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2022-23 California School Dashboard Results

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Outcomes

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

❖ Review a summary of Alameda Unified School District's 2023 Dashboard performance

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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.

https://www.caschooldashboard.org/

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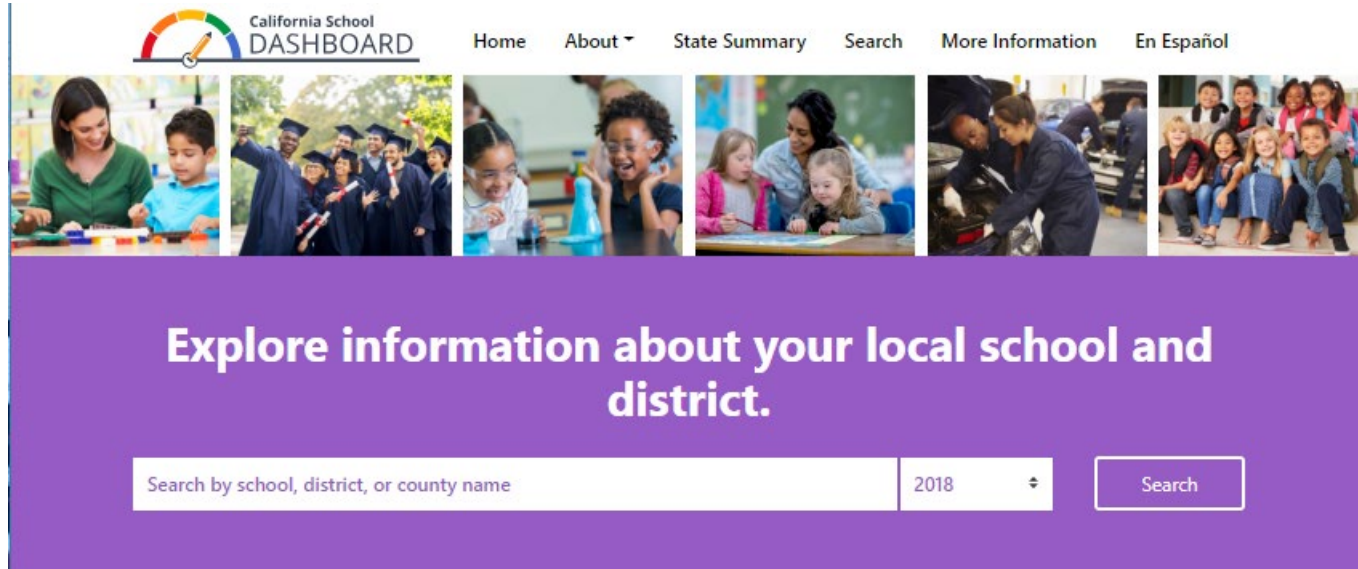
What Metrics are in the CA Dashboard?

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

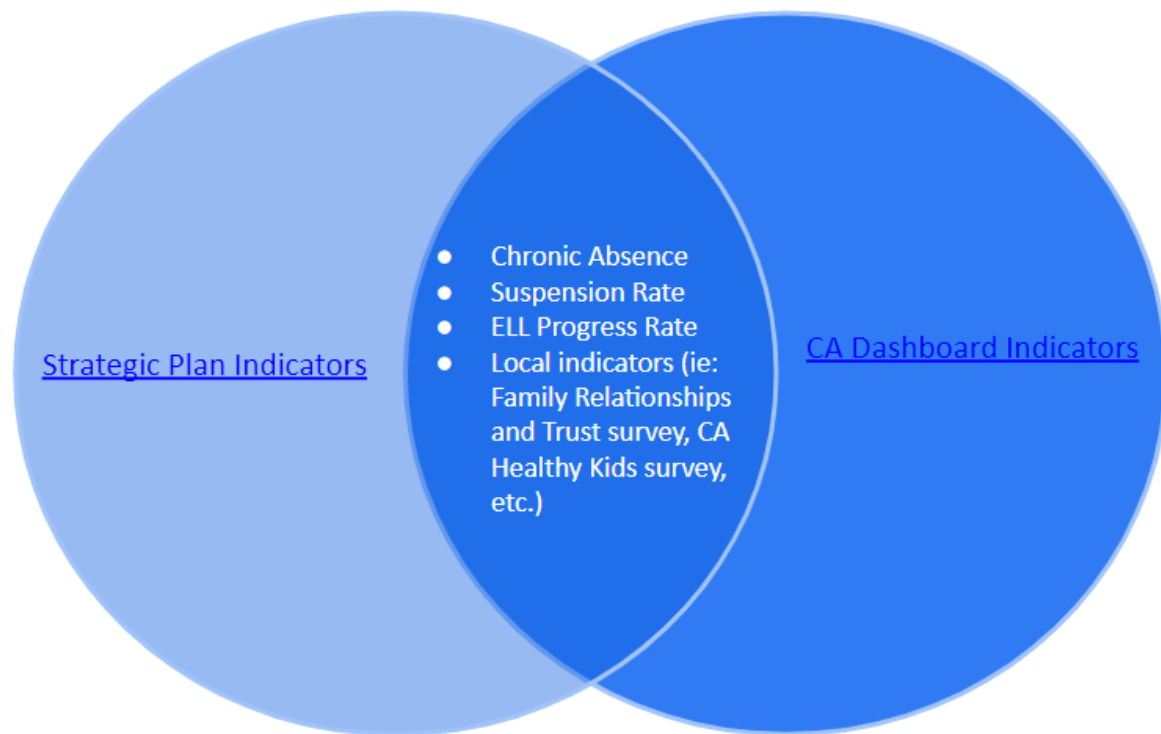**Academic Engagement: How well schools are engaging students in their learning**
- **State Measures:** Chronic Absenteeism; Graduation Rate
- **Local Indicators:** Access to a Broad Course of Study

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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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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Restarting 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.

2022-23 CA Dashboard

On December 15th, 2023 the first year of CA Dashboard results including performance colors based on change and status data is released to the public since 2020.
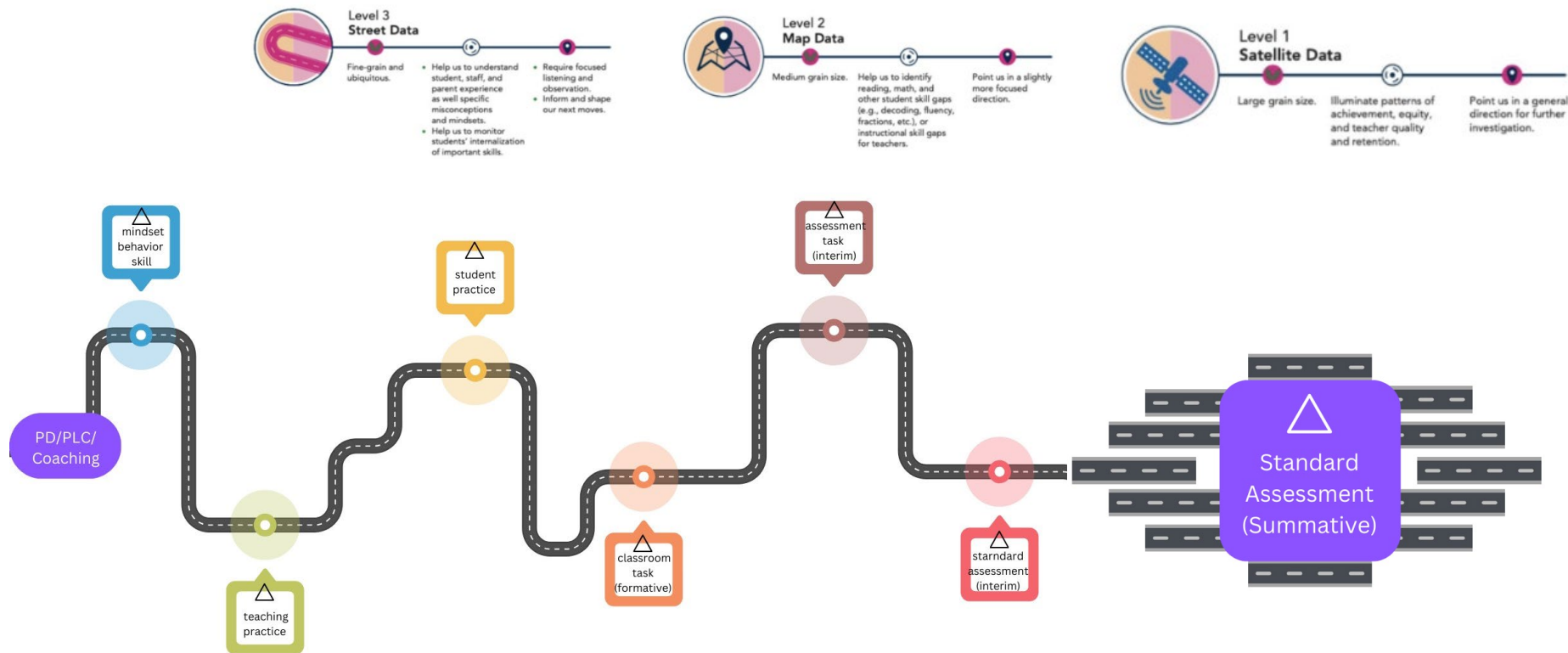
2018-19 CA Dashboard Results Released

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

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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Instructional Theory of Change

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Inclusive Approach

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 & ***counter narratives***

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

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

Inclusive Terms for Groups & Communities in Education

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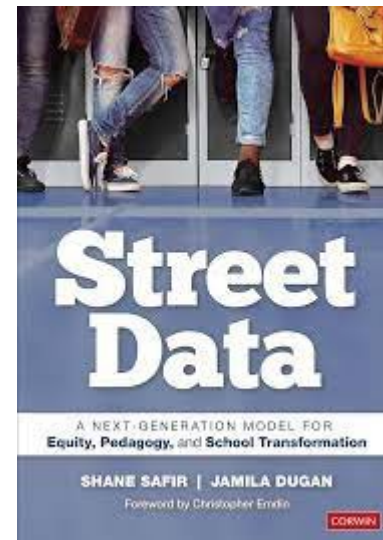
How is Performance Determined

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 indicator-specific rubrics

Example: a district with a status of 'Medium' that Increased its performance would have a performance rating of **green**
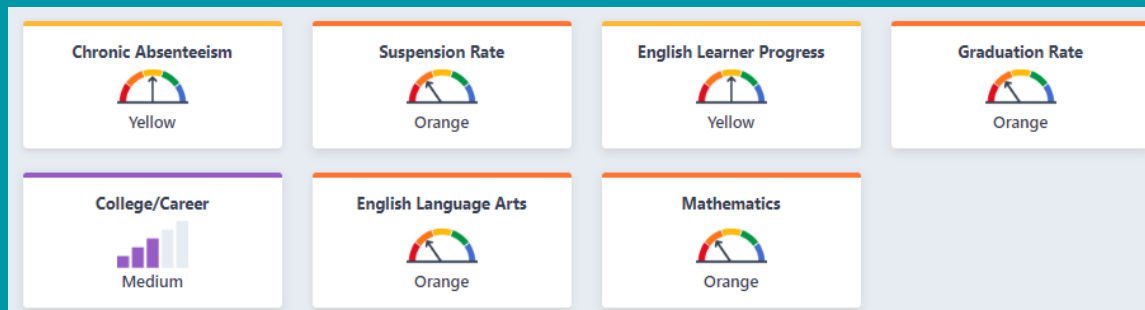
RED — **ORANGE** — **YELLOW** — **GREEN** — **BLUE**

LOWEST PERFORMANCE ⟵⟶ HIGHEST PERFORMANCE

All Indicators

AUSD

California

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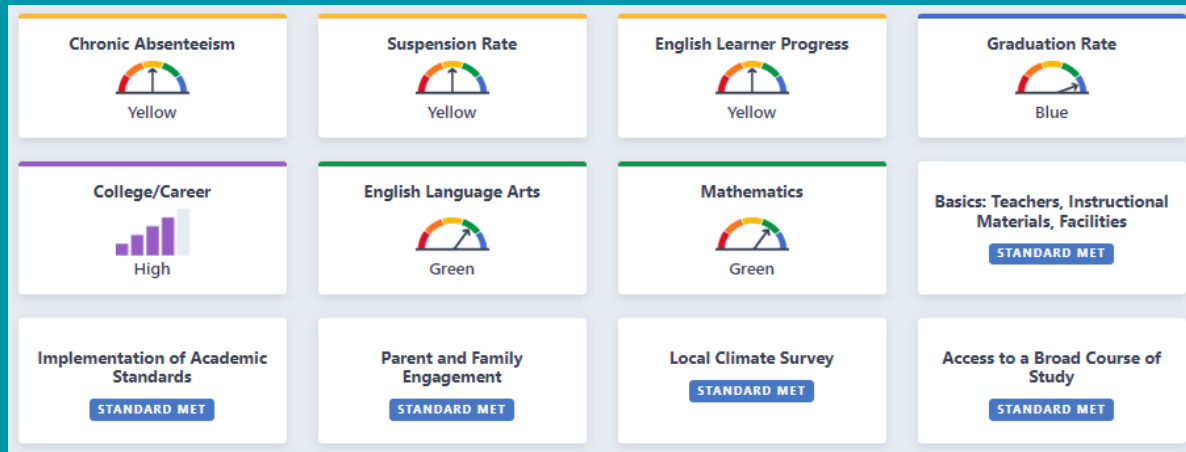
Suspension Rate

The percent of students who were suspended for at least one full day during the school year

Suspension Rate

All Students | State

Yellow

2.2% suspended at least one day

Increased 0.8% ⊕

EQUITY REPORT
Number of Student Groups in Each Level

2	5	4	1	0
Red	Orange	Yellow	Green	Blue

View More Details →

LEVEL	INCREASED SIGNIFICANTLY from Prior Year (by 2.1 p.pts or more)	INCREASED from Prior Year (by 0.3 p.pts to 2.0 p.pts)	MAINTAINED from Prior Year (declined or increased by 0.2 p.pts or fewer)	DECLINED from Prior Year (by 0.3 p.pts to 1.9 p.pts)	DECLINED SIGNIFICANTLY from Prior Year (by 2.0 p.pts or more)
VERY LOW 1.0% or less in Current Year	Gray (N/A)	Green ▪ Asian	Blue (None)	Blue (None)	Blue (None)
LOW 1.1% to 2.5% in Current Year	Orange (None)	Yellow ▪ All Students (District Placement) ▪ Filipino ▪ White ▪ Two or More Races	Green (None)	Green (None)	Blue (None)
MEDIUM 2.6% to 4.5% in Current Year	Orange (None)	Orange ▪ English Learners ▪ Socioeconomically Disadvantaged ▪ Hispanic	Yellow (None)	Green (None)	Green (None)
HIGH 4.6% to 8.0% in Current Year	Red ▪ African American	Orange ▪ Foster Youth ▪ Students with Disabilities	Orange (None)	Yellow ▪ Homeless	Yellow (None)
VERY HIGH 8.1% or greater in Current Year	Red (None)	Red ▪ Native Hawaiian or Pacific Islander	Red (None)	Orange (None)	Yellow (None)

Note: Because the local control funding formula (LCFF) treats charter schools as districts, they are not displayed on their district's Placement report. (The only exception to this rule is when a district oversees only charter schools.)
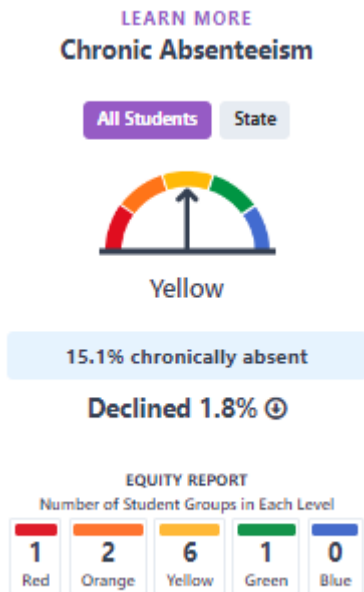
Viewing the district 5x5 tables by school type adds cut scores to the status and change labels, however, the district placement may not be held to the school type cut scores shown. District placement is kept on the 5x5 table for reference purposes only.

Total Number of Student Groups in Each Performance Level

All Student Groups	Red	Orange	Yellow	Green	Blue
12	2	5	4	1	0

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Chronic Absenteeism

The percent of students who were absent for 10 percent of more of the total instructional school days

LEARN MORE
Chronic Absenteeism

| All Students | State |

Yellow

15.1% chronically absent

Declined 1.8% ⊕

EQUITY REPORT
Number of Student Groups in Each Level

1	2	6	1	0
Red	Orange	Yellow	Green	Blue

View More Details →

LEVEL	INCREASED SIGNIFICANTLY *from Prior Year (by 3.1 p.pts or more)*	INCREASED *from Prior Year (by 0.5 p.pts to 3.0 p.pts)*	MAINTAINED *from Prior Year (declined or increased by 0.4 p.pts or fewer)*	DECLINED *from Prior Year (by 0.5 p.pts to 2.9 p.pts)*	DECLINED SIGNIFICANTLY *from Prior Year (by 3.0 p.pts or more)*
VERY LOW 2.5% or less in Current Year	Yellow (None)	Green (None)	Blue (None)	Blue (None)	Blue (None)
LOW 2.6% to 5.0% in Current Year	Orange (None)	Yellow (None)	Green (None)	Green (None)	Blue (None)
MEDIUM 5.1% to 10.0% in Current Year	Orange (None)	Orange (None)	Yellow (None)	Green ▪ Asian	Green (None)
HIGH 10.1% to 20.0% in Current Year	Red (None)	Orange (None)	Orange (None)	Yellow ▪ All Students (District Placement) ▪ White ▪ Two or More Races	Yellow ▪ English Learners ▪ Filipino
VERY HIGH 20.1% or greater in Current Year	Red (None)	Red ▪ Homeless	Red (None)	Orange ▪ Students with Disabilities ▪ Hispanic	Yellow ▪ Socioeconomically Disadvantaged ▪ African American

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Total Number of Student Groups in Each Performance Level

All Student Groups	Red	Orange	Yellow	Green	Blue
10	1	2	6	1	0

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Graduation Rate

The percent of students who received a diploma at the end of grade twelve

Graduation Rate

| All Students | State |

Blue

95.1% graduated

Maintained 0.5%

EQUITY REPORT
Number of Student Groups in Each Level

| 0 Red | 0 Orange | 2 Yellow | 4 Green | 3 Blue |

View More Details →

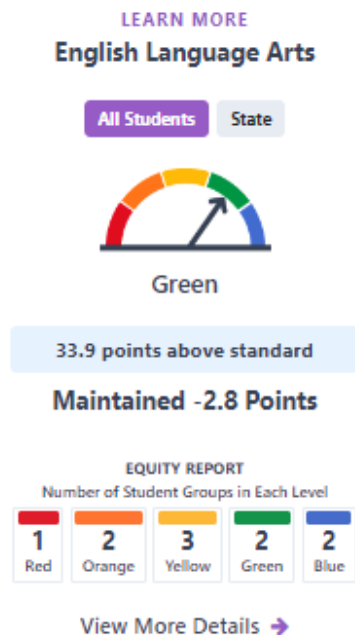| LEVEL	DECLINED SIGNIFICANTLY from Prior Year (by 5.1 p.pts or more)	DECLINED from Prior Year (by 1.0 p.pts to 5.0 p.pts)	MAINTAINED from Prior Year (declined or increased by 0.9 p.pts or fewer)	INCREASED from Prior Year (by 1.0 p.pts to 4.9 p.pts)	INCREASED SIGNIFICANTLY from Prior Year (by 5.0 p.pts or more)
VERY HIGH (HIGHEST STATUS) 95.0% or greater in Current Year	Gray (N/A)	Blue (None)	Blue ▪ All Students (District Placement) ▪ Asian ▪ White	Blue ▪ Filipino	Blue (None)
HIGH 90.5% to 94.9% in Current Year	Orange (None)	Yellow (None)	Green ▪ Two or More Races	Green ▪ Socioeconomically Disadvantaged ▪ Hispanic	Blue (None)
MEDIUM 80.0% to 90.4% in Current Year	Orange (None)	Orange (None)	Yellow ▪ African American	Green ▪ English Learners	Green (None)
LOW 68.0% to 79.9% in Current Year	Red (None)	Orange (None)	Orange (None)	Yellow ▪ Students with Disabilities	Yellow (None)
VERY LOW (LOWEST STATUS) 67.9% or less in Current Year	Red (None)	Red (None)	Red (None)	Red (None)	Red (None)

Note: Because the local control funding formula (LCFF) treats charter schools as districts, they are not displayed on their district's Placement report. (The only exception to this rule is when a district oversees only charter schools.)

Total Number of Student Groups in Each Performance Level

All Student Groups	Red	Orange	Yellow	Green	Blue
9	0	0	2	4	3

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English Language Arts*

The average distance from meeting the standard on the ELA State Assessment (SBAC or CAA)

English Language Arts

All Students | State

Green

33.9 points above standard

Maintained -2.8 Points

EQUITY REPORT
Number of Student Groups in Each Level

1	2	3	2	2
Red	Orange	Yellow	Green	Blue

View More Details →

LEVEL	DECLINED SIGNIFICANTLY *from Prior Year (by more than 15.1 points)*	DECLINED *from Prior Year (by 3.0 to 15.0 points)*	MAINTAINED *from Prior Year (declined or increased by less than 2.9 points or fewer)*	INCREASED *from Prior Year (by 3.0 to 14.9 points)*	INCREASED SIGNIFICANTLY *from Prior Year (by 15.0 points or more)*
VERY HIGH (HIGHEST STATUS) +45.0 points or more Current Year	Green (None)	Green ■ White	Blue ■ Asian	Blue ■ Two or More Races	Blue (None)
HIGH +10.0 to +44.9 points in Current Year	Green (None)	Green ■ Filipino	Green ■ All Students (District Placement)	Green (None)	Blue (None)
MEDIUM -5.0 to +9.9 points in Current Year	Yellow (None)	Yellow ■ Hispanic	Yellow (None)	Green (None)	Green (None)
LOW -5.1 to -70.0 points in Current Year	Orange ■ English Learners	Orange (None)	Orange ■ Socioeconomically Disadvantaged	Yellow ■ African American	Yellow ■ Homeless
VERY LOW (LOWEST STATUS) -70.1 points or lower in Current Year	Red (None)	Red ■ Students with Disabilities	Red (None)	Orange (None)	Orange (None)

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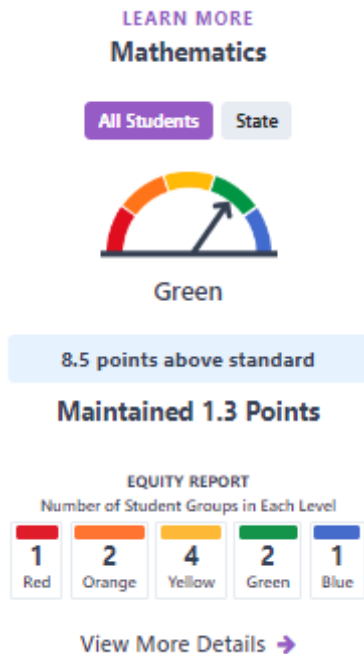
Total Number of Student Groups in Each Performance Level

All Student Groups	Red	Orange	Yellow	Green	Blue
10	1	2	3	2	2

*A more in-depth analysis of the State Assessments was presented to the public at the October 24, 2023

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Math*

The average distance from meeting the standard on the Math State Assessment (SBAC or CAA)

LEARN MORE
Mathematics

| All Students | State |

Green

8.5 points above standard

Maintained 1.3 Points

EQUITY REPORT
Number of Student Groups in Each Level

| 1 Red | 2 Orange | 4 Yellow | 2 Green | 1 Blue |

View More Details →

LEVEL	DECLINED SIGNIFICANTLY *from Prior Year (by 15.1 points or more)*	DECLINED *from Prior Year (by 3.0 to 15.0 points)*	MAINTAINED *from Prior Year (declined increased by 2.9 points or fewer)*	INCREASED *from Prior Year (by 3.0 to 14.9 points)*	INCREASED SIGNIFICANTLY *from Prior Year (by 15.0 points or more)*
VERY HIGH (HIGHEST STATUS) +35.0 points or more in Current Year	Green (None)	Green (None)	Blue (None)	Blue • Asian	Blue (None)
HIGH 0.0 to +34.9 points in Current Year	Green (None)	Green (None)	Green • All Students (District Placement) • White	Green • Two or More Races	Blue (None)
MEDIUM -0.1 to -25.0 points in Current Year	Yellow (None)	Yellow • Filipino	Yellow (None)	Green (None)	Green (None)
LOW -25.1 to -95.0 points in Current Year	Orange • English Learners	Orange • Hispanic	Orange (None)	Yellow • Socioeconomically Disadvantaged • African American	Yellow • Homeless
VERY LOW (LOWEST STATUS) -95.1 points or fewer in Current Year	Red (None)	Red • Students with Disabilities	Red (None)	Orange (None)	Orange (None)

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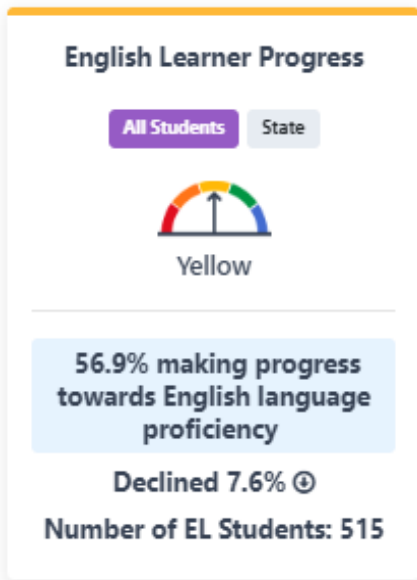
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Total Number of Student Groups in Each Performance Level

All Student Groups	Red	Orange	Yellow	Green	Blue
10	1	2	4	2	1

*A more in-depth analysis of the State Assessments was presented to the public at the October 24, 2023

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English Learner Progress

English Learner Progress

All Students | State

Yellow

56.9% making progress towards English language proficiency

Declined 7.6% ⊕

Number of EL Students: 515
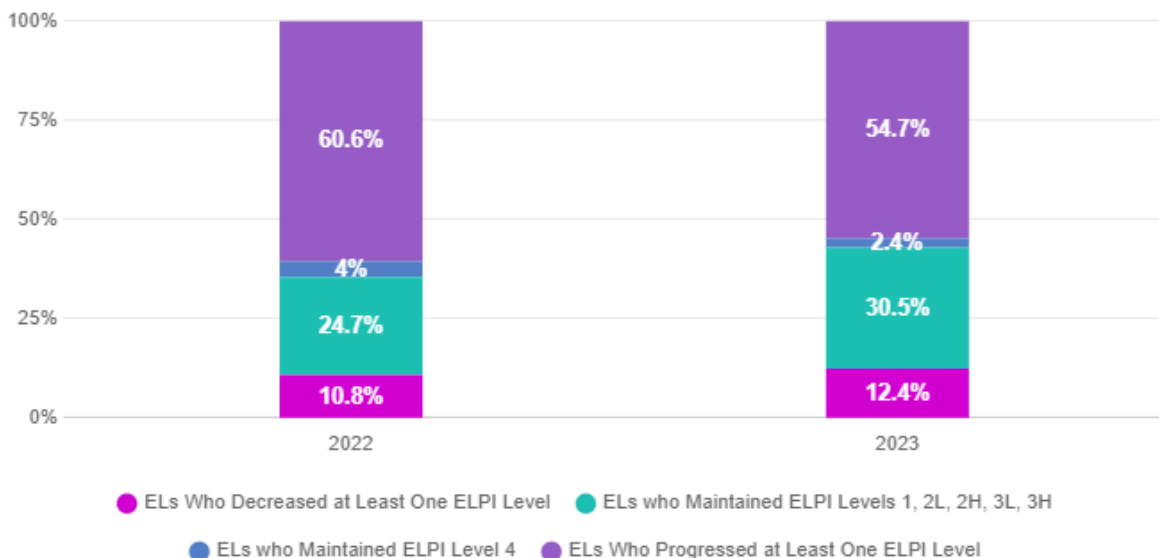
Student English Language Acquisition Results
Summative ELPAC

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.


2022:
- 60.6% ELs Who Progressed at Least One ELPI Level
- 4% ELs who Maintained ELPI Level 4
- 24.7% ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H
- 10.8% ELs Who Decreased at Least One ELPI Level

2023:
- 54.7% ELs Who Progressed at Least One ELPI Level
- 2.4% ELs who Maintained ELPI Level 4
- 30.5% ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H
- 12.4% ELs Who 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

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College and Career Indicator

LEARN MORE
College/Career

All Students	State
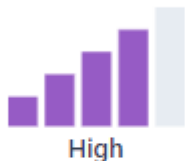
High

64.3% prepared

EQUITY REPORT
Number of Student Groups in Each Level

0	4	2	3	1
Very Low	Low	Medium	High	Very High

View More Details →

VERY HIGH *70.0% or greater in Current Year*	**Very High** ■ Asian
HIGH *55.0% to 69.9% in Current Year*	**High** ■ All Students (District Placement) ■ Filipino ■ White ■ Two or More Races
MEDIUM *35.0% to less than 54.9% in Current Year*	**Medium** ■ Socioeconomically Disadvantaged ■ Hispanic
LOW *10.0% to 34.9% in Current Year*	**Low** ■ English Learners ■ Homeless ■ Students with Disabilities ■ African American
VERY LOW *9.9% or lower in Current Year*	**Very Low** (None)

Note: Because the local control funding formula (LCFF) treats charter schools as districts, they are not displayed on their district's Placement report. (The only exception to this rule is when a district oversees only charter schools.)

Total Number of Student Groups in Each Performance Level

All Student Groups	Very Low	Low	Medium	High	Very High
10	0	4	2	3	1

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UC/CSU Requirements

AUSD 5 Year Cohort Graduates Meeting A-G Requirement Rates Over Time
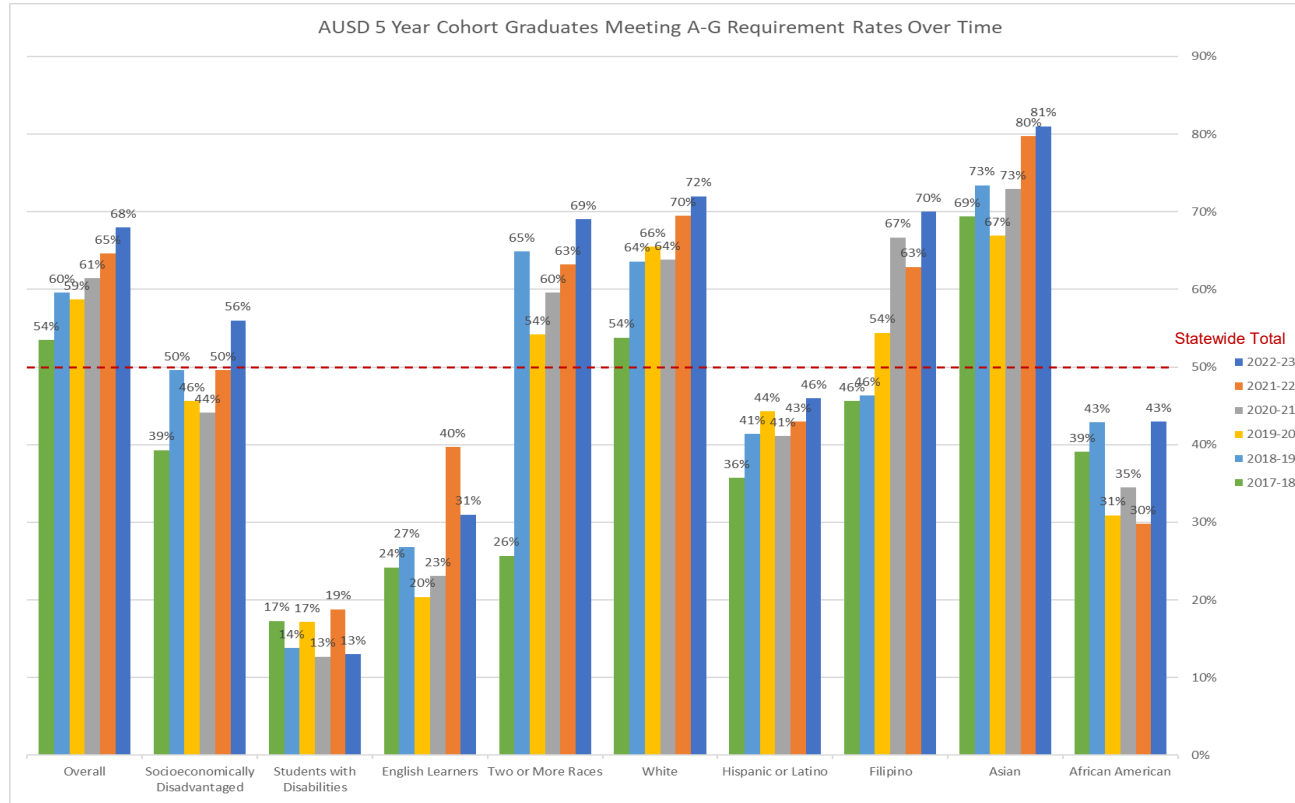
Performance Across Indicators by Student Group

Student Group Report for 2023

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics	College/Career (Status Only)
All Students	N/A	Yellow	Yellow	Blue	Green	Green	High
English Learners	Yellow	Yellow	Orange	Green	Orange	Orange	Low
Foster Youth	N/A	--	Orange	--	--	--	--
Homeless	N/A	Red	Yellow	--	Yellow	Yellow	Low
Socioeconomically Disadvantaged	N/A	Yellow	Orange	Green	Orange	Yellow	Medium
Students with Disabilities	N/A	Orange	Orange	Yellow	Red	Red	Low
African American	N/A	Yellow	Red	Yellow	Yellow	Yellow	Low
American Indian or Alaska Native	N/A	--	--	N/A	--	--	N/A
Asian	N/A	Green	Green	Blue	Blue	Blue	Very High
Filipino	N/A	Yellow	Yellow	Blue	Green	Yellow	High
Hispanic	N/A	Orange	Orange	Green	Yellow	Orange	Medium
Native Hawaiian or Pacific Islander	N/A	--	Red	--	--	--	--
White	N/A	Yellow	Yellow	Blue	Green	Green	High
Two or More Races	N/A	Yellow	Yellow	Green	Blue	Green	High

N/A: Not Applicable

-- : No Performance Level

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Support: Differentiated Assistance

How does a district qualify for DA support?

The **same student group** must meet the criteria in **two different priority areas:**

Priority 4 *Pupil Achievement*	**Priority 5** *Pupil Engagement*	**Priority 6** *School Climate*	**Priority 8** *Broad Course of Study*
ELA and Math ***Red/Red*** or ***Red/Orange*** on the ELA and Mathematics Academic Indicators	**Chronic Absenteeism** ***Red*** on the Chronic Absenteeism Indicator	**Suspension** ***Red*** on the Suspension Rate Indicator	**College/ Career Readiness** ***Very Low Status**** on the College/Career Indicator
OR	OR		
ELPI ***Red*** on the English Learner Progress Indicator	**Graduation** ***Red*** on the Graduation Rate Indicator		

*For the 2023 Dashboard, there are no performance level colors for the College/Career Readiness Indicator

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AUSD Differentiated Assistance History

- **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).

- ***2023**: AUSD no longer qualifies for Differentiated Assistance*

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Summary: Conditions & Climate and Academic Engagement

Bright Spots	Areas to Dig Deeper
• **The suspension rate** declined (-.3% to -1.9%) for Students Experiencing Homelessness. • **Chronic absenteeism** declined (-.5% to -2.9%) or declined significantly (-3% or more) for all student groups except for Students Experiencing Homelessness. • **The Graduation Rate** increased (1% to 4.9%) for students who identify as Filipino, Hispanic, and for Students with Disabilities, Socioeconomically Disadvantaged students, and English Learning students. • AUSD's overall **Graduation Rate** is very high (over 95%).	• **The suspension rate** increased (+.3% to +2%) for students who identify as Filipino, White, Two or More Races, Hispanic, Pacific Islander, and for students who are Learning English, are Socioeconomically Disadvantaged, and Foster Youth; and increased significantly (+2.1% or more) for students who identify as African American. • **The suspension rate** remains High (4.6% to 8%) for: students who identify as African American, Students with Disabilities and Foster Youth; and Very High for students who identify as Pacific Islander. • **Chronic absenteeism** is very high (20.1% or greater) for: Students Experiencing Homelessness, Students with Disabilities, Socioeconomically Disadvantaged students, and students who identify as Hispanic or African American; and high (10.1% to 20%) for: students who identify as White, Two or More Races, Filipino, and Students Learning English. • **The graduation rate** is low (68% to 79.9%) for Students with Disabilities, and medium(80% to 90.4%) for students who identify as African American, and English Learning students.

Summary: Academic Performance

Bright Spots	Areas to Dig Deeper
• **AUSD's overall average distance from meeting standard (DFS) in ELA and Math** is high (+10 to +44.9 points). • **The DFS on the ELA State Assessment** increased (+3 to +14.9 points) for students identifying as Two or More Races and African American and increased significantly (+15% or more points) for Students Experiencing Homelessness. • **The DFS on the ELA State Assessment** is very high (+45 points or more) or high (+10 to +44.9 points) for students who identify as Asian, White, Two or More Races, and Filipino. • **The DFS on the Math State Assessment** increased (+3 to +14.9 points) for students identifying as Asian, Two or More Races and African American and students who are Socioeconomically Disadvantaged and increased significantly (+15% or more points) for Students Experiencing Homelessness. • **The DFS on the Math State Assessment** is very high (+35 points or more) for students who identify as Asian and high (0 to +34.9 points) for students who identify as White and Two or More Races.	• **The average distance from standard (DFS) on the ELA State Assessment** declined (-3 to -15 points) for students identifying as White, Filipino, Hispanic, and for Students with Disabilities, and declined significantly (-15.1 or more points) for English Learning students. • **The DFS on the ELA State Assessment** is low (-5.1 to -70 points) for students who identify as African American, English Learning students, Socioeconomically Disadvantaged students, and Students Experiencing Homelessness and very low (-70.1 points or more) for Students with Disabilities. • **The DFS on the Math State Assessment** declined (-3 to -15 points) for students identifying as Filipino, Hispanic, and for Students with Disabilities, and declined significantly (-15.1 or more points) for English Learning students. • **The DFS on the Math State Assessment is low** (-25.1 to -95 points) for students who identify as African American or Hispanic, and for English Learning students, Socioeconomically Disadvantaged students, and Students Experiencing Homelessness and very low (-95.1 points or more) for Students with Disabilities.

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Summary: Academic Performance, *cont...*

Bright Spots	Areas to Dig Deeper
• The majority of AUSD English Learning students are making **progress towards English language proficiency** (56.9%). • **The College and Career Indicator** is very high (70% or greater) or high (55% to 69.9%) for students who identify as Asian, Filipino, White, or Two or More Races. • **The percent of AUSD graduates meeting A-G Requirements** has increased over time overall (54% to 67.5%), for students who identify as Two or More Races (65/54% to 69%), White (54% to 72%), Hispanic/Latino (36% to 45.7%), Filipino (46% to 69.6%), Asian (69% to 81.3%), Socioeconomically Disadvantaged Students (39 to 56.3%), and English Learning Students (24% to 40/31.4%).	• The percentage of English Learning students who made **progress towards English language proficiency** declined 7.6% compared to last year. • **The College and Career Indicator** is low (10% to 34.9%) for students who identify as African American, Students with Disabilities, English Learning Students, and Students Experiencing Homelessness. • **The percent of AUSD graduates meeting A-G requirements** has remained stagnant and low for Students with Disabilities (range of 10-19%) and students who identify as African American (range of 30%-43%).

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African American Student Achievement

Bright Spots	Areas to Dig Deeper
• Chronic Absenteeism declined significantly from the prior year (-5.7%). • The graduation rate of students who identify as African American is Medium/High at 90%. • The average distance from meeting standard increased in ELA (6.5 points) and Math (9.7 points) for students who identify as African American.	• Chronic absenteeism is high for students who identify as African American (37.7%). • The suspension rate increased significantly (2.2%) and is high for students who identify as African American (6.8%). • A-G requirement completion is low for students who identify as African American (4.3%). • The average distance from meeting standard is low in both ELA (43.9 points below standard) and Math (93.2 points below standard) for students who identify as African American.

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Overall Summary

❖ AUSD is outperforming the state in ELA, Math, Graduation Rates, Suspension Rates and the College and Career Indicator on the CA Dashboard. AUSD is performing the same as the state in Chronic Absenteeism and the English Learner Progress indicators on the Dashboard.

❖ AUSD's Chronic Absence Rate improved, declining across the district and for nearly all student groups while the Suspension Rate increased across the district and for nearly all student groups.

❖ AUSD's performance improved for Students Experiencing Homelessness in several indicators including suspension rate, ELA and Math though chronic absence for this student group remains high.

❖ AUSD's performance improved for students who identify as African American in several indicators including chronic absence, ELA, and Math. However, the suspension rate for students who identify as African American has increased.

❖ Opportunity gaps persist across indicators, primarily between students who identify as White, Asian, and Two or More Races and those who identify as African American or Hispanic, Socioeconomically Disadvantaged students, English Learning students, Students Experiencing Homelessness and Students with Disabilities.

❖ AUSD's Graduation Rate continues to be high overall, but the percent of graduates meeting A-G requirements is much lower, and while it is improving for all student groups, it remains stagnant for students who identify as African American and Students with Disabilities.

❖ AUSD no longer qualifies for differentiated assistance.

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Approaches to Address Trends

Math	ELA
• Eureka Math 2.0 Adoption implementation in Grades K-5. Including: site-specific implementation learning walks, with a focus on language, student talk, and engagement, Math Teacher Leaders at K-5. • New 6-8 Math curriculum adoption & implementation • Algebra 1, Geometry, Algebra 2 discovery process for new curriculum to be piloted in 2023-2024 • Summer Algebra recovery through anti-bias grant	• Re-focus on Integrated ELD via Constructing Meaning (6-12) and GLAD (K-5) • Literacy Framework, and deepening screening and intervention tools • Secondary pilot of vertically articulated 6-12 English Language Development curriculum • Streamlined and launched process for progress monitoring of current English Learners and Reclassified Fluent English Proficient students to ensure supports

Cross-Content Practices
• Teacher collaboration focused on student data • School site review of SBAC data in relationship to their SPSA instructional focus to gather more leading/street data • Grading for Equity: Ensure grades are more aligned with standards • Aligning and codifying interventions that span General Education and Special Education • Mentor and Advisor program for Black and Latinx scholar students • Targeted approaches in the LCAP around indicators and student groups that need improvement

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Board Discussion & Questions

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Resources

- Flyers for Parents (and Those New to the Dashboard)

- Flyers for Educators

- On-Demand Recordings and Notetaking Guide

- Talking Points

- Additional Resources

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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.

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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I 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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