Hispanic* (79.4%) students. There is a 16.1 percentage point achievement gap between the rates of SCC Asian and Hispanic* students (95.5% vs. 79.4%, respectively). See Figure 1.

- The SCC All Students* cohort graduation rate rose from 87.5% for the Class of 2017 to 88.3% for the Class of 2018. The SCC African American rate rose from 83.3% to 87.4%. See Figure 2.

- There is a 22.7 percentage point achievement gap between the cohort graduation rates of SCC Students without Disabilities* and Students with Disabilities (90.7% vs. 68.0%, respectively). See Figure 3.

- There is a 14.4 percentage point achievement gap between the cohort graduation rates of SCC Not Socioeconomically Disadvantaged students and Socioeconomically Disadvantaged* students (95.3% vs. 80.9%, respectively). See Figure 3.

- The SCC Homeless Youth* cohort graduation rate fell from 65.0% for the Class of 2017 to 59.6% for the Class of 2018 and the SCC Foster Youth cohort graduation rate fell from 54.5% for the Class of 2017 to 46.1% for the Class of 2018. Figure 4.

- There is a 5.1 percentage point achievement gap between the cohort graduation rates of SCC Females* (90.9%) and Males* (85.8%). See Figure 5.

Comparisons of the rates of graduates meeting UC/CSU requirements among SCC student groups and to CA student groups

- SCC graduates met the UC/CSU requirements at a much higher rate than CA graduates (59.0% vs. 49.9%, respectively). See Figure 6.

- SCC Hispanic graduates met the UC/CSU requirements at a lower rate than CA Hispanic graduates (37.9% vs. 42.5%, respectively). See Figure 6.

- There is a 41.1 percentage point achievement gap between SCC Asian and Hispanic graduates meeting the UC/CSU requirements (79.0% vs. 37.9%, respectively). See Figure 6.

- There is a 45.7 percentage point achievement gap between the rates of SCC Students without Disabilities and Students with Disabilities graduates meeting the UC/CSU requirements (62.8% vs. 17.1%, respectively). See Figure 7.

  *Indicates that the Escuela Popular/Center for Training and Careers, Family Learning (EPCTC) cohort has been removed from the graduation rates. See explanation on page 2.

- There is a 29.4 percentage point achievement gap between the rates of SCC Not Socioeconomically Disadvantaged and Socioeconomically Disadvantaged graduates meeting the UC/CSU requirements (72.2% vs. 42.8%, respectively). See Figure 7.

Comparisons of the rates of graduates earning a Seal of Biliteracy among SCC student groups and to CA student groups

- SCC graduates earned a Seal of Biliteracy at a higher rate than CA graduates (17.7% vs. 11.3%, respectively). See Figure 8.

- SCC Hispanic graduates earned a Seal of Biliteracy at a higher rate than CA Hispanic graduates (16.7% vs. 12.2%, respectively) and at a higher rate than SCC White graduates (16.7% vs. 11.4%, respectively). See Figure 8.

- SCC Students without Disabilities graduates earned a Seal of Biliteracy at a much higher rate than SCC Students with Disabilities (19.0% vs. 2.8%, respectively). See Figure 9.

Comparisons of the cohort dropout rates among SCC student groups and to CA student groups

- The SCC All Students* cohort dropout rate is 6.6% compared to the CA All Students* rate of 9.5%. See Figure 10.

- The SCC Hispanic* cohort dropout rate is 11.7% compared to the CA Hispanic* rate of 10.6%. See Figure 10.

- The SCC African American cohort dropout rate of 7.5% is much lower than the CA African American rate of 16.2%. See Figure 10.

- The cohort dropout rates of SCC Asian students (2.4%), White students (3.9%), and Filipino students (4.2%) are significantly lower than SCC Hispanic* students (11.7%). See Figure 10.

- The cohort dropout rate is much higher for SCC Students with Disabilities (14.5%) than SCC Students without Disabilities* (5.6%). See Figure 11.

- SCC Homeless Youth* have a higher cohort dropout rate than CA Homeless Youth* (23.9% vs. 16.9%, respectively) and the SCC Foster Youth cohort dropout rate is higher than the CA Foster Youth dropout rate (42.7% vs. 28.4%, respectively). See Figure 11.

- While the SCC Male* cohort dropout rate of 8.1% is lower than CA Male* rate of 11.8%, it is higher than the SCC Female* rate of 4.9%. See Figure 12.

*Indicates that the Escuela Popular/Center for Training and Careers, Family Learning (EPCTC) cohort has been removed from the dropout rates. See explanation on page 2.

Figure 1: 2017-18 Santa Clara County (SCC) and California (CA) Four Year Adjusted Cohort Graduation Rates by Race/Ethnicity

*Indicates that the Escuela Popular/Center for Training and Careers, Family Learning (EPCTC) cohort has been removed from the graduation rates. See explanation on page 2.

	All Students	All Students*	African Amer.	Asian	Filipino	Hispanic	Hispanic*	White
SCC	85.2%	88.3%	87.4%	95.5%	93.8%	72.6%	79.4%	92.4%
CA	83.0%	83.1%	73.3%	93.6%	93.1%	80.6%	80.9%	87.0%

Figure highlights:

By removing the EPCTC cohort, the SCC All Students cohort graduation rate increases from 85.2% to 88.3% and the SCC Hispanic rate increases from 72.6% to 79.4%.

The SCC All Students* cohort graduation rate (88.3%) is higher than the CA All Students* rate (83.1%). The SCC Hispanic* rate is 79.4% compared to the CA Hispanic* rate of 80.9%.

The cohort graduation rates of SCC Asian (95.5%), White (92.4%) and Filipino students (93.8%) are significantly higher than SCC Hispanic* students (79.4%). There is a 16.1 percentage point achievement gap between the rates of SCC Asian and Hispanic* students (95.5% vs. 79.4%).

Figure 2: Santa Clara County Four Year Adjusted Cohort Graduation Rates by Race/Ethnicity and Year

*Indicates that the Escuela Popular/Center for Training and Careers, Family Learning (EPCTC) cohort has been removed from the graduation rates. See explanation on page 2.

	All Students*	African Amer.	Asian	Filipino	Hispanic*	White
2016-17	87.5%	83.3%	95.1%	91.4%	79.0%	92.3%
2017-18	88.3%	87.4%	95.5%	93.8%	79.4%	92.4%

- The SCC All Students* cohort graduation rate rose from 87.5% for the Class of 2017 to 88.3% for the Class of 2018.

- The SCC African American cohort graduation rate rose from 83.3% for the Class of 2017 to 87.4% for the Class of 2018.

Figure 3: 2017-18 Santa Clara County (SCC) and California (CA) Four Year Adjusted Cohort Graduation Rates by Student Groups

*Indicates that the Escuela Popular/Center for Training and Careers, Family Learning (EPCTC) cohort has been removed from the graduation rates. See explanation on page 2.
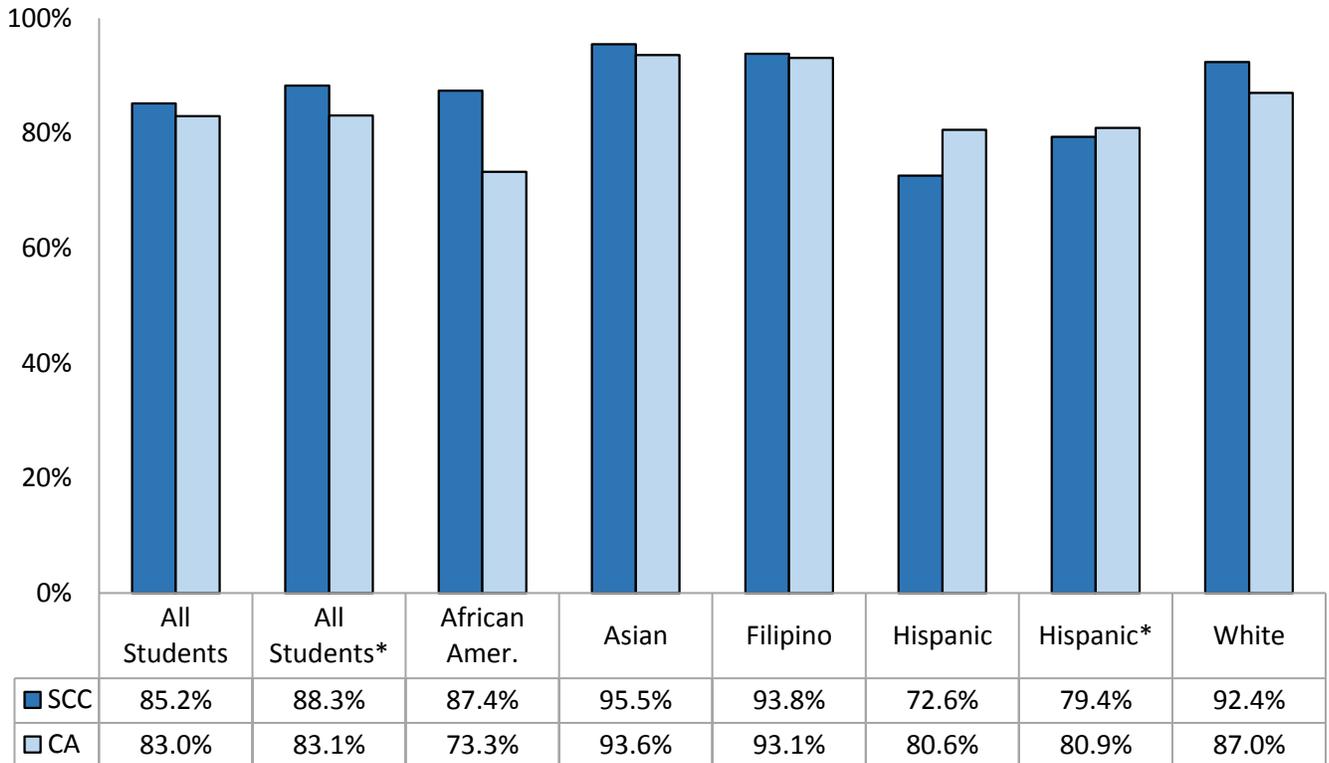
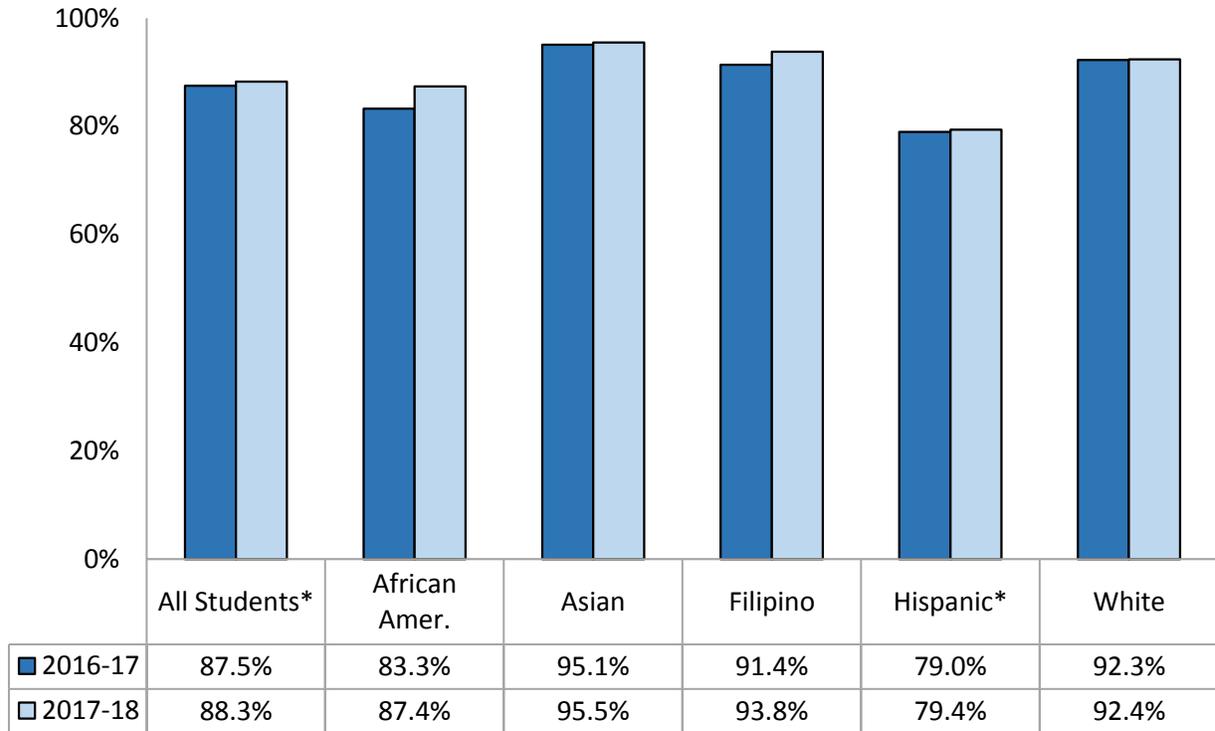|	English Learn-ers	English Learn-ers*	Foster Youth	Home-less Youth	Home-less Youth*	Stud-ents w/o Disab-ilities	Stud-ents w/o Disab-ilities*	Studen ts w/ Disab-ilities	Not Socio-econ Disad.	Not Socio-econ Disad.*	Socio-econ Disad.	Socio-econ Disad.*
SCC	60.2%	72.1%	46.1%	31.1%	59.6%	87.2%	90.7%	68.0%	94.8%	95.3%	75.8%	80.9%
CA	67.9%	68.5%	53.1%	68.9%	69.8%	85.1%	85.3%	66.3%	90.3%	90.3%	79.6%	79.7%

Figure highlights:

By removing the EPCTC cohort, the SCC English Learners cohort graduation rate increases from 60.2% to 72.1%; the SCC Homeless Youth rate increases from 31.1% to 59.6%; and the SCC Socioeconomically Disadvantaged rate increases from 75.8% to 80.9%.

There is a 19.2 percentage point achievement gap between the cohort graduation rates of SCC Students without Disabilities and Students with Disabilities (87.2% vs. 68.0%, respectively). There is a 13.9 percentage point achievement gap between the cohort graduation rates of SCC Not Socioeconomically Disadvantaged students and Socioeconomically Disadvantaged* students (94.8% vs. 80.9%, respectively).

Figure 4: Santa Clara County Four Year Adjusted Cohort Graduation Rates by Student Group and Year

*Indicates that the Escuela Popular/Center for Training and Careers, Family Learning (EPCTC) cohort has been removed from the graduation rates. See explanation on page 2.

	English Learners*	Foster Youth	Home-less Youth*	Students w/o Disab-ilities*	Students w/ Disab-ilities	Not Socio-econ Disad.*	Socio-econ Disad.*
2016-17	70.7%	54.5%	65.0%	89.9%	68.0%	94.9%	79.7%
2017-18	72.1%	46.1%	59.6%	90.7%	68.0%	95.3%	80.9%
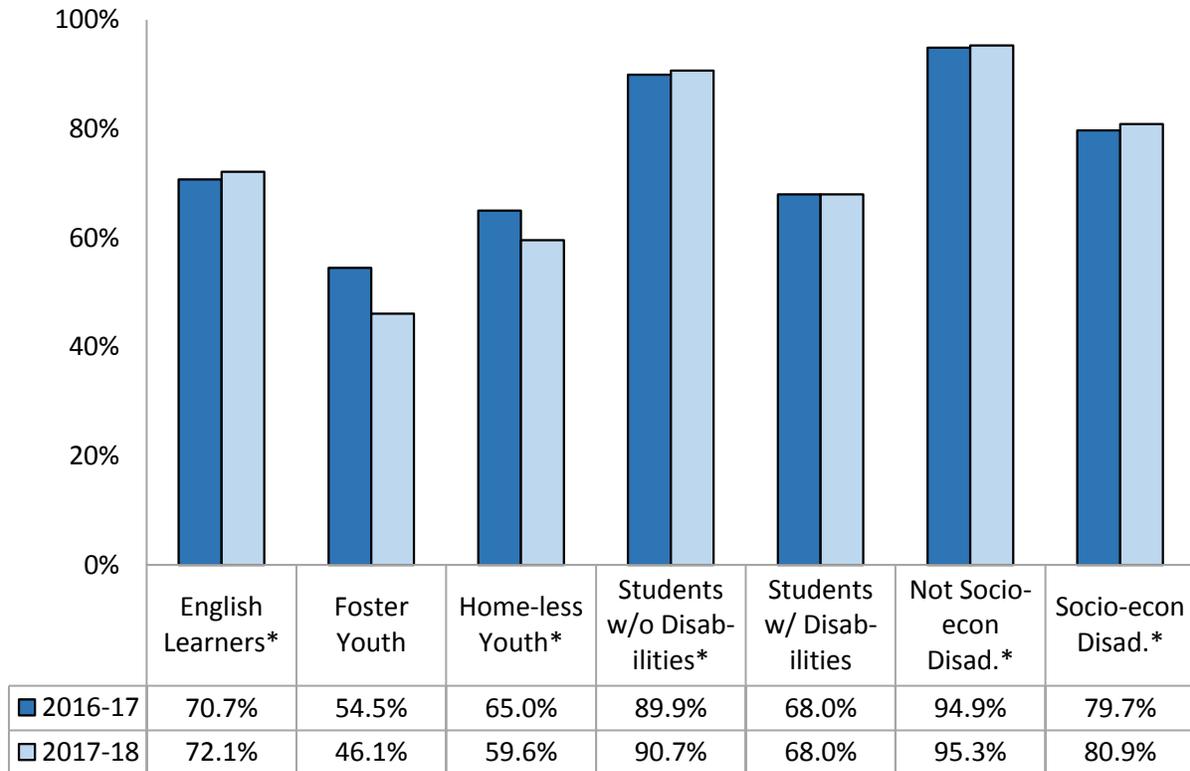
Figure highlights:

The SCC Homeless Youth* cohort graduation rate fell from 65.0% for the Class of 2017 to 59.6% for the Class of 2018 (there were 569 students in the Class of 2018 SCC Homeless Youth cohort).

The SCC Foster Youth cohort graduation rate fell from 54.5% for the Class of 2017 to 46.1% for the Class of 2018 (there were 165 students in the Class of 2018 SCC Foster Youth cohort).

Figure 5: 2017-18 Santa Clara County (SCC) and California (CA) Four Year Adjusted Cohort Graduation Rates by Gender

*Indicates that the Escuela Popular/Center for Training and Careers, Family Learning (EPCTC) cohort has been removed from the graduation rates. See explanation on page 2.
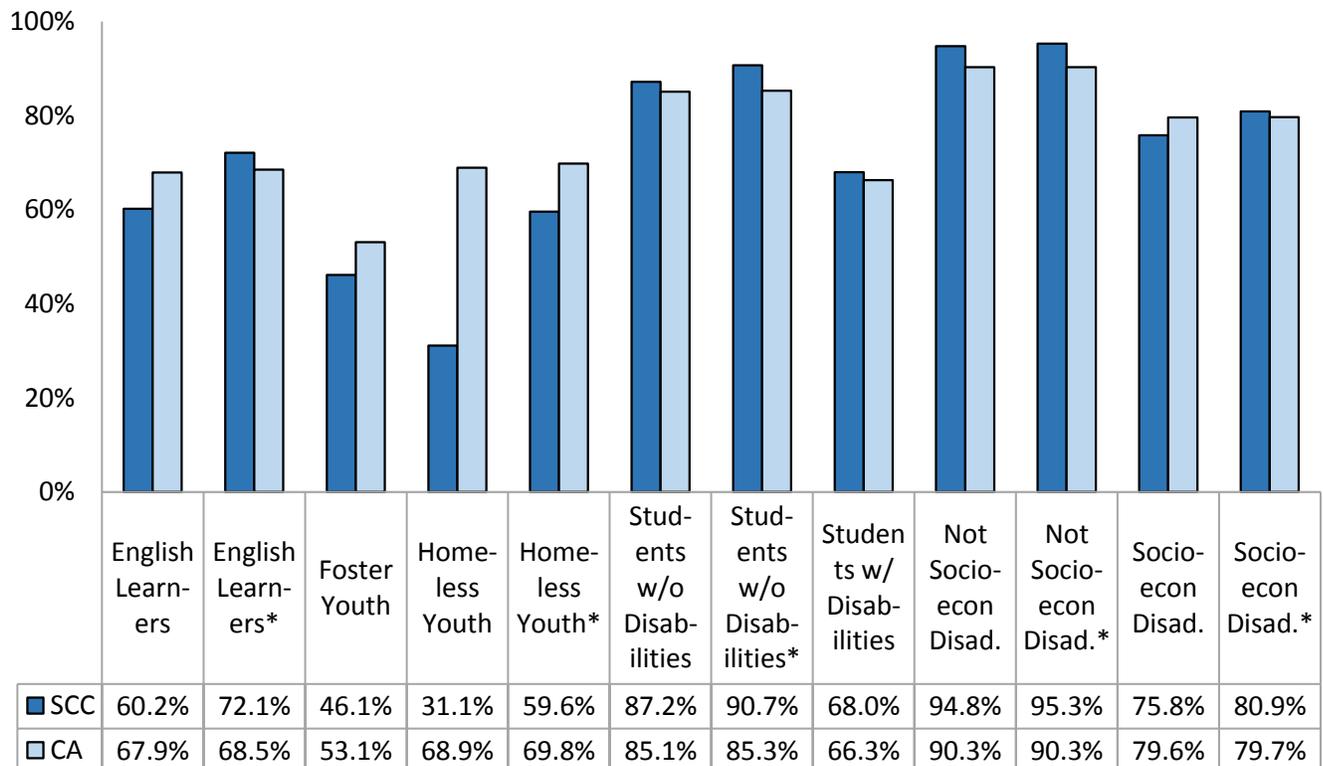
	Female	Female*	Male	Male*
SCC	87.4%	90.9%	83.3%	85.8%
CA	86.8%	86.9%	79.4%	79.5%
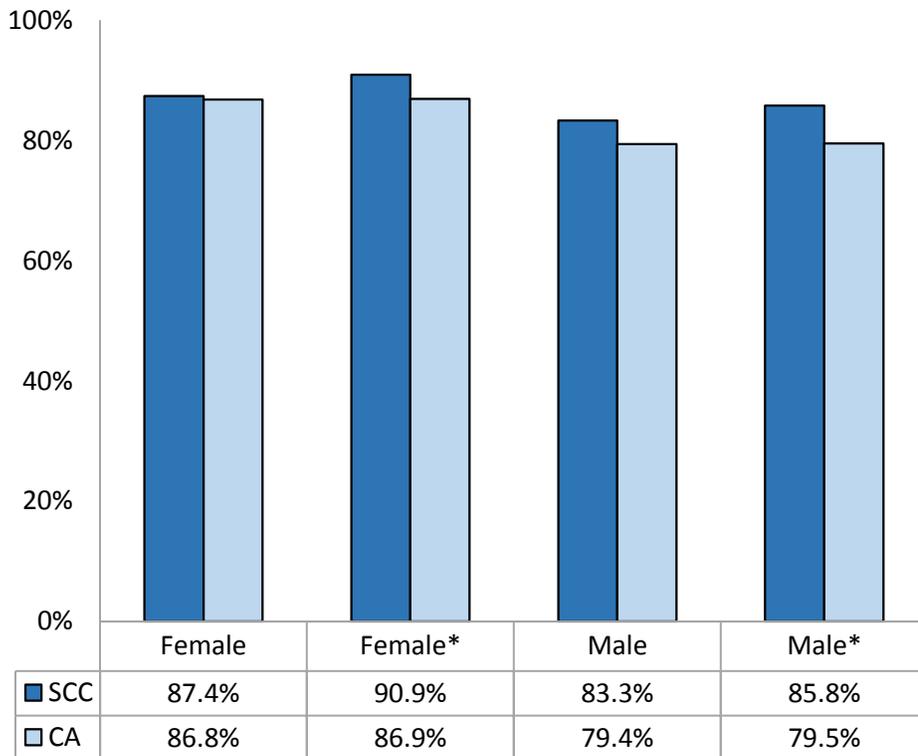
Figure highlights:

By removing the EPCTC cohort, the SCC Female cohort graduation rate increases from 87.4% to 90.9% and the SCC Male rate increases from 83.3% to 85.8%.

There is a 5.1 percentage point achievement gap between the cohort graduation rates of SCC Females* (90.9%) and Males* (85.8%).

Figure 6: Percentages of 2017-18 Santa Clara County (SCC) and California (CA) Graduates Meeting UC/CSU Requirements* by Race/Ethnicity and Gender

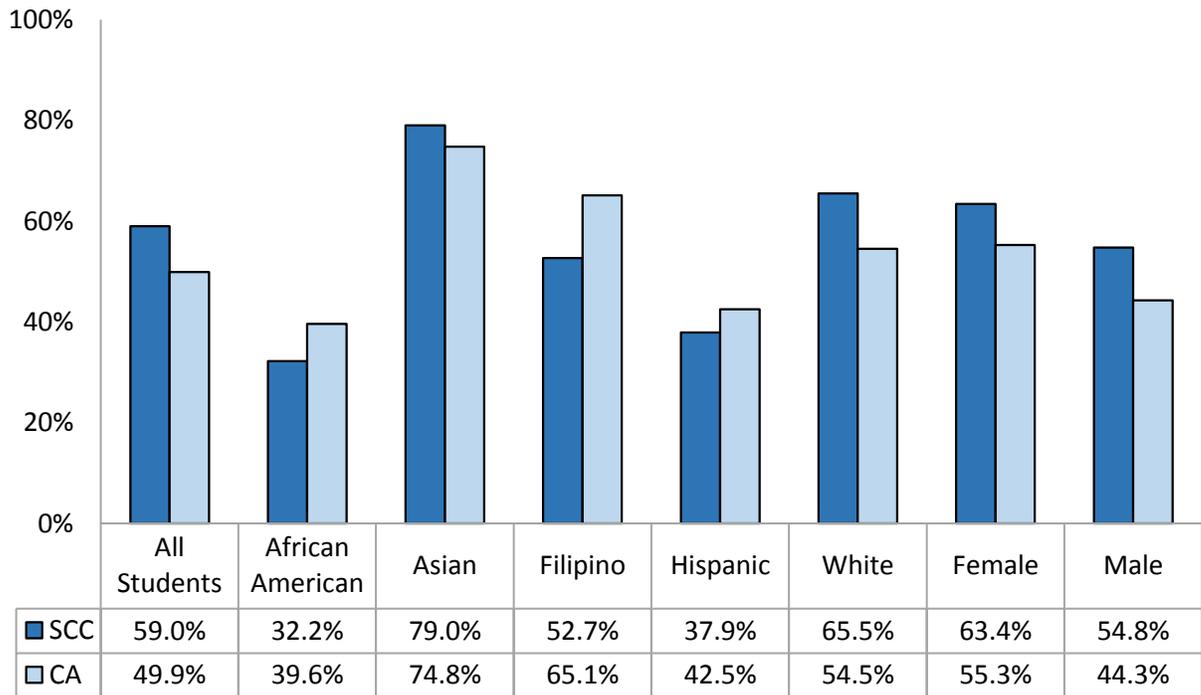|	All Students	African American	Asian	Filipino	Hispanic	White	Female	Male
SCC	59.0%	32.2%	79.0%	52.7%	37.9%	65.5%	63.4%	54.8%
CA	49.9%	39.6%	74.8%	65.1%	42.5%	54.5%	55.3%	44.3%

*Graduates Meeting UC/CSU Requirements: Those cohort graduates who a local educational agency determined met all the (a-g) requirements for admission to a University of California or California State University school. See Appendix B for more detailed requirements.

Figure highlights:

SCC graduates met the UC/CSU requirements at a much higher rate than CA graduates (59.0% vs. 49.9%, respectively). SCC Hispanic graduates met the UC/CSU requirements at a lower rate than CA Hispanic graduates (37.9% vs. 42.5%, respectively).

There is a 41.1 percentage point achievement gap between SCC Asian and Hispanic graduates meeting the UC/CSU requirements (79.0% vs. 37.9%, respectively).

There is a 8.6 percentage point achievement gap between SCC Female and Male graduates meeting the UC/CSU requirements (63.4% vs. 54.8%, respectively).

Figure 7: Percentages of 2017-18 Santa Clara County (SCC) and California (CA) Graduates Meeting UC/CSU Requirements* by Student Groups

	English Learners	Foster Youth	Homeless Youth	Students without Disabilities	Students with Disabilities	Not Socioecon. Disadvan.	Socioecon. Disadvan.
◼ SCC	26.2%	17.1%	19.9%	62.8%	17.1%	72.2%	42.8%
◻ CA	23.9%	17.1%	28.2%	53.3%	16.7%	65.1%	42.0%

*Graduates Meeting UC/CSU Requirements: Those cohort graduates who a local educational agency determined met all the (a-g) requirements for admission to a University of California or California State University school. See Appendix B for more detailed requirements.

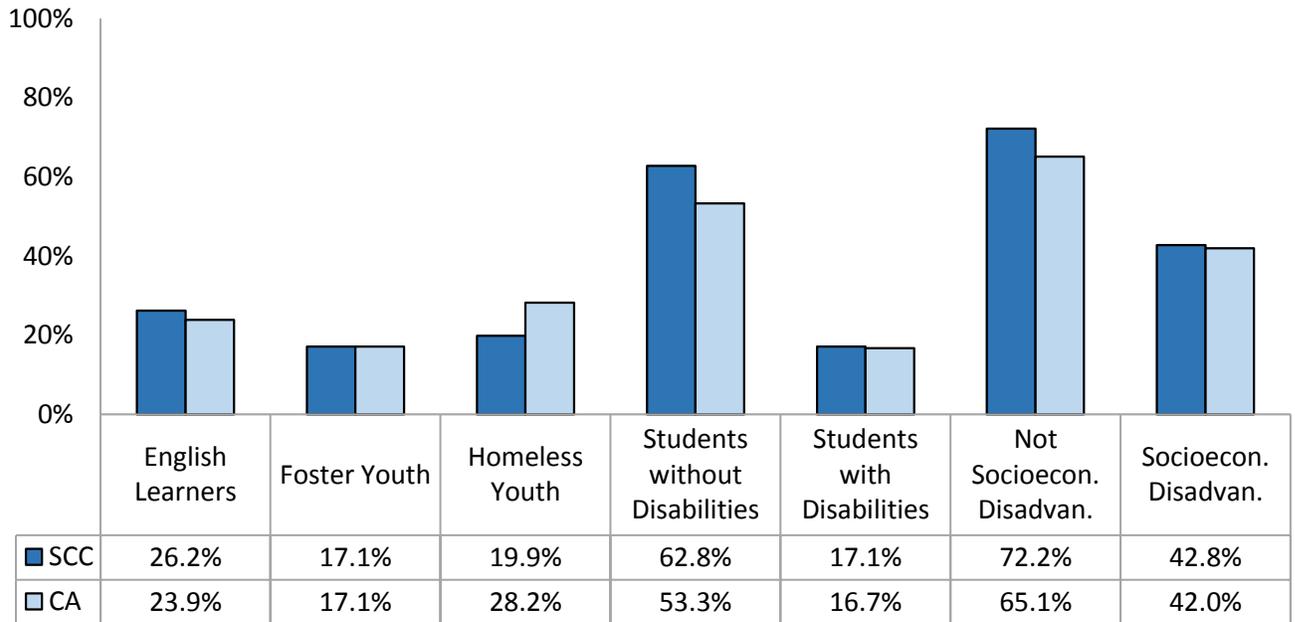Figure highlights:

There is a 45.7 percentage point achievement gap between the rates of SCC Students without Disabilities and Students with Disabilities graduates meeting the UC/CSU requirements (62.8% vs. 17.1%, respectively).

There is a 29.4 percentage point achievement gap between the rates of SCC Not Socioeconomically Disadvantaged and Socioeconomically Disadvantaged graduates meeting the UC/CSU requirements (72.2% vs. 42.8%, respectively).

Figure 8: Percentages of 2017-18 Santa Clara County (SCC) and California (CA) Graduates Earning a Seal of Biliteracy* by Race/Ethnicity and Gender
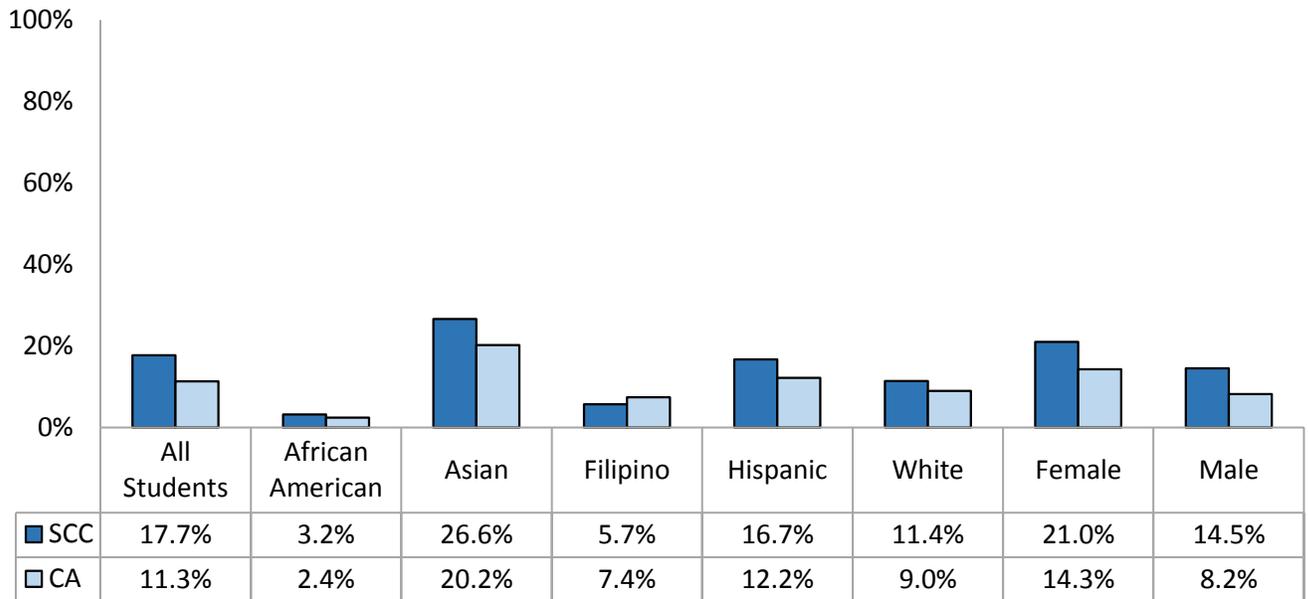
	All Students	African American	Asian	Filipino	Hispanic	White	Female	Male
■ SCC	17.7%	3.2%	26.6%	5.7%	16.7%	11.4%	21.0%	14.5%
□ CA	11.3%	2.4%	20.2%	7.4%	12.2%	9.0%	14.3%	8.2%

*State Seal of Biliteracy: Those cohort graduates who, in accordance with Education Code Section 51460(a), attained a high level of proficiency in one or more languages (including American Sign Language), in addition to English and earned the State Seal of Biliteracy. See Appendix C for more detailed eligibility requirements.

Figure highlights:

SCC graduates earned a Seal of Biliteracy at a higher rate than CA graduates (17.7% vs. 11.3%, respectively). SCC Hispanic graduates earned a Seal of Biliteracy at a higher rate than CA Hispanic graduates (16.7% vs. 12.2%, respectively) and a higher rate than SCC White graduates (16.7% vs. 11.4%, respectively).

SCC Female graduates earned a Seal of Biliteracy at a higher rate than SCC Male graduates (21.0% vs. 14.5%, respectively).

Figure 9: Percentages of 2017-18 Santa Clara County (SCC) and California (CA) Graduates Earning a Seal of Biliteracy* by Student Groups

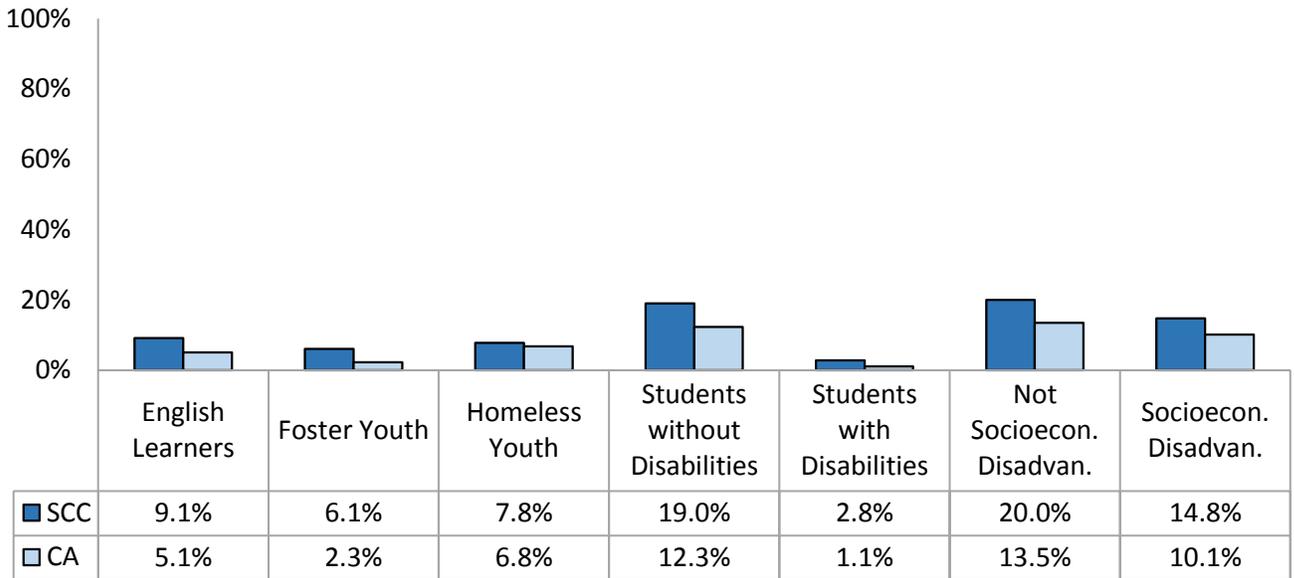|	English Learners	Foster Youth	Homeless Youth	Students without Disabilities	Students with Disabilities	Not Socioecon. Disadvan.	Socioecon. Disadvan.
■ SCC	9.1%	6.1%	7.8%	19.0%	2.8%	20.0%	14.8%
□ CA	5.1%	2.3%	6.8%	12.3%	1.1%	13.5%	10.1%

*State Seal of Biliteracy: Those cohort graduates who, in accordance with Education Code Section 51460(a), attained a high level of proficiency in one or more languages (including American Sign Language), in addition to English and earned the State Seal of Biliteracy. See Appendix C for more detailed eligibility requirements.

Figure highlights:

SCC Students without Disabilities graduates earned a Seal of Biliteracy at a much higher rate than SCC Students with Disabilities (19.0% vs. 2.8%, respectively).

Figure 10: 2017-18 Santa Clara County (SCC) and California (CA) Four Year Adjusted Cohort Dropout Rates by Race/Ethnicity

*Indicates that the Escuela Popular/Center for Training and Careers, Family Learning (EPCTC) cohort has been removed from the dropout rates. See explanation on page 2.

	All Students	All Students*	African American	Asian	Filipino	Hispanic	Hispanic*	White
SCC	9.5%	6.6%	7.5%	2.4%	4.2%	18.5%	11.7%	3.9%
CAA	9.6%	9.5%	16.2%	3.2%	3.2%	10.8%	10.6%	7.2%

Figure highlights:

By removing the EPCTC cohort, the SCC All Students cohort dropout rate decreases from 9.5% to 6.6% and the SCC Hispanic rate decreases from 18.5% to 11.7%.

The SCC All Students* cohort dropout rate is 6.6% compared to the CA All Students* rate of 9.5%. The SCC Hispanic* rate is 11.7% compared to the CA Hispanic* rate of 10.6%. The SCC African American rate (7.5%) is much lower than the CA African American rate (16.2%).

The cohort dropout rates of SCC Asian (2.4%), White (3.9%), and Filipino (4.2%) students are much lower than SCC Hispanic* students' rate (11.7%).

Figure 11: 2017-18 Santa Clara County (SCC) and California (CA) Four Year Adjusted Cohort Dropout Rates by Student Groups

*Indicates that the Escuela Popular/Center for Training and Careers, Family Learning (EPCTC) cohort has been removed from the dropout rates. See explanation on page 2.
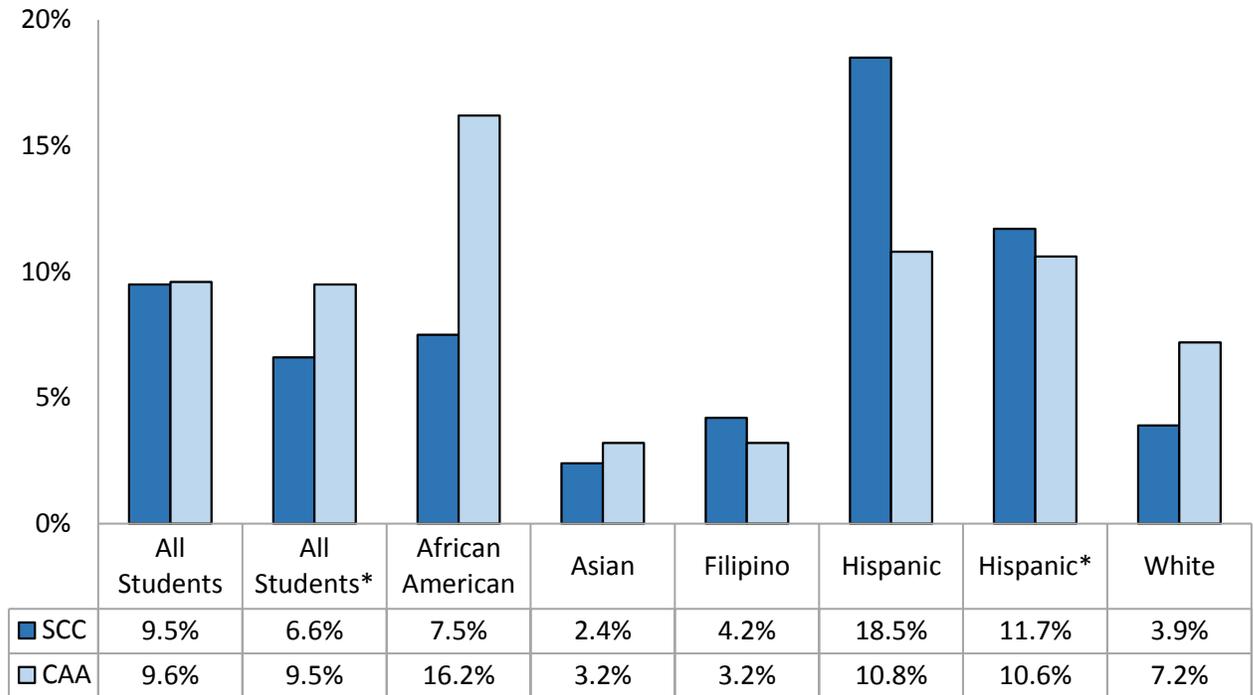

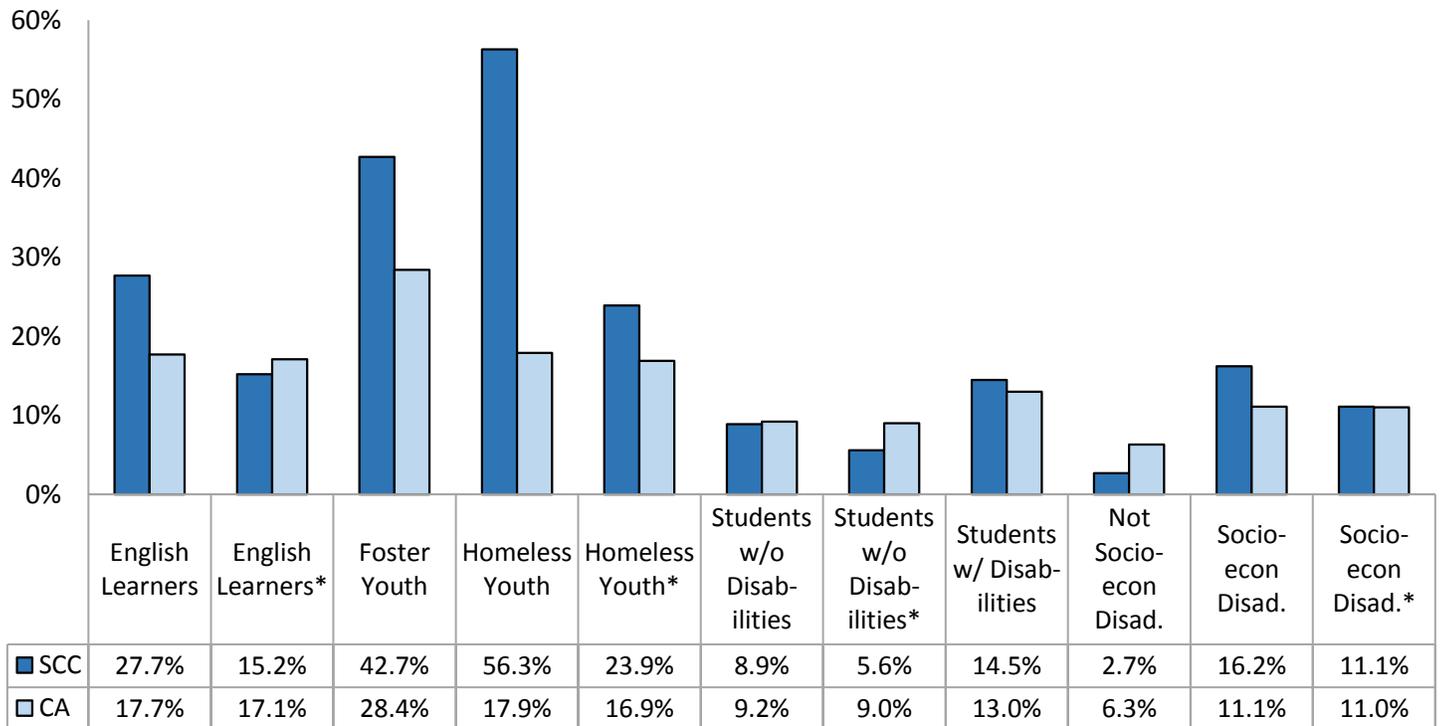|	English Learners	English Learners*	Foster Youth	Homeless Youth	Homeless Youth*	Students w/o Disab-ilities	Students w/o Disab-ilities*	Students w/ Disab-ilities	Not Socio-econ Disad.	Socio-econ Disad.	Socio-econ Disad.*
■ SCC	27.7%	15.2%	42.7%	56.3%	23.9%	8.9%	5.6%	14.5%	2.7%	16.2%	11.1%
□ CA	17.7%	17.1%	28.4%	17.9%	16.9%	9.2%	9.0%	13.0%	6.3%	11.1%	11.0%

Figure highlights:

By removing the EPCTC cohort, the SCC English Learners cohort dropout rate decreases from 27.7% to 15.2%; the SCC Homeless Youth rate decreases from 56.3% to 23.9%; the SCC Students without Disabilities rate decreases from 8.9% to 5.6%; and the SCC Socioeconomically Disadvantaged rate decreases from 16.2% to 11.1%.

The cohort dropout rate is much higher for SCC Students with Disabilities (14.5%) than SCC Students without Disabilities* (5.6%).

SCC Homeless Youth* have a higher cohort dropout rate than CA Homeless Youth* (23.9% vs. 16.9%, respectively) and the SCC Foster Youth cohort dropout rate is higher than the CA Foster Youth dropout rate (42.7% vs. 28.4%, respectively).

Figure 12: 2017-18 Santa Clara County (SCC) and California (CA) Four Year Adjusted Cohort Dropout Rates by Gender

*Indicates that the Escuela Popular/Center for Training and Careers, Family Learning (EPCTC) cohort has been removed from the dropout rates. See explanation on page 2.

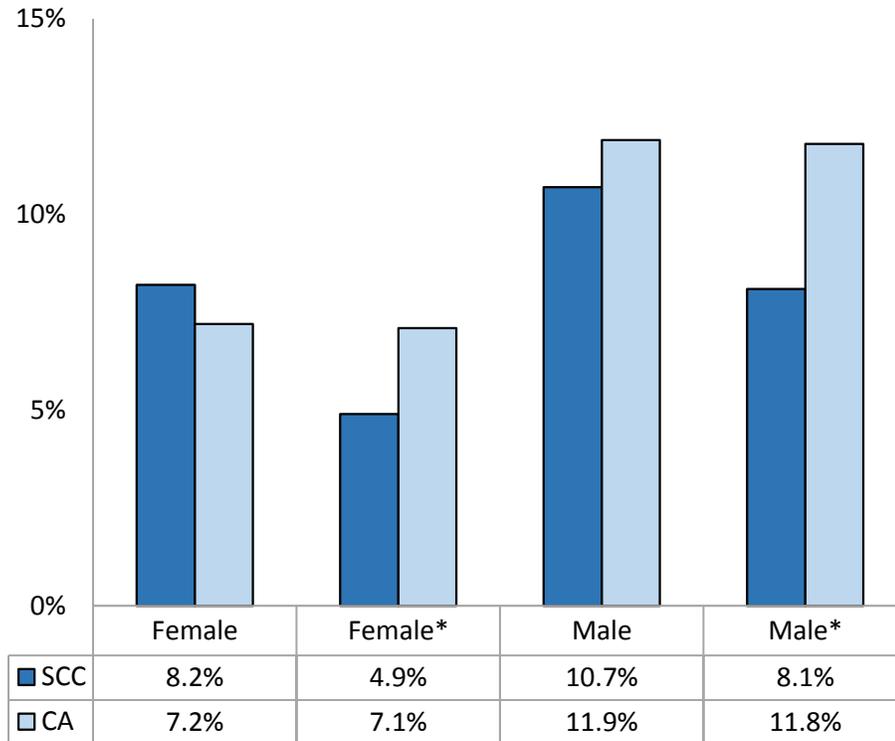|	Female	Female*	Male	Male*
SCC	8.2%	4.9%	10.7%	8.1%
CA	7.2%	7.1%	11.9%	11.8%

Figure highlights:

By removing the EPCTC cohort, the SCC Female cohort dropout rate decreases from 8.2% to 4.9% and the SCC Male rate decreases from 10.7% to 8.1%.

While the SCC Male* cohort dropout rate of 8.1% is lower than CA Male* rate of 11.8%, it is higher than the SCC Female* rate of 4.9%.

Appendix A: Number of Santa Clara County and California Students included in the 2016-17 Four Year Adjusted Cohort Graduation and Dropout Rates

Table 1: Number of Santa Clara County Students included in the 2017-18 Four Year Adjusted Cohort Graduation and Dropout Rates

*Indicates that the Escuela Popular/Center for Training and Careers, Family Learning cohort has been removed from the graduation dropout counts. See explanation on page 2.

Please note that a given graduation count is not the exact inverse of the corresponding dropout count because there are students in the cohort who neither graduate nor dropout. More information on these students is provided in Appendix E.

Student Group	Cohort Students	Cohort Graduates	Cohort Dropouts
All Students	21,652	18,456	2,053
All Students*	20,898	18,443	1,374
African American	469	410	35
Asian	6,333	6,045	153
Filipino	1,055	990	44
Hispanic or Latino	8,554	6,213	1,581
Hispanic or Latino*	7,800	6,200	915
White	4,332	4,004	170
Female	10,395	9,081	853
Female*	9,980	9,071	487
Male	11,257	9,375	1,200
Male*	10,918	9,372	887
English Learners	3,768	2,268	1,044
English Learners*	3,768	2,268	477
Foster Youth	178	82	76
Homeless Youth	952	296	536
Homeless Youth*	493	294	17
Students without Disabilities	19,438	16,951	1,733
Students without Disabilities*	18,684	16,938	1,054
Students with Disabilities	2,214	1,505	320
Not Socioeconomically Disadvantaged	10,765	10,206	287
Not Socioeconomically Disadvantaged*	10,707	10,201	241
Socioeconomically Disadvantaged	10,887	8,250	1,766
Socioeconomically Disadvantaged*	10,191	8,242	1,133

Table 2: Number of California Students included in the 2017-18 Four Year Adjusted Cohort Graduation and Dropout Rates

*Indicates that the Escuela Popular/Center for Training and Careers, Family Learning cohort has been removed from the graduation dropout counts. See explanation on page 2.

Please note that a given graduation count is not the exact inverse of the corresponding dropout count because there are students in the cohort who neither graduate nor dropout. More information on these students is provided in Appendix E.

Student Group	Cohort Students	Cohort Graduates	Cohort Dropouts
All Students	504,073	418,205	48,453
All Students*	503,319	418,192	47,774
African American	31,158	22,851	5,063
Asian	46,985	43,984	1,497
Filipino	14,705	13,687	474
Hispanic or Latino	263,581	212,551	28,555
Hispanic or Latino*	262,840	212,538	27,889
White	122,601	106,669	8,787
Female	244,168	211,922	17,620
Female*	243,753	211,912	17,254
Male	259,905	206,283	30,833
Male*	259,566	206,280	30,520
English Learners	74,886	50,847	13,275
English Learners*	74,246	50,834	12,708
Foster Youth	7,703	4,091	2,188
Homeless Youth	34,498	23,771	6,173
Homeless Youth*	34,039	23,769	5,755
Students without Disabilities	159,025	143,584	10,016
Students without Disabilities*	445,375	379,778	40,222
Students with Disabilities	57,944	38,414	7,552
Not Socioeconomically Disadvantaged	159,025	143,584	10,016
Not Socioeconomically Disadvantaged*	158,967	143,579	9,970
Socioeconomically Disadvantaged	345,048	274,621	38,437
Socioeconomically Disadvantaged*	344,352	274,613	37,804

Appendix B: Criteria for Graduates to Meet UC/CSU "a-g" Course Requirements

The California Education Code (EC) establishes a minimum set of requirements for graduation from California high schools. The requirements should be viewed as minimums and support regulations established by local governing boards.

The University of California (UC) and the California State University (CSU) systems have established a uniform minimum set of courses required for admission as a freshman. In addition to the required courses, California public universities have other requirements for admission as a freshman.

High School Subject Area	State Mandated Requirements* (*EC* 51225.3) for High School Graduation	UC Requirements for Freshman Admissions	CSU Requirements for Freshman Admissions
English	Three Years	Four years of approved courses	Four years of approved courses
Mathematics	Two years, including Algebra I, beginning in 2003–04. (*EC* 51224.5)	Three years, including algebra, geometry, and intermediate algebra. Four years recommended.	Three years, including algebra, intermediate algebra, and geometry.
Social Studies/Science	Three years of history/social studies, including one year of U.S. history and geography; one year of world history, culture, and geography; one semester of American government and civics, and one semester of economics.	Two years of history/social science, including one year of U.S. history or one-half year of U.S. history and one-half year of civics or American government; and one year of world history, cultures, and geography.	Two years, including one year of U.S. history or U.S. history and government and one year of other approved social science.
Science	Two years, including biological and physical sciences.	Two years with lab required, chosen from biology, chemistry, and physics. Three years recommended.	Two years, including one year of biological and one year of physical science with lab.
Foreign Language	One year of either visual and performing arts, foreign language, or career technical education**.	Two years in same language required. Three years recommended.	Two years in same language required.
Visual and Performing Arts	One year of either visual and performing arts, foreign language, or career technical education**.	One year of visual and performing arts chosen from the following: dance, drama/theater, music, or visual art.	One year of visual and performing arts chosen from the following: dance, drama/theater, music, or visual art.
Physical Education	Two years	Not Applicable	Not Applicable
Electives	Not Applicable	One year***	One year***
Total	13	15 (7 in the last two years of high school)	15

Appendix C: Requirements to Earn a State Seal of Biliteracy

A student who graduates from high school must have achieved a high level of literacy and fluency in one or more language(s) in addition to English.

The student must demonstrate:

1) Completion all English language Arts requirements for graduation with an overall grade point average of 2.0 in those classes.

2) Passing the California Assessment of Student Performance and Progress (CAASPP) for English language arts, or any successor test, administered in grade eleven, at or above the "standard met" achievement level, or at the achievement level determined by the Superintendent for any successor test.

3) Proficiency in one or more languages, other than English, demonstrated through one of the following methods:

   A. Passing a foreign language Advanced Placement (AP) examination with a score of 3 or higher, or an International Baccalaureate (IB) examination with a score of 4 or more.

   B. Successful completion of a four-year high school course of study in a foreign language, attaining an overall grade point average of 3.0 or higher in that course of study, and demonstrating oral proficiency in the language comparable to that required to pass an AP or IB examination.

   C. Passing a district test with a score of proficient or higher (If no AP examination or off the shelf language tests exists and the school district can certify that the test meets the level of an AP exam) demonstrating proficiency in all of the modes of communication (reading, writing, and speaking) that characterize communication in the language.

   D. Passing the SAT II foreign language examination with a score of 600 or higher.

4) In addition to the requirements mentioned above, if the primary language of a pupil is other than English, he or she shall demonstrate English proficiency on the English Language Proficiency Assessments for California (ELPAC), or any successor English language proficiency assessment, in transition kindergarten, kindergarten, or any of grades one to twelve, inclusive.

Appendix D: Students in the 2016-17 Four-Year Adjusted Cohort Outcome Data that are neither Graduates nor Dropouts

Adult Education High School (H.S.) Diploma Completers: Those cohort students who withdrew from a regular high school without receiving a regular high school diploma to enroll in an Adult Education Program and the district/school has acceptable documentation that the student received an adult basic education high school diploma through an adult basic education program.

California High School Proficiency Exam (CHSPE) Completers: Those cohort students who withdrew from a regular high school without receiving a regular high school diploma after passing the CHSPE Exam

GED Completers: Those cohort students who withdrew from a regular high school without receiving a regular high school diploma and the district has acceptable documentation that the student received a High School Equivalency Certificate by passing one or more of the following exams: the General Educational Development (GED) exam, the Test Assessing Secondary Completion (TASC) exam, or the High School Equivalency Test (HiSet).

Other Transfers: Those cohort students who withdrew from a regular high school without receiving a regular high school diploma or otherwise completing high school and transfer to an adult education program or to community college during the cohort period.

Special Education Certificate of Completion: Those cohort students with exceptional needs (having an individualized education program [IEP]) who received a certificate or document of educational achievement or completion for meeting the requirements of Education Code Section 56390.

Still Enrolled: Those cohort students who did not graduate or complete high school by the end of the cohort outcome period who meet one of the following criteria:

- Are re-enrolled as a "fifth year senior" after the end of the cohort period and no later than mid-September of the subsequent academic year.

- Graduated from or otherwise completed high school after the end of the cohort outcome period and no later than mid-September of the subsequent academic year.

Appendix E: Summary of Business Rule and Methodological Changes in the Four-Year Adjusted Cohort Graduation Rate

The California Department of Education (CDE) made several business rule and methodological changes to the calculation of California's Four-Year Adjusted Cohort Graduation Rate (ACGR). These changes, which are outlined below, were initiated for the following reasons: (1) to address audit findings from the U.S. Department of Education (ED) Office of Inspector General (OIG) of California's ACGR calculation process and methodology; (2) to align with the *Every Student Succeeds Act (ESSA) High School Graduation Rate Non-Regulatory Guidance* (2017); and (3) to simplify and streamline the calculation of the ACGR within the California Longitudinal Pupil Achievement Data System (CALPADS), which will be provided daily to local educational agencies (LEAs) during the cohort window in a new CALPADS cohort report.

Background: ACGR Concepts

The following key concepts, some of which are outlined in the *ESSA High School Graduation Rate Non-Regulatory Guidance* (2017), outline the changes being made to the calculation of California's ACGR:

• *Four-Year ACGR:* The number of students who graduate from high school in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class.

• *Cohort:* Those students who enter grade nine for the first time adjusted by adding into the cohort any student who transfers in later during grade nine or during the next three years and subtracting any student from the cohort who transfers to another high school, emigrates to another country, transfers to a prison or juvenile facility, or dies during that same period.

• *High School:* A secondary school that grants a regular high school diploma and includes, at least, grade twelve (Elementary and Secondary Education Act (ESEA) section 8101(28)).

• *Regular High School Diploma:* The standard high school diploma awarded to the preponderance of students in a State that is fully aligned with the State's standards and does not include a general equivalency diploma, certificate of completion, certificate of attendance, or any other similar or lesser credential, such as a diploma based on meeting Individualized Education Program (IEP) goals. The term "regular high school diploma" also includes any "higher diploma" that is awarded to students who complete requirements above and beyond what is required for a regular high school diploma (ESEA section 8101[43]; 34 Code of Federal Regulations [C.F.R.] § 200.34[c][2]).

• *Transfer:* A *transfer into* a cohort occurs when a student enrolls in a high school after the beginning of the entering cohort's first year in high school, beginning at grade nine and up to and including in grade twelve. A *transfer out* of a cohort occurs when a student leaves a high school and enrolls in another high school or in an educational program from which the student is expected to receive a regular high school diploma.

• *Cohort Removals:* Only a student who transfers out and enrolls in another high school or in an educational program (including a program in a prison or juvenile facility) from which the student is

expected to receive a regular high school diploma, emigrates to another country, or dies may be removed from a high school's or LEA's cohort. *A student may not be removed from the cohort for any other reason.* Before removing a student from a cohort, a school or LEA must obtain official written confirmation that the student transferred out, emigrated, transferred to a prison or juvenile facility, or died.

• **Cohort Outcome Period:** For the calculation of the ACGR, the period for determining cohort inclusion is 07/01/Year1 – 06/30/Year4; however, the period for determining cohort outcomes is 07/01/Year1 – 08/15/Year4. This provides LEAs with additional time to report summer graduates. All cohort graduation requirements, including the awarding of the diploma, **must** be completed by the end of the cohort outcome period (August 15).

Summary of Changes to ACGR

Disallowing Certain Cohort Removals

Effective immediately, high school students **who transfer to an adult education program or to community college** during the four-year cohort outcome period without earning a regular high school diploma will no longer be removed from the cohort. These students are reported to CALPADS using the following Student Exit Category codes:

• *T260: Transfer to an Adult Education Program*

• *T280: Transfer to College*

The process for calculating the ACGR is being modified so that students falling into these two categories will now remain in the cohort and be counted as dropouts if the transfer is the last record in the cohort outcome period. The impact on district and school graduation rates will vary depending on the frequency that students leave a public high school without graduating and transfer to an adult education program or community college.

Disallowing Certain Cohort Outcomes

Effective immediately, **students who receive an adult education diploma** will no longer be counted as traditional high school graduates as they do not meet the definition above for receiving a "regular high school diploma." LEAs may continue to report these students to CALPADS as having received an Adult Education Diploma provided they have obtained official written documentation that the student received an adult education diploma within the cohort outcome period after withdrawing from their high school.

To report these students, LEAs may submit a one-day enrollment to CALPADS with the following Student Exit Category code and School Completion Status code combinations E230/250 (Completer/Received an Adult Education Diploma). The associated exit date submitted to CALPADS must reflect the date that the student completed the requirements and was awarded the adult education diploma. Although these students will no longer be counted as having received a "regular high school diploma," reporting these

student outcomes to CALPADS will prevent students from being counted as dropouts for the LEA and school.

Revising or Retiring CALPADS Student Exit Category and School Completion Status Codes

Effective immediately, the definitions of the following CALPADS Student Exit Category codes are being streamlined, clarified, revised to align with federal definitions, or modified to specify that written documentation supporting the transfer or exit is required:

• T200: Transferred to another public or private U.S. school outside California

• T240: Left school to move to another country

• T260: Transfer to an Adult Education Program

• T280: Transfer to College

• T370: Transfer to an Institution with a High School Diploma Program

• T380: Transfer to an Institution without a High School Diploma Program

• 100: Graduated, Regular High School Diploma

• 250: Adult Education High School Diploma

Attachments 2 and 3 include tables that detail all of the changes to Student School Exit Category and School Completion Status codes outlined above and provides information about how each exit code and completion status is handled in ACGR processing.

The following Student Exit Category CALPADS codes will be retired as they are not required or relevant:

• *T270: Transfer to Adult Education Program (Dropout)*: The T270 exit code was previously used to signify that a student had transferred to an adult education program and subsequently dropped out. With the changes to the T260 exit code described above, all high school students who transfer to an adult education program will remain in the cohort and be counted as dropouts unless they graduate from an approved adult education program within the cohort outcome period and with acceptable written documentation. As a result, the T270 exit code is being retired.

• *T310: Transfer to a Health Facility*: The T310 exit code was previously used to signify that a student had transferred to a health facility and these students were removed from the cohort. The federal non-regulatory guidance does not have a provision for removing students from the cohort for health or medical reasons. As a result, the T310 exit code is being retired and LEAs are instructed to use exit code *E410: Medical Reasons* to signify that a student withdrew or left school for medical reasons and these students will remain in the cohort.

• *T460: Transfer to Home School*: The definition of the T460 exit code states: "Student withdrew from/left school for a home school setting not affiliated with a private school or independent study program at a public school." As written, neither of these situations is allowable under California state law. (For more information about homeschooling options in California, please consult the CDE Schooling

at Home Web page at https://www.cde.ca.gov/sp/ps/homeschool.asp.) As a result, the T460 exit code is being retired and LEAs are instructed to do the following: (1) If a student is transferring to a home school that is affiliated with a private school, LEAs are instructed to use exit code T180: Transfer to a Private School; (2) If a student is transferring to a public school with an independent study/home school program, LEAs are instructed to use exit code T160: Transfer to a California Public School.

Summary of ACGR

Initial Cohort Assignment

High school students are assigned to a four-year graduation cohort based on a determination of the year they first enrolled in ninth grade using data from CALPADS. Students who enroll for the first time in California after ninth grade are assigned to a cohort based on an imputed first-time ninth grade year. As such, students within the same cohort share the same first-time ninth grade year and expected graduation year. Students within the same four-year cohort are expected to graduate on-time within four years.

Previously, LEAs were permitted to adjust a student's first-time ninth grade year, which determined their cohort assignment. Moving forward, the process for calculating the ACGR is being modified to review prior cohort data to ensure that students are not assigned to multiple four-year cohorts and that they have only one cohort outcome during high school within the CALPADS Operational Data Store. Students found to belong to a prior cohort will be removed from the current cohort. The impact of this change on graduation rates is expected to be negligible, as very few students have been found in multiple cohorts. LEAs will need to pay close attention to enrollment and grade records that establish the first-time ninth grade year as there will be limited opportunities to modify these data.

Cohort Removals

Students will be removed from the cohort when the last enrollment record during the cohort outcome period includes any of the following Student Exit Category codes:

• E130: Died

• T180: Transfer to Private School

• T200: Transfer to a High School Out of California

• T240: Transfer/Emigrated out of the U.S.

• T370: Transfer to an Institution with a High School Diploma Program

For a student to be removed from the cohort, the LEA must obtain official written confirmation or maintain written documentation demonstrating that the student meets the required exit code criteria. (See CALPADS Data Guide, Appendix C.)

Students *may* be removed from a school's or district's cohort under specific circumstances associated with the following Student Exit Category codes:

• T160: Transfer to another California public high school

• T165: Transfer to another California public high school for disciplinary reasons

• T167: Transfer to another California public high school, non-disciplinary referral

When a subsequent enrollment record is found for any T160, T165, or T167 exits, the student will be removed from the transferring district- and school-level cohort and added to the enrolling district- and school-level cohort. When a subsequent enrollment is not found, and the last enrollment record during the cohort outcome period has a T160, T165, or T167 exit code, the student record will remain in the original school- or district-level cohort and be counted as a "lost transfer" dropout.

Cohort Outcomes

The ED requires states to determine a cohort graduation rate, which is the ACGR, but does not require states to determine a cohort Non-Graduate Completer or Dropout rate. However, historically the CDE has allowed LEAs, as part of their Fall 1 submission, to report non-graduate completers and students who are "still enrolled" on the Census Day immediately following the end of the cohort outcome period so that these students are not incorrectly viewed as dropouts. The CDE has then publicly posted on DataQuest information about the following four cohort outcome categories: (1) Cohort Graduates, (2) Non-Graduate Completers; (3) Still Enrolled; and (4) Dropouts. The CDE will continue to publicly report these four cohort outcome categories, however, LEAs will have to report these students earlier in the fall, prior to the CALPADS extraction in mid-September.

1. Cohort Graduates

For the purposes of calculating the ACGR, the following Student Exit Category code and School Completion Status combination will be counted as traditional high school graduates who received a "regular high school diploma":

• E230/100: Traditional graduate receiving a regular high school diploma

• E230/330: Passed California High School Proficiency Exam (CHSPE). (The OIG found that students exiting high school on the basis of passing the CHSPE should not be counted as completing high school with a regular high school diploma as it does not meet the federal definition of a regular high school diploma. The CDE, however, is appealing this determination.)

Note: The California High School Exit Examination graduation requirement was repealed by the Legislature in 2014 and school completion statuses 104, 106, and 108 were subsequently retired in CALPADS in 2015. If any of these school completion status codes are present in the cohort data, they will be treated as graduates.

2. Non-Graduate Completers

The following Student Exit Category code and School Completion Status combinations will be counted as Non-Graduate Completers:

• E230/120: Special Education Certificate Completion

• E230/250: Adult Education High School Diploma

• E230/320: Received a High School Equivalency Certificate (no diploma)

3. Still Enrolled

Cohort students will be counted as "still enrolled" as a fifth-year senior if they did not graduate or complete high school by the end of the cohort outcome period (August 15) and meet one of the following criteria:

• Are re-enrolled after August 15 and not exited before the CALPADS cohort data extraction date (mid-September), which is shortly after the close of the End-of-Year Amendment Window.

• Graduated from or otherwise completed high school after the end of the cohort outcome period (August 15) and prior to the CALPADS cohort data extraction date (mid-September), shortly after the close of the EOY Amendment Window.

Again, LEAs were previously given until the close of the Fall 1 amendment window to submit data to CALPADS for the determination of "still enrolled" students. **This is no longer the case.** All prior year exits and summer graduates must be submitted by the close of the EOY Amendment Window, and fifth-year seniors must be enrolled prior to the CALPADS cohort extraction date or they will be counted as dropouts. This is required so that the CDE can include the most recent graduation data in the California School Dashboard (Dashboard), something that has been widely requested by county and district superintendents and required by the State Board of Education (SBE).

4. Dropouts

All remaining cohort students who do not meet the criteria for being a graduate, non-graduate completer, or still enrolled will be counted as dropouts, including "lost transfer" dropouts or students whose last enrollment record within the cohort outcome period is a T160, T165, or T167 transfer with no subsequent enrollment.

Supporting Written Documentation

Please be advised that it is important for LEAs to maintain appropriate documentation supporting both cohort outcomes and removals, as these are subject to monitoring and auditing processes.

In terms of required documentation for students being removed from the cohort, the *ESSA High School Graduation Rate Non-Regulatory Guidance* (2017) states that:

"Before a student is removed from a cohort, a school or LEA must have written confirmation that a student has transferred, emigrated to another country, transferred to a prison or juvenile facility, or died.

(ESEA section 8101[23][B] and [25][B]; 34 C.F.R. § 200.34[b][3]). Written documentation facilitates audits and, thus, will help ensure that a school, LEA, and State have an accurate measure of graduation rate."

For students transferring to another public high school within the state, the guidance further states that:

"In the case of a student who moves to another public school within the State, that transfer would most likely be officially documented and recorded in the State's data system; thus, a record from the State's data system would be considered official written documentation."

Pursuant to this requirement, the CDE requires LEAs to obtain and maintain official written documentation supporting the removal of certain students from the cohort. Official written documentation needs to be maintained for potential monitoring and auditing processes, and it will need to support both the reason for the cohort removal and the date associated with the removal. Without written documentation, the LEA or school may not submit an exit code to CALPADS that removes a student from the cohort. If LEAs are unable to obtain written documentation that the student transferred to a private school, moved to another state, emigrated to another country, or transferred to a prison or juvenile facility, or died, then the student must be exited with *E140: Truant* or *E400: Unknown*. The specific type of written documentation that is required is described in the CALPADS Data Guide, Appendix C.

LEAs should also maintain official written documentation supporting all cohort graduate and non-graduate completer outcomes. Like cohort removals, official written documentation needs to be maintained and provided for potential monitoring and auditing processes, and it will need to support both the cohort outcome, date associated with the outcome, and verification that the outcome requirements were completed within the cohort outcome period. Without written documentation, the LEA or school may not submit a Student Exit Category and School Completion Status code combination to CALPADS indicating that the student has completed high school as a graduate or non-graduate completer. If LEAs are unable to obtain written documentation that the student completed all graduate and non-graduate completer requirements within the cohort outcome period, then the student must be exited with Student Exit Category code *E230: Completer* and School Completion Status *360: Completed Grade 12 Without Completing Graduation Requirements*, which is counted as a dropout.

Please consult the CALPADS Data Guide, Appendix C for further information about required official and written documentation. The CALPADS Data Guide can be found on the CDE CALPADS System Documentation Web page at https://www.cde.ca.gov/ds/sp/cl/systemdocs.asp.