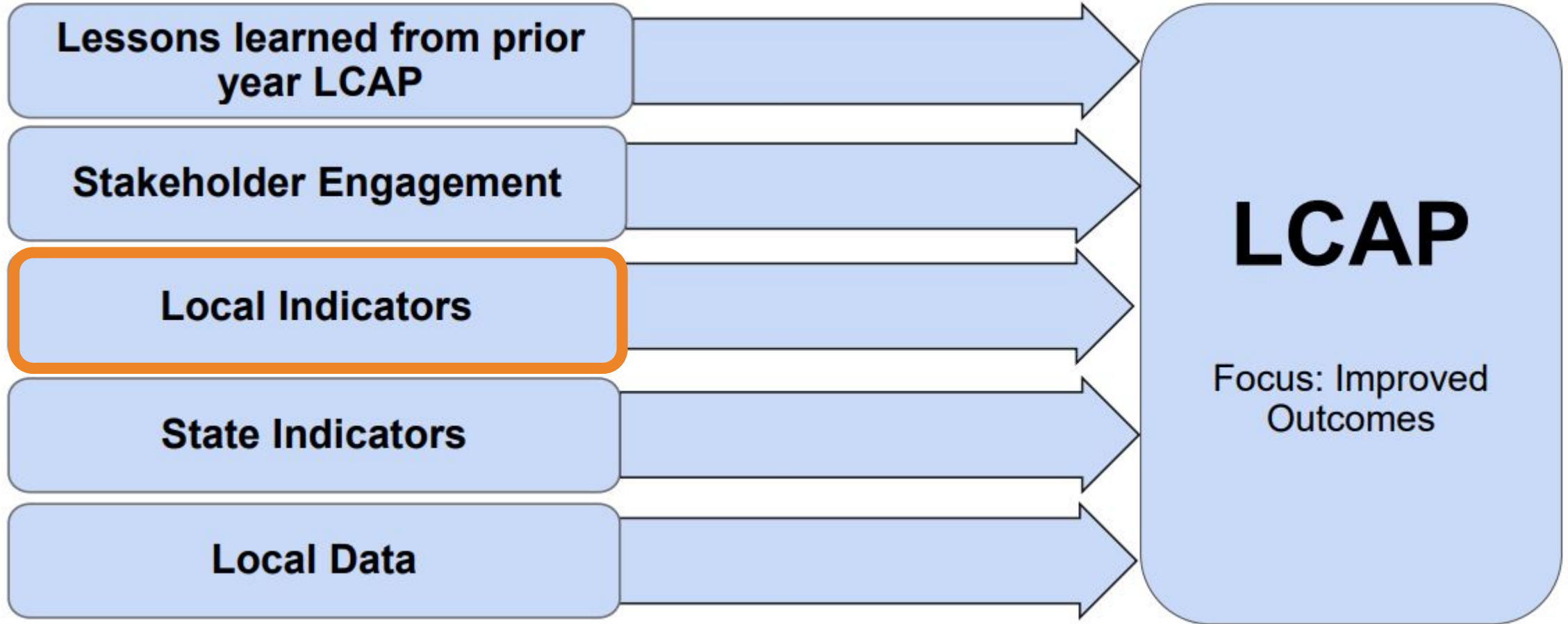




California School Dashboard Local Indicators





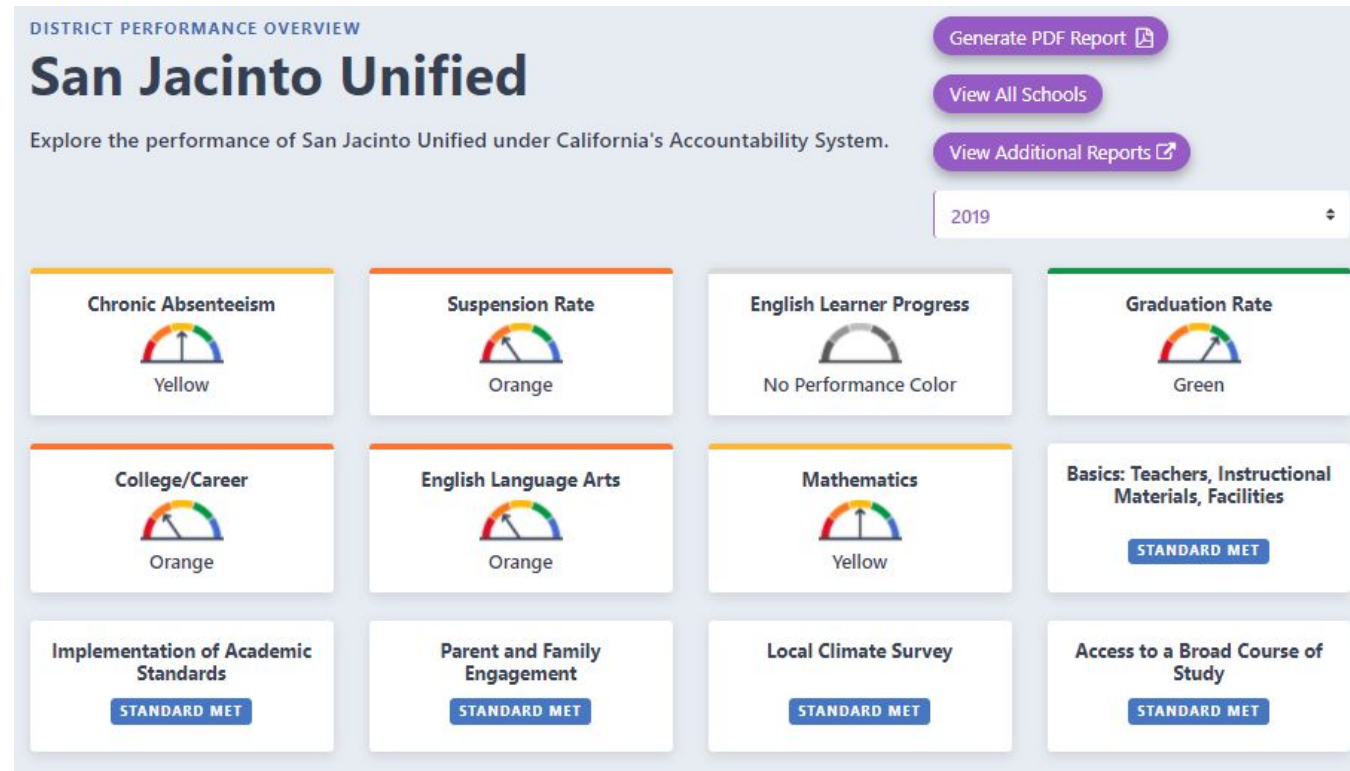
Priority 1 - Basics: Teachers, Instructional Materials, Facilities

Priority 2 - Implementation of Academic Standards

Priority 3 - Parent and Family Engagement

Priority 6 - Local Climate Survey

Priority 7 - Access to Broad Course of Study



Local Indicator	Metric	Metric Tool
Basics	<ul style="list-style-type: none"> Teacher Mis-assignments Student Materials High Quality Facilities 	<ul style="list-style-type: none"> - School Accountability Report Card - Williams Report
Implementation of Academic Standards	<ul style="list-style-type: none"> Professional Development Teacher Materials 	<ul style="list-style-type: none"> - Self-Reflection Tool
Parent Engagement	<ul style="list-style-type: none"> Input on parent/guardian involvement in decision-making (<i>Do parents feel they are being asked for input?</i>) Parent input on parent participation (<i>Are parents being asked to participate at school?</i>) 	<ul style="list-style-type: none"> - Parent Survey Self-Reflection Tool
School Climate	<ul style="list-style-type: none"> Student , parent, and teacher/staff perception of school safety and connectedness 	<ul style="list-style-type: none"> - Panorama Survey Self-Reflection Tool
Access to a broad course of study	<ul style="list-style-type: none"> Local educational agencies (LEAs) annually measure their progress in the extent to which students have access to, and are enrolled in, a broad course of study as adopted by Ed Code. 	<ul style="list-style-type: none"> -Self-Reflection Tool

The State Board of Education (SBE) approved standards for the local indicators that support local educational agencies (LEAs) in measuring and reporting their progress within the appropriate priority area. For each local indicator, the performance standards are as follows:

- Annually measure its progress in meeting the requirements of the specific LCFF priority; and
- 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 LCAP; and
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

An LEA is required to determine whether it has **Met, Not Met, or Not Met for Two or More Years** the standard set for each applicable local indicator.

Local Indicator for Priority 1

APPROPRIATELY ASSIGNED TEACHERS, ACCESS TO
CURRICULUM-ALIGNED INSTRUCTIONAL MATERIALS, AND
SAFE, CLEAN AND FUNCTIONAL SCHOOL FACILITIES

Metric	Findings	Sites	Metric Tool
Teacher Mis-assignments	0%	All	-School Accountability Report Card
Missing Student Materials	0%	All	-School Accountability Report Card
Facilities Deficiencies	0%	All	- Facilities Inspection Tool (FIT)

Priority 2: Implementation of State Academic Content Standards

Specific Requirements for Priority 2

- **SJUSD used a Self-Reflection tool for the 2020-2021 academic year.**
 - School site leadership teams and administrators
 - 50 out of 100 responses captured
- **All Reflection Tool items are reported across a five point scale.**

1 - Exploration
and Research
Phase

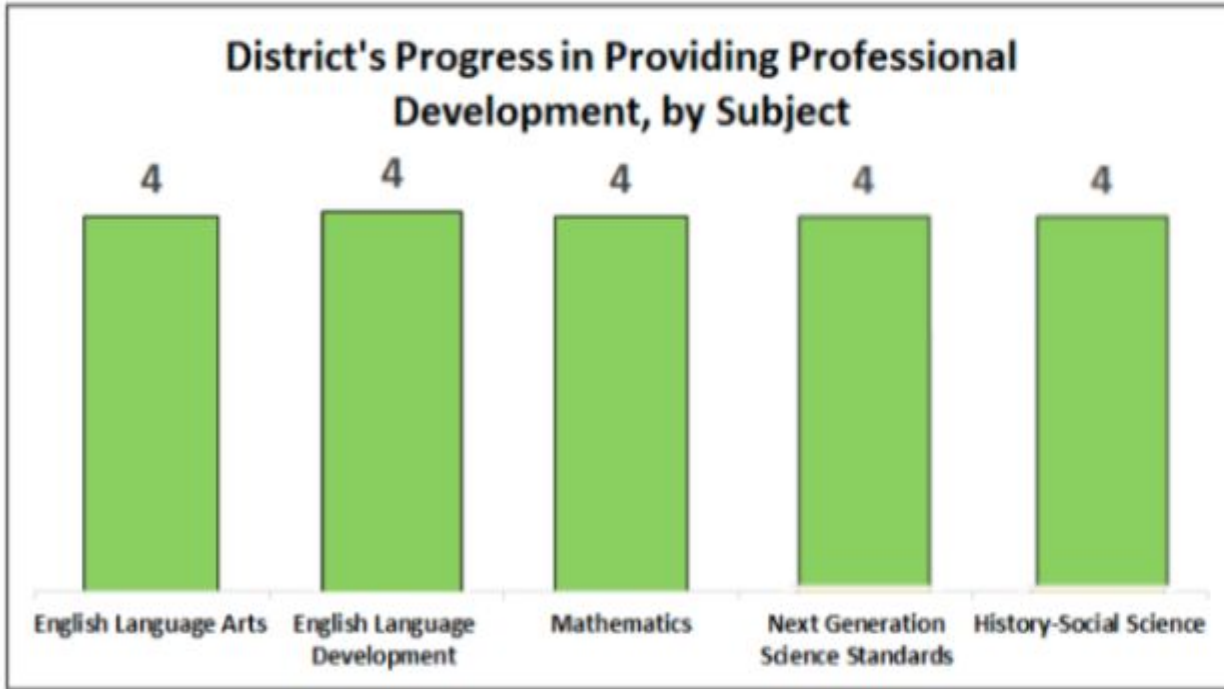
2 - Beginning
Development

3 - Initial
Implementation

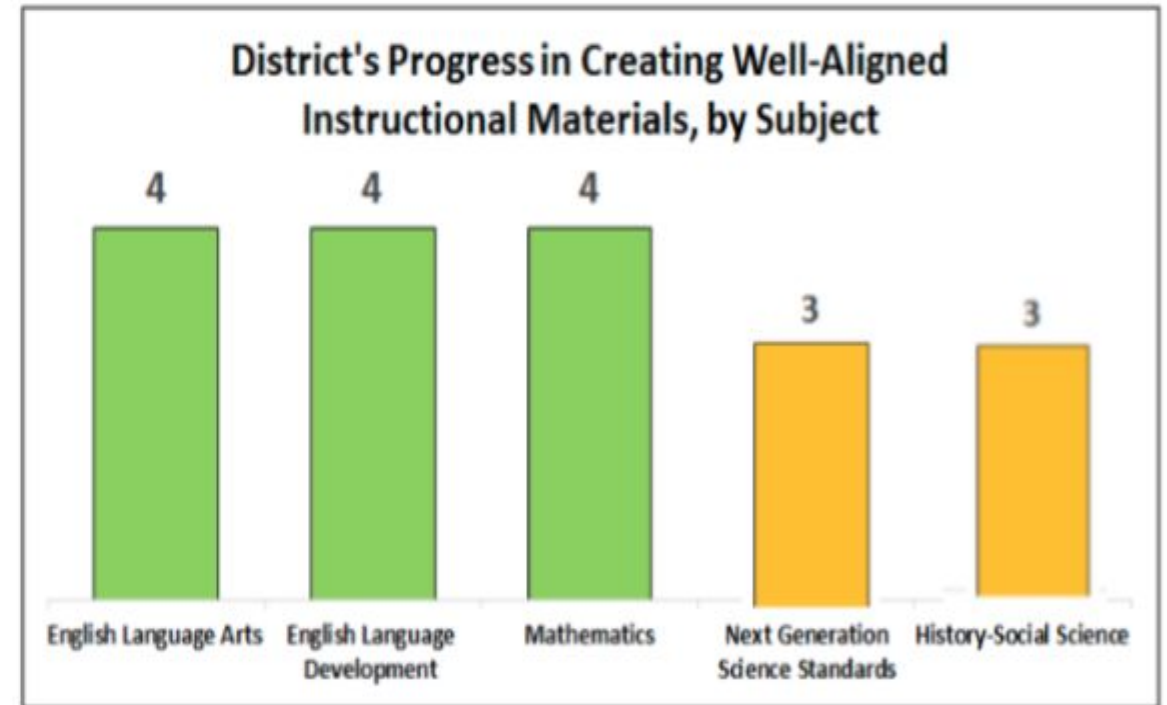
4 - Full
Implementation

5 - Full
Implementation and
Sustainability

District's Progress in Providing Professional Development, by Subject



District's Progress in Creating Well-Aligned Instructional Materials, by Subject



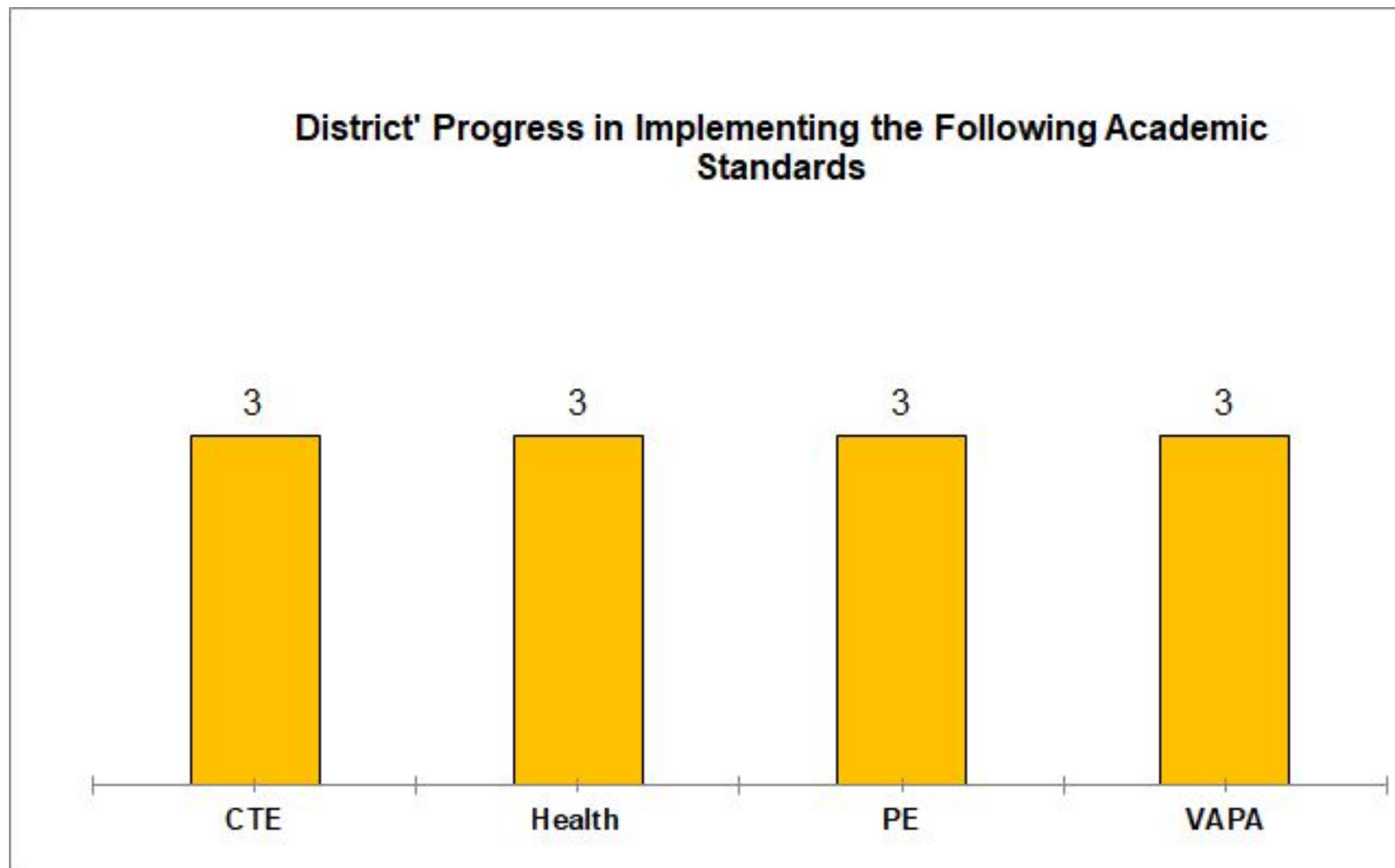
Rating Scale

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

** Based on the results, more professional development and consistent alignment with the CTE pathways*

Rating Scale

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

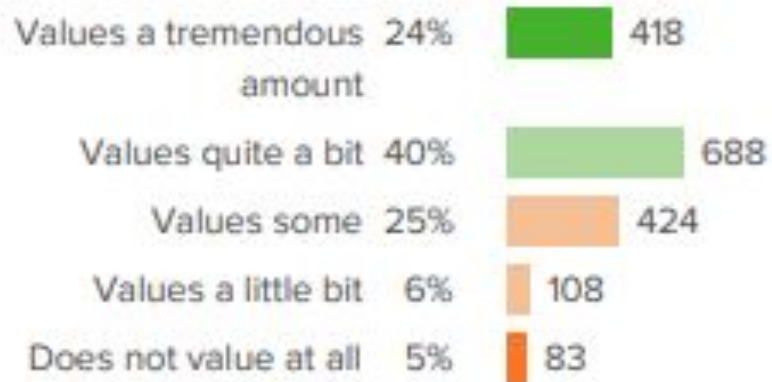


Priority 3: Parental Involvement

- **For this reporting measure, parent engagement is defined as:**
 - **Seeking input from parents in decision making.**
 - **Promoting parental participation in programs.**
- **SJUSD summarized local surveys administered for LCAP development in 2020-2021 for the data.**

Parent Input on Parent Participation

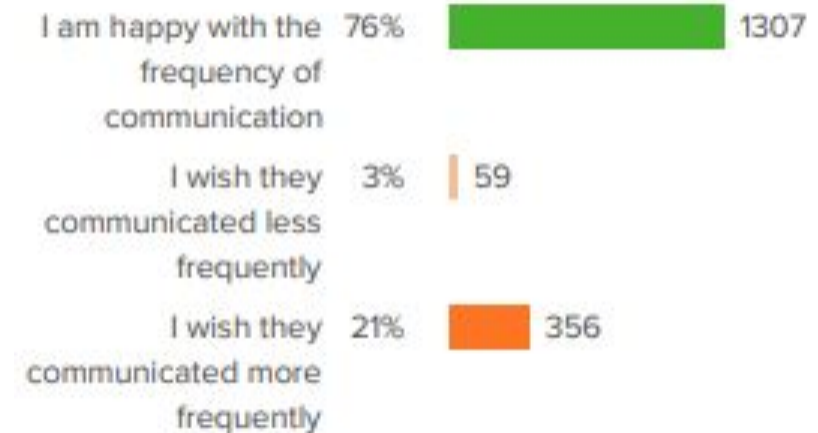
Q.4: How much do you feel the school values your opinions?



Favorable: **64%**

Parent Awareness

Q.5: How satisfied are you with the frequency of communication from your child's teacher(s)?



Favorable: **76%**

Priority 6: School Climate

Specific Requirements for Priority 6

San Jacinto Unified administers a local climate survey at least every year that provides a valid measure of perceptions of school safety and connectedness, such as the Panorama Social Emotional Learning 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 stakeholders and the public through the Dashboard.



Panorama Social-Emotional Learning: Student Supports + Environment

What feedback did students have for their school?

Grades 3-5

1,193 responses | [show breakdown](#)

School Climate

73%



60th-79th percentile

Sense of Belonging

69%



80th-99th percentile

What is "Compared to others nationally"?

To help put results in context, Panorama compares each topic score to the average score for schools or districts in Panorama's national dataset. For example, while one of your topic scores may appear low compared to another topic score, you may find that the score is higher than the average topic score for other schools in the nation. Use this comparison to find areas for celebration or improvement.

What do the colors mean?

The colors allow you to quickly scan the results and identify focus areas. Color does not indicate significance.





Panorama Social-Emotional Learning: Student Supports + Environment

What feedback did students have for their school?

Grades 6-12

2,640 responses | [show breakdown](#)

School Safety

57%



40th-59th percentile



School Climate

49%



0th-19th percentile



What is “Compared to others nationally”?

To help put results in context, Panorama compares each topic score to the average score for schools or districts in Panorama’s national dataset. For example, while one of your topic scores may appear low compared to another topic score, you may find that the score is higher than the average topic score for other schools in the nation. Use this comparison to find areas for celebration or improvement.

What do the colors mean?

The colors allow you to quickly scan the results and identify focus areas. Color does not indicate significance.



Priority 7: Course Access

Specific Requirements for Priority 7

Priority 7 requires an LEA to annually measure progress and the extent to which students have access to, and are enrolled in, a broad course of study.

Broad Course of Study – Grades 1-6

English Language Arts
Mathematics
Social Studies
Science
Visual and Performing Arts
Health
Physical Education

Broad Course of Study – Grades 7-12

English Language Arts
Social Science / History
Foreign Language
Physical Education
Science
Mathematics
Visual and Performing Arts
Applied Arts
Career Technical Education

- **Prompt 1:** How do we know?
 - Aeries Student Information System - Master Schedule Reports and Queries.
 - Tableau - Course Enrollment Report.
- **Prompt 2:** What does course access look like?
 - Elementary - participate in multiple subject classroom structures.
 - Secondary - Courses are offered in all required content areas in the middle school and high school settings in order to provide access to the courses necessary for graduation and UC/CSU a-g eligibility requirements.
 - Enrollment reports indicate that student ethnicity group distribution mirrors overall district rates in most courses content areas.
- **Prompt 3:** Course access barriers.
 - Inclusion of students with disabilities (SWD) to ensure all students are receiving instruction in grade level content for reading and mathematics.
- **Prompt 4:** Next Steps
 - Co-teaching model at our secondary sites in math courses.
 - Provide access to common core standards.
 - Network Improvement teams focusing on implementing scaffolded supports for students with disabilities to access core curriculum within classroom environments.



**Build on
district's
strengths**



**Develop our
district capacity
to meet the
needs of various
student groups**



**Support our
district to identify
and improve
areas of low
performance**