# 2022–23 State Accountability Report Card  A short description of California’s Accountability System and the General Rules Applied to the State Accountability Report Card.



Prepared by the California Department of Education

Available on the CDE State Accountability Report Card Web Page at:

<https://www.cde.ca.gov/ta/ac/sc/index.asp>

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## State Accountability System

California's accountability system is based on a multiple measures system that assess how local educational agencies (LEAs) and schools are meeting the needs of their students. Performance on these measures is reported through the California School Dashboard (Dashboard).

This accountability system uses percentile distributions to create a five-by-five grid. This five-by-five grid provides 25 results that combine “Status” and “Change” to make an overall determination for each of the Dashboard indicators. “Status” and “Change” receive equal weight in determining overall performance.

“Status” is determined using the current year performance (i.e., current year graduation rate), and “Change” is the difference between performance from the current year and the prior year, or between the current year and a multi-year weighted average.

To determine the percentile cut scores for “Status,” LEAs and schools were ordered from highest to lowest and four cut points were selected based on the distribution.

These cut points created five “Status” levels:

* Very High
* High
* Medium
* Low
* Very Low

For “Change” cut scores, LEAs and schools were ordered separately from highest to lowest for positive change and lowest to highest for negative change. These cuts points created five “Change” levels:

* Increased significantly
* Increased
* Maintained
* Declined
* Declined significantly

Each indicator has its own unique set of cut points for “Status” and “Change,” which are determined in consultation with the CDE’s Technical Design Group to ensure validity and reliability in the indicator’s measurement and is approved by the California State Board of Education (SBE). The cut points will generally remain in place for seven years, although the SBE may adjust the cut points earlier if statewide data demonstrate that the existing cut points no longer support meaningful differentiation of schools. By combining the results of both “Status” and “Change,” one of five color-coded “Performance Levels” can be assigned for each indicator:

* Blue
* Green
* Yellow
* Orange
* Red

**Table 1. Sample Five-by-Five Grid**

| **Levels** | **Change: Declined Significantly** | **Change: Declined** | **Change: Maintained** | **Change: Increased** | **Change: Increased Significantly** |
| --- | --- | --- | --- | --- | --- |
| **Status: Very High** | Yellow | Green | Blue | Blue | Blue |
| **Status: High** | Orange | Yellow | Green | Green | Blue |
| **Status: Medium** | Orange | Orange | Yellow | Green | Green |
| **Status: Low** | Red | Orange | Orange | Yellow | Yellow |
| **Status: Very Low** | Red | Red | Red | Orange | Yellow |

Schools receive a color-coded performance level for all students and each student group with at least 30 students on each indicator that applies based on the grades served by the school.

The differing possible combinations of colors on the indicators allow for meaningful differentiation of performance for all schools and each student group. For example, a school with all Green indicators is higher performing than another school with all Yellow indicators, but lower performing than a third school with all Green indicators except for one Blue indicator.

Similarly, the five distinct levels within Status and Change allow meaningful differentiation within each component used to determine overall performance.

### Subgroups

In California, for federal accountability purposes, the racial/ethnic student groups are the following:

* Black or African American
* Asian
* Filipino
* Hispanic or Latino
* American Indian or Alaska Native
* Native Hawaiian or Pacific Islander
* Two or More Races
* White

The program student groups in California are the following:

* Socioeconomically Disadvantaged
* English Learners
* Students with Disabilities
* Foster Youth
* Homeless

### Minimum number of students

California’s accountability system will be applied to all schools, including charter schools, and all student groups with 30 or more students.

California will produce an accountability report for every public school in the state. Schools with less than 30 students will receive data; however, they will not receive a performance level (i.e., a color) consistent with the requirement in Every Student Succeeds Act (ESSA), Section 1111(c)(3)(A)(i) that the state plan describe a minimum n-size to be used for any provisions requiring disaggregation of performance data by student groups and that the minimum n-size be the same for all students and student groups. This will provide small schools with data that they can use to improve student performance.

In addition, California’s accountability system includes LEAs. The indicators used for school accountability will also be applied at the LEA level. As a result, the performance of students in schools with less than 30 students will be rolled up to the LEA level and to the state level, and the performance of those students is used for accountability determinations and identification for assistance of LEAs under state law. Schools with less than 30 students will have access to these tools to assist them in their improvement plans. (Note: For privacy purposes results are never displayed for fewer than 11 students.)

For schools that are so small that they do not receive a color-coded performance level on any indicator within the Dashboard, the CDE will review their performance data and other relevant information annually and shall identify them for comprehensive support and improvement or targeted support and improvement assistance based on any identified performance issues.

California’s accountability system uses both “Status” and “Change,” which requires two consecutive years of data. Therefore, newly opened schools will not receive performance levels on the state indicators until the second year of data are available. Schools will not be eligible for comprehensive or targeted support until they receive performance levels on the state indicators

## Long-Term Goals and Measurements of Interim Progress

Long-term goals, and the ability for LEAs or schools to determine interim progress goals, are built into the California Model. This system is based on a five-by-five colored grid that produces 25 results. Each of these 25 results represent a combination of current performance (known as “Status”) and how current performance compares to past performance (known as “Change”). Overall performance within the California Model therefore includes whether there has been improvement, and a school and student group’s placement on the grid determines the improvement that is required to maintain the current performance level (color) on the grid or to move to the next performance level. Goals can be established relative to overall performance within the Status and/or Change components of the five-by-five colored grids.

For each indicator, “Status” and “Change” have equal weight. In addition, each indicator is given equal weight when meaningfully differentiating schools, with ELA and Mathematics assessments considered as two separate indicators for school differentiation.

An overview of the California accountability model (California Model) is provided on the CDE California Accountability Model & School Dashboard Web page at <http://www.cde.ca.gov/ta/ac/cm/>. Detailed information on the production of the indicators in the California Model is provided in the California Accountability System: California School Dashboard Technical Guide available on the CDE Web page at <https://www.cde.ca.gov/ta/ac/cm/dashboardguide22.asp>.

### Academic Achievement

Academic achievement is measured by comparing how far above or below students are from the lowest possible scale score to achieve Level 3 (Standard Met) on the Smarter Balanced assessments, which indicates proficiency under ESSA.

For grades 3-8, the goal for all schools and all student groups is to reach the “High” Status, as shown in the five-by-five colored grids. This means that the goal is for all students and student groups to be at least 10 points above the lowest possible scale score to achieve Level 3 (Standard Met) for English Language Arts (ELA). For mathematics, the goal is for all students and student groups to be at the scale score to achieve Level 3 (Standard Met).

For grade 11, the goal for all schools and student groups is to reach the “High” Status, as shown in the five-by-five colored grids. This means that the goal for all students and student groups is to be at least 30 points above the lowest possible scale score and to achieve Level 3 (Standard Met) for ELA. For mathematics, the goal for all students and student groups is to be at the scale score to achieve Level 3 (Standard Met).

The SBE has established a seven-year timeline for schools and student groups to reach the goal. The SBE expects to revise the performance levels for state indicators every seven years based on new distributions and has established an annual review process to assess progress on all indicators statewide.

Additionally, as approved by the U.S. Department of Education on August 12, 2022, through the 2021–22 Addendum Template for the Consolidated State Plan due to COVID-19, California shifted the timeline to measure long-term goals and measurement of interim progress forward by two years as follows:

| **Number** | **Year** |
| --- | --- |
| 1 | 2017 |
| 2 | 2018 |
| 3 | 2019 |
| **4** | **2022** |
| **5** | **2023** |
| **6** | **2024** |
| **7** | **2025** |

The CDE has produced a report that indicates where schools and student groups are on the five-by-five colored grid, allowing schools to determine how much improvement is needed to reach the goal. These reports are available on the CDE California Model Five-by-Five Placement Reports & Data Web page at <https://www6.cde.ca.gov/californiamodel/>.

The ability for LEAs or schools to determine interim progress goals, including for lower performing student groups, is built into the California Model. In addition, the CDE has produced a report that indicates where schools and student groups are on the five-by-five colored grid, allowing schools to target improvement strategies to reach the goal for each student group. These reports are available on the CDE California Model Five-by-Five Placement Reports & Data Web page at <https://www6.cde.ca.gov/californiamodel/>.

Additionally, under state law, every LEA must adopt and annually update a Local Control and Accountability Plan (LCAP). In the LCAP, the LEA must establish goals for all students and the statutory student groups across priority areas defined in statute. The LEA must also describe actions and services, and related expenditures, to meet the goals for student performance.

The template LEAs must use for LCAPs includes a summary in which LEAs must address any indicator where the performance of one or more student groups is two or more color-coded levels below the performance for all students (e.g., student group performance is Red while overall performance is Yellow, Green or Blue; student group performance is Orange while overall performance is Green or Blue). Under the California Model, an LEA is not making progress toward closing performance gaps among student groups if either of the examples described above are present. Accordingly, through the LCAP, such LEAs must describe the efforts they will undertake to make significant progress in closing performance gaps on the relevant indicator(s).

LEAs must therefore annually review and update their overarching plans for educational programming to address areas where the LEA is not making progress in addressing performance gaps among student groups.

This statewide system to assist LEAs to leverage change is an important component to helping narrow statewide proficiency gaps.

### High School Graduation Rate

In July 2019, the SBE adopted an extended-year graduation rate that now includesfifth year graduates. Because the goal for extended graduation rates must be higher than the four-year cohort graduation rate, the SBE increased the goal from 90 percent to 90.5 percent. The goal for all students and student groups is to reach the “High” Status. This means the goal is to have an extended-graduation rate of at least 90.5 percent.

In addition, because the extended graduation rate has a much more positive impact for schools in the lower percentiles, the SBE approved raised the graduation rate threshold for the “Very Low” Status level from below 67 percent to below 68 percent. Therefore, any school with an average graduation rate below 68 percent over the past three years will be identified for Comprehensive Support and Improvement (CSI)

The SBE has established a seven-year timeline for reaching the goal. The SBE expects to revise the performance levels for state indicators every seven years and has established an annual review process to assess progress on all indicators statewide. Additionally, as approved by the U.S. Department of Education on August 12, 2022, through the 2021–22 Addendum Template for the Consolidated State Plan due to COVID-19, California shifted the timeline to measure long-term goals and measurement of interim progress forward by two years as follows:

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The CDE has produced a report that indicates where schools and student groups are on the five-by-five colored grid, allowing schools to determine how much improvement is needed to reach that goal. The report is available on the CDE California Model Five-by-Five Placement Reports & Data Web page at <https://www6.cde.ca.gov/californiamodel/>.

The ability for LEAs or schools to determine interim progress goals, including for lower performing student groups, is built into the California Model. In addition, the CDE has produced a report that indicates where schools and student groups are on the five-by-five colored grid, allowing schools to target improvement strategies to reach the goal for each student group. These reports are available on the CDE California Model Five-by-Five Placement Reports & Data Web page at <https://www6.cde.ca.gov/californiamodel/>.

Additionally, under state law, every LEA must adopt and annually update a LCAP. In the LCAP, the LEA must establish goals for all students and the statutory student groups across priority areas defined in statute. The LEA must also describe actions and services, and related expenditures, to meet the goals for student performance.

### Chronic Absenteeism

Chronic absenteeism will serve as an additional academic indicator for grades TK–8, given its strong correlation with future academic attainment. Each LEA shares data on student absences with CDE, who then determines which students were chronically absent, which is defined in California *Education Code* Section 60901(c)(1) as “a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.”

The calculation formula is the number of students chronically absent 10 percent or more divided by the number of students who are eligible for chronic absenteeism enrollment. The calculation formula for Change is the current year chronic absence rate minus the prior year chronic absence rate

### Suspension Rate

The Suspension Rate Indicator will be used to measure school quality for all students in TK–12. As mentioned above, the distribution of LEA data is used to determine performance levels, however, for the Suspension Rate Indicator, the data were significantly different among elementary, middle, and high schools. As a result, three distributions were created for the Suspension Rate Indicator, one for elementary, one for middle, and one for high schools. The three sets of distributions resulted in the establishment of three different sets of cut scores, which allows for meaningful differentiation and a valid and reliable comparison among schools statewide by school type. The same calculation methodology will be used at both the school level and the student group level.

The calculation formula for Status is the number of students suspended divided by the number of students cumulatively enrolled. The calculation formula for Change is the current year suspension rate minus the prior year suspension rate.

### College/Career Indicator

*During the 2020-21 school year, due to the continuation of the COVID-19 pandemic, LEAs were provided with the option of administering local assessments if administering the statewide summative assessment was not the most viable option. As a result the CCI was not reported due to limited results of the 2021 statewide summative assessments for grade eleven students.*

The College/Career Indicator (CCI) is an additional indicator of student success for high schools. The CCI is designed to include multiple measures in order to value the multiple pathways that students may take to prepare for postsecondary. The CCI currently has three levels (Prepared, Approaching Prepared, and Not Prepared) and is designed to allow new measures to be added when they become available. To determine how well schools have prepared students for postsecondary, the CCI evaluates all students in the four-year graduation cohort. The same calculation methodology is used for both the school level and the student group level.

Only measures collected statewide at an individual student level and approved by the SBE are included in the CCI. They are:

* Advanced Placement Exams
* Met UC/CSU Requirements (i.e., a-g)
* Career Technical Education Pathway Completion
* College Credit Course (formerly called Dual Enrollment)
* International Baccalaureate Exams
* Leadership/Military Science
* Pre-Apprenticeships
* Smarter Balanced Summative Assessments in English Language Arts/Literacy and mathematics (Grade 11)
* State and Federal Job Programs
* State Seal of Biliteracy
* Transition Classroom and Work-Based Learning Experiences

For the CCI, “Status” is determined using the current CCI rate and “Change” is the difference between the current rate and the prior year’s rate.

### English Learner Progress Indicator

The English Learner Progress Indicator (ELPI) provides credit to schools when students move up one performance level on the state English language proficiency test from the prior year to the current year. The ELPI baseline data for Status is based on progress between 2018 and 2019. The goal for all schools is to reach the “High” Status, as shown in the table below. This means that the goal is for at least 55 percent of students to gain one performance level on the language proficiency assessment annually. Only 25 percent of schools currently meet or exceed this goal, making it ambitious for the state to meet.

The SBE has established a seven-year timeline for reaching the goal. The SBE expects to revise the performance levels for state indicators every seven years and has established an annual review process to assess progress on all indicators statewide. Additionally, as approved by the U.S. Department of Education on August 12, 2022, through the 2021–22 Addendum Template for the Consolidated State Plan due to COVID-19, California shifted the timeline to measure long-term goals and measurement of interim progress forward by two years as follows:

| **Number** | **Year** |
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| **5** | **2025** |
| **6** | **2026** |
| **7** | **2027** |

## Comprehensive Support and Improvement (CSI)

### Identification – Low Performing

Consistent with the system of meaningful differentiation described above, California will use the color combinations that schools receive on California School Dashboard indicators to identify the lowest performing 5 percent of Title I schools statewide for comprehensive support.

The selection criteria of at least the lowest performing of 5 percent of Title I schools is based a tiered process based on the following criteria:

* Schools with all red indicators;
* Schools with all red but one indicator of any other color;
* Schools with all red and orange indicators; and
* Schools with five or more indicators where the majority are red.

Title I schools will be evaluated on each of the subsequent criteria, and upon reaching or exceeding five percent, will complete the process. Under this approach, performance on a single indicator is not determinative of selection among the lowest performing 5 percent of Title I schools.

### Identification – Low Graduation

Beginning with the 2019 Dashboard, California implemented the use of the average of three years of graduation rate data to identify schools with a high school graduation rate less than 68 percent. Any school with a graduation rate less than 68 percent averaged over three years are eligible to be identified for comprehensive assistance. Three years of data is used to identify schools; therefore, newly opened schools are not identified for comprehensive support and improvement until the third year of data is available. However, all schools and student groups with a graduation rate below 68 percent are given the lowest performance level, Red, on the Dashboard. This performance level is used as part of the criteria when determining schools under consideration of comprehensive support in addition to the lowest 5 percent.

### Exit Criteria – CSI

The statewide exit criteria are whether the school has improved performance so that it no longer meets the criteria that were used to identify schools for comprehensive support at the time the school was initially identified, with an additional check to ensure that the Status for the indicators with improved performance has increased. Consequently, a school will have to improve its performance across indicators (including an increase in Status in the relevant indicator(s)) so that it no longer has any combination of color-coded performance levels that meet the criteria used for identification at the time the school was identified. If the school’s color-coded performance levels for the current year match the color combinations used to identify schools for comprehensive support when the school was initially identified, it has not met the exit criteria.

Schools are expected to meet these exit criteria within four years from initial identification.

Additionally, in response to the flexibilities provided by the 2021–22 Addendum by ED, the SBE approved revising the timeline and not count the 2019–20 or 2020–21 school years toward the number of years in which a school must meet the exit criteria. The SBE also modified the exit criteria for schools identified for CSI and additional targeted support and improvement (ATSI) that will be eligible to exit status in fall 2022 to use the status performance level rather than the performance color that is based on both status and change. The school or student subgroup in the school must (1) no longer meet the criteria for identification and (2) have improved performance on the indicators (including an increase in the status portion of each indicator) compared to when the school was initially identified.

## Additional Targeted Support and Improvement (ATSI)

To be eligible for ATSI, a school must not be eligible for CSI–Low Graduation or CSI–Low Performing. Additionally, the school has one or more student groups that, for two consecutive years based on the Dashboard, meet the same criteria used to determine CSI–Low Performing. In order to be eligible for ATSI determinations, a school must have at least one student group that meets the n-size requirements in both Dashboard year.

### Exit Criteria – ATSI

The statewide exit criteria are whether the performance of the student group(s) at the school has improved so that it no longer meets the criteria that were used to identify these schools for additional targeted support at the time the school was initially identified, with an additional check to ensure that the Status for the indicators with improved performance has increased. Consequently, a school will have to improve its performance across indicators (including an increase in Status for the relevant indicator(s)) for the relevant student group(s) so that it no longer has any combination of color-coded performance levels that meet the criteria used for identification at the time the school was identified. If the school’s color-coded performance levels for the current year match the color combinations used to identify schools for additional targeted support when the school was initially identified, it has not met the exit criteria.

Schools are expected to meet these exit criteria within four years from initial identification.

## Additional Resources

California's accountability system is based on a multiple measures system that assess how LEAs and schools are meeting the needs of their students. Performance on these measures is reported through the Dashboard. The links below connects you directly to the Dashboard, supplementary reports, and supportive resources created to help parents, educators, and communities navigate through the state’s accountability system.

California School Dashboard at <https://www.cde.ca.gov/ta/ac/cm/caschdashboard.asp>
Dashboard Technical Guide at <https://www.cde.ca.gov/ta/ac/cm/dashboardguide23.asp>
Dashboard Communications Toolkit at <https://www.cde.ca.gov/ta/ac/cm/dashboardtoolkit.asp>
Dashboard Resources - <https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp>