



PARAMOUNT UNIFIED SCHOOL DISTRICT

GREAT THINGS ARE HAPPENING IN PARAMOUNT SCHOOLS



High School Topics

Dr. Ruth Pérez, Superintendent

Dr. Ryan D. Smith, Assistant Superintendent, Secondary Educational Services

Board Study Session

June 11, 2018



PARAMOUNT UNIFIED SCHOOL DISTRICT
PREPARING STUDENTS FOR COLLEGE AND CAREERS

Topics

1. Newcomer ELD Program
2. California Healthy Youth Act
3. Science Curriculum
4. The need for an Incomplete report card mark



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1. Newcomer ELD Program



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PUSD's Newcomer ELD Students

- In the country 5 years or less
- No or limited English fluency
- Over 70 high school students in grades 9-12
- Currently served at PHS Senior Campus
- Ideal time to fluency: 3-5 years



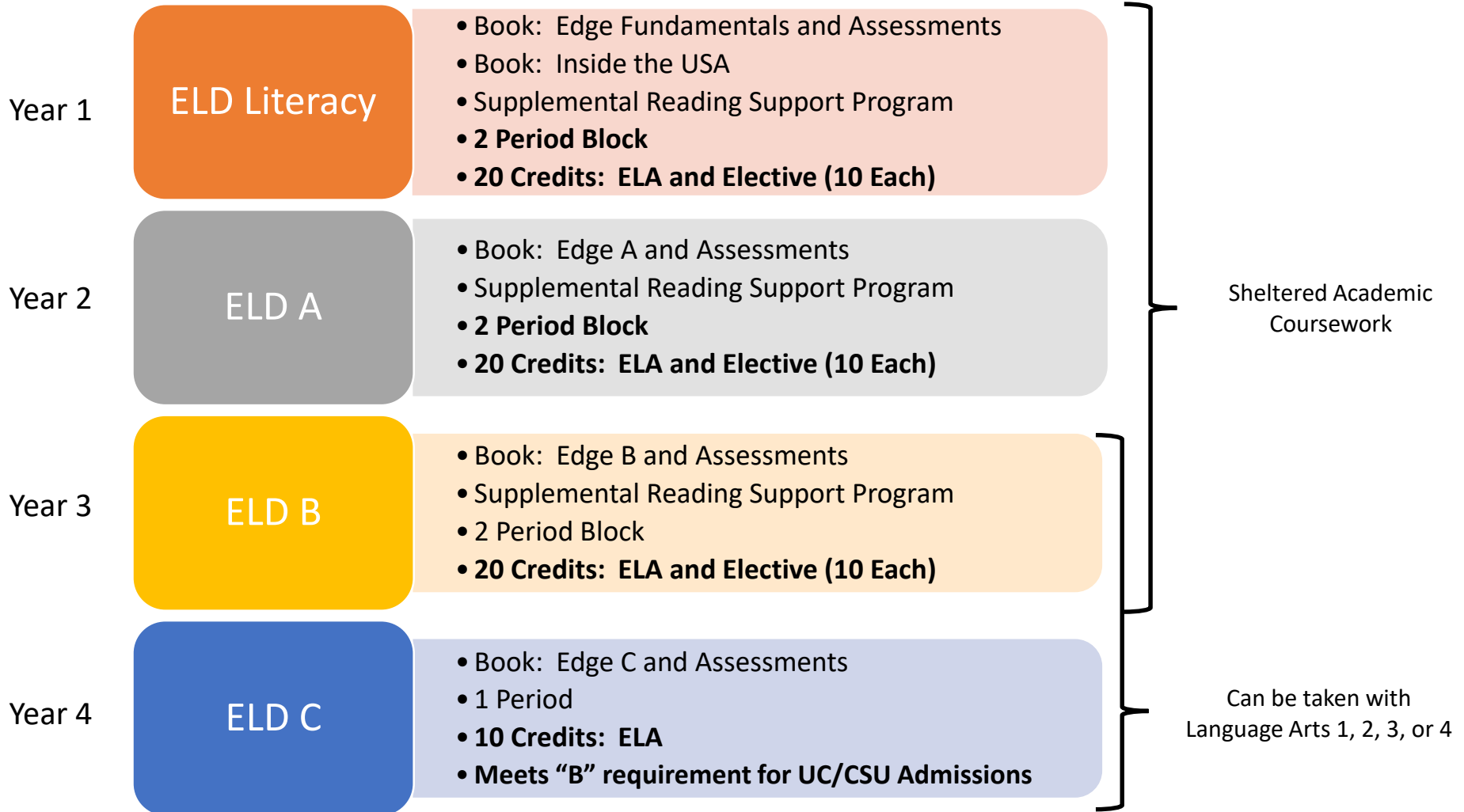
Current Newcomer ELD Model

Year 1	ELD Literacy	<ul style="list-style-type: none">• Book: Inside the USA• Book: Edge Fundamentals• Supplemental Materials• 3 Periods• Elective Credit
Year 2	ELD Literacy	<ul style="list-style-type: none">• Book: Edge A• Supplemental Materials• 3 Periods• Elective Credit
Year 3	ELD A	<ul style="list-style-type: none">• Book: Edge B• Supplemental Materials• 1 Period• Elective Credit

} Taken with Language Arts 1, 2, 3, or 4



Proposed Newcomer ELD Model





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Key Recommendation:

Count the specified ELD courses outlined in the proposed model toward the PUSD graduation requirement for English

Rationale:

- The ELD courses are standards-based English courses
- Under the current model, students are placed into English courses too soon due to the pressure to help them graduate
- Will open access to other academic and elective coursework



Feedback from Teachers and Staff

- PHS Newcomer Team
 - 2/20/18
 - 4/25/18
- PHS English Department Chair
 - 4/25/18
- Secondary Counselors
 - 4/30/18
- High School Principals
 - 3/19/18
- DELAC
 - 6/1/18



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Questions?
Comments?



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2. California Healthy Youth Act



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California Healthy Youth Act

This legislation, passed in 2016, requires that school districts offer a comprehensive sexual health educational program to all students in grades 7-12, once in middle school and once in high school that addresses:

- Human development, pregnancy, contraception and sexually transmitted infections.
- HIV/AIDS prevention.
- Sexual orientation, gender identity, healthy relationships and behaviors, and sexual harassment, sexual assault, sex trafficking.



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Our implementation of the California Healthy Youth Act:

Grade 5

Grade 7

High School Health Classes

Typically taken in 12th grade



Key Recommendation:

Provide resources related to the California Health Youth Act in 9th grade through Biology courses

Rationale:

- 12th grade is four years after the last offering of CHYA instruction
- Provides students with information at the start of high school, not the end
- The information aligns with the Biology (the study of life) curriculum, and adds relevance
- Moving Health to an earlier grade is not practical*



Why is it difficult to move the Health elective earlier?

9 th :	English	Math	Science	PE	CTE AVID ART F.L.	CTE AVID ART F.L.
10 th :	English	Math	Science	PE	History	CTE AVID ART F.L.
11 th :	English	Math	History	?	?	?
12 th :	English	History	?	?	?	?

Additional science, math, CTE, AVID, Art, Foreign Language, PE, Electives, and Health



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Feedback from Teachers and Staff

- PHS West Biology Team
 - 4/23/18
- PHS Biology Team
 - 4/26/18
- High School Principals
 - 4/18/18



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3. Science curriculum



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Let's start with a quick review of what's new in science: the Next Generation Science Standards (NGSS) and the California Science Test (CAST).



Timeline of Key Events

- Fall, 2013 – California adopts the Next Generation Science Standards (NGSS)
- Fall, 2016 – California adopts the new Science framework supporting NGSS implementation
- Fall, 2016 – PUSD begins transition to NGSS
- Spring, 2016 – Board presentation on PUSD's plan to implement the NGSS
- Fall, 2017 – PUSD begins early implementation of NGSS
- Spring, 2018 – California Science Test (CAST) field tested



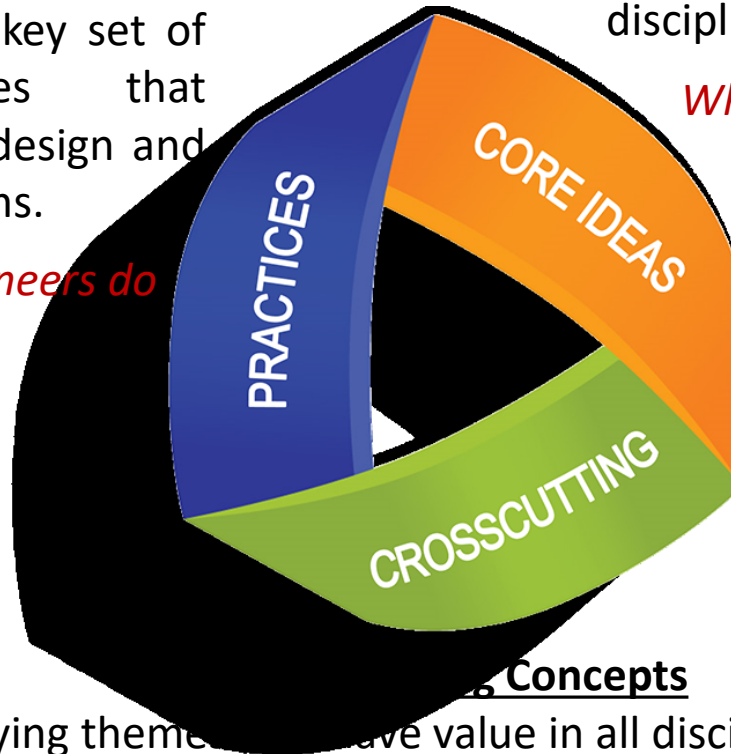
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Science and Engineering Practices

Behaviors that scientists engage in as they investigate and build models and theories about the natural world and the key set of engineering practices that engineers use as they design and build models and systems.

What scientists and engineers do



Disciplinary Core Ideas

Key organizing concepts, problem solving tools, or underlying principles of a discipline.

What scientists and engineers know

Crosscutting Concepts

Underlying themes that have value in all disciplines of science.

How scientists and engineers think



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The 3 Dimensions of NGSS

Science and Engineering Practices

1. Asking questions & defining problems
2. Developing & using models
3. Planning & carrying out investigations
4. Analyzing & interpreting data
5. Using mathematics & computational thinking
6. Constructing explanations & designing solutions
7. Engaging in argument from evidence
8. Obtaining, evaluating, & communicating information

Disciplinary Core Ideas

Physical Science

- PS 1:** Matter & its interactions
PS 2: Motion & stability: Forces & interactions
PS 3: Energy
PS 4: Waves & their applications in technologies for information transfer

Life Sciences

- LS 1:** From molecules to organisms: structures & processes
LS 2: Ecosystems: Interactions, energy, & dynamics
LS 3: Heredity: Inheritance & variation of traits
LS 4: Biological evaluation: Unity & diversity

Earth & Space Sciences

- ESS 1:** Earth's place in the universe
ESS 2: Earth's systems
ESS 3: Earth & human activity

Engineering, Technology, & the Application of Science

- ETS 1:** Engineering design
ETS 2: Links among engineering, technology, science, & society

Crosscutting Concepts

1. Patterns
2. Cause & effect
3. Scale, proportion, & quantity
4. Systems & system models
5. Energy & matter
6. Structure & function
7. Stability & change



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A Sampling of Key Instructional Shifts

More of this....	Less of this....
<p>Students engage in the CA NGSS practices to build deeper understanding of science and engineering content and make sense of phenomena and design solutions.</p>	<p>Students study the meaning of science content that teachers explain to them. Students memorize definitions and rote procedures.</p>
<p>Students learn science as an iterative, dynamic, creative, and collaborative process similar to how real scientists and engineers do their work.</p>	<p>Students learn science as a collection of facts and learn that these facts were found using a singular and linear “scientific method,” disconnected from how real scientists and engineers do their work.</p>
<p>Practices provide students with relevant, real-world learning in which they must investigate and problem-solve using critical thinking.</p>	<p>Students learn to conduct investigations following step-by-step instructions.</p>
<p>Science and engineering notebooks reflect student thinking using the science and engineering practices to understand content and show development and revision of student’s scientific models.</p>	<p>Science notebooks reflect only students’ ability to take notes or copy teacher models.</p>
<p>Crosscutting concepts build deeper and connected understanding of science as a whole.</p>	<p>No connection is developed among science content.</p>



About the California Science Test (CAST)

- Assess *both* content *and* science practices
- Comprehensive (i.e. assesses all standards)
- Given to students once in grades 10-12 who have completed their “last science course”
- Results are likely to appear on the California Dashboard at some point
- 2018: Field tested with seniors
- 2019 and Beyond: Operational



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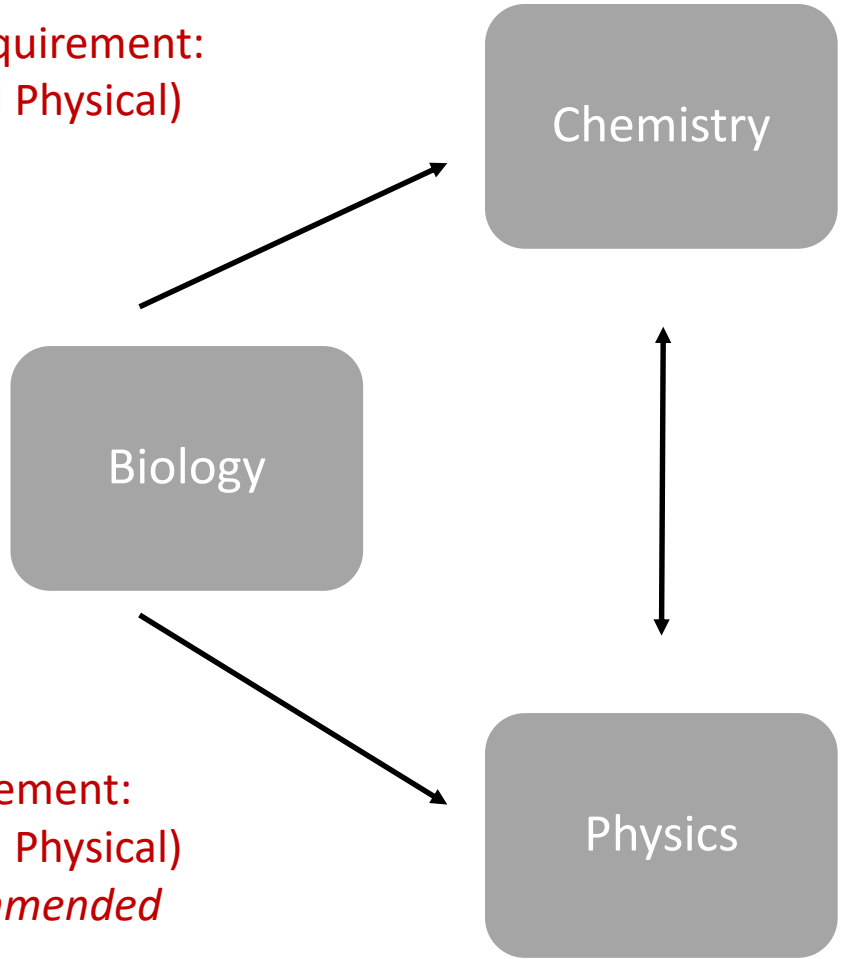
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What should implementation of the NGSS look like in our high schools?



Current High School Coursework

Current Graduation Requirement:
2 Years (Biological and Physical)

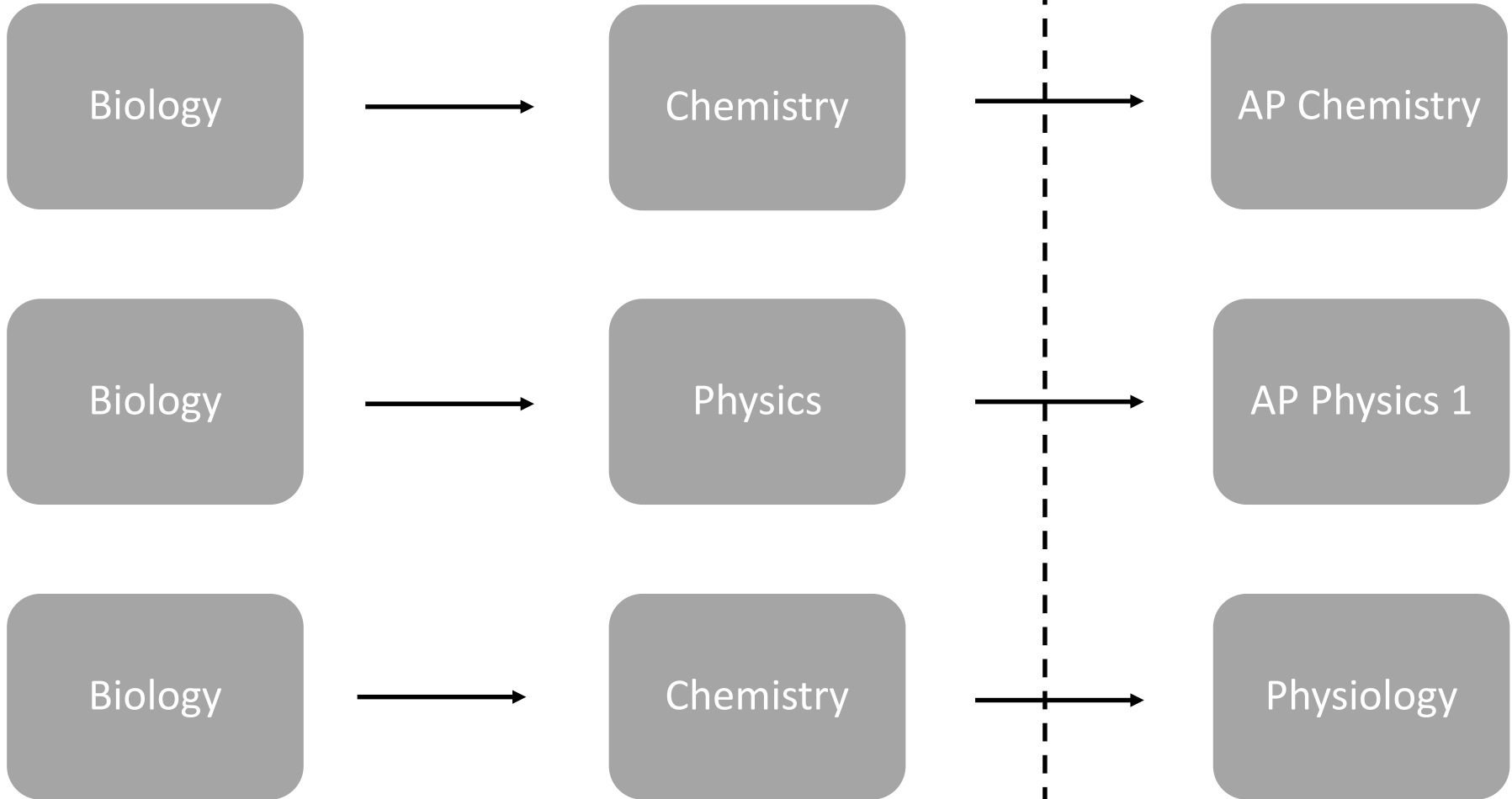


UC/CSU "D" Requirement:
2 Years (Biological and Physical)
3 Years Highly Recommended

- AP Chemistry
- AP Physics 1
- Physiology
- AP ES



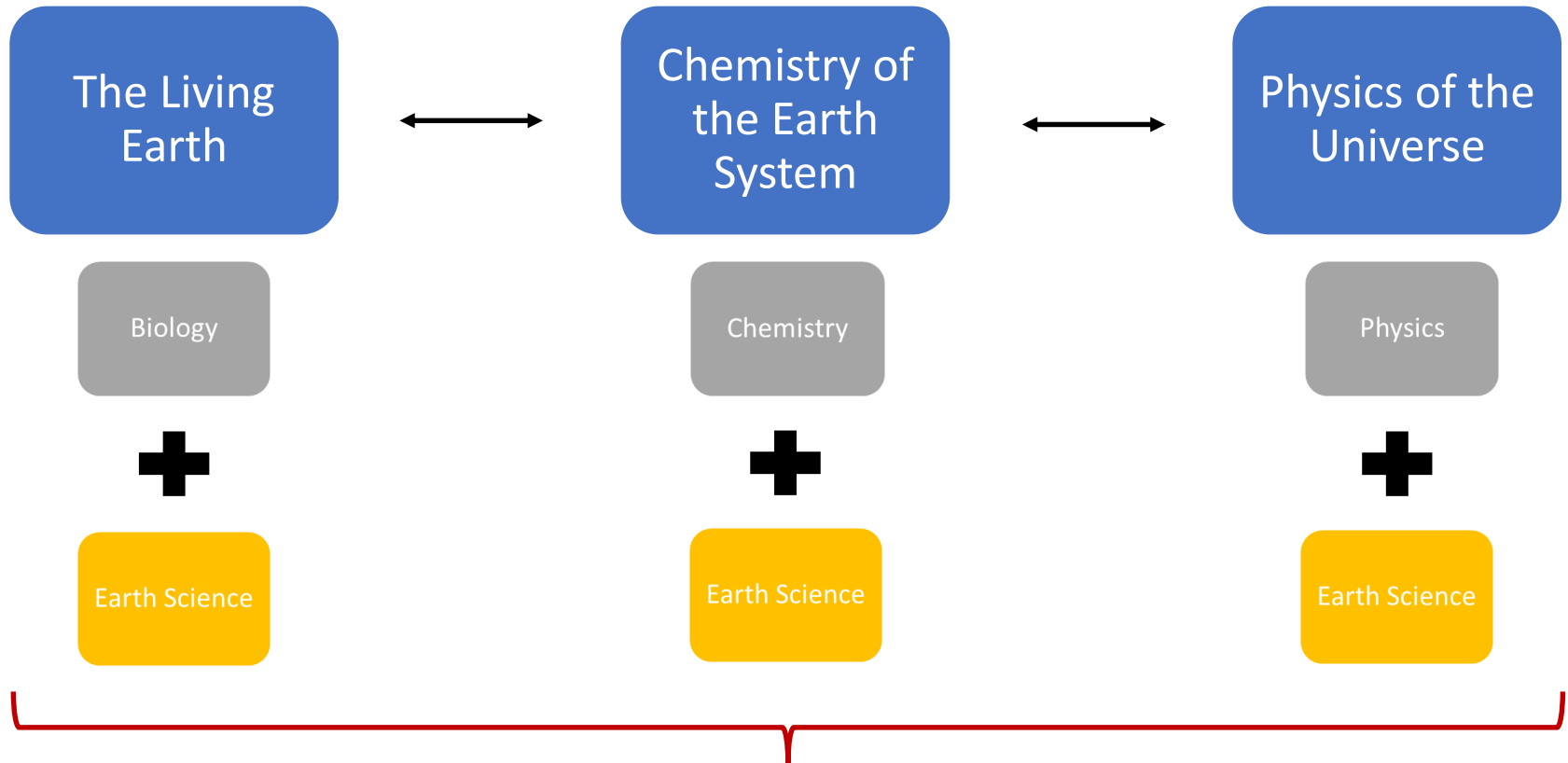
Typical Course Sequences





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CA Science Framework – 3 Course Model



California Science Test (CAST)



Implementing the New Course Model

- Realign course existing Biology, Chemistry, and Physics content with the NGSS standards
- Implement Earth Science standards in these courses
 - 2018-2019: Key standards, activities, and phenomena
 - 2019-2020: All standards, activities, and phenomena
- Professional development
 - Beginning in the summer
 - Ongoing throughout the year
- Submit new courses to the Board for approval
 - February, 2019
- Submit new courses for A-G approval
 - February, 2019



Key Recommendation:

Increase the science graduation requirement from 2 years to 3 years beginning with the Class of 2023

Rationale:

- Will result in better mastery of the NGSS
- Aligns with recommendations from the State science framework
- College and career ready graduates in the future will need more science
- Most PUSD students take at least 3 years of science
- The UC and CSU systems will likely increase their requirements from 2 to 3 years in the near future
- The Class of 2023 will be the first class that took science courses in middle school that were fully aligned with the new standards



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Feedback from Teachers and Staff

- PHS West Science Team
 - 4/23/18
- PHS and BV Science Teams
 - 4/24/18
- Secondary Counselors
 - 4/30/18
- High School Principals
 - 4/18/18



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Key Question:

How does the 3-course model and CAST align with what we currently do in high school science?



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Stopping after two years means a student will miss 1/3 of content assessed by CAST

3-Course Model

The Living Earth

Chemistry of the Earth System

Physics of the Universe

Other Sequence:

The Living Earth

Chemistry of the Earth System

AP Chemistry

Other Sequence:

The Living Earth

Physics of the Universe

AP Physics 1

Other Sequence:

The Living Earth

Chemistry of the Earth System

Physiology

Completing these sequences means a student will miss 1/3 of the content assessed by CAST



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Important Consideration for the Future:

A rigid science sequence that will prepare all students for college and careers and to presumably do well on the CAST

vs.

A science sequence with options that will prepare all students for college and careers but presumably not as well on the CAST for some students



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4. The need for an Incomplete
report card mark



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AR 5123

Criteria for academic performance will be based upon the following District rubric and grades:

Grade	Grades 6-12
A	Excelling at District course standards
B	Significantly proficient at District course standards
C	Proficient at District course standards
D	Minimal proficiency at District course standards
F	Not proficient at District course standards – No Credit (9-12)



Common Scenarios:

- There is a death in a student's family, and the student has to miss final exams at the end of the semester.
- A student enrolls in school in early October with no academic records.
- A student started off the semester poorly, but has been slowly improving; however, there is not enough time left in the semester for the student to improve his grade to an acceptable level.
- A student has earned a C at the end of the semester; however, the teacher, student, and parent all believe that if given more time she could improve her grade.



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In all of these common scenarios, the teachers' only recourse is to give the student a grade that is not particularly accurate or fair.



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Key Recommendation:

Amend AR 5123 to include the option for teachers to give an Incomplete grade under certain circumstances with administrative approval. The amended AR should include details related to the length of time allowed to validate the Incomplete grade.



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