

Oakland Profile: Student Success

OAKLAND FUND FOR CHILDREN AND YOUTH

City of Oakland | Human Services Department
VERSION: 12/19/2017

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INTRODUCTION

The Oakland Fund for Children and Youth has a core goal of **helping children and youth succeed in school and graduate high school**. The following data is provided to highlight school and demographic information, as well as select indicators related to the goal of **Student Success**.

Information is primarily derived from publicly available resources, mainly the California Department of Education and Oakland Unified School District.

The data is presented with the intention to provide information that is local and specific to Oakland's children and youth, with a focus on students enrolled in the Oakland Unified School District (OUSD). When possible, information is provided to show comparisons of current data to trends over time or to broader county or state data for context.

The information is provided to inform the development of OFCY's Strategic Investment Plan for 2019-2022, and is not intended to be comprehensive or inclusive of all the contributing factors supporting student success.

OFCY GOAL:

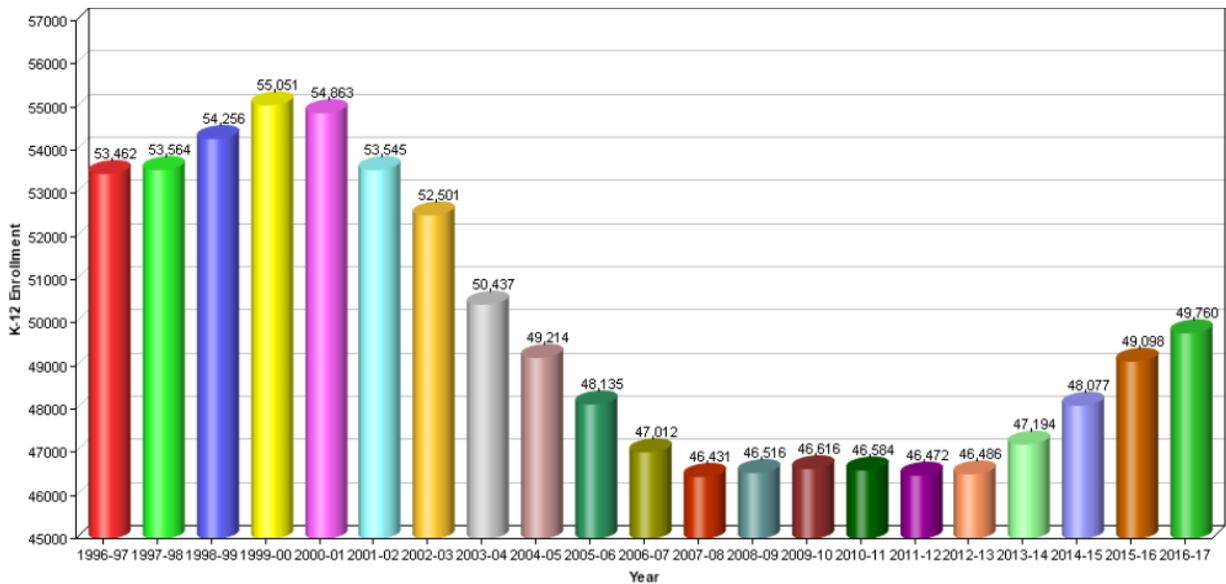
(2) Help children and youth succeed in school and graduate high school through after-school academic support and college readiness programs, arts, music, sports, outdoor education, internships, work experience, parent education, and leadership development, including civic engagement, service-learning, and arts expression

OAKLAND SCHOOL DEMOGRAPHICS

Oakland K-12 School Enrollment

Total enrollment in Oakland Unified School District (OUSD) schools for students in grades Kindergarten through 12th grade enrollment has modestly increased in recent years.¹ In 2016-2017, 49,760 students were enrolled in OUSD schools.² Approximately three-quarters of students are enrolled in

OUSD district schools and a quarter in OUSD-sanctioned charter schools.³ There are 123 OUSD District-run and District-authorized charter schools in Oakland: 86 schools are OUSD District-run, while 37 are District-authorized charter schools.



Student Demographics

OUSD enrollment demographics broadly reflect the overall changing demographics in Oakland. In 2016-2017, 45% of students enrolled identified as Hispanic or Latino, 25% as African American, and 13% as Asian.⁴ There are more Hispanic or Latino students enrolled and less African American students enrolled in OUSD schools in 2016-2017 compared to 2010-2011. Hispanic or Latino enrollment in charter

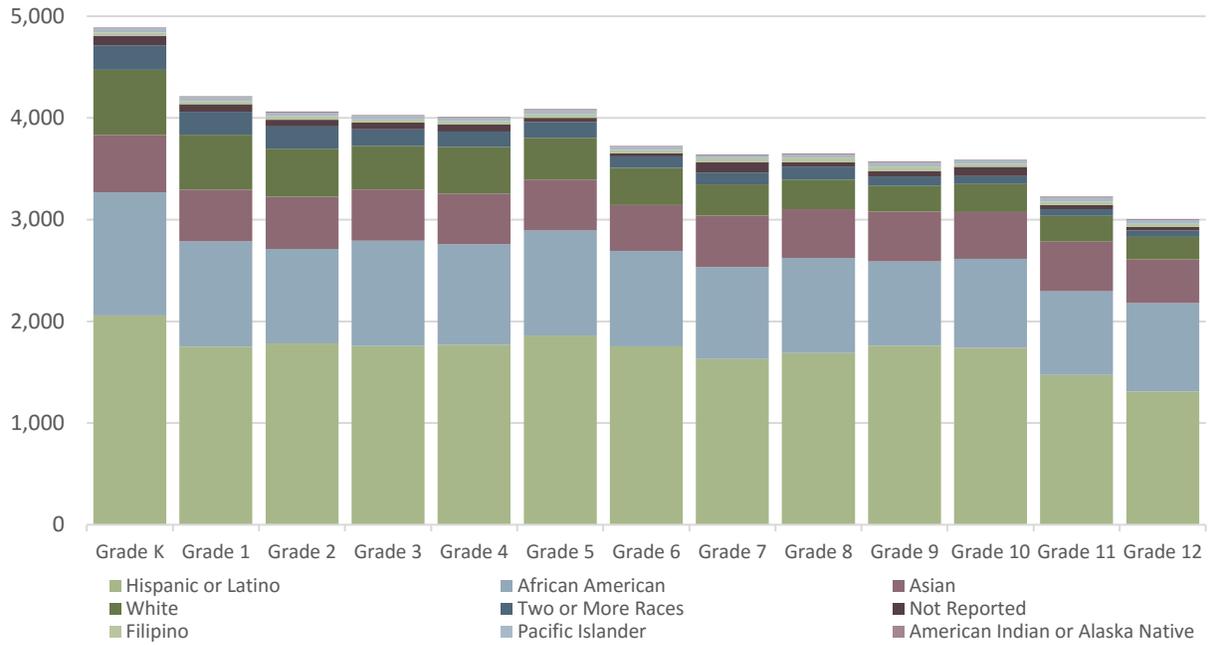
schools is slightly higher than in district-run schools. (55% overall in District-authorized charter schools, compared to 42% in District-run schools).

Compared to the total population of youth ages 5-19 by ethnicity in Oakland, a higher percentage of Hispanic or Latino youth are represented in OUSD schools.⁵

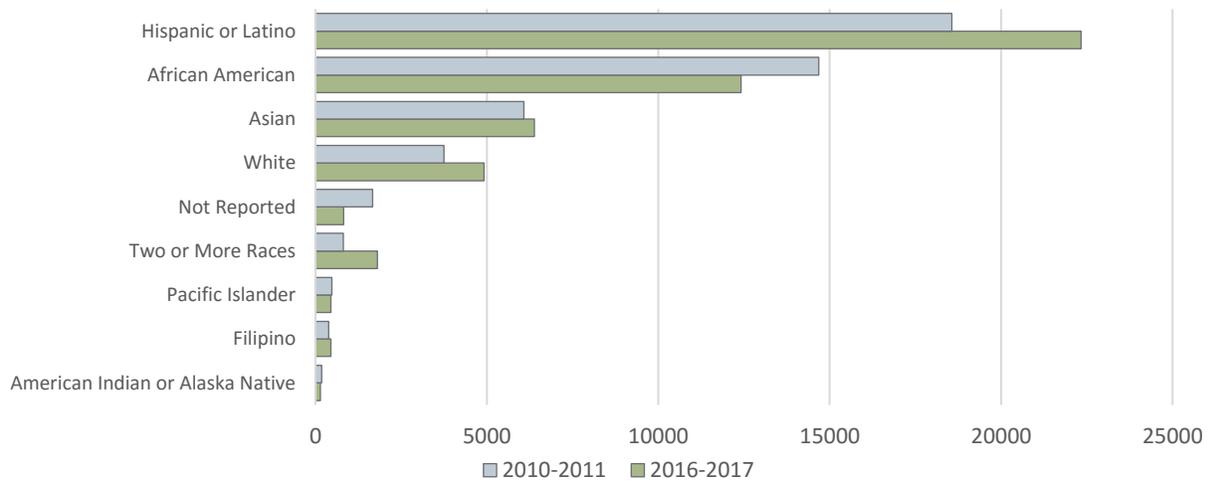
OUSD Enrollment by Ethnicity 2016-2017		
Ethnicity	#	%
Hispanic or Latino	22,333	44.9%
African American	12,412	25.0%
Asian	6,383	12.8%
White	4,919	9.9%
Two or More Races	1,808	3.6%
Not Reported	818	1.6%
Filipino	450	0.9%
Pacific Islander	447	0.9%
American Indian or Alaska Native	139	0.3%

Ethnicity	OUSD Enrollment by Ethnicity 2016-2017		Oakland Population 2015 - ages 5-19	
	#	%	#	%
Hispanic or Latino	22,333	44.9%	27,214	33.4%
African American	12,412	25.0%	18,045	22.6%
Asian	6,383	12.8%	8,634	10.6%
White	4,919	9.9%	8,904	10.9%

OUSD 2016-2017 Enrollment by Grade by Ethnicity



OUSD Enrollment by Ethnicity 2010-2011 to 2016-2017 Comparison



Teacher Demographics

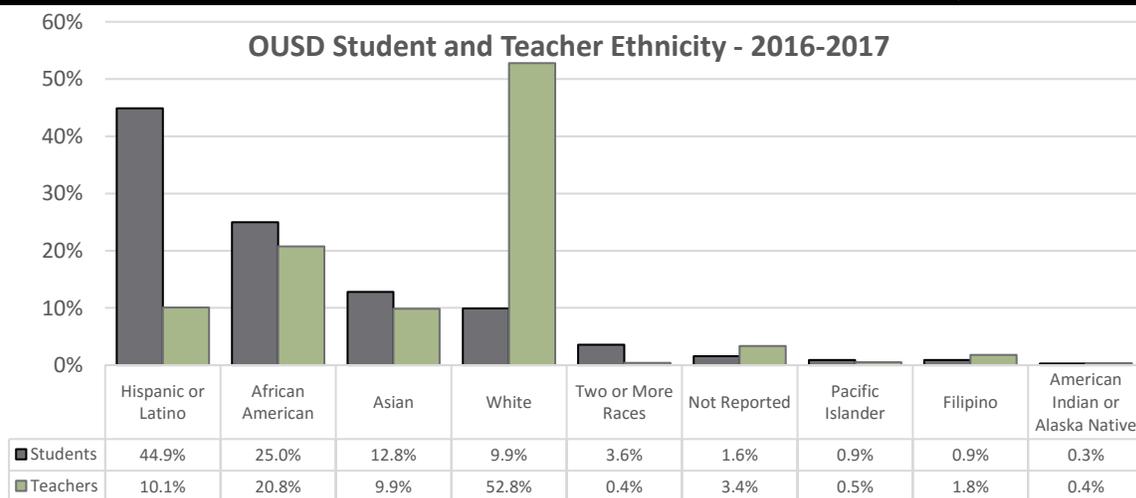
Overall, certified teachers in OUSD are more diverse than their peers in Alameda County and statewide in California, with nearly half of certified teachers identifying as non-white.⁶ Twenty percent (20%) of OUSD certified teachers identify as African-American, more than twice as many as in Alameda County and five times higher than in California schools overall. However, the district and county employ only half as many teachers that identify as Hispanic or Latino compared to statewide figures (10% in OUSD and Alameda County compared to 20% statewide). Data indicates that there is a gap between OUSD students identified as

Hispanic or Latino and certified teachers; while 45% of OUSD students are Hispanic or Latino, only 10% of certified teachers identify as Hispanic or Latino.

Why is this important?

According to the Center for Education, Data & Research, "there are good theoretical reasons to believe that minority students would benefit from a more diverse teaching workforce, and these theoretical arguments are largely backed by empirical evidence suggesting that there are small but meaningful 'role model effects' when minority students are taught by teachers of the same race."⁷

Certified Teacher Ethnicity 2016-17	OUSD	Alameda County	California
White	52.8%	63.9%	63.3%
African American	20.8%	8.4%	4.0%
Hispanic or Latino	10.1%	10.3%	20.2%
Asian	9.9%	10.1%	5.7%
Not Reported	3.4%	2.6%	3.6%
Filipino	1.8%	2.4%	1.5%
Pacific Islander	0.5%	0.6%	0.3%
Two or More Races	0.4%	0.9%	0.9%
American Indian or Alaska Native	0.4%	0.6%	0.5%



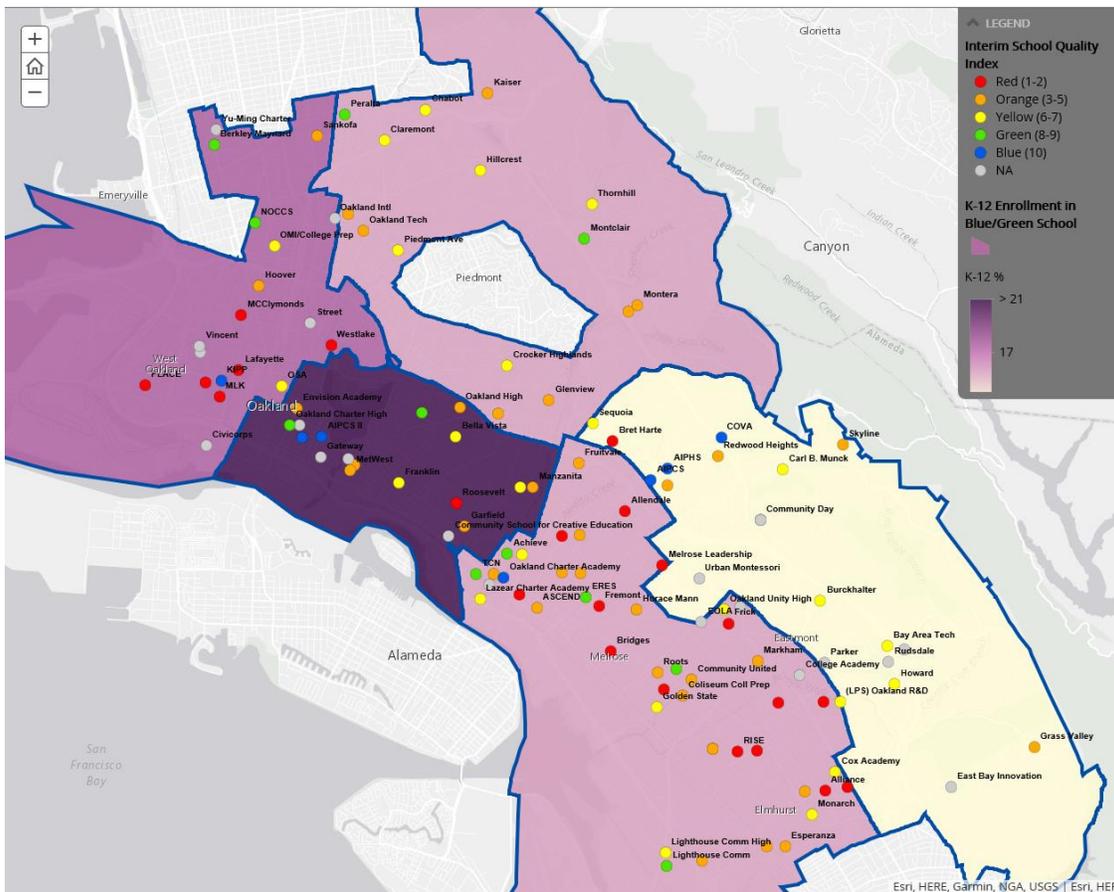
School Quality

There are multiple standards that have been used over time to identify school quality. Information prepared for the OUSD Strategic Regional Analysis 2015 identified school quality based on four data sets:

- 2012-13 Similar Schools Ranking
- 2012-2013 Academic Performance Index (API)

- 2012-2013 Cohort Graduation Rate (High Schools only)
- 2012-2013 A-G Completion Rate (High Schools only)

The map below indicates school quality in Oakland based on these four measures, and indicates that schools in East and West Oakland are more likely to be ‘low’ quality than schools in the Northwest and Northeast.



California has recently adopted a new accountability and continuous improvement system⁸ to provide information about how local educational agencies and schools are meeting the needs of California’s diverse student population based on the following set of measures:

- Chronic Absenteeism
- Suspension Rate (K-12)
- English Learner Progress (K-12)
- English Language Arts (3-8)
- Mathematics (3-8)

The accountability model provides a “Five-by-Five” color-coded placement chart for

both schools and districts, assessing each on both level and progress. The assessment provides data on a five-level scale (from very low to very high) for test scores, as well as a five-level scale based on whether test scores improved or declined.

The chart is color-coded:

- Red (Very Low/ Declined Significantly)
- Orange (Low/ Declined)
- Yellow (Medium/ Maintained)
- Green (High/ Increased)
- Blue (Very High/ Increased Significantly)

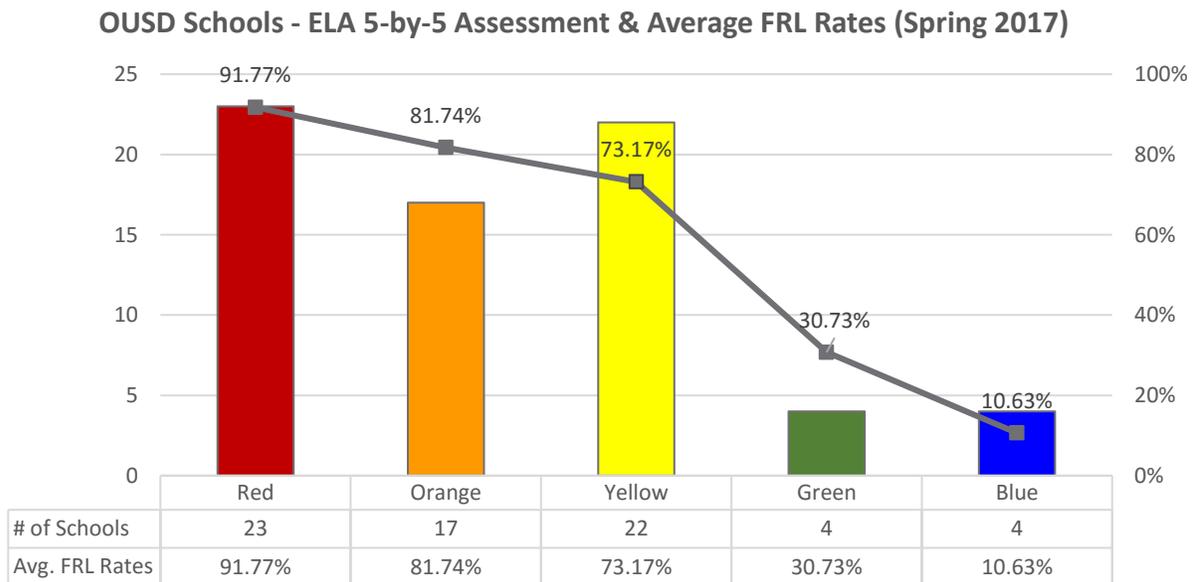
For example, a school that had very low English Language Arts (ELA) test scores, but had scores significantly increase would be 'yellow'. A school that had very low ELA scores and declined would be 'red'; a school that had very high test scores and had maintained or increased scores would be 'blue'.

Based on spring 2017 English Language Arts testing data for grades 3 and 8, out of 70

OUSD district-run schools, only four schools were 'green' and four 'blue', indicating both higher than average test scores and improvements in test scores compared to the prior year, while 23 schools were 'red', 17 'orange', and 22 'yellow'.⁹ The eight schools that had the higher ranking of 'green' and 'blue' all have free and reduced lunch rates below 50%; the four schools that received the highest ranking (blue) have the lowest number of students per total enrollment qualifying for free and reduced lunch (FRL) in the district.

- Crocker Highlands – 6.3% FRL
- Hillcrest Elementary – 8.0% FRL
- Thornhill Elementary – 12.8% FRL
- Montclair Elementary – 15.4% FRL¹⁰

There are similar distributions on the five-by-five model when looking at the Mathematics (Grades 3-8) and English Learner Progress Indicators based on Spring 2017 testing data.



Oakland Unified: English Language Arts (Grades 3-8) – Schools Five-by-Five Placement – Spring 2017					
LEVEL	Declined Significantly (by more than 15 points)	Declined (by 1 to 15 points)	Maintained (Declined by less than 1 point or increased by less than 7 points)	Increased (by 7 to less than 20 points)	Increased Significantly (by 20 points or more)
Very High (45 points or more above)	(none)	<ul style="list-style-type: none"> Chabot Elementary Peralta Elementary 	<ul style="list-style-type: none"> Thornhill Elementary 	<ul style="list-style-type: none"> Hillcrest Elementary Montclair 	<ul style="list-style-type: none"> Crocker Highlands
High (10 points above to less than 45 points above)	(none)	(none)	<ul style="list-style-type: none"> Cleveland Elementary 	(none)	(none)
Medium (5 points below to less than 10 points above)	(none)	<ul style="list-style-type: none"> Joaquin Miller Lincoln Elementary 		<ul style="list-style-type: none"> Sequoia Elementary 	(none)
Low (More than 5 points below to 70 points below)	(none)	<ul style="list-style-type: none"> Carl B. Munck Franklin Elementary Manzanita SEED Piedmont Avenue Think College Now Urban Promise Academy 	<ul style="list-style-type: none"> ACORN Woodland EnCompass Academy Fred T. Korematsu Discovery Academy Greenleaf Kaiser Elementary Melrose Leadership Montera Middle Parker Elementary 	<ul style="list-style-type: none"> Bella Vista Elementary Esperanza Elementary Laurel Elementary Roosevelt Middle 	<ul style="list-style-type: none"> Burckhalter Claremont Middle Elmhurst Community Grass Valley Elementary LIFE Academy Redwood Heights
Very Low (More than 70 points below)	<ul style="list-style-type: none"> Bridges Academy Brookfield Lafayette Madison Park Academy 6-12 	<ul style="list-style-type: none"> Coliseum College Prep Academy Community United Frick Middle Fruitvale Elementary Garfield Elementary International Community Madison Park Academy TK-5 Markham New Highland ROOTS International Sankofa Academy West Oakland Middle Westlake Middle 	<ul style="list-style-type: none"> Futures Global Family Hoover La Esquelita MLK Jr. 	<ul style="list-style-type: none"> Allendale Elementary Alliance Academy East Oakland Pride Emerson Elementary Horace Mann Howard Elementary Manzanita Community Preparatory Literary Academy of Cultural Excellence United for Success 	<ul style="list-style-type: none"> Reach Academy Rise Community

Total Number of Schools in Each Performance Level

All Schools	Red	Orange	Yellow	Green	Blue
70	23	17	22	4	4

School Environmental Stress

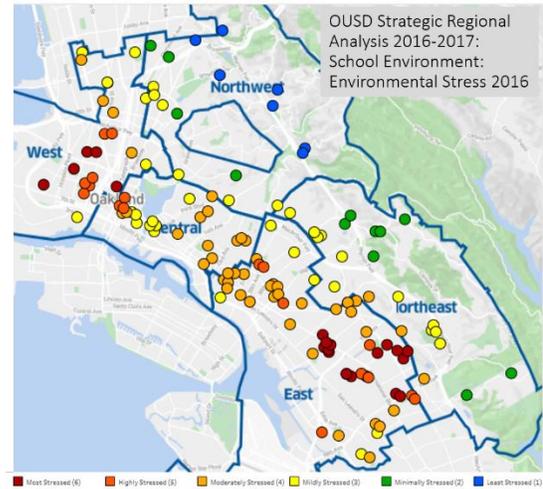
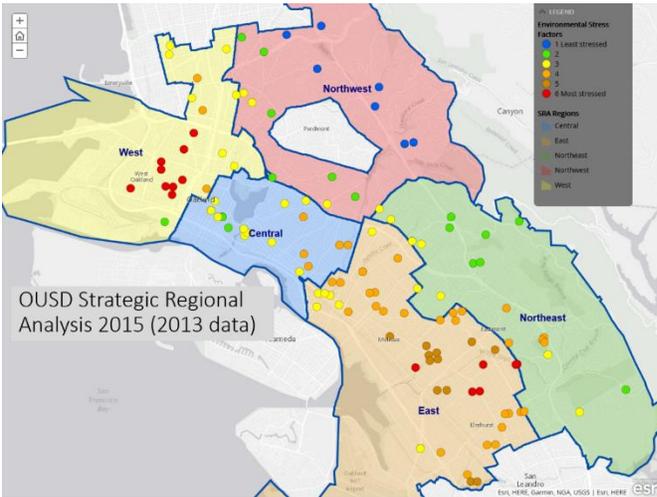
OUSD has analyzed communities where schools are located to identify external environmental stress factors that impact student achievement. Community health, safety, and economics are examined to identify schools operating in communities with low to high environmental stress factors.

Specifically, OUSD analyzes:

- Violent crime, unemployment, housing vacancy, and poverty rates;

- Poor air quality
- Limited access to fresh food
- Communities where liquor store outnumber grocery stores.

Data from 2013 and 2016 is presented in the following maps, and indicates that schools in West Oakland face the most environmental stress, followed by schools in East Oakland.¹¹



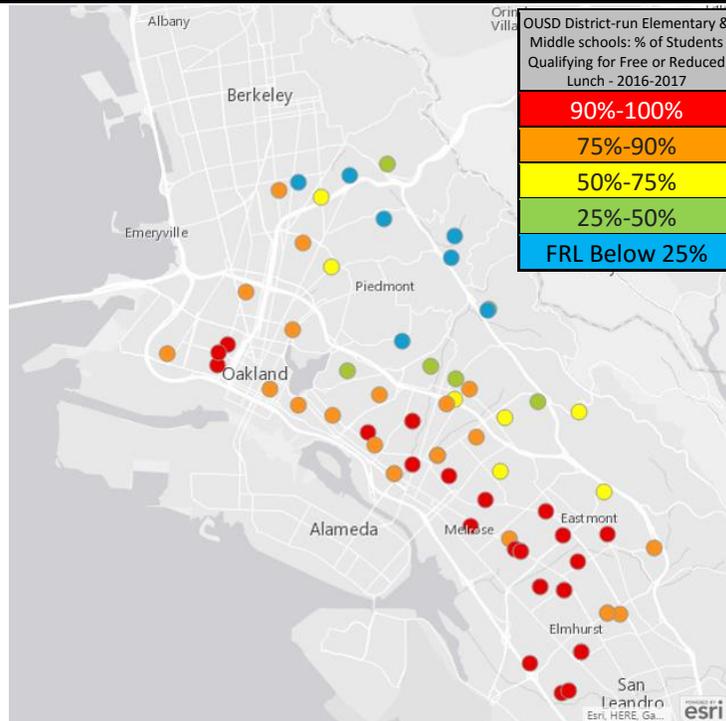
Free & Reduced Lunch Rates

Students qualify for free and reduced lunch rates based on family income. Children from families with income at or below 130 percent of the poverty level (\$26,546 annually for household of three) are eligible for free meals. Those with income between 131 percent and 185 percent of the poverty level (\$37,777 annually for household of three) are eligible for reduced-price meals.¹²

Across all OUSD schools, nearly three out of four (73.4%) students qualify for free and

reduced price lunch.¹³ On average, OUSD schools serve 7,745 breakfasts daily and 19,948 lunches.¹⁴ Free and reduced lunch rates vary by school; however, in the 64% of elementary, 80% of middle, and 92% of OUSD district-run schools, at least 75% of students qualify for free or reduced lunch. The chart below provides a breakdown of 2016-2017 free and reduced lunch rates for OUSD district-run schools.

OUSD District-run schools: % of Students Qualifying for Free or Reduced Lunch - 2016-2017						
Range	Elementary Schools		Middle / K-8 Schools		High Schools / 6-12 Schools	
	# of Schools	Total School Enrollment	# of Schools	Total School Enrollment	# of Schools	Total School Enrollment
FRL Below 25%	7	3,187	-	-	-	-
25%-50%	5	1,907	1	778	1	2,031
50%-75%	6	2,024	3	1,761	-	-
75%-90%	15	6,263	6	2,281	9	5,837
90%-100%	17	5,741	10	4,011	2	460

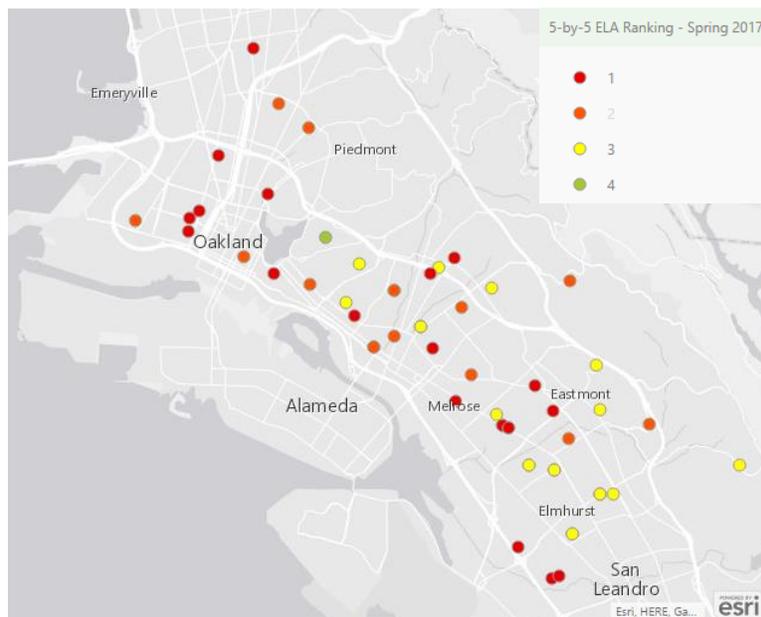
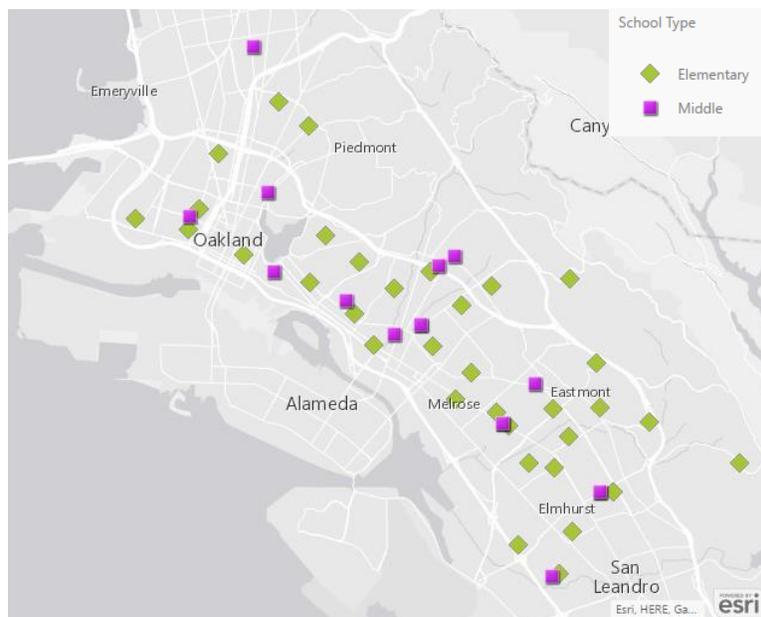


Oakland Afterschool Programs

OFCY funding supported 59 after school programs in OUSD sites in 2016-2017 serving over 9,000 students. Over \$4.8 million in grants support non-profits as lead after school agencies at elementary schools (40 sites) and K-8/ middle schools (19 sites) that have free or reduced lunch rates of 50% or higher. Fifty-five (55) of the schools are OUSD district-run

schools, while four are OUSD-approved charter school sites.

The maps below show the location of the 55 OUSD-district run school sites, and five-by-five assessment of the schools based on the spring 2017 English Language Arts Indicator data discussed on pages 7 and 8.



ACADEMIC SUCCESS INDICATORS

The following section provides data that is used as an indicator of student success. Where possible, information is provided showing changes over time or comparisons to county and state data to provide more context into current academic success indicators. Indicators identified by OFCY are selected due to their importance and acceptance by the school district and community stakeholders as valid determinants to student performance and academic success.

School Attendance

School attendance has long been identified as a critical element in student academic performance. Students who attend school more often are more likely to benefit from the academic support, while students that miss school can fall behind and be more challenged to achieve grade-level academic standards.

OUSD has identified chronic absence as a key indicator affecting student success, and has worked for numerous years to address it.

OUSD defines a student as chronically absent if he or she has an attendance rate of 90% or less - based on absences for any reason, excused or unexcused. A 90% attendance rate means missing 18 or more days in a 180-day school year (an average of just two days a month).¹⁵

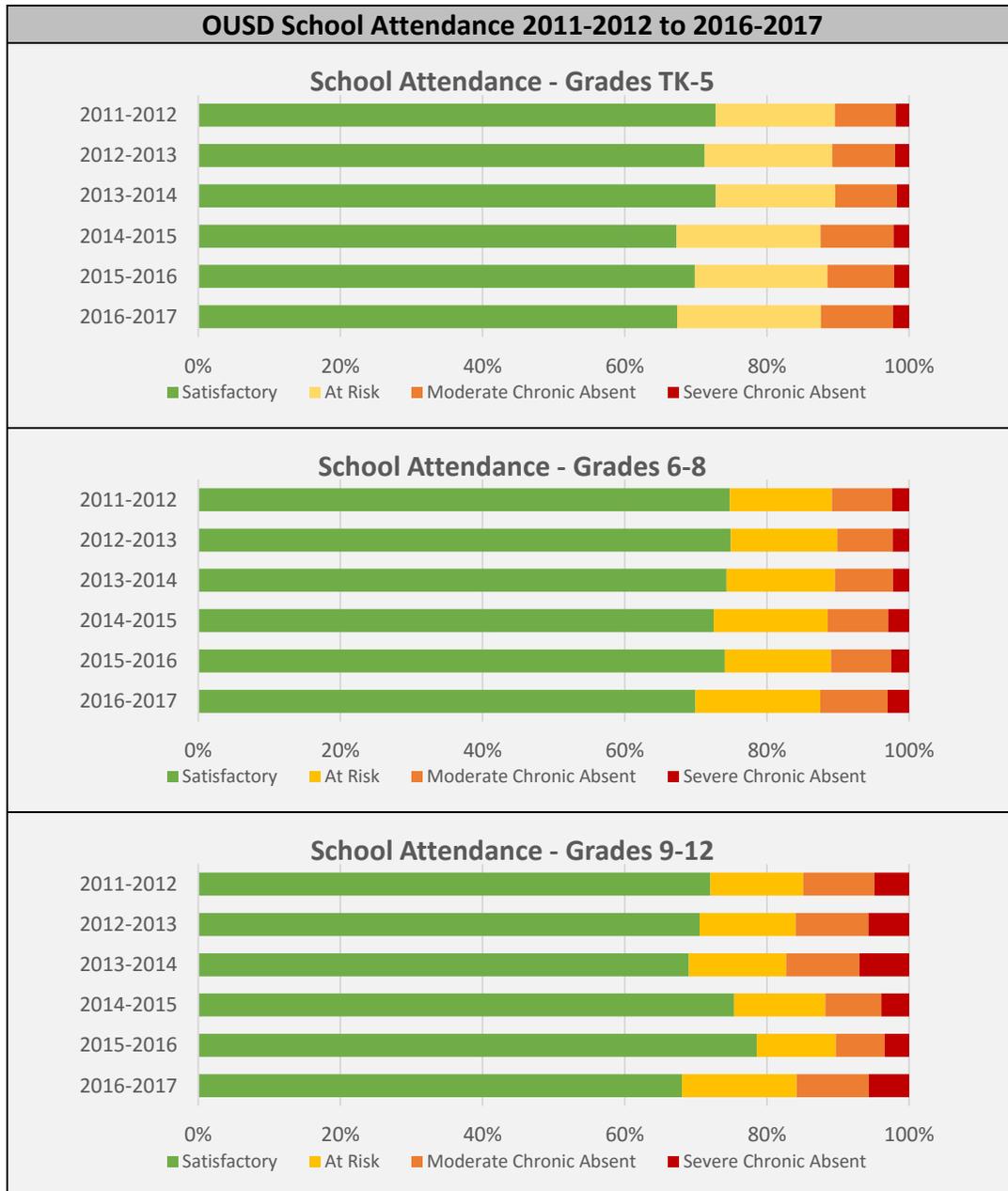
OUSD further defines attendance rates across four levels:

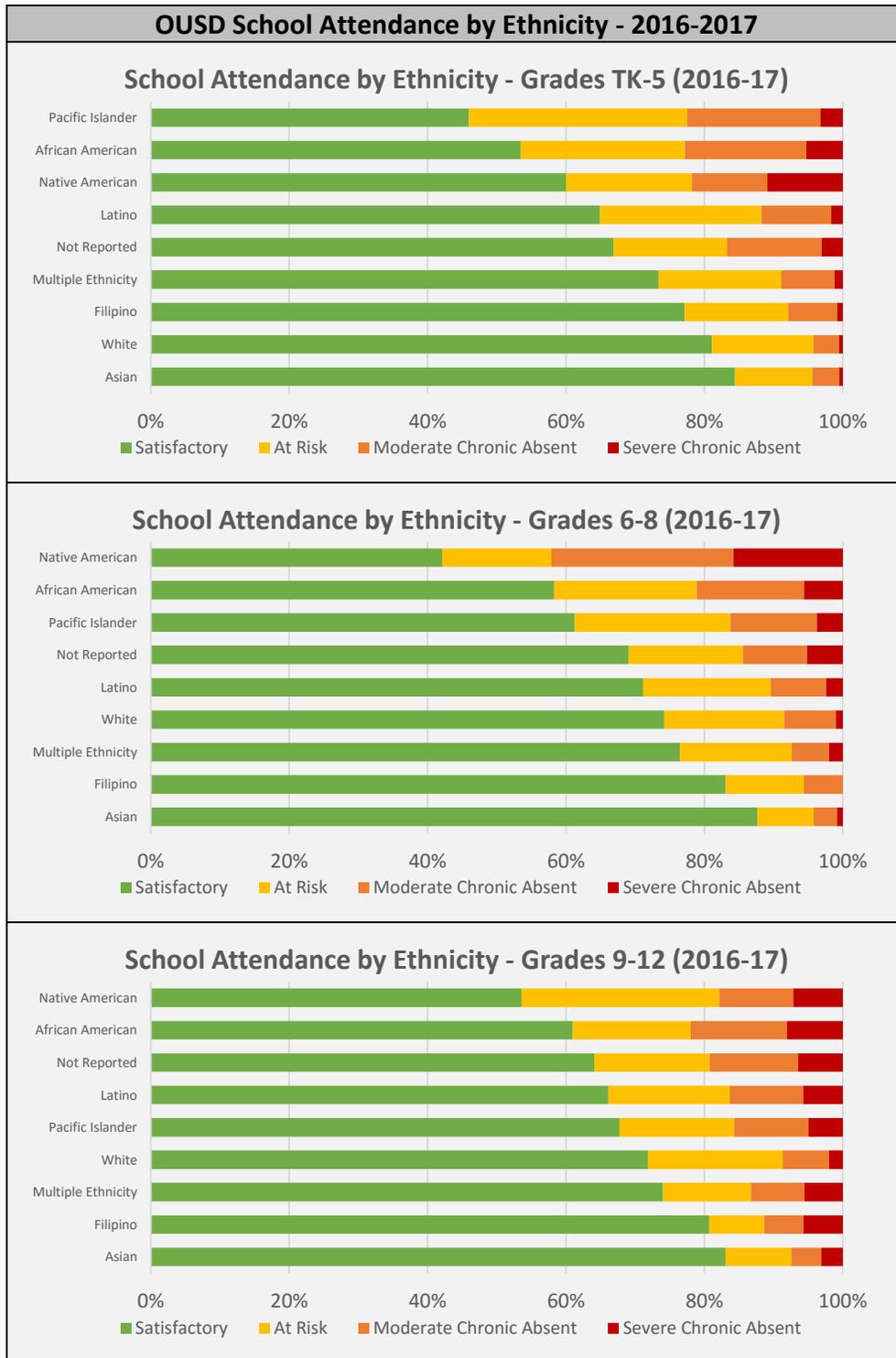
- **Severe Chronic Absent** - Attending 80% or less of scheduled school days
- **Moderate Chronic Absent** - Attending between 80.1% and 90% of scheduled school days
- **At Risk** - Attending between 90.1% and 94.9% of scheduled school days
- **Satisfactory** - Attending 95% of scheduled school days or better

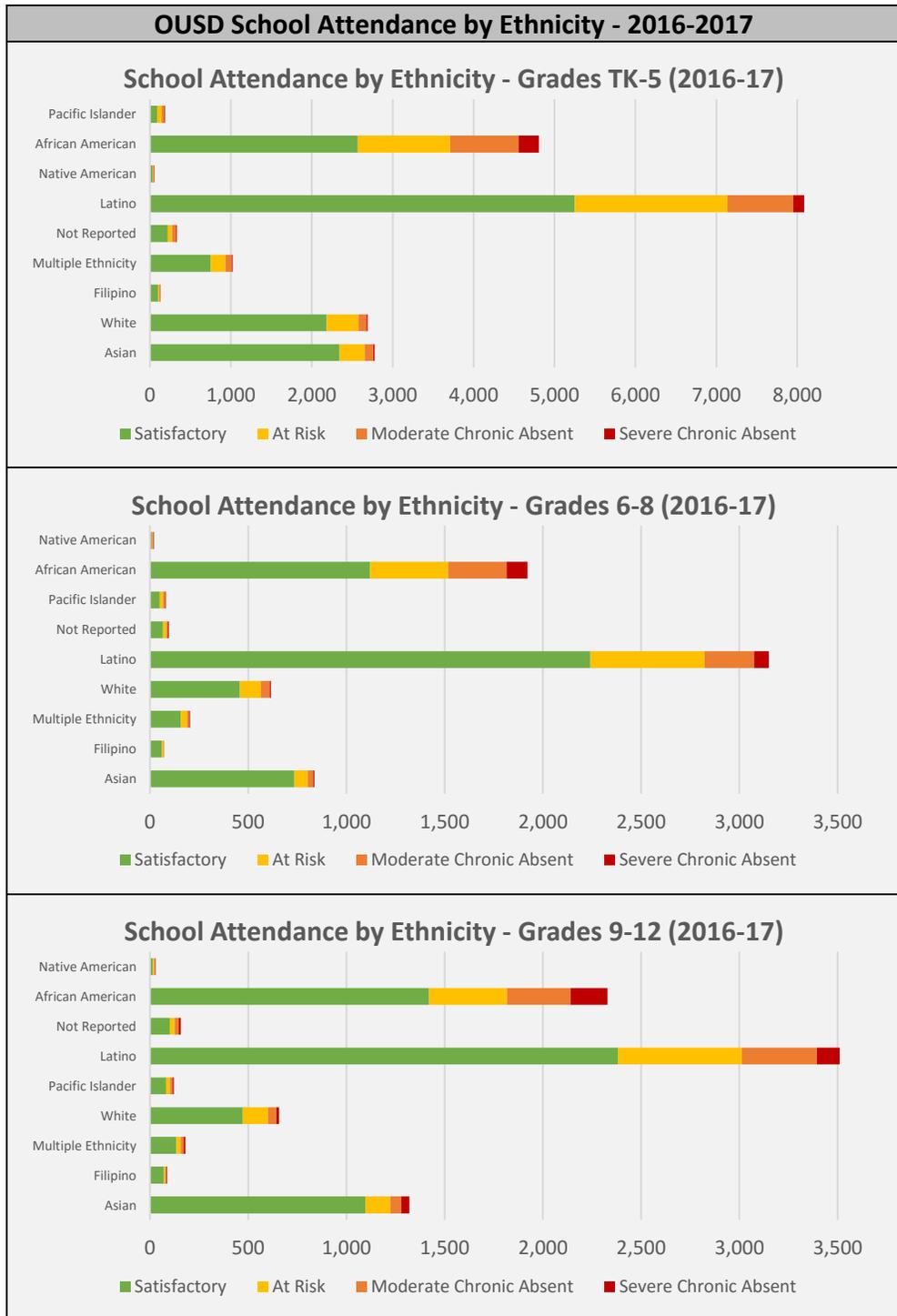
Why is this important?

According to Attendance Works, “Starting as early as preschool and kindergarten, chronic absence—missing 10 percent of the academic year—can leave third graders unable to read proficiently, sixth graders struggling with coursework and high school students off track for graduation. Chronic absence is especially problematic among students living in poverty who are most likely to have poor attendance over multiple years and least likely to have the resources to make up for the lost time in the classroom.”¹⁶

While there have been efforts to provide schools with high quality data on attendance patterns, and a partnership with the City of Oakland to address chronic absenteeism through case management services, data from OUSD indicates that chronic absenteeism has increased over the past six years. The graphs provided on the following pages show chronic absenteeism rates from the 2010-2011 to 2016-2017 school years for elementary grades, (TK-5), middle (grades 6-8), and high school students (grades 9-12), excluding students attending continuation schools. As a percentage of students, African-American, Pacific Islander, and Native American students have the lowest rates of school attendance, while Asian, Filipino and white students have the highest rates. Based on overall enrollment, Latino students represent the highest number of students that are at risk or who are chronically absent.







3rd Grade Reading

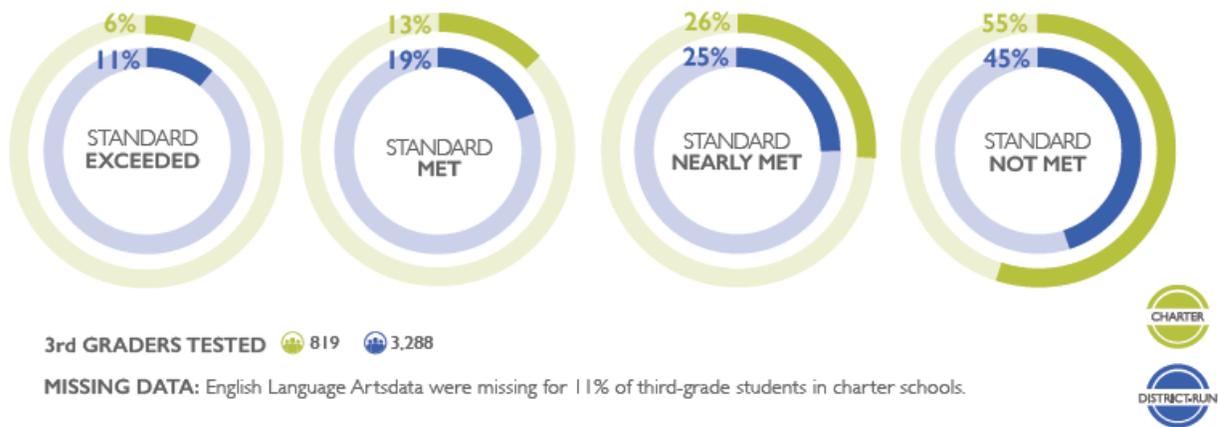
Reading and literacy are key indicators of future academic achievement. In Oakland, the Oakland Literacy Coalition and the Oakland Reads 2020 campaign have focused funding and research on the indicator of reading proficiency at the end of third grade, as research has shown that students who can read proficiently at the end of third grade have a strong foundation for future learning and success in school. School readiness, school attendance, participation in summer learning, and family engagement are seen to play key roles in improving third grade reading rates. As the data on pages 7 and 8 show, students in Oakland schools are scoring below standards for English Language Arts at the majority of schools. Data from 2014-2015 for 3rd grade students in both OUSD district-run

and Oakland charter schools are falling short of the third grade reading proficiency benchmark, with 70% of students in district-run schools and 81% of students in charter schools falling below the standard.¹⁷

Why is this important?

According to research summarized by the Oakland Literacy Coalition, “research shows that proficiency in reading by the end of third grade enables students to shift from learning to read to reading to learn, and to master the more complex subject matter they encounter in fourth grade. Every year, more than four out of five children from low-income families miss this milestone. Students who are reading proficiently at the end of third grade are four times more likely to graduate from high school on time than their peers who are behind.”¹⁸

3RD-GRADE PERFORMANCE RELATIVE TO ENGLISH STANDARDS, 2014-15



High School Graduation

OUSD cohort graduation rates have increased by 10% over the past six years, rising from 55% in 2009-2010 to 65% in 2015-2016. This mirrors the trend for Alameda County, where graduation rates have increased from 75.8% in 2009-2010 to 85.7% in 2015-2016, and statewide (74.7% in 2009-2010 to 83.8% in 2015-2016).¹⁹ There are differences in graduation rates based on student ethnicity; the table on the following page (“OUSD Cohort Outcome Data”) provides more detail and comparisons of 2009-2010 outcomes to 2015-2016 rates. In 2015-2016, 1,531 students in the four-year cohort graduated from OUSD schools (not including charter schools); overall there were 2,253 total graduates from Oakland Unified (including charter school graduates,

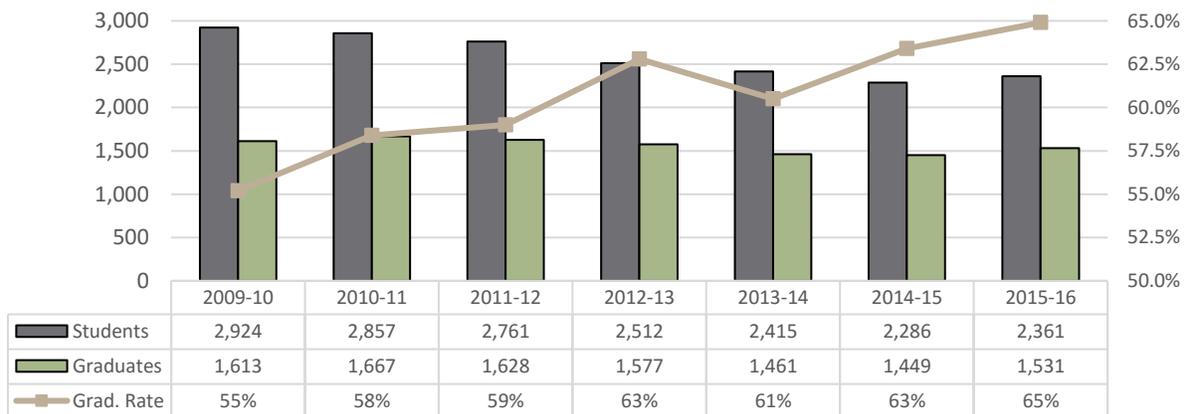
and students that were outside of the four-year cohort definition).²⁰

What is the “Adjusted Cohort”?

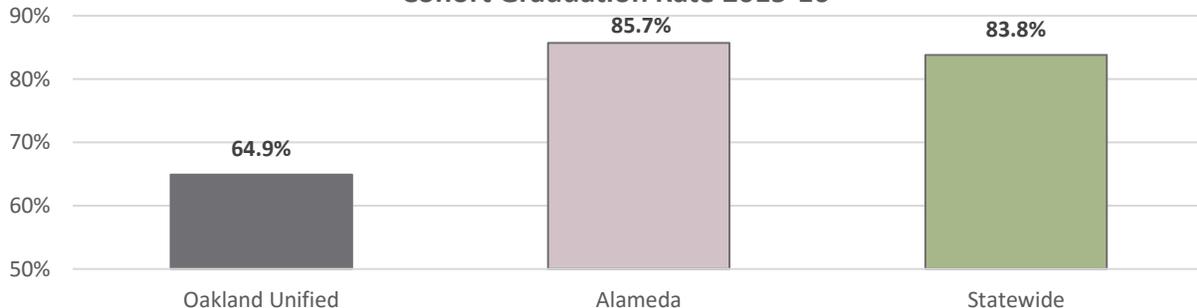
According to the California Department of Education, the four-year adjusted cohort forms the basis for calculating graduation rates, dropout rates, and other related rates. The cohort is the group of students that could potentially graduate during a four-year time period (grade 9 through grade 12). The four-year adjusted cohort includes students who enter 9th grade for the first time in the initial year of the four-years used for the cohort. This cohort is then adjusted by:

- Adding students who later transfer into the cohort during grade 9 (year 1), grade 10 (year 2), grade 11 (year 3), and grade 12 (year 4); and
- Subtracting students who transfer out, emigrate to another county, or die during the four-year cohort period.²¹

OUSD Cohort Graduation Rates - 2009-10 to 2015-16



Cohort Graduation Rate 2015-16



High School Dropout Rate

The Oakland Unified dropout rate declined from 32.1% in 2009-10 (938 dropouts out of 2,924 cohort students) to 20.3% for the class of 2015-16 (479 out of 2,361 cohort students).²²

The improved dropout rate follows the positive trends in Alameda County and statewide, similar to the improved high school graduation rates. The California Department

of Education defines the dropout rate (“Four-year Adjusted Cohort Dropout Rate”) as the rate of students that leave the 9-12 instructional system without a high school diploma, passing a high school equivalency exam (i.e., GED, HiSET, TASC), or special education certificate of completion and do not remain enrolled after the end of the 4th year.²³

OUSD Cohort Outcome Data										
	Class of 2015-16					Class of 2009-10				
Race/Ethnicity	Cohort Students	Cohort Graduates	Cohort Graduation Rate	Cohort Dropouts	Cohort Dropouts Rate	Cohort Students	Cohort Graduates	Cohort Graduation Rate	Cohort Dropouts	Cohort Dropouts Rate
Hispanic or Latino	920	544	59.1%	216	23.5%	869	407	46.8%	332	38.2%
American Indian or Alaska Native	*	*	14.3%	*	28.6%	21	*	42.9%	*	42.9%
Asian	358	269	75.1%	48	13.4%	515	381	74.0%	96	18.6%
Pacific Islander	37	19	51.4%	*	27.0%	36	20	55.6%	14	38.9%
Filipino	27	25	92.6%	*	3.7%	24	13	54.2%	*	33.3%
African American	769	491	63.9%	156	20.3%	1,278	679	53.1%	416	32.6%
White	202	152	75.3%	40	19.8%	113	73	64.6%	33	29.2%
Two or More Races	27	20	74.1%	*	14.8%	11	*	54.6%	*	36.4%
Not Reported	14	*	71.4%	*	14.3%	57	25	43.9%	26	45.6%

An asterisk (*) appears on the Internet reports to protect student privacy where there are ten or fewer students.

College Readiness

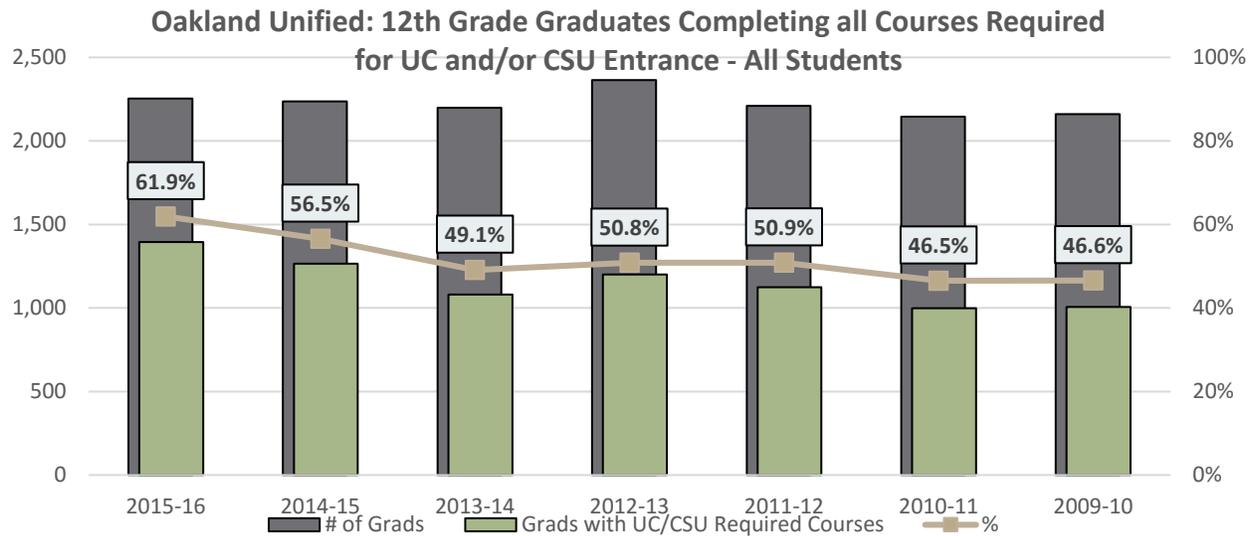
One key indicator for students’ preparedness to enroll in post-secondary education after high school completion is meeting “A-G” requirements. This refers to the 15 high school courses students must complete to satisfy the subject requirement for admission to the University of California and California State University system. To be eligible, students must complete each course with a grade of C or better — and at least seven of the 15 must be taken in the last two years of high school.²⁴ A-G completion is not the only requirement for acceptance into a UC or CSU school; it

represents only a portion of the entrance requirements.²⁵

Data from the California Department of Education for OUSD shows that the district has been making steady improvements in student achievement of the A-G requirements.

Over the past seven years, the rate of OUSD graduates completing A-G requirements has risen from 46.6% of graduates from the class of 2009-2010 to 61.9% of graduates from the class of 2015-2016.

Oakland Unified	Total Graduates	UC/CSU Eligible Grads	% UC/CSU Eligible Grads
2015-16	2,253	1,395	61.9%
2014-15	2,237	1,265	56.5%
2013-14	2,199	1,080	49.1%
2012-13	2,364	1,201	50.8%
2011-12	2,210	1,124	50.9%
2010-11	2,145	998	46.5%
2009-10	2,161	1,007	46.6%



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- ¹⁰ California Department of Education: Dataquest: Oakland Unified 2016-17 Free or Reduced Price Meals
- ¹¹ OUSD Strategic Regional Analysis – 2015 & 2016 (<http://ousd.maps.arcgis.com/home/index.html>)
- ¹² California Department of Education, School Nutrition Program Eligibility, 2017-2018 Eligibility Scale (<https://www.cde.ca.gov/ls/nu/sn/eligmaterials.asp>)
- ¹³ California Department of Education: Dataquest: Oakland Unified 2016-17 Free or Reduced Price Meals
- ¹⁴ OUSD 2016-2017 Fast Facts – OUSD Districtwide: <http://www.ousddata.org/announcements/new-fast-facts-2016-17-now-available>
- ¹⁵ OUSD Public Dashboards: Chronic Absence (<http://www.ousddata.org/public-dashboard-list.html>)
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- ¹⁷ Oakland Literacy Coalition: OAKLAND ACHIEVES 2016 Report: A Project of the Oakland Achieves Partnership
- ¹⁸ Oakland Literacy Coalition: Oakland Reads 2020: (<https://oaklandliteracycoalition.org/oakland-reads/why-third-grade-reading/>) A KIDS COUNT Special Report from the Annie E. Casey Foundation: Early Warning!: Why Reading by the End of Third Grade Matters (2010)
- ¹⁹ California Department of Education: Dataquest: Cohort Outcome Data for Graduation: Oakland Unified, Alameda County, California – 2009-10 to 2015-16
- ²⁰ California Department of Education: Dataquest: Oakland Unified: 12th Grade Graduates Completing all Courses Required for UC and/or CSU Entrance - All Students (2009-10 to 2015-16 data)
- ²¹ California Department of Education: Four-Year Adjusted Cohort Outcome Data Processing: https://data1.cde.ca.gov/dataquest/CohortRates/CohortOutcomeDefinitions2016_8_22.pdf
- ²² California Department of Education: Dataquest: Cohort Outcome Data 2009-10 and 2015-16: Oakland Unified
- ²³ Analysis, Measurement & Accountability Reporting Division California Department of Education: Four-Year Adjusted Cohort Outcome Data Processing: (https://data1.cde.ca.gov/dataquest/CohortRates/CohortOutcomeDefinitions2016_8_22.pdf)
- ²⁴ Oakland Unified School District: Graduation & A-G Requirements (<https://www.ousd.org/domain/25>)
- ²⁵ California Department of Education: Glossary: Grads with UC/CSU Required Courses (https://data1.cde.ca.gov/dataquest/gls_ucgrads.asp)