



Bell Schedule Board Report

May 14, 2020

Bell Schedule Overview and Context:

Long Range Plan - Adopted November 15, 2018

- ❖ Our graduates will have the necessary preparation to choose their post-graduation paths.
- ❖ Using clearly defined, research-based instructional practices, curricula, interventions, and enrichment experiences, CUSD learners will perform in the top 10% of San Diego County students as measured by a variety of metrics and assessments.
 - Identify top research-based instructional practices, models, programs and resources, and provide a comprehensive report to the Governing Board.
 - Integrate programs and experiences which enhance college and career readiness across CUSD

State Instructional Minutes Requirement



Bell Schedule Overview and Context:

- ❖ **CHS Process - multiple opportunities for shareholder input since December 2018**
 - Meetings with students
 - Meetings with staff
 - Community meetings
- ❖ **Two Virtual Forums (May 1st and May 8th)**



Bell Schedule Overview and Context:

- ❖ **In this presentation, we endeavor to:**
 - Provide data to inform and guide our decisions
 - Provide context on why a change is necessary
 - Bell Schedule Recommendation



WHAT DO WE KNOW?

ACT/SAT/AP Pass Rate

School	Enrollment	ACT Composite	SAT Mean	AP Pass Rate (3,4,5)	Bell Schedule
National Avg		21	1068	58%	
State Average		23	1076	60%	
Top Performing San Diego High Schools (by alpha)					
Canyon Crest	2575	28	1395	91%	4x4
Carlsbad	2337	24	1196	83%	7 Periods
Coronado	1150	26	1212	84%	6 Periods
Del Norte	2168	27	1212	92%	Trimester
La Costa Canyon	1935	25	1213	69%	7 Periods
La Jolla	1350	27	1194	72%	6 Periods
Poway	2262	24	1206	83%	Trimester
Rancho Bernardo	2359	26	1209	85%	4x4
Sage Creek	1257	28	1235	86%	Trimester
Torrey Pines	2418	28	1296	79%	7 Periods
Westview	2358	28	1277	93%	4x4



D/F Data 2019-2020

SEMESTER 1	D/F Grades	Total Students	Percent
# of Students - Any Subject	214	1,119	19%

With the current CHS bell schedule, students only have a **10 credit** opportunity to remediate (make-up) a failed class during the regular school year, and still meet UC/CSU A-G requirements. Their only other options are e-period, 7th period after the school day and up to 30 credits of online courses.

UC/CSU A-G Completion Rate

SCHOOL	% Meeting UC-A-G	Bell Schedule
Canyon Crest	76%	4 x 4
Carlsbad	72%	7 Periods
Coronado	60%	6 Periods
Del Norte	86%	Trimester
La Costa Canyon	72%	7 Periods
La Jolla	87%	6 Periods
Poway	67%	Trimester
Rancho Bernardo	76%	4 x 4
Sage Creek	81%	Trimester
Torrey Pines	76%	7 Periods
Westview	80%	4 x 4

**40% of class of
2019 CHS
graduates were
not eligible to
attend a
UC/CSU**

**74% of nonA-G
students were
off track by the
end of 10th
grade**



12 San Diego High Schools Rank in the Top 100 in CA

No.9 in CA and No.87 in US:	Preuss School UCSD
No.16 in CA and No.157 in US:	Canyon Crest Academy
No.30 in CA and No.238 in US:	Mt. Everest Academy
No.49 in CA and No.400 in US:	Westview High School
No.51 in CA and No.413 in US:	River Valley Charter
No.55 in CA and No.436 in US:	Del Norte High School
No.56 in CA and No.447 in US:	O'Farrell Charter
No.61 in CA and No.491 in US:	La Jolla High School
No.85 in CA and No.608 in US:	Torrey Pines High School
No.88 in CA and No.632 in US:	Scripps Ranch High School
No.92 in CA and No.660 in US:	Sage Creek High School
No.99 in CA and No.732 in US:	San Dieguito High Academy

No.213 in CA and No.1516 in US: Coronado High School

How can CUSD best prepare our students for college and career readiness?

October 2019

About This Exchange

We launched an exchange with the following question to discover different perspectives and inform our decisions on this important topic. You can explore the results of this exchange with the interactive tools below.

Exchange details

Q1 How can CUSD best prepare our students for college and career readiness?



317

Participants



265

Thoughts



8,511

Ratings

I think kids need a class on basic life skills. How to cook healthy food, maintain a car, live on a budget, seek out information, de-stress, etc. Many go to college and don't know these basics.

4.4 ★★★★★ (32 🧑)

Ranked #1 of 251



Foreign language Foreign language should be offered to everyone & that the students should not have to choose between band, performing arts and a language.

4.4 ★★★★★ (15 🧑)

Ranked #2 of 251



Internships, job shadowing and opportunities for work experience in a field of interest Work based learning helps students to clarify goals and make informed decisions

4.3 ★★★★★ (51 🧑)

Ranked #3 of 251



Teach readiness skills. Things like budgeting, time management etc Successful people know how to do these kind of basic skills but not everyone is taught how to do them.

4.3 ★★★★★ (50 🧑)

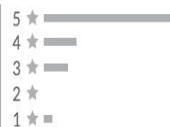
Ranked #4 of 251



Some financial real life instruction (eg basic economics, balancing a checkbook, taking out a loan, preparing taxes, setting budgets) Basic necessary financial skills are necessary to be successful in life

4.3 ★★★★★ (49 🧑)

Ranked #5 of 251



high quality career and college counseling so that parents students are properly prepared and parents to not have to do this on their own.

4.3 ★★★★★ (49 🧑)

Ranked #6 of 251



Life Skills class at CHS Students are graduating without basic skills in everyday life. Civics, rent, mortgage, credit, car & home maintenance, taxes, banking, retirement...

4.2 ★★★★★ (50 🧑)

Ranked #7 of 251



Teach and reinforce life skills such as time management, budgeting, work ethic Having led thousands of people, I see that the top roadblock to success is a lack of basic work skills

4.2 ★★★★★ (50 🧑)

Ranked #8 of 251



Teach them about credit cards, interest rates, different types of loans, long term consequences, credit score, etc. Financial knowledge is power and what you don't know can hurt you once you turn 18 !

4.2 ★★★★★ (50 🧑)

Ranked #9 of 251



Public speaking and interview skills

4.2 ★★★★★ (49 🧑)

Ranked #10 of 251





College and Career Readiness

UC Admissions Counselors share that student applications and transcripts show increased participation in dual enrollment classes, as well as student completion of multiple electives.



Why is a change necessary?

We need a new bell schedule to comply with instructional minutes requirements and maximize opportunities for every child, every day to **explore, remediate and accelerate.**



Long-Range Plan: Guiding Principles

- ❖ *We believe in the potential and promise of each child*
- ❖ *We base decisions on what is best for students, always*
- ❖ *We will not compromise our commitment to academic excellence and rigor*
- ❖ *We prioritize the physical and emotional safety of our staff and students*
- ❖ *We adhere to our fiduciary responsibility for budget stability and in order to sustain programs and supports which enrich students' experiences*
- ❖ *We will make purposeful efforts to recruit and retain highly qualified staff*
- ❖ *We will use multiple measures to gauge the effectiveness and value of existing programs, and allocate resources accordingly*
- ❖ *We will communicate with full transparency*



Bell Schedule Analysis: Guiding Principles

- ❖ **Student Flexibility**: increase access to the amazing courses we offer and the adults who teach them (Connect)
- ❖ **Remediation and Acceleration**: structures built into the master schedule (Challenge)
- ❖ **Expand College and Career Readiness**: equitable access to prepare ALL students for their future (Champion)



Graduation Requirements



Minimum Graduation Requirements = 23 Classes to Graduate = 230 credits

- ❖ **6-period** day allows a student to take 24 classes over 4 years
 - 10 flexible credits
- ❖ **7-period** day allows a student to take 28 classes over 4 years
 - 50 flexible credits
- ❖ **Expanded block** day (4x4 / 8-period) allows a student to take 32 classes over 4 years
 - 90 flexible credits



Every Child, Every Day

New Opportunities! Access! Flexibility!

- ❖ UC A-G
- ❖ Internships
- ❖ Dual Enrollment
- ❖ CTE and CoSA
- ❖ State Seal of Biliteracy
- ❖ Work Experience
- ❖ New Elective Courses
- ❖ Success Skills
- ❖ Choir, Music & Band
- ❖ NJROTC



Advisory

- ❖ 30 Minute Block - once a week
- ❖ Progress Monitoring
- ❖ Connections (social and emotional) Curriculum
- ❖ College and Career

Semester vs Block Schedules

SEMESTER	EXPANDED BLOCK
Two Semesters in a Year	Two Terms in a Year
18 Week Semesters	18 Week Terms (4 Quarters)
Classes are Typically One Year	Classes are Typically One Term
6 or 7 Classes per Semester	3-4 Classes per Term
60-70 Credits per Year	60-80 Credits per Year
Grades at 9, 18, 27, 36 Weeks	Grades at 4, 9, 13, 18 Weeks
Possible Credits 240-280	Possible Credits 320



Schedule Comparisons

SEMESTER	EXPANDED BLOCK
Students take 6 to 7 courses at a time	Students take 4 courses at a time (mirrors college/university system)
10-50 credits of flexibility to take electives (passions/interests), remediate courses, accelerate and remain on UC-A-G track and stay on pace to graduate	Up to 90 credits of flexibility to take multiple electives (passions/interests), remediate courses, accelerate and remain on UC A-G track and stay on pace to graduate
Course pacing is slower; students take more courses at one time	Course pacing is faster; can build in flexibility for year-long courses




State Requirements - Minutes per Year

- ❖ **EDC § 47612.5 and BP 6112**

64,800 minutes of instruction in grades 9 to 12

A change in instructional minutes is necessary to be in compliance beginning in August 2020.

- ❖ **Planning to implement a 6-period day interim bell schedule beginning August 2020. Minutes will be added to each period in order to be compliant for the 2020-2021 school year**



Compliant with existing Collective Bargaining Agreement

- ❖ **Number of student contacts (maximum 165 students)**
- ❖ **Teacher workday (7 hours 35 minutes)**
- ❖ **45-minute lunch**
- ❖ **Daily teacher preparatory period/class cycle**
- ❖ **No unit member shall have 4 or more preparations without his/her consent**
- ❖ **No unit member shall teach more than five class periods per class cycle**

Fiscal Impacts

PRIORITIES	6-Period	7-Period	Expanded Block
Staffing Requirements: Full-Time Equivalents (FTE) <div> Current CHS FTE: <u>49.4</u> (excluding SpEd.) </div>	41.4 FTE Base Level FTE	48.2 FTE <i>Potential Increase of 6.8 FTE above base</i>	46.0 FTE <i>Potential Increase of 4.6 FTE above base</i>
Additional Cost at \$75K per FTE		<i>Potential Increase of \$510,000</i>	<i>Potential Increase of \$345,000</i>

Additional staffing and related costs for an alternative bell schedule could be minimal after considering current CHS staffing levels & potential partnerships.



Bell Schedule Analysis: Guiding Principles

- ❖ **Student Flexibility**: increase access to the amazing courses we offer and the adults who teach them (Connect)
- ❖ **Remediation and Acceleration**: structures built into the master schedule (Challenge)
- ❖ **Expand College and Career Readiness**: equitable access to prepare ALL students for their future (Champion)



Moving Forward

- ❖ **To comply with instructional minutes requirements and to maximize opportunities for students, we recommend the Governing Board approve the adoption of an iteration of an 8-period block schedule**
- ❖ **Collaboratively develop a timeline for implementation plan, being sensitive to our current reality with COVID-19 and distance learning structures and expectations**
- ❖ **Collaboratively develop a professional learning plan, including school site visits, restructuring pacing guides, instructional practices, etc.**

Every Child, Every Day!



Challenge



Connect



Champion