

# Local Control Accountability Plan (LCAP) Updates

Stakeholder Meeting:  
 Wednesday, November 29, 2017

Mr. Felix Melendez, Executive Director, Secondary Education  
 Dr. Mary Mason, Executive Director, Elementary Education  
 Dr. Lena Richter, Director Categorical Programs



## Local Control Accountability Plan (LCAP) Priorities



### 1 Maximize Student Achievement

- 1-1: Improve **academic achievement** for all students.
- 1-2: Ensure all students are **college and/or career ready** upon graduation.

### 2 Create a Culture of Learning

- 2-1: Support the **social, emotional, and physical needs** of all students.
- 2-2: Provide services and conditions that **support student learning**.
- 2-3: Provide teachers with **tools and training** to implement State academic standards.
- 2-4: Provide students with access to **support interventions** and **instructional technology** for learning.

### 3 Increase Engagement

- 3-1: Create a **positive environment** and **opportunities for students to connect** with their school and community.
- 3-2: **Engage families and community** to support student learning.

# Teaching & Learning Update:

## Integrated Math Integration/ Grade 6 and Secondary Math Textbook Pilot

Presented By:


Dr. Mary Mason, Director, Teaching and Learning &  
Executive Director, Elementary Education





## Background

- In the spring, math CSC voted to pilot two curricula for Integrated Mathematics and two curricula for 6-8 Grade Math
- Pilot Cycle #1
  - CPM: August 16 to Thanksgiving
- Pilot Cycle #2
  - November 27 to Spring Break
  - Integrated I: Houghton Mifflin Harcourt *California Integrated Mathematics*
  - Grades 6-8: Pearson *enVision*
- After the second pilot cycle, CSC will vote which to recommend for adoption





GLENDALE UNIFIED SCHOOL DISTRICT

## 6<sup>th</sup> Grade - Integrated III MATH TEXTBOOK ADOPTION PARENT and TEACHER BOOK FAIR

We invite your feedback on the 6<sup>th</sup> Grade through  
Integrated III math textbook  
options currently being piloted and considered for  
implementation in the 2018-2019 school year:

- EnVISION Math 2.0 (Pearson)*
- California Integrated Mathematics 1-2-3 (Houghton Mifflin Harcourt)*
- CPM (College Preparatory Mathematics)*


**Come and share your feedback!**

**WHEN & WHERE**  
November 27, 2017 - March 15, 2018

<p>GUSD Administration Building 223 North Jackson Glendale, CA 91206 8:00 am - 5:00 pm daily in lobby</p>	<p>Crescenta Valley High School 2900 Community Avenue La Crescenta, CA 91214 8:00 am - 4:00 pm daily in lobby</p>
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Tuesday, February 27<sup>th</sup>, 2018  
Thursday, March 8<sup>th</sup>, 2018  
from 3:00 pm - 8:00 pm  
GUSD Administrative Building Board Room

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If you have any questions, please contact:  
Dr. Mary Mason  
Director, Teaching & Learning  
[mmason@qued.net](mailto:mmason@qued.net)

**Thank you!**

# Secondary Math Pathways and High School Health Adoption

Dr. Mary Mason, Director, Teaching & Learning  
and Executive Director, Elementary Education

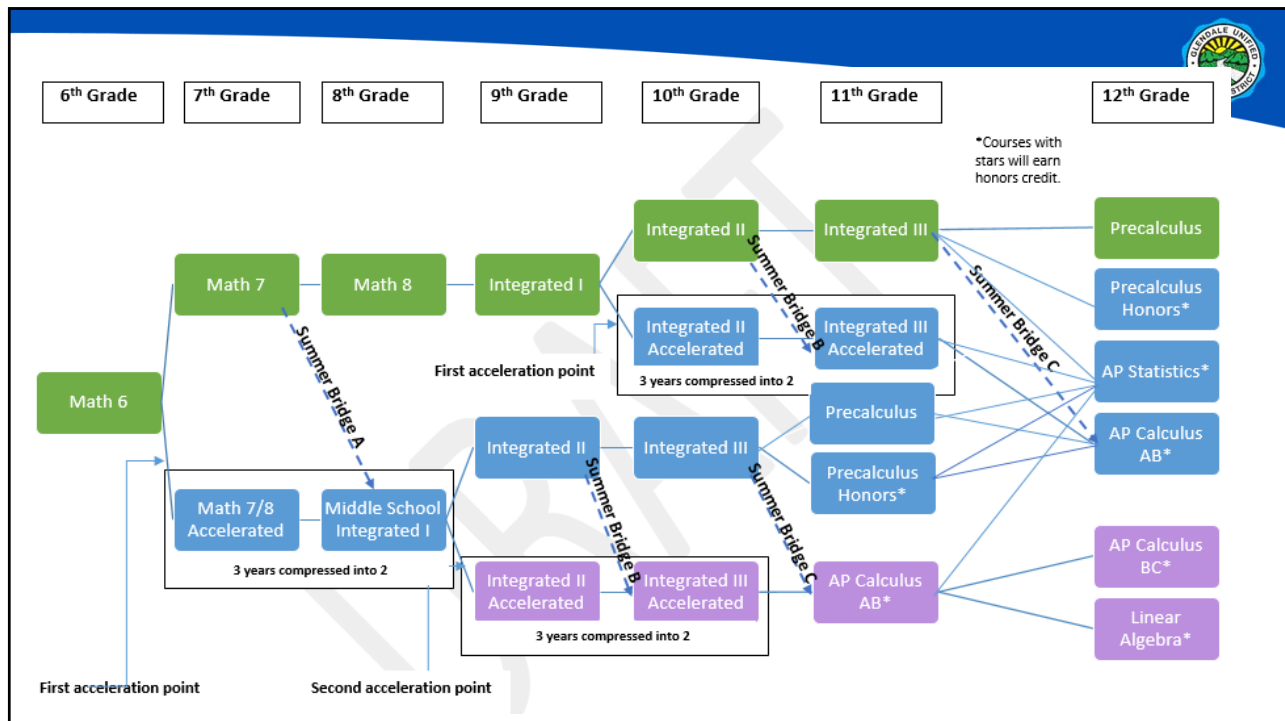




# Background of Pathway Development

- Two year development process with input from
  - CSC
  - Teachers
  - Counselors
  - Principals
  - College Partnerships
- UC “a-g” Pathway – prepares graduates to be college and career ready
- Single/Double Accelerated Pathways compress, but do not skip standards
- Multiple entry points to accelerated pathways

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## Integrated Math Implementation (continued)

- Integrated I replaces Algebra I 2017-2018
- Integrated II & Integrated II Enhanced replaces Geometry 2018-2019
- Integrated III & Integrated III Enhanced replaces Algebra II 2019-2020

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### HIGH SCHOOL HEALTH TEXTBOOK ADOPTION PARENT and TEACHER BOOK FAIR

We invite your feedback on the high school health textbook which incorporates the California Health Standards and AB 329 - California Healthy Youth Act. This textbook is being considered for adoption in the 2018-2019 school year:

- Comprehensive Health (Goodheart-Wilcox)*

Also on display:

- Middle School: Rights, Respect, Responsibility and Positive Prevention Plus*
- High School: Rights, Respect, Responsibility and Positive Prevention Plus*

**Come and share your feedback!**

#### WHEN & WHERE

GUSD Administration Building  
Main Lobby from 8:00 am - 5:00 pm daily beginning on  
November 27, 2017 - January 31, 2018

and

Board Room on Monday, December 11<sup>th</sup>, 2017 from 3:00 pm - 7:00 pm

On December 11<sup>th</sup>, at 4:30 pm, 5:30 pm and 6:30 pm: There will be 5-10 minute presentations on Assembly Bill 329 - California Healthy Youth Act detailing the topics GUSD is legally required to cover in both middle and high school, as well as your rights as a parent/guardian.

GUSD Administration Building  
223 N. Jackson Street  
Glendale, CA 91206



If you have any questions, please contact:  
Dr. Mary Mason  
Director, Teaching & Learning  
[mmason@gusd.net](mailto:mmason@gusd.net)

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# Restorative Justice/Practices: *A Blueprint for Moving Forward in the Glendale Unified School District*





## Fundamental Premise



People are happier, more cooperative and productive, and more likely to make positive changes when those in positions of authority do things **with** them, rather than **to** them or **for** them.

*From: Restorative Circles in Schools: Building Community and Enhancing Learning by Costello, Wachtel and Wachtel*

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## Elements of Restorative Practices – Tiers I, II, & III:

- **Community Building Circles/Restorative Questions**  
*Run on daily or weekly basis to build community*
- **Responsive Circles:**  
*After a moderately serious incident, students sit in a circle and address who has been harmed and what to do to make things right*
- **Restorative Conference Circles:**  
*Respond to a serious incident using a scripted approach to facilitate accountability and repair harm*
- **Suspension Diversion Panels:**  
*Allows students to divert suspension through fulfilling a contract to repair harm*

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## PBIS Cohorts

- **Cohort 1 – started training 2014:**
- Franklin, Glenoaks, Jefferson, Mann, Roosevelt
- **Cohort 2 – started training 2015:**
- Balboa, Columbus, Marshall, Muir, Rosemont
- **Cohort 3 – started training 2016:**
- Dunsmore, Keppel, Mountain Avenue, Valley View, Toll, Wilson, Glendale, Hoover, and EEELP
- **Cohort 4 – starts training 2017:**
- Cerritos, Edison, La Crescenta, Lincoln, Monte Vista, Verdugo Woodlands, R.D. White
- **Cohort 5 – starts training 2018:**
- FACTS, Fremont, Crescenta Valley, Clark, and Daily

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## Restorative Practices and PBIS and Social-Emotional Learning

1. De-emphasize punitive discipline practices (3 Tiers)
2. Involve site leadership teams and include whole staff training and support
3. Reinforce the importance of parental support
4. Value positive reinforcement - Proactive
5. Address non-compliance and harm in calm, respectful, and predictable manners
6. Have explicit guidelines, expectations and tools for support

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## Next Steps for RP in GUSD

- Voluntary Pilot Schools at all levels: elementary, middle, high
- Voluntary 2-day trainings interested stakeholder groups (December 12-13, 2017)
- RJ Support Team – Small team trained to lead circles in schools across district as needed and requested (trained January-March 2018) by certified RJ trainer
- Parent workshops
- Support schools with training as requested
- Administrator training at summer institute - 2018

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## Career Technical Education Update:

### Career Technical Education (CTE) Programs/Pathways (Connecting Students to College & Careers)

Presented By:

Mr. Felix Melendez

Executive Director Secondary





## Purpose/Objectives

- Current Pathways
- A-G course approval update
- Dual Enrollment GCC Courses & Articulation
- New pathways, courses & programs
- Partnerships
- Communication Plan
- Next Steps

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## CTE Background & ELCAP Annual Measurable Objective for CTE (LCAP Matric)

### CTE Background

- At GUSD schools, we prepare our students for their future.
- Our CTE programs connect students to college and careers by giving them the opportunity to explore specific career pathways and develop valuable career skills before they leave high school.
- CTE courses engage students in a variety of subjects, incorporating academic, creative, and technical skills.
- By completing CTE pathways, our students gain the knowledge, attitude, and skills to succeed in postsecondary careers and college.
- There are 21 CTE pathways that offer 17 certifications within the 11 Industry Sectors in our 5 high schools.

### LCAP Matric: College & Career Indicator

- CTE will increase student pathway completion by 2% per year.
- CTE pathway completion is identified by 2-3 consecutive courses.

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## CTE PATHWAYS by Industry Sector & A-G Course Approval Update



**Pathways**  
 Animation (CMHS, HHS)  
 Game Design (GHS)  
 Cinematography (CMHS, GHS, HHS, CVHS)  
 Photography (CMHS, CVHS)  
 Digital Design (CMHS)  
 Graphic Arts (DHS)  
 Stage Arts (HHS, CVHS)



**Pathways**  
 Graphic Production Technologies (CVHS)



**Pathways**  
 Food Service and Hospitality-Culinary (DHS, HHS, GHS)



**Pathways**  
 Engineering Design and Technology (CMHS, GHS)  
 Environmental Engineering (CMHS, CVHS)



**Pathway**  
 Residential and Commercial Construction (GHS)



**Pathway**  
 Public Safety – Police and Fire Academy (HHS)



**Pathway**  
 Systems Diagnostics, Service, and Repair (HHS)



**Pathway**  
 Business Management (CMHS)



**Pathways**  
 Personal Services-Cosmetology (GHS)  
 Barbering (DHS)  
 Fashion Design and Merchandising (HHS)



**Pathways**  
 Biotechnology (CVHS)  
 Patient Care (CVHS)



**Pathways**  
 Programming & Systems Development (CVHS)  
 Software Systems Development & Networking (CMHS)

**CTE A-G Course Approval Update:**  
 39 CTE courses are A-G approved  
 5 pending UC approval  
 10+ courses will be submitted for A-G approval this year

## Dual Enrollment & Articulation



- 17 GCC Courses offered at our 5 high schools + Nursing Science 255 at HHS
- Articulation courses are being reviewed by GCC for our CTE courses that GCC offers a program of study. GCC will begin using CATEMA system to ensure students get college credit for articulated courses.



**Take a FREE college class!**

*Dual Enrollment is an early college enrollment opportunity allowing high school students to take college classes*

### Fall 2017 Class Offerings

(September 18 - December 13, 2017)

Class	College Units	Room	Days	Time	Class #	Add/Deep Deadline	"W" Deadline
Admin of Justice 101 <i>Completion of Admin of Justice</i>	3	HHS Room 2104	TTTh	3:30-5:25 pm	3392	9/30/17	11/25/17
Art 133 <i>Public Observation</i>	3	CVHS Room 8202	MT	3:30-6:40 pm	3782	9/30/17	11/25/17
Art 133 <i>Public Observation</i>	3	DHS Room 401	TTTh	2:35-5:45 pm	3851	9/30/17	11/25/17
Art 201 <i>Observation/Art Activities</i>	3	GHS Room 7107	MW	3:30-6:00 pm	3855	9/30/17	11/25/17
Art 235 <i>2D Computer Animation</i>	3	HHS Room 10219	THF	3:30-6:00 pm	3860	9/30/17	11/25/17
CSIS 190 <i>CSIS Computer Network</i>	3	GHS Room 6105	MW	3:30-6:15 pm	3885	9/30/17	11/25/17
MOA 180 <i>Summer Health/Medical Record</i>	3	GHS Room 6106	W	3:15-5:45 pm +3.5 hrs online	3857	9/30/17	11/25/17
MOA 182 <i>Medical Terminology</i>	3	CVHS Room 5105	W	3:15-5:45 pm +3.5 hrs online	3383	9/30/17	11/25/17
Musical 201** <i>Music Theory I</i>	1	CVHS Room 302/3101	M	3:30-6pm 10-11:30am	3931	9/30/17	11/25/17
Musical 211** <i>Music Theory II</i>	3	CVHS Room 302/3101	W	6:30-9pm 11:30am-12:45pm	3926	9/30/17	11/25/17
Speech 101 <i>Public Speaking</i>	3	CMHS Room 5238	TTTh	3:25-5:20 pm	1855	9/30/17	11/25/17
Speech 101 <i>Public Speaking</i>	3	CVHS Room 5203	TTTh	3:25-5:20 pm	1849	9/30/17	11/25/17
Speech 101 <i>Public Speaking</i>	3	GHS Room 6101	TTTh	3:25-5:20 pm	1853	9/30/17	11/25/17
Speech 101 <i>Public Speaking</i>	3	HHS Room 2101	TTTh	3:25-5:20 pm	1851	9/30/17	11/25/17
Student Development 101** <i>College Career Strategies</i>	1	DHS Room 205	TH	2:35-5:25 pm	3853	9/23/17	10/14/17
Student Development 101** <i>College Career Strategies</i>	1	GHS Room 6103	TH	2:35-5:25 pm	3859	9/23/17	10/14/17
Student Development 125** <i>College Career Strategies</i>	1	DHS Room 205	W	2:35-5:25 pm	3854	9/23/17	10/14/17

\*\*Courses are 2017 and will be updated online at [www.glendale.edu/DualEnrollment](http://www.glendale.edu/DualEnrollment)

\* Student Development classes are shorter and have a different end date.

\*\* Music 201 and 211 are corequisites and must be taken together.

[www.glendale.edu/DualEnrollment](http://www.glendale.edu/DualEnrollment)

(818) 240-1000 x4767



## New Pathways, Courses & Programs

- Clark Magnet High School-Programming/Application Development (Coding) & Networking/Cybersecurity
- Glendale High School-Engineering/Manufacturing
- Glendale High School-Game Design & Integration
- Crescenta Valley High School-Environmental Engineering
- Crescenta Valley High School-Stage Arts
- After-School Middle School CTE Courses in Animation, Cinematography, Game Design & Intro to Careers in Education
- VCTC Saturday Academy at Glendale Community College (Handout)
- After-school "Coding School" for Wilson MS and Roosevelt MS
- Coding K-6 at Cerritos Elementary School

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## Partnerships

- CalTech Relativity Group Outreach Program at GHS
- STEM goes RED-Partnership with American Red Cross at CVHS
- Partnerships that offered Internships during summer with Glendale Youth Alliance (GYA):
  - BP Inspection
  - Cumming
  - KeyCode Media
  - NAC Architecture
  - Random Inc.
  - Wolverine VEX
  - GUSD Facilities and Support Operations
  - Balfour Beatty Construction
  - PCL Construction

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## Communication Plan

- CTE Marketing Update
  - District-wide email was utilized for after-school CTE classes and dual enrollment classes
  - During the summer, GUSD interns worked on short videos for CTE programs (video is on Channel 15)
  - Marketing materials are being designed by a graphic artist to use for promotional outreach and recruitment.
- CTE communication
  - Continue to utilize the GUSD app.
  - District Wide Email to all families
  - Channel 15

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## Next Steps

- GUSD will open two nursing programs (Fall 2018)-Nursing is the 3<sup>rd</sup> high-skill, high-wage, high-need career in the LA region.
- Careers in Education will be a new pathway for students interested in child development and teaching careers
- Expand Clark Magnet High School Business & Entrepreneurship Pathway to include GCC dual courses.
- Public Service & Health Science Academy at Hoover High School (Fall 2018)
- Early College Program at Hoover High School (Fall 2019)

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## 2016-17 A-G Data

November 28, 2017

Information Item:

Presented by:

Felix Melendez, Executive Director

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## Purpose

- Share 2016-17 A-G data and determine growth compared to prior year
- Discuss next steps to inform instructional practice and course planning

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## A – G Subject Areas for UCs and CSUs

- History/social science (“a”) – **2 years**
- English (“b”) – **4 years**
- Mathematics (“c”) – **3 years**
- Laboratory science (“d”) – **2 years**
- Language other than English (“e”) – **2 years**
- Visual and performing arts (“f”) – **1 year**
- College-preparatory elective (“g”) – **1 year**

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## A – G completion rates compared to graduation rates

- A – G – must receive C or higher
- Students may repeat a course to improve a D or F grade
- Graduation – must pass course with D or higher

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## 2015-16 A – G Data

Graduates Meeting A-G	Graduates Not Meeting A-G	Total Graduates	12th + enrollment
<u>979</u>	955	<u>1934</u>	<u>2082</u>

% 12th+ graders Graduating with A-G Met	% 12th+ graders Graduating with A-G Not Met	Graduation Rate	% Not Graduated
47.0%	45.9%	92.9%	7.1%

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## 2016-17 A – G Data\*

	Graduates Meeting A-G	Graduates Not Meeting A-G	Total Graduates	12th + enrollment
2015-16	979	982	1961	2148
2016-17	964	897	1861	2123
Change	-15	-85	-100	-25

	% 12th+ graders Graduating with A-G Met	% 12th+ graders Graduating with A-G Not Met	Graduation Rate	% Not Graduated
2015-16	45.6%	45.7%	91.3%	8.7%
2016-17	45.4%	42.3%	87.7%	12.3%
Change	-0.2%	-3.5%	-3.6%	3.6%

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## Next Steps

- Identify students who may need additional assistance or supports to pass a-g classes.
- Ensure proper placement for all English Learners
- Continue designing courses that meet a-g requirements and fit current courses of study.
  - 2015-16 **one** CTE course was submitted and a-g approved
  - 2016-17 **one** CTE course was submitted and a-g approved
  - 2017-18 **sixteen** CTE courses were submitted and a-g approved

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## New California School Dashboard:

Presented By:

Dr. Lena Richter, Director, Categorical Programs and Interventions





## Purpose

- Present an update on local indicators that address local control funding formula (LCFF) priority areas for which data is not collected at the state level on the [Dashboard](#).
- Share next steps to address Dashboard indicators.

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## What is the CA School Dashboard?

- Reports that display the performance of districts, schools, and student groups on a set of state and local measures to assist in identifying strengths, weaknesses, and areas in need of improvement.
- [California Model Five-by-Five Grid Placement Reports](#)  
California's new accountability and continuous improvement system is based on a five-by-five colored table that produces 25 results using five colors. The reports display the schools' (by district) and student groups' placement on the five-by-five colored tables.

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## Background

- LEAs determine whether they have met the standard for each local indicator.
- A LEA meeting standards will receive a “Met” on the Dashboard when it:
  - ✓ Measures its progress using locally available data
  - ✓ Reports the results to the LEA’s local governing board at a regularly scheduled public meeting of the local governing board
  - ✓ Uploads and publicly reports results through the Dashboard

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## Dashboard Indicators

### State Data

- Suspension rate (K-12)
- English Language Learner progress (K-12)
- Graduation rate (9-12)
- ELA (K-8)
- Math (K-8)

### Local Data

- Basics
  - Teachers, materials, facilities)
- State Standards
- Parent Outreach
- School Climate

### Available Fall 2017

- Absenteeism
- College and Career Readiness, CTE, IB, Dual Enrollment, A-G
- ELA and Math Grade 11

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## California Dashboard Local Indicators to be Completed by GUSD

- [Priority 1 – Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials and Safe, Clean and Functional School Facilities](#)
- [Priority 2 - Implementation of State Academic Standards](#)
- [Priority 3 – Parent Engagement](#)
- [Priority 4](#) - Student Achievement (*Academic Indicator, English Learner Progress Indicator*)
- [Priority 5](#) - Student Engagement (*Chronic Absenteeism, Graduation Rates*)
- [Priority 6 – School Climate](#)
- [Priority 7](#) - Access to broad course of study (*College and Career Readiness*)
- [Priority 8](#) - Outcomes to broad course of study (*College and Career Readiness*)

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### **PRIORITY 1: Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities**

Prompt: LEA annually measures its progress in meeting the *Williams* settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable.

Response: **GUSD had no Williams complaints to report.**

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## PRIORITY 2: Implementation of State Academic Standards

**Prompt:** Identify the locally selected measures or tools utilized by GUSD to track progress of implementing the state academic standards and summarize implementation.

**Response:**

Information was gathered to assess performance in the following areas:

- ✓ English Language Arts
- ✓ Mathematics
- ✓ Science
- ✓ Social Science
- ✓ Visual and Performing Arts
- ✓ Health
- ✓ Career Technical Education
- ✓ English Language Development
- ✓ Physical Education
- ✓ World Languages

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## PRIORITY 3: Parent Engagement

**Prompt:** LEA annually measures its progress in (1) seeking input from parents in decision-making and (2) promoting parental participation in programs.

**Response:** The [2016-17 Parent Culture Survey](#) was used gauge parent perception of decision-making opportunities in the district.

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## PRIORITY 6: School Climate

Prompt: LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness

Response: In 2017, 13,270 students in grades 4-12 were administered the [GUSD Student Culture Survey](#).

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## Next Steps...

- Upload progress on local indicators to the Fall 2017 Dashboard
- Launch of Dashboard, week of December 4, 2017
- Analyze Dashboard data to identify areas of strength and areas of needed growth
- Support school sites in using data to drive instruction
- Use Dashboard data to update LCAP goals and actions
- Include new indicators in future LCAP updates to the Board

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