

2022-2023: Local Performance Indicators

Escalon Unified School District &
Escalon Charter

What are Local Indicators?

State data is not available for some priority areas identified in the Local Control Funding Formula. For these priority areas, the State Board of Education approved the local indicators, which are based on information that local educational agencies collect locally. The local indicators are:

- Basic Services (LCFF Priority 1)
 - a. *Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities*
- Implementation of State Academic Standards (LCFF Priority 2)
- Parent Engagement (LCFF Priority 3)
- School Climate (LCFF Priority 6)
- Access to a Broad Course of Study (LCFF Priority 7)
- ~~Coordination of Services for Expelled Youth (LCFF Priority 9) — COE Only~~
- ~~Coordination of Services for Foster Youth (LCFF Priority 10) — COE Only~~



Why present Local Indicators now?

Education Code: 52064.5(e)(2) indicates: The LEA governing board reviews any data to be publicly reported for the Local Indicators in conjunction with the adoption of the LCAP.

The State Board of Education adopted the performance standards in January 2020 (Local Indicators) were agenda minutes reflected the Local Indicators must be presented at the same meeting that the LCAP is presented as a non-consent item.



Priority 1: Basic Services

- #/% of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions
 - EUSD: 17/11%
 - ECA: 12/8%
- #/% of students without access to their own copies of standards-aligned instructional materials for use at school and at home

0

- Based on site FIT Reports (2020-2021 SARC Report Cards--Published During 2021-2022) **one** school site was identified in “Fair” condition with the remaining sites identified as “Good.”

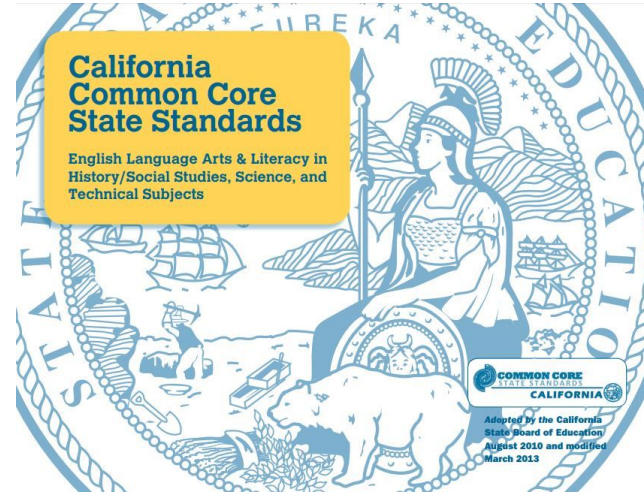


Priority 2: Implementation of State Standards

The District completed a self-reflection tool to determine it's progress towards the implementation of state academic standards:

The following Rating Scale was used:

- 1-Exploration and Research Phase
- 2-Beginning Development
- 3-Initial Implementation
- 4-Full Implementation
- 5-Full Implementation and Sustainability



Priority 2: Implementation of State Standards

1. Professional learning for teaching the adopted standards and or curriculum frameworks:
 - a. Initial Implementation→ Next Generation Science Standards, History/Social Science
 - b. Full Implementation→ English Language Arts, English Language Development, Mathematics
2. Instructional Materials that are aligned to adopted academic standards and or curriculum frameworks:
 - a. Beginning Development→ History/Social Science
 - b. Initial Implementation→ Next Generation Science Standards
 - c. Full Implementation→ English Language Development
 - d. Full Implementation and Sustainability→ English Language Arts, Mathematics
3. Implementation of policies or programs to support staff in identifying areas to improve instruction aligned with academic standards or curriculum frameworks
 - a. Initial Implementation→ Next Generation Science Standards, History/Social Science
 - b. Full Implementation→ English Language Arts, English Language Development, Mathematics

Priority 2: Implementation of State Standards

4. Implementation of academic standards for all students (each of the following):
 - a. Career Technical Education→ Full Implementation
 - b. Health Education→ Initial Implementation
 - c. Physical Education Model→ Full Implementation and Sustainability
 - d. Visual and Performing Arts→ Full Implementation and Sustainability
 - e. World Language→ Full Implementation
5. Success at engaging in the following activities with teachers and school administrators during prior school year:
 - a. Identifying the professional learning of groups of teachers or staff as a whole→ Full Implementation
 - b. Identifying the professional learning needs of individual teachers→ Initial Implementation
 - c. Providing support for teachers on the standards they have not yet mastered→ Initial Implementation

Priority 3: Parent and Family Engagement

1. Building Relationships:

- a. Progress in developing the capacity of staff (administrators, teachers, and classified staff) to build trusting and respecting relationships with families→ **Full Implementation**
- b. Progress in creating welcoming environments for all families in the community→ **Initial Implementation**
- c. Progress in supporting staff to learn about each family's strengths, cultures, languages and goals for their children→ **Initial Implementation**
- d. Progress in developing multiple opportunities for District and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible→ **Beginning Development**

2. Building Partnerships for Student Outcomes:

- a. Progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families→ **Beginning Development**
- b. Progress in providing families with information and resources to support student learning and development in the home→ **Initial Implementation**
- c. Progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together→ **Full Implementation**
- d. Progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students→ **Initial Development**

Priority 3: Parent and Family Engagement

3. Seeking Input for Decision Making:

- a. Progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making→ Initial Implementation
- b. Progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision making→ Initial Implementation
- c. Progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach out and seek input from any underrepresented group in the school community→ Initial Implementation
- d. 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→ Initial Implementation



Priority 6: School Climate

EUSD administers the Healthy Kids Student Survey every other year to students in grades 5th, 7th, 9th 11th grade.

Most recent available results for the 2021-2022 school year revealed the following trends:

Students indicated that they “felt safe/very safe at school, most/all of the time” at the following rates:

86%

Grade 5 (n=63)

70%

Grade 7 (n=119)

59%

Grade 9 (n=174)

72%

Grade 11 (n=142)

Priority 6: School Climate

Continued Implementation of Positive Behavior Supports (PBIS), consistent with Multi-Tiered System of Supports (MTSS) throughout the District.



Van Allen Vikings:

- V** - Value differences
- I** - Insist on integrity
- K** - Keep safe
- I** - Inspire kindness
- N** - Never give up
- G** - Give and earn respect



Priority 7: Access to Broad Course of Study

For the 2021-2022 School year, 100% of EUSD students had full access to a broad course of studies consistent with CA Ed Code 51210 and 51220 (a) Including:

Grades 1st-6th: English, Social Science, Mathematics, Science, Visual/Performing Arts, Health, Physical Education.

Grades 7th-12th: English, Social Science, Foreign Language, Physical Education, Science, Mathematics, Visual/Performing Arts, (including Music, Theater) , Applied Arts, Career Technical Education.

