



## **California Dashboard Update** **LCFF Priority 1, 2, 3, 6 and 7** **October 10, 2019**

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 1, 2019. A local indicator update was shared with the Evergreen School District Board of Trustees on October 10, 2019.

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 10, 2019.

Facility Inspection reports completed in preparation for the School Accountability Report Card (SARC) shared on February 14, 2019 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 2019 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. Recorded in the assessment matrix via “X” designation is the most frequent response (mode) provided by the survey sample.

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 2017) 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**

New for 2019, the California Department of Education introduced a self-reflection tool organized into three sections. Each section includes promising practices in family engagement that include the following:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-making

This self-reflection tool to reflect on its progress, successes, needs and areas of growth in family engagement policies, programs, and practices. This tool will enable an Evergreen to engage in continuous improvement and determine next steps to make improvements in the areas identified as well as supplement the information collected on our annual LCAP survey and Youth Truth family survey.

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

<b>Building Relationships</b>	
Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	Full Implementation
Rate the LEA's progress in creating welcoming environments for all families in the community.	Full Implementation
Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures,	Full

languages, and goals for their children.	Implementation
Rate the LEA’s 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.	Full Implementation
<p><b>Narrative:</b> School and Parent Teacher Association (PTA) partnerships are recognized as a strength. Together the school staff and community work to provide students and families a wide variety of engaging activities that allow students and families to connect outside of the school day. There has been an increased focus on communication. Electronic communication has also proved to be timely and efficient. While electronic communications have assisted with language barriers there is a need for additional translation.</p>	
<p><b>Building Partnerships for Student Outcomes</b></p>	
Rate the LEA’s progress in providing families with information and resources to support student learning and development in the home.	Full Implementation
Rate the LEA’s 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.	Full Implementation
Rate the LEA’s progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	Full Implementation
<p><b>Narrative:</b> Parent University, Back To School Nights, Parent Cafe Meetings and conferences have ensured that families are provided with information and resources to support student learning. School PTAs advocate for families and help develop strong community and school partnerships. Increased translation is an area for growth.</p>	
<p><b>Seeking Input for Decision Making</b></p>	
Rate the LEA’s progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	Full Implementation
Rate the LEA’s progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	Full Implementation
Rate the LEA’s 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.	Full Implementation
Rate the LEA’s 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.	Full Implementation
<p><b>Narrative:</b> Parents are included in safety, academic planning, and engagement strategies. School Site Council, English Language Advisory Committee, PTA and LCAP community meetings provide parents opportunities for decision making input. We communicate with families regarding site level committees and engage parents on those committees with topics relevant to the school. There is a need to utilize technology to increase continued access to resources. It was suggested that parent engagement opportunities should go in depth as opposed to just covering many topics. It was also suggested that the District select a couple family engagement areas instead of providing a wide variety of options each year.</p>	

## **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 will submit the following narrative:

### Elementary Students Grades 3-6:

Students at Evergreen School District were surveyed in February 2019 about their perceptions of their schools in terms of Student Engagement, Academic Expectations, 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 Instructional Methods and Classroom Culture, while the lowest rated topics were Student Engagement and Academic Rigor.

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	2015	2016	2017	2018	2019
Student Engagement	This summary measure describes the degree to which students perceive themselves as engaged with their school and their education.	Survey was realigned. Comparison data is not applicable.				39
Academic Rigor	This summary measure describes the degree to which students are challenged and supported in their learning.	33	48	45	38	34
Instructional Methods	This summary measure describes specific methods students' report their teachers using in class.	73	80	79	83	91
Personal Relationships	This summary measure describes the degree to which students have strong, supportive relationships with their teachers.	56	79	66	72	75
Classroom Culture	This summary measure describes the degree to which students experience an orderly, respectful classroom environment.	79	82	78	87	84

### Middle School Students Grade 7-8

Students at Evergreen School District middle schools were surveyed in February 2019 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 Relationships with Peers and School Culture, while the lowest rated topics were Student Engagement and Academic Rigor.

The response rate for this round of surveying at Evergreen School District was 97%. 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		2015	2016	2017	2018	2019
Student Engagement	This summary measure describes the degree to which students perceive themselves as engaged with their school and their education.	ALL	40	49	63	47	52
		ELL	9	55	12	43	72
		FRPL	37	55	82	53	50
		Hispanic	15	25	61	43	31
		Asian	56	76	82	66	72
		Black/AA	37	1	6	8	13
		White	48	39	46	13	53
Academic Rigor	This summary measure describes the rigor of students' academic experiences and their preparation for the future.	ALL	19	36	47	29	37
		ELL	9	29	2	42	48
		FRPL	36	52	74	47	53
		Hispanic	13	23	38	37	39
		Asian	31	56	69	44	58
		Black/AA	33	2	34	9	8
		White	17	38	20	12	54
Relationships with Teachers	This summary measure describes the degree to which students feel they receive support and personal attention from their teachers.	ALL	35	44	48	55	65
		ELL	9	34	10	69	67
		FRPL	32	43	69	84	68
		Hispanic	13	16	40	62	51
		Asian	42	59	72	69	81
		Black/AA	27	3	81	62	49
		White	37	33	41	46	72
Relationships with Peers	This summary measure describes the degree to which students have supportive, collaborative relationships with their classmates.	ALL	70	59	79	79	81
		ELL	27	24	74	75	84
		FRPL	71	67	86	85	87
		Hispanic	60	61	76	84	77
		Asian	76	81	86	85	87
		Black/AA	80	1	75	83	9
		White	76	76	50	71	67
School Culture	This summary measure describes the degree to which students believe that their school fosters a culture of respect and fairness.	ALL	46	59	76	82	79
		ELL	37	63	67	85	89
		FRPL	53	62	82	91	85
		Hispanic	42	48	78	87	80
		Asian	62	74	82	88	85
		Black/AA	43	3	67	65	48
		White	62	63	67	79	91

Response demographics: Data presented indicates the percentage of the total sample self-reporting their ethnicity.	ALL	-	-	94%	87%	97%
	FRPL	27%	25%	26%	31%	28%
	Hispanic	20%	16%	12%	16%	17%
	Asian	49%	50%	50%	46%	45%
	Black/AA	1%	1%	1%	1%	2%
	White	1%	3%	3%	3%	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 2018-19 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 2018-19 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 career technical education (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. For 2019-20, LeyVa students will select CTE related pathways from which to study.

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

### **Conclusion**

**Evergreen School District is required to self report following the State's established criteria and framework no later than November 1, 2019. Evergreen School District will be reporting each local indicator as "met."**