

Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
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Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

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

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its 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 (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

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

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	0	0
Total Teacher Misassignments	17	11
Vacant Teacher Positions	0	0

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies)	1

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) - Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics - Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Completed Option 2: Self Reflection Tool

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

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

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

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

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.

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

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5

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

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).

Rating Scale (lowest to highest) -

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

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

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest) -

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

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

Support for Teachers and Administrators

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).

Rating Scale (lowest to highest) -

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

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

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

The district is planning to review NGSS aligned instructional materials as well as updated History/Social Science curriculum for pilot and adoption during the 2022-2023 school year. This action was initially planned for the 2021-2022 school year; however, COVID-19 affected the district's ability to pilot. In addition, EUSD plans to review Health Education curricular materials for pilot and possible adoption.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: ¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

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

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

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

Building Relationships	1	2	3	4	5
1. 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.				4	
2. Rate the LEA's progress in creating welcoming environments for all families in the community.			3		
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.			3		
4. 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.		2			

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

EUSD is committed to building strong relationships between school staff and families. During the 2021-2022 school year, EUSD implemented a new communication system, Parent Square. This platform allowed the district to communicate with families via multiple modalities including phone calls, text messages, and emails. Additionally, the district continued the use of social media including Facebook and Instagram. The same communication platform was used to communicate with educational partners in multiple languages, including English and Spanish (the two main languages spoken within the district). The use of Parent Square has been well received as families, staff and students alike are able to receive immediate communication. Improved communication has supported active parent and family participation in school site sponsored events. For example, as COVID restrictions began to be lifted, school sites offered parents nights including, math and literacy nights. These sessions are intended to provide families with information on best instructional practices and instructional support strategies that support at home learning. Relatedly school sites were successful in engaging families by offering school sponsored family events such as music concerts, choir concerts, sporting events, awards ceremonies, and family fun nights to name a few. Classroom teachers used additional communication systems to build and maintain relationships with families including class dojo. Improved communication through various methods and platforms supported stronger relationships as families were more aware of student academic, behavioral and social emotional progress. The district continued efforts to build relationships through school site and district level advisory committees including English Learner Advisory Committee (ELAC), School Site Council (SSC), District English Learner Advisory Committee (DELAC), Parent Advisory Committee (PAC), and Wellness Committee. Input provided by educational partners who are members of these advisory groups acknowledged the importance of parent involvement and participation in these groups.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

Although educational partners reported satisfaction with the use of the new communication platform, several suggestions were provided for improved relationships. Educational partners shared a desire to see improved communication regarding upcoming events (both at the district and school site level). Some educational partners shared concerns with information not being shared regarding upcoming events from specific school sites in a timely manner. Suggestions to improve this included better use of school site and district calendars which indicate details of future events. Since calendars are maintained through school site and district websites, educational partners illustrated the ease easily looking up upcoming events. Furthermore, educational partners indicated the need to build relationships with parents and families early in a school year to increase parent attendance and participation in school and district sponsored events, as well as within parent advisory committees. Educational partners noted this was especially an area of need when engaging with underrepresented families.

- Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

The district maintains the goal of building capacity to create and maintain stronger partnerships with our families. The need to focus on engaging our historically underrepresented families, such as families of poverty and second language learner families remains a top priority. Input from educational partners revealed that school sites and district office staff need to work on building relationships early in the school year. This can be accomplished by building trust and welcoming school environments. Educational partners suggested the identification of 'key staff' members at each school site whom families see as a bridge who can support them in accessing resources, facilitating communication, and connecting with the school system. Per input provided by educational partners the 'key staff' members can vary from school secretaries to administrators and other support staff. The district will work to identify staff members who can continue supporting these roles. The district will continue to provide supports which facilitate active parent and family participation. An example is access to translators during educational partner events, ELAC and DELAC committees and the like. The district will continue to communicate with families in multiple languages to build relationships and encourage parent and family involvement. Relatedly, the district will continue to seek input from educational partners who comprise underrepresented families to better determine their needs.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

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

Building Partnerships	1	2	3	4	5
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.		2			
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.			3		
7. 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.				4	
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.			3		

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

EUSD continues to invest energy and resources into building stronger school-family relationships. The district routinely seeks parent and educational partner input through various means including surveys, input from school site meetings such as English Learner Advisory Committees (ELAC), School Site Council (SSC) meetings and Parent Teacher Organization (PTO) meetings; as well as through other committees, such as District Learner Advisory Committee, Parent Advisory Committee and Wellness Policy Committee. The district uses various forms of

communication including robo-dialer calls, emails, text messages, posts on school and district websites, as well as posts on social media outlets (including Facebook and Instagram). Educational feedback through various district developed surveys indicate that community members prefer to receive information via phone calls, text messages and emails. The use of social media outlets has also been well received, especially when used to share relevant information. The district will continue to use all means of communication and will maximize the functionality of Parent Square to better communicate and engage with stakeholders. Strong communication is important as it will ultimately support strong partnerships which lead to better student outcomes.

The district has continuously sought input from educational partners to support improved student outcomes. This has become even more important as we return to traditional programming post-pandemic. Input provided by our educational partners has been instrumental in developing targeted programming which supports the needs of our community. This has included access to intervention teachers who can assist in supporting individual student needs, broader access to mental health supports and services, and access to additional credit recovery opportunities.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

Although the district has seen an increase in the participation of educational partners in events which seek input for improved student outcomes (e.g., LCAP townhall meetings) there is room for improvement. The district will focus on identifying additional means of obtaining educational partner input which supports improved student outcomes. This may include creating opportunities for input during well attended school events. In addition, the district will continue to monitor student academic, behavioral and social emotional progress and will work with families to improve student outcomes. This may include holding Student Study Team (SST) meetings as appropriate and involving families in the decision-making process to support individual student needs. The district will re-institute the School Attendance Review Board (SARB) to work collaboratively with families of chronically absent students to support improved attendance. School sites will continue working with advisory committees and parent teacher organizations (PTO's) to determine individual school site needs and subsequently develop action plans which support the unique needs of each school site.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

The district will continue to implement strategies that support improved engagement of under presented families in relation to building partnerships that support student outcomes. One way the district will accomplish this, is by offering parent information nights on relevant topics including post-secondary planning, a-g requirements, the impact of summative state assessments on overall school performance and an in-depth review of reclassification criteria (for English learners) to name a few.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

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

Seeking Input	1	2	3	4	5
9. 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.			3		
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.			3		
11. 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.			3		
12. 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.			3		

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

The district obtains parent and stakeholder input while also providing opportunities for advisory and decision making. All school sites within the district facilitate parent meetings and committees (ELAC, SSC, PTO etc.) that not only provide information but also empower families to make informed decision re: academic, behavioral, and social emotional programming. The district's mission is to: serve and connect with all students. This can be accomplished by meeting the needs of the whole child while seeking input from parents and educational partners, which ultimately helps shape program offerings. Relatedly, the district office facilitates meetings and committees (DELAC, PAC, Wellness Committee, LCAP townhall meetings etc.) that involve families and engage them in the decision-making process (e.g., LCAP actions, expenditures, Title III expenditures, policies etc.)

The district will continue to actively seek input and participation from all educational partners with an additional focus on underrepresented families. Current efforts to increase participation and engagement include personal invitations to attend meetings and join committees, as well as offering meetings during the most convenient times for parents and stakeholders. In addition, results from needs assessments are used to create and offer training specific to identified areas of need in order to increase participation.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

The district will work on improving increased participation in the advisory and decision-making process. This action will be supported by providing increase opportunities to build capacity within principals, staff, and family members to engage in advisory groups and decision-making. The district has facilitated training for site administration on the rights and responsibilities of advisory groups. This training however can be expanded to support administrators explain these roles and responsibilities to respective educational partners. A goal of the district will be expanded on these opportunities. Relatedly, the district will support school sites in their efforts to recruit members of underrepresented families to join advisory groups both at the site and district level.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

As noted above, the district will work with school sites to facilitate and support in the recruitment of members of underrepresented families for advisory groups and relatedly to engage them within the decision-making process.

This will be supported by early and improved communication, individual and personal outreach, as well as through the use of translators and needed and appropriate.

School Climate (LCFF Priority 6)

LEAs will provide 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) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

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?

Escalon Unified School District administers the California Healthy Kids Survey every other year. The survey was most recently administered during the 2021-2022 school year. Results from the survey indicated 86% of the students in 5th grade reported they felt safe at school "all of the time," or "most of the time." Relatedly, 70% of the 7th graders, 59% of the 9th graders and 72% of 11th graders reported feeling safe at school "all of the time," or "most of the time."

Prior to the 2021-2022 administration of the California Healthy Kids Survey, the survey was last administered in the 2019-2020 school year. During the 2019-2020 administration, 87% of 5th grade students (that completed the survey) indicated that they felt safe at school "most of the time or all of the time." The survey was not administered at other grade levels (including 7th, 9th, and 11th grade) due to school closures and the COVID-19 pandemic. With regards to school connectedness, a similar pattern of reported differences was observed throughout the grade levels that completed the survey. For example, 5th and 7th grade students reported a higher level of connectedness than did their 9th grade counterparts. The district is exploring further why there may be a drop in reported perceived safety and school connectedness as the students matriculate to higher grade levels.

On a related note, during the 2020-2021 school year, the student suspension rate for the district was 0.7%. This was a significant drop from the 2019-2020 school year, which was at 3.7%. The district continues to expand Positive Behavior Intervention Supports at all school sites within the district.

Access to a Broad Course of Study (LCFF Priority 7)

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, at a minimum, the following four prompts:

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. (response limited to 1,500 characters)
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, and may describe progress over time in the extent

to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

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. (response limited to 1,500 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? (response limited to 1,500 characters)

The mission of the Escalon Unified School District is to, “serve and connect with all students.” Keeping this in mind, the district monitors the extent to which all students have access to and are enrolled in a broad course of study by analyzing qualitative and quantitative district data. This analysis includes a review of the courses/classes that are offered, reviews of class schedules and overall school schedules district wide. Furthermore, district course enrollment reports are created from within our Student Information System (Aries) and from the Calpads and subsequently analyzed for trends and patterns. The data helps identify student enrollment in various courses/classes throughout the different grade spans and allows the district to analyze course enrollment of unduplicated student groups as well as the enrollment of students with exceptional needs. The data is also helpful in identifying what course offerings should be made available the following school year to ensure that all our students have access to same course offerings.

During the 2021-2022 school year, 100% of EUSD students had full access to a broad course of studies consistent with CA Ed. Code 51210 (Grades 1st through 6th) and 51220 (a) (Grades 7th through 12th) respectively. The district operates within a Response to Instruction and Intervention RTI2 and Multi-Tiered Systems of Support (MTSS) framework where access to core instruction and broad course of studies are made available to all our students to the extent possible. All our elementary students have access to and the opportunity to enroll in the seven areas (English, Math, Social Science, Science, Visual and Performing Arts, Health, and Physical Education) identified as a broad course of studies for grades 1-6. Even our smallest rural elementary schools offer access to visual and performing arts during the regular school day. Course offerings include exposure to music with a credentialed music teacher. Similarly, all EUSD secondary students have access to a broad course of studies both within and outside of the school day. Even though the district only operates one middle school and one high school, a large selection of courses is available. For example, the district’s high school offers access to multiple CTC pathways (including AG pathways and First Responder Pathways), Advanced Placement classes and college preparatory coursework consistent with broad course of studies. Furthermore, the high school allows access to elective course work as pre periods and post periods so that students who may require additional intervention during the school day (e.g., students with exceptional needs or second language learners) have access to additional electives.

Some of the barriers preventing EUSD from maximizing broad course of study offerings to all students include the geographical location and size of certain schools within the district. For example, two of the district smaller elementary schools are some distance away from town. Furthermore, the creation of designated English Language Development courses in a departmentalized setting at the middle school and high school levels, has impacted access to broad elective courses as one devoted class period is set aside for departmentalized ELD. Even within these barriers however the district has been able to provide access to broad course of studies to all students within every school site. A third barrier has been providing access to a broad course of study to students that may require more intensive intervention and additional supports. The district however offers before school and after school access to electives at the secondary level and is exploring possibilities to expand these opportunities further.

EUSD will continue to analyze both quantitative and qualitative data district wide to ensure that all students have access to a broad course of study. The district will also continue to seek further input from all stakeholders to help support the continued implementation and development of appropriate coursework specific to the needs of our students and our community. A great example is the continued growth of the Dual Language Immersion Program (DLI), which was first implemented in the 2018-2019 school year at Collegeville Elementary School. This program consistently offers a broad course of study and provides an alternative educational opportunity for all students that are interested. A second example is access to a district operated independent study charter which also provides extensive access to a broad course of study. A third example includes the continued growth of the First Responder Pathway at EHS as well as the newly created Food Science Pathway, which will be offered to students during the 2022-2023 school year.

