

California Department of Education

Executive Office

SBE-003 (REV. 11/2017)

itb-amard-may25item01

# California State Board of Education May 2025 Agenda Item #02

## Subject

Update on the Implementation of the Integrated Local, State, and Federal Accountability and Continuous Improvement System: A Review of New and Existing College/Career Indicator Measures, Options for Adoption of Growth Model Performance Categories, Analysis of the Long-Term English Learner Student Group, Options for Incorporation of the Science Indicator, Priority 1 Teacher Data Update, and Overview of Dashboard Alternative School Status Criteria.

## Type of Action

Action, Information

## Summary of the Issue(s)

The State Board of Education (SBE) adopted the 2025 Accountability Workplan at their January 2025 meeting. The Accountability Workplan details the items that the California Department of Education (CDE) will present to the SBE at their March, May, and July 2025 meetings. This process ensures that there is adequate time to engage with educational partners and incorporate technical and policy changes to process student-level data and develop the resources necessary to support the annual release of the California School Dashboard (Dashboard) by November 15, 2025, as required by Senate Bill 114 (Chapter 48, Statutes of 2023).

In this item, similar to the Accountability Workplan items presented to the SBE at their January and March 2025 meetings, the CDE is seeking to gather feedback and help inform the SBE's decision making in advance of their July 2025 meeting. To that end, the CDE is committed to ensuring the presentation at the May meeting includes clear decision points and next steps regarding the various issues included in this item.

Following this discussion, the CDE will then present the formal analysis and recommendations based on the Accountability Workplan to the California Practitioners Advisory Group (CPAG) at their June 2025 meeting. The CPAG discussion and feedback will be incorporated into the July 2025 SBE meeting item.

Attachment 1 includes an extensive deliberation of data analysis to be utilized by the SBE to assist with their determination for the College/Career Indicator (CCI). The CCI data focuses on a review of currently adopted measures, Seal of Civic Engagement, and career measures.

Attachment 2 is the next step in the discussion about the incorporation of the growth data in the Dashboard. At the January 2025 meeting, the SBE requested additional descriptive data about how schools and districts performed. CDE provides this data analysis in Attachment 2 in preparation for the SBE’s adoption of performance standards for growth at their July 2025 meeting.

Attachment 3 provides analysis of how the Long-Term English Learners (LTEL) student group qualified for Differentiated Assistance on the 2024 Dashboard and suggested changes to the Suspension Rate Indicator for LTELs.

Attachment 4 includes a review of options to incorporate the Science Indicator into LCFF Eligibility Criteria.

Attachment 5 includes the Dashboard Alternative School Status (DASS) along with a review of DASS Application/Renewal Criteria as part of the 2025 Accountability Workplan.

Attachment 6 provides a review of the incorporation of Priority 1 Teacher Assignment data.

Attachment 7 is an overview of the outreach activities completed to date in support of the Dashboard.

## Recommendation

The CDE recommends that the SBE provide guidance on the work on the 2025 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 continues to be 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 2024, the Dashboard reflected 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.

### California School Dashboard Principles

The SBE adopted the California School Dashboard Principles (Dashboard Principles) in 2022. The Dashboard Principles are designed to guide the SBE’s work as they consider fully onboarding the Science Indicator to the Dashboard and use of growth data in the accountability system. The Dashboard 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 Principles webpage at <https://www.cde.ca.gov/ta/ac/cm/dbprinciples.asp>.

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

### 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 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>)

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 March 2024, the CDE: (1) Seeks 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) Updates the SBE on the data collection for the seal of civic engagement, and (3) Discusses exploration of industry certifications prior to the release of the 2024 CCI. (<https://www.cde.ca.gov/be/ag/ag/yr24/documents/mar24item02.docx>)

In January 2025, the CDE suggested that the ROC/P criterion be excluded from the CCI beginning with the 2025 Dashboard in order to align with current data collection practices. Additionally, CDE explores adding additional requirements to the college credit course-taking options in the CCI as well as the data collection process in CALPADS. (<https://www.cde.ca.gov/be/ag/ag/yr25/documents/jan25item03.docx>)

### Growth Model

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 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 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>).

In March 2017, the SBE provided feedback discussed on the outreach to the CAASPP Stakeholder Group and TDG. Directed the CDE to work with ETS to provide simulations of growth models for review. (<http://www.cde.ca.gov/be/ag/ag/yr17/documents/mar17item02.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>).

In June 2018, the CDE provided a Memorandum which addressed the SBE's Questions on the RG model: 1. What information does the RG model provide compared to the information that the current District from Level 3 (DF3) provides? 2. How would the RG model fit into the current accountability five-by-five structure?

<https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-amard-jun18item01.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>).

In February 2019, the SBE received an Information Memorandum, providing a summary of the first student growth model stakeholder meeting. The CDE engaged the California Comprehensive Center to conduct research and facilitate a stakeholder process on the future direction of this work.

(<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/nov20item05rev.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>).

In March 2024, The CDE provided information regarding the Growth Model incorporation in the 2024 Dashboard. Additionally, the CDE presented a communications webpage to support educational communities.

(<https://www.cde.ca.gov/be/ag/ag/yr24/documents/mar24item02.docx>).

In January 2025, the CDE provided an overview of the 2025 Accountability Workplan which included an incorporation of the Student-Level Growth Model for Grades 4 through 8 in English Language Arts and Mathematics into the Dashboard. The CDE sought direction about the potential incorporation of the results into the California School Dashboard. (<https://www.cde.ca.gov/be/ag/ag/yr25/documents/jan25item03.docx>)

In March 2025, both CDE and Educational Testing Service (ETS) presented the growth data from schools, districts and student groups available on the California School Dashboard (Dashboard). Katherine Castellano, Principal Research Scientist at the ETS Research Institute, reviewed the steps to date in adopting a student growth model in California. (<https://www.cde.ca.gov/be/ag/ag/yr25/documents/mar25item02rev.docx>)

In April 2025, the CDE provided an information memorandum to the SBE with a summary of students Growth data results from the 2024 Dashboard (<https://www.cde.ca.gov/be/pn/im/documents/apr25memoamard01.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 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>).

### 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>).

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>).

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>).

In December 2023, the CDE provided the SBE with a memorandum that includes differentiated assistance data analysis for the 2023 school year. Additionally, Charter schools are returning to differentiated assistance determinations for the first time since 2019 and their eligibility criteria have changed in accordance with new statutory requirements. (<https://www.cde.ca.gov/be/pn/im/documents/dec23memoamard02.docx>)

In November 2024, the CDE provided the SBE with a memorandum that includes differentiated assistance data analysis for the 2024 school year. (<https://www.cde.ca.gov/be/pn/im/documents/nov24memoamard01.docx>)

### Science Indicator

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>).

In March 2024, The CDE provided the SBE with a timeline for a workplan for the Science Indicator which includes six individual decision points. The workplan will be operationalized and brought to the SBE in stages for approvals from February 2024 through July 2025. (<https://www.cde.ca.gov/be/ag/ag/yr24/documents/mar24item02.docx>)

In July 2024, the SBE approved a metric to measure science assessment performance for use on the Dashboard. The following decisions were made: (i) distance from standard would be the unit of measure; current year scores will be used for high school results; and a participation rate requirement will begin with the 2025 dashboard. (<https://www.cde.ca.gov/be/ag/ag/yr24/documents/jul24item02.docx>)

In January 2025, the SBE approved the Accountability Workplan for 2025 which included the incorporation of the Science indicator into the Dashboard using the remaining key decisions: (2) Approval of Status Cut Points (3) Approval of Change Cut Points, and (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, and (6) Inclusion of the Indicator within the Federal Accountability System through ESSA Eligibility Identification. (<https://www.cde.ca.gov/be/ag/ag/yr25/documents/jan25item03.docx>)

In March 2025, the CDE is proposing action on the Science Indicator with the adoption of cut scores for status and change and five-by-five grid. (<https://www.cde.ca.gov/be/ag/ag/yr25/documents/mar25item02.docx>).

### Dashboard Alternative School Status

In March 2017, the SBE heard an update on the development of the new accountability system; an overview of alternative schools in preparation for the development of applicable indicators; a work plan for state indicator development; and an update on the local indicators—specifically, the work by the School Conditions and Climate Work Group. ([http://www.cde.ca.gov/be/ag/ag/yr17/documents/mar17item02.doc](http://www.cde.ca.gov/be/pn/im/documents/memo-exec-ocd-jun17item01.doc))

In May 2017, the CDE provided an update to the SBE about the Dashboard, and an overview of the recommendations of the English Learner Progress Indicator (ELPI) Workgroup. The SBE took action to approve the development of an application process to require alternative schools of choice and charter schools to re-certify—every three years—that at least 70 percent of their enrollment is comprised of high-risk students (as defined in the SBE-approved eligibility criteria) in order to continue participating as an alternative school in the accountability system. (<https://www.cde.ca.gov/be/ag/ag/yr17/documents/may17item01.doc>)

In July 2017, the SBE approved criteria for schools to apply for Dashboard Alternative School Status (DASS) (<https://www.cde.ca.gov/be/ag/ag/yr17/documents/jul17item01.doc>).

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>)

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>)

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>)

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>)

In May 2018, the SBE approved the methodology for calculating the one-year graduation rate and directed the CDE to conduct analyses of enrollment data when it became available (<https://www.cde.ca.gov/be/ag/ag/yr18/documents/may18item02.docx>).

In September 2019, the SBE approved a modified set of Status cut scores for DASS schools and approved the incorporation of the California Alternate Assessment for the Academic Indicator. (<https://www.cde.ca.gov/be/ag/ag/yr19/documents/sep19item01.docx>)

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>)

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>)

In August 2019, the SBE received an Information Memorandum identifying the enrollment data for DASS and non-DASS schools and the rates of transition from non-DASS to DASS schools during the 2017–18 and 2018–19 school years (<https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-amard-aug19item01.docx>).

In April 2021, the CDE provided a second analysis on the transfer patterns between non-DASS schools and DASS schools and reviewed the impact of the DASS graduation rate on school transfer patterns during the 2017–18, 2018–19, and 2019–20 school years (<https://www.cde.ca.gov/be/pn/im/documents/apr21memoamard01.docx>).

In February 2022, the SBE received an update to California’s Every Student Succeeds Act State Plan which included a January 12, 2022, letter from the ED denying the amendments approved by the SBE in January 2021 regarding the DASS modified methods. (<https://www.cde.ca.gov/be/pn/im/documents/feb22memogad01.docx>)

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>)

In April 2022, the CDE provided a Memorandum with results of DASS transfer enrollment analyses based on data from the last four years (2017–18, 2018–19, 2019–20, and 2020–21). (<https://www.cde.ca.gov/be/pn/im/documents/apr22memoamard01.docx>)

In January 2025, per SBE’s request, the CDE is monitoring the DASS application process which includes the DASS application validation process review and DASS application criteria and information needed to confirm high-risk populations evaluation. (<https://www.cde.ca.gov/be/ag/ag/yr25/documents/jan25item03.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>).

In January 2025, the CDE continues to provide technical and policy support to LEAs for these reports and similar reports on the School Accountability Report Card (SARC).(<https://www.cde.ca.gov/be/ag/ag/yr25/documents/jan25item03.docx>).

## Fiscal Analysis (as appropriate)

California’s total kindergarten through grade twelve funding within the 2024–25 California Budget Act is $133.8 billion from the following sources:

* State: $81.8 billion (61.1 percent)
* Federal: $8.1 billion (6.1 percent)
* Local: $42.5 billion (31.8 percent)
* Lottery $1.4 (1.0 percent)

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

## Attachment(s)

* Attachment 1: A Review of New and Existing College/Career Indicator (CCI) Measures (12 Pages)
* Attachment 2: Options for Adoption of Growth Model Performance Categories (5 Pages)
* Attachment 3: Differentiated Assistance Outcomes for Long-Term English Learners (6 Pages)
* Attachment 4: Review Options to Incorporate Science Indicator into LCFF Eligibility Criteria (3 Pages)
* Attachment 5: Overview of Dashboard Alternative School Status Criteria (5 Pages)
* Attachment 6: Review of Priority 1 Teacher Assignment Data (1 Page)
* Attachment 7: California School Dashboard Educational Outreach Activities (2 Pages)

# Attachment 1

## A Review of New and Existing College/Career Indicator (CCI) Measures

The 2025 Accountability Workplan provides the State Board of Education (SBE) an opportunity to adapt the College/Career Indicator (CCI) to the evolving nature of college and career preparation in California’s schools and align the measures with course taking data collected by the California Department of Education (CDE). Attachment 1 provides an update on this ongoing work to review the scope and direction of the CCI on the current and future years of the California School Dashboard (Dashboard). Table 1 provides the details of CDE’s work in 2025 to fulfill this objective and the items presented at prior and upcoming SBE and California Practitioners Advisory Group (CPAG) meetings.

### Table 1: Timeline of Ongoing Developmental Activities for the College/Career Indicator in the 2025 Accountability Workplan

| **Subject** | **March 2025 SBE Meeting** | **May 2025**  **SBE Meeting** | **June 2025 CPAG Meeting** | **July 2025**  **SBE Meeting** |
| --- | --- | --- | --- | --- |
| Review of currently adopted College/ Career Indicator components | N/A | * Review of Existing Measures * Review of State Seal of Civic Engagement data * Review of data collected on Career measures | * Feedback on Adoption of CCI Modifications | * Adoption of CCI Modifications |

To support modifications to this measure, this attachment provides a review of data of the existing measures for the following existing CCI components for the SBE’s review and possible modification in July 2025:

* College Credit Courses
* Advanced Placement (AP)/International Baccalaureate (IB)
* Regional Occupation Centers & Programs (ROCP) in the State and Federal Jobs Program Measure

Additionally, the CDE has committed to the annual review of data points as potential criteria for the CCI. This attachment provides data and analysis from the 2023–24 school year on the following data elements:

* State Seal of Civic Engagement (SSCE)
* Career-Based Measures Data:
  + Internships
  + Student-led Enterprise
  + Simulated Work-Based Learning
  + Armed Services Vocational Aptitude Battery (ASVAB)

## Review of Currently Adopted College/Career Indicator Components

The CCI represents the percentage of high school graduates that local educational agencies (LEAs) prepare for college or a career. This indicator was designed to encourage high schools to provide all students with a rigorous broad course of study that prepares them for postsecondary success. The following measures have been approved by the SBE for inclusion into the indicator:

* Advanced Placement Exams
* A-G Completion
* Career Technical Education Pathway Completion
* College Credit Course (formerly called Dual Enrollment)
* International Baccalaureate Exams
* Leadership/Military Science
* Registered 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

This indicator is reported on the Dashboard for any LEA and high school that enrolls students in grade twelve.

## College Credit Courses

California has seen tremendous growth in the offering of college credit courses on high school campuses since the adoption of the CCI. Course completion data used on the Dashboard is collected through the California Longitudinal Pupil Achievement Data System (CALPADS) during the End-of-Year data collection. The CCI uses specific course codes from CALPADS, shown in Table 2, for college credit courses:

### Table 2: Course Codes Used for the College Credit Course Measure

| CCI Measure | Field Number in CALPADS | Course Codes |
| --- | --- | --- |
| Academic College Credit Courses | 9.07  (CRS-State Course Code) | • 9020: College Credit Course – Visual Arts  • 9082: College Credit Course – Dance  • 9096: College Credit Course – Theatre  • 9120: College Credit Course – English  • 9154: College Credit Course – World Language  • 9200: College Credit Course – History/Social Science  • 9227: College Credit Course – Other  • 9273: College Credit Course – Mathematics  • 9303: College Credit Course – Music  • 9358: College Credit Course – Science |
| CTE College Credit Courses | 9.07  (CRS-State Course Code) | Codes 7000-8999 are used for CTE College Credit Courses. The Course Section Instructional Level Code [Field #9.19] of “23-College Credit only” or “24 – Dual Credit” must be selected in conjunction with 7000-8999 codes to be counted. |

There is one additional requirement for the LEA or school to receive credit on the CCI for preparing a student through the college credit offering: the student must receive a grade of C- or better.

Currently there are three CCI measures that use college credit courses as criteria for prepared:

* Complete two semesters, three quarters, or three trimesters of college coursework within high school with a grade of C− or better in academic/Career Technical Education (CTE) subjects where college credits are awarded
  + CTE college credit courses must either be in a different subject than the CTE pathway or be completed in a different year from the CTE pathway to count for college credit
* Complete a CTE Pathway and complete one semester, two quarters, or three trimesters of college coursework in academic/CTE subjects where college credits are awarded
* Meet A-G requirements for admission to University of California/California State University and complete one semester, two quarters, or three trimesters of college coursework in academic/CTE subjects where college credits are awarded

Since the implementation of the CCI in 2018, the CDE continues to receive frequent questions such as:

* What are the requirements necessary for LEAs to demonstrate that they have prepared students for college/career, inclusive of how rigorous a course needs to be?
* How many college credits need to be awarded for a course to count, and if the course needs to be held in a certain location.

California’s student-level data system, CALPADS, does not currently collect this level of detailed information about the course attributes. However, additional guidance has been provided to the field through the *CCI Technical Guide* and *CALPADS to Dashboard Handbook* to emphasize that LEAs should only include courses offered by the LEA and not courses taken by students on their own for educational enrichment.

The CCI cohort is based on the students in the combined four-and five-year graduation rate. In 2023–24, approximately 87,414 of the 507,621 students in the CCI cohort completed the College Credit Course measure with a C- or better.

Table 3 provides the state course codes and titles and the number of course terms (i.e., semester, quarter, trimester, or full year) completed by the 2023-24 CCI cohort based on the current CCI College Credit Course criteria. Students may complete multiple course terms in the pursuit of completing a college credit course and thus may be counted multiple times in Table 3 for each term completion. For example, Calculus II may be a year-long course, but students will receive a grade at the end of each semester term and be included twice in the “Number of Term Completions” column assuming the student completed each semester term with a C- or better. Students who were graded on a trimester system could potentially be counted three times per course assuming the course was year-long and there were three opportunities for a grade mark.

### Table 3: State Course Code and Title and Number of Term Completions (with a C- or better) for the 2023–24 CCI Cohort

| **State Course Code and Title** | **Number of Term Completions (Semester/Trimester/Quarter/Full Year)** |
| --- | --- |
| 9020 - College Credit Course - Visual Arts | 8,979 |
| 9082 - College Credit Course – Dance | 343 |
| 9096 - College Credit Course – Theatre | 993 |
| 9120 - College Credit Course – English | 34,861 |
| 9154 - College Credit Course - World Languages | 14,089 |
| 9200 - College Credit Course - History/Social Science | 39,561 |
| 9227 - College Credit Course – Other | 67,442 |
| 9273 - College Credit Course – Mathematics | 18,316 |
| 9303 - College Credit Course – Music | 3,108 |
| 9358 - College Credit Course – Science | 13,134 |
| 7000-8999 (with Code 23/24) - CTE College Credit Courses | 64,356 |

The most common course code reported by LEAs for the 2023–24 school year was 9227: College Credit Course – Other. Approximately 67,442 term completions representing 40,772 students in the CCI cohort. This course code represents a wide variety of subjects inclusive of General Education and Core Subjects that include English, Mathematics, Science, Life Skills, and Personal Development. Of the over 7,000 course titles in 2023–24, the most common courses included: Career and Life Planning, Public Speaking, Other, Elements of Public Speaking and Nutrition. Two percent of the CCI cohort were shown to be prepared by their LEA for college/career because they took one or more 9227 – College Credit Other course(s) during their high school career.

The CDE analysis and preceding data tables are intended to provide the SBE with the necessary information to engage in a discussion about refining the state courses used in the College Credit Coursework measure in the CCI.

## Advanced Placement/International Baccalaureate Examination Scores and Course Taking

There are three assessments included in the CCI which measure academic achievement as a method to show that LEAs have prepared their students for college/career:

1. Smarter Balanced Assessments (ELA/Math) and California Alternative Assessments (CAA) in ELA and Math
2. Advanced Placement (AP) Scores
3. International Baccalaureate (IB) Scores

The CCI currently uses assessment scores from both AP and IB as evidence of an LEA preparing a student for college/career. The CDE analyzed the 2023–24 CCI data to compare the number of students that passed at least two AP exams (with a score of 3 or higher) and the number of students that have passed at least two AP courses (with a C- or better). Overall, there are significant differences in the number of students who are successful in course taking within these college preparatory courses and those that are successful in the examination. These differences may be in actual patterns of success, or they may relate to student’s ability to access these examinations.

The CDE analysis and following data tables are intended to provide the SBE with the necessary information to engage in discussions around the possibility of substituting course taking practices in place of AP/IB assessment scores in the CCI.

## Advanced Placement

The AP is administered by the College Board. The AP Program consists of 40 separate college-level courses and exams. Successful completion of AP courses can help students in the very competitive process of university admission, while taking and passing the related AP test results awarding college credit. In 2024, there were 1,654 high schools (~65% of public high schools) in the State of California that offered AP coursework.

Table 4 displays the total number of students who passed at least two AP Exams compared to those that passed at least two AP courses.

### Table 4: Number of students passing at least two AP classes and passing at least two AP exams

| **Student Group** | **Total Students in CCI Cohort in 2023–24** | **Passed at Least Two AP Exams** | **Passed at Least Two AP Courses** |
| --- | --- | --- | --- |
| **All Students** | 507,621 | 81,175 | 129,802 |

In the 2023–24 CCI cohort, 81,175 students passed at least two AP exams with a score of 3 or higher and 129,802 students took at least two AP courses and passed with a C- or higher. This means an additional 48,627 students passed at least two AP courses but did not pass at least two AP examinations.

Students are not required to be enrolled in an AP course to take an AP exam. This lack of a course requirement may be one of the differences between courses passed compared to exams passed. Specifically in the 2023–24 CCI cohort, 4,723 students passed at least two AP exams with a score of 3 or higher, but did not take and pass two AP courses. This results in a total of 53,350 students who took and passed with a C- or better at least two AP courses but did not earn a 3 or higher on 2 AP exams. Of these students 42,249 were already prepared through a different CCI measure, while 11,101 were not prepared by their LEA through another CCI measure.

Thus, shifting the CCI AP measure from taking and passing at least two AP exams to taking and passing at least two AP courses would have resulted in 11,101 more students earning prepared on the CCI on the 2024 Dashboard.

## International Baccalaureate

The IB curriculum is composed of three core elements that aim to broaden students' educational experience and challenge them to apply their knowledge and skills. There is an application process for schools wishing to become an authorized IB school. In 2024, there were 100 high schools (~4% of high schools) in the State of California that offered IB coursework.

Table 5 displays the total number of students who passed at least two IB Exams compared to those that passed at least two IB courses.

### Table 5: Number of students taking at least two IB classes and passing at least two IB exams

| **Student Group** | **Total Students in CCI Denominator in 2023-24** | **Passed at Least Two IB Exams** | **Passed at Least Two IB Courses** |
| --- | --- | --- | --- |
| **All Students** | 507,621 | 3,610 | 9,503 |

Unlike AP exams, students may complete IB courses that are not tied to exams. In 2023–24, there were an additional 5,893 students that passed at least two IB courses but did not pass at least two IB examinations.

Among the 5,967 students who took and passed with a C- or better at least two IB courses but did not earn a 4 or higher on at least two IB exams, 4,737 were already prepared through a different CCI measure, while 1,230 were not prepared by their school or district through another CCI measure. Students may only begin taking IB exams in grade 11. Amending the CCI IB measure from taking and passing at least two IB exams to taking and passing at least two IB courses would result in 1,230 more students earning prepared on the CCI.

## Regional Occupation Centers and Programs from State and Federal Jobs Program Measure

In September 2020 the SBE approved the incorporation of State and Federal Jobs Programs into the CCI for DASS schools. Regional Occupational Center/Program (ROC/P) is a state program which provides career/technical education and services to California high school students.

Since the approval of State and Federal Jobs Programs into the CCI, the data collection process for ROC/P has changed. The CDE learned that there is no longer a reliable means of tracking these data. Therefore, the CDE is requesting that ROC/P be removed from the CCI beginning with the 2025 Dashboard.

The CDE analyzed the 2023–24 CCI and identified 308 students who would be impacted by the removal of ROC/P from the CCI. Approximately 58 students of the 308 students were prepared through another measure so removal of ROC/P measure would have resulted in 250 of the 507,621 CCI cohort no longer earning prepared.

## Review of Student Level Data from the State Seal of Civic Engagement

California began awarding the State Seal of Civic Engagement (SSCE) in the 2020–21 school year and tracked the number of students receiving a seal based on aggregate requests from LEAs. Beginning in the 2023–24 school year, the CDE created an ad-hoc data collection for LEAs to submit student-level information for students who earned the SSCE. This new student-level collection allows the CDE to match this information with demographic and other student outcome data to inform future action by the SBE related to this measure.

Since the first aggregate collection, the number of students earning the SSCE has increased, with 5,310 students earning seals in the 2020–21 school year, to 15,627 students earning seals, representing 2.9 percent of the 2023–24 CCI cohort. The aggregate number of seals requested/awarded by CDE differs from the number of students that CDE received student-level information about in our initial ad-hoc collection. For the 2023–24 school year, there was a difference of 1,075 fewer students in the ad-hoc student-level collection, with a total of 14,552 students.

The data presented in Tables 6 and 7 provides the number of students who earned the SSCE by race/ethnicity and program type.

### Table 6: Student Groups that Completed the State Seal of Civic Engagement by Race/Ethnicity in the 2023–24 CCI Cohort

| Race/Ethnicity | Total Students in Each Student Group |
| --- | --- |
| American Indian | 33 |
| Asian | 2,807 |
| African American | 473 |
| Filipino | 496 |
| Hispanic | 6,584 |
| Pacific Islander | 48 |
| Two or More | 571 |
| White | 3,493 |

### Table 7: Student Groups that Completed the State Seal of Civic Engagement by Program in the 2023–24 CCI Cohort

| Program Student Group | Total Students in Each Student Group |
| --- | --- |
| English Learner | 1,265 |
| Foster | 54 |
| Homeless | 605 |
| LTEL | 876 |
| Socioeconomically Disadvantaged | 8,736 |
| Students with Disabilities | 691 |

After reviewing the demographic information of the students who received the SSCE, CDE examined if inclusion of the SSCE would expand the number of students who were prepared by their LEA for college/career through the CCI. Of the 14,552 students who earned the SSCE in the 2023–24 school year, 77.3 percent were already CCI prepared by their school or LEA through another measure in the CCI, 13.9 percent of completers were approaching prepared and 8.8 percent were not prepared. Therefore, 3,298 students would potentially benefit from the inclusion of the SSCE in the CCI criteria.

## Review of Career-Based Measures Data

Based on feedback from educational partners and interest groups, in 2019–20 the CDE identified four new career measures that could potentially be included in the CCI:

* Internships
* Student-Led Enterprises
* Simulated Work-Based Learning (SWBL)
* Armed Services Vocational Aptitude Battery (ASVAB)

In September 2023, after being presented with summaries of student-level data from the prior two school years, the SBE directed the CDE collect additional data before considering the addition of new measures to the CCI. Some of the concerns expressed were that the low participation in these measures may be related to the COVID-19 pandemic, and that students may have experienced limited access, and therefore overall low participation in external career related opportunities.

However, the summary of data presented below shows that participation rates in the career measures continue this trend established during the pandemic. The number of students completing internships, student-led enterprises, simulated work-based learning and the ASVAB has varied from the 2020–21 to 2023–24 school years, with the largest participation during the 2021–22 school year.

## Internships

An internship is defined as a work-based learning activity which allows students to apply classroom learning in a work-place setting. The internship must be tied to a course in CALPADS with an instructor and employment or community partner who works together to ensure student safety and success and monitor student progress.

Table 8 shows the number of all students (these measures are not limited to the CCI cohort) that completed an internship between the 2020–21 to 2023–24 school years. Students can be enrolled in any grade in the reporting year.

### Table 8: Number of Students Completing Internships by School Year

| School Year | Internships |
| --- | --- |
| 2020–21 | 9,187 |
| 2021–22 | 18,333 |
| 2022–23 | 12,766 |
| 2023–24 | 16,472 |

## Student-Led Enterprise

A student-led enterprise involves the development and operation of a revenue-generating business (regardless of profit or loss), operating outside the classroom. A student-led enterprise must be operated by the student, be ongoing and not a one-day event and it must be tied to a course in which students develop a business and marketing plan.

Table 9 shows the number of students that completed a student-led enterprise from the 2020–21 to 2023–24 school years. Students can be enrolled in any grade in the reporting year.

### Table 9: Number of Students Completing Student-Led Enterprises by School Year

| School Year | Student-Led Enterprise |
| --- | --- |
| 2020–21 | 5,040 |
| 2021–22 | 6,140 |
| 2022–23 | 2,888 |
| 2023–24 | 4,654 |

## Simulated Work-Based Learning

Simulated Work-Based Learning (SWBL) is where students gain career experience while at school through an emulated workplace environment that is aligned to the classroom curriculum. It must be tied to both a course and instructor, be a workplace experience within a school environment in conjunction with business or industry, and it needs to involve work-related and/or technical skill development.

Table 10 shows the number of students that completed simulated work-based from the 2020–21 to 2023–24 school years. Students can be enrolled in any grade in the reporting year.

### Table 10: Number of Students Completing Simulated Work-Based Learning by Year

| Year | Simulated Work-Based Learning |
| --- | --- |
| 2020–21 | 14,023 |
| 2021–22 | 21,967 |
| 2022–23 | 10,632 |
| 2023–24 | 19,906 |

## Armed Services Vocational Aptitude Battery

The Armed Services Vocational Aptitude Battery (ASVAB) is a military entrance exam that is given to determine enlistment and job training eligibility. This test is administered for students in grades ten through twelve in schools that offer this non-mandatory exam. While the ASVAB has multiple subtests, only the AFQT score is being collected. This score is based on word knowledge, paragraph comprehension, arithmetic reasoning, and mathematics knowledge.

Table 11 shows the number of students that received ASVAB scores from the 2020–21 to 2023–24 school years. Students can be enrolled grades 10 through 12 in the reporting year.

### Table 11: Number of Students Completing the ASVAB by Year

| School Year | ASVAB |
| --- | --- |
| 2020–21 | 607 |
| 2021–22 | 6,071 |
| 2022–23 | 4,173 |
| 2023-24 | 3,951 |

*Comparison of Career Measure Completion and the CCI*

CDE analyzed the number of students in the 2023–24 CCI cohort who completed these career measures compared with how their LEA prepared them for college/career on approved criteria. The results are displayed in Table 12.

### Table 12: Students Who Complete Work Based Learning and their CCI Level in the 2023–24 Cohort

| Prepared Type | ASVAB (Scoring >=30) | Internships | Student-Led Enterprise | Simulated WBL |
| --- | --- | --- | --- | --- |
| Prepared | 3,998 | 12,530 | 4,348 | 15,159 |
| Approaching Prepared | 1,098 | 3,960 | 1,694 | 6,049 |
| Not Prepared | 815 | 2,926 | 1,281 | 5,630 |
| Total | 5,911 | 19,416 | 7,323 | 26,838 |

Across all the measures, a majority of students met the standard of being “Prepared” on the CCI under the existing criteria. As the overall numbers for participation in these career measures is small as well, the inclusion of any additional career measures to the CCI would likely affect a small number of additional students/schools/LEAs.

# Attachment 2

## Analysis of Student Growth Data and Review of Options to Incorporate Growth into LCFF Eligibility Criteria

At their May 2021 meeting the State Board of Education (SBE) adopted a methodology for calculating a student-level growth model for students in grades 4 through 8 in both English Language Arts (ELA) and Mathematics (Math). The adopted methodology requires three years of consecutive assessments to calculate growth scores for schools, districts and student groups. In late January 2025, the first set of growth data based on the California Assessment of Student Performance and Progress (CAASPP) assessment results from the 2021–22, 2022–23, and 2023–24 school years were released on the 2024 California School Dashboard (Dashboard).

With the availability of growth score data for evaluation at the school, district and student group levels, the California Department of Education (CDE) is requesting additional guidance from the SBE on the use of these data in the 2025 Dashboard and beyond. Table 13 shows the activities related to the student-level growth model in the 2025 Accountability Workplan and the items presented at prior and upcoming SBE and California Practitioners Advisory Group (CPAG) meetings.

### Table 13: Timeline of Ongoing Developmental Activities for the Student-Level Growth Model in the 2025 Accountability Workplan

| **Subject** | **March 2025**  **SBE Meeting** | **May 2025**  **SBE Meeting** | **June 2025**  **CPAG Meeting** | **July 2025**  **SBE Meeting** |
| --- | --- | --- | --- | --- |
| Incorporation of  the Student-Level  Growth Model for  Grades 4 through  8 in English  Language Arts  (ELA) and  Mathematics into  the Dashboard | Review of Growth Measure Data | Analysis of Growth Data and Review Options to Incorporate Growth into LCFF Eligibility Criteria | Feedback on Incorporation of Growth into the LCFF eligibility criteria | Setting of Performance Standards and  Determinations on Incorporation of Growth into LCFF eligibility criteria |

## Analysis of 2024 Growth Data and Dashboard Alignment

CDE provided an Information Memorandum to the SBE in April 2025 providing a full analysis of the growth data from the 2024 Dashboard (<https://www.cde.ca.gov/be/pn/im/documents/apr25memoamard01.docx>). The results were based on Smarter Balanced assessment scores from the 2021–22, 2022–23, and 2023–24 school years and students in grades 4 through 8. The results represent a subset of the students that are reflected within the Academic Indicators for ELA and Math on the Dashboard. In contrast to the student growth data, the Dashboard Academic Indicators include performance from students in grades 3 through 8 and grade 11 and include the performance of students on the California Alternative Assessment (CAA).

The information memorandum provided growth score distributions, growth categories by school type and student demographics, and the relationship between results from the Academic Indicator and student growth categories.

Although the Academic Indicators and student growth data assess different populations of students, the analysis in the April 2025 SBE memorandum showed general alignment among student growth categories and status, change, and performance levels on both English language arts and mathematics.

## Growth on 2025 Dashboard and Setting Performance Standards

CDE’s initial release of growth data was designed to enable the SBE to begin conversations around the metric, where it would appear on the Dashboard, set performance standards for growth, and decide if the results would be incorporated into support determinations on the Dashboard.

In accordance with the 2025 Accountability Plan, the SBE will be asked to adopt performance standards for growth at its July 2025 meeting, based on guidance and feedback provided to the CDE at the March and May SBE meetings. As the SBE looks to set performance standards for growth on the 2025 Dashboard, it has the following decision points to consider:

* The total number of performance categories
* The names/labels for the performance categories
* The performance standards assigned to each performance category

At the March 2025 SBE meeting, California’s assessment contractor, Educational Testing Service (ETS), presented a recap of the methodology for the growth calculation and answered technical questions around their work. To provide a simple categorization of student growth performance to display on the 2024 Dashboard, ETS assisted with the development and field testing of three performance categories: below typical, typical, and above typical. In addition to the overall growth score, schools, districts and student groups received a growth category on the Dashboard to describe their overall growth performance. The field-tested categories relied on additional statistical information to place schools, districts and student groups in the three categories. On the remainder of the Dashboard, the SBE has instituted straight cut points to determine status and change performance levels. The SBE may choose to increase the number of performance categories from the three used on the 2024 Dashboard to five total categories for overall alignment with the remainder of the Dashboard.

Based on the discussion at the May 2025 SBE meeting around the number of categories, CDE will provide options to SBE at the July 2025 SBE meeting for the performance standard labels as well as suggested cut points/point ranges.

## Options to Incorporate Growth into LCFF Eligibility Criteria

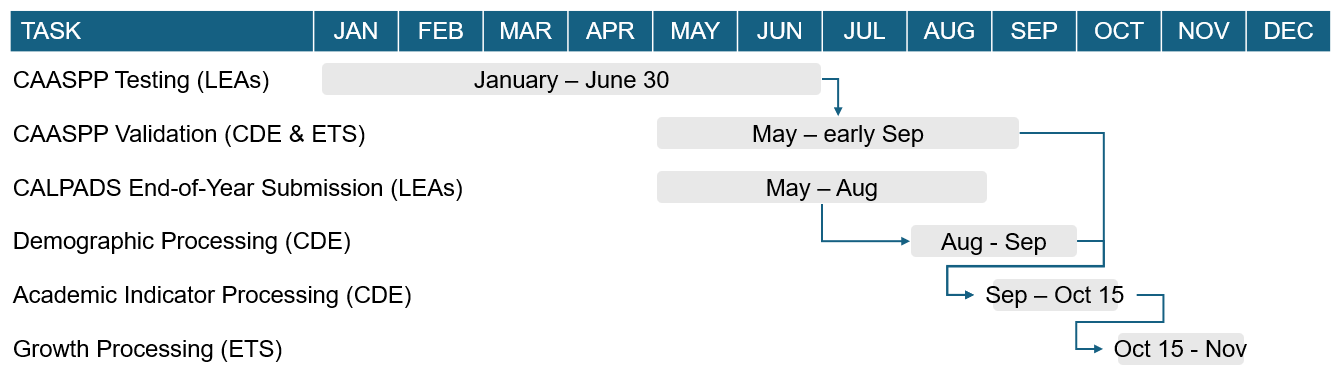
At the March 2025 meeting, CDE shared information with the SBE about the possible options for incorporating growth into the Dashboard:

1. Making the ELA and Mathematics Growth Scores into Full Indicators on the Dashboard\*
2. Modifying the Components of the Existing Academic Indicators for ELA and Math to Include Growth Scores\*
3. Modifying Differentiated Assistance Criteria to Include the ELA and Math Growth Scores\*
4. Adoption of Performance Standards and Continuing to Publish Growth Score Data as Additional Information on the Dashboard with no Accountability Implications
5. Modifying ESSA Criteria for Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), and Targeted Support and Improvement (TSI) to include the ELA and Math Growth Scores

The SBE has removed the possibility of Option 5 with their statements at the January 2025 meeting about choosing, at this time, not to modify or open the ESSA state plan.

At the March 2025 SBE meeting, the CDE was asked to provide additional information about the timing constraints to incorporate growth data into the Dashboard by October 15, as required by state law beginning in 2026. Figure 1 provides a graphical overview of the timing of the key steps to produce California’s growth data.

### Figure 1: Timeline of Dependencies for the Academic Indicators



Due to the variety of LEA instructional calendars used in California, LEAs have some flexibility in setting their annual testing window. Specifically, the CAASPP regulations require LEAs open their CAASPP testing window following 66 percent of the school’s or track’s annual instruction days have been completed, which is no earlier than the second Tuesday in January each year. In response to the requirement to release state assessment scores by October 15, California recently updated these regulations to shift the close of the statewide testing window by two weeks, from July 15 to June 30.

While student score reports are often provided to parents/guardians shortly after a student completes CAASSP testing, the complete statewide data file requires additional time. Specifically, following the close of the CAASPP testing window, ETS conducts a rigorous review of the results. This review includes scoring completion, reconciliation, and validation of student assessment results. Upon completion of this data quality process, ETS provides the CDE with a complete student-level CAASPP assessment results. This file is typically delivered to the CDE by the end of August.

In parallel, the California Longitudinal Pupil Achievement Data System (CALPADS) End-of-Year deadline for the 2024–25 school year now closes on August 8, 2025, to accommodate the changing statutory deadline to publish the Dashboard by November 15, 2025, and October 15 of each year thereafter in alignment with assessment results beginning in 2026. The Dashboard utilizes demographic information for students collected in CALPADS, as well as the student outcome data needed to calculate most Dashboard indicators. These calculations are made at the school, district and state level.

Once both the CAASPP statewide assessment file and CALPADS demographic file are available, the CDE calculates the Academic Indicators which are the basis of the growth model. These calculations are conducted at the school, district, and state-level between early September and October 15. Upon completion of all elements of the Academic Indicators for the Dashboard, CDE provides ETS with the student-level data file, complete with demographic information, attributed school and district codes, and inclusion determinations. ETS then calculates the growth data and returns the statewide data file by late November.

The CDE is committed to evaluating additional adjustments to add efficiency, while ensuring data quality, to the key events in this timeline. However, due to the complex nature of this processing, the Dashboard cannot report the growth data within district support determinations, primarily Differentiated Assistance, by the statutorily required October 15 release date.

# Attachment 3

## Differentiated Assistance Outcomes for Long-Term English Learners

At their January 2025 meeting the State Board of Education (SBE) directed the California Department of Education to review the performance of the newest student group on the California School Dashboard (Dashboard), Long-Term English Learners (LTELs).

Table 14 shows the activities related to the LTEL student group in the 2025 Accountability Workplan and the items presented at prior and upcoming SBE and California Practitioners Advisory Group (CPAG) meetings.

### Table 14: Timeline of Ongoing Developmental Activities for the Long-Term English Learner Results on the Dashboard in the 2025 Accountability Workplan

| **Subject** | **March 2025**  **SBE Meeting** | **May 2025**  **SBE Meeting** | **June 2025 CPAG Meeting** | **July 2025**  **SBE Meeting** |
| --- | --- | --- | --- | --- |
| Review of Long-  Term English  Learner Results  on the Dashboard | N/A | Analysis of LTEL data on 2024 Dashboard | Feedback on LTEL data on Dashboard | Approval of LTEL updates/modifications on Dashboard |

## Analysis of Differentiated Assistance Outcomes for LTELs

Based on the 2024 Dashboard results, the California Department of Education (CDE) conducted an initial review of Differentiated Assistance (DA) to evaluate the various combinations of low-performing priority areas that qualified districts and county offices of education based on the outcomes of the LTEL student group. In 2024, the LTEL student group was primarily eligible for differentiated assistance on account of the LTEL student group meeting the criteria in Priority Area 4 and another of the three Priority areas.

Table 15 provides the Priority Area combination for the LTEL student group for 2025 LCFF assistance determinations.

### Table 15: Differentiated Assistance Determinations for LEAs based on the LTEL Student Group by Priority Area Combination on the 2024 Dashboard

| **Priority Area Combination** | **Number of Districts/COEs Meeting the Criteria** |
| --- | --- |
| **4, 5, and 6** | 23 |
| **4 and 5** | 46 |
| **4 and 6** | 89 |
| **4 and 8** | 24 |
| **4, 5, and 8** | 14 |
| **4, 6, and 8** | 7 |
| **4, 5, 6, and 8** | 6 |
| **5 and 6** | 4 |
| **5 and 8** | 2 |
| **6 and 8** | 0 |
| **5, 6, and 8** | 0 |

The LCFF Priority Areas listed in the table above are as follows:

* Priority Area 4 – Pupil Achievement
* Priority Area 5 – Pupil Engagement
* Priority Area 6 – School Climate
* Priority Area 8 – Outcomes in a Broad Course of Study

## Suspension Rate Indicator and LTELs

In addition to exploring the priority areas, the CDE re-evaluated the Dashboard metrics to ensure that LTELs had valid results across all the Indicators. Within this evaluation, CDE noted that the age-specific student group may have been assigned to the wrong five-by-five Suspension chart.

The Suspension Indicator represents the percentage of students who were suspended for an aggregate total of one full day anytime during the school year. The desired outcome is reversed, and the goal is to achieve a low suspension rate. This indicator is reported on the Dashboard for any local educational agency (LEA) and school that enroll students in transitional kindergarten through grade twelve with 30 or more students cumulatively enrolled across the current and prior year.

In September 2016, the SBE approved the cut scores for Status and Change based on both LEA type and by school type. Therefore, this indicator has different expectations for performance across grade spans as suspension rates vary significantly:

* District Five-by-Fives
  + Elementary School Districts
  + High School Districts
  + K-12 Schools/Unified Districts
* School Five-by-Fives
  + Elementary Schools
  + Middle Schools High Schools

Tables 16 and 17 display the currently adopted and utilized Status and Change cut scores.

### Table 16: Suspension Status Cut Scores for the Dashboard (Adopted by the SBE in September 2016)

| **Status Level** | **Elementary School** | **Middle School** | **High School** | **Elementary District** | **High School District** | **Unified District or  K-12 School** |
| --- | --- | --- | --- | --- | --- | --- |
| **Very Low** | 0.5% or less | 0.5% or less | 0.5% or less | 0.5% or less | 1.5% or less | 1.0% or less |
| **Low** | 0.6% to 1.0% | 0.6% to 2.0% | 0.6% to 1.5% | 0.6% to 1.5% | 1.6% to 3.5% | 1.1% to 2.5% |
| **Medium** | 1.1% to 3.0% | 2.1% to 8.0% | 1.6% to 6.0% | 1.6% to 3.0% | 3.6% to 6.0% | 2.6% to 4.5% |
| **High** | 3.1% to 6.0% | 8.1% to 12.0% | 6.1% to 10.0% | 3.1% to 6.0% | 6.1% to 9.0% | 4.6% to 8.0% |
| **Very High** | 6.1% or  greater | 12.1% or greater | 10.1% or greater | 6.1% or greater | 9.1% or greater | 8.1% or greater |

### Table 17: Suspension Change Cut Scores for the Dashboard (Adopted by the SBE in September 2016)

| Change Level | Elementary School | Middle School | High School | Elementary District | High School District | Unified District or K-12 School |
| --- | --- | --- | --- | --- | --- | --- |
| Declined Significantly | by 1.0 p.pts or more | by 3.0 p.pts or more | by 2.0 p.pts or more | by 2.0 p.pts or more | by 3.0 p.pts or more | by 2.0 p.pts or more |
| Declined | by 0.3 p.pts to 0.9 p.pts | by 0.3 p.pts to 2.9 p.pts | by 0.3 p.pts to 1.9 p.pts | by 0.3 p.pts to 1.9 p.pts | by 0.5 p.pts to 2.9 p.pts | by 0.3 p.pts to 1.9 p.pts |
| Maintain | declined or increased by 0.2 p.pts or fewer | declined or increased by 0.2 p.pts or fewer | declined or increased by 0.2 p.pts or fewer | declined or increased by 0.2 p.pts or fewer | declined or increased by 0.4 p.pts or fewer | declined or increased by 0.2 p.pts or fewer |
| Increased | by 0.3 to 2.0 p.pts | by 0.3 p.pts to 4.0 p.pts | by 0.3 p.pts to 3.0 p.pts | by 0.3 p.pts to 2.0 p.pts | by 0.5 p.pts to 3.0 p.pts | by 0.3 p.pts to 2.0 p.pts |
| Increased Significantly | by 2.1 p.pts or more | by 4.1 p.pts or more | by 3.1 p.pts or more | by 2.1 p.pts or more | by 3.1 p.pts or more | by 2.1 p.pts or more |

CDE evaluated the grade level composition of the LTEL student group. While the LTEL definition should restrict the student group to only including students in grade 6 through grade 12, we do find a small number of LTELs in lower grades. Students may appear in the lower grades (grade 4 and 5) due to retention in a prior grade or a data reporting error by the LEA. Table 18 provides the number of LTELs by grade-level of enrollment.

### Table 18: LTEL students count by grade-level in Cumulative Enrollment on the 2024 Dashboard

| Grade Level | Number of LTEL Students | Number of All Students | Percent LTEL |
| --- | --- | --- | --- |
| **4** | 12 | 436,323 | 0.0% |
| **5** | 715 | 440,113 | 0.2% |
| **6** | 17,973 | 443,154 | 4.1% |
| **7** | 57,290 | 450,332 | 12.7% |
| **8** | 49,647 | 452,529 | 11.0% |
| **9** | 47,860 | 494,157 | 9.7% |
| **10** | 44,486 | 499,353 | 8.9% |
| **11** | 40,673 | 481,823 | 8.4% |
| **12** | 42,294 | 514,595 | 8.2% |
| **Total LTEL Statewide** | 300,950 | 5,837,690 | 5.2% |

CDE then looked at how many LTELs in grades 9 through 12 were enrolled in various grades compared to the school type and district type that their schools/districts were held accountable for on the 2024 Dashboard. Table 19 shows the counts by school type and Table 20 shows the counts by district type.

### Table 19: LTEL Counts for Suspension on the 2024 Dashboard for School Types by Grade Enrolled

| District Type | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 | Total of LTELS Students Across Grades |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Elementary School | 9,225 | 8,529 | 6,867 | 0 | 11,892 | 10,968 | 11,698 | 59,179 |
| Middle School | 7,735 | 44,338 | 38,167 | 134 | 0 | 0 | 0 | 90,374 |
| High School | 41 | 1,123 | 1,332 | 43,727 | 133 | 78 | 57 | 46,492 |

### Table 20: LTEL Counts for Suspension on the 2024 Dashboard for District Types by Grade Enrolled District Types

| District Type | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 | Total of LTELS Students Across Grades |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Elementary District | 5,623 | 15,738 | 13,677 | 1,401 | 1,154 | 947 | 579 | 39,119 |
| High School District | 54 | 3,464 | 2,906 | 13,989 | 12,026 | 11,046 | 11,755 | 55,240 |
| Unified/K-12 District | 12,295 | 38,088 | 33,064 | 32,470 | 31,306 | 28,680 | 29,960 | 205,850 |

Overall, LTELs in grades 6 through 8 are primarily enrolled in elementary schools or districts. Data shows that at the district level, LTELs in grades 6 through 8 are typically enrolled in elementary and unified school districts. Across district types, 31.3 percent of LTELs in grade 6 are enrolled at an elementary district, and 68.4 percent of LTELs in grade 6 are at a unified school district. Additionally, an analysis of the performance levels (or color) shifts revealed that 12 elementary districts have exited the Red and 13 the Orange. An additional 2 more elementary districts received a Yellow, 19 more Green, and 4 more received a Blue.

Across school types, the data shows that over half of all LTELs in grade 6 attend an elementary or K-12 school with 51.3 percent at elementary schools and 5.4 percent at K-12 schools. Additionally, performance levels (or colors) shift with 32 Elementary Schools that have exited the Red, and 9 exited Yellow. 7 more schools received Orange, 34 elementary schools received a Green, and 0 Blue.

Since LTELs are predominantly enrolled in grade 6 and above, the CDE analyzed the effect of applying middle school and high school five-by-fives to the LTEL student group to more accurately reflect this population. In presenting the data to the CDE Technical Design Group (TDG), the TDG found the analysis to be inconclusive and requested an additional review of these data. The CDE will continue to explore LTEL outcomes for the Suspension Indicator and share what we learn from this analysis at the July 2025 SBE meeting.

# Attachment 4

## Review Options to Incorporate Science Indicator into LCFF Eligibility Criteria

Table 21 shows the activities that California Department of Education (CDE) committed to bringing to the State Board of Education (SBE) and California Practitioners Advisory Group (CPAG) to incorporate the Science Indicator into the Local Control Funding Formula (LCFF) Eligibility Criteria. At the March 2025 meeting, the SBE adopted the status and change cut scores for the Science Indicator and the color scheme for the five-by-five grid.

### Table 21: Timeline of Ongoing Developmental Activities for the Science Assessment results in the 2025 Accountability Workplan

| **Subject** | **March 2025**  **SBE Meeting** | **May 2025**  **SBE Meeting** | **June 2025 CPAG Meeting** | **July 2025**  **SBE Meeting** |
| --- | --- | --- | --- | --- |
| Incorporation of  the Science  Assessment  results into the  Dashboard | Adoption of Science Cut Scores for Status and Change and Color Scheme for five-by-five Grids | Review Options to Incorporate Science Indicator into LCFF eligibility criteria | Review Options to Incorporate Science Indicator into LCFF eligibility criteria | Determinations on Incorporation of Science Indicator into LCFF eligibility criteria |

*Options for the Inclusion of Science into the LCFF Eligibility Criteria*

The Science Indicator was adopted by the SBE in July 2024 as an information measure on the 2024 California School Dashboard (Dashboard). In March 2025, the SBE adopted cut scores for status, change, and a five-by-five color grid. The next step is for the SBE to consider whether the indicator will become a part of the LCFF eligibility criteria for differentiated assistance. The first step is for the SBE to consider which of the eight priority areas the Science Indicator should be placed.

The current composition of the Indicators and Priority Areas is presented in Table 22.

### Table 22: Local Control Funding Formula Priority Areas for Districts and County Offices of Education

| **LCFF State Priority Areas 1–5** | **LCFF State Priority Areas 6–10** |
| --- | --- |
| ***Basics (Priority 1)***   * *Not Met for Two or More Years* on Local Performance Indicator | ***School Climate (Priority 6)***   * *Red* on Suspension Rate Indicator, **or** * *Not Met for Two or More Years* on Local Performance Indicator |
| ***Implementation of State Academic Standards (Priority 2)***   * *Not Met for Two or More Years* on Local Performance Indicator | ***Access to a Broad Course of Study (Priority 7)***   * *Not Met for Two or More Years* on Local Performance Indicator |
| ***Parent Engagement (Priority 3)***   * *Not Met for Two or More Years* on Local Performance Indicator | ***Outcomes in a Broad Course of Study (Priority 8)***   * *Red* on College/Career Indicator (CCI) |
| ***Pupil Achievement (Priority 4)***   * *Red* on both English language arts (ELA) and math tests, **or** * *Red* on English language arts or math test **and** *Orange* on the other test * Red on English Learner Progress Indicator (ELPI) (English Learner and LTEL Student Groups Only) | ***Coordination of Services for Expelled Pupils – COEs Only (Priority 9)***   * *Not Met for Two or More Years* on Local Performance Indicator |
| ***Pupil Engagement (Priority 5)***   * *Red* on Graduation Rate Indicator, **or** * *Red* on Chronic Absence Indicator | ***Coordination of Services for Foster Youth—COEs Only (Priority 10)***  *Not Met for Two or More Years* on Local Performance Indicator |

The following are options for the SBE to consider regarding the Science Indicator and inclusion in the LCFF Eligibility Criteria:

* Option 1: Add the Science Indicator as a State Indicator for one of the eight Priority Areas (1-8)
* Option 2: Add the Science Indicator as a Local Indicator for one of the eight Priority Areas (1-8)
* Option 3: Status Quo: The Science Indicator does not impact LCFF Eligibility Determinations

Based upon the discussion at the May 2025 SBE Meeting, CDE will prepare simulations on the impacts of Options 1 and 2 to overall LCFF Eligibility determinations and present them to the SBE for the July 2025 Meeting.

# Attachment 5

## Review of DASS Application/Renewal Criteria

California *Education Code* (*EC*) Section 52052(g) requires the Superintendent of Public Instruction, with approval of the State Board of Education (SBE), to develop an alternative accountability system for schools that serve a large percentage of high-risk students. This system is commonly referred to as the Dashboard Alternative School Status (DASS).

*EC* Section 52052 also identifies specific types of schools as an alternative (e.g., juvenile court, county community day, etc.) that would automatically be eligible to participate in alternative school accountability. Table 23 provides the 2025 Accountability Workplan activities and the items presented at upcoming SBE and California Practitioners Advisory Group (CPAG) meetings that California Department of Education (CDE) related to the Application-Based DASS application/renewal process.

### Table 23: Timeline of Ongoing Developmental Activities for the Dashboard Alternative School Status (DASS) Application/ Renewal Criteria in the 2025 Accountability Workplan

| **Subject** | **March 2025**  **SBE Meeting** | **May 2025**  **SBE Meeting** | **June 2025**  **CPAG Meeting** | **July 2025**  **SBE Meeting** |
| --- | --- | --- | --- | --- |
| Review of  Dashboard  Alternative School  Status (DASS)  Application/ Renewal  Criteria | N/A | Review of DASS Application/ Renewal Criteria | Feedback on DASS Application/ Renewal Criteria | Approval of DASS Application/ Renewal Criteria |

*Background on DASS: Alternative Schools Defined in Education Code and Application-Based DASS*

The DASS program is limited to schools that meet certain eligibility requirements established by the SBE. Schools are identified as "alternative" through one of two methods:

1. Alternative Schools Defined in Education Code
2. Application-Based Dashboard Alternative School Status

*EC* Section 52052(d) defines the following school types automatically as DASS schools:

* Continuation
* County or District Community Day
* Opportunity
* County Community
* Juvenile Court
* California Education Authority, Division of Juvenile Justice
* County-Run Special Education Schools

Additionally, any district-operated special education schools that have at least 70 percent of the students enrolled in grades three through eight and grade eleven participating in the California Alternate Assessments (CAA) in the prior year will also be automatically placed into DASS.

In July 2017, the SBE adopted the following criteria for an application-based DASS status for charter and alternative schools of choice:

* Expelled (*EC* Section 48925[b]) including situations in which enforcement of the expulsion order was suspended (*EC* Section 48917)
* Suspended (*EC* Section 48925[d]) more than 10 days in a school year
* Wards of the Court (*Welfare and Institution Code [WIC]* Section 601 or 602) or dependents of the court (WIC Section 300 or 654)
* Pregnant and/or Parenting Youth
* Recovered Dropouts – State Board of Education (SBE) defines recovered dropouts based on *EC* Section 52052.3(b) as students who: (1) are designated as dropouts pursuant to the exit and withdraw codes in the California Longitudinal Pupil Achievement Data System (CALPADS), or (2) left school and were not enrolled in a school for a period of 180 days
* Habitually Truant (*EC* Section 48262) or Habitually Insubordinate and Disorderly whose attendance at the school is directed by a school attendance review board or probation officer (*EC* Section 48263)
* Retained more than once in kindergarten through grade eight
* Students who are credit deficient (i.e., students who are one semester or more behind in the credits required to graduate on-time, per grade level, from the enrolling school’s credit requirements)
* Students with a gap in enrollment (i.e., students who have not been in any school during the 45 days prior to enrollment in the current school, where the 45 days does not include non-instructional days such as summer break, holiday break, off-track, and other days when a school is closed)
* Students with high level transiency (i.e., students who have been enrolled in more than two schools during the past academic year or have changed secondary schools more than two times since entering high school)
* Foster Youth (*EC* Section 42238.01[b])
* Homeless Youth

The SBE-adopted DASS criteria required that the charter/alternative school of choice application include a process to verify over time that schools continue to serve a large percentage (i.e., 70 percent) of high-risk students, as defined in the SBE eligibility criteria. The SBE also adopted a requirement that DASS schools (not explicitly defined as alternative in *EC*) be required to re-certify every three years for alternative school status.

*Review of the Current Application-Based DASS (for Charter/Alternative Schools of Choice) Process*

From 2017 through 2023, charter/alternative schools of choice wishing to apply for DASS went through the following application steps:

1. Charter School or Alternative School of Choice applies to CDE for DASS
   1. Submitted a survey to CDE sharing the unduplicated percentage of students (on the date of application) that meet high-risk status upon first enrollment
   2. Presented the survey application at a board hearing and shared the documentation/minutes with CDE
2. Schools that submitted the information above in a timely manner were added to the DASS list for 3 years, and required to maintain documentation that they continue to meet these criteria every year they are on the list.

This process did not allow CDE an opportunity to verify the data submitted by charter schools/alternative schools of choice on their applications. Therefore, in 2024, CDE modified the survey requirements to include all cumulatively enrolled students at the time of application, allowing easier validation checks of schools and the data they were submitting. While the ability to check the data became possible, the process was lengthy and cumbersome for CDE staff to conduct validity checks.

In 2025, CDE set out to meet the requirement set by SBE to verify over time that schools continue to serve a large percentage (i.e., 70 percent) of high-risk students through a redesign of the application process. The application was modified and published in April 2025:

1. Charter School or Alternative School of Choice applies to CDE for DASS
   1. Submit the intent to apply for DASS to CDE, with the assumption that 70 percent of their students meet high-risk status upon first enrollment
   2. Presented the intent to apply at a board hearing and share the documentation/minutes with CDE
   3. Charters schools will also inform their authorizer of the intent to apply and share the communication with CDE
2. CDE evaluates the cumulative enrollment of the school in the prior school year and confirms that they served over 70 percent high-risk students upon first enrollment
3. CDE informs the school of their approved DASS status, provides a three-year DASS classification, and will annually evaluate the school to see if it continues to meet the same minimum threshold of high-risk students

## Review of Application-Based DASS (for Charter/Alternative Schools of Choice) Criteria

To ensure that schools applying for DASS are serving high-risk students, the CDE will conduct an analysis of all students, upon enrollment, to validate that the school meets the SBE-adopted high-risk criteria. This analysis will be based on data submitted by LEAs to CALPADS.

Table 24 shows the SBE adopted criteria for inclusion in DASS that CDE can readily validate and verify using data submitted by LEAs to CALPADS, as well as the criteria that are not collected by the CDE.

### Table 24: DASS Data Elements Collected in CALPADS

| Data Element Collected in CALPADS | Data Element Not Collected in CALPADS |
| --- | --- |
| Expelled students | Wards of the Court |
| Students suspended more than 10 days in a school year | Students who are credit deficient |
| Pregnant and/or parenting youth | N/A |
| Recovered dropouts | N/A |
| Habitually truant or habitually insubordinate and disorderly students | N/A |
| Students retained more than once in kindergarten through grade eight | N/A |
| Students with a gap in enrollment | N/A |
| Students with high level transiency | N/A |
| Foster youth | N/A |
| Homeless youth | N/A |

The CDE is seeking SBE guidance on modifications to the DASS criteria for consideration at the July 2025 SBE meeting.

# Attachment 6

## Review of Priority 1 Teacher Assignment Data

The 2025 Accountability Workplan provides the State Board of Education (SBE) an opportunity to further refine prior work on adding teacher assignment data to the California School Dashboard (Dashboard) at the school level. Table 25 provides the details of CDE’s work in 2025 to fulfill this objective and the items that will be presented at upcoming SBE and California Practitioners Advisory Group (CPAG) meetings.

### Table 25: Timeline of Ongoing Developmental Activities of the Priority 1: Teacher Assignment Data in the 2025 Accountability Workplan

| **Subject** | **March 2025**  **SBE Meeting** | **May 2025**  **SBE Meeting** | **June 2025**  **CPAG Meeting** | **July 2025**  **SBE Meeting** |
| --- | --- | --- | --- | --- |
| Review of Priority 1: Teacher Assignment Data | N/A | N/A | Feedback on Adoption of Priority 1 Modifications | Adoption of Priority 1 Modifications |

The 2022, 2023, and 2024 Dashboards all include information about teacher assignments in compliance with California *Education Code* Section 52064.5(e)(2) which requires that “the standards for local indicators for which the department collects or otherwise has access to relevant and reliable school-level data for all schools statewide shall, to the extent practicable, be based on objective criteria, which may include, but are not necessarily limited to, the extent of any disparities across school sites within a school district or county office of education or performance relative to statewide data.”

In this next phase of implementing *EC* Section 52064.5(e)(2) the California Department of Education (CDE) is working with educational partners to obtain feedback on the following:

* Adding “Teachers” information tile on district and school homepage (separate from Priority 1 tile).
* Adding on “View More Details” link (2nd page of Dashboard) a new table that provides Intra-District Comparison of Schools, as appropriate.

The CDE will continue to engage with the field and bring this feedback to the SBE for potential action at their July 2025 meeting.

# Attachment 7

## California School Dashboard Educational Outreach Activities

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

| **Date** | **Title** | **Topics** |
| --- | --- | --- |
| 2/19/2025 | Technical Design Group (TDG) | 2024 Dashboard Release, 2025 Accountability Workplan |
| 3/19/25 | TDG | CCI Data, Growth Category Data, and DASS Criteria |
| 4/14/25 | TDG | LTEL Data Review and Impact of Science on DA/ESSA |

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

| **Date** | **Title** | **Estimated Number of Attendees** | **Topics** |
| --- | --- | --- | --- |
| 3/12/2025 | All Titles Conference | 45 | Dashboard 101 |
| 2/26/2025 | Bilingual Coordinators Network | 100 | 2024 Support Determinations: LCFF and ESSA Assistance Determinations, and the 2025 accountability Workplan |
| 3/21-29/2025 | California Association for Bilingual Education (CABE) | 90 | English Learner Students and the 2024 Dashboard |
| 3/25/2025 | Association of California School Administrators - Council of Middle Grades Educational Leaders | 8 | Accountability Updates |
| 3/27/2025 | Association of California School Administrators - Council of Secondary Educational Leaders | 12 | Accountability Updates |

### Table 3: Presentations/Virtual Meetings

| **Date** | **Title** | **Estimated Number of Attendees** | **Topics** |
| --- | --- | --- | --- |
| 2/4/2025 | Growth Data Webinar for the Public | 303 | Supporting the Release of Growth Data |
| 2/14/2025 | State and Federal Program Directors | 275 | Williams Act |
| 2/27/2025 | CISC Science Subgroup | 20 | Science Points for Status and Change and Adoption of the five-by-five grid |
| 3/6/2025 | Curricular & Improvement Support (CISC) | 55 | Science Points for Status and Change and Adoption of the five-by-five grid |
| 3/12/2025 | Regional Assessment Network | 25 | Updates on 2025 Accountability Workplan |