

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

BOARD OF TRUSTEES
Board/Superintendent Workshop

January 20, 2016

Open Session 6:00 p.m.

AGENDA

OPEN SESSION AT 6:00 P.M.

CALL TO ORDER – ROLL CALL

PLEDGE OF ALLEGIANCE

ADOPTION OF THE AGENDA

BOARD/SUPERINTENDENT WORKSHOP: HIGH SCHOOL GRADUATION REQUIREMENTS

INFORMATION/
DISCUSSION

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EXHIBIT 1

The presentation will be a continuation of the two previous Board Study Sessions on Graduation Requirements held on March 25, 2015 and July 15, 2015. Staff will provide a recommendation regarding the District's College and Career Planning and Health courses for the 2016-2017 school year and beyond. Information regarding possible considerations for implementation in the 2017-2018 school year related to Mathematics, Science, Visual and Performing Arts, World Language and Career Technical Education courses including information on the development of our College and Career Guidance Plans will be presented.

CUSD WIG 1: Teaching and Learning – Engage students in meaningful, challenging, and innovative educational experiences to increase post-secondary options for all students.

Contact: Susan Holliday, Interim Assistant Superintendent, Education Services

Staff Recommendation

It is recommended the Board President recognize Susan Holliday, Interim Assistant Superintendent, Education Services to present information on this item. This is an information item only and no Board action is necessary.

ADJOURNMENT

Motion by _____ Seconded by _____

**THE NEXT REGULAR MEETING OF THE BOARD OF TRUSTEES IS
WEDNESDAY, JANUARY 27, 2016, 7:00 P.M.
AT THE CAPISTRANO UNIFIED SCHOOL DISTRICT OFFICE BOARD ROOM,
33122 VALLE ROAD, SAN JUAN CAPISTRANO, CALIFORNIA**

For information regarding Capistrano Unified School District, please visit our website:

www.capousd.org

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.



Board Study Session: CUSD High School Graduation Requirements

Originally Presented on March 25, 2015

Second Presentation on July 15, 2015

Third Presentation January 20, 2016

Intended Outcomes

- 1) Goal 1: Provide the Board of Trustees with a recommendation for the College and Career Planning and Health Courses for 2016-2017 that provides the greatest flexibility for students to meet their needs**
- 2) Goal 2: Provide the Board of Trustees with an update on the development of the CUSD Guidance Plan**
- 3) Goal 3: Set the stage for future Graduation Requirement considerations related to Mathematics, Visual and Performing Arts, World Language and Career Technical Education courses**

AGENDA

- **College and Career Planning and Health Information/Discussion**
- **Guidance Plan Development**
- **Graduation Requirements Multi-Year Plan**

College and Career Planning and Health Courses

The intended outcome of reviewing the status of the College and Career Planning and Health courses as required courses for graduation is to see if there is another mechanism to offer this instruction to students while providing greater flexibility of schedules for students based on their individual needs and interests.

How Can We Prepare ALL CUSD High School Students for College and Career Readiness?

Broad Course of Study Expansion

- Examine Graduation Requirements for Preparation and Access
- Recommend and Encourage Four Years of Mathematics
- Continue to Expand A-G Offerings
- Expand Credit Recovery Options for A-G Validation
- Expand Advanced Placement (AP) & International Baccalaureate (IB) Access
- Establish Career Pathways with Industry Certification, Articulation to College, Apprenticeships, Internships and Work Experience (looking not only at Saddleback College)
- Expand elective offerings

Guidance/Outreach

- Develop a comprehensive Guidance Plan
- Develop Consistent Placement Guidelines for High School Courses to Increase Access
- Implement MTSS Protocols/Structures for CCR Support
- Expansion of Naviance as Post Graduation Planning Tool
- Provide Guidance with Placement/Readiness Tests: PSAT, SAT, ACT and EAP
- Expand Guidance with College Application Process (essays, applications, portals, SIR, placement tests (ELM/EPT), scholarships, etc)

Stakeholder Communication/Outreach

- **August and January CUCPTSA Meetings**
- **August and January High School Principal Meetings**
- **Survey administered to CUSD high school students and parents September 3, 2015 to September 11, 2015**
- **Meeting held with Health Teachers on September 8, 2015**
- **Meeting held with CCP Teachers on September 16, 2015**
- **Meeting held with CUEA on October 7, 2015**
- **Meeting held with ASB Executive Council on September 30, 2015 at SJHHS**

Minimum Graduation Requirements

- **CA minimum requirement is 13 yearlong courses**
- **Most districts require between 22-26 yearlong courses**
- **Health is not a required course. Units must be provided related to:**
 - **HIV/AIDS/Venereal Diseases/Prenatal Care**
 - **Tobacco/Drug Prevention**
 - **Personal/Public Safety/Accident Prevention**
- **PE is required in 9th Grade and 10th Grade***
- **Students may be exempt for two years in 10th -12th if they have passed the Performance Test in 9th Grade (5 of 6 standards)***

College and Career Planning (CCP) and Health Class Information

- 1) Stakeholder Feedback
- 2) Factors to Consider
- 3) Recommendation

College and Career Planning Survey

A survey was conducted in September asking if CCP was an Elective would you elect to take the course. There were 1954 parent responses and 748 student responses (28,308 invited).

- Parent Results: 43.1 % responded yes**
- Student Results: 37.3% responded yes**

College and Career Planning Teacher/Principal Feedback

- **Invaluable class that addresses technology skills for the first time**
- **Provides students an opportunity to be encouraged to participate**
- **Provides students with guidance related to their college and career interests**

Current Considerations for CCP

- **5th -8th Grade Chromebook Implementation embeds tech skills**
- **Curriculum Alignment Guides embed technology**
- **Naviance Expanded in 10th-12th Grades**

Health Class Survey

A survey was conducted in September asking if Health was an Elective would you elect to take the course. There were 1954 parent responses and 748 student responses (28,308 invited).

- Parent Results: 36% responded yes**
- Student Results: 33.5% responded yes**

Health Teacher/Principal Feedback

- **Invaluable class that addresses critical life long skills**
- **Provides students safe haven for real discussions**
- **Teaches students refusal skills**

CCP Class Options

- **Remain as required semester course**
Provide greater flexibility during summer and school year
- **Remove as a graduation requirement**
 - Offer as an elective
 - Develop marketing campaign to promote course

Health Class Options

- **Remain as a semester required course**
 - Allow students to take it through Junior Year
 - Expand alternative options
- **Remove as a graduation requirement**
 - Offer as an elective
 - Expand on-line class offering
 - Embed into PE courses

CCP Recommendations

Keep as a graduation requirement with the following changes to be implemented in 2016-2017

- **Form a Curriculum Alignment Guide Team to revise Scope and Sequence of course expectations**
- **Create additional ways to meet the requirement**
- **Require completion of Naviance Assignments**
- **Require completion of 4 Year (5-6 Year) Plans**
- **Create Common Formative/Summative Assessments**
- **Eliminate One Off Sections (to fill gaps)**

Health Recommendations

Keep as a graduation requirement with the following changes to be implemented in 2016-2017

- **Form a Curriculum Alignment Guide Team to revise Scope and Sequence of course expectations**
- **Create additional ways to meet the requirement**
- **Create Common Formative/Summative Assessments**
- **Eliminate One Off Sections (to fill gaps)**

Guidance Plan

The intended outcome with the creation of the CUSD Guidance Plan is to ensure that our students receive tailored, specific guidance, support and direction regardless of the path they choose to pursue following High School (college, vocational, military, career)

Guidance Plan Development

- 1) Naviance Committee formed in 2016-2017
- 2) Naviance Committee to be reconstituted to form the Guidance Plan Committee
- 3) Plan will be a comprehensive plan providing guidance for students in all college and career pathways including 2 year institutions, 4 year institutions, the military, CTE and other vocational experiences

Naviance Implementation

Freshmen (completed within CCP Class)

Complete Gallup Strengths Explorer

Add Cluster/s to Favorite List

Complete Do What You Are

College Search

Add Colleges to List of Colleges I am Thinking About

Create Course Plan

Sophomores

Complete Career Interest Profiler

Add Careers to Favorites List

Create/Update Course Plan

Naviance Implementation

Juniors

Complete College Super Match

Add College/s to List of Colleges I'm Thinking About

Create Resume

Seniors

Add Colleges to the List I'm Applying To

Complete Graduation Survey

Complete Graduation Plan

Naviance Committee Next Steps:

- **Determine professional development needs for the expansion**
 - **Eight workshops scheduled**
 - **Each site created “Persons” responsible plan**
- **Delivery of Parent Workshops**
 - **Two sessions held on November 17, 2015 in the Board Room**
 - **Sites holding own sessions**
- **Creation of the Graduation Plan**
- **Refine 2016-2017 expansion of activities**

Parent Universities for Naviance/CCR

- **Naviance Workshop presented at each High School**
- **College and Career Workshops**

How To Graduate From College Debt Free

College Application Process

Why Is It So Hard For A Good Student to Get into a Top College?

10 Biggest Mistakes Parents Make in Planning for College

The 7 Biggest Mistakes Made On The FAFSA

ACT Versus SAT

How to Analyze Financial Aid Award Letters

Picking the Right "Fit" (College/Colleges)

Guidance Plan Committee

- 1) Team to meet monthly from February - June
- 2) Team will consist of High School Assistant Principals, Academic Advisors, ROP-CTE Staff and teachers from a variety of programs based on interest
- 3) Intended outcome is a comprehensive plan for 2016-2017

The Guidance Plan

- 1) Naviance as the initial anchor
- 2) Creation and on-going refinement of the Six Year Plan
- 3) Develop key Guidance Activities by month and year
- 4) Enhance Parent Workshop Opportunities
- 5) Create Elementary and Middle School Outreach Component

Graduation Requirements

The intended outcome for revisiting our graduation requirements is to make certain that we are providing our students with the requisite skills and varied opportunities to be successful regardless of the path that they choose to pursue after high school.

Our Work

Vision: An unwavering commitment to student success.

Mission: To prepare our students to meet the challenges of a rapidly changing world.

Teaching and Learning WIG: Engage students in meaningful, challenging, and innovative educational experiences to increase post-secondary options for all students.

Instructional Focus: All CUSD students will demonstrate disciplinary literacy at a DOK level 3 or higher as measured by SBA or local assessment data.

Broad Course of Study Built on a Strong Foundation

- **Course Placement and Sequences**
- **Pathways Development**
- **CTE/ROP/Saddleback College**
- **Adult Education**
- **Strengthening the Foundation**

Course Placement/Sequences

- **Revised Accelerated Placement Guidelines in Middle School**
- **Examine AP Equity and Access**
- **Curriculum Specialists and Department Chairs creating common placement guidelines (English, Math, History-Social Science, Science and World Languages)**

Honors Course Development

- **Honors English I, Honors English II and Honors Algebra 2/Trig (2015-2016)**
- **Biology, Chemistry and World History (2016-2017)**

Pathways Development

- **Expand/define existing pathways:**
 - **Engineering and Manufacturing Design- CVHS**
 - **Engineering and Architecture-ANHS**
 - **Health Sciences-Biotechnology- SJHHS**
 - **Health Sciences and Medical Technology, Patient Care-DHHS**
 - **Fashion and Interior Design-CVHS afterschool**
 - **Transportation- System Diagnostics, Service and Repair- ANHS, SCHS, CVHS**
 - **Arts, Media and Entertainment- Design, Media and Visual Arts-SJHHS, CVHS**
 - **Arts, Media and Entertainment-Performing Arts-CVHS, SJHHS, SCHS**
 - **Hospitality, Tourism and Recreation-Food Science, Dietetics and Nutrition-ANHS, JSHS**
- **Continue UCI Partnership with Castille, Newhart and CVHS**
- **Continue Partnership with Project Lead the Way at CVHS**

CTE/ROP/Saddleback College

- **Continue to market and rebrand ROP class benefits**
- **Courses increased from 90 (Spring 2014) to 104 (Fall 2015)**
- **Increased number of a-g courses (from 5 in 2014 to 13 in 2015)**
- **Increase Non Credit offerings on College and Career Campus through partnership with Saddleback College for adults**
- **Create Pathway into Saddleback College “for credit courses”**
- **Increase Community Partnerships**

Haas Manufacturing Lab

Tillys Community program

- **Enhance and define existing pathways**

Adult Education

Transfer all Adult Education Programs to Saddleback College in 2016-2017 and beyond

ESL and Citizenship

Partner with Saddleback College

Expand ESL and Citizenship Classes at additional locations (Viejo)

Expand CTE Non-Credit offerings

Increase attendance to Saddleback College for certificate/degrees as pathway

Enroll students in Saddleback Partnership with OCDE for Diploma Program

Promote Adults with Disabilities Programs

Promote Older Adult Programs

Strengthening the Foundation

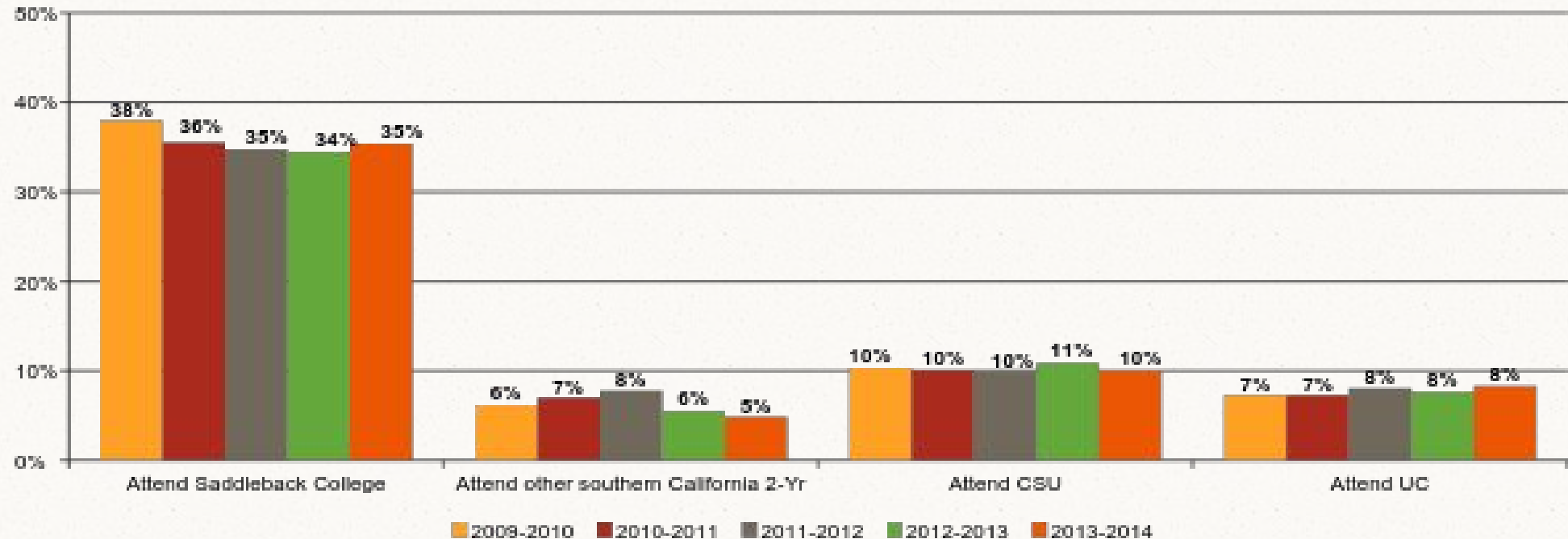
In order to ensure that our students are in a position to meet the demands of a rapidly changing world we need to provide them with the foundational skills to meet these challenges. Our goal is to put every Senior in a position where he or she has multiple options come October and November of their Senior year. Therefore, we need to look at the data we have to determine our next steps...

College-Going Trends

Capistrano USD College-Going Trends*										
	2009-2010		2010-2011		2011-2012		2012-2013		2013-2014	
	#	%	#	%	#	%	#	%	#	%
HS Grads	3,774		4,096		3,805		3,818		3,802	
Attend Saddleback College	1,434	38%	1,456	36%	1,323	35%	1,317	34%	1,345	35%
Attend other southern California 2-Yr	232	6%	286	7%	294	8%	211	6%	185	5%
Attend CSU	390	10%	412	10%	377	10%	414	11%	382	10%
Attend UC	275	7%	298	7%	305	8%	293	8%	318	8%
*Source: National Student Clearinghouse										

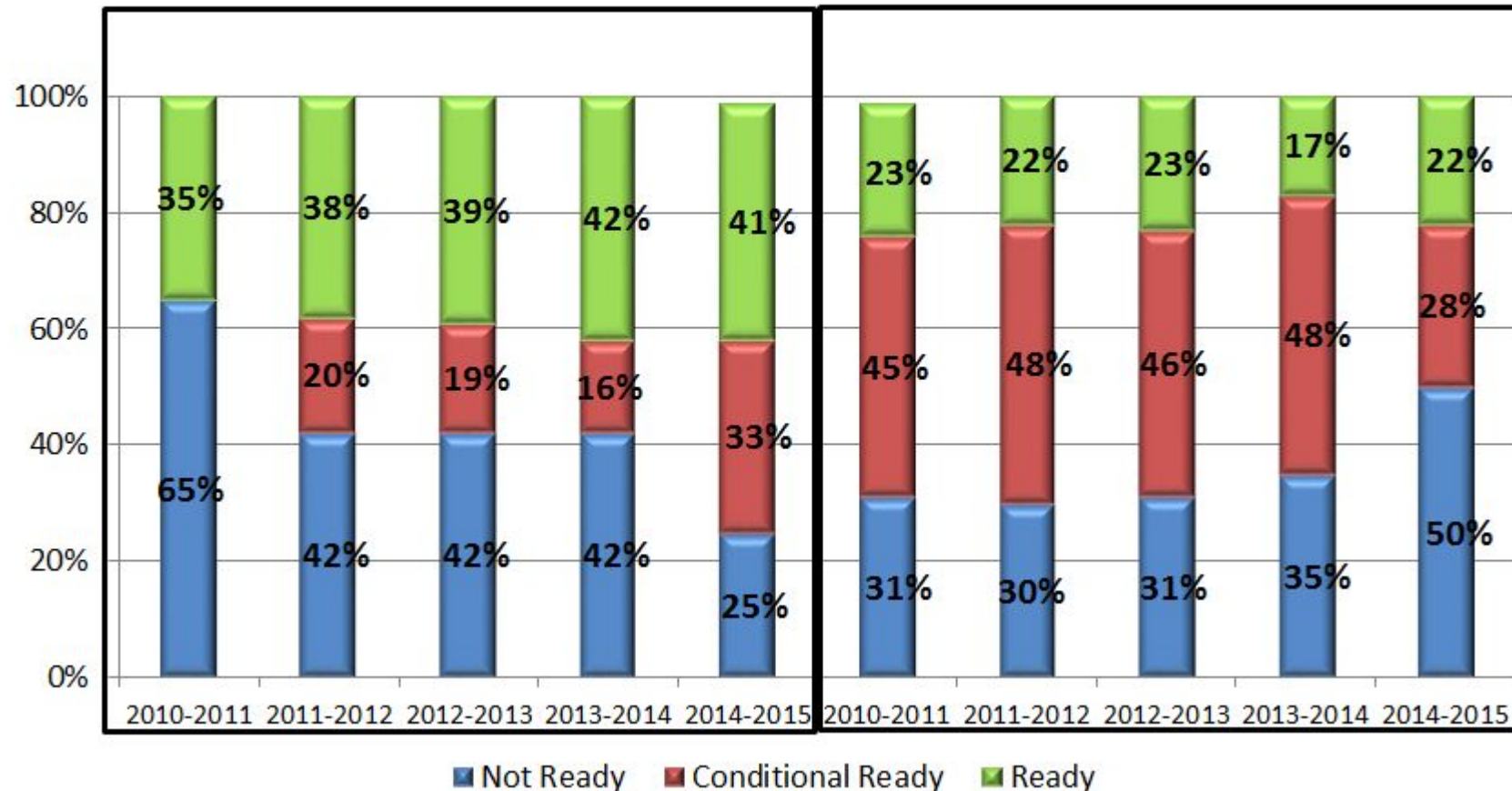
College-Going Trends

Capistrano USD HS Graduate College-going Trends

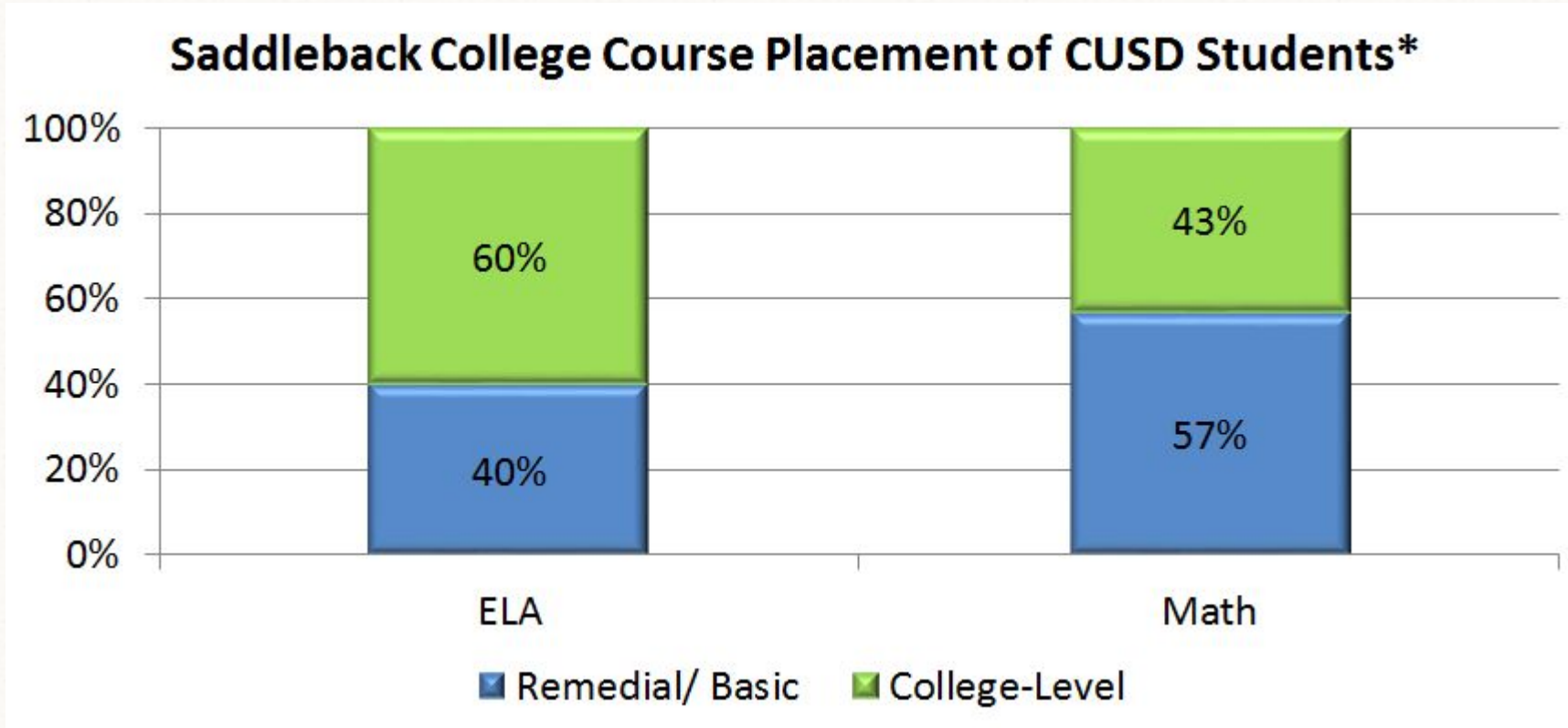


Early Assessment Program Data

CUSD College Readiness*



Saddleback College Placement Data



Science Program

(Coordinated Sciences)

The chart below illustrates the demographic breakdown of our Coordinated Science I and II courses as they compare to the overall demographic percentages for our high school student population.

Comparison	English Learners	Students with IEPs	Hispanic Students	Males
Coordinated Science	22.87%	32.8%	51.17%	62.89%
Overall Population	3.96%	7.91%	23.93%	50.86%

Graduation Requirement Next Steps

Possible Decisions to be made for 2017-2018

- **Mathematics Course of Study**
- **Science Program**
- **Visual and Performing Arts**
- **World Languages**
- **CTE Classes**

Mathematics Course of Study

- **Recommend 4 year math sequence**
- **Recommend 30 credits as graduation requirement**
 - (does not imply Algebra 2 as a requirement)
- **Possible CCR types of math instruction**
 - Career/Job Related
 - Placement Test Preparation

Science/VAPA/World Languages/CTE Recommendations

- **Require one year of Visual and Performing Arts**
- **Remove Coordinated Sciences from offerings**
- **Look to increase VAPA offerings**
- **Look to increase CTE offerings**

Timeline	Action
Fall 2015	<p>Introduce Honors English I, Honors English II and Honors Algebra 2/Trigonometry</p> <p>Analyze data from schools who did not offer Coordinated Science I-II for next steps (A-G expansion)</p> <p>Analyze Honors, AP, IB, and program participation (gap/access analysis) for possible placement guidelines</p> <p>Re-Brand/Market ROP-CTE Classes (emphasize many are A-G)</p> <p>Fund and enhance Castille-Newhart-CVHS Engineering Pathway</p> <p>Address CCP Teacher Credentialing issues through EERC and District Meetings</p> <p>Offer CUSD Parent Universities for College (parent information nights modeled on ELA Universities)</p> <p>Charge Naviance Committee with creation of Individual Graduation Plan</p> <p>Develop draft proposal of graduation requirement changes and honors course implementation</p> <ul style="list-style-type: none"> - CCP - Health - Math - Science - Visual and Performing Arts - World Language
Winter 2015	<p>Begin development of District-wide course placement criteria</p> <p>Examine option of allowing Middle School courses to count for graduation requirements</p> <p>Continue development of Biology, Chemistry and World History Honors Classes (2016-2017)</p> <p>Determine if there are other Honors Classes to develop for 2016-2017</p> <p>Develop CTE pathway proposal for middle, high school and beyond (analyze progress of CES/NMS/CVHS)</p> <p>Individual Graduation Plan completed by Naviance Committee</p>

Timeline	Action
Spring 2016	Implement new placement criteria for secondary students District-wide Offer new Honors courses during March registration (Biology, Chemistry and World History) Continue to look at expanding elective offerings for Broad Course of Study Identify course-taking sequences for middle/high school students District-wide Bring recommendation to the Board regarding Graduation Requirements New Additions to Timeline Creation of comprehensive Graduation Plan Creation of additional mathematics classes to address identified gaps Revisit Senior Year English class offerings to address identified gaps