

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

June 23, 2021

Workshop

6:00 p.m.

AGENDA

Due to the nature of the COVID-19 pandemic and in accordance with Governor Newsom's Executive Order N-29-20, issued on March 17, 2020, the Board members will have the option to attend the meeting and take action on any item telephonically. Members of the public may live stream the meeting from our District website at CAPOUSD.org.

*Members of the public may attend the meeting in person, however social distancing practices will be followed. Attendees will need to wear a mask whenever in District facilities. For the safety and well-being of others, speakers will be required to wear a mask when addressing the Board at the podium. If participants choose to not attend the Board meeting in person the District has provided the following option for the public to address the Board telephonically. Please submit a request to address the Board telephonically by clicking [here](#), **register only if you are not attending in person**. Those who have registered to comment will receive an email prior to the meeting with information on how to join and comment via a Zoom link. If you are attending in person a speaker card will need to be submitted prior to the agenda item per Bylaws of the Board 9323, Meeting Conduct. 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 (3) 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. Detailed guidelines and information on what to do if you wish to address the Board of Trustees, is provided at the end of this agenda.*

WORKSHOP 6:00 P.M.

CALL TO ORDER – ROLL CALL

PLEDGE OF ALLEGIANCE

ADOPTION OF THE AGENDA

1. VISION OF A CUSD GRADUATE:

Staff presents the Vision of a CUSD Graduate. Staff will share key competencies, or attributes and skills, of students who graduate from the District, and the programs, services, curriculum, and initiatives that support these competencies and realize the District's Mission Statement and Wildly Important Goal of Teaching and Learning. Staff will present that District graduates will possess key competencies after graduating from high school, and these attributes and skills prepare students "to meet the challenges of a rapidly changing world." Staff will provide an update on practices, programs, and services that have been established and currently serve as the foundation for the competencies, including Great First Instruction, Professional Learning Communities, Multi-tiered System of Supports, and Cultural Proficiency. Staff will also share how the competencies align with current course offerings and student opportunities in the District, such as Career and Technical Education pathways, State Seal of Biliteracy, Cultural Proficiency, and Social Emotional Learning. Staff will then request direction from the Board to define and prioritize policy work and initiatives for the 2021-2022 school year that will support the development of the key competencies in a CUSD graduate, including: State Seal of Civic Engagement, Health, and Board Policies that support students with grading practices and access to coursework. Staff will create a visual rendering of the key competencies that will be shared with the community and school sites to clearly define the expectations for District graduates.

**INFORMATION/
DISCUSSION**

Page 1

EXHIBIT 1

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: Communications - Communicate with, and engage students, parents, employees, and community members in Districtwide and community-specific decisions.
Contact: Gregory Merwin, Chief Academic Officer, Education and Support Services***

Staff Recommendation

It is recommended the Board President recognize Gregory Merwin, Chief Academic Officer, Education and 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, JULY 21, 2021, 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

If you wish to register to be a public speaker, please register by clicking [here](#).

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: Gregory Merwin, Chief Academic Officer, Education and Support Services

Prepared by: Brad Shearer, Assistant Superintendent, Leadership and Instruction, Elementary
Dave Stewart, Assistant Superintendent, Leadership and Instruction, Elementary
Jennifer Smalley, Assistant Superintendent, Leadership and Instruction, Secondary

Date: June 23, 2021

Board Item: Vision of a CUSD Graduate

OVERVIEW

Staff presents the Vision of a CUSD Graduate and the key competencies of a student who successfully graduates from the District. In this report, staff will reaffirm the District's commitment to the Mission Statement of preparing students "to meet the challenges of a rapidly changing world" and the District's Wildly Important Goal of "meaningful, challenging, and innovative educational experiences" that support the development of these competencies in District graduates.

Staff will introduce the educational programs, services, and initiatives that have been established and are foundational to supporting all students with this Vision. Next, staff will identify the overarching competencies of a CUSD Graduate and explain that District graduates will possess these key competencies after graduating in order to ensure their success with post-secondary career paths. Finally, staff will engage with Trustees and the community to clarify the competencies and then seek guidance and direction from Trustees for focused and strategic policy work and educational initiatives for the 2021-2022 school year and beyond in order to provide access and appropriate support for all students to achieve the competencies.

As part of the workshop, staff will create a visual rendering of the key competencies that will be shared with the community and school sites to clearly define the expectations for District graduates.

HISTORY

District's Mission Statement and "Teaching and Learning" WIG #1

The District's Mission is to "prepare students to meet the challenges of a rapidly changing world." To further clarify and strengthen this statement, the Board approved three "Wildly Important Goals." Of these three goals, Goal #1 specifically defines teaching and learning and states: "Engage students in meaningful, challenging, and innovative educational experiences to increase post-secondary options for all students."

“Teaching and Learning” Systems, Programs, and Services

Beginning in 2015, the District has established important foundational programs, services, and systems to meet the needs of students. This work has been implemented to educate each student and provide them with the personalized support that they need to be successful in college and postsecondary career opportunities.

The following are the foundational practices and systems that drive the “teaching and learning” for all students in the District:

- **Great First Instruction** (2015): Great First Instruction are the consistent teacher instructional practices that give all students the best opportunity to learn standards-based, grade-level content and skills the first time they receive instruction. The four research based Districtwide instructional practices are: lesson preparation, strategies, interaction, and review and assessment.
- **Professional Learning Communities** (2016): Professional Learning Communities, or PLC, are an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. PLCs operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators. This model of teacher collaboration was first introduced in the District in 2003 and then was re-established in 2016 as a foundational practice.
- **Continuum of Services** (2017): Continuum of Services identifies and establishes personalized services and programs that provide strategically designed instruction and support to students with disabilities who qualify for special education.
- **Multi-tiered System of Supports** (2018): Multi-tiered System of Supports (MTSS) is a system which defines different levels of support for all students in the areas of social-emotional, behavior, and academics to ensure that every learner can be successful. Relying on teacher PLCs to review data and identify what level of support is needed, MTSS identifies practices, programs and strategies in three different levels or tiers to differentiate the type of support: Tier 1 supports all students; Tier 2 strategically supports students who need additional support; and Tier 3 provides intensive support for students who require it to be successful.
- **MTSS Intervention Plan** (2021): The MTSS Intervention Plan ensures each school develops a schoolwide system for intervention (students who need learning recovery) and extension (students who need to be challenged). The plan, using Expanded Learning Opportunities (ELO) funds, provides resources and training for sites over the next two years to address learning recovery due to COVID-19 as well as develop systems of intervention at every school site that will continue beyond the short-term funding provided.

BACKGROUND INFORMATION

A CUSD Graduate must have specific competencies, or skills and attributes, that empower the student to successfully “meet the challenges of a rapidly changing world.” In response to feedback from principals and CUEA, key competencies have been articulated and are organized into five overarching concepts with sub-skills underneath that further clarify the competency:

1. **Innovative problem solver and critical thinker**
 - a. *Perseveres and maintains a growth mindset*
2. **Life long learner**
 - a. *Masters foundational knowledge and skills*
3. **Inspired leader**
 - a. *Engages in practices to stay mentally, emotionally, and physically healthy*
 - b. *Self-motivated and goal-oriented*
4. **Engaged citizen**
 - a. *Civic-minded*
 - b. *Global awareness and cultural understanding*
 - c. *Shows empathy and respect toward others*
5. **Skilled communicator**
 - a. *Oral and written*
 - b. *Adept with technology*
 - c. *Proficient in multiple languages*

District Programs, Services, and Systems to Support Competencies

The following programs, services, and systems provide students with the opportunities and support to develop the key competencies. Please see the table below for next steps in implementation for 2021-2022:

Programs, Services, Systems	Next Steps for Implementation in 2021-2022
Multi-tiered System of Supports (MTSS)	Develop and implement a Districtwide Behavior Support Plan that builds capacity of school teams to meet the diverse behavioral needs of every student
Professional Learning Communities (PLC)	Continue current practices and build system to collect, share, and refine PLC work Districtwide
Great First Instruction (GFI)	Revisit and refine instructional practices in every classroom in order to strengthen Tier 1 (universal) support in academics
Second Step and Social Emotional Learning	Counselors will continue to implement Second Step lessons in grades K-8; training will be provided to teachers and administrators for strategies to integrate social emotional learning into all courses
English Language Development	English Learners will all receive appropriate designated and integrated English Language Development (ELD) instruction

Rigorous and Relevant Courses	All students will have access to the classes for which they meet the criteria
Cultural Proficiency Lessons	Counselors will deliver 1 30 minute lesson per grade level K-12
Cultural Proficiency Plan	All 6 comprehensive high schools have already established Cultural Proficiency (CP) Task Forces who are collaborating with their ASBs to add CP to student activities. All staff will complete modules 3 and 4 of implicit bias training and will develop school goals for cultural proficiency
Career and Technical Education Pathways	Currently, there are 30 unique pathways, with approximately 70% of high school and 32% of middle school students participating and approximately 3,500 students earning college credit. Next steps include goals of 100% articulation, 100% UC a-g, and 50% honors weighted courses. Lessons will reinforce Career Readiness Skills (soft skills). College and Career Guidance Centers will open on each high school campus to serve all K-12 students
State Seal of Biliteracy	Continue current work and proactively share with students at the beginning of high school the benefits of biliteracy
Physical Education, Sports, Performing Arts, and Extracurricular Activities	Continue current work and collaborate with PE teachers to develop strategies to integrate social emotional learning opportunities into PE

CURRENT CONSIDERATIONS

Staff requests Trustee guidance for prioritization of policy work and initiatives for the 2021-2022 school year. Trustee direction will “set the agenda” for staff for the coming year and focus efforts on strategic work to address the five competences and to provide all students with access to the coursework and educational experiences required to be a successful CUSD Graduate.

- Revisit and reconsider Board Policy 5121.1(a) *Grades/Evaluation of Student Achievement* to ensure fair and consistent grading practices (Addendum #1)
- Develop and strengthen existing policies and practices to ensure access to rigorous courses
- Create District Guiding Coalition and pursue development of State Seal of Civic Engagement from CDE (Addendum #2)

- As defined in the Cultural Proficiency plan, begin development of ethnic studies curriculum with pilot planned for 2023
- Review middle school acceleration and math pathways for students to ensure access
- Explore health competencies, health curriculum, and high school graduation policy requirements related to health
- Strengthen “Running Start” partnership with Saddleback College to provide high school students with the ability to earn an AA as a high school graduate

FINANCIAL IMPLICATIONS

Staff would return with the financial impact in response to Trustee direction. There may be financial impact as a result of new curriculum, new policies, or new initiatives.

STAFF RECOMMENDATION

It is recommended the Board President recognize Gregory Merwin, Chief Academic Officer, Education and Support Services, to present this item and request guidance from Trustees for policy and initiative work in 2021-2022.

PREPARED BY: Brad Shearer, Assistant Superintendent, Leadership and Instruction, Elementary
 Dave Stewart, Assistant Superintendent, Leadership and Instruction, Elementary
 Jennifer Smalley, Assistant Superintendent, Leadership and Instruction, Secondary

APPROVED BY: Gregory Merwin, Chief Academic Officer, Education and Support Services

GRADES/EVALUATION OF STUDENT ACHIEVEMENT

It will be the purpose of the District and the school system to report student progress in terms of District, school, class and individual goals. Parents will receive information from the school on a periodic basis indicating student progress toward these goals.

The Superintendent or designee shall establish and regularly evaluate a uniform grading system. Principals shall ensure that student grades conform to this system. Nothing herein shall conflict with a teacher's ability to assess student work as defined in Education Code § 49066 (a), which states: "When grades are given for any course of instruction taught in a school district, the grade given to each pupil shall be the grade determined by the teacher of the course and the determination of the pupil's grade by the teacher, in the absence of clerical or mechanical mistake, fraud, bad faith, or incompetency, shall be final."

Elementary School Student Progress

In the fall of each school year, students in Grades K-5 take literacy skills assessments to assess their individual skill levels in reading readiness and/or reading fluency.

In the fall of each school year, parents shall be invited to attend a Parent-Teacher conference to review their child's academic progress-to-date and, if needed, develop a Family School Partnership Plan and/or Intervention Plan to ensure the child's continued progress in the current school year. Students will be encouraged, as appropriate, to attend fall Parent-Teacher Conferences.

Report cards will be issued at the end of each-trimester-reporting period. Student progress in reading, writing, mathematics, history/social science, science, physical education, and the arts will be reported in relation to grade-level performance standards.

Number marks will be issued in subject matter as follows:

- 4 = Excelling at reporting period expectations
- 3 = Meeting reporting period expectations
- 2 = Progressing toward reporting period expectations
- 1 = Insufficient progress toward reporting period expectations

Effort marks will be issued in subject matter and in skills and behaviors that support learning as follows:

- O = Outstanding
- S = Satisfactory
- AC = Area of concern
- U = Unsatisfactory

GRADES/EVALUATION OF STUDENT ACHIEVEMENT (continued)

English Language Learners (ELL) will receive progress reports on levels of English language fluency.

Individual schools and teachers may supplement report cards with additional information throughout the school year as they deem appropriate.

In the winter and the spring of each year, students retake the literacy skills assessments as a means to monitor continued progress and growth toward end-of-year benchmark goals.

At the end of the second reporting period, parents shall be invited to attend a second Parent-Teacher Conference, as needed, to review student progress-to-date and consider additional strategies for success through the end of the school year.

Secondary School Student Progress

In middle schools, grades are available in the parent portal at the end of each quarter. Parents may request to have report cards mailed home if they do not have portal access. Mid-quarter progress reports will be issued to students in danger of failing (D or F grades) not later than the week during which the end of the first half of the marking period or instruction for the course falls.

In high schools, grades are available in the parent portal at the end of each 6-week grading period and at the end of each semester. Parents may request to have report cards mailed home if they do not have portal access. . Passing semester grades for high school courses will be awarded five credits per course. Passing grades include A, B, C, or D grades. In addition, teachers must notify parents of the danger of failing a semester course during the last six weeks of the semester if no prior notification has been given.

Letter grades will be issued at the secondary level in subject matter as follows:

A = Excellent progress
 B = Above average progress C = Average progress
 D = Below average F = Failing

Student semester grade points will be computed for courses on the following numerical value for all courses taken for the purpose of determining grade point average (GPA): A = 4; B=3; C = 2; D = 1; F = 0

For Advanced Placement and Honors level courses only, grade points will be computed on the following numerical value: A = 5; B = 4; C = 3; D = 1; F=0

When students with honors credits on their transcripts transfer from out of district or out of state schools, only courses designated as honors by CUSD and approved by the University of California will be recognized.

GRADES/EVALUATION OF STUDENT ACHIEVEMENT (continued)

In an entry level elective course, evaluation may be denoted using the following symbols:

CR = Credit

NC = No credit

Citizenship marks will be issued as follows:

O = Attitude and behavior are outstanding S = Attitude and behavior are satisfactory S- = Behavior needs improvement

U = Attitude and behavior are unsatisfactory

A teacher shall base student grades on their mastery of course content based on District standards. Students shall have the opportunity to demonstrate mastery through a variety of methods, including, but not limited to tests, projects, portfolios, class discussion, attendance, effort, student conduct, and/or work habits as appropriate. A student's physical education grade may not be adversely affected by the student's failure to wear standardized physical education apparel when such failure is a result of circumstances beyond the student's control. (Education Code 49066) In the event of a disagreement related to a student's grade, a parent may request a change to a student's record via the process outlined in Board Policy 5125.3.

If a test or assignment used by a teacher to evaluate student learning becomes compromised, a teacher has the discretion to disregard the results of the test/assignment. To remedy the situation, a teacher may administer a new test/assignment, weight the test/assignment and assign a letter grade to the test/assignment, or assign a subjective grade. In the event that a compromise occurs at the end of a quarter, grading period, or semester, the teacher has the discretion to rely on previous assessment results in the marking period. (Education Code 49066 and 49067)

Legal Reference:

EDUCATION CODE

48070 Promotion and retention 48431.6 Required systematic review

49066 Grades; finalization; physical education class

49067 Mandated regulations regarding pupil's achievement

Johnson v. Santa Monica-Malibu Unified School District Board of Education (App. 2 Dist. 1986 224 Cal. Rptr. 885, 179 C.A. 3d 593)

Policy

adopted: August 18, 1997

revised: February 11, 2008

revised: March 13, 2019

CAPISTRANO UNIFIED SCHOOL DISTRICT

San Juan Capistrano, California

California Department of Education (CDE) State Seal of Civic Engagement: Process for Implementation

The following explains the process to pursue the State Seal of Civic Engagement.

On September 10, 2020, the State Board of Education (SBE) adopted criteria and guidance to award a State Seal of Civic Engagement (SSCE) to California students who demonstrate excellence in civics education and participation, and an understanding of the United States Constitution, the California Constitution, and the democratic system of government. By adopting these criteria, California joined a small but growing number of states that formally recognize and promote student civic engagement with seals to affix to student transcripts, diplomas, or certificates of completion. The following outlines necessary criteria and proposed steps to a District Seal of Civic Engagement:

- District Seal criteria are determined by the Local Education Agencies (LEAs):
 - *"Each LEA should develop criteria considering its own local context to ensure maximum accessibility for all students, at all grade levels, including those in alternative school settings. Local governing boards are encouraged to approve or adopt their own policies regarding the implementation of the SSCE criteria."*
- District staff will need to create a guiding coalition of District administrators, teachers, staff and students in the 2021-2022 school year to determine appropriate criteria meeting District expectations in the following seal criteria:
 - Engaged in Academic work (i.e. 2.0 GPA on 4-year plan and on track to graduate)
 - Demonstrate competent understanding of United States (US), California constitutions (must complete grade level US and World history course with C or better)
 - Participate in one or more informed real works civic engagement project (i.e. voter registration drive, etc.)
 - Demonstrate civic knowledge, skills, and dispositions through self-reflection – (create a portfolio demonstrating civic action)
 - Exhibit character traits that reflect civic-mindedness and a commitment to positively impact the classroom, school, community and/or society.
- The coalition will determine if new courses need to be created
 - It is encouraged to create pathways from K-10 as prerequisites to identify how this criteria is evaluated and by whom.
 - Staff would develop course description(s) for all elements in Seal
 - Staff and coalition would need to bring courses to board for approval
 - Broad Course of Study etc., as well as potential a-g compliance and University of California status
 - Implement new courses as determined by coalition and Board approval.

- Staff would need to develop an Administrative Regulation (AR) or Board Policy to outline criteria, delineate timelines, systems and general guidelines (Similar to Seal of Biliteracy).
- The coalition, with Board approval, would create a system to process certificates, working with site staff to determine the process by which students would apply, be approved, and then be processed formally for receipt of seal upon completion of requirements.