

CAPISTRANO UNIFIED SCHOOL DISTRICT  
33122 Valle Road  
San Juan Capistrano, CA 92675  
BOARD OF TRUSTEES  
Workshop Meeting

May 8, 2019

Workshop

6:00 p.m.

**AGENDA**

**WORKSHOP 6:00 P.M.**

**CALL TO ORDER – ROLL CALL**

**PLEDGE OF ALLEGIANCE**

**ADOPTION OF THE AGENDA**

**1. PRESENTATION UPDATE ON THE SOUTH SCHOOL FACILITIES IMPROVEMENT DISTRICT FACILITIES NEEDS: INFORMATION/ DISCUSSION**

The Board will receive an informational presentation update on the San Clemente High School and Palisades Elementary School area potential School Facilities Improvement District (SFID) facilities needs for a proposed March 2020 bond election. Per Board direction, the presentation will focus on a potential bond at \$34 per \$100,000 of assessed value concentrating on San Clemente High School Kitchell report priorities, modernization, and new construction and Kitchell report priorities 1 and 2 at all other schools within the South SFID.

***CUSD WIG 3: Facilities – Optimize facilities and learning environments for all students.***

***Contact: Clark Hampton, Deputy Superintendent, Business and Support Services***

**Staff Recommendation**

It is recommended the Board President recognize Clark Hampton, Deputy Superintendent, Business and Support Services, to present information on this item and answer any questions Trustees may have. This is an information item only and no Board action is necessary.

**2. OVERVIEW OF DISTRICT PROGRESS ON MULTI-TIERED SYSTEM OF SUPPORTS: INFORMATION/ DISCUSSION**

Through Multi-tiered System of Supports (MTSS) Education Services and Student Support Services have provided tools and resources for principals, teachers and staff to work together in Professional Learning Communities to support all students in the areas of social emotional, academic and behavior. Utilizing data and assessments, school sites are changing outcomes for students. The District Dashboard provides schools with data in all three areas of MTSS. Staff will present an update on the academic area of Mathematics and the trainings and resources available for Social Emotional and Behavior support and how this work ties to the District Dashboard.

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

***CUSD WIG 2: Communicate with, and engage students, parents, employees, and community members in Districtwide and community-specific decisions.***

***Contact: Susan Holliday, Associate Superintendent, Education Services***

***Contact: Gregory Merwin, Associate Superintendent, Student Support Services***

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**EXHIBIT 1**

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**EXHIBIT 2**

Staff Recommendation

It is recommended the Board President recognize Susan Holliday, Associate Superintendent, Education Services and Gregory Merwin, Associate Superintendent, Student Support Services, to present this item and answer any questions Trustees may have. 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, MAY 22, 2019, 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](http://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**

**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.

Members of the public shall have an opportunity to address the Board regarding items on the agenda to be considered during Closed Session prior to the Board adjourning the meeting to Closed Session. Individual presentations are limited to a maximum of three minutes; however, the time assigned for individual presentations could be fewer than three minutes depending upon the total number of speakers who wish to address a specific agenda topic.

**ORAL COMMUNICATIONS (Non-Agenda Items):** Regular, scheduled meetings of the Board shall have a portion of each meeting devoted to Oral Communications. Oral Communications, will take place following Special Recognitions. The total time for the Oral Communications portion of regular meetings shall be twenty minutes. Individual presentations are limited to a maximum of three minutes per individual 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. The Board may, however, at its discretion, refer items to the administration for follow-up or place topics on a future Board agenda.

**ORAL COMMUNICATIONS (Agenda Items):** Members of the public shall also have an opportunity to address the Board on Open Session agenda items before their consideration by the Board. Individual presentations for the Consent Calendar are limited to a maximum of five minutes for all Consent Calendar items. Individual presentations for Discussion/Action agenda items are limited to a maximum of three minutes however; the time assigned for individual presentations could be fewer than three minutes depending upon the total number of speakers, who wish to address a specific agenda topic. The total time for presentations shall be limited to twenty minutes per agenda topic, unless the Board grants additional time. The Board shall hear all presentations after any staff comments but prior to the formal discussion by Board members 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 unless otherwise approved by the Board. When addressing a specific item on the agenda, the Board may vote to allow additional public speaker time for an individual Discussion/Action item.

**PUBLIC HEARINGS:** Any time the Board schedules a separate public hearing on a 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 recommended action at the time of the hearing.

#### **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.*

**CAPISTRANO UNIFIED SCHOOL DISTRICT  
BOARD REPORT**

To: Board of Trustees

From: Clark Hampton, Deputy Superintendent, Business and Support Services

Prepared by: John Forney, Chief Facilities Officer

Date: May 8, 2019

Board Item: Presentation Update on the South School Facilities Improvement District Facilities Needs

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**HISTORY**

Since late 2016, the District has been working with the Facilities and Finance Advisory Committee made up of community members from across all regions of the District to help the community understand the District's funding, facilities needs and options for funding these significant needs. In order to best determine the needs of its facilities, the District undertook an extensive Districtwide facilities condition assessment prepared by Kitchell.

**BACKGROUND INFORMATION**

At the June 20, 2018 Board meeting, the Facilities and Finance Advisory Committee presented a proposal, developed in partnership with District staff, for potentially placing one or more regional bond measures on the March 2020 ballot. The committee also presented a summary timeline including tasks to be completed leading up to the Board of Trustees considering placing a measure(s) on the March 2020 ballot. The Board approved this timeline and regional bond measure approach.

**CURRENT CONSIDERATIONS**

Staff will present a presentation update on the efforts underway.

**FINANCIAL IMPLICATIONS**

There are no financial implications for this item.

**STAFF RECOMMENDATION**

District staff recommends the Board of Trustees receive the informational presentation update on the planning for a potential regional bond measure for March 2020. This is an information item only and no Board action is necessary.

**PREPARED BY:** John Forney, Chief Facilities Officer

**APPROVED BY:** Clark Hampton, Deputy Superintendent, Business and Support Services

# Capistrano Unified School District

South School Facilities Improvement District  
(San Clemente Region)

## Proposed Bond Program Update

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MAY 8, 2019



# San Clemente Bond Amount Summary

SCHS Summary - HS Boundary (Excluding Talega, Including Palisades) 5 Year Implementation Plan		
<i><u>Tax Levy (Dollars)</u></i>	<i><u>Bond Amount (Millions)</u></i>	<i><u>Proceeds (Millions)</u></i>
28	98	96
29	102	99
34	120	116
38	134	130
44	155	150
48	169	164
59	208	202
Estimated Feb. 2019 based on FY 2018-2019 AV.		



# Possible Scenarios

## Option #1

- All Facilities Conditions Work

## Option #2

- Facilities Assessment Work – Priority I & II
- Modernization

## Option #3

- Facilities Assessment Work – Priority I & II
- Select New Buildings

## Option #4

- Facilities Assessment Work – Priority I
- Select Modernization
- Select New Buildings

Scenarios can apply to one school or can be applied to a group of schools.

Note: Projects are subject to Division of State Architect (DSA) and may be adjusted or changed based on their requirements during plan review.



# Options Selected

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## **San Clemente High School**

- New Buildings (excluding sports complex)
- Renovate Classrooms 100-700
- Facility Assessment - Priorities I & II

## **San Clemente Area Wide**

- Facilities Assessment – Priorities I & II







# New Building Construction Cost

San Clemente High School (1965)		
New Student Service/Library with Cafeteria/Kitchen		\$20,707,813
New Performing Arts Theater		\$20,470,230
New Pool/Bleachers/Pool Building		\$13,775,000
<b>New Building Total</b>		<b>\$54,953,043</b>

Notes:

- 1) Costs were prepared without a detailed facilities master plan.
- 2) Costs were prepared based on preliminary scope and programming discussions and without discussing possible environmental requirements and design concepts. Once projects commence detailed discussions will take place and costs may be subject to change.
- 3) Costs presented are estimates only and are based on average industry pricing.



# Renovated Classroom Buildings



# Classroom Renovation Cost

San Clemente High School (1965)	
Renovate 100-700 Classrooms	\$32,476,375
<b>Renovation/Modernization Total</b>	<b>\$32,476,375</b>

Current Scope Includes All New:

- Roof
- HVAC
- Electrical
- Lighting
- Technology infrastructure upgrades
- Doors and Hardware
- Paint
- Flooring
- Furniture
- Ceiling Tiles
- Window Coverings
- Accessibility Upgrades

## Facilities Assessment Re-costing Methodology – San Clemente High School

1. Removed scope from Facility Assessment that was for buildings that are being replaced with new structures
2. Removed scope from Facility Assessment that was for buildings scheduled for renovation
3. Removed remaining scope that is not a priority I or II
4. Escalated remaining Facility Assessment Priority I and II to 2021 costs

# San Clemente High School Facility Assessment Priority I and II Cost

SUMMARY	
Total Non-Escalated FCA	\$18,935,500
FCA Cost Deduction for Building Replacements	(\$1,803,700)
FCA Cost Deduction for Building Renovations	(\$3,197,700)
FCA Cost Deduction for Priorities 3-5	(\$6,221,700)
Total Remaining FCA Priority 1 and 2 to Perform	\$7,712,400
Escalate FCA to Perform to 2022	<b>\$8,869,260</b>

# Re-costing Methodology For Other Schools

1. Recalculated Facility Assessment to include Priorities I and II Only
2. Escalated the Priorities to 2021 Pricing

School Name	FCA - Priority I	FCA - Priority II	
Bernice Ayer Middle School (1998)	\$250,390	\$3,023,160	\$3,273,550
Clarence Lobo Elementary School (1994)	\$1,977,213	\$1,035,780	\$3,012,993
Concordia Elementary School (1959)	\$564,802	\$896,922	\$1,461,724
Las Palmas Elementary School (1934)	\$588,853	\$1,102,104	\$1,690,957
Marblehead Elementary School (2001)	\$2,006,493	\$815,847	\$2,822,340
Palisades Elementary School (1964)	\$3,573,903	\$106,250	\$3,680,153
Shorecliffs Middle School (1977)	\$3,935,255	\$51,351	\$3,986,606
Truman Benedict Elementary School (1988)	\$1,848,358	\$1,555,722	\$3,404,080
<b>Subtotal by Category</b>	<b>\$14,745,267</b>	<b>\$8,587,136</b>	<b>\$23,332,403</b>



## Executive Summary of Cost

School Name	New Buildings*	Renovation **	FCA - Priority 1 ***	FCA - Priority 2 ***	
Bernice Ayer Middle School			\$250,390	\$3,023,160	\$3,273,550
Clarence Lobo Elementary School			\$1,977,213	\$1,035,780	\$3,012,993
Concordia Elementary School			\$564,802	\$896,922	\$1,461,724
Las Palmas Elementary School			\$588,853	\$1,102,104	\$1,690,957
Marblehead Elementary School			\$2,006,493	\$815,847	\$2,822,340
Palisades Elementary School			\$3,573,903	\$106,250	\$3,680,153
San Clemente High School	\$54,953,043	\$32,476,375	\$6,987,055	\$1,882,205	\$96,298,678
Shorecliffs Middle School			\$3,935,255	\$51,351	\$3,986,606
Truman Benedict Elementary School			\$1,848,358	\$1,555,722	\$3,404,080
<b>Subtotal by Category</b>	<b>\$54,953,043</b>	<b>\$32,476,375</b>	<b>\$21,732,322</b>	<b>\$10,469,341</b>	<b>\$119,631,081</b>

\* Excludes Sports Complex

\*\* Renovation for Classroom Buildings 100-700

\*\*\* Priority Pricing has been escalated to 2021

### Notes:

- 1) Costs were prepared without a detailed facilities master plan.
- 2) Costs were prepared based on preliminary scope and program discussions and without discussing possible environmental requirements and design concepts. Once projects commence detailed discussions will take place and costs may be subject to change.
- 3) Costs presented are estimates only and are based on average industry pricing.





# Potential Program Costs

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- Temporary buildings to house students during construction of renovation and new construction projects
- Environmental studies
- Legal Fees
- Audit Fees
- Costs associated with obtaining bond disbursements
- Increase in district accounting and procurement expenses to support bond program
- Overall program reserve / contingency to support possible changes in building programs, new district and school initiatives and/or programs as well as major unforeseen conditions

Notes:

This list is not all inclusive.

CAPISTRANO UNIFIED SCHOOL DISTRICT  
**BOARD REPORT**

To: Board of Trustees

From: Susan Holliday, Associate Superintendent, Education Services  
Gregory Merwin, Associate Superintendent, Student Support Services

Prepared by: Josh Hill, Assistant Superintendent, Curriculum and Instruction, Secondary  
Brad Shearer, Assistant Superintendent, Curriculum and Instruction  
Preschool-Grade 5  
Don Mahoney, Assistant Superintendent, SELPA, Special Education Services

Date: May 8, 2019

Board Item: Overview of District Progress on Multi-Tiered System of Supports

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**HISTORY**

On August 2, 2010, the State Board of Education (SBE) adopted the Common Core State Standards (CCSS) and began the development of the implementation plan. Although the SBE adopted new standards in math and English language arts (ELA) over 7 years ago, districts are still in the process of implementing the adopted standards and materials. The District adopted the new standards in 2013. Testing tied to the CCSS began implementation in 2014. The standards explain what students should know and be able to do by the end of each grade level. They are not the same as curriculum, which supports an educator in how to teach the standards. Federal law, known as Every Student Succeeds Act (ESSA), requires states to adopt rigorous standards but allows the states to decide what those standards should be. Each district can choose its own curriculum. The state has adopted Frameworks, which are like blueprints that explain how to teach the core content. The state has adopted Frameworks for each of the 4 core curricular areas including ELA/English Language Development (ELD) (2014), Math (2013), Science (2016), and History/Social Studies (2017).

The District began to transition from the previous California math standards, which were adopted in December 1997, to the Common Core State Standards (CCSS), which were adopted by the state in August 2010. In 2011, the Education Division began the process of reviewing and examining the District's K-12 math courses, placement criteria, textbooks, and the instructional shifts required by the state's adoption of the math standards. Staff used student math performance data and research to develop recommended adjustments. Following an extensive evaluation of practices, materials and a textbook pilot period that all took place over 3 years, staff recommended to the Board 3 math textbooks for adoption. The Board of Trustees approved the Common Core-aligned K-5 math materials ("Math Expressions") in May 2015 and the Common Core-aligned middle school ("GoMath Common Core") and high school ("Pearson Common Core") in April

2016. Mathematics CCSS were implemented with standards-aligned textbooks starting in District elementary schools in Fall 2015 and the Fall 2016 for middle schools and high schools. Mathematics is just one of the core academic areas with the District's Multi-tiered System of Supports.

A Multi-Tiered System of Supports (MTSS) is a systemic, continuous improvement framework in which data-based problem-solving and decision-making is practiced across all levels of the educational system for supporting students. The framework of MTSS is a "way of doing business" which utilizes high quality evidence-based instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support to be successful. In California, MTSS is an integrated, comprehensive framework that focuses on state standards, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. MTSS helps schools and districts to organize resources through alignment of academic standards and behavioral expectations, implemented with fidelity and sustained over time, in order to accelerate the performance of every student to achieve and/or exceed proficiency. The District MTSS Dashboard provides schools with data in all 3 areas of MTSS.

In May and in September 2017 and again on May 9, 2018 and December 12, 2018 staff presented to Trustees updates on the District Dashboard. Staff shared the rationale for the selection of various academic and social emotional indicators to be presented on a District Dashboard. The District Dashboard is to augment the California School Dashboard providing local relevant data to support early intervention. The purpose of the dashboard is to monitor the implementation of programs and services to support all students as defined in MTSS.

## **BACKGROUND INFORMATION**

Through MTSS, Education Services and Student Support Services have provided tools and resources for principals, teachers and staff to work together in Professional Learning Communities to support all students in the areas of social emotional, academic and behavior. Utilizing data and assessments, school sites are changing outcomes for students. The District Dashboard provides schools with data in all 3 areas of MTSS. Staff will present an update on the academic area of Mathematics and the trainings and resources available for Social Emotional and Behavior support and how this work ties to the District Dashboard.

The District began the transition to the MTSS model in 2014. The special education Strategic Plan commitments, which were derived from the 2016 FCMAT study, emphasize a focus on the development of a Continuum of Services. The plan calls for the goal of implementing a multi-tiered system of supports that addresses the academic, social emotional, and behavior needs of all students and the establishment of a system for monitoring service delivery and student progress. Tied to this system of supports, staff will present an update on the areas of focus for the 2018-2019 school year: social-emotional and behavior support at the Tier 1 level.

The District began the implementation of the CCSS in 2013. All teachers participated in training and several helped develop Curriculum Alignment Guides and Standards Schedules based on the new standards. Textbook materials have been adopted for the following:

- Math K-6 (Spring 2015)

- Math 7-12 (Spring 2016)
- ELA/ELD K-6 (Spring 2017)
- ELA/ELD 7-12 (Spring 2018)
- Science (NGSS) - K-12 begin pilot in 2018-2019 / adopt Spring 2019 / implement 2019-2020 (K-8 in 2019-20 and 9-12 the following year)

Staff has provided training to all elementary teachers on Cognitive Guided Instruction (CGI) to support the implementation of math at the elementary levels. CGI is an approach to teaching mathematics that builds on children's natural problem-solving strategies. It is fully in alignment with the instructional shifts called for by the CCSS. The rationale for CGI was to address the areas in the materials that needed enhancements regarding Math Practice Standards and to support teachers in using materials in a way that would better promote twenty-first century learning skills (communication, critical thinking, collaboration and creativity). The pedagogy of the textbooks are similar to pre-CCSS, which was a greater emphasis on direct instruction and less reliance on student sense making. The Math Practice Standards are the foundation for mathematical thinking and practice for all students. Teachers facilitate understanding, and connect materials to student understanding. The textbook addresses the CCSS in content (the "what" of the standards) and CGI supports the mathematical practices (the "how" we teach math, teacher shifts and pedagogy). Middle and high school teachers received training on the math textbook adoptions prior to implementation of the new curriculum during the 2016-2017 school year; math teachers developed Math Essential Standards and District-wide Common Formative Assessments (CFAs) during the 2015-2016 school year, and many teams continue to work in their Professional Learning Communities (PLC) to examine data gathered from each of these CFAs to determine differentiation and enhancement.

Prior to the adoption of the CCSS the District's pathways were as follows.

For elementary school, the following District math pathway was (Prior to 2013):

- Elementary School K-3: Kindergarten Math, Grade 1 Math, Grade 2 Math & Grade 3 Math
- Elementary School - Incoming Grade 4 students would be enrolled in either:
  - Grade 4 Math or Grade 4 Math Accelerated - students in Grade 4 Math Accelerated received instruction with a combination of Grade 4 and Grade 5 math standards
- Elementary School - Incoming Grade 5 students would be enrolled in either:
  - Grade 5 Math or Grade 5 Math Accelerated - students Grade 5 Math Accelerated received instruction with a combination of Grade 5 and Grade 6 math standards

Districtwide criteria, based on Grade 4 Math and Grade 5 Math California Standards Test (CST) scores were used for student placement into Grade 4 Math Accelerated and Grade 5 Math Accelerated.

For middle school, the following District math pathway was (Prior to 2013):

- Incoming Grade 6 students would be enrolled in one of 3 options:
  1. Middle School Math, students who did not pass the Math Challenge Test at the end of Grade 5,
  2. Pre-Algebra, students who passed the Math Challenge Test at the end of Grade 5; or
  3. Algebra 1, students who passed both the Math Challenge Test and the Pre-Algebra Final Exam.

- Incoming Grade 7 students would be enrolled one of 3 options:
  1. Pre-Algebra, students who had been enrolled in Middle School Math in Grade 6;
  2. Algebra 1, students who passed Pre-Algebra in Grade 6;
  3. Geometry, students who passed Algebra 1 in Grade 6.
- Incoming Grade 8 students would be enrolled in one of 4 options:
  1. Algebra 1A, students who had been enrolled in Pre-Algebra in Grade 7, but who did not qualify for Algebra 1;
  2. Algebra 1, students who performed at a high level in Pre-Algebra in Grade 7;
  3. Geometry, students who passed Algebra 1 in Grade 6;
  4. Algebra 2/Trig (acc), students who passed Geometry in Grade 7; this course was taken as a Zero period at the student's feeder high school.

For High School, the math pathway for incoming Grade 9 students was to be enrolled in one of 6 options (Prior to 2013):

1. Algebra 1A, students who took, but did not pass, Algebra 1A in Grade 8;
2. Algebra 1B, students who passed Algebra 1A in Grade 8, but who did not want to enroll in Algebra 1;
3. Algebra 1, students who passed Algebra 1A in Grade 8, and wanted to enroll in Algebra 1 and for students who did not pass Algebra 1 in Grade 8;
4. Geometry, students who passed Algebra 1 in Grade 8 and for students who did not pass Geometry in Grade 8;
5. Algebra 2/Trig (acc), students who passed Geometry in Grade 8;
6. Honors Precalculus, students who passed Honors Algebra 2/Trig (acc) in Grade 8.

In 2012-2013, without Board guidance, the District removed the Grade 4 Math Accelerated class and the Grade 5 Math Accelerated class starting in the 2013-2014 school year. The District also disbanded the option of incoming Grade 6 students to potentially qualify to enroll in Algebra 1 in Grade 6 starting in the 2013-2014 school year. Staff at the time used student math performance data and research from California Department of Education to make the pathway adjustments. The removal of the accelerated Grade 4 and Grade 5 math classes, as well as the elimination of the option of incoming Grade 6 students to potentially qualify to enroll in Algebra 1 was made by the Education Division leadership during the 2011-2012 school year. The District put in place the opportunity for incoming Grade 6 students to skip Math 6 and enroll in Math 7 Accelerated if they passed the Math 7 Accelerated Placement Test, so that the highest-performing District middle school students could still enroll in Algebra 1 in Grade 7 and Geometry in Grade 8.

With the adoption of CCSS, the math K-12 pathway became and is today as follows (2018-2019):

Elementary Math Pathway - Kindergarten Math, Grade 1 Math, Grade 2 Math, Grade 3 Math, Grade 4 Math, and Grade 5 Math, with no instruction in grade levels above Grade 5. There is no formal acceleration in elementary school. Students significantly excelling in math are provided acceleration through the Student Success Team process. Teachers have also been given access to differentiating the curriculum with CGI word problems and more open ended tasks that afford all students an entry point but can be extended naturally by the learner. These resources are available

to all teachers on the new Elementary Curriculum Website. All elementary students need to have opportunities for deeper inquiry in math through open-ended tasks instead of short, closed questions. The District website provides teachers with this supplemental material.

The only data point the District has in elementary, at this time, is the California Assessment of Student Performance and Progress (CAASPP) data. The data used to measure mastery of the Grade 5 math standards is the CAASPP test. In Spring 2018, 55 percent of Grade 5 students in the District met or exceeded the math standards, as defined by the state on the CAASPP test. By contrast, 36 percent of Grade 5 students in California and 47 percent of Grade 5 students in Orange County met or exceeded the math standards on the 2018 CAASPP test. Staff recognizes the need for more data on student performance beyond CAASPP data to better track student performance, inform instruction, and identify students needing additional intervention. The Curriculum Assessment Review Team (CART), a committee that includes classroom teachers, site administrators, Capistrano Unified Education Association (CUEA) leadership, and District staff, are recommending the district utilize Curriculum Associates “i-Ready” Diagnostic Assessment tool 3 times a year to track and monitor student progress. This recommendation and agreement will be provided to the Board on May 22, 2019.

Middle School Math Course Pathway - All incoming Grade 6 students have the opportunity to qualify to skip Math 6 and enroll in Math 7 Accelerated by passing the Math 7 Accelerated Placement Test. This placement test is offered to all Grade 5 students in May and then again in July. Students who pass the Math 7 Accelerated Placement Test on either testing opportunity qualify to enroll in Math 7 Accelerated. All other students are placed in Math 6. The placement test currently test sixth grade math standards. Students in Math 7 can qualify for Algebra 1 by performing at high level and passing the Algebra 1 Placement Test. Approximately 90 percent of students enroll in Math 6; 10 percent enroll in Math Accelerated 7 in Grade 6. In seventh grade, 60 percent enroll in Math 7, 30 percent in Math 7 accelerated, and 10 percent enroll in Algebra 1. In eighth grade, 60 percent enroll in Math 8, 30 percent in Algebra 1 and 10 percent in Geometry.

High-performing Math 7 students have the opportunity to qualify to enroll in Algebra 1 by earning high grades and earning a high score on the Math 6 Final Exam. Math 7 Accelerated students qualify to enroll in Algebra 1 by earning high grades and earning a high score on the Math 7 Accelerated Final Exam. Algebra 1 students qualify to enroll in Geometry by earning high grades and earning a high score on the Algebra 1 Final Exam.



Pathways	6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
Standard Math Pathway (no acceleration)	Math 6	Math 7	Math 8	Algebra 1	Geometry	Algebra 2 or Algebra 2 with Financial Applications or Honors Algebra 2/Trig	Precalculus or Math for College Bound or Honors Precalculus or AP Statistics
Accelerated Math Pathway (acceleration beginning in Grade 7)	Math 6	Math 7 Accelerated	Algebra 1	Geometry	Algebra 2 or Algebra 2 with Financial Applications or Honors Algebra 2/Trig	Precalculus or Math for College Bound or Honors Precalculus or AP Statistics	Honors Precalculus or Topics in Calculus or AP Calculus AB or AP Calculus BC or AP Statistics
Accelerated Math Pathway (acceleration beginning in Grade 6)	Math 7 Accelerated	Algebra 1	Geometry	Honors Algebra 2/Trig	Precalculus or Honors Precalculus or AP Statistics	Honors Precalculus or Topics in Calculus or AP Calculus AB or AP Calculus BC or AP Statistics	AP Calculus AB or AP Calculus BC or AP Statistics

High School Math Course Pathway – Incoming Grade 9 students would be enrolled in either:

- Algebra 1 - For students who had been enrolled in Math 8 in Grade 8
- Geometry - For students who passed Algebra 1 in Grade 8 and for students who did not pass Geometry in Grade 8
- Honors Algebra 2/Trig - For students who passed Geometry in Grade 8 and for students who passed Algebra 1 in Grade 8 and passed a Geometry summer class

Over the past 6 years, 12 percent more students enrolled in Algebra 2 or higher in eleventh grade. The data indicates 68 percent of students enrolled in Algebra 2 or higher in grade eleven in 2013-2014 to nearly 84 percent in 2018-2019. Much like the improved completion in Algebra 2, the District has also seen a 13 percent increase in students enrolling Precalculus or higher in twelfth grade from 48 percent in 2013-2014 to 63 percent in 2018-2019. Data also indicates more students enrolling in Calculus A/B and Calculus B/C over the past 6 years. As compared to 2013, there has been an increase in students earning “A”s in math courses. The number of students earning “B”s has remained the same. The number of students earning “C”s has decreased, while the number earning “D”s and “F”s has remained consistent.

In examining our District math pathway, staff reached out to other nearby districts, private and charter schools to understand their course offerings through grade 8. The District offers a traditional pathway (Algebra 1/ Geometry/ Algebra 2) where some districts selected an integrated pathway (Math I / Math II / Math III). Both high school math pathways cover the same standards over a 3-year period but in a different order.

Below is a brief summary of our findings:

- Saddleback Valley USD (Traditional High School Math Course Pathway)

- Highest Grade 8 Math Class: Algebra 1
- Laguna Beach USD (Traditional High School Math Course Pathway)  
Highest Grade 8 Math Class: Algebra 1
- Irvine USD (Integrated High School Math Course Pathway)  
Highest Grade 8 Math Class: Enhanced Math I
- Newport-Mesa USD (Integrated High School Math Course Pathway)  
Highest Grade 8 Math Class: Enhanced Math I
- Tustin USD (Traditional High School Math Course Pathway)  
Highest Grade 8 Math Class: Algebra 1
- Oceanside USD (Integrated High School Math Course Pathway)  
Highest Grade 8 Math Class: Math I
- Carlsbad USD (Integrated High School Math Course Pathway)  
Highest Grade 8 Math Class: Common Core 8B/Algebra
- Vista USD (Integrated High School Math Course Pathway)  
Highest Grade 8 Math Class: Math 8

Local Private & Charter School offerings:

- Community Roots Academy - Highest Grade 8 Math Class: Math 8
- Connections Academy - Highest Grade 8 Math Class: Geometry
- Journey School - Highest Grade 8 Math Class: Geometry
- Mission Viejo Christian School - Highest Grade 8 Math Class: Algebra 1
- Montessori on the Lake - Highest Grade 8 Math Class: Geometry
- Oxford Preparatory Academy - Highest Grade 8 Math Class: Algebra 1
- Saddleback Christian Academy - Highest Grade 8 Math Class: Geometry
- St. Anne School - Highest Grade 8 Math Class: Geometry
- St. Edward the Confessor Parish School - Highest Grade 8 Math Class: Geometry
- Stoneybrooke Christian School (Junior High) - Highest Grade 8 Math Class: Geometry
- Stratford School - Highest Grade 8 Math Class: Geometry
- VanDamme Academy - Highest Grade 8 Math Class: Geometry

To support progress monitoring and to improve outcomes for students, the District Dashboard has been under development. Beginning in May 2017, staff began work on a District dashboard to monitor the MTSS. These include the following indicators, which cover academic, social-emotional, and behavior.

- Preschool developmental progress of social emotional development and literacy development using the Desired Results Developmental Profile – Revised (DRDP-R)
- Kindergarten school readiness using the Early Development Index (EDI)
- K-5 reading development using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
- Grade 1-5 math screener using i-Ready
- Grade 3-12 English Learners through monitoring of At-Risk and Long-Term English Learners (LTEL)
- Grade 8 high school readiness composite using grade point average and attendance
- K-5, 6-8, and 9-12 Chronic Absenteeism
- Grade 5, 7, 9, and 11 overall supports and engagement using the California Healthy Kids Survey (CHKS) data



- Grade 10 high school success composite using grade point average, attendance, and credits
- Grade 11 college readiness as measured by the Early Assessment Program (EAP)
- Postsecondary success as measured by Free Application for Federal Student Aid (FAFSA) and self-management

Staff will report out the progress and development on each of these indicators, provide a timeline to public launch, and how the dashboard data is being utilized to progress monitor the District's MTSS.

### **CURRENT CONSIDERATIONS**

Staff will present to Trustees an overview of how these programs, initiatives and services all link together. The presentation will provide Trustees a brief summary of the Theory of Action that drives and connects the two departments' work and how the structures and services in place work to meet the needs of all students. If District leadership clearly identifies MTSS and provides the tools and resources needed, then principals, teachers and staff working together in a PLC will use data and assessments to drive changes in outcomes for students so that all students are college and career ready.

The staff presentation by Student Support Services and Education Services will cover the following areas:

- A brief summary of training and progress in each area: MTSS, Math, and the District Dashboard
- an update on the development of social-emotional and behavior support, training, and resources at the Tier 1 level
- an update on the progress made to support student math proficiency and what the proposed next steps are to support student college and career readiness, and
- an overview of how the District Dashboard supports progress monitoring of the programs supporting the implementation of MTSS to ensure all students are successful.

Throughout the year, teachers and administrators have received training and support in prioritizing and unwrapping math standards as part of the Districtwide Professional Learning Community (PLC) work, at both the elementary and secondary levels. This process and the products developed will enable teachers to develop common assessments and intervention practices tied to classroom instruction.

Great progress has been made to work with teachers to identify assessments for elementary school students. The following agreements were made:

- Curriculum Associates "iReady" Online Assessment System for Math - first - fifth grade where a universal diagnostic assessment would be administered 3 times per year, which also includes resources for intervention.
- Kindergarten Math Assessment (Optional assessments available for teachers, in place for the last 3 years on District Website)
- Educational Software Guiding Instruction (ESGI) (Recommended by the Extended Day Kindergarten Committee) - online assessment resources available for kindergarten, includes many assessments for measuring Math skills

Additional work has been done in the area of curriculum and instructional support for teachers:

- Third grade replacement unit for fractions with tools and resources
- Blended Learning for Professional Growth (20 hours total, 8 hours after school and 12 hours of independent reflection)
- District Website with Math Resources to supplement and augment current adopted curriculum
- This summer, a team of elementary teachers, will begin the development of math performance tasks for implementation next year.

Staff have continued to refine District developed Common Formative Assessments (CFAs) at the Secondary level. Currently, math performance tasks tied to the essential math units are being implemented.

Staff have continued to support sites who are helping students to improve in their identified areas of need. These efforts have included the following:

- Member of Silicon Valley Math Initiative, which provides Performance Tasks used in all secondary math classes
- Constant communication with schools regarding SBA performance
- Annual math classroom walks with individual sites and meetings with site staff to review math performance data
- Math Support Class for Struggling Grade 7 Students
- Coaching of Math Support Teachers by District Staff and Resource Providers
- Summer Support Classes for Incoming Grade 6, 7, and 8 Students
- Summer Support Classes for Incoming Grade 9 Students
- Math Support Class for Struggling Algebra 1 Students (3 schools)
- Book Study on “Catalyzing Change in High School Math Classes” with High School Math Department Chairs

Staff is planning visits to other districts with positive trends in math performance to study their programs and understand their approach to math curriculum, instruction, and intervention. Through the PLC process, the dedication to the Plan, Do, Study, Act model, the District maintains focus on common assessments to change outcomes for students and improve learning for all. Through common assessments, not only do they inform and improve teacher practice, but also support schools in developing a systematic process for intervention and enrichment. PLCs and common assessments are a powerful proven structure to improve results. When a group of teachers meet regularly as a team to identify essential and valued student learning, develop common assessments, analyze levels of achievement, set achievement goals, and share and create lessons and strategies results for students improve (Schmoker, 2004). Staff is committed to implementing an assessment theory of action establishing District common assessments or universal screeners at each grade span to improve outcomes for students.

## **FINANCIAL IMPLICATIONS**

None at this time.

## **STAFF RECOMMENDATION**

It is recommended the Board President recognize Susan Holliday, Associate Superintendent, Education Services and Gregory Merwin, Associate Superintendent, Student Support Services to present information on this item.

This is an information item only and no Board action is necessary.

**PREPARED BY:** Josh Hill, Assistant Superintendent, Curriculum and Instruction, Secondary  
Brad Shearer, Assistant Superintendent, Curriculum and Instruction  
Preschool-Grade 5  
Don Mahoney, Assistant Superintendent, SELPA, Special Education Services

**APPROVED BY:** Susan Holliday, Associate Superintendent, Education Services  
Gregory Merwin, Associate Superintendent, Student Support Services

**2018-2019**

**Education Services  
Student Support Services**

# Update on Multi-tiered System of Supports

## May 8, 2019

EXHIBIT #2  
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**Vision:**

An unwavering commitment to student success.

**Mission:**

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

# Framing Our Work



## **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 / <sup>EXHIBIT #2</sup>Assessment

## Theory of Action: Multi-tiered System of Supports (MTSS)

If we as a District  
clearly identify  
MTSS and provide  
the tools and  
resources needed,



so that all students  
may be college and  
career ready.



then principals,  
teachers and staff,  
working together in  
Professional Learning  
Communities, will use  
data and assessments  
to drive changes in  
outcomes for students

EXHIBIT #2

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# Our Multi-tiered System of Supports

TO PREPARE OUR STUDENTS TO MEET THE CHALLENGES OF A RAPIDLY CHANGING WORLD

## MULTI-TIERED SYSTEM OF SUPPORTS



Our Mission: Prepare students to meet the challenges of a rapidly changing world.

EXHIBIT #2

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## MTSS Presentation :

Through Multi-tiered System of Supports, Education Services and Student Support Services

- have provided tools and resources for principals, teachers and staff to work together in their PLCs to support all students in the areas of social emotional, academic and behavior.
- Utilizing data and assessments, school sites are changing outcomes for students.
- The District Dashboard provides schools with data in all three areas of MTSS.

Staff will present an update on the academic area of Mathematics and the trainings and resources available for Social Emotional and Behavior support and how this work ties to the District Dashboard.

# PK-12 PLC Committee

Established in 2017 with representatives from all 53 schools. Teachers, administrators and union representatives created and continue to refine the resources to support the work of PLCs in CUSD.

Representing the over 2,000 educators and 48,000 students in Capistrano this team has outlined the non-discretionary or “tight” agreements of our school district.

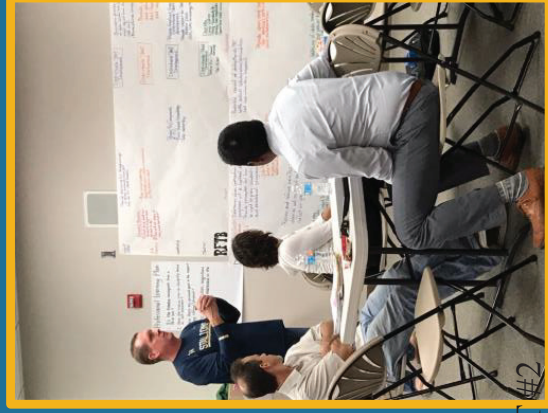


EXHIBIT #2

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# The Four Critical Questions

TO PREPARE OUR STUDENTS TO MEET THE CHALLENGES OF A RAPIDLY CHANGING WORLD

1. What do we want our students to know and be able to do?  
(Priority Standards/Unwrapping)
2. How will we know when they have learned it?  
(CFAs and Data Analysis)
3. How will we respond when they don't learn?  
(Intervention)
4. How will we respond when they already know it?  
(Enrichment)

EXHIBIT #2  
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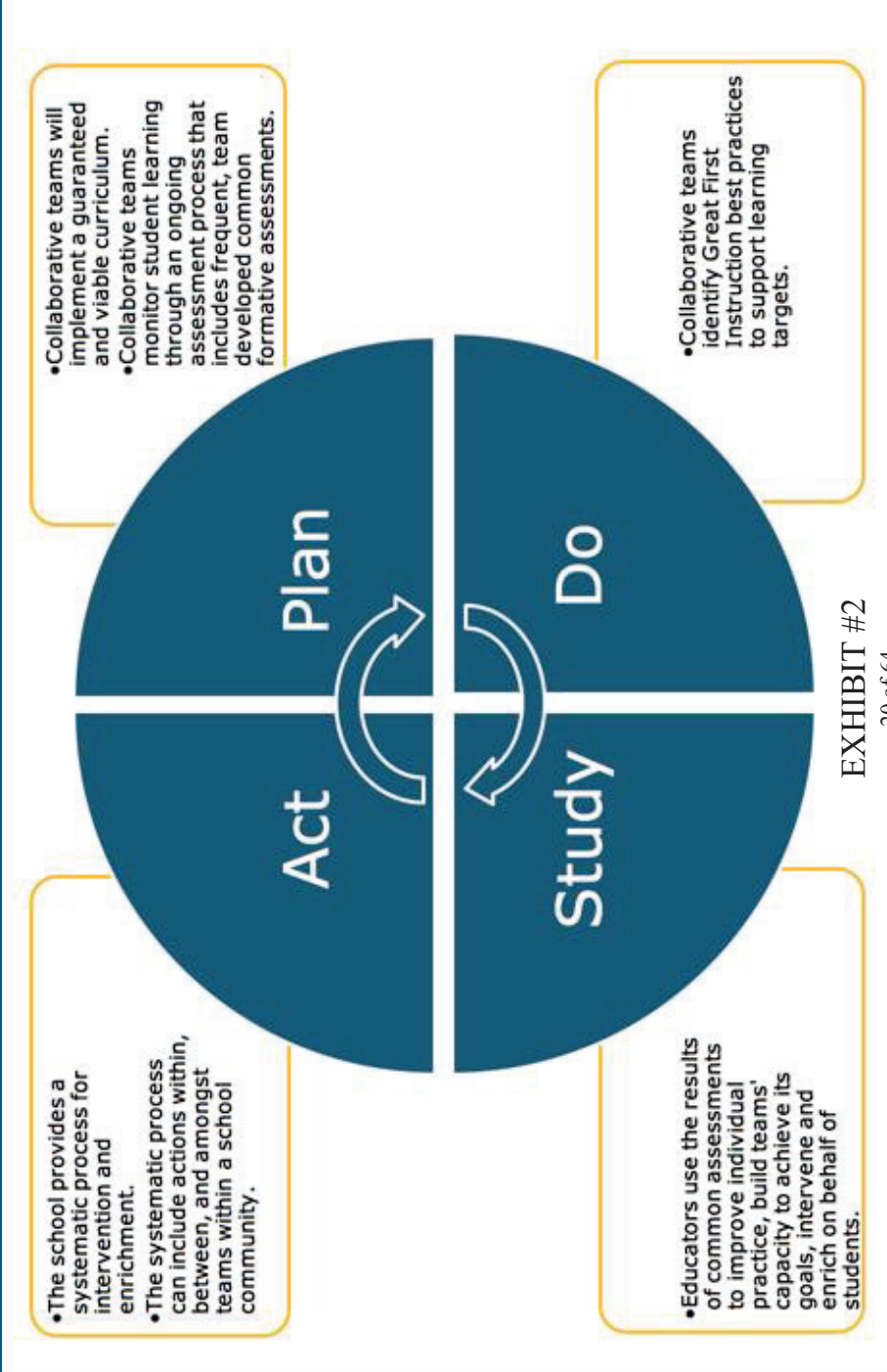
Educators work in collaborative teams  
and take collective responsibility  
for student learning  
rather than working in isolation.

DuFour and Reeves, 2016, The Futility of PLC Lite, [Phi Delta Kappan](#)

EXHIBIT #2  
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# Plan Do Study Act

TO PREPARE OUR STUDENTS TO MEET THE CHALLENGES OF A RAPIDLY CHANGING WORLD



# MTSS: Multi-tiered System of Supports

2018-2019 Goal:  
*Multi-tiered System of Supports*

## Social Emotional and Behavior Support For All Students (Tier 1)

EXHIBIT #2  
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# Social Emotional

Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage **emotions**, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

EXHIBIT #2  
*Collaboration for Academic, Social, and Emotional Learning*



## MTSS: Social Emotional Support

- Monthly Parent Newsletters on Social Emotional and Behavior Supports for all students
  - Topics include: Social Media, Sleep, and Mental Health
- Online Family Resource Center: [CLICK HERE](#)
  - Mental health resources
  - MTSS website in the Family Resource Center and on school websites: [CLICK HERE](#)
- Parent guide to MTSS
- Parent Workshops and hand-outs

EXHIBIT #2

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## MTSS: Social Emotional Support (continued)

- Counseling services: [CLICK HERE](#)
  - Since August 21, 2018:
    - 18,966 Individual Counseling Contacts
    - 5,225 Group Counseling Contacts
    - 1,541 Lunch Bunch Contacts
    - 744 Risk Assessments Conducted

# Behavior

**Behavior** is something that a person does that can be observed, measured, and repeated. When we clearly define behavior, we specifically describe actions. We do not refer to personal motivation, internal processes, or feelings.

*The IRIS Center, Vanderbilt Peabody College*

**Challenging behavior** is any repeated pattern of behavior, or perception of behavior, that interferes with or is at risk of interfering with optimal learning or engagement in pro-social interactions with peers and adults.

*Florida Mental Health Institute*

EXHIBIT #2

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## MTSS: Behavior Support

- MTSS website in the Online Family Resource Center and on school websites: [CLICK HERE](#)
  - MTSS Newsletters
    - Topics include Clear Expectations and Positive Reinforcement
  - Parent Workshops
    - “Oh Behave” parent workshop on March 4, 2019
      - Will be offered next year at both the District Office and at school sites

## **MTSS: Behavior Support (continued)**

- Staff workshop on behavior support developed
  - Summer professional learning opportunities in August
  - Staff meetings during the 19/20 school year
- Crisis Prevention Institute (CPI) training provided to all administrators and staff for specialized programs
  - CPI training offered every month for classified and certificated
  - Additional trainings in 19/20
- District Google Classroom available to all employees: 597!
  - Classroom management strategies, articles, and forms

## MTSS: Behavior Support (continued)

- Positive Behavior Intervention Support (PBIS) Professional Learning and Implementation
  - Trainings for 18/19:
    - 14 Site teams participated in Tier I
    - 6 Site teams participated in Tier II
  - Overall, since 2015, 34 school site teams have participated in PBIS Tier I and or Tier II professional learning
  - Additional training will be provided each year
  - Goal of District-wide PBIS by 2021-2022

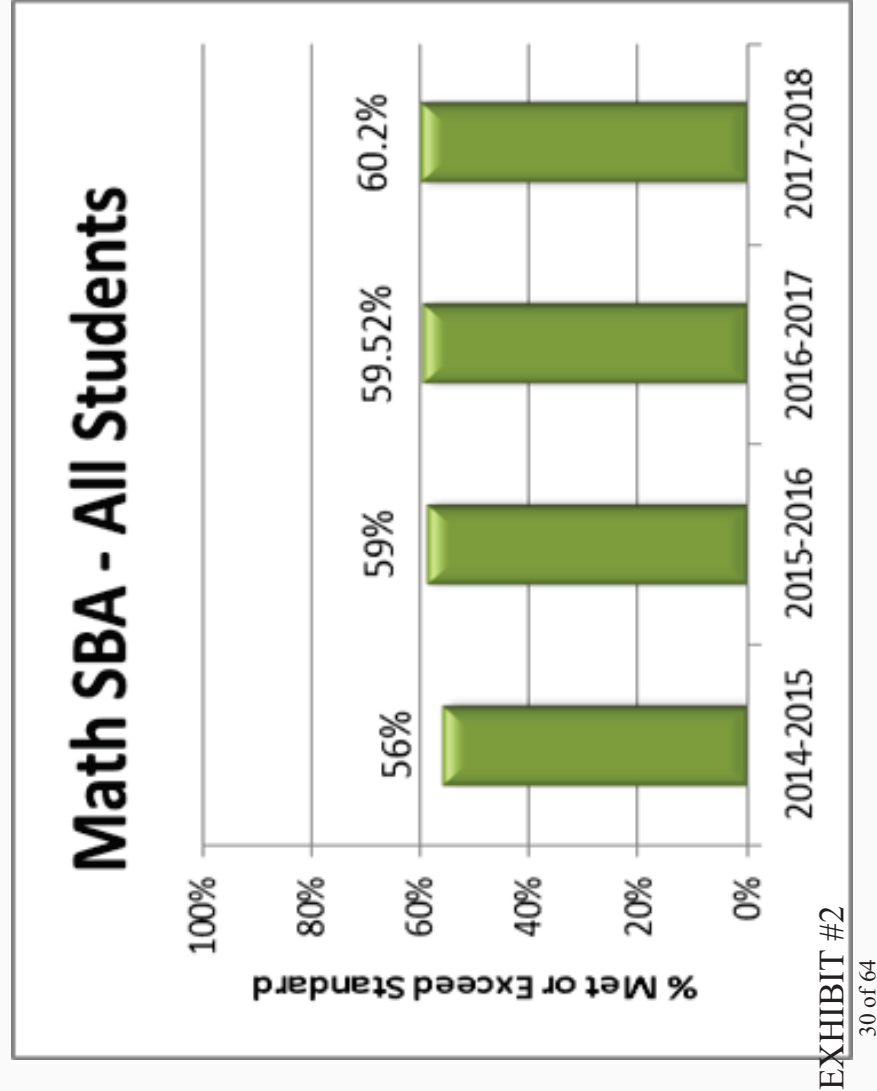
# Academics within MTSS

# K-12 Mathematics Pathways

EXHIBIT #2  
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### Smarter Balanced Assessment (SBA):

- Spring 2018, 55% of Grade 5 students in the District met or exceeded
- 36% of Grade 5 students in California
- 47% of Grade 5 students in Orange County met or exceeded



## Smarter Balanced Assessment Cohort Data

Grade	Math-All Students			
	2014-15	2015-16	2016-17	2017-18
CUSD	60%	62%	62.42%	64.67%
	55%	62%	61.37%	64.35%
	46%	55%	53.80%	54.67%
	57%	58%	61.86%	61.92%
	61%	61%	59.35%	64.92%
	60%	64%	65.40%	62.91%
11	50%	51%	52.49%	48.89%

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- August 2010 - Common Core State Standards were adopted by the State of CA
- In 2011, Education Division began the process of reviewing and examining K-12 math courses, placement criteria, textbooks, and the instructional shifts tied to the new standards
- Staff, at that time, used District student math performance data and research provided by the CDE to make the pathway adjustments (sample of data):
  - Students initially placed in Pre-Algebra in Grade 6: 1 out of every 4 (25%) of those students who accelerated repeated a math course by the time they were in Grade 10.
  - Of those students who completed Pre-Calculus in Grade 10: less than half scored “Advanced” on the High School Summative California Standards Test. (The Summative Test covered Alg 1, Geometry, and Algebra 2).

EXHIBIT #2

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# Current program:

## Elementary:

- K - 5 Math (5th grade students, the Spring, take the Math 7 Accelerated placement test)

## Middle School:

Incoming Grade 6 students are enrolled in either:

- Math 6
- Math 7 Accelerated

Incoming Grade 7 students are enrolled in either:

- Math 7
- Math 7 Accelerated
- Algebra 1

Incoming Grade 8 students are enrolled in either:

- Math 8
- Algebra 1
- Geometry

EXHIBIT #2

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## Secondary School Data:

Data on the percentage of students in each pathway.

- MATH 6: Approximately 90% enroll in Math 6;
  - 10% qualify to skip Math 6 and enroll in Math 7 Accelerated in Grade 6
- MATH 7: Approximately 60-65% enroll in Math 7
  - 25-30% qualify to enroll in Math 7 Accelerated,
  - 10% qualify to enroll in Algebra 1
- MATH 8: Approximately 60-65% enroll in Math 8
  - 25-30% qualify to enroll in Algebra 1,
  - 10% qualify to enroll in Geometry.

EXHIBIT #2

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# High School - 9th grade:

Incoming Grade 9 students enroll in either:

- Algebra 1
- Geometry
- Honors Algebra 2/Trig

## High School Data:

Percent of students who enrolled in Algebra 2 or higher in Grade 11:

- 2013-2014 – 68%
- 2014-2015 – 71%
- 2015-2016 – 72%
- 2016-2017 – 77%
- 2017-2018 – 80%
- 2018-2019 – 84% (1st semester enrollment)

This data indicates an increase over a 4-year span in the number of students who were enrolled in Algebra 2 or higher in Grade 11

- **68% in 2013-2014 compared to 80% in 2017-2018**

## High School Data:

Students who enrolled in Precalculus or higher

in Grade 12:

- 2013-2014 – 48%
- 2014-2015 – 54%
- 2015-2016 – 55%
- 2016-2017 – 58%
- 2017-2018 – 61%
- 2018-2019 – 68 % (1st sem. enrollment)

This data indicates an increase over a 4-year span in the number of students who enrolled in Precalculus or higher in Grade 12

**- 48% in 2013-14 compared to 61% in 2017-18**

High School Math Course Semester 2 “A”

Grades:

- 2013-2014 – 27%
- 2014-2015 – 30%
- 2015-2016 – 33%
- 2016-2017 – 35%
- 2017-2018 – 37%
- 2018-2019 – TBD

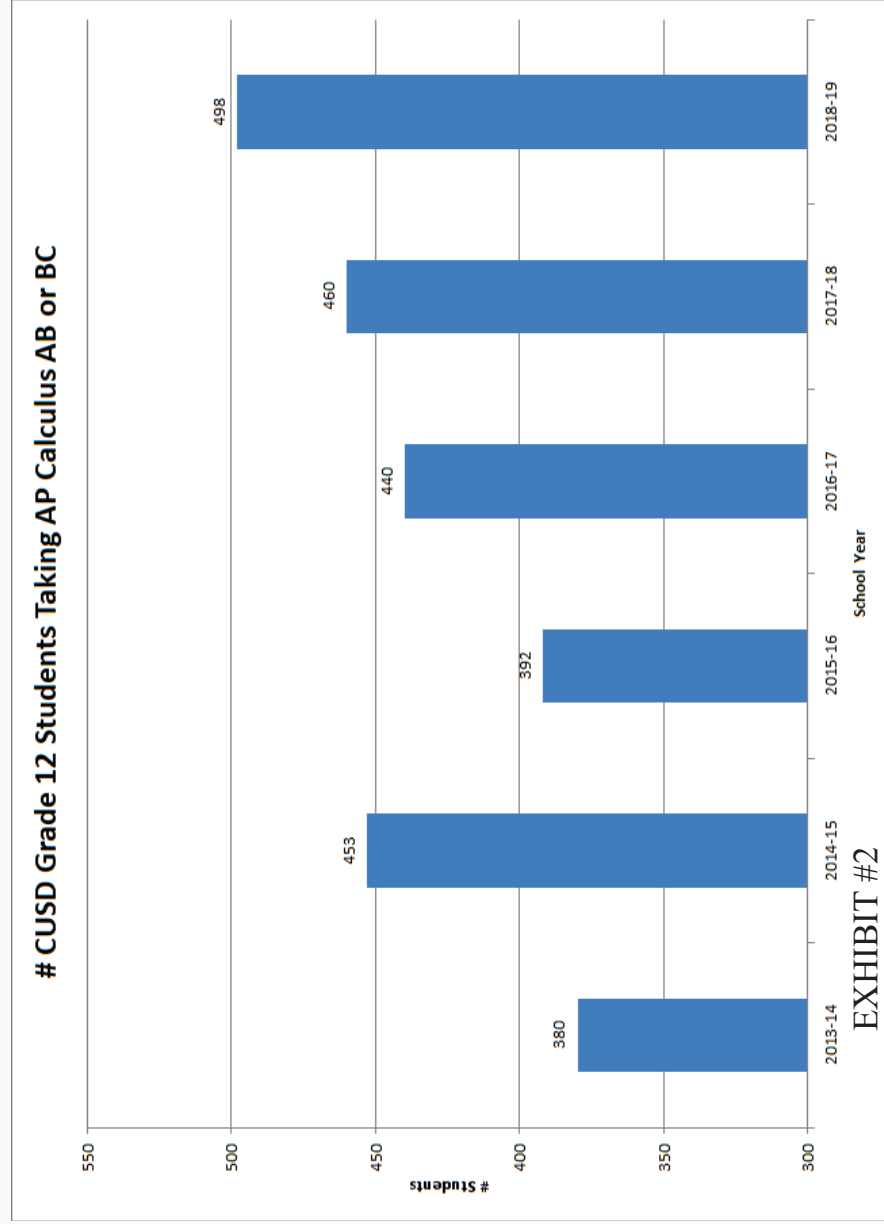
This data indicates an increase over a 4-year span in the number of students who earned an “A” in high school math courses

**27% in 2013-14 compared to 37% in 2017-18**

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## High School Data:

The number of students enrolled in Calculus A/B and Calculus B/C over multiple years.



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# Progress & Next Steps

# Elementary

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## Elementary Work:

In the Fall of 2016-2017, the District math coaches, in conjunction with the OCDE, trained every elementary teacher in three days of Cognitively Guided Instruction (CGI).

- This training was funded through the teacher effectiveness grant monies.
- The pedagogy of the textbook is similar to pre-CCSS, which was direct instruction and not reliant on sense making.
- The rationale for CGI was to support teachers in using their materials in a different way that would promote twenty-first century learning skills (communication, critical thinking, collaboration and creativity).
- Teachers facilitate understanding and connect materials to student understanding.

## Elementary Work (continued):

- Teachers have been given access to differentiating the curriculum with CGI word problems and more open-ended tasks that afford all students an entry point but can be extended naturally by the learner.
- The District website provides teachers with this supplemental material.
- Monthly Curriculum & Instruction Newsletters highlight all the available resources and customized support we can offer sites.

## Elementary Work (continued)

- Currently, the only data point the District can use to measure mastery of the Grade 5 math standards is the CAASPP/SBA test.
- The Curriculum and Assessment Review Team (CART) just completed evaluating assessment tools to develop common interim assessments at elementary for math.
- The recommendation from the committee was made in February 2019 for implementation of iReady for the Fall of 2019.
  - The tool will provide the necessary data throughout the year to better progress monitor student math understanding and proficiency (for Board approval May 22, 2019).

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## Elementary Next Steps:

- iReady - Implementation plan
  - 1st - 5th grade - 3x per year, intervention and enrichment
- Kindergarten Math Assessment (in place for the last 3 years)
- ESGI - online assessment for kindergarten
- 3rd grade replacement unit for fractions with tools and resources was provided
- Blended Learning for Professional Growth (20 hours total, 8 hours after school and 12 hours of independent reflection)
- District Website with Math Resources to supplement and augment current adopted curriculum
- This summer, a team of elementary teachers, will begin the development of math performance tasks for implementation next year

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# Progress & Next Steps

# Secondary

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## Current Work - Middle Schools:

- Math support class provided for struggling Grade 7 Students at all schools
  - Coaching of Math Support Teachers by District Staff and Resource Providers

## Next Steps - Middle School:

- Implement Summer Support Classes for Incoming Grade 6, 7, and 8 Students

EXHIBIT #2

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## Current Work - High School:

- Math Support Class for Struggling Algebra 1 Students (3 schools)
- Book Study on “Catalyzing Change in High School Math Classes” with High School Math Department Chairs
- Piloting Adjustments to High School Math Course Placement Criteria based on Data Analyses

## Middle & High School Next Steps:

- District-Developed multiple choice CFAs - in 3rd year of implementation
  - Administrative data-walks completed on CFA data at Admin level
- District-Developed Performance Tasks - in 1st year
- Member of Silicon Valley Math Initiative, which provides Performance Tasks used in all secondary math classes
- Constant & consistent communication with schools regarding SBA performance data
  - Annual math classroom walks with individual sites and meetings with site staff to review math performance data



## Next Steps - High School:

- Implement Summer Support Classes for incoming Grade 9 students
- Visits to other high performing Districts regarding positive trends in math performance

### Staff Commitments:

- Implement an assessment theory of action establishing District common assessments or universal screeners at each grade span to improve outcomes for students.

### Assessment Theory of Action

	<u>Kindergarten</u>	<u>Grades 1 - 5</u>	<u>Grades 6 - 8</u>	<u>Grades 9-12</u>
Math	ESGI and all Kinder teachers will be trained on District developed assessment starting this summer (2019-2020)	<i>i-Ready</i> - 3 times a year starting in 2019-2020	Math CIAs & Performance Task 2 times a year (Develop in 2019-2020)	Math CIAs & Performance Task 2 times a year (Develop in 2019-2020)

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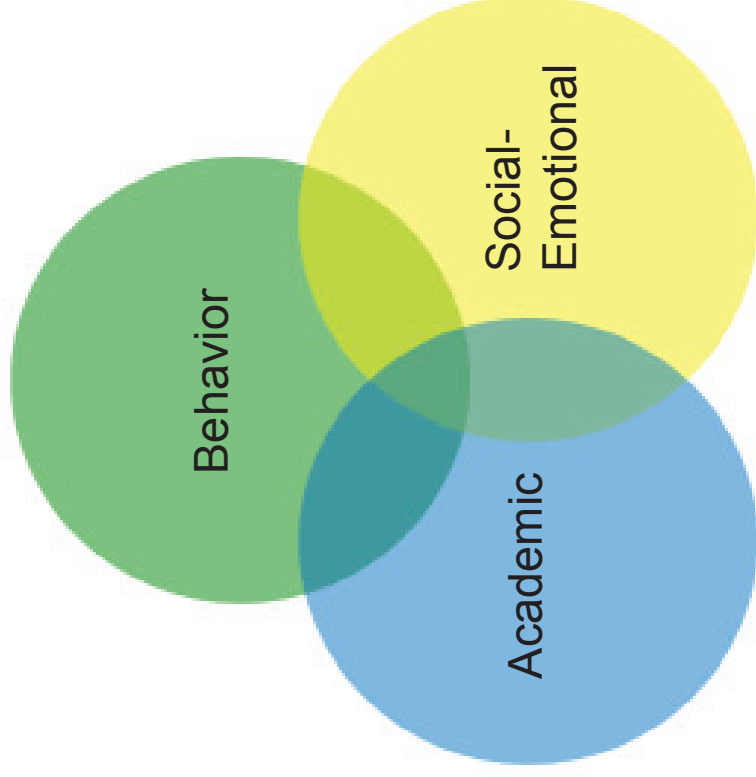
MTSS

# CUSD District Dashboard

EXHIBIT #2  
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# MTSS CUSD District Dashboard

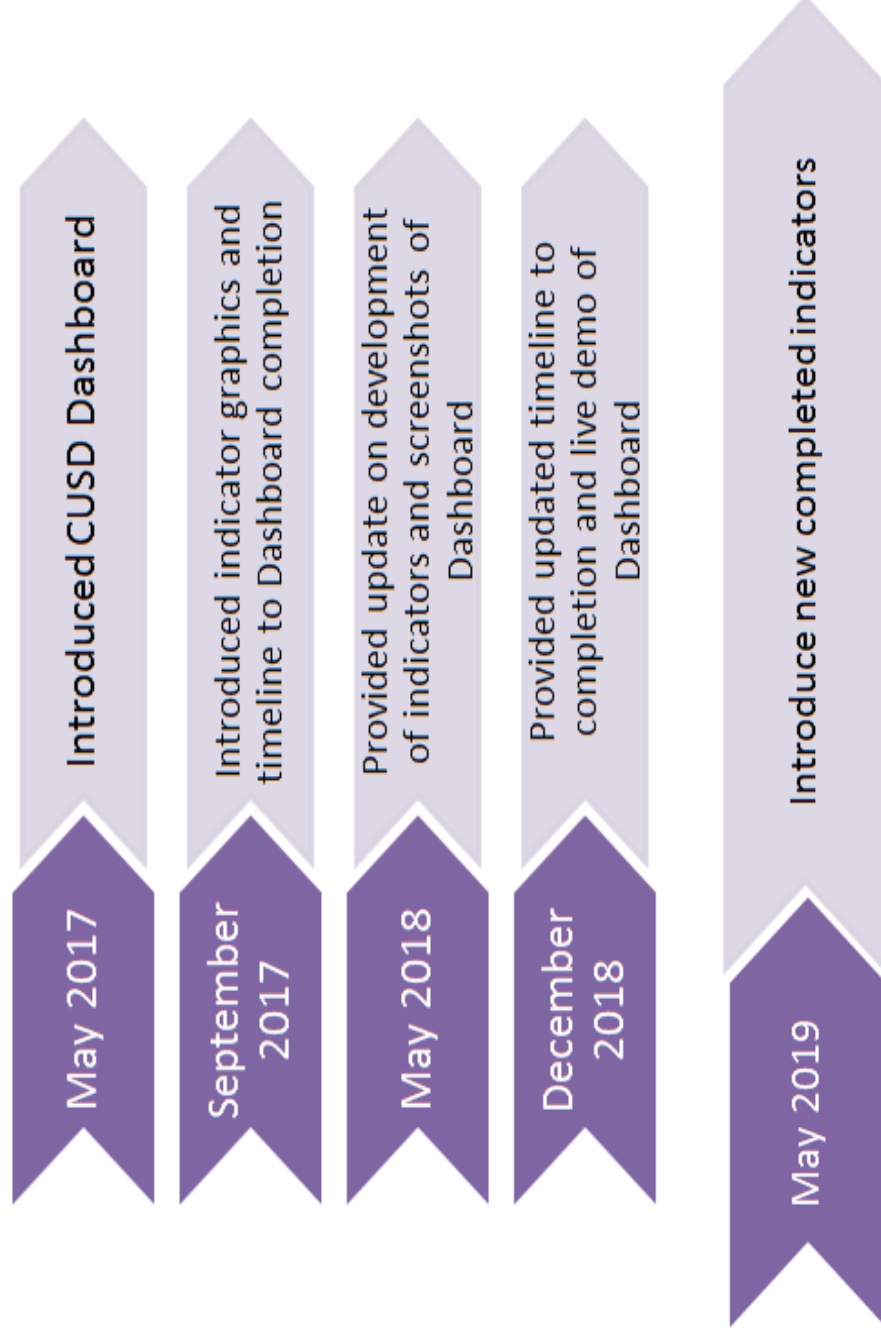
The CUSD Dashboard emphasizes the MTSS which child approach by including academic, behavior, and social- emotional indicator monitors our system of supports.



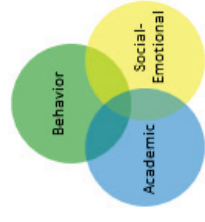
# Purpose of the MTSS CUSD District Dashboard

- Allows District to set goals tied to programs
- Supports Principal PLCs
- Supports LCAP
- Provides lag data to support MTSS
- Provides stairway to success for preK-12
- Used for programmatic monitoring and improvements

# Progress to Date



# PreK-Postsecondary Dashboard Indicators



• Postsecondary Success - College-Going, College Persistence, and College Graduate 

• Grade 9-12 Social Emotional Indicators - Chronic Absenteeism & Grades 9 & 11 CHKS Overall Supports & Engagements 

• Grade 11 College Readiness - EAP 

• Grade 10 High School Success - success index under development 

• Grades 6-8 Social Emotional Indicators - Chronic Absenteeism & Grade 7 CHKS Overall Supports & Engagements 

• Grade 8 High School Readiness - readiness index under development 

• Grades K-5 Social Emotional Indicators - Chronic Absenteeism & Grade 5 CHKS Overall Supports & Engagements 

• Grade 3-12 EL At-Risk & LTEL 

• Grade 1-5 Math Screener - i-Ready 

• Grades K-5 Reading Development - DIBELS 

• Kinder School Readiness - EDI 

• Preschool School Readiness - DRDP 

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# Indicators on-Track



## Preschool Readiness Indicator



- Preschool readiness indicator utilizes the DRDP measure. 2017-2018 DRDP data became available this March which has delayed its completion. This indicator will be completed in summer 2019.

## Grade 1-5 Math Screener Indicator



- The Curriculum & Assessment Review Team selected *i-Ready* as its math screener. 2019-2020 will be the first year of implementation and baseline data. This indicator will be completed in fall 2019.





# Indicators on-Track



## High School Readiness & Success



- High School Principals reviewed data to determine what combination of metrics contribute to high school readiness and success. District staff will run the data and complete this indicator in fall 2019.

### High School Readiness (8th)

2.5 GPA

No 2nd SARB letter

### High School Success (10th)

2.0 GPA

No 2nd SARB letter

110 credits at the start of grade 11



# Indicators on-Track



## Postsecondary Success and Persistence

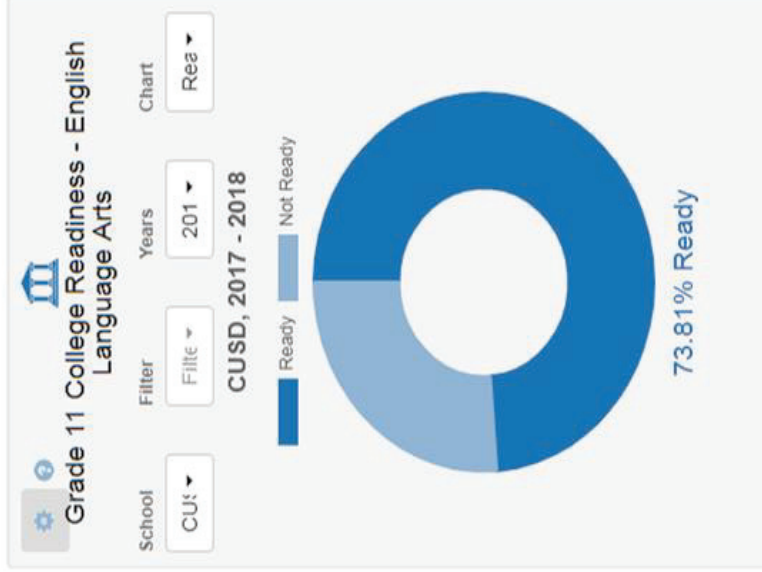
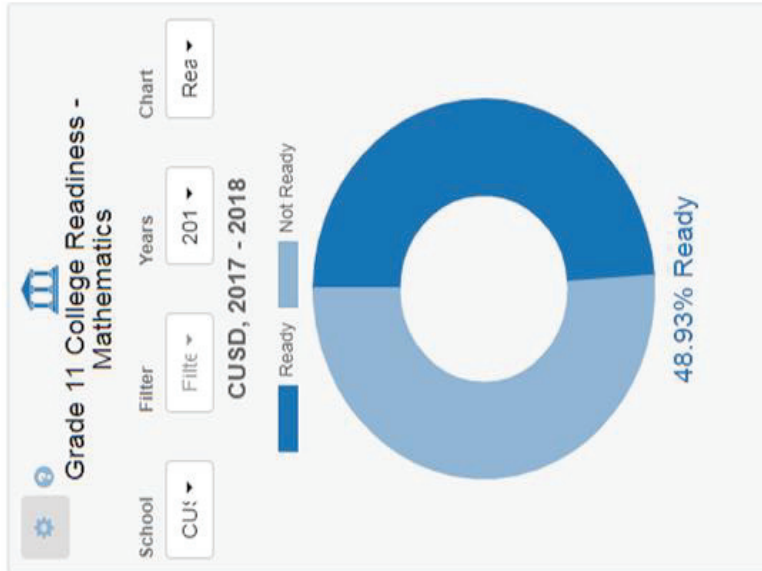
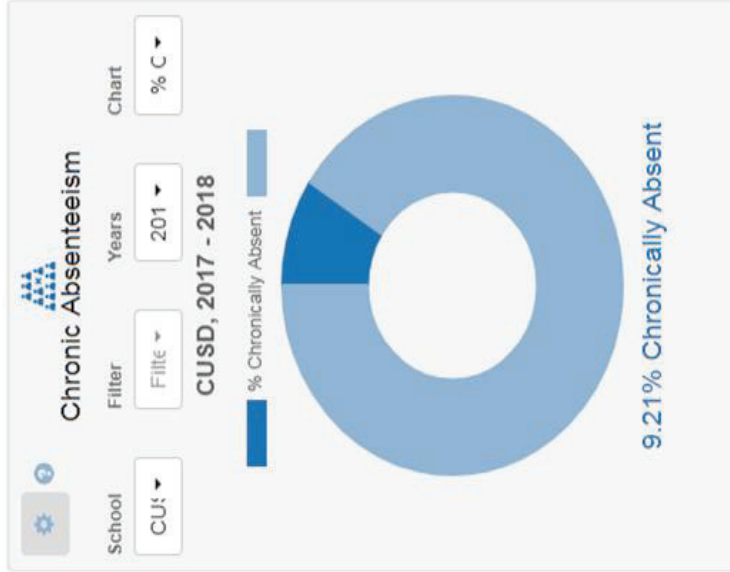


- District and site staff determined two metrics, completed FAFSA applications and self-management, were high leverage metrics that would influence postsecondary enrollment, persistence, and graduation. District staff will review accessible data systems to identify measurable data points. This indicator will be completed in fall 2019.

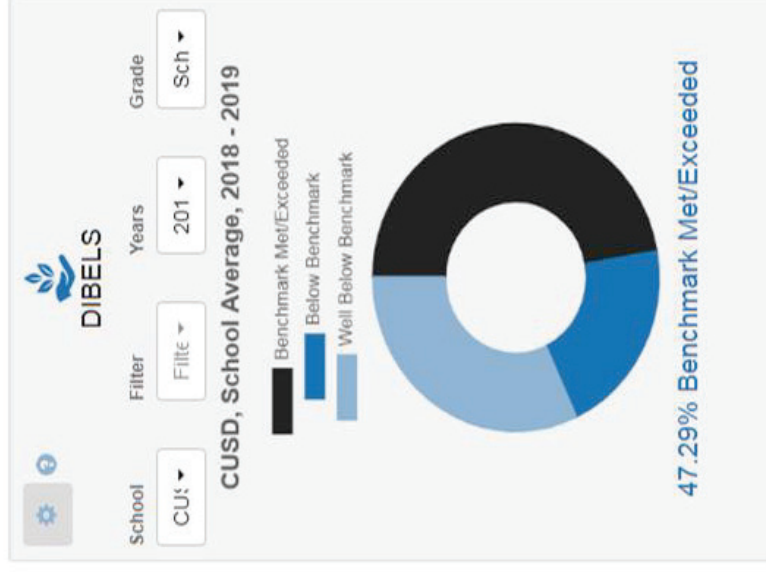
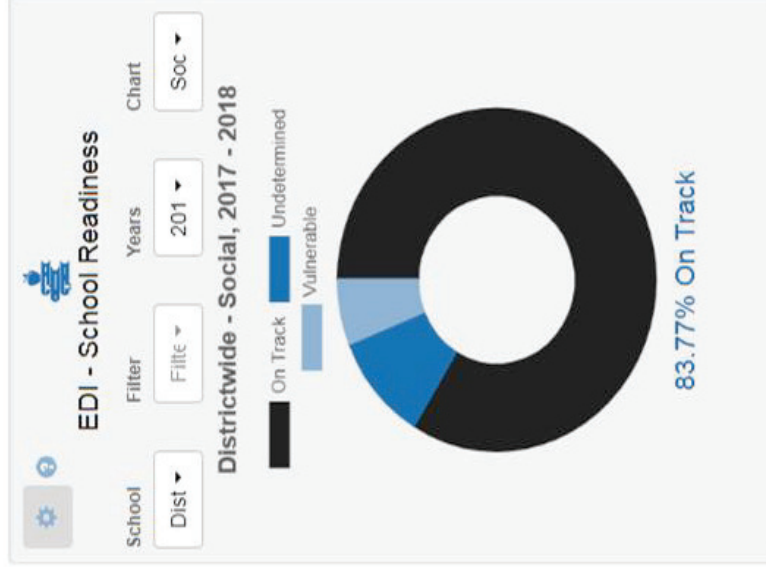
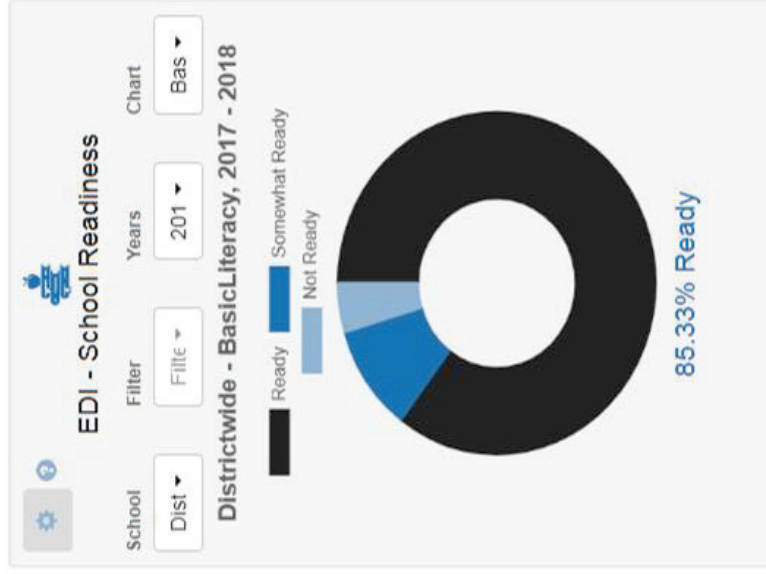




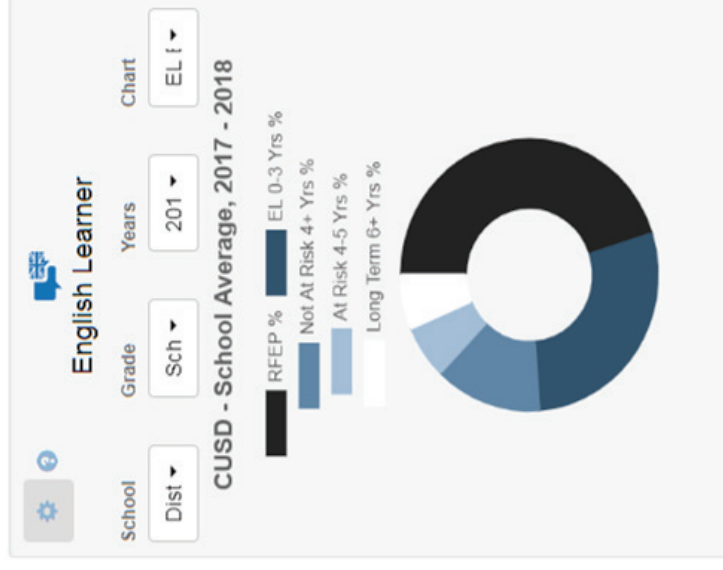
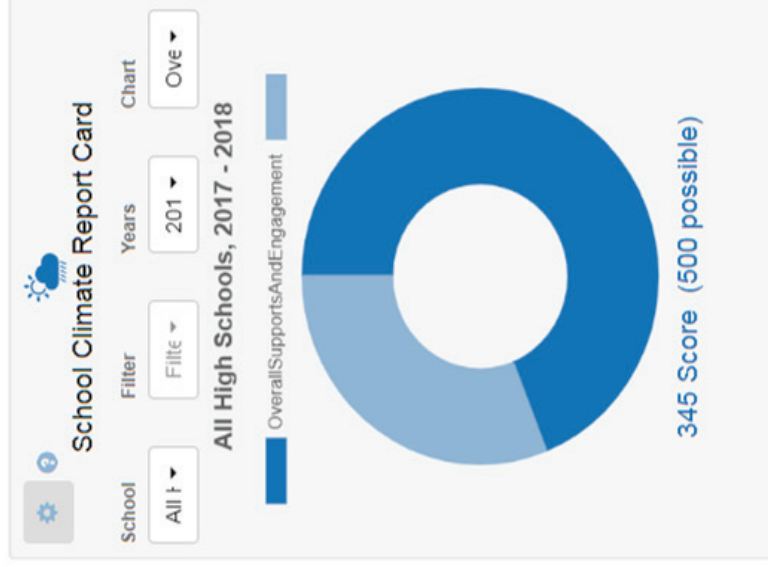
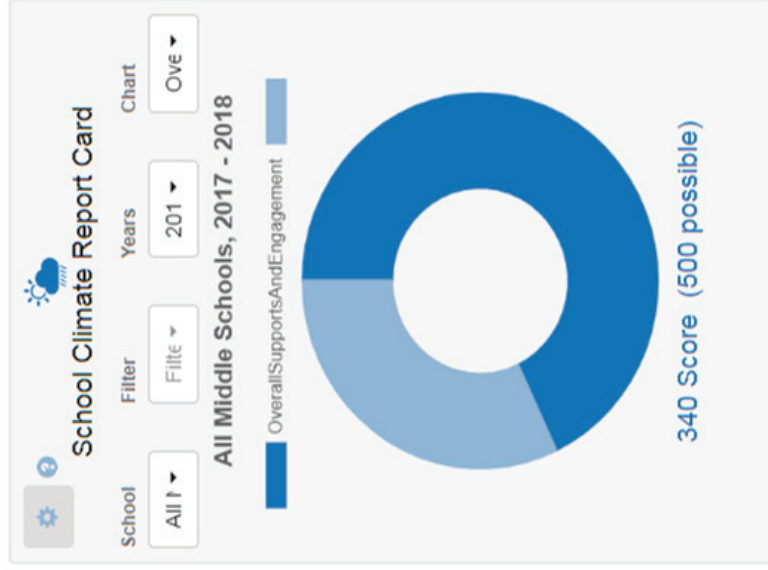
# Indicators Completed



# Indicators Completed



# Indicators Completed



# Dashboard Website

<https://dashboards.capousd.org/>



# Dashboard Timeline



Spring 2018	Summer 2018	Fall 2018	Spring 2019	Summer 2019	Fall 2019
<div>College Readiness indicator</div> <div>Reading Development indicator</div> <div>Chronic Absenteeism indicator</div>	<div>Kinder indicator</div>		<div>Social-emotional support indicator</div> <div>ELs At-Risk &amp; LTELs indicator</div>	<div>Preschool indicator</div>	<div>HS readiness indicator</div> <div>HS success indicator</div> <div>Postsecondary indicator</div> <div>Grade 1-5 Math Screener indicator</div>
<div>CUSD Dashboard Operational Launch Timeline</div> <div> <div>Phase 1</div> <div>includes indicators through summer 2019</div> <div>Phase 2</div> <div>includes indicators through fall 2019</div> </div>					



# Acronyms

**CFA** - Common Formative Assessment

**CIA** - Common Interim Assessment

**SBA** - Smarter Balanced Assessment

**CPI** - Crisis Prevention Institute

**MTSS** - Multi-Tiered System of Supports

**PLC** - professional learning community

**LCAP** - Local Control and Accountability Plan

**DRDP-R** - Desired Results Developmental Profile - Revised

**EDI** - Early Development Index

**DIBELS** - Dynamic Indicators Basic Early Literacy Skills

**i-Ready** - online assessment platform

**CHKS** - California Healthy Kids Survey

**EAP** - Early Assessment Program

**SARB** - School Attendance Review Board

**FAFSA** - Free Application for Federal Student Aid

**RFEPs** - reclassified fluent english proficient were once ELs that have since met the district's criteria to be considered english proficient and have been redesignated as english fluent

**EL At-Risk** - EL not meeting State criteria of expectations for attaining English proficiency

**EL** - current English Learners

**LTEL** - long-term English Learner defined by the State as EL for 6+ years and not making progress on English proficiency







# Thank you!

