

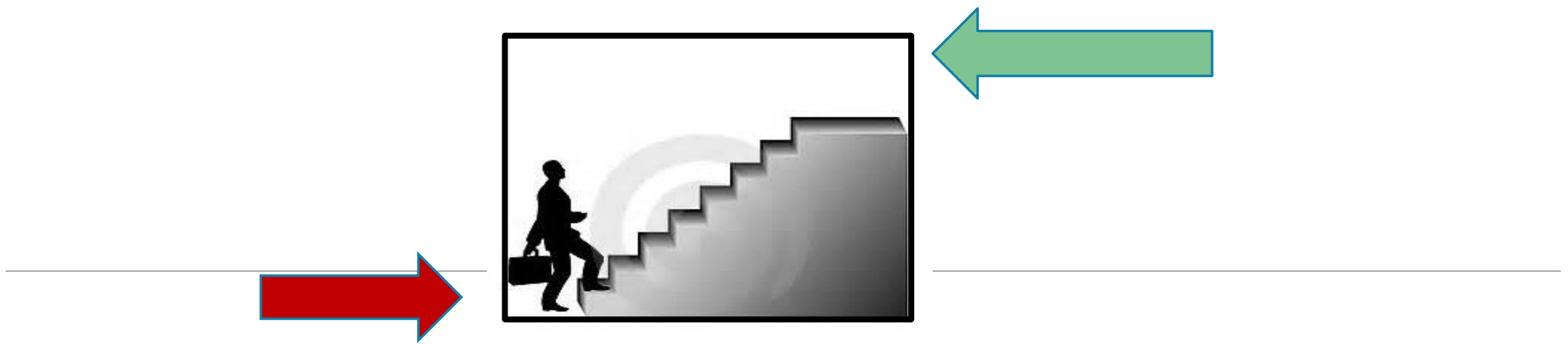


High School Graduation Requirements

MARCH 25, 2015

AGENDA

- CUSD's High School Progress Data
- CUSD's College Readiness and College Going Data
- CUSD High School Graduation Requirements in comparison with the State, UC and Cal State
- Our Current Work in College & Career Readiness
- Options to Consider
- A-G and Honors Changes
- Timeline and Action Steps



Is high school graduation
the floor or the ceiling?

FROM GRADUATION TO COLLEGE AND CAREER

What Does Academic Success in High School Look Like?

- Earning grades of D or better
- Staying on track with credits
- Passing CAHSEE
- Earning 220 credits to graduate
- Taking rigorous courses: Advanced Placement (AP), International Baccalaureate (IB), Honors
- Balance of core classes with electives
- Engagement in school, activities, clubs, athletics, and organizations
- A post-secondary plan and corresponding skills

CUSD's High School Student Performance

D and F Report

High School Students with at Least one F in A-G courses 1,923/15,780 12.2%	High School Students with at least one D in A-G courses 3,402/15,780 21.60%	Middle School Students with at least one F in any course 910/11,902 7.60%
High School Students with 2 Fs in A-G courses 441/15,780 2.8%	High School Students with 2 Ds in A-G courses 830/15,780 5.30%	Middle School Students with 2 Fs in any course 227/11,902 1.90%

A-G meets UC/CSU

Credit Recovery Referrals

Summer and Fall 2014-2015: June 24, 2014 - Jan 31, 2015	
Department	Referrals
CCP	669
Elective	569
English	808
Foreign Language	118
Health	127
Math	243
Science	265
Social Science	365
Physical Education	3
Grand Total	3,164

CUSD's High School Progress Data

School	Grade 9	Grade 10	Grade 11	Grade 12
	30+ credits	90+ credits	145+ credits	190+ credits
Aliso Niguel High School	696/794	623/779	618/770	702/741
Aliso Niguel High School	87.66%	79.97%	80.26%	94.74%
California Preparatory Academy	28/40	36/55	45/79	50/60
California Preparatory Academy	70.00%	65.45%	56.96%	83.33%
Capistrano Valley High School	508/581	431/563	491/610	639/670
Capistrano Valley High School	87.44%	76.55%	80.49%	95.37%
Dana Hills High School	566/681	507/675	531/681	639/698
Dana Hills High School	83.11%	75.11%	77.97%	91.55%
San Clemente High School	647/782	497/793	566/747	694/731
San Clemente High School	82.74%	62.67%	75.77%	94.94%
San Juan Hills High School	597/672	498/656	451/552	494/515
San Juan Hills High School	88.84%	75.91%	81.70%	95.92%
Tesoro High School	594/636	465/583	469/577	545/575
Tesoro High School	93.40%	79.76%	81.28%	94.78%
Total Students On Track	3,636	3,057	3,171	3,763
Total Student In Grade Level	4,186	4,104	4,016	3,990
Percent of Students on Track	87%	74%	79%	94%
Fall Semester 2014-15 (Aeries)				

- 87% of freshmen are on track to graduate
- 74% of sophomores
- 79% of juniors
- 94% of seniors

What Does College and Career Success Look Like?

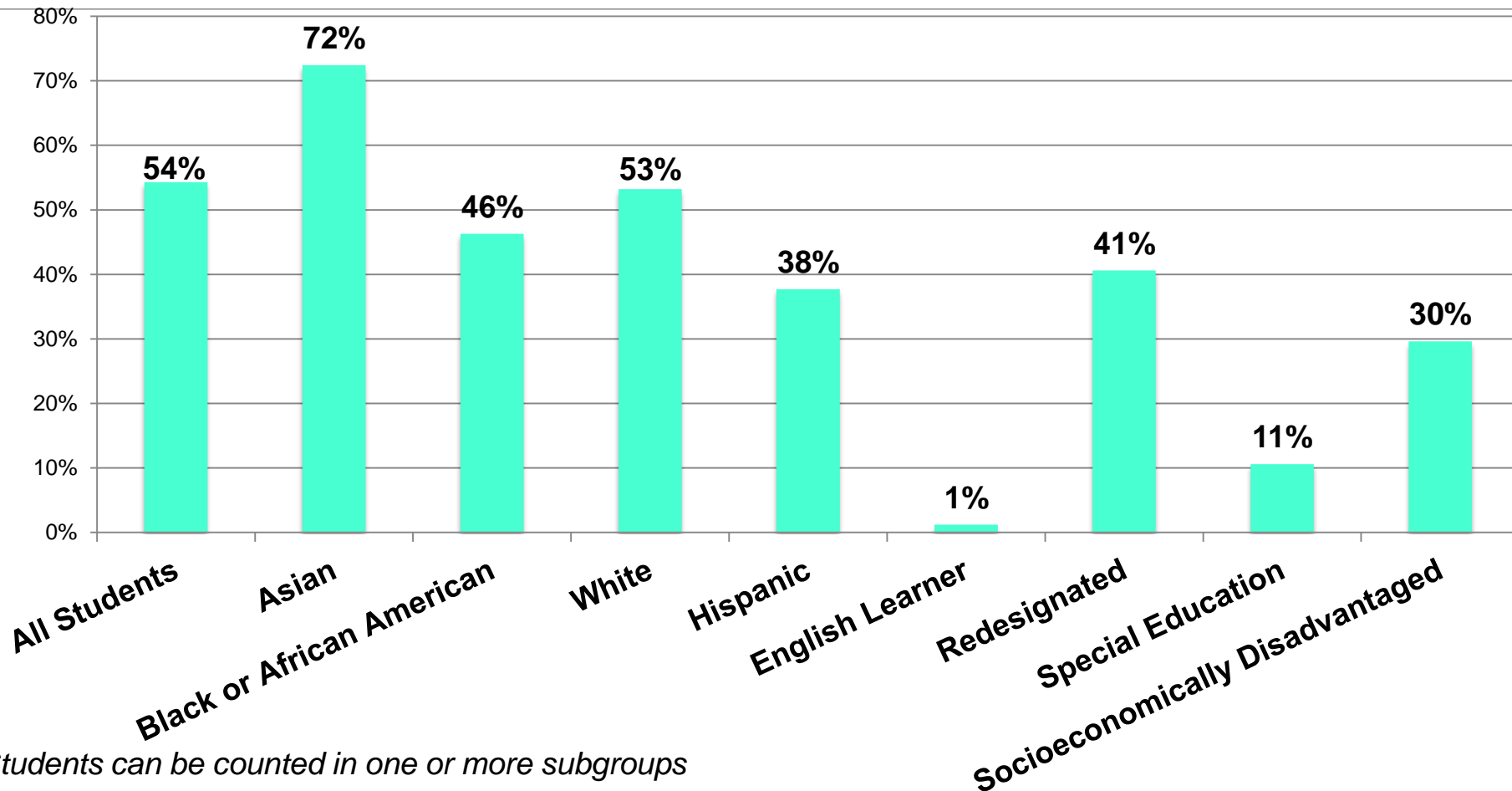
- Meeting A-G requirements (Grades of a C or higher)
- Advanced Placement (AP) & International Baccalaureate (IB)
- Placement/Readiness Tests: EAP, SAT/ACT, AP Testing, IB Tests
- Access to Interest and Career Learning
- Career Technical Education
- Career Pathways with industry certification, articulation to college, apprenticeships, internships, work experience
- Persistence in College

CUSD's College Readiness Data

CAHSEE (10th grade) – 2013-14 http://dq.cde.ca.gov/dataquest/					
ELA			Math		
93% pass	74% prof/adv		93% pass	77% prof/adv	
High School Graduation 2012-13 http://dq.cde.ca.gov/dataquest/					
Graduation Rate			A-G Completion Rate		
97.2% (ELL 86.1%, SpED 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 – 2012-13		SAT 2012-13 DQ		ACT 2012-13 - 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 2008-09 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%	

CUSD's College Readiness Data

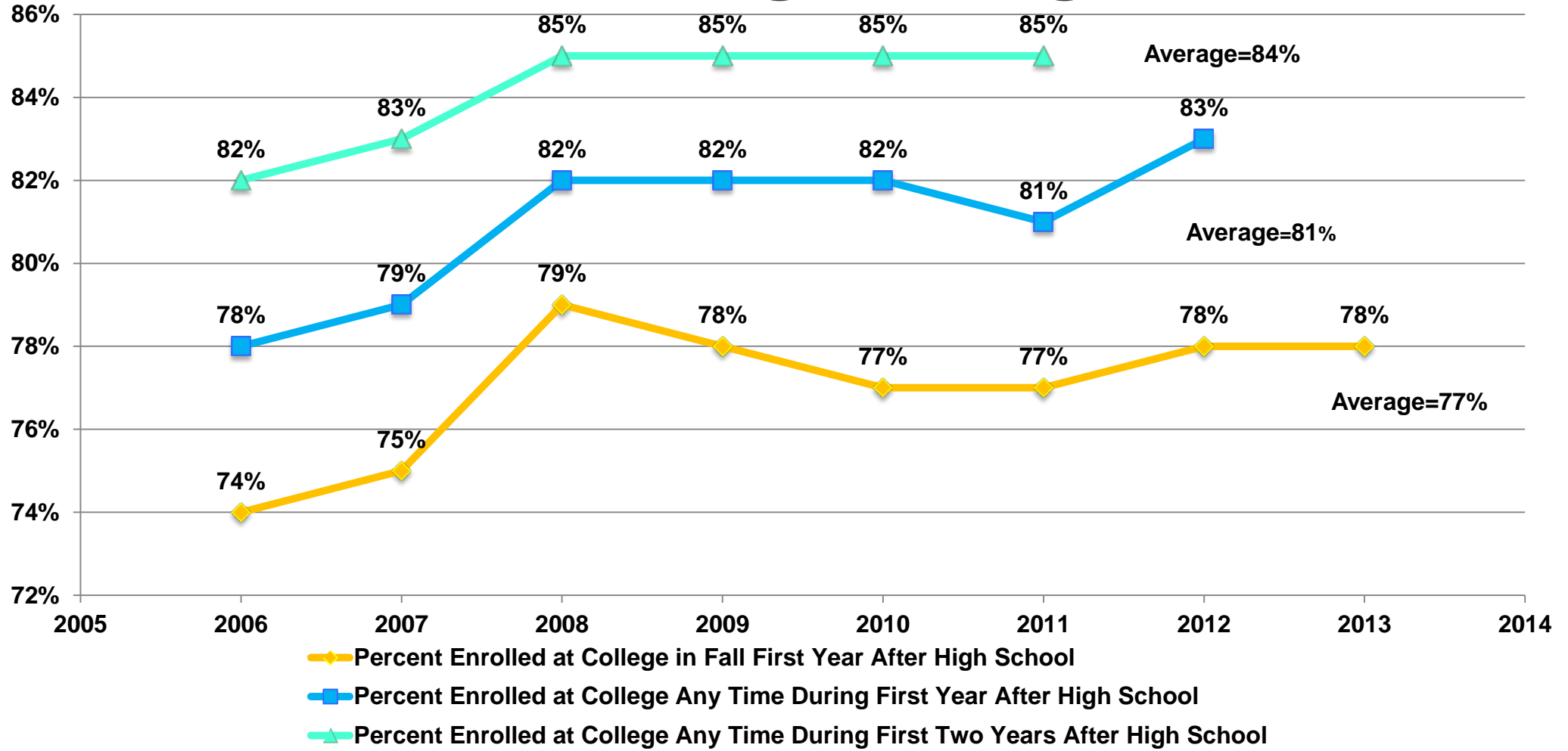
Students Completing A-G Requirements



Students can be counted in one or more subgroups

Source: District Aeries

CUSD's College Going Data



CUSD's College Going Data

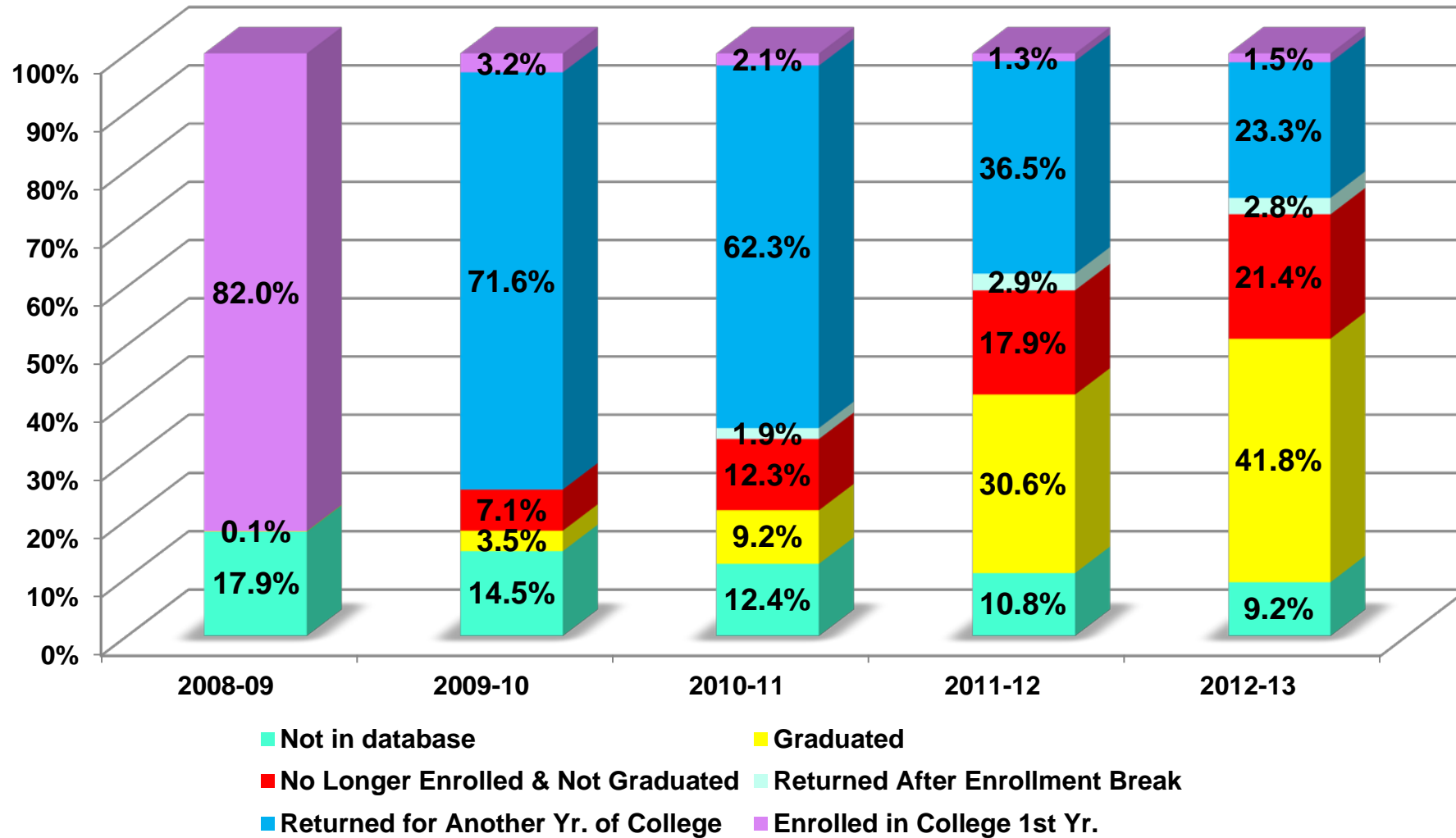
Count of Students Enrolled in College the Fall Immediately Following Graduation From High School

Class of	2006	2007	2008	2009	2010	2011	2012	2013
Total In the Class	3,053	3,239	3,526	3,645	3,776	4,094	3,806	3,819
Total Enrolled	2,254	2,430	2,799	2,832	2,921	3,134	2,952	2,963
Total in 4-Year	1,022	1,112	1,312	1,265	1,365	1,480	1,464	1,476
Total in 2-Year	1,232	1,318	1,487	1,567	1,556	1,654	1,488	1,487

78% of Class
of 2013

Source: National Student Clearinghouse

CUSD's College Going Data



How Do We Optimize Future Success for **ALL** CUSD High School Students?

GETTING ALL STUDENTS TO COLLEGE AND CAREER



CUSD Graduation Requirements

Subject Area	Years Required	A-G Requirement
History/Social Science	3	A
English	4	B
Mathematics	2	C
Science	2	D
Foreign Language	0 or 1	E
Visual and Performing Arts	0 or 1	F
Electives	(70 credits)	G
Physical Education	2	(G)
Health	.5	(G)
College & Career Planning	.5	(G)

CUSD to California Graduation Requirements

	Capistrano Unified School District		State of California	
Area	CUSD requires a minimum of 220 credits to graduate. A grade of D or better is required for each course to meet the subject requirement		California Education Code 51225.3 specifies the minimum set of courses to meet state requirements to graduate from high school and receive a diploma. All students must complete the requirements in grades nine to twelve.	
	Subject	Years	Subject	Years
a.	History and Social Science (including 1 year of U.S. history, 1 year of World History, and 1 semester of American government and a semester of Economics)	3	History and Social Science (including 1 year of US history and geography, 1 year of world history, culture and geography and 1 semester American government and civics and 1 semester of economics.	3
b.	English (4 years of English)	4	English (3 years of English)	4
c.	Math (2 years) including Algebra I or Applied Mathematics I/II	2	Math (2 years) including 1 year of Algebra	2
d.	Science (including 1 biological science and 1 physical science)	2	Laboratory Science (including 1 biological science and 1 physical science)	2
e.	Foreign Language (can be replaced with Fine Arts)	0 or 1	Foreign Language (can be replaced with Fine Arts or one year of Career Technical Education (CTE))	0 or 1
f.	Visual and Performing Arts (can be replaced with foreign language)	0 or 1	Visual and Performing Arts (can be replaced with foreign language)	0 or 1
g.	Electives	70 credits	N/A	
	Physical Education	2	Physical Education	2
	Health	0.5	N/A	
	College and Career Planning	0.5	N/A	

CUSD to CSU and UC Requirements

	Capistrano Unified School District		California State University		University of California	
Area	CUSD requires a minimum of 220 credits to graduate.A		CSU requires a minimum of 15 units of study. Each		UC requires a minimum of 15 yearlong courses, 11	
	Subject	Years	Subject	Years	Subject	Years
a.	History and Social Science (including 1 year of U.S. history, 1 year of World History, and 1 semester of American government and a semester of Economics)	3	History and Social Science (including 1 year of U.S. history or 1 semester of U.S. history and 1 semester of civics or American government <i>AND</i> 1 year of social science)	2	History/social science (2 years, including 1 year of world history, cultures and historical geography and 1 year of U.S. history, or one-half year of U.S. history and one-half year of American government or civics.	2
b.	English (4 years of English)	4	English (4 years of college preparatory English composition and literature)	4	English (4 years of college preparatory English)	4
c.	Math (2 years) including Algebra I or Applied Mathematics I/II	2	Math (4 years recommended) including Algebra I, Geometry, Algebra II, or higher mathematics (take one each year)	3	Mathematics (3 years of college-preparatory mathematics including Algebra, advanced Algebra, and Geometry).	3
d.	Science (including 1 biological science and 1 physical science)	2	Laboratory Science (including 1 biological science and 1 physical science)	2	Laboratory science (2 years of laboratory science in at least two of the three disciplines of biology, chemistry and physics).	2
e.	Foreign Language (can be replaced with Fine Arts)	0 or 1	Language other than English (2 years of same language)	2	Language other than English (2 years of the same language other than English or equivalent to the second-level of high school instruction).	2
f.	Visual and Performing Arts (can be replaced with foreign language)	0 or 1	Visual and Performing Arts (dance, drama or theater, music, or visual art)	1	Visual and performing arts (1 year chosen from dance, drama/theater, music or visual art.	1
g.	Electives	70 credits	College-preparatory Elective (1 additional year chosen from the UC a-g list)	1	College-preparatory elective (1 year chosen from the "a-f" courses beyond those used to satisfy the requirements above, or courses that have been approved solely in the elective area).	1
	Physical Education	2				
	Health	0.5				
	College and Career Planning	0.5				0

Our Current Work: To Best Prepare Students for College & Career Success

- Consistent District-wide Placement Criteria (beginning in Secondary Schools)
- Enhancing and expanding our Credit Recovery System
- Open Access for Higher Level Courses, such as AP
- Additional Electives -- through LCAP

Our Current Work: To Best Prepare Students for College & Career Success

- Senior Expository Reading and Writing Course (ERWC)
- Providing instructional program options (Independent Study, Online, Alternative)
- Developing a District-wide Guidance Plan, including a graduation check process
- Identifying and addressing students who are at-risk and intervening early (MTSS) -- through LCAP

Options to Consider

- Look at the graduation requirements in courses such as:
 - Mathematics
 - Foreign/World Language
 - Science (particularly laboratory science)
 - Graduation requirements specific to CUSD (Health and CCP)
- Ensure more or all courses are A-G
- Offer and count higher level courses in middle school, such as world language and mathematics, for high school credit and meeting requirements

Options to Consider

- Consider career technical and elective requirements, such as career pathway participation, VAPA, work experience, portfolios, etc.
- Offer alternative college/career readiness pathways, which do not allow students to opt out in the first two years of high school
- Increase and open access to higher level courses, such as Advanced Placement, IB, and Honors courses

Begin With Higher Level Courses

- In September 2014 there were changes to the weighting of Honors Courses in High School, which will take effect for the 2015-16 school year
- UC limited the number of honors points to 4 courses (8 semesters), with no more than 2 courses (four semesters) from 10th grade. This total includes college-level courses in the "a-g" college-preparatory subjects that are transferable to UC
- All UC-approved school-created honors courses must still have a non-honors equivalent
- UC assigns extra weight to grades earned (eight semesters) of UC-designated honors courses

**UC limits the number of honors points to 4 courses (8 semesters),
with no more than 2 courses (four semesters) from 10th grade**

The Honors Proposal

- Replace accelerated courses with Honors designation
- Add Honors Biology, Chemistry and Physics
- Make IDEA, HMO, SOCSA, ATMS courses Honors courses
- Make World Language 5 an Honors course

Timeline	Action
Spring 2015	<ul style="list-style-type: none"> Redefine Honors Offerings Analyze A-G Course Offerings Develop new elective offerings in middle and high school (including VAPA) for 2015-16 Begin college and career readiness and graduation requirement communication plan Begin development of individual graduation plan
Summer 2015	<ul style="list-style-type: none"> Develop draft proposal of graduation requirement changes Develop CTE pathway proposal for middle and high school Analyze AP, IB, and program participation (i.e. ATMS, IDEA, HMO, SOCSA) Individual graduation plan completed
Fall 2015	<ul style="list-style-type: none"> Implement new placement criteria for secondary students District-wide Implement new Honors courses (limited); Review potential Honors courses moving forward for 2016-17 implementation Identify course-taking sequences for middle/high school students District-wide Conduct stakeholder forums to review and provide feedback on graduation requirement and CTE pathway proposals Bring proposals to Board for phased-in approach, beginning with grade 9 2016-17 students for graduation requirement changes
Spring 2016	<ul style="list-style-type: none"> Bring proposal to Board for enhancing elementary VAPA program and GATE Program moving forward Market new middle and high school courses for the 2016-17 school year Develop plan for higher level course participation and testing (i.e. AP, IB) Make recommendation to the Board for approval of a phased-in approach to graduation requirements.