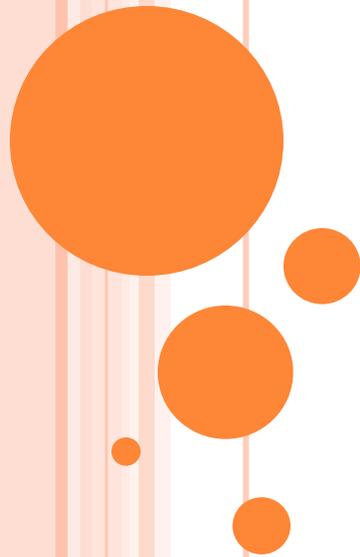


LA CENTER SCHOOL DISTRICT'S

Pathways to the Future Model

Presentation to the State Board of Education
September 17th, 2009

Dr. Mark Mansell
Superintendent



BACKGROUND

- La Center is a small district in southwest Washington (1,600 students).
- Our school board is committed to governing via the Policy Governance model.
- Board linkage meetings clearly demonstrated that stakeholder's wanted increased academic expectations (this included our students).
- We began a process of review and study regarding raising graduation requirements in the Fall of 2007.
- Our previous requirements called for 23 credits to graduate (6 period schedule). This included two credits in math and two credits in science.



PHILOSOPHICAL FOUNDATIONS

- We believe our schools should consistently focus on preparing students for their next step in learning.
- We believe in showing students how their current actions maximize their success at the next point in their learning journey.
- We believe that connecting career exploration and mentorship opportunities to course selections creates internal motivation for students.
- We believe that ownership of the learning process empowers students to develop a strong vision for their future as a life-long learner.



2008 TRANSCRIPT STUDY

- 60% of our graduates earned 24 or more credits.
- 54% met the new HECB standards.
- 45% met the proposed CORE-24 standards.
- 73% of graduates met HECB and CORE-24 standards in math.
- 100% of graduates met HECB and CORE-24 standards in English.
- 100% of graduates met HECB and CORE-24 standards in Social Studies.
- 53% of graduates met HECB and CORE-24 standards in Science.



WHAT WE LEARNED

- The 2008 transcript study showed us that many of our students were already achieving HECB and the proposed CORE-24 standards.
- We needed to “raise the bar” in both math, science and the visual/performing arts.
- Those students who were not currently meeting HECB and the proposed CORE-24 standards, were easily within reach for math and visual/performing arts.
- We believed we could restructure our schools to support all students to meet these new expectations (including with science).

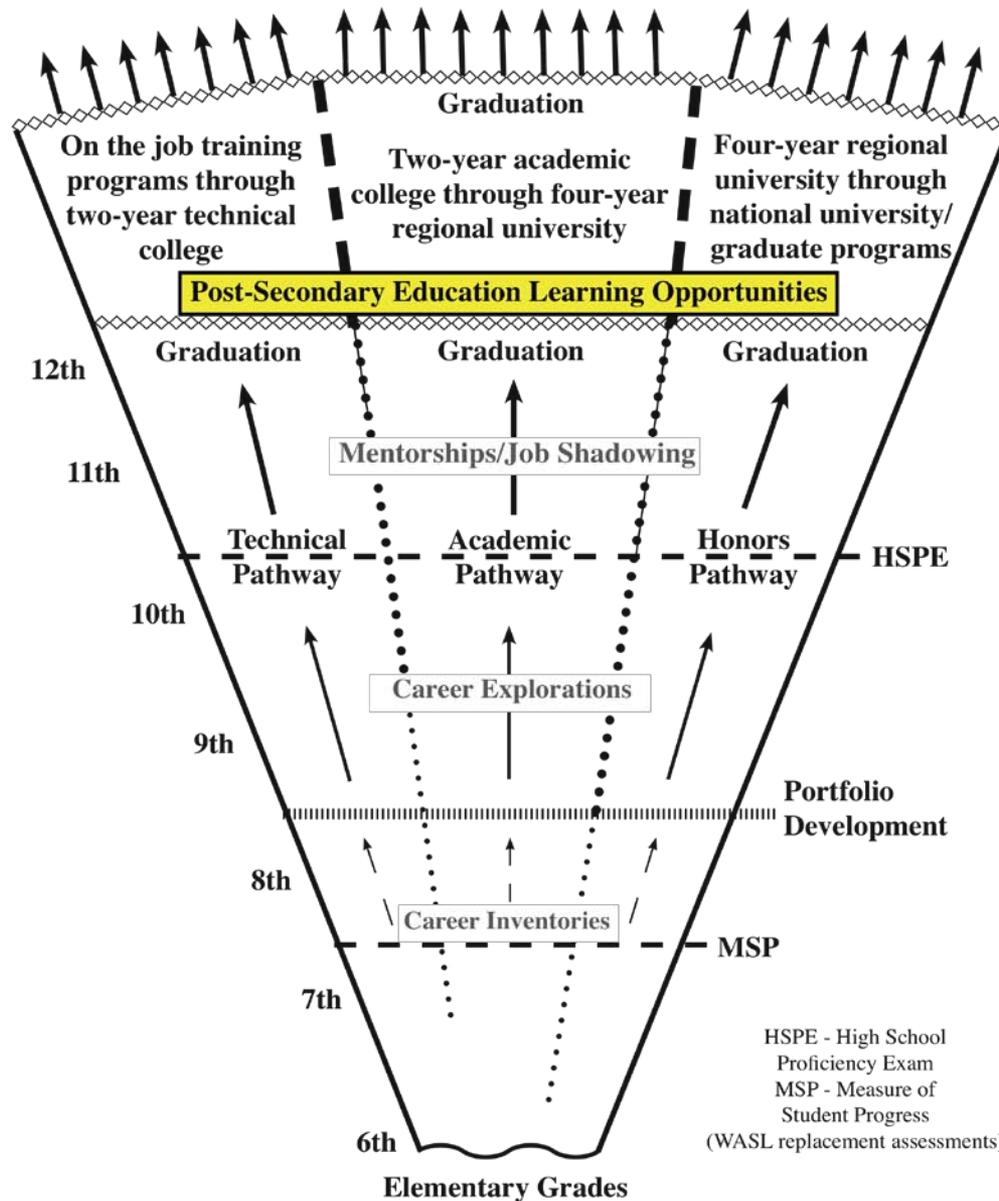


La Center's Pathways Model



La Center Pathways to the Future

Careers that are supported by Post-Secondary Training/Education



CREDIT REQUIREMENT OVERVIEW



La Center High School Graduation Requirements

NEW Requirements - The Pathway Model

		Previous Requirements	General Studies	Technical Focus	Academic Focus	Honors Focus
	Notes					
	English	4	4	4	4	4
	Mathematics (1)	2	3	3	3	4
	Social studies	3.5	3.5	3.5	3.5	4
	Science	2	3	3	3	4
	Occupational Education (2)	1	1	3	1	1
	Fitness (3)	2	1.5	1.5	1.5	1.5
	Health	0.5	0.5	0.5	0.5	0.5
	World Language (4)	0	0	0	2	2
	Fine, Visual or Performing Arts (5)	1	2	2	2	2
	Focus (Career Planning/Portfolio)	0.5	0	0	0	0
	Senior Seminar	0.5	0	0	0	0
	Electives	6	5.5	3.5	3.5	1
	Total Credits (6)	23	24	24	24	24

Notes

- (1) Entrance into 4-year universities in Washington State will require either a math credit or a math based science course in the senior year.
- (2) Three credits must be linked to the student's high school and beyond plan. One of these credits must be an occupational education credit. These three credits are known as a student's Career Concentration.
- (3) One PE credit can be waived if participating in two or more sports over the course of grades 9 - 12.
- (4) Entrance into most 4-year universities require two years of a second language for acceptance.
- (5) Student seeking to participate in band, choir or drama all four years of high school may be required to take on-line courses and/or seek PE waivers to create credit capacity. Please see counselor for details.
- (6) Students will be required to complete their high school and beyond plan and culminating project as part of their graduation requirements.



QUESTIONS

www.lacenterschools.org

