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2022 California School Dashboard Results Part 1: Conditions and Climate & Academic Engagement

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Presentation Goals

1. Provide a brief overview of the California School Dashboard and its components

2. Review a summary of Alameda Unified 2022 Dashboard performance for the Academic Engagement and Conditions & Climate indicators for all students and student groups

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What is the California School Dashboard?

The California School Dashboard (Dashboard) is an online tool designed to help communities across the state access important information about kindergarten through grade twelve schools and districts. The Dashboard features easy-to-read reports on multiple measures of school success.

State Measures

Six state measures allow for comparisons across schools and districts.

- **Academic Performance**
- **Chronic Absenteeism**
- **College/Career Readiness***
- **English Learner Progress**
- **High School Graduation Rate**
- **Suspension Rate**

VERY LOW
LOW
MEDIUM
HIGH
VERY HIGH

Local Measures

Five local measures are based on information collected by districts, county offices of education, and charter schools.
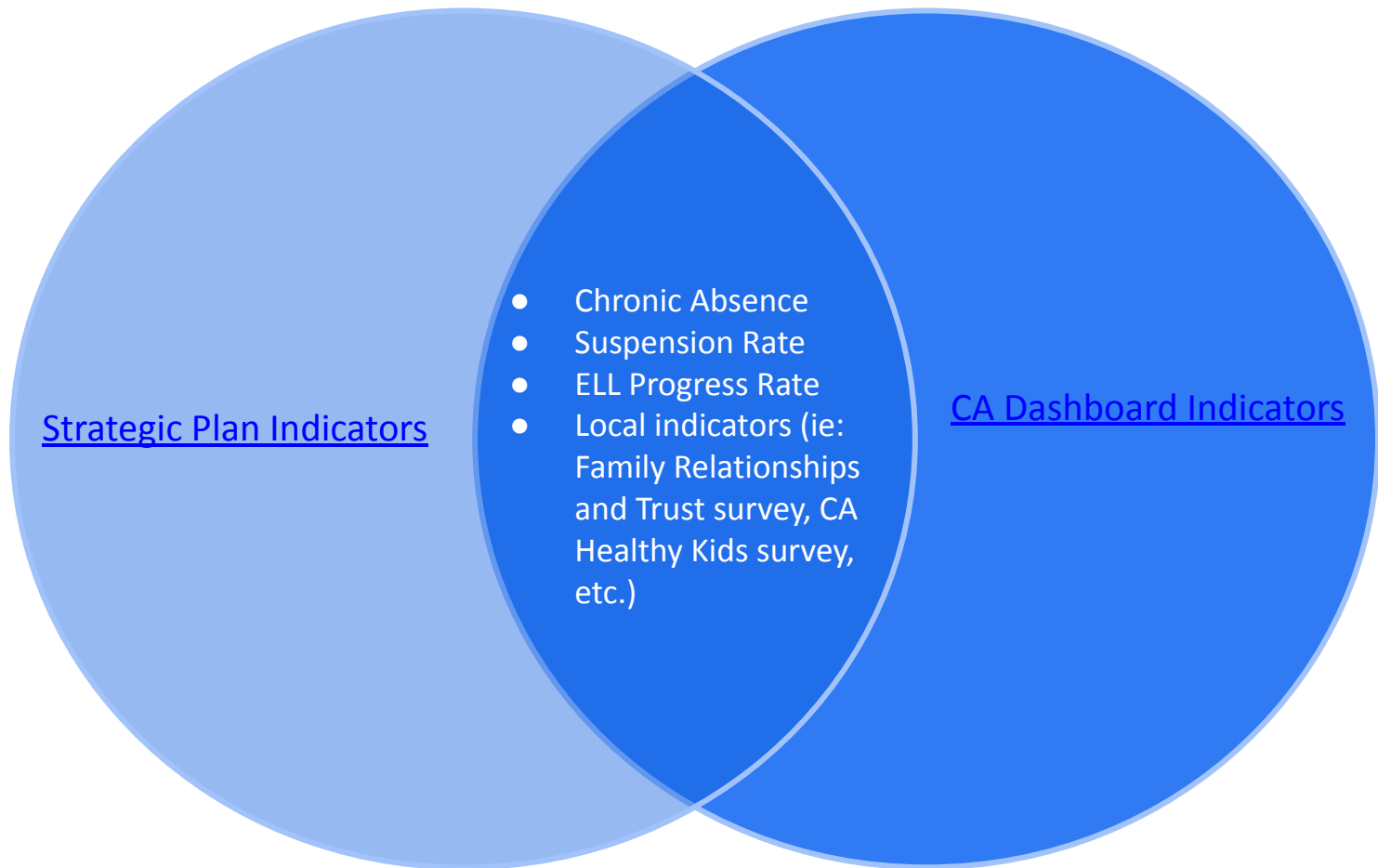
- **Basic Conditions**
  - Teacher assignments, safe and clean buildings, instructional materials for all students
- **Implementation of Academic Standards**
- **School Climate Surveys**
  - Student safety, connection to the school
- **Parent Involvement and Family Engagement**
- **Access to Courses**

STANDARD MET

Results are presented for all districts, schools, and defined student groups (e.g., racial/ethnic groups, low income, English learners, homeless, foster youth, and students with disabilities).
*Note: The College/Career Readiness measure is not reported on the 2022 Dashboard. Reporting of this measure will resume in 2023.

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Relationship of Strategic Plan Indicators and CA Dashboard indicators

Strategic Plan Indicators

- Chronic Absence
- Suspension Rate
- ELL Progress Rate
- Local indicators (ie: Family Relationships and Trust survey, CA Healthy Kids survey, etc.)

CA Dashboard Indicators

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What is the California School Dashboard?

Conditions & Climate: How well schools are providing a healthy, safe and welcoming environment
- State Measures
  - Suspension Rate
- Local Indicators
  - Basics: Teachers, Instructional Materials, Facilities
  - Parent and Family Engagement
  - Local Climate Survey

Academic Engagement: How well schools are engaging students in their learning
- State Measures
  - Chronic Absenteeism
  - Graduation Rate
- Local Indicators
  - Access to a Broad Course of Study

Academic Performance: Student assessment results and aspects of school performance
- State Measures
  - English Language Arts
  - Mathematics
  - English Learner Progress
  - College/Career Readiness (NOT REPORTED IN 2022)
- **Local Indicators**
  - Implementation of Academic Standards

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Where is the California School Dashboard?

The dashboard can be accessed at:
https://www.caschooldashboard.org/

ALAMEDA UNIFIED SCHOOL DISTRICT
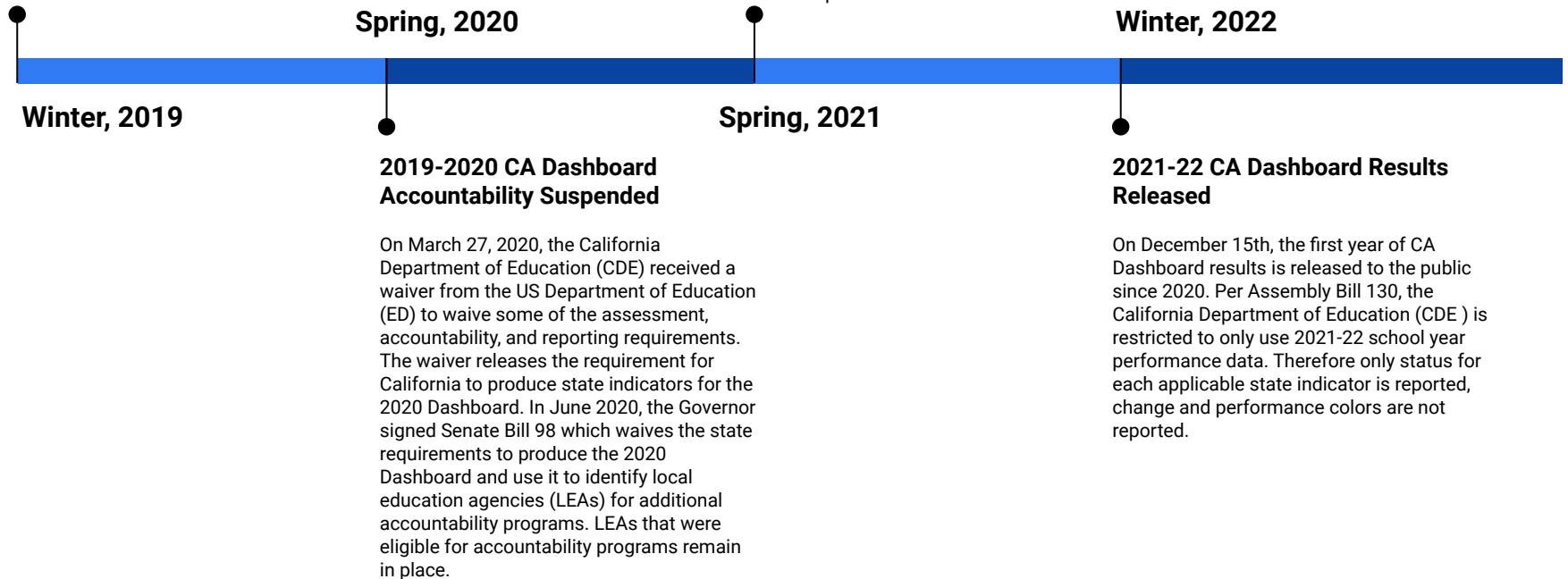Excellence & Equity For All Students

Restarting Accountability

2018-19 CA Dashboard Results Released

December 2019 was the last time the state released CA Dashboard results and used them for accountability.

2020-21 CA Dashboard Accountability Suspended, Some Data Published

In April, the ED grants a waiver to the CDE for accountability and school identification requirements for the 202-21 school year. While the ED released California from producing data related to accountability, the CDE is still required to release chronic absenteeism and tech access data. In July 2021, Assembly Bill 130 suspends the use of the 2021 Dashboard for LEA eligibility for accountability programs, including differentiated assistance. LEAs identified for DA on the 2019 Dashboard continue to participate in activities. Local indicator data continues to be reported.

Spring, 2020

Winter, 2022

Winter, 2019

Spring, 2021

2019-2020 CA Dashboard Accountability Suspended

On March 27, 2020, the California Department of Education (CDE) received a waiver from the US Department of Education (ED) to waive some of the assessment, accountability, and reporting requirements. The waiver releases the requirement for California to produce state indicators for the 2020 Dashboard. In June 2020, the Governor signed Senate Bill 98 which waives the state requirements to produce the 2020 Dashboard and use it to identify local education agencies (LEAs) for additional accountability programs. LEAs that were eligible for accountability programs remain in place.

2021-22 CA Dashboard Results Released

On December 15th, the first year of CA Dashboard results is released to the public since 2020. Per Assembly Bill 130, the California Department of Education (CDE) is restricted to only use 2021-22 school year performance data. Therefore only status for each applicable state indicator is reported, change and performance colors are not reported.

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How was 'Performance' determined in years prior ?

Level	Declined Significantly (Change)	Declined (Change)	Maintained (Change)	Increased (Change)	Increased Significantly (Change)
Very High (Status)	Yellow	Green	Blue	Blue	Blue
High (Status)	Orange	Yellow	Green	Green	Blue
Medium (Status)	Orange	Orange		Green	Green
Low (Status)	Red	Orange	Orange	Yellow	Yellow
Very Low (Status)	Red	Red	Red	Orange	Yellow

RED — LOWEST PERFORMANCE
ORANGE
YELLOW
GREEN
BLUE — HIGHEST PERFORMANCE

Performance in a given indicator is determined by a **combination** of status **and** change using the 5 x 5 rubrics.

Example: a district with a status of 'Medium' that Increased its performance would have a performance rating of **green**

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How is 'Performance' Determined in 2022?

Figure 1: Five Status Levels Represented through "Cell Phone Bars"

VERY LOW   LOW   MEDIUM   HIGH   VERY HIGH
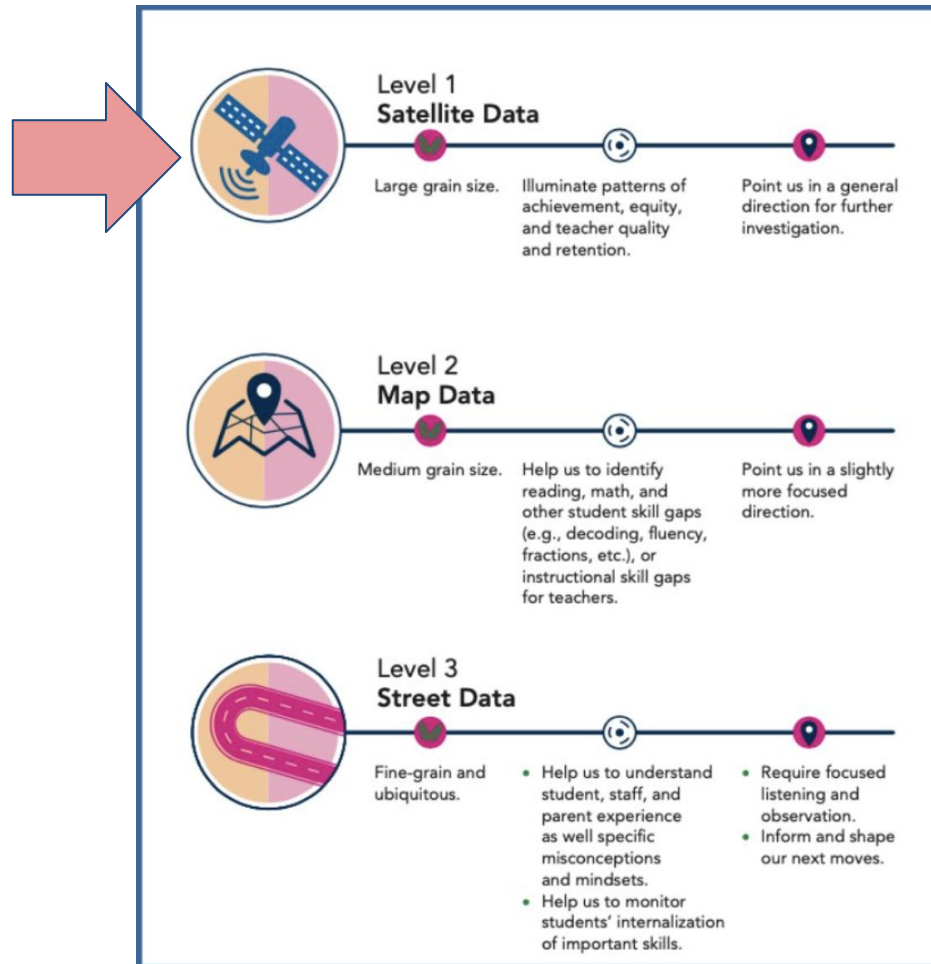
Lowest Performance ←————————————→ Highest Performance

Figure 2: Chronic Absenteeism and Suspension Rate: Reverse Status Levels

VERY HIGH   HIGH   MEDIUM   LOW   VERY LOW

Lowest Performance ←————————————→ Highest Performance

Reverse Goal: For most of the other state indicators, the desired outcome is to have a high percentage in the current year and an increase in percentage from the prior year. However, for the Chronic Absenteeism and Suspension Rate Indicators, the desired outcome is reversed and the goal is to achieve a low rate and a decrease in percentage from the prior year.

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CA Dashboard Data Level

Level 1
Satellite Data

Large grain size. | Illuminate patterns of achievement, equity, and teacher quality and retention. | Point us in a general direction for further investigation.

Level 2
Map Data

Medium grain size. | Help us to identify reading, math, and other student skill gaps (e.g., decoding, fluency, fractions, etc.), or instructional skill gaps for teachers. | Point us in a slightly more focused direction.

Level 3
Street Data

Fine-grain and ubiquitous.

- Help us to understand student, staff, and parent experience as well specific misconceptions and mindsets.
- Help us to monitor students' internalization of important skills.

- Require focused listening and observation.
- Inform and shape our next moves.

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Uses and Limitations of CA Dashboard

✅ CA Dashboard data can tell us…	❌ CA Dashboard data can't tell us…
• How often students are not in class how often they are suspended, rate of graduation, etc.	• Why a student or group of students experienced these outcomes
• Areas to focus improvements	• What needs to be improved (ie: de-escalation tactics, transportation, etc.)
• If our classroom, school, or district system is producing opportunity gaps and their magnitude	• Why our system is producing those opportunity gaps
• Whether or not our classroom, school, or district system is improving over time	• Why our classroom, school, or district system is improving (or not) over time

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Anti-Racist Approach to Data
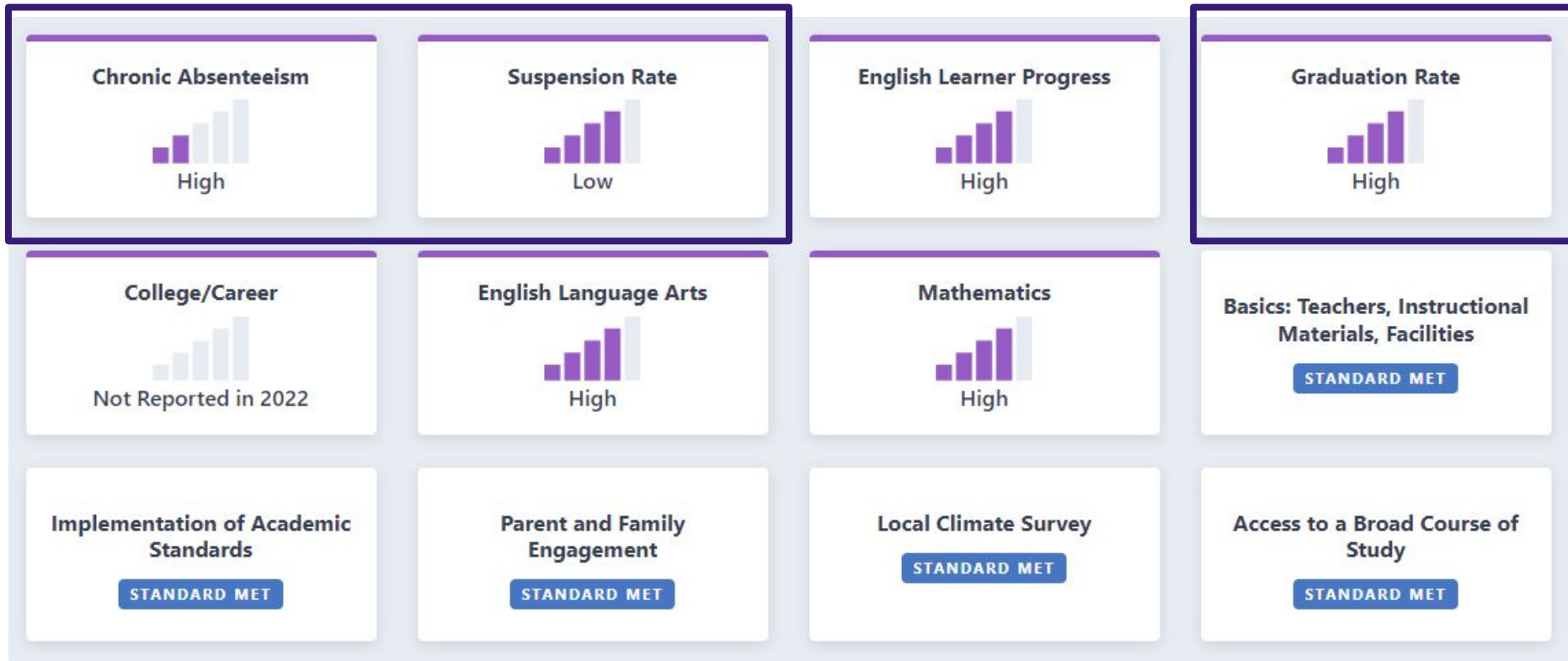
In order to repurpose data as a tool instead of placing blame, using data for gatekeeping, or reinforcing biased narratives, we can…

1) Illuminate bright spots

2) Encourage collection and reflection of more leading/street data

3) Use language that places responsibility on the system, not on students

"To understand the effects of the COVID-19 crisis and ensure that this pandemic does not undermine the futures of students across the country, we must collect accurate, objective, and comparable data that speaks to the quality of education in this moment, including data from statewide assessments."

- National Urban League cited in <u>What are Standardized Tests and Why Do We Need Them?</u>

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2022 Dashboard: All Indicators

Chronic Absenteeism	Suspension Rate	English Learner Progress	Graduation Rate
High	Low	High	High

College/Career	English Language Arts	Mathematics	Basics: Teachers, Instructional Materials, Facilities
Not Reported in 2022	High	High	STANDARD MET

Implementation of Academic Standards	Parent and Family Engagement	Local Climate Survey	Access to a Broad Course of Study
STANDARD MET	STANDARD MET	STANDARD MET	STANDARD MET

Reverse Goal: For most of the other state indicators, the desired outcome is to have a high percentage in the current year and an increase in percentage from the prior year. However, for the Chronic Absenteeism and Suspension Rate Indicators, the desired outcome is reversed and the goal is to achieve a low rate and a decrease in percentage from the prior year.

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Academic Engagement Performance Overview

Chronic Absenteeism Indicator Definition

Chronic Absenteeism

The Chronic Absenteeism measure shows how many students were absent for 10 percent or more of the instructional days they were enrolled to attend. For example, if a student was enrolled to attend 180 instructional days and is absent 18 or more of those days, the student would be considered chronically absent. Students who are chronically absent miss out on important classroom instruction. Capturing this information in the Dashboard allows parents and educators to see if chronic absenteeism is a problem at a school or across a district.

- Students who were enrolled for at least 31 instructional days*
- Grade level K-8 (TK is considered a Kindergarten program and is included)**
- Data outcomes for students with disabilities are "sent back" to their district of residence, but at the school level, they remain with their school.

*Previous years was defined as enrolled for at least 31 instructional days AND *attended at least one day* which inadvertently removed all students in independent study.
**Given attendance already factors heavily into the Graduation Rate and College/Career Indicators, the State Board of Education excluded high schools from the Chronic Absenteeism Indicator on the Dashboard)

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Chronic Absenteeism Student Group & Performance Level Details: Very High

Alameda Unified School District

African American
Student Group | State

Very High

43.4% chronically absent

Number of Students: 281

English Learners
Student Group | State

Very High

21.8% chronically absent

Number of Students: 729

Hispanic
Student Group | State

Very High

28.2% chronically absent

Number of Students: 951

Homeless
Student Group | State

Very High

55.9% chronically absent

Number of Students: 34

Socioeconomically Disadvantaged
Student Group | State

Very High

34.8% chronically absent

Number of Students: 1,541

Students with Disabilities
Student Group | State

Very High

28.9% chronically absent

Number of Students: 738

All Students in the State of California

African American
Student Group | State

Very High

42.9% chronically absent

Number of Students: 204,028

English Learners
Student Group | State

Very High

33.6% chronically absent

Number of Students: 947,569

Hispanic
Student Group | State

Very High

35.8% chronically absent

Number of Students: 2,234,061

Homeless
Student Group | State

Very High

45.1% chronically absent

Number of Students: 149,609

Socioeconomically Disadvantaged
Student Group | State

Very High

37.4% chronically absent

Number of Students: 2,506,779

Students with Disabilities
Student Group | State
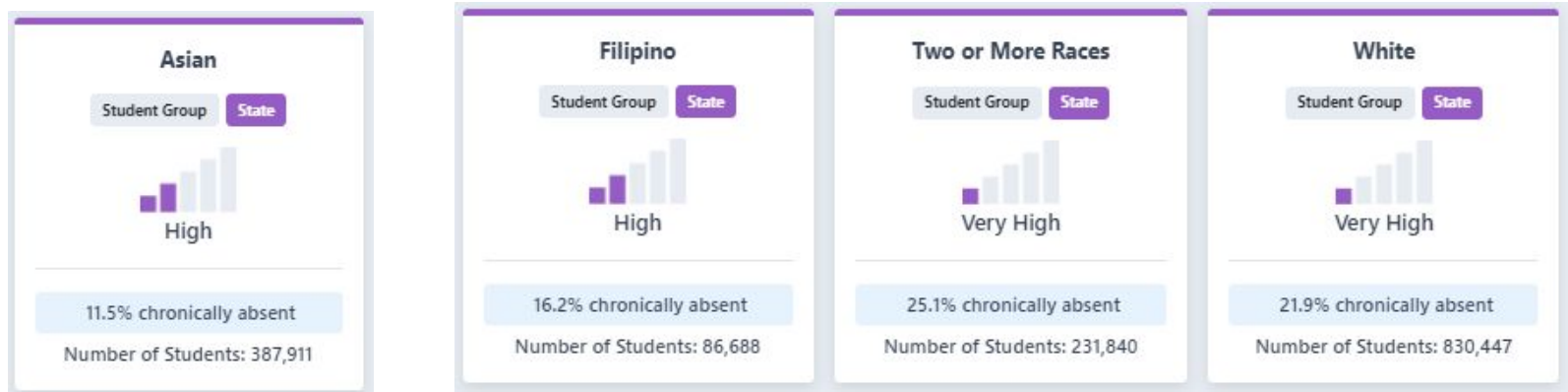
Very High

39.6% chronically absent

Number of Students: 560,749

Chronic Absenteeism Student Group & Performance Level Details: Medium and High*

Alameda Unified School District

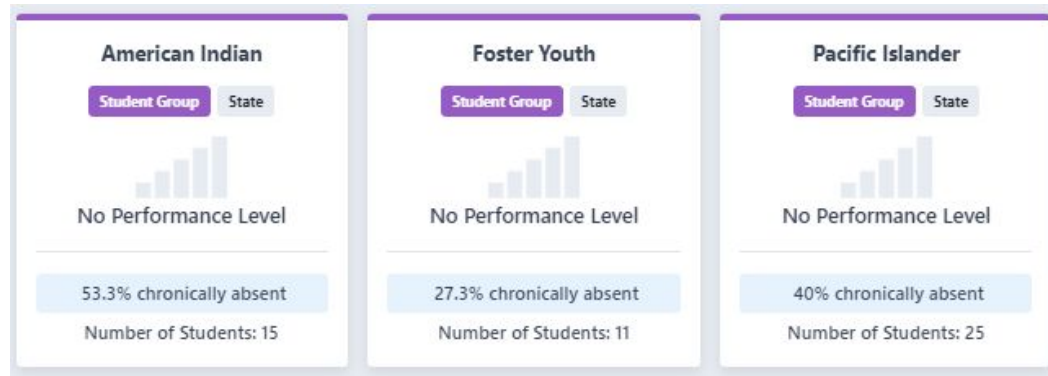| Asian	Filipino	Two or More Races	White
Student Group / State	Student Group / State	Student Group / State	Student Group / State
Medium	High	High	High
9.2% chronically absent	16.2% chronically absent	16.6% chronically absent	12.5% chronically absent
Number of Students: 1,481	Number of Students: 303	Number of Students: 1,142	Number of Students: 1,693

All Students in the State of California

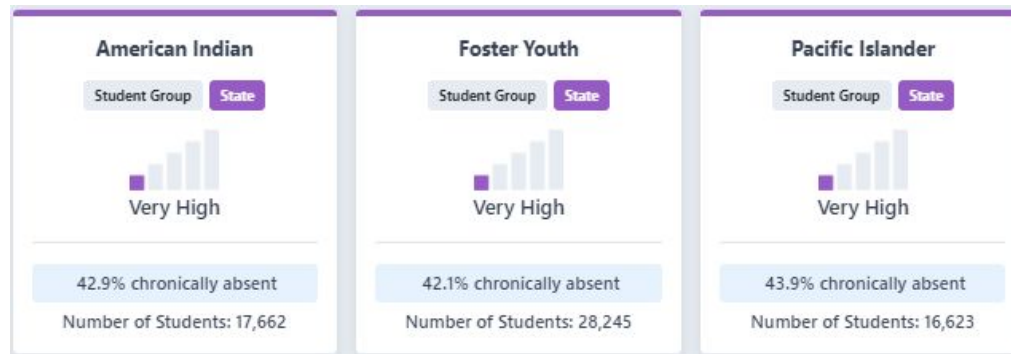| Asian	Filipino	Two or More Races	White
Student Group / State	Student Group / State	Student Group / State	Student Group / State
High	High	Very High	Very High
11.5% chronically absent	16.2% chronically absent	25.1% chronically absent	21.9% chronically absent
Number of Students: 387,911	Number of Students: 86,688	Number of Students: 231,840	Number of Students: 830,447

*Confidentiality: For LEAs, schools, and student groups with 11-29 students, status (data) is reported, however, a status level (ie: "cell phone bars") is not displayed. Both status and status levels are not displayed on the dashboard for less than 11 students.

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Chronic Absenteeism Student Group & Performance Level Details: No Performance Level

Alameda Unified School District

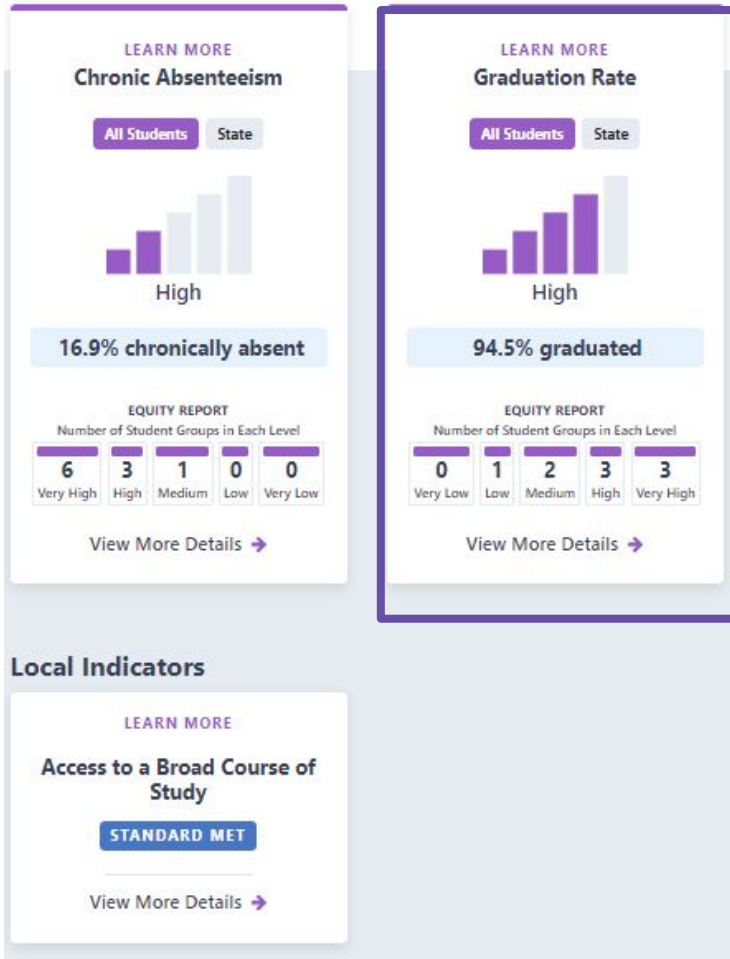| American Indian	Foster Youth	Pacific Islander
Student Group / State	Student Group / State	Student Group / State
No Performance Level	No Performance Level	No Performance Level
53.3% chronically absent	27.3% chronically absent	40% chronically absent
Number of Students: 15	Number of Students: 11	Number of Students: 25

All Students in the State of California

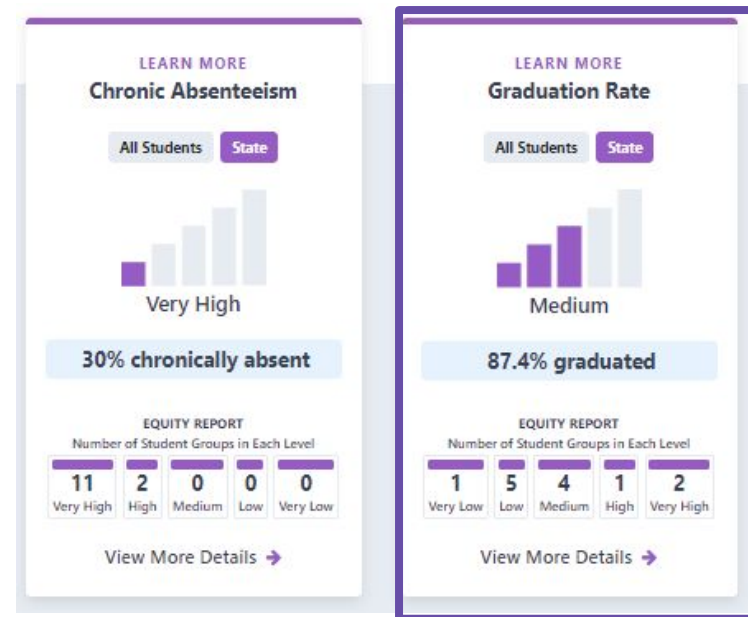| American Indian	Foster Youth	Pacific Islander
Student Group / State	Student Group / State	Student Group / State
Very High	Very High	Very High
42.9% chronically absent	42.1% chronically absent	43.9% chronically absent
Number of Students: 17,662	Number of Students: 28,245	Number of Students: 16,623

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Academic Engagement Performance Overview

Alameda Unified School District

All Students in the State of California

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Graduation Rate Indicator Definition

Graduation Rate

Regardless of whether students go on to college, a high school diploma is the minimum requirement for most entry-level jobs in today's economy. It represents mastery of foundational skills in mathematics, reading, writing, and the completion of a course of study. The Graduation Rate measure shows the number of students who received a diploma at the end of grade twelve.
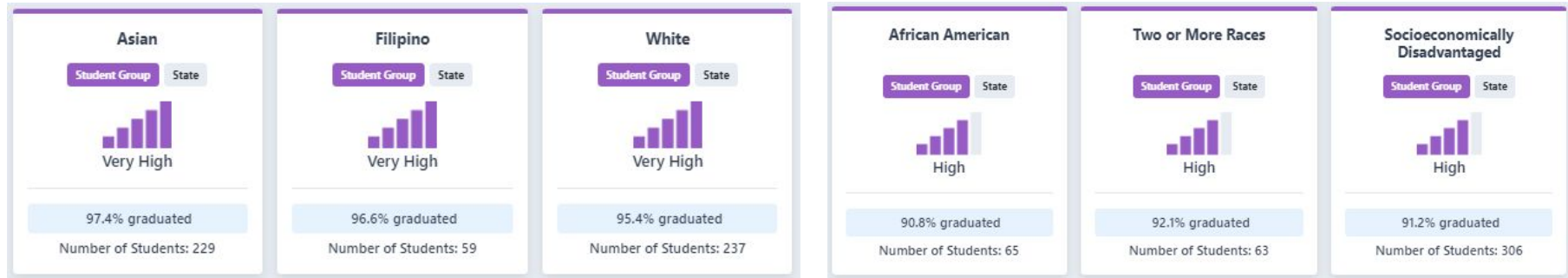
- Students who receive a regular high school diploma*
- Includes fourth-year graduates from the most current graduation class (2022) and fifth year graduates from the prior graduation class (2021)
- Beginning in 2022 Dashboard Alternative School Status (DASS) schools will receive the combined four and five year graduation rate in addition to the DASS graduation rate per the U.S. Department of Education.**
- Data outcomes for students with disabilities are "sent back" to their district of residence, but at the school level, they remain with their school.

*Based on a federal mandate and guidance provided through an audit by the U.S. Department of Education Office of Inspector General. Therefore, students who pass or complete all other high school equivalency tests such as the GED, California High School Proficiency Examination, Special Education Certificate of Completion, and adult education diplomas are not counted as graduates.
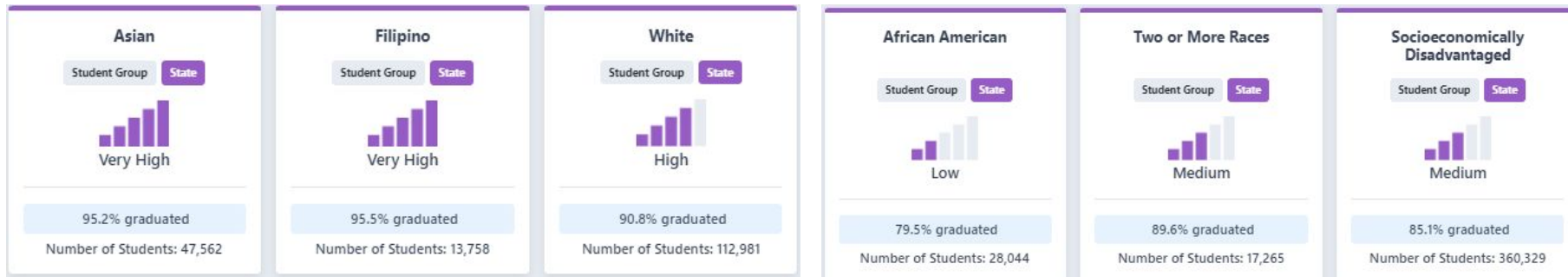**This new rate for DASS schools will be used to determine eligibility for Differentiated Assistance at the LEA-level and Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvement (ATSI) at the school level.

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Graduation Rate Student Group & Performance Level Details: Very High & High*

Alameda Unified School District

Asian	Filipino	White
Student Group / State	Student Group / State	Student Group / State
Very High	Very High	Very High
97.4% graduated	96.6% graduated	95.4% graduated
Number of Students: 229	Number of Students: 59	Number of Students: 237

African American	Two or More Races	Socioeconomically Disadvantaged
Student Group / State	Student Group / State	Student Group / State
High	High	High
90.8% graduated	92.1% graduated	91.2% graduated
Number of Students: 65	Number of Students: 63	Number of Students: 306

All Students in the State of California

Asian	Filipino	White
Student Group / State	Student Group / State	Student Group / State
Very High	Very High	High
95.2% graduated	95.5% graduated	90.8% graduated
Number of Students: 47,562	Number of Students: 13,758	Number of Students: 112,981

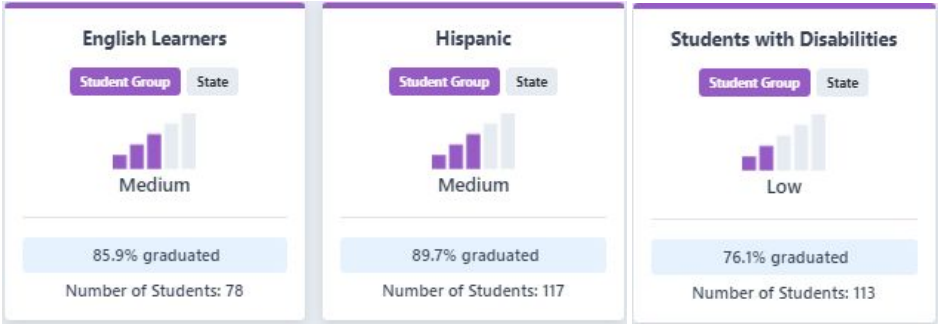| African American	Two or More Races	Socioeconomically Disadvantaged
Student Group / State	Student Group / State	Student Group / State
Low	Medium	Medium
79.5% graduated	89.6% graduated	85.1% graduated
Number of Students: 28,044	Number of Students: 17,265	Number of Students: 360,329

*Confidentiality: For LEAs, schools, and student groups with 11-29 students, status (data) is reported, however, a status level (ie: "cell phone bars") is not displayed. Both status and status levels are not displayed on the dashboard for less than 11 students.
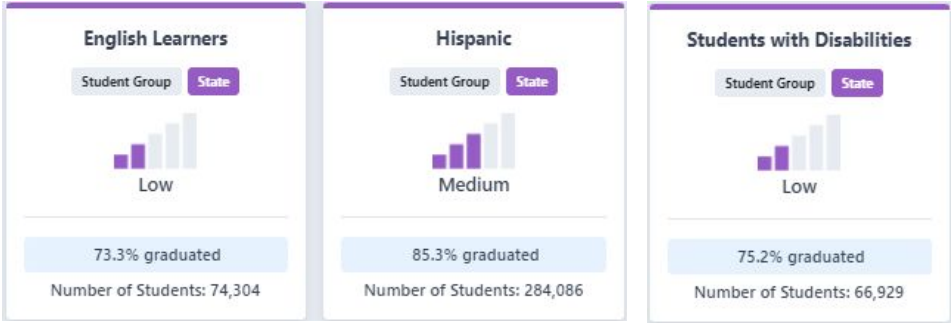
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Graduation Rate Student Group & Performance Level Details: Medium & Low
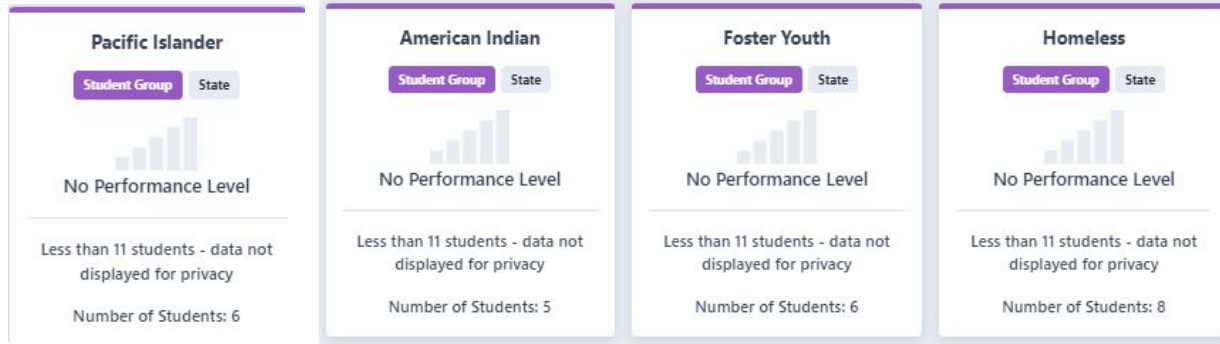
Alameda Unified School District

English Learners
Student Group | State

Medium

85.9% graduated

Number of Students: 78

Hispanic
Student Group | State

Medium

89.7% graduated

Number of Students: 117

Students with Disabilities
Student Group | State

Low

76.1% graduated

Number of Students: 113

All Students in the State of California

English Learners
Student Group | State

Low

73.3% graduated

Number of Students: 74,304

Hispanic
Student Group | State

Medium

85.3% graduated

Number of Students: 284,086

Students with Disabilities
Student Group | State

Low

75.2% graduated

Number of Students: 66,929
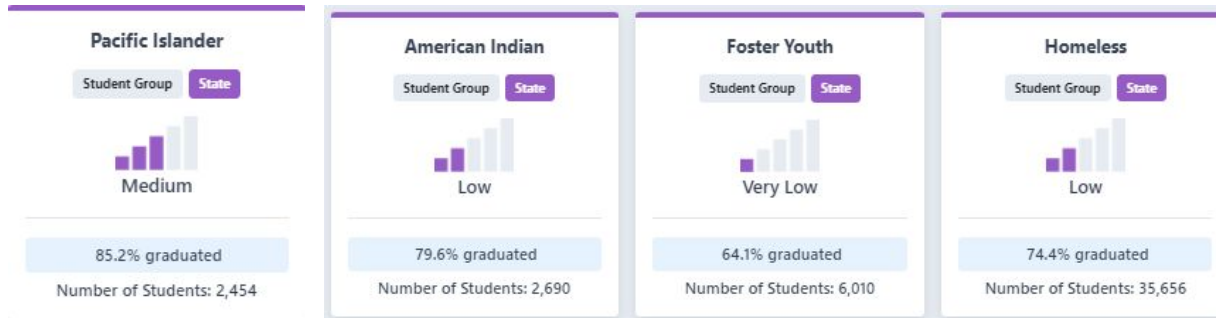
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Graduation Rate Student Group & Performance Level Details: No Performance Level

Alameda Unified School District

Pacific Islander
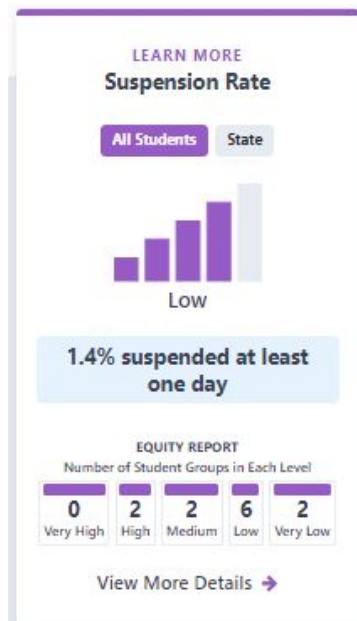Student Group | State

No Performance Level

Less than 11 students - data not displayed for privacy

Number of Students: 6

American Indian
Student Group | State

No Performance Level

Less than 11 students - data not displayed for privacy

Number of Students: 5

Foster Youth
Student Group | State

No Performance Level

Less than 11 students - data not displayed for privacy

Number of Students: 6

Homeless
Student Group | State

No Performance Level

Less than 11 students - data not displayed for privacy

Number of Students: 8

All Students in the State of California

Pacific Islander
Student Group | State

Medium

85.2% graduated

Number of Students: 2,454

American Indian
Student Group | State

Low

79.6% graduated

Number of Students: 2,690

Foster Youth
Student Group | State

Very Low

64.1% graduated

Number of Students: 6,010

Homeless
Student Group | State

Low

74.4% graduated

Number of Students: 35,656
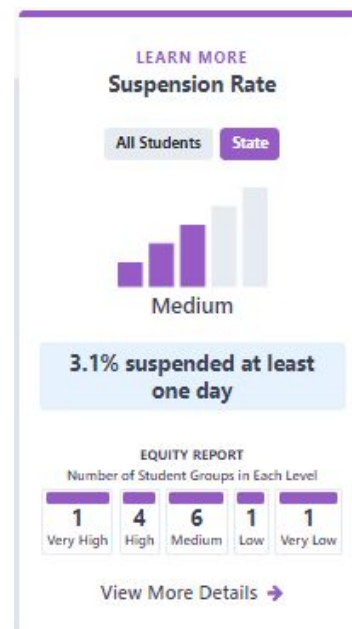
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Conditions and Climate Performance Overview

Alameda Unified School District

All Students in the State of California

LEARN MORE
Suspension Rate

All Students | State

Low

1.4% suspended at least one day

EQUITY REPORT
Number of Student Groups in Each Level

0	2	2	6	2
Very High	High	Medium	Low	Very Low

View More Details →

LEARN MORE
Suspension Rate

All Students | State

Medium

3.1% suspended at least one day

EQUITY REPORT
Number of Student Groups in Each Level

1	4	6	1	1
Very High	High	Medium	Low	Very Low

View More Details →

Local Indicators

LEARN MORE
Basics: Teachers, Instructional Materials, Facilities
STANDARD MET
View More Details →

LEARN MORE
Parent and Family Engagement
STANDARD MET
View More Details →

LEARN MORE
Local Climate Survey
STANDARD MET
View More Details →

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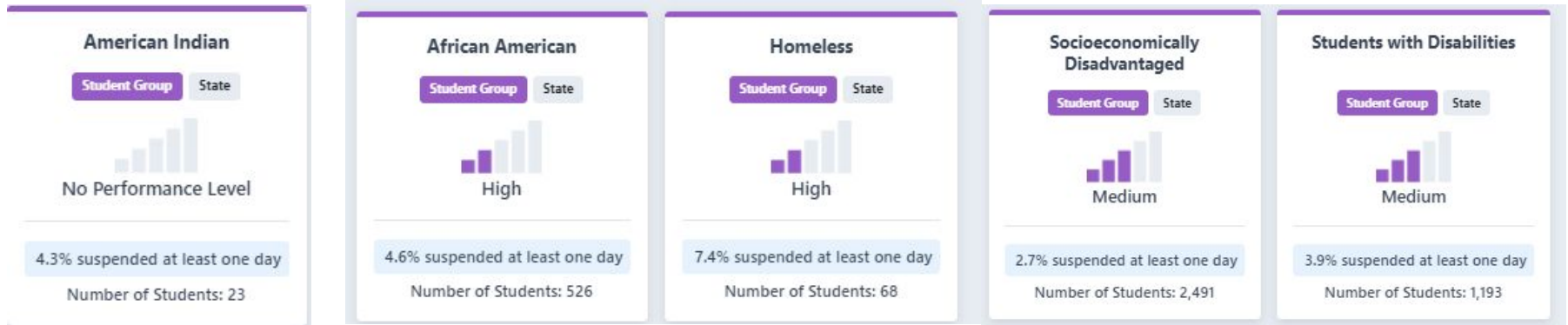# Suspension Indicator Definition

Suspension Rate

The Suspension Rate measure shows the percentage of students who were suspended for at least one full day during the school year. Students who are suspended from school miss out on important classroom instruction. Capturing this information in the Dashboard allows parents and educators to see if there is a suspension problem at a school or across a district and whether certain student groups are suspended more than others.

Note: A student is counted as suspended in the suspension rate only once regardless of multiple suspensions or multiple days of suspension.

- Includes "in school" and "out of school" suspensions.
- TK is considered a Kindergarten program and is included.
- Includes students who were enrolled for at total of least one day at any time during the school year.
- Data outcomes for students with disabilities are "sent back" to their district of residence, but at the school level, they remain with their school.

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Suspension Rate Student Group & Performance Level Details:
No Performance Level, High, and Medium*

Alameda Unified School District

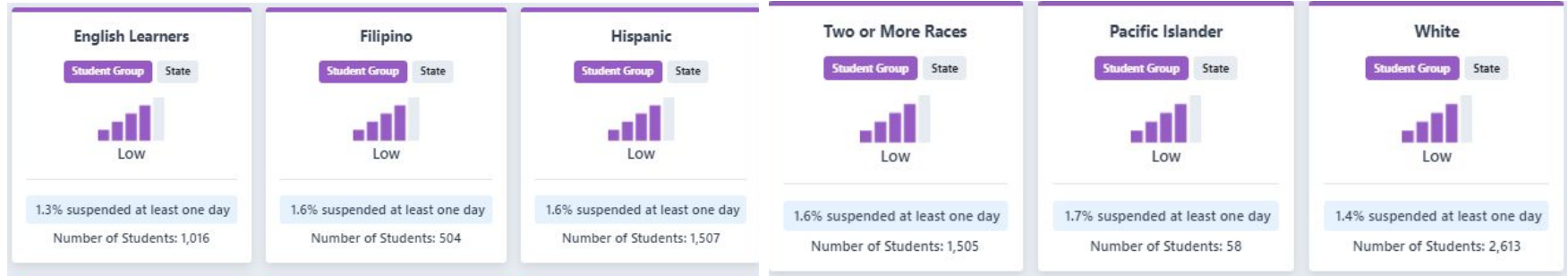|				
American Indian	**African American**	**Homeless**	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Student Group / State	Student Group / State	Student Group / State	Student Group / State	Student Group / State
No Performance Level	High	High	Medium	Medium
4.3% suspended at least one day	4.6% suspended at least one day	7.4% suspended at least one day	2.7% suspended at least one day	3.9% suspended at least one day
Number of Students: 23	Number of Students: 526	Number of Students: 68	Number of Students: 2,491	Number of Students: 1,193

All Students in the State of California

American Indian	**African American**	**Homeless**	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Student Group / State	Student Group / State	Student Group / State	Student Group / State	Student Group / State
High	High	High	Medium	High
6.4% suspended at least one day	7.9% suspended at least one day	5.5% suspended at least one day	4% suspended at least one day	5.4% suspended at least one day
Number of Students: 27,969	Number of Students: 315,483	Number of Students: 224,199	Number of Students: 3,761,917	Number of Students: 847,770

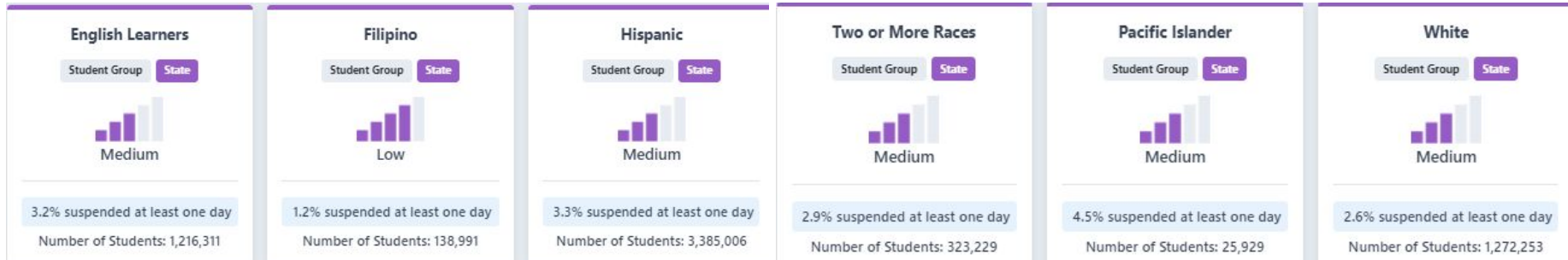**Confidentiality:* For LEAs, schools, and student groups with 11-29 students, status (data) is reported, however, a status level (ie: "cell phone bars") is not displayed. Both status and status levels are not displayed on the dashboard for less than 11 students.

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Suspension Rate Student Group & Performance Level Details: Low

Alameda Unified School District

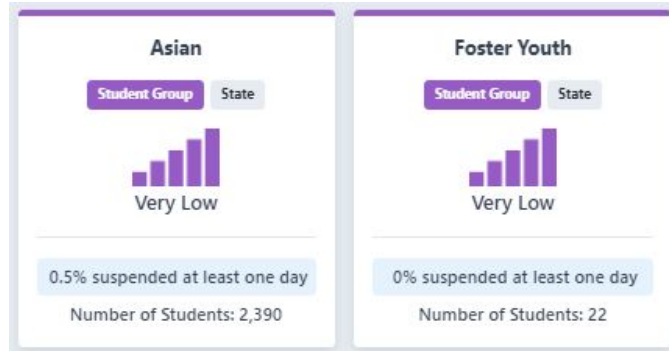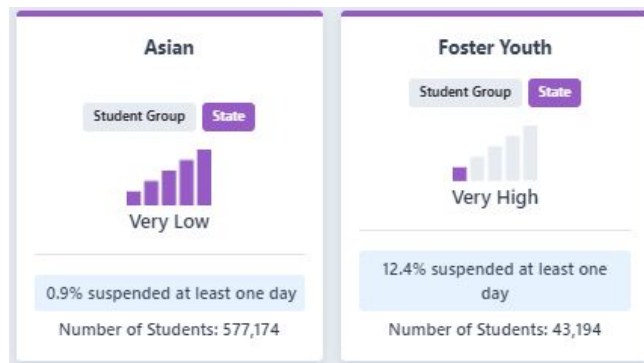| English Learners	Filipino	Hispanic	Two or More Races	Pacific Islander	White
Student Group State	**Student Group** State	**Student Group** State	**Student Group** State	**Student Group** State	**Student Group** State
Low	Low	Low	Low	Low	Low
1.3% suspended at least one day	1.6% suspended at least one day	1.6% suspended at least one day	1.6% suspended at least one day	1.7% suspended at least one day	1.4% suspended at least one day
Number of Students: 1,016	Number of Students: 504	Number of Students: 1,507	Number of Students: 1,505	Number of Students: 58	Number of Students: 2,613

All Students in the State of California

English Learners	Filipino	Hispanic	Two or More Races	Pacific Islander	White
Student Group **State**	Student Group **State**	Student Group **State**	Student Group **State**	Student Group **State**	Student Group **State**
Medium	Low	Medium	Medium	Medium	Medium
3.2% suspended at least one day	1.2% suspended at least one day	3.3% suspended at least one day	2.9% suspended at least one day	4.5% suspended at least one day	2.6% suspended at least one day
Number of Students: 1,216,311	Number of Students: 138,991	Number of Students: 3,385,006	Number of Students: 323,229	Number of Students: 25,929	Number of Students: 1,272,253

Suspension Rate Student Group & Performance Level Details: Very Low

Alameda Unified School District

All Students in the State of California

ALAMEDA UNIFIED SCHOOL DISTRICT
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Summary: Bright Spots

- Overall, Alameda (16.9%) has a significantly lower chronic absenteeism rate when compared to the state of California (30%).

- Alameda has lower chronic absenteeism rates for Asian, Two or More Races, White, English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, Foser, and Pacific Islander student groups when compared to the state.

- Overall, Alameda (94.5%) has a significantly higher Graduation Rate when compared to the state of California (87.4%).

- Alameda has higher Graduation rates for: Asian, Filipino, White, African American, Two or More Races, Socioeconomically Disadvantaged, English Learners, Hispanic, and Students with Disabilities student groups when compared to the State (every student group that has data available).

- Overall, Alameda (1.4%) has a significantly lower Suspension Rate when compared to the State (3.1%).

- Alameda has lower Suspension Rates for African American, Socioeconomically Disadvantaged (High), Students with Disabilities (Medium), and English Learner, Hispanic, Two or More Races, Pacific Islander, White (Low), and Asian, and Foster Youth (Very Low) student groups when compared to the state.

- Alameda Unified met the standard for all local indicators.

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Summary: Areas to Dig Deeper

- Chronic absenteeism continues to be high post-COVID with "Very High" rates of chronic absenteeism for African American, English Learner, Hispanic, Homeless, Students with Disabilities, and Socioeconomically Disadvantaged student groups. Alameda Unified also demonstrates significantly higher rates of chronic absenteeism when compared to the state for Homeless(55.9%/45.1%), and American Indian(53.3%/42.9%) student groups.

- The graduation rate for African American, Two or More Races, Socioeconomically Disadvantaged (High), and English Learners, Hispanic, and Students with Disabilities (Medium) student groups is lower compared to Asian, Filipino, and White student groups (Very High) within Alameda Unified.

- While AUSD's graduation rate is high relative to the state, there is additional improvement to be made around completing A-G, which is a part of the College and Career indicator under the Academic Performance section of the CA Dashboard which we will explore next meeting.

- The suspension rate for African American, and Homeless (High), Socioeconomically Disadvantaged and Students with Disabilities (Medium), remains higher than other student groups within Alameda Unified (Low and Very Low).

- The suspension rate for Homeless students in Alameda Unified (7.4%) is significantly higher when compared to the state (5.5%).

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Next Steps

	Existing	**Forthcoming**
District	• Math curriculum adoptions and implementation in Elementary and Middle • Grading for Equity	• Math adoption and implementation for High School • Revision of the behavior matrix • Extensions to the Kindergarten schedule in 2023-2024 and 2024-2025 • Mentoring and advising for African American students • Sustain and expand staffing of counselors and college advisors at middle and high schools
Site	• SPSA goals and actions around instruction and engagement with focal student groups based on local data	• Teacher-led collaboration focused on student data

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2022 CA Dashboard Results Part 1

Board Discussion & Questions

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Additional slides with details & information

Status Cut Scores

Chronic Absenteeism

Performance Level	Cut-Scores
Very High (Lowest Status)	More than 20.0% in Current Year
High	More than 10.0% to 20.0% in Current Year
Medium	More than 5.0% to 10.0% in Current Year
Low	More than 2.5% to 5.0% in Current Year
Very Low (Highest Status)	2.5% or less in Current Year

LEA Suspension: Unified District and K–12 Schools

Performance Level	Cut-Scores
Very High (Lowest Status)	Greater than 8.0% in Current Year
High	Greater than 4.5% to 8.0% in Current Year
Medium	Greater than 2.5% to 4.5% in Current Year
Low	Greater than 1.0% to 2.5% in Current Year
Very Low (Highest Status)	1.0% or less in Current Year

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Status Cut Scores, *cont…*

Graduation Rate Indicator

Performance Level	Cut-Scores
Very High (Highest Status)	95.0% or greater in Current Year
High	90.5% to less than 95.0% in Current Year
Medium	80.0% to less than 90.5% in Current Year
Low	68.0% to less than 80.0% in Current Year
Very Low (Lowest Status)	Less than 68.0% in Current Year

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How is Race/ethnicity Determined?

Data Collection

What is the federal requirement for collecting data on race and ethnicity?

A two-part question must be used to collect data about students' or staff members' race and ethnicity.

- The first part should consist of a question about the respondent's ethnicity:

  - Hispanic or Latino

  - Not Hispanic or Latino
- The second part asks respondents to select one or more races from the following categories:

  - American Indian or Alaska Native

  - Asian

  - Black or African American

  - Native Hawaiian or Other Pacific Islander

  - White

In addition, California *Government Code (GC)* Section 8310.5 ⬀ requires the detailed collection of Asian and Pacific Islander sub-populations.

Data Reporting

What do we do about students or staff members who are already in our student information system whose race or ethnicity is stored as "Declined to State" or "Unknown"?

The federal guidelines assume that the process for identifying students and staff remains unchanged; that is, the race and ethnicity for all students and staff are identified, preferably by self-identification. The CDE will implement a default designation in federal reports that will be applied to records without valid race designations. To prevent such default designations for missing information in student and staff records, LEAs may want to re-survey students or staff for whom the data are missing.

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have aggregate reports that I need to send off for other state and federal programs. How do I aggregate the data according to the new categories?

aggregation will not be an issue with CALPADS reporting, because LEAs will report student level data to CALPADS. LEAs may have specialized programs, however, where they may be required to submit aggregate reports that include student or staff demographic data. Race and ethnicity data should be aggregated into the following seven categories for federal education program reporting:

- Hispanic/Latino of any race;

Only for individuals who are non-Hispanic/Latino:

  - American Indian or Alaska Native,
  - Asian,
  - Black or African American,
  - Native Hawaiian or Other Pacific Islander,
  - White

For any individuals who identify themselves as not Hispanic and identify themselves by more than one race, they should be reported as:

  - Two or more races

Please contact your CDE program representative to confirm specific state program reporting instructions.

For additional information: https://www.cde.ca.gov/ds/sp/cl/refaq.asp#q1

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Resources

- [Getting to Know the 2022 California School Dashboard](PDF)
- [Getting to Know the 2022 Dashboard State Measures](PDF)
- [Reporting Current Year Data Only on the 2022 Dashboard](PDF)
- [How to View Performance of a School or District on the 2022 Dashboard](PDF)
- [Exploring the Equity Report](PDF)
- **How to Compare Schools on the 2022 Dashboard** (Coming in December 2022)
- [Getting to Know the Local Measures](PDF)
- [Information on Local Measures for Parents](PDF)
- [What Data Will Be Used for the 2022 Dashboard?](PDF) – This flyer identifies the data used to calculate the state indicators for the 2022 Dashboard.
- [Academic Indicators](PDF)
  - [English Learner Students in the Academic Indicators](PDF)
  - [Information on the Participation Rate](PDF)
    - [Translated Versions of Information on the Participation Rate Flyer](link)
- [Chronic Absenteeism Rate](PDF)
- [College/Career Indicator](PDF)
- [English Learner Progress Indicator](PDF)
  - [English Language Proficiency Assessments for California (ELPAC) Participation Rate](PDF)
- [Graduation Rate](PDF)
- [Suspension Rate](PDF)
- [English Learner Students on the California School Dashboard](PDF) – Understand the different ways that each state indicator measures English Learners.
- [District of Residence](PDF) – The District of Special Education Accountability rule is applied to all state indicators. Download this flyer to learn more.
- DASS Update – Information from the U.S. Department of Education on the use of the Dashboard Alternative School Status (DASS) for accountability through the [August 2022 State Board of Education Information Memorandum](DOCX) and the [September 2022 State Board of Education Agenda Item](DOCX).

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