

CAPISTRANO UNIFIED SCHOOL DISTRICT
33122 Valle Road
San Juan Capistrano, CA 92675

BOARD OF TRUSTEES
Board/Superintendent Workshop

March 18, 2015

Open Session 6:00 p.m.

AGENDA

OPEN SESSION AT 6:00 P.M.

CALL TO ORDER

PLEDGE OF ALLEGIANCE

ADOPTION OF THE AGENDA – ROLL CALL

BOARD/SUPERINTENDENT WORKSHOP: District Vision, Mission, and Goals
Facilitators: Dr. Kent Bechler and Rich Thome, Leadership Associates

INFORMATION/
DISCUSSION
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EXHIBIT 1

ADJOURNMENT

Motion by _____ Seconded by _____

**THE NEXT REGULAR MEETING OF THE BOARD OF TRUSTEES IS WEDNESDAY, MARCH 25, 2015,
7:00 P.M. AT THE CAPISTRANO UNIFIED SCHOOL DISTRICT OFFICE BOARD ROOM, 33122 VALLE
ROAD, SAN JUAN CAPISTRANO, CALIFORNIA**

INSTRUCTIONS FOR PRESENTATIONS TO THE BOARD BY PARENTS AND CITIZENS PRESENT AT THIS MEETING

We are pleased you can be with us at this meeting, and we hope you will return often. Your visit assures us of continuing community interest in our schools.

The members of the Board of Trustees of this District are locally elected state officials, who serve four-year terms of office, and who are responsible for the educational program of our community from grades kindergarten through twelve. They are required to conduct programs of the schools in accordance with the State of California Constitution, the State Education Code, and other laws relating to schools enacted by the Legislature, and policies and procedures which this Board adopts.

The Board is a policy-making body whose actions are guided by the school district's Mission and Goals. Administration of the District is delegated to a professional administrative staff headed by the Superintendent.

The agenda and its extensive background material are studied by each member of the Board for at least two days preceding the meeting. Board Members can call the administrative staff for clarification on any item, and many of the items on the agenda were discussed by the Board during previous meetings. These procedures enable the Board to act more effectively on agenda items than would otherwise be possible.

WHAT TO DO IF YOU WISH TO ADDRESS THE BOARD OF TRUSTEES

ITEMS ON THE AGENDA. Any person may address the Board concerning any item on the agenda and may, at the discretion of the Board, be granted three (3) minutes to make a presentation to the Board at the time a specific item is under discussion. However, the time assigned for individual presentations could be fewer than three (3) minutes depending upon the total number of speakers who wish to address a specific agenda topic. Prior to the opening of the meeting, a Request to Address the Board card (located in the foyer) should be completed and submitted to the Secretary of the Board. The total time devoted to presentations to the Board shall not exceed twenty (20) minutes, unless additional time is granted by the Board. All presentations shall be heard by the Board prior to the formal discussion of the agenda topic under consideration. Once an agenda item has been opened for public comment, no additional "Request to Address the Board of Trustees" cards shall be accepted for that topic.

ORAL COMMUNICATIONS (Non-Agenda Items). Citizens may address the Board on any item not appearing on the agenda. Individual presentations are limited to three (3) minutes per individual, with twenty (20) minutes in total being devoted for this purpose, but could be less if there are a large number of Oral Communication speakers. Legally, the Board may not take action on items raised by speakers under Oral Communications. However, at its discretion, the Board may refer items to the administration for follow-up or place topics on a future Board agenda.

PUBLIC HEARINGS. Anytime the Board schedules a separate public hearing on any given topic, it shall not hear speakers on that topic before the public hearing, except as to the scheduling of the hearing, nor shall it hear speakers after the hearing, except as to changes in the policy or recommended actions which are directed at the time of the hearing.

CLOSED SESSION. In accordance with Education Code §35146 and Government Code §54957, the Board may recess to Closed Session to discuss personnel matters which they consider inadvisable to take up in a public meeting.

REASONABLE ACCOMMODATION

In order to help ensure participation in the meeting of disabled individuals, appropriate disability-related accommodations or modifications shall be provided by the Board, upon request, in accordance with the Americans with Disabilities Act (ADA). Persons with a disability who require a disability-related accommodation or modification, including auxiliary aids and services in order to participate in a Board meeting, shall contact the Superintendent or designee in writing by noon on the Friday before the scheduled meeting. Such notification shall provide school district personnel time to make reasonable arrangements to assure accessibility to the meeting.

Vision, Mission and Wildly Important Goals (WIGs)

Part I of II



- Building Background – Old vs. New
- Leading a learning organization
- Whirlwind vs. WIGS
- Vision/Mission/Data/WIGS

Outcome: Define 3 audacious or Wildly Important Goals (WIGs) for 2015-16 and beyond



Building Background Knowledge

To create a powerful and implementable Vision, Mission
and Goals for the Capistrano Unified School District



Outcome: Harnessing the Power of Goals

Goals define the highest priorities of the organization.

X to Y by Z

1. Must express the most significant challenge for CUSD.
2. Must have the greatest impact on this challenge.
3. Must be within our direct influence to remove this challenge.
4. Must be easily measured and monitored.

Define the 3 audacious or wildly important goals (WIGs) for future success



We are getting there. . .

NCLB was a good first attempt to create national standards. It really was the first step to accountability. The problem was that they were a mile wide and an inch deep so instruction became all about recall (DOK level 1). Testing was multiple choice and about the answer versus the process and application.

As with anything, version 2.0 is always better. Think of Common Core like a version 2.0 of NCLB knowing it is about a deep understanding of the material backed up by evidence of that understanding.



Historical Trends in the US



In 1973 $\frac{1}{4}$ of all jobs required postsecondary education



By 2018 $\frac{3}{4}$ of all jobs will require postsecondary education

By 2018 75% of all middle class jobs will require postsecondary education

There will be no growth in jobs requiring a high school diploma or less

There will be 26% growth in jobs requiring a postsecondary degree

55% of our kids go to Saddleback. Only 50% of kids in community college transfer and only 25% of those kids graduate from a four year institution

In 1985 the US had the most college graduates in the world, today it ranks 16th



New High School Public Facing Accountability

For "17-'18

Before

CSTs & CAHSEE

Current State Board Consideration

SBAC

Conditions of Learning

Implementation of State Standards

Pupil Achievement

Other (local)

Parental Involvement

Pupil Engagement



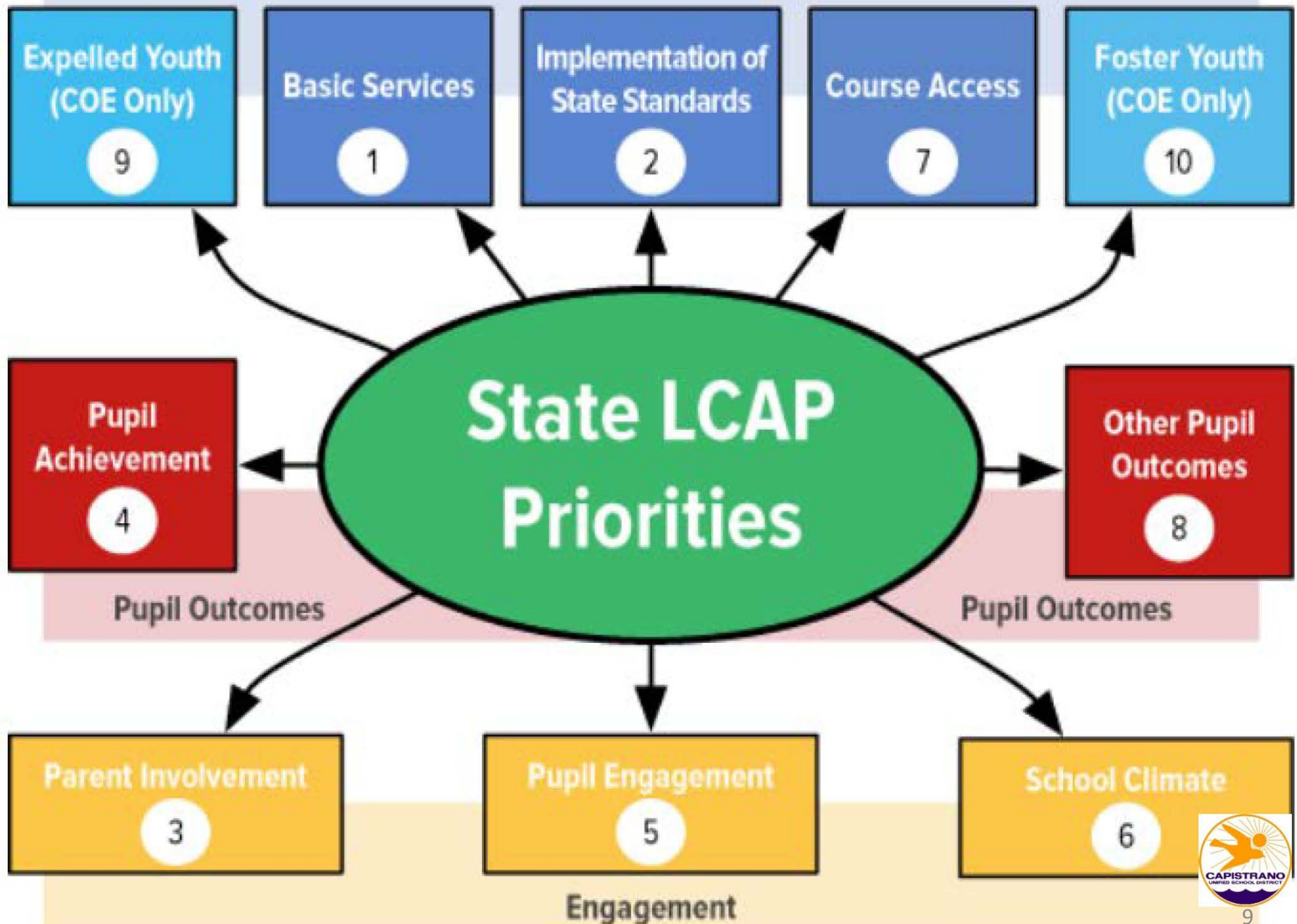
DRAFT—This document was created for discussion purposes to facilitate gathering input to inform the creation of evaluation rubrics per the requirements of EC 52064.5. This is intended to serve as a conceptual example to inform the creation of a draft for future review and discussion.

LCFF Data Metric Analysis – All Students									
		Meets/Meets Locally Identified Standard	Growth from Prior Year AND Progressive Improvement over 2 or more years	Growth from Prior Year OR Progressive Improvement over 2 or more years	Unmet or No Growth from Prior Year AND No Progressive Improvement over 2 or more years	Meets Does Not Apply			
Conditions of Learning									
Suggested Metric		LCAP Priority	2013-12	2012-13	2013-14	2014-15	2014-15 Data Estimated or Actual?	Status	
Basic	% Teachers appropriately assigned	1	Estimated	Actual	Estimated	Actual	Estimated	Actual	
	% Students with sufficient instructional materials	1	Estimated	Actual	Estimated	Actual	Estimated	Actual	
	% Facilities are in good repair	1	Estimated	Actual	Estimated	Actual	Estimated	Actual	
	(Other Local)	1	Estimated	Actual	Estimated	Actual	Estimated	Actual	
Implementation of State Standards	% Teachers Participated in CCS Math Professional Learning	2	Estimated	Actual	Estimated	Actual	Estimated	Actual	
	% Teachers Participated in CCS ELA Professional Learning	2	Estimated	Actual	Estimated	Actual	Estimated	Actual	
	% Teachers Participated in CCS ELD Professional Learning	2	Estimated	Actual	Estimated	Actual	Estimated	Actual	
	(Other Local)	2	Estimated	Actual	Estimated	Actual	Estimated	Actual	
Examine Assess	% of Students Completing A-d Requirements	2	Estimated	Actual	Estimated	Actual	Estimated	Actual	
	(Other Local) % of Students Participating in CTE Pathways	2	Estimated	Actual	Estimated	Actual	Estimated	Actual	
	(Other Local) % Students Participating in WMA	2	Estimated	Actual	Estimated	Actual	Estimated	Actual	
	(Other Local) % of Students (gateway performance)	2	Estimated	Actual	Estimated	Actual	Estimated	Actual	
Pupil Outcomes									
Suggested Metric		LCAP Priority	2013-12	2012-13	2013-14	2014-15	2014-15 Data Estimated or Actual?	Status	
Pupil Achievement	% of Students Completing A-d Requirements	4	Estimated	Actual	Estimated	Actual	Estimated	Actual	
	% of Students Participating in CTE Pathways	4	Estimated	Actual	Estimated	Actual	Estimated	Actual	
	% of English Learners Reclassified to fluent ability	4	Estimated	Actual	Estimated	Actual	Estimated	Actual	
	% of Students Enrolled in one or more AP class	4	Estimated	Actual	Estimated	Actual	Estimated	Actual	
	% of Students Passing AP Exam with 3+	4	Estimated	Actual	Estimated	Actual	Estimated	Actual	
	% of High School Seniors meeting SAT Requirement	4	Estimated	Actual	Estimated	Actual	Estimated	Actual	
	% of Students proficient or advanced in Mathematics (standardized)	4	Estimated	Actual	Estimated	Actual	Estimated	Actual	
	% of Students proficient or advanced in ELA (standardized test)	4	Estimated	Actual	Estimated	Actual	Estimated	Actual	
Other Pupil Outcomes	% of 11th and 12th Grade Students Passing the COURSE	4	Estimated	Actual	Estimated	Actual	Estimated	Actual	
	(Other Local)	4	Estimated	Actual	Estimated	Actual	Estimated	Actual	
	(Other Local)	4	Estimated	Actual	Estimated	Actual	Estimated	Actual	
	(Other Local)	4	Estimated	Actual	Estimated	Actual	Estimated	Actual	
Engagement									
Suggested Metric		LCAP Priority	2013-12	2012-13	2013-14	2014-15	2014-15 Data Estimated or Actual?	Status	
Parental Involvement	% of schools with full participation of parents on School Site Council	3	Estimated	Actual	Estimated	Actual	Estimated	Actual	
	% of schools with full participation of parents on LCAC	3	Estimated	Actual	Estimated	Actual	Estimated	Actual	
	(Other Local)	3	Estimated	Actual	Estimated	Actual	Estimated	Actual	
	(Other Local)	3	Estimated	Actual	Estimated	Actual	Estimated	Actual	
Pupil Engagement	Attendance rate	3	Estimated	Actual	Estimated	Actual	Estimated	Actual	
	Chronic absenteeism rate	3	Estimated	Actual	Estimated	Actual	Estimated	Actual	
	(Other Local) Middle school dropout rate	3	Estimated	Actual	Estimated	Actual	Estimated	Actual	
	(Other Local) High school dropout rate	3	Estimated	Actual	Estimated	Actual	Estimated	Actual	
School Climate	High school graduation rate	3	Estimated	Actual	Estimated	Actual	Estimated	Actual	
	(Other Local)	3	Estimated	Actual	Estimated	Actual	Estimated	Actual	
	% of students expelled	3	Estimated	Actual	Estimated	Actual	Estimated	Actual	
	% of students suspended	3	Estimated	Actual	Estimated	Actual	Estimated	Actual	
Other School Outcomes	% of students reporting feeling safe at school	3	Estimated	Actual	Estimated	Actual	Estimated	Actual	
	% of students reporting feeling supported at school	3	Estimated	Actual	Estimated	Actual	Estimated	Actual	
	(Other Local)	3	Estimated	Actual	Estimated	Actual	Estimated	Actual	
	(Other Local)	3	Estimated	Actual	Estimated	Actual	Estimated	Actual	

The above example provides a sample of the ALL Student data display. Data displays for Equity (i.e., subgroups-level) and Schools would also be created.



Conditions for Learning



The test: Old vs. New

- <http://mr-stadel.blogspot.com/2013/06/cst-and-sbac-questions.html>
- Difference is DOK levels or level of mental processing that must occur
 - DOK 1 – List the parts of the cell
 - DOK 2 – List the similarities and differences of the parts of the cell
 - DOK 3 – List the most significant effects on the parts of the cell as a result of mitosis
 - DOK 4 – List the possible scenarios and outcomes of the parts of the cell when comparing the effects of mitosis in animals and humans



Key shifts with common core

ELA

- Regular practice with complex texts and their academic language
- Building knowledge through content rich non-fiction
- Reading, writing and speaking, grounded in evidence from text both literary and informational

On the ELA test, only 20-30% is on literary text and 70-80% is informational text

MATH

- Greater focus on fewer topics
- Coherence – linking topics and thinking across grades
- Rigor – Pursue conceptual understanding, procedural skills and fluency, and application with equal intensity

There is NO procedural math in the framework – all application



The Classroom – Old vs New

<https://www.teachingchannel.org/videos/common-core-state-standards-middle-school>



We have a moral imperative to create a focus
and hold each other accountable to that focus –
*Good is the Enemy of Great (no more “good”
ideas)*

- 2-3 Goals
- You will accomplish all

4-10 Goals

You will accomplish
1-2

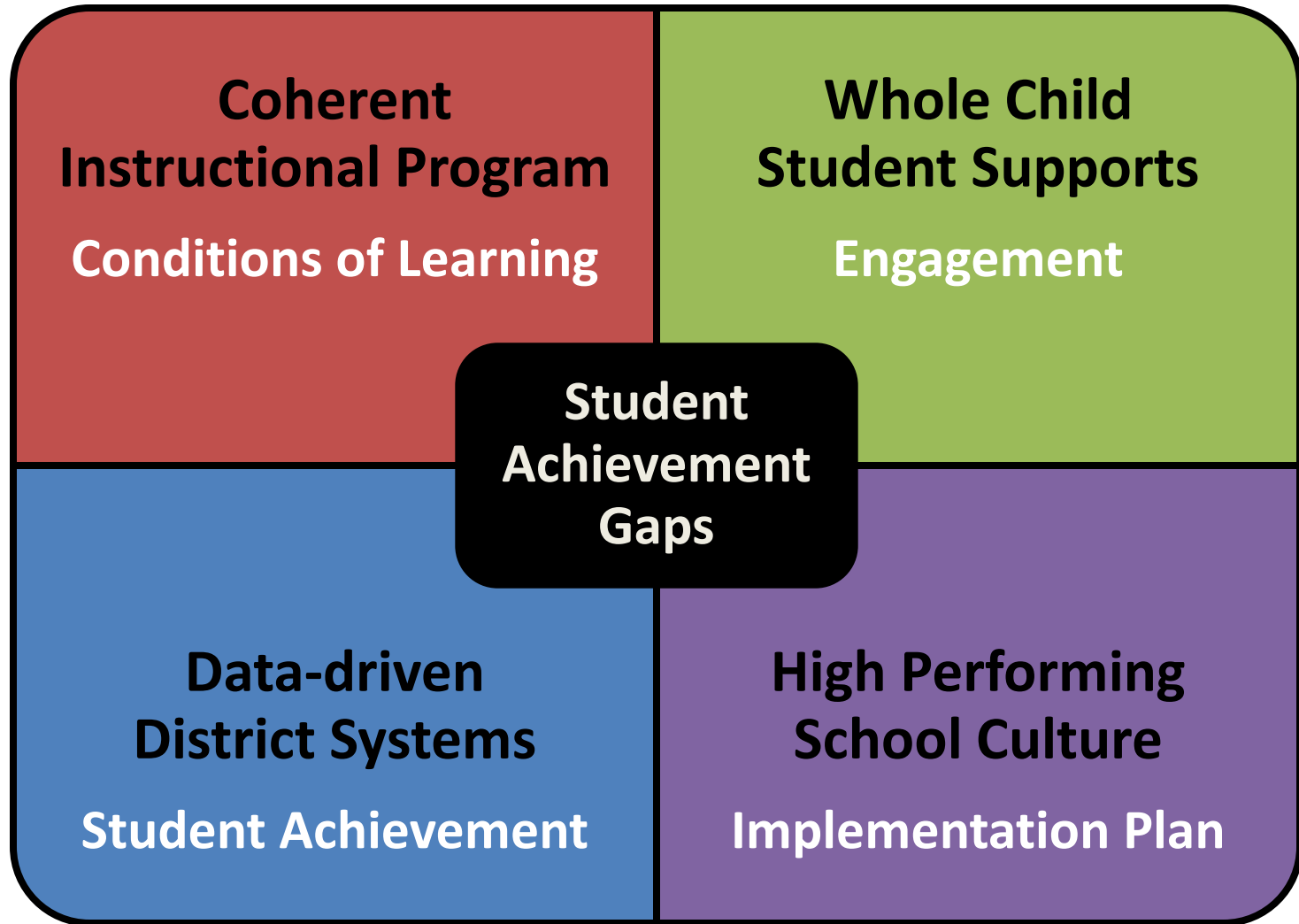
*Law of
Diminishing
Returns*

11-20 Goals

You will accomplish
0



Leading a Learning Organization



Ensuring our success

The Whirlwind vs. WIGs

<http://the4disciplinesofexecution.com/>



Outcome: Harnessing the Power of Goals

Goals define the highest priorities of the organization.

X to Y by Z

1. Must express the most significant challenge for CUSD.
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Define the 3 audacious or wildly important goals (WIGs) for future success



After We Establish WIGs Communication Strategy

District Vision and Mission Statement
Strategic Plan Priorities and Goals (WIGS)
LCAP Goals
LCAP Outcomes
District & School Metrics



Our Work: Alignment



Vision with a Strategic Focus

A strategic focus increases performance in areas most critical for current and future success of CUSD.

- Creates **clarity** to guide actions
- Promotes **commitment** of individuals
- Fosters **collaboration** across the organization
- Measures impact for **accountability**

Change efforts most often fail when approached through a **stroke-of-the-pen** strategy versus a **behavior change** strategy.

Success requires intense focus
on changing behavior in the midst of the whirlwind



Creating a Vision of Excellence

Priorities: Our vision is... (audacious and beyond possibility)

Principles: We believe that... (inspiring and motivating)

Practices: We will accomplish this by... (core competencies)

Commitments: To achieve this we commit to... (purpose-driven)



Definition of Vision:

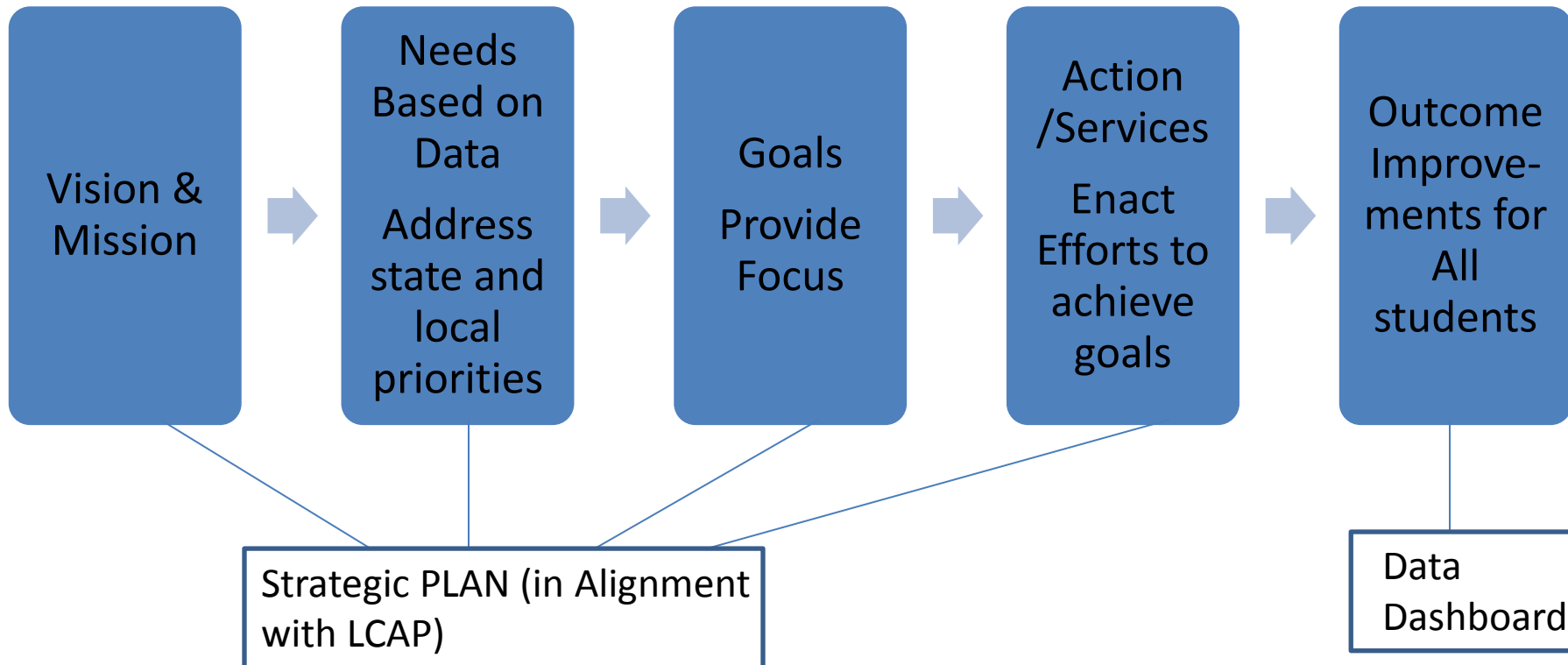
A **vision statement** for a company or organization focuses on the potential inherent in the company's future, or what they intend to be.

Definition of Mission:

A **mission statement** defines the organization's purpose and primary objectives. Mission statements are set in the present tense, and they explain why an organization exists to both its members and to the people outside it.



The Work of a District:



Capistrano Unified School District

English-Language Arts Prof/Adv (2013 STAR English Language Arts CST—<http://star.cde.ca.gov/>)

Grade 4 ELA	Grade 6 ELA	Grade 8 ELA	Grade 9 ELA	Grade 10 ELA	Grade 11 ELA
82%	79%	80%	84%	73%	68%

Algebra 1 Preparedness (2013 STAR Mathematics CST/Algebra 1 End-of-Course Exam—<http://star.cde.ca.gov/>)

Grade 4 Math Prof/Adv	Grade 6 Math Prof/Adv	Grade 8 Math Enrolled-Prof/Adv	Grade 8 Algebra 1 Enrolled-Prof/Adv	Grade 9 Algebra 1 Enrolled-Prof/Adv	Grade 10 Algebra 1 Enrolled-Prof/Adv
81%	67%	1742/62%	1587/88%	1421/57%	682/25%

CAHSEE (10th grade) – 2013-2014 <http://dp/cde/ca/gov/dataquest/>

ELA		Math	
93% pass	74% prof/adv	93% pass	77% prof/adv

High School Graduation 2012-2013 <http://dp.cde.ca.gov/dataquest/>

Graduation Rate	A-G Completion Rate
97.2% (ELL 86.1%, Sp Ed 79.5%)	53.14%

College Preparedness 2014 <http://eap2014.ets.org/ViewReport.asp>

EAP Alg 2		EAP Summative Math		EAP English	
3%R, 18%c, 79%NR		27%R, 67%c, 7%NR		42%r, 16%c, 42%NR	
Advanced Placement 2012-2013		SAT 2012-2013 DQ		ACT 2012-2013 - DQ	
Tested	Score 3+	Tested	Score 1500+	Tested	Score 21+
48.50%	75.00%	53.48%	67.09%	35.30%	81.37%

CSU System Data Fall 2013
<http://asd.calstate.edu/performance/apr/9596/scripts/hsp9596x.asp?campus=303057>

CDE Postsecondary Attendance and Persistence Data 2008-2009
<http://dq.cde.ca.gov/dataquest/>

Math Placement	ELA Placement	Enrollment Nationally	Enrollment in CA	1 Yr of Credits within 2 yrs
44-10% Remedial	37-9% Remedial	70.40%	47.10%	22.50%

Evidence of Progress

- Do we have ...

- ✓ A Clear and Compelling Purpose?
- ✓ A Data Story of Achievement Gap Priorities?
- ✓ Goals that Matters Most?
- ✓ Outcomes that Define Our Success?
- ✓ Metrics to Monitor Our Progress?



Current CUSD District Vision

Educated, responsible, and confident citizens succeeding in a global society.

Current CUSD Mission Statement

The Capistrano Unified School District, with support from our community, prepares students to achieve and personal success while becoming responsible citizens and lifelong learners. (Board Approved for 2010-2011 School Year)

The mission of the Capistrano Unified school district, in partnership with the home and our richly diverse community, is to educate students and to assist them in realizing their full potential as responsible, productive, contribution members of society by providing an educational environment in which students are challenged, excellence is expected and differences are valued.

BP0100(a)(2000)



Evidence of Progress

- **If we have ...**

- ✓ A Clear and Compelling Purpose
- ✓ A Data Story of Achievement Gap Priorities
- ✓ Goals that Matters Most
- ✓ Outcomes that Define Our Success
- ✓ Metrics to Monitor Our Progress

- **... then we are ready for next steps**

- Communication Strategy
- Systems Improvement Plan
- Leadership Development Process
- Continuous Improvement Cycle



Setting WIGs

- Next time. . .

- ✓ What is measured?
- ✓ What are our wildly important goals?
- ✓ How do we communicate the goals?
- ✓ How do we provide accountability to meet these goals?
- ✓ How do we provide a structure for successful implementation?

