

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

BOARD OF TRUSTEES
Board/Superintendent Workshop

July 15, 2015

Open Session 6:00 p.m.

AGENDA

OPEN SESSION AT 6:00 P.M.

CALL TO ORDER – ROLL CALL

PLEDGE OF ALLEGIANCE

ADOPTION OF THE AGENDA

BOARD/SUPERINTENDENT WORKSHOP: High School Graduation Requirements

INFORMATION/
DISCUSSION
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EXHIBIT 1

HIGH SCHOOL GRADUATION REQUIREMENTS:

This presentation will review the current District graduation requirements, the State of California Education Code requirements (EC51125.3), California State University, and University of California graduation requirements. Staff will provide a recommendation and timeline regarding a thorough analysis of graduation requirements and possible changes that are appropriate for a District high school graduate. The new University of California policy regarding Honors courses will also be addressed.

CUSD WIGS 1: Teaching and Learning – Engage students in a meaningful, challenging, and innovative educational experience resulting in increased post-secondary options for all students.

Contact: Mark Patterson, Executive Director, Secondary Education

ADJOURNMENT

Motion by _____ Seconded by _____

THE NEXT REGULAR MEETING OF THE BOARD OF TRUSTEES IS WEDNESDAY, JULY 22, 2015, 7:00 P.M. AT THE CAPISTRANO UNIFIED SCHOOL DISTRICT OFFICE BOARD ROOM, 33122 VALLE ROAD, SAN JUAN CAPISTRANO, CALIFORNIA

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

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

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

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

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

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

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

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

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

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

REASONABLE ACCOMMODATION

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



Board Study Session: CUSD High School Graduation Requirements

Originally Presented on March 25, 2015

Revised for July 15, 2015

AGENDA

- CUSD High School Graduation Requirements
- College and Career Readiness
- College and Career Readiness Gaps
- Challenges for Families
- Challenges for Staff
- Multi Year Proposed Timeline

CUSD to California Graduation Requirements

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

CUSD to CSU and UC Requirements

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

Surrounding Districts' Requirements

| District | Math | VAPA/CTE/WL | CCP | Health | Total |
|----------|------|--------------------------------|-------------------------|------------------------------|-------|
| CUSD | 20 | Any (10) | Semester | Semester | 220 |
| SVSD | 30 | 10 (10) | N/A | Semester | 220 |
| IUSD | 20 | Any (10) | N/A | Semester | 215 |
| NMUSD | 20 | Any (15) | N/A | Semester | 230 |
| LBUSD | 30 | Language (10) Fine Art (10) | N/A | Semester | 230 |
| TUSD | 20 | Any (10) | N/A | Information Not Available | 230 |
| HBUSD | 30 | Any (10) | N/A | Semester | 220 |
| OUSD | 20 | Any (10) | Freshman Seminar (5) | Semester | 230 |
| FJUSD | 30 | Any (10) | N/A | Quarter | 217.5 |
| GGUSD | 30 | Any (10) | N/A | Quarter | 220 |
| SAUSD | 30 | Language (20) Fine Art (10) | Embedded | Embedded | 220 |

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

Broad Course of Study Expansion

- Examine Graduation Requirements for Preparation and Access
- Recommend and Encourage Four Years of Mathematics
- Expand A-G Offerings
- Expand Credit Recovery Options for A-G Validation
- Expand Advanced Placement (AP) & International Baccalaureate (IB) Access
- Market Benefits of ROP/CTE Classes (Inform of New A-G Status but caution about NCAA)
- Establish Career Pathways with Industry Certification, Articulation to College, Apprenticeships, Internships and Work Experience (looking not only at Saddleback College)

Guidance/Outreach

- Develop Consistent Placement Guidelines for High School Courses to Increase Access
- Implement MTSS Protocols/Structures for CCR Support
- Expansion of Naviance as Post Graduation Planning Tool
- Increase Parent Education in College and Career Readiness
- Provide Guidance with Placement/Readiness Tests: PSAT, SAT, ACT and EAP

Previously Reported Data

D and F Report

| | | |
|---|--|---|
| High School Students with at Least one F in A-G courses 1,923/15,780 12.2% | High School Students with at least one D in A-G courses 3,402/15,780 21.60% | Middle School Students with at least one F in any course 910/11,902 7.6% |
| High School Students with 2 Fs in A-G courses 441/15,780 2.8% | High School Students with 2 Ds in A-G courses 830/15,780 5.30% | Middle School Students with 2 Fs in any course 227/11,902 1.90% |

Credit Recovery Referrals

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

Corrected Trends in Health

| Grades % | Fall 12-13 | Spring 12-13 | Fall 13-14 | Spring 13-14 | Fall 14-15 | Spring 14-15 |
|----------|------------|--------------|------------|--------------|------------|--------------|
| D's | 6.2 (107) | 7.0 (120) | 6.1 (100) | 5.2 (83) | 4.5 (80) | 6.6 (106) |
| F's | 3.0 (52) | 4.5 (77) | 3.7 (60) | 5.4 (85) | 2.8 (50) | 4.5 (72) |
| Total | 9.2 | 11.5 | 9.8 | 10.7 | 7.5 | 11.2 |

Summer of 2014

- 214 Students completed Health through ACCESS
- 553 Students completed Health through Pacific Coast High School

Summer of 2015

- 125 Students are enrolled in Health through ACCESS
- 402 Students are enrolled in Health through Pacific Coast High School
- 530 Students are enrolled in Health through APEX

Fall 2015

- There are 4220 Freshmen enrolled in our High Schools for 2015-2016
- 3013 are scheduled to take either Health or CCP (60 10th Graders are enrolled)

Corrected Trends in CCP

| Grades % | Fall 12-13 | Spring 12-13 | Fall 13-14 | Spring 13-14 | Fall 14-15 | Spring 14-15 |
|----------|------------|--------------|------------|--------------|------------|--------------|
| D's | 8.6 (162) | 7.6 (131) | 9.8 (172) | 8.9 (146) | 9.0 (154) | 9.0 (151) |
| F's | 8.3 (156) | 8.7 (150) | 7.4 (131) | 5.3 (87) | 6.5 (112) | 5.0 (84) |
| Total | 16.9 | 16.4 | 17.2 | 14.2 | 15.5 | 14.0 |

Summer of 2014

- 397 Students completed CCP

Summer of 2015

- 677 Students are enrolled in CCP

Fall 2015

- There are 4220 Freshmen enrolled in our High Schools for 2015-2016
- 3013 are scheduled to take either Health or CCP (60 10th Graders are enrolled)

Challenges for Families

Typical Freshmen Schedule

- English
- Math
- Science
- Physical Education
- CCP/Health
- Elective (advanced students would take History as well)

Typical Sophomore Schedule

- English
- Math
- Science
- Physical Education
- World History
- Elective

These typical schedules are why students are taking Health and/or CCP over the summer in the numbers they are. Otherwise they are forced to choose amongst VAPA, a World Language or another elective.

Challenges for Staff (credentials)

| High School | CCP Teacher/Sections | Health Teacher/Section |
|-------------|--------------------------|--------------------------|
| ANHS | 11 sections (2 teachers) | 11 sections (3 teachers) |
| Cal Prep | 1 section (1 teacher) | 1 section (1 teacher) |
| CVHS | 7 sections (3 teachers) | 7 sections (2 teachers) |
| DHHS | 9 sections (3 teachers) | 7 sections (2 teachers) |
| SCHS | 10 sections (2 teachers) | 10 sections (3 teachers) |
| Serra | 1 section (1 teacher) | 1 section (1 teacher) |
| SJHHS | 6 sections (3 teachers) | 8 sections (4 teachers) |
| THS | 7 sections (2 teachers) | 7 sections (2 teachers) |

| Timeline | Action |
|-------------|--|
| Fall 2015 | <p>Introduce Honors English I, Honors English II and Honors Algebra 2/Trigonometry</p> <p>Analyze data from schools who did not offer Coordinated Science I-II for next steps (A-G expansion)</p> <p>Analyze Honors, AP, IB, and program participation (gap/access analysis) for possible placement guidelines</p> <p>Re-Brand/Market ROP-CTE Classes (emphasize many are A-G)</p> <p>Fund and enhance Castille-Newhart-CVHS Engineering Pathway</p> <p>Address CCP Teacher Credentialing issues through EERC and District Meetings</p> <p>Offer CUSD Parent Universities for College (parent information nights modeled on ELA Universities)</p> <p>Charge Naviance Committee with creation of Individual Graduation Plan creation</p> <p>Develop draft proposal of graduation requirement changes</p> <ul style="list-style-type: none"> - CCP - Health - Math - Science - Visual and Performing Arts - World Language |
| Winter 2015 | <p>Begin development of District-wide course placement criteria</p> <p>Examine option of allowing Middle School courses to count for graduation requirements</p> <p>Discuss addition of Biology, Chemistry and Geometry as the next phase of Honors Classes (16-17)</p> <p>Develop CTE pathway proposal for middle, high school and beyond (analyze progress of CES/NMS/CVHS)</p> <p>Individual Graduation Plan completed by Naviance Committee</p> <p>Hold Focus Group Sessions with PTA and CUEA regarding Graduation Requirements</p> |

| Timeline | Action |
|----------------|---|
| Spring 2016 | <p>Implement new placement criteria for secondary students District-wide</p> <p>Implement new Honors courses (Biology, Chemistry and Geometry)</p> <p>Identify course-taking sequences for middle/high school students District-wide</p> <p>Bring recommendation to the Board regarding Graduation Requirements</p> |
| | |