Valley Neighborhood Collaborative Abridged Summary Report, 2009-10

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PUBLIC WORKS

Introduction to the Valley Neighborhood Collaborative

The Valley Neighborhood Collaborative (VNC) is a community schools project in the Northeast San Fernando Valley that brings together schools, students, families, community-based organizations and individuals to help youth thrive from birth through college and develop the skills to fulfill their potential as inspired, engaged and productive citizens. In order to realize this vision, the VNC is committed to the following objectives:

- Increased academic skills of students through participation in academic enrichment and intervention programs,
- Increased youth eligibility and preparation for postsecondary opportunities through participation in linked learning, college access, youth leadership development and enrichment opportunities,
- Increased parent engagement in their child's education, and
- Increased communication and service coordination among service providers, schools and community members.

The VNC is a formal collaborative that began in 2008-09 after over a decade of informal and formal collaboration among non-profit organizations and schools in the Northeast San Fernando Valley, initially as the Healthy Start Collaborative, then as the Pacoima Neighborhood Partnership. In 1996, non-profit partners and several local elementary schools, led by LAEP, came together in a formal collaborative funded by the State of California and several foundations, including the Prudential Foundation, under a California initiative called Healthy Start. The cornerstone of the Healthy Start Collaborative's model was a resource-rich school-based parent center dedicated to bringing services to the community such as adult education and case management that were aimed at combating barriers to family success.

In 2005, the Prudential Foundation hosted a conference for five of its funded initiatives, including the Healthy Start Collaborative, and helped the collaborative face the reality that it was making a difference for families with young children, but that the graduation rate at San Fernando High School was as low as any other comprehensive high school in Los Angeles. Forming the Pacoima Neighborhood Partnership in 2007 with initial grants from the Prudential and Stuart Foundations, partners began to address the high school graduation problem, starting by conducting a needs assessment of youth in the community.

Federal grant funding from the United States Department of Education's Full-Service Community Schools (FSCS) Program beginning in 2008-09, as well as a number of grants from the Stuart, Lawrence Welk, Collins and Roth Family Foundations, have enabled the partnership to continue its work at San Fernando High School as well as expand to Sylmar High School in 2009-10 and Arleta High School and San Fernando Middle School in 2010-11. Carried out under the Fund for the Improvement of Education, the FSCS grant encourages coordination of education, developmental, family, health and other services through partnerships between: (1) public elementary

Los Angeles Education Partnership

LAEP was selected by partners as the lead agency of the VNC, and in this role facilitates the coordination of services. LAEP is responsible for structuring the collaborative, including an on site coordinator, an internal planning body, an on campus Resource Council, operations and finances, documentation, communication, strategic planning, sustainability planning, data and evaluation, fundraising and marketing. LAEP's mission is "to help students in high-need schools improve their academic achievement by partnering with educators, parents and the community."

and secondary schools and (2) community based organizations and public-private ventures in order to provide comprehensive education, social and health services for students, families and communities.[1] Federal funds will be used to "develop an overarching system to coordinate services at each high school, to establish centralized evaluation and communication and to align academic and support services between the high school and feeder middle schools." These funds will also be used to "fund two on-site positions at each high school: a high-school coordinator and administrative assistant."[2]

Table 1: Valley Neighborhood Collaborative Organization and Partners

Valley Neighborhood Collaborative (VNC)			
Lead Partner: Los Angeles Education Partnership			
Core Partners:[3] LAUSD Local District 2, San Fernando and Sylmar High Schools, Project GRAD Los Angeles, Pacoima Beautiful, Youth Speak! Collective, Kennedy-San Fernando Community Adult School, EduCare Foundation, Friends of the Family, Educational Talent Search, Youth Policy Institute, ABC Learn, California State University Northridge and school Parent Centers for San Fernando and Sylmar High Schools.			
San Fernando Neighborhood Partnership (2008-09)	Sylmar Neighborhood Partnership (2009-10)	San Fernando Middle Neighborhood Partnership (2010-11)	Arleta Neighborhood Partnership (2010-11)

Public *Works,* Inc. Evaluation

As required by the U.S Department of Education, local education agencies receiving FSCS Program grants are required to conduct an evaluation of their initiative that measures performance on project-specific indicators as well as on the mandatory indicator "percentage of individuals targeted for services who receive services during each year of the project period." Thus, in order to fulfill this requirement, Los Angeles Education Partnership (LAEP) contracted with Public Works, Inc. (PW), a 501c(3) corporation headquartered in Pasadena with a wide range of experience conducting evaluations in education and social service. PW has worked with LAUSD and related partners, including SFHS, SHS, LAEP and Project GRAD.

The evaluation conducted by PW encompasses both qualitative and quantitative approaches, in order to assess both improvements in student outcomes and progress with regard to program implementation. Data included in this report are drawn from the following sources: PW participation in VNC meetings, program attendance data

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1   *"Office of Innovation and Improvement; Overview Information; Full-Service Community Schools Program; Notice Inviting Applications for New Awards for Fiscal Year (FY) 2009; Notice." Federal Register, Part IV: Department of Education. Vol. 73, No. 32. 15 February 2008, p 8984. Available online: www.ed.gov/programs/communityschools/index.html. Viewed 23 April 2009.*

2   *"Pacoima Neighborhood Partnership Full-Service Community Schools Proposal." Pp. 13-15.*

3   *Defined as those partners who signed the VNC Partner Memorandum of Understanding. Many additional partners participated in SFNP and SNP meetings and activities in 2009-10.*

from schools and partnering service providers, surveys of grant stakeholders including students, staff, partners and parents and school-wide outcomes data from the California Department of Education and other online sources. This report only focuses on the San Fernando and Sylmar Neighborhood Partnerships, as the partnerships at San Fernando Middle and Arleta High Schools had not yet been established in 2009-10.

San Fernando Neighborhood Partnership

Established in 1896 and opened at its present site in 1952, San Fernando High School (SFHS) is one of the oldest high schools in LAUSD. Its mission statement is: "The San Fernando High School learning community is committed to offering a rigorous and relevant standards-based curriculum, enabling our students to achieve academic excellence in a safe, supportive environment."

In the 2009-10 school year, San Fernando High School reported its enrollment after "norm day" in October as 3,274 students. In 2008-09, the California Department of Education (CDE) reported SFHS student enrollment as 3,283 students, demographically composed of 97% Hispanic/Latino students, 1% African-American and less than 2% combined other students. Approximately one-third of its students were English Learners (EL) (31.5%) and most (83.9%) were eligible for National School Lunch Program (NSLP). Updated 2009-10 demographic information was not available at the time of writing this report.[4]

Figures 1a and 1b: San Fernando High School Student Demographics, 2008-09

Ethnic Composition of SFHS

Other Demographic Characteristics of SFHS
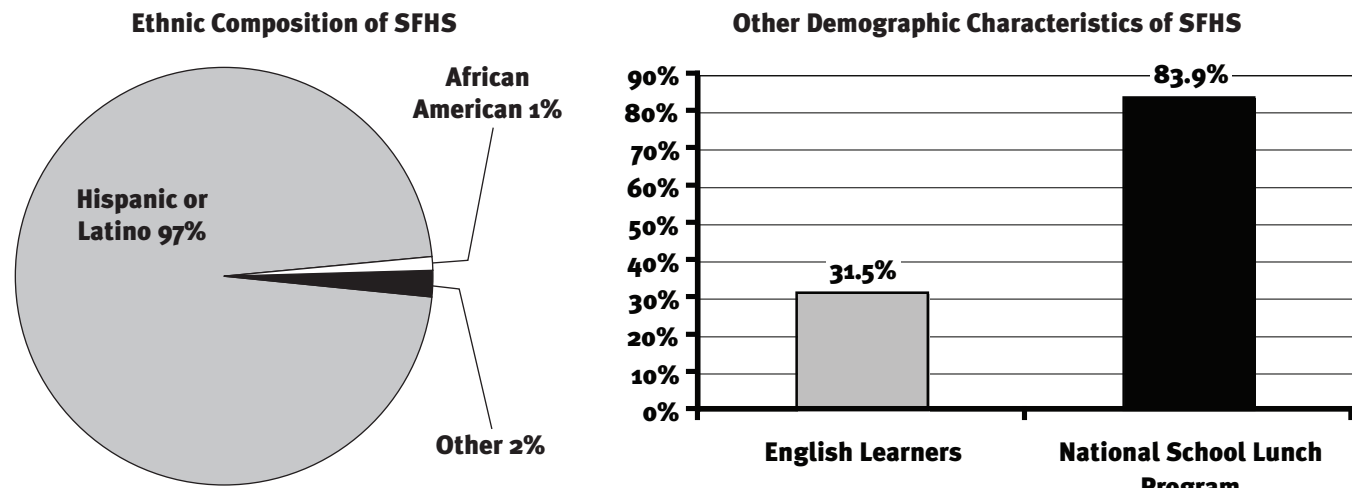
Source: California Department of Education

SFHS has had three major structural changes over the past five years. In 2004, with support from a federal Small Learning Communities (SLC) grant, SFHS transitioned to SLCs in a multi-track, year-round schedule. At the end of the 2005-2006 school year, SFHS lost one SLC with about 600 students and 20 faculty members when Arleta High School was opened to relieve overcrowding at SFHS. The SLC configuration has remained mostly stable since then.

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4   *From CDE website: http://www.cde.ca.gov/ds/: Ethnicity from DataQuest; English Learners and National School Lunch Program from Ed-Data. Enrollment from SFHS.*

In 2008-2009, SFHS switched to a single-track system with all students and teachers on campus at the same time in a traditional calendar year and began implementation of a community schools model under the name the "San Fernando Neighborhood Partnership." The calendar and following SLC configuration remained constant in 2009-10: Communications and Multimedia Productions (CAMP), Green Cities Academy (also Humanitas), Health Careers Academy, Humanitas Business and Transportation Academy, Math/Science/Technology Magnet, Social Justice Academy and Teacher Career Academy.

Focus of the Work of the SFNP in 2009-10

The main focus of the San Fernando Neighborhood Partnership (SFNP) in 2009-10 was establishing and refining programs and systems for improving 9th grade success, with facilitating 9th graders' transition to high school being a key overarching strategy. In partnership with school staff and community partners (especially Project GRAD and EduCare), the SFNP expanded on the 9th grade strategies piloted in 2008-09. The SFNP developed and implemented three key programs in 2009-10 to facilitate 9th grader success: a freshman orientation, a mentoring program through freshman advisory classes and targeted tutoring outreach.

The orientation and mentoring programs not only offered 9th graders useful information and skills to help succeed in high school and a network of personal support from upperclassmen and adults on campus, but also gave approximately a hundred upperclassmen valuable opportunities for leadership development. Ten percent more students surveyed in 2009-10 said that their advisory class has activities that they think are useful than did in 2008-09 (up to 70%), which represents the biggest change on any survey item. This is particularly notable as many schools struggle with making advisory classes productive and resonant with students.

In addition to the orientation and mentoring program, by building on the efforts of 2008-09's targeted intervention of underperforming 9th and 10th graders in the Social Justice Academy, the SFNP developed a plan in Fall 2009 to support underperforming 9th graders. The SFNP, PGLA, EduCare, the Title I Office, Parent Center and other school staff decided to target all 9th graders with at least one D or F at the first grading period for tutoring intervention. Parent outreach workers and the SFNP Program Assistant called those students' parents or guardians to inform them of the intervention plan and get their permission to include students in tutoring intervention. Two-hundred and forty phone calls were made to 216 parents, approximately 77 students ended up participating in tutoring, and 32 students received five or more hours of tutoring. Additionally, 14 of the 77 students opted to have SFNP adults check in with them on a daily basis. Students who participated in five or more hours of tutoring performed slightly better at semester's end than did those who attended less than five hours, namely 5% more tutored students than non-tutored completed first semester with fewer Fs than they had mid-semester.

Student Program Attendance

Table 2: SFHS/SFNP Student Participation, September 2009 to August 2010 (Year 2)[5]

Partner	Target Population	1 or More Hours of Service (includes 10+)		10 or More Hours of Service (subset of 1+)	
		# Served	Individuals Unique to Program	# Served	Individuals Unique to Program
After-School Tutoring (EduCare, PGLA, SFHS)	All students, including a targeted cohort of underperforming 9th graders	924	35	331	33
EduCare	All students	1,949	286	1,020	217
Educational Talent Search (ETS)	Cohort of approximately 135 low-income or 1st generation college-goers	102	3	28	2
Friends of the Family	Students interested in mentoring middle school students	3	0	3	0
Pacoima Beautiful	Any SFHS or Pacoima youth	74	1	49	1
Project GRAD L.A.	College-bound and Gear-Up students	2,497	573	2,273	1,324
SFHS Freshman Orientation Summer 2009	All incoming freshmen and mentors	603	35	54	6
SFNP Mentors 2010-11	Upperclassmen interested in mentoring freshmen	75	0	52	0
Unusual Suspects Summer program	Truant students	46	3	16	1
Youth Speak[6]	Any SFHS youth	116	8	50	8
Mix of SFNP student providers	SFHS students who received combined total of 10+ hours of service from multiple providers (but not 10+ from any one provider)	—	—	78	N/A
Unduplicated Total Students:		**3,012**	**944**	**2,604**	**1,592**

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5   *Includes freshman participation in SFHS Freshman Orientation from August 2009.*

6   *Youth Speak numbers should be 164 students served for one or more hours but due to a miscommunication between PW and YSC, student attendance at a three-hour SAT Workshop in October 2009 was not included in our calculations. PW did not realize this until all of the aggregate SFNP calculations were complete, and has determined not to recalculate the school-wide attendance as it would be too time-consuming.*

As shown in Table 2, from September 2009 to August 2010, SFHS and SFNP partner organizations collectively provided 3,012 students with one or more hours of service (92% of enrollment), and of those students, 2,604 received ten or more hours of service (80% of enrollment).

"Unique" individuals refers to the number served by a partner that did not receive that dosage from any other partner, for example 35 of the students who attended SFHS Freshman Orientation did not participate in any other partner services for at least one hour.

The percentage of students served at both dosages appears to have increased significantly (approximately 20-30 percentage points) from 2008-09, when 2,362 students were served at a one hour dosage (72% of enrolled) and 1,711 were served at a ten hour dosage (52%). However, it is likely that this increase is partly attributable to the addition of EduCare's attendance to the pool of 2009-10 attendance data.

Student Engagement by Focus

Academic Supports

A few different SFNP partners provided academic support services for students in 2009-10. EduCare and Project GRAD both provided after-school tutoring services for students in 2009-10, Project GRAD provided in-class tutoring for students in its GEAR Up cohort, and EduCare provided tutoring during Summer 2010. Additionally, Youth Speak provided SAT Prep classes and workshops. Finally, EduCare and the SFNP partnered in Summer 2009 to provide CAHSEE prep classes for rising 10th graders.

Overall, 74% of students received one or more hours of service related to academic supports from partners, and 68% of students received ten or more hours of service from partners.

College Access

SFNP partners have a number of strategies for increasing students' preparation for postsecondary education and actual college-going rates. Key college access partners in 2009-10 were: Project GRAD, Educational Talent Search (ETS), ARCHES/TES, Youth

Speak and school counseling staff. Overall, 37% of students received one or more hours of college access services from partners, and 16% of students received ten or more hours of service from partners.[7]

One promising new development in college access was the school beginning to use Transcription Evaluation Services (TES), a Web-based software that provides student-level and aggregate data on student enrollment in A-G courses and progress toward meeting basic A-G, CSU and UC course benchmarks. In Spring 2010, Project GRAD (with the support of ARCHES, the SFNP and school administrators) piloted the use of TES with approximately 150-200 11th graders who were meeting or close to meeting the A-G benchmarks and advised the students as 4-year college-bound, 2-year college bound, or vocational school-bound.

> **SFNP Stakeholders Speak:**
>
> **"Project GRAD has been extremely helpful in guiding my seniors through the college application process."**

Additionally, in partnership with LAEP, several teachers in the Green Cities Academy began piloting implementation of "Know How 2 Go" (KH2G) college access strategies in some 9th and 10th grade classes. Participation in KH2G is not included in this report's quantitative data.

When asked their plans for after high school graduation, only 58% of student survey respondents said that they planned to attend a four-year college or university and 26% said that they planned to attend a two-year college, with 75% saying they plan to attend one or both of those options. As shown below in the outcomes section of this report, there is a significant disconnect between student aspiration and actual eligibility for and enrollment in postsecondary educational institutions.

Career Preparation and Linked Learning

In 2009-10, the SFNP worked with a variety of school staff members to begin to improve school-career links; two examples are highlighted below. The SFNP provided professional development in the Life Skills curriculum. The SFNP Coordinator collaborated with school staff to supplement the current 9th grade Life Skills curriculum with my10yearplan.com, the online component of Academic Innovations' Career Choices curriculum that provides students with a variety of resources related to career preparation that they can access throughout their high school career. Additionally, the SFNP Coordinator facilitated a partnership between the Health Careers Academy (HCA) and the Northeast Valley Health Corporation (NEVHC), which operates the on-site student health center. The NEVHC collaborated with HCA's student leadership group to form a youth health advisory board which will provide peer education on health topics, publicize the health clinic and support health fairs and blood drives.

Student survey results from 2009-10 show low levels of perceived career relevance in the classroom but slight increases from 2008-09. Less than two-thirds of students said that they take classes that are related to their future career goals (61%), but more reported such relevance in 2009-10 than did in 2008-09 (6% increase overall).

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7   *Attendance data only includes Project GRAD and ETS. Youth Speak was included in academic supports attendance.*

Youth Development Opportunities and Enrichment

Several SFNP partners offered youth development opportunities and enrichment activities for students in 2009-10 and Summer 2010:

- As lead after-school provider, EduCare provided a selection of before- and after-school enrichment activities every day and also coordinated several events throughout the year such as a camping trip and a series of movie nights. EduCare also sub-contracted with some of the youth development programs listed below.
- Youth Speak! Collective offered two after-school extra-curricular youth development activities: a leadership development group called Speak Up! and Digital Arts and Film classes.
- Pacoima Beautiful partnered with EduCare and school staff to offer an on-site environmental club that is similar in structure to its community youth group.
- Friends of the Family trained three SFHS students to serve as mentors to students at Maclay Middle School.
- Unusual Suspects Theater Company partnered with EduCare to offer after-school performing arts programming and worked with 46 students during Summer 2010.
- SFNP and SFHS worked collaboratively to implement Freshman Orientation in Summer 2009.
- Over 50 students were trained by the SFNP and partner organizations to serve as mentors to 9th graders in the class of 2014. As part of their training, some of the SFNP mentors participated in EduCare's popular leadership development program ACE with peers from SHS who were also training to be mentors.

SFNP Stakeholders Speak:

"I found the mentor program very useful because I acquired leadership and social skills."

Overall, 69% of students participated in one or more hours of youth development or enrichment activities, and 37% of students participated in ten or more hours of such activities.

Student satisfaction with both the quantity and quality of extra-curricular activities and after-school programs available on campus increased 5% from 2008-09 to 2009-10, in each case rising from 71% in 2008-09 to 76% in 2009-10. Additionally, fewer students said that they would prefer to participate in programs off campus (down 5% to 52%).

Collaborative Building and Stakeholder Engagement in SFNP

| San Fernando Neighborhood Partnership |
|---|
| *Core SFNP Partners:*
 San Fernando High School, Los Angeles Education Partnership, Project GRAD L.A., Youth Speak! Collective, Pacoima Beautiful, EduCare Foundation, Friends of the Family, Kennedy-San Fernando Adult School, SFHS Parent Center, Educational Talent Search, CSUN. |
| *Cooperating Partners:*
 Northeast Valley Health Corporation, Unusual Suspects Theater Company, Youth for Positive Change, El Nido Family Services, the L.A. County Department of Probation, the SFHS Alumni Association, Academic Innovations, ARCHES, the Mexican American Legal Defense & Educational Fund, and the SFHS Associated Student Body, Beyond the Bell, Upward Bound, Heroes of Life, Tia Chucha's Centro Cultural and Bookstore, San Fernando Police Department, Los Angeles Police Department. |

SFNP stakeholders collaborated in a variety of ways in 2009-10. One key forum for formal communication and collaboration were SFNP meetings, which from September 2009 to August 2010 included SFNP Resource Council meetings, Re-entry and At-Risk Youth Support meetings, and the VNC Site Visit in April 2010. Overall, 104 stakeholders (excluding LAEP and PW staff) attended one or more meetings within that time span, 35 of whom attended two or more meetings. As shown in Figure 2, the vast majority of participants were community-based organization staff members, with only a handful of school staff members or parents attending multiple meetings.

Figure 2: Stakeholder Participation in SFNP Meetings (2+ meetings), Sept. 2009-Aug. 2010 (Year 2) (n=35)
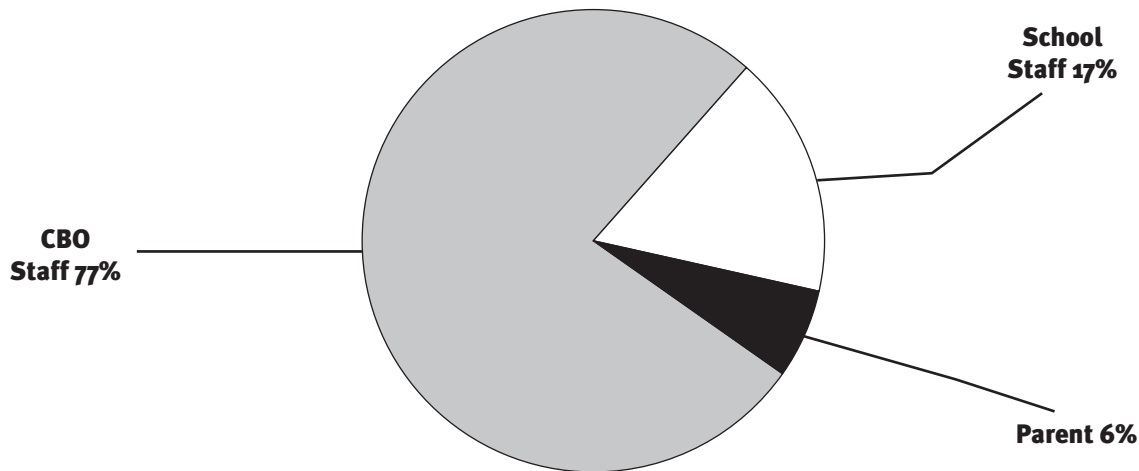
Seventy percent of stakeholders said that they are satisfied with the frequency of SFNP meetings, and 75% said that they are satisfied with the quality of SFNP meetings (up 8% from baseline). CBO staff members were more satisfied with both the frequency and quality of SFNP meetings than were school staff members (which is consistent with attendance rates). One stakeholder praised SFNP meetings, saying that they have "provided crucial links to other stakeholders in the school that ultimately help implement our programs," while another offered the following advice: "Re-evaluate the goals of the partnership to include more realistic objectives for student achievement and parent involvement. If these goals exist, make them more the focus of the meetings."

Parent Engagement

Parent engagement includes both participation at events, workshops and activities offered through the school and SFNP partners, as well as engagement in children's success by setting expectations for success and going to college, communicating with teachers and monitoring student progress. Of the parents who participated in the parent survey administered in Spring 2010, 87% said that they talk to their child about the importance of having an education, 73% said that they spend time with their child on educational activities, 67% said that they review their child's schoolwork, and only 58% said that they take their child to educational places in the community. Information on parent participation in school and partner events and activities is presented below.

Table 3: SFNP/SFHS Parent Attendance, September 2009 to August 2010 (Year 2)

Partner	Target Population	1 or More Hours of Service (includes 5+)		5 or More Hours of Service (subset of 1+)	
		Number Served	**Individuals Unique to Program**	**Number Served**	**Individuals Unique to Program**
SFHS Parent Center	All parents are welcome	229	95	87	68
Friends of the Family	Parents interested in developing family literacy	19	5	18	6
Project GRAD L.A.	All SFHS parents, especially those of college-bound students	239	142	6	6
9th Grade SLC Parent Meetings	Parents of 9th graders	77	36	0	0
SFNP Meetings	Parent promotoras	9	1	1	0
SFHS School-Wide Parent Events	All parents	965	757	42	35
SFHS Parent Misc.[8]	Various	96	29	0	0
Mix of SFNP/SFHS parent providers	SFHS parents who received a combined total of 5+ hours of service from multiple providers but not from any one provider	--	--	80	N/A
Unduplicated Total Parents:		**1,302**	**1,065**	**214**	**115**

As Table 3 above indicates, SFHS and SFNP partner organizations provided 1,302 parents with one or more hours of service from September 2009 to August 2010, and of those parents, 214 received five or more hours of service. The 1,302 individuals served represent 1,079 families, which is approximately one-third of all families at the school.

Overall, parent participation in 2009-10 was higher than in 2008-09 both at a one- and five-hour dosage. At a one-hour dosage, the number increased from 1,152 in 2008-09 to 1,302 in 2009-10; at a five-hour dosage, the number increased from 90 to 214. However, it is likely that this is due in large part to improved attendance data collection efforts at school events and meetings.

Several SFNP partners served parents in 2009-10:

• The Parent Center offered a variety of workshops in 2009-10 including: 7 Habits of Highly Effective Families, Parents in Control, Blueprints for a Better Living, the Parent Project and College Preparation.

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8   *Includes parent attendance at ACE Family Night during Freshman Orientation Summer 2009, a parent meeting in May 2010, a WASC parent meeting in February 2010, an AVID parent meeting in 2010, and an Unusual Suspects Theater student performance in Summer 2010.*

- Friends of the Family offered FamilyRead, a 10-week family literacy program in which parents participated in Spring 2010.
- Project GRAD has a variety of programs that help educate parents on the secondary education process, including financial aid, college visits and A-G requirements. One notable example of such a program is Project GRAD's Walk for Success, in which volunteers go door to door in the school community and provide parents and other community members with information about colleges.
- SFHS hosted three school-wide parent events: Back to School Night, Parent-Teacher Conferences and Open House, as well as partnered with the SFNP to have 9th grade parent nights for each SLC.
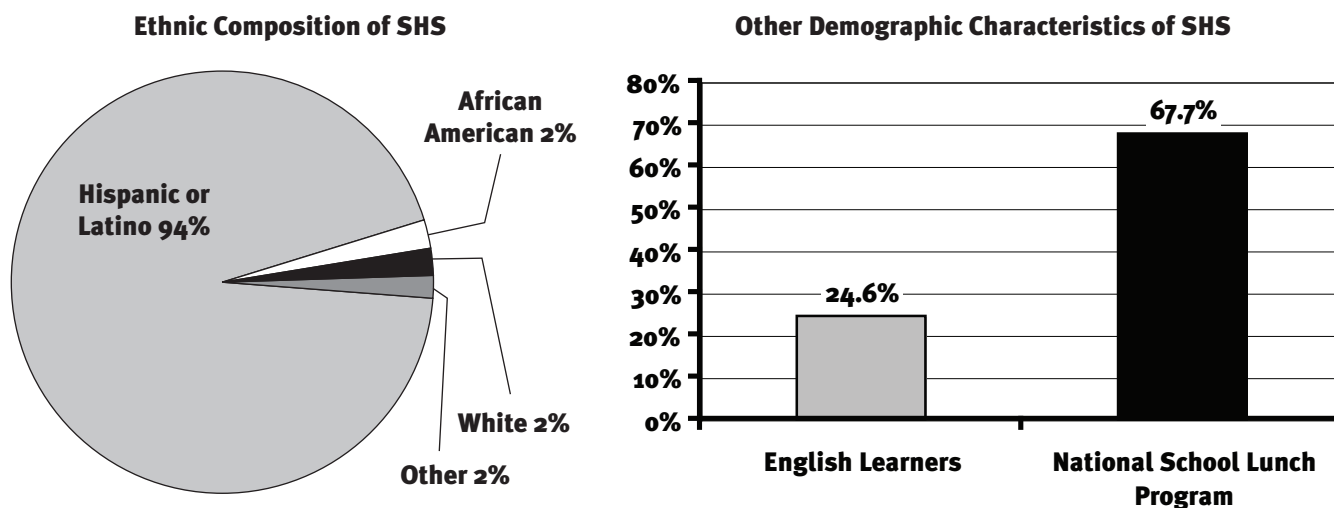
Sylmar Neighborhood Partnership

Sylmar High School (SHS) is a comprehensive high school on a traditional schedule located within Los Angeles Unified School District's Local District 2. Sylmar High School believes "that all students have a right to receive a quality educational program. A quality education can only occur when there is support, commitment and cooperative interaction among all stakeholders. School must be a safe and pleasant place where values of trust, fairness and mutual respect are part of the internal fabric."

In the 2008-2009 school year, CDE reported SFHS enrollment as 3,664 students, demographically composed of 94% Hispanic/Latino students, 2% African-American, 2% White and 2% other students. Approximately one fourth of its students were English Learners (24.6%) and over two-thirds (67.7%) were eligible for National School Lunch Program (NSLP).

Figures 3a and 3b: Sylmar High School Student Demographics, 2008-09

Ethnic Composition of SHS

African American 2%

Hispanic or Latino 94%

White 2%

Other 2%

Other Demographic Characteristics of SHS

Source: California Department of Education

SHS has always operated on a single-track system, and was implementing SLCs prior to receiving a federal SLC grant in 2005. With the grant, Sylmar supplemented existing themed SLCs with implementation of three themed freshman houses: Communication, Technology and Creativity. In the 2007-2008 school year, Sylmar reconfigured several SLCs in order to achieve master schedule coherence, and since the 2008-2009 school year, Sylmar has had a steady configuration of SLCs, as follows:

- Three 9th Grade Houses: Communication, Creativity and Technology
- Public Service Academy: Teacher and Health & Wellness strands
- Business and Technical Education Academy
- Social Justice Academy: Humanitas and Law & Government strands
- Visual and Performing Arts Academy (VAPA)
- Mathematics, Science and Technology Magnet

Focus of the Work of the SNP in 2009-10

In the Sylmar Neighborhood Partnership's (SNP) inaugural year at SHS, the foci of the SNP in 2009-10 were mapping school and community resources, building relationships and establishing open lines of communication with school staff, community partners, parents and students, and establishing forums for coordination of services among the various stakeholder groups. The SNP Coordinator's goal was to facilitate conversations among different stakeholders to identify school needs, and then to be as responsive to those needs as possible. Some key needs that were identified and for which the SNP Coordinator provided support were:

- Increased linked learning opportunities for students
- Increased youth leadership development opportunities
- A revamping of the school's 9th grade transition strategy
- A new drug prevention and intervention strategy

Student Program Attendance

As shown in Table 4, from September 2009 to August 2010, SHS and SNP partner organizations collectively provided 2,773 students with one or more hours of service (76% of enrollment), and of those students, 1,523 received 10 or more hours of service

Table 4: SHS/SNP Student Attendance, September 2009 to August 2010 (Year 1)

Partner	Target Population	1 or More Hours of Service (includes 10+)		10 or More Hours of Service (subset of 1+)	
		# Served	Individuals Unique to Program	# Served	Individuals Unique to Program
ABC Learn	9th graders in need of intervention in mathematics and/or ELA	116	74	116	101
College Summit	Primarily 12th graders in Public Service and Social Justice SLCs	359	82	297	182
EduCare	All SHS students	1,832	907	499	259
Educational Talent Search (ETS)	Cohort of approximately 135 low-income or 1st generation college-goers	132	29	47	13
Link Crew (10-11)	Leaders in 10th-12th	148	40	142	72
SHS CAHSEE Prep	11th and 12th graders who haven't passed CAHSEE	132	16	111	28
SHS VAPA Talent Search – Heroes of Life	VAPA students	13	4	0	0
SHS College Center Peer Counselors	Upperclassmen who want to help students with college access	20	6	20	10
SHS Focus Group Facilitation Training	Student leaders	4	0	0	0
YPI	All SHS students	1,410	517	786	448
Mix of SNP student providers	SHS students who received combined total of 10+ hours of service from multiple providers (but not 10+ from any one provider)	—	—	74	N/A
Unduplicated Total Students:		**2,773**	**1,675**	**1,523**	**1,113**

(42% of enrollment). "Unique" individuals refers to the number served by a partner that did not receive that dosage from any other partner, for example 517 of the students

who participated in YPI programs and activities did not participate in any other partner services for at least one hour.

Student Engagement by Focus

Academic Supports

SHS had many academic support resources for students in 2009-10, including tutoring and credit recovery offered by partners Youth Policy Institute (YPI) and EduCare as well as individual teachers, intervention offered by Professional Learning Communities (PLCs) and SLCs, Saturday CAHSEE Prep classes for 11th and 12th graders, and intervention in Algebra and English offered by ABC Learn.[9]

Overall, 33% of students received one or more hours of academic support services from partners, and 16% of students received ten or more hours of service from partners.

College Access/Preparation

SNP partners had a number of strategies in 2009-10 for increasing students' preparation for postsecondary education and actual college-going rates. Key college access partners in 2009-10 were: College Summit, Educational Talent Search (ETS), the school's College Center and Peer Counselors and school counseling staff. Prior to 2009-10, many of the above providers were not aware of each other or were not aware of exactly what services each offered, and for which cohorts of students. The SNP Resource Council meetings created a forum for different college access providers to communicate and begin to coordinate services in order to better serve or meet the needs of more students.

Overall, 14% of students received one or more hours of college access services from partners, and 10% of students received ten or more hours of service from partners.[10]

Slightly more than half of 10th grade survey respondents (56%) and 48% of 12th grade survey respondents said that they planned to attend a four-year college or university and 21%/40% said that they planned to attend a two-year college, with 78%/81% saying they plan to attend one or both of those options. Interestingly, only 68% of seniors said that they applied for college (up 6% from 2008-09). As shown below in the outcomes section of this report, there is a significant disconnect between student aspiration and actual eligibility for and enrollment in postsecondary educational institutions.

Career Preparation and Linked Learning

The SNP Coordinator collaborated with many school staff members to link SLCs to community organizations that could provide career pathways related to SLC themes.

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9   *Participation in SLC/PLC intervention is not included in attendance data reported here.*

10   *Attendance data only includes College Summit, ETS and the Peer Counselors.*

Among the accomplishments of 2009-10 related to career pathways are:

- Linking the Visual and Performing Arts Academy (VAPA) with Heroes of Life, a local non-profit organization that provides youth training related to media and the arts, including music and video production, songwriting and scriptwriting. Thirteen VAPA students participated in an American Idol-style talent competition hosted by Heroes for Life in order to become eligible for local performance, mentoring and job shadowing opportunities.

- Linking VAPA with The California Institute of the Arts (CalArts), which performed for and conducted master classes with students.

- Linking the Law and Government Academy with the Los Angeles Bar Association and the L.A.P.D. to provide guest speakers for students.

- Helping coordinate a trip to the Mayor's Environmental Youth Conference for approximately 150 students in the Solar and Wind Academy in the Business and Technical Education SLC

Half of staff surveyed for the SLC evaluation said that community partners, employers and businesses are involved in the "development of small learning communities" (50%), although there was a 10% increase from 2008-09 on this indicator.

Youth Development Opportunities and Enrichment

Several SNP partners offered youth development opportunities and enrichment activities for students in 2009-10 and Summer 2010:

- As the school's lead after-school provider, Youth Policy Institute (YPI) provided a variety of youth development and enrichment activities in 2009-10, including ROE Magazine, fitness club, DJ club, Italian club and make-up art.

- As a supplemental after-school provider beginning in March 2010 and the lead provider beginning in Summer 2010, EduCare also provided a variety of enrichment opportunities, among them cheerleading squad, DJ Club, Hip Hop and Dance and Self Defense.

- The SNP offered opportunities for youth to develop their leadership abilities by communicating with and serving in an advisory capacity to adult stakeholders in SNP meetings, and by participating in the SNP student advisory group "The Voice."

- Link Crew is a national program in which upperclassmen receive leadership development training to become mentors and are matched with a group of freshmen and engage them in a variety of activities during 9th grade orientation and throughout the year like barbeques and other social events, as well as provide some tutoring and advising. Two-hundred and six students served as Link Crew mentors in 2009-10 and 148 students received training in Summer 2010. As part of their training, some of the Link Crew mentors participated in EduCare's popular leadership development program ACE with peers from SFHS who were also training to be mentors.

Overall, 63% of SHS students received one or more hours of leadership development or enrichment from partners, and 28% of students received ten or more hours.

Collaborative Building and Stakeholder Engagement in SNP

| Sylmar Neighborhood Partnership |
|---|
| *Core SNP Partners:*
Sylmar High School, Los Angeles Education Partnership, SHS Parent Center, ABC Learn, College Summit, CSUN's Educational Talent Search (ETS), EduCare Foundation, Youth Policy Institute. |
| *Cooperating Partners:*
CSUN, Pacoima Beautiful, Youth Speak! Collective, A Time to Grow, Heroes of Life, the L.A. County Department of Children and Family Services (DCFS), the L.A. County Department of Probation, the L.A.P.D. and School P.D., Narconon, the San Fernando Valley Partnership, the Sylmar Youth Task Force, Tia Chucha's Centro Cultural and Bookstore, Total Family Support, Trashbusters and UCLA EAOP. |

One key forum for communication and collaboration were SNP meetings, which from September 2009 to August 2010 included SNP Resource Council meetings, SNP Drug Intervention and Prevention Committee meetings, SNP Student Advisory meetings, SNP Summer Committee meetings, and a year-end culminating SNP potluck. Overall, 187 stakeholders (excluding LAEP and PW staff) attended one or more meetings

Figure 4: Stakeholder Participation in SNP Meetings (2+ meetings), Sept. 2009-Aug. 2010 (Year 1) (n=135)
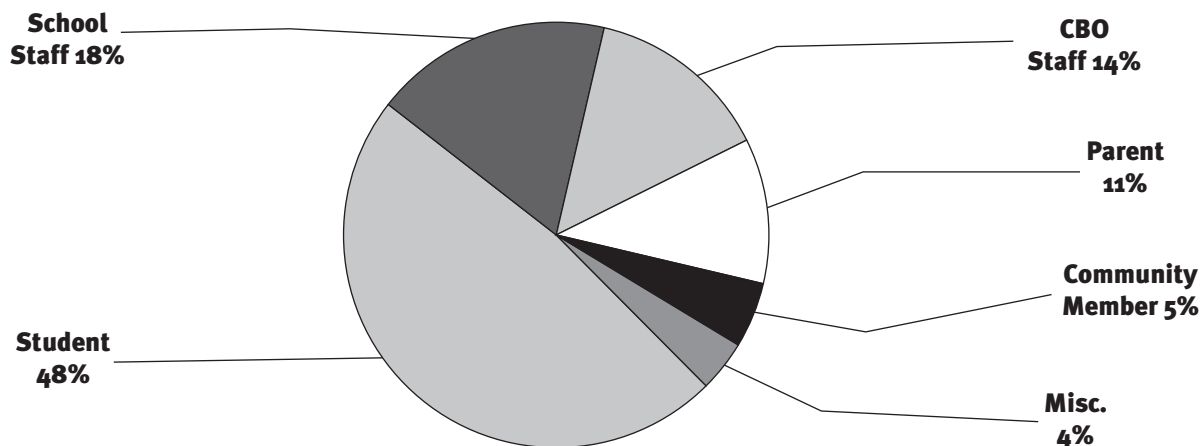
within that time span, 135 of whom attended two or more meetings. As shown in Figure 4, participants who attended two or more meetings came from a wide variety of stakeholder groups, with students being the most represented overall. A few stakeholders said that they would appreciate having more opportunities for teacher involvement in the SNP.

Seventy-nine percent of stakeholders said that they are satisfied with the frequency of SNP meetings, and 84% said that they are satisfied with the quality of SNP meetings, with only 58% saying that they are satisfied with both. The SNP Coordinator and

stakeholder survey respondents identified student participation in the meetings as vital to their success and a crucial tool for getting staff buy-in.

Parent Engagement

Table 5: SNP/SHS Parent Attendance, September 2009 to August 2010 (Year 1)

Partner	Target Population	1 or More Hours of Service (includes 5+)		5 or More Hours of Service (subset of 1+)	
		Number Served	Individuals Unique to Program	Number Served	Individuals Unique to Program
SHS Parent Center	All parents are welcome	247	136	174	152
College Summit	Parents of 12th graders, but all were welcome	12	7	0	0
SHS School-Wide Parent Events	All parents	1,056	949	6	3
SHS CEAC/ELAC Meetings	Parents elected to CEAC + ELAC	59	15	22	2
SHS R House Parent Mtg	Parents of failing 9th graders	13	4	0	0
SNP Meetings	All parents are welcome	25	8	15	8
Mix of SNP/SHS parent providers	SHS parents who received a combined total of 5+ hours of service from multiple providers (but not from any one provider)	--	--	13	N/A
Unduplicated Total Parents:		**1,245**	**1,119**	**200**	**165**

As Table 5 above indicates, SHS and SNP partner organizations provided at least 1,245 parents with one or more hours of service from September 2009 to August 2010, and of those parents, 200 received five or more hours of service.[11] Four SNP partners served parents in 2009-10:

• The SHS Parent Center offered workshops on a variety of topics including: computer literacy, leadership development and creating healthy and successful families. The Parent Center partnered with the Parent Institute for Quality Education (PIQUE) to give parents some of the tools needed to successfully navigate the public school system.

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11   *Due to difficulty with attendance data collection at school-wide events, it is difficult to identify with accuracy how many SHS parents attended school events in 2009-10.*

- SHS hosted four school-wide parent events: Back to School Night, two rounds of Student-Led Parent Conferences and a Community Showcase (with the SNP)
- Other opportunities included: Compensatory Education Advisory Committee (CEAC), English Learner Advisory Committee (ELAC), a meeting for parents of a 9th grade students who had GPAs of 1.0 or lower at mid-semester, a financial aid workshop co-hosted by College Summit and the SNP, and SNP RC and DPIC meetings.

The percentage of school staff members who say that parents are considered key collaborators and contributing members to the school community has increased markedly: from 44% in 2005-06 to 72% in 2009-10, with a 6% jump from 2008-09 to 2009-10.

School-Wide Student Outcomes at SFHS and SHS

Academic Performance Index (API)
Both SFHS and SHS have increased their Academic Performance Index (API) scores in the past three years, with a net increase at SFHS from 2007-08 to 2009-10 of 70 points, and a net increase at SHS of 15 points. Although neither school met its API target in each year within that span, both schools met and exceeded their API targets in 2009-10. SHS increased its API 14 points from 2008-09 to 2009-10, and SFHS increased its

Table 6: Academic Performance Index (API), 2008-2010

| School	2007 Base API	2008 Growth API	Met 2008 Target?	2008 Base API	2009 Growth API	Met 2009 Target?	2009 Base API	2010 Growth API	Met 2010 Target?
SFHS	561	572	No	572	592	Yes	592	642	Yes
SHS	587	620	Yes	620	622	No	621	635	Yes

Source: California Department of Education

API 50 points from 2008-09 to 2009-10, which was approximately five times its target. With respective API scores of 642 and 635, SFHS and SHS are both approximately 150 points away from the state-wide goal of 800.

California Standards Tests (CST)
In 2009-10, 31% of 9th graders at SFHS scored Advanced or Proficient (at or above grade level) on the English Language Arts (ELA) CST, 33% scored Basic and 36% scored Below Basic or Far Below Basic. Similarly, 35% of 9th graders at SHS scored Advanced or Proficient on the ELA CST in 2009-10, 32% scored Basic and 32% scored Below Basic or Far Below Basic. As shown in Figure 5a below, both schools showed small net increases from 2007-08 to 2009-10 in the percentage of students performing at or above grade level.

Figures 5a and 5b: CST ELA and Mathematics Proficiency, 9th Grade, 2008-2010

CST English Language Arts (9th Grade)
% Advanced or Proficient

CST Algebra I (9th Grade)
% Advanced or Proficient
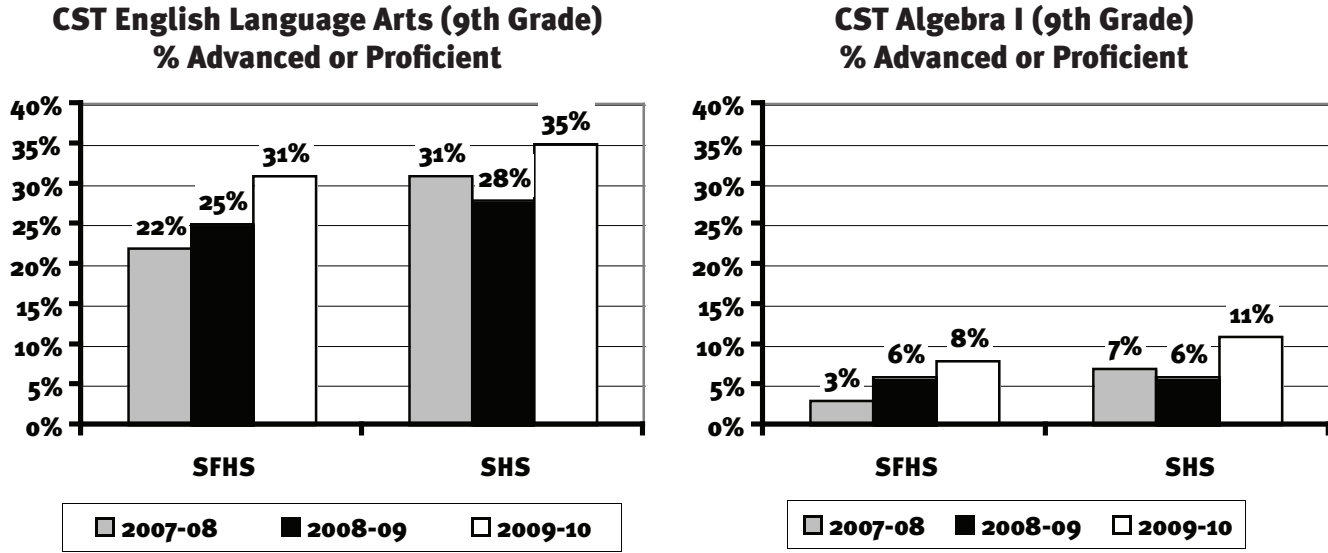
Source: California Department of Education

In 2009-10, only 8% of 9th graders at SFHS scored Advanced or Proficient on the Algebra I CST, 18% scored Basic and 74% scored Below Basic or Far Below Basic. Similarly, only 11% of 9th graders at SHS scored Advanced or Proficient on the Algebra I CST in 2009-10, 24% scored Basic and 64% scored Below Basic or Far Below Basic. As shown in Figure 5b above, both schools showed small net increases from 2007-08 to 2009-10 in the percentage of students performing at or above grade level. Ninth grade performance in Algebra I is still very low and both schools are showing incremental positive gains.

Table 7: CAHSEE 10th Grade Passing Rates, 2008-2010

	English Language Arts				Mathematics			
	2007-08	*2008-09*	*2009-10*	*Net*	*2007-08*	*2008-09*	*2009-10*	*Net*
SFHS	64%	60%	73%	9%	62%	65%	72%	10%
SHS	67%	71%	69%	2%	64%	70%	69%	5%
LAUSD	67%	73%	73%	6%	64%	72%	72%	8%

Source: California Department of Education

California High School Exit Exam (CAHSEE)
In order to graduate from high school, all high school students in California must pass the California High School Exit Examination (CAHSEE), a test covering state content standards in English Language Arts (ELA) and Mathematics through 9th grade. Students take the ELA and Mathematics CAHSEE beginning in 10th grade.

As shown in Table 7 above, both SFHS and SHS performed comparably to LAUSD in 2009-10 with respect to CAHSEE passing rates in both ELA and Mathematics. Tenth grade CAHSEE passing rates at SFHS, however, increased significantly from 2008-09 to 2009-10: the percentage of 10th graders passing the ELA increased by 13

percentage points and Mathematics passing rates increased by seven percentage points. In contrast to SFHS, SHS CAHSEE passing rates in ELA and Mathematics have not increased as dramatically since 2007-08. Interestingly, CAHSEE passing rates in ELA and Mathematics are almost identical despite the much wider differences in performance on the CSTs.

Graduation Rates

There are two different ways to calculate graduation rates: the National Center for Education Statistics' (NCES) calculation, which is used by the California Department of Education (CDE), and the National Government Association's (NGA) calculation, which is used by LAUSD in its School Report Card.[12] The exact methodology for the calculations are footnoted below, but the main difference between the two seems to be that the NCES calculation does not take into account students who have not graduated on time due to insufficient credit accumulation or failure to pass the CAHSEE, whereas the NGA calculation does. The most recent data using both calculations are reported below.

Table 8: Graduation Rates, NCES (CDE) and NGA (LAUSD SRC), 2007-2009

	National Center for Education Statistics (NCES) Calculation			National Government Association (NGA) Calculation			
	2006-07	*2007-08*	*Net*	*2006-07*	*2007-08*	*2008-09*	*Net*
SFHS	75%	80%	5%	43%	48%	49%	6%
SHS	79%	83%	4%	49%	50%	50%	1%
LAUSD	81%	64%	-17%	45%	48%	52%	7%

Source: California Department of Education   *Source: LAUSD School Report Card*

As shown in Table 8 above, the two calculations yield very different graduation rates. For 2007-08, the most recent year available from both sources, CDE reports both schools' graduation rates as approximately 80% (using the NCES calculation), whereas LAUSD reports them as approximately 50% (using the NGA calculation). According to CDE, graduation rates district-wide showed a sharp decrease from 2006-07 to 2007-08 (down 17%), whereas LAUSD reports a small increase (up 3%). Regardless of which calculation is used, however, it is clear that both schools still have a great deal of room for improvement with regards to their graduation rates.

SAT-Taking

Taking the Scholastic Aptitude Test (SAT) and scoring a minimum score is essential to enrolling in most colleges and universities. SAT-taking rates from 2008-09, which is the most recent data available, are comparable at SFHS and SHS: 42% of SFHS seniors in the Class of 2009 took the SAT and 41% of SHS seniors in the Class of 2009 took the

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12 *NCES graduation rate is the number of graduates in Year 4 divided by the sum of the number of graduates in Year 4, the number of 9th grade dropouts in Year 1, the number of 10th grade dropouts in Year 2, the number of 11th grade dropouts in Year 3 and the number of 12th grade dropouts in Year 4. NGA graduation rate is the number of graduates in Year 4 divided by the number of students who entered as 9th graders four years earlier, adjusted for transfers.*

SAT. Both are slightly lower than the LAUSD average for that year, which is 44%. The percentage of SFHS seniors who took the SAT increased 3% from 2007-08 and the SHS statistic remained stable. There was a 3% decrease district-wide from 2007-08 to 2008-09.

UC/CSU Eligibility and A-G Course Completion

In order to be eligible to attend any school in the University of California (UC) or the California State University (CSU) systems as a freshman, you must complete a sequence

Figure 6: A-G Course Completion, 2007-2009
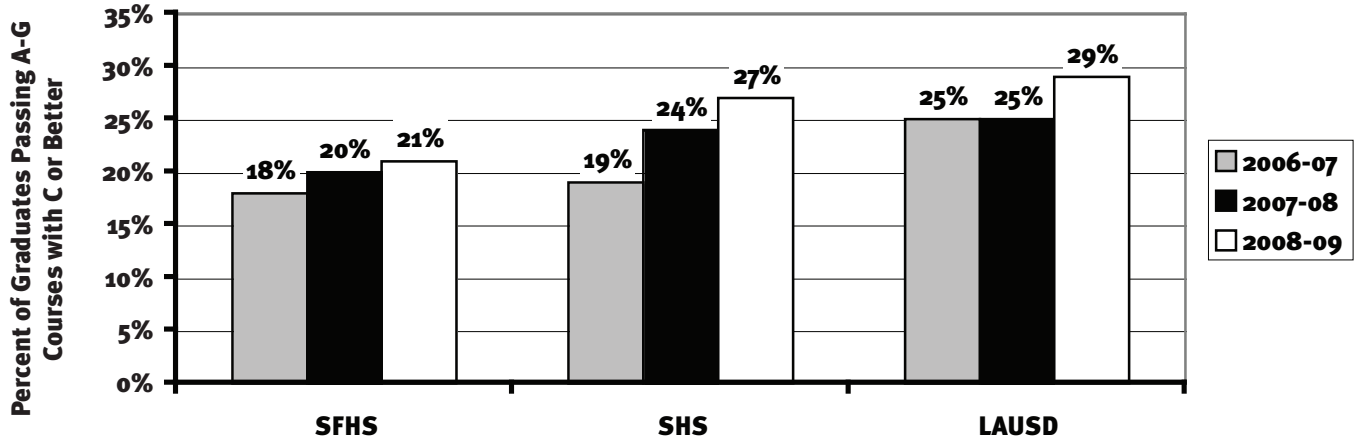
Source: LAUSD School Report Card

of courses known as the A-G courses with a C or better in each course. We are reporting the data on A-G completion that LAUSD reports in its School Report Card, which shows the number of graduates who pass the A-G courses with a C or better. The most recent data comes from 2008-09.

As shown in Figure 6, SFHS's A-G completion rates have hovered around 20% for the past three years, with slight increases each year. SHS's A-G completion rates have increased steadily, with 27% of graduates in 2008-09 completing the required courses with a C or better. The LAUSD-wide average is higher in each year represented above, but is still less than one-third of graduates.

Conclusions

Progress...The Story of Change

Both SFHS and SHS have made great strides in embracing the idea that "it takes a village to raise a child." In addition to building on existing and creating new partnerships among community and school providers, the SFNP and SNP have identified key school personnel who have been vital partners in and champions of the community school work. Interestingly, the budget crises of the past two years seem to have played a key role in helping the VNC gain buy-in from school staff: most staff recognize the need to partner together with community members and parents to fill in the gaps left by budgetary woes and ensure that students and their families do not fall through the cracks. Both the SFNP and SNP still struggle to obtain buy-in from all school stakeholders but have made a great deal of progress.

Both the SFNP and SNP are utilizing a "for youth, by youth" philosophy, namely a strategy of empowering youth to help drive programming and intervention efforts. Adults at each school are increasingly buying in to a more student-centered way of doing business.

Finally, after initial months of relationship-building and needs identification, each partnership has centered in on a few key goals that are unique to each school but still support the common goal of all students graduating and can be modified as necessary based on changing needs of students and the school.
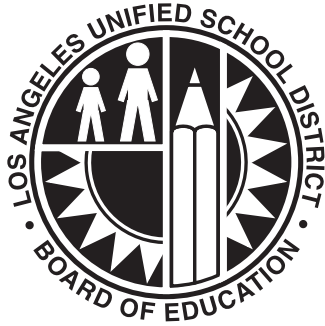
The Valley Neighborhood Collaborative is a partnership of the following organizations:

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