

Seven white rectangular cards are arranged horizontally, each with a red pushpin at the top. The cards spell out the word "welcome" in a bold, black, sans-serif font.

welcome

Bienvenidos
Kính chào quý vị



Garden Grove Unified School District **Strategic** Planning Process

Distrito Escolar Unificado de Garden Grove
Proceso para el Plan **Estratégico**

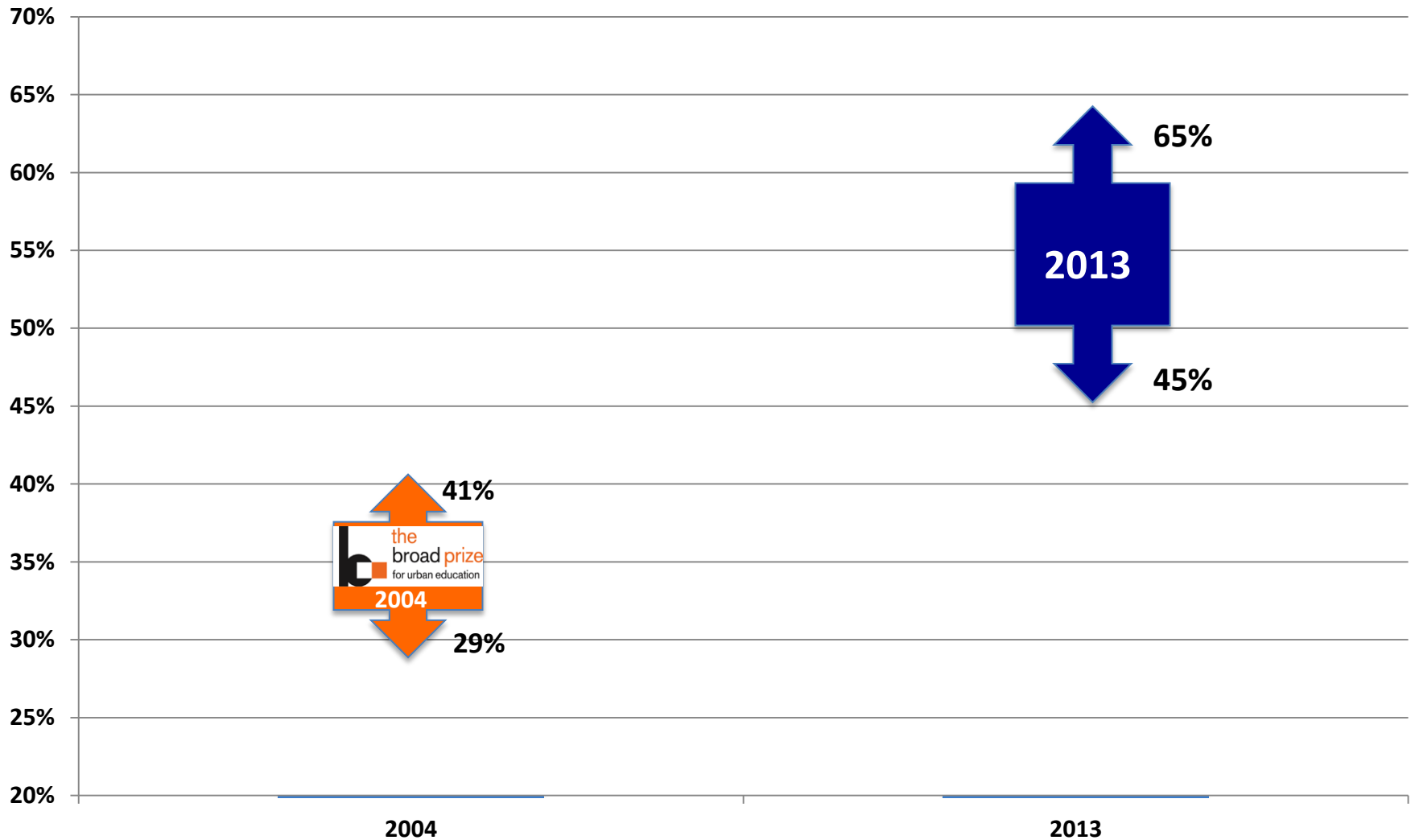
Khu Học Chánh Garden Grove
Sách Lược Toàn Diện





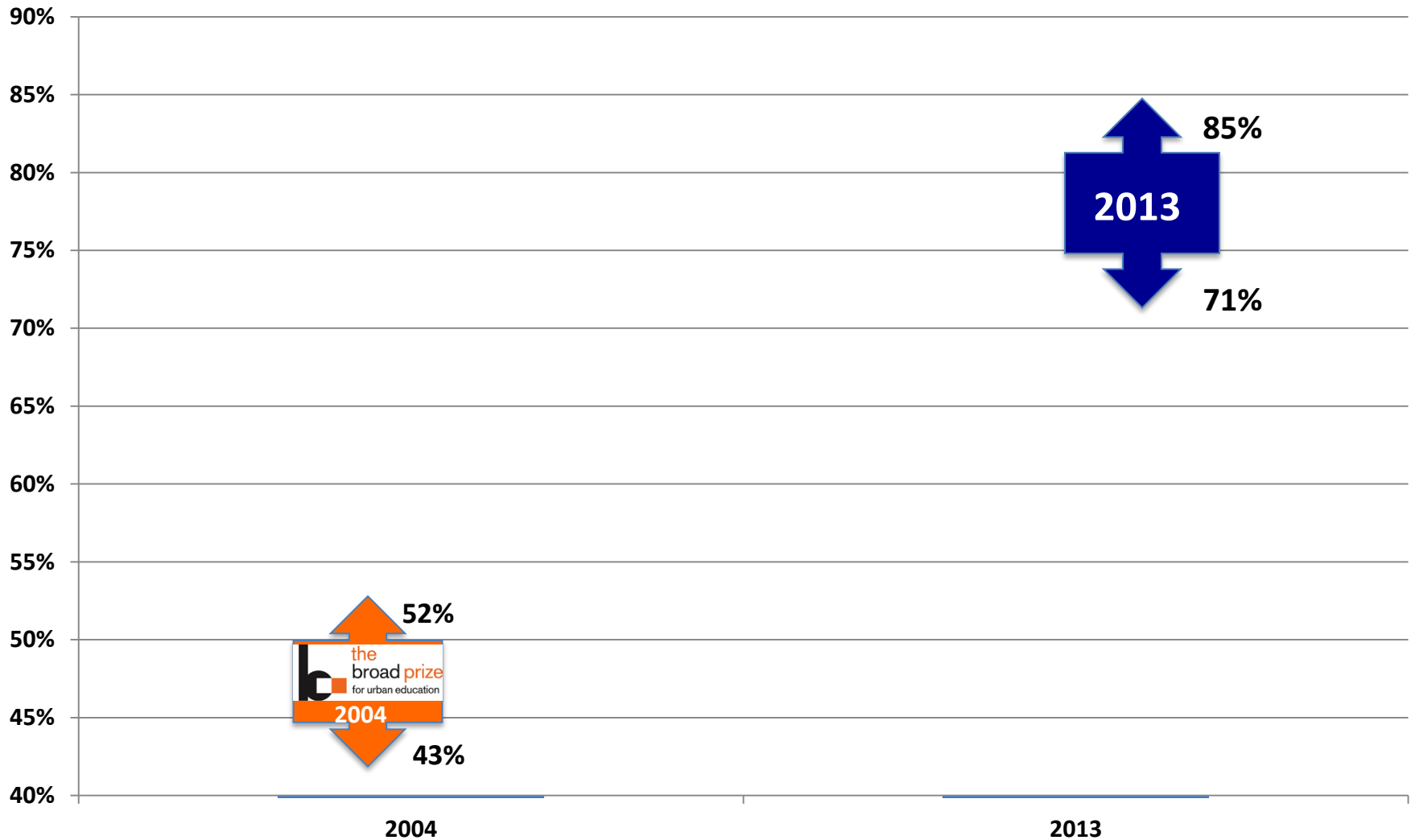
CST English Language Arts

Percent Proficient 2004 - 2013



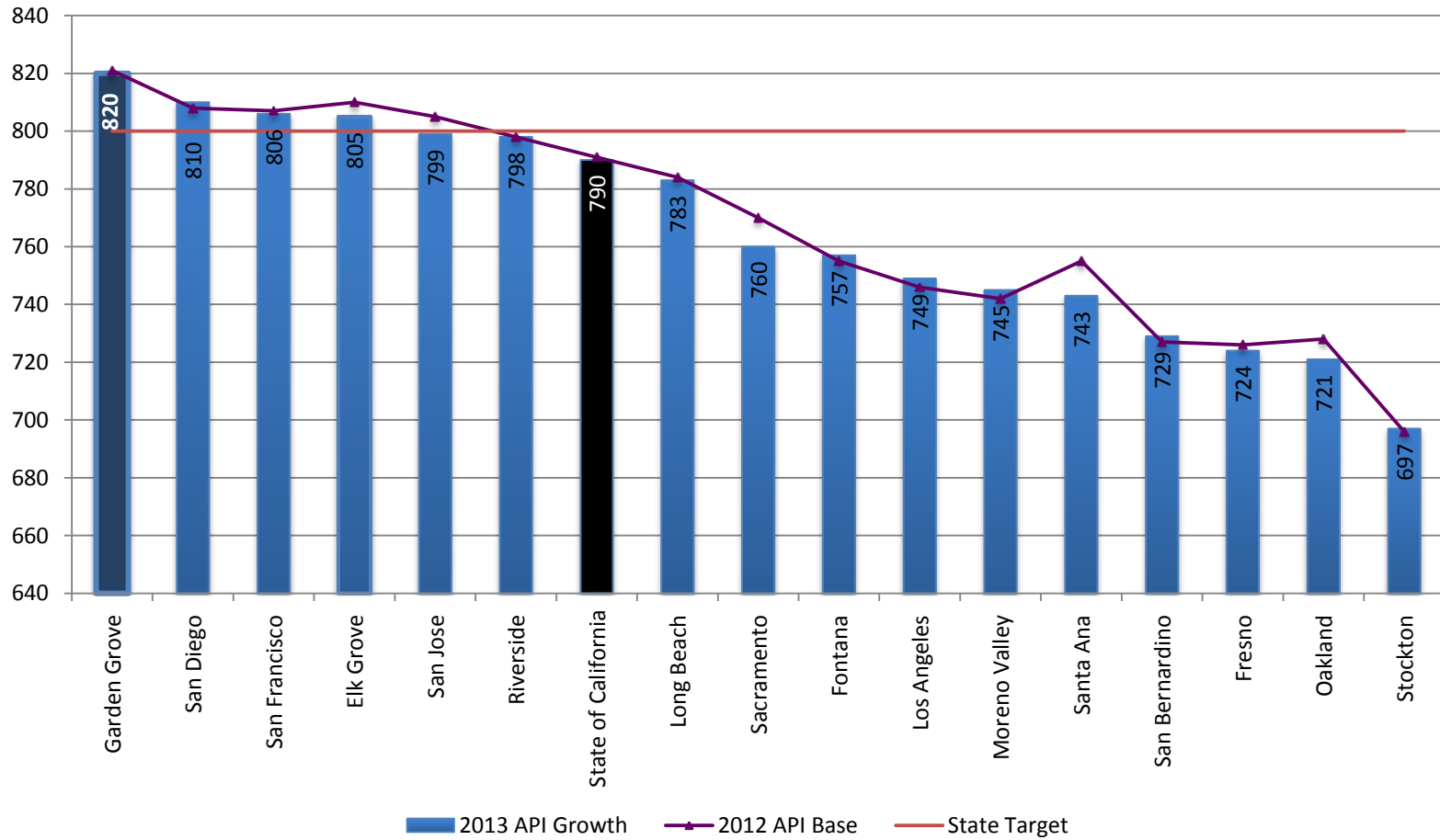
CST Mathematics (Grades 2-6)

Percent Proficient 2004 - 2013

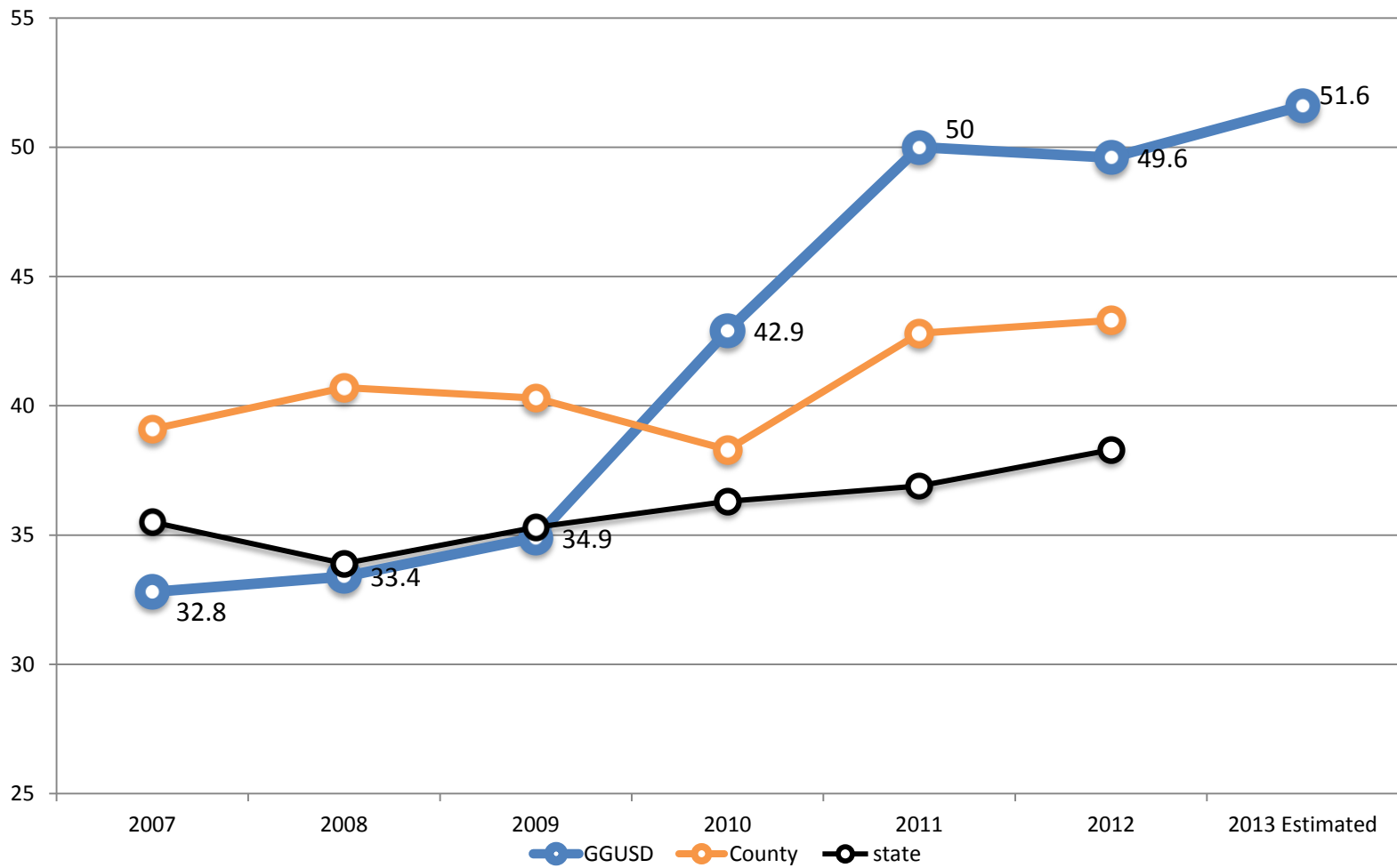


API

California Large Urban Districts Compared: 2013 Growth API



a-g





a Strategic Plan?

We want to be sure that all of our staff, students and parents understand why and how we do so we can work together to make all students successful.

Queremos estar seguros de que todo nuestro personal escolar, alumnos y padres de familia, entiendan el por qué y lo qué hacemos, para poder trabajar juntos para convertir a todos los alumnos en estudiantes exitosos.

Chúng tôi muốn toàn thể nhân viên, học sinh và phụ huynh hiểu rõ lý do và phương cách chúng ta cùng làm việc với nhau để giúp tất cả học sinh đạt thành tựu.

The Five Elements of the Plan

I. VISION ☒

- Drives where we are going and who we are

II. MISSION ☒

- Describes how we meet our vision

III. GOALS

- Provides specific areas of emphasis to realize our mission and vision

IV. OBJECTIVES

- How we measure how we are meeting our goals, mission and vision

V. ANNUAL REPORT ON STRATEGIC PLAN

- Distributed to all stakeholders annually



Our New **Mission** and **Vision**...

VISION

We are committed to preparing all students to be successful and responsible citizens who contribute and thrive in a diverse society.



MISSION

To ensure student success, we will provide a rigorous and supportive academic experience that motivates all learners to meet high expectations

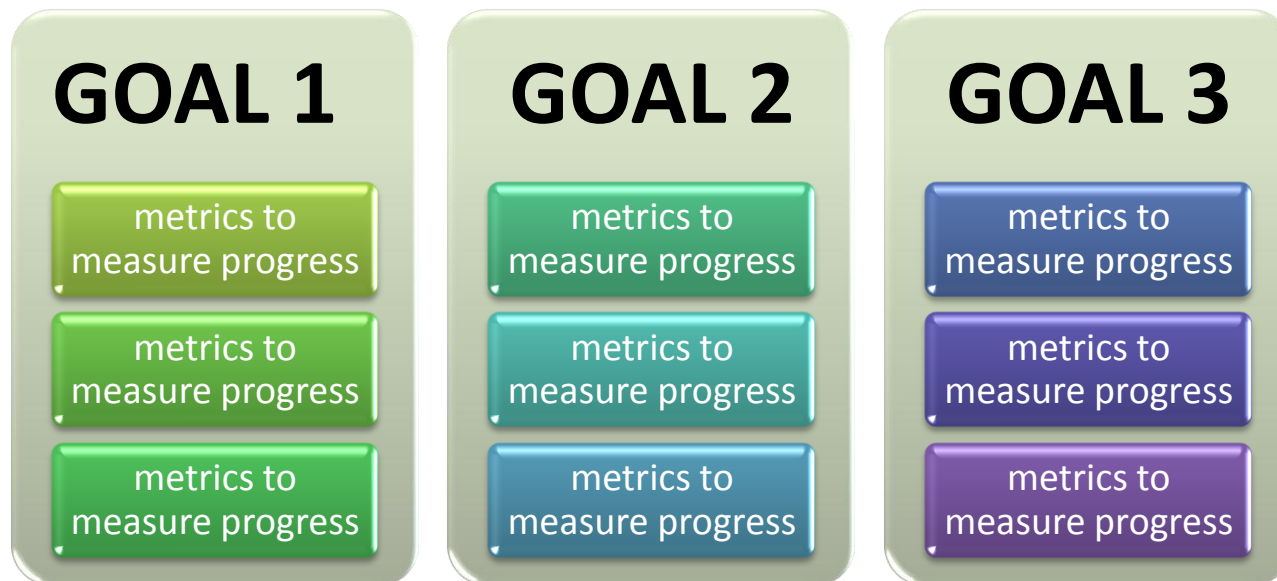
GOALS

- Several goals are being developed with input from **ALL** stakeholder groups: employees, parents, students and community members.
- Attention will be paid to
 - academics
 - socio-emotional development
 - how well our students leave us prepared for success in life



OBJECTIVES

- For each of the goals, specific measurable objectives will be developed
- These objectives will allow us to measure our growth



ANNUAL REPORT ON STRATEGIC PLAN

BÁO CÁO HÀNG NĂM INFORME ANUAL DEL PLAN ESTRATÉGICO

- Distributed to all stakeholders annually.
 - Will reflect how well we met our goals and objectives.
-
- Es distribuido anualmente a todas las partes interesadas
 - Mostrará hasta qué punto hemos logrado nuestras metas y objetivos
-
- Sẽ phổ biến cho mọi thành viên
 - Nêu rõ mức độ thành công đến đâu.



GARDEN GROVE UNIFIED SCHOOL DISTRICT
District Strategic Plan Process

OVERVIEW OF STRATEGIC PLAN PROCESS



The district visioning process below is delineated in the pages that follow





[GGUSD Strategic Plan Session](#)

McGarvin Modernization

- Scheduled to begin in December of 2014

MEASURE

A

School Bond



Scope of Work

- Fire Life Safety
- American with Disabilities Act (ADA)
- Infrastructure
- General Upgrades

MEASURE



School Bond



Fire Life Safety

- New Fire Alarm
 - New Heat and Smoke Detectors
 - Addressable Throughout Campus
 - New Signage Throughout Campus



American with Disabilities Act (ADA)

- ADA Upgrades Throughout Entire Campus
- Work Includes:
 - Path of Travel (Flatwork/Concrete)
 - New Signage with Braille
 - Accessible Restrooms
 - New Doors and Hardware
 - New Drinking Fountains
 - New Sinks and Cabinets
 - Parking Lot Upgrades:
 - * Passenger Loading Zones
 - * Disabled Parking



American with Disabilities Act (ADA)



New Concrete for ADA



American with Disabilities Act (ADA)



New Accessible Restrooms



American with Disabilities Act (ADA)



New Drinking Fountains



American with Disabilities Act (ADA)



New Sinks and Casework in Classrooms



Infrastructure

- Electrical Upgrades
 - New Switch Gear
 - New Conduits Throughout Campus
- Information Services (IS)
 - New Data Drops Throughout Campus
 - Wireless Capability in All Classrooms
- Gas & Water
 - New Water Service Throughout
 - New Gas Lines for Entire Campus



Infrastructure



New Wireless and Data Drops



Infrastructure



New Water, Gas, and Electrical



General Upgrades

- New Paint on Exterior of Buildings
- New Paint on Interior of Buildings
- New Carpet Throughout
- New Doors and Hardware
- New Whiteboards and Tack Boards in all Classrooms
- Removal of Quad Lockers



Typical Classroom



White Boards & Tack Boards



Implementation of the California Common Core State Standards





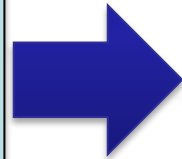
Why Common Core?

- To build on the best of current state standards
- To develop clear, consistent and rigorous, research-based standards for English Language Arts and Mathematics for grades K-12
- To prepare the nation's students with the knowledge and skills needed for success in college and the workforce
- To ensure that students will be globally competitive
- Equitable access across all states
- National standards that provide consistency for mobile students

Common Core Transition Plan

**2012-2013
Awareness
and
Dissemination**

**Building
Readiness**



**2013-2014
Transition**

**Moving towards
the new
standards**



**2014-2015
Implementation**

All 7-12 ELA, SPED, ELD, History,
Science, Math and World
Language Teachers involved in
Tier 1 Training of:

- College & Career Readiness Standards
- ELA CCSS
- Math CCSS
- Literacy Standards for History/Science & technical subjects

Tier 2 Training

Lesson Series Planning

Quarterly Release Days

Collaborative Dialogue

Pilot experiences
(lesson study, co-plan/co-teach)



Common Core Shifts

- Close and careful reading of text
- Focus on text interaction
- Rigorous discussions focused on text
- Use evidence in writing to support opinion
- Focus on academic vocabulary to gain access of text

Common Core Shifts in Literacy

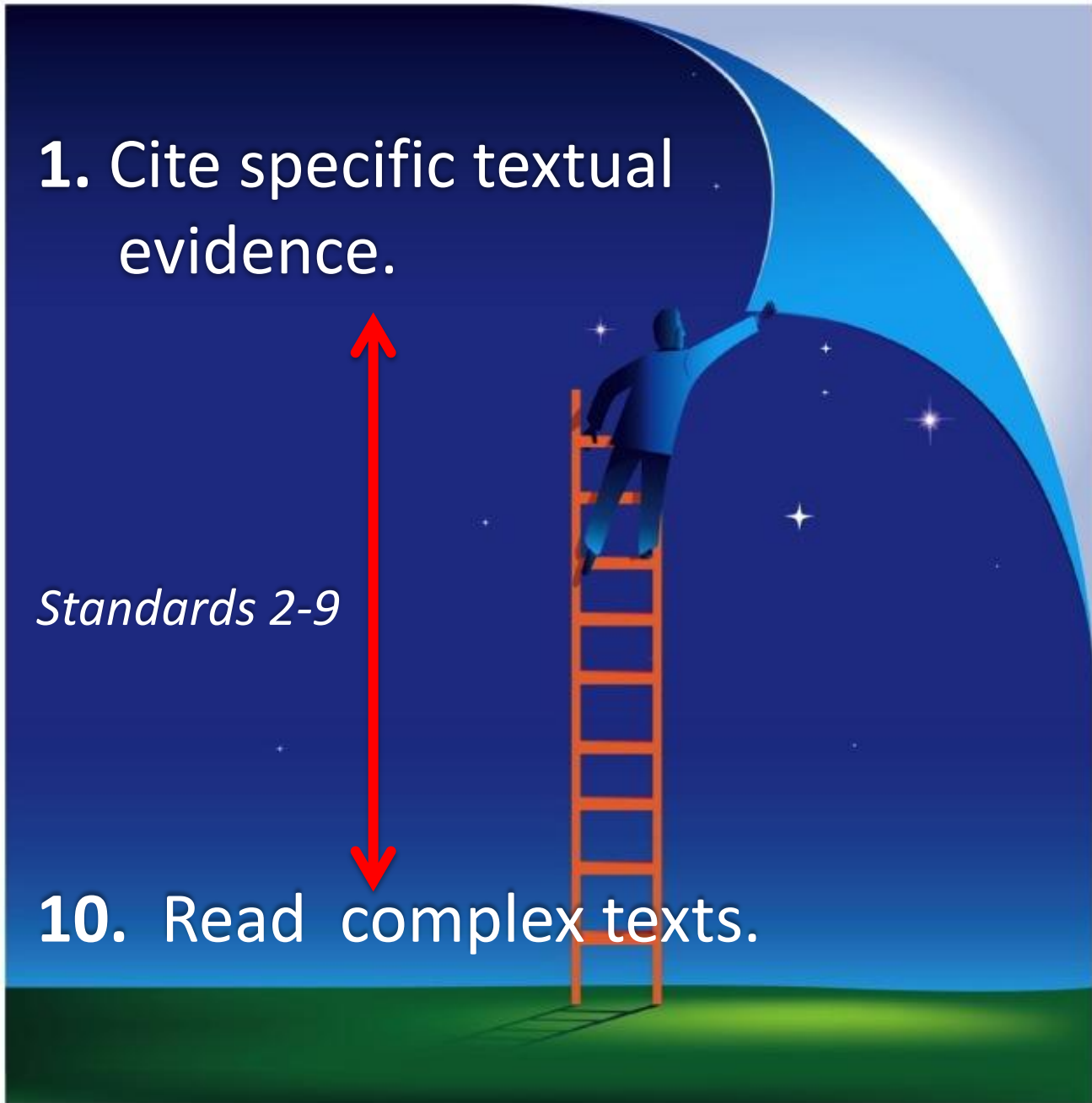
- Close and careful reading of text
- Focus on text interaction
- Rigorous discussions focused on complex text
- Use evidence in writing to support opinion
- Focus on academic vocabulary to gain access of text
- Building knowledge through content-rich informational and non-fiction text



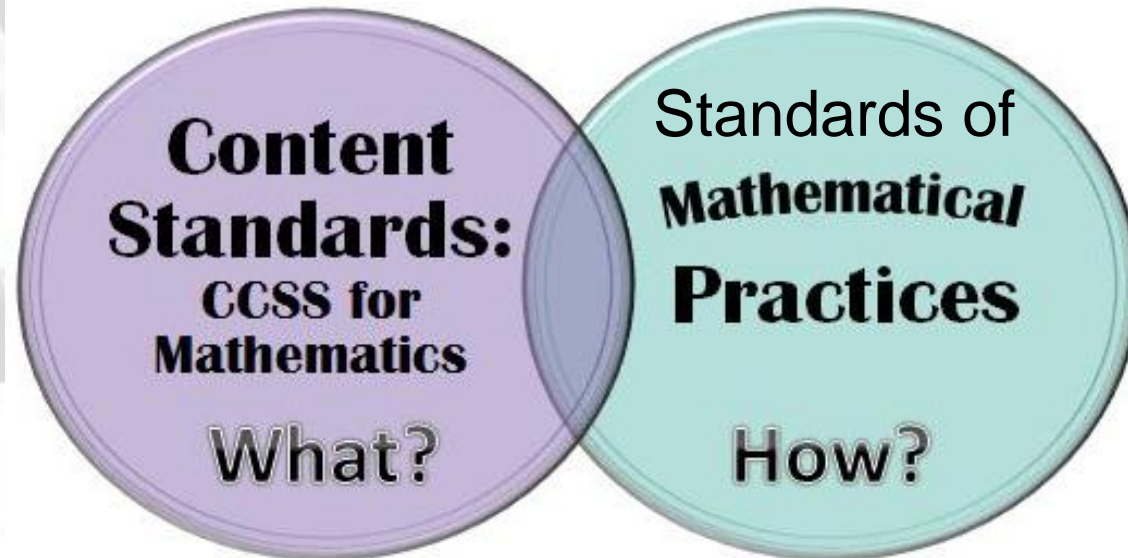
1. Cite specific textual evidence.

Standards 2-9

10. Read complex texts.



Common Core State Standards for Mathematics



**Mathematical
Content (different at
each grade level)**

Mathematical Practice
(recurring throughout
the grades K-12)



CCSS 8 Standards of Mathematical Practice

Students ...

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Smarter Balanced Assessment Consortium



Overview of Information

- ◆ Ideas behind SBAC
- ◆ Test Design
- ◆ A “Smarter Balanced” Year
- ◆ Computer Adaptive Testing
- ◆ Depth of Knowledge
- ◆ SBAC Response Types and Examples
- ◆ Field Test Spring 2014

What's so special about Computer Adaptive Testing (aka CAT)?

Increased precision

- Provides accurate measurements of student growth over time

Tailored for Each Student

- Item difficulty based on student responses

Increased Security

- Larger item banks mean that not all students receive the same questions

Shorter Test Length

- Fewer questions compared to fixed form tests

Faster Results

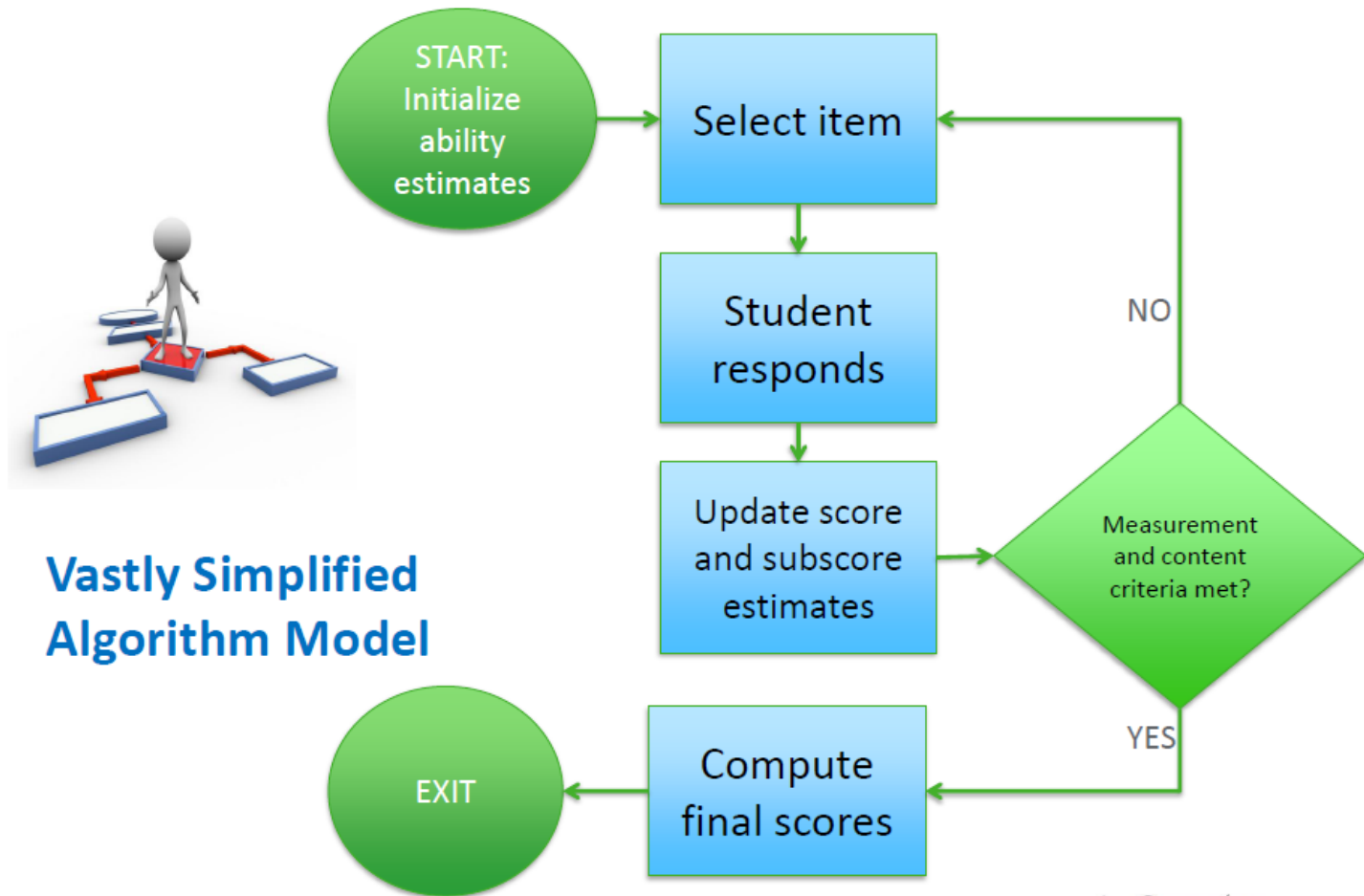
- Turnaround time is significantly reduced

Mature Technology

- GMAT, GRE, COMPASS (ACT), Measures of Academic Progress (MAP)

**** 2014 is a Pilot year, no computer adaptive testing*

How does a CAT work?





TOM TORLAKSON
State Superintendent
of Public Instruction

Depth of Knowledge (DOK)

- **DOK 1**: Receive or recite facts; use simple skills or abilities
 - Support ideas by referring to details in the presentation
- **DOK 2**: Some mental processing beyond recall; involves comprehension and processing of text
 - Use context cues to identify the meaning of unfamiliar words
 - Predict a logical outcome based on information in a presentation
 - Identify and summarize the major events in a presentation
- **DOK 3**: Deeper knowledge expected; comprehend text, and go beyond it
 - Determine the author's purpose and describe how it affects the interpretation of a presentation
- **DOK 4**: Higher level, extended thinking; develop hypotheses; perform complex analysis
 - Analyze and synthesize information from multiple sources.
 - Examine and explain alternative perspectives across a variety of sources.

**MAJORITY
OF THE CST** →

**APPROX. 2%
OF THE CST** →

**CST DOES
NOT TEST** →



TOM TORLAKSON
State Superintendent
of Public Instruction

Depth of Knowledge (DOK)

- **DOK 1**: Receive or recite facts; use simple skills or abilities
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- **DOK 4**: Higher level, extended thinking; develop hypotheses; perform complex analysis
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 - Examine and explain alternative perspectives across a variety of sources.

**APROX. 30%
OF SBAC**

**APPROX.
50% OF THE
SBAC**

**APPROX.
20% OF THE
SBAC**

Smarter Balanced Item Response Types

- ◆ Multiple Choice with one correct response
- ◆ Multiple Choice with multiple correct responses
- ◆ Two-part multiple choice
- ◆ Matching Tables- yes/no or true/false tables
- ◆ Fill-In Tables
- ◆ Select or order text or graphics
- ◆ Complex drag and drop
- ◆ Graphing
- ◆ Equation or numeric response
- ◆ Short Text
- ◆ Long Essay

Example Questions:

8th Grade ELA

There's No 'I' in Elephant

By Stephen Ornes

Elephants are social animals. They live with their families, give hugs and call each other by using their trunks as trumpets. They also might know how to help each other.

In a recent elephant study by researchers from the United States and Thailand, pairs of giant animals learned to work together to get some ears of corn. Other animals, especially some primates, are already known to work together to complete tasks, but now elephants have joined the club. Perhaps the finding is not too surprising: scientists suspect that elephants, with their big brains and survival savvy, may be among the smartest animals on the planet.

Joshua Plotnik, who worked on the study, told Science News that the animals didn't just learn a trick. Instead, the



The author includes a description of a test that readers can try themselves. How does the author's example of using a book and a piece of string help the reader understand the research conducted by the scientists?

- (A) It reproduces the scientists' experiment.
- (B) It models cooperation without conversation.
- (C) It determines how mammals work together.
- (D) It analyzes the differences in human behavior.

3

Click to highlight **six** sentences in the text that explain why elephants might be considered some of the most intelligent animals on the planet.

Elephants are social animals. They live with their families, give hugs and call each other by using their trunks as trumpets. They also might know how to help each other.



Example Questions:

8th Grade Math

A square, with side length s , has an area of 324 square centimeters. This equation shows the area of the square.

$$s^2 = 324$$

What is the side length of the square in centimeters?

Six friends are going to buy pizza. Their choices are to buy 2 medium 10-inch diameter pizzas for \$7.00 each, or 1 large 14-inch diameter pizza for \$15.00. Both prices include tax and tip.

The friends agree that their best choice is the one that gives them the most pizza for their money.

Which is the best choice? Explain your answer.

**THESE ARE FREE
RESPONSE
QUESTIONS**

Example Questions:

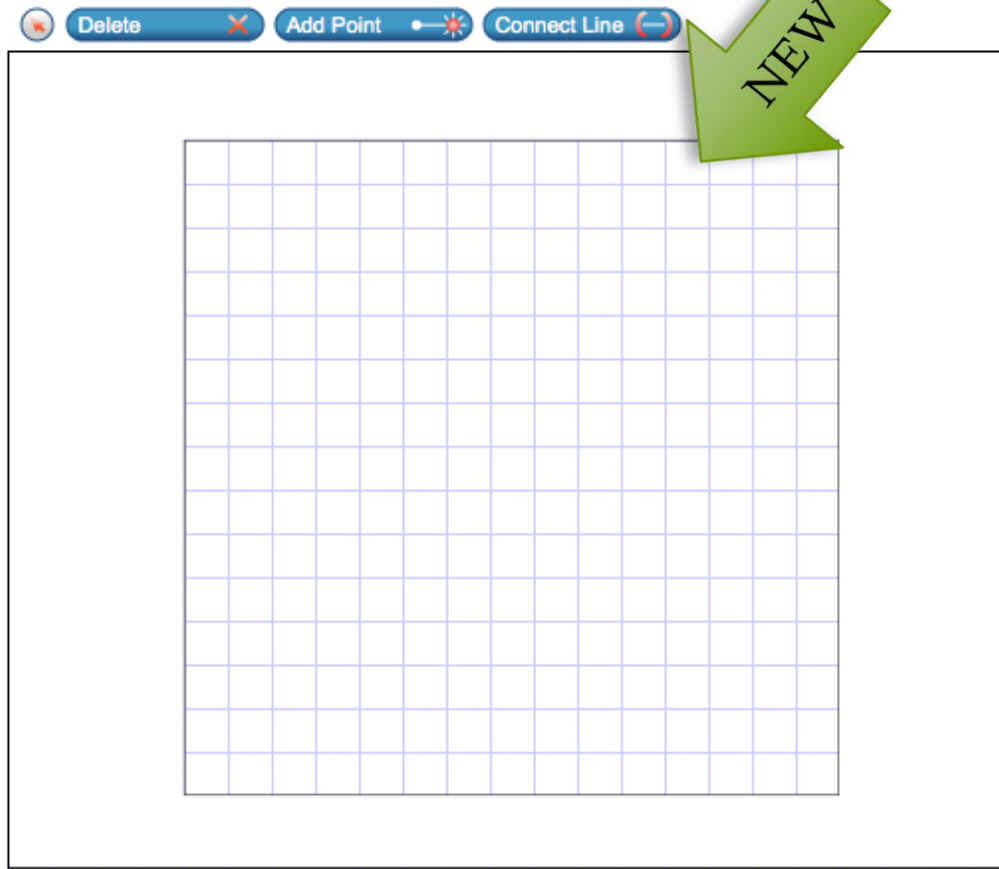
8th Grade Math

1



On the grid provided, draw a right triangle with whole number side lengths and a hypotenuse of 10 units. The length of the side of each square is one unit.

COMBINE WITH PAGE BEFORE



What is a performance task?

- ◆ Performance tasks challenge students to apply their knowledge and skills to respond to real-world problems.
- ◆ Performance tasks are connected to a central theme or idea.
- ◆ Performance tasks in reading, writing, and mathematics will be part of the Smarter Balanced summative, year-end assessment.
- ◆ Performance tasks will be delivered by computer (but will not be computer adaptive) and will take one to two class periods to complete.

Example Question:

8th Grade Performance Task, ELA



Sources

STUDENT DIRECTIONS

Penny Argumentative Performance Task

Issue:

In recent years, there has been a heated debate emerging about one aspect of the United States monetary system. This particular debate is not about what we should do to solve the multi-trillion dollar national debt or to fix the recent problems on Wall Street. Surprisingly, it is about whether we should keep producing and using pennies.

This issue is one of the topics of your school's yearly mock (something meant to look like the real thing) Congressional Session for all 8th graders. You have been appointed as the lead for the subcommittee on financial issues, and you need to research the arguments for and against keeping the penny. As a part of your research, you

Tasks

Part A

Identify **one** piece of support and the source for the support for the following view: Prices **will not** go up because of the elimination of the penny.

Type your answer in the space provided.

Part B

Identify one piece of support and the source for the support for the following view: Prices **will** go up because of the elimination of the penny.

Type your answer in the space provided.

Example Question:

8th Grade Performance Task, Math

Source

HEARTBEATS

In this task, you will use data to create a model that shows the relationship between animal body weight and pulse rate measures. Then you will examine additional data to evaluate your model.

A study states that the relationship between an animal's pulse rate and body weight is approximately linear. The study data are below.

Table 1. Average Body Weight and Average Pulse Rate of Seven Animals

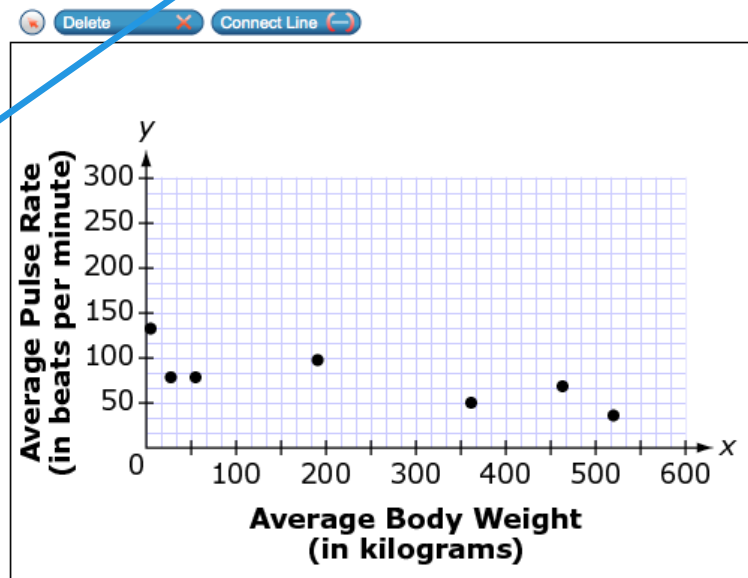
Animal	Average Body Weight (in kilograms)	Average Pulse Rate (in beats per minute)
Cat	3	130
Goat	28	75
Sheep	56	75
Pig	192	95
Ox	362	48
Cow	465	66
Horse	521	34

Part A

Based on the equation from Item 2, predict the average pulse rate in beats per minute, of an animal that weighs 6000 kilograms.

Tasks

The data from Table 1 are plotted below. Use the Connect Line tool to create a linear model of these data.



But what about students who don't have much experience with computer testing?

Students will have several opportunities to practice prior to the “official” testing:

- Sample items (currently available on Smarter website)
- Practice Test
([SBAC Practice Test](#)) Can be linked through the McGarvin website under the “Parent” tab
- Field tests (Spring 2014)



TOM TORLAKSON
State Superintendent
of Public Instruction

Field Test Purpose

A field test is not designed to be a valid and reliable measure of student achievement; rather, it is designed to help the test developers evaluate whether the tests, individual items, and the technology platform work as intended before the first operational administration.

— Deborah S. Delisle
U.S. Department of Education

McGarvin SBAC Administration

- ◆ SBAC Testing will be administered through Math classes during the weeks of May 12th and May 19th.
- ◆ Students will be using Chromebooks to take the test.
- ◆ Students will have the opportunity to take a practice test with their math teachers and watch a video on the Universal Tools that are embedded within the program along with other opportunities to practice using the Chromebooks.



GGUSD

Staying Safe at School

Emergency Preparedness
Committee:

Vicki Braddock, Irvine Intermediate

Teri Rocco, Parent and Community Outreach

Jason Shabet, Gilbert Elementary

Lorena Sánchez, K-12 Ed. Services

Amy Stevens, GGUSD Public Information Officer

Coordinated by Lorraine Rae, Student Services & GGPD



What is safety at schools in this century?

- An earthquake: Drop, Cover, and Hold
- Fire: Exit building away from fire
- Lockdown: Lock doors, turn off lights, hide
- Active Shooter: Run. Hide. Fight.
 - Video- Please excuse children.





Safety practices to prepare in advance:

- **Communication through the following school examples :**

- Parent meetings (e.g., SSC, ELAC, PTA, etc.)
- Parent programs (e.g., 40 Developmental Assets, 10 Educational Commandments, etc.)
- Emergency information included in school registration packet
- District newsletter
- Work collaboratively with the Garden Grove Police Department
- Video training:



- **Parents need to be prepared in advance with:**

- Updated phone number for school records
- Having picture identification at all times (e.g., DMV ID, ID from other country- Consular Identification card, passport, or work badge)
- Reading emergency information included in school registration packet
- Knowing how to access the district's webpage address:
www.ggusd.us



After an emergency, attendance is a priority.

- **Business as usual:**

- You will be notified when it is safe to return to campus

- **All students need to attend school when safe to resume:**

- Parents are encouraged to communicate with students the importance of continuing a regular schedule and attending school





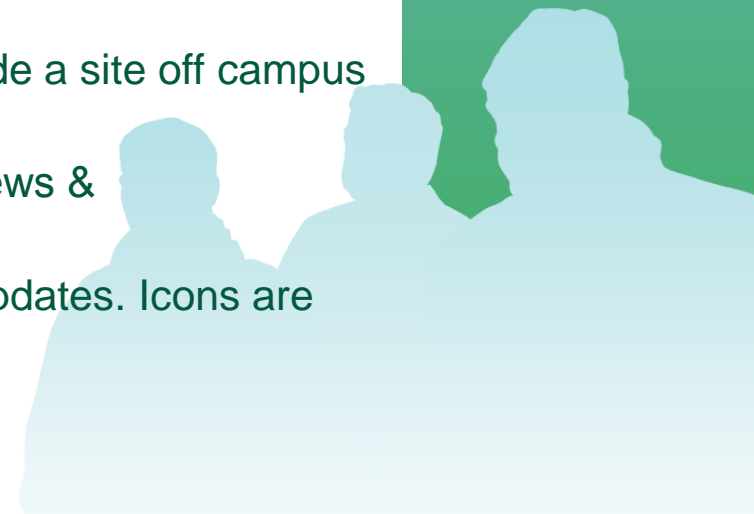
Everyone's safety is a priority during an emergency:

- **Communication with you will be a priority:**

- A school wide phone message in English will be used to communicate and direct families to a site off campus if needed
- Ongoing updates will be provided on the district web site
- A school wide phone message will follow with interpretation in other languages

- **Schools will depend on parent cooperation:**

- Follow safety recommendations which may include a site off campus to reunite with your child
- Look at the district website for updates under “News & Announcements” at www.ggusd.us
- Facebook and Twitter messages will also have updates. Icons are available at top right corner of the district website



Next Steps



SCHOOL SAFETY

- Boys and Girls Club is producing a “Run, Hide, Fight” Video appropriate for students K-8
- Practice drills/classroom conversations





Question & Comments

