

California Department of Education

Executive Office

SBE-003 (REV. 11/2017)

itb-amard-mar24item01

# California State Board of EducationMarch 2024 AgendaItem #02

## Subject

Update on the Implementation of the Integrated Local, State, and Federal Accountability and Continuous Improvement System: Review of the 2023 California School Dashboard and 2022–23 Data Release and 2024 Accountability Workplan.

## Type of Action

Action, Information

## Summary of the Issue(s)

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

Under this process, the California Department of Education (CDE) includes measures that need revisions or updates in the annual Accountability Workplan to present to the SBE at their March meeting. This process allows for the CDE to engage with policy and technical education advocates prior to bringing final recommendations to the SBE and provides sufficient time for the CDE to incorporate changes prior to the annual release of the Dashboard each fall.

The 2024 Accountability Workplan reflects significant timeline changes to accommodate the requirement for the public release of the Dashboard by December 1, 2024, pursuant to Senate Bill 114 (Chapter 48, Statutes of 2023). In years prior, following the March SBE meeting and presentation of the Accountability Workplan, the CDE would spend six months engaging in policy and technical work and seeking public feedback in advance of requesting SBE approval at their September meeting. The 2024 Accountability Workplan reflects a compressed schedule due to the reporting requirements imposed by Senate Bill 114. Specially, the CDE will have 50 percent less time, or three months, to conduct policy evaluation, which includes data simulations, ahead of action by the SBE at their July meeting. Accordingly, the Accountability Workplan reflects the CDE’s reduced capacity and scope for work in 2024 based on these adjusted timelines. It is anticipated that the annual cycle to review the Accountability Workplan will shift in future years to the January SBE meeting with adoption of any proposed changes at the July SBE meeting.

This item provides an overview of the 2024 Accountability Workplan which includes adding science assessment data to the Dashboard, addressing transitional kindergarten and Long-Term English learner students on the Dashboard, establishing short and long-term goals for the College/Career Indicator, releasing student level growth model data, continuing to monitor state level data within Priority 1, and incorporation of the SB 114 requirements in the Differentiated Assistance eligibility criteria. Attachment 1 is an overview of the Accountability Workplan. Attachment 2 provides a brief overview of the 2023 Dashboard results and Attachment 3 is an overview on the outreach activities completed to date in support of the Dashboard.

## Recommendation

The CDE recommends that the SBE provide guidance on the proposed 2024 Accountability Workplan 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 is 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). In 2023, the Dashboard reflects a full return of California’s accountability system with the reporting of Status (current year data), Change (the difference from prior year data), and performance levels (or colors) for all state indicators except for the College/Career Indicator (CCI), which will return to performance levels in 2024.

### California School Dashboard Principles

The SBE adopted the California School Dashboard Principles (Dashboard Principles) at their November 2022 meeting, 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. These principles are used as a framework during Dashboard-related discussions and deliberations to ensure that decisions align with SBE’s policy objectives. The adopted principles are available on the California School Dashboard Principals webpage at <https://www.cde.ca.gov/ta/ac/cm/dbprinciples.asp>.

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

### California Science Test Results

In March 2016, the SBE approved a design for the LCFF evaluation rubrics that includes the following key indicators: (i) student test scores on English Language Arts and Math, including a measure of individual student growth, and results on the Next Generation Science Standards (NGSS) assessment, (ii) progress of ELs toward English language proficiency; (iii) high school graduation rate; and (iv) measures of student engagement, including suspension rates by grade span and chronic absence. (<https://www.cde.ca.gov/be/ag/ag/yr16/documents/may16item02.doc>).

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>).

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>).

In March 2023, the CDE recommended providing a link to each school/LEA’s CAASPP science results. With two years of results from the 2021–22 and 2022–23 CAST assessments based on the revised blueprint, the CDE provided an update on the use of these results for accountability purposes and options toward inclusion of this test on the Dashboard (<https://www.cde.ca.gov/be/ag/ag/yr23/documents/mar23item03.docx>).

### 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>).

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>).

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>).

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>).

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>).

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>).

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>).

The CDE engaged the California Comprehensive Center to conduct 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>).

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>).

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>).

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>).

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>).

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>).

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>).

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>).

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>).

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>).

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>).

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>).

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>).

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>).

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>).

In September 2023, the CDE provides a workplan for 2023 about the student growth model for California’s schools and LEAs. It includes identifying key audiences, receiving feedback from focus groups, CPAG, and TDG, and an anticipated date which average growth scores can be officially reported is December 2024 (<https://www.cde.ca.gov/be/ag/ag/yr23/documents/sep23item08.docx>).

In March 2023, the CDE reported about the communications toolkit and its purpose. Additionally, the CDE works with California’s assessment contractor, ETS, to evaluate and analyze visualizations and communications tools to appropriately display growth data to multiple audiences. The CDE continues to 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 (<https://www.cde.ca.gov/be/ag/ag/yr23/documents/mar23item03.docx>).

### 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>).

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>).

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>).

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>).

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>).

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>).

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>).

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>).

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>).

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>).

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>).

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

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/documents/memo-pptb-amard-jun19item02.docx>).

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>).

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>).

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>).

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>).

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>).

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>).

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>).

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>).

In March 2023, the CDE continued 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: Civic Engagement, and Industry Certifications (<https://www.cde.ca.gov/be/ag/ag/yr23/documents/mar23item03.docx>)

In September 2023, the CDE presented the workplan for the College/Career Indicator (CCI) included a review of the Non-Registered Pre-Apprenticeship measure and use of modified criteria for Differentiated Assistance to incorporate the inclusion of CCI status only for the 2023 Dashboard. Additionally, CCI is the only indicator that reports “Status” only on the 2023 Dashboard (<https://www.cde.ca.gov/be/ag/ag/yr23/documents/sep23item08.docx>)

### Long Term English Learners

In May 2016, the SBE approved a proposed design of the Local Control Funding Formula (LCFF) Evaluation Rubrics to include a state level indicator which measures English learner (EL) progress. The SBE directed the CDE staff to provide options for incorporating a composite measure of EL proficiency, including EL proficiency rates, reclassification rates, and long-term English learner (LTEL) rates into the LCFF Evaluation Rubrics (<https://www.cde.ca.gov/be/ag/ag/yr16/documents/may16item02.doc>).

In June 2016, the SBE received an Information Memorandum showcasing options for a composite measure, including LTELs, for the English Learner Progress Indicator (ELPI) (<https://www.cde.ca.gov/be/pn/im/documents/memo-sbe-jun16item01.doc>).

In July 2016, the SBE approved the CDE to convene a Workgroup of practitioners and technical experts, in partnership with the California Comprehensive Center (CA CC) at WestEd, to explore the possible inclusion of LTEL data into the ELPI. Additionally, the CDE presented options for incorporating EL proficiency rates and reclassification rates for the ELPI to the SBE (<http://www.cde.ca.gov/be/ag/ag/yr16/documents/jul16item02.doc>).

In October 2016, the SBE received an Information Memorandum with an overview of the ELPI Workgroup’s role and responsibilities (<https://www.cde.ca.gov/be/pn/im/documents/memo-dsib-amard-oct16item02.doc>).

In November 2016, January 2017, and March 2017, SBE received updates on the ELPI Workgroup and the Technical Design Group (TDG) activities regarding the incorporation of LTELs into the ELPI (<https://www.cde.ca.gov/be/ag/ag/yr16/documents/nov16item03.doc>) (<https://www.cde.ca.gov/be/ag/ag/yr17/documents/jan17item02.doc>) (<https://www.cde.ca.gov/be/ag/ag/yr17/documents/mar17item02.doc>)

In September 2017, the SBE adopted the Inclusion of LTEL students in the ELPI through a revised ELPI formula to include LTEL’s in its numerator (<https://www.cde.ca.gov/be/ag/ag/yr17/documents/sep17item02.doc>).

In April 2017, the SBE received an Information Memorandum discussing ELPI and a way to increase incentive for LTEL performance improvement by adding extra credit to the performance of LTEL students in the CELDT (<https://www.cde.ca.gov/be/pn/im/documents/memo-dsib-amard-apr17item01.doc>).

In April 2018, the SBE directed the CDE to request an ESSA waiver from the U.S. Department of Education (ED) regarding the inclusion of RFEPs and LTELs in the ELPI (<https://www.cde.ca.gov/be/ag/ag/yr18/documents/apr18item01.docx>).

In April 2019, the SBE received an Information Memorandum about a final determination of a disapproval letter from the ED related to California’s request for a waiver to allow an additional weight in the ELPI calculation for LTELs who advanced at least one level on California’s English Proficiency assessment (<https://www.cde.ca.gov/be/pn/im/documents/memo-gad-lao-apr19item02.docx>).

In July 2019, the CDE determined that after convening with the ELPI Workgroup on May 20, 2019, members agreed that the CDE had exhausted all available options in an attempt to include RFEP and LTEL students into the final ELPI

(<https://www.cde.ca.gov/be/ag/ag/yr19/documents/jul19item01.docx>).

In September 2023, the SBE approved the 2023 workplan for the ELPI. The CDE discusses the waiver rejection by the U.S. Department of Education (ED) in which LTEL bonus criteria could not be included in the ELPI in subsequent years (<https://www.cde.ca.gov/be/ag/ag/yr23/documents/sep23item02.docx>).

In December 2023, the SBE received an Information Memorandum containing an introduction about LTELs, as a student population that will be a part of the 2024 Dashboard, along with policy considerations (<https://www.cde.ca.gov/be/pn/im/documents/dec23memoamard01.docx>).

**Priority 1 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>).

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>).

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>).

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>).

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>)

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>) (<https://www.cde.ca.gov/be/ag/ag/yr22/documents/sep22item02rev.docx>)

In November 2023, the SBE approved a revision of the self-reflection tool for Priority 1 to reflect the approved objective criteria from the September 2023 SBE; the 2021–22 Teacher Assignment Outcomes within Priority 1 (<https://www.cde.ca.gov/be/ag/ag/yr23/documents/nov23item08.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).

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)

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)

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)

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)

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).

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)

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).

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)

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)

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).

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>).

In September 2023, the CDE presented the workplan for the differentiated assistance criteria and recommended inclusion of using the status of College/Career indicator on the 2023 Dashboard in the criteria. (<https://www.cde.ca.gov/be/ag/ag/yr23/documents/sep23item08.docx>)

## Fiscal Analysis (as appropriate)

California’s total kindergarten through grade twelve funding within the 2023–24 California Budget Act is $127.8 billion from the following sources:

* State: $80.0 billion (62.6 percent)
* Federal: $8.4 billion (6.6 percent)
* Local: $38.0 billion (29.7 percent)
* Lottery $1.4 (1.1 percent)

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

## Attachment(s)

* Attachment 1: 2024 Accountability Workplan (13 Pages)
* Attachment 2: Release of the 2023 California School Dashboard (1 Page)
* Attachment 3: California School Dashboard Educational Outreach Activities (8 Pages)

# Attachment 1:2024 Accountability Workplan

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, feedback from educational partners, and legislative requirements. Through this annual review process the California Department of Education (CDE) updates the SBE at their March meeting on the work under consideration for review and/or revisions for action by the SBE. The 2024 Accountability Workplan includes:

* Incorporation of the Science Assessment results into the Dashboard
* New student populations: Transitional Kindergarteners (TK) and Long-Term English Learners (LTELs)
* College/Career Indicator (CCI)
* Student level growth model data
* Priority 1: State level data
* Update of the differentiated assistance criteria and designations pursuant to SB 114 (Chapter 48, Statutes of 2023).

Following the March 2024 SBE meeting and direction from the SBE on these topics, the CDE will conduct policy and technical analysis for the metrics as specified. For the topics that require SBE action at their July meeting, the CDE will present these items to the California Practitioners Advisory Group at their June meeting and incorporate their feedback into the July SBE meeting item. As noted in the item, the 2024 Accountability Workplan reflects significant timeline and workload changes to accommodate the new requirement for the public release of the Dashboard by December 1, 2024, pursuant to SB 114.

## Incorporate Science Assessment Results Into the Dashboard

The CDE and SBE are committed to raising the visibility and awareness of the California Science Test (CAST) and California Alternate Assessment for Science (CAA-Science) results and, in prior years, included the results within the Additional Reports reporting structure of the Dashboard. In 2024, data from both the 2021–22 and 2022–23 school year administrations can be used to evaluate and advise, working collaboratively with education partners, the SBE on the steps to add a Science Indicator to the Dashboard.

## Dashboard Principles

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

* Principle 5: Values high performance and growth equally.
* Principle 8: Reflects technical quality through measures that are valid and reliable.
* Principle 11: Is subject to continuous revision and improvement.

### 2024 Workplan for the Science and the Dashboard

With access to two years of results from the 2021–22 and 2022–23 CAST and CAA-Science assessments, the CDE will work to develop options toward inclusion of these test results on the Dashboard. Previously, the Dashboard reported the results of the CAST and CAA-Science in both 2022 and 2023 through the Additional Reports section, but the data was not displayed or incorporated on the Dashboard itself as an indicator nor added to the Accountability system for eligibility determinations.

To move forward with this process, the SBE will need to take action on the following six individual decision points:

1. Approval of a Metric to Measure Science Assessment Performance for Use on the Dashboard
2. Approval of Status Cut Points
3. Approval of Change Cut Points
4. Approval of a Color Scheme for the Five-by-Five Color Grid
5. Inclusion of the Indicator within the State Accountability System through Differentiated Assistance Criteria
6. Inclusion of the Indicator within the Federal Accountability System through Every Student Succeeds Act (ESSA) Eligibility Identification

*Decision Point 1: Creation of a Metric to Measure Science Assessment Performance for Use on the Dashboard*

Adding Science to the Dashboard will require a full technical evaluation of the results from the 2021–22 and 2022–23 CAST and CAA-Science administrations by the CDE with assistance from the Technical Design Group (TDG) to ensure the creation of a new metric is valid and reliable. While the science assessments have similar characteristics to both the English Language Arts (ELA) and Mathematics assessments, they have many unique features that must be evaluated to ensure fair and valid results for accountability determinations.

Specifically, the CDE will need to address questions such as:

* How to count participation across a single year as well as multiple years for the high school assessment,
* How to measure “distance from standard” within a compressed scale score range on both assessments, and
* If it is appropriate or valid to aggregate results across fifth, eighth and high school grade spans.

*Decision Points 2-4: Creation of a Color on the Dashboard*

Following the metric's approval, the CDE would need evaluate the results and distribution of results for the Science Assessment metric to establish cut points for status and change and choose a color scheme for the five-by-five color grid. (<https://www.cde.ca.gov/be/pn/im/documents/jun23memoamard01.docx>)

*Decision Points 5 and 6: Support Eligibility Determinations*

The final decision points for the SBE would be to evaluate whether and how results on the metric would be added to the criteria to identify local educational agencies (LEAs) under the Local Control Funding Formula (LCFF) and/or schools under ESSA.

The LCFF identification process uses a series of results within each priority to trigger potential eligibility for differentiated assistance. Presently, the Priority 4 Criteria for differentiated assistance eligibility consists of receiving either a red on both the Academic-ELA Indicator and Academic-Mathematics Indicator, a combination of red and orange on those indicators, or a red within the English learner student group on the English Learner Progress Indicator. The SBE would need to decide how the color received for the metric would contribute toward eligibility under Priority 4, and if any changes would be made to the existing criteria.

As for federal support determinations under the ESSA, California has entered our first three-year cycle for school eligibility with the support determinations made based on the 2023 Dashboard. Incorporation of these results in the federal eligibility criteria for the 2026 Dashboard support determinations, requires amendments to California’s ESSA State Plan. The amendments would need to be approved by the SBE and submitted to the U.S. Education for approval in early 2026 to be incorporated into the next three-year eligibility cycle.

*Decision Point Timeline for CDE Work and SBE Approval*

The work detailed above will require significant time and resources by CDE in both 2024 and 2025. The proposed timeline for SBE meeting approval is displayed in Table 1.

#### Table 1: Proposed Science Assessment Work Timeframe and Decision Points

| **Decision Point(s)** | **CDE Work Timeframe** | **California Practitioners Advisory Group** | **SBE Meeting Approval** |
| --- | --- | --- | --- |
| 1: Approval of a Metric to Measure Science Assessment Performance for Use on the Dashboard | February 2024 – May 2024 | June 2024 | July 2024 |
| 2: Approval of Status Cut Points | January 2025 – May 2025 | June 2025 | July 2025 |
| 3: Approval of Change Cut Points | January 2025 – May 2025 | June 2025 | July 2025 |
| 4: Approval of a Color Scheme for the Five-by-Five Color Grid | January 2025 – May 2025 | June 2025 | July 2025 |
| 5: Inclusion of the Indicator within the State Accountability System through Differentiated Assistance Criteria | January 2025 – May 2025 | June 2025 | July 2025 |
| 6: Inclusion of the Indicator within the Federal Accountability System through ESSA Eligibility Identification | January 2025 – May 2025 | June 2025 | July 2025; subsequently submit amendments to ED effective in 2026 |

### New Student Populations: Transitional Kindergarteners and Long-Term English Learners

In 2024, the Dashboard will have two additional student populations to address across its state indicators: Transitional Kindergarteners (TK) and Long-Term English Learners (LTELs).

Beginning this school year (2023–24), the California Longitudinal Pupil Achievement Data System (CALPADS) is collecting TK data as a separate grade level from kindergarten to facilitate the reporting of TK student data and to meet the intent of California Education Code (EC) Section 60900(d)(4)(A). Additionally, Senate Bill 141 (Chapter 194, Statutes of 2023) requires that LTELs be reported as a student group on the Dashboard and defines an LTEL for accountability purposes to mean a pupil who has not attained English language proficiency within seven years of initial classification as an English learner. Note: this new definition is specified for use in the accountability system.

### Dashboard Principles

This work aligns with the following Dashboard Principles:

* Principle 1: Focuses on elements that express the commitment to a well-rounded, well-supported education and makes space for what is valued locally.
* Principle 6: Reports transparently and comprehensively at the state, district, school, and student group levels.
* Principle 11: Is subject to continuous revision and improvement.

### 2024 Workplan for Adding New Student Populations

TK and LTEL student populations will be incorporated into the Dashboard in different ways: TK as a newly distinct population within California’s student-level data collection, and LTELs as a new student group added to all six state Indicators.

*Transitional Kindergarteners and Future Dashboards*

On the current Dashboard, TK students are included and excluded in the following ways:

* The directory details for districts and schools on the Dashboard is based on information from the California School Directory (<https://www.cde.ca.gov/SchoolDirectory/>). Specifically, since TK is not considered a grade level, the “grades served”, which is the low- and high-grade levels offered and reported in the district and school details on the Dashboard, in this section will remain unchanged.
* The Suspension Rate and Chronic Absenteeism state indicators both include outcomes for kindergarteners.
* The English Learner Progress Indicator (ELPI) excludes TK students from the measurement of progress toward English language proficiency. Without being able to discern which students are in TK and which are in kindergarten, there is no way to measure a student’s growth from TK to kindergarten prior to this year.

Following the close of the 2023–24 data collection cycle, the CDE will analyze the TK population across the Suspension Rate and Chronic Absenteeism Indicators, as well as consider the incorporation of TK students in the ELPI across the school, district, and state levels. This information will be used to inform decisions within the 2025 Accountability Workplan.

*Long-Term English Learners on the 2024 Dashboard*

Senate Bill 141 added LTELs, defined as a pupil who has not attained English language proficiency within seven years of initial classification as an English learner (EL), as the 14th student group on the Dashboard.

#### Table 2: Student Groups Scheduled to be Reported on the 2024 California School Dashboard

| **Race and Ethnicity Student Groups** | **Program Student Groups** |
| --- | --- |
| * African American
* American Indian
* Asian
* Filipino
* Hispanic
* Two or More Races
* Pacific Islander
* White
 | * English Learners
* Long-Term English Learners
* Foster Youth
* Homeless
* Socioeconomically Disadvantaged
* Students with Disabilities
 |

As a student group, LTELs will adhere to the same n-size rules that govern Foster Youth and Homeless student groups per *Education Code*: fifteen or more students will be held accountable at the district level and receive a color, whereas thirty or more students will be held accountable at the school level, pursuant to California’s Every Student Succeeds Act State Plan.

The LTEL student group will be added to the Suspension Rate, Graduation Rate, College/Career, Chronic Absenteeism and Academic Indicators of the 2024 Dashboard. Uniquely, it will also add a second student group to the English Learner Progress in addition to the English learner student group.

In 2024, the CDE will conduct technical work for inclusion of the LTEL student group on the Dashboard. While the definition is provided in legislation, the CDE needs to operationalize the inclusion of this student group in cumulative enrollment, cohort calculations, and assessment demographics. This work will also include a review of the duplication of the students within the existing English learner student group and the new student group for the 2024 Dashboard. The CDE will engage with educational partners to obtain feedback on resources to advertise the addition of the new student group on the Dashboard.

The SBE will also need to evaluate how LTELs would be added to the student group criteria to identify LEAs under LCFF in 2024 and/or schools under ESSA in future years.

The LCFF identification process currently evaluates progress of 13 student groups for potential eligibility for differentiated assistance.The CDE will provide the SBE with information on the composition of the student group as part of the July SBE item.

Additionally, similar to the onboarding of the science metric on the Dashboard for federal support determinations under the ESSA, California has entered our first three-year cycle for school eligibility with the support determinations made based on the 2023 Dashboard. Incorporation of the LTEL student group in the federal eligibility criteria for the next three-year cycle that begins with the 2026 Dashboard support determinations requires amendments to California’s ESSA State Plan. The amendments would need to be approved by the SBE and submitted to the U.S. Education for approval by early 2026 to be incorporated into the next three-year eligibility cycle.

## College/Career Indicator

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 and the data that CDE collects around course taking. In 2024, the CDE is seeking input from the SBE to review the scope and direction of the College/Career Indicator (CCI) on the current and future year Dashboards.

## 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.
* Principle 8: Reflects technical quality through measures that are valid and reliable.
* Principle 11: Is subject to continuous revision and improvement.

## 2024 Workplan for the CCI

The CCI will return to reporting colors for schools, districts and student groups with the release of the 2024 Dashboard. The CDE resumed the reporting of the CCI with the release of the 2023 Dashboard, which was reflected as “Status only,” as no prior year data was available to calculate Change and determine performance levels (colors). The CCI was not reported on the 2022 Dashboard due to limited results from the 2021 statewide summative assessments for grade 11 students.

Prior to the release of the 2024 CCI, the CDE will: (1) Seek guidance from the SBE on whether to continue a review of the data for the four new career measures (Internships, Student-led enterprise, Simulated work-based learning, ASVAB), (2) Update the SBE on the data collection for the seal of civic engagement, and (3) Discuss exploration of industry certifications.

The CCI was developed to emphasize that a high school diploma represents the completion of a broad and rigorous course of study that prepares students for success after high school. It was originally adopted by the SBE in July 2016 (<https://www.cde.ca.gov/be/ag/ag/yr16/documents/jul16item02.doc>) and performance levels (colors) were reported for the first time on the 2018 Dashboard. It is based on students in each four-year graduation cohort and uses specific criteria that are reliant on assessments and course completion data to determine if students are “Prepared,” “Approaching Prepared,” or “Not Prepared” for college and/or career. These results, in turn, help inform how well LEAs and schools prepare students for success after high school.

From the outset of the CCI’s design in 2016, the intent was to add additional components to the Indicator as additional student-level course taking data became available. However, in 2019, the SBE requested that CDE modify the "college/career readiness” framework that CDE had used to adopt CCI components up to that point (<https://www.cde.ca.gov/be/ag/ag/yr19/documents/may19item01studysession.docx>), and to instead use research-based evidence for future component adoption. Additionally, it is undetermined the addition of a “well prepared” category, and the criteria to measure or combine to reach this new level.

To establish both short and long-term objectives for the CCI, the CDE proposes further discussion around how additional components can be added to indicator.

*Continuing to Review Data for the 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)

CDE analyzed the two years of data collected from 2020–21 and 2021–22 during the 2023 Accountability Workplan. In August 2023, CDE presented the analysis at the CPAG meeting, and members agreed that the 2022–23 school year data should be reviewed to capture accurate information on work–based learning environments in non–COVID impacted years. If directed, CDE could analyze the additional data collected from 2022–23 in the scope of the 2024 Accountability Workplan.

However, the analysis is not the only step necessary prior to being able to include this data in the CCI. Prior to being able to incorporate such career measures into the Dashboard criteria for either the “prepared” or “approaching prepared” levels, the CDE is seeking guidance from the SBE in the absence of research on these measures to properly recommend appropriate levels for each student. It is recommended that this work be added to the 2025 Accountability Workplan.

*Update on Data Collection for the Seal of Civic Engagement*

CDE will be adding an additional ad-hoc data collection to the 2023–24 End of Year (EOY) process for LEAs to collect student-level information on the students who have earned the Seal of Civic Engagement. This will allow CDE to analyze the data and learn more about the students who are earning the seal and bring this information to the SBE in 2025.

*Exploration of Industry Certifications*

In 2024, the CDE will also continue to solicit feedback on how Industry Certifications have incorporated into CTE Pathways around the state, and to further define and identify what and how data can be collected from LEAs.

## Student Level Growth Model

In December 2024, the CDE will release the initial set of ELA and mathematics growth data using assessment data from 2021–22, 2022–23 and 2023–24. The results will use the growth model calculations that were adopted by the SBE in May 2021. The release of these results will allow the SBE to begin conversations about how growth data will be incorporated into the Dashboard and support determinations for the state and federal accountability systems.

### 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 8: Reflects technical quality through measures that are valid and reliable.
* Principle 11: Is subject to continuous revision and improvement.

### 2024 Workplan for the Student Level Growth Model

Following the release of the 2024 Dashboard, CDE will release the initial set of individual student level growth data using the three years of the California Assessment of Student Performance and Progress (CAASPP) summative assessment scores from the 2021–22, 2022–23, and 2023–24 school years. The data release will include downloadable data files, with aggregated growth scores at the school, district, and student group levels, as well as a graphic display on the “Details” page of the Dashboard.

To support educators, families, and the public, in 2024 the CDE will update the Growth Model webpage (<https://www.cde.ca.gov/ta/ac/acctgrowthmod.asp>) with additional communication materials to help schools and LEAs interpret the data and the purpose of the student level growth data.

Following the release of this initial data, CDE will seek SBE feedback in early 2025 about the future role of the growth data and its connection to the Accountability system.

## Priority 1: State Level Data

In 2023, the SBE adopted displaying information from the 2021–22 Teacher Assignment Monitoring Outcomes (TAMO) reports within Local Measure Priority 1. The SBE also updated the self-reflection tool for Priority 1 consistent with the addition of statewide data related to the assignment of teachers. The 2023 Dashboard reported objective criteria for this measure using total teaching Full-Time Equivalency (FTE), clear (percent of teaching FTE), and comparison to statewide average. LEAs also had the ability to complete an optional narrative for this section.

### Dashboard Principles

This work aligns with the following Dashboard Principles:

* Principle 8: Reflects technical quality through measures that are valid and reliable.
* Principal 9: Leverages the expertise and perspectives of a broad set of educational partners and community members.
* Principle 10: Promotes coherence between data reporting and support/improvement programs.
* Principal 11: Is subject to continuous revision and improvement.

### 2024 Workplan for the Priority 1-Teacher Data

With the first reporting of these data with objective criteria in Priority 1 beginning with the 2023 Dashboard, the CDE has responded to an increased need for technical and policy support from LEAs for these new reports and similar reports on the School Accountability Report Card (SARC). In 2024, the CDE will continue to support and monitor the impact of these data in the field and focus on the development and release of these related reports on DataQuest: New Staff Demographic, Experience, and Education Data (multiple years), and Year 3 of TAMO data.

## Differentiated Assistance Eligibility

SB 114 requires that any school district eligible for differentiated assistance be provided technical assistance for a minimum of two years following identification based on the results on the Dashboard. It also requires that the county superintendent of schools provide technical assistance focused on the school district’s data management processes for all school districts who fail to meet the requirements of the collection of student-level data in the California Longitudinal Pupil Achievement System (CALPADS), and build the school district’s capacity to develop and implement actions and services responsive to pupil and community needs.

### Dashboard Principles

This work aligns with the following Dashboard Principles:

* Principle 6: Reports transparently and comprehensively at the state, district, school, and student group levels.
* Principle 8: Reflects technical quality through measures that are valid and reliable.
* Principle 10: Promotes coherence between data reporting and support/improvement programs.
* Principle 11: Is subject to continuous revision and improvement.

### 2024 Workplan for Differentiated Assistance Criteria

The CDE will work to incorporate this new metric into the differentiated assistance criteria for the SBE to adopt at their July meeting.

## California Practitioners Advisory Group Feedback

The California Practitioners Advisory Group met on February 9, 2024, and reviewed the 2024 proposed Accountability Workplan. Members provided feedback on the following:

* Members shared concerns about onboarding the Science metric and how it would affect the current distribution of state Indicators among the Priority areas for the Local Control Funding Formula, and what its impact would be on support identifications for differentiated assistance.
* Members mentioned the importance of nuances within aspects of TK data and the accountability system. They brought up teacher assignment monitoring for that specific grade level as well as non-compulsory attendance for students under the age of 6 and its impact on existing chronic absenteeism rates.
* Members had questions about how the LTEL students would impact Accountability. Multiple members were concerned that the elementary schools and districts that “created” LTELs would not be held accountable, and instead it would be the high schools and high school districts that would be in differentiated assistance. One member spoke to the need for districts and counties to start developing communities of practice around LTELs prior to their part in differentiated assistance. Another member commented that with the LTEL population being added to the English Learner Progress Indicator, that it may be an opportunity for the State Board of Education to raise the levels for status on the ELPI above 55 percent for “high.”
* On the topic of the CCI, multiple members requested a state definition of college and career readiness upon which to align the criteria for the state indicator. Additionally, one member requested to link back from high education to gauge whether students felt they were prepared.

# Attachment 2

On December 15, 2023, the CDE published the 2023 California School Dashboard (Dashboard) online at [https://www.caschooldashboard.org](https://www.caschooldashboard.org/).

The 2023 Dashboard marked the return of performance levels/colors on the Dashboard for five out of six Indicators, in contrast to the 2022 Dashboard was statutorily limited to display status-only results.

During the March 2024 SBE meeting, the CDE will provide a verbal overview of these results.

# Attachment 3California School Dashboard Educational Outreach Activities

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

| **Date** | **Title** | **Topics** |
| --- | --- | --- |
| August 25, 2023 | California Practitioners Advisory Group | * 2023 Accountability Workplan Updates
	+ College/Career Indicator (CCI)
	+ Graduation Rate Indicator
	+ Chronic Absenteeism and DataQuest
	+ Student Level Growth Model
	+ Completion of the English Learner Progress Indicator (ELPI)
	+ Aligning the Dashboard with Additional Data
	+ Address Data Quality and Participation Issues in a Uniform Way throughout the Dashboard
	+ Differentiated Assistance Criteria for 2023
 |
| October 12, 2023 | Technical Design Group Meeting | * Summary of September SBE Meeting
* Science Assessments and the Dashboard
* Transitional Kindergarten (TK) and Long-Term English Learners (LTEL)
* Review of College Career Indicator (CCI).
 |
| February 9, 2024 | California Practitioners Advisory Group | * Review of 2023 Dashboard
* 2024 Accountability Workplan
 |

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

| **Date** | **Title** | **Estimated Number of Attendees** | **Topics** |
| --- | --- | --- | --- |
| September 15, 2023 | CCEMC Dual Enrollment Summit | 168 | * Overview of California's Accountability System and the Dashboard
* A Deep Dive into the College/Career Indicator (CCI)
* A Review of How to Make Your College Credit Courses Count
* A Review of CALPADS EOY 1 Submission
 |
| September 20, 2023 | Regional Assessment Network | 15 | * Accountability Updates
* Updates on State Board of Education Meeting
* 2023 Dashboard Toolkit
 |
| September 20, 2023 | Curriculum and Instruction Steering Committee - Accountability Sub-Group Meeting | 15 | * Updates on State Board of Education Meeting
* 2023 Dashboard Release
* 2023 Dashboard Toolkit
 |
| September 21, 2023 | Curriculum and Instruction Steering Committee | 125 | * Updates on State Board of Education Meeting actions
* 2023 Dashboard release
 |
| September 22, 2023 | State and Federal Program Directors Meeting | 318 | * Accountability Updates
* 2023 Dashboard Toolkit
 |
| October 5, 2023 | CodeStack Conference | 150 | * Introduction to the Dashboard
* Changes for 2023
* Toolkit Resources
 |
| October 10, 2023 | California Assessment Conference | 100 | * Introduction to the Dashboard
* Changes for 2023
* Toolkit Resources
 |
| November 7, 2023 | California Association of Administrators of State and Federal Education Programs (CAASFEP): The Dashboard Results and Your LCAP | 200 | * Introduction to the Dashboard
* Changes for 2023
* Toolkit Resources
 |
| November 7, 2023 | Regional Assessment Network | 30 | * Private Previews
* CCI
* College Credit ONLY (Code 23) Courses
* 2024 Student Groups:
* Transitional Kindergarten (TK)
* Long-Term English Learners (LTEL)
 |
| November 13, 2023 | California Education and Research Association Conference-Dashboard Session | 80 | * 2023 and the Colorful California School Dashboard (Dashboard)
* Improvement Makes You Shine Bright!
* All the Tools You Need for Your Toolkit
* How To Be An Accountability SuperStar
 |
| November 14, 2023 | California Education and Research Association Conference-Joint Session with Fresno COE | 55 | * Seeing the Local Data through to Dashboard Results
* Setting LCAP Goals
 |
| November 15, 2023 | Curriculum and Instruction Steering Committee - Accountability Sub-Group Meeting | 15 | * Updates on Dashboard Private Preview
* Overview of Public Rollout
 |
| November 16, 2023 | Curriculum and Instruction Steering Committee Meeting | 10 | * 2023 Dashboard Rollout
* New DataQuest Report: *Homeless Student Enrollment by Dwelling Type*
 |
| December 1, 2023 | Western Association of Schools and Colleges-Train the Trainers | 10 | * Teacher Assignment Monitoring Outcomes Reports and Definitions
* Data Report and Use of Data
* Impact to California School Dashboard
* Resources
 |
| December 8, 2023 | State and Federal Program Directors Meeting | 300 | * 2023 Accountability Updates
* Resources
* Dashboard Deadlines, 2024 Considerations
 |
| January 12, 2024 | State and Federal Program Directors Meeting | 327 | * Teacher Assignment Monitoring Outcomes Reports and Definitions
* Data Report and Use of Data
* Resources
 |

## Table 3: Presentations/Virtual Meetings

| **Date** | **Title** | **Estimated Number of Attendees** | **Topics** |
| --- | --- | --- | --- |
| August 17, 2023 | Assessment and Accountability Information Meeting | 807 | * 2023 and the Dashboard
* Dashboard Toolkit resources
* Information on Dashboard Coordinators
* 2022–23 School Accountability

Report Cards (SARCs)* Questions and Answers
 |
| October 11, 2023 | System of Support Meeting | 100 | * Introduce the 2023 California School Dashboard
 |
| October 18, 2023 | Counting Every Day: Making the Most of California’s Absenteeism Data | 300 | * Overview of California Attendance Data
	+ Dashboard and DataQuest Data
* Ways to Use Chronic Absenteeism Data
* Using Your Data to Drive Improvement
 |
| October 19, 2023 | State Attendance Review Board Meeting | 30 | * Data Release Components
* Review of Chronic Absenteeism Data
* Upcoming Release of Dashboard
 |
| November 8, 2023 | Dashboard Q & A Session #1 | 180 | * CDE staff respond to questions from the field
 |
| November 29, 2023 | Dashboard Q & A Session #2 | 225 | * CDE staff respond to questions from the field
 |
| December 6, 2023 | Dashboard Q & A Session #3 | 193 | * CDE staff respond to questions from the field
 |
| December 13, 2023 | Dashboard Q & A Session #4 | 218 | * CDE staff respond to questions from the field
 |