

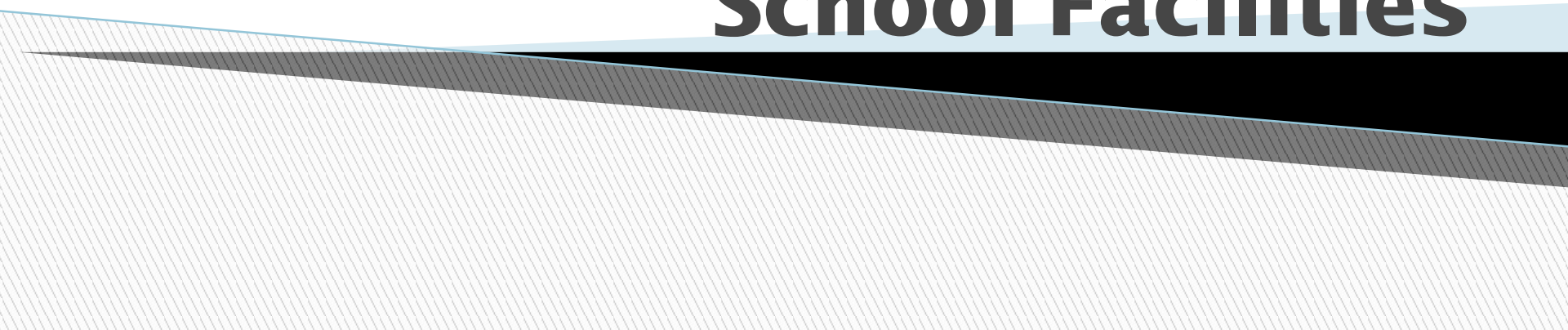
LOCAL PERFORMANCE INDICATORS

**Pacific Grove Unified School District
June 3, 2021**

BACKGROUND

- For Local Control Funding Formula (LCFF) priorities where data is not collected at the state level, an LEA will measure and report its progress through the Dashboard based on *locally collected data*
- Local indicators are a part of a seamless accountability system that:
 - Reflects the emphasis on ‘local control’
 - Enables LEAs to measure its progress using local data
Provides valuable information necessary for stakeholders to engage in meaningful engagement with a holistic understanding of local successes and challenges
 - Informs the Local Control and Accountability Plan (LCAP) planning process

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



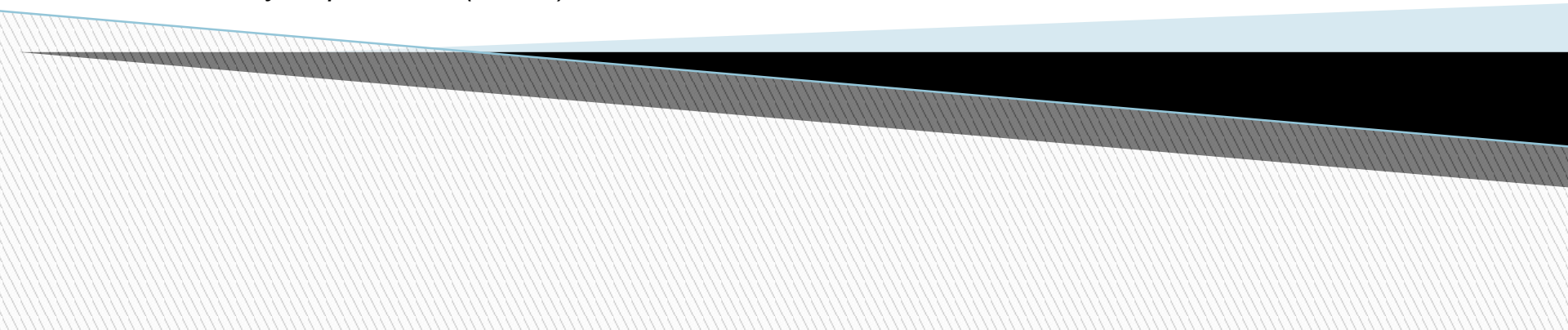
Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (Priority 1)

Number/percentage of mis-assignments of teachers of English learners, total teacher mis-assignments, and vacant teacher positions: 0%

Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: 0 %

Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies): 0 %

The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).



**Priority 2:
Self-Reflection Tool for
Implementation of State
Academic Standards**



Self-Reflection Tool for Implementation of State Academic Standards (Priority 2)

1. Rate the local educational agency's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Content area	1	2	3	4	5
English Language Arts – Common Core State Standards for English Language Arts					X
English Language Development (Aligned to English Language Arts Standards)			X		
Mathematics – Common Core State Standards for Mathematics					X
Next Generation Science Standards				X	
History-Social Science			X		

**Rating Scale (lowest to highest): 1 – Exploration and Research Phase;
2 – Beginning Development; 3 – Initial Implementation;
4 – Full Implementation; 5 – Full Implementation and Sustainability**

Self-Reflection Tool for Implementation of State Academic Standards (Priority 2)

2. Rate the local educational agency's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Content area	1	2	3	4	5
English Language Arts – Common Core State Standards for English Language Arts					X
English Language Development (Aligned to English Language Arts Standards)					X
Mathematics – Common Core State Standards for Mathematics					X
Next Generation Science Standards			X		
History-Social Science			X		

**Rating Scale (lowest to highest): 1 – Exploration and Research Phase;
2 – Beginning Development; 3 – Initial Implementation;
4 – Full Implementation; 5 – Full Implementation and Sustainability**

Self-Reflection Tool for Implementation of State Academic Standards (Priority 2)

3. Rate the local educational agency's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing)

Content area	1	2	3	4	5
English Language Arts – Common Core State Standards for English Language Arts				X	
English Language Development (Aligned to English Language Arts Standards)			X		
Mathematics – Common Core State Standards for Mathematics				X	
Next Generation Science Standards			X		
History-Social Science				X	

**Rating Scale (lowest to highest): 1 – Exploration and Research Phase;
2 – Beginning Development; 3 – Initial Implementation;
4 – Full Implementation; 5 – Full Implementation and Sustainability**

Self-Reflection Tool for Implementation of State Academic Standards (Priority 2)

4. Rate the local educational agency's progress implementing each of the following academic standards adopted by the State Board of Education for all students.

Content area	1	2	3	4	5
Career Technical Education					X
Health Education Content Standards					X
Physical Education Model Content Standards					X
Visual and Performing Arts				X	
World Language				X	

**Rating Scale (lowest to highest): 1 – Exploration and Research Phase;
2 – Beginning Development; 3 – Initial Implementation;
4 – Full Implementation; 5 – Full Implementation and Sustainability**

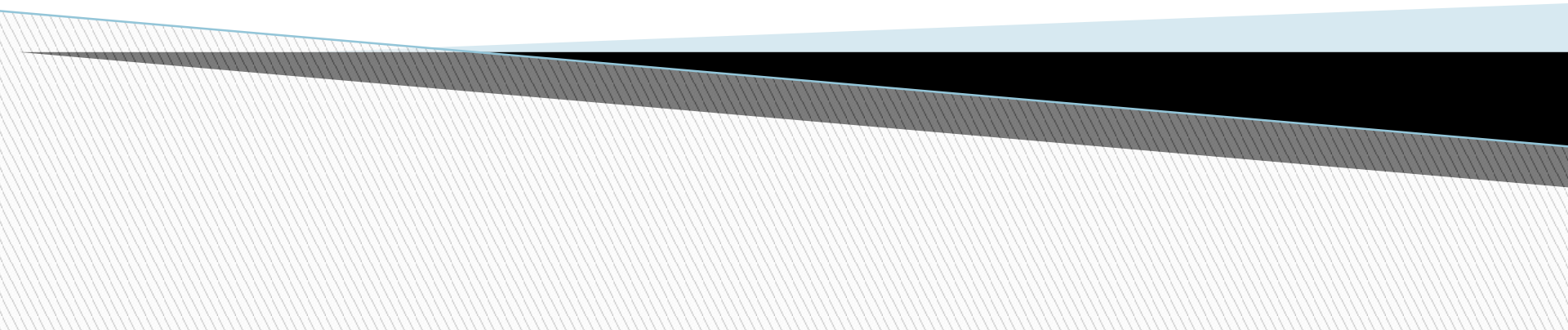
Self-Reflection Tool for Implementation of State Academic Standards (Priority 2)

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Activity	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				X	
Identifying the professional learning needs of individual teachers				X	
Providing support for teachers on the standards they have not yet mastered			X		

**Rating Scale (lowest to highest): 1 – Exploration and Research Phase;
2 – Beginning Development; 3 – Initial Implementation;
4 – Full Implementation; 5 – Full Implementation and Sustainability**

Priority 3: Family Engagement



Family Engagement (Priority 3)

Section 1: Building Relationships

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Content area	1	2	3	4	5
Rate the progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.				X	
Rate the progress in creating welcoming environments for all families in the community.					X
Rate the progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.			X		
Rate the progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.				X	

**Rating Scale (lowest to highest): 1 – Exploration and Research Phase;
2 – Beginning Development; 3 – Initial Implementation;
4 – Full Implementation; 5 – Full Implementation and Sustainability**

Family Engagement (Priority 3)

Section 2: Building Partnerships for Student Outcomes-

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Content area	1	2	3	4	5
Rate the progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.			X		
Rate the progress in providing families with information and resources to support student learning and development in the home.				X	
Rate the progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.				X	
Rate the progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.				X	

**Rating Scale (lowest to highest): 1 – Exploration and Research Phase;
2 – Beginning Development; 3 – Initial Implementation;
4 – Full Implementation; 5 – Full Implementation and Sustainability**

Family Engagement (Priority 3)

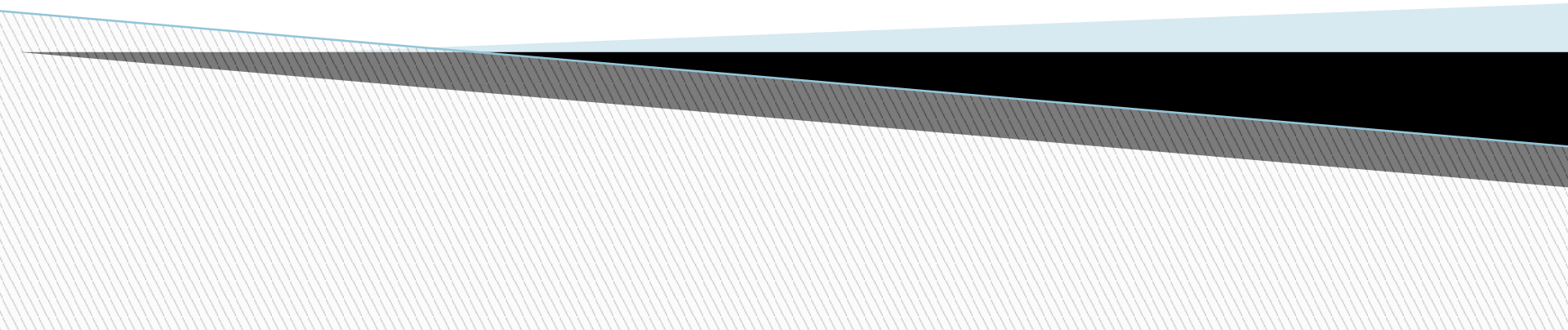
Section 3: Seeking Input for Decision Making

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Content area	1	2	3	4	5
Rate the progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.				X	
Rate the progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.			X		
Rate progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.				X	
Rate the progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.				X	

**Rating Scale (lowest to highest): 1 – Exploration and Research Phase;
2 – Beginning Development; 3 – Initial Implementation; 4 – Full
Implementation; 5 – Full Implementation and Sustainability**

Priority 6: School Climate



School Climate (Priority 6)

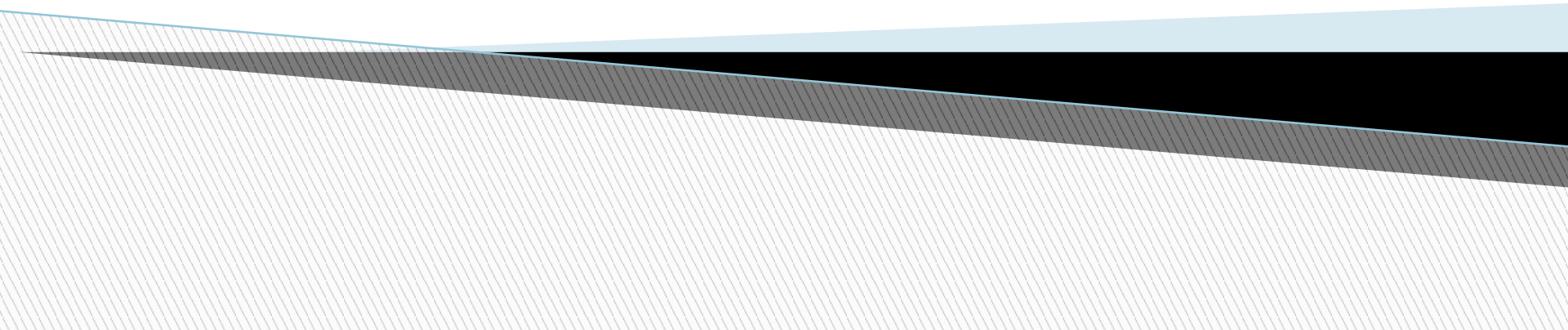
DIRECTIONS FOR COMPLETION:

Include a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12)

(NO MORE THAN 3000 CHARACTERS)

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (*if applicable*) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

Priority 7: Access to Broad Course of Study



Access to Broad Course of Study (Priority 7)

- 1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served**

SAMPLE: Alternative Education identifies each student upon entrance into the program. Each student is categorized according to status. Students are assigned to highly qualified teachers who use Common Core, standards-based curriculum that is board adopted. Alternative Education uses electronic and paper-based curriculum. Curriculum and instruction meet the needs of students ranging from 7th-12th grade. At entrance, each student receives a graduation progress report outlining courses needed at grade level in addition to courses needed for graduation based on MCOE's board adopted graduation requirements. The Alternative Education Principal and Leadership Team check with individual teachers and sites to ensure all students in Alternative Education have access to a broad course of study to meet individual and academic needs aimed at college and career transition.

(1500 CHARACTERS)



Access to Broad Course of Study (Priority 7)

2. **Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.**

SAMPLE: Based on a thorough evaluation process of each student, their learning needs and goals, all students in Alternative Education are enrolled in a broad course of study. This is true for court, community, and independent study programs. Differences among sites include: multiple teachers at a site specializing in subject matter, single teacher sites, high turnover at juvenile hall, long term student placements, 1:1 instruction, group instruction, direct instruction, and academic schedules ranging from 1 hour, 1 time per week versus 4 hours a day, 5 days a week. Regardless, Alternative Education Leadership Team ensures that all students have access to and are enrolled in a broad course of study to successfully complete the California graduation requirements.

(1500 CHARACTERS)



Access to Broad Course of Study (Priority 7)

3. **Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.**

SAMPLE: The greatest challenges Alternative Education faces related to a broad course of study include: high turnover in the juvenile hall, traditional independent studies programs working with students 1 hour, 1 time per week, and skill / academic / credit deficits. Furthermore, working with high levels of SPED, Unduplicated, and Juvenile Justice students requires more social-emotional and academic support.

(1500 CHARACTERS)

4. **In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?**

SAMPLE: Alternative Education is working to ensure all students in the court schools have access to online, digital learning platforms. In regard to independent studies, Alternative Education is enhancing criteria for students who participate in independent studies by establishing a minimum reading level to ensure students can complete work from a broad course of study in an independent studies setting. Alternative Education instructional staff and administrative team are working through professional learning communities to identify and adopt the most effective curriculum for each core academic subject as well as best practices for delivering adopted curriculum in each unique school setting. Alternative Education is in the process of evaluating its graduation requirements as well as updating the course catalog which is mapped to CALPADS.

(1500 CHARACTERS)