



**GARVEY SCHOOL DISTRICT**  
**LOCAL PERFORMANCE**  
**INDICATORS**  
**(New California Accountability System)**

November 16, 2017



# 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 (Healthy Kids Survey)

# **Review**

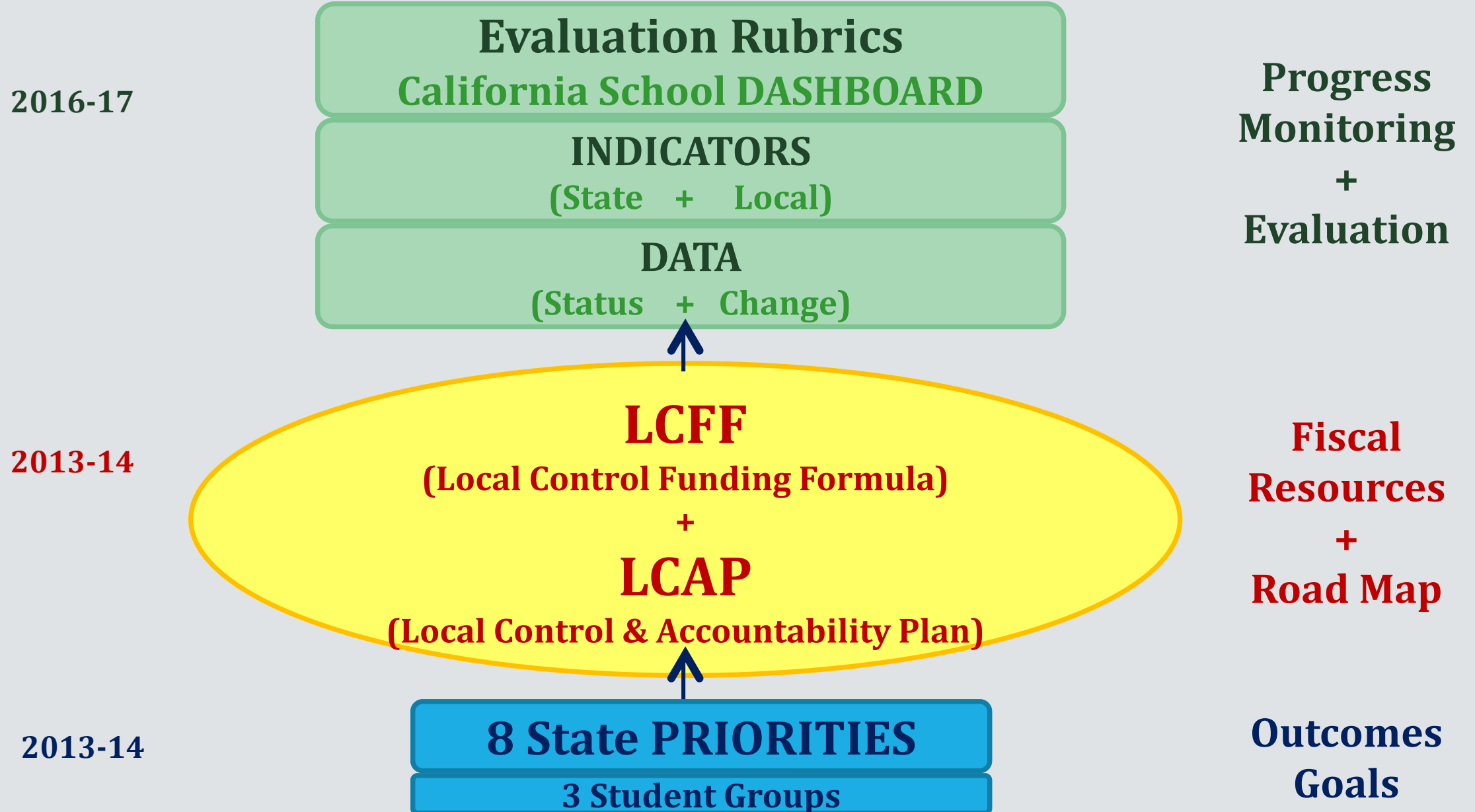
## **Connecting the Dots...**

**LCFF**

**LCAP**

**Evaluation Rubric**  
**School Dashboard**

# NEW CALIFORNIA ACCOUNTABILITY SYSTEM



# Evaluation Rubrics (California School Dashboard)

**State  
PRIORITY**

**Basic Service**

**Implementation of  
State Standards**

**Parental  
Involvement**

Pupil Achievement

Pupil Engagement

**School Climate**

# **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

# **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"> <li>100% Student Engagement</li> <li>Rigor &amp; High DOK</li> <li>Access to Academic Language</li> </ul>	Consistent implementation of quality standards/framework-aligned first teaching that promotes: <ul style="list-style-type: none"> <li>100% Student Engagement</li> <li>Rigor &amp; High DOK</li> <li>Access to Academic Language</li> </ul>
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	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

# Standards Implementation

(LCFF Priority 2)

## Target

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

## Annual Growth Target

- Indicators at Levels 1-3 – 0.4 Level Increase
- Indicators at Levels 4/5 – Maintain

# Standards Implementation

## (LCFF Priority 2)

<b>Academic Standards</b>	<b>Level of Implementation (June 2017)</b>	<b>Evidence</b>
<b>English Language Arts (ELA)/Literacy</b>	<b>2.5</b> (Beginning Development/ Initial Implementation)	New Adoption for Gr. 7-8 Only (TK-6 Adoption in 2017-18) Some evidence of quality first instruction and RtI
<b>English Language Development (ELD)</b>	<b>2.3</b> (Beginning Development/ Initial Implementation)	New Adoption for Gr. 7-8 Only (TK-6 Adoption in 2017-18) Some evidence of designated and integrated ELD instruction Frequent district professional development
<b>Mathematics</b>	<b>2.5</b> (Beginning Development/ Initial Implementation)	New Adoption for TK-8 Some evidence of more refined quality first instruction and RtI Need more professional development on rigor and Math Practices

# Standards Implementation

## (LCFF Priority 2)

<b>Academic Standards</b>	<b>Level of Implementation (June 2017)</b>	<b>Evidence</b>
<b>Next Generation Science Standards (NGSS)</b>	<b>1.8</b> (Beginning Development)	New Adoption for TK-8 (FOSS) Basic knowledge of NGSS instruction (Extensive professional development in 2017-18)
<b>History/Social Science</b>	<b>2.4</b> (Beginning Development/ Initial Implementation)	No new adoption Gr.7-8 – strong standards-aligned instruction
<b>Physical Education</b>	<b>2.4</b> (Beginning Development/ Initial Implementation)	Gr.7-8 – strong standards-aligned instruction TK-6 – inconsistent use of SPARKS program
<b>Visual and Performing Arts</b>	<b>2.2</b> (Beginning Development)	Gr.7-8 – strong standards-aligned instruction TK-6 program by itinerant teachers – emergent stage

# **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 % increase** *(for areas below 85%)*



# Parent Engagement

(LCFF Priority 3)

## 1) Seeking Parent Input in School/District Decision Making

<b>Key Indicators</b>	<b>Strongly Agree/Agree (or Yes) %</b>
<b>Actively seeks parent input before making important decisions.</b>	<b>78.9%</b>
<b>Allows input and welcomes contributions.</b>	<b>65.3%</b>
<b>Takes parent concerns seriously.</b>	<b>64.3%</b>
<b>Parents served on a school committee.</b>	<b>40.6%</b>

# Parent Engagement

(LCFF Priority 3)

## 2) Promoting Parent Participation in Programs

Key Indicators	Strongly Agree/Agree (or Yes) %
Well-informed about school activities	87.1%
Provided information on parents' expected roles at school	74.4%
Provided information on how to help children to do homework	69.9%
Provided information on children's program placement	57.1%
School staff treat parents with respect.	89%
Parents feel welcome to participate at school.	82.5%
School staff encourage parents to be active partners in education.	83.8%
School staff is helpful to parents.	84.6%
School staff promptly responds to parents' questions	82.4%
Parents attended a general school meeting.	81.2%
Parents attended a school/class event.	54.9%

# **Local Performance Indicators**

**School Climate  
(Healthy Kids Survey)  
LCFF Priority 6**

# CALIFORNIA HEALTHY KIDS SURVEY



Garvey School District  
2017-2018

# Healthy Kids Survey

(LCFF Priority 6)

## Background

- Mandated by CDE / LCAP Performance Indicators
- When? October 2017
- Who? Grades 5, 7 & 8 (all schools)  
Parental Consent required  
(Gr.5 Active Consent & Gr.7-8 Passive Consent)



IMPORTANT TO LISTEN  
TO  
STUDENTS' VOICES



# School Climate (Healthy Kids 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 (Healthy Kids Survey)

(LCFF Priority 6)

## Target

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

## Annual Growth Target

- **5% improvement** (*increase or decrease*)



# School Climate (Healthy Kids Survey)

**Gr. 5 Response Rate: 70% (322/458)**

<b>Key Indicators</b>	<b>All/Most of the Time %</b>
<b>School Engagement &amp; Supports</b>	
School Connectedness	42
Academic Motivation	53
Caring Adult Relationships	47
High Expectations	46
Meaningful Participation	15
<b>School Safety</b>	
Feel safe at school	83
Been hit or pushed	45
Mean rumors spread about you	48
Been called bad names or mean jokes made about you	55
Saw a weapon at school	22
<b>Disciplinary Environment</b>	
Students well-behaved	56
Students treated fairly when break school rules	54
Students treated with respect	86
<b>Lifetime Substance Use</b>	
Alcohol or drug use	15
Cigarette smoking	2
E-cigarette	2

# School Climate (Healthy Kids Survey)

**Gr. 7-8 Response Rate: Gr. 7 – 84% (463/550) Gr. 8 = 90% (513/573)**

Key Indicators	Grade 7 All/Most of the Time %	Grade 8 All/Most of the Time %
<b>School Engagement &amp; Supports</b>		
School Connectedness	25	21
Academic Motivation	37	33
Chronic truancy (twice a month or more)	2	2
Caring Adult Relationships	20	20
High Expectations	38	31
Meaningful Participation	13	10
Facilities upkeep	17	8
<b>School Safety &amp; Substance Use</b>		
School perceived as very safe or safe	75	64
Experienced any harassment or bullying	30	30
Had mean rumors or lies spread about you	34	37
Been afraid of being beaten up	14	16
Been in a physical fight	15	14
Seen a weapon on campus	19	9
Been drunk or “high” on drugs at school ever	1	1
<b>Mental and Physical Health</b>		
Current alcohol or drug use	3	3
Current binge drinking	1	1
Very drunk or “high” 7 or more times	0	1
Current cigarette smoking	0	1
Current electronic cigarette use	2	2
Experienced chronic sadness/hopelessness	26	29

IMPROVING  
TOGETHER

