# 2024 Dashboard On-Demand Session: Dashboard 101 Notetaking Guide

California Department of Education | November 2024

## Welcome

The Dashboard 101 on-demand video associated with this Notetaking Guide can be found on the California Department of Education (CDE) Dashboard Communications Toolkit web page under the On Demand Dashboard Sessions section at <https://www.cde.ca.gov/ta/ac/cm/dashboardtoolkit.asp>.

## Agenda

* Overview of the Dashboard
* The 2024 Dashboard
* Resources on the Dashboard
* Frequently Asked Questions​ (FAQs)
* Contacting Us​

## Overview of the Dashboard

The Dashboard is an online tool designed to help communities across the state access important information about transitional kindergarten through grade twelve. The Dashboard reports how districts and schools are performing on multiple state and local measures that make up California’s accountability system.

### Purpose

The purpose of the Dashboard is to determine how local education agencies (LEAs) and schools are performing under California's school accountability system and help communities across the state access important information about transitional kindergarten through grade twelve.

The results are used to identify strengths and weaknesses and help ensure that the needs of all students are met.

Results are presented for districts, schools, and defined student groups, including racial/ethnic groups, low-income students, English learner (EL) students, long term English learners (LTEL), homeless students, foster youth, and students with disabilities (SWDs).

### Where Does the Data for the Dashboard Come From?

The main source of data for our state indicators comes through the California Longitudinal Pupil Achievement Data System (CALPADS) data collections throughout the year, as well as the CALPADS Operational Data Store.

Information is provided about student performance on annual assessments. For example, we get standardized test scores for English language/arts (ELA) and mathematics as part of the Academic Indicator from the testing vendors. We also get English Language Proficiency Assessments for California (ELPAC) results for the English Learner Progress Indicator (ELPI).

Finally, for our College Career Indicator (CCI), we gather additional student-level data submissions.

For more information about all of the data sources on the Dashboard, be sure to check out the 2023–24 Handbook Connecting CALPADS to the Dashboard: <https://www.cde.ca.gov/ta/ac/cm/documents/caldashhandbook24.docx>

### How Is the Dashboard Used?

The Dashboard promotes continuous improvement for all student groups across all indicators.

The Dashboard is also used for Awards from the CDE and additional distinctions from the state or US Department of Education, such as Blue Ribbon Schools and our Distinguished Schools Program.

Additionally, the results of the Dashboard are used to determine LEAs eligible for differentiated support under the Local Control Funding Formula (LCFF), and schools eligible for Comprehensive Support and Improvement (CSI)/Additional Targeted Support and Improvement (ATSI) under the Every Student Succeeds Act (ESSA). Due to the Federal Support Determinations Timeline, the 2024 Dashboard requires California to determine eligibility for schools under Targeted Support and Improvement (TSI) for the first time since the State Board of Education adopted California’s ESSA State Plan in 2018. During this three-year cycle annual exit determination for those schools that have met the CSI or ATIS exit criteria will be made. In 2026, the Dashboard will return to determining if schools are eligible for CSI or ATSI based on Dashboard results.

### What Information Does the Dashboard Include?

The Dashboard is made up of easy-to-use reports that show LEA or school performance on state and local indicators. Those multiple **state and local indicators** make up California’s accountability system.

The Dashboard also reports enrollment information for the school including demographics, the percentage of socioeconomically disadvantaged students, EL students, long term English learners, and foster youth.

### Dashboard State Indicators

The Dashboard features seven state indicators that provide important information on how LEAs and schools are serving their students. The information used for these indicators are based on data collected statewide.

* Academic Performance, which includes measures for both English language arts/literacy (ELA) and mathematics
* English Learner Progress
* Chronic Absenteeism
* Graduation Rate
* Suspension Rate
* College/Career
* Science (for informational purposes only in 2024)

### Student Groups

The Dashboard has 14 student groups.

Race/Ethnicity Student Groups:

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

Program Student Groups:

* English Learners
* Long-Term English Learners
* Foster Youth
* Homeless
* Socioeconomically Disadvantaged
* Students with Disabilities

### Dashboard Local Indicators

Seven local indicators are included on the dashboard:

* Basic Conditions of Learning
* Implementation of State Academic Standards
* Parent Involvement and Family Engagement
* School Climate, as measured by a local climate survey
* Access to a Broad Course of Study
* Coordination of Services for Expelled Youth (County Offices of Education [COEs] only)
* Coordination of Services for Foster Youth (COEs only)

## 2024 State Indicators

### Academic Indicators: ELA and Mathematics

Average Student Academic Performance on the Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for ELA and mathematics taken in grades three through eight and eleven.

### ELPI

The progress made by current EL students in grades one through twelve towards English language proficiency on the Summative ELPAC and the Summative Alternative ELPAC.

### Chronic Absenteeism Indicator

The percentage of students who are chronically absent (absent for 10 percent or more of the instructional days in which the student was expected to attend during the school year) in kindergarten through grade eight.

### Suspension Rate Indicator

The percentage of students who have an aggregate suspension length of at least one full day in kindergarten through grade twelve.

### Graduation Rate Indicator

The percentage of high school graduates who receive a traditional diploma in grade twelve. Students who graduate within either four or five years are included.

### CCI

The percentage of high school graduates who are prepared for college/career. The CCI will be reported as "Status Only" on the 2023 Dashboard.

### Science

Average Student Academic Performance on the California Science Test (CAST) and California Alternate Assessments (CAAs) for science taken in grades five and eight and once in high school (e.g., grade 10, eleven, or twelve).

## The 2024 Dashboard and What to Expect

### Status and Change

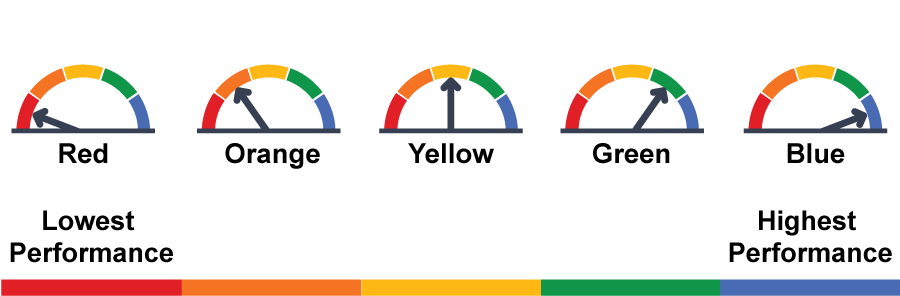
For state measures, performance is based on two factors:

* Status: Current year results
* Change: whether results improved from the Prior year

It is the combination of Status and Change that determines color performance on the Dashboard

### Five Performance Levels (Colors)

There are five Performance Levels (colors) that can be reported on the Dashboard.



The range of colors is from Red to Blue with Red being the lowest possible Performance Level while Blue is the highest possible Performance Level. The Performance Levels in order from highest to lowest are Blue, Green, Yellow, Orange, and Red.

### Five-by-Five Tables

An LEA, school, or student group’s Performance Level (color) is determined through the use of a five-by-five colored table that utilizes the Status level and Change level.

Table 2. Five-by-Five Table

| **Performance Level** | **Declined Significantly** | **Declined** | **Maintained** | **Increased** | **Increased Significantly** |
| --- | --- | --- | --- | --- | --- |
| **Very High** | Yellow | Green | Blue | Blue | Blue |
| **High** | Orange | Yellow | Green | Green | Blue |
| **Medium** | Orange | Orange | Yellow | Green | Green |
| **Low** | Red | Orange | Orange | Yellow | Yellow |
| **Very Low** | Red | Red | Red | Orange | Yellow |

​As a reminder, for some indicators very low is the desired outcome, so each indicator will have its five-by-five colored table which properly identifies its Performance Level.

Five-by-five tables and cut scores are available for each of the indicators and can be found on the CDE Five-by-Five Colored Tables web page: <https://www.cde.ca.gov/ta/ac/cm/fivebyfivecolortables23.asp>

### Three-by-Five Tables

Select LEAs and schools with small populations are more susceptible to large swings in results from year to year. To account for this, A three-by-five colored table is applied when the N-size is less than 150 at the LEA, school, and student group levels​ for certain indicators.

Table 3: Three-by-Five Table

| **Performance Level** | **Declined** | **Maintained** | **Increased** |
| --- | --- | --- | --- |
| **Very High** | Green | Blue | Blue |
| **High** | Yellow | Green | Green |
| **Medium** | Orange | Yellow | Green |
| **Low** | Orange | Orange | Yellow |
| **Very Low** | Red | Red | Orange |

​The three-by-five colored tables remove both the “Increased Significantly” and “Declined Significantly” Change levels from the Performance Level determinations. Small student populations will receive only one of **three Change levels**for the Graduation Rate Indicator, Suspension Rate Indicator, Chronic Absenteeism Indicator, and CCI.

The Change levels are Increased​, Maintained​, and Declined​.

### A Rule About Charter Schools

Because charter schools are treated as LEAs under the LCFF their data are not included in their authorizer Dashboard report.

### District of Special Education Accountability (DSEA)

The District of Special Education Accountability (DSEA) rule is applied to all available state indicators for Students with Disabilities (SWDs) who receive special education services at another district or county office of education. These students will be “sent back” to the district of residence or DSEA and included in the DSEA’s Dashboard.

For example, the district where the student geographically resides is held accountable for the student’s graduation outcomes and that data is included in the district of residence’s Graduation Rate Indicator.

Please note that this rule applies to LEAs only. All schools, including charter schools, are held accountable for all SWDs.

For further information on the DSEA rule, refer to District of Special Education Accountability Rule for Students with Disabilities Flyer on the CDE website at <https://www.cde.ca.gov/ta/ac/cm/documents/districtresidencerule24.pdf>.

### Reporting for at Least 30 or More Students

* Performance Level (color) gauge graphic displayed
* Status and Change reported
* Held accountable for support determinations

### Reporting for 11 to 29 Students

* Performance Level (color) graphic greyed out
* Status and Change reported
* Not held accountable for support determinations

### Reporting for Fewer than 11 Students

* Performance Level (color) graphic greyed out
* Status and Change not reported
* Not held accountable for support determinations

### Exception

LEAs with at least 15 students in the current and prior year will receive a Performance Level (color) for foster youth, homeless and LTELs only.

Charter schools are treated as schools and still require the 30 students to receive a Performance Level (color).

### Long Term English Learners (LTELs)

Beginning on the 2024 Dashboard, long-term English learners (LTELs) will be added as a student group across all state indicators, bringing the dashboard to a total of 14 student groups. EL students who have not been reclassified as fluent-English proficient within seven years will be included in the LTEL student group. However, EL students included in the LTEL student group will vary by state measure.

Note: LTELs have been added as the only student group in the ELPI. The ELPI card will include an Equity Report starting on the 2024 Dashboard.

## Local Indicators

### Performance Standards

The State Board of Education (SBE) has approved the following performance standards for each of the local indicators:

1. Annually measure its progress in meeting the requirements of the specific LCFF priority.
2. Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan is adopted. The presentation to the board must occur on or before July 1.
3. Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator. When LEAs report results to the public through the Dashboard, the LEA will also enter the date that the local indicators were presented to the LEA's local governing board.

### Performance Ratings

Districts receive one of three ratings for each of the local measures:

Met

Not Met

Not Met for Two or More Years

## Resources on the Dashboard

### Dashboard Website

Dashboard Website: <https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp>

* Dedicated pages for each state indicator
* Organized by "general" and "technical" information
* Anchors on each page to help identify the available resources and information

### 2024 Dashboard Toolkit

Dashboard Toolkit: <https://www.cde.ca.gov/ta/ac/cm/dashboardtoolkit.asp>

* Flyers for multiple audiences
* On-demand training sessions
* FAQs and more
* Always an email away: [dashboard@cde.ca.gov](mailto:dashboard@cde.ca.gov)

### Dashboard Indicator Flyers

Dashboard Indicator Flyers: <https://www.cde.ca.gov/ta/ac/cm/dashboardtoolkit.asp#flyersforeducators>

* Academic Indicators
* Chronic Absenteeism Indicator
* College/Career Indicator
* English Learner Progress Indicator
* Graduation Rate Indicator
* Suspension Rate Indicator
* Science Indicator

### Flyers for Parents

Flyers for Parents: <https://www.cde.ca.gov/ta/ac/cm/dashboardtoolkit.asp#flyersforparents>

* Getting to Know the California School Dashboard
* Getting to Know the State Measures
* How Colors Are Determined
* How to View Performance for a School or District on the 2024 Dashboard
* Exploring the Equity Report
* How to Compare Schools on the Dashboard

### Technical Resources

CDE 2024 Dashboard Technical Guide web page: <https://www.cde.ca.gov/ta/ac/cm/dashboardguide24.asp>

2023–24 Handbook Connecting CALPADS to the Dashboard: <https://www.cde.ca.gov/ta/ac/cm/documents/caldashhandbook24.docx>

### Dashboard Additional Reports

Expanded information from the Dashboard aimed for LEA and School Audiences

The CDE School Dashboard Additional Reports web page: <https://www.cde.ca.gov/ta/ac/cm/dbadditionalrpts.asp>

## Contacting Us

Email: [dashboard@cde.ca.gov](mailto:dashboard@cde.ca.gov)

Follow us on X (formerly Twitter): [@CDEDashboard](https://twitter.com/hashtag/CDEDashboard?src=hashtag_click)