



GARVEY SCHOOL DISTRICT
LOCAL PERFORMANCE
INDICATORS

(California Accountability System)

November 7, 2018



Agenda-at-a-Glance

- **Review: Connecting the Dots...**
 - ❑ LCFF, LCAP, Evaluation Rubrics, School Dashboard...
- **Local Performance Indicators**
 - ❑ Basic Services (Teachers, Materials & Facilities)
 - ❑ Standards Implementation
 - ❑ Parent Engagement
 - ❑ School Climate (Student Survey)
 - ❑ Access to a Broad Course of Study*

Review

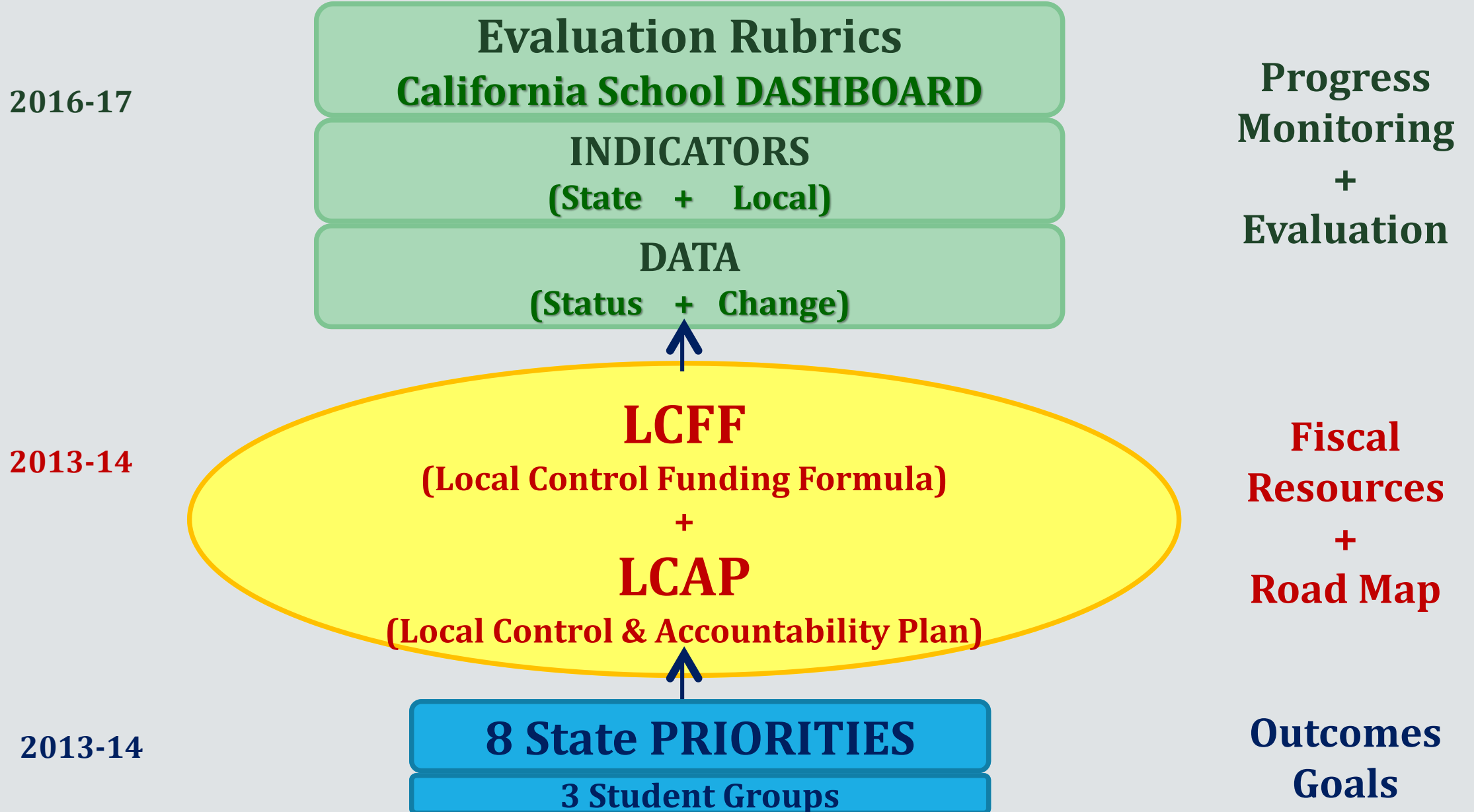
Connecting the Dots...

LCFF

LCAP

Evaluation Rubric
School Dashboard

CALIFORNIA ACCOUNTABILITY SYSTEM



Evaluation Rubrics (California School Dashboard)

State PRIORITY	STATE INDICATOR			LOCAL INDICATOR
	State INDICATOR	DATA (Status)	DATA (Change)	
1. Basic Service				Basic Conditions at School (Teachers, Materials, Facilities)
2. Implementation of State Standards				Implementation of State Standards
3. Parent Engagement				Parental Engagement
4. Pupil Achievement	Academic Indicator	SBAC (ELA + M)	SBAC (ELA + M) (2-Year Comparison)	
	English Learner Indicator	CELDT/ELPAC + Reclassification	CELDT/ELPAC + Reclassification (2-Year Comparison)	
5. Pupil Engagement	Chronic Absenteeism Indicator			
6. Local Climate	Suspension Rate Indicator	Suspension Rate	Suspension Rates (2-Year Comparison)	Local Climate Survey (Student Survey)
7. Access to a Broad Course of Study*				Course Offerings Student Class Schedule

Local Performance Indicators

**Basic Services
(Teachers, Materials, & Facilities)
LCFF Priority 1**

Basic Services

(LCFF Priority 1)

Target: 100% (or “0”)

Appropriately Assigned Teachers

- Teacher Misassignments/Vacancies: 0

Access to Aligned Instructional Materials

- Student access to standards-aligned instructional materials for use at school and at home: 100%

Clean and Functional School Facilities

- Number of instances not meeting the “good repair” standard: 0

MET Target!

Local Performance Indicators

**Implementation of
State Academic Standards
LCFF Priority 2**

Standards Implementation

(LCFF Priority 2)

Key Indicators

1. Knowledge of Standards & Framework
2. Standards-Aligned Instructional Materials/Resources
3. Standards-Aligned Instruction (Quality First Instruction)
4. Intervention (RtI)
5. Professional Development
6. Data-Driven Practices (Summative & Formative Assessments)

Academic Standards

- English Language Arts (ELA)/Literacy
- English Language Development (ELD)
- Mathematics
- Next Generation Science Standards (NGSS)
- History/Social Science
- Physical Education
- Visual and Performing Arts

Standards Implementation (LCFF Priority 2)

English Language Arts (ELA)/Literacy

	1 Exploration & Research	2 Beginning Development	3 Initial Implementation	4 Full Implementation	5 Full Implementation & Sustainability
Standards & Framework	Awareness of standards and framework	Basic knowledge of standards and framework	Begin to use knowledge of standards, and framework in lesson/program design and resources selection.	Use of knowledge of standards and framework in lesson/program design and resources selection	Consistent use of knowledge of standards, and framework by all instructional staff in lesson/program design and resources selection
Instructional Materials/ Resources	Core instructional materials/resources are not aligned to standards and framework.	Adoption of core instructional materials/resources that are aligned to standards and framework	Begin to use adopted core instructional materials/resources that are aligned to standards and framework.	Use of core instructional materials that are aligned to standards and framework for all students	Consistent use of core instructional materials that are aligned to standards and framework for all students Consistent use of quality supplemental resources to provide differentiated supports to meet diverse needs of students
Instruction (Quality First Teaching)	Awareness of criteria of quality first teaching	Basic knowledge of quality standards/ framework-aligned first teaching	Some evidence of quality standards/framework-aligned first teaching	Quality standards/framework-aligned first teaching that promotes: <ul style="list-style-type: none"> • 100% Student Engagement • Rigor & High DOK • Access to Academic Language 	Consistent implementation of quality standards/framework-aligned first teaching that promotes: <ul style="list-style-type: none"> • 100% Student Engagement • Rigor & High DOK • Access to Academic Language
Instruction (Intervention)	Awareness of the Response to intervention (Rtl) concept	Basic knowledge of the Rtl system	Some evidence of the Rtl components	Systematic Rtl tiers of intervention programs (during the day and in extended day manner) that include: clear student identification criteria, research-based materials/instruction, frequent progress-monitoring, and exit	Consistent, systematic Rtl tiers of intervention programs for all struggling learners (during the day and in extended day manner) that include: clear student identification criteria, research-based materials/instruction, frequent progress-monitoring, and exit

Standards Implementation

(LCFF Priority 2)

Target

- *at/above Level 4 (Full Implementation)*

Annual Growth Target

- **0.4 Level Average Increase** *(for Standards at Levels 1-3)*

Standards Implementation (LCFF Priority 2)

Academic Standards	Level of Implementation (2017-2018)	Growth (2017-18 vs. 2016-17)	Progress & Next Steps
English Language Arts (ELA)/Literacy	3.15 (Initial/Full Implementation)	+0.65	<p>Progress: Selected New TK-6 ELA Curriculum</p> <p>Next Steps: Refine System of Tiered Supports & Intervention</p>
English Language Development (ELD)	2.86 (Beginning Development/Initial Implementation)	+0.56	<p>Progress: Selected New TK-6 ELD Curriculum Districtwide Designated ELD Instruction Some evidence of Integrated ELD Instruction</p> <p>Next Steps: More Professional Development on strategies for struggling English Learners</p>
Mathematics	2.83 (Beginning Development/Initial Implementation)	+0.53	<p>Progress: Use of Standards-Aligned Instructional Materials (including online resources) Increase level of Rigor</p> <p>Next Steps: More Professional Development on Rigor, Mathematical Practices, and Intervention</p>

Standards Implementation (LCFF Priority 2)

Academic Standards	Level of Implementation (2017-2018)	Growth (2017-18 vs. 2016-17)	Progress & Next Steps
Next Generation Science Standards (NGSS)	2.65 (Beginning Development/ Initial Implementation)	+0.85	Progress: New Science Adoption (FOSS) Districtwide Professional Development on NGSS & FOSS Next Steps: Continuous Support for FOSS Implementation Use Summative & Formative Assessments to inform instruction
History/Social Science	2.5 (Beginning Development/ Initial Implementation)	+0.1	Progress: Professional Development on Strategies for English Learners Next Steps: Professional Development on New HSS Framework New Curriculum Adoption
Physical Education	2.9 (Beginning Development/ Initial Implementation)	+0.5	Progress: Gr.7-8 – Strong Standards-Aligned Curriculum & Instruction Next Steps: More Professional Development for TK-6 (SPARKS Curriculum)
Visual and Performing Arts	2.7 (Beginning Development/ Initial Implementation)	+0.5	Progress: TK-8 Standards-Aligned Instruction Next Steps: Enhance Program Quality & Consistency across schools

Standards Implementation

(LCFF Priority 2)

Target

- *at/above* Level 4 (Full Implementation)

Annual Growth Target

- **0.4 Level Average Increase** (*for Standards at Levels 1-3*)

2017-2018 Annual Growth

- **0.53 Level Average Increase** (*for Standards at Levels 1-3*)

MET Annual Growth Target!

Local Performance Indicators

Parent Engagement
LCFF Priority 3

Parent Engagement

(LCFF Priority 3)

Key Indicators

- **Seeking Parent Input in School/District Decision Making**
- **Promoting Participation in Programs**

Parent Engagement

(LCFF Priority 3)

Target

- *at/above 85%*

Annual Growth Target

- **5 % Average Increase** *(for areas below 85%)*

Parent Engagement (LCFF Priority 3)

Parent Responses: 923

1) Seeking Parent Input in School/District Decision Making

Key Indicators	2017-2018 Strongly Agree/Agree (or Yes) %	2016-2017 Strongly Agree/Agree (or Yes) %	Increase/ Decrease
Actively seeks parent input before making important decisions.	75.7%	78.9%	-3.2%
Allows input and welcomes contributions.	82.3%	65.3%	+17%
Takes parent concerns seriously.	81.9%	64.3%	+17.6%
Parents served on a school committee.	85.4% 😊	40.6%	+44.8%

Parent Engagement (LCFF Priority 3)

2) Promoting Parent Participation in Programs

Key Indicators	2017-2018 Strongly Agree/ Agree (or Yes) %	2016-2017 Strongly Agree/ Agree (or Yes) %	Increase/ Decrease
Well-informed about school activities	83.6%	87.1%	-3.5
Provided information on parents' expected roles at school	82.5%	74.4%	+8.1
Provided information on how to help children to do homework	73.4%	69.9%	+3.5
Provided information on children's program placement	77.6%	57.1%	+20.5
School staff treat parents with respect.	89% 😊	89% 😊	0
Parents feel welcome to participate at school.	87% 😊	82.5%	+5.5
School staff encourage parents to be active partners in education.	88.6% 😊	83.8%	+4.8
School staff is helpful to parents.	86.3% 😊	84.6%	+1.7
School staff promptly responds to parents' questions	85.4% 😊	82.4%	+3
Parents attended a general school meeting.	77.9%	81.2%	-3.3
Parents attended a school/class event.	84.9% 😊	54.9%	+30

Parent Engagement

(LCFF Priority 3)

Target

- *at/above 85%*

Annual Growth Target

- **5 % Average Increase** *(for areas below 85%)*

2017-18 Annual Growth

- **10.5 % Average Increase** *(for Indicators below 85%)*

MET Annual Growth Target!

Local Performance Indicators

**School Climate
Student Surveys
LCFF Priority 6**

School Climate Student Survey

(LCFF Priority 6)

Participants

- Grades 5, 7 & 8 (all schools)
Parental Consent required
(Gr.5 Active Consent & Gr.7-8 Passive Consent)

School Climate Student Survey

(LCFF Priority 6)

Key Indicators

1. Social Engagement and Supports
2. School Safety
3. Disciplinary Environment
4. Lifetime Substance Abuse
5. Mental & Physical Health

School Climate Student Survey

(LCFF Priority 6)

Target

- *Positive Indicators: at/above 85%*
- *Negative Indicators: below 15%*

Annual Growth Target

- **5% Average Improvement**
(for indicators not at target level)

School Climate Student Survey

Gr. 5 Response Rate: 66% (350/514)

**Avg. Improvement
Gr.5: 21%**

Key Indicators	Strongly Agree/Agree %		Gr.5 +/-
	2017-2018	2016-2017	
School Engagement & Supports			
School Connectedness	77%	42%	+35%
Academic Motivation	83%	53%	+30%
Caring Adult Relationships	77%	47%	+30%
High Expectations	84%	46%	+38%
Meaningful Participation	87% 😊	15%	+72%
School Safety			
Feel safe at school	82%	83%	-1%
<i>Been hit or pushed</i>	40%	45%	-5%
<i>Mean rumors spread about you</i>	29%	48%	-19%
<i>Been called bad names or mean jokes made about you</i>	31%	55%	-24%
<i>Saw a weapon at school</i>	8% 😊	22%	-14%
Disciplinary Environment			
Students well-behaved	54%	56%	-2%
Students treated fairly when break school rules	64%	54%	+10%
Students treated with respect	73%	86% 😊	-13%
Lifetime Substance Use			
<i>Alcohol or drug use</i>	0% 😊	15%	-15%
<i>Cigarette smoking</i>	1% 😊	2% 😊	-1%
<i>E-cigarette</i>	1% 😊	2% 😊	-1%

School Climate Student Survey

Avg. Improvement
Gr.7: 16% Gr.8: 19%

Gr. 7-8 Response Rate: Gr. 7 – 82% (410/499) Gr. 8 – 92% (504/547)

Key Indicators	Grade 7	Grade 7	Gr.7 +/-	Grade 8	Grade 8	Gr.8 +/-
	2017-2018	2016-2017		2017-2018	2016-2017	
	Strongly Agree/Agree	Strongly Agree/Agree		Strongly Agree/Agree	Strongly Agree/Agree	
School Engagement & Supports						
School Connectedness	62%	25%	+37%	56%	21%	+35%
Academic Motivation	72%	37%	+35%	65%	33%	+32%
<i>Chronic truancy (twice a month or more)</i>	12% 😊	2% 😊	+10%	10% 😊	2% 😊	+8%
Caring Adult Relationships	47%	20%	+27%	43%	20%	+23%
High Expectations	76%	38%	+38%	70%	31%	+39%
Meaningful Participation	84%	13%	+71%	78%	10%	+68%
Facilities upkeep	60%	17%	+43%	45%	8%	+37%
School Safety & Substance Use						
School perceived as very safe or safe	72%	75%	-3%	66%	64%	+2%
<i>Experienced any harassment or bullying</i>	20%	30%	-10%	24%	30%	-6%
<i>Had mean rumors or lies spread about you</i>	24%	34%	-10%	28%	37%	-9%
<i>Been afraid of being beaten up</i>	24%	14%	+10%	15%	16%	-1%
<i>Been in a physical fight</i>	13% 😊	15%	-2%	17%	14% 😊	+3%
<i>Seen a weapon on campus</i>	5% 😊	19%	-14%	13% 😊	9% 😊	+4%
<i>Been drunk or "high" on drugs at school ever</i>	2% 😊	1% 😊	+1%	3% 😊	1% 😊	+2%
Mental and Physical Health						
<i>Current alcohol or drug use</i>	1% 😊	3% 😊	-2%	4% 😊	3% 😊	+1%
<i>Current binge drinking</i>	1% 😊	1% 😊	0	2% 😊	1% 😊	+1%
<i>Very drunk or "high" 7 or more times</i>	1% 😊	0% 😊	+1%	4% 😊	1% 😊	+3%
<i>Current cigarette smoking</i>	1% 😊	0% 😊	+1%	1% 😊	1% 😊	0
<i>Current electronic cigarette use</i>	1% 😊	2% 😊	-1%	3% 😊	2% 😊	+1%
<i>Experienced chronic sadness/hopelessness</i>	23%	26%	-3%	26%	29%	-3%

School Climate Student Survey

(LCFF Priority 6)

Target

- ***Positive* Indicators: at/above 85%**
- ***Negative* Indicators: below 15%**

Annual Growth Target

- **5% Average Improvement** *(for Indicators not at target level)*

2017-2018 Annual Growth

- **17% Average Improvement** *(for Indicators not at target level)*

MET Annual Growth Target!

Local Performance Indicators

Access to Broad Course of Study

LCFF Priority 7

Access to a Broad Course of Study

(LCFF Priority 7)

Key Indicators

■ All Students

(including English Learners, Low-Income Students, Foster Students, & Students with Disabilities)

have access to a broad course of study.

■ Course of Study

Grades 1-6	Grades 7-8
<ul style="list-style-type: none">✓ English✓ Math✓ Social Science✓ Science✓ Visual and Performing Arts✓ Health✓ Physical Education	<ul style="list-style-type: none">✓ English✓ Math✓ Social Science✓ Science✓ Visual and Performing Arts✓ Physical Education✓ Career Technical Education (<i>e.g., 21st Century Learning</i>)✓ Applied Arts (<i>e.g., 21st Century Learning</i>)✓ Foreign Language (<i>Extended Dual Language Program</i>)

Access to a Broad Course of Study

(LCFF Priority 7)

Target

- **All Students**
(including English Learners, Low-Income Students, Foster Students, & Students with Disabilities)
have access to a broad course of study.

Local Measures

- **Course Offerings**
- **Class Daily Schedule (ES)**
- **Master Calendar & Student Class Schedule (IS)**

Results

- **Grades 1-6: All Students have access to a broad course of study.**
- **Grades 7-8: All Students have access to all currently adopted courses.**
Next Step: Add “Foreign Language” in future years to extend Dual Language Program.

MET Target!

IMPROVING
TOGETHER

