

Local Indicator Narrative Responses:

Priority 1: ESUSD's SARC serves as the response

Priority 2: The District is using state adopted instructional materials in all core subjects, following a thorough review process of State-approved materials. All teachers received professional development training in the state academic standards in the core subject areas from the MCOE Assistant Superintendent for Education Services, as well as training in the use of the new state adopted materials. Time at grade level team meetings has been spent discussing the standards as evidenced by grade level team meeting agendas. Principals routinely conduct classroom observations focusing on reviewing the implementation of the standards as evidenced by their observation notes. Additional focus has been placed on Math Instruction and adoption of the state standards and the Eureka Math Curriculum, as the district's administration has chosen this to be a focus area. These measures have been chosen due to the small, yet geographically challenging, nature of the district.

Priority 3: The Eastern Sierra Unified School District is committed to engaging all parents and stakeholders in order to help make the best decisions possible regarding the education of the students. Throughout the year, the district provides regular opportunities for parents and stakeholders to be involved in district activities, including: Community Forums with the Superintendent, PTAs, Back-to-School Nights, Parent-teacher conferences, Open House events, and sporting events. Parents are also able to provide input at School Site Council Meetings and DELAC meetings. A survey regarding the ability of parents and stakeholders to provide input and feel comfortable in the school setting has been developed and distributed to all parents and stakeholders. The district anticipates having the data analyzed within the next couple of months and will make adjustments based upon survey input. The survey questions are: School of attendance?

1. Language spoken at home?
2. Did you attend Back to School Night?
3. Do you attend, or have you attended, any Community Forums?
4. Do you receive the school newsletters?
5. Do you read the school newsletters?
6. Do you think the newsletters provide helpful information?
7. Do you feel free to give input to district administration?
8. Do you feel comfortable coming to your child's school?
9. Is your child's teacher accessible when you have questions/concerns?
10. Is your child's principal accessible when you have questions/concerns?
11. What method of communication do you prefer: texting; Social Media; All or Letters home?

Priority 6: The district participated in the CA Kids' Healthy Survey in the Fall of 2017. This survey is administered in Mono County every other year. The district uses passive participation

methods in order to obtain the greatest sample size. In 2017 the students in grades 5 and 6 were surveyed across the district. Results indicate that students feel fairly positive in their level of connectedness and safety. Overall, 77.5% of students felt safe at their respective schools. 64.5% of students feel they are always treated fairly by adults. 62% indicated there are caring adults at their school "all the time". 53% reported they feel connected to their school "all the time". The students' perception that teacher care about them (62%) and listen to them (50%) "all the time" is positive. Lastly, 62% of students revealed that they are "part of the school". This data indicates that the majority of the ESUSD students surveyed feel positive about school and their school environment.

Priority 7:

1. K-8th students have access and instruction in all core subjects as evidenced by review of students' schedules, teacher lesson plans, and principal's observations. 9-12 students have access to core subjects and access to online curriculum through the local community college. They also are able to take courses through distance learning within the district, and online high school courses. The district staff arranges at least eight Expansive Learning Experiences for k-12 students each year. These range from interdisciplinary camping and outdoor education trips, to place based field trip to local areas, and project-based learning in classrooms. The community liaison coordinates many opportunities for students to learn from local partners, and lessons include, local history, preservation, ecology, and service. Students schedules are verifiable through the AERIES student reporting system.
2. Given the challenges of being a small, remote and geographically diverse district, ESUSD provides a broad course of study for all of its students. This includes programs highlighted in the district's LCAP, access to all state adopted classes in core subjects' 1:1 devices in grades 9-12 and 1:1 in classrooms grades 2-6; Expansive Learning Experiences, which include Place Based Education. Also, 10-11th graders attend a college trip each year to different regions of the state, and students participate in travel during academic competitions of Math Counts and Mock Trial. Distance Learning is offered between LVHS and CHS for selected courses.
3. The geographic distance across the district and remote, rural setting, shortage of qualified teachers, shortage of substitute teachers, and limited secondary educational opportunities are barriers that face the district in all matters. The district does not see these barriers as insurmountable and works hard to ensure students are receiving all possible education opportunities.
4. The ESUSD will continue to try to expand opportunities for students in the area of Expansive Learning, CTE, online college courses, distance learning and technological innovations. As technology becomes more reliable and complex, opportunities for students in the district will increase. A broader course of study will become attainable.