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

BOARD OF TRUSTEES
Board/Superintendent Workshop

March 16, 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
Page 1
EXHIBIT 1

The presentation will be a continuation of the three previous Board Study Sessions on Graduation Requirements held on March 25, 2015, July 15, 2015 and January 20, 2016. Staff will provide an update on the progress of the College and Career Planning and Health course committees and information on the development of our College and Career Guidance Plans. Additionally, information regarding possible considerations for changes to the graduation requirements related to Mathematics, Science, Visual and Performing Arts, World Language and Career Technical Education courses 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, Assistant Superintendent, Education Services

Staff Recommendation
It is recommended the Board President recognize Susan Holliday, 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, MARCH 23, 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
Fourth Presentation March 16, 2016

EXHIBIT 1
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Intended Outcomes

1) **Goal 1: Provide the Board of Trustees with an update on CCP and Health Class Curriculum and Alignment Guide Committees**

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 Courses Update

- Guidance Plan Development

- Graduation Requirements Multi-Year Plan

College and Career Planning and Health Courses Update

- CCP and Health Committees have been formed

- One teacher representative and one administrator per high school site sits on each committee

- Committee Dates are 2-4, 3-3, 4-11, 5-5 and 5-25

- Development of Curriculum Alignment Guides

- Development of Common Interim Assessments

College and Career Planning and Health Courses Update

- Students may take CCP and Health in the summer

- Students may postpone until Junior Year

- Other items being considered
  - Moving online to Haiku
  - Seat based accelerated options

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 Resources

Resources in the Binder

- **Naviance Four Year Implementation Plan**

- **School Site Implementation Plans**

- **Parent Workshop Presentation**

- **Family Connection Engagement Package**

- **Parent University Documents**

Guidance Plan Development

1) Naviance Committee was formed in 2015-2016

2) Naviance Committee has been 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

Guidance Plan Committee

1) Meeting dates are 2-22, 3-28, 4-18 and 5-24

2) Team consists 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

College and Career Readiness Documents

- Minimum Graduation Requirements
- Physical Education Guidelines
- CUSD Independent Physical Education Documents
- California Physical Fitness Testing Documents
- Health Education Guidelines
- CTE/ROP Documents
- District and School Site CTE/ROP Brochures
- Honors Course Implementation Documents
- Coordinated Science Documents
- College and Career Readiness Data
- Adult Education Documents
- Board Policy 6146.1 Proposed Changes
- Revised Timeline

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.

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…

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)*

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Broad Course of Study
Built on a Strong Foundation

- Course Placement and Sequences

- Expanded access to Cal Prep

- Pathways Development

- CTE/ROP/Saddleback College Articulation

- Strengthening the Foundation

- Adult Education through Saddleback College

Course Placement/Sequences

- Completed 6-12 Course Placement Guidelines

- Consistency Across the District

- Course Challenge Form Created

- Memo Going to Parents/Families

Pathways Development

Expand/define existing pathways:

- O Engineering and Manufacturing Design-CVHS
- O Engineering and Architecture-ANHS
- O Health Sciences-Biotechnology-SJHHS
- O Health Sciences and Medical Technology, Patient Care-DHHS
- O Fashion and Interior Design-CVHS afterschool
- O Public Service-Law-SJHHS
- O Transportation-System Diagnostics, Service and Repair-ANHS, SCHS, CVHS
- O Arts, Media and Entertainment-Design, Media and Visual Arts-SJHHS, CVHS
- O Arts, Media and Entertainment-Performing Arts-CVHS, SJHHS, SCHS
- O 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

Honors Course Development

- Honors English I, Honors English II and Honors Algebra 2/Trig (2015-2016)

- Biology, Chemistry and World History have been approved in Doorways

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. These courses will be gradually phased out in 2016-2017 and completely eliminated in 2017-2018.

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%

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)
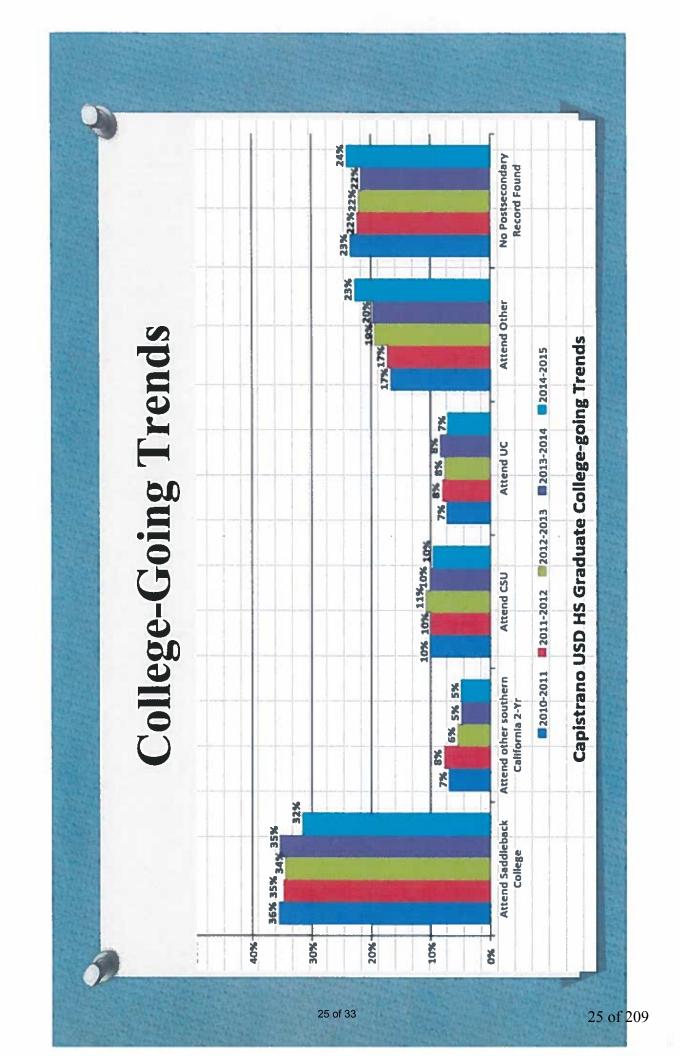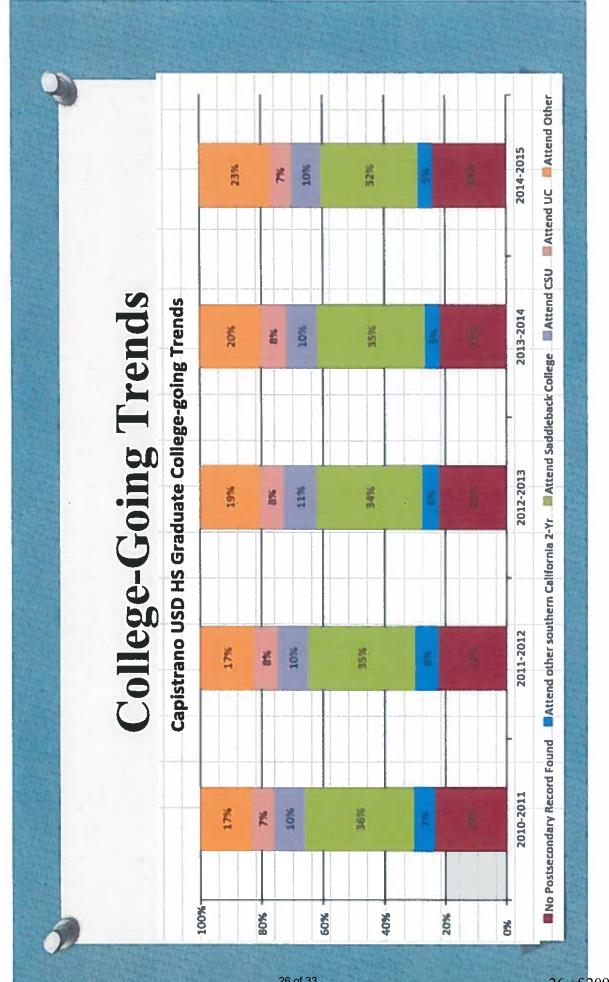
Expand CTE Non-Credit offerings

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
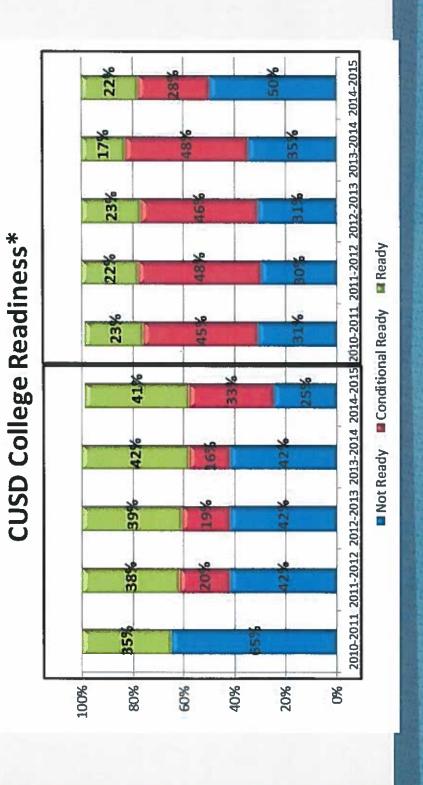
College-Going Trends

Capistrano USD College-Going Trends*

	2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
	#	%	#	%	#	%	#	%	#	%
HS Grads	4,096		3,805		3,818		3,802		3,965	
Attend Saddleback College	1,456	36%	1,323	35%	1,317	34%	1,345	35%	1,252	32%
Attend other southern California 2-Yr	286	7%	294	8%	211	6%	185	5%	195	5%
Attend CSU	412	10%	377	10%	414	11%	382	10%	381	10%
Attend UC	298	7%	305	8%	293	8%	318	8%	283	7%
Attend Other	683	17%	657	17%	740	19%	750	20%	901	23%
No Postsecondary Record Found	961	23%	849	22%	843	22%	822	22%	953	24%

*Source: National Student Clearinghouse

College-Going Trends

Capistrano USD HS Graduate College-going Trends

Legend: 2010-2011, 2011-2012, 2012-2013, 2013-2014, 2014-2015

Categories: Attend Saddleback College, Attend other southern California 2-Yr, Attend CSU, Attend UC, Attend Other, No Postsecondary Record Found

College-Going Trends

Capistrano USD HS Graduate College-going Trends

Chart legend: No Postsecondary Record Found | Attend other southern California 2-Yr | Attend Saddleback College | Attend CSU | Attend UC | Attend Other

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Attend Other	17%	17%	19%	20%	23%
Attend UC	7%	8%	8%	8%	7%
Attend CSU	10%	10%	11%	10%	10%
Attend Saddleback College	36%	35%	34%	35%	32%
Attend other southern California 2-Yr	7%	8%	6%	5%	5%
No Postsecondary Record Found					
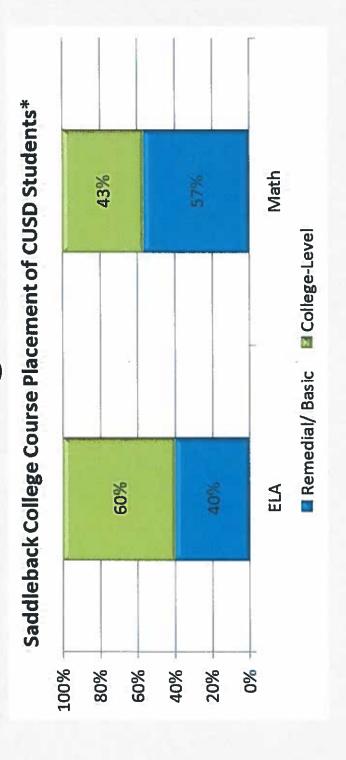
Early Assessment Program Data

CUSD College Readiness*

Saddleback College Placement Data

Saddleback College Course Placement of CUSD Students*

Graduation Requirement Considerations

Possible Decisions to be made:

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

Mathematics Course of Study

- **Consider 4 year math sequence**
- **Consider 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

  Create/Offer Saddleback Prerequisite course

VAPA/World Languages/CTE Recommendations

- Look to increase VAPA offerings

- Look to increase CTE offerings

- Consider VAPA or World Language or CTE as a graduation requirement to provide options

Timeline	Action
Fall 2015	Introduce Honors English I, Honors English II and Honors Algebra 2/Trigonometry
	Analyze data from schools who did not offer Coordinated Science I-II for next steps (A-G expansion)
	Analyze Honors, AP, IB, and program participation (gap/access analysis) for possible placement guidelines
	Re-Brand/Market ROP-CTE Classes (emphasize many are A-G)
	Fund and enhance Castille-Newhart-CVHS Engineering Pathway
	Address CCP Teacher Credentialing issues through EERC and District Meetings
	Offer CUSD Parent Universities for College (parent information nights modeled on ELA Universities)
	Charge Naviance Committee with creation of Individual Graduation Plan
	Develop draft proposal of graduation requirement changes and honors course implementation
	- CCP
	- Health
	- Math
	- Science
	- Visual and Performing Arts
	- World Language
Winter 2015	Begin development of District-wide course placement criteria
	Examine option of allowing Middle School courses to count for graduation requirements
	Continue development of Biology, Chemistry and World History Honors Classes (2016-2017)
	Determine if there are other Honors Classes to develop for 2016-2017
	Develop CTE pathway proposal for middle, high school and beyond (analyze progress of CES/NMS/CVHS)
	Individual Graduation Plan completed by Naviance Committee

Timeline	Action
Spring 2016	Implement new placement guidelines for secondary students District-wide
	Offer new Honors courses during registration (Biology, Chemistry and World History)
	Continue to look at expanding elective offerings for Broad Course of Study including single class offerings at Cal Prep
	Bring recommendation to the Board regarding Graduation Requirements
	Completion of comprehensive Graduation Plan
	Creation of additional mathematics classes to address identified gaps
	Revisit Senior Year English class offerings to address identified gaps
	Create Suggested Reading Lists for Honors/AP students for parents

Comprehensive Guidance Plan Documents

Tab 1
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Naviance
Documents

Naviance Four Year Implementation Plan

Capistrano Unified School District

Academic Year 2014-2015

Goals: > Staff: Introduce all features, as if working with students
> Students: Provide information on what is to come

Grade Level	Task	Minutes in Classroom
9th	Complete StrenthsExplorer	30
	Add Cluster/s to Favorites List	10
	College Search	20
	Add College/s to List of Colleges I'm Thinking About	10
	Create Course Plan	30
	Create Resume	30

Trainings Required:

Introduction to Naviance
Naviance Collaborative Tools
Configuring Family Connection
Career Planning with Naviance
College Planning: College Research Tools
Course Planning: Managing Student Course Plans

Academic School Year 2015/16

Goals: > Staff: Begin working with Students
> Students: Introduce and do exploratory activities, application activities with 12th grade
> Start thinking about: Rollout of Course Planner (build Course Catalog and Plans of student, receive training)

Grade Level	Task	Minutes in Classroom
9th	Complete Gallup StrengthsExplorer	30
	Add Cluster/s to Favorites List	10

Task	Minutes
Complete DoWhatYouAre	30
College Search	20
Add College/s to List of Colleges I'm Thinking About	10
Create Course Plan	30
10th Complete Career Interest Profiler	20
Add Careers to Favorites List	10
Create/Update Course Plan	30
Complete College SuperMatch	20
11th Add College/s to List of Colleges I'm Thinking About	10
Create Resume	20
12th Add Colleges to the List I'm Applying To	20
Complete Graduation Survey	20

Trainings Required:

Success Planning with Naviance
College Application Tools
eDocs: New Users
Career Planning with Naviance
College Research Tools
Managing Student Course Plans

Academic School Year 2016/17

Goals:
> Staff: Introduce all features, with good basis of understanding from previous usage
> Students: Introduce to all grade levels, and allow for students to build a strong portfolio
> Introduce to Parents
> New Features Introduced to Students: Course Planner, Success Planner

Grade Level	Task	Minutes in Classroom
9th	Complete Gallup StrengthsExplorer	30
	Add Cluster/s to Favorites List	10
	Complete DoWhatYouAre	30
	College Search	20
	Add College/s to List of Colleges I'm Thinking About	10
	Create Resume	30
	Create Course Plan	40
10th	Complete Career Cluster Finder	30
	Add Careers to Favorites List	10

Grade Level	Task	Minutes in Classroom
	Complete CollegeMatch	30
	Add College/s to List of Colleges I'm Thinking About	10
	Update Resume	20
	Update Course Plan	30
11th	Complete Career Interest Profiler	30
	Add Career/s to Favorites List	10
	Complete College SuperMatch	30
	Add College/s to List of Colleges I'm Thinking About	10
	Scholarship Search	30
	Create Resume	30
	Update Course Plan	20
12th	Add Colleges to the List I'm Applying To	20
	Apply to College Using Naviance eDocs	varies by student
	Complete Graduation Survey	20

Trainings Required: Success Planning with Naviance

Academic School Year 2017/18

Goals:

> Staff: Introduce all features, with good basis of understanding from previous usage
> Students: Introduce to all grade levels, and allow for students to build a strong portfolio
> Introduce to Parents
> New Features Introduced to Students: Course Planner, Success Planner

Grade Level	Task	Minutes in Classroom
9th	Complete Gallup StrengthsExplorer	30
	Add Cluster/s to Favorites List	10
	Complete DoWhatYouAre	30
	College Search	20
	Add College/s to List of Colleges I'm Thinking About	10
	Create Resume	30
	Create Course Plan	40
10th	Complete Career Cluster Finder	30
	Add Career/s to Favorites List	10
	Complete CollegeMatch	30
	Add College/s to List of Colleges I'm Thinking About	10
	Update Resume	20
	Update Course/Plan	30
11th	Complete Career Interest Profiler	30

Task	Value
Add Career/s to Favorites List	10
Complete College SuperMatch	30
Add College/s to List of Colleges I'm Thinking About	10
Scholarship Search	30
Create Resume	30
PrepMe	varies by student
Update Course Plan	20
12th Complete College SuperMatch	30
Add College/s to List of Colleges I'm Applying To	10
Apply to College via eDocs	varies by student
Scholarship Search	10
Update Resume	20
Apply for Scholarships	30

Trainings Required:
College Application Tools
eDocs: New Users

School Site Implementation Plans

Naviance Impl(⬤)entation 15-16

ALISO NIGUEL HIGH SCHOOL

Targeted Grade	Task Name	Description [1]	Details [2]	Deadline [3]	Professional Development [4]	Needs [5]
9	Complete Strengths Explorer Assessment	Assessment that identifies students top 3 inherent strengths and matches those strengths to different careers	Done in CCP			
9	Complete DoWhatYouAre	Assessment that identifies a student's personality type based on 16 possible outcomes and matches their personality to different careers		June		
9	Add Clusters to Favorites List	After completing either of the above assessments, have students research careers and add interesting career clusters to favorites list that they can review in the future	Done in CCP Done in CCP	June		
9	Complete College Search	Have students complete any of the college research functions in the college tab to find colleges that they might be interested in (match to majors associated with favorite careers)		June		
9	Add Colleges to List I'm Thinking About	While researching colleges, have students add any colleges they're interested in to their list they're thinking about	Done in CCP	June		
9	Create Course Plan	Have students build a 4 year course plan under Courses > Manage My Course Plans	Done in CCP	June		
10	Complete Career Interest Profiler	Assessment that is based on Holland's Interest Codes and matches the student's interest with potential careers	Guidance will go into Engli	Oct - Nov		
10	Add Careers to Favorites List	After completing either of the above assessments, have students research careers and add interesting careers to favorites list that they can review in the future	Guidance will go into Engli	Oct - Nov		
10	Create/Update Course Plan	Have students build or update a 4 year course plan under Courses > Manage My Course Plans	Guidance will go into Engli	Oct - Nov		
11	Complete College SuperMatch	A way for students to search for colleges based on different filtering options and compare colleges side by side by pinning and comparing them	Guidance will go into SS cl	March - April		
11	Add Colleges to List I'm Thinking About	While researching colleges, have students add any colleges they're interested in to their list they're thinking about	Guidance will go into SS cl	March - April		

1

Naviance Imp(?)entation 15-16

ALISO NIGUEL HIGH SCHOOL

Targeted Grade	Task Name	Description [1]	Details [2]	Deadline [3]	Professional Development [4]	Needs [5]
11	Create Resume	In the "About Me" tab, have students build a resume that can include job information, volunteer and extracurricular activities, and aware information	Guidance will go into SS cl	March - April		
12	Add Colleges to the list I'm applying to (eDocs Pilot?)	Have students add any colleges to the list they're applying to for tracking purposes. (Schools also have the option of sending documents electronically via Naviance eDocs to any electronic destinations.)	Reminders sent to Gov't /E	June		
12	Complete Graduation Survey (spring)	All students to complete the senior graduation exit survey in Naviance in Spring 2016. We will work on customizing this survey before we send it out to students	Reminders sent to Gov't /E	June		

2

Naviance Implementation 15-16

[1] What the task entails:
[2] Example: Who is responsible, where will activity take place? What resources are needed?
[3] Example: Targeted time of year for when activity will be completed with students.
[4] Any identified needs for professional development you would like to be arranged to support your plan
[5] Any other needs?

3

Naviance Implementation 15-16

CAPISTRANO VALLEY HIGH SCHOOL

Targeted Grade	Task Name	Description [1]	Details [2]	Deadline [3]	Professional Development [4]	Needs [5]
9	Complete Strengths Explorer Assessment	Assessment that identifies students top 3 inherent strengths and matches those strengths to different careers	CCP Teacher in CCP Class	Per CCP lesson plans		
9	Complete DoWhatYouAre	Assessment that identifies a student's personality type based on 16 possible outcomes and matches their personality to different careers	CCP Teacher in CCP Class	Per CCP lesson plans		
9	Add Clusters to Favorites List	After completing either of the above assessments, have students research careers and add interesting career clusters to favorites list that they can review in the future	CCP Teacher in CCP Class	Per CCP lesson plans		
9	Complete College Search	Have students complete any of the college research functions in the college tab to find colleges that they might be interested in (match to majors associated with favorite careers)	CCP Teacher in CCP Class	Per CCP lesson plans		
9	Add Colleges to List I'm Thinking About	While researching colleges, have students add any colleges they're interested in to their list they're thinking about	CCP Teacher in CCP Class	Per CCP lesson plans		
9	Create Course Plan	Have students build a 4 year course plan under Courses > Manage My Course Plans	CCP Teacher in CCP Class	Per CCP lesson plans		
10	Complete Career Interest Profiler	Assessment that is based on Holland's Interest Codes and matches the student's interest with potential careers	Student Task sent to all students. Cleanup completed on individual basis with students visiting Guidance during tutorial. Considering asking teachers in certain subjects to tie a grade to the task.	Students: Mid-November Academic Advisors: Mid-December		
10	Add Careers to Favorites List	After completing either of the above assessments, have students research careers and add interesting careers to favorites list that they can review in the future	Student Task sent to all students. Cleanup completed on individual basis with students visiting Guidance during tutorial. Considering asking teachers in certain subjects to tie a grade to the task.	Students: Mid-November Academic Advisors: Mid-December		
10	Create/Update Course Plan	Have students build or update a 4 year course plan under Courses > Manage My Course Plans	Student Task sent to all students. Cleanup completed on individual basis with students visiting Guidance *prior to being seen to review course requests.* Considering asking teachers in certain subjects to tie a grade to the task.	Students: Mid-February Academic Advisors: Mid-April		

1

CAPISTRANO VALLEY HIGH SCHOOL

Targeted Grade	Task Name	Description [1]	Details [2]	Deadline [3]	Professional Development [4]	Needs [5]
11	Complete College SuperMatch	A way for students to search for colleges based on different filtering options and compare colleges side by side by pinning and comparing them	Student Task sent to all students. Cleanup completed on individual basis with students visiting Guidance during tutorial. Considering asking teachers in certain subjects to tie a grade to the task.	Students: Mid-November Academic Advisors: Mid-December		
11	Add Colleges to List I'm Thinking About	While researching colleges, have students add any colleges they're interested in to their list they're thinking about	Student Task sent to all students. Cleanup completed on individual basis with students visiting Guidance during tutorial. Considering asking teachers in certain subjects to tie a grade to the task.	Students: Mid-December Academic Advisors: Mid February		
11	Create Resume	In the "About Me" tab, have students build a resume that can include job information, volunteer and extracurricular activities, and aware information	Student Task sent to all students. Cleanup completed on individual basis with students visiting Guidance during tutorial. Considering asking teachers in certain subjects to tie a grade to the task.	Students: Mid-April Academic Advisors: Mid-May		
11	Create/Update Course Plan	Have students build or update a 4 year course plan under Courses > Manage My Course Plans	Student Task sent to all students. Cleanup completed on individual basis with students visiting Guidance prior to being seen to review course requests. Considering asking teachers in certain subjects to tie a grade to the task.	Students: Mid-February Academic Advisors: Mid-April		
11	Add Colleges to the list I'm applying to (eDocs Pilot?)	Have students add any colleges to the list they're applying to for tracking purposes. (Schools also have the option of sending documents electronically via Naviance eDocs to any electronic destinations.)	Student Task sent to all students. Cleanup completed on individual basis with students visiting Guidance during tutorial. Considering asking teachers in certain subjects to tie a grade to the task.	Students: Mid-November Academic Advisors: Mid-December	Added this one. Needs to be done in 11th grade again.	
12	Complete Graduation Survey (spring)	All students to complete the senior graduation exit survey in Naviance in Spring 2016. We will work on customizing this survey before we send it out to students	Student Task sent to all students. Cleanup completed on individual basis with students visiting Guidance during tutorial. Considering asking teachers in certain subjects to tie a grade to the task.	Students: Late April Academic Advisors: Prior to Senior Awards		
12	Add scholarships to the list I'm applying for.				Considering adding this one.	

Naviance Implementation 15-16

[1] What the task entails:
[2] Example: Who is responsible, where will activity take place? What resources are needed?
[3] Example: Targeted time of year for when activity will be completed with students.
[4] Any identified needs for professional development you would like to be arranged to support your plan
[5] Any other needs?

3

Naviance Impl▯▯▯ntation 15-16

DANA HILLS HIGH SCHOOL

Targeted Grade	Task Name	Description [1]	Details [2]	Deadline [3]	Professional Development [4]	Needs [5]
9	Complete Strengths Explorer Assessment	Assessment that identifies students top 3 inherent strengths and matches those strengths to different careers	CCP teacher in CCP	Dec/June depending on semester		
9	Complete DoWhatYouAre	Assessment that identifies a student's personality type based on 16 possible outcomes and matches their personality to different careers	CCP teacher in CCP	Dec/June depending on semester		
9	Add Clusters to Favorites List	After completing either of the above assessments, have students research careers and add interesting career clusters to favorites list that they can review in the future	CCP teacher in CCP	Dec/June depending on semester		
9	Complete College Search	Have students complete any of the college research functions in the college tab to find colleges that they might be interested in (match to majors associated with favorite careers)	CCP teacher in CCP	Dec/June depending on semester		
9	Add Colleges to List I'm Thinking About	While researching colleges, have students add any colleges they're interested in to their list they're thinking about	CCP teacher in CCP	Dec/June depending on semester		
9	Create Course Plan	Have students build a 4 year course plan under Courses > Manage My Course Plans	Counselors/AA's in CCP clas	-Counselors in CCP classes on Nov. 16th		
9	Complete Career Interest Profiler	Assessment that is based on Holland's Interest Codes and matches the student's interest with potential careers	Task assigned to all 10th grade students in World History and followed up with AA during advisement.	Wld History classes given by AA, counselors date to be determined during first semester		
10	Add Careers to Favorites List	After completing the above assessment, have students research careers and add interesting careers to favorites list that they can review in the future	Task assigned to all 10th grade students in World History and followed up with AA during advisement.	Wld History classes given by AA, counselors date to be determined during first semester		
10	Create/Update Course Plan	Have students build or update a 4 year course plan under Courses > Manage My Course Plans	Task assigned to all 10th grade students in World History and followed up with AA during advisement.	Updated during advisement period in February		
10	Complete College SuperMatch	A way for students to search for colleges based on different filtering options and compare colleges side by side by pinning and comparing them	Task assigned to all 11th grade students in English and followed up with AA during advisement.	US History 12/7/15		
11	Add Colleges to List I'm Thinking About	While researching colleges, have students add any colleges they're interested in to their list they're thinking about	Task assigned to all 11th grade students in English and followed up with AA during advisement.	US History 12/7/15		
11	Create Resume	In the "About Me" tab, have students build a resume that can include job information, volunteer and extracurricular activities, and aware information	Task assigned to all 11th grade students in English and followed up with AA during advisement.	English III (assignment for participation grade)		

1

Naviance Implementation 15-16

DANA HILLS HIGH SCHOOL

Targeted Grade	Task Name	Description [1]	Details [2]	Deadline [3]	Professional Development [4]	Needs [5]
11	Create/Update Course Plan	Have students build or update a 4 year course plan under Courses > Manage My Course Plans	Task assigned to all 11th grade students in World History and followed up with AA during advisement.	During advisement in February by AA, counselors, and STAPs		
12	Senior Packet for Letter of Recommendation	(AKA "Blue Folder") - Offer during 2-3 tutorial workshops in Sept. given by AA's and counselors	Assigned to applicable 12th grade students for summer task.	September of senior year 2016/17		
12	Update Resume		Assigned to applicable 12th grade students for summer task.	September of senior year 2016/17		
12	Add Colleges to the list I'm applying to (eDocs Pilot?)	Have students add any colleges to the list they're applying to for tracking purposes. (Schools also have the option of sending documents electronically via Naviance eDocs to any electronic destinations.)	Assigned to applicable 12th grade students for summer task.	Update/add during early October- 2016/17		
12	Search and Apply for Scholarships	done in the same workshop as common app.	Hold a Senior Workshop during tutorial in the fall to assist those students applying to college.	Ongoing		
12	Create a Common Application Account and Link it to Naviance		Hold a Senior Workshop during the fall to assist those students applying to college.	October of senior year 2016/17		
12	Complete Graduation Survey (spring)	All students to complete the senior graduation exit survey in Naviance in Spring 2016. We will work on customizing this survey before we send it out to students	Task assigned through Gov/Econ classes	June		
			Any student not in a typical schedule (CCP in 9th gr, WH in 10th, etc.) can be included in a make-up session during tutorial.			

2

Naviance Implementation 15-16

[1] What the task entails:
[2] Example: Who is responsible, where will activity take place? What resources are needed?
[3] Example: Targeted time of year for when activity will be completed with students.
[4] Any identified needs for professional development you would like to be arranged to support your plan
[5] Any other needs?

3

Naviance Impl... entation 15-16

SAN CLEMENTE HIGH SCHOOL

Targeted Grade	Task Name	Description [1]	Details [2]	Deadline [3]	Professional Development [4]	Needs [5]
9	Complete Strengths Explorer Assessment	Assessment that identifies students top 3 inherent strengths and matches those strengths to different careers	Done in CCP	Dec/June depending on semester		
9	Complete DoWhatYouAre	Assessment that identifies a student's personality type based on 16 possible outcomes and matches their personality to different careers	Done in CCP	Dec/June depending on semester		
9	Add Clusters to Favorites List	After completing either of the above assessments, have students research careers and add interesting career clusters to favorites list that they can review in the future	Done in CCP	Dec/June depending on semester		
9	Complete College Search	Have students complete any of the college research functions in the college tab to find colleges that they might be interested in (match to majors associated with favorite careers)	Done in CCP	Dec/June depending on semester		
9	Add Colleges to List I'm Thinking About	While researching colleges, have students add any colleges they're interested in to their list they're thinking about	Done in CCP	Dec/June depending on semester		
9	Create Course Plan	Have students build a 4 year course plan under Courses > Manage My Course Plans	Done in CCP	Dec/June depending on semester		
10	Complete Career Interest Profiler	Assessment that is based on Holland's Interest Codes and matches the student's interest with potential careers	CCP Teachers and Academic Advisors	Fall 2015 and then continuous/ongoing		
10	Add Careers to Favorites List	After completing either of the above assessments, have students research careers and add interesting careers to favorites list that they can review in the future	CCP Teachers and Academic Advisors	Fall 2015 and then continuous/ongoing		
10	Create/Update Course Plan	Have students build or update a 4 year course plan under Courses > Manage My Course Plans	CCP Teachers and Academic Advisors	Fall 2015 and then continuous/ongoing		
11	Complete College SuperMatch	A way for students to search for colleges based on different filtering options and compare colleges side by side by pinning and comparing them	CCP Teachers and Academic Advisors	Fall 2015 and then continuous/ongoing		
11	Add Colleges to List I'm Thinking About	While researching colleges, have students add any colleges they're interested in to their list they're thinking about	CCP Teachers and Academic Advisors	Fall 2015 and then continuous/ongoing		
11	Create Resume	In the "About Me" tab, have students build a resume that can include job information, volunteer and extracurricular activities, and aware information	CCP Teachers and Academic Advisors	Fall 2015 and then continuous/ongoing		

1

Naviance Implementation 15-16

SAN CLEMENTE HIGH SCHOOL

Targeted Grade	Task Name	Description [1]	Details [2]	Deadline [3]	Professional Development [4]	Needs [5]
12	Add Colleges to the list I'm applying to (eDocs Pilot?)	Have students add any colleges to the list they're applying to for tracking purposes. (Schools also have the option of sending documents electronically via Naviance eDocs to any electronic destinations.)	CCP Teachers and Academic Advisors	Fall 2015 and then continuous/ongoing		
12	Complete Graduation Survey (spring)	All students to complete the senior graduation exit survey in Naviance in Spring 2016. We will work on customizing this survey before we send it out to students	CCP Teachers and Academic Advisors			

2

Naviance Implementation 15-16

[1] What the task entails:
[2] Example: Who is responsible, where will activity take place? What resources are needed?
[3] Example: Targeted time of year for when activity will be completed with students.
[4] Any identified needs for professional development you would like to be arranged to support your plan
[5] Any other needs?

3

Naviance Implementation 15-16

SERRA HIGH SCHOOL					
Task Name	Description [1]	Details [2]	Deadline [3]	Professional Development [4]	Needs [5]
Complete Strengths Explorer Assessment	Assessment that identifies students top 3 inherent strengths and matches those strengths to different careers				
Complete DoWhatYouAre	Assessment that identifies a student's personality type based on 16 possible outcomes and matches their personality to different careers				
Add Clusters to Favorites List	After completing either of the above assessments, have students research careers and add interesting career clusters to favorites list that they can review in the future				
Complete College Search	Have students complete any of the college research functions in the college tab to find colleges that they might be interested in (match to majors associated with favorite careers)				
Add Colleges to List I'm Thinking About	While researching colleges, have students add any colleges they're interested in to their list they're thinking about				
Create Course Plan	Have students build a 4 year course plan under Courses > Manage My Course Plans				
Complete Career Interest Profiler	Assessment that is based on Holland's Interest Codes and matches the student's interest with potential careers				
Add Careers to Favorites List	After completing either of the above assessments, have students research careers and add interesting careers to favorites list that they can review in the future				
Create/Update Course Plan	Have students build or update a 4 year course plan under Courses > Manage My Course Plans				
Complete College SuperMatch	A way for students to search for colleges based on different filtering options and compare colleges side by side by pinning and comparing them				
Add Colleges to List I'm Thinking About	While researching colleges, have students add any colleges they're interested in to their list they're thinking about				

1

SERRA HIGH SCHOOL

Task Name	Description [1]	Details [2]	Deadline [3]	Professional Development [4]	Needs [5]
Create Resume	In the "About Me" tab, have students build a resume that can include job information, volunteer and extracurricular activities, and aware information				
Add Colleges to the list I'm applying to (eDocs Pilot?)	Have students add any colleges to the list they're applying to for tracking purposes. (Schools also have the option of sending documents electronically via Naviance eDocs to any electronic destinations.)				
Complete Graduation Survey (spring)	All students to complete the senior graduation exit survey in Naviance in Spring 2016. We will work on customizing this survey before we send it out to students				

2

Naviance Implementation 15-16

[1] What the task entails:
[2] Example: Who is responsible, where will activity take place? What resources are needed?
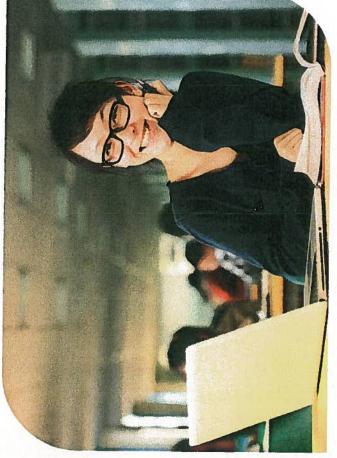[3] Example: Targeted time of year for when activity will be completed with students.
[4] Any identified needs for professional development you would like to be arranged to support your plan
[5] Any other needs?

3

Naviance Implementation 15-16

		SAN JUAN HILLS HIGH SCHOOL				
Targeted Grade	Task Name	Description [1]	Details [2]	Deadline [3]	Professional Development [4]	Needs [5]
9	Complete Strengths Explorer Assessment	Assessment that identifies students top 3 inherent strengths and matches those strengths to different careers	CCP Teachers	Continuous/Ongoing		
9	Complete DoWhatYouAre	Assessment that identifies a student's personality type based on 16 possible outcomes and matches their personality to different careers	CCP Teachers	Continuous/Ongoing		
9	Add Clusters to Favorites List	After completing either of the above assessments, have students research careers and add interesting career clusters to favorites list that they can review in the future	CCP Teachers	Continuous/Ongoing		
9	Complete College Search	Have students complete any of the college research functions in the college tab to find colleges that they might be interested in (match to majors associated with favorite careers)	CCP Teachers	Continuous/Ongoing		
9	Create Course Plan	Have students build a 4 year course plan under Courses > Manage My Course Plans	CCP Teachers	Continuous/Ongoing		
9-10	Complete Career Interest Profiler	Assessment that is based on Holland's Interest Codes and matches the student's interest with potential careers	CCP Teachers and Academic Advisors	Fall 2015 and then continuous/ongoing		
9-12	Add Careers to Favorites List	After completing either of the above assessments, have students research careers and add interesting careers to favorites list that they can review in the future	CCP Teachers and Academic Advisors	Fall 2015 and then continuous/ongoing		
9-12	Add Colleges to List I'm Thinking About	While researching colleges, have students add any colleges they're interested in to their list they're thinking about	CCP Teachers and Academic Advisors	Continuous/Ongoing		
9-12	Create/Update Course Plan	Have students build or update a 4 year course plan under Courses > Manage My Course Plans	CCP Teachers and Academic Advisors	Fall 2015 and then continuous/ongoing		
10-12	Complete College SuperMatch	A way for students to search for colleges based on different filtering options and compare colleges side by side by pinning and comparing them	Students and Academic Advisors	Fall 2015 and then continuous/ongoing		
10-12	Add Colleges to List I'm Thinking About	While researching colleges, have students add any colleges they're interested in to their list they're thinking about	Students and Academic Advisors	Fall 2015 and then continuous/ongoing		

1

SAN JUAN HILLS HIGH SCHOOL

Targeted Grade	Task Name	Description [1]	Details [2]	Deadline [3]	Professional Development [4]	Needs [5]
10-12	Create Resume	In the "About Me" tab, have students build a resume that can include job information, volunteer and extracurricular activities, and aware information	Students and Academic Advisors	Fall 2015 and then continuous/ongoing		
12	Add Colleges to the list I'm applying to (eDocs Pilot?)	Have students add any colleges to the list they're applying to for tracking purposes. (Schools also have the option of sending documents electronically via Naviance eDocs to any electronic destinations.)	Students and Academic Advisors	Fall 2016 and then continuous/ongoing		
12	Complete Graduation Survey (spring)	All students to complete the senior graduation exit survey in Naviance in Spring 2016. We will work on customizing this survey before we send it out to students	N/A: We will not use this feature			
12	Add scholarshops for which I'm applying		Students and Academic Advisors	Fall 2016	We added this.	
12	College Visitor Schedule		Academic Advisor	Fall 2016	We added this.	

2

Naviance Implementation 15-16

[1] What the task entails:
[2] Example: Who is responsible, where will activity take place? What resources are needed?
[3] Example: Targeted time of year for when activity will be completed with students.
[4] Any identified needs for professional development you would like to be arranged to support your plan
[5] Any other needs?

3

Naviance Implementation 15-16

TESORO HIGH SCHOOL

Targeted Grade	Task Name	Description [1]	Details [2]	Deadline [3]	Professional Development [4]	Needs [5]
9	Complete Strengths Explorer Assessment	Assessment that identifies students top 3 inherent strengths and matches those strengths to different careers	Tasks will be completed in CCP classes.	At the end of the semester of the student's CCP class.		
9	Complete DoWhatYouAre	Assessment that identifies a student's personality type based on 16 possible outcomes and matches their personality to different careers	Tasks will be completed in CCP classes.	At the end of the semester of the student's CCP class.		
9	Add Clusters to Favorites List	After completing either of the above assessments, have students research careers and add interesting career clusters to favorites list that they can review in the future	Tasks will be completed in CCP classes.	At the end of the semester of the student's CCP class.		
9	Complete College Search	Have students complete any of the college research functions in the college tab to find colleges that they might be interested in (match to majors associated with favorite careers)	Tasks will be completed in CCP classes.	At the end of the semester of the student's CCP class.		
9	Add Colleges to List I'm Thinking About	While researching colleges, have students add any colleges they're interested in to their list they're thinking about	Tasks will be completed in CCP classes.	At the end of the semester of the student's CCP class.		
9	Create Course Plan	Have students build a 4 year course plan under Courses > Manage My Course Plans	Tasks will be completed in CCP classes.	At the end of the semester of the student's CCP class.		
10	Complete Career Interest Profiler	Assessment that is based on Holland's Interest Codes and matches the student's interest with potential careers	Academic Advisors will go into assigned Sophomore English tutorials	By June 2016		
10	Add Careers to Favorites List	After completing either of the above assessments, have students research careers and add interesting careers to favorites list that they can review in the future	Academic Advisors will go into assigned Sophomore English tutorials	By June 2016		
10	Create/Update Course Plan	Have students build or update a 4 year course plan under Courses > Manage My Course Plans	Academic Advisors will go into assigned Sophomore English tutorials	By June 2016		
10	Complete College SuperMatch	A way for students to search for colleges based on different filtering options and compare colleges side by side by pinning and comparing them	Academic Advisors will go into assigned Junior English tutorials	By June 2016		
11	Add Colleges to List I'm Thinking About	While researching colleges, have students add any colleges they're interested in to their list they're thinking about	Academic Advisors will go into assigned Junior English tutorials	By June 2016		
11	Create Resume	In the "About Me" tab, have students build a resume that can include job information, volunteer and extracurricular activities, and aware information	Academic Advisors will go into assigned Junior English tutorials	By June 2016		

Naviance Implementation 15-16

		TESORO HIGH SCHOOL				
Targeted Grade	Task Name	Description [1]	Details [2]	Deadline [3]	Professional Development [4]	Needs [5]
12	Add Colleges to the list I'm applying to (eDocs Pilot?)	Have students add any colleges to the list they're applying to for tracking purposes. (Schools also have the option of sending documents electronically via Naviance eDocs to any electronic destinations.)	Academic Advisors will go into assigned Senior Gov/Econ tutorials	By June 2016		
12	Complete Graduation Survey (spring)	All students to complete the senior graduation exit survey in Naviance in Spring 2016. We will work on customizing this survey before we send it out to students	Academic Advisors will go into assigned Senior Gov/Econ tutorials	By June 2016		

2

Naviance Implementation 15-16

[1] What the task entails:
[2] Example: Who is responsible, where will activity take place? What resources are needed?
[3] Example: Targeted time of year for when activity will be completed with students.
[4] Any identified needs for professional development you would like to be arranged to support your plan
[5] Any other needs?

3

Parent Workshop Presentation

Parent Introduction Session

Capistrano Unified School District

Shellie Gazdik
Senior Consultant, Hobsons
November 17, 2015

HOBSONS

Agenda

Lesson 1: Orientation Introduction

Lesson 2: Account Information and Access

Lesson 3: Student View

Lesson 4: Parent View

Lesson 5: Demo

Lesson 5: Q&A Session

Lesson 7: Conclusion

HOBSONS

Orientation and Introduction

Overview

Naviance
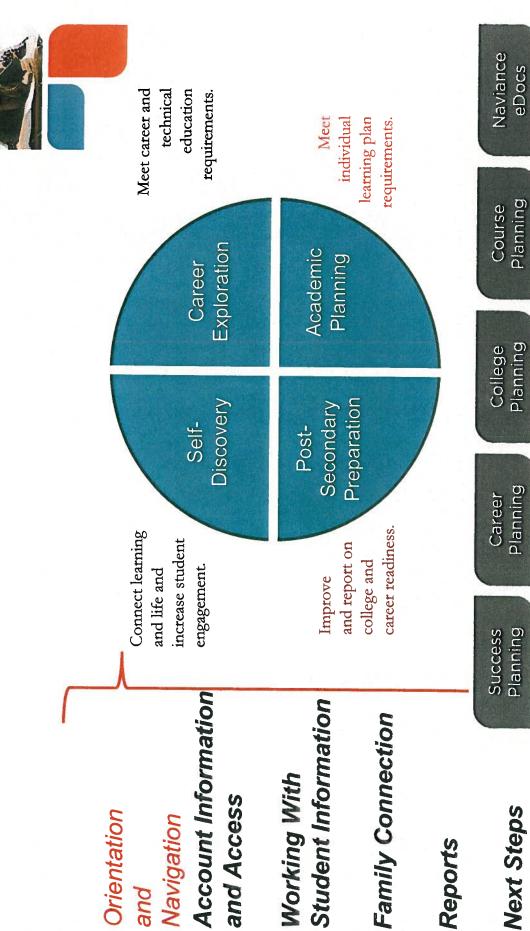
Naviance is passionate about student success and believes that every student should graduate from high school prepared for success in education and the workplace after high school. Naviance Succeed is a platform for educators that offers the appropriate planning tools for schools, students and families to be successful.

Family Connection

Family Connection is a Naviance website for students and families that gives you access to online resources, communication tools and planning tools for your student's success after high school.

HOBSONS

Orientation
and
Navigation

Account Information
and Access

Working With
Student Information

Family Connection

Reports

Next Steps

Career Exploration

Academic Planning

Self-Discovery

Post-Secondary Preparation

Meet career and technical education requirements.

Meet individual learning plan requirements.

Connect learning and life and increase student engagement.

Improve and report on college and career readiness.

Success Planning

Career Planning

College Planning

Course Planning

Naviance eDocs

Note: Naviance Course Planner and Naviance eDocs are add-on solutions.

HOBSONS

5

• Account Information and Access

HOBSONS〉

Let's Get Logged In!

Follow the instructions from your school's to get to your Family Connection homepage. Once there, click on "I Need to Register" and use the registration code on your card or from your email.

Welcome, Jasmine Jordan!

An Account has been created for you on Family Connection, a website to help

Michael Jordan

plan academic and career options.

Sign on today and enter your registration code to set up your account. The website address is:

http://connection.naviance.com/succeedhigh

Your registration code is: **7csdfc**

HOBSONS

Manage Your Account

Once you login, you will see the "Manage my account" link on the upper right of your screen.

•Student View

HOBSONS〉

Student Components

Setting Goals:

- Set goals based on career and college aspirations.

- Create to-do lists and tasks to help meet goals.

- Receive task assignments from counselors and district staff.

Career Readiness:

- Take assessments based on personality and interests.

- Explore different careers and pathways and determine skills needed.

- Watch inspiring Road Trip Nation videos.

College Readiness:

- Explore Colleges and add colleges to their favorites list or the list they're applying to.

- Review application requirements and majors.

- Use the scholarship list scholarship search to research scholarships.

HOBSONS

•Parent View

Parent Components

Setting Goals:

- Encourage their child to work on setting realistic goals.

- Provide encouragement by leaving comments on their student's goal.

- Review task that their student needs to complete.

Career Readiness:

- Review their student's career assessment results.

- Discuss with their student the careers he or she is interested in.

- Research career options.

College Readiness:

- Recommend colleges to their child by adding a college to the **Colleges I'm thinking about** list.

- Encourage their child to apply to college

- Use the scholarship list scholarship search to research scholarships for their child.

•Demo

Demo as a Parent

Naviance Family Connection

Questions?

Family Connection Engagement Package

Family Connection Engagement Package

Package Overview

Student success is a group effort among all stakeholders of a student's learning experience: counselors, teachers, administrators, parents, and guardians. Effective parent involvement is seen when a partnership exists between schools and families. Creating that partnership, especially with regard to academics, is what drives student achievement.

Family Connection, a website for students and families, provides access to online resources, communication tools, and college and career collaborative activities. Educating parents and guardians on how to use Family Connection to guide their students to connect learning with life will have a strong, positive effect on student achievement.

Using the provided materials, schools can educate parents and guardians on the role they play in their students' college- and career-readiness activities. What parents and guardians learn from these materials include how to:
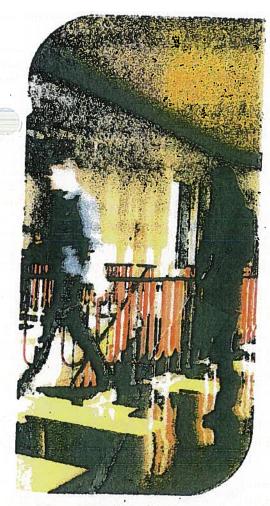
- Review student course plans to ensure they are on track to meet school graduation requirements
- Monitor and guide student progress during college application process
- Research colleges, careers, and scholarships and offer suggestions to align to student's needs
- Review results of assessments to learn more about their students' interests and learning profile
- Encourage goal setting as a recipe for success
- Communicate with school staff to stay informed on what is happening in the classroom
- Monitor tasks and activities to identify early intervention opportunities
- Coach and guide to ensure their students are making informed decisions

In addition to providing schools with materials for educating parents and guardians on how to use Family Connection, this package also includes materials to drive student engagement. The package includes a student-facing brochure as well as activities schools can do to increase student usage of Family Connection.

What is Included?

- Student and parent brochures on how to use Family Connection.
- Six quick reference guides for students on **Getting Started, College Planning, Career Planning, Success Planning,** and **Course Planning**
- Three quick reference guides for parents on **Getting Started, College Planning, Career Planning, Success Planning,** and **Course Planning**
- Communication templates for Family Connection awareness among parents and guardians
- List of activities that foster student Family Connection use
- Student and parent brochures and quick reference guides for PrepMe (if purchased.)

All materials are provided in English and Spanish in MS Word and PDF. Materials can be easily customized for your school.

Naviance
3033 Wilson Blvd.
Suite 500
Arlington, VA 22201
703.859.7300
www.naviance.com

HOBSONS

Family Connection Engagement Package – Parent Resources

Table of Contents

The order of the documents is listed below. Under each document is the language and document type (Microsoft Word or PDF) available.

Naviance
3033 Wilson Blvd.
Suite 500
Arlington, VA 22201
703.859.7300
www.naviance.com

HOBSONS

Partnering with your Student for Success using Family Connection

What is Family Connection?

Your student's school partners with Naviance to provide a variety of tools for student success after high school through academic, career and college planning. These tools are located in Family Connection, a website for students and families to access online resources, communicate with school staff and work with your student on college and career readiness activities.

What can your student do in Family Connection?

Students can research colleges, scholarships, careers, enrichment programs and courses in one location. They can also create individual plans that can be linked to college and career readiness and communicate easily with teachers and counselors. **Learn more about what you can do in Family Connection below!**

Home page
- View updates and links from the school
- Read and send e-mail messages to school staff

Courses tab
- View student's course records
- Comment on student's course plans
- Approve student's course plan

Colleges tab
- Research colleges, enrichment programs and scholarships
- Add colleges to the Colleges I'm Thinking About list for your student
- Monitor your student's progress during the college application process

Careers tab
- Review the results of student's personality and interests assessments
- Research careers
- View student's favorite career list
- Explore the Roadtrip Nation Interview Archive

About Me tab
- Review student surveys and take parent surveys
- Review student's resume
- View student's test scores
- View documents posted by the school
- Review journal entries posted by your student or the school

My Planner tab
- Review and comment on student's academic and personal goals
- Review and comment on student's task lists

HOBSONS
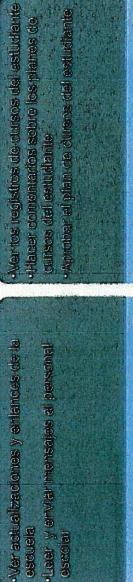
Acompañar a su Estudiante para alcanzar el éxito con Family Connection

¿Qué es Family Connection?

La escuela de su estudiante se asocia con Naviance para brindar una variedad de herramientas para que el estudiante triunfe luego de concluir la escuela secundaria mediante la planificación académica, profesional y universitaria. Estas herramientas se encuentran en Family Connection, una página web a la que los estudiantes y la familia pueden ingresar para obtener recursos en línea, comunicarse con personal escolar y trabajar con el estudiante en actividades de preparación universitaria y profesional.

¿Qué puede hacer su estudiante en Family Connection?

Los estudiantes pueden obtener información sobre universidades, becas, carreras, programas de enriquecimiento y cursos en un solo lugar. También pueden crear planes individuales que pueden relacionarse con preparación universitaria y profesional, y comunicarse fácilmente con profesores y consejeros. A continuación, le brindamos más información sobre qué más puede hacer en Family Connection.

Página de inicio

- Ver actualizaciones y enlaces de la escuela
- Leer y enviar mensajes al personal escolar

Sección Cursos

- Ver los registros de cursos del estudiante
- Hacer comentarios sobre los planes de cursos del estudiante
- Aprobar el plan de cursos del estudiante

Sección Universidades

- Investigar universidades, programas de enriquecimiento y becas
- Agregar universidades a la lista de Universidades en las que estoy pensando para su estudiante
- Vigilar el progreso de su estudiante durante el proceso de solicitud de ingreso a universidades

Sección Carreras

- Revisar los resultados de las evaluaciones de personalidad e intereses del estudiante
- Buscar carreras
- Ver la lista de carreras favoritas del estudiante
- Explorar el Archivo de Entrevistas de Roadtrip Nation

Sección Acerca de mí

- Revisar las encuestas de estudiantes y participar en encuestas para padres
- Revisar el currículum del estudiante
- Ver los resultados de los exámenes del estudiante
- Ver documentos publicados por la escuela
- Revisar publicaciones del diario del estudiante o de la escuela

Sección Mi planificador

- Revisar y comentar los objetivos personales y académicos del estudiante
- Revisar y comentar las listas de tareas del estudiante

Nota: Usted puede acceder a las funciones o no, dependiendo de cómo configure Family Connection la escuela de su estudiante.

HOBSONS

Partnering with your Student for Success using Family Connection

What is Family Connection?

Your student's school has partnered with Naviance to provide a variety of tools for student achievement through academic planning. These tools are located in Family Connection, a website for students and families to access online resources, communicate with school staff and collaborate on college and career readiness activities.

What can your student do in Family Connection?

Students can research colleges, scholarships, careers, enrichment programs and courses in one location. They can also create individual plans that can be linked to college and career readiness. Students can communicate easily with teachers and counselors. For college and career readiness, students can request transcripts and recommendations for college applications as well as complete career assessments and perform college and career searches. Students can also create goals and track associated tasks and activities.

Because Success is a Group Effort

Our partnership with Naviance offers access to several planning tools that connect goals with future outcomes. Family Connection takes an age and grade approach to goal setting and planning, so that students can personalize their action plans. As a parent or guardian, what role do you play in helping your student succeed?

- You can encourage goal setting as a recipe for success
- You can monitor activities to identify early intervention opportunities
- You can coach and guide to make informed decisions

More information on how you can partner with your student for success is provided on the back!

There are a number of features in Family Connection that you can use to engage with your student. Most of the actions involve viewing and reviewing activities that your student completes; however, there are various actions you can take. An overview of the features available to parents and guardians in Family Connection is provided below.

Home page
- View updates and links from the school
- Read and send email messages to school staff

Courses tab
- View student course records
- Comment on student's course plan
- Approve student's course plan

Colleges tab
- Information and resources using Roadtrip Nation college readiness videos
- Get answers to the college to the college application process using SuperMatch college search and activity tips
- Research colleges, enrichment programs and scholarships

Careers tab
- Review the results of student's assessments
- Research careers and pathways
- Explore the Roadtrip Nation interview archive

About Me tab
- Take surveys
- Review student's resume
- View student's test scores

My Planner tab
- Comment on student's goals
- Comment on student's tasks

HOBSONS

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Academic Readiness

Course plans ensure your student is on track in school. Course plans can be created based on graduation requirements or other pathways the student may be interested in.

What can you do to help?

Review the courses your student plans to take for the next four years. Based on the plan he or she created, is your student meeting the school's graduation requirements?

Have your student's interests changed? If so, do these changes impact the student's course plan? Comment on your student's course plan as you notice interests changing that impact the course plan.

Discuss the impact of not considering requirements for certain postsecondary goals with your student. Will your student meet the requirements of his or her postsecondary plan?

College Readiness

Your student can explore a variety of options to pursue after graduation. He or she can use information from career assessments and course plans to help with college research.

What can you do to help?

Recommend colleges to your student by adding a college to the Colleges I'm Thinking About list.

Encourage your child to attend college fairs and visit college campuses to learn more about colleges he or she may be interested in applying to.

Use the scholarship list and scholarship search to research scholarships for your student.

For each college your student is applying to, you can see the status of your student's transcript request and the application status. You can also view the current status of all teacher recommendation requests. (Colleges I'm Applying To page)

Career Readiness

Your student can complete multiple career assessments to help him or her learn more about his or her personality type, interest areas and possible careers after high school.

What can you do to help?

Research career options for your student. Is there a specific career or pathway that he or she is interested in?

As your student identifies the careers that interest him or her, think about the path he or she might take after high school. Discuss with your student what options he or she is interest in. Is a four-year college or a career education program the best fit?

Partner with your student to link colleges to careers using the College Planning tools in Family Connection.

Review assessment results to understand your student's learning style and personality profile.

Setting Goals

Your student can develop as many goals as he or she would like. These goals can be academic, social or personal accomplishments. Goals are a great way for your student to focus on key actions that lead to success.

What can you do to help?

Encourage your child to work on setting realistic goals for him or herself. An example goal would be to *earn a higher grade in a specific class this year*. What are the things that he or she would need to do in order to accomplish this goal?

Provide encouragement. You can comment on your student's goals and tasks.

Discuss tasks your student can complete in order to achieve his or her goals. If you notice your student is not on track to complete these tasks, you can add a comment with your feedback.

The Resume Builder

Your student can build his or her resume in Family Connection. He or she should review and revise the resume from year to year as accomplishments and experiences change. As you work with your student, consider the following:

1. Find out what activities he or she enjoys most. Are there ways to involve your student in the activities either in school or in the community?
2. Determine if your student is focused on a lot of activities or a few activities. Helping your student focus on a few key activities he or she enjoys can help in creating a well-balanced resume with academic and extracurricular activities.
3. Help your student decide what activities or interest he or she wants to continue in college. This can help identify scholarships and other programs that may support that goal.

Communicating with School Staff

You can communicate with school staff members using the messaging tool within Family Connection. School staff members may provide surveys or bulletins with information for you to review. These tools help you stay informed and connected with your student's school and allow you to collaborate with key stakeholders regarding your student's activities.

Colabore con su estudiante para alcanzar el éxito con Family Connection

¿Qué es Family Connection?

La escuela de su estudiante se ha asociado con Naviance para ofrecer a los estudiantes una variedad de herramientas para el éxito durante toda la planificación académica. Estas herramientas se encuentran en Family Connection, un sitio web para que los estudiantes y sus familias accedan a los recursos en línea, se comuniquen con el personal de la escuela y colaboren con las actividades de preparación para la universidad.

¿Qué puede hacer un estudiante en Family Connection?

Los estudiantes pueden buscar universidades, becas, carreras, programas de enriquecimiento y cursos en un solo lugar. También pueden crear planes individuales que se pueden vincular con la preparación para la universidad. Los estudiantes se pueden comunicar con facilidad con los docentes y consejeros. Para la preparación para la universidad, los estudiantes pueden solicitar el expediente académico y recomendaciones para las solicitudes para la universidad, así como también realizar evaluaciones de carrera y búsquedas sobre universidades y carreras. Los estudiantes también pueden establecer objetivos y buscar tareas y actividades relacionadas con ellos.

Porque el éxito es un esfuerzo de grupo

Nuestra asociación con Naviance ofrece acceso a diversas herramientas de planificación que conecta los objetivos con resultados futuros. Family Connection tiene un enfoque según la edad y las calificaciones para establecer y planificar objetivos, de modo que los estudiantes puedan personalizar sus planes de acción. Como padre o tutor, ¿qué rol desempeña en ayudar a que su estudiante tenga éxito?

- Puede alentar el establecimiento de objetivos como una fórmula para el éxito
- Puede monitorear las actividades para identificar las oportunidades de intervención temprana
- Puede prepararlo y guiarlo para que tome decisiones informadas

¡En la parte de atrás encontrará más información sobre cómo puede colaborar con su estudiante para alcanzar el éxito!

Existe una serie de funciones de Family Connection que usted puede utilizar para captar el interés de su estudiante. La mayoría de las acciones consisten en ver y revisar las actividades que realiza su estudiante; sin embargo, hay distintas acciones que puede realizar usted. Abajo se ofrece un panorama general de las funciones disponibles para padres y tutores en Family Connection.

Página de Inicio
- Visualizar las actualizaciones y enlaces de la escuela
- Leer y enviar correos electrónicos al personal de la escuela

Pestaña de Cursos
- Ver los registros de los cursos del estudiante
- Realizar comentarios sobre el plan de cursos de su estudiante
- Aprobar el plan de cursos del estudiante

Pestaña de Universidades
- Ster el progreso del estudiante durante el proceso de admisión para la universidad
- Agregar universidades a la lista de universidades en las que estoy pensando del estudiante
- Realizar comentarios sobre programas de universidades y becas

Pestaña de Carreras
- Revisar los resultados de las evaluaciones del estudiante
- Investigar carreras y alternativas
- Explorar el Archivo de Entrevistas de Roadtrip Nation

Pestaña Acerca de mí
- Contactar estudiante
- Revisar el currículum del estudiante
- Ver los resultados de las evaluaciones del estudiante

Pestaña Mi planificador
- Realizar comentarios sobre los objetivos del estudiante
- Realizar comentarios sobre las tareas del estudiante

Nota: Las funciones descritas arriba pueden estar disponibles o no según cómo la escuela de su estudiante haya configurado el sitio de Family Connection.

HOBSONS

Preparación académica

Los planes de cursos garantizan que el estudiante planea esté bien encaminado en la escuela. Los planes de cursos pueden crearse según los requisitos de graduación o según otras alternativas en las que el estudiante pueda estar interesado.

¿Qué puede hacer usted para ayudar?

Revise los cursos que su estudiante planea tomar en los próximos cuatro años. Según el plan que él o ella haya creado, ¿alcanzará el estudiante los requisitos de graduación de la escuela?

¿Han cambiado los intereses del estudiante? Si es así, ¿afectan estos cambios el plan de cursos del estudiante? Haga comentarios sobre el plan de cursos de su estudiante a medida que note cambios en los intereses que puedan afectarlo.

Analice con su estudiante los efectos de no considerar los requisitos de ciertos objetivos para después de la escuela secundaria. ¿Cumplirá el estudiante con los requisitos de su plan para después de la escuela secundaria?

Preparación para la universidad

El estudiante puede explorar las diversas opciones que seguir luego de la graduación. Ella o él pueden utilizar la información de las evaluaciones de carrera y los planes de cursos para investigar las universidades.

¿Qué puede hacer usted para ayudar?

Recomiende universidades al estudiante: puede agregarlas a la lista Universidades en las que estoy pensando.

Aliente a su estudiante para que asista a ferias universitarias y visite los campus para saber más acerca de las universidades en las que él o ella puedan estar interesados.

Utilice la lista de becas y las herramientas de búsqueda para encontrar becas para su estudiante.

Vea el estado de los materiales para solicitudes a universidades enviados por la escuela desde la lista Universidades a las que me he postulado.

Preparación para la carrera

El estudiante puede realizar múltiples evaluaciones sobre carreras para aprender más sobre su tipo de personalidad, sus áreas de interés y las posibles carreras que puede seguir luego de la escuela.

¿Qué puede hacer usted para ayudar?

Investigue las opciones de carrera para su estudiante. ¿Hay alguna carrera o alternativa específica en la que esté interesado?

A medida que el estudiante identifica las carreras que le interesan, piense en qué camino podría seguir luego de la escuela. Analice con su estudiante las opciones que le interesan. ¿Es una carrera universitaria de cuatro años lo más adecuado?, ¿o un programa de formación especializada?

Ayude a su estudiante a relacionar las universidades con las carreras utilizando las herramientas de Planificación para la universidad en Family Connection.

Revise los resultados de las evaluaciones para comprender el estilo de aprendizaje y el perfil de personalidad del estudiante.

Establecer objetivos

El estudiante puede establecer todos los objetivos que desee. Estos objetivos pueden ser logros académicos, sociales o personales. Los objetivos constituyen un recurso excelente para que el estudiante se enfoque en las acciones clave que conducen al éxito.

¿Qué puede hacer usted para ayudar?

Aliente a su estudiante para que se plantee objetivos realistas en relación con él mismo. Un ejemplo de objetivo podría ser el de *obtener una calificación más alta en una clase determinada durante este año*. ¿Qué necesita hacer el estudiante para llevar a cabo este objetivo?

Ofrézcale ánimo. Puede comentar los objetivos y el éxito del estudiante.

Analice qué tareas puede realizar el estudiante para lograr la consecución de sus objetivos. Si usted nota que su estudiante no está encaminado a completar estas tareas, puede agregar un comentario con sus percepciones.

El generador de currículum

El estudiante puede generar su currículum en Family Connection. Él o ella revisará y modificará el currículum todos los años a medida que cambian los logros, los intereses y las actividades. Al trabajar con su estudiante, tenga en cuenta lo siguiente:

1. Descubra cuáles son las actividades que disfruta más. ¿Existe algún modo de hacer participar a su estudiante en esas actividades, ya sea en la escuela o en la comunidad?
2. Determine si su estudiante se centra en muchas actividades o en pocas. Ayudar a su estudiante a concentrarse en unas pocas actividades clave que él o ella disfrute puede ayudarlo a desarrollar un currículum equilibrado, con actividades académicas y extracurriculares.
3. Ayude a su estudiante a decidir con cuáles actividades o intereses desea continuar en la universidad. Esto puede servir para identificar las becas y otros programas que puedan hacer cumplir ese objetivo.

Comunicación con el personal de la escuela

Puede comunicarse con el personal de la escuela si utiliza la herramienta de mensajes disponible en Family Connection. El personal de la escuela puede ofrecerle encuestas o boletines con información para que revise. Estas herramientas lo ayudarán a estar informado y conectado con la escuela de su estudiante y le permitirán colaborar con los partícipes clave relacionados con las actividades de su e...

Overview

Using Family Connection, you can help your student prepare for success after high school. Use this quick guide to get started with the tools described below.

Career Planning and Assessments

- To access the Career Planning tools in Family Connection, log in and click the **Career** tab.

- To view the results of your student's assessments, log in and click the **About** Me tab. Assessment results for completed assessments can be found in the **My Assessments** section.

The StrengthsExplorer® assessment identifies your student's three strongest talents and provides an explanation of each one. Students learn how to capitalize on their success and discover what they need to do next to continue building on their strengths.

The Career Interest Profiler lists your student's interests as they relate to work activities.

Watch Roadtrip Nation Videos

The Roadtrip Nation Interview Archive in Family Connection contains more than 3,500 video interviews of leaders who have turned their interests into their life's work.

To explore the Roadtrip Nation Interview Archive:
1. Click the **Careers** tab in Family Connection.
2. Click **Explore More** to begin searching the archive.

Students can use the What's Your Road? feature to be matched with leaders with similar roads to their own.

College Planning

To access the College Planning tools in Family Connection, log in and click the **Colleges** tab.

To **search** for colleges:
1. Click the **Colleges** tab in Family Connection.
2. Click **SuperMatch™ College Search** in the **College Research** section.
3. Use the **Find & Pin School By Name** or **Find Your Best Fit** filters to search for your best college matches, pin your favorites, and compare schools side by side.

To **view** results:
1. As you make your selections, the results will appear in right column.
2. Click the college name to expand more information.
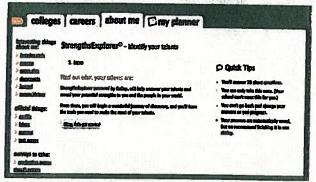
Información General

Al utilizar Family Connection, puede ayudar al estudiante a prepararse para alcanzar el éxito luego de concluir la escuela secundaria. Haga uso de esta guía rápida para iniciarse en las herramientas descritas a continuación.
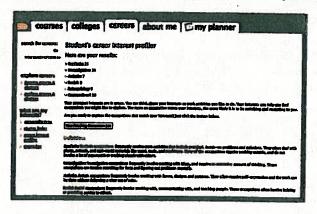
Planificación de Carrera Profesional

- Para **obtener acceso** a las herramientas de Planificación de Carrera Profesional en Family Connection, inicie sesión y haga clic en la pestaña **Career** (Carrera).

- Para ver los resultados de las evaluaciones de sus alumnos, inicie sesión y haga clic en la pestaña **Acerca de mí**. Los resultados de las evaluaciones terminadas están en la sección **Mis evaluaciones**.

StrengthsExplorer® - Esta evaluación identifica sus tres talentos más fuertes y proporciona una explicación de cada tema. Aprenda cómo capitalizar su propio éxito y descubra qué debe hacer después para continuar construyendo sus fortalezas.
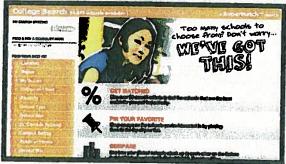
El Career Interest Profiler (Generador de perfiles de interés de carreras profesionales) enumera los intereses de su estudiante, según se relacionan con las actividades laborales.

Planificación de Educación Universitaria

Para obtener acceso a las herramientas de Planificación de Educación Universitaria en Family Connection, inicie sesión y haga clic en la pestaña **Colleges** (Universidades).

Para **buscar universidades**:

1. Haga clic en la pestaña **Colleges** (Universidades) en Family Connection.

2. Haga clic en **SuperMatch™ College Search** (Búsqueda de universidades SuperMatch™) en la sección **College Research** (Investigación de universidades).

3. Use los filtros **Buscar y Marcar Universidad por Nombre** o **Encontrar la Mejor Opción** para buscar las mejores opciones de universidades, marque sus favoritas y compararlas entre sí.

Para ver los resultados:

1. A medida que realiza sus selecciones, los resultados aparecerán en la columna derecha.

2. Haga clic en el nombre de la universidad obtener más información.

Watch Roadtrip Nation Videos

El Archivo de Entrevistas de Roadtrip Nation en Family Connection contiene más de 3,500 entrevistas en video de líderes que transformaron sus intereses en el trabajo en sus vidas.

Para explorar el Archivo de Entrevistas de Roadtrip Nation:

1. Haga clic en la pestaña **Carreras** en Family Connection.

2. Haga clic en **Explorar más** para comenzar a buscar el archivo.

Los alumnos pueden usar la función ¿Cuál es su camino? para coincidir con líderes que tengan caminos similares.
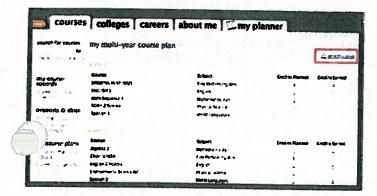
Overview

Using Family Connection, you can help your student prepare for success after high school. Use this quick guide to get started with the tools described below.

Course Planning

To access the Course Planning tools in Family Connection, log in and click the **Courses** tab.
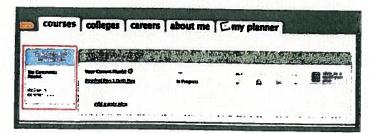
To **view** your student's course plan:

1. Log into Family Connection.
2. Click the **Courses** tab.
3. Click the **View My Current Multi-year Plan** link.
4. If your student has not created a course plan, you will see a message letting you know.
5. If your student has created a course plan, you can view the courses he or she plans to take.
6. You can print your student's course plan by clicking the **Print This Page** link.

To **comment** on your student's course plan:

1. Log into Family Connection.
2. Click the **Courses** tab.
3. Click the **Manage my Course Plans** link.
4. Enter your comment in the **Write a Comment** box on the left side.

To **approve** a course plan:

1. Log into Family Connection.
2. Click the **Courses** tab.
3. Click the **Manage my Course Plans** link.
4. Click the **Your Approval Is Needed** button.
5. The plan appears. Click either **I Approve This Plan** or **I Don't Approve This Plan**. The plan status will be updated based on your selection.

Success Planning (My Planner)

To access the planning tools in Family Connection, log in and click the **My Planner** tab.

To **view** your student's tasks and to-dos:

1. Click the **My Planner** tab in Family Connection.
2. Click **To-do List** tab.
3. A list of to-dos created by your student appears.
4. Click the **Tasks Assigned to Me** tab.
5. A list of tasks assigned to your student by a school staff member appears.
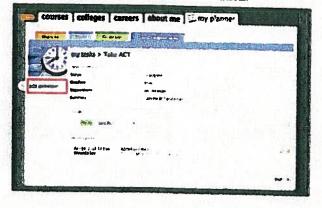
To **comment** on a to-do:

1. Click the **My Planner** tab in Family Connection.
2. Click the **To-do List** tab.
3. Click the to-do (a link next to the green To-do box).
4. Click **Add Comment** in the left column.
5. Enter your comment in the box.
6. Click the **Add Comment** button.
7. Your comment will appear in the **Recent Updates** section under the to-do information.

To **comment** on a task:

1. Click the **My Planner** tab in Family Connection.
2. Click the **Tasks Assigned to Me** tab.
3. Click a task from the list.
4. Click **Add Comment** in the left column.
5. Enter your comment in the box.
6. Click the **Add Comment** box.
7. Your comment will appear in the **Recent Updates** section under the task information.

Información General

Al utilizar Family Connection, puede ayudar al estudiante a prepararse para alcanzar el éxito luego de concluir la escuela secundaria. Haga uso de esta guía rápida para iniciarse en las herramientas descritas a continuación.

Planificación de Cursos

Para obtener acceso a las herramientas de Planificación de Cursos en Family Connection, inicie sesión y haga clic en la pestaña Courses (Cursos).
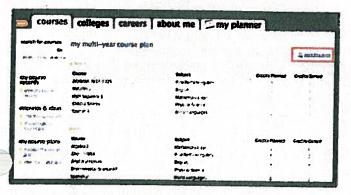
Para ver el plan de cursos de su estudiante:

1. Inicie sesión en Family Connection.
2. Haga clic en la pestaña Courses (Cursos).
3. Haga clic en el enlace View My Current Multi-year Plan (Ver mi plan actual para varios años).
4. Si su estudiante no ha creado un plan de cursos, verá un mensaje que se lo indicará.
5. Si su estudiante ha creado un plan de cursos, puede ver los cursos que planea tomar.
6. Puede imprimir el plan de cursos de su estudiante haciendo clic en el enlace Print This Page (Imprimir esta página).
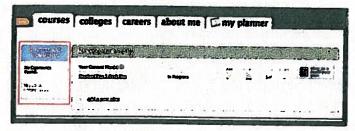
Para comentar el plan de cursos de su estudiante:

1. Inicie sesión en Family Connection.
2. Haga clic en la pestaña Courses (Cursos).
3. Haga clic en el enlace Manage my Course Plans (Administrar mis planes de cursos).
4. Ingrese su comentario en el cuadro Write a Comment (Escribir un comentario) sobre el lado izquierdo.

Para aprobar un plan de cursos:

1. Inicie sesión en Family Connection.
2. Haga clic en la pestaña Courses (Cursos).
3. Haga clic en el enlace Manage my Course Plans (Administrar mis planes de cursos).
4. Haga clic en el botón Your Approval Is Needed (Se necesita su aprobación).
5. Aparece el plan. Haga clic ya sea en I Approve This Plan (Apruebo este plan) o en I Don't Approve This Plan (No apruebo este plan). El estado del plan se actualizará, conforme a su selección.

Planificación para Lograr el Éxito (My Planner)

Para obtener acceso a las herramientas de planificación en Family Connection, inicie sesión y haga clic en la pestaña My Planner (Mi planificador).

Para ver las tareas y puntos pendientes de su estudiante:

1. Haga clic en la pestaña My Planner (Mi planificador) en Family Connection.
2. Haga clic en la pestaña To-do List (Lista de tareas pendientes).
3. Aparece una lista de tareas pendientes creada por su estudiante.
4. Haga clic en la pestaña Tasks Assigned to Me (Tareas asignadas).
5. Aparece una lista de tareas asignadas a su estudiante por parte de algún miembro del personal de la escuela.

Para comentar sobre una tarea pendiente:

1. Haga clic en la pestaña My Planner (Mi planificador) en Family Connection.
2. Haga clic en la pestaña To-do List (Lista de tareas pendientes).
3. Haga clic en la tarea pendiente (un enlace ubicado al lado del cuadro verde de To-Do [tareas pendientes]).
4. Haga clic en Add Comment (Agregar comentario) en la columna de la izquierda.
5. Ingrese su comentario en el cuadro.
6. Haga clic en el botón Add Comment (Agregar comentario).
7. Aparecerá su comentario en la sección Recent Updates (Actualizaciones recientes), debajo de la información de tareas pendientes.

Para comentar sobre una tarea:

1. Haga clic en la pestaña My Planner (Mi planificador) en Family Connection.
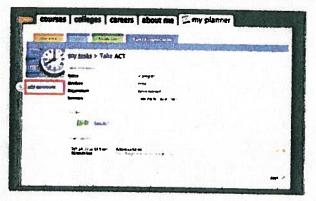2. Haga clic en la pestaña Tasks Assigned to Me (Tareas asignadas).
3. Haga clic en una tarea de la lista.
4. Haga clic en Add Comment (Agregar comentario) en la columna de la izquierda.
5. Ingrese su comentario en el cuadro.
6. Haga clic en el cuadro Add Comment (Agregar comentario).
7. Aparecerá su comentario en la sección Recent Updates (Actualizaciones recientes), debajo de la información de la tarea.

Overview

You can access Family Connection to help your student plan for success after high school. With Family Connection you can help your student discover personal interests and research careers, colleges, and scholarships.

Getting Started

To access Family Connection, you must have the following:

- A computer that is connected to the Internet
- Your personal or work e-mail address
- A registration code provided by your student's school

Registering for Family Connection

Follow the steps below to register for Family Connection:

1. Click the **I Need to Register** link.
2. Enter the registration code provided by your student's school.
3. Click the **Register** button.
4. Enter your e-mail address and create a password.
5. Accept the terms of service.
6. Click the **Complete Registration** button.

Note: Passwords must be at least six characters and cannot contain blank spaces.

Logging into Family Connection
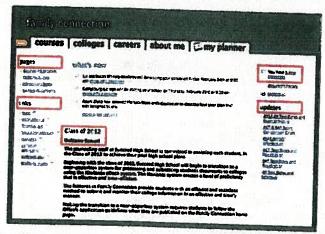
Follow the steps below to log into Family Connection:

1. Enter your username in the **E-mail** field.
2. Enter your password in the **Password** field.
3. Check the box next to **Remember Me** if you want to bypass entering this information on return visits. (Not recommended for shared or public computers.)
4. Click the **Log In** button.

Communicating with School Staff

There are several ways you and your student's school can communicate from the **Home** page of Family Connection.

Review the welcome message, pages, links and updates:

1. The welcome message is located on the **Home** page.
2. The school posts pages, links and updates on the **Home** page.

Send an e-mail message:

1. Click **Contact Us** on the right column of the **Home** page.
2. Your e-mail address and your school contact (student's counselor) are pre-populated.
3. Enter a subject for your message.
4. Enter your message.
5. Click the **Send Message** button.

Read and reply to e-mail messages:

1. Click the New Messages link on the right column of the **Home** page.
2. Your inbox appears.
3. Click a message subject to open the e-mail.
4. To reply, click the **Reply to Message** link.

Complete surveys:

1. Click the **About Me** tab.
2. Parent surveys are listed in the **Surveys to Take** section. (Left side column)
3. Click a survey name to open the survey.
4. Complete the survey by completing the fields. Required fields have a red asterisk (*).
5. Click **Update** when you finish the survey.

Note: Surveys are only available if your student's school creates a survey for parents to take.

Información General

Puede obtener acceso a Family Connection para ayudar a su estudiante a planificar para alcanzar el éxito luego de concluir la escuela secundaria. Al utilizar Family Connection, puede ayudar a su estudiante a descubrir sus intereses personales y buscar carreras profesionales, universidades y becas.

Cómo Comenzar

Para obtener acceso a Family Connection, debe contar con lo siguiente:

- Una computadora con conexión a Internet.
- Una dirección de correo electrónico personal o laboral.
- Un código de registro proporcionado por la escuela de su estudiante.

Registrarse en Family Connection

Siga los siguientes pasos para registrarse en Family Connection:
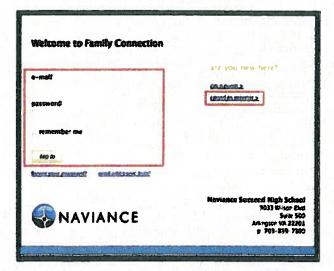
1. Haga clic en el enlace **I Need to Register** (Necesito registrarme).
2. Ingrese el código de registro proporcionado por la escuela de su estudiante.
3. Haga clic en el botón **Register** (Registrarse).
4. Ingrese su dirección de correo electrónico y cree una contraseña.
5. Acepte los términos de servicio.
6. Haga clic en el botón **Complete Registration** (Realizar registro).

Nota: Las contraseñas deben tener, como mínimo, seis caracteres y no pueden contener espacios en blanco.

Iniciar Sesión en Family Connection
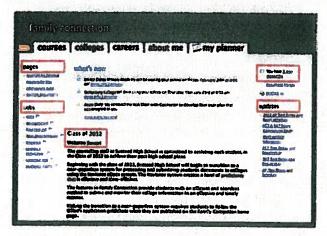
Siga los siguientes pasos para iniciar sesión en Family Connection:

1. Ingrese su nombre de usuario en el campo **E-mail** (Correo electrónico).
2. Ingrese su contraseña en el campo **Password** (Contraseña).
3. Marque la casilla de verificación contigua a **Remember Me** (Recordarme), si desea obviar el ingreso de estos datos en las siguientes visitas. (No se recomienda si utiliza computadoras públicas o compartidas).
4. Haga clic en el botón **Log In** (Iniciar sesión).

Cómo Comunicarse con el Personal de la Escuela

Existen varias formas en que usted y la escuela de su estudiante puedan comunicarse desde el **Home** (Página de inicio) de Family Connection.

Revisar el mensaje de bienvenida, las páginas, los enlaces y las actualizaciones:

1. El mensaje de bienvenida se ubica en el **Home** (Página de inicio).
2. La escuela publica páginas, enlaces y actualizaciones en el **Home** (Página de inicio).

Enviar mensajes por correo electrónico:

1. Haga clic en **Contact Us** (Contáctenos) en la columna derecha del **Home** (Página de inicio).
2. Su dirección de correo electrónico y el contacto de su escuela (consejero estudiantil) se completan automáticamente.
3. Ingrese un asunto para su mensaje.
4. Ingrese su mensaje.
5. Haga clic en el botón **Send Message** (Enviar mensaje).

Leer y responder mensajes por correo electrónico:

1. Haga clic en el enlace **New Messages** (Mensajes nuevos) en la columna derecha del **Home** (Página de inicio).
2. Aparece su bandeja de entrada.
3. Haga clic en el asunto del mensaje para abrir el correo electrónico.
4. Para responder, haga clic en el enlace **Reply to Message** (Responder el mensaje).

Realizar encuestas:

1. Haga clic en la pestaña **About Me** (Acerca de mí).
2. Las encuestas para padres se enumeran en la sección **Surveys to Take** (Encuestas a realizar) en la columna izquierda.
3. Haga clic en el nombre de una encuesta para abrirla.
4. Realice la encuesta llenando los campos. Los campos obligatorios se indican con un asterisco rojo (*).
5. Haga clic en **Update** (Actualizar) cuando finalice la encuesta.

Nota: Las encuestas están disponibles únicamente si la escuela de su estudiante crea una encuesta para padres.

Parent University Documents

CUSD Parent University Series: College and Career Readiness

Webinar Times	Workshop Title/Description	Location/Date/Time
	Naviance for Parents	ANHS
	In this workshop parents will learn the following Naviance components:	CVHS DHHS SCHS SJHHS THS Cal Prep
	How To Graduate From College Debt Free	**District Office Board Room**
9/12/2015 @ 9:00 am 4/16/2016 @ 9:00 am	Parents and students will learn ways to avoid student loans. Other topics include locating and applying for scholarships and grants along with creating what a realistic list of colleges are.	9/8/2015 @ 6:30 pm 11/9/2015 @ 6:30 pm 3/8/2016 @ 6:30 pm 5/4/2016 @ 6:30 pm
	College Application Process	-Webinar Only-
10/10/2015 @ 9:00 am	Parents and students will learn about the 8 pieces of information that are needed prior to beginning applications. Some topics include Letters of Recommendation, Selection of Majors, Extra-Curriculars and Grade Point Averages.	
	Why is it so Hard For A Good Student to Get Into a Top College?	-Webinar Only-
11/14/2015 @ 9:00 am	In this workshop parents and students will learn how competitive acceptance into college is. Case studies will be used to show you how to improve your chances of getting into the college of your choice.	
	10 Biggest Mistakes Parents Make in Planning for College	-Webinar Only-
12/12/2015 @ 9:00 am 6/11/2016 @ 9:00 am	In this workshop parents and students will learn about various aspects of college financing from the "Expected Family Contribution" to scholarship opportunities.	
	The 7 Biggest Mistakes Made On The FAFSA	-Webinar Only-
1/16/2016 @ 9:00 am	Parents and students will learn about the purpose of the Free Application for Student Aid process including a discussion on the most commonly made mistakes.	
	ACT versus SAT	-Webinar Only-
2/20/2016 @ 9:00 am	Parents and students will learn about the differences between the tests , which one they may be better suited for and ways to prepare for the tests.	

	How to Analyze Financial Aid Award Letters	-Webinar Only-
3/19/2016 @ 9:00 am	Parents and students will learn how to read and analyze awards letters and their implications.	
	Picking the Right "Fit" College (s)	-Webinar Only-
5/14/2016 @ 9:00 am	Parents and students will learn about on-line degrees, financials considerations, creating colleges of interest lists and visiting colleges.	

College and Career Readiness Documents

Tab 2
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Minimum Graduation Requirement Documents

California Department of Education (http://www.cde.ca.gov/ci/gs/hs/hsgrmin.asp)
Page Generated: 8/24/2015 2:12:46 PM

State Minimum Course Requirements

Minimum set of courses required for high school graduation.

Beginning in the 1986-87 school year, California *Education Code (EC) 51225.3* has specified a minimum set of courses to meet state requirements to graduate from high school and receive a diploma. The governing boards of local education agencies (LEAs) have the authority to supplement the state minimum requirements at the local level.

EC 51225.3 states that all pupils receiving a diploma of graduation from a California high school must have completed all of the following courses, while in grades nine to twelve, inclusive:

- Unless otherwise specified, each course shall have a duration of one school year:
  - Three courses in English
  - Two courses in mathematics, including one year of Algebra I (*EC Section 51224.5*)
  - Two courses in science, including biological and physical sciences
  - Three courses in social studies, including United States history and geography; world history, culture, and geography; a one-semester course in American government and civics, and a one-semester course in economics
  - One course in visual or performing arts, foreign language, or commencing with the 2012-13 school year, career technical education. For the purpose of satisfying the minimum course requirement, a course in American Sign Language shall be deemed a course in foreign language
  - Two courses in physical education, unless the pupil has been exempted pursuant to the provisions of *EC Section 51241*
- Other coursework adopted by the local governing board of the LEA

The local governing board of the LEA with the active involvement of parents, administrators, teachers, and pupils, shall adopt alternative means for pupils to complete the prescribed course of study, which may include:

- Practical demonstration of skills and competencies
- Supervised work experience or other outside school experience
- Career technical education classes offered in high schools
- Courses offered by regional occupational centers or programs
- Interdisciplinary study
- Independent study
- Credit earned at a postsecondary institution

Requirements for graduation and specified alternative modes for completing the prescribed course of study shall be made available to pupils, parents, and the public.

State Minimum Course Requirements - High School (CA Dept of Education)

The University of California and the California State University systems have established a uniform minimum set of courses required for admission as a freshman.

Courses Required for High School Graduation and University Admission (English)
Available Translations of the Courses Required for High School Graduation and University Admission

The entire California *Education Code* may be found in the California Law library.

Questions: High School Innovations and Initiatives Office | 916-319-0893

Last Reviewed: Friday, May 22, 2015

Frequently Asked Questions

Frequently asked questions for high school graduation requirements.

This page contains most frequently asked questions. Please direct other questions to program contacts.

- <u>High School Graduation</u>
- <u>California High School Exit Exam (CAHSEE)</u>
- <u>Early High School Completion</u>
- <u>AB 1330 (Career Technical Education Option)</u>
- <u>Miscellaneous</u>

High School Graduation

- What are the high school graduation course requirements in California?

The state sets minimum requirements. Local school districts have the authority and responsibility for establishing any requirements for awarding a California high school diploma from their secondary schools. These must include the set of 13 <u>minimum courses</u> required under California *Education Code*. Most school districts in California require between 22 and 26 one-year courses (or the equivalent) for graduation.

- Are students of a California approved charter school required to complete the 13 minimum courses mandated for graduation?

The answer to this question depends on a variety of factors. For further assistance, please contact the Charter Schools Division of the California Department of Education at 916-322-6029.

- Are students of private high schools required to complete the 13 minimum courses for graduation?

No. Private high schools have the authority to set their own graduation requirements. However, many private high schools do include at least the state minimum courses in order to ensure that students transitioning to or from public schools have less disruption in their progress toward graduation.

- How many units are required to earn a California high school diploma?

Local school districts establish the total number of units required to earn a California high school diploma. Most California public high schools require the equivalent of between 22 and 26 yearlong courses. Two semester courses equal one yearlong course. A yearlong course constitutes one Carnegie unit. Semester courses constitute one-half of a Carnegie unit. But most school districts award ten local units for each Carnegie unit and five local units for a semester course. These districts require between 220 and 260 local units for high school graduation. However, local school districts vary in how local credit units are awarded for one year of study. To determine how

many credits entering students have earned toward local graduation requirements, multiply the local credit units awarded for one year of study times the number of qualifying yearlong courses they have completed.

- **What constitutes a year of study in terms of instructional minutes for a specific subject area?**

A year of study is two semesters of study in the same or related subject area. In general, the course is about 50 minutes per day, five days a week, for two semesters. However, local school districts determine the actual organization of instructional time depending on their master schedule. Variances apply depending on holidays, professional development days, and block scheduling.

- **We are relocating to a new school district in California and my child is in high school. Will my child be able to graduate at the same time as his current classmates?**

While California has a set of 13 minimum course requirements for high school graduation, each local school district in California may add its own requirements. Therefore, it is very important that students entering a new California school district contact the new high school as soon as possible to have their progress toward fulfilling the graduation requirements of the new district reviewed. The local school district officials can evaluate the transcripts and advise you on when your child can graduate. School contact information can be located through the CDE California School Directory.

- **Do I have to complete Algebra I to graduate?**

Yes, beginning in the 2003-04 school year, all students must successfully complete coursework that meets or exceeds the rigor of the content standards of Algebra I prior to receiving a diploma of graduation from a high school. For additional information, see the Algebra I Graduation Requirement Frequently Asked Questions.

- **Do students with disabilities have to complete Algebra I in order to earn a high school diploma?**

Yes, students with disabilities have to meet all state and local graduation requirements. Algebra I is a state graduation requirement. Your local school district may require additional math courses. Some students with disabilities, due to the specific nature of their disability, may request a waiver of the Algebra I graduation requirement if, after all support services have been provided, the student cannot pass the course. For additional information regarding the Algebra waiver process, please visit the Algebra I Graduation Requirements.

- **My child has completed all but a couple of courses required for high school graduation but the school counselor says he or she must enroll in five courses each semester. Is this true?**

This depends on the circumstances. California *Education Code* Section 46145 states: "Commencing with the first semester or quarter that begins after January 1, 1984, pupils in grade 12 shall be enrolled in at least five courses each semester or the equivalent number of courses per quarter." California *Education Code* provides exceptions: "However, this requirement shall not apply to pupils enrolled in regional occupational programs, regional occupational centers, courses at accredited postsecondary educational institutions, independent study, special education programs where the pupil's individualized education program establishes a different number of courses, continuation education classes, work experience education programs approved under the provisions of Article 7

Frequently Asked Ques ( ) High School (CA Dept of Education)

(commencing with Section 51760) of Chapter 5 of Part 28, or any other course of study authorized by the governing board which is equivalent to the approved high school course of study. " California Education Code 🔗 sections 46146-46147 provide additional exceptions to the five-course requirement.

- I have completed all of the courses required for high school graduation but the school says I must complete a senior project in order to graduate. Is this a state requirement for graduation?

The California Education Code currently does not require that students complete a senior project. However, in California, local school districts have the authority and responsibility for determining graduation requirements. Therefore, local school districts do have the authority to require students to complete a senior project in order to receive a high school diploma.

- The high school counselor at my child's school has told my child that he or she does not have enough credits to graduate. What are my options for getting this situation resolved?

All parents and guardians have the right to be fully informed about their children's academic progress toward graduation. As a parent or guardian, you should schedule a conference with the counselor. If the issue cannot be resolved to your satisfaction at this level, then make an appointment with the school administrator, usually the principal, in charge. If you still have concerns after this meeting, your next option is to contact the school district office and speak with the administrators, including the superintendent, in charge of the academic program. If the administrators indicate that it is local district policy that sets the requirements, then you may appeal to your local school board. At this point, you should request the Uniform Complaint Procedures (Updated 01-Feb-2008) and maintain written records of your efforts to resolve your issues. Local school boards are citizen boards that have primary authority to set the policies of the school district. If they indicate that the California Education Code specifies the requirements, ask for the specific code section to which they are referring. For more information on the Education Code, see California Law 🔗 .

- If a student with disabilities is unable to meet all state and local graduation requirements, can they be recognized for their efforts?

The EC allows a district to award certificates or documents of achievement or completion to students with IEPs who are unable to meet all state and local graduation requirements.

- I participate in a competitive sport that is not directly associated with my high school. Can I use my time practicing and participating in this sport to satisfy the physical education graduation requirement?

The authority to determine course equivalencies resides with the local school districts. Because California public schools are seeking to align their physical education programs with the Physical Education Framework for California Public Schools, the use of outside-of-school sports as equivalent credit is discouraged.

- How can I find out about graduation requirements in other states?

The National Center on Educational Outcomes (NCEO) provides online information on state graduation requirements 🔗 as well as state policy information about assessments, special accommodations, alternate

http://www.cde.ca.gov/ci/gs/hs/hsgrfaq.asp#High

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assessments, participation, reporting, and standards.

- How can I find out what the California high school graduation requirements were in a specific year?

Historical editions of the California Education Code contain prior years' high school graduation requirements. Please request this information from your local library or contact the State Library at: 916-654-0261.

California High School Exit Exam (CAHSEE)

- Does a student in a California public school have to pass the California High School Exit Exam (CAHSEE) to be eligible for a high school diploma?

All California public school students, except eligible students with disabilities, must satisfy the CAHSEE requirement, as well as all other state and local requirements, to receive their high school diploma. The CAHSEE requirement can be satisfied by passing the examination, or for eligible students with disabilities, meeting the exemption requirements pursuant to *EC* Section 60852.3, or receiving a local waiver pursuant to *EC* Section 60851(c).

- Do California High School Exit Exam (CAHSEE) in order to graduate with a high school diploma?

No, beginning with the 2009–10 school year, eligible students with disabilities are exempt from the requirement to pass the CAHSEE as a condition of graduation from high school (*EC* Section 60852.3). An eligible student, as defined in the law, is a student with an individualized education program (IEP) or Section 504 plan that indicates that the student has satisfied or will satisfy all other state and local requirements to receive a high school diploma on or after July 1, 2009.

This CAHSEE exemption will continue until the State Board of Education implements alternative means for students with disabilities to show that they have achieved the same level of academic achievement as students passing the CAHSEE, unless such means are not feasible. More information about the exemption is available on the CDE Questions and Answers regarding the CAHSEE Exemption Web page.

Students with disabilities are still required, in grade ten only, to take the CAHSEE for purposes of fulfilling the federal Elementary and Secondary Education Act (ESEA).

- Does a student in a private school in California have to pass the CAHSEE to be eligible for a high school diploma from that school?

No. In fact, students in private schools are prohibited from taking the CAHSEE, with the exception of students with disabilities who are placed in nonpublic schools pursuant to their IEPs (as mentioned in the response to the preceding question).

Early High School Completion

- I would like to complete high school early. How can I do that?

First of all, talk with your high school counselor about your interest in completing high school early. The local school district's graduation requirements must be completed if you are to receive a high school diploma. While most high schools are organized to accommodate a standard four-year schedule to graduation, some California public high schools offer options for accelerated learning plans. To be eligible to enroll directly at a University of California (UC) or a California State University (CSU) campus, the required high school courses for freshman admission are much more extensive and rigorous than the state's minimum graduation requirements. If you plan to attend a California community college and/or a four-year university as your first step after high school, several opportunities are available to you. High school juniors and seniors, with the permission of their parents and schools and subject to certain conditions, can enroll as special part-time students at community colleges and four-year colleges and universities (some at no cost) to begin their college education while still enrolled in high school and completing their high school diploma. For additional information about attending college, please see CaliforniaColleges.edu ⬚ . There are also other options for completing high school early:

- ○ California High School Proficiency Exam (CHSPE): A person may take the CHSPE if he or she is at least 16 years old, or he or she has been enrolled in the tenth grade for one academic year or longer, or he or she will complete one academic year of enrollment in the tenth grade at the end of the semester during which the CHSPE regular administration (i.e. spring or fall) will be conducted. For more information about this test, see CHSPE (Updated June 17, 2011). While the UC and CSU recognize the CHSPE as the equivalent of a high school diploma, to be eligible for admission, applicants must also have successfully completed the full set of required high school course requirements and standardized admission tests. See CaliforniaColleges.edu ⬚ for complete admission requirements for California public colleges and universities.

- ○ General Education Development Test (GED): In California, students who are 18 (and some 17-year olds that meet specific criteria) may take the GED test. The GED test covers reading, writing, math, science, and social studies. See the CDE GED website (Updated Oct. 3, 2011) for more information about this test.

- If I pass the GED or CHSPE, can I use those results to satisfy minimum course requirements for graduation?

The authority to determine course equivalencies resides with the local school districts. However, in the case of the GED, such use of the test results is prohibited.

- How do I obtain a copy of my General Educational Development (GED) Test results?

Results of GED exams can be obtained from the State GED Office or call 866-370-4740.

- How do I obtain a copy of my California High School Proficiency Exam (CHSPE) results?

For more information on how to obtain copies of CHSPE, see the CHSPE Results and Transcripts ⬚ . If you have questions about the CHSPE or your results, you can e-mail chspe@scoe.net or call 1-866-342-4773.

- What if I am missing a few units or did not complete all of my units when I was in high school?

Contact your local adult school. Adult education is a public education program for all adults. Adult schools offer free to low-cost classes for adults 18 and older. Students can get a high school diploma, general education diploma (GED), learn about jobs, learn to speak English, and learn how to become a U.S. citizen. Adult schools are located in many cities and towns. Visit the CDE Adult Education for more information.

AB 1330 (Career Technical Education Option)

- What does Assembly Bill (AB) 1330 mean for high school students and schools? When does it begin and end?

Assembly Bill 1330 (Chapter 621, Statutes of 2011) authorizes local educational agencies to accept a Career Technical Education (CTE) course as an optional high school graduation requirement, beginning with the 2012–13 school year (class of 2013).

AB 1330 was signed into law on January 1, 2012 and can be implemented as early as the 2012-13 school year. The provisions of AB 1330 will be repealed as of the beginning of the 2017-18 school year (July 1, 2017), unless these provisions are extended by legislative action.

Pursuant to AB 1330, a local governing board may elect to adopt an optional requirement that graduating high school students must have completed one course in visual or performing arts, foreign language, or CTE. Existing state law otherwise requires that all graduating high school students must have completed one course in visual or performing arts or foreign language.

- What is the definition of a Career Technical Education (CTE) course?

California *Education Code* Section 51225.3 defines a CTE course as "a course in a district-operated career technical education program that is aligned to the career technical model curriculum standards and framework adopted by the state board, including courses through a regional occupational center or program operated by a county superintendent of schools or pursuant to a joint powers agreement."

- If my school district decides to implement AB 1330, what does the school district have to do? Do school district governing boards have to provide notice to the public that they are electing to implement AB 1330?

If a local governing board elects to adopt an optional CTE graduation requirement, AB 1330 requires all of the following: Prior to offering the optional CTE graduation requirement to students, the local governing board shall notify parents, teachers, pupils, and the public at a regularly scheduled meeting of the governing board. The notification shall include the intent to offer CTE courses to fulfill the graduation requirement, and specify the impact that offering CTE courses will have on the availability of courses that meet the eligibility requirements for admission to the California State University (CSU) and the University of California (UC), and whether these CTE courses would satisfy those eligibility requirements. The notification shall also include the distinction between the high school graduation requirements of the school district or county office of education and the eligibility requirements for CSU and UC admission.

- If the school district does not currently operate a CTE program, is the school district required to begin a new one?

AB 1330 provides that a district or a school that currently does not offer CTE courses is not required to start new CTE programs for purposes related to the optional CTE graduation requirement. What if I am at a school that accepts CTE courses as a high school graduation requirement and transfer to a school that does not accept a CTE course as a requirement? Can that CTE course still be used to meet high school graduation requirements? We recommend that you contact your school counselor to attain assistance with transferring to another high school. High school graduation requirements are set by each school district. The local high school graduation requirements may go beyond the state's minimum high school graduation requirements. It is up to each school district to determine what courses will or will not be accepted.

Miscellaneous

- How do I obtain a copy of my high school transcript?

In order to obtain a copy of your high school transcript, you should contact the high school from which you graduated or its school district office. School districts are required by law to maintain copies of your high school academic record (transcript). School contact information can be located through the CDE School Directory.

- How can I get information about college opportunities and requirements in California?

For more information about postsecondary education opportunities and requirements in California, see CaliforniaColleges.edu ☐ .

- I need an Apostille from a California state official to study or work abroad. Can the CDE help me with this?

An Apostille is an authentication of a notarized copy of a school record issued by the California Secretary of State. It verifies that a California Notary Public's signature is valid. When an American is seeking an educational opportunity or work abroad, the receiving school, college, or employer may request a verification of the student's educational record. This involves the American acquiring a notarized copy of his or her high school transcripts from the educational institution issuing the transcript. This notarized record then goes to the California Secretary of State, who issues an Apostille verifying that the signature of the California Notary Public is valid. The CDE is not involved in the Apostille process. For more information about the Apostille process, see Notary Public Authentication Information Apostille or Certification ☐ .

California Department of Education
1430 N Street
Sacramento, CA 95814

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URL not found in WebNET System!

The University of California (UC) and the California State University (CSU) systems have established a uniform minimum set of courses required for admission as a freshman. The UC has created a Doorways ⬀ site that provides complete information about the high school courses approved for admission to the university. In addition to the required courses, California public universities have other <u>requirements</u> ⬀ for admission as a freshman.

High School Subject Area	State Mandated Requirements* (EC 51225.3) for High School Graduation	UC Requirements for Freshman Admissions	CSU Requirements for Freshman Admissions
English	Three Years	Four years of approved courses	Four years of approved courses
Mathematics	Two years, including Algebra I, beginning in 2003–04. (EC 51224.5)	Three years, including algebra, geometry, and intermediate algebra. Four years recommended.	Three years, including algebra, intermediate algebra, and geometry.
Social Studies/Science	Three years of history/social studies, including one year of U.S. history and geography; one year of world history, culture, and geography; one semester of American government and civics, and one semester of economics.	Two years of history/social science, including one year of U.S. history or one-half year of U.S. history and one-half year of civics or American government; and one year of world history, cultures, and geography.	Two years, including one year of U.S. history or U.S. history and government and one year of other approved social science.
Science	Two years, including biological and physical sciences.	Two years with lab required, chosen from biology, chemistry, and physics.	Two years, including one year of biological and one year of physical science with lab.

		Three years recommended.	Three years recommended.
Foreign Language	One year of either visual and performing arts, foreign language, or career technical education**.	Two years in same language required. Three years recommended.	Two years in same language required.
Visual and Performing Arts	One year of either visual and performing arts, foreign language, or career technical education**.	One year of visual and performing arts chosen from the following: dance, drama/theater, music, or visual art.	One year of visual and performing arts chosen from the following: dance, drama/theater, music, or visual art.
Physical Education	Two years	Not Applicable	Not Applicable
Electives	Not Applicable	One year***	One year***
Total	13	15 (7 in the last two years of high school)	15

* Beginning in 2005–06, all students must pass the California High School Exit Examination prior to graduation, in addition to meeting course requirements.

Beginning in 2009–10, EC Section 60852.3 provides an exemption from meeting the CAHSEE requirement as a condition of receiving a diploma of graduation for eligible students with disabilities who have an individualized education program (IEP) or a Section 504 plan.

Beginning January 1, 2010, students in foster care who transfer to a new school while in grades 11 or 12 may be able to graduate from high school without meeting the local graduation requirements that exceed the state minimum course requirements. In these cases, the district would need to conclude that the student would not reasonably be able to complete the additional local graduation requirements during the student's remaining time in high school. These students would still be required to pass the CAHSEE. See CDE Foster Youth Resources for additional information.

** Beginning with the 2012–13 school year (sunsets with the 2017–18 school year), EC Section 51225.3 provides that a district may choose to adopt a career technical education course as an optional high school graduation requirement. For more information about this requirement, see our Frequently Asked Questions page.

*** Must be chosen from approved academic courses in history, English, advanced mathematics, lab science, foreign language, social science, or fine arts. See UC Doorways ☐ for approved courses at your high school.

California Department of Education

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1

(a) A pupil shall complete atl of the following while in grades 9 to 12, inclusive, in order to receive a diploma of graduation from high school:

(1) At least the following numbers of courses in the subjects specified, each course having a duration of one year, unless otherwise specified:

(A) Three courses in English.

(B) Two courses in mathematics.

(C) Two courses in science, including biological and physical sciences.

(D) Three courses in social studies, including United States history and geography; world history, culture,

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a¹ graphy; a one-semester course in American government and civics; and a ⬭ mester course in eco....nics.

(E) One course in visual or performing arts, foreign language, or, commencing with the 2012-13 school year, career technical education.

(i) For purposes of satisfying the requirement specified in this subparagraph, a course in American Sign Language shall be deemed a course in foreign language.

(ii) For purposes of this subparagraph, "a course in career technical education" means a course in a district-operated career technical education program that is aligned to the career technical model curriculum standards and framework adopted by the state board, including courses through a regional occupational center or program operated by a county superintendent of schools or pursuant to a joint powers agreement.

(iii) This subparagraph does not require a school or school district that currently does not offer career technical education courses to start new career technical education programs for purposes of this section.

(iv) If a school district or county office of education elects to allow a career technical education course to satisfy the requirement imposed by this subparagraph, the governing board of the school district or county office of education, prior to offering that alternative to pupils, shall notify parents, teachers, pupils, and the public at a regularly scheduled meeting of the governing board of all of the following:

(I) The intent to offer career technical education courses to fulfill the graduation requirement specified in this subparagraph.

(II) The impact that offering career technical education courses, pursuant to this subparagraph, will have on the availability of courses that meet the eligibility requirements for admission to the California State University and the University of California, and whether the career technical education courses to be offered pursuant to this subparagraph are approved to satisfy those eligibility requirements. If a school district elects to allow a career technical education course to satisfy the requirement imposed by this subparagraph, the school district shall comply with subdivision (m) of Section 48980.

(III) The distinction, if any, between the high school graduation requirements of the school district or county office of education, and the eligibility requirements for admission to the California State University and the University of California.

(F) Two courses in physical education, unless the pupil has been exempted pursuant to the provisions of this code.

(2) Other coursework requirements adopted by the governing board of the school district.

(b) The governing board, with the active involvement of parents, administrators, teachers, and pupils, shall adopt alternative means for pupils to complete the prescribed course of study that may include practical demonstration of skills and competencies, supervised work experience or other outside school experience, career technical education classes offered in high schools, courses offered by regional occupational centers or programs, interdisciplinary study, independent study, and credit earned at a postsecondary institution. Requirements for graduation and specified alternative modes for completing the prescribed course of study

sh ... made available to pupils, parents, and the public.

(c) Notwithstanding any other law, a school district shall exempt a pupil in foster care from all coursework and other requirements adopted by the governing board of the district that are in addition to the statewide coursework requirements specified in this section if the pupil, while he or she is in grade 11 or 12, transfers into the district from another school district or between high schools within the district, unless the district makes a finding that the pupil is reasonably able to complete the additional requirements in time to graduate from high school while he or she remains eligible for foster care benefits pursuant to state law. A school district shall notify a pupil in foster care who is granted an exemption pursuant to this subdivision, and, as appropriate, the person holding the right to make educational decisions for the pupil, if any of the requirements that are waived will affect the pupil's ability to gain admission to a postsecondary educational institution and shall provide information about transfer opportunities available through the California Community Colleges.

(d) On or before July 1, 2017, the department shall submit a comprehensive report to the appropriate policy committees of the Legislature on the addition of career technical education courses to satisfy the requirement specified in subparagraph (E) of paragraph (1) of subdivision (a), including, but not limited to, the following information:

(1) A comparison of the pupil enrollment in career technical education courses, foreign language courses, and visual and performing arts courses for the 2005-06 to 2011-12 school years, inclusive, to the pupil enrollment in career technical education courses, foreign language courses, and visual and performing arts courses for the 2012-13 to 2016-17 school years, inclusive.

(2) The reasons, reported by school districts, that pupils give for choosing to enroll in a career technical education course to satisfy the requirement specified in subparagraph (E) of paragraph (1) of subdivision (a).

(3) The type and number of career technical education courses that were conducted for the 2005-06 to 2011-12 school years, inclusive, compared to the type and number of career technical education courses that were conducted for the 2012-13 to 2016-17 school years, inclusive.

(4) The number of career technical education courses that satisfied the subject matter requirements for admission to the University of California or the California State University.

(5) The extent to which the career technical education courses chosen by pupils are aligned with the California Career Technical Education Standards, and prepare pupils for employment, advanced training, and postsecondary education.

(6) The number of career technical education courses that also satisfy the visual and performing arts requirement, and the number of career technical education courses that also satisfy the foreign language requirement.

(7) Annual pupil dropout and graduation rates for the 2011-12 to 2014-15 school years, inclusive.

(e) For purposes of completing the report described in subdivision (d), the Superintendent may use existing state resources and federal funds. If state or federal funds are not available or sufficient, the Superintendent

m̶͟ly for and accept grants, and receive donations and other financial supp̶̶, public or private sources for purposes of this section.

(f) For purposes of completing the report described in subdivision (d), the Superintendent may accept support, including, but not limited to, financial and technical support, from high school reform advocates, teachers, chamber organizations, industry representatives, research centers, parents, and pupils.

(g) This section shall become inoperative on the earlier of the following two dates:

(1) On July 1, immediately following the first fiscal year after the enactment of the act that adds this paragraph in which the number of career technical education courses that, as determined by the department, satisfy the foreign language requirement for admission to the California State University and the University of California is at least twice the number of career technical education courses that meet these admission requirements as of January 1, 2012. This section shall be repealed on the following January 1, unless a later enacted statute, that becomes operative on or before that date, deletes or extends the dates on which it becomes inoperative and is repealed. It is the intent of the Legislature that new career technical education courses that satisfy the foreign language requirement for admission to the California State University and the University of California focus on world languages aligned with career preparation, emphasizing real-world application and technical content in related career and technical education courses.

(2) On July 1, 2017, and, as of January 1, 2018, is repealed, unless a later enacted statute, that becomes operative on or before January 1, 2018, deletes or extends the dates on which it becomes inoperative and is repealed.

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Physical Education and Health Class Documents

Physical Education Guidelines

California Department of Education (http://www.cde.ca.gov/ls/fa/sf/peguidemidhi.asp)
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Physical Education Guidelines Middle & High School

California Department of Education (CDE) policy requires each district acquiring or building on a site of 70% or less of the recommended site size to document how the district's educational program, including physical education, can be carried out on the smaller site (*Title 5* Section 14010(a) and (b)). This document outlines a process districts can use in demonstrating how the physical education program can be offered. The document is also useful in the master planning of sites and in developing educational specifications regardless of the size of the site.

The following guidelines are advisory only and utilization or compliance is not required by regulation or CDE. CDE's discretionary approval of exemption requests will be determined by specific circumstances on a case-by-case basis. For requests following this guidance, CDE should reasonably be able to determine if an exemption is approvable. Requests using other methods demonstrating compliance with the exemption provisions of the *California Code of Regulations, Title 5* Section 14010(u) may also be submitted and be subject to other appropriate agency or expert review and consultation as determined necessary by CDE.

Legal Requirements for Middle and High School Physical Education

- All students in grades 7-12 must receive a minimum of 400 minutes of physical education instruction every 10 school days. (*Education Code* Section 51222)
- Local school boards may exempt students from any two years of physical education in grades 10, 11, or 12. (*Education Code* Section 51222)
- Beginning in July 2007, students must pass the physical performance test administered in grade 9 to receive the two year exemption. (*Education Code* Section 51241)
- If exempted, students must be provided a variety of physical education elective courses. (*Education Code* Section 51222)
- High school physical education course content must include instruction in each of the eight content areas:
  - The effect of physical activity upon dynamic health
  - Mechanics of body movement
  - Aquatics
  - Individual/dual sports
  - Gymnastics/tumbling
  - Team sports
  - Rhythms/dance
  - Combatives

Title 5 Section 14030 requires that school plans be developed based on an educational specification adopted by the district's governing board. This educational specification must include information on the delivery of physical education.

Step 1 - Determine number of physical education classes needed to serve the master plan enrollment of the school.

The number of students ultimately planned for the site needs to be used in the planning to ensure that when the site is built out, sufficient teaching stations are available. In making this determination, consider:

- Class Size
  - The district's teachers contract or historical practice can be used. An average class size of 40 is a reasonable planning estimate.

- The variety of programs to be offered:
  - General physical education - requires a variety of facilities to provide required course content and instruction.
  - Elective physical education - may require the use of a single facility for the duration of the course. Weightlifting and aerobics are common examples.
  - Modified physical education - courses that meet the needs of students with temporary conditions that restrict their participation in general physical education. Requires the use of a variety of facilities, typically a smaller class size.
  - Adapted physical education - courses that meet the needs of students with disabilities. This program may incorporate specialized equipment that is not shared with the general program.

- The number of students taking physical education:
  - In determining the number of students for which physical education will be provided, the provisions of *Education Code* Section 51241 should be considered. This section defines circumstances in which high school students may be exempted from up to two years of physical education. For planning purposes in this document, 88% of the total school enrollment is a reasonable figure to use. Districts may wish to plan high school sites to provide physical education for all students in order to provide the district's governing board with flexibility in considering the exemptions. (*Education Code* Section 51241)

Divide the number of needed classes by the number of periods in which physical education is offered to determine the minimum number of needed teaching stations.

Step 2 - Identify physical education teaching stations.

Attach a site plan (Example A (PDF) (accessible version of Example A) or Example B (PDF) (accessible version of Example B)) that identifies each teaching station.

Each teaching station must:

- Have an assigned teacher.
- Provide sufficient space for motor skill development.
- Be appropriate to meet learning objectives.
- Provide a buffer from other classes and consider the safety of each student.
- Be large enough and properly equipped to allow all students time to participate with minimal time lost in waiting and in transition.
  - For example, a physical education class of 40 students will require four basketball courts. This would allow for ten students to be on one basketball court at a time without losing instruction time. These four basketball courts comprise a single teaching station.
  - A physical education class of 40 will require ten tennis courts to allow doubles play or 20 for singles play. The ten or 20 tennis courts comprise a single teaching station.
- Drinking water should be readily available near each teaching station.
  - Portable drinking stations can be used to supplement permanent fixtures. The CDE recommends one drinking fixture per ten students in order to allow students to drink without excessively encroaching into instructional time.

The nature of the physical education instructional process often requires the use of two or more teaching areas during a single class period, as instruction may address the goals one or more of the content requirements. Thus, it is not feasible to develop the facilities plan based on one teaching area per class, per instructional period. In addition, the development of school master schedules may not provide for even distribution of classes across the school day schedule. Planning physical education facilities should include the minimum teaching stations based on content and enrollment, plus a minimum of two additional stations to provide needed flexibility.

In some cases, physical education instruction may be provided during the time that facilities are needed by both the physical education program and the extracurricular athletic program. This necessitates additional facilities to meet the requirements of both the mandated instructional program and the extracurricular athletic program. In addition, exclusive use of specific facilities by one or more of these programs may limit the flexibility needed to meet minimum requirements.

Examples

	High School A	High School B	High School C
Masterplan Enrollment	900	1,400	3,800
Percent Enrolled in Physical Education (based on historical rate of passage on the fitness test)	88%	88%	88%
Students in Physical Education	792	1,232	3,344
District Class Size	40	40	40
Needed Sections	20	31	84
Periods Per Day	6	6	6

Needed Teaching Stations	3	5	14
Flex-Planning Teaching Stations	2	2	2
Modified/Adapted teaching Stations	1	1	1
TOTAL TEACHING STATIONS	6	8	17

Step 3 - Identify the State Board of Education adopted California Physical Education Content Standards that are to be taught in each teaching station.

A minimum number of teaching stations is required to meet the high school course content requirements (see below). The type of teaching stations should be increased, based on the frequency of use in meeting the content requirements.

The State Board of Education adopted physical education curriculum standards (PDF; 2MB).

Teaching Stations Needed	Aquatics	Body Mechanics	Combatives	Gymnastics Tumbling	Individual Dual Sports	Effects of Physical Activity	Rhythms Dance	Team Sports
Courts Area	No	Yes	No	No	Yes	Yes	No	Yes
Field	No	No	No	No	Yes	Yes	No	Yes
Gymnasium	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Dance/Wrestling Room	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Fitness Room	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Pool	Yes	No	No	No	Yes	No	No	Yes
Classroom	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

School schedules will not be developed until the opening of the school. At that point attention needs to be given to the diversity of needs and scheduling constraints so that all students have access to all content areas. Such detail is beyond the scope of this guidance as this guidance is to be used to determine the number and type of teaching stations needed not the daily operational needs of a school.

Resources

The following resources also provide information on physical education planning and design:

Guide to School Site Analysis and Development (2000 Edition)

Educational Specifications: Linking Design of School Facilities to Education Program, 1997

For questions about required physical education minutes and curriculum, contact Michael Lee, Education Programs Consultant, at 916-323-5798 or mlee@cde.ca.gov. Questions about completing the physical education plan can be directed to the School Facilities and Transportation Field Representative assigned to the county.

Questions: Michael Lee | mlee@cde.ca.gov | 916-323-5798
                    Fred Yeager | fyeager@cde.ca.gov | 916-322-2470

Last Reviewed: Friday, August 21, 2015

CUSD Online Independent Physical Education Documents

CAPISTRANO UNIFIED SCHOOL DISTRICT

GUIDELINES FOR ONLINE INDEPENDENT PHYSICAL EDUCATION (IPE)

I. GENERAL INFORMATION

Independent Physical Education (IPE) is an option for students in grades 6-10 who compete in an individual sport to an exceptional degree of competition. The student must be a nationally ranked athlete, or equivalent, performing or competing at a nationally recognized level (see Sports Qualifications). **Team sport participation does not qualify for Independent Physical Education.**

A student cannot be placed or scheduled into Online Independent Physical Education unless he/she has submitted a completed application and been approved _prior_ to the start of the semester. Therefore, *Online Independent Physical Education applications must be submitted at least 3 weeks prior to each semester.*

For consideration, a complete Online Independent Physical Education packet must include **ALL** of the following at the time of submission (Incomplete application packets will not be considered for approval):

A. **Online Independent Physical Education Application**
B. **Guidelines for Online Independent Physical Education**
C. **Brief one-page Instructor/Coach Resume** outlining experience, qualifications, awards, etc.
D. **Practice Schedule** in weekly increments for the semester of application
E. **Competition/Performance Schedule** for the semester of application
F. **Verification of Ranking or Level of Competition/Performance** by sanctioned independent ranking organization for the specific sport/activity. (See Sports Qualifications)(Please attach printout)

II. GUIDELINES FOR ONLINE INDEPENDENT PHYSICAL EDUCATION (IPE)

1. The student must provide a current and verifiable rank of national or equivalent level, or must provide evidence of individual competition/performance at an exceptional level, generally equivalent to a national level. See *Sports Qualifications* document for guidelines for individual sports.
2. Applications for Online IPE must be submitted each semester. Completed applications must be received three weeks prior to the start of the semester in which IPE is requested. Requests for Online IPE must be approved by the school principal or designee and a district administrator.
3. Students requesting placement in Online IPE may first be enrolled in a physical education class. The student is to continue to attend and participate in that class until the IPE application has been approved and a transfer of classes has been completed.
4. The IPE sport must be a regularly scheduled instructional activity meeting each week during the semester under the ongoing supervision of a qualified instructor. Student must compete each semester.
5. A grade for Online Independent Physical Education will be calculated based on scores from the Online Physical Education Course (assignments, quizzes, tests, and exams) and sport activity hours verification submitted monthly to the Online Instructor (may include practices and competition). Failure to turn in monthly work samples will result in grade penalty and possible removal from the IPE program.
6. Students must maintain a satisfactory academic status with a minimum 2.0 G.P.A., and have regular attendance, and satisfactory campus and classroom behavior in order to remain in IPE.
7. If an athlete cannot actively participate in IPE for more than ten consecutive days because of injury or some other reason, he/she must notify an academic advisor to re-enroll in physical education, modified if necessary, on campus.
8. Students must be off-campus and under parent or guardian supervision during their Online IPE period.

We have read, fully understand, and will abide by the guidelines for Independent Physical Education.

_____   _____
Parent Signature   Date   Student Signature   Date

CAPISTRANO UNIFIED SCHOOL DISTRICT

SPORTS QUALIFICATIONS

Classical Ballet The student must audition for, and be accepted to, a nationally recognized elite summer intensive program. Evidence will include an acceptance letter from the program. A list of nationally recognized programs is available at the school site.

Diving The student must participate in Summer Zone Championships. This includes qualifying top 15 springboard or achieving a competitive platform list. www.divemeets.com

Equestrian Must qualify for United States Equestrian Federation(USEF) rated shows and meet all membership and point requirements for each discipline entered. Must also have competed in a USEF rated show prior to the application submission. www.usef.org

Fencing The student must be in the top 20 in the Y-12 and Y-14 divisions and the top 32 in the Y-17 (Cadet) and Y-20 (Junior) divisions as determined by www.usfencing.org

Golf The student must participate in the PGA of Southern California Junior tour and be ranked in the top 15% of singles players in Southern California in his/her age group. www.scpgajrtour.com

Gymnastics The student competes at USA Gymnastics Level 8-10 or Elite for gymnastics, or Level 10 or Elite for tumbling and trampoline, at Western Regional or National meet competitions. www.meetscoresonline.com

Ice Skating The student must pass the intermediate level U.S. Figure Skating Tests (moves and freestyle). www.ocfsc.iwarp.com

Solo Dance Competition The student must place in the top 10 at regional or national solo competitions from www.showstopperonline.com or www.moveproductionsonline.com . Participation in dance classes, dance productions, dance/cheer teams, or as a group does not qualify for IPE.

Surfing Student competes in the WSA Prime and/or the NSSA Open and is ranked in the top 25% of their age group. www.nssa.org

Swimming The student must post 3 Junior Olympic qualifying times and compete at the official Junior Olympic Summer meet as an individual, not a relay member, and make it to the semi-finals (top 16). www.usaswimming.org

Tennis The student must be ranked a 3-Star or better as determined by www.tennisrecruiting.net

*Please note that participation in team sports/competition does not qualify for Independent Physical Education.

Physical Fitness Testing Documents

CAPISTRANO UNIFIED SCHOOL DISTRICT
San Juan Capistrano, California

APPLICATION FOR ONLINE
INDEPENDENT PHYSICAL EDUCATION COURSE

Student Name _____ Date _____

School _____ Grade _____

Independent PE Activity/Sport _____ Place of Activity _____

Parent email _____ Parent phone number _____

Student is ranked: Regional/National   International   Professional

Ranking Evidence _____ (Verification must be attached)

Instructor Name _____ (Attach Resume)

Address _____

_____

Phone Number _____

Email _____

Objectives of Sports Program (What are the goals for the student?):

_____

_____

Parent Signature _____ Date _____

Site Administrator's Signature _____ Date _____   Qualify   Does Not Qualify

Reason for denial: _____

District Administrator's Signature _____ Date _____   Approved   Denied

CAPISTRANO UNIFIED SCHOOL DISTRICT
San Juan Capistrano, California

ONLINE INDEPENDENT PHYSICAL EDUCATION APPEAL FORM

Student Name _____   Date _____

School _____   Grade _____

Independent PE Activity/Sport _____   Place of Activity _____

Child is ranked: National   International   Professional

National Ranking Evidence _____ (Verification must be attached)

Reason for Appeal:

Attach additional documentation if needed for appeal decision.

Parent Signature _____   Date _____

_____   _____   Approved   Denied

District Administrator's Signature   Date

California DEPARTMENT OF
EDUCATION

Physical Fitness Testing (PFT)

The physical fitness test (PFT) for students in California schools is the FITNESSGRAM®. The main goal of the test is to help students in starting life-long habits of regular physical activity.

Students in grades five, seven, and nine take the fitness test. The test has six parts that show a level of fitness that offer a degree of defense against diseases that come from inactivity. The test results can be used by students, teachers, and parents.

- For more information about the PFT, contact your local school district.
- The PFT - CalEdFacts page provides a more detailed overview of the test.
- The information below was developed to provide assistance to various groups that are directly involved with, or have an interest in, the PFT.

Physical Fitness Testing Info

Coordinators, Admins & Teachers

Students & Parents

Researchers

Contact Info

Physical Fitness Testing Information

Purpose and Content

The State Board of Education designated the *FITNESSGRAM®* as the Physical Fitness Test (PFT) for students in California public schools. The *FITNESSGRAM®* is a comprehensive, health-related physical fitness battery developed by The Cooper Institute. The primary goal of the *FITNESSGRAM®* is to assist students in establishing lifetime habits of regular physical activity.

Public school students in grades five, seven, and nine are required to take the PFT, whether or not they are enrolled in a physical education class or participate in a block schedule. These students include those enrolled in local educational agencies (LEAs) such as elementary, high, and unified school districts, county offices of education, and charter schools. LEAs must also test all students in alternate programs, including, but not limited to, continuation schools, independent study, community day schools, county community schools, and nonpublic schools. Students who are physically unable to take the entire test battery are to be given as much of the test as his or her condition will permit. (*Education Code (EC) Section 60800* and the *California Code of Regulations*, Title 5, Section 1041).

The PFT provides information that can be used by (1) students to assess and plan personal fitness programs; (2) teachers to design the curriculum for physical education programs; and (3) parents and guardians to understand their children's fitness levels. This program also provides results that are used to monitor changes in the physical fitness of California students. By law (*EC* Section 60800), all LEAs in California are required to administer the PFT annually to all students in grades five, seven, and nine.

The *FITNESSGRAM®* is composed of the following six fitness areas, with a number of test options provided for most areas:

1. **Aerobic Capacity**

   - PACER (Progressive Aerobic Cardiovascular Endurance Run)
   - One-Mile Run
   - Walk Test (only for ages 13 or older)

2. **Abdominal Strength and Endurance**

   - Curl-Up

3. **Upper Body Strength and Endurance**

   - Push-Up
   - Modified Pull-Up
   - Flexed-Arm Hang

4. **Body Composition**

   - Skinfold Measurements
   - Body Mass Index
   - Bioelectric Impedance Analyzer

5. **Trunk Extensor Strength and Flexibility**

   - Trunk Lift

6. **Flexibility**

   - Back-Saver Sit and Reach
   - Shoulder Stretch

The *FITNESSGRAM®* uses objective criteria to evaluate performance for each fitness area (e.g., body composition, abdominal strength, and endurance). The Cooper Institute established these criteria using current research and expert opinions. These criteria represent a level of fitness that offers some protection against the diseases associated with physical inactivity.

Background

The statewide physical fitness testing program was first authorized in 1976 and reestablished in 1995 as part of the California Assessment of Academic Achievement Act (Assembly Bill [AB] 265 which added *EC* Section 60800). In February 1996, the State Board of Education designated

FITNESSGRAM® as the required physical fitness test that LEAs shall administer to California students in grades five, seven, and nine.

EC Section 60800 requires LEAs to administer the physical fitness test (i.e., *FITNESSGRAM®*):

- LEAs shall administer the PFT annually during the months of February through May to all students in grades five, seven, and nine.
- The California Department of Education (CDE) collects the physical fitness test results and provides aggregate results to LEAs and the public.
- The CDE reports the aggregate results to the Governor of California and the California Legislature.
- LEAs are to provide students with their individual results after completing the PFT either orally or in writing.
- LEAs report the summary results of the PFT in their annual School Accountability Report Card (SARC).

Questions: **High School and Physical Fitness Assessment Office | pft@cde.ca.gov | 916-445-9449**

Last Reviewed: Friday, November 20, 2015

Health Education Guidelines

<u>**Contact us with corrections or additions**</u>

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Curriculum and Instruction

==**Health Education**==

✓ **Staff Pick**   Last Updated: 2/16/2009

Mandates: California has several specific requirements for health education. Education Code 51210 (1976/2001) requires instruction in grades 1 through 6 in "health, including instruction in the principles and practices of individual, family, and community health." Education Code 51934 (2003) requires ==HIV/AIDS prevention instruction to all pupils in grades 7 to 12 at least once in junior high or middle school and at least once in high school.== Education Code 51220.5 (1992/1993) requires parenting education to be included in either grade 7 or grade 8. Education Code 51262 (1986/1994) encourages a lesson on the effects of anabolic steroids in grades 7 to 12. Education Code 51202 (1976/1992) ==requires instruction on personal and public safety and accident prevention, the effects of the use of tobacco, alcohol, narcotics, dangerous drugs, and other dangerous substances, venereal disease, and prenatal care at the appropriate elementary and secondary grade levels."== A number of other provisions to support effective substance abuse and gang prevention are contained in Education Codes 51260 to 51269 (1986/90).

Some sections of the Education Code express general support for school health education but do not establish mandates. Education Code 51880-81.5 (1977), also known as the Comprehensive Health Education Act," contain a strong endorsement of K-12 health education: The Legislature finds and declares that an adequate health education program in the public schools is essential to continued progress and improvement in the quality of public health in this state, and the Legislature further believes that comprehensive health education, taught by properly trained persons, is effective in the prevention of disease and disability." However, this law does not actually require any additional health education in California. Education Code 51890 (1977/2003) ==also discusses the goals for K-12 comprehensive health education but does not establish mandates.==   Last Updated: 9/30/2012

==Health coursework is not one of the requirements for high school graduation listed in Education Code 51225.3 (1985/2000),== although two years of physical education are required.

Curriculum Content: The Health Education Content Standards for California Public Schools (2008) provide guidance for local school districts to develop health education curricula. The Health Framework for California Public Schools (2003) provides voluntary guidelines to districts and schools, including additional supporting information and an update of school health laws.

State Assessment Requirement: None specified.

==**Physical Education**==

Mandates: The Legislature recognizes the importance of physical education in maintaining healthy children and urges California schools to fulfill their physical education obligations" in Assembly Concurrent Resolution 31 (2003).   Last Updated: 8/10/2009
Education Code 33350 (no date available) encourages school districts that offer physical education in grades K-12 to provide quality instruction that develops the knowledge, attitudes, skills, behaviors, and motivation needed for lifelong fitness and activity. Education Code 51210 (no date available) requires 200 minutes of physical education to be included in the adopted course of study for grades 1-6. Education Code 51210.1 (no date available) further mandates 200 minutes of physical education every 10 school days for elementary school students. Education Code 51223 (no date available) requires elementary schools (grades 1-8) to provide not less than 200 minutes of physical education each ten school days. Education Code 51222 requires a minimum of 400 minutes of physical education instruction every 10 school days for students in grades 7-12. Education Code 51225.3 (2000) does not allow a student to receive a high school diploma without the completion of two courses in physical education, unless an exemption was made.

California Code of Regulations 10060 (1977) requires all senior or four-year high schools to appraise the quality of the physical education program according to the criteria outlined in the code.

Exemptions: ==Education Code 51241 (2007) permits the governing board of a school district to exempt a student from courses in in physical education if the pupil is one of the following: (1) Ill or injured and a modified program to meet the needs of the pupil cannot be provided or (2) Enrolled for one-half, or less, of the work normally required of full-time pupils. Exemptions from physical eduction course may be granted to pupils for two years any time during grades 10 to 12, inclusive, if the pupil has met== satisfactorily any five of the six standards of the physical performance test administered in grade 9 pursuant to Section 60800.

Education Code 51222(b) (1976) states that a variety of physical education elective courses must be made available to these students who are exempted. Education Code 51242 (1976) states that students who participate in school sponsored interscholastic athletic programs may be exempted from courses in physical education.

Curriculum Content: Education Code 60605.2 (2001) instructs the State Board of Education to adopt model content standards in the curriculum of physical education that provide a framework schools may follow in physical education instruction. The State Board adopted Physical Education Model Content Standards for California Public Schools (2005). However, the Education Code does not require schools to follow the standards.

California Code of Regulations Title 5, Division 1, Chapter 10, Subchapter 1, Article 3.1, 10060 requires each high school student to be evaluated on his or her progress in each of the following content areas: the effect of physical activity upon dynamic health, mechanics of body movement, aquatics, gymnastics and tumbling, individual and dual sports, rhythms and dance, team sports, and combatives.

Physical Fitness Assessment: Education Code 60800 (1995, 2007) requires each school district to administer a physical performance test to all students in grades 5, 7, and 9 during the month of February, March, April, or May. For physically handicapped students, as much of the test shall be given as possible, depending on his/her condition. Students should be provided with their individual results upon the completion of the test. Education Code 33126 (1988, 2007) requires school districts to include physical performance test results in the district's and each school site's School Accountability Report Card.

Asthma Awareness Education

Not specifically required.

Last Updated: 1/2/2006

Emotional, Social, and Mental Health Education

Education Code 51890 (2003) strongly endorses students in grades K-12 receiving instruction in mental and emotional health and development.

Last Updated: 2/16/2009

Character Education: Not specifically required.

HIV, STD, and Pregnancy Prevention Education

Mandates: These topics are addressed in more than a dozen California laws. Education Code 51930 - 51939 (2003), known as the California Comprehensive Sexual Health and HIV/AIDS Prevention Education Act," seeks to (1) provide a pupil with the knowledge and skills necessary to protect his or her sexual and reproductive health from unintended pregnancy and sexually transmitted diseases; and (2) encourage a pupil to develop healthy attitudes concerning adolescent growth and development, body image, gender roles, sexual orientation, dating, marriage, and family." Education Code 51934 (2003) requires each school district to (a) ensure that all pupils in grades 7 to 12, inclusive, receive HIV/AIDS prevention education from instructors trained in the appropriate courses. Each pupil shall receive this instruction at least once in junior high or middle school and at least once in high school; (b) HIV/AIDS prevention education, whether taught by school district personnel or outside consultants, shall satisfy all of the criteria set forth" in the code.

Last Updated: 2/16/2009

Education Code 51933 (2003) authorizes school districts to provide comprehensive sexual health education, consisting of age-appropriate instruction, in kindergarten to grade 12, inclusive, using instructors trained in the appropriate course." All factual information presented must be medically accurate and objective. Instruction must teach respect for marriage and committed relationships. Other details of the criteria for school districts that elect to offer comprehensive sexual health education is outlined in the code. Code 51933 (2003) requires that commencing in grade 7, instruction and materials teach that abstinence from sexual intercourse is the only certain way to prevent unintended pregnancy and STDs, and provide information about the value of abstinence while also providing medically accurate information on other methods of preventing pregnancy and STDs. Code 51933 (2003) requires that commencing in grade 7, instruction and materials provide information about STDs, including transmission and effectiveness of FDA approved methods of reducing the risk of contracting STDs, information on local resources for testing and medical care for STDs. In addition, instruction and materials must provide information about the effectiveness and safety of all FDA-approved contraceptive methods in preventing pregnancy, including, but not limited to, emergency contraception. In addition, instruction and materials shall provide pupils with skills for making and implementing responsible decisions about sexuality.

Education Code 51202 (1977, 1992) requires instruction about venereal disease and prenatal care. Education Code 51220.5 (1993) requires parenting education to be included in grades 7 or 8. Abstinence may be taught within the context of HIV/AIDS prevention education [Education Code 51934 (3) (2003); however, abstinence-only education is not permitted in California public schools.

Curriculum Content: The state does not require schools to follow a specific curriculum. However, the Health Framework for California Public Schools (2003) emphasizes the need to address HIV, STD, and pregnancy prevention and provides curriculum suggestions.

The California Department of Education released Putting It All Together: Program Guidelines and Resources for State-Mandated HIV/AIDS Prevention Education in California Middle and High Schools (2003). It can be ordered but not accessed online. The guidelines were written primarily to give school administrators, board members, and policy-and decision-makers support and

direction in meeting the mandates for providing AIDS instruction in middle and high schools. Parents and community members may find the guidelines helpful in understanding the legislative requirements for HIV prevention and the components essential to an effective program. Teachers and health educators may use the guidelines to identify resources and materials to improve the quality of instruction; however, the overall goal of the document is to provide administrative support to counties, districts, and schools in planning and implementing a program of instruction that complies with the Education Code, is educationally sound and appropriate for students.

Parental Approval: Education Code 51938 (2004) allows a parent or guardian of a pupil to excuse their child from all or part of comprehensive sexual health education, HIV/AIDS prevention education and assessments related to that education. The code also requires each school district to notify the parent or guardian of at the time of a pupil's enrollment about instruction in comprehensive sexual health education and HIV/AIDS prevention education and research on pupil health behaviors and risks planned for the coming year. Content requirements for the notice given to parents are outlined in the code. Education Code 51939 (2003) further clarifies that (a) A pupil may not attend any class in comprehensive sexual education or HIV/AIDS prevention education, or participate in any anonymous, voluntary, and confidential test, questionnaire, or survey on pupil health behaviors and risks, if the school has received a written request from the pupil's parent or guardian excusing the pupil from participation."

Nutrition Education

Education Code 49534 (no date available) and California Code of Regulation Title 5, Division 1, Chapter 15, Subchapter 1, Article 3, 15530 (1977) require local educational agencies participating in state-funded nutrition services to develop the basic elements of nutrition education programs that will coordinate classroom instruction with the food service program. Education Code 51210.4 (2002) requires the California Department of Education to incorporate nutrition education curriculum content into the next revision of the health curriculum framework. The curriculum shall be research-based and focused on pupils' eating behavior.   **Last Updated: 2/16/2009**

Education Code 51890 (2003) strongly endorses pupils receiving instruction in nutrition, which may include topics such as obesity and diabetes. Education Code 51782 (1981) encourages districts to develop educational programs for students in grades 7-12 in genetic diseases and disorders that provide practical information concerning nutrition.

Education Code 8995 (2004) encourages school administrations to offer wellness programs that provide personalized instruction about healthy eating and physical activity and ensure that nutrition services are provided at school sites.

Alcohol, Tobacco, and Drug Use Education

Alcohol: Education Code 51260 (1986, 1987) requires instruction to be given to elementary and secondary school students on the effects of using tobacco, drugs, alcohol, and other dangerous substances.   **Last Updated: 2/19/2009**

Tobacco: Education Code 51260 (1987) requires instruction to be given to elementary and secondary students on th effects of using tobacco.

Proposition 99, approved by the California voters in the November 1988 general election, increased the tax on each pack of cigarettes sold in the state by 25 cents. Funds from the Tobacco Surtax Fund are appropriated for several purposes, including tobacco-use education in schools.

California Health and Safety Code 104430 requires that two-thirds of Tobacco Use Prevention Education (TUPE) local assistance funds allocated through the California Department of Education is used for school-based tobacco-use prevention education programs and programs for Indian education centers. The remaining one-third of local assistance funds is used for innovative and promising projects, innovative grants, research, curricular support, dissemination, and accountability. The purpose of the TUPE program is to reduce youth tobacco use by helping youth make healthful tobacco-related decisions through tobacco-specific educational instruction and activities that build knowledge as well as social skills and youth development assets. Collaboration with community-based tobacco control programs is an integral part of program planning. The school, parents, and larger community must be involved in the program so that students will be aware of a cohesive effort and concern for their health and, consequently, their ability to succeed in school.

The TUPE program provides funding through an application process for tobacco-specific student instruction, reinforcement activities, specific events, and cessation programs for students. Only local education agencies that are certified as having a fully implemented tobacco-free school district board policy are eligible to apply for funding. Programs in grades four through eight are funded through an entitlement process based on average daily attendance. Programs in grades 9-12 and 6-8 are funded through a competitive request for applications process.

Drugs: Education Code Education Code 51260 (1987) requires instruction to be given to elementary and secondary school students on the effects of using tobacco, drugs, alcohol, and other dangerous substances. Education Code 51266 (1990, 1994) calls for the Office of Criminal Justice Planning, in collaboration with the California Department of Education, to develop a model gang violence suppression and substance abuse prevention curriculum for grades 2, 4, and 6. The Office of Criminal Justice Planning is further asked to develop an independent evaluation of pupil outcomes of the model gang violence suppression and substance abuse prevention curricular program.

Education Code 51262 (1986, 1994) encourages schools "to include in instruction in grades 7 to 12, inclusive, in science, health,

drug abuse, or physical education programs a lesson on the effects of the use of anabolic steroids".

Injury and Violence Prevention Education

Education Code 32228.1 (2002) requires the Superintendent of Public Instruction to provide funds to   Last Updated: 4/16/2010
school districts for pupils in grades 8-12 to promote school safety and reduce school site violence. The conditions of receiving
funds are outlined in the Education Code. Education Code 32261 (1985) et seq. established the School/Law Enforcement
Partnership between the Office of the Attorney General and the State Superintendent of Public Instruction. The purpose of the
partnership is to support schools as they develop safe school plans.

Bullying/Harassment: Not specifically required.

Fighting/Gangs: Education Code 51266 (no date available) calls for the Office of Criminal Justice Planning, in collaboration with
the California Department of Education, to develop a model gang violence suppression and substance abuse prevention
curriculum for grades 2, 4, and 6. The Office of Criminal Justice Planning is further asked to develop an independent evaluation of
pupil outcomes of the model gang violence suppression and substance abuse prevention curricular program.

Suicide and Other Self-Abuse Prevention: Not specifically required.

[hide]   **Staff**

Requirements for All Educators Regarding Health Education

Professional Development: The state does not require all teachers to participate periodically in   Last Updated: 2/19/2009
professional development covering health education topics. However, state officials report that all new elementary and secondary
teachers are required to participate in a multi-year, site-based induction program that includes the application and enrichment of
knowledge and skills in health education content, pedagogy and creating a safe and healthy learning environment for all students
as part of the Beginning Teacher Support and Assessment (BTSA) Program.

Education Code 51264 (2003) calls for the California Department of Education to prepare and distribute guidelines for
incorporating in-service training in gang violence and drug and alcohol abuse prevention for teachers, counselors, athletic
directors, school board members, and other education personnel into staff development plans for each school district. Upon
request, the California Department of Education shall assist local districts in developing the in-service programs.

Education Code 32261 (1985, 2001) also encourages local districts, county offices of education, law enforcement agencies, and
youth-services agencies to develop and implement interagency strategies, in-service programs, and activities that will reduce
school crime and violence, including teen relationship violence, gang membership and violence, and ending bullying,
discrimination, and harassment.

Education Code 233 (1994, 2000) calls for the State Board of Education to establish guidelines for teacher and administrator in-
service programs "to promote an appreciation of diversity and to discourage the development of discriminatory attitudes and
practices that prevent pupils from achieving their full potential." These guidelines must also enable teachers and administrators to
prevent and respond to acts of hate violence occurring on school campuses.

Education Code 35183 (2003) declares that instructing teachers and administrators on the "subtleties of identifying constantly
changing gang regalia and gang affiliation takes an increasing amount of time away from educating our children."

Requirements for Health Educators

Pre-service Requirement: The minimum requirement for prospective elementary teachers prior to   Last Updated: 8/21/2008
licensure (for a Multiple Subjects Credential) is (1) a bachelor's degree including specific health education content and (2)
completion of a one-year post-baccalaureate professional preparation program with specific content in health education
pedagogy and creating a safe and healthy learning environment for all students. For a Single Subject Credential in health
science, prospective secondary teachers are required to complete a bachelor's degree addressing topics such as substance
abuse (including alcohol, drug, and tobacco); family life education (including human sexuality, HIV/AIDS, and sexually transmitted
diseases); nutrition; comprehensive school health systems or programs; and health education theory, behavior or foundations. In
addition, Single Subject Credential candidates are required to complete a one-year professional preparation program in which
they learn to (1) plan and implement instruction based on the Health Framework for California Public Schools (2003), (2) creating
a learning climate sensitive to the health-related needs of all students, (3) implement instructional strategies which result in
students' understanding of scientifically based principles of health promotion and disease prevention, incorporating that
knowledge into personal health-related attitudes and behaviors, and making good health a personal priority, (4) link instruction to
the health of students', family, school, and community, and (5) initiate instruction which enhances students' resiliency and
supports their development of positive assets.

A summary of the health education elements in California's teaching credential standards are in the Teacher Education" section.
The specific details of licensure are outlined by the California Commission on Teacher Credentialing.

Professional Development Requirement: Education Code 51935 (2003) requires that (a) a school district shall cooperatively

plan and conduct in-service training for all district personnel that provide HIV/AIDS prevention education, through regional planning, joint powers agreements, or contract services." Periodic in-service trainings are to be conducted to enable school district personnel to learn new developments in the scientific understanding of HIV/AIDS. In-service training shall be voluntary for school district personnel who have demonstrated expertise or received in-service training from the State Department of Education or federal Centers for Disease Control and Prevention." School districts may also expand the HIV/AIDS in-service training to cover the topic of comprehensive sexual health education.

Education Code 8990 (2004) encourages teachers responsible for nutrition education to regularly participate in professional development activities that provide basic knowledge of nutrition, skill practice in program-specific activities, and instructional techniques and strategies to promote healthy eating habits.

Requirements for Physical Educators

Pre-service Requirement: Education Code 51210.2 (2002) encourages each school district to employ a credentialed physical education teacher within any elementary school and provide each teacher instruction in physical education with yearly theoretical practical training in developmental physical education. Education Code 44257 (1993) requires the commission to issue single subject teaching credentials in physical education.

Last Updated: 2/19/2009

Professional Development Requirement: None specified.

Requirements for School Nurses

Pre-service Requirement: Education Code 49426 (1994) states, A school nurse is a registered nurse currently licensed under Chapter 6 (commencing with Section 2700) of Division 2 of the Business and Professions Code [the Nursing Practice Act (2001)], and who has completed the additional educational requirements (bachelor's degree) for, and possesses a current credential (minimum of 26 units beyond the bachelor's degree) in school nursing pursuant to 44877 of the Education Code (1994).

Last Updated: 2/19/2009

Professional Development Requirement: Registered nurses in California must complete a minimum of 30 contact hours of related professional development to renew the Registered Nurse (RN) license (California Code of Regulations, Title 16, Division 14, Article 5, 1451).

Student-to-Nurse Ratio: None specified.

Requirements for Non-Certified Personnel to Administer Medication

Pre-service Requirement: Education Code 49423 (2005) and California Code of Regulations, Title 5, Division 1, Chapter 2, Subchapter 3, Article 4.1 604 (2003) allows designated school personnel to administer medication to pupils as allowed by law. The Guidelines for the Management of Asthma in California Schools (2004) recommends that school nurse train and supervise all designated staff providing health care services to students with asthma in school.

Last Updated: 10/24/2011

Professional Development Requirement: None specified.

Requirements for School Counselors

Pre-service Requirement: Education Code 44266 (1988) states the minimum requirements for the pupil personnel services specialization as a baccalaureate degree or higher from an approved institution, a fifth year of study, and professional preparation that the commission requires. The holder of pupil personnel services credential is authorized to perform school counseling, school psychology, child welfare and attendance, and school social work services at all grade levels.

Last Updated: 2/19/2009

California Code of Regulations Title 5, Division 8, Chapter 5, Article 2, 80632(B) (1989) credits successful completion of a program for the school counselor specialization to be a minimum of 30 semester or 45 quarter units or 450 classroom hours of post baccalaureate study. Specifics of licensures are outlined in 80632.1 (1989) and 80632.2 (1989) of the same Article.

Professional Development Requirement: Education Code 49604 (1992) calls for the superintendent of public instruction to send a notice to each middle school, junior high school, and high school to encourage each school to provide suicide prevention training to each school counselor at least while employed as a counselor.

Student-to-Counselor Ratio: None specified.

Requirements for School Psychologists

Pre-service Requirement: California Code of Regulations Title 5, Division 8, Chapter 4, Article 2, 80632(D) (1989) credits successful completion of a program for the school counselor specialization to be a minimum of 60 semester or 90 quarter units; or 900 classroom hours of post baccalaureate study. Specifics of licensures are outlined in 80632.4 (1989) of the same Article.

Last Updated: 2/19/2009

Education Code 49424 (1976) provides a description of the role of a credentialed professional school psychologist.

Professional Development Requirement: None specified.

Student-to-Psychologist Ratio: None specified.

Requirements for School Social Workers

Pre-service Requirement: California Code of Regulations Title 5, Division 8, Chapter 4, Article 2,   **Last Updated: 5/12/2008**
80632(C) (1989) credits successful completion of a program for the school counselor specialization to be a minimum of 45 semester or 60 quarter units; or 675 classroom hours of post baccalaureate study. Specifics of licensures are outlined in 80632.3 (1989) of the same article.

Professional Development Requirement: None specified.

Student-to-Social Worker Ratio: None specified.

Requirements for Food Service Personnel

Pre-service Requirement: None specified.   **Last Updated: 5/12/2008**

Professional Development Requirement: None specified.

Requirements for Athletic Coaches

Pre-service Requirement: None specified.   **Last Updated: 5/12/2008**

Professional Development Requirement: None specified.

[hide]   **Health Promoting Environment**

Wellness Policies

Additional Accountability Requirements: None   **Last Updated: 10/24/2011**

Additional Content Requirements: None

Guidance Materials: Guidance for the Development of California School Wellness Policies (2005), developed in a collaborative effort between the Department of Education and other organizations, provides districts with suggestions and concrete recommendations for meeting Section 204 requirements. The document also provides references and links to pertinent state laws and regulations concerning school nutrition, physical activity, and other wellness-related topics that should be addressed in any local wellness policy in the state.

California's Project LEAN (Leaders Encouraging Activity and Nutrition) is a partnership between the Department of Health Services and the Public Health Institute whose mission is to increase healthy eating and physical activity in youth. The Project works with state and local physical activity and nutrition leaders to conduct programs in communities throughout California. Amongst many resources, the Project has created school wellness policy tools, including Policy in Action: A Guide to Implementing Your Local School Wellness Policy (2006) that was created in collaboration with the California School Boards Association.

Other: A White Paper on Health, Nutrition, and Physical Education produced by the Department of Education entitled, Healthy Children Ready to Learn (2005), highlights the need for local wellness policies and outlines steps the Department is taking to accelerate their adoption and implementation, including collaborative efforts, promoting a coordinated school health approach, and supporting state legislation supporting wellness policies.

School Meals Program

✔ **Staff Pick**   **Last Updated: 2/9/2010**

Food Services: Education Code 49431 (2005) stipulates that the only food that may be sold to a pupil during the school day at elementary school are full meals and individually sold portions of nuts, nut butters, seeds, eggs, cheese packaged for individual sale, fruit, vegetables that have not been deep fried, and legumes. An individually sold dairy or whole grain food item may be sold to pupils at an elementary school, except food sold as part of a USDA meal program, if it meets all of the following standards: (1) Not more than 35% of its total calories from fat, (2) Not more than 10% of its total calories from saturated fat, (3) Not more than 35% of its total weight shall be composed of sugar, including naturally occurring and added sugar, (4) Not more than 175 calories per individual food item. An elementary school may permit the sale of foods that do not comply with the regulations above as a part of as part of a school fundraising event if the items are

sold by pupils of the school and the sale of those items takes place off of and away from school premises or the items are sold by pupils of the school and the sale of those items takes place at least one-half hour after the end of the school day.

Education Code 49431.2 (2005) requires all foods sold outside of the school meal programs to students on school grounds at each middle and high school to be approved for compliance with the nutrition standards. Foods generally regarded as snacks must contain not more than 35 percent of calories from fat, 10 percent of calories from saturated fat, 35 percent sugar by weight, and no more than 250 calories per item. Foods generally regarded as entrees must be less than 400 calories and contain no more than 4 grams of fat per 100 calories. Middle and high schools may permit the sale of foods that are not in compliance with the standards if the items are sold off of school premises or at least 30 minutes after the end of the school day or during a school-sponsored student activity after the end of the school day.

Education Code 49431.7 (2007) prohibits a school district from making available foods containing artificial trans fats or prepared with trans fats to students enrolled in K-12. This includes foods available through a vending machine or school food service establishment during school hours and up to one-half of an hour before and after school.

Education Code 49430.7 (2008) requires, as a condition of receipt of funds in support of meals, schools or school districts must comply with the following requirements or prohibitions: (1) Not sell or serve a food item that has in any way been deep fried, pan fried or flash fried, (2) Not sell or serve an item containing artificial trans fat, (3) Not sell or serve a food item that has been fried in prohibited oils of palm, coconut, palm kernel and lard.

Education Code 49431.5 (2005) requires all beverages sold to students on school grounds to be approved for compliance with the beverage standards. Beverage standards are effective in elementary and middle schools as of January 1, 2006. Beverage standards are to be phased in to high schools between July 1, 2007 (when 50 percent of beverages sold to students must comply) and July 1, 2009 (when 100 percent of beverages sold to students must comply). Compliant beverages in elementary schools include fruit-based or vegetable-based drinks, composed of no less than 50 percent fruit juice/vegetable juice and with no added sweeteners, drinking water, with no added sweeteners; two-percent milk, one-percent milk, nonfat milk, soy milk, rice milk, and other similar nondairy milk. Sale of non-compliant beverages can take place off of and away from school premises, or be sold by pupils at least one-half hour after the school day. From one-half hour before to one-half hour after school, only compliant beverages for middle/junior high and high schools can be sold which includes the above list with the addition of electrolyte replacement beverages that contains no more than 42 grams of added sweetener per 20-ounce serving. Sale of noncompliant beverages can take place off of and away from school premises, or on school premises at least one-half hour after the end of the school day.

The Legislature declares in *Education Code* 35182.5 (2003) that state and federal laws require all schools participating in meal programs to provide nutritious food and beverages to pupils; that state and federal laws restrict the sale of food and beverages in competition with meal programs;" and that opportunities should be given to parents, pupils, and community members to review food and beverage contracts to ensure that items sold on campus provide nutritious sustenance to pupils, promote good health, help pupils learn, provide energy, and model fit living for life." *Education Code* 49590 (1997) also declares that the nutrition levels of meals served to school-age children pursuant to the National School Lunch Act be of the highest quality and greatest nutritional value possible."

Education Code 49531 (1997) and California Code of Regulations Title 5, Division 1, Chapter 15, Subchapter 1, Article 4, 15552 (no date available) allows any child nutrition entity to apply for available federal and state funds to the California Department of Education to provide nutritionally adequate breakfast, lunch or both to pupils each school day. *Education Code* 49531.1 (no date available) requires the California Department of Education to develop and maintain nutrition guidelines for all foods and beverages sold on public school campuses, which includes school lunches and breakfasts. The guidelines shall include fat, saturated fat, and cholesterol guidelines.

Education Code 49432 allows every public school to post a summary of nutrition and physical activity laws and regulations and requires every district to post its nutrition and physical activity policies in public view in all school cafeterias or other central eating areas.

Adequate Time to Eat: No state policy.   Last Updated: 2/9/2010

School Breakfast: No state policy.

Food Allergies: No state policy.

Farm-to-School:: *Education Code* 49565-49565.8 (no date available) establishes the Fresh Start Pilot Program to provide fresh fruits and vegetables that have not been deep fried to public school students. School districts and charter schools may apply for grant funding to supplement a school breakfast program with the goal of providing one or two servings of fruit or vegetables, or both. As a condition of receipt of funding, school sites participating in the program must include must include tasting and sampling of nutritious fruits and vegetables as part of nutrition education. This may include the following: (1) educational sampling and tasting supported with nutrition education, (2) an offering of fruits or vegetables in the classroom reinforced with

nutrition and agricultural bulletins, (3) a monthly school campus farmers' market, and (4) a produce sampling program that supports a school garden's harvest through additional purchases of local, in-season fruits or vegetables to be used for a sampling and tasting program.

School Food Environment

Vending Machines/School Stores: Education Code 49431.5 (2005) allows beverages other than fruit-based drinks composed of no less than 50 percent fruit juice with no added sweeteners, drinking water, milk, and an electrolyte replacement to be sold to pupils in a middle or junior high school if vending machines, pupil stores, and cafeterias are not used any time earlier than one-half hour after the end of the school day. The law allows elementary, middle and junior high schools to make available any of the more healthful beverages during the school day through a vending machine. **Last Updated: 7/15/2009**

Education Code 49431.7 (2007) prohibits a school or school district from making food containing artificial trans fats available to students in grades K-12 through a vending machine or school food service establishment during school hours and one half an hour before and after school.

Other Food Sales: California Code of Regulation Title 5, Division 1, Chapter 15, Subchapter 1, Article 1 15500 (1977) prohibits the sale of food by pupil organizations in grades K-8 if the school is participating in the National School Lunch, School Breakfast, or Food Distribution programs. The governing authority may permit, however, a student organization to sell not more than one food item if the listed conditions are met. *California Code of Regulation* Title 5, Division 1, Chapter 15, Subchapter 1, Article 1, 15501 (1977) allows a student organization in middle and high schools to sell food items during or after the school day if the listed conditions are met.

School Gardening: Education Code 9000-9004 (2002) requires the Department of Education to establish, develop and implement an instructional school garden program that provides startup or expansion grants to school districts and county offices of education. Schools may use the funds to do the following: (1) to create an instructional school garden if one does not already exist, and (2) to incorporate a school garden salad bar or compost program if a school garden already exists.

Physical Activity Other Than Physical Education

General Physical Activity Requirement: No state policy. However, *Education Code* 49432 (2001) allows every public school to post a summary of nutrition and physical activity laws and regulations, and requires the posting of the districts policies in all school cafeterias or other central eating area in public view. **Last Updated: 12/20/2010**

Recess or Physical Activity Breaks: Code 33350 (1976) encourages districts to provide daily recess periods for elementary school students. CCR Title 5, Div 1, Chap 2, Subchap 1, Art 2, Sec 304 (no date available) requires every pupil to leave the room at recess "unless it would occasion an exposure of health." CCR Title 5, Div 1, Chap 2, Subchap 1, Art 3, Sec 352 states that a student shall not be required to remain in school during intermission at noon, or during any recess.

Recess Before Lunch: No state policy.

Walking/Biking to School: Streets and Highways Code 2333.5 (1999) requires the Department of Transportation, in conjunction with California Highway Patrol, to establish and administer a Safe Routes to School program. Under the program, the Department is required to make grants available to local governmental agencies for the construction of bicycle and pedestrian safety and traffic calming projects. Two of the areas grants may focus on are encouraging increased walking and bicycling among students and identification of current and potential walking and bicycling routes to school. The Department of Transportation is required to report to the Legislature on the impact of the program on rates of bicycling and walking to or from school.

Organized Sports

Interscholastic Athletics: Education Code 33350 (1976) encourages districts to provide extra-curricular physical activity and fitness programs and clubs and encourages use of school facility for physical activity and programs sponsored by the school and/or the community. The *Education Code* also establishes the California Department of Education as the authority over interscholastic athletics. **Last Updated: 12/28/2010**

Concussion and Sports-Related Head Injury: No state policy.

Automated External Defibrillator (AED): No state policy.

Safe and Drug-Free Schools

Education Code 32280 (2003) requires all K-12 public schools to develop strategies for a   Last Updated: 3/28/2012
comprehensive school safety plan that aims to prevent potential incidences of violence on the school campus. Education Code
32281 (2003) assigns each school district the responsibility of developing the plan in consultation with law enforcement officials.
Education Code 32282 (2004) further requires the plan to include a safe and orderly environment conducive to learning at school.

Education Code 233 (2000) calls for the State Board of Education to adopt policies that aim to create a school environment for
grades K-12 that is free from discriminatory attitudes and practices and acts of hate violence. Similarly, Education Code 35183
(2003) declares that students and staff have the constitutional right to be safe and secure at school.

The Legislature declares in Education Code 32261 (2011) that every pupil enrolled in the state has the "inalienable right" to
attend safe, secure, and peaceful classes on school campuses. The Legislature establishes an interagency coordination system
to resolve school and community problems of violence, including truancy, crime, vandalism, drug and alcohol abuse, gang
membership, gang violence, and hate crimes. It encourages schools to implement strategies, in-service training programs, and
activities that will improve school attendance and reduce school crime and violence, including vandalism, drug and alcohol abuse,
gang membership, gang violence, hate crimes, bullying, including bullying committed personally or by means of an electronic act,
teen relationship violence, and discrimination and harassment, including, but not limited to, sexual harassment.

Fighting/Gangs: Although the state does not have a specific policy addressing fighting or gang violence in schools, Education
Code 32280 (2003) requires a comprehensive school safety plan that aims to prevent crimes and violence in schools. In addition,
Education Code 32282 (2004) requires schools to include a provision in their comprehensive school safety plan that prohibits
students from wearing "gang-related apparel," if the school has adopted this type of dress code. The Legislature declares in
Education Code 35183 (2003) that "gang-related apparel" is hazardous to the health and safety of the school environment.
Further, the adoption of a school-wide uniform policy may protect students from being associated with any particular gang and
would save time for administrators and teachers from having to learn the subtleties of gang regalia.

Weapons: Education Code 48915 (2001) requires that school principles or district superintendents recommend expulsion of any
student possessing a knife or other dangerous object of no reasonable use to the student.

Collaboration with Law Enforcement: Education Code 32281 (2003) assigns the responsibility for the development of the
comprehensive school safety plan to local districts through school site councils. The council is to consult with representatives
from a law enforcement agency in the writing and developing of the plan.

Education Code 32262 (2003) establishes the School/Law Enforcement Partnership. The partnership includes the superintendent
of instruction and the attorney general who are responsible for administering a safe schools program and all training, procedures,
and activities; and cooperating with other states as well as state and federal agencies on matters relating to school safety.

Education Code 32270 (2003) establishes a statewide school safety cadre to facilitate interagency coordination and collaboration
among school districts, youth-serving agencies, community-based organizations, and law enforcement agencies to improve
school attendance, encourage good citizenship, and reduce school violence, crimes, gang membership and violence, truancy,
bullying, and discrimination and harassment.

Bullying, Harassment and Hazing

Bullying/Harassment: Education Code 32261 (1985) states that all pupils enrolled in a classroom   Last Updated: 3/28/2012
have the inalienable right to attend classes on school campuses that are safe, secure and peaceful. It encourages school districts
to develop and implement interagency strategies, in-service training programs, and activities that will improve school attendance
and reduce school crime and violence, including vandalism, drug and alcohol abuse, gang membership, gang violence, hate
crimes, bullying, including bullying committed personally or by means of an electronic act, teen relationship violence, and
discrimination and harassment, including, but not limited to, sexual harassment.

Education Code 35294.2 (2001) requires the Department of Education to develop model policies on the prevention of bullying and
conflict resolution. The code authorizes districts to adopt one or more of these policies for the incorporation into its school
safety plan, as required in the statute (Model Policies). Education Code 48900 (2008) permits a student to be suspended from
school or recommended for expulsion for engaging in acts of bullying. Education Code 48900.4 (2008) allows a student to be
suspended or recommended for expulsion if the superintendent or the principal of the school in which the student is
enrolled determines that the student has intentionally engaged in harassment, threats or intimidation, directed against school
district personnel or pupils "that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially
disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an
intimidating or hostile educational environment."

Education Code 48900.2 (2008) permits a student to be suspended from school or recommended for expulsion if the
superintendent or the principal of the school in which the student is enrolled determines that the student has committed sexual
harassment, as defined in Education Code 212.5. Education Code 46600 states that a pupil that has been determined to be a
victim of an act of bullying shall be given priority for interdistrict attendance under any interdistrict attendance agreement, or in the
absence of an agreement, be given additional consideration for the creation of an interdistrict attendance agreement.

Education Code 234 requires the bullying and harassment policy adopted by the local education agencies to prohibit
discrimination, harassment, intimidation and bullying based on actual or perceived characteristics, as specified. It also requires

the process for receiving and investigating complaints to include complaints of discrimination, harassment, intimidation and bullying based on actual or perceived characteristics, as specified, and to include a requirement that school personnel who witness such acts take immediate steps to intervene when safe to do so, a timeline to investigate and resolve complaints, and an appeal process, as specified.

Cyberbullying: Education Code 48900 (2008) permits a student to be suspended from school or recommended for expulsion for engaging in acts of bullying, including bullying committed by means of electronic acts. Education Code 32261 (2011) defines "electronic act" as "the transmission of a communication, including, but not limited to, a message, text, sound, image or a post on a social network Internet Web site, or image by means of an electronic device, including but not limited to a telephone, wireless telephone or other wireless communication device, computer or pager.

Education Code 32261 encourages school districts, county offices of education, law enforcement agencies, and agencies serving youth to develop and implement interagency strategies, in-service training programs, and activities that will improve school attendance and reduce school crime and violence, including bullying committeed personally or by means of an electronic act, which includes the posting of messages on a social network Internet Web site.

Hazing: Education Code 48900.2 (2008) permits a student to be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the student is enrolled determines that the student has engaged ir or attempted to engage in hazing. "Hazing" is defined as a method of means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil." For the purposes of this statute, "hazing" does not include athletic events or school-sanctioned events.

Crisis Management/Emergency Response

Education Code 32282 (2004) requires the comprehensive school safety plan to include strategies and programs that address routine and emergency disaster procedures. The school building disaster plan shall be ready for implementation at any time, to maintain the safety and care of pupils and staff. **Last Updated: 2/25/2009**

Bullying/Harassment: Education Code 32282 (2004) requires the comprehensive school safety plan to include a discrimination and harassment policy and hate crime reporting procedure. *Education Code* 48900 (2007) states that only when the superintendent determines that a pupil has harassed, threatened or intimidated another pupil may a student be suspended or recommended for expulsion from school.

Fighting/Gangs: Education Code 48900 (2007) states that only when the superintendent or the principal of the school in which the student is enrolled determines that a pupil has willfully used force or violence upon another person, except in self-defense, may a student be suspended or recommended for expulsion from school.

Hazing: Education Code 32051 (no date available) charges any person engaging in hazing on school property with a misdemeanor, punishable by a fine of not less than $100 but not more than $5000, or imprisonment in the county jail for not more than one year, or both. *Education Code* 48900 (2007) states that a pupil who has engaged in or attempted to engage in hazing may be suspended or recommended for expulsion from school.

Weapons: Education Code 48900 (2007) states that only with the superintendent's determination that a pupil possessed, sold, or otherwise furnished any firearm, including an imitation knife, explosive, or other dangerous object, may a student be suspended or recommended for expulsion from school.

Reporting Incidents of Violence: Education Code 32282 (2004) requires the comprehensive school safety plan to include a discrimination and harassment policy and hate crime reporting procedure.

Education Code 49370 (1999) requires specific persons, including school teachers, administrators, school aides, school playground workers, and bus drivers, to report missing children to a law enforcement agency in a timely manner.

Collaboration with Law Enforcement: No state policy.

Tobacco Use

Education Code 48901 (1986) states that no school shall permit the smoking or use of tobacco, or any product containing tobacco or nicotine products, by pupils of the school while the pupils are on campus, or while attending school-sponsored activities or while under the supervision and control of school district employees. **Last Updated: 2/25/2009**

Education Code 48900 (2007) states that only with the superintendent's or principal's determination that a pupil has possessed or used tobacco, or any products containing tobacco or nicotine products may a student be suspended or recommended for expulsion from school.

According to the *California Health and Safety Code* 104420, local education agencies that are certified as having a fully implemented tobacco-free school district board policy are eligible to apply for funding. The policy must prohibit the use of tobacco products, any time, in district-owned or leased buildings, on district property and in district vehicles.

Air Quality

The Air Resources Board (ARB) and Department of Health Services (DHS) recently completed a   Last Updated: 2/26/2009
study of the environmental health conditions in California portable and traditional classrooms. Some key suggestions and links to help schools and school districts assure a healthful and productive learning environment for their students are available online at http://www.arb.ca.gov/research/indoor/pcs/pcs.htm

California does not have a policy specifically addressing the cleanliness of school buildings. The Cal/OSHA (Department of Industrial Relations, Division of Occupational Safety and Health) does, however, enforce *California Code of Regulation* Title 8, Division 1, Chapter 4, Subchapter 7, Group 2, Article 9, 3362 (no date available), which requires that buildings be kept in a clean, sanitary condition, that unsanitary conditions such as mold be cleaned up, and that exterior water intrusion or other moisture leakage and accumulation be corrected. Schools are workplaces, and can be covered under this regulation.

California Code of Regulations 01350 (no date available) is a Special Environmental Requirements standard specification that has been developed in California to cover key environmental performance issues in State owned or leased buildings related to the selection and handling of building materials in construction along with a range of other sustainable design issues, such as energy water and other efficiency. The Collaborative for High Performance Schools (CHPS), a consortium of public agencies and California utilities, incorporates *California Code of Regulations* 01350 (no date available) provisions into their Best Practices Manual which provide options schools can select for designing and constructing healthy, energy-efficient buildings. The manual and additional information is available online at http://www.ciwmb.ca.gov/GreenBuilding/Schools/.

Pesticide Use

The Healthy Schools Act (2000) established the Department of Pesticide Regulation's existing   Last Updated: 4/4/2007
voluntary California School Integrated Pest Management (IPM) and added requirements for schools, such as parental notification of pesticide applications, warning signs, record-keeping at schools and pesticide use reporting by licensed pest control businesses that apply pesticides at schools (found in Education Codes 17608 through 17613). Education Code 17610.1 (2006) specifically prohibits the use of new pesticides on a school site or pesticides granted conditional, interim or experimental registration by the Department of Pesticide Regulation. While meeting these requirements is the responsibility of individual school districts, the Department of Pesticide Regulations is committed to facilitating voluntary adoption of IPM policies and programs in schools throughout California, and assists school districts with their implementation of the Healthy Schools Act. More information may be found online at http://www.schoolipm.info/.

Playground/Facility Safety

Education Codes 100420, 100620, and 100820 (2002) allows school districts to use funds allocated   Last Updated: 2/26/2009
for school modernization for the purchase of equipment or furniture to increase school security or playground safety. Education Code 17074.25 (1998) also allows a modernization apportionment to be used for playground safety improvements. Health and Safety Code 104495 prohibits the smoking of any tobacco product or the disposal of tobacco-related waste within 25 feet of a playground or tot lot sandbox area.

[hide]   **Student Services**

Screening for Health Conditions

Vision and Hearing: Education Code 49452 (no date available) requires the governing board of a   Last Updated: 6/25/2010
school district to provide for the testing of hearing and vision each enrolled pupil within the district. Education Code 49455 (no date available) required students have their vision screened upon enrollment and at least every third year thereafter until completion of the 8th grade.

Chronic Health Conditions: No state policy.

Body Mass Index (BMI) Screening: No state policy.

Dental: Education Code 49452.8 requires students enrolled in public school kindergarten or first grade (if student did not attend kindergarten in the public schools) to present proof by May 31st of having had received an oral assessment by a licensed dentist or other licensed or registered dental health professional within 12 months of enrollment. Provisions for exemption are outlined in the code.

Administration of Medications

Staff Administration: Education Code 49400 (1976) allows school districts to employ properly   Last Updated: 1/23/2012
certified personnel to care for the health and physical development of students. More specifically, *Education Code* 49423 (1976) and *California Code of Regulations* Title 5, Division 1, Chapter 2, Subchapter 3, Article 4.1, 600 (2003) and *Education Code*

49423 (2004) state that any pupil required to take during the regular school day prescribed medication may be assisted by a school nurse or other designated school personnel if the pupil's authorized health care provider and the parent or guardian provide written statements. Details of this regulation are provided in subsequent codes 601-604 of the same article.

Self-Administration of Asthma Medication: Education Code 49423.1 allows students to carry and self-administer inhaled asthma medication. The student must provide a physician statement detailing the name of the medication, method, amount and time schedules, confirmation of the student's ability to self-administer, a written statement from the parent or guardian, a release for the school nurse and for the school district. These documents must be provided annually.

Self-Administration of Anaphylaxis Medication: Education Code 49423.1 allows students to carry and self-administer anaphylaxis medication. The student must provide a physician statement detailing the name of the medication, method, amount and time schedules, confirmation of the student's ability to self-administer, a written statement from the parent or guardian, a release for the school nurse and for the school district. These documents must be provided annually.

Education Code 49414 (2001) allows school districts to utilize epinephrine auto-injectors to provide emergency medical aid to persons suffering from an anaphylactic reaction. According to the code, each public and private elementary and secondary school may voluntarily determine whether or not to make emergency epinephrine auto-injectors and trained personnel available at its school and may designate one or more school personnel to receive initial and annual refresher training.

Self-Administration of Diabetes Medication: Policies regarding the administration of medication to students with diabetes is outlined in the following paragraphs. It is important to note, however, that in 2010 the California Appeals court ruled that only nurses can administer insulin to students. The court said state law allows school employees without a doctor's or nurse's license to administer insulin only in an emergency. The law's definition of "emergency" does not cover a chronic situation such as a shortage of school nurses.

Education Code 49414.5 (2003) allows, in the absence of a credentialed school nurse or other licensed nurse, each school district to provide voluntary emergency medical training to school personnel in how to administer emergency medical assistance to pupils with diabetes suffering from severe hypoglycemia if certain performance standards for training and supervision are developed by the American Diabetes Association in cooperation with several other entities for approval and distribution by the State Department of Health Services' Diabetes Control program. According to the code, pupils who have diabetes and specified authorization to test their blood glucose level and provide diabetes self-care are permitted to do so in any area of the school or school grounds during any school-related activity and, upon the request of the pupil's parent or guardian, in a private location.

K.C. et al. v. Jack O'Connell, et al. (2007) clarifies the rights of students classified as disabled with diabetes. Under the decision, the California Department of Education is required to issue a Legal Advisory to all school districts providing guidance on health care services with diabetes, emphasizing that districts have an obligation to provide insulin administration and related services to students unable to self-administer. The Advisory spells out who may administer insulin at a school, and it requires that the local education agency must provide training in diabetes management to a volunteer, non-licensed staff member in cases when a school nurse or other licensed professional is not available. California Business and Professions Code 2725(b)(2) and the California Code of Regulations Title 5, Division 1, Chapter 2, Subchapter 3, Article 4.1, 604 authorize the following types of persons to administer insulin in California's public schools pursuant to a Section 504 Plan or an IEP: (1) self-administration with parent authorization, (2) licensed nurse, registered nurse or physician, (3) parent, guardian or designee, (4) unlicensed voluntary school employee with appropriate training, (5) voluntary school employee who is unlicensed but who has been adequately trained to administer insulin pursuant to the student's treating physician's orders as required by the Section 504 Plan or the IEP.

Self-Administration of General Medication: California Code of Regulations Title 5, Division 1, Chapter 2, Subchapter 3, Article 4.1, 605 (2003) authorizes the local education agency to establish rules governing self-administration including circumstances when self-administration is prohibited. Education Code 49423.1 (2004) allows a pupil to carry medication and self-administer medication provided appropriate statements from the physician are given. The code further releases the school district and school personnel from civil liability if the student suffers an adverse reaction by taking the medication.

Psychotropic Medications: No specific state policy. Unless specified, general medication in school laws apply to all medications that are prescribed by an authorized health care provider.

Storage and Record-keeping: California Code of Regulations Title 5, Division 1, Chapter 2, Subchapter 3, Article 4.1 606 (2003) allows local education agencies to establish policies the delivery of medications to the school site and the storage of medications in a secure manner that maintains the medications' effectiveness. California Code of Regulations Title 5, Division 1, Chapter 2, Subchapter 3, Article 4.1 607 (2003) allows local education agencies to establish policies addressing documentation of the administration of medication to pupils to ensure pupil confidentiality is maintained, a medication record is maintained, and an appropriate record of the pupils allowed to self-carry and administer medications is kept.

Counseling and Mental Health Services

Requirement to Provide Services: Although the state does not require schools to provide

Last Updated: 2/26/2009

counseling services, *Education Code* 49600 (1987) allows school districts to provide a comprehensive educational counseling program, which includes personal and social counseling, for all pupils enrolled in the district.

Suicide Prevention: *Education Code* 49604 (1992) requires the Superintendent of Public Instruction to send a notice to each middle school, junior high, and high school encouraging each school to provide suicide prevention training at least once to each school counselor during their employment, provide information on suicide prevention training curriculum, and inform schools of trainings provided by the department of education.

Education Code 44046 (1977) allows small school districts to contract with any qualified social service agency or organization to provide social work services in schools. Social workers are authorized to consult with parents and others in crisis situations, such as suicide threats.

Immunity of Liability: Education Code 72621 (1980) and 49602 (1987) protect any person from incurring civil or criminal liability for keeping information discussed during counseling confidential.

Identification of Students with Mental or Emotional Disorders: Education Code 49424 (1976) outlines the duty of a school psychologist as one that includes psychological counseling or other therapeutic techniques of children and parents.

Immunization

Detailed, current information about immunization requirements by state is maintained by the   Last Updated: 5/17/2011
National Network for Immunization Information. Select your state from the drop down box under Search for State Vaccine Requirements for School Entry."

In addition to the vaccines listed, AB354 (2010) requires all students in grades 7-12 to provide evidence of having a TDAP booster on or before the 10th birthday.

Exemptions: California Code of Regulations Title 17, Division 1, Chapter 4, Subchapter 8, Article 3, 6051 (1986) allows exemption from immunization requirements under the following circumstances: (1) Submission to the governing authority of a written statement from a licensed physician stating that the physical condition of the pupil or medical circumstances relating to the pupil are such that immunization (for one or more vaccines) is permanently indicated, or (2) Submission of an affidavit from the pupil's parent, guardian, adult who has assumed responsibility for his or her care and custody or emancipated minor. The affidavit must state that immunization is contrary to his or her beliefs.

[hide]   Accommodation

Staff with HIV

California has no state law or administrative rule that addresses staff with HIV beyond the   Last Updated: 9/15/2006
requirements in The Americans with Disabilities Act of 1990. School districts have a legal obligation to determine on a case-by-case basis, based on sound medical information, whether an HIV-infected employee can remain and work in the school environment. Both state and federal law require employers to reasonably accommodate a disabled person. For more information on this topic, refer to *California Health and Safety Code* §120980 and §121025 (no date available).

Students with HIV

California Code of Regulations Title 5, Division 1, Chapter 2, Subchapter 1, Article 1, 202 (no date   Last Updated: 8/17/2008
available) states that a pupil who is infected with a contagious or infectious disease may not remain in any public school.

Both state and federal law require accommodations for disabled persons. It should be noted that there are important confidentiality issues related to disclosing an individual's HIV status or test results. For more information on this topic, refer to *California Health and Safety Code* 120980.

Pregnant or Parenting Students

In California, *Education Code* §48205(a)(6) (no date available) permits parenting students to be   Last Updated: 9/16/2006
excused due to the illness or medical appointment of a child in their custody. Districts may voluntarily offer the Cal-SAFE Program, which provides academic and support services to expectant and parenting students and child care and development services to their children.

Individual Health Plan for Students

Although the state does not have a policy regarding individualized health plans for students in   Last Updated: 10/24/2011

need of health services, the Guidelines for the Management of Asthma in California Schools (2004) does encourage asthma action plans prepared by healthcare providers for every student and an individualized school health care plan for students with severe and frequent asthma episodes that may impact their education program and require assistance from trained school staff.

[hide]   **Coordination/ Implementation**   ☺

Coordinating or Advisory Councils   ☺

State-level: Education Code 49533 (2002) established the Child Nutrition Advisory Council,   Last Updated: 2/26/2009
effective April 1975, consisting of one member of the California Department of Education, one school administrator, one school board member, one school food service director, one school food service supervisor or manager, one classroom teacher, one curriculum coordinator, one nutrition education specialist, a qualified consultant specializing in nutrition, education, child care, or health and welfare, as well as a few others (see *Education Code* for specifics), all appointed by the State Board of Education. The council is responsible for recommending plans and guidelines for school and child care meal service and nutrition education programs.

Education Code 32239.5 (2001) establishes a School Violence Prevention and Response Task Force consisting of the Superintendent of Public Instruction, the Attorney General, the Director of the Office of Criminal Justice Planning, and the Secretary for Education, along with 12 other members representing educators, health care practitioners, and law enforcement members.

Local-level: The state does not mandate the formation of a school health coordinating or advisory council, nor does it require schools or districts to do so. However, the *Health Framework for California Public Schools* (2003) encourages districts to develop school health councils to address specific needs.

Education Code 49433 (2002) allows school districts that have at least one elementary or middle school or high school participating in the three-year pilot program conducted by the California Department of Education to convene a Nutrition and Physical Activity Committee to develop and recommend to the governing boards policies on nutrition and physical activity. Details of the three-year pilot program can be found in *Education Code* 49433.7 (2002).

School Health Program Coordinators   ☺

State-level: No state policy.   Last Updated: 8/18/2008

Local-level: No state policy.

Confidentiality

Access to pupil records, including health records, is governed by *Education Code* 49075   Last Updated: 2/26/2009
(1976/2001) and 49076 (1976/2003), the *California Civil Code* 56.10 (no date available), as well as California Code of Regulations Title 5, Division 1, Chapter 2, Subchapter 2, Article 3, 435 (no date available) and Title 17, Division 1, Chapter 4, Subchapter 13, Article 7, 6874 (no date available).

Student Health-Related Services: Education Code 46010.1 (1986) requires each local district to notify pupils in grades 7-12 and the parents/guardians of all pupils enrolled in the district that pupils may be excused for confidential medical services by school authorities without the consent of the pupil's parent/guardian. Education Code 49091.12(b) (1998) also gives a pupil the right or ability to obtain confidential medical care or counseling related to the diagrams or texts of a drug- or alcohol-related problem, or mental health textbooks or counseling on an outpatient basis, without the consent of the pupils' parent/guardian.

Education Code 72621 (1987) and 49602 (1987) require that any information discussed by a student 12 years or older during counseling is confidential. Likewise, any information discussed by a parent/guardian of a student who is 12 years or older during counseling is also confidential.

In accordance with *United States Code* Title 20, Chapter 33, Subchapter 3, 1417, *Education Code* 56505(e)(5)(2007) requires the confidentiality of personally identifiable information about students with exceptional needs.

Limitations on Student Surveys

                                                                                                    Last Updated: 2/26/2009
Education Code 51513 (1995) says that "No test, questionnaire, survey, or examination containing any questions about the pupil's personal beliefs or practices in sex, family life, morality, and religion, or any questions about the pupil's parents' or guardians' beliefs and practices in sex, family life, morality, and religion, shall be administered to any pupil in kindergarten or grades one to twelve, inclusive, unless the parent or guardian of the pupil is notified in writing that this test, questionnaire, survey, or examination is to be administered and the parent or guardian of the pupil gives written permission for the pupil to take this test, questionnaire, survey, or examination." However, notwithstanding 51513, *Education Code* 51938 (2004) states that "anonymous,

voluntary, and confidential research and evaluation tools to measure pupils' health behaviors and risks, including tests, questionnaires, and surveys containing age appropriate questions about the pupil's attitudes concerning or practices relating to sex may be administered to any pupil in grades seven to twelve, inclusive, if the parent or guardian is notified in writing that this test, questionnaire, or survey is to be administered and the pupil's parent or guardian is given the opportunity to review the test, questionnaire, or survey and to request in writing that his or her child not participate."

United States Code Title 20, Subchapter 31, Subchapter 3, 1232h requires districts to directly notify parents at least annually at the beginning of the school year of the specific or approximate dates during the school year of the scheduling of any survey(s) containing one or more of the following items:

* Political affiliations or beliefs of the student or the student's parent
* Mental or psychological problems of the student or the student's family
* Sex behavior or attitudes
* Illegal, anti-social, self-incriminating, or demeaning behavior
* Critical appraisals of other individuals with whom respondents have close family relationships
* Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers
* Religious practices, affiliations, or beliefs of the student or the student's parent
* Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program)

CA Education Policies Regarding Sex Education in Public Schools (updated 4-1-15)

Goals and Definitions
EDUCATION CODE
SECTION 51930-51932

51930. ==(a) This chapter shall be known and may be cited as the California Comprehensive Sexual Health and HIV/AIDS Prevention Education Act.==

(b) The purposes of this chapter are as follows:

(1) To provide a pupil with the knowledge and skills necessary to protect his or her sexual and reproductive health from unintended pregnancy and sexually transmitted diseases.

(2) To encourage a pupil to develop healthy attitudes concerning adolescent growth and development, body image, gender roles, sexual orientation, dating, marriage, and family.

51931. For the purposes of this chapter, the following definitions apply:

(a) "Age appropriate" refers to topics, messages, and teaching methods suitable to particular ages or age groups of children and adolescents, based on developing cognitive, emotional, and behavioral capacity typical for the age or age group.

(b) "Comprehensive sexual health education" means education regarding human development and sexuality, including education on pregnancy, family planning, and sexually transmitted diseases.

(c) "English learner" means a pupil as described in subdivision (a) of Section 306.

(d) "HIV/AIDS prevention education" means instruction on the nature of HIV/AIDS, methods of transmission, strategies to reduce the risk of human immunodeficiency virus (HIV) infection, and social and public health issues related to HIV/AIDS. For the purposes of this chapter, "HIV/AIDS prevention education" is not comprehensive sexual health education.

(e) "Instructors trained in the appropriate courses" means instructors with knowledge of the most recent medically accurate research on human sexuality, pregnancy, and sexually transmitted diseases.

(f) "Medically accurate" means verified or supported by research conducted in compliance with scientific methods and published in peer-reviewed journals, where appropriate, and recognized as accurate and objective by professional organizations and agencies with expertise in the relevant field, such as the federal Centers for Disease Control and Prevention, the American Public Health Association, the American Academy of Pediatrics, and the American College of Obstetricians and Gynecologists.

(g) "School district" includes county boards of education, county superintendents of schools, the California School for the Deaf, and the California School for the Blind

51932. (a) This chapter does not apply to description or illustration of human reproductive organs that may appear in a textbook, adopted pursuant to law, on physiology, biology, zoology, general science, personal hygiene, or health.

(b) This chapter does not apply to instruction or materials that discuss gender, sexual orientation, or family life and do not discuss human reproductive organs and their functions.

Curriculum Requirements
EDUCATION CODE
SECTION 51933

51933. (a) School districts may provide comprehensive sexual health education, consisting of age-appropriate instruction, in any kindergarten to grade 12, inclusive, using instructors trained in the appropriate courses.

(b) A school district that elects to offer comprehensive sexual health education pursuant to subdivision (a), whether taught by school district personnel or outside consultants, shall satisfy all of the following criteria:

(1) Instruction and materials shall be age appropriate.

(2) All factual information presented shall be medically accurate and objective.

(3) Instruction shall be made available on an equal basis to a pupil who is an English learner, consistent with the existing curriculum and alternative options for an English learner pupil as otherwise provided in this code.

(4) Instruction and materials shall be appropriate for use with pupils of all races, genders, sexual orientations, ethnic and cultural backgrounds, and pupils with disabilities.

(5) Instruction and materials shall be accessible to pupils with disabilities, including, but not limited to, the provision of a modified curriculum, materials and instruction in alternative formats, and auxiliary aids.

(6) Instruction and materials shall encourage a pupil to communicate with his or her parents or guardians about human sexuality.

(7) Instruction and materials shall teach respect for marriage and committed relationships.

(8) Commencing in grade 7, instruction and materials shall teach that abstinence from sexual intercourse is the only certain way to prevent unintended pregnancy, teach that abstinence from sexual activity is the only certain way to prevent sexually transmitted diseases, and provide information about the value of abstinence while also providing medically accurate information on other methods of

preventing pregnancy and sexually transmitted diseases.

(9) Commencing in grade 7, instruction and materials shall provide information about sexually transmitted diseases. This instruction shall include how sexually transmitted diseases are and are not transmitted, the effectiveness and safety of all federal Food and Drug Administration (FDA) approved methods of reducing the risk of contracting sexually transmitted diseases, and information on local resources for testing and medical care for sexually transmitted diseases.

(10) Commencing in grade 7, instruction and materials shall provide information about the effectiveness and safety of all FDA-approved contraceptive methods in preventing pregnancy, including, but not limited to, emergency contraception.

(11) Commencing in grade 7, instruction and materials shall provide pupils with skills for making and implementing responsible decisions about sexuality.

(12) Commencing in grade 7, instruction and materials shall provide pupils with information on the law on surrendering physical custody of a minor child 72 hours or younger, pursuant to Section 1255.7 of the Health and Safety Code and Section 271.5 of the Penal Code.

(c) A school district that elects to offer comprehensive sexual health education pursuant to subdivision (a) earlier than grade 7 may provide age appropriate and medically accurate information on any of the general topics contained in paragraphs (8) to (12), inclusive, of subdivision (b).

(d) If a school district elects to offer comprehensive sexual health education pursuant to subdivision (a), whether taught by school district personnel or outside consultants, the school district shall comply with the following:

(1) Instruction and materials may not teach or promote religious doctrine.

(2) Instruction and materials may not reflect or promote bias against any person on the basis of any category protected by Section 220.

HIV/AIDS
EDUCATION CODE
SECTION 51934

51934. (a) A school district shall ensure that all pupils in grades 7 to 12, inclusive, receive HIV/AIDS prevention education from instructors trained in the appropriate courses. Each pupil shall receive this instruction at least once in junior high or middle school and at least once in high school.

(b) HIV/AIDS prevention education, whether taught by school district personnel or outside consultants, shall satisfy all of the criteria set forth in paragraphs (1) to (6), inclusive, of

subdivision (b) and paragraphs (1) and (2) of subdivision (d) of Section 51933, shall accurately reflect the latest information and recommendations from the United States Surgeon General, the federal Centers for Disease Control and Prevention, and the National Academy of Sciences, and shall include the following:

(1) Information on the nature of HIV/AIDS and its effects on the human body.

(2) Information on the manner in which HIV is and is not transmitted, including information on activities that present the highest risk of HIV infection.

(3) Discussion of methods to reduce the risk of HIV infection. This instruction shall emphasize that sexual abstinence, monogamy, the avoidance of multiple sexual partners, and abstinence from intravenous drug use are the most effective means for HIV/AIDS prevention, but shall also include statistics based upon the latest medical information citing the success and failure rates of condoms and other contraceptives in preventing sexually transmitted HIV infection, as well as information on other methods that may reduce the risk of HIV transmission from intravenous drug use.

(4) Discussion of the public health issues associated with HIV/AIDS.

(5) Information on local resources for HIV testing and medical care.

(6) Development of refusal skills to assist pupils in overcoming peer pressure and using effective decision making skills to avoid high-risk activities.

(7) Discussion about societal views on HIV/AIDS, including stereotypes and myths regarding persons with HIV/AIDS. This instruction shall emphasize compassion for persons living with HIV/AIDS.

Parental Rights
EDUCATION CODE
SECTION 51937-51939

51937. It is the intent of the Legislature to encourage pupils to communicate with their parents or guardians about human sexuality and HIV/AIDS and to respect the rights of parents or guardians to supervise their children's education on these subjects. The Legislature intends to create a streamlined process to make it easier for parents and guardians to review materials and evaluation tools related to comprehensive sexual health education and HIV/AIDS prevention education, and, if they wish, to excuse their children from participation in all or part of that instruction or evaluation. The Legislature recognizes that while parents and guardians overwhelmingly support medically accurate, comprehensive sex education, parents and guardians have the ultimate responsibility for imparting values regarding human sexuality to their children.

51938. A parent or guardian of a pupil has the right to excuse their child from all or part of comprehensive sexual health education, HIV/AID5 prevention education, and assessments related to that education, as follows:

(a) At the beginning of each school year, or, for a pupil who enrolls in a school after the beginning of the school year, at the time of that pupil's enrollment, each school district shall notify the parent or guardian of each pupil about instruction in comprehensive sexual health education and HIV/AIDS prevention education and research on pupil health behaviors and risks planned for the coming year. The notice shall do all of the following:

(1) Advise the parent or guardian that written and audiovisual educational materials used in comprehensive sexual health education and HIV/AIDS prevention education are available for inspection.

(2) Advise the parent or guardian whether the comprehensive sexual health education or HIV/AIDS prevention education will be taught by school district personnel or by outside consultants. A school district may provide comprehensive sexual health education or HIV/AIDS prevention education, to be taught by outside consultants, and may hold an assembly to deliver comprehensive sexual health education or HIV/AIDS prevention education by guest speakers, but if it elects to provide comprehensive sexual health education or HIV/AIDS prevention education in either of these manners, the notice shall include the date of the instruction, the name of the organization or affiliation of each guest speaker, and information stating the right of the parent or guardian to request a copy of this section, Section 51933, and Section 51934. If arrangements for this instruction are made after the beginning of the school year, notice shall be made by mail or another commonly used method of notification, no fewer than 14 days before the instruction is delivered.

(3) Include information explaining the parent's or guardian's right to request a copy of this chapter.

(4) Advise the parent or guardian that the parent or guardian may request in writing that his or her child not receive comprehensive sexual health education or HIV/AIDS prevention education.

(b) Notwithstanding Section 51513, anonymous, voluntary, and confidential research and evaluation tools to measure pupils' health behaviors and risks, including tests, questionnaires, and surveys containing age-appropriate questions about the pupil's attitudes concerning or practices relating to sex may be administered to any pupil in grades 7 to 12, inclusive, if the parent or guardian is notified in writing that this test, questionnaire, or survey is to be administered and the pupil's parent or guardian is given the opportunity to review the test, questionnaire, or survey and to

request in writing that his or her child not participate.

   (c) The use of outside consultants or guest speakers as described in paragraph (2) of subdivision (a) is within the discretion of the school district.

51939. (a) A pupil may not attend any class in comprehensive sexual education or HIV/AIDS prevention education, or participate in any anonymous, voluntary, and confidential test, questionnaire, or survey on pupil health behaviors and risks, if the school has received a written request from the pupil's parent or guardian excusing the pupil from participation.

   (b) A pupil may not be subject to disciplinary action, academic penalty, or other sanction if the pupil's parent or guardian declines to permit the pupil to receive comprehensive sexual health education or HIV/AIDS prevention education or to participate in anonymous, voluntary, and confidential tests, questionnaires, or surveys on pupil health behaviors and risks.

   (c) While comprehensive sexual health education, HIV/AIDS prevention education, or anonymous, voluntary, and confidential test, questionnaire, or survey on pupil health behaviors and risks is being administered, an alternative educational activity shall be made available to pupils whose parents or guardians have requested that they not receive the instruction or participate in the test, questionnaire, or survey.

Legislature Revises and Updates the Education Code Relating to Sexual Health and HIV/AIDS Prevention Education in Schools

Effective January 1, 2016, two bills relating to sexual health and human immunodeficiency virus (HIV) and acquired immunodeficiency syndrome (AIDS) prevention education will take effect, which will require school districts to review their existing curriculum and instruction for compliance. Assembly Bill (AB) 329 amended, renumbered and repealed various Education Code provisions as they relate to sexual health and HIV education. Senate Bill (SB) 695 added provisions to the Education Code regarding the addition of content to the health curriculum framework for ninth through twelfth grade students. Together, these bills modify, amend and replace prior law regarding sexual health and HIV prevention education.

Current Education Code section 51930 *et seq.* constitutes the California Comprehensive Sexual Health and HIV/AIDS Prevention Education Act. AB 329 makes several changes to Education Code section 51930 et seq. and sexual health and HIV/AIDS prevention education in California schools and otherwise emphasizes preexisting legal requirements and components of sexual health and HIV prevention education, including:

- Renaming the law to the California Healthy Youth Act (ACT), merging sexual education with HIV prevention education, so that both are set forth in Education Code section 51930 et seq.;
- Requiring school districts to provide education, consistent with the Act, including sexual health education and comprehensive HIV prevention education, i.e., sexual health education will no longer be an optional offering in California;
- Amending existing law for accuracy as it relates to HIV and AIDS prevention;
- Modifying the purpose of the Act to include promoting understanding of sexuality as a normal part of human development; in addition to ensuring that students receive integrated, comprehensive, accurate and unbiased sexual health and HIV prevention instruction; and to provide students with the knowledge and skills necessary to have healthy, positive and safe relationships and behaviors;
- Amending existing definitions, including the definition of "comprehensive sexual health education" to include contraception and sexually transmitted infections, and removing the terminology "family planning" from the code;
- Requiring that instructors have knowledge of the most recent medically accurate research on HIV and in what constitutes a healthy relationship;
- Emphasizing the requirement that materials used in providing sexual health and HIV education are consistent with the five specified purposes of the Act;
- Requiring that instruction and materials:
  - Not promote bias against any person based on any of the protected categories found in Education Code section 220 (disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation);
  - Affirmatively recognize that people have different sexual orientations and, when discussing or providing examples of relationships and couples, that same-sex couples also be included;

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ATTORNEYS AT LAW

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- o Include instruction and materials about gender, gender expression, gender identity, and explore the harm of negative gender stereotypes;
- o Encourage students to speak with "other trusted adults" in addition to parents/guardians, about human sexuality, and that students be provided with the knowledge and skills to do so;
- o Teach the value of and prepare students to have and maintain "committed relationships" such as marriage;
- o Provide students with knowledge and skills they need to form healthy relationships that are based on mutual respect and affection, and are free from violence, coercion and intimidation;
- o Provide students with knowledge and skills for making and implementing "healthy decisions" about sexuality, including "negotiation and refusal skills" to assist students in overcoming peer pressure and using "effective decision-making skills" to avoid "high-risk" activities;

- Removing from instruction the requirement that students be taught the "value of abstinence" replacing it with the "value of delaying sexual activity";
- Requiring that sexual health and HIV education for students in grades 7-12 include information regarding:
  - o HIV and other sexually transmitted infections, including new developments in HIV prevention and treatment, as well as Food and Drug Administration (FDA) approved methods to prevent or reduce the risk of contracting HIV or sexually transmitted infections, including use of antiretroviral medication, as well as treatment of same;
  - o The relative risk of infection of HIV and other sexually transmitted diseases based on specific behaviors, including sexual activity and drug use;
  - o Effectiveness and safety of reducing the risk of HIV transmission as a result of injection drug use by decreasing needle use and needle sharing;
  - o Treatment of HIV and other sexually transmitted infections, including how antiretroviral therapy can dramatically prolong the lives of many people living with HIV and reduce the risk of transmitting HIV to others;
  - o Discussion about social views on HIV and AIDS, including unfounded stereotypes and myths, emphasizing that successfully treated HIV positive individuals have a normal life expectancy, and all people are at some risk of contracting HIV and the only way to know if one is HIV-positive is to get tested;
  - o A student's right to access local resources for sexual and reproductive health, including health care, medical care, and testing for HIV and other sexually transmitted infections and pregnancy prevention and care, as well as resources for sexual assault and intimate partner violence;
  - o Pregnancy, including all available pregnancy outcomes including parenting, adoption, and abortion, and the importance of prenatal care;
  - o Sexual harassment, sexual assault, adolescent relationship abuse, intimate partner violence, and sex trafficking;
- Requiring that if a district contracts with an outside provider to provide training in sexual health and HIV education for students, that the provider be an expert in comprehensive sexual health education and HIV prevention education and have knowledge of the most recent medically accurate research on the relevant topic area;
- That parents/guardians have the right to excuse their student from sexual health and HIV education and assessments related to same through a passive consent process, that such requests to opt their student out must be in writing, and that school districts may not require active parental consent for same;
- Excluding from the Act descriptions and illustrations of human reproductive organs that may appear in textbooks pursuant to the law, if the textbook does not include other elements of comprehensive sexual health education or HIV prevention education; and
- Excluding from the Act instruction, materials, presentations or programming that discusses gender, gender identity, gender expression, sexual orientation, discrimination, harassment, bullying, intimidation, relationships or family and do not discuss human reproductive organs and their functions.

3 695 requires that if a school district requires a course in health education for graduation, that course:
- Include instruction in sexual harassment and violence;

- Discuss "affirmative consent"; and
- Ensure that teachers consult information related to sexual harassment and violence when providing that instruction.

SB 695 also requires that when the Instructional Quality Commission (IQC) next revises the health curriculum framework (which is scheduled to occur in 2018), for students in ninth through twelfth grade, that it *consider* including information regarding:
- Different forms of sexual harassment and violence, including those that occur amongst peers in dating relationships, as well as prevention strategies;
- How students can report sexual harassment and violence;
- Potential resources for victims to access;
- Discussion of "affirmative consent";
- Skills students can use to establish boundaries in peer and dating relationships; and
- Discussion regarding the legal aspects of sexual harassment and violence under state and federal law.

If the IQC results in the inclusion of information regarding sexual harassment and violence for the State's health curriculum, then it must ensure that any information included is research-based and is appropriate for all races, genders, sexual orientations, gender identities, and ethnic and cultural backgrounds; and that it consults with secondary health teachers and experts on sexual harassment and violence.

In light of Assembly Bill 329 and Senate Bill 695, school districts should review current policies and practices regarding sexual health and HIV education to ensure compliance with the newly amended laws. School districts should also verify that staff and/or outside experts are appropriately trained in sexual health and HIV education, and that districts are using the passive consent process (not active) for parents to opt their student out of such instruction, and that the requests are in writing.

Should you have any questions regarding these bills, please contact one of our nine offices located statewide. You can also visit our website, follow us on Facebook or Twitter, or download our Client News Brief App.

CTE/ROP Documents

CTE/ROP Information for Board Study:

➢ Adding an additional 15 courses in Fall that will help align the pathways at each high school. Some of the new courses offered in Fall include:

- **CISCO IT Essentials (We have been accepted as a CISCO Academy)**
- **Computer Integrated Manufacturing (PLTW)**
- **Microsoft Professional Certification**
- **Computer Integrated Robotics**
- **Introduction to Vocational Nursing**

➢ Staff is collaborating with Saddleback College on a four-year plan that will focus CTE at the k-12 level and at the college on current and emerging careers with strong labor market needs in Orange County. Staff is meeting with Saddleback in the next few weeks to begin the planning which will include eliminating outdated programs and adding new innovative programs.

➢ The agreement with Saddleback College to share facilities and equipment at the College and Career Campus (former ROP campus) is actively taking shape. The adult ROP courses will transition to Saddleback College as of July 1, 2017. In the event that Saddleback is not able to transition that quickly, ROP will continue to offer the programs until the date of transfer. We are also talking about potential new programs that will start in the senior year of high school and pathway to Saddleback at the College and Career Campus, making it very easy for students to continue their training into their college education.

➢ Staff is collaborating with Saddleback College and the South Orange County College District in establishing dual credit courses that will allow high school students to earn college credit in their current high school class. We have approx.. 60 courses that will become immediate dual credit courses and are collaborating on additional courses this spring.

➢ The ROP has increased partnerships in the community over the past several months. Most notably, a partnership with Mission Hospital and the surrounding medical offices that will allow students from San Juan Hills High school to intern during their class period (similar to the Dana Hills program with Kaiser). Those internships are set to begin this spring and complete by year end. Another partnership is with the St. Regis Monarch Beach Hotel in which we are collaborating to develop a
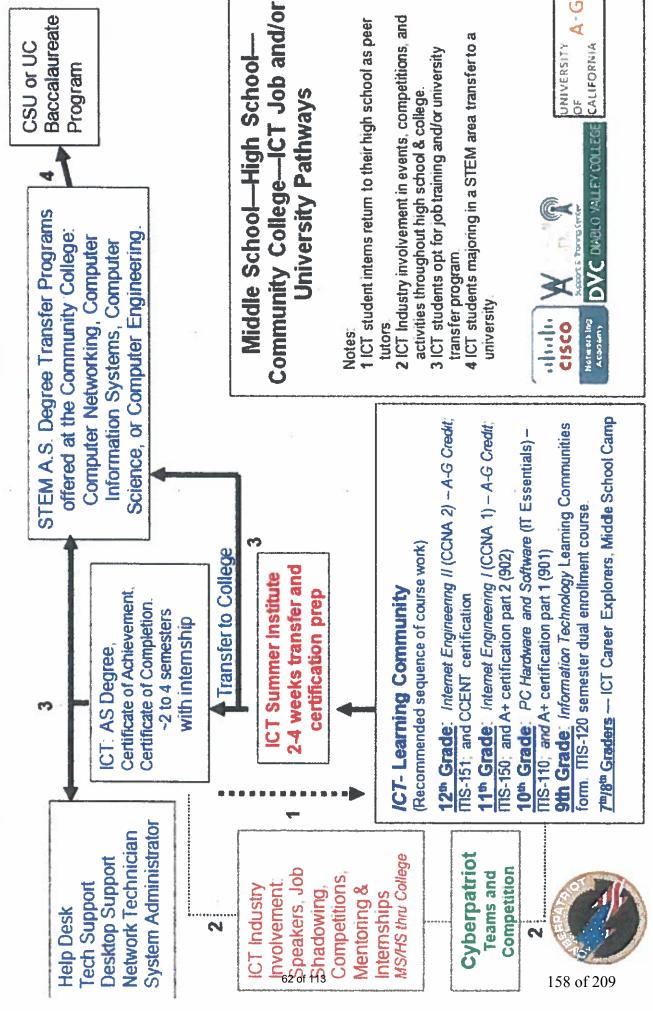
Hospitality and Hotel Careers Academy. The first year of students will have the opportunity to intern in the hotel after completing classroom training. The St. Regis is also interested in developing a Culinary Arts internship and the chef has been involved in the planning for this program in everything from giving us advice on the classroom remodel to the types of lessons that we should offer. We have included Saddleback College in this collaborative with plans to pathway these students into their culinary arts program.

➤ Pathway brochures have been developed for each high school. These brochures highlight the courses that can be taken on the high school campus that will pathway to Saddleback College's credentialing programs and many of these classes will be dual (college and high school) credit courses for next year. The brochures also list the after school regional classes that are available in the case that a pathway course is not available on the students home high school campus. Another brochure shows the CTE courses that are available district-wide so that students and parents are aware of the vast options available. (Please see brochures attached)

➤ ROP is a partner on the WIOA grants with Saddleback College as part of our adult program transition. We will continue to work with Saddleback to develop courses for adults that will meet the requirements of the grant. We are able to provide workforce data based on the many years of serving the adults in our region.

➤ A plan has been developed for the use of the CTE Incentive Grant funds according to the requirements of the grant. These funds will be used to enhance existing CTE courses and develop new course in emerging career sectors. Some of the highlights of the grant funds usage are new computer labs that will bring some of our classrooms up to industry standards, a new manufacturing/engineering lab with state-of-the-art equipment including a laser cutter and printer, 3D printers, CNC machines, and mills with self- filtration systems. Another exciting lab is being developed at SCHS to allow a CISCO Academy that will result in industry certification. The first class offered next fall titled CISCO IT Essentials. Please see the attached pathway of courses for the CISCO Academy. We are in talks with Saddleback College to pathway this program in the community college. Saddleback representatives have told us we are the first CISCO Academy to approach them and they are very excited to offer the programs. Other plans for funds usage include upgrading and enhancing equipment in classrooms throughout the district including three middle school CTE courses. The three-year plan includes outreach to the other middle

Information and Communication Technology (ICT) Pathway: Grades 7 through 16

CSU or UC Baccalaureate Program

4

STEM A.S. Degree Transfer Programs offered at the Community College: Computer Networking, Computer Information Systems, Computer Science, or Computer Engineering.

3

Help Desk
Tech Support
Desktop Support
Network Technician
System Administrator

3

ICT: AS Degree, Certificate of Achievement, Certificate of Completion. ~2 to 4 semesters with internship

Transfer to College

3

ICT Summer Institute 2-4 weeks transfer and certification prep

1

2

ICT Industry Involvement Speakers, Job Shadowing, Competitions, Mentoring & Internships *MS/HS thru College*

2

Cyberpatriot Teams and Competition

Middle School—High School—Community College—ICT Job and/or University Pathways

Notes:
1 ICT student interns return to their high school as peer tutors
2 ICT Industry involvement in events, competitions, and activities throughout high school & college.
3 ICT students opt for job training and/or university transfer program.
4 ICT students majoring in a STEM area transfer to a university

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ICT- Learning Community
(Recommended sequence of course work)

12th Grade: *Internet Engineering II (CCNA 2)* – *A-G Credit;* MIS-151; and CCENT certification

11th Grade: *Internet Engineering I (CCNA 1)* – *A-G Credit;* MIS-150; and A+ certification part 2 (902)

10th Grade: *PC Hardware and Software (IT Essentials)* – MIS-110; *and A+ certification part 1 (901)*

9th Grade: *Information Technology Learning Communities form.* MIS-120 semester dual enrollment course.

7th/8th Graders — ICT Career Explorers, Middle School Camp

CISCO Networking Academy

DVC DIABLO VALLEY COLLEGE

UNIVERSITY OF CALIFORNIA A-G

2 + 2 + 2 High School to RN to BSN

Saddleback College & CSUF

High School Readiness: for the Special Nursing Partnership:

Prior to start of Special Program: 1 year High School Biology   Grade of at least "C"
                                          1 year High School Chemistry   Grade of at least "C"

Saddleback Matriculation: End of Sophomore Year to determine Math & English Readiness (remediate during Summer if needed)

TEAS TEST: Score of at least 62 %   (remediation available if initial score <62%)

SCHOOL & YEAR	SUMMER	FALL	SPRING
High School Jr. Year	*(Math or English remediation if needed)*	*Saddleback (Nursing Pre-Reqs):* Growth & Dev 1.5 Units Online 8 wks Gerontology 1.5 units Online 8 wks	*Saddleback:* English 1 A 4 Units (online or Face-to-Face)
Sr. Year	S C Anatomy (Hybrid)	S C Microbiology (Hybrid)	S C Physiology
Must attain 2.8 GPA in Biologies/Sciences Pre-Reqs			
Saddleback 1st Year	Nursing: Pharmacology	1st Semester Nursing Program 1 S C G E	2nd Semester S C Nursing Program 1 S C G E
2nd Year	Chem 108	3rd Semester S C Nursing Program 1 CSUF Upper Div G E ($50)	4th Semester S C Nursing Program 1 CSUF Upper Div G E ($50)
Can start working as RN			
CSUF 1st Year	Jump Start BSN if desired	CSUF BSN	CSUF BSN
2nd Year		CSUF RN-BSN	CSUF RN-BSN

3D Rapid Prototyping and Adv. Manufacturing

SADDLEBACK COLLEGE

A program that offers effective industry-based training that prepares students for their competitive edge in today's job market.

Work in a lab fully equipped with rapid prototyping machines, laser cutters, mold and model making equipment

Earn a certificate or AS degree in Rapid Digital Manufacturing

Become a rapid prototype technician, product designer, medical model maker, industrial designer or architectural model maker.

Gain Cutting Edge Skills

Learn 3D design and additive manufacturing and get a jump start on a career in this dynamic field.

- Get instant gratification when you see your design turned into a product
- Work closely with engineers, designers, and professionals in art, entertainment and architecture
- Graduates are sought after and quickly find positions
- Salaries range from $60,000 to over $100,000

Create characters used with special effects in movies

Take advantage of the high tech manufacturing boom in California

Produce parts used in aerospace, construction and manufacturing

Develop beautiful architectural fixtures for commercial buildings

The opportunities are endless...

Learn more at: www.saddleback.edu

CTE™ Learning that works for California

Fact Sheet for Parents, Students, and the General Public

Career Technical Education Improves Graduation Rates, College and Career Readiness

Career and College Transition Division/California Department of Education
1430 N Street Sacramento, CA 95814 cte@cde.ca.gov (916) 327-5055

Career technical education (CTE) provides students and adults with the academic and technical skills, knowledge and training necessary to succeed in future careers and develop skills they will use throughout their careers.

CTE programs have been organized into 15 industry sectors that identify the knowledge and skills students need as they follow a pathway to their goals.

CTE prepares students for the world of work by introducing them to workplace competencies, and makes academic content accessible to students by providing it in a hands-on context.

State CTE programs can be found in comprehensive high schools with CTE programs, high schools solely devoted to CTE and in Regional Occupational Centers and Programs (ROCPs) and California Partnership Academies (CPAs).

Some CTE programs are blended with academic programs in what is known as a "linked learning model". Community colleges and technical institutes also offer CTE at the postsecondary level.

CTE™
Learning that works for California

CTE Program Information:
http://www.cde.ca.gov/ci/ct/

Why CTE?

College and Career Readiness –

Eighty percent of students in college prep and rigorous CTE met college and career readiness goals versus only 63 percent of students taking only college prep. (Southern Regional Education Board, High Schools That Work 2012 Assessment).

Attendance in a CTE program more than doubles the rate of college entrance for minority students. (A Model for Success: CART's Linked Learning Program Increases College Enrollment, Irvine Foundation 2011)

Higher Graduation Rates –

There is a 90 percent (90%)CTE student graduation rate in high school versus only 75 percent (75%) average nationwide graduation rate. (U.S. Department of Education 2007-2008 data, National Association of State Directors of Career Technical Education Consortium (NASDCTEc analysis)

At Risk Students Stay In School –

High–risk students are eight to ten times less likely to drop out in the 11th and 12th grades if they enroll in a CTE program. (Kulik, "Curriculum Tracks and High School Vocational Studies," University of Michigan, 1998.)

CTE has increased school connectedness, reduced behavioral problems related to suspensions and expulsions, and reduced dropouts in all student groups, but especially among students who are at highest risk of dropping out. (Op. Cite, University of Memphis, 2004)

Success in College –

Students who complete a blended academic–career curriculum are more likely to pursue postsecondary education, have a higher GPA in college and are less likely to drop out of college in the first year. (Southern Regional Education Board, "Facts About High School Career/Technical Studies")

Seventy–nine percent of CTE concentrators enrolled in postsecondary education within 2 years of high school graduation. (NASDCTEc website)

Eighty percent of CTE concentrators persisted in postsecondary education. (NASDCTEc website)

Twenty–seven percent of people with less than an associate's degree (including licenses and certificates) earn more than the average bachelor's degree recipient. (NASDCTEc website)

CTE credentials awarded nationally in 2006: 2,022,885. (NASDCTEc website)

Success in Work and Life –

Ninety–five percent of CTE concentrators who did not enroll in postsecondary education worked for pay within two years of high school graduation. (NASDCTEc)

Many worked in occupations related to their high school areas of concentration (NASDCTEc):

Construction and Architecture: 43 percent
Consumer/Culinary Services: 39 percent
Repair and Transportation: 39 percent

Experts project 47 million job openings in the decade ending 2018. About one–third will require an associate's degree or

certificate, and nearly all will require real–world skills that can be mastered through CTE (NASDCTEc).

Career Technical Education –

CTE is for all students, and covers 15 industry sectors, covering 58 career pathways. The work is integrated with academics in a rigorous and relevant curriculum. Partnerships are usually developed between high schools, businesses and postsecondary schools, providing pathways to employment and/or associate, bachelor's and advanced degrees. Along the way, students develop career–relevant, real-world 21st Century skills.

California Partnership Academies: Schools Within Schools. Career Focused. Family Oriented.

At least 50 percent of incoming CPA students must be at-risk of completing high school

Beat state averages in passing the CA High School Exit Exam

Seniors graduate on time at a rate of 95 percent– 10 percent higher than the state average

57 percent of Graduates Meet University of California a-g requirements – 21 percent higher than the statewide average.

Profile of the CPAs 2009-2010, Career Academy Support Network California Department of Education, 2011

SOUTH COAST REGIONAL OCCUPATIONAL PROGRAM

CAPISTRANO UNIFIED SCHOOL DISTRICT • LAGUNA BEACH UNIFIED SCHOOL DISTRICT

Proudly Serving the Cities and Communities of:

Aliso Viejo	Laguna Niguel	Rancho Santa Margarita
Coto de Caza	Las Flores	San Clemente
Dana Point	Mission Viejo	San Juan Capistrano
Dove Canyon		
Ladera Ranch		
Laguna Beach		

Mission Statement

South Coast Regional Occupational Program provides high-quality, relevant and engaging career technical education that prepares students for career and academic success.

CTE Facts (from CDE P21 website)

- 80% of students who take CTE meet college and career goals.
- Students who take a sequence of at least three CTE courses are more likely to go to college than students that take only college prep classes.
- CTE students are more likely to earn a degree than non-CTE college-going students.

Enrollment: 4,660 students

Career Pathways in:

- Arts, Media & Entertainment
- Business & Finance
- Education, Child Development &
- Family Services
- Energy, Environment & Utilities
- Engineering & Architecture
- Fashion and Interior Design
- Health Science & Medical Technology
- Hospitality, Tourism, and Recreation
- Information & Communication
- Manufacturing
- Marketing, Sales & Services
- Public Services
- Transportation

Courses Leading to Industry Certifications

- Medical Assistant
- Pharmacy Technician
- Dental Radiology
- A+ / Net+ / Linux+ / Server+
- Emergency Medical Technician
- Wireless LAN Support Specialist
- Surgical Technologist

UC a-g Approved ROP Courses

- Art of Animation
- Art of Dance Composition
- Forensic Science
- Multimedia Design
- Multimedia Production
- Sports Medicine
- Introduction to Engineering Tech
- Robotics
- Biotechnology
- Fashion Design
- ROP Dance Company

Courses Articulated with Local Colleges

- Art of Animation
- Automotive Technology
- Careers in Fashion
- Digital Video Production
- Fire Technology
- Graphic Design Technology
- Graphics Production
- Medical Assistant I
- PC Hardware and Software: IT Essentials I
- Retail Careers
- Small Business Management/Entrepreneurship
- Sports Medicine

Business and Industry Partnerships

- More than 300 local businesses partner with the ROP to provide internships.
- Business leaders serve on Advisory Committees and validate curriculum.
- Employers hire students they have helped train.

Governing Board

Mrs. Gila Jones, President
Mrs. Ketta Brown, Vice President/Clerk
Mrs. Amy Hanacek, Member
Mrs. Martha McNicholas, Member
Mrs. Jan Vickers, Member

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
Accrediting Commission for Schools

District and School Site CTE/ROP Brochures

Capistrano Unified School District

Career Technical Education (CTE)

COLLEGE AND CAREER READY

CUSD and South Coast Regional Occupational Program (ROP) provide high-quality, relevant, and engaging career technical education that prepares students for career and academic success.

California Distinguished Schools
Nat'l Blue Ribbon Schools
Golden Bell Winners
Business Honor Roll

CTE Office
CUSD Education Center

33122 Valle Road, Suite 256
San Juan Capistrano, CA 92675
(949) 234-9464
www.capousd.org.ca.schoolloop.com

Visit us on Facebook:
Facebook/Capistrano Unified School District

Our Partners

KAISER PERMANENTE.
SADDLEBACK COLLEGE
ST REGIS MONARCH BEACH

and over 250 community business partners

EVERY SCHOLAR NEEDS A SKILL

CAREER PATHWAYS
IN
14 INDUSTRY SECTORS

- Added experience for college applications.

- Many colleges and universities consider this type of experience as valuable as GPA.

- Doubles the rate of college entrance for minority students.

- Students with a blended academic-career curriculum have a higher college GPA, and are less likely to drop out of college in the first year.

CAREER TECHNICAL EDUCATION

ARCHITECTURAL DESIGN
Architectural Drafting
Architecture and Engineering Design

AUTOMOTIVE TECHNOLOGY
Auto Advanced Diagnostics
Auto Consumer
Auto Mechanics
Auto Repair
Auto Technician
Automotive Technology

BROADCASTING
Broadcast Journalism

BUSINESS
Entrepreneurship
Personal and Family Finance
Small Business Management

CHILD DEVELOPMENT
Careers in Teaching
Child Development

CINEMA / TELEVISION / RADIO
Audio and Music Production
Digital Video Production
Video Production
Video Production 1A 1B

COMPUTER SCIENCE & INFORMATION MGMT
AP Computer Science
App Development/Programming & Coding
Applied Programming
Cisco IT Essentials
ICT Programming and Coding
ICT-App Development
Microsoft Certified Professional
Programming and Coding

CONSUMER SERVICES
Fashion Design
Retail Careers
Social Media Management

CULINARY ART
Culinary Arts (CC)
Food and Nutrition II
Introduction to Culinary Arts
Restaurant Careers
Restaurant Management

EMERGENCY MEDICINE
Emergency Medical Technician (CC)
Introduction to Emergency Medicine

ENGINEERING
3D Rapid Prototype
Computer Integrated Manufacturing
Computer Integrated Robotics
Engineering Design
Engineering Technology
Engineering Technology Advanced
Introduction to Engineering
Introduction to Engineering Design
Robotics

ENVIRONMENTAL SCIENCE
Renewable/Sustainable Energies

GRAPHICS
3D Model Making/Printing
3 Dimensional Design
Art in Animation
Digital Media Arts
Graphics Design
Graphics Production
Graphic Design Technology
Multimedia Design
Multimedia Production

HEALTH SCIENCE & MEDICAL TECHNOLOGY
Biotechnology
Dental Assistant I: Business Admin. (CC)
Dental Assistant II: Chairside (CC)
HMO Health Science I
HMO Health Science II
HMO Healthcare Skills (CC)
Introduction to Licensed Vocational Nursing
Kinesiology
Laboratory Forensics
Medical Assistant I: Admin. (CC)
Medical Assistant II: Clinical (CC)
Medical Core
Medical Hospital Careers (CC)
Pharmacy Technician
Sports Medicine
Surgical Technologist

HOSPITALITY, TOURISM, & RECREATIONS
Hospitality & Tourism Careers (CC)

LAW ENFORCEMENT / FIRE SCIENCE
Crime Scene Investigations
Criminology
Fire Technology
Forensic Science I
Introduction to Law Enforcement

PHOTOGRAPHY
Digital Photography
Digital Photography IB

THEATER/PERFORMING ARTS
Actors Repertory
Advanced Drama
Dance
Dance Company
Dance Performance
Drama
Drama IB
Drama Advanced
Drama Production
SOCSA Actors Repertory
SOCSA Advanced Drama
SOCSA Dance Production
SOCSA Theatre Production
Theatre Production
Theatrical Production

VETERINARY SCIENCE
Veterinary Technician (CC)

(CC) = Includes Internship

Career Technical Education

Aliso Niguel High School

COLLEGE AND CAREER

CUSD and South Coast Regional Occupational Program (ROP) provide high-quality, relevant, and engaging career technical education that prepares students for career and academic success.

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(949) 234-9464

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Why Career Technical Education (CTE)?

Pathways to Success

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Source: CDE Partnership for 21st Century Skills

Benefits

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CTE PATHWAYS

PATHWAY COURSES AVAILABLE REGIONALLY AFTER SCHOOL:

- 3D Model Making
- Intro to Law Enforcement
- App Development/ Programming
- IT Essentials
- Applied Programming
- Medical Assisting
- Audio/Music Production
- Medical Core
- Automotive Repair
- Medical Hospital Careers
- Crime Scene Investigation
- Pharmacy Technician
- Dental Assisting
- Programming & Coding
- Dental Radiation Safety
- Renewable/ Sustainable Energies
- Emergency Medical Technician
- Restaurant Careers
- Intro to Emergency Medicine
- Restaurant Management
- Engineering
- Retail Careers
- Fashion Design
- Small Business Management
- Fire Technology
- Surgical Technologist
- Graphic Design/ Multimedia
- Veterinary Technician

SADDLEBACK COLLEGE CERTIFICATE PROGRAM:

Take these classes in high school to work toward a College Certification.

PERFORMING ARTS

Acting
Drama
Drama Advanced
Actors Repertory

Theatre Arts Performance & Acting

PRODUCTION & MANAGERIAL ARTS

Graphics Designer/Set Design/Television
Theatrical Prod
Stagecraft
TV Broadcast
Journalism
Video Production
Digital Photography
Graphic Production
Multimedia Design

Cinema /Television/ Radio

SYSTEMS DIAGNOSTICS, SERVICE, & REPAIR

Auto Technician
Consumer Auto Mechanics
Auto Mechanics
Auto Repair
Auto Technology

Auto Technician

FOOD SERVICE & HOSPITALITY

Professional Chef
Food & Nutrition
Culinary Arts
Restaurant Management

Culinary Arts

BIOTECHNOLOGY

Medical Lab Tech
Biotechnology
Forensic Science

Medical Laboratory Technician

Career Technical Education

Capistrano Valley High School

COLLEGE AND CAREER

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E PATHWAYS

ENGINEERING DESIGN

SYSTEMS DIAGNOSTICS, SERVICE & REPAIR

PRODUCTION & MANAGERIAL ARTS

PERFORMING ARTS

HEALTH SCIENCES & TECHNOLOGY

Take these classes in high school to work toward a College Certification.

SADDLEBACK COLLEGE CERTIFICATE PROGRAM:

Engineering — Engineering
- Intro to Engineering
- Principals of Engineering
- Eng. Design & Development
- 3D Rapid Prototype
- Mechanical Engineer

Automotive Tech — Automotive Tech
- Auto Repair
- Auto Technologies
- Alternative Fuels

TV Production/Graphics Designer — Cinema / Television / Radio
- Video Production
- TV Broadcast
- Journalism
- Multimedia Design
- Digital Photography
- Art of Animation

Acting/Performing — Theatre Performer
- Drama
- Advanced Drama
- Dance Performance
- Actors Repertory
- Stagecraft

Athletic Trainer — Kinesiology
- Sports Medicine
- Kinesiology
- Certified Personal Trainer

PATHWAY COURSES AVAILABLE REGIONALLY AFTER SCHOOL:

- 3D Model Making
- App Development/Programming
- Applied Programming
- Audio/Music Production
- Automotive Repair
- Crime Scene Investigation
- Dental Assisting
- Dental Radiation Safety
- Emergency Medical Technician
- Intro to Emergency Medicine
- Engineering
- Fashion Design
- Fire Technology
- Graphic Design/Multimedia
- Intro to Law Enforcement
- IT Essentials
- Medical Assisting
- Medical Core
- Medical Hospital Careers
- Pharmacy Technician
- Programming & Coding
- Renewable/Sustainable Energies
- Restaurant Careers
- Restaurant Management
- Retail Careers
- Small Business Management
- Surgical Technologist
- Veterinary Technician

CAPISTRANO UNIFIED SCHOOL DISTRICT

Career Technical Education

Dana Hills High School

COLLEGE AND CAREER

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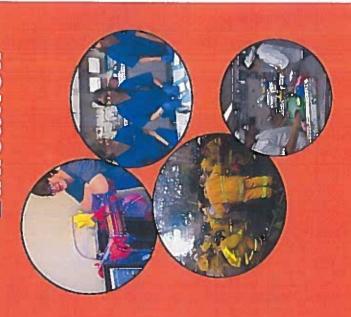**Where Education Means Business!**

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CTE PATHWAYS

PATIENT CARE

BIOTECHNOLOGY

FOOD SERVICE & HOSPITALITY

PERFORMING ARTS

DESIGN, VISUAL & MEDIA ARTS

PRODUCTION & MANAGERIAL ARTS

SADDLEBACK COLLEGE CERTIFICATE PROGRAM:

Take these classes in high school to work toward a College Certification.

Nursing
→ **Vocational Nursing-**
Health Care Skills
Intro Surgical Tech

Medical Lab Tech
→ **Medical Lab Tech**
Biotechnology
Lab Forensics

Culinary Arts
→ **Professional Chef**
Gourmet Food
Culinary Arts
Hotel & Hospitality Careers

Theatre Arts Performance & Acting
→ **Acting**
Actors Repertory
Drama
Advanced Drama
Theater Production

Graphics
→ **Graphic Designer**
Digital Media
Graphic Design
Graphics Production
Digital Photography

Cinema, Television, Radio
→ **Producer**
Digital Video Prod
Audio/Music Prod

PATHWAY COURSES AVAILABLE REGIONALLY AFTER SCHOOL:

- 3D Model Making
- App Development/ Programming
- Applied Programming
- Audio/Music Production
- Automotive Repair
- Crime Scene Investigation
- Dental Assisting
- Dental Radiation Safety
- Emergency Medical Technician
- Intro to Emergency Medicine
- Engineering
- Fashion Design
- Fire Technology
- Graphic Design/ Multimedia
- Intro to Law Enforcement
- IT Essentials
- Medical Assisting
- Medical Core
- Medical Hospital Careers
- Pharmacy Technician
- Programming & Coding
- Renewable/ Sustainable Energies
- Restaurant Careers
- Restaurant Management
- Retail Careers
- Small Business Management
- Surgical Technologist
- Veterinary Technician

Career Technical Education

San Clemente High School

COLLEGE AND CAREER

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CTE PATHWAYS

PATHWAY COURSES AVAILABLE REGIONALLY AFTER SCHOOL:

- 3D Model Making
- Intro to Law Enforcement
- App Development/Programming
- IT Essentials
- Applied Programming
- Medical Assisting
- Audio/Music Production
- Medical Core
- Automotive Repair
- Medical Hospital Careers
- Crime Scene Investigation
- Pharmacy Technician
- Dental Assisting
- Programming & Coding
- Dental Radiation Safety
- Renewable/Sustainable Energies
- Emergency Medical Technician
- Restaurant Careers
- Intro to Emergency Medicine
- Restaurant Management
- Engineering
- Retail Careers
- Fashion Design
- Small Business Management
- Fire Technology
- Surgical Technologist
- Graphic Design/Multimedia
- Veterinary Technician

SADDLEBACK COLLEGE CERTIFICATE PROGRAM:

Take these classes in high school to work toward a College Certification

INFORMATION & COMMUNICATION TECHNOLOGIES

→ **IT Professional**   **Computer Maintenance**

App Development/Programming
Cisco I.T. Essentials
Microsoft Certification

TRANSPORTATION SYSTEMS DIAGNOSTICS, SERVICE & REPAIR

→ **Auto Technician**   **Auto Technician**

Consumer Auto Mechanics
Auto Mechanics
Auto Technologies
Advanced Diagnostics
Alternative Fuels

PERFORMING ARTS

→ **Acting/Theatre Performer**   **Acting/Theatre Performance**

Drama Production
Dance Performance
Drama
Advanced Drama

Career Technical Education

CAPISTRANO UNIFIED SCHOOL DISTRICT

San Juan Hills High School

COLLEGE AND CAREER

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79 of 113

175 of 209

CTE PATHWAYS

PATHWAY COURSES AVAILABLE REGIONALLY AFTER SCHOOL:

3D Model Making	Intro to Law Enforcement
App Development/ Programming	IT Essentials
Applied Programming	Medical Assisting
Audio/Music Production	Medical Core
Automotive Repair	Medical Hospital Careers
Crime Scene Investigation	Pharmacy Technician
Dental Assisting	Programming & Coding
Dental Radiation Safety	Renewable and Sustainable Energies
Emergency Medical Technician	Restaurant Careers
Intro to Emergency Medicine	Restaurant Management
Engineering	Retail Careers
Fashion Design	Small Business Management
Fire Technology	Surgical Technologist
Graphic Design/ Multimedia	Veterinary Technician

SADDLEBACK COLLEGE CERTIFICATE PROGRAM:

Take these classes in high school to work toward a College Certification.

BIOTECHNOLOGY
Medical Lab Tech
Biotechnology
Lab Forensics
→ **Medical Laboratory Technician**

PATIENT CARE
Vocational Nursing
Medical Core
Healthcare Skills
Intro to Nursing
→ **Nursing:** Registered Nurse Licensed Voc Nurse (LVN)

PERFORMING ARTS
Acting
Dance Performance
Drama
Advanced Drama
Actors Repertory
→ **Theatre Performance**

PRODUCTION & MANAGERIAL ARTS
Journalist/TV Entertainment
Journalism
TV Broadcasting
Stagecraft
Adv. TV Production
→ **Cinema/Television/ Radio**

LEGAL PRACTICES
Law Enforcement
Intro to Law Enforcement
Crime Scene Investigations
→ **Street Law**

CAPISTRANO UNIFIED SCHOOL DISTRICT

Career Technical Education

Tesoro High School

COLLEGE AND CAREER

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CTE PATHWAYS

Take these classes in high school to work toward a College Certification

SADDLEBACK COLLEGE CERTIFICATE PROGRAM:

DESIGN, VISUAL, & MEDIA ARTS

Graphics

Graphic Designer
Digital Photography
Art of Animation
Multimedia Design
3 Dimensional Design

PRODUCTION & MANAGERIAL ARTS

Cinema/Television/Radio

Set Design /Television
TV Broadcast
Journalism
Video Production
Stagecraft

PERFORMING ARTS

Theatre Arts Performance & Acting

Acting
Actors Repertory
Theatrical Prod
Drama
Advanced Drama

SOFTWARE & SYSTEMS DEVELOPMENT

Computer Maintenance

IT Professional
Robotics
Computer Integrated Robotics

BUSINESS MANAGEMENT

Business Administration

Entrepreneur
Small Business Management

PATHWAY COURSES AVAILABLE REGIONALLY AFTER SCHOOL:

- 3D Model Making
- Intro to Law Enforcement
- App Development/Programming
- IT Essentials
- Applied Programming
- Medical Assisting
- Audio/Music Production
- Medical Core
- Automotive Repair
- Medical Hospital Careers
- Crime Scene Investigation
- Pharmacy Technician
- Dental Assisting
- Programming & Coding
- Dental Radiation Safety
- Renewable/Sustainable Energies
- Emergency Medical Technician
- Restaurant Careers
- Emergency Medical Responder
- Restaurant Management
- Engineering
- Retail Careers
- Fashion Design
- Small Business Management
- Fire Technology
- Surgical Technologist
- Graphic Design/Multimedia
- Veterinary Technician

Honors Course Implementation Documents

UC Honors Course Criteria

General

School-created honors courses must satisfy the following general requirements:

1. Honors-level courses are specialized, advanced courses designed for 10th-, 11th- or 12th-graders who have already completed foundation work in the subject area. High school courses offered at the grade 9 level that schools might locally designate as "honors" are not eligible for the UC honors designation.

2. Courses must have established prerequisites, as appropriate to the discipline.

3. Honors-level courses must have a comprehensive final examination or a substantive, culminating project. The purpose of the final exam/project is for students to exhibit depth of knowledge and sustained mastery of subject material.

4. In general, high school courses being considered for UC honors designation will have a non-honors equivalent course offered at the same frequency (e.g., annually, every other year, etc.), in the same subject area, and at the same grade level. Exceptions to this criterion may be allowed under certain subject-specific circumstances. Please refer to the subject-specific honors course criteria below for details, as appropriate.

Subject-specific requirements

Social Sciences

In addition to meeting the general UC honors course criteria, courses must meet subject-specific requirements:

Beginning with the 2015-16 submission period, the following course criteria are effective for honors-level courses seeking approval in the history / social science ("a") subject area: Honors-level history / social science courses typically consist of courses in U.S. government, U.S. history, European history, world history, world cultures and geography. Such courses are expected to provide both breadth and depth of exploration in the subject area and develop writing, research and analytical skills. The courses must offer content and/or experience that are demonstrably more challenging than what is offered through a regular college-preparatory course in the same field. Factors considered for these honors courses include, but are not limited to, the assignment and evaluation of one long or numerous short, challenging, and properly annotated research papers, and a comprehensive final examination. The use of college-level textbooks is encouraged. Regular college-preparatory courses in the subject area must be offered, as well.

UC honors-level history / social science courses must also meet the general "a-g" honors-level course criteria.

English

Beginning with the 2015-16 submission period, the following course criteria are effective for honors-level courses seeking approval in the English ("b") subject area:
==Honors-level courses in English will have as a prerequisite at least two years of college-preparatory composition and reading.== Such courses require extensive reading of poetry, prose, plays and novels chosen from a variety of historical periods and styles as well as challenging nonfiction texts. The curriculum must emphasize advanced critical analysis and interpretation in order for students to develop complex written arguments about assigned readings. Informal and formal writing assignments will emphasize the stages of composing sustained arguments based on detailed textual analysis: pre-writing, drafting, revising. Writing instruction should enable students to express complex and interrelated ideas with clarity and a mature, sophisticated style. Assignments and activities require students to show evidence of facility with a variety of technological platforms.

Regular college-preparatory sections in English must also be available in the curriculum. UC-approved honors courses will be demonstrably more challenging than regular college-preparatory sections, requiring more extensive and challenging reading assignments and more frequent, complex, and sustained writing assignments. They must also include a major culminating activity, such as a complex final project or extensive written final exam.

UC honors-level English courses must also meet the general "a-g" honors-level course criteria.

Math

Beginning with the 2015-16 submission period, the following course criteria are effective for honors-level courses seeking approval in the mathematics ("c") subject area:
==Honors-level courses in mathematics must be at the mathematical analysis (pre-calculus) level or above. These courses should have three years of college-preparatory mathematics as prerequisite work.== Mathematical analysis that includes the *mathematical* development of the trigonometric, logarithmic and exponential functions can be approved for UC honors credit. If mathematical analysis is approved at the UC honors level, there must be a section of the regular college-preparatory course offered as well. The honors-level course should be demonstrably more challenging than the regular college-preparatory sections. Calculus, with four years of college-preparatory mathematics as prerequisite, qualifies as an honors-level course if it is substantially equivalent to an AP Calculus course. Statistics, with a three-year mathematics prerequisite, may also be approved for honors credit if it is substantially equivalent to an AP Statistics course. These two courses do not require a separate section in the regular college-preparatory curriculum. Each honors-level course in mathematics must include a comprehensive final examination. Honors-level courses in mathematics can be designed as differentiation within heterogeneous classrooms, as long as the depth of instruction and assessment parallel the rigor of AP and IB course expectations.

UC honors-level math courses must also meet the general "a-g" honors-level course criteria.

Lab Sciences

Beginning with the 2015-16 submission period, the following course criteria are effective for honors-level courses seeking approval in the laboratory science ("d") subject area: Honors-level courses in the laboratory sciences require at least one year of prior laboratory science. All honors-level laboratory science courses must be demonstrably more challenging than the college-preparatory science and mathematics courses required as prerequisites. Topics covered and laboratory exercises must be in depth and involve advanced analysis and research. Each honors-level course must have a comprehensive written final examination, including laboratory concepts and skills. Senior projects and other long-term student inquiries may constitute part of this comprehensive examination. A clear and robust rationale for why this course should be considered honors-level must be included.

World Languages

Beginning with the 2015-16 submission period, the following course criteria are effective for honors-level courses seeking approval in the language other than English ("e") subject area: Honors-level courses must demonstrate distinctive features that set them apart from non-honors high school courses in the same discipline; therefore, prior to receiving designation as an honors course, all other revisions requested in other portions of the "e" subject area course submission must be completed, and attention must be given to describing the use and integration of authentic literature as well as the presentation and practice of advanced literacy and communicative skills.

An honors-level course must be designed for 11th- and 12th-grade students regardless of who is permitted to enroll in the course. This means that the reading and writing load must be appropriate for 11th- and 12th-grade students, and that the critical thinking skills and/or literacy skills developed through engagement with the curriculum are commensurate with expectations for upper-level high school students.

UC honors-level language other than English courses must also meet the general "a-g" honors-level course criteria.

VAPA

Beginning with the 2015-16 submission period, the following course criteria are effective for honors-level courses seeking approval in the visual and performing arts ("f") subject area: Honors-level courses in the visual and performing arts (VPA) must have as a prerequisite at least two years of college-preparatory work in the discipline or comparable (alternative) experience that includes all five component strands of the Visual and Performing Arts Content Standards for California Public Schools [PDF]. Honors courses may be open to students who have not completed the prerequisite college-preparatory work but whose preparation in the art form is at a high artistic level and who can demonstrate comprehensive knowledge in all five component strands of the art form. Alternative entrance into the honors-level course shall be by audition/demonstration and a standards-based content exam (oral, written or portfolio/performance).

Honors-level VPA courses will be demonstrably more challenging than regular college-preparatory classes, and study content in the art form that is of artistic and cultural merit and represents a variety of styles, genres or historical periods. The curriculum must be comparable to college curriculum and require in-depth written assignments that demonstrate student knowledge across the component strands and related arts standards. Each student must complete a variety of individual assessments with a comprehensive final examination in the form of a recital, production, analytical/historical paper or exhibition, and that will include a written component (in the case of a recital, exhibition or production) and post-performance presentation as the culmination of their "capstone project," as well as other assessment tools appropriate to the five strands of the art form, and representative of high levels of analysis and self-evaluation.

Electives

Honors-level elective courses categorized specifically in the "g" subject area will demonstrate distinctive features that set them apart from non-honors coursework covering the same discipline(s).

Coordinated Science Documents

Hispanic

Counts	Hisp			
School	No	Yes	Grand Total	Hispanic %
Adult Transition	71	31	102	30.39%
Aliso Niguel High School	2548	541	3089	17.51%
Bridges Community Day	8	7	15	46.67%
California Preparatory Academy	153	28	181	15.47%
Capistrano Valley High School	1601	654	2255	29.00%
Dana Hills High School	1985	700	2685	26.07%
Fresh Start	89	32	121	26.45%
Junipero Serra High School	56	120	176	68.18%
San Clemente High School	2280	729	3009	24.23%
San Juan Hills High School	1629	762	2391	31.87%
Tesoro High School	2111	339	2450	13.84%
Grand Total	12531	3943	16474	23.93%

Gender

Counts		SX				
School	GR	F	M	Grand Total	Female %	Male %
Adult Transition	12		1	1		
	14	32	69	101		
Adult Transition Total		32	70	102	31.37%	68.63%
Aliso Niguel High School	9	396	408	804		
	10	397	391	788		
	11	397	353	750		
	12	353	394	747		
Aliso Niguel High School Total		1543	1546	3089	49.95%	50.05%
Bridges Community Day	9		1	1		
	10	2	1	3		
	11	2	2	4		
	12	4	3	7		
Bridges Community Day Total		8	7	15	53.33%	46.67%
California Preparatory Academy	9	13	11	24		
	10	27	11	38		
	11	27	12	39		
	12	52	28	80		
California Preparatory Academy Total		119	62	181	65.75%	34.25%
Capistrano Valley High School	9	258	269	527		
	10	284	295	579		
	11	265	278	543		
	12	296	310	606		
Capistrano Valley High School Total		1103	1152	2255	48.91%	51.09%
Dana Hills High School	9	345	337	682		
	10	341	339	680		
	11	328	340	668		
	12	336	319	655		
Dana Hills High School Total		1350	1335	2685	50.28%	49.72%
Fresh Start	9	3	3	6		
	10	11	2	13		
	11	17	19	36		
	12	39	27	66		
Fresh Start Total		70	51	121	57.85%	42.15%

	GR	EL	ReDes	Grand Total	EL %	ReDes %
Junipero Serra High School	10	5	9	14		
	11	15	38	53		
	12	42	67	109		
Junipero Serra High School Total		62	114	176	35.23%	64.77%
San Clemente High School	9	354	456	810		
	10	369	377	746		
	11	351	403	754		
	12	343	356	699		
San Clemente High School Total		1417	1592	3009	47.09%	52.91%
San Juan Hills High School	9	320	284	604		
	10	345	289	634		
	11	330	295	625		
	12	287	241	528		
San Juan Hills High School Total		1282	1109	2391	53.62%	46.38%
Tesoro High School	8		1	1		
	9	325	322	647		
	10	331	314	645		
	11	297	302	599		
	12	288	270	558		
Tesoro High School Total		1241	1209	2450	50.65%	49.35%
Grand Total		8227	8247	16474	49.94%	50.06%

ELL

Counts		LF2 EL	LF ReDes	NonELL	Grand Total		
NM	GR	EL	ReDes	NonELL	Grand Total	EL %	ReDes %
Adult Transition	12	1			1		
	14	4	14	83	101		
Adult Transition Total		5	14	83	102	4.90%	13.73%
Aliso Niguel High School	9	33	95	676	804		
	10	22	83	683	788		
	11	16	95	639	750		
	12	14	91	642	747		
Aliso Niguel High School Total		85	364	2640	3089	2.75%	11.78%
Bridges Community Day	9		1		1		
	10		1	2	3		
	11	1		3	4		
	12	2		5	7		
Bridges Community Day Total		3	2	10	15	20.00%	13.33%
California Preparatory Academy	9		1	23	24		
	10			38	38		
	11		2	37	39		
	12		5	75	80		
California Preparatory Academy Total			8	173	181	0.00%	4.42%
Capistrano Valley High School	9	41	90	396	527		
	10	45	86	448	579		
	11	42	89	412	543		
	12	29	91	486	606		
Capistrano Valley High School Total		157	356	1742	2255	6.96%	15.79%
Dana Hills High School	9	41	102	539	682		
	10	18	101	561	680		
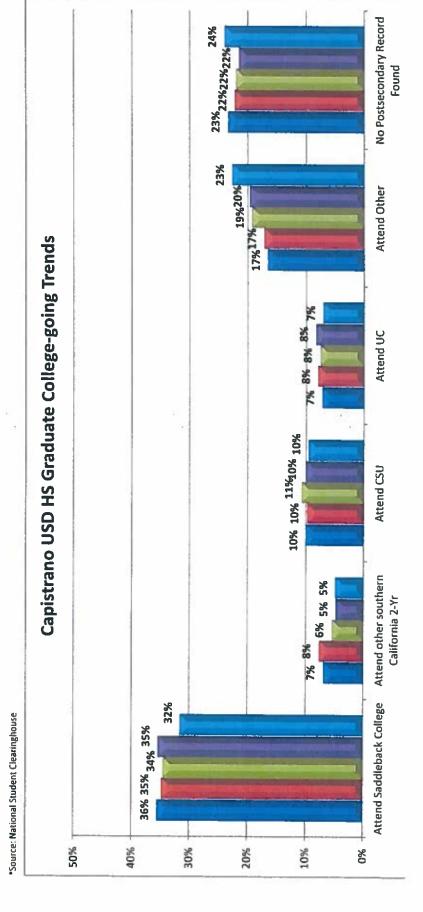
				Grand Total		
Dana Hills High School	11	22	94	552	668	
	12	7	95	553	655	
Dana Hills High School Total		88	392	2205	2685	3.28%	14.60%
Fresh Start	9			6	6	
	10		2	11	13	
	11		4	32	36	
	12		3	63	66	
Fresh Start Total			9	112	121	0.00%	7.44%
Junipero Serra High School	10	1	7	6	14	
	11	16	12	25	53	
	12	23	42	44	109	
Junipero Serra High School Total		40	61	75	176	22.73%	34.66%
San Clemente High School	9	37	94	679	810	
	10	36	91	619	746	
	11	32	77	645	754	
	12	29	60	610	699	
San Clemente High School Total		134	322	2553	3009	4.45%	10.70%
San Juan Hills High School	9	32	124	448	604	
	10	32	102	500	634	
	11	27	80	518	625	
	12	17	103	408	528	
San Juan Hills High School Total		108	409	1874	2391	4.52%	17.11%
Tesoro High School	8			1	1	
	9	7	37	603	647	
	10	6	32	607	645	
	11	11	29	559	599	
	12	8	24	526	558	
Tesoro High School Total		32	122	2296	2450	1.31%	4.98%
Grand Total		652	2059	13763	16474	3.96%	12.50%

SpEd

Counts School	SpEd2 504 / 504	SpEd No	Yes / Yes	Grand Total	SpEd %	504 %
Adult Transition		1	101	102	99.02%	0.00%
Aliso Niguel High School	53	2841	195	3089	6.31%	1.72%
Bridges Community Day		1	14	15	93.33%	0.00%
California Preparatory Academy	12	162	7	181	3.87%	6.63%
Capistrano Valley High School	32	2061	162	2255	7.18%	1.42%
Dana Hills High School	73	2389	223	2685	8.31%	2.72%
Fresh Start	3	110	8	121	6.61%	2.48%
Junipero Serra High School	2	164	10	176	5.68%	1.14%
San Clemente High School	S2	2714	243	3009	8.08%	1.73%
San Juan Hills High School	38	2216	137	2391	5.73%	1.59%
Tesoro High School	40	2207	203	2450	8.29%	1.63%
Grand Total	305	14866	1303	16474	7.91%	1.85%

Special Ed or

Count / SpEd2	Coord Sci I	Coord Sci II	CoordSci 1A M	CoordSci 2A M	CoordSci IIA D	CoordSciIA D	Grand Total	% SpEd
504	11	13					24	% 504 — 2.25%
SpEd	128	129	25	8	38	22	350	% SpEd — 32.80%
NonSpEd	340	337			7	9	693	% NonSpEd — 64.95%
Grand Total	479	479	25	8	45	31	1067	

Race

Count / Race	Coord Sci I	Coord Sci II	CoordSci 1A M	CoordSci 2A M	CoordSci IIA D	CoordSciIA D	Grand Total	% by Race
AfricanAmer	14	8	2		2	1	27	% AfricanAmer — 2.53%
AmerInd	2	2					4	% AmerInd — 0.37%
AsianInd	1						1	% AsianInd — 0.09%
Chinese	5					1	6	% Chinese — 0.56%
Filipino	6	4	1		3		14	% Filipino — 1.31%
Hawaiian	1	1					2	% Hawaiian — 0.19%
Hisp	243	267	7	1	14	14	546	% Hisp — 51.17%
Japanese	6	1				1	8	% Japanese — 0.75%
Korean	5	1					6	% Korean — 0.56%
OtherAsian	4	1				1	6	% OtherAsian — 0.56%
OtherPacIslander	1	1					2	% OtherPacIslander — 0.19%
Samoan	1						1	% Samoan — 0.09%
Vietnamese	1						1	% Vietnamese — 0.09%
White	192	193	15	7	26	10	443	% White — 41.52%
Grand Total	479	479	25	8	45	31	1067	

ELL

Count / ELL2	Coord Sci I	Coord Sci II	CoordSci 1A M	CoordSci 2A M	CoordSci IIA D	CoordSciIA D	Grand Total	% ELL
NonELL	358	370	24	8	41	22	823	77.13%
EL	121	109	1		4	9	244	22.87%
Grand Total	479	479	25	8	45	31	1067	

Count	Course							
Gender	Coord Sci I	Coord Sci II	CoordSci 1A M	CoordSci 2A M	CoordSci IIA D	CoordSciIA D	Grand Total	% by Gender
F	190	171	13	2	13	7	396	37.11%
M	289	308	12	6	32	24	671	62.89%
Grand Total	479	479	25	8	45	31	1067	

Gender

College and Career Readiness Data

Capistrano USD College-Going Trends*

	2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
	#	%	#	%	#	%	#	%	#	%
HS Grads	4,096		3,805		3,818		3,802		3,965	
Attend Saddleback College	1,456	36%	1,323	35%	1,317	34%	1,345	35%	1,252	32%
Attend other southern California 2-Yr	286	7%	294	8%	211	6%	185	5%	195	5%
Attend CSU	412	10%	377	10%	414	11%	382	10%	381	10%
Attend UC	298	7%	305	8%	293	8%	318	8%	283	7%
Attend Other	683	17%	657	17%	740	19%	750	20%	901	23%
No Postsecondary Record Found	961	23%	849	22%	843	22%	822	22%	953	24%

*Source: National Student Clearinghouse

Capistrano USD HS Graduate College-going Trends

Capistrano USD HS Graduate College-going Trends

Legend: 2010-2011, 2011-2012, 2012-2013, 2013-2014, 2014-2015

No Postsecondary Record Found · Attend other southern California 2-Yr · Attend Saddleback College · Attend CSU · Attend UC · Attend Other

Category	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Attend Other	17%	17%	19%	20%	23%
Attend UC	7%	8%	8%	8%	7%
Attend CSU	10%	10%	11%	10%	10%
Attend Saddleback College	36%	35%	34%	35%	32%
Attend other southern California 2-Yr	7%	8%	6%	5%	5%
No Postsecondary Record Found	23%	22%	22%	22%	24%

Capistrano Unified District 2015 EAP Data
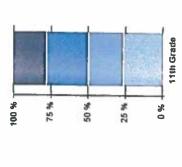
English Language Arts/ Literacy

Overall Achievement

Number of Students Enrolled	4,023
Number of Students Tested	3,685
Standard Exceeded	41%
Standard Met	33%
Standard Nearly Met	16%
Standard Not Met	9%

Achievement Level Distribution

Mathematics

Overall Achievement

Number of Students Enrolled	4,023
Number of Students Tested	3,679
Standard Exceeded	22%
Standard Met	28%
Standard Nearly Met	23%
Standard Not Met	27%

Achievement Level Distribution

Standard Not Met   Standard Nearly Met   Standard Met   Standard Exceeded

CUSD College Readiness*

Chart showing ELA and Math college readiness percentages by year (2010-2011 through 2014-2015), with categories: Not Ready (blue), Conditional Ready (red), Ready (green).

ELA
- 2010-2011: Ready 35%, Not Ready 65%
- 2011-2012: Ready 38%, Conditional Ready 20%, Not Ready 42%
- 2012-2013: Ready 39%, Conditional Ready 19%, Not Ready 42%
- 2013-2014: Ready 42%, Conditional Ready 16%, Not Ready 42%
- 2014-2015: Ready 41%, Conditional Ready 33%, Not Ready 25%

Math
- 2010-2011: Ready 23%, Conditional Ready 45%, Not Ready 31%
- 2011-2012: Ready 22%, Conditional Ready 48%, Not Ready 30%
- 2012-2013: Ready 23%, Conditional Ready 46%, Not Ready 31%
- 2013-2014: Ready 17%, Conditional Ready 48%, Not Ready 35%
- 2014-2015: Ready 22%, Conditional Ready 28%, Not Ready 50%

Legend: Not Ready ■ Conditional Ready ■ Ready ■

*Based on Early Assessment Program (2010-2014) and Smarter Balanced Assessment (2014-2015)

Saddleback College Course Placement of CUSD Students*

	ELA	Math
Remedial/ Basic (College-Level)	60%	43%
College-Level (Remedial/ Basic)	40%	57%

■ Remedial/ Basic.   ▨ College-Level

*data from Saddleback College combined two years of their placement data (2014-2015 and 2015-2016) based on their diagnostic test

Adult Education Documents

FALL 2015
HIGH SCHOOL EQUIVALENCY (HSE) CLASSES
Silverado High School

Classes are offered at 25632 Peter A. Hartman Way, Mission Viejo | 949-837-8830

CLASS ID# / TITLE	DAY/S	ROOM	DATES	TIME	INSTRUCTOR
7026 / HSE Math - Spanish*	M/W	SHS-14	9/14-12/9	5:30-8:30 PM	J. Vargas
7027 / HSE Reading & Writing*	M	SHS-26	9/14-12/7	5:30-8:30 PM	S. Wetlesen
7025 / HSE Math*	T	SHS-13	9/15-12/8	5:30-8:30 PM	J. Corrales
7028 / HSE Reading & Writing - Spanish*	T	SHS-14	9/15-12/8	5:30-8:30 PM	J. Vargas
7029 / HSE Computer Technology Learning Center (Bilingual - all subjects)**	Th	SHS-14	9/17-12/10	1:30-4:30 PM	J. Corrales

*REQUIRED TEXTBOOK (Purchase and bring to class):
Common Core Achieve Reading and Writing
 ISBN 978-002143256-1
Common Core Achieve Mathematics
 ISBN 978-002143257-8

*LIBRO DE TEXTO REQUERIDO (PARA SER INFORMADO)

Registration begins Tuesday, Sept. 8
CLASSES RUN SEPTEMBER 14 - DECEMBER 10

Register at Saddleback College Community Education or at 25632 Peter A. Hartman Way (Silverado High School).
For more information, call: 949-582-4646 (Community Education Office), or 949-837-8830 (Silverado High School).
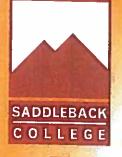
Saddleback Community Education Office Hours: M - F 8:30 a.m. - 4 p.m.
Please call ahead to confirm office hours at Silverado High School.

ADULT EDUCATION

Community Education, Emeritus Institute, and K-12 Partnerships
28000 Marguerite Parkway • Mission Viejo, CA 92692
949.582.4646 • saddleback.edu/adulted

SADDLEBACK COLLEGE

ADULT EDUCATION

949.582.4646 | saddleback.edu/adulted

SADDLEBACK COLLEGE

in partnership with Saddleback Valley Unified School District

ESL CLASSES | CITIZENSHIP CLASSES

SHS: Classes offered at 25632 Peter A Hartman Way, Mission Viejo (Silverado High School)
IP: Classes offered at Iglesia Park Community Center, 24671 Via Iglesia, Aliso Viejo

ID	COURSE	TITLE	DAYS	LOC-RM#	TIME
22870	AESL 701	Basic Literacy	M/T/Th	IP-MPR	9:15 AM-12:25 PM
22880	AESL 703	Beginning High	M/T/Th	IP-MPR	9:15 AM-12:25 PM
22875	AESL 702	Beginning Low	M/T/W	SHS-14	1:30-4:40 PM
22885A	AESL 704	Intermediate Low	M/T/W	SHS-15	1:30-4:40 PM
22885D	AESL 705	Intermediate High	M/T/W	SHS-15	1:30-4:40 PM
23095	AESL 701	Basic Literacy	M/T/W	SHS-12	5:30-8:40 PM
22895	AESL 701	Basic Literacy	M/T/W	SHS-11	5:30-8:40 PM
22900	AESL 701	Basic Literacy	T/W/TH	SHS-26	5:30-8:40 PM
22905	AESL 702	Beginning Low	M/T/W	SHS-15/16	5:30-8:40 PM
22910	AESL 703	Beginning High	T/W/TH	SHS-24	5:30-8:40 PM
22915	AESL 704	Intermediate Low	M/T/W	SHS-17/18	5:30-8:40 PM
22920A	AESL 705	Intermediate High	M/T/W	SHS-21	5:30-8:40 PM
22920D	AESL 706	Advanced Low	M/T/W	SHS-21	5:30-8:40 PM
22920G	AESL 707	Advanced High	M/T/W	SHS-21	5:30-8:40 PM
22935	AESL 708	Citizenship	M/Th	SHS-20	5:30-8:40 PM

Class IDs, Times and Location/Room information are subject to change.

The following textbooks will be available for purchase during the first week of class.

For AESL 701, AESL 702	ISBN#
Side By Side Book 1	978-0130267443
Side By Side Workbook 1	978-0130267450
Teacher Guide Book 1	978-0130267535

For AESL 703	ISBN#
Side By Side Book 2	978-0130267573
Side By Side Workbook 2	978-0130267504
Teacher Guide Book 2	978-0130272898

For AESL 704, AESL 705 (22885D)	ISBN#
Side By Side Book 3	978-0130268747
Side By Side Workbook 3	978-0130268754
Teacher Guide Book 3	978-0130268839

For AESL 705 (22920A),706, AESL 707	ISBN#
Side By Side Book 4	978-0130268884
Side By Side Workbook 4	978-0130268914
Teacher Guide Book 4	978-0130268969

FOR AESL 708	ISBN#
Citizenship NOW!	978-0077202651

FOR INFORMATION: www.saddleback.edu/adulted
Mission Viejo 949-837-8830
Saddleback College Community Education 949-582-4646

CITIZENSHIP
AESL 708

SADDLEBACK COLLEGE

Naturalization Interview Preparation

N-400 Completion

U.S. History

Reading

Writing

Civics

Register NOW! for Spring 2016

Evening classes are held at
SILVERADO HIGH SCHOOL
25362 Peter A Hartman Way, Mission Viejo

Saddleback College Adult Education
in partnership with SVUSD

CALL 949-837-8830 or
949-582-4646 for more information
www.saddleback.edu/adulted

Board

Policy

6146.1

HIGH SCHOOL GRADUATION REQUIREMENTS

The state of California has established high school graduation requirements for all students. The state's prescribed course of study for students in Grades 9-12 to receive a diploma is listed in the table below (Education Code 51225.3). The Governing Board of the District has adopted graduation requirements for all students which exceed the requirements of the state of California. (Note: 10 credits equal 1 full-year course, and 5 credits equal 1 semester course.)

	CA	Class of 2017-2019 ~~2009-11~~	Class of 2020 ~~2013~~	Serra	Adult Ed
Subject	**Credit**	**Credit**	**Credit**	**Credit**	**Credit**
English	30	40	40	40	40/40/40
Mathematics	20	20 with Algebra	30 ~~20~~ with Algebra	30 ~~20~~ with Algebra	30 ~~20~~ with Algebra
Science	20	20	20	20	20
Social Studies	30	30	30	30	30
Visual or Performing Arts, or World ~~Foreign~~ Language	10	10	10	10	10
Health		5	5	5	5
College and Career Planning			5	5	
Physical Education	20*	20	20	20	20
Electives	**	75	70	35 ~~45~~	55 ~~65~~
~~High School Exit Examination~~		~~Must Pass to Graduate~~	~~Must Pass to Graduate~~	~~Must Pass to Graduate~~	~~Must Pass to Graduate~~
TOTAL	130	220	230 ~~220~~	190	190

* Such other coursework as the governing board of the school district may, by rule, specify.

The Governing Board authorizes the granting of a high school diploma to any pupil who has completed the prescribed course of study for any of the following schools: (1) traditional high school, (2) continuation high school, and/or (3) adult school.

~~BP 6146.1(b)~~

1.   Requirements for Graduation/Traditional High School

General Conditions

a.   High school graduation is conditional upon the successful completion of the required course of study totaling a minimum of 220 semester units of work.

b.   To receive a high school diploma from the Capistrano Unified School District, in addition to 1(a), students must pass the California High School Exit Examination.

c.   To receive a high school diploma from CUSD, students must maintain a satisfactory program of continued education and attend a total of eight semesters in Grades 9-12, unless application for early graduation is filed one semester in advance.

A traditional high school program includes successful completion of the following credits (recommended grade level in parentheses):

~~5 of Reading Skills Development (9) — students who score at or above grade level on the approved district reading assessment are exempt from the graduation requirement to take a course in reading during Grade 9.~~

40 of English
30 of Social Science, including:
         10 World History (10)
         10 U.S. History (11)
          5 American Government (12)
          5 Economics (12)
30~~20~~ Mathematics (9-11) (Includes Algebra I~~, or Algebra IA/IB or Applied Mathematics I/II~~
20 Science, including both biological and physical sciences (9-11)
10 Fine Arts or World~~Foreign~~ Language (9-11)
20 Physical Education (9-11)
 5 Health (9)
 5 College and Career Planning (9)

~~BP 6146.1(c)~~

~~HIGH SCHOOL GRADUATION REQUIREMENTS~~
~~(continued)~~

Electives needed to complete a total of 220 semester units.

The Superintendent or designee shall establish regulations under which the District may grant credits toward graduation for college courses and private instruction attended by District students.

The Superintendent or his designee may grant physical education credit for independent study programs. Specifically, only individual sports with national competitive rankings are eligible for consideration under this provision.

The Superintendent or designee may grant physical education credit for participation in District interscholastic athletic programs when a student has been exempted from physical education classes because of this participation and when such participation entails a comparable amount of time and physical activity.

Students using interscholastic athletics participation to fulfill physical education requirements may be graded on this participation, provided that a teacher credentialed to teach physical education supervises this participation and assigns the grade.

2.   Transfers

To participate in a graduation ceremony and receive a diploma from a CUSD comprehensive high school, a student must be enrolled prior to the first day of the spring semester. These students must successfully complete 25 CUSD credits. Students who transfer in the fall semester of their senior year must successfully complete 50 CUSD credits.

a.   Reciprocity on Graduation Requirements

Students in Grades 9-12 transferring to this District from schools outside of California must meet CUSD's graduation requirements, including CAHSEE, in order to receive a high school diploma.

b.   Transfer credits are accepted from accredited institutions only.

c.   Courses from the transferring district which are designated as honors courses will not receive honors credit if there is not a corresponding CUSD course of the same title with the same description.

d.   Courses designated as Advanced Placement from accredited transferring districts will receive additional weighted credit, which will be computed using the following numerical value: A = 5, B = 4, C = 3, D = 1, and F = 0.

3.   Requirements for Graduation/Continuation School

a.   General Conditions

The Governing Board shall grant a diploma of continuation high school graduation to any pupil upon completion of the prescribed course of study including

satisfactory completion of a minimum of 190 semester credits of classroom instruction and supervised learning.

b.   Basic Requirements

    (1)   The specific subject requirements for a continuation high school diploma are identical to those required of the traditional high school. In addition to the specific subject requirements, electives are needed to complete a total of 190 semester credits.

    (2)   Students wishing to receive a continuation high school diploma must successfully complete a minimum of five credits at the continuation high school. In the event of extenuating circumstances, the Superintendent or designee, may waive this requirement.

    (3)   Requirements for Graduation/Adult School

a.   General Conditions

The Governing Board shall grant a diploma of adult high school graduation to any pupil upon completion of the prescribed course of study, including satisfactory completion of a minimum of 190 semester credits of classroom instruction and supervised learning.

b.   Basic Requirements

    (1)   The specific subject requirements for an adult high school diploma are identical to those required of the traditional high school with the exception of physical education courses. Such courses are not required for adult school graduation. In addition to the specific subject requirements, electives are needed to complete a total of 190 semester credits.

    (2)   Students wishing to receive an adult school diploma must successfully complete a minimum of five credits at that adult school. In the event of extenuating circumstances, the Superintendent or designee may waive this requirement.

4.   SATISFACTORY HIGH SCHOOL CREDIT MAY BE EARNED THROUGH OTHER AVENUES:

a.   Juvenile Court School

The District shall accept for credit any coursework satisfactorily completed by students while detained in a juvenile court school or county or state-operated detention institution. District students who successfully complete District

graduation requirements while so detained shall receive a diploma from the school they last attended.

b.   Private Instruction/Internet Learning

At their discretion, the Superintendent or designee may grant credit toward high school graduation for private instruction or Internet Learning, provided that:

(1)   The instruction entails fields and subjects included in the school's courses of study and curricula.

(2)   The student demonstrates his/her capabilities at the beginning and at the end of the period of private instruction or Internet learning by examinations given under the school's supervision, thereby showing that the student has made progress in learning satisfactory to the school.

(3)   The Assistant~~Deputy~~ Superintendent, Education, Secondary or designee has approved the curriculum and final evaluation instrument used in the private instruction or created by the Internet service provider.

(4)   Credit earned online while the student attends District schools in Grades 9-12 is solely intended for remedial work to make up a grade of "F."

(5)   Credit earned at a private high school while the student attends District schools in Grades 9-12 is limited to a maximum of 10 credits annually and may only be granted if the District's summer school does not offer the course.

c.   World~~Foreign~~ Language Instruction

The District shall accept for credit world~~foreign~~ language courses successfully completed in an accredited~~a~~ private school ~~or via the Internet,~~ provided that all of the following conditions are met:

(1)   The student or parent/guardian applies in writing for the credit, specifies the private school attended or the pre-approved Internet provider, the amount and level of credit requested, and submits written evidence from the private school showing the student successfully completed the course.

(2)   The number of credits sought equals at least one semester's work.

(3)   The Assistant~~Deputy~~ Superintendent, Education, or designee determines that the student's achievement is equivalent to that expected of a student of comparable ability taking the same or similar instruction in a District

school.

(4)   Students desiring credit in a world language course or courses through
        private study or via the Internet may do so if the target language is not
        offered at the student's home school.

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d.   College Courses

(1)   The individual may complete his/her high school education by attending an
        accredited college.

(2)   The District maintains a cooperative agreement with Saddleback College—
        the Concurrent College Studies Program. Under the auspices of the
        program, a student may enroll in one Saddleback College course per
        semester. Courses under this program receive high school credit as well as
        college credit. College courses may not be taken if the course is offered at
        the student's home campus. Graduation requirements, with the exception of
        electives, may not be taken under this program.

(3)   College courses will be equated to high school credits on the following
        basis: each semester unit of college credit is equal to three and one-third
        high school credits.

(4)   The student receives the same letter grade for the high school credit as is
        granted by the college. No additional grade point will be added if a student
        earns an "A" or "B" grade.

5.   High School Equivalency/CHSPE

The Governing Board desires that every student have the opportunity to earn a high school
diploma through successful completion of class work and Board-approved competency
tests.

The Governing Board, however, recognizes that the California Legislature has provided
two alternatives to the high school diploma: the General Educational Development
Certificate for individuals 18 or older, and the California High School Competency

BP 6146.1(g)

Certificate for persons 16 or older or who have been in the tenth grade for a
year or who are currently enrolled in the final semester of tenth grade. These certificates
may be granted by the California Department of Education (CDE) to individuals who pass
performance tests established by the Department.

The principal of each school maintaining tenth, eleventh, and/or twelfth grades shall distribute to each student in those grades an announcement explaining the California High School Proficiency Examination as provided under Education Code 48412. When announcements from the CDE or its contractor are received, this information shall be distributed early enough to enable interested students to register for the test.

Any person 16 or older or who has been in the tenth grade for a year or who is currently enrolled in the final semester of tenth grade may apply to have his/her proficiency in basic skills verified by examination according to criteria established by the CDE.

Any person 18 or older may take the General Educational Development Test (GED) given by the CDE in order to receive the High School Equivalency Certificate.

6. California High School Exit Examination (CAHSEE)

    a. The Superintendent or designee shall provide notification to the parent or guardian of the pupil that each pupil completing the 12ᵗʰ grade will be required to successfully pass the California High School Exit Examination.

    b. Each pupil shall take the CAHSEE commencing in March of the tenth grade and may take it each time the District offers the CAHSEE until all sections of the examination have been passed.

    c. The Superintendent or designee shall provide remedial instruction for any student who does not demonstrate adequate progress toward passing the CAHSEE or fails to pass any section of the CAHSEE. This instruction may be provided before, during, or after school, during weekend sessions, or in summer school, and shall continue until the student has passed the CAHSEE or ceases to be enrolled in the district. Participation in remedial summer school instruction is required before a pupil may enroll in any enrichment component offered in summer school.

BP 6146.1(h)

HIGH SCHOOL GRADUATION REQUIREMENTS
(continued)

7. 6   Graduation Ceremonies   **Formatted:** No bullets or numbering

    a. The Governing Board does not permit nor recognize any graduation ceremony for CUSD students other than the ceremonies attached to graduation from high school (Grade 12); continuation school (Grade 12); or Adult/Community Education (Grade 12).

    b. Students may participate in the graduation ceremony if:

(1)   They qualify for a diploma by earning 220 credits, meeting all graduation requirements, and passing the CAHSEE, or

(2)   They qualify for a Certificate of Achievement by earning 220 credits and meeting all graduation requirements except for passing the CAHSEE. Students must complete intervention classes and attempt to pass the CAHSEE after 10th grade unless otherwise indicated by an IEP.

Legal Reference:
EDUCATION CODE
37252   Summer school instructional programs
35160   Authority of governing boards
35160.1   Broad authority of school districts
35160.5   Extracurricular and cocurricular activities, differential standards
8645.5   Course credit re juvenile court schools
48400-48403   Persons subject to compulsory continuation education
48410   Persons exempt from continuation classes
48412   Certificate of Proficiency; examination fees
48413   Enrollment in continuation classes
48414   Reenrollment in district
48430   Continuation education schools and classes
48431.6   Review and counseling of academic progress at age 16 or 10th grade
48800-48803   Attendance at community college; advanced education
51220   Areas of study, grades 7-12
51224   Skills and knowledge required for adult life
51225.3   Requirements for graduation
51225.4   Elementary school certification of sufficient preparation for high school
51226   Board review of curriculum every three years; model standards
51240-51246   Exemptions from requirements
51242   Exemption from physical education for athletic program participants
51243-51245   Credit for foreign language private school studies
51260-51269   Drug education
51400-51442   Diplomas and certificates
51740   Authority to provide instruction by correspondence
52508   Diplomas or certificates (adult school)
52510   Requirements for eighth grade graduation (adult school)
56000   Education of individuals with exceptional needs
56341   Individualized education program team
56345   Elements of the IEP
60850   High School exit examination
60851   Successful completion of test for graduation
60852   Deferment of examination requirement for certain students
60853   Preparation of students for examination

BP 6146.1(i)

HIGH SCHOOL GRADUATION REQUIREMENTS
(continued)

VEHICLE CODE
12507 Driver education
CODE OF REGULATIONS, TITLE 5
1600-1651 Graduation of pupils from Grade 12 and credit toward graduation
1630 Credit for college courses
1631 Credit for private instruction
1632 Credit for private school foreign language instruction
1633 Credit for correspondence instruction
1634 Credit to present or past member of the armed services
3069 Graduation
11520 Definitions
11521 Placement on pupil transcript
11522 Requirements for exemption from school attendance form
11523 Requirement to make examination announcements
11530 High School Equivalency Certificate

Policy
adopted: February 8, 1999
revised: June 12, 2000
revised: June 24, 2002
revised: August 19, 2002
revised: September 11, 2006
revised: April 21, 2008
revised: February 9, 2009

CAPISTRANO UNIFIED SCHOOL DISTRICT
San Juan Capistrano, California