



# Evergreen School District

*From strong roots grow bright futures*

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## **California Dashboard Update**

### **LCFF Priority 1, 2, 3, 6 and 7**

**November 8, 2018**

Under the state accountability model, local education agencies (LEAs) are required to self assess and report progress on LCFF priority 1 (basic conditions), LCFF priority 2 (implementation of State academic standards), LCFF priority 3 (parent engagement), LCFF priority 6 (school climate) and LCFF priority 7 (broad course of study). LEAs are required to report whether they have “met” or “not met” each indicator using the State’s established criteria and framework no later than November 16, 2018. A Local Indicator update was shared with the Evergreen School District Board of Trustees on November 8, 2018.

Evergreen School District is reporting each local indicator as “met.”

### **LCFF Priority 1: Local Indicator - Basic Conditions**

The reporting requirement for “basic conditions” requires each LEA to record a response to a series of questions similar to those reported in our School Accountability Report Cards as well as reported via the William’s monitoring process. These questions and the District responses are listed below.

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

Evergreen School District Board of Trustees adopted a resolution affirming sufficiency of textbooks and instructional materials in mathematics, science, history-social science and English Language Arts on October 18, 2018.

Facility Inspection reports completed in preparation for the School Accountability Report Card (SARC) shared on March 8, 2018 indicate that all District facilities are in “good repair”. Individual school reports and “system” inspection details can be found on each SARC by visiting the school site’s webpage. Facility Inspection reports are currently being repeated in preparation for the required approval of the updated 2018 SARC.

### **LCFF Priority 2: Local Indicator - Implementation of State Academic Standards**

The State provides a self assessment matrix for each LEA to complete as an option to meet the State Priority 2 requirement. The provided assessment matrix was converted to a survey which was given to principals, assistant principals and teacher leaders.

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

“X” designation is the most frequent (mode) response; Average - avg.

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.

	1	2	3	4	5
2010 ELA – Common Core State Standards for ELA				X	
2014 ELD (Aligned to ELA Standards)			X		
2010 Mathematics – Common Core State Standards for Mathematics					X
2013 Next Generation Science Standards		X			
2017 History-Social Science			X		

2. Rate the LEA'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.

	1	2	3	4	5
2010 ELA – Common Core State Standards for ELA					X
2014 ELD (Aligned to ELA Standards)					X
2010 Mathematics – Common Core State Standards for Mathematics					X
2013 Next Generation Science Standards			X		
2017 History-Social Science		X			

3. Rate the LEA'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)

	1	2	3	4	5
2010 ELA – Common Core State Standards for ELA				X	
2014 ELD (Aligned to ELA Standards)				X	
2010 Mathematics – Common Core State Standards for Mathematics				X	
2013 Next Generation Science Standards		X			
2017 History-Social Science				X	

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

	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				

5. During the 2016-17 school year (including summer 2016) or during the 2017-18 school year (including summer 2017), rate the local educational agency's success at engaging in the following activities with teachers and school administrators

	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		

### **LCFF Priority 3: Local Indicator - Parent Engagement**

Priority 3 requires the LEA to annually administer a local survey to parents/guardians in at least one grade within each grade span the LEA serves and summarize findings related to parent/guardian input for school and district decision making, and the promotion of parent participation. This information has been shared publicly and is included in the 2018 LCAP approved on June 14, 2018. For purposes of the State Dashboard, Evergreen School District submits the following narrative:

For the fourth year, Evergreen School District has administered a broad survey (in English, Spanish, and Vietnamese) to our parent and internal community to provide guidance on District priorities. We received approximately 396 responses in the January 2018 survey. With four years of data we are able to continue to use comparative charts to show progress in various areas. The quantitative survey provided reinforcement to the more qualitative data gathered in group work sessions, digital forums and more informal forms of feedback.

The survey segregated the parent and internal communities, which showed some distinction in data trends, notably relating to self-reflection and attitudes toward the District (with the parent group notably more positive). The data show that trends are reinforced with positive growth in some areas, but overall, very stable responses year-over-year in most areas.

As a continued trend from previous years, parents give generally high marks to their own children's learning, development, pride in learning and communications skills, show lower awareness of District

financial activities, show mid-to-high satisfaction with District communications, a sliding scale pertaining to value perceived vis-à-vis the District, school, and teacher respectively, and uniformly extremely high marks to issues of safety and wellness. All of these data points continue a trend rooted in each of the previous three years' results.

Specific to parent involvement in decision-making and overall participation, the trend has moved slightly upward and shows overall positive responses. The open-ended component to the survey reinforces this with parents making suggestions for improvements in these areas but also shows general satisfaction in this area.

Family members were also surveyed via the Youth Truth Family Survey in January 2018 about their perceptions of their school in terms of School Culture, School Safety, Engagement and Empowerment, Relationships, Resources and Facilities, and Communication and Feedback. The survey was completed by 1766 elementary families and 230 middle school families.

Evergreen School District elementary family members (as compared to other Districts) agree more strongly that they feel informed about important decisions regarding their school. Evergreen School District family members agree to a similar degree that they have opportunities to contribute to helping their school, their school communicates a clear direction for the future, parent/family groups make meaningful contributions to their school and that they feel represented by parent/family groups at their school.

Evergreen School District middle school family members agree to a similar degree that they feel informed about important decisions regarding their school, they feel empowered to play a meaningful role in decision-making at their school, parent/family groups make meaningful contributions to their school, and parent/family members are included in planning school activities.

### **LCFF Priority 6: Local Indicator - School Climate**

LEA's are required to administer a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness to students in at least one grade within the grade span(s) that the LEA serves.

The YouthTruth survey was administered district-wide to students in grades 3-8. This information was shared publicly and is included in the 2017 LCAP approved on June 16, 2018. For the purposes of the State Dashboard, Evergreen School District submits the following narrative:

#### Elementary Students Grades 3-6:

Students at Evergreen School District were surveyed in January 2018 about their perceptions of their schools in terms of Student Engagement, Academic Expectations, Relevance, Personal Relationships, Instructional Methods, and Classroom Culture.

On an absolute basis, students at the typical Evergreen School District elementary school provided the highest ratings on Student Engagement and Personal Relationships, while the lowest rated topics were Relevance and Classroom Culture.

The response rate for this round of surveying at Evergreen School District was 93%. Because this survey is administered anonymously and because elementary students are not asked to self-report

ethnicity, it is not possible to disaggregate by ethnic subgroup. Our data is compared to a national sample, and therefore presented as a percentile ranking.

Element	Summary Measure	2018
Student Engagement	This summary measure describes the degree to which students perceive themselves as engaged with their school and their education.	86
Academic Expectations	This summary measure describes the degree to which students are challenged and supported in their learning.	38
Relevance	This summary measure describes how teachers connect students' experiences in school to their lives more broadly.	44
Instructional Methods	This summary measure describes specific methods students' report their teachers using in class.	83
Personal Relationships	This summary measure describes the degree to which students have strong, supportive relationships with their teachers.	72
Classroom Culture	This summary measure describes the degree to which students experience an orderly, respectful classroom environment.	87

**Middle School Students Grade 7-8**

Students at Evergreen School District middle schools were surveyed in January 2018 about their perceptions of their school in terms of Student Engagement, Academic Rigor, Relationships with Teachers, Relationships with Peers, and School Culture.

On an absolute basis, students at the typical Evergreen School District middle school provided the highest ratings on Academic Rigor and Student Engagement, while the lowest rated topics were Relationships with Teachers and Relationships with Peers.

The response rate for this round of surveying at Evergreen School District was 87%. While this survey is administered anonymously, students are asked to self-report ethnicity. Therefore, it is possible to disaggregate by self-reported ethnic subgroup. Our data is compared to a national sample, and therefore presented as a percentile ranking.

ELL: English Language Learner    FRPL: Free and/or reduced priced lunch    AA: African American

Element	Summary Measure		2018
Student Engagement	This summary measure describes the degree to which students perceive themselves as engaged with their school and their education.	ALL	47
		ELL	43
		FRPL	53
		Hispanic	43
		Asian	66
		Black/AA	8
		White	13

Academic Rigor	This summary measure describes the rigor of students' academic experiences and their preparation for the future.	ALL ELL FRPL Hispanic Asian Black/AA White	29 42 47 37 44 9 12
Relationships with Teachers	This summary measure describes the degree to which students feel they receive support and personal attention from their teachers.	ALL ELL FRPL Hispanic Asian Black/AA White	55 69 84 62 69 62 46
Relationships with Peers	This summary measure describes the degree to which students have supportive, collaborative relationships with their classmates.	ALL ELL FRPL Hispanic Asian Black/AA White	79 75 85 84 85 83 71
School Culture	This summary measure describes the degree to which students believe that their school fosters a culture of respect and fairness.	ALL ELL FRPL Hispanic Asian Black/AA White	82 85 91 87 88 65 79
Response demographics: Data presented indicates the percentage of the total sample self reporting their ethnicity.		ALL FRPL Hispanic Asian Black/AA White	87% 31% 16% 46% 1% 3%

**LCFF Priority 7: Local Indicator - Broad Course of Study**

LEA's annually measure their progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and Grades 7-12.

California Education Code 51210 defines a broad course of study for grades 1-6 to include the following areas of study: English, Mathematics, Social science, Science, Visual and Performing Arts, Health and Physical Education and other studies that may be prescribed by the governing board.

California Education Code 51220(a)-(i) states that the adopted course of study for grades 7-12 shall offer the following areas of study: English, Social Science, Foreign Languages, Physical Education, Science, Mathematics, Visual and Performing Arts, Applied Arts, and Career Technical Education as well as other studies prescribed by the governing board.

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing four prompts. Districts offering responses to the following four questions are deemed to have met the local indicator.

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.

Evergreen School District utilizes PowerSchool, the District adopted student information system, and teacher created schedules monitored by site principals to track and measure access to, and enrollment in, a broad course of study. In addition, students in grades 4-6 receive 50 minutes weekly of reading comprehension via the Arts, students in grade 2, 4, and 7 receive instruction in tobacco/drug use prevention education, students in grade K, 2, 5, and 7 receive child abuse prevention (CAPP) instruction and students in grades 5-7 receive instruction in human growth and development.

2. Summarize the extent to which all students have access to, and are enrolled in, a broad course of study.

In reviewing school and grade level data for the 2017-18 school year, all elementary students had access to a broad course of study outlined by Education Code.

In reviewing student schedules and associated data for the 2017-18 school year all middle school students had access to a broad course of study as outlined by Education Code with the following exceptions:

Foreign Language - LeyVa Middle School, Quimby Oak Middle School,  
Applied Arts - LeyVa Middle School, Quimby Oak Middle School

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.

The District has traditionally had difficulty hiring teachers with specific foreign language and applied art credentials. Traditionally we've hired teachers with core subject area credentials and relied on the scope of these credentials, and any other credentials individuals may possess, to develop appropriate and meaningful elective options. This has restricted our ability to provide the desired breadth of elective options.

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?

While each middle school has elective classes which begin to address CTE pathways, the District is still in the exploration and research phase in the area of Career Technical Education. We have partnered with East Side Union High School District and other partner Networks to develop a CTE Pathway at LeyVa. We hope to expand this model to other middle schools.

The District is investigating the feasibility of a dual language pathway and is providing professional development to teachers in support of this endeavor.