

2022 California School Dashboard Results Part 2: Academic Performance & Differentiated Assistance

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March 14, 2023

Presentation Goals

Part 1: February 28th

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

Part 2: March 14th

1. Review a summary of Alameda Unified 2022 Dashboard performance for the Academic Performance Indicator for all students and major student groups
2. Provide a brief update on Differentiated Assistance process and Alameda Unified's status with regards to Differentiated Assistance

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



Local Measures

Five local measures are based on information collected by districts, county offices of education, and charter schools.

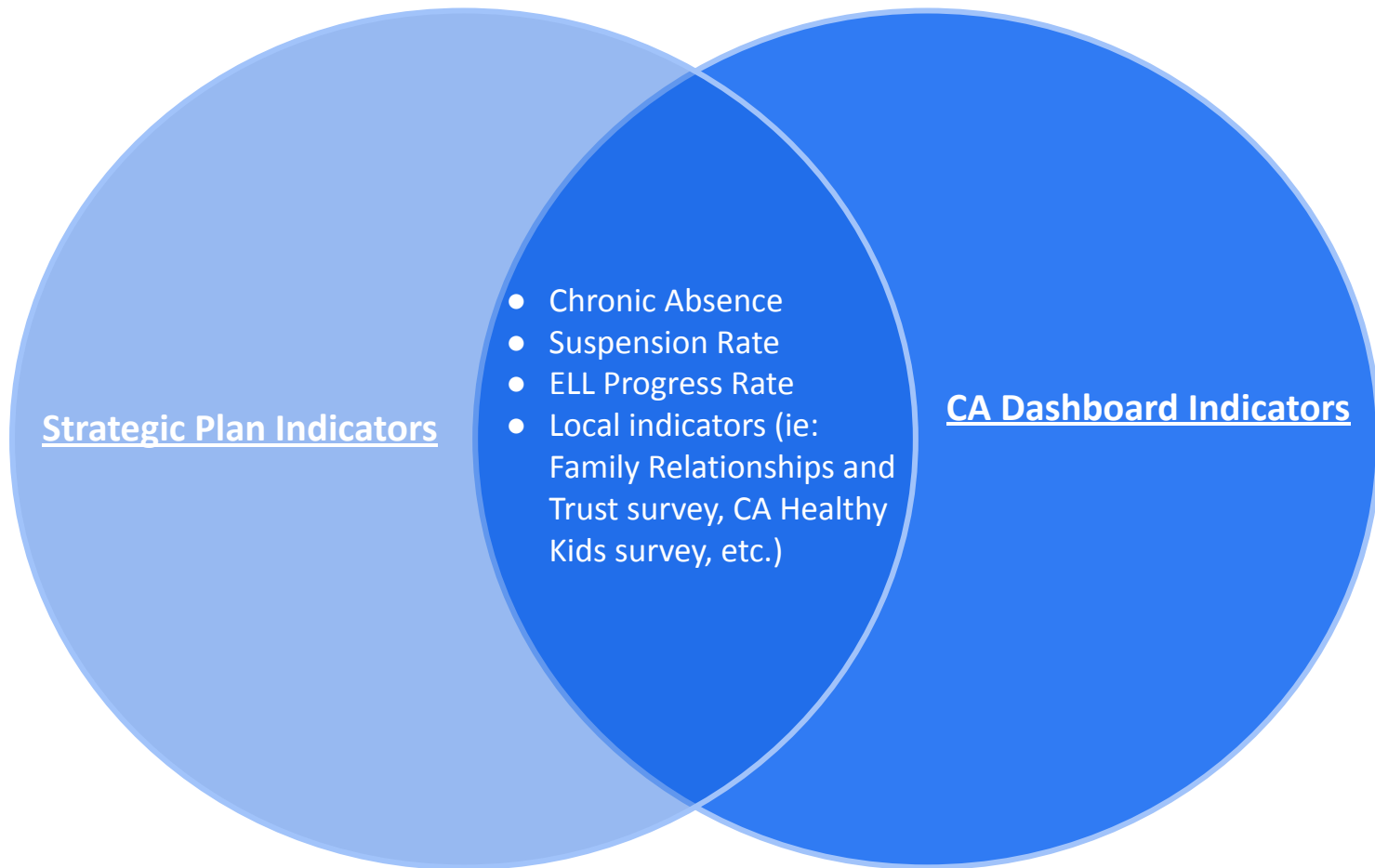
- **Basic Conditions**
 - Teacher assignments, safe and clean buildings, instructional materials for all students
- **Implementation of Academic Standards**
- **School Climate Surveys**
 - Student safety, connection to the school
- **Parent Involvement and Family Engagement**
- **Access to Courses**

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.

Relationship of Strategic Plan Indicators and CA Dashboard Indicators



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

Feb 28th
Presentation

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

Where is the California School Dashboard?

The dashboard can be accessed at:

<https://www.caschooldashboard.org/>



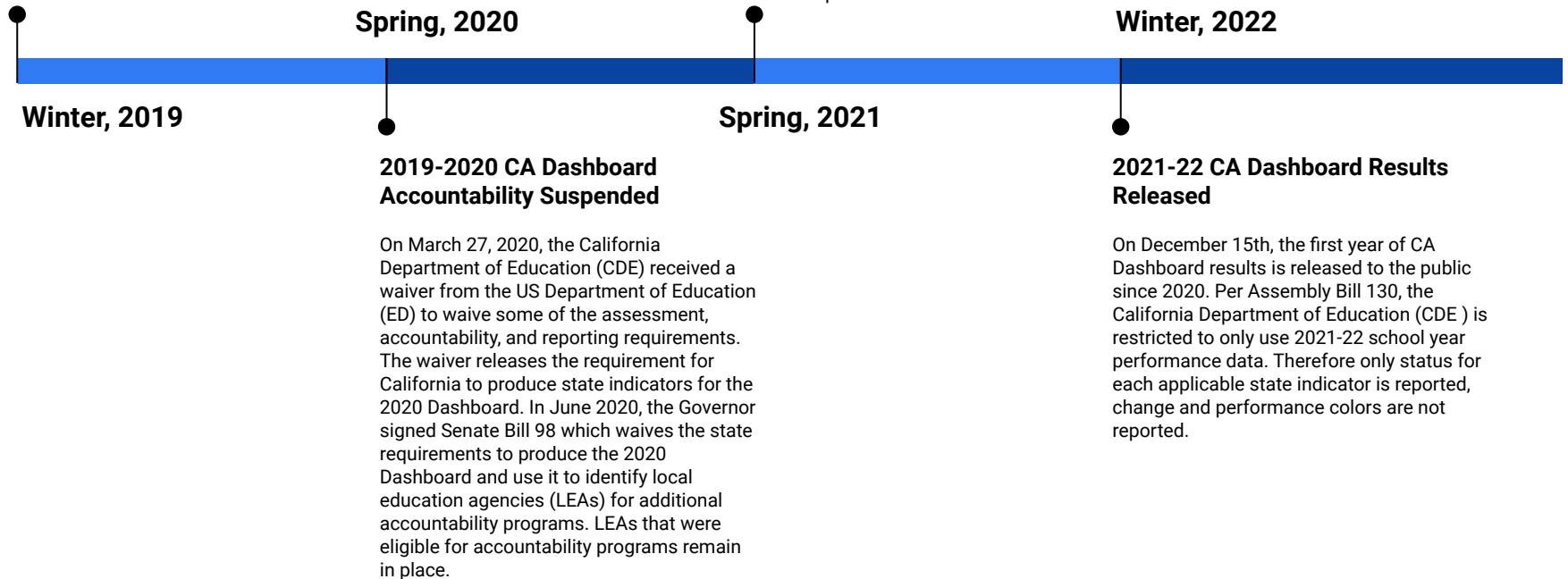
Restarting Accountability

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.



How was 'Performance' Determined Previously?

| 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 | Yellow | Green | Green |
| Low (Status) | Red | Orange | Orange | Yellow | Yellow |
| Very Low (Status) | Red | Red | Red | Orange | Yellow |

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**



How is 'Performance' Determined in 2022?

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



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

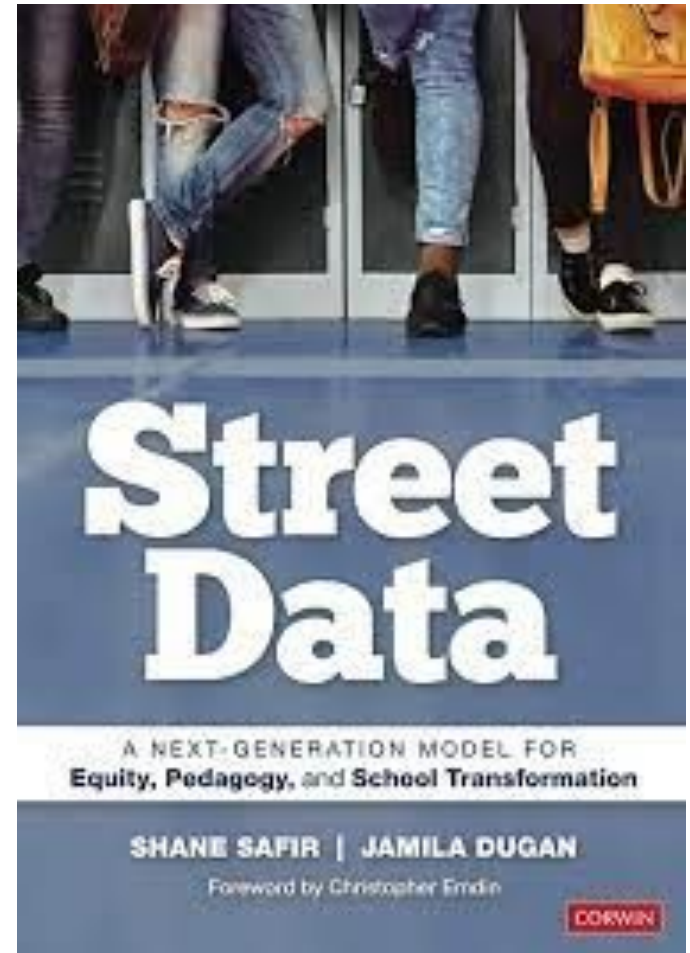


Reverse Goal: For most of the other state indicators, the desired outcome is to have a high percentage in the current year and an increase in percentage from the prior year. However, for the Chronic Absenteeism and Suspension Rate Indicators, the desired outcome is reversed and the goal is to achieve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

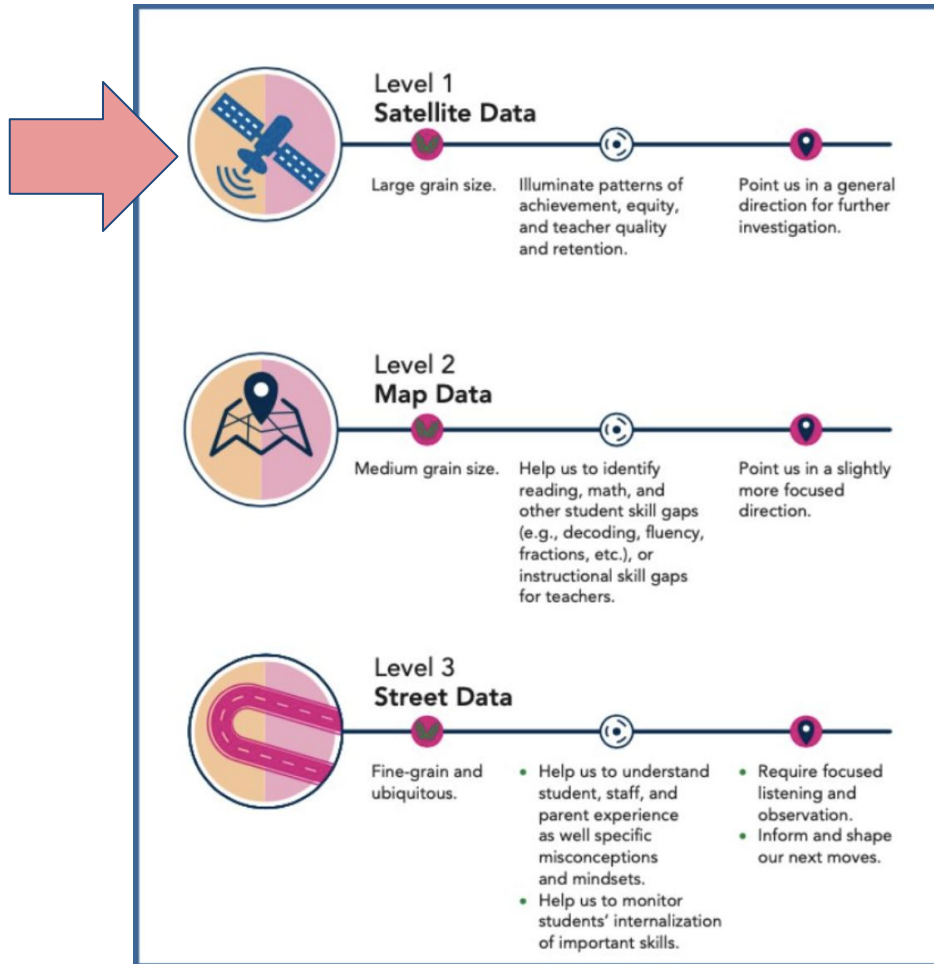
Anti-Racist Approach to Data

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



CA Dashboard Data Level



In practice this looks like...

District: Sets focus across sites and allocates districtwide resources ie: Strategic Plan, LCAP

Site: Sets focus for deeper analysis



District: Supports sites to analyze for the next layer of focus ie: ILTs, common assessments across district, etc.

Site: Sets focus across classrooms within schools and to allocate resources ie: SPSA process

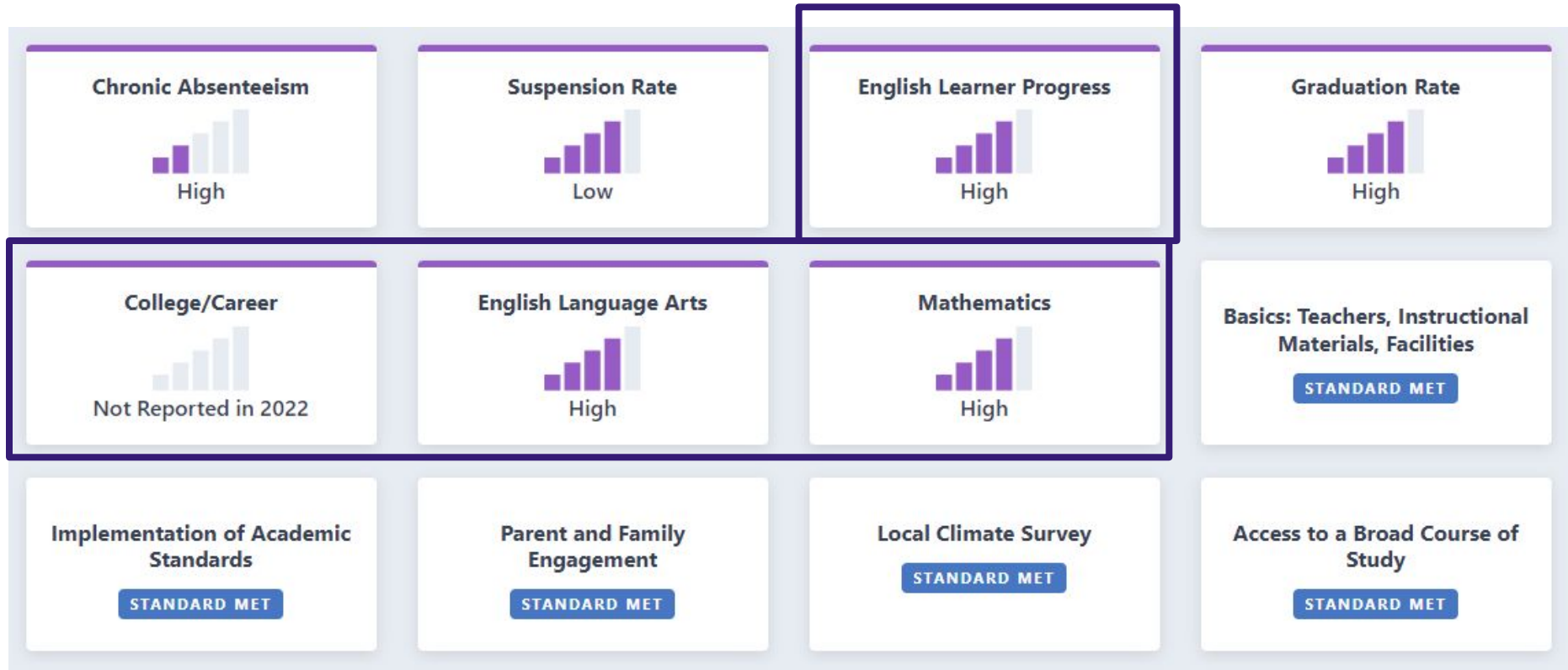
District: Support sites to dig deeper into data ie: grade level/ subject area common assessments, PLCs

Site: Dig deeper into focal areas to determine root causes and assets, specific strategies, and cycles of inquiry at the classroom level

Uses and Limitations of CA Dashboard

|  CA Dashboard data can tell us... |  CA Dashboard data can't tell us... |
|--|---|
| <ul style="list-style-type: none"> How often students are not in class how often they are suspended, rate of graduation, etc. | <ul style="list-style-type: none"> Why a student or group of students experienced these outcomes |
| <ul style="list-style-type: none"> Areas to focus improvements | <ul style="list-style-type: none"> What needs to be improved (ie: de-escalation tactics, transportation, etc.) |
| <ul style="list-style-type: none"> If our classroom, school, or district system is producing opportunity gaps and their magnitude | <ul style="list-style-type: none"> Why our system is producing those opportunity gaps |
| <ul style="list-style-type: none"> Whether or not our classroom, school, or district system is improving over time | <ul style="list-style-type: none"> Why our classroom, school, or district system is improving (or not) over time |

2022 Dashboard: All Indicators



Academic Performance Indicator Definition

Academic Performance



Academic Performance contains two measures: English literacy and mathematics. These measures show how well students are meeting grade-level standards. They are based on student performance on the Smarter Balanced Summative Assessments and the California Alternate Assessments, which are taken each spring by students in grades three through eight and grade eleven.

SBAC results were reviewed in depth during the October 25th Board Meeting

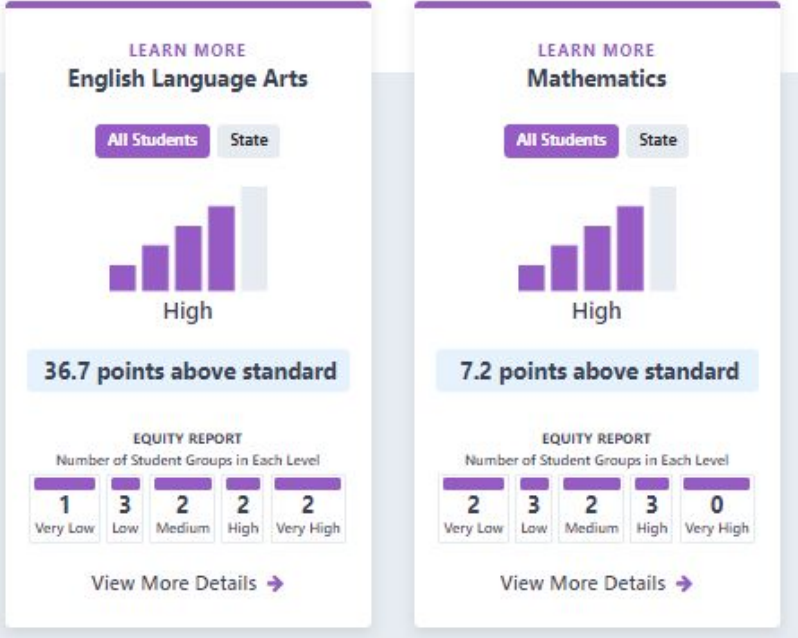
- There are TWO components to the Academic Indicators: 1) Participation rate and 2) Distance from Standard (DFS)
- LEAs, schools, and student groups that have 11 or more students enrolled during the testing window considered in participation rate*
- LEAs, schools, and student groups that have 30 or more continuously enrolled students have DFS results that are used to determine status levels reported on the dashboard for accountability (between 11-29 students is for information only).*
- Data outcomes for students with disabilities are “sent back” to their district of residence, but at the school level, they remain with their school.

* The Every Student Succeeds Act requires 95 percent participation on the assessments, LEAs, schools, or student groups that do not meet this goal will see a decrease in their DFS.

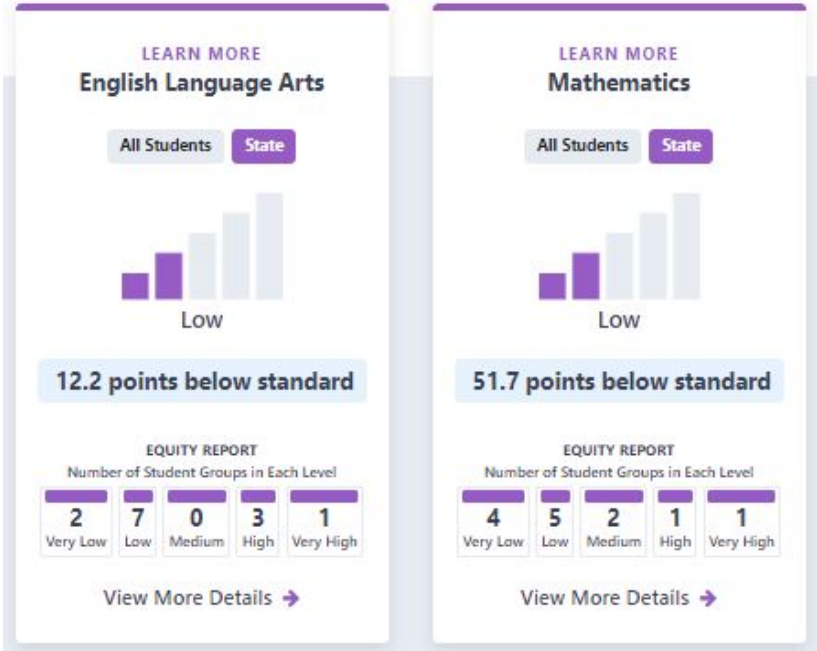
** SBAC results are based on all students who took the assessment regardless of the number of days enrolled.

Academic Performance Overview

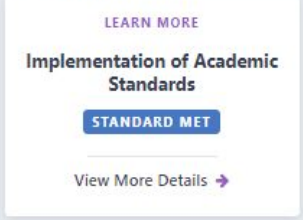
Alameda Unified School District



All Students in the State of California

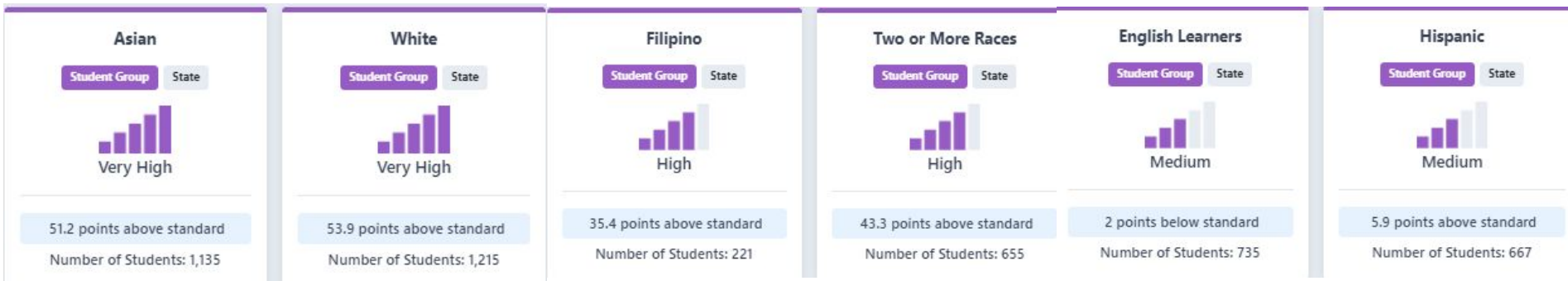


Local Indicators

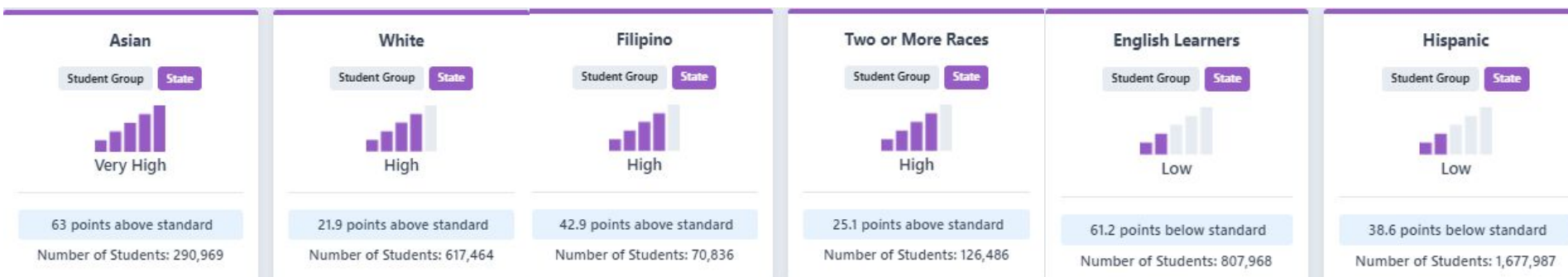


ELA Student Group & Performance Level Details: Very High, High, & Medium

Alameda Unified School District



All Students in the State of California



ELA Student Group & Performance Level Details: Low & Very Low

Alameda Unified School District

African American

Student Group State



50.3 points below standard

Number of Students: 198

Socioeconomically Disadvantaged

Student Group State



16.7 points below standard

Number of Students: 1,067

Students with Disabilities

Student Group State



66.9 points below standard

Number of Students: 532

Homeless

Student Group State



74.3 points below standard

Number of Students: 27

All Students in the State of California

African American

Student Group State



57.7 points below standard

Number of Students: 151,831

Socioeconomically Disadvantaged

Student Group State



41.4 points below standard

Number of Students: 1,858,816

Students with Disabilities

Student Group State



97.3 points below standard

Number of Students: 415,950

Homeless

Student Group State

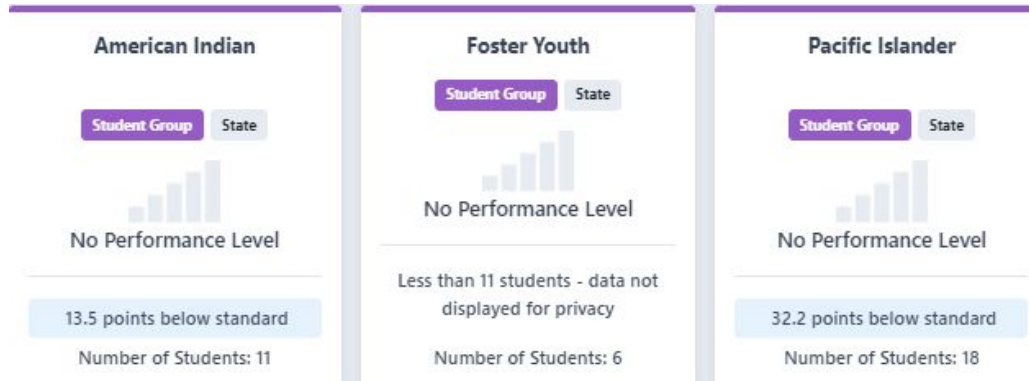


62.9 points below standard

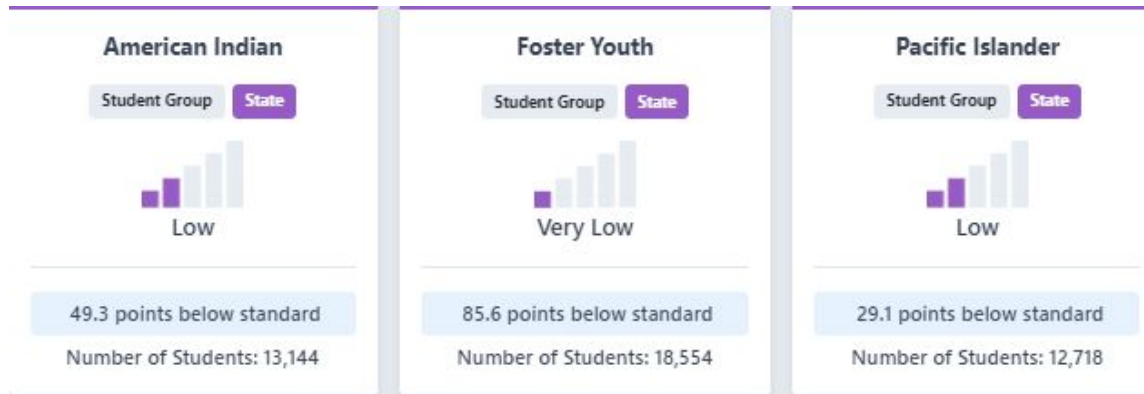
Number of Students: 98,561

ELA Student Group & Performance Level Details: No Performance Level*

Alameda Unified School District



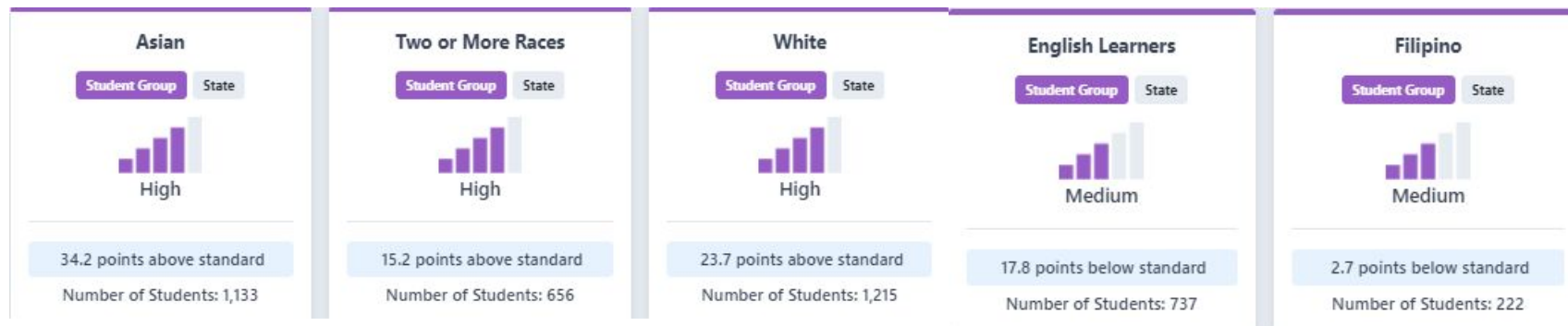
All Students in the State of California



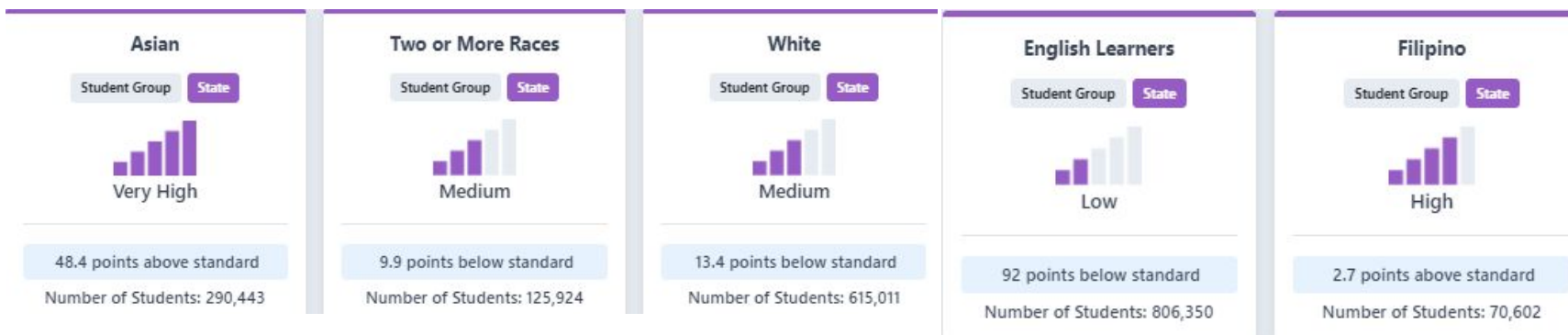
* **Confidentiality:** For LEAs, schools, and student groups with 11-29 students, status (data) is reported, however, a status level (ie: “cell phone bars”) is not displayed. Both status and status levels are not displayed on the dashboard for less than 11 students.

Math Student Group & Performance Level Details: High & Medium

Alameda Unified School District

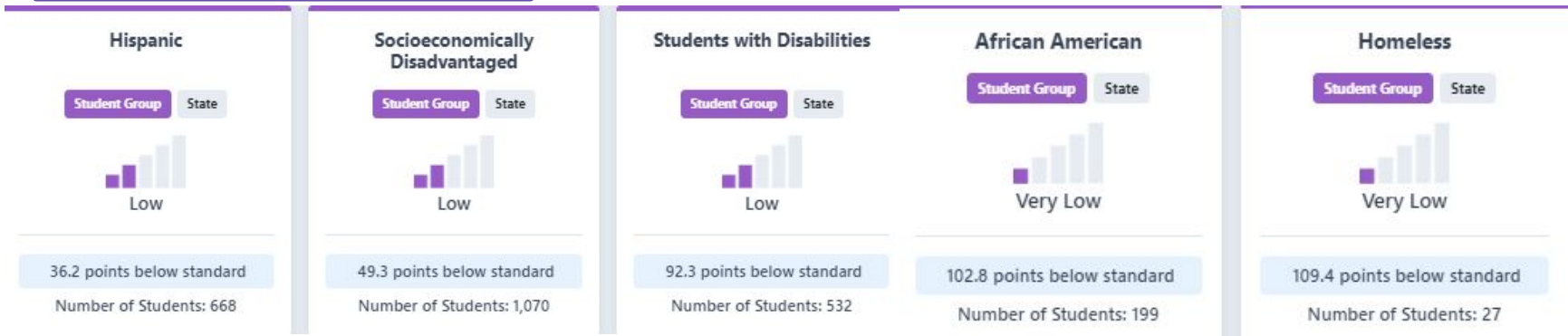


All Students in the State of California

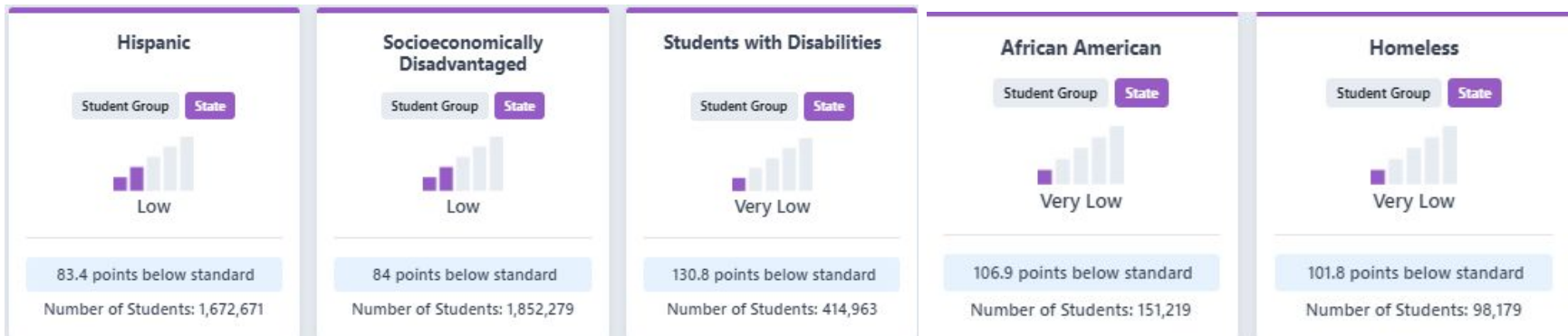


ELA Student Group & Performance Level Details: Low & Very Low

Alameda Unified School District

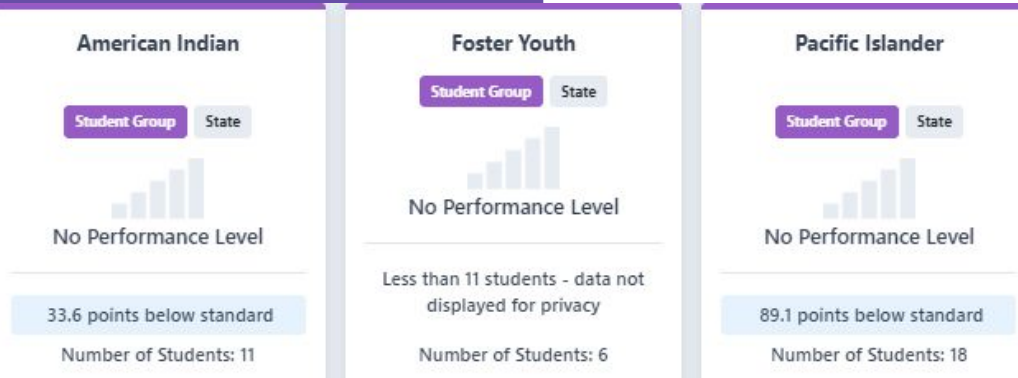


All Students in the State of California



ELA Student Group & Performance Level Details: No Performance Level*

Alameda Unified School District



All Students in the State of California



* **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.

ELA & Math Summary

Bright Spots

- In the English Language Arts (ELA) and Math measures, AUSD received higher performance levels overall and the same or higher performance levels for every student group except Homeless (very low vs. low) students in ELA and Asian (high vs. very high) and Filipino (medium vs. high) students in Math.
- For more detailed information on the ELA and Math measures, see the October 25th 2022 Board Meeting SBAC Presentation.

Areas to Dig Deeper

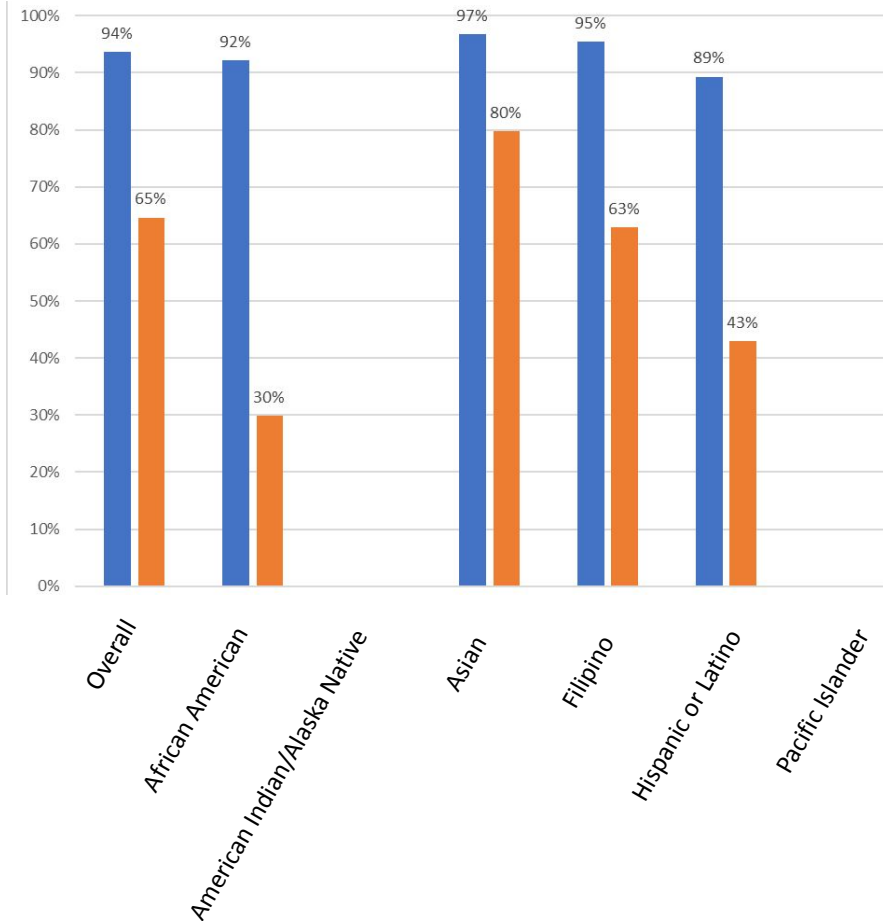
- Opportunity gaps persist in the ELA and Math measures within AUSD between student groups particularly for our Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, African American, Homeless, and English Learner student groups.
- For more detailed information on the ELA and Math measures, see the October 25th 2022 Board Meeting SBAC Presentation.

College & Career Indicators

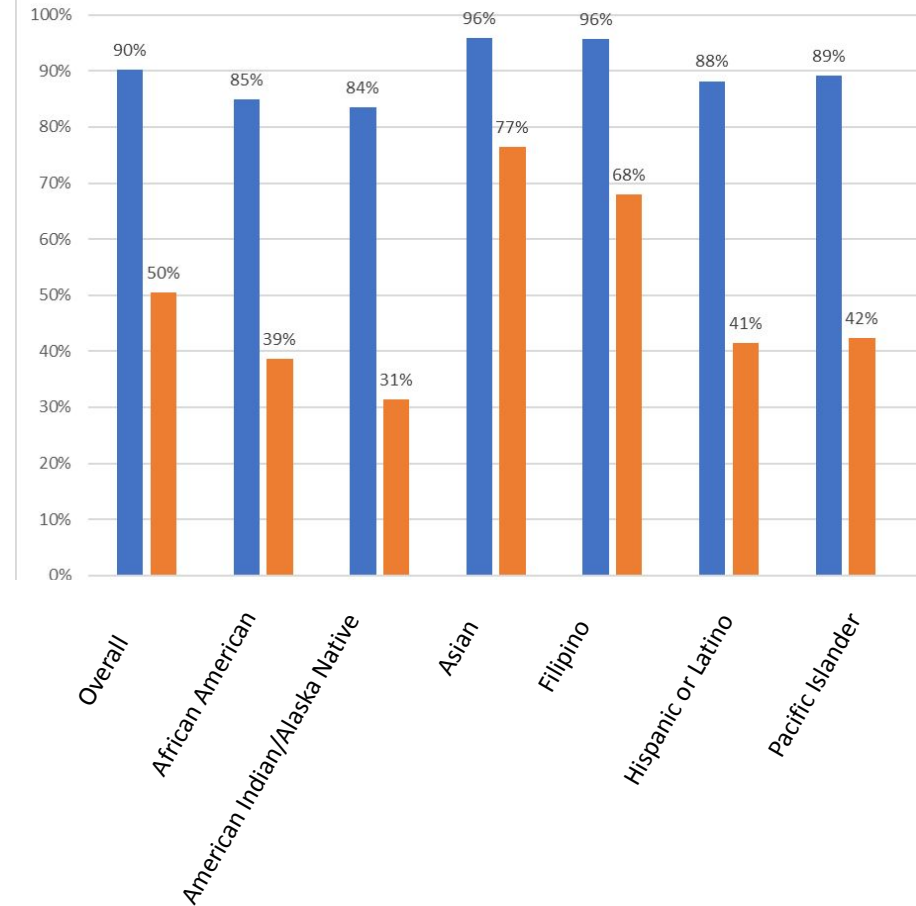
- Not reported in the 2022 Dashboard
- Status will be reported in the 2023 Dashboard (cell phone bars)
- Status, change, and performance level colors will be reported in the 2024 dashboard
- Additional reports around graduation rate were published [DataQuest](#)

2021-22 College & Career

**AUSD 5 Year Graduation Rate/
UC/CSU Requirement Rates**



**State 5 Year Graduation Rate/
UC/CSU Requirement Rates**

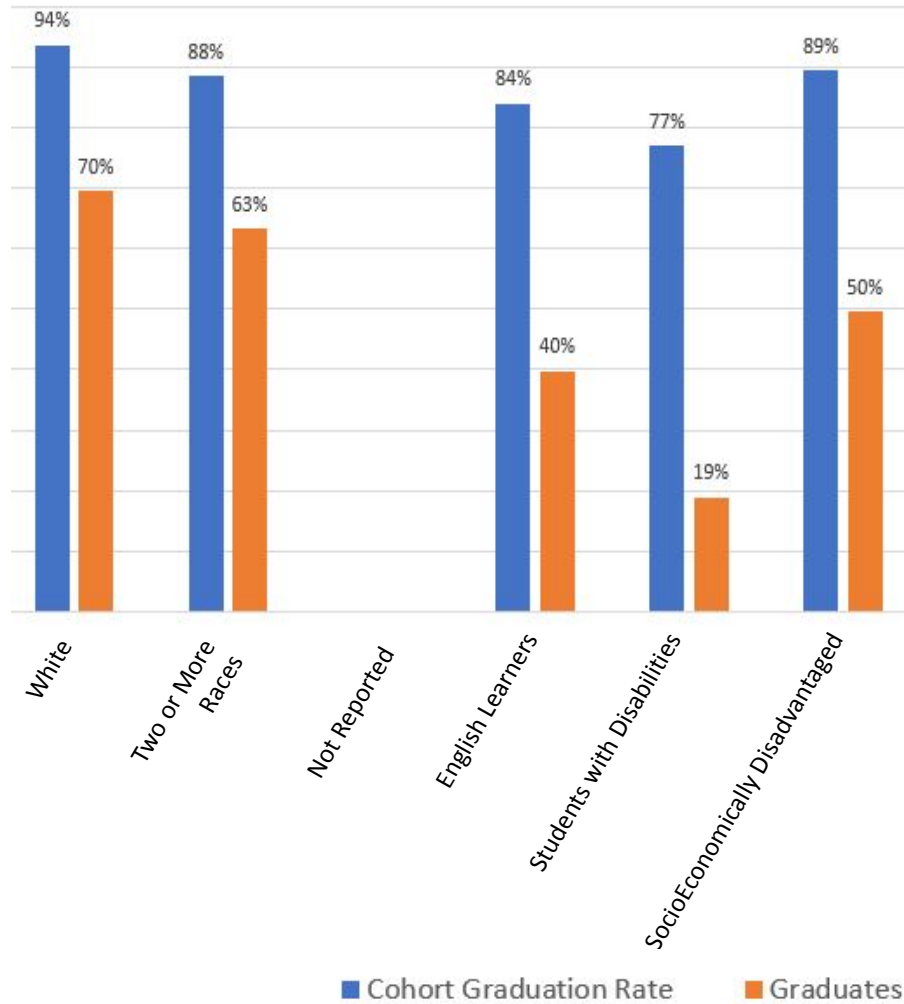


■ Cohort Graduation Rate

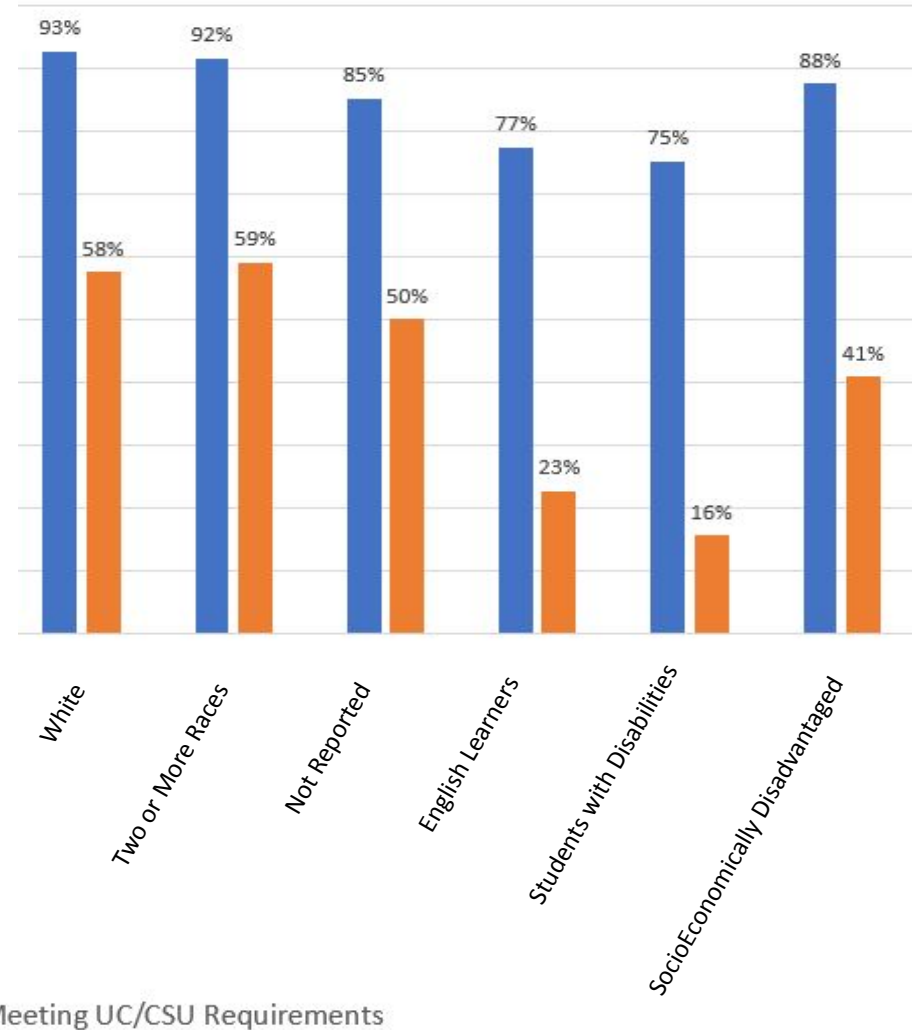
■ Graduates Meeting UC/CSU Requirements

2021-22 College & Career

**AUSD 5-Year Graduation Rate/
UC/CSU Requirement Rates**

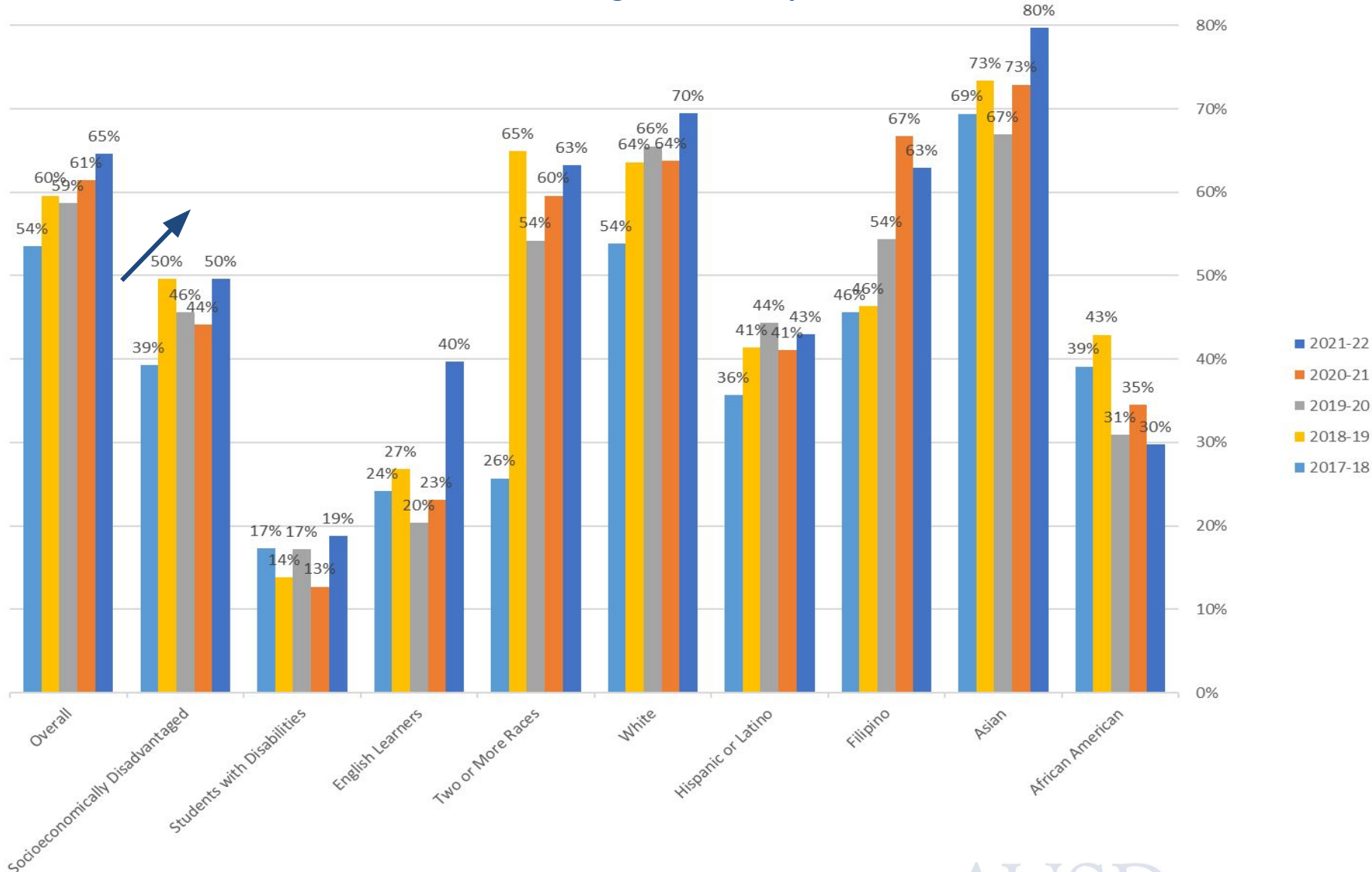


**State 5-Year Graduation Rate/
UC/CSU Requirement Rates**



College & Career Over Time

AUSD 5-Year Cohort Graduates Meeting UC/CSU Requirement Rates Over Time



College & Career Summary

Bright Spots

- AUSD has a higher percentage of students meeting the UC/CSU requirements overall and for almost every student group.

Areas to Dig Deeper

- The African American student group is the only student group in AUSD that has a lower rate of meeting the UC/CSU requirements.
- Within AUSD, there are significant opportunity gaps between some student groups (African American, Hispanic/Latino, Students with disabilities, English Learners, and Socioeconomically disadvantaged) when it comes to meeting the UC/CSU requirements.

Next Steps

| | Existing | Forthcoming |
|-----------------|--|--|
| District | <ul style="list-style-type: none"> Math curriculum adoptions and implementation in Elementary and Middle Grading for Equity | <ul style="list-style-type: none"> 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/Multi Ethnic and Latino students based on CCEIS criteria Sustain and expand staffing of counselors and college advisors at middle and high schools Anti-Bias Education Grant will sponsor the following: <ul style="list-style-type: none"> Algebra I Summer School for students-Anti-Bias Education Grant Summer PD by SVMi for Algebra I Teachers SVMi Teacher coaching of Algebra I teachers in 2023-2024 Exploration of Alternative A-G Math courses |
| Site | <ul style="list-style-type: none"> SPSA goals and actions around instruction and engagement with focal student groups based on local data | <ul style="list-style-type: none"> Teacher-led collaboration focused on student data See site plans for additional actions specific to the trends in their site data |

English Learner Progress Indicator (ELPI)

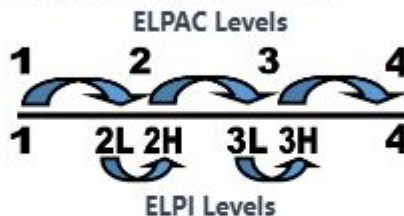
English Learner Progress



Proficiency in the English language is a first step for students to do well in other subject areas such as reading, writing, mathematics, and science. The English Learner Progress measure looks at the progress that English learner students are making toward achieving English proficiency. Each spring, English learner students take the English Language Proficiency Assessments for California, or ELPAC, which measures how well they know and understand English. Results from the ELPAC are used to calculate the English Learner Progress measure.

- LEAs and schools that have 30 or more ELPAC summative assessment takers in grades 1-12 with an overall performance level in the current and prior year
- ELs who advance at least one overall ELPI level from prior year to current year are included. ELs who meet ELPI level 4 in both prior and current year will also be 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.

Assessments: ELs take the ELPAC exam to measure progress towards English language proficiency. The ELPAC has 4 levels.



Accountability: The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.

English Learner Progress

Alameda Unified School District

English Learner Progress

All Students State



64.5% making progress towards English language proficiency

Number of EL Students: 251

All Students in the State of California

English Learner Progress

All Students State



50.3% making progress towards English language proficiency

Number of EL Students: 785,734

Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.



● ELs Who Decreased at Least One ELPI Level
 ● ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H
 ● ELs who Maintained ELPI Level 4
 ● ELs Who Progressed at Least One ELPI Level



● ELs Who Decreased at Least One ELPI Level
 ● ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H
 ● ELs who Maintained ELPI Level 4
 ● ELs Who Progressed at Least One ELPI Level

English Learner Progress Summary

Bright Spots

- In AUSD, a greater percentage of English Learners are making progress (64.5%) in the ELPI when compared to English Learners across the state (50.3%).

Areas to Dig Deeper

- 35.5% of English Learners in AUSD did not make progress according to the ELPI last year: 24.7% maintained their levels while 10.8% declined a level.

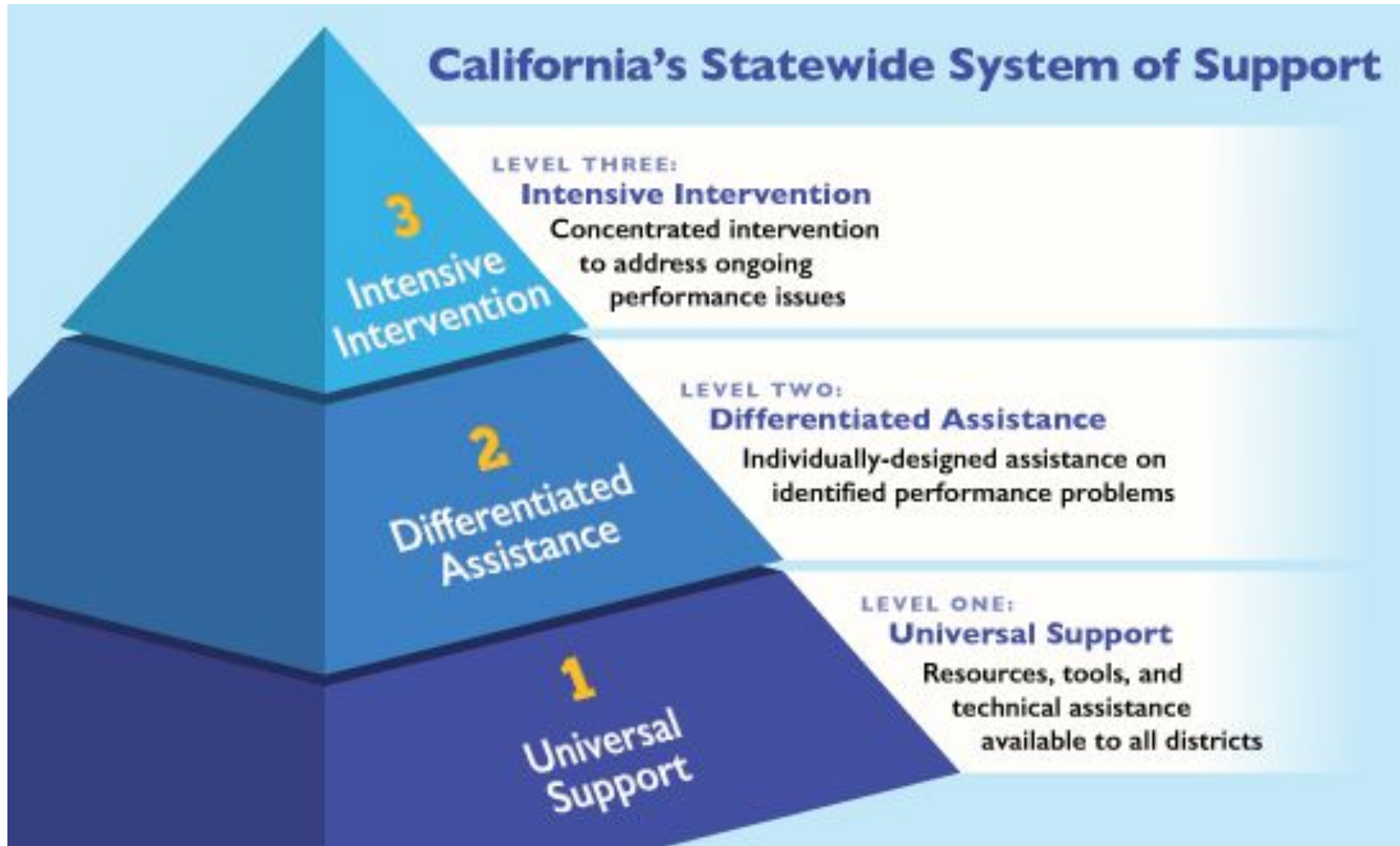
Next Steps

| Existing | Forthcoming |
|---|--|
| <ul style="list-style-type: none">• Reclassification of English Learners with IEPs, in collaboration with Special Education Department and Data, Assessment, & Research Department (Instructional Coaches, Case Managers)• Field trips for English Learners aligned to units of study in ELD (2nd Grade)• Family Facing videos to answer FAQ: What is reclassification? Why is my student considered an English Learner?• Newcomer Toolkit: high-leverage strategies for all teachers• Continuing to ensure teachers receive training and support to provide instruction in Designated and Integrated English Language Development (ELD).• Expand school site staff access and use of our Language interpretation resource | <ul style="list-style-type: none">• Refining data tools to support on-demand English Learner Progress Monitoring• New State observation protocol replacing our local criterion• Streamlining our Secondary Designated ELD materials• At least one immersive field trip (aligned to language learning) for English Learners at each grade span• (54 total projects) |

California's System of Support

The Federal Every Student Succeeds Act requires that states determine which Local Education Agencies (LEAs) and schools are eligible for Support based on student performance. The goal of the system of support is to help local educational agencies (LEAs) and their schools meet the needs of each student they serve. Based on results from the Dashboard, California will determine those districts and schools eligible for additional support.

California's System of Support: Districts



Differentiated Assistance: Eligibility Criteria

To be eligible for assistance, the same student group must meet the criteria in two different LCFF priority areas. For 2022 differentiated assistance determinations, only the state indicators reported on the 2022 Dashboard are used for determinations. Local indicators are not used in differentiated assistance determinations in 2022 due to the lack of two years of data needed to determine “Not met for Two or More Years”. Additionally, the College/Career Indicator is not available on the 2022 Dashboard.

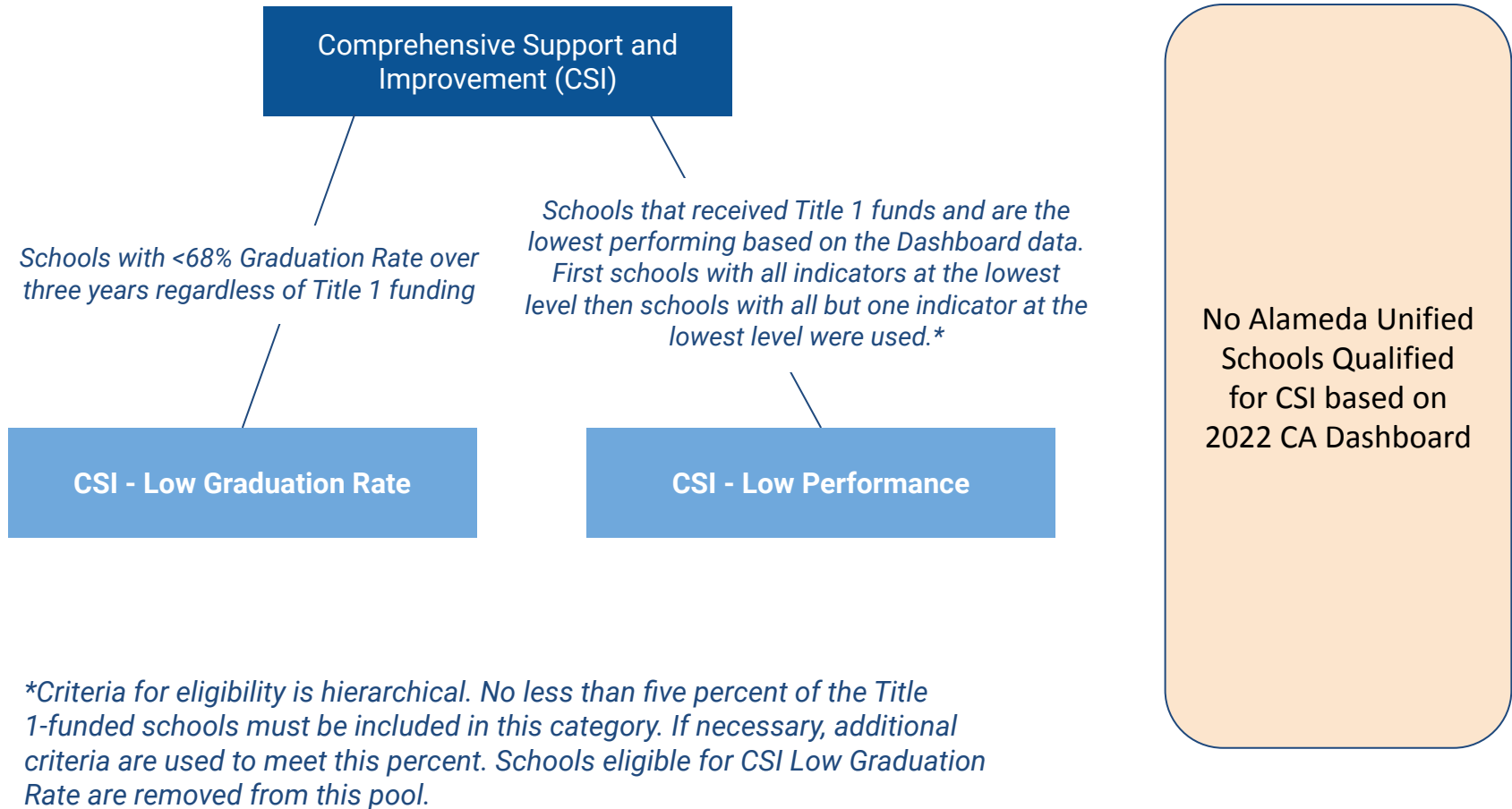
| LCFF State Priority Areas 1–5 | LCFF State Priority Areas 6–10 |
|---|--|
| Basic (Priority 1): N/A | School Climate (Priority 6) <ul style="list-style-type: none"> • Very High Status on the Suspension Rate Indicator. |
| Implementation of State Academic Standards (Priority 2): N/A | Access to a Broad Course of Study (Priority 7): N/A |
| Parent Engagement (Priority 3): N/A | Outcomes in a Broad Course of Study (Priority 8): N/A |
| Pupil Achievement (Priority 4) <ul style="list-style-type: none"> • Very Low Status on both the ELA and Mathematics Academic Indicators; or • Very Low Status on the English Learner Progress Indicator. | Coordination of Services for Expelled Pupils – COEs Only (Priority 9): N/A |
| Pupil Engagement (Priority 5) <ul style="list-style-type: none"> • Very Low Status on the Graduation Rate Indicator; or • Very High Status on the Chronic Absenteeism Indicator. | Coordination of Services for Foster Youth – COEs Only (Priority 10): N/A |

* AUSD meets the **highlighted** eligibility requirements for the **Homeless Student Group**.

Differentiated Assistance: AUSD Status

- **2017:** AUSD is identified for Differentiated Assistance based on the performance of Students with Disabilities (Year 1).
- **2018:** AUSD exits Differentiated Assistance for Students with Disabilities based on Fall 2018 Dashboard results. AUSD is identified for Differentiated Assistance based on the performance of Homeless students (Year 1).
- **2019:** AUSD is identified for Differentiated Assistance based on the performance of Homeless students (Year 2).
- **2020 & 2021:** Suspended due to COVID 19
- **2022:** AUSD is identified for Differentiated Assistance based on the performance of Homeless Students (restart Year 1 due to COVID 19).

California's System of Support: Schools



California's System of Support: Schools

Targeted Support and Improvement (TSI)

- Determined annually (no exit criteria) starting 2020-21
- Title 1 or non-Title 1 schools
- Not eligible for CSI
- Has one or more student groups that have all CA Dashboard indicators at 1)the lowest status level or 2)all but one indicator at the lowest level*

Additional Targeted Support and Improvement (ATSI)

- Determined every three years on the LCFF cycle, evaluated every year for continued eligibility or exit.
- Title 1 or non-Title 1 schools
- Not eligible for CSI
- Has one or more student groups that have all CA Dashboard indicators at 1)the lowest status level or 2)all but one indicator at the lowest level*

Normally, TSI eligibility is determined annually while ATSI is determined every three years. Due to the COVID-19 pandemic, ATSI determinations will be made in 2022-23 and 2023-24. As a result, TSI determinations will not be made until 2024-25 using the 2024 dashboard.

**n size must be 30 or greater for criteria number 1, and criteria number 2 applies to all student groups that have two or more indicators with n size 30 or greater.*

California's System of Support: Schools Status

| School Name | Qualifying Student Groups |
|--------------|--|
| Ruby Bridges | African American, Filipino, Hispanic/Latino, Students with Disabilities, Two or more races |
| Island High | Socioeconomically Disadvantaged, Students with Disabilities |
| Maya Lin | English Learners, Students with Disabilities |
| Edison | Hispanic, Socioeconomically Disadvantaged, Students with Disabilities |
| Love | Filipino, Students with Disabilities |
| Wood | African American, Students with Disabilities |
| Paden | Students with Disabilities, Two or more races |
| Earhart | Socioeconomically Disadvantaged |

Note: Roughly 2/3rds of the schools in California were identified for ATSI based on 2022 CA Dashboard

California's System of Support: Schools Status*

| School Name | Assistance Status 2018 | Assistance Status 2019 | Assistance Status 2020 | Assistance Status 2021 | Assistance Status 2022 |
|----------------------|------------------------|------------------------|------------------------|------------------------|------------------------|
| Ruby Bridges | ATSI | ATSI | ATSI | ATSI | ATSI |
| Island High** (DASS) | CSI Grad | CSI Grad | CSI Grad | CSI Grad | ATSI |
| Maya Lin | No Status | No Status | No Status | No Status | ATSI |
| Edison | No Status | No Status | No Status | No Status | ATSI |
| Love | No Status | ATSI | ATSI | ATSI | ATSI |
| Lincoln | ATSI | No Status | No Status | No Status | No Status |
| Wood | No Status | No Status | No Status | No Status | ATSI |
| Paden | No Status | ATSI | ATSI | ATSI | ATSI |
| Earhart | No Status | No Status | No Status | No Status | ATSI |

* ASTI, Alameda High, Encinal, Otis, Franklin, and Bay Farm received “No Status” for the past 5 years.

** Starting in 2022, Dashboard Alternative Status schools (DASS) eligible under the Low Graduation Rate criteria with less than 100 enrolled students as of census day 2021 will forgo implementation of all CSI related improvement activities.

California’s System of Support: Schools

What happens if a school is identified for TSI/ATSI?

| District | Schools |
|--|---|
| <ul style="list-style-type: none">• Notifies schools that meet eligibility criteria and for which student groups• Approve and monitor implementation of school plans• Take additional action if eligibility persists for the student group(s) identified | <p>Develop and implement school plans (SPSAs) to improve student outcomes including:</p> <ul style="list-style-type: none">• An analysis of student data taking into account information on the achievement of students, particularly the needs of those who are failing, or at-risk of failing, to meet the standards.• Description of evidenced based strategies that will be used to meet the needs of student groups identified• Identify how resources will be used to meet the needs of student groups identified |

California's System of Support: LCAP

Inclusion of Student Group or School as a Goal in the LCAP

- In order to create a clear connection between an LEA's performance and the LCAP planning process, starting in 2022-23, LEAs that meets certain criteria include one or more specific goals in the LCAP focused on improving student outcomes of low-performing student groups and/or schools.
- The intent of these requirements is to ensure that LEAs are addressing the needs of consistently low-performing student groups; and to ensure that higher performing LEAs are addressing the needs of low-performing schools within the LEA.

2023-24 LCAP AUSD Eligibility

1. Homeless Student Group
2. Ruby Bridges Elementary

Note: AUSD did not qualify for any student group or school for the 2022-23 LCAP

California's System of Support: LCAP

IF a district receives Differentiated Assistance based on the performance of the **same student group(s)** for **three or more consecutive years,**

THEN the **District must include a goal** in the LCAP focusing on improving the performance of those student group(s).

2022 Homeless Student Data

English Language Arts

Homeless

Student Group State



74.3 points below standard

Number of Students: 27

Mathematics

Homeless

Student Group State



109.4 points below standard

Number of Students: 27

Chronic Absenteeism

Homeless

Student Group State



55.9% chronically absent

Number of Students: 34

Suspension Rate

Homeless

Student Group State



7.4% suspended at least one day

Number of Students: 68

Graduation Rate

Homeless

Student Group State



Less than 11 students - data not displayed for privacy

Number of Students: 8

California's System of Support: LCAP

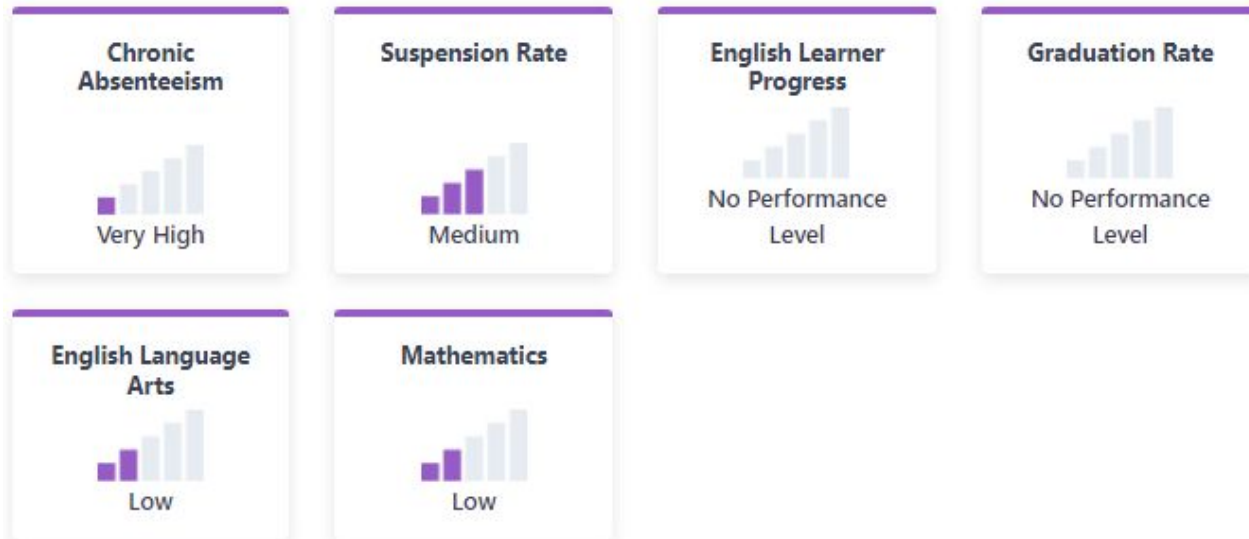
IF within a district:

1. A school received the **two lowest performance levels on all but one** of the CA Dashboard indicators for **two consecutive years, AND**
2. The performance of the “all students” student group for **the district is at least one performance level higher in all of those indicators**

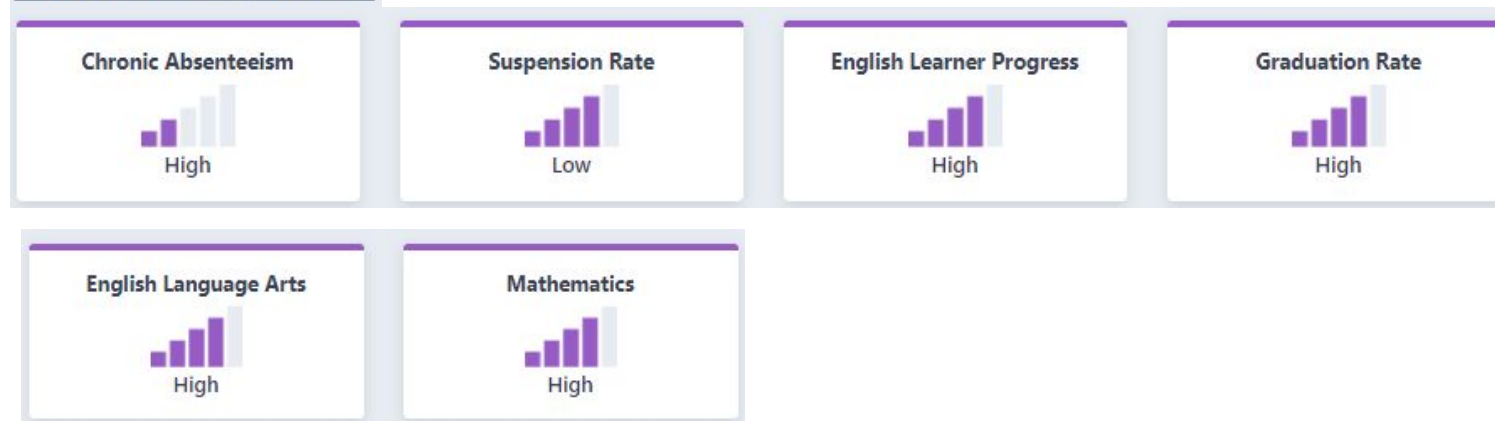
THEN the district must include a goal in the LCAP focusing on addressing the disparities in performance for that school.

Ruby Bridges

Ruby Bridges Elementary



Alameda Unified



2022 CA Dashboard Results Part 2: Academic Performance and Differentiated Assistance

Board Discussion & Questions

Additional slides with details on participants,
response patterns, and analysis

Academic Indicator Cutpoints

Academic Indicator

English Language Arts/Literacy for Grades 3–8

| Performance Level | Cut-Scores |
|----------------------------|--|
| Very High (Highest Status) | +45.0 points or higher in Current Year |
| High | +10.0 to +44.9 points in Current Year |
| Medium | -5.0 to +9.9 points in Current Year |
| Low | -5.1 to -70.0 points in Current Year |
| Very Low (Lowest Status) | -70.1 points or lower in Current Year |

English Language Arts/Literacy for Grades 11

| Performance Level | Cut-Scores |
|----------------------------|--|
| Very High (Highest Status) | +75.0 points or higher in Current Year |
| High | +30.0 to +74.9 points in Current Year |
| Medium | 0.0 to +29.9 points in Current Year |
| Low | -0.1 to -45.0 points in Current Year |
| Very Low (Lowest Status) | -45.1 points or lower in Current Year |

Academic Indicator Cutpoints

Mathematics for Grades 3–8

| Performance Level | Cut-Scores |
|----------------------------|---|
| Very High (Highest Status) | +35 points or higher in Current Year |
| High | 0.0 to +34.9 points in Current Year |
| Medium | -25.0 to less than 0.0 points in Current Year |
| Low | -25.1 to -95.0 points in Current Year |
| Very Low (Lowest Status) | -95.1 points or lower in Current Year |

Mathematics for Grades 11

| Performance Level | Cut-Scores |
|----------------------------|--|
| Very High (Highest Status) | +25.0 points or higher in Current Year |
| High | 0.0 to +24.9 points in Current Year |
| Medium | -0.1 to -60.0 points in Current Year |
| Low | -60.1 to -115.0 points in Current Year |
| Very Low (Lowest Status) | -115.1 points or lower in Current Year |

Graduation Rate and ELPI Cutpoints

English Learner Progress Indicator

| Performance Level | Cut-Scores |
|----------------------------|---|
| Very High (Highest Status) | 65.0 % or higher making progress towards English Language Proficiency in Current Year |
| High | 55.0% to less than 65.0% making progress towards English Language Proficiency in Current Year |
| Medium | 45.0% to less than 55.0% making progress towards English Language Proficiency in Current Year |
| Low | 35.0% to less than 45.0% making progress towards English Language Proficiency in Current Year |
| Very Low (Lowest Status) | Less than 35.0% making progress towards English Language Proficiency in Current Year |

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 |

How is race/ethnicity determined?

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.

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

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](#)
- [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).