



Evergreen School District

From strong roots grow bright futures

California Dashboard Update

LCFF Priorities 1, 2, 3, 6

November 9, 2017

Under the new 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), and LCFF priority 6 (school climate). 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 December 1, 2017.

Evergreen School District will report 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 12, 2017.

Facility Inspection reports completed in preparation for the School Accountability Report Card (SARC) approval on February 9, 2017 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 2017 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 provided by the survey sample. Additionally, for internal use, the average rating is recorded in parenthesis next to each descriptor. Comparing the average score with the most frequent response gives us a perspective on the level of internal coherence.

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 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 (avg: 3.79)				X	
2014 ELD (Aligned to ELA Standards) (avg: 3.06)				X	
2010 Mathematics – Common Core State Standards for Mathematics (avg: 4.03)				X	
2013 Next Generation Science Standards (avg: 2.68)		X			
2017 History-Social Science (avg: 2.56)	X				

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.

	1	2	3	4	5
2010 ELA – Common Core State Standards for ELA (avg: 4.55)					X
2014 ELD (Aligned to ELA Standards) (avg: 4.06)					X
2010 Mathematics – Common Core State Standards for Mathematics (avg: 4.58)					X
2013 Next Generation Science Standards (avg: 3.27)					X
2017 History-Social Science (avg: 3.12)				X	

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)

	1	2	3	4	5
2010 ELA – Common Core State Standards for ELA (avg: 4.03)				X	
2014 ELD (Aligned to ELA Standards) (avg: 3.70)			X		
2010 Mathematics – Common Core State Standards for Mathematics (avg: 4.12)				X	
2013 Next Generation Science Standards (avg: 3.02)			X		
2017 History-Social Science (avg: 2.91)				X	

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.

	1	2	3	4	5
Career Technical Education (avg: 2.56)			X		
Health Education Content Standards (avg: 2.88)				X	
Physical Education Model Content Standards (avg: 4.03)				X	
Visual and Performing Arts (avg: 3.52)			X		
World Language (avg: 1.98)	X				

5. During the 2015-16 school year (including summer 2015), 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 (avg: 3.63)			X		
Identifying the professional learning needs of individual teachers (avg: 3.34)			X		
Providing support for teachers on the standards they have not yet mastered (avg: 3.25)			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 was shared publicly and included in the 2017 LCAP approved on June 8, 2017. For purposes of the State Dashboard, Evergreen School District will submit the following narrative:

For the third year, Evergreen School District has administered a broad survey to our parent and internal community to provide guidance on District priorities. The most recent survey was distributed electronically in January 2017, receiving approximately 440 responses. With three years of data we are now able to run comparative charts to show progress (or otherwise) in various areas. There were English, Spanish, and Vietnamese language options provided.

The quantitative survey provided reinforcement to the more qualitative data gathered in group work sessions and more informal forms of feedback. Between the two approaches we were able to achieve a record number of points of contact with our varied stakeholders.

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.

Parents give uniformly 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 (higher among parent group than internally and lower overall regarding knowing where to go to find information they may need), a sliding scale pertaining to value perceived vis-à-vis the District, school, and teacher respectively (with values increasing moving from District, through to teacher), and uniformly extremely high marks to issues of safety and wellness.

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 show general satisfaction in this area (especially compared with other areas of greater concern).

This survey was developed and selected to align with the Local Control and Accountability Plan (LCAP) goals and cycle. The survey provides direct feedback to the publicly developed LCAP plan. The District is currently making plans for a fourth iteration of the survey for January 2018.

LCFF Priority 6: Local Indicator - School Climate

The YouthTruth survey was administered district-wide to students in grades 3-8. This information was shared publicly and included in the 2017 LCAP approved on June 8, 2017 and within the Student Performance and Progress and Local Control Accountability Plan (LCAP) Local Dashboard Indicators update presented publicly at the November 9, 2017 meeting of the Evergreen School District Board of Trustees. For 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 2017 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 87%. 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
Student Engagement	This summary measure describes the degree to which students perceive themselves as engaged with their school and their education.	78	85	89
Academic Expectations	This summary measure describes the degree to which students are challenged and supported in their learning.	33	48	45
Relevance	This summary measure describes how teachers connect students' experiences in school to their lives more broadly.	48	62	59
Instructional Methods	This summary measure describes specific methods students' report their teachers using in class.	73	80	79
Personal Relationships	This summary measure describes the degree to which students have strong, supportive relationships with their teachers.	56	79	66
Classroom Culture	This summary measure describes the degree to which students experience an orderly, respectful classroom environment.	79	82	78

Middle School Students Grade 7-8

Students at Evergreen School District middle schools were surveyed in February 2017 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 School Culture.

The response rate for this round of surveying at Evergreen School District was 94%. 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
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
		ELL	9	55	12
		FRPL	37	55	82
		Hispanic	15	25	61
		Asian	56	76	82
		Black/AA	37	1	6
		White	48	39	46
Academic Rigor	This summary measure describes the rigor of students' academic experiences and their preparation for the future.	ALL	19	36	47
		ELL	9	29	2
		FRPL	36	52	74
		Hispanic	13	23	38
		Asian	31	56	69
		Black/AA	33	2	34
		White	17	38	20
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
		ELL	9	34	10
		FRPL	32	43	69
		Hispanic	13	16	40
		Asian	42	59	72
		Black/AA	27	3	81
		White	37	33	41
Relationships with Peers	This summary measure describes the degree to which students have supportive, collaborative relationships with their classmates.	ALL	70	59	79
		ELL	27	24	74
		FRPL	71	67	86
		Hispanic	60	61	76

		Asian	76	81	86
		Black/AA	80	1	75
		White	76	76	50
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
		ELL	37	63	67
		FRPL	53	62	82
		Hispanic	42	48	78
		Asian	62	74	82
		Black/AA	43	3	67
		White	62	63	67
Response demographics: Data presented indicates the percentage of the total sample self reporting their ethnicity.		ALL			94%
		FRPL	27%	25%	26%
		Hispanic	20%	16%	12%
		Asian	49%	50%	50%
		Black/AA	1%	1%	1%
		White	1%	3%	3%

Conclusion

Evergreen School District is required to self report following the State’s established criteria and framework no later than December 1, 2017. Evergreen School District will be reporting each local indicator as “met.”