

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

BOARD OF TRUSTEES
Board Workshop

April 12, 2017

Workshop: 6:30 p.m.

AGENDA

WORKSHOP: 6:30 P.M.

CALL TO ORDER – ROLL CALL

PLEDGE OF ALLEGIANCE

ADOPTION OF THE AGENDA

1. HIGH SCHOOL GRADUATION REQUIREMENTS:

The presentation will be a continuation of the four previous Board Study Sessions on Graduation Requirements held on March 25, 2015, July 15, 2015, January 20, 2016 and March 16, 2016. Staff will provide an update on the progress of the College and Career Planning and Health course committees, changes to the Mathematics requirements, Career Technical Education opportunities and the College and Career Guidance Plan. Additional information regarding possible changes to the graduation requirements related to Science, Visual and Performing Arts and World Language courses will also 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, Associate Superintendent, Education Services

INFORMATION/
DISCUSSION
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EXHIBIT 1

Staff Recommendation

It is recommended the Board President recognize Susan Holliday, Associate 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, APRIL 19, 2017, 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

Graduation Requirements

April 12, 2017



Agenda

- Welcome & Introductions
- Revisit policy and program changes since March 2015
- Update on College & Career Advantage (CCA) and Career Technical Education (CTE) Pathways
- Update on College & Career Planning (CCP) and Health Courses
- Review College-Going Data
- Analysis of Board Policy 6146.1
 - Potential Policy Language changes or additions
- Next Steps



Today's Objectives

Content Objective

Staff will review the content from the four previous meetings held with Trustees regarding graduation requirements in order to provide a context to discuss the potential policy changes and to outline next steps.

EXHIBIT 1

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Language Objective

Staff will discuss the implications of the new College and Career Readiness Indicators as a foundation for potential recommendations and modifications to Board Policy 6146.1 so to engage students in meaningful, challenging, and innovative educational experiences to increase post-secondary options for all students.

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Progress from March 25, 2015

The First Meeting



Strengthening the Foundation

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.

Great First Instruction: Lesson Preparation, Strategies, Interaction, Review/Assessment

Professional Learning Communities



Increased Access and Flexibility

Access to Rigorous Course Work

- Removal of Coordinated Sciences I and II from offerings
 - Biology, Conceptual Physics and Earth Science added to meet A-G requirements
- Honors English 1 and Honors English 2
- Honors Biology and Honors Chemistry
- Honors Algebra II-Trigonometry
- Honors World History

Flexibility for Students

- CCP and Health Language added to BP 6146.1 to include all students
- Four sports added to ISPE list of qualifying sports
- Cal Prep has begun to offer ^{6 of 42} Districtwide courses for all students



Additional Changes to Board Policy 6146.1

Changes to Requirements for Mathematics

In order to address the College Readiness of our graduating seniors related to mathematics preparation, the Graduation Requirements were increased from 20 credits in mathematics to 30 required credits for graduation beginning with the Class of 2020.

Expansion of Classes Meeting the VAPA and World Language Requirements

In order to provide greater flexibility and recognize the importance of our Career Technical Education (CTE) courses, CTE courses were added as an option to meet the graduation requirement for VAPA, World Languages or Career Technical Education.



Creating Consistency at All Schools

In order to ensure that students and families receive access to courses, programs, information and Guidance, the following processes and structures were put into place at all comprehensive high schools and Cal Prep.

- Course Placement Guidelines were finalized and implemented in Fall 2016-2017
- Course Catalogue was finalized and implemented in Spring 2016-2017
- Comprehensive Guidance Plan was finalized and implemented in Spring 2016-2017
- One on One Fall and Spring Advisement in all high schools

Next Steps

- Middle School Guidance Committee formed in Spring 2016-2017
- Create Middle School Guidance Plan for 2017-2018
- Add Middle School courses and materials into Course Catalogue for 2018-2019
- Create 4th and 5th Grade Committee in 2017-2018 for 2018-2019



A Closer Look at CCA and CTE

Increasing Pathways



CCA/CTE Update

CAREER AND TECHNICAL EDUCATION

CUSD CTE ♦ College and Career Advantage

Where we started:

- Continue to market and rebrand CCA
- Enhance and expand Career Pathways at each high school
- Increase the number of UC a-g options
- Increase and expand on articulation/dual credit and partnership with Saddleback College
- Increase certification opportunities with Saddleback College
- Continue Project Lead the Way
- Build K-12 Pathways
- Increase the number of high school students participating in career pathways



CCA/CTE Update

CAREER AND TECHNICAL EDUCATION

CUSD CTE ♦ College and Career Advantage

Where we are:

- Integrated CTE Pathways (8-12 on each campus, 28 unduplicated overall)
- Increased Articulations that resulted in transcript credit by June 30
- Increased UC a-g
- Implementation of Honors Weighted CTE courses
- “A Guide to CTE” outlines guidance for Advisors, Counselors, Parents, and Students
- Certification Programs developed with Saddleback College in Surgical Technologist, Pharmacy Technician, Dental Assistant, and in process with Personal/Street Law and Business
- Project Lead the Way in Engineering will begin year 4 in Fall 2017
- Number of High School students participating in CTE Pathways increased from 7,892 to 10,595
- Middle School CTE Investigation Classes beginning in Fall 2017
- CCA courses increased from 90 (2014) to 104 (2015) to 123 (2016) and we expect 131 in Fall (2017)
- Overall CTE courses stand at 315 with 33 after school regional courses
- Districtwide Competency-Based CTE Course Outlines



CCA/CTE Update

CAREER AND TECHNICAL EDUCATION

CUSD CTE ♦ College and Career Advantage

Where we are going:

- Enhance and increase current pathway offerings
- Kindergarten to Industry pathway options
- Increased STEM/STEAM opportunities
- Increased dual college credit opportunities
- Internships/Externships/Job Shadowing
- Projects and work-based learning experiences
- Continue to stay relevant and rigorous with technology
- CTE Common Assessments
- Provide opportunities for students to graduate with an AA degree

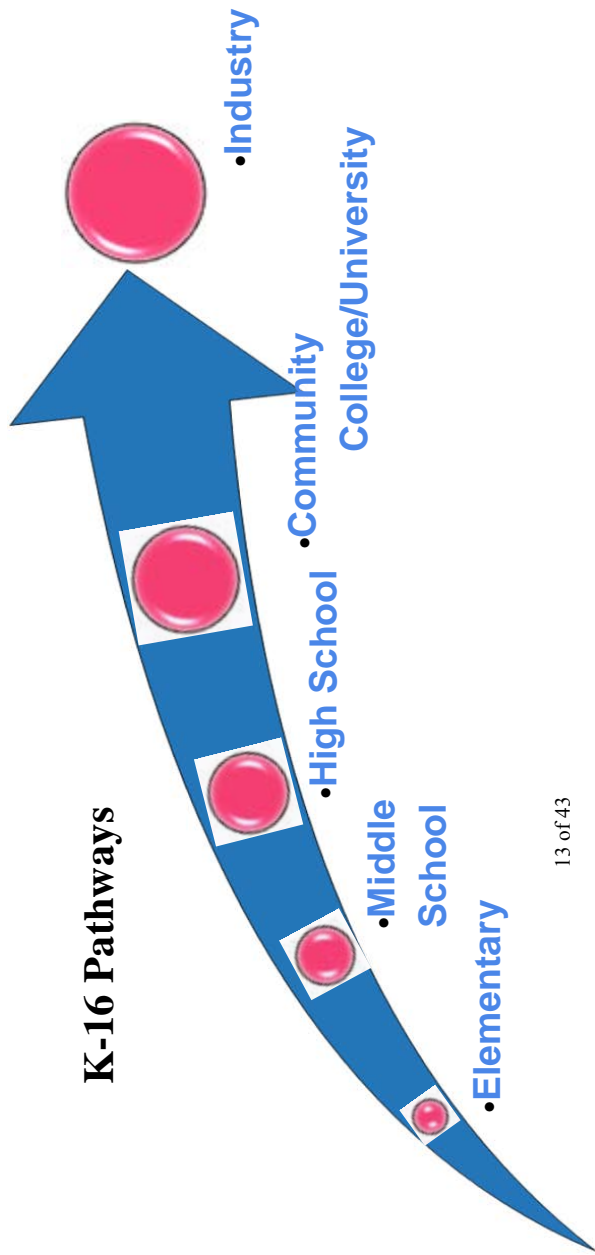


CCA/CTE Update

CAREER AND TECHNICAL EDUCATION

CUSD CTE ♦ College and Career Advantage

Where we are going:





A Closer Look at CCP and Health Courses

Ensuring Consistency



Creation of Curriculum Alignment Guides

- Health and CCP teacher leaders from each comprehensive high school met and collaboratively designed Curriculum Alignments Guides (CAGs).
 - The intent was to promote common pacing for curriculum and instruction. Each school site and each teacher is teaching the same curriculum but with autonomy of how the content is being delivered.
 - Students will see common activities and implementation of Great First Instruction (GFI).
- What is included in the CAGs?
 - Timelines for each unit
 - Unit Title and Content
 - Big Idea
 - Essential Questions
 - Sample Performance Task
 - Core Text - to support student learning



Health and CCP Update

Common Interim Assessments (CIAs) are project based and scored through Illuminate.

- With the Instructional Focus addressing higher levels of Depth of Knowledge, the Health and CCP teachers created two CIAs.
- One assessment is administered midway through the semester and the second being administered at the end of the semester.

CIAs - What knowledge students are expected to acquire and apply?

Health

- CIA 1: Assessment administered through Illuminate on Personal Health, Digital Literacy and Citizenship (as it relates to bullying, social media, appropriate online behavior)
- CIA 2: A letter to self - a plan to not use drugs

CCP

- CIA 1: Public Service Announcement - Digital Literacy and Citizenship (importance of your digital footprint)
- CIA 2: Connecting the Dots - Understanding who you are, what your interests are, and the means necessary to enter that career/field



Health and CCP Update

Professional Learning Communities

- Professional Learning Communities (PLCs) and the use of Data.
 - Health and CCP teachers met to discuss student data and use that data to inform future practices. Ex. CIA 1 proved that the assessment, though comprehensive in content, did not adequately assess student learning.
 - Collectively the team used this data to examine scoring practices and share best practices. As a result, appropriate modifications were made for the second semester.
- Health and CCP teachers answered the following questions:
 - Which of our students need additional support to achieve proficiency on essential learnings?
 - How will we provide that support?
 - What is our plan to enrich and extend learning for students who are highly proficient?
 - What is an area that my students struggled?
 - What strategies were used by teammates whose students performed well in that specific area?
 - What is an area where our teams students struggled?
 - What do we believe caused ~~these~~ challenges?
 - What is our plan for improving our students' results?

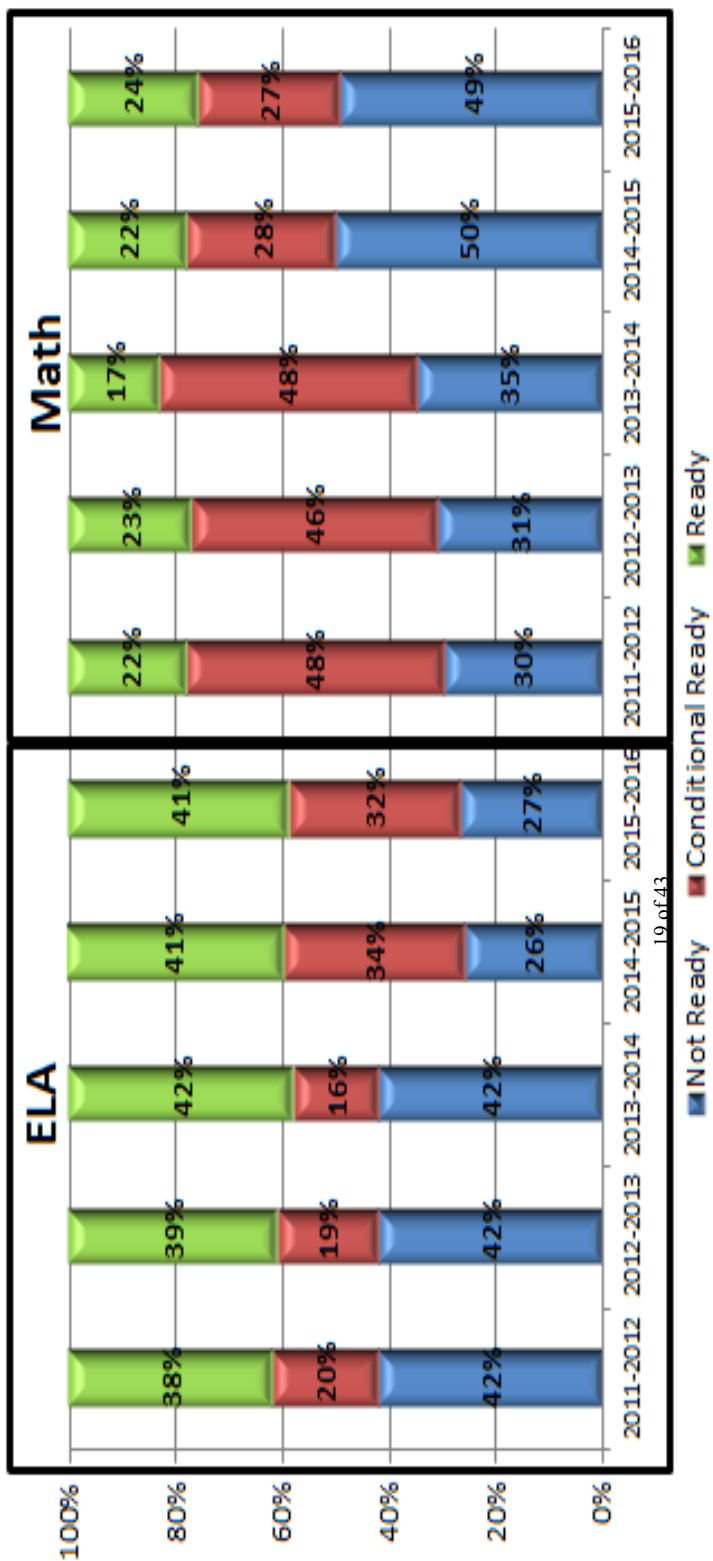


College-Going Data

College-Going Data



Early Assessment Program Data





College-Going Data

College-Going Trends*

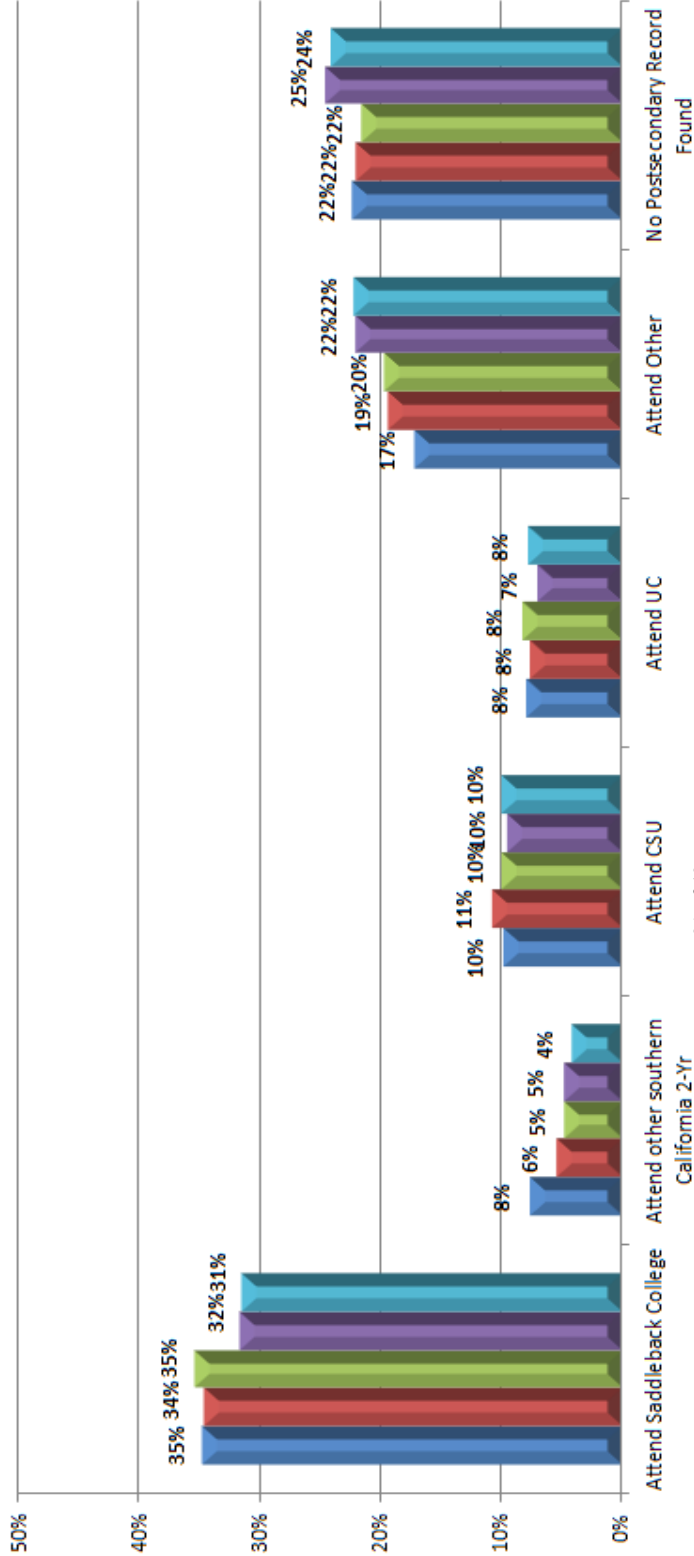
	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016	
	#	%	#	%	#	%	#	%	#	%
HS Grads	3,805		3,818		3,802		3,965		3,876	
Attend Saddleback College	1,323	35%	1,317	34%	1,345	35%	1,252	32%	1,217	31%
Attend other southern California 2-Yr	294	8%	211	6%	185	5%	195	5%	165	4%
Attend CSU	377	10%	414	11%	382	10%	381	10%	389	10%
Attend UC	305	8%	293	8%	318	8%	283	7%	307	8%
Attend Other	657	17%	740	19%	750	20%	878	22%	861	22%
No Postsecondary Record Found	849	22%	843	22%	822	22%	976	25%	937	24%

*Source: National Student Clearinghouse

College-Going Data



College-Going Trends

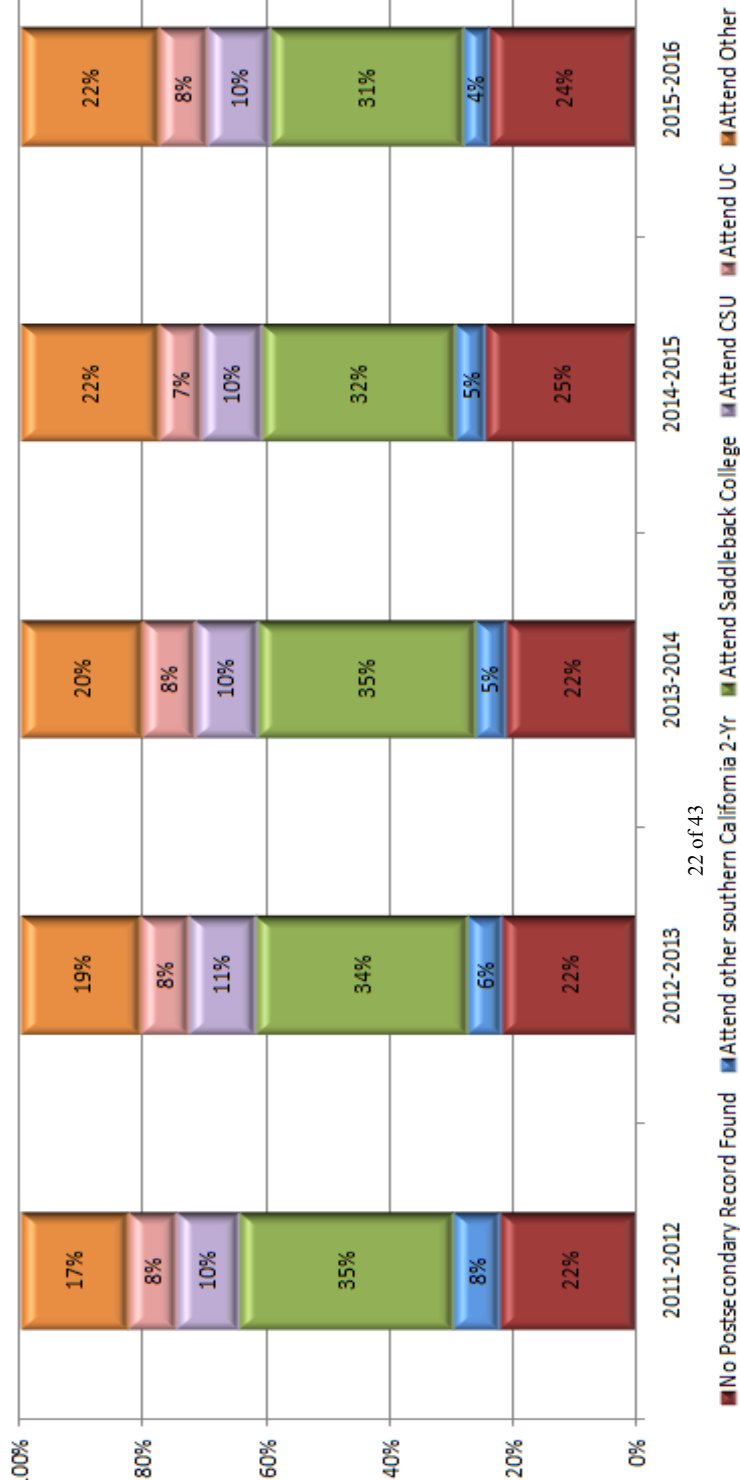


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College-Going Data



College-Going Trends





College and Career Readiness Indicators

A Statewide Work In Progress



Current College and Career Indicators

Well Prepared is to be determined...

Prepared is:

High School Diploma and any one of the following:

A. CTE pathway completion plus the following:

Smarter Balanced Summative (SBA) Assessment at least a level 3 on English Language Arts (ELA) or Math and at least a Level 2 in the other subject area and one semester/two quarters of Dual Enrollment (Articulation) with passing grade (Academic/CTE subjects)

B. At least a Level 3 on both ELA and Math on SBA

C. Completion of two semesters/three quarters of Dual Enrollment (Articulation) with a passing grade (Academic/CTE courses)

D. Passing score on two Advance Placement (AP) exams or two International Baccalaureate (IB) Exams

E. Meet UC a-g entrance requirements plus one of the following:

CTE Pathway completion

SBA Level 3 on ELA or Math and Level 2 on any other subject

One semester of Dual Enrollment/Articulation (Academic/CTE subjects)

Passing score on one AP or IB exam



Current College and Career Indicators

Additional Considerations to Help Students Be “Prepared”

Area A: CTE Pathway Completion (at least 300 hours of CTE sequenced courses)

- Increased options at community colleges

Area B: At least a Level 3 on both ELA and Math on SBA

- Math requirements increased from 20 to 30 credits
- Exploration of additional math offerings for Junior and Senior level courses
- Creation of Math Intervention Committee in Spring 2017 to address achievement gaps

Area C: Completion of two semesters/three quarters of Dual Enrollment Academic/CTE courses

- Articulated courses now count as “dual enrollment” through the CATEMA program^{25 of 43}
- Additional opportunities available through after-school articulated courses



Current College and Career Indicators

Additional Considerations to Help Students Be “Prepared”

Area D: Passing score on two AP exams or two IB Exams

- PSAT Administration to all Sophomores and Juniors in 2016-2017
- PSAT Administration to all Freshmen, Sophomores and Juniors in 2017-2018
- Utilization of AP Potential to provide tailored 1:1 Guidance to all students during registration
- District funding of Advanced Placement Professional Learning opportunities

Area E: Meet UC a-g entrance requirements plus one of the following:

- CTE Pathway completion (300 hours of CTE sequenced courses)
- SBA Level 3 on ELA or Math and Level 2 on any other subject
- One semester of Dual Enrollment/Articulation (Academic/CTE subjects)
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- Passing score on one AP or IB exam



Language to Consider for BP 6146.1



Potential Changes to BP 6146.1

Revisit 6146.1 Subsection 2: Transfers

“To participate in a graduation ceremony and receive a diploma from a District comprehensive high school, a student must be enrolled prior to the first day of the spring semester. These students must successfully complete 25 District credits. Students who transfer in the fall semester of their senior year must successfully complete 50 District credits.”

Possible ideas to consider:

- Currently staff gathers the biographies of seniors who enter after these enrollment requirements and brings resolution to the Board for approval for the student to receive a diploma and walk at graduation.
- Staff is recommending ~~removing~~ this language or adding an additional line outlining exceptions.



Potential Changes to BP 6146.1

Revisit 6146.1 Subsection 4: Satisfactory High School Credit May Be Earned Through Other Avenues

Section 4b: Private Instruction/Online Learning

“At their discretion, the Superintendent or designee may grant credit toward high school graduation for private instruction or online 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 online 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 Superintendent, or designee has approved the curriculum and final evaluation instrument used in the private instruction or created by the online curriculum provider.
- 4) Credit earned at a different accredited institution 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.”

Possible ideas to consider:

- Simplify language in Section 4b and move to Section 2 Transfers for consistency
- Determine if the intent of Subsection 4 still applies or if it should be removed for maximum flexibility (up to 10 credits)



Potential Additions to BP 6146.1

Revisit 6146.1 Subsection 4: Satisfactory High School Credit May Be Earned Through Other Avenues

Section 4c: World Language Instruction

“The District shall accept for credit world language courses successfully completed in an accredited private school or via online provider provided that all of the following conditions are met:

- 1) The parent/guardian applies in writing for the credit, specifies the private school attended or the pre-approved online 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 amount of credits sought equals at least one semester’s work.
- 3) The Superintendent 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 online provider may do so if the target language is not offered at the student’s home school.”

Possible Ideas to consider:

- Simplify language in Section 4 c and move to Section 2 Transfers for consistency
- Determine if the intent of number four still applies or if it should be removed for maximum flexibility (up to 10 credits)



Potential Additions to Consider for BP 6146.1



Overarching Philosophy Pertaining to the Policy

- Trustees indicated a desire to craft a statement of philosophy

Super Senior Language

- In order to provide English Learners who enter high school in the later years of their high school careers, it is suggested that official language be crafted and included to allow for a fifth year provided the student meets specific criteria:
 - Can graduate with a diploma at the completion of the additional year
 - Has no issues with either attendance or discipline



Next Steps



Next Steps

Staff to bring revised Board Policy 6146.1 to Trustees for feedback and approval during a public Board Meeting prior to the beginning of 2017-2018.

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 Board of Trustees 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	Class of 2020	Serra Class of 2020	Adult Ed Class of 2020
Subject	Credit	Credit	Credit	Credit	Credit
English	30	40	40	40	40
Mathematics	20 Algebra	20 with Algebra	30 with Algebra	30 with Algebra	30-with Algebra
Science	20	20	20	20	20
Social Studies	30	30	30	30	30
Visual or Performing Arts, World Language, or Career Technical Education	10	10	10	10	10
Health**		5	5	5	5
College and Career Planning		5	5	5	
Physical Education	20*	20*	20*	20*	20
Electives	**	70	60	30	55
TOTAL	130	220	220	190	190

* Such other coursework as the Board of the District may, by rule specify.

** A full course is not required according to education code. Specific units of study must be addressed during the high school year.

The 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.

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

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.
- c. To receive a high school diploma from the District, 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:

40 of English

30 of Social Science, including:

10 World History

10 U.S. History

5 American Government

5 Economics

30 Mathematics (Includes Algebra I)

20 Science, including both biological and physical sciences

10 Fine Arts, World Language, or Career Technical Education

20 Physical Education

5 Health

5 College and Career Planning

Electives needed to complete a total of 220 semester units.

Students will be provided multiple flexible options to complete to Graduation Requirements for the College and Career Planning (CCP) course and the Health course. This flexibility includes the ability to take both courses over the summer through District Summer School, ACCESS, Pacific Coast High School or any other accredited institution. This option is open to all students not just those with “impacted schedules.” However, due to space limitations, students with impacted schedules may be given first priority.

Students may fulfill both the College and Career Planning and Health courses during the regular school year by taking the courses through CUSD APEX either before school, during Tutorial, lunch or after school (options vary by site).

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

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 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 District comprehensive high school, a student must be enrolled prior to the first day of the spring semester. These students must successfully complete 25 District credits. Students who transfer in the fall semester of their senior year must successfully complete 50 District credits.

a. Reciprocity on Graduation Requirements

Students in Grades 9-12 transferring to this District from schools outside of California must meet District graduation requirements 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 District 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.

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

3. Requirements for Graduation/Continuation School

a. General Conditions

The 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 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 and College and Career Planning 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

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

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/Online Learning

At their discretion, the Superintendent or designee may grant credit toward high school graduation for private instruction or online 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 online 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 Superintendent, or designee has approved the curriculum and final evaluation instrument used in the private instruction or created by the online curriculum provider.
- (4) Credit earned at a different accredited institution 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 Language Instruction

The District shall accept for credit world language courses successfully completed in an accredited private school or via the online provider 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 online 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.

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

- (3) The Superintendent 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 online provider may do so if the target language is not offered at the student's home school.

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/California High School Proficiency Examination (CHSPE)

The 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 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

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.

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

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 (CHSPE) 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 Graduation Ceremonies

- a. The Board does not permit nor recognize any graduation ceremony for District students other than the ceremonies attached to graduation from high school (Grade 12); continuation school (Grade 12); or Adult 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, or
 - (2) They qualify for a Certificate of Achievement by earning 220 and meeting all graduation requirements.

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)*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*
 5124051246 *Exemptions from requirements*
 51242 *Exemption from physical education for athletic program participants*
 51243-51245 *Credit for foreign language private school studies*
 5126051269 *Drug education*
 5140051442 *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*
 60851 *Successful completion of test for graduation*
 60852 *Deferment of examination requirement for certain students*
 60853 *Preparation of students for examination*

VEHICLE CODE

12507 *Driver education*

CODE OF REGULATIONS, TITLE 5

16001651 *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*

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

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CAPISTRANO UNIFIED SCHOOL DISTRICT
San Juan Capistrano, California