

California Department of Education

Executive Office

SBE-003 (REV. 11/2017)

itb-amard-mar23item01

# California State Board of Education March 2023 Agenda Item #03

## Subject

Update on the Implementation of the Integrated Local, State, and Federal Accountability and Continuous Improvement System: 2022 California School Dashboard and 2021–22 Data Release, and Update on the Continuing Work and Revisions under Consideration for the 2023 Dashboard.

## Type of Action

Information, Action

## Summary of the Issue(s)

With the approval of a new accountability system in May 2016, the State Board of Education (SBE) established an annual review process of the California School Dashboard (Dashboard). This process includes the review of state and local indicators and performance standards to consider necessary changes or improvements based on newly available data, recent research, and/or stakeholder feedback.

Under this process, the California Department of Education (CDE) includes state and local indicators that need revisions or updates in the work plan presented at each March SBE meeting. This process allows for the CDE to engage with policy and technical education advocates prior to bringing recommendations to the SBE and provide sufficient time to incorporate changes prior to the annual release of the Dashboard each fall.

This item provides an overview of the 2023 Accountability workplan which includes updates to the English Learner Progress Indicator (ELPI), Graduation Rate Indicator, College/Career Indicator (CCI). Additionally, the CDE proposes to align the Dashboard with informational data aligned with California *Education Code* and address data quality and participation issues uniformly on the Dashboard. The CDE is also committed to continuing the work of student level growth model through the development of visualizations to accompany the release of the 2024 student level growth data. Attachments 1 and 2 provide updates on activities and recommendations for the 2023 Dashboard release and an overview on the outreach activities completed to date in support of the Dashboard. Note: The CDE is also requesting action in a separate item (Item 3) related to a local indicator, Priority 6 School Climate. Accordingly, this work is not reflected in the 2023 Accountability Plan.

## Recommendation

The California Department of Education (CDE) recommends that the SBE provide guidance on the proposed 2023 accountability work plan and take additional action as deemed necessary and appropriate.

## Brief History of Key Issues

### Background

The primary purpose of the Dashboard since it was first published in 2017 has been to assist local educational agencies (LEAs) in identifying strengths, weaknesses, and areas in need of improvement for the LEA and its schools. The Dashboard is used to determine LEAs in need of additional assistance or intervention based on the criteria set forth in California *Education Code* Section 52064.5. It is also used to determine schools in need of support under the Every Student Succeeds Act (ESSA) (i.e., Comprehensive Support and Improvement, and [Targeted Support and Improvement/Additional Targeted Support and Improvement](about:blank)).

At the July 2022 SBE Meeting, the CDE engaged in a review of the Dashboard basics in the form of a study session. The study session provided SBE members and the public an overview of the development and implementation of the Dashboard as it relates to the LCFF state priorities, a focus on each of the state and local indicators, key Dashboard components, and how the results are used to meet school and LEA support requirements under federal and state law. ([https://www.cde.ca.gov/be/ag/ag/yr22/documents/jul22item02.docx](about:blank))

It is important to also note that while the Dashboard was released in 2017, 2018, and 2019, due to the 2019 novel coronavirus disease (COVID-19) pandemic, there was a two-year absence in reporting data that would be used for accountability (e.g., eligibility for LEA and school support). The requirement to adhere to specific federal and state accountability returned with the release of the 2022 Dashboard. Subsequently, under the requirements of ESSA, all states were required to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandated the publication of the Dashboard using current year performance data (2021–22) to determine LEA support.

### California School Dashboard Principles

The SBE adopted the California School Dashboard Principles (Dashboard Principles) at their November 2022, following public input and an extensive discussion at their September 2022 meeting. The goal of these principles is to serve as an anchor for future Dashboard decisions. With the possibility of adding new indicators to the Dashboard (e.g., science results and growth model) and modifying existing state indicators (as appropriate), the Dashboard Principles will assist with guiding the SBE’s work moving forward.

## Summary of Previous State Board of Education Discussion and Action

### California Science Test Results

In March 2020, the SBE received the annual Dashboard update, which included potential revisions that the CDE was considering for the Dashboard beyond 2020, including the inclusion of the science assessment results ([https://www.cde.ca.gov/be/ag/ag/yr20/documents/mar20item05.docx](about:blank)).

In March 2022, the CDE provided an update on the feasibility of when the science results could be incorporated into the Dashboard given the low participation on the science test during 2020–21, the use of the revised blueprint for the 2021–22 administration of the California Science Test (CAST), and the gaps in implementing the science instructional materials due to the challenges that schools faced because of COVID-19. ([https://www.cde.ca.gov/be/ag/ag/yr22/documents/mar22item04.docx](about:blank)).

### Student Growth Model

In a June 2016 Information Memorandum, the CDE provided a progress update and clarified key issues related to the design of a school- and district-level accountability model, as opposed to reporting individual student-level growth and performance ([https://www.cde.ca.gov/be/pn/im/documents/memo-dsib-amard-jun16item01.doc](about:blank)).

In February 2016, the SBE received an Information Memorandum that provided an overview of student-level growth models that can be used to communicate Smarter Balanced Summative Assessment results ([https://www.cde.ca.gov/be/pn/im/documents/memo-dsib-amard-feb16item01.doc](about:blank)).

In January 2017, the SBE discussed criteria for selecting a growth model used for school and district accountability ([https://www.cde.ca.gov/be/ag/ag/yr17/documents/jan17item02.doc](about:blank)).

Following the SBE discussion in January 2017, the CDE further consulted with Educational Testing Service (ETS), the Technical Design Group, the California Assessment of Student Performance and Progress (CAASPP) Technical Advisory Group (TAG), and the Statewide Assessment Stakeholder Group, regarding potential growth models. Three models were selected for simulation. The discussion and recommendations of the groups were summarized and presented to the SBE in a June 2017 Information Memorandum ([https://www.cde.ca.gov/be/pn/im/documents/memo-asb-adad-jun17item03.doc](about:blank)).

In February 2018, the SBE received an Information Memorandum with the results of the ETS Growth Study, which provided a statistical analysis of three proposed growth models ([https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-amard-feb18item01.docx](about:blank)).

In May 2018, the SBE reviewed analyses of the three student-level growth models conducted by ETS and directed the CDE to further explore the Residual Gain model for possible inclusion in the Dashboard ([https://www.cde.ca.gov/be/ag/ag/yr18/documents/may18item02.docx](about:blank)).

At its July 2018 meeting, the SBE directed the CDE to conduct further analyses on the Residual Growth model, including the impact of future years of assessment data, changes in the model to reduce year-to-year volatility, consideration of additional growth models or options, and an examination of growth models implemented in other states ([https://www.cde.ca.gov/be/ag/ag/yr18/documents/jul18item01.docx](about:blank)).

The CDE engaged the California Comprehensive Center to conduct this research and facilitate a stakeholder process on the future direction of this work. In February 2019, the SBE received an Information Memorandum, providing a summary of the first student growth model stakeholder meeting ([https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-amard-feb19item03.docx](about:blank)).

In April 2019, the SBE received an Information Memorandum, providing a summary of the second growth model stakeholder feedback group meeting ([https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-amard-apr19item02.docx](about:blank)).

In November 2019, the SBE received an Information Memorandum, providing a summary of the growth model stakeholder feedback group process ([https://www.cde.ca.gov/be/pn/im/documents/nov19memoamard01.docx](about:blank)).

At the March 2020 meeting, the SBE directed the CDE to provide a presentation at the May 2020 meeting regarding the work conducted to date on the development of a student-level growth model. Due to the national health crisis, this presentation was postponed until the July 2020 SBE meeting ([https://www.cde.ca.gov/be/ag/ag/yr20/documents/mar20item05.docx](about:blank)).

In June 2020, the SBE received an Information Memorandum, providing the history and background on the student growth model work to date ([https://www.cde.ca.gov/be/pn/im/documents/memo-imb-amard-june20item01.docx](about:blank)).

At the July 2020 SBE meeting, the CDE provided a presentation regarding the work conducted to data on the development of a student-level growth model ([https://www.cde.ca.gov/be/ag/ag/yr20/documents/jul20item02.docx](about:blank)).

In September 2020, the CDE presented an update on the progress by the CDE on refining the statistical methodology used to develop a student growth model. In addition, the ETS presented the results of its study on the potential of the EBLP method to estimate aggregate growth measures for LEAs and schools ([https://www.cde.ca.gov/be/ag/ag/yr20/documents/sep20item02.docx](about:blank)).

In November 2020, the CDE presented an item recommending that the SBE adopt a single subject Empirical Best Linear Prediction (EBLP) methodology to improve growth model communication ([https://www.cde.ca.gov/be/ag/ag/yr20/documents/nov20item06.docx](about:blank)).

In February 2021, the SBE received an Information Memorandum, providing the final ETS report on the student growth model and recommendations for criteria for determining the assignment of the EBLP or simple average ([https://www.cde.ca.gov/be/pn/im/documents/feb21memoamard02.docx](about:blank)).

In May 2021, the SBE adopted the student growth model methodology, which includes using residual gain (RG) scores and the EBLP hybrid approach to report aggregated student growth ([https://www.cde.ca.gov/be/ag/ag/yr21/documents/may21item03.docx](about:blank)).

In October 2021, the SBE received an Information Memorandum with information on CDE’s September 2021 release of historical growth scores from 2016–19, as well as a timeline for next release of growth scores from 2021–24 ([https://www.cde.ca.gov/be/pn/im/documents/oct21memoamard01.docx](about:blank)).

In January 2022, the SBE was provided a December 2021 Information Memorandum on data reporting for the 2020–21 school year

([https://www.cde.ca.gov/be/pn/im/documents/dec21memoamard01.docx](about:blank))

In February 2022, the SBE received an update on the exploration into reporting academic student growth by English Language Proficiency Assessments for California Achievement Level ([https://www.cde.ca.gov/be/pn/im/infomemofeb2022.asp](about:blank)).

In March 2022, the SBE received an annual update on items that were being considered by the CDE for the 2022 Dashboard ([https://www.cde.ca.gov/be/ag/ag/yr22/documents/mar22item04.docx](about:blank)).

In July 2022, the CDE presented an update on the Implementation of the Integrated Local, State, and Federal Accountability and Continuous Improvement System

([https://www.cde.ca.gov/be/ag/ag/yr22/documents/jul22item02.docx](about:blank)).

### College/Career Indicator

In July 2016, the SBE reviewed and approved the College/Career Indicator (CCI) as a state indicator. ([https://www.cde.ca.gov/be/mt/ms/documents/finalminutes1314jul2016.doc](about:blank)).

In September 2016, the SBE reviewed and approved Status performance levels for the CCI based on the 2013–14 cohort data file and approved the re-evaluation of the performance levels in September 2017 once the first year of results of Smarter Balanced assessment were included in the CCI. The SBE also directed the removal of the “Well Prepared” category until additional data on career readiness becomes available ([https://www.cde.ca.gov/be/ag/ag/yr16/documents/sep16item01.doc](about:blank)).

In September 2017, the SBE reviewed a three-year implementation plan for the CCI. In addition, the SBE reviewed a clarification to one of the CCI criterion in the “Approaching Prepared” level within the CCI and the recommended revised Status cut scores based on the Class of 2016. The SBE approved the revised cut scores for Status. The SBE also reviewed the three-year plan timeline for fully building out this indicator to include additional career and college measures ([https://www.cde.ca.gov/be/ag/ag/yr17/documents/sep17item02.doc](about:blank)).

In February 2018, the SBE received an Information Memorandum that provided an update on the status of the three-year CCI timeline and the development of new career measures, including Leadership/Military Science ([https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-amard-feb18item02.docx](about:blank)).

In March 2018, the SBE was informed of the revisions made to the Fall 2017 Dashboard, including items that were being prepared for the 2018 Dashboard release, such as the potential use of the following three CCI measures: State Seal of Biliteracy, Golden State Seal Merit Diploma, and Articulated Career Technical Education Courses ([https://www.cde.ca.gov/be/ag/ag/yr18/documents/mar18item01.docx](about:blank)).

In April 2018, the SBE received an Information Memorandum that provided an overview of the research conducted in the development of the CCI and the rigorous vetting criteria and processes that were applied to select CCI measures ([https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-amard-apr18item02.docx](about:blank)).

In May 2018, the SBE held a Study Session on the CCI and received an overview of the indicator and presentation from an LEA on their local use of the CCI ([https://www.cde.ca.gov/be/ag/ag/yr18/documents/may18item02slides.pdf](about:blank)).

In August 2018, the SBE received an Information Memorandum on the additional measures proposed for the CCI for the 2019 Dashboard  
([https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-amard-aug18item02.docx](about:blank)).

In September 2018, the SBE approved the State Seal of Biliteracy and Leadership/Military Science for inclusion in the CCI. In addition, the SBE approved placement criteria for the two new measures ([https://www.cde.ca.gov/be/ag/ag/yr18/documents/sep18item01.docx](about:blank)).

In November 2018, the SBE approved Status and Change cut scores for the CCI ([https://www.cde.ca.gov/be/ag/ag/yr18/documents/nov18item04.docx](about:blank)).

In April 2019, the CDE provided an Information Memorandum on the history, implementation, and purpose of the CCI in the Accountability System which was used for the May Study Session ([https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-amard-apr19item01.docx](about:blank)).

In May 2019, the SBE held a study session on the CCI ([https://www.cde.ca.gov/be/ag/ag/yr19/documents/may19item01studysession.docx](about:blank)).

In June 2019, the SBE received an Information Memorandum providing an update on the definitions used in California Longitudinal Pupil Achievement Data System (CALPADS) and California Special Education Management Information System (CASEMIS) for career measures collected in 2018–19 and 2019–2020 for possible inclusion in the CCI ([https://www.cde.ca.gov/be/pn/im/infomemojun2019.asp](about:blank)).

As shared with the SBE in an August 2019 Information Memorandum, the CDE is examining the inclusion of civic engagement as a potential career measure in the CCI ([https://www.cde.ca.gov/be/pn/im/documents/memo-branch-eeed-aug19item02.docx](about:blank)).

In September 2020, the SBE adopted four career measures for inclusion in the CCI: Pre-Apprenticeships, State or Federal Job Programs, Transition Work-Based Learning Experiences, and Transition Classroom-Based Learning Experiences ([https://www.cde.ca.gov/be/ag/ag/yr20/documents/sep20item02.docx](about:blank)).

At the March 2020 SBE meeting, the CDE reviewed the career measures collected in 2018–19 and its plans to conduct simulations for each of these measures to determine if the measures are valid and reliable and to set criteria that graduates must meet to be placed in the Prepared or Approaching Prepared CCI levels ([https://www.cde.ca.gov/be/ag/ag/yr20/documents/mar20item05.docx](about:blank)).

At the May 2020 SBE meeting, the CDE shared its data analyses on several new career measures currently being collected in CALPADS for future incorporation into the CCI. ([https://www.cde.ca.gov/be/ag/ag/yr20/documents/may20item02.docx](about:blank)).

In September 2020, the SBE adopted the State Seal of Civic Engagement (SSCE), and the SBE directed the CDE to determine how to incorporate civic engagement into the CCI. ([https://www.cde.ca.gov/be/ag/ag/yr20/documents/sep20item05rev.docx](about:blank)).

At the January 2021 SBE meeting, the CDE submitted revisions to the ESSA Consolidated State Plan (via the COVID-19 State Plan Addendum) to request that the CCI not be reported on the 2021 Dashboard due to the suspension of the CAASPP in March 2020, which is one of the key measures in the CCI. ([https://www.cde.ca.gov/be/ag/ag/yr21/documents/jan21item04.docx](about:blank)).

At the May 2021 SBE meeting, the CDE reviewed the work conducted thus far on two new measures for possible inclusion in the CCI: civic engagement and industry certifications. The CDE also proposed the production of student-level data files for the CCI that can be shared with authorized LEA staff ([https://www.cde.ca.gov/be/ag/ag/yr21/documents/may21item04.docx](about:blank)).

In March 2022, the SBE received a statue update on two new career measures–civic engagement and industry certifications–that are being developed for future potential inclusion in the CCI ([https://www.cde.ca.gov/be/ag/ag/yr22/documents/mar22item04.docx](about:blank)).

### English Learner Progress Indicator

In July 2018, the SBE adopted the CDE’s recommendation for the ELPI three-year plan ([https://www.cde.ca.gov/be/ag/ag/yr18/documents/jul18item01.docx](about:blank)).

In September 2016, the SBE adopted the methodology for the ELPI using the results of the California English Language Development Test ([https://www.cde.ca.gov/be/ag/ag/yr16/documents/sep16item01.doc](about:blank)).

In November, 2018, the SBE approved the use of the ELPI Status for 2019 LCFF differentiated assistance and ESSA school assistance eligibility determinations ([https://www.cde.ca.gov/be/ag/ag/yr18/documents/nov18item04.docx](about:blank)).

In August 2019, the CDE provided the SBE with an Information Memorandum on the inclusion of English Learners (ELs) in the Academic Indicator, availability of At-Risk and Long-Term English Learner Reports in DataQuest, and the incorporation of the ELPI Status into school and LEA assistance eligibility determinations ([https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-amard-aug19item02.docx](about:blank)).

In September 2019, the CDE updated the SBE on the progress and status of developing the ELPI Status methodology for the 2019 Dashboard ([https://www.cde.ca.gov/be/ag/ag/yr19/documents/sep19item01.docx](about:blank)).

In November 2019, the SBE approved: (1) the methodology and cut scores for ELPI Status by splitting levels 2 and 3 of the English Learner Proficiency Assessments for California (ELPAC) Summative Assessment thereby creating six ELPI levels based on the ELPAC, and (2) use the “Very Low” Status to determine LEA and school eligibility for support ([https://www.cde.ca.gov/be/ag/ag/yr19/documents/nov19item04.docx](about:blank)).

### Graduation Rate Indicator

In May 2016, the SBE approved the Graduation Rate as a state indicator ([https://www.cde.ca.gov/be/ag/ag/yr16/documents/may16item02revised.doc](about:blank)).

In September 2016, the SBE approved Status and Change cut scores for the Graduation Rate Indicator, based on the four-year graduation cohort ([https://www.cde.ca.gov/be/ag/ag/yr16/documents/sep16item01.doc](about:blank)).

In March 2018, the SBE reviewed proposed revisions for the 2018 Dashboard, including the incorporation of modified methods for schools with Dashboard Alternative School Status ([https://www.cde.ca.gov/be/ag/ag/yr18/documents/mar18item01.docx](about:blank)).

In May 2018, the SBE approved the methodology for calculating the one-year DASS graduation rate ([https://www.cde.ca.gov/be/ag/ag/yr18/documents/may18item02.docx](about:blank)).

In June 2018, the SBE received an Information Memorandum on the revisions made to the calculation of the four-year cohort graduation rate to address audit findings from the (ED) Office of Inspector General (OIG) ([https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-amard-jun18item02.docx](about:blank)).

In August 2018, the SBE received an Information Memorandum on the proposed Status and Change Cut scores for the one-year graduation rate for DASS schools  
([https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-amard-aug18item02.docx](about:blank)).

In September 2018, the SBE approved Status and Change cut scores for the one-year graduation rate for DASS schools ([https://www.cde.ca.gov/be/ag/ag/yr18/documents/sep18item01.docx](about:blank)).

In November 2018, the SBE approved modification to the Status cut scores for the Graduation Rate Indicator based on the inclusion of DASS schools for the first time within the calculation of the indicator and business rule changes to the calculation of the four-year cohort graduation rate based on audit findings from the ED OIG ([https://www.cde.ca.gov/be/ag/ag/yr18/documents/nov18item04.docx](about:blank)).

In July 2019, the SBE approved the implementation of the combined graduation rate for all comprehensive non-DASS high schools ([https://www.cde.ca.gov/be/ag/ag/yr19/documents/jul19item01.docx](about:blank)).

In September 2019, the SBE approved raising the Very Low Status level from “below 67 percent” to “below 68 percent” due to the addition of fifth-year graduates increasing the graduation rates ([https://www.cde.ca.gov/be/ag/ag/yr19/documents/sep19item01.docx](about:blank)).

In November 2019, with the long-term goal increasing to 90.5 percent from 90 percent as required via the federal ESSA State Plan, the SBE approved the revisions to the High and Medium Status cut scores for comprehensive non-DASS high schools and the High and Very High Status cut scores for DASS schools ([https://www.cde.ca.gov/be/ag/ag/yr19/documents/nov19item05rev.docx](about:blank)).

In January 2021, the SBE approved an update to California’s ESSA Plan to use modified methods for DASS for the Academic and Graduation Rate Indicators. The item also provided an overview of the COVID-19 State Plan Addendum, which is a streamlined process offered by ED for use in the 2020–21 school year in response to the COVID-19 waivers approved by ED in March 2020 ([https://www.cde.ca.gov/be/ag/ag/yr21/documents/jan21item04.docx](about:blank)).

In February 2022, the CDE presented the SBE with an Information Memorandum, which provided information on the letter from ED that denied the State Plan amendments related to clarifying the DASS program ([https://www.cde.ca.gov/be/pn/im/documents/feb22memogad01.docx](about:blank)).

In March 2022, the SBE approved the submission of a waiver to the ED to allow the application of the DASS modified methods to continue for the Academic and Graduation Rate Indicators ([https://www.cde.ca.gov/be/ag/ag/yr22/documents/mar22item04.docx](about:blank)).

In August 2022, the CDE presented the SBE with an Information Memorandum which provided information on the letter from ED that denied the waiver request to maintain DASS modified methods business rules for calculating the Academic and Graduation Rate Indicators ([https://www.cde.ca.gov/be/pn/im/documents/aug22memogad01.docx](about:blank)).

In September 2022, the SBE was provided short-term and long-term options on how California can continue implementing DASS for the 2022 Dashboard and beyond ([https://www.cde.ca.gov/be/ag/ag/yr22/documents/sep22item03.docx](about:blank)).

### Assignment of Teachers

In November 2019, the SBE adopted updated teacher equity definitions under Every Student Succeeds Act and state reporting requirements based on feedback from LEAs ([https://www.cde.ca.gov/be/ag/ag/yr19/documents/nov19item05rev.docx](about:blank)).

In August 2020, the SBE received an Information Memorandum which provided background information and an implementation plan for *Education Code* 52064.5 related to the Standards for Local Indicators ([https://www.cde.ca.gov/be/pn/im/documents/aug20amard01.docx](about:blank)).

In September 2020, the CDE presented an update on the implementation of *Education Code* (*EC*) Section 52064.5, related to local indicators. ([https://www.cde.ca.gov/be/ag/ag/yr20/documents/sep20item02.docx](about:blank)).

In November 2021, the CDE presented an update on ESSA state plan amendments and proposed changes to data tables related to ineffective teachers. ([https://www.cde.ca.gov/be/ag/ag/yr21/documents/nov21item06.docx](about:blank)).

In June 2022, the SBE received an Information Memorandum that announced the release of the Teaching Assignment Monitoring Outcome (AMO) by Full-Time Equivalency (FTE) reports on DataQuest. ([https://www.cde.ca.gov/be/pn/im/documents/jun22memoamard01.docx](about:blank))

In September 2022, the SBE adopted the inclusion of a link to the Teacher Assignment Monitoring Outcomes data on the Dashboard

([https://www.cde.ca.gov/be/pn/im/documents/jun22memoamard01.docx](about:blank)) ([https://www.cde.ca.gov/be/ag/ag/yr22/documents/sep22item02rev.docx](about:blank))

### Comprehensive Support and Improvement

In January 2020, the CDE provided an update regarding schools that were eligible for Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvement (ATSI) ([https://www.cde.ca.gov/be/pn/im/documents/apr20memoamard02.docx](about:blank)).

In February 2022, the SBE received an update on schools eligible to exit CSI - Low Graduation Rate Schools category. ([https://www.cde.ca.gov/be/pn/im/infomemofeb2022.asp](about:blank))

In February 2023, the CDE provided an update regarding schools that were eligible for CSI and ATSI (<https://www.cde.ca.gov/be/pn/im/documents/feb23memoamard01rev.docx>)

### Eligibility Criteria for Differentiated Assistance

In August 2016, an information memorandum provided a proposal for how the proposed performance levels on state indicators and local performance indicators will assist in identifying LEAs eligible for differentiated assistance and intensive intervention. ([http://www.cde.ca.gov/be/pn/im/documents/memo-sbe-aug16item02.doc](about:blank)).

In September 2016, the SBE adopts the Local Control Funding Formula Evaluation Rubrics and Update on Local Control and Accountability Plan and Annual Update Template Revisions and Progress on the Every Student Succeeds Act State Plan.

([https://www.cde.ca.gov/be/ag/ag/yr16/documents/sep16item01.doc](about:blank))

In November 2016, the SBE further clarified the applicability of the criteria to charter schools.

([https://www.cde.ca.gov/be/ag/ag/yr16/documents/nov16item03.doc)](about:blank)

In December 2017, the California Department of Education identified, in an Information Memorandum for the SBE, 228 LEAs that were eligible for differentiated assistance based on the Fall 2017 California School Dashboard (Dashboard) release. ([https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-amard-dec17item02rev.docx](about:blank))

In March 2018, the CDE provided an update on the Implementation of the Local, State and Federal Accountability and Continuous Improvement System: Local Control Funding Formula Identification of Local Educational Agencies for Differentiated Assistance.

([https://www.cde.ca.gov/be/ag/ag/yr18/documents/mar18item01.docx](about:blank))

In November 2018, the SBE approved the use of the ELPI Status for 2019 Local Control Funding Formula differentiated assistance and Every Student Succeeds Act (ESSA) school assistance eligibility determinations ([https://www.cde.ca.gov/be/ag/ag/yr18/documents/nov18item04.docx](about:blank)).

In September 2019, the SBE approved the criteria for determining LEA eligibility for differentiated assistance at its September 2016 meeting. ([https://www.cde.ca.gov/be/ag/ag/yr16/documents/sep16item01.doc](about:blank))

In December 2019, the CDE provided an update regarding LEAs that were eligible for differentiated assistance under Local Control Funding Formula (LCFF) in 2019 ([https://www.cde.ca.gov/be/pn/im/documents/apr20memoamard01.docx](about:blank)).

In March 2020, the CDE provided an update on the Implementation of the Local, State and Federal Accountability and Continuous Improvement System: Local Control Funding Formula Eligibility for Differentiated Assistance for Districts, County Offices of Education, and Charter Schools

([https://www.cde.ca.gov/be/ag/ag/yr20/documents/mar20item05.docx](about:blank))

In October 2021, the CDE Consistently Low-Performing Student Groups Per California Education Code Section 52064(e)(6)(A) and Consistently Low-Performing Schools Per California *Education Code* Section 52064(e)(6)(B)

([https://www.cde.ca.gov/be/pn/im/documents/oct21memoamard01.docx](about:blank))

In September 2022, the SBE adopted the use of the lowest Status level as a proxy for Red as reported on the 2022 Dashboard to determine county offices of education and districts eligible for Differentiated Assistance ([https://www.cde.ca.gov/be/ag/ag/yr22/documents/sep22item03.docx](about:blank)).

In December 2022, the CDE provided an update regarding LEAs that were eligible for differentiated assistance under LCFF in 2022. A revised update to this memo was provided to the SBE in February 2023 (<https://www.cde.ca.gov/be/pn/im/documents/feb23memoamard01revb.docx>).

## Fiscal Analysis (as appropriate)

California’s total kindergarten through grade twelve funding within the 2022–23 California Budget Act is $128.6 billion from the following sources:

* State: $78.9 billion (61.4 percent)
* Local: $37.0 billion (28.8 percent)
* Federal: $11.0 billion (8.6 percent)
* Lottery $1.5 (1.1 percent)

The Every Student Succeeds Act funds are also typically a portion of the total federal funding amount.

## Attachment(s)

* Attachment 1: Revisions Under Consideration for the 2023 California School Dashboard (10 Pages)
* Attachment 2: Release of the 2022 Dashboard (3 Pages)
* Attachment 3: California School Dashboard Educational Outreach Activities   
  (5 Pages)

# Attachment 1 Revisions Under Consideration for the 2023 California School Dashboard

The State Board of Education (SBE) annually reviews the California School Dashboard (Dashboard) indicators and performance standards to consider whether changes or improvements are needed based on newly available data, recent research, and feedback from educational partners. The annual review process requires that the California Department of Education (CDE) update the SBE at their March meeting on which indicators are under consideration for review and/or revisions for action by the SBE. The CDE is considering changes for the following indicators and topics ahead of the release of the 2023 Dashboard:

* English Learner Progress Indicator (ELPI)
* Graduation Rate Indicator
* College/Career Indicator (CCI)
* Priority 1: Local Indicator Update to Align the Dashboard with additional data per California *Education Code*
* Development of student level growth model visualizations
* Address data quality and participation issues uniformly on the Dashboard

## English Learner Progress Indicator

In 2023, the CDE will work to complete the ELPI by establishing both Change cut scores and a Performance Level color grid. Additionally, the CDE will incorporate the performance of students who take the Alt-ELPAC into the ELPI.

## Dashboard Principles

The work on this state indicator aligns with the following Dashboard Principles:

* Principle 2: Promotes coherence between data reporting and support/improvement programs.
* Principle 3: Reports each indicator separately.
* Principle 5: Values high performance and growth equally.
* Principle 8: Reports opportunity and performance gaps among student groups through the Equity Report that is available for each state indicator.

## 2023 Workplan for ELPI

The ELPI measures how English Learner students are progressing towards English proficiency using matched student results from the summative English Language Proficiency Assessments for California (ELPAC).

The indicator debuted on the 2017 Dashboard; however, it was based upon the previously administered California English Language Development Test (CELDT). The ELPI is the only state indicator that requires two years of matched student data on the same assessment to measure Status, therefore as California transitioned to using the summative ELPAC in 2018, the indicator was unavailable for the 2018 Dashboard. In 2019, the indicator returned in a “status only” version, and the SBE adopted status cut scores to measure current year performance for local educational agencies (LEAs), schools, and student groups. In 2022, the indicator remained at “status only” due to restrictions on the Dashboard by Assembly Bill (AB) 130. The 2023 Dashboard provides the opportunity to complete the ELPI by setting Change cut scores, re-establishing the five-by-five color grid for performance colors, and assigning performance colors to LEAs for the first time since 2017.

ELPI Change levels (i.e., decline significantly, declined, maintained, increased, and increased significantly) measure the year-to-year change in the rate that schools and LEAs move EL students toward ELP, and requires a minimum of three consecutive years of data. The results from the 2023 ELPAC Summative Assessment provide the CDE with three consecutive years of ELPAC Summative Assessment results from the 2020–21, 2021–22 and 2022–23 school years. Additionally, the five-by-five color grid will need to be established in order to determine color based on Status and Change level.

Additionally, the 2021–22 and 2022–23 administrations of the Alternative ELPAC Summative Assessment provide two years of results for technical analysis. These data will allow the CDE to incorporate the alternative ELPAC Summative Assessment in the calculation of ELPI Status for the 2023 Dashboard. As previously noted, two years of results for the alternative ELPAC Summative Assessment are required for Status; three years are required for Change.

## Graduation Rate Indicator

The CDE is working on developing a multi-year graduation rate that extends beyond the current combined four- and five-year graduation rate. This multi-year graduation rate is intended to assist Dashboard Alternative Status Schools (DASS) show a more accurate picture of the progress of their students. This review may also require an amendment to the ESSA State Plan to reflect the use of a multi-year graduation rate to determine eligibility for support (i.e., Comprehensive Support and Improvement and Additional Targeted Support and Improvement). SBE action in fall 2023 will be incorporated in the production of the Graduation Rate Indicator for the 2023 Dashboard.

## Dashboard Principles

The work on this state indicator aligns with the following Dashboard Principles:

* Principle 2: Reports opportunity and performance gaps among student groups through the Equity Report that is available for each state indicator.
* Principle 3: Reports each indicator separately.
* Principle 4: Values each indicator equally.

### *2023 Workplan for the Graduation Rate Indicator*

With the receipt of the U.S. Department of Education’s (ED’s) letter dated July 27, 2022, denying California’s waiver request to continue the use of modified methods for DASS schools, beginning with the 2022 Dashboard, all DASS schools received the combined four- and five-year graduation rate for the Graduation Rate Indicator. With this change, all schools (both DASS and non-DASS) now receive the combined rate for this indicator.

Under the CSI – Graduation Rate criterion, the change to using the combined four- and five-year graduation rate greatly affected the results of the eligibility determinations for DASS schools. For the 2022–23 school year, 293 DASS schools were eligible for CSI compared to 236 schools eligible in 2019–20 and 151 eligible in 2020–21.

Given this shift in federal accountability for DASS schools, and to reinforce the SBE’s commitment to supporting the over 1,000 DASS schools across the state, the CDE will be conducting an in-depth review and analysis of the flexibilities offered under the ESSA as it pertains to the Graduation Rate Indicator. The previously referenced letter from ED also described specific flexibility options that could be considered in lieu of using modified methods, such as a "multiple extended-year adjusted cohort graduation rate" so as to give credit to schools where students receive a regular high school diploma within six years or more. The letter further explained that this multiple extended-year adjusted cohort graduation rate can be used to identify any high school for CSI.

The CDE’s review of developing a multiple extended-year graduation rate would include:

* Options for how to calculate the rate. For example, this new rate could be an extension of the current combined four- and five-year rate where only graduates from prior year cohorts are added to both the numerator and denominator of the four-year cohort rate.
* A thorough review and analysis of how the new rate will benefit DASS schools. Although a multiple extended-year graduation rate would be applied to all schools (both DASS and non-DASS), the purpose of a new rate should be advantageous to DASS schools and not hinder them from showing progress.

## College/Career Indicator (CCI)

The CDE is committed to continuous improvement on the Dashboard, especially when adapting to the evolving nature of college and career preparation in California’s schools. In 2023, the CDE will bring recommendations on the addition of new career measures into the CCI as well as adjusting existing measures to career standards.

## Dashboard Principles

The work on this state indicator aligns with the following Dashboard Principles:

* Principle 2: Reports opportunity and performance gaps among student groups through the Equity Report that is available for each state indicator.
* Principle 3: Reports each indicator separately.
* Principle 4: Values each indicator equally.

## 2023 Workplan for the CCI

The CCI was not reported on the 2022 Dashboard due to limited results from the 2021 statewide summative assessments for grade 11 students. Despite this, the 2022 School Dashboard Additional Reports will include information on the CCI measures for informational purposes. The CDE will resume the reporting of the CCI with the release of the 2023 Dashboard. The 2023 CCI will reflect “Status only” as no prior year data is available to calculate Change and determine performance levels (colors).

Prior to the release of the 2023 CCI, the CDE will continue its work on the: (1) review and analysis of data collected on four new career measures, (2) exploration of current measures approved by the SBE, and (3) development of two new career measures. The following sections address these three sets of work.

*Review and Analysis of Four New Career Measures*

The CDE began collecting data on four new career measures in 2020–21. These career measures were developed with feedback from the public and educational partners including the CCI Work Group, Alternative Schools Task Force, Technical Design Group, and California Practitioners Advisory Group:

* Internships
* Student-led enterprise
* Simulated work-based learning
* Armed Services Vocational Aptitude Battery (ASVAB)

Now that the CDE has two years of data collected, the CDE will be reviewing and analyzing these data with the above-mentioned interest groups to determine: (1) whether these new career measures meet the validity requirements for inclusion in the CCI and (2) what the “prepared” and “approaching prepared” criteria should be for graduates.

As the CDE meets with the interest groups regarding these measures, one factor that may need to considered is the validity and appropriate use of the first year of data collected in 2020–21 given the continued challenges and disruptions schools have faced due to the COVID-19 pandemic.

*Exploration of Career Measure Definitions Currently in the CCI*

After receiving feedback from LEAs on the expansion of work-based learning activities within schools, the CDE will seek input from interest groups on the expansion and how they may impact the current career measures in the CCI. These discussions will help inform whether the existing definitions need to be updated and guidance on these measures or if more significant changes should occur. It will also provide an opportunity to learn about the COVID-19 pandemic impact on the implementation of these work-based learning endeavors for the past couple of years and how schools have managed these activities.

*Continued Development of Two New Career Measures*

After multiple meetings with the Civic Engagement Work Group to develop a new civic engagement measure for potential inclusion in the CCI, the CDE continues to work on exploring various modes of how and what data to collect for this measure. During this year, the CDE will be discussing this data collection with interest groups with a possible first data collection at the end of the 2022–23 school year. Furthermore, the CDE will also continue to solicit feedback on a second new career measure - Industry Certifications – to define and identify what data should be collected.

## Priority 1: Local Indicator Update to Align the Dashboard with Additional Data per California *Education Code*

Recent changes in California *Education Code* (*EC*)require new and expanded information beyond the original scope of state and federal accountability requirements to be reported on the Dashboard. In 2023, the CDE will evaluate and provide recommendations to the SBE on the following:

* The addition of data on least restrictive environment
* Establishing objective criteria for Priority 1 teacher assignments
* Reporting science assessment data on the Dashboard.

### Dashboard Principles

This work aligns with the following Dashboard Principles:

* Principle 2: Reports opportunity and performance gaps among student groups through the Equity Report that is available for each state indicator.
* Principle 3: Reports each indicator separately.
* Principle 4: Values each indicator equally.
* Principle 7: Focuses on elements that express the commitment to a well-rounded, well-supported education and makes space for what is valued locally.
* Principle 9: Leverages the expertise and perspectives of a broad set of educational partners and community members.
* Principle 10: Is subject to continuous revision and improvement.

### 2023 Workplan for Aligning the Dashboard with Additional Data

#### Least Restrictive Environment

*EC* Section 56049.1 requires that, on or before November 30, 2023, CDE shall publish data related to federal measures of least restrictive environment (LRE) for pupils with disabilities on its internet website and shall include it as a resource on the Dashboard, established pursuant to subdivision (f) of Section 52064.5. LEAs currently submit information about LRE to the CDE through the California Longitudinal Pupil Achievement Data System (CALPADS). The data published on the CDE website will utilize data from the CALPADS Fall 1 submission (Census Day) and this information will be disaggregated by race or ethnicity and LEA. The CDE will be exploring options for linking these data on the 2023 Dashboard.

#### Develop Objective Criteria for Reporting the Teacher Component of Priority 1

With the release of the first year of the Teacher Assignment Monitoring Outcome reports, the CDE subsequently convened an Ad-Hoc Priority 1 Teacher Assignment Data Workgroup (Workgroup) in 2022 to solicit feedback on the reporting of these data, including a review of the data elements, and resources to the field to support the 2022 Dashboard. The Workgroup is comprised of representatives from the Association of California School Administrators, California County Superintendents Educational Services Association, charter school practitioners, California Teachers Association, and the Equity Coalition. The Workgroup reviewed and provided feedback on the reporting of Teacher Assignment data on the 2022 Dashboard and supported the CDE proposal to add a link to the Dashboard to connect users directly to the teaching assignment monitoring outcome data available on DataQuest.

The CDE will re-engage the Ad-Hoc Workgroup and technical experts to develop objective criteria for the SBE to consider pursuant to California *Education Code* Section 52064.5 for use on the 2023 Dashboard and beyond following the release of the second year of data in Spring 2023. Teacher assignment data represents only one of the three component pieces included within Priority Area 1, and therefore, additional work will need be completed in 2023 to report these data accurately and appropriately in future Dashboards.

#### Connecting the Dashboard to the California Science Test Results

The SBE approved the reporting of the California Science Test (CAST) results in the Dashboard at their September 2022 meeting. The link to these data acknowledges the importance of science and the assessments and allows users to directly connect to the CAST results. For the 2023 Dashboard, the CDE intends to again provide the link to each school/LEA’s CAASPP science results. Beginning in 2024, the CDE will have access to two years of results from the 2021–22 and 2022–23 CAST assessments that were based on the revised blueprint for accountability purposes and develop options toward inclusion of this test on the Dashboard.

## Update on the Student Level Growth Model

Since 2017, the CDE, the Educational Testing Services (ETS), and the SBE have engaged in developing a student growth model for California’s schools and LEAs. This year, the CDE will prepare for the release of the initial set of growth data in 2024 by developing communication tools for parents and schools.

### Dashboard Principles

This work aligns with the following Dashboard Principles:

* Principle 2: Reports opportunity and performance gaps among student groups through the Equity Report that is available for each state indicator.
* Principle 4: Values each indicator equally.
* Principle 5: Values high performance and growth equally.
* Principle 7: Reflects technical quality through measures that are valid and reliable.
* Principle 10: Is subject to continuous revision and improvement.

### 2023 Workplan for the Student Level Growth Model

To support educators, families, and the public, the CDE is continuing to develop communication materials to assist the public with the interpretations and purpose of the student level growth data. CDE initiated this work in the Fall of 2021 when it created a communications toolkit and hosted an informational webinar on the growth model to coincide with the release of historical student growth scores from 2016–17, 2017–18, and 2018–19 in 2021 at the LEA, school, and student group levels.

Three years of the California Assessment of Student Performance and Progress (CAASPP) summative assessment scores are required to produce growth results using the model adopted by the SBE in May 2021, and therefore it will use scores from the 2021–22, 2022–23, and 2023–24 school years for the initial set of individual student level growth data is scheduled for release in the Fall of 2024. In preparation for this release, CDE will work with California’s assessment contractor, ETS, to evaluate and analyze visualizations and communications tools to appropriately display growth data to multiple audiences. Similar to past practice, the CDE will solicit feedback from focus groups, educational partners, and the SBE on the best approach to display these data and communicate about the approved methodology in the future.

### Address Data Quality and Participation Issues in a Uniform Way throughout the Dashboard

Additionally, in 2023, the CDE will explore the alignment of implications for schools and LEAs who fail to certify data in the California Longitudinal Pupil Achievement Data System (CALPADS) or following submission, report to the CDE that the data is incorrect. The CDE will also review the current participation rate penalty for the ELPAC and provide suggestions for alignment to the participation rate for English Language Arts and Mathematics Indicators.

### Dashboard Principles

This work aligns with the following Dashboard Principles:

* Principle 2: Reports opportunity and performance gaps among student groups through the Equity Report that is available for each state indicator.
* Principle 4: Values each indicator equally.
* Principle 5: Values high performance and growth equally.
* Principle 7: Reflects technical quality through measures that are valid and reliable.
* Principle 10: Is subject to continuous revision and improvement.

### 2023 Workplan for Addressing Data Quality Issues

The CDE will develop options to address data quality issues and the current ELPAC participation rate penalty to ensure alignment throughout the Dashboard. These considerations will be vetted with educational partners and the respective policy and technical workgroups prior to being brought to the SBE for inclusion in the 2023 Dashboard.

### California Practitioners Advisory Group Feedback

The California Practitioners Advisory Group met on February 17, 2023, and reviewed the 2023 proposed Accountability Workplan. Members provided feedback on the following:

1. There was an interest to revisit the ELPI status cut scores and potentially having two sets of cut scores based on type (e.g., elementary/middle versus high).
2. Members expressed that it was unfair to use the Chronic Absenteeism Indicator for support determinations during a time in which a high number of students were chronically absent following the directives by the California Department of Public Health in relation to the COVID-19 pandemic.
3. Members were excited about adding the growth model in future years to the Dashboard.
4. There was support for additional focus on school climate and student mental health and well-being.
5. Members expressed concern that the CCI is becoming unwieldy with the number of measures that make up the indicator. They suggested the use of the cradle-to-career data and to develop a long-term strategy or vision for the CCI.
6. Members stressed the need to consider how to balance adding in new information and the need to focus on the original indicators and their intent.
7. Members indicated that the criteria for Differentiated Assistance – as it relates to the graduation rate and DASS schools – should be examined.
8. Several of the members were interested in seeing how a multiple extended-year graduation rate will impact schools, especially how it would positively impact DASS schools (as well as county offices of education that largely support DASS schools). Furthermore, there was an inquiry as to whether the Differentiated Assistance criteria could include a “small school” component just like there is a small schools program for Comprehensive Support and Improvement (CSI).
9. One member expressed if there could be continued refinement to the “Dashboard look” so that the displayed information could be easier to view and access without having to toggle back and forth.

# Attachment 2

On December 15, 2022, the CDE released the 2022 California School Dashboard (Dashboard). Assembly Bill 130 (Chapter 44, Statutes of 2021) suspended the reporting of state indicators on the 2021 Dashboard. As such, the 2022 Dashboard is the first release for state and federal accountability reporting since December 2019. During the March 2023 SBE meeting, the CDE will provide a verbal overview of these results.

Note: The following information is an excerpt from the 2022 Dashboard Summary ([https://www.cde.ca.gov/ta/ac/cm/documents/dashboardsummary22.pdf](about:blank)) and is intended to provide an overview of what to consider when reviewing the indicators. This Summary was released in conjunction with the 2022 Dashboard on December 15, 2022.

## What to Consider When Reviewing Specific Indicators

*Restarted California School Dashboard shows 2021–22 high school graduation rates hit historic highs; chronic absenteeism mirrors national trends*.

The 2022 California School Dashboard (Dashboard), publicly available today, shows that California’s four and five-year high school graduation rates hit all-time highs in 2021–22, while the state’s chronic absenteeism rate mirrored national trends for a year schools were open and employing safety measures to slow the spread of COVID-19 during Omicron-related community surges.

The Dashboard is a key component of California’s integrated state and federal accountability system. It provides communities with transparent and meaningful information about the performance of districts, schools, and county offices of education on six state indicators: Graduation Rate, Suspension Rate, English Learner Progress, Academic Performance, and Chronic Absenteeism. Additionally, local measures are available based on information collected by districts, county offices of education, and charter schools.

The four-year cohort graduation rate—which is reported on California Department of Education’s (CDE) web reporting system, DataQuest—measures the number of students who started as freshmen and graduated with their peers four years later. That rate climbed to 87.0 percent, up from 83.6 percent in 2020–21. Every student group showed improvement. Acknowledging high school staff challenges in calculating and assigning grades in the earliest months of the pandemic, the state enacted AB 104, which altered specific policies to encourage students in the Class of 2022 to push on toward earning a diploma. The graduation rates likely reflect those accommodations designed to help students most impacted by COVID-19.

### **Suspension Rates Down; English Learner Progress Continues**

Other data on display today shows a slight decline in the suspension rate compared to 2018–19 and an increase in the percentage of English language learners making progress toward language acquisition over pre-pandemic levels—another indicator of educator and student persistence in difficult times.

### **Academic Performance Indicators Provide Another Look on Previously Released Data**

The Dashboard also includes information on the performance of schools, districts, and county offices of education on the state’s academic indicator, which incorporates English language arts and math test scores previously released. Academic performance on the Dashboard is a measurement of how well students are meeting grade-level standards, and it includes a federal penalty to local educational agencies (LEAs), schools, and student groups that do not meet the 95 percent participation rate.

### **Chronic Absenteeism Mirrored National Trends**

Absenteeism has been a serious issue during the pandemic and beyond and has taken a great toll on many students in California and across the nation. State Superintendent Tony Thurmond and the California Department of Education are working with districts to find solutions to counter chronic absenteeism. The CDE has put out guidance ([https://www.cde.ca.gov/nr/el/le/yr22ltr1214a.asp](about:blank)) to give resources and best practices to school districts on ways to counter chronic absenteeism and will launch a new attendance webinar series in January.

The chronic absenteeism rate, which measures the number of students who missed 10 percent of the days they were enrolled for any reason, increased from 14.3 percent in 2020–21 to 30 percent in 2021–22, mirroring trends in other states. Florida’s ([https://www.fldoe.org/accountability/data-sys/edu-info-accountability-services/pk-12-public-school-data-pubs-reports/students.stml](about:blank)) chronic absenteeism rate was 32.3 percent, Ohio’s ([https://reports.education.ohio.gov/report/report-card-data-state-attendance-rate-with-student-disagg](about:blank)) was also 30 percent, while Michigan ([https://www.mischooldata.org/student-attendance/](about:blank)) reported 38.5 percent.

The absenteeism data reflects a year that started without a vaccine approved by the Centers for Disease Control and Prevention (CDC) for five to eleven-year-olds (the CDC approved this vaccine in November) and when the then-new Omicron variant triggered a surge in communities across California and the nation. The Omicron booster shot for children ages 5–11 was approved this October, and the booster for children 5 and under was approved last week.

## Recovery Underway

Beginning with the earliest days of the pandemic, California has invested $23.8 billion in programs to jump-start learning recovery and support and engage students to further accelerate learning. Investments include:

* California’s $4.7 billion Master Plan for Kids’ Mental Health: All young people age zero through twenty-five will have ready access to mental health supports both inside and outside of school.
* Universal free meals: All students, regardless of income, have access to two free school meals per day—up to 12 million meals per day statewide.
* Expanded learning time: Elementary school students from low-income households, foster youth, and English learners will have access to enrichment programs year-round and nine hours per day. At full scale in 2025, the $4-billion-per-year effort will serve an additional 1.5 million students per year.
* The Community Schools Partnership Program: Roughly 1 out of every 3 schools in California will receive $4.1 billion to focus more on student and parent engagement, expanded access to mental health supports, and wraparound services.

To support and engage students to further accelerate learning, CDE has been working with partners and LEAs to share best practices, strategies, and guidance to ensure that students are benefitting from these important state investments.

# Attachment 3 California School Dashboard Educational Outreach Activities

## Table 1: California Department of Education Policy Work Group Meetings

| **Date** | **Title** | **Estimated Number of Attendees** | **Topics** |
| --- | --- | --- | --- |
| January 31, 2023 | College/Career Indicator Workgroup | 16 | * 2022 and 2023 California School Dashboard and the College/Career Indicator (CCI) |
| February 9, 2023 | Technical Design Group | 12 | * Academic Growth Model Presentation (ETS) * 2023 Accountability Work Plan * CCI Career Measures * Graduation Rate Indicator * Exploring an Extended-Year Graduation Rate |

## Table 2: Presentations at In-person Meetings/Conferences

| **Date** | **Title** | **Estimated Number of Attendees** | **Topics** |
| --- | --- | --- | --- |
| October 12, 2022 | CodeStack Conference “Revving Up for the Restart of Accountability with the 2022 Dashboard” | 25 | * 2022 and the California School Dashboard * Dashboard Toolkit * Next Year’s Model and the Future of the Dashboard |
| October 19, 2022 | California Assessment Conference  “Revving Up for the Restart of Accountability with the 2022 Dashboard” | 130 | * 2022 and the California School Dashboard * Dashboard Toolkit * Next Year’s Model and the Future of the Dashboard |
| November 2, 2022 | California Education and Research Conference “Are you Ready for the 2022 Dashboard?” | 150 | * 2022 and the California School Dashboard * Dashboard Toolkit * Next Year’s Model and the Future of the Dashboard |
| November 4, 2022 | California Association of Administrators of State and Federal Education Programs  “Getting Ready for the 2022 Dashboard” | 250 | * 2022 and the California School Dashboard * Dashboard Toolkit * Next Year’s Model and the Future of the Dashboard |

## Table 3: Presentations/Virtual Meetings

| **Date** | **Title** | **Estimated Number of Attendees** | **Topics** |
| --- | --- | --- | --- |
| November 1, 2022 | Dashboard 101 | 915 | * An overview of the 2022 Dashboard |
| November 7, 2022 | California County Superintendents Weekly Meeting | 60 | * Overview of 2022 Dashboard * Dashboard Toolkit and resources |
| November 8, 2022 | Dashboard 101: Graduation and College/Career Indicators | 654 | * Introduction of the Graduation Rate and College Career measures, their timelines, calculations, and reporting on the 2022 Dashboard. |
| November 10, 2022 | County Operated Student Programs Committee | 35 | * Review of Dashboard Toolkit and Resources * Review of November 2022 State Board of Education actions |
| November 15, 2022 | Dashboard 101: Academic, Chronic Absenteeism, English Learner Progress, and Suspension Rate | 784 | * Introduction of the Academic, Suspension, Chronic Absenteeism, and English Learner Progress indicators, and their reporting on the 2022 Dashboard. |
| November 16, 2022 | Regional Assessment Network | 35 | * Review of 2023 Dashboard Workplan |
| November 16, 2022 | Curriculum Instruction Steering Committee (CISC) Accountability Sub-committee | 15 | * Review of Dashboard Toolkit and Resources |
| November 17, 2022 | CISC | 95 | * Review of Dashboard Toolkit and Resources |
| November 29, 2022 | Dashboard 101: Dashboard Alternative School Status | 452 | * Introduction about DASS Schools and Dashboard Modified Methods for DASS schools from 2018 through 2022. |
| December 2, 2022 | State and Federal Program Directors | 350 | * Dashboard Toolkit and resources |
| December 2, 2022 | Digging into the Dashboard #1: Questions and Answers session | 419 | * English Learner Progress, Graduation Rate, and Local Indicators |
| December 9, 2022 | Digging into the Dashboard #2: Questions and Answers session | 95 | * Academic, Chronic Absenteeism, and Suspension Rate Indicators |
| December 13, 2022 | Digging into the Dashboard #3: Questions and Answers session | 180 | * Review of Dashboard indicators |
| January 12, 2023 | County Operated Student Programs Committee | 50 | * Schools and LEAs eligible for assistance |
| January 19, 2023 | California State School Attendance Review Board | 50 | * Review of 2022 Dashboard and DataQuest state data reports related to Chronic Absenteeism |
| January 25, 2023 | Regional Assessment Network | 30 | * Update on the Dashboard release * School Accountability Report Card (SARC) updates * Schools and LEAs eligible for assistance * Release of additional data files to support the 2022 Dashboard |
| January 25, 2023 | CISC Accountability Sub-group Meeting | 15 | * Update on the Dashboard release * School Accountability Report Card (SARC) updates * Schools and LEAs eligible for assistance * Release of additional data files to support the 2022 Dashboard |
| January 26, 2023 | CISC | 98 | * Update on the Dashboard release * SARC updates * Schools and LEAs eligible for assistance |
| February 3, 2023 | Juvenile County, County and Alternative School Administrators | 50 | * What is a DASS School? * Modified Methods for DASS Schools * Dashboard Modified Methods in 2018 and 2019 * Every Student Succeeds Act (ESSA) Waiver in 2022 * 2022 ESSA Accountability for DASS Schools * Additional Data for DASS Schools |
| February 10, 2023 | State and Federal Program Directors | 326 | * Update on Dashboard Release * SARC updates * Schools and LEAs eligible for assistance * Release of additional data files to support the 2022 Dashboard |