

CAPISTRANO UNIFIED SCHOOL DISTRICT
San Juan Capistrano, California

January 12, 2009

TO: A. Woodrow Carter, Superintendent

FROM: Sherine Smith, Deputy Superintendent, Education
Jolene Dougherty, Executive Director, Consolidated Programs & Special Projects
Anne Delfosse, Executive Director, Special Education

SUBJECT: 2009/10 FACILITIES - RESTRUCTURING RECOMMENDATIONS
San Juan K-8 Two Way Immersion Magnet School
Las Palmas K-5 Two Way Immersion Magnet School
Centralization of Special Education Preschool Services
Expansion of Young Adult Transition Program
Relocation of Bridges Community Day High School Classrooms
Expansion of Continuation High School Program

Since early fall 2008, Education Division staff has been examining school programs and facilities to conduct short and long-term planning for 2009/10 and beyond. Staff has identified student and program needs that must be addressed at various schools and in the district at large. Education Division staff members have worked closely with staff from personnel, facilities, business, and maintenance and operations departments to ensure a deep and thorough analysis of all program and facility needs.

As we have examined the various factors involved in planning for programs and facilities, we have encountered a virtual Gordian Knot. A decision in one area must be considered in light of the entire district because each choice results in a cascade of further choices and consequences.

It is crucial that certain decisions be made this spring so necessary program relocations, staffing decisions, building projects, and placements of portables can be completed prior to the beginning of next school year. These decisions will have multi-year long-term impacts on our schools and should be made in tandem with Board decisions about the Master Facilities plan. We hope that by planning adequately we can avoid any negative unintended consequences that could emerge from short-term decision making or decisions that are made in isolation.

A number of situations must be considered and decided upon. These include the needs and location of special education programs, including preschool, Young Adult Transition, and Bridges. We must also make decisions that affect Serra High School, San Juan Elementary, Las Palmas Elementary and Crown Valley Elementary schools. No Child Left Behind (NCLB) requirements, sanctions for program improvement schools, and the designation of schools that should receive Title I funding, including Marco Forster Middle School, are elements that must be considered.

The choices facing us are difficult. There are no easy solutions. However, we have the opportunity to make our education programs more efficient, reduce costs, and generate revenue, while serving student needs. These are important considerations in light of the dire fiscal situation in the state and nation.

Given the long-term impact of our decisions, we need to carefully consider all options, think creatively, and ultimately make decisions that will best serve our students. This board item will present an overview of our analysis and break out each scenario for further explanation and context. We will provide specific student, program and facilities needs, background information, and preferred outcomes.

Background Information

RESTRUCTURING SAN JUAN AND LAS PALMAS ELEMENTARY SCHOOLS

It is recommended to restructure and designate San Juan and Las Palmas Elementary Schools as magnet schools (schools with no assigned attendance areas); San Juan would transition to a K-8 configuration while Las Palmas would remain a K-5 campus. (Students from Las Palmas currently have the opportunity to continue in the Two-Way Immersion program in grades 6th, 7th, and 8th at Bernice Ayer Middle School.) This restructuring would result in:

- Expansion of the San Juan Elementary two-way immersion program from grades to K-5th through grades 6th – 8th
- Expansion of the San Juan Elementary School (SJES) physical site, allowing more students within walking distance of the school to remain at SJES. Due to lack of space and NCLB, some SJES students are bussed to Ambuehl and Del Obispo Elementary Schools.
- Elimination of transportation costs for students assigned to San Juan and Las Palmas Elementary Schools.
- Compliance with the San Juan and Las Palmas NCLB Restructuring plans.

Both San Juan and Las Palmas schools receive Title I, Part A funds and are Schoolwide Programs (SWP) and Program Improvement (PI) schools which have implications affecting the restructuring process. In order to set the stage for the magnet school restructuring recommendations for San Juan and Las Palmas, background information is provided focusing on Title I Part A, No Child Left Behind (NCLB), Program Improvement (PI), and magnet schools.

Title I, Part A, Basic Grant

Title I is a federal categorical program. Its purpose is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education, and reach minimum proficiency on the state content standards and assessments. The intent of the funding is to meet the educational needs of low-achieving students enrolled in the highest poverty schools. There are significant restrictions on the utilization of these funds, specifically; Title I Part allocations may not be used for construction or modernization of school facilities. In addition, Local Education Agencies (LEAs) may not use Title I, Part A funds to pay for services that, in the absence of Title I funds, would be provided by other Federal, or State, or local funds.

Schoolwide Program (SWP)

Section 1114(a) of NCLB allows schools receiving Title I funds to be designated as Schoolwide Programs (SWP) if 40% of the student population is living in poverty. Research shows that in order for the lowest achieving students in the highest poverty schools to meet high standards of performance, the school's entire instructional program, not just a separate Title I program, must be substantially improved. The advantage to a school becoming a SWP is that the SWP educational program serves ALL students. Fiscally, NCLB allows schools to consolidate or blend funds. SWP schools may then use their consolidated federal, state, and local funds to reform their entire educational program. A schoolwide program school must use Title I funds only to supplement the amount of funds that would, in the absence of the Title I funds, be made available from non-Federal sources for that school, including funds needed to provide services that are required by law for children with disabilities and children with limited English proficiency.

No Child Left Behind (NCLB)

The No Child Left Behind Act (NCLB) of 2001 enacts the most powerful sweeping changes to the Elementary and Secondary Act (ESEA) since its inception in 1965. This reauthorized version of ESEA serves to redefine the role of the federal government in education by refocusing the law on four principles: accountability for student achievement of academic standards; increased flexibility and local control; a greater role for parents in their children's education programs; and a greater emphasis on use of scientifically based instruction.

A key aspect of NCLB is that it mandates raising the educational performance of all children. Essential to this mandate are provisions that include: setting higher educational standards; annual testing of children to measure progress toward achieving the higher standards; analysis of the test data annually to ensure that students are progressing; and sanctions aimed at schools where students do not make "adequate yearly progress" (AYP). AYP is required under Title I of the federal NCLB Act of 2001. The primary goal of Title I is for all students to be proficient by 2014 in English/Language Arts (ELA) and mathematics, as determined by state assessments. For 2008-2009, the required percentage of students proficient or above for unified school districts in ELA is 45.0, in mathematics 45.5%. To meet the API requirement for AYP purposes, a school must demonstrate a growth of at least one point or a minimum API score of at least 650. The AYP targets for schools and LEAs increases each year through 2014, when all students (100%) must be proficient.

2008 to 2014 AYP Targets, Standard Criteria

These criteria apply to schools, LEAs, and numerically significant subgroups that have at least 100 students enrolled on the first day of testing and/or at least 100 valid scores. Subgroups are excluded from Requirements 3 and 4.

Type of School or LEA	Requirement 1: Participation Rate	Requirement 2: Percent Proficient -AMOs Annual Measurable Objectives	Requirement 3: API as an Additional Indicator	Requirement 4: Graduation Rate (high schools)
2008-2009 Unified School Districts (With students in any of Grades 2-8 and 9-12)	English Language Arts: 95% Math: 95% (rounded to nearest whole number)	English Language Arts: 45.0% Math: 45.5%	650 API or 1 Point Growth	Meet at least one: 83.1% 0.1% one-year change 0.2% two-year average change
2009-2010 Unified School Districts (With students in any of Grades 2-8 and 9-12)	English Language Arts: 95% Math: 95% (rounded to nearest whole number)	English Language Arts: 56.0% Math: 56.4%	680 API or 1 Point Growth	Meet at least one: 83.2% 0.1% one-year change 0.2% two-year average change
2010-2011 Unified School Districts (With students in any of Grades 2-8 and 9-12)	English Language Arts: 95% Math: 95% (rounded to nearest whole number)	English Language Arts: 67% Math: 67.3%	710 API or 1 Point Growth	Meet at least one: 83.3% 0.1% one-year change 0.2% two-year average change
2011-2012 Unified School Districts (With students in any of Grades 2-8 and 9-12)	English Language Arts: 95% Math: 95% (rounded to nearest whole number)	English Language Arts: 78% Math: 78.2%	740 API or 1 Point Growth	Meet at least one: 83.4% 0.1% one-year change 0.2% two-year average change
2012-2013 Unified School Districts (With students in any of Grades 2-8 and 9-12)	English Language Arts: 95% Math: 95% (rounded to nearest whole number)	English Language Arts: 89% Math: 89.1%	770 API or 1 Point Growth	Meet at least one: 83.5% 0.1% one-year change 0.2% two-year average change
2013-2014 Unified School Districts (With students in any of Grades 2-8 and 9-12)	English Language Arts: 95% Math: 95% (rounded to nearest whole number)	English Language Arts: 100% Math: 100%	800 API or 1 Point Growth	Meet at least one: 83.6% 0.1% one-year change 0.2% two-year average change

- **Program Improvement (PI)**

Program Improvement (PI), referred to as “School Improvement” in federal legislation, is outlined in Section 1116 of No Child Left Behind. This section of the law requires districts to use state assessments and other indicators specified in the State’s plan to identify schools not making adequate yearly progress (AYP). While all schools in the district are expected to make adequate yearly progress, only schools receiving Title I funds are subject to identification for Program Improvement. Schools operating Title I schoolwide programs must make adequate yearly progress schoolwide and for all statistically significant subgroups. Schools are identified for Program Improvement after two years of not making adequate yearly progress in English/language arts or mathematics. Once identified, schools are required to implement a series of actions beginning with offering public school choice in Year 1 and Supplemental Education Services (SES) in Year 2. In Year 3, schools are to implement more substantial corrective actions and finally in Year 4 they are to plan for school restructuring.

NCLB requires that schools identified for Program Improvement “develop or revise a school plan.” For California schools, this means revising the school’s Single Plan for Student Achievement (SPSA). The SPSA forms the basis for all school improvement efforts. As schools move through the Program Improvement process, they are continually required to revise their plan to address the issues causing them to be identified for improvement. The plans must be developed in consultation with parents, school staff, and the district. A school will exit PI if it makes AYP for two consecutive years. A school exiting PI will not be subject to Title I corrective actions or other NCLB sanctions.

- **School Improvement Process**

Research shows that high-performing schools are complex institutions. At their core is a focus on academics and an unwavering expectation that all children can and will achieve academic proficiency. Surrounding this core value is a dedicated staff with a sense of common purpose, strong instructional leadership from the principal, the confidence and respect of parents, and an allocation of resources that supports the school’s mission. In high-performing schools, all members of the school community, both individually and collectively, hold themselves accountable for student success. The goal of the school improvement process is to make all schools high-performing.

Year One – Public School Choice

Schools identified for the first year of Program Improvement are required to notify parents of the identification, explain what identification means, the reasons for identification, what the district and the state are doing to help the school, and how parents can be involved in addressing the academic issues that caused the school to be identified. They must also revise their school plan and offer parents the option to transfer their child to another school in the district that has not been identified for improvement. This is referred to as Public School Choice. Districts must offer parents a choice of two alternative schools other than the PI school and utilize Title I funds to cover the cost of transportation to these alternative schools.

Year Two – Supplemental Educational Services (SES)

In the second year of Program Improvement, schools are required to continue offering Public School Choice and, additionally, they must offer Supplemental Educational Services (SES). Eligible students are all students from low income families who attend Title I schools in Year 2 of Program Improvement. If sufficient funds are not available to serve all eligible students, priority must be given to the lowest achieving, eligible students.

NCLB regulations require minimum expenses for choice-related transportation and Supplemental Educational Services. When any school fails to make adequate yearly progress for two consecutive years, then 5% of Title I funds must be allocated for choice-related transportation. If a school fails AYP for three consecutive years, then 5% of Title I funds must be designated for SES and an additional 10% for transportation and SES, for a total of 20% of the Title I, Part A allocation.

Year Three – Corrective Action

In Year 3, the Local Education Agency (LEA) must select and implement a least one of the following corrective actions: replace the school staff relevant to failure to make adequate yearly progress; institute and fully implement a new curriculum, including providing appropriate professional development for all relevant staff, that is based on scientifically based research and offers substantial promise of improving educational achievement for low-achieving students and enabling the school to make adequate yearly progress; significantly decrease management authority at the school level; appoint an outside expert to advise the school on its progress; extend the school year or school day for the school; or restructure the internal organization structure of the school.

Year Four – Planning for Restructuring

In Year 4, the LEA develops a plan for alternative governance including: establishing a timeline for developing a restructuring plan; allowing adequate opportunity for teachers and parents to comment before taking action; and developing a plan with participation of teachers and parents. In addition, PI schools in Year 4 must continue to provide SES and Public School Choice. Schools identified for improvement must spend at least 10% of Title I Part A allocations each year on professional development programs to address student academic achievement problems that placed the school in program improvement. Districts must reserve at least 1% of funds to carry out parental involvement activities, unless the district receives \$500,000 or less under Title I, Part A. These funds may not be used for construction or modernization or expenditures which supplant existing programs.

Magnet Schools

The primary purpose of magnet schools is to provide students the opportunity to select an option that is attractive (magnetic) to them. Such magnets are established by district Governing Boards in order to provide appealing choices for families and students whose neighborhood school may not serve a student's interests, talents, and aptitudes. By offering a specialized curriculum, they attract students from varied backgrounds, creating diversity within learning communities and providing opportunities for beneficial education outcomes. Research shows that magnet schools can increase students' motivation and parent satisfaction and involvement, as well as teacher engagement and morale. A magnet school has no assigned attendance boundaries. Enrollment is by choice. Students from across the district may select the magnet subject to available space.

There is no state financial support for magnets. Magnet schools receive the regular funding for instruction. In 2006-07 school year (the most recent year which data is available), 127,111 students were served in magnet programs and schools – 83,252 at the K-8 level and 43,859 at the 9-12 level in California.

Current Considerations

The purpose of this Board Item is to present information on the restructuring concept for San Juan and Las Palmas Elementary Schools to transition to magnet schools, the centralization of Special Education Preschool services, the expansion of the Young Adult Transition Program (YATP), the relocation of the Bridges Community Day High School program, and the expansion and relocation of Junipero Serra Continuation High School.

SAN JUAN ELEMENTARY SCHOOL

San Juan Elementary School is a schoolwide Title I Program Improvement school with an enrollment of 652 students. The school is in Year 4 of PI, with its first year of PI implementation in 2005-2006. Below is a composite of San Juan’s 2008 AYP results.

San Juan – Adequate Yearly Progress (AYP) 2007 - 2008

Made AYP: **NO**
Met 10 of 17 AYP Criteria

Participation Rate

GROUPS	English-Language Arts Target 95% Met all Participation rate Criteria? Yes					Mathematics Target 95% Met all Participation rate Criteria? Yes				
	Enrollment Number First Day Of Testing	Of Students Tested	Rate	Met 2008 AYP Criteria	Alternative Method	Enrollment Number First Day Of Testing	Of Students Tested	Rate	Met 2008 AYP Criteria	Alternative Method
Schoolwide	386	386	100	Yes		386	386	100	Yes	
African American or Black (not of Hispanic origin)	3	3	100	—		3	3	100	—	
American Indian or Alaska Native	0	0	—	—		0	0	—	—	
Asian	2	2	100	—		2	2	100	—	
Filipino	0	0	—	—		0	0	—	—	
Hispanic or Latino	349	349	100	Yes		349	349	100	Yes	
Pacific Islander	1	1	100	—		1	1	100	—	
White (not of Hispanic origin)	31	31	100	—		31	31	100	—	
Socioeconomically Disadvantaged	147	147	100	Yes		147	147	100	Yes	
English Learners	323	323	100	Yes		323	323	100	Yes	
Students with Disabilities	50	50	100	—		50	50	100	—	

Percent Proficient - Annual Measurable Objectives (AMOs)

GROUPS	English-Language Arts Target 35.2 % Met all Percent Proficient rate Criteria? NO					Mathematics Target 37.0 % Met all Percent Proficient rate Criteria? NO				
	Valid Scores	Number Above Proficient	Percent Above Proficient	Met 2008 AYP Criteria	Alternative Method	Valid Scores	Number Above Proficient	Percent Above Proficient	Met 2008 AYP Criteria	Alternative Method
	Schoolwide	371	82	22.1	NO		371	134	36.1	Yes
African American or Black (not of Hispanic origin)	3	—	—	—		3	—	—	—	
American Indian or Alaska Native	0	—	—	—		0	—	—	—	
Asian	2	—	—	—		2	—	—	—	
Filipino	0	—	—	—		0	—	—	—	
Hispanic or Latino	336	63	18.8	NO		336	110	32.7	NO	
Pacific Islander	1	—	—	—		1	—	—	—	
White (not of Hispanic origin)	29	16	55.2	—		29	21	72.4	—	
Socioeconomically Disadvantaged	145	22	15.2	NO		145	45	31.0	NO	
English Learners	322	53	16.5	NO		322	98	30.4	NO	
Students with Disabilities	49	10	20.4	—		49	13	26.5	—	

Academic Performance Index (API) - Additional Indicator for AYP

2007 Base API	2008 Growth API	2007-08 Growth	Met 2008 API Criteria	Alternative Method
671	678	7	Yes	

Two Way Language Immersion Program – As part of the PI school improvement process, San Juan implemented a Two Way Language Immersion (TWI) program in 2004. This is an educational model where children learn to think, read, write, and communicate naturally in two languages: English and Spanish. Second-language study helps develop strong thinking and reasoning skills useful for problem-solving in math and science. Native Spanish- and native English-speaking students study together, beginning in kindergarten, in this intensive program, to become biliterate in both languages. TWI is beneficial because students achieve dual language proficiency in English and Spanish, while developing high-level academic skills. They develop respect and appreciation for other cultures, and experience in working and playing in multicultural settings. In addition, parents are encouraged to take an active role in their child’s long-term education.

The Two-Way Immersion (TWI) program is a specialized enrichment program, requiring a long-term parent commitment and a high level of parent involvement. Whether parents are English or Spanish speaking, they need to provide support to their child as he or she studies both languages. Therefore, parents are required to attend an orientation tour and complete an interest form prior to enrolling their child. In addition, parents participate in a TWI interview to assure alignment

between parent goals and expectations and program goals and expectations. Parents of English learners are required to sign a waiver to participate in the program based on California Education Code. Students are given a school-readiness assessment and a language assessment to determine the level of readiness and proficiency in the primary language. This information is used to help create classrooms balanced with role models in both English and Spanish. Parents who reside outside the school's regular attendance boundaries must complete an Open Enrollment request and receive approval in order to participate in the TWI program.

Overview of Two Way Language Immersion Program

Grades K-1

- Full-day kindergarten with 20:1 student teacher ratio.
- Academic subjects are taught in Spanish.
- English language development is taught daily.
- English- and Spanish-speaking students are encouraged to use two languages during the instructional day.

Grade 2-3

- Most academic subjects are taught in Spanish.
- Class time for English language development is increased.
- Formal English reading and writing is emphasized.

Grades 4-5

- Instructional time is balanced daily between English and Spanish in academic areas.
- Intercultural relationships are further developed.

Structured English Instruction (SEI) Program - In addition to TWI, San Juan Elementary utilizes a Structured English Instruction (SEI) program for students not enrolled in the Two Way Language Immersion Program. The SEI program is being phased out as students matriculate to the next grade level. Currently at San Juan, there are SEI classes in Grades 1 through 5. These classes are in the process of being phased out, one grade level per year.

LAS PALMAS ELEMENTARY SCHOOL

Las Palmas Elementary School is a schoolwide Title I Program Improvement school with an enrollment of 673 students. The school is in Year 5 of PI, with its first year of PI implementation in 2004-2005. Below is a composite of Las Palmas's 2008 AYP results.

Las Palmas – Adequate Yearly Progress (AYP) 2008

Made AYP: **NO**
Met 16 of 21 AYP Criteria

Participation Rate

GROUPS	English-Language Arts Target 95% Met all Participation rate Criteria? Yes					Mathematics Target 95% Met all Participation rate Criteria? Yes				
	Enrollment Number First of Pay of Testing	Of Students Tested	Rate	Met 2008 AYP Criteria	Alternative Method	Enrollment Number First of Pay of Testing	Of Students Tested	Rate	Met 2008 AYP Criteria	Alternative Method
Schoolwide	390	389	100	Yes		390	389	100	Yes	
African American or Black (not of Hispanic origin)	4	4	100	—		4	4	100	—	
American Indian or Alaska Native	2	2	100	—		2	2	100	—	
Asian	3	3	100	—		3	3	100	—	
Filipino	3	3	100	—		3	3	100	—	
Hispanic or Latino	262	261	100	Yes		262	261	100	Yes	
Pacific Islander	0	0	—	—		0	0	—	—	
White (not of Hispanic origin)	114	114	100	Yes		114	114	100	Yes	
Socioeconomically Disadvantaged	243	243	100	Yes		243	243	100	Yes	
English Learners	218	218	100	Yes		218	218	100	Yes	
Students with Disabilities	42	42	100	—		42	42	100	—	

Percent Proficient - Annual Measurable Objectives (AMOs)

GROUPS	English Language Arts Target 35.2 % Met all Percent Proficient rate criteria? N O					Mathematics Target 37.0 % Met all Percent Proficient rate criteria? N O				
	Valid Scores	Number Above Proficient	Percent Above Proficient	Met 2008 AYP Criteria	Alternative Method	Valid Scores	Number Above Proficient	Percent Above Proficient	Met 2008 AYP Criteria	Alternative Method
	Schoolwide	373	135	36.2	Yes		373	181	48.5	Yes
African American or Black (not of Hispanic origin)	3	—	—	—		3	—	—	—	
American Indian or Alaska Native	2	—	—	—		2	—	—	—	
Asian	3	—	—	—		3	—	—	—	
Filipino	3	—	—	—		3	—	—	—	
Hispanic or Latino	248	57	23.0	NO		248	83	33.5	Yes	<u>Y3</u>
Pacific Islander	0	—	—	—		0	—	—	—	
White (not of Hispanic origin)	112	67	59.8	Yes		112	85	75.9	Yes	
Socioeconomically Disadvantaged	232	46	19.8	NO		232	75	32.3	NO	
English Learners	215	39	18.1	NO		215	58	27.0	NO	
Students with Disabilities	40	10	25.0	—		40	12	30.0	—	

Academic Performance Index (API) - Additional Indicator for AYP

2007 Base API	2008 Growth API	2007-08 Growth	Met 2008 API Criteria	Alternative Method
724	718	-6	Yes	

Two Way Language Immersion Program - The Two Way Language Immersion program was first offered at Las Palmas in September 1992 with a grant from the United States Department of Education. Students begin in kindergarten and continue in the program through Grade 5. Students may continue the Two Way Immersion program for Grades 6-8 at Bernice Ayer Middle School in San Clemente.

Structured English Instruction (SEI) Program - In addition to TWI, Las Palmas Elementary utilizes a Structured English Instruction (SEI) program for students not enrolled in the Two Way Language Immersion Program. The SEI program is being phased out as students matriculate to the next grade level. Currently, there are SEI classes in Grades 2 through 5.

Public School Choice & Two Way Immersion - The Two Way Immersion program is voluntary at both San Juan and Las Palmas Elementary Schools and families must apply to enter due to high demand. Because the two schools are in PI, parents opting not to participate must be provided the option to transfer their child to one of two other schools in the district not identified for improvement. This is referred to as Public School Choice. The District must utilize Title I funds to cover the cost of transportation. Students electing not to participate in TWI at San Juan Elementary are given the option to attend either Ambuehl or Del Obispo Elementary School in San Juan Capistrano. Students opting not to participate in TWI at Las Palmas are given the

option to attend either Marblehead Elementary School in San Clemente or Palisades Elementary School in Capistrano Beach. Many students residing in the San Juan and Las Palmas areas would like to attend their assigned school, but are unable to do so due to the lack of available space at certain grade levels. Consequently, these students from San Juan and Las Palmas must be bussed to other schools. Also, students must enter the Two Way Immersion program in kindergarten, so new 1st through 5th grades students moving into the area are not able to enroll in the TWI program at either San Juan or Las Palmas. The cost for transporting students from their assigned school to an alternate non-PI school is:

Transport From/To	Cost of Bus Route
From San Juan to Ambuehl	24.4 miles/day at \$7/mile for 180 days = \$30,744
From San Juan to Del Obispo	19.5 miles/day at \$7/mile for 180 days = \$24,570
From Las Palmas to Palisades	35.7 miles/day at \$7/mile for 180 days = 44,982
From Las Palmas to Marblehead	35.7 miles/day at \$7/mile for 180 days = \$44,982

There are three Program Improvement schools in CUSD – Kinoshita and San Juan located in the city of San Juan Capistrano, and Las Palmas located in San Clemente. The following chart outlines the number of students by school and grade level attending a school other than their assigned school. Note the increase in kindergarten students from Las Palmas and San Juan attending a school other than their assigned schools. Las Palmas and San Juan no longer offer an SEI kindergarten class, so all kindergarten students opting to remain at their assigned school must enroll in the TWI program (if there is space).

Public School Choice Transfer Requests

Home School	Choice School	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	Totals
K inoshita	A mbuehl	2	3	3	2	6	2	18
K inoshita	D el O bispo	9	2	2	2	2	1	18
L as P almas	M arblehead	15	3	4	5	3	1	31
L as P almas	P alisades	8	7	9	3	6	5	38
S an Juan	A mbuehl	15	5	2	1	2	2	27
S an Juan	D el O bispo	13	1	1	1	0	3	19
Totals		62	21	21	14	19	14	151

Restructuring Options for Las Palmas and San Juan Elementary Schools

K-8 School at San Juan – In 2003, the CUSD Board of Trustees reviewed San Juan Elementary School's restructuring proposal to move toward a K-8 configuration. This proposal would allow the continuation of the Two Way Immersion program through 8th grade. This configuration would benefit San Juan Elementary students, as well as provide enrollment relief at Marco Forster Middle School (MFMS) in San Juan Capistrano. The 2008-09 2nd month enrollment at

MFMS is 1,416 students, with approximately 200 students from the San Juan Elementary School attendance area.

With the first class of Two Way Immersion students now in 4th grade, a decision regarding the K-8 concept at San Juan is imminent because these students will be entering 6th grade in 2010/2011. If the K-8 concept is approved, the facilities at San Juan Elementary School will need to be expanded to house 6th through 8th grade students prior to the 2010/2011 school year.

SAN JUAN ELEMENTARY SCHOOL

Option to Transition to a K-8 Two Way Immersion Magnet School

- Transition to a K-8 Two Way Immersion Magnet School beginning with 6th graders in 2010/2011. SJES would not have boundaries beginning in 2010/2011.
- Priority to enroll in San Juan K-8 Two Way Immersion Magnet School would be given to students living within walking distance of the school (approximately 1.0 mile)
- Reassign San Juan Elementary attendance boundaries (study areas 0800, 0840, 0850, 0871 – 42 students) to Kinoshita Elementary School.
- Reassign a portion of Kinoshita students (study areas 0861, 0930, 0940, 0942 – 47 students) to Del Obispo.
- Reassign a portion of Del Obispo students (study areas 0990, 1000, 1120 – 20 students) to RH Dana.
- Reassign a portion of RH Dana students to Malcom (study area 0971 – 3 students).
- Reassign a portion of San Juan (study areas 0790, 0830, 0860 – no students live in these areas) to G. White.

R. H. Dana Elementary School	2008/09 2nd Month Enrollment	2010/11 Projected Enrollment	2011/12 Projected Enrollment	2012/13 Projected Enrollment	2013/14 Projected Enrollment
	387	433	475	497	524

Del Obispo Elementary School	2008/09 2nd Month Enrollment	2010/11 Projected Enrollment	2011/12 Projected Enrollment	2012/13 Projected Enrollment	2013/14 Projected Enrollment
	490	529	565	591	631

Kinoshita Elementary School	2008/09 2nd Month Enrollment	2010/11 Projected Enrollment	2011/12 Projected Enrollment	2012/13 Projected Enrollment	2013/14 Projected Enrollment
	622	645	660	645	650

Malcom Elementary School	2008/09 2nd Month Enrollment	2010/11 Projected Enrollment	2011/12 Projected Enrollment	2012/13 Projected Enrollment	2013/14 Projected Enrollment
	671	656	630	625	628

San Juan K-8 School	2008/09 K-5 2nd Month Enrollment	2010/11 K-6 Projected Enrollment	2011/12 K-7 Projected Enrollment	2012/13 K-8 Projected Enrollment	2013/14 K-8 Projected Enrollment
	631	757	847	932	947

George White Elementary School	2008/09 2nd Month Enrollment	2010/11 Projected Enrollment	2011/12 Projected Enrollment	2012/13 Projected Enrollment	2013/14 Projected Enrollment
	666	635	618	601	604

Marco Forster Middle School	2008/09 2nd Month Enrollment	2010/11 Projected Enrollment	2011/12 Projected Enrollment	2012/13 Projected Enrollment	2013/14 Projected Enrollment
	1364	1313	1246	1200	1160

Description of reassignment of study areas for San Juan Option to Transition to a K-8 Two Way Immersion Magnet School

R. H. Dana Elementary School	2008/09 2nd Month Enrollment	2010/11 Projected Enrollment	Less Study Area 0971 to Malcom	Plus S. A.'s 0990, 1000 & 1120 from Del Obispo	2010/11 Total Enrollment
	387	416	-3	20	433

Del Obispo Elementary School	2008/09 2nd Month Enrollment	2010/11 Projected Enrollment	Less S. A.'s 0990, 1000 & 1120 to R. H. Dana	Plus S. A.'s 0861, 0930, 0940, 0941, & 0942 from Kinoshita	2010/11 Total Enrollment
	490	502	-20	47	529

Kinoshita Elementary School	2008/09 2nd Month Enrollment	2010/11 Projected Enrollment	Plus S. A.'s 0800 0840, 0850 & 0871 from San Juan	Less S. A.'s 0861, 0930, 0940, 0941, & 0942 to Del Obispo	2010/11 Total Enrollment
	622	650	42	-47	645

Malcom Elementary School	2008/09 2nd Month Enrollment	2010/11 Projected Enrollment	Plus Study Area 0971 from R. H. Dana	2010/11 Total Enrollment
	671	653	3	656

George White Elementary School	2008/09 2nd Month Enrollment	2010/11 Projected Enrollment	Plus S. A.'s 0740, 0790, 0830 & 0860 from San Juan	2010/11 Total Enrollment
	666	635	0	635

San Juan K-8 Two Way Immersion Option

Pros	Cons
Provides continuity in Two-Way Immersion Program at San Juan. Enables students to continue program into middle school	Shifts attendance boundaries at several elementary schools
Provides space at San Juan for additional students from the San Juan and Kinoshita attendance areas	Incurs facilities costs for adding 6 th -8 th grade classrooms at San Juan Elementary
Eliminates NCLB requirement to bus San Juan Elementary students to two non-PI schools – Ambuehl and Del Obispo Elementary Schools	
Allows students residing near San Juan Elementary School to attend a school within walking distance	
Reduces enrollment at Ambuehl	
Reduces enrollment at Marco Forster Middle School	

San Juan Option to Maintain Status Quo

- Continue with status quo at San Juan Elementary School
- Two-Way Immersion program will end after 5th grade
- NCLB students from San Juan Elementary School continue to be bussed to Ambuehl Elementary School and one additional elementary school (RH Dana, Malcom or George White Elementary School)

One of the following pairing of schools would be designated for San Juan Elementary NCLB students.

NCLB San Juan Students attend Ambuehl and RH Dana

(San Juan Elementary students have the option of attending either Ambuehl or RH Dana)

Ambuehl Elementary School	2008/09 2nd Month Enrollment	2010/11 Projected Enrollment	2011/12 Projected Enrollment	2012/13 Projected Enrollment	2013/14 Projected Enrollment
	548	581	589	616	646

R. H. Dana Elementary School	2008/09 2nd Month Enrollment	2010/11 Projected Enrollment	2011/12 Projected Enrollment	2012/13 Projected Enrollment	2013/14 Projected Enrollment
	387	451	511	545	586

San Juan Elementary School	2008/09 2nd Month Enrollment	2010/11 Projected Enrollment	2011/12 Projected Enrollment	2012/13 Projected Enrollment	2013/14 Projected Enrollment
	631	678	687	703	670

Marco Forster Middle School	2008/09 2nd Month Enrollment	2010/11 Projected Enrollment	2011/12 Projected Enrollment	2012/13 Projected Enrollment	2013/14 Projected Enrollment
	1364	1392	1406	1429	1437

NCLB San Juan Students attend Ambuehl and George White

(San Juan Elementary students have the option of attending either Ambuehl or George White)

Ambuehl Elementary School	2008/09 2nd Month Enrollment	2010/11 Projected Enrollment	2011/12 Projected Enrollment	2012/13 Projected Enrollment	2013/14 Projected Enrollment
	548	581	589	616	646

San Juan Elementary School	2008/09 2nd Month Enrollment	2010/11 Projected Enrollment	2011/12 Projected Enrollment	2012/13 Projected Enrollment	2013/14 Projected Enrollment
	631	678	687	703	670

George White Elementary School	2008/09 2nd Month Enrollment	2010/11 Projected Enrollment	2011/12 Projected Enrollment	2012/13 Projected Enrollment	2013/14 Projected Enrollment
	666	651	647	641	650

Marco Forster Middle School	2008/09 2nd Month Enrollment	2010/11 Projected Enrollment	2011/12 Projected Enrollment	2012/13 Projected Enrollment	2013/14 Projected Enrollment
	1364	1392	1406	1429	1437

NCLB San Juan Students attend Ambuehl and Malcom

(San Juan Elementary students have the option of attending either Ambuehl or Malcom)

Ambuehl Elementary School	2008/09 2nd Month Enrollment	2010/11 Projected Enrollment	2011/12 Projected Enrollment	2012/13 Projected Enrollment	2013/14 Projected Enrollment
	548	581	589	616	646

Malcom Elementary School	2008/09 2nd Month Enrollment	2010/11 Projected Enrollment	2011/12 Projected Enrollment	2012/13 Projected Enrollment	2013/14 Projected Enrollment
	671	677	668	679	691

San Juan Elementary School	2008/09 2nd Month Enrollment	2010/11 Projected Enrollment	2011/12 Projected Enrollment	2012/13 Projected Enrollment	2013/14 Projected Enrollment
	631	678	687	703	670

Marco Forster Middle School	2008/09 2nd Month Enrollment	2010/11 Projected Enrollment	2011/12 Projected Enrollment	2012/13 Projected Enrollment	2013/14 Projected Enrollment
	1364	1392	1406	1429	1437

Pros	Cons
Does not incur facilities cost at San Juan Elementary School	Terminates Two-Way Immersion program in 5 th grade for San Juan students
	Increases enrollment at Ambuehl and either RH Dana, Malcom or George White Elementary School
	Incurs cost of transporting San Juan Elementary students to RH Dana, Malcom or George White Elementary School
	Distance to the various schools makes it difficult for San Juan parents to attend parent conferences and various school events at RH Dana, Malcom, and George White Elementary Schools
	Increases enrollment at Marco Forster Middle School
	Incurs facilities costs at either RH Dana, Malcom, or George White Elementary School
	Continues the NCLB requirement to transport students from San Juan Elementary to multiple schools.

(Please see Attachment A for additional options for reassigning the San Juan Elementary students to other schools.)

LAS PALMAS ELEMENTARY SCHOOL

Option A

- K-5 Two-Way Immersion Magnet School beginning in 2010/2011 with no attendance boundaries for Las Palmas.
- Reassign current Las Palmas study areas to Concordia, Lobo and Palisades.

Concordia Elementary School	2008/09 2nd Month Enrollment	2009/10 Projected Enrollment	2010/11 Projected Enrollment	2011/12 Projected Enrollment	2012/13 Projected Enrollment
	630	656	666	660	655

Las Palmas Elementary School	2008/09 2nd Month Enrollment	2009/10 Projected Enrollment	2010/11 Projected Enrollment	2011/12 Projected Enrollment	2012/13 Projected Enrollment
	673	692	688	668	662

Clarence Lobo Elementary School	2008/09 2nd Month Enrollment	2009/10 Projected Enrollment	2010/11 Projected Enrollment	2011/12 Projected Enrollment	2012/13 Projected Enrollment
	454	495	518	534	552

Palisades Elementary School	2008/09 2nd Month Enrollment	2009/10 Projected Enrollment	2010/11 Projected Enrollment	2011/12 Projected Enrollment	2012/13 Projected Enrollment
	516	528	532	546	568

Pros	Cons
Eliminates cost of NCLB transportation to Marblehead School	Increases enrollment at Concordia, Lobo and Palisades Elementary Schools
Eliminates need to add relocatable classrooms to Las Palmas	Increases transportation costs by adding Concordia
Balances enrollment of Las Palmas students among three schools instead of two.	

Las Palmas Option B

- K-5 Two-Way Immersion Magnet School beginning in 2010/2011 with no attendance boundaries for Las Palmas.
- Reassign current Las Palmas study areas to Lobo, Marblehead, and Palisades.

Las Palmas Elementary School	2008/09 2nd Month Enrollment	2009/10 Projected Enrollment	2010/11 Projected Enrollment	20011/12 Projected Enrollment	20012/13 Projected Enrollment
	673	692	688	668	662

Clarence Lobo Elementary School	2008/09 2nd Month Enrollment	2009/10 Projected Enrollment	2010/11 Projected Enrollment	20011/12 Projected Enrollment	20012/13 Projected Enrollment
	454	495	518	534	552

Marblehead Elementary School	2008/09 2nd Month Enrollment	2009/10 Projected Enrollment	2010/11 Projected Enrollment	20011/12 Projected Enrollment	20012/13 Projected Enrollment
	574	559	556	539	540

Palisades Elementary School	2008/09 2nd Month Enrollment	2009/10 Projected Enrollment	2010/11 Projected Enrollment	20011/12 Projected Enrollment	20012/13 Projected Enrollment
	516	515	509	509	519

Pros	Cons
Balances enrollment of Las Palmas students among three schools instead of two.	Increases enrollment at Lobo
Eliminates need to add relocatable classrooms to Las Palmas	Continues to increase enrollment at Palisades and Marblehead

Las Palmas Option C

Maintain Status Quo

- K-5 Two-Way Immersion School (no magnet school) with current attendance boundaries.
- Continue to provide students with the option of attending Marblehead or Palisades.

Las Palmas Elementary School	2008/09 2nd Month Enrollment	2009/10 Projected Enrollment	2010/11 Projected Enrollment	20011/12 Projected Enrollment	20012/13 Projected Enrollment
	673	692	688	668	662

Marblehead Elementary School	2008/09 2nd Month Enrollment	2009/10 Projected Enrollment	2010/11 Projected Enrollment	20011/12 Projected Enrollment	20012/13 Projected Enrollment
	574	589	608	607	621

Palisades Elementary School	2008/09 2nd Month Enrollment	2009/10 Projected Enrollment	2010/11 Projected Enrollment	20011/12 Projected Enrollment	20012/13 Projected Enrollment
	516	537	548	558	574

Pros	Cons
Maintenance of status quo – option of attending either Marblehead or Palisades Elementary School	Continues to increase enrollment at Marblehead and Palisades Elementary Schools
	Does not eliminate cost of NCLB transportation to Marblehead and Palisades Elementary Schools
	Incurs facilities costs at Marblehead and Palisades to add relocatable classrooms

Las Palmas Option D

Maintain Status Quo and add Concordia as NCLB Public School of Choice

- K-5 Two-Way Immersion School (no magnet school) with current attendance boundaries.
- Continue to provide students with the option of attending Marblehead and Palisades.
- Add Concordia Elementary School as an NCLB Public School of Choice option for Las Palmas students.

Concordia Elementary School	2008/09 2nd Month Enrollment	2009/10 Projected Enrollment	2010/11 Projected Enrollment	20011/12 Projected Enrollment	20012/13 Projected Enrollment
	630	649	652	639	629

Las Palmas Elementary School	2008/09 2nd Month Enrollment	2009/10 Projected Enrollment	2010/11 Projected Enrollment	20011/12 Projected Enrollment	20012/13 Projected Enrollment
	673	692	688	668	662

Marblehead Elementary School	2008/09 2nd Month Enrollment	2009/10 Projected Enrollment	2010/11 Projected Enrollment	20011/12 Projected Enrollment	20012/13 Projected Enrollment
	574	578	590	583	593

Palisades Elementary School	2008/09 2nd Month Enrollment	2009/10 Projected Enrollment	2010/11 Projected Enrollment	20011/12 Projected Enrollment	20012/13 Projected Enrollment
	516	527	529	534	546

Pros	Cons
Maintenance of status quo – option of attending either Marblehead or Palisades Elementary School	Does not eliminate cost of NCLB transportation to Marblehead and Palisades Elementary Schools
Adds another school to NCLB Public School Choice options	Adds cost of NCLB transportation to Concordia Elementary School
May slow the increase in enrollment at Marblehead and Palisades Elementary Schools	

TRUMAN BENEDICT ELEMENTARY SCHOOL

In order to accommodate the continued growth of the Talega community of San Clemente, attendance boundary adjustments were approved by the Board of Trustees in the spring of 2008. Students residing outside of the Talega community were reassigned from Vista del Mar Elementary School to Truman Benedict Elementary School located in the Forster Ranch community of San Clemente.

It was anticipated that additional enrollment for Truman Benedict from Vista del Mar Elementary School for the 2008/09 school year would be approximately 70 students. Actual second month enrollment was 805 students, an increase of 77 students. Enrollment at Truman Benedict is projected to decline to 800 students for the 2009/10 school year, with a continued decline in enrollment each consecutive year.

The district had planned to accommodate the additional enrollment for the 2008/09 school year by adding two portables to the campus. However, the costs to place portables on campus were unexpectedly high - \$200,000 - because the campus would have to be upgraded to meet ADA requirements instituted in recent years.

Currently, one class is housed in a YMCA portable. The YMCA program (Kindergarten Plus) was moved to the room behind the stage. All other classes are located in designated classroom spaces. With the enrollment projected to decline at Truman Benedict and the cost of relocatable classrooms and ADA compliance, staff does not recommend the placement of additional portables to the site.

Staff met with parents from Truman Benedict to discuss this issue and advised them that staff would not recommend the addition of portables to the school at this time. The parent group has requested the Board of Trustees revisit this issue and consider purchasing and placing a relocatable classroom on the Benedict site for the 2009/10 school year.

SPECIAL EDUCATION

In order to plan and prepare for future districtwide needs and to provide centralized special education preschool services, a series of reconfigurations is recommended.

PRESCHOOL

Special Education Preschool Services

Capistrano Unified School District is mandated by state law to provide special education services for individuals in need, ages 3 through 5. CUSD special education preschool programs provide a full continuum of services per students' individualized educational programs (IEPs). The goal of the District is to centralize these services for preschool students with special needs to four locations across the District: Foxborough in Aliso Viejo, Ambuehl in San Juan Capistrano, Las Flores in unincorporated Orange County (northeast portion of the District), and Castille in the city of Mission Viejo.

Benefits of Centralized Special Education Preschool Services

Centralization of special education preschool services will enable better collaboration and support for special education teachers, instructional aides, and families, while reducing the constant relocation of programs due to space constraints. In addition, administrative support would be concentrated at four locations instead of numerous sites throughout the District and there would be greater flexibility in programming student needs.

Support personnel would be able to serve students at one location, resulting in less driving time and fewer mileage reimbursement requests from personnel serving preschoolers. Less travel time for IBI tutors would allow for approximately 40 to 60 additional hours each week for direct IBI services for preschoolers, thereby avoiding costly non-public agency IBI contracts. The following cost savings would be realized through the centralization of services:

- *\$40,000.00 reduction in mileage reimbursement for IBI tutors and Autism Specialists*
- *\$5,000 reduction in mileage reimbursement for itinerant staff (PT, OT, APE, VI, OI, AT)*

Description of Preschool Services

- *Non Cat SDC Preschool:* Non Categorical Special Day Class: A daily classroom program that provides early intervention for children with Mild to Moderate Developmental Delays.
- *Structured SDC Preschool:* Special Day Class: A highly structured, daily program that provides early intervention for children with autism with moderate developmental delays
- *Language Builders:* A language intervention program for preschoolers.
- *DIS Speech Path:* Speech Pathologists provide Designated Instructional Service (DIS)/ Speech and language intervention to preschool age children.
- *Friendship Builders:* Social skills intervention group for preschoolers with autism.
- *Preschool Assessment Team:* Assessment team comprised of a psychologist and speech pathologist that assess preschool age students for eligibility for special education.
- *IBI - Intensive Behavior Intervention:* A one to one therapy intervention provided to students on the autism spectrum.

Proposed Centralized Locations for Preschool Programs

- **Foxborough Elementary**

In 2007/08 Foxborough Elementary School was combined with Wood Canyon Elementary in Aliso Viejo, leaving the site vacant. Journey Charter School and Niguel Children's Center currently lease space at the former Foxborough Elementary School location. The lease for Niguel Children's Center expires at the end of 2009/2010. Capistrano Unified School District is the Local Education Agency (LEA) overseeing Journey Charter School. Consequently, CUSD has a legal obligation to provide classroom space for CUSD students attending this school. It is proposed that Journey Charter School remain on the Foxborough site with the CUSD Preschool Center occupying the northern portion of the campus.

The Foxborough site would house the following programs which currently operate out of Don Juan Avila, Moulton, Crown Valley, and Wood Canyon Elementary Schools:

- Don Juan Avila Structured (Autism Specific) Special Day Class (SDC) Preschool (2 rooms)

- Don Juan Avila Non-Categorical (Non-Cat) Special Day Class (SDC) Preschool (1 room)

- Moulton Non Cat SDC Preschool (1 room)

- Crown Valley Non Cat SDC Preschool (1 room)

- Crown Valley Language Builders Program (1 room, all day)

- Friendship Builders Program (currently located at 2 SDC preschool sites)

- Wood Canyon Preschool Speech Pathologist(1 office)

- Wood Canyon Preschool Special Education Assessment Team (1 room)

- Fee Based Preschool (minimum of 2, 3 ideal for mainstreaming) (2 to 3 rooms)

- State Preschool (optional)

- **Ambuehl Elementary**

If San Juan Elementary School transitions to a K-8 magnet school and San Juan Elementary students are reassigned to Kinoshita, RH Dana, Malcom or George White Elementary School, then two to three classrooms will be available at the Ambuehl site. (San Juan Elementary School students are currently given the option of attending Ambuehl Elementary School through NCLB.) Additional relocatable classrooms or permanent structures would need to be added to the Ambuehl site in order to house all of the preschool programs. The proposed location of the Preschool Center is the building that was previously Tutor Time.

Ambuehl would house the following programs which currently operate at Palisades, Lobo, Barcelona Hills, and RH Dana Elementary Schools:

- Palisades Structured/Autism Specific SDC Preschool (2 rooms)

- Palisades Non Cat SDC Preschool (1 room)

- Lobo Non Cat SDC Preschool (2 rooms)

- Lobo Language Builders Program (share an SDC room)

Friendship Builders Program (currently located at Lobo) (0 room)
Lobo Preschool DIS Speech Pathologist (1 shared office- both DIS)
Barcelona Preschool DIS Speech (shared DIS office above)
RH Dana Preschool Assessment Team (1 shared room- 3 assessment teams)
Lobo Preschool Assessment Team (shared assessment team room)
Bilingual Preschool Assessment Team (shared assessment team room)
Fee Based Preschool (minimum of 2, 3 ideal for mainstreaming) (2 to 3 rooms)
State Preschool (optional)

- Continue at **Las Flores Elementary** with the following programs with additional programs from Bathgate Elementary School:
 - Las Flores Non Cat SDC Preschool (3 classes)
 - Las Flores Language Builders Program
 - Friendship Builders Program (currently located at Las Flores)
 - Fee Based Preschool (2 classes)
 - Preschool DIS Speech Pathologist (currently located at Bathgate)

- Continue at **Castille Elementary** with the following programs with additional programs from Reilly Elementary School:
 - Castille Structured SDC Preschool (3 classes)
 - Friendship Builders Program (currently located at Castille)
 - Fee Based Preschool (currently 1 class or 2 would be ideal)
 - Reilly Preschool DIS Speech Pathologist
 - Reilly Preschool Assessment Team

OTHER SPECIAL EDUCATION PROGRAMS

Continued Learning, Adult Special Services (CLASS)

Currently, Capistrano Unified School District, as mandated by state law, serves adult students with special needs, age 18-22 who have not graduated with a diploma. Some of these students are served through CLASS (Continued Learning, Adult Special Services). Those with the most intensive needs, requiring a full day program are served through the Young Adult Transition Program (YATP). CLASS serves individuals at the Adult Education Center in San Juan Capistrano. Students who attend Adult Special Services are those who, by virtue of their IEP, require individualized support for vocational and transition goals, which may include passing the CAHSEE in order to obtain a high school diploma. This is the first year of this program, and currently, approximately thirty 18-19 year olds are being served. Many of these students will continue in the program, and new students will transition from high school next fall, so it is anticipated that there will be significant growth in this program over the next four years.

Young Adult Transition Program

The Young Adult Transition Program (serving ages 18-22) is located on the same campus as San Juan Elementary School. Over the course of each of the last two years, the Young Adult Transition Program (YATP) has grown by an average of fifteen students per year. This has resulted in the need for an additional classroom each year. This growth will continue, creating the need for more space for the program overall. Additionally, over the past three years, students have been added to the YATP program instead of County programs. This has produced significant savings in expenditures overall. (OCDE programs cost the District from \$50,000-\$100,000 per student) In addition, some of the students have increasingly complex medical needs, with some requiring more sophisticated health care and hygiene intervention that necessitates more and larger bathroom facilities.

As an interim measure, some of the more medically fragile students have been placed at San Juan Hills High School (SJHHS), but eventually this space will be needed by the increasing population of severely handicapped high school age students at SJHHS. In addition, SJHHS will need the classroom space because they will add grade 11 in 2009/10 and grade 12 in 2010/11. If San Juan Elementary School transitions to a K-8 School, the YATP will need to be moved in order to house additional K-8 students at San Juan Elementary School. It is proposed that Young Adult Transition Program be moved from the San Juan site to the Junipero Serra Continuation High School and Adult Education site in San Juan Capistrano.

Bridges Community Day High School

San Juan/YATP Site also houses the Bridges Program. Bridges is an alternative special education program for high school age students who have emotional and/or conduct related needs who cannot continue to be educated on a comprehensive high school campus. It is a "bridge" that allows these students to continue to be educated in the District, rather than have them placed in Non-public Schools or Residential Treatment Facilities.

The students are housed in two classrooms. Currently, there are twelve students in this program. If these students were placed at Non-Public Schools or Residential Treatment Centers, it would incur a minimum cost of \$30,000.00 per year per student, including the cost of tuition and transportation.

Given the proposed/possible changes to the San Juan Elementary site, the space that the YATP and Bridges are currently using will need to be used to accommodate a K-8 population. Therefore, it is recommended that the Bridges Community Day High School be reassigned to another location in conjunction with the Serra Continuation High School.

Junipero Serra Continuation High School

If the Young Adult Transition Program is reassigned to the Serra site, this will necessitate relocating Serra Continuation High School to a different location. It is recommended to move Serra Continuation High School to the Crown Valley Elementary School site in Laguna Niguel, allowing for growth in this program and the housing of the Community Day Programs and Bridges at the current Continuation High School site. Other low-enrollment elementary schools were considered for Serra but Crown Valley is the best option at this point because of location, size of the campus, and access to public transportation.

Since 1965, state law has mandated that most school districts enrolling over 100 12th grade students make available a continuation program or school that provides an alternative route to the high school diploma for youth vulnerable to academic or behavioral failure. Continuation high school programs are a cornerstone of the state's drop-out prevention strategy.

Junipero Serra Continuation High School is CUSD's only continuation high school. It is located in San Juan Capistrano and currently serves 164 students in grades 10, 11, and 12. Over the past few years improvements have been made to the campus, including library enhancements and a refurbished courtyard. Under the leadership of Principal Rich Bellante, enrollment has grown and academic programs have been strengthened and expanded. The current facility is limited in space and significant upgrades are required if programs are to be improved or expanded. The school site houses Junipero Serra Continuation High School, Adult and Community Education programs, and a Teen Moms program.

The Western Association of Schools and Colleges (WASC) team visited Serra High School in the spring and fall of 2008 as the school sought accreditation. They advised that "district leadership develop and implement a plan to increase the number of CUSD students served by a school program built on the vision and values exemplified by Serra High School." California State Education Code recommends that a school district serve up to 10% of the high school population in an alternative program. CUSD has a high school enrollment of almost 16,000 and cannot accommodate more students at the Serra campus. This has resulted in large numbers of students who attend alternative county programs and a significant loss of ADA funding.

If the Serra program had additional physical space, it could offer a more varied and rigorous instructional program while serving a larger student population. Career pathways could be strengthened, as well as connections with local community colleges. Another benefit would be

pairing the Bridges program with the Continuation High School. This would afford special education students the opportunity to be educated with their high school age peers.

A recent study by the National Center for Urban School Transformation concluded that “the quality and location of the facilities relative to other schools sent powerful signals to the community and to the students themselves about the priority the district place on their education.”

Adult and Community Education

Capistrano Adult and Community Education serve over 16,000 students, from preschoolers to senior citizens, at over 40 sites throughout CUSD. About 8,000 of these students take state-funded Adult Education classes to earn a high school diploma or GED, improve English language abilities, learn to be more effective parents, become citizens, or acquire computer and other work-related skills to become more successful parents and productive workers. Another 8,000 adults and children take fee-based Community Education classes in aquatics, the arts, and a variety of other areas.

One of the primary target populations for Adult School programs is the low-income, predominantly Spanish-speaking community that resides within walking distance of the San Juan Capistrano campus. Several thousand of these local residents, who often lack transportation, attend classes at the Adult School campus offered mornings, afternoons, evenings and Saturdays to meet their goals. (The Serra High School classrooms are also used for Adult Education programs in the evening and on Saturdays.)

The location of the school is critically important to these students. If the school were moved to another location most of these students could not and would not attend school to learn the skills they need.

In the fall of 2001 the Adult Education program was relocated from the original Capistrano Union High School building into portables on the campus to provide for growth and more appropriate housing for Serra High School. The space allocated for the Adult Education programs was insufficient and in poor condition. The intention at that time was to use Adult Education funds to construct a two-story modular building to provide additional space to serve Adult Education students. This project has been on hold until a comprehensive facility-wide plan could be adopted.

Seven years later, the Adult School programs continue to grow and the facility issues are even more challenging. Adult students deserve a professional and appropriate school facility, and this proposal would allow for the development of such a site.

Repurpose Crown Valley Elementary School

In order to house the Bridges program and the Junipero Serra Continuation High School at the Crown Valley Elementary School site, current elementary students at Crown Valley Elementary School would be reassigned to other elementary schools in Laguna Niguel. Crown Valley Elementary School has a current enrollment of approximately 350 general education students and

70 students enrolled in special education classes. The Deaf and Hard of Hearing (DHH) program currently housed at Crown Valley would be moved to another elementary school in Laguna Niguel.

In addition, if Junipero Serra Continuation High School is relocated to the Crown Valley site, this would allow for the expansion of the Adult Education Center at the Junipero Serra Continuation High School site in San Juan Capistrano and the addition of the Young Adult Transition Program.

Challenges

If no changes are made to the program options of San Juan Elementary School, the growth in numbers and changing needs of students in the YATP and Bridges program will continue to warrant more space.

Not only can the District not fully house the YATP and Bridges program there currently, but there is no room for growth at the San Juan Elementary Site or the Adult Education Site.

The temporary location for the medically fragile YATP students at San Juan Hills High School will eventually be needed for the increasing population of severely handicapped high school age students.

Since Bridges is a high school alternative program, it would be more appropriate to provide support to students in this program at a location where they can be educated with other high school age students.

If San Juan Elementary School transitions to a K-8, Two-Way English Language Immersion Program, that site will need the space that is currently housing part of the YATP and the Bridges Program. The District will be forced to find additional space for these programs.

Special education programs for non diploma students ages 18-22 are mandated by federal law. CUSD needs more space to house the expansion of special education (CLASS) and regular adult programs.

Lastly, CUSD must begin to plan ways to expand the high school alternative education programs.

Proposal

- Allow for growth at San Juan Elementary School by moving the Young Adult Transition Program and Bridges to another location
- Move the YATP to the Adult Education Center in San Juan Capistrano

In order to do this, the District would need to expand the facilities at the Adult Education Center. This could be accomplished by moving Serra Continuation School off the site where it is currently housed next to the Adult Education Center, to a more central location with more space. This would allow for adequate and appropriate housing of our Young Adult Transition Program while providing more space to expand the crowded Adult Education Center. Additionally, this would allow the District to expand our Alternative Education Program, as also has been determined to be a goal of the District.

Repurpose an elementary site with a small student population that is currently in a central location with easy access to public transportation. (For example: Crown Valley Elementary School). House both Serra Continuation School and Bridges at this site.

Financial Implications

Each option will have an impact on the general fund.

Staff Recommendation

It is respectfully recommended that Board President recognize Sherine Smith, Deputy Superintendent, Education, who will introduce this item. Following the presentation staff will be available to answer any questions Trustees may have.