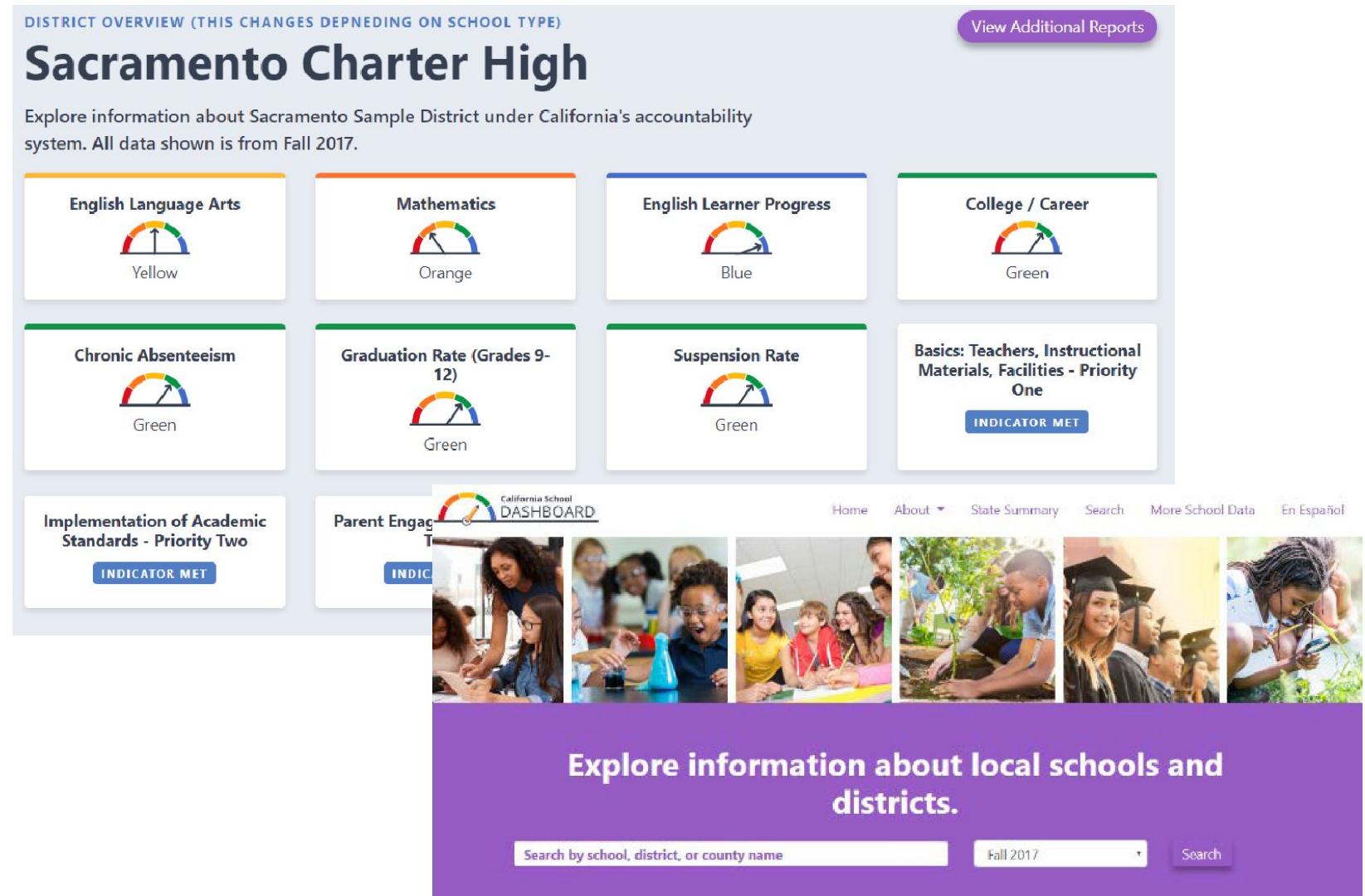# DASHBOARD

- **The California School Dashboard is the public reporting structure for the new state accountability system, known as the California Accountability Model.**
- **The CA School Dashboard is transitioning to a new format in order to make information more accessible to stakeholders.**
- **The CA School Dashboard can be viewed at https://www.caschooldashboard.org/.**

DASHBOARD

Local Indicators

Local Indicator	Metric	Metric Tool
Basics	• Teacher Mis-assignments • Student Materials • High Quality Facilities	- School Accountability Report Card - Williams Report
Implementation of Academic Standards	• Professional Development • Teacher Materials	- Self-Reflection Tool
Parent Engagement	• Input on parent/guardian involvement in decision-making *(Do parents feel they are being asked for input?)* • Parent input on parent participation *(Are parents being asked to participate at school?)* • How is our survey supporting our LCAP goals?	- Parent Survey
School Climate	• Student , parent, and teacher/staff perception of school safety and connectedness	- CHKS, Parent Survey, Panorama Survey
Access to a broad course of study	• 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.	-Self-Reflection Tool

Local Indicator Requirements

- Local Educational Agencies (LEAs) are required to upload the status of each Local Indicator into the CA School Dashboard prior to November 16, 2018.

- 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

DASHBOARD

Basics

Local Indicator	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 2017-2018 academic year.**
  - School site leadership teams and administrators

- **All Reflection Tool items are reported across a five point scale.**
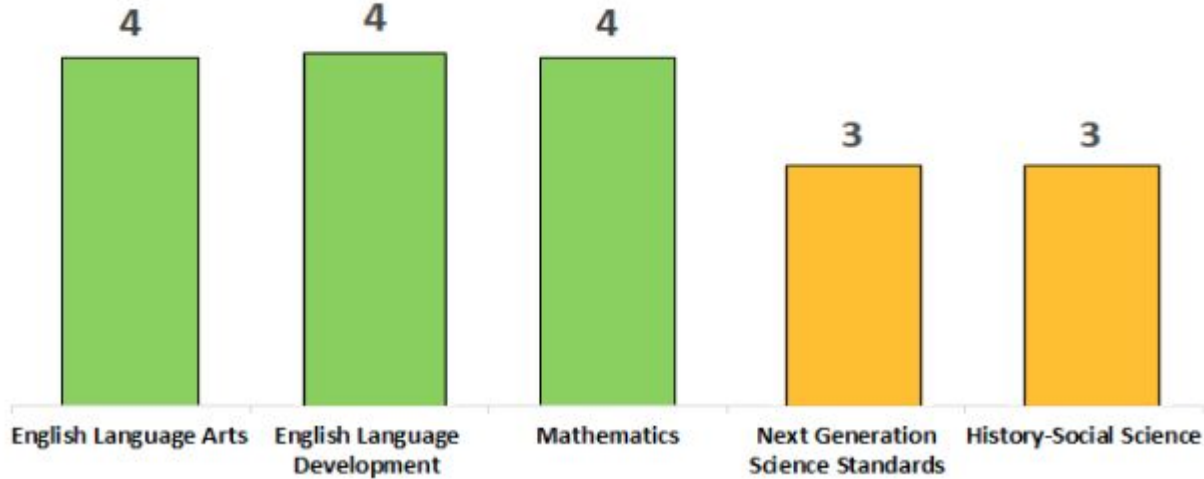
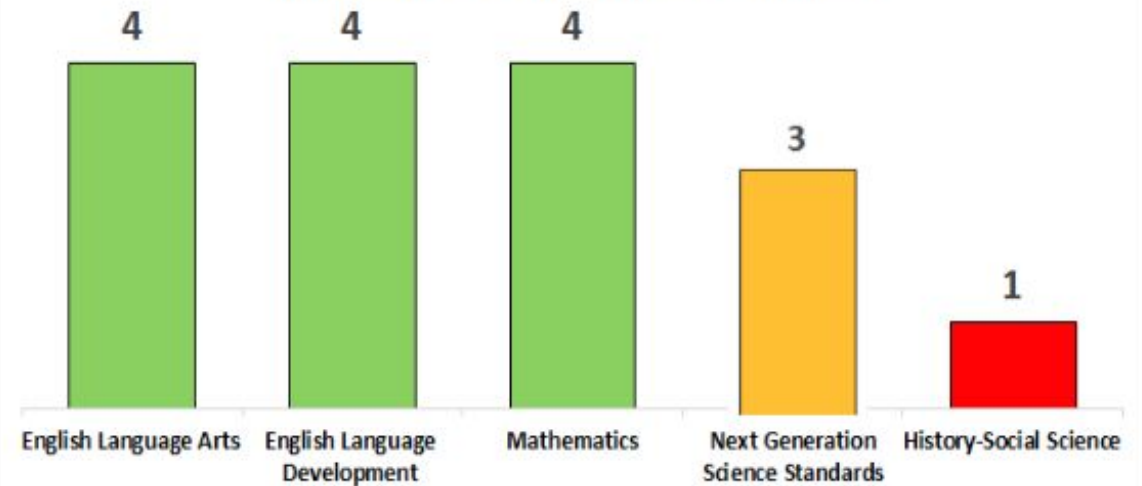| 1 - Exploration and Research Phase | 2 - Beginning Development | 3 - Initial Implementation` | 4 - Full Implementation | 5 - Full Implementation and Sustainability |

District's Progress in Providing Professional Development, by Subject

Bar chart values:
- English Language Arts: 4
- English Language Development: 4
- Mathematics: 4
- Next Generation Science Standards: 3
- History-Social Science: 3

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

Bar chart values:
- English Language Arts: 4
- English Language Development: 4
- Mathematics: 4
- Next Generation Science Standards: 3
- History-Social Science: 1

Rating Scale

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

* Based on the results, continued professional development and time with using the materials, due to implementation year, are needed for Science and History

Implementation of State Academic Content Standards

* Based on the results, more professional development and consistent alignment with the CTE pathways
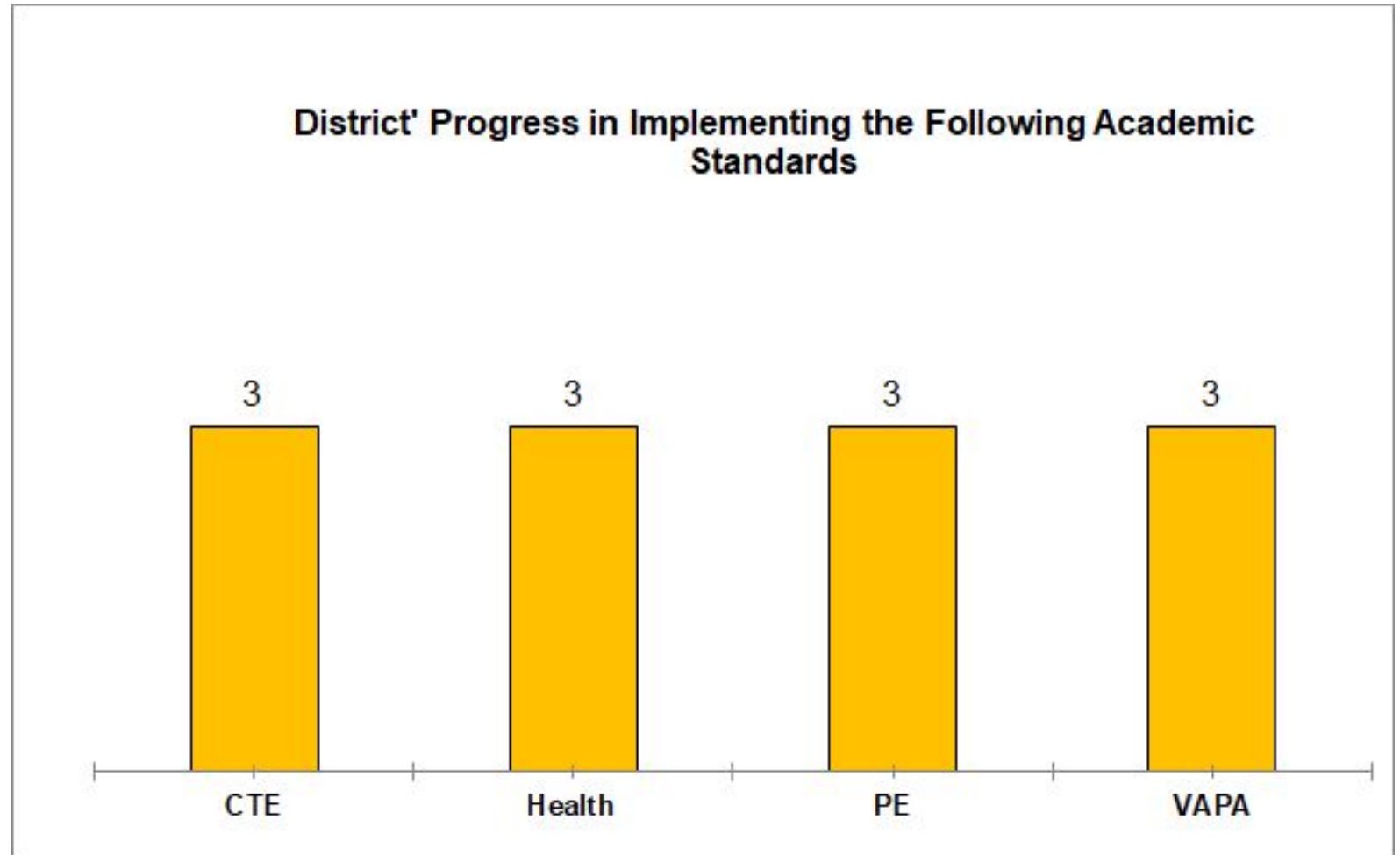
<u>Rating Scale</u>
5 - Full Implementation & Sustainability
4 - Full Implementation
3 - Initial Development
2 - Beginning Development
1 - Exploration & Research

District' Progress in Implementing the Following Academic Standards

LEA's success at engaging in the following activities with teachers and school administrators.

- Identifying the professional learning needs of groups of teachers or staff as a whole **– Initial Implementation**

- Identifying the professional learning needs of individual teachers **– Initial Implementation**
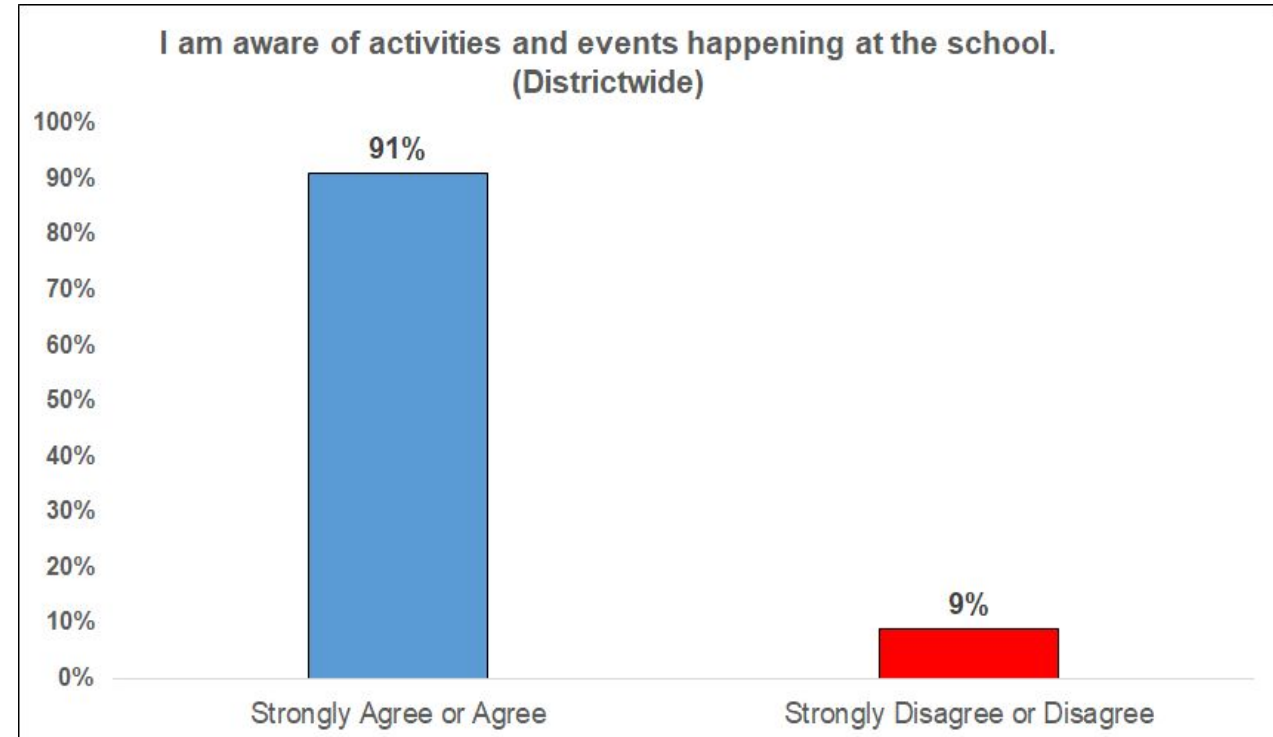
Priority 3: Parental Involvement

- **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 2017-2018 for the data.**
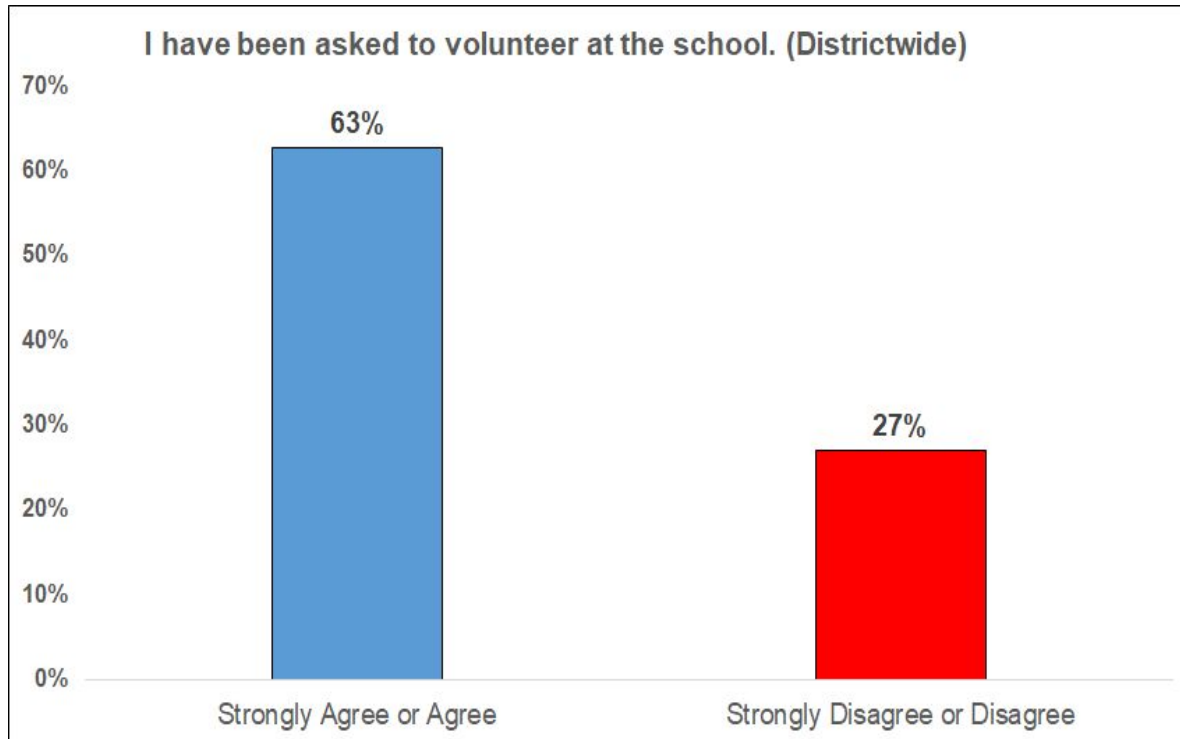
Priority 6:
School Climate

Specific Requirements for Priority 6

- **For this reporting measure, School Climate is defined as:**

  - **Seeking input from pupils, parents, teachers, and staff about safety of schools and school connectedness**

- **SJUSD summarized local surveys (CHKS, Panorama, Parent Survey) administered for LCAP development in 2017-2018 for the data.**

School Climate

Local Indicator	# of Surveys	Safety	Connectedness	Metric Tool
Students Overall	1, 727	75%	44%	-California Healthy Kids Survey
Parents	3,723	78%	83%	- Parent Survey
Teachers and Staff	204	69%	85%	- Panorama Leading Indicator Survey

Priority 7:
Course Access

Specific Requirements for Priority 7

Course Access

- **The local indicator for Priority 7 is new for the Fall 2018 Dashboard.**

- **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	Broad Course of Study – Grades 7-12
English Language Arts	English Language Arts
Mathematics	Social Science / History
Social Studies	Foreign Language
Science	Physical Education
Visual and Performing Arts	Science
Health	Mathematics
Physical Education	Visual and Performing Arts
	Applied Arts
	Career Technical Education

Course Access

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

Course Access

- **Prompt 1:** How do we know?
    - Aeries Student Information System - Master Schedule Reports and Queries.
    - Schoolzilla - 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) in all core math courses.
    - 24% of SWD were enrolled in a core math courses in secondary sites.
    - Identified a need - inclusion of SWD

- **Prompt 4:** Next Steps
    - Co-teaching model at our secondary sites in math courses.
    - Provide access to common core standards

- **Prompt 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.

- All Elementary students have access to the courses of study via the self contained class environment and curriculum.

- 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:** 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.

- A barrier that reflected from the 2017 - 18 measures was the inclusion of students with disabilities in all core classes.

- 24% of students with disabilities were enrolled in a core mathematics class in secondary sites.

- Identified a need to include all students with disabilities in core classes to ensure students are successful.

- **Prompt 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?

- SJUSD has introduced a co-teaching model at our secondary sites in mathematic courses.

- The model is intended to provide inclusion for SWD students to gain access to mathematic course content standards.

Local Indicator Requirements

For the 2017 - 18 school year San Jacinto Unified has Met the standard for each applicable indicator and will be noted so on the California School Dashboard.

Local Indicators	Ratings
Basics (Teachers, Instructional Materials, Facilities)	Met
Implementation of Academic Standards	Met
Parent Engagement	Met
Local Climate Survey	Met

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