

**LOCAL PERFORMANCE INDICATORS**

(2017-2018)

**Basic Services (LCFF Priority 1)**

**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

**Summary of 2017-18 Status**

Status in Meeting the Local Performance Indicator for Priority 1: Met

## Implementation of State Academic Standards (LCFF Priority 2)

### Local Measure

Garvey School District developed a set of Standards Implementation Metrics for measuring the implementation of state academic standards. The metrics assess the extent of implementation, using a 5-level scale, in six domains critical to the effective standards implementation: knowledge of standards and framework, standards-aligned instructional materials, standards-aligned instruction, tiered supports and intervention, professional development, and data-driven practices. The five levels (developmental stages) in the metrics specify district-specific benchmarks for each level in each domain for each discipline.

*Scale:*

*1 – Exploration & Research; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation & Sustainability*

### Rationale

These metrics were developed to ensure district-specific benchmarks and initiatives are examined in the assessment process. Using this tool, instructional leaders, principals, and teacher leaders worked collaboratively to evaluate the level of implementation of the standards in each discipline, identifying specific evidence of progress, next steps, and growth targets.

### District's Progress

The goal is to attain Level 4 (4 points) or above for each discipline. The annual growth targets include: 1) demonstrating an average increase of 0.4 point (for standards at Levels 1-3), and 2) maintaining 4/5 points (for standards at Levels 4/5). Using the 2016-17 data generated from the metrics as baseline, the following is a summary of the extent of standards implementation for each discipline for 2017-18.

- **ELA** – 3.15 (Annual Growth: +0.65)  
Progress includes new adoption for grades TK-6 and emerging evidence of quality first instruction and intervention. Next steps and growth targets are to fully implement the newly adopted TK-6 curriculum and refine the system of tiered supports and intervention.
- **Math** – 2.83 (Annual Growth: +0.53)  
Progress includes the use of standards-aligned instructional materials, including online resources and increasing level of rigor in math instruction. Next steps are to provide continuous professional development on rigor, mathematical practices, and intervention.
- **ELD** – 2.86 (Annual Growth: +0.56)  
Progress includes new adoption for grades TK-6 and districtwide designated ELD instruction. Next steps are to fully implement newly adopted TK-6 curriculum and provide more professional development on integrated ELD, ELPAC, and strategies for struggling English learners.
- **Next Generation Science Standards** – 2.65 (Annual Growth: +0.85)  
Progress includes emerging evidence of the use of newly adopted NGSS-aligned curriculum and districtwide professional development on NGSS and the curriculum. Next steps are to provide continuous professional development and support for an effective program implementation and to use summative and formative assessments to guide instruction.
- **History/Social Science** – 2.5 (Annual Growth: +0.1)  
Progress includes professional development for grades 7-8 teachers on strategies for English learners and use of supplemental standards-based materials. Next steps are to provide training on the new HSS framework and adopt a new standards-aligned curriculum.
- **Physical Education** – 2.9 (Annual Growth: +0.5)  
Progress includes strong standards-aligned instruction in grades 7-8. Next steps are to provide professional development for TK-6.
- **Visual and Performing Arts** – 2.7 (Annual Growth: +0.5)  
Progress includes standards-aligned VAPA instruction for all grades. Next steps are to enhance program quality and consistency across schools.

### Summary of 2017-18 Annual Growth

Average Increase (for standards at Levels 1-3): 0.53

Status in Meeting the Local Performance Indicator for Priority 2: Met

### Parent Engagement (LCFF Priority 3)

Garvey School District uses a local survey comprised of fifteen questions that are adapted from the California School Parent Survey to gather feedback on two domains: seeking parent/guardian input and promoting parent participation. The ultimate goal is to attain at or above 85% of parents/guardians indicating “Strongly Agree” or “Agree” in each area on the survey related to the two domains. The annual growth targets are to: 1) have an average increase of 5% for areas below 85%, and 2) maintain 85% or above for the high-percentage areas. Using the 2016-17 parent survey findings as baseline data, the following is a summary of the key findings for 2017-18.

#### Key Findings on Seeking Input from Parents/Guardians in School & District Decision Making

Key Indicators	Strongly Agree/Agree (or Yes) %		Increase/ Decrease
	2017-2018	2016-2017	
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% <i>(Met Target)</i>	40.6%	+44.8%

#### Key Findings on Promoting Parent Participation in Programs

Key Indicators	Strongly Agree/Agree (or Yes) %		Increase/ Decrease
	2017-2018	2016-2017	
<b>Information &amp; Communication</b>			
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
<b>Supportive Culture</b>			
School staff treat parents with respect.	89% <i>(Met Target)</i>	89% <i>(Met Target)</i>	0
Parents feel welcome to participate at school.	87% <i>(Met Target)</i>	82.5%	+5.5
School staff encourage parents to be active partners in education.	88.6% <i>(Met Target)</i>	83.8%	+4.8
School staff is helpful to parents.	86.3% <i>(Met Target)</i>	84.6%	+1.7
School staff promptly responds to parents’ questions	85.4% <i>(Met Target)</i>	82.4%	+3
<b>Parent Participation</b>			
Parents attended a general school meeting.	77.9%	81.2%	-3.3
Parents attended a school/class event.	84.9% <i>(Met Target)</i>	54.9%	+30

#### Rationale of Selecting the Local Survey

The District develops the survey and administers it to all parents/guardians across the district in order to get an unfiltered feedback from the community on the two focus areas: seeking parent/guardian input and promoting parent participation. The findings of the survey are highly relevant to Goal 5 “Foster Impactful Parent and Community Engagement” in the District’s Local Control and Accountability Plan.

#### Summary of 2017-18 Annual Growth

Average Increase (for indicators below 85%): 10.05%  
 Status in Meeting the Local Performance Indicator for Priority 3: Met

## School Climate (LCFF Priority 6)

Garvey School District uses a local survey comprised of twenty-two questions (for Grade 5) and twenty-seven questions (for Grades 7-8) that are adapted from the California Healthy Kids Survey (CHKS) to assess student perceptions of school safety and connections in grades 5, 6 and 7. The goals are to attain at or above 85% for the positive indicators and below 15% for the negative indicators. The annual growth target is to achieve an average of 5% improvement (increase for positive indicators and decrease for negative indicators).

Using the 2016-17 student survey findings as baseline data, the following is a summary of the key findings for 2017-18.

### Key Findings for Grade 5

Key Indicators	Strongly Agree/Agree %		Grade 5 Increase/Decrease
	2017-2018	2016-2017	
<b>School Engagement &amp; Supports</b>			
School Connectedness	77%	42%	+35%
Academic Motivation	83%	53%	+30%
Caring Adult Relationships	77%	47%	+30%
High Expectations	84%	46%	+38%
Meaningful Participation	87% <i>(Met Target)</i>	15%	+72%
<b>School Safety</b>			
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% <i>(Met Target)</i>	22%	-14%
<b>Disciplinary Environment</b>			
Students well-behaved	54%	56%	-2%
Students treated fairly when break school rules	64%	54%	+10%
Students treated with respect	73%	86% <i>(Met Target)</i>	-13%
<b>Lifetime Substance Use</b>			
<i>Alcohol or drug use</i>	0% <i>(Met Target)</i>	15%	-15%
<i>Cigarette smoking</i>	1% <i>(Met Target)</i>	2% <i>(Met Target)</i>	-1%
<i>E-cigarette</i>	1% <i>(Met Target)</i>	2% <i>(Met Target)</i>	-1%

## Key Findings for Grades 7-8

Key Indicators	Grade 7		Grade 7 Increase/Decrease	Grade 8		Grade 8 Increase/Decrease
	Strongly Agree or Agree %			Strongly Agree or Agree %		
	2017-2018	2016-2017		2017-2018	2016-2017	
<b>School Engagement &amp; Supports</b>						
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% <i>(Met Target)</i>	2% <i>(Met Target)</i>	+10%	10% <i>(Met Target)</i>	2% <i>(Met Target)</i>	+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%
<b>School Safety &amp; Substance Use</b>						
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% <i>(Met Target)</i>	15%	-2%	17%	14% <i>(Met Target)</i>	+3%
<i>Seen a weapon on campus</i>	5% <i>(Met Target)</i>	19%	-14%	13% <i>(Met Target)</i>	9% <i>(Met Target)</i>	+4%
<i>Been drunk or "high" on drugs at school ever</i>	2% <i>(Met Target)</i>	1% <i>(Met Target)</i>	+1%	3% <i>(Met Target)</i>	1% <i>(Met Target)</i>	+2%
<b>Mental and Physical Health</b>						
<i>Current alcohol or drug use</i>	1% <i>(Met Target)</i>	3% <i>(Met Target)</i>	-2%	4% <i>(Met Target)</i>	3% <i>(Met Target)</i>	+1%
<i>Current binge drinking</i>	1% <i>(Met Target)</i>	1% <i>(Met Target)</i>	0	2% <i>(Met Target)</i>	1% <i>(Met Target)</i>	+1%
<i>Very drunk or "high" 7 or more times</i>	1% <i>(Met Target)</i>	0% <i>(Met Target)</i>	+1%	4% <i>(Met Target)</i>	1% <i>(Met Target)</i>	+3%
<i>Current cigarette smoking</i>	1% <i>(Met Target)</i>	0% <i>(Met Target)</i>	+1%	1% <i>(Met Target)</i>	1% <i>(Met Target)</i>	0
<i>Current electronic cigarette use</i>	1% <i>(Met Target)</i>	2% <i>(Met Target)</i>	-1%	3% <i>(Met Target)</i>	2% <i>(Met Target)</i>	+1%
<i>Experienced chronic sadness/hopelessness</i>	23%	26%	-3%	26%	29%	-3%

### Summary of 2017-18 Annual Growth

Average Improvement (for indicators not at target level): 17%

Status in Meeting the Local Performance Indicator for Priority 6: Met

## Access to a Broad Course of Study (LCFF Priority 7)

### Local Measures

Garvey School District uses the following local measures to assess the extent to which all students, including English Learners, low-income students, foster students, and students with disabilities, have access to and enrolled in a broad course of study.

- Course Offerings (for TK-6 and Grades 7-8)  
Course offerings are reviewed to assess the extent to which the required core subjects for each grade span are offered by all district schools.
- Class Daily Schedules (for TK-6)  
Class Daily Schedules for TK-6 schools are reviewed to assess the extent to which the required core subjects are provided to all students, including the unduplicated students and students with exceptional needs in SDC and RSP settings.
- Master Schedules & Student Class Schedule (for Grades 7-8)  
Master Schedules and individual Student Class Schedules for Grades 7-8 schools are reviewed to assess the extent to which the required core subjects are provided to all students, including the unduplicated students and students with exceptional needs in SDC and RSP settings.

### Summary of Findings

#### Grades 1-6

- All required courses are provided by all district elementary schools for all grades 1-6 students, including English learners, low-income students, foster students, and students with disabilities. The courses include:
  - \* English
  - \* Math
  - \* Social Science
  - \* Science
  - \* Visual and Performing Arts
  - \* Health
  - \* Physical Education

#### Grades 7-8

- All required courses are provided by the District intermediate schools with the exception of Foreign Language.
- All Grades 7-8 students, including English learners, low-income students, foster students, and students with disabilities in SDC and RSP settings, have access to the currently adopted courses which include:
  - \* English
  - \* Math
  - \* Social Science
  - \* Science
  - \* Visual and Performing Arts
  - \* Physical Education
  - \* Career Technical Education & Applied Arts (Course Title: 21<sup>st</sup> Century Learning)

### Barriers

- All required courses are provided by all district schools for all students, with the exception of foreign language in Grades 7-8.

### New Actions

- Foreign Language will be added to the Course Offerings in Grades 7-8 as an extension to the Dual Language program offered in elementary schools.

### Summary of 2017-18 Status

Status in Meeting the Local Performance Indicator for Priority 7: Met